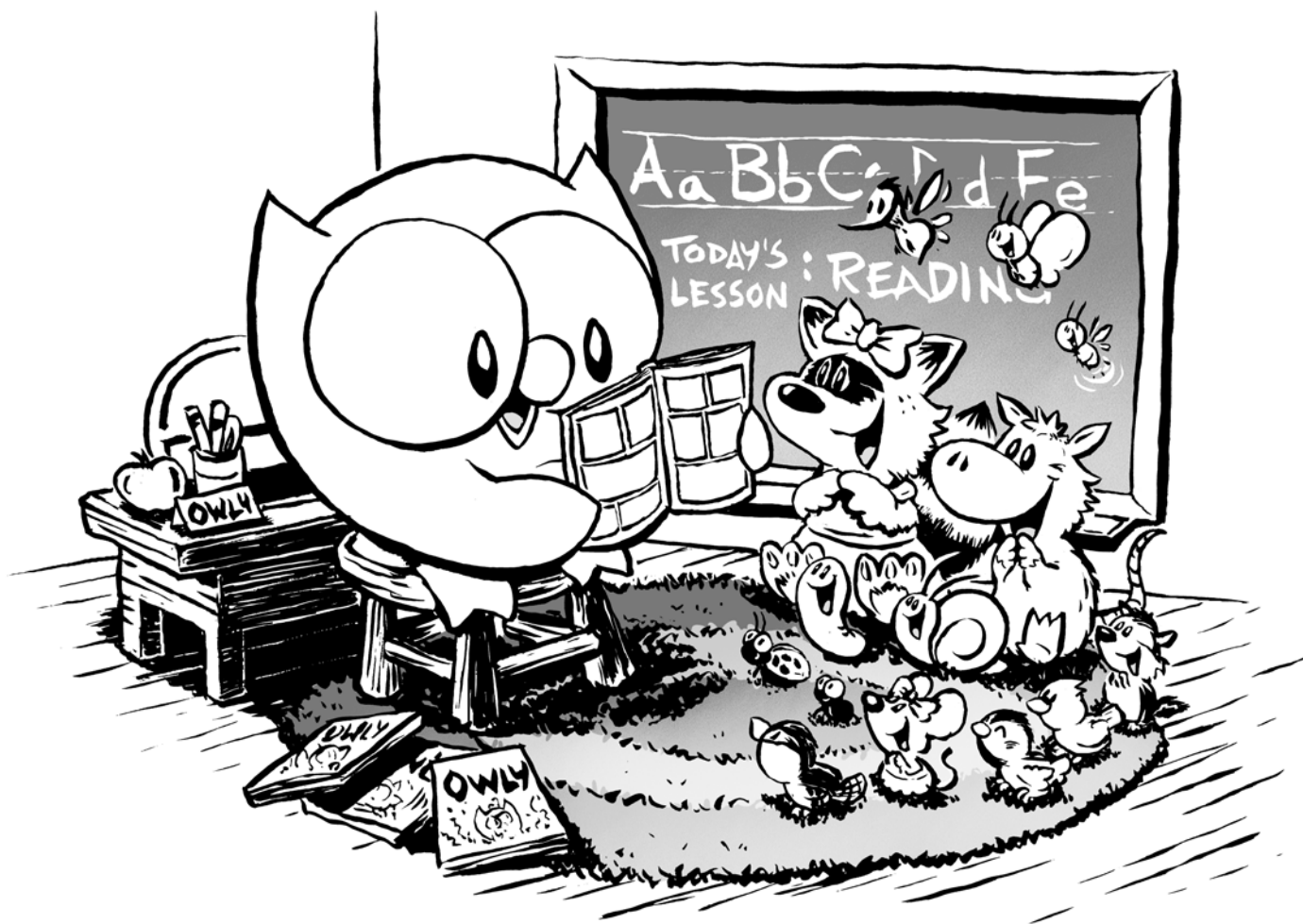


OWLY

LESSON PLANS

BY ANDY RUNTON & PATTY RUNTON



A COLLECTION OF LESSON PLANS TO BE USED
IN CONJUNCTION WITH THE OWLY GRAPHIC NOVELS.



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Owly Lesson Plans

by Andy Runton & Patty Runton

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These lesson plans are made available for educational purposes only. Owly is suited for all ages, and these lesson plans can be adapted for use with students of all reading levels. Feel free to photocopy this document as much as you'd like. Your feedback is always welcome!

To contact Andy Runton and see the most up-to-date version of this document, visit:

www.AndyRunton.com



CONTENTS

About Owly.....page 4

How to Read Owly.....page 6

How Owly Can Help Kids Learn!page 7

Lesson Plans:

Lesson Plan 1, An Icon Dictionary.....page 9

Lesson Plan 2, Emotion Without Wordspage 12

Lesson Plan 3, Completing a Story.....page 13

Lesson Plan 4, Story Mix-Uppage 15

Lesson Plan 5, The Basis for a Story.....page 17

Lesson Plan 6, Picture Storiespage 18

Lesson Plan 7, Observation Skillspage 19

Lesson Plan 8, Jam Comic!page 20

Lesson Plan 9, Visual Storytelling with Puppetspage 22

Lesson Plan 10, How to Draw Owly.....page 27

Lesson Plan 11, Pitch Your Own Story.....page 29

Lesson Plan 12, Learning How to Researchpage 30



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ABOUT OWLY

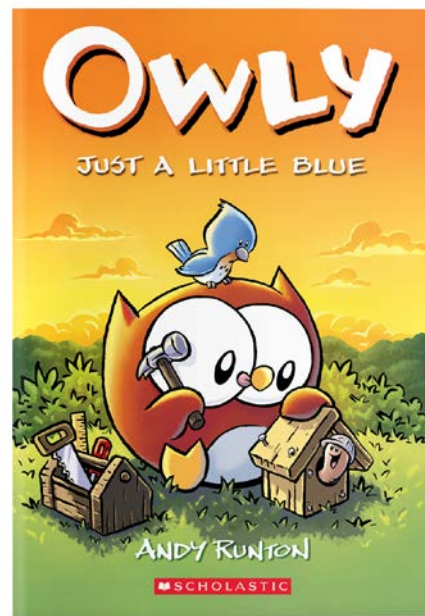
Owly is a kind-hearted little owl who's always searching for new friends and adventures.

Owly speaks in his own language of icons, symbols, and pictures. Some of the other characters in the stories are bilingual, speaking in words as well as Owly's language. Even though there are word bubbles, the expressive drawings allow younger readers to follow the narrative and read the Owly books without being too overwhelmed by text. This can spark an interest in all kinds of books, instill cognitive and comprehensive skills at an even earlier age, and motivate students to move comfortably toward more advanced reading.

The Owly stories are straightforward, yet emotionally complex stories with endearing characters. The calm subject matter and natural settings appeal to many different readers, and makes this series the perfect choice for students of all ages. Owly meets his best friend, Wormy in Owly Volume 1: The Way Home. Their adventures progress throughout the series, but each graphic novel is a complete stand-alone story, so they can be read in any order.



