

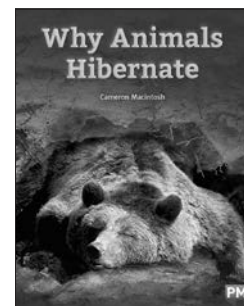
Why Animals Hibernate

PM Level 20

Purple

Text Type Explanation

Running Words 606



Preparing for Guided Reading

Prior Knowledge

- Students should understand that there are different seasons throughout the year, each with particular characteristics.
- Students should also be familiar with using common features of non-fiction texts, such as the table of contents, glossary and maps.

Orientation to the Text

- Many animals spend time hibernating in places such as underground, underwater or even under ice. Find out about when animals hibernate and how they keep safe while they are in this state.

Building the Balanced Reader

Vocabulary

Key Vocabulary

also, among, beating, change, during, freezes, grasshoppers, life, nearby, surface

Content Words

Antarctic, Antarctica, Arctic, bearded, breathes, burrow, cocoon, desert, hibernate, midge, predators, woolly

Decoding

- Talk with students about the different sound that the 'th' digraph makes in words such as **the** and **thin**. Guide students to notice the position of their tongue and teeth when making each of the sounds.
- Encourage students to read right to the end of a word to build accuracy when they are relying on initial letter cues.
- Look at the word *midge* on page 6 together. Ask, *How many letters make the final sound in this word? What other words do you know that have this letter-sound pattern?*

Focusing on the Book – Guided Reading

- Look at the front cover and read the title of the book together. Ask, *What is the bear doing in the photo? How does this relate to the title of the book?*
- Introduce the text as an explanation and tell students that the first part of an explanation is the identifying statement. Read pages 2–3 together. Ask, *What do we know about what will be explained in the book?*
- Return to the table of contents and tell students that the next sections of the explanation are called the explanation sequence. Discuss what students

will learn about. Continue to page 7 together. Ask, *How is the information about insects organised?*

- Point out the word *hibernates* on page 9. Ask, *What is the base of this word? What has been added to the base? Why?*
- Continue to page 17 and point out the word *hibernating*. Ask, *How is this word similar to hibernates? How was the base changed to make hibernating?*
- Review the information you have read so far in the explanation sequence. Ask, *What is the main idea that the author wants us to know about the blue-tongued lizard on pages 16 and 17? What other details does the author provide?*
- Look at the word *starts* on page 20. Ask, *What is the base of this word? What other suffixes could be added to the base to make new words?*
- Read the summary statement on page 23 together and explain that this section brings all the information together. Discuss the information that the summary statement provides and why it is important for the reader.

Comprehension

- What does *hibernate* mean? (*Literal*)
- Why do animals that hibernate look for food when winter is over? (*Inferential*)
- Why don't all animals hibernate? (*Applied Knowledge*)

Follow-up Activities

- Discuss with students why humans do not hibernate. Make a list together of all the things that animals need to do to get ready to hibernate. Then ask students to think about what a human would have to do to hibernate, and to share their ideas with a partner. Come back together and compare students' thoughts with the list you made about what animals do.
- Choose a topic that students are familiar with, such as dogs or a school assembly. Write a shared explanation text together on the topic, starting with the title and continuing with the identifying statement, explanation sequence and summary statement. Label each part of the text to display it as an anchor chart.
- Make a list of verbs from the text that can have suffixes, such as *hibernate*, *digs*, *find*, *lives*, *helps* and *freezes*. Allocate small groups to rewrite the verb with the suffixes 'ed' and 'ing'. Display their completed lists and formulate some generalisations about how the base of a verb changes when suffixes are added.

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Learning Intentions

- We are learning to identify the structure of an explanation.
- We are learning to read longer words.

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Success Criteria

- I can find and describe the title, identifying statement, explanation sequence and summary statement in the book.
- I can identify the base of verbs such as *hibernating*, and discuss the suffixes added to the base.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up