

Hibernation Lesson Plan

Lesson Title: Hibernation

Grade: 4

Subject Area: Science

This lesson is to be completed within one 45-minute class.

Short description of lesson

1. This lesson will be the first of three within the unit on winter.
2. The teacher will introduce the class to the unit with questions as well as showing the site to the class together. This will be so the teacher can walk through the site and lesson with all of the students.
3. Students will be broken up into groups if the teacher would like or the class can work individually. If there are many different level learners then group work may help the lower levels stay on last as well as keeping the higher level learners from becoming bored with this project.
4. The students will be given time to look through the site and ask questions.
5. Students will find the page on hibernation and go to the links provided.
6. Students will watch the videos that are given as well as read the information within the sites provided.
7. The videos will consist of different animals that hibernate, how and why they do so.
8. The students will then answer the questions that are listed on the page.
9. The questions will be completed in Microsoft word or hand written, this will be up to the students.

NJ Core Curriculum Content Standards

1. STANDARD 1.2 (Creation and Performance) All students will utilize those skills, media, methods, and technologies appropriate to each art form in the creation, performance, and presentation of dance, music, theater, and visual art.
2. STANDARD 3.1 (Reading) All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.
3. STANDARD 3.2 (Writing) All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.
4. STANDARD 3.3 (Speaking) All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.
5. STANDARD 3.4 (Listening) All students will listen actively to information from a variety of sources in a variety of situations.
6. STANDARD 3.5 (Viewing and media literacy) All students will access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.
7. STANDARD 5.5 (Characteristics of Life) All students will gain an understanding of the structure, characteristics, and basic needs of organisms and will investigate the diversity of life.
8. STANDARD 5.8 (Earth Science) All students will gain an understanding of the structure, dynamics, and geophysical systems of the earth.
9. STANDARD 6.1 (Social Studies Skills) All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography, and economics.
10. STANDARD 8.1 (Computer and information literacy) All students will use computer applications to gather and organize information and to solve problems.
11. STANDARD 8.2 (Technology Education) All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

Instructional Objectives

1. After this lesson, the learners will be able to describe what hibernation is.
2. After this lesson, learners will be able to name several types of animals that hibernate
3. After this lesson, learners will describe why animals hibernate.
4. After this lesson students will be able to answer how hibernation is obtained.
5. Students will use the computer to go through the Interactive Web Site
6. Students will be guided to complete a KWL chart as a class

Instructional Procedures

For the lesson on hibernation the teacher will use the smart board to display the winter unit web site. The teacher will then open the page on hibernation. This will show the cartoon of Nate the bear. The teacher will have the students look at this and ask what they think it means. The teacher will then ask what the students think hibernation is and let the students brainstorm. This will be done with a KWL chart. The teacher will fill out the K (we know) as well as the W (What we want to know) during the introduction. The L (what have we learned) will be done at the close of the lesson. Here are some possible questions the teacher may ask:

Has anyone ever heard of hibernation?

What do we know about hibernation?

How do animals hibernate?

What types of animals hibernate?

What do we want to know about hibernation?

Teacher will introduce the unit by starting a discussion on winter. The students will be asked informally to state their ideas and prior knowledge o the subject. The teacher will then formulate an informal discussion about things (hibernation, temperature change) that are inclusive to the winter season. The discussion will start the unit.

The teacher will then introduce the web sight on winter. This will be done by showing the winter workshop site to the class on the smart board. The teacher will go through the sight and ask if there are any questions.

A KWL chart will then start the lesson on hibernation. The students' will state what they Know and what they want to know from the lesson. The teacher will then split the class into groups (if necessary to differentiate). The class will then complete the lesson on hibernation.

This will consist of looking through the movies on the sight and then answering the questions that are asked.

