

**Sign Of the Beaver**  
**Integrated Literacy/Soc. Studies/Sci. Plans**

Day 1	Day 2	Day 3	Day 4	Day 5
<p><b>EQ: How can background knowledge and vocabulary help my comprehension?</b></p> <p>Print out students Sign of the Beaver Journal, (attached below) This is their journal.</p> <p>Students will meet in the _____. At this time give each student a copy of "Sign of the beaver anticipation guide"</p> <p>Have them bring their books, they will be previewing them in the cafeteria. They will complete anticipation guide, as they follow along with the power point.</p>	<p><b>EQ: How will being able to better identify problems and solutions help me to better understand the book "The Sign of the Beaver"?</b></p> <p><u>Guided Practice:</u></p> <ol style="list-style-type: none"> <li>1. Introduce the concept of problem and solution using the problem and solution mini lesson. (attached)</li> <li>2. Read chapters 1 and 2. Review vocabulary, have students respond in journals; and discuss main points in chapter.</li> </ol> <p><u>Independent Practice:</u></p> <ol style="list-style-type: none"> <li>1. Begin problem and solution chart for chapters 1 and 2.</li> <li>2. Create a survival kit for Matt. Have students draw conclusions about things Matt would need to</li> </ol>	<p><b>EQ: What are Ben's motives for staying with Matt? What clues did Matt have for not being able to trust Ben?</b></p> <p><u>Guided Practice:</u></p> <ol style="list-style-type: none"> <li>1. Review character traits and discuss character actions and motives.</li> <li>2. Read chapters 3 and 4. Review vocabulary, respond in journals, and discuss main points in chapter.</li> </ol> <p><u>Independent Practice:</u></p> <ol style="list-style-type: none"> <li>1. Continue problem and solution chart for chapters 3 and 4.</li> <li>2. Have students create a wanted poster for Ben. On the poster describe his characteristics. On the back of the poster create a paragraph inferring about whether or not the students would have trusted Ben using evidence from the book. How could they have guessed</li> </ol>	<p><b>EQ: How should I look at a situation through the eyes of a fictional character?</b></p> <p><u>Guided Practice:</u></p> <ol style="list-style-type: none"> <li>1. Discuss point of view within fictional stories and how to look at situations through different characters points of view.</li> <li>2. Read chapters 5 and 6. Review vocabulary, respond in journals, and discuss main points in chapter.</li> </ol> <p><u>Independent Practice:</u></p> <ol style="list-style-type: none"> <li>1. Continue problem and solution chart for chapters 5 and 6.</li> <li>2. Write a postcard from the point of view of Matt. The postcard should be addressed to Matt's mom. Describe your adventures so far and</li> </ol>	<p><b>EQ: How do feelings affect relationships in the outcomes of stories?</b></p> <p><u>Guided Practice:</u></p> <ol style="list-style-type: none"> <li>1. Review summarizing and have students write a summary of what has happened so far in the story. Have several students their summaries with the class.</li> <li>2. Read chapters 7 and 8. Review vocabulary, respond in journals, and discuss main points in chapter.</li> </ol> <p><u>Independent Practice:</u></p> <ol style="list-style-type: none"> <li>1. Continue problem and solution chart for chapters 7 and 8.</li> <li>2. Have students journal write about how Matt and Attean feel about each other and why. What could possible reasons for these feelings be? Predict how their relationship might grow and change throughout the story.</li> </ol>

