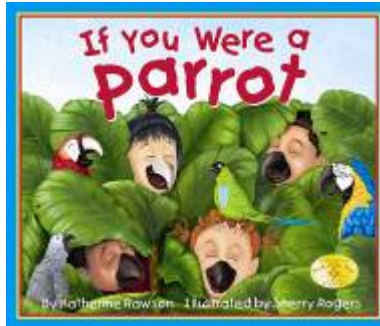


Teaching Activities

for



<u>Questions to Ask Before & after reading the book</u>	2
<ul style="list-style-type: none">• Questions to ask before reading the book• What do children already know? With charts• After reading the book – writing prompts & thinking it through• Re-read the book looking for more information• Comprehension questions• What do children already know activity conclusion	
<u>Language Arts</u>	9
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<u>Science</u>	14
<ul style="list-style-type: none">• Edible sorting & classifying activity• Sorting by attribute graph• Classifying animals• Animal classification chart at class level (vertebrates)• A day in the life of . . .• Life cycle• Adaptations• Science journal• Label the parrot's body parts• Venn diagram	
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Teaching Activities are intended for use at home, in the classroom, and during story-times.

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Questions to ask children before reading the book

- What do you think the book is about by looking at the cover? (or one or two of the inside illustrations) *Sometimes it is easy to tell from the cover, other times it is not.*
- What does the cover illustration show?
- Does the title tell you what the book is about?
- Is there a subtitle to give more information?

What do children already know?

- Young children are naturally inquisitive and are sponges for information. The whole purpose of this activity is to help children verify the information they know (or think they know) and to get them thinking “beyond the box” about a particular subject.
- The children should write down their “concepts” (or adults for them if the children are not yet writing) on the provided chart found on the next page.
- Use the questions to get children thinking about what they already know. Feel free to add more questions or thoughts according to the child(ren) involved.

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What do children already know—activity chart

Ask children to write down what they think they know before reading the book. If the information is verified while reading the book, check “yes.” If the information is wrong, mark “no” and cross it off. Write the correct information in another section, below. Make a note of how you verify the information.

<u>What do I think I know?</u>	<u>Yes</u>	<u>No</u>	<u>Verified</u>
What type of animal is a parrot?			Text Illustration Info in FCM Other
What are some special body parts that a parrot has?			Text Illustration Info in FCM Other
What do parrots eat?			Text Illustration Info in FCM Other
What can parrots do that is different than most other birds? (or animals)			Text Illustration Info in FCM Other
Are parrots good pets? Why or why not?			Text Illustration Info in FCM Other
Where do parrots come from?			Text Illustration Info in FCM Other

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Use this chart for any other thoughts the children might have.

<u>What do I think I know?</u>	<u>Yes</u>	<u>No</u>	<u>Verified</u>
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other

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After reading the book – writing prompts & thinking it through

- Did the cover “tell” you what the book was about?
- If not, how does the illustration on the front relate to the story?
- Draw your own cover
- Write a song about being a parrot (to the tune of *Old MacDonald*).
- Can you think of another title for the book?
- What did the illustrator paint to make it easy to imagine being a parrot?
- Do you think everything in the story could be true? *Could you really turn into a parrot?*

Re-read the book looking for more information

Go back and re-read the book studying each page carefully.

- What facts are mentioned in the text?
- Pause during second readings and ask the child(ren) if they remember what happens next.

If You Were a parrot

True/False Pre & Post Reading

Do either this activity or the “What do I know? Activity

Science Standard C. Life Science Objectives: Children will learn about adaptations that help parrots & birds live in their environment

Before reading the book, have the children to answer the true/false questions about birds below. This may be done individually or as a group. Record their answers.

After reading the book, repeat the same questions.

Discuss the answers and what they learned about bird adaptations.

Before	After	
1. _____	_____	Parrots have five toes just like ours
2. _____	_____	They use the toes on their back feet like “thumbs” to help them hold onto branches or their food.
3. _____	_____	Parrots are picky eaters and only eat bugs
4. _____	_____	Parrots like to squawk and screech for fun
5. _____	_____	Some parrots can talk or imitate sounds
6. _____	_____	Like cats, parrots hate water or baths
7. _____	_____	Birds are grouped together because they all fly
8. _____	_____	Feathers are like our hair or fingernails
9. _____	_____	Birds are cold blooded and need the sun to stay warm. That is why they fly south in the fall.
10. _____	_____	Birds have a backbone – just like us
11. _____	_____	Some of their bones are hollow, and lighter, to help them fly.
12. _____	_____	Baby birds eat milk from their mothers
13. _____	_____	Birds’ teeth are so hard they can crack open nuts
14. _____	_____	Parrots have little ridges in their “mouths” to hold onto nuts or seeds.
15. _____	_____	Parrots necks can twist very far so they can search under things for food

