Lesson Plans | Resources | Activities

For use with Jane Yolen's

Owl Moon



Grade 3 | Reading Level O

bookpagez

Making Inferences

Owl Moon
By: Jane Yolen
Grade Level: 3 / Guided Reading Level: O



Get Ready To Read

- ✓ **Learn about the book**
- ✓ **Get your brain ready to read**
- ✓ **Understand the meaning of important words found in the book**

Summary

Owl Moon is the story a girl and her father who go in search of an owl. In order to find an owl they wait until dark. Then the girl and her father begin a silent adventure. They get all bundled up, head out into the snow, walk through the woods, and wait. They have to be very quiet if they are going to find an owl. Sometimes owls come, and sometimes they don't. When you go owling, all you can do is head outside and hope that it will be your lucky night.

Link to What You Know

- What is something special that you do with your mom or dad?
- How do you feel when you spend alone time with your mom or dad?
- What do you suppose life would be like if you were an owl?

Important Words to Know and Understand

Clearing – An open area of land in which there are no trees

Palm – The inside part of the hand between the writs and the fingers



Learn About Comprehension Strategies

- ✓ **Think about the text you read**
- ✓ **Know what to do when you get confused**

Why Readers Make Inferences While Reading

When readers make inferences they behave like reading detectives.

Sometimes the author does not give you all of the information you need to understand everything that is happening in a text.

Instead the author gives you clues. You can use the author's clues along with what you already know to make an inference. This is sometimes called "reading between the lines."

For example, if an author writes; "Jason made a terrible mistake and his face turned bright red," you can infer that Jason is embarrassed. This inference makes sense because you know that if a person's face turns red after making a mistake, it usually means that they feel embarrassed.

Illustrators also leave clues. Make sure to look at the pictures to learn more about characters, settings, problems, and solutions.

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Making Inferences

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Make Inferences While Reading

- ✓ **Look for clues that tell you how a character might be feeling or what they might be thinking**
- ✓ **Study the pictures. What do you notice about the characters, setting, and events?**

Time to Read

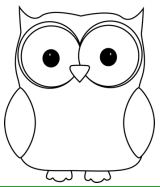
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 6 – Why do you have to be quiet when you go owling? What can you infer about owls based on the information on this page?

Page 13 – Make an inference about the setting of this book. Where do the girl and her father live? How do you know?

Page 26 – Make an inference about the owl. Why do you suppose he stayed on the tree limb in the light from the flashlight? How does this inference help you better understand or enjoy this book?

Page 29 – What can you infer about the rules of owling? Why is hope the only thing that you need? How does the little girl feel about this rule? How do you know?





Notice the Work You Did While Reading

- ✓ **Think**
- ✓ **Talk**
- ✓ **Reflect**
- ✓ **Write**

Time to Reflect

Think – What types of inferences did you make while reading ***Owl Moon***? Did you make inferences to understand new words? Did you infer to understand how a character thinks or feels? What did you already know about people, places, or events that helped you make inferences?

Talk – Tell your reading partner about the best inference you made while reading this book. Explain why your inference was so helpful to you as a reader. Remember to ask your partner to share their thoughts about the book too.

Reflect – Think about the extra information you learned while making inferences in ***Owl Moon***. What was easy about making inferences? What was difficult? How does making inferences help you be a better reader?

Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading ***Owl Moon***. (Remember to include examples from the book!)

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Your Turn to Practice Making Inferences
with Owl Moon

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Why do you have to be quiet when you go owling? What can you infer about owls based on the information on this page?

Page 13:

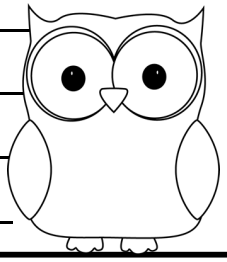
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Page 26:

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Page 29:

What can you infer about the rules of owling? Why is hope the only thing that you need? How does the little girl feel about this rule? How do you know?



Name:_____

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Answer Key for Making Inferences
with Owl Moon

Page 6:

Why do you have to be quiet when you go owling? What can you infer about owls based on the information on this page?

Answers will vary. Sample answers include: I think you have to be quiet when you go owling so that you don't scare the owls. I can infer that owls like quite because the girl and her father are being very quiet – they are not talking.

Page 13:

Make an inference about the setting of this book. Where do the girl and her father live? How do you know?

Answers will vary. Sample answers include: I can infer that the girl and her father live in the the country near the woods. I can infer this because they walked from their house to the woods where they are owling.

Page 26:

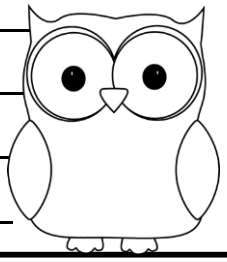
Make an inference about the owl. Why do you suppose he stayed on the tree limb in the light from the flashlight? How does this inference help you better understand or enjoy this book?

Answers will vary. Sample answers include: I can infer that the owl stayed on the tree because he was frightened. My inference helps me better understand the story because it helps me to know that owls sometimes stay still.

Page 29:

What can you infer about the rules of owling? Why is hope the only thing that you need? How does the little girl feel about this rule? How do you know?

Answers will vary. Sample answers include: I can infer that the rules of owling are not very specific because there is only one rule. Being hopeful is important because you can't control owls, so you have to hope that you will see one. The little girl is okay with this rule because she feels happy and lucky when and her father see the owl.



Owl Moon: Making Inferences

Make an inference about the little girl's prior knowledge.

What do you think the she knew about going owling before she and her father left their house. Who do you think taught her about owling? How do you know?

☐ I can ask and answer questions to show that I understand the stories that I am reading.

CCSS: RL.3.1

Owl Moon: Making Inferences

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What do you think the she knew about going owling before she and her father left their house. Who do you think taught her about owling? How do you know?

Making Inferences
Title: _____

What the Text Says Look for clues in the text or pictures	What I Know What do you know about the clue?	What I Can Infer Emotions, Thoughts, Cause, Setting

Directions:

1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Common Core State Standards Correlation

Owl Moon Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "Owl Moon" correlate with the following English Language Arts Common Core State Standards for third grade.

Making Inferences Lesson Plan and Resources

Reading: Literature
RL.3.1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.
RL.3.3 – Describe characters in a story (eg, their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
RL.3.4 – Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.3.7 – Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (eg, create mood, emphasize aspects of a character or setting).
RL.3.10 – By the end of the year, read and comprehend literature, including stories and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

Reading: Foundational Skills
RF.3.3 – Know and apply grade-level phonics and word analysis skills in decoding words.
RF.3.4 – Read with sufficient accuracy and fluency to support comprehension.

