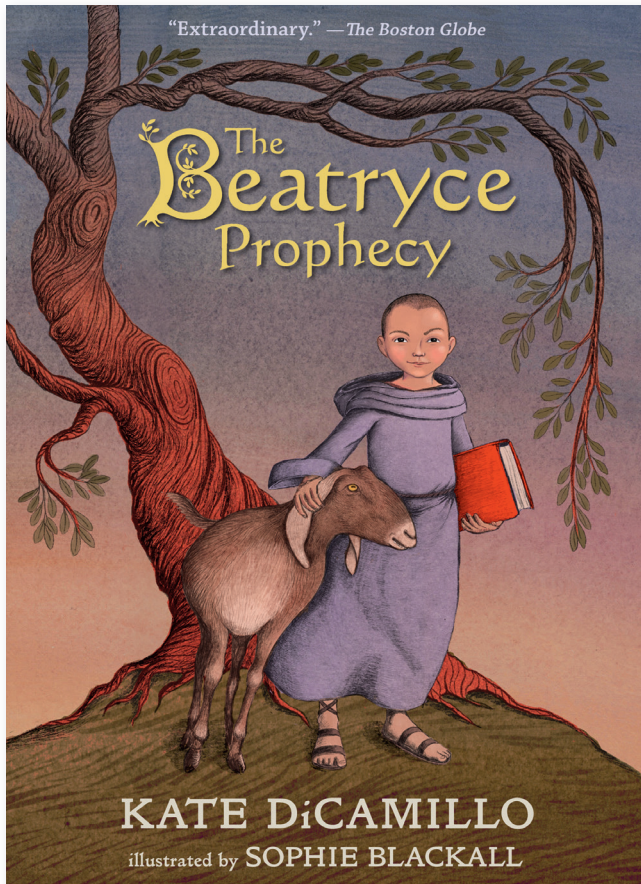




*We shall all, in the end, be led to where we belong.
We shall all, in the end, find our way home.*



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ABOUT THE BOOK

In a time of war, a mysterious child appears at the monastery of the Order of the Chronicles of Sorrowing. Gentle Brother Edik finds the girl, Beatryce, curled in a stall, wracked with fever, coated in dirt and blood, and holding fast to the ear of Answelica the goat. As the monk nurses Beatryce to health, he uncovers her dangerous secret, one that imperils them all—for the king of the land seeks just such a girl, and Brother Edik, who penned the prophecy himself, knows why.

From two-time Newbery Medalist Kate DiCamillo and two-time Caldecott Medalist Sophie Blackall comes a fantastical meditation on fate, love, and the power of words to spell the world.

ABOUT THE AUTHOR

Kate DiCamillo is one of America's most revered storytellers. She is a former National Ambassador for Young People's Literature and a two-time Newbery Medalist. Born in Philadelphia, she grew up in Florida and now lives in Minneapolis.

ABOUT THE ILLUSTRATOR

Sophie Blackall is the acclaimed illustrator of more than forty-five books for young readers and a two-time Caldecott Medalist. Born and raised in Australia, she now lives in Brooklyn.

Common Core Connections

The Common Core Standards push readers to look closer when reading a text, including examining author's craft and analyzing word choice and narrative elements. DiCamillo's novel *The Beatryce Prophecy* includes complex characters, specific word choice, and a well-crafted plot that allows the reader to deeply delve into the text. This guide for teachers includes discussion questions and literacy activities to be used in grades 3–7 as this text is read as a whole group, a small group, or a combination of the two. It could also be modified to be used with a student who is reading the novel independently.

Notes throughout the guide correlate the questions and activities with specific Common Core Language Arts Anchor Standards. For more information on specific standards for your grade level, visit the Common Core website at www.corestandards.org.



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These discussion questions correlate to ELA Reading Anchor Standards for Literature:

Key Ideas & Details

(CCSS.ELA-Literacy.CCRA.R.1, CCSS.ELA-Literacy.CCRA.R.2 & CCSS.ELA-Literacy.CCRA.R.3)

Craft & Structure

(CCSS.ELA-Literacy.CCRA.R.5 & CCSS.ELA-Literacy.CCRA.R.6)



DISCUSSION QUESTIONS

Use these questions as reading check-ins, writing prompts, or classroom discussions throughout *The Beatryce Prophecy*.

