



About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 762

Book Summary

Owls may seem strange and mysterious, but that only makes them more fascinating. In *Owls Overhead*, students will learn about the different adaptations that allow these amazing predatory birds to survive in the wild. Brilliant, detailed photographs support the text and capture readers' attention. Readers will also have the opportunity to learn about main ideas, details, and complete sentences.

Book and lesson are also available at Levels I and L.

About the Lesson

Targeted Reading Strategy

- Summarize

Objectives

- Summarize information to understand text
- Determine main ideas and details
- Identify *r*-controlled vowel *u*
- Understand and use complete sentences
- Define and use homophones

Materials

Green text indicates resources are available on the website.

- Book—*Owls Overhead* (copy for each student)
- Chalkboard or dry-erase board
- Photograph of an owl
- Main idea and details, complete sentences, homophones worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](https://www.readinga-z.com/vocabulary).

- Content words:

Story critical: **adaptations** (n.), **attack** (v.), **habitats** (n.), **prey** (n.), **species** (n.), **survive** (v.)

Enrichment: **mysterious** (adj.), **old-growth** (adj.), **rotate** (v.)

Before Reading

Build Background

- Cover a photograph of an owl with a paper with a hole cut out of it so only a small portion of the owl is showing. Ask students to look carefully at this animal and think about what it might be.
- Give students clues about the animal's identity. For example, you may say that it sleeps during the day, that it eats mice and other small animals, and that it makes a hooting sound. Ask students to write the name of the animal on a separate piece of paper when they think they know what it is.

- Remove the top sheet of paper, and ask students to call out the animal's name. Have students share with a partner facts they know about owls. Invite volunteers to share the facts with the rest of the class, and record the information on the board.

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

Introduce the Comprehension Skill: **Main idea and details**

- Write the following words on the board: *lunchtime, math class, recess, music, and silent reading*. Have students work with a group to think of a main idea described by these details (activities during the school day is one possibility). Invite groups to share their main idea. Point out that the details must describe the main idea.
- Remind students that most books have a main idea, or a general topic that is the subject of the book. Details are the extra information or descriptions that support a main idea. Have students read the title of the book. Remind them that titles often provide clues about the main idea. Ask students to predict the main idea of this book.
- Direct students to the table of contents in the book. Ask students to share with a partner what details they expect to learn in each section.
- Explain to students that sometimes the amount of information about a topic is so large that it is grouped in sections and that each section has its own main idea. Have students turn to the table of contents on page 3. Have students read the section titles aloud with you. Remind students that the titles provide clues about the main ideas of the sections, and point out that this is why engaged readers pay attention to titles.
- Read page 4 aloud. Model how to determine the main idea and details for this section.
Think-aloud: The main idea of a section is the general topic that is the subject of the section. The title of the first section is "Flying in the Moonlight." It describes a walk at night and a shape floating overhead. The shadow comes from an owl flying above. The section teaches that more than two hundred species of owls live around the world. Owls live on every continent except Antarctica. These details introduce the owl and vividly describe how it flies in the moonlight. The main idea of this section is to introduce the owl as a bird that flies at night.
- Write the main idea of the section on the board. Invite volunteers to come to the board and write details from this section that support the main idea.
- Explain to students that one way to remember new information is to take notes about the details as they read, just as they wrote notes on the board. Remind students that details give specific information about the main idea.
- Explain to students that the main idea of each section will also become a detail for the book as a whole. Point out that once they have determined the main idea of every section, students can use that information to determine the main idea of the entire book.

Introduce the Reading Strategy: **Summarize**

- Remind or explain to students that one way engaged readers understand and remember information in a book is by creating a summary. A summary is a brief overview of the important information in the text. Remind students that a summary includes the main idea and the most important supporting details.
- Point out that a student needs to summarize the information in his or her own words; therefore, everyone's summary will be a little different.

