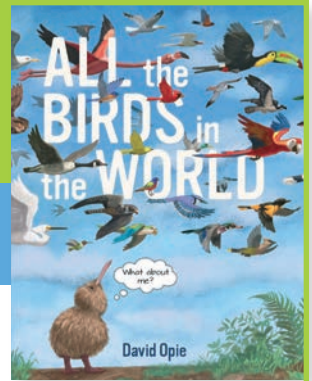


ALL THE BIRDS IN THE WORLD

by David Opie

Common Core Teaching Guide



ABOUT THE BOOK

What makes a bird a bird?

All birds have feathers, wings and beaks. But birds come in many colors, shapes and sizes. There are over 10,000 types of birds and they differ widely in everything from their habits to their homes. And yet, despite this diverse tapestry of textures, sounds and sights, they are all part of the same enormous family. Even the little kiwi bird—who struggles to see at first how he fits in—finds that he too belongs to this fascinating family of feathered friends.

INTRODUCTION

Dear Teacher,

In *All the Birds of the World*, readers are invited to observe and explore the world of birds and discover many of the amazing facts and features that make up these diverse and complex creatures. As readers move through the book, they will learn what makes a bird a bird. Readers will leave the experience with a stronger appreciation and awareness of our aviary friends.

All the Birds in the World asks readers to look closely at birds . . . and through those observations, opens up an opportunity for literary and scientific discussions about birds and their part in the natural world. This is a book that will be revisited often, with new and exciting discoveries at each page turn and re-read.

It also allows students to meet many Common Core Reading Literature, Informational Text, Speaking and Listening, Writing, and Next Generation Science Standards. If you and your students have time to spare for some creative art, you can use the book as a springboard for 2 imaginative art/science activities. A Home-School Connection activity is also shared for at-home/remote learning opportunities.



This guide was prepared by Michelle Gajda, an elementary school reading specialist, adjunct college professor and recipient of a Massachusetts Reading Association Sylvia D. Brown Scholarship for action research in the field of literacy.

Let's Talk About It: Before, During and After Reading

PRESCHOOL, KINDERGARTEN, GRADE ONE, GRADE TWO:

At the appropriate place in the story, prompt and challenge the students to answer the following questions about details in the text.

BEFORE READING:

- Discuss the title *All the Birds in the World*. How many birds is that? Where do students believe all the birds live? Can all birds live in all places? Why or why not? Investigate and build student's background knowledge about birds and their features. What do they already know about birds? What do they want to learn?
- Take a picture walk through the book: Using only the illustrations to guide their answers, discuss what all of the birds have in common. What are some special features they notice? What do they notice about the colors of birds? Is a bird's color important to them? Why or why not?
- On each page, notice the little Kiwi bird. Why is Kiwi bird on every page? Discuss his speech bubbles. None of the other birds are talking in the book; why is Kiwi bird allowed to talk/think?

DURING READING:

- Discuss the facts on each page. As the book is read aloud, have students give one "thumbs-up" to signal if the fact they are hearing is something they already knew or two "thumbs-up" if the fact is new learning for them.
- Take note of Kiwi bird on the interior title page. How does it look like he is feeling? Take note of him on the second to last page of text in the book proper. How is he feeling on this page? Why have his feelings changed?
- Looking at the illustrations on each page, are there birds pictured that students have seen that are native to their area/region/home? Can they name them? Use the identification guide at the back of the book to properly name the birds. Which birds do they wish they could see in real life? Why?

AFTER READING:

- In a Note from the Author, David Opie shares that birds evolved from dinosaurs and that when readers see birds today, they are actually seeing a "modern-day dinosaur". Discuss student's thoughts about this. Are there other animals that they know of that are descendants of dinosaurs?
- *All the Birds in the World* is an invitation to all readers to pay attention and notice the world of birds around them and throughout the world. After reading, discuss each student's favorite bird. Why is it their favorite? What makes it special to them?
- If possible, spend 5-10 minutes outside. Find a place to sit where students will be able to observe/notice birds (either by sight and/or sound). What birds do they see? Hear? Do they hear the same bird calls or different? Do they hear a call and then a response from another bird? What are they communicating about? What do they notice the birds doing? Quiet observation is a skill so important for children. Give them time to notice and hone into the birds and the natural world around them.
- On the last page of the book proper, the author describes how all of the birds in the world "with all of their similarities and differences, are all part of the same feathered family." Discuss how this is similar to humans.

