

**MACROSTRUCTURE & MICROSTRUCTURE  
ANALYSIS OF OWL MOON**



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Just then, they saw an owl landing on a tree branch. The little girl stared into the owl's eyes, and then it flew away into the woods.



She was amazed because she had never seen a real-life owl before.



Since they achieved their original plan to see an owl, they decided to head back to their farm.



They walked through the deep snow back to the farm. Even though, they were able to talk and laugh now, they walked back silently.



At the end, they made it back to their farm.



They were thrilled to have seen an owl. The little girl realized in order to see an owl all you need is hope. Sometimes in life, all you need is hope.

# Microstructure Analysis (Story Sparkle)

## + Cohesive Ties

- When, and, then, but, after, if, all of a sudden

## + Mental State Verb

- Knew

## + Adverbs

- Late, so, somewhere, down, never, always, again, sometimes, almost, silently

## + Elaborated Noun Phrases

- One winter night, still as giant statue, a train whistle, long and low, a sad, sad song, through the woolen cap, a farm dog, a second dog, a real long time, over the crisp snow, little gray footprints, a long shadow, my short, round shadow, a long, long time, black and pointy against the sky, into a silver mask, icy hand, your own heat, into the woods, the blackest things, the white snow, behind black trees, in the middle of the night, in the dark woods, in a cereal bowl, through the trees, from high up in the trees, on the edge of the meadow, an owl shadow, big tree shadow, his big flashlight, on a branch, one minute, three minutes, a hundred minutes, its great wings

## + Linguistic Verbs

- Answered, called, said, sighed, hooted

## + Similes/Metaphors

- The trees stood still as giant statues (Simile)
- And the moon was so bright, the sky seemed to shine (Metaphor)
- A train whistle blew, long and low like a sad, sad song (Simile)
- It was quiet as a dream (Simile)
- He looked up as if searching the stars, as if reading a map up there (Simile)
- The moon made his face into a silver mask (Metaphor)
- I could feel the cold, as if someone's icy hand was palm down on my back (Simile)
- The snow below it was whiter than the milk in a cereal bowl (Metaphor)
- Lifted off the branch like a shadow without sound (Simile)
- But I was a shadow (Metaphor)
- The kind of hope that flies on silent wings under a shining Owl Moon (Metaphor)

**LESSONS FOR GRADES 1-3 UTILIZING THE  
PERSONAL NARRATIVE, OWL MOON**



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# INFORMATIONAL TEXT



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Before reading the book, Owl Moon, read your students expository (informational) text about Owls, and discuss the meaning of owling. Use one or all of the texts below to help your students gain knowledge regarding owls. Please view the attachment, “Expository Text for Owls” for analysis of the following information using ThemeMaker™ maps.

- ***Play “The Owl Song” by Whizpops on youtube***
  - Link: <http://bit.ly/1kDT7lm>
  - **List:** Have your students orally list facts about owls. Put the list ThemeMaker™ expository text map on pages 155-156 on the whiteboard. Fill it out with your students!
- ***“Great Horned Owl” written by the San Diego Zoo***
  - Go to the following link: <http://bit.ly/1pn1j9J>
  - **Descriptive:** Have your students orally describe how Great Horned Owls look. Put the descriptive ThemeMaker™ expository text map on pages 151-152 on the whiteboard. Fill it out with your students!
  - **List:** Have your students orally list animals that owls eat. Use the list ThemeMaker™ expository text map on pages 155-156. Fill it out with your students!
  - **Sequence:** Have your students sequence how Great Horned Owls catch their prey. Put the sequence ThemeMaker™ expository text map on pages 157-158 on the whiteboard. Fill it out with your students!
  - **Cause and Effect:** Have your students identify cause and effect within the story. Use the Mindwing Concepts magnets on the whiteboard to aid in their visualization of cause and effect.
    - Examples of cause and effect within the article:
      - Cause (kick-off): Sees prey, Effect (tie-up): Dives
      - Cause (kick-off): Sees prey, Effect (tie-up): Attempts to catch prey with long, sharp talons
- ***Owls written by Sandra Markle***
  - **List:** Have your students orally list why owls are fantastic hunters. Put the list ThemeMaker™ expository text map on pages 155-156 on the whiteboard. Fill it out with your students!
  - **Compare and Contrast:** Put two pictures of two different owls on the whiteboard. Have your students orally compare and contrast their appearance. Put the compare and contrast ThemeMaker™ expository text

