

Prepare a chart with the title: "Table of Contents." Number the chart vertically 1-25. This will be a cumulative chart that will be added to during each lesson as the students determine a title for each chapter.

Lesson 1

Chapter 1

❶ Vocabulary	❷ Vocabulary	❸ Vocabulary	❹ Vocabulary Expressions
1. Massachusetts	1. blunderbuss	1. re·as·sure	1. temporary structure
2. Penobscot River	2. matchlock	2. bound·aries	2. surveyor's map
3. Quincy	3. johnnycake	3. daubed	3. mile long
	4. tongue-tied	4. rue·ful·ly	
		5. boughs	
		6. mus·cles	
		7. ach·ing	
		8. wil·der·ness	

WORD LISTS

DECODING WORD LISTS

Exercise 1: Initial Decoding—Vocabulary Words

Touch under the first word in list 1. All the words in list 1 are the names of specific places. The first name is *Massachusetts*. What name? (Signal.) *Massachusetts*. The next name is *Penobscot River*. What name? (Signal.) *Penobscot River*. (Repeat process for each name in the list.)

Exercise 2: Firming It Up

Touch the first name in list 1. Now you're going to read the names in this list at a faster rate. First name. (Signal.) *Massachusetts*. Next. (Signal.) *Penobscot River*. (Repeat process for each name in the list, making your pace a bit quicker than in exercise 1. Refer to the correction procedure if students make an error.)

Exercise 3: Mastery Level

Touch the first name in list 1. You're going to read this list at the mastery level. Read the list from top to bottom, bottom to top. Ready? Read. (Refer to the correction procedure if students make an error.)

Repeat procedure for List 2.

Exercise 4: Decoding Multi-Syllabic Words

A syllable is a single spoken sound that forms a word or a part of a word. What is a syllable? (Signal.) *A single spoken sound that forms a word or a part of a word.* What do you call a single spoken sound that forms a word or a part of a word? (Signal.) *A syllable.*

When you look at an entry word in a dictionary it tells two things: how to spell the word and how many syllables are in the word. What are the two things an entry word tells? (Signal.) *How to spell the word and how many syllables are in the word.*

Touch list 3. All of the words in list 3 are written the way entry words are written in a dictionary to show the syllables. You can use syllables to help you decode hard words.

The first word is *reassure*. What word? (Signal.) *Reassure*.

The dots separate the entry word into syllables. How many syllables are there in the word *reassure*? (Signal.) *Three*.

What is the first syllable? (Signal.) *Re*. What is the second syllable? (Signal.) *As*. What is the third syllable? (Signal.) *Sure*.

How many syllables are in the word reassure? (Signal.) *Three.*

The next word is *boundaries*. What word? (Signal.) *Boundaries.*

How many syllables are there in the word boundaries? (Signal.) *Two.*

What is the first syllable? (Signal.) *Bound.*
What is the second syllable? (Signal.) *Aries.*
How many syllables are in the word boundaries? (Signal.) *Two.*

The next word is *daubed*. What word? (Signal.) *Daubed.*

There are no dots in daubed, so we know that it is a one syllable word. How many syllables are there in the word daubed? (Signal.) *One.*

(Repeat this procedure with the remaining words in List 3. Follow the procedure in exercises 2 and 3 to firm the list to the mastery level.)

Exercise 5: Decoding—Vocabulary Expressions

Touch under the first expression in list 4. The first expression is *temporary structure*. Read expression 1. (Signal.) *Temporary structure.* **The next expression is *surveyor's map*. Read expression 2.** (Signal.) *Surveyor's map.* (Repeat process for each expression in the list. Follow the procedure in exercises 2 and 3 to firm the list to the mastery level.)

CORRECTION PROCEDURE FOR WORD LISTS

(If the students misidentify a word, say:) **That word is *daubed*. What word?** (Signal.) *Daubed.* **Spell daubed.** (Signal.) *D-a-u-b-e-d.* **What word did you spell?** (Signal.) *Daubed.* **Go back to the top** (or the bottom, if that's where you started) **of the list. What word?** (Signal.) *Reassure.* **Next word.** (Signal.) *Boundaries.* (Repeat process for each word in the list until the students can read the list without making an error.)

UNDERSTANDING VOCABULARY WORDS

Find list 1. Let's talk about what these words mean. All of the words in this list are names of specific places.

First, let's learn about nouns. A noun is a word that names a person, place, thing, or idea.

What is a noun? *A word that names a person, place, thing, or idea.* **What do we call a word that names a person, place, thing, or idea?** *A noun.*

Mother, boy, and uncle are nouns that name a person. Tell me a noun that names a person. (Accept responses that are nouns that name a person.)

Mississippi, avenue, and street are nouns that name a place. Tell me a noun that names a place. (Accept responses that are nouns that name a place.)

