



Lesson Plan: The Behavior of a Red Tailed Hawk	
Lesson Objectives	Using library and internet resources students should research the physical characteristics that provide advantages to the Red Tailed Hawk for survival in the ecosystem. Students should illustrate the characteristics by using oil pastels.
Project Objectives	
Grade Level	3-5
Background Information	<p>The Red Tailed Hawk is the most common hawk in North America and can be found almost everywhere. The red-tailed hawk is about 18-25 inches in length and has a wing span of about 4 feet. It weighs two to four pounds. The males and females are similar in appearance but the females are 25% larger than males. It is dark brown to gray brown on its back and on the top of its wings. It has light brown or cream undersides and a cinnamon colored neck and chest. It has a dark band across its belly and a broad, round, rusty red tail. The female is larger than the male. Their large bodies are mostly brown with a pale belly that has a streak. Their wings are brown with a dark bar between the shoulders and wrists. The tail is pale with a red color at the top.</p> <p>They fly very high, circling wide open fields. They enjoy landing on high perches and even sit on telephone poles, waiting to catch their prey. Red-tailed hawks mate for life. The female lays one to five eggs each year. Both the male and female incubate the eggs until they hatch. When they are born the mothers feeds the young for about six weeks, when they leave the nest.</p>
Materials/Resources	<ul style="list-style-type: none"> -white construction paper -pencils -erasers -sharpie -oil pastels
Vocabulary	<p>Incubate Talons</p>

	Perch
Activities	<ol style="list-style-type: none"> 1. Students will outline their drawings using pencils. 2. Students will first draw the head by drawing a large upside down “U”. 3. Then they will draw a small beak at the top left corner. The beak should be curved slightly down. 4. Next students should draw big round eyes and a small mouth underneath the beak. 5. Students should draw a line from the bottom of the left side of the head to the ride side, but the line should not touch the right side. 6. Next students should draw a long, curved line which signifies the back. The line should be drawn from the ride side of the head. 7. Draw the belly by connecting a line from the left side of the head down to the back and create a hump for the leg. 8. Draw the wing. 9. Add two talons to the leg drawn at the front of the hawk. 10. Students will then color in their drawings using oil pastels.
Student Reflection	<ol style="list-style-type: none"> 1. What are some tips for identifying Red-tailed hawks? 2. How do the Red-tailed Hawks raise their young? How is it similar to and different from how humans raise their young? 3. What is one thing in particular that you want other people to notice in your work and why?

Resources

<http://animals.nationalgeographic.com/animals/birds/red-tailed-hawk/>

https://www.allaboutbirds.org/guide/Red-tailed_Hawk/id?gclid=Cj0KEQjwgJq-BRCFqcLW8_DU9agBEiQAz8Koh7AZDxw8IRvEKnRHLEsQsSg2IYkM9rw_1ZNjJZMuKYcaAtU08P8HAQ

<http://www.pbs.org/lifeofbirds/classroom/lesson1.html>

<http://www.nhptv.org/natureworks/redtailhawk.htm>

<http://www.wedrawanimals.com/how-to-draw-a-hawk/>

http://www.nhnature.org/visit/animal_info_sheets/redtailed_hawk.php

www.lowerraritanwatershed.org