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	<p>survive on his own until his dad comes back. Create a list of items and have students give evidence as to why would need those particular items. Make sure students are using clues from prior experience and chapters 1 and 2.</p> <p><u>Small Group Focus:</u> Review Plot using attached mini lesson, with the students. Focus on the text in Chapter 1 and identifying specific details that piece together the plot of the story.</p> <p><u>Homework:</u> Begin comprehension questions for chapters 1-5. This will be due on Friday.</p>	<p>what Ben's motives would be? Have students also predict how Matt will be able to survive without his gun.</p> <p><u>Small Group Focus:</u> Define what conflict is with the group of students. Discuss how a conflict and a complication are similar and differ, define both. Close read chapter 3 to identify details that show Matt's internal conflict. Using details from the text, with the students, identify a complication in chapter 3 and chapter 4, discuss how they will impact Matt.</p> <p><u>Homework:</u> Continue comprehension questions for chapters 1-5. This will be due on Friday.</p>	<p>some of the lessons that you have learned, as if you were Matt.</p> <p>3. Share postcards with the class.</p> <p><u>Small Group Focus:</u> Review conflict from the day before. Also review how and why to make predictions when reading. Focus in on the potential relationship between Matt and Attean, what predictions can the students make, and what evidence are they using from the text?</p> <p><u>Homework:</u> Continue comprehension questions for chapters 1-5. This will be due on Friday.</p>	<p>Make a connection between their friendship and the friendship you share with one of your friends.</p> <p>3. In the story Matt is having to teach Attean how to read. Have students sequence the steps you would use to teach someone how to read. What tools and materials would you use?</p> <p><u>Small Group Focus:</u> Review point of view with the students, and how background experience and knowledge impacts a persona point of view of a story or situation. Complete a closer read of chapter 8 when Matt and Attean disagree about <i>Robinson Crusoe</i>. Discuss how each boy's background impacts their feelings of the story.</p>
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Day 6	Day 7	Day 8	Day 9	Day 10
<p><b>EQ: How can making connections help me to better understand different characters from our novel study?</b></p> <p><u>Guided Practice:</u></p> <ol style="list-style-type: none"> <li>Review making the three types of connections.</li> <li>Read chapters 9 and 10. Review vocabulary, respond in journals, and discuss main points in chapter.</li> </ol> <p><u>Independent Practice:</u></p> <ol style="list-style-type: none"> <li>In the reading today Attean was offended by what was read to him in the book. Journal write about a time that you were offended by someone or something that hurt your feelings. What type of connection is this? What other types of connections could you make? If you were Attean how would that section of the book have made you feel and what would your reaction have been. Have students share these writings with the class.</li> </ol>	<p><b>EQ: What is the theme found within Sign of the Beaver and how can I make personal connections to that theme?</b></p> <p><u>Guided Practice:</u></p> <ol style="list-style-type: none"> <li>Review the concept of themes. The theme in Sign of the Beaver is friendship. Discuss examples from the book that support that theme.</li> <li>Read chapters 11 and 12. Review vocabulary, respond in journals, and discuss main points in chapter.</li> </ol> <p><u>Independent Practice:</u></p> <p>A major focus of chapters 11 and 12 is Matt hunting with Attean and understanding the territories and signs.</p> <p>Split the class into groups. Give each group a different Indian tribe either locally, statewide or nationally. Have them research and identify specific characteristics and traits of the tribe. Each group will present, and as a class compare and contrast the different tribes and clans.</p> <p><u>Homework:</u></p> <p>Start Comprehension Check for 11-15.</p>	<p><b>EQ: How does an author's choice of words help to visualize the setting and plot of the story?</b></p> <p><u>Guided Practice:</u></p> <ol style="list-style-type: none"> <li>Review the concept of author's word choice. Discuss how Elizabeth George Speare uses words in the book to bring things to life. Have students look through the book to site examples and what their examples made them visualize in their minds.</li> <li>Read chapters 13, 14 and 15. Review vocabulary, respond in journals, and discuss main points in chapter using conference form.</li> </ol> <p><u>Independent Practice:</u></p> <p>*Choose one of the following activities to have students understand author's word choice.</p> <ol style="list-style-type: none"> <li>Have students choose three settings that were important to the plot and sketch each one using the author's vivid details.</li> </ol>	<p><b>EQ: How do timelines help us to better understand the plot of a story?</b></p> <p><u>Guided Practice:</u></p> <ol style="list-style-type: none"> <li>Discuss what plot is. Have students discuss the plot so far in Sign of the Beaver. Talk to students about the importance of sequence in a plot to both move the story along and have the story make sense to the reader.</li> <li>Read chapters 16 through 18. Review vocabulary, respond in journals, and discuss main points in chapter using conference form.</li> </ol> <p><u>Independent Practice:</u></p> <ol style="list-style-type: none"> <li>Have students begin to make a timeline showing the important events from the book so far. Begin with Matt's father leaving to return to Massachusetts up to the</li> </ol>	<p><b>EQ: What is inner conflict? How does it affect us and the characters in the book?</b></p> <p><u>Guided Practice:</u></p> <ol style="list-style-type: none"> <li>Discuss what conflict is. Name types of conflicts that have been present in the novel to this point, and talk about who the conflict affects. Discuss what inner conflict is, and how inner conflict affects the decisions that we make. In pairs or individually have students write a paragraph about a time that they had inner conflict and why.</li> <li>Read Chapters 19-21. Review vocabulary, and respond in journals. Discuss main points in the chapter, and where inner conflict is present in the text.</li> </ol>

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<p><u>Small Group Focus:</u>          With the small group of students discuss the meaning of friendship. Have students identify in the text details and proof of a developing friendship. Have students discuss their findings and their choices. Have student identify what they do to show or prove they are a friend to someone. Discuss how survival skills play a part in Matt and Atteans friendship, identify specific examples in the text.</p> <p><u>Homework:</u>          Comprehension Check for chapters 6-10.</p>		<p>2. Have students choose 3 sentences from the book where the author has either used figurative language or vivid details. Have students draw what they visualize as they read those sentences.</p> <p><u>Small Group Focus:</u>          Explain and discuss external conflict. With students, identify the external conflict between Matt and Attean. Identify the cause of the conflict, and solutions. Specifically identify in the text how and when the conflict brings the boys closer together.</p> <p><u>Homework:</u>          Complete Comprehension Check for 11-15</p>	<p>chapter we are currently working on. This will be something they will add to for the next few days and turn in at the conclusion of the novel study for a social studies grade.</p> <p><u>Small Group Focus:</u>          Complete a close read of the description of the setting of Attean's village. What makes the description so detailed? Discuss word choice, descriptive language. Have students verbally describe in depth a room in their home or school.</p> <p>Identify and discuss the meaning behind the grand gesture in Chapter 18. What does Matt do and why? Were their risks to what he did? Use textual evidence to support discussion.</p> <p><u>Homework:</u>          Begin Comprehension homework for chapters 16-20.</p>	<p><u>Independent Practice:</u></p> <p>1. Matt wrestles with an inner conflict. He is tempted to join Saknis and Attean, but he knows that it is hi responsibility to stay on his father's land. Matt's loyalty to his family wins out, and he decides to stay. Have students identify what the inner conflict is, and write a journal entry from Matt's point of view, in first person stating what they would choose and why.</p> <p><u>Small Group Focus:</u>          Review the writing process, focusing on editing and revising with the students, using their piece of writing from the activity above.</p>
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Day 11	Day 12	Day 13	Day 14	Day 15
<p><b>EQ: What is irony? How does it affect how we read and understand a story? What is the climax in a story?</b></p> <p><u>Guided Practice:</u></p> <ol style="list-style-type: none"> <li>1. Introduce and discuss what irony is. Give multiple examples using other texts. Have students in small groups go through an assigned chapter and find irony in the text.</li> <li>2. Discuss what each group finds.</li> <li>3. Discuss what the climax of the story is, and how it brings the story together.</li> <li>4. Read Chapters 22 and 23. Review vocabulary, and respond in journals. Discuss main points in the chapter, and where irony is present in the text</li> </ol>	<p><b>EQ: What is the resolution of a story and how does it bring the story to a close?</b></p> <p><u>Guided Practice:</u></p> <ol style="list-style-type: none"> <li>1. Review what setting is. Discuss the different settings in the novel, and how they have changed throughout the story.</li> <li>2. Discuss what resolution is in the story. Have students predict how the story will end, and post on the board.</li> <li>3. Read chapters 24 and 25. Review vocabulary, and respond in journals. Discuss main points in the chapter.</li> </ol> <p><u>Independent Practice:</u></p> <ol style="list-style-type: none"> <li>1. Have students review their previous predictions and state how they were correct, and what clues they used to make that prediction. If they were wrong, have them state why their prediction was wrong, and</li> </ol>	<p><b>EQ: What is a story map and how does it show the progression of the novel?</b></p> <p><u>Guided practice:</u></p> <ol style="list-style-type: none"> <li>1. Review the progression of the plot of a story using the story plot mountain organizer at the end of the attachments. As a class plot out the novel.</li> </ol> <p><u>Independent Practice</u></p> <ol style="list-style-type: none"> <li>1. Have students use the mountain organizer at the end to plot out another story they have read.</li> <li>2. Complete Journals and any missing assignments</li> <li>3. Response Activity: Done in pairs, independently or small group. Using the list of quotes from chapters in the book, have students explain the meaning of each of the quotations from <i>The Sign</i></li> </ol>	<p><b>EQ: How does recreating conversations from the novel increase our comprehension?</b></p> <p>Have students work in groups to write and perform the conversations that might have occurred in each of the following situations. Group numbers are suggested. Suggested conversation starters are attached.</p>	<p><b>EQ: How does the book <u>The Sign of the Beaver</u> compare and contrast to the movie?</b></p> <p>Watch The Sign of the Beaver. As students are watching they are to create a venn diagram comparing and contrasting the book to the movie, as well as complete movie guide outline that accompanies the movie. Discuss answers, and venn diagrams that were completed during the movie.</p>

