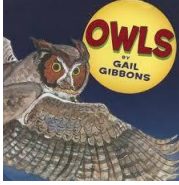


## Unit 2: Animals and Habitats

## WEEK 7 At a Glance

### Texts



### Read Aloud

Day 1: *Owls* with Video: “ What make Owls so Quiet and Deadly”, Read 4

Day 2: *Owls*, Read 5

Day 3: *Owls*, Read 6

Day 4: “Owl Rules,” Read 1

Day 5: “Owl Rules,” Read 2

### Centers *Gather children’s work for the end of Unit 2 Showcase of Learning*

Art Studio Table: Animal Sculptures with Beautiful Stuff 2 (Day 3- 5)

Art Studio Easel: Inspired by Owls (Day 2-5)

Blocks: Exploration: Owl Habitats (Day 1-5)

Library & Listening: Reading with a Partner (Day 1-5)

Discovery Table: Owl Pellets (Day 4-5)

Writing & Drawing: Writing Information about Owls 2 (Day 1-5)

### Writing:

**Phonics:** Follow Guide

**Shared Reading:** “Going to the Zoo”

### Stations

Strategic Small Group Instruction

Reading: Independent and Partner Reading

Pocket Chart: “Six Little Speckled Frogs”

Listening & Speaking: Talk time; Listen & Respond (*Owls*)

Writing: all books about owls

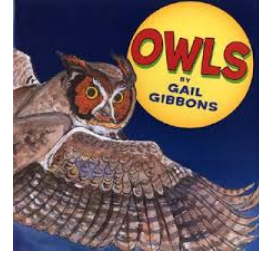
Word Work: Sorting Beginning Sounds and Letters; Beginning Sound BINGO 2;

Read, Build, Write; Matching Rhymes

**Storytelling/ Story Acting** Children dictate stories and act them out.

**Math:** Follow Guide

At a Glance U2 W7



**WEEK 7 Day 1**

**Read Aloud**  
**Video: “What Makes Owls So Quiet and So Deadly?”**  
**and *Owls***  
 Read 4 of 6, Pages 19-21

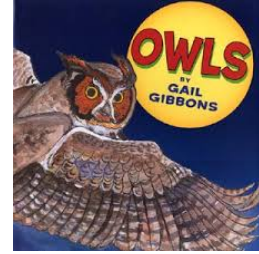
<b>Big Idea</b>	Animals need food, water and air to survive.
<b>Unit Question</b>	How do animals grow and change over time?
<b>Guiding Questions</b>	What do animals need to survive?
<b>Content Objective</b>	I can use key details from the text to answer questions about owl hunting and nesting. (R.4.K)  I can compare information from a video and text on the same topic. (R.11.K.b, R.11.K.d)
<b>Language Objective</b>	I can share what I am learning about owls with my classmates. (SL.1.K.a)
<b>Vocabulary</b>	<b>powerful:</b> strong <b>flexible:</b> able to bend without breaking <b>focus:</b> to pay particular attention to <b>rely:</b> to depend on with trust <b>communicate:</b> to send and receive messages <b>jagged:</b> having sharp, uneven edges <b>alert:</b> to give a warning
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>Owls</i>, Gail Gibbons</li> <li>● video: <a href="https://www.youtube.com/watch?v=PTLaxqmcYeY">Barred Owl Regurgitates a Pellet</a> (1 min 28 sec) (https://www.youtube.com/watch?v=PTLaxqmcYeY)</li> <li>● video: <a href="#">What Makes Owls So Quiet and So Deadly? Deep Look</a></li> </ul>

	<p>(from :50 to 2:44)  (<a href="https://www.youtube.com/watch?v=a68fIQzaDBY&amp;t=22s">https://www.youtube.com/watch?v=a68fIQzaDBY&amp;t=22s</a>)</p> <ul style="list-style-type: none"> <li>• Owls vocabulary cards</li> <li>• Owls KWLM chart, from Week 6, Day 3</li> </ul>
<p><b>Opening</b> 1 minute</p>	<p>Introduce the text and set a purpose for the lesson.  <i>We've read many books about owls. Let's review our KWLM chart to see what we've learned about so far.</i></p> <p>Briefly revisit the What We Learned sections of the chart.  <i>To add to what we've read and learned, we will watch two informational videos. The first video shows us how owls cough up pellets, since we just read about that yesterday. The second video explains what structures make owls such great hunters.</i></p> <p><i>After we gather some information from the videos we'll read a few more pages of our Gail Gibbons book.</i></p>
<p><b>Text and Discussion</b> 9 minutes</p> <p>Owl Pellet Video</p>	<p>Show the video of the owl coughing up a pellet.  <i>How did this video add onto what we learned yesterday?</i></p> <p>Invite children to quickly turn and talk to react to the video.</p>
<p>Hunting Video</p>	<p><i>In order to capture that food that ended up as a pellet, owls have to hunt! Our next video teaches us more about what makes owls great hunters.</i></p> <p><i>Before we begin watching, there are two words that you will hear in this video. The first word is <b>jagged</b>. If something is jagged, it has lots of uneven edges. Sometimes something that is jagged is also sharp like a broken piece of glass, but this time the speaker in the video uses the word to describe the edges of the owl's wings. Although their feathers are soft, the edge of the wings are not even, or smooth, they are jagged.</i></p> <p><i>The second word is <b>alert</b>. To alert someone is to give a warning. In the video, the narrator says "There's no whooshing sound that would alert their prey."</i></p> <p><i>As you watch the video, think about which body structures of owls make them good hunters.</i></p> <p>Play the video, beginning at the: 50 mark and stop at 2:44.</p>

<p><b>Key Discussion and Activity</b> 6 minutes</p> <p>Hunting Video</p>	<p>Invite children to Think, Pair, Share. <i>What did you notice about owls in the video?</i> <i>Which structures of owls make them good hunters?</i></p> <p>Invite children back to the whole group for discussion. <i>What information in the video was similar to what we read yesterday? What was new information?</i> Prompt children as needed by rereading pages 14-16 from <i>Owls</i>.  <i>What information was new? Let's add it to our chart.</i> Harvest responses and record on the chart.</p>
<p><b>Closing</b> 4 minutes</p> <p><i>Owls</i> pages 19-21</p>	<p><i>Now that we've learned about hunting from both a video and a text, let's close our lesson by reading about a new topic about owls—how they nest. This will get us ready for learning about how owls mate and care for their babies tomorrow.</i></p> <p>On page 20, use text features to support comprehension. <i>Look at these illustrations and labels. [Read labels and point to illustrations.] Gail Gibbons is showing different owls and the different ways they <b>communicate</b>, or send messages. Not all owls always say, "hoo, hoo!"</i></p> <p><i>Did anything surprise you about how owls communicate? [owls do not just make the sound whoo, whoo.]</i></p> <p><i>Just as different species of owls communicate in various ways, different species of owls build many kinds of nests. Where is one place owls nest?</i> Harvest a few responses.</p> <p><i>Tomorrow, we will read a special section about barn owls and the way they raise young. We already know something about this from White Owl, Barn Owl!</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.11.K.b</b> With prompting and support, compare and contrast the experiences of characters in two or more familiar texts.</p> <p><b>R.11.K.d</b> With prompting and support, compare and contrast two texts on the same topic.</p> <p><b>SL.1.K.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p><b>SL.K.2.</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions</p>

