



**Read Aloud**  
***Owl Moon***  
 Read 1 of 3, Pages 1-13

<b>Big Ideas</b>	<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> <p>Through shared or independent research, people gather, organize, and analyze information about the world to think critically and gain understanding.</p>
<b>Unit Question</b>	How do animals grow and change over time?
<b>Guiding Questions</b>	<p>Why is it important to protect the environment?</p> <p>What do you want to learn more about animals and their habitats? How and where can you find this information?</p>
<b>Content Objective</b>	I can retell key details from the story. (R.5.K.a, R.5.K.b)
<b>Language Objective</b>	I can describe owling in a discussion with my partner. (SL.1.K.b)
<b>Vocabulary</b>	<p><b>woods:</b> a place with lots of trees and wild animals</p> <p><b>shadow:</b> a shape cast by light</p> <p><b>shrugged:</b> lifted and dropped shoulders</p> <p><b>disappointed:</b> a sad feeling you have when something does not happen they way you wanted</p> <p><b>sigh:</b> let out a deep breath</p> <p><b>stare:</b> to look straight at something for a long time</p>

<p><b>Materials and Preparation</b></p>	<ul style="list-style-type: none"> <li>● <i>Owl Moon</i>, Jane Yolen Pre-mark page numbers in the book to correspond with the lesson. Page 2 is the page that begins “It was late one winter night..”</li> <li>● <i>Owl Moon</i>, vocabulary cards</li> </ul>
<p><b>Opening</b> 1 minute</p>	<p>Introduce the text and set a purpose for the read. <i>Today we are going to read our first book about owls. This book is called Owl Moon and it is by Jane Yolen. The book is illustrated by John Schoenherr.</i></p> <p><i>Look closely at the cover. What do you think this story might be about?</i></p> <p>Harvest children’s responses and prompt as needed. Support children to use the illustration to make predictions.</p> <p><i>In this book, a girl tells a story about when she and her father go out into the <b>woods</b>, a place that is full of trees and wild animals, on a cold winter night. They do something called owling. Let’s read to find out what owling is and how it works.</i></p>
<p><b>Text and Discussion</b> 12 minutes page 2</p>	<p>Invite children to make observations about the setting. <i>This girl lives in a place different from Boston. What do you notice about the setting from the words and illustration?</i></p> <p>Harvest a few responses.</p>
<p>page 4</p>	<p><i>The author wrote that the voices faded away. What does that mean? Can she hear anything? That’s right—she can’t! It is all quiet now. Let’s be quiet here in our classroom and see what that feels like. How do you feel?</i></p> <p><i>That must be what the girl feels like! Except this girl is in the woods on a winter night. Let’s see what happens!</i></p>
<p>page 6</p>	<p>Gesture cupping hands around mouth at “calling.”</p> <p>Read to the end of the page.</p> <p><i>So we’ve learned one thing about owling. You have to be very....[invite children to chime in with a whisper voice] quiet!</i></p>
<p>page 7</p>	<p><i>Why do you think the father is making the sound of an owl?</i></p> <p>Harvest a few ideas and connect back to the objective of learning how owling works.</p> <p><i>Let’s keep reading to see what happens.</i></p>

page 9	<p>Make a body gesture at “shrugged” to demonstrate meaning of the word.  <i>I notice that she says she was not <b>disappointed</b>, she wasn’t upset about the owl not coming right then. I just learned something else about owling—you might not always see an owl.</i></p>								
page 11	<p><i>Have you ever breathed heat into your scarf like that? Pull up your shirts and breathe out. See how it keeps you warm?</i></p> <p><i>So what else are we learning about owling?</i></p> <p>Elicit a few ideas and prompt towards an understanding that owling requires warm clothes.</p> <p>Read through page 13.</p>								
<b>Key Discussion and Activity</b> 6 minutes	<p>Invite children to Think, Pair, Share for two prompts.</p> <p>Prompt 1: <i>Why do you think the girl says “when you go owling you have to be brave”?</i></p> <p>Prompt 2: <i>What do you think will happen next in the story? What makes you think that?</i></p> <p>Encourage children to use key details from the text to support their ideas and predictions.</p>								
<b>Closing</b> 1 minute	<p><i>Tomorrow we’ll read the rest of this story and find out what happens. We’ll also learn more about how owling works and what you need to bring when you go owling.</i></p>								
<b>Standards</b>	<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>SL.K.b</b> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>								
<b>Ongoing assessment</b>	<p>Listen to children’s responses during the whole group conversation and Think, Pair, Share.</p> <p>Do children reference details from text to support their thinking?</p> <p>Do children retell key details about owling?</p>								
<b>Center Activities</b>	<table border="1"> <tr> <td data-bbox="451 1566 678 1633"><b>Blocks</b></td> <td data-bbox="678 1566 1406 1633">Children build block owls.</td> </tr> <tr> <td data-bbox="451 1633 678 1701"><b>Dramatization</b></td> <td data-bbox="678 1633 1406 1701">Children add trees to the woodland habitat.</td> </tr> <tr> <td data-bbox="451 1701 678 1806"><b>Discovery Table</b></td> <td data-bbox="678 1701 1406 1806">Children explore different bird beaks.</td> </tr> <tr> <td data-bbox="451 1806 678 1873"><b>Writing &amp;</b></td> <td data-bbox="678 1806 1406 1873">Children draw and write owl stories.</td> </tr> </table>	<b>Blocks</b>	Children build block owls.	<b>Dramatization</b>	Children add trees to the woodland habitat.	<b>Discovery Table</b>	Children explore different bird beaks.	<b>Writing &amp;</b>	Children draw and write owl stories.
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**Notes**

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