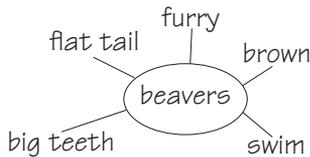
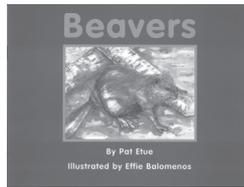


# BEAVERS

Written by - Pat Etue  
 Illustrated by - Effie Balomenos  
 Set 6 – 83 words

## Building Anticipation – Setting the Context

Show a collection of Canadian nickels. Discuss the animal on the coin. Sharing knowledge can take the form of a web.



## Introduction

Introduce the book by showing the cover and saying: *This book is written as a report about Beavers. It is a non-fiction book that will give us information about beavers. It tells us that baby beavers are called kits and describes what beavers can do.*

Give each child a book and take them to selected pages. Have them predict the initial and final consonants for the word *kit*, locate the word and check page 6 to see if they were right. Have the children turn to page 9 to look at the illustration.

Talk about the information shown to ensure that they understand. Point out a word or two on page 8 (i.e., *long, with*) to build confidence that they can read this page.

Take time for an independent book walk and then ask children to read the text independently to find out new information about beavers.

## Discussion – Book Talk

Talk about a reading strategy you have observed the children using, and ask the children to share some of the strategies they used.

Refer back to the web, confirming the original information. Then add new words in another color. Praise the children for the new information they learned by reading the book.

Discuss the format of a report (i.e., gives information, illustrates the information). Make connections to reports the children may have read or written during this discussion with the whole class.

## Responding Creatively – Independent Practice

Children can:

- draw and label a picture of a beaver.
- use plasticine to make a model of a beaver, label it and place it in a diorama of the beaver's environment.
- make a word web about beavers on the reproducible master. Use familiar books as reference.

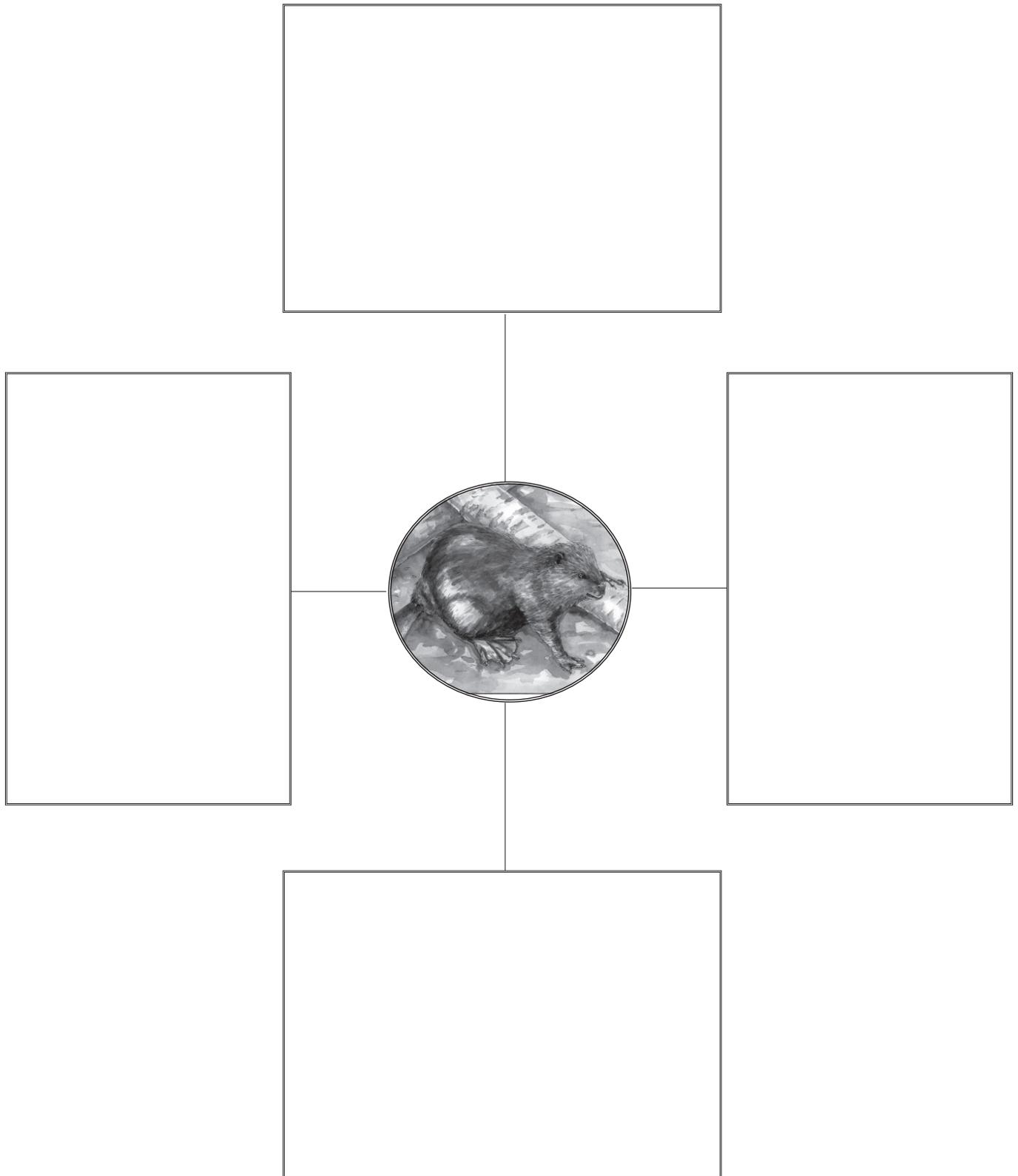
## Read Aloud Connections

*Animal Babies*, by Glenn Loates, Crabtree Publishers, 1987.  
*Beavers*, by Lynne M. Stone, Roarke Press, 1990.

Learning About Language - Focused Teaching		
High Frequency Words	with, have, all	Practice writing one or two of these words on an erasable board.
Letters and Letter Clusters	<i>b</i> - beavers, baby, beaver, big, bark <i>br</i> - brown, branches <i>tr</i> - tree, trees	Find words in the book, beginning with <i>b</i> . Brainstorm to create a list of words beginning with <i>br</i> and/or <i>tr</i> .
Onset and Rimes and Word Families	it, kit, hit, sit, fit night, fight, sight, might, tight tree, see, wee, bee	Use movable letters to put together and take apart these and other words containing the rimes <i>it</i> , <i>ight</i> and <i>ee</i> .
Word Endings	<i>e</i> - house, like, have, make <i>th</i> - with, teeth	Use movable letters to make words ending in <i>e</i> and <i>th</i> .
Compound Words		Review familiar concepts.
Contractions		Review familiar concepts.
Text Features		Review familiar concepts.
Poetry Links	<i>have</i> – <i>Meeting a Bear</i> <i>with</i> – <i>Up and Down, Things I Can Do</i> <i>all</i> – <i>Happy Hippo</i>	The high frequency words shown are in the book and the poem.

## Reproducible Master - Beavers

List facts about beavers.



The image features a central circular illustration of a beaver gnawing on a log. This central image is surrounded by five empty rectangular boxes, one positioned above, one below, one to the left, and one to the right, all connected to the center by thin lines. These boxes are intended for students to list facts about beavers.