

About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 306

Book Summary

Students often imagine what it might be like to be another animal. In *Want to Be a Beaver?* students will learn all about these unique, hardworking creatures. Brilliant, detailed photographs and captions support the text. A map and interesting graphics provide additional information. As they read this book, students will have the opportunity to learn about main ideas, details, and plural nouns.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions

Objectives

- Ask and answer questions to understand text
- Identify main idea and details
- Discriminate initial consonant *st*-blends
- Identify initial consonant *st*-blends
- Recognize and use plural nouns
- Understand and use question words

Materials

Green text indicates resources are available on the website.

- Book—*Want to Be a Beaver?* (copy for each student)
- Chalkboard or dry-erase board
- Photograph of a beaver
- Sheets of paper
- KWL / ask and answer questions, main idea and details, initial consonant *st*-blends, plural nouns worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

Vocabulary

*Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- High-frequency words: *and*, *can*, *you*, *your*
- Content words:
Story critical: **beaver** (n.), **colony** (n.), **dam** (n.), **lodge** (n.), **nocturnal** (adj.), **store** (v.)

Before Reading

Build Background

- Ask students whether or not they have ever wanted to be an animal. Ask students what type of animal they would like to be. Discuss the reasons they might want to be the animal they named.

- Tape a photograph of a beaver to the board. Have students identify the animal. Write the word *beaver* on the board. Read the word aloud with students. Ask students to share with a partner everything they know about beavers.
- Draw a KWL chart on the board. Review or explain that *K* stands for what they already know about a topic, the *W* stands for what they want to know, and the *L* stands for what they learn about the topic as they read. Call on volunteers and have them share one fact they know about beavers. Record the information in the *K* column.
- Introduce and explain the [KWL / ask-and-answer-questions worksheet](#). Have students fill out the *K* column on their worksheet, using the information on the board and any other facts they already know about beavers.

Book Walk

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).

Introduce the Reading Strategy: **Ask and answer questions**

- Remind students that effective readers often ask and answer questions as they read. Explain that readers use prior knowledge and information they read in the book to help them form questions. Remind students that asking and answering questions helps readers understand and remember what they read.
- Model using the title page to generate questions.
Think-aloud: *On the title page I see picture of a beaver. It is swimming with its tail up in the air. The tail is wide and flat. On the basis of the picture and the information I already know, I understand that beavers have unusual tails. This picture makes me wonder how beavers use their tails. I am going to record the question, how do beavers use their tails? on my KWL chart so I will remember to look for the answer as I read the book. I will write the question in the W column because it is something I want to learn about. I also wonder how beavers swim underwater. I can write that question on the board as well (How do beavers swim underwater?).*
- Have students look at the cover pages and title page of the book. Ask students to write questions they have, on the basis of this information, on their KWL worksheet. Invite volunteers to share some of the questions they recorded. Record these questions on the board.
- Preview the rest of the book with students and discuss the pictures. Remind students to record any further questions they think of as they go through this process.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Main idea and details**

- Remind students that most books have a main idea, or big idea, that the book is mostly about. Explain to students that the details of a story provide descriptions or extra information that help us better understand the main idea. Read the title with students. Explain that the title often provides clues about the book's main idea. Invite students to share predictions about the main idea of this book.
- Discuss student predictions and guide students to the consensus that the main idea of this book will have to do with beavers. Point out that they cannot finalize a main idea for this book until they read more information.

- Read pages 3 through 4 aloud to students. Model identifying the main idea and details.
Think-aloud: After reading these pages, I think the author is asking the question, would you like to be a beaver? I believe she is asking this question because she knows beavers are not like other animals. They are unique, or different from other animals. The author wants us to understand what it might be like to be one. On the basis of this information, I think the main idea of the book is beavers are unique animals. I know the book will have details to help us answer the question and explain the main idea. Details are descriptions that help readers understand the main idea of the book. So far, I learned beavers can swim days after they are born, and adult beavers can hold their breath for fifteen minutes underwater. These details are interesting facts about beavers, so they support the main idea, beavers are unique animals. These details also help us answer the question, would you like to be a beaver? If you like to swim, then you might like to be a beaver.
- Review the facts students listed in the K section of their KWL worksheet. Discuss whether any of these facts might be details in the book.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 3, you might say: *Do you like to play in water? Do you like to swim? Then you might like life as a beaver. What is a beaver? A beaver is a furry mammal with a large, flat tail.*
- Remind students to look at the picture and the letters with which a word begins to help them decode a difficult word. For example, point to the word *lodge* on page 8 and say: *This word begins with the letter L, which makes the /L/ sound. The picture on this page shows the beaver's home. The word home doesn't begin with the /L/ sound. I know, however, that a beaver's home is called a lodge. The word lodge begins with the /L/ sound, and the sentence makes sense with this word. The word must be lodge.*
- Have students divide a separate sheet of paper in half. Write the word *lodge* on the board. Read it aloud and have students read it with you. Ask students to share with a partner what they think the word means. Define the word for students.
- Ask students to write the word *lodge* on one side of their separate sheet of paper. Under the word, ask students to write key words that help define *lodge*.
- Have students draw a picture representing the word on the other side of the paper. Then, ask students to think of a sentence that correctly uses the word *lodge* and share it with a partner. Invite volunteers to share their sentence and picture with the rest of the class.
- Repeat this activity with the remaining vocabulary words.
- Point out the glossary at the back of the book. Explain that the glossary contains a list of words from the story and their definitions.
- Have students check their definitions against those in the glossary.