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<p><u>Independent Practice:</u></p> <ol style="list-style-type: none"><li>1. Have students create a diorama of a scene from chapters 22 and 23 representing Matt surviving during the winter and how he did so.</li></ol> <p><u>Small Group Focus:</u> Pick a short story, such as The 3 Little Pigs, Little Red Riding Hood, or something to your choosing.</p>	<p>what clues they used to make their original prediction.</p> <ol style="list-style-type: none"><li>2. Have students write a review of the book, with a small summary and recommendation to a student in a different grade, or class stating in they would recommend the book or not and clearly explaining why.</li></ol>	<p><i>of the Beaver.</i></p> <p>I would suggest, assigning or having students pick a quote from a beginning chapter, middle and end chapter for a total of 3.</p>		
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Day 16	Day 17	Day 18	Day 19	Day 20
<p><b>Characterization activity:</b> Split students into partners or groups. Using a large piece of chart paper have the groups trace the outline of one of the other students. Using the outline create a life size characterization of one of the three main characters from the novel. For example if the characterization is a feeling put it near the heart, if the character did something significant with their hands, label their hands. See Attached Example. Have students share their posters, and then compare and contrast the three main characters as a class using the life-size images. Decorate around the character with example of the characters main setting.</p>	<p><b>Literature Connection Activity:</b>  Break Students into groups, pairs or complete whole group.  Read the following three stories listed below. Compare and contrast the three stories with <i>Sign of the Beaver</i>.  <b>Mary Whitebird, “Ta-Na-E-Ka.”</b> In this short story, eleven-year-old Mary experiences Ta-Na-E-Ka, a traditional Kaw Indian rite of passage involving survival skills and endurance.  <b>Anne McCaffrey, “The Smallest Dragonboy.”</b> A short story about self-reliance and coming-of-age issues. On the planet Pern, an unlikely candidate, twelve-year old Keevan, strives to achieve his dream of becoming a dragonrider.  <b>Virginia Driving Hawk Sneve, “The Medicine Bag.”</b> In this short story, a Sioux Indian boy learns to accept his Sioux heritage and receives his family’s medicine bag.</p>	<p><b>EQ: How will referencing the text help me to be a better test taker?</b>  The following assignments must be turned in today for a grade:</p> <ol style="list-style-type: none"> <li>1. Unit Test</li> <li>2. Journal</li> <li>3. Timeline (Be sure they update this so that it ends with when Matt’s family returns at Christmas time)</li> </ol>	<p>Sign of the Beaver Unit Wrap up Activities</p> <p>Have students pick 1 or 2 activities below to complete.</p>	

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- 1. Author Elizabeth George Speare provides excellent images of various settings throughout her novel. Choose three settings that were important to the plot and sketch each one using the author's vivid details.**
- 2. Research to find information about the author, Elizabeth George Speare. Create a poster using the information and share your project with the class.**
- 3. Suppose Attean and Matt were able to correspond and send postcards to each other by way of fur traders and missionaries. Illustrate postcards with Attean's new village and Matt's cabin, a year after the story ended. Then write a note on the back of each as though Matt and Attean were writing to one another. Remember to address each card.**
- 4. Work with a partner to conduct a television interview. Have one student role play Matt while the partner portrays a famous television host, such as Larry King, Oprah Winfrey, or Katie Couric. Conduct an interview in which Matt shares his story of surviving the wilderness alone and without his family.**
- 5. Research to learn about one of the Native American tribes of Maine. Gather information concerning the tribe's housing, food sources, religious beliefs, government, and forms of entertainment. Prepare and give a presentation about this tribe to the class.**
- 6. Design a new book jacket for the novel. Inside the front flap, describe the main character. On the back flap of the jacket, summarize the book. Illustrate the front and back covers to catch the reader's attention.**
- 7. Work in small groups to act out one chapter from the book. Wear appropriate costumes and speak lines as the characters would have said them. Perform the chapter for the rest of the class.**
- 8. Guess Who or What reporter. Like the game "20 questions", create general to specific clues about a character from the book. Complete this for at least the 3 main characters, play with a partner.**
- 9. Write a rap song about the friendship between Matt and Attean or about Attean's finding his manitou. Include story details and perform the rap for the class.**



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## Conversations

Have students work in groups to write and perform the conversations that might have occurred in each of the following situations. Group numbers are suggested. Suggested conversation starters below.