Writing
W.3.8 – Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Speaking & Listening
SL.3.1d – Explain their own ideas and understanding in the light of the discussion.
SL.3.2 – Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.3.3 – Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Language
L.3.6 – Acquire and use accurately grade appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (eg, *After dinner that night we went looking for them*).

Visualizing

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Get Ready To Read

- ✓ **Learn about the book**
- ✓ **Get your brain ready to read**
- ✓ **Understand the meaning of important words found in the book**

Summary

Owl Moon is the story a girl and her father who go in search of an owl. In order to find an owl they wait until dark. Then the girl and her father begin a silent adventure. They get all bundled up, head out into the snow, walk through the woods, and wait. They have to be very quiet if they are going to find an owl. Sometimes owls come, and sometimes they don't. When you go owling, all you can do is head outside and hope that it will be your lucky night.

Link to What You Know

- Name some things that you might see in a cold climate during the winter.
- What do you know about owls?
- When you hear the words "Owl Moon" what do you see in your mind?

Important Words to Know and Understand

Owl – A bird that usually hunts at night and that has a large head and eyes, a powerful hooked beak, and strong claws

Woolen – Something that is made of wool, which is a soft thick material made from the hair of sheep



Learn About Comprehension Strategies

- ✓ **Think about the text you read**
- ✓ **Know what to do when you get confused**

Why Readers Visualize While Reading

Readers visualize by using the author's words to make movies in their minds. When readers can "see" what they read, it means they are able to make connections between what they already know about and the text.

When you read a picture book, the illustrator uses the author's words to create a picture that matches what's happening in the story. You can use the pictures to help you check that your thinking is on the right track.

When you read a chapter book or other text that does not have pictures, it is helpful to pay attention to all of the describing words in the text. Describing words will help you create mental images in your mind.

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Visualizing

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Visualize While Reading

- ✓ **Notice the words an author uses to describe people, places, things, and events**
- ✓ **Look at the pictures. Do your mental images match the pictures in the book?**

Time to Read

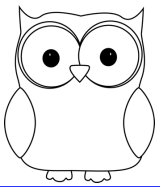
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Pages 2 and 3 – Notice all of the details the author gives you to tell about the setting. When is this story taking place? Where is it taking place? Who are the characters in the scene? Which words help you visualize the scene? Point to the words.

Page 11 – The book is narrated by the little girl. Here she tells about the way she feels as she and her father walk. Which words help you to visualize the scene? Does the illustration match the image you have in your mind? Why or why not?

Page 18 – Notice the words the author uses on this page. Pretend you are in the clearing too. What do you see? What do you hear? Which words on the page help you visualize the scene?

Page 28 – Notice the words the author uses to describe the action and the owl on this page. Which words help you visualize? Point to the words.





Notice the Work You Did While Reading

- ✓ **Think**
- ✓ **Talk**
- ✓ **Reflect**
- ✓ **Write**

Time to Reflect

Think – What kinds of words helped you visualize while reading ***Owl Moon***? Were they color words? Were they words that described the way people moved or did things? Did the movie in your mind match some of the pictures in the book?

Talk – Tell your reading partner about a place in the book where you visualized. Did you visualize a setting, the way a character looked, or an action? Remember to ask your partner to share their mental images too.

Reflect – Think about the words in ***Owl Moon***. How does paying attention to the words an author uses help you to visualize? How does visualizing help you to be a better reader?

Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading ***Owl Moon***. (Remember to include examples from the book!)

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Your Turn to Practice Visualizing
with Owl Moon

Pages 2 and 3:

Notice all of the details the author gives you to tell about the setting. When is this story taking place? Where is it taking place? Who are the characters in the scene? Which words help you visualize the scene? Point to the words.

Page 11:

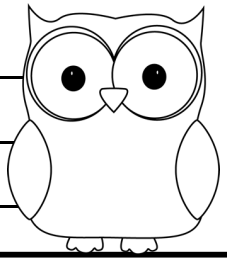
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Name:_____

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Answer Key for Visualizing
with Owl Moon

Pages 2 and 3:

Notice all of the details the author gives you to tell about the setting. When is this story taking place? Where is it taking place? Who are the characters in the scene? Which words help you visualize the scene? Point to the words.

Answers will vary. Sample answers include: The story is taking place at night, in the country. The characters are a dad and a kid. The words that help me visualize are "late one winter night," "no wind," "trees stood still," etc.

Page 11:

The book is narrated by the little girl. Here she tells about the way she feels as she and her father walk. Which words help you to visualize the scene? Does the illustration match the image you have in your mind? Why or why not?

Answers will vary. Sample answers include: The words that help me visualize are "feel the cold," "icy hand on my back,…my nose…the tops of my cheeks." The picture does not match my image. I visualize the girl, not walk.

Page 18:

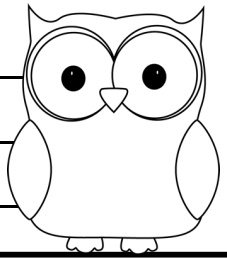
Notice the words the author uses on this page. Pretend you are in the clearing too. What do you see? What do you hear? Which words on the page help you visualize the scene?

Answers will vary. Sample answers include: I see two people standing in the moonlight. I hear owl calls. Then, an owl darting through the trees. The words that help me visualize are "whoo-whoo" and "came threading its way."

Page 28:

Notice the words the author uses to describe the action and the owl on this page. Which words help you visualize? Point to the words.

Answers will vary. Sample answers include: The words that help me visualize are "pumped its great wings," "lifted off," "without sound," and "I was a shadow."



Owl Moon: Visualizing

How did you feel while reading this story? How did the descriptions of the setting and the characters make you feel at the beginning, the middle, and the end of the story?

☐ I can describe how new parts of fiction build on previous parts.

CCSS: RL.3.5

Owl Moon: Visualizing

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Visualizing
Title: _____

What page did you use to practice visualizing?

Draw a picture of your mental image in the space below:

Write down some of the words that the author used to help you make this picture in your mind.

Show your picture to someone. Make sure that you drew all of the words that helped you visualize.

Directions:

1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Common Core State Standards Correlation

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Visualizing Lesson Plan and Resources

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RL.3.5 – Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
RL.3.7 – Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (eg, create mood, emphasize aspects of a character or setting).
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Asking Questions

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Link to What You Know

- Name some things that you are waiting to do once you get older.
- Do you have any traditions in your family? Name some.
- What do your parents do to make you feel special?

Important Words to Know and Understand

Meadow – A flat area of land that is covered with tall grass

Shrugged – To raise and lower your shoulders to show that you don't know or care about something



Learn About Comprehension Strategies

- ✓ Think about the text you read
- ✓ Know what to do when you get confused

Why Readers Ask Questions While Reading

Readers ask questions because it makes reading much more interesting. By asking questions readers can turn a text into a treasure hunt, where their job is to find the answers to their questions. When readers ask questions, they think about what they already know and what they want to find out.