Fiction or Non-Fiction?

GRADE ONE, GRADE TWO:

Students in primary grades are often under the impression that fiction books are stories that are completely “made up” and imaginary and that non-fiction books must have real photographs and only list facts about a certain topic.

After reading *All the Birds in the World*, discuss whether students think this book is fiction or non-fiction. Although it does not have many of the features of a “standard” non-fiction text (headings/subheadings, photographs, glossary, etc.), this book is clearly non-fiction. Have students give evidence as to why it is non-fiction. What is the topic they are learning about? What facts have they learned? Be sure to discuss the identification guides at the end of the book. If desired, keep an anchor chart of bird facts learned as reading through the book. Add to it when new facts from other resources are found.

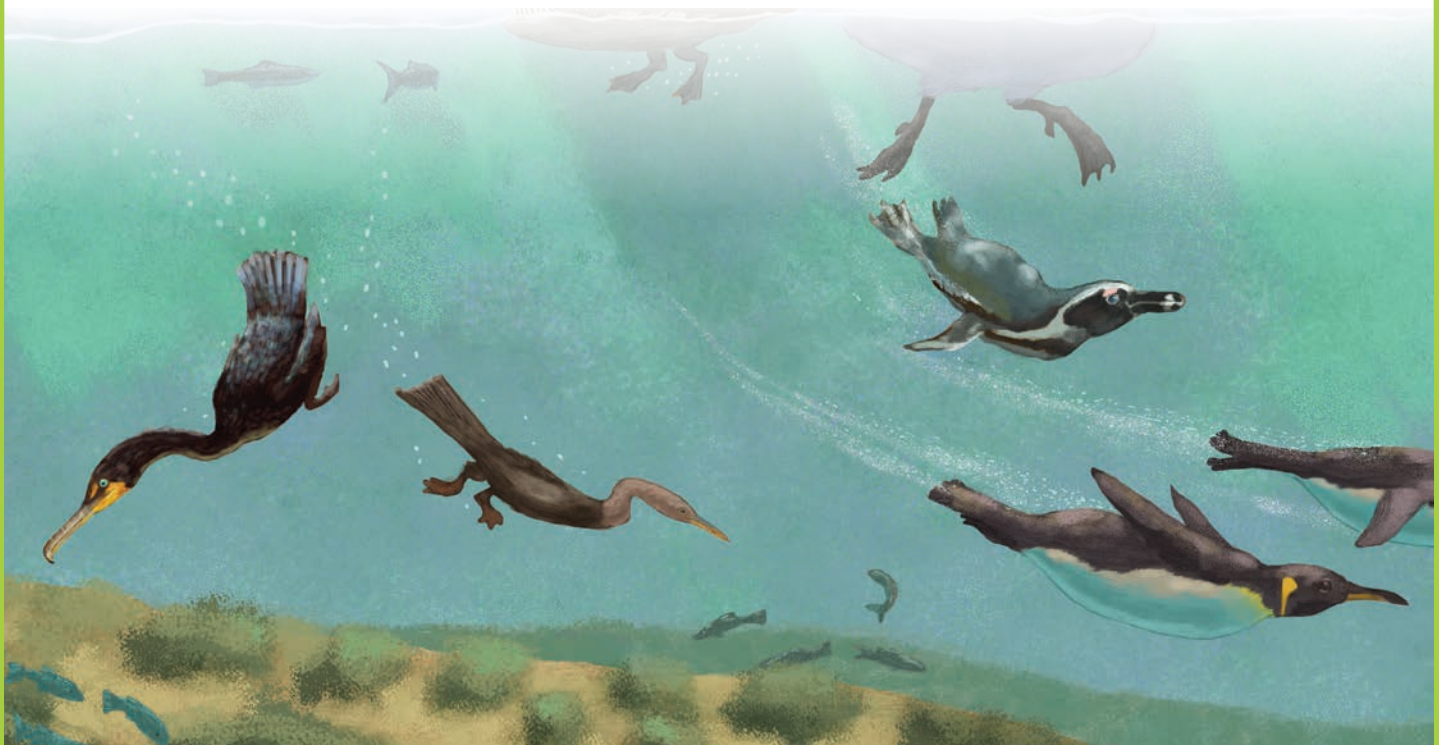
READING: WHAT’S THE MAIN IDEA?

