

Here's What You'll Get in the Owl Moon Super Pack

4 Comprehension Strategy Lesson Plans and Practice Pages

Understanding Text Structure Lesson Plan

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

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

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Understanding Text Structure Lesson Plan

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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 clues about text structure

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 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?

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 in 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!)

Key Vocabulary

Explanation of Strategy

Making Inferences

Visualizing

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

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

3
Asking Questions While Reading
✓ Ask questions about the text
✓ Write down your questions
✓ Ask your reading partner for help

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 – Why do you think the author chose to start the story on this page? What clues does the author give you to understand the scene?
Page 11 – What is the author's purpose for writing this page? Why does she include the details about the owl?
Page 18 – How does the author use the text structure to help you understand the scene? What clues does she give you to understand the scene?
Page 28 – How does the author use the text structure to help you understand the scene? What clues does she give you to understand the scene?

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 in 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!)

Asking Questions

Answer Key for Making Inferences with Owl Moon

Your Turn to Practice Making Inferences with Owl Moon

Page 1: Why do you think the author chose to start the story on this page? What clues does the author give you to understand the scene?

Page 11: What is the author's purpose for writing this page? Why does she include the details about the owl?

Page 18: How does the author use the text structure to help you understand the scene? What clues does she give you to understand the scene?

Page 28: How does the author use the text structure to help you understand the scene? What clues does she give you to understand the scene?

Answer Key for Visualizing with Owl Moon

Your Turn to Practice Visualizing with Owl Moon

Page 1: Why do you think the author chose to start the story on this page? What clues does the author give you to understand the scene?

Page 11: What is the author's purpose for writing this page? Why does she include the details about the owl?

Page 18: How does the author use the text structure to help you understand the scene? What clues does she give you to understand the scene?

Page 28: How does the author use the text structure to help you understand the scene? What clues does she give you to understand the scene?

Answer Key for Asking Questions with Owl Moon

Your Turn to Practice Asking Questions with Owl Moon

Page 1: Why do you think the author chose to start the story on this page? What clues does the author give you to understand the scene?

Page 11: What is the author's purpose for writing this page? Why does she include the details about the owl?

Page 18: How does the author use the text structure to help you understand the scene? What clues does she give you to understand the scene?

Page 28: How does the author use the text structure to help you understand the scene? What clues does she give you to understand the scene?

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?

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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?

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

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CCSS: RL.3.1

Reader's Notebook: Comprehension Strategy Slips (CCSS) | ©BookPagez.com

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?

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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?

Reader's Notebook: Comprehension Strategy Slips | ©BookPagez.com

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 do you know about the story?	What do you know about the story?
	What do you know about the story?	What do you know about the story?
	What do you know about the story?	What do you know about the story?
	What do you know about the story?	What do you know about the story?
	What do you know about the story?	What do you know about the story?

Directions:

1. Answer each of the questions.
2. Circle the words on the dotted lines.
3. Give, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

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. Circle the words on the dotted lines.
3. Give, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Visualizing

Asking Questions	
Title:	What page did you use to practice asking questions?
	Question Sentence Starter
	I wonder... Why didn't I... How does... I am confused about... I am curious about... I am not sure why...
Question	Answer
Question	Answer
Question	Answer
Question	Answer

Directions:

1. Answer each of the questions.
2. Circle the words on the dotted lines.
3. Give, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Asking Questions

Understanding Text Structure		
Title:	Text Structure	Where the Text Structure was Used
	Page:	Page:
	Page:	Page:
	Page:	Page:
	Page:	Page:

Text Structures You Might See While Reading

Description	Sequence	Problem and Solution	Cause and Effect

Directions:

1. Answer each of the questions.
2. Circle the words on the dotted lines.
3. Give, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Understanding Text Structure

Vocabulary Connections Resources

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, wings, a powerful hooked beak, and strong claws
Palm	The inside part of the hand between the wrists 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

Important Words to Know and Understand in Owl Moon Word List

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







Vocabulary Connections

Directions:

1. Cut out the cards.

2. Fold on the solid line.

3. Match, flip or shuffle by the top of each card to create a story.

<div style="text-align: center; font-size: 24px; font-weight: bold; margin-bottom: 10px;">Clearing</div> 	<div style="text-align: center; font-size: 24px; font-weight: bold; margin-bottom: 10px;">Meadow</div> 	<div style="text-align: center; font-size: 24px; font-weight: bold; margin-bottom: 10px;">Owl</div> 
<div style="text-align: center; font-size: 24px; font-weight: bold; margin-bottom: 10px;">Palm</div> 	<div style="text-align: center; font-size: 24px; font-weight: bold; margin-bottom: 10px;">Shrugged</div> 	<div style="text-align: center; font-size: 24px; font-weight: bold; margin-bottom: 10px;">Threading</div> 

Word and Picture Sorting Cards

Vocabulary Connections			Owl Moon By: Jane Yolen Grade Level: 3 / Guided Reading Level: C
Clearing	Meadow	Owl	Step 1: Step Directions: 1. Cut on the solid line. 2. Fold on the fold line. 3. Write, draw or paste the top of each card to make
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 wrist 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	

Word and Definition Sorting Cards

[illegible]

Interactive Vocabulary Notebook Cards

Word Games

with Words from Owl Moon


Game 1


Draw the number of consonants in each of the words in the word bank.


	1	2	3	4	5	6	7
CLEARING							
MEADOW							
OWL							
PALM							
SHRUGGED							
THREADING							
WOOLEN							

Number of Consonants


Directions: Read the word below each owl. Then use the code to color the owls.



clearing



meadow



owl

Nouns = gray
Verbs = brown
Adjectives = yellow


palm


shrugged


threading



woolen


Game 2

Draw the number of the words in the word bank.


	1	2	3	4	5	6	7
MEADOW							
SHRUGGED							
WOOLEN							


Directions: Read the word below each owl. Then use the code to color the owls.


noun


owl

Nouns = gray
Verbs = brown
Adjective = purple
Adjectives = yellow


noun


woolen

Name: _____

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Activated Key 1 ©BookPages.com

Word Games and Answer Key

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

Owl Moon


By Jane Yolen



A new word that I learned in this book is:

.....

.....



Name: _____

By Step Questions

1. Read the story. 2. Read the story. 3. Read the story. 4. Read the story.

5. Read the story. 6. Read the story. 7. Read the story. 8. Read the story.

9. Read the story. 10. Read the story. 11. Read the story. 12. Read the story.

13. Read the story. 14. Read the story. 15. Read the story. 16. Read the story.

17. Read the story. 18. Read the story. 19. Read the story. 20. Read the story.

21. Read the story. 22. Read the story. 23. Read the story. 24. Read the story.

25. Read the story. 26. Read the story. 27. Read the story. 28. Read the story.

29. Read the story. 30. Read the story. 31. Read the story. 32. Read the story.

33. Read the story. 34. Read the story. 35. Read the story. 36. Read the story.

37. Read the story. 38. Read the story. 39. Read the story. 40. Read the story.

41. Read the story. 42. Read the story. 43. Read the story. 44. Read the story.

45. Read the story. 46. Read the story. 47. Read the story. 48. Read the story.

49. Read the story. 50. Read the story. 51. Read the story. 52. Read the story.

53. Read the story. 54. Read the story. 55. Read the story. 56. Read the story.

57. Read the story. 58. Read the story. 59. Read the story. 60. Read the story.

61. Read the story. 62. Read the story. 63. Read the story. 64. Read the story.

65. Read the story. 66. Read the story. 67. Read the story. 68. Read the story.

69. Read the story. 70. Read the story. 71. Read the story. 72. Read the story.

73. Read the story. 74. Read the story. 75. Read the story. 76. Read the story.

77. Read the story. 78. Read the story. 79. Read the story. 80. Read the story.

81. Read the story. 82. Read the story. 83. Read the story. 84. Read the story.

85. Read the story. 86. Read the story. 87. Read the story. 88. Read the story.

89. Read the story. 90. Read the story. 91. Read the story. 92. Read the story.

93. Read the story. 94. Read the story. 95. Read the story. 96. Read the story.

97. Read the story. 98. Read the story. 99. Read the story. 100. Read the story.

Interactive Owl Moon Notebook Personalized Vocabulary Builder Card | eBook Press

Personalized Vocabulary Bookmark

[illegible]

Word Work Lesson Plan and Activities

Instructional
Focus Based on
the Words in
the Book

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 the oo sound have a different focus.

