The Sign of the Beaver is the textbook we will be reading as a class in our next unit of literature.
Spelling and Vocabulary
Master List

**Purpose:** The purpose of this master list is to develop the vocabulary of the students in their writing, reading and speaking. Use of this list may be for a weekly spelling list during the literature unit or it may be used as a reference for students while reading. Seeing their spelling and/or vocabulary words in their reading will reinforce learning of the word. Also, students may use this list when they are doing their own writing and want to use a larger range of vocabulary in their personal writing.

- Bellowing (page 23)
- Blazing (page 42)
- Blustering (page 94)
- Boisterous (page 80, 114)
- Boughs (page 38)
- Chagrined (page 60)
- Chinks (page 65)
- Contemptuous (page 41)
- Defiant (page 65)
- Disdainful (page 54)
- Dumfounded (page 39)
- Flaunt (page 93)
- Furious (page 23)
- Ghastly (page 78)
- Gingerly (page 124)
- Gleam (page 42, 58, 78, 80)
- Glittered (page 73)
- Goaded (page 65)
- Grim (page 61)
- Heathen (page 32)
- Incomprehensible (page 31)
- Intricate (page 123)
- Lustrous (page 124)
- Meager (page 120)
- Mercilessly (page 42)
- Mortar (page 85)
- Nonchalantly (page 41)
- Placid (page 93)
- Probing (page 24)
- Pungent (page 96)
- Relenting (page 95)
- Savage (page 73)
- Scorn/scornful (page 34, 95, 100)
- Scrawny (page 92)
- Shambles (page 20)
- Splendor (page 85)
- Stockade (page 93, 103)
- Thrashing (page 48)
- Treaty (page 116)
- Wampum (page 87)
- Wield (page 102)
Daily Schedule

**Journal** (Topic will be listed on board as students enter classroom)
**Meeting** (class meeting may include announcements, warm-up activities, attendance, lunch/milk orders, reading; school meeting on Friday)
**Math**
**Snack** (Read to class aloud during this time)
10:00 Recess (15 minutes)
**Writing Block**
11:30 Recess
**Lunch**
**Reading Block** (up to 5 sections)
**Music/Gym or Art/Gym**
Supporting Literature for *The Sign of the Beaver* by: Elizabeth George Speare

**Fiction**

Robinson Crusoe by Daniel Defoe

*In the beginning of *The Sign of the Beaver*, Matt is fascinated by one of the two books his family owns, *Robinson Crusoe*. Matt becomes aware of how his story is similar to that of Crusoe’s.

Calico Captive by Elizabeth Speare
The Witch of Blackbird Pond by Elizabeth Speare
The Bronze Bow by Elizabeth Speare
Life in Colonial America by Elizabeth Speare

*These are other popular works written by the same author of *The Sign of the Beaver* If students really enjoy this author’s work, they may want to read other material by her.*

Crossing the Starlight Bridge by Alice Mead

*This novel is about a contemporary nine year old Penobscot girl struggling to maintain her culture after her parents’ divorce forces her to leave the reservation.*

**Non-Fiction**

The First Book of History, for Children and Youth by: Samuel Goodrich (CHAPTER TWO)

*Chapter two of this book gives historical information about the Penobscot Indians of Maine. Attean, one of the main characters in *The Sign of the Beaver* is from the Penobscot Indian tribe.*

Louis Sockalexis, Baseball Pioneer by Bill Wise
Baseball’s First Indian by Ed Rice

*These two biographies give information about a Penobscot Indian baseball player.*

Twelve Thousand Years by Bruce Bourque

*Good reference about Native American people in Maine.*
| Name: _________________________________________________________ |
| Description: The Sign of the Beaver |

<table>
<thead>
<tr>
<th>Ideas</th>
<th>Fluent / Experienced</th>
<th>Developing</th>
<th>Emerging</th>
<th>Exploring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creates pictures and/or stand-alone text that makes a point or tells a simple story. Elaborates on message or story. Incorporates the kinds of significant, less-than-obvious details that give both text and pictures interest, depth, and meaning. Presents ideas that catch a reader's attention. Shows knowledge of topic. Text carries most or all of the meaning (though pictures may be used to enhance meaning).</td>
<td></td>
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<tr>
<td>Creates easily recognizable pictures and text. Creates stand-alone text that expresses a clear message. Attends to detail in pictures and/or text (more than a quick scribble or sketch). Text carries as much meaning as pictures—or slightly more.</td>
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<tr>
<td>Creates pictures and text reader can interpret with inferences and good guesses. Combines pictures with imitative text, letters, or 'just readable' words. Uses labels to expand meaning. Pictures carry more meaning than text.</td>
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</tr>
<tr>
<td>Uses pictures and scribbles to express ideas. Creates shapes that imitate print or cursive text. Dictates story, message, or label for picture. Writes random letters. 'Reader needs help to interpret pictures or 'text.'</td>
<td></td>
<td></td>
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</tbody>
</table>

| Organization | Uses definite beginning and concluding statements (other than simply 'The End') in text. Uses transitional words and phrases (next, then, so, but, while, after that, because, etc.) to connect ideas. Shows skill in sequencing a simple story chronologically. Skillfully uses conventions such as title, indentation, or statement of purpose to structure text. Creates a 'complete' text. Doesn't just stop at the end of the page. Presents work in a visually appealing way on the page. |
| Shows a beginning sense of sequencing or patterning (e.g., chronological order, main point and support) in written text. Shows skill with story boarding (creating pictures in sequence to make a point or tell a story). Writes multiple sentences in an order that supports a main point or story. Shows a sense of beginning. Uses conventions such as title, indentation, numbers, and 'The End' to help structure written text. Presents work in a visually balanced way on the page. |
| Shows a growing sense of balance in placement of scribbles, text, or pictures. Shows clear sense of coordination between text and pictures: e.g., a reader can readily see that they go together. Begins to 'center' work on the page. |
| Places letters, shapes, scribbles, or pictures randomly on the page. May fill one corner of the page or the whole page. |

| Voice | Chooses words that make meaning clear and also create a particular mood or build a picture in the reader's mind. Uses individual phrasing that enhances personal voice. Experiments with language in a variety of ways: imitating, inventing new words, rhyming, and/or looking for a particular 'just right' word. Relies only minimally on general words (nice, great, fun, wonderful, special). Uses a variety of words, with little redundancy. |
| Enjoys combining pictures with more extended text. Uses expressive or descriptive phrases and short sentences, not just one- or two-word labels. 'Stretches' to use new words, even if she/ he cannot spell them yet. Creates text that conveys a clear general meaning: e.g., My dog runs fast. |
| Writes recognizable words. Uses labeling to enhance or clarify pictures. Chooses words or labels or short phrases that clearly go with picture text. Uses various parts of speech: e.g., naming words (nouns), describing words (adjectives), and action words (verbs). |
| Copies words or letter shapes from environmental print. Creates shapes or scribbles that represent words, even though a reader cannot yet translate them without help. Writes in letter strings (all 'letters' may not be recognizable). |

| Sentence Fluency | Written text begins to imitate oral fluency. Shows variety in sentence lengths and beginnings. Writes as many sentences as he/she needs to complete the text. Creates text that is easy for another to read aloud with expression. Creates text with a natural, 'easy flow' kind of sound. |
| Writes in sentences; often includes more than one sentence in given text. May imitate sentence patterns he/she has heard. Begins sentences in different ways. Creates text that another person can readily read aloud: e.g., I have a toy. The toy I have is my fav'rt toy and this toy is my bear. |
| Writes in word strings or simple sentence patterns (some sentences may not be complete). Writes one sentence or an 'almost' sentence: e.g., May use repetitive sentence patterns: e.g., I am a ball. I like be a ball. I lik Jim. |
| May use scribbles or imitative letter strings: LIEKPTLSSINKT. Does not yet write in sentences or word strings. |

