

Sign of the Beaver

By: Elizabeth George Speare



Teacher Directions

These trifold sets are made for use with the story *Sign of the Beaver*, by Elizabeth George Speare. Use one section of the trifold each day to teach important reading comprehension and text analysis skills.

Each section of the trifold is designed to be a single day's reading lesson. This includes reading the selection, discussing important vocabulary and the question of the day, and giving students time to respond. Depending on your class and the time you have allotted for reading instruction, you may have time to do 2 sections per day.

This set also contains a novel study guide to help support instructional planning. Each day is outlined with the chapters to be read, student objective, key academic vocabulary, and related teaching notes and suggestions.

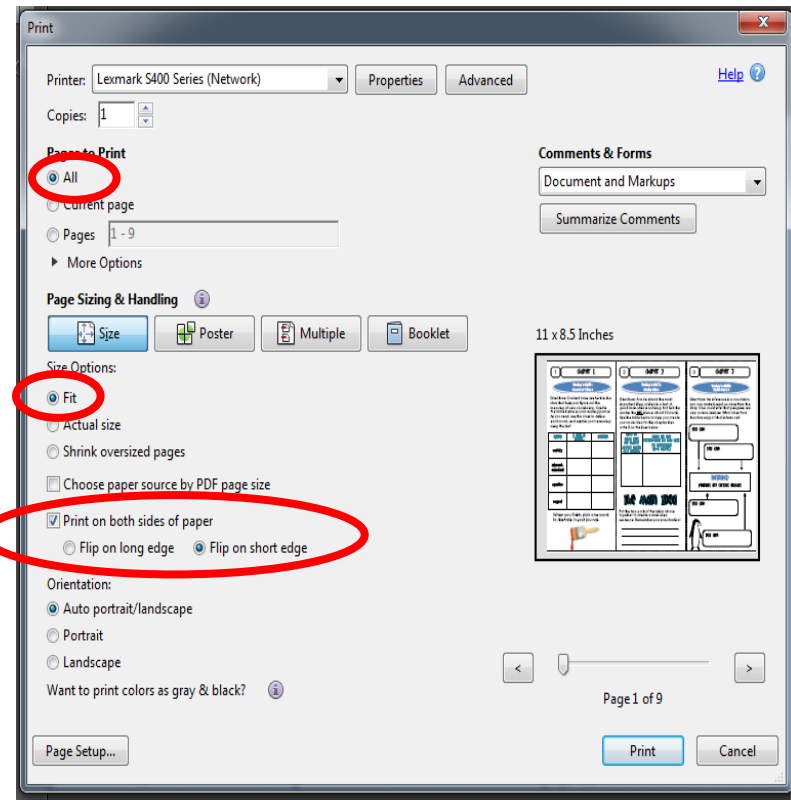
These lessons can be adapted for grades 3-5 depending on the level of pre-teaching and support you provide your students. One way to help struggling learners is to read as a class and discuss the day's question as a class before students go to work independently. This gives them a number of options to help them develop their ideas. For more advanced students, this can be used to support an independent novel study or small group.

I hope you find these trifold sets useful in crafting your novel study.

Teacher Directions for Printing

To easily print this trifold, use the following options on your print menu:

- Pages to print: All
- Size: Fit (or fit to page)
- Check "Print on both sides of paper"
- Click to "Flip on short edge"