Chicken, watermelon, and shoe are nouns that name a thing. Tell me a noun that names a thing. (Accept responses that are nouns that name a thing.)

Honesty, freedom, and trust are nouns that name an idea. Tell me a noun that names an idea. (Accept responses that are nouns that name an idea.)

A proper noun is a word that names a specific person, place, thing, or idea. What do we call a noun that names a specific person, place, thing, or idea? *A proper noun.*

Proper nouns begin with a capital letter. How do proper nouns begin? *With a capital letter.*

Matt, Attean, and Uncle John are all proper nouns. Tell me an example of a proper noun. (Accept responses that are proper nouns.)

The first name is *Massachusetts*. Massachusetts is a state in the Eastern United States. (You may wish to have students locate Massachusetts on a map of the United States.)

Name 2 is *Penobscot River*. The *Penobscot River* is a river in the state of Maine. (You may wish to have students locate the Penobscot River on a map of the United States.)

Name 3 is *Quincy*. Quincy is a town in Massachusetts. It is where this story begins. (You may wish to have students locate Quincy on a map of the United States.)

Find list 2. When words have something in common, they are alike in some way. What does it mean when words are alike in some way? *They have something in common*. What do these words have in common? Idea: *They are all compound words*.

Compound words are long words that are made from two shorter words. Knowing the meanings of the shorter words can help us understand the meaning of longer compound words.

Let's talk about what these words mean. **Word 1 is *blunderbuss*. What two words make up the word *blunderbuss*? *Blunder and buss*.**

A *blunderbuss* is a short musket gun used for close range shooting. What is a *blunderbuss*? *A short musket gun used for close range shooting*.

Word 2 is *matchlock*. What two words make up the word *matchlock*? *Match and lock*.

A *matchlock* is a slow-burning method of igniting a gun or rifle. In an early style of rifle, a wick system helped light the charge for the gun. Once the flame hit the gun powder, the gun would fire. The *matchlock* was slow and awkward but it let the shooter keep his or her hands free. The musket was a *matchlock* gun. Which gun was a *matchlock* gun? *The musket*.

Word 3 is *johnnycake*. What two words make up the word *johnnycake*? *Johnny and cake*.

***Johnnycake* is a flatbread made from cornmeal, salt, and water. What is *johnnycake*? *A flatbread made of cornmeal, salt, and water*.**

***Johnnycake* was an early American staple food. Native Americans introduced European settlers to ground corn. When ground corn is mixed with salt and water, it makes a thin pancake-like batter. This batter can be cooked to make *johnnycake*. The origin of the name *johnnycake* is uncertain. Some people believe it adapted from the name *journeycake*. *Journeycake* was named this because it was easy and convenient to take on a long journey.**

What food do we eat that is similar to *johnnycake*? Idea: *Pancakes*.

Word 4 is *tongue-tied*. What two words make up the word *tongue-tied*? *Tongue and tied*.

If you are *tongue-tied*, you have a hard time speaking because you are nervous or flustered. **What happens when you are *tongue-tied*? *I can't speak because I am nervous or flustered*.**

Where do you think the name *tongue-tied* comes from? Ideas: *It is like your tongue is tied in a knot and it would be hard to speak if your tongue was tied in a knot*.

Find list 3. Let's talk about what these words mean.

A root word is a word that is used as a base to make a longer word by adding a prefix or a suffix. What is a root word? *A word that is used as a base to make a longer word by adding a prefix or a suffix*.

A root word can also be called a base word. What can a root word also be called? *A base word*.

A prefix is a word part that is added to the beginning of a root or base word to change its meaning. What is a prefix? *A word part that is added to the beginning of a root or base word to change its meaning*.

The prefix "re" means to do again. What does the prefix "re" mean? *To do again*. What prefix means do again? *Re*.

Word 1 is *reassure*. When you assure someone, you convince him or her that everything is going to be okay. What do you do when you assure someone? *I convince him or her that everything is going to be fine.*

Using what I know about root words and prefixes, I know that *reassure* means convince someone again that everything is going to be fine. What does *reassure* mean? *Convince someone again that everything is going to be fine.*

What might you do to reassure your father that you are doing well at school? Ideas: *Show him the marks on your tests, have him talk to your teacher. Show him my report cards.*

Word 2 is *boundaries*. Boundaries are the dividing lines between properties, states, or countries. What do we call the dividing lines between properties, states, or countries? *Boundaries.*

Word 3 is *daubed*. When something is daubed, it is covered with plaster, clay, or mud. If you daubed a wall made out of logs, you would cover the logs with plaster, clay, or mud. If you daubed a fireplace hearth, what would you do to the fireplace hearth? *Cover it with plaster, clay, or mud.*

Why would you want to daub a wall or a fireplace hearth? (Accept reasonable responses.)

