

About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 453

Book Summary

Have you ever wondered why some animals hibernate during the cold winter months? Where do they sleep? How do they survive? *Hibernation* provides information about animals that hibernate and how they stay alive during the winter months. Amazing pictures bring the text to life and draw young readers into the book.

Book and lesson also available at Levels F and I.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge

Objectives

- Connect to prior knowledge to understand new information in a nonfiction text
- Compare and contrast information
- Identify vowel digraphs *ee*, *ea*, and *ie*
- Read and identify nouns
- Place words in alphabetical order

Materials

Green text indicates resources available on the website

- Book—*Hibernation* (copy for each student)
- Chalkboard or dry erase board
- Dictionaries
- [Compare and contrast, nouns, alphabetical order worksheets](#)
- [Discussion cards](#)



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](#).

- Content words:
 Story critical: *burrows* (n.), *migrate* (v.), *predators* (n.), *scarce* (adj.), *survive* (v.), *torpor* (n.)
 Enrichment: *sound* (adj.)

Before Reading

Build Background

- Ask students if they have ever thought about how animals survive during the cold winter months. Ask if they know the word scientists use to describe the long sleep that some animals enter for the winter (*hibernation*). Write the word *hibernation* on the board. Have students identify some animals with which they are familiar that hibernate. List the animals on the board.

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, fiction or nonfiction, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).
- Show students the table of contents. Read the contents together and have students discuss what they already know about food and winter survival, predictions of how animals survive, and types of animals that hibernate.

Introduce the Reading Strategy: **Connect to prior knowledge**

- Explain to students that good readers make connections between what they already know and new information they read about. Remind them that they are more likely to understand what they are reading if they already know something about the topic. Explain to students that as they read, they should think about their experience with the topic to make connections to the new information in the book.
- Model how to connect to prior knowledge.
Think-aloud: As I look at the cover of this book, I notice that the photo shows bats in a cave. I already know that many bats sleep in a cave or another dark place during the day. I predict that I am going to learn that bats hibernate in caves during the winter, too. I will probably learn new information about other animals and where they hibernate. The section about bats will be easier for me to read because I can connect any new information with what I already know. If other parts of the book are about another familiar animal, I'll think about what I already know about it as I read new information.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Compare and contrast**

- Explain to students that when reading a book or story, readers can do things to help them understand and remember what they read. One way to organize new information is to explain how objects are alike and different. Explain to students that this is called *comparing* and *contrasting*. Write the words *compare* and *contrast* on the board. Write the word *alike* under *compare* and the word *different* under the word *contrast*. Encourage students to think of the terms as partner words.
- Explain that one way to compare and contrast is to use a graphic organizer called a *Venn diagram*. Draw a Venn diagram on the board. Explain or review that when comparing and contrasting using a Venn diagram, details that are the same are listed in the middle where the circles overlap; details that are different are listed on the corresponding sides.
- **Introduce and model the skill:** Provide a simple model of comparing and contrasting by using two familiar items to complete a Venn diagram as a group. Have students tell how the items are the same and how they are different. Provide the following example: *A pen and a pencil are the same because they are both used for writing. A pencil is different because it has lead instead of ink and usually has an eraser at the end. A pen may write in various colors, usually cannot be erased, and usually has a lid or cap.* Encourage students to offer similarities and differences, and include these in the group comparison.
- As a group, complete the sample Venn diagram. Write the characteristics of the pen and pencil in the correct areas of the diagram. Review the similarities and differences. Encourage students to use the words *alike* or *different* and *compare* or *contrast*.

Introduce the Vocabulary

- As students preview the book, ask them to talk about what they see in the pictures. Reinforce the vocabulary words they will encounter in the text.
- Write the following content vocabulary words on the board: *migrate*, *predators*, and *survive*.


