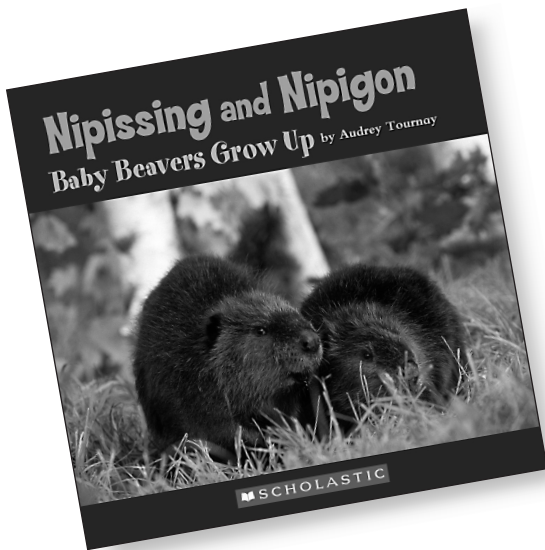


Nipissing and Nipigon: Baby Beavers Grow Up



Written by Audrey Tournay

Text Type: Info-fiction: Retell/Description — Account

Guided Reading Level: N

Summary: Two orphaned beavers are cared for at a wildlife sanctuary in Ontario and returned to the wild.

Text Features

Visual Literacy

- ▶ diagram
- ▶ map

Text Supports

- ▶ photographs support the text
- ▶ factual information organized under headings

Possible Text Challenges

- ▶ multi-syllabic vocabulary
- ▶ three-year time span in retell
- ▶ two text forms (retell/description)

First Session (pages 2-9)

Reading Strategies

Comprehension

- ▶ predicting
- ▶ sequencing

Working with Words

- ▶ determining meaning of words in context

Assessment Opportunities

Note each student's ability to:

- ▶ predict events based on general knowledge
- ▶ follow sequence of events
- ▶ use context cues to determine meaning of unfamiliar words

Oral Language Opportunities

- ▶ stating facts
- ▶ reporting key events in sequence

Teaching Tip: When assessing students' learning, make sure you observe them throughout the Guided Reading session and not just at the end.



BEFORE READING

Word solving and building

Activating and Building Prior Knowledge

Display the front cover, then read the title and back cover text. Ask students if they know the meaning of the words *wildlife sanctuary*. Ask, *What cues do the text and photographs on the back cover give you?*

ESL Note: Be sure to provide some explicit instructions to build comprehension around words like *wildlife, sanctuary, beavers, dam, kits, explosion, cattails, orphaned, formula, clover, plantain*, etc., for ESL students.

Text features

Show students the photograph of the author on page 19 and read the text under the headings, “The Author and the Sanctuary,” “How It Began,” and “The Present” on pages 19–20. Ask students what they can now say about a wildlife sanctuary.

Predicting

Ask students what they think Audrey would have to do at the Wildlife Sanctuary for the baby beavers. List on a chart, using key words to record students' ideas.

Overcoming Text Challenges

Text features

Preview the photographs on pages 2–9. Point out the adult beavers and beaver lodge shown on pages 2–3. Ask students what this tells them about a beaver's life before it is taken to the wildlife sanctuary. Ask, *What might have happened to cause the beavers to have no home and no family?* Ask students to locate the baby beavers and report what they notice about the change in the beavers' appearance (e.g., size) and the change in seasons, as shown in the photographs. Tell students this gives them a clue that the events they will read about in this section take place over a period of time in the life of the baby beavers.

Sequencing

Assist students with scanning pages 7, 8, and 9 for the key words *spring, summer, fall, and winter*. Point out that these words are usually at the beginning of the paragraphs. Tell students these words will help them keep track of the order of events.

Setting a Purpose

Predicting

Tell students to read pages 2–9 to find out what Audrey did for the baby beavers. Remind them of the predictions they made. Ask them to read to see which of their predictions were correct and what new information they might be able to add to their list.



DURING READING

Ask students to read the text independently, thinking about their purpose for reading. Encourage students to check the list of predictions as they read and to look for new information.

Observe and listen to students as they read the text, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Note students' ability to decode unfamiliar words and any difficulties they encounter. Provide prompts encouraging students to look for parts of the words they know, as well as cues in the context and photographs.

