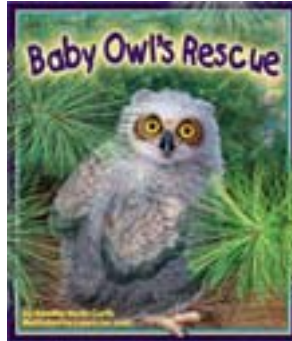


Teaching Activities

for



<u>Questions to ask before & after reading the book</u>	2
<ul style="list-style-type: none">• Questions to ask before reading the book• What do children already know? With charts• Re-read the book looking for more information• What do children already know activity conclusion	
<u>Language Arts</u>	9
<ul style="list-style-type: none">• Developing a "word wall"• Vocabulary game• Putting it all together• Suggested vocabulary list• Silly sentence structure activity• Word families (rhymes)• Sequencing sentence strips• Word search• Write about it!	
<u>Science</u>	17
<ul style="list-style-type: none">• Adaptations• Owl Photos• Science journal• Nature observation notebook• Animals all around you	
<u>Math</u>	33
<ul style="list-style-type: none">• Web statistics Great Backyard Bird Count	
<u>Geography</u>	34
<ul style="list-style-type: none">• Map identification/geography questions	
<u>Answers</u>	35
<u>Other</u>	36
<ul style="list-style-type: none">• Coloring pages	

Teaching Activities are intended for use at home, in the classroom, and during story-times.

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[Return to Top](#)

Questions to ask children before reading the book

- What do you think the book is about by looking at the cover (or one or two of the inside illustrations)? *Sometimes it is easy to tell from the cover, other times it is not.*
- What does the cover illustration show?
 - What type of animal is on the cover?
 - What are some words to describe the animal?
 - Do you think the animal is an adult or a baby? Why?
- Does the title tell you what the book is about?

What do children already know?

- Young children are naturally inquisitive and are sponges for information. The whole purpose of this activity is to help children verify the information they know (or think they know) and to get them thinking “beyond the box” about a particular subject.
- The children should write down their “concepts” (or adults for them if the children are not yet writing) on the provided chart found on the next page.
- Use the questions to get children thinking about what they already know. Feel free to add more questions or thoughts according to the child(ren) involved.

[Return to Top](#)

What do children already know about Great Horned Owls—activity chart

Ask children to write down what they think they know before reading the book. If the information is verified while reading the book, they check “yes.” If the information is wrong, they mark “no” and cross it off, then write the correct information. Have the children note how the information was verified.

<u>What do I think I know?</u>	<u>Yes</u>	<u>No</u>	<u>Verified</u>
What type of animals are owls?			Text Illustration Info in FCM Other
During what part of the day do owls sleep and when are they awake?			Text Illustration Info in FCM Other
What do owls eat?			Text Illustration Info in FCM Other
How do they get their food?			Text Illustration Info in FCM Other
What types of sounds do owls make?			Text Illustration Info in FCM Other
What do owls do when scared?			Text Illustration Info in FCM Other

[Return to Top](#)

<u>What do I think I know?</u>	<u>Yes</u>	<u>No</u>	<u>Verified</u>
What are owl pellets?			Text Illustration Info in FCM Other
What do owls have on their feet?			Text Illustration Info in FCM Other
What type of mouth do owls have?			Text Illustration Info in FCM Other
What's special about the way owls turn their heads?			Text Illustration Info in FCM Other
Which parent(s) care for the hatchlings?			Text Illustration Info in FCM Other
What is a brancher?			Text Illustration Info in FCM Other
About how old are Great Horned Owls when they start to fly?			Text Illustration Info in FCM Other
Where do Great Horned Owls build their nests?			Text Illustration Info in FCM Other

Use this chart for any other thoughts the children might have.

What do I think I know?	Yes	No	Verified
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other

[Return to Top](#)

After reading the book – writing prompts & thinking it through

- Did the cover “tell” you what the book was about?
- If not, how does the illustration on the front relate to the story?
- Draw your own cover.
- Write a song about a baby owl.
- Can you think of another title for the book?
- Did the illustrator include anything in the pictures that were not in the story or are there things hidden in the art?
- Do you think everything in the story could be true?
- Write a different ending to the story
- Does this story remind you of any other story that you’ve read? If so, what and how are they alike? How are they different?
- Have you ever had a similar experience? If so, can you describe how it was alike or different than this story?
- Do any of the characters remind you of someone that you know? If so, how?
- Describe the location of where this story took place.
- Who were the main characters? How would you describe them?
- Have you even seen an owl? If so, describe where you saw it and what it was doing (if you can remember).

