

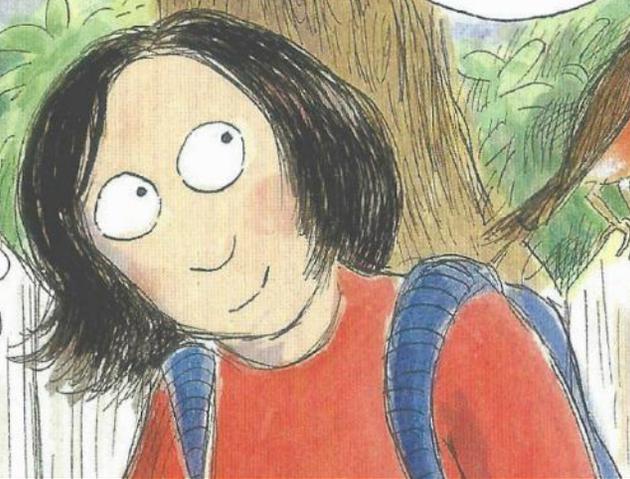
Hey, kid!

LOOK UP!

Over here!

Bird-Watching in Your Own Backyard

Why does it always seem like they're talking to me?



Oh, dear. I hope no one watches me!

I haven't preened yet!

Tell me about it. I just started molting, and I look dreadful!



Annette LeBlanc Cate





Annette LeBlanc Cate is the author-illustrator of *The Magic Rabbit* and *LOOK UP!: Bird-Watching in Your Own Backyard*, which was a 2014 ALA Robert F. Sibert Informational Honor Book. She is also an illustrator for Appleseeds Magazine. From 1995-2002, Annette was a storyboard artist, writer, animator, and Art Director of *Dr. Katz, Professional Therapist*, a TV series.

"Spending time outside observing life and drawing in a sketchbook can help you to see the world in a whole new way. You've always known that the birds and the trees and the insects and the rocks were there...but when you take the time to sit and patiently draw them, you do more than see them: you experience them. You feel yourself more connected to the natural world, more at home in it." - from Look Up!

Bird-Watching Dos

Do only go to places you know are safe.

Do be respectful of birds, nature, and other bird-watchers.

Do sit quietly and move slowly.

Do try to be inconspicuous, and try to blend in with the scenery.

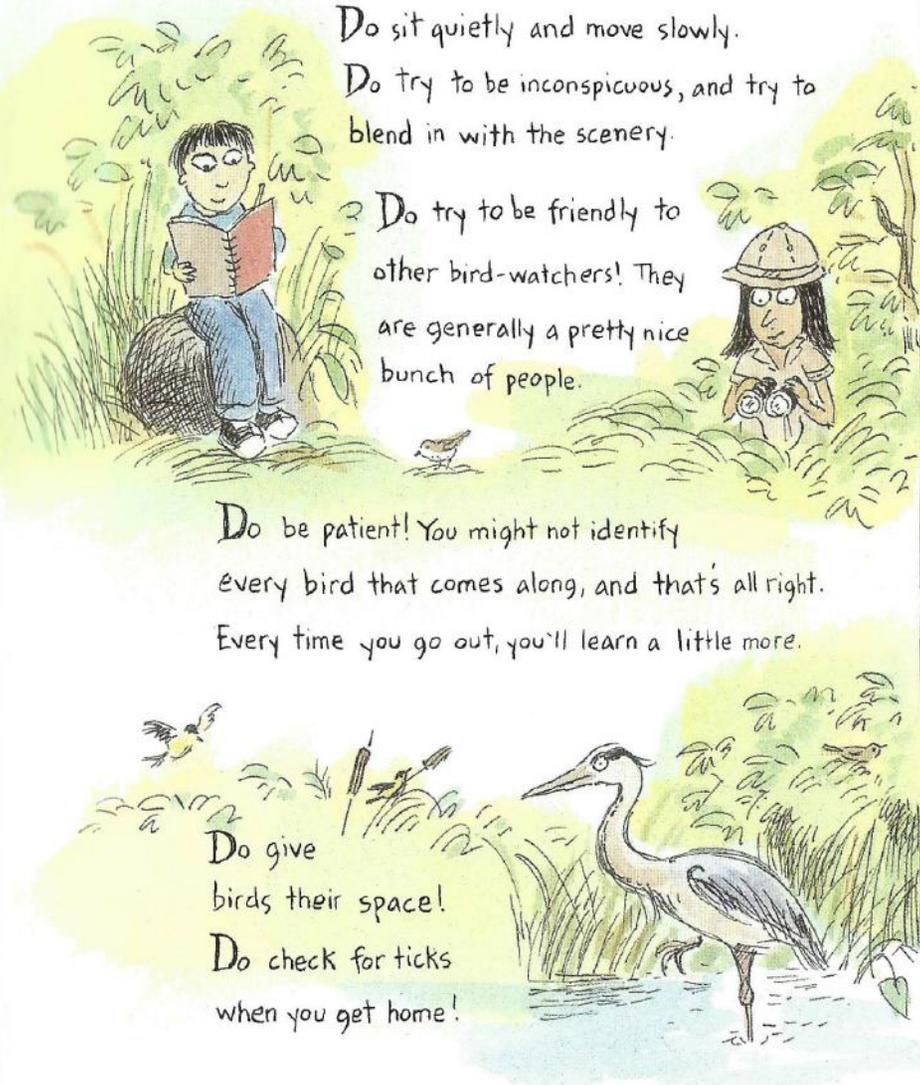
Do try to be friendly to other bird-watchers! They are generally a pretty nice bunch of people.

