

Overview

Invite your students to hone their creative writing skills and literary reading skills while meeting and following along with a tween boy who discovers that he has the ability to move freely between the world of dreams and reality. With the help of his friends, a reappearing stranger, and a mysterious organization called the Dream Academy, Evan must confront his greatest fears and discover what it means to be a Dream Breacher.

Season 1

- 10 episodes; range from 28-37 minutes each
- Target grade range: 2nd-6th grade
- Episodes must be listened to in order
- Each episode includes an activity sheet for practicing:
 - Drawing Conclusions/Inferring
 - Understanding Point of View
- There is a creative writing activity that can be done at any point during the series, though it is recommended to listen to a few episodes before beginning.
- These activities can be completed independently or in small groups.

1. Learning Objectives

Students will develop their literacy skills. Specifically, they will be able to:

1. Write narratives about imagined events, focusing on plot, dialogue, setting, and characters
2. Cycle through the writing process– drafting, revising, and editing
3. Make inferences and draw conclusions from what they hear in a story
4. Understand how point of view shapes the content of a story
5. Participate in classroom conversations about the stories, building on classmates' ideas and expressing their own


2. The Flow

- Before listening:
 - Review the Implementation Ideas, Instructional Sequence, and Reference Guide
 - Determine skill/strategy to align the activity with based on your curriculum
 - Preview key vocabulary words found later on in the Teacher Guide
- While listening:
 - Keep track of characters and events
- After listening:
 - Instruct students based on the Implementation Ideas on the next page
 - Distribute the activity sheet version that is most appropriate for your class

3. Implementation Ideas:

- There are specific activity sheets that go with each episode for both inferring/ drawing conclusions and point of view. Choose which works best for your students. *Each topic has a reference page and activity sheets to accompany it, found later on in this Teacher Guide

Below is a suggested outline based on the order of skills listed:

- Point of View
 - Use the reference sheet to teach point of view. Give every day scenarios to help students understand this concept.
 - Play Episode
 - Have students complete the POV activity sheet that goes with that episode.
 - Facilitate a class discussion about how point of view shapes the content of the episode.
 - Drawing Conclusions/Inferring
 - Use the reference sheet to teach drawing conclusions/inferring. Give every day examples to help students practice this concept.
 - Play Episode
 - Have students complete the Drawing Conclusions/Inferring activity sheet that goes with that episode.
 - Facilitate a discussion about the conclusions/inferences that were made, pointing out that they will not all be the same because of the different experiences we bring.
 - Developing a Story Arc
 - After listening to a few episodes, introduce the “Writing Your Own Dream” activity. Review setting, characters, dialogue, and story elements.
 - Work through the pre-writing activities based on what your students need.
 - Invite students to create a rough draft of their dream, then share it with a partner for feedback. Students should revise/edit their dreams, then publish on one of the options provided.
 - This can also be written as a class dream.
 - Additional Ideas:
 - Listen to two or more episodes and compare and contrast the characters, plots, settings and themes.
 - Invite students to write an original episode of Dream Breachers.
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4. Standards Alignment

Common Core State Standards

CCSS.ELA-LITERACY.CCRA.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-LITERACY.CCRA.R.6: Assess how point of view or purpose shapes the content and style of a text.

CCSS.ELA-LITERACY.CCRA.W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

CCSS.ELA-LITERACY.CCRA.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-LITERACY.CCRA.W.10: Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

CCSS.ELA-LITERACY.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas, and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.CCRA.SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Instructional Sequence for Teachers

Preparation

- Review Implementation Ideas and determine which lessons to include with the episode you're about to play

Before starting series

- Explain the format of the show – It moves back and forth between dreams and reality, which is signaled by a “whooshing” sound effect.
- Define the word “breach.” As a verb, it means to break through something that is not meant to be broken through. A “Dream Breacher” is someone who breaks the barrier between reality (real life) and a dream. Depending on the ages of your students, you may need to elaborate on this definition and what it means by giving some examples.
- Allow students to discuss whether or not they have vivid dreams. Let students share some of these. Continue to go back to reality vs. dream.

