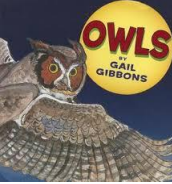
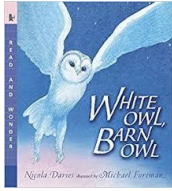


## Unit 2: Animals and Habitats

## WEEK 6 At a Glance

### Texts



### Read Aloud

Day 1: *White Owl, Barn Owl*, Read 3  
Day 2: *White Owl, Barn Owl*, Read 4  
Day 3: *Owls*, Read 1  
Day 4: *Owls*, Read 2  
Day 5: *Owls*, Read 3

### Centers *Gather children's work for the end of Unit 2 Showcase of Learning*

Art Studio Table: Animal Sculptures with Beautiful Stuff 1 (Days 2-5)  
Art Studio Easel: Pastel Woodlands (Days 1-5)  
Blocks: Owl Habitats (Days 3-5)  
Dramatization: Acting *Owl Moon* in the Woodland (Days 3-5)  
Library & Listening: Researching Owls (Days 1-5)  
Discovery Table: Owl Nests (Days 4-5)  
Writing & Drawing: Writing Information about Owls 1 (Days 4-5)

### Writing:

**Phonics:** Follow Guide

**Shared Reading:** "Six Little Speckled Frogs"

### Stations

Strategic Small Group Instruction  
Reading: Independent and Partner Reading  
Pocket Chart: "The Very Wise Owl"  
Listening & Speaking: Talk time; Listen & Respond (*White Owl, Barn Owl*)  
Writing: *Owl Moon* and *White Owl, Barn Owl*  
Word Work: Letter/Sound Hunt; Picture Match Beginning Sounds; Picture Match Ending Sounds

**Storytelling/ Story Acting** Children dictate stories and act them out.

**Math:** Follow Guide

At a Glance U2 W6



flexible

<https://jooinn.com/gymnast.html>



rely

[lynsatterinstitute.org/how-to-feed/child-feeding-ages-and-stages/child-development-ages-and-stages-2/](https://lynsatterinstitute.org/how-to-feed/child-feeding-ages-and-stages/child-development-ages-and-stages-2/)

Read Aloud Vocabulary U2 W6



focus

<https://digital-photography-school.com/tips-shooting-out-of-focus-cityscape-bokeh-images-blue-hour/>



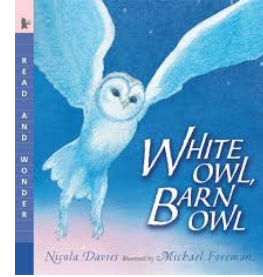
communicate

<https://www.today.com/parents/should-kids-be-forced-write-thank-you-notes-1B8057224>

Read Aloud Vocabulary U2 W6

Unit 2: Animals and Habitats

WEEK 6 Day 1



**Read Aloud**  
*White Owl, Barn Owl*, Read 3 of 4 (pages 6-27)

<b>Big Idea</b>	Animals need food, water, and air to survive.
<b>Unit Question</b>	How do animals grow and change over time?
<b>Guiding Question</b>	What do animals need to survive?
<b>Content Objective</b>	I can use fact boxes to learn information about owl bodies and behaviors. (R.4.K, R.6.K.a, R.6.K.b)
<b>Language Objective</b>	I can ask and answer questions about how an owl’s behaviors and body help it survive. (SL.2.K.a)
<b>Vocabulary</b>	<p><b>hollow:</b> empty on the inside</p> <p><b>patient:</b> able to wait without getting upset</p> <p><b>slim:</b> thin</p> <p><b>raise:</b> to lift</p> <p><b>rare:</b> very few of something, not many</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>White Owl, Barn Owl</i>, Nicola Davies</li> <li>● <i>White Owl, Barn Owl</i> vocabulary cards</li> <li>● sticky notes and a marker to record children’s questions</li> </ul>
<b>Opening</b>	<p>Review the text and set a purpose for the read.</p> <p><i>We’ve read White Owl, Barn Owl and now we know that the grandfather was trying to provide shelter for a family of owls. Nicola Davies did something special with her writing—she gave us extra information that supports what’s happening in the story. Today we are going to read that information.</i></p>

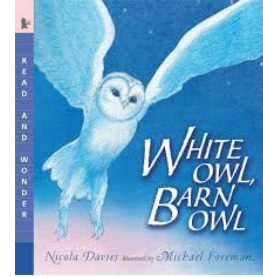
	<i>Your job is to gather details about the behaviors and adaptations that help the owl to survive.</i>
<b>Text and Discussion</b> 12 minutes  page 6	For today’s read, conduct a picture walk, stopping to read and discuss the fact boxes. Do not read the narrative.
page 7	<i>If something is <b>hollow</b>, it is empty on the inside. Empty tree trunks can provide shelter for owls and other birds and animals.</i>
page 9	<i>A perch is a place that a bird can land and rest on.</i>
page 10	<i>The illustrator is showing us what an owl pellet looks like when it’s opened up. What do you see in the illustration?</i> Harvest a few responses and model observations as needed. <i>Coughing up pellets is a special adaptation because the owl swallows the prey whole. An owl cannot digest the fur or bones, so the owl spits them up.</i>
page 12	<i>If the owl can fly for miles to find food, I can see why it would be important to be patient if you are waiting to see one. They could be out looking for food, and they probably wouldn’t come back until they found some.</i>
page 17	<i>It seems like owls have special adaptations that give them really strong hearing and sight. That must come in handy for hunting small prey at night.</i>  Invite children to Turn and Talk. <i>These fact boxes are giving us so much information! Turn to your partner and share one of the owl’s amazing adaptations you’ve learned today.</i>
page 19	<i><b>Slim</b> means thin. Why is it important that their bones are hollow?</i> Harvest a few responses before modeling comprehension of the fact box.
page 20	<i>Owls’ feathers and the shape and size of their bodies are also important adaptations. What important information did we just learn?</i> Harvest a few responses before modeling comprehension of the fact box.  <i>What are you wondering about how owls’ bodies work?</i> Harvest a few responses and record children’s questions on sticky notes.
page 22	<i>Talons are the sharp claws on owls’ feet. They are designed to catch</i>

	<i>and help tear apart prey.</i>								
page 27	<i>I remember that salmon go back to their spawning grounds. Owls also go back to the places where they were born, if it's still safe enough.</i>								
<b>Key Discussion and Activity</b> 6 minutes	<p>Invite children to Think, Pair, Share.</p> <p><i>Owls are really amazing creatures! They have so many special adaptations that help them survive in the wild. Think through all that we've read today and tell your partner one thing you learned about owls that you find really interesting.</i></p> <p><i>Now share with your partner something you are wondering about owls.</i></p> <p>During the whole group share, record children's questions on sticky notes. These questions will be revisited on Week 6 Day 3.</p>								
<b>Closing</b>	<i>Today we read the fact boxes in this book to learn more about owls. There is one more section to read that will help us understand why the barn owl needs protection and what we can do about it.</i>								
<b>Standards</b>	<p><b>R.4.K</b> Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p><b>R.6.K.a</b> With prompting and support, identify characters and settings and major events in a story.</p> <p><b>R.6.K.b</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>SL.2.K.a</b> 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>								
<b>Ongoing assessment</b>	<p>Listen to children's responses during the partner and whole group discussion.</p> <p>Do children recall key details from the fact boxes?</p> <p>Do children engage in back and forth dialogue while building off each other's ideas in the partner talk?</p> <p>What information about owls do children find interesting?</p>								
<b>Center Activities</b>	<table border="1"> <tr> <td><b>Art Studio</b></td> <td>Children create pastel woodland scenes.</td> </tr> <tr> <td><b>Blocks</b></td> <td>Children build owl habitats.</td> </tr> <tr> <td><b>Dramatization</b></td> <td>Children act out <i>Owl Moon</i>.</td> </tr> <tr> <td><b>Library &amp;</b></td> <td>Children research owls.</td> </tr> </table>	<b>Art Studio</b>	Children create pastel woodland scenes.	<b>Blocks</b>	Children build owl habitats.	<b>Dramatization</b>	Children act out <i>Owl Moon</i> .	<b>Library &amp;</b>	Children research owls.
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<b>Library &amp;</b>	Children research owls.								

	<b>Listening</b>	
	<b>Discovery Table</b>	Children make owl nests.
	<b>Writing &amp; Drawing</b>	Children draw and write information books about owls.

**Notes**

WEEK 6 Day 2



**Read Aloud**  
***White Owl, Barn Owl***  
 Read 4 of 4 (pages 24-29)

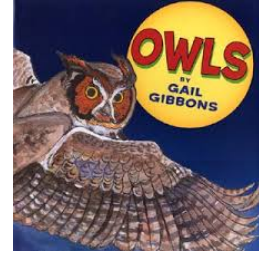
<b>Big Ideas</b>	<p>All animals grow and change over time.</p> <p>Humans can harm or help the environment through their presence. Humans have a responsibility to act as stewards, protectors and advocates for the environment.</p>
<b>Unit Question</b>	How do animals grow and change over time?
<b>Guiding Questions</b>	Why is it important to protect the environment?
<b>Content Objective</b>	<p>I can use fact boxes to learn information about owl nesting and offspring. (R.6.K.a, R.6.K.b)</p> <p>I can explain the reasons the author gives as to why owls need protection. (R.10.K)</p>
<b>Language Objectives</b>	I can use key details from the text to state reasons that barn owls need protection. (SL.2.K.b)
<b>Vocabulary</b>	<p><b>hollow:</b> empty on the inside</p> <p><b>patient:</b> able to wait without getting upset</p> <p><b>slim:</b> thin</p> <p><b>raise:</b> to lift</p> <p><b>rare:</b> very few of something, not many</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>White Owl, Barn Owl</i>, Nicola Davies</li> <li>● <i>White Owl, Barn Owl</i> vocabulary cards</li> </ul>