Owly (Volume 1): The Way Home

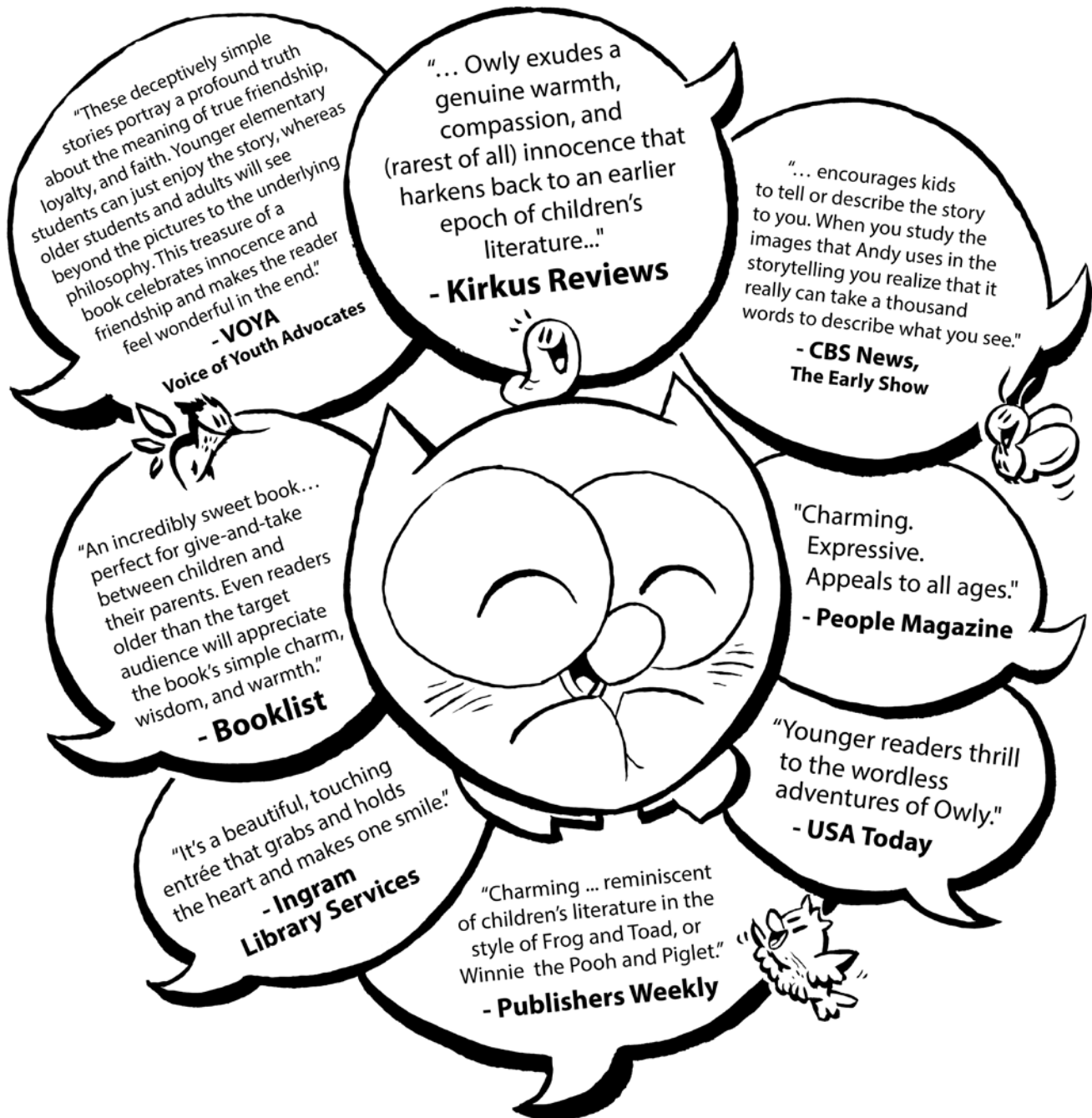


Owly (Volume 2): Just a Little Blue



Illustrated in a clean, iconic style and comprised of stories that are as endearing as they are heartfelt, the Owly series is all-ages entertainment at its finest. Owly is a perfect read for anyone who loves fun, non-violent, and heartwarming stories that are full of emotion and deeper underlying meaning. But you don't have to take our word for it, just listen to what the critics have said about little Owly and his friends...

**Winner of the Eisner Award for Best Publication for a Younger Audience,
the Harvey Award for Best New Talent, and the Ignatz Award for both
Outstanding Series and Promising New Talent.**



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HOW TO READ OWLY

It may seem that a student could read a graphic novel quickly (and without much effort). One soon realizes, however, that he or she must apply further evaluation and observation skills to be able to follow the story. This helps develop strong visual literacy skills as the student has to carefully examine the panels in order to understand what is happening, rather than just quickly skip over them and only read word bubbles.

In the Owly series, Owly doesn't use the same language as the other characters. This makes him very easy to relate to for early readers, challenged readers, and students who are learning English as a second language. Learning accelerates as readers continue to follow Owly's adventures, pick up the books without being told to do so, and their confidence grows with each story.

The Owly books rely greatly on the characters' facial expressions, actions, and gestures in addition to the background setting depicted in each panel to explain what is happening. Speech and thought balloons convey additional messages to assist with understanding. Unknowingly, the students begin to realize the significance of symbols, reading the book in a traditional style and following the panels in order to determine the story's progression and meaning.

Although Owly is a series, each book is self-contained and all-ages friendly. While there is the portrayal of emotion and action, the books are devoid of anger or violence, making them suitable for even the most timid or sensitive student.

Reading Owly aloud in a classroom setting requires a slightly different approach. When Owly says something, translate the symbols into words based on the context of the action (for example, a simple "!" may become a "Thanks!" or a "Be Careful!"). You can also ask the students what they think the characters are doing, saying, or feeling to help get them more involved.



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HOW OWLY CAN HELP KIDS LEARN!

Owly lets readers comprehend a story without requiring that they understand a lot of text. Language skills are developed through visual observation that provides clues to the meaning of words. Struggling students can develop confidence in their abilities when they are able to read the Owly books without much help.

“... let me share a typical experience I had with one of our third graders, a below-average reader named Bryonna.

Bryonna checked out a copy of Owly, one of our most popular graphic novels, earlier in the year. She came up to me before class and held it up: “I love this book,” she said. “It’s my favorite book!” ...“I read the story to my two-year-old sister, and she loved it, too!”...Bryonna explained that when she looked at the pictures she thought about the words the characters were saying and she visualized the words in her head. Then, when she read the story to her sister, she created the dialogue and story based on the pictures.

For a young child to read a graphic novel, much less a wordless one, many essential literacy skills are required, including the ability to understand a sequence of events, interpret characters’ nonverbal gestures, discern the story’s plot, and make inferences. Best of all, these skills don’t merely apply to Owly or to graphic novels. They are the critical skills that govern all reading comprehension, making Bryonna’s triumph with Owly into a lesson that has also helped her with other reading materials.”

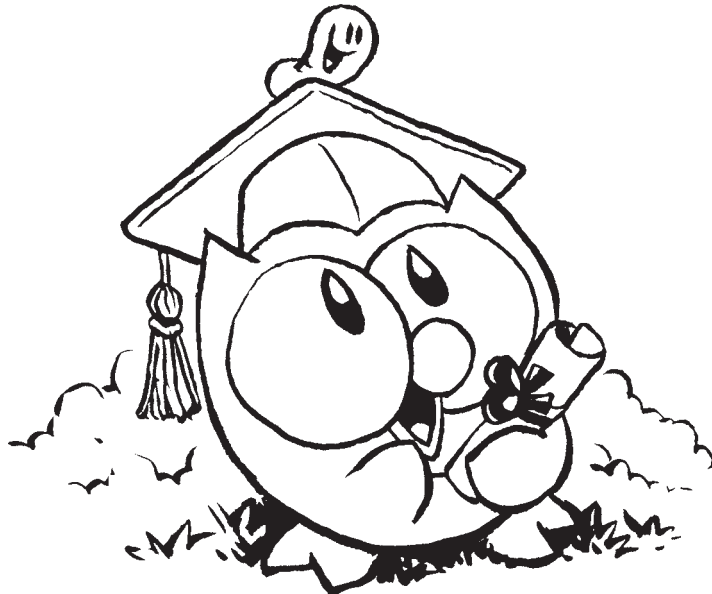
-- Allyson Lyga, School Library Journal (3/06)

And in her article “Why Should Kids Read Comics?” Tracy Edmonds wrote:

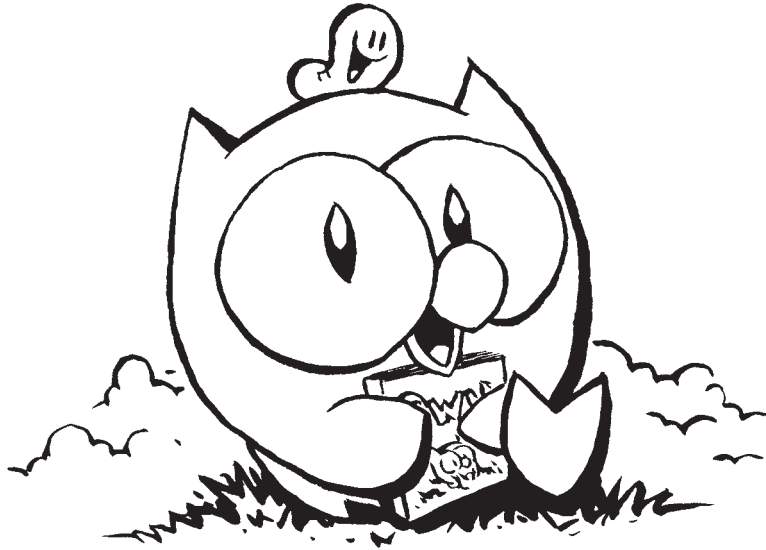
“A book like Owly provides an opportunity for young children to ‘read’ the pictures in order and follow the story. They love to verbalize the story, which reinforces the concept that ink on a page can be translated into ideas and words. In addition, characters communicate using symbols, providing another opportunity for children to make the connection between abstract images and language.

Before a child is ready to read text, sequential art can give them practice in making meaning from material printed on a page, tracking left to right and top to bottom, interpreting symbols, and following the sequence of events in a story. Sequential art provides plenty of opportunity for connecting the story to children’s own experiences, predicting what will happen, inferring what happens between panels, and summarizing, just as you do with a text story. The advantage to sequential art is that children don’t need to be able to decode text to learn and practice comprehension skills.

Once a child begins to decode text, the comic format enables them to be able to read much more complex stories than is possible with traditional text and illustration.” (http://comicsintheclassroom.net/ooedmunds2006_08_24.htm)



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1. An Icon Dictionary

Language Arts / Visual Arts

Overview: An icon is a symbol that represents an idea or a concept. Students experience icons every day. Signs and computers use icons to help illustrate concepts quickly, regardless of language proficiency. Owly speaks in his own special language of icons and symbols, teaching students that icons and symbols can portray an idea, a concept, or an emotion.

Goal: Students will use an Owly graphic novel to understand how sometimes a story can be told using symbols instead of words, thereby creating a correlation between the symbol and the written word.

Objective: Using an Owly graphic novel as a guide, students will develop a dictionary of symbols to represent words.

Resource Materials:

- Owly Graphic Novel
- Copies of the “Icon Dictionary” Worksheets
- Scissors
- Class Stapler

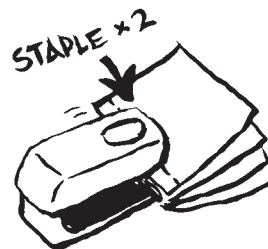
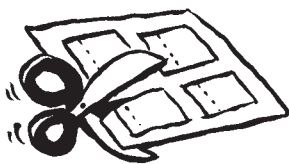
Activities: Students will read an Owly story or excerpt. Discuss with the class the symbols in the story and what they mean. Have them compile a dictionary using symbols from the story (with a corresponding word), as well as some of their own creation. For example: ♥ = love. Once the pages are full, have the students cut them out, fold them, and then staple them together as a booklet per the following directions:

1. Cut out each page of the Icon Dictionary.

2. Fold each page along the dotted line.

3. Stack and staple the book together.

4. Admire your finished Icon Dictionary!




Assessment: Ask students to read each other's dictionary and discuss if they agree that the symbols represent the corresponding word, concept, or emotion.