Answers to T/F questions:

1. False Parrots have four toes – two face forward and two face backwards – this helps them to grasp and hold onto things.
2. True
3. False They eat all kinds of things including fruits and vegetables
4. True
5. True
6. False They love to play and splash in water
7. False Penguins don't fly but bats (mammals) do
8. True Feathers are made of keratin, just like our hair and fingernails
9. False Birds are warm blooded, just like us
10. True
11. True
12. False Only mammals eat milk from their mothers. Birds are born from eggs
13. False Birds don't have teeth – they have beaks or bills. The beaks or bills **ARE** strong enough to break into even the hardest nuts.
14. True The ridges are in the beaks
15. True

What do children already know—activity conclusion

- Do the children have any more questions about parrots? If so, write them down on the chart.
- Identify whether the information was verified and how.
- If the concept is correct, make a note of how the information was confirmed (illustration, in text, in fun fact notes)
- If the concept was not correct, what IS the correct information – with above confirmation notes as above.
- If the concept was neither confirmed nor denied, look the information up in a reliable source and note where it was confirmed.
- Wrap it all up by adding notes with new information that they learned either through the reading or the research while looking up something else.

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Language Arts

Developing a vocabulary “word wall”

If using the book as a way to introduce a topic or subject, this is also a great way to introduce subject-related vocabulary words. If you don't have the time (or the inclination) to develop the word wall by playing the Vocabulary Game (below), we have provided a vocabulary list for you.

Vocabulary words for the “word wall” may be written on index cards, on a poster board, or on a chalk board. If writing on poster board or chalk board, you might want to sort into noun, verbs, etc. right away to save a step later. Leaving the words posted (even on a refrigerator at home) allows the children to see and think about them frequently.

Vocabulary game

This activity is designed to get children thinking of vocabulary words which will then be used as the beginning vocabulary list for a science lesson.

Select an illustration and give children a specific length of time (five minutes?) to write down all the words the children can think of about the particular subject. *If you do not have classroom sets of the book, it is helpful to project an illustration on a white board. Check Web site (www.ArbordalePublishing.com) for book “previews” that may be used for this purpose.*

Their word list should include anything and everything that comes to mind, including nouns, verbs and adjectives. At the end of the time period, have each child take turns reading a word from his/her list. If anyone else has the word, they do nothing. If however, they are the only one with the word, they should circle it. While reading the list, one person should write the word on a flashcard or large index card and post it on a bulletin board or wall.

At the end, the child with the most words circled “wins.” And you have a start to your science vocabulary list. *Note if children use an incorrect word, this is a good time to explain the proper word or the proper usage.*

Putting it all together

The following activities may be done all together or over a period of several days.

- Continue to add words to the vocabulary list as children think of them.
- Sort vocabulary words into nouns, verbs, adjectives, etc. and write what it is on the back of the card. When the cards are turned over, all you will see is “noun,” etc. *(These can then be used to create silly sentences, below)*
- Now sort the vocabulary words into more specific categories. For example, nouns can be divided into plants, animals, rocks, minerals, etc. They can be divided into living/non-living, or into habitat-related words.
- Have children create sentences using their vocabulary words. Each sentence could be written on a separate slip of paper.
- Have children (individually or in small groups) sort and put sentences into informative paragraphs or a story.
- Edit and re-write paragraphs into one informative paper or a story.

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If You Were a parrot

Suggested vocabulary list

<u>nouns</u>	<u>verbs</u>	<u>adjectives</u>
aves	fly	bright
feathers	soar	colorful
perch	glide	red
air	swim	dull
eggs (hard- shells)	float	brown
nest	preen	flexible
broods	squawk	warm-blooded
fledgling	screech	four
beak	hatch	hooked
bill	camouflage	hollow
wing	eat	strong
tail	chew	
talons	crack	
hollow bones	mimic	
incubate	laugh	
nestling	splash	
instinct	climb	
claws	sleep	
aviary		
plumage		
molt		
Ornithology		
toes		
keratin		
backbone		
ridges		

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If You Were a parrot

Silly sentence structure activity

This is a fun activity that develops both an understanding of sentence structure and the science subject. Use words from the “word wall” to fill in the blanks. After completing silly sentences for fun, have children try to fill in the proper words by looking for the information in the book.

