



PEACHTREE

TEACHER'S GUIDE

Includes Common Core Standards Correlations



Bird Show

Written and illustrated by Susan Stockdale

HC: 978-1-68263-128-7

Ages 2–6

Lexile • F&P • GRL N; Gr 3

ABOUT THE BOOK

Bird Show introduces young children to a dazzling array of unique birds using vibrant color illustrations and rhyming text. Eighteen striking portraits reveal a fashionable show of glamorous birds displaying their stunning plumage and flamboyant styles, demonstrating the distinctive diversity that makes them all the more fascinating.

THEMES

Uniqueness | Individuality | Diversity | Patterns
Emotions | Creativity | Synesthesia

KEY SKILLS

- Listen/Question/Discuss
- Communication/Interaction with Others
- Manipulation of Real Materials
- Building Vocabulary
- Rhythm and Rhyme in Poetry
- Knowledge, Comprehension, and Application of Ideas
- Analysis, Evaluation, and Synthesis of New Ideas
- Creative Thinking (Fluency, Flexibility, Originality, Elaboration)
- Recognizing Sounds
- Bodily-Kinesthetic Movement

BEFORE YOU READ

- As a class, discuss the definitions of the following words: *boast*, *flaunt*, *sport*, *flash*, and *don*.

- Have students describe common/ordinary birds they see in their daily lives. Can they identify what kind they are? Have any students seen any extraordinary birds? Ask them to describe them and where they encountered them. Ask what made them different.
- Display the front cover of the book and ask students, “Does this look like a bird you’ve ever seen before? What makes it unusual? Why do you think it is called a Grey-Crowned Crane. Does this picture make you want to know more about the rest of the book?”

AS YOU READ

- Explain that you are going to flip through the book all the way through without reading the words in order to create a visual experience. Ask them to look very closely at each picture, especially the colors, shapes, and patterns, thinking about what they see and what they feel about each bird. Give the students plenty of time to examine each illustration. Ask if the pictures tell a story.
- Read the text as you look at the illustrations. Ask students, “Do the illustrations and the text support each other?”
- Explain the meaning of any words or concepts that cannot be easily inferred from reading the text and looking at the illustrations.

AFTER YOU READ

- At the end of the reading show the front cover again. Ask students, “Now that you know what this book is

about, what about this bird's appearance suggests a fashion show? Why do you think the author-illustrator chose this image to represent the book's content?"

- As a class, match the bird portraits to their thumbnail illustrations at the back of the book to learn their names, details about their distinctive style and plumage, and where they live.
- Ask students if they have read any other books by this author. If not, would they like to?

DISCUSSION QUESTIONS

To accommodate differences in learning style and developmental readiness the following discussion questions and activities increase in complexity within each section.

KNOWLEDGE AND COMPREHENSION

- Which part of the book did you like best? Describe what you liked about it and why.
- Do you have a favorite color? What is it you like about that color? How do you feel when you see it? Do you have a least favorite color? What is it you don't like about that color? How do you feel when you see it?
- Fashion shows are to show off different articles of clothing created by a designer. Can you identify the different unique features on these birds and match them to an article of clothing that might be seen at a fashion show or on a person?
- Do you have a favorite type of clothing or article of clothing you like to wear? Why is it your favorite? How does it make you feel when you wear it?
- While this book shows the unique features of birds, it also shows what all birds have in common. Can you name some common characteristics of birds?
- Do you recognize any of the birds in this book? Did you know some of these birds can be found in the United States, while some are only found in other parts of the world?
- Do you like to watch birds? Did you know bird-watching is a very popular activity? Some people bird-watch in their backyards and nearby communities, while some people travel to distant places to look for rare and exotic birds, like some of the birds in this book. Why do you think people enjoy bird-watching? What can we learn from watching birds?

