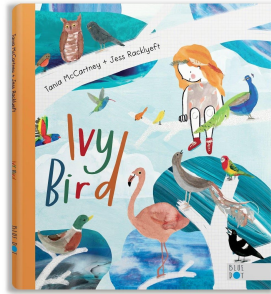


## Teacher's Guide

# Ivy Bird

**ISBN: 9781733121217**

*Ivy tweets and cheeps, ruffles her feathers, and sleeps in a nest. Spend a day with Ivy as she uses her imagination and explores her natural world!*



### **In This Guide**

—*Before Reading*

—*During Reading*

—*After Reading*

—*Activity: Become a Community Scientist!*

### **Before Reading**

#### ***Discussion***

Discuss the title and cover illustrations.

- What do the title and cover illustrations tell us about the book?
- Who is Ivy?
- Why do you think she is called Ivy Bird?
- Do you recognize any of the birds on the cover?
- Do you know the names of other birds?
- Create a list of birds.

What do you know about birds? Chart the responses.

<b><i>What birds look like</i></b>	<b><i>Sounds they make</i></b>	<b><i>How birds behave</i></b>

### ***Word Work***

#### **A. Exploring action words: Verbs**

- Introduce students to new vocabulary from the story.

***Warble, peck, forage, fluff, ruffle, bloom, flap, splash, chatter***

- Explain that these are action words, called verbs.
- Discuss the new words from the story. Explain that we can learn the meaning of unknown words by reading them in context.

#### **B. Understanding figurative language: Literal vs. nonliteral meanings**

- Figurative language is the use of words in an imaginative and unusual way.
- Figurative language uses comparisons.
- Figurative language makes stories interesting.

Discuss this example:

*It is raining like cats and dogs.*

#### **C. Exploring sound words: Onomatopoeia**

- Words that describe sounds are called onomatopoeias.

When you read the following words, what do you imagine?

***BEEP! BEEP!***

***TOOT! TOOT!***

***RING! RING!***

Words from the story that describe sounds: ***Trill, chirp, peep, cackle, tweet, squawk, hoot***

## **During Reading**

First, read the story aloud to the group.

Then have the student reread the story silently or in small groups.

## ***Think About It***

1. Where and when does the story take place?
2. Who is the main character?
3. What is the main character like?
4. What is happening in the story?
5. How does the author use figurative language? What is the author saying about Ivy?
6. What information do you get from the illustrations that you do not get from the words?
7. What is the main idea of the story?

## **After Reading**

1. Go back to the story as a group. Look at the chart you started before reading and add things you learned about bird behaviors, sounds, and physical features from the story.
2. What does author Tania McCartney mean when she writes each of the following:
  - ***Ivy takes flight***
  - ***Pecks in the sunshine***
  - ***Lunch is berry delicious***
  - ***Everything is blooming and smells like perfume***
  - ***Play tag in the clouds***
  - ***The moon sails high***
  - ***When the sun goes to bed***
  - ***Time to settle in her nest***

Note: There are more examples of figurative language in *Ivy Bird*. See if you can find them!