Re-read the book looking for more information

Go back and re-read the book studying each page carefully.

- What facts are mentioned in the text?
- What can be seen or inferred from the illustrations that is not or are not mentioned in the text?
- What, if anything, can be inferred from the text?
- Pause during second readings and ask the child(ren) if they remember what happens next.
- What would happen if a character did something different or if something different happened to the character? Would it/could it change the story?

What do children already know—activity conclusion

- Do the children have any more questions about Great Horned Owls? If so, write them down on the chart.
- Identify whether the information was verified and how.
- If the concept is correct, make a note of how the information was confirmed (illustration, in text, or the “For Creative Minds” section)
- If the concept was not correct, what IS the correct information – with confirmation notes as above.
- If the concept was neither confirmed nor denied, look the information up in a reliable source and note where it was confirmed.
- Wrap it all up by adding notes with new information that the children learned either through the reading or the research while looking up something else.

[Return to Top](#)

Language Arts

Developing a vocabulary “word wall”

If using the book as a way to introduce a topic or subject, this is also a great way to introduce subject-related vocabulary words. If you don't have the time (or the inclination) to develop the “word wall” by playing the Vocabulary Game (below), we have provided a vocabulary list for you.

Vocabulary words for the “word wall” may be written on index cards, on a poster board, or on a chalk board. If writing on poster board or chalk board, you might want to sort into nouns, verbs, etc. right away to save a step later. Leaving the words posted (even on a refrigerator at home) allows the children to see and think about them frequently.

Vocabulary game

This activity is designed to get children thinking of vocabulary words which will then be used as the beginning vocabulary list for a science lesson.

Select an illustration and give children a specific length of time (five minutes?) to write down all the words they can think of about the particular subject. *If you do not have classroom sets of the book, it is helpful to project an illustration on a white board. Check Web site (www.SylvanDellPublishing.com) for book “previews” that may be used for this purpose.*

The children's word list should include anything and everything that comes to mind, including nouns, verbs, and adjectives. At the end of the time period, have each child take turns reading a word from his/her list. If anyone else has the word, the reader does nothing. If however, the reader is the only one with the word, he/she should circle it. While reading the list, one person should write the word on a flashcard or large index card and post it on a bulletin board or wall.

At the end, the child with the most words circled “wins.” And you have a start to your science vocabulary list. *Note if a child uses an incorrect word, this is a good time to explain the proper word or the proper usage.*

Putting it all together

The following activities may be done all together or over a period of several days.

- Continue to add words to the vocabulary list as children think of them.
- Sort vocabulary words into nouns, verbs, adjectives, etc. and write what they are on the backs of the cards. When the cards are turned over, all you will see is “noun,” etc. *(These can then be used to create silly sentences, below.)*
- Now sort the vocabulary words into more specific categories. For example, nouns can be divided into plants, animals, rocks, minerals, etc. They can be divided into living/non-living, or into habitat-related words.
- Have children create sentences using their vocabulary words. Each sentence could be written on a separate slip of paper.
- Have children (individually or in small groups) sort and put sentences into informative paragraphs or a story.
- Edit and re-write paragraphs into one informative paper or a story.

[Return to Top](#)

Baby Owl's Rescue

Suggested vocabulary list

<u>nouns</u>	<u>verbs</u>	<u>adjectives</u>
air	camouflage	big
beak	climb	big
bird of prey	crept	bright
bones	flung	feathery
brancher	fly	funny
claws	glide	fuzzy
eggs	grab	gray
eyes	hatch	long
feathers	see	nocturnal
fur	shushed	sharp
heads	soar	yellow
horns	tear	
instinct	throw up	
nest	trot	
night	turn	
noise		
prey		
talons		

[Return to Top](#)

Baby Owl's Rescue

Silly sentence structure activity

This is a fun activity that develops both an understanding of sentence structure and the science subject. Use words from the “word wall” to fill in the blanks. After completing silly sentences for fun, have children try to fill in the proper words by looking for the information in the book.

