



Activity Guide

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Owls

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This Live Oak Readalong can be correlated to the following Common Core Anchor Standards (CCSS):

R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

R.10: Read and comprehend complex literary and informational texts independently and proficiently.

SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

The accompanying activities can be correlated to the following Common Core Anchor Standards:

R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

R.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

BEFORE LISTENING

About the Book

Owls can sound spooky, and it's rare to see one in the wild. This book explains why owls aren't often seen, and it tells what owls do when we're not looking – what they eat, how they hunt, and how they raise their young.

Activate Prior Knowledge/Build Background

Ask children if they have ever heard or seen an owl. Have volunteers explain what the owl sounded like and looked like. Encourage them to offer any information they know about owls, and write their ideas on the board. Then tell them that they will read a book that tells all about owls, the birds of the night.

AFTER LISTENING

Standards-Linked Activities

Listening/Speaking

CCSS: R.1, R.2, R.7; SL.1, SL.2

Ask children the following questions about the book. Call on volunteers to respond orally.

a. What do owls eat?

b. How do owls find their prey in the dark?

- c. Why are big owls able to fly?
- d. What kind of information do owls give with their calls?
- e. In what ways are owls different from most other birds? In what ways are they similar?

Vocabulary

CCSS: R.4; L.4, L.6

Have children look through the book or listen again to the reading to find the meaning of the following words. Ask them to write down the definition of each word as they find or hear it.

- raptor
- incubation
- clutch
- brood
- owlet
- endangered

Science: My Favorite Owl

CCSS: R.1, R7; W.2, W.7, W.8

Have children look at the many kinds of owls described on pages 6 and 7. Ask them to work in pairs to choose one kind of owl to research. Partners can use reference books or look online to find out more about the owl they have chosen. They can take notes and write a brief report with information about the owl's habits. Have pairs present their findings orally to the class.

Art: Label an Owl

CCSS: R.7; W.6, W.8

Print out copies of an owl printable from a site such as <http://www.bestcoloringpagesforkids.com/wp-content/uploads/2013/07/Coloring-Pages-Owl.gif>. Pass out one page for each child. Have children label the parts of the owl based on the information on page 8. Children can then color in their owl pictures. Display the labeled owl portraits around the classroom.

Language Arts: Owl Legends

CCSS: W.3, W.4; SL.4, SL.5, SL.6

Owls have a place in legends around the world. In many African and South and Central American cultures, they are considered bad luck. In Hinduism, the owl is ridden by the goddess Lakshmi. In the West, owls represent wisdom. Have children write their own owl legend, using one of these ideas as its basis. When they have finished their legends, they can read them aloud. If possible, film the readings to make a class recording of owl legends.

Social Studies: Owls in Your Backyard

CCSS: W.2, W.7, W.8

Have children work in groups to find out what kinds of owls are most common in the area where they live or in a place they have lived before. Ask them to choose one of the owls and look online or in reference books to find out where else the owl is found. Groups can make a map showing the range of the owl they have chosen.

On the Internet: Owl Sounds

CCSS: W.8; SL.2, .SL.4

Before you send children to do research using any of the keywords listed below, you may wish to try them yourself to be sure the sites are suitable.

Have children use the keywords *owl sounds* to find recordings of owl hoots online. Ask them to listen to one kind of owl sound and write a description of it. If the site explains what the sound indicates, have them add that information to the description. If possible, have children play their owl sounds and read their description to the class