<p><b>Opening</b> 1 minute</p>	<p>Review the text and set a purpose for the read. <i>The grandfather in White Owl, Barn Owl had a plan all along. He knew that if they built a nest box, owls would come and nest—or raise their young—inside it.</i></p> <p><i>Today we’ll reread the text boxes that teach us about the owl babies, and we’ll read to find out more about nest boxes. Yesterday we saw how Nicola Davies included extra information in the text, but she’s also written a note in the back. Let’s read to hear her message.</i></p>
<p><b>Text and Discussion</b> 12 minutes pages 24-27</p>	<p>Reread the informational text only on pages 24-27.</p> <p><i>What is important to know about barn owls and their offspring?</i></p>
<p>page 28</p>	<p>Read the title of the author’s note then read the first sentence. <i>Modern means that something is happening now. It’s the opposite of old-fashioned.</i></p> <p>Continue to read through the end of the first paragraph. <i>What do you think it means that the grassland is being plowed up?</i></p> <p>Harvest a few responses and model thinking as needed. <i>Because old barns and fields are being plowed up, the owls’ habitats are being destroyed. They can’t survive because it’s getting harder to find food or safe places to nest. The population, or the number of owls, is getting less and less. Barn owls are becoming <b>rare</b>.</i></p> <p>Continue to read the second paragraph. <i>What do you think the author means by the nest box is “sturdy?” and weather proof?</i></p> <p>Harvest a few responses and model thinking as needed. <i>This picture shows two different kinds of nest boxes. This one [point to the top left nest] is like the one in the story and protects owls from wind and rain. It is a good shelter for outside. This one [point to the bottom right next] is intended to be in a barn or other protected place, as long as humans and predators can’t get to it.</i></p>
<p>page 29</p>	<p><i>Wow, setting up a nest box seems like a great way to help protect owls and their babies!</i></p>
<p><b>Key Discussion and Activity</b> 6 minutes</p>	<p>Invite children to Think, Pair, Share. <i>How is the nest box helpful to the family of owls in this story?</i></p> <p>Gather children for a whole group discussion.</p>

	<p><i>Why does Nicola Davies, the author, think people should build nest boxes?</i></p> <p>Reread key excerpts of the author’s note as needed and support children to build off each other’s ideas.</p>												
<b>Closing</b> 1 minute	<i>We will continue learning about owls with a new text tomorrow.</i>												
<b>Standards</b>	<p><b>R.6.K.a</b> With prompting and support, identify characters and settings and major events in a story.</p> <p><b>R.6.K.b</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>R.10.K</b> With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts.</p> <p><b>SL.2.K.b</b> Ask and answer questions in order to seek help, gather information, or clarify something that is not understood.</p>												
<b>Ongoing assessment</b>	<p>Listen to children’s responses during the partner and whole group discussion.</p> <p>Do children name the reasons why barn owls need protection?</p> <p>Do children identify ways to help or name resources for getting more information?</p>												
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<b>Library &amp; Listening</b>	Children research owls.												
<b>Discovery Table</b>	Children make owl nests.												
<b>Writing &amp; Drawing</b>	Children draw and write information books about owls.												

<b>Notes</b>
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WEEK 6 Day 3

**Read Aloud**  
***Owls***  
 Read 1 of 6, Pages 1-7

<b>Big Idea</b>	Like humans, animals are part of interdependent communities that are affected by, and adapt to, the environment that surrounds them.
<b>Unit Question</b>	How do animals grow and change over time?
<b>Guiding Question</b>	How do animals form communities, work together, and use and adapt to their environments, and how is this similar to and different from what people do?
<b>Content Objectives</b>	I can retell key details in an informational text about owls. (R.5.K.a, R.5.K.b)  I can ask and answer questions about owls. (R.4.K)
<b>Language Objective</b>	With a partner, I can discuss information I am learning about owls. (SL.1.K.b)
<b>Vocabulary</b>	<b>powerful:</b> strong <b>flexible:</b> able to bend <b>focus:</b> see something clearly <b>rely:</b> to need something <b>communicate:</b> to send and receive messages
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>Owls</i>, Gail Gibbons</li> <li>● globe or world map</li> <li>● cube towers (or other objects) that represent 2 different lengths: 5 inches and 33 inches</li> <li>● chart paper</li> </ul> On the chart paper, prepare the Owls KWLM chart, prepared with questions from Week 6, Day 1

<b>Owls</b>			
<b>K</b> What We <u>K</u> now	<b>W</b> What We <u>W</u> onder  [write questions from Week 6, Day 1]	<b>L</b> What We've <u>L</u> earned	<b>M</b> What We Want to Know <u>M</u> ore About

**Opening**  
3 minutes

Introduce the text.  
*Today we will continue to use informational text to learn about owls. We will record our learning in this chart. It has places to record what we know, what we wonder, what we've learned, and what we want to know more about.*

*What are some of the things we know about owls so far? Let's write those down here under What We Know.*

Write 3-5 ideas on the chart.

*The What We Wonder section already has some questions in it. I wrote down the great questions you asked about owls.*

Review the questions.

Set a purpose for the read.  
*We will begin reading Owls by Gail Gibbons. Owls is written as a report. Today we will read the parts that introduce us to owls. While I read I want you to listen for important details about owls. We will add these details under What We've Learned on our chart. The information you hear might make you think of new questions, and we can add those under What We Wonder.*

**Text and Discussion**  
9 minutes  
page 5

*What is something you learned about owls?*

Harvest a few responses and record on the chart.

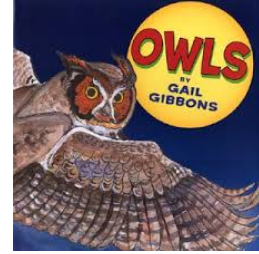
*I remember from our other books that frogs are amphibians and that salmon are vertebrates. Gail Gibbons says that owls are raptors, or birds that eat meat. That's something I just learned. Let's add that to our chart.*

Direct children's attention to supportive text features.

	<p><i>Look right here. Gail Gibbons uses labels and identifies the talons on this Great Horned Owl to show us how the talons can grab meat.</i></p>
<p>page 6</p>	<p><i>There are seven different continents in the world. A continent is a large area of land. The seven continents are Asia, Africa, North America, South America, Antarctica, Europe, and Australia. We live here in North America. Antarctica is at the South Pole and it is very very cold. It is too cold for owls to live in.</i></p> <p>Support knowledge building by referencing a world map or globe.</p> <p>Record new learning on the chart.  <i>Here's something else I just learned Owls live all over the world except Antarctica. I'm going to add that to What We've Learned on our chart.</i></p>
<p>page 7</p>	<p><i>What is something you learned about owls?</i></p> <p>Harvest a few responses and record on the chart.</p> <p>Support knowledge building by using a model. Display the cube sticks.  <i>The tiniest owl, the Elf Owl, is only 5 inches tall. That's about the same height as this cube stick. The largest owl, the Great Gray Owl, is 33 inches tall! That's the same height as this cube stick.</i></p>
<p><b>Key Discussion and Activity</b> 6 minutes</p>	<p>Invite children to Think, Pair, Share.  <i>We just learned some interesting information about owls. What else can we add to our chart? What did you learn about owls?</i></p> <p>Harvest 2-3 more responses and add the ideas to the chart. Prompt as needed by returning to the illustrations and words that show the key details from the text.</p> <p>Engage children in a whole group discussion.  <i>What part of the text helped you learn that new information?</i></p> <p><i>What other questions do you still have about owls?</i></p> <p>Harvest responses. Encourage children to name the page or details from the text that inspired their question. Record under What We Wonder.</p>
<p><b>Closing</b> 1 minute</p>	<p><i>I cannot wait to read more tomorrow. We have so many wonderful questions! If we keep reading, I'm sure we'll find some answers.</i></p>
<p><b>Standards</b></p>	<p><b>R.4.K</b> Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p><b>R.5.K.a</b> Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p>

	<p><b>R.5.K.b</b> Retell key details of text with prompting and support, including the main topic.</p> <p><b>SL.1.K.b</b> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>												
<p><b>Ongoing assessment</b></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><b>Center Activities</b></p>	<table border="1"> <tr> <td data-bbox="451 653 678 720"><b>Art Studio</b></td> <td data-bbox="678 653 1406 720">Children create pastel woodland scenes.</td> </tr> <tr> <td data-bbox="451 720 678 787"><b>Blocks</b></td> <td data-bbox="678 720 1406 787">Children build owl habitats.</td> </tr> <tr> <td data-bbox="451 787 678 854"><b>Dramatization</b></td> <td data-bbox="678 787 1406 854">Children act out <i>Owl Moon</i>.</td> </tr> <tr> <td data-bbox="451 854 678 963"><b>Library &amp; Listening</b></td> <td data-bbox="678 854 1406 963">Children research owls.</td> </tr> <tr> <td data-bbox="451 963 678 1073"><b>Discovery Table</b></td> <td data-bbox="678 963 1406 1073">Children make owl nests.</td> </tr> <tr> <td data-bbox="451 1073 678 1182"><b>Writing &amp; Drawing</b></td> <td data-bbox="678 1073 1406 1182">Children draw and write information about owls.</td> </tr> </table>	<b>Art Studio</b>	Children create pastel woodland scenes.	<b>Blocks</b>	Children build owl habitats.	<b>Dramatization</b>	Children act out <i>Owl Moon</i> .	<b>Library &amp; Listening</b>	Children research owls.	<b>Discovery Table</b>	Children make owl nests.	<b>Writing &amp; Drawing</b>	Children draw and write information about owls.
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<b>Discovery Table</b>	Children make owl nests.												
<b>Writing &amp; Drawing</b>	Children draw and write information about owls.												

