



WEEK 7 Day 1

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

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

	<p>(from :50 to 2:44) (https://www.youtube.com/watch?v=a68fIQzaDBY&t=22s)</p> <ul style="list-style-type: none"> ● <i>Owls</i> vocabulary cards ● <i>Owls</i> KWLM chart, from Week 6, Day 3
<p>Opening 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>Text and Discussion 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 jagged. 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 alert. 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>Key Discussion and Activity 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>Closing 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 communicate, 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>Standards</p>	<p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p>R.11.K.b With prompting and support, compare and contrast the experiences of characters in two or more familiar texts.</p> <p>R.11.K.d With prompting and support, compare and contrast two texts on the same topic.</p> <p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>SL.K.2. 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.												
Ongoing assessment	<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>												
Center Activities	<table border="1"> <tr> <td>Art Studio</td> <td>Children create Beautiful Stuff owls and owl nests.</td> </tr> <tr> <td>Art Studio Easel</td> <td>Children paint, inspired by <i>Owls</i></td> </tr> <tr> <td>Blocks</td> <td>Children build owl habitats.</td> </tr> <tr> <td>Dramatization</td> <td>Children pretend to be owls.</td> </tr> <tr> <td>Discovery Table</td> <td>Children explore owl pellets.</td> </tr> <tr> <td>Writing & Drawing</td> <td>Children work on information books about owls.</td> </tr> </table>	Art Studio	Children create Beautiful Stuff owls and owl nests.	Art Studio Easel	Children paint, inspired by <i>Owls</i>	Blocks	Children build owl habitats.	Dramatization	Children pretend to be owls.	Discovery Table	Children explore owl pellets.	Writing & Drawing	Children work on information books about owls.
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Notes