

Big Idea Language of the Discipline Rules

A **CRITICAL THINKING**

RESOURCE FOR...

The Sign of the Beaver

Engage your students like never before with critical thinking questions for each chapter of the book.

Unanswered Questions Patterns Ethics

Across Disciplines Details

Trends

Multiple Perspectives Relate Over Time

Big Idea Language of the Discipline

Increase rigor in your classroom while developing an exciting, more meaningful relationship with a well-loved piece of literature!

This critical thinking resource is a unique novel study guide for Elizabeth George Speare's, *The Sign of the Beaver*. This set of chapter companions was designed to meet an important need in the classroom; novel companions and/or resources that push students to think beyond the basics and more deeply engage with the text. In this guide you will find a graphic organizer for each chapter in the book. Each organizer focuses on 4 of 11 critical thinking elements (**Big Ideas, Rules, Trends, Patterns, Language of the Discipline, Ethics, Relationships Over Time, Details, Unanswered Questions, Across Disciplines, and Multiple Perspectives**). There is also a "Core Question", which draws on information from the 4 critical thinking elements of the graphic organizer.

The questions on each chapter companion are designed to encourage higher level thinking skills and more complex interactions with the text than traditional novel units typically provide. Students also learn to support responses with evidence from the text, even in the case of contradictory opinions.

These graphic organizers are aligned with the "K-12 Common Core Anchor Standards for Reading" and are perfect for providing more complex literary analysis for GATE students, while also allowing students of different ability levels to further develop their critical thinking skills.

The graphic organizers in this unit can easily be used in a variety of different ways:

- As post chapter individual literary response activity and/or assessment
- As a base for jigsaw groups- each group member from a "home base" group meets with an "expert" group to discuss/answer one of the four questions. They then return to their "home" group and lead a discussion utilizing the information they gathered. The home group then works together to discuss/answer the "core question".
- As a foundation for literature group discussions- the graphic organizers help guide the discussion and provide the group with clear defined objectives
- As a scaffolded literary response activity- the organizers for certain chapters can easily be used to assist your students in writing an in-depth literary response piece. The four questions can be answered with support and thoroughly discussed. The students can then use that information as a source/pre-write for developing a longer written response for the "Core Question".
- As a "think-pair-share" activity- Students meet with a different partner to discuss/answer each of the four questions. They then work by themselves or with another partner to complete the "Core Question".

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Ethics Rules Trends Patterns

Unanswered Questions Multiple Perspectives

Across Disciplines Relate Over Time Details

Helping teachers thrive in the classroom

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Melissa Tallman
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DETAILS

What details does the author include that help you get to know the character Matt?

TRENDS

How does the setting impact the events of chapter 1?

Core Question

What evidence from this chapter shows you that Matt is beginning to be treated differently than he ever has before in his life?

MULTIPLE PERSPECTIVES

What thoughts and/or feelings do you think Matt's father is experiencing in this chapter?

RELATE OVER TIME

Matt is left alone while his father retrieves his mother, sister, and the new baby. What impact might this have on the story in the future?

RULES

How does the author include rules (e.g., society or family rules) that Matt needs to follow?

MULTIPLE PERSPECTIVES

Can you find evidence of Matt's race and/or ethnicity affecting the events of this chapter?

Core Question

How is Matt feeling about life alone? Find evidence of a paradox between his various feelings.

TRENDS

Does anything in the story so far, remind you of another story that you might have read?

UNANSWERED QUESTIONS

What would you like to ask the author about this story, so far?
What do you think her response would be?

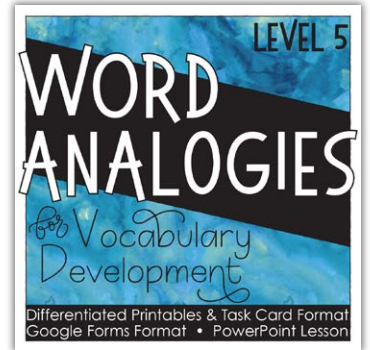
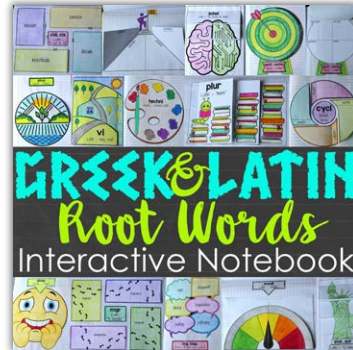
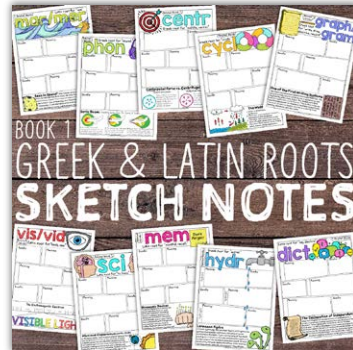
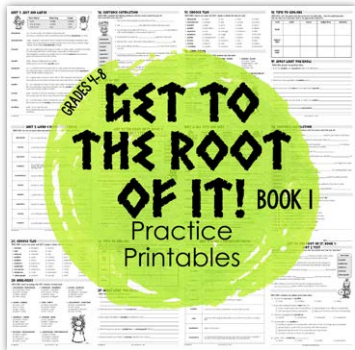


