I Survived the Attack of the Grizzlies, 1967
Book Unit Sample

Created by Gay Miller
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**Gay Miller**

This unit contains graphic organizers for an interactive notebook covering vocabulary, comprehension questions, and constructed response writing, and skill practice. I hope your students enjoy a book study using the engaging method of using interactive notebooks.

**I Survived the Attack of the Grizzlies, 1967**

Genre ~ Historical Fiction

Interest Level ~ Grades 3 – 5

Grade Level: 4\(^{th}\) Grade
# I Survived Series

## Book Units by Gay Miller

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Vocabulary Test
Chapters 19-20 [collapse and transform]

Complete the analogies using vocabulary words from Chapters 13-20.

1. husky : burly :: alter : ______________________
2. fall down : collapse :: queasy : __________________
3. tooth : canine :: oven : _________________________
4. even-tempered : stern :: calm: __________________

Read these definitions of collapse.

a) to break apart and fall down suddenly
b) to fall down or become unconscious because you are sick or exhausted
c) to become much less valuable
d) to become flat and empty
e) to fold together

Determine which definition is used in each of the sentences below. Write a, b, c, d, or e in the blanks to show your answer.

5. ______ His lung **collapsed** from a puncture during the car crash.
6. ______ The man **collapsed** after working in the heat all day.
7. ______ The country’s economy is in danger of **collapse**.
8. ______ The earthquake caused the bridge to **collapse**.
9. ______ The stroller **collapses** easily.

10. Which word does not belong?
    alter, remain, transform, change, make over

---

Chapters 1-2 [launch and black ice]

1. Fill in the word web with words meaning **black ice**.

2. ______ My father ran into some **black ice** as he was driving into the garage.
3. ______ After two cars had accidents due to the **black ice**, the highway department sent out trucks to treat the road.
4. ______ My mother asked me if I would like **black ice** in my tea.

Is **black ice** used correctly in the sentences? True or False

5. ______

5. Circle six words in the box that are synonyms or closely related to the word **launch**.

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<th>receive</th>
<th>hold</th>
<th>toss</th>
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<tr>
<td>finish</td>
<td>hurl</td>
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<tr>
<td>hook</td>
<td>throw</td>
<td>propel</td>
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<td>keep</td>
<td>catch</td>
<td>leap</td>
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Chapters 19-20 [collapse and transform]

Complete the analogies using vocabulary words from Chapters 13-20.

1. husky : burly :: alter : ______transform__________
2. fall down : collapse :: queasy : ______nauseous________
3. tooth : canine :: oven : ____incinerator______
4. even-tempered : stern :: calm : ______enrage_______

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8. ____a__ The earthquake caused the bridge to **collapse**.
9. ____e__ The stroller **collapses** easily.

10. Which word does not belong?

   alter, remain, transform, change, make over

Chapters 1-2 [launch and black ice]

1. Fill in the word web with words meaning **black ice**.

   thin, transparent layer of ice
difficult to see

   **black ice**

   ice on roads or pathways
   nearly invisible layer of ice

   

   Is **black ice** used correctly in the sentences?

   True or False

2. ____T___ My father ran into some **black ice** as he was driving into the garage.
3. ____T___ After two cars had accidents due to the **black ice**, the highway department sent out trucks to treat the road.
4. ____F___ My mother asked me if I would like **black ice** in my tea.

5. Circle six words in the box that are synonyms or closely related to the word **launch**.

   receive hold toss
   finish hurl fling
   hook throw propel
   keep catch leap
1. The **main event** in Chapter 1 is ----.
   a. Mel being chased and clawed by a grizzly
   b. Mel losing her grip while climbing a tree
   c. Mel putting out the campfire
   d. Mel hearing the sounds of a large animals

2. What is the **main conflict** at the end of Chapter 2?
   a. Mel wants to spend the night with Teresa, but her mother tells her no.
   b. Mel wants to be home in Wisconsin, but she is in Glacier National Park.
   c. Mel wants to be sad because she feels responsible for her mother’s death.
   d. Mel wants to be alone, but her grandfather wants her to join in the family storytelling time.