When you choose a book, it's important to **ask questions before you read**. Read the title, the blurb on the back, and look at the cover art. What are you curious about? What do you hope to learn from reading the book?

You should also **ask questions while you read**. Try asking questions that help you answer who or what the book is about and where or when the story takes place.

Last, it's important to **ask questions after you read a book**. Asking questions after reading will help you decide whether or not you understood what you read. Ask questions if you are confused or are wondering about something.

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Asking Questions

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Ask Questions While Reading

- ✓ Try asking questions that begin with "I wonder…" or "Why…"
- ✓ Decide whether or not your questions will help you better understand the text
- ✓ Stop from time to time. Ask yourself if you've found the answers to your questions

Time to Read

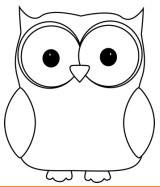
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 3 – What are you wondering about the little girl and her father? How will the answer to your question help you to better understand the story?

Page 9 – What is the girl's father doing? What questions do you have about their actions? Why do you want to know?

Page 19 – Here the little girl says "I almost smiled." Why do you suppose she told us this? What do know about owling now? What are you still wondering about?

Page 28 – Now that the girl and her father have seen an owl they begin to talk and laugh. Would you start to talk? Why or why not? What else are you wondering about owling?





Notice the Work You Did While Reading

- ✓ Think
- ✓ Talk
- ✓ Reflect
- ✓ Write

Time to Reflect

Think – When readers ask questions they think about what they need to know in order to really understand a book. Because no two readers are the same, your questions will usually be different from other people who are reading the same book. What question did you ask that helped you to really understand or enjoy ***Owl Moon***?

Talk – Tell your reading partner about the most important question you asked while reading. Explain how you answered your question and why the answer helped you.

Reflect – Think about the questioning work you did while reading ***Owl Moon***. Which types of questions helped you the most? Is there anything that you are still wondering about? If so, how can you answer your question?

Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading ***Owl Moon.*** (Remember to include examples from the book!)

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Your Turn to Practice Asking Questions
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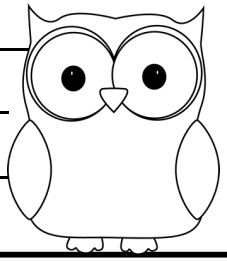
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Name:_____

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Answer Key for Asking Questions
with Owl Moon

Page 3:

What are you wondering about the little girl and her father? How will the answer to your question help you to better understand the story?

Answers will vary. Sample answers include: I am wondering where the girl and her father are going. The answer to my question will help me know where this story will take place.

Page 9:

What is the girl's father doing? What questions do you have about their actions? Why do you want to know?

Answers will vary. Sample answers include: The girls father is calling for owls. I am wondering how they learned to call for owls. I want to know because I think it's an interesting thing to know how to do.

Pages 19:

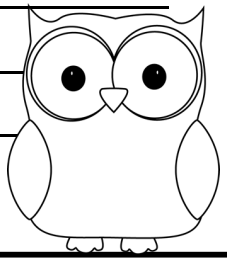
Here the little girl says "I almost smiled." Why do you suppose she told us this? What do know about owling now? What are you still wondering about?

Answers will vary. Sample answers include: I think the girl told us that she almost smiled to tell us that she was excited about seeing an owl. I am wondering how much longer it will be before she sees an owl.

Page 28:

Now that the girl and her father have seen an owl they begin to talk and laugh. Would you start to talk? Why or why not? What else are you wondering owling?

Answers will vary.



Owl Moon: Asking Questions

Pretend that you are writing a guide to owling.

Use what you learned in the book to write 5 questions and answers that you could include in your guide about owling.

☐ I can find the answers to specific questions within the stories that I read.

CCSS: RL.3.1

Owl Moon: Asking Questions

Pretend that you are writing a guide to owling.

Use what you learned in the book to write 5 questions and answers that you could include in your guide about owling.

☐ I can find the answers to specific questions within the stories that I read.

CCSS: RL.3.1

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Use what you learned in the book to write 5 questions and answers that you could include in your guide about owling.

Asking Questions
Title: _____

Question Sentence Starters

I wonder…	Why didn't…	How does…
I am confused when…	I am curious about…	I am not sure why…

Question	Answer
Question	**Answer**
Question	**Answer**
Question	**Answer**
Question	**Answer**

Directions:

1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Common Core State Standards Correlation

Owl Moon Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "Owl Moon" correlate with the following English Language Arts Common Core State Standards for third grade.

Asking Questions Lesson Plan and Resources

Reading: Literature
RL.3.1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.
RL.3.3 – Describe characters in a story (eg, their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
RL.3.4 – Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.3.10 – By the end of the year, read and comprehend literature, including stories and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

Reading: Foundational Skills
RF.3.3 – Know and apply grade-level phonics and word analysis skills in decoding words.
RF.3.4 – Read with sufficient accuracy and fluency to support comprehension.

Writing
W.3.8 – Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Speaking & Listening
SL.3.1c – Ask and answer questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
SL.3.1d – Explain their own ideas and understanding in the light of the discussion.
SL.3.2 – Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.3.3 – Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Language
L.3.6 – Acquire and use accurately grade appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (eg, *After dinner that night we went looking for them*).

Understanding Text Structure

Owl Moon
By: Jane Yolen
Grade Level: 3 / Guided Reading Level: O



Get Ready To Read

- ✓ Learn about the book
- ✓ Get your brain ready to read
- ✓ Understand the meaning of important words found in the book

Summary

Owl Moon is the story a girl and her father who go in search of an owl. In order to find an owl they wait until dark. Then the girl and her father begin a silent adventure. They get all bundled up, head out into the snow, walk through the woods, and wait. They have to be very quiet if they are going to find an owl. Sometimes owls come, and sometimes they don't. When you go owling, all you can do is head outside and hope that it will be your lucky night.

Link to What You Know

- Have you ever been hunting or fishing? Tell about a time when you went hunting or fishing.
- What problems might you have if you wanted to find an owl?

Important Words to Know and Understand

Threading – To move forward by turning and going through narrow spaces



Learn About Comprehension Strategies

- ✓ Think about the text you read
- ✓ Know what to do when you get confused

Why Readers Notice Text Structure While Reading

Readers pay attention to text structure because understanding how text is organized will help you become a better reader. Authors use following text structures:

Description – when a person, place, thing, or event is described by listing what it looks like, how it works, or what it does.

