

Student Packet

Grades 7–8

The Sign of the Beaver

Elizabeth George Speare

NOVEL UNITS[®]



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THE SIGN OF THE BEAVER

by
Elizabeth George Speare

Student Packet

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Contains masters for:	3	Prereading Activities	
	8	Vocabulary Activities	
	1	Study Guide	
	1	Culinary Activity	
	2	Art/Bulletin Board Activities	
	3	Critical Thinking Activities	
	4	Literary Analysis Activities	
	1	Research Project	
	3	Writing Activities	
	1	Review Crossword	
	2	Comprehension Quizzes	
	2	Unit Exams	
	PLUS		Detailed Answer Key

Note

The text used to prepare this guide was the Dell Yearling softcover published by Dell Publishing, © 1983 by Elizabeth George Speare.

Please note: Please assess the appropriateness of this book for the age level and maturity of your students prior to reading and discussing it with your class.

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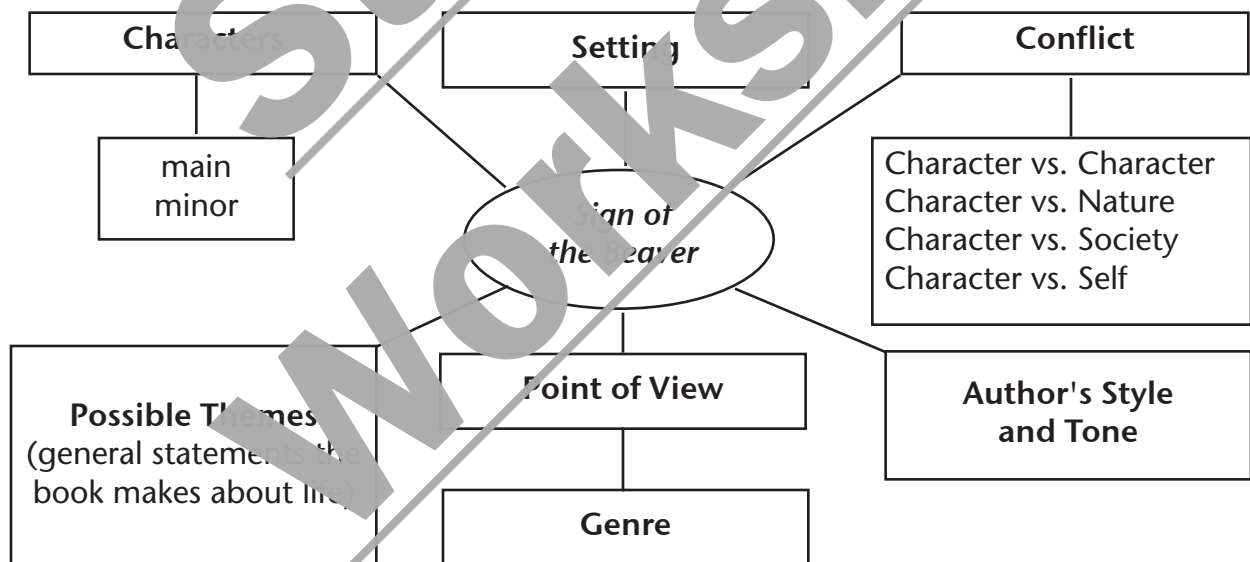
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Chapters 22-25

1. How does Matt finally gain Attean’s respect?
2. What gifts to Saknis and his wife send to Matt with Attean?
3. Why is Attean’s tribe moving away permanently?
4. What gifts do Attean and Matt exchange?
5. How does Matt prepare the cabin for his family’s arrival?
6. How does Matt make winter clothes?
7. Why isn’t Matt afraid of the winter? What has “set him free” of his fear?
8. What is the approximate date that Matt’s family arrives?
9. What sort of reunion do Matt and his family have?
10. Why has Matt’s family been so long in coming?
11. Matt tells his mother that he “almost was” an Indian, then hugs her to show he was joking. Was he?
12. How does Matt feel when his mother mentions that others will be coming to settle nearby?

Use the diagram below with a partner or in a small group to free-associate thoughts about the novel after you have finished. Put down your thoughts in a similar format on a large piece of paper.



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Name _____

suspicion 45	intently 46	impressive 47	resentment 50
pondering 50	mangy 52	misshapen 52	retorted 52
wary 52	indifference 54	disdainful 54	disgruntled 58
gingerly 58	envious 59	chagrined 60	frayed 61
handiwork 61	whittling 61	flimsy 61	

Directions: Use words from the vocabulary box to complete the analogies, below. Using the analogies as models, create analogies for five more of the vocabulary words and give them to a partner to complete.

Sample: NO is to YES as OFF is to ON. (Both pairs are opposites.)

1. LOUDLY is to SOFTLY as CARELESS is to _____.
2. PEELING is to CARROT as _____ is to STICK.
3. FRAGILE is to EGG as _____ is to STRAW HOUSE.
4. SQUALID is to HUT as _____ is to DOG.
5. SAINT is to TRUSTING as VILLAIN is to _____.
6. _____ is to _____ as _____ is to _____.
7. _____ is to _____ as _____ is to _____.
8. _____ is to _____ as _____ is to _____.
9. _____ is to _____ as _____ is to _____.
10. _____ is to _____ as _____ is to _____.

Name _____

Attribute Web

How Character Acts

1. _____
2. _____
3. _____
4. _____

How Character Feels

1. _____
2. _____
3. _____
4. _____

Where Character Lives

1. _____
2. _____
3. _____
4. _____

How Others Act & Feel

1. _____
2. _____
3. _____
4. _____

Matt

Name _____

On Your Own

Directions: Matt used old skills—and learned new ones—to survive on his own. Think about your own life. Focus on a time you were pretty much on your own. You solved at least one problem by yourself—because there was no one else to do it. Why were you on your own? What problems arose? What mistakes did you make? Did you learn from them? What did you learn about yourself?

1. In the log cabin, write a description of that time.

2. Display your group's paragraph on a bulletin board entitled "On Our Own."

