

# The Falcon

PM Level 25

Emerald

**Text Type** Narrative

**Running Words** 1258



## Preparing for Guided Reading

### Orientation to the text

- Carlos and Ricky arrive at a campsite with their father, where they discover a large injured bird. Dad identifies it as a falcon and he calls a nearby rescue centre. Max and Lisa, from the Raptor Centre, put the falcon in a cage and take it back with them. The falcon does well and Max suggests the boys come to watch the release of the falcon in a few weeks. Later, the boys and their parents go to the place where the bird will be released. Their father tells them they should feel proud about helping to save the falcon, which flies off into the distance.

### Prior knowledge

- Look at the cover illustration and read the title. Encourage students to share what they know about falcons.

## Building the Balanced Reader

### Grammatical conventions

- Locate and list the adjectives and verbs used to enhance the description of the bird on p. 8.
- Italics are used for emphasis on pp. 20–21. Draw students' attention to this. Discuss other devices used for emphasis, like bold type, large font, dashes and exclamation marks.

### Vocabulary

#### Key vocabulary

*angle, approached, campsite, contacting, disappeared, healthier, magnificent, menacing, panic, peregrine, raptor, release, soaring, survives, switched, talons, vicious, wounded*

### Spelling

- Locate verbs that have *-ed* added to change them to past tense, e.g. *jumped, reached, stopped, looked, started*.

### Visual Literacy

- Compare and discuss the drawings of the falcon with photographs of the bird in a reference book or on a website.
- Note the extensive use of colour by the illustrator. How does this impact on the text?

### Focusing on the story – guided reading

- Turn to pp. 6–7 and ask students to read the direct speech at appropriate times while you read the narrative. Ask students to identify what type of bird the boys thought it was.
- Direct students to read silently to the end of Chapter 2. Then ask,  
*What was wrong with the bird?*  
*How could the boys tell what was wrong?*  
*What did they try to do?*
- Find the part of the text that describes the bird and encourage students to practise reading with expression.
- Turn to p. 14 and ask students to read the direct speech at the appropriate times while you read the narrative.
- Direct students to read silently to the end of Chapter 4, then ask,  
*What did the boys' father decide to do about the bird?*  
*What did he warn the boys not to do?*  
*How was the bird rescued?*  
*What do you now know about the bird?*
- Share students' responses to these questions. Discuss why the boys may not have been hungry.
- Encourage students to re-read the text to locate the parts that tell how the bird was rescued.
- Discuss what the boys' dad will do. Ask, *Which boy seems to have more ideas about what to do with the bird? What makes you think this?*

### Comprehension

- Who did Dad ring to come and help rescue the bird? (*Literal*)
- Why did the bird start to panic when the boys moved closer? (*Inferential*)
- What would Max and Lisa have done with the falcon when they took it back to the rescue centre? (*Applied Knowledge*)

### Follow-up activities

- Locate clear illustrations or photographs of falcons and allow students to do a detailed sketch of the bird. Ask them to include appropriate labels on their drawings.
- Talk about the role of rescue centres for sick or injured wildlife. If possible, invite a worker from a nearby centre to visit the classroom and discuss their role.

## Learning Intentions

- We are learning to understand themes that are explored through events that occur in the text.
- We are learning to make predictions about the text and can use prior knowledge to discuss potential solutions to the problem encountered by the characters.

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## Success Criteria

- I can identify themes that relate to events that take place in the text.
- I can use prior knowledge and experiences to predict a resolution to the problem that occurs in the text.

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## Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up