

The Sign of the Beaver



Created by Gay Miller



Gay Miller

Thank you for downloading this preview for *The Sign of the Beaver*. Other book units may be found at

<http://www.teacherspayteachers.com/Store/Gay-Miller>

This packet contains graphic organizers for an interactive notebook and game activities covering vocabulary, constructed response writing, and skill practice. I hope your students enjoy a book study using the engaging method of using interactive notebooks.



The Sign of the Beaver

By Elizabeth George Speare

Genre ~ Adventure, Historical Fiction, Survival

Interest Level ~ Grades 3 – 5

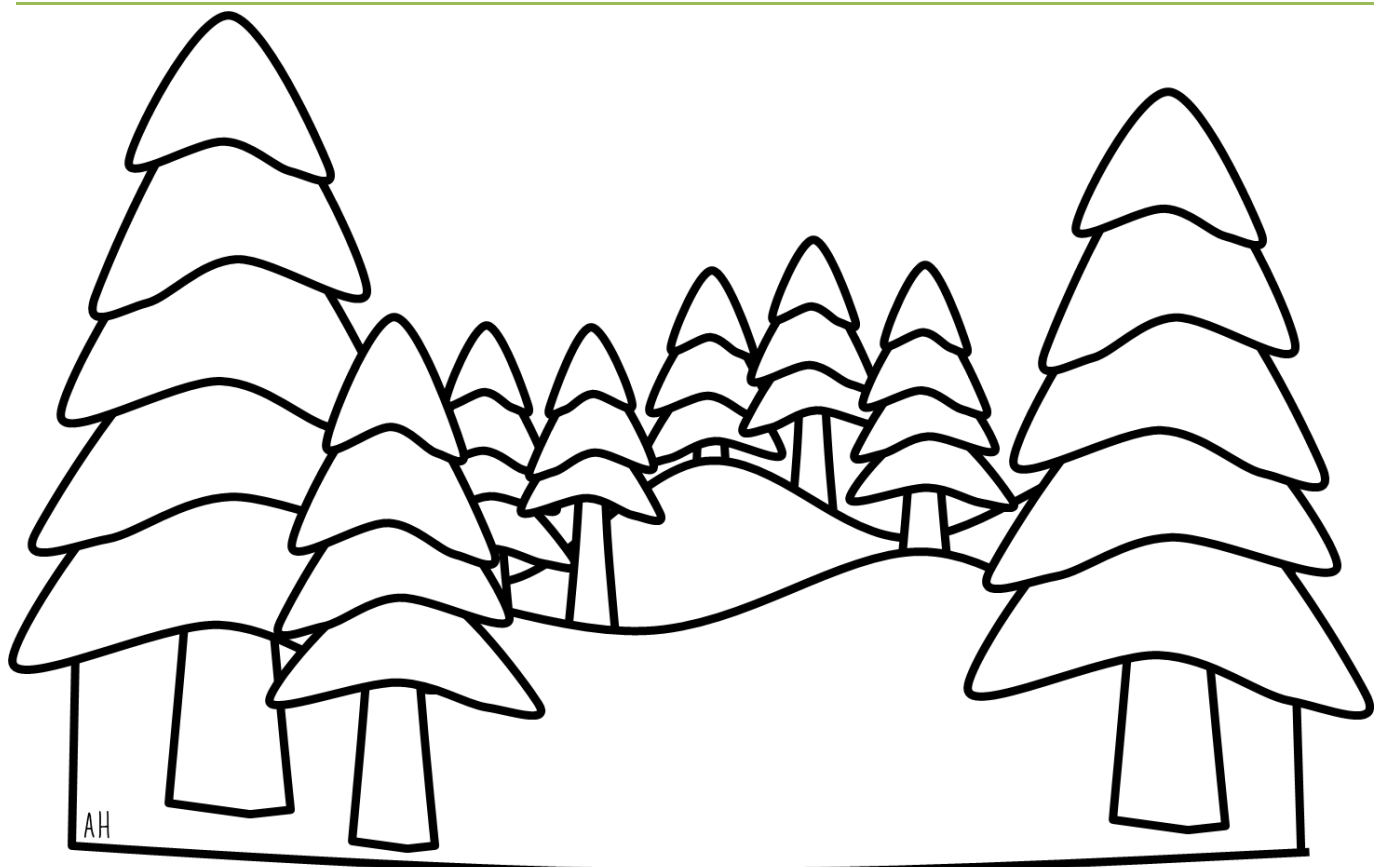
Grade level Equivalent: 5.7

Lexile Measure[®]: 770L

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Chapter 1

rueful (adjective) - feeling, showing, or causing regret or sorrow

ruefully (adverb)

synonyms: regretful, remorseful, apologetic, repentant, contrite, sheepish, doleful, sorry

Chpt. 1 ~ **Ruefully** he trudged back to the cabin. For his noon meal he sat munching a bit of the johnnycake his father had baked that morning.

Chpt. 3 ~ He pulled a dirty corncob pipe from his pocket and stared down at it **ruefully**.

Chpt. 19 ~ **Ruefully** he handed over the last of the sticks he had won. There was a gleeful shout, and then they waited.



Chapter 2

proprietor (noun) - an owner, or group of owners, of a business enterprise, real property, or the like

synonyms: manager, administrator, landowner, landlord, property owner

His father had been assured by the **proprietors** that his new settlement would be safe.



Chapter 4

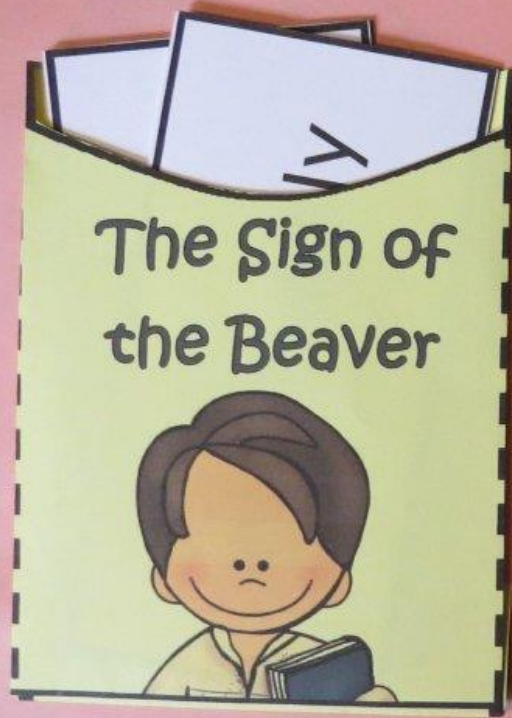
fury (noun) - very wild anger; rage; frenzy

furious [suffix -ous means full of] (adjective) - full of anger; wild with fury

synonyms: ferocity, vehemence, wrath, passion

Chpt. 4 ~ Helpless with **fury** at his own carelessness, he stood for some time in the middle of the cabin, unable to pull his wits together.