| Conventions | Consistently incorporates conventions of spacing and directional placement of letters into own text. Regularly uses both upper and lower case letters, and usually places them correctly. Usually places periods and question marks correctly. Continues to experiment with other punctuation. Uses readable spelling for most words. Writes more than one paragraph and uses title and margins if needed. |
| Incorporates more conventions from environmental print into own text: spacing between words line, appropriate directional placement of letters, consistent left-right and up-down orientation, use of a title, margins Uses both upper and lower case letters, often capitalizes 'I,' own name, names of others, and words of significance. Experiments with other forms of punctuation. Expands to basic phonetic spelling with more consonant sounds and more vowels: e.g., I lik tu dru nits (I like to draw knights). Writes own name and other significant words. |
| Incorporates many features of environmental print: shapes that resemble letters, letters or letter shapes that face the right direction, left-to-right orientation on page, up-to-down orientation on page, blending of text with illustrations. Distinguishes between upper and lower case letters. Experiments with punctuation, especially periods, which may be randomly placed. Writes own name on personal work. |
| Experiments with print by creating scribbles to represent text and individual letters. May write with letter strings, usually pre-phonetic: e.g., SAMSAAUATT. Can put own name (or a version thereof) on paper. May create some recognizable letters or numbers: e.g., NAT02. |

The Sign of the Beaver Literature Unit
Emily Meylor
Writing Process Activity

Objectives:
- Students will make a list of descriptive and sensory detail words
- Students will write a journal entry using descriptive and sensory detail words
- Students will share with peers their journal entry

Directions:
Matt and Attean were extremely lucky to survive their encounter with the angry mother bear. Think about the way the author uses vivid details to create a sense of danger and excitement throughout this scene. Imagine you are Matt and write a journal entry to capture the vivid details of the scene along with the emotions he is feeling before, during and after. Include sensory details and other descriptive words to create a picture for your reader.

After you have written your entry, draw a picture of what your words are describing. Share your journal entry with a peer and have them draw a picture of what they see. Is their picture similar to your picture? Read their journal entry and draw a picture of what you believe they were describing in their journal entry. Compare your drawing to their drawing. What are some similarities? What are some differences?

Assessment:
Use the grading rubric for each student’s writing. Did the student properly follow direction? Did the student make a list and then write? Did the student draw a neat picture that matched their writing description?
The Sign of the Beaver
By Elizabeth George Speare

Journal

Excerpt from the workbook: The Sign of the Beaver, by Elizabeth George Speare: Grades 4-6
by Marie-Helen Goyetché

Name: ______________________________
Before You Read the Chapter
The title of the book is *The Sign of the Beaver*. What do you predict the sign is? What do you think the story is about?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Vocabulary
Write the definition for each word using your dictionary.

a. Reckon: __________________________________________________________________________

b. Notch: ___________________________________________________________________________

c. Bough: ___________________________________________________________________________

d. Chink: ___________________________________________________________________________

e. Trudge: __________________________________________________________________________

Were there other words in these chapters you were not familiar with? Write down the word and their definitions.

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Questions
1. Explain who Matt is
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

2. What is a settlement?
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

3. Where is Matt’s dad going? Why?
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
Chapters 3 and 4

Before you read the chapters
Have you ever had unexpected guests arrive? Who were they? Explain the situation.
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Vocabulary
Draw a line from the words in the first column to the word in the second column to make a compound word. The first one is done for you.

<table>
<thead>
<tr>
<th>Column One</th>
<th>Column Two</th>
<th>Column Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Door</td>
<td>One</td>
<td>____________</td>
</tr>
<tr>
<td>b. Heavy</td>
<td>Skins</td>
<td>____________</td>
</tr>
<tr>
<td>c. Some</td>
<td>Brush</td>
<td>____________</td>
</tr>
<tr>
<td>d. Corn</td>
<td>Step</td>
<td>____________</td>
</tr>
<tr>
<td>e. Any</td>
<td>Line</td>
<td>____________</td>
</tr>
<tr>
<td>f. Red</td>
<td>Light</td>
<td>____________</td>
</tr>
<tr>
<td>g. Fire</td>
<td>Set</td>
<td>____________</td>
</tr>
<tr>
<td>h. Under</td>
<td>Lock</td>
<td>____________</td>
</tr>
<tr>
<td>i. Fish</td>
<td>Time</td>
<td>____________</td>
</tr>
<tr>
<td>j. Hem</td>
<td>Field</td>
<td>____________</td>
</tr>
</tbody>
</table>

Questions
1. What was the most difficult for Matt now that he was alone?
________________________________________________________________________

2. What other types of food could Matt eat? How could he get them?
________________________________________________________________________
________________________________________________________________________

3. What attracted the bear to the cabin? What could Matt have done?
________________________________________________________________________
________________________________________________________________________

4. What would you be most frightened of if you were Matt?
________________________________________________________________________
________________________________________________________________________
Chapters 5 and 6

Before you read the chapters
Have you ever had the feeling that someone was watching you? What happened? Was it your imagination?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Vocabulary
Explain the meaning of the underlined word/words in your own words.

a. The pond was called Loon Pond.

b. Bees were better left alone.

c. He sank down into the icy shelter of the water.

d. His panic began to die away.

e. His body was no longer on fire.

Questions

1. How do you think Matt should have gone about to get some honey?

2. How did the old man and young boy help Matt after the bee attack?

3. Why is the old man talking in broken English?

4. What did Matt do in return for saving his life?

5. How different do you think Matt and Attean are? How similar?
Grammar Mini Lessons

Lesson One

Introduce Topic:
A metaphor describes a first subject as being or equal to a second subject in some way. A simile is a comparison of two unlike things, typically marked by the use of “like,” “as,” “than,” or “resembles.”

Share Examples
Have examples written on board/chart paper for students to read and examine. Draw examples from the first two chapters of the novel. Write two metaphors and two similes a student hears in their everyday life.

Provide Information
Tell students to be on the lookout as they read this novel and other reading material for metaphors and similes. What are some key words to look for in identifying metaphors? What about similes? When you see these words, do you think it you will automatically find a metaphor/simile?

Supervise Practice
Get in groups of two (teacher assigned groups) and read the article provided. (“Skin Deep Dinosaur Secrets”) Instruct students to highlight similes and metaphors in the article. Have them answer why they believe the author chose to use a simile or metaphor where he did.

Assess Learning
Have students share their findings. Then challenge students to individually come up with their own similes and metaphors to describe features of a dinosaur, the novel, or about an even that has happened to them recently.
Every dinosaur discovery is pretty amazing, but this is one whopper of a fossil find. The hadrosaur, or duck-billed dinosaur, was discovered in 1999 by teenage fossil hunter Tyler Lyson on his family’s ranch in the Badlands of western North Dakota. The fossil was found within a large geological formation called the Hell Creek area. Hell Creek has been the source of many fossils, including prehistoric crocodiles, fish, sharks and birds. What was so extraordinary about the 67-million-year-old dinosaur fossil, nicknamed Dakota, was how well it was preserved.

When most fossils are found in the ground, the bones of the animal are not connected to each other and can even be scattered over a pretty wide area. The dinosaur fossil you see when you visit a museum has been painstakingly reassembled to look like an intact skeleton. But Dakota was different. This dinosaur had large portions of its arms, legs, tail and body still intact, or in place. And even more amazing, the skin and other soft tissues were preserved too. In fact, even though Dakota was a rock-hard fossil, some were calling it a dinomummy, because it retained its shape so well.