1. Ben meets Saknis and Attean at Matt's cabin as the Indians are helping the boy recover from the bee stings. Ben still has Matt's gun. (4 people)
2. Matt and Attean talk about the ways they are the same and the ways they are different. (2 people)
3. Matt decides to rewrite the relationship of Robinson Crusoe and Friday. He tells his "new" story to Attean. Attean has some ideas of his own to add. (2 people)
4. Attean confesses to Saknis how he really feels about being ordered to learn the white man's words from Matt. (4 people)
5. Matt explains to his family how much he has learned from the Indians and makes them aware of the plight that faces the Indians because of the encroaching settlers. His family responds to what they learn from Matt. (4 people)
6. Saknis, Attean, and the rest of the Beaver family settle on a new hunting ground. But within a year, a family of settlers moves on the land and builds a cabin. Saknis and Attean decide to talk with the new family about the Indian hunting ground. ( 3 or more people)
7. Matt teaches Sarah the things he has learned from Attean, in their order of importance. (2 people)
8. As several new families come into the part of Maine Territory where Matt and his family are living, Matt spies Ben. (2 or more people)
9. Matt is now eighteen and ready to move out on his own. He decided to move west. To his surprise, he finds the crude markings of beavers in the spruce trees he passes. In the distance, he sees smoke curling from the tops of a small group of wigwams. His approach has not gone unnoticed, and soon Matt is surrounded by a group of young Indian men. He recognizes Attean. (2 or more people)
10. Saknis, Attean, Attean's grandmother, and Marie welcome Matt to their village and tell him what has happened to them since they left Maine Territory. (5 people)
11. Matt falls in love with Marie and marries her in a beautiful Indian ceremony. He travels back to Maine Territory with her to introduce her to his family. Attean comes with them. (6 people)

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**Sign of the Beaver Background building, Vocabulary, Anticipation Guide, Power Point**

Name: \_\_\_\_\_

**1. What are the 6 expectations of the Sign of the Beaver Unit Study**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

**2. Summary of the story....**

Matt is left in \_\_\_\_\_ of the family \_\_\_\_\_

Matt has a close call with \_\_\_\_\_

Matt discovers a \_\_\_\_\_ and \_\_\_\_\_ friendship

Matt is learning how a different \_\_\_\_\_ lives

Matt has a tough \_\_\_\_\_ to make

Matt is surprised by \_\_\_\_\_

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- 3. Discussion Questions.... respond to each statement with a prediction, share with the person next to you...**

How would you feel to be left home alone for 7 weeks?

What are some things you would need to do to survive?

What are some things you could do to pass the time?

Would you welcome company or would you be scared?

- 4. The Penobscot tribe is a big part of the book.**

What do you know about the Penobscot tribe?

What do you want to know about the Penobscot tribe?

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**5. Vocabulary... fill in the definition for each word, based off of the PowerPoint and discussion.**

- Quavering:
  
- Gravely:
  
- Shambles:
  
- Puncheon:
  
- Ruefully:
  
- Deacons:
  
- Proprietors:
  
- Gritty:
  
- Expedition:
  
- Daubed:
  
- Bellowing:
  
- Treaty:
  
- Boggy:

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- Deprived:
- Drawled:
- Fury:
- Blunderbuss:
- Wrenched:
- Lingo:
- Chinking:

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**Chapters 1-5**

**Vocabulary:**

Define the following words and use it in a sentence

Surveyor: \_\_\_\_\_  
\_\_\_\_\_

Proprietors: \_\_\_\_\_  
\_\_\_\_\_

Venturing: \_\_\_\_\_  
\_\_\_\_\_

Solitary: \_\_\_\_\_  
\_\_\_\_\_

**Main Idea and Details**

Main Idea	
Detail	
Detail	
Detail	
Detail	

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**Comprehension**

What gifts did Matt's father give him? Why are they important? \_\_\_\_\_

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What advise does Matt's father give him about how to treat Indians? \_\_\_\_\_

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When Matt is visited by Ben, he decides to try to stay awake, but eventually he falls asleep. When he awakens, what does he discover? How does Matt feel? \_\_\_\_\_

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What happens to Matt in the tree? Describe the scene in detail. \_\_\_\_\_

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**Journal Activity**

Create an illustration/map of the cabin Matt and his father built and the area that surrounds it. Draw the cabin from the top view so you can include all the items in the cabin. You must also add the items surrounding the cabin (garden, stacked wood, etc.) Please label each item on your map. You may add to the illustration as you read the book and find more details.





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**Comprehension**

In the treaty between Matt and Saknis, what did they agree on? \_\_\_\_\_

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Why does Attean get so upset about Robinson Crusoe? \_\_\_\_\_

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Matt and Attean begin to develop a friendship. What things do they do together that they both enjoy doing? \_\_\_\_\_

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Matt only had two books in his cabin. If you could only have two books, what two books would they be? Why? \_\_\_\_\_

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**Journal Activity**

Write a journal entry for Matt describing the process of teaching Attean how to read.