Do be patient! You might not identify every bird that comes along, and that's all right.

Every time you go out, you'll learn a little more.

Do give birds their space!

Do check for ticks when you get home!



How do the birds' comments throughout the book help you to understand their characteristics or personalities?

Why are male birds usually more colorful than female birds?

Discuss the differences between bird nests, such as differences in shape, size, and materials used. Have you ever found one?

What are some of the dangers birds face?

Why do some birds leave their homes for part of the year, only to return again?

What are your favorite birds, and why? Are there any birds you dislike? Why?

Talk about the many ways that birds are present in our lives. Here's a helpful list: <http://www.flyingwild.org/documents/77.pdf>

How do birds fit into the food web? Are they predators, prey, or both?



Bird-Watching Don't's!

- Make a bird feeder out of recycled materials: <http://www.audubon.org/news/make-bird-feeder-out-recycled-materials>

- Journey into the great outdoors - with a pencil and a piece of paper or notebook - to watch and observe birds in their natural habitat. Once you've spotted a bird, sketch its basic shape and distinguishing characteristics, and note details such as color, size, etc.

- Research poems about birds, and gather together your favorites into a poetry anthology.

- After researching local bird issues, such as logging's impact on migratory birds, or tourism's impact on nesting areas, write a letter to the editor voicing your opinion using clear, concise arguments.

- Choose a bird species from the book and conduct deep research on its traits, characteristics, and behavior. Draw the bird, and write a short descriptive paragraph from the bird's perspective.

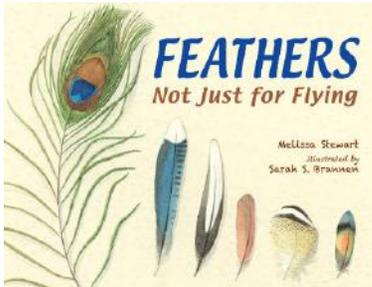
- As a class, create a field guide for birds around your school.

- Design your own Rainbow of Color (pp. 10-11 in *Look Up!*). If possible, identify local birds within each color category.

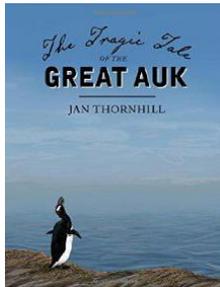
- Practice observation skills. Project or display an image for students to focus on for 30 seconds. Instruct them to observe it carefully and scrutinize it. Hide the image, and ask students to write down as many details as they can remember. As a class, compare Observations Lists before revisiting the image to see what escaped students' keen eyes!

- Draw a Song and Call Map. Choose a spot outside to settle and quiet yourself. On a blank sheet of paper, draw an X to identify where you are sitting. Focus your attention on your hearing. What bird songs and calls do you hear? On your sheet of paper, draw a star in the general area from where you hear the call. What does the call or song sound like? Can you identify what bird it is? Write down the call or song sound as phonetically as possible, like "Chick-a-dee-dee-dee-dee," so you can research it later via a field guide.

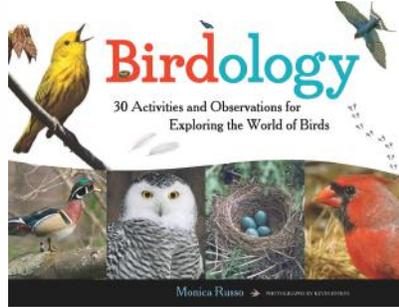




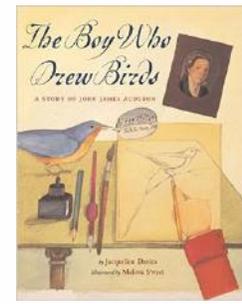
Feathers: Not Just For Flying, by Melissa Stewart and illustrated by Sarah S. Brannen. Gr. 1 - 4.