Like other owls, they are _____ . That means they
_____ at night and _____ during the day.
adjective
verb verb

A few hours after eating, they _____
of _____, _____, _____ and
other undigested parts of their meals.
verb noun
noun noun noun

Sharp, curved _____ s (claws) are used to _____

noun verb
noun

They _____ small prey whole, but will _____ larger
animals apart using their _____ and _____.
noun verb
noun noun

Large, _____ _____ help them to see at

adjective noun
noun

The _____, _____ colors and designs in the
_____ help owls to blend, or to _____ themselves
into trees.
adjective adjective
verb

They can't move their _____ s but they can _____
their _____ almost all the way around (270 degrees) to see.
noun verb
noun

[Return to Top](#)

Baby Owl's Rescue

Sequence sentence strips

Preparation: Cut into sentence strips, laminate if desired, and place in a “center.” Have children put the events in order. Children may work alone or in small groups. Cards are in order but should be mixed up when cut apart.

----- ✂ -----

Maddie and Max went outside to play.

----- ✂ -----

They heard a “clacking” noise.

----- ✂ -----

They saw a baby owl on the ground under a tree.

----- ✂ -----

They called their mother to help the bird.

----- ✂ -----

----- ✂ -----

Their mother put on gloves.

----- ✂ -----

She put the baby by the base of the pine tree.

----- ✂ -----

The baby was too small to climb the tree.

----- ✂ -----

**Maddie, Max, and their mother filled a wicker basket with
small branches.**

----- ✂ -----

Firemen arrived in a big truck.

----- ✂ -----

[Return to Top](#)

----- ✂ -----

A fireman put the basket and owl up in the tree.

----- ✂ -----

Maddie & Max's mother played a CD of owl noises.

----- ✂ -----

The mother owl found her baby in the basket.

----- ✂ -----

The mother owl left to get food.

----- ✂ -----

The mother owl returned with a mouse for the baby.

----- ✂ -----

[Return to Top](#)

Baby Owl's Rescue

Word search

Find the hidden words. Even non-reading children can try to match letters to letters to find the words!
Easy – words go up to down or left to right.

For older children, identify the coordinates of the first letter in each word (number, letter).

	A	B	C	D	E	F	G	H	I	J
1	A	Y	O	M	B	E	B	A	B	Y
2	T	S	B	O	Y	F	G	A	R	D
3	F	E	A	T	H	E	R	S	A	B
4	I	L	S	H	O	A	E	T	N	E
5	R	U	K	E	R	T	A	S	C	E
6	E	C	E	R	N	H	T	W	H	N
7	M	V	T	K	E	E	F	C	E	T
8	A	O	O	I	D	R	A	O	R	A
9	N	W	D	N	E	S	T	R	E	E
10	F	L	U	F	F	E	D	A	L	H

___, ___ GREAT
___, ___ BRANCHER
___, ___ FEATHERS
___, ___ FIREMAN

___, ___ HORNED
___, ___ FLUFFED
___, ___ MOTHER
___, ___ BASKET

___, ___ OWL
___, ___ TREE
___, ___ BABY
___, ___ NEST

[Return to Top](#)

Baby Owl's Rescue

Write about it!

Baby Owl Poem

What are some words that rhyme with "owl?" Write a poem about an owl.

There once was a baby owl

Have you ever helped an injured animal? Write a story to describe what happened.

Describe what you would do if you found an injured bird.

Science

Adaptations: Physical and Behavioral

Adaptations help animals to live in their habitat: to get food and water, to protect themselves from predators, to survive weather, and even to help them make their homes. The following is not a complete list by any means, but should help.

- Physical Adaptations:
 - body parts
 - teeth – depend on type of food it eats
 - feet, flippers, fins – ability to move
 - placement of eyes
 - how does it get oxygen (gills, lungs, osmosis)
 - body covering & insulation
 - hair
 - feathers
 - fur
 - scales
 - blubber
 - Camouflage
 - color of skin or pattern to blend into background.
 - mimicry: pretending to be something else to fool predators
- Behaviors
 - instinct: behaviors or traits that the animals are born with
 - learned behavior: traits that animals learn to improve their chances of survival or to make their life easier
 - social groups versus solitary living
 - communication with other animals
 - defense/camouflage
 - reaction to cycles (day/night, seasons, tides, etc.)
 - migration: the seasonal movement of animals from one location to another
 - hibernation: a long, deep sleep in which the animal's breathing and heartbeat are slower than usual.

