



WEEK 5 Day 4

Read Aloud
White Owl, Barn Owl
 Read 1 of 4, Pages 6-20

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 Objective	I can retell a story, including key details. (R.5.K.a, R.5.K.b)
Language Objective	I can use details from the text to determine the meaning of unfamiliar words. (L.4.K)
Vocabulary	<p>hollow: empty on the inside</p> <p>patient: able to wait without getting upset</p> <p>slim: thin</p> <p>raise: to lift</p> <p>rare: very few of something, not many</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>White Owl, Barn Owl</i>, Nicola Davies ● <i>White Owl, Barn Owl</i> vocabulary cards
Opening 1 minute	<p>Introduce the text and set a purpose for the read.</p> <p><i>This week we started learning about owls.</i></p>

	<p><i>Today we are going to read a new book, White Owl, Barn Owl, by Nicola Davies. This story is similar to Owl Moon because a girl and her grandfather are also in search of an owl. This is a story, but there are also some pieces of information written in fact boxes next to the illustrations. We're not going to read those today.</i></p> <p><i>Let's read the story to find out what happens. Then we will retell the parts we read with a partner.</i></p>
Text and Discussion 12 minutes	<p>For Reads 1 and 2 of the text, do not read the informational fact boxes; only read the narrative text.</p> <p>Read the beginning pages.</p>
page 10	<p><i>The grandpa seems to be an owl expert. I wonder if the owls will come to the box! Let's see what happens.</i></p>
page 13	<p><i>In Owl Moon, I remember the girl said that she wouldn't be disappointed if she didn't see an owl. This girl says she was being patient. Based on the illustrations and the words, what do you think it means to be patient?</i></p> <p>Harvest a few responses before providing the definition.</p> <p><i>Being patient is waiting without getting upset. I'd say all the people in these stories were patient observers!</i></p>
page 14	<p><i>Pale means that there isn't much color—the owl's face is white.</i></p>
page 16	<p><i>A vole is a small rodent like a mouse.</i></p> <p><i>Why is grandpa making a squawking noise, not an owl noise?</i></p>
page 20	<p><i>How does the picture show what "raised" means? The text says, the owl "raised its wings."</i></p> <p>Elicit a few ideas and model as needed.</p> <p><i>The girl says, "It was so quiet, all I heard was my own heart beating." That makes me think of the girl in Owl Moon, too!</i></p>
Key Discussion and Activity 6 minutes	<p>Invite children to Think, Pair, Share.</p> <p><i>What has happened in the story so far? Tell your partner what happened, in order. Remember to take turns sharing each event in the order in which it happened.</i></p>
Closing 1 minute	<p><i>Tomorrow we will finish the story to see what happens with the barn owl.</i></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>L.4.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p>								
<p>Ongoing assessment</p>	<p>Listen to children’s responses during the partner and whole group share. Do children use details to infer the meaning of new vocabulary? Do children retell what happened in the story, in order? How do children share the retell in their partner talk?</p>								
<p>Center Activities</p>	<table border="1"> <tr> <td data-bbox="451 541 678 604">Blocks</td> <td data-bbox="678 541 1406 604">Children build block owls.</td> </tr> <tr> <td data-bbox="451 604 678 674">Dramatization</td> <td data-bbox="678 604 1406 674">Children add trees to the woodland habitat.</td> </tr> <tr> <td data-bbox="451 674 678 779">Discovery Table/</td> <td data-bbox="678 674 1406 779">Children explore different bird beaks.</td> </tr> <tr> <td data-bbox="451 779 678 884">Writing & Drawing</td> <td data-bbox="678 779 1406 884">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.	Writing & Drawing	Children draw and write owl stories..
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Notes