8th Grade Novel Study: *Touching Spirit Bear*  
(Ben Mikaelsen)  
*Celebrating Community: Learning About Ourselves and Others*  
Day 12 (Chapters 18 & 19)

**Opening Routine: Multi-modal Kinesthetic Connection**

The teacher will:

1. Display transparency of The Standing Sun Pose.
2. Explain to students that Yoga is an East Indian practice intended to promote spiritual and physical well-being. Explain that The Standing Sun Pose was chosen because it corresponds with Cole’s development of celebration rituals.
3. Guide students to follow along as the directions for the series of movements are read.
4. Model the movements for the students or ask for a volunteer to demonstrate for the class. (Note: You may want to play some soft music that might represent the sunrise. For example, astral sounds, tapes of nature, etc.)
5. Guide students to stand and move through the four positions of the Sun Pose. Practice doing the pose several times.
6. Explain to students that The Standing Sun Pose is an abbreviated version of the original Sun Pose (It has 12 positions.) Traditional yoga poses begin in an upright position, take you down and bring you upright again.
7. Refer students to the Standing Sun Pose Transparency and point out the fourth position is a downward stance.
8. Ask students to create a series of 3 positions that will bring them upright.
9. Have several volunteers demonstrate. They may add the positions to their RJLAs at a later time.

**Vocabulary Enrichment**

**Benchmarks Focus - Critical Vocabulary**

*Word Combining Activity:* Note to teacher: Word Combining is an excellent vocabulary activity that expands and reinforces vocabulary knowledge. It can be used for “quick writes” and summarizing. It can also be used to review mapping or two-column notes.

The teacher will:

1. Write the following words on the board: generations, ancestors, powers, lessons, existence.
2. Direct students to work with a partner to use these words from chapters 18 and 19 in a sentence or a paragraph and record it in their RJLAs.
3. Share with the group. (Do not pass judgment on the accuracy of the sentence.)
The discussion of these words without context is the valuable aspect of this activity.

**Teacher Directed Instruction**

**Before Reading Activities: Getting Students Ready to Read**

The Vocabulary Enhancement lesson will serve as the before reading activity.

**During Reading: Experiencing the Text**

1. The teacher will direct students to read Chapters 18 & 19 and selectively underline the sentences that refer to the words in the Word Combining activity.
2. At this point students may read silently due to the length of the chapters; however, less proficient readers may need to buddy read with a partner.

**After Reading: Understanding the Text**

**Benchmark Focus: Vocabulary, Plot/Symbolism**

The teacher will:

1. Direct students to pair-share and discuss where they found the sentences that refer to the words in the word combining activity.
2. Tell students to revisit their initial sentence in their R JLAs and see if their sentence holds true for the context of the story. If not, have them rewrite it in their R JLAs.

**Discovering Your Spirit Guide** The teacher will to discuss with students the fact that Cole is discovering a connection to nature and that everything works in harmony. He finally understands Edgar's comment about respecting the animals and how they might help him.

**Spirit Guide Visualization** – Students will discover their personal animal spirit guide.

1. With your eyes gently closed for a minute or two, you will begin to see a scene as I describe it to you. Think of it as a mini-movie playing in your head as I guide you through the sites, sounds, touch sensations, smells/tastes.
2. Now, close your eyes and relax. In your mind you have your eyes closed, as well. You can tell a soft grey mist surrounds you. It is cool, by not cold, just the perfect temperature. You become aware of the mist slowly beginning to clear; it gently floats in thinner and thinner wisps. You can tell it is morning and the sun is just beginning to rise; it feels comfortably warm on your face and arms.
3. In your mind, you open your eyes and see the last curls of the mist floating up and the sunlight increases gradually, ray by ray, and the setting becomes clearer. You
are standing on a light brown path, in a green field, a meadow. The grass in the meadow sways gently from side to side and you feel the breeze softly touch your skin and hair.

4. As you watch the grass swaying in the breeze, you become aware of the bright sun-yellow daisies and red and pink dew covered wild roses dotted amidst the moving waves of grass and here and there a dot of bluebell flowers. The air is fresh and sweet and you take a deep, pleasant breath.

5. As you watch the grass and flowers gently move back and forth, you become aware of a few musical songs of birds also waking with the sunrise, their singing and chirping drifting to you on the gentle breeze. Floating just under the bird songs you can hear the lap of water. Glancing slowly to your right you see the glint of sun on a meandering stream, soothingly burbling over pebbles.

6. You are totally, completely relaxed and comfortable. Very slowly you walk forward on the path. As you walk, you see a hill covered with grass and flowers on your left, hiding what is ahead as the path curves around it.

7. You continue to hear the twittering birds and the burbling stream as you continue walking down the path, walking nearer and nearer to the turn in the curve around the hill.

8. In a moment you will be able to see your spirit animal guide, but your guide is now hidden by the hill. You continue to walk, now you are almost to the turn, you can see the grass and flowers of the hill grow down close to the path as you begin to curve around the hill.

