

Old Bark's Cure

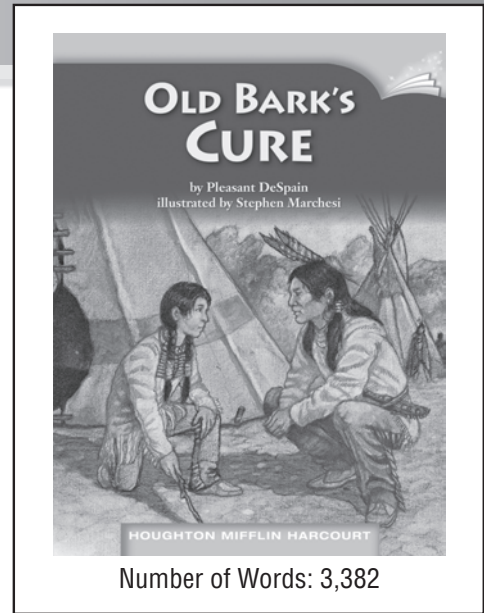
by Pleasant DeSpain

Fountas-Pinnell Level X

Historical Fiction

Selection Summary

Grandfather Wolf has a story to tell his grandson, Lean Bear: long ago, Grandfather Wolf had wanted to become a medicine man. A twist of fate prevented this path, but Grandfather Wolf tells how he used the example of his mentor, Old Bark, to save his tribe from an epidemic of typhus.



Characteristics of the Text

Genre	<ul style="list-style-type: none"> • Historical fiction
Text Structure	<ul style="list-style-type: none"> • First-person narrative • Complex plot
Content	<ul style="list-style-type: none"> • Pioneer settlement • Native American culture: <i>family life, medicine man, hunting</i> • How diseases like typhus spread from settlers to Native Americans
Themes and Ideas	<ul style="list-style-type: none"> • Listening to elders' stories can connect people with their past. • Remaining calm and headstrong in a stressful situation is important. • Little things provide clues to important things.
Language and Literary Features	<ul style="list-style-type: none"> • Dialogue reveals multidimensional characters • Figurative language • Setting of Cheyenne camp in 1800s distant from students' experience
Sentence Complexity	<ul style="list-style-type: none"> • Complex sentence structure includes dialogue and embedded phrases • Sentences with parenthetical material denoted by dashes
Vocabulary	<ul style="list-style-type: none"> • New vocabulary requiring context: <i>nomadic, withstood, consciousness, illuminating</i> • Words used figuratively and with unusual connotation: <i>licked</i>
Words	<ul style="list-style-type: none"> • Many words with three or more syllables: <i>encampment, sweltering, apprenticeship</i>
Illustrations	<ul style="list-style-type: none"> • Minimal illustration; symbolic decoration along border
Book and Print Features	<ul style="list-style-type: none"> • Seventeen pages of text including an epilogue
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Printed in the U.S.A.

978-0-547-30684-1 1 2 3 4 5 6 7 8 9 10 0940 15 14 13 12 11 10 09

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Build Background

Help students use their knowledge of settlers and Native Americans to visualize the story. Build interest by asking questions such as the following: *How much contact do you think the Cheyenne had with settlers in Wyoming Territory? Why would the author call Wyoming a territory?* Read the title and author and talk about the cover illustration. Explain to students that this is historical fiction; although the events really happened, they are being described in a first-person account by a fictional character.

Introduce the Text

Guide students through the text, noting important ideas, and helping with unfamiliar language and vocabulary so they can read the text successfully. Here are some suggestions:

Pages 2–3: Explain that Grandfather Wolf is telling a story about his youth to his grandson, Lean Bear. **Suggested language:** *Grandfather Wolf tells Lean Bear about the white man's arrival. He tells him that he didn't become a medicine man because it wasn't his "path." What do you think he means?*

Pages 4–5: Tell students that the white man arrived in the Cheyenne camp, and he learned from the Cheyenne. Read the phrase *after the moon shone full and round 13 times*. **Ask:** *What does this indicate about the amount of time the Cheyenne spent with this man?*

Page 10: Explain that more white settlers arrived and spread a disease that caused **mottled** or blotchy rashes. **Ask:** *How can a rash make a person feel? What might cause a rash?*

Now turn back to the beginning of the story and read to find out how Wolf puts into practice what he learns from Old Bark.

