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TEACHER'S GUIDE

kid BEOWULF
the Blood-Bound Oath

alexis e. fajardo

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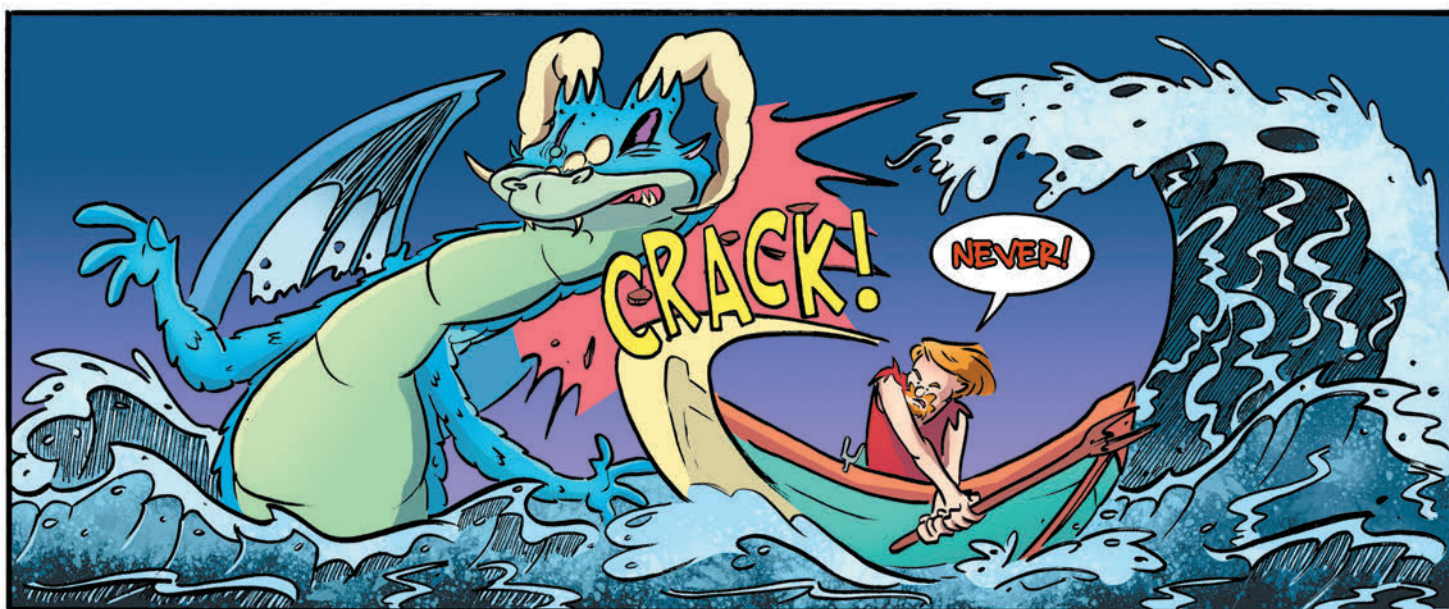
Kid Beowulf:
The Blood-Bound Oath

Curriculum Connections and Activity/Discussion Guide
The activities in this guide align with Next Generation English Language Arts Standards for grades 3–5.

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Reading With Pictures

Kid Beowulf: The Blood-Bound Oath
Alexis E. Fajardo

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GRADE LEVEL: 3–5

CURRICULUM CONNECTIONS
Language Arts—Reading, Language

CONTENT STANDARDS
Language Arts
Common Core State Standards: www.corestandards.org

OVERVIEW
Students will read *Kid Beowulf: The Blood-Bound Oath*; record the characters, settings, and main events in each section; and then discuss how the text sections fit together and how each successive part builds on earlier sections. Students will then analyze several main events in the story, including the characters' motivations and the consequences that follow.

Grade 3
READING

- Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. [CCSS.ELA-Literacy.RL.3.2]

- Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. [CCSS.ELA-Literacy.RL.3.3]

- Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. [CCSS.ELA-Literacy.RL.3.5]

- Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). [CCSS.ELA-Literacy.RL.3.7]
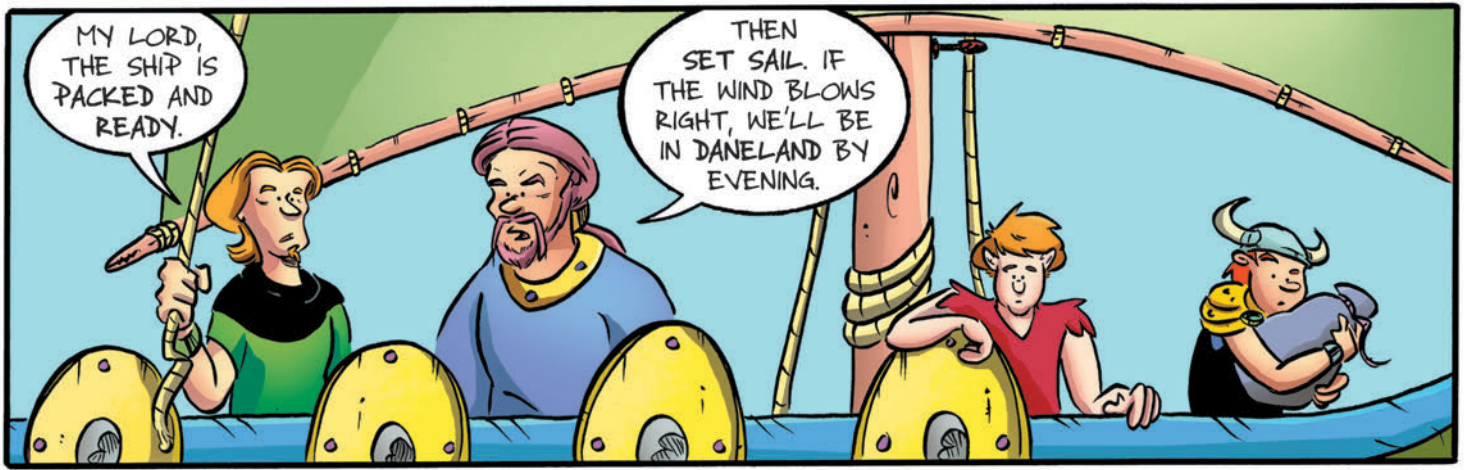
SPEAKING AND LISTENING

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. [CCSS.ELA-LITERACY.SL.3.1]

Grade 4
READING

- Determine a theme of a story, drama, or poem from details in the text; summarize the text. [CCSS.ELA-Literacy.RL.4.2]

- Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). [CCSS.ELA-Literacy.RL.4.3]

- Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). [CCSS.ELA-Literacy.RL.4.4]

- Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. [CCSS.ELA-Literacy.RL.4.9]

SPEAKING AND LISTENING

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. [CCSS.ELA-LITERACY.SL.4.1]

Grade 5

READING

- 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. [CCSS.ELA-Literacy.RL.5.2]

- Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). [CCSS.ELA-Literacy.RL.5.3]

- Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. [CCSS.ELA-Literacy.RL.5.5]

- Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). [CCSS.ELA-Literacy. RL.5.7]

Procedure

OBJECTIVES

* Students will read *Kid Beowulf: The Blood-Bound Oath* and record the characters, settings, and main events in each section of the text.

* Students will discuss how the text sections fit together and how each successive part builds on earlier sections.

* Students will analyze several main events in the story, including the characters' motivations and the consequences that follow.

TIME FRAME

* 3–5 class periods, plus time for students to read

MATERIALS

* Copies of *Kid Beowulf: The Blood-Bound Oath*

* Copies of the *Text Section Summary* graphic organizer

* Copies of the *Motives and Consequences* chart

* Chart paper and markers

SPEAKING AND LISTENING

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. [CCSS.ELA-LITERACY.SL.5.1]

BEFORE READING

1. Take students on a quick book walk through *Kid Beowulf: The Blood-Bound Oath* without reading the text. Ask students what they think the book is about. Have them share their thoughts and opinions on the art style.

2. Tell students that *Kid Beowulf: The Blood-Bound Oath* is a complex story with many characters and takes place over a long period of time. Because it is so complex, author Alexis Fajardo has provided some references that will be helpful to refer to while reading. Have students use the *Table of Contents* to find and discuss the following references:

• *World Map* and *Map of Daneland*: The story takes place in several different countries, and it's important for the reader to keep track of who is where. Encourage students to refer to the map to get their bearings each time the action shifts to a different country.

• *Family Tree*: There are many characters in the story, and this family tree will help readers understand how the characters are related to one another. Encourage students to refer to this page often to keep track of which characters belong to which clans and how they are related to one another. You may want to create an anchor chart of the family tree and post it in the classroom.

3. Before students read the book, you may want to pre-teach the *Key Terms* (page 197).

DURING READING

4. Assign the reading by text section: *Prologue*, *Past*, *Present*, and *Future*. As students finish reading each section, have them work in small groups or as a class to complete the *Text Section Summary* for that section. Tell students that although the story is complex, they should only note the five or six most important main events in each section. Each student can keep his or her own summaries, or you can recreate the graphic organizer on chart paper for each section and complete them together. Students will need to

refer to the final lists later in this lesson.

AFTER READING

5. Bring the class together to discuss the students' personal connections to the book using the following questions:

- What did you like about the story? Was there anything you didn't like?

- Did you read anything that reminded you of something in your life or in another book?

- Was there anything in the book that took you by surprise?