- Refer to the main idea and details written on the board, and model summarizing the first section.
Think-aloud: *When I summarize a section or a longer book, I can use the main idea and details to easily organize the information that I am summarizing. I remember that I don't want to use all of the details from the book in my summary, only the most important details that best support the main idea. If I were to summarize the first section of the book, this is what I would say: Owls are birds that often fly at night. More than two hundred species of owls live around the world. They live on every continent, except Antarctica. Notice, I did not include in my summary all the sensory details about the bird flying overhead—those sentences make a good hook for the book, but they do not strongly support the main idea. Also, my summary is in my own words, so I did not copy any sentences from the book.*
- Write the summary on the board as you speak. Have students find the main idea and details within the summary, and call on random students to identify them for the rest of the class.
- Have students practice summarizing the first section with a partner. Remind them that each summary should be different, because students are using their own words in telling it.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 9, you might say: *Owls need to eat prey, or small animals that are hunted and eaten by another animal. Do you see the prey in this picture? That's right; the mouse is prey for the owl.*
- Write the word *attack* on the board and read it aloud with students. Have students divide a separate sheet of paper into four squares. Ask them to write the word *attack* in the top left square.
- Have students turn to the glossary on page 16. Ask them to point to the word *attack* in the glossary. Call on a student to read the definition. Ask students to discuss with a partner the meaning of the definition. Have students write the definition in their own words in the top right square on their separate sheet of paper.
- Ask students to draw a picture representing the vocabulary word in the bottom left square. In the bottom right square, have students use the word correctly in a sentence. Invite volunteers to share their page with the rest of the class.
- Repeat this process with the remaining vocabulary words.


Set the Purpose

- Have students identify important details about owls in each section and summarize this information as they read.

During Reading

Student Reading

- **Guide the reading:** Have students read from page 5 to the end of page 9. Encourage those who finish early to go back and reread.
- Have students discuss with a partner the details from the second section of the book. Ask students to read aloud the title, "Eyes for the Night." Have students work with a partner to determine the main idea of this section, using the details and the title to guide them. Invite volunteers to share the main idea with the rest of the class.
- Guide students to a class consensus on a main idea for this section. Record it on the board. Introduce and explain the [main-idea-and-details worksheet](#). Show students how to record the information on their worksheet, using sentences or key words. Remind students that taking notes as they read helps them to remember the information from the book.
- Have students fill out the first two sections on the worksheet.
- Review how to create a summary from the main ideas and details.

- Model summarizing the second section.
Think-aloud: *Owls have eyes that help them survive in the wild. Since their eyes can't move, owls can turn their heads in every direction. Owls hunt at night, so they don't compete with daytime hunters. Their pupils open very wide to let in light, which helps them to see better in the dark than other animals. However, owls can't see things up close; the feathers around their face help them to feel items that are near.*
 - Have students work with a partner to summarize the third section of the book, referring to their main-idea-and-details worksheet. Invite volunteers to share their summary with the class.
 - Discuss with students the details from the book that they left out of the summary. Have students share with a partner why those details were not included. Remind students that summaries only use the most important details and that the reader must decide which ones to use.
 - **Check for understanding:** Have students read to the end of page 11. Have students summarize the fourth section with a partner.
 - Review with students the details provided in the fourth section. Discuss with students which details are necessary when looking for a main idea. For example, facts in the captions and sidebars provide interesting information but are not important when determining the main idea of the section.
 - Have students work with a partner to discuss the main idea and details of this section. Have students record the information in the appropriate boxes on their main-idea-and-details worksheet.
 - Have students read the remainder of the book. Remind them to identify important details that support the main idea of each section and to use that information in their summaries.
-  Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Comprehension Skill

- Discussion: Review the main idea of each section of the book. Point out that the last section of the book is a conclusion, a paragraph that wraps up the book in an interesting way.
- Have students work in groups to discuss the main idea of the entire book, looking at the topics of each section. Explain to students that they should look at what bigger topic the main ideas of each section support. Have groups share their suggestions for the main idea.
- Guide students to an understanding of the main idea of this book: *Owl adaptations seem mysterious, but they help owls survive.* Explain to students that although readers can always infer the main idea from the details, nonfiction books often explicitly describe the main idea in the beginning of the book. Ask students to look through the book for a sentence that expresses the main idea of the entire book (first sentence, page 5). Have students turn to page 5 and read the sentence aloud.
- **Independent practice:** Have students complete the main-idea-and-details worksheet. Have them work in pairs to check their work.