3. Read this passage from Chapter 1.
   Owls hooted. Night bugs shimmered.
   But then there were new sounds. Sounds that made Mel's blood turn to ice.
   Massive paws crunching across the ground. Wet, wheezing breaths. Low, thundering growls.
   Highlight each onomatopoeic word or phrase.
   Why did the author most likely use onomatopoeia in this passage?

4. Both Chapters 1 and 2 end with ----.
   a. sound devices [alliteration, rhyme, onomatopoeia]
   b. cliffhangers [situations that are very exciting because what is going to happen next is not known]
   c. figurative language [metaphors, similes, personification]
   d. sensory details [sight, sound, taste, touch, smell]

5. How does the sequence of the story change from Chapter 1 to Chapter 2?
   a. flashback – The story moves back two days.
   b. flash sideways – The story repeats with different events taking place.
   c. flash forward – The story moves ahead two days.
   d. in chronological order – The story progresses in time order.

6. The story is told from which **point of view**?
   a. first-person point of view – The author tells the story through the eyes of Mel by using pronouns such as "I" or "me" or "my".
   b. second person point of view - The author describes events as if they are happening to you. The reader is a participant in the action of this story.
   c. third-person limited point of view - The narrator follows Mel and only reveals her thoughts.
   d. third-person omniscient - The narrator is all knowing and sees all action. The thoughts of more than one character are revealed.

7. Complete the chart.

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<th>Meaning</th>
<th>Alternate Phrase with Similar Meaning</th>
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Page | 7 Unit Created by Gay Miller
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   Massive paws **crunching** across the ground. Wet, **wheezing** breaths. Low, **thundering** growls.
   Highlight each onomatopoeic word or phrase.

   Why did the author most likely use onomatopoeia in this passage?
   The sounds build suspense. Mel is frightened at first by noises before she sees the grizzly.

4. Both Chapters 1 and 2 end with ----.
   a. sound devices [alliteration, rhyme, onomatopoeia]
   b. cliffhangers [situations that are very exciting because what is going to happen next is not known]
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<td>personification</td>
<td>used to build suspense or to show just how frightened Mel was at seeing the grizzly.</td>
<td>jump out of your skin bundle of nerves edge of one’s seat heart in one’s mouth</td>
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**Constructed Response - Mood**

In the top boxes, write words to express the mood in Chapters 1-2. What did the author, Lauren Tarshis, do to create the mood? Give at least three examples for each chapter on how the author tried to create this mood.

The mood in Chapter 1 is ...

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The mood in Chapter 2 is ...

<table>
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**CCSS.ELA-Literacy.RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**CCSS.ELA-LITERACY.RL.3.5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

**CCSS.ELA-Literacy.RL.3.7** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

**CCSS.ELA-Literacy.RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**CCSS.ELA-Literacy.RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**CCSS.ELA-LITERACY.RL.5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
In the top boxes, write words to express the mood in Chapters 1-2. What did the author, Lauren Tarshis, do to create the mood? Give at least three examples for each chapter on how the author tried to create this mood.

The mood in Chapter 1 is ... scary, frightening.

Sound devices are used to describe events.

Graaaaaawrrrrrr! (onomatopoeia)

twisting and turning (alliteration)

Down, down, down she fell. (repetition)

Vivid imagery is used.

For example when the bear claws Mel's leg, it is described as 'searing pain, the dripping blood.'

The story describes a frightening event. Mel is being chased by a grizzly bear. The bear actually claws her leg. The chapter ends with a cliffhanger in which the reader thinks the bear might actually kill Meg.

The mood in Chapter 2 is ... sad.

The author fully describes Mel's guilt over her mother's death in 'flashback-like' text.

The author uses figurative language to describe Mel's feelings... her heart hurt.... Mel felt a stabbing pain in her chest, like her heart was cracking apart all over again.

In this chapter the reader learns that Mel's mother died in a car crash just months before. Mel feels guilty thinking that if her mother hadn't been taking her to a friend's house during bad weather, the car crash wouldn't have happened.
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