

UNIT OVERVIEW

“Hibernation: Badgers, Bears, Bats and Snakes” is a two week language arts unit intended for use with Grade Two/Three children. It can be used to strengthen the children’s reading and writing skills. Throughout this unit, children are involved in activities that focus their attention on language and how it is used. They brainstorm, read fact cards, look up definitions in the dictionary, answer questions in complete sentences, make jot notes, prepare report outlines, and write reports.

A display of books about hibernation and different animals that hibernate should be set up in the classroom. The books motivate the children and encourage them to read for enjoyment and for information. Children refer to these books when they research different animals for their animal reports. It is important to have as many books as possible, on each different animal, to encourage the children to use a number of different sources when researching and writing their animal reports. In addition to using these books for report writing, children are encouraged to read these books in their spare time and during silent reading.

Section One: Lesson Plans

Section One contains two weeks of lesson plans. The lesson plans describe the different teaching strategies for using the activities in each day’s lesson. Each lesson includes a spelling activity, a brainstorming activity, work in the student booklet, a writing activity, playing the hibernation word game, and a parent page.

Section Two: Student Booklets

Section Two includes a student booklet that is ready to be photocopied for student use. There are three pages that go along with each of the hibernation fact sheets. The first page contains three vocabulary words that the children need to look up in the dictionary. The second and third pages contain ten questions about the hibernation fact sheet. The children are encouraged to answer the questions using complete sentences.

Section Three: Parent Pages

Section Three includes nine parent pages. There is a parent page for each lesson from Week One – Day Two to Week Two – Day Five. The children take home a parent page at the end of each day’s lesson. The parent pages reinforce what the children learn each day. They are meant to make the parents

Hibernation Jot Notes

- ❖ animals that find it hard to find food
- ❖ short day length
- ❖ burrows and dens
- ❖ spend the winter in sleep
- ❖ heartbeat slows down
- ❖ gather and store food (hoard)
- ❖ onset of cool weather
- ❖ eat lots to build up fat reserves
- ❖ body temperature drops
- ❖ animals that wouldn't survive severe winter conditions
- ❖ some animals almost stop living
- ❖ darkness and quiet



1. What does a ladybug look like?

2. Why are ladybugs a gardener's best friend?

3. Where are ladybugs found?

4. Why would gardeners put up ladybug houses?

5. What do young ladybugs look like?

WEEK ONE – DAY TWO

Dear Parents: This worksheet reviews the material your child learned at school today. Take ten minutes to complete the activities on this page with your child.

Print the meanings of the following words:

1. legumes _____
2. insecticides _____
3. spindles _____

Fill in the blanks with the correct word.

adult aphids beetle bodies different eat friend insects
ladybirds markings orange small

Ladybugs

Ladybugs are a kind of _____. They are also called _____ or lady beetles. There are over 300 _____ kinds of ladybugs in North America. Ladybugs have _____ or red wing covers with black _____ on them. They have soft _____ under their wing covers. _____ ladybugs grow to be about one centimetre in length. Ladybugs are considered to be a gardener's best _____ because they eat _____ that are harmful to plants. They eat _____, small insects, insect eggs, mites, pollen, and nectar. Ladybugs may be _____ but they are very active insects. An adult ladybug may _____ from 40 to 75 aphids a day.

Ladybug Fact Sheet

Ladybugs are a kind of beetle. They are also called ladybirds or lady beetles. There are over 300 different kinds of ladybugs in North America. Ladybugs have orange or red wing covers with black markings on them. They have soft bodies under their wing covers. Adult ladybugs grow to be about one centimetre in length. Ladybugs are considered to be a gardener's best friend because they eat insects that are harmful to plants. They eat aphids, small insects, insect eggs, mites, pollen, and nectar. Ladybugs may be small but they are very active insects. An adult ladybug may eat from 40 to 75 aphids a day.

Ladybugs are often found in gardens and fields. They are also found in trees or shrubs and on beaches. They are helpful to farmers that grow vegetables, grain crops, legumes, strawberries, and tree crops. Ladybugs are also helpful to people who have gardens in their backyards. Gardeners build ladybug houses to encourage ladybugs to come to their gardens. The ladybug houses give ladybugs a place to lay their eggs in the spring and a place to hibernate in the winter.