A suffix is a word part that is added to the end of a root or base word to change its meaning. What is a suffix? *A word part that is added to the end of a root or base word to change its meaning.*

Knowing the meaning of suffixes can help us define words. When we define words, we tell what they mean. What do we do when we define words? *We tell what they mean.*

Word 4 is *ruefully*. The root or base word is *rue*. *Rue* means sad and regretful. What does *rue* mean? *Sad and regretful.*

The suffix “*ful*” means full of. What does the suffix “*ful*” mean? *Full of.*

The suffix “*-ly*” means the way something was done. What does the suffix “*-ly*” mean? *The way something was done. What suffix means the way something was done? *-ly*.*

Use what you know about the meanings of the root word *rue* and the suffixes “*ful*” and “*-ly*” to define *ruefully*. Idea: *Done in a way that was full of sadness and regret.*

What does *ruefully* mean? *Done in a way that was full of sadness and regret.*

A synonym is a word that means the same thing as another word. What is a synonym? *A word that means the same thing as another word. What do we call a word that means the same thing as another word? A synonym.*

A synonym for the word *ruefully* is *regretfully*. What word is a synonym for the word *ruefully*? *Regretfully. What word is a synonym for the word *regretfully*? *Ruefully.**

Word 5 is *boughs*. *Boughs* are branches of a tree. What are *boughs*? *Branches of a tree. What word means the branches of a tree? *Boughs.**

If the trunk of a tree can be compared to the body of a human, what can the *boughs* be compared to? Idea: *Arms.*

Word 6 is *muscles*. The muscles are the parts of the body that are responsible for movement. Which parts of the body are responsible for movement? *The muscles. What are the muscles responsible for? *Movement.**

Word 7 is *aching*. If you are aching, you are feeling deep, long-lasting pain. What are you feeling if you are aching? *Deep, long-lasting pain. Aching pain can be physical or emotional.*

Give an example of something that would cause physical aching. Ideas: *A broken leg, a sprained ankle, a headache.*

Give an example of something that would cause emotional aching. Ideas: *Losing a loved one, a big fight with a friend, a lost pet.*

Word 8 is *wilderness*. The wilderness is a wild desolate place with few or no people living in it. What do we call a wild desolate place with few or no people living in it? *The wilderness*.

What root word is in the word wilderness that can help describe it? *Wild*.

UNDERSTANDING VOCABULARY EXPRESSIONS

Let's talk about what the vocabulary expressions mean. Find list 4.

Expression 1 is *temporary structure*. A structure is any kind of building. Something that is temporary lasts only for a short time. It is not permanent. Therefore, a temporary structure is a building that is built to last for only a short time.

What do you call a building that is built to last for only a short time? *A temporary structure*. What is a temporary structure? *A building that is built to last for only a short time*.

Name some temporary structures. (Accept reasonable responses.)

Expression 2 is *surveyor's map*. A surveyor is a person who uses special tools to carefully measure the land to determine where the boundaries should be. A surveyor's map is a very accurate map that shows the shape of the land and all the boundaries. (Note: If possible, have a surveyor's map available for the students to see.)

Expression 3 is *mite long*. If something is a mite long, it is a little bit long. What's another way of saying something is a little bit long? *It is a mite long*.

If you cut a board and it is just a little bit long, what could you say about the board? *It is a mite long*.

BUILDING BACKGROUND KNOWLEDGE

Sometimes we'll read an expository passage or selection that will help us better understand what's happening in the story. Expository passages are non-fiction. They tell us true facts about a subject.

Are expository passages fiction or non-fiction? *Non-fiction*.

What does non-fiction tell us? *True facts about a subject*.

What is the difference between fiction and non-fiction? Ideas: *Books and stories that are fiction are make-believe—the author made up the story from his or her imagination. Books that are non-fiction are about true facts*.

The author's purpose tells why she wrote the passage. What does the author's purpose do? *Tells why she wrote the passage*.

The author's purpose for writing this non-fiction passage is to give you information that will help you better understand what is happening in the story. We say the author's purpose is to inform. What is the author's purpose for writing this passage? *To inform*.

(Ask the students to find the passage titled "Pioneer Homes" on page 1 in the Student Workbook. Have the students quickly scan the passage and tell you any words that they do not know.) **When we scan a passage, we read it quickly. Scan the passage. If you find a word that you don't know, raise your hand. Spell the word out and I'll write it on the board.**

(As students give the spellings of words, write the words on the board in vertical lists. Each list should contain no more than 6-8 words. After you write each word say:) **That word is ____.**
What word?

(Once you have the words listed on the board, firm each list to mastery using the procedure that's specified at the beginning of this lesson.

Next, discuss the meaning of each word in the context of the passage. You may wish to have a dictionary available to assist you with providing the students with definitions.

Have the students take turns reading part of the passage aloud. At the end of the passage discuss the questions that are found on page 2 in the Student Workbook.)