Examples:

Long o
rose
phone
bone
hose
store
stone
cove

Materials and Preparation:

- A Copy of Owl Moon book
- Chart Paper
- Tape (or gluestick)
- Student Long O, Ou, Oo
- Long O Tic-Tac-O Practice
- Optional - Word Detective
- Optional - Index Cards

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.
Oo sound - Words sound like oo as in boat.
Ou sound - Words sound like ou as in now.

Introduce Long O, Ou and Oo Sounds Words

- Write some examples of long o sound words in a column on chart paper: (i.e., home, bone, fate, 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, pour).
- 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., look, 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	Ou Sound	Oo Sound
spoken	owl	stood
closer	low	moon
home	noise	wooden
hope	go	woods
bowel	own	footprints
below	no	bleed
open	now	mouth
echo	shadow	our
meadow	over	lead
	so	about
		hoofed

Word Work Lesson Plan | @BookPages.com

Step by Step Lesson Plan

Optional Activity to Extend
Engagement

List of words in the book that
match the instructional focus

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

Step 3: Guided Word Work Practice

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.

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 reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the added sticky notes in the class later in the day or before moving on to the next word lesson).
- Alternatively, students can keep track of the words using the Word Detective worksheet.

Word Work Lesson Plan | @BookPages.com

Interactive Activities

Independent
Practice Page

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
wrote	dome
stone	quote
phone	gnome
	throne

Guided Word Work Practice | @BookPages.com

Extension Activity

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

Name: _____ **Word Work Extension Activity | @BookPages.com**

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	boast	mouth	blow	found
throne	go		grow	throw	abound
sound	found	owl	astound	lone	four
glow		rose	know	grout	so
out	around	mountain		goon	moon
bounty	grove	groove	groom	boof	trout
fountain	prone	tone	look	boom	
gloomy		troop	low	pouch	shout

Name: _____ **Independent Word Work Practice | @BookPages.com**

Bonus Activity and Running Record Assessment

Name: _____ Date: _____			
Directions: In <i>Owl Moon</i> , 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

Extension Activity | ©BookPagez.com



Running Record			
Title: <i>Owl Moon</i>		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
			E SC
			MSV
			SC MSV
Page			
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: _____ ©BookPagez.com			

Bonus Extension Activity

Running Record Assessment

Complete Common Core Alignment

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 Test Structure 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 between words from nonstandard 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.3.16 - 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.3.4 - 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).
Owl Moon CCSS Alignment ©BookPagez.com

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 Test Structure 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 between words from nonstandard 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.3.16 - 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.3.4 - 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).
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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.3.16 - Ask and answer questions to check understanding of information presented, stay on topic, and give their comments to the remarks of others.
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.
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Comprehension Strategy Lesson Plan and Resource Common Core Alignment

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.3.4b - Identify real-life connections between words and their use (eg, identify people who are friendly or helpful).
L.3.4c - 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).
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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.
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Vocabulary Connections Common Core Alignment

Word Work Common Core Alignment

Student Facing Resources in Spanish for Owl Moon Super Pack

4 Comprehension Strategy Practice Pages

Making Inferences Practice Page

Tu turno para practicar: Hacer inferencias con Owl Moon (Luna búho)

Página 6:
¿Por qué tienes que calarte cuando vas a owling? ¿Qué puedes inferir sobre los búhos basados en la información de esta página?

Página 13:
Haz una inferencia sobre el escenario de este libro. ¿Dónde viven la niña y su padre? ¿Cómo lo sabes?

Página 26:
Haz una inferencia sobre el búho. ¿Por qué crees que se quedó en la rama de un árbol a la luz de la linterna? ¿De qué manera esta inferencia te ayuda a comprender mejor o disfrutar este libro?

Página 29:
¿Qué puedes inferir sobre las reglas de owling? ¿Por qué la esperanza es lo único que necesitas? ¿Cómo se siente la niña sobre esta regla? ¿Cómo lo sabes?

Nombre: _____ @BookPages.com

Page by Page Guided Questions

Sample answers written in Spanish

Answer Key

Hacer inferencias con Owl Moon (Luna búho)

Página 6:
¿Por qué tienes que calarte cuando vas a owling? ¿Qué puedes inferir sobre los búhos basados en la información de esta página?
Las respuestas varían. Podrían incluir: Creo que debes calarte cuando vas a owling para que no asustes a los búhos. Puedo inferir que a los búhos les gusta porque la niña y su padre están muy callados, no están hablando.