Before playing episode

- Determine which skill you are going to focus on and teach/review that skill/concept.
- Preview vocabulary words found later on in this guide. (A range of words are given – choose those which are most appropriate for your students.)
- Direct students to listen to the episode, paying particular attention to the skill you have just taught/reviewed.
- Print selected activity sheets.

Play episode

After playing episode

- Ask students the suggested comprehension/discussion questions listed in the Reference Sheet. Students can turn-and-talk to discuss with a partner, then call on a few to share their responses. Students can also jot their thoughts in their notebooks and then share as a class.
- Ask students to discuss their favorite parts of the episode.
- Introduce the activity sheet and model how students should complete it. Distribute the sheet and let students work individually, in partners or in groups to complete the sheet.

Wrap Up

- Students can share the work they did on their activity sheets with the class or encourage them to take the sheets home to share with their parents.
- Invite students to predict what they think will happen in the next episode.

Teacher Reference Sheet

Dream Breachers

Primary Characters	
Evan	Main character; Dream Breacher; 12-year-old boy
Marco	Evan's best friend, 12-year-old boy
Emi	Evan's best friend, 12-year-old girl
Garvan	Dream Breacher who appears in Evan's dream and reality; tries to protect Evan
Anna	Dream Breacher; tries to protect Evan
Luna	Anna's dog
Nia	Woman; Works at the Dream Academy
Henry	Man; Works at the Dream Academy
Crowley	Dream Breacher who can become a crow; Suspected antagonist
Pamela	Evan's mom; works a lot
Nate	Evan's dad
Will	Evan, Marco, and Emi's peer; Not very nice to Evan
Mr. Landry	Owns the arcade
The Director	Dream Breacher, Mysterious founder of the Dream Academy

Season 1		
Episode	Title	Comprehension / Discussion Questions
1	Evan's Not Afraid of anything	How would you describe Evan's birthday? What is unique about Evan?
2	If You Can Dream It, You Can Do It	Evan has silly dreams, dreams in which he's not making great decisions, and dreams in which he's helping himself or others. Pick a dream he had in this episode and talk about which category it falls into and why. What do you think Evan should have done with the money he won on the gameshow?

3	Dreams for Sale	<p>Do you think it's ever right for Evan to bring things back from his dream? Why or why not?</p> <p>Do you trust Garvan? Why or why not?</p>
4	Do Goldfish Dream?	<p>Why is it so important that Evan finds the golden kilner?</p> <p>Why does Garvan refer to some Dream Breachers as Whalers and others as Skyhoppers?</p>
5	Whose Dream is This, Anyway?	<p>Why is the silver kilner so important to find along with the golden one?</p> <p>Why is Evan's dad feeling so generous? (Remember, he buys a fish tank for Sigmund and accessories for his tank.)</p>
6	You Look Like You Need a Nap	<p>What are Garvan's suggestions for finding the kilner?</p> <p>How do you think Evan feels about what Henry says to him at the end of the episode?</p>
7	I Can Explain	<p>How would you describe Crowley? Why?</p> <p>How does Henry help Evan?</p>
8	Who's the Girl?	<p>How do Evan's parents react to what he tells them about being a Dream Breacher?</p> <p>How would you describe Anna? Why?</p>
9	We Have to Stop Him: Part 1	<p>What does Evan have to do tonight? What is he going to dream about? Why?</p> <p>What do we learn that is so fascinating about Anna?</p>
10	We Have to Stop Him: Part 2	<p>What is so special about one of the pinballs in the Ringmaster Run arcade game?</p> <p>What happens to Anna? Why?</p>

