



WEEK 6 Day 4

Read Aloud
Owls
 Read 2 of 6, Pages 8-13

Big Idea	Animals need food, water, and air to survive.
Unit Question	How do animals grow and change over time?
Guiding Question	What do animals need to survive?
Content Objective	I can use key details from text features, illustrations, and words to describe key information about owls’ body structures. (R.5.K.a, R.5.K.b, R.11.K.a, R.11.K.c)
Language Objective	I can retell key details of an informational text. (SL.2.K.a)
Vocabulary	<p>powerful: strong</p> <p>flexible: able to bend</p> <p>focus: see something clearly</p> <p>rely: to need something</p> <p>communicate: to send and receive messages</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Owls</i>, Gail Gibbons ● <i>Owls</i> vocabulary cards ● Owls KWLM chart, from Day 3 ● Owl- Head Rotation video (https://www.youtube.com/watch?v=2V_qDuzJdUQ) ● 3 sticky notes <p>Write the following on the sticky notes:</p> <ul style="list-style-type: none"> ○ flexible neck ○ eyes ○ ears

<p>Opening 1 minute</p>	<p>Introduce the text and set a purpose for the read. <i>Yesterday, we read the first few pages of Owls by Gail Gibbons. We learned some new information about owls.</i></p> <p><i>Today we'll use text features, illustrations and words to learn information about owls' body structures. Structures are specific body parts that help animals survive, or stay alive. When we learn something new about body parts, we'll record it on our chart. We'll also mark the pages with a sticky note. If we want to come back and read the book again, either together or independently, we'll know where key details are in the book.</i></p>
<p>Text and Discussion 10 minutes pages 8-9</p>	<p><i>Structures are the body parts that help an animal survive. Gail Gibbons has labeled all of these structures for us. On page 8 she lists specific structures that are pretty familiar to us—like eyes, ears, wings, and tails—and on page 9 she shows us something new—different kinds of facial disks: the feathers around the faces of owls.</i></p>
<p>page 10</p>	<p>Use text features to support comprehension. <i>This diagram shows how the eyeball is positioned in the eye socket and that it can't move. This diagram shows how the owl's neck is able to bend because it's so flexible.</i></p> <p><i>What is something you learned about owls' body structures?</i> Harvest a few responses and record on the What We've Learned part of the chart. <i>Yes, this page tells us that owls have flexible necks. That's an important structure that helps owls survive. Let's use this sticky note that reads "flexible necks," to mark this page.</i></p>
<p>page 11</p>	<p><i>Nocturnal means that owls are awake and hunt at night.</i></p>
<p>page 12</p>	<p>Identify the topic using the heading: <i>This page has a heading. It says "Eyes and Ears." That tells me that we are going to read about more body structures, specifically eyes and ears. I think we should check our chart to see if we have any questions about these structures so that we know what kind of information to listen for.</i></p> <p><i>The author is talking about focus, meaning how clearly you see something. If you move your eyes around the room quickly and then stare at one thing, it comes into focus. It may be blurry at first, but as you stare it comes into focus—it gets more clear. Focus can also mean to concentrate on something.</i></p> <p>Identify details about owls' eyes using the illustrations.</p>

	<p><i>This diagram shows how the pupil, the small black part of the eye, changes in size when there is more or less light.</i></p> <p><i>What is something you learned about owls' eyes?</i></p> <p>Harvest a few responses and record on the What We've Learned part of the chart.</p> <p><i>We are learning so much about how owls see! Let's use this sticky note that reads "eyes," to mark this page.</i></p>
page 13	<p><i>Gail Gibbons writes that owls rely on, or need, their keen hearing. Keen hearing means that they have excellent hearing—they can hear tiny noises from far away.</i></p> <p>Identify details about owls' ears using the illustration with labels.</p> <p><i>This label shows us that the ears on this owl are in two different spots under the feathers in the facial disk. This one on top hears sound from above, and this one on the bottom hears sound below. These white lines show how sound gets collected by the facial disc.</i></p> <p><i>Let's mark this page with a sticky note that says "ears."</i></p>
Key Discussion and Activity 6 minutes	<p>Invite children to Think, Pair, Share.</p> <p><i>How does an owl's neck, eyes or ears help it survive?</i></p> <p>Harvest a few responses and record them on the KWLM chart under What We've Learned.</p>
Closing 3 minutes	<p><i>Retelling key information is something that readers and scientists do when learning about a topic.</i></p> <p>Show the Owl- Head Rotation video.</p> <p><i>One of the body structures that help an owl survive is its neck! Let's watch a quick video to see how the head and neck rotate.</i></p> <p>Briefly harvest a few reactions to the video.</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>R.11.K.a With prompting and support, describe the relationship between illustrations and the text.</p> <p>R.11.K.c With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts.</p> <p>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.</p>

<p>Ongoing assessment</p>	<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>												
<p>Center Activities</p>	<table border="1"> <tr> <td data-bbox="451 468 678 531">Art Studio</td> <td data-bbox="678 468 1406 531">Children create pastel woodland scenes.</td> </tr> <tr> <td data-bbox="451 531 678 594">Blocks</td> <td data-bbox="678 531 1406 594">Children build owl habitats.</td> </tr> <tr> <td data-bbox="451 594 678 657">Dramatization</td> <td data-bbox="678 594 1406 657">Children act out <i>Owl Moon</i>.</td> </tr> <tr> <td data-bbox="451 657 678 762">Library & Listening</td> <td data-bbox="678 657 1406 762">Children research owls.</td> </tr> <tr> <td data-bbox="451 762 678 867">Discovery Table</td> <td data-bbox="678 762 1406 867">Children make owl nests.</td> </tr> <tr> <td data-bbox="451 867 678 972">Writing & Drawing</td> <td data-bbox="678 867 1406 972">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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