HIGH-INTEREST READING WITHOUT THE BABYISH FEEL

Accessible informational text for older students who need reading support with real topics, age-appropriate design, and meaningful thinking.

Flesch-Kincaid Grade Level is 3.6



The Beavers That Fell From the Sky

A bizarre true story from Idaho

Vocabulary	
relocate	to move a person or animal to a new place
remote	far away from towns, roads, or many people
habitat	the place where a plant or animal lives
survive	to stay alive after something dangerous or difficult

In 1948, people in Idaho had a strange problem. Beavers were living near the town of McCall. They cut trees and built dams. Some of the dams flooded land that people wanted to use. Wildlife workers did not want to kill the beavers. They wanted to relocate them to a better place.

That was harder than it sounds.

The beavers did not wear little parachutes. Instead, they rode inside special wooden boxes. A parachute was tied to each box. The box had to stay shut while it was in the air. Then it had to open

beaver helped with the tests. The workers named
again and again on a test field. Each time, he

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into its new home.

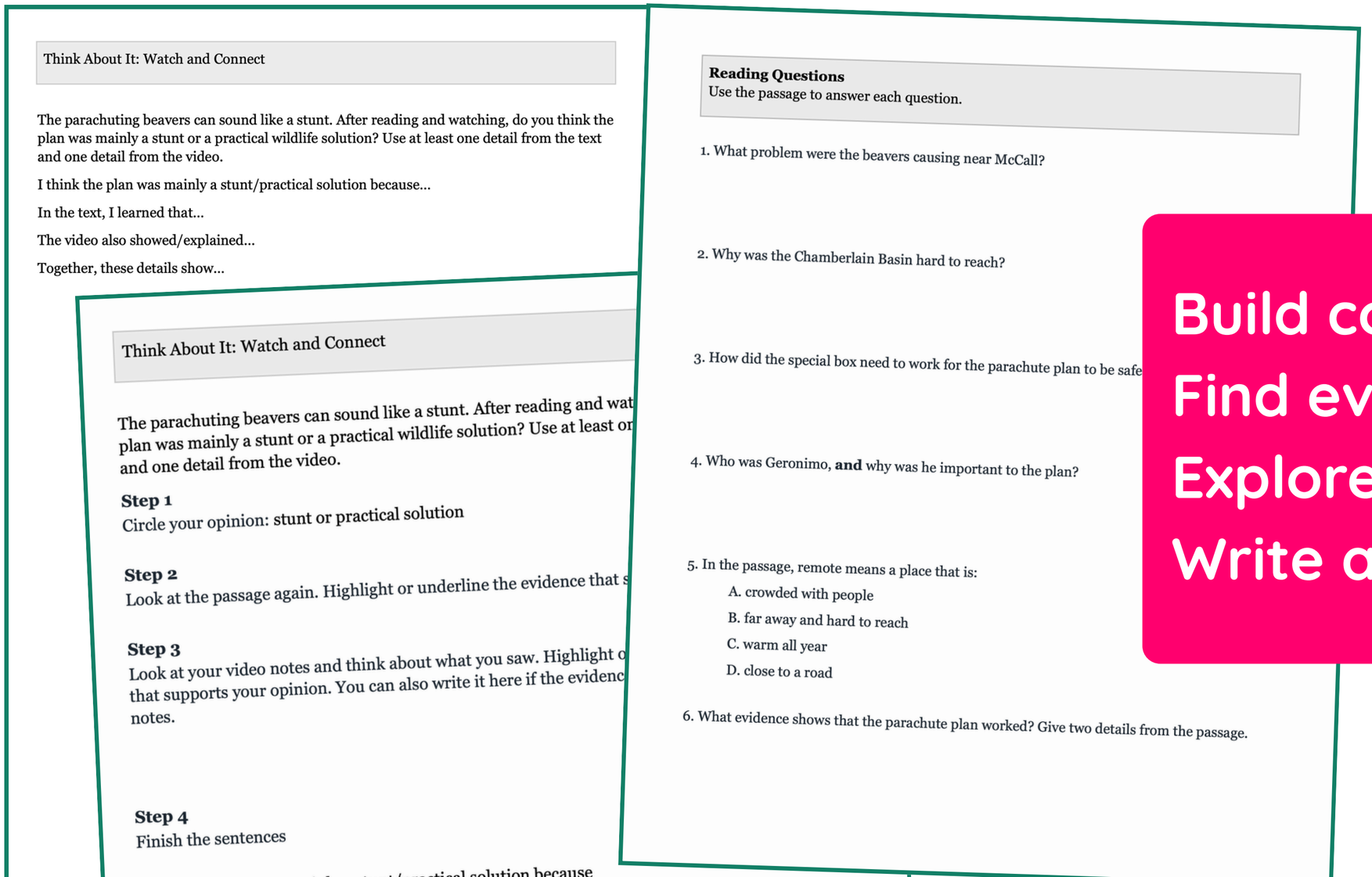


ous goal. The workers needed a safe way to move
beavers soon built dams and started new groups in

n planes. But the old plan is still remembered. It
e would think of today.

hat works.

