



**WEEK 7 Day 2**

**Read Aloud**  
***Owls***  
 Read 5 of 6, Pages 22-28

<b>Big Idea</b>	Like humans, animals are part of interdependent communities that are affected by, and adapt to, the environment that surrounds them.
<b>Unit Question</b>	How do animals grow and change over time?
<b>Guiding Questions</b>	How do animals form communities, work together, and use and adapt to their environments, and how is this similar to and different from people?
<b>Content Objective</b>	I can retell key details about owl parenting and offspring. (R.5.K.a, R.5.K.b, K-LS1-1)
	I can ask and answer questions about key vocabulary in the text. (R.7.K)
<b>Language Objective</b>	I can use clues from words and illustrations to determine the meaning of new vocabulary. (L.4.K)
<b>Vocabulary</b>	<p><b>powerful:</b> strong</p> <p><b>flexible:</b> able to bend without breaking</p> <p><b>focus:</b> to pay particular attention to</p> <p><b>rely:</b> to depend on with trust</p> <p><b>communicate:</b> to send and receive messages</p> <p><b>jagged:</b> having sharp, uneven edges</p> <p><b>alert:</b> to give a warning</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>Owls</i>, Gail Gibbons</li> <li>● <i>Owls</i> vocabulary cards</li> <li>● Owls KWLM chart, from Week 6, Day 3</li> </ul>
<b>Opening</b> 1 minute	Introduce the text and set a purpose for the read.

	<p><i>The next section of Owls by Gail Gibbons is all about owlets, owl babies!</i></p> <p><i>Today, your job is to listen for key details about how owlets grow and change. Let's check the questions on our chart to see if we have any questions about baby owls. After we learn new information about how they grow and change, we'll add it in the "L" column.</i></p> <p><i>Today you will also use the illustrations and words to learn new vocabulary.</i></p>
<p><b>Text and Discussion</b> 12 minutes</p> <p>page 22</p>	<p><i>There are a few words in this paragraph that might be new to us. The text says the male barn owl "courts" a female barn owl, he brings food to her. What do you think courts means? I know it's not a basketball court!</i></p> <p>Harvest a few responses and provide a definition as needed [seeks her to be his mate.]</p> <p><i>Let's see if we can use clues in the illustration to figure out another word that describes the male owl. The text says he is "hovers over her."</i></p> <p><i>Based on the illustration, what do you think hovering means?</i></p> <p><i>That's right, he's floating above her. He's showing her how <b>powerful</b> he is by hovering and bringing her food he hunted. He is showing how strong he is so she will choose him as a mate to have babies with.</i></p>
<p>page 24</p>	<p><i>Gail Gibbons used an important word, incubation. Based on the details we just read and on the illustration, what is incubation?</i></p> <p>Harvest responses and prompt as needed by rereading the text.</p> <p><i>Let's add this new learning about incubation to our chart.</i></p>
<p>page 25</p>	<p><i>How do the new owlets rely on their parents?</i></p> <p>Harvest responses and reread as needed. Record new learning on the chart.</p>
<p>page 28</p>	<p><i>What does Gail Gibbons mean when she says, "they are able to live on their own?" What have they learned how to do?</i></p> <p>Harvest a few responses.</p>
<p><b>Key Discussion and Activity</b> 6 minutes</p>	<p><i>Wow, if I turn back to the previous two pages I can see how Gail Gibbons showed us how owls grow and change over time. The owlets' feathers and bodies look different in each one of these illustrations.</i></p> <p>Invite children to Think, Pair, Share.</p>

	<p><i>How do owls care for their young? Retell the important information we learned today.</i></p> <p>During the share add any additional learning to the chart.</p>												
<p><b>Closing</b> 1 minute</p>	<p><i>Look at all the learning that we recorded on our chart! You've been such careful readers and thoughtful scientists as we've researched owls.</i></p>												
<p><b>Standards</b></p>	<p><b>R.5.K.a</b> Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p> <p><b>R.5.K.b</b> Retell key details of text with prompting and support, including the main topic.</p> <p><b>R.7.K</b> With prompting and support, ask and answer questions about unknown words in a text.</p> <p><b>L.4.K</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p><b>K-LS1-1</b> Recognize that all plants and animals grow and change over time.</p>												
<p><b>Ongoing assessment</b></p>	<p>Listen to children's responses while the partner and whole group share.</p> <p>Do children use details from the text to retell new information about owl parenting and offspring?</p> <p>What do you learn from children's retellings?</p> <p>How do children use context to determine the meaning of new vocabulary?</p> <p>How do children monitor their comprehension by asking questions?</p>												
<p><b>Center Activities</b></p>	<table border="1"> <tr> <td><b>Art Studio</b></td> <td>Children create Beautiful Stuff owls and owl nests.</td> </tr> <tr> <td><b>Art Studio Easel</b></td> <td>Children paint inspired by <i>Owls</i></td> </tr> <tr> <td><b>Blocks</b></td> <td>Children build owl habitats.</td> </tr> <tr> <td><b>Dramatization</b></td> <td>Children pretend to be owls.</td> </tr> <tr> <td><b>Discovery Table</b></td> <td>Children explore owl pellets.</td> </tr> <tr> <td><b>Writing &amp; Drawing</b></td> <td>Children work on information books about owls.</td> </tr> </table>	<b>Art Studio</b>	Children create Beautiful Stuff owls and owl nests.	<b>Art Studio Easel</b>	Children paint inspired by <i>Owls</i>	<b>Blocks</b>	Children build owl habitats.	<b>Dramatization</b>	Children pretend to be owls.	<b>Discovery Table</b>	Children explore owl pellets.	<b>Writing &amp; Drawing</b>	Children work on information books about owls.
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