## Level 5, Book 1, Lesson 1b

### Revisiting (5 minutes)

**Group Conference** Students discuss the books they have been reading independently. **Prompt:** Let’s look at the books you are reading. How are they alike or different from one another?

### Reviewing (5 minutes)

**Review Reciprocal Teaching Strategies** Display Posters 2 and 3 and review each strategy with students. For each strategy, ask a volunteer to tell how it is useful.

**Teacher Models Summarize** Help students use Story Map Poster 4 to summarize what has happened in the story so far.

### Rehearsing (5-10 minutes)

**Teacher Model**

- **Predict** When I predict I use clues from the pictures or what I have read to help me figure out what will happen next. After reading pages 4-7, I predict that Nicholas is going to ask for a different animal to have as a pet.

**Students Predict** Have students predict what will happen in this section, based on the pages they have already read. Record predictions on chart paper for later use.

### Key Vocabulary

**Owl, hollow**

**Guided Preview pages 8-11**

Use the following preview points, emphasizing boldfaced words as words that will help them read the story by themselves. Point to the words as you speak.

- **pages 8-9** Here is Nicholas with his friend Rachel. He would like to have some of her pet mice. What do you suppose his mother will say?

- **Pages 10-11** Here is Nicholas climbing a tree and discovering a dead owl. He hears a whistle coming from a tree hollow. **Note:** The text on pages 10-11 is included here. It is taken from the reading portion designated for Lesson 2 in the Teacher’s Manual. When teaching Lesson 2, simply begin the Guided Preview at page 12 and have students begin on page 12 when doing the reading for that Lesson.

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

**Reciprocal Teaching Strategies Remind** students to use Posters 2 and 3 as they read.

**Purpose Setting Remind** students of the predictions they made about what would happen in this section of *Owlb*ert. Students will check predictions after they read.

**Silent Reading or Group Read-Aloud** Students read pages 8-11 silently or listen to a read-aloud. Remind them that after they read, you and they will model using strategies and take turns being the teacher.

**Check Predictions** After reading, students reread the predictions you listed on chart paper during Rehearsing and discuss which ones were accurate.

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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 and the first lesson of *Owlbert*.

**Teacher and Students Model Using Strategies Call** on students to take turns modeling the strategies. Remind students to use their Strategy Prompts (Student Guide pp. 85-87) to help them model.

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

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

**SUMMARIZE** When I summarize, I tell in my own words the important events in the story. *In this part, Nicholas’ Mom won’t let him have pet mice. Nicholas worries that he’ll never get a pet. Then one day he finds a dead owl and something else in the trunk of a tree.*

Have some students model **SUMMARIZE**.

**Note:** Use the suggested **Teacher Models** as needed.

**CLARIFY/PHONICS** When I need to **CLARIFY** a word I don't recognize, I know I can look for familiar chunks to help me figure it out. To figure out this word (point to hollow at the bottom of page 10), first I divide the word into the chunks hol and low. Hol begins with the letter h: /h/ and ends with –ol. It must be hol. The other chunk, -low is a word I know. When I put the parts together, it’s hol-low, hollow. I try the sentence again: “There was a hollow in the trunk of the tree.” Yes, page 11 shows a hole in the side of the tree; so the word hollow makes sense.

Have some students model **CLARIFY/PHONICS**.

**QUESTION** When I question, I ask something that could be answered as I read or after I have read. I'll ask: *What did Nicholas’s friend, Rachel, want to give away?*

Have some students model **QUESTION**.

**PREDICT** When I predict, I use clues from what I’ve already read and from what I see in the pictures. I **PREDICT** that Nicholas is going to find a baby owl in the tree.

Have some students model **PREDICT**.

**Responding/Reflecting** (5 minutes)

**Story Map** Ask students to help you add any new information to the Story Map poster (Poster 4).

Model adding to the **Problem** box; for example: *I know that Nicholas’s parents say no to each pet he asks for. So the problem I will write is: Nicholas wants a pet but his parents won’t let him get one.*

**Respond** Discuss Reflection #1 (on Student Guide page 5) with students, and then have them tell or write their own responses: *What did Nicholas think after his mother told him he couldn’t have any mice?*