9. Closer and closer you move toward your spirit animal guide, just a few more steps until you meet your guide which will help you with all your problems and questions. Closer, . . . closer, just a few more steps. Step . . . step, you are turning the corner and can begin to see something on the path ahead, and you move closer you begin to make out more details of what is ahead, closer and closer until you see your spirit animal guide is waiting for you.


11. Now open your eyes and describe your spirit animal guide while the image is still clear in your mind.

The Sun-Shadow Mandala/Totem

The teacher will:

1. Share with students - “A Mandala is a Sanscrit word for center, and it is usually a circular design using some symbol patterns within quartered or halved divisions.”

2. Show samples on Transparencies.

3. Tell students that they are going to make their own Mandala.

4. To complete the assignment they will need to fill in a worksheet. Show transparency of blank worksheet.

5. Pass out the directions and worksheet for the Mandala.
6. Guide students through column, **Selecting the Sun Images**.
7. Tell students they will receive assistance completing the worksheet during differentiated instruction-small groups.

**Differentiated Small Group Instruction**

**Center 1 - Teacher Center**
1. Continue taking students through the process of completing the Mandala worksheet.
2. Completed Mandalas should be displayed in the room or the Media Center and eventually be placed in their Village Journal or the RJLAs.

**Center 2 - Independent Reading Center**
**Center 3 - Technology Center**

**Home Learning**
1. Students will create the drawings of the images for the Mandala and compose the framing sentences.
2. Interview #3 due
Your Free Yoga Lesson This Month’s Lesson: The Standing Sun Pose  
(*Padahasthasan*)

- Stimulates the stomach, liver, spleen, and other internal organs
- Improves circulation
- Improves circulation and respiration
- Limbers and strengthens muscles and nerves in back and legs

![Standing Sun Pose](image)

A B C D

Stand straight, feet parallel, and breathe out to a count of three (A). Breathe in to a count of three as you as you raise your arms to the sides in a semicircle and then overhead. Stretch and look up (B). Hold for a count of three, then breathe out to a count of three as you bend forward from the hips, keeping your head between your outstretched arms (C). Try to match your breath to your movement so that your breath is not all the way out until you are all the way down.

Hold your breath out for a count of three as you grasp your legs firmly with both hands; bend your elbows, keeping your arms close to your sides, and pull your upper body gently toward your legs (D). Pull with your arms, not stomach or back muscles. If you can’t bend your elbows, grasp your legs farther up until you can bend them. Now release your legs and breathe in to a count of three as you straighten up, keeping your arms loose at first and then out to the sides and overhead again, so that your breath is all the way in when your arms are overhead. Then breathe out to a count of three as you lower your arms to your sides. Relax. Repetitions: 3.

When you are more limber, you may be able to pull your upper body even farther toward your legs. In the completed pose, the face, not the top of the head, touches the legs.

Unlike the other forward-bending poses learned so far, this exercise does not have the continuous up-and-down pumping motion. Instead you must lower the arms between each repetition.

*Keep knees straight.*

*Pull by bending elbows, not by tensing stomach or back.*

*Coordinate movement with breath.*

*Bend slowly.*

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Division of Language Arts/Reading          IR-EN Novel Unit – Spirit Bear – Day 12          Revised June 2011
Sun

Shadow
The Sun-Shadow Mandala: Instructions

1. Selecting The Sun Images
To begin the Sun-Shadow Mandala, ask students to move into a quiet, receptive frame of mind, and write down their responses to the following questions. (Note: this entire assignment can be done for individuals—the personal mandala, or for characters in novels or plays—the literary mandala.) They both lead to writing of many kinds—poetry, character study, interpretation, and reflection.

- What animal are you most like?
- What plant are you most like?
- What color are you most like?
- What shape are you most like?
- What number are you most like?
- What mineral or gem are you most like?
- What natural element are you most like—air, earth, fire, or water?

Note: For the element, they may choose some aspect of the element or the entire category: breeze, hurricane, or tomato for air, e.g., or mountain, desert, to beach for earth).

These seven symbols become the sun images for their mandalas. The concept of sun image arises naturally from the method of arriving at these images in a thoughtful, conscious manner, in “the light of day” as we say.

2. Writing The Sun Sentences
The next step is to write a sentence for each of their specific symbols. Students may use the following core sentence as they think through their primary reasons why a student selects a giraffe, for example; but in this part of the exercise, you ask for a specific choice and ask them to think about the single most important characteristic that they share with the giraffe.

Suggested core sentence:

I am like the (sun image) because, like the (item), I __________

Examples:
• I am most like poison oak because, like poison oak, I am harmless until I'm stepped on.
• I am most like a giraffe because, like the giraffe, my vision extends beyond my reach.

If students are having difficulties, have them cluster characteristics on the chalkboard as a class or work in small groups.