Birds are the only animals that have _____s.
noun

Birds hatch from _____s and breathe air.
noun

They don't have teeth; they have bills or _____s.
noun

Parrots use their _____ to find food hiding under the
bark of trees or in rotting logs or plants.
noun

Parrots _____s are very _____ so they can get
their heads into just about anything!
noun adjective

They have four _____s. Two face forward and two
face backwards.
noun noun

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If You Were A Parrot

Word Search

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G	G	K	C	N	C	B	Z	G	U
O	R	N	H	A	U	O	N	R	H
L	A	I	E	N	R	X	S	E	F
D	Y	S	C	D	T	S	P	E	B
M	B	P	K	Y	A	E	L	N	A
A	O	O	E	R	I	E	A	M	T
C	O	O	R	E	N	D	S	Q	H
A	K	N	S	D	Q	S	H	V	D
W	S	F	E	A	T	H	E	R	H
C	O	R	N	P	E	N	C	I	L

Find the words below in the letters above:

bath	checkers	gray	pencil	spoon
books	corn	green	red	gold
box	curtain	macaw	seeds	
blue	feather	nandy	splash	



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If You Were a parrot

Vocabulary Cross Word Puzzle

Use the clue and the coordinates of the first letter of the word to fill in the blanks.

WORD BANK: AVES BEAKS KERATIN FEATHERS
 HOLLOW EGGS FOUR RIDGES

	A	B	C	D	E	F	G	H	I	J
1							X	X	X	X
2	X	X	X	X	X	X				
3	X	X	X	X	X	X		X	X	X
4	X	X	X		X	X		X	X	X
5	X	X								X
6	X	X	X		X	X		X	X	X
7	X	X	X		X	X				
8					X	X		X	X	X
9	X	X	X	X	X	X		X	X	X
10							X	X	X	X

Across:

- 1A helps parrots to hold onto nuts & seeds so they can crack them open.
 8A the "class" classification of birds
 10A ___ bones help birds to fly
 5C just like our hair or fingernails, of what feathers are made
 2G how many toes a parrot has on each foot
 7G from what birds are born

Down:

- 4D what birds have instead of teeth
 2G only birds have these

Life Science – animal classification
 Language Arts – Vocabulary
 Math – Geometry & Spatial Sense – coordinate geometry

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Science

Edible sorting and classifying activity

Gather together a cup of edible “sorting items.” For example:

- As many different kinds of M&Ms as you can find
- Chocolate & peanut butter chips
- Hershey kisses
- Peanuts or other type of nuts

Ask the child to sort the items into groups. There is no right and wrong, only what makes sense to the child. When finished, ask the child:

What criteria or attribute (color, size, ingredient, etc.) did you use to sort the items?

- Are there some items that fit more than one group or don't fit any group?
- Is it easy to sort or were there some items that were a little confusing?

If more than one person did this, did everyone sort by the same criteria? To really extend the learning, graph the attributes used to sort the items. *(blank graph below)*

Sorting by attribute graph

Graph the attributes that children used to sort their items.

What was the most common attribute (size, shape, color, etc.) used?

10					
9					
8					
7					
6					
5					
4					
3					
2					
1					
Attribute:					

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Classifying animals

Animals can be sorted too. What are some attributes you might use to sort animals?

- By habitat
- Do they have a backbone?
- Do they have arms or legs?
- How many legs do they have?
- Do they have stripes or patterns on their bodies?
- Do they walk, swim, jump, or fly?

Some things are very easy for scientists to sort or classify, other things are not so easy. The first question they will ask is whether the item is (or was) alive or not. Both plants and animals are living things.

If the item in question is an animal, like the animals in the story, scientists will then ask other questions:

- Does it have hair or fur, feathers, or dry skin or scales?
- Does it breathe oxygen from air through lungs or water through gills?
- Are the babies born alive or from eggs?
- Does the baby eat milk from its mother?
- Is it warm or cold-blooded?
- How many body parts does the animal have?

By answering these (and other) questions, scientists can sort or classify the animals into “classes” such as mammal, bird, reptile, fish, amphibian, or insect.

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Animal classification chart at class level (vertebrates)

Information on the five classes of **vertebrates** (animals with backbones) is given in the table below.

	Breathes oxygen from air or water	Warm or cold-blooded	Lays eggs or live birth	Hair, scales, or feathers
Mammals	Air	Warm	Mostly live	Hair
Birds	Air	Warm	Eggs	Feathers
Fish	Water	Cold	Varies	Scales
Reptiles	Air	Cold	Mostly eggs	Scales
Amphibians	Water, then air	Cold	Eggs in water to larva	Moist skin that is naked & smooth

Parrot Life Cycles

Research the life cycle of parrots.

- What are the babies called?
- How are the animals born? (hatched from eggs, born alive, etc.)
- How many brothers and sisters might be born at the same time?
- How big is the baby (length, height, weight, etc.) when born?
- What is the “house” like if applicable (nest, den, burrow)?
- Where is it found (underground, in trees, etc)?
- Which parent(s), if any, are involved in raising the young?
- What does the baby eat and for how long?
- How long will the babies stay with the parent (if parents are involved)?
- When is the “baby” considered an adult?
- How will it find a mate and have babies?
- Who prepares the nest/den and how (if applicable)?
- Some animals are only born at specific times of the year (to coincide with food availability). Is the animal born any time or just during special times of the year?

