

SWOOP AND SOAR/Lesson Ideas

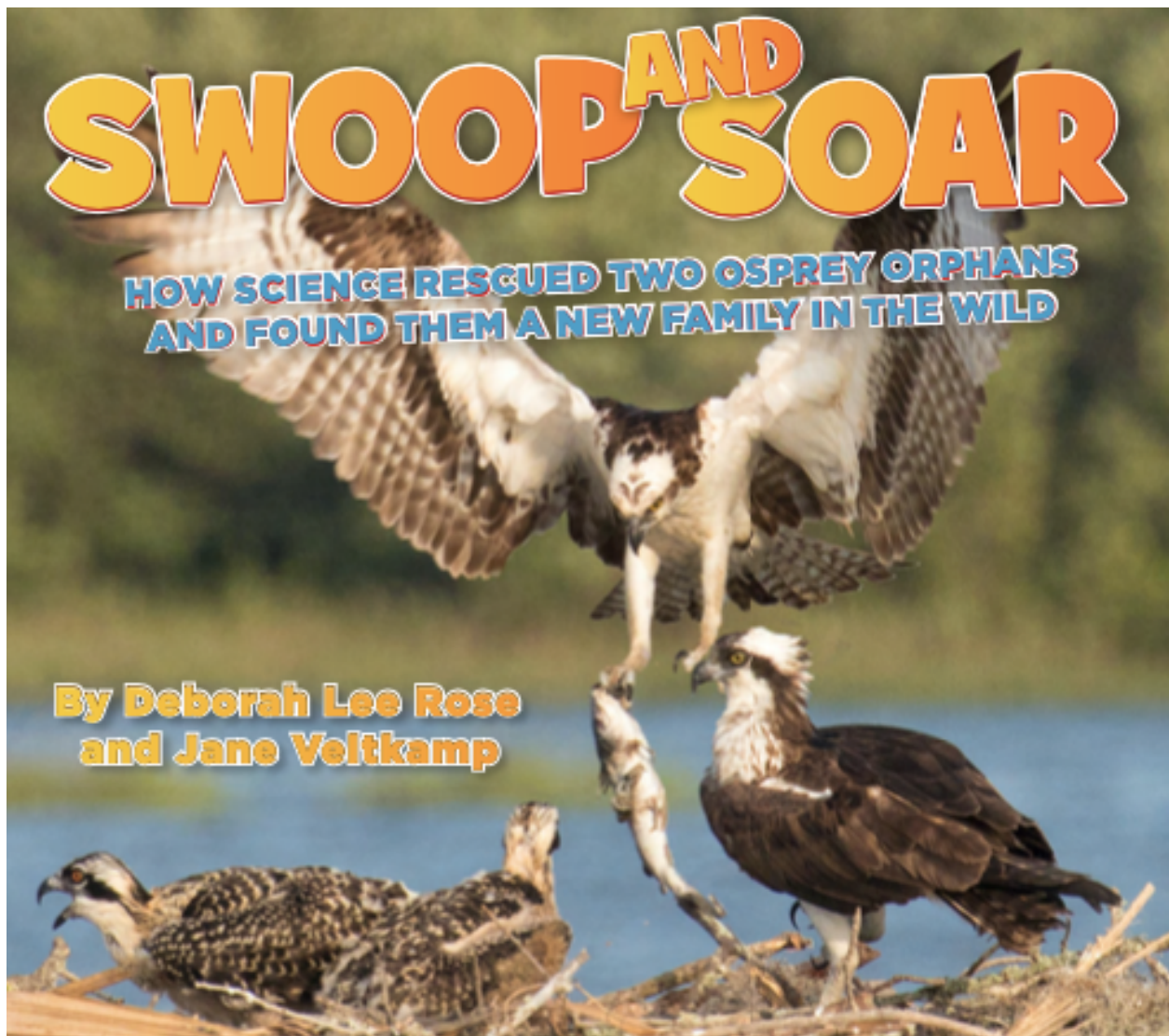
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For use with the book *Swoop and Soar: How Science Rescued Two Osprey Orphans and Found Them a New Family in the Wild*
by Deborah Lee Rose and Jane Veltkamp

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www.deborahleerose.com and www.birdsofpreynorthwest.org



From the moment children encounter the compelling cover of *Swoop and Soar: How Science Rescued Two Osprey Orphans and Found Them a New Family in the Wild*, they eagerly embark on a mission to uncover facts about the fascinating rescue of two orphaned ospreys. Well-crafted and engaging, *Swoop and Soar* provides many rich opportunities to cultivate student curiosity, empathy, and enjoyment. Thanks to coauthors Deborah Lee Rose and raptor biologist Janie Veltkamp, who wrote the award-winning *Beauty and the Beak*, for once again sharing a heart-warming raptor story that students will read and reread and treasure.

Here are some lesson options to promote reading comprehension and critical thinking as you read the true story of *Swoop and Soar* with your students. During class discussions, scaffold and model responses while encouraging students to build on one another's ideas by discussing prompts in partners or teams.

Interactive Read Aloud Lesson

Before Reading

Predict Text Features/Structures

Predict

- Study the cover of *Swoop and Soar* and study the title, sub-title, and photo. Ask, *What do you think this book is about? What do you know about ospreys or other raptors (birds of prey)? Why do you think the authors wrote this book? What are you wondering?*
- Page through the book to show the photos. Pause to challenge students to discuss, *“What do you notice or see in this photo?”* Demonstrate predictions using discussion stems such as, *“I noticed that the osprey has strong wings shaped like the letter M. I think I will learn how an osprey uses its wings to hunt for its food.”* Invite students to make their predictions in pairs or teams.