map on pages 208-211 on the whiteboard, and fill it out with your students!

- **Sequence:** Have your students orally sequence what the female Great Gray Owl does to protect her owlets from hawks (see page 27). Put the sequence ThemeMaker™ expository text map on pages 157-158 on the whiteboard. Fill it out with your students!
- **Cause and Effect:** Have your students identify cause and effect within the expository text. Use the Mindwing Concepts magnets to aid in their visualization of cause and effect.
  - Examples of cause and effect within the informational text:
    - Page 9
      - Cause (kick-off): Sees a pocket gopher run into the open, Effect (tie-up): The great gray owl begins to chase it
    - Page 10
      - Cause (kick-off): The great gray is over the gopher, Effect (tie-up): Pulls wings and dives down to attack it
    - Page 20
      - Cause (kick-off): The owl preens (straightens its feathers out with its beak, Effect (tie-up): Its feathers are fastened together again
    - Page 25
      - Cause (kick-off): The male Great Horned Owl hoots loudly, Effect (tie-up): No other male Great Horned Owls come near his home range

*Another excellent example informational text about owls is:*

- Owls written by Gail Gibbons

# NARRATIVE LANGUAGE SKILLS



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**Targeted Goal:** *The student will retell a narrative at the Abbreviated Sequence Stage using Braidy, the StoryBraid™ via oral and written communication.*

**Step 1:** Read the book, Owl Moon, to your students as a read aloud for enjoyment.

**Step 2 Objective:** *The student will describe the character by incorporating physical attributes and personality through oral and written language when given prompting.*



Following the read aloud, read the first page to your students again. Ask your students, “What are you picturing for the characters?” Prompt your students throughout the process with scaffolded questions. Sample scaffolds are below.

- Do you picture the child as a girl or a boy? Why?
  - If some of your students say a boy, show them a picture of the young child in the illustrations. Scaffold. What is the child wearing? Does the child have short or long hair? Note that she is wearing purple gloves, a pink jacket and a purple and pink hat. Also, note that her hair is longer.
- What do you picture the characters liking?

Once you scaffold their responses, have your students sing the Maryellen’s character song to the tune is “Are you sleeping?” using the characters of Owl Moon. Examples below.

*Braidy is a character. Braidy is character.  
Eyes, face and head. Eyes, face and head.*

*She is a character. She is a character.*



*Brave and young. Brave and young.*

*Pa is a character. Pa is a character.  
Adventurous and a father. Adventurous and a father.*

Then, have volunteers (or use the “popsicle stick method” for calling on students) describe the Pa, and the child in the story. After the mini-lesson, have your students write a draft describing the child in the story and draw a picture, OR have them write a draft on the SGM app using only the character icon for now and draw a picture on the app. Once your students are ready to publish their work they may rewrite their summary and redraw a picture (or keep the picture they previously drew) of the character on a copy of page 148 in the Braidy Manual or rewrite their summary in the SGM app. Depending on the student’s level, you can have your students stop here or continue to the next step.

**Step 3 Objective:** *The student will describe the setting by incorporating the five senses (i.e., see, hear, feel, taste, smell) through oral and written language when given prompting.*



Read your students the story again stopping to demonstrate examples where the setting is described. Scaffold so that they can imagine that they are in the setting. Make sure you discuss text within the story that heightens their five senses (i.e., seeing, hearing, feeling, smelling, tasting). Examples are below. Make sure to ask your students, “What does that make you picture?”