Adaptations

Adaptations help animals to live in their habitat: to get food and water, to protect themselves from predators, to survive weather, and even to help them make their homes.

- Physical Adaptations include body shape. (teeth, feet, body covering, hair, blubber, ability to move, climb, etc.)
- Camouflage: color of skin or pattern to blend into background.
- Mimicry: Pretending to be something else to fool predators (Katydid)
- Behavior: opossum plays dead, social groups
- Migration: the seasonal movement of animals from one location to another
- Hibernation: a long, deep sleep in which the animals breathing and heartbeat are lower than usual.

To learn more about adaptations, research the answer to the following questions about parrots.

- How does it move and what parts of its body does it use to move?
- How does it see?
- How does it hear?
- How does it get its food?
- What parts of its body does it use to gather the food?
- How does it eat its food?
- What parts of the body does it use to eat the food? (teeth are different for carnivores than herbivores...)
- How does it hide from predators or prey (so it can catch the prey)?
- How does it protect itself from predators?
- In what habitat does it live?
- What adaptations does the animal need to help it survive in that habitat? (heat, cold, land, water, underground, high altitude, et.)
- Where does the animal live and does it make a “house?”
- Does it live alone or with a group?
- How does it “communicate” with others of its kind?
- How does it sleep?
- When does it sleep?
- Is food readily available all year?

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Science journal

Have children draw a picture to define the vocabulary word or concept

bird

feathers

hollow bones

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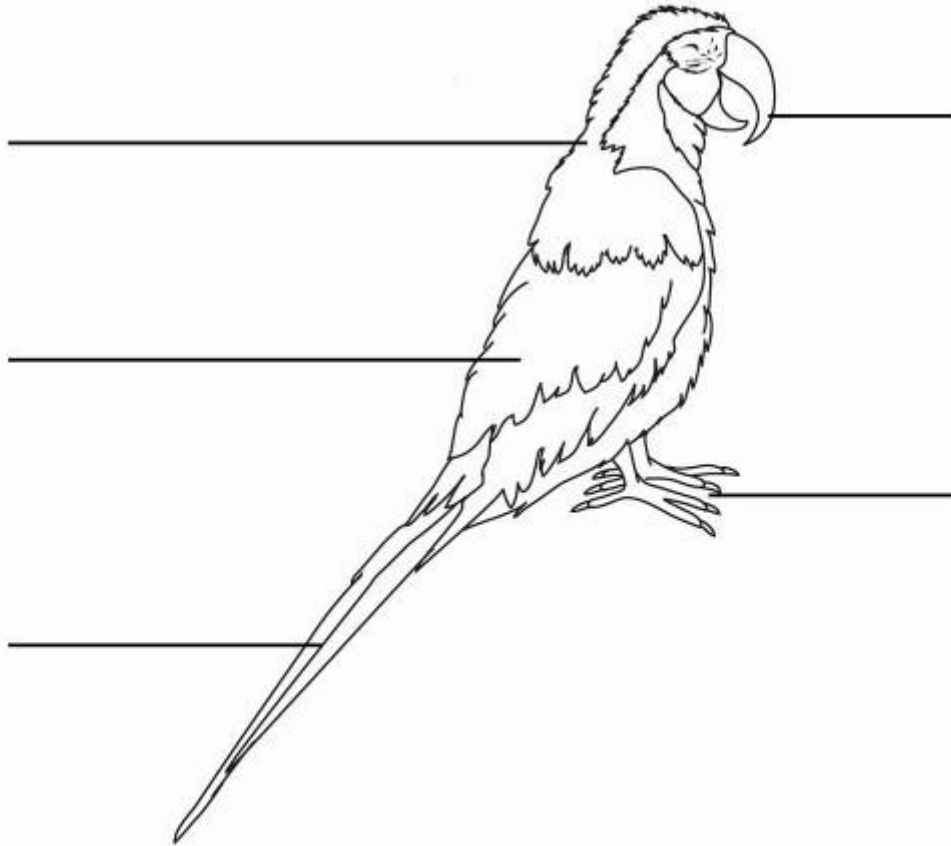
flexible necks

