

**LISTEN,  
TAKE NOTE!  
TEACHER EDITION  
Level A**

**SAMPLER**

A unique system of  
instructional strategies  
and practice opportunities  
for listening and note taking



**SILVER MOON PRESS**  
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Strategies and applications developed  
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The Proud Frog – A Tale from Nigeria  
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## INTRODUCTION

*Listen, Take Note!* is a supplement to your daily instructional program in English Language Arts. *Listen, Take Note!* provides the following unique features:

- A unique system for listening and note taking (TQLR).
- Instructional strategies that enable elementary school students to master listening and note-taking skills.
- Instructional strategies that are consistent with the English Language Arts Standards.
- Effective instruction that prepares students for assessments. *Listen, Take Note!* has been developed to prepare grade three students with the skills and strategies necessary for note-taking success. The passages selected are on the oral comprehension level, not reading comprehension level, appropriate to grade three students.
- Multiple application and practice opportunities for students.
- A thoroughly scripted teacher's edition that includes mini lessons and sample student responses for all learning activities.
- Test tips for students.

## ORGANIZATION

*Listen, Take Note!* is divided into four major sections. Each section is briefly described below.

**Teaching Listening:** In this section students are provided with a research-based system for developing listening skills. Each step of the process is taught, and students apply what they have learned. Also included in this section are lessons which provide students with specific strategies for developing listening skills.

**Note Taking:** In this section direct instruction in note taking is provided. A mini lesson precedes the application activity so that students develop a variety of note-taking techniques and have the opportunity to use them alone or in combination as they develop strength and skill in note taking.

**Developing Specific Listening Skills:** In this section students learn how to listen to a variety of passages that are organized both in narrative and expository print. They learn the significant features of these texts and signal words that are associated with specific types of print.

**Application/Practice:** This section provides students with multiple opportunities to practice what they have learned. Varied genres and texts are included in this section so as to provide students with a well-rounded practice opportunity.

## A SPECIAL NOTE ABOUT THE TEACHER EDITION

Your guide provides:

- a research-based system to teach students how to listen
- a step by step process by which to teach listening and note taking
- examples for all short answer questions
- model answers to students' extended responses
- frequent use of graphic organizers

# PART I

## TEACHING LISTENING

### I-A.TQLR: A Listening System

Just as there are systems for reading, there are systems for listening. One such system is called TQLR. TQLR stands for Tune In, Question, Listen and Review. First students need to understand all the components of this system. A mini lesson is provided in their student edition. Next, model this process, then students will apply this process on a separate passage. However, students should use this process consistently throughout all of the listening passages provided in this book. In addition, students can use this process when viewing videos, while listening to audio, during daily class instruction, at home while viewing television, etc.

#### DIRECTIONS:

Review the TQLR system with students. This mini lesson is found on pages 1–2 in the student edition. Read “King Tut – An Egyptian King.” Below you will find a model script for the TQLR process on “King Tut – An Egyptian King.”

#### Tune In:

Place chart paper on the board, and SAY ALOUD TO STUDENTS:

*This is what you should say to yourselves: “I am ready to listen. I have a piece of paper and my marker to take notes, and I have cleared my desk of everything. I am now ready to listen to the passage.” Now I am going to think out loud as I read the story.*

### King Tut – An Egyptian King

*Question: I have heard of King Tut before. I think he is famous. I wonder where Egypt is?*

Howard Carter was an archeologist from England.

*Question: I wonder what an archeologist is? I wonder when he lived?*

Archeologists study the life of people who lived long ago. Over seventy years ago, in 1922, Carter made a great discovery in Egypt. Egypt is an excellent place to

find objects from ancient cultures. One day Carter was exploring an ancient, underground burial room. Carter made a small hole in a closed door and shone his flashlight through. He was amazed at what he saw.

*Question: I wonder what he saw?*

There were treasures beyond his wildest dreams!

Through the small hole in the door, Carter saw what looked like a solid gold wall. He knew he had to get into this room to explore it further. He and a team of other archeologists entered the room. You will never believe what they found! They found objects that had been there for over 3000 years.

*Question: Wow, that is really old! When do we get to King Tut?*

They found golden carts, beautiful carved chairs, wondrous beds, incredible jewelry, and much, much more. However, the most amazing thing they found was a mummy.

*Question: What is a mummy?*

A mummy is a body of a person who has died and been preserved and wrapped in cloth. This burial process is an ancient Egyptian secret.