- “It was one winter night...”
- “There was no wind. The trees stood still as giant statues.”
- “A train whistle blew”
- “A farm dog answered the train”
- “Our feet crunched over the crisp snow”

There are many examples in this story that will elicit your students five senses, and will enable your students to have a picture in their mind of the setting. Once they have a clear picture in their mind, sing Maryellen’s setting song to the tune “This Land is Your Land.” See below.

*What do you see there?  
What do you hear there?  
What do you smell there?  
What do you taste there?  
What do you feel there?  
Then, where is it?  
My senses will help me to describe...it!*

Following the song activity, pick five students to stand up in front of the class and hold the five senses (one student holds an eye, nose, ear, mouth, or hand, etc...) (See Appendix). Prompt each student to say, "She sees/hears/smells/tastes/feels..." After the activity, inform your students that they just described the setting together! Then, have your students draw and picture, and write a description of the setting using the starters, "she sees/feels/hears/smells/tastes/feels..." OR have your students write a poem about the setting. Instead of using the starters, "she sees/hears/smells/tastes/feels..." use the starters "seeing/hearing/feeling/tasting/feeling." Have your students redraw a picture OR keep their previous picture of the setting, and rewrite their published work on a copy of page 149 of the Braidy manual OR on the SGM app (add the setting icon to your students' previously saved worked on the character). Examples are below.

*She sees a thick blanket of white snow covering the dark forest.  
She hears an owl calling out, "Whoooo-whooo."  
She smells fresh pine trees.  
She tastes the cold air of winter.  
She feels the coldness of the deep snow against her legs and feet.*

Below is an example of a poem. For their published work, have them remove the sense words (seeing, hearing, smelling, tasting, feeling), and a beautiful poem emerges!

*Seeing a thick blanket of white snow covering the dark forest.  
Hearing an owl calling out, "Whooo-whooo."  
Smelling fresh pine trees.  
Tasting the cold air of winter.  
Feeling the coldness of the deep snow against her legs and feet.*

Depending on the level of your students, you may choose to go to the next step or stop here.

**Step 4:** *The student will include at least one initiating event (i.e., the kick-off) using at least one cohesive tie through oral and written language when given prompting.*



Read through the middle portion of the story again (i.e., when they come across an owl) with your students. Ask your students, "What happened that was out of the ordinary?"

NOTE: There are two kickoffs in this story. The first kickoff is going owling with her Pa. The second kickoff is seeing an owl! Most students will be able to name the second kickoff more easily. Thus, scaffold that kickoff, and do not worry about the other kickoff unless your student is able to analyze a complex episode.

To relate the text to self, ask your students, “Did you ever see an owl?” Review words with your students that go along with the kick off of a story (i.e., all of a sudden, suddenly, just then, one day). Note to your students that the author used a kick off word when she relayed the kick off to her audience (i.e., “All of a sudden, an owl shadow, part of the big tree shadow, lifted off and flew right over us.”) Have your students verbally tell you the kick off using a kick off word (i.e., a cohesive tie). After, write the kick off words on the board. Then, tell your students to draw and write the kick off of the story using a kick off word. Use a copy of page 150 in the Braidy manual or the SGM app (add to previously saved character and setting) for published copy.

Depending on your student’s level, stop here or go to the next step!

**Step 5:** *The student will include describe the character’s internal response to the initiating event when given prompting through oral and written communication.*



Discuss how the character felt about the kick off with your students. Ask your students, “What do you picture the young girl doing after seeing an owl for the first time?” and “How would you feel if you saw an owl for the first time?” Also, discuss and write on the board different synonyms for happy and surprised. Then, have your students draw and write the internal response of the character to the kick-off. For published work, use a copy of page 151 in the Braidy Manual or the SGM app (add to previously saved character, setting and kickoff) to write and redraw a picture (OR as always have your students keep their original drawing) of the feelings of the character.