warm-blooded

beak

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Label the body parts



Word bank

- beak
- flexible neck
- toes
- feathers
- tails

Line art by Sherry Rogers, illustrator

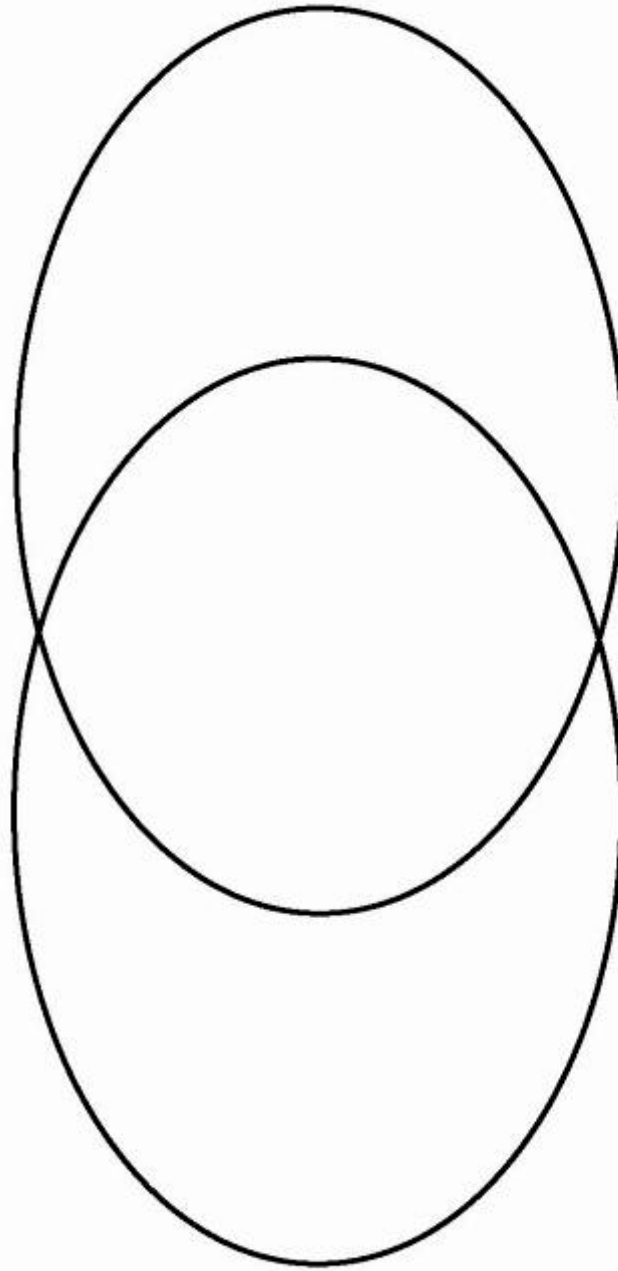
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Birds versus Mammals

breathe air
hair or fur
warm-blooded

most are born alive
feathers

hatch from eggs
eat milk from mother



Birds

Common

Mammals

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Parrot Math – Count the parrots

Draw a red circle around the group with the most parrots

Draw a blue circle around the group with the least parrots



_____ Parrots



_____ Parrots



_____ Parrots



_____ Parrots



_____ Parrots



_____ Parrots



_____ Parrots

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Parrot Math -- Add the groups of parrots together



___ parrots + ___ parrots = ___ parrots



___ parrots + ___ parrots = ___ parrots



___ parrots + ___ parrots = ___ parrots



___ parrots + ___ parrots = ___ parrots

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Research and geography



Blue and Gold Macaw range
<http://www.hoglezoo.org/animals/view.php?id=151>



Scarlet Macaw Range
<http://www.thewildones.org/Animals/aramacao.html>



Nanday Conure range
<http://www.geocities.com/kgateman/page28.html>



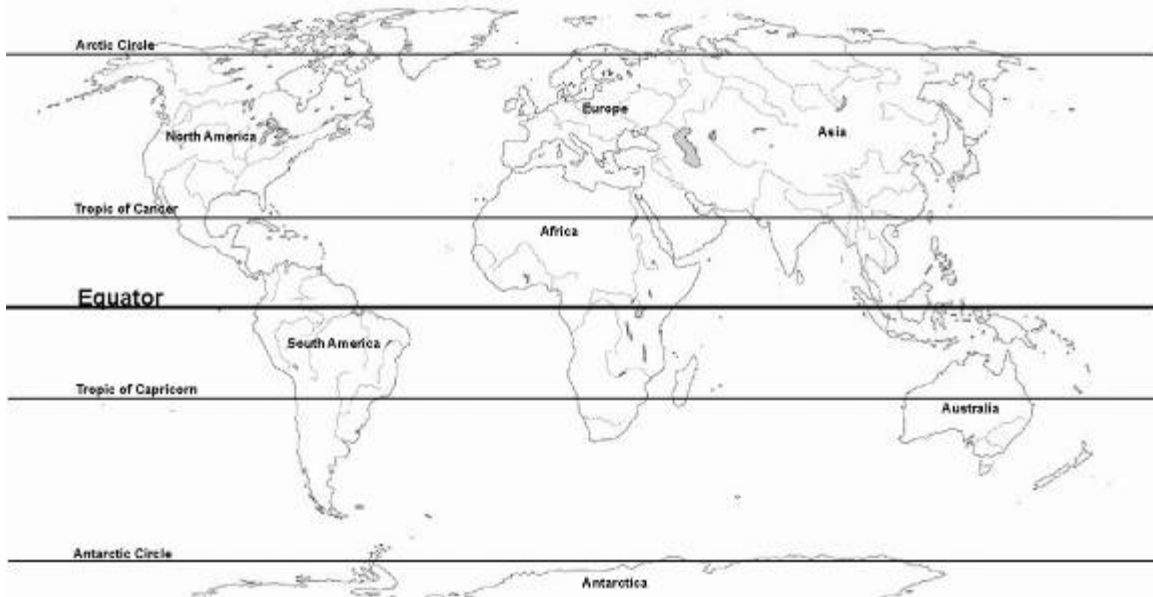
African Grey Parrots
http://www.wfvavian.com/content/custom_africangray2.php
African Grey Parrots are found in the blue area-thick jungle

