

Hank's Song

SUMMARY A bluebird, Hank, is frustrated because he cannot sing like his friend Jan. With practice and encouragement, he learns to appreciate his own unique singing voice.

LESSON VOCABULARY

any	enough
ever	every
own	sure
were	

INTRODUCE THE BOOK

INTRODUCE THE TITLE AND AUTHOR Discuss with children the title and the author of *Hank's Song*. Point out that the title includes the word *song*; ask children to name songs that they know.

BUILD BACKGROUND Invite children to tell about a time they learned to do something new. Ask: Did you learn all at once, or did it take practice? Encourage them to recall their feelings at the beginning of the process and describe how those feelings changed as their skills grew.

PREVIEW/TAKE A PICTURE WALK As children preview the book, encourage them to look closely at the illustrations. Ask: Based on the illustrations, what do you think will happen in this story?

READ THE BOOK

SET PURPOSE Help children set a purpose for reading *Hank's Song*. They might concentrate on the story's plot, compare its outcome to the predictions they made while looking at the illustrations, or just think about how they would describe the story to a friend.

STRATEGY SUPPORT: INFERRING Encourage children to use their knowledge to make an inference about Hank. Help them think about an idea about Hank based on the information in the story. Ask children why they made their conclusion about Hank. Have them use the illustrations and text in the book to help explain their reasoning.

COMPREHENSION QUESTIONS

PAGE 3 How does Hank feel at the beginning of the story? How can you tell? (*Hank feels sad; the illustration shows him frowning.*)

PAGE 5 What does the speech bubble on this page tell us? (*The speech bubble indicates that Hank is singing in a small voice like a mouse.*)

PAGE 6 What about this illustration is a clue that this story is make-believe? (*Hank is sitting on a bench that is just his size.*)

PAGE 7 What did Hank learn in this story? (*Hank learned to like the way he sings.*)

REVISIT THE BOOK

THINK AND SHARE

1. Possible response: Hank's Song—Rooster Song; My Song—Mary had a little lamb; Both songs are about an animal.
2. Hank feels sad. That guess helps me think that Hank will be sad at some point in the story.
3. *bluebird*; *blue*, *bird*
4. Responses will vary but should be about a trait of the reader.

EXTEND UNDERSTANDING As children read the book, ask them to think about whether Jan was a good friend to Hank. Ask: Did Jan help Hank? How? How would you have helped Hank?

RESPONSE OPTIONS

SPEAKING Ask children to summarize the story in their own words. Prompt children to use transition words such as *first*, *then*, and *finally* in their retelling.

WORD WORK Make a word-and-picture puzzle card for the compound word *bluebird*. Sketch a blue spot and a bird on one side of the card and print the word *bluebird* on the other. Show the picture to the children and have them guess the word. Turn the card over and read the word together. Then invite the children to make word-and-picture cards for other compound words.

SCIENCE CONNECTION

Help children use the Internet to locate the song of a real bluebird. Encourage them to compare the bluebird's song to those of other common birds.



Skill Work

TEACH/REVIEW VOCABULARY

Print each vocabulary word on a separate self-stick note. Read the words aloud with the children and talk about the definition of each word. Then ask volunteers to match the words on the self-stick notes to words in the book.

ELL Print the vocabulary words on word cards. Read them aloud, as a group. Then scatter the cards on the floor. Hand flashlights to one or two children. Call out a word from the list and let the children shine the flashlight on the corresponding word card.

TARGET SKILL AND STRATEGY

COMPARE AND CONTRAST Tell children: *Alike* means how things are the same. *Different* means how things are not the same. Draw two columns on the board labeled "Alike" and "Different." Then have children tell how birds and mice are alike and different. Write their answers in the appropriate column. After reading the story, see if children can add more responses to the columns.

INFERRING Remind children that *inferring* means making a guess based on information from the book. Tell children that they should guess what will happen based on what they read. Have children make an inference about Jan. What information did they use to make their guess?

