

# TEACHER'S GUIDE



## For the Birds!

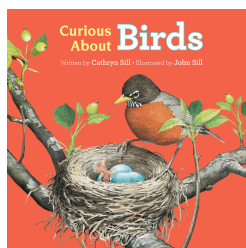
Peachtree's Bird-Themed Books

### BIRD THEMES

- Habitats
- Physical characteristics
- Classification (similarities & differences of birds)
- Function & interaction in environments
- Food chain
- Life cycles
- Survival functions
- Nature
- Animals and animal behavior

### ABOUT THE BOOKS

Use these bird-themed books and activities to supplement your unit on our fine-feathered friends.



#### *Curious About Birds*

Cathryn Sill  
BB: 978-1-68263-190-4  
Ages 2–6

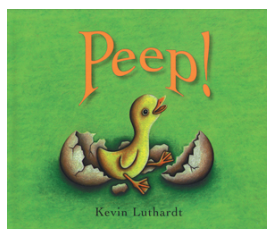
This board book beginner's guide offers a thoughtful first glimpse into the world of birds.



#### *Bring On the Birds*

Susan Stockdale  
HC: 978-1-56145-560-7  
BB: 978-1-56145-692-5  
Ages 2–6  
GRL D; Gr K

Brightly colored, richly textured illustrations, and an energetic rhyming text introduce young readers to distinctive birds and their unique qualities.



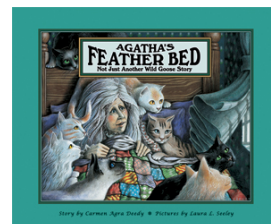
#### *Peep!*

Kevin Luthardt  
HC: 978-1-56145-046-6  
PB: 978-1-56145-682-6  
BB: 978-1-68263-200-0 (2020)  
Ages 2–6  
F&P • GRL E; Gr 1

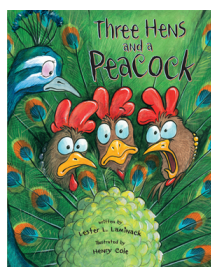
A baby duck breaks through its shell and immediately attaches itself to the first thing it sees—a warmhearted young boy.

#### *Agatha's Feather Bed*

Carmen Agra Deedy  
HC: 978-1-56145-008-4  
PB: 978-1-56145-096-1  
Ages 4–8  
AR • RC • Lexile • F&P  
GRL O; Gr 3  
Teacher's Guide Available



Agatha loves her new feather bed, but when six shivering, naked geese pay her a visit to discuss the origin of the feathers, is her goose cooked?




#### *Three Hens and a Peacock*

Lester Laminack  
HC: 978-1-56145-564-5  
PB: 978-1-56145-726-7  
Ages 4–8  
AR • RC • Lexile • GRL J; Gr 1  
Teacher's Guide Available

When a peacock suddenly arrives at a quiet farm, everything changes.




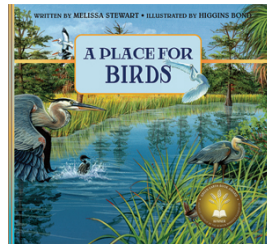
### ***Bird Count***

Susan Edwards Richmond  
 HC: 978-1-56145-954-4  
 PB: 978-1-68263-204-8 (2020)  
 Ages 4–8  
 AR • RC • Lexile • F&P •  
 GRL M; Gr 2  
 Teacher's Guide Available

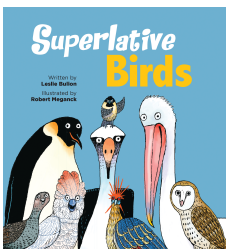
A young girl eagerly identifies and counts the birds she observes around her town during the New England Christmas Bird Count.

### ***A Place for Birds (revised)***


Melissa Stewart  
 HC: 978-1-56145-839-4  
 PB: 978-1-56145-840-0  
 Ages 6–10  
 AR • RC • Lexile • F&P •  
 GRL P; Gr 3  
 Teacher's Guide Available



This fact-filled, colorful look at the amazing world of birds includes a call to action to protect these beautiful creatures.



