

## General Information

### Lesson Parts & Duration

Total Duration: 1 to 1 ½ hours

- Winter Survival: Text Features, Summarizing, & Creative Writing

### Subject(s)

- ELA; Informational Text: Winter Survival
- Synthesizing of Text, Key Details, Vocabulary, Classifying, Text Features, & Summarizing (RI.3.1-3.4, 3.8)

### Objective

- Students will create and use three headings to write a summary of the informational text.
- Students will create a graphic organizer and complete a narrative about their own winter survival.

### Materials

- **Required:** copies of Informational Text: “Winter Survival” by Jennifer Kaul (page 8) (1 copy per student)
- blank paper
- pencil & crayons/colored pencils
- document camera or whiteboard
- lined pieces of paper
- **Optional:** printable “Brainstorming Design” graphic organizer (page 9) or project using document camera for students to copy
- **Optional:** printable “Protocols” used throughout the lesson (page 10)
- **Optional:** printable “Break Up Your Day” brain/movement break ideas (page 11)

### Instructional Setting

- Students should be seated with or near another student for partner work.

#### Throughout this lesson, you will find:

- ☀ **Scripted Text** indicates things that need to be said directly. Bullets starting with a “T” followed by *italicized type* indicate scripted text
- ☀ **Clarifiers** within scripted text are in **orange**
- ☀ **Teacher Directions** indicate things you should be doing
- ☀ **Side notes** provide helpful hints, ELL strategies, differentiation and information
- ☀ **Break Up Your Day** (Brain/Movement Breaks) are in green boxes (at the end)

#### Remember!

Quality over quantity. All components do not have to be accomplished; lessons may be ended at any time and resumed later.

## Instructional Plan: 90 minutes

### Subject

- Winter Survival: Text Features, Summarizing, & Creative Writing

### Objective

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- Students will create a graphic organizer and complete a narrative about their own winter survival.

### Materials

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- blank paper
- lined paper
- pencil & crayons/colored pencils
- document camera or whiteboard
- **Optional:** printable “Brainstorming Design” graphic organizer (page 9) or project using document camera for students to copy

### Introduction

- T* Today we are going to learn about different animal species and how they survive winter.
- T* Does anyone have an idea about which animals will be discussed in the text? **Pause while students raise their hands. Then, call on 2-3 volunteers to share.**
- T* What comes to mind when you think about animals and winter? **Call on a few volunteers to share. Possible Answers: staying warm, storing food, hibernating, migrating**
- T* Different animals handle winter in various ways.
- T* In today’s reading, you will learn about these differences.

### Distribute 1 copy of the Informational Text, “Winter Survival”.

- T* As soon as you have your copy of the text, please write your name on the top right corner.
- T* First, I would like you to please read the text independently.
- T* While you are reading, I want you to try to circle at least one unfamiliar word in each paragraph.
- T* Then you also need to underline what you believe are the most important details in the text.

**Students can complete this task with a pencil or colored pencils, if available. Remember to walk around, amongst students, to make sure they are on task and reading.**

- T* Now we are going to read the text together.
- T* Please follow along as I read it aloud.

### Writing a Summary

- T* Today you will be writing a one paragraph summary about how different animal species survive winter.
- T* Before we begin, let’s take a few minutes to discuss headings and why they are used.
- T* Please take a look at your text.
- T* You will notice that the article is broken up into paragraphs.
- T* Each paragraph has its own main idea or heading.
- T* Does anyone know why headings are used? **To give us an idea of what each paragraph will be about**
- T* I would like you to take about five minutes to identify the different headings in the article. You will complete this task independently.
- T* Please skip the introduction and conclusion and just write one heading for each of the remaining paragraphs.

- T** Therefore, you will have a total of 3 headings.
- T** You should reread each paragraph and then come up with a heading for that paragraph. This will assist you in your summary writing. Remember, a heading is the main idea of each paragraph, telling you what the paragraph will be about.
- T** For example, if I was reading an article about summer and one of the paragraphs discussed children going to the park, playing in the backyard, and swimming, I would write “Activities” as my heading since that is the main topic of the paragraph. Notice that I capitalized the word “Activities,” since it is serving as a title of a paragraph.
- T** Please use a different color for each heading and you may write directly on your paper.
- T** Go ahead and write each heading above its paragraph. **Model this for students.**
- T** Remember to capitalize your headings.
- T** Raise your hand if you need help.