1. Based on the cover of the book, what do you predict the story will be about?
2. Looking back on the book, why did the author choose to start with Answelica? Would this indicate that the author thinks that the goat is the most important character? Who do you think is the most important character?
3. There are clues throughout the book that the counselor is evil, as Beatryce describes him on page 234. What are some of these clues?
4. Why is the counselor, and thus the king, so afraid of Beatryce?
5. The phrase “a time of war” is repeated several times in the book. Why do you think the author chose to include this phrase when the literal war was not actually very important to the plot of the story?
6. A prophecy is the basis for the plot and Beatryce’s journey. Do you think the prophecies were actually coming true? Use evidence from throughout the book to support your answer.
7. When Beatryce touches Answelica, it is like “an anchor for herself in a dark and fast-moving river” (page 85). Do you have a comfort object that helps settle you when you are feeling conflict?
8. Throughout the book, the author includes descriptions of sounds and smells, such as “He heard the buzz of a bee” (page 93). Why would the author want to include these elements?
9. Jack believes that Granny Bibspeak may have come back to life as a bee (page 93). If you could come back as an animal in a new life, what animal would you choose and why?
10. Cannoc has a tendency to find songs everywhere. Look at his songs on pages 108, 208, and 219–220. How do you think the songs sound?
11. On page 112, Jack Dory decides to lie to Cannoc because he “felt this was a situation for lying.” Do you ever think it is OK to lie? Why or why not?
12. On page 118, Beatryce lists some reasons why she trusts her companions. What are some indications to you that you can trust someone?
13. On page 123, the innkeeper’s wife says she knows nothing, but she also helps Brother Edik. Why does she act the way she does?
14. Cannoc decided to leave his spot as king. While many people strive to be famous and in power, he left it all behind. Why would he make this choice?



EXTENSION FOCUS:
Author's Word Choice
 (CCSS.ELA-Literacy.CCRA.R.4)

15. What are the differences between the two tutors described on pages 150–151, and how did their differences affect Beatryce?
16. On pages 157–158, Beatryce dreams a different dream than she has during the rest of the book. Why did her dream change?
17. How is the mermaid story (pages 205–207, 212–215, 222–224, 230–232, and 245) similar to Beatryce's story?
18. Beatryce chooses her mom to be queen. Do you think her mom was the best choice?
19. What do you believe the theme of *The Beatryce Prophecy* is?

There are many questions posed throughout the book for the reader to think about. Consider and discuss these:

Page 76: How could people send their children away? How did anybody say goodbye to someone they loved?

Page 99: Is it better to be the king or to be the man behind the king? That is, is it better to be the puppet or the puppet master?

Page 172: Do you think that the people on this other world are standing and looking through a magic glass at us? Could it be that they are wondering about us even as we are wondering about them?

Page 191: What does it mean to be brave?

Page 247: What does, then, change the world?