Set the Purpose

- Have students read to find out more about beavers. Remind them to use their KWL charts to record the questions they ask and the answers they find in the book. Remind them to focus on the main idea and details of the book as they read.

During Reading

Student Reading

- **Guide the reading:** Have students read from page 3 to the end of page 6. Encourage those who finish early to go back and reread the text.
- Discuss with students information they learned as they read. Record new facts in the L column of the KWL chart on the board, and have students record the information they learned on their own KWL worksheet. Ask students if any of this new information answered questions they recorded earlier.

- Model asking and answering questions.
Think-aloud: *Earlier I asked the question, how do beavers swim underwater? As I read this part of the book, I learned beavers can stay underwater for fifteen minutes. They also have clear eyelids so they can see underwater, as well as the ability to close their nose and ears to keep water out. These facts and the pictures of the beavers swimming let me know how beavers swim underwater. Now I have a new question: Why do beavers need to chew through trees? I will look for the answer to this question as I read.*
 - Draw an arrow between the question and its answer (*How do beavers swim underwater? They have clear eyelids and can close their noses and ears to keep water out.*) on the KWL chart on the board. Record the new question, *why do beavers need to chew through trees?* in the *W* column of the chart. Record the new information learned in the *L* column.
 - Ask students if they have any new questions after reading this part of the book. Have them record their new questions on their KWL worksheet.
 - Review the main idea of the story: beavers are unique animals. Ask students to explain whether staying underwater for fifteen minutes is a detail that supports the main idea of the book and why. (Yes, staying underwater for fifteen minutes is something not all animals can do; it is unique.)
 - Introduce and explain the **main-idea-and-details worksheet**. Have students record one of the facts they have learned from this part of the book on their worksheet.
 - **Check for understanding:** Have students read to the end of page 10. Remind them to fill in their KWL chart as they read. Encourage them to share questions they asked as they read and answers they discovered in the book. (Accept all answers that show students understand how to ask and answer questions.) Record any new information on the KWL chart on the board.
 - Ask students to think about the other details they read that support the main idea, beavers are unique animals. Have them choose one of the details to record on their worksheet. Encourage them to use sentences, phrases, and drawings. Have students share with the class the details they recorded on their worksheet.
 - Have students read the remainder of the book. Remind them to ask and answer questions about beavers as they read and to identify important details on each page.
-  Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Have students share any other questions they thought of while reading. Reinforce how asking questions and looking for answers as they read kept them actively involved in the reading process. Ask students to share the answers they learned while reading.
- **Think-aloud:** *Now that I have finished reading the book, I know beavers are hardworking, busy animals. I learned they live in family groups in a home called a lodge. Earlier, I asked a question about how a beaver uses its tail. After reading the book, I learned a beaver uses its unusual tail in many important ways. The tail is used for balance when standing and for steering when swimming, and it even stores fat in the winter. A beaver also uses its tail to warn other beavers of danger by slapping it on the water. I need to record the new information I learned on my KWL chart to help me remember it.*
- Record this information in the *L* column on the board. Have students complete their KWL worksheets with any final information they learned. Point out to students that not all questions they asked may have been answered in this book, and discuss how they could find the answers by using other resources.

- Ask students to explain how asking and answering questions helped them to understand and remember the information in the book.

Reflect on the Comprehension Skill

- **Discussion:** Read the main idea on the board with students. (*Beavers are unique animals.*) Review the details students wrote on their worksheet. Invite them to explain why each of the details matches the main idea of the book.
- **Independent practice:** Have students complete their main-idea-and-details worksheet by writing the important details from the end of the book. If time allows, discuss their responses.
- **Enduring understanding:** In this book, you learned many interesting facts about beavers. The author asked the question, *would you like to be a beaver?* Now that you know this information, how would you answer the author's question?