APPLICATION AND ANALYSIS

- If you could be any one of the birds in *Bird Show* which one would you like to be? Why?
- *Audubon Birding Adventures for Kids: Activities and Ideas for Watching, Feeding, and Housing Our Feathered Friends* by Elissa Wolfson and Margaret Barker, uses six "S" words to help with bird identification: size, shape, shade, surroundings, sweep, and song. Choosing a bird in the book, which of the S words can you answer about that bird?
- Artists pay close attention to their senses and try to convey them in their art. Similarly, birdwatchers also use their senses to identify birds in nature. Considering the five senses (sight, sound, smell, taste, feel), what senses do you think are most helpful for both artists and birdwatchers? Do artists and birdwatchers use different senses more than others?
- We as humans wear clothing for specific reasons. Can you think of any examples?
- The information in the back of the book (back matter) provides information about the purposes of each bird's unique characteristic. Can you connect the purpose for any of the birds' features with clothing that humans wear?

EVALUATION AND SYNTHESIS

- What can you tell about each bird's habitat from the illustrations? What clues did you find in the background of their portraits?
- Some fashion shows are organized to evoke a particular mood or make the audience feel certain emotions. Knowing this book is meant to be like a fashion show, do you think Susan Stockdale's art and text work together to convey a certain mood or emotion? What is that mood? Can you give examples of what she used to convey that mood?
- How someone dresses can say a lot about them. Sometimes people wear certain clothing to stand out, or to make a statement about their personality. Why do you choose to dress the way you do? What does your clothing say about your personality?
- What would happen if all birds looked and acted the same? Do you think birds benefit from looking and acting differently? In what way?
- How would you feel if you were forced to dress the same as everyone else?

CLASSROOM ACTIVITIES

LANGUAGE ARTS

- Ask students: “How did you feel when you were listening to or reading this book? Did you feel differently about different birds? Which one was the funniest? Which was the scariest? Which was the most beautiful? What other words would you use to describe them?”
- Ask students to list as many adjectives as they can think of to describe the birds in this fashion show. Have them describe the colors, patterns, shapes, and sizes.
- Discuss the rhythm and rhyme in the text and why they are important in writing poetry. Ask students:
 - Can you identify the words that rhyme?
 - If you change an adjective or word in the book, will it affect the rhyme or rhythm of the story?
 - Make up a new poem about a new topic using the same rhythm and rhyme pattern found in the book.
- Have students make up a short poem of at least two lines about this book and share it with the class.

VISUAL ARTS

- Art can tell a story. The art of reading pictures, or determining meaning from pictures, is important in developing visual literacy. Each illustration is a work of art that tells a story. Have students reflect on and discuss what story each illustration is telling. Ask students “What do you think the illustrator wants the reader to focus on for each illustration?”
- Ask students: “Do you enjoy making art? What is your favorite thing to draw or color or pattern to use? Is there any approach that Susan Stockdale uses in her art that you’d like to incorporate into yours?”
- Study the lines and shapes and colors the illustrator has used in *Bird Show* and have students add something similar to their own art to make it more expressive.
- Think about all the different shapes of birds in *Bird Show*. Ask students: “Which is your favorite? Why is it your favorite?”
- Using clay or dough, have students sculpt their favorite bird. Add it to the display of other birds your classmates have made.
- Discuss being observant and mindful of your surroundings. Ask students: “Are you mindful of what’s around you, paying attention to what’s there?”

Do you know the color of your best friend’s eyes? How can mindful awareness be valuable not only for artists and writers but for everyone?”

- Have students close their eyes and imagine a walk in the woods. Ask: “What colors, shapes, textures, and sizes are combined to create a natural wonder all around you? What inspires you the most?” Then have them use lines and shapes to create a picture of the natural beauty they imagined on their walk.

SOCIAL STUDIES

- Have students choose a favorite bird from the story and, using the information at the back of the book, circle the geographical region on a world map. Have them look up information about the habitats found in the region where that bird is located. Then have each student present the information they’ve learned.
- Every species of bird has distinctive designs called field marks. Look closely at the birds in *Bird Show*, and identify their field marks. Look for stripes, spots, colors, and patterns. What other field marks do you notice on these birds?
- Ask students to choose one bird from the book and answer as many of the six *Audubon Birding Adventures for Kids* “S” questions (size, shape, shade, surroundings, sweep, and song) as they can about it. Include specific field marks in your observations. Refer to the back of the book for more information.
- The author says, “All of us dress in our own special way.” Identify several characteristics (size, shape, color, plumage, etc.) of different birds. Compare and contrast them to show how they are similar to and different from each other.
- Many people have suggested that beauty is in the eye of the beholder. Ask students “What do you think this means? Is it also true of your other senses, such as: taste, smell, touch, and sound?”