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Icon Dictionary Worksheet

**MY
ICON
DICTIONARY**
BY _____



LOVE



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This image shows a blank sheet of white paper with horizontal ruling. A solid black line runs along the top edge. A dashed gray line runs horizontally across the page, approximately one-third of the way down from the top. The rest of the page is unruled.

[illegible][illegible][illegible]A blank coordinate plane with a solid horizontal line at $y = 0$ and a dashed horizontal line at $y = 1$. The axes are represented by solid lines, and the grid is not shown.[illegible]



2. Emotion Without Words

Language Arts

Overview: Every story conveys the emotions of the characters to the reader. Young readers may have difficulty expressing the feelings of their characters when they are developing the skills necessary to draw and eventually write a story. The Owly series of graphic novels can be successful tools to show that a character's emotions can be communicated without using words. This can help to enable students to better understand, observe, and imagine facial expressions, body language, and the mood they are attempting to convey in their own stories.

Goal: Students will use an Owly graphic novel to understand how a character's body language and facial expressions are used to determine how the character is reacting to a particular situation.

Objective: Using an Owly graphic novel as a guide, students will learn how to express the emotions of happiness, sadness, anger, fear, and love.

Resource Materials:

- Owly Graphic Novel
- Mirror
- Paper
- Pencil

Activities: Students will read an Owly story or excerpt. When they are finished, choose a few of the panels that show emotion. Ask them what is happening in those panels and how the character's facial expression or body language changed from the previous panel. Have the students look in the mirror and make faces to show how they would look if they were happy, sad, angry, scared or to show love. Ask them what would happen to make them feel that way. Have them find examples in the book of the characters showing each of the emotions. Have them draw an example of each emotion on a different face.

Assessment: Ask students to discuss one of the faces they've drawn. Ask if they had an occasion when they knew how someone was feeling even though there were no words spoken? How did they know?



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3. Completing a Story

Language Arts / Visual Arts

Overview: Students may be able to read and understand a story, but if a student wants to write his or her own story, he or she may not be able to complete the story in a structured manner. Because there are individual panels in each of the Owly stories, these books can be successful tools to teach students how stories are structured and written so they can plan their story in advance.

Goal: Students will use an Owly graphic novel to develop skills to show the thought process involved in developing an orderly story progression.

Objective: Using an Owly graphic novel as a guide, students will develop an understanding of the logical sequence of events in drawing a story, which will then enable them to later write the story using words.

Resource Materials:

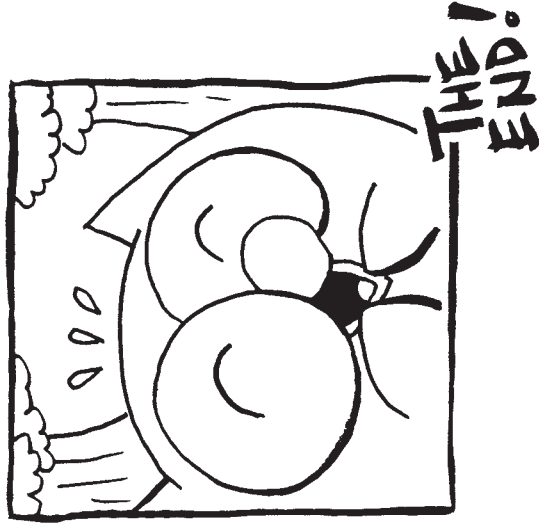
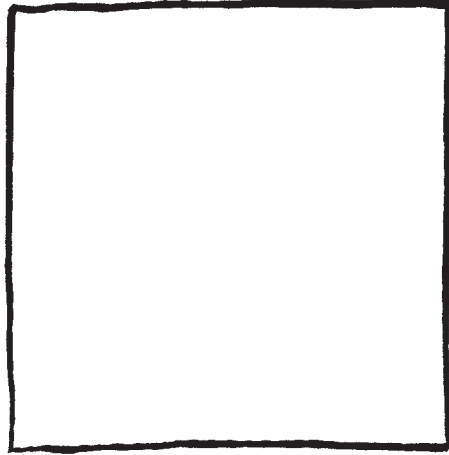
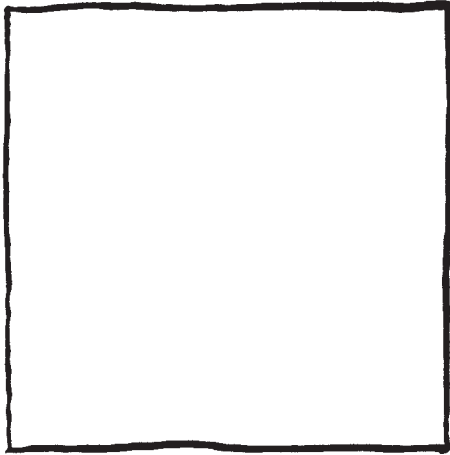
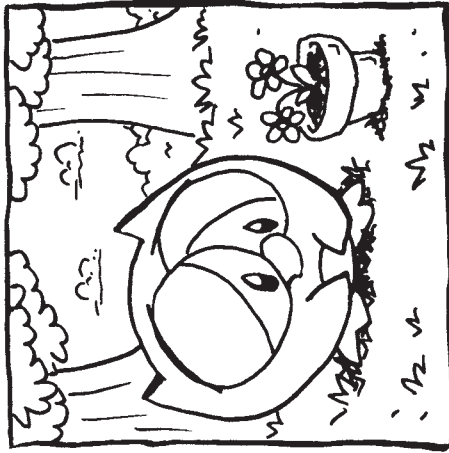
- Owly Graphic Novel
- Copy of “Completing a Story” Worksheet
- Paper
- Pencil

Activities: Students will read an Owly story or excerpt. Discuss the story, emphasizing what is depicted in each of the panels to show how the story progresses. Explain how the characters interact in a logical way and how each panel moves to the next. You can even discuss continuity and how continuity is maintained by keeping the setting and the characters the same throughout each sequence. Then pass out the pre-printed excerpts from the Owly story. You will note that there are two blank panels between the 1st and the 4th panel. Have the students think about what must occur in the two blank panels so that the 4th panel makes sense. Have them independently draw the events in the 2nd and 3rd panel.

Assessment: Have students review each other’s drawing of what happened between the 1st and 4th panel.



COMPLETING A STORY!



STORY BY _____ & ANDY RUNTON " "



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4. Story Mix-Up

Language Arts / Visual Arts

Overview: Young readers may need assistance in developing organization skills before they can tell a story cohesively. The Owly series of graphic novels can be successful tools to teach students how to successfully master the thought process required in telling and writing a story.

Goal: Students will use an Owly graphic novel to gain understanding of how a story progresses from start to finish.

Objective: Using an Owly graphic novel as a guide, students will learn how to write a story with the proper sequencing of events.

Resource Materials:

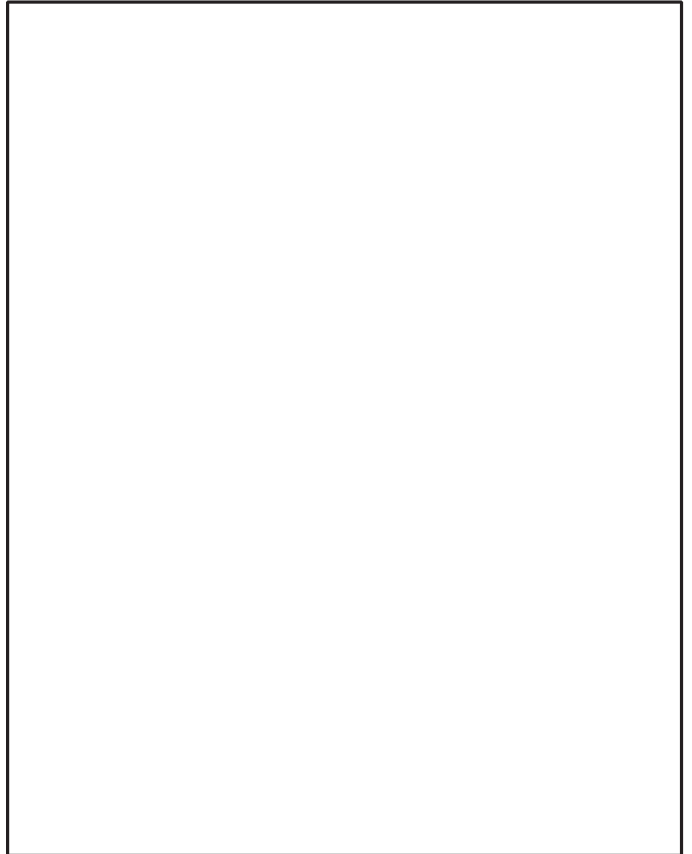
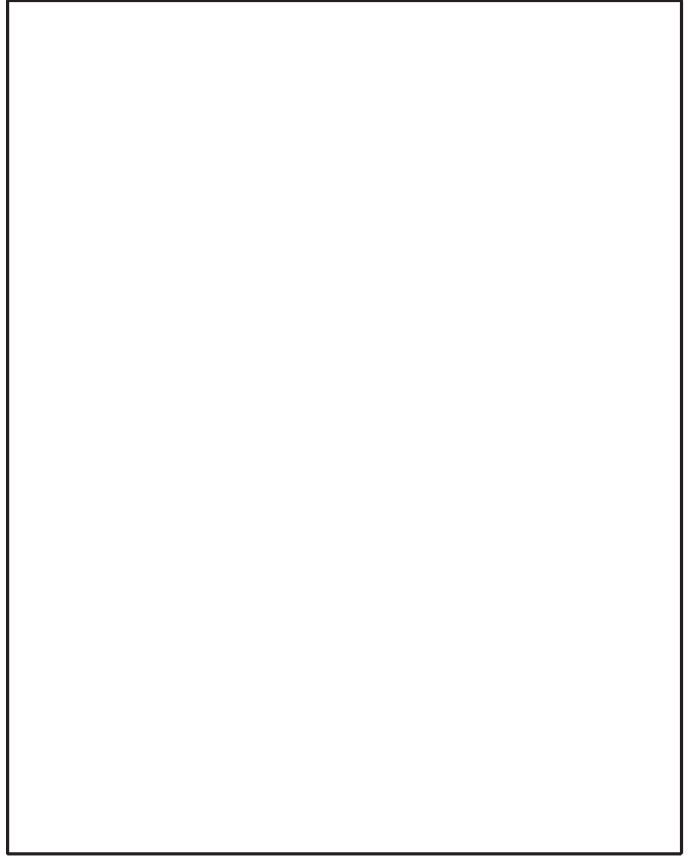
- Owly Graphic Novel
- Copies of the “Story Mix-Up” Worksheet
- Blank Paper
- Pencil
- Scissors
- Scotch Tape