**Notes**



WEEK 6 Day 4

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

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

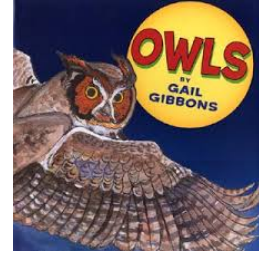
<p><b>Opening</b> 1 minute</p>	<p>Introduce the text and set a purpose for the read. <i>Yesterday, we read the first few pages of Owls by Gail Gibbons. We learned some new information about owls.</i></p> <p><i>Today we'll use text features, illustrations and words to learn information about owls' body 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><b>Text and Discussion</b> 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 <b>flexible</b>.</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 <b>focus</b>, 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 <b>rely</b> 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>
<b>Key Discussion and Activity</b> 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>
<b>Closing</b> 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>
<b>Standards</b>	<p><b>R.5.K.a</b> Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p> <p><b>R.5.K.b</b> Retell key details of text with prompting and support, including the main topic.</p> <p><b>R.11.K.a</b> With prompting and support, describe the relationship between illustrations and the text.</p> <p><b>R.11.K.c</b> With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts.</p> <p><b>SL.2.K.a</b> 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><b>Ongoing assessment</b></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><b>Center Activities</b></p>	<table border="1"> <tr> <td data-bbox="451 468 678 531"><b>Art Studio</b></td> <td data-bbox="678 468 1406 531">Children create pastel woodland scenes.</td> </tr> <tr> <td data-bbox="451 531 678 594"><b>Blocks</b></td> <td data-bbox="678 531 1406 594">Children build owl habitats.</td> </tr> <tr> <td data-bbox="451 594 678 657"><b>Dramatization</b></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"><b>Library &amp; Listening</b></td> <td data-bbox="678 657 1406 762">Children research owls.</td> </tr> <tr> <td data-bbox="451 762 678 867"><b>Discovery Table</b></td> <td data-bbox="678 762 1406 867">Children make owl nests.</td> </tr> <tr> <td data-bbox="451 867 678 972"><b>Writing &amp; Drawing</b></td> <td data-bbox="678 867 1406 972">Children draw and write information about owls.</td> </tr> </table>		<b>Art Studio</b>	Children create pastel woodland scenes.	<b>Blocks</b>	Children build owl habitats.	<b>Dramatization</b>	Children act out <i>Owl Moon</i> .	<b>Library &amp; Listening</b>	Children research owls.	<b>Discovery Table</b>	Children make owl nests.	<b>Writing &amp; Drawing</b>	Children draw and write information about owls.
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<b>Writing &amp; Drawing</b>	Children draw and write information about owls.													

**Notes**



WEEK 6 Day 5

**Read Aloud**  
***Owls***  
 Read 3 of 6, Pages 14-18

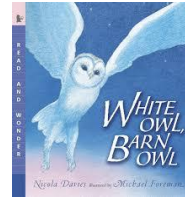
<b>Big Idea</b>	Animals need food, water, and air to survive.
<b>Unit Question</b>	How do animals grow and change over time?
<b>Guiding Question</b>	What do animals need to survive?
<b>Content Objective</b>	I can use key details from text features, illustrations, and words to describe key information about how owls eat. (R.5.K.a, R.5.K.b, R.11.K.a, R.11.K.c, K-LS1-1.)
<b>Language Objective</b>	I can seek to learn more information by asking questions (L.1.K.c)
<b>Vocabulary</b>	<p><b>powerful:</b> strong</p> <p><b>flexible:</b> able to bend</p> <p><b>focus:</b> see something clearly</p> <p><b>rely:</b> to need something</p> <p><b>communicate:</b> to send and receive messages</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>Owls</i>, Gail Gibbons</li> <li>● <i>Owls</i> vocabulary cards</li> <li>● Owls KWLM chart, from Day 3</li> <li>● <a href="https://www.youtube.com/watch?v=hIKo42iPslg">Slow-Mo Barn Owl in Flight video</a> (<a href="https://www.youtube.com/watch?v=hIKo42iPslg">https://www.youtube.com/watch?v=hIKo42iPslg</a>)</li> <li>● 3 sticky notes</li> </ul> <p>Write the following on the sticky notes:</p> <ul style="list-style-type: none"> <li>○ silent wings</li> <li>○ light bones</li> <li>○ talons</li> </ul>

<p><b>Opening</b> 1 minute</p>	<p>Introduce the text and set a purpose for the read.  <i>We're reading Owls by Gail Gibbons. The first section of this book was the introduction to owls. The next section described structures including the neck, eyes, and ears of the owl. Today we'll read about one behavior and two more structures: silent wings and light bones.</i></p> <p><i>Today we'll use text features, illustrations and words, to learn information about how owls hunt and eat. We'll mark key details with sticky notes again today. We'll continue adding new learning to the chart, but we'll also add our questions today while we're reading. Readers and scientists continue to ask questions even when they are becoming experts on a topic.</i></p>
<p><b>Text and Discussion</b> 12 minutes page 14</p>	<p><i>Prey is an animal that gets eaten by another animal.</i></p> <p><i>Silent wings that do not make any noise are a really important structure for hunting. Let's mark silent wings with a sticky note.</i></p>
<p>page 15</p>	<p><i>Hollow, or empty, light bones, are an important structure for hunting because an owl can swoop down from the sky on silent wings and then lift off again quickly.</i></p> <p>Invite children to share wonderings.  <i>What are you wondering about owl's bones and wings?</i>  Harvest a few responses and record on the chart.</p>
<p>page 16</p>	<p><i>What is something you have learned about owls that help them hunt and eat?</i></p> <p>Harvest a few responses and record on the What We've Learned part of the chart.</p> <p>Use the illustration to reinforce comprehension.  <i>I see the owl is swooping down and using its talons to grab this snake right out of the grass. Let's use a sticky note to mark talons as an important structure for hunting.</i></p>
<p>page 18</p>	<p><i>We read about pellets in White Owl, Barn Owl. The grandpa took the pellet apart, just like these scientists. You can tell what an owl ate by examining the bones inside the pellet. We will have an opportunity to examine real owl pellets soon.</i></p>
<p><b>Key Discussion and Activity</b> 6 minutes</p>	<p>Invite children to Think, Pair, Share.  Prompt 1: <i>How do owls' wings and talons help them survive?</i></p> <p>Prompt 2: <i>What are you wondering about how owls hunt and eat?</i></p>

	<p>Harvest a few responses and record ideas on the chart. Prompt as necessary by returning to illustrations and key details from the text.</p> <p>As time permits, invite children to see the Slow-Mo Barn Owl in Flight video demonstrating an owl’s silent wings and invite a few reactions.</p>								
<b>Closing</b>	<p><i>We’ve learned so much about how adult owls survive! Tomorrow we’ll learn about owls’ offspring.</i></p>								
<b>Unit Question Chart</b> 3 minutes	<p>Refer to the Unit Question Chart.</p> <p><i>We have been thinking about this question: How do plants and 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' bodies grow to have special structures that help them survive.</p>								
<b>Standards</b>	<p><b>R.5.K.a</b> Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p> <p><b>R.5.K.b</b> Retell key details of text with prompting and support, including the main topic.</p> <p><b>R.11.K.a</b> With prompting and support, describe the relationship between illustrations and the text.</p> <p><b>R.11.K.c</b> With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts.</p> <p><b>L.1.K.c</b> Understand and use question words (interrogatives) (e.g. who, what where, when, how)</p> <p><b>K-LS1-1.</b> Observe and communicate that animals (including humans) and plants need food,water, and air to survive. Animals get food from plants or other animals. Plants make their own food and need light to live and grow.</p>								
<b>Ongoing assessment</b>	<p>Listen to children’s responses during the partner and whole group discussion.</p> <p>Do children ask questions that seek to learn new information?</p> <p>Do children retell information learned, and cite evidence from the text?</p> <p>What understandings do children demonstrate about owls?</p>								
<b>Center Activities</b>	<table border="1"> <tr> <td data-bbox="451 1539 678 1602"><b>Art Studio</b></td> <td data-bbox="678 1539 1409 1602">Children create pastel woodland scenes.</td> </tr> <tr> <td data-bbox="451 1602 678 1665"><b>Blocks</b></td> <td data-bbox="678 1602 1409 1665">Children build owl habitats.</td> </tr> <tr> <td data-bbox="451 1665 678 1728"><b>Dramatization</b></td> <td data-bbox="678 1665 1409 1728">Children act out <i>Owl Moon</i>.</td> </tr> <tr> <td data-bbox="451 1728 678 1833"><b>Library &amp; Listening</b></td> <td data-bbox="678 1728 1409 1833">Children research owls.</td> </tr> </table>	<b>Art Studio</b>	Children create pastel woodland scenes.	<b>Blocks</b>	Children build owl habitats.	<b>Dramatization</b>	Children act out <i>Owl Moon</i> .	<b>Library &amp; Listening</b>	Children research owls.
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<b>Blocks</b>	Children build owl habitats.								
<b>Dramatization</b>	Children act out <i>Owl Moon</i> .								
<b>Library &amp; Listening</b>	Children research owls.								

	<b>Discovery Table</b>	Children make owl nests.
	<b>Writing &amp; Drawing</b>	Children draw and write information about owls.

**Notes**



## WEEK 6 Day 2

### Art Studio: Animal Sculptures with Beautiful Stuff 1

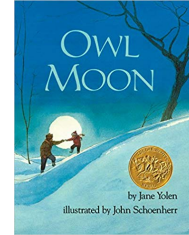
Children create animal sculptures using recycled and natural materials.

