

BARN OWLS

By - Mary Labatt

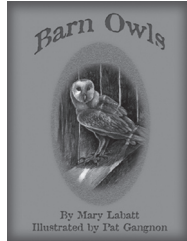
Illustrated by - Rebecca Buchanan

Genre - Report

Set 12 - 250 Words

Building Anticipation – Setting the Context

Tell the children: *This is an information book about barn owls. It doesn't tell a story; it gives us facts about barn owls.*



Initiate a discussion on what the children already know about barn owls. Together, complete the first column of a KWL (Know, Wonder, Learn) chart. A KWL chart has three columns labeled *K* (what we already *Know*), *W* (what we *Want* to Learn) and *L* (what we've *Learned*).

The first two columns are completed cooperatively before reading and the third column is completed after reading. Children can use the KWL chart on the reproducible master to make their own chart.

Introduction

Introduce the table of contents. Talk about what it is for. Have students point to the first heading, *What Barn Owls Look Like*, and track their finger to the page number. Then ask them what page they would look at to find out where and when barn owls sleep, what they eat, etc.

Picture walk the whole book and discuss it to ensure that students understand all the vocabulary and concepts. You may need to read some pages as a shared book experience.

Discussion – Book Talk

Have the children find the most interesting fact they learned about barn owls and read it to their reading partners. With their partners, have them complete the third column of the KWL chart. Reproduce the KWL chart on page 53 for this activity.

Look at the table of contents with the children again. Ask questions like: *Can you find what page tells us what baby owls are called? Make a list of other baby animals we know. Can you find the place in the table of contents that tells how barn owls find food? Look on this page to see if you can find out why barn owls need such sharp eyes.*

Discuss the features of a non-fiction text. Look at the headings, contents, index etc. that you don't find in a fiction text.

Creative Response - Independent Practice

Children can:

- learn the 5 Ws for writing a report (who, what, where, why, when). Write a report on barn owls.
- make a class book on baby animals. Each child can complete and illustrate the sentence:

A baby _____ is called a _____.

Owls have unusual digestive systems. They eat small animals like mice, and spit out the bones and things they cannot digest. You can buy dried owl pellets at a science supply store for the children to dissect so they can look for small bones and other undigested parts.

Read Aloud Connections

A Place for Owls by Katherine McKeever, Grey de Pencier, 1987.

All About Owls (non-fiction) by Jim Amosky, Scholastic, 1995.

Owl Babies (non-fiction) by Martin Waddell, Walker Books, 1992.

Owl Moon by Jane Yolen, Philomel Books, 1987.

The Man Who Could Call Down Owls by Eve Bunting, Collier Macmillan, 1984.

Learning about Language – Focused Teaching

High Frequency Words	find, because, stay, around, taking	Find these words on the word wall and in other books.
Word Families and Letter Clusters	<i>ow</i> family - owl, cow, sow, how, pow, wow <i>own</i> family - brown, frown, down, clown, gown	Make word family cards for both word families. With movable letters make words out of <i>owl</i> (<i>bowl, prowl, scowl etc.</i>) Make <i>own</i> words with movable letters.
Structural Features of Words	Silent <i>e</i> - Drop the <i>e</i> and add <i>ing</i> .	Explore the use of silent <i>e</i> . Find other words that drop the <i>e</i> and add <i>ing</i> . Make a list.