Vocabulary by Episode

*Words are in the order in which they appear in each episode

Episode	Words	Definitions
1	landline epic relic	A telephone connection that uses wires, as opposed to a mobile phone Extending beyond the usual or ordinary An old object or custom that reminds people of the past or that has lived on from a past time
2	weep defy corrupt	To cry, especially because you feel very sad To refuse to obey a law or rule, or what someone in authority tells you to Using your power in a dishonest or illegal way in order to get an advantage for yourself
3	decade lure skepticism	A period of 10 years To persuade someone to do something, especially something wrong or dangerous, by making it seem exciting An attitude of doubting that something is true or that something will happen
4	border turmoil sensible	Something that separates one place or thing from another A state of confusion Reasonable, practical, showing good judgement
5	risky vintage elusive	Involving something dangerous Old, but high quality Difficult to find/see or describe/understand
6	intention exclude chatter	A plan or desire to do something To deliberately not include something Informal talk, especially about things that are not serious or important

7	gawk scarce stickler	To look at something for a long time in an odd way Something that has very limited availability A person who insists on a certain quality or type of behavior
8	meddle coward variation	To deliberately try to influence or change a situation that does not concern you, or that you do not understand Someone who is not at all brave A difference between similar things, or a change from the usual amount or form of something
9	doomed retrieve asset	To make someone or something certain to fail To find something and bring it back Something or someone that is useful because they help you succeed or deal with problems
10	compromised bait feat	Can no longer be trusted Something attractive that is offered to someone to make them do something, especially when this is done in a dishonest way that tricks people Something that is an impressive achievement, because it needs a lot of skill or strength to do

Story Arc (Plot) Reference Sheet

*Modify based on grade level

Plot

The events of the story; the storyline

Beginning: The introduction; where the characters and setting are introduced and described in detail.

Middle: An event starts to happen with the characters that causes some type of problem or conflict.

End: The problem is solved and the story ends.

Exposition: The introduction; where the characters and setting are introduced and described in detail.

Rising Action: This is where the events of the story begin to build; exciting events happen that change the direction of the story and lead to a problem or turning point. *Connection to building suspense: this is where the “rule of three” happens

Climax: This is the turning point of the story; it can be the major problem the characters face.

*Connection to building suspense: this is where the “unknown thing” is encountered and identified

Falling Action: This is where the events of the story begin to move toward a resolution or end. Events begin to fall into place.

Resolution: This is the ending of the story; it often includes what happens once the problem has been solved.

Drawing Conclusions Reference Sheet

*Intended for Grades 2-4; Modify based on grade level

Authors don't always explain everything that happens in a story. Readers have to look for clues to draw conclusions about what is happening.

Question: What will the weather be today?

Clue #1: I see people carrying umbrellas.

Clue #2: The sky is cloudy and gray.

**These clues come from
"reading the environment."
When drawing conclusions
from a text, these would come
from the text.**

Conclusion: It is likely going to rain today. -----> This comes from your own mind and what you know about the weather.

Question: What kind of person is Goldilocks?

Clue #1: The porridge was too hot.

Clue #2: The bed was too soft.

Clue #3: The chair was too small.

Conclusion: Goldilocks likes things to always be perfect and just the way she wants them.

**These clues come from
the text.**

Making Inferences Reference Sheet

*Intended for Grades 5-6; Modify based on grade level

When a reader **infers**, s/he figures something out that is not explicitly stated in the text. Readers use what they know and what a text says to make an inference.

Use the SKI strategy:

S: What the text SAYS

K: What I KNOW

I: What I INFER

Example:

What it SAYS	What I KNOW	What I INFER
-muddy boots -dusty overalls -clothes go right to wash	-jobs that you may get dirty at usually involve physical/manual labor	Paul may be a construction worker or even someone who works in landscaping because he gets super dirty and dusty while at work. He definitely does not sit at a desk for work.

2. What is Alice like?

What it SAYS	What I KNOW	What I INFER
-Alice would have a fit if the muddy boots were in the house -Alice leaves a garbage bag for Paul to put his clothes in -Alice says when Paul is clean, he's "presentable"	-Some people don't think it's proper to be dirty, especially at dinner -There are different types of people - neat freaks and people who aren't bothered by mess/dirt	Alice is a very proper person who appreciates cleanliness. She may also be a neat freak.