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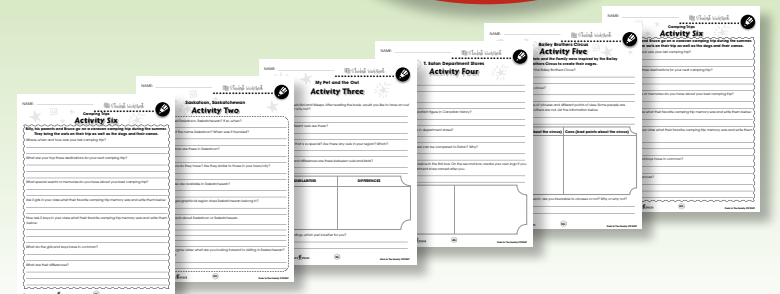
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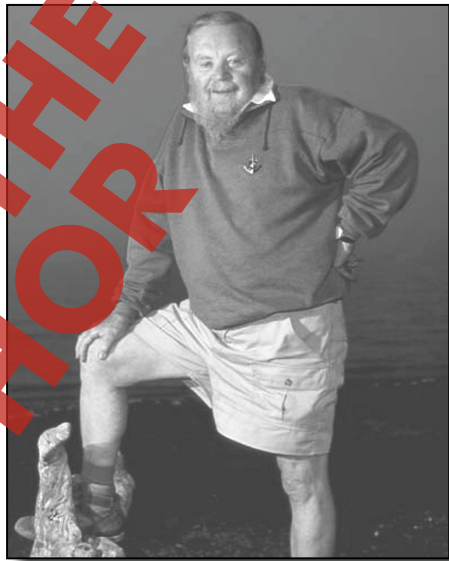




Farley Mowat

Farley Mowat... is an author you are likely to hear and read a lot about. He was born on May 12, 1921 in Belleville, Ontario.

His family moved to Saskatoon Saskatchewan, where he learned a lot about nature and animals. During his teenage years, he wrote a column about birds for a local newspaper. His family moved back to Ontario. He served for the Canadian Army during World War II.



Upon his return from the war, he entered the University of Toronto to study biology. He graduated in 1949.

In 1952, his book *People of the Deer* was published and his writing career blossomed.

Farley has written over 40 books, now published in over 52 different languages. Although he writes most of his books for adults, he has written several award winning children's books.

If you enjoyed *Owls in the Family*, other stories such as *The Dog Who Wouldn't Be* (1957) and *Lost in the Barrens* (1956) are sure to interest you as well.

Did You Know..?

- In 1981, he was made an Officer of the Order of Canada.
- *Lost in the Barrens* (1956) won the GOVERNOR GENERAL'S AWARD
- Many works are autobiographical: *The Dog Who Wouldn't Be* (1957) and *Owls in the Family* (1961).



Chapter Six

1. How long do you think the owls will stay with Billy and his family?

2. How would you react if your friend went about town with an owl hanging on their bike?

Vocabulary

Circle the word that best matches the meaning of the underlined word in each of the following sentences.

1. T. Eaton Department Store sponsored the pet parade.
 - a) supported b) paid and organized c) encouraged
2. The boys didn't need convincing to participate in the parade.
 - a) persuade b) talk out of c) arguing
3. Bruce would have gotten his britches tanned if he had lost the snake.
 - a) gloves, hand b) hair, head c) trousers, pants
4. Bruce grabbed the shoebox and stuck to it like a bur.
 - a) something that sticks b) something hot c) something loose



Chapter Six

1. Use the words in the box to answer each question.

Rattlesnake a Clydesdale horse Wol and Weeps Rex Mutf

- a) Who did Murray try to paint stripes on?
- b) Who was going to wear the doll clothes?
- c) Who was lucky to have a real harness?
- d) Who wore the blanket with *Baby* written on it?
- e) What was in the tied-up box?

2. Number the events from 1 to 7 in the order they occurred.

- a) The boys decided to build a second cage.
- b) There were five judges sitting at the judges' stand.
- c) T. Eaton Department Store announced their participation in the pet parade.
- d) Opening the box created a huge ruckus!
- e) Murray had more paint on himself than anywhere else.
- f) Bruce showed up with a box written **Surprise Pet Do Not Feed**.
- g) The boys spend a few days planning for everything.



