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EASY MARKING™ ANSWER KEY

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GRAPHIC ORGANIZERS

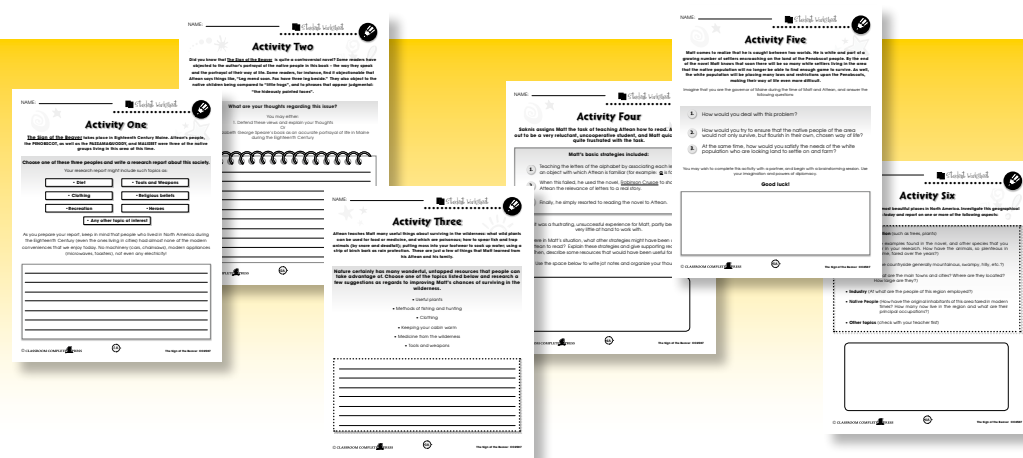
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Elizabeth George Speare

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	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? 28
- What was it that the trapper, Ben, stole from Matt? 2
- Describe what happened to Matt that caused him to be rescued by Saknis and Attean? 2
- Why did Saknis want Matt to teach Attean how to read? 2
- What novel did Matt use to help teach Attean how to read? 2
- Who in his village did Attean consider responsible for doing the gardening and preparing animals for skinning and eating? 2
- Why didn't Attean want to free the fox that he and Matt found caught in the steel trap? 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

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20

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EASY MARKING ANSWER KEY

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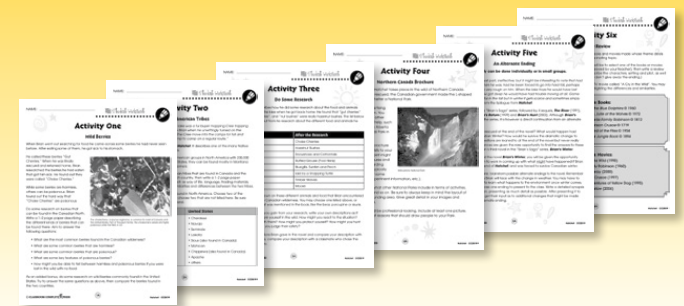
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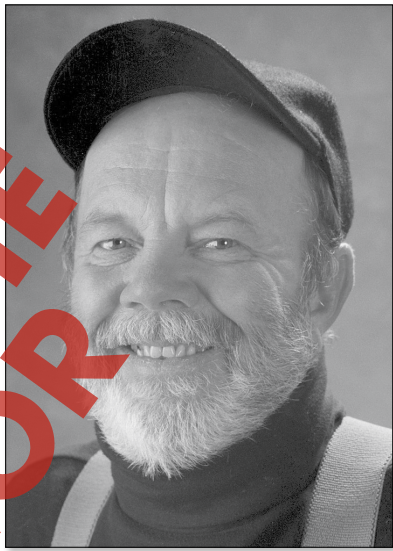
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Gary Paulsen