**Staying in Shape**

Imagine a living dinosaur as an inflatable toy. When the dinosaur dies and begins to turn into a fossil, the soft tissues disappear and the dino deflates. Even if some of the skin is preserved, it collapses like plastic wrap around the bones. But in Dakota’s case, the skin did not collapse and instead kept its shape and remained where it would have been when the animal was alive.

That means that scientists can tell much more about the dinosaur than they could have from bones alone. Dakota’s rear end, for example, is larger than scientists had expected. More rump muscles could mean that it was able to outrun fierce predators like T. rex.

The skin itself was also so well preserved that researchers could spot a distinctive pattern of large and small scales. It is a striped pattern of scales that in modern reptiles often means a pattern of different colors. "The level of detail expressed in the skin is just breathtaking," says British paleontologist Phillip Manning, who led the expedition to carefully recover the fossil.

Manning wrote a book about the excavation called *Dinomummy: The Life, Death and Discovery of Dakota, a Dinosaur from Hell Creek*. The story of Dakota is also the subject of *Dino Autopsy*, a National Geographic Channel special that will air December 9 at 9 p.m.

**More Details from Dakota**

Scientists will continue to study Dakota. The fossil is being analyzed with help from the world’s largest CT scanner. A CT scanner is a bit like an X-ray machine that doctors use to look inside the bodies of their patients. Dakota is being examined by a CT scanner so big that it is normally used to inspect the inside of space shuttle engines!

And what about Tyler Lyson? The teenager who hit the fossil jackpot when he found Dakota kept learning about dinosaurs and other prehistoric creatures. Lyson went on to study biology in college and is now in graduate school, studying for his Ph.D degree in paleontology at Yale University in New Haven, Connecticut.
The Sign of the Beaver

Chapter Review Questions

These can be used as discussion questions in class, or it can be used as a journal for students to refer to when they are reading independently. I would give each student their own copy of these review questions in a reading journal. Students will do some independent reading of this book, but we will also do out loud reading of chapters. Thus, these discussion questions may be answered by individual students or the class as a whole.
Teacher   Emily Meylor       Class   Language Arts
Topic   Sign of the Beaver       Concept   The Beginnings of Reading
State Standard(s)
Reading Standards for Grade 5
   Key Ideas and Details: 3. Compare and contrast two or more characters, settings, or
   events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
Reading Standards for Information Grade 5
   Explain the relationships or interactions between two or more individuals, events, ideas,
   or concepts in a historical, scientific, or technical text based on specific information in the text.
   Analyze multiple accounts of the same event or topic, noting important similarities and
   differences in the point of view they represent.

Goals and Objectives

Instructional Goals (cognitive, affective, psychomotor)

Students will read the real-life story of Matt and Attean
Students will draw a Venn diagram
Students will compare and contrast fiction to non-fiction

Behavioral Objectives (TSWBAT)
TSWBAT draw a Venn diagram
TSWBAT explain what fiction is
TSWBAT explain what non-fiction is
TSWBAT read their comparisons

Rationale (Why is it important to teach/learn this concept?)

It is important for students to complete some background or pre-reading before reading a novel
in order to understand the novel to a fuller extent. Understanding how to compare different reading
material will also give students a fuller comprehension of the reading.

Procedure/Strategies (Include time plan; set introduction; transitions; closure; modeling examples; questions;
guided practice experiences; student experiences including verbal, kinesthetic, and tactile.)

Introduction:
We are going to beginning a new literature unit on the novel *The Sign of the Beaver* by Elizabeth George
Speare. Before we begin reading of the novel, we are going to do some reading on how Elizabeth Speare
came up with this story.

Transition:
Speare based the story on the real-life tale of Matt and Attean. Read the description of their real life.
(http://www.milohistorical.org/history/beaver.php)
The Sign of the Beaver Literature Unit
Emily Meylor
It is somewhat surprising for me to discover that in *The Sign of the Beaver* (Houghton) I have written a survival story. That was never my intention, and I was still naive enough when I reached the last page not to realize what had happened to my story, even though my publisher and the first reviewers recognized it at once. What, then, was I trying to do? Let me go back to the very beginning. Where did I get the idea for this book? The answer is very simple. The idea was handed to me, a little gem, straight from the pages of history. Many years ago my husband and I spent a number of vacations at a small fishing camp in Maine. One afternoon, rather bored with dangling a line in the water, I drove into the nearest town of Milo and poked about in the small library. In a slim volume, *The History of Milo*, I came upon a short anecdote. The story was new to me, but I have since discovered that it has been retold in a number of histories of the state of Maine.

In May, 1802, Benjamin Sargent and his fourteen year old son came to Maine to make a place for the family in the wilderness holdings he had bought above Bangor. They had left the rest of their family in Methuen, Massachusetts, and boarded a schooner, probably at Newburyport, and sailed from there to Bangor. They landed at what is now Exchange Street and Mr. Sargent secured a boat, into which were put their belongings, after which they rowed up the Piscataquis River to a spot about 4 miles above Derby. There they landed and began at once to clear a spot for a cabin and garden. A two room cabin was built and a garden planted then Mr. Sargent left the boy to live alone in the wilderness and tend the garden while he returned to bring the rest of the family to their new home.

When Sargent reached Methuen, he found the family sick with typhus fever, so he had to wait for them to recover before the long trip to Maine could be made. There was no way he could let his young son know the reason for his delay. In the mean time, Theophilus was busy caring for the garden and getting his own meals. He was very well, though lonely, when one day he forgot and left his cabin door open. While he was busy at his work, a big black bear came by, and smelling food, walked into the cabin. Before the Theophilus could come up to the rescue of his precious supplies the bear had eaten his molasses and most of his flour. And probably made a wreck of the place. It was a heartbreaking sight that greeted the boy when he entered the cabin. His scanty food supply was ruined, and the family's return long overdue. Luckily there was a friendly tribe of Indians in the forest getting bark for canoe building. The chief, on learning of the serious condition in which the white boy was left, took pity on him. He left his son Atteon, with him and generously provided for the two boys until Theophilus's family finally arrive just before the river froze.

**Transition:**
Students should be familiar with what a *Venn diagram* is. Students will receive the *Venn diagram* worksheet to fill out. They will be comparing fiction to non-fiction. Give students time to work on their *Venn diagram*.

**Closure:**
Review the importance of recording ideas, thoughts. Using a graphic organizer will often help students to organize their thinking and be able to easily share it with others.

**Assignments and Reminders**

Assignment: Students will have to find two books that discuss the same subject. One should be non-fiction and another a fiction book that includes information about a specific subject. Students will use a graphic organizer, *Venn diagram*, to compare/contrast things about both books.

You may have students find a non-fiction about the French/Indian war or the Pebscout Indians and complete a Venn diagram throughout the reading of *The Sign of the Beaver*.

**Materials and Equipment**

*Sign of the Beaver*

Venn diagram

Matt and Attean “real life” article

*The Sign of the Beaver* Literature Unit

Emily Meylor
**Accommodations for Students with Special Needs** Choose at least one. Describe the need and give detailed accommodations.

Student with dyslexia: have the student read a simple, shorter account of Matt and Attean.

**Assessment of Student Learning**

Assess student learning by evaluating their homework/assignments. The individual work of each student will communicate their understanding of the content area.
DAILY LESSON PLAN TWO

Teacher __Emily Meylor_____  Class  ___Language Arts______  
Topic _____ Responding to Reading __________________
State Standard(s)

Fluency, Grade 5
Read with sufficient accuracy and fluency to support comprehension.
   a. Read on-level text with purpose and understanding.
   b. Read on-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.

