# Level 5, Book 1, Lesson 1a

## Revisiting (5 minutes)

**Group Conference** Briefly discuss with students the books they have been reading independently. **Prompts:** Who or what is your book about? What made you want to read this book?

**Note:** For this first book, the Revisiting activity each day is a group discussion of independently read books outside of this program (See pages T16 and T39 for guidelines on group conferences and independent reading.) For subsequent books, during the Revisiting segments, students often reread previously read SOAR TO SUCCESS books while the teacher coaches or takes a retelling protocol or an oral reading check. (See pages T45-T53 for information on these options.)

## Reviewing (5 minutes)

**Review Reciprocal Teaching Strategies** Display Posters 2 and 3 and review each strategy with students. Remind students that they took turns using the strategies during the introductory lesson. Call on volunteers to tell how they used each strategy. Tell students they will all take turns using these strategies again to help them read *Owlbert.*

## Rehearsing (5-10 minutes)

**Introduce the Book** Show the book cover and read aloud the title, author and illustrator. Point to Nicholas and the owl on the cover. Ask who the title might refer to and what students can tell about the boy and the owl. Use the following model to predict what the book is about, based on the title and cover art.

**Note:** After introducing and previewing the book, hand out a copy to each student.

### Teacher Model

- **Predict** When I predict, I use what I have read or clues from the pictures to help me figure out what I will learn or what will happen in the book. The book title and the cover illustration help me predict that this book is about an owl that a boy feeds, and the owl’s name is Owlbert.

### Students Predict

Have students predict what will happen in this book, based on the cover. Write their predictions on chart paper.

## Key Vocabulary

*Parents, library*

**Guided Preview pages 4-7**

Use the following preview points. Emphasize key vocabulary words (boldfaced), and point to them as you speak. Tell students you are using words that will help them read the story by themselves.
~ pages 4-5: Here is Nicholas looking in the window of a pet shop. He wants to own a bird, but his parents say no.
~ pages 6-7: Here is Nicholas leaving the library with books about dogs. He wants to own a dog, but his father says no.

### Reading and Reciprocal Teaching (10-15 minutes)

<table>
<thead>
<tr>
<th>Reciprocal Teaching Strategies</th>
<th>Remind students to use Posters 2 and 3 as they read.</th>
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<tbody>
<tr>
<td>Purpose-Setting</td>
<td>Remind students of the predictions they made about what would happen in <em>Owlbert</em>. Students will check predictions after they read.</td>
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<tr>
<td>Silent Reading or Group Read-Aloud</td>
<td>Students read pages 4-7 silently or, for this first book, listen to the section in a read-aloud. Remind them that after they read, you and they will model using strategies and take turns being the teacher.</td>
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<tr>
<td>Check Predictions</td>
<td>Call on students to reread and discuss the predictions you listed on chart paper during Rehearsing. Were their predictions accurate?</td>
</tr>
</tbody>
</table>

**Note:** Make a card of each of the Strategy Prompts (SG pp. 85-87), using a different color card for each strategy. Keep them handy so that students can use them regularly to model for one another.

### Reciprocal Teaching

Call students’ attention to strategies listed on Reciprocal Teaching Posters 2 and 3. Remind students of the way they used and shared strategies during the introductory lesson.

**Teacher and Students Model Using Strategies** Call on students to take turns modeling the strategies using the Strategy Prompts (Student Guide pp. 85-87).

### Teacher Models (each to be followed by student modeling)

**Note:** SUMMARIZE should be modeled first, then other strategies should be modeled in any order.

**CLARIFY/PHONICS** When I need to CLARIFY a word I don’t know, first I look for word parts I do know. To figure out this word (point to the word *library* in the first line of page 6), I see that the word starts with the letters l-i. I’m not sure if I say it like /li/ in *lid* or /li/ in *line*. I know how to say b-r: /br/, and the word ends in a-r-y, like scary. When I put the parts together I try l-i both ways and I recognize *library*. “He borrowed two books about dogs from the local library.” That makes sense. Have some students model CLARIFY/PHONICS.

**QUESTION** When I QUESTION, I ask something that can be answered now that we have read this section. It helps me understand the most important parts of the story. For example, What does Nicholas want that his parents won’t let him have? Have some students model QUESTION.

**Note:** Call on students to model after each teacher model. Make models increasingly strong as you progress through the book. Use the suggested Teacher Models as you coach.

**SUMMARIZE** When I SUMMARIZE, I tell in my own words the important things about the story— the characters, the setting, and the important events that have happened. For example, Nicholas wants a pet. He looks at different kinds of pets, but his parents won’t let him have any of them.

Have some student’s model SUMMARIZE.

**PREDICT** When I PREDICT, I think about what might happen later. Then I read to find out. I PREDICT that Nicholas will get a pet. Have some student’s model PREDICT.

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| Responding/Reflecting (5 minutes) | **Story Map** Display Story Map Poster 4 and explain to students that it can help them understand the different parts of a story. Have students tell what they know so far about the setting, the characters, and the events.  
Model adding information to the **Setting** and **Characters**, and **Major Events** boxes on the Story Map poster. You may choose to combine Nicholas’s wishes into one event: **Nicholas asks his parents if he can have different kinds of pets, and each time they say no.**  

| Respond | Discuss the following Reflection Question with students, and then have them tell or write their own responses on a separate sheet of paper or on the Student Guide page 5: **Why did Nicholas borrow two books from the library?**  

| Strategies Discussion | Students briefly discuss how using the strategies helped them read the first section of **Owlbert.** Prompt: **Did anyone use PREDICT? How did it help you?**  

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**Story Map**

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<table>
<thead>
<tr>
<th>Note</th>
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<tbody>
<tr>
<td>Setting</td>
</tr>
<tr>
<td>Characters</td>
</tr>
<tr>
<td>Problem</td>
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<tr>
<td>Major Events</td>
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<tr>
<td>Conclusion</td>
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</tbody>
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