Instructional Planning Guide

Day	Chapter	Comprehension Skill Focus	Key Academic Vocabulary	Teaching Notes
1	1	Students will identify important story elements including: character, setting, and plot.	<ul style="list-style-type: none"> •Character •Setting •Plot •Story elements 	This should be a good review for students, but this topic is crucial to making sure students are comprehending the story.
2	2	Students will make text-to-self connections by comparing their daily life with the main character's.	<ul style="list-style-type: none"> •Text-to-self connections •Main character •Compare •Contrast 	Students should try to make deep connections. This might require a discussion prior to students responding.
3	3	Students will identify character traits that describe a new character and justify their choices.	<ul style="list-style-type: none"> •Character traits •Justify 	Some students may need help going deeper into traits beyond the basics. Giving students a list of choices or having prior conversations might be helpful in supporting independence.
4	4	Students will synthesize the chapter to identify the main idea.	<ul style="list-style-type: none"> •Synthesize •Main idea 	This skill is utilized to build into the lesson on summary. It may be useful to do this in small groups or whole class to ensure they have the requisite skills for tomorrow's response.
5	5	Students will synthesize the chapter into a concise 3-sentence summary that includes a beginning, middle, and end.	<ul style="list-style-type: none"> •Synthesize •Summary •Concise 	Summary is often one of the most difficult skills for students to master. Consider guiding students through the beginning and using gradual release for middle and end.

Instructional Planning Guide (p. 2)

Day	Chapter	Comprehension Skill Focus	Key Academic Vocabulary	Teaching Notes
6	6	Students will recall details from the text and infer how events impact characters.	<ul style="list-style-type: none"> •Recall •Details •Infer 	<p>Inferring is a difficult concept. Some students may need support in putting connections together to make these inferences.</p>
7	7	Students will infer a character's feelings based on his actions and justify their reasoning using text evidence.	<ul style="list-style-type: none"> •Infer •Justify •Text evidence 	
8	8	Students will identify how a character changes his approach to a situation and predict whether this change will work citing text evidence.	<ul style="list-style-type: none"> •Predict •Cite •Text evidence 	<p>Citing text evidence is often the most difficult part of this lesson. However, it is also one of the most important parts. You can have students give you page numbers or just reference the part of the plot in their response.</p>
9	9	Students will use context clues to define unknown vocabulary.	<ul style="list-style-type: none"> •Context clues •Vocabulary •define 	<p>This skill will be built upon in later chapters when students will confirm their definitions using a dictionary.</p>
10	10	Students will evaluate how the main character is changing as a result of the plot.	<ul style="list-style-type: none"> •Evaluate •Plot •Main character 	<p>Student answers may vary, but they should have text evidence to support their responses.</p>

Instructional Planning Guide (p. 3)

Day	Chapter	Comprehension Skill Focus	Key Academic Vocabulary	Teaching Notes
11	11	Students will compose a brief piece to support their opinion on a given question.	<ul style="list-style-type: none"> •Compose •Opinion •Support 	Student answers may vary, but they should have text evidence to support their responses.
12	12	Students will use details from the text to sequence a process.	<ul style="list-style-type: none"> •Details •sequence 	The majority of students should be able to complete this activity independently.
13	13	Students will synthesize the chapter into a concise 3-sentence summary that includes a beginning, middle, and end.	<ul style="list-style-type: none"> •Synthesize •Summary •Concise 	Summary is often one of the most difficult skills for students to master. Consider guiding students through the beginning and using gradual release for middle and end.
14	14	Students will identify the lessons learned by the main character and justify their answer using text evidence.	<ul style="list-style-type: none"> •Identify •Lessons •Justify •Text evidence 	This can be a hard concept. Students may need a class discussion prior to completing this task.
15	15	Students will identify cause and effect relationships in the chapter.	<ul style="list-style-type: none"> •Cause •Effect 	There are multiple answers for this section. Students answers may vary but should be focused on details from the text.

Instructional Planning Guide (p. 4)

Day	Chapter	Comprehension Skill Focus	Key Academic Vocabulary	Teaching Notes
16	16	Students will predict the meaning of unknown words using context clues and use a dictionary to check.	<ul style="list-style-type: none"> •Predict •Context clues •Dictionary •Vocabulary 	This connects to the prior lesson on context clues. Refer to this lesson when introducing today's task to help students make connections on why context clues and dictionary skills are both useful.
17	17	Students will visualize using sensory details from the text.	<ul style="list-style-type: none"> •Visualize •Sensory details •Setting 	Students learning English may need additional support to understand the nuances of the sensory details.
18	18	Students will identify problems and how characters solve them. Students will evaluate the problem to develop an alternative solution.	<ul style="list-style-type: none"> •Problem •Solution •Evaluate •Alternative 	Student answers may vary, but they should have text evidence to support their responses.
19	19	Students will analyze a quote from the text to make meaning.	<ul style="list-style-type: none"> •Quote •Analyze 	Students learning English may need additional support to understand the nuances of the quote.
20	20	Students will take the perspective of a main character to make meaning of the plot.	<ul style="list-style-type: none"> •Perspective •Plot •Main character 	Student answers may vary, but they should have text evidence to support their responses.

