



Read Aloud
Owl Moon
 Read 3 of 3

Big Ideas	<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>
Unit Question	How do animals grow and change over time?
Guiding Questions	<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>
Content Objectives	<p>I can use descriptive details from the text and illustrations to describe the setting in a story. (R.11.K.a, R.11.K.c, L.5.K)</p> <p>I can explain the role of the author and illustrator in creating a descriptive setting. (R.9.K.a, R.9.K.b)</p>
Language Objectives	<p>I can use the illustrations to understand new words. (L.4.K)</p> <p>I can identify and explore descriptive language in a story. (L.5.K)</p>
Vocabulary	<p>woods: a place with lots of trees and wild animals</p> <p>shadow: a shape cast by light</p> <p>shrugged: lifted and dropped shoulders</p> <p>disappointed: a sad feeling you have when something does not happen the way you wanted</p>

	<p>sigh: let out a deep breath</p> <p>stare: to look straight at something for a long time</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Owl Moon</i>, Jane Yolen ● Close Viewing: <i>Owl Moon</i> slides
Opening 1 minute	<p>Review the text and set a purpose for the read.</p> <p><i>We've been reading Owl Moon and learning about owling. Jane Yolen, the author, chose really descriptive words to help us understand what it's like to go owling, and to understand the setting. Descriptive words are words that help us make a movie in our mind as we're reading.</i></p> <p><i>The illustrator, John Schoenherr, made careful choices, too. He painted with lots of detail to help us know what it felt like to be in the woods on that cold winter night.</i></p> <p><i>Today we will re-read some of this story. We're going to listen carefully to the words and look at the pictures to find out how they help us understand the setting.</i></p>
Text and Discussion 12 minutes page 1	<p>Read the page without showing the illustration. Invite children to close their eyes.</p> <p><i>Open your eyes. Now listen to these words again as you look closely at the picture. Think about how the illustrations support the words on the page.</i></p> <p><i>I can see that the ground is white to show snow. The sky is also white to show how bright the moon is, even though it's night. The text says "the trees stood still as giant statues." Can you say that phrase after me?</i></p> <p>Emphasize the descriptive language.</p> <p><i>These words help me imagine very tall trees and everything is still.</i></p>
page 4	<p>Encourage children to visualize the story. Read the page without showing the illustration. Invite children to close their eyes and imagine the setting.</p> <p><i>I'm going to read this next page while you visualize, or make a movie in your mind, of the story.</i></p> <p>Show the image and re-read the pages.</p> <p><i>This time, listen to the words while you look closely at the picture.</i></p> <p><i>Which words helped you imagine the setting?</i></p> <p>Harvest several ideas and invite children to echo the key descriptive language.</p>

pages 6-13	<p>Conduct a picture walk while briefly summarizing each page.</p> <p>pages 6-7: <i>Pa called out by making owl sounds.</i></p> <p>pages 8-9: <i>They listened carefully [shrug]. No response. But look closely! There IS someone watching [point out the racoon in the tree trunk].</i></p> <p>pages 10-11: <i>They kept on walking, not saying a word, but making their own heat.</i></p> <p>pages 12-13: <i>They went deeper into the woods, where the shadows were the blackest thing the girl had ever seen, and she talked about being brave.</i></p>
pages 14-15	<p><i>I'm going to show you the next picture before I read the words. I want you to look at the picture carefully for a moment. This is an illustration of a clearing. Use the picture to think about what a clearing is, and then we'll read the words.</i></p> <p><i>Based on the words and the picture, what do you think a clearing is?</i> Elicit a few responses.</p> <p><i>The author described the clearing as whiter than a bowl of cereal. Let's say that line.</i></p> <p>Invite children to echo say the key descriptive language. Then have children to Turn and Talk to a partner.</p> <p><i>What does that mean? Why do you think she said that?</i></p>
pages 16-19	<p>Conduct a picture walk while briefly summarizing the pages.</p> <p>pages 16-17: <i>The girl covered her mouth and Pa called out again. This time, they heard a response!</i></p> <p>pages 18-19: <i>Pa and the owl started calling back and forth to each other.</i></p>
page 20	<p>Read through to the end of the text.</p>
Key Discussion and Activity 6 minutes	<p>Display the slides from pages 4-5 and pages 12-13 or hold the text up for close viewing.</p> <p>Invite children to Think, Pair, Share.</p> <p><i>Now that we have studied the descriptive details in the words and pictures, let's use those details to see how the setting changes in this story.</i></p> <p><i>Take a look at the setting in the very beginning. Now look at the part where they enter the woods. What do you notice? How did the story's setting change?</i></p>
Closing	<p><i>The words and the pictures in this story were chosen so carefully!</i></p>

1 minute	<i>They really help us understand the setting and the story.</i>											
Standards	<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>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.4.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>L.5.K With guidance and support from adults, explore word relationships and nuances in word meanings.</p>											
Ongoing assessment	<p>Listen to student responses during the partner and whole group share.</p> <p>Are students able to reference details from text to support their thinking?</p> <p>How do children use key details to unpack and explore new vocabulary?</p> <p>How do children use the images to describe the setting?</p>											
Center Activities	<table border="1" data-bbox="451 1024 1408 1476"> <tr> <td data-bbox="451 1024 678 1094">Blocks</td> <td data-bbox="678 1024 1408 1094">Children build block owls.</td> </tr> <tr> <td data-bbox="451 1094 678 1163">Dramatization</td> <td data-bbox="678 1094 1408 1163">Children add trees to the woodland habitat.</td> </tr> <tr> <td data-bbox="451 1163 678 1266">Discovery Table</td> <td data-bbox="678 1163 1408 1266">Children explore different bird beaks.</td> </tr> <tr> <td data-bbox="451 1266 678 1369">Science & Engineering</td> <td data-bbox="678 1266 1408 1369">Children observe school yard birds.</td> </tr> <tr> <td data-bbox="451 1369 678 1476">Writing & Drawing</td> <td data-bbox="678 1369 1408 1476">Children draw and write owl stories.</td> </tr> </table>		Blocks	Children build block owls.	Dramatization	Children add trees to the woodland habitat.	Discovery Table	Children explore different bird beaks.	Science & Engineering	Children observe school yard birds.	Writing & Drawing	Children draw and write owl stories.
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Notes