READ. THINK. USE THE TEXT.



Think About It: Watch and Connect

The parachuting beavers can sound like a stunt. After reading and watching, do you think the plan was mainly a stunt or a practical wildlife solution? Use at least one detail from the text and one detail from the video.

I think the plan was mainly a stunt/practical solution because...

In the text, I learned that...

The video also showed/explained...

Together, these details show...

Think About It: Watch and Connect

The parachuting beavers can sound like a stunt. After reading and wat
plan was mainly a stunt or a practical wildlife solution? Use at least or
and one detail from the video.

Step 1
Circle your opinion: stunt or practical solution

Step 2
Look at the passage again. Highlight or underline the evidence that s

Step 3
Look at your video notes and think about what you saw. Highlight o
that supports your opinion. You can also write it here if the evidenc
notes.

Step 4
Finish the sentences

Reading Questions
Use the passage to answer each question.

1. What problem were the beavers causing near McCall?

2. Why was the Chamberlain Basin hard to reach?

3. How did the special box need to work for the parachute plan to be safe

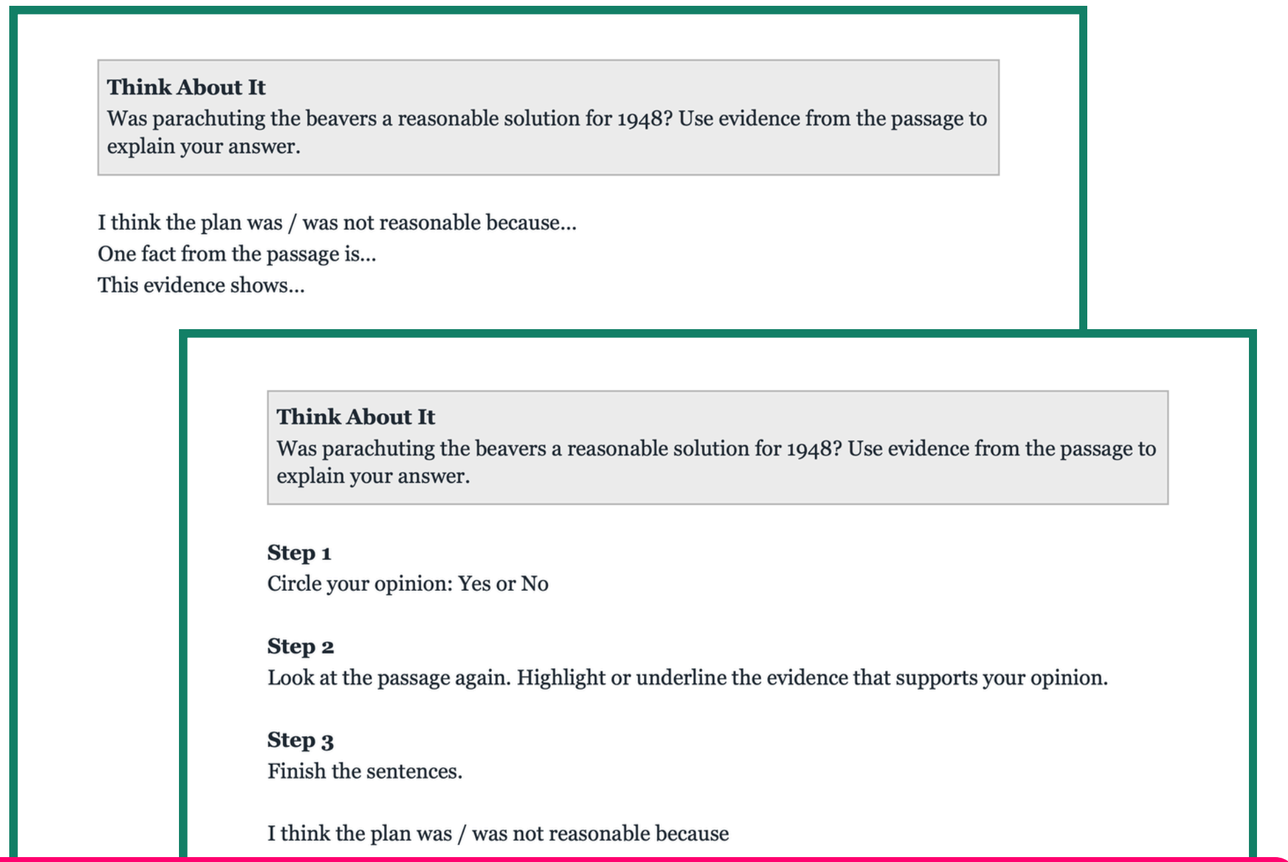
4. Who was Geronimo, **and** why was he important to the plan?