Born May 17, 1939 in Minneapolis, Minnesota, Gary Paulsen became interested in reading at a very young age after a librarian gave him a book to read. At the age of 14, Paulsen ran away from home to join a carnival, where he acquired a taste for adventure. Paulsen first realized that he would become a writer suddenly while working as a satellite technician for an aerospace firm in California. One night, he walked off the job and never returned. Paulsen spent the next year in Hollywood as a magazine proofreader, working on his own writing at night. He then left California for a rented cabin on a lake in northern Minnesota. By the end of the winter, he had completed his first novel, *The Special War*. Paulsen has written more than 175 books and 200 articles and short stories for young readers. Paulsen's work features the outdoors and highlights themes such as coming of age, where the main character must master the art of survival in isolation as a rite of passage to manhood and maturity. In 1983, Paulsen entered his first Iditarod, a 1,150-mile Alaskan dog sled race, and in 1985, he completed his second. When he suffered from an attack of angina — a constriction of the airways — he was forced to give up his dogs. After a 20-year absence from dog sledding, Paulsen was scheduled to compete in the 2005 Iditarod, only to back out shortly before the start of the race. He then participated in 2006, but had to finish after only two days. Paulsen and his wife Ruth spend their time between a home in New Mexico and a house in the Pacific.



Did You Know?

- Paulsen has had many different jobs such as an engineer, construction worker, ranch hand, truck driver, and sailor.
- Three of Paulsen's books, *Hatchet*, *Dogsong*, and *The Winter Room* are all Newbery Honor Books.
- The novel *Brian's Winter* is a sequel to *Hatchet*, stemming from an alternate ending.

Chapter Four

Answer the questions in complete sentences.

1. In Chapter 4, Brian reminisces about the Secret that split his parents up. What do you think the Secret is?

2. At the end of Chapter 3, Brian had just crashed the plane into the lake and was swimming to shore. What next obstacle do you think Brian will face in his new surroundings?

Vocabulary

Complete each sentence with a word from the list.

hoarse	keening	remnants	horde
abating	collapse	hummocks	mound

1. Low mounds resembling _____ more than hills surrounded the wooded area that Brian now found himself in.
2. The funeral procession erupted in a loud _____ cry for the lost loved one.
3. A _____ of bicycles descended the sloping road during a cycling contest.
4. Amanda was screaming for hours that her voice became _____.
5. Despite the massive headache Brian received from the crash, the pain in his forehead seemed to be _____ somewhat.
6. After a long day of working in the field, Steven climbed the stairs to his bedroom in order to _____ in his bed.
7. A small _____ came out of the lake and a small beaver swam out of it.
8. Brian only had torn _____ left of his windbreaker after escaping the sinking airplane and swimming to shore.



Chapter Four

1. Fill in each blank with the correct word from the chapter.

- a) For seconds he did not know where he was, only that the _____ was still happening.
- b) Thick, swarming hordes of _____ that flocked to his body.
- c) He couldn't identify most of it — except the evergreens — and some leafy trees he thought might be _____.
- d) It was a beaver house, called a beaver _____.
- e) The memory came in pieces — Brian looking over his head to see the _____ and his mother sitting with the man.

2. Complete each sentence with a word from the list.

hammered scrunched agony slops blurks

- a) In the end he sat with the windbreaker pulled up, almost crying in frustration and _____.
- b) He tried to move, but pain _____ into him and made his breath shorten into gasps.
- c) And if by a signal there were suddenly little _____ all over the side of the lake.
- d) Hisses and _____, small sounds — there was great noise here, but a noise he did not know.
- e) He managed to come to a sitting position and _____ sideways until his back was against a small tree.

Chapter Four

Answer each question with a complete sentence.

1. What was the Secret that caused Brian's parents to divorce and how did Brian find out about it?

2. What temperature and time was it when Brian found out about his mother's Secret?

3. What sort of injuries did Brian sustain from the crash?

4. What did Brian believe to be "not possible"?

5. Brian describes the shape of the lake the plane crashed into as an "L" shape. At which part of the "L" did Brian swim to after the crash?