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**Chapters 12-15**

**Vocabulary:**

Define the following words

Abruptly (p63): \_\_\_\_\_

\_\_\_\_\_

Indignant (p64): \_\_\_\_\_

\_\_\_\_\_

Immense (p72): \_\_\_\_\_

\_\_\_\_\_

Stoutly (p74): \_\_\_\_\_

\_\_\_\_\_

**Predictions**


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**Comprehension**

How does Attean help Matt make a better bow? \_\_\_\_\_

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When the bear threatens Matt and Attean's life, what does Matt do to help save them? \_\_\_\_\_

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Why do the boys leave the bear? \_\_\_\_\_

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Why would Matt like a share of the bear meat, or even a claw to show his father? \_\_\_\_\_

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**Journal Activity**

Write a journal entry for Matt describing the encounter with the bear. Be sure to describe the experience in detail.

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**Chapters 16-19**

**Vocabulary:**

Define the following words

Nimbly (p77): \_\_\_\_\_

\_\_\_\_\_

Flimsy (p85): \_\_\_\_\_

\_\_\_\_\_

Genial (p86): \_\_\_\_\_

\_\_\_\_\_

Pungent (p96): \_\_\_\_\_

\_\_\_\_\_

**Connections**

Text-to-Text	
Text-to-Self	
Text-to-World	

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**Comprehension**

Why was Matt nervous when he and Attean arrive at the village? \_\_\_\_\_

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What story does Attean tell? \_\_\_\_\_

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Why does Matt begin to worry about his family? \_\_\_\_\_

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Attean's grandmother does not trust or like white people. Do you feel she had a good reason to resent white people? \_\_\_\_\_

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**Journal Activity**

Write a journal entry for Matt describing the experience of saving Attean's dog.



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**Comprehension**

When Matt sees Attean, he can tell that Attean has found his Manitou. How does he know? \_\_\_\_\_

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What offer does Saknis make to Matt? How does Matt answer? Why? \_\_\_\_\_

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How does Matt earn Attean's respect? \_\_\_\_\_

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Explain why Matt's family took so long to travel home? \_\_\_\_\_

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**Journal Activity**

Write a journal entry for Matt describing how he felt after his family made it home.

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Sign of the Beaver Problem/Solution Chart

Chapter	Main Character	Problem	Predicted Solution	Actual Solution	Connection Text-to-Text Text-to-Self Text-to-World
1					
2					
3					
4					
5					



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<b>Chapter</b>	<b>Main Character</b>	<b>Problem</b>	<b>Predicted Solution</b>	<b>Actual Solution</b>	<b>Connection</b> Text-to-Text Text-to-Self Text-to-World
6					
7					
8					
9					
10					

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<b>Chapter</b>	<b>Main Character</b>	<b>Problem</b>	<b>Predicted Solution</b>	<b>Actual Solution</b>	<b>Connection</b> Text-to-Text Text-to-Self Text-to-World
<b>11</b>					
<b>12</b>					
<b>13</b>					
<b>14</b>					
<b>15</b>					

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Chapter	Main Character	Problem	Predicted Solution	Actual Solution	Connection Text-to-Text Text-to-Self Text-to-World
16					
17					
18					
19					
20					

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<b>Chapter</b>	<b>Main Character</b>	<b>Problem</b>	<b>Predicted Solution</b>	<b>Actual Solution</b>	<b>Connection Text-to-Text Text-to-Self Text-to-World</b>
<b>21</b>					
<b>22</b>					
<b>23</b>					
<b>24</b>					
<b>25</b>					

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Name: \_\_\_\_\_

## The Sign of the Beaver: Chapters 1-5

Complete on your own paper.

1. What did he lose in the muddy pond?
2. How did Matt's father advise his son to keep track of time?
3. Why did Matt's father return to Massachusetts, leaving Matt alone?
4. Where was Matt carried?
5. What food craving caused Matt to foolishly pull a chunk of bark from the hole in a tree?
6. How old was Matt going to be by the time his father returned?
7. Where had Ben come from?
8. Who had caused the cabin's destruction?
9. After Matt returned from fishing the next morning, what did Matt discover?
10. How did the "uninvited visitor" get into the cabin?
11. What advice did Matt's father give his son, concerning meeting Indians?
12. What was the result of Matt's pulling away the tree bark?
13. Where did Matt run in hopes of getting relief?
14. Why had Matt and his father traveled from Massachusetts to Maine territory?
15. What other item did Matt's father leave behind for his son?
16. When was Matt's father planning to return to Maine?
17. When Matt awoke the next morning, what two things were gone?
18. Who visited Matt's cabin toward evening one night, as a delicious rabbit boiled in Matt's kettle?
19. What two pests threatened the growth of the corn?
20. What did the Indian give him later, with orders to swallow?

***Read and respond in at least a complete paragraph using complete sentences...***

If you had to live completely alone without family, friends, or modern conveniences, how would you survive in your area? Include details to explain what you would do with your time, assuming your parents or relatives would be joining you after several months.

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Name: \_\_\_\_\_

### **The Sign of the Beaver: chapters 6-10**

Complete on your own paper and attach.

1. What caused Attean to get upset when Matt read about wild man Friday kneeling down to Crusoe?
2. What lines from Chapter 10 suggest that Attean and Matt were improving their relationship?
3. What activity did Attean suggest they do after the fourth day's lesson?
4. What caused Attean to get angry and leave the cabin before the first reading lesson was over?
5. How did Matt manage to catch a fish?
6. Explain the agreement between Matt and Attean.
7. How did Saknis solve Matt's boot problem?
8. What gift did Matt try to give Attean in return for Saknis's kindness?
9. How was Matt able to continue fishing after losing his hook?
10. Who accompanied Saknis to Matt's cabin the following day?
11. What had Attean applied to his body to ward off mosquitoes?
12. How had Matt organized Attean's reading lessons to keep his student's interest?
13. Why did Matt delay Attean on the day of their fourth reading lesson?
14. What did Attean bring with him to his first reading lesson?
15. Why did Matt have only one boot?
16. What useful information did Attean show Matt?
17. What words did the Indian use to introduce himself to Matt?
18. How did Matt make Attean's second reading lesson more interesting?
19. What useful tool had the two brought for Matt to use?
20. What did Saknis leave on the table for Matt to eat?