*Question: I wonder if that's what I saw in the museum?*

The mummy they found was King Tutankhamen. He is also known as King Tut. He was found in a solid gold box made in the shape of his body. A mask made from gold and beautiful gems shows us a picture of what King Tut looked like.

So many riches in one room had never been found in Egypt before. People became curious. Who was King Tut? people wondered. King Tut was only nine years old when he became a king. He was not a great king when he ruled, but, since the discovery of his burial chamber, or room, he has become the most famous of kings from ancient Egypt. Howard Carter is known for making one of the most exciting and important archeological discoveries. In fact, his discovery has been called one of the greatest discoveries of the twentieth century.

*Question: Now I understand what this passage is about. I wonder how they preserved the mummies?*

## DIRECTIONS:

Now read the passage a second time straight through. This time model the Listen and Review components of this strategy. Record your students' responses to the Listen and Review components on the chart paper.

### King Tut – An Egyptian King

Howard Carter was an archeologist from England. Archeologists study the life of people who lived long ago. Over seventy years ago, in 1922, Carter made a great discovery in Egypt. Egypt is an excellent place to find objects from ancient cultures. One day Carter was exploring an ancient, underground burial room. Carter made a small hole in a closed door and shone his flashlight through. He was amazed at what he saw. There were treasures beyond his wildest dreams!

Through the small hole in the door, Carter saw what looked like a solid gold wall. He knew he had to get into this room to explore it further. He and a team of other archeologists entered the room. You will never believe what they found! They found objects that had been there for over 3000 years. They found golden carts, beautiful carved chairs, wondrous beds, incredible jewelry, and much, much more. However, the most amazing thing they found was a mummy. A mummy is a body of a person who has died and been preserved and wrapped in cloth. This burial process is an ancient Egyptian secret. The mummy they found was King Tutankhamen. He is also known as King Tut. He was found in a solid gold box made in the shape of his body. A mask made from gold and beautiful gems shows us a picture of what King Tut looked like.

So many riches in one room had never been found in Egypt before. People became curious. Who was King Tut? people wondered. King Tut was only nine years old when he became a king. He was not a great king when he ruled, but, since the discovery of his burial chamber, or room, he has become the most famous of kings from ancient Egypt. Howard Carter is known for making one of the most exciting and important archeological discoveries. In fact, his discovery has been called one of the greatest discoveries of the twentieth century.

#### Listen: Write on chart

1. Identify the main idea: *This passage is about one of the greatest discoveries of the twentieth century, King Tut's tomb.*
2. Recognize the significant details: *King Tut was an Egyptian king who was buried with great treasures. Carter explored this tomb.*

3. Eliminate what you think is unimportant: *King Tut was nine years old when he became king. Carter was from England.*
4. Listen for Key and Signal Words: *great discovery, Egypt, underground burial room, mummy.*

**Review: Write on chart**

1. Silently restate the main idea: *Carter made one of the greatest discoveries of the twentieth century when he found King Tut's tomb.*
2. Identify the details that support the big idea: *Treasures beyond belief were found for the first time. Carter became famous.*
3. Reflect upon what you have heard: *I wonder if there are other mummies who are also buried with treasures?*
4. Reflect upon how this relates to what you already know: *I now understand why people visit the museum to see the treasures.*
5. Organize your notes: Have students categorize the notes you have taken into a rough outline.

**Sample student answers:**

1. *Howard Carter made a discovery*
  - A. *He found an ancient tomb*
  - B. *It was filled with treasures*
2. *It was the tomb of King Tut*
  - A. *There was the mummy of King Tut*
  - B. *There was a lot of gold and gems*
  - C. *King Tut's body was preserved*
3. *Carter became famous*
  - A. *It was the first discovery of this kind*
  - B. *People were excited over this find*
  - C. *It was called one of the greatest discoveries of the twentieth century*

**DIRECTIONS:**

Now have students go through the TQLR process on their own. Read “Celebrating the French Way.” During this first reading, pause where indicated, and have students record their questions in the spaces provided on page 2 of the student edition.