<b>Big Ideas</b>	Humans can harm or help the environment through their presence. Humans have a responsibility to act as stewards, protectors and advocates for the environment.
<b>Guiding Question</b>	Why is it important to protect the environment?
<b>Vocabulary</b>	<p><b>recycle:</b> to use waste for something new</p> <p><b>collect:</b> to gather together</p> <p><b>create:</b> to make</p> <p><b>adhesive:</b> something used to stick things together</p> <p><b>sculpture:</b> a three-dimensional work of art</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● sorted materials</li> <li>● trays</li> <li>● photos of children’s Beautiful Stuff creations</li> <li>● photos of children’s block frogs and habitats</li> <li>● books and other images of frogs, fish, salmon, and owls</li> <li>● adhesives such as liquid glue and masking tape</li> </ul> <p>As in previous weeks, set out the materials with trays. Organize the glue and tape within easy reach. Lay out the images or have them available digitally so children can access them for inspiration.</p>
<b>Intro to Centers</b>	<p><i>This week in the Art Studio, you can use the recycled materials in Beautiful Stuff to create sculptures of frogs, fish, salmon, or owls. Already, you have used blocks to make frogs and habitats.</i></p> <p>Show images of block frogs and habitats.</p> <p><i>What do you notice about what you did with blocks?</i></p> <p>Harvest a couple of responses.</p> <p><i>I wonder what materials you will use to create other animals and their habitats. Share your ideas with a partner.</i></p>

	<p>Circulate and listen to children’s ideas. Harvest a couple of ideas in the whole group.</p> <p><i>For inspiration, you can look at the books we have been reading, along with these images.</i></p> <p>Show some of these resources.</p> <p><i>I can’t wait to see your work. Remember to collaborate, and to document your creations.</i></p>
<b>During Centers</b>	<p>Talk with children as they decide what to make and which materials to use. Invite them to talk with each other and share strategies. Talk with them about the images, the materials the artists may have used, and what effects they achieved.</p> <p>Offer children tools for documenting their work (camera, clipboard and paper). Invite them to tell stories about their creations.</p>
<b>Facilitation</b>	<ul style="list-style-type: none"> <li>● What animal are you choosing to represent? Why?</li> <li>● What materials are you going to use to make the _____?</li> <li>● What inspired you?</li> <li>● What do you notice about other children’s work?</li> <li>● How is working with these materials similar to or different from working with blocks?</li> <li>● How else could you use the materials?</li> <li>● What else do you need?</li> </ul>
<b>Standards</b>	<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> <p><b>SL.4.K</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p><b>(Boston Standards) VA.K.V.Cr.01.</b> Generate and conceptualize artistic ideas and work. Experiment with a wide variety of both two- and three-dimensional materials, including recycled/repurposed ones after looking at images from several artists who use those materials.</p>

<b>Notes</b>
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WEEK 6 Day 1

**Art Easel: Pastel Woodlands**

Children explore a specific pastel technique to represent woodland scenes, inspired by *Owl Moon*.

<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 Question</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>medium:</b> the material used by an artist</p> <p><b>blend:</b> to mix together</p> <p><b>technique:</b> a way of doing something</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● children’s work from the previous week, 2-3 samples</li> <li>● <i>Owl Moon</i>, Jane Yolen and Jon Schoener</li> <li>● paper in different colors and sizes</li> <li>● pastels</li> </ul> <p>Note: Soft pastels or Cray–Pas are recommended for children.</p> <ul style="list-style-type: none"> <li>● books with pastel illustrations and/or other blended techniques</li> <li>● Blending with Pastels (resource)</li> </ul> <p>Set up books at the art table, along with paper and pastels.</p>
<b>Intro to Centers</b>	<p><i>Last week, we explored a new medium, pastels. Let’s look at some of our work.</i></p> <p>Provide quiet time for children to look at their classmates’ artwork.</p> <p><i>What do you notice?.</i></p> <p>Invite a few responses. Encourage children to be specific in their comments. Share specific examples of children’s discoveries from the previous week.</p>

	<p><i>You will work with pastels again this week. Here is a resource that can support your work. It shows us a specific <b>technique</b> that you might try with the pastels, <b>blending</b>.</i></p> <p>Show the step by step visuals, and demonstrate the process.</p> <p><i>Let's look again at Owl Moon. What do you notice about Jon Schoener's artwork?</i></p> <p><i>Today in the Art Studio you will illustrate woodlands using pastels. Perhaps you will try using this blending technique. Again, if you need help or inspiration, Owl Moon will be at the Art Studio, along with a few other interesting books.</i></p>
<b>During Centers</b>	<p>Children create illustrations of woodlands with pastels. Refer children to the visuals to support the development of the blending technique. Talk with the children about what they are choosing to represent, the colors they are using, and how they feel about the results.</p>
<b>Facilitation</b>	<ul style="list-style-type: none"> <li>● How will you represent the woodland?</li> <li>● How might the illustrations from <i>Owl Moon</i> inspire your work?</li> <li>● What strategies are you using?</li> <li>● What do you notice about the pastels?</li> <li>● How can you create the _____?</li> <li>● How is this medium different from _____ (crayons, colored pencils, paint)?</li> </ul>
<b>Standards</b>	<p><b>R.6.K.a</b> With prompting and support, identify characters settings and major events in a story.</p> <p><b>R.6.K.b</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>R.11.K.a</b> With prompting and support, describe the relationship between illustrations and the text.</p> <p><b>R.11.K.c</b> With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts.</p>

**Notes**

## Blending with Pastels

- Build the pastels from light colors to dark colors.
- Use the lightest color to smooth and blend.

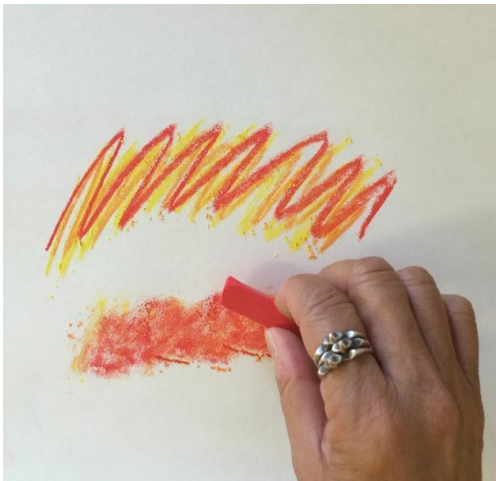
1. Choose a few colors.  
Use the lightest color pastel.



2. Layer the next lightest color  
over the previous color.



3. Layer the darkest color.



4. With the lightest color pastel,  
go back over all the colors. This  
will blend all the colors together.

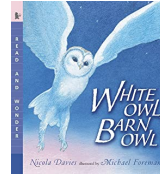


You can also experiment with using a darker color first,



and then use a lighter color to smooth and blend into the dark color.





**Blocks: Owl Habitats**

Using photographs and illustrations for reference, children build habitats for owls.

<b>Big Idea</b>	Animals need food, water and air to survive.
<b>Guiding Question</b>	How do animals form communities, work together, and use and adapt to their environment, and how is this experience similar and different to what people do?
<b>Vocabulary</b>	<b>habitat:</b> a place where animals live <b>characteristic:</b> an identifying quality or trait of a person or animal
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>Owl Moon</i>, Jane Yolen Flag a page that depicts the woods.</li> <li>● <i>White Barn, Barn Owl</i>, Nicola Davis Flag pages 6-7.</li> <li>● <i>Owls</i>, Gail Gibbons Flag pages 11, 17, and 21, depicting what owls need to survive.</li> <li>● chart paper</li> <li>● markers Title the chart paper “What Owls Need.”</li> <li>● Owl Habitat Images (some provided) Display images in the Block center.</li> <li>● informational books about animals and animal habitats</li> <li>● slips of paper</li> <li>● pencils</li> <li>● clipboards</li> <li>● figurines of owls, purchased or child-made</li> <li>● Beautiful Stuff, especially natural materials such as sticks or twigs Place the Beautiful Stuff in a small basket.</li> </ul>
<b>Intro to Centers</b>	<p><i>We have been learning a lot about owls. What are some owl <b>characteristics</b>, or important features of owls, that you remember?</i></p> <p>Provide time for children to turn and talk.</p>

	<p><i>Remember when you made habitats for frogs and fish in the Blocks Center? Now you will build habitats for owls! Let's look at the book Owls to remember what kind of habitat owls live in and what they need to survive. We will make a list of your ideas to help with your building.</i></p> <p>Hold up <i>Owls</i>. Show flagged pages, drawing attention to the sources of food and other features that might be included in the habitat. Have the children turn and talk to share their ideas about owl habitats. Invite a few children to share ideas in the whole group and add these to the chart paper.</p> <p><i>This is a great start! Let's also look at White Owl, Barn Owl and Owl Moon to see what more information we can find.</i></p> <p>Repeat the process for these two texts.</p> <p><i>We will put this list in the Blocks Center for you to reference as you build a habitat for owls. There are also some photographs to inspire you.</i></p> <p><i>When you are finished building part of the habitat, use paper and markers to make signs that tell other people about the parts of your habitat.</i></p> <p><i>If you want to save your habitat and keep working on it tomorrow, make another sign that says 'save' and write your name.</i></p>
<b>During Centers</b>	<p>Inspired by the texts and posted images, children construct habitats using blocks and other materials, collaboratively or independently. Encourage children to add written elements to their structures (signs and labels) and to document their work through drawing or photographs.</p> <p>Offer materials for children to construct animal figurines that can be used in the center. Owl figurines could be made from Beautiful Stuff, paper, or clay.</p>
<b>Facilitation</b>	<ul style="list-style-type: none"> <li>● Tell me about this part of your habitat. Why is it important?</li> <li>● What do you notice in the picture that gives you ideas for your habitat?</li> <li>● What types of blocks will you use to construct the owl habitat? What additional materials could you use?</li> <li>● What do owls need in their habitat to be healthy?</li> <li>● How can you represent those things using blocks or other materials?</li> <li>● Could a person live in this habitat? Why or why not?</li> </ul>
<b>Standards</b>	<p><b>R.4.K</b> Ask and answer questions with prompting and support about who, what, when, where and how.</p>

**R.6.K.a** With prompting and support, identify characters and settings and major events in a story.

**R.6.K.b** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

**K-LS1-1.** Observe and communicate that animals (including humans) and plants need food, water, and air to survive. Animals get food from plants or other animals. Plants make their own food and need light to live and grow.

**Notes**

## Owl Habitat Images



<https://phys.org/news/2019-08-habitat-endangered-owls-decline-mount.html>



<https://www.change.org/p/city-of-vernon-mayor-akbal-mund-save-the-habitats-of-vernon-s-endangered-species-from-development>

Centers U2 W6





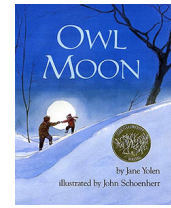
<https://pellet.com/blogs/news/owls-where-they-live-and-what-they-eat>



<https://www.owlworlds.com/owl-habitat/>

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WEEK 6 Day 3



**Dramatization: Acting out *Owl Moon* in the Woodland**

The Dramatization Center has become a woodland in which children dramatize animals and the role that humans have in protecting frogs, fish, owls, and wolves.

