

# Winter Animals Are Sleeping



**Word Count:** 52  
**High-Frequency Words:**  
*a, in, is, it, the*

**Text Type:** Non-fiction: Description — Magazine Article

**Guided Reading Level:** E

**Summary:** This magazine article introduces students to some animals that sleep in winter.

## Text Supports

- ▶ illustrations support the text
- ▶ repeated language patterns
- ▶ consistent placement of text in boxes
- ▶ information provided in the title

## Possible Text Challenges

- ▶ irregular placement of text on the page
- ▶ illustrations that visually represent animals inside their winter habitats
- ▶ inclusion of additional illustrations on the page
- ▶ challenging words: *den, underground, chipmunk*

## Reading Strategies

### Comprehension

- ▶ synthesizing

### Working with Words

- ▶ identifying high-frequency words
- ▶ using picture cues and initial/final letters for word identification
- ▶ generating rhyming words

## Assessment Opportunities

Note each student's ability to:

- ▶ synthesize new information with prior knowledge to create new understanding
- ▶ recognize high-frequency words
- ▶ use picture cues and initial/final letters to confirm unknown words

For Assessment Tools, see Monitoring Progress for Guided Reading in the Toolkit at [www.lpey.ca](http://www.lpey.ca) and in the Grade One Reading Guide.



# BEFORE READING

## Making connections

### Activating and Building Background Knowledge

- ▶ Ask students where they think forest animals go in the winter.
- ▶ Hold up the magazine article so all can see and read the title. Discuss the topic of the article and have students share their thoughts and ideas.

*When it gets cold outside and the snow comes, where do animals like raccoons, chipmunks, and turtles go? Do they stay in their usual summer habitat?*

*This text is a magazine article. It looks like the articles we often see in magazines we have in our classroom library and the school library, too.*

**Teaching Tip:** Show students a magazine that is available to them and has a similar looking article. (e.g., *Let's Find Out, Comet, Owl, Chickadee*)

## Analyzing

- ▶ Ask students what animals they can see illustrated in the article. If students notice the girl sledding discuss why she was included in the illustration.

## Synthesizing

- ▶ Build background knowledge by briefly discussing whether all the animals illustrated sleep in the winter.

*I'm looking at all the animals in this magazine article and thinking, I don't think all these animals sleep in the winter. I know the cardinal doesn't. I see cardinals outside my kitchen window all winter long! What are you thinking?*

**ELL Note:** As some ELLs may have never experienced our winter, have pictures of winter scenes, people doing winter activities, as well as hibernating animals. Ask ELLs if they recognize any of the animals in the poster from their home country.

### Discussing Supports and Challenges

## Tracking print

- ▶ Hand out a copy of the article to each student.
- ▶ Reread the title, encouraging students to track the print with their fingers as they read along with you.

## Visual literacy

- ▶ Point out the text inside each box and the accompanying illustration beside it.

*Put your finger on the red box. This red box is beside the illustration of the turtle. We can see the turtle so we know the information in the box is about a turtle.*

## Word solving and building/print concepts

- ▶ Have students look at the illustration beside the green box and have them name the animal they see. Then have students look for a word in the green box that begins with the same letter as the illustrated animal.

*Now put your finger on the green box. What animal is in the illustration beside the box? That's right, it is a raccoon. What letter does 'raccoon' start with? An 'r', that's right. Find the word 'raccoon' in the box.*

**ELL Note:** Help ELL students with all the necessary animal names. Clearer pictures of a turtle, chipmunk, and raccoon may assist identification of these common Canadian animals.

**High-Frequency words/print concepts**

- ▶ Have students put their finger on the red box and identify any high-frequency words.

*Look at the words that you know already (e.g., 'a,' 'the,' 'in,' 'is,' 'it').*

**Print concepts/word solving and building**

- ▶ Read the text in the red box together, explaining that knowing the patterns 'A ... is sleeping.' and 'It sleeps in a ...' will help them read the article.