SAY ALOUD TO STUDENTS:

*I am going to read a passage to you called “Celebrating the French Way.” You now have to tune in. Clear your desks of all materials except for a pencil and your book, opened to page 2. Watch me as I read.*

**Tune In:**

Place chart paper on the board, and SAY TO STUDENTS:

*This is what you should say to yourselves: “I am ready to listen. I have a piece of paper and my marker to take notes, and I have cleared my desk of everything. I am now ready to listen to the passage and concentrate on the words.” When I pause during the first reading, record a question or a statement that you have in the space provided.*

### **Celebrating the French Way**

1) Just as in America, people in France, a country in Europe, have many exciting celebrations. Many of their celebrations are different from those in America, but they are just as much fun.

SAY ALOUD TO STUDENTS:

*Think of a question you have about the passage, and write it down.*

2) For example, French people in a certain town celebrate the Lemon Festival during the month of February.

SAY ALOUD TO STUDENTS:

*Think of a question you have about the passage, and write it down.*

3) This festival is just as it sounds, a time to celebrate lemons! Why, you may ask, would people celebrate lemons? This is because in Menton, a town in France, they grow lemons.

Thousands of people come to eat lemon dishes—lemon cookies, lemon jam,

lemon pie, and even lemon ice cream. People can view amazing sculptures made from this fruit. Once, a huge octopus was made from thousands of lemons. A huge lemon crocodile was also displayed. The lemon parade is a highlight of the festival. This is when floats made from lemons travel majestically down the street. Firework displays bring Menton's Lemon Festival to an end.

SAY ALOUD TO STUDENTS:

*Think of a question you have about the passage, and write it down.*

- 4) In another part of France, a Pig Squealing Festival is held.

SAY ALOUD TO STUDENTS:

*Think of a question you have about the passage, and write it down.*

- 5) Here local farmers and villagers eat a big lunch in which all the food is made from pork. They eat foods such as ham, sausage, bacon, and pig's feet. After lunch a big competition is held to see who can "oink" most like a real pig. It is funny to see grown men and women, as well as children, trying to imitate "pig talk." If a stranger were to see this contest, she would not only enjoy a wonderful meal but have a good laugh, as well.

SAY ALOUD TO STUDENTS:

*Think of a question you have about the passage, and write it down.*

- 6) The largest carnival in all of France is held in a town called Nice. Here the streets are something special to see because they are filled with bands, fabulous dancers, incredible fireworks, and flower fights! Can you imagine such a sight?

SAY ALOUD TO STUDENTS:

*Think of a question you have about the passage, and write it down.*

- 7) The best part of this celebration is a procession of decorated floats. The people who are on the floats wear costumes and funny masks. They throw hard candy and white fudge into the crowds on the street. If you could go to Nice, would you want to be in the parade or in the crowd? Both sound like so much fun!

SAY ALOUD TO STUDENTS:

*Think of a question you have about the passage, and write it down.*

**Sample student answers (from page 2–3 of the student edition):**

- 1) *I wonder what they do in France. Is it like July 4th?*
- 2) *What is a lemon festival?*
- 3) *I never knew you could do so many things with lemons. I wonder how they made the Octopus?*
- 4) *What is a pig squealing festival?*
- 5) *It must be fun to see grown-ups act so silly. I wonder if they eat anything else besides pork on that day?*
- 6) *What is a flower fight?*
- 7) *I wouldn't mind being in Nice when they throw fudge into the crowd. I wonder how you get to be on the floats?*

**DIRECTIONS:**

**SAY ALOUD TO STUDENTS:**

*Now I am going to read the passage a second time. As I read, write down your responses in the Listen section on page 3 of the student edition.*

## **Celebrating the French Way**

Just as in America, people in France, a country in Europe, have many exciting celebrations. Many of their celebrations are different from those in America, but they are just as much fun. For example, French people in a certain town celebrate the Lemon Festival during the month of February. This festival is just as it sounds, a time to celebrate lemons! Why, you may ask, would people celebrate lemons? This is because in Menton, a town in France, they grow lemons.

Thousands of people come to eat lemon dishes—lemon cookies, lemon jam, lemon pie, and even lemon ice cream. People can view amazing sculptures made from this fruit. Once, a huge octopus was made from thousands of lemons. A huge lemon crocodile was also displayed. The lemon parade is a highlight of the festival. This is when floats made from lemons travel majestically down the street. Firework displays bring Menton's Lemon Festival to an end.

In another part of France, a Pig Squealing Festival is held. Here local farmers and villagers eat a big lunch in which all the food is made from pork. They eat foods such as ham, sausage, bacon, and pig's feet. After lunch a big competition is held to see who can "oink" most like a real pig. It is funny to see grown men and women, as well as children, trying to imitate "pig talk." If a stranger were to see this contest, she would not only enjoy a wonderful meal but have a good laugh, as well.

