## WEEK 7 Day 4



## Read Aloud "Owl Rules" Read 1 of 2

| Big Idea                     | Animals need food, water and air to survive.  |  |  |
|------------------------------|---|--|--|
| Unit Question                | How do plants and animals grow and change over time?  |  |  |
| Guiding<br>Questions         | What do animals need to survive?  |  |  |
| Content<br>Objective         | 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)   |  |  |
| Language<br>Objectives       | I can use clues from illustrations and words to determine the meaning of key words and phrases in the poem. (L.4.K)   |  |  |
| Vocabulary                   | <b>creep:</b> to move slowly and carefully so as not to be heard or seen.<br><b>effort:</b> trying to do something  |  |  |
| Materials and<br>Preparation | <ul> <li>"Owl Rules" slides</li> <li>On the whiteboard write:<br/>What do you think the poet wants to tell us about screech owls?</li> </ul>  |  |  |
| <b>Opening</b><br>1 minute   | Introduce the text and set a purpose.<br>We've been becoming owl experts. Today, we're going to read a<br>poem that is written from the perspective of a screech owl. The poet<br>was imaging what it might be like to be a screech owl!<br>The poem is called, "Owl Rules," and it's written by the poet David<br>Harrison. Let's read to find out what rules this screech owl lives by. |  |  |

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

| Closing<br>1 minute   | 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.   |  |  |
|-----------------------|---|--|--|
| Standards             | <ul> <li>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how.</li> <li>R.7.K With prompting and support, ask and answer questions about unknown words in a text.</li> <li>L.4.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</li> </ul> |  |  |
| Ongoing<br>assessment | Listen to children's responses during the partner and whole group<br>discussion.<br>How do children use context to make meaning of words and<br>phrases?<br>What meaning do children make of the poem?<br>How do children draw on their knowledge of owls to make sense of<br>the poem?   |  |  |
| Center<br>Activities  | Art Studio  | Children create Beautiful Stuff owls and owl nests |  |
|                       | Art Studio<br>Easel   | Children paint inspired by <i>Owls</i>             |  |
|                       | Blocks  | Children build owl habitats.                       |  |
|                       | Dramatization   | Children pretend to be owls.                       |  |
|                       | Library &<br>Listening  | Children research owls.                            |  |
|                       | Discovery<br>Table  | Children explore owl pellets.                      |  |
|                       | Writing &<br>Drawing  | Children draw and write information about owls.    |  |
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Notes

## Read Aloud U2 W7 D4