Chapter Six

- Answer each question with a complete sentence.

1. Do you think it was a good idea for Bruce to bring the old rattlesnake in a box? How could he have shown off the snake without causing such a ruckus?
2. Why do you think Murray wore more paint than Rex?
3. If you were judges, whom would you have given the first place prize? Justify your choice.
4. Can you relate to how the other reacted? What would have been your reaction?
5. Can you explain why the boys were disappointed for not winning first place?

Journaling Prompt

Create a poster to attract spectators to the T. Eaton Department Store Pet Parade. Use advertising techniques such as different fonts, pictures, drawings and words. Include important information such as the date, the time and the location.



Chapter 9

Many people have been heard saying that owls are lucky animals. Write a legend, fable or a fairy tale about Wol the Great Owl.

Write about how this animal can make others happy and lucky.

Don't forget to write a short chant, sung by the owl when activating the luck.



Chapter 11

Choose your favorite scene from *Owls in the Family*. Is it the stampede scene, the camping trip scene, the skunk scene, the classroom scene or maybe it's the scene with the Minister?

Using a shoebox as your stage, recreate the scene. Use tempera paints, scraps of paper, miniature toys and clay to decorate the inside of your box as closely to the scene as possible.

Write a summary of the scene on an index card and read to your audience as you display your diorama.



Word Search

Find all of the words in the Word Search. Words may be horizontal, vertical or even diagonal. A few may even be backwards. Look carefully!

AIRBORNE	BLIND	BRONCO	CARAVAN	CAYUSE	CHINOOK
DECK	EDUCATE	GALLEY	HAULED	HAVERSACK	HEADQUARTERS
HOBOS	LATCH	MAST	MINCING	MISERABLE	NOOSE
ORNERY	OUTSKIRTS	OWLET	PELLETS	PERSUADED	PLASTERED
RUCKUS	SCHOONER	SLOUGHS	SPONSOR	STAGGERED	SUSPICIOUS

H	E	A	D	Q	U	A	R	T	E	R	S	L	O	U	G	H	S
A	A	S	R	T	M	N	F	S	O	V	R	M	N	V	S	U	U
V	Q	U	C	Z	R	Y	L	A	T	C	H	B	T	B	K	P	S
E	X	V	L	X	Q	V	E	M	S	S	A	W	S	C	B	R	P
R	B	A	D	E	C	W	A	E	S	D	C	B	U	N	M	O	I
S	Q	S	R	W	D	R	S	V	B	N	E	R	T	X	I	Y	C
A	T	M	Z	U	N	M	C	Z	X	F	Q	P	L	O	S	Q	I
C	X	B	M	Z	Y	T	J	S	R	K	X	R	M	T	E	W	O
K	O	O	N	I	H	C	P	E	L	L	E	T	S	R	B	U	C
C	A	U	B	V	T	A	O	Z	N	Y	N	M	S	R	A	O	S
E	S	T	D	X	C	R	A	F	O	R	N	E	R	Y	B	L	T
D	V	S	V	O	V	A	G	N	O	W	L	E	T	E	L	S	A
U	R	K	W	P	B	V	H	V	H	Y	R	B	V	L	E	T	G
C	S	I	E	U	R	A	M	S	C	T	K	N	W	L	Z	W	G
A	T	R	Q	Z	T	N	O	O	S	E	X	Z	Q	A	C	X	E
T	R	T	A	Q	B	A	X	M	I	N	C	I	N	G	N	M	R
E	X	S	P	O	N	S	O	R	T	P	B	C	M	X	G	H	E
S	E	A	Q	N	M	Q	P	V	K	Q	M	H	Q	A	S	N	D
U	E	Q	A	I	R	B	O	R	N	E	P	O	C	N	O	R	B
Y	S	E	V	N	M	C	L	S	E	Q	V	B	N	Z	P	E	L
A	U	Z	M	V	C	B	I	Q	E	C	E	O	J	H	K	L	I
C	A	C	W	Y	U	I	O	P	Q	D	P	S	D	M	V	C	N
W	D	E	R	E	T	S	A	L	P	E	R	S	U	A	D	E	D



Comprehension Quiz

Answer each question in a complete sentence.

