

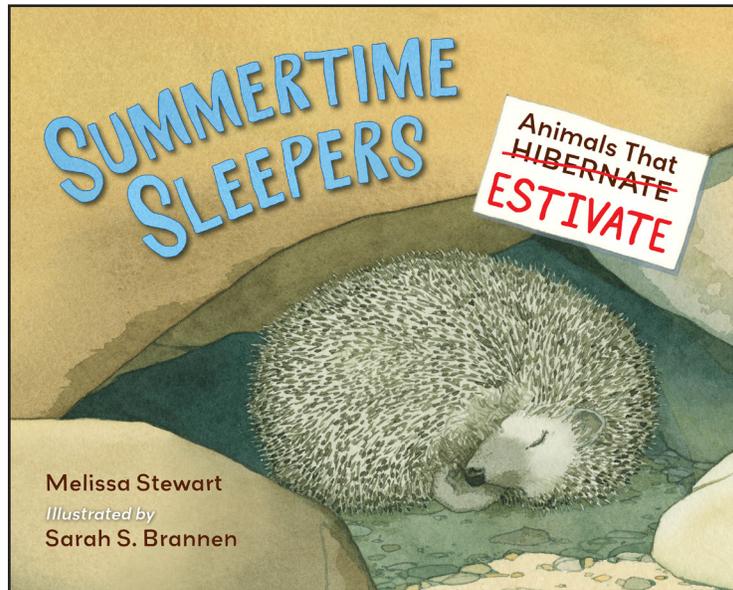
# SUMMERTIME SLEEPERS

## A TEACHER'S GUIDE

Developed by Melissa Stewart

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Melissa Stewart • Illustrated by Sarah S. Brannen  
978-1-58089-716-7 HC • e-book editions available

### About the Book

What do mourning cloak butterflies have in common with pixie frogs and yellow-bellied marmots? They all estivate, or sleep through summer. Everyone knows about hibernation, but this book offers young readers a lyrical look at its fascinating warm-weather counterpart. Discover how a variety of animals survive by taking a break during the hottest days of the year.

### Teaching Tips

- *Summertime Sleepers: Animals that Hibernates and Estivate* utilizes a dual-layered text to appeal to readers from a wide range of ages and grade levels. Throughout this guide you'll find activities to use with younger children (grades K–2) as well as older readers (grades 3–5).
- The two levels of text in this book also make it ideal for Reading Buddy programs. For more information, please see: <https://www.melissa-stewart.com/img2018/pdfs/scirdbuddies.pdf>

# SUMMERTIME SLEEPERS

## TEACHERS' GUIDE

## Reading

### Before You Read

#### Grades K–2

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- After showing students the cover of *Summertime Sleepers: Animals that Hibernate Estivate* and reading the title and subtitle, ask your class what they think the book is about. Write their responses on chart paper.
- Ask students what they think wild animals do on hot days. Have them consider a frog, a fish, and a salamander.
- Assign each student one of the animals mentioned in the book.

#### Grades 3–5

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- Ask students to predict the main idea of *Summertime Sleepers: Animals that Hibernate Estivate*. Write their responses on chart paper.
- Invite students to share what they know about hibernation. Can they name some animals that hibernate? How do they think hibernating helps these animals survive?
- After compiling the children's responses on chart paper, let them know that estivation is the opposite of hibernation. It refers to animals that rest during the summer. Write this new vocabulary word and its definition on chart paper.

### As You Read

#### Grades K–2

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- Ask students to raise a hand when you mention the animal you assigned them. They should be ready to tell the class how that animal survives the heat of summer.
- Ask students to think about the main idea of the book.
- Ask students to notice how the information on the sketchpad pages is related to the main illustration and the text. What kind of new information does the sketchpad add?

#### Grades 3–5

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- Ask students to think about the main idea of the book. Do they hear details that can support that main idea? They may want to make notes on a piece of paper.
- Students should also think about the ideas you recorded on chart paper. What connections do they see between hibernation and estivation?
- Ask students to notice how the information on the sketchpad pages is related to the main illustration and the text. What kind of new information does the sketchpad add?

# SUMMERTIME SLEEPERS

## TEACHERS' GUIDE

## Reading

### After You Read

#### Grades K-2

- Ask students to identify the main idea of *Summertime Sleepers: Animals that Hibernate Estivate*. Work with them to find details that support that idea and list them on chart paper.
- Invite students to draw a picture showing what their assigned animal does when the sun beats down. Ask them to explain their pictures to the rest of the class.
- Ask students to predict why illustrator Sarah S. Brannen decided to show a sketchpad with additional images of each animal in this book.

