

## About the Book

Text Type: Fiction/Fantasy Page Count: 10 Word Count: 53

### Book Summary

*Who?* is the question asked again and again by a little owl as it tries to find friends with whom to fly, hunt, play, read, sing, and eat. Unfortunately, the most willing character is not the one the little owl was hoping for.

## About the Lesson

### Targeted Reading Strategy

- Retell

### Objectives

- Use the strategy of pausing to retell to clarify information text
- Identify elements of fantasy and reality
- Segment onset and rime
- Associate the letter *Ww* with the /w/ sound
- Understand the use of question marks
- Identify words that ask questions

### Materials

Green text indicates resources available on the website

- Book—*Who, Who, Who?* (copy for each student)
- Chalkboard or dry erase board
- Photograph or magazine picture: owl
- Reality and fantasy, initial consonant *Ww* worksheets
- Word journal (optional)
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

### Vocabulary

\*Bold vocabulary words also appear in a pre-made lesson for this title on [Vocabulary a-z.com](http://Vocabulary a-z.com).

- High-frequency words: *me, to, wants, who, with*
- Content words:
  - Story critical: *eat (v.), fly (v.), hunt (v.), play (v.), read (v.), sing (v.)*
  - Enrichment: *alligator (n.), owl (n.)*

## Before Reading

### Build Background

- Show students a picture of an owl. Ask students to identify the name of the animal. Write the word *owl* on the board.
- Discuss how the bird spends its day (sleeping; owls are nocturnal and hunt at night), what it eats (small rodents, insects, frogs, and birds), and the sound it makes (*hoo, hoo*).

## Book Walk

### Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they might read about in a book called *Who, Who, Who?* (Accept any answers students can justify.) Ask students who they think is asking the question “Who, who, who?” and why.
- Point out the picture on the back cover. Ask students what the owl is doing here. Have them predict what the owl might do in the story.
- Show students the title page. Discuss the information on the page (title of book, author’s name, illustrator’s name).
- Write the following repetitive phrase from the book on the board: *Who wants to \_\_\_\_ with me?* Read the phrase aloud with students. Explain that these words repeat throughout the book.

### Introduce the Reading Strategy: **Retell**

- Reinforce that the strategy of pausing to mentally retell what is happening in the story helps readers understand and remember what they read.
- Model retelling a familiar story in detail, such as *The Three Little Pigs*.  
**Think-aloud:** *In The Three Little Pigs, three pigs each decide to build a house. The first pig decides to make his house out of straw. He gathers all of the materials and builds his house. The second pig decides to build his house out of sticks. He gathers all the materials and builds his house. The third pig decides to build his house out of bricks. He gathers all the materials and builds his house. One day, a big bad wolf comes to the house of the first little pig. He wants the little pig to let him inside. The wolf says that he will huff and puff and blow the pig’s house down.*
- Continue retelling in detail to the end of the story.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Vocabulary

- As you preview the book with students, model the language patterns in the book. For example, ask: *What is the owl doing here? Yes, it’s flying. I think it might be asking: “Who wants to fly with me?” What do you think?*
- As vocabulary words are mentioned, point to the corresponding word to help students make the picture/word connection. For example, ask which word on the page says *fly* and how students can tell this (initial sounds, picture clue).
- Encourage students to add the new vocabulary words to their word journals.

### Set the Purpose


- Have students read to find out what happens to the owl. Remind them to pause every few pages to retell in their mind what they have read so far.

## **During Reading**

### Student Reading

- **Guide the reading:** Give students their copy of the book. Have a volunteer point to the first word on page 3. Read the word together (*Who*). Point to where to begin reading on each page. Remind students to read words from left to right. Point to each word as you read it aloud while students follow along in their own book.
- Ask students to place a finger on the page number in the bottom corner of the page. Have them read to the end of page 6, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
- Model retelling story events in detail.  
**Think-aloud:** *After I read page 6, I stopped to think about what has happened so far in the story. First, the owl asked with whom it would fly and hunt. Other animals, such as the mouse, ran away from the owl. The mouse seemed scared of the owl.*

- Ask students to retell what happened next. Then have them retell all the events from the beginning the story to a partner.
- Have students read the remainder of the story. Ask them to pause after a few pages to think about what has happened in the story and to make sure they understand it. Remind students to include details from the words and pictures when they retell.

 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

- **Think-aloud:** *After the owl asks the mouse to hunt, it stops on a swing to ask who will play with it. Then it opens up a big book and asks who will read with it.*
- Ask students to retell the remainder of the story. Then have them retell the whole story to a partner. Observe the amount of detail and the order of the events in the retellings.
- Ask students to explain how pausing to retell the story in their mind helped them remember and enjoy what was happening in the story.
- Discuss additional strategies students used to gain meaning from the book.

