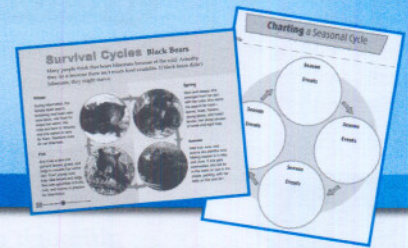


# Survival Cycles: Black Bears

## Comprehension Strategies

- 1 Answering and generating questions
- 2 Synthesizing/summarizing



## Session 1 Text Poster

## Teaching Focus

Reading nonfiction to find specific information or answers to specific questions

### INTRODUCING THE TEXT

- 1 Ask students to share what they know about bears and hibernation. Encourage them to share words and phrases associated with this time in a bear's life. Then tell them that they will read an explanation about the black bear's hibernation cycle.
- 2 Display the Text Poster. Encourage students to read the title with you. Have them generate questions after examining the text features.  
*Let's read the title together. What questions do you have about this poster that might be answered in the text? Dan, you want to know what a survival cycle is. Becky, you'd like to understand exactly what it means to hibernate. Those are good questions. Let's read to see if we can find the answers.*

### READING THE TEXT

- 1 Read the introduction aloud as students follow along. Help them use the introduction to make predictions about the questions they raised and other things they might learn.  
*Who can tell us what an explanation is? That's right, it explains why something happens or how something works. What do you think this explanation will be about? Linda, you think it will explain why and how bears hibernate. What makes you think that? Let's read to find out if your prediction is correct.*
- 2 Read the text under the heading "Winter." Discuss the photograph. Discuss how the text and images give details, or information, about the main idea. Continue these steps through the rest of the explanation.  
*What information do we gain after reading the section "Winter"? That's right, Lily, a bear's breathing and heart rate slow down during hibernation. Becky, does that answer your question? Yes, but you'd like to know more about it. Maybe we'll learn more when we read the rest of the explanation. What do you notice in the photo? Yes, Marcus, her cubs look very lively and playful, don't they? True, Bailey, they don't know it's time to hibernate!*

### DISCUSSING THE TEXT

- 1 Finish reading the text, ending with "Fall." Lead a discussion with students about their questions and what they learned. Point out that asking questions and looking for specific information can help them focus on the information.  
*What else did we learn about black bears? Right, Vanessa, we learned that the female gets ready to hibernate in the fall. You liked learning that the cubs help her make the den ready! Where can we find out what the black bear does in the winter? That's right, we can scan the text to find the heading "Winter." Dan wondered what a survival cycle was. Who can tell us in their own words, now that we've read this explanation? Elena says that it's what an animal does at different times of the year to stay alive for another year. That's an excellent explanation, Elena! Being aware of the questions we have as we read helps us focus on the parts of the text that provide the answers.*



Photocopy this text passage using the reproducible on page 3. Have students read it independently or buddy-read it in pairs.

### Vocabulary

Reinforce the meaning of the word *cycle* with students by explaining that it comes from a Greek word meaning "circle." A cycle is a sequence of events that repeats over and over again.

### Guided Reading Links

Use these Mondo titles and lesson plans for guided reading practice using books of this text type: *What Animal Lives Here?*; *Wacky Plant Cycles*; *Freshwater Habitats*; and *Insects*.

## ELL

Foster the development of descriptive and content language by reading to students from a range of nonfiction texts.

## Fluency

Reinforce with students the fact that the explanation must be read in seasonal order to make sense. However, it is possible to begin at any point in the cycle and read around the circle—the information remains accurate.

## Guided Reading Links

Use these Mondo titles and lesson plans for guided reading practice using this comprehension strategy: *What's Happening? On Site*; and *Crocodillians*.