	about key details and requesting clarification if something is not understood.												
<b>Ongoing assessment</b>	<p>Listen to student responses during partner and whole group discussions.</p> <p>Do students use key details from the videos to learn new information?</p> <p>How do children compare information from the videos and text?</p> <p>How do children participate in partner and whole group discussions?</p>												
<b>Center Activities</b>	<table border="1"> <tr> <td data-bbox="451 541 678 604"><b>Art Studio</b></td> <td data-bbox="678 541 1409 604">Children create Beautiful Stuff owls and owl nests.</td> </tr> <tr> <td data-bbox="451 604 678 709"><b>Art Studio Easel</b></td> <td data-bbox="678 604 1409 709">Children paint, inspired by <i>Owls</i></td> </tr> <tr> <td data-bbox="451 709 678 772"><b>Blocks</b></td> <td data-bbox="678 709 1409 772">Children build owl habitats.</td> </tr> <tr> <td data-bbox="451 772 678 856"><b>Dramatization</b></td> <td data-bbox="678 772 1409 856">Children pretend to be owls.</td> </tr> <tr> <td data-bbox="451 856 678 961"><b>Discovery Table</b></td> <td data-bbox="678 856 1409 961">Children explore owl pellets.</td> </tr> <tr> <td data-bbox="451 961 678 1066"><b>Writing &amp; Drawing</b></td> <td data-bbox="678 961 1409 1066">Children work on information books about owls.</td> </tr> </table>	<b>Art Studio</b>	Children create Beautiful Stuff owls and owl nests.	<b>Art Studio Easel</b>	Children paint, inspired by <i>Owls</i>	<b>Blocks</b>	Children build owl habitats.	<b>Dramatization</b>	Children pretend to be owls.	<b>Discovery Table</b>	Children explore owl pellets.	<b>Writing &amp; Drawing</b>	Children work on information books about owls.
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<b>Discovery Table</b>	Children explore owl pellets.												
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**Notes**



**WEEK 7 Day 2**

**Read Aloud**  
***Owls***  
 Read 5 of 6, Pages 22-28

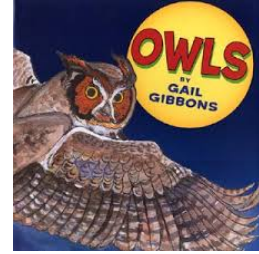
<b>Big Idea</b>	Like humans, animals are part of interdependent communities that are affected by, and adapt to, the environment that surrounds them.
<b>Unit Question</b>	How do animals grow and change over time?
<b>Guiding Questions</b>	How do animals form communities, work together, and use and adapt to their environments, and how is this similar to and different from people?
<b>Content Objective</b>	I can retell key details about owl parenting and offspring. (R.5.K.a, R.5.K.b, K-LS1-1)  I can ask and answer questions about key vocabulary in the text. (R.7.K)
<b>Language Objective</b>	I can use clues from words and illustrations to determine the meaning of new vocabulary. (L.4.K)
<b>Vocabulary</b>	<p><b>powerful:</b> strong</p> <p><b>flexible:</b> able to bend without breaking</p> <p><b>focus:</b> to pay particular attention to</p> <p><b>rely:</b> to depend on with trust</p> <p><b>communicate:</b> to send and receive messages</p> <p><b>jagged:</b> having sharp, uneven edges</p> <p><b>alert:</b> to give a warning</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>Owls</i>, Gail Gibbons</li> <li>● <i>Owls</i> vocabulary cards</li> <li>● Owls KWLM chart, from Week 6, Day 3</li> </ul>
<b>Opening</b> 1 minute	Introduce the text and set a purpose for the read.

	<p><i>The next section of Owls by Gail Gibbons is all about owlets, owl babies!</i></p> <p><i>Today, your job is to listen for key details about how owlets grow and change. Let's check the questions on our chart to see if we have any questions about baby owls. After we learn new information about how they grow and change, we'll add it in the "L" column.</i></p> <p><i>Today you will also use the illustrations and words to learn new vocabulary.</i></p>
<p><b>Text and Discussion</b> 12 minutes</p> <p>page 22</p>	<p><i>There are a few words in this paragraph that might be new to us. The text says the male barn owl "courts" a female barn owl, he brings food to her. What do you think courts means? I know it's not a basketball court!</i></p> <p>Harvest a few responses and provide a definition as needed [seeks her to be his mate.]</p> <p><i>Let's see if we can use clues in the illustration to figure out another word that describes the male owl. The text says he is "hovers over her."</i></p> <p><i>Based on the illustration, what do you think hovering means?</i></p> <p><i>That's right, he's floating above her. He's showing her how <b>powerful</b> he is by hovering and bringing her food he hunted. He is showing how strong he is so she will choose him as a mate to have babies with.</i></p>
<p>page 24</p>	<p><i>Gail Gibbons used an important word, incubation. Based on the details we just read and on the illustration, what is incubation?</i></p> <p>Harvest responses and prompt as needed by rereading the text.</p> <p><i>Let's add this new learning about incubation to our chart.</i></p>
<p>page 25</p>	<p><i>How do the new owlets rely on their parents?</i></p> <p>Harvest responses and reread as needed. Record new learning on the chart.</p>
<p>page 28</p>	<p><i>What does Gail Gibbons mean when she says, "they are able to live on their own?" What have they learned how to do?</i></p> <p>Harvest a few responses.</p>
<p><b>Key Discussion and Activity</b> 6 minutes</p>	<p><i>Wow, if I turn back to the previous two pages I can see how Gail Gibbons showed us how owls grow and change over time. The owlets' feathers and bodies look different in each one of these illustrations.</i></p> <p>Invite children to Think, Pair, Share.</p>

	<p><i>How do owls care for their young? Retell the important information we learned today.</i></p> <p>During the share add any additional learning to the chart.</p>												
<p><b>Closing</b> 1 minute</p>	<p><i>Look at all the learning that we recorded on our chart! You've been such careful readers and thoughtful scientists as we've researched owls.</i></p>												
<p><b>Standards</b></p>	<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>R.7.K</b> With prompting and support, ask and answer questions about unknown words in a text.</p> <p><b>L.4.K</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p><b>K-LS1-1</b> Recognize that all plants and animals grow and change over time.</p>												
<p><b>Ongoing assessment</b></p>	<p>Listen to children's responses while the partner and whole group share.</p> <p>Do children use details from the text to retell new information about owl parenting and offspring?</p> <p>What do you learn from children's retellings?</p> <p>How do children use context to determine the meaning of new vocabulary?</p> <p>How do children monitor their comprehension by asking questions?</p>												
<p><b>Center Activities</b></p>	<table border="1"> <tr> <td><b>Art Studio</b></td> <td>Children create Beautiful Stuff owls and owl nests.</td> </tr> <tr> <td><b>Art Studio Easel</b></td> <td>Children paint inspired by <i>Owls</i></td> </tr> <tr> <td><b>Blocks</b></td> <td>Children build owl habitats.</td> </tr> <tr> <td><b>Dramatization</b></td> <td>Children pretend to be owls.</td> </tr> <tr> <td><b>Discovery Table</b></td> <td>Children explore owl pellets.</td> </tr> <tr> <td><b>Writing &amp; Drawing</b></td> <td>Children work on information books about owls.</td> </tr> </table>	<b>Art Studio</b>	Children create Beautiful Stuff owls and owl nests.	<b>Art Studio Easel</b>	Children paint inspired by <i>Owls</i>	<b>Blocks</b>	Children build owl habitats.	<b>Dramatization</b>	Children pretend to be owls.	<b>Discovery Table</b>	Children explore owl pellets.	<b>Writing &amp; Drawing</b>	Children work on information books about owls.
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<b>Discovery Table</b>	Children explore owl pellets.												
<b>Writing &amp; Drawing</b>	Children work on information books about owls.												