Encourage students who finish early to reread pages 2–9 independently or with a partner. Provide students with small strips of sticky notes to mark any new information they find in the text.



AFTER READING

Predicting

Review the list of predictions and confirm any that students found in the text.

Sequencing

Prepare headings for each season: *spring*, *summer*, *fall*, and *winter*. Ask students to locate and report any new information they learned about what Audrey did for the beavers. Record key words under the appropriate heading. Provide opportunities for each student to report at least one fact. (Time may not allow for an exhaustive list. This activity will be continued in the second session and may also be continued independently using the BLM provided, as a follow-up activity.) Ask students to locate the pages that tell what happened to Nipissing *before* he was taken to the Wildlife Sanctuary. Ask students to tell what happened to Nipissing at the start of his life. Record by using a few key words at the beginning of the list under the heading for *spring*.

Optional Approach

You may wish to have students read the rest of the text independently. Set a purpose for reading and choose a date to come back together to discuss and work with the text using the Optional After Reading session (see page 7). You may choose to do some diagnostic work with students or hold a book discussion halfway through to check their comprehension of the text.

Predicting

Setting a Purpose

Before students read pages 10–15, have them predict what they think will happen next based on the events that have occurred so far in the beavers' story.

Second Session (pages 10–15)

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ sequencing

Working with Words

- ▶ determining meaning of words in context

Assessment Opportunities

Note each student's ability to:

- ▶ analyze: locate and report facts
- ▶ follow sequence of events
- ▶ solve challenging words by using word parts and context cues

Oral Language Opportunities

- ▶ stating facts
- ▶ reporting key events in sequence



BEFORE READING

Sequencing/analyzing

Activating and Building Prior Knowledge

Review students' list of events recorded in the first session. Establish the age of the beavers as one year. Prepare a second set of headings ("spring," "summer," "fall," "winter") and explain that students will now read about what happened to the beavers in their second year at the Sanctuary.

Sequencing

Overcoming Text Challenges

Scan pages 10, 11, and 12 with students to find the key words: *spring*, *summer*, and *winter*. Ask why the author may not have needed to tell us about fall. Locate the phrase, "Early one morning in May" at the beginning of the second paragraph on page 12. Establish the time of year and the beginning of the beavers' third year. Remind students that these key words will help them keep track of the order of events.

Text features

Scan the photographs on pages 10–15 and ask students to describe the beavers' activities. Ask, *How have the beavers changed from the beginning of the book?*

Analyzing

Setting a Purpose

Tell students to read pages 10–15 to find out about the beavers' second and third years of life.



DURING READING

Ask students to read the text independently, thinking about their purpose for reading. Encourage students to watch for key words to help them keep track of the beavers' second and third years. Provide small strips of sticky notes for students to mark any new information they find in the text.

Observe and listen to students as they read the text, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Note students' ability to decode unfamiliar words and any difficulties they encounter. Provide prompts encouraging students to look for parts of the words they know, as well as cues in the context and photographs.

Encourage students who finish early to reread pages 10–15 independently or with a partner.



AFTER READING

Analyzing

Ask students to report what they learned about the beavers' second year at the Sanctuary. Record the information on the chart under the appropriate heading ("spring," "summer," "fall," "winter").

Ask students what happened during the beavers' third year: *Why were the beavers set free?*

Sequencing

Assign each student a portion of the chart (e.g., spring and summer of year 1) and ask them to tell about the events in sequence.

ESL Note: When completing the sequencing activity, you may wish to pair ESL students with partners to support comprehension.

Third Session (pages 16–20)

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ synthesizing

Working with Words

- ▶ determining meaning of words in context

Assessment Opportunities

Note each student's ability to:

- ▶ analyze: locate and report facts
- ▶ synthesize: use information from map and diagram
- ▶ use knowledge from previous readings
- ▶ solve challenging words by using word parts and context cues

Oral Language Opportunities

- ▶ stating facts
- ▶ listening to others' reports



BEFORE READING

Analyzing

Activating and Building Prior Knowledge

Ask each student to report something they learned about beavers from reading about Nipissing and Nipigon. Model note-taking by recording each student's fact in point form, using two or three key words on a sticky note.

Overcoming Text Challenges

Text features/visual literacy

Scan pages 16–20 with students and ask them what they notice. Locate a heading, the diagram, and the map. View the diagram and ask students what they remember about a beaver's lodge from reading about Nipissing and Nipigon. Locate the parts of the beaver lodge in the diagram.