Sequence – when information is given in chronological order (first, next, then, last / morning, afternoon, night)

Problem and Solution – when a problem is explained and a solution is discovered

Compare and Contrast – when an author writes about the ways two or more people, places, or things are alike and different

Cause and Effect – when the author explains why something happened (cause) and what happened (effect)

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Understanding Text Structure

Owl Moon
By: Jane Yolen
Grade Level: 3 / Guided Reading Level: O



Understand Text Structure While Reading

- ✓ **Notice the words an author uses – does the author describe things or explain events?**
- ✓ **Look at the pictures. Sometimes pictures give you clues about text structure**

Time to Read

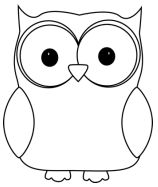
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 2 – Here the author is using similes, which is a comparing and contrasting text structure. What does the author compare the trees to? What does she compare the train whistle to? How do these similes help you to understand the scene? How do you feel when you read this page?

Page 5 – Here the author is using sequence to tell about the girl and her father's actions. What did the girl do? What did the father do? Which words help you determine the sequence?

Page 18 – Here the author is using description. What is the author describing here? Which words do you like best? What does this description help you to understand about owling?

Page 28 – Here the author is using cause and effect. What caused the father to say "Time to go home"? How did the little girl know that she could talk and laugh?





Notice the Work You Did While Reading

- ✓ **Think**
- ✓ **Talk**
- ✓ **Reflect**
- ✓ **Write**

Time to Reflect

Think – How did the different text structures help you to better understand ***Owl Moon***? Why do you think authors use more than one text structure when they tell stories?

Talk – Tell your reading partner about a place where you noticed a description. Explain how you knew the author was using a descriptive text structure.

Reflect – Think about the text structures in ***Owl Moon***. How does paying attention to the way the author organizes text help you to be a better reader?

Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading ***Owl Moon***. (Remember to include examples from the book!)

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Your Turn to Practice Understanding Text Structure
with Owl Moon

Page 2:

Here the author is using similes, which is a comparing and contrasting text structure. What does the author compare the trees to? What does she compare the train whistle to? How do these similes help you to understand the scene? How do you feel when you read this page?

Page 5:

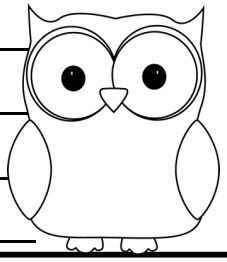
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Page 28:

Here the author is using cause and effect. What caused the father to say "Time to go home"? How did the little girl know that she could talk and laugh?



Name:_____

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Answer Key for Understanding Text Structure
with Owl Moon

Page 2:

Here the author is using similes, which is a comparing and contrasting text structure. What does the author compare the trees to? What does she compare the train whistle to? How do these similes help you to understand the scene? How do you feel when you read this page?

Answers will vary. Sample answers include: The author compares the tress to giant statues. She compares the train whistle to sad song. These similes help me visualize a still night. They make me feel quiet and calm.

Page 5:

Here the author is using sequence to tell about the girl and her father's actions. What did the girl do? What did the father do? Which words help you determine the sequence?

Answers will vary. Sample answers include: The girl and her father walked quietly across the snow. The words that help me are that the girl ran after her father and her shadow bumped after her.

Page 18:

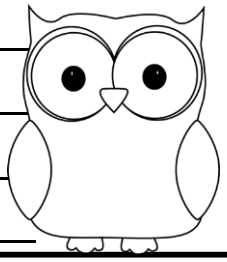
Here the author is using description. What is the author describing here? Which words do you like best? What does this description help you to understand about owling?

Answers will vary. Sample answers include: The author is describing the part when the girl and her father call for owls. I like the part where the girl is listening so hard her ears hurt. The description helps me know that owling is serious.

Page 28:

Here the author is using cause and effect. What caused the father to say "Time to go home"? How did the little girl know that she could talk and laugh?

Answers will vary. Sample answers include: The owl flying back into the forest caused the father to say that it was time to go home. The girl know that she could talk and laugh because they had seen an owl and didn't have to be quite while they waited anymore.



Owl Moon: Understanding Text Structure

Look at each of the scenes in the story. Make a timeline showing what the girl and her father did and where they went throughout the story.

☐ I can write and talk about fiction by using the words for the different parts (chapter, scene, stanza).

CCSS: RL.3.5

Owl Moon: Understanding Text Structure

Look at each of the scenes in the story. Make a timeline showing what the girl and her father did and where they went throughout the story.

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Understanding Text Structure
Title: _____

Text Structure	Where the Text Structure was Used	How the Text Structure Helped Me
	Page:	
	Page:	
	Page:	
	Page:	
	Page:	

Text Structures You Might See While Reading		
Description	**Sequence**	**Cause and Effect**
Compare and Contrast	**Problem and Solution**	

Directions:

1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Common Core State Standards Correlation

Owl Moon Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "Owl Moon" correlate with the following English Language Arts Common Core State Standards for third grade.

Understanding Text Structure Lesson Plan and Resources

Reading: Literature
RL.3.5 – Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
RL.3.7 – Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (eg, create mood, emphasize aspects of a character or setting).
RL.3.10 – By the end of the year, read and comprehend literature, including stories and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

Reading: Foundational Skills
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Language
L.3.6 – Acquire and use accurately grade appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (eg, *After dinner that night we went looking for them*).

Vocabulary Connections

Owl Moon
By: Jane Yolen
Grade Level: 3 / Guided Reading Level: O

Important Words to Know and Understand in "Owl Moon"

Clearing
An open area of land in which there are no trees

Meadow
A flat area of land that is covered with tall grass

Owl
A bird that usually hunts at night and that has a large head and eyes, a powerful hooked beak, and strong claws

Palm
The inside part of the hand between the writs and the fingers

Shrugged
To raise and lower your shoulders to show that you don't know or care about something

Threading
To move forward by turning and going through narrow spaces

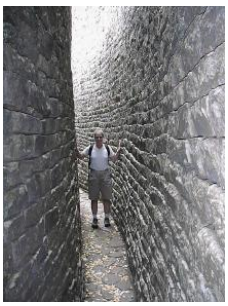
Woolen
Something that is made of wool, which is a soft thick material made from the hair of sheep

Vocabulary Connections

Owl Moon
By: Jane Yolen
Grade Level: 3 / Guided Reading Level: O

Step by Step Directions:
1. Cut on the Dotted Line **2.** Fold on the Solid Line **3.** Glue, Tape or Staple the Top of Each Card to Close

