

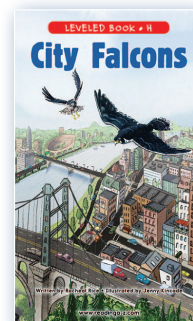
### Focus Question:

*How do people keep city falcons safe?*

### Book Summary

Text Type: Fiction/Descriptive

Falcons are amazing birds of prey, and those that live in the city get help from humans. *City Falcons* provides interesting facts about how falcons adapt to raising their young in urban areas and how people can keep an eye on them. The story is written in a descriptive narrative format for transitional readers. Students will also have the opportunity to make, revise, and confirm predictions as well as to identify characters and setting in order to better understand the text.



## Lesson Essentials

### Instructional Focus

- ☐ Make, revise, and confirm predictions to understand text
- ☐ Identify characters and setting in a text
- ☐ Analyze illustrations
- ☐ Discriminate initial consonant *fr*- and *pr*-blends
- ☐ Identify initial consonant *fr*- and *pr*-blends
- ☐ Identify and use compound subjects
- ☐ Identify and use the high-frequency word *their*

### Materials

- ☐ Book: *City Falcons* (copy for each student)
- ☐ Make, revise, and confirm predictions; story elements; compound subjects worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

### Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

- **High-frequency words:** *down*, *make*, *their*
- **Words to Know**  
**Story critical:** *chicks* (n.), *falcons* (n.), *hungry* (adj.), *nest box* (n.), *prey* (n.), *webcam* (n.)
- **Academic vocabulary:** *enough* (adv.), *return* (v.)

## Guiding the Reading

### Before Reading

#### Build Background

- Show students photographs of birds of prey, including falcons. Then show them pictures of habitats, such as forests, beaches, deserts, and so on. Include a photograph of a city. Ask students to match up a bird with its habitat. Ask students to discuss why they think (or don't think) birds of prey can live in a city.

#### Introduce the Book

- Give students their copy of *City Falcons*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

### Introduce the Reading Strategy:

#### Make, revise, and confirm predictions

- Explain to students that engaged readers make predictions, or guesses, about what will happen in a story. They make predictions using clues from the story and from what they already know. Emphasize that the goal is not to make sure that the predictions are correct, or confirmed, but rather to make sure that the predictions make sense on the basis of the story.
- Have students study the illustration on the front cover. Ask them to look carefully at the details in the illustration, and ask volunteers to share their descriptions. Give students the [make-revise-and-confirm-predictions worksheet](#), and ask them to predict what they think the story will be about, on the basis of the front cover and the title of the book. Have them write their prediction on the worksheet and draw a picture.

### Introduce the Comprehension Skill:

#### Story elements: Identify characters and setting

- Explain to students that a story is made up of many parts called *story elements*. Two important story

### Guiding the Reading (cont.)

elements are characters and setting. Characters are the people, animals, or imaginary creatures in the story. The setting tells where and when the story takes place.

- Review with students a book the class has previously read. Have volunteers identify the characters and setting, and ask others if they agree. Have students work with a partner to predict the characters and the setting in *City Falcons*.

### Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 16. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

### Set the Purpose

- Have students read to find out more about city falcons. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

### During Reading

#### Text Features: Illustrations

Have students locate the illustration on page 3. Ask them to provide information that they can learn from looking at the illustration. Next, have students reread the accompanying text. Invite them to explain how the information in the illustration supported what was in the text. Ask students to match the text to the illustration. Explain that illustrations give readers important information that help them better understand the story.

#### Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *How do people watch Fran, Fred, and their chicks?* (level 1) page 4
- *Why did people make the nest box for the falcons?* (level 1) page 5
- *How do Fran and Fred catch prey?* (level 2) pages 7–9

- *What happens to the baby chicks?* (level 2) pages 12–13
- *Why did the author write this book about city falcons?* (level 3) multiple pages
- *What might’ve happened if the people hadn’t helped Fran and Fred?* (level 3) multiple pages

### Skill Review

- Using the make-revise-and-confirm-predictions worksheet, model for students (stopping at page 5) how to confirm or revise a prediction.  
**Think-aloud:** Before I read the book, I predicted that the falcons had lost their way and were stuck in the city. Now I see that they live in the city, and people help them and keep an eye on them. I am going to change my prediction. I think people are going to help feed the falcons and the chicks. I will write that on my worksheet before I read the rest of the book.
- Have students look at the prediction they made before reading. Invite them to share whether they confirmed or revised their prediction. Emphasize with students that it is more important to make a prediction that makes sense than it is to make a prediction that is confirmed.
- Check worksheets for individual understanding. Encourage students to make new predictions if necessary.
- Write the words *Who=Characters* and *Where=Setting* on the board. Review with students that the word *characters* refers to who and *setting* refers to where. Remind them that there can be more than one character and more than one setting. Distribute and explain the [story elements worksheet](#).

