

Grade 2	Lesson: Animal Adaptations Part 2 - Hibernation	Reference to English Interconnections lesson Animal Adaptations: Hibernate & Migrate Pg. 36
Science Standard(s): Standard 4.2 Life Science		
Content Objective(s):	Language Objective(s):	
Students will demonstrate understanding of hibernation as a response to seasonal change with 5 examples in a role play. <i>I can show 5 examples of hibernation by acting them out with the class.</i>	Students will read and draw pictures of 5 sentences in the booklet describing animals that hibernate in a booklet. <i>I can read 5 sentences describing hibernation and match the picture that goes with it in a booklet.</i>	
Essential Questions: How does location affect living things?	Required Academic Vocabulary for Word Wall: Speak: hibernate Read: hibernate Write: Sentence Frames: I like to sleep _____. (location) Some _____ (animals) hibernate in _____.	
Materials: <ul style="list-style-type: none">• Hibernation page of <i>Animals in Winter</i> books printed• crayons• glue• calendar• labeled pictures of animals (to be added to word wall)	Additional Lesson Vocabulary: winter, animals, snow, fly, warmer, birds, butterflies, whales Where do _____ hibernate? Bats/cave, bears/den, snakes/cave, turtles/frogs/pond	
Lesson:	Instruction time: 45mins	
<p>Opening: (5 minutes)</p> <ul style="list-style-type: none"> • Begin the activity by miming that you are very tired by yawning, stretching and pretending to fall asleep. <p>T: "Here are some pictures of some places to sleep. As I point to them and say them, I want you to think in your mind which is your favorite place to sleep."</p> <ul style="list-style-type: none"> • Show the pictures and read the word for that picture. Pause and ask the students again. <p>T: "Is this your favorite place to sleep? - bed, couch, floor, tent, closet, trampoline, sleeping bag"</p> <p>T: "Where is your favorite place to sleep? Turn to a neighbor and tell them. Be ready to tell me where your neighbor likes to sleep."</p> <p><i>S: "I like to sleep on the trampoline. I like to sleep in a bed. I like to sleep in a tent." Etc.</i></p> <ul style="list-style-type: none"> • Ask the class to do a Think, Pair, Share for where they like to sleep. <p>T: "If you could sleep as long as you could, how long would you sleep? Turn to a partner and tell them. "</p> <p><i>S: "8 hours" or "10 hours" or "all day long"</i></p> <p>Introduction of New Material: (10 minutes)</p> <ul style="list-style-type: none"> • Use a calendar to show the months of December, January, February and March as you explain hibernation and how long animals sleep. <p>T: "Some animals like to sleep all winter long. This is called hibernation. Some animals hibernate all winter long in some interesting places."</p> <p>T: "Some bats hibernate in caves. (Show a picture of a bat in a cave.) Pretend you are a bat hibernating in a cave". (Teacher demonstrates the action especially if children do not understand)</p> <p>T: "Some bears hibernate in dens. (Show a picture of a bear in a den.) Let me see you pretend to be a bear hibernating in a den."</p> <p>T: "Some snakes hibernate in a cave or hole underground. (Show a picture of a snake in a cave or underground hole.) Now be a snake hibernating in a cave or hole underground."</p> <p>T: "Some turtles hibernate by digging into the warm muddy bottom of a pond. (Show a picture of a turtle hibernating in the bottom of a pond) Pretend you are a turtle. Dig into the warm muddy bottom of a pond. Get down in the mud where it's warm and go to sleep. You will hibernate all winter in this warm mud." (Teacher demonstrates)</p> <p>T: "Some frogs hibernate buried in mud at the bottom of a pond or stream. (Show a picture of a frog in the mud at the bottom of a pond or stream) Just like the turtles, some frogs also dig into the mud at the bottom of a pond or stream. Be a frog. Dig down in the warm mud and fall asleep. You will hibernate all winter in this warm mud."</p> <p>Guided Practice: (10 minutes)</p> <ul style="list-style-type: none"> • There is another activity suggested in <i>Extra Ideas</i> if this one seems too hard to manage. <p>T: "We will read a book with some sentences about these animals hibernating. Let's practice matching these pictures to the sentences we read about hibernating."</p>		

- Place the pictures of the animals from the book along a wall or around the room. When the teacher reads the written sentence and gives the signal, the children will move to stand by the picture they think fits that sentence.

T: "Here are the pictures of the animals from your little book. I will read the sentence from the book. Think in your mind which picture of an animal fits with that sentence. When I say "Hibernate" you will move to stand by that picture."

T: "Some bats hibernate in caves. (Show the sentence written on a sentence strip.) Think which picture shows a bat hibernating in a cave. Hibernate."

S: Children move to the picture of the bat.

- Help direct the students to where they need to go.

T: "Excellent. You found the picture that shows some bats hibernate in caves."

