

Contents



TEACHER GUIDE

• Assessment Rubric	4
• How Is This Literature Kit™ Organized?	5
• Graphic Organizers	6
• Bloom's Taxonomy for Reading Comprehension	7
• Teaching Strategies	7
• Summary of the Story	8
• Vocabulary	9



STUDENT HANDOUTS

• Spotlight on Elizabeth George Speare	10
• Chapter Questions	
<i>Chapters 1 – 2</i>	11
<i>Chapters 3 – 5</i>	14
<i>Chapters 6 – 8</i>	17
<i>Chapters 9 – 10</i>	20
<i>Chapter 11 – 12</i>	23
<i>Chapters 13 – 15</i>	26
<i>Chapters 16 – 17</i>	29
<i>Chapters 18 – 19</i>	32
<i>Chapters 20 – 22</i>	35
<i>Chapters 23 – 25</i>	38
• Writing Tasks	41
• Word Search	44
• Comprehension Quiz	45



EASY MARKING™ ANSWER KEY	47
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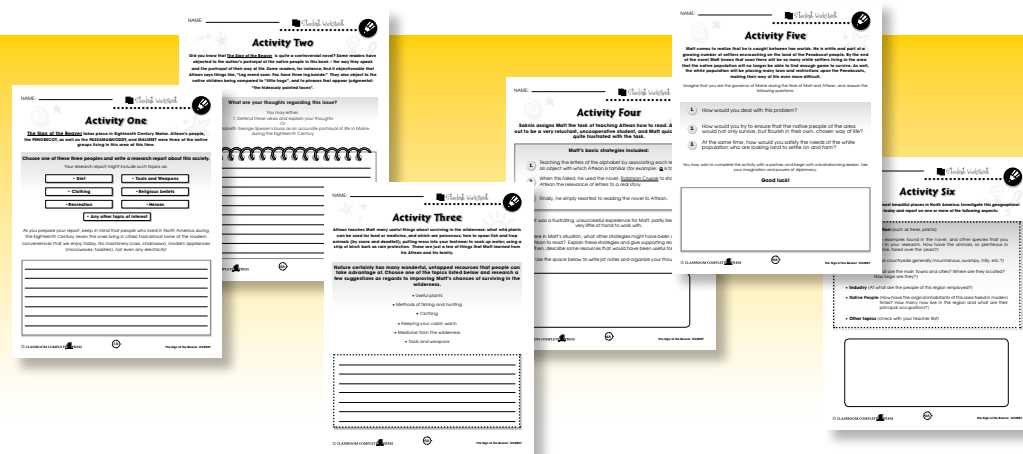
GRAPHIC ORGANIZERS	53
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Elizabeth George Speare

Elizabeth George Speare was an American writer who was born in Melrose, Massachusetts in 1908 and died in 1994. She loved growing up in Melrose as it was close to woods and fields where her family frequently hiked and picnicked. Elizabeth lived much of her life in New England; it was such an inspiration for her it was the setting for many of her books, including *The Sign of the Beaver*.

Elizabeth was to discover her love of writing as a young girl in elementary school, and continued to refine her talents throughout her schooling which took her to Smith College and then Boston University, where she earned a Master's degree in English. She married Alden Speare in 1936 and together they moved to Connecticut where they raised their two children, Alden Jr. and Mary. It was only several years later, when her children were well through school that Elizabeth began to focus on writing.



Elizabeth's first novel, *Calico Captive*, was published in 1957. This was followed by the acclaimed, *The Witch of Blackbird Pond*. Both books were historical novels that resulted from Elizabeth's research into the New England and Connecticut regions. Another very popular novel, *The Bronze Bow*, was published in 1961, and then in 1984, *The Sign of the Beaver*. This, her final novel, received a Newbery Honor Citation and the Scott O'Dell Award for Historical Fiction. Although Elizabeth George Speare only wrote four novels during her lifetime, few writers of historical fiction have received as many notable awards as

did this writer during her writing career, winning almost all the most prestigious writing awards including the Newbery Award on two occasions.

Elizabeth once said, "Since I can't remember a time when I didn't intend to write, it is hard to explain why I took so long getting around to it in earnest. But the years seemed to go by very quickly."

Did You Know?

- Elizabeth won the 1959 Newbery Medal for *The Witch of Blackbird Pond*
- She also won the Newbery Medal in 1962 for *The Bronze Bow*
- In 1989 she received the Laura Ingalls Wilder Award for her contribution to children's literature



Chapters Twenty-Three to Twenty-Five

Answer the questions in complete sentences.

1. Do you think that Matt's parents are still coming? If so, what do you think delayed them for so long?

2. If they do show up before winter, think of four things that you would recommend that they bring with them to make surviving the winter possible. (Be practical: these items would have to be carried or dragged on a sled.)

Vocabulary

With a straight line, connect each word on the left with its meaning on the right.