**Step 6:** *The student will include the direct consequence of an initiating event when given prompting through oral and written communication.*



Reread the end of the story to your students. Ask them, “What do my words make you picture?” Discuss with your students what happened after she saw the owl. Inform your students that this is the tie-up of the story. Use the SGM magnets of the kickoff and the tie-up to illustrate cause and effect. Following discussion of the tie-up have your students draw a picture and write the tie-up. Write some tie-up words on the board for your students to use in their writing (i.e., As a result, At the end). For example, “As a result, she ventured back to the farm.” For your students’ published copy use a copy of page 154 or the SGM App (add to previously saved writing on the character, setting, kickoff, and feelings). Have your students keep their original drawing or draw another picture.

Once they are finished with all these steps, tie their pages together (if you did not utilize the SGM app), to create their own book relaying a summary of Owl Moon. If they used the SGM app, once they are finished they can record their book summaries on the app! Once their book summaries are finished, have your students read them to their peers! HAVE FUN ☺!

## INFORMATIONAL TEXT WITHIN THE TEXT



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**Make sure to discuss informational text within the story. Emphasize that in order to write a story authors need background knowledge regarding what they are writing about.**

- **Descriptive:** Have your students orally describe the setting (i.e., the pine wood forest).
- **List:** Have your students orally list some facts about Great Horned Owls from the story, Owl Moon.
  - Below are examples of facts within the story about Great Horned owls.
    - They usually live in pine wood areas.
    - They stay hidden unless it is very quiet.
    - They respond to the owl call, “Who-whooo-whooo-who.”
- **Cause and Effect:** Orally discuss cause and effect instances within the story, Owl Moon, with your students. Use Mindwing concepts’ magnets (i.e., kick-off and tie-up) to help students visualize cause and effect.
  - Below are some examples of cause and effect within the story.
    - Cause (kick-off): Goes owling, Effect (tie-up): Sees an owl
    - Cause (kick-off): Sees owl, Effect (tie-up): Heads back to the farm

# **This lesson is aligned with the following common core standards:**

## **Grade 1**

### ***Writing***

CCSS.ELA-LITERACY.W.1.2

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

CCSS.ELA-LITERACY.W.1.3

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

### ***Speaking and Listening***

CCSS.ELA-LITERACY.SL.1.1

Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

## **Grade 2**

### ***Writing***

CCSS.ELA-LITERACY.W.2.2

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

CCSS.ELA-LITERACY.W.2.3

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

### ***Speaking and Listening***

CCSS.ELA-LITERACY.SL.2.1

Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.2.4

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

## Grade 3

### *Writing*

CCSS.ELA-LITERACY.W.3.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.3.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

### *Speaking and Listening*

CCSS.ELA-LITERACY.SL.3.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.3.4

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

**MINI LESSONS FOR GRADES 4-6 UTILIZING  
THE PERSONAL NARRATIVE, OWL MOON**



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# Eight 5-10 minute Mini Lessons to Teach the Macrostructure of a Personal Narrative

## Lesson 1

### Character: Who or What?



Your personal narrative should be a true story about yourself!

- Write from your own point of view. Use words such as I, me, my in your narrative.
  - Refer to Owl Moon.
    - Notice how the young girl tells the story through her eyes. “It was late one winter night, long past **MY** bedtime, when Pa and **I** went owling.”
- Although you are writing a true story about yourself, you may include other characters in your story.
  - Refer to Owl Moon.
    - Notice how the young girl includes her Pa in the narrative secondary to her Pa being with her when she went owling.
    - “Again he called out. And then again. After each call he was silent and for a moment we both listened. But there was no answer. Pa shrugged and I shrugged.”
- Notice how the young girl doesn’t explicitly state her personality (e.g., I am brave and adventurous), yet we know that she is because of the descriptions in the text.
  - Refer to Owl Moon.
    - “We went into the woods. The shadows were the blackest things I had ever seen. They stained the white snow. My mouth felt furry, for the scarf over it was wet and warm. I didn’t ask what kinds of things hide behind black trees in the middle of the night. When you go owling you have to be brave.”



