



WEEK 7 Day 5

Read Aloud
“Owl Rules”
 Read 2 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 Questions	What do animals need to survive?
Content Objective	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)
Language Objectives	I can build off the ideas of my peers in a group discussion about the poem’s meaning. (SL.1.K.c)
Vocabulary	creep: to move slowly and carefully so as not to be heard or seen effort: trying to do something
Materials and Preparation	<ul style="list-style-type: none"> ● “Owl Rules” slides ● Sentence Frames for Discussion chart, From Week 2, Day 3 ● Easter Screech Owl- Life History (https://www.allaboutbirds.org/guide/Eastern_Screach-Owl/lifehistory#) If necessary, familiarize yourself with screech owls. ● Eastern Screech Owls Nesting: Narrated video (https://www.youtube.com/watch?v=2MlrDQhhNRg) <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>
Opening 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>Text and Discussion 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>Key Discussion and Activity 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>Closing 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>Unit Question Chart 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>Standards</p>	<p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how.</p>

	<p>R.8.K.a Identify texts that tell stories. R.8.K.b Identify texts that provide information. R.2.K.a Recognize and produce rhyming words. SL.1.K.c Continue a conversation through multiple exchanges.</p>														
<p>Ongoing assessment</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>														
<p>Center Activities</p>	<table border="1"> <tr> <td data-bbox="451 688 678 758">Art Studio</td> <td data-bbox="678 688 1406 758">Children create Beautiful Stuff owls and owl nests</td> </tr> <tr> <td data-bbox="451 758 678 863">Art Studio Easel</td> <td data-bbox="678 758 1406 863">Children paint inspired by <i>Owls</i></td> </tr> <tr> <td data-bbox="451 863 678 932">Blocks</td> <td data-bbox="678 863 1406 932">Children build owl habitats.</td> </tr> <tr> <td data-bbox="451 932 678 1001">Dramatization</td> <td data-bbox="678 932 1406 1001">Children pretend to be owls.</td> </tr> <tr> <td data-bbox="451 1001 678 1106">Library & Listening</td> <td data-bbox="678 1001 1406 1106">Children research owls.</td> </tr> <tr> <td data-bbox="451 1106 678 1211">Discovery Table</td> <td data-bbox="678 1106 1406 1211">Children explore owl pellets.</td> </tr> <tr> <td data-bbox="451 1211 678 1316">Writing & Drawing</td> <td data-bbox="678 1211 1406 1316">Children draw and write information 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.	Library & Listening	Children research owls.	Discovery Table	Children explore owl pellets.	Writing & Drawing	Children draw and write information about owls.
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Notes