Which type of parrot is from Africa?

Color the areas that you would find the different parrots on the map on the next page.

What do you notice about where parrots live in the wild?

Why do you think that's so?



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If You Were A Parrot

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African Gray Parrots are from western and central Africa

African Grays may be the best talker of all the birds. It easily learns hundreds of words and other sounds, like a ringing telephone

In the wild, this parrot lives in large flocks or group of birds

African Gray Parrot live from 50 to 65 years

The African Gray Parrot is about 13 to 16 inches long

They have a wing span of about 18 to 20 inches

They weigh about a 1 pound

These parrots have gray feathers, white patches around the eyes, and red tail feathers

They lay 3 to 5 eggs

The African Gray Parrots eat seeds, berries, nuts, and fruit



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If You Were A Parrot

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Blue and Gold Macaws are commonly found throughout Mexico, as well as Central America, and the northern parts of South America

Blue and Gold Macaws are extremely intelligent and adaptable and can be taught to do tricks as well as to mimic words

Blue and Gold Macaws are the most popular of the macaws

The Blue and Gold Macaw is about 32 - 36 inches

Weight: 2- 2.75 pounds

They lay 1-2 eggs

Although their diet consists mainly of fruits, vegetable matter, seeds, nuts, leaves and bark, Blue and Gold Macaws also feed on small animal life. They will use clay licks as a mineral supplement and to make seeds safe to eat

The Blue and Gold Macaws back and upper tail feathers are blue. The forehead feathers are green. The wing feathers are blue , and under the wings and breast are yellow-orange. The bare facial area is creamy white with small black feathers that look like lines. The beak is gray-black, and the throat is black.



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If You Were A Parrot

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Nanday Conure's are found in Bolivia, Brazil, Paraguay, Argentina, California and Florida

Nandy Conures love to play, are affectionate, and make great pets. They can be trained to do tricks. They're great at lying on their back and "playing dead," or hanging upside-down from your finger