Clearing	Meadow	Owl
		

Palm	Shrugged	Threading
		

Vocabulary Connections

Owl Moon
By: Jane Yolen
Grade Level: 3 / Guided Reading Level: O

Woolen



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Vocabulary Connections

Owl Moon
By: Jane Yolen
Grade Level: 3 / Guided Reading Level: O

Clearing	Meadow	Owl
An open area of land in which there are no trees	A flat area of land that is covered with tall grass	A bird that usually hunts at night and that has a large head and eyes, a powerful hooked beak, and strong claws

Palm	Shrugged	Threading
The inside part of the hand between the writs and the fingers	To raise and lower your shoulders to show that you don't know or care about something	To move forward by turning and going through narrow spaces

Step by Step Directions:
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Vocabulary Connections

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Vocabulary Connections

Owl Moon
By: Jane Yolen
Grade Level: 3 / Guided Reading Level: O

Step by Step Directions:
1. Cut on the Dotted Line **2.** Fold on the Solid Line **3.** Complete the Vocabulary Card **4.** Glue the Back of the Bottom Flap into Your Notebook **5.** Write the Vocabulary Word on the Front of the Top Flap

Clearing is a/an noun verb adverb adjective Definition of **Clearing:**	**Meadow is a/an** noun verb adverb adjective Definition of **Meadow:**	**Owl is a/an** noun verb adverb adjective Definition of **Owl:**
Clearing looks like this:	**Meadow** looks like this:	**Owl** looks like this:
Clearing reminds me of:	**Meadow** reminds me of:	**Owl** reminds me of:
I saw this word in	**I saw this word in**	**I saw this word in**

Vocabulary Connections

Owl Moon
By: Jane Yolen
Grade Level: 3 / Guided Reading Level: O

Step by Step Directions:
1. Cut on the Dotted Line **2.** Fold on the Solid Line **3.** Complete the Vocabulary Card **4.** Glue the Back of the Bottom Flap into Your Notebook **5.** Write the Vocabulary Word on the Front of the Top Flap

Palm is a/an noun verb adverb adjective Definition of **Palm:**	**Shrugged is a/an** noun verb adverb adjective Definition of **Shrugged:**	**Threading is a/an** noun verb adverb adjective Definition of **Threading:**
Palm looks like this:	**Shrugged** looks like this:	**Threading** looks like this:
Palm reminds me of:	**Shrugged** reminds me of:	**Threading** reminds me of:
I saw this word in	**I saw this word in**	**I saw this word in**

Vocabulary Connections

Owl Moon
By: Jane Yolen
Grade Level: 3 / Guided Reading Level: O

Step by Step Directions:
1. Cut on the Dotted Line **2.** Fold on the Solid Line **3.** Complete the Vocabulary Card **4.** Glue the Back of the Bottom Flap into Your Notebook **5.** Write the Vocabulary Word on the Front of the Top Flap

Woolen is a/an

noun verb
adverb adjective

Definition of
Woolen:

_____
_____
_____
_____
_____
_____

Woolen looks like this:

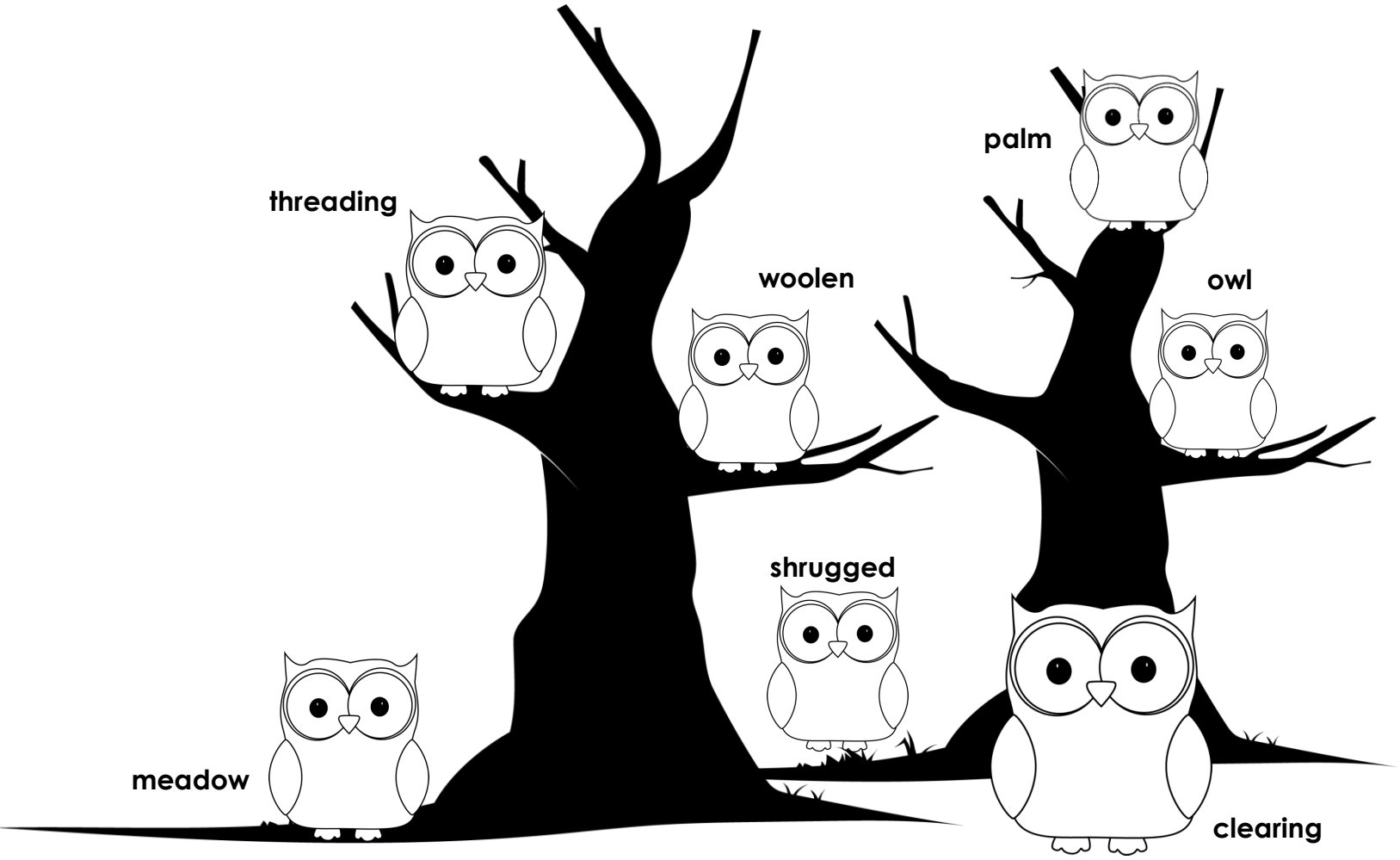
Woolen reminds me of:

_____
_____

I saw this word in

Word Games
with Words from Owl Moon

Directions: It's time for you to go owling. Read the vocabulary words near each owl. If the word is a noun, color the owl brown.



