

Books for Young Learners Teacher Resource

Book Notes



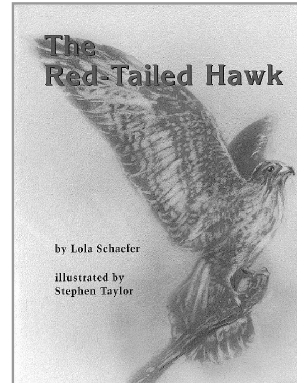
The Red-Tailed Hawk

Author Lola Schaefer

Illustrator Stephen Taylor

16 pages ■ 199 words

El halcón de cola roja ■ 204 words



The Red-Tailed Hawk

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

S = Shared G = Guided I = Independent

SYNOPSIS

An injured hawk is rescued, treated, and then returned to the wild.

WHAT THE BOOK OFFERS

- Nonfiction recount, clear sequence
- Third person
- Past tense
- Detailed writing and illustrations
- Text on each page constitutes a paragraph. Sentences do not necessarily begin on a new line (unjustified print) and do not reflect natural or expressive phrasing
- Topic-specific vocabulary
- Detailed extra information on inside back cover

POSSIBLE SKILLS EMPHASIS

- Summarizing information
- Developing understanding of a paragraph
- Identifying chunks of meaning for understanding and fluency
- Inferential reading

INTRODUCING THE BOOK

- Establish knowledge of hawks as birds of prey with sharp talons and beaks, making handling something for experts and not to be attempted by children. Discuss how even birds of prey can sometimes meet with mishaps.

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		1	2	3	4	1	2	3	4
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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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The Red-Tailed Hawk (continued)

FOCUS OF INSTRUCTION

Pages 2 and 3: *The author lets us know right at the beginning what this book is about. How do you know that it was safe for Beth to try to rescue the bird?*

Pages 4 and 5: *Notice the amount of text on these pages. You will need to read the text silently to see where to pause to help you make meaning and to be able to read it smoothly and with expression. Sentences do not always start on a new line, so you will need to watch that very carefully.*

Pages 6 and 7: *You have gathered a lot of information about this hawk. Stop for a moment and think of the main points so far. Let's list the main steps or points on the chart.*

Page 8: *The hawk seems quite tame. How has it come to be like this?*

FOLLOWING THE READING

What two emotions do you think Beth felt as she watched the hawk fly away?

- Discuss bird or animal rescue and recovery programs in your environs. The students could prepare questions that they could mail or fax to one of the institutions. Or, prepare questions about the treatment of birds or unusual animals for an interview with a local veterinarian.