

## Discussion Questions and Activities for *Molly of Denali*

### *"Busy Beavers"*

#### *Before Viewing*

- What do you predict the story will be about?
- What do you already know about beavers? Use this [KWL](#) chart (from Understood.org) to list the things you already know and what you would like to know about beavers (columns 1-2).

#### *During Viewing*

- Is the story matching your predictions, so far?
- Why do you think the garden continues to flood?
- How do think beavers build their dams?
- How do you think Molly and her friends will prevent the garden from flooding again?

#### *After Viewing*

- What did Molly and her friends learn about beavers? How did they learn these facts?
- How did they use what they learned about beavers to create strategies to solve their problem?
- What did you learn about beavers from this episode? Complete the third column of the [KWL](#) chart (from Understood.org).

Additional facts about beavers:

- National Geographic Kids: [Slideshow about Beavers](#)
- Live Science: [Beaver Facts](#)
- Nature Mapping: [Beaver Facts](#)

**Writing Connection Activity:** Use the above sources and this [Graphic Organizer for Writing Informational Paragraphs about Beavers](#) (from Understood.org) to write some informational paragraphs about beavers.

### *"Night Watchers"*

#### *Before Viewing*

- What do you predict the story will be about?
- What does "nocturnal" mean?

*During Viewing*

Is the story matching your earlier predictions?

What do you think the kids will need to do to earn the night watcher badge?

How did they determine what “diurnal” means?

*After Viewing*

What did the kids learn about nocturnal animals from their observations?

How did they use the diagrams and information in the guide books to help them?

What other animals can you think of that are nocturnal?

**Response Activity:** Use [this graphic organizer](#) (from Understood.org) to describe the story elements.