Allow about five minutes for this activity. Adjust time as needed. Walk around and monitor students to be sure they stay on task, assisting as necessary. **Differentiation ideas in box on the right.**

### Differentiation:

Use a word bank of choices for Special Ed. Students, ELL students, or struggling students to help them complete the heading activity.

#### Word Bank:

Winter	Species	Temperature	Grey Squirrels' Cold Endurance
Survival	Breathing	South	Grizzly Bears' Hibernation
Canada Geese Migration	Dormant	Spring	Challenges
			Drink

### Partner Discussion:

- T** Now we will use the **Ask, Answer, and Justify** protocol to review your headings with a partner sitting next to or near you.
- T** With your partner one of you will be a 1 and the other will be a 2.
- T** 1's will ask the question first and 2's will respond.
- T** Then 2's will ask the question and 1's will respond.
- T** Please ask your partner what he/she wrote down as headings for each of the paragraphs. Remember, you are taking turns asking and responding to each other. There should be a total of three headings to review.



#### Ask, Answer, and Justify

- Put students in pairs: have them assign themselves a number 1 or 2
- Roles for number assignments:
  - 1's will ask the question first and 2's will respond
  - Then 2's will ask the question and 1's will respond

Call students back together as a whole class and go over the headings. Call on different students to share their answers, and write them on the whiteboard or project using a document camera. **Answers:** Grizzly Bears' Hibernation, Canada Geese Migration, Grey Squirrels' Cold Endurance

### Writing a Summary

- T** Now you are going to use these three headings to assist you in writing your summary.
- T** Remember, a summary is a shortened version of a text, not a recount or retell of it.
- T** Therefore, you will only include the main ideas and most important details when writing your summary.
- T** You should begin your paragraph with a topic sentence and end with a concluding sentence that expresses the overall message of the article. Pay attention to key words the author uses at the beginning and end of the article to help you with these sentences. **Example:** “Different animal species survive winter in different ways.” **Assist as necessary.**

- T** Your summary paragraph should be approximately 5-7 sentences.
- T** You will use lined paper to write your summary. **Pass out 1 piece of lined paper per student.**
- T** Write your name and date in the top right hand corner of your paper. Please title your paper "Winter Survival – Summary" **Model this step so students can follow along with your example.**
- T** You may use your informational text and remember to use your headings to help you organize your paragraph.
- T** Be sure to use your own words, except for quotations. In that case, you will need to place the exact words from the text within quotes.
- T** Make sure that you proofread your work.
- T** Check your spelling, punctuation, and content to be sure your ideas make sense and flow smoothly.
- T** There are many things you need to make sure you do when writing your summary.
- T** Indent the first line only.
- T** Start with a topic sentence.
- T** Use complete sentences.
- T** Use transition words.
- T** Use details from the text and place the exact words from the text within quotes.
- T** And lastly, be sure you end with a concluding sentence.
- T** Remember to reread your paragraph a few times once you have finished and make any necessary changes.
- T** Once you have finished writing your summary, you will have the chance to share it with a partner.
- T** Raise your hand if you need any help and I will come to you.

**Remember to walk around, amongst students, to make sure they are on task. Provide assistance as necessary. Differentiation ideas in box on the right.**

### Differentiation:

**Struggling students:** Have them circle or highlight details in the article and get them checked by another student before writing their summary.

**Challenge:** See if students can include more details in their summary.

### Partner Discussion:

- T** Now we will use the **Ask, Answer, and Justify** protocol to share your summary with a partner.
- T** With your partner one of you will be a 1 and the other will be a 2.
- T** 1's will share their summary first and 2's will listen.
- T** Then 2's will share their summary while 1's listen.

### Checklist for TEACHERS

- I indented the first line only
- I started with a topic sentence (example: The informational text demonstrates how different animal species survive winter in different ways.)
- I used complete sentences
- I used transition words (first, next, then, last)
- I used details from the text and placed the exact words from the text within quotes (example: One example of how Canada geese survive winter is shown when "they spend the winter in a location with a more favorable climate.")
- I finished with a concluding sentence (example: The informational text demonstrates the different strategies these animals use to survive winter.)