Try to answer the adaptation questions for Great Horned Owls on the following pages.

[Return to Top](#)



adult



baby

(not to size)

Great Horned Owl

Have you ever seen one of these animals in real life? yes no

If so, where did you see it? _____

What are the babies called? _____

How are the animals born? hatched from eggs born alive

How many brothers and sisters might be born at the same time? _____

How big is the baby (length, height, weight, etc.) when born? _____

Who raises the young: both parents mother only father only

neither parent – the baby survives on pure instinct

What does the baby eat and for how long? _____

How long will the babies stay with the parent (if parents are involved)? _____

When is the “baby” considered an adult? _____

How will it find a mate and have babies? _____

Who prepares the nest/den/burrow and how (if applicable)? _____

Some animals are only born at specific times of the year (to coincide with food availability). This baby is born: _____ anytime of the year or _____ usually in the month of _____ or the season of _____

To what animal class does it belong? Circle the answer:

Vertebrate:

fish
mammal
bird
reptile
amphibian

Invertebrate:

arthropod (insects, crustaceans & arachnids)
sponges
flatworms
segmented worm
echinoderms
mollusk
roundworms
cnidarian

In what type of habitat and ecosystem does this animal live? _____

How does it move and what parts of its body does it use to move? _____

What are some of the behaviors that were discussed in the story? _____

How does it see? _____

How does it hear? _____

What does it eat? _____

How does it get its food? _____

Where does the animal live and does it make a "house?" (burrow, nest, etc.) _____

Does it live alone or with a group? _____

How does it "communicate" with others of its kind? _____

How does it sleep? _____

When does it sleep? _____

[Return to Top](#)

Owl Photos

Authors must do lots of research when they write books. Illustrators do too! They need to make sure that their illustrations accurately represent the animals. When working on this book, illustrator Laura Jacques was having a difficult time finding photos of young Great Horned Owls. To help out, we contacted several owl rehabilitators to ask if they had any photos of Great Horned Owl branchers and we received LOTS of really great photos at a wide variety of ages to share. Thanks to all the rehabbers who shared their photos...their names and a link to their site (if available) are below their photos. Many of these people and/or organizations have educational programs for schools or for groups. The state in which they are located are included for you in case you want to contact them.

What to look for in the photos:

- Look at the difference in the feathers. Can you tell which ones are the young ones?
- Look at the difference in the coloring. How do the feathers help them blend in to their background?
- Can you see the horn feathers on any of them?
- Look at the beak shape. How do you think it helps them eat their food?
- What color is the inside of their mouths? How many have their beaks open?
- Can you see any owls that have their heads turned around, looking backwards?
- What do you notice about their eyes?
- What do you notice about the area around their eyes?
- Can you see their ears? (Remember that the horns are NOT their ears)
- How are their faces like yours and how are they different?
- Can you see their talons? How many do they have? What do you notice about them?
- Can you see any of the owls holding onto branches? How are they holding on?
- Do you see any owls that are ruffling their feathers trying to look bigger than they are?
- Do you see any owls in a wicker basket like in the story?
- What do you notice about the one that is flying?

[Return to Top](#)



[Birds by Kim \(DE\)](#)

[Tri State Bird \(DE, PA, & MD\)](#)



[Back to the Wild Rehab \(CT\)](#)



[OK Raptors](#)

[Return to Top](#)



[Institute of Wildlife Sciences \(FL\)](#)



[Eagle Valley Raptor \(KS\)](#)



[Wildlife Rescue \(MD\)](#)



[Hungry Owl Project \(CA\)](#)



[Avian Reconditioning Center \(FL\)](#)



[Return to Top](#)



Gina Gregerson



[Havasu Wildlife Rehabilitation Center \(AZ\)](#)



[Halk Talk, Inc. \(GA\)](#)



[Heckhaven Wildlife Rehabilitation Center \(LA\)](#)



[Julie Miller \(OK\)](#)



Katie Cottrell, Clinch River Raptor Center (TN)

[Return to Top](#)