**Notes**





**WEEK 7 Day 3**

**Read Aloud**  
***Owls***  
 Read 6 of 6, Pages 29-31

<b>Big Idea</b>	Humans can harm or help the environment through their presence. Humans have a responsibility to act as stewards, protectors, and advocates for the environment.
<b>Unit Question</b>	How do animals grow and change over time?
<b>Guiding Questions</b>	Why is it important to protect the environment?
<b>Content Objective</b>	I can use key details from the text to explain the connection between humans and owl endangerment. (R.6.K.a, R.6.K.b)  I can describe how the author and illustrator conveyed a message about owls. (R.9.K.a, R.9.K.b)
<b>Language Objective</b>	I can exchange ideas with classmates in a discussion about the text. (SL.1.K.c, SL.1.K.a)
<b>Vocabulary</b>	<b>powerful:</b> strong <b>flexible:</b> able to bend without breaking <b>focus:</b> to pay particular attention to <b>rely:</b> to depend on with trust <b>communicate:</b> to send and receive messages <b>jagged:</b> having sharp, uneven edges <b>alert:</b> to give a warning
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>Owls</i>, Gail Gibbons</li> <li>● <i>Owls</i> vocabulary cards</li> <li>● Sentence Frames for Discussion chart, From Week 2, Day 3</li> </ul>

	<p>On the whiteboard, write: How does Gail Gibbons feel about owls? How do you know?</p>
<p><b>Opening</b> 1 minute</p>	<p>Introduce the text and set a purpose for the read. <i>Think back to when we read “Dangers to Salmon” in Life Cycle of a Salmon. We learned how humans have a big impact on salmon. Gail Gibbons has something similar to say about owls. Today we will read the end of Owls. As we read, we’ll pay attention to how humans have impacted, or changed, the lives of owls.</i></p> <p><i>Then, we’ll think about the following question: How does Gail Gibbons feel about owls? How do you know? [refer to question on the whiteboard.] We’ll look back at Gail Gibbons’ words and illustrations in the whole book in order to respond to this question in a group discussion.</i></p>
<p><b>Text and Discussion</b> 12 minutes page 29</p>	<p>Display the illustrations before reading the text. <i>What do you notice in the illustrations?</i></p> <p>Harvest a few noticings. <i>As we read the text, think about what message Gail Gibbons is giving us about how humans impact owls.</i></p> <p>Read the text. <i>Livestock are animals that are being raised for food or to make products.</i></p> <p><i>A wilderness area is a place that has lots of trees and places for owls or other animals to find shelter.</i></p> <p><i>Gail Gibbons says that “years ago, there were many more owls in the world than there are today.” What are some reasons that there are less owls now?</i></p> <p>Harvest a few responses and prompt children as needed by rereading the text.</p>
<p>page 30</p>	<p><i>A breeding program is when the zoo helps owls mate with each other so that more owls can be born.</i></p> <p><i>Based on the information we read on the page before, why would zoos have a breeding program?</i></p> <p>Harvest responses and prompt as needed by referring to page 29. Continue by reading the captions on the illustrations. <i>Endangered means in danger of no longer existing.</i></p>
<p><b>Key Discussion and Activity</b></p>	<p>Display the Sentence Frames for Discussion chart and refer to the question on the whiteboard.</p>

<p>6 minutes</p>	<p><i>Based on what we've read and the illustrations we've looked at over the last several days, how do you think Gail Gibbons feels about owls?</i></p> <p>Encourage children to listen to and build from each other's ideas using the sentence frames for discussion. Invite children to describe how both the illustrations and words show Gibbon's interest in owls.</p> <p><i>Nicola Davies, the author of White Owl, Barn Owl, and Gail Gibbons both wanted us to know that owls need protection. They both gave us some information about how humans can protect owls.</i></p> <p><i>Based on reading these two books, why do you think it's important to protect owls?</i></p> <p>Harvest responses and encourage children to add to each other's ideas.</p>				
<p><b>Closing</b> 1 minute</p>	<p><i>Tomorrow we'll continue to think about owls with a fun poem about their behavior.</i></p>				
<p><b>Standards</b></p>	<p><b>R.6.K.a</b> With prompting and support, identify characters and 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>R.9.K.a</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the texts.</p> <p><b>R.9.K.b</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><b>SL.1.K.c</b> Continue a conversation through multiple exchanges.</p> <p><b>SL.2.K.a</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>				
<p><b>Ongoing assessment</b></p>	<p>Listen to children's responses during the whole group discussion.</p> <p>What connections do children make between humans and owl endangerment?</p> <p>Do children use key details from the text to support ideas?</p> <p>How do children listen to and build on each other's ideas in a group discussion?</p> <p>Do children use key details to describe the role of the author/illustrator?</p>				
<p><b>Center Activities</b></p>	<table border="1"> <tr> <td data-bbox="451 1707 678 1774"><b>Art Studio</b></td> <td data-bbox="678 1707 1406 1774">Children create Beautiful Stuff owls and owl nests.</td> </tr> <tr> <td data-bbox="451 1774 678 1841"><b>Art Studio</b></td> <td data-bbox="678 1774 1406 1841">Children paint inspired by <i>Owls</i></td> </tr> </table>	<b>Art Studio</b>	Children create Beautiful Stuff owls and owl nests.	<b>Art Studio</b>	Children paint inspired by <i>Owls</i>
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	<b>Easel</b>	
	<b>Blocks</b>	Children build owl habitats.
	<b>Dramatization</b>	Children pretend to be owls.
	<b>Discovery Table</b>	Children explore owl pellets.
	<b>Writing &amp; Drawing</b>	Children work on information books about owls.

**Notes**

Read Aloud U2 W7 D3



**Read Aloud**  
**“Owl Rules”**  
 Read 1 of 2

<b>Big Idea</b>	Animals need food, water and air to survive.
<b>Unit Question</b>	How do plants and animals grow and change over time?
<b>Guiding Questions</b>	What do animals need to survive?
<b>Content Objective</b>	I can ask and answer questions about words and phrases in the poem in order to discuss the poem’s meaning. (R.4.K, R.7.K)
<b>Language Objectives</b>	I can use clues from illustrations and words to determine the meaning of key words and phrases in the poem. (L.4.K)
<b>Vocabulary</b>	<b>creep:</b> to move slowly and carefully so as not to be heard or seen. <b>effort:</b> trying to do something
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>• “Owl Rules” slides</li> </ul> On the whiteboard write: What do you think the poet wants to tell us about screech owls?
<b>Opening</b> 1 minute	Introduce the text and set a purpose. <i>We’ve been becoming owl experts. Today, we’re going to read a poem that is written from the perspective of a screech owl. The poet was imagining what it might be like to be a screech owl!</i>  <i>The poem is called, “Owl Rules,” and it’s written by the poet David Harrison. Let’s read to find out what rules this screech owl lives by.</i>

	<p><i>We'll read the poem one time through. Then, the second time we read it, we'll stop to discuss the meaning of the words and phrases in the poem.</i></p>
<p><b>Text and Discussion</b> 12 minutes</p> <p>First Read</p>	<p><i>Let's read to find out the screech owl's first rule for life.</i></p> <p>After reading the heading and each stanza, introduce the next heading by reminding children that it's another rule, or way of life for the owl. Read through the entire poem once through with little to no stopping.</p>
<p>Second Read</p> <p>stanza 1, slide 2</p>	<p><i>The heading for the first stanza is "Never work for food." Let's read the section again.</i></p> <p>Read stanza 1.</p> <p><i>What does it mean "till something creeps or flutters by?"</i></p> <p>Harvest a few responses and invite children to use the illustration to support meaning making.</p> <p><i>What do you think the poet is trying to tell us about screech owls in this section?</i></p> <p>Harvest a few responses and prompt children to use the text to support their ideas.</p>
<p>stanza 2 slide 3</p>	<p>Read the heading and stanza 2.</p> <p><i>Why do you think the poet titled this section "Eat whatever?"</i></p> <p>Harvest a few responses and prompt children to use the text as well as their knowledge of owls to support their ideas.</p>
<p>stanza 3 slide 4</p>	<p>Read the heading and stanza 3.</p> <p><i>Why does it mean "don't waste effort with twigs and thatch?"</i></p> <p>Harvest a few responses and prompt children to use the text as well as their knowledge of owls to support their ideas.</p> <p><i>What questions do you have about the poem so far?</i></p> <p>Use children's questions to inform any rereading as needed.</p>
<p><b>Key Discussion and Activity</b> 6 minutes</p>	<p>Invite children to Think, Pair, Share.</p> <p>Prompt 1: <i>The screech owl's last rule in the poem is, "Tease Campers." How does the owl tease campers?</i></p> <p>Prompt 2: <i>What do you think the poet wants to tell us about screech owls?</i></p> <p>During share, invite multiple ideas and perspectives from children. Invite children to support their ideas with details from the poem, but do not correct their ideas, as the question will be revisited in the following lesson.</p>

