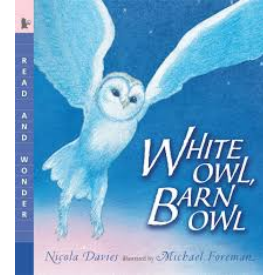


Unit 2: Animals and Habitats

WEEK 6 Day 1



Read Aloud
White Owl, Barn Owl, Read 3 of 4 (pages 6-27)

Big Idea	Animals need food, water, and air to survive.
Unit Question	How do animals grow and change over time?
Guiding Question	What do animals need to survive?
Content Objective	I can use fact boxes to learn information about owl bodies and behaviors. (R.4.K, R.6.K.a, R.6.K.b)
Language Objective	I can ask and answer questions about how an owl’s behaviors and body help it survive. (SL.2.K.a)
Vocabulary	<p>hollow: empty on the inside</p> <p>patient: able to wait without getting upset</p> <p>slim: thin</p> <p>raise: to lift</p> <p>rare: very few of something, not many</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>White Owl, Barn Owl</i>, Nicola Davies ● <i>White Owl, Barn Owl</i> vocabulary cards ● sticky notes and a marker to record children’s questions
Opening	<p>Review the text and set a purpose for the read.</p> <p><i>We’ve read White Owl, Barn Owl and now we know that the grandfather was trying to provide shelter for a family of owls. Nicola Davies did something special with her writing—she gave us extra information that supports what’s happening in the story. Today we are going to read that information.</i></p>

	<i>Your job is to gather details about the behaviors and adaptations that help the owl to survive.</i>
Text and Discussion 12 minutes page 6	For today's read, conduct a picture walk, stopping to read and discuss the fact boxes. Do not read the narrative.
page 7	<i>If something is hollow, it is empty on the inside. Empty tree trunks can provide shelter for owls and other birds and animals.</i>
page 9	<i>A perch is a place that a bird can land and rest on.</i>
page 10	<i>The illustrator is showing us what an owl pellet looks like when it's opened up. What do you see in the illustration?</i> Harvest a few responses and model observations as needed. <i>Coughing up pellets is a special adaptation because the owl swallows the prey whole. An owl cannot digest the fur or bones, so the owl spits them up.</i>
page 12	<i>If the owl can fly for miles to find food, I can see why it would be important to be patient if you are waiting to see one. They could be out looking for food, and they probably wouldn't come back until they found some.</i>
page 17	<i>It seems like owls have special adaptations that give them really strong hearing and sight. That must come in handy for hunting small prey at night.</i> Invite children to Turn and Talk. <i>These fact boxes are giving us so much information! Turn to your partner and share one of the owl's amazing adaptations you've learned today.</i>
page 19	<i>Slim means thin. Why is it important that their bones are hollow?</i> Harvest a few responses before modeling comprehension of the fact box.
page 20	<i>Owls' feathers and the shape and size of their bodies are also important adaptations. What important information did we just learn?</i> Harvest a few responses before modeling comprehension of the fact box. <i>What are you wondering about how owls' bodies work?</i> Harvest a few responses and record children's questions on sticky notes.
page 22	<i>Talons are the sharp claws on owls' feet. They are designed to catch</i>

	<i>and help tear apart prey.</i>								
page 27	<i>I remember that salmon go back to their spawning grounds. Owls also go back to the places where they were born, if it's still safe enough.</i>								
Key Discussion and Activity 6 minutes	<p>Invite children to Think, Pair, Share.</p> <p><i>Owls are really amazing creatures! They have so many special adaptations that help them survive in the wild. Think through all that we've read today and tell your partner one thing you learned about owls that you find really interesting.</i></p> <p><i>Now share with your partner something you are wondering about owls.</i></p> <p>During the whole group share, record children's questions on sticky notes. These questions will be revisited on Week 6 Day 3.</p>								
Closing	<i>Today we read the fact boxes in this book to learn more about owls. There is one more section to read that will help us understand why the barn owl needs protection and what we can do about it.</i>								
Standards	<p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p>R.6.K.a With prompting and support, identify characters and settings and major events in a story.</p> <p>R.6.K.b With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>SL.2.K.a Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>								
Ongoing assessment	<p>Listen to children's responses during the partner and whole group discussion.</p> <p>Do children recall key details from the fact boxes?</p> <p>Do children engage in back and forth dialogue while building off each other's ideas in the partner talk?</p> <p>What information about owls do children find interesting?</p>								
Center Activities	<table border="1"> <tr> <td>Art Studio</td> <td>Children create pastel woodland scenes.</td> </tr> <tr> <td>Blocks</td> <td>Children build owl habitats.</td> </tr> <tr> <td>Dramatization</td> <td>Children act out <i>Owl Moon</i>.</td> </tr> <tr> <td>Library &</td> <td>Children research owls.</td> </tr> </table>	Art Studio	Children create pastel woodland scenes.	Blocks	Children build owl habitats.	Dramatization	Children act out <i>Owl Moon</i> .	Library &	Children research owls.
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	Listening	
	Discovery Table	Children make owl nests.
	Writing & Drawing	Children draw and write information books about owls.

Notes