### Teach the Comprehension Skill: Reality and fantasy

- **Discussion:** Ask students whom they think the little owl might have asked to play with it. Ask whom the little owl did not want to play with. Have students tell why.
- **Introduce and model:** Review or explain that some books are about real things and some books are fantasy, or make-believe. Remind students that sometimes a book is a little of each. Say: *I look at the back cover picture and I see an owl flying. I know that owls have wings and can fly. But then I look at the picture on the title page of the owl holding on to a swing. I know that owls can't hold on to things like that, so this part of the story is likely fantasy.*
- **Check for understanding:** Ask students to identify other events in the story that were real (mouse, owl, alligator, the owl flying). Ask students to explain what events were not real (mouse running on two feet; owl reading, singing, and eating like a person).
- **Independent practice:** Introduce, explain, and have students complete the [reality-and-fantasy worksheet](#). If time allows, discuss their responses.

 **Extend the discussion:** Instruct students to use the last page of their book to draw a picture that shows the little owl either doing something an owl could do, or something make-believe. Ask students to share their picture with the group. Ask students to identify their classmates' pictures as reality or fantasy.

### Build Skills

#### Phonological Awareness: Segment onset and rime

- Say the word *big* and tell students you can say the beginning part and the ending part of the word separately: *b-ig*. Tell students we call the beginning sounds in the word *onset* and the ending sounds of the word *rime*.
- Model segmenting the word *pig* into its onset and rime: *p-ig*. Ask students to identify how the two words are similar (the ending /ig/ sound).
- Say the following words to students: *cop, hop, pop*. Have them say each word without the beginning sound.

### Phonics: Initial consonant *Ww*

- Say the word *with* and ask students what sound they hear at the beginning of the word. Have them turn to page 4 and put their finger on the word *with*. Run your finger under each letter as you model blending together the sounds in the word aloud to students.
- Ask students which letter in the word *with* stands for the /w/ sound. Write the letter *Ww* on the board, and tell students the letter's name. Explain that the letter *Ww* stands for the sound they can hear at the beginning of the word *with*.
- Have students find the word *wants* on page 4 and point to the letter that stands for the /w/ sound (*W*).
- Ask students to think of other words that start with the /w/ sound. Write each word on the board, leaving off the initial consonant. Have volunteers come to the board to write the missing letter, saying the sound the letter makes. Have the remaining students trace the letter on their hand while saying the sound it makes.
- **Independent practice:** Introduce, explain, and have students complete the [initial consonant \*Ww\* worksheet](#). If time allows, discuss their answers.

### Grammar and Mechanics: Question mark

- Review or explain that there are two kinds of sentences. One is a sentence that tells the reader something: *I am your teacher*. Ask students what comes at the beginning and at the end of every telling sentence (capital letter, period). Remind students that the period is the signal at the end of this kind of sentence that tells the reader to stop reading.
- Review or explain that another type of sentence asks a question. Ask students to give an example of a question and write one of the questions on the board. Circle the question mark in the example sentence. Explain that a *question mark* is placed at the end of a sentence that asks a question.



Have students practice writing question marks on a separate piece of paper. Have them circle the periods in the story in blue and the question marks in red.

### Word Work: Question words

- Direct students to page 4 in the book and have them read the question that the little owl asks. Ask them what word starts the question (*who*). Explain that this word is a signal that the sentence is a question.
- Have students ask a partner a question that begins with the word *who*.
- Tell students there are other words like the word *who* that signal a question. Write the words *what*, *where*, *when*, *why*, and *how* on the board. Read each word aloud to students. Then have them say each word aloud.
- Model asking questions, one at a time, using one of the question words: *What time is it? How old are you? When do we go home? Why are you laughing? Where is my jacket?* Have volunteers come to the board and point to the question word used in the question.

## Build Fluency

### Independent Reading

- Allow students to read their book independently. Additionally, allow partners to 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.

### Extend the Reading

#### Writing and Art Connection

Ask students to think of things they like to do with other people. Write the following sentence pattern on the board: *Who wants to \_\_\_ with me?* Ask each student what they would like to write in the sentence. Ask students to draw a picture for their sentence. Collect the pages and make them into a class book titled *Who?*

#### Social Studies Connection

Read additional books about owls. Help students make a bulletin board web of facts about owls (habitat, food, types, and so on).

#### 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 pause while reading to retell story events in detail during discussion
- correctly identify elements of fantasy and reality in the story during discussion and on a worksheet
- blend onset and rime to say words during discussion
- correctly associate the letter *Ww* with the /w/ sound during discussion and on a worksheet
- identify correct punctuation in telling and asking sentences during discussion
- ask questions using question words during discussion

#### Comprehension Checks

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