Activities: Students will read an Owly story or excerpt. Discuss the story line, emphasizing the story’s progression. Have the students draw their own story in pictures without using words (maximum of eight panels). Have them cut out and mix up the panels, then give them to another student to rearrange from start to finish. Have the student tape the story in sequence to a separate piece(s) of paper.

Assessment: Ask students to read each other’s picture story explaining what occurred in each panel. How did they know which panel was the first one? The last one? Did they get the panels out of order? If so, what could they have done differently to make the story easier to follow?



Story Mix-Up Worksheet



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5. The Basis for a Story

Language Arts

Overview: When asked to write a story, if a required topic is not stated, students may be at a loss for ideas. Many professional writers have this same problem, and sometimes they use their own lives as a basis for their stories, starting with a real-life experience and expanding on it. The Owly series of graphic novels are written in this way. Everyday experiences and observations are re-imagined through the eyes of a little owl, and the reader is taken on his journey. Because Owly is sequential art, the books are easier to comprehend and can be successful tools to teach students how to draw from their own experiences and then use their imagination as the basis for story topics.

Goal: Students will use an Owly graphic novel to show that familiar subjects and occurrences in their own life can create ideas for an interesting story.

Objective: Using an Owly graphic novel as a guide, students will perceive ideas to develop a story of their own.

Resource Materials:

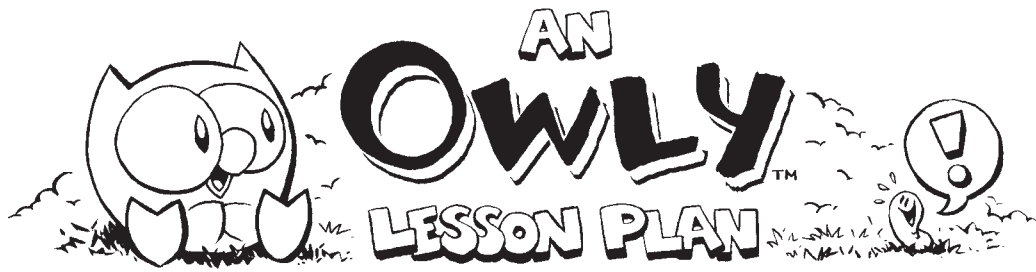
- Owly Graphic Novel
- Paper
- Pencil

Activities: Students will read an example Owly story or excerpt. Discuss how the idea for the story may have developed. What was the author trying to say in the story? Have they had experiences outdoors? Have they come upon an animal or plant that was unfamiliar? Do they have a story they'd like to tell about that experience? What happened to give them the idea for a story? Did they ever try to write their story down? Have them think about how their story would start and how would it end. Have them think about why they might want to tell the story (perhaps a message they want to convey to show what they learned).

Assessment: Have students list subjects they think would make a good story and discuss why they feel the way they do.



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6. Picture Stories

Language Arts

Overview: Reading comprehension is a key skill that students need to develop. For an early reader, having to read a book can be a daunting task. The page count alone can overwhelm them. They may have initial difficulty because they get caught up in the individual words and have trouble understanding how all of the words are working together to create sentences. Because of this, comprehending a story can be difficult. The Owly series of graphic novels can be successful tools to assist students in making the connection between helping readers build confidence and reading comprehension. Without realizing they are learning, students can read the Owly books, not getting stuck on too many words but absorbing the story by observing complicated concepts such as emotions, motivations, plots, settings, and conflicts while learning valuable lessons of observation along the way.

Goal: Students will use an Owly graphic novel to develop their cognitive skills, reading and writing without using words.

Objective: Using an Owly graphic novel as a guide, students will write their own story.

Resource Materials:

- Owly Graphic Novel
- Paper
- Pencil

Activities: Read the beginning of the Owly story out loud to the students (explaining the events in each panel), then let each student read a panel out loud. Focus on describing what happens, how it happens, who it's happening to, and where it's happening. Then discuss the story with the class. Explain to them that all stories have these aspects and encourage the parallel between Owly stories and stories with more words. Have them write their own short story using only a few words. They can draw panels if they want to or they can just use a series of photos. There is no maximum length, but three drawings or photos will better show a progression of time.

Assessment: Have the students pass their story to a partner with instructions to read the story and then have them discuss whether they were able to follow what happened. The students can learn what they could have done differently. You can repeat this exercise as often as you wish. Each time you will see the students paying more and more attention to what works and what doesn't as they learn to write their own stories.



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7. Observation Skills

Language Arts

Overview: Students are required to continuously make observations during their daily routine, but not all students are then able to provide a detailed description of what they see. Because Owly uses his own language of symbols and icons, they can be successful tools to assist in the development of a student's observation skills.

Goal: Students will use an Owly graphic novel to develop their observation skills to increase their understanding of situations and concepts that are presented.

Objective: Using an Owly graphic novel as a guide, students will learn to improve their ability to give detailed and accurate accounts of what they have observed.

Resource Materials:

- Owly Graphic Novel
- Paper
- Pencil
- Overhead Projector or LCD Projector
- Scan or Transparency of an Owly Page

Activities: Students will read an example Owly story or excerpt. While they're reading the book, encourage them to slow down and take in each panel. Point out the details that are presented. Project the Owly page. Have the students look at the panel for 3 minutes and then draw 5 items they saw in the picture. Have the students pass their papers behind them. Now have them look at the picture for an additional 3 minutes. Shut off the projector and then ask the students to list 5 different items using descriptive words. They can't write anything that's already listed. Then have them pass their papers behind them again. Project the picture one last time for 2 minutes, then hide it. Have the students write a small paragraph describing the panel including characters, setting, and the action depicted. They can use the lists on the page for guidance.

Assessment: Have students compare their lists of items and discuss what some students observed that others did not.



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8. Jam Comic!

Language Arts / Visual Arts

Overview: Although students read stories every day and tell stories through conversation, they may have difficulty creating their own stories or working with the information provided to solve problems. The Owly series of graphic novels can provide an introduction to storytelling and problem solving, breaking down the mental barriers to these complicated but crucial skills.

Many cartoonists (people who write and draw their own comics) when they meet will do a “Jam Comic.” One artist draws the first panel of a story, creating characters and placing them in an action setting. Then, they pass the page to another cartoonist, who continues the story in their own style, introducing other characters, actions, and settings. Once completed, they pass it to a third cartoonist and so on. The end result is an exercise in collaborative storytelling. Each cartoonist is only provided with the previous panels and must resolve all that is happening and continue the story. Cartoonists use this very challenging and entertaining exercise to keep their skills fresh, and the result is always entertaining!

Goal: Students will use an Owly graphic novel to develop their storytelling and problem solving skills to increase their ability to begin, continue, and finish a complex problem.

Objective: Using an Owly graphic novel as a guide, students will learn to improve their ability to visually create a story and write a collaborative comic, teaching that the best way to learn about comics is by creating comics.

Resource Materials:

- Owly Graphic Novel
- Paper
- Pencil
- Copies of the “Jam Comic” worksheet, one per student

Activities: Using an Owly story, read part of it aloud and then allow the students to read it on their own. Discuss the story, stressing characters, the setting, and the actions. Have them analyze one panel and discuss it with the class. Explain the panel-to-panel progression and how it’s achieved. Discuss how words aren’t always necessary to tell the story. Now it’s time to jam! Pass out the Jam Comic templates and have each student draw only in the first (left) panel. This is the beginning of the story. Give them about 10 minutes to draw this panel and then have them pass it to the student behind them. It’s up to this student to continue the story. This is the middle of the story with logical progression. After 10 more minutes, have the students pass the paper behind them again, so that a third student can finish the story.

Assessment: Once the students are finished, you can have the person who drew the last panel present the finished story to the class. After they have done so, you can ask the other people that worked on it to offer their views of what happened. The results will be humorous and engaging, with the entire class feeling great about what happened in the story and how much fun storytelling can be.