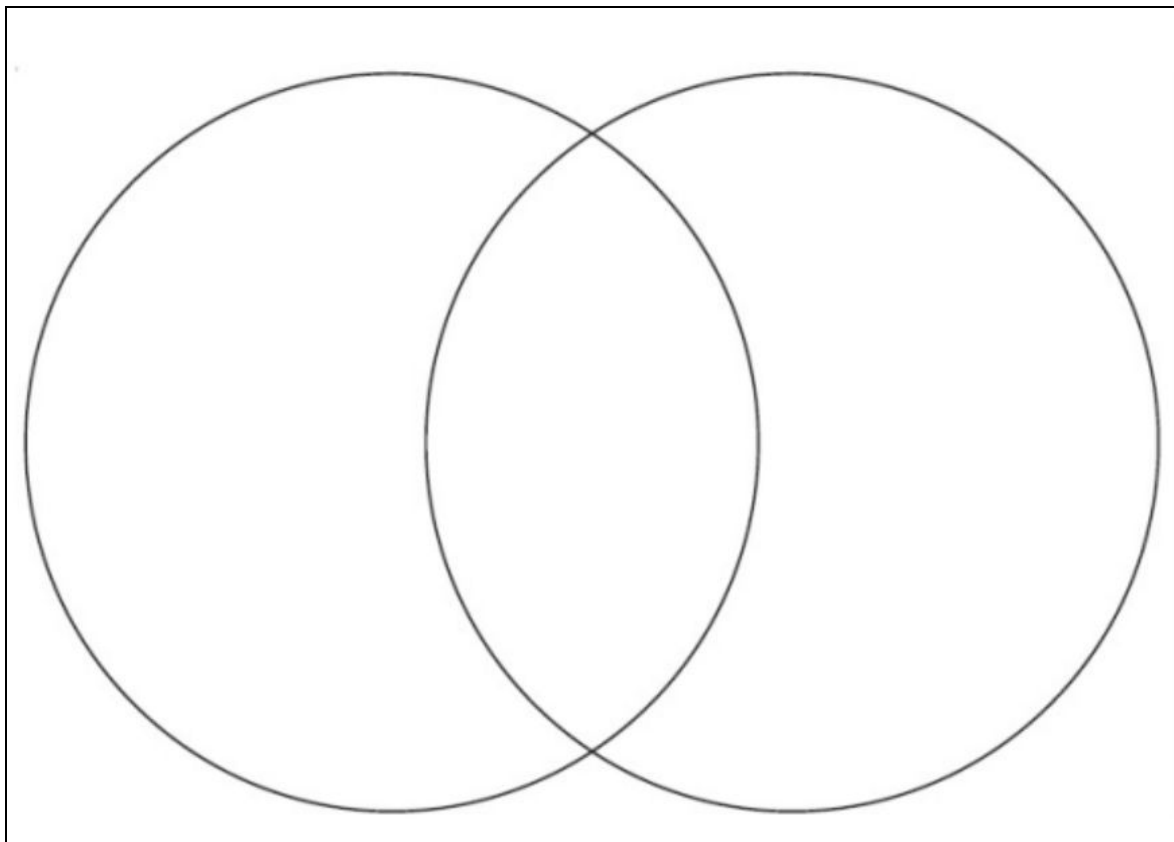
3. Sequence the events in the story. Create a Story Map using words and illustrations to retell Ivy Bird's day. A Story Map is a graphic organizer that helps retell a story and sequence events in a story. This helps reinforce comprehension skills.

4. Would you like to be friends with Ivy? Explain.
5. How are you like Ivy?
6. How does Ivy use her imagination? How do you use your imagination?
7. How does Ivy's family react to Ivy Bird?
8. Why do you think author Tania McCartney chose *Ivy Bird* as the title for this book? Think of another title that would be appropriate.
9. Compare and contrast Ivy to the birds using a Venn Diagram. A Venn Diagram is a graphic organizer used to compare and contrast two things. How are they alike and different?

IVY

BOTH

BIRDS



10. Go back to the story and find all the hidden birds in the illustrations. Discuss places you have seen each bird in your life. What bird have you seen...

- In the zoo
- In the backyard
- On a flower
- In a tree
- Flying
- In a pond
- On TV
- In a book

11. Discuss things you can do to help birds thrive. (This is called conservation.)

- Put a bell on your cat's collar so the cat cannot sneak up on birds.
- Prevent window collisions with window prevention decals.
- Feed birds in your yard or outdoor space by planting bird-friendly native plants and by putting up bird feeders.
- Clean up litter and trash, like plastics, that can harm birds if they eat them.
- Do not use chemicals in your yard or outdoor space.
- What are other ideas?

### **Activity: Become a Community Scientist!**

Community science, also called citizen science, happens when people study the world around them and send the data they collect to scientists. Citizen scientists are people—young or old, who have attended a lot of school or very little, from cities and from small towns—who help collect data for research projects and help to answer real scientific questions.

Project Feeder Watch, sponsored by Cornell University, is a great way to help birds, and everyone is welcome to participate. The project always starts on the second Saturday of November and runs for twenty-one weeks.

You identify and count birds coming to your feeder and transmit your data online—it becomes part of a huge database that helps scientists and conservationists who work to protect birds.

For more information, check out the Project Feeder Watch website: [feederwatch.org](http://feederwatch.org).