

TEACHERS' GUIDE

Otters vs. Badgers

SUGGESTED GRADE LEVEL: K - 2nd



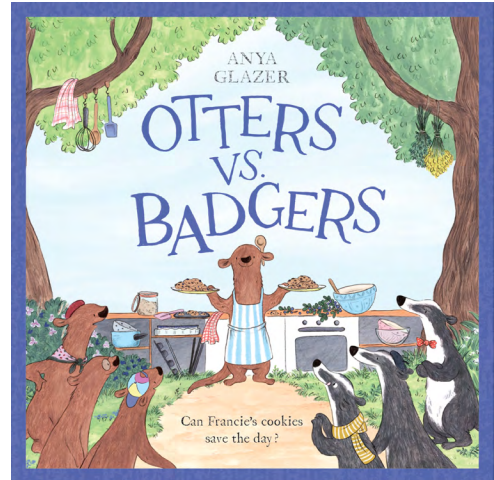
SYNOPSIS

Francie is making the world better ... one bake at a time!

The otters and badgers live on either side of the river, but they have never seen eye to eye. Neither group can cross over to the other side of the river. But one day, shy otter-baker Francie accidentally ventures into the badger lands in search of a new ingredient. As the two sides begin arguing again, she realizes she has unwittingly set off a new chapter in their ongoing feud. But maybe Francie's stunning new cookies — otter baked, but with badger-territory ingredients — may finally help them learn to get along.

THEMES IN THE STORY

- Conflict resolution
- Compromise and tolerance
- Finding common ground
- The power of kindness



Written by: Anya Glazer

Illustrated by: Anya Glazer

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Suggested grade level: K - 2nd

ELA COMMON CORE STANDARD

Reading Literature: Students read and respond to works of literature with emphasis on comprehension, and making connections among ideas and between texts with a focus on textual evidence.

Standards listed below are for 1st and 2nd grades, but can be adapted to Kindergarten standards.

BEFORE VIEWING

Standard: *CCSS.SL.1.1, CCSS.SL.2.1*

Objective: Tap into prior knowledge and build background to prepare for viewing the story.

Procedure: Build background with students by discussing the following points. This may be done on the carpet with A/B partners or at their desks.

- Have you ever had difficulty getting along with someone?
- Why do you think some people don't get along?
- What do you know about otters and badgers?

DURING VIEWING

Standard: *CCSS.SL.1.2, CCSS.SL.2.2*

Objective: Watch the story and answer the following questions.

Procedure: Stop the video at the noted times to ask questions or pose prompts from the suggested list below:

- Why does Francie cross the river? (2:55)
- Why do the leaders of the otters and badgers maintain their feud (fight)? (4:54)
- How do you think this story will end? Why? (5:53)

AFTER VIEWING

Standard: *CCSS.RL.1.1, CCSS.RL.2.1*

Objective: Students will ask and answer such questions as *who, what, where, when, why* and *how* to demonstrate understanding of key details in a text.

Procedure: Students will discuss the following questions with their carpet or desk partners:

- When the badgers get upset and go to the otters' side of the river because they think Francie is taking their berries for baking, how do the badgers and otters find a way to solve the problem and get along?

AFTER VIEWING – CONTINUED

- What lesson do the otters and badgers learn?
- How is this story similar to real life and how sometimes people do not get along?

READING RESPONSE

Standard: *CCSS.RL.1.1, CCSS.RL.2.1*

Objective: Answer the reading prompt using details from the text to support the response.

Materials:

- Reading response journal
- Pencils

Procedure:

1. After watching to the story of *Otters vs. Badgers*, share the following prompts for discussion:
 - How sharing food helps the otters and badgers find common ground and move past their disagreements.
 - How Francie's kindness shows that otters and badgers can connect through simple, shared experiences.
 - Explain how this idea can also apply in real life—how people in a community can get along and work together even if they are different.
2. Allow time for students to discuss the prompt.
3. Have students write their responses answering the above prompt in their reading response journals.

Note: Younger students may use a sentence stem to help them with their responses.
For example:

I think sharing a meal with friends and family helps them _____.

READING

Standard: *CCSS.RL.2.2 - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral.*

Objective: Students will retell the story *Otters vs. Badgers*.

Materials:

- Retell Graphic Organizer (*page 8*)
- Crayons
- Scissors

READING – CONTINUED

Procedure:

1. Students will complete the **Retell Graphic Organizer**, identifying the characters, setting, problem and solution in the story.
2. Students will use their organizer to retell the story of *Otters vs. Badgers* in their own words.

Optional Extension Activity: Students may act out the story *Otters vs. Badgers* using character cards.

