

Where Every Beaver Fact Comes From

TIME	30 minutes full · 15 minutes short
-------------	------------------------------------

PRIMARY SKILL	Trace factual information to its source
OBJECTIVE	Match factual statements to the person, research, or other source that supplies them and explain how that source came to know.
STUDENT EVIDENCE	A three-part source chart: fact, source, and how the source came to know.
ESSENTIAL QUESTION	What is the difference between knowing a fact and knowing where the fact came from?

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: Use beaver facts whose sources are named in the book. Useful factual anchors include ever-growing teeth, about fifteen minutes underwater, tail slapping, lodges, bark/plants as food, and kits remaining with parents for two years.

Materials:	the book, Student Evidence page, pencil.
-------------------	--

Lesson sequence

TIME	TEACHING MOVE
4 min	Collect the facts List several beaver facts from the book.
6 min	Name each source Record who or what supplies each fact.
7 min	Ask how they know Add how that source obtained the information when the text tells you.

8 min	Compare sources Sort firsthand observation, teaching, and research when those distinctions are available.
5 min	Explain why source matters Choose one fact and explain what knowing its source adds.

ELA SKILL LESSON · TEACHER SUPPORT

Badir and the Beaver

Where Every Beaver Fact Comes From

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

Source is not the same as truth. This lesson stops at attribution: where did the information come from, and how did that source know? Verification belongs in a later step.

Book-specific answer anchors

- Mr. George supplies historical/ecological background: beavers once lived in local streams and ponds, were hunted heavily for pelts, and their soft underfur was valued for waterproof clothing and hats.
- Badir's own research supplies practical beaver information - dams, ponds and canals; tree cutting; lodge features such as an entrance/mudroom/bedroom; and other facts he later deploys when people challenge him.

- Badir and Marlene's further research leads to the ecosystem idea that beavers can act as a keystone species: their activity changes habitat in ways that benefit other species. The source column should say who or what supplied the fact, not merely 'the book.'

Assessment

- Facts are matched to specific sources.
- The source is more precise than “the book.”
- Where the text supports it, the student explains how the source came to know.

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

Writing “the book” as the source for every fact even when the story explicitly names a person or research process.

Source note

Extracted and audited as a standalone from the ELA unit What Is True Inside a Made-Up Story. No regional standards are attached to this standalone skill lesson.

STUDENT EVIDENCE · GRADES 2-3

Badir and the Beaver

Where Every Beaver Fact Comes From

Name _____ Date _____ A three-part source chart: fact, source, and how the source came to know.

FACT 1 / SOURCE / HOW KNOWN

FACT 2 / SOURCE / HOW KNOWN

FACT 3 / SOURCE / HOW KNOWN

FIRSTHAND OR RESEARCH?

WHY SOURCE MATTERS

EXIT CHECK

What is the difference between knowing a fact and knowing where the fact came from?

TEACHER KEY · GRADES 2-3

Badir and the Beaver

Where Every Beaver Fact Comes From

Book-specific answer anchors

- Mr. George supplies historical/ecological background: beavers once lived in local streams and ponds, were hunted heavily for pelts, and their soft underfur was valued for waterproof clothing and hats.
- Badir's own research supplies practical beaver information - dams, ponds and canals; tree cutting; lodge features such as an entrance/mudroom/bedroom; and other facts he later deploys when people challenge him.
- Badir and Marlene's further research leads to the ecosystem idea that beavers can act as a keystone species: their activity changes habitat in ways that benefit other species. The source column should say who or what supplied the fact, not merely 'the book.'

Expected student evidence

- Facts are matched to specific sources.
- The source is more precise than “the book.”
- Where the text supports it, the student explains how the source came to know.

Watch for

Writing “the book” as the source for every fact even when the story explicitly names a person or research process.

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

What Is True Inside a Made-Up Story · Badir and the Beaver by Shannon Stewart