

Picture the Flight

Use details to build clear mental images as you read.

7.5.D "create mental images to deepen understanding;"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline words and phrases that help you see movement, color, size, sound, or place. Use your markings to build a movie in your mind as you read.

Falcons Above the City

- ① At dawn, a peregrine falcon leaves a ledge high on a city office tower. Its blue-gray back blends with the early shadows, while its pale chest catches the first light. Below, buses hiss at curbs and people cross the street in small groups. The falcon grips the rough stone with yellow feet and turns its dark head, watching pigeons circle between buildings. From the sidewalk, the bird might look like a small mark against the brightening sky.
- ② When a pigeon passes near the tower, the falcon launches into open air. It folds its wings close to its body and drops fast, a movement called a stoop. Peregrine falcons can reach more than 200 miles per hour during these hunting dives, making them among the fastest animals on Earth. The wind presses hard against the bird's feathers. Near the street, the falcon opens its wings, slows, and either catches prey or rises to try again. City towers can resemble the cliffs where peregrines traditionally nest.
- ③ People once saw far fewer peregrine falcons in North American cities and wild places. In the mid-1900s, the pesticide DDT caused many birds to lay eggs with shells too thin to protect growing chicks. After DDT was banned in the United States in 1972, and after conservation groups raised and released birds, peregrine populations recovered in many areas. Today, nest boxes on some tall buildings give the birds protected places to raise young. Residents can sometimes watch a parent carry food to a nest ledge.

2 ANSWER WITH EVIDENCE _____ Use the passage

- 1** What two details from paragraph 1 help you picture where the falcon is standing? Explain the picture those details create.

- 2** Use three actions from paragraph 2 to describe the mental movie you form of the falcon's stoop.

- 3** Which details in paragraph 3 help you picture a safer place for young falcons today? Describe what you see in your mind.

- 4** How does the phrase "buses hiss at curbs" add to your mental image of the first paragraph?

3 YOUR TURN _____ Your own words

Choose a moment from the passage and write three sentences that describe the mental image you create. Include at least two accurate details from the passage, along with a detail about sight and a detail about movement or sound.

PART 1 • READ AND MARK

Underline words and phrases that help you see movement, color, size, sound, or place. Use your markings to build a movie in your mind as you read. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What two details from paragraph 1 help you picture where the falcon is standing? Explain the picture those details create.	The falcon grips rough stone with yellow feet on a ledge high on an office tower. These details create an image of a small bird perched on a hard, high building ledge.
2	Use three actions from paragraph 2 to describe the mental movie you form of the falcon's stoop.	The falcon launches into open air, folds its wings close to its body, and drops quickly. Near the street, it opens its wings and slows.
3	Which details in paragraph 3 help you picture a safer place for young falcons today? Describe what you see in your mind.	Nest boxes on tall buildings and a parent carrying food to a nest ledge help create an image of protected young birds high above the city.
4	How does the phrase "buses hiss at curbs" add to your mental image of the first paragraph?	It adds the sound and activity of a busy city street below the quiet falcon on the tower.

PART 3 • YOUR TURN (SAMPLE ANSWER)

I picture the falcon high on the rough stone ledge as the sky begins to brighten. Yellow feet grip the edge while buses hiss far below. Then the bird folds its wings and drops through the open air toward the street.

Accept mental-image descriptions that use at least two accurate passage details and include sight plus movement or sound. Students may picture the setting or action differently when their details are supported by the text.