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EASY MARKING™ ANSWER KEY

GRAPHIC ORGANIZERS

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Ben Mikaelson

Ben Mikaelson leads a life of adventure. Much like his main characters, he is always exploring. He has traveled all over the world. Some of his feats include going to the North Pole, skydiving, and swimming with dolphins.

Mikaelson was raised in South America and his parents were missionaries. He described a childhood that wasn't always happy. When he was at boarding school, he found out he loved to write. It offered an escape to bad things that were happening in his life.

He started taking flying lessons when he was a teenager. Eventually he would be able to pilot himself to the North Pole. He also competed in his state skydiving competitions. He loved adventure!

Like his main character in *Touching Spirit Bear*, Mikaelson had some outdoor skills. He built a log cabin in the Rocky Mountains. He helped to study bears in Northern Minnesota. It was there he adopted an abandoned cub named Buffy. Buffy soon grew to a 700 lb. black bear!

As an adult and author, Mikaelson travels to schools to speak to kids. He has said that the best writers often come from troubled kids



who have stories to tell. He reminds students to remember they are the authors of their own lives. His books have won many awards and some have been optioned for TV. He now lives in Washington with his family.

Did You Know?

- Buffy lived with Ben for over twenty years.
- He also went to Space Camp.
- Mikaelson credits three people who changed his life: a pilot, a librarian and a professor.



Chapters Six to Eight

Answer the questions in complete sentences.

- How do you feel Cole and his dad could mend their relationship?

- Do you predict Cole will try to escape the island again?

Vocabulary

Complete each sentence with a word from the list.

chuckled	taunted	specks	exposed
defiantly	persistent	pleaded	glistened

- The bully _____ the quiet kid on the playground.
- Tiny _____ of dirt covered the white rug and my mom was furious.
- It's important to be _____ when chasing your goals.
- I _____ when I realized my friend was wearing the same shirt as me.
- We were _____ to the cold weather once our tent broke.
- She looked at me _____ and refused to give back the remote.
- They _____ to not be grounded over the weekend.
- The fish _____ in sun as I cooked it over the fire.



Chapters Fourteen to Sixteen

1. Circle **T** if the statement is TRUE or **F** if it is FALSE.

- T F a) Cole's father was charged with child abuse.
- T F b) Cole managed to not have physical lasting impacts from the attack.
- T F c) The atóow was brought back from the island with Cole.
- T F d) Cole regrets missing his chance to stay on the island.
- T F e) Garvey and Edwin thought Cole should return back to jail.
- T F f) Peter is having excellent results in therapy.

2. Number the events from 1 to 6 in the order they occurred in these Chapters.

- a) Cole is released into Garvey's custody to return to the island.
- b) Cole is released back to the detention center six months later.
- c) Cole's father stops paying his lawyer to defend Cole.
- d) Garvey cooks a "feast" for the campers.
- e) Another Circle decides Cole's fate.
- f) All of Cole's belongings were sold to pay for the island trip.



Chapters Twenty to Twenty-Two

Answer each question with a complete sentence.

- What important realization does Cole have?

- How do the dances represent the animals?

- Why is the knife an important gift?

- How does Cole choose what totems to carve?

- What dance keeps escaping Cole? Why?

- Cole decides that he must do what to connect to nature around him?

Journaling Prompt

Cole spends most of his day making sure he can survive on the island. He collects wood, gathers food and makes sure his shelter is secure. Once those needs are met, he has to fill his spare time. Making a totem gives him something creative to work on. It is important to have activities and hobbies that make us feel good. What are some things you like to do in your spare time? What do you like about them?



Chapters 6 to 8

Wild Eyes

The Spirit Bear is a mystical creature. Sightings are rare and people don't believe it really exists. The Spirit Bear is a constant presence for Cole on the island. Imagine you are the bear living on this island. You see a human who is in your home. What are you thinking? How would you react? Are you afraid? Choose a scene from the book and rewrite it as you are a wild animal.



Chapters 9 to 11

One with Nature

Nature acts as another character in this story. All of the teachings that Cole learns is based on nature. Living peacefully in the world around him makes Cole realize he needs to change. He observes the animals around him. The smallest sparrow is studied by Cole as he learns to cope with his feelings.