Goals and Objectives

Instructional Goals (cognitive, affective, psychomotor)

Students will read chapter 3 of the text
Students will write thoughts as they read
Students will share what they wrote with other students
Students will write answers to discussion questions in their groups
Students will write responses

Behavioral Objectives(TSWBAT)

TSWBAT write a response to sentences and paragraphs from the novel
TSWBAT tell another student what they wrote as they were reading
TSWBAT work in a group to answer discussion questions

Rationale  (Why is it important to teach/learn this concept?)

It is important for students to learn how to respond to what they are reading. Having thoughts while they read will allow reading comprehension to be developed.

Procedure/Strategies  (Include time plan; set introduction; transitions; closure; modeling examples; questions; guided practice experiences; student experiences including verbal, kinesthetic, and tactile.)

Introduction:
Ask students what the first two chapters of the book have been about. This should get minds engaged in the novel and review what is going on for students who may not have quite understood what they had read. Preview: Today we are going to organize our thoughts as we read through chapter three.

Transition:
We just prepared to read by doing what? (reviewing what had already been read)
The Sign of the Beaver Literature Unit
Emily Meylor
Now that we are prepared, I am going to explain what is going on and then I will divide everyone into groups.

Transition:
The first step is preparation; the next step is establishing what you want to do as you read through the chapter. Today we are going to respond to what we are reading by using sticky notes with reference letters to label paragraphs. Use the following letters to label your thoughts as you read.

W- I wish I could have been there
V- I can visualize this scene
?-I have a question about...
T- I would like to talk to someone about this
S- That surprised me!

Give an example of what this looks like by reading the first paragraph of chapter three and writing a letter on a sticky note to the paragraph.

After writing my response letters on sticky notes throughout the chapter, I will go back through the chapter and share with my group what I was thinking about while I read certain parts.

After you have done this, you will listen to the others in your group share their responses to their reading.

Group students into groups of three after they have had read-to-self time. Students may not get through entire chapter, but that is ok. They will answer chapter discussion questions as a group.

Have students share responses with the others in their group and then answer the following discussion questions. These questions are purposed to generate discussion among students and reflect on reading.

Conclusion:
Bring students back together and give them reminders.

Assignments and Reminders
Remind students that they will not always need to use sticky notes to label their thoughts or responses to what they are reading, but using this process will help students organize their thoughts and responses as they read.

Materials and Equipment

- The Sign of the Beaver novel
- Sticky notes

Accommodations for Students with Special Needs Choose at least one. Describe the need and give detailed accommodations.

Students with severe reading disabilities: teacher may read the chapter aloud to these students as the rest of the class reads to self

The Sign of the Beaver Literature Unit
Emily Meylor
Speare, Elizabeth George
1908 - November 15, 1994
Author

SOURCE CITATION
*Photograph provided by Houghton Mifflin.*

BIOGRAPHICAL ESSAY
Elizabeth George Speare won some of the most prestigious awards in young adult literature for her novels of historical fiction, including two coveted Newbery Awards. She was known for creating believable characters who rely on their inner strength to cope with the challenges they face. Speare's favorite time period to write about was pre-Revolutionary America, although one of her most acclaimed books was set during Jesus's lifetime in Galilee. She has been especially praised for her ability to merge historical fact with the fiction of her storylines—a skill which came from hours of meticulous research.

Speare's childhood was spent in Massachusetts, and she lived in New England her entire life. In her later writing, Speare reflected that it was easy for her to revisit Colonial times, since many areas of New England look the same now as they did then. About her childhood, Speare commented in Current Biography: "I had an exceptionally happy home. My mother was a very wonderful woman of great understanding." Her family would take her and her only brother on hikes and picnics in the woods, or to Boston to the theater or concerts. In the summer, they retreated to the shore, where she and her brother often would be the only children around. "I had endless golden days to read and think and dream," Speare wrote in More Junior Authors. "It was then that I discovered the absorbing occupation of writing stories."

As a child, Speare filled scores of notebooks with stories and poems. She had a large extended family that would meet often for reunions and dinners. At these events, she and a close cousin would greet each other heartily, then sequester themselves in an out-of-the-way place to share the stories each of them had written. Even when adults would shake their heads in dismay over their activity, the girls would not be discouraged. Years later, when the two visited each other at college, they would carry their notebooks with them to share their stories as they had done when they were children.

*The Sign of the Beaver* Literature Unit
Emily Meylor
Speare attended Boston University, earning a master's degree in 1932. She taught high school for a while and married Alden Speare in 1936. The couple moved to Connecticut and had two children. Speare settled into family life, finding that she had little time for writing with her many duties and activities. "Once in a while I would catch a story of my own peeking out of a corner of my mind," she related in More Junior Authors. "But before I found time to sit down with a pencil and paper it would have scurried back out of sight."

When her children were both in junior high school, Speare found more time to write. At first, she worked on feature articles about family events like skiing or wrapping Christmas presents. Soon Speare found her niche when she published an article in American Heritage about the Smith sisters of Colonial Glastonbury, who refused to pay taxes and had their land confiscated. This article was adapted into a television program.

After reading a history of Connecticut, Speare found a diary written by one Susanna Johnson, dating from 1807. The diary told the intriguing story of her family's kidnapping by Indians, who eventually traded them to the French. From this tragic tale, Speare crafted a full-length novel entitled Calico Captive. Speare was haunted not only by the writer of the diary, but also by her sister, Miriam, whose adventures she made up and recorded. Ultimately a well-rounded character emerged. Margaret Sherwood Libby in the New York Herald Tribune Book Review praised the work, saying: "It is that rarity in historical novels, one that does not seem to be written to provide 'background' but to tell a good story."

For her next book, Speare turned to Wethersfield, Connecticut, the town where she and her husband had resided for twenty years. It was one of the oldest towns in New England, with a rich history. Instead of finding a key event to write about, characters began to form in Speare's mind. "Each of these people began to take on sharper outlines, individual dimensions, and they were already moving and talking and reaching out in relationship to each other, long before I had found a place for them to live or a time in which they could be born. Finally I was compelled to find a home for them," Speare related in her Laura Ingalls Wilder Award acceptance speech, published in Horn Book. The home she found for them was in her book The Witch of Blackbird Pond, published in 1958. This captivating tale focuses on Kit Tyler, a native of Barbados who befriends a Quaker woman and is later accused of being a witch. The book won the Newbery Medal by a unanimous vote of the judges.

Speare stepped out of Connecticut to write her next novel, The Bronze Bow. The story centers on the boy Daniel, an Israeli who hates the Romans who have taken over his land. He eventually comes to find peace and acceptance through the teachings of Jesus. Speare wanted to write this novel to show young children that Jesus could be a real, living character, and she won a second Newbery for this ambitious book.

In The Sign of the Beaver, Speare returned to Colonial New England to tell a memorable tale about a young boy whose life is saved by an Indian youth. The boys form a friendship, and Matt tries to teach Attean to read and learn the white man's ways. However, Matt soon learns more about the Indians' ways and begins to question his own beliefs. Jean Fritz commented in the New York Times Book Review that "as usual in Mrs. Speare's novels, each word rings true."

Reviewing the sound recording of The Sign of the Beaver, a contributor for Publishers Weekly
called it a "gripping . . . novel about a boy's adventures in the wilderness of 1768." The Sign of the Beaver won the Scott O'Dell Award for historical fiction, as well as a Christopher Award.