Directions: Complete the sentences below using a verb or an adjective from the vocabulary words next to the owls above.

1. My mother was grateful to receive a _____ scarf for her birthday last January.

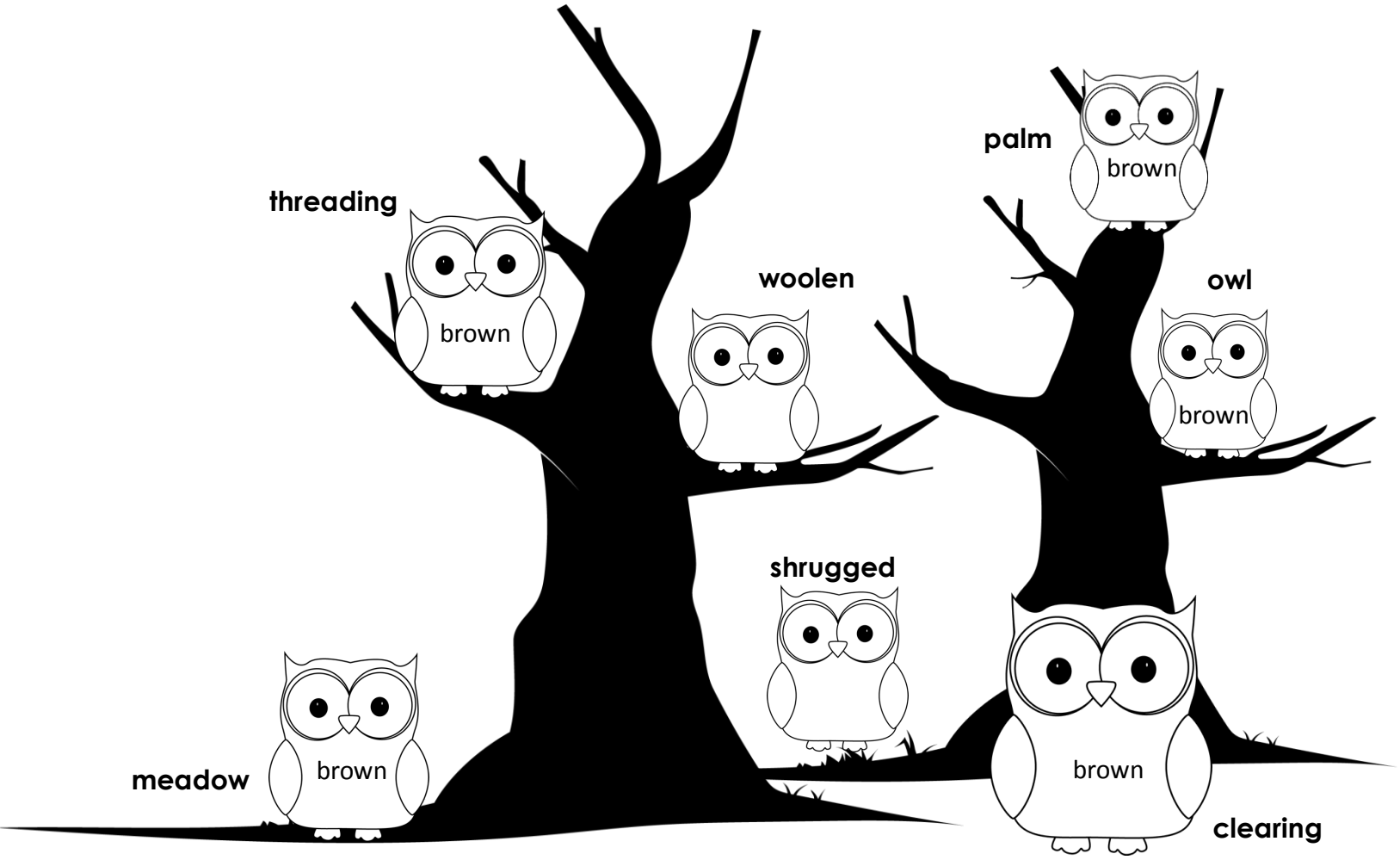
2. Kate _____ her shoulders when she was asked how her bike became broken.

Name:_____

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Word Games Answer Key
with Words from Owl Moon

Directions: It's time for you to go owling. Read the vocabulary words near each owl. If the word is a noun, color the owl brown.



Directions: Complete the sentences below using a verb or an adjective from the vocabulary words next to the owls above.

1. My mother was grateful to receive a **woolen** scarf for her birthday last January.

2. Kate **shrugged** her shoulders when she was asked how her bike became broken.

Vocabulary Connections

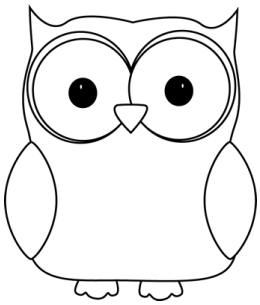
Owl Moon
By: Jane Yolen
Grade Level: 3 / Guided Reading Level: O

Step by Step Directions
1. Cut on the Dotted Line. **2.** Fold on the Solid Line. **3.** Complete the Vocabulary Card.
4. Add Your Vocabulary Card to Your Notebook or Use It As A Bookmark.

Owl Moon

By Jane Yolen

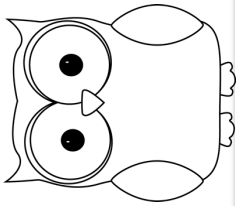




A new word that I learned in this book is:

It's like...

It means...



Name:

Name:_____

Vocabulary Connections

Directions:

Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

New Word

Cripple

A person or animal that is impaired in some way.

Dictionary Definition
Look up the word in the dictionary. Copy the dictionary definition.

She saw to it that I tried to walk every day. "So's that mean-lookin' leg don't go stiff on you and cripple up," she'd say.

Original Sentence
Copy the sentence in the book where the word appears.

Book Title:
Pink and Say



Visualize
Draw a picture to illustrate the meaning of the word.

Lame
Dismember
Injure

Synonyms
What words have nearly the same meaning?

Help
Support
Strong

Antonyms
What words have the opposite meaning?

The bird was a cripple because its wing was broken.

Make It Your Own
Use the word in a new sentence that shows what it means.

I saw a person in a wheelchair with a crippled leg.

Connect to Your Life
When or where have you seen it, heard, it, felt it, smelled it, or tasted it?

Name:_____

Vocabulary Connections

Directions:

Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

New Word

Dictionary Definition

Look up the word in the dictionary. Copy the dictionary definition.

