

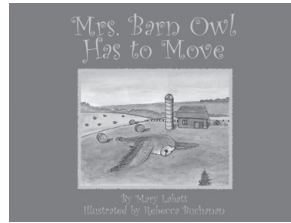
# MRS. BARN OWL HAS TO MOVE

By - Mary Labatt  
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Genre - Narrative

Set 16 - 183 Words

## Building Anticipation - Setting the Context

Ask students if they remember the book *Barn Owls* and *Mrs. Barn Owl Helps* from set 12 of the Porcupine Collection. Ask students what they already know about barn owls. Record the facts on chart paper and post them. Ask students to name different places barn owls might live.



## Introduction

Divide the students into two groups and ask one group to list why people might have to move and the other group to list why owls might have to move. Afterwards, students present their lists. As they present each reason, talk about how the people or animals would feel when they have to move. Tell the students they are going to read a book entitled *Mrs. Barn Owl Has to Move*. Ask them to read to find out why she had to move and what happened.

## Discussion - Book Talk

*Right there questions:*

What woke Mrs. Barn Owl up?

What happened that caused Mrs. Barn Owl to move?

Name one place Mrs. Barn Owl said would not be a good place to sleep.

What did the cow in Mrs. Barn Owl's new home say to her?

*Think and search questions:*

Why did the pigs not want Mrs. Barn Owl to move?

On page 13 Mrs. Barn Owl said, *What a good spot!* Why did she say that?

Were there animals in her new home that were the same as in her old home?

Why do you think Mrs. Barn Owl liked this new home?

*On my own questions:*

Read page 12 again. What do you think rafters are? What clues did the author give you to help you learn what a rafter is?

At the end of the book, Mrs. Barn Owl said, *I am home*. Why do you think she said that?

Was that a good ending for this story? Why or why not?

Can you think of another way this story might have ended?

What do you think happened to the other animals that were at the farm that was being knocked down?

On page 8 Mrs. Barn Owl was looking for a farm *just like her old farm*. Why was she doing that?

If you were to move, what would you want to take from your old home?

## Creative Response - Independent Practice

*Writing Text Features*

Draw students' attention to the bold text and exclamation marks. Talk about why the author chose to use this font and the punctuation mark. Ask students to listen throughout the day to see if people in the school are using words that would require bold font and exclamation marks if that speech was written. Some examples are: voices heard while playing at recess, people praising someone for doing something well or people who are surprised. Write some of these sentences on strips of paper using bold letters on appropriate words and end the sentences with exclamation marks.

*Interviews*

Have the students be a radio or TV news reporters and role play going to the site of the old barn at the time of its demolition. Students would interview the animals. Once role play is done students can write up the interview using the reproducible master.

*Research*

Students look up information on the various kinds of owls. Write a list of facts citing the characteristics that are unique to the kind of owl each student is researching. A possible site is: <http://www.owlpages.com/>

## Read Aloud and Poetry Connections

*All About Animals* by Jim Arnosky, Scholastic, 1999.

*Animal Lore and Legend: Owl* by Vee Browne (editor) and Diana Magnuson (illustrator), Cartwheel Books, 1995.

*The Barn Owls* by Tony Johnston, Deborah Kogan Ray, Charlesbridge Publishing, 2000.

*The Owl and the Pussycat* by Edward Lear, Illustrated by Jan Brett, Philomel Books, 1997.

## Learning about Language – Focused Teaching

High Frequency Words - find, last, enough

Interest Words - happening, bulldozer, smashing, searching, rafters, blinking

Word Families and Letter Clusters - *ast* family - fast, last, past, mast

Structural Features of Words - *ow* and *ou*: loud, around, out, owl, down, now - *ear* sound: heard, searching - Soft *c*: decided, mice

Text Features – Alliteration: dusty dark (page 12) - Enlarged bold print and exclamation marks - Print moving up the page to create meaning

# News Report

This is (student's name) \_\_\_\_\_ reporting for  
(name of station) \_\_\_\_\_.

Reporter: \_\_\_\_\_

\_\_\_\_\_

Animal: \_\_\_\_\_

\_\_\_\_\_

Reporter: \_\_\_\_\_

\_\_\_\_\_

Animal: \_\_\_\_\_

\_\_\_\_\_

Reporter: \_\_\_\_\_

\_\_\_\_\_

Animal: \_\_\_\_\_

\_\_\_\_\_

Reporter: This is \_\_\_\_\_ saying so long for now.