STORY READING

INTRODUCING THE NOVEL

What's the title of the novel we're going to read? *The Sign of the Beaver.*

Who is the author of *The Sign of the Beaver*? *Elizabeth George Speare.*

Look at the front cover of the book. When we make a prediction, we tell what we think will happen in the story. What do we do when we make a prediction? *We tell what we think will happen in the story.*

Let's make some predictions about this story. Who do you think this story will be about? Ideas: *Two boys; two young men.*

Where do you think this story takes place? Ideas: *In the woods; in the wilderness.*

Look at the medal on the front cover of this book. This book has won a very important prize called the Newberry Medal. What prize did it win? *The Newberry Medal. The medal is silver. That means the book won second, not first prize. What color do you think the medal would be if the book won first prize?* Idea: *Gold.*

The Newberry Medal is awarded to books for making the most distinguished contribution to American literature for children. Why did this book win the Newberry Medal? Idea: *For making the most distinguished contribution to American literature for children. What does this mean?* Idea: *It was considered to be a great book for children to read.*

Raise your hand if you have ever read a book that won the Newberry Medal. Tell us what the title of the book is. (Accept reasonable responses. If a response is doubtful, write it on the board or on a piece of chart paper. Have the students research to find out if it was a Newberry winner. Most libraries have posters with the Newberry winners posted or this information can be found on the Internet.)

Let's get ready to read the first chapter.

STORY READING

(There are many options for completing the guided reading of a chapter. You may wish to choose a different option for each day or consistently use the same option based on the learning needs and styles of your students.)

A few suggested options for reading the chapters and completing the guided discussion:

Option 1: Call on individual students to read part of a page aloud. At the end of each page ask the specified discussion questions.

If an answer is a rote response, you may wish to ask everyone to answer the question by signaling for a response. Questions that have a rote response are indicated with the expected student response written in italics. For example: **What did Matt's father give him before he left?** *A watch and a rifle.*

Answers to questions that may have a variety of responses are preceded with the word Idea or Ideas. For those questions, you should ask the question and then call on a student to answer. For example, **Why do you think Matt didn't use a calendar?** Ideas: *Couldn't afford one; not available.*

Option 2: Ask students to read a page silently. Ask the discussion questions at the end of each specified page. Follow the same procedure for answering questions specified in Option 1.

Option 3: Ask students to read a chapter silently. Ask the discussion questions at the end of the chapter. Follow the same procedure for answering questions specified in Option 1. You may wish to instruct students who are faster readers to begin the written exercises for the current chapter.

Option 4: Place students in small groups of 3 or 4 students to take turns reading each part of a chapter aloud that precedes a set of questions. After all groups have completed reading the specified portion of the chapter, ask students the guided discussion questions. Follow the same procedure for answering questions that is specified in option 1.

Option 5: Place students in small groups of 3 or 4 students to take turns reading parts of a chapter aloud. After all groups have completed reading the entire chapter, ask students the guided discussion questions. Follow the same procedure for answering questions that's specified in option 1. You may wish to instruct students who are faster readers to begin the written exercises for the current chapter.)

CHAPTER 1

Before we begin reading this chapter let's look at how the chapter starts. What do you notice about the first line of this chapter?

Idea: *It is written all in capital letters.*

Do the chapters in this book have titles? No. At the end of each chapter, we are going to think of a title that would fit the chapter.

Page 1

Close your eyes and form an image in your mind of what it would be like to be 12 years old. (Pause.) Now place yourself in the middle of a very large forest. (Pause.) Look around you. (Pause.) All you can see, no matter where you look, are large trees. You are all alone. (Pause.) There are no streets or roads, or telephone poles, or electricity, or television sets, or computers. Think about how you are feeling. (Pause.) Open your eyes and share with the group some of the feelings you had. (Accept reasonable responses.)

If you were Matt's father, what kind of advice would you give your son if you were going to leave him alone in the wilderness for several weeks? (Accept reasonable responses.)

Authors usually start the sentences in a paragraph or on a page with different words. Scan the second paragraph. What word did the author use to start several sentences in this paragraph? He. Why do you think she did this? Idea: *To emphasize that Matt was now alone.*

The main character in a novel is called the protagonist. What do we call the main character in a novel? *The protagonist.*

Who is the protagonist in this story? *Matt.*

Stories are told to us by narrators. Narrators tell us what is happening in the story, who the characters are, and how they are feeling. The narrator usually fills in details about the story between dialogue. The narrator can tell the story from several points of view.

The narrator is outside this story, but telling the story as he or she saw it happen, so we say that he or she is the third-person narrator of the story. This story is told from the third person point of view. From what point of view is this story told? *From the third person point of view.*

If one of the characters in the story told the story, the story would be written from the first person point of view.