- Explain to students that most of the time, good readers use context clues to help figure out the meaning of an unfamiliar word in the text. However, sometimes they will not find enough context clues to clearly define the unfamiliar word. Model how students can use a dictionary or glossary to locate a word's meaning. Have a volunteer read the definition for *migrate* in the glossary. Have students follow along on page 4 as you read the sentence in which *migrate* is found to confirm the meaning of the word.
- Point to the word *predators* on the board. Repeat the process, reading the definition of *predators* in the glossary and reading the sentence in which *predators* is found on page 8. Ask a volunteer to explain why it would be necessary to look up the root word *predator* in the dictionary, without the suffix -s.
- Point to the word *survive* on the board. Have students read the definition of *survive* in the glossary and locate the sentence in which *survive* is found on page 4. Remind students to check whether a word makes sense by rereading the sentence in which it occurs.

Set the Purpose

- Have students read the book to find out more about hibernation. Remind them to stop after every couple of pages to think about what they already know about hibernation and how animals survive during the winter.

During Reading

Student Reading

- **Guide the reading:** Give students their book and have them put a finger on the bottom of page 7. Have students read to the end of this page. Encourage students reread the pages if they finish before everyone else.
 - When they have finished reading, ask students what words they had trouble with. Have them review what they read about hibernating and how using what they already knew helped them understand new information.
 - Model connecting to prior knowledge.
Think-aloud: *When I read about the heart rate of animals that hibernate slowing down, I thought of a time when a science teacher I knew had students take their heart rates just after waking and again later after exercising. The heart rates of students were much lower upon waking compared to after exercising. Thinking of this helped me understand what happens when animals hibernate, and it helped me read about heartbeats and breathing. If I hadn't connected that part to the experiment I remembered, it might have been harder for me to know what the book was explaining.*
 - **Check for understanding:** Have students share some of the things they thought about as they read information on the pages so far. Select volunteers to share connections they made between prior knowledge and the text.
 - Have students read the remainder of the book. Encourage them to connect new information to their prior knowledge as they read. Remind them also to look for similarities and differences regarding the topics in the book. Explain to students that comparing and contrasting the information will help them to remember and better understand what they read.
-  Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Ask students to share any examples of how connecting with their prior knowledge helped them. (Encourage them to think aloud for other students in the group.) Reinforce that stopping to think about what they already know and what they are reading helps them read unfamiliar words and understand new information.
- **Think-aloud:** *When I came to the section called “How Do They Stay Alive?” I thought about animals I already knew of that sleep underground. Already knowing that the underground holes are called burrows made that section quite easy for me, so I could concentrate on reading about some of the other animals that hibernate.*

Reflect on the Comprehension Skill


- **Discussion:** Remind students that one way to better understand a book is to compare and contrast information as they read. Thinking about how things are alike and different is helpful when reading material that contains many facts.
- **Check for understanding:** Have students turn to page 10 and reread the page. Encourage students to evaluate how *hibernation* and *torpor* are alike and different. (A torpor is a deep sleep that a bear takes during the winter months, but it is not as deep a sleep as hibernation.)
- **Independent practice:** Introduce and explain how to complete the [compare-and-contrast worksheet](#). Have students choose two animals from the book to compare and contrast.
- **Enduring understanding:** In this book, you read about the way some animals adapt to the changes that come with winter. Animals do not communicate in the same way as humans, and the way that they live is different, too. But as this book shows, they are capable of knowing what they need to do to survive. They are born with a survival instinct. What ways do you think we are the same as the animals in this book? What survival instincts do humans have?

