

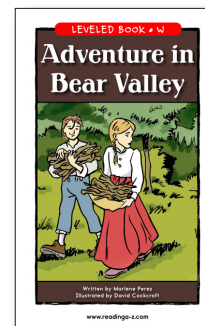
Key Question

What information in the text helps readers better understand the characters?

Vocabulary

Academic vocabulary: *explain(ed)* (v.)

Discuss each academic vocabulary word with students. Point to the use of each word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Include on each poster: the word and its part of speech, the definition, the word in an example sentence, and a picture (if possible) illustrating the meaning of the word. Hang these posters up in the classroom for students to see and refer to as they encounter the words within other texts, lessons, and assignments.



Story words

- *canteens (n.), flapjacks (n.), hoarse (adj.), homestead (n.), perilous (adj.), provisions (n.)*

Enrichment words

- *agonizingly (adv.), apprentice (n.), between hay and grass (f.o.s.), blowup (n.), bosh (n.), bully (adj.), dragged out (f.o.s.), hold a candle to (f.o.s.), kin (n.), pallet (n.), perplexed (adj.), peter out (v.), tie to (f.o.s.), timid (adj.)*

Go to VocabularyA-Z.com for a pre-made vocabulary lesson for *Adventure in Bear Valley*.

Ask and answer questions

Individually, have the students look at the title and the front and back covers of the book. Have them make a prediction about where the story takes place, the characters, and what might happen. Have students stop and make a prediction at the end of the following pages: 4, 8, 11, 15, 18. Have a class discussion on where students made a change in their prediction and what led them to do so. Encourage students to rationalize why they left some predictions the same.

Story elements: Sequence events

Reread pages 3 and 4 with students. Discuss what can be said about the characters of Jess and Emily and what important events in the story happened that helped shape their characters. For example: *Jess is wary and short with his words. After his parents died, he is not confident about continuing the journey to California and does not want to be considered part of anyone else's family.*

Graphic organizer: Sequence events

After students have read the story, put them in pairs to pick out the major events and the changes that Emily and Jess made along the way. Have students use the lesson [graphic organizer](#) to record these story events and to capture character changes that accompanied these events.

Text-dependent questions

Next to each answer, have students write the page number(s) where they found information in the text to answer the questions.

- *Why are Emily and Jess traveling with the Hutchinsons?* (level 1)
- *How does Jess feel about the Hutchinsons? How do you know?* (level 2)
- *How is Emily's attitude toward the Hutchinsons different from Jess's attitude?* (level 2)
- *What was Emily hoping would happen when Jess and Mr. Hutchinson went fishing?* (level 2)
- *How might the experience Mrs. Hutchinson and Emily had with the bear change their relationship?* (level 3)

Response to reading

Have students cite specific evidence from the book to answer the key question.

Name _____

Instructions: Write the major events of *Adventure in Bear Valley* in the correct order, using the boxes below.

1. _____ _____ _____	→	2. _____ _____ _____
3. _____ _____ _____	→	4. _____ _____ _____
5. _____ _____ _____	→	6. _____ _____ _____
7. _____ _____ _____	→	8. _____ _____ _____
9. _____ _____ _____	→	10. _____ _____ _____