Page 2

Literary devices are ways that authors use words to make their writing more interesting. What are literary devices? *Ways that authors use words to make their writing more interesting.*

One form of literary device is figurative language. When authors use figurative language, they use words to help the reader get a better picture in his or her mind. Why do authors use figurative language? *To help the reader get a better picture in his or her mind.*

A metaphor is one kind of figurative language. When an author uses metaphor he or she compares two objects by saying that the object he or she is comparing actually is that object. What's a metaphor? *When the author says that the object that he or she is comparing actually is that object.*

(Re-read the last two sentences of the first paragraph aloud to the students.) The author is comparing how the silence feels to Matt to how a snake would coil around something.

Why did the silence of his new home bother Matt? Idea: *It emphasized that he would be alone in the wilderness for a long time.*

Let's recall the family's plan for moving to Maine. (Note: As the students recall each part of the plan, list it on the board or on a chart as a series of events. The events listed on this chart could later be illustrated by individual students.)

Ideas: *Matt and his father would travel north to their new land, take passage on a ship up the river, take a smaller boat up the river, walk to their plot of land, clear a patch of ground, build a cabin, plant corn; during the summer Matt's father would go back to fetch the rest of the family, and Matt would stay behind and guard the cabin and garden.*

Scan the second paragraph. What words did the author use to start several sentences in this paragraph? *They would.* **Why do you think she did this?** Idea: *To emphasize that Matt was alone and that the rest of the family was together.*

Page 3

When we contrast two things, we tell how they are different. What do we do when we contrast two things? *We tell how they are different.*

Contrast how easy the plan sounded to what it really was like for Matt. Idea: *The plan sounded easy, but was very difficult and a lot of hard work.*

Explain how Matt was to keep track of the time while his father was away. Ideas: *Make notches on a stick, seven notches to a stick to represent one week.*

Why do you think Matt didn't use a calendar? Ideas: *He couldn't afford one; not available.*

Page 4

What did Matt's father give him before he left? *A watch and a rifle.*

Why were the two gifts from his father so important to Matt? Idea: *They showed that his father respected and trusted him.*

Another kind of figurative language is a simile. When a writer compares two different objects using the words like, or as, it's called a simile. What's it called when a writer compares two different objects using the words like or as? *A simile.*

(Call on a student to read the first sentence aloud.) **This is an example of a simile. The author is comparing the watch to a bird's egg. What two things are being compared in this simile?** *A watch to a bird's egg.*

What key word tells you that this is a simile? *As.*

Find the sentence that begins: "The lump..." (Call on a student to read the sentence aloud.) **This sentence is also a simile. What two things are being compared in this simile?** *The size of the lump in Matt's throat to the size of the watch.*

What key word tells you that this is a simile? *As.*

(Call on a student to read the last sentence on this page aloud.) **What kind of figurative language is this sentence?** *A simile.*

What two things are being compared in this simile? *The stock of the rifle to Matt's mother's silk dress.*

What key word tells you that this is a simile? *As.*

Page 5

What do you think will happen if Matt uses the rifle too often? Ideas: *He will run out of ammunition; he may starve because he needs the gun to hunt for meat.*

Find the simile in the second paragraph. (Call on a student to read the simile aloud.) **What two things are being compared in this simile?** *How clean the rifle was to a new-polished spoon.*

What key word tells you that this is a simile? *As.*

Page 6

Let's figure out when Matt's father left. Let's count back seven weeks from August. (Note: Record the students' responses and save them to compare to the actual time that his father is away.)

(Display the chart titled: “Table of Contents.”)
A table of contents tells you the name of each chapter and on what page the chapter starts. What are two things a table of contents tell? Ideas: *The name of each chapter and on what page the chapter starts.*

The chapters in this book do not have titles. We are going to make up a title for each chapter. Chapter titles often tell us the main idea of each chapter. The main idea of a chapter is what the chapter is mostly about. What is the main idea of a chapter? *What the chapter is mostly about.*

Let’s think about a title that would be suitable for this chapter. (Call on 3-5 students. Write the suggested chapter titles on the board. The class should then vote for the chapter title they like best. Record the chapter title on the table of contents chart.)

On what page does this chapter start? *Page 1.* (Record 1 on the table of contents chart.)

DEVELOPING FLUENCY AND READING CHECKOUT:

(Students should read at least a 150-200 word passage from chapter 1, beginning with the first word of the chapter.

Assign each student a partner with approximately the same skill level in reading. Identify one student as Student A and the other student as Student B.)

Over the next two days I’ll be listening to everyone read aloud from chapter 1 of *The Sign of the Beaver*.

Open your book to page 1. Touch the first word of the chapter. Listen while I read this part of the story to you. (Read accurately and fluently for one minute, with a variety of expression, remembering to use appropriate phrasing.) **This is how it should sound when you read out loud.**

It’s your turn. Silently read from the beginning of the chapter until I say stop. (Circulate around the classroom. Once the student with the slowest reading rate has read at least 150 words, call stop for the whole class. It is best to walk past the student and then call

stop so that the other students do not target one student as being the slowest reader.)

