

Seasons & Animals: Hibernation

Subject: Science: Seasons, Animal Changes: Hibernation	
Grade: 1	Author: Jennifer Batson
Time allotted: 35 minutes	
Materials: <i>Animals in the Fall</i> by Gail Saunders-Smith Pebblego Animal Behavior slides: Hibernation Hibernation worksheet Pencils, crayons White board, marker	
Description: Students will listen to a read aloud of <i>Animals in the Fall</i> and discuss ways that animals adapt to winter, watch and read along with the Pebblego hibernation slides, then complete an animal hibernation worksheet.	
Grouping Needs: Whole group during read aloud discussion and Pebblego slides. Individual work on animal hibernation worksheet.	
State Standard of Learning: Science 1.7: The student will investigate and understand weather and seasonal changes. A) Changes in temperature, light, and precipitation affect plants and animals.	
Classroom objectives: Students will understand different ways that animals adapt to winter: by growing fur, storing fat, and hibernating. Students will complete an animal hibernation worksheet and demonstrate understanding of which animals hibernate.	

Preassessment:

What do animals do in winter? Answers: Sleep, hibernate, burrow underground. What does hibernate mean? Do all animals hibernate?

Introduction:

Introduce and read *Animals in the Fall* by Gail Saunders-Smith. Discuss what different animals do in the fall to get ready for winter.

Formative Assessment:

Observe students during the read aloud, discussion, and coloring activity.

Summative assessment:

Collect the animal hibernation worksheet to check for understanding.

Instruction procedure:

After read aloud of *Animals in the Fall*, tell students that some animals change or adapt by:

- growing fur to stay warm
- eating a lot and storing fat (like squirrels that store nuts)
- hibernating or going into a deep sleep to save energy, since there is very little food for them to eat in winter (plants are dead and insects burrow underground).
- Animals that hibernate: bats, turtles, bears, frogs, door mice, groundhogs.

Watch Pebblego slides and video.

Introduce and model the animal hibernation worksheet.

Practice:

Shared practice: read aloud and discussion.

Guided practice: Pebblego slides and modeling the animal hibernation worksheet.

Individual practice: illustrating the animal hibernation worksheet.

Response to practice:

Observe the participation during the read aloud, discussion, Pebblego slides, and coloring activity. Clarify any questions that arise and provide additional instruction, scaffolding, or extension as needed.

Differentiation:

Allow extra time and provide two-step directions for those with IEPs that need that accommodation.

The read aloud, discussion, and Pebblego slide provide opportunities to interact with peers and build literacy. In addition, the read aloud, Pebblego slides, and hibernation worksheet provide visuals to support ELLs.

High skill students can add details about what animals do or how they change in the winter and add more animals to their worksheet (mice, frogs, bats, turtles, insects, etc.)

Summarize/Close:

Ask students to share their animal hibernation worksheets. Review why animals hibernate: to save energy since there is no food in winter.