### Checklist for Students

- I indented the first line only
- I started with a topic sentence
- I used complete sentences
- I used transition words
- I used details from the text and placed the exact words from the text within quotes
- I finished with a concluding sentence



## Make sure to “Break Up Your Day!”

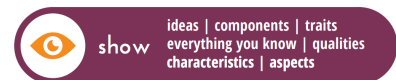
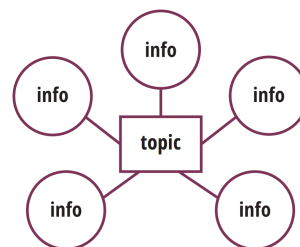


Now is a great time to take a break and get students re-energized.  
See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see page 11)

### BONUS: Creative Writing

- T* Now that you have read the article several times and have completed many activities related to it, you are going to write a story about your own winter survival.
- T* You can use the text as a reference and to assist you with how to structure your narrative.
- T* However, be sure to come up with your own information.
- T* Think about how the different animal species survived their winters and how you survive yours.
- T* Your story should be 5 paragraphs.
- T* You will have an introduction, body, and conclusion.
- T* For your body paragraphs, you will need 3 things you do to survive winter.
- T* Then, you will provide details related to each of the 3 things.
- T* That will give you 3 body paragraphs.
- T* Please take a few minutes to think of the different things you do to survive winter. **Provide a few minutes for students to brainstorm topics.**
- T* If you are having trouble, I will come around and assist you shortly.
- T* Before writing your narrative on lined paper, I would like you to brainstorm some information that will go in your narrative.
- T* Be sure to have lots and lots of details to help make your story more interesting.
- T* You will record the information that you brainstorm on a graphic organizer. **Show graphic organizer to students.**
- T* Who can tell me what brainstorm means? **Call on several students to share definitions. Possible answers: think, consider, list**
- T* Yes, when you brainstorm, you consider different thoughts and it is helpful to write those ideas on paper.
- T* Then, you use this information to guide the writing of your story.
- T* Please write your name and date in the top right hand corner of your paper.
- T* On your paper please title it with: “My Own Winter Survival – Brainstorming”. **Model this so students can copy your example.**
- T* Later you can give your narrative a different title.
- T* Then we are going to make 1 box in the center.
- T* That will be your topic which is “my own winter survival”.
- T* Please write that in the topic box. **Model this so students can copy your example.**
- T* Next, we will draw 5 circles that will go around the topic box. **Show graphic organizer to students again and continue to model for them to copy.**

### Brainstorming Design



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WRITING with DESIGN



- T* These circles will contain information for your narrative and will specifically be for the 3 body paragraphs.
- T* It is always helpful to brainstorm a lot of information even if you do not use it all.
- T* Even though you only have 3 body paragraphs, you should draw 5 circles because some paragraphs will contain more details than others.
- T* Use a different colored pencil for each of the 3 things you do to survive winter.
- T* Since there are 5 circles, you will use a color more than once.

### Differentiation:

**Struggling Students:** Suggest that they use the text to help guide them with the writing of their own story and lessen the number of details.

**Challenge:** See if students can find even more details to add to their graphic organizer and not use the text.

Provide time and ensure that students have correctly replicated the graphic organizer.

### Brainstorming Graphic Organizer

- T* You will need to come up with 2- 3 details for each circle. Differentiation ideas in box on right.
- T* You can use bullets to organize your details.
- T* You can also use the text to remind you of how winter survival of the different animal species was structured.
- T* Just be sure to use your own ideas.
- T* You will be working independently to complete your graphic organizer.
- T* Remember to write your details in sequential order (the order they will be discussed in your story). Differentiation ideas in box on right.
- T* Once you have finished I will let you share your graphic organizer with a buddy or the whole class.
- T* Raise your hand if you need any help and I will come to you.

### Differentiation:

Suggest that struggling students label the circles with "body paragraph 1, 2, 3". They can do this right outside the circles.

Provide time for students to complete this task and be sure to walk around and monitor them as they work. If time allows, call students back

together and have them share their brainstorming graphic organizer with a partner or call on a few volunteers to share with the class.

Pass out one piece of lined paper to each student.

### Writing the Narrative

- T* Hopefully you had enough time to complete your brainstorming graphic organizer.
- T* If not, you will need to take a few minutes to quickly finish before beginning your narrative.
- T* You will now use your graphic organizer to guide the writing of your narrative.
- T* You will do this on the lined paper I just gave you.
- T* Please write your name and date in the top right hand corner of your paper.
- T* Later you will need to give your narrative a specific title and that will go on the center line. If students struggle with coming up with a title, they can use the title "My Own Winter Survival".
- T* Let's go over a few reminders before you begin.

