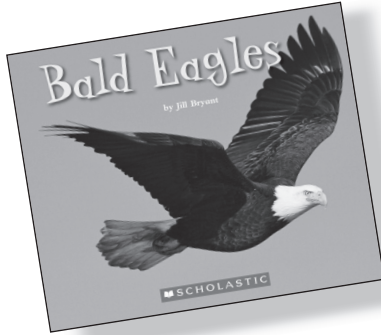


Bald Eagles

Written by Jill Bryant



Text Type: Non-fiction: Description — Report
Guided Reading Level: K

Summary: This non-fiction book describes the appearance, habitat, and hunting and reproductive habits of bald eagles.

Word Count: 306

Text Features

- ▶ glossary
- ▶ index
- ▶ table of contents
- ▶ headings

Visual Literacy

- ▶ map
- ▶ labels

Text Supports

- ▶ photos support text

Possible Text Challenges

- ▶ map
- ▶ headings
- ▶ index
- ▶ some difficult vocabulary

Reading Strategies

Comprehension

- ▶ synthesizing
- ▶ analyzing

Working with Words

- ▶ using picture cues to determine meaning
- ▶ using beginning sounds and clusters to recognize unfamiliar words
- ▶ using the glossary to find the meaning of unknown words

Assessment Opportunities

Note each student's ability to:

- ▶ synthesize: find the main idea
- ▶ analyze: find supporting details
- ▶ solve unfamiliar words by using strategies such as beginning sounds and letter clusters
- ▶ use the index to locate information in the text

Teaching Tip: When assessing students' learning, make sure you observe them throughout the Guided Reading session and not just at the end.



BEFORE READING

Evaluating

Activating and Building Prior Knowledge

Show students the front cover of the book. Read the title and author's name. Talk about what "bald" usually means, and invite students to tell if this bird should be called a "bald" eagle or not. Then show students the back cover and read the text on the back. Ask, *Do you want to change your idea about the bald eagle's name? Is it a good name for this bird, or not?*

Analyzing

Using a KL (Know and Learned) chart, have students tell what they know about eagles. Record the information in the "Know" column.

Overcoming Text Challenges

Text features

Hand out copies of the book. Have students open the book to page 12. Ask if any students can read the word at the top of the page. If none of them can read it, read it to them and ask them if they can tell you what an index is. Ask what they think the numbers beside each word mean. Ask, *What do you think might be the purpose of an index? How does it help the reader?*

Text features

Turn to the table of contents on the title page. Select one page, read the heading with students, and ask, *What information would you expect to find on this page? Why are headings useful in a book that gives us information?*

Analyzing/visual literacy

At this level, students can take on a more responsible role in previewing the book and you may do only a brief picture walk asking questions to implant the language and the visual literacy features of the book. For example on page 3, you might ask, *Who has used a map and why did you use it? What information do you expect to find in this map? How has the author shown us in what parts of Canada bald eagles live?*

Text features/visual literacy

On page 4, point out the heading and ask, *What information would you expect to find on this page? Look at the labels. What do they tell you? How do they help the reader to understand about the body parts of a bald eagle?* Point out the boldfaced words on page 4 and explain how to use the glossary on page 11 to find the meaning of words in boldface. Ask, *Why do you think the author put these words in a special place at the back of the book? Is that helpful to a reader?*

Synthesizing

Setting a Purpose

Tell students that as they read the book they are to try to find the answer to the question: How do bald eagles rule the sky?

ESL Note:

ESL students may not know the meaning of the word "rule" in this (or other) contexts. Use examples and synonyms to illustrate the meaning of this word, e.g., lead; control; be in charge—A king *rules* a country.



DURING READING

Ask each student to read the book independently, thinking about the purpose that has been set. Remind them that when they come to a word they do not know, they should look at the word, get their mouths ready to say the beginning sound, and look at the letter clusters.

Observe and listen to students as they read the text, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts to help students problem solve as they read. Note students' successful use of strategies and any difficulties they encounter.

If students finish before others have completed the reading, ask them to go back and reread, then share with a partner what they learned.



AFTER READING

Analyzing

When all students have finished reading the text, invite them to tell one new fact that they learned about bald eagles. Refer them to the KL chart and have them fill in the “Learned” column.

Text features

Ask, *If I wanted to find information about the bald eagle’s body, how would I be able to do this without reading the whole book?*

Synthesizing

Ask, *How do bald eagles rule the sky?*

Word solving and building

Revisit any challenging words that students encountered and discuss the strategies they used to figure out the word. Point out positive reading strategies that you observed during the lesson. For example, *Mark, I noticed that you used the word claw on page 7. Then you looked more closely at the beginning of the word and read talons. That’s what good readers do.*

Rereadings

Provide opportunities for each student to reread the book independently or with a partner.

Focused Follow-up

The following activities are optional. Choose those that best meet your students’ needs.

Act Like a Bald Eagle

Take students outdoors or to the gym and provide an opportunity for them to dramatize what they have learned. They can pretend to fly, to hunt, or to seize their prey from the water. They could also pretend to be eaglets, sitting in the nest, being fed, and then flying from the nest.

About Bald Eagles

Synthesizing

Have students develop a paragraph using the BLM. Students write the synthesizing sentence: “Bald eagles rule the sky” and then add supporting sentences as to why they think so.

Word Building

Word solving and building

Have students find and list words ending in “ing” (e.g., *breathing, driving, resting*) or build them using magnetic, plastic, or letter cards. Have them look for other words in the text to which “ing” can be added (e.g., *soar, protect, feel*).