Now, you’ll each have a chance to read to your partner. First, Partner A will be the reader; Partner B will be the checker. Partner B: whenever you hear your partner make a reading error, say “Stop. That word is…” and tell your partner the word. You’ll read until I say “stop.” Ready. Read. (Allow one minute for Partner A to read aloud as far as he or she can in the chapter.

Reverse roles, with Partner B reading to Partner A.

Each student should record his or her reading rate and accuracy on the chart found on the inside back cover of the Student Workbook. (There is also a copy in the blackline master envelope.)

Listen to at least half of your students read individually, beginning with your lowest performing students. Allow students to read for 1 minute.

A student’s reading rate is how many total words the student read in one minute. To calculate a student’s rate of accuracy in percentage terms use the following formula: total words read minus errors divided by the total words read. (For example: Student read 157 words with 6 errors. $157 - 6 = 151 \div 157 = 96\%$ accuracy)

Record each student’s checkout data on a copy of the class summary chart found in the blackline master envelope.

Those students who do not complete their reading checkouts during this lesson should have an opportunity to read by the end of the next lesson. Checkouts may be completed while the students are completing their independent written work.)

DEVELOPING VOCABULARY: (Optional):

Preparation of the Vocabulary Notebook:

Each student will need one copy of the title page (BLM 1), a copy of the glossary, and several copies of the blank vocabulary notebook page (BLM 2). The vocabulary notebook should be assembled into a report folder with fasteners.

Make an overhead transparency of BLM 2.

Write the following words on the board in a column: reassure, boundaries, ruefully, wilderness, boughs, aching.

(Explain to the students that they are going to develop a vocabulary notebook that will help them increase their vocabulary and help them prepare for the vocabulary test that will be given at the end of the novel study. Give each student a copy of his or her notebook and have them write their names on the cover.)

Each day we will practice some of the vocabulary words and their definitions. Later, you will write them in your vocabulary notebooks.

(Point to the list of words on the board.) **These are the words that you will be writing in your vocabulary notebook today.**

Let's practice these words and their meanings.

When you reassure someone, you convince him or her again that everything is going to be fine. What do you do when you reassure someone? (Signal.) *I convince him or her again that everything is going to be fine. What is another way of saying: Jasmine convinced Ricky again that everything was going to be fine?* (Signal.) *Jasmine reassured Ricky.*

Boundaries are the real or imaginary lines that separate land between owners or governments. What are boundaries? (Signal.) *Real or imaginary lines that separate land between owners or governments. The lines that separate the United States from Canada and Mexico are called...* (Signal.) *boundaries.*

If you say or do something ruefully, you do it regretfully. What does ruefully mean? (Signal.) *Regretfully. What word means regretfully?* (Signal.) *Ruefully.*

The wilderness is a wild desolate place with few or no people living in it. What do we call a wild desolate place with few or no people living in it? (Signal.) *The wilderness. What does wilderness mean?* (Signal.) *A wild desolate place with few or no people living in it.*

Boughs are branches of a tree. What are boughs? (Signal.) *Branches of a tree. What word means the branches of a tree?* (Signal.) *Boughs.*

If you are aching, you are feeling deep, long-lasting pain. What are you feeling if you are aching? (Signal.) *Deep, long-lasting pain. If you have deep, long-lasting pain in your knee, we would say your knee is...* (Signal.) *aching.*

(Ask the students to open their vocabulary notebooks to the first page. Display the overhead transparency of BLM 2. Model the setup of the vocabulary notebook.) **We are going to work together today to learn how to set up a page in your vocabulary notebook.**

(Point to the words on the board.) **Copy each of these words into one box under the title "Vocabulary Word."** (Demonstrate.)

Touch the heading in the second column. Read the heading. (Signal.) *Definition. In the box under this heading you will copy the definition from the glossary for each word.* (Demonstrate writing the definition for reassure.)

Find the heading in the third column. Read the heading. (Signal.) *Sentence. In the box under this heading you will write a meaningful sentence of your own. When you write your sentence, you will write a meaningful sentence. A meaningful sentence is one that makes it clear that you know what all the words in the sentence mean.*

For example, if you said: The hungry traveler ate two platefuls of food, we could tell that you understood all the words. If someone is hungry, they are going to eat a lot of food, so we know that you understand the meaning of hungry.

If you said, the hungry traveler ate. We couldn't tell that you know what hungry means because we don't know how much the traveler ate.

What kind of sentence will I write in this column? *A meaningful sentence.* (Demonstrate writing a meaningful sentence that uses the word reassure.)

Touch the heading in the fourth column. Read the heading. (Signal.) *Representation.* **In this box you will draw a small sketch or symbol that will help you remember the word.** (Demonstrate drawing a simple sketch or symbol that will represent the word reassure.)

