



WEEK 5 Day 5

Read Aloud
White Owl, Barn Owl
 Read 2 of 4, Pages 21-27

Big Ideas	<p>Humans can harm or help the environment through their presence. Humans have a responsibility to act as stewards, protectors, and advocates for the environment.</p> <p>Through shared or independent research, people gather, organize, and analyze information about the world to think critically and gain understanding.</p>
Unit Question	How do animals grow and change over time?
Guiding Questions	<p>Why is it important to protect the environment?</p> <p>What do you want to learn more about animals and their habitats? How and where can you find this information?</p>
Content Objective	I can retell a story, including key details. (R.4.K, R.5.K.a, R.5.K.b)
Language Objective	I can confirm understanding of a text by discussing key details. (SL.2.K.a)
Vocabulary	<p>hollow: empty on the inside</p> <p>patient: able to wait without getting upset</p> <p>slim: thin</p> <p>raise: to lift</p> <p>rare: very few of something, not many</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>White Owl, Barn Owl</i>, Nicola Davies ● <i>White Owl, Barn Owl</i> vocabulary cards
Opening 1 minute	Introduce the text and set a purpose for the read.

	<p><i>Yesterday we began reading the story White Owl, Barn Owl. The owl was just about to take off and fly.</i></p> <p><i>Let's read to find out what the owl is going to do next, and what the girl and her grandfather will do!</i></p>
<p>Text and Discussion 9 minutes</p> <p>page 20</p>	Reread where the class left off the day before.
page 23	<p><i>Mates are animals that have eggs or babies together.</i></p> <p><i>Look! There's something in the owl's talons. That must be a vole or mouse like we read about yesterday.</i></p>
page 24	<p><i>The girl and her grandfather cannot see up into the box. They are observing by listening this time. What do they hear?</i></p> <p>Harvest a few ideas, rereading key details before modeling thinking.</p> <p>Show the illustration.</p> <p><i>The illustrator shows us the baby owls, but the girl and the grandfather can only hear them.</i></p> <p>Read to the end of the text.</p>
<p>Key Discussion and Activity 6 minutes</p>	<p>Invite children to Think, Pair, Share.</p> <p>Prompt 1: <i>What happened in this story? Remember to tell your partner what happened, in order just like we did yesterday.</i></p> <p>Prompt 2: <i>Why did the grandpa build the box and put it up in the old oak tree?</i></p> <p>Lift a few responses to the whole group and prompt children to refer back to the text as needed.</p>
<p>Closing 1 minute</p>	<p><i>The girl and her grandfather were such careful observers of the barn owl! One way scientists learn about animals is by observing. They also ask questions. In the next few days, we'll see what we can learn about barn owls from this story, and what questions we have.</i></p>
<p>Unit Question Chart 3 minutes</p>	<p>Refer to the Unit Question Chart.</p> <p><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, like frogs,</p>

	have mates that they make babies with; barn owls lay eggs and raise babies in nests.								
Standards	<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> <p>R.5.K.b Retell key details of text with prompting and support, including the main topic.</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>								
Ongoing assessment	<p>Listen to children’s responses during the partner and whole group discussion.</p> <p>Do children reference details from text to support their thinking?</p> <p>Do children retell what happened in the story, in order?</p> <p>How do children share the retell in their partner talk?</p>								
Center Activities	<table border="1"> <tr> <td>Blocks</td> <td>Children build block owls.</td> </tr> <tr> <td>Dramatization</td> <td>Children add trees to the woodland habitat.</td> </tr> <tr> <td>Discovery Table</td> <td>Children explore different bird beaks.</td> </tr> <tr> <td>Writing & Drawing</td> <td>Children draw and write owl stories.</td> </tr> </table>	Blocks	Children build block owls.	Dramatization	Children add trees to the woodland habitat.	Discovery Table	Children explore different bird beaks.	Writing & Drawing	Children draw and write owl stories.
Blocks	Children build block owls.								
Dramatization	Children add trees to the woodland habitat.								
Discovery Table	Children explore different bird beaks.								
Writing & Drawing	Children draw and write owl stories.								

Notes