



Title: <i>Owls</i>	Author: Laura Marsh (Book #1) Gail Gibbons (Book #2)
Genre/Unit: informational reading; life science;	Warm Up <i>There's a Wise Old Owl</i> - Browne

Objective: Students will be able to identify the characteristics of an owl; its habitats and survival skills.

Standard(s): ELA Vocabulary Acquisition & Use (L4-6); Science Standards

Knowledge Building: an animal's body helps him to survive

Vocabulary:

Tier 2 Word	Page	Student Friendly Definition (kids.wordsmyth.net, collinsdictionary.com, Idoceonline.com)
allow	12	To let or permit
Silent/ silence	3,14	Quiet; making no sound
flexible	10	Easily bent without breaking
constantly	13	Going without stopping
characteristic	8	A usual quality or feature of someone or something
rely	13	To trust or depend on something

Tier 3 Words	
claws pellets	
talons endangered	
raptor prey	
nocturnal camouflage	

Warm Up: *There's a Wise Old Owl* – Jane Euphemia Browne

There's a wise old owl
 With a pointed nose
 Two pointed ears
 And claws for its toes
 It sits in a tree
 And looks at you
 Flaps its wings
 And says "Who? Who?"



Networks:

<p>Parts of Body</p> <p>Feathers Eyes Beak Feet Wings Claws Ears Facial disks Talons Wingspan</p>	<p>Babies</p> <p>Owlet Hatch Nesting site Incubation Egg tooth down brood</p>	<p>How They Move</p> <p>Swoop Soar Silent Roost Flutter Hover</p>
<p>Food</p> <p>Grasp Hunt Raptor Prey Nocturnal Flexible neck pellets</p>	<p>Sounds</p> <p>Bark Whistle Hiss Screech Hoot Communicate eerie</p>	<p>Need Protection</p> <p>Endangered Habitat Chemicals reserves</p>

Reading: Owls- Gail Gibbons

<p>Page #</p>	<p>Accountable Talk Vocabulary, comprehension strategies, think alouds, and student talk.</p>	<p>JOYcabulary Getting students to own their words: speaking, reading, and writing.</p>
<p>Book #2: Owls – Gail Gibbons Before Reading</p>	<p><i>Look at the list of words we will be reading in this book. Look at them as I point to each one and echo back how to say it.</i> <i>When you hear the word in the book, put your thumb on your knee. Listen carefully, some words are used more than one time!</i></p>	<p>Display the Tier Two words. Do not yet have the definitions up.</p>
<p>During Reading P. 1-9</p>	<p><i>Let's stop here a moment and think. What have we learned so far?</i></p> <p><i>Can we add anything new to our notes? Is there anything in this book that conflicts with the first one?</i></p>	<p>Call particular attention to the diagrams on P. 8-9</p>
<p>P. 10-18</p>	<p><i>We learned a lot about an owl's body. How does its body help it to hunt for food?</i></p>	<p>Jot what the children contribute and in the notes.</p>
<p>P. 19-28</p>	<p><i>Were you surprised to learn that owls do not build nests? What other new things did we learn?</i></p>	<p>jot</p>
<p>P. 29 - 31</p>	<p><i>People have affected owls in ways that are positive and negative. Let's compare & contrast.</i></p>	<p>jot</p>
<p>After Reading</p>	<p><i>Owls have given us some sayings: night owl; wise old owl. Let's think about where those sayings may have originated.</i></p>	<p>P. 32</p>



Reading: Owls - Laura Marsh

Page #	Accountable Talk Vocabulary, comprehension strategies, think alouds, and student talk.	JOYcabulary Getting students to own their words: speaking, reading, and writing.
Book #1: Owls – Laura Marsh Before Reading	<i>Let's study the cover carefully. What do you notice? What do you already know about owls?</i>	As children are discussing background knowledge in partnerships, jot what they know, think they know, and any misconceptions they may have. Keep a list of words you hear them using and not using.
Before Reading Owls – Laura Marsh	<i>How do you think this book is going to be organized? Let's look at the Table of Contents. What do you think you will learn in each part?</i>	Discuss how some chapter titles are very clear. Others are less so.
During Reading	<i>As we read, we are going to take notes on what we are learning. We are going to be alert to check if what we thought was true before we read is really true. Are there things that we thought that turn out not to be true? What new things are we learning?</i>	Build a 'Trail Map' of notes either on chart paper or large sticky notes.

Using the Book as a Mentor Text for Writing: Owls – Laura Marsh

- Question lead
- Kinds page (P7)
- Captions
- Sentence variety (P9)
- Diagram (P10-11)
- What/How (P12)
- Pronunciation key (P20)
- Close-up (P30-31)

Extensions

Would You Rather... Why?

1. allow a child or a grandpa cook your dinner?
2. be silent in a movie or a store?
3. have a flexible pencil or a flexible spoon?
4. hear someone constantly tapping or singing?
5. rely on a friend or a stranger help you with your homework?

allow



to let or permit

silent



quiet; making no noise

constantly



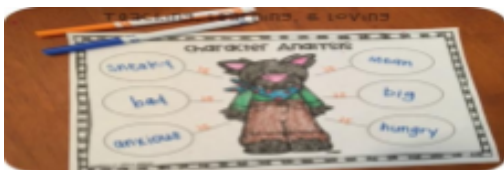
going without
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rely



to trust or depend on
something

characteristic



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a usual quality or feature of
someone or something