Analyzing

Read the six headings under “Beaver Facts” on pages 16–19 together and record them on chart paper divided into six sections (one for each heading). Ask each student under which heading they would expect to read about the fact they reported and place the sticky notes in the appropriate sections. Ask students what they would expect to read about under each heading.

Locate the heading “Beaver Bodies.” Assign each student one paragraph to read, and provide each student with a sticky note. Tell them they are to report one fact to the rest of the class by recording only two or three key words on the note. Allow students time to complete this task independently. Provide the opportunity for each student to report. Continue to model note-taking by confirming students’ choice of key words or providing alternatives when needed.

Language predictability

Locate the heading “Impact of Beavers” and read the first sentence. Ask students what clue this gives them to the meaning of the word *impact*. Locate the heading “Threats to Beavers,” and ask students to read the first sentence and look for clues to figure out the meaning of the word *threats*. Ask, *What might we expect to read about in these sections?*

Setting a Purpose

Analyzing

Assign each student a section to read from “Beaver Facts.” Tell them they are to look for important facts they can report to the rest of the group. Provide each student with a few sticky notes, reminding them to use a separate note for each fact and to write only two or three important words per fact.



DURING READING

Ask students to read the text independently, thinking about their purpose for reading. Encourage students to think about the important words they will need to help them remember each fact.

Observe and listen to students as they read the text, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Note students’ ability to decode unfamiliar words and any difficulties they encounter. Offer prompts, such as, *Do you recognize any of the smaller words inside one of the words you’re having trouble with? Maybe finding and understanding these smaller words will help you figure out the more difficult word.*

Encourage students who finish early to choose another section to read independently or with a partner.



AFTER READING

Analyzing

Provide the opportunity for each student to report. Cluster the sticky notes under the appropriate headings.

Synthesizing

Ask students what was the same and different about Nipissing’s and Nipigon’s experiences compared to the information they just read about beavers in the wild. For example, ask, *What was different about Nipissing’s and Nipigon’s family at the Sanctuary and a beaver’s family in the wild? Was their food the same? What was the same or different about the homes they lived in?*

Optional After Reading

Evaluating/analyzing

If students have completed the text independently, use the following After Reading discussion and activity suggestions to support comprehension, word solving, and good reading strategies.

Ask students if they think the beavers should have been set free or kept at the Wildlife Sanctuary. Ask students to give reasons for their opinions, using information found in the text.

Synthesizing

Ask students if they think it was a good thing that Nipissing and Nipigon were taken to the Wildlife Sanctuary. If so, why? What might have happened to the beaver that swam away after the explosion? Why?

Word solving and building

Provide students with pairs of action words and ask them to tell you what happened to the root word when the “-ing” ending was added. Examples from the text include the following: *wrestle/wrestling*, *tumble/tumbling*, *splash/splashing*, *paddle/paddling*, *steer/steering*, *squeal/squealing*, *swim/swimming*, *chase/chasing*, *carry/carrying*, *cut/cutting*, and *build/building*. Conduct a word-sort with students, according to what happened to the root word (i.e., drop the “e”/double the final consonant/no change).

Rereadings

Provide opportunities for each student to reread the book independently or with a partner.

Focused Follow-up

The following activities are optional. Choose those that best meet the needs of your students.

Beaver Facts

Analyzing

Provide each student with a heading from “Beaver Facts” and the corresponding collection of sticky notes. Ask students to use the key words to write their own sentences about beavers. Compile the sentences into a booklet about beavers and invite students to illustrate it.

ESL Note: Depending on the needs of your ESL students, when asking them to use the key words to write their own sentences about beavers, you may find it beneficial to modify the required number of sentences. You may wish to have them write 2–3 sentences of their own.

Sequencing

A Timeline for the Beavers

Provide students with a copy of the BLM. Locate the headings that indicate the year and the seasons. Review the list of key events created during the first and second reading sessions. Ask students to use the chart, as well as additional information in the text, to fill in the timeline for the beavers. They may use key words and simple illustrations.

A Timeline for the Beavers

Name: _____

Year 1

Spring

Summer

Fall

Winter

Year 2

Spring

Summer

Fall

Winter

Year 3

Spring

Summer

Fall

Winter