6. What types of animals, insects, and trees did Brian encounter in this chapter?

Journaling Prompt

In Chapter 4, Brian wakes up on the banks of the lake alive and relatively well. Imagine you are Brian and first waking up from a plane crash. Write a journal entry describing your feelings and observations on your new environment.



Chapters 8 to 10

A Comic Strip

This activity is especially for students with an artistic flair or who love comic books! It can be done for events described so far in *Hatchet*, or included in Chapters 8–10.

The first step is to decide on the length of your comic strip (6–12 frames is suggested); next, consider what events you will include. You may wish to highlight a brief incident or encompass the highlights of a chapter — or even the first 10 chapters. You may even want to provide an alternate ending to your scene!

A quick sketch of the comic strip can first be accomplished in a **storyboard format** before a final, good copy is attempted. The strip should include a title, dialogue, and color. It should be neat and imaginative.



Chapters 11 to 15

Drawing the Scene

Brian's shelter improves throughout the course of the book; however, the location remains the same.

Brian describes his shelter and surrounding location in great detail. In Chapter 6, Brian describes the location of his shelter as:

- On the northern side of the ridge, a glacier scooped part of it, leaving a sideways bowl under a ledge.
- Not as deep as a cave, it had a roof and a small sand beach that went down to the edge of the water.

In Chapter 14, Brian describes the improvements he made on his shelter:

- First he tore down his old shelter, fastened several logs from dead pines across the opening, wedging them at the top and burying the bottoms in the sand.
- He wove long branches in through them to make tighter walls.
- He weaved a door of willows in a tight mesh, and arranged some cut-off limbs to hook the door in place.

Draw Brian's shelter and location. Be sure to include the lake and improved shelter he made.



Word Search Puzzle

Find the following words from the story. The words are written horizontally, vertically, diagonally, and some are written backwards.

bear	bushplane	hatchet	porcupine	survival pack
beaver	divorce	moose	shelter	tornado
birchbark	fire	mosquitoes	skunk	turbulence
bow and arrow	foolbirds	pilot	spear	windbreaker

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



Comprehension Quiz

Answer each question in a complete sentence.

- Why did Brian want to build his shelter near the lake?

- Describe the location of Brian's shelter.

- Describe the dream Brian had in Chapter 8.

- Name TWO animals that attacked Brian.

- What did Brian discover was another advantage of having a fire?

- Describe what the turtle eggs looked and tasted like.

- What did Brian have hope for other than to be rescued?

30

1

2

3

2

1

2

2

SUBTOTAL: /13

Story Map

Complete each section with the appropriate details.

Setting (Time and Place):

Characters

Major:

Minor:

Problem/Challenge:

Plot/Key Events:

Resolution:

NAME: _____

After You Read 



Chapter One

Answer each question with a complete sentence.

- Brian's parents are recently divorced. What were Brian's living arrangements with his parents?

- Brian mentions something about a Secret that only he knows that is the cause for his parent's divorce. In your opinion, what do you think the secret might be?

- Brian is able to recognize that the pilot is having a heart attack. How does Brian know this and what are the signs mentioned?

- What were the stages of the pilot's heart attack?

- What was Brian's interaction with his mother like before getting on the plane?

- Describe Brian's father's job.

Journaling Prompt

Brian mentions a bit about the setting of Northern Canada as he flies over it. As a journal entry, research the environment of Northern Canada and write your own description of what it might look like as you fly over it.

1.
In the summer Brian would live with his father and during the school year with his mother.

2.
Answers will vary.

3.
When he was at the mall with his mother, he witnessed an older man suffering from a heart attack. The signs include "going down" and screaming about his chest.

4.
Aches and pains in his left shoulder, a strong pain down the left arm, stomach pain, spasms, body jerks, chest pains.

5.
Brian was silent during the drive to the airport because of anger he felt for his mother due to the Secret about his parents' divorce. He felt guilty for being silent so he wore the hatchet, a gift from his mother for the trip, on his belt even though he didn't like it. His mother was speaking to him as she did when he was younger.

