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<b>Title:</b>	<b><u>Owl Moon</u></b>
Grade Levels:	2-4
Curriculum Areas:	<ul style="list-style-type: none"> <li> Language Arts</li> <li> Science</li> </ul>
Measurable Objectives:	<ul style="list-style-type: none"> <li> TSW complete a circle map with information about Owls.</li> <li> TSW read the story <u>Owl Moon</u> by: Jane Yolen</li> <li> TSW create a PowerPoint slide on a specific owl of the world.</li> <li> TSW research using the internet information and a picture of the owl.</li> <li> TSW complete the Accelerated Reader quiz on Owl Moon.</li> </ul>
LA Content Standards:	<ul style="list-style-type: none"> <li> The students will become aware of the characteristics and life cycles of organisms and understand their relationships to each other and to their environment.</li> <li> Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge</li> <li> Students demonstrate competence in speaking and listening as tools for learning and communicating</li> </ul>
Grade Level Expectations (GLE)	<ul style="list-style-type: none"> <li> Give rehearsed oral presentations that include the following: expression of an opinion about a text, topic, or idea relevant facts and details from multiple sources (ELA-4-E4)</li> <li> Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts) (ELA-4-E4)</li> <li> Use active listening strategies, including: asking questions and responding to ideas/opinions giving oral responses, such as explanations of written and/or spoken texts (ELA-4-E5)</li> <li> Locate information using organizational features of a variety of resources, including: <ul style="list-style-type: none"> <li>electronic information such as pull-down menus, icons, keyword searches, passwords, and entry menu features</li> <li>printed text such as indices, tables of contents,</li> </ul> </li> </ul>

	<p>glossaries, charts, captions, chapter headings and subheadings</p> <p>the Dewey Decimal system</p> <p>electronic and online catalogs (ELA-5-E1)</p> <ul style="list-style-type: none"> <li> Locate information from multiple sources, including books, periodicals, videotapes, Web sites, and CD-ROMs (ELA-5-E2)</li> <li> Use available electronic and print resources to draft, revise, and publish simple research reports, book reports, and other projects (ELA-5-E4)</li> <li> Compare organisms from different groups (e.g., birds with mammals, terrestrial plants with aquatic plants) (LS-E-A4)</li> <li> Describe how parts of animals' bodies are related to their functions and survival (e.g., wings/flying, webbed feet/swimming) (LS-E-A3)</li> <li> Identify the habitat in which selected organisms would most likely live and explain how specific structures help organisms to survive (LS-E-C2)</li> </ul>
<p>K12 Educational Technology Standards:</p>	<ol style="list-style-type: none"> <li>1. Technology Communication Tools (<i>Communication Foundation Skill</i>) <ul style="list-style-type: none"> <li>◆ Students use telecommunications to collaborate, publish, and interact with peers, experts and other audiences.</li> <li>◆ Students use a variety of media and formats to communicate and present information and ideas effectively to multiple audiences.</li> </ul> </li> <li>2. Technology Productivity Tools (<i>Resource Access and Utilization Foundation Skill</i>) <ul style="list-style-type: none"> <li>◆ Students use technology tools to enhance learning, increase productivity, and promote creativity.</li> <li>◆ Students use productivity tools to work collaboratively in developing technology-rich, authentic, student-centered products.</li> </ul> </li> <li>3. Technology Research Tools (<i>Linking and Generating Knowledge Foundation Skill</i>) <ul style="list-style-type: none"> <li>◆ Students use appropriate technology to locate, evaluate, and collect information from a variety of sources.</li> </ul> <p>Students use technology tools to process data and report results</p> </li> <li>4. Basic Operations and Concepts <ul style="list-style-type: none"> <li>◆ Students demonstrate a sound understanding of the nature and operation of technology systems.</li> </ul> <p>Students are proficient in the use of technology</p> </li> </ol>
<p>Technology Connection:</p>	<ul style="list-style-type: none"> <li> TV/ Flex Cam</li> </ul>

	<ul style="list-style-type: none"> <li> Computer</li> <li> Internet sites:</li> <li> <a href="http://www.owlpages.com/species/owl_names_ab.html">http://www.owlpages.com/species/owl_names_ab.html</a></li> <li> <a href="http://www.rci.rutgers.edu/~au/owl.htm">http://www.rci.rutgers.edu/~au/owl.htm</a></li> <li> <a href="http://www.owling.com/">http://www.owling.com/</a></li> <li> <a href="http://aviary.owls.com/owls.html">http://aviary.owls.com/owls.html</a></li> <li> <a href="http://www.enchantedlearning.com/subjects/birds/info/Owl.shtml">http://www.enchantedlearning.com/subjects/birds/info/Owl.shtml</a></li> <li> <a href="http://www.42explore.com/owls2.htm">http://www.42explore.com/owls2.htm</a></li> </ul>
Procedures:	<ul style="list-style-type: none"> <li> TTW begin by asking the students to help complete a circle map on owls. TSW give information they already know about owl while the teacher completes the map on the board. TSW complete the circle map at their seats.</li> <li> TTW read the story <i>Owl Moon</i> by Jane Yolen to the students using a Flex Cam to show the pictures on the TV screen.</li> <li> After reading the story, TTW tell the students that they will be researching types of owls found in the world. Each student will be assigned a type of owl. TSW research the owl using the internet. TTW remind the students to use their rubric when searching for information. Each student will complete one PowerPoint slide after their information has been gathered.</li> <li> TSW rotate to the computer and research the internet during their computer lab time. TSW rotate to the computer in their classroom to complete their slides.</li> <li> After the slides are complete, TSW view their slide show about owls. Each student will present the information contained in his or her slide. TTW encourage students to ask questions about the owls during the presentation.</li> <li> TSW also complete the Accelerated Reader quiz on Owl Moon. TSW print their TOPS report.</li> </ul>
Materials:	<ul style="list-style-type: none"> <li> White board with markers</li> <li> Computer</li> <li> TV/ Flex Cam</li> <li> Rubric</li> </ul>
Assessment:	<ul style="list-style-type: none"> <li> Completed Circle Map</li> <li> Students complete slide w/rubric</li> <li> TOPS report from AR</li> </ul>
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