

The Beaver on the Nickel

TIME	30 minutes full · 15 minutes short
PRIMARY SKILL	Track one object as evidence across a text
OBJECTIVE	Explain how one small object can answer one question, then reappear and do different evidentiary work later in the same book.
STUDENT EVIDENCE	A record of the object's appearances, what question it bears on each time, and how its evidentiary role changes.
ESSENTIAL QUESTION	Can the same piece of evidence matter more than once, for different reasons?

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. Book-specific targets: Track the Canadian nickel with the beaver image, then its later reappearances and the second object used as evidence.

Materials:	the book, Student Evidence page, pencil.
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Lesson sequence

TIME	TEACHING MOVE
4 min	Identify the object Name the object and the first question it helps answer.
6 min	Record its first use State exactly what the object supports in that moment.
7 min	Track later appearances List each later place the object returns.
8 min	Compare the jobs Explain how the same object is being used as evidence differently.
5 min	Generalize the move Write one sentence explaining why evidence is not “used up” after one inference.

ELA SKILL LESSON · TEACHER SUPPORT

The Beaver on the Nickel

Access routes

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

LISTENING	Use narration and illustrations. Ask the same book-specific questions orally and accept pointing, choosing between evidence already visible in the book, drawing, or an oral explanation. Do not require teacher-invented answer choices.
EXTEND	Apply the same reasoning move to a second moment in the book or ask students to explain why a tempting alternative is weaker.

Teacher guidance

Keep the task on the changing job of the evidence, not on retelling the plot. The same object should appear in more than one row for a reason.

Book-specific answer anchors

- The first evidence object is a Canadian nickel. The woman taps the beaver stamped on it and points to the animal; Badir then compares the coin's beaver with the animal's broad, paddle-shaped tail.
- The nickel is useful because it is not merely a souvenir: it gives Badir a visual comparison he can reuse when explaining what the animal is to other people.
- The method repeats at the end with a one-dollar coin. Badir compares the bird with the bird on the coin - black head, white neck bands, dark back with white markings - and identifies the loon. The second coin shows that an object can carry evidence more than once and in a new case.

Assessment

- The object is identified correctly.
- Multiple appearances are tracked.
- The student explains at least two distinct evidentiary jobs rather than treating every appearance as the same clue.

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

Listing repeated appearances without explaining what claim or question the object bears on each time.

Source note

Extracted and audited as a standalone from the ELA unit Using the Evidence. No regional standards are attached to this standalone skill lesson.

STUDENT EVIDENCE · GRADES 2-3

Badir and the Beaver

The Beaver on the Nickel

Name _____ Date _____ A record of the object's appearances, what question it bears on each time, and how its evidentiary role changes.

OBJECT

FIRST USE AS EVIDENCE

LATER APPEARANCE

DIFFERENT JOB

WHAT THIS SHOWS ABOUT

EVIDENCE

EXIT CHECK

Can the same piece of evidence matter more than once, for different reasons?

TEACHER KEY · GRADES 2-3

Badir and the Beaver

The Beaver on the Nickel

Book-specific answer anchors

- The first evidence object is a Canadian nickel. The woman taps the beaver stamped on it and points to the animal; Badir then compares the coin's beaver with the animal's broad, paddle-shaped tail.
- The nickel is useful because it is not merely a souvenir: it gives Badir a visual comparison he can reuse when explaining what the animal is to other people.
- The method repeats at the end with a one-dollar coin. Badir compares the bird with the bird on the coin - black head, white neck bands, dark back with white markings - and identifies the loon. The second coin shows that an object can carry evidence more than once and in a new case.

Expected student evidence

- The object is identified correctly.
- Multiple appearances are tracked.
- The student explains at least two distinct evidentiary jobs rather than treating every appearance as the same clue.

Watch for

Listing repeated appearances without explaining what claim or question the object bears on each time.

Independent success

The student completes the required evidence product, uses the named book-specific evidence above, and can explain the reasoning move without relying only on recall or a teacher-supplied answer.

Unit source

Using the Evidence · Badir and the Beaver by Shannon Stewart