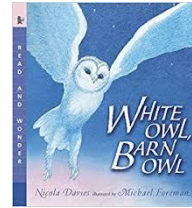
<b>Big Ideas</b>	Humans can harm or help the environment through their presence. Humans have a responsibility to act as stewards, protectors and advocates for the environment.
<b>Guiding Questions</b>	Why is it important to protect the environment? What more do you want to learn about animals and their habitats? How and where can you find this information? How do animals form communities, work together, and use and adapt to their environments, and how is this similar to and different from people?
<b>Vocabulary</b>	<b>woods:</b> an area of land covered with growing trees, smaller than a forest <b>woodland:</b> woods; land covered with trees <b>shadow:</b> a shape cast by light <b>stare:</b> to look straight at something for a long time <b>setting:</b> where and when a story takes place <b>meadow:</b> an area of land covered with grass <b>owling:</b> going out at night into nature to look for owls ( <i>particular to this context</i> ) <b>brave:</b> not afraid, showing courage
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>Owl Moon</i>, Jane Yolen</li> <li>● construction paper</li> <li>● markers and/or paint</li> <li>● Beautiful Stuff</li> <li>● tape and/or glue</li> <li>● fabric and clothespins</li> </ul> <p style="text-align: center;">Bring the fabric and clothespins to the Intro to Centers.</p>

<p><b>Intro to Centers</b></p>	<p><i>Let's remember some of what you have been doing in the Dramatization Center. What books have you been referring to?</i></p> <p>Gather a few responses.</p> <p><i>We have been learning a lot about owls, and last week you started making trees for our classroom woodland.</i></p> <p><i>This week, you can begin to use the space for acting out the story of Owl Moon. If I were going to do this, what kind of clothing should I wear?</i></p> <p>Using children's suggestions, model putting on this clothing.</p> <p><i>Turn and talk to your partner about what else I might need to act out the story of Owl Moon.</i></p> <p>Harvest children's ideas. Refer to specific ideas and invite children to act out these and other scenes from the story.</p> <p><i>This is what you can do today in the Dramatization Center—act out scenes from Owl Moon. I can't wait for you to show me how you go owling!</i></p>
<p><b>During Centers</b></p>	<p>As children dramatize scenes from <i>Owl Moon</i>, looking for an owl on a cold winter night, it may be helpful to act as the narrator, or to ask the children to do so. Consider offering other appealing materials to further their ideas.</p> <p>Take observational notes about children's dramatization. Use these notes and photos during the Showcase of Learning in Week 10.</p>
<p><b>Facilitation</b></p>	<ul style="list-style-type: none"> <li>● How would you need to dress to go into the woods at night?</li> <li>● Is there anything you need to take with you going owling or looking for animals?</li> <li>● What else might you see when going owling?</li> <li>● If you were going owling, would you go with anyone else, or by yourself? What might the other person or people do?</li> <li>● How could you act out being an owl?</li> <li>● Is there anything else the woodland needs? How could you add that?</li> <li>● Where can you find information about the different types of owls you might see?</li> </ul>
<p><b>Standards</b></p>	<p><b>SL.1.K.a</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p><b>R.5.K.a</b> Retell familiar texts with prompting and support, including details about who, what, when, where and how.</p> <p><b>R.5.K.b</b> Retell key details of text with prompting and support, including the main topic.</p>

	<b>K-LS1-1.</b> Observe and communicate that animals (including humans) and plants need food, water, and air to survive. Animals get food from plants or other animals. Plants make their own food and need light to live and grow.
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**Notes**

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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WEEK 6 Day 4

## Discovery Table: Nests

Children explore available materials and build nests.

<b>Big Ideas</b>	<p>Like humans, animals are part of interdependent communities that are affected by, and adapt to, the environment that surrounds them.</p> <p>Through shared or independent research, people gather, organize, and analyze information about the world to think critically and gain understanding.</p>
<b>Guiding Questions</b>	<p>What more do you want to learn about animals and their habitats? How and where can you find this information?</p> <p>What do animals need to survive?</p>
<b>Vocabulary</b>	<p><b>habitat:</b> a place where animals live</p> <p><b>natural:</b> coming from nature, not made by humans</p> <p><b>protect:</b> to keep safe from harm</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>Owls</i>, Gail Gibbons Flag pages 21 and 26.</li> <li>● small trays or pieces of cardboard, for bases</li> <li>● a large collection of Beautiful Stuff for building nests, including but not limited to:             <ul style="list-style-type: none"> <li>○ thin sticks and twigs</li> <li>○ leaves</li> <li>○ long strands of grass</li> <li>○ ribbon</li> <li>○ yarn</li> <li>○ feathers</li> <li>○ shredded paper</li> </ul> </li> <li>● material for securing nests, such as clay, mud, or liquid glue (can be watered down)</li> </ul>

	<ul style="list-style-type: none"> <li>● paintbrushes</li> <li>● wooden or plastic eggs, or real, empty (blown) eggshells</li> <li>● bird or owl figurines, store bought or child-created</li> <li>● Owl Nest Images (some provided)</li> <li>● informational texts and other images featuring birds’ nests</li> </ul> <p>To build the needed Beautiful Stuff collection (featuring natural materials), consider asking families and colleagues to contribute, and/or gathering materials from a local park, yard, or wooded area.  <b>IMPORTANT NOTE:</b> Be aware of and exclude potential allergens.</p> <p>At the Discovery Table, set up each workspace with a base and paintbrush. Place the Beautiful Stuff collection in the center of the table.</p>
<p><b>Intro to centers</b></p>	<p><i>We have been reading and learning about one family of birds—owls. Owls and many other kinds of birds build nests. Let’s take a look.</i></p> <p>Hold up the books <i>Owls</i> and show the flagged pages. Show the Owl Nest images.</p> <p><i>What do you notice?</i></p> <p><i>Why do you think owls and other birds build nests? Why might nests be an important part of an owl’s habitat? Turn and talk to a partner.</i></p> <p>Provide time for children to talk. Invite a few responses.</p> <p><i>Nests <b>protect</b> owls and their eggs; nests keep them safe. Nests are a comfortable place for birds’ eggs to develop and for baby birds to live.</i></p> <p><i>This week at the Discovery Table, there are some natural materials you can use to construct nests. <b>Natural</b> materials come from nature, they are not made by people. Birds build nests in all kinds of different shapes and sizes and with different kinds of materials.</i></p> <p>Show some of the available materials.</p> <p>Show the collected texts and images.</p> <p><i>Before you build, you might do some research. When you do, you might notice that certain kinds of birds construct certain kinds of nests that work particularly well for them.</i></p> <p><i>I want to show you something important. Birds carefully weave materials together, and they also use natural adhesives. This is the adhesive you will use (glue/clay/mud). It will help secure your materials, or hold them together, as you build your nests. You can use paintbrushes to apply the glue.</i></p>



	<p>Model.</p> <p><i>With these materials, you could construct a nest by yourself, or you may choose to collaborate with a partner to make a nest.</i></p>
<b>During Centers</b>	<p>Children select materials and build nests. Nests can be created by layering materials such as twigs, leaves, and grass. Support children to add glue/clay/mud to bind their materials together. Encourage them to reference non-fiction books and photographs while building.</p> <p>Constructing nests will be quite challenging for some children. Facilitate conversations between children as they ask for help with solving problems and to share ideas about strategies that worked well.</p> <p>Invite dramatic play as children use model birds and eggs to act out life in a nest, or nest-building.</p>
<b>Facilitation</b>	<ul style="list-style-type: none"> <li>● Why do birds construct nests?</li> <li>● What materials do they use? Why?</li> <li>● What do you notice about the different kinds of nests birds build?</li> <li>● What kind of nest do you want to build?</li> <li>● What kind of bird might live in your nest?</li> <li>● Which materials will you use?</li> <li>● Will you work alone or collaborate with others?</li> </ul>
<b>Standards</b>	<p><b>SL.2.K.a</b> 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><b>K-LS1-1.</b> Recognize that all plants and animals grow and change over time.</p>

**Notes**

## Owl Nest Images

### Great Horned Owl



<https://greathornedowl.net/great-horned-owl-nest/>



<https://www.owlpages.com/owls/articles.php?a=11>

Centers U2 W6 Owl Nest images

## Great Grey Owl



<https://birds.fieldmuseum.org/media-gallery/detail/376/1121>



<https://www.hbw.com/ibc/photo/northern-long-eared-owl-asio-otus/nest-eggs>

Centers U2 W6 Owl Nest images



WEEK 6 Day 4

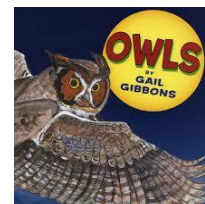
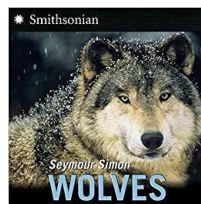
**Writing & Drawing: Writing Information about Owls 1**

Children draw and write information about owls.