12 Page Vocabulary Practice Book



Chapters 1-2 [rueful and proprietor]

1. Circle six words in the box that are synonyms of **rueful**.

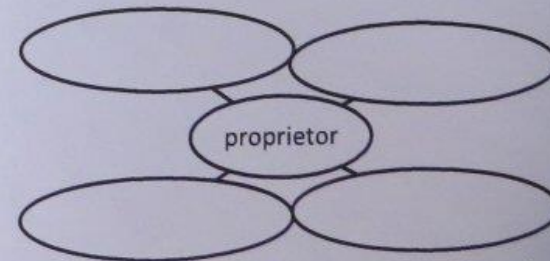
cheerful	unapologetic	impenitent
regretful	positive	contrite
merry	apologetic	repentant
remorseful	shameless	sorry

~~~~~  
2. Is **rueful** used correctly in the sentences below?  
True or False

\_\_\_\_\_ The girl had a **rueful** expression as she told about winning the lottery.

\_\_\_\_\_ The boy's **rueful** face showed the extent of his regret.  
~~~~~

3. Fill in the word web with synonyms for **proprietor**.



Page 1

Vocabulary Review

Write a synonym for each word listed:

1. prowess _____
2. beseech _____
3. comrade _____
4. reproach _____
5. relent _____
6. placid _____
7. boisterous _____
8. pungent _____
9. defiant _____
10. goad _____

Chapters 1-2 [rueful and proprietor]

1. Circle six words in the box that are synonyms of **rueful**.

cheerful	unapologetic	impenitent
regretful	positive	contrite
merry	apologetic	repentant
remorseful	shameless	sorry

~~~~~

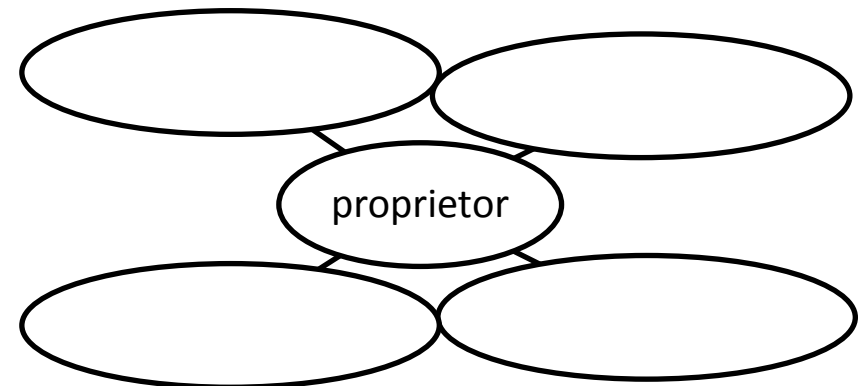
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True or False

\_\_\_\_\_ The girl had a **rueful** expression as she told about winning the lottery.

\_\_\_\_\_ The boy's **rueful** face showed the extent of his regret.

~~~~~

3. Fill in the word web with synonyms for **proprietor**.



4. Circle six words in the box that are synonyms of

Vocabulary Review

Write a synonym for each word listed:

1. prowess _____ **ability**
2. beseech _____ **beg**
3. comrade _____ **friend**
4. reproach _____ **scold**
5. relent _____ **give in**
6. placid _____ **calm**
7. boisterous _____ **rowdy**
8. pungent _____ **strong**
9. defiant _____ **rebellious**
10. goad _____ **stir to action**

Chapters 1-2 [rueful and proprietor]

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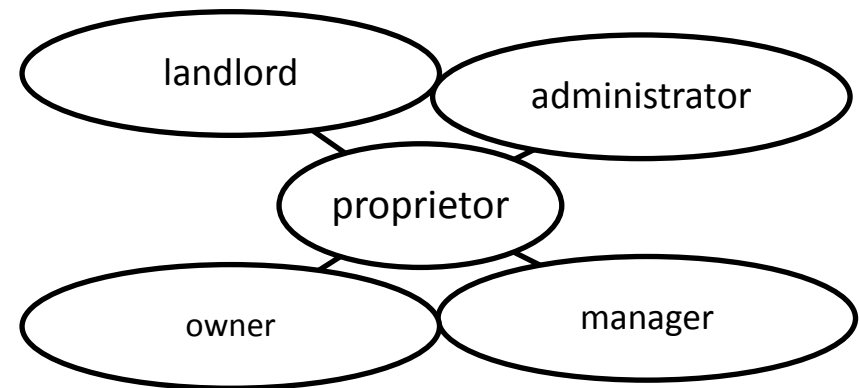
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True or False

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 T The boy's **rueful** face showed the extent of his regret.

4. Fill in the word web with synonyms for **proprietor**.



Comprehension

This section contains a one page printable comprehension practice for each reading selection. The chart below is the key to the types of questions for the comprehension questions. The section also contains 14 constructed responses exercises. The constructed response pages that are chapter specific list the chapters they should be used with. If chapter numbers are not listed the questions are flexible and may be used at different points in the story.

