

Books for Young Learners Teacher Resource

Book Notes



The Red-Tailed Hawk / El halcón de cola roja

Author Lola Schaefer

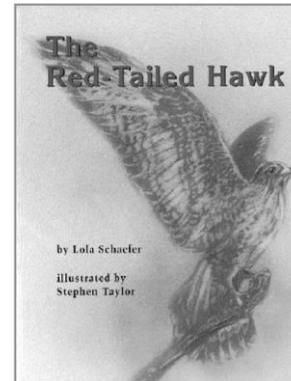
Illustrator Stephen Taylor

16 pages ■ 199 words ■ 204 words

Fountas and Pinnell Level L

Reading Recovery Level 19

Descubriendo la Lectura Level 18



The Red-Tailed Hawk

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.

† 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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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.

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The Red-Tailed Hawk / El halcón de cola roja (continued)

Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
FINISH THIS THOUGHT	<i>The red-tailed hawk in this story was . . . because . . . Veterinarians have to . . .</i>
USE YOUR MEMORY	<i>How did Beth and the veterinarian know that the hawk's wing bone was broken? Where does it tell you? How did Beth help the hawk fly again?</i>
WHAT'S YOUR OPINION?	<i>Do you think Beth has helped hawks before this one? What makes you think that? What do you think the author meant when she wrote on page 15, "Beth released her"?</i>
BE CREATIVE	<i>Retell this story, from beginning to end, in your own words. Then write this story, from beginning to end, in your own words. OR . . . Retell this story backwards, from end to beginning, in your own words. Rewrite this story backwards, from end to beginning, in your own words.</i>
VOCABULARY AGENT	<i>Look up these words in the dictionary or on Wikipedia. Write the definition for each word and draw a picture to go with it.</i> *hawk *x-ray *veterinarian *exercise *fly *home