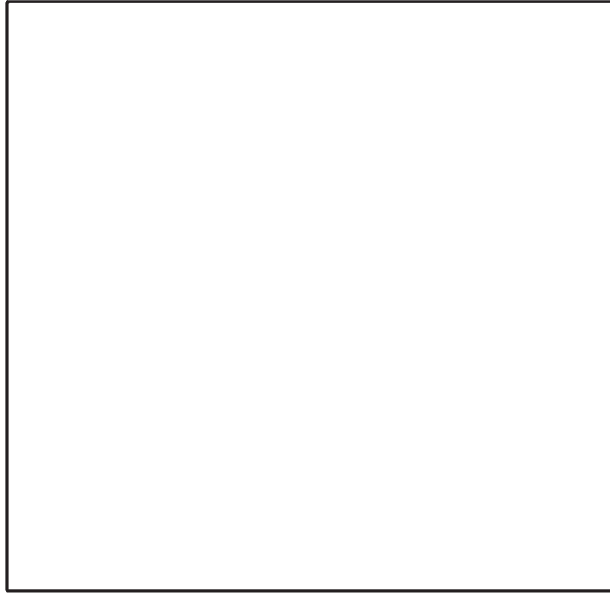
If the jam comic is a success, you can do it again. The students begin to look at comics, graphic novels, and stories of all kinds in a different light. They’ll be looking for clues and tips that will help them this time around. Read a story together in class and then tell them . . . “It’s time to Jam!”



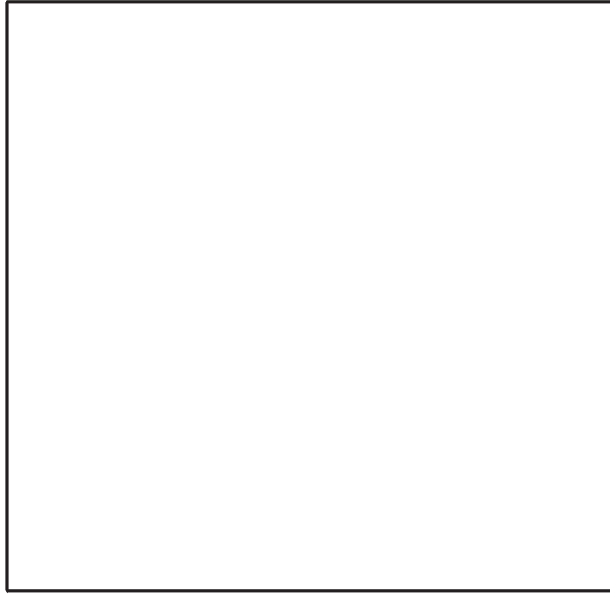
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BAM COMIC!

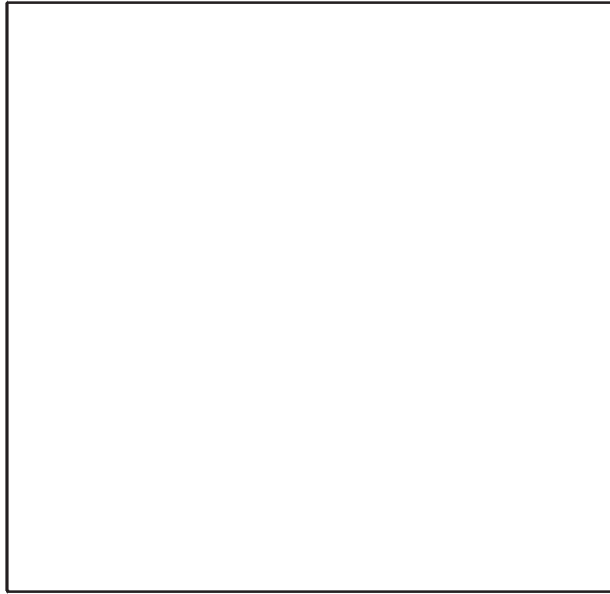
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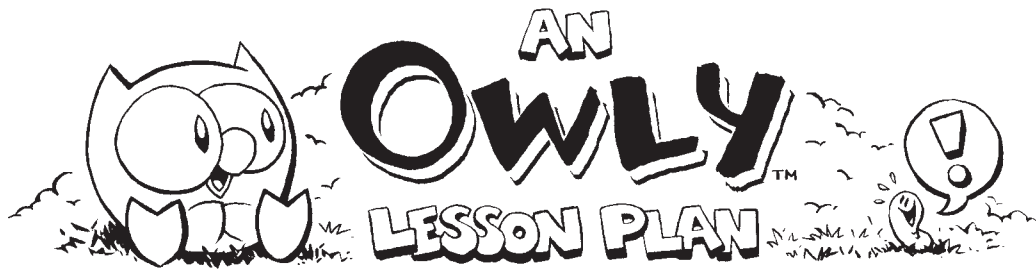


(MIDDLE)



(END)





9. Visual Storytelling with Puppets

Language Arts / Visual Arts

Overview: Young students have natural storytelling abilities, but may need assistance in developing the skills necessary to tell a story in a concise manner. Additionally, some students may be intimidated when speaking before their peers. The Owly series of graphic novels can be successful tools to assist students in the development of story organization, sequencing skills, and self-esteem.

Goal: Students will use an Owly graphic novel to increase a student's organization skills and give them confidence to speak in a group setting.

Objective: Using an Owly graphic novel as a guide, students will perceive ideas to develop a story of their own.

Resource Materials:

- Owly Graphic Novel
- Paper
- Pencil / Pens/ Crayons / Markers
- Copies of the "Puppet" Worksheets or Construction Paper
- Brown Lunch Bag (for brown bag puppet)
- Scissors
- Glue, Staples, or Tape
- 2 Popsicle sticks per student

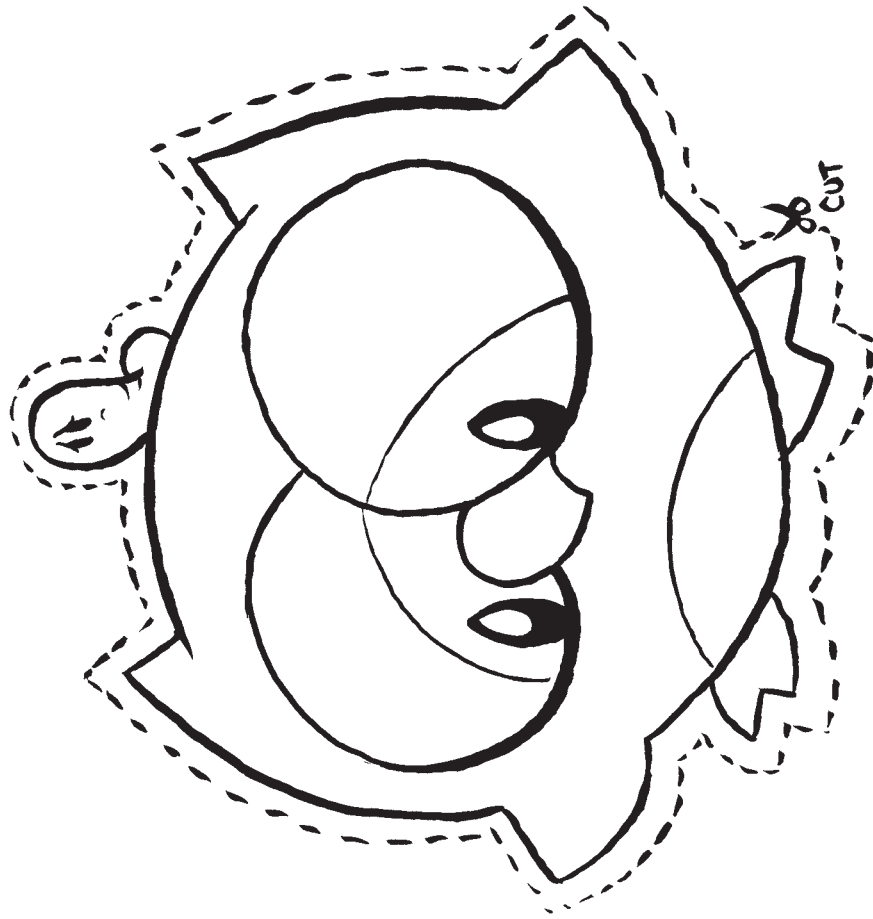
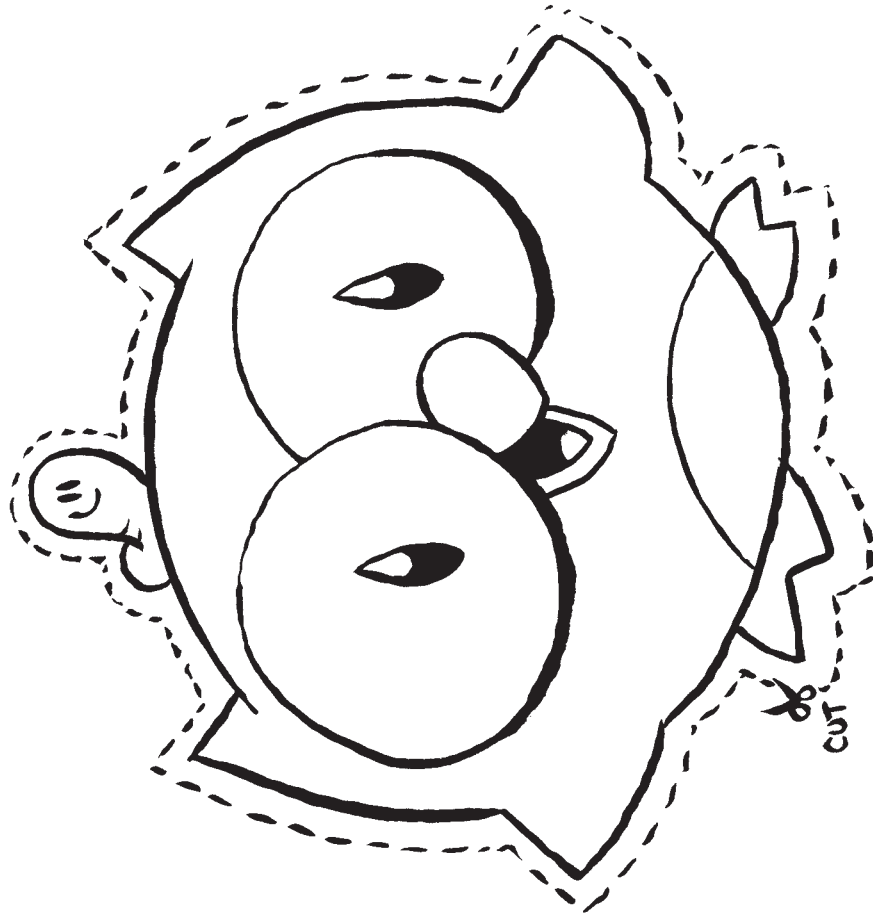
Activities: Students will read the example Owly story or excerpt. Discuss the story with the students. Then, using the Owly cutouts or creating their own characters, the students will make puppets using glue, staples, or tape and popsicle sticks. In small groups of 3, using the puppets and taking turns, one student (as the narrator) will tell the Owly story while the others perform using their puppets before the entire class. Change until each student has had the opportunity to be the narrator and speak out loud before the class.

