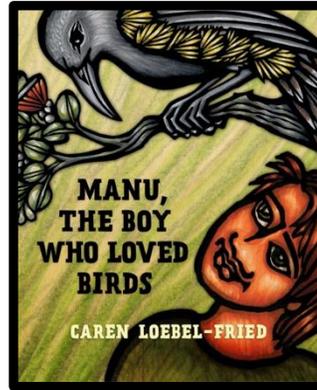


**First Grade** Resource Guide for *Manu, the Boy Who Loved Birds* by Caren Loebel-Fried



*Manu, the Boy Who Loved Birds* is a story about extinction, conservation, and culture, told through a child’s experience and curiosity. Readers learn along with Manu about the extinct honeyeater for which he was named, his Hawaiian heritage, and the relationship between animals and habitat. An afterword includes in-depth information on Hawai’i’s forest birds and featherwork in old Hawai’i, a glossary, and a list of things to do to help. Illustrated with eye-catching, full-color block prints, the book accurately depicts and incorporates natural science and culture in a whimsical way, showing how we can all make a difference for wildlife.

**Overarching Understandings:**

Students will become aware of how our actions have helped cause extinctions and what actions we can do now to help birds thrive.

**Overarching Essential Questions:**

How am I impacting the native species around me?  
How can I help our native species?

**Content Standard Connections and Classroom Connections:**

Nā Hopena A’o	CCSS	NGSS
<p><b>Belonging</b> Know who I am and where I am from Care about my relationships with others</p> <p>Manu’ō’ōmauloa’s name was an</p>	<p><b>Key Ideas and Details:</b> <b>RL.1.1</b> Ask and answer questions about key details in a text. <b>RL.1.2</b> Retell stories, including key details, and demonstrate understanding of their</p>	<p><b>1-LS1-1.</b> Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.</p> <ul style="list-style-type: none"> <li>○ LS1.A: Structure and Function: All</li> </ul>

important part of his identity. Have you ever wondered about your name? Ask your family to tell you more about your name!

- What is the story behind how you were given your name?
- What is the meaning behind your given (first) name?
- What is the meaning behind your family name (surname)?
- What special traditions are associated with names in your family?

### **Hawai'i**

Learn the names, stories, special characteristics and the importance of places in Hawai'i

Share the histories, stories, cultures and languages of Hawai'i

- Why are names important?
- What are the names of the native birds that live on your island?
- Why are/were these birds important?
- Why are native Hawaiian Birds different from other birds?
- Listen to the Symphony of birds  
[https://www.youtube.com/watch?v=zvpBAipoyPc&feature=emb\\_logo](https://www.youtube.com/watch?v=zvpBAipoyPc&feature=emb_logo)

central message or lesson.

**RL.1.3** Describe characters, settings, and major events in a story, using key details.

Pre-Reading:

- What do you see on the cover?
- What do you think the book is going to be about?
- When you look at Manu's face, what do you think he is thinking?
- Title Page-Have you ever seen a bird like this?

Reading the Book:

- Dedication Page-What does the author mean when she writes "forests full of diverse birds"?
- Pg. 1-Where in Hawaii do you think Manu lives?
- What clue/s did you get from looking at the pictures?
- What does extinct mean?
- Pg.2-How were bird feathers used?
- Where do you think all the 'ō'ō went?
- Pg. 5-What did Manu and his dad learn about the 'ō'ō?
- Pg. 7- Why do the birds on this page look different?
- Pg. 9-What is Manu dreaming about?
- Have you ever had a dream that

organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow.

- [Inspired by Nature Video](#)
- What did Manu and his father find out about the habitats and habits of the 'Ō'ō bird? What did they learn about their tongue?
- Students can build a beak like the 'ō'ō (straw shaped with a small brush) and see how to suck up nectar (water in a glass).
- [How can you use external part of a bird to solve a human problem Lesson](#)
- Structure and Function Matching Game-what structures match the function? Show different pictures with the name of the function.
- Students can take a virtual huaka'i to Hawaii Volcanoes National Park to see a rainforest
  - <https://artsandculture.withgoogle.com/en-us/national-parks-service/hawaii-volcanoes/nahuku-lava-tube-tour>
- Listen to the birds in their habitat at Hakalau Forest National Wildlife Refuge