You will complete the rest of the words on your own. You can look at my model if you need help remembering what to do.

WRITTEN FOLLOW-UP ACTIVITIES:

Have the students complete the background passage, vocabulary, and story, items for Lesson 1 in the Student Workbook.

ENRICHMENT AND EXTENSION ACTIVITIES:

Students may complete one or more of the following activities.

1 MATH

Keep a notched-stick calendar throughout the reading of the novel study.

2 SOCIAL STUDIES

Build a model of a log cabin.

3 SCIENCE

Oil paper to show how light would pass through it.

4 ART

Make a collage that contrasts buildings made during pioneer times and modern times.

Make a poster showing the development of rifles from the matchlock to a modern rifle.

Using watercolors, illustrate a forest scene. (Note: Have available art prints from various artists to aid in the development of techniques for painting trees and forests.)

ANSWER KEY FOR LESSON 1:

Background Passage

1. b)
2. c)
3. oiled paper
4. Ideas: one room; huge stone fireplace at one end; loft where children slept and food was stored; blankets for doors and windows; sometimes oiled paper windows; floors made of split logs or packed earth
5. the holes between the logs were filled with sticks, moss, and mud
6. to inform

1 Vocabulary Practice

1. temporary structure
2. boundaries
3. daubed
4. reassure
5. mite long

2 Comprehension

Matt's family had decided to purchase a plot of land in Maine territory. During that winter the family made a plan that they used in the spring. That spring Matt and his father traveled on a ship that went to a settlement at the mouth of the Penobscot River. After traveling up the river on a ship, they traveled by boat up two more rivers and then traveled by foot to their plot of land. Getting to their new land was a long and difficult journey for Matt and his father. At last they were able to clear a patch of ground and build a log cabin.

⑤ Comparison Chart

Log House

Procedure: Cut down spruce trees; haul logs; square and notch logs; raise the logs one on top of each other fitting the notched ends together; climb the roof to fasten down the cedar splints with long poles; drag pine boughs to cover the roof

Tools used: Axe

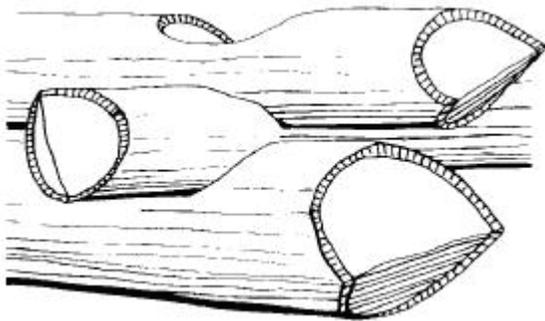
Modern House:

Accept reasonable responses.

Pioneer Homes

The pioneers in North America often built log cabins as their first homes. All the material needed to build them was available in the surrounding woods.

A log cabin was usually built about twenty feet long, eighteen feet wide, and from nine to twelve feet high. The logs were notched at each end and laid one on top of the other so the ends were interlocked.



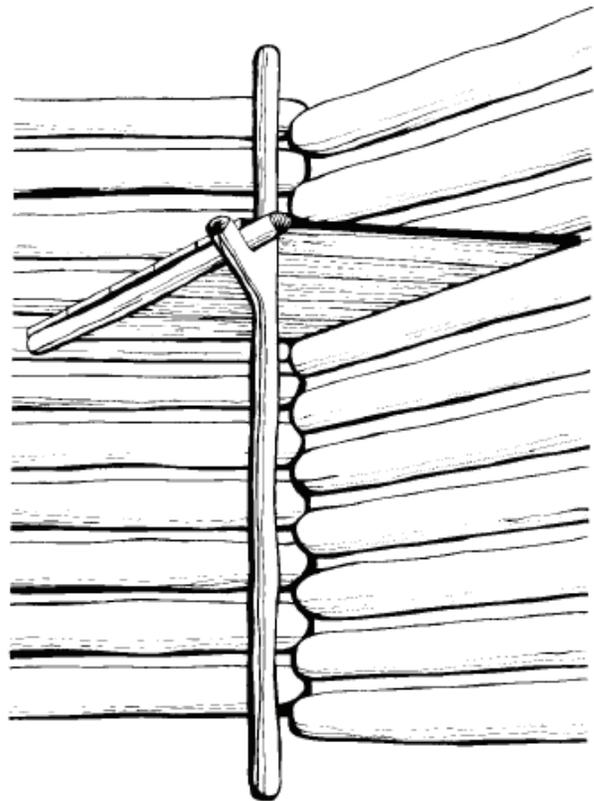
The holes between the logs were chinked with sticks, moss, and mud. The roof was sometimes made of half-logs or wooden slabs held down by long poles. Often shingles were made of split pine, cedar, or spruce, depending on what kind of trees were common in the area.