Página 13:
Haz una inferencia sobre el escenario de este libro. ¿Dónde viven la niña y su padre? ¿Cómo lo sabes?
Las respuestas varían. Podrían incluir: Puedo inferir que la niña y su padre viven en el campo cerca del bosque. Puedo inferir esto porque caminaron desde su casa hasta el bosque donde son owling.

Página 26:
Haz una inferencia sobre el búho. ¿Por qué crees que se quedó en la rama de un árbol a la luz de la linterna? ¿De qué manera esta inferencia te ayuda a comprender mejor o disfrutar este libro?
Las respuestas varían. Podrían incluir: Puedo inferir que la lechuza se quedó en el árbol porque estaba asustado. Mi inferencia me ayuda a entender: mejor el cuento porque me ayuda a saber que a veces los búhos se quedan quietos.

Página 29:
¿Qué puedes inferir sobre las reglas de owling? ¿Por qué la esperanza es lo único que necesitas? ¿Cómo se siente la niña sobre esta regla? ¿Cómo lo sabes?
Las respuestas varían. Podrían incluir: Puedo inferir que las reglas de owling no son muy específicas porque solo hay una regla. Tener esperanza es importante porque no puedes controlar a los búhos, así que tienes que esperar que veas uno. La niña está de acuerdo con esta regla porque se siente feliz y afortunada cuando su padre y ella ven al búho.

Answer Key | @BookPages.com

Visualizar con Owl Moon (Luna búho)

Páginas 2 y 3:
Observe todos los detalles que el autor da para hablar del escenario. ¿Ciudad o desierto? ¿Cómo se sienten los personajes en la escena? ¿Qué palabras te ayudan a visualizar la escena?

Página 11:
El libro es narrado por ella y su padre. ¿Qué palabras te ayudan a visualizar la escena? ¿Cómo se sienten los personajes en la escena? ¿Qué palabras te ayudan a visualizar la escena?

Página 18:
Observe las palabras también. ¿Qué palabras te ayudan a visualizar la escena? ¿Cómo se sienten los personajes en la escena? ¿Qué palabras te ayudan a visualizar la escena?

Página 28:
Observe las palabras también. ¿Qué palabras te ayudan a visualizar la escena? ¿Cómo se sienten los personajes en la escena? ¿Qué palabras te ayudan a visualizar la escena?

Nombre: _____ @BookPages.com

Tu turno para practicar: Visualizar con Owl Moon (Luna búho)

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Observe todos los detalles que el autor da para hablar del escenario. ¿Ciudad o desierto? ¿Cómo se sienten los personajes en la escena? ¿Qué palabras te ayudan a visualizar la escena?

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Hacer preguntas con Owl Moon (Luna búho)

Página 3:
¿Qué te estás preguntando sobre la niña y su padre? ¿De qué manera la respuesta a tu pregunta te ayudará a comprender mejor el cuento?

Página 9:
¿Qué está haciendo el padre de la niña? ¿Qué preguntas tienes sobre sus acciones? ¿Por qué quieres saber?

Página 19:
¿Qué está haciendo el padre de la niña? ¿Qué preguntas tienes sobre sus acciones? ¿Por qué quieres saber?

Página 28:
¿Qué está haciendo el padre de la niña? ¿Qué preguntas tienes sobre sus acciones? ¿Por qué quieres saber?

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Tu turno para practicar: Hacer preguntas con Owl Moon (Luna búho)

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Página 28:
¿Qué está haciendo el padre de la niña? ¿Qué preguntas tienes sobre sus acciones? ¿Por qué quieres saber?

Nombre: _____ @BookPages.com

Entender la estructura del texto con Owl Moon (Luna búho)

Página 2:
Aquí el autor está utilizando símiles, que es una estructura de texto que compara y contrasta. ¿A qué comparas el autor los árboles? ¿Con qué comparas el árbol del tren? ¿De qué manera estos símiles te ayudan a entender la escena? ¿Cómo te sientes cuando lees esta página?

Página 5:
Aquí el autor está usando la secuencia para contar sobre la niña y las acciones de su padre. ¿Qué hizo la chica? ¿Qué hizo el padre? ¿Qué palabras te ayudan a determinar la secuencia?

Página 18:
Aquí el autor está usando la descripción. ¿Qué está describiendo el autor aquí? ¿Qué palabras te gustan más? ¿Qué te ayuda a entender esta descripción sobre el owling?