<b>Closing</b> 1 minute	<i>Tomorrow we'll have a chance to read this poem again, and think more about what the poet wants to tell us about screech owls.</i>															
<b>Standards</b>	<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.7.K</b> With prompting and support, ask and answer questions about unknown words in a text.</p> <p><b>L.4.K</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p>															
<b>Ongoing assessment</b>	<p>Listen to children's responses during the partner and whole group discussion.</p> <p>How do children use context to make meaning of words and phrases?</p> <p>What meaning do children make of the poem?</p> <p>How do children draw on their knowledge of owls to make sense of the poem?</p>															
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<b>Notes</b>
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WEEK 7 Day 5

**Read Aloud**  
**“Owl Rules”**  
 Read 2 of 2

<b>Big Idea</b>	Animals need food, water and air to survive.
<b>Unit Question</b>	How do plants and animals grow and change over time?
<b>Guiding Questions</b>	What do animals need to survive?
<b>Content Objective</b>	I can use key details from the poem to describe the owl’s behavior. (R.4.K) I can recognize rhyming words in a poem. (R.8.K.a, R.8.K.b)
<b>Language Objectives</b>	I can build off the ideas of my peers in a group discussion about the poem’s meaning. (SL.1.K.c)
<b>Vocabulary</b>	<b>creep:</b> to move slowly and carefully so as not to be heard or seen <b>effort:</b> trying to do something
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● “Owl Rules” slides</li> <li>● Sentence Frames for Discussion chart, From Week 2, Day 3</li> <li>● <a href="https://www.allaboutbirds.org/guide/Eastern_Screech-Owl/lifehistory#">Easter Screech Owl- Life History</a> (https://www.allaboutbirds.org/guide/Eastern_Screech-Owl/lifehistory#) If necessary, familiarize yourself with screech owls.</li> <li>● <a href="https://www.youtube.com/watch?v=2MlrDQhhNRg">Eastern Screech Owls Nesting: Narrated</a> video (https://www.youtube.com/watch?v=2MlrDQhhNRg)</li> </ul> <p>On the whiteboard write:                  How does the screech owl in the poem behave?                  What do you think the poet wants to tell us about screech owls?</p>
<b>Opening</b> 1 minute	Review the text and set a purpose.

	<p><i>Yesterday we read the poem, "Owl Rules," by David Harrison. Today, we're going to read the poem again in order to really figure out what the poet wants to tell us about screech owls.</i></p> <p><i>We'll discuss both of these questions on the whiteboard: How does the screech owl in the poem behave? What do you think the poet wants to tell us about screech owls?</i></p> <p><i>Before we discuss the poem again, let's read it together. The poet uses rhyming in order to help us read the poem with rhythm and expression.</i></p>
<p><b>Text and Discussion</b> 6 minutes</p>	<p>Read the heading. Then invite children to echo read the stanza line by line. <i>What rhyming words did you hear?</i></p> <p>Continue to echo read the entire poem and invite children to identify the rhyming pairs.</p>
<p><b>Key Discussion and Activity</b> 7 minutes</p>	<p>Invite children to Think, Pair, Share. <i>How does the screech owl in the poem behave?</i></p> <p>Prompt children to use details from the poem to support their discussion. During the share, revisit specific stanzas as children describe the owl's behavior.</p> <p>Gather children as a whole group to discuss the prompt from the previous lesson. Display the Sentence Frames for Discussion Chart. <i>What do you think the poet wants to tell us about screech owls?</i></p> <p>Invite children to build off each other's ideas in a group discussion.</p>
<p><b>Closing</b> 4 minute</p>	<p><i>Let's see if the owl's behavior in the poem matches true information about screech owls!</i></p> <p>Show the first minute of the video about the screech owl to make connections between screech owl nesting described in the poem and the information in the video.</p>
<p><b>Unit Question Chart</b> 3 minutes</p>	<p>Refer to the Unit Question Chart. <i>We have been thinking about this question: How do 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 care for their young by incubating the eggs; one owl parent keeps baby owls warm and protected and the other parent hunts and brings back food; owls eventually are strong enough to leave the nest and go off to hunt on their own.</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.8.K.a</b> Identify texts that tell stories.  <b>R.8.K.b</b> Identify texts that provide information.  <b>R.2.K.a</b> Recognize and produce rhyming words.  <b>SL.1.K.c</b> Continue a conversation through multiple exchanges.</p>														
<p><b>Ongoing assessment</b></p>	<p>Listen to children’s responses during partner and whole group discussion.  Do children recognize rhyming pairs?  Do children use key details from the poem to describe the owl’s behavior?  How do children build off the ideas of their peers in a group discussion?  What connections do children make between the poem and the video?</p>														
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**Notes**



WEEK 7 Day 3

## Art Studio: Animal Sculptures with Beautiful Stuff 2

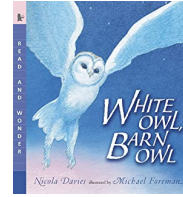
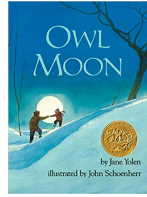
Children continue to create animal sculptures using recycled and natural materials.

<b>Big Ideas</b>	Humans can harm or help the environment through their presence. Humans have a responsibility to act as stewards, protectors and advocates for the environment.
<b>Guiding Question</b>	Why is it important to protect the environment?
<b>Vocabulary</b>	<p><b>recycle:</b> to use waste for something new</p> <p><b>collect:</b> to gather together</p> <p><b>create:</b> to make</p> <p><b>adhesive:</b> something used to stick things together</p> <p><b>sculpture:</b> a three-dimensional work of art</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● sorted materials</li> <li>● trays</li> <li>● photos of children’s Beautiful Stuff creations</li> <li>● photos of children’s block frogs and habitats</li> <li>● books and other images of frogs, fish, salmon, and owls</li> <li>● adhesives such as liquid glue and masking tape</li> </ul> <p>As in previous weeks, set out the materials with trays. Organize the glue and tape within easy reach. Lay out the images or have them available digitally so children can access them for inspiration.</p>
<b>Intro to Centers</b>	<p><i>This week in the Art Studio, you can continue to use the recycled materials in Beautiful Stuff to create sculptures of frogs, fish, salmon, or owls.</i></p> <p>Show images of children’s work.</p> <p><i>What do you notice about what you did with Beautiful Stuff?</i></p> <p>Harvest a couple of responses.</p> <p><i>I wonder what different animals you are going to work on this week.</i></p> <p><i>Share your ideas with a partner.</i></p>

	<p>Circulate and listen to children’s ideas. Harvest a couple of ideas in the whole group.</p> <p><i>You can continue to look at the books and images we have been using. Remember to collaborate, and to document your creations.</i></p>
<b>During Centers</b>	<p>Talk with children as they continue to work on their creations and consider available materials. Invite them to talk with each other and to share strategies.</p> <p>Offer children tools for documenting their work (camera, clipboard and paper). Invite them to tell stories about their creations.</p>
<b>Facilitation</b>	<ul style="list-style-type: none"> <li>● What animal are you choosing to represent? Why?</li> <li>● What materials do you think you will use?</li> <li>● What has inspired you?</li> <li>● What do you notice about other children’s work?</li> <li>● How is working with these materials similar to or different from working with blocks?</li> <li>● How else could you use the materials?</li> <li>● What else do you need?</li> </ul>
<b>Standards</b>	<p><b>SL.1.K.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p><b>SL.4.K</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p><b>(Boston Standards) VA.K.V.Cr.01.</b> Generate and conceptualize artistic ideas and work. Experiment with a wide variety of both two- and three-dimensional materials, including recycled/repurposed ones after looking at images from several artists who use those materials.</p>

<b>Notes</b>	
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WEEK 7 Day 2



### Art Easel: Inspired by Owls

Building on the previous weeks' work with pastels, children represent owls.