<b>Big Ideas</b>	<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>
<b>Guiding Questions</b>	<p>How do animals form communities, work together, and use and adapt to their environments, and how is this similar to and different from people? What more do you want to learn about animals and their habitats? How and where can you find this information?</p>
<b>Vocabulary</b>	<p><b>fiction:</b> literature that describes imaginary characters and events</p> <p><b>information:</b> facts</p> <p><b>research:</b> to find out about a topic</p> <p><b>collaborate:</b> to work together</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● pencils and other writing and drawing tools</li> <li>● writing paper with and without lines, cut in two sizes</li> <li>● blank paper</li> <li>● construction paper</li> </ul> <p>Use construction and blank paper to make a couple of blank books, as examples, if needed.</p> <ul style="list-style-type: none"> <li>● collection of informational books featuring owls</li> <li>● images of owls</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> <p>Arrange paper, construction paper, and writing and drawing tools so that</p>

	children can easily access them. Set out books and images.
<b>Intro to Centers</b>	<p><i>Last week you were writing <b>stories</b> about owls. Today you can begin writing <b>information</b> you have learned about owls. Here are some books, images, and videos you could use to collect information and decide what you might include in your writing.</i></p> <p>Show some of these resources.  <i>Share with a partner some facts about owls you might include in your writing.</i></p> <p>Give children time to exchange ideas, and then harvest a few responses.</p> <p><i>You can choose to write on pages of paper, or to make a small book.</i></p> <p>Show the sample books.</p> <p><i>As always in Centers, you can collaborate with others on your writing, or you can work on your own.</i></p>
<b>During Centers</b>	Support children’s thinking about what they want to communicate about owls. Help them reference books and videos and sort information they find. Encourage children to collaborate, identifying roles and productive exchange of ideas. Offer to scribe for children who would benefit.
<b>Facilitation</b>	<ul style="list-style-type: none"> <li>● What facts do you know about owls?</li> <li>● What other information are you finding here?</li> <li>● What else would you like to learn about owls?</li> <li>● How are you going to communicate this information about owls?</li> <li>● Do you prefer to write stories about animals or to write facts? Why?</li> </ul>
<b>Standards</b>	<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> <p><b>R.6.K.a</b> With prompting and support, identify characters and settings and major events in a story.</p> <p><b>R.6.K.b</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>W.3.K.b</b> Use a combination of drawing and writing to communicate a topic.</p>

<b>Notes</b>	
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WEEK 6 Day 1

**Writing Report**  
 Deconstruction: General Nouns  
 Individual Construction

<b>Content Objective</b>	I can use research to write a report. (W.K.2, W.K.7, W.K.8)
<b>Language Objective</b>	I can tell and write information using the third person and general nouns. (L.K.1, L.K.1c)
<b>Vocabulary</b>	<p><b>general:</b> naming a group; not specific</p> <p><b>information:</b> facts or details about a subject</p> <p><b>noun:</b> a word that names a person, place, thing, or idea</p> <p><b>report:</b> a genre of writing whose purpose is to organize information about a topic</p> <p><b>research:</b> to get information about something</p> <p><b>the third person:</b> writing that uses pronouns like <i>he, she, it, or they</i></p> <p><b>title:</b> the name of a piece of writing</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>Owls</i>, Gail Gibbons</li> <li>● <i>Wolves</i>, Seymour Simon</li> <li>● general nouns cards, copy as needed for each group If children are writing about other animals, write the plural noun for each of those animals on the blank cards.</li> <li>● Report anchor chart, from Week 4, Day 2</li> <li>● children’s Writing folders, including body structures diagrams</li> <li>● research bins, including texts, animal research sheets, writing tools, and sticky notes, from Week 6, Day 2</li> <li>● Report Observation Tool, one copy for each child</li> </ul>
<b>Opening</b> 1 minute	<i>You began turning your research into writing by drawing and labeling a diagram of your animal’s body. Before you continue writing, we need to learn more about the language writers use in reports.</i>

**Deconstruction**  
8 minutes

Hold up *Owls* and *Wolves*.

*Let's look at the titles of these two texts. This book is called *Owls* and this is called *Wolves*. Gail Gibbons writes about all owls, and Seymour Simon writes about all wolves.*

Open *Owls* to page 5 and read the page.

*Gail Gibbons gives information about owls in general, not one particular owl, so she uses the plural of the word owl. That means she writes "owls" [emphasize the /z/], instead of "owl"—more than one owl.*

*When you are writing in general about an animal, the type of word you use is called a general noun.*

Show the general nouns card: owls.

Hold up *Wolves*.

*Seymour Simon does the same thing. He gives information about all wolves, so he writes "wolves" [emphasize the /z/], instead of "wolf"—more than one wolf.*

Show the general nouns card: wolves.

*How do you say more than one frog?*

Show the general nouns card: frogs.

*How do you say more than one fish?*

*"Fish" is a special word, because you can say "fish" for one fish or "fish" for more than one fish.*

Show the general nouns card: fish.

Practice with any other animals children are writing about.

*Each group will get one of the cards I just showed you, to help you as you write about your animal.*

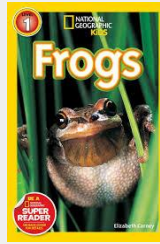
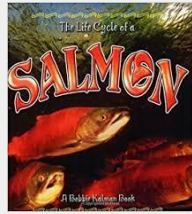
*Let's add information about general nouns to our Report anchor chart.*

Show the Report anchor chart. Add "Language:" and attach the language cards below. See the following example.

**Report**

**Purpose:** to organize information about a topic

**Examples:**



**Stages:**

general statement



Salmon are fish.

information organized in subtopics

Contents	
What are salmon?	4
From water and cold water	4
Salmon species	5
An adult's body	10
What is the cycle?	12
Eggs and fertilization	14
Adaptation	14
Fry and parr	16
Smolt	16
Use the ocean	20
On the way	20
Ready to return	26
Return to nature	26
Helping nature	28
Common and facts	30

summarizing comment (optional)

**Language:**

the third person



Salmon are fish.

general nouns



**Individual Construction**  
20 minutes

*Last week you communicated information about your animal's body structures by drawing a diagram. Today you will write a sentence that communicates more about its body structures. Let's practice by talking. Think about what you know about your animal's body structures. In your head, practice saying something about that animal in the third person, like an expert, and using a general noun. For example, I could say, "Fish use gills to breathe."*

*When you have an idea for what you would like to tell your partner, put a silent thumbs up in front of your chest.*

Model the silent signal. Allow children several minutes to prepare for telling information; then guide them to Think, Pair, Share.

As the children talk to their partners, circulate to support them.

*Now you will write the sentence you told to your partner.*  
Send the children to write in their groups. Add the general nouns card to each group's research bin.

**Closing**

*Tomorrow you will continue writing your report.*



1 minute	
<b>Standards</b>	<p><b>W.K.2.</b> Use a combination of drawing, dictating, writing to compose informative/explanatory texts that name and supply some information about a topic.</p> <p><b>W.K.7.</b> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p><b>W.K.8.</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>L.K.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned previously.</p> <p><b>L.K.1c.</b> Form regular plural nouns orally by adding /s/ or /es/.</p>
<b>Ongoing assessment</b>	As children write, circulate and take notes on the Report Observation Tool, focusing on The Third Person and Nouns.

**Notes**

general nouns cards

fish

frogs

owls

wolves

Writing U2 W6 D1

Report anchor chart images

language

## the third person



### What are salmon?

Salmon are fish. Fish are vertebrates. A vertebrate is an animal that has a backbone. A backbone is a row of bones in the middle of an animal's back. Like most fish, salmon are bony fish. Bony fish have hard skeletons.



These salmon are bony fish. Clown fish, eels, goldfish, and most other fish are also bony fish.

Salmon are fish.

## general nouns



Writing U2 W6 D1

## Report Observation Tool

Child's Name: \_\_\_\_\_

	Yes, date observed and notes	Not Yet, notes and next steps
Stages		
<b>General Statement:</b> introduces and classifies the topic of the report		
<b>Subtopics:</b> information is grouped into subtopics; subtopics are ordered logically		
Language (children may demonstrate appropriate language choices orally or through writing)		
<b>The Third Person:</b> the third person is used to demonstrate expertise and to achieve a formal tone appropriate for the audience		

	<b>Yes</b> , date observed and notes	<b>Not Yet</b> , notes and next steps
<b>Nouns:</b> general nouns are used, naming a group or class, rather than something specific		

Suggestions for Week 8 revisions, based on observations

WEEK 6 Day 2

**Writing Report**  
 Individual Construction: Subtopics  
 Joint Construction: General Statement

<b>Content Objective</b>	I can use research to write a report. (W.K.2, W.K.7, W.K.8)
<b>Language Objectives</b>	I can tell and write information using general nouns. (L.K.1c)  I can tell and write information in the third person. (L.K.1)
<b>Vocabulary</b>	<b>audience:</b> an individual or group for whom a piece of writing is composed <b>general statement:</b> the beginning of a report, which introduces and classifies the topic <b>report:</b> a genre of writing whose purpose is to organize information about a topic <b>research:</b> to get information about something <b>subtopic:</b> a smaller part of the topic
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● children’s Writing folders, including body structures diagrams and report packets, from Week 6, Day 5</li> <li>● research bins, including texts, animal research sheets, writing tools, sticky notes, and general nouns cards, from Week 6, Day 2</li> <li>● general statement sheet, one copy for each small group</li> <li>● Report Observation Tools, from Day 1</li> </ul>
<b>Opening</b> 9 minutes	<p><i>Today and for the next few days you will continue to use your research to write the subtopics of your report.</i></p> <p><i>Let’s review the process we are using to write from our research.</i></p> <p>Show the animal research sheet.  <i>We already wrote about our animals’ body structures, so today you will choose a new subtopic to write about.</i></p> <p><i>If you choose “food,” for example, you will gather all of the texts you</i></p>

	<p><i>have labeled with “F.”</i></p> <p><i>After gathering all of the texts you need, work as a group to review and talk about the pages one by one. Discuss what you learn about your animal’s food from the texts, making sure that each person has a chance to speak.</i></p> <p><i>After reviewing all of the texts, you can begin to draw and write about that subtopic individually. As you draw and write, be sure to keep in mind your <b>audience</b>, or the people who will read your writing—school community members who attend our Showcase of Learning.</i></p> <p>Ensure that children are clear about the process of identifying and discussing information before writing.</p> <p><i>While you continue to write today, I am going to come around to meet with each group. As a group, you will come up with a general statement for your reports. Remember, the <b>general statement</b> is the beginning of a report that names the topic and classifies it. For example, when we wrote our class report, our general statement was “Frogs are amphibians.”</i></p>
<p><b>Individual Construction</b> 20 minutes</p>	<p>Send children with writing folders and research bins.</p> <p>As they write, circulate to meet with small groups. Guide the group to orally construct a general statement appropriate for their animal. For example</p> <ul style="list-style-type: none"> <li>Fish are animals who swim underwater.</li> <li>Frogs are amphibians.</li> <li>Owls are raptors.</li> <li>Wolves are members of the dog family.</li> </ul> <p>Using shared writing, write each group’s general statement on the general statement sheet (or type it on the digital version). (The sheet will be copied for each child in the group, for use on Day 3.)</p>
<p><b>Closing</b> 1 minute</p>	<p><i>Tomorrow you will continue writing your subtopics.</i></p>
<p><b>Standards</b></p>	<p><b>W.K.2.</b> Use a combination of drawing, dictating, writing to compose informative/explanatory texts that name and supply some information about a topic.</p> <p><b>W.K.7.</b> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p><b>W.K.8.</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>