ADDITIONAL SKILL INSTRUCTION

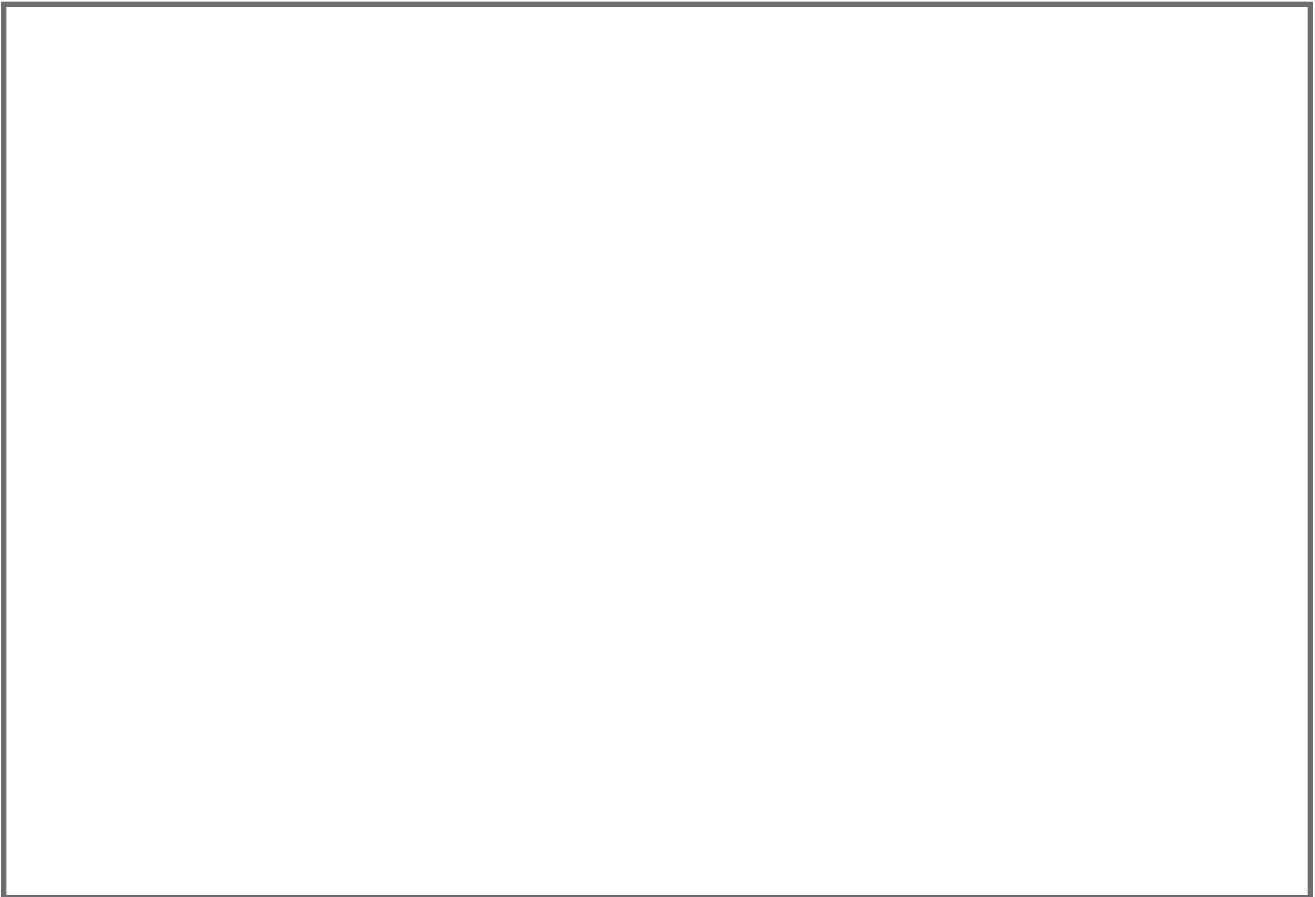
REALISM AND FANTASY Discuss the difference between realism and fantasy. A *realistic* story tells about something that could happen in real life. A *fantasy* is make-believe. Read page 3 together and ask: Could this happen in real life? Encourage children to look for examples of fantasy as they read.

Name _____

Compare and Contrast

We **compare** objects when they seem alike. We **contrast** objects when they seem different.

1-2. Draw a blue bird and a rooster in the box.



3. Write a sentence about how they are alike.

Name _____

Vocabulary

Write a word from the box to complete each sentence.

Words to Know

any enough ever every own sure were

1. Hank and Jan _____ talking in the tree.

2. Jan said, "Almost _____ bluebird can sing like I do."

3. Hank asked, "Will I _____ learn to sing like Jan?"

4. Jan said, "If you practice _____, you can learn to sing."

5. Hank said, "Are you _____?"

6. Hank practiced _____ day.

7. In the end Hank liked his _____ song.