

<b>Grade 2</b>	<b>Lesson: Animal Adaptations Part 3 - Hide</b>	Reference to English Interconnections lesson Animal Adaptations: <b>Hibernate &amp; Migrate</b> Pg. 36
<b>Science Standard(s): Standard 4.2 Life Science</b>		
<b>Content Objective(s):</b>		<b>Language Objective(s):</b>
Students will demonstrate understanding of staying hidden as a response to seasonal change by telling at least 1 example from a flip book. <i>I can tell one example of animals that stay hidden in Winter to a partner.</i>		Students will read 4 sentences in a flip book describing animals that stay hidden to a partner. <i>I can read 4 sentences in a flip book describing animals that stay hidden to a partner.</i>
<b>Essential Questions:</b> How does location affect living things?		<b>Required Academic Vocabulary for Word Wall:</b> <b>Listen:</b> <b>Speak:</b> hide, honeybees, squirrels, ants, moles, hives, stored <b>Read:</b> hide, honeybees, squirrels, ants, moles, hives, underground, honey, nuts, worms, insects <b>Write:</b> <b>Sentence Frames:</b> ____ (animals) hide in ____ (location). ____ (animals) eat ____ (food) they store. Squirrels hide in trees. Squirrels store nuts. Squirrels eat the nuts they store.
<b>Materials:</b> <ul style="list-style-type: none"><li>• pictures of animals that hide and where they hide.</li><li>• Stay Hidden flip book page of <i>Animals in Winter</i> books printed.</li><li>• Crayons</li><li>• Stapler</li><li>• Scissors</li><li>• Construction paper cut in half lengthwise (4.5"x6")</li><li>• Illustrations to support teacher explanations: empty refrigerator and cupboard; a grocery store, a department store, a car dealership and a music store. Read aloud book about squirrel or other animal that stores food.</li></ul>		<b>Additional Lesson Vocabulary:</b> winter, animals, trees, food, insects food, grocery store
<b>Lesson:</b>		Instruction time: 45mins
<p><b>Opening: (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Activate background knowledge</li> </ul> <p>Display illustrations of an empty open refrigerator and an empty open cupboard. Use gestures as you tell students,  <b>T: "I am so hungry. Look at the refrigerator. There is no food. Look at the cupboard. There is no food."</b>  Show 3-4 illustrations of stores: a grocery store, a department store, a car dealership and a music store.  <b>T: "I am so hungry. Are you hungry? I am. I want to eat an apple and candy and a sandwich. Where can I go to get all these things? Tell me or show me."</b>  <b>S:</b> To the grocery store. (Go to the grocery store.)  <b>T: "Touch your ears if you have gone to the grocery store this week with someone. Turn to your neighbor and whisper something your family bought at the grocery store."</b>  <b>S:</b> "milk, eggs, candy, juice", etc. <li>• Use gestures, pictures and objects to support the understanding of the students.</li> <p><b>T: "I went to the grocery store this week because I had no milk. We need food to live. Do any of your parents buy some food ahead and keep it in a storage place? Maybe they have several cans of food, or some bags of rice, or boxes of something?"</b>  <b>T: "Animals need food all year long, but they don't have a grocery store where they can go to buy food. Animals need food too. Do animals go to the grocery store? How do animals get their food?"</b></p> <p><b>Introduction of New Material: (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Teach why animals store food.</li> </ul> <p><b>T: "Instead of a grocery store, animals gather up food during the warmer months and store it somewhere to eat during the colder months. They will stay hidden in warm places and eat their food. Let's look at some animals that hide and store food."</b></p> <ul style="list-style-type: none"> <li>• If available use a read aloud story to present an example of an animal that stores food, such as a squirrel storing acorns for</li> </ul> </p>		

the winter.

- Show examples of animals that store food.

**T: "I'll show you three pictures. The first will show the animal. The second will show where it hides. And the third will show what it eats and stores."**

- Show the pictures of the squirrel, trees, and nuts and place them in 3 columns on the board.
- Place the sentence frame above the pictures to use when describing each animal.

**T: "Squirrels hide in trees. Squirrels eat the nuts they store. Let's look at the three parts. Which animal is it? When I count to 3 everyone tell me the animal name at once."**

S: *(Choral response) "Squirrels"*

**T: "That's correct! Where does this animal hide? Whisper to your neighbor."**

S: *"In the trees"*

**T: "Exactly. What do they store in the trees to eat during the Winter? Whisper to your other neighbor."**

S: *"Nuts"*

**T: "Honeybees hide in hives and eat the honey they store."**

- Show the pictures of the honeybees, hives, and honey in the 3 columns on the board.

**T: "Let's use the sentence frame to tell what honeybees do in Winter."**

**T: "Everyone answer together. Which animal?"**

S: *"Honeybees"*

**T: "hide in... where?"**

S: *"hives"*

**T: "and eat what?"**

S: *"honey"*

**T: "eat honey they store. Honeybees hide in hives and eat the honey they store. Place your hands on your tummy if you like to eat honey too. Mmm. It's delicious."**

**T: "Let's do another one. Ants hide underground. Ants eat the food they store."**

- Shows the pictures of ants, the ants' underground tunnels, and the food in the 3 columns on the board.

