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Primary Type: Lesson Plan

Do not disturb! A lesson on hibernating and migration

Have you ever wondered why animals hibernate or why they migrate? Have you also ever wondered which animals do? In this lesson, students will learn which common animals hibernate and which ones migrate. They will also learn the importance of hibernation and migration on animals during the winter season. Students will be able to write down their learning, sort picture cards, and complete a Compare and Contrast Chart demonstrating their understanding of hibernation and migration.

General Information

Subject(s): Science, English Language Arts

Grade Level(s): 3

Intended Audience: [Educators](#)

Suggested Technology: Document Camera, Computer for Presenter, Internet Connection, Speakers/Headphones

Instructional Time: 45 Minute(s)

Freely Available: Yes

Resource supports reading in content area: Yes

Keywords: season, fur, hibernate, migrate, travel, adapt, winter, survive

Instructional Component Type(s): [Lesson Plan](#), [Worksheet](#), [Assessment](#)

Resource Collection: CPALMS Lesson Plan Development Initiative

Attachment

[Time For Hibernation Poem.docx](#)

[Julias Discovery.docx](#)

[Picture_Cards.docx](#)

[Picture_Cards_Answers.docx](#)

Lesson Content

Lesson Plan Template: Confirmatory or Structured Inquiry

Learning Objectives: What will students know and be able to do as a result of this lesson?

Students will:

- be able to explain why animals hibernate and migrate.
- be able to list some common animals that hibernate and migrate.
- be able to describe how animals respond to the winter season.

Prior Knowledge: What prior knowledge should students have for this lesson?

Students need to know:

- animals need basic necessities of air, water, food, and space. (SC.1.L.17.1)
- describe how animals are alike and different based on the way they look and the things they do. (SC.K.L.14.3)
- describe major stages of an animal life cycle. (SC.2.L.16.1)

Guiding Questions: What are the guiding questions for this lesson?

1. What do animals do in the winter? Some animals hibernate, some animals migrate, some animals grow fur to adapt to the harsh climates.
2. How do animals spend their winter? Hibernating (sleeping), hunting for food, migrate to warmer climates.
3. Why do animals need to hibernate and migrate? Hibernation helps animals survive in some of the harshest (coldest) conditions. It decreases its body temperature to the bare minimum. Animals migrate to move to warmer climates so they can survive.
4. What is migration? Migration is the relatively long-distance movement of individuals, usually on a seasonal basis.

Introduction: How will the teacher introduce the lesson to the students?

Begin by presenting the students with the probe: Julia's Discovery Page (attached)

One day Julia wanted to take her dog Taco out for a walk. She went to her room and put on her long sweatpants, soft cozy sweatshirt and stocking hat. She made sure to put on her warm soft gloves. As she was putting Taco on his leash, she remembered to grab her heavy coat in the closet before heading out the door. As they were walking along Taco was sniffing towards a tree. She walked over to see what he was sniffing at. She looked at the bottom of the tree and there was a small hole at the base of the tree. As she looked inside the hole, she noticed a small furry animal curled up half covered with sticks and brush. The animal looked to be sleeping on its side. She was about to get sad thinking the animal was no longer alive, when she realized something. She noticed the animal's body slowing moving up and down.

Allow students time to process the scenario and explain their thinking to the questions on the sheet. Once students have had ample time to respond to questions 1-3, ask them to place their paper face down on their desk to be referenced later. It's suggested teachers walk around giving immediate feedback to students who are needing more support with the understanding of migration. Also give positive feedback to those students who are understanding the concept of migration.

Begin by showing the video Bear Snores On (link here: <http://youtu.be/6hHdhhFpy3Y?hd=1>). If not accessible, you can read the book Bear Snores On by Karma Wilson.

Discuss with the students why they think the bear snores on during the story? Why can't the bear sleep when the sun peeks up? (Examples: the bear is snoring during the story because it's winter and he is hibernating, The bear can't sleep because he is no longer hibernating and the sun is out so it is no longer winter.)The teacher can then introduce hibernation to the students.

Watch National Geographic video on Butterfly Migration (https://video.nationalgeographic.com/video/butterfly_monarch?_ga=2.141980343.429811441.1520521796-1607946316.1520521796). Then have them go back to "Julia's Discovery" worksheet and turn it over. Give students 2-3 minutes to write down everything they know about animal migration. Have students share 1-2 things they wrote down. If someone hears something new they can add it to their paper.

Next read a book on migration (National Geographic Readers: Great Migrations Amazing Animal Journeys by Laura F. Marsh) discussing it along the way. If students learn something new they can continue adding it on their paper.

Investigate: What question(s) will students be investigating? What process will students follow to collect information that can be used to answer the question(s)?

Students will be able to identify animals and how they respond to changing seasons. Students will be paired up in groups of 2 and given picture cards (see attached picture cards). They will sort the picture cards into migrate and hibernate. Once students are finished sorting the students will stand up and do a gallery walk (where students walk around the room looking at other groups work talking about what they see and if they agree or disagree). Once they are done with the gallery walk they will go back to their spot and the teacher will go over the animals that migrate and hibernate (see attached animal sort answers).

