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Extract 1

- Display Extract 1 on page 12. Invite children to identify story language indicating that this is the opening page ('Once there were...'). Discuss information given about the characters and setting. Recall bookmark question 3, and ask whether the extract provides further evidence to back up or change the children's original responses.
- Refer to the previous owl house discussion ('Guided reading' section for spreads 1 to 3) and highlight the words 'hole', 'trunk', 'tree', 'twigs', 'leaves' and 'owl feathers'. Discuss the role these words play in creating a 'mind's eye' image of the owl house. Ask children to compose sentences to describe the owls' house using these words. Think of an alternative word for a bird house that could have been used ('nest'). Do the children prefer the word 'nest' or 'house' in this context?
- Circle the capital letters and discuss the reasons for using them. Question why the word 'owl' has a capital letter alongside 'Mother', but not otherwise.

Extract 2

- Display Extract 2 and establish that it is the last page of the book. Discuss whether the story has an effective ending, and why.
- Focus on punctuation. Consider why Owl Mother's words are in capitals. Recall previous experience of words being in capitals for emphasis. Invite individuals to take turns to read the first sentence, emphasising the words in capitals loudly. Try reading them quietly and then with the same volume for the whole sentence. Do either of these options work as well? Invite children to recall when adults speak loudly to them, perhaps to get their attention, and then decide why Owl Mother was speaking loudly in this instance.
- Circle the inverted commas and highlight the exclamation marks and question mark. Revise the use of these punctuation marks. Explain that the brackets are used when extra information is added inside a sentence. Establish the information that has been added in this instance ('all owls think a lot').

Extract 3

- Display an enlarged copy of Extract 3 with only the heading showing. Ask whether the children think the page is fiction or non-fiction, giving reasons for their choice. If necessary, highlight the word 'facts' and establish that this indicates non-fiction.
- Display the whole page and establish that the words in bold are printed in boxes below. Divide the class into ten small groups and ask each group to read out a different fact in turn. Ask the rest of the class to support them with reading the words in bold. Invite the groups to decide which fact is their favourite, and to explain why they have chosen this one.
- Return to the bold words in the list and ensure, by discussion and explanation, that the children understand the meaning of each one. Now cover the fact list and ask the children to try to recall the meaning of these words.

1. Sensing answers

Objective

To discuss what they have written with the teacher or other children.

What you need

Copies of *Owl Babies*, woodland access or examples of woodland vegetation, media resources 'Owl nests', 'Perching owls' and 'Night sounds', photocopiable page 29 'Owl Mother uses her senses', whiteboards.

What to do

- Read *Owl Babies* before recalling the lesson 'Sounds of the night' (page 22). Discuss how a woodland environment might affect all five senses.
- Go for a woodland walk and talk about what the children see, hear, smell and touch. Alternatively, explore a selection of vegetation from woodland.
- Revisit the film clips and images in media resources 'Owl nests', 'Perching owls' and 'Night sounds'. Discuss things owls might see when flying at night.
- Display photocopiable page 29 'Owl Mother uses her senses'. Read the instructions and discuss possible answers to the first question.
- Divide the class into groups of five, each with the photocopiable sheet and five whiteboards. They write the name of a different sense on each board.
- Suggest that groups discuss each question together, writing the things that Owl Mother sees, hears, smells, tastes and touches on their different boards.
- Bring the class together to share their words. Then children complete individual copies of the sheet, making sure their answers are complete sentences.
- Share the completed pages back in groups, asking children to discuss what they have written.

Differentiation

Support: Ask children to answer the first three questions only.

Extension: Invite children to compose a paragraph describing how Owl Mother uses her senses at night.

2. Owl Mother's note

Objectives

To say out loud what they are going to write about.

What you need

Copies of *Owl Babies*, printable page 'Owl Mother's note'.

Cross-curricular link

PSHE

What to do

- Read *Owl Babies*. Ask children for evidence that Owl Mother left without telling her babies where she was going. (The babies discuss where she might be.)
- Consider whether the owl babies would have felt better if they had known where their mother was. Encourage children to share experiences of adults going out without telling them, for example, waking up to find a babysitter looking after them. How did this make them feel? Would they have been happier if they had known their parents were going out?
- Suggest that the babies might have been happier if Owl Mother had left a note in the nest explaining her plans and whereabouts. Discuss the sort of information she should include in such a note.
- Display printable page 'Owl Mother's note' and ask for suggestions to complete each sentence, for example, reminding Sarah to look after her brothers.
- Divide the children into pairs, with a copy of the printable page per child, so partners can share what they plan to write.
- Ask individuals to complete their copies.
- Bring the class together to share examples of finished notes and comment on their likely effectiveness in reassuring the babies.

Differentiation

Support: Focus on completing the first and last sentences of the note only.

Extension: Invite children to compose their own Owl Mother's note without referring to the printable page.

Owl Mother uses her senses

- The owls ask how Owl Mother uses her senses at night.
- Write Owl Mother's answer in the box beside each question.

<p>Sarah Mummy, what do you see when you go out without us?</p>	<p>Owl Mother</p>
<p>Percy Mummy, what do you hear while you are flying in the woods?</p>	<p>Owl Mother</p>
<p>Bill Mummy, what do you smell?</p>	<p>Owl Mother</p>
<p>Percy Mummy, do you taste any of the food you bring back for us?</p>	<p>Owl Mother</p>
<p>Bill Mummy, what do you touch?</p>	<p>Owl Mother</p>
<p>Sarah Mummy, which senses do you use most when you are out flying?</p>	<p>Owl Mother</p>