

A Place to Rest

Teacher: Angela Randall

Grade level: K-2

Content Areas: Language Arts and Science

Abstract of Lesson: The students will learn why some animals sleep through the winter. They will learn about hibernation through fun classroom explorations. Lastly the kids will create a Place to Rest mural.

Time-Line: 5-7 days

Goal/Objective:

Children will understand what hibernation means and why some animals sleep through the winter through many exploratory activities and will create a Place to Rest mural.

Curriculum Standards:

1.LA.1-Demonstrate a growing awareness of the concept of story by identifying with characters or events in a story.

1.S.4-Describing a variety of habitats and natural homes of animals.

Literacy Partners:

Interpret pictures and relate pictures to printed text. Value and acknowledge work of others.

Pre-Lesson Activities Day 1:

Hibernation KWL (think you know, want to know, learned). The teacher will draw a large sleeping bear on the bulletin board. Three large dream bubbles will be above the bear representing the KWL. The teacher will gather the students around and ask them what they think they know about hibernation. Using sticky notes she will add the student responses to the “K” dream bubble. Next she will ask them what they want to know and add these responses to the “W” dream bubble.

After this pre-activity, the teacher will gather the students together on the reading rug and read *When Winter Comes* by Nancy Van Laan and then discuss elements of hibernation based on the book with the kids.

The kids will need to write/draw something they want to know or already know about hibernation in their science journals.

Learning Activity Day 2:

The teacher will begin with the question “What happens to the food the animals eat in the winter?” Next the kids will do an experiment. In this experiment, the kids will each be given an ice cube with a piece of pineapple inside. The kids will smell the ice cube to see if they can smell the pineapple. They will also try to get the pineapple chunk out of the ice cube.

After this activity, gather the kids around and ask them if they could smell the pineapple. Discuss the difficulty of getting to the pineapple in the ice cube. Use this activity to explain how wintry conditions make it hard for animals to find and get food which is why animals that hibernate eat all summer and fall. Explain that they do this to fatten up their bodies. The stored fat is what gives them the energy to survive during the months when they cannot find much food if any at all.

Next, have the kids add to the KWL bear. The kids will need to write/draw what they learned from the day’s activity in their science journal.

Learning Activity Day 3:

The teacher will begin this activity by explaining that hibernation helps animals save their energy because it slows down their heart rate and breathing. This is important because the animals are using the stored fat to live.

The teacher will have the kids lie down and get very still and quiet. She will then, along with parent helpers, help the kids take their pulses.

The kids will then do exercises around the room and once again, along with the parent helpers, take their pulses. The kids will answer questions comparing the results of the two and relate it back to hibernation.

Next, the kids will add to the KWL bear and also write/draw what they learned about the day’s activity in their science journal.

Learning Activity Day 4:

The teacher will begin this activity by re-reading *When Winter Comes* and asking the kids about some of the homes of the hibernating animals in the story.

The kids will then watch a video called *I want to Know: Hibernation*. The teacher will lead a discussion on what the kids found out during the movie.

The kids will add any new information to the KWL bear and also to their science journals.

Learning Activity Day 5&6:

The teacher will tell the students they will be working with a partner to create a winter mural. The teacher will provide a list of animals. The kids will be given butcher paper and have access to crayons, markers, paint, cotton, sticks, leaves, grass, hay, fabric, yarn, and other materials. The kids will be given 2 to 3 days to complete the murals and present with their partners. They will need to tell about their murals and answer questions from other students.

The student will visit the KWL bear one last time to review and discuss and add any new information needed to the dream bubbles. Lastly, they will draw the same resting place from their murals into their science journals and write a sentence (depending on grade level) describing what they found most interesting about hibernation.

Materials:

- White butcher paper
- Tempera paint
- Crayons, pencils, and markers
- Scissors
- Glue/tape
- Paintbrushes/sponges
- Tissue, cloth, yarn, fabric
- Hay, sticks, grass, leaves
- *When Winter Comes* by Nancy Van Laan
- sticky notes
- bulletin board
- construction paper, brown and white
- ice cubes with pineapple
- clock and parent helpers
- science journals
- Power Media Plus: *I want to Know: Hibernation*

Resources:

Van Laan, N.,(2000). *When Winter Comes*. New York: Simon & Schuster Children's Publishing Division.

Rhodes, M.(November, 2002). *A Time to Sleep*. Retrieved February 16, 2008, from <http://www2.scholastic.com/browse/article.jsp?id=3921>

No author. (2007). *This Goodly Land*. Retrieved February 16,2008, from, <http://www.alabamaliterarymap.org/>

Other Curriculum Connections:

Language arts: This book has lots of rhyming, so a writing lesson on rhyming could be incorporated. Also a Venn Diagram comparison of Nancy Van Laan's *When Winter Comes* could be made with Robert Maass' *When Winter Comes*.

Assessment:

The teacher will assess the students' mural presentation based on attention to detail and how well they answered questions and talked about hibernation in relation to their murals. The teacher will also gather science journals and assess each day's journal entry with a letter grade. Points will also be awarded daily for participation.