<b>Big Idea</b>	Through shared or independent research, people gather, organize, and analyze information about the world to think critically and gain understanding.
<b>Guiding Questions</b>	What do you want to learn more about animals and their habitats? How and where can you find this information?
<b>Vocabulary</b>	<p><b>medium:</b> the material used by an artist</p> <p><b>blend:</b> to mix together</p> <p><b>technique:</b> a way of doing something</p> <p><b>representation:</b> a picture or model that shows what something is like</p> <p><b>abstract:</b> relating to an idea, rather than to an actual object, person, or place</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>Owl Moon</i>, Jane Yolen and Jon Schoener</li> <li>● <i>White Owl, Barn Owl</i>, Nicola Davis</li> <li>● <i>Owls</i>, Gail Gibbons</li> <li>● additional books about owls</li> </ul> <p>In each of the texts, flag a page with a large illustration of an owl.</p> <ul style="list-style-type: none"> <li>● Owls in Art Images (some provided)</li> <li>● paper of various colors, sizes, and textures</li> <li>● pencils and erasers</li> <li>● thin black markers</li> <li>● pastels</li> <li>● Blending with Pastels resource, from Week 6</li> </ul>
<b>Intro to Centers</b>	<p><i>You've been experimenting with pastels. Today you can begin using this medium to represent owls. Let's take a close look at how the illustrators in the books we have read have represented owls. How are these owls different from one another?</i></p>

	<p>Show the selected illustrations from texts. Provide time for children to compare the illustrations.</p> <p><i>Think about how you might represent an owl with pastels. You might also find inspiration from these artworks representing owls. What do you notice?</i></p> <p>Show the images of artwork, except the abstract sculpture (final image). Provide time for the children to look at each piece of art, then harvest children’s observations. Encourage children to share both their observations of specific details they find as well as their preferences and interpretations.</p> <p>Show the image of the abstract sculpture of an owl by Cleo Hartwig.</p> <p><i>Look at this sculpture. What do you notice?</i></p> <p>Harvest ideas.</p> <p><i>This owl sculpture is referred to as <b>abstract</b>. Abstract art gives the viewer an idea about something but doesn’t represent it exactly. You might decide to make an abstract representation of an owl, with pastels. That means you would make marks that suggest the idea of an owl, but you wouldn’t include all the details.</i></p> <p><i>When you go to the easel this week, you will find pastels, pencils, and thin black markers. Don’t forget about the pastel techniques you explored last week. [Refer to the resource.] Decide if you want to use the pastels right away, or if you want to draw with pencil and black marker first.</i></p> <p>Remind children of the benefits of beginning an artwork in pencil and the effects achieved with strong lines in black marker. Note that using marker over pastels will damage the markers, and remind children to close the markers tightly with a “click” to ensure they do not dry out.</p> <p>If useful, model. Show one image and demonstrate first drawing and then consulting the Blending with Pastels resource.</p> <p><i>I am inspired by this piece of artwork because _____. First I draw my owl using a pencil, then go over the lines I like best with black marker.... Then I choose colors. I’m going to represent an owl in an abstract way, so I will use orange and purple.</i></p> <p>Remind children that they can work independently or collaboratively.</p>
<p><b>During Centers</b></p>	<p>Inspired by images, children create owl pastels. They might choose to draw first, then use the pastels. Or, children might go straight to using the pastels. Talk with the children about what they are choosing to represent, the colors they are using, and how. Ask them how they are making decisions as they work. Encourage children to consult and/or collaborate with their peers.</p>

<b>Facilitation</b>	<ul style="list-style-type: none"><li>● How will you represent an owl?</li><li>● What techniques will you use?</li><li>● What does your work communicate?</li><li>● What inspires you? Why?</li><li>● Is there a story in this drawing? Tell me!</li></ul>
<b>Standards</b>	<b>SL.1.K.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups. <b>SL.1.K.c</b> Continue a conversation through multiple exchanges.

**Notes**

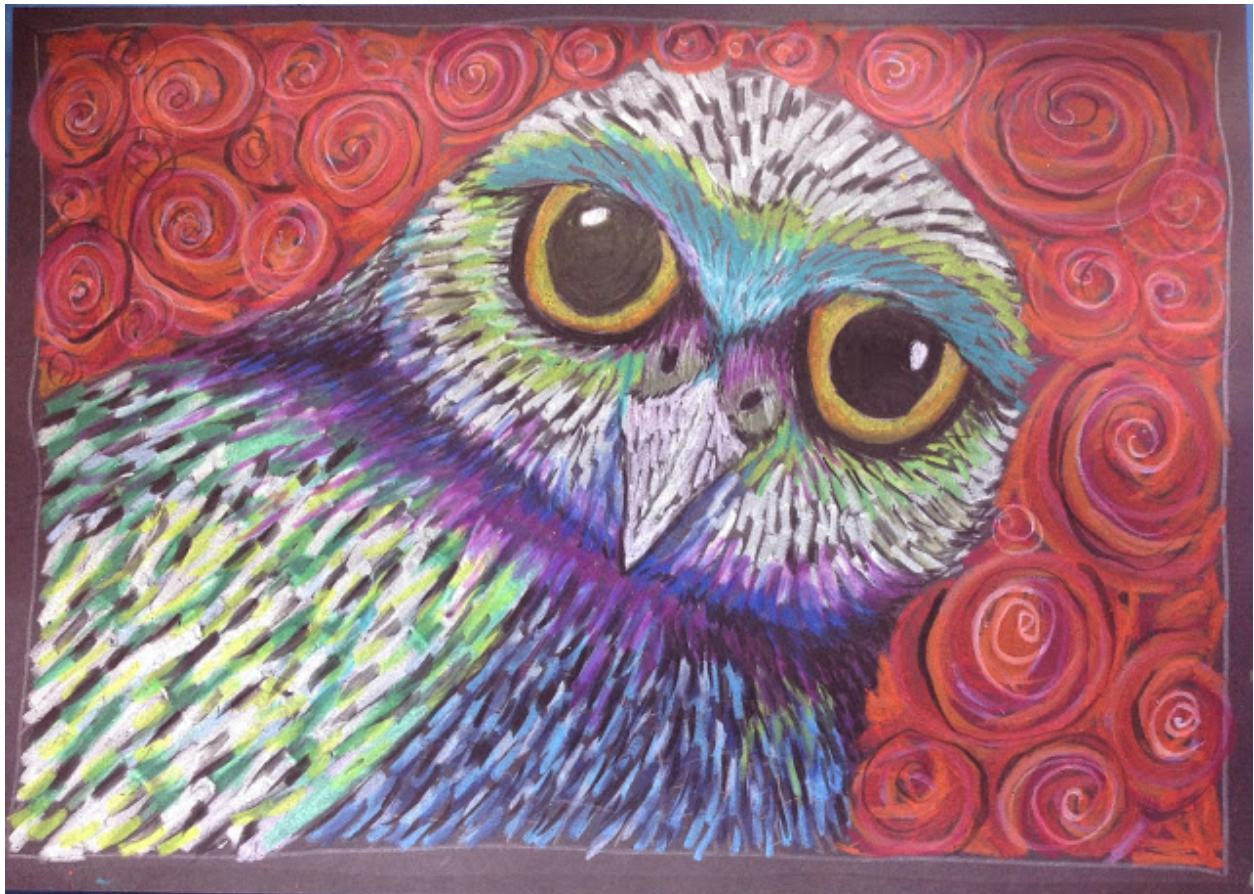


## Owls in Art Images



<https://thevirtualinstructor.com/pastel-pencils-owl.html>

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<http://theartlady2017.blogspot.com/2017/10/drawing-with-lines-owls.html>