Expand Your Vocabulary

lice – plural of *louse*, p. 12

louse – a wingless, biting or sucking insect that is parasitic on humans, p. 12

mottled – marked with spots or blotches, p. 12

rash – an itchy eruption on the skin, p. 10

tuberculosis – an infectious disease affecting the lungs and other tissues of the body, p. 18

typhus – an infectious disease caused by lice, fleas, or mites, p. 17

Read

Have students read silently while you listen to individual students read aloud. Support their understanding of the text as needed.

Remind students to use the Infer/Predict Strategy  **TARGET STRATEGY** and to use text clues to figure out what the author means and what might happen.

Discuss and Revisit the Text

Personal Response

Invite students to share their personal responses to the story.

Suggested language: *Did the grandparent-grandchild relationship in the story seem realistic to you? Why or why not?*

Ways of Thinking

As you discuss the text, help students understand these points:

Thinking Within the Text	Thinking Beyond the Text	Thinking About the Text
<ul style="list-style-type: none">• Grandfather Wolf tells his grandson, Lean Bear, a story about why he became a hunter instead of a medicine man.• Young Wolf prevents typhus from spreading in his tribe.• Wolf's father, Four Bears, is proud of his son for his heroic deed.	<ul style="list-style-type: none">• Listening to stories of the past can connect family members and explain people's life paths.• Remaining calm in a stressful situation can help people make better decisions and help those around them to remain calm.• Small details are sometimes clues to important problems.	<ul style="list-style-type: none">• The beginning of the story is in the present tense and sets the stage for Grandfather Wolf's storytelling.• The dialogue between the characters is realistic and draws readers into the story.• The epilogue provides historic context for the story.

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Choices for Further Support

- **Fluency** Invite students to choose a passage from the text to act out or use for readers' theater. Remind them to pay attention to punctuation. Point out the italicized text on page 10 and remind students that this should be read as dialogue, although it is occurring in Wolf's mind.
- **Comprehension** Based on your observations of the students' reading and discussion, revisit parts of the text to clarify or extend comprehension. Remind students to go back to the text to support their ideas.
- **Phonics/Word Work** Provide practice as needed with words and word parts, using examples from the text. Remind students that many English words derive from Greek or Latin origins. For example, the word *typhus* on page 17 is derived from the Greek word *typhos*, meaning "fever."

Writing about Reading

Critical Thinking

Have students complete the Critical Thinking questions on BLM 22.9.

Responding

Have students complete the activities at the back of the book, using their Reader's Notebook. Use the instruction below as needed to reinforce or extend understanding of the comprehension skill.

Target Comprehension Skill

Theme ✓ **TARGET SKILL** Remind students that the theme of a story is the main topic or idea. The characters' thoughts and actions help to communicate the theme. Model how to add details to the Graphic Organizer, using a "Think Aloud" like the one below:

Think Aloud

Throughout the story, there are examples of Wolf's paying attention and noticing the importance of little things. For instance, Wolf notices the signs of disease on his uncle's body. Add this detail to the Graphic Organizer as a detail that supports the theme.

Practice the Skill

Have students share an example of another story in which the characters help to communicate a theme.

Writing Prompt: Thinking Beyond the Text

Have students write a response to the prompt on page 6. Remind them that when they think beyond the text, they use their personal knowledge to reach new understandings.

Assessment Prompts

- What can the reader conclude about Wolf based on his actions?
- What is an important message in this story?
- After Antelope dies, Wolf is worried about his family because

English Language Development

Reading Support Make sure the text matches the student’s reading level. Language and content should be accessible with regular teaching support.

Idioms The story includes many idioms that might be unfamiliar. Explain the meaning of expressions such as *silent tears* (p. 7), *lost my nerve* (p. 11), *light of day crept* (p. 11), and *bared his soul* (p. 15).

Oral Language Development

Check student comprehension, using a dialogue that best matches your students’ English proficiency. **Speaker 1** is the teacher, **Speaker 2** is the student.

