Keeping Warm

**SUMMARY** Students read about animals and how they keep warm.

**VOCABULARY**

**Concept Words**
- cold
- warm
- fat
- feathers
- fur
- blubber
- clothes

**INTRODUCE THE BOOK**

**BUILD BACKGROUND** Discuss animal features with students. Have students think about why animals look the way they do.

**PREVIEW** Invite students to take a picture walk to preview the text and illustrations. Discuss what it is about the animal on each page that keeps it warm.

**READ THE BOOK**

**SET PURPOSE** Have students set a purpose for reading *Keeping Warm*. Ask them to think about how animals’ problems are solved by the way their bodies are structured.

**COMPREHENSION QUESTIONS**

**PAGE 4** How do feathers keep this bird warm? *(They trap heat against the body.)*

**PAGE 5** What is another part of the polar bears’ bodies that helps protect them? *(Their white fur lets them hide in the snow.)*

**PAGES 7–8** How are clothes different from fur? *(Fur is a part of the animal while clothes are not parts of our bodies.)*

**TEXT-TO-SELF QUESTION**

What are some ways your body helps you solve problems?

**REVISIT THE BOOK**

**READER RESPONSE**

**Answers**

1. bears and seals; possible responses: cats, dogs, squirrels, rabbits, mink
2. ducks; possible responses: most birds
3. Possible responses: blankets, hot chocolate, exercise, turn on the heat, make a bigger fire; possible responses: Animals do not use fires or blankets or heat to stay warm; the way their bodies are made helps them stay warm.

**EXTEND UNDERSTANDING** Explain to students that animals are not the only living things whose bodies help them solve problems. Discuss plants and how their special structures help them solve problems. For example, some plants use nectar, which lures insects, that, in turn, pollinate the flowers. Plants’ deep roots can find water in very dry climates.

**RESPONSE OPTIONS**

**ART** Have students create new methods of staying warm for common animals, such as bears that have feathers or cats that carry shells on their backs. Have students draw a picture of their creation, name their new animal, and write a caption for it.

**SCIENCE CONNECTION**

Provide a large variety of animal books for students to look through. Have students choose and then write about an animal and a feature of its body that helps it survive.

**GRAPHIC ORGANIZER, PAGE 20**

Have students complete the web to show features that help animals survive. *(Possible responses: fur, feathers, fat, blubber, color)*
Complete the web to show what helps animals survive.