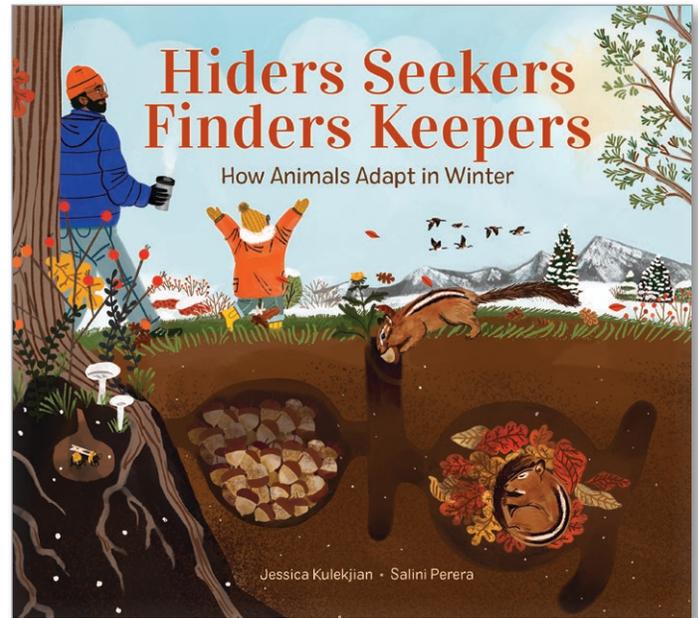


Hiders Seekers Finders Keepers – Teaching Guide

About the Book

A poetic and informative exploration of the many ways animals face the challenges of winter. When the autumn days grow shorter and the temperatures cool, animals prepare for winter. Some, the hiders, choose a place to rest and wait out the winter, hibernating under the ground or snuggling in a sheltered spot. Other creatures are seekers, migrating to new locations where the weather is milder and the food sources more plentiful. And then there are the finders, who keep warm and fed by adapting to the new conditions. Every animal knows just what to do — following an ingenious plan that's just right for them! Jessica Kulekjian's lyrical informational picture book uses expressive text supplemented with sidebars to explain how different animals survive winter. While the compelling narrative tells the bigger story, the sidebars provide fascinating information about specific winter animal behaviors — for example, how box turtles lower their heart rates, and monarch butterflies travel all the way to Mexico! Salini Perera's stunning illustrations show the concepts in detail and provide a visual story, featuring a father and a child, that evocatively traces the subtle changes in the landscape from late fall to early spring. Grouping the animals into three categories makes for easier comprehension of topics such as hibernation, migration and adaptation. Back matter contains a guide to tracking prints in the snow, an author's note and a list of resources. There are strong links here to primary grades' earth and life sciences curriculums. This is also a perfect read-aloud for a snowy day!



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About the Author

JESSICA KULEKJIAN first discovered her love for storytelling during a young authors' contest in elementary school. Even though she lost (three times!), she didn't give up writing. After years of practice, and with lots

of encouragement from family, friends, teachers and other storytellers, Jessica became the author of picture books, including *Before We Stood Tall: From Small Seed to Mighty Tree* (an NCTE Notable Book for Poetry). Jessica has an MA in teaching and teaches second grade. She lives with her family in Central California.

Visit her website at www.jessicakulekjian.com or on Instagram [@jessicakulekjian](https://www.instagram.com/jessicakulekjian)



About the Illustrator

SALINI PERERA is a freelance illustrator from Toronto. She was born in Sri Lanka, raised in Scarborough and has been making art for as long as she can remember. Now, she gets to make art for

picture books, a lifelong dream come true. She lives in the city's east end with her husband, Michael, and their two cats, Victoria and Albert.

Find her on Instagram [@salini.banana](https://www.instagram.com/salini.banana)



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About This Resource

All of the following activities are designed for students in kindergarten to third grade. They can be adapted and differentiated for other grade levels and student needs (see STEAM section and Other Activities for ideas for Grades 3–6). Common Core Standards and Next Generation Science Standards connections are listed below each section.

DISCUSSION QUESTIONS

1. The title of this book is *Hiders Seekers Finders Keepers: How Animals Adapt in Winter*. Why do you think the author picked that title? What do you notice about how the title sounds? Have you ever heard the saying “finders keepers” before? How did the author change the meaning of that familiar saying with her title?
2. When you go on walks, what do you notice? What kinds of things do you wonder about?