In 1989, Speare received the Laura Ingalls Wilder Award for her contribution to children's literature. She established her reputation through only a few books, but each one is noted for its quality. In an acceptance speech for one of her Newbery Medals, published in Horn Book, Speare asserted her feelings about writing: "I believe that all of us who are concerned with children are committed to the salvaging of Love and Honor and Duty. . . . (children) look urgently to the adult world for evidence that we have proved our values to be enduring." She challenged other authors and herself by concluding that "those of us who have found love and honor and duty to be a sure foundation must somehow find words which have the ring of truth."

Speare died in 1994, but her works live on, having become classics in the classroom. Though her output was small--only four young adult historical novels, two nonfiction books, and one adult novel--Speare made a deep impact on young adult literature as well as on historical fiction. An acknowledged master of the genre, Speare made history more palatable to young readers without distorting fact for the purposes of fiction.

PERSONAL INFORMATION
Born November 21, 1908, in Melrose, MA; died of an aortic aneurysm, November 15, 1994, in Tucson, AZ; daughter of Harry Allan (an engineer) and Demetria (Simmons) George; married Alden Speare (an industrial engineer), September 26, 1936; children: Alden, Jr., Mary Elizabeth. Education: Attended Smith College, 1926-27; Boston University, A.B., 1930, M.A., 1932. Memberships: Authors Guild, Authors League of America.

CAREER
DAILY LESSON PLAN THREE

Teacher ___Emily Meylor____ Class _____Language Arts____

Topic Native Americans in Maine

State Standard(s)
Craft and Structure Grade 5
   Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Integration of Knowledge Grade 5
   Integrate information from several texts on the topic in order to write or speak about the subject knowledgeably.

Goals and Objectives

Instructional Goals (cognitive, affective, psychomotor)
   Students will read about the Native Americans in Maine
   Students will learn about the Native American’s traditions, lifestyle, history and other key facts
   Students will draw pictures

Behavioral Objectives (TSWBAT)
   TSWBAT list 3 facts about Native Americans from Maine
   TSWBAT explain what their picture is of
   TSWBAT share a fact with someone else

Rationale (Why is it important to teach/learn this concept?)

Outside reading about someone or something that is a huge part of a novel will allow the reader to have a better understanding of why a character(s) does something or says something.

Procedure/Strategies (Include time plan; set introduction; transitions; closure; modeling examples; questions; guided practice experiences; student experiences including verbal, kinesthetic, and tactile.

Introduction:
Review with students who Attean is in the novel. Allow students to share characteristics, quotes and events that occur in the novel with Attean. A character sketch of Attean may be necessary here in order for students to understand his character.

Transition:
After reviewing and discussing the character of Attean, discuss what Attean is. (A Native American)
After discussing this, students will be introduced to a non-fictional section of reading about Native Americans from Maine.
http://www.bigorrin.org/penobscot_kids.htm

The Sign of the Beaver Literature Unit
Emily Meylor
How do you pronounce "Penobscot?" What does it mean?
It's pronounced Puh-NOB-scott. ("NOB" rhymes with "sob.") It comes from Panawahpskek, which means "the place where the rocks open out." This was the name of an important Penobscot village.

Where do the Penobscot Indians live?
The Penobscot nation was a member of the Wabanaki Confederacy that controlled much of New England and the Canadian Maritimes. The Penobscots are original natives of Maine. Here is a map of Penobscot and other Wabanaki land in Maine. The Penobscots still live there today, on a reservation at Indian Island (near Old Town.)

How is the Penobscot tribe organized?
The Penobscots live on a reservation, which is land that belongs to them and is under their control. The Penobscot Nation has its own government, laws, police, and services, just like a small country. However, the Penobscots are also US citizens and must obey American law. The leader of the tribe is called sagama in the Penobscot language, which is translated "governor" or "chief" in English. In the past the sagama was chosen by tribal councilmembers, but today he or she is elected by all the people. The Penobscots also have a representative in the Maine legislature, but she cannot vote.

What language do Penobscot Indians speak?
Penobscot people speak English. In the past, they spoke their native Abenaki-Penobscot language. It has this long name because two tribes, the Abenakis and the Penobscots, speak the same language with different accents--just like Americans and Canadians both speak English. Unfortunately, no Penobscot Indian people are fluent in this language anymore. However, the Penobscot Nation is dedicated to teaching young people their ancestral language again.
Penobscot is a musical language with complicated verbs. If you'd like to know a few easy Penobscot words, kwai kwai is a friendly greeting and wolivoni means "thank you." You can listen to a Penobscot elder talk in her language here and see a Penobscot picture glossary here.

What was Penobscot Indian culture like in the past? What is it like now?

How do Penobscot Indian children live and what did they do in the past?

They do the same things all children do--play with each other, go to school and help around the house. Many Penobscot children go hunting and fishing with their fathers, and some like to paddle canoes. In the past, Indian kids had more chores and less time to play, like early colonial children. But they did have toys and games like this one, corn husk dolls, and child-sized bows and arrows. Here's a Penobscot dice game which you can try playing yourself! Like many Native Americans, Penobscot mothers carried their babies in cradleboards on their backs--a custom which many American parents have adopted now.

What were Penobscot men and women's roles?
Penobscot Indian men were hunters and sometimes went to war to protect their families. Penobscot women were farmers and also did most of the child care and cooking. Both genders took part in storytelling, artwork and music, and traditional medicine. In the past, Penobscot chiefs were always men, but today a woman can be chief too.

What were Penobscot homes like?
The Penobscot Indians didn't live in tepees. They lived in small birchbark houses called wigwams. Here are more pictures of American Indian homes like the ones Penobscot Indians used. In the winter, each Penobscot family would leave their village to go to their own winter hunting grounds. In the springtime, all the Penobscot families returned to their villages again. Today, American Indians only build a wigwam for fun or to connect with their heritage. Most Penobscot Indian people live in modern houses and apartment

The Sign of the Beaver Literature Unit
Emily Meylor
buildings, just like you.

**What was Penobscot clothing like? Did they wear feather headdresses and face paint?**

Penobscot women wore long dresses with removable sleeves, and men wore **breechcloths with leggings**. In colonial times, the Penobscots adapted European costume such as cloth blouses and jackets, decorating them with fancy beadwork. Penobscot Indians also wore cloaks with pointed hoods, **moccasins** on their feet, and nose rings. Here are more pictures of Penobscot clothing styles, and some photographs and links about traditional Indian clothes in general.

The Penobscots didn't wear **Indian warbonnets** like the Sioux. Some Penobscot chiefs wore a **tall headdress**, but most Penobscots wore a pointed cap or a headband with a feather in it. They did not paint their faces. Penobscot women wore their hair loose or braided on top of their heads, and men sometimes put their long hair in topknots. Some Penobscot people today have a traditional cloak or moccasins, but they wear modern clothes like jeans instead of breechcloths... and they only wear feathers in their hair on special occasions like a dance.

**What did Penobscot Indians use for transportation in the days before cars? Did they paddle canoes?**

Yes--the Penobscot tribe was well-known for their birchbark **canoes**. Penobscots still enjoy canoeing, though few people handcraft a canoe from birch bark anymore. Over land, the Penobscots used dogs as pack animals. (There were no horses in North America until colonists brought them over from Europe.) The Penobscots used sleds and snowshoes to help them travel in the winter--they learned to make those tools from northern neighbors like the Cree Indians.

Today, of course, Penobscot people also use cars... and non-native people also use canoes.