Types of Questions Key

detail / inference



main idea /
summarizing / theme



character/ setting /
plot / events



word meaning /
figurative language



text structure



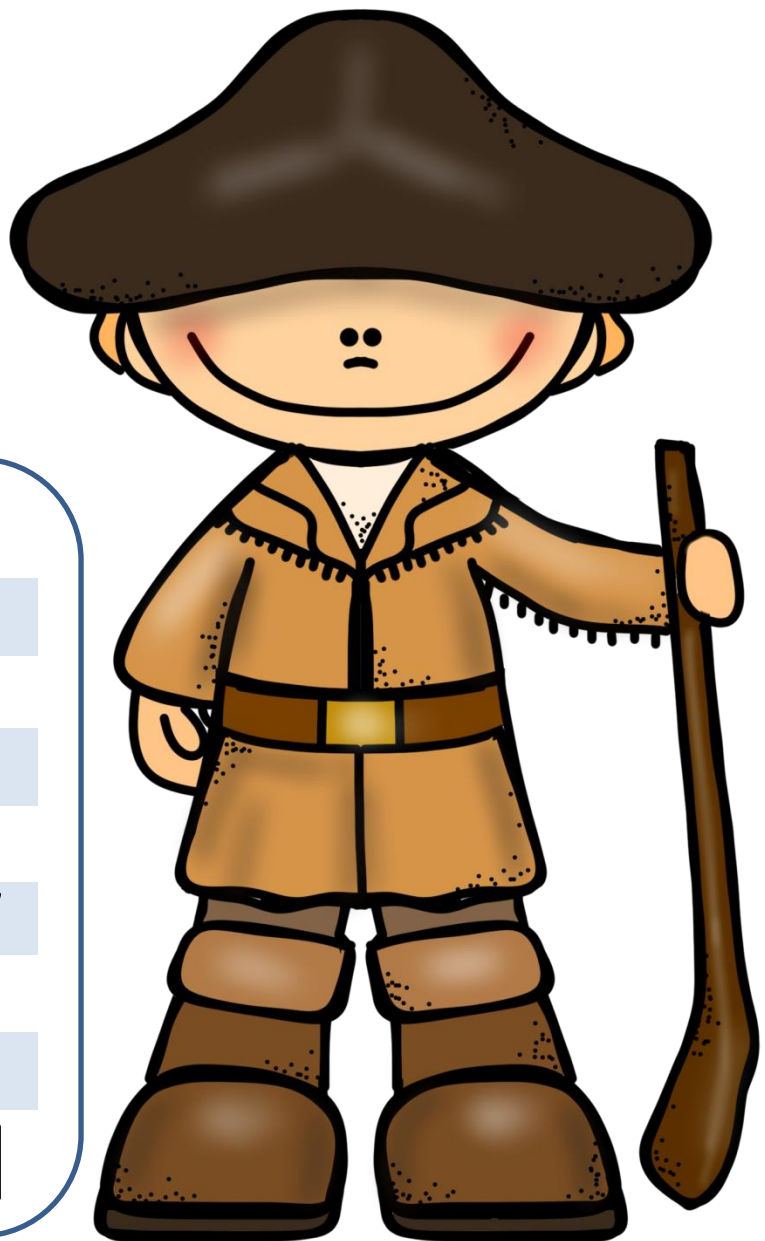
point of view



different forms of the
same story



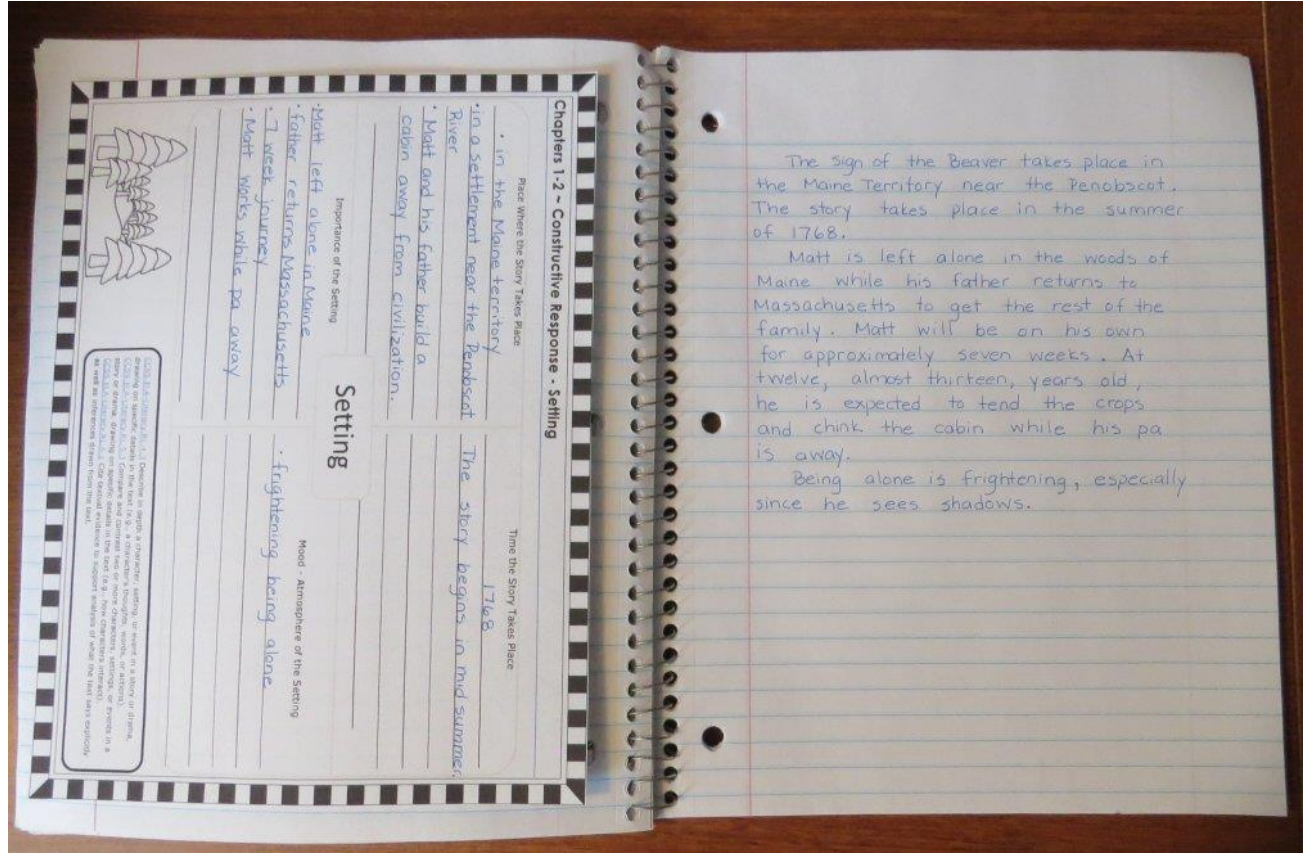
compare and contrast



Edulips

Option 1

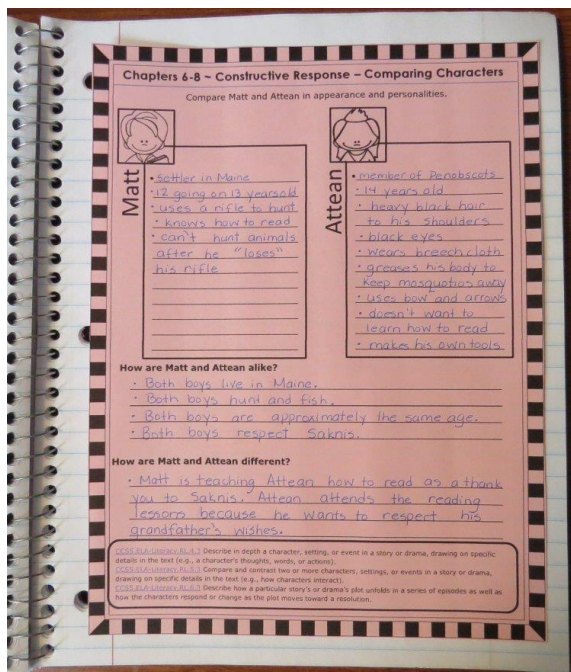
Have students use the graphic organizer for notes. Notice the notes are not in complete sentences. Glue the organizer to the left side of the notebook page. On the right side of the notebook, students use the notes to write the details in paragraph form.



The Sign of the Beaver takes place in the Maine Territory near the Penobscot. The story takes place in the summer of 1768.

Matt is left alone in the woods of Maine while his father returns to Massachusetts to get the rest of the family. Matt will be on his own for approximately seven weeks. At twelve, almost thirteen, years old, he is expected to tend the crops and chink the cabin while his pa is away.

Being alone is frightening, especially since he sees shadows.



Option 2

Students fill in the organizers only.

Common Core State Standards Reading: Literature

4th Grade

	CCSS.ELA-Literacy.RL.4.1	CCSS.ELA-Literacy.RL.4.2	CCSS.ELA-Literacy.RL.4.3	CCSS.ELA-Literacy.RL.4.4	CCSS.ELA-Literacy.RL.4.5	CCSS.ELA-Literacy.RL.4.6	CCSS.ELA-Literacy.RL.4.7	CCSS.ELA-Literacy.RL.4.9	CCSS.ELA-Literacy.RL.4.10
Setting			*						*
Chapters 3-5 – Cause and Effect	*								*
Chapters 6-8 – Comparing Characters			*						*
Point of View						*			*
Chapter 11 – Character Traits			*						*
Chapter 15 Comparing Stories								*	*
Chapters 16-17 – Mood	*								*
Figurative Language				*					*
Chapters 18-19 ~ Problem and Solution Chain		*							*
Full Book – Theme		*							*
Summarizing and Symbolism			*		*				
Full Book – Plot Development Chart		*							*
End of the Book – Comparing the Book to the Movie							*		*
End of the Book – Assorted Comparing the Book to the Movie							*		

Common Core State Standards Reading: Literature

5th Grade

	CCSS.ELA-Literacy.RL.5.1	CCSS.ELA-Literacy.RL.5.2	CCSS.ELA-Literacy.RL.5.3	CCSS.ELA-Literacy.RL.5.4	CCSS.ELA-Literacy.RL.5.5	CCSS.ELA-Literacy.RL.5.6	CCSS.ELA-Literacy.RL.5.7	CCSS.ELA-Literacy.RL.5.9	CCSS.ELA-Literacy.RL.5.10
Setting			*						*