6.
Brian's father was a mechanical engineer who had designed or invented a new drill bit for oil drilling: a self-cleaning, self-sharpening bit. He was working in the oil fields of Canada.

1.
Answers will vary.

2.
Answers will vary.

Vocabulary

1. C

2. H

3. G

4. B

5. J

6. F

7. D

8. A

9. I

10. E

1.
a) **F**

b) **T**

c) **F**

d) **F**

e) **T**

f) **T**

2.

a) 4

b) 2

c) 6

d) 1

e) 3

f) 5

1.
Answers will vary. Altimeter, transmitter radio, clock, speed, compass.

2.
Putting his hand on the control wheel and his feet on the pedals, Brian pulled back on the wheel to raise the plane. He then pushed the wheel back in. He continued to do this until the nose was level with the horizon.

3.
The altimeter is a device that tells you your height above the ground or sea level.

4.
Trees and lakes.

5.
Answers will vary.

6.
Chapter 2 ends with the plane running out of gas. Chapter 3 ends with Brian swimming to shore after crashing the plane into a lake.



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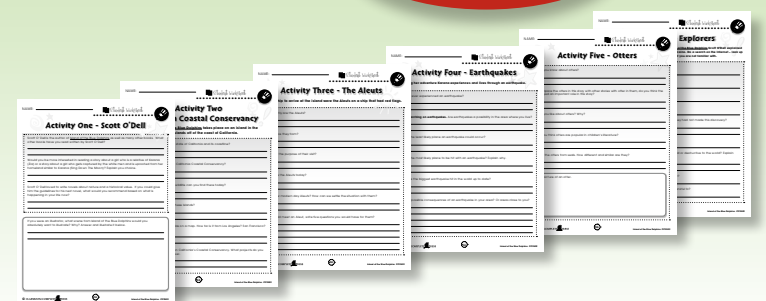
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Scott O'Dell

Scott O'Dell was born on May 23, 1898 in Los Angeles, California as Odell Gabriel Scott.

His father worked in the railroad industries, which meant his family had to move a lot and he got to visit all over Southern California. They traveled by foot, horse or horse and wagon. When Scott was young he loved nature, being outdoors and couldn't stay away from water and the sea. He was fascinated with the ocean and the people living in Southern California.



Scott O'Dell attended a few schools. He went to Occidental College in 1919, the University of Wisconsin-Madison in 1920, Stanford University from 1920-21 and the University of Rome in 1925. He only took classes that improved his writing and classes that he thought were interesting.

He tried many different jobs before he became a writer. He was a set dresser, a camera, a cameraman, an army private, a rancher and then a newspaper columnist. It was only many years later that he began to write books for children.

His name was changed because one of the typesetter wrote his name Scott O'Dell instead of Odell Scott. He liked that mistake so much he adopted it as his new name and made it legal.

He received many awards for his work. The first award he received was the Newbery Medal in 1961. *Island of the Blue Dolphins*. Three of his books of historical fiction were named Newbery Honor Books: *The King's Fifth* (1966), *The Black Pearl* (1967), and *Sing Down the Moon* (1970).

Scott O'Dell received the Hans Christian Anderson Award for lifetime achievement in 1972. In 1976, he received the University of Southern Mississippi Silver Medallion. In 1978, he received the Regina Medal. In 1981, he established the Scott O'Dell Historical Fiction Award, an award that recognizes outstanding works of historical fiction. Scott O'Dell died on October 15, 1989.

Did You Know?

- He liked to make statements about issues that were very dear to him.
- He recognized the importance of equality between genders by writing about strong and powerful women.
- He liked to write about minorities and different cultures as a way of exposing them to all his readers.



Chapters Seven to Nine

Answer the questions in complete sentences.

1. Where do you predict the villagers will go from here? Are the White men honest or is this just a plan to get the villagers to leave the island?

