Unit 5 /Week 5

Title: Old Yeller and the Bear

Suggested Time: 5 days (45 minutes a day)

Common Core ELA Standards: RL.5.1, RL.5.2, RL.5.4, RL.5.6; RF.5.4; W.5.1, W.5.4, W.5.9; SL.5.1, SL.5.6; L.5.1, L.5.2, L.5.4, L.5.5

Teacher Instructions

Refer to the Introduction for further details.

Before Teaching

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

   ### Big Ideas and Key Understandings

   Loyalty and heroism often spring from unexpected circumstances and unexpected places.

   ### Synopsis

   With Papa away on a cattle drive, fourteen-year-old Travis is in charge of looking after the family homestead on the Texas plains, miles away from the nearest neighbors. All goes well until Little Arliss, Travis's adventuresome brother, tries to capture a young bear cub and incurs the wrath of its ferocious mother. Travis runs to help but will not get to Arliss in time. So Old Yeller plows into the side of the mother bear several times and grabs onto her throat distracting her from Arliss and her cub. Soon Arliss is safely home with Mama and Travis. Old Yeller comes back licking and jumping on them like nothing has happened.

2. Read entire main selection test, keeping in mind the Big Ideas and Key Understandings.

3. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

During Teaching

1. Students read the entire main selection text independently.

2. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)

3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

Text Dependent Questions	Evidence-Based Answers
How does Travis feel about Old Yeller at the beginning of the story on page 462?	In the preface, on page 462, it states that Travis th... was a nuisance.
From whose point of view is the story written and which words lead you to that conclusion? How might this influence how events are described? (Pg. 462)	Travis is telling the story. You can tell this from th... "we" and "me" on page 462.
Reread paragraph 3 on page 462. What are some unusual things that Arliss pulls out of his pocket?	He would pull out a tangled-up mess of grasshopp... praying bugs and lizards, horned toad, young bird... water snake. Once he pulled out a baby copperhe...
What evidence from the text supports that Arliss and Old Yeller have a great bond? (Pg. 464)	Old Yeller would run down the big game for Arliss... him and he caught to fish for Arliss. Page 464
Reread the bottom of page 464 and the top of page 465, what whopper did Arliss tell?	At night during their fish dinner, "he told the bigg... dived 'way down into a deep hole under the rocks... fish out and nearly got drowned before he could s... with it." Old Yeller had really caught the fish and l... where Arliss picked it up. Page 465
On page 465, what does Travis mean when he says, "that old yeller dog is going to make Arliss the biggest liar in Texas"?	Travis knows that when Arliss says that he is the c... the animals himself each day, his is really lying. Ol... them all, and Arliss takes all the credit. Therefore,... Travis says this.
What clues can you find in the text that might explain how Travis feels about Arliss and his "windies?" (Pg. 465)	"She said for me to let Little Arliss alone. She said... a bigger whopper than the ones I used to tell, she... Well, I hushed then. If Mama wanted Little Arliss t... biggest liar in Texas, I guessed it wasn't any of my... 465

On page 466, Travis states, "I think Mama let him tell so many beg <u>yarns</u> about his catching live game that he'd begun to believe them himself." Using context clues what does the word <u>yarns</u> mean?	● A yarn is a made up story like the ones Arliss is tel... Page 466
In the second paragraph on page 467, what does Travis mean when he says, "I felt my heart flop clear over"?	● He was frightened when he heard Arliss scream. F...
Identifying cause and effect is a skill good readers possess. Reread page 468 and identify an instance of cause and effect.	● When Arliss grabs the cub, the cub cries. The cry a... bear, and she comes to protect it, putting Arliss in...
Using the text evidence from the bottom of page 469 and top of page 470, how does the author help you visualize Old Yeller attacking the mother bear near the creek bed?	● A flash of yellow came streaking out of the brush... like a mad bull. He wasn't one-third as big and hea... when he piled into her from one side, he rolled he...
The bear is too big and strong for the dog. On page 470, how does Old Yeller keep the bear away from the family?	● He knocks her down and hangs onto her throat.
After reading page 471 what can you infer about Travis's feelings towards Old Yeller? What is your evidence? Did his feelings change from the beginning of the story?	● "But if the big yeller dog was scared or hurt in any... dashing into the house, he didn't show it. He sure... we all did." Travis thinks Old Yeller is brave becau... like the rest of the family. ● At the beginning, he thought Old Yeller was a nuis...