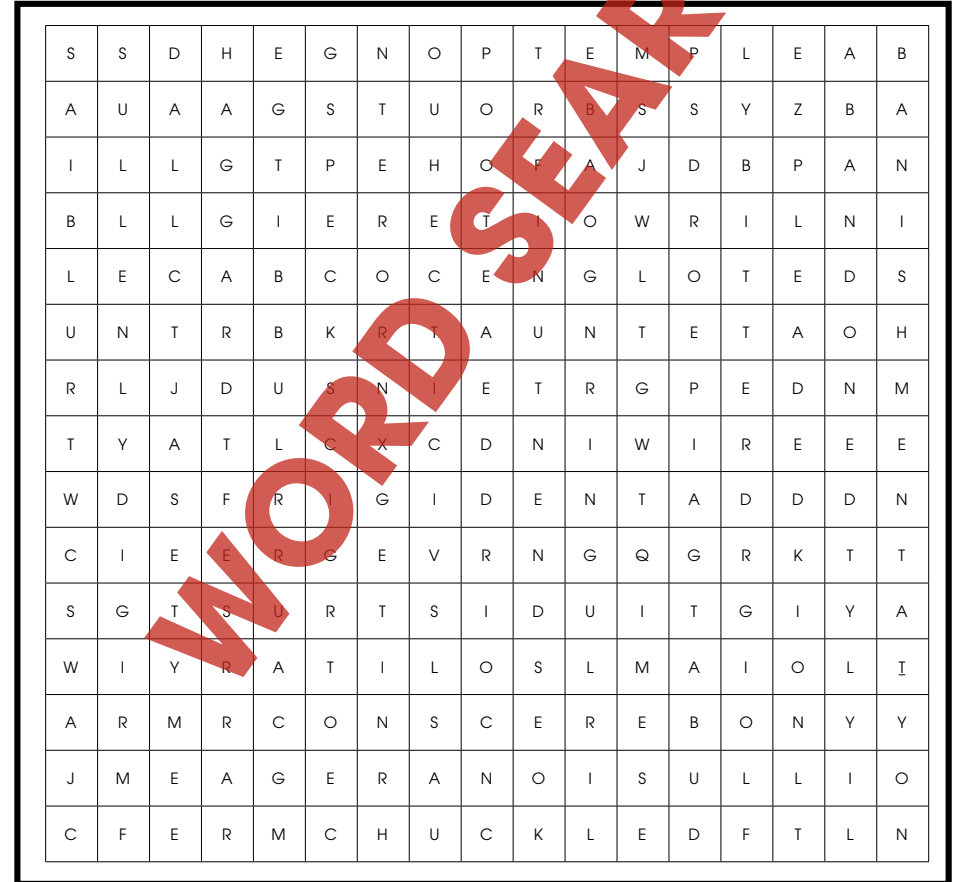
Spending time outdoors is great for our health. It can help us see things more clearly and have more perspective. Go outside or look out a window for a period of time. Don't do anything but watch. What do you hear? What do you see? When you are done, write down your observations. Don't leave out any details. Even the smallest ant is worth watching.



Word Search Puzzle

Find the following words from the story. The words are written horizontally, vertically, diagonally, and some are written backwards.

banishment	haggard	orbs	specks
bitter	hectic	pleaded	sullenly
chuckled	illusion	rare	taunt
distrust	meager	rigid	warily
frigid	numb	solitary	warp



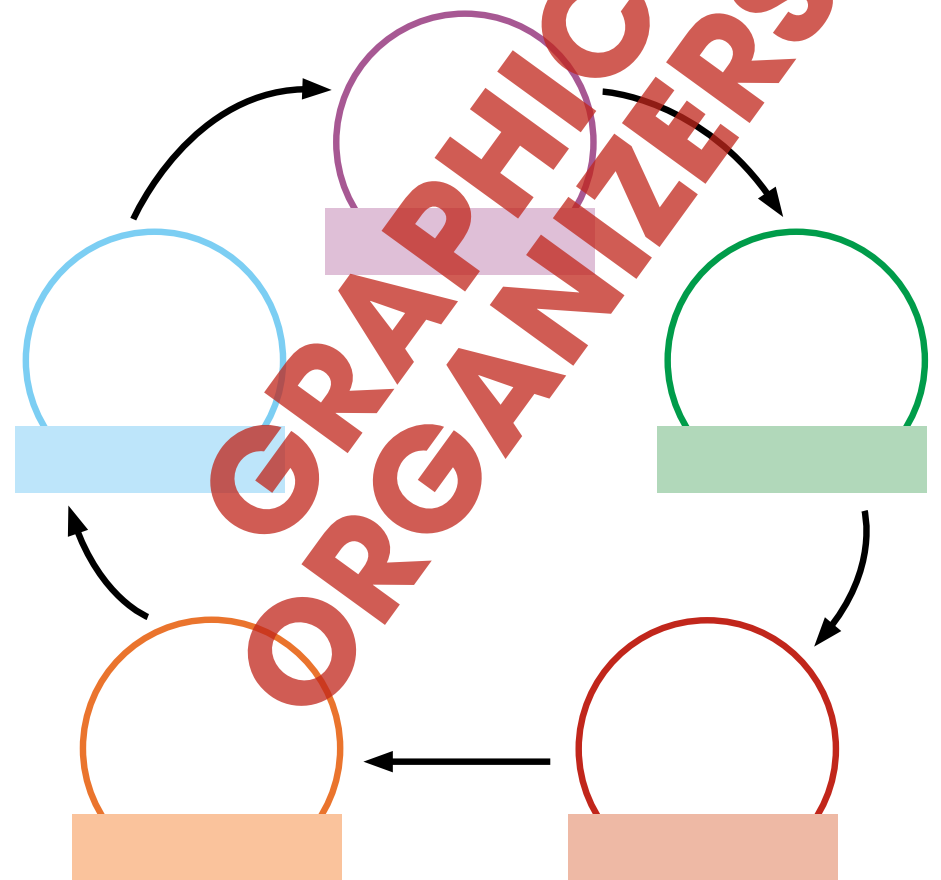
Comprehension Quiz

- How does Cole enhance his cabin? 1
- Why does Garvey think banishment is harder than jail? 2
- When he returns home, Cole is worried he won't have his rituals. Why? 2
- What was Cole most scared of during the big thunderstorm? 1
- If Cole hurts Peter again, what will happen? 1
- What talent does Peter discover? 1
- What does Cole give Peter at the end of their island stay? 1