**T: "Let's use the sentence frame to tell what ants do in Winter."**

**T: "Again, let's do it all together. Which animal?"**

S: *"Ants"*

**T: "hide where?"**

S: *"underground"*

**T: "and eat what?"**

S: *"food they store"*

**T: "Perfect! Let's put it all together. Read it with me. Ants hide underground. Ants eat the food they store."**

**T: "One more. Touch your nose if you have heard of a mole. Great! This might be a new animal to some of you. This is a mole."**

- Show the picture of the mole.

**T: "He hides underground in the winter. "**

- Add the picture of an underground tunnel for a mole.

**T: "Do you know what he stores away for the winter? Turn to your neighbor and make a guess what you think a mole might eat."**

S: *"bugs, leaves, nuts, etc."*

**T: "A mole eats insects. A mole also eats worms."**

- Show the picture of worms and insects.

**T: "Raise your hand if you guessed worms. Isn't that interesting? Would you want to store a bunch of worms and eat them in the winter?"**

S: *"no, yes, ewww!"*

**T: "So let's look at our sentence about what moles do in the Winter. Read it with me."**

**T: Which animal?**

S: *"Moles"*

**T: "hide where?"**

S: *"Underground"*

**T: "and eat what?"**

S: *"worms and insects"*

**T: "they store. Let's do that one again all together. Moles hide underground and eat worms and insects they stored."**

**T: "Pick one of those animals and tell a sentence to a neighbor about where it hides and what it eats in the Winter using our sentence frame."**

S: *"\_\_\_\_hide\_\_\_\_ and eat\_\_\_\_ they store."*

- Attention signal

**T: "Wonderful! You know so much about how animals hide and store food in Winter. "**

### **Guided Practice: (15 minutes)**

**T: "Let's make a flip book to show how much you have learned about these animals. This is a fun flip book. It lets us make real sentences that are true and silly sentences that are not true. What if I took the picture of the bee and put it with the picture of the underground tunnel, and the picture of the worms and insects. What would our sentence frame sound like? Let me read it to you and you show me thumbs up or thumbs down if you think it's a true sentence or false sentence."**

Show the pictures of the bee, underground tunnel, and worms and insects.

**T: "Honeybees hide underground and eat worms and insects they store. True or false? Thumbs up or thumbs down?"**

S: Thumbs down

**T: "Is that sentence true? No. Which animal would make it true? Whisper to your neighbor?"**

S: "Moles"

**T: "Great. Now let's look at our book."**

**T: "We will cut the pages in half lengthwise to make two strips like our sentence frame."**

S: *Students cut the pages in half lengthwise.*

**T: "Then we will staple all four sentences on to our construction paper to make a flipbook."**

S: *Students staple all four sentences on to the construction paper to make a flip book.*

**T: "Next, we will use our scissors to cut on the two inner lines to make three pages that we can flip up or down."**

S: *Students cut on the two inner lines to make a 3 flap flipbook.*

**T: "Now I can practice reading the sentence to make it true. Or I can flip up a page to make a silly sentence that is not true. Each of you will practice with a partner. "**

### **Use the Modeling Cycle:**

#### **Teacher Does:**

- Move one of the pages to make a silly sentence. Read the sentence to the class.

**T: "Thumbs up or thumbs down, is this sentence true?"**

S: *Thumbs down.*

#### **Teacher Does with Student**

**T: "Let me show you with a partner. Here's my partner. Choose a sentence to read to me and I'll tell you if it's true or false."**

S: *Student flips the book until he/she decides on a sentence and reads the sentence to the teacher.*

**T: Teacher says "True" or "False" depending on the sentence.**

#### **Two Students do:**

- Ask two students to demonstrate the partner activity. Correct any misunderstandings and praise positive behavior.

#### **All Students do:**

**T: "Great! Let's have everyone try."**

### **Independent/ Interactive Practice: (5 minutes)**

- Students will read their sentences in groups of 2 or 3 to their partners using the flip book. The other partner will tell if the sentence is true or false. Then they switch.
- Walk around listening to students and monitoring their comprehension. Make observations of who needs additional help.

### **Closing: ( 5 minutes)**

- Attention signal. Gather the students together.
- Ask 1 or 2 students to read a sentence and have the entire class show thumbs up or thumbs down if the sentence is true or false.

**T: "Thank you for sharing your fun sentences with me. On your way out the door later today, I will see if you can tell me a true or a silly sentence about animals and what they store for Winter."**

### **Assessment:**

- Booklet: Stay Hidden flipbook
- Exit sentence as they go out the door for recess, lunch, or going home. Have the student tell you a true or silly sentence and let you know if it was true or false.

<p>Honeybees</p>	<p>hide in hives</p>	<p>and eat honey they stored.</p>
<p>Squirrels</p>	<p>hide in trees</p>	<p>and eat nuts they store.</p>

<p>Ants</p>	<p>hide underground</p>	<p>and eat food they store.</p>
<p>Moles</p>	<p>hide underground</p>	<p>and eat worms and insects they store.</p>