

Books for Young Learners Teacher Resource

Book Notes



Hoketichee and the Manatee / Hoketichee Y el manatí

Author Kathleen Hardcastle Moeller

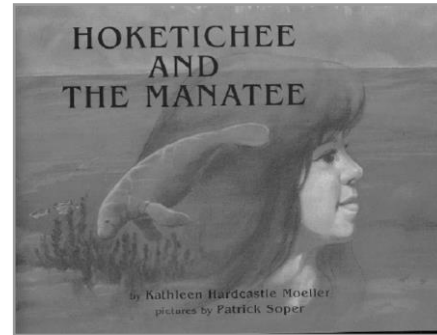
Illustrator Patrick Soper

16 pages ■ 114 Eng. words ■ 121 Spn. words

Fountas and Pinnell Level I

Intervention Level 15

Descubriendo la Lectura Level 10



Hoketichee and the Manatee

SYNOPSIS

A story of trust between a child and a manatee (sea cow).

WHAT THE BOOK OFFERS

- Realistic fiction recount
- Third person
- Past tense
- More description than action, reflecting content and theme
- Manatees may be unfamiliar, extra information on inside back cover
- Book language
- Book layout and mood of illustrations reflects that of the text

POSSIBLE SKILLS EMPHASIS

- Understanding how the writing style reflects content
- Understanding how the writing style influences reading style
- Understanding how illustrations reflect story mood

INTRODUCING THE BOOK

How does the word “the” in the title help us work out the who and the what in the title?

- Establish what the group knows about manatees (see note on inside back cover).
- Discuss the gentle expression on the girl’s face in the cover illustration, the calm water, and, from the title page, the small fish swimming around unbothered by the large manatee. Ask the students how this might be reflected in the content of the book and how the author and illustrator could write and illustrate a “gentle” story. Discuss what this might mean for their reading.

† The level indicated here differs from that on early editions of the book. The changes have been made as a result of further trialing alongside other books in *Books for Young Learners*.

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FOCUS OF INSTRUCTION

Page 2: *What word has the author used here to suggest that this is a gentle, reflective kind of story? How will the girl move through the water? Turn to page 4 to see if the author chose the same words.*

Page 6: *“Just ahead” is an interesting sentence beginning. When might you use that in your writing?*

Pages 7 and 8: *How is the author letting you know that she wants you to read slowly and think about what she is telling you?*

How are the illustrations reflecting the mood of the story? Are they illustrations that just flash by, or do they cause you to stop and look and think about the kind of story you are reading?

FOLLOWING THE READING

- Discuss the author’s style and how she indicated the suitable reading style. Then discuss how the book’s layout and the

illustrations reflect the mood of the story. Ask students to suggest topics and purposes when “gentle” descriptive writing and quiet illustrations are appropriate. Suggest that they think of a camera in slow motion and compose a piece of their own “gentle” writing. Then they could either illustrate their story or write a description of the kind of illustrations they would like someone else to provide.

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Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
FINISH THIS THOUGHT	<i>I think the author wrote this book because . . . If I saw a manatee under water, I would feel . . .</i>
USE YOUR MEMORY	<i>Why was the manatee floating in the sea grass? What page helps you to know this? Who did the author dedicate this book to? If you can't remember, look inside the front cover.</i>
WHAT'S YOUR OPINION?	<i>Why do you think manatees are also called 'sea cows'? How long do you think Hoketichee could stay underwater without using a scuba diving mask and tank? Would you like to do what Hoketichee did? Why or why not? Why do you think the author dedicated this book to her mother? Take a guess!</i>
BE CREATIVE	<i>Draw an underwater scene with the manatee, her calf, and other fish in it. Use white construction paper and crayons for your drawing. Press down hard as you color the creatures in your scene. Don't forget to add rocks and sea grass. Leave some white showing and don't color the water. When you are happy with your underwater scene, make a wet wash by mixing black tempera paint with water. Then lightly dip a brush into the wet wash and paint over your whole painting. See what happens. Magic!</i>
VOCABULARY AGENT	<i>Use these phrases (groups of words) in sentences: *into the river *through the water *in the sea grass *slowly drifted in the *alongside the sea cow *slowly turned and *had ever seen *moved down the river</i>