Analyze: How will students organize and interpret the data collected during the investigation?

After the picture sort and gallery walk is complete, students will reflect individually on their observations of which animals migrate and which animals hibernate on a Compare and Contrast Chart Graphic Organizer (http://www.readwritethink.org/files/resources/lesson_images/lesson275/compcn_chart.pdf). While they complete the diagram they will connect back to the focus questions and be able to answer them in their science journal.

Focus Questions with Answers:

1. What do animals do in the winter? Some animals hibernate, some animals migrate, some animals grow fur to adapt to the harsh climates.
2. How do animals spend their winter? Hibernating (sleeping), hunting for food, migrate to warmer climates.
3. Why do animals need to hibernate and migrate? Hibernation helps animals survive in some of the harshest (coldest) conditions. It decreases its body temperature to the bare minimum. Animals migrate to move to warmer climates so they can survive.
4. What is migration? Migration is the relatively long-distance movement of individuals, usually on a seasonal basis.

Closure: What will the teacher do to bring the lesson to a close? How will the students make sense of the investigation?

After the students have answered the focus questions, revisit the Julia's Discovery page and do the 'Now I'm Thinking' activity at the bottom of the page. When they finish have students share with a partner or the class the parts that they have highlighted. Then they can flip the paper over and highlight one thing they learned and thought was the most interesting about migration. Have everyone share that one thing they learned with the class.

Summative Assessment

Students will complete the Read, Write, Think-Compare and Contrast Chart Graphic Organizer (http://www.readwritethink.org/files/resources/lesson_images/lesson275/compcn_chart.pdf).

Under Item 1 put hibernation and under Item 2 have them write migration. Have students complete this chart individually. They will explain why animals hibernate and why animals migrate.

Formative Assessment

Begin by administering the probe "Julia's Discovery" (see attached Julia's Discovery). Allow students time to process the scenario and explain their thinking to the questions on the sheet. Once students have had ample time to respond to questions 1-3, ask them to place their paper face down on their desk to be referenced later.

Once you discuss hibernation, allow students to go back and revisit the probe on their desk and respond to the 'Now I'm Thinking' activity. On the back of the "Julia's Discovery" worksheet, students will write down as many facts as they can about migration. Give students 2-3 minutes to write it down. Share and discuss with the class. When students learn something new they can reference back and write it down on this sheet.

Feedback to Students

As students are working on the "Julia's Discovery" probe, the teacher will be walking around checking the students work. The teacher will give immediate feedback both positive and negative as he/she is walking around. It is suggested to give specific details when giving feedback relating to what they do or do not understand.

Students will be able to use this immediate feedback when working on "Julia's Discovery" probe. They will receive the feedback and then will be able to apply it while working on the remaining parts of the probe. They can also go back and correct any errors on the page and then answer verbal questions with the teacher so the teacher can check for understanding before moving on.

Accommodations & Recommendations

Accommodations:

- ELL and SLD students may need a dictionary or vocabulary cards in front of them as they do the activity (season, fur, hibernate, migrate, travel, adapt, winter, and survive).
- These students would also benefit from working in a small group instead of in pairs or with teacher assistance. Talking to one another during the process may also help them grasp the understanding of which animals migrate and hibernate and why.

Extensions:

- Students can create a collage using pictures found in magazines and then sorting them by migrate and hibernate.
- Students can sort more picture cards given by the teacher.
- Students can create a model of an animal hibernating with it's surroundings.
- They can draw a picture of an animal migrating and writing down facts about migrating and why the animal in the picture is migrating.
- Pass out the Time for Hibernation poem and students can choral read the poem together to work on fluency while learning about hibernation. (see attached Time for Hibernation poem)

Suggested Technology: Document Camera, Computer for Presenter, Internet Connection, Speakers/Headphones

Special Materials Needed:

Materials for student use:

- Science Journal
- pencil
- attached documents given by the teacher
- dictionary if necessary

Materials for teacher use:

- Attached documents-one for every student
- Picture cards-one for every group of 2 (or more however the teacher wants to group the students)
- Bear Snores On by Karma Wilson
- Books-one on animal hibernating (if you don't have Bear Snores On) and one on animal migration (National Geographic Readers: Great Migrations Amazing Animal Journeys by Laura F. Marsh)
- Focus questions typed or written for student display. Teacher will also need answers.

Further Recommendations:

Teacher may have some type of organization for the picture cards. My recommendation would be to pre cut the picture cards and put them in baggies. It will be easy to distribute them to the groups and collect them back as well.

Source and Access Information

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District/Organization of Contributor(s): Seminole

Is this Resource freely Available? Yes

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Aligned Standards

Name	Description
LAFS.3.RI.2.4:	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

[LAFS.3.SL.1.1:](#)

- b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

[SC.3.L.17.1:](#)

Describe how animals and plants respond to changing seasons.