Beginning/Early Intermediate	Intermediate	Early Advanced/ Advanced
<p>Speaker 1: Who is telling the story?</p> <p>Speaker 2: Grandfather Wolf</p> <p>Speaker 1: Where does young Wolf live?</p> <p>Speaker 2: Wyoming Territory</p> <p>Speaker 1: What does Wolf become?</p> <p>Speaker 2: a hunter</p>	<p>Speaker 1: What do the settlers following Red Hair bring?</p> <p>Speaker 2: They bring iron pots, pans, rifles, bullets, and diseases.</p> <p>Speaker 1: Why does Antelope die?</p> <p>Speaker 2: He caught typhus at Fort Laramie.</p>	<p>Speaker 1: Why does Wolf burn his family’s belongings?</p> <p>Speaker 2: Wolf remembers what his grandfather, Old Bark, had told him about the spread of lice. Wolf knew that the insects must be banished, so he discarded anything where the lice were known to live.</p>

Responding

TARGET SKILL **Theme** What do Wolf’s thoughts and actions tell you about the theme of the story? What text details support your conclusion? Copy and complete the chart below.

Detail Wolf remembers that Old Bark told him to pay attention to “little things.”	Detail ?	Detail ?
Theme ?		

Write About It

Text To Text Think of another story you have read about a character like Old Bark, who passed on knowledge to others. Write several paragraphs comparing and contrasting Old Bark with the character you have chosen.

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Lesson 22
BLACKLINE MASTER 22.9

Name _____ Date _____

Critical Thinking

Read and answer the questions. Possible responses shown.

- Think within the text** Where did Red Hair come from?
St. Louis
- Think within the text** How many Native Americans remained by the late 1880s?
250,000
- Think beyond the text** What does this selection suggest about understanding science and medicine?
Knowing about medicine and science can help keep people healthy. People in the story didn’t know how to stop themselves from getting sick.
- Think about the text** The author describes how Old Bark told Wolf to “remember the little things.” Do you think this is the theme of the story? Why or why not?
I don’t think this is the theme of the story. I think the theme of the story is to listen to your elders, and you may learn something that you will need to know later on.

Making Connections Imagine you could travel back in time to the setting of this selection. What advice would you give the Native Americans and the people on the Oregon Trail to help them prevent spreading diseases?

Write your answer in your Reader’s Notebook.

Critical Thinking
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Name _____ Date _____

Critical Thinking

Old Bark's Cure Critical Thinking

Read and answer the questions.

1. **Think within the text** Where did Red Hair come from?

2. **Think within the text** How many Native Americans remained by the late 1880s?

3. **Think beyond the text** What does this selection suggest about understanding science and medicine?

4. **Think about the text** The author describes how Old Bark told Wolf to “remember the little things.” Do you think this is the theme of the story? Why or why not?

Making Connections Imagine you could travel back in time to the setting of this selection. What advice would you give the Native Americans and the people on the Oregon Trail to help them prevent spreading diseases?

Write your answer in your Reader's Notebook.

Old Bark's Cure • LEVEL X

Old Bark's Cure
Running Record Form

page	Selection Text	Errors	Self-Corrections
3	<p>Old Bark said that our people made camp near a swift-moving river during the time of leaves changing color and falling to the ground. One of the braves, a man called Arrow, woke up early one morning to find a stranger lying outside his tepee. Arrow was astonished to see his pale skin and thought the stranger might be a ghost. He had long red hair and was dressed in animal skins that showed much wear. He was so thin and weak that he couldn't get up from the ground.</p> <p>Arrow asked him if he was a man or a spirit.</p>		
	Comments:	<p>Accuracy Rate (# words read correctly/101 × 100)</p> <p>_____ %</p>	<p>Total Self-Corrections</p> <p>_____</p>

Behavior	Code	Error
Read word correctly	✓ cat	0
Repeated word, sentence, or phrase	Ⓜ cat	0
Omission	̄ cat	1

Behavior	Code	Error
Substitution	cut cat	1
Self-corrects	cut ^{sc} cat	0
Insertion	the ^ cat	1
Word told	Ⓢ cat	1

ISBN-13: 978-0-547-30684-1
ISBN-10: 0-547-30684-9



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