Reflect on the Reading Strategy

- *Think-aloud:* *Now that I have finished the book, I can summarize the final two sections. My summary of the fifth section is the following: Owls live in many habitats. They may live underground, in the open, or in buildings. If an owl's home is destroyed, then the owl will not survive. The last section is a conclusion. A conclusion wraps up a book. My summary of the conclusion is: People don't always see owls, but they are here. A person needs to look and listen carefully to find them.*
- Discuss with students the benefits of summarizing information.
- Review with students the main idea and details of each section. Remind students that the main ideas of the sections are details that support the main idea of the entire book.

- Have students work with a partner to summarize the entire book. Remind them to start with the main idea of the whole book, followed by the main idea and important supporting details of each section. Encourage students to use their own words in summarizing. After practicing with a partner, have students write their summary on the last portion of the main-idea-and-details worksheet. Invite volunteers to share their summary with the class.
- **Enduring understanding:** In this book, you learned about how owls use their looks and actions to survive. How do you use your own looks and actions to survive?

Build Skills

Phonics: **R-controlled vowel u**

- Write the word *survive* on the board and say it aloud with students.
- Have students say the /ur/ sound aloud. Then, run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letters represent the /ur/ sound in the word *survive*.
- Write the word *fun* on the board and have students read it aloud. Write the nonsense word *furn* on the board and read it aloud. Have students discuss with a partner the difference between the two words.
- Explain to students that adding the letter *r* to a vowel changes the sound of the vowel. Explain that we call these *r-controlled vowels*, that they are neither long nor short vowels, and that they are sometimes difficult to hear.
- Have students practice saying the /ur/ sound aloud several times, and then ask students to think of other words that contain the /ur/ sound.
- Write the following words on the board: *burn*, *hurt*, *turkey*, *furry*, and *turbo*. Have students read them aloud, and remind them to use the /ur/ sound when they see an *r-controlled u*. Invite volunteers to come to the board and circle the letters *ur*.
Have students read page 5 looking for words containing the *r-controlled u*. Ask students to underline every example they find.
- **Check for understanding:** Say aloud the following words that contain the *ur* letter combination: *surf*, *lurch*, *turnip*, *yogurt*, *curt*, and *purple*. Ask students to use a separate sheet of paper to write down the words as they hear them. Have students check their list with a partner and correct the spelling as necessary. Write the words on the board, and have students compare them to their words. Ask students to write the words down one more time, using the correct spelling shown on the board.

Grammar and Mechanics: **Complete sentences**

- Write the following sentence on the board: *An owl relies on its hearing to hunt.* Ask students to give a thumbs-up signal if the sentence makes sense. Ask students to identify what the sentence is about (*an owl*). Ask students to describe what the owl is doing (*relying on its hearing to hunt*).
- Remind or explain to students that the *subject* of a sentence tells *who or what* the sentence is about. Circle the words *An owl*.
- Remind or explain to students that the *predicate* of a sentence describes what the *subject is doing*. Underline the phrase *relies on its hearing to hunt*, and point out that since this phrase describes what the owl is doing, it is the predicate of the sentence.
- Explain to students that a *complete sentence* must always include at least one *subject* and one *predicate*.
- Cover the words *An owl* in the sentence on the board, and read the rest of the sentence aloud. Ask students to share their thinking with a partner as to whether the sentence makes sense and why or why not. Repeat the process, this time covering the predicate.