The Tragic Tale of the Great Auk, by Jan Thornhill. Gr. 2 - 5.



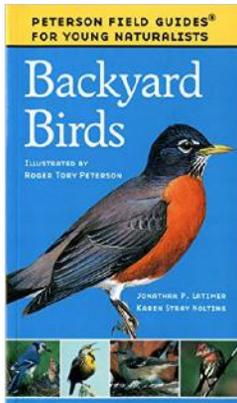
Birdology: 30 Activities and Observations for Exploring the World of Birds, by Monica Russo and photographs by Kevin Byron. Gr. 4 - 6.



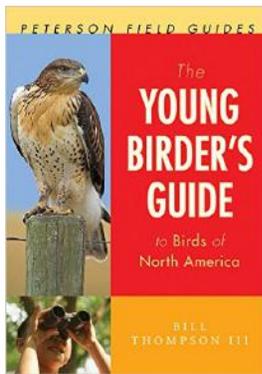
The Boy Who Drew Birds: A Story of John James Audubon, by Jacqueline Davies and illustrated by Melissa Sweet. Gr. 2 - 4.



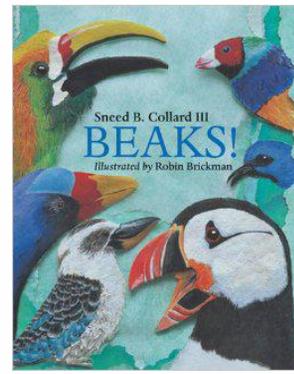
Mama Built A Little Nest, by Jennifer Ward and illustrated by Steve Jenkins. Grades PreK - 3.



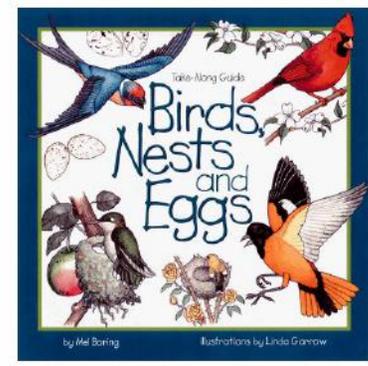
Backyard Birds (Field Guides for Young Naturalists), by Karen Stray Nolting and Jonathan Latimer. Gr. 4 - 6.



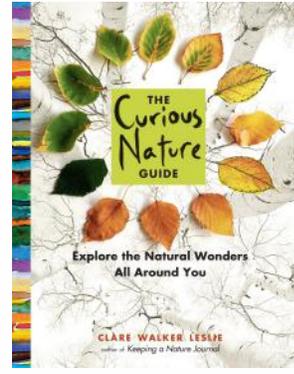
The Young Birder's Guide to Birds of North America, by Bill Thompson III. Grades 6 & up.