## Lesson 2

### Setting: Where and When?



- It is essential to include the setting in your story so that the reader can create a mental picture of your story.
  - Refer to Owl Moon.
    - The young girl describes the setting in great detail. At the beginning of the story, the reader is informed of the setting immediately. “It was late one winter night, long past my bedtime, when Pa and I went owling. There was no wind. The trees stood still as giant statues. And the moon was so bright the sky seemed to shine.” Notice how this paragraph paints a vivid image of where and when the story takes place. Also, notice how the author does not say, “The story takes place...” instead she describes the setting.
    - CREATE A PICTURE IN YOUR MIND OF THE SETTING AND DESCRIBE IT. Think about your five senses (i.e., see, hear, feel, taste, smell).
    - Review the five senses with your students, and sing Maryellen’s five senses song to the tune This Land is Your Land.
      - What do you see there?*
      - What do you hear there?*
      - What do you smell there?*
      - What do you taste there?*
      - What do you feel there?*
      - Then, where is it?*
      - My senses will help me to describe...it!*
    - Emphasize that the young girl taps into all her senses when describing the setting. Provide examples to your students within the text.

## Lesson 3

### Kick-Off



- In a personal narrative, you must include at least one kick-off, but sometimes there can be more than one.
  - Refer to Owl Moon.
    - In Owl Moon, there are two events that occur that are out of the ordinary for the young girl. The first kick-off is going owling.

This is not an event that always takes place for her. The second kick-off was seeing the owl.

- A kick-off should be at the beginning of the story so that the reader knows what happened.
  - Refer to Owl Moon.
    - The author began the story with the first kick-off. “It was late one winter night, long past my bedtime, when Pa and I went owling.”
- When referring to a kick-off, you should use a kick-off word, such as all of a sudden, suddenly, just then, or one day.
  - Refer to Owl Moon.
    - For the first kick-off in the story, the author used a variation of “one day.” “It was late one winter night, long past my bedtime, when Pa and I went owling.”
    - For the second kick-off in the story, the author used the kick-off word all of a sudden. “All of a sudden, a owl shadow, part of the big tree shadow, lifted off and flew right over us.”

## Lesson 4

### Internal Response



- In a personal narrative, you should explain how you feel about the kick-off. You can explain how you feel by explicitly stating a feeling (i.e., elated, excited) or by using description to demonstrate your feelings.
  - Refer to Owl Moon.
    - Notice how the young girl does not explicitly say how she feels about going owling. However, the young girl states, “I had been waiting to go owling with Pa for a long, long time.” We can infer that she is excited because she has been waiting to go.
    - Also, notice how the young girl does not explicitly say how she feels when she sees an owl. Instead she states, “For one minute, three minutes, maybe even a hundred minutes, we stared at one another.” We can infer that she was amazed and shocked.



- What do I realize?
- What do I remember?
- What do I believe?
- Refer to Owl Moon.
  - In the story, it is clear that the young girl *knew* that owls live in the woods, stay hidden unless it extremely quiet, and respond to the owl call, “Whoo-who-who-who-who-whooooo.”
    - Why are Pa and the young girl leaving their farm and going into the pine woods? They knew that owls live in the woods.
    - Why are both Pa and the young girl not speaking to each other on this journey? “If you go owling you have to be quiet and make your own heat.”
    - Why is the father calling out, “Who-who-who-who-who-who?” They knew that the Great Horned Owl made that sound and responded to it.
  - The young girl *remembered* that her brothers said, “Sometimes there’s an owl, and sometimes there isn’t.” Thus, she *realized* that she might not see an owl so she would not be disappointed if she did not come across an owl on their journey.
    - In the story, the young girl states, “I was not disappointed. My brothers all said there’s an owl and sometimes there isn’t.”
- Your stories should reflect that you have prior knowledge on the topic.