Assessment: Have the students complete an assessment of how they felt they performed.

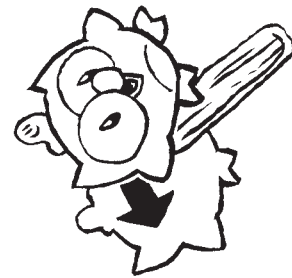


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OWL PUPPET



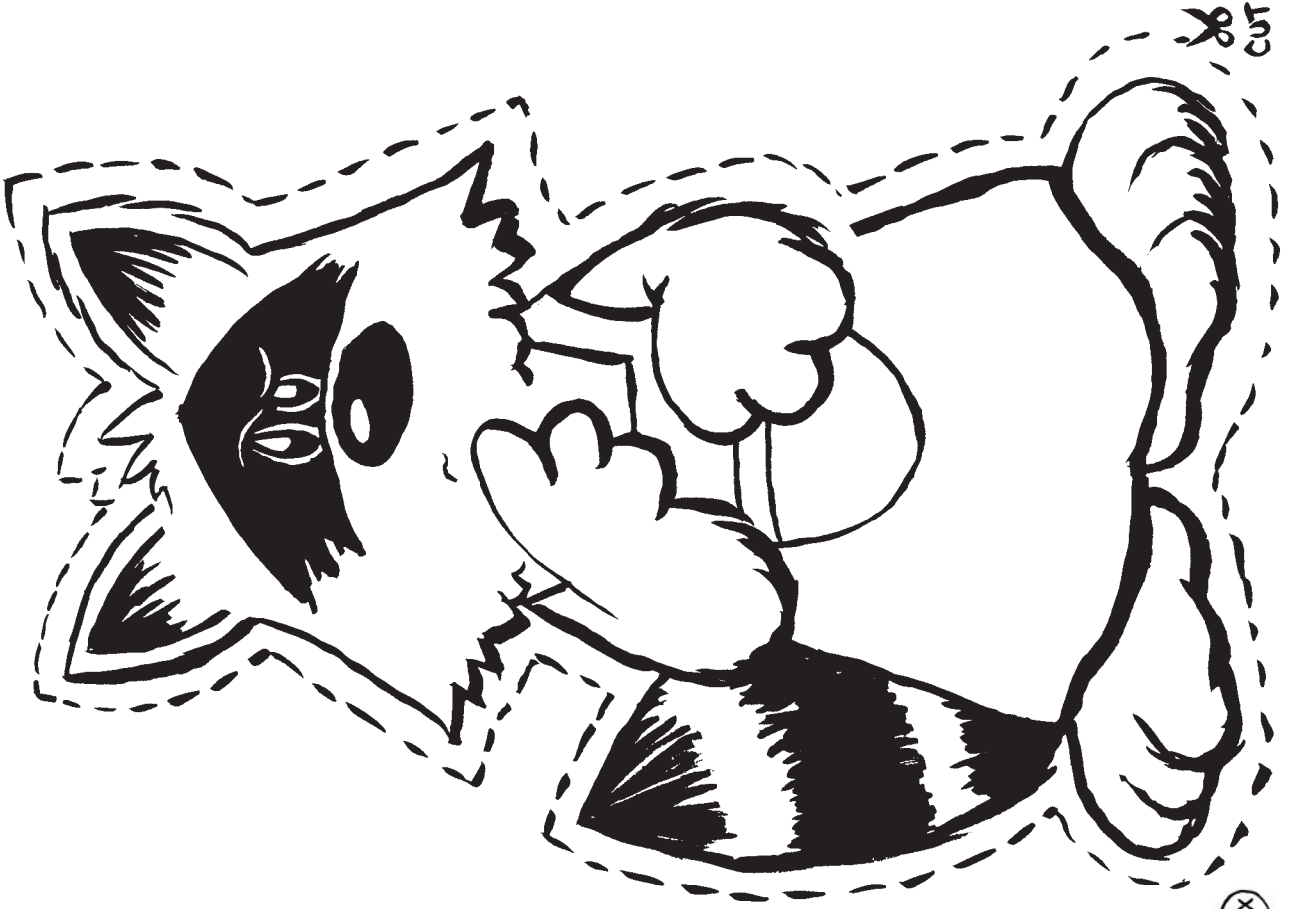
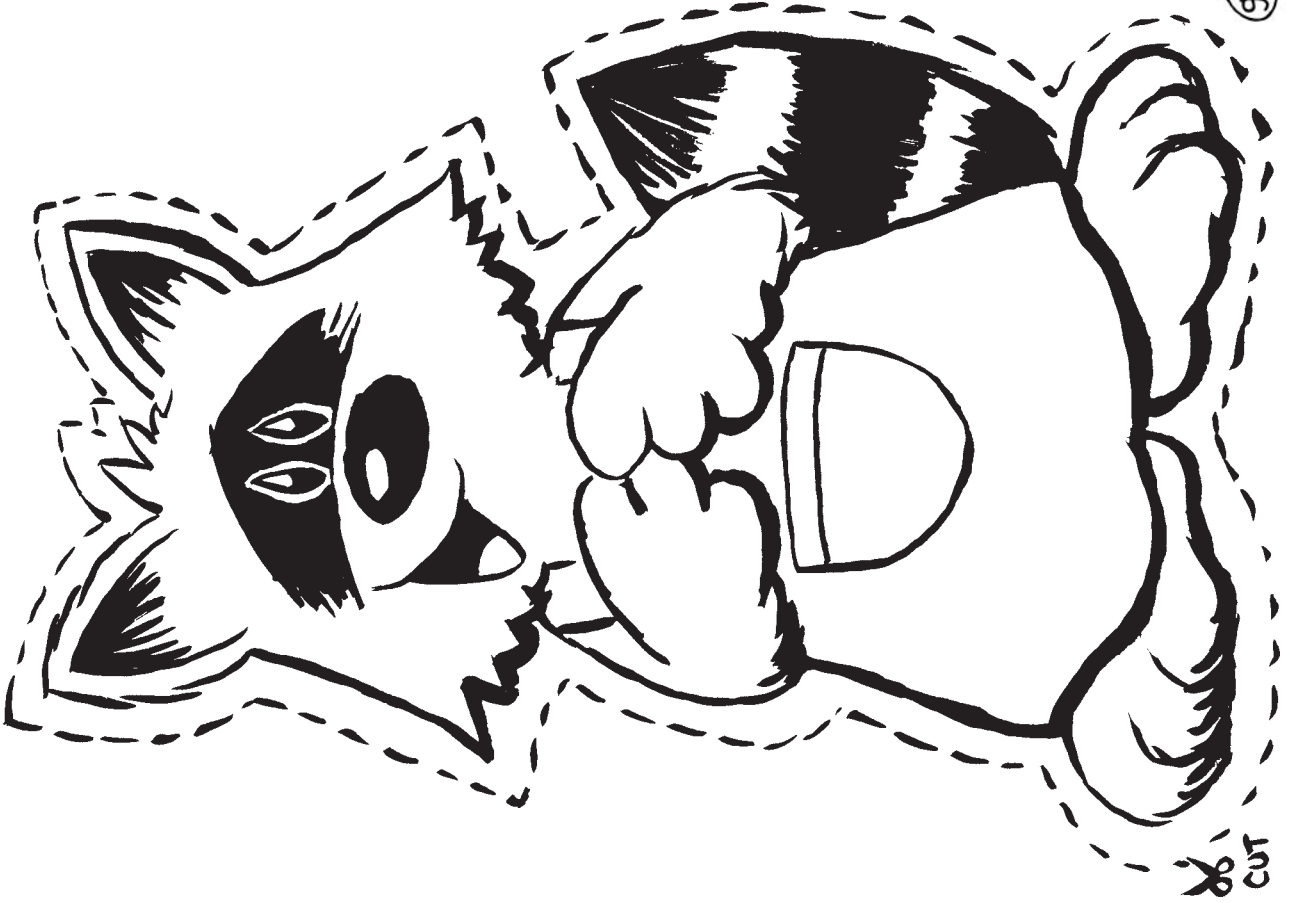
Tape, glue, or staple the two halves of the puppet together, sandwiching the Popsicle stick between them.