The largest carnival in all of France is held in a town called Nice. Here the

streets are something special to see because they are filled with bands, fabulous dancers, incredible fireworks, and flower fights! Can you imagine such a sight? The best part of this celebration is a procession of decorated floats. The people who are on the floats wear costumes and funny masks. They throw hard candy and white fudge into the crowds on the street. If you could go to Nice, would you want to be in the parade or in the crowd? Both sound like so much fun!

**Sample student answers (from page 3 of the student edition):**

Identify the main idea: *France has many fun and different celebrations.*

Recognize the significant details:

1. *The Lemon Festival*
2. *The Pig Squealing Festival*
3. *Carnival in Nice*

Eliminate what you think is unimportant:

1. *France is a country in Europe.*
2. *People eat pig's feet.*
3. *People on floats wear costumes.*

Listen for Key and Signal Words: *celebrations, France, Lemon Festival, pig squealing, carnival.*

**SAY ALOUD TO STUDENTS:**

*Now that you have heard "Celebrating the French Way," complete the Review section in your book on page 4. Use all your information from the Question and Listen sections to help you. You do not need to write in full sentences.*

**Sample student answers (from page 4 of the student edition):**

What is the main idea: *People in France have interesting and varied celebrations.*

Identify three details that support the big idea:

1. *They celebrate lemons.*
2. *They celebrate pigs.*
3. *They have a carnival with flower fights and candy throwing.*

Reflect upon what you have heard: *I wish we had these festivals in the United States.*

Reflect upon how this relates to what you already know: *We have fun celebrations too, like Halloween and the Fourth of July.*

**Sample student answers (from page 5 of the student edition):**

1. *France has many interesting celebrations*
  - A. *They are varied*
  - B. *They are fun*
2. *French celebrations include*
  - A. *The Lemon Festival*
  - B. *Pig Squealing Contest*
  - C. *The Carnival in Nice*
3. *What I liked*
  - A. *Lemon sculptures*
  - B. *Seeing adults oink like pigs*
  - C. *Having candy thrown to the public*

## TEACHING LISTENING . . . CONTINUED

### I-B. Active Listening

Students should be encouraged not only to recall information but also to construct and extend meaning. In this exercise the reader stops after each paragraph to share ideas about comprehension, analysis, and evaluation. This will be helpful in teaching students what they could and should be thinking about when listening to a passage.

Begin by modeling the process with the story “The Buffalo and the Field Mouse.” Use the script provided to model the “active listening” process. After you have modeled this process for your students, have them apply the process to the passage “Iktomi and the Muskrat – A Sioux Legend.”

#### **DIRECTIONS:**

#### TEACHER READS ALOUD:

*I am going to read a passage to you. Every paragraph or so, I will stop to let you know what I am thinking.*

### **The Buffalo and the Field Mouse**

*I wonder what this story will be about?*

Once upon a time, Mouse was out gathering beans for the winter. His neighbor, Buffalo, came down to graze in the meadow. The little mouse did not like this because Buffalo would flatten all the long grass, leaving Mouse nowhere to hide.

*What will Mouse do now? Where will he go? How will he hide?*

He made up his mind then and there to defend himself.

*How could a tiny Mouse fight a big Buffalo?*

“Ho! Friend Buffalo, could you please leave me a little bit of the long grass? I need to be able to hide,” said Mouse. Buffalo just snorted and kept on eating the grass. Mouse asked again, “Excuse me, could you just leave me a tiny little piece of grass?” Again Buffalo kept on eating, paying no attention to Mouse.

*Why won't Buffalo listen to the mouse? Doesn't he hear Mouse?*

Mouse, becoming angry, exclaimed in his small squeaky voice, “I challenge you to a fight!”

*Is Mouse crazy? Buffalo could really hurt him. What is Mouse thinking?*

Buffalo paid him no mind. He thought that the little mouse must have been joking. Mouse angrily repeated the challenge, but still Buffalo went on eating the grass. Mouse squeaked with rage. Buffalo finally looked up and said, “You had better keep still, little one, or I shall come over there and step on you, and there will be nothing left!”

“You can’t do it!” replied Mouse.

“I tell you to leave me alone,” said Buffalo, who was now getting angry. “If you speak to me again, I shall certainly come to put an end to this!”

