

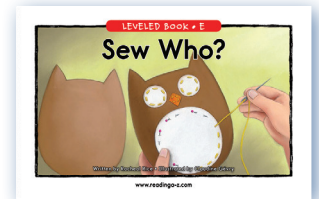
Focus Question:

What are the steps for sewing an owl?

Book Summary

Text Type: Nonfiction / How-To

Are you ready to make an owl? *Sew Who?* provides students with a step-by-step guide to creating an adorable owl using basic sewing skills. Simple instructions and detailed illustrations support student learning. The book can also be used to teach students how to retell and sequence events.



Lesson Essentials

Instructional Focus

- ☐ Retell to understand text
- ☐ Determine the sequence of events
- ☐ Describe information provided by illustrations
- ☐ Discriminate short vowel /i/ sound
- ☐ Identify short vowel *i*
- ☐ Recognize and use commands
- ☐ Identify and use the high-frequency words *from*, *two*, *under*

Materials

- ☐ Book: *Sew Who?* (copy for each student)
- ☐ Sequence events, short vowel *i*, commands worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- **High-frequency words:** *from*, *two*, *under*
- **Words to Know**
Story critical: *beak* (n.), *felt* (n.), *owl* (n.), *pin* (v.), *sew* (v.), *stuffing* (n.)
- **Academic vocabulary:** *use* (v.)

Guiding the Reading

Before Reading

Build Background

- Write the word *sew* on the board and read it aloud with students. Point out that *sew* means to join fabric together with a needle and thread. Invite students to look at the stitching on their clothing, and explain that things can be sewn with a machine or by hand. Ask students what other items can be sewn together and list this information on the board.
- Show students a needle and thread and demonstrate how to thread the needle. Then, show students how to use the thread and needle to join two pieces of fabric together.

Introduce the Book

- Give students their copy of *Sew Who?* 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, illustrator's name).

Introduce the Reading Strategy: Retell

Explain to students that one way to understand and remember what they are reading is to stop now and then during reading to retell in their mind what is happening in the book. Point out that when someone is retelling something, he or she explains the details of what happened in order. Explain that people retell stories as a part of their daily lives, such as recounting what they did in school. Ask students to share other examples of when people might give a retelling. Have students turn to a partner and give a brief retelling of getting ready for school in the morning.

Introduce the Comprehension Skill:

Sequence events

- Write the phrase *Sequence Events* on the board and read it aloud with students. Explain that the *order in which events in a book occur* is called the *sequence of events*. Point out that effective readers pause

Guiding the Reading (cont.)

while reading to consider the sequence of events in order to remember and understand the text.

- Provide a simple example of a sequence of events, such as making a card for someone or packing a snack. Explain to students that the explanation would be very confusing if the steps are not in the correct order. Point out that transition words are used in a sequence of events, such as *first*, *next*, *then*, *last*, and so on. Make a list of transition words on the board.

Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to students, and as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

Set the Purpose

- Have students read to find out more about sewing an owl. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *What materials do you need to make an owl?* (level 1) page 3
- *What is the first step in making an owl?* (level 1) page 4
- *What do you do after you cut out the beak and wings?* (level 2) pages 5 and 6
- *What should you do just before you sew the belly on?* (level 1) page 8
- *Why is it important to follow the steps for making an owl in the correct order?* (level 3) multiple pages

Text Features: Illustrations

Explain that pictures, or illustrations, in a book provide important information for the reader. Point out that illustrations often provide more information than what is written by the author. Reread page 3 aloud as students follow along. Have them work

in small groups to look at the illustration and discuss how it gives more information than is written by the author. Invite volunteers to share their discussions with the class. Repeat this process with other illustrations in the story.

Skill Review

- Model for students how you retell the events in the book using specific details from the text. Point out that retelling includes only the most important events in the correct order. Have students turn to a partner to practice retelling what they have read thus far.
- Have students work in groups to periodically review the sequence of events for making an owl. Remind students to use words such as *first*, *next*, *then*, *last*, and *finally* when describing the steps.
- Model placing events in the proper sequence. **Think-aloud:** *The book explains the steps to make an owl. The author has put these steps in a particular order, or sequence, so the owl will come out correctly. For example, if the author told the reader to put in the stuffing before the owl was sewn together, the stuffing would have no way of staying inside the body. As I read, I pause often to think about the sequence of events in order to remember and understand the book. Considering the correct sequence of events also helps me to accurately retell the book.*
- Write each step of the process for making an owl on individual pieces of paper. Have volunteers hold one step each at the front of the class. Invite volunteers to the front of the room to place the students holding the steps in the correct sequence. Once students have been positioned in sequence, read each step aloud and ask the class if it is the correct sequence of events for making an owl.
- Introduce, explain, and have students complete the [sequence events worksheet](#).

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.

Skill Review

Graphic Organizer: Sequence events

Review the sequence events worksheet that students completed. Have students share their work in groups, giving the sequence of events orally using transition words. Have members of the group give a thumbs-up if the sequence is correct. Invite volunteers to share their findings with the class.

Guiding the Reading (cont.)

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Students' responses should include the following: *The first step to making an owl is to gather all of the necessary materials. Next, cut out two body shapes out of brown felt, and so on.*)

Comprehension Checks

- **Book quiz**
- **Retelling rubric**

Book Extension Activities

Build Skills

Phonological Awareness: **Short vowel /i/ sound**

- Say the word *pin* aloud to students, emphasizing the short vowel /i/ sound. Have students say the word aloud and then say the /i/ sound. Have students practice saying the short vowel /i/ sound to a partner.
- Read pages 6 through 8 aloud to students. Have them stand up and sit down each time they hear a word containing the short vowel /i/ sound.
- **Check for understanding:** Say the following words one at a time, and have students clap their hands when they hear a word that contains the short vowel /i/ sound: *drip, light, bit, dim, kite, still, fin, and bright*.

Phonics: **Short vowel i**

- Write the word *pin* on the board and read it aloud with students.
- Have students say the short vowel /i/ sound aloud. Then, run your finger under the letters in the word *pin* as students say the whole word aloud. Ask students to identify which letter represents the /i/ sound in the word.
- Have students work with a partner to reread pages 9 and 10. Invite them to circle of the words containing the short vowel /i/ sound. Review students' findings as a class.
- **Check for understanding:** Write the following words on the board, leaving out the short vowel *i*: *mitt, fit, pin, and drip*. Invite volunteers to come to the board and add the short vowel *i* to each word and then read the word aloud.
- **Independent practice:** Introduce, explain, and have students complete the **short-vowel-i worksheet**. If time allows, discuss their answers.

Grammar and Mechanics: **Commands**

- Have students stand up. Explain that you will say a word and they should act out each word. Say the following words aloud: *spin, dance, jump, walk, stop, reach, bend, sit*.
- Explain to students that action words are called **verbs**. Point out that when a verb is used to tell someone to do something, it is called a command. Write the word command on the board and read it aloud with students.
- Read page 10 aloud to students as they follow along. Have students turn to a partner and identify the commands on the page (*pin, place*).
- **Check for understanding:** Have students work with a partner to locate and circle all of the commands in the book. Have students share their findings with the class.
- **Independent practice:** Introduce, explain, and have students complete the **commands worksheet**. If time allows, discuss their answers.

Word Work:

High-frequency words from, two, under

- Write the word *from* on the board and read it aloud with students. Explain to students that they will often see this word in books they read and they should memorize it so they can decode it right away.
- Spell the word *from* aloud with students and have them clap as they say each letter. Ask students to write the word *from* on the top of their desk with their finger as you spell it aloud with them, pointing to each letter as you say the letter name with students.
- Read page 5 aloud as students follow along. Have students point to the word *from*. Invite students to turn to a partner and use the word *from* in a complete sentence.
- Repeat the above process with the words *two* and *under*.
- **Check for understanding:** Have students work in pairs to create oral sentences using the words *from, two, and under*. Call on students to share a sentence with the rest of the class, and ask other students to give a thumbs-up signal if they used the words correctly.

Connections

- See the back of the book for cross-curricular extension ideas.