#### Grades 3-5

Working in groups of three or four, students should compare two of the estivators described in *Summertime Sleepers: Animals that Hibernate Estivate*. Students should consider the animals' size, habitat, classification (insect, reptile, mammal, etc.), and when and how they estivate.

After explaining the usefulness of a Venn diagram (overlapping circles showing similarities and differences) to your students, ask them to create one that highlights the similarities and differences between the two creatures they selected.



# SUMMERTIME SLEEPERS

## TEACHERS' GUIDE

### Science

#### Grades K–2

On hot days, some animals lie in the shade. To find out why, take the class outdoors. Have half the students spend 10 minutes sitting quietly in the shade. The rest of the students should sit in the sun. Provide sunscreen as needed. Both groups should use words and pictures to record what they see, hear, feel, and smell. Then have the students switch. Students who were in the shade should move to a sunny spot, and vice versa. When you go back indoors, review the class's observations and record them on chart paper. Ask the children why they think some animals prefer to rest in the shade on hot days.

#### Grades 3–5

As a class, do research to find out what some of the animals in *Summertime Sleepers: Animals that Hibernate Estivate* eat. Then divide the class into small groups. Assign a different animal to each group and have students create a menu poster for their animal. Students may wish to draw pictures or download photos of the animals and the foods they eat. Encourage the children to be creative with the meals they suggest. Finally, ask your class: Do you think an animal's food choices have anything to do with how, when, and why it estivates?

### Activities

### Math

#### Grades K–2

Using the information below, students can create a bar graph that compares animal sizes. Help students identify each animal as a mammal, reptile, amphibian, fish, insect, or other. Which group of animals tends to be the largest? Which tends to be the smallest? Does size affect where, when, or how an animal estivates?

Mourning cloak butterfly: 3 inches  
Pixie frog: 6 inches  
Christmas Island red crab: 4½ inches  
Spotted turtle: 4 inches  
African lungfish: 40 inches  
Leopard gecko: 10 inches  
Mangrove killifish: 2 inches  
Desert hedgehog: 9 inches  
California tiger salamander: 8 inches  
Yellow-bellied marmot: 26 inches

Invite students to choose three animals from the list above and draw them to scale. They can also color the animals using the art in *Summertime Sleepers: Animals that Hibernate Estivate* as a guide.

#### Grades 3–5

Give each student a copy of the Math Activity Sheet on page seven. Ask students to illustrate and then solve each problem.

Answer Key:

1. 6 land snails
2. 40 inches long
3. 10 California tiger salamanders
4. 10 females have babies, 38 babies were born

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### English Language

#### Grades K–2

After reading *Summertime Sleepers: Animals that Hibernate Estivate* and *Beneath the Sun*, which was also written by Melissa Stewart, divide your class into small groups and encourage students to compare the two books. How are they similar? How are they different? Which book do the students like better? Why?

As the group discussions wind down, encourage the children to use words and pictures to explain why they preferred one book over the other. They should provide at least one reason to support their opinion.

#### Grades 3–5

- Divide the class into small groups and encourage the teams to think carefully about the craft moves Melissa Stewart used as she wrote *Summertime Sleepers: Animals that Hibernate Estivate*. The following questions can help them in this process:

- Does this book have a narrative or expository writing style? Explain your rationale.
- What is the book's nonfiction text structure?
- How do you think the book would have been different if the author had chosen a problem-solution text structure?
- Can you think of any rationale for the order of the animal examples in the book?
- Why do you think the book includes three different kinds of text—larger main text, smaller secondary text, and even smaller text on the sketchpads? What is the main purpose of each text type?

### Activities

- How would you describe the voice of the book?
- Does that voice make sense for a book about animals at rest?
- Does that voice seem to match the style of Sarah S. Brannen's illustrations? Explain your rationale.
- Make a list of all the sleep-related synonyms the author uses in the book. Why do you think she uses so many?
- What kind of device did the author use to end the book in a satisfying way?
- Can you think of a different way to end the book?
- Divide the class into two groups and have each team create a Book Fact Scavenger Hunt for the other team. Students should look through *Summertime Sleepers: Animals that Hibernate Estivate* and other books that describe how animals survive in hot, dry weather. Each team should choose a few interesting facts and turn them into questions. Here are some examples:
  - According to *Summertime Sleepers: Animals that Hibernate Estivate* by Melissa Stewart, where does a California tiger salamander spend the summer?
  - According to *Survival at 120 Above* by Debbie S. Miller, how does a thorny devil lizard drink water?
  - According to *Beneath the Sun* by Melissa Stewart, how does a turkey vulture cool its body?