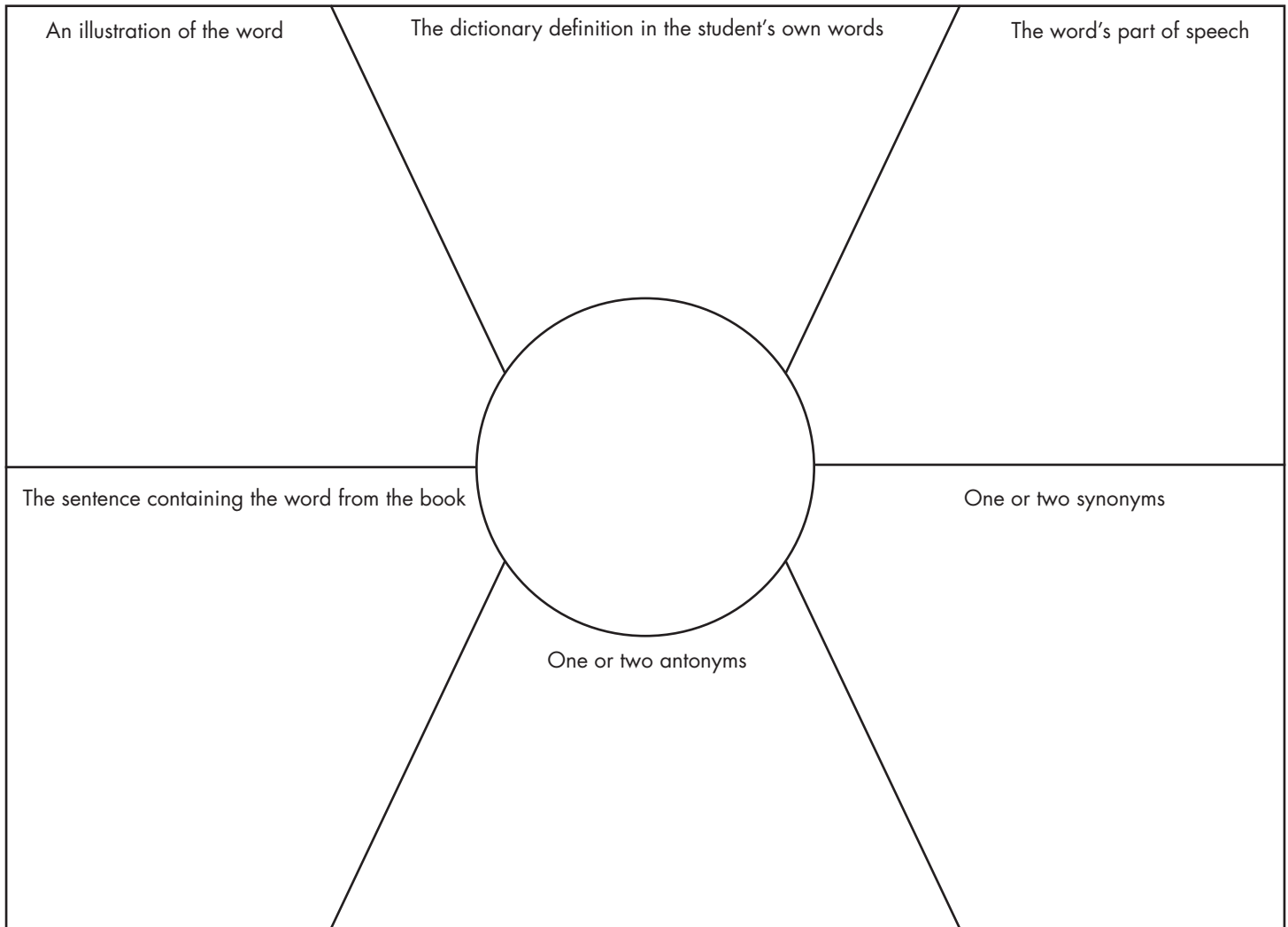
CLASSROOM EXTENSIONS

Intriguing Words

Research shows that finding, defining, and discussing vocabulary within the context of reading is one of the most effective ways to learn vocabulary, and Kate DiCamillo used very specific word choice when writing *The Beatryce Prophecy*.

While reading, have students mark words that intrigue them. Intriguing words can be words they like, words they didn't know, words that they can tell were specifically chosen by the author, etc.

Using the words identified by your students, have your students create a word wall of the vocabulary from *The Beatryce Prophecy*. Ask each student to pick five words that they liked learning the most and create word maps for the unknown words. Each map could include:



Some examples of words that may be chosen are:

- | | | | | |
|----------------------|-------------------------|-----------------------|----------------------|------------------------|
| abide (page 117) | chronicles (page 1) | idly (page 94) | outwitted (page 65) | scuttling (page 207) |
| abyss (page 42) | complacency (page 5) | illuminate (page 22) | prodigious (page 59) | sedate (page 78) |
| accosted (page 137) | dire (page 220) | inevitably (page 12) | profound (page 5) | snaggled (page 61) |
| atrocities (page 12) | emitted (page 13) | intricately (page 22) | profusion (page 11) | sorrowing (page 1) |
| banish (page 197) | exasperation (page 150) | keening (page 221) | prophecy (page 1) | specimen (page 113) |
| baubles (page 201) | festers (page 111) | loathed (page 147) | pustules (page 80) | stifled (page 84) |
| beatific (page 6) | foolhardy (page 150) | lull (page 5) | quiver (page 218) | temperament (page 113) |
| benign (page 5) | gallivanting (page 108) | malignant (page 147) | relished (page 227) | triumphal (page 228) |
| charlatan (page 228) | hewn (page 125) | naught (page 170) | scheming (page 239) | vengeance (page 239) |



Word Choice

To further the discussion about the author's specific word choice, select some of the words that DiCamillo uses that have a multitude of synonyms. As a class, look at synonyms for these words and have a discussion with your students about why she chose the word she did versus the synonyms.

Hyphenated Adjectives

DiCamillo uses hyphenated adjectives throughout the novel. Take this opportunity to share this type of compound adjective with your students and explain why the hyphen is added.

Some examples of hyphenated adjectives are:

broken-eyed (page 13)	goat-fearing (page 13)	rough-hewn (page 125)
dew-dampened (page 152)	light-dappled (page 147)	sun-drenched (page 71)
flower-studded (page 11)	off-kilter (page 78)	wild-eyed (page 127)

Dissecting Words

Many of the more advanced vocabulary words used in *The Beatryce Prophecy* include word parts that can be used to help determine the meaning of the word.

First, teach your students the different types of word parts:

prefix: a word part added to the beginning of a base or root (e.g., *re* in *redo*)

suffix: a word part added to the end of a base or root (e.g., *tion* in *addition*)

root: a word part that cannot stand alone and has other parts added to make a word (e.g., *audi* in *audible*)

base: a stand-alone word that has word parts added to it (e.g., *comfort* in *comfortable*)

Then, using words from *The Beatryce Prophecy*, show how words may have parts that can give clues to the meaning of the word.