<ul style="list-style-type: none"> <li>○ <a href="https://www.youtube.com/watch?v=8sZ5dRwJfVI">https://www.youtube.com/watch?v=8sZ5dRwJfVI</a></li> <li>○ Students can create their own art project about their favorite native bird</li> <li>○ Students can take a virtual huaka'i to Hawaii Volcanoes National Park to see a rainforest</li> <li>○ <a href="https://artsandculture.withgoogle.com/en-us/national-parks-service/hawaii-volcanoes/nahuku-lava-tube-tour">https://artsandculture.withgoogle.com/en-us/national-parks-service/hawaii-volcanoes/nahuku-lava-tube-tour</a></li> </ul>	<p>seemed real and when you woke up you were confused?</p> <ul style="list-style-type: none"> <li>○ Pg. 16-Why is Manu so excited about traveling to Hawai'i Island? What do you think he is feeling in the picture?</li> <li>○ Pg. 18-19-How do the birds look different on these pages?</li> <li>○ Pg. 21- How did Manu feel once we realized that the 'ō'ō were really gone?</li> <li>○ Pg. 26-What did Manu learn about himself?</li> </ul> <p>After Reading:</p> <ul style="list-style-type: none"> <li>○ Who are the characters in this book?</li> <li>○ What do we know about them?</li> <li>○ What happened in this story?</li> <li>○ What was the problem in this story?</li> <li>○ Describe the setting of this story.</li> <li>○ What was the outcome of this story?</li> <li>○ If you told a friend about this story, what will you say?</li> <li>○ Why do you think the author wrote this story?</li> <li>○ What might the author want you to know?</li> </ul> <p>Students can create a Flow Map to retell the story with pictures and sentences. Then they can take it off the map by describing their thinking orally. Students can create a short</p>	<ul style="list-style-type: none"> <li>○ <a href="https://www.facebook.com/watch/?v=910332879415292">https://www.facebook.com/watch/?v=910332879415292</a></li> <li>○ What is the function of the bird song?</li> <li>○ <a href="#">Protecting Native Forests Lesson</a></li> </ul> <p><b>1-LS3-1.</b> Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.</p> <ul style="list-style-type: none"> <li>○ LS3.B: Variation of Traits: Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways.</li> <li>○ <a href="#">Introduction to Traits</a></li> <li>○ Compare and contrast how birds look different depending on which island they live.</li> <li>○ How do birds from different islands look similar or different?</li> <li>○ Why might they look different?</li> <li>○ How do baby birds look like their mother and how do they look different? Show pictures of the same species, mom and young and have them match. Read "Are You My Mother?" (by P. D. Eastman)</li> <li>○ If you lived in a different area, how would you be different? Compare different areas/habitats and decide how you would be different.</li> </ul>
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	<p>video on Flipgrid.</p> <p>Students can also use pictures to put the story in chronological order to show beginning, middle, end.</p> <p>Students can act out the story to show their understanding. Puppets could be made for props.</p> <p><b>Craft and Structure:</b></p> <p><b>RL.1.6</b> Identify who is telling the story at various points in a text.</p> <ul style="list-style-type: none"><li>○ Who are the characters in this story?</li><li>○ Who is telling the story at this part?</li><li>○ Who is talking?</li><li>○ Which character is sharing their thinking?</li></ul> <p>Play a game, where they must identify who is speaking. Is it Manu, Mom, Dad, Teacher, 'ō'ō singing?</p> <p><b>Integration of Knowledge and Ideas:</b></p> <p><b>RL.1.7</b> Use illustrations and details in a story to describe its characters, setting, or events.</p> <ul style="list-style-type: none"><li>○ What is an illustration?</li><li>○ What do you learn about the character in this picture?</li><li>○ What is going on in this illustration?</li><li>○ What did the author choose to use this illustration?</li><li>○ What might Manu be thinking in this picture?</li></ul>	
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- Pg. 7-Why do the birds on this page look different?
- What structures do we see in the illustrations of the bird?
- What might the functions of those structures be?

Students can draw a picture of the 'ō'ō (scientific drawing) and label the parts of the bird and tell the function of each structure.

**Text Types and Purposes**

**W.1.1** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

- Write an opinion piece to give an opinion about the book. What was your favorite part? What was your favorite illustration?

**W.1.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

- Write an informational text about native Hawaiian Birds. Describe their structures and functions.
- Why do some birds of the same species look different depending on where they live?

**W. 1.3** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

- Like *Manu*, write about a time when you visited somewhere special. What happened there? What did you learn? What did you see?

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*Manu, the Boy Who Loved Birds* is published by: **University of Hawai'i Press** <https://uhpress.hawaii.edu/title/manu-the-boy-who-loved-birds/>  
with assistance from **Conservation Council for Hawai'i** <https://www.conservehawaii.org/>