Mouse, feeling that he had to stand his ground, said, “I dare you to do it.”

*Look out! Trouble is coming. Mouse is asking for big problems.*

At that moment Buffalo, who was so much bigger and stronger than Mouse, charged him. Buffalo ran up to Mouse and knocked him hard with his head. When he looked up, Mouse was nowhere to be found. “I told you I would step on you! And now you are gone,” said Buffalo.

*Where is Mouse? Is this a trick?*

Just then, Buffalo felt a scratching inside his right ear. He shook his head as hard as he could, but the itch just got stronger. He twitched his ears back and forth and back and forth again. Finally he banged his head on the ground and the itching stopped. At once he felt another itch in his left ear. He shook his head as hard as he could, but the itch just grew stronger. Finally he heard a small squeaky voice, right in his ear. “Will you leave me some long grass now?” repeated Mouse.

*Mouse had a plan after all. How smart he is.*

Buffalo, crazed from his itchy ear, begged, “Yes, yes Mouse I will share the grass with you if you just leave my ear alone.” With that, Mouse jumped out of Buffalo’s ear and found a small place to hide in the long grass.

*Brains beat size.*

**DIRECTIONS:**

**SAY ALOUD TO STUDENTS:**

*Now I am going to read another passage to you, “Iktomi and the Muskrat – A Sioux Legend.” As I read the story, I am going to stop. When I stop, you should think of questions or thoughts and write them in the space provided on page 6 in your book.*

**Iktomi and the Muskrat – A Sioux Legend.**

One day Iktomi, the trickster, sat down to eat his soup.

*Write your question in space #1.*

Before he could take a bite, a muskrat came out of the lake. He waited anxiously for Iktomi to invite him to share his meal. This was the custom of the Plains People when a guest came to visit.

*Write a question or thought you have in space #2.*

But Iktomi just hummed, stirred his soup, and ignored the muskrat. Finally, he looked up and said, “My friend, let us race to see who shall win this pot of soup. If you win, you shall win half of it.”

The muskrat complained that he was not fast enough to run a race with Iktomi. So Iktomi agreed to carry a rock on his back to make the race fair.

*Write a question or thought you have in space #3.*

They ran through tall grasses that grew alongside the riverbank. Before long, Iktomi could not see the grasses moving from the muskrat any longer. “Ah, now I can get rid of this rock!” Iktomi exclaimed. He threw off the rock and started running quickly.

*Write a question or thought you have in space #4.*

To Iktomi’s dismay, when he arrived at the end, the fire was out and his pot of soup was gone.

*Write a question or thought you have in space #5.*

Too late, he realized that the muskrat must have been swimming in the river instead of running through the grass. He had finished the race sooner than

Iktomi had expected. "Give me at least a bone!" Iktomi pleaded. The muskrat laughed down from a tree where he was sitting. Throwing down a bone, he called, "Next time you have a visitor, Iktomi, you should offer to share your dinner. That way there will be food for everybody."

*Write a question or thought you have in space #6.*

**Sample student answers:**

- 1. What is a trickster?*
- 2. Is he going to share his soup?*
- 3. I wonder who will win the race?*
- 4. Where is Muskrat?*
- 5. What happened to the soup?*
- 6. Good for Muskrat. He taught Iktomi a lesson.*

## TEACHING LISTENING . . . CONTINUED

### I-C. Listen, Retell, Summarize

Students are required to listen, retell, and then summarize the contents of a passage. In this exercise the reader will listen to a passage, retell the important parts in chronological order, and be able to summarize the entire passage in two or three sentences.

Begin by modeling the process with the story “Paricaca – A Myth from Peru.” Use the script provided to model the process of identifying important parts. Then summarize in two or three sentences the content of the passage. After you have modeled this process for your students, have them apply the process to the passage “Why Owls Only Come Out at Night – A Puerto Rican Tale.”

#### **DIRECTIONS:**

#### TEACHER READS ALOUD:

*I am going to read a passage to you called “Paricaca – A Myth from Peru.” As I am reading this passage, I will stop to record the important parts of the story. When I am finished I will write a summary of the passage in two or three sentences. After I have finished summarizing, you will practice this on a new passage called “Why Owls Only Come Out at Night – A Puerto Rican Tale.”*

### **Paricaca – A Myth from Peru**

Paricaca, a wonderful hero from ancient times, went out into the world determined to do great things.

