

Books for Young Learners Teacher Resource

Book Notes



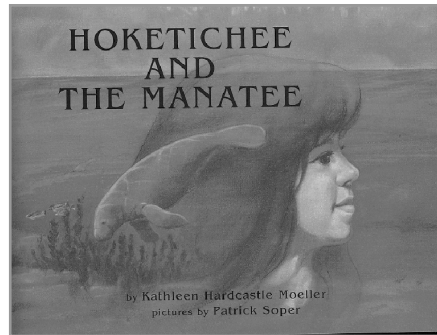
Hoketichee and the Manatee

Author Kathleen Hardcastle Moeller

Illustrator Patrick Soper

16 pages ■ 113 words

Hoketichee y el manatí ■ 121 words



Em	Early				Fluent			
	1	2	3	4	1	2	3	4
	S				G		I	

S = Shared G = Guided I = Independent

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.

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† 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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Hoketichee and the Manatee (continued)

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.