



**Read Aloud**  
***Owl Moon***  
Read 2 of 3, Pages 14-28

<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 use key details from the story to describe characters and events. (R.4.K, R.6.K.a, R.6.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>

<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>Owl Moon</i>, Jane Yolen</li> <li>● <i>Owl Moon</i> vocabulary cards</li> </ul> <p>On the whiteboard, write:  How did the girl feel when she went owling?  What makes owling hard work?</p>
<b>Opening</b> 1 minute	Review the text and set a purpose for the read. <i>Yesterday we began reading Owl Moon, a story about when a girl and her father go owling. We learned some things about owling. What are a few things we learned about owling?</i> Briefly elicit a few responses and model as needed.  <i>Let’s keep reading to see if the girl and her Pa see an owl. Listen for details that help you think about these two questions [point to the whiteboard]: How did the girl feel when she went owling? What makes owling hard work?</i>
<b>Text and Discussion</b> 12 minutes  page 13	Reread from where the class left off in the previous lesson.
page 18	Demonstrate the meaning of the word “sighed.”  <i>The author said, the echo, the sound, came threading through the trees. The sound was coming toward the girl and her pa!</i>
page 19	<i>Pa is talking to someone, or something. I think we may have found the owl, but I know we still have to be . . .</i> [invite children to chime in with a whisper voice] <i>quiet if we want to see it.</i>
page 21	<i>A meadow is part of the woods that has lots of grass. It’s usually near the edge of the woods.</i>  Identify key details to support comprehension. <i>Look closely. Do you see the owl?</i> Support as needed. Children may need help finding the owl in the picture.
page 23	<i>Pa didn’t capture the owl in his arms. He just shined a light on it—he captured the owl in the light of the flashlight.</i>
page 26	<i>This owl is <b>staring</b> at the girl and Pa. He doesn't take his eyes off of them. You can stare at this owl, too. Put your eyes right on this owl and pretend you are out owling. Stay quiet and brave!</i>

<p><b>Key Discussion and Activity</b> 6 minutes</p>	<p><i>What a fantastic owling adventure! I remember a part we read yesterday when the girl says she had been waiting to go owling for a long time. It seems like it was a lot of hard work, but I think it was worth it!</i></p> <p>Invite children to Think, Pair, Share in response to the prompts on the whiteboard.</p> <p>Prompt 1: How did the girl feel when she went owling? Prompt children to use specific examples from the story in their partner discussion. Lift up an exemplar response for the whole group before moving on to the second discussion prompt.</p> <p>Prompt 2: What makes owling hard work? Prompt children to use specific examples from the story in their partner discussion. Lift up some exemplar responses for the whole group before closing out the lesson.</p>								
<p><b>Closing</b> 1 min</p>	<p><i>Going owling is hard work! Next week in Dramatization, you'll be able to go owling!</i></p>								
<p><b>Standards</b></p>	<p><b>R.4.K</b> Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p><b>R.6.K.a</b> With prompting and support, identify characters settings and major events in a story.</p> <p><b>R.6.K.b</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>SL.1.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>								
<p><b>Ongoing assessment</b></p>	<p>Listen to children's responses while the partner and whole group share.</p> <p>Do children reference details from text to support their thinking?</p> <p>Do children retell key details about owling?</p> <p>What do children describe about owling?</p>								
<p><b>Center Activities</b></p>	<table border="1"> <tr> <td data-bbox="451 1430 678 1499"><b>Blocks</b></td> <td data-bbox="678 1430 1406 1499">Children build block owls.</td> </tr> <tr> <td data-bbox="451 1499 678 1568"><b>Dramatization</b></td> <td data-bbox="678 1499 1406 1568">Children add trees to the woodland habitat.</td> </tr> <tr> <td data-bbox="451 1568 678 1671"><b>Discovery Table</b></td> <td data-bbox="678 1568 1406 1671">Children explore different bird beaks.</td> </tr> <tr> <td data-bbox="451 1671 678 1774"><b>Writing &amp; Drawing</b></td> <td data-bbox="678 1671 1406 1774">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; Drawing</b>	Children draw and write owl stories.
<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; Drawing</b>	Children draw and write owl stories.								

**Notes**

Empty rectangular box for notes.