Osprey with M-shaped wings, in flight after catching a fish in its talons (National Park Service)

- Mention key vocabulary words while previewing photos. For example: *I see the word talons on this page where the osprey is catching the fish. I think that the talons are like claws.* Some possible vocabulary to casually point out along with photos includes the terms *talons, chirping, beak, biologist, orphans, magnifying scope, camouflage, migration.*

- Discuss the overall organization of the book. *What is the first part of the book about?* (Answer: The story of two orphaned ospreys.) *What do you find towards the back of the book?* (Answer: *A Note from Raptor Biologist Janie Veltkamp* and questions about ospreys and headings with more information.) Read the headings and questions at the back of the book. *What do you think you will learn about each heading/question? What are you wondering? What do you want to learn? Why do you think the authors organized the book into different parts? What is the purpose of each section of the book?*

During Reading

Question/ Clarify

Question

- Pause often and invite students to share with a partner or team what they are wondering. Model as needed and supply stems such as, *“I am wondering how the bald eagle forced the osprey to drop the fish it had caught. I wonder if this happens very often.”*

•Model thinking questions such as, *Why do you think...? How do you think...? Why do you think the authors gave the birds the names Swoop and Soar?* Pause throughout the reading to invite students to pose thinking questions to ask their partners or teams.

Clarify

•Model how to clarify tricky words or phrases. For example, *“I wasn’t sure about the word shimmering to describe the fish so I reread it to sound it out. I know the chunk shimmer. It’s kind of shiny. Then I reread and it made sense. I see the shiny fish in the picture.”* Ask students to identify a tricky or interesting word as they listen to you read. Pause to share with partners.

•Invite students to listen for entire sentences that are NOT shown in the photos. (Oczkus, 2018) For example, the following sentence requires visualization and clarification: *While the osprey hunted, his chicks slept in a giant nest of sticks.* Invite students to identify examples of sentences that require visualization and to sketch drawings to accompany the text. Make a class list of such sentences.

Examples from *Swoop and Soar*:

“After the babies gulped their food, the mother osprey spread her wings like an umbrella.”
“As the roots pulled out of the rain-soaked soil, the whole tree crashed down.”
“He found the baby birds under a broken branch.”

After Reading

Question/ Summarize/Respond

Question

•Invite students to share what they are wondering now. Or model how to ask thinking questions that start with *Why* or *How* such as *“Why do you think rescuing ospreys is important?”* Encourage students to create and answer wonder or thinking questions in pairs or teams.

• Students choose to act out or sketch the answers to the questions in the back of the book section *All About Ospreys*.

Questions from *Swoop and Soar*: *“What kind of birds are ospreys?” “How do ospreys use their talons and beaks?”*

“What other adaptations do ospreys have?” “What happens when baby ospreys are lost from a nest?”

“How did ospreys become endangered?” “How did scientists save them from becoming extinct?”

*“What risks do ospreys face **today**?”*

Summarize

- Ask students to sketch and share their favorite parts from the book and reasons using the frame, “My favorite part is...because... .” Share your favorite part as well! Reread favorite text portions.
- Encourage students to retell events from the beginning, middle, and end of the true account of *Swoop and Soar*. What problems were outlined and resolved? Encourage teams/pairs of students to sketch important events on sticky notes and order in a timeline.



Janie Veltkamp feeding Swoop and Soar soon after their rescue (Rob Rugur © Jane Veltkamp)

- Invite teams of students to choose a heading and section from *A Note from Raptor Biologist Janie Veltkamp* to summarize: *Rescuing ospreys/Reintroducing ospreys/Protecting ospreys*

Students reread then sketch or act out the information from their heading for the class. Or pretend to interview Janie (roleplay!) and ask her to tell about her rescue work with ospreys. Learn more about Janie’s work at Birds of Prey Northwest, and many kinds of raptors, at www.birdsofpreynw.org.)

Respond

•Share the last page of the book, which includes resources. Encourage students to explore these resources for learning more about ospreys, such as webcams. What are some ways students can help ospreys? Ask students to choose suggestions from the book and work on a class plan to take action to help ospreys. (Even if students don't live near osprey habitat, they can still help protect local raptors and other birds. Picking up bits of plastic trash from a school site or neighborhood can help prevent birds from carrying these back to their nests.)

Reading Swoop and Soar with Beauty and the Beak

In *Swoop and Soar*, you'll find a special section on reading the book together with the national award-winning book *Beauty and the Beak: How Science, Technology, and a 3D-Printed Beak Rescued a Bald Eagle*, also by Deborah Lee Rose and Janie Veltkamp. The section asks questions such as "After you read both books, why do you think there is such a big difference in the stories' endings?" and "What do photos in the books show you about how the two stories are different, but in some ways alike?"



Deborah Lee Rose also wrote the national STEM award-winning books *Scientists Get Dressed*, partly inspired by Janie Veltkamp, and *Astronauts Zoom!* To learn more about Deborah and Janie, visit their websites at www.deborahleerose.com and www.birdsofpreyorthwest.com. Both books are published by Persnickety Press/WunderMill Books.