

Book Title: **The Sign of the Beaver**

Author: Emily George Speare

Grade Level: 5-8

Brief Plot Synopsis: This story is a historical fiction novel about the coming of age of two boys, Matt and a Native American boy, Attean. A friendship develops between the boys as they transform from boyhood to manhood. Matt learns many survival skills from Attean and develops an understanding of the Native American culture.



Object to Be Used	What part/page of the story does it apply to?	What are possible learning objectives? Visual skills, auditory skills, motor skills, communication skills, academic skills
One stick with seven notches	Anytime Matt makes a notch in a stick at the end of the day	<u>Academic:</u> Student counts the notches on the stick by using a voice output switch, by dropping the objects in a coffee can, or by touching the notches and counting out loud.
Seven sticks	Anytime Matt counts the sticks representing the weeks that have passed since his father has been gone	<u>Academic:</u> student will count the sticks by using a modality matching his output system. Student will match the numeral to the number of sticks counted.
Switch with recording of night animal sounds (owl, loon, bear)	When Matt talks about the night sounds	<u>Communication:</u> Student labels the animal sound that is referenced in the book (loon, owl, bear) <u>Visual:</u> When presented against a high contrast background, student will look at a picture of an animal referred to in the story
Small log	When Matt talks about the log cabin he and his father built	<u>Visual:</u> When presented against a high contrast background, student will look at the log <u>Motor:</u> Student will reach to touch the log and to experience its attributes: bumpy, hard, rough, and heavy
Patch of dried grass, stones, twigs, small branch	When Matt learns about these natural objects that create "secret signs" to mark a path in the forest	<u>Motor:</u> Student will reach to touch these objects to experience their attribute
Honey (caution on student allergies)	When Matt goes to the beehive to collect honey	<u>Communication:</u> If student is able to taste the honey he can comment on it "tastes good" or "sweet" or "I like it!" etc. Student can also request "more" or "all done" after tasting the honey
Shakers	When Matt attends the celebration at the Indian tribe's village	<u>Motor:</u> Student will reach and grasp the shaker to shake and create rhythm or to accompany a song. <u>Communication:</u> Student will select from a choice of 2 familiar songs (represented by pictures, symbols, or objects) to accompany the shaker