- Write the following sentence on the board: *Most owls have huge ears, with one higher than the other.* Ask students to nod their head if this is a complete sentence and to shake it if it is not. Confirm that this sentence is complete. Explain to students that complete sentences can have more than one subject and more than one predicate, and they can also use subordinate clauses and phrases and other extensions. Point out that as long as the sentence has at least one subject and one predicate, it is a complete sentence.
- Write several incomplete sentences about owls on the board. Have students work with a partner to complete the sentences and write them on a separate sheet of paper. Invite volunteers to come to the board and finish the phrases so they are complete sentences.
- **Check for understanding:** Have students read the section “Eyes for the Night.” Then, have students work with a partner to decide whether every sentence is a complete sentence and to circle the subject and underline the predicate. Review their choices as a class. Work through each sentence from the section, reading it aloud and having students identify the subject and predicate. Discuss with students any sentences with which they had difficulty in determining the subject and predicate.
- **Independent practice:** Introduce, explain, and have students complete the [complete sentences worksheet](#). If time allows, discuss their answers.

Word Work: Homophones

- Write the following sentence on the board: *The owl hunts its prey.* Have students point to the word *prey*. Ask them to discuss with a partner the meaning of the word.
- Write the word *pray* on the board. Read it aloud with students. Explain to students that this word means to ask for something or to offer praise or requests to God or an object of worship. Write the word *prey* next to *pray*, and draw a picture under each word that represents its meaning.
- Ask students to think about how these words are similar, and how they are different. Invite volunteers to share their comparisons with the rest of the class.
- Explain to students that these words are *homophones*. Homophones are words that *sound the same but have different spellings and meanings*.
- Have students silently read the third sentence on page 6. Ask students to point to the word *their*. Write the word on the board, and beside it, write the word *there*. Read the words aloud with students, and have them give a thumbs-up signal if they sound the same.
- Have students work with their partner to discuss the meaning of each word and then to use the words in sentences that contrast their meanings. Challenge partners to think of a third homophone that corresponds to these words (*they’re*). After a student successfully identifies the word, write it on the board. Invite a volunteer to define the word for the rest of the class.



- Write the following words on the board: *there, sea, pray, won, and two*. Have students reread pages 6 through 8 and search for and circle the homophones of these words (*their, see, prey, one, and to or too*). Remind students that homophones are words that sound the same but are spelled differently. Encourage students to read the paragraphs out loud while looking for the homophones. Call on random students to spell a homophone they found in the book and write the word beneath the corresponding homophone on the board.
- **Check for understanding:** Have students work with a partner to choose five sets of homophones from the board. Have partners use each homophone in a sentence that clearly demonstrates the word’s meaning. Challenge students to use both homophones in one sentence. Invite volunteers to share a sentence with the class.
 - **Independent practice:** Introduce, explain, and have students complete the [homophones worksheet](#). If time allows, discuss their answers aloud after they are finished.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them discuss the details that support the main idea with someone at home.

Extend the Reading

Informational Writing and Art Connection

Have students choose an animal that they know well. Ask students to draw a picture of their animal. Then, have students write a paragraph that describes the looks and actions of the animal, what adaptations the animal has made, and how those help the animal survive.

Visit WritingA-Z.com for a lesson and leveled materials on informational writing.

Science Connection

Explain to students that they are going to make a mystery animal folder. Pass out folders to students. Provide students with several nature magazines. Ask students to search through the magazines until they find a picture of an animal they like, and then have students read the article about the animal (if applicable). Have students cut out the picture and glue it to the inside right side of the folder. Show students how to cut a small hole out of the front of the folder, so a peek of the animal is visible from the front. Then, guide students in researching their animal. Students with the same animal may work in groups. Ask students to learn three new facts about their animal, using the article and other research materials, and to write these facts on the front of the cover. Have students present their mystery animal to the class, as you did in the Build Background portion of the lesson. First, direct the student to let others guess the animal on the basis of the picture. Then, have the student read the three facts about their animal, and have other students guess again. Finally, direct the student to reveal his or her animal. Have all students present their animals, either to the class or to you personally.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently use the strategy of summarizing to understand text during discussion
- accurately determine details that support a main idea during discussion and on a worksheet
- accurately identify and write the *r*-controlled vowel *u* during discussion
- correctly use complete sentences during discussion and on a worksheet
- properly use homophones during discussion and on a worksheet

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)