Nandy Conures are about 12 inches long

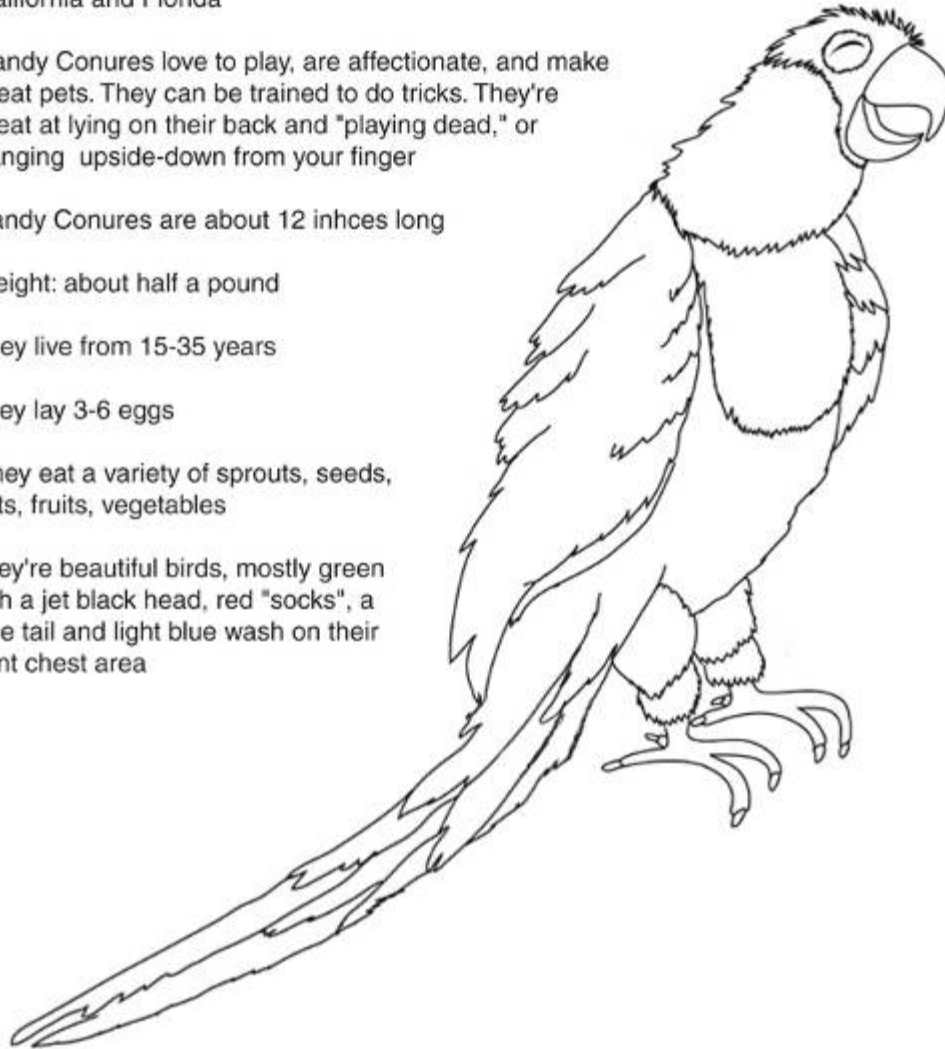
Weight: about half a pound

They live from 15-35 years

They lay 3-6 eggs

They eat a variety of sprouts, seeds, nuts, fruits, vegetables

They're beautiful birds, mostly green with a jet black head, red "socks", a blue tail and light blue wash on their front chest area



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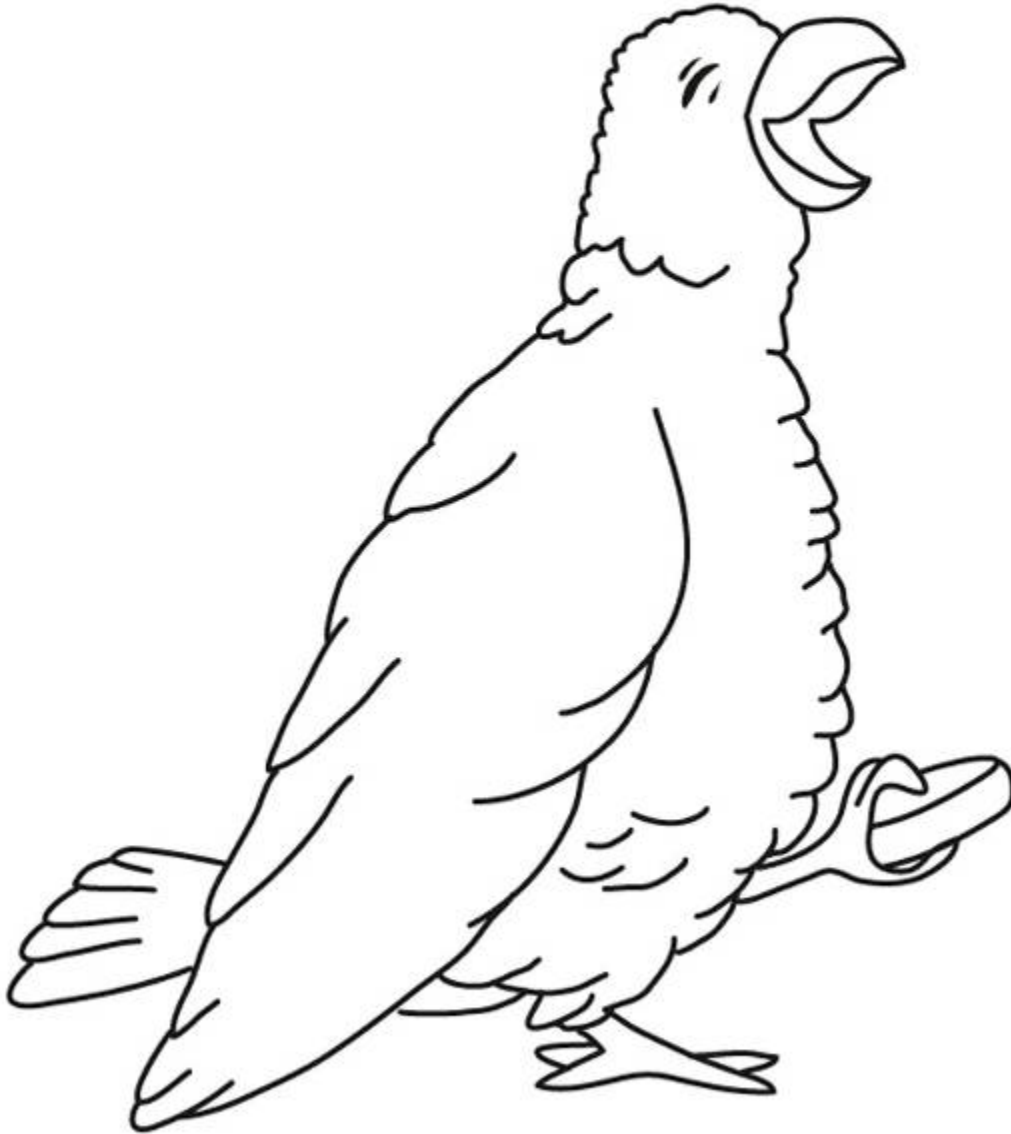
"If You Were A Parrot"

