

WHAT FLEW BY THE SCHOOL?

By - Liz Allen

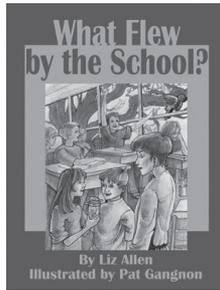
Illustrated by - Pat Gangnon

Genre – Recount, Report

Set 19 - 445 Words

Building Anticipation - Setting the Context

Make a list of the things that might go past the classroom windows. Divide the group into pairs and give them each a window in the room. Ask them to watch for a period of 5 minutes and make a list of what goes by the school. Go over the items on the list. Was there anything surprising that went past the school?



Introduction

Recall earlier books, *Barn Owls* and *Mrs. Barn Owl Helps* from set 12. Show the students the cover of the book. Ask them what animal the class is going to research? Why do you think the class chose the owl? Make a list of the ways the students in that class could do their research. Pass out the books and direct students to read to see how the students did their research and what they learned about owls.

Discussion – Book Talk

Right there questions:

Who saw the owl first? What did Mrs. Jones say they could do instead of keeping the owl for a pet?

What was the first step Mrs. Jones did with her students to start the research?

What were some facts the students knew already?

List some facts the students learned from their research.

Think and search questions:

Name the different ways the students did their research.

What is something that an owl cannot do?

Why is a Snowy Owl white?

How was the class able to have owls in their classroom?

How do owl's bones help them fly?

Why are most owls gray or brown?

On your own questions:

In your opinion, which fact was the most interesting? Why?

Why can owls hear animals moving underground?

If you were to research an animal, which way of researching would you prefer?

Why do you think owls do not live in Antarctica?

What animal would you like to know more about?

What questions do you still have about owls?

What animals do you think might go past your school?

Creative Response – Independent Practice

Research

Ask students to choose an animal to research. Reread pages 5 - 7 in the book and review the webbing procedure. Following the example

in the book ask each student do a webbing and create a list of questions they want to answer. Brainstorm ways to do research. Pass out the reproducible master. Students then use the graphic organizer to help them with research and fill in the circles. Once information is recorded on the graphic organizer, students read the information with a partner and decide in what order the information should be in their final report. Students number the ovals, 1 through 7 to indicate the order and then write the report.

Oral Language

Put the following nursery rhyme on the board. Ask the students what they think it means.

A wise old owl lived in an oak.

The more he saw the less he spoke.

The less he spoke the more he heard.

Why can't we all be like that wise old bird?

Listening Skills

Owls have very acute hearing. Ask the students to imagine that they are owls. Ask them to take a pencil and paper and go to an assigned location to sit and listen. As they listen, they record the sounds they hear. Students then return and share what they have heard.

Read Aloud and Poetry Connections

Barn Owls by Tony Johnson and Deborah Kogan Ray, Charlesbridge Publishing, 2000.

Owl Babies by Martin Waddell, illustrated by Patrick Benson, Candlewick Press, 1992.

Owl Moon by Jane Yolen, illustrated by John Schonnerr, Philomel Books, 1987.

Owls in the Family by Farley Mowat, Yearling Books, 1996.

The Owl and the Pussycat by Edward Lear, illustrated by Jan Brett. G. P. Putnam's Sons.

Related Web Sites

<http://www.angelfire.com/oh4/mybestfriendben/owl>

<http://www.caosclub.org/nsw/funstuff/mystery.html>

Learning about Language – Focused Teaching

High Frequency Words - beside, learn, already, turn, different

Interest Words - swooped, library, computer, research, feathers, beautiful, enemies, wild, hollow, hooks, underground, talons

Word Families and Letter Clusters – *ow* words: owl - *ou*: outside

Structural Features of Words - Compound words: everything, everywhere, outside, beside, something, underground, classroom

Text Features - Use of comma for a pause: *Look, Mrs. Jones!*

- Bold letters in the text: **can, fly, talons**

- Information on a chart and on a map - Use of italics

Research Project