5. In the passage, remote means a place that is:
   A. crowded with people
   B. far away and hard to reach
   C. warm all year
   D. close to a road

6. What evidence shows that the parachute plan worked? Give two details from the passage.

Build comprehension
Find evidence
Explore the featured skill
Write about the reading

GO BEYOND BASIC COMPREHENSION



Think About It
Was parachuting the beavers a reasonable solution for 1948? Use evidence from the passage to explain your answer.

I think the plan was / was not reasonable because...
One fact from the passage is...
This evidence shows...

Think About It
Was parachuting the beavers a reasonable solution for 1948? Use evidence from the passage to explain your answer.

Step 1
Circle your opinion: Yes or No

Step 2
Look at the passage again. Highlight or underline the evidence that supports your opinion.

Step 3
Finish the sentences.

I think the plan was / was not reasonable because

Featured Skill: Problem/Solution

Students use evidence to identify the problem and the solution used. They use a structured response to give their opinion about the solution.

USE IT YOUR WAY

TEACHER'S GUIDE

The Beavers That Fell From the Sky

How This Resource Is Designed

This resource is intentionally flexible. A teacher can use only the passage and comprehension questions, add one Think About It response, connect the reading to one video, or use both videos for a fuller multi-source lesson. Students do not need to complete every page.

Core reading: Informational passage with numbered paragraphs and a short vocabulary box.

At a Glance

Comprehension: Six questions focused on

Reading Think About It: Two versions of t
and one with more step-by-step support.

Watch & Connect: Two video options. Teac
Connection, or both.

Watch & Connect Think About It: Two ve
and video.

Optional extensions: Word study, contractions, sequencing, problem-solution work, and evidence-based discussion or writing.

Suggested Pathways

Pathway	Use	Suggested Sequence
Core	Short reading lesson	Passage → Reading Questions → Prewriting Tool → choose one Reading Think About It
Reading + Video	Add listening or media connection	Passage → Questions → choose one video → Watch & Connect activity → optional Watch & Connect Think About It
Full	Multi-source lesson	Passage → Questions → Organizer → Word Study → Reading Think About It → Historical video → Ecology video → Watch & Connect Think About It

Choose one of the suggested pathways

Vocabulary: Multiple-Meaning Words

- Discuss *cool* in "They also need to stay cool." Students can compare the temperature meaning with the slang meaning. This could even extend into a discussion about how slang for cool changes over time.
- Extend with *rough* (bumpy, difficult, or unfinished), *settle* (move into a new home or end an argument), and *drop* (let fall or a small amount of liquid).

Sequence, Storyboard, or Comic

- List the major events in order, then turn them into 5–7 storyboard or comic frames with short captions.
- Possible sequence: beaver problem → difficult transport → airplane/parachute idea → box testing → relocation → results.

Problem–Solution Map

- Create four boxes: Problem / Constraints / Solution / Evidence It Worked.
- This is a strong prewriting option before either Think About It response.

Text Structure: Problem → Attempt → New Problem

- Trace how each solution led to a new problem: no roads → trucks and horses → the trip was too long, hot, and bumpy → a plane → the plane could not land → parachute boxes → the boxes had to stay shut and then open → test drops with Geronimo.
- Use a chain organizer rather than a single problem-solution box so students see that solving one problem often creates another.
- Highlight the signal words that move the chain forward: *At first, So, Instead, Then,* and *At last.*

Text Structure: One-Sentence Paragraphs

- Point out the three bold one-sentence paragraphs: "That was harder than it sounds," "At last, the team was ready," and "Sometimes the strangest idea is the one that works."
- Discuss what each one signals: the problem getting harder, a turn from planning to action, and

Or build your own with optional extensions

Evidence Sort

- Collect details that make the plan seem practical or effective and details that make it seem risky or unusual.
- Use the sort for a partner discussion before students choose a claim.



My name is Cathy White, Ed.D., and I'm the creator behind Pathwise Works. I've spent 25+ years in education, and I build frameworks and systems to help educators have **more time** to actually teach.

Work smarter, not harder!

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