Although there are no page headings/subtitles, each page describes one particular feature of birds and makes for a great opportunity for students to identify the main idea. Show students other non-fiction texts that do have headings or subtitles on pages or paragraphs and discuss their function in non-fiction. Have students read each page in *All the Birds in the World* and determine what the main idea of the page is by asking this question: *What is this page mostly telling me about?* Have them create a “catchy” heading/subtitle and add it to the page with a sticky note. For example: the page about bird’s houses could be titled “Home Sweet Home”.

READING: CREATE A GLOSSARY

Another feature of a non-fiction book that is helpful to readers is a glossary. Discuss what a glossary is and how it can be used to help readers. Have students create a glossary that could be added to *All the Birds in the World*. Assign each student one word that they can define and illustrate. Combine the terms together in a small booklet and tuck into the back of the book.

Possible words to include: beaks, crests, stilts, community, speckled, perch, migrate, nocturnal, warble, rivals, burrow, trill, and nostrils.



Writing: Compare and Contrast

GRADE TWO, GRADE THREE AND GRADE FOUR:

Have students look carefully at the picture of the peacock and kiwi bird on the dedication page full spread. Using the **Compare and Contrast** handout, ask the students to compare and contrast the peacock and kiwi and write down their answers. How are they alike? How are they different? Be sure to use features that were discussed throughout the book to make the similarities and differences: beak, color, size, feet, etc. Using the information from the Venn diagram, write a paragraph describing their similarities and another paragraph describing their differences. Differentiate the number of written details to include in the paragraphs based on student writing skills/abilities.

BIRDS OF A FEATHER

GRADE TWO, GRADE THREE AND GRADE FOUR:

Create a T-Chart, either as a whole class activity or individually using the **Birds of a Feather** handout (if students have previous experience in working with a T chart as a writing graphic organizer). Have students write a paragraph comparing and contrasting birds using the information from their T-chart. Provide scaffolded templates as needed for student writing. For example, provide students with topic sentences for each paragraph:

- Birds have many features that are the same.
- Birds have many differences as well.