2. Do you think changing islands will be beneficial for the villagers? Why or why not?

Vocabulary

Complete each sentence with a word from the list.

vainer beckon gorge lair slunk crevice strode

1. _____ is to fill completely or to the point of distension.
2. The resting or living place of a wild animal is a _____.
3. Ulape had fewer values than her sister Karana. Ulape was _____.
4. A narrow opening resulting from a split or crack (as in a cliff) is a _____.
5. To summon or signal typically with a wave or nod is to _____.
6. _____ is to move in a provocative manner.
7. _____ is to walk with long steps.



Chapters Seven to Nine

Part A

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

- | | | |
|---|---|---|
| T | F | a) The white ship was owned by the White men. |
| T | F | b) Chowig told Karana they couldn't wait for Ramo. |
| T | F | c) Karana spent the winter and the spring alone on the island. |
| T | F | d) Ulape fell in love with a white man. |
| T | F | e) Karana made the macabre discovery of her brother, dead, attacked by wild dogs. |
| T | F | f) Chief Tan-yosittopai was the new chief on the ship. |

2. Who did the following actions?

Matsaap the wild dogs Ramo Ulape Karana Nanko Men of the tribe

- | | |
|--|-------|
| a) Who ran back to the village to get his spear? | _____ |
| b) Who was urging the villagers to hurry up? | _____ |
| c) Who laughed at Nanko? | _____ |
| d) Who went overboard? | _____ |
| e) Who were already on the ship? | _____ |
| f) Who killed Ramo? | _____ |
| g) Whose face was like a stone and refused to wait for Ramo? | _____ |



Chapters Seven to Nine

Part B

Answer each question with a complete sentence.

1. Do you think Karana will stay stranded for much longer?

2. How do you think Karana feels having to do all the chores by herself? What do you think she misses the most?

3. Where do you think the White ship took the tribe? Do you think they'll return for Karana?

4. Why do you think Matsaap couldn't wait for a few minutes for Ramo to get on? Do you believe he was being reasonable or not?

5. Why was it so important to leave the island? What does that tell you about human nature?

Journal Activity

Recall an incident where you felt depressed. Write the situation that got you depressed. Then go on to explain how you overcame your depression. Did you talk to someone? Did you use a journal? Write five recommendations to someone going through a rough time. Share how they can make things better.



Chapters 1 to 5

In Chapter Four, the Aleuts bring a black chest to the beach. Imagine the situation is taking place today.

Take a shoebox and cover it with black paint or paper. Inside your black chest either written on paper, pictures or actual items, include what the modern treasure chest would contain.

Be sure to include 5-6 objects. Have others guess what you included in your black chest or compare with your friends to see if you have the same wants as them. Compare as a class and see what top three items can be found in the black chest.



Chapters 6 to 10

In Chapter Eight, Ramo crowns himself Chief Tanyositlopai. He leaves to go get a canoe but wild dogs savagely attack him.

Pretend that he is still alive and Karana decides to celebrate his new crowning.

How will she celebrate it?
What could she offer him that could symbolize his new role?
What ritual could she undertake?



Word Search

Find the following key words from the story. The words are written horizontally, vertically, diagonally and some are even backwards.

aleut	crevices	gash	parley	toluache
ancestors	decree	idle	please	urchins
bob	entangle	inhabitants	seized	vanquished
carcasses	explorer	injured	sinew	wreckage
clamor	fare	kelp	skirted	xucha
coils	fledging	lobe	snare	yucca
cormorants	fowl	occasional	strewn	zalwit

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



Comprehension Quiz

28

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

8

- | | |
|-------------------|--|
| T F | a) Karana was on a quest to capture the giant starfish. |
| T F | b) Rontu was in fact a she and she had babies. |
| T F | c) Tutok and Karana shared a special friendship. |
| T F | d) The island was in an earthquake. |
| T F | e) Rontu died of old age. |
| T F | f) Karana adopted two monkeys as her new pets. |
| T F | g) Karana stayed alone on the island for 16 years. |
| T F | h) Father Gonzales brought Karana to the Mission in Santa Barbara. |