**What kind of food did the Penobscot Indians eat in the days before supermarkets?**

They fished in the Penobscot River and hunted deer and moose. Penobscots still cherish these activities today (though most hunters use guns now instead of arrows and spears.) Penobscot Indians also planted corn and beans, picked berries, and made maple syrup from tree sap just as Maine people do today.

**What kinds of weapons did the Penobscots use?**

Penobscot hunters and warriors used bows and arrows, spears, and heavy wooden clubs. Here is a replica of a Penobscot style **double bow**. Penobscot fishermen used special **pronged fishing spears** and nets, not fishhooks.

**What kinds of stories do the Penobscot Indians tell?**

There are lots of traditional Penobscot legends and fairy tales. Storytelling is very important to Penobscot...
Indian culture. Here's one legend about why humans need the wind.

Who are some famous Penobscot Indians?

*Louis Sockalexis*, the first American Indian major league baseball player, was Penobscot. He was so strong he could throw a baseball across the Penobscot River. He had a remarkable season for the Cleveland Spiders in 1897. Unfortunately, his career was short. The fans and other ballplayers teased Sockalexis all the time because of his race. They would spit at him, call him names, and make fun of him with war whoops and tomahawk chops. This was 50 years before Jackie Robinson became the first black player in the major leagues. Sockalexis got very depressed from all the teasing and began to drink too much, destroying a promising career. The Cleveland Spiders changed their name to the Cleveland Indians after a while. Their red cartoon mascot is supposedly a tribute to Sockalexis, but it doesn't look like him. His family, and the Penobscot Nation, don't like that mascot. They think it is racist and insulting.

Another famous Penobscot Indian was *Molly Molasses*, a 19th century medicine woman. Here's a story and a painting about her.

What problems does the Penobscot tribe face today?
The Penobscot River is contaminated with mercury and dioxin pollution from the logging and industrial plants of the Penobscots’ white neighbors. This is a problem for everybody in Maine, but especially for the Penobscot tribe, because they rely on the river for their traditional way of life. If Penobscot people continue fishing in the river, they can become very sick. But if they stop fishing, they will lose an important part of their culture. The Penobscot tribe really wants the river to be cleaned up, but it is controlled by the state, so they are frustrated. Here is a newspaper article about that.

What about Penobscot religion?
Religions are too complicated and culturally sensitive to describe appropriately in only a few sentences, and we strongly want to avoid misleading anybody. You can read this interesting article about the intertwining of native traditions with Catholicism among the Penobschts, or you can visit this site about Native American religions in general.

Transition
Students will draw what they believe Attean looks like based on character descriptions from the book and the reading they did on his Indian group.

Closure:
Students share their drawings with another student. Explaining what they were thinking when they drew the picture.

**Assignments and Reminders**

Assignment: Find an internet article, magazine article or a book excerpt of the Penobscot Indians. Then write a short paragraph about their reading. Turn in the article and paragraph two days later.

**Materials and Equipment**

Article, Whiteboard
DAILY LESSON PLAN FOUR

Teacher ______ Emily Meylor  Class Language Arts

Topic ______ Prediction

State Standard(s)

Structure Grade 5
- Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

Research to build and present knowledge, Grade 5
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
  - b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

Goals and Objectives

Instructional Goals (cognitive, affective, psychomotor)
- Students will predict what they think happened after
- Students will write a page explaining their prediction

Behavioral Objectives (TSWBAT)
- TSWBAT choose two different characters from the novel and write about what they predict happened 20 years after the conclusion of the book
- TSWBAT edit his or her writing
- TSWBAT read his or her writing out loud
- TSWBAT give support for his or her prediction

Rationale (Why is it important to teach/learn this concept?)

It is important for students to think beyond the last page of the novel.

Procedure/Strategies (Include time plan; set introduction; transitions; closure; modeling examples; questions; guided practice experiences; student experiences including verbal, kinesthetic, and tactile.)

Introduction:
We have finished the novel, but I want you to think beyond what we have just read. Pretend you were friends with Elizabeth Speare while she wrote this book and she asks you to write a second book to create a series. What would you do?

Transition:
Today we are going to be authors and choose two characters from the novel. After everyone has chosen two characters, you will write about what you think happened to them 20 years after the end of this novel.

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Emily Meylor
Give an example from another book. It is important to do an example from another book that students are familiar with, but will not be able to copy answers for their own writing project.

Transition:
Now that we have practiced, I need all of my authors to go to a quiet place in the room and begin your own writing.
Give students a sufficient amount of time to get a good start on this writing project. You may choose the length of how long you want student’s writing to be.

Conclusion:
Bring students back together and discuss what they thought about as they were choosing two characters. Did they choose someone who had a major role in the novel? Why? Or did they choose someone with a minor role? Why?
Discuss what may have been going on 20 years after this novel. Allow students to share one thing they included in their writing.

Assignments and Reminders
If students did not finish their writing, remind them they can do this during writing block the next day or even at home. Encourage students to share with their families how they were an author today.

Materials and Equipment
The Sign of the Beaver novel
Writing paper
Pencils

Accommodations for Students with Special Needs Choose at least one. Describe the need and give detailed accommodations.

Students with learning disabilities that may affect their writing skills may be allowed to type their writing.

Assessment of Student Learning
Read through student’s writing. Are they properly displaying their characters? Look through and see if vocabulary words are used, grammatical rules discussed are used properly and if they are using past clues learned from the novel.
DAILY LESSON PLAN FIVE

Teacher ______ Emily Meylor Class: Language Arts______

Topic ______________ Cause and Effect ________

State Standard(s)

Craft and structure, Grade 5
   Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

Key Ideas and Details, Grade 5
   Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
   Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure, Grade 5
   Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

Goals and Objectives

Instructional Goals (cognitive, affective, psychomotor)

   Students will use a graphic organizer for cause/effect reasoning
   Students will write examples of cause and effect

Behavioral Objectives(TSWBAT)

   TSWBAT fill in a graphic organizer
   TSWBAT explain what the cause and what the effect do together
   TSWBAT find example of cause and effect in the novel

Rationale (Why is it important to teach/learn this concept?)

It is important for students to understand how two factors work together to create conflict, event or excitement in a book.

Procedure/Strategies (Include time plan; set introduction; transitions; closure; modeling examples; questions; guided practice experiences; student experiences including verbal, kinesthetic, and tactile.)

Introduce:

The Sign of the Beaver Literature Unit
Emily Meylor
Begin with an experiment showing the theory that every action has an opposite and equal reaction-this put the concept of C&E in a concrete form for the student to "see".

Transition:

Then show how this relates to reading and how each action (cause) a character makes has consequent reactions (events) leading to an outcome (effect). Using an example in the story, model how to use the graphic organizer.

Students go back through the novel we are reading, *The Sign of the Beaver*, and find examples of this.

Then pretend they were the character and change the action to alter the events and outcome. Use a graphic organizer to show the information.

"How it Happened in the Story..." on one side and "How we Changed the Story..." on the other. The kids really enjoy "changing" the story while getting a good understanding of cause and effect relationships.

Assignments and Reminders

Remind students how a choice they make may have an outcome later. Making good choices will have positive effects or outcomes and making bad choices will have punishable effects.

Materials and Equipment

- Graphic organizer
- Novel

Accommodations for Students with Special Needs Choose at least one. Describe the need and give detailed accommodations.

Special needs student that has trouble hearing: when lecturing about cause and effect, use a microphone
Appendix

The Sign of the Beaver, the Movie

Academy Award winner Keith Carradine (Nashville) and Annette O'Toole (Bridge to Terebithia) head an outstanding cast in this gripping coming of age survival saga in the tradition of My Side of the Mountain.

