

# Badir and the Beaver

## Hear Every Idea, Hear Every Objection

TIME

PRIMARY SKILL

OBJECTIVE

STUDENT EVIDENCE

ESSENTIAL QUESTION

30 minutes full · 15 minutes short Compare proposed solutions and combine compatible ideas  
Record every proposed solution, record the objection to each, then explain how two ideas are joined into a stronger plan.

A table of proposed ideas and objections plus a clear statement or diagram showing how two ideas are joined.

How can hearing objections help a group improve ideas instead of simply throwing them away?

### Before teaching

Read or play the complete book before the timed lesson. Keep the book available so claims and evidence can be checked against the text.

|                   |                                          |
|-------------------|------------------------------------------|
| <b>Materials:</b> | the book, Student Evidence page, pencil. |
|-------------------|------------------------------------------|

### Lesson sequence

| TIME  | TEACHING MOVE                                                                                                      |
|-------|--------------------------------------------------------------------------------------------------------------------|
| 4 min | Write down every idea Record each proposed solution before judging any of them.                                    |
| 8 min | Hear every objection Pair each idea with the objection or concern raised about it.                                 |
| 7 min | Keep the record visible Compare the full set of ideas and objections without silently deleting rejected proposals. |
| 7 min | Join two ideas Identify the two ideas the group combines and show exactly how they are put together.               |
| 4 min | Explain the combined plan State what the final plan takes from each of the two original ideas.                     |

### ELA SKILL LESSON · TEACHER SUPPORT

# Badir and the Beaver

## Hear Every Idea, Hear Every Objection

Access routes

|                  |                                                                                                                                |
|------------------|--------------------------------------------------------------------------------------------------------------------------------|
| <b>SOLO</b>      | Use the book independently to complete the evidence page. Require book-based support for the reasoning.                        |
| <b>SUPPORTED</b> | Pause at the key evidence moments. Rephrase the task orally, then have students point to or record evidence before explaining. |

|                  |                                                                                                                                                |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>LISTENING</b> | Use narration and illustrations. Let students respond orally or by selecting from teacher-read options, then justify the choice from the book. |
| <b>EXTEND</b>    | Ask students to test the same reasoning move on a second moment or explain why a tempting alternative is weaker.                               |

### Teacher guidance

Keep the lesson on compare proposed solutions and combine compatible ideas. The source unit places this move inside What they tried next; this standalone version should preserve the source unit's reasoning sequence rather than turn the task into generic problem solving.

### Assessment

- Every proposed idea is recorded before judgment.
- Every objection is heard and paired with the idea it addresses.
- The final response identifies the two ideas that are joined and explains the join without inventing an extra intermediate step.

Short route · 15 minutes 3 min - name/model the skill. 8 min - gather the minimum evidence required on the student page. 4 min - explain the answer and verify it against the book.

### Watch for

Jumping directly to the final solution or paraphrasing the objections so loosely that the source unit's 'hear every idea, hear every objection, then join two ideas' structure disappears.

### Source note

This version tightens back to the source unit's exact sequence: every idea is written down, every objection is heard, then two ideas are joined.

### STUDENT EVIDENCE · GRADES 2-3

# Badir and the Beaver

## Hear Every Idea, Hear Every Objection

Name \_\_\_\_\_ Date \_\_\_\_\_ Record every proposed idea and every objection. Then show how two ideas are joined.

### IDEA

### WHAT IT PROPOSES

### OBJECTION / CONCERN

### IDEA 1

### IDEA 2

### IDEA 3

### IDEA 4

### IDEA 5

### EXIT CHECK

The final plan combines idea \_\_\_\_\_ and idea \_\_\_\_\_ by \_\_\_\_\_.

# Badir and the Beaver

## Hear Every Idea, Hear Every Objection

### Strong response

A table of proposed ideas and objections plus a clear statement or diagram showing how two ideas are joined.

### Expected evidence

- Every proposed idea is recorded before judgment.
- Every objection is heard and paired with the idea it addresses.
- The final response identifies the two ideas that are joined and explains the join without inventing an extra intermediate step.

### Watch for

Jumping directly to the final solution or paraphrasing the objections so loosely that the source unit's 'hear every idea, hear every objection, then join two ideas' structure disappears.

### Independent success

The student completes the required evidence product and can explain the reasoning sequence without relying only on recall or a teacher-supplied answer.

### Unit source

What they tried next · Badir and the Beaver by Shannon Stewart