WRITING

Standard: *CCSS.ELA-LITERACY.RL.2.3 - Describe how characters in a story respond to major events and challenges.*

Objective: Students will compare and contrast the otters and badgers using a Venn Diagram.

Materials:

- *Otters vs. Badgers* Venn Diagram (page 9)
- Pencils

Procedure:

1. Give each student a Venn Diagram labeled **Otters** and **Badgers**.
2. Ask students to write how the otters and badgers are different on the outer sections of the diagram.
3. Then have students write how the otters and badgers are the same in the overlapping middle section of the diagram.

SOCIAL-EMOTIONAL LEARNING (SEL) TEAM BUILDER AND ART – HOW TO GET ALONG CAKE

Standard: Students develop self-awareness, self-management, social awareness, relationship skills, and responsible decision-making while creating art that explores personal ideas and encourages empathy, self-regulation, and conflict resolution.

Objective: Students will create a “recipe” for a *How to Get Along Cake* that includes ingredients and steps for getting along with others.

Materials:

- How to Get Along Cake template (pages 10-11)
- Crayons
- Markers
- Colored pencils
- Glue
- Scissors

Procedure:

1. Students will work with their team to discuss different ways people can get along with one another.
2. Students will brainstorm words and ideas related to getting along. For example: kindness, helping, listening, sharing, taking turns and being a good friend.
3. Students will write their ideas as the “ingredients” and “steps” for their *How to Get Along Cake*.
4. Students will decorate and color their cake template.
5. Teams will gather in a community circle to share their *How to Get Along Cake* with the class.
6. The completed cakes will be displayed in the school cafeteria.

Optional Extension Activity: Invite cafeteria staff to speak with students about how they work together as a team each day. The cafeteria may also choose to share a small treat with the class.

MATH – MATH WORD PROBLEMS

Standard: CCSS.MATH.CONTENT.2.OA.A.1: Use addition, subtraction, multiplication, and division to solve word problems within 100. Students will represent and solve problems involving equal groups, totals, and comparisons.

Objective: Students will solve *Otters vs. Badgers* themed math word problems involving addition, subtraction, multiplication, division and time.

Materials:

- *Otters vs. Badgers Math Word Problems* worksheet (pages 12-15)
- Pencils
- Crayons or colored pencils

MATH – CONTINUED

Procedure:

1. Give each student the *Otters vs. Badgers Math Word Problems* worksheet.
2. Students will read each word problem carefully and determine which math operation to use to solve it.
3. Students will show their work in the space provided.
4. Students will write the answer in a complete sentence.
5. Students will explain the strategy they used to solve the problem.
6. Review the answers together as a class and discuss the different strategies students used to solve the problems.

Optional Extension Activity: Students may create their own *Otters vs. Badgers* math word problem using characters, baked goods or berries from the story, and exchange it with a partner to solve.

