TEACHER: OK, Ruby. We've got, um...this book today. What do you think this one's going to be about?

STUDENT: It's gonna be...might be about owls and, um...what they eat and what they do and what they do... how they make nests.

TEACHER: Maybe. You might read about all those things in there. Do you know anything about owls already?

STUDENT: That they eat mice.

TEACHER: How do you know that?

STUDENT: My daddy told me.

TEACHER: Did he? OK. They eat mice. Tell me a bit more about that. If you know any more.

STUDENT: I don't know.

TEACHER: You don't. I wonder if that will be in the book? OK, open up and have a look. So what's this page?

STUDENT: The contents page.

TEACHER: Tell me about that.

STUDENT: The contents tells you what... ...types of... ...um...of... ..pages they are.

If you want to learn about a certain thing, then you can just go to that page.

TEACHER: OK. Terrific. Well, do you want to choose one to start on? What do you think you might like to start on today?

STUDENT: Owl Sounds.

TEACHER: OK. You find it.

STUDENT:

"Owl Sounds.

"Different owls make different sounds.

"Barn owls make a clucking, snoring...sound, or a long, hair... ...raising screech."

- Ooh, that would be strange.

STUDENT: Mmm.

"The...the boobook owls... ...call sounds like...'boobook' or... ...morpork.

"The boobook owl is also called a morpork owl.

"The twany owl..."

TEACHER: Good try. 'Tawny'.

STUDENT:

"The tawny owl… ...has a few different calls.

"One of the calls sounds like too...too-wit-too-whoo'." (LAUGHS)

TEACHER: (LAUGHS) That's a funny noise, isn't it? Have you ever heard noise like that sometimes? Mmm, sometimes...

STUDENT: Maybe once.

TEACHER: ...in that early night-time or the early morning...

STUDENT: We had...we had a tawny frogmouth in our backyard.

TEACHER: Did you?

STUDENT: A nest.

TEACHER: Wow! Did you hear the noise that that made?

STUDENT: Nuh. I didn't hear anything.

TEACHER: You didn't hear any noise. How did you know it was there in your backyard?

STUDENT: 'Cause we could see it.

TEACHER: And did you see it do anything?

STUDENT: Just standing there sleeping.

TEACHER: Did it?

STUDENT: And then it went away, but then it came back.

TEACHER: OK.

STUDENT: It stayed there for about three days.

TEACHER: So it's not still there anymore?

STUDENT: No.

TEACHER: Well, you were very lucky, because owls are very hard to see sometimes.

STUDENT: Mmm, it was...it was really... My daddy found it, and, um...it was really camouflaged into the tree.

TEACHER: How was it camouflaged into the tree?

STUDENT: The colour of it.

TEACHER: Tell me more.

STUDENT: The colour of it... like, was the same as the bark on the tree.

TEACHER: OK. So that made it hard to see. So your dad must be pretty clever at looking at those sorts....finding those sorts of things, mustn't he? Keep reading.

Turn over and read some more.

STUDENT:

"What Owls Look Like.

“Owls have large heads with eyes that look forward.

"As they hunt for prey, owl's...eyes are very big, to let more...in more light.

"This helps them to see in the dark.

"Owls have an extra... ...eyelid. It prote… ...that protects their eye from dirt and dust.

"The extra eyelid also helps the… ...keep light out of the owl's eyes during the day, when they are asleep."

TEACHER: Ah. What are you thinking?

STUDENT: The extra owl...eyelid is for during the day. To keep the... To keep the... To help keep the light out of their eyes.

TEACHER: Why do they need that during the day?

STUDENT: Because it probably makes it hard for the light because it's thicker.

TEACHER: And why do they need to keep the light out during the day?

STUDENT: So they can...so they can open their eyes at night and see? Because all the light builds up and then they can see?

TEACHER: And what are they doing during the day? Do you know?

STUDENT: They sleep?

TEACHER: Ah. So if it says "it helps keep light out of the owl's eyes “during the day..." ...when... Read it.

STUDENT: They sleep.

TEACHER: “...they are asleep." So that helps them during the day, doesn't it? That's an interesting picture. What are you wondering about that?

STUDENT: It looks weird. (LAUGHS)

TEACHER: (LAUGHS) Does look a bit weird, doesn't it? OK. Thank you. That was great!