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| About this Resource:*This text set centers around the topic of a high-quality read aloud anchor text, in order to build students’ knowledge and vocabulary. Anchor texts are a part of Student Achievement Partners’ Read Aloud Project and full lesson plans are hyperlinked. Each Related Text is a suggested lightweight resource that connects to the topic of the read aloud and builds student knowledge and vocabulary. Also included are high-interest, topically related Optional Supporting Resources and Writing/Culminating Tasks in varied genres. Suggested resources are free or almost free (requiring a teacher license or sign on) and can be used as read aloud texts or for small group or independent reading depending on their complexity. All are intended to be optional resources for the classroom and teachers are encouraged to modify, adapt, or supplement these text sets with related resources. Text Sets are intended to support approximately two weeks of instruction. For additional suggestions for use, read this blog post:* [*https://achievethecore.org/aligned/reading-to-learn/*](https://achievethecore.org/aligned/reading-to-learn/)*.* |

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| **Key Content (Synopsis of two weeks)** |
| Read Aloud:Eat Like a Bear <http://achievethecore.org/page/2425/eat-like-a-bear> | **Synopsis of Text:**Bears use many hunting and gathering techniques to find available food as they prepare for hibernation. This book follows a grizzly bear’s eating habits throughout the year. It starts in spring, asking a question that is repeated throughout the story: “Find food. But where?” The bear finds different things to eat throughout the year, from bison to berries. She uses different techniques to hunt or gather each of the different food types. As the book comes to an end, the bear is preparing for the snow and to hibernate through winter.*Teacher note: The endnote, “Meet the Bears,” is not addressed in the RAP lesson. Be sure to read the section, “Do Bears Really Hibernate?”, as it directly connects to the key content of this set. The remaining sections of the endnote may be challenging for students in this grade band. Teachers may want to either skip these sections or spend extra time reinforcing the knowledge demands required to make use of this part of the text.* |
| Related Text 1:Good Night<https://www.readworks.org/article/Good-Night/528908a8-272f-4527-93ed-b1b9ec4bede4#!articleTab:content/> | **Synopsis, highlighting related learning:**This short informational text explains what hibernation is, when it happens, and how animals prepare for it. It describes two animals that hibernate—a dormouse and a box turtle. The idea of hibernation is introduced in the read-aloud text as the bear prepares for winter, and this text adds to students’ scientific understanding of what it means to hibernate. |
| Related Text 2:Hibernation<https://www.raz-plus.com/books/leveled-books/book/?id=1234&lang=English> | **Synopsis, highlighting related learning:**This book builds on students’ understanding of hibernation. It explains why animals hibernate, what hibernation is and how animals prepare for it, how hibernation helps animals stay alive, and gives many examples of animals that hibernate. |
| Related Text 3:Happy Hibernations!<http://www.librarypoint.org/happy_hibernations> | **Synopsis, highlighting related learning:**This short article explains the bigger scientific concept of being dormant, explaining that hibernation is one kind of dormancy. This text also explains human behavior in the winter, comparing what people do in the winter to hibernation. |

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| **Optional Supporting Resources** |
| A to Z Kids Stuff | Hibernation<http://www.atozkidsstuff.com/hibernation.html> | **Description/rationale for inclusion:**This website has finger plays, projects, and games students can participate in to help them build vocabulary and reinforce their knowledge about hibernation. |
| I Can’t Wait to Hibernate<https://youtu.be/MHAQN5wf4vg?list=PL14434FE43345E681> | **Description/rationale for inclusion:**This video and song about hibernation features video clips of bears in the wild. The lyrics reinforce vocabulary related to hibernation, and the video clips help students see real life examples of some of the scientific concepts they have been learning throughout the set. |
| **Writing/Culminating Tasks** |
| Text Type 1: Narrative | **Description of task:**Think about the hibernating animals you have been learning about. Draw or write a story about an animal that hibernates. Include a sequence of at least two events that take place, including what the animal sees and does as it prepares to hibernate. |
| Text Type 2: Informative | **Description of task:**Think about what it means to hibernate. Create a one-page article about hibernation. Make sure that you:* Provide a title
* Introduce your topic
* Provide a conclusion.

Within your article, explain what hibernation is, how animals prepare for hibernation, and what animals do during hibernation. Include 1-2 images that provide or support information, and captions for each image you provide. |
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