Centers U2 W7

Focus on K2/ K for ME | Boston Public Schools Department of Early Childhood P-2/ Maine Dept of Education



Barred Owl in Flight

<https://www.hollywach.com/owls/visitor-22x28-pastel-8wz3j-rk3ak-tfr25-ywts4-wkxg7-w59m5-m8zp4>

Centers U2 W7



Marjan van der Kooi, Owl Family

<https://artgallery.co.uk/owl-family-colourful-abstract-owls>

Centers U2 W7



Kovacs Anna Brigitta

<https://kovacs-annabrigitta.pixels.com/>

Centers U2 W7



Cleo Hartwig

[https://www.1stdibs.com/furniture/decorative-objects/sculptures/abstract-sculptures/1960s-modernist-owl-abstract-bird-form-white-sculpture-cleo-hartwig/id-f\\_11153631/](https://www.1stdibs.com/furniture/decorative-objects/sculptures/abstract-sculptures/1960s-modernist-owl-abstract-bird-form-white-sculpture-cleo-hartwig/id-f_11153631/)

Centers U2 W7

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WEEK 7 Day 1



**Blocks: Owl Habitats**

Building on work from the previous week, children use photographs and texts as a reference for building habitats for barn owls.

<b>Big Idea</b>	Animals need food, water and air to survive.
<b>Guiding Question</b>	How do animals form communities, work together, and use and adapt to their environment, and how is this experience similar and different to what people do?
<b>Vocabulary</b>	<b>habitat:</b> a place where animals live <b>characteristic:</b> an identifying quality or trait of a person or animal
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>White Barn, Barn Owl</i>, Nicola Davis Flag pages 9, 15, and 28.</li> <li>● <i>Owls</i>, Gail Gibbons Flag page 23.</li> <li>● “What Owls Need” chart, from previous week</li> <li>● Owl Habitat Images (from previous week)</li> <li>● Barn Owl Habitat Images</li> <li>● slips of paper</li> <li>● pencils</li> <li>● clipboards</li> <li>● figurines of owls, purchased or child-made, and/or materials to make them (Beautiful Stuff, paper, clay, in appropriate Centers)</li> <li>● Beautiful Stuff, in a small basket, especially including natural materials such as sticks or twigs</li> </ul> <p>Display images and set basket of Beautiful Stuff in the Blocks Center. Bring the “What Owls Need” chart to the whole group meeting area for the Intro to Centers.</p>
<b>Intro to Centers</b>	<i>Last week, we built habitats for owls.</i>

	<p>Reference a specific piece of work from the previous week.</p> <p><i>Let’s review our ideas from the “What Owls Need” chart.</i></p> <p>Hold up <i>White Owl, Barn Owl</i>.</p> <p><i>In White Owl, Barn Owl, Grandpa and the girl made a big wooden box for a particular kind of owl.</i></p> <p>Show the flagged pages, drawing attention to the characteristics of the owl nest box. Read the text on page 28, the author’s note.</p> <p>Show the barn owl images.</p> <p><i>This week, we will continue to build owl habitats, especially for barn owls. What are some special characteristics of barn owls? What do we know about where barn owls like to nest?</i></p> <p>Have the children turn and talk to share their ideas about barn owls and their preferred habitats. Add new ideas to the chart.</p> <p><i>As you are building, don’t forget about the resources that are available to you, such as these books and some new images of barn owls. I’ve collected some Beautiful Stuff that might be useful. There are also some slips of paper in the Blocks Center for labeling your work.</i></p>
<b>During Centers</b>	<p>Inspired by the texts and posted images, children construct habitats for barn owls using blocks and other materials, collaboratively or independently. Encourage children to consider building barn owl nest boxes. Challenge children to add written elements to their structure (signs and labels). Suggest that children make owl figurines to use in the habitats they build. This may happen in an area of Blocks or in another Center.</p>
<b>Facilitation</b>	<ul style="list-style-type: none"> <li>● What do you notice in the photo that gives you ideas for what to build?</li> <li>● What types of blocks will you use to construct this habitat? What additional materials do you need?</li> <li>● What are barn owls like? What do they need to be healthy? How can you represent those things using blocks or other materials?</li> <li>● How could you construct an owl nest box?</li> </ul>
<b>Standards</b>	<p><b>R.4.K</b> Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p><b>SL.3.K.b</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><b>(Boston Standards) PK-K.V.P.05</b> Develop and refine artistic techniques and work for presentation. Select and share a product created through experimentation with materials.</p>



## Barn Owl Habitat Images



<http://www.oiseaux-birds.com/card-barn-owl.html>



<https://hawkandowltrust.org/about-us>



<https://www.warrenphotographic.co.uk/10962-barn-owl-flying-in-a-barn>

Centers U2 W7



## WEEK 7 Day 1

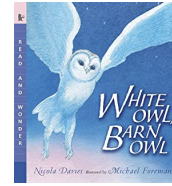
### Library & Listening: Reading with a Partner

Children practice reading with a partner and share information they discover.

<b>Big Idea</b>	Through shared or independent research, people gather, organize, and analyze information about the world to think critically and gain understanding.
<b>Guiding Questions</b>	What do you want to learn more about animals and their habitats? How and where can you find this information?
<b>Vocabulary</b>	<p><b>collaborate:</b> to work together</p> <p><b>information:</b> facts</p> <p><b>text:</b> a book or other written material</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>• Unit and other related texts, including decodable texts</li> <li>• chart paper and markers</li> </ul> <p>Create the following Reading with Someone chart. Include illustrations (drawings, icons, or photos).</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p style="text-align: center;"><u>Reading with Someone:</u></p> <ol style="list-style-type: none"> <li>1. Get into EEKK position.</li> <li>2. Choose how to read: I read, you read — one book together Read at the same time — one book together Read at the same time — two different books</li> <li>3. Choose what to read.</li> </ol> </div>
<b>Intro to Centers</b>	<p><i>You have been using the Library &amp; Listening to organize texts and do research. Today, as you have done in Stations, we invite you to read with a partner.</i></p> <p><i>What do you do when you read with someone?</i></p>

	<p>Harvest a couple of responses.</p> <p><i>When you are reading with someone, it is helpful to sit close together so you can hear each other and share ideas in quiet voices about what you are reading. The way we put our bodies when we read with someone we are going to call "E-E-K-K," or "/eek/". I know this sounds silly, but it is an easy way to remember that when you read with a partner you should try to have your bodies Elbow-to-Elbow, Knee-to-Knee.</i></p> <p>Add EEKK to the top of the chart paper, after "Reading with Someone." Point to each corresponding letter while saying the words.</p> <p><i>Let's see what that might look like. Since you already know how to turn and talk with a partner, let's turn and talk in the EEKK position.</i></p> <p>Give children a moment to arrange themselves in this way. Offer a simple talking prompt, or ask them to pretend to hold books and read.</p> <p>Read the Reading with Someone: EEKK chart.</p> <p><i>I am curious to see what you choose to read together.</i></p>
<b>During Centers</b>	Refer children to the chart to check that they are in the EEKK position and to choose how and what to read with their partner. Encourage them to try different types of books and ways of reading together.
<b>Facilitation</b>	<ul style="list-style-type: none"> <li>● How does it feel to sit like this to read together?</li> <li>● Why did you choose this book to read?</li> <li>● What do you like about it?</li> <li>● What are you learning from this book?</li> <li>● What is happening in this book?</li> <li>● How do you know where to begin reading and where to stop?</li> </ul>
<b>Standards</b>	<p><b>R.1</b> Print concepts: Demonstrate an understanding of the organization and basic features of print.</p> <p><b>R.1.K.a</b> Follow words from left to right, top to bottom, and page by page.</p> <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>(Boston Standards) SEL.Relationship Skills:</b> Teamwork</p>

<b>Notes</b>
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**WEEK 7 Day 4**