Chapters 3-5 – Cause and Effect	*								*
Chapters 6-8 – Comparing Characters			*						*
Point of View						*			*
Chapter 11 – Character Traits			*						*
Chapter 15 Comparing Stories								*	*
Chapters 16-17 – Mood	*								*
Figurative Language				*					*
Chapters 18-19 ~ Problem and Solution Chain		*							*
Full Book – Theme		*							*
Summarizing and Symbolism			*		*				*
Full Book – Plot Development Chart		*							*
End of the Book – Comparing the Book to the Movie							*		*
End of the Book – Assorted Comparing the Book to the Movie							*		*

Common Core State Standards Reading: Literature

6th Grade

	CCSS.ELA-Literacy.RL.6.1	CCSS.ELA-Literacy.RL.6.2	CCSS.ELA-Literacy.RL.6.3	CCSS.ELA-Literacy.RL.6.4	CCSS.ELA-Literacy.RL.6.5	CCSS.ELA-Literacy.RL.6.6	CCSS.ELA-Literacy.RL.6.7	CCSS.ELA-Literacy.RL.6.9	CCSS.ELA-Literacy.RL.6.10
Setting			*						*
Chapters 3-5 – Cause and Effect	*								*
Chapters 6-8 – Comparing Characters			*						*
Point of View						*			*
Chapter 11 – Character Traits			*						*
Chapter 15 Comparing Stories								*	*
Chapters 16-17 – Mood	*								*
Figurative Language				*					*
Chapters 18-19 ~ Problem and Solution Chain		*							*
Full Book – Theme		*							*
Summarizing and Symbolism			*		*				*
Full Book – Plot Development Chart		*							*
End of the Book – Comparing the Book to the Movie							*		*
End of the Book – Assorted Comparing the Book to the Movie	*								*

The Sign of the Beaver ~ Chapters 1-2

1. A good title for Chapters 1-2 could be ---.

- a. Building a Log Cabin
- b. Going after the Family
- c. Learning to Live Alone
- d. The Long Journey

3. What can be inferred from the feeling of uneasiness Matt feels?

- a. Most likely a Penobscot Indian is keeping an eye on Matt.
- b. Matt's father has returned.
- c. Matt is imagining the shadows because he is afraid of being alone.
- d. The deacon is coming to visit.

5. Underline the onomatopoeic words in this passage.

As he tramped through it he was accompanied by the chirruping of birds, the chatter of squirrels, and the whine and twang of thousands of bothersome insects. In the night he could recognize now the strange sounds that used to startle him. The grunt of a porcupine rummaging in the garden. The boom of the great horned owl. The scream of some small creature pounced upon in the forest.