2. Put a check mark (✓) next to the answer that is most correct.

4

- | | |
|--|--|
| a) Where was Karana's injury? | b) How many times did the Aleuts come to the island? |
| <input type="radio"/> A She hurt her leg. | <input type="radio"/> A 5 times. |
| <input type="radio"/> B She hurt her arm. | <input type="radio"/> B 3 times. |
| <input type="radio"/> C She hurt her back. | <input type="radio"/> C 2 times. |
| c) The story took place on the island of the Blue Dolphins, the village was named... | d) What did she collect to prepare for the winter? |
| <input type="radio"/> A Ghas-last. | <input type="radio"/> A Abalone. |
| <input type="radio"/> B Ghalas-at. | <input type="radio"/> B Xucha. |
| <input type="radio"/> C Gaslas-tas. | <input type="radio"/> C Yucca. |

SUBTOTAL: /12

Book Report Island of the Blue Dolphins

Choose five objects that are found in the story *Island of The Blue Dolphins*. List the objects below. Write how significant the objects were to Karana and how significant the objects are to you. Be creative; use objects and/or pictures, drawing, crafts, models, toys and any other tangible matter.

Object 1	Meaning for Karana and myself
Object 2	Meaning for Karana and myself
Object 3	Meaning for Karana and myself
Object 4	Meaning for Karana and myself
Object 5	Meaning for Karana and myself

NAME: _____

After You Read 



Chapters Thirteen to Fifteen

Part B

Answer the questions in complete sentences.

- Why was Karana so preoccupied with the leader of the wild dogs? How would you have reacted?

- Why did the leader accept being lifted and taken care of by Karana? What would you have done?

- What could have happened to Karana? Do you believe the dog will turn on her?

- Point-of-view** is how the author chooses to write his or her story and how he or she decides to expose the story. Karana is telling her story and we get into her thoughts and read about her fears. How different do you think the story would be if a narrator told the story in the third-person point-of-view? Rewrite a passage using another point-of-view.

EASY MARKING

ANSWER

KEY



"The name I thought of was Rontu, which means in our language Fox Eyes."

Continue the story. What happens next? What happens between Karana and Rontu? Will Rontu get even with her? Will they become friends? Will he defend her now? Is she in better hands with him now than alone in her house?

<p>1. She was afraid of him; worried that he would turn on her. Answers will vary.</p> <p>2. He was in a vulnerable position. Answers will vary.</p> <p>3. Answers will vary.</p> <p>4. Point-of-view: Answers will vary.</p>	<p>1. Answers will vary</p> <p>2. Answers will vary</p> <p>Vocabulary</p> <p>1. sinew</p> <p>2. yucca</p> <p>3. narp</p> <p>4. zalwit</p> <p>5. gnapan</p> <p>6. lupines</p>	<p>1. a) TRUE</p> <p>b) FALSE</p> <p>c) TRUE</p> <p>d) FALSE</p> <p>e) TRUE</p> <p>f) FALSE</p> <p>g) TRUE</p> <p>h) FALSE</p> <p>2. a) 5</p> <p>b) 1</p> <p>c) 4</p> <p>d) 2</p> <p>e) 3</p>	<p>1. Answers will vary.</p> <p>2. They kept her company and protected her. Answers will vary.</p> <p>3. She was handy with her hands and she had spent hours with her father.</p> <p>4. Answers will vary.</p> <p>5. She took them from their nest after they hatched and put them in a small cage she made. She cut the tips of their wings so they wouldn't fly away. As they got older, she trained them to take food from her so when they flew away, they would always return.</p> <p>6. Answers will vary</p>
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Survival Stories Lit Kit Set – Gr. 5-6

- **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.