**Discovery Table: Owl Pellets**  
Children investigate owl pellets and record data.

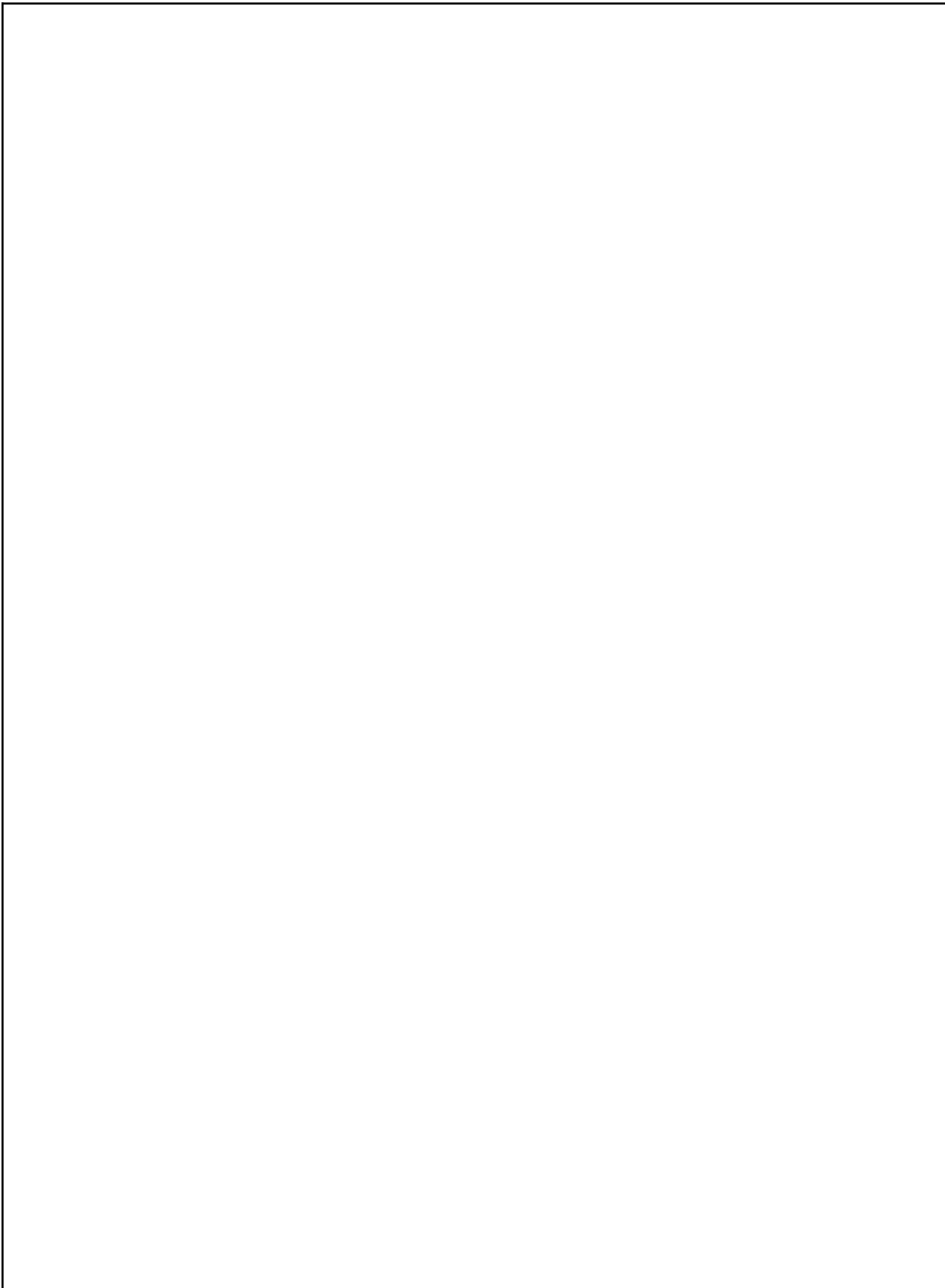
<b>Big Idea</b>	Like humans, animals are part of interdependent communities that are affected by, and adapt to, the environment that surrounds them.
<b>Guiding Question</b>	How do animals form communities, work together, and use and adapt to their environment and how is this experience similar and different to what people do?
<b>Vocabulary</b>	<p><b>owl pellet:</b> the remains that an owl’s stomach cannot digest</p> <p><b>regurgitate:</b> to bring the food back up through the mouth, to throw up</p> <p><b>predator:</b> an animal that hunts and eats other animals</p> <p><b>digest:</b> to break down food in the body for nutrition</p> <p><b>skeleton:</b> the bones or cartilage of an animal</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● owl pellets, at least 10</li> <li>● tweezers, 3-5</li> <li>● toothpicks, enough for each child to have 1-2</li> <li>● magnifying lenses, 3-5</li> <li>● paper plates</li> <li>● plastic gloves</li> <li>● Owl Pellet Data sheet, 1 per child</li> <li>● pencils</li> <li>● Owl Pellets Bone Sorting Chart, 2-3 copies</li> </ul> <p>At each child’s place, arrange one owl pellet on a plate/bowl, Owl Pellet Data sheet, and a pencil. Place the tweezers, toothpicks, and magnifiers in the center of the table.</p> <p>Important: Thoroughly clean the space after completing each session of this activity. Be aware of potential allergens.</p>
<b>Intro to Centers</b>	Wear gloves while conducting the Intro to Centers.

	<p><i>As scientists this week, we will investigate owl pellets! You might find one of these on the ground in an owl’s habitat. A <b>pellet</b> is made of whatever parts of the owl’s food that the owl cannot use in its body. Remember, owls are <b>predators</b>—they eat other animals. After an owl eats another animal, some material doesn’t leave the owl’s body as feces or poop, like it does for humans and other animals; owls and many other birds <b>regurgitate</b>, or throw up, whatever their stomachs cannot digest. An owl pellet comes up through the owl’s throat.</i></p> <p>Hold up an owl pellet.</p> <p><i>What do you notice about this owl pellet? What might we find out by looking closely at an owl pellet? Turn and talk to your partner.</i></p> <p>Provide time for children to talk, and then harvest a few responses.</p> <p><i>Remember, an owl pellet comes from the parts of an owl’s food that its body cannot <b>digest</b>, or use for nutrition.</i></p> <p><i>When you visit the Discovery Center this week, you will have the opportunity to explore owl pellets. Working carefully and taking your time, you’ll use tools to take the pellet apart. It will be interesting to see what you find!</i></p>
<b>During Centers</b>	<p>Children investigate owl pellets. <b>Wearing gloves</b>, they break the pellets apart using their hands and tools to discover what is inside. Children record their findings on their Owl Pellet Data sheets and reference the Owl Pellets Bone Sorting Chart. They will discover that owls, as predators, eat small rodents, mammals, and birds.</p> <p>Children may have a variety of feelings about touching and dissecting the owl pellets. Some children may find the pellets distasteful. Maintain a scientific stance of curiosity. Some children may be comfortable working with the pellets while others will simply watch. Allow children various points of entry into this activity. For instance, working together, one child might dissect the pellet, while another holds a magnifier and reports findings and another records this data.</p>
<b>Facilitation</b>	<ul style="list-style-type: none"> <li>● What do you notice about the things you found in the owl pellet?</li> <li>● What do you think this is? How do you know?</li> <li>● Based on what you are finding in the pellet, what do you think the owl ate?</li> <li>● Based on the foods the owl ate, where do you think the owl lived?</li> <li>● Why might it be important to dissect owl pellets?</li> </ul>
<b>Standards</b>	<p><b>K-LS1-1.</b> Observe and communicate that animals (including humans) and plants need food,water, and air to survive. Animals get food from</p>

plants or other animals. Plants make their own food and need light to live and grow.