Build Skills

Phonological Awareness: Initial consonant *st*-blends

- Say the word *store* aloud to students, emphasizing the initial /st/ sound. Have students say the word aloud and then say the /st/ sound.
- Have students practice saying the /st/ sound aloud. Have students work with a partner to think of words that begin with the /st/ sound. Invite students to share a word with the rest of the class. Have the students clap if they agree that the word begins with the /st/ sound.
- **Check for understanding:** Say the following words one at a time and have students give the thumbs-up signal if the word begins with the /st/ sound: *beaver, stop, sticks, tree, stay, spring,* and *stand*.

Phonics: Initial consonant *st*-blends

- Write the word *store* on the board and say it aloud with students.
- Have students say the /st/ sound aloud. Then, run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letters represent the /st/ sound in the word *store*.
- Have students practice writing the letters *st* on the top of their desk while saying the /st/ sound.
- Brainstorm with the class to generate a list of words that begin with the /st/ sound. Record the list on the board.
- **Check for understanding:** Use the list of /st/ words on the board. Say each word, one at a time, and have volunteers come to the board and circle *st* in each word.
- **Independent practice:** Introduce, explain, and have students complete the [initial-consonant-st-blends worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Plural nouns

- Draw pictures of nouns on the board. Point to each picture and have students identify it by calling out the name of the object in each picture. Write on the board the noun that identifies each picture. Remind students that *nouns* are words that name a *person, place, or thing*. Have students work with a partner to determine whether each noun is a person, place, or thing.
- Have students read page 11 and locate all the nouns. Have volunteers share one noun with the class. Write the words *ferns, plants,* and *roots* on the board. Ask students to share with a partner what these nouns have in common (they all end in *s*).
- Draw a picture of one tree and a group of trees on the board. Ask students to name the pictures. Write the words *tree* and *trees* on the board. Have a volunteer draw a line to connect the correct word with the correct picture.
- Explain to students that a *plural noun* indicates *more than one person, place, or thing*. To make a noun plural, we often add the letter *s* to the end of the noun. Have students point to the plural noun on the board (*trees*).



Check for understanding: Have students reread the book with a partner and underline all the plural nouns. Call on students to share a plural noun with the rest of the class. Have the other students give a thumbs-up signal if they agree that the word is a plural.

- **Independent practice:** Introduce, explain, and have students complete the [plural nouns worksheet](#). If time allows, discuss their answers.

Word Work: Question words

- Read page 3 aloud with students. Have them locate the sentences that are questions. Ask students to share with a partner how they know the sentence is a question. Invite a volunteer to share their reasoning with the rest of the class.
- Point out that questions end with a question mark. Explain to students there are other signs to show a sentence is a question. Ask students to point to the first word in the sentence (*Do*). Have them read the word aloud.
- Explain to students that the word *do* is a question word. Question words begin most questions. Have students ask questions about beavers, and invite volunteers to share their questions with the rest of the class. Record the sentences that use question words on the board.
- Read a question from the board aloud, and ask students to point to the question word. Invite a volunteer to come to the board and circle the question word. Repeat with the remaining sentences.
- Compile a list of question words on the board, such as *what*, *who*, *when*, *where*, and *why*. Discuss with students what type of information each word elicits.



Check for understanding: Have students look through the book and locate the questions. Have them circle the question words.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them discuss the main idea with someone at home and share the details that support it.

Extend the Reading

Informational Writing and Art Connection

Have students think about an animal they might want to be. Allow students to use the computer to look up information about their animal; provide guidance on how to locate websites with accurate information. Have students draw a picture of their animal. Under the picture, have students write several sentences about their animal.

Visit WritingA-Z.com for a lesson and leveled materials on informational writing.

Math Connection

Ask students whether they have ever wanted to be an animal. Ask students what type of animal they would like to be. List the animal names on the board using tally marks to show the number of students that name a particular animal. Use the information gathered to make a graph to present the information. Have students ask another class the same question and gather the data to make a larger graph. Discuss the reasons they might want to be the animal they named.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently ask and answer questions to understand text during discussion and on a worksheet;
- accurately identify details that support a main idea during discussion and on a worksheet;
- accurately discriminate initial consonant /st/ blend during discussion;
- identify and write the letters that represents the /st/ sound in text, during discussion, and on a worksheet;
- correctly understand and identify plural nouns during discussion, in the text, and on a worksheet;
- correctly use question words during discussion and in oral sentences.

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**