Doetch/Falk Formal ELA Lesson Plan

Read-Aloud Owl Moon by Jane Yolen

Standards: RL.1.1, RL1.2, RL1.10; W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.5, SL.1.6; L1.1, L.1.2, L.1.5

**Essential Guiding Questions:**

What does the author mean when she writes, “the trees stood still as giant statues?”

What does the author mean when she writes, “And when their voices faded away it was as quiet as a dream?”

What does the author mean when she writes, “The shadows. . . .stained the white snow?”

What does the author mean when she writes, “. . .an echo came threading its way through the trees?”

What is the central message? (small group)

**Lesson Objective:**

Students will listen to a Caldecott Award winning, beautifully illustrated picture book read aloud and use literacy skills (reading , writing, discussion and listening), with attention to figurative language and vocabulary, to understand the central message of this book.

**Unit Theme**

Animal Adventures/We Can Work

**Lesson Key Concepts and Skills:**

Listen, Understand and Respond to Complex Text

Figurative Language

Central Message

**Materials**:

Owl Moon by Jane Yolen

Ipads

Systematic Sequential Phonics They Use by Patricia Cunningham

Magnetic Letters/Boards

HM Anthology/HM Sound Cards

Graphic Organizers

**Links to the Past**

We have used story vocabulary to engage children in a discussion about the story and illustrations. We have used fiction and nonfiction with students to explain major differences between books that tell stories and give information. We have learned that a story happens in a certain order; first, next, then and last. We have learned that a story character often has a problem to solve.

**Links to the Future**

By the end of 1st grade, students will be able to support and reference answers to questions using specific examples from the text or illustrations using both fiction and nonfiction books. They will also be able to make a thoughtful connection that reflects a deeper understanding of the story. They will give a response and reason that reflects higher-level thinking such as synthesis or inferring.

**Vocabulary**

Read Aloud:footprints, owling, meadow, shadow, shrugged, stained, brave

Anthology: acorns, beautiful, branches, careful, different, interesting, poisonous, types

**Lesson Overview**

Read Aloud: Students will listen to the 3rd reading of Owl Moon. Students will listen for meaning of figurative language and to support their answer with evidence.

Daily 5-Students will work in small groups with teachers focusing on writing, foundations skills, phonemic awareness, and vocabulary. Students will work independently: learning phonics through making words, fluency through rereading of familiar text, writing through response to literature and science.

**Lesson**

(Adapted from the lesson by Mrs. Liben shared on Edmodo in the Read Aloud Project Group)

|  |  |
| --- | --- |
| **Questions/Activities/Vocabulary/Tasks** | **Expected Outcome or Response (for each)** |

|  |  |
| --- | --- |
| Reread the picture book *Owl Moon* stopping as follows on specific pages to draw attention to the language of the book that the author uses to tell us about the winter weather. You may want to place sticky notes in your book to assist with text-based questions. In addition, page numbers referred to in this lesson begin with page 1 being the title page and continue to page 32, the final page of the book. Page 5Reread this page and ask the students, “What does the author mean when she says the ‘trees stood still as giant statues?’”Page 6What does the author mean when she writes, “And when their voices faded away it was as quiet as a dream?”Was there a dream happening on this page?Page 16What does the author mean when she says, “The shadows…stained the white snow?”­­­Page 18The author says, “…the snow was whiter than the milk in a cereal bowl.” Why does she say that?Page 21An echo is a noise that you make that comes back to you. What does the author mean by, “…an echo came threading its way through the trees.”Page 29How long did the owl and the girl stare at each other?Was it really 100 minutes?Page 32\*What do you need when you go owling?\*Why does the girl say, “When you go owling, you don’t need words or warm or anything but hope.” | Statues don’t move or make noise. The author is comparing the trees to statues because they are not moving or making any noise. Dreams can be quiet and peaceful so the author is saying that when they stopped talking, and stood still, the sounds of the forest were very, very quiet. No, this is the way the author using words to describe the quiet.The author is talking about shadows on the ground where there is snow. Snow is white and shadows are dark or black. It looks like a stain on the snow. The white snow in this story tells us that no one else has walked on this snow. They are in the forest where no one else has walked since the last snow fell. The light from the moon is reflecting off of the white snow making it seem whiter than milk.The author means that the girl and her Pa can hear the owl answering with “Whoo-whoo-who-who-whoooo.” You hear the sound of the owl coming through the trees.[If students are still grappling with the vocabulary word threading, show them with a needle and thread. In addition, to make a connection for ELL students (total physical response) you might have a child thread his/her way through other students on the playground).]For one minute, three minutes, maybe even one hundred minutes.No, but when you’re trying hard to be patient, and you’re excited, a few minutes can seem like one hundred minutes. Hope.The important thing was that she still had hope about getting to see the owl. It was okay that she had to wait and be cold.  |

**Culminating Task/Assessment**

Small Group (taught over 2 days)

What lessons did the little girl learn when she went owling with her Pa? Write a sentence that tells one of the lessons the girl learned. Then, give examples from the story that support your thinking. (Students who have difficulty writing sentences can draw a picture illustrating the lesson learned.