7. Matt is most like which of the following fairy tale characters?

- a. Sleeping Beauty
- b. Jack and the Beanstalk
- c. Cinderella
- d. Hansel and Gretel

Explain why you selected this answer.

2. Chapters 1-2 are told from which point of view?

- a. 1st
- b. 2nd
- c. 3rd limited
- d. 3rd omniscient

4. The setting is important to the story because---

- a. There is plenty of water for the crops and animals to hunt.
- b. The settlement is near the Penobscot River.
- c. Pa must travel a long way to bring his wife and younger children to the homestead.
- d. Matt and his family would be the first settlers in a new township.

6. Sequence the following events by numbering them in the correct order.

- _____ Matt remembers his 13th birthday will take place while his family is away.
- _____ Someone arrives at the cabin.
- _____ Father and Matt build a log cabin.
- _____ Father gives Matt his watch.
- _____ Father purchases a tract of land in Maine.
- _____ Matt tries out his father's gun.

8. Read this line from the end of Chapter 2.

So he was not so quick-witted as he should have been when unexpectedly someone arrived.

Which literary device does this line contain?

- a. cliffhanger
- b. flashback
- c. figurative language
- d. climax

Explain why you selected this answer.

Chapters 1-2 ~ Constructed Response - Setting

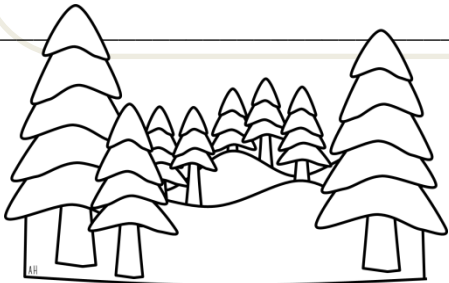
Place Where the Story Takes Place

Time the Story Takes Place

Setting

Importance of the Setting

Mood - Atmosphere of the Setting



[CCSS.ELA-Literacy.RL.4.3](#) Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
[CCSS.ELA-Literacy.RL.5.3](#) 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).
[CCSS.ELA-Literacy.RL.6.1](#) Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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5. Underline the onomatopoeic words in this passage.

As he tramped through it he was accompanied by the chirruping of birds, the chatter of squirrels, and the whine and twang of thousands of bothersome insects. In the night he could recognize now the strange sounds that used to startle him. The grunt of a porcupine rummaging in the garden. The boom of the great horned owl. The scream of some small creature pounced upon in the forest.

7. Matt is most like which of the following fairy tale characters?

- a. Sleeping Beauty
- b. Jack and the Beanstalk
- c. Cinderella
- d. Hansel and Gretel

Explain why you selected this answer.

Hansel and Gretel were left alone in the woods by their parents.

2. Chapters 1-2 are told from which point of view?

- a. 1st
- b. 2nd
- c. 3rd limited
- d. 3rd omniscient

4. The setting is important to the story because ---.

- a. There is plenty of water for the crops and animals to hunt.
- b. The settlement is near the Penobscot River.
- c. Pa must travel a long way to bring his wife and younger children to the homestead.
- d. Matt and his family would be the first settlers in a new township.

6. Sequence the following events by numbering them in the correct order.

- 4 Matt remembers his 13th birthday will take place while his family is away.
- 6 Someone arrives at the cabin.
- 2 Father and Matt build a log cabin.
- 3 Father gives Matt his watch.
- 1 Father purchases a tract of land in Maine.
- 5 Matt tries out his father's gun.

8. Read this line from the end of Chapter 2.

So he was not so quick-witted as he should have been when unexpectedly someone arrived.

Which literary device does this line contain?

- a. cliffhanger
- b. flashback
- c. figurative language
- d. climax

Explain why you selected this answer.

This statement leaves the reader in suspense. The reader does not know if the visitor is friendly or hostile.

Chapters 1-2 ~ Constructed Response - Setting

Place Where the Story Takes Place

in the Maine territory

in a settlement near the Penobscot River

Matt and his father build a cabin away from all civilization.

Time the Story Takes Place

1768

The story begins in the mid summer.

Setting

Importance of the Setting

Matt is left alone in the woods in Maine while his father returns to Massachusetts to get the rest of the family. Matt will be on his own for approximately 7 weeks. At 12 years old, he is expected to tend the crops and chink the cabin.

Mood - Atmosphere of the Setting

Matt being on his own is frightening, especially since he sees shadows.



CCSS.ELA-Literacy.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
CCSS.ELA-Literacy.RL.5.3 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).
CCSS.ELA-Literacy.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Prefixes, Suffixes, & Root Words

Common Core Alignment

4th Grade

5th Grade

6th Grade

prefixes, Suffixes, & Root words

CCSS.ELA-

LITERACY.L.4.4.B

Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).

CCSS.ELA-

LITERACY.L.5.4.B

Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).

CCSS.ELA-

LITERACY.L.6.4.B

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).

Dictionary & Glossary Skills

CCSS.ELA-

LITERACY.L.4.4.C

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

CCSS.ELA-

LITERACY.L.5.4.C

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

CCSS.ELA-

LITERACY.L.6.4.C

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

Prefix List from The Sign of the Beaver

com-/con-

compass
comfortable
companions

fore-

forehead
foreleg
forepaws

mid-

middle
midnight
midsummer

This unit practices with the prefixes:
com-/con-, fore-, and mid- and the
suffixes:

-ent/-ant, -ward, and -ship.