1. shucked
2. occasionally
3. resist
4. meager
5. breeches
6. ventured
7. pliable
8. despised
9. hew
10. clamor
11. capable
12. frantic

- | | |
|-------------------|---|
| competent | a |
| once in a while | b |
| embarked | c |
| carve | d |
| panic-stricken | e |
| husked | f |
| leggings or pants | g |
| scanty | h |
| flexible | i |
| hated | j |
| offer resistance | k |
| noise | l |



Chapters Twenty-Three to Twenty-Five

Part A

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

- T **F** a) Matt was able to save nothing from their garden for the coming winter.
- T **F** b) Matt made a pair of leggings from the fisher that he caught in a trap and skinned.
- T **F** c) He caught the fisher in a deadfall trap that Attean had shown him how to make earlier that summer.
- T **F** d) Matt made a cradle for the baby and a cornhusk doll for his sister, Sarah.
- T **F** e) Once the snow came, Matt found that the snowshoes Saknis gave him had "set him free."
- T **F** f) Matt's family had been delayed by an epidemic of diphtheria.

2. Number the events from 1 to 5 in the order they occurred in these chapters.

- _____ a) It snows and Matt tries out his snowshoes for the first time.
- _____ b) Matt's family arrive at the cabin.
- _____ c) Matt discovers that more white settlers will soon be moving into their area.
- _____ d) Matt makes himself a new pair of breeches.
- _____ e) Matt makes a cradle and cornhusk doll.
- _____ f) Matt traps a fisher.



Chapters Twenty-Three to Twenty-Five

Part B

Answer the questions in complete sentences.

3. Animal traps have been a very controversial topic during the last few years. For what reasons do many people object to the use of animal traps? Are some traps more humane than others?

4. What was one of Matt's biggest concerns as winter approached?

5. Chapter Twenty-five mentions the disease, typhus. Investigate this disease and share two important facts about it.

6. Take a look at the supplies that Matt's father brought with him. Are there any other things that he didn't bring that you would have made sure to include under these circumstances? Try to think of at least three important items.

7. The sentence "all his worries vanished like smoke up the chimney" is an example of a simile. What is a simile? Give one additional example of this literary device.

Journal Activity

Were you satisfied with the conclusion to this novel? Describe any changes that you would have made to improve it.



Chapters 9 to 12

There are a great number of different types of poetry in the world. Some rhyme, some don't; some are subject to strict rules, while others are free verse. The Minute Poem is a rhyming poem with twelve lines totaling 60 syllables. It is three verses in length of 8,4,4,4; 8,4,4,4; 8,4,4,4 syllables. The rhyme scheme is as follows: aabb, ccdd, eeff.

Example of a first verse of a Minute Poem:

The Beach

There's nothing like the sandy shore, (8 syllables)
The open door, (4 syllables)
Though I can't stay (4 syllables)
Another day. (4 syllables)

Your task is to create a Minute Poem using the events of the above chapters as your inspiration. Make sure it is three stanzas long, and you follow the rules of the Minute Poem.



Chapters 13 to 16

Chapter Thirteen describes a very sad episode in Matt's life, when he and Attean find a fox caught in a steel trap and are forced to leave it there. When Matt asks Attean what the fox's fate will be, Attean informs him that the fox will probably gnaw through his leg in order to escape. Imagine the terror and pain that animals like this experience when they are caught in a trap of this sort.

The use of leg traps continues to be a very controversial topic, as it is still practiced in some parts of the world today. How do you feel about the use of leg traps?

Write an editorial for your local newspaper taking a stand either for or against the use of leg traps. State your reasons for your position, and be sure to use concrete facts whenever possible. If you are against the use of leg traps, it might be worthwhile to suggest some alternative methods for people who depend on trapping as a livelihood.

Your editorial should be at least three-quarters of a page in length.



Word Search

Find all of the words in the Word Search. Words are written horizontally, vertically, diagonally, and some are even written backwards.

gnawed	ventured	persuade	prowled
proprietor	pungent	supplies	ferocious
expedition	glistening	mosquitoes	inflict
finicky	incomprehensible	solemn	spunky
sapling	wrenched	scarlet	grim
moccasin	immense	typhus	captured
boisterous	delicious	manitou	jealous

g	f	e	d	c	b	a	o	s	u	i	e	i	l	e	d	w	
e	c	b	g	l	i	s	t	e	n	i	n	g	r	i	z	e	r
d	o	p	s	r	l	m	y	k	e	i	n	f	r	l	n	a	
a	s	r	u	u	i	e	v	e	r	y	s	o	d	y	d	c	p
u	w	o	i	s	p	m	i	n	g	a	u	e	t	o	b	a	p
s	o	w	p	r	o	p	r	i	e	t	o	r	y	g	i	p	e
r	l	l	u	o	n	n	l	c	x	l	l	q	p	b	c	t	r
e	l	e	n	m	n	c	m	i	p	g	a	t	h	o	n	u	s
p	e	d	g	m	g	h	t	s	e	r	e	r	u	i	e	r	i
r	n	s	e	m	r	e	a	s	d	s	j	n	s	s	t	e	n
e	g	l	n	z	o	e	i	e	i	l	m	a	c	t	n	d	m
q	o	a	t	e	r	y	h	m	t	q	c	e	h	e	e	b	o
s	c	w	a	u	i	c	n	g	i	c	m	i	o	r	m	c	s
m	b	d	t	t	n	m	z	x	o	a	i	g	q	o	t	d	q
m	d	n	n	e	l	i	m	m	n	d	l	l	u	u	r	e	u
s	e	q	u	a	b	m	a	e	o	x	t	b	f	s	a	d	i
v	w	w	u	n	g	l	e	a	n	e	d	o	s	n	p	q	t
s	a	p	l	i	n	g	e	e	l	s	t	r	g	m	i	u	o
t	n	i	n	c	o	m	p	r	e	h	e	n	s	i	b	l	e
h	g	j	l	e	f	k	a	l	f	e	r	o	c	i	o	u	s
e	m	l	m	g	j	c	e	l	n	v	g	o	n	h	e	l	c
r	o	m	c	d	s	p	u	n	k	y	u	d	a	f	n	m	a
c	w	h	i	m	p	e	r	u	o	t	i	n	a	m	t	m	l