*What animal is being described in the red box? That's right, a 'turtle.' We can see the turtle in the illustration. What letter do you expect to see at the beginning of 'turtle?' Which word says 'turtle?'*

**Word solving and building**

- ▶ Pause before reading the word 'mud' in the last sentence in the red box. Help students recognize this unfamiliar word as they look for clues in the picture and the initial letter to guide them.

*This word starts with 'm.' We see ice covering the water in the picture. In summer, we know turtles like water and mud. This might be the word 'mud.' It starts with 'm' and ends with 'd.' I can hear a 'd' sound when I say 'mud.' Turtles must sleep in the mud during the winter!*

**Synthesizing**

### **Setting a Purpose**

- ▶ Focus the readers on the comprehension purpose.

*Read the article to find out if all animals sleep in the winter.*

**Teaching Tip:** You may decide to change the comprehension focus for this text. For information on how to modify a Guided Reading lesson to match a new comprehension strategy, see the Guided Reading Teaching Plan Outline in the Toolkit at [www.lpey.ca](http://www.lpey.ca).



## **DURING READING**

**Analyzing/infering**  
**Infering**  
**Self-monitoring**

- ▶ Ask each student to read the article independently, keeping in mind the purpose for reading.
- ▶ Observe and listen to students as they read aloud quietly, assisting them with navigating the articles' features, word solving, vocabulary, and punctuation. Respond to comprehension queries and offer occasional comprehension prompts to help them problem solve. Possible prompts:
  - What animal is being described in the green box? How do you know?
  - What do you think the squirrel is looking for?
  - What can you do to help you solve that word? Check the illustration. What do you see? Now look at the first letter of the word. What word would make sense and look right?

**ELL Note:** Provide picture cards for each of the animals. Hand them to the ELL one at a time and say, "Tell me about the bear, etc..." The ELL matches the card to the picture in the article and reads the sentence(s). Provide assistance as necessary.

**Evaluating**

- ▶ If students finish early, ask them to discuss with a partner which sleeping animal is their favourite.
- ▶ Note successful reading strategies and any remaining reading challenges.



## AFTER READING

**Synthesizing**

- ▶ Revisit the purpose for reading: Do all the animals sleep in winter?

*What clues in the article helped you figure out whether the animals sleep in winter? Which animals sleep in winter? Which animals do not sleep in winter? How do you know?*

**Synthesizing**  
**Making connections**

- ▶ Extend comprehension by offering prompts to enhance discussion:
  - Why do you think there are other animals shown in the article?
  - What do we know about the habits of rabbits, deer, and squirrels in the winter?
  - What do you think the author wants us to know after we finish reading this article?

**Synthesizing**  
**Self-monitoring**

- ▶ Comment on any effective reading strategies you observed.

*Ravi read, "A bear is sleeping. It sleeps in a bed." He stopped. He checked the picture and put his finger under 'den.' He said the first letter 'd' and the last letter 'n.' He slowly blended the letters and said 'den.'*

## Rereadings

- ▶ Provide opportunities for each student to reread the article independently or with a partner.

## Focused Follow-Up

The following activities are optional. Choose those that best meet your students' needs.

**Inferring/synthesizing**

### **Additional Illustrations**

- ▶ Have students discuss why the author selected the deer, cardinal, rabbit, squirrel, and girl to be the additional illustrations in the article when others could have been chosen.

**Synthesizing**

### **Drawing a Sleeping Winter Animal**

- ▶ Have students select and draw an animal featured in the article that sleeps in the winter. Remind them to show it in its winter location. Using the text as a reference, have them include their animal in the title as well as two or three facts they observed while looking at the illustration.

**Word solving and building**

- ▶ Ask students to build words that rhyme with 'log'. Model by exchanging the initial letters (e.g., 'fog,' 'dog,' 'bog,' 'hog,' 'frog,' 'smog').