**SL.2.K.a** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.







**Notes**



Name: \_\_\_\_\_

### Owl Pellet Data

How many did you find?

feathers 		fur 	
skulls 		jawbones 	
bones 		arms/legs 	

rat skull clipart: <https://pixlr.com/stock/details/1001189011-rat-skull/>

Jawbone clipart: <http://www.wildyorkshire.co.uk/naturediary/docs/2010/9/9.htm>

fur clipart: [https://gallery.yopriceville.com/Backgrounds/Yellow\\_Fur\\_Background#.X09Ck9NKhhE](https://gallery.yopriceville.com/Backgrounds/Yellow_Fur_Background#.X09Ck9NKhhE)

Centers U2 W7





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# Owl Pellet Bone Sorting Chart

Use this chart to identify the different types of bones that you discover in your owl pellets.

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	RODENT	MOLE	SHREW	BIRD
Skull				
Jaw				
Shoulder Blade				
Front Leg				
Hip				
Back Leg				
Rib				
Vertebrae				
Misc. Items	Caterpillar larvae & caterpillar cocoons 		Caterpillar droppings 	



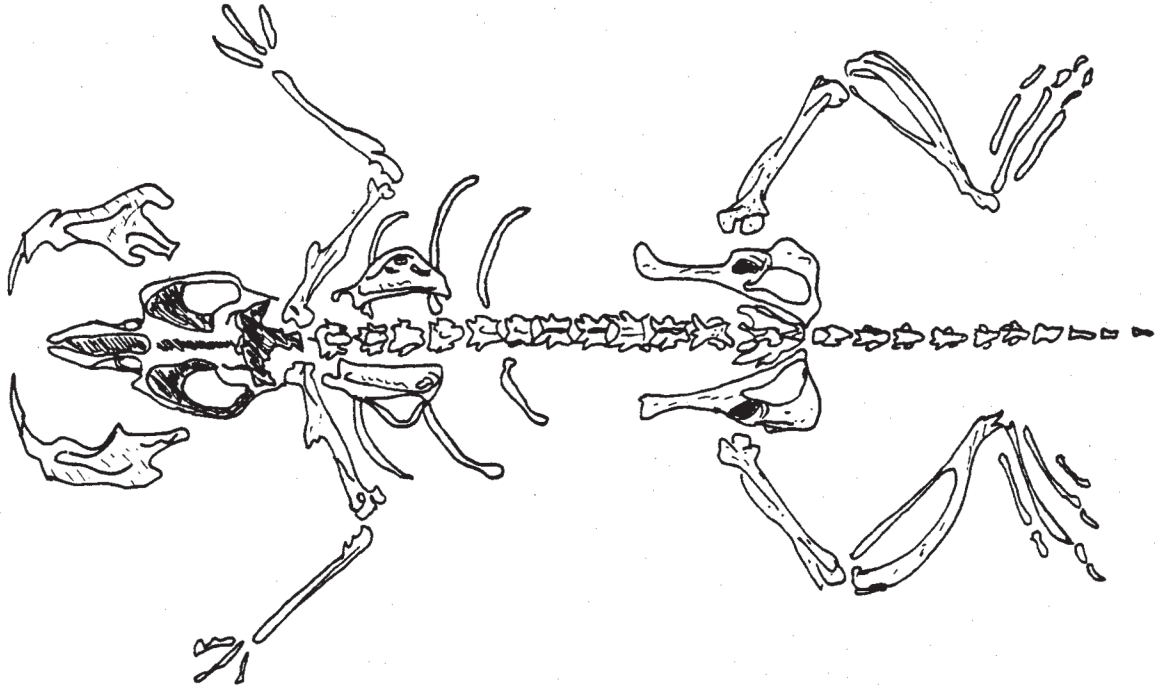
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# Owl Pellet Skeleton Diagrams

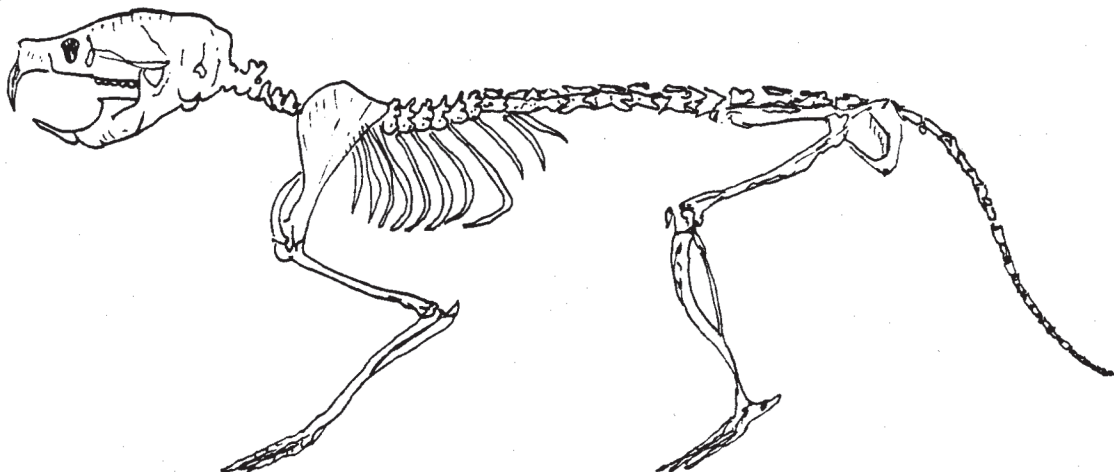
Use these diagrams to aid in reassembling the bones that you discover in your owl pellets.

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**TOP VIEW**



**SIDE VIEW**





WEEK 7 Day 1

**Writing & Drawing: Writing Information about Owls 2**

Children continue to draw and write information about owls.

<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>Guiding Questions</b>	<p>How do animals form communities, work together, and use and adapt to their environments, and how is this similar to and different from people? What more do you want to learn about animals and their habitats? How and where can you find this information?</p>
<b>Vocabulary</b>	<p><b>fiction:</b> literature that describes imaginary characters and events</p> <p><b>information:</b> facts</p> <p><b>research:</b> to find out about a topic</p> <p><b>collaborate:</b> to work together</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● pencils and other writing and drawing tools</li> <li>● writing paper with and without lines, cut in two sizes</li> <li>● blank paper</li> <li>● construction paper</li> <li>● materials for making a class book</li> <li>● collection of informational books featuring owls</li> <li>● images of owls</li> <li>● technology for watching informational videos</li> </ul> <p>Select one or more videos for children to watch and cue them up. Some examples include <a href="#">Barred Owl Regurgitates a Pellet</a>, <a href="#">Slo-mo Barn Owl in Flight</a>, <a href="#">Owl - Head Rotation</a>.</p> <p>Arrange paper, construction paper, and writing and drawing tools so that children can easily access them. Set out books and images.</p>

<p><b>Intro to Centers</b></p>	<p><i>This week you can continue working on your informational writing about owls. What do you think about working on a book all together?</i></p> <p>Harvest a few responses.</p> <p><i>Sounds like some children want to work individual writing, and some of you would like to collaborate.</i></p>
<p><b>During Centers</b></p>	<p>Support children’s thinking about what they want to communicate about owls. Help them reference books and videos and sort information they find.</p> <p>Provide materials and help children put pages together if they are interested in making a group or whole class book. Encourage children to identify roles and productive exchange of ideas.</p> <p>Offer to scribe for children who would benefit.</p>
<p><b>Facilitation</b></p>	<ul style="list-style-type: none"> <li>● What facts about owls are you including in your writing?</li> <li>● How are you going to communicate about this information?</li> <li>● What else would you like to learn about owls?</li> <li>● How are you going to communicate this information about owls?</li> <li>● How can you work together to create a book that everyone is satisfied with?</li> <li>● Do you prefer to write stories about animals or to write facts? Why?</li> </ul>
<p><b>Standards</b></p>	<p><b>SL.1.K.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p><b>R.6.K.a</b> With prompting and support, identify characters and 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>W.3.K.b</b> Use a combination of drawing and writing to communicate a topic.</p>

**Notes**