3. Selecting Sun Image Qualities After students have generated their sun images and the seven sentences elaborating on the nature of their relationships, pass out the mandala chart or have students construct one from a model on the board. Ask them to fill in column 1, the sun images. To fill out Column 2, students will need to find one word to express the single characteristic or quality that represents the underlying reason for each choice and place that "quality" word in column two on the chart. Selecting these words is not easy; it can be a rigorous vocabulary activity. Selecting these words is a key activity. Even if students end up with a word they first thought of, they use this word with a firm knowledge of its appropriateness. I encourage students to use the dictionary, the thesaurus, the library and each other during this part of the process. I also encourage a lot of talk at this point as students help each other select words with the right nuances or connotations. It is extremely important, however, for each student to assume authority for the words s/he chooses. Students might discover that although two or three of them have selected the same animal, their reasons for that selection are very different. One student may be most like a lion because of its strength, another because of its protectiveness. After column two is filled out, they are ready to move to the idea of opposites, or the shadow images.

4. Selecting the Shadow Images

Ask students to move from the outward, or sun images, to the inward aspects of their lives and generate a shadow image for each of the seven categories that will make up the mandala.

Looking at the quality they have ascribed to their animal image, and using the thesaurus as a guide, they should fill in the first line, column 3, with an antonym for the word. Have them check to see that the word they choose is the same part of speech. For example, if their sun quality is intense, for the panther, their shadow quality might be lethargic rather lethargy in the column 4, they write the animal that they think of as the most
lethargic animal they can think of, such as a cow.

We always do a few of these together, as a class, before they begin to work individually on their shadow images.

5. Writing Shadow Sentences

You may, at this point, or later, when students are working with their writing, have them write shadow sentences, using some form of core sentence, such as “Inwardly, I am like a _____ because ______.” We recommend using these sentences with ESL students: the practice of following a loose sentence model while writing their own ideas is helpful.

6. Drawing the Sun-Shadow Mandala

The directions for actually drawing the mandala are very simple:

- Within the framework of a circle, using color and shape, but no words draw or symbolize all your sun images and all of your shadow images.
- Arrange them in any way that you like. You may want to consider how you place things in relation to each other or you may want to consider only the way the colors and shapes look together.

It is important to stress the idea that the artistry of the drawing is not important. Encourage students to use symbols if they cannot draw something they have selected. For example, a simple drawing of the footprint of a bear can stand for a bear. They can discuss with each other ideas for how to symbolize something they cannot draw.
<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>SUN IMAGE</th>
<th>QUALITY</th>
<th>ANTONYM</th>
<th>SHADOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANIMAL</td>
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<tr>
<td>PLANT</td>
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<td>COLOR</td>
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<td>NUMBER</td>
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<td>SHAPE</td>
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<td>GEM OR MINERAL</td>
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<tr>
<td>ELEMENT: AIR, EARTH, FIRE, WATER</td>
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</table>
### Teacher Form: Example of questions for

<table>
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<th>QUALITY</th>
<th>ANTONYM</th>
<th>SHADOW</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ANIMAL</strong></td>
<td>What animal are you most like?</td>
<td>What adjective best describes the quality this animal has that you need to learn?</td>
<td>What word provides the best opposite quality from the one in the last column?</td>
<td>What animal could best be described by this quality?</td>
</tr>
<tr>
<td><strong>PLANT</strong></td>
<td>What plant are you most like?</td>
<td>What adjective best describes the quality this plant has that you need to learn?</td>
<td>What word provides the best opposite quality from the one in the last column?</td>
<td>What plant could best be described by this quality?</td>
</tr>
<tr>
<td><strong>COLOR</strong></td>
<td>What color are you most like?</td>
<td>What adjective best describes the quality this color has that you need to learn?</td>
<td>What word provides the best opposite quality from the one in the last column?</td>
<td>What color could best be described by this quality?</td>
</tr>
<tr>
<td><strong>NUMBER</strong></td>
<td>What number are you most like?</td>
<td>What adjective best describes the quality this number has that you need to learn?</td>
<td>What word provides the best opposite quality from the one in the last column?</td>
<td>What number could best be described by this quality?</td>
</tr>
<tr>
<td><strong>SHAPE</strong></td>
<td>What shape are you most like?</td>
<td>What adjective best describes the quality this shape has that you need to learn?</td>
<td>What word provides the best opposite quality from the one in the last column?</td>
<td>What shape could best be described by this quality?</td>
</tr>
<tr>
<td><strong>GEM OR MINERAL</strong></td>
<td>What gem or mineral are you most like?</td>
<td>What adjective best describes the quality this gem or mineral has that you need to learn?</td>
<td>What word provides the best opposite quality from the one in the last column?</td>
<td>What gem or mineral could best be described by this quality?</td>
</tr>
<tr>
<td><strong>ELEMENT: AIR, EARTH, FIRE, WATER</strong></td>
<td>What element (air, earth, fire, water) are you most like?</td>
<td>What adjective best describes the quality this element has that you need to learn?</td>
<td>What word provides the best opposite quality from the one in the last column?</td>
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The following pages show samples of student created Mandala Charts.
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