[Phoenix Wildlife Center \(MD\)](#)



[Misfits Rehab \(ME\)](#)



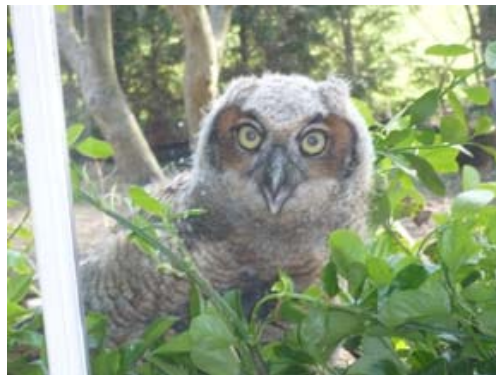
[Birds by Kim \(DE\)](#)



[Tri State Bird \(DE, PA, & MD\)](#)



CreaturSafePlace



Joe Pavia from CT

[Return to Top](#)



[Wild Care Bay Area \(CA\)](#)



[Wild Care Oklahoma](#)



[The Wildlife Center of Virginia](#)

[Return to Top](#)



[Silver Lair Sanctuary \(NY\)](#)



[Amy Freiman, New York State Wildlife Rehabilitation Council](#)



[Ohio Bird Sanctuary](#)



[Tri State Bird \(DE, PA, & MD\)](#)

[Return to Top](#)

Learned or Inherited?

Learned behavior: Behavior that is taught; by observation, practicing, or experimenting.

Inherited behavior: Behavior received from parents and ancestors through genetics, instinct; they are born knowing it.

See if you can figure out if the animal behavior is learned or inherited:

animal behavior	learned	inherited
A dog barks, a cat meows, a duck quacks.		
A dog sits when told to.		
A human baby cries.		
Animals migrate (birds, butterflies, whales)		
People smile or dogs wag tails when happy.		
Animals mark their territory (scratching, urinating, etc.)		
Birds build nests.		
A human can read.		
A puffer fish puffs up to protect itself.		
A child rides a bike.		
A human speaks a language (English, Spanish, etc.).		
A beaver cuts down trees.		
Cats quietly sneak up on prey.		

Several different animal behaviors that occurred in the story are listed below. Explain whether you think the behavior is learned or inherited and why.

The baby owl clacked to warn the children to stay away.

_____ learned _____ inherited

Earlier in the year (January), the mother and father owls called each other as they nested.

_____ learned _____ inherited

When the eggs hatched, the parents became quiet.

_____ learned _____ inherited

When scared, the baby fluffed up his feathers to look bigger.

_____ learned _____ inherited

[Return to Top](#)

Science journal

Have children draw a picture to define the vocabulary word or concept.

brancher

wingspan

bird of prey

[Return to Top](#)

nest

talons

large eyes to see at night

[Return to Top](#)

Nature observation notebook

Animals are busy around you at different times of the day or year.

Do different animals show up in your backyard at different times of day? Go in your backyard (or school playground) at different times of the day (morning, noon, evening and night) and write down the animals you see. Are they the same or different? What changes there during the day that might cause different animals to come out at different times (such as light or temperature)?

Keep a journal with the following information

- Where are you?
- What time of day is it?
- What is the weather? (clear/rainy/cloudy or hot/cold)
- What animals do you see?
- What are they doing?

Those are the animals that you can see. Are there animals that you can hear but can't see?

- What type of sounds do you hear?
- What type of animal do you think makes the sound?
- Is it one animal or many animals?

Do you think you would see the same animal at the same place and time tomorrow?

Do you see any "signs" that animals have been there?

- Feathers or bones?
- Tracks or footprints?
- Scat (poop?)
- Scratches or claw marks on trees?
- Partially eaten plants (leaves, nuts, pinecones) or other animals?
- Signs of nests or homes?

[Return to Top](#)

Animals all around you

Animals are busy around you at different times of the day or year. Make a list of some of the animals you might see around your (or a friend's) house or school. Even if you live in an urban area, keep your eyes open and you might be surprised at how many animals you might see!

Pets:

Wild Birds:

Insects (including flies, butterflies, etc.)

Wild Reptiles (snakes, lizards, turtles, etc.)