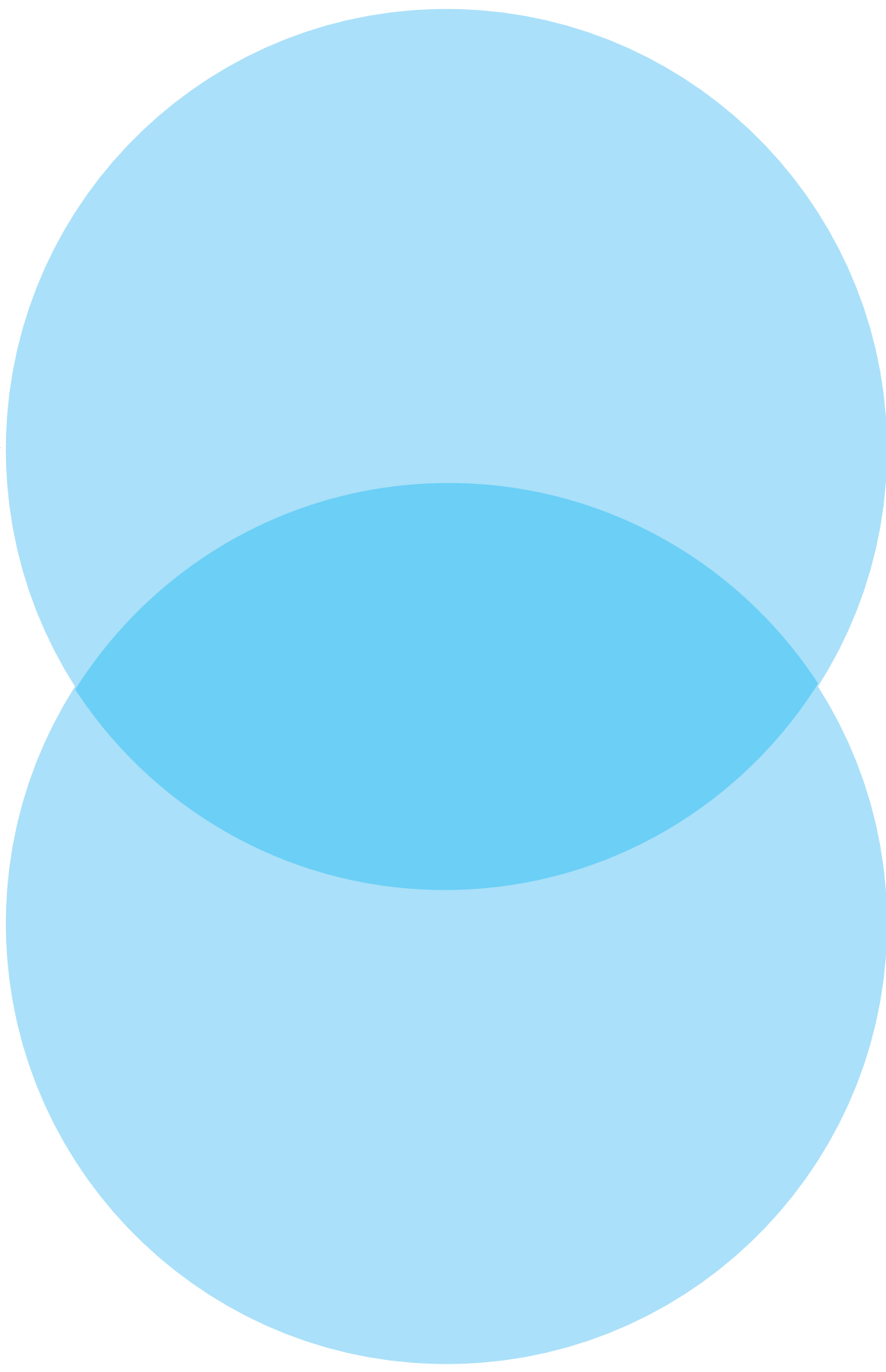


COMPARE AND CONTRAST

Peacock



Kiwi bird



BIRDS OF A FEATHER

BIRDS: Same Features

BIRDS: Different Features



Writing: Figurative Language

GRADE TWO, GRADE THREE, GRADE FOUR:

There are several places in the text where the author uses similes to help the reader create an image or visualization.

- “shooting through the water like feathered torpedoes”
- “whiskers like a cat”
- “long legs like stilts”
- “birds’ eggs come in assorted sizes and colors just like birds”
- “as big as a cantaloupe”

Discuss with students why authors use the figurative language feature of similes (a comparison in writing using the words “like” or “as”). Using the **Say it With a Simile** handout, ask students to re-write the provided sentences adding a simile to each one.

Writing: Comparative and Superlative Sentences

GRADE TWO, GRADE THREE, GRADE FOUR:

Explain the concept of comparative and superlative suffixes (-er and -est) and the reasons a writer might use them in their writing. Using the identification charts located in the end pages of the book, have the students complete the following sentences:

The Ostrich egg is small.

The _____ egg is smaller than the ostrich egg.

The _____ egg is smaller than the ostrich egg.

Explain the use of “more” and “most” when creating comparative and superlatives. Have the students complete the following sentences:

The _____ is a colorful bird.

A _____ is more colorful but the _____ is the most colorful bird of all!

Have students write comparative and superlative using other information from the book.



Say it With a Simile

Rewrite each sentence adding a simile like the example below.

Some birds have red wings.

Some birds have red wings as bright as a newly washed fire truck.

Eagles build huge nests.

Many birds float and swim.

They have big eyes for seeing in the dark.

Hawks scream. And seagulls laugh.

Science/Reading: Diagramming/Labeling



NAME THOSE BIRD PARTS

PRESCHOOL, KINDERGARTEN, GRADE ONE AND GRADE TWO:

On anchor/chart paper, draw an outline of a bird. Using the book as a guide, have students label the various parts of the bird: wings, beak, feet and feathers. Show how to properly label a diagram. Provide students with their own copy of a bird outline using the **Name Those Bird Parts** handout, and have them label their diagram independently.