Lesson Closure

At the end of the class the students will turn in their class work to be formally graded. The students will go back to their seats as the teacher facilitates the class in finding out what they have learned. The teacher will at this point fill out the letter L from the KWL chart. The class will work together to assess their KWL chart as the teacher asks the students how this fits into the topic of winter. The teacher should then state that one of the lessons in the unit plan is to

create a story and then ask the students their ideas on how or if hibernation can be used for that lesson.

Adaptations for special learners

Learners can be put into groups and complete this unit together. He groups should be created with both the lower level learners as well as the higher level learners paired. This will create instant scaffolding for the group. Teachers can assign each group member with a role according to their strengths. The teacher will also give the students the choice to draw a picture of a bear or other animal in hibernation. In doing this students will be able to work in an area that best works for their learning styles. This lesson will also give the students the choice of the videos they will study. In creating a democratic lesson students will gain more of an interest in the subject matter.

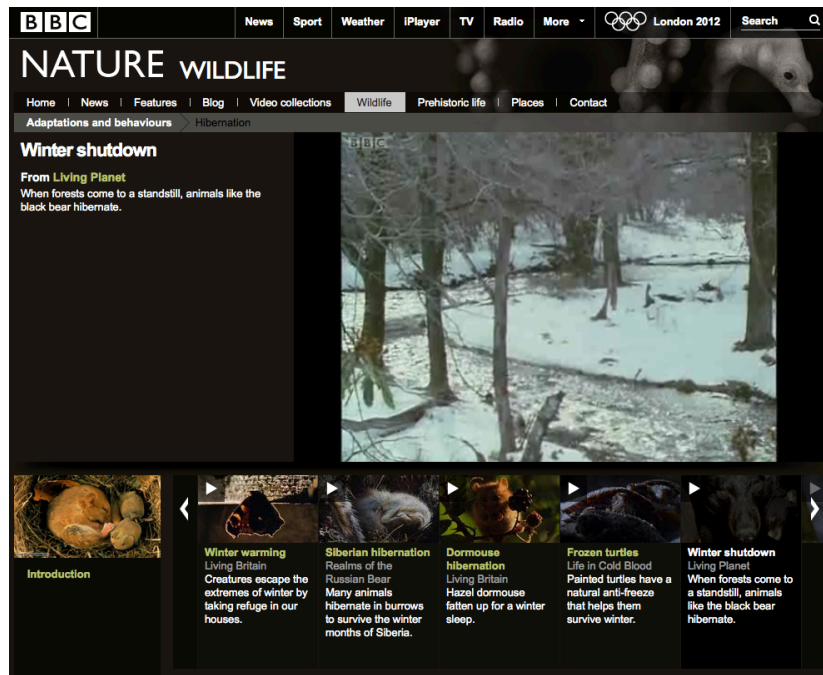
Sites that will be used in the lesson:

<http://www.proteacher.com/redirect.php?goto=2423>

<http://www.pbs.org/wnet/nature/episodes/christmas-in-yellowstone/video-hibernating-bear/4454/>

<http://www.youtube.com/watch?v=TpY4frpheWw>

<http://www.bbc.co.uk/nature/adaptations/Hibernation#in>



**above is the site that students will watch informational videos on hibernation*

Supplemental Activities:

Extension

The learner can use the Internet to color a picture of their assigned animal

The learner can complete a word search of animals that hibernate

Remediation

The students who need re-teaching of this lesson may choose to watch more videos on the subject of hibernation.

The learners may also be given pages to read from the textbook that focus the reader on hibernation. The students will be provided with a quiet area to read and if necessary another student may serve as a guide.

Assessment/Evaluation

Describe your plan for providing feedback to your learners.):

The lesson will be evaluated formally as the teacher grades the papers that have been assigned. There will also be an informal grading that will take place as the students complete the KWL chart.

Learner Products

Students will finish the given questions and have a choice to complete a drawing or a short essay on hibernation.

Core Curriculum Content Standards." New Jersey Core Curriculum Standards. Retrieved April 10, 2012 from the World Wide Web: <http://www.state.nj.us/njded/cccs/>