Build Skills

Phonics: **Vowel digraphs ee, ea, and ie**

- Write the word *sleep* on the board and point to the letters ee. Explain to students that the letters e and e together stand for the long /e/ vowel sound they hear in the middle of the word *sleep*.
- Explain that the ee letter combination is one of the letter combinations that stand for the long /e/ sound. The other combinations are ea and ie. Explain to students that these combinations of letters together are called *vowel digraphs*.
- Write the words *feed* and *fad* on the board and say them aloud. Ask students which word contains the same vowel sound as in *sleep*. Make sure students can differentiate between the two vowel sounds. Give other examples if necessary.
- Ask students to name other words with the long /e/ vowel sound as in *sleep*. Write each example on the board and invite volunteers to circle the vowel digraph in each word. Have students turn to page 5. Instruct them to find and circle the word *beat*. Write the word *beat* on the board. Point out the letter combination that stands for the vowel digraph sound and ask students to blend the letters e and a together to make the same vowel sound as in *sleep*. Point out that the long /e/ vowel sound comes in the middle of this word. Next, run your finger under the letters as you blend the three sounds in *beat*: /b/ea/t/. Point out that even though there are four letters, only three sounds are blended together to form the word. Then have students blend the word aloud with you as you run your finger under the letters.
- Repeat the blending activity with the words *leaves*, *prairie*, and *week*. Take one word at a time, pointing out the letter combinations that stand for the long /e/ vowel sound. When students have blended the words, ask volunteers to come to the board and circle the vowel digraph in each word. Have a student point to each vowel digraph as the rest of the group says the sound.
- **Check for understanding:** Have students go through the remainder of the book and highlight the words that contain the vowel digraphs ee, ea, or ie.

Grammar and Mechanics: Nouns

- Show students a pencil and write *pencil* on the board. Remind students that a *noun* names a *person, place, or thing*. Ask students to identify to which group of nouns *pencil* belongs (thing).
- Explain to students that nouns can also be classified as *common* or *proper*. Explain that a *common noun* refers to a *general thing*. Provide an example by writing *boy* on the board. Say: *The word boy refers to a general person, so the noun is common. If it were a proper noun, it would name a specific boy, such as Mike.*
- Have students turn to page 9. Ask a volunteer to find a common noun on the page. Explain that common nouns are lowercase but may have a capital letter if they are the first word in a sentence.
-  **Check for understanding:** Have students find all of the common nouns on page 9 and circle them. Ask student volunteers to read the words aloud.
- **Independent practice:** Introduce, explain, and have students complete the [nouns worksheet](#). If time allows, discuss their responses.

Word Work: Alphabetical order

- Write the words *bat* and *tiger* on the board. Underline the first letter in both words. Ask students to tell what letter comes first in the alphabet: *b* or *t*.
- Explain that words are sometimes placed in a list by ABC, or alphabetical, order. Words are placed in alphabetical order by looking at the first letter in each word and deciding which letter comes first in the alphabet.
- Explain to students that sometimes words may start with the same letter. In this case, when alphabetizing, the second letter determines the order of the words. Write *dish* and *dust* on the board. Underline the second letter of each word and ask students to tell which letter comes first in the alphabet: *i* or *u*. Ask a volunteer to identify which word comes first (*dish*).
- Write the words *animals* and *automobile* on the board. Ask students how they will decide which word comes first in alphabetical order. Underline the second letter in both words. Ask a volunteer to identify which word comes first (*animals*).
- **Check for understanding:** Write the following list of words out of order on the board: *sleep, food, slip, winter, fog, hungry*. Have volunteers come to the board and number them in correct alphabetical order.
- **Independent practice:** Introduce, explain, and have students complete the [alphabetical order worksheet](#). If time allows, discuss their answers.

Build Fluency
Independent Reading

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have students practice comparing and contrasting information as they read.

Extend the Reading
Informational Writing Connection

Have students select one of the animals from the book that hibernates. Have them research in which part of the world the animal lives, what it eats, and any other details specific to the animal. Have students write a report with two main ideas and supporting details. Have them use a slide show program to present their information. Allow time for students to share their writing with the class. Visit [Writing A-Z](#) for a lesson and leveled materials on expository writing.

Art Connection

Have students create a habitat of their favorite hibernating animal using a shoebox. Provide students with various materials to use in the making of their habitat. Encourage them to use realistic detail. Have students write a short informational page describing the scene and facts on the hibernating animal.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently connect new information to prior knowledge
- accurately compare and contrast information during discussion and on a worksheet
- identify and write the vowel digraph that stands for the long /e/ vowel sound
- correctly read and identify common nouns during discussion and on a worksheet
- correctly alphabetize words during discussion and on a worksheet

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**