- T** You need an introduction which gives the reader an idea of what your story will be about.
- T** Be sure your narrative is clearly organized according to the 5- paragraph format (introduction, 3 body paragraphs, and conclusion).
- T** Your conclusion should end your story by stating the 3 things you discussed in your body paragraphs.
- T** Check your spelling, grammar, and punctuation.
- T** You may use the back side of your paper, if necessary.
- T** Whatever you do not finish in class today will be finished at a later time.
- T** Please raise your hand if you need help.

### Checklist for Students

- I started with an introduction, giving my reader an idea of what my story will be about
- I clearly organized my narrative (introduction, 3 body paragraphs, conclusion)
- I ended with a conclusion stating the 3 things I wrote about in my body paragraphs
- I checked my spelling, grammar, and punctuation

**Provide time for students to begin their narratives and**

**be sure to walk around and monitor them as they work.** They should be collected for accountability (whether they are finished or not) and to check student progress. They can finish at a later time, if necessary.

**Collect their brainstorming graphic organizer as well as their narratives as assessment pieces for the teacher.** The teacher may then return any unfinished narratives for students to complete at home or in class another day.



**Make sure to “Break Up Your Day!”**



Now is a great time to take a break and get students re-energized.  
See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see page 11)

## Winter Survival

by Jennifer Kaul

As the seasons change and winter arrives, living things must adapt. Different animal species have different ways of meeting the challenges that winter brings.

Grizzly bears, for example, spend the winter hibernating. When cold weather hits, they build a den, and they spend much of winter inside it. While in the den, bears enter a dormant state. Their body temperature decreases, and their breathing and heart rate slow down. They do not eat, drink, or eliminate waste during this time. They draw on fat stores to stay alive and remain inactive until spring.

While grizzly bears find a way to continue living in their environment, Canada geese migrate. Geese eat plants such as grasses and berries. When it gets cold outside, these plants are no longer available to consume. Geese must travel to warmer places that will support their survival. Geese migrate in groups and can often be seen flying south in the fall. They spend the winter in a location with a more favorable climate and return in the spring.

Grey squirrels neither hibernate nor migrate. Instead, they endure the cold. In the fall, they collect nuts, acorns, berries, and bark, and they save this food for the winter months. They also eat more than normal to create fat stores to help get them through the winter. To stay warm, grey squirrels nest with other squirrels and shiver to create heat.

Grizzly bears hibernate to get through the winter, while Canada geese migrate. Grey squirrels find ways to endure the cold. Though these animals use different strategies, they are all successful at meeting the challenges they face when winter arrives.