	<p><b>L.K.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned previously.</p> <p><b>L.K.1c.</b> Form regular plural nouns orally by adding /s/ or /es/.</p>
<b>Ongoing assessment</b>	<p>Reflect on children’s contributions to the general statement.</p> <ul style="list-style-type: none"><li>Do they name and classify the animal?</li><li>Is the information accurate?</li><li>Do they use the third person and general nouns?</li></ul>

**Notes**



Name:

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Writing U2 W6 D2

WEEK 6 Day 3

**Writing Report**  
Individual Construction

<b>Content Objective</b>	I can use research to write a report. (W.K.2, W.K.7, W.K.8)
<b>Language Objectives</b>	I can tell and write information using general nouns. (L.K.1c)  I can tell and write information in the third person. (L.K.1)
<b>Vocabulary</b>	<b>general statement:</b> the beginning of a report, which introduces and classifies the topic <b>image:</b> a representation of something in the form of a drawing, photograph, etc. <b>report:</b> a genre of writing whose purpose is to organize information about a topic <b>research:</b> to get information about something <b>subtopic:</b> a smaller part of the topic
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● general statement sheets, from Day 2 Before the lesson, copy the sheets so that each child has the page appropriate to their animal.</li> <li>● children’s Writing folders, including body structures diagrams and report packets, from Week 6, Day 5</li> <li>● research bins, including texts, animal research sheets, writing tools, sticky notes, and general nouns cards, from Week 6, Day 2</li> <li>● Report Observation Tools, from Day 1</li> </ul>
<b>Opening</b> 1 minute	<p><i>Today and for the next few days you will continue to use your research to write your report.</i></p> <p>Show one general statement sheet. <i>I copied each group’s general statement. Your job is to add an image that introduces your animal and best matches the words on the page.</i></p>

	<p><i>After completing your general statement, you will continue to work on your subtopics.</i></p> <p>If necessary, review the process for turning research into writing.</p>
<p><b>Individual Construction</b> 19 minutes</p>	<p>Send children with materials to write. As children work, circulate to support them and to assess their work. Take notes about children’s writing using the Report Observation Tool. These notes will be used to plan for lessons on Days 4-5 and for revisions in Week 8.</p> <p>Identify a child to present his writing and receive feedback using Thinking and Feedback.</p>
<p><b>Closing</b> 10 minutes</p>	<p>Have the children put away their papers in their writing folders and bring the class back together. Use Thinking and Feedback for one child’s work. Record suggestions on sticky notes to place in the child’s writing folder.</p> <p><i>Tomorrow you will continue writing your reports.</i></p> <p>After the lesson, review the Report Observation Tools. Note any trends that are emerging. Plan for individual, small group, and whole group instruction based on these needs, following the guidance outlined on Days 4-5.</p>
<p><b>Standards</b></p>	<p><b>W.K.2.</b> Use a combination of drawing, dictating, writing to compose informative/explanatory texts that name and supply some information about a topic.</p> <p><b>W.K.7.</b> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p><b>W.K.8.</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>L.K.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned previously.</p> <p><b>L.K.1c.</b> Form regular plural nouns orally by adding /s/ or /es/.</p>
<p><b>Ongoing assessment</b></p>	<p>As children write, circulate and take notes on the Report Observation Tool, focusing on The Third Person, General Nouns, and Subtopics.</p>

**Notes**

## Unit 2: Animals and Habitats

### WEEK 6 Days 4-5

During Days 4-5 children continue to write independently and to receive feedback on their work using Thinking and Feedback (see Day 3 for a detailed lesson). In addition, children's writing is assessed using the Report Observation Tool, and individual/small group/whole group lessons are added in response to children's needs.

#### **Preparation:**

Review children's Report Observation Tools. Note any trends that are emerging. Plan for individual, small group, and whole group instruction based on these needs. Areas of need may include, but are not limited to, the following.

#### Writing Report: (see the attached lessons for recommendations)

- turning research into writing
- the third person
- general nouns

#### Conventions: (no suggested lessons included)

- writing complete sentences
- including spaces between words in a sentence
- capitalization
- punctuation
- applying rules and strategies taught in Foundations (or similar program)

#### Writing Behaviors: (no suggested lessons included)

- using spelling strategies, such as tapping
- using environmental print and word walls for spelling
- re-reading own writing

Use the following sheet to plan instruction for Days 4-5. Make additional copies as necessary to plan for multiple individual or small group lessons.

**Day 4**

Target Students (individual, small group, or whole group?):

Topic:

**Day 5**

Target Students (individual, small group, or whole group?):

Topic:

## Writing Report

### Review: Turning Research into Writing

#### Materials:

- one or more research bin, from Week 6, Day 2
- drawing and writing tools
- children's Writing folders, including report packets and general statement sheets, from Week 6, Day 5

#### Process (small or whole group):

- Identify the subtopic to be written.
- Locate all of the sticky notes marking pages corresponding with that subtopic.
- Sit with a group to review each page and discuss the information it provides about the subtopic.
- Model orally rehearsing what you will write, based on the research. For example, "Frogs eat insects. Some frogs eat mice."
- Have children turn to a partner and take turns orally rehearsing what they will write.
- Assist children as they communicate the information by writing sentences and drawing detailed illustrations. Guide them to refer back to the texts to remember key details.

# Writing Report

## Deconstruction and Revision: The Third Person

### Materials:

On the whiteboard, write:

Frogs usually live in wet places.

I know that frogs usually live in wet places.

Frogs can be many different sizes.

I learned that frogs can be many different sizes.

- Report anchor chart, from Week 4, Day 2
- *Frogs*, Elizabeth Carney
- pencils
- children's Writing folders, including report packets and general statement sheets, from Week 6, Day 5

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### Process (small or whole group):

- Read the first set of sentences and ask which sounds more like an expert wrote it and why. Repeat the process with the second set of sentences.
- Reread the sentence beginning with "I learned..." Explain that this sentence is really about the writer as a learner, rather than focusing on information about frogs.
- Review what it means to write in the third person—writing just about the animal, and not writing "I" or "you."
- Show the Report anchor chart. Review the use of the third person in report—to sound like an expert.
- If needed, show more examples of the third person in *Frogs*.
- Have children review their own writing to identify places where they may have written in first or second person.
- Guide children to say the sentences aloud in a new way, in third person. Then have them revise the sentences.

## Writing Report

### Deconstruction and Revision: General Nouns

#### Materials:

- Report anchor chart, from Week 4, Day 2
- *Owls*, Gail Gibbons
- general nouns cards, from Day 1
- pencils
- children's Writing folders, including report packets and general statement sheets, from Week 6, Day 5

#### Process (small or whole group):

- Show the Report anchor chart. Review the use of general nouns in report—to name a class of things, rather than one in particular.
- Show *Owls*. Review with children that this book is about all owls, not one owl in particular. Read page 23. Together, identify the general nouns [owls, ears, facial disk feathers, disks, dish antennas, heads]. Discuss why Gail Gibbons uses general nouns: she is writing about all owls' ears, not one owl's ears.
- Have children review their writing, underlining the places where they named their animal with a singular, rather than a general, noun; for example, "frog" instead of "frogs."
- Have children reread the sentences to make sure that a general noun makes sense with the rest of the sentence. Guide them to revise their work, using the general nouns cards as a resource.



WEEK 6

Shared Reading

"Six Green and Speckled Frogs"	
<p><b>Standards:</b> R.1.K.d, R.2.K.d, R.3.K.a, R.3.K.c</p>	<p>Six green and speckled frogs, Sat on a speckled log, Eating some most delicious bugs. Yum! Yum!</p> <p>One jumped into the pool, Where it was nice and cool. Now there are five green speckled frogs. Glub! Glub!</p> <p style="text-align: right;"><i>Continue down to one.</i></p>
<p><b>Session 1</b></p>	<p><b>Opening:</b> <i>This week we are going to sing a song that many of you probably know! It's a counting song. The title of this song is "Six Little Speckled Frogs." Do you know it? Show me six fingers for the six frogs!</i></p> <p><b>Fluency:</b> Teach the song by singing it in its entirety, from six down to one, while tracking print with a pointer. Children will be able to chime in often, as the verses repeat.</p> <p><b>Meaning Making:</b> <i>What did you learn about frogs from this song? Is this new information or something we have already learned while studying frogs?</i></p>

## “Six Little Speckled Frogs”

**Standards:** R.1.K.d,  
R.2.K.d, R.3.K.a, R3.K.c

Six green and speckled frogs,  
Sat on a speckled log,  
Eating some most delicious bugs.  
Yum! Yum!

One jumped into the pool,  
Where it was nice and cool.  
Now there are five green speckled  
frogs.  
Glub! Glub!

*Continue down to one.*

### Session 2

#### Fluency:

Invite six children to act as the frogs as the class sings the song. Encourage the children to act out eating bugs and jumping off the log at the appropriate moments in the song.

#### Phonological Awareness:

*Last week we practiced saying words slowly to hear the sounds. You moved your hand down your arm as we said the words. Now we will say each sound in a word. We can tap on our arm for each sound we hear. Let's try it with the word "on."*

Model saying “/o/-/n/” and tapping the top of your arm for /o/ and the middle of your arm for /n/. Ask children to do the same. Repeat with other words with two phonemes, such as “now” and “cool.”

#### Letter-Sound Awareness:

*When we know the sound a letter makes, we can find that letter. I'm going to say some sounds, and then you will find that letter somewhere in this song. It might be at the beginning of a word or it might be at the end. Listen for the sound.*

Say /l/. Invite children to find the letter l in the song. Repeat with other target sounds and letters that children would benefit from practicing.

