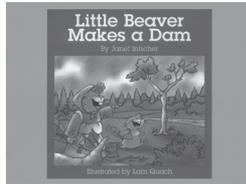


# LITTLE BEAVER MAKES A DAM

Written by - Janet Intscher  
 Illustrated by – Lam Quach  
 Set 6 – 113 words

## Building Anticipation – Setting the Context

Encourage the children to talk about the structures that animals build. *What materials do they use? What animal structures have you seen?* Let the children share their knowledge and discuss what they have seen.



## Introduction

Introduce the book by showing the cover and saying: *This book is called 'Little Beaver Makes a Dam'. Mom and Little Beaver went down to the lake to make a dam. Mom showed Little Beaver how to chop down a tree.*

Give each child a book and have the children turn to page 7 to look at the illustration. Ensure that they understand what is happening and ask them for a word to describe the sound of a falling tree. Tell them the author used the word *Whoosh*.

Show them page 8 and have them locate the word *Whoosh* with a word mask. Frame the word *Yay* for the children to problem solve. Prompt if necessary by identifying the rime.

Take a few moments for an independent book walk. Ask children to read the text independently to find out if Little Beaver is able to chop down a tree.

## Discussion – Book Talk

Praise a reading strategy children used and have children share some strategies.

Ask: *Did Little Beaver chop down a tree? How did he feel? How was Little Beaver able to go swimming at the end of the book?* Have the children turn to the illustration on page 16 and discuss the structure of the dam.

## Responding Creatively – Independent Practice

Children can:

- construct a dam with natural materials at the sand table and test it with water.
- use the readers' theatre script on the reproducible master to read the story expressively.
- complete a Venn diagram comparing a beaver dam to a bird's nest.

## Read-Aloud Connections

*Beaver at Long Pond*, by William T. George and Lindsay Barrett George, Harper Collins Publishers, 1988.

*Beaver the Gardner*, by Lars Klinting, Douglas McIntyre, 1997.

*Building Beavers*, by Deborah Hodge, Kids Can Press, 1998.

Learning About Language - Focused Teaching		
High Frequency Words	I'm, now, with, please	Provide a double set of word cards featuring these and other almost known high frequency words. Children can play <i>Snap</i> or <i>Concentration</i> with a partner.
Letters and Letter Clusters	Yy - Yay, you cb - chop, chopping tr - tree	Say pairs of words one at a time, slightly emphasizing the first chunk. Have the children listen and say the sound they hear at the beginning of the given word. (e.g. <i>chop – chip, tree – train</i> ).
Onset and Rimes and Word Families	shop, chop, hop, pop lake, make, take, wake	Brainstorm a chart of words featuring the rime <i>op</i> and <i>ake</i> . Have children record other words featuring the rime as they read independently.
Word Endings	th - teeth, with ing- going, chopping	Look for words in the book that end with <i>ed</i> and <i>ing</i> . Record the words located.
Compound Words		Review familiar concepts.
Contractions	I'm	Add this word to the word wall. Children can edit their own writing for this high frequency word.
Text Features		Review familiar concepts.
Poetry Links	<i>I'm – Fun on the Trampoline</i>	Feature this poem in shared reading. The poem can be put on an overhead for children to read independently or with a friend. Encourage fluent, expressive reading. The high frequency word shown is in the book and the poem.



## Little Beaver Makes a Dam

Characters

**Narrator, Little Beaver, Mom**

Narrator: *Little Beaver and his Mom went down to the lake.*

Mom: We will get some trees to make a dam.

Narrator: *Mom saw a tree.*

Mom: Look, Little Beaver.  
I will chop down this tree with my big teeth.

Narrator: *Down went the tree.*

Little Beaver: Yay! Can I chop down a tree too?

Mom: Yes. Here is a little tree for you to chop down.

Little Beaver: Look, Mom. I'm good at chopping!

Narrator: *Down went the tree.*

Little Beaver: Yay! Now we can make a dam.

Narrator: *Little Beaver and his Mom made a dam.*

Little Beaver: Look Mom! Look at me swim!