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African Gray Parrot



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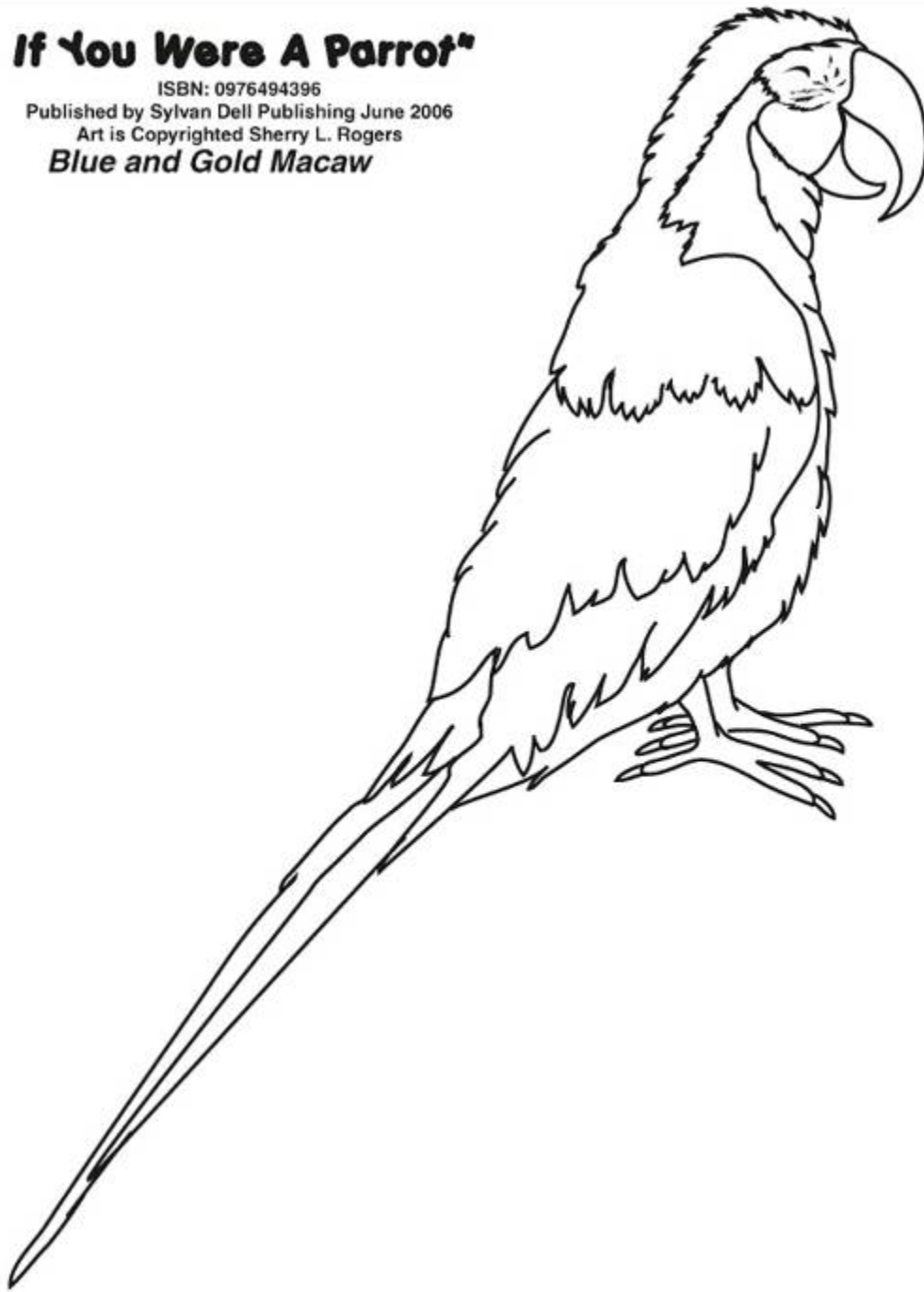
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Blue and Gold Macaw



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