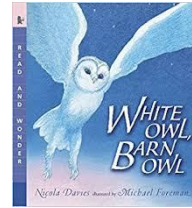


WEEK 6 Day 1



**Library & Listening: Researching Owls**

Children use Unit and other texts to gather information about owls.

<b>Big Idea</b>	Through shared or independent research, people gather, organize, and analyze information about the world to think critically and gain understanding.
<b>Guiding Questions</b>	What do you want to learn more about animals and their habitats? How and where can you find this information?
<b>Vocabulary</b>	<p><b>research:</b> to find out about a topic</p> <p><b>information:</b> facts</p> <p><b>habitat:</b> a place where animals live</p> <p><b>text:</b> a book or other written material</p> <p><b>discover:</b> to find something new</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● Unit and other informational texts about owls</li> <li>● sticky notes</li> <li>● writing utensils</li> <li>● paper</li> <li>● clipboards</li> <li>● technology for watching informational videos</li> </ul> <p>Select one or more videos for children to watch and cue them up. Some examples include <a href="#">Barred Owl Regurgitates a Pellet</a>, <a href="#">Slo-mo Barn Owl in Flight</a>, <a href="#">Owl - Head Rotation</a>.</p>
<b>Intro to Centers</b>	<p><i>We have been reading books about owls. Today in Library &amp; Listening you can start doing your own research, finding out information about owls.</i></p> <p>Show some of the gathered texts and indicate the technology for watching video.</p> <p><i>You can decide what more you want to find out about owls—maybe you want to know more about their <b>habitat</b>, or where they live.</i></p>

	<p><i>Researchers read. Look through the books, watch a video, and think about what you find. In a book, when you find a page that is interesting, use one of these sticky notes to flag it. This way you will remember where you found the information.</i></p> <p>Model flagging a page that is interesting.</p> <p><i>Researchers also write and draw about the information they discover.</i></p> <p>Model writing and drawing about a piece of information.</p>
<b>During Centers</b>	<p>Notice what children are interested in. Remind them to flag pages they find interesting. Encourage them to write and draw about what they discover. Engage children in conversation to share with each other new information they discover.</p>
<b>Facilitation</b>	<ul style="list-style-type: none"> <li>● What are you trying to find out about owls?</li> <li>● What have you discovered?</li> <li>● What texts did you use?</li> <li>● How are you recording your research?</li> </ul>
<b>Standards</b>	<p><b>R.11.K.b</b> With prompting and support, compare and contrast the experiences of characters in two or more familiar texts.</p> <p><b>R.11.K.d</b> With prompting and support, compare and contrast two texts on the same topic.</p> <p><b>SL.1.K.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p>

<b>Notes</b>	
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