Directed by: Sheldon Larry
Runtime: 1 hour 32 minutes
Release year: 2006
Studio: Questar, Inc

Crossword Puzzle/Word Search
Bibliography


Gill, R.S. The Reading Teacher. 2000


Word Search

Name: ___________________________________________________

S Q U E N S A Q I N A P Z E P X A
A I F D F E L T I F E M A F O V Q
K H G F I W N A B E A V E R U O M
N F I N D Q R J Y B O N H K H K N
I F J G O R J F N J M K Q A A P O
S V J D G F A T H E R H M L S R N
H L R F Y E T G D M S W R G G E J
H K G J T F T H R G E G R O G R E
C J V K L A T T E A N H U N Q U I
N M E L Q O A N T B U G B Q J H G
I M H I G R M O T H E R O U E F J
P F H I K N F T U T F A R I A D E
W K U J Y H J G Y K I G V N F R J
A D T E L B I B D N A R G E H T P
V N G T J R R T E Y U H J R R F M
B E A V E R M A R K I N G S G I N
J T J J J K Y J J K H U Y I J B U
D R E B H Y I D I B A O D W K B J

Sign of the Beaver  Father
Matt        Mother
Beaver      Saknis
Attean     Dog
Beaver Markings   Algonquin
The Grand Bible
Down

1. Matt was invited to a __________________.

2. Attean killed a ________.

3. Matt swung a ________ by its ears.

The Sign of the Beaver Literature Unit
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4. _______ asked Matt to teach his grandson.

5. Matt's ___________ left him alone.

7. ______ was left all alone while his father went to Massachusetts, to get his family.

9. Matt read about ______________ in the Bible and thought that it was interesting.

**Across**

3. Matt and Attean took a canoe down the ________ to the village.

6. Matt and Attean saw _________________ on a tree and dared not to cross.

8. Matt met an Indian chief and his grandson ________.

10. Matt taught Attean to ________.
Grammar Mini Lesson Two

Parts of the sentence, Appositives

Introduce the Topic

An appositive is a word or group of words that identifies or renames the noun or pronoun that it follows. It is set off by commas unless closely tied to the word that it identifies or renames. ("Closely tied" means that it is needed to identify the word.) Examples: My son Carl is a medical technician. (no commas) Badger, our dog with a missing leg, has a love for cats. (commas needed)

Appositives should not be confused with predicate nominatives. A verb will separate the subject from the predicate nominative. An appositive can follow any noun or pronoun including the subject, direct object, or predicate nominative.

Share Examples

The following two sentences have appositives in them. We see examples of appositives everywhere in reading. I will share these two examples with you and then I want you to share an example of a sentence including an appositive with me.

The neighbor boys, the twins, were excellent baseball players.
The girl in the red dress is Sarah, our best actress.

Provide Information

Connecting appositives to real life, how do you do it? You may not even realize you do it in your own writing or speaking. Basically, when you are choosing to use an appositive, you are choosing to clarify information for your reader/listener. Clarification is a key part of being a good communicator, thus you will have to use appositives.

Supervise Practice

Provide students with sentences where they will have to identify the appositive.
1. The neighbor boys, the twins, were excellent baseball players.
2. The girl in the red dress is Sarah, our best actress.
3. Have you read Brothers, a book by Dean Hughes?
4. There goes Grant Long, the electrical contractor.
5. My friend, Matt Matson, collects lost hubcaps.

Assess Learning

The Sign of the Beaver Literature Unit
Emily Meylor
In grammar journals, students will have to write 5 sentences using appositives. They may choose any topic for their sentences.

Grammar Mini Lesson Three

Mechanics- Quotation Marks

Introduce the Topic

Use quotation marks around the exact words of a speaker. Example: He said, "I saw that." "I saw it too," she said.

Use quotation marks around the titles of short stories, short plays, short poems and short musical compositions; of art works, articles, chapters, essays, and speeches; of radio and television programs. Example: My favorite painting is "Blue Boy."

Share Examples

Reading these sentences as they are written makes me very confused. Using punctuation will help improve this sentence and clearly communicate to the reader what is intended to be read.
1. I was very interested in the article Our Missing President.
2. I loved the old television program Maverick.
3. I wish the election were over, said Fred.
4. Will they finish this week? asked Fritz.

Provide information

Quotation marks are vital to a novel such as The Sign of the Beaver because there is a lot of dialogue going on between characters. If we did not have quotation marks included in the dialogue, we would be very confused as to when the characters are talking and when the author is talking.

Supervise Practice

1. Have you read Miniver Cheevy, the short narrative poem?
2. At Christmas time I love to read The Gift of the Magi, a short story by O. Henry.
3. That song playing is Greensleeves, isn't it?
4. Willard added, It is becoming a joke.
5. We can now see that every vote counts, concluded Sara.
6. Yes, we know that we should vote every time, commented Jeff.

Assess Learning

In grammar journals, have students write down examples from the novel, titles of things that will be in quotation marks and original sentences using quotation marks.

The Sign of the Beaver Literature Unit
Emily Meylor
Grammar Mini Lesson Four

Prepositions

Introduce the Topic

A preposition is a word that begins a prepositional phrase and shows the relationship between its object and another word in the sentence. A preposition must always have an object. A prepositional phrase starts with a preposition, ends with an object, and may have modifiers between the proposition and object of the preposition.

Here is a list of common words that can be used as prepositions: about, above, across, after, against, along, among, around, at, before, behind, below, beneath, beside, besides, between, beyond, but (when it means except), by, concerning, down, during, except, for, from, in, inside, into, like, near, of, off, on, out, outside, over, past, since, through, to, toward, under, until, up, upon, with, within, and without.

Share Examples

Example: The boy stood up and ran down the street. Up what? There is no object; therefore up is not a preposition. Down what? Street answers the question; therefore, down is a preposition. Down the street is the prepositional phrase starting with the preposition down and ending with the object street with a modifier the in between.

Provide Information

These words can be used as other parts of speech. What part of speech it is depends on how it is used in that sentence. Many of the common words used as prepositions can be used as adverbs. Words are prepositions if they have an object to complete them. To decide which it is say the preposition followed by whom or what. If a noun or a pronoun answers the question, the word is a preposition.

Supervise practice

Find the prepositional phrases in the following sentences.
1. Jim painted a picture on the wall of the house.
2. I like to lie in the shade of the apricot tree and think of the jobs for the day.
3. The dog jumped over the mound behind the barn and ran into the street.
4. Everyone but you will need a note from home with parental permission.
5. Around the yard for miles, you could see nothing except junk.

Assess Learning

The Sign of the Beaver Literature Unit
Emily Meylor
In grammar journals, have students write down examples found in the novel *The Sign of the Beaver*

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**Grammar Mini Lesson Five**

**Sentence Variety**

**Introduce the Topic**
Having learned about phrases and clauses, let’s now use the following phrases and clauses to give variety to our writing: participial phrases, adverb clauses, adjective clauses, compound sentences or verbs.

First identify which of the above ways is used in the sentence, and then rewrite it using the three other ways identifying each of the methods used.

**Share Examples**
Example: Having finished my lessons, I sat back and gloried in my effort. = participial phrase

You must rewrite it using an adverb clause, adjective clause, and either a compound sentence or a simple sentence with compound verbs.

I finished my lessons, sat back, and gloried in my effort. = compound verbs

After I had finished my lessons, I sat back and gloried in my effort. = adverb clause

I who had finished my lessons sat back and gloried in my effort. = adjective clause

**Provide Information**

**Supervise Practice**
Identify the written sentence and rewrite it the other three ways.

1. Watching the sunset above the mountain, John noticed the colors blending softly into one another.
2. The excited horse pawed the ground rapidly while it chewed on its bit and neighed continually.
3. The pilot climbed into his jet plane, adjusted his helmet, and attached his oxygen pack.

