

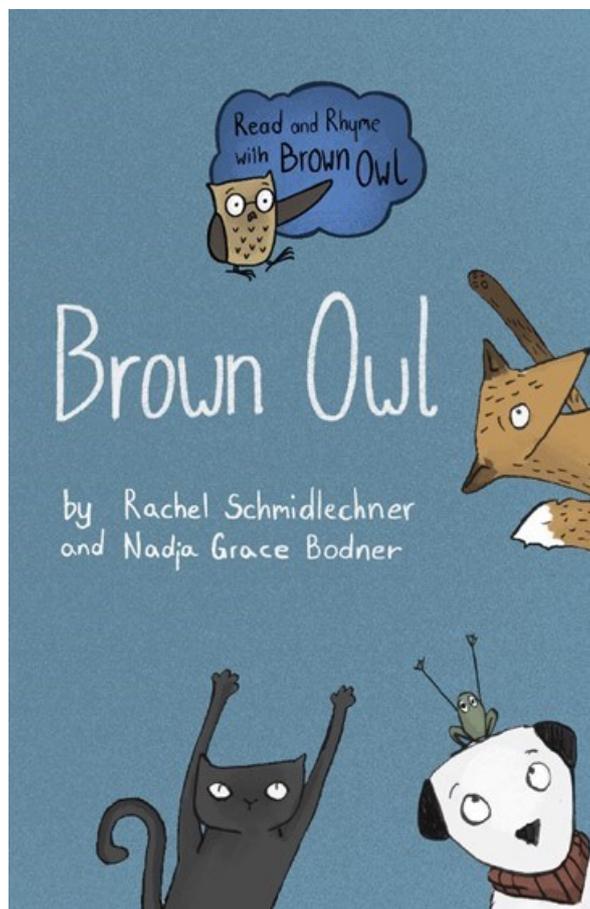


BROWN OWL

Teaching Tips

Teaching resources available at www.eduki.com

All activities are based on the book **'Brown Owl'**, the first volume in the **'Read and Rhyme with Brown Owl'** series by Rachel Schmidlechner and Nadja Grace Bodner



Other books in the series:

Brown Owl at the Zoo, Brown Owl's Birthday Tea,
Brown Owl at the Seashore

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PRE-READING ACTIVITIES

- Look at the book's cover and ask the children some questions:

What can you see?

Do you know any of these animals in English?

What is the green animal?

- Do you like owls? Have you ever seen a fox? Where do owls live?
- Use flashcards to pre-teach the animals and family members (mime and say the animals, listen and point at the correct flashcard, what's missing, fly swatter game, guess my flashcard etc)
- Use the Bee Bot cards to introduce and/or practise the key words
- Play a game of animal pairs
TIP: the Beebot cards can be used for a giant game of pairs
- Play a total physical response game to memorise the language:
e.g. Move like a cat, jump like a frog, fly like an owl, creep like a fox etc.
Simon says you are an owl! Simon says you are a cat!
- Hide the flashcards around the room. The children get a wordmat and fill in the missing words.
N.B. The wordmats are differentiated: missing vowels, whole word missing



- Use the wordmat in the following ways:

- 1) The teacher says a word/sentence including the word, the children point at it
- 2) The teacher says a word/sentence including the word, the children lay a stone/counter/button on it
- 3) The word mat can be used to play **bingo**: Each child has three stones/counters/buttons and selects three words. The teacher draws a flashcard/wordcard at random, says the word/a sentence including the word and if the child has selected it, it can remove its counter. When all three counters have been removed the child shouts BINGO!
- 4) It can also be used for a **colour dictation**, e.g. colour Fox orange!
Colour the frog dark green!
N.B. Cat, Dog and Fox have capital letters as these are their names



WHILST-READING ACTIVITIES

- Encourage the children to repeat the key phrase ***I spy with my little eye ...*** as it appears on each double spread and use actions for each word:
e.g. I = point at eye, spy = make a ring with forefinger and thumb around eye, with = link together both forefingers, my = touch shoulders, little = hold forefinger and thumb close to each other, eye = point at eye
- Use mimes to repeat the rhyming words
e.g. Cat (mime whiskers), hat (mime putting on a hat), bat (link thumbs together and wave fingers like wings)
- Point at the flashcards (perhaps they are hanging around the room) as the key words come up in the story
- Tell the story again, this time without the book and each child does the actions to go along with the story (total physical response)
- Hand out animals on sticks (or make these as a post-reading activity). The children show them as they come up in the story.
- Each child has a copy of the book and reads along.
- Each child has a copy of the book and the teacher misses out words for the children to fill in. e.g. I spy with my little ___
- The children read the book in pairs. They take it in turns to read a page / they miss out words for each other / they read to each other



POST-READING ACTIVITIES

- Match the word cards to the picture cards
- The teacher says a word, if the next word rhymes, the children stand up. if it doesn't rhyme, the children sit down, *e.g. Cat – hat (stand up) – bat (stand up) – box (sit down)*
- Hand out one word for each child. They should find someone with a word that rhymes with theirs,
e.g. Hello, I've got Cat. Hello, I've got hat. We rhyme!
Hello! I've got Dog. Hello! I've got Dad. We don't rhyme.
- Play a game of 'I have got ... Who has got ...?'
- Do a story walk

WORKBOOK / WORKSHEETS

(download at www.eduki.com)

TASK 1 - WORDSEARCH

Find the words and colour/circle them

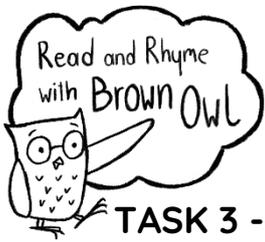
Differentiation: find other random English words hidden in the grid,
e.g. row, joy ...