Ladybugs lay eggs that are a yellowish-orange colour. They are shaped like spindles. When the eggs hatch, the young ladybugs look like worms. The worms are blue and orange in colour and are shaped like little alligators. An adult ladybug lays about twenty eggs each spring. It takes a ladybug 28 days to go from being an egg to being an adult.

The two main enemies of ladybugs are man and birds. Man is an enemy of the ladybug because he puts chemical insecticides on plants that kill ladybugs. Birds are another enemy of the ladybug because birds eat ladybugs. Ladybugs protect themselves from birds in two ways. They play dead and they taste bad.

Ladybugs hibernate in the winter. They spend winters in protected hiding places such as in logs, in buildings, under rocks, or under bark. Hundreds of ladybugs hibernate together to keep warm.

Report On: _____

REPORT WRITING

Written and Illustrated By: _____

SPELLING LISTS

Week 1 – List A

hibernate
underground
burrow
animal
branches
location
important
bedding
protection
gardener
adult
friend
harmful
pollen
nectar

Week 1 – List B

hibernation
danger
weigh
favourite
entrance
trodden
ventilation
kilograms
prairies
environment
habitat
insecticides
aphid
chemical
numerous

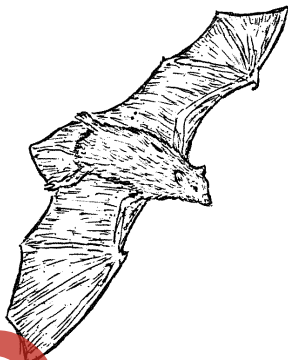
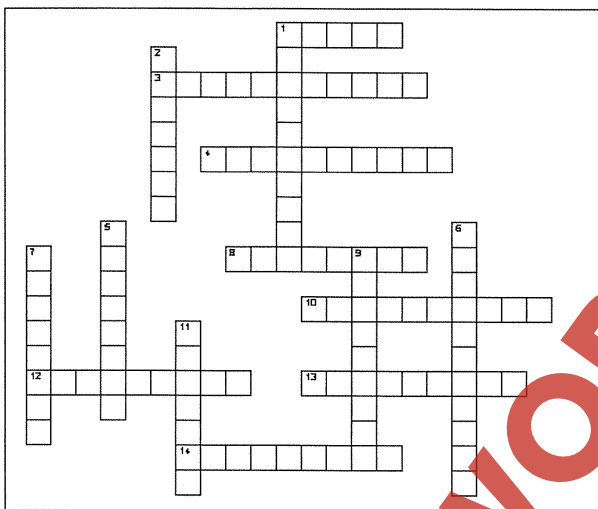
Week 2 – List A

enemy
alligator
calves
escape
survive
degrees
awakened
reptile
hundred
young
eyesight
combat
emerge
vegetable
ability

Week 2 – List B

vegetarians
herbs
elevations
insulate
temperature
amphibian
substance
experience
excellent
chamber
immediate
independent
passages
colonies
storage

Week 2 – List B



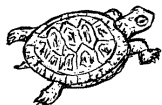
amphibian
chamber
colonies
elevations
excellent
experience
herbivores
herbs
immediate
independent
insulate
passages
storage
substance
temperature

ACROSS

- 1 My grandma grows different _____ in her garden.
3 A bat's body _____ drops to within one degree of the cave.
4 Bears usually hibernate in the higher _____.
8 Snow can cover a bear's den and _____ from the cold.
10 Baby bear cubs stay with their mothers for a year to gain _____ in living and dealing with danger.
12 Sandy got an _____ response to her question.
13 Frogs ooze a poisonous _____ to protect themselves from their enemies.
14 Groundhogs have _____ eyesight.

DOWN

- 1 Animals that don't eat meat are called _____.
2 Beavers build dams, lodges, and _____ areas under the water.
5 There are many _____ in a groundhog's burrow.
6 Turtles are _____ from birth.
7 Bats may live in _____ with thousands of other bats or they may live alone.
9 A frog is an _____.
11 Groundhogs have a sleeping _____ inside their burrow.



UNIT EVALUATION

Name: _____

Three things that I have learned about hibernation are:

1. _____

2. _____

3. _____

One thing I liked about this unit was:

One thing I did not like about this unit was:

