



About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 281

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 L and O.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions

Objectives

- Ask and answer questions to understand text
- Determine main idea and details
- Discriminate final consonant *ck*-blends
- Identify final consonant *ck*-blends
- 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, final consonant *ck*-blends, complete sentences 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.

- High-frequency words: *can*, *their*, *use*
- Content words:

Story critical: *attack* (v.), *darkness* (n.), *hearing* (n.), *hunt* (v.), *prey* (n.), *survive* (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 with the rest of the class, and record the information on the board.

Book Walk

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 Reading Strategy: **Ask and answer questions**

- Remind or explain to students that one way to understand a book is to ask questions about the topic before and during reading, and then to look for the answers while reading.
- Point out that the table of contents provides a lot of clues about the information in a book and is a good source for generating questions. Readers can also use the title and pictures to think of questions before they begin reading.
- Model asking questions.
Think-aloud: When I look at the picture on the cover, I see a white owl with extended wings. I immediately wonder what kind of owl it is. This is my first question for the book: What owl is pictured on the cover? Looking at the table of contents on page 3, I think of many more questions. For example, why do owls fly in the moonlight? I will be looking for the answers to these and other questions as I read.
- Draw a T-chart on the board. Label the left side *questions* and the right side *answers*. Write your questions from the think-aloud in the appropriate column.
- Have students share with a partner at least one question, on the basis of the book preview. Encourage students to look for the answers to these questions as they read.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

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

- Remind or explain to 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 help us better understand the main idea. Read the title of the book to students. Remind them that titles often provide clues about the main idea.
- Write the word *owl* on the board. Have students discuss with a partner suggestions for the main idea of the book. Point out to students that they will need to read the whole book in order to determine the main idea.
- 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 sections, and point out that this is why engaged readers pay attention to titles.
- Model using the table of contents to infer the main idea of a section.
Think-aloud: The main idea of a section is the big topic that is the subject of the section. The title of the first one is "Flying in the Moonlight." I know that titles often provide clues about the main idea, and I also know that this book is about owls. Using this information, I can predict the main idea of the first section: Owls are birds that fly at night. I will see if the details of this section support that main idea.

- Write the suggested main idea on the board. Remind students to pay attention to the details of this section as they read, so they can confirm or change this main idea.
- Explain to students that one way to remember new information is to take notes about the details as they read, just as you wrote notes on the board. Remind students that details give specific information about the main idea.

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 write the word on a separate sheet of paper.
- 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 in their own words.
- Ask students to turn the paper over and fold it in half. Have students draw a picture representing the vocabulary word on one half of the paper. On the other side, have students use the word correctly in a sentence. Invite volunteers to share their picture and sentence with the rest of the class.
- Repeat this process with the remaining vocabulary words.

Set the Purpose

- Have students continue asking questions about owls and looking for answers as they read. Remind them to identify important details in each section.


During Reading

Student Reading

- **Guide the reading:** Have students read from page 3 to the end of page 7. Encourage those who finish early to go back and reread.
- Model asking and answering questions.
Think-aloud: *Now that I have read some of the book, I have more questions. How do owls turn their heads all the way around? How does an owl's looks help it survive? I will search for answers to these questions as I read. I will also keep looking for the answer to one of my earlier questions: What is the name of the owl on the cover? So far, the book has named the owls in the pictures, but I have not yet seen one that looks like the owl from the cover. I did learn an answer to another of my earlier questions about why a bird hunts at night. The section called "Eyes for the Night" explains that owls can see better in the dark than most animals. They must hunt at night because they have an advantage over other animals that don't see as well as they do.*
- Write your answers and new questions in the appropriate columns of the T-chart on the board. Draw a line between corresponding questions and answers. Circle unanswered questions and point out that you will continue to look for answers as you read.
- Have students take out a separate sheet of paper and title it *Questions*. Ask them to write down the questions they thought of as they read and to number each one. Ask students to share their questions with a partner. Invite volunteers to share their questions with the rest of the class, and record them on the board.
- Have students take out another sheet of paper and title it *Answers*. Explain to students that they will record the answers they find on this paper. Ask them to number each answer with the corresponding question number, which will keep their information organized.
- Model determining main idea and details from the first section.
Think-aloud: *Earlier, I predicted the main idea of this section: owls are birds that fly at night. Now that I have read the section, I can gather details from it. I learned that owls fly at night, in the moonlight. I found out that more than two hundred kinds of owls live around the world. I*

discovered that the way owls look and act helps them to survive. These three details set up an introduction of owls and suggest to me that the book will be about how they survive. On the basis of these details, I can confirm my prediction that the main idea of this section is to introduce the owl as a bird that flies at night.

- Have students think about 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, along with the important details from the book. Introduce and explain the [main-idea-and-details worksheet](#). Show students how to record the information on their worksheet, using sentences, key words, or pictures. Remind students that taking notes as they read helps them to remember the information from the book.
- Have students work in groups to fill out the first two sections on the worksheet.
- **Check for understanding:** Have students read to the end of page 11. Have students continue recording questions on their separate sheet of paper. Remind them to stop when they find an answer and to record it on the second sheet of paper with the number that references the question.
- Review with students the details provided in the next two sections. 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 record details on their main-idea-and-details worksheet.
- Have students work in groups to discuss the main idea of each section, on the basis of the details they recorded. Have students record the main ideas in the appropriate boxes on their main-idea-and-details worksheet.
- Have students read the remainder of the book. Remind them to keep recording questions and answers as they read and to identify important details that support the main idea of each section.