# Session 2 Comprehension Poster

## Teaching Focus

Interpreting more complex diagrams in nonfiction texts

### REFLECTING ON THE TEXT

- ② Invite students to think about what they learned about black bears in Session 1. Recall that they used the text, the diagram, and the photographs to help them understand the survival cycle during a black bear's year.  
*Yesterday we read an explanation about what happens during the yearly survival cycle of a black bear. Who can share what they found interesting? Thanks, Ben, you do know a lot about bears. You liked learning that the cubs help rake leaves for their den, although you wonder if they are really all that helpful. Talk to the person next to you about what you found interesting. Greg, what did you and Cindy discuss?*

### READING THE TEXT

- ② Introduce students to the Comprehension Poster. Explain that they will recall the steps in the black bear's survival cycle, based on the diagram in the explanation.  
*Let's think about how the explanation is organized. What do you notice about each paragraph? Yes, Julio, each paragraph is under the heading of a season, and you can follow the seasons in order. How does this help us understand the explanation? Good, Teresa, you follow each season, and one thing leads to another. Explanations often follow a certain order, such as a sequence of events in time.*
- ② Reread the Text Poster with the group. Pause after the introduction. Use the information to write a title for the flow chart. Then read each heading and caption. Work with students to use the information in the diagram to summarize what they learned. Help them use their knowledge of the seasonal cycle to follow the chronological sequence of events in an explanation.  
*Terrific! You're figuring out how to use the seasonal cycle in the diagram to fill in the flow chart. When you read other explanations, look for how the sections of text are organized to help you follow the order.*
- ② Remind students that they can also use the photographs to understand more of the black bears' survival cycle.  
*Remember that photographs are often an important source of information in nonfiction text. They serve to both clarify and add to what we learn from reading. What new information can you extract from these photos?*

### ANALYZING THE TEXT

- ② Display the flow chart on the Comprehension Poster. Help students synthesize information from the text and diagram to relate what they learned.  
*Who can retell what we learned about the survival cycle of black bears? Let's use the flow chart to help us. What happens in the spring? That's right, the female black bear comes out of the den with her cubs. She searches for food using her sense of smell and sight. The next time you read an explanation, look for answers to questions or for specific information. You can follow the steps or events in order to make sense of what you're reading. What other cycles do you know about that we could plot on this poster? Good, Anna, you remember learning the life cycle of butterflies—that would work, too.*
- ② Guide students to continue interpreting information from this explanation.  
*Often when we read interesting passages like this one, some questions are answered and new ones are raised. What does hibernation have to do with survival for black bears? That's true, Sam—it seems like black bears have to hibernate or they won't survive. Who can add to Sam's observation? Good, Andrea—since there's nothing for them to eat, they survive by not needing to eat. How would you define survive? Yes, Leila, it means to stay alive. By interpreting the information contained in various parts of this diagram, you were able to come to a good understanding of this animal's survival cycle. Good thinking, everyone!*



Make copies of this comprehension template using the reproducible on page 4. Have students add additional information individually or in small groups.

# Survival Cycles Black Bears

Many people think that bears hibernate because of the cold. Actually, they do it because there isn't much food available. If black bears didn't hibernate, they might starve.

## Winter

During hibernation, the female black bear's breathing and heart rate slow down. Her thick fur keeps her warm. Her cubs are born in January, and she wakes to care for them. Newborn cubs do not hibernate.



## Spring

Slow and sleepy, she emerges from her den with her cubs. She starts the search for food—leaves, buds, flowers, young plants, and insect larvae. Her sharp senses of smell and sight help.



## Fall

She finds a den and gathers leaves, grass, and twigs to insulate her winter bed. Even young cubs help rake leaves and twigs. She eats quantities of fruits, nuts, and acorns to prepare for hibernation.



## Summer

Wild fruit, nuts, and acorns are plentiful now. Mating season is in May and June. If she gets overheated, she will lie in the water or rest in the shade, panting, with her belly on the cool dirt.



Name \_\_\_\_\_

# Charting a Seasonal Cycle

Title \_\_\_\_\_