SUBTOTAL: /9

It's All Part of the Circle

The connection between nature and humans is explored throughout this book. The links between animals is obvious as well. All plants and animals are connected through a food chain. It is a diagram that shows how animals rely on each other. For example, the sun creates plants for a mouse to eat. A mouse is then eaten by a snake. The snake is scooped up by an owl for a meal! Eventually, the owl's bones will nourish the soil to grow more plants. It's all connected! Choose an animal from the book and complete a food chain they're a part of.



NAME: _____

After You Read 



Chapters One to Two

Answer each question with a complete sentence or short paragraph.

1. How does Cole feel about Garvey? Why?

2. What is Cole's history with the law?

3. People have tried to help Cole before. How did Cole react?

4. Why was Peter a target for Cole?

5. What was different about the last arrest?

6. Garvey tells Cole about the Spirit Bear. What is Cole's reaction to this information?

Journaling Prompt

Cole describes his strong feelings of anger and frustration. Most of the crimes he commits are fueled by anger. He is angry with his family and those trying to help him. All of his bad choices have been caused by uncontrolled rage. Do you often get angry? What kind of things make you mad? How do you calm yourself down? Write about some things that anger you and how you change your mood around.

1.

He doesn't trust Garvey because Garvey isn't afraid of Cole. He doesn't trust people who aren't scared of him.

2.

He's been in trouble for most of his life.

3.

He thinks they are all gutless and were afraid of him. He thinks they wanted to get rid of him.

4.

When he told the police Cole committed robbery, Cole wanted revenge.

5.

His parents couldn't get him free because of his past records.

6.

Cole claims he will kill the bear if he sees it.

1.

Answers will vary.

2.

Answers will vary.

Vocabulary

1. G

2. D

3. I

4. F

5. J

6. H

7. B

8. C

9. A

10. E

14

1.

a) T

b) F

c) F

d) T

e) T

f) F

2.

a) 2

b) 4

c) 1

d) 5

e) 3

f) 6

15

1.

He assumes they are pretending to understand him and are faking their concern.

2.

Anger, and his dad hits him. His mother is an alcoholic who doesn't defend Cole.

3.

That separate things (or people) may not work (or taste good) but all together they can make something good.

4.

For many members of the community to look for a solution.

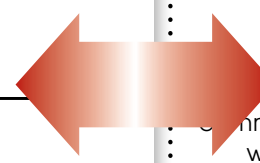
5.

He continues to do physical therapy; he cannot speak properly.

6.

You must speak honestly from your heart and not talk too much, in case you take away from others.

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EASY MARKING

ANSWER

KEY

Touching Spirit Bear – Gr. 5-6

- **RSL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **RSL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
- **RSL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **RSL.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.
- **RSL.5.6** Describe how a narrator's or speaker's point of view influences how events are described.
- **RSL.5.9** Compare and contrast stories in the same genre on their approaches to similar themes and topics.
- **RSL.5.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
- **RSL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RSL.6.3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- **RSL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- **RSL.6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- **RSL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text.
- **RSL.6.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.5.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
- **RSFS.5.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **WS.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **A)** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. **B)** Provide logically ordered reasons that are supported by facts and details. **C)** Link opinion and reasons using words, phrases, and clauses. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **C)** Link ideas within and across categories of information using words, phrases, and clauses. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Provide a concluding statement or section related to the information or explanation presented.
- **WS.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words, phrases, and clauses to manage the sequence of events. **D)** Use concrete words and phrases and sensory details to convey experiences and events precisely. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- **WS.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.5.9** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.6.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s) and organize the reasons and evidence clearly. **B)** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from the argument presented.
- **WS.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate transitions to clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from the information or explanation presented.
- **WS.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- **WS.6.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- **WS.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 6 Reading standards* to literature. **B)** Apply *grade 6 Reading standards* to literary nonfiction.

NAME: _____



Chapters Six to Eight

Answer the questions in complete sentences.

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2. Do you predict Cole will try to escape the island again?

Vocabulary

Complete each sentence with a word from the list.

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1. The bully _____ the quiet kid on the playground.
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Chapters 6 to 8



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It's All Part of the Circle



The connection between nature and humans is explored throughout this book. The links between animals is obvious as well. All plants and animals are connected through a food chain. It is a diagram that shows how animals rely on each other. For example, the sun creates plants for a mouse to eat. A mouse is then eaten by a snake. The snake is scooped up by an owl for a meal! Eventually, the owl's bones will nourish the soil to grow more plants. It's all connected! Choose an animal from the book and complete a food chain they're a part of.

