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Lesson Title: How Do Animals Prepare for Winter?

Suggested Grade Level: 2

Estimated Lesson Time: 50 minutes

Abstract: Students read a non-fiction book on how animals prepare for colder weather aloud. They will then view pictures of various animals and identify the type of adaptation that the animal has to make in order to survive in the winter time. They will help them understand the various adaptations that animals have in order to deal with the cold, winter months and that both humans and animals have to adapt to the winter months in some manner.

[Lesson Overview](http://www.screenr.com/8FT7)

Students’ prior knowledge: The students have read non-fiction books aloud before in their reading period and are familiar with reading science articles and books and making connections to their own experiences, as will be done in this lesson.

Standards:

SC.2.E.7.5: State the importance of preparing for severe weather, lightning, and other weather-related events.

LACC.2.RI.1.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Goal: Students will understand the various types of adaptations that animals to deal with the cold, winter climate.

Learning Objective: When asked about how a particular animal prepares and survives during winter, students should be able to identify the animal as migratory, hibernating, or active and why it is identified as this.

Materials:

* *How and Why Animals Prepare for Winter* by Elaine Pascoe
* Smart Board

Procedures:

1. Begin with a discussion relating to how and why we prepare for the cold, winter months. Maybe discuss what people in colder climates might do differently to prepare for winter. Discuss how animals have to prepare for winter just like humans. (5 minutes)

2. Read aloud *How and Why Animals Prepare for Winter*. Discuss animal adaptations as you read. (30 minutes)

3. Discussion: Display pictures of various animals on the Smart Board. Ask students to identify the animals as migratory, hibernating, or active animals. Maybe ask students what their pets do to deal with cold conditions and how they might behave differently in the winter than in other months. (15 minutes)

[Entire Lesson Description](http://screenr.com/0FT7)

Extensions and Adaptations

1. Adaptations for Asperger’s/Austism

- Seat near model (child or teacher). Having the student sit near the teacher while the class is reading will enable the teacher to make sure that the student is concentrating on following along while reading the book. If the student has a particular favorite pet or animal (which may be the case, as many autistic children, particularly with Asperger’s, favor and are interested in a few specific subjects), maybe call on this child specifically if this particular animal appears in the Smart Board picture slideshow or when asking children how their pets prepare for winter.

2. Adaptations for Dyslexia/LD

- If the entire class is taking turns reading aloud, maybe call on this student if there is a small, less complicated paragraph for them to read. Maybe have the student next to a model student that can aid them on particular parts of the paragraph or sound words aloud yourself for the student.  Make sure to be doing this with other children that are having a hard time reading particular words, as well, so as not to single this student out.

3. Adaptations for ADD

- Seat near model (child or teacher). Having the student sit near the teacher while the class is reading will enable the teacher to make sure that the student is concentrating on following along while reading the book