



WEEK 6 Day 5

Read Aloud
Owls
 Read 3 of 6, Pages 14-18

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| Big Idea | Animals need food, water, and air to survive. |
| Unit Question | How do animals grow and change over time? |
| Guiding Question | What do animals need to survive? |
| Content Objective | I can use key details from text features, illustrations, and words to describe key information about how owls eat. (R.5.K.a, R.5.K.b, R.11.K.a, R.11.K.c, K-LS1-1.) |
| Language Objective | I can seek to learn more information by asking questions (L.1.K.c) |
| Vocabulary | <p>powerful: strong</p> <p>flexible: able to bend</p> <p>focus: see something clearly</p> <p>rely: to need something</p> <p>communicate: to send and receive messages</p> |
| Materials and Preparation | <ul style="list-style-type: none"> ● <i>Owls</i>, Gail Gibbons ● <i>Owls</i> vocabulary cards ● Owls KWLM chart, from Day 3 ● Slow-Mo Barn Owl in Flight video (https://www.youtube.com/watch?v=hIKo42iPslg) ● 3 sticky notes <p>Write the following on the sticky notes:</p> <ul style="list-style-type: none"> ○ silent wings ○ light bones ○ talons |

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| <p>Opening 1 minute</p> | <p>Introduce the text and set a purpose for the read. <i>We're reading Owls by Gail Gibbons. The first section of this book was the introduction to owls. The next section described structures including the neck, eyes, and ears of the owl. Today we'll read about one behavior and two more structures: silent wings and light bones.</i></p> <p><i>Today we'll use text features, illustrations and words, to learn information about how owls hunt and eat. We'll mark key details with sticky notes again today. We'll continue adding new learning to the chart, but we'll also add our questions today while we're reading. Readers and scientists continue to ask questions even when they are becoming experts on a topic.</i></p> |
| <p>Text and Discussion 12 minutes page 14</p> | <p><i>Prey is an animal that gets eaten by another animal.</i></p> <p><i>Silent wings that do not make any noise are a really important structure for hunting. Let's mark silent wings with a sticky note.</i></p> |
| <p>page 15</p> | <p><i>Hollow, or empty, light bones, are an important structure for hunting because an owl can swoop down from the sky on silent wings and then lift off again quickly.</i></p> <p>Invite children to share wonderings. <i>What are you wondering about owl's bones and wings?</i> Harvest a few responses and record on the chart.</p> |
| <p>page 16</p> | <p><i>What is something you have learned about owls that help them hunt and eat?</i></p> <p>Harvest a few responses and record on the What We've Learned part of the chart.</p> <p>Use the illustration to reinforce comprehension. <i>I see the owl is swooping down and using its talons to grab this snake right out of the grass. Let's use a sticky note to mark talons as an important structure for hunting.</i></p> |
| <p>page 18</p> | <p><i>We read about pellets in White Owl, Barn Owl. The grandpa took the pellet apart, just like these scientists. You can tell what an owl ate by examining the bones inside the pellet. We will have an opportunity to examine real owl pellets soon.</i></p> |
| <p>Key Discussion and Activity 6 minutes</p> | <p>Invite children to Think, Pair, Share. Prompt 1: <i>How do owls' wings and talons help them survive?</i></p> <p>Prompt 2: <i>What are you wondering about how owls hunt and eat?</i></p> |

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| | <p>Harvest a few responses and record ideas on the chart. Prompt as necessary by returning to illustrations and key details from the text.</p> <p>As time permits, invite children to see the Slow-Mo Barn Owl in Flight video demonstrating an owl’s silent wings and invite a few reactions.</p> | | | | | | | | |
| Closing | <p><i>We’ve learned so much about how adult owls survive! Tomorrow we’ll learn about owls’ offspring.</i></p> | | | | | | | | |
| Unit Question Chart 3 minutes | <p>Refer to the Unit Question Chart.</p> <p><i>We have been thinking about this question: How do plants and animals grow and change over time?</i></p> <p>Invite children to share any new thinking in response to the question and add it to the chart. Some emerging ideas might include: owls' bodies grow to have special structures that help them survive.</p> | | | | | | | | |
| Standards | <p>R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p> <p>R.5.K.b Retell key details of text with prompting and support, including the main topic.</p> <p>R.11.K.a With prompting and support, describe the relationship between illustrations and the text.</p> <p>R.11.K.c With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts.</p> <p>L.1.K.c Understand and use question words (interrogatives) (e.g. who, what where, when, how)</p> <p>K-LS1-1. Observe and communicate that animals (including humans) and plants need food,water, and air to survive. Animals get food from plants or other animals. Plants make their own food and need light to live and grow.</p> | | | | | | | | |
| Ongoing assessment | <p>Listen to children’s responses during the partner and whole group discussion.</p> <p>Do children ask questions that seek to learn new information?</p> <p>Do children retell information learned, and cite evidence from the text?</p> <p>What understandings do children demonstrate about owls?</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> </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. |
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| | Discovery Table | Children make owl nests. |
| | Writing & Drawing | Children draw and write information about owls. |

Notes