Suffix List from The Sign of the Beaver

-ent -ant

different
confident
impatient
evident
ancient
obedient
pungent
accident
apparent
ancient
pleasant
nonchalant
indignant
defiant
reluctant
important
brilliant

-ward

toward
awkward
forward
backward
upward
afterward

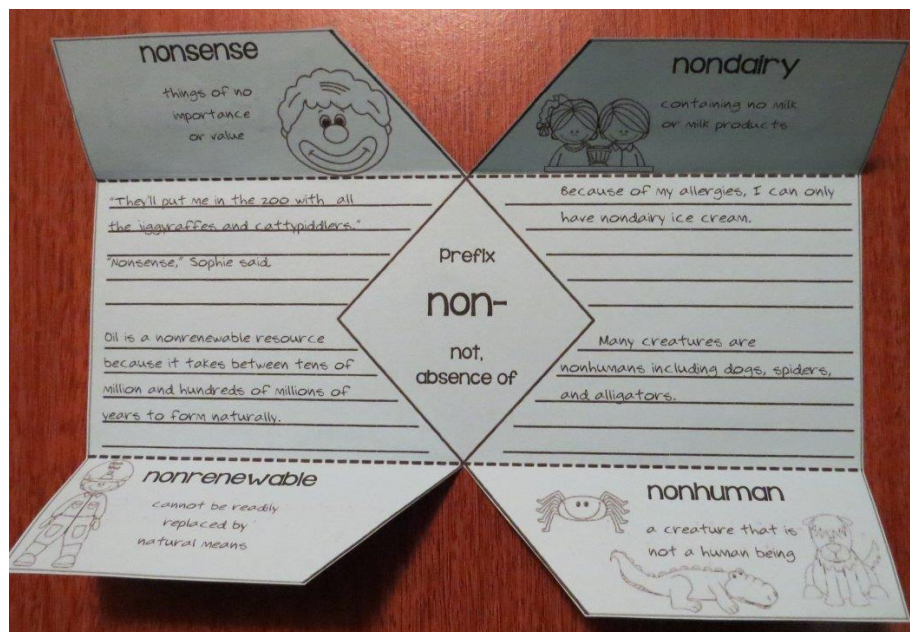
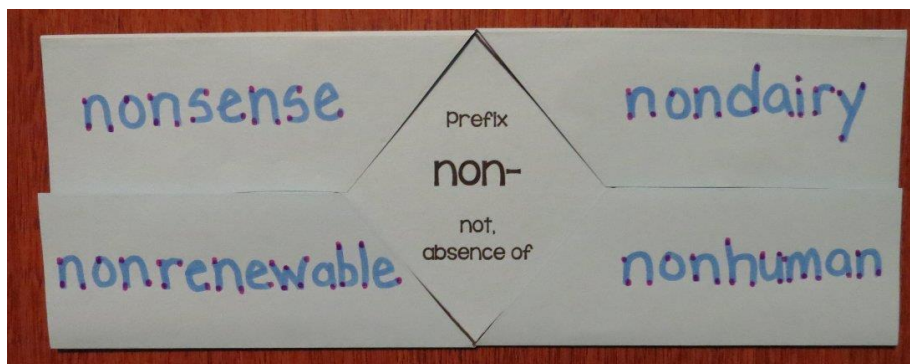
-ship

township
friendship
comradeship

Prefix and Suffix Graphic Organizers

- Print the organizer onto colored paper.
- Students will fill in the missing information in the blank spaces including:
 - ✗ Students should select four words that contain the prefix or suffix and write their definitions.
 - ✗ On the lines provided, write a sentence using the word.
- Trim around the lines.
- Fold the page in half.
- Your organizer should open with four flaps.

Sample Instructions Page



Prefix and Suffix Practice

Preparation for Repeated Use:

- 1) Print the puzzle pieces on the next two pages and the pages with sentences onto heavy paper. A laminator or a copier will work.
- 2) Laminate for repeated use.
- 3) Cut out the puzzle pieces.

Sample Instructions Page

Preparation for Repeated Use:

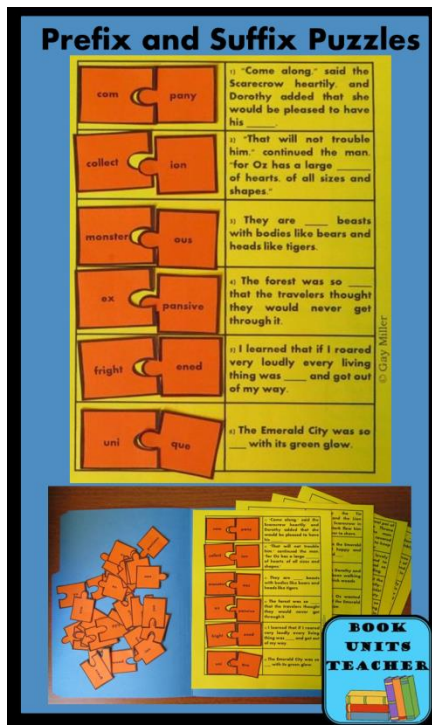
This exercise may be used as interactive worksheets. Simply make copies of the pages using regular duplicating.

Using the Puzzles:

Students match up two puzzle pieces to form words. Students then read the sentences. They select the best word that will fit into the blank space of the sentence from the words that were made by joining together the puzzle pieces.

A "Student Response Sheet" has also been provided for students to write answers if you would like to use the repeated use version in a learning center, for morning review, or for differentiated instruction.

This set practices with the prefixes and suffixes listed on the chart above. Different books in this series will focus on different prefixes and suffixes.



Puzzle Pieces ~ End of Word

ship

ward

head

dle

Prefix and suffix puzzles are provided.
This activity not only teaches affixes but
context clues as well.

ship

wards

summer

pass

ward

ently

cealed

fortable

ward

ant

leg

fidence

ward

ant

panions

paws

1) **By the morning after that Matt decided that it was mighty ___ living alone. He enjoyed waking to a day stretched before him to fill as he pleased.**

2) **Then his father reached up to a chink in the log wall and took down the battered tin box that held his watch and his ___ and a few silver coins.**

3) **Just between the eyes of the**

This is a sample card.

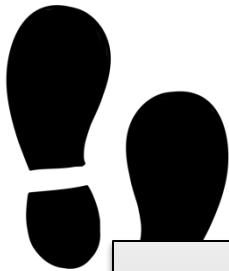
4) **But Attean knew that Matt's gift was ___.**

5) **Attean showed Matt how cleverly the trap had been hidden, the leaves and earth mounded up like an animal burrow with two half-eaten fish heads ___ inside.**

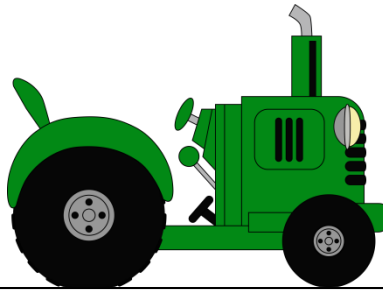
6) **"You'll come back ___, won't you?" he asked anxiously, though he knew in his heart that it would never be the same.**

Root Word List from The Sign of the Beaver

grad/
gress
[to step]



tract
[to pull]



vis/vid
[see]



cap/capt
cip/cept
[hold take]



This unit practices with four root words.