Name: _____

Date: _____

OTTERS VS. BADGERS RETELL GRAPHIC ORGANIZER

Characters

Setting

What happened

First

Then

Next

Last

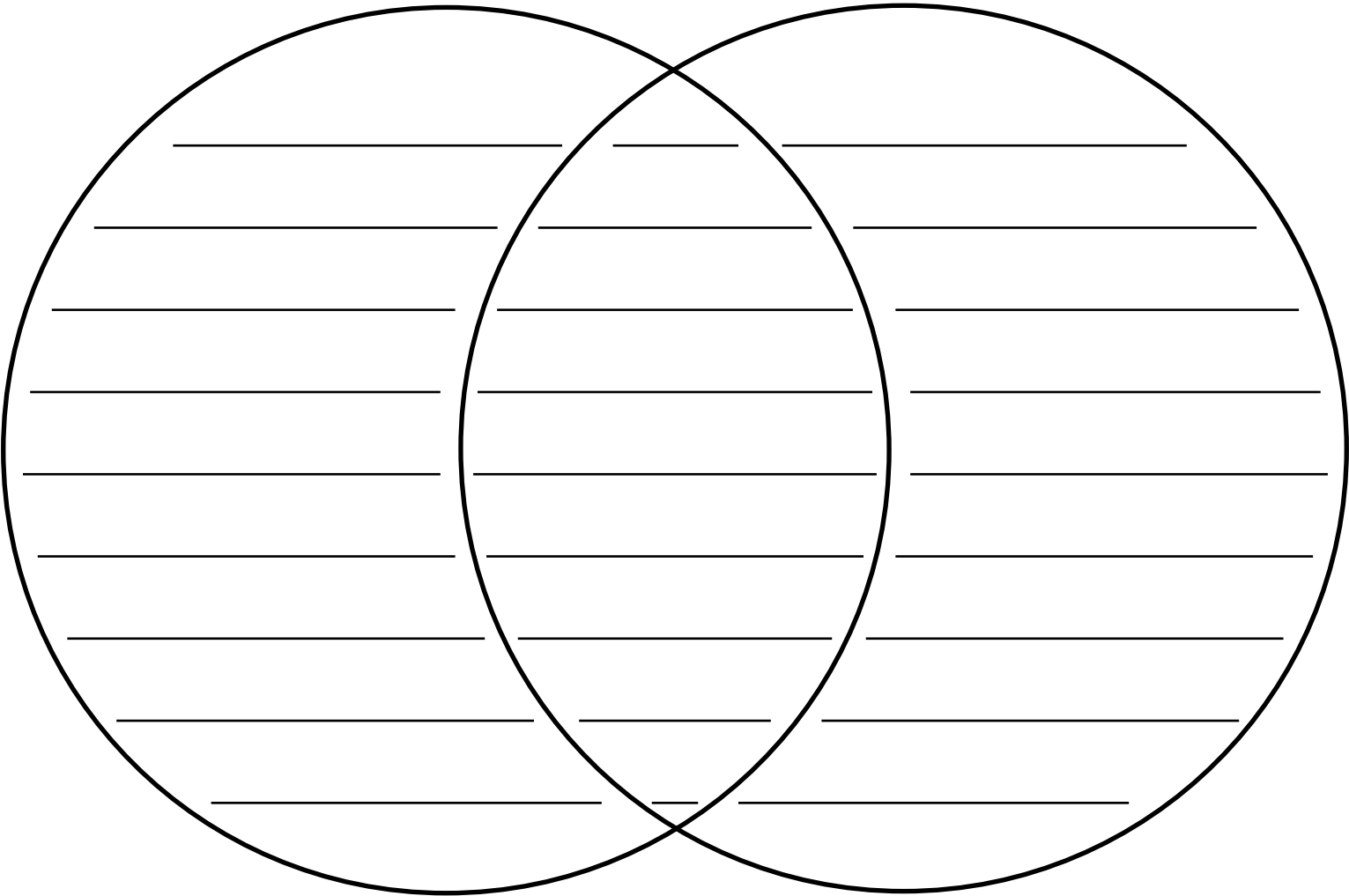
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Date: _____