Windows and doors were cut through the walls after the roof was put on the house. Very few cabins had glass for windows. Some pioneers just covered the openings with blankets. To let in more light, other pioneers oiled paper and used it to cover the opening. Some log cabins had floors made of split logs, while others had floors of packed earth.

Most log cabins had only one room, with a huge fireplace at one end. The fireplace provided heat and light for the cabin, as well as being the source of heat for cooking

food. This fireplace was made of stone, with a hearth made of large flat stones so pots would not tip over. The chimney was often made of sticks two or three inches in diameter, laid in the same manner as the logs in the house. Once the hollow chimney was completed, it was plastered inside and outside with clay from a nearby creek. These chimneys often caught fire if too big a fire was left burning in the fireplace for a long time.

As pioneer families grew, they often raised or lifted up the roof on the house and added a loft, where the older children slept. This loft was also used as a storage area for food for the winter, as it was usually the warmest, driest area of the house.



Read the selection about pioneer homes on page 1. Then, answer the following items.

Circle the letter of the best answer.

1. What problem did the pioneers have with their chimneys?
 - a) The chimneys were made of sticks so they caught on fire easily.
 - b) The chimneys would catch on fire if the fire was too big and left burning for a long time.
 - c) When it rained the clay inside the chimney melted.

2. What does the word **raised** mean in the first sentence of the last paragraph?
 - a) the parents took care of their families until they became adults
 - b) took the roof off of the cabin and replaced it with a new one
 - c) lifted the roof up

3. What did the pioneers use to let in more light instead of windows?

4. Use your own words to write a short paragraph that describes the inside of a pioneer log cabin. Use three examples from the article in your answer.

5. In the selection, what does the phrase **the logs were chinked** mean?

6. What was the author's purpose for writing this selection about pioneer homes?

Lesson 1

Chapter 1

❶ Vocabulary	❷ Vocabulary	❸ Vocabulary	❹ Vocabulary Expressions
1. Massachusetts	1. blunderbuss	1. re·as·sure	1. temporary structure
2. Penobscot River	2. matchlock	2. bound·aries	2. surveyor's map
3. Quincy	3. johnnycake	3. daubed	3. mile long
	4. tongue-tied	4. rue·ful·ly	
		5. boughs	
		6. mus·cles	
		7. ach·ing	
		8. wil·der·ness	

❶ Vocabulary Practice

Use the words from the word bank to fill in the blanks or replace the underlined words.

reassure boundaries matchlock chinked reckon temporary structure mile long daubed

1. The women built a _____ to store their tools until they could build a permanent workshop.
2. The mapmaker marked the _____ between the three states.
3. The pioneer placed _____ mud between the open spaces in the wall so that the winter wind would not blow into the log house.
4. When the little child began to cry his father spoke soothing words to _____ him.
5. The carpenter had to trim the wooden molding because it was a _____.

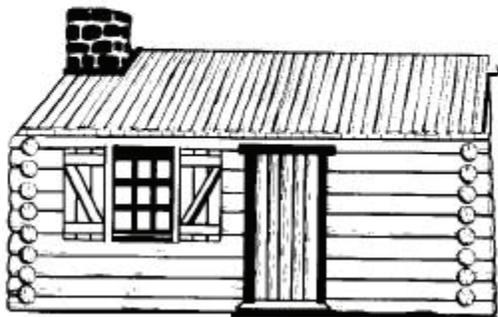
❷ Comprehension

Number the following list of events in the order in which they are mentioned in the story. Write them together as a series of sentences to make a paragraph.

- _____ That spring Matt and his father traveled on a ship that went to a settlement at the mouth of the Penobscot River.
- _____ At last they were able to clear a patch of ground and build a log cabin.
- _____ Matt's family had decided to purchase a plot of land in Maine territory.
- _____ After traveling up the river on a ship, they traveled by boat up two more rivers and then traveled by foot to their plot of land.
- _____ During that winter the family made a plan that they used in the spring.
- _____ Getting to their new land was a long and difficult journey for Matt and his father.

③ Comparison Chart

Complete the comparison chart to show the differences between how Matt and his father build their log house and how a house would be built in modern times.



Log House



Modern House

Procedure	Tools Used

Procedure	Tools Used

BUILDING A VOCABULARY NOTEBOOK

Name _____

Vocabulary Word	Definition	Sentence	Representation
	_____ _____ _____	_____ _____ _____	
Vocabulary Word	Definition	Sentence	Representation
	_____ _____ _____	_____ _____ _____	
Vocabulary Word	Definition	Sentence	Representation
	_____ _____ _____	_____ _____ _____	
Vocabulary Word	Definition	Sentence	Representation
	_____ _____ _____	_____ _____ _____	
Vocabulary Word	Definition	Sentence	Representation
	_____ _____ _____	_____ _____ _____	
Vocabulary Word	Definition	Sentence	Representation
	_____ _____ _____	_____ _____ _____	