*There is a hero who does good deeds.*

One day he came upon a village that is now called San Lorenzo. There he found a beautiful young woman, Choque Suso, crying bitterly.

“Why do you weep?” he asked her gently.

“See how our corn crop is dying because there has been no rain?” she replied.

*He found a beautiful woman crying because the crop is dying.*

“Will you love me if I get water for your crop?” Paricaca asked, his heart beating quickly.

The woman looked carefully at him. “If you can get water for my farm and all

of the other farms as well, then I will definitely love you,” she answered.

*She will love him if he saves the crop by finding water.*

So Paricaca set out to look for water. Nearby he found a small stream. He called the birds of the air and snakes and lizards of the ground and many other animals. They helped Paricaca widen the stream. The fox named himself “engineer” and dug a canal to San Lorezo. The canal allowed the water from the stream to travel to the town. Soon all the farms had enough water for their corn crops to grow.

*He calls animals to get water, and the crops begin to grow.*

Choque Suso saw all that Paricaca had done for her village and happily returned his love. They got married and lived happily for a very long time at the top of Yanacaca, a nearby rock mountain.

*They got married and loved each other for a long time.*

When Choque Suso was very old, she told her beloved husband, Paricaca, that she wanted to stay in their home forever. Magically, Paricaca turned her into a stone that still sits at the top of Yanacaca.

*He turned her into a stone so she would always be in her home.*

#### SAY ALOUD TO STUDENTS:

*Now I will summarize this story. A good summary does not tell everything that happens. It only tells the most important details. For example, a good summary of this story would be:*

*One day a hero came upon a beautiful woman who was sad. The corn crops in her village were dying. He won her heart by saving the crops. And they lived happily ever after.*

#### **DIRECTIONS:**

#### TEACHER READS ALOUD:

*Now I am going to read a story called “Why Owls Only Come Out at Night – A Puerto Rican Tale.” As I read the story I am going to pause. When I pause, record an important fact in the space provided on page 7. When I have finished reading, you will write a summary in the space provided on page 8. Your summary cannot be more than three sentences.*

## Why Owls Only Come Out at Night – A Puerto Rican Tale

One day all the birds decided to throw a big party. The hawk soared around town visiting all the bird nests. He invited them to this grand celebration. When he arrived at Owl's house, Owl said, "I am so sorry, but I don't have any clothes, so I cannot attend the party."

*Record an important detail.*

Well, Hawk felt very sad to learn that Owl could not come. He said, "Don't you worry, Owl, I will help you." With this, he soared off again, going from nest to nest. He told all his friends about poor Owl's problem. All the other birds wanted to help. Robin plucked a pretty feather and said, "Give this to Owl. He can make a suit." Bluebird pulled a beautiful blue feather from his wing and exclaimed, "This will go with Robin's red feather to make a nice outfit." All the other birds, including Crow, Finch, and even the Eagle gave their cherished feathers to Hawk. But they explained that Owl had to return the feathers after the party.

*Record an important detail.*

Hawk, excited for his friend Owl, flew quickly back to Owl's house. "Owl, Owl, look, look at what I have! Beautiful colorful feathers. You will be the most handsome bird at the party! Just remember that when the party is over, you must return these to me so the other birds can have their feathers back."

"Ok," said Owl. He made himself a glamorous feather suit. When he arrived at the party, he was a hit. But he could not enjoy himself. He thought, "I don't want to give these feathers back. I look so handsome. I think I will keep them." So, when no one was looking, off Owl flew and hid in the forest.

*Record an important detail.*

All the other birds searched high and low, looking for Owl because they wanted their feathers back. Now you know why Owl is only seen at night, when all the other birds are asleep.

*Record an important detail.*

### SAY ALOUD TO STUDENTS:

*Now write your summary of this story. Remember, your summary cannot be longer than three sentences.*

Sample student answers (from pages 7–8 of the student edition):

Fact 1:

*Owl cannot attend the party because he does not have any clothes.*

Fact 2:

*Hawk gets feathers for Owl's clothes, but Owl must return them after the party.*

Fact 3:

*Owl loved his feather suit but did not want to return it, so he hid in the forest.*

Fact 4:

*Owl is only seen at night when the other birds are sleeping because he does not want to be found.*

Summary:

*Hawk helped Owl go to the party by borrowing feathers from other birds. Owl loved his party suit so much that he decided not to return the feathers. He hid from other birds and now only comes out at night when the other birds are sleeping.*