

Flying Eagle

Written by Sudipta Bardhan-Quallen

Illustrated by Deborah Kogan Ray

Teacher's Guide created by Cassandra Reigel Whetstone

Story Summary

A tawny eagle soars through the Serengeti National Park in search of food for his chick.

Sudipta Bardhan-Quallen is a writer who lives in New Jersey with her three kids and an imaginary pony named Penny. Learn more about her at www.sudipta.com.

Deborah Kogan Ray is an award-winning artist, author, and illustrator who lives near Philadelphia, Pennsylvania. Learn more about her at www.dkray.com.

Pre-Reading

Help students locate the Serengeti Plain in Tanzania. Tell students that *Serengeti* means “extended place” in the Maasai language and that over 500 different types of animals live there. Ask students to predict what types of animals they might see on the Serengeti Plain. Show students the cover of FLYING EAGLE and tell them that one of the animals they might see on the Serengeti is the tawny eagle.

Words and Concepts for Pre-Reading Sheltered Instruction: hunter, bowstring, poacher, talons, gleeful

Discussion Questions

1. What does the eagle need to do? (*literal*)
2. Why can't the eagle rest? (*inferential*)
3. Can you guess what a poacher does? (*inferential and evaluative*)
4. What does it mean when the author writes, “reeds too thick?” (*inferential*)
5. (*At the end of the reading refer back to the first lines of text,*) “Let’s look back at the first page. Why do you think the author write that the eagle is tired?” (*inferential and analytic*)
6. Who can tell me one thing that you learned from this story? (*personal response*)
7. Did this story make you interested in learning more about the Serengeti Plain? What else would you like to know about life on the Serengeti? (*personal response*)

Response to Story: Making Words Soar (Writing)

Materials: board, overhead, or chart paper; writing paper; pencils

Grades K-6

Directions:

1. Say, “The author told this story with very few words. She had to make sure that each word was the very best word for each line.”
2. Read the first three stanzas to the students and identify descriptive, language, (not just adjectives,) such as *soaring, blazing, crimson, lounge, toothy*. Explain that these words help the author paint a scene in the reader’s mind.
3. **Grades K-1:** Compare the descriptive words with more common words: *soaring/flying, crimson/red, lounge/sit*. **Grades 3-6:** Read through the book again

and ask students to jot down the words that stand out as descriptive story-painting words.

4. Find something to write about in the classroom, e.g. a class pet, bulletin board display, plant, etc. As a whole class, write a sentence or paragraph about the object.
5. As a whole class, revise the sentence to substitute descriptive word choices as appropriate.
6. Take students outside and find a scene to write about. Have students write a sentence or paragraph and tell them to make descriptive word choices.

Closure: Let volunteers share their sentences or paragraphs to the class. Have listeners give a thumbs-up each time they hear a descriptive word choice.

Extension: Create a chart of descriptive story-telling words. Challenge students to find more descriptive word choices while they are reading other books. Encourage students to use this list when writing.

Water-Color Wash (Art)

Materials: 12in. x 18in. white construction paper, one sheet per student; crayons; yellow and orange watercolor paint; cups of water; paintbrushes; paper towels

Grades K-6

Directions

1. Do a picture walk through FLYING EAGLE and discuss the animals and images in the story. Talk about the colors the illustrator used help tell the story.
2. Ask students to close their eyes and/or put their head's down on their desks. Read the author's notes, "A Majestic Eagle," "Serengeti National Park," "The Serengeti Plain at Night." (K-1 teachers may want to only read one or two sections.) Encourage students to visualize the Serengeti National Park as you read.
3. Give students crayons and construction paper. Have them draw a picture of the Serengeti and include the animals and other images that they either saw in the story or visualized during the author's notes. Tell them that they will be going over their art with a watercolor wash and encourage them to press firmly with their crayons.
4. When the crayon layer of art is completed, have students use yellow, orange, or a combination of both, to create a watercolor wash. Show students how to add water to thin the paint.
5. Encourage them to use light strokes as they paint over their picture. The watercolor wash will adhere to the paper but not to the pictures colored with crayons. Have towels available for blotting paintbrushes, mopping up spills, and dabbing on any pictures that get too wet.

Closure: Display finished pictures on a desk and have students take an "Art Walk" around the room as they look at each other's artwork.

Extension for Grades 4-6: Consider having students divide their pages in half and doing a day scene with a yellow watercolor wash, and a night scene with a light gray wash.

Have students add extra water to black to create a light gray wash. Remind students that if the paint is too thick they can wipe it with a paper towel while it is still wet.