- How did Billy find the first owl? How did he find the second owl?

- Why did Billy get to keep Wol and Weeps? What other animals did he have?

- What was the biggest problem with the owls? What did the owls eat?

- Where did Billy, Bruce and Murray show off the owls? How did they do this?

- What special float did they make for that special day? Who inspired them?

- What did Bruce bring? What happened when the lid came off the box?



SUBTOTAL: /12

The 5 W's

Fill in the boxes after reading the book *Owls in the Family*.

Who is the story about?

When did the story take place?

Where did the story take place?

What happened in the story?

Why did this story take place?

How do you feel about this story?

NAME: _____

After You Read 



Chapter Three

Answer each question with a complete sentence.

1. What would you have done if you had found dead owls?

2. What do you think happened to the mother owl? Will she return?

3. Why do you think Billy mentioned that the owl belonged to all three boys?

4. Can you imagine how the owl felt?

5. Why did the owl swallow the dead mice whole in one piece?

EASY MARKING



Journaling Prompt

Billy sensed that Bruce was a little jealous about the owl staying close to him. Jealousy is feeling upset at someone for having something that you would also like. Sometimes these feelings are just in passing, other times, some people get really upset and angry. Some even stop speaking because of jealous feelings. When was the last time you felt jealous? What happened? How was the situation resolved? How do you control your jealousy now?

1.

Answers will vary

2.

Answers will vary

3.

Not to leave anyone out.

4.

Answers will vary

5.

An owl has a beak, it takes and swallows. It doesn't eat and chew like us. They have no teeth.

1.

Answers will vary

2.

Answers will vary

3.

Answers will vary

4.

Answers will vary

5.

- Vocabulary**
- fascinated
 - parridge
 - staggered
 - latch
 - coward
 - persuaded

1.

a) the gopher

b) Weeps

c) Ophelia

d) Georgie Barnes

e) Wol

2.

a. **F**

b. **F**

c. **T**

d. **F**

e. **F**

f. **T**

g. **T**



1.

Answers will vary

2.

No, hurting an animal is cruel and dangerous

3.

Answers will vary

4.

Answers will vary

5.

Answers will vary

ANSWER KEY

Owls in the Family

- **RSL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RSL.3.2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- **RSL.3.3** Describe characters in a story and explain how their actions contribute to the sequence of events.
- **RSL.3.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.
- **RSL.3.5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- **RSL.3.6** Distinguish their own point of view from that of the narrator or those of the characters.
- **RSL.3.7** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.
- **RSL.3.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
- **RSL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- **RSL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
- **RSL.4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.
- **RSL.4.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- **RSL.4.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.3.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Identify and know the meaning of the most common prefixes and derivational suffixes. **B)** Decode words with common Latin suffixes. **C)** Decode multi-syllable words. **d.** Read grade-appropriate irregularly spelled words.
- **RSFS.3.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **RSFS.4.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
- **RSFS.4.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **WS.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons. **A)** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. **B)** Provide reasons that support the opinion. **C)** Use linking words and phrases to connect opinion and reasons. **D)** Provide a concluding statement or section.
- **WS.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, and details. **C)** Use linking words and phrases to connect ideas within categories of information. **D)** Provide a concluding statement or section.
- **WS.3.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **A)** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. **C)** Use temporal words and phrases to signal event order. **D)** Provide a sense of closure.
- **WS.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- **WS.3.7** Conduct short research projects that build knowledge about a topic.
- **WS.3.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- **WS.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **A)** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. **B)** Provide reasons that are supported by facts and details. **C)** Link opinion and reasons using words and phrases. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **A)** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use dialogue and description to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words and phrases to manage the sequence of events. **D)** Use concrete words and phrases and sensory details to convey experiences and events precisely. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- **WS.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- **WS.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 4 Reading standards* to literature. **B)** Apply *grade 4 Reading standards* to informational texts.