***Read and respond in at least a complete paragraph using complete sentences...***

Describe the relationship between Matt and Attean at the beginning of the book. Explain how their relationship is changing and give details that show the change.

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Name: \_\_\_\_\_

**The Sign of the Beaver: Chapters 11-15**

Complete on your own paper and attach...

1. What book did Matt read to Attean once Robinson Crusoe was finished?
2. What was the problem with using spruce root for the bowstring?
3. What compliment did Attean give Matt?
4. To Matt's astonishment, what had Attean been doing with their Robinson Crusoe lessons?
5. Why wouldn't Attean allow Matt to take the fox?
6. As the boys climbed the bank to return home, what did Attean order Matt to do?
7. How had Matt's father marked trails?
8. What was Attean's trick for marking his trail?
9. What was wrong with the pet's nose?
10. Why did Attean conclude that a white man paid a bad Indian to set the trap?
11. How did Matt react to Attean's command?
12. How many arrows did it take to bring the bear down?
13. Why had Attean's family carved the figure of a beaver on the bark of a tree?
14. Who was Gluskabe?
15. What material did Attean bring Matt, for a stronger bowstring?
16. How were Matt's reading lessons going?
17. How did Matt successfully distract the bear for a moment?
18. Why was Matt expecting his father?
19. Who had cut the trees?
20. What interrupted the boys' visit to the beaver dam?

***Read and respond in a complete paragraph, using complete sentences...***

Explain in detail Attean's actions with the bear once it was dead. Explain the meaning for his actions

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Name: \_\_\_\_\_

**The Sign of the Beaver: Chapters 16-20**

Complete.

1. Why couldn't the girls summon Attean or Saknis?
2. Why had Attean come to Matt's cabin?
3. What caused Matt to be overwhelmed by the noisy, giggling children gathered at the feast?
4. List two tasks Matt observed the women of the village perform.
5. Why did Matt mistake Attean for a stranger?
6. Who extended a special welcome to Matt?
7. What happened to Attean's father?
8. When Attean came a week later for his reading lesson, where did he tell Matt he'd been going?
9. What caused the disagreement between Attean's grandparents?
10. Who greeted Matt upon his arrival at Attean's village?
11. How did the arrival of autumn weather seem to affect Attean?
12. What is a manitou?
13. List two entertainment activities of the village boys.
14. What would happen once Attean successfully found his manitou?
15. What was Saknis's advice for Attean?
16. What kindnesses did Attean's grandmother bestow upon Matt before he left with Marie?
17. Why did Matt have feelings of content while returning alone through the forest to his cabin?
18. What did Matt discover in a trap set in Turtle territory?
19. How did Attean's village appear to look by daylight?
20. Who did Matt talk to?

***Read and Respond in a complete paragraph using complete sentences....***

Predict why you think Attean's grandmother invited Matt to her village when before she objected to him ever coming there. Also, explain what you feel their relationship will be like in the weeks and months ahead.



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Name \_\_\_\_\_

**The Sign of the Beaver: Chapters 21-24**

Complete on your own paper.

1. What did Matt catch in his first deadfall?
2. Why did Saknis invite Matt to come along on their hunt North?
3. What body signals told Matt that Attean had indeed found his manitou?
4. What had caused the delay in their joining Matt?
5. What had happened to the baby?
6. What gifts did Matt make for his sister Sarah and the new baby?
7. What new item was Attean carrying?
8. What did Matt make from rabbit skins?
9. On the day of the first snowfall, what image did Matt use to describe the color of the sky?
10. What did Matt spot moving along the frozen creek?
11. What news did Attean give Matt?
12. List three tasks Matt performed in preparation for winter.
13. Who is it?
14. What gifts did Attean bring Matt from his grandparents, four days later?
15. What foods had Matt gathered besides harvested corn?
16. What material did Matt use to create a shovel?
17. What material did Matt use to make himself a new pair of breeches?
18. What got Matt's attention three days later, while he was gathering firewood?
19. List three gifts Matt made for his mother.
20. Who came with Attean to Matt's cabin, days after Attean had gone to find his manitou?

***Read and respond in a complete paragraph using complete sentences...***

Predict what lies ahead for Attean and his sister Marie during his next ten years.

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Final Test

Name: \_\_\_\_\_

**1. One day Attean took Matt deep into the woods. What did he show Matt?**

- His living quarters
- A new fishing hole
- A bee hive
- A beaver dam

**2. What was Attean's reaction to Matt's practice?**

- He made fun of Matt
- He watched, without comment, but made Matt a better string for his bow
- He did nothing
- He gave Matt advise

**3. After Matt could not hunt with his gun, how did he get meat?**

- He only ate corn
- He used a knife to hunt
- He used a spear to hunt
- He learned to make a snare and catch animals

**4. What gift did Matt give the Indian?**

- A gun
- A Bible
- His favorite book
- Food

**5. How did he solve his problem with bees?**

- Jumped into cold water
- Swatted them
- Stood still
- Climbed a tree

**6. What surprise did the second visitor leave for Matt?**

- The visitor scattered the flour, ate all the molasses, broke the hinge on the door
- a cake
- a new gun
- The visitor cleaned the house

**7. Just before he left, Matt's father exchanged something that belonged to Matt for something that belonged to him. What was that item?**

- Coins
- His gun
- His jacket
- His cup

**8. At what point did the visitor begin to reveal his true personality?**

- When he left the house
- When he approached Matt outside
- When he took the last piece of bread
- When he was kind to Matt