Instructional Planning Guide (p. 5)

Day	Chapter	Comprehension Skill Focus	Key Academic Vocabulary	Teaching Notes
21	21	Students will write to support their opinion on an event from the story.	<ul style="list-style-type: none"> •Support •Opinion 	As we move toward the end of the text, the questions focus more on students using the text to connect and think. As a result, student answers may vary, but they should have text evidence to support their responses.
22	22	Students will evaluate a character's choices to make meaning.	<ul style="list-style-type: none"> •Evaluate •Treasured 	
23	23	Students will make a prediction about the conclusion of the story based on their understanding of the plot.	<ul style="list-style-type: none"> •Prediction •Conclusion •Plot 	
24	24	Students will analyze how the story would change if the setting changed.	<ul style="list-style-type: none"> •Analyze •Setting 	Student answers may vary, but they should support their responses. The purpose of these last few responses is to really get students to both use the text and to move beyond it into critical thinking.
25	25	Students will analyze and evaluate the title of the book.	<ul style="list-style-type: none"> •Title •Analyze •Evaluate •Rate 	

1

Chapter 1

Today's Skill: Story Elements

Directions: As you read this chapter, pay close attention to the important elements of this story including characters, setting, and plot. Use your understanding to complete the graphic organizer below.

Main characters:

Who is this story going to be mostly about?

Setting:

Where and when does this story take place?

Plot:

What events are happening?

2

Chapter 2

Today's Skill: Compare and Contrast

Directions: Use the table below to compare your daily life with Matt's. Identify at least three ways they are similar and three ways they are different.

Similarities	Differences

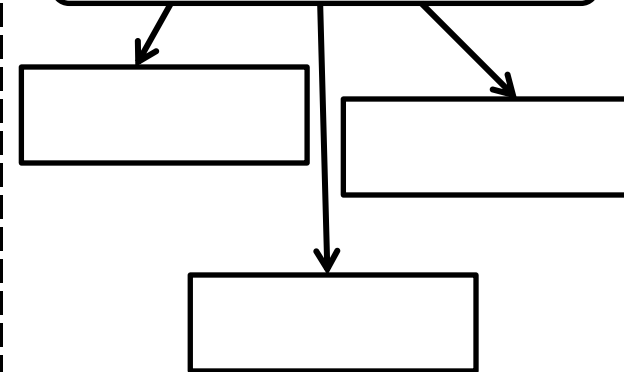
3

Chapter 3

Today's Skill: Character Traits

Directions: Character traits are words that describe a person based on their behavior or dialog. For example, a person who rescues someone from a fire could be described as brave. In this chapter, Matt has a visitor. Use the graphic organizer below the record three traits that would describe this man. Select one and provide evidence that supports this trait.

The Visitor (Ben)



4

Chapter 4

Today's Skill:
Main Idea

Directions: The main idea is the most important thing or idea in a text. A good main idea is not long but tells the reader the BIG idea in about 10 words. Use the table below to help you create the main idea for this chapter. Write it on the lines below.

Who or what was the chapter mostly about (1-2 words)	What did that person/thing do that was so important? (6-9 words)

The Main Idea

Put the two parts of the table above together to create a main idea sentence. Remember your punctuation!

5

Chapter 5

Today's Skill:
Summary

Directions: A summary is a short description of the big events in a chapter. Most summaries contain 3 main idea sentences- beginning, middle, end. Use the chart to help you create your main ideas. Then put the sentences together to create a summary of the chapter.