CRAFT MOVES

1. The author picked vivid verbs to describe some of the action in the book. Here are some examples:

“... and colors crumple to the ground ...”

“Hooves thunder ...”

“Wings scribble across the skyline.”

“When the sky spills on the ground ...”

What do you notice about the verbs the author used?

What do you picture in your mind when you hear those sentences?

What would be a simple way of saying the same thing?

Try it out yourself: how would you describe the animals that live near you?

How would you describe the way seasons change where you live?

(See optional printable or this can be done all through class discussion.)

2. The author uses rhythm and rhyme and alliteration throughout the text. Where do you see evidence of these things?



WRITING PROMPTS

Are you a hider, a seeker or a finder and a keeper? Use the descriptions in the book to think/write about what animal you are most like. Support your answer with reasons. (See printable.)

Write a class poem filling in the details.

We are hiders because we ...

We are seekers because we ...

We are finders and keepers because we ...



COMMON CORE LITERACY CONNECTIONS

CCSS.ELA-LITERACY.RL.K.4

Ask and answer questions about unknown words in a text.

CCSS.ELA-LITERACY.RL.1.4

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

CCSS.ELA-LITERACY.RL.1.5

Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

CCSS.ELA-LITERACY.RL.2.4

Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

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CCSS.ELA-LITERACY.RL.3.4

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

CCSS.ELA-LITERACY.RI.K.7

With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

CCSS.ELA-LITERACY.RI.1.5

Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

CCSS.ELA-LITERACY.RI.1.6

Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

CCSS.ELA-LITERACY.W.K.7

Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

CCSS.ELA-LITERACY.W.K.8

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

CCSS.ELA-LITERACY.W.1.2

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

CCSS.ELA-LITERACY.W.2.7

Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

SCIENCE

1. Pick one of the animals mentioned in the text to research further. How could you write about these animals in a poetic way? Try it out!

- | | | | |
|-----------------------|------------------|------------------------------|---------------------|
| ◦ Eastern box turtles | ◦ snakes | ◦ pronghorn antelope | ◦ white-tailed deer |
| ◦ wood frogs | ◦ ladybugs | ◦ mule deer | ◦ red foxes |
| ◦ chipmunks | ◦ carpenter ants | ◦ monarch butterflies | ◦ great horned owls |
| ◦ bumblebees | ◦ Canada geese | ◦ ruby-throated hummingbirds | |
| ◦ black bears | ◦ elk | | |

2. Go on a nature walk. Look for evidence of the animal categories where you live. Use the printable resource to help you document your findings.

3. Using found or recycled materials, build a habitat for one of the animals listed in the book.

NEXT GENERATION SCIENCE STANDARD CONNECTIONS

K-LS1-1 From Molecules to Organisms: Structures and Processes

Use observations to describe patterns of what plants and animals (including humans) need to survive.

K-ESS2-2 Earth's Systems

Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

K-ESS3-1 Earth and Human Activity

Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.

2-LS4-1 Biological Evolution: Unity and Diversity

Make observations of plants and animals to compare the diversity of life in different habitats.



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MATH

Be a finder and a keeper! Collect a counting collection of natural objects (for example: acorns, rocks, sticks). Swap collections with someone else. How many are there? How do you know? (See *Choral Counting and Counting Collections*, Franke, Kazemi and Chan Turro, Stenhouse, 2018)

COMMON CORE MATH CONNECTIONS

CCSS.MATH.CONTENT.K.CC.B.4

Understand the relationship between numbers and quantities; connect counting to cardinality.

CCSS.MATH.CONTENT.K.CC.B.4.A

When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

CCSS.MATH.CONTENT.K.CC.B.4.B

Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

CCSS.MATH.CONTENT.K.CC.B.4.C

Understand that each successive number name refers to a quantity that is one larger.



SEASONAL and ART ACTIVITIES

1. If it snows where you live, go out and look for fresh tracks in the snow. What did you find? What did you notice? Are there other places to find tracks? In the sand at the beach, in the mud or by stream or river. Extension: Make a map of the tracks. Where did they go? Where did they come from?
2. Look at the backmatter where the author shows different prints. Make your own stamp of an animal print by carving the design into a potato. (Have an adult help with this step.) You could use an animal from the book or use one that lives in your area. Then use the stamps to make print art! Alternatively, use styrofoam to make the stamps.