Words from
The Sign of the
Beaver

progress
gradually

More Words

aggression
egress
grade
gradual
graduate
regress

attract
contract
detract
transact
subtract
tractor

advice
evidence
interview
provision
revise
visor

caption
captivate
intercept
recipient

forward movement toward an end

to take hold or gain control of by force or through planning



a level, degree, or rank in a scale

a powerful motor vehicle with large tires used to pull plows and other farm machines

easily seen; clear



a person who has finished studying at high school or college

something that gives proof or a reason to believe

graduate

recipient

progress

grade

caption

advisor

one who receives or is eligible to receive something

vision

the words that describe a picture or graph in a magazine, book, or newspaper

evident

tractor

revision

the act or process of revising

Game to Practice Root Words

capable

the ability to see; sight

contract

an agreement that is supported by the law



a person who gives advice

to cause to come near

to take away from a whole or larger amount

any mean or unfriendly act against another

having the skill or power to do what is needed



Start

Summarizing a Nonfiction Text

This lesson will go over how to summarize a nonfiction/informational passage.

Three versions of the organizer are provided:

- ✗ The first has lines where students write the rules and examples.
- ✗ The second copy of the organizer includes rules with key words missing for students to fill in. Students must also write examples.
- ✗ The third copy is completed. It may be used as an answer key, as a sample for students to follow, for differentiated instructions, or for students who were absent.

Instructions for

Sample Instructions Page

- ✗ Print the orga
- ✗ Students will
- ✗ To make the

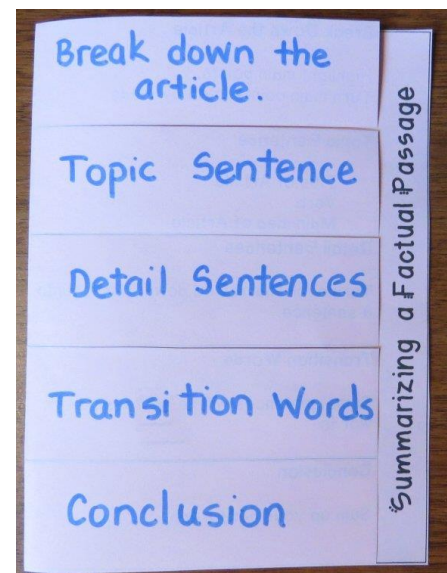
Fold the page in half on the dotted lines. Cut on the lines indicated on the inside of the organizer, up to the fold so that the organizer opens with five flaps.

Practice

An included article on the Penobscot Tribe follows the organizer. It was written using these information resources:

- <https://en.wikipedia.org/wiki/Penobscot>
- <http://www.native-languages.org/>
- <http://www.penobscotculture.com/images/Penobscot-Tribal-Brochure-2010.pdf>

1. Have students read the article.
2. Follow the steps in the organizer to write a summary of the article.
 - Highlight and/or rewrite main points in each paragraph.
 - Narrow down each set of main points to one key idea (one key idea for each paragraph).
 - Write a topic sentence
 - Write detail sentences based on key ideas.
 - Add transitional words.
 - Write a conclusion sentence.



Penobscot Tribe

The Penobscot tribe is a Northeastern American Indian tribe. They have inhabited Maine and the surrounding areas for at least 11,000 years. Penobscot are part of the Wabanaki Confederacy along with its sister tribes, the Maliseet, Mi'kmaq, and Passamaquoddy. The Penobscot tribe historically spoke the Algonquian languages.

Penobscot hunted beavers, otters, moose, bears, and caribou. They also fished and collected shellfish such as clams and mussels. The Penobscot gathered birds, bird eggs,

Nonfiction Passage with Practice Pages for Summarizing Article

berries, and fish. Later the Penobscot began creating more elaborate baskets for trading with the Europeans.

The main form of transportation was the bark canoe. These were made from one large piece of birch bark, cedar, ash, and spruce root. The bark was sliced down the thinnest side, reserving the strongest part for the bottom, and peeled from the tree.

Penobscot legends explain many natural phenomena such as why there is wind and the growing of corn. In these legends, Gloscap is a cultural hero who created man and woman. Several legends tell how Gloscap transformed animals to the form that fit the landscape. Beaver, moose, and squirrels were changed.

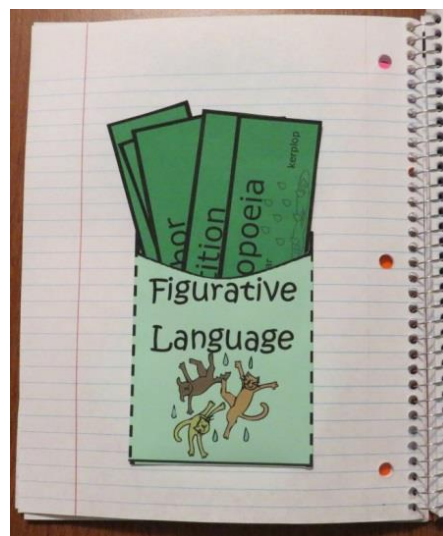
Figurative Language Common Core Alignment

	3 rd Grade	4 th Grade	5 th Grade	6 th Grade
Figurative Language	<u>CCSS.ELA-LITERACY.L.3.5.A</u> Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).	<u>CCSS.ELA-LITERACY.L.4.5</u> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<u>CCSS.ELA-Literacy.RL.5.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	<u>CCSS.ELA-LITERACY.L.6.5</u> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Similes		<u>CCSS.ELA-LITERACY.L.4.5.A</u> Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.		<u>CCSS.ELA-LITERACY.L.6.5.A</u> Interpret figures of speech (e.g., personification) in context.
Metaphors			<u>CCSS.ELA-Literacy.L.5.5</u> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
Personification		<u>CCSS.ELA-LITERACY.L.4.5.B</u> Recognize and explain the meaning of common idioms, adages, and proverbs.	<u>CCSS.ELA-Literacy.L.5.5a</u> Interpret figurative language, including similes and metaphors, in context.	
Hyperbole			<u>CCSS.ELA-Literacy.L.5.5.b</u> Recognize and explain the meaning of common idioms, adages, and proverbs.	
Adages, Idioms, and Proverbs				

Figurative Language Response Cards

Storage Pocket

1. Print the response storage pocket found on the next page on colored paper. [Each student will need one pocket.]
2. Have students cut out the pocket on the bold lines.
3. To make the pocket, fold the left and right sides toward the back of the pocket on the dotted lines. Next fold the bottom flap up toward the back. Glue the flaps in place.
4. Glue the pocket toward the bottom of the notebook page as the cards are long and will require plenty of room.