Comprehension Quiz

Answer the questions in complete sentences.

- Why had Matt's father returned to Massachusetts and left Matt alone in the wilderness?

- What was it that the trapper, Ben, stole from Matt?

- Describe what happened to Matt that caused him to be rescued by Saknis and Attean?

- Why did Saknis want Matt to teach Attean how to read?

- What novel did Matt use to help teach Attean how to read?

- Who in his village did Attean consider responsible for doing the gardening and preparing animals for skinning and eating?

- Why didn't Attean want to free the fox that he and Matt found caught in the steel trap?

28

2

2

2

2

2

2

2

SUBTOTAL: /14

Story Map Organizer

Time: _____ Setting: _____

Place: _____

↓

Major: _____ Characters: _____

Minor: _____

↓

Problem or Challenge: _____

↕

Main Events: _____

↓

Resolution: _____

NAME: _____

After You Read 



Chapters Six to Eight

Part B

Answer the questions in complete sentences.

3. a) Matt makes the point, "the one thing an Indian could never forgive was a hurt to his pride". How is this an example of stereotyping?

b) Explain how such stereotypes can be dangerous to make.

4. The author will occasionally use a **simile** to help the reader visualize a scene (a simile is a comparison using the words **like** or **as**). An example can be found in Chapter Seven: "**rigid as a cedar post**". Think of your own simile to describe Matt's encounter with the bees.

5. What is your impression of Matt's teaching strategy? Would you have done anything differently?

6. How did Attean make things difficult for Matt when he was teaching him?



Journal Activity

Chapters Six to Eight detail the awkward first steps in a relationship between Matt and Attean. Think of a time when you first met someone who was later to become a close friend. Describe the early stages of this relationship - what happened and how you were feeling at the time.

3.

1. Not all Indians are proud

2. Can lead to faulty understandings

4.

Answers will vary

5.

Answers will vary

6.

Attean was very resistant and resentful

1.

Answers will vary; gives her confidence

Vocabulary

Across:

- 1. resigned
- 5. devise
- 6. supplies
- 7. Matt
- 8. fish
- 10. tense
- 13. ate
- 14. pull
- 16. impressive
- 19. decal
- 20. lend
- 21. carve

Down:

- 1. resent
- 2. sapling
- 3. gill
- 4. dish
- 5. dumbfound
- 9. splice
- 11. Attean
- 12. maple
- 15. rifle
- 17. Ma
- 18. scorn

1.

- a) rabbit
- b) snare
- c) grunt
- d) shrug
- e) day
- f) read
- g) Robinson Crusoe
- h) slave
- i) fishing
- j) spear
- k) grinning
- l) line
- m) hook
- n) stone
- o) muskrat

2.

- a) C b) A
- c) C d) A



3.

Answers will vary

4.

Answers will vary

5.

Adventures, fascinating characters

6.

Friday's submissiveness reaction to the threat of the white people

7.

Tricks played by light in water; He used a line and hook

EASY MARKING ANSWER KEY

Sign of the Beaver

- **RSL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **RSL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
- **RSL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **RSL.5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RSL.5.6** Describe how a narrator's or speaker's point of view influences how events are described.
- **RSL.5.9** Compare and contrast stories in the same genre on their approaches to similar themes and topics.
- **RSL.5.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
- **RSL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RSL.6.3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- **RSL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- **RSL.6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- **RSL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text.
- **RSL.6.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.5.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
- **RSFS.5.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **WS.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **A)** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. **B)** Provide logically ordered reasons that are supported by facts and details. **C)** Link opinion and reasons using words, phrases, and clauses. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **C)** Link ideas within and across categories of information using words, phrases, and clauses. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Provide a concluding statement or section related to the information or explanation presented.
- **WS.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words, phrases, and clauses to manage the sequence of events. **D)** Use concrete words and phrases and sensory details to convey experiences and events precisely. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- **WS.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.5.9** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.6.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s) and organize the reasons and evidence clearly. **B)** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from the argument presented.
- **WS.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate transitions to clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from the information or explanation presented.
- **WS.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- **WS.6.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- **WS.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 6 Reading standards* to literature. **B)** Apply *grade 6 Reading standards* to literary nonfiction.