

# The Owl who was Afraid of the Dark

## Chapter Five

### National Curriculum Objectives:

English Year 2: Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary

English Year 2: Understand both the books that they can already read accurately and fluently and those that they listen to by answering and asking questions

### Differentiation for Challenge Activity:

**Section A** Identify true and false statements.

**Section B** Rewrite simple sentences with the correct word order.

**Section C** Add missing question marks and exclamation marks.

**Section C** Order events in the story.

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The Owl who was Afraid of the Dark  
Chapter Five – Teacher Version

Page 54 and 55

**E: (Q1) Why was Plop feeling very lively in the evening? (C2)** He had slept nearly all day.

**S: (Q9) What adjectives are used to describe Mr Barn Owl's beak? (T2/1b)** Strong and curved.

**M: (Q13) What do you think 'obediently' means? (C1/1a)** Following orders and instructions.

Page 56 and 57

**M: (Q14) How did Mr Barn Owl feel about Plop waking him up? (P3/1d)** He was annoyed and wanted more sleep.

**D: (Q5) What does 'hurriedly' mean? (C1/1a)** Quickly

**S: (Q10) "Standing a little way from the tree was someone wearing shiny black boots, a bright red fur coat with a matching hat, and what looked like a white beard." Who do you think Plop thinks this is? (P3/1d)** Father Christmas/ Santa Claus.

Page 58 and 59

**E: (Q2) What does the person call Plop? (C2)** Darling

**S: (Q11) Why didn't the person's voice sound right? (P3/1d)** It was a "sweet young voice" which didn't sound like Father Christmas.

**D: (Q6) Why is Plop cross that the young lady isn't Father Christmas? (P3/1d)** He wanted to meet Father Christmas and came down from the tree specially to meet him.

Page 60 and 61

**E: (Q3) Who did Plop think he looked like in the drawing? (C2)** His dad.

**M: (Q12) What does 'fascinating' mean? (C1/1a)** Really interesting

**M: (Q15) Why did Plop feel the young lady had sketched him at the wrong end of the book? (P3/1d)** Plop wants to be a day-bird because he is afraid of the dark.

Page 62 and 63

**D: (Q7) Why did Plop think the lady had her sketch book the wrong way up? (P3/1d)** She had drawn a bat hanging upside down.

Page 64 to 67

**M: (Q16) What do you think 'reproachfully' means? (C1/1a)** Disappointed

Page 68 and 69

**E: (Q4) Did the young lady like Plop's screech? How do you know? (P3/1d)** Yes she described it as "gorgeous".

**D: (Q8) Why doesn't Plop's mother recommend eating a hedgehog? (P3/1d)** They are prickly.

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Chapter Five – Comprehension

Section A

1. Why was Plop feeling very lively in the evening? (C2)

2. What does the person call Plop? (C2)

3. Who did Plop think he looked like in the drawing? (C2)

4. Did the young lady like Plop's screech? How do you know? (P3/1d)

## Section B

5. What does 'hurriedly' mean? (C1/1a)

6. Why is Plop cross that the young lady isn't Father Christmas? (P3/1d)

7. Why did Plop think the lady had her sketch book the wrong way up?  
(P3/1d)

8. Why doesn't Plop's mother recommend eating a hedgehog? (P3/1d)

## Section C

9. What adjectives are used to describe Mr Barn Owl's beak? (T2/1b)

10. "Standing a little way from the tree was someone wearing shiny black boots, a bright red fur coat with a matching hat, and what looked like a white beard." Who do you think Plop thinks this is? (P3/1d)

11. Why didn't the person's voice sound right? (P3/1d)

12. What does 'fascinating' mean? (C1/1a)

## Section D

13. What do you think 'obediently' means? (C1/1a)

14. How did Mr Barn Owl feel about Plop waking him up? (P3/1d)

15. Why did Plop feel the young lady had sketched him at the wrong end of the book? (P3/1d)

16. What do you think 'reproachfully' means? (C1/1a)

The Owl who was Afraid of the Dark  
Chapter Five – Challenge Activity

Section A

Three of the statements are true and three are false. Tick to show which are true and false below.

	True	False
Plop wasn't feeling hungry.		
Mr Barn Owl didn't mind being woken up.		
Mr Barn Owl calls Plop a "day bird".		
Mr Barn Owl had a small, straight beak.		
Mrs Barn Owl was sleepy.		
Plop toppled forward and landed on his face.		

Section B

Put the words into the correct order to make sentences. Remember to add capital letters and full stops.

glared he plop at

peered leaves the plop through down

quickly up looked plop

her not plop with was

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Chapter Five – Challenge Activity

Section C

Add the missing question marks and exclamation marks to the sentences below.

Why don't you go and talk to her

How gorgeous your screech is

That's Father Christmas

Are you all right

May I draw a picture of you

I'm not bald like that

Section D

Add the numbers 1 – 6 to the events below to show which order they appear in the chapter.

He fell off his branch in such a hurry that he forgot either to shut his eyes *or* to take a deep breath.

Plop went to the nest-hole to complain to his mother. A sleepy Mrs Barn Owl listened sympathetically.

Plop bobbed his funny little bow. Then he took off and circled round, 'eeking' for all he was worth.

The Father Christmas lady sat on a log and began to draw.

He could hardly believe his eyes when it was finished. "Is that really me?" he said. "I look just like Daddy – well, almost."

"Well, dear, I should go and find out some more about the world if I were you."

The Owl who was Afraid of the Dark  
Chapter Five – Challenge Activity

Section A

Three of the statements are true and three are false. Tick to show which are true and false below.