Spiders, worms, slugs

Wild Mammals (raccoons, deer, etc)

Of those animals listed, which ones fall into the following categories:

Animals with four legs: _____

Animals that fly: _____

Animals with feathers: _____

Animals with fur: _____

Animals with wings: _____

Animals that walk on two feet _____

Animals that slither or slide: _____

Animals that swim: _____

[Return to Top](#)

Math

Great Backyard Bird Count

Great Horned Owl (*Bubo virginianus*)

State/Province	2009	2008	2007	State/Province	2009	2008	2007
Alabama	28	8	5	Nevada	7	18	4
Alaska	7	10	2	New Brunswick	1		
Alberta	19	16	18	New Hampshire	1	1	
Arizona	47	37	40	New Jersey	21	14	19
Arkansas	19	20	22	New Mexico	11	16	13
British Columbia	18	23	6	New York	45	29	27
California	153	172	187	North Carolina	44	39	35
Colorado	64	47	30	North Dakota	1	14	4
Connecticut	13	20	17	Nova Scotia			4
Delaware	14	9	13	Ohio	49	22	24
Florida	91	91	59	Oklahoma	15	20	9
Georgia	66	50	37	Ontario	12	11	10
Idaho	42	57	33	Oregon	47	37	27
Illinois	40	45	27	Pennsylvania	99	62	54
Indiana	45	33	29	Quebec	7	7	6
Iowa	34	20	20	Rhode Island	3	3	2
Kansas	31	18	18	Saskatchewan	6	6	16
Kentucky	27	21	9	South Carolina	16	17	26
Louisiana	14	16	8	South Dakota	24	9	9
Maine	7	1	4	Tennessee	16	31	16
Manitoba	5	4	3	Texas	100	61	79
Maryland	35	19	23	Utah	13	20	16
Massachusetts	14	5	14	Vermont	3	4	1
Michigan	34	19	19	Virginia	41	40	15
Minnesota	44	43	19	Washington	96	68	31
Mississippi	8	13	25	West Virginia	4	2	3
Missouri	28	22	29	Wisconsin	89	52	56
Montana	63	51	35	Wyoming	22	3	18
Nebraska	25	24	31	Yukon Territory			1
total					1,828	1,520	1,307

- How many Great Horned Owls were reported for the state/province in which you live in 2009?
- In which of the three years were the most Great Horned Owls reported in your state/province?
- In which of the three years were the least Great Horned Owls reported in your state/province?
- Which state/province had the highest number of Great Horned Owls reported in 2009?
- Which state/province had the highest number of Great Horned Owls reported in 2008?
- Which state/province had the highest number of Great Horned Owls reported in 2007?
- Which state/province had the lowest number of Great Horned Owls reported in 2009?
- Which state/province had the lowest number of Great Horned Owls reported in 2008?
- Which state/province had the lowest number of Great Horned Owls reported in 2007?

[Return to Top](#)

Geography



http://www.kidzone.ws/animals/birds/great_horned_owl.htm

Great Horned Owls are only found on two continents. What are the two continents?

Do Great Horned Owls live around where you live?

Do Great Horned Owls live in the Arctic? Why do you think that might be so?

Do Great Horned Owls live in the Amazon Rainforest? Why do you think that might be so?

[Return to Top](#)

Answers

Silly Sentences:

Like other owls, they are **nocturnal**. That means they **hunt** at night and **sleep** during the day. A few hours after eating, they **throw up pellets** of **fur, feathers, bones**, and other undigested parts of their meals.

Sharp, curved **talons** (claws) are used to **grab prey**.

They **swallow** small prey whole, but will **tear** larger animals apart using their **talons** and **beaks**.

Large, **yellow eyes** help them to see at **night**.

The **brown, gray** colors and designs in the **feathers** help owls to blend, or to **camouflage** themselves into trees.

They can't move their **eyes** but they can **turn** their **heads** almost all the way around (270 degrees) to see.