### References

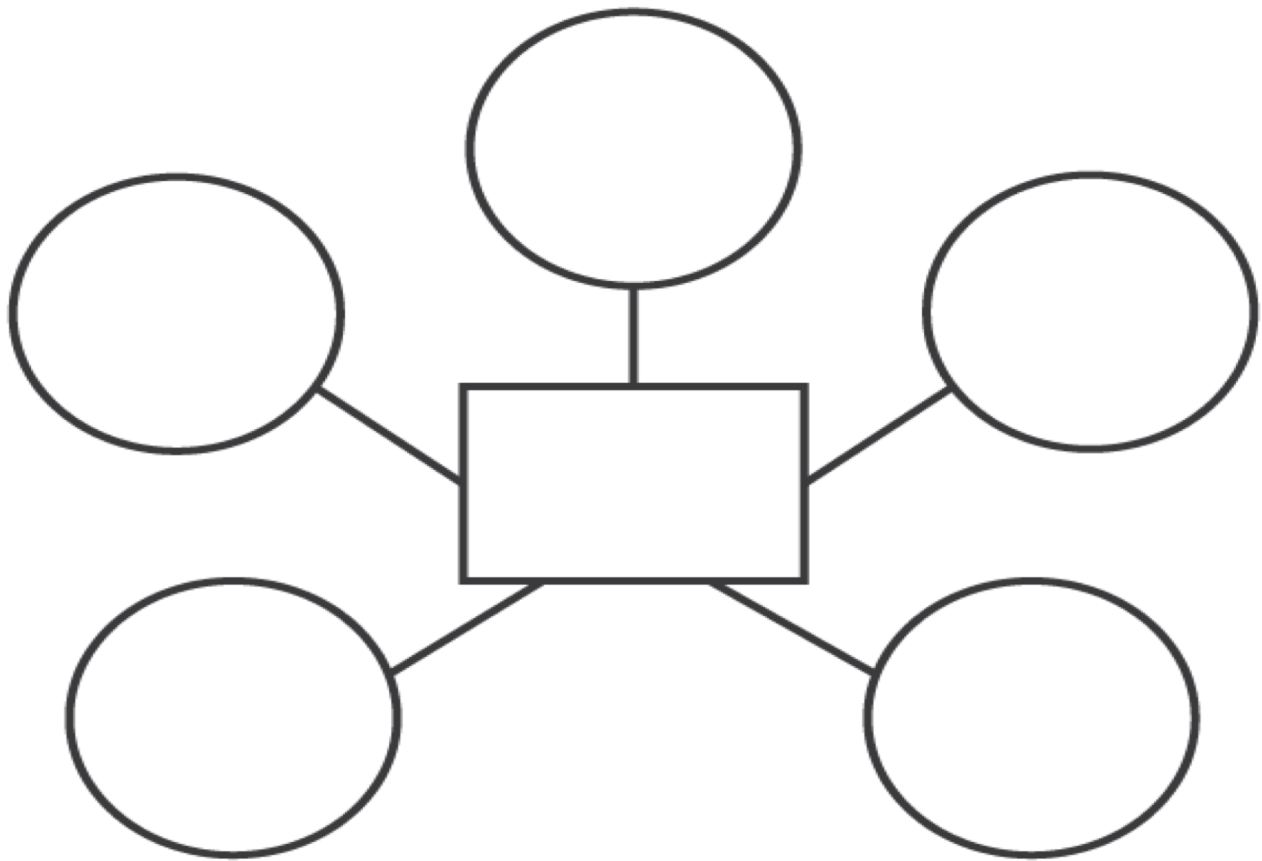
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Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Creative Writing**

# Brainstorming Design



## Protocols:

### Ask, Answer, and Justify

- Put students in pairs: have them assign themselves a number 1 or 2
- Roles for number assignments:
  - 1's will ask the question first and 2's will respond
  - Then 2's will ask the question and 1's will respond
  - The next time 2's ask the question first

### On your feet/ Get ready to meet/ Go and Greet (should take less than one minute)

- Students stand up and put their hand up in the air
- Students find another student that has their hand up to have a “new” partner (and get them moving around)
- Once they are with their new partner, they put their hands down and face the teacher

### Give one & Get one

- Students share information in Ask & Justify
- Each student in the pair writes down the information shared by their partner
- If the information is already written, a check is put by the information

### Back to Back and Face to Face

- When in pairs, direct students to stand back to back
- Ask the students to consider the question
- Give students at least a minute to consider their response
- Have them turn face to face
- Follow the protocol for Ask and Justify

### Share out and check for understanding

- Follow the protocol for Ask and Justify
- Ask students to share their response to the question
- Verify that response or conclusion is correct
- If needed, provide clarification

(Used throughout lesson - be familiar with each protocol.)

Note: Place Protocols under a document camera (if available) as necessary throughout the lessons

## Make sure to “Break Up Your Day!”

These can be used in the middle of a lesson or at the end of your lesson.  
Here are a few engaging movement and brain break ideas to get your students moving and ready to refocus!



### Break Up Your Day: Thumbs Up!



- Student is called on (use name cards or equity cards if available) to state a quality they see in themselves (kindness, honesty, hard work, humor).
- Other students signify whether they see that quality in themselves.
- Tally their responses.
- The quality with the most votes or Thumbs Up is the theme for the classroom!



### Break Up Your Day: Be a Scientist!



- A scientist separates fact from fiction or fact from opinion.
- Listen to these 3 statements: #1 Today is a school day. #2 It is a good day to be a scientist. #3 We live on the planet Earth.
- Students show teacher which statement is an opinion (answer: #2).
- Now, turn to your buddy and create 3 facts or opinions. See if your buddy can be a scientist!
- Monitor student statements.
- Round 2 of “Be a Scientist” can include facts or opinions from the texts.



### Break Up Your Day: Mystery Classroom!



- Students go on a hunt within the classroom for objects that have the mystery animal’s same attributes.
- Students stand next to the object and say the attribute aloud three times; “Spot, spot, spot!”. (Tell them not to point because that gives away the object.)
- Students keep investigating the classroom for attributes until everyone has found 1-3 objects. (5-7 minutes)