GRADE ONE AND GRADE TWO:

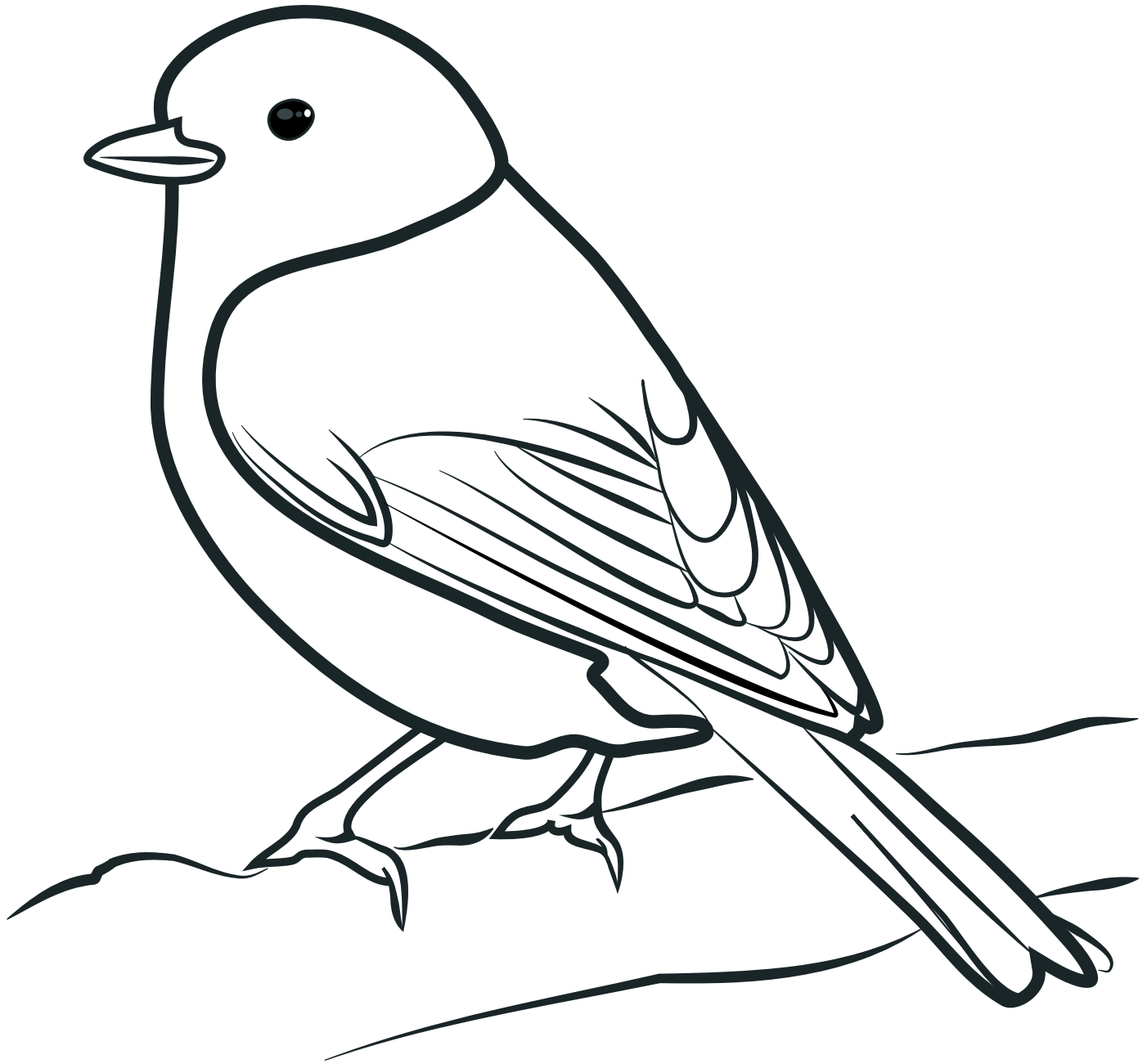
On the pages of the book that describe the bird's feet and beaks, the author describes the many functions that a bird's feet and beak serve: scratch, perch, swim/smash, tear, sip. Look at the pictures of the feet and beaks: Discuss with students which feet and beaks would be best for each "job/action." Have students explain their answers using details from the illustrations. For example: "I think the orange feet would be best for swimming because they have the webbing and can push through the water like an oar." Discuss adaptations and how and why they help animals survive.

Social Studies: Where Do They Live?

GRADE TWO, GRADE THREE, GRADE FOUR:

Give each student a picture and name of one of the birds identified in *All the Birds in the World*. Have them research where in the world their bird lives. Using a map of the world, have students attach their bird picture to the proper country/continent that it is native to. What do they notice? Are there patterns or clusters of where birds live? Are there areas on the earth where none of the birds live? Why do they think that is?