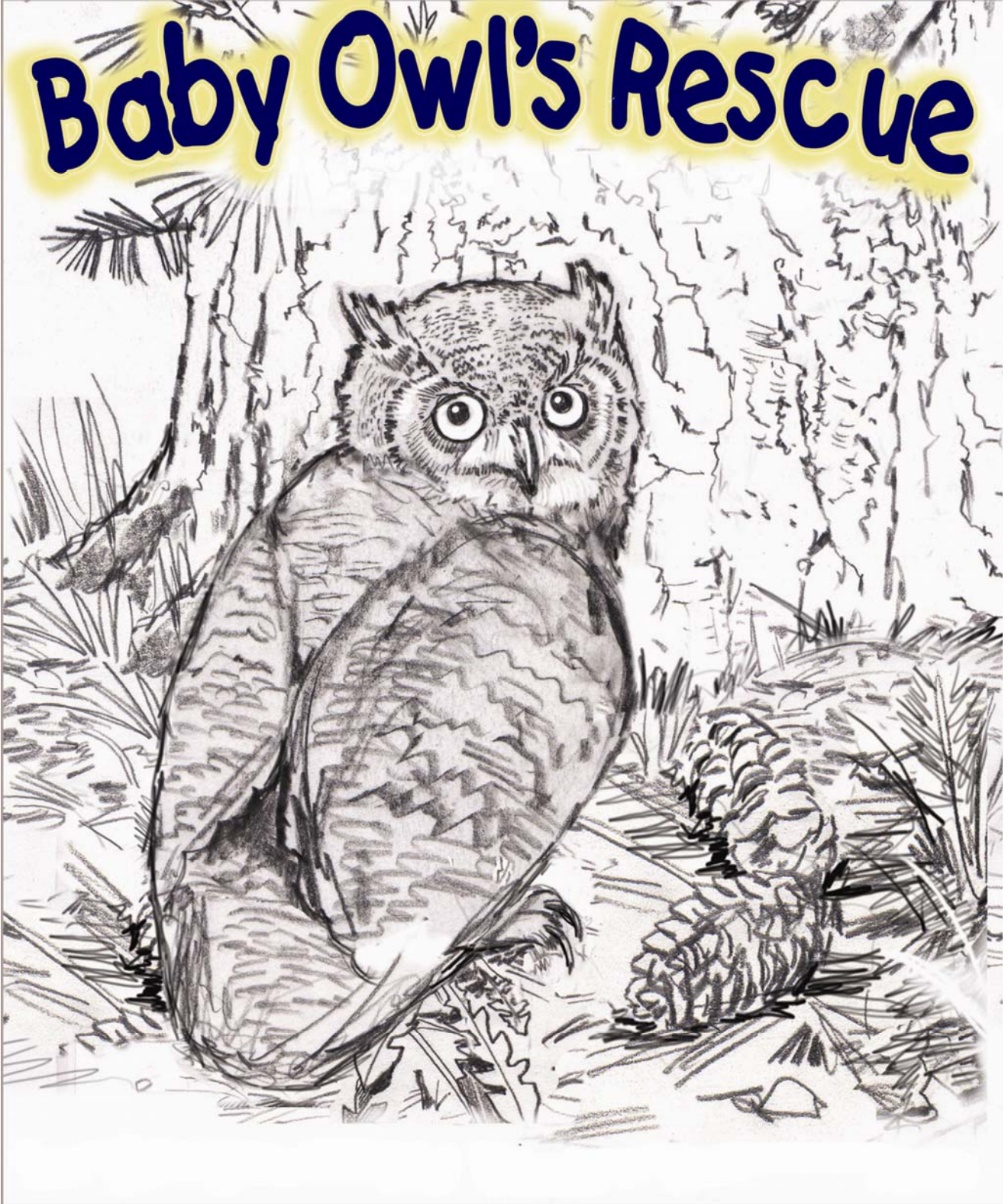
Word search:

	A	B	C	D	E	F	G	H	I	J
1				M			B	A	B	Y
2			B	O		F	G		R	
3	F	E	A	T	H	E	R	S	A	
4	I		S	H	O	A	E		N	
5	R		K	E	R	T	A		C	
6	E		E	R	N	H	T		H	
7	M		T		E	E			E	
8	A	O			D	R			R	
9	N	W		N	E	S	T	R	E	E
10	F	L	U	F	F	E	D			

2,G GREAT	3,E HORNED	8,B OWL
1,I BRANCHER	10,A FLUFFED	9,G TREE
3,A FEATHERS	1,D MOTHER	1,G BABY
3,A FIREMAN	2,C BASKET	9,D NEST

[Return to Top](#)

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