## Lesson 7

### Attempts



- The attempts of your personal narrative should explain the actions you took to carry out the plan. For the attempts, you can use sequencing words, such as first, next, furthermore, after that, finally, etc...
- Refer to Owl Moon.
  - For the first kick-off (i.e., to find an owl) the young girl states, “Then he called, “Who-who-who-who-who-who.” The sound of a Great Horned Owl.” The young girl used the word, “then,” for the 2<sup>nd</sup> attempt. For the 3<sup>rd</sup> attempt, the young girl, used the word “then” again. “And then Pa called “Who-who-who-who-who-who.”
  - Note that you may use sequencing words to help organize your writing, but you may not always use every single sequencing words in your writing if you are very descriptive.

## Lesson 8

### Tie-Up & Resolution



- Every narrative must have an ending.
- Your personal narratives should have an ending (i.e., the tie-up), and what you learned from the tie-up (i.e., the resolution).
- Refer to Owl Moon
  - The tie-up to the whole story was that she saw an owl, and made it back to their farm. That is what happened at the end of the story.
  - The resolution was that the little girl realized in order to see an owl all you need is hope. The moral of the story or the lesson learned was that sometimes in life, all you need is hope.
    - “When you go owling you don’t need words or warm or anything but hope. That’s what Pa says. That kind of hope that flies on silent wings under a shining Owl Moon.”
    - Notice how the title is linked to the ending of the story.

**Note:** Many mini lessons can be created based off of the microstructure analysis of the narrative (i.e., please view the story sparkle of Owl Moon on page 4 of this document).

Some example ideas are below.

- A mini lesson on the use of linguistic verbs. Teach students through mentor texts to use linguistic verbs (i.e., answered, hooted, sighed) that match how the character said a statement in the story.
- A mini lesson on using cohesive ties within their writing
- A mini lesson on similes and metaphors

**Additional note:** Although the mini lessons above only use the text Owl Moon, please use additional texts to enable your students to more thoroughly understand the macrostructure of a narrative. Additional mentor texts for grades 4 to 6 to aid in writing a personal narrative are below.

- Fireflies by Julie Brinckloe
- Crow Call by Louis Lowry
- And Then It Happened Books One through Ten by Laura & Michael Wade

# **This lesson is aligned with the following common core standards:**

## **Grade 4**

CCSS.ELA-LITERACY.W.4.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

## **Grade 5**

CCSS.ELA-LITERACY.W.5.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

## **Grade 6**

CCSS.ELA-LITERACY.W.6.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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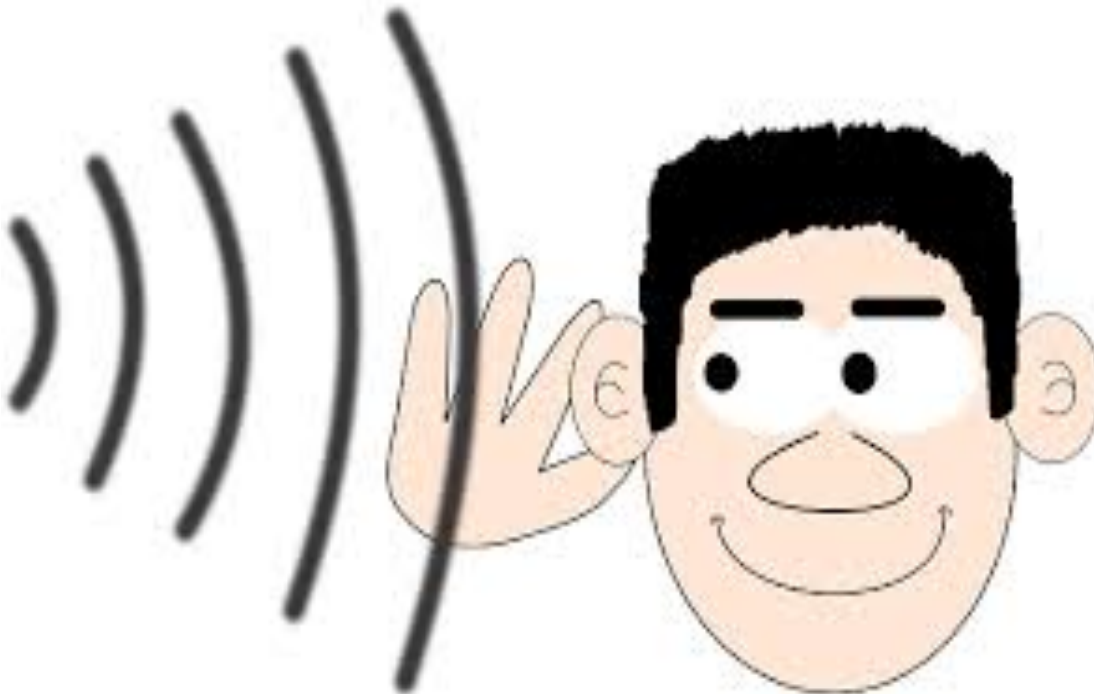
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## Appendix