### After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

### Skill Review

#### Graphic Organizer: Story elements: Identify characters and setting

Review the story elements worksheet that students completed. Have students share their work in groups. Invite volunteers to share with the class the characters and settings they identified from the story. Remind students that identifying the characters and settings will help them better remember and understand a story.

### Comprehension Extension

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

## Guiding the Reading (cont.)

### Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Reasons should include examples of how people keep city falcons safe. Samples: *People build nest boxes for the falcons to help them keep their eggs safe. People and scientists watch the falcons on webcams.*)

### Comprehension Checks

- Book quiz
- Retelling rubric

## Book Extension Activities

### Build Skills

#### Phonological Awareness:

##### Initial consonant *fr-* and *pr-*blends

- Say the word *Fran* aloud to students, emphasizing the initial /fr/ sound. Have students say the word aloud and then say the /fr/ sound. Have students practice saying the /fr/ sound to a partner.
- Repeat the process with the word *prey*.
- Have students work in groups to discuss the difference in the initial sounds of the words *Fran* and *prey*. Point out that they create the initial consonant *fr*-blend with their teeth on their lower lip and the initial consonant *pr*-blend by pursing their lips.
- **Check for understanding:** Say the following words one at a time, and have students clap their hands when they hear a word that begins with the *fr*-blend and tap their desk when they hear a word that begins with a *pr*-blend: *Fred, print, freeze, predict, frame, pretty, free, prance, and prince*.

##### Phonics: Initial consonant *fr-* and *pr-*blends

- Write the words *Fran* and *prey* on the board and read them aloud with students.
- Have students say the /fr/ sound aloud. Then, run your finger under the letters in the word *Fran* as students say the whole word aloud. Ask students to identify which letters represent the /fr/ sound in the word *Fran*. Repeat this process with the word *prey*.
- Say the words *Fred* and *price* aloud, emphasizing the initial sounds, and have students write the words on a separate sheet of paper. Have students compare their words with a partner's. Reinforce with students the difference in sound between the *fr-* and *pr-* blends.
- **Check for understanding:** Write the following words on the board, leaving off the initial consonant blend: *prize, frog, fruit, and project*. Say the first word aloud, and have students call out whether the word begins with the *fr-* or *pr-*blend. Invite a volunteer to come to the board and add the initial consonant blend to the word. Repeat with the remaining words.

- **Independent practice:** Ask students to identify other words that begin with the /fr/ or /pr/ sound. Write the words on the board as students volunteer them, and ask others to confirm the initial sound.

### Grammar and Mechanics: Compound subjects

- Write the following sentence on the board: *Fran and Fred looked down from their nest box*. Read the sentence aloud with students.
- Review or explain that the *subject of a sentence* is *who or what the sentence is about*. Ask students who or what the story is about (*Fran and Fred*). Explain to students that some sentences have only one subject, but some sentences have more than one.
- Ask a volunteer to circle the two subjects in this sentence. Explain to students that when a sentence has more than one subject, they are together called a *compound subject*.
- **Check for understanding:** Have students look through the book to locate other sentences where *Fran* and *Fred* are the compound subjects.
- **Independent practice:** Introduce, explain, and have students complete the [compound subjects worksheet](#). If time allows, discuss their answers.

### Word Work: High-frequency word *their*

- Write the word *their* on the board and read it aloud with students. Explain to students that they will often see this word in books they read and they should memorize it so they can decode it right away.
- Spell the word aloud while students write each letter in the air.
- Write the following sentence on the board: *Fran and Fred looked down from their nest box*. Read it aloud with students and discuss with them the meaning of the word *their*. Ask students to call out the proper nouns that are replaced by the pronoun *their* in that sentence (*Fran* and *Fred*).
- **Check for understanding:** Have students work in pairs to create oral sentences using the word *their*. Call on students to share a sentence with the rest of the class, and ask other students to give a thumbs-up signal if they used the word *their* correctly. Discuss the accidental use of the homophones *there* and *they're* if necessary.

### Connections

- See the back of the book for cross-curricular extension ideas.