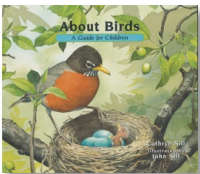
### ***Superlative Birds***

Leslie Bulion  
 HC: 978-1-56145-951-3  
 PB: 978-1-68263-185-0  
 Ages 8–12  
 Lexile • F&P • GRL U; Gr 5  
 Teacher's Guide Available

Explore the fascinating world of superlative birds—from the bee hummingbird, the tiniest bird in the world, to the peregrine falcon, the fastest creature on Earth.

### ***About... series Bird Titles***

All of the *About...* series books written by Cathryn Sill for ages 3–7 are included in an *About...* series Teacher's Guide.



### ***About Birds: A Guide for Children (revised)***

HC: 978-1-56145-688-8  
 PB: 978-1-56145-699-4  
 PB: 978-1-56145-783-0 (English / Spanish)

### ***About Hummingbirds: A Guide for Children***

HC: 978-1-56145-588-1  
 PB: 978-1-56145-837-0

### ***About Parrots: A Guide for Children***

HC: 978-1-56145-795-3  
 PB: 978-1-68263-158-4

### ***About Penguins: A Guide for Children (revised)***

HC: 978-1-56145-743-4  
 PB: 978-1-56145-741-0

### ***About Raptors: A Guide for Children***

HC: 978-1-56145-536-2  
 PB: 978-1-56145-811-0

### ***About Seabirds: A Guide for Children***

HC: 978-1-68263-092-1

### ***About Woodpeckers: A Guide for Children***

HC: 978-1-68263-004-4

## **BEFORE YOU READ**

- Discuss with students what they know about birds. List on a chart several activities that can be done with birds.
- Have students listen for new words in the book(s) that can be used to create a vocabulary list for later discussion.
- Talk about what birds provide for people and ask why birds are important.
- Identify birds that students have seen in their neighborhoods. Ask students to take note of familiar birds as they listen to the books.

## **AS YOU READ**

- Ask readers (or listeners) to think about questions they would like to ask after the book has been read.
- Ask students to take note of anything in the illustrations they would like to discuss later.
- Have students take note of unfamiliar terms or words as they read or listen to the text.

## **AFTER YOU READ**

- Discuss the book and answer any questions that arise.
- Ask students to name any unfamiliar words from the book(s) and help them create a vocabulary list to learn.
- Take students on a nature walk and ask them to look for birds. Have them jot down notes on paper from their observation. They can also write down additional questions for later discussion. Allow students to talk about their questions when they return to the classroom.
- Have students research the importance of protecting birds and their habitats, and conduct a class discussion on their findings.

## INTERDISCIPLINARY CONNECTIONS

### LANGUAGE ARTS

#### WRITING ABOUT BIRDS:

- Ask students to choose a bird mentioned in the book, look up information about that bird, and write down fun facts about it. They may also draw a picture of the bird in its natural habitat.
- Have students make a list of different types of birds they have seen in their neighborhood, in books and magazines, or on TV. Ask them to choose one type of bird and write a report on that bird. The report can include a picture or drawing of the bird, a poem or song about the bird, or a story featuring the bird.
- Discuss how and why birds are important. Have students write short essays about some of the ways that birds help our planet.

#### WORKING WITH IDIOMS:

Define the word idiom (a word, phrase, or expression that cannot be taken literally. In other words, when used in everyday language, an idiom has a meaning other than the basic definition found in the dictionary.) For example, "Birds of a feather flock together." Look online for several idioms/sayings related to birds and have a class discussion about what they could mean. To find several examples of bird-related idioms, visit:

<http://www.idiomconnection.com/birds.html>

#### IDENTIFYING ADJECTIVES, VERBS, AND NOUNS:

Using a chart of bird words generated by students in your classroom, have students sort the words and identify them as verbs, nouns or adjectives.

#### LETTER WRITING:

Identify the parts of a business letter and show students the correct way to write the letter. Have students write letters to your state government officials urging them to help protect wildlife in your state.

#### BIRD-THEMED PRINTOUTS:

For additional bird-related printouts, visit:

[www.enchantedlearning.com/subjects/birds/printouts/](http://www.enchantedlearning.com/subjects/birds/printouts/)

### SOCIAL STUDIES

#### GEOGRAPHY:

Provide a blank map of the United States for each student. Help them research and identify your state's official bird (for example, the state of Georgia is the

brown thrasher) and learn why this bird was chosen. Ask students to select another state and color it in on the map. Next have them identify that state's bird and research facts about the bird and the state. Students may also either draw pictures of the bird or find photos online. Have them create a poster of their findings. Allow them to share with the class.