Beginning

Middle

End

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Chapter 6

Today's Skill: Evaluate

Directions: Matt and Saknis make a deal in this chapter. What is the deal? How will this deal benefit both of them?

[illegible]

Chapter 7

Today's Skill: Infer

Directions: How does Attean feel about learning to read? How do you know? Cite text evidence to support your answer.

[illegible]

Chapter 8

Today's Skill: Drawing Conclusions

Directions: Why does Matt change his approach to teaching Attean to read? Do you think this strategy will work? Why or why not?

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Chapter II

Today's Skill:
Writing to Support an Opinion

Directions: Would you describe Matt's relationship with Attean as a friendship? Why or why not?

[illegible]

Chapter 12

Today's Skill: Sequencing

Directions: In this chapter, the boys work to make a bow. Use the graphic organizer below to outline the steps they took to do this task.

First

Next

Then

Finally

Chapter 13

Today's Skill: Summary

Directions: A summary is a short description of the big events in a chapter. Most summaries contain 3 main idea sentences- beginning, middle, end. Use the chart to help you create your main ideas. Then put the sentences together to create a summary of the chapter.

Beginning

Middle

End


Chapter 14

Directions: What did Matt learn in this chapter? Cite evidence from the text to prove your answer.

[illegible]

Chapter 15

Directions: Throughout this section there are numerous examples of cause and effect relationships, where one thing makes something else happen. As you read, find two examples in the text and complete the graphic organizer below.



Cause

Effect

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Date: _____

Today's Skill:
Vocabulary/Word Work

Directions: A dictionary is another great way to figure out the meaning of new vocabulary. Create the table below in your reading journal. As you read, use the clues to predict the meaning of each word. Then use a dictionary check your definition.

Word	I think it means...	Dictionary Definition
befallen (p. 76)		
stockade (p. 78)		
dignity (p. 79)		
boisterous (p. 80)		
contortions (p. 81)		

Today's Skill:
Visualizing

Directions: In this chapter, the author describes Attean's village with great detail. As you read, visualize what this looks like, and draw your mental image in the box below. Use the lines to record at least 3 sensory details the author provided to help you make your mental picture.



Today's Skill:
Problem and Solution

Directions: In this chapter a number of problems arise that must be solved. Use the graphic organizer to identify two problems and how they were solved. Then pick one and brainstorm another way the character could have solved it.

Problem	Solution
Problem	Solution

Chapter 19

Directions: On page 105 Matt says, "And for the first time since his father had left, he did not feel alone in the forest." What does this mean? Why does he feel this way?

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Chapter 20

Directions: Imagine you are Attean. How would you feel about having to go to find your manitou? Why do you suppose his tribe has this tradition for boys?

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Chapter 21

Directions: In this chapter, Matt is invited to join the tribe and to leave to build a new community. Do you believe Matt should have left with the tribe? Why or why not?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Chapter 22

Directions: Why does Attean give Matt such a treasured item as a going away gift? What is the significance of this gesture?

[illegible]

Chapter 23

Directions: In this chapter, Matt makes gifts for his family in preparation for their return. Do you believe they will come back and find him? Why or why not?

[illegible]

Chapter 24

Today's Skill: Exploring Setting

Directions: "Matt has finally found happiness in his current situation and states he wouldn't trade the cabin for an "island in the Pacific" (p. 129). Imagine this story took place on a Pacific island. How would the story be different? Give 2-3 specific examples to support your answer.

[illegible]

Chapter 25

Today's Skill: Evaluate & Rate

Directions: Why do you think the author titled this book *The Sign of the Beaver*? Do you think this is a good title? Why or why not?

[illegible]

Using a scale of 0 (horrible) to 5 (excellent), rate this book by filling in the stars. Provide reasons for your choice.



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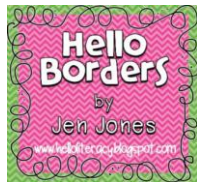
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