For example, *antipathies* (page 6) = deep-seated feelings of dislike

prefix: *anti* = against

root: *path* = feelings

Some other examples of words that may be chosen are:

inexplicable (page 6)	malevolence (page 25)
intercede (page 96)	reconfigured (page 103)
luminous (page 22)	

EXTENSION FOCUS:

Setting

(CCSS.ELA-Literacy.CCRA.R.1 & CCSS.ELA-Literacy.CCRA.R.3)

Setting

Although the time and place of the book are never stated, there are clues to help determine the setting.

As a class, use a T chart to brainstorm clues from the book that will help determine when and where the book is taking place:

When	Where

Using the clues of *when* and *where*, have students make predictions about what they believe the setting of the book is and have the class vote for the setting they think is the most likely.

Your students will probably lean toward deciding that the book takes place in Europe during the Middle Ages.

Britannica Kids is a great resource for learning about the Middle Ages:
<https://kids.britannica.com/students/article/Middle-Ages/275833>.

After reading more about the Middle Ages, go back to the T chart created as a class and mark the clues that show that the Middle Ages is the most likely setting.

If your students pick another time period, have them go through the T chart and mark the clues that support their choice.

Reflection Writing

On page 247, the book states, “All of this happened long ago. Or perhaps it has yet to happen. It could be that this book, the book of Beatryce, is the story of a world yet to come. Who can say?” Ask your students to reflect on this passage by answering the question “Do you believe this story took place a long time ago or in a world yet to come?” Have them elaborate on their answers with evidence from the book and further explanation of their thinking.

Importance of Reading: Reflection

During the Middle Ages, and just like in *The Beatryce Prophecy*, monks were very important because they were among the few people who could read and served as keepers of knowledge.

Have each of your students pick one of the following reflection questions and answer it:

- How was the inability to read used in *The Beatryce Prophecy* to limit thinking?

EXTENSION FOCUS:

Reading

(CCSS.ELA-Literacy.CCRA.R.1, CCSS.ELA-Literacy.CCRA.R.3, CCSS.ELA-Literacy.CCRA.W.1, CCSS.ELA-Literacy.CCRA.W.4 & CCSS.ELA-Literacy.CCRA.SL.1)

- Why would there not be storybooks in a setting like *The Beatryce Prophecy* and how would that affect its citizens?
- Why would Beatryce's ability to read and write scare the king and counselor?

Then group students to discuss and share their reflections.

EXTENSION FOCUS:

Creative Writing

(CCSS.ELA-Literacy.CCRA.W.3 & CCSS.ELA-Literacy.CCRA.W.9)

Object Stories

Beatryce believes that objects hold stories (page 115). Have each student choose an object in their life and write the story it holds.

Chapter Titles

The Beatryce Prophecy is broken up into numbered parts and chapters. As a class, in groups, or individually, have students create names for each part and chapter as well as an explanation for why they named it the way they did.

Traditional Literature

There are many different types of traditional literature, including fairy tales, fables, myths, legends, and tall tales. If you have not gone over these yet as a class, use this as an opportunity to introduce them.

After distinguishing between the different types, ask your class: What type of traditional literature does *The Beatryce Prophecy* most resemble? Group students based on what they believe. Within each group, have them complete this sentence:

“We think *The Beatryce Prophecy* most resembles a _____.” Then have them list six reasons for their choice.

- Optional extensions: Have the different groups create a presentation about their choice to present to the other groups or allow time for the different groups to debate their choices.
- This same activity could be done with the stories within the book on pages 103 and 179–182.
- Allow students to choose a type of traditional literature and create their own.

EXTENSION FOCUS:

Characters

(CCSS.ELA-Literacy.CCRA.R.2 & CCSS.ELA-Literacy.CCRA.R.3)

Jack vs. Beatryce

Both Jack and Beatryce have similar stories of their youth; however, Jack was told to be proud of his and grew up loud and well-known, while Beatryce was told to hide hers and grew up mute and afraid.

Have your students make a comparison-and-contrast graphic organizer looking at Jack's and Beatryce's lives before they met.

Then have a discussion about why they were so different.

Characters Can Teach Us Something

Each character can teach the reader something about life. Have your students complete the graphic organizer analyzing each character in the story.

Name: _____

Character	Personality Traits	Their Past	What They Left Behind	Their Mission	What does their journey teach the reader about life?
Beatryce					
Jack					
Cannoc					
Brother Edik					

This guide was created by Kellee Moye, a middle school teacher-librarian in Orlando, Florida, with a master of arts in elementary education with ESOL endorsement and a reading graduate certificate from the University of Central Florida. She is the author of various teaching guides for all levels, the coauthor of the blog *Unleashing Readers*, and an active member of NCTE, ALAN, and ALA.