Original Sentence

Copy the sentence in the book where the word appears.

Book Title:

_____

_____

Visualize

Draw a picture to illustrate the meaning of the word.

Synonyms

What words have nearly the same meaning?

Antonyms

What words have the opposite meaning?

Make It Your Own

Use the word in a new sentence that shows what it means.

Connect to Your Life

When or where have you seen it, heard, it, felt it, smelled it, or tasted it?

Name:_____

Vocabulary Connections

Directions:

1. Write a word from your reading that is new to you in the first column.
2. Read the sentence before *and* after the sentence where the word appears. Write what you think the word means in the second column.
3. Explain why you think your definition makes sense based on the context clues in the text.
4. Write the dictionary definition.
5. Place a check mark in the last column if the dictionary definition matches what you thought the word meant.

Word	What I Think the Word Means	Context Clues	Real Definition	✔

Common Core State Standards Correlation

Owl Moon Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "Owl Moon" correlate with the following English Language Arts Common Core State Standards for third grade.

Vocabulary Lesson Plan and Resources

Language
L.3.4a – Use sentence-level context as a clue to the meaning of a word or phrase.
L.3.5b – Identify real-life connections between words and their use (eg, identify people who are *friendly* or *helpful*).
L.3.6 – Acquire and use accurately grade appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (eg, *After dinner that night we went looking for them*).

Word Work

Owl Moon
By: Jane Yolen
Grade Level: 3 / Guided Reading Level: O

Instructional Focus:

Vowel sounds with the letter o including words with long o, ou, and oo sounds.

Background:

Words with the long o sound are words where you can hear the vowel name, as in the word "home." Words with ou have a different sound as in the word "sound." Words with oo have a different sound as in the word "book."

Examples:

Long o	Ou sound	Oo sound
rose	couch	book
phone	pout	cook
bone	pouch	food
hose	found	boot
store	grouch	goose
stone	about	mood
cove	mount	hook

Materials and Preparation:

- A Copy of *Owl Moon* by Jane Yolen
- Chart Paper
- Tape (or gluestick)
- Student Long O, Ou, Oo word cards (1 set for each team of 4)
- Long O Tic-Tac-O Practice Page (1 per student)
- Optional - Word Detective (1 per student)
- Optional – Index Cards (see Extend Engagement in Step 2)

Word Work

Owl Moon
By: Jane Yolen
Grade Level: 3 / Guided Reading Level: O

Step 1:

Introduce the Focus of Word Work

Sample Anchor Chart
Long Vowel O Sounds
Long o sound – Words sound like the letter O. **Ou sound – Words sound like ow, as in out.** **Oo – Words sound like oo as in book.**

Introduce Long O, Ou and Oo Sounds Words

- Write some examples of long o sound words in a column on the chart paper: (i.e., home, bone, tote, wrote, phone).
- Tell students that the words you've written on the chart paper are examples of words with the long o sound.
- Explain that some words have the long o sound. Ask children to say the words aloud and emphasize the o sound.
- Write some words with the ou sound in a 2nd column on the chart paper: (out, about, found, stout, pout).
- Ask students what they notice about the words you have written. Repeat the words aloud with children, asking them to emphasize the ou sound in each word.
- Write some words with the oo sound in a 3rd column on the chart paper: (i.e., took, hoof, shook, food). Explain that some words have the oo sound.
- Ask students to repeat the oo words aloud emphasizing the oo sound for each word.

Step 2:

Connect Word Work to Reading

Extend Engagement
Use the list of words found in the text to prepare reading engagement cards. • Divide the number of students in your class into three groups. • Write one of the words on an index card. • Distribute the cards to your students. • Ask them to listen for their word while you read. When they hear their word, they should hold up their cards.

Long O, Ou and Oo Sounds Words in the Text

- Tell the students that the book they will be reading today has lots of examples of words with the different o sounds.
- Show them **page 1 of *Owl Moon*.**
- Ask the students to listen carefully and look at the words while you read. Instruct them to raise their hands when they hear one of the o sounds.
- Add the words to the chart paper in the correct column.
- Read ***Owl Moon*.**

Examples of Words with O Sounds (Long O, Ou and Oo) in the Text:

Long O Sound

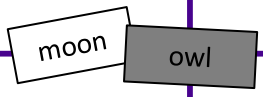
- spoken
- closer
- home
- hope
- bowl
- below
- open
- echo
- meadow
- snow
- low
- nose
- go
- own
- no
- now
- shadow
- over
- so

Ou Sound

- owl
- owling
- round
- sound
- out
- cloudy
- mouth
- our
- loud
- about

Oo sound

- stood
- moon
- woolen
- woods
- footprints
- looked
- whoo
- took
- too
- hooted

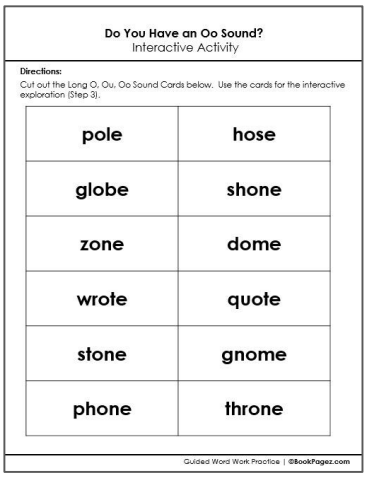


Word Work

Owl Moon
By: Jane Yolen
Grade Level: 3 / Guided Reading Level: O

Step 3:

Guided Word Work Practice



Do You Have an Oo Sound?
Interactive Activity

Directions:
Cut out the Long O, Ou, Oo Sound Cards below. Use the cards for the interactive exploration (Step 3).

pole	hose
globe	shone
zone	dome
wrote	quote
stone	gnome
phone	throne

Guided Word Work Practice | ©BookPagez.com

Interactive Exploration

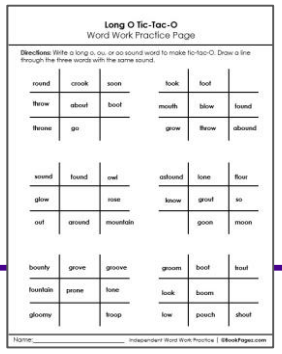
- Tell the students that they will be playing a game called "**Do You Have an Oo Sound?**"
- Split the class into groups of 4 students. Copy the Interactive Activity pages (1 set for each group of 4 students). Ask them to cut the cards apart, combine the cards, and shuffle/mix them.
- Have one player deal the cards so each player has 7 cards. Place the remaining cards in a stack on the table.
- Explain how to play. Players take turns asking for an o sound to match one of the words in his or her hand. For example, Player 1 asks the player to the left, "Do you have an oo (or long o, ou) sound as in the word [book]?" If Player 2 has a word with that sound, he or she must give Player 1 that card. Player 1 will place the match aside. If Player 2 does not have a match, Player 1 draws a card from the stack to try to find a match.
- Play continues clockwise in this fashion until a player has matched all the letter o sound cards in his or her hand.

