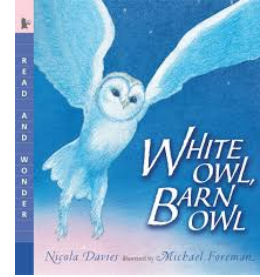


WEEK 6 Day 2



Read Aloud
White Owl, Barn Owl
 Read 4 of 4 (pages 24-29)

Big Ideas	<p>All animals grow and change over time.</p> <p>Humans can harm or help the environment through their presence. Humans have a responsibility to act as stewards, protectors and advocates for the environment.</p>
Unit Question	How do animals grow and change over time?
Guiding Questions	Why is it important to protect the environment?
Content Objective	<p>I can use fact boxes to learn information about owl nesting and offspring. (R.6.K.a, R.6.K.b)</p> <p>I can explain the reasons the author gives as to why owls need protection. (R.10.K)</p>
Language Objectives	I can use key details from the text to state reasons that barn owls need protection. (SL.2.K.b)
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

<p>Opening 1 minute</p>	<p>Review the text and set a purpose for the read. <i>The grandfather in White Owl, Barn Owl had a plan all along. He knew that if they built a nest box, owls would come and nest—or raise their young—inside it.</i></p> <p><i>Today we’ll reread the text boxes that teach us about the owl babies, and we’ll read to find out more about nest boxes. Yesterday we saw how Nicola Davies included extra information in the text, but she’s also written a note in the back. Let’s read to hear her message.</i></p>
<p>Text and Discussion 12 minutes pages 24-27</p>	<p>Reread the informational text only on pages 24-27.</p> <p><i>What is important to know about barn owls and their offspring?</i></p>
<p>page 28</p>	<p>Read the title of the author’s note then read the first sentence. <i>Modern means that something is happening now. It’s the opposite of old-fashioned.</i></p> <p>Continue to read through the end of the first paragraph. <i>What do you think it means that the grassland is being plowed up?</i></p> <p>Harvest a few responses and model thinking as needed. <i>Because old barns and fields are being plowed up, the owls’ habitats are being destroyed. They can’t survive because it’s getting harder to find food or safe places to nest. The population, or the number of owls, is getting less and less. Barn owls are becoming rare.</i></p> <p>Continue to read the second paragraph. <i>What do you think the author means by the nest box is “sturdy?” and weather proof?</i></p> <p>Harvest a few responses and model thinking as needed. <i>This picture shows two different kinds of nest boxes. This one [point to the top left nest] is like the one in the story and protects owls from wind and rain. It is a good shelter for outside. This one [point to the bottom right next] is intended to be in a barn or other protected place, as long as humans and predators can’t get to it.</i></p>
<p>page 29</p>	<p><i>Wow, setting up a nest box seems like a great way to help protect owls and their babies!</i></p>
<p>Key Discussion and Activity 6 minutes</p>	<p>Invite children to Think, Pair, Share. <i>How is the nest box helpful to the family of owls in this story?</i></p> <p>Gather children for a whole group discussion.</p>

	<p><i>Why does Nicola Davies, the author, think people should build nest boxes?</i></p> <p>Reread key excerpts of the author’s note as needed and support children to build off each other’s ideas.</p>												
Closing 1 minute	<i>We will continue learning about owls with a new text tomorrow.</i>												
Standards	<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>R.10.K With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts.</p> <p>SL.2.K.b Ask and answer questions in order to seek help, gather information, or clarify something that is not understood.</p>												
Ongoing assessment	<p>Listen to children’s responses during the partner and whole group discussion.</p> <p>Do children name the reasons why barn owls need protection?</p> <p>Do children identify ways to help or name resources for getting more information?</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 & Listening</td> <td>Children research owls.</td> </tr> <tr> <td>Discovery Table</td> <td>Children make owl nests.</td> </tr> <tr> <td>Writing & Drawing</td> <td>Children draw and write information books about 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 & Listening	Children research owls.	Discovery Table	Children make owl nests.	Writing & Drawing	Children draw and write information books about owls.
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