



# Bob, the busy beaver

Authors Rocío Antón and Lola Núñez / Illustrations Paz Rodero / 28 pages / Book Series Tales of the Old Oak

## Objectives

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- To understand and enjoy the main idea of the story.
- To teach the importance of friendship, and value of time spent with friends.
- To teach how to talk about a variety of emotions and feelings.

## Word bank

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### Key vocabulary

**Nouns:** beaver, teeth, river, tree, branches, leaves, set, dam, friends, storm, lightning, rain, noise, exit, water.

**Verbs:** to eat, to cut, to work, to play, to invite, to hide, to protect, to hit, to fall, to block, to shout, to jump, to push, to embrace.

**Adjectives:** important, dangerous, frightened, safe, warm, trapped, high, wet, fantastic, important.

### Key Structures:

- To have time for somebody (He hasn't got time for friends).
- to leave somebody alone (Let's leave him alone).
- to be in danger.

## Tips and ideas

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### Before reading

- **Photo Collection.** One of the key scenes in the story is related to violent weather (storm) and its consequences. Before reading the story, divide the class into two groups. Ask one group to bring photos of nasty weather (storms, heavy rain, lightning, etc.) to class and ask the other group to bring photos showing the consequences such weather might have. Use the pictures to introduce key vocabulary.

### During reading

- **Choral Reading.** After reading the story one or two times so that the students are familiar with it, let your students read it together as a class or in groups. Choral reading is a good way to let students participate actively in reading and foster fluency in struggling readers. It also helps build a sense of community in the classroom. Here are some suggestions to make it more fun.
  - **Change the voices:** Ask the students to read the selected text in a particular way, e.g. quietly, angrily, happily, like a baby, etc.

- **Echo reading:** A leader reads a sentence and the group then repeats the same sentence imitating the leader.
- **Clap reading:** Clap or make some other kind of sound every time you read a certain word (e.g. the name of the main character) or a word starting with a certain letter.

### After reading

- **Post-it Emotions.** Give each student six post-it notes of two different colours, for example three green and three red.
  - Ask the students to stick red post-it notes on the pages in which they perceived a negative emotion and green post-its on those with positive emotions.
  - Tell them to talk about their post-its and compare them with a partner.
  - Next, ask students to name their emotions. Write possible words on the board (happy, afraid, frightened, safe) and ask students to write them on their post-it notes.

# Teacher support activities

## Great Games: "Wordsearch in pairs"

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This activity requires almost no preparation and is a fun way to revise the story's key vocabulary.

- Ask your students to choose five words from the story.
- Put them in pairs and give each student a 10x10 grid.
- Tell them to fill in the chosen five words (horizontally, diagonally or vertically) and then to write any words or letters in the remaining fields.
- The students swap the grids and circle the five words. They check answers in pairs.

## CLIL link: Physical Education

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### Classroom Storm

This simple activity will help learners visualise and contextualise the concept of a storm.

Tell your students that you are going to make a storm in the classroom together. Tell them to sit quietly in a circle, listen and imitate what you are doing.

- Start rubbing your palms and say quietly: "**Rub your palms!**"
- Raise your voice a bit and say: "**Snap your fingers!**"
- Raise your voice a bit more and say: "**Clap your hands!**"
- Say loudly: "**Slap your thighs!**"
- Shout out loud: "**Stamp your feet.**" "**Stooooorm!!!**"

To indicate the storm is starting to subside, reverse the order, beginning with thigh slapping, then hand clapping, finger snapping, palm rubbing, and finally back to silence as the storm dies away. Repeat the activity, but now tell your students to keep their eyes closed.

## English Theatre: "Friends help in trouble!"

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**Characters:** Animals, Bob the Beaver.

### SCENE 1

**Animals:** Bob, come ... play with us!

*(The animals are waving and calling to Bob.)*

**Bob:** I can't play with you. My work is very, very important!

*(Bob doesn't pay much attention to the animals.)*

**Animals:** Bob, come to the party!

**Bob:** I can't come to the party. My work is very, very important!

**Animals:** Bob hasn't got time for friends.

*(The animals go away with a sad expression on their faces.)*

### SCENE 2

**Bob:** A storm! I'll go home, my dam will protect me!

*(Bob is sleeping comfortably, but then suddenly wakes up.)*

**Bob:** I'm trapped! Help! Help! *(Bob looks very frightened.)*

**Animals:** Bob is trapped! Bob is trapped!

**Bob:** Help! Help!

**Animals:** Ready, steady ... push!

*(The animals pretend to be pushing a heavy tree.)*

### SCENE 3

**Animals:** Now you are safe. You are free!

*(The animals applaud and look happy.)*

**Bob:** Thank you! Thank you!

**Animals:** Tomorrow we will build a new dam together!

**Bob:** You are all fantastic friends!

*(Bob and animals embrace each other.)*