T: "Let's try another one. Some bears hibernate in dens. (Show the sentence written on a sentence strip.) Think which picture shows a bear hibernating in a den. Ready, hibernate."

S: Children move to the picture of the bear.

T: "Great job! You found the picture that shows some bears hibernate in dens."

T: "Next sentence. Some snakes hibernate in a cave or hole underground. (Show the sentence written on a sentence strip) Think which picture shows a snake hibernating in a cave or hole. Ready, hibernate."

S: Children move to the picture of the snake.

T: "Super job! You found the picture that shows some snakes hibernate in a cave or hole underground."

T: "Two more to go. Some turtles hibernate by digging into the warm muddy bottom of a pond. (Show the sentence written on a sentence strip.) Think which picture shows a turtle digging into the warm mud at the bottom of a pond. Ready, hibernate."

S: Children move to the picture of the turtle.

T: "Last one. Some frogs hibernate buried in mud at the bottom of a pond or stream. (Show the sentence written on a sentence strip.) Think which picture shows a frog hibernating in the mud at the bottom of a pond or stream. Ready, hibernate."

S: Children move to the picture of the frog.

T: "Outstanding! Some frogs hibernate buried in mud at the bottom of a pond or stream."

Independent Practice: (15 minutes)

T: "We're going to make a page in our books about hibernating. You will need the page with the pictures of animals and the page about hibernating. You will also need scissors and glue. Watch as I read one sentence, find the picture, cut it out, and glue it in the box under that sentence. "

- Read the first sentence. Model a think aloud to demonstrate how to find the correct picture.

T: "'Some bats hibernate in caves.' Hmm. I see the word 'bats' here. I know that means bat. I also see the word hibernate because we used it in our sentence frame today. Now I find the picture of the bat. I remember that bats hibernated in caves. I'm going to draw a picture of a cave for this bat."

- Ask the students to do the next one together. Read the sentence "Some turtles hibernate by digging into the warm muddy bottom of a pond." Ask them to find words they know and then find the correct picture. Tell them to cut out the picture and glue it in the box under the correct sentence. They can draw a picture of the pond when they finish while waiting to go on.

T: "Now you will have 6 minutes to cut out and glue the other three pictures in the correct box. When you finish, you may draw the places in which the animals are hibernating."

- A great strategy for partner reading is using a BICYCLE CHAIN or INSIDE/OUTSIDE CIRCLE.

Use the Modeling Cycle:

Teacher Does:

Models reading the sentences on the page to another student. That student writes their initials on the back to confirm their partner read to them.

Teacher Does With Student:

T: "Let me show you how that will be done with a partner. I'm going to read my sentences to ___ and he/she will sign his initials on the back."

S: Student partner listens to the teacher read and then marks initials on the back.

Students do:

T: "Let's have two students come up and demonstrate how they would do this. Watch to see if they read all 5 sentences, and if they remember to have their partner sign their initials on the back."

S: Students take turns reading & signing.

T: "Great! Notice they both read and both signed each other's papers. Let's have everybody try it."

All Students do:

T: "Find a partner by the time I count to 5. 1, 2, 3, 4, 5." (Help anyone who does not have a partner get with a partner or with you as the teacher if you have an odd number.)

T: "Begin reading."

S: *Students read to their partners and sign the back with their initials.*

- Walk around the room to observe how the students did reading to a partner. Pause to listen to students read the books. Use a clipboard & class list to mark how students do and if students are able to read the academic vocabulary words in the book or if they need help.
- Remind them to initial their partner's book.
- Give attention signal.

T: "Now find a new partner and read your sentences again." (Repeat as time permits)

Closing: (5 minutes)

- Attention signal. Gather the students together.
- Ask 1 or 2 students to read a page of the book to the class.
- Collect the pages to put in a book.

T: "We will keep these pages and add them to our migration pages to make a little book of what animals do in the Winter."

Assessment:

Booklet: Hibernation page of *What do animals do in the in Winter?*

Extra Ideas:

- Display a set of large cards that depict each of the animals hibernating.
 - **Guided Practice**
 - Assign students to small groups and a smaller set of cards, exactly the same as the master set.
T: Bats hibernate. Where do bats hibernate? "
 - Ask a student to show the correct illustration from the master set.
S: *"Bats hibernate in a cave."*
T: "With your group, find the illustration that shows where turtles hibernate?" Call on one student from the group.
S: Students find the picture of the turtle.
T: "Some turtles hibernate at the bottom of a pond."
T: "Tell another person in your group where turtles hibernate. "
 - (Continue the reading a sentence from the book and having students find the picture that goes with the sentence. Have them tell a partner where the animal hibernates.)

Hibernation

<p>Some bats hibernate in caves.</p>	<p>Some turtles hibernate at the bottom of a pond.</p>
<p>Some snakes hibernate in a cave. Some snakes underground.</p>	<p>Some bears hibernate in dens.</p>
<p>Some frogs hibernate in mud at the bottom of a pond or stream.</p>	