OTTERS VS. BADGERS VENN DIAGRAM

Otters

Badgers



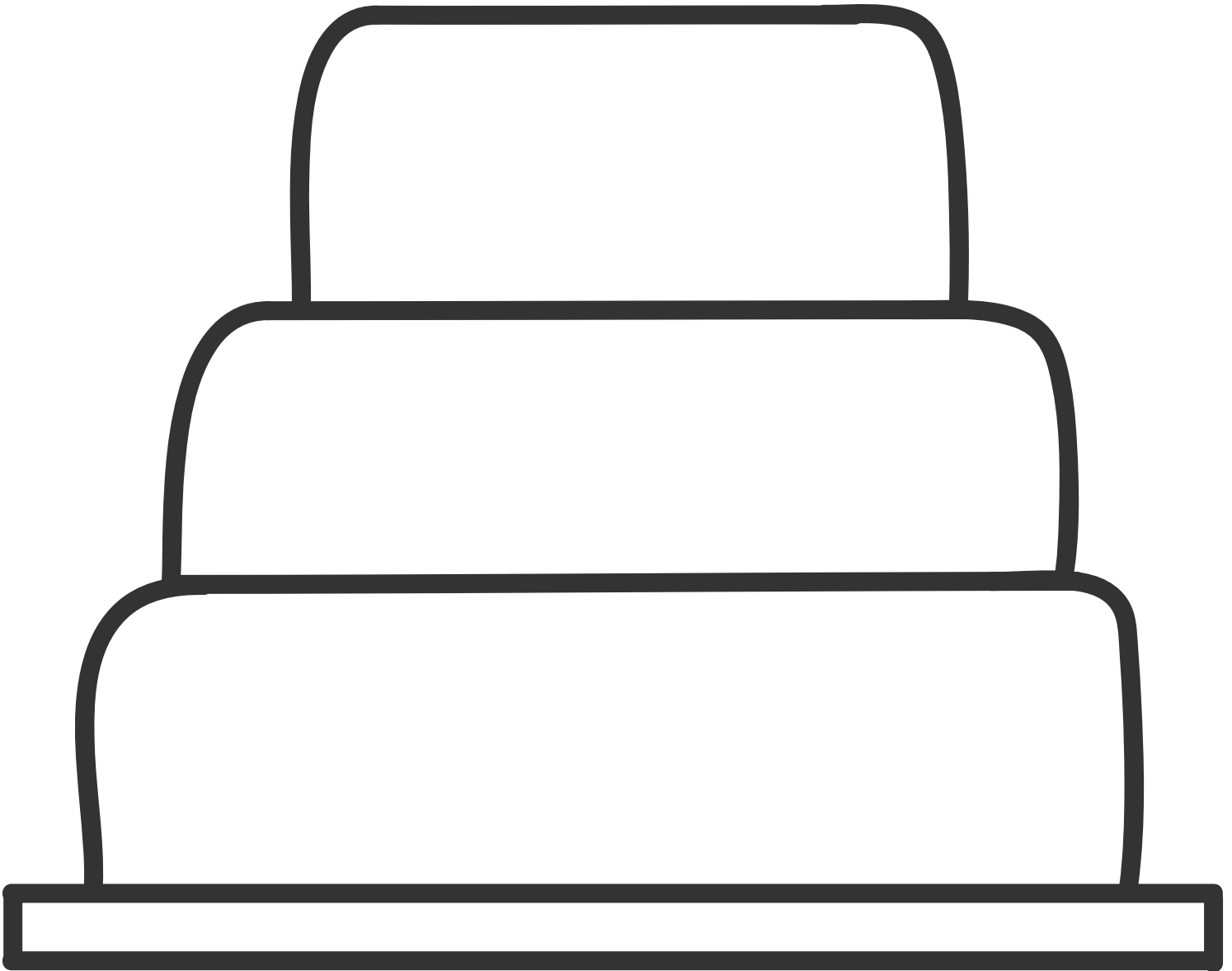
Name: _____

Date: _____

HOW TO GET ALONG CAKE TEMPLATE

DRAW YOUR CAKE

Add frosting, sprinkles and pictures of your ingredients.



Name: _____

Date: _____

HOW TO GET ALONG CAKE TEMPLATE

INGREDIENTS *(What you need to get along with others)*

List the qualities, skills, or actions that help people get along.

Example: kindness, patience, listening.

1. _____

2. _____

3. _____

4. _____

5. _____

STEPS *(Mix your ingredients together)*

Write the steps for using your ingredients to get along with others.

Example: "Mix kindness and listening carefully."

1. _____

2. _____

3. _____

4. _____

5. _____

Name: _____

Date: _____

MATH WORD PROBLEMS

OTTERS VS. BADGERS

1. Francie the Otter baked 24 Cinnamon Shortbreads, 36 Chocolate Chip Cookies, and 12 Snickerdoodles. She baked 84 treats in all. **How many Lemon Meringue Squares did she bake?**

A. Solve/Show Work

B. Answer the question with a sentence

C. Your strategy used in a sentence

2. Francie made 12 chocolate chip cookies. She put 10 chocolate chips in each cookie. **How many chocolate chips did Francie use in all?**

A. Solve/Show Work

B. Answer the question with a sentence

C. Your strategy used in a sentence

3. Francie was collecting wild berries to make muffins for her friends. She put 25 berries in her basket. Then she added 20 more berries. Finally, she added 55 more berries. **How many berries are in her basket now?**

A. Solve/Show Work

B. Answer the question with a sentence

C. Your strategy used in a sentence

4. The badgers found 24 of Francie's delicious muffins and started eating them. They ate 10 muffins. **How many muffins did Francie have left?**

A. Solve/Show Work

B. Answer the question with a sentence

C. Your strategy used in a sentence

5. There are 48 otters on one side of the river. There are 50 badgers on the other side. **How many animals are there altogether?**

A. Solve/Show Work

B. Answer the question with a sentence

C. Your strategy used in a sentence

6. There are 40 sugar cookies to share with 10 badgers. **If the cookies are shared equally, how many cookies does each badger get?**

A. Solve/Show Work

B. Answer the question with a sentence

C. Your strategy used in a sentence

7. The badgers had some muffins. The otters gave them 24 muffins. Now they have 36 muffins. **How many muffins did the badgers have at first?**

A. Solve/Show Work

B. Answer the question with a sentence

C. Your strategy used in a sentence

8. Francie bakes a cake for 45 minutes. She starts baking at 1:00pm. **What time will the cake be ready?** Hint: $1:00 + 45 \text{ minutes} =$

A. Solve/Show Work

B. Answer the question with a sentence

C. Your strategy used in a sentence

ABOUT THIS GUIDE

This guide enhances the English Language Arts (ELA) curriculum by providing supplemental learning opportunities alongside quality children’s literature, engaging students as they listen to expressive read-alouds.

Suggested story related activities in this guide are aligned with ELA Common Core Standards.