



WEEK 6 Day 3

Read Aloud
Owls
 Read 1 of 6, Pages 1-7

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| Big Idea | Like humans, animals are part of interdependent communities that are affected by, and adapt to, the environment that surrounds them. |
| Unit Question | How do animals grow and change over time? |
| Guiding Question | How do animals form communities, work together, and use and adapt to their environments, and how is this similar to and different from what people do? |
| Content Objectives | I can retell key details in an informational text about owls. (R.5.K.a, R.5.K.b) I can ask and answer questions about owls. (R.4.K) |
| Language Objective | With a partner, I can discuss information I am learning about owls. (SL.1.K.b) |
| Vocabulary | powerful: strong flexible: able to bend focus: see something clearly rely: to need something communicate: to send and receive messages |
| Materials and Preparation | <ul style="list-style-type: none"> ● <i>Owls</i>, Gail Gibbons ● globe or world map ● cube towers (or other objects) that represent 2 different lengths: 5 inches and 33 inches ● chart paper On the chart paper, prepare the Owls KWLM chart, prepared with questions from Week 6, Day 1 |

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| Owls | | | |
| K What We <u>K</u> now | W What We <u>W</u> onder [write questions from Week 6, Day 1] | L What We've <u>L</u> earned | M What We Want to Know <u>M</u> ore About |

Opening
3 minutes

Introduce the text.
Today we will continue to use informational text to learn about owls. We will record our learning in this chart. It has places to record what we know, what we wonder, what we've learned, and what we want to know more about.

What are some of the things we know about owls so far? Let's write those down here under What We Know.

Write 3-5 ideas on the chart.

The What We Wonder section already has some questions in it. I wrote down the great questions you asked about owls.

Review the questions.

Set a purpose for the read.
We will begin reading Owls by Gail Gibbons. Owls is written as a report. Today we will read the parts that introduce us to owls. While I read I want you to listen for important details about owls. We will add these details under What We've Learned on our chart. The information you hear might make you think of new questions, and we can add those under What We Wonder.

Text and Discussion
9 minutes
page 5

What is something you learned about owls?

Harvest a few responses and record on the chart.

I remember from our other books that frogs are amphibians and that salmon are vertebrates. Gail Gibbons says that owls are raptors, or birds that eat meat. That's something I just learned. Let's add that to our chart.

Direct children's attention to supportive text features.

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| | <p><i>Look right here. Gail Gibbons uses labels and identifies the talons on this Great Horned Owl to show us how the talons can grab meat.</i></p> |
| <p>page 6</p> | <p><i>There are seven different continents in the world. A continent is a large area of land. The seven continents are Asia, Africa, North America, South America, Antarctica, Europe, and Australia. We live here in North America. Antarctica is at the South Pole and it is very very cold. It is too cold for owls to live in.</i></p> <p>Support knowledge building by referencing a world map or globe.</p> <p>Record new learning on the chart.</p> <p><i>Here's something else I just learned Owls live all over the world except Antarctica. I'm going to add that to What We've Learned on our chart.</i></p> |
| <p>page 7</p> | <p><i>What is something you learned about owls?</i></p> <p>Harvest a few responses and record on the chart.</p> <p>Support knowledge building by using a model. Display the cube sticks.</p> <p><i>The tiniest owl, the Elf Owl, is only 5 inches tall. That's about the same height as this cube stick. The largest owl, the Great Gray Owl, is 33 inches tall! That's the same height as this cube stick.</i></p> |
| <p>Key Discussion and Activity 6 minutes</p> | <p>Invite children to Think, Pair, Share.</p> <p><i>We just learned some interesting information about owls. What else can we add to our chart? What did you learn about owls?</i></p> <p>Harvest 2-3 more responses and add the ideas to the chart. Prompt as needed by returning to the illustrations and words that show the key details from the text.</p> <p>Engage children in a whole group discussion.</p> <p><i>What part of the text helped you learn that new information?</i></p> <p><i>What other questions do you still have about owls?</i></p> <p>Harvest responses. Encourage children to name the page or details from the text that inspired their question. Record under What We Wonder.</p> |
| <p>Closing 1 minute</p> | <p><i>I cannot wait to read more tomorrow. We have so many wonderful questions! If we keep reading, I'm sure we'll find some answers.</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.5.K.a Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p> |

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| | <p>R.5.K.b Retell key details of text with prompting and support, including the main topic.</p> <p>SL.1.K.b Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> | | | | | | | | | | | | |
| Ongoing assessment | <p>Listen to children’s responses during the partner and whole group discussion.</p> <p>Do children ask relevant questions and identify appropriate answers from the text?</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 data-bbox="451 653 678 722">Art Studio</td> <td data-bbox="678 653 1406 722">Children create pastel woodland scenes.</td> </tr> <tr> <td data-bbox="451 722 678 791">Blocks</td> <td data-bbox="678 722 1406 791">Children build owl habitats.</td> </tr> <tr> <td data-bbox="451 791 678 861">Dramatization</td> <td data-bbox="678 791 1406 861">Children act out <i>Owl Moon</i>.</td> </tr> <tr> <td data-bbox="451 861 678 968">Library & Listening</td> <td data-bbox="678 861 1406 968">Children research owls.</td> </tr> <tr> <td data-bbox="451 968 678 1075">Discovery Table</td> <td data-bbox="678 968 1406 1075">Children make owl nests.</td> </tr> <tr> <td data-bbox="451 1075 678 1182">Writing & Drawing</td> <td data-bbox="678 1075 1406 1182">Children draw and write information about 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. | Discovery Table | Children make owl nests. | Writing & Drawing | Children draw and write information about owls. |
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Notes