Type each team's questions, print them out, and cut them so each question is on a separate strip of paper. Place the questions in two bags or boxes, so the students can pick one question at a time and compete to see which team can answer the most questions.

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- After reading *Beneath the Sun* by Melissa Stewart and *Survival at 120 Above* by Debbie S. Miller, divide the class into small groups. Invite the teams to make text-to-text connections between *Summertime Sleepers: Animals that Hibernate Estivate* and one of the other books. As the group discussions wind down, encourage each child to write a paragraph describing similarities between the books. The paragraph should include at least two specific examples from the texts.

### All Grades

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- Download a copy of the Readers Theater script written to accompany *Summertime Sleepers: Animals that Hibernate Estivate* from the author's website (<https://www.melissa-stewart.com/educators/educators.html>) and lead the class in performing it.
- Have students write letters to or draw pictures for author Melissa Stewart, telling or showing her what they liked best about *Summertime Sleepers: Animals that Hibernate Estivate*. Send the letters to Melissa Stewart c/o Charlesbridge Publishing, 9 Galen Street, Watertown, MA, 02472. If you include an e-mail address, Melissa will send a note to your class.
- Have students take turns reading pages from *Fun Dog, Sun Dog* by Deborah Heiligman. Discuss the book's language and why the text seems to roll right off the reader's tongue. Then ask the students to write their own poems about how some of the animals in *Summertime Sleepers: Animals that Hibernate Estivate* survive on the hottest days of the year.

## Activities

### Art

#### All Grades

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- Have students make hats representing one of the animals in *Summertime Sleepers: Animals that Hibernate Estivate*. They can wear their hats while performing the Readers Theater script created to accompany the book.
- Invite your students to look carefully at the background art on each double-page spread of *Summertime Sleepers: Animals that Hibernate Estivate*. As a class, list all the questions the book's illustrator, Sarah S. Brannen, had to ask herself and then research to make the estivators' habitats realistic and accurate. Possible questions include: What plants grow in the habitat? What does the landscape look like? What time of day is it?  
After determining which of the estivators discussed in *Summertime Sleepers: Animals that Hibernate Estivate* live in your area, encourage students use the class's list of questions to research and create a mural that shows local estivators in their natural habitat.

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

1. Three land snails were estivating on a large tree branch. Two land snails were estivating on the trunk above the branch. One more land snail was estivating on the trunk below the branch. How many snails were there?
2. Most mangrove killifish are about 2 inches long. African lungfish can be twenty times longer. How long can an African lungfish grow?
3. A female California tiger salamander can lay eggs twice a year. This year her first clutch had eight eggs, but three were eaten by a water snake. Her second clutch had seven eggs. They all hatched, but two of the larvae were eaten by a bullfrog. How many adult California tiger salamanders did she produce this year?
4. Yellow-bellied marmots often live in large colonies. In a colony with fifteen females, six females have three babies and four females have five babies. How many females had babies? How many babies were born in the colony?

# SUMMERTIME SLEEPERS

## TEACHERS' GUIDE

## Teacher Resources



### About the Author

Melissa Stewart is the award-winning author of more than 180 books for children, including *Seashells: More Than a Home*, *Feathers: Not Just for Flying*, and *No Monkeys, No Chocolate*. She holds degrees in biology and science journalism and serves on the board of advisors for the Society of Children's Book Writers and Illustrators. Melissa speaks frequently at conferences for educators and is available for school visits. Visit her online at [www.melissa-stewart.com](http://www.melissa-stewart.com).



### About the Illustrator

Sarah S. Brannen will never grow tired of observing—and drawing—the natural world. Sarah is the author and illustrator of *A Perfect Day*, *Bear Needs Help*, and *Uncle Bobby's Wedding*, and she has illustrated several other books, including *Seashells: More Than a Home* and *Feathers: Not Just for Flying*. She lives in Massachusetts. Visit her online at <http://sarahbrannen.yellapalooza.com>

### Related Reading

Atkins, Marcie Flinchum. *Wait, Rest, Pause: Dormancy in Nature*. Minneapolis: MN: Millbrook, 2019

Heiligman, Deborah. *Fun Dog, Sun Dog*. Tarrytown, NY: Marshall Cavendish, 2010.

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Stewart, Melissa. *Beneath the Sun*. Atlanta, GA: Peachtree Publishers, 2014.

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