#### COMPARE & CONTRAST:

Identify several characteristics (habitat, size, eating or nesting habits, coloration, etc.) of different birds. Then compare and contrast two different types of birds.

Examples: penguin vs. eagle, peacock vs. chicken, ostrich vs. hummingbird, etc.

#### LISTING BIRDS BY LOCATION:

List birds you would see on a farm, near the ocean, at the lake, around your school. Discuss why you would see specific birds in various locations.

#### COMMUNITY OUTREACH:

- Draw up a proposal to generate grant money so that your school can create a community garden.
- Work with a parents' organization in your school to raise money to donate to a reputable wildlife federation or a nature center in your area.
- Visit a local nature center (or send off for materials) and find out ways you can help protect birds in your area.

### MATH

#### BAR GRAPHS:

Have students research five different kinds of birds to find the following information about each: wing span, egg sizes, and life spans. Have students create a bar graph using different colors to represent the information collected.

### SCIENCE

#### LEARNING PARTS OF A BIRD:

Have students label the parts of a bird using the labeling page diagram from this website:

<http://www.enchantedlearning.com/subjects/birds/label/extanatomy/index.shtml>

#### CREATING A VENN DIAGRAM:

What is the difference between a raptor (bird of prey) and other types of birds? Create a Venn Diagram with the class to show the similarities and differences. Lead a class discussion about the findings.

**PINE CONE BIRD FEEDER:**

Create three or four bird feeders using a piece of yarn and a pinecone. Tie the yarn tightly around one end of the pinecone. Next, coat the cone in peanut butter and then roll in birdseed or bird food. Hang the feeders outside your classroom window and for one week have students observe any changes to the cones. Have them create a weekly journal noting their observations. You can also allow students to create a bird feeder to take home and observe.

**ENDANGERED AND EXTINCT:**

Define the words “extinct” and “endangered.” Identify birds that would fall into these categories and research why they might have become endangered or extinct. Discuss ways birds are harmed and how to help protect them.

**IMPRINTING (JUST ALIKE GAME):**

Have a class discussion about imprinting. Define imprinting—what is it and why is it important for baby birds to be with their moms when they hatch? Why is this process necessary? Do other animals imprint? Play the game “Just Alike.” Show students how to play by choosing four students to come to the front of the room. Choose a student from the front to jump. Have the others at the front jump the same way. Have the class create a list of imprinting gestures (cry, wave, laugh, clap, skip, stomp, etc.). Allow students to work in small groups and play the game. Either assign a “mother”/leader or allow students to choose. After a few minutes assign or have them choose a new leader.

**ART, MUSIC & DANCE****PENGUIN ART:**

Create a penguin wearing a bowtie. Have students cut out one large black oval, one medium white oval, two tiny white circles, two small orange triangles, one small orange water-drop shape, two small black triangles, and one tiny black circle. Show students how to paste all shapes in place to look like the penguin image pictured here. (Tips: Make a few sturdy templates for students to use to trace shapes onto construction paper before cutting. Display a completed penguin figure in front of the classroom for easier understanding.)

**NEST COLLAGE:**

What do birds use to build their nests? Where are they built? Have students bring in pieces of cloth, string, twigs, and other items that can be used to build a bird's nest and ask them to create unique nests using the

materials. They can create a 3D nest or outline a nest on construction paper and glue items over the outline.

**BIRDSONG:**

How are birds able to sing? What could they be saying? Create a class song about a bird describing its color, how it moves, what it enjoys eating, etc. The lyrics may include any other details about birds, including what it might be saying.

**BIRD MOVEMENT:**

Discuss with students how birds get around, ie: swim, fly, walk, run. List the types of movements on the board and discuss when birds might want to run or fly. Talk about what body parts birds use to move (clawed feet, webbed feet, flying wings, flipper-like wings, etc.) and the actions birds might use as they move (run or perch, paddle, flap, swim, etc.). Have students stand. Play a song from the Internet or from a CD. Any quick song will do. When you point to an action have students mimic the movement. They can do all the movements in place.

Teacher's Guide

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