

# Comprehension Strategy Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for Owl Moon by Jane Yolen

## Understanding Text Structure Lesson Plan

**Understanding Text Structure**  
Owl Moon  
By: Jane Yolen  
Grade Level: 3 / Guided Reading Level: C

**1 Get Ready To Read**  
✓ Learn about the book  
✓ Get your brain ready to read  
✓ Understand the meaning of important words found in the book

**2 Learn About Comprehension Strategies**  
✓ Think about the text you read  
✓ Know what to do if you are confused

**Summary**  
Owl Moon is the story of 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

**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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Guided Reading Level

## Understanding Text Structure Lesson Plan

**Understanding Text Structure**  
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**3 Understand Text Structure While Reading**  
✓ Notice the words an author uses - does the author describe things or explain events?  
✓ Look at the 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?

**4 Notice the Work You Did While Reading**  
✓ Think  
✓ 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 your Strategy Slip into your reader's notebook. Write down the work you did while reading Owl Moon. (Remember to include examples from the book!)

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Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

**Making Inferences**  
Owl Moon  
By: Jane Yolen  
Grade Level: 3 / Guided Reading Level: C

**1 Get Ready To Read**  
✓ Learn about the book  
✓ Get your brain ready to read  
✓ Understand the meaning of important words found in the book

**3 Make Inferences While Reading**  
✓ Notice the words an author uses - does the author describe things or explain events?  
✓ Look at the pictures.  
✓ Give you clues about text structure

**2 Learn About Comprehension Strategies**  
✓ Think about the text you read  
✓ Know what to do if you are confused

**4 Notice the Work You Did While Reading**  
✓ Think  
✓ Reflect  
✓ Write

**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 1** - Take an inference about the setting of this book. Where do you think the story takes place? How do you know?  
**Page 11** - Take an inference about the girl's feelings. How do you know she is nervous? What clues do you have?  
**Page 28** - Take an inference about the father's feelings. How do you know he is happy? What clues do you have?

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

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**Visualizing**  
Owl Moon  
By: Jane Yolen  
Grade Level: 3 / Guided Reading Level: C

**1 Get Ready To Read**  
✓ Learn about the book  
✓ Get your brain ready to read  
✓ Understand the meaning of important words found in the book

**3 Visualizing While Reading**  
✓ Notice the words an author uses - does the author describe things or explain events?  
✓ Look at the pictures.  
✓ Give you clues about text structure

**2 Learn About Comprehension Strategies**  
✓ Think about the text you read  
✓ Know what to do if you are confused

**4 Notice the Work You Did While Reading**  
✓ Think  
✓ Reflect  
✓ Write

**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 1** - Take an inference about the setting of this book. Where do you think the story takes place? How do you know?  
**Page 11** - Take an inference about the girl's feelings. How do you know she is nervous? What clues do you have?  
**Page 28** - Take an inference about the father's feelings. How do you know he is happy? What clues do you have?

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

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**Answer Key for Making Inferences with Owl Moon**

**Your Turn to Practice Making Inferences with Owl Moon**

**Page 1:** 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 11:** Make an inference about the setting of this book. Where do the girl and her father live? How do you know?

**Page 28:** Make an inference about the owl. Why do you suppose he stayed on the tree limb in the light from the lantern? How does this inference help you better understand or enjoy this book?

**Answer Key for Visualizing with Owl Moon**

**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? What is it taking place? Who are the characters in the scene? Which words help you to 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 28:** Make an inference about the owl. Why do you suppose he stayed on the tree limb in the light from the lantern? How does this inference help you better understand or enjoy this book?

**Asking Questions**  
Owl Moon  
By: Jane Yolen  
Grade Level: 3 / Guided Reading Level: C

**1 Get Ready To Read**  
✓ Learn about the book  
✓ Get your brain ready to read  
✓ Understand the meaning of important words found in the book

**3 Asking Questions While Reading**  
✓ Notice the words an author uses - does the author describe things or explain events?  
✓ Look at the pictures.  
✓ Give you clues about text structure

**2 Learn About Comprehension Strategies**  
✓ Think about the text you read  
✓ Know what to do if you are confused

**4 Notice the Work You Did While Reading**  
✓ Think  
✓ Reflect  
✓ Write

**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 1** - 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 11:** What is the girl's father doing? What questions do you have about his actions? Why do you want to know?  
**Page 28:** How did the little girl know that she could talk and laugh? What clues do you have?

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

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**Answer Key for Asking Questions with Owl Moon**

**Your Turn to Practice Asking Questions with Owl Moon**

**Page 2:** 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 11:** What is the girl's father doing? What questions do you have about their actions? Why do you want to know?

**Page 28:** How did the little girl know that she could talk and laugh? What clues do you have?

**Answer Key for Understanding Text Structure with Owl Moon**

**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:** 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?

Asking Questions

Practice Pages and Answer Keys

# Writing About Reading with Optional CCSS Alignment

"I Can" Statement

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

**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**

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

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CCSS: RL.3.1

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Common Core Free Option

**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?

**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?

**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?

**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?

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Reading Response Prompts for Each Comprehension Strategy Lesson Plan

## 4 Comprehension Strategy Graphic Organizers

**Making Inferences**

Title: \_\_\_\_\_

What the Text Says	What I Know	What I Can Infer
1. Answer each of the questions.	What do you know about the story?	Answers, thoughts, Cause, settings
2. Carefully cut on the dotted line.		
3. Glue, tape, or staple into your reader's notebook.		

Directions:

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

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Retelling and Summarizing

**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.

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Visualizing

**Asking Questions**

Title: \_\_\_\_\_

Question Sentence Starter

Question	Answer
1. Answer each of the questions.	Why didn't... How does...
2. Carefully cut on the dotted line.	I am confused when... I am curious about... I am not sure why...
3. Glue, tape, or staple into your reader's notebook.	

Directions:

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

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Asking Questions

**Understanding Text Structure**

Title: \_\_\_\_\_

Text Structure	Where the Text Structure was Used	How the Text Structure Helped Me
1. Answer each of the questions.	Page:	
2. Carefully cut on the dotted line.	Page:	
3. Glue, tape, or staple into your reader's notebook.	Page:	

Text Structures You Might See While Reading

Description	Sequence	Problem and Solution	Cause and Effect

Directions:

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

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Understanding Text Structure