**9. After his father left, what did Matt miss most?**

- His father's smell
- Someone to talk with
- His sister
- His mother

**10. During Matt's distraction, what did Attean do?**

- Shot the bear with his bow
- Stabbed the bear
- Ran away
- Froze

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**11. Why did Attean come to see Matt after killing the bear?**

- Attean's grandfather wanted him to invite Matt to the feast
- He missed Matt
- He brought Matt some bear meat
- He came for a reading lesson

**12. What upset the young Indian in the book "Robinson Crusoe"?**

- The book was about animals
- He couldn't read the symbols
- The book talked about slavery
- The book was too long

**13. How did Attean find his way in the woods?**

- He left markings along the way
- he made a map
- He used a map made by his ancestors
- He used the sun

**14. What did Saknis offer Matt?**

- To try to find Matt's dad
- To take Matt back to his old home
- To allow Matt to come live with his family, as Attean's brother
- A side of bear meat

**15. What made Matt angry about the visitor's departure?**

- The visitor took all the molasses
- The visitor took his father's gun
- The visitor stayed only one night
- The visitor didn't give him a gift

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**16. While walking in the woods, what did Matt find (after the feast)?**

- Attean's signs
- A new pond
- A new beaver dam
- Attean's dog caught in a metal trap

**17. Early the next morning, what did he find?**

- The visitor had left
- The visitor was preparing breakfast
- His father had returned
- He forgot to lock the door

**18. What startling surprise did Attean and Matt find in the woods?**

- Fresh blueberries
- A bear cub
- Wild strawberries
- A snake

**19. What did Attean give Matt?**

- His rifle
- An Indian pony
- His dog
- His old bow

**20. What gift did Attean's grandfather give him after he found his manitou?**

- A watch
- A knife
- A canoe
- A rifle

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**21. When "Robinson Crusoe" ended what did Matt begin to teach Attean to read?**

- the Bible
- The Swiss Family Robinson
- Tom Sawyer
- Huckleberry Finn

**22. Where did Matt spend the night after the feast?**

- It returned home
- He stayed in Attean's dwelling
- He spent the night alone in a tee-pee
- He spent the night in the woods

**23. Why did it take so long for the family to arrive?**

- The weather was bad
- All the family got typhus
- Matt's father lost his way
- The baby died

**24. After passing out, how did Matt get back to the house?**

- He was carried by someone
- He walked
- He crawled
- He didn't go back

**25. How did Matt solve the problem with the book?**

- He stopped reading it
- He changed the story
- He carefully omitted parts he thought might upset the Indian
- He got another book to read

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**26. What bad decision did Matt make while in the woods?**

- Climbed a tree
- Went swimming
- Went fishing
- Pulled bark off a tree

**27. Were Matt and Attean friends, according to Matt?**

- Yes
- No

**28. Was Matt able to follow through with his plan?**

- No
- Yes

**29. What "secret" of the forest did Attean teach Matt from a spruce tree?**

- How to make a fire
- how to make chewing gum
- How to make logs for a house
- How to tell the weather

**30. What happened to Attean's father?**

- A white man killed him
- He went on a war trail and never returned
- He joined the calvary
- He died from typhus

**31. After making his decision, what did he think he should get?**

- A snack
- Some fish for breakfast
- Another blanket
- His father's gun

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**32. Why was Matt not allowed to stay with Attean?**

- White men did not stay with Indians
- Attean's grandmother would not allow it
- Attean did not like others in his home
- Attean's grandfather would not allow it

**33. How did Matt's father tell him to speak to Indians?**

- As he would speak to a minister
- As he would speak to a friend
- As he would speak to his mother
- With no respect

**34. Did Matt's family return?**

- Yes
- No

**35. Why could the boys not hunt beaver?**

- It was the wrong season
- Sign of the beaver
- The beaver was too small
- It was getting dark

Score: \_\_\_\_\_/35 = \_\_\_\_\_

Comments:



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**1. The Beginning**  
Introduce the main characters and describe the setting. What will your opening sentence be?

