A beautiful and engaging title that combines elements of a scrapbook, nature journal and informational text. Readers will discover 16 birds and what makes each species special - feathers! This book will appeal to young naturalists and fact hounds, as well as those interested in art. A good read-aloud; it’s possible to read in parts without losing meaning.

**Curriculum Connections:** Natural sciences, seasons, art, animal features and adaptations, birds, and examples of similes.

Excellent as a read-aloud; very visual with headings and optional sidebars for close reading, also similes and vocabulary.

**Author’s website and teacher’s guide** online includes literature, math and science lesson plans, as well as links to standards.

**Text Features:** Illustrations, captions, sidebars, author’s note, and guidelines for collecting samples from nature.

Text compares feathers to objects--Feathers can help birds float like a life jacket--while sidebars, pictures and captions give further information--Mute swans glide smoothly across the water’s surface. Pockets of air trapped between their feathers help these graceful birds stay afloat.

**CCSS for Primary Grades**
- **RI.2.6** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- **RI.2.9** Compare and contrast the most important points presented by two texts on the same topic.
- **RI.3.2** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- **RI.3.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

**CCSS for Intermediate Grades**
- **RI.3.9** Compare and contrast the most important points and key details presented in two texts on the same topic.
- **RL.4.1** Refer to details and examples when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.4.7** Interpret information presented visually . . .and explain how the information contributes to an understanding of the text in which it appears.
- **RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<table>
<thead>
<tr>
<th>Lesson Ideas</th>
<th>Text Set Options</th>
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<tbody>
<tr>
<td><strong>Primary:</strong></td>
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<tr>
<td>Become a naturalist: students create an observational notebook of animals</td>
<td><em>One Small Place in a Tree</em> by Barbara Brenner</td>
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<tr>
<td>and/or birds in their yards or at a park.</td>
<td>HarperCollins 2004</td>
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<td></td>
<td><em>The Great Graph Contest</em> by Loreen Leedy</td>
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<td></td>
<td>Holiday House 2005</td>
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<tr>
<td>As a class create a chart of bird-sightings.</td>
<td><em>Sparrow, Eagle, Penguin and Seagull: What is a Bird?</em> by Brian P. Cleary</td>
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<td>Millbrook Press 2013</td>
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<tr>
<td>As an introduction to animal adaptations, guide students in identifying</td>
<td><em>Birds</em> by Kevin Henkes</td>
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<td>how each bird shows a different adaptive feature.</td>
<td>Greenwillow Books 2009</td>
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<tr>
<td>Guide students in creating a list of the many different jobs that feathers</td>
<td><em>United Tweets of America</em> by Talbott Hudson</td>
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<td>do for birds.</td>
<td>Penguin 2008</td>
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<td></td>
<td><em>Two Blue Jays</em> by Anne Rockwell &amp; Megan Halsey</td>
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<td></td>
<td>Walker &amp; Company 2003</td>
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<td><strong>Intermediate:</strong></td>
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<td>Ask students to watch birds for 15 minutes and record information</td>
<td><em>A Place for Birds</em> by Melissa Stewart</td>
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<td>such as how many were seen, where the birds were spotted, size or type of</td>
<td>Peachtree 2015</td>
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<td>birds, and behavior.</td>
<td><em>Look Up! Bird-Watching in Your Own Backyard</em> by Annette LeBlanc Cate</td>
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<td>Candlewick 2013</td>
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<td>Introduction to birds: create a Venn diagram comparing and contrasting</td>
<td><em>How Many Ways Can You Catch a Fly?</em> by Steve Jenkins &amp; Robin Page</td>
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<td>each kind of bird.</td>
<td>Houghton-Mifflin 2008</td>
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<td>Introduction to similes: note that each heading sentence is a simile.</td>
<td><em>Island: A Story of the Galapagos</em> by Jason Chin</td>
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<td>Students can create their own similes either as a group or partner</td>
<td>Roaring Brook Press 2012</td>
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<td>project and share them with the class.</td>
<td><em>Animals in Flight</em> by Steve Jenkins</td>
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<td></td>
<td>Houghton Mifflin 2001</td>
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<td>Discuss and investigate the author’s warning about collecting specimens</td>
<td><em>Crazy Like a Fox: A Simile Story</em> by Loreen Leedy</td>
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<td>from wild birds.</td>
<td>Holiday House 2008</td>
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<td>Contact and interview a local Fish and Wild Life expert.</td>
<td><em>Stubborn as a Mule and Other Silly Similes</em> by Nancy Loewen</td>
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<td>Picture Window Books 2011</td>
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<td><em>The Cuckoo’s Haiku and other Birding Poems</em> by Michael J. Rosen</td>
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<td>Candlewick 2009</td>
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<td><em>Cornell Lab of Ornithology: All About Birds</em> <a href="http://www.allaboutbirds.org/guide/search">http://www.allaboutbirds.org/guide/search</a></td>
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