Página 28:
Aquí el autor está usando causa y efecto. ¿Qué hizo que el padre dijera "Hora de ir a casa"? ¿Cómo sabía la niña que podía hablar y no?

Nombre: _____ @BookPages.com

Tu turno para practicar: Entender la estructura del texto con Owl Moon (Luna búho)

Página 2:
Aquí el autor está utilizando símiles, que es una estructura de texto que compara y contrasta. ¿A qué comparas el autor los árboles? ¿Con qué comparas el árbol del tren? ¿De qué manera estos símiles te ayudan a entender la escena? ¿Cómo te sientes cuando lees esta página?

Página 5:
Aquí el autor está usando la secuencia para contar sobre la niña y las acciones de su padre. ¿Qué hizo la chica? ¿Qué hizo el padre? ¿Qué palabras te ayudan a determinar la secuencia?

Página 18:
Aquí el autor está usando la descripción. ¿Qué está describiendo el autor aquí? ¿Qué palabras te gustan más? ¿Qué te ayuda a entender esta descripción sobre el owling?

Página 28:
Aquí el autor está usando causa y efecto. ¿Qué hizo que el padre dijera "Hora de ir a casa"? ¿Cómo sabía la niña que podía hablar y no?

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Visualizing

Asking Questions

Understanding Text Structure

Writing About Reading with Optional CCSS Alignment

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement written in Spanish

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

4 Comprehension Strategy Graphic Organizers

Volver a contar y resumir
Título: _____

¿De qué se trata el libro?

¿Es ficción o no ficción?

Has un dibujo o escribe una anécdota completa en cada caja:

Primero	Después	Entonces
Después de esto		
Entonces	Al final	

¿Cuál es la cosa más importante sobre lo que sucede en el libro?

Instrucciones:
1. Contesta todas las preguntas.
2. Contesta cuidadosamente en las líneas de puntos.
3. Pega o engancha la hoja en la carpeta del lector.

Comprehension Strategy Graphic Organizer | ©BookPage.com

Making Inferences

Hacer preguntas
Título: _____

¿Qué sabes...? ¿Por qué no...? ¿Cómo...?

Me confunde cuando... Estoy curioso por saber... No estoy seguro por qué...

Pregunta	Respuesta
Pregunta	Respuesta
Pregunta	Respuesta
Pregunta	Respuesta

Instrucciones:
1. Contesta cada pregunta.
2. Contesta cuidadosamente en las líneas de puntos.
3. Pega o engancha la hoja en la carpeta del lector.

Comprehension Strategy Graphic Organizer | ©BookPage.com

Asking Questions

Visualizar
Título: _____

¿Qué página usaste para practicar a visualizar?

Has un dibujo de la imagen mental en el espacio abajo.

Escribe algunas de las palabras que la autora empleó que te ayudaron a hacer esta imagen en tu mente.

Comparte tu dibujo con alguien. Asígnale de haber dibujado todas las palabras que te ayudaron a visualizar.

Instrucciones:
1. Contesta cada pregunta.
2. Contesta cuidadosamente en las líneas de puntos.
3. Pega o engancha la hoja en la carpeta del lector.

Comprehension Strategy Graphic Organizer | ©BookPage.com

Visualizing

Entender la estructura del texto
Título: _____

Estructura del texto	Dónde las encuentras	Cómo las usas
Inicio	Página	
Desarrollo	Página	
Clímax	Página	
Resolución	Página	
Final	Página	

¿Dónde crees que está el conflicto? ¿Dónde crees que está el clímax?

Instrucciones:
1. Contesta cada pregunta.
2. Contesta cuidadosamente en las líneas de puntos.
3. Pega o engancha la hoja en la carpeta del lector.

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Understanding Text Structure

Extension Activity

Nombre: _____ La fecha: _____

Instrucciones:

En Owl Moon (Luna búho), el autor usa muchos adjetivos para describir la configuración y los personajes. Colorea el espacio si tiene un adjetivo en ella.



gigante	brillante	detrás	silbato
Largo	de lana	Tren	sueño
caminado	crujiente	Bajo	redondo
golpeado	Mapa	plata	estupendo
búho	encogido de hombros	frío	Caliente
tranquilo	Blanco	mojado	Noche
calentar	Oscuro	nublado	Mano
Orejas	mitón	Grande	Silencio