**PICTURES NEEDED FOR STEP 3. Cut out and laminate.**



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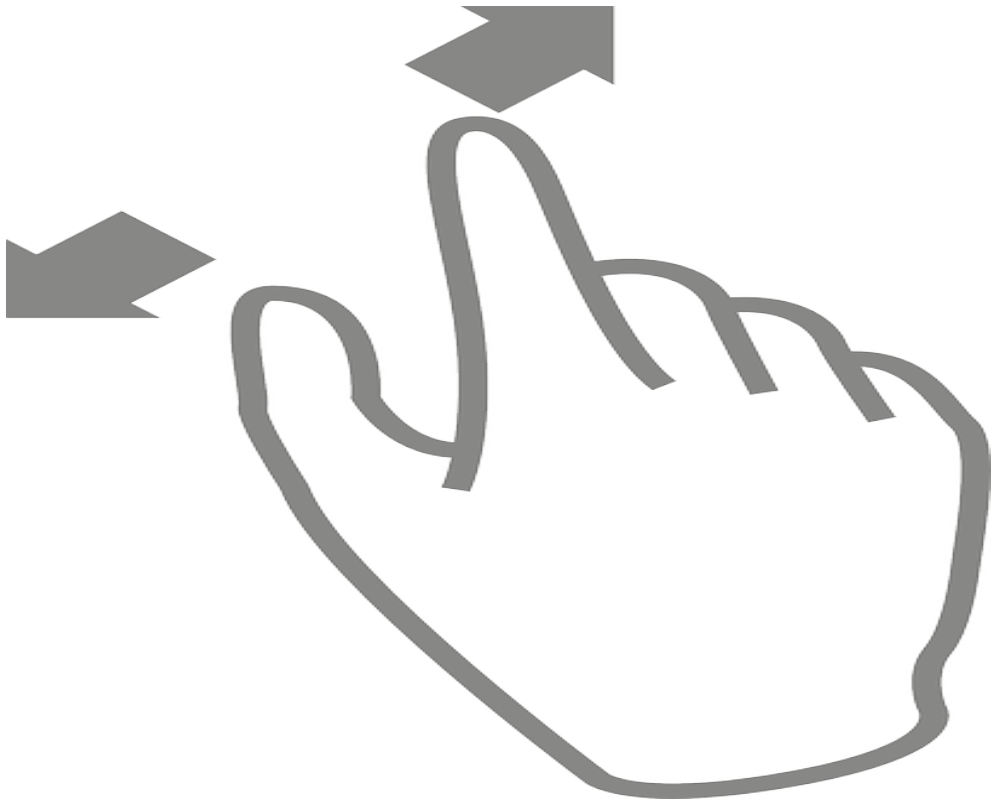




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