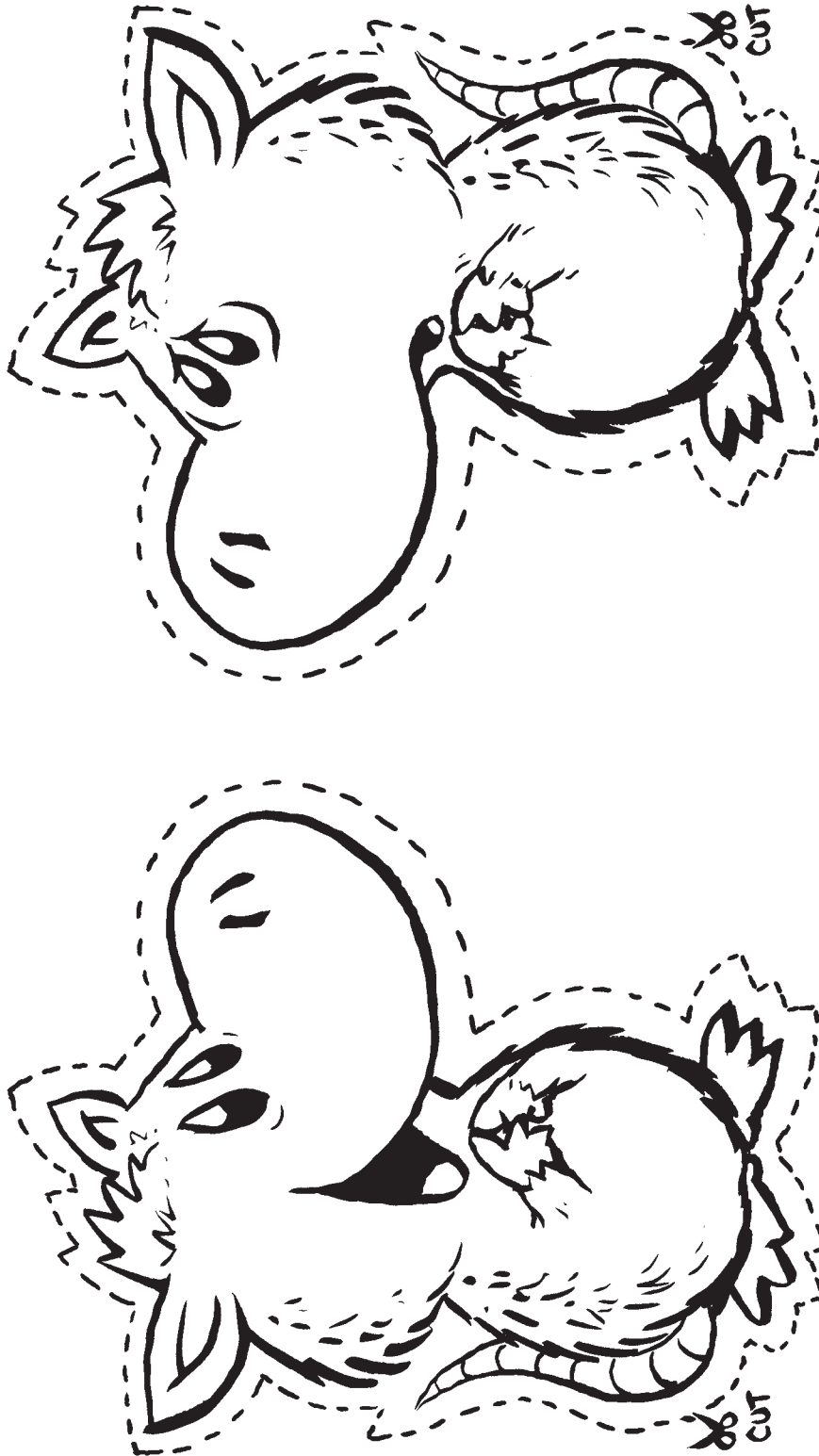
The two-sided puppet allows you to change the character's emotions by simply turning the puppet around.



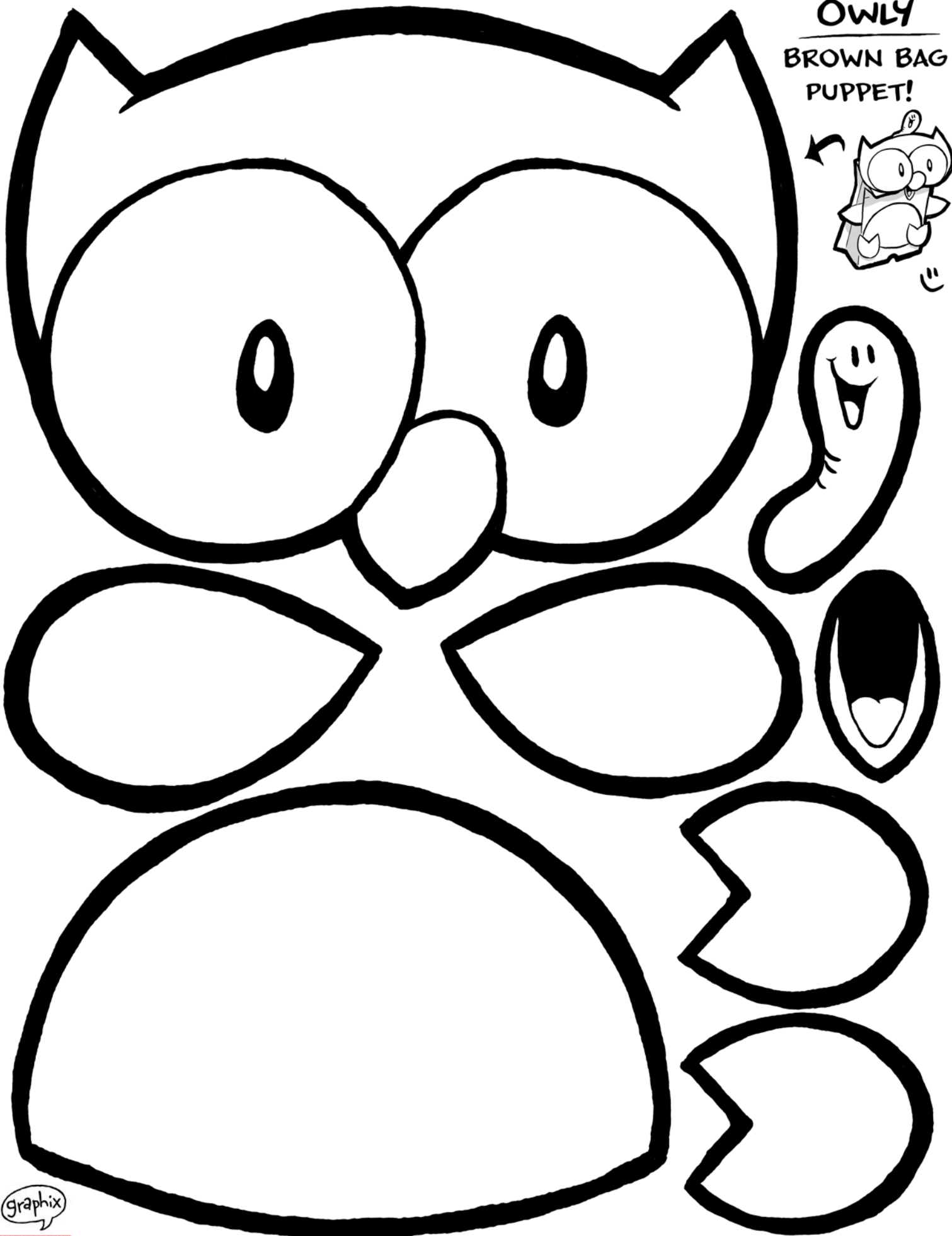
RACCOON PUPPET



Possey Puppet

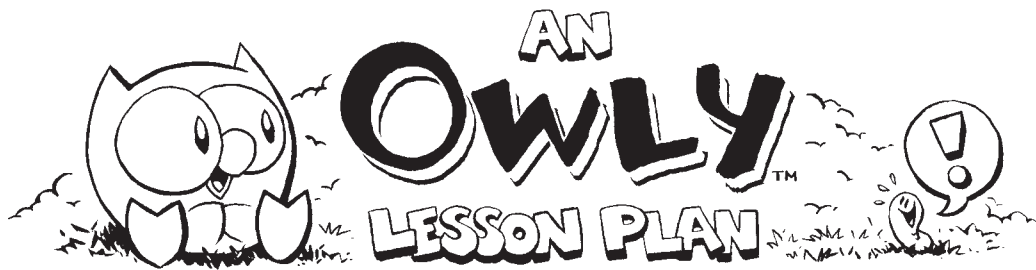


OWLY
BROWN BAG
PUPPET!