Vocabulary

	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWIN... General teaching suggestions are provided
TEACHER PROVIDES DEFINITIO N not enough conte xtual clues provide d in the text	Pages 466, 468, 470, 471 - lick (Different meaning on each page)	Page 462 - spasm Page 466 - stand, yarn

STUDENTS FIGURE OUT THE MEANING suffi cient context clues are provide d in the text	Page 464 - game Page 465 - windy/windies Page 465 - whopper Page 468 - fix	Page 464 - sulled Page 465 - squawling Page 465 - poultice, wedge Page 467 - frantic Page 468 - cross-banded

Culminating Task

- Re-Read, Think, Discuss, Write

- *Loyalty and heroism often spring from unexpected circumstances and unexpected places. Can animals be loyal, be heroes? Analyze Old Yeller's actions throughout the story and, using evidence from the text, construct an argument for him being a loyal, heroic or both.*

    Answer:

o   Old Yeller is loyal to Arliss throughout the story. It can be inferred from the text that the two are together all day long, hunting animals and catching fish (pgs. 463-464).

o   Old Yeller He caught birds, rabbits and possum for Arliss (pg. 463).

o   He caught a fish for Arliss, dropping it on the bank for Arliss to take home.

o   Old Yeller is catching so much for Arliss that the older brother is concerned that the "old yeller dog is going to make the biggest liar in Texas out of Little Arliss."

o   Old Yeller's action fight with the angry bear shows loyalty and heroism. The older brother and mother were unable to reach Arliss in time as the mother bear bore down on him, but the older brother saw "a flash of yellow … streaking out of the brush. It was that big, yeller dog" (pgs. 469-470).

o   Old Yeller "was roaring like a mad bull. He wasn't one-third as big and heavy as the she bear, but when he piled into her from one side, he rolled her clear off her feet." The loyal dog, much smaller than the bear, was fearlessly protecting Arliss (pg. 470).

o   It could be argued that Old Yeller was protecting the whole family from the bear by continuing to charge it, keeping it from chasing any of them. The dog kept attacking, taking swipe after swipe from the bear (pg. 470).

o   According to the mother, "the minute old yeller saw we were all in the clear and out of danger, he threw the fight to that she-bear and lit out for the house" where he barked loudly and licked all their faces as though it had all been in fun (pg. 471).

Additional Tasks

● *In "Old Yeller and the Bear", the author uses a great deal of vernacular terms, the ordinary language of the people in a country or region. Working with a partner or in a small group, find other examples of vernacular terms, define them and develop an illustrated glossary.*

> Answer: Possible vernacular terms for a glossary

● Page 464-yeller dog-yellow dog

● Page 465-squawling-screaming and crying

● Page 465-mighty-very much

● Page 465-windy-a fib

● Page 465-dived 'way down- drove deep

● Page 466-big yarns-made-up stories

● Page 466-a ways-farther

● Page 466-lick-another thing

● Page 466-till- until

● Page 466-played clear out-very tired

● Page 467-struck a trot-running

● The author Fred Gipson uses a variety of figurative language in this text, including hyperbole and similes. With a partner, search the text for more examples of figurative language, write them

down and identify the type of language (hyperbole, similes, metaphor, etc.). Write and illustrate

two of your own examples of figurative language. Share with the class.

Answer: Possible student finds:

- Page 462- "One time he brought in a horned toad that got so mad he swelled out round and flat as a Mexican tortilla." This is a simile that is comparing a toad to a tortilla.
- Page 465-"Not even a mesquite thorn hurts as bad as a sharp fish fin when its runs deep into your hand. This simile compares a thorn to a fish fin.
- Page 465-"Mama, that old yeller dog is going to make the biggest liar in Texas out of Little Arliss." This is a hyperbole exaggerating how often Little Arliss tells a fib.
- Page 466- "I was worn down to a nub." This is an example of a hyperbole that exaggerates how tired he was."
- Page 467- "covering ground like a scared wolf" This is a simile for how fast Travis was running.

Note to Teacher

- The author uses a great deal of vernacular in this story and while there is little difficult vocabulary, the vernacular could make reading and comprehension difficult for some students, especially English Language Learners. Teachers may want to cover the meaning and purpose of vernacular language (common speech, often particular to a region, used often in storytelling and folktales in order to capture the spirit of the place or situation) before beginning the story.

Name _____   Date _____

"Old Yeller and the Bear"

1. How does Travis feel about Old Yeller at the beginning of the story on page 462?

2. From whose point of view is the story written and which words lead you to that conclusion? How might this influence how events are described? (Pg. 462)

3. Reread paragraph 3 on page 462. What are some unusual things that Arliss pulls out of his pocket?

4. What evidence from the text supports that Arliss and Old Yeller have a great bond? (Pg. 464)

5. Reread the bottom of page 464 and the top of page 465, what whopper did Arliss tell?

6. On page 465, what does Travis mean when he says, "that old yeller dog is going to make Arliss the biggest liar in Texas"?

7. What clues can you find in the text that might explain how Travis feels about Arliss and his "windies?" (Pg. 465)

8. On page 466, Travis states, "I think Mama let him tell so many beg <u>yarns</u> about his catching live game that he'd begun to believe them himself." Using context clues what does the word <u>yarns</u> mean?

9. In the second paragraph on page 467, what does Travis mean when he says, "I felt my heart flop clear over"?

10. Identifying cause and effect is a skill good readers possess. Reread page 468 and identify an instance of cause and effect.

11. Using the text evidence from the bottom of page 469 and top of page 470, how does the author help you visualize Old Yeller attacking the mother bear near the creek bed?

12. The bear is too big and strong for the dog. On page 470, how does Old Yeller keep the bear away from the family?

13. After reading page 471 what can you infer about Travis's feelings towards Old Yeller? What is your evidence? Did his feelings change from the beginning of the story?