TASK 2 - SPOT THE DIFFERENCE

The children find the ten differences and then colour the top picture in.

Differentiation: children talk about the differences, *e.g. Brown Owl is not wearing glasses. Mum's hat is missing. There are only two lily pads etc*

(N.B. can also be done in mother tongue)



TASK 3 - WRITING AND LISTENING

3a) LABELLING

The children label the pictures (use their word mat to help)

3b) COLOUR DICATION (teacher-led activity)

Little Jean has got light brown feathers, dark brown wings and has got a blue bow on her head.

Mum has got dark brown wings, light brown feathers and is wearing a green cap.

Fox has got dark brown paws and ears, his tail is white at the end and his body is orange.

Grampy has got a dark brown beak, wings and eyebrows. The feathers on his head are white and the rest are light brown.

Dog has got black ears and a black nose. His neckerchief/scarf is red. His body is white.

Cat is black and has got white eyes.

Dad has got light brown wings and dark brown feathers. His bow tie is blue.

Brown Owl has got dark brown wings and light brown feathers. His beak is dark brown.

Granny has got white feathers around her beak and on the tips of her wings. The rest of her feathers are light brown. Her trophy is yellow/golden. The bands around her tummy are red and white.



3c) TIC TAC TOE

The children have 5 counters each, in different colours and play a game of noughts and crosses/tic tac toe.

Differentiation: as they choose a picture to place their counter on, they should say a sentence to go with it, *e.g. This is Fox. Fox rhymes with box. Fox is Owl's friend. Etc*

TASK 4 - READ AND COLOUR

Find the words that rhyme and colour them in the given colour.

TASK 5 - ODD ONE OUT

The children read each line of words and cross out the one that doesn't rhyme with the others. This can also be a class activity where the children stand up if it rhymes or sit down when it doesn't.

TASK 6 - FILL IN THE GAPS

Either the teacher reads the sentences, and the children fill in the gaps, or the children fill them in from memory (they could also use the book to check their answers)

TASK 7 - LABEL THE BODY PARTS

Use the flashcards to teach the body parts. Put the flashcards up around the room. The teacher says 'tail', the children point to the correct flashcard.

The teacher shows a flashcard and says the word. If it is correct the children repeat it, if it isn't correct, they are quiet.

The teacher says a sentence. If it is true, the children stand up, if it is false, the children sit down, *e.g. Fox has got a tail and four legs (stand up). Cat has got a tail and a beak (sit down)*

Play a game of Simon Says with the body parts.



TASK 8 - READ AND COLOUR

The children read the sentences and colour the picture in. If a word is unclear, they should ask the teacher for the word in their mother tongue, e.g. *What's 'water' in German?*

TASK 9 - QUIZ

The children read the clues and write down the correct name. This can also be done as a listening task for the whole class with the teacher reading out the clues. Afterwards the children read and write on their own.

TASK 10 - WRITE THE SENTENCES

The children write the sentences in the correct order. They can check their answers in the book.

TASK 11 - TRUE OR FALSE - using the book the children read the sentences and decide if they are true or false. This can also be a listening task for the whole class where the children stand up for true and sit down for false.

Differentiation: The children correct the false sentences, e.g. *Cat's hat is brown.*

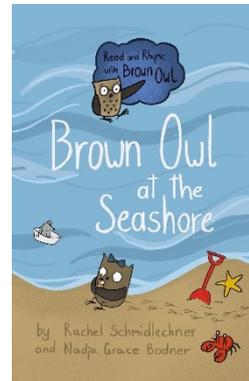
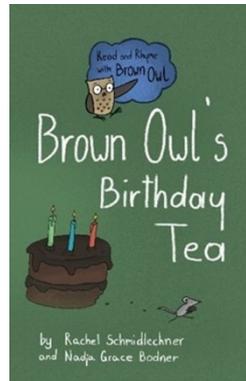
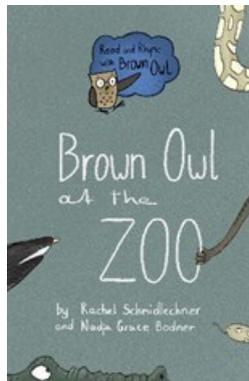
TASK 12 - ACROSTIC POEM - The children write an acrostic poem. They can look for words in the book or come up with their own ideas (based on the book and its content!) e.g. *forest, wood, friends, family, water etc.*

TASK 13 - MY FAVOURITE CHARACTER - The children can draw their favourite character from the book.

Differentiation: present their favourite character (and their drawing) to the class and say why they like it.



Do you know the other books in the series?



**Have fun reading and rhyming with
Brown Owl!**

Visit our website www.readandrhyme.at for
more information