

Why Do You Change in Winter?



Level: F8

Word Count: 140

Little Books of Answers

Curriculum Connection	Animals
Content Vocabulary	berries, blue, change, coat, eat, ermine, eyes, fox, groundhog, grow, humpback whale, hunt, ice, mice, place, red, reindeer, safe, Siberian tiger, sleep, snow, stay, summer, swim, thick, turn, underground, warm, white, winter, yellow
Visual Literacy Element	table
Critical Thinking	further research
Comprehension Strategy	summarizing
High-Frequency Words	a, am, an, for, I, in, keeps, me, my, of, out, see, so, the, to, what, when

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Before Reading

Prior Knowledge – Discuss the Topic

- Discuss bears. Do the students know that bears sleep or hibernate in the winter? Do the students know of any other animals that hibernates in the winter? Invite volunteers to talk about their pet cats or dogs. Do they notice that their pets get a thicker coat in the winter to keep them warm. Tell the students that the book they are going to read tells them some other things that happen to animals in the winter.

- Give each student a copy of the book *Why Do You Change in Winter?* Have them read the title.
- Ask the students to set the purpose for reading by asking, *Why would you read this book? What do you think you will find out as you read this book?*
- Discuss the cover photo. Ask questions such as – *Do you know what this animal is?* Tell the students that this red fox changes what it eats in winter. It eats something different from what it eats in the summer.
- Have the students turn to the title page. Tell the students that this animal is a groundhog. Do any of them know what a groundhog does in winter to keep warm?
- Explain to the students that when they have read this book, they are going to tell you what it was about in two sentences. This is called summarizing

Introduce the Vital Vocabulary

- Ask the students to turn to the Vital Vocabulary.
- Discuss each of the photos. Have the students read the labels. Assist them where necessary.
- Tell the students that the Vital Vocabulary words are in the book and will help them with their understanding as they read.

Take a Photo Walk

- Take a photo walk discussing each photo in the book.
- Invite the students to read the captions and labels as they discuss each photo. Ensure that you provide the vocabulary for those students who are not familiar with the English language or have limited conceptual knowledge. Have those students read the captions and labels with you.
- To ensure and enrich understanding say things such as – *Ermines turn white in winter. Turning white keeps them safe. You can see this tiger in a place called Siberia. It's called a Siberian tiger. Reindeer eyes change in winter to help them see in the snow. When animals go to another place in the winter you call it migrating.*
- Discuss the table on page 15. Explain that the table shows you at a glance what it is about each animal that changes in the winter..

Read the Book

- Ask the students to read the title on the cover, title page, and the vital vocabulary, again.
- Remind them to think about the purpose for reading the book as they read. Revisit the purpose before they start reading if necessary.
- Have the students read the book aloud independently. Remind them to check the words and the photos to make sure that what they are reading makes sense and looks right.
- Move around the group listening and helping individual students as necessary.
- Ask any students who finish reading the book ahead of the group, to revisit the book again and find the page they found the most interesting. Have them share this information with the group at the end of the lesson.

After Reading

Comprehension

- Check literal comprehension by asking these questions:
What animal sleeps underground in winter.
What does a humpback whale do in winter?
Whose eyes change in winter?
What does the red fox hunt for in winter?
- Check inferential comprehension by asking these questions:
Why is an ermine safe when it changes to white in winter?
Why doesn't the red fox eat berries in the winter?
Which animals live where it snows? How do you know?
What is similar about the changes in an ermine and reindeer?
- Invite the students to recall what they have read. Now help them summarize this information into two sentences.

Critical Thinking

- Have the students turn to page 16 and look at each photo. Tell the students that their task is to find out what these animals are and what they do in winter.

Fluency

- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Writing

- Have the students write a story about one animal and how it changes in winter. Assist with spelling where necessary. Have them illustrate their story.

Independent Follow-Up Activities

- Have the students complete the photocopiable activities.



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Name:

Write in the Vital Vocabulary.

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Draw and write.

I like the part about

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