**Assess learning**
In grammar journals, have students find examples from the novel. They may also write original sentences.
State Standards

Standard A - Performance Standards Grade 8

By the end of grade eight, students will:

A.8.1 Use effective reading strategies to achieve their purposes in reading.

- Use knowledge of sentence and word structure, word origins, visual images, and context clues to understand unfamiliar words and clarify passages of text
- Use knowledge of the visual features of texts, such as headings and bold face print, and structures of texts, such as chronology and cause-and-effect, as aids to comprehension
- Establish purposeful reading and writing habits by using texts to find information, gain understanding of diverse viewpoints, make decisions, and enjoy the experience of reading
- Select, summarize, paraphrase, analyze, and evaluate, orally and in writing, passages of texts chosen for specific purposes

A.8.2 Read, interpret, and critically analyze literature.

- Identify the defining features and structure of literary texts, such as conflict, representation of character, and point of view
- Analyze the effect of characters, plot, setting, language, topic, style, purpose, and point of view on the overall impact of literature
- Draw on a broad base of knowledge about the genres of literature, such as the structure and conventions of essays, epics, fables, myths, plays, poems, short stories, and novels, when interpreting the meaning of a literary work
- Develop criteria to evaluate literary merit and explain critical opinions about a text, either informally in conversation or formally in a well-organized speech or essay

A.8.3 Read and discuss literary and nonliterary texts in order to understand human experience.

- Provide interpretive responses, orally and in writing, to literary and nonliterary texts representing the diversity of American cultural heritage and cultures of the world
- Identify common historical, social, and cultural themes and issues in literary works and selected passages
- Draw on a broad base of knowledge about the themes, ideas, and insights found in classical literature while reading, interpreting, and reflecting on contemporary texts
- Evaluate the themes and main ideas of a work considering its audience and purpose

A.8.4 Read to acquire information.

- Interpret and use technical resources such as charts, tables, travel schedules, timelines, and manuals
- Compare, contrast, and evaluate the relative accuracy and usefulness of information from different sources
- Identify and explain information, main ideas, and organization found in a variety of informational passages
- Distinguish between the facts found in documents, narratives, charts, maps, tables and other sources and the generalizations and interpretations that are drawn from them

Standard B - Performance Standards Grade 8

The Sign of the Beaver Literature Unit

Emily Meylor
By the end of grade eight, students will:

B.8.1 Create or produce writing to communicate with different audiences for a variety of purposes.

- Write a coherent and complete expository piece, with sufficient detail to fulfill its purpose, sufficient evidence to support its assertions, language appropriate for its intended audience, and organization achieved through clear coordination and subordination of ideas
- Write a persuasive piece (such as a letter to a specific person or a script promoting a particular product) that includes a clear position, a discernible tone, and a coherent argument with reliable evidence
- Write a narrative based on experience that uses descriptive language and detail effectively, presents a sequence of events, and reveals a theme
- Write clear and pertinent responses to verbal or visual material that communicate, explain, and interpret the reading or viewing experience to a specific audience
- Write creative fiction that includes major and minor characters, a coherent plot, effective imagery, descriptive language, and concrete detail
- Write in a variety of situations (during an exam, in a computer lab) and adapt strategies, such as revision, technology, and the use of reference materials, to the situation
- Use a variety of writing technologies including pen and paper as well as computers
- Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation

B.8.2 Plan, revise, edit, and publish clear and effective writing.

- Produce multiple drafts, including finished pieces, that demonstrate the capacity to generate, focus, and organize ideas and to revise the language, organization, content, and tone of successive drafts in order to fulfill a specific purpose for communicating with a specific audience
- Identify questions and strategies for improving drafts in writing conferences with a teacher
- Given a writing assignment to be completed in a limited amount of time, produce a well developed, well organized, and effective response in correct English and an appropriate voice

B.8.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications.

- Understand the function of words, phrases, and clauses in a sentence and use them effectively, including coordinate and subordinate conjunctions, relative pronouns, and comparative adjectives
- Use correct tenses to indicate the relative order of events
- Understand and employ principles of agreement, including subject-verb, pronoun-noun, and preposition-pronoun
- Punctuate compound, complex, and compound-complex sentences correctly
- Employ the conventions of capitalization
- Spell frequently used words correctly and use effective strategies for spelling unfamiliar words

**Standard D: Language**

**Performance Standards - Grade 8**

By the end of grade eight, students will:

D.8.1 Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication.

- Consult dictionaries, thesauruses, handbooks, and grammar texts when choosing words, phrases, and expressions for use in oral and written presentations
- Explain how writers and speakers choose words and use figurative language such as similes, metaphors, personification, hyperbole, and allusion to achieve specific effects
- Choose words purposefully and evaluate the use of words in communications designed to inform, explain, and persuade

D.8.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English.

- Describe how American English is used in various public and private contexts, such as school, home, and work
- Make appropriate choices when speaking and writing, such as formal or informal language, considering the purpose and context of the communication
- Evaluate how audience and context affect the selection and use of words and phrases, including technical terms, slang, and jargon

*The Sign of the Beaver* Literature Unit

Emily Meylor
Quiz

Name: ____________________________________________

1. In what year did Sign of the Beaver take place?
   A. 1774
   B. 1816
   C. 1413
   D. 1768

2. To what state did Matt’s father go to get his family?
   A. Georgia
   B. West Virginia
   C. Massachusetts
   D. New York

3. Why did Matt get invited to the celebration at the village?
   A. He helped kill a bear
   B. He killed a rabbit.
   C. He taught Attean to read.
   D. He showed Attean how to make a bow and arrow

4. What was the mark on the tree in chapter 18?
   A. Beaver mark
   B. Turtle mark
   C. Bear mark
   D. Rabbit mark

5. Who did Matt’s father go to get in the other state?
   A. Baby, Mother and Sister
   B. Sister and Mother
   C. Mother
   D. Baby and Mother

6. Why was Matt climbing up the tree in chapter 5-6?
   A. To have fun.
   B. No reason.
   C. To get honey from a honeycomb.
   D. To scare the bees.

7. What did Attean’s grandfather want Attean to learn?
   A. To hunt more.
   B. To read English.
   C. To find Manitou.
   D. To be friends.

8. Did it take Matt’s father more than 7 weeks or less than 7 weeks to return from Massachusetts?
   A. More than 7 weeks
   B. Less than 7 weeks

9. What did Attean kill when Matt threw a rabbit at it?
   A. Beaver
   B. Bear
   C. Rabbit
   D. Bird

The Sign of the Beaver Literature Unit
Emily Meylor
10. Where did *Sign of the Beaver* take place?
A. Texas  
B. Maine  
C. Florida  
D. Massachusetts

*Writing Activity Two*

*Name: ___________________________

The *Sign of the Beaver* takes place in Eighteenth Century Maine. Attean’s people, the Penobscot, as well as the Passamaquoddy and Maliseet were three of the native groups living in this area at this time.

Choose one of these three peoples and write a research report about this society.

Your research report might include such topics as the following:

- Diet
- Tools and Weapons
- Clothing
- Religious Beliefs
- Recreation
- Heroes
- Any other topic of interest

As you prepare your report, keep in mind that people who lived in North America during the Eighteenth Century had almost none of the modern conveniences that we enjoy today.
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<th>Tuesday</th>
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<td>Focus Groups</td>
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*The Sign of the Beaver Literature Unit*
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