



WEEK 7 Day 3

Read Aloud
Owls
 Read 6 of 6, Pages 29-31

Big Idea	Humans can harm or help the environment through their presence. Humans have a responsibility to act as stewards, protectors, and advocates for the environment.
Unit Question	How do animals grow and change over time?
Guiding Questions	Why is it important to protect the environment?
Content Objective	I can use key details from the text to explain the connection between humans and owl endangerment. (R.6.K.a, R.6.K.b) I can describe how the author and illustrator conveyed a message about owls. (R.9.K.a, R.9.K.b)
Language Objective	I can exchange ideas with classmates in a discussion about the text. (SL.1.K.c, SL.1.K.a)
Vocabulary	powerful: strong flexible: able to bend without breaking focus: to pay particular attention to rely: to depend on with trust communicate: to send and receive messages jagged: having sharp, uneven edges alert: to give a warning
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Owls</i>, Gail Gibbons ● <i>Owls</i> vocabulary cards ● Sentence Frames for Discussion chart, From Week 2, Day 3

	<p>On the whiteboard, write: How does Gail Gibbons feel about owls? How do you know?</p>
<p>Opening 1 minute</p>	<p>Introduce the text and set a purpose for the read. <i>Think back to when we read “Dangers to Salmon” in Life Cycle of a Salmon. We learned how humans have a big impact on salmon. Gail Gibbons has something similar to say about owls. Today we will read the end of Owls. As we read, we’ll pay attention to how humans have impacted, or changed, the lives of owls.</i></p> <p><i>Then, we’ll think about the following question: How does Gail Gibbons feel about owls? How do you know? [refer to question on the whiteboard.] We’ll look back at Gail Gibbons’ words and illustrations in the whole book in order to respond to this question in a group discussion.</i></p>
<p>Text and Discussion 12 minutes page 29</p>	<p>Display the illustrations before reading the text. <i>What do you notice in the illustrations?</i></p> <p>Harvest a few noticings. <i>As we read the text, think about what message Gail Gibbons is giving us about how humans impact owls.</i></p> <p>Read the text. <i>Livestock are animals that are being raised for food or to make products.</i></p> <p><i>A wilderness area is a place that has lots of trees and places for owls or other animals to find shelter.</i></p> <p><i>Gail Gibbons says that “years ago, there were many more owls in the world than there are today.” What are some reasons that there are less owls now?</i></p> <p>Harvest a few responses and prompt children as needed by rereading the text.</p>
<p>page 30</p>	<p><i>A breeding program is when the zoo helps owls mate with each other so that more owls can be born.</i></p> <p><i>Based on the information we read on the page before, why would zoos have a breeding program?</i></p> <p>Harvest responses and prompt as needed by referring to page 29. Continue by reading the captions on the illustrations. <i>Endangered means in danger of no longer existing.</i></p>
<p>Key Discussion and Activity</p>	<p>Display the Sentence Frames for Discussion chart and refer to the question on the whiteboard.</p>

6 minutes	<p><i>Based on what we've read and the illustrations we've looked at over the last several days, how do you think Gail Gibbons feels about owls?</i></p> <p>Encourage children to listen to and build from each other's ideas using the sentence frames for discussion. Invite children to describe how both the illustrations and words show Gibbon's interest in owls.</p> <p><i>Nicola Davies, the author of White Owl, Barn Owl, and Gail Gibbons both wanted us to know that owls need protection. They both gave us some information about how humans can protect owls.</i></p> <p><i>Based on reading these two books, why do you think it's important to protect owls?</i></p> <p>Harvest responses and encourage children to add to each other's ideas.</p>				
Closing 1 minute	<p><i>Tomorrow we'll continue to think about owls with a fun poem about their behavior.</i></p>				
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.9.K.a With prompting and support, name the author and illustrator of a story and define the role of each in telling the texts.</p> <p>R.9.K.b With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>SL.1.K.c Continue a conversation through multiple exchanges.</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 whole group discussion.</p> <p>What connections do children make between humans and owl endangerment?</p> <p>Do children use key details from the text to support ideas?</p> <p>How do children listen to and build on each other's ideas in a group discussion?</p> <p>Do children use key details to describe the role of the author/illustrator?</p>				
Center Activities	<table border="1"> <tr> <td data-bbox="451 1707 678 1774">Art Studio</td> <td data-bbox="678 1707 1406 1774">Children create Beautiful Stuff owls and owl nests.</td> </tr> <tr> <td data-bbox="451 1774 678 1841">Art Studio</td> <td data-bbox="678 1774 1406 1841">Children paint inspired by <i>Owls</i></td> </tr> </table>	Art Studio	Children create Beautiful Stuff owls and owl nests.	Art Studio	Children paint inspired by <i>Owls</i>
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	Easel	
	Blocks	Children build owl habitats.
	Dramatization	Children pretend to be owls.
	Discovery Table	Children explore owl pellets.
	Writing & Drawing	Children work on information books about owls.

Notes

Read Aloud U2 W7 D3