	True	False
Plop wasn't feeling hungry.		✓
Mr Barn Owl didn't mind being woken up.		✓
Mr Barn Owl calls Plop a "day bird".	✓	
Mr Barn Owl had a small, straight beak.		✓
Mrs Barn Owl was sleepy.	✓	
Plop toppled forward and landed on his face.	✓	

Section B

Put the words into the correct order to make sentences. Remember to add capital letters and full stops.

glared he plop at

He glared at Plop.

peered leaves the plop through down

Plop peered down through the leaves.

quickly up looked plop

Plop looked up quickly.

her not plop with was

Plop was not with her.

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Chapter Five – Challenge Activity

Section C

Add the missing question marks and exclamation marks to the sentences below.

Why don't you go and talk to her

?

How gorgeous your screech is

!

That's Father Christmas

!

Are you all right

?

May I draw a picture of you

?

I'm not bald like that

!

Section D

Add the numbers 1 – 6 to the events below to show which order they appear in the chapter.

He fell off his branch in such a hurry that he forgot either to shut his eyes *or* to take a deep breath.

3

Plop went to the nest-hole to complain to his mother. A sleepy Mrs Barn Owl listened sympathetically.

1

Plop bobbed his funny little bow. Then he took off and circled round, 'eeking' for all he was worth.

6

The Father Christmas lady sat on a log and began to draw.

4

He could hardly believe his eyes when it was finished. "Is that really me?" he said. "I look just like Daddy – well, almost."

5

"Well, dear, I should go and find out some more about the world if I were you."

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## Whole Class Guided Reading – Teaching Guide

- Give each pair a copy of the book to read individually or as a whole class.
- The teacher should use the teacher version. It tells you where to pause after each page and provides questions for you to ask. The colours refer to our levels so that you can direct specific questions at specific students (their version does not have these colours or show them which is mastery, etc.). The questions are also numbered in the order they appear on the comprehension sheet.
  - Beginner – (Red)
  - Easy – (Blue)
  - Tricky – (Orange)
  - Expert – (Green)
- The children can record their answers to the questions at the end of the shared read/discussion or in a different session by using the comprehension sheet. The questions have been re-grouped into abilities so that you can assign sections to specific children.
  - Section A – Beginner
  - Section B – Easy
  - Section C – Tricky
  - Section D – Expert
- The codes at the end of each question refer to the interim statements and the reading objectives from the New National Curriculum for England (a guide to the codes can be found at the end of this document).

Comprehension

- Year 1/2 C1/1a Discussing word meanings, linking new meanings to known vocabulary  
C2 Answer simple, information retrieval questions about texts\*  
C3 Drawing on what they already know from background information and vocabulary provided by the teacher  
C4 Discussing and expressing views about a wide range of texts  
C5/1c Discussing the sequence of events in texts and how items of information are related
- Year 3/4 C1/2a Explaining the meaning of words in context  
C4 Discussing and expressing views about a wide range of texts  
C6/2b Retrieve and record information from fiction and non-fiction  
C7 Identifying how language, structure and presentation contribute to meaning
- Year 5/6 C1/2a Exploring the meaning of words in context  
C4 Discussing and expressing views about a wide range of texts  
C6/2b Retrieve, record and present information from fiction and non-fiction  
C7 Identifying how language, structure and presentation contribute to meaning  
C8/2h Making comparisons within and across texts  
C9 Distinguish between statements of fact and opinion

Predictions and Making Inferences

- Year 1/2 P1 Link the text to their own experiences  
P2/1e Predicting what might happen on the basis of what has been read so far  
P3/1d Making inferences on the basis of what is being said and done  
P4 Answering and asking questions
- Year 3/4 P2/2e Predicting what might happen from details stated and implied  
P4 Asking questions to improve their understanding  
P5/2d Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Year 5/6 P2/2e Predicting what might happen from details stated and implied  
P4 Asking questions to improve their understanding  
P5/2d Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Language for Effect

- Year 1/2 L1 Recognising and joining in with predictable phrases  
L2 Learning to appreciate rhymes and poems, and to recite some by heart with appropriate intonation to make the meaning clear
- Year 3/4 L3 Using dictionaries to check the meaning of words they have read  
L4 Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Year 5/6 L2 Learning a wider range of poetry by heart  
L4 Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience  
L5/2g Discuss and evaluate the authors' use of language, including figurative language, including the impact on the reader and how meaning is enhanced through the author's choice of words and phrases  
L6/2f Identify and explain how content is related and contributes to meaning as a whole

\*not currently a curriculum objective

## Summarising

Year 1/2	S1	Discussing the significance of the title and events
Year 3/4	S2/2c	Identifying main ideas drawn from more than one paragraph and summarising these
Year 5/6	S2/2c	Summarising from more than one paragraph, identifying key details which support the main ideas

## Themes and Conventions

Year 1/2	T1/1b	Becoming very familiar with non-fiction and fiction, such as key stories, fairy stories and traditional tales, and retelling them
	T2/1b	Considering the particular characteristics of the above texts
Year 3/4	T3	Reading texts that are structured in different ways and reading for a range of purposes
	T4	Identifying themes and conventions in a wide range of texts
	T5	Recognising some different forms of poetry
Year 5/6	T2	Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and texts from other cultures and traditions
	T4	Identifying and discussing themes and conventions in and across a wide range of writing

## Reading for Pleasure

Year 1/2	R1	Listening to and discussing a wide range of fiction and non-fiction texts
	R2	Participate in discussion about texts, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
	R3	Discussing their favourite words and phrases
Year 3/4	R1	Listening to and discussing a wide range of fiction and non-fiction texts
	R2	Participate in discussion about both texts that are read to them and those they can read for themselves, taking turns and listening to what others say
	R3	Discussing words and phrases that capture the reader's interest and imagination
Year 5/6	R2	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
	R3	Discussing words and phrases that capture the reader's interest and imagination
	R4	Recommending texts that they have read to their peers, giving reasons for their choices