"Six Little Speckled Frogs"	
<p><b>Standards:</b> R.1.K.d, R.2.K.d, R.3.K.a, R3.K.c</p>	<p>Six green and speckled frogs, Sat on a speckled log, Eating some most delicious bugs. Yum! Yum!</p> <p>One jumped into the pool, Where it was nice and cool. Now there are five green speckled frogs. Glub! Glub!</p> <p style="text-align: right;"><i>Continue down to one.</i></p>
<p><b>Session 3</b></p>	<p><b>Phonological Awareness:</b> Cover the song so that children do not see the print. Say the word "six." <i>Which sound do you hear at the end of that word? Which letter would you expect to see at the end?</i> Repeat the same exercise, emphasizing the first sound, with the word "yum" (/ks/ and /y/ are target sounds this week).</p> <p><b>Fluency:</b> Show the song and invite children to sing along with the music as one child tracks the print with a pointer. Invite six different children to be the frogs if they are interested.</p> <p><b>Letter-Sound Awareness:</b> <i>We can find a word by saying it out loud and thinking about the first sound. When we know the sound a letter makes, we can find that letter. We know the first letter of a word is on the left. Who can find the word "glub"? Think about the first sound and which letter makes that sound.</i> Invite a child to find and circle or highlight the word. Repeat with "delicious," "bugs," and "jumped."</p> <p><b>Word Recognition:</b> <i>"Is" is a new high frequency word in this song [show word written on index card]. What makes it tricky is that the "s" makes the /z/ sound, instead of the /s/ sound! Let's read it!</i></p>
<p><b>Extensions</b></p>	<p><b>Word practice:</b> Write short words from the song on sticky notes or popsicle sticks, one letter on each. Give groups of children the letters and an index card with the word, invite children to work together to build the words.</p> <p><b>Phoneme segmentation practice:</b> Provide children with Elkonin boxes and chips. Say a word with two or three phonemes. Invite children to repeat each phoneme as they place a chip in each box. Ask them to run their fingers under all the chips and say the word.</p>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Six Green and Speckled Frogs



Six green and speckled frogs,  
Sat on a speckled log,  
Eating some most delicious bugs.  
Yum! Yum!

One jumped into the pool,  
Where it was nice and cool.  
Now there are five green speckled frogs.  
Glub! Glub!

Unit 2: Animals and Habitats

WEEK 6

Stations

Station	Activities	Materials Add writing and drawing tools at each station.
<b>Strategic Small Group Instruction</b>	Dedicate the majority of Stations time to strategically targeted small group instruction.	
<b>Reading</b>	Independent and Partner Reading	<ul style="list-style-type: none"> <li>● collection of high-interest picture books, including on the topic of study (animals and habitats)</li> </ul>
<b>Pocket Chart</b>	“The Very Wise Owl”	<ul style="list-style-type: none"> <li>● “The Very Wise Owl” written out on sentence strips</li> <li>● pocket chart to accommodate sentence strips</li> <li>● “The Very Wise Owl” on chart</li> <li>● “The Very Wise Owl” child copies</li> <li>● pointer</li> <li>● drawing tools, optional</li> </ul>
<b>Listening &amp; Speaking</b>	Talk Time	<ul style="list-style-type: none"> <li>● Week 6 Talk Time image and prompt</li> <li>● 1-minute sand timers, optional</li> </ul>
	Listen and Respond	<ul style="list-style-type: none"> <li>● technology for listening to recorded text</li> <li>● <i>White Owl, Barn Owl</i> recording</li> <li>● <i>White Owl, Barn Owl</i>, Nicola Davies</li> <li>● conversation prompts, cut apart</li> <li>● headphones (optional)</li> </ul>
<b>Writing</b>	<i>Owl Moon, White Owl, Barn Owl</i>	<ul style="list-style-type: none"> <li>● <i>Owl Moon</i>, Jane Yolen; <i>White Owl, Barn Owl</i>, Nicola Davies</li> <li>● writing prompt sheet, one copy for each child</li> <li>● writing and drawing tools</li> </ul>
<b>Word Work</b>	Letter / Sound Hunt (p, j, x, w, y)	<ul style="list-style-type: none"> <li>● Letter/Sound Hunt Sheets, 5 copies</li> <li>● Letter Cards, 5 sets, cut apart</li> </ul>
	Picture Match Beginning Sounds	<ul style="list-style-type: none"> <li>● Picture Match grids, in sheet protectors</li> <li>● Picture Cards, 5 sets, cut apart</li> <li>● envelopes, one for each set of cards</li> </ul>
	Picture Match Ending Sounds	<ul style="list-style-type: none"> <li>● Picture Match grids, in sheet protectors</li> <li>● Picture Cards, 5 sets, cut apart</li> <li>● envelopes, one for each set of cards</li> </ul>

**Talk Time Week 6**



<https://www.colsa.unh.edu/nhaes/article/2016/10/bobcats>

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<https://www.colsa.unh.edu/nhaes/article/2016/10/bobcats>

**Listening & Speaking Station: Talk Time U2 W6**

A bobcat shares an owl's habitat.  
What do you notice about this animal?  
What do you wonder?

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A bobcat shares an owl's habitat.  
What do you notice about this animal?  
What do you wonder?

---

A bobcat shares an owl's habitat.  
What do you notice about this animal?  
What do you wonder?

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A bobcat shares an owl's habitat.  
What do you notice about this animal?  
What do you wonder?

---

A bobcat shares an owl's habitat.  
What do you notice about this animal?  
What do you wonder?

*White Owl Barn Owl, Nicola Davies*

How was the nestbox helpful to the family of owls?

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*White Owl Barn Owl, Nicola Davies*

How was the nestbox helpful to the family of owls?

---

*White Owl Barn Owl, Nicola Davies*

How was the nestbox helpful to the family of owls?



Name: \_\_\_\_\_


**Writing Station**

Imagine yourself going out to look for owls. Draw and write about what it might be like.


A large, empty rectangular box with a thin black border, intended for a student to draw and write about their experience of looking for owls.

**Writing Station U2 W6**


**Picture Match:** Find pictures that have the same beginning sound as the picture in the center.

**Picture Match:** Find pictures that have the same beginning sound as the picture in the center.

**Picture Match:** Find pictures that have the same beginning sound as the picture in the center.

**Picture Cards Set 1:** Copy 5 sets. Cut apart and place one set in each envelope.



Word Work Station U2 W6

Picture Cards Set 2: Copy 5 sets. Cut apart and place one set in each envelope.



Word Work Station U2 W6

Picture Cards Set 3: Copy 5 sets. Cut apart and place one set in each envelope.



Word Work Station U2 W6

### Word Bank Set 1

yarn	yam	yard
window	vegetables	watch
vulture	walrus	vest

### Word Bank Set 2
























velcro	yield	yes
vet	vine	windmill
vapor	water	yawn

### Word Bank Set 3

watermelon	yolk	wallpaper
violin	volcano	yacht



# Word Bank

 <p>vegetable</p>	 <p>vet</p>	 <p>velcro</p>	 <p>vine</p>	 <p>vest</p>	 <p>volcano</p>
 <p>vapor</p>	 <p>vulture</p>	 <p>water</p>	 <p>watermelon</p>	 <p>walrus</p>	 <p>windmill</p>
 <p>watch</p>	 <p>window</p>	 <p>yarn</p>	 <p>yield</p>	 <p>yam</p>	 <p>yard</p>
 <p>yawn</p>	 <p>yolk</p>	 <p>yes</p>	 <p>violin</p>	 <p>wallpaper</p>	 <p>yacht</p>

Letter/Sound Hunt Letter Cards (p, j, x, w, y)

X	j	x	K
w	k	W	h
H	y	Y	
P	p	J	


Name: \_\_\_\_\_

## Letter/Sound Hunt


I am looking for things that begin with the sound of the letter \_\_\_\_\_. This is what I found!


I am looking for things that begin with the sound of the letter \_\_\_\_\_. This is what I found!


**Picture Match:** Find pictures that have the same **ending** sound as the picture in the center.

**Picture Match:** Find pictures that have the same **ending** sound as the picture in the center.

**Picture Match:** Find pictures that have the same **ending** sound as the picture in the center.


		

**Picture Match:** Find pictures that have the same **ending** sound as the picture in the center.



**Picture Match:** Find pictures that have the same **ending** sound as the picture in the center.

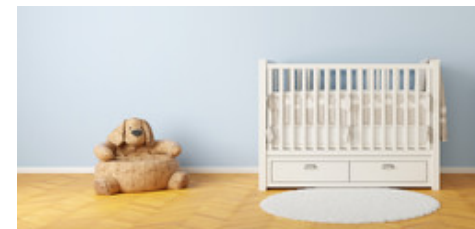
		

**Picture Cards Set 1:** Copy 5 sets. Cut apart and place one set in each envelope.



Word Work Station U2 W6

**Picture Cards Set 2:** Copy 5 sets. Cut apart and place one set in each envelope.

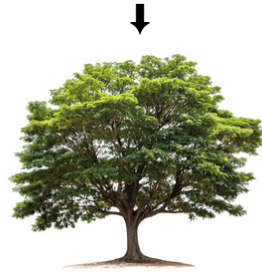


Word Work Station U2 W6

Picture Cards Set 3: Copy 5 sets. Cut apart and place one set in each envelope.



Picture Cards Set 4: Copy 5 sets. Cut apart and place one set in each envelope.



Word Work Station U2 W6

Picture Cards Set 5: Copy 5 sets. Cut apart and place one set in each envelope.



to break to fix



Word Work Station U2 W6

Word Bank Set 1		
beg	rug	tug
leg	bag	tag
rag	flag	

Word Bank Set 2		
web	cub	scrub
tub	sub	rub
rib	lab	crib

Word Bank Set 3		
sad	feed	pod
pad	bud	rod
road		

Word Bank Set 4		
pop	top	cup
trip	gap	rip
trap	help	sap

Word Bank Set 5		
rocks	fix	wax
six	fax	tracks
bricks	mix	