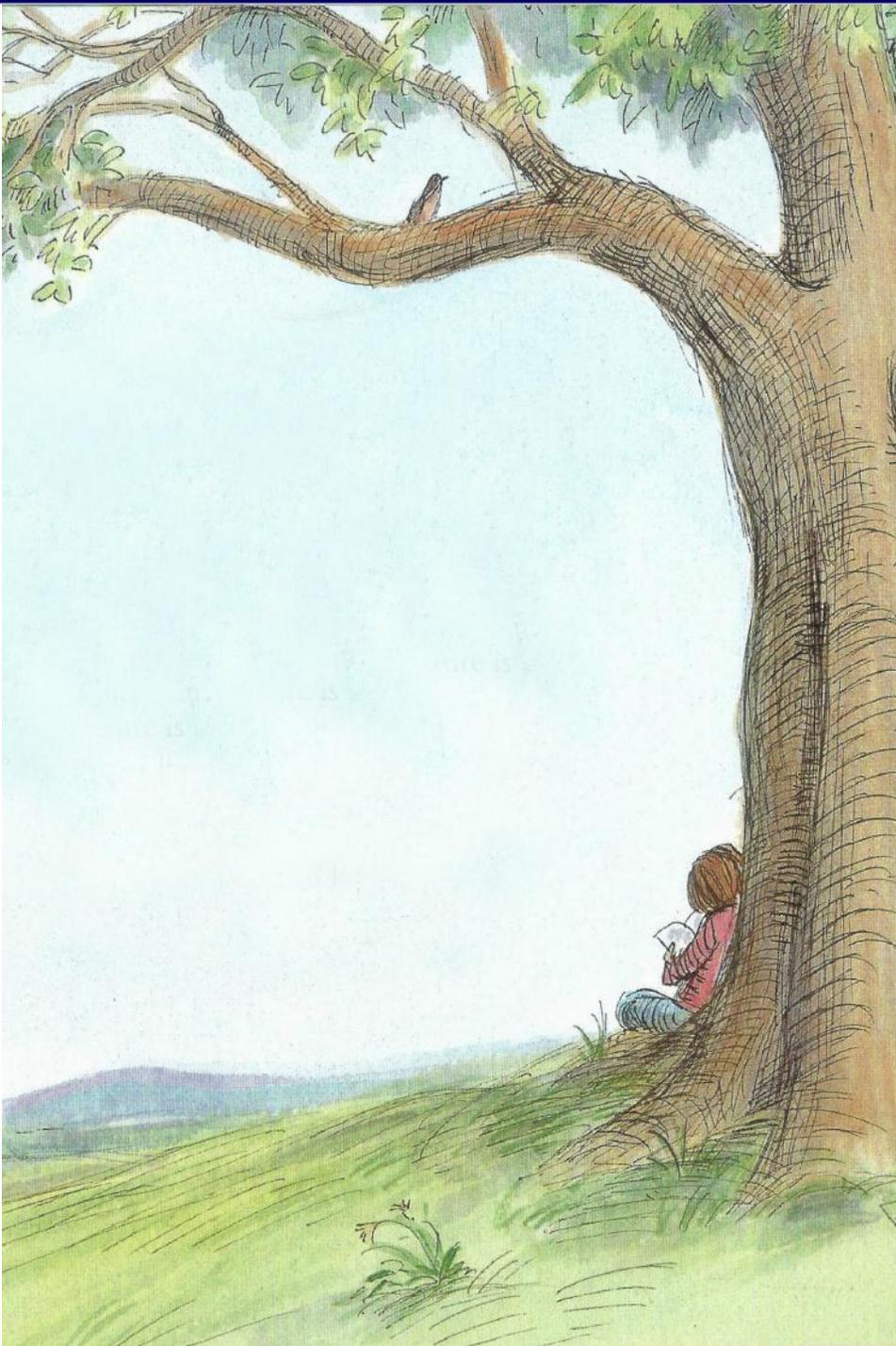
Beaks! by Sneed B. Collard and illustrated by Robin Brickman. Grades PreK - 4.



Birds, Nests and Eggs, by Mel Boring. Gr. K - 5.



The Curious Nature Guide: Explore the Natural Wonders All Around You, by Clare Walker Leslie. All ages.



A video about one of the most perilous journeys in the animal kingdom - Migration (includes complementary discussion questions): <http://ed.ted.com/lessons/bird-migration-a-perilous-journey-alyssa-klavans#watch>

The Cornell Lab of Ornithology's "All About Birds," including bird guides, bird cams, videos, articles, and much more: <https://www.allaboutbirds.org>

BirdCast: Bird Migration Forecasts in Real-Time: <http://birdcast.info>

Great Backyard Bird Count's Species Map: <http://ebird.org/ebird/gbbc/map/>

eBirdSleuth, includes online activities, outdoor learning, citizen science, bird biology, and more: <http://www.birdsleuth.org>

Smithsonian's National Zoo and Conservation Biology Institute, "All About Migratory Birds," includes info for teachers, species profiles, fact sheets, a Migration Game, and a Nest Game: <https://nationalzoo.si.edu/migratory-birds/all-about-migratory-birds>

Birds in the News (Audobon Society): <http://www.audubon.org/news/birds-news>

Video: How did dinosaurs evolve into birds? <https://www.youtube.com/watch?v=0-7iXyYS0uw>

Video: Climate change's effect on birds: https://www.youtube.com/watch?v=aN2-a82_3mg

KINDERGARTEN

CCSS.ELA-LITERACY.RI.K.7

With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

FIRST GRADE

CCSS.ELA-LITERACY.RI.1.6

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

SECOND GRADE

CCSS.ELA-LITERACY.RI.2.1

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

THIRD GRADE

CCSS.ELA-LITERACY.RI.3.1

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

FOURTH GRADE

CCSS.ELA-LITERACY.RI.4.3

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

FIFTH GRADE

CCSS.ELA-LITERACY.RI.5.2

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

SIXTH GRADE

CCSS.ELA-LITERACY.RI.6.6

Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

SEVENTH GRADE

CCSS.ELA-LITERACY.RI.7.5

Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

EIGHTH GRADE

CCSS.ELA-LITERACY.RI.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.