Response Cards

I have provided two versions of the response cards. One version has a sample sentence and the other contains the words only. I use the two versions to differentiate instruction.

1. Print the cards on heavyweight paper or cardstock.
2. Have students cut the strips apart.
3. The cards will be stored in the pocket in the students' interactive notebooks.

Using the Cards

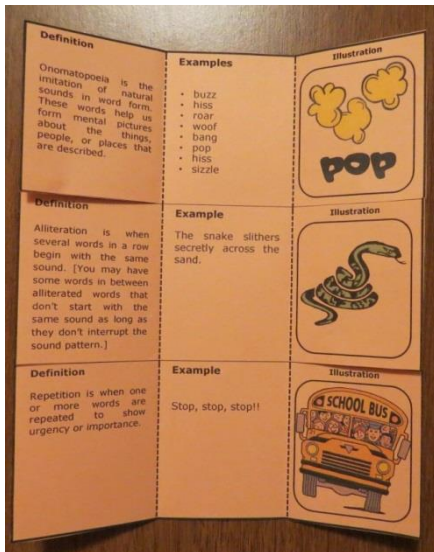
Read selections from books orally and have students use the response cards to show which type of figurative language is being used. A list of figurative language for Chapters 1-6 may be found in the answer key section.

You may also wish to incorporate some discussion with this activity because some of the lines may be difficult to interpret.

Figurative Language Organizers

Three Door Flip

- Print the organizer onto colored paper.
- Students will fill in the missing information in the blank spaces.
- To make the organizer, trim around the four edges on the lines indicated. Fold the page in half vertically on the dotted lines. Cut on the lines indicated on the inside of the organizer, up to the fold so that the organizer opens with three flaps.



Context Clues Common Core Alignment

3 rd Grade	4 th Grade	5 th Grade	6 th Grade
<u>CCSS.ELA-LITERACY.L.3.4.A</u> Use sentence-level context as a clue to the meaning of a word or phrase.	<u>CCSS.ELA-LITERACY.L.4.4.A</u> Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	<u>CCSS.ELA-Literacy.L.5.4.a</u> Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	<u>CCSS.ELA-Literacy.L.6.4.a</u> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
		<u>CCSS.ELA-Literacy.L.5.5.c</u> Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	<u>CCSS.ELA-Literacy.L.6.4.d</u> Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Context Clues Organizers

Three organizers are offered. The first contains 4 context clue types, the second contains 6 context clue types, and the third contains 8 context clues types.

The organizers come in three versions:

- ✗ The first has lines where students write definitions and sample sentences.
- ✗ The second copy of the organizer includes the definitions with key words missing for students to fill in. Students must also write definitions and sample sentences.
- ✗ The third copy is completed. It may be used as an answer key, as a sample for students to follow, for differentiated instructions, or for students who were absent.

Instructions for Making the Organizer

- 1) Print the organizer on colored paper.
- 2) Have students trim around the four sides of the organizer on the bold lines.
- 3) Fold on the dotted lines and cut on the solid lines to form six flaps.
- 4) After discussing the types of context clues, have students write a definition and a sample sentence for each type on the lines provided.



Definition Context Clue

Restatement Context Clue

Context Clues

Three different context clues organizers are provided (a total of 9). Each organizer comes in three versions.

Example Context Clue

Context Clues

Instructions for Making the Cards

1. Print the question cards onto heavy weight paper or cardstock.
2. Laminate for repeated use.
3. Cut the cards apart.

Answer Key

1. b) a type of firearm
2. a) churchman
3. d) lots
4. a) in a slow and lazy voice
5. d) tugged
6. c) reluctantly
7. a) scornful
8. c) slashes
9. b) annoyed
10. a) muscle
11. b) wisely
12. c) frightening
13. c) clothes
14. d) commotion
15. c) peaceful
16. a) ranting
17. c) type of mammal
18. b) carving
19. a) racket
20. c) fort
21. c) marshy
22. a) stalks
23. b) run-down
24. c) raveled



Then, just before he left, his father had given him a second gift. Thinking of it, Matt walked back into the cabin and looked up at his father's rifle, hanging

"I'll take you
father had sa

- What does **b**
- a) flounde
 - b) a type
 - c) dog
 - d) axe

#1

Once, when they had tramped a long way from the cabin, they had seen in the distance a solitary dark-skinned figure. The two men had and lifted a hand had been two are.

d) thug

#2

Twenty-four context clues task cards are provided.

His eye fell on the rifle hanging over the door. He let out a slow, admiring whistle and walked over to run his hand along the stock. "Mighty fine piece," he said. "Worth a **passel** of beaver."

- What does **passel** mean?
- a) a small amount
 - b) limited
 - c) uncommon
 - d) lots

#3

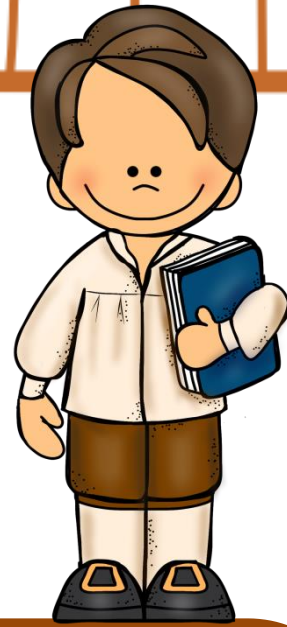
Ben's voice **drawled** on and on, thickened with food and drowsiness. He told of the big moose hunts of his days with the Indians.

- When you **drawl** you speak ---.
- a) in a slow and lazy voice
 - b) with a wavering voice
 - c) in a broken voice
 - d) in a cracked voice

#4

Teachers Pay Teachers

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