

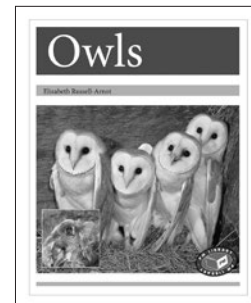
# Owls

PM Level 22

Gold

**Text Type** Information Report

**Running Words** 566



## Preparing for Guided Reading

### Orientation to the text

- Re-read *Owls in the Garden* (PM Gold Level).  
Ask students to share their knowledge of owls.  
Record the information on a 'knowledge map'.

### Prior knowledge

- Talk about animals that sleep during the day and hunt at night. What do we call these animals?

## Building the Balanced Reader

### Vocabulary

#### Key vocabulary

*edges, except, extras, presses, screech, silently*

#### Content Words

*attic, camouflage, clucking, clumsy, continent, digested, muscles, nocturnal, pellet, perching, practice, prey, protects, snoring, stomachs, tawny*

### Decoding

- Encourage automatic recognition of an expanded range of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes, syllabification, familiar words and scanning across words to assist in decoding unfamiliar words.

### Focusing on the story – guided reading

- Discuss the title and cover photograph, paying particular attention to the inset photo showing a young owl, or owlet.
- Examine the contents page. Ensure that students have an understanding of chapter headings and corresponding page numbers.
- Have the children read p. 2. Focus their attention on the word *nocturnal*. Ensure that all students have a sound understanding of this concept. Ask them whether they know of any other nocturnal animals.
- Discuss the sounds that different owls make. Encourage students to imitate them.
- Talk about the characteristics of owls, in particular their eyes. Compare them with human eyes.
- Ask students to search the text to discover the meaning of the word *camouflage*. Talk about other animals that use camouflage for protection

to ensure that all students have a sound understanding of the term. Recall the three types of owls mentioned.

### Comprehension

- What helps owls to see in the dark? (*Literal*)
- Why do owls need to have good hearing? (*Inferential*)
- How is camouflage helpful to owls? (*Applied Knowledge*)

### Follow-up activities

- Study the photograph of the owl in flight, on pp. 14–15. Discuss the shape, texture and colour of the owl's feathers. Have a variety of bird feathers available. Compare these to the ones in the photograph. Make dream catchers using the feathers.
- Have students use their books to make a 'knowledge map', recording everything that they know about owls. Discuss various methods of presenting the information.
- Study the photograph of the snowy owl on p. 6. Have students make a pencil sketch of this owl, paying particular attention to facial symmetry, colour, texture and patterning of the feathers.
- Focus on the owl's beak and egg tooth on p. 13. Discuss the many different uses of the beak and ask students to compare an owl's beak to the beaks of other birds.
- Begin a large 'Did You Know?' book with interesting facts about nocturnal animals. Add to this as students read the other books in this series and reference materials.

## Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics, syllables, familiar words, affixes and scanning across words to decode the text.
- We are learning to make predictions about the text based on our applied knowledge, personal experiences and vocabulary used in the text.
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## Success Criteria

- I can use my knowledge of high-frequency words, phonics, syllables, familiar words, affixes and scanning across words to assist me in decoding the text.
- I can predict some of the content in the text based on prior knowledge, personal experiences, and the vocabulary used in the text.
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## Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up