

Shared reading

SECTION

3

Extract 1

- Read the extract on photocopiable page 8.
- Re-read and discuss the opening line with the children. Does 'Once there were' remind them of similar first words in any other stories? Read the line once more and note the number of owls. Do the children know any other stories about three animals ('The Three Little Pigs', for example)? Depending on the stories they suggest, explain that these are traditional tales or fairy stories that have been told for hundreds of years. *Owl Babies* is quite a new story. Can the children remember the name of the author? Do they know any of his

other stories?

- Read the whole page again and ask the children to say what this opening description tells us about owls in general. Invite the children to share other facts they know about owls.
- Ask the children to trace each sentence on the page. Can they suggest why the last sentence is the shortest one?
- Look at the accompanying illustration and ask the children if they can tell which of the owls might be Sarah, Percy and Bill. What do they think the baby owls are thinking about?

Extract 2

- Read the second extract, on photocopiable page 9, to the children.
- Then tell the children that they are going to use this part of the story, which makes use of dialogue, to practise reading with expression. Model expressive reading of the first sentence, pausing after the comma and emphasising 'moved' which is presented in *italic* to show that it should be stressed. Talk about this with the children and read the page together.
- Discuss how the owls could be brave. Ask the children to imagine that, they are the owls. What will they do to look after each other?

- Ask the children to suggest what they think might be moving in the wood: perhaps leaves rustling, woodland creatures scurrying about. Make a list of these together.
- Re-read together the conversation between the owls. Ask the children how they could read it with more expression. Encourage different volunteers to demonstrate by reading the individual owls' words.
- Now ask the children to find a sentence that contains words that rhyme (Sarah's speech). Can they think of other words that fit this rhyme? ('Dice' and 'twice', for example.)

Extract 3

- Display the third extract, on photocopiable page 10. Point to the words of the text while reading it through with the children.
- Ask the children why the mother owl's first words are in capital letters. How do they think the mother owl is feeling as she arrives back to see her frightened babies? Re-read the lines of dialogue with appropriate expression and tone.
- Read the middle section. Invite the children to suggest why brackets are being used. (As an

aside.) Encourage the children to share ideas as to what the owls might be thinking about.

- Now ask the children to look closely at what the owls are saying. Ask them to identify the speech marks and the exclamation marks. Can they explain why Sarah's sentences are different from the other owls' sentences?
- Read the whole extract again, paying attention to using expression, particularly in the conversation.

PAGE

7