

<p>Title: <i>The Strength of a Bear</i></p> <p>Guiding Questions:</p> <ol style="list-style-type: none"> <li>1. What makes a bear a bear?</li> <li>2. How does strength help us grow and learn?</li> </ol>	
<p>Learning Targets:</p> <ol style="list-style-type: none"> <li>1. I can explain how the physical features of a black bear help it survive.</li> <li>2. I can evaluate conditions that help a black bear survive.</li> <li>3. I can interpret what bears represent in stories.</li> <li>4. I can illustrate why bears are an important symbol of our school.</li> </ol>	
<p>Kick Off:</p> <ul style="list-style-type: none"> <li>◆ Bear Moon Walk (Martis Valley: nighttime moon walk and visualization led by Jill Stevenson)</li> </ul>	<p>Culminating Product/Event:</p> <ul style="list-style-type: none"> <li>➢ Papier-maché bear as mascot display; presentation (2011)</li> <li>➢ Poster of drawing/strength statements for Office (2013)</li> <li>➢ SELS mascot drawings for spiritwear (2016??)</li> </ul>
<p>Case Study #1: LT #1 &amp; 2</p> <p><b><i>Bear Necessities</i></b></p> <p>Overview:</p> <ul style="list-style-type: none"> <li>• Physical characteristics of black bear</li> <li>• Relationship to habitat</li> </ul> <p>Project:</p> <ul style="list-style-type: none"> <li>○ Building a bear den</li> <li>○ Bear drawings (with artist Jill Stevenson)</li> <li>○ Habitat models</li> </ul> <p>Literature Used:</p> <ul style="list-style-type: none"> <li>• Assorted F/NF texts, poems &amp; songs</li> <li>• Focus: letters/sounds; Look at picture/Use beginning &amp; ending sounds; fiction/non-fiction</li> <li>• Complex text: bear article</li> </ul> <p>Writing Assignments:</p> <ul style="list-style-type: none"> <li>• Informative: Lucy Calkins unit of study</li> </ul> <p>Other Assessments:</p> <ul style="list-style-type: none"> <li>• Physical features cut/paste</li> <li>• Conditions for survival (interactive models)</li> </ul> <p>Fieldwork:</p> <ul style="list-style-type: none"> <li>• Bear Moon Walk in Martis Valley (night walk)</li> <li>• Folsom Zoo (bear observation)</li> </ul> <p>Experts:</p> <ul style="list-style-type: none"> <li>• Jill Stevenson (artist)</li> <li>• Folsom Zoo docents</li> <li>• BEAR League</li> <li>• American Bear Assoc. (MN)</li> </ul> <p>Service Learning:</p> <p>Character/Adventure:</p> <ul style="list-style-type: none"> <li>• Moon Walk</li> </ul>	<p>Case Study #2: LT #3 &amp; 4</p> <p><b><i>More Than a Bear</i></b></p> <p>Overview:</p> <ul style="list-style-type: none"> <li>• Concept of symbolism</li> <li>• Varieties and value of strength as a character trait</li> </ul> <p>Project:</p> <ul style="list-style-type: none"> <li>• Sew spirit pouches</li> <li>• Strength Interviews (Director; staff)</li> </ul> <p>Literature Used:</p> <ul style="list-style-type: none"> <li>• Assorted F/NF texts, poems &amp; songs</li> <li>• Focus: letters/sounds; Look at picture/Use beginning &amp; ending sounds; fiction/non-fiction</li> <li>• Complex text: bear poem</li> </ul> <p>Writing Assignments:</p> <ul style="list-style-type: none"> <li>• Informative (Calkins continued)</li> </ul> <p>Other Assessments:</p> <ul style="list-style-type: none"> <li>• Interview rubric</li> </ul> <p>Fieldwork:</p> <p>Experts:</p> <ul style="list-style-type: none"> <li>• Jill Stevenson</li> <li>• Alaina Reichwald (counselor)</li> </ul> <p>Service Learning:</p> <ul style="list-style-type: none"> <li>• Papier-maché bear as mascot display; presentation (2011)</li> <li>• Poster of drawing/strength statements for Office (2013)</li> </ul> <p>Character/Adventure:</p> <ul style="list-style-type: none"> <li>• Strength Interviews</li> <li>• Presentation at Community Mtg.</li> </ul>