PHYSICAL ACTIVITY

Hide and Seek (and Find!)

Equipment: Hoops, tennis balls, cones

Setup: In a twist on the classic game, divide the class into three groups: hiders, seekers and finders. Lay out a home (hoop) for each hider. Designate an area (wall, corner, etc.) as a “warm beach” for the seekers. And put out a piece of food (tennis ball) and a hiding place (cone) for each finder.

Game: The teacher calls out “Winter is coming!” and (a) the hiders each find a home, curl up and go to sleep, (b) the seekers quickly migrate to the beach and (c) the finders find a piece of food and hide it under a cone. Change the designation of the groups for each round.

Game created by Derick Wilder. Visit his website at www.derickwilder.com.

Books that pair well with *Hiders Seekers Finders Keepers*:

Before We Stood Tall: From Small Seed to Mighty Tree by Jessica Kulejian, illustrated by Madeline Klopper

Over and Under the Snow by Kate Messner, illustrated by Christopher Silas Neal

Goodbye Autumn, Hello Winter by Kenard Pak

Name: _____ Date: _____

HIDERS SEEKERS FINDERS KEEPERS

Go on a nature walk and look for evidence of each category. Document what you find.

HIDER

FINDERS/KEEPERS

SEEKER

I am wondering about...

Name: _____ Date: _____

What the text said

What it means

... and colors crumple
to the ground ...

Hooves thunder ...

Wings scribble
across
the skyline.

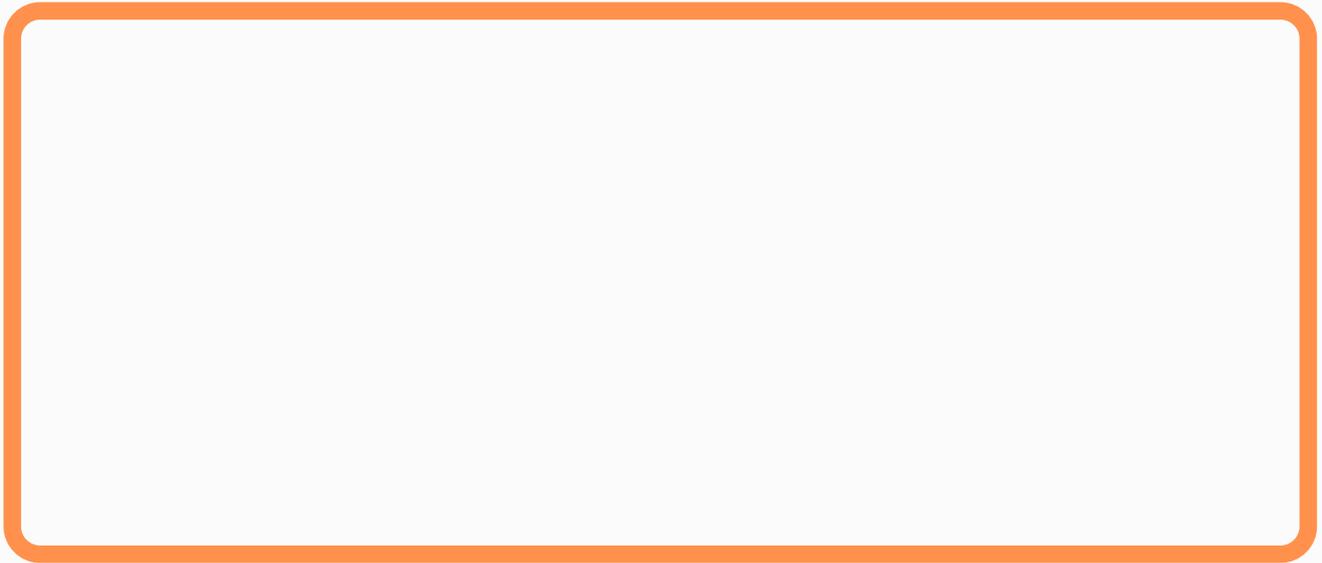
When the sky spills
on the ground ...

Name: _____ Date: _____

Write and draw about an animal you have researched. Try writing in a scientifically poetic way about the animal.



(Animal)



Four sets of horizontal writing lines. Each set consists of a solid light blue top line, a dashed purple middle line, and a solid light blue bottom line.