6. Have students refer to their completed *Text Section Summary* graphic organizers. As a class, read through the *Main Events* on each graphic organizer in the order they appear in the text, from *Prologue* through *Future*. Discuss the structure of the text sections:

- Why do you think the author used a sequential text structure?

- Where does the *Prologue* belong chronologically in the story?

- Why do you think the author placed it at the beginning?

7. Point out that because the story is told in chronological order, each decision made or action taken by a character influences the events that follow. Distribute copies of the *Motives and Consequences* chart. As a class,

discuss the first event listed: *Hrothgar abducts Yrs from Froda*. First, discuss Hrothgar's motives for this action and have students list them in the *Motives* column. Then, have students think about the consequences of Hrothgar's action. What happened later in the story as a result of his decision? The repercussions follow deep into the story, perhaps all the way to the end. Point out to students that they can use their *Text Section Summaries* to pick out events that resulted from Hrothgar's decision and list them in the *Consequences* column.

8. Have students work in groups to analyze story events and complete the *Motives and Consequences* chart. In the last row, each group should choose another event in the story and analyze the character motivations and consequences.

9. Have each group share its completed *Motives and Consequences* chart with the class. As the class
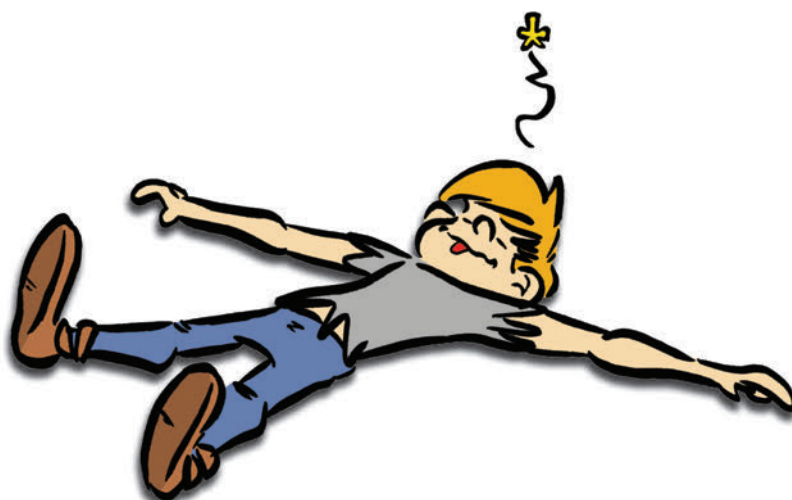
Assessment

TASK

Have each student complete the following as an exit ticket:

Choose one event from *Kid Beowulf: The Blood-Bound Oath*. Write one motivation for a character that contributed to this event and one consequence of that character's action.

DIFFERENTIATION AND EXTENDED LEARNING ACTIVITIES

DESIGN A FAMILY TREE

Have students analyze the visual cues that Alexis Fajardo uses in the *Kid Beowulf Family Tree* (page 203), including the layout and the lines shown in the legend. Then, have students design and illustrate their own family trees for Grendel and Beowulf. Challenge students to come up with different layouts and use creative visual cues to indicate family lines. Examples:

- Use a different color for each family, mixing colors when bloodlines cross.
- Frame each family with a different shape.
- Create a layout on a map of the world (e.g. page 194) showing each family in the country or area from which it originates.

Have students ask other students, friends, and family members to provide feedback on their family trees and refine their designs until they are clear and understandable.

CHARACTER BIOGRAPHY

Have each student write a biography of a character from *Kid Beowulf: The Blood-Bound Oath*. They should include their characters' family backgrounds, descriptions of the characters' traits, and actions and motivations within the story. Encourage students to try drawing their characters using *How to Draw Beowulf* (pages 208–209) as a guide.

KID BEOWULF BOARD GAME

Challenge students to work in groups to create board games based on *Kid Beowulf: The Blood-Bound Oath*. Their games should take players through the events of the story. Each group could create a board with a path, similar to *The Game of Life*, with events taking place along the path. Players could use dice or a spinner to move along the board. Or, perhaps, the board could be a map, and the players could draw cards, like in the game *Risk*. However students choose to design their games, make sure they play them a number of times and refine their designs until they are complete and playable.

TEXT SECTION SUMMARY

TEXT SECTION:

CHARACTERS/CLANS:

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MAIN EVENTS:

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MOTIVES AND CONSEQUENCES

DIRECTIONS:

For each action listed below that takes place in the story, write about the characters' motivations for that action and its consequences. Some motives and consequences are fairly clear, while others may be hard to figure out. There are almost always more than a few consequences, and some can happen a long time after the action is taken. In the last row, choose another event in the story and analyze the characters' motives and the consequences that follow.

ACTION	CHARACTER MOTIVES	CONSEQUENCES
Hrothgar abducts Yrs from Froda		
The Dragon gives some of his blood to Hrothgar.		
Gertrude asks the Dragon to make her appear human.		