

(5) The Busy Beaver

Kyla Baker · Kindergarten · English Language Arts: Author Study

Core Competencies:

Communication:

- Connect and engage with others (to share and develop ideas): I ask and respond to simple, direct questions.
- Acquire, interpret, and present information (includes inquiries): I can understand and share information about a topic that is important to me.
- Explain/recount and reflect on experiences and accomplishments: I can represent my learning, and tell how it connects to my experiences and efforts.

Thinking:

- Novelty and value: I can get new ideas or build on other people's ideas, to create new things within the constraints of a form, a problem, or materials. I generate new ideas as I pursue my interests.
- Generating ideas: I build on others' ideas and add new ideas of my own, or combine other people's ideas in new ways to create new things or solve straightforward problems.
- Developing ideas: I can usually make my ideas work within the constraints of a given form, problem, and materials if I keep playing with them.

Personal & Social:

- Self-determination: I can show a sense of accomplishment and joy.
- Self-regulation: I can persevere with challenging tasks.
- Solving problems in peaceful ways: I can solve some problems myself and can identify when to ask for help.

Big Ideas:

- Everyone has a unique story to share.
- Language and story can be a source of creativity and joy.
- Stories and other texts can be shared through pictures and words.

Curricular Competencies:

Students will be able to:

- Use sources of information and prior knowledge to make meaning
- Use language to identify, create, and share ideas, feelings, opinions, and preferences
- Plan and create stories and other texts for different purposes and audiences

Content:

Students are expected to know:

- Metacognitive strategies
- Writing processes
- Letter knowledge
- Phonemic and phonological awareness
- Letter formation
- The relationship between reading, writing, and oral language

Incorporation of Aboriginal Education:

First Peoples Principles of Learning:

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.

Diversification/Differentiation:

Students can reference the book for vocabulary; students can work in partners

Assessment Tools & Strategies:

- Observation – teacher will circulate to see if the work being completed is related to the topic presented

Cross-Curricular Connections:

Arts Education: drawing and use of visual elements (ex. line, shape)

Resources/Materials:

- The Busy Beaver by Nicholas Oldland
- Blank paper
- Pencils
- Crayons

Method:**Lesson:**

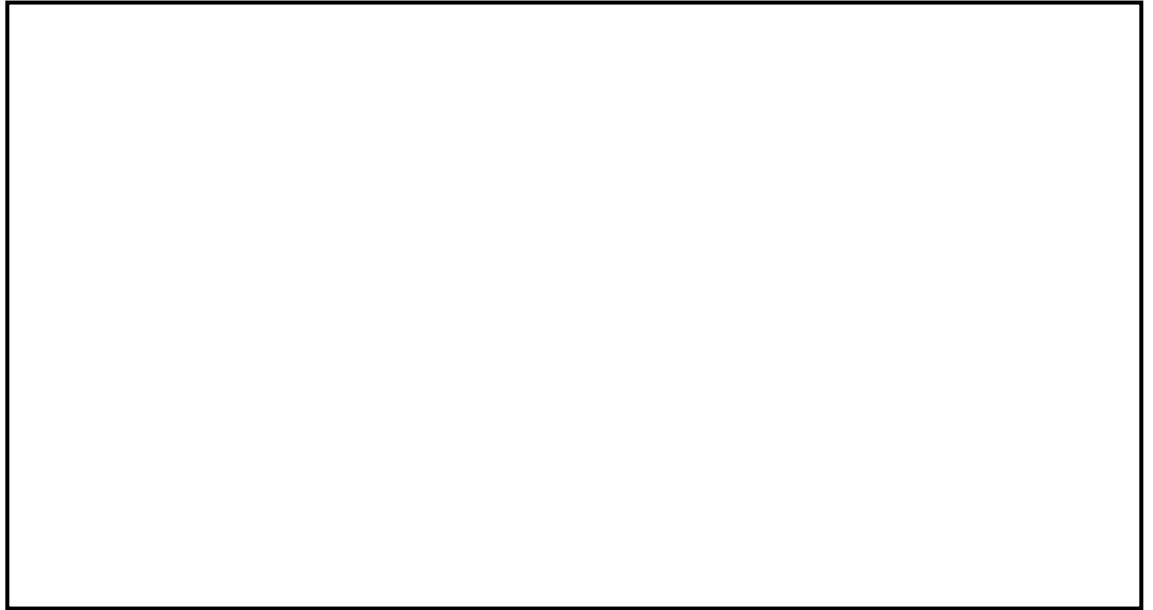
1. Introduce the book and ask students what they think of the title page then read the story; connect the story to the previous two stories read; remind students of the authors name if they cannot remember it
2. “He realized he had a lot of work to do.” – What do you think the beaver should do?
3. Have students complete a list of instructions for the Beaver to clean up his messes
4. Introduce the components of instructions (numbered steps with corresponding pictures, show concrete examples (this could be an instruction manual or the instructions on the back of an object), and that it solves a problem or cleans up a mess in this case

Name: _____

Step 1: _____



Step 2: _____



Name: _____

Cleaning Instructions

Step 1: _____

HELP!
How can I clean
up my mess?

Step 2: _____