Step 4:

Independent Word Work Practice

Practice Page

- Give each student a copy of **Long O Tic-Tac-O Word Work**.
- Read the directions with the class.
- Tell the students to complete the practice page.
- Monitor students while they work.



Long O Tic-Tac-O
Word Work Practice Page

Directions: Write a long o, ou, or oo sound word to make tic-tac-O. Draw a line through the three words with the same sound.

round	crook	soon	look	foot	
throw	about	boot	mouth	blow	found
throne	go		grow	throw	abound
wound	found	owl	astound	lone	flour
glow		rose	know	grout	so
out	around	mountain		goon	moon
bounty	grove	groove	groom	boot	hout
fountain	prone	tone	look	boom	
gloomy		troop	low	pooch	shout

Name:_____ Independent Word Work Practice | ©BookPagez.com

Step 5:

Reconnect and Reflect on Word Work

Group Discussion

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

Step 6:

Extend Word Work (optional)

Extension Activity

- Ask students to be on the lookout **for long o, ou, and oo words** in their own reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the added sticky notes with the class later in the day or before moving on to the next word work lesson).
- Alternatively, students can keep track of the words using the **Word Detective worksheet**.

Do You Have an Oo Sound?

Interactive Activity

Directions:

Cut out the Long O, Ou, Oo Sound Cards below. Use the cards for the interactive exploration (Step 3).

pole	**hose**
globe	**shone**
zone	**dome**
wrote	**quote**
stone	**gnome**
phone	**throne**

Do You Have an Oo Sound?

Interactive Activity

Directions:

Cut out the Long O, Ou, Oo Sound Cards below. Use the cards for the interactive exploration (Step 3).

mouse	**surround**
flour	**shout**
hour	**loud**
round	**found**
spout	**mountain**
snout	**proud**

Do You Have an Oo Sound?

Interactive Activity

Directions:

Cut out the Long O, Ou, Oo Sound Cards below. Use the cards for the interactive exploration (Step 3).

pooch	**tool**
groom	**soon**
droop	**woot**
food	**moo**
tooth	**loon**
snoop	**boom**

Long O Tic-Tac-O

Word Work Practice Page

Directions:

Write a long o, ou, or oo sound word to make tic-tac-O. Draw a line through the three words with the same sound.

round	crook	soon
throw	about	boot
throne	go	

took	foot	
mouth	blow	found
grow	throw	abound

sound	found	owl
glow		rose
out	around	mountain

astound	lone	flour
know	grout	so
	goon	moon

bounty	grove	groove
fountain	prone	tone
gloomy		troop

groom	boot	trout
look	boom	
low	pouch	shout

Word Detective: Long O, OU, and OO Words
Extension Activity

Directions:

Be a word detective!



Be on the lookout for **long o, ou, and oo words** while you read. Write the rhyming words that you find along with the title of the book where you found the words, the page, and the sentence with the word or phrase.

Words	Book Title	Page

Common Core State Standards Correlation

Owl Moon Lesson Plans, Resources, and Activities

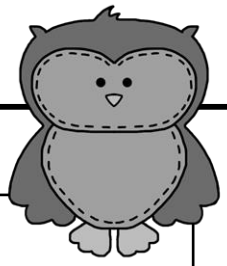
The lesson plans, resources, and activities for use with "Owl Moon" correlate with the following English Language Arts Common Core State Standards for third grade.

Word Work Lesson Plan and Resources

Reading: Foundational Skills
RF.3.3 – Know and apply grade-level phonics and word analysis skills in decoding words.
RF.3.4 – Read with sufficient accuracy and fluency to support comprehension.

Name: _____ Date: _____

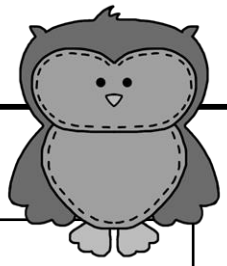
Directions:
In **Owl Moon**, the author uses many adjectives to describe the setting and the characters. Color the space if it has an adjective in it.



giant	**bright**	**behind**	**whistle**
long	**woolen**	**train**	**dream**
walked	**crisp**	**short**	**round**
bumped	**map**	**silver**	**great**
owl	**shrugged**	**cold**	**hot**
quiet	**white**	**wet**	**night**
warm	**dark**	**cloudy**	**hand**
ears	**mitten**	**big**	**silent**

Answer Key

Directions:
In **Owl Moon**, the author uses many adjectives to describe the setting and the characters. Color the space if it has an adjective in it.



giant	**bright**	**behind**	**whistle**
long	**woolen**	**train**	**dream**
walked	**crisp**	**short**	**round**
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warm	**dark**	**cloudy**	**hand**
ears	**mitten**	**big**	**silent**

Running Record

Title: Owl Moon **Guided Reading Text Level: O** **Word Count: 100**

Name: _____ Date: _____

Accuracy Rate: (# of words correct/100 words)

_____

Error Rate: (# of incorrect words/100 words) _____

Self-Correction Rate: (# of words self-corrected/100 words _____

Time: (in seconds) _____ Words Per Minute: (100/seconds read x 60) _____

Easy 95 %- 100% Accuracy	Instructional 90 %- 94% Accuracy	Hard 50 %- 89% Accuracy

E = Errors **SC =** Self-Correction **M =** Meaning **S =** Structure/syntax **V =** Visual		**COUNT**		**INFORMATION USED**	
Page		**E**	**SC**	**E MSV**	**SC MSV**
2	It was late one winter night, long past my bedtime, when Pa and I went owling. There was no wind. The tree stood still as giant statues. And the moon was so bright the sky seemed to shine. Somewhere behind us a train whistle blew, long and low, like a sad, sad song.				
3	I could hear it				

Tested By: _____

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Running Record

Title: Owl Moon **Guided Reading Text Level: O** **Word Count: 100**

Name: _____ Date: _____

Accuracy Rate: (# of words correct/100 words)

_____

Error Rate: (# of incorrect words/100 words) _____

Self-Correction Rate: (# of words self-corrected/100 words _____

Time: (in seconds) _____ Words Per Minute: (100/seconds read x 60) _____

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Page		**E**	**SC**	**E MSV**	**SC MSV**
	through the woolen cap Pa had pulled down over my ears. A farm dog answered the train, and a second dog joined in. They sang out, trains and dogs, for a real long time. And when their voices faded away it was*…				

Analysis and Comments:

Tested By: _____

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