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10. How To Draw Owly

Visual Arts / Language Arts

Overview: Many times when students see cartoons, they are drawn to the simplicity of the characters and are compelled to try to create their own drawings. Unfortunately, many students do not have the confidence to draw and become frustrated when having to do so. The strong emotional content of the characters and the simplified black and white nature of the drawings in the Owly series of graphic novels can assist in teaching students how to draw. The characters in the series can be created through a series of shapes, especially the main character, Owly. This lesson illustrates how students actually can follow visual directions to build the character by using simple shapes they already know how to draw. They first sketch out the character with pencil and then trace the drawing with pen, crayons, or markers.

Goal: Students will use an Owly graphic novel as an inspiration to learn to draw, follow directions, and build self-esteem, leading to the realization that drawing can be fun and easy.

Objective: Using an Owly graphic novel, students will learn how to draw the character Owly.

Resource Materials:

- Owly Graphic Novel
- Paper
- Pencil / Pens/ Crayons / Markers
- Copy of the “How to Draw Owly” worksheet

Activities: Students will read the example Owly story or excerpt. Discuss the story with the students. Use the “How to Draw Owly” worksheet and have the students practice drawing Owly. Have them draw their own picture of Owly adding scenery or other characters.

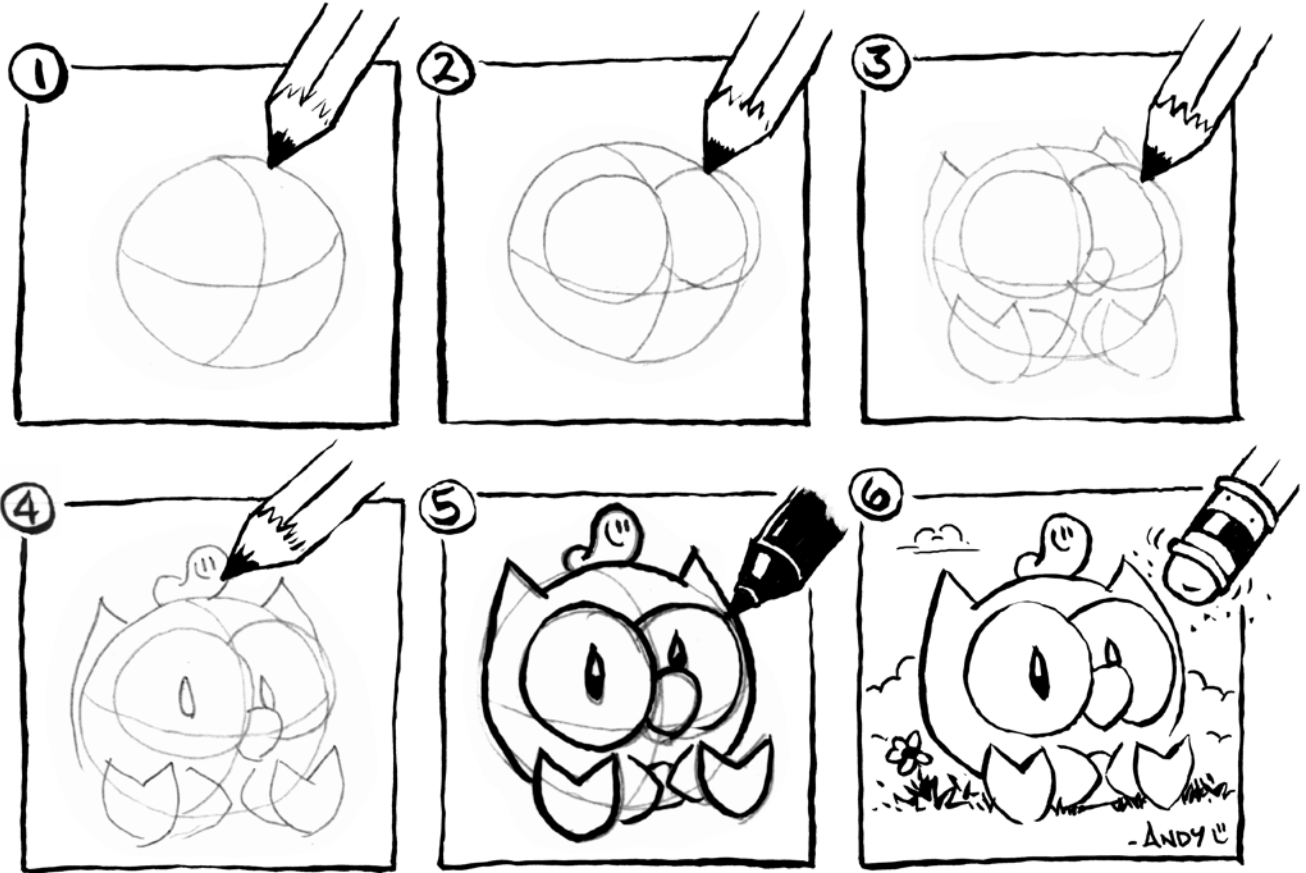
Assessment: Arrange the Owly pictures on the wall to show each artist’s creation.



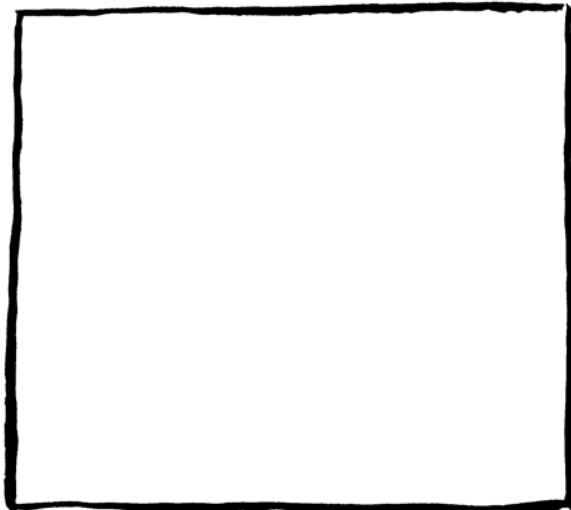
SCHOLASTIC

HOW TO DRAW OWLY

BY ANDY RUNTON



USE YOUR PENCIL & PEN TO DRAW OWLY BELOW!
AND BE SURE TO SIGN YOUR DRAWING U



SCHOLASTIC



11. Pitch Your Own Story

Language Arts / Visual Arts

Overview: Most stories and comics that are produced professionally begin with a “pitch.” A story “pitch” is a short verbal proposal of what the story is about, and it is used by writers to convince a publisher that a story is viable. Early students may not have the confidence to write their own story, and they may feel intimidated by the prospect. Additionally, they may not feel comfortable explaining their story to their peers. A “pitch” includes a description of the setting and the characters and emphasizes important aspects of the story including obstacles that must be faced. A “pitch” is often accompanied by a visual representation of the story as well. This gives the presenter something to talk around and allows the viewer to see concepts that aren’t able to be easily described in words. Using the Owly series of graphic novels, students will further develop their writing, visual arts, and presentation skills by creating and presenting their own story “pitch.”

Goal: Students will use an Owly graphic novel to develop literacy, creativity, and presentation skills enhancing their ability to write a story and present it to the class.

Objective: Using an Owly graphic novel as a guide, students will create a pitch for their own story.

Resource Materials:

- Owly Graphic Novel
- 2 Pieces of Paper
- Pencil

Activities: Read or have the students read an Owly story or excerpt. Discuss what the story is about and how the author would “pitch” the story. Have the students compose a summary of their story and write notes about it. Ask them to think about how they would convince someone that their story was worthy of publication. In addition to this, have the students create an image for their book that will help illustrate the story’s concepts.

Key pieces of information to have the students think about during their pitch:

- Characters
- Setting
- Conflict
- How the conflict is resolved

Then have them “pitch” their story to the class.

Assessment: Students will discuss the strong points of each other’s pitch proposals.



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12. Learning how to Research using Owly

Language Arts / Visual Arts

Overview: The ability to conduct research is an early skill that must be mastered since it will be a major part of a child's academic experience. Initially, students may not know how to proceed when it becomes necessary to obtain information on a given subject. On several occasions in the Owly series of graphic novels, Owly uses research techniques to learn about an unfamiliar bird or animal he has encountered, thus dispelling his early fears and gaining supported knowledge that he can share with others.

Goal: Students use will the information presented in an Owly graphic novel to develop their research abilities.

Objective: Using an Owly graphic novel as a guide, students will become aware of the benefits of research and how to conduct research on their own.

Resource Materials:

- Owly Graphic Novel
- Reference Book (such as an Encyclopedia)
- Paper
- Pencil
- Photocopies of the "Thoughts" and "Research" worksheets

Activities: Students will be shown an Owly story dealing with a new visitor to the forest that Owly doesn't know anything about. Discuss the animal or bird with the students. Do any of them have any knowledge of this creature? Show the students how to look up the animal/bird in the reference book and read the information provided. Discuss other sources for learning about the animal/bird (library, interviews, additional reference books, and the internet). Explain to the students that research isn't complicated, it's just learning more about something you're unfamiliar with.

Have the students choose an animal or bird from a list and complete the following "Thoughts" page, listing facts they know about their subject and drawing their perception of what it might look like. Then, have the students research their subject and fill out the "Research" page.

Assessment: Have students discuss their animal or bird, comparing their initial ideas and what they learned from their research.



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THOUGHTS

Topic: _____

Thinker: _____

Interesting Facts:

1. _____

2. _____

3. _____

4. _____

5. _____

Illustration:



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RESEARCH

Topic: _____

Researcher: _____

Interesting Facts:

1. _____

2. _____

3. _____

4. _____

5. _____

Illustration:



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