MATH

- Ask students: “How many different colors do you see on each bird? How many areas of the same color are on each bird? There are two birds that are only one color. Can you find them?”
- Pairing students up, have them take turns stretching out their arms as wide as they can, while one measures their “wingspan”—the distance between the tips of your longest fingers.
- Use pre-reading and pre-math skills such as shape recognition, number awareness, matching, and

sorting and classifying to explore the illustrations. Even the youngest students can engage in visual art appreciation.

- Shapes can represent an idea of something, and some shapes affect us more than others. Ask students: “What do rings or circles suggest to you? What do squares, triangles, and rectangles suggest? What about cones and cylinders? Which shapes do you like to use most when you’re creating something?”
- A pattern is a design that is repeated over and over again. Patterns are everywhere. How many patterns can you find in your classroom? Are there smaller patterns within larger ones? Find patterns in the illustrations of the birds in the fashion show. What shapes and colors are repeated? Be sure to do the puzzle at the back of the book that matches colors and patterns.

MUSIC AND MOVEMENT

- The stimulation of one sense can stimulate another sense, and sounds and shapes and colors often blend together. It’s sometimes subtle, sometimes profound. The third and most famous segment in the Disney film *Fantasia* celebrates synesthesia where vibrant colors flow, spurt, splash, and melt in visual splendor to classical music. Have students choose their favorite illustration from *Bird Show* and examine it carefully. Ask: “Do you hear its colors? Do different colors have different sounds? What color is the sound of a bird’s song? Do some letters or numbers have colors?”
- It’s a Bird-Dance Party! Encourage self-expression as students “fly” around the room to instrumental music that allows for soaring, swooping, dipping, fluttering, floating, and gliding; or walking, running, swimming, and other movements the birds in the book make.
- Play a birdsong matching game. Research the birdsongs of the birds featured in the book. Then after playing each call, have the students guess which bird that song belongs to using the information they know about each bird. Make sure they give an explanation as to why they chose that bird.

REVIEWS

“The clever comparisons suggest a new way to see and remember these species....smoothly written couplets...

A posh performance to read aloud or alone.”

—*Kirkus Reviews*

“With a brief text and clearly delineated, vibrant artwork that shows up well from a distance, this book is a natural for reading aloud during preschool or primary-grade bird units.”

—*Booklist*

THE ACTIVITIES IN THIS GUIDE OFFER OPPORTUNITIES TO ADDRESS THE FOLLOWING STANDARDS:

Reading Literature: RL.K.1-7,9,10

Reading Informational Text: RI.K.1-10

Reading Foundational Skills: RF.K.2.A

Writing: W.K.1-3, 8

Language: L.K.4.A, L.K.5.A, L.K.5.C-D, L.K.6

Math: K.CC.B.4-5, K.MD.A.1, K.MD.A.3

Geometry: K.G.A.1-3, K.G.B.4-6

Speaking and Listening: SL.K.1.A-B, SL.K.2-6

ABOUT THE AUTHOR/ILLUSTRATOR

Susan Stockdale began her art career as a textile designer for the apparel industry, providing her an opportunity to express her love of pattern and color. Today, pattern and color remain central to her work as the author and illustrator of critically acclaimed picture books that celebrate nature.

Her books, including *Fantastic Flowers*, *Stripes of All Types*, and *Fabulous Fishes*, have won a variety of awards such as the ALSC Notable Children's Book, NCTE Notable Children's Books in the Language Arts, NSTA Outstanding Science Trade Books for Students K–12, and the Bank Street College of Education Best Children's Books of the Year. Susan lives in Maryland, where she gazes at beautiful birds through her art studio window every day.

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