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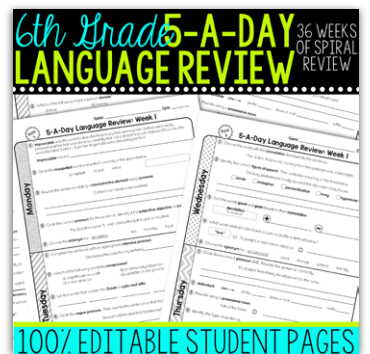
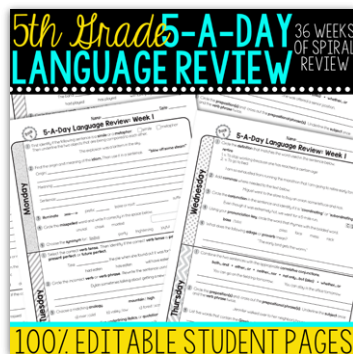
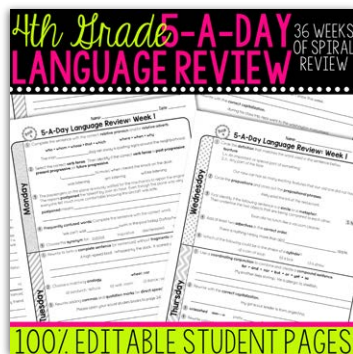
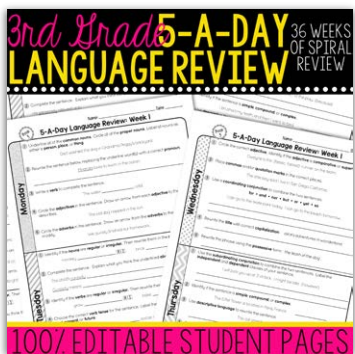


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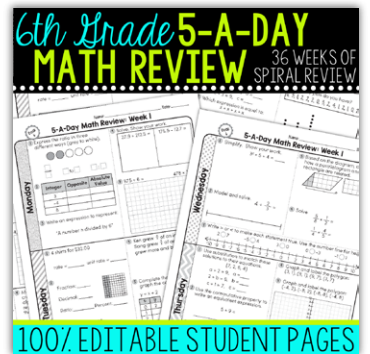
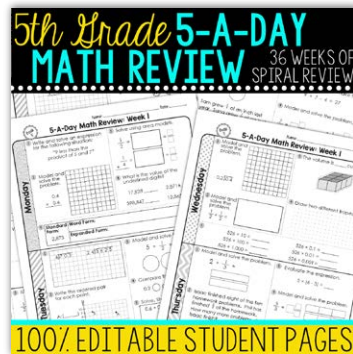
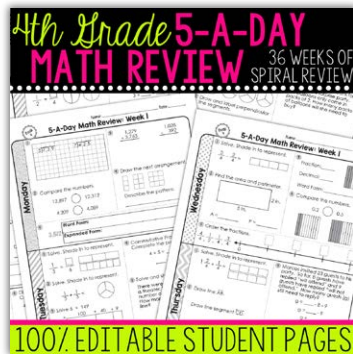
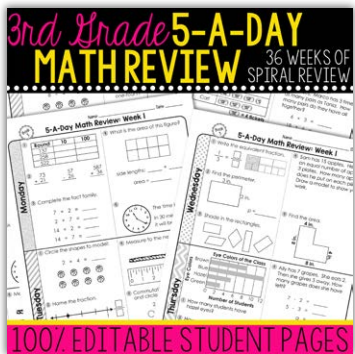
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DAILY LANGUAGE REVIEWS (GRADES 3-8)



DAILY MATH REVIEWS (GRADES 3-6)



HANDS-ON MATH TILES