 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 the discussion that follows.

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 Reading Strategy

- Have students review their questions and write any final answers they found on their *Answers* paper. Then, have them circle any remaining unanswered questions. Ask students to share with a partner the questions they asked while they read and the answers they found.
- **Think-aloud:** *After I finished the book, I took a few minutes to think about the answers I discovered while reading. I didn’t find the name of the owl from the cover until the very end. The picture on page 15 showed the same owl, and the picture caption says it is a barn owl. I also wanted to know how an owl’s looks help it to survive. I learned that their feathers help them to fly without a sound, so they can catch animals to eat. Also, their ears are placed on different parts of their head enabling them hear more sounds, which also helps them in hunting. I still wondered if there were other ways that owls use their looks to survive. Also, the book never described how an owl is able to turn its head all the way around. Many questions will be answered in a book, but some may not. Nonetheless, looking for answers while I read helped me to remember and understand the book.*
- Discuss with students what to do with unanswered questions. Explain that when readers have more questions about a nonfiction topic, they can do research using other resources like books, magazines, and the Internet to discover the answers to these questions. Have students share with a partner how they would research their unanswered questions about owls.

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.
- Discuss with students the main idea of the entire book, looking at the topics of each section. Remind students that in nonfiction books, they can often find a sentence that expresses the main idea in the first paragraph or the first section. Guide students to an understanding of the main idea of this book: *The way owls look and act helps them survive*. Record the main idea on the board.
- **Independent practice:** Have students complete their main-idea-and-details worksheet. Have them work in pairs to check their work.
- **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

Phonological Awareness: **Final consonant ck-blends**

- Say the word *attack* aloud to students, emphasizing the final /k/ sound. Ask students to listen closely to the sound at the end of the word. Repeat the word, and have students call out the ending sound.
- Have students say the word *attack* aloud and then say the /k/ sound.
- Remind students that rhyming words have the same ending sound. Say the word *tack* aloud and have students repeat. Have students work in groups to think of words that rhyme with *tack*. Have groups share at least one word with the rest of the class, and have students give a thumbs-up signal if the word ends with the /k/ sound.
- **Check for understanding:** Say the following words one at a time and have students clap their hands each time a word ends with the /k/ sound: *duck, snack, bird, rock, hunt, and pick*.

Phonics: **Final consonant ck-blends**

- Write the word *attack* on the board and say it aloud with students.
- Have students say the /k/ 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 represents the /k/ sound in the word *attack*.
- Explain to students that when the letters *c* and *k* are combined, they create one sound, the /k/ sound. Point out that not all words that end in the /k/ sound use the final consonant *ck*-blend, but most do.
- Have students practice writing the letters *ck* on a separate piece of paper while saying the /k/ sound.
- **Check for understanding:** Write the following words that end in the final consonant *ck*-blend on the board: *deck, black, neck, lick, truck, mock, and brick*. Say each word, one at a time, and have students repeat. Invite volunteers to come to the board and circle the final consonant *ck*-blend in each word.
- **Independent practice:** Introduce, explain, and have students complete the **final-consonant-ck-blends worksheet**. If time allows, discuss their answers.

Grammar and Mechanics: **Complete sentences**

- Write the following sentence on the board: *An owl hunts mice for food*. 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 (hunting mice for food).
- 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 *hunts mice for food*, 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 with a partner if the sentence makes sense and why or why not. Repeat the process, this time covering the predicate.
- Write several complete sentences about owls on the board. Have students point to the subject of each sentence. Invite volunteers to come to the board and circle the subject and underline the predicate.
- **Check for understanding:** Have students read the section “Even Better Ears.” Then, have students work with a partner to circle the subject and underline the predicate of each sentence on those two pages. Write the sentences from the section on the board. Call on students and have them identify the subjects and predicates of the sentences. Have the rest of the class give a thumbs-up signal if they agree with the answers.
- **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 discuss with a partner 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 first 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 in groups to discuss the meaning of each word and then to use the words in sentences that contrast their meanings. Challenge groups to think of a third homophone that corresponds to these words (*they’re*). After a group successfully identifies the word, write it on the board and explain to students its meaning.
- Write the following words on the board: *there, sea, pray, won, here, and two*. Have students work with a partner to read pages 7 and 8 and to search for and circle the homophones of these words (*their, see, prey, one, hear, and to*). 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 three sets of homophones from the board. Have partners use each homophone in a sentence that clearly demonstrates the word’s meaning. Invite volunteers to share a sentence with the class.

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 three sentences that describe the looks and actions of the animal. 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. 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 reveal three facts about the 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 asking and answering questions to understand text during discussion
- accurately determine details that support a main idea during discussion and on a worksheet
- consistently discriminate final consonant *ck*-blend sound during discussion
- accurately identify and write the letter symbols that represent the final consonant *ck*-blend during discussion and on a worksheet
- correctly use complete sentences during discussion and on a worksheet
- properly define and use homophones during discussion and in oral sentences

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**