NAME THOSE BIRD PARTS



ART ACTIVITIES

SPECKLED EGGS

KINDERGARTEN, GRADE ONE, GRADE TWO, GRADE THREE:

On watercolor paper, draw several different size bird's eggs. Have students use watercolor paints to paint each egg. While the paint is still wet (but not soaking wet), sprinkle a small amount of table salt onto the painted eggs. Let dry. When completely dry, brush the salt crystals away. The eggs will appear speckled.

A HOUSE IS A HOUSE FOR ME

KINDERGARTEN, GRADE ONE, GRADE TWO, GRADE THREE:

Observe the illustrations of the bird houses/homes in the book. Discuss how each bird home is “just right” for what each bird needs. Have students imagine they are a bird and design and draw a home for themselves. Some things for them to consider before beginning: Where would it be? Why? What would it be made of? Why? What size would it be? Why? What special features would it have? Why? Have students share their finished creations. Encourage students to build a 3-dimensional model of their bird house either with materials found at school or home.

Home-School Connection: Activity for Home

In “A Note from the Author” (end pages), David Opie shares that he has always been fascinated by birds, even as a child. He observed, kept notes, and collected names and feathers of birds he saw. Discuss with each student what they are passionate about. Give them notebooks/journals to take home to collect research and artifacts about their chosen topic. Have students brainstorm what materials/tools they may need to become an “expert” on their topic. Share with families to help encourage their child's interests. After students have had time to collect information, consider hosting an “Expert's Hour” in which students can share their passions/interests and what they have collected and discovered about them.



Common Core Standards Met in this Guide

READING LITERATURE STANDARD 1

RL. K.1 With prompting and support, ask and answer questions about key details in text.

RL. 1.1 Ask and answer questions about key details in a text.

RL. 2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why* and *how* to demonstrate understanding of key details in a text.

RL. 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.

READING INFORMATIONAL TEXT STANDARD 2

RI. 1.2 Identify the main topic and retell key details of a text.

RI. 2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI. 3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

READING INFORMATIONAL TEXT STANDARD 3

RI. K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI. 2.3 Describe the connection between a series of historical events, scientific ideas or concept, or steps in technical procedures in a text.

READING INFORMATIONAL TEXT STANDARD 4

RI. 2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

READING INFORMATIONAL TEXT STANDARD 5

RI. 1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI. 2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

READING INFORMATIONAL TEXT STANDARD 6

RI. 1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

RI. 2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

READING INFORMATIONAL TEXT STANDARD 7

RI. 1.7 Use the illustrations and details in a text to describe its key ideas.

RI. 2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

READING INFORMATIONAL TEXT STANDARD 8

RI. 2.8 Describe how reasons support specific points the author makes in a text.

Common Core Standards Met in this Guide

READING INFORMATIONAL TEXT STANDARD 9

RI. 1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RI. 2.9 Compare and contrast the most important points presented by two texts on the same topic.

SPEAKING AND LISTENING STANDARD 2

SL 2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SPEAKING AND LISTENING STANDARD 5

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

WRITING STANDARD 2

W K.2 Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W 1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W 3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W 3.2.A Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

WRITING STANDARD 7

W K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

W 1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

W 2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

WRITING STANDARD 8

W 2.8 Recall information from experiences or gather information from provided sources to answer a question.



Next Generation Science Standards Met in this Guide

FROM MOLECULES TO ORGANISMS: STRUCTURE AND PROCESSES

K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.

1-LS1-1A Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow and meet their needs. All animals have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find and take in food, water, and air.

EARTH'S SYSTEMS

K-ESS2-2 Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

EARTH AND HUMAN ACTIVITY

K-ESS3-1 Use a model to represent the relationship between the needs of different plants or animals and the places they live.

MATTER AND ITS INTERACTIONS

2-PS1-1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.



ABOUT THE AUTHOR/ILLUSTRATOR



DAVID OPIE holds a BFA in illustration from the Rhode Island School of Design and an MFA in illustration from the School of Visual Arts in New York City. He grew up in Virginia's Shenandoah Valley, where more than 190 species of birds can be seen throughout the year. From gators to gulls, and bears to birds, David loves to illustrate all different kinds of animals and wildlife. He lives with his wife and their dog in Norwalk, CT.