**2. The Build-Up**  
What things happen? What clues are there? What is said? How do you build up the excitement?

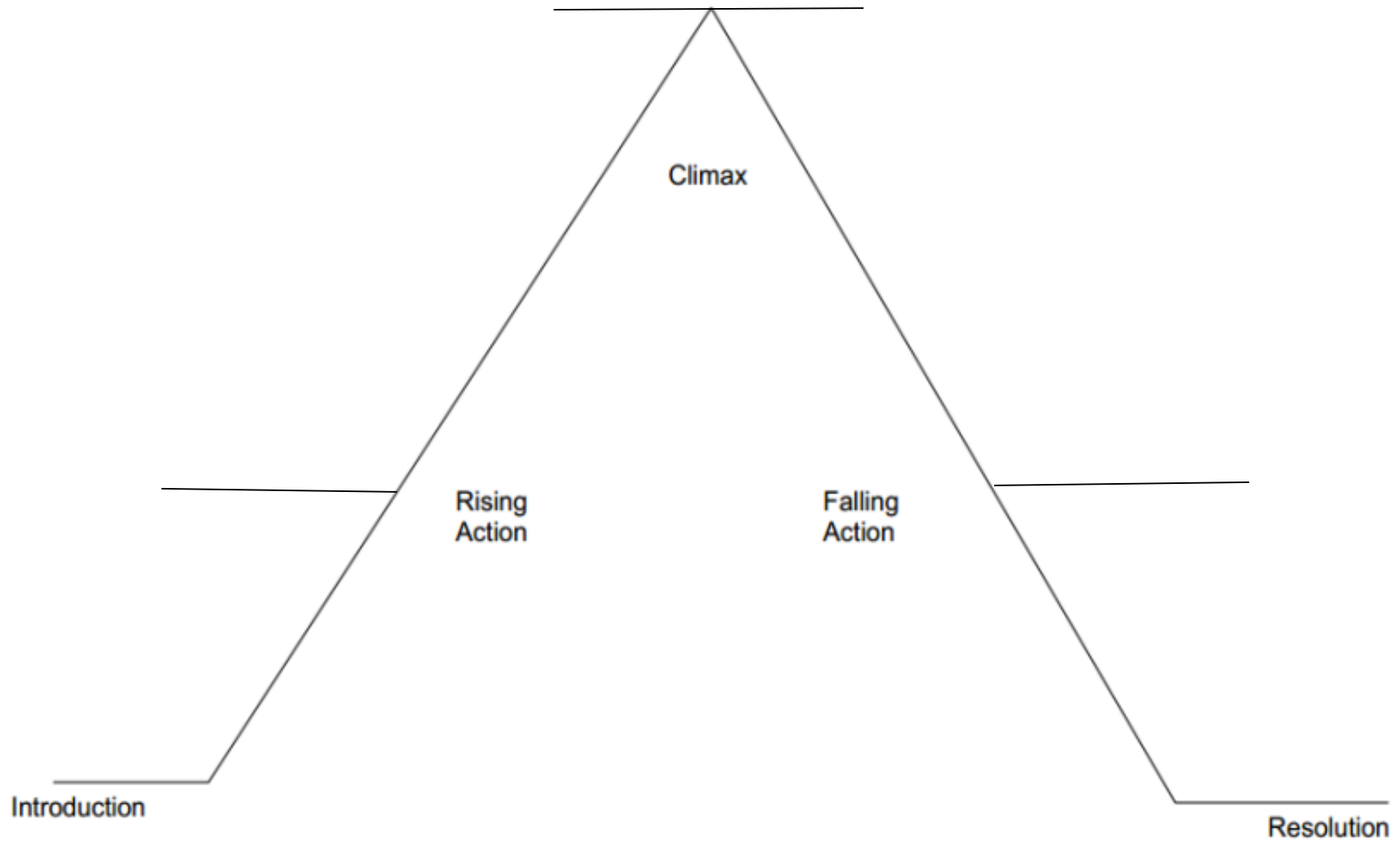
**3. The Problem or Dilemma**  
Things might go wrong! Is there a mystery, or do terrible things happen? Are there any disagreements?

**4. The Resolution**  
How are things going to be sorted out? Problems have to be solved, and people made happy again.

**5. The Ending**  
Does the story end happily ever after? What have people learned? Have characters changed?

**THE STORY MOUNTAIN PLANNER** Name ..... Date .....

## Plot Structure Graphic Organizer



## Problem/Solution Mini Lesson

**Explain** Remind students that the plot of a story usually begins with a problem and ends with a solution. The plot development moves from conflict to resolution. Write the following paragraph on the board: *Marcus needed help with his math homework because he had missed some classes when he was sick. He called a friend from class and said, "Taylor, I can help you with your science project. Do you have time to help me with the math homework?"* Read the paragraph with students. Tell them that they will identify the problem and the solution, or resolution of the conflict, in this paragraph.

**Guided Practice** Ask a volunteer to state the problem that Marcus faced. (At the beginning of the paragraph, Marcus needed help with his math homework.) Then ask how Marcus solved the problem. (In the middle of the paragraph Marcus called a classmate and offered to help his friend with a science project. Finally, he resolved his problem by asking for help with his math homework.)

**Practice** Read this text aloud to students: *Maria looked in all the usual places for the basement key. She needed to leave for school, and her schoolbag was locked in the basement. Having no choice, she climbed all the way up to the attic where her mother was looking through some old files. "Mom," Maria asked, "can I please borrow the basement spare key?"* Have students listen carefully and raise their hands when they hear Maria's problem. (Her schoolbag was locked in the basement.) Have them raise their hands again when they hear the solution. (Maria borrows the basement spare key.)

## Continued...

**Materials** chart paper, classroom props

**Explain** Review the terms *problem* and *solution*. Tell students that they will identify other possible solutions to the main problems in stories that they have recently read.

**Guided Practice/Practice** On chart paper, list several story titles that the class has read recently. Then discuss and summarize the problems that the main characters in the stories faced and the solutions that the characters found. Divide the class into three teams. Ask each team to select one story listed and think of a different solution for the problem. Tell them to act out their new solution. Schedule a time for teams to present their dramatizations to the rest of the class.

## Making Predictions Mini Lesson

**Materials** picture story books

**Explain** Tell students that they are going to make and confirm or revise predictions about a story. Remind students that their predictions should be logical and should be based on what has happened in the story so far.

**Guided Practice/Practice** Distribute picture story books to partners. Have one student read aloud the first few pages of the book. Have the partner make a prediction about what might happen next. Then have the first student read the next few pages that will confirm or contradict the prediction. Have partners switch roles as they finish reading the book. Afterward, discuss why a story with surprising plot twists can often be fun to read.

**Continued...**

**Explain** Remind students that making predictions about plot development means trying to guess what will happen next in a story. Point out that good readers make predictions as they read and then read on to confirm them.

**Guided Practice** On the board write: *Manuel heard a noise outside. He looked out his kitchen window and saw a trash can knocked over. Peeking out from behind the can was a tiny kitten.* Help students make predictions about what might happen next. Then write on the board: *Manuel and his mom placed a small bowl of tuna near the trash can. Manuel was so happy when the kitten walked slowly toward the bowl.* Have students read the sentences and confirm or revise their predictions. Ask students to discuss the story clues that helped them make their predictions.

**Practice** Have students write the next two sentences of the story. Then have them compare what they think will happen next with others in the class.

## Samples of Life Size Characterization Activity:

Scholastic PDF:

<http://teacher.scholastic.com/lessonrepro/newcontent/pdf/916355.pdf>

Examples:

