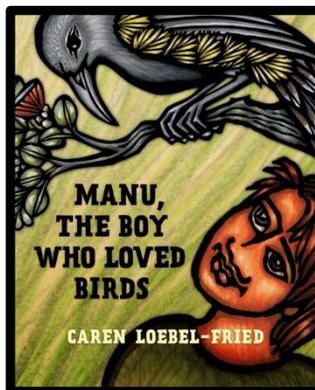


Third Grade Resource Guide for *Manu, the Boy Who Loved Birds* by Caren Loebel-Fried



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 and Classroom Connections:

Nā Hopena A’o	CCSS	NGSS
<p>Belonging Know who I am and where I am from Care about my relationships with others.</p> <p>(Could also be used as an ‘Ohana Project)</p>	<p>Key Ideas and Details: RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.2 Recount stories, including fables,</p>	<p>3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.</p> <ul style="list-style-type: none"> ○ LS4.C: Adaptation. For any particular environment, some kinds of organisms

<p>Manu'ō'ōmauloa's name was an important part of his identity. Have you ever wondered about your name? Ask your family to tell you more about your name!</p> <ul style="list-style-type: none"> ○ 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? ○ Write an acrostic poem to describe your name to share something special about yourself. <p>Names tell a story</p> <ul style="list-style-type: none"> ○ What is the name of the place you live? ○ What is the name of the place you go to school? ○ What does that name mean? ○ Why is the place you live and/or go to school special? <p>Native Species</p> <ul style="list-style-type: none"> ○ What native birds live on your 	<p>folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>Pre-Reading:</p> <ul style="list-style-type: none"> ○ What do you observe 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? ○ What is the genre of this book? ○ Title Page-What type of bird is this? Have you ever seen a bird like this? <p>Reading the Book:</p> <p>One strategy to use during reading is to provide students with sticky notes. Have them answer the questions on the sticky notes before they share their thinking, which provides more think time. Some questions could be popcorned out and some could be written, change it up.</p> <ul style="list-style-type: none"> ○ Dedication Page-Why do you think the author thinks all the children deserve forests full of diverse birds? ○ Pg. 1-Where in Hawaii do you think 	<p>survive well, some survive less well, and some cannot survive at all. (3-LS4-3)</p> <ul style="list-style-type: none"> ○ The Price of Adaptation Lesson ○ Bird Beak Adaptation Lab (This lesson was designed for middle school, however, the concepts could be taught in 3rd grade). ○ Build a Hawaiian Bird Lesson (This lesson was designed for middle school, however, the concepts could be taught in 3rd grade). ○ Bird Activity Guide (DLNR) ○ A Fitting Home for Ae'ō Lesson ○ Ecosystems: Adaptations and Environment <p>3-LS4-4 Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.</p> <ul style="list-style-type: none"> ○ LS2.C: Ecosystem Dynamics, Functioning, and Resilience. When the environment changes in ways that affect a place's physical characteristics, temperature, or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die (3-LS4-4) ○ LS4.D: Biodiversity and Humans. Populations live in a variety of habitats
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island?

- What do their names mean?
- Why are these birds important?
- How can you tell others about these birds?

Aloha

Give generously of time and knowledge

- What can you do to share your knowledge about native Hawaiian Birds?
- How can you help native Hawaiian Birds? (pgs. 36-37)

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/were these native birds important?
- What did Manu notice about how bird feathers were used at the Bishop Museum?
- Why are native Hawaiian Birds different from other birds?
 - Listen to the Symphony of birds

<https://www.youtube.com/>

Manu lives?

- What clue/s did you get from looking at the pictures?
- What does extinct mean? What would you feel if you were named after something that doesn't exist anymore?
- Pg. 1-What do you think Manu's dad meant when we said "Someday you will know what your name means to you? What predictions can you make about what might happen in the story?
- Pg.2-Where did all the 'ō'ō go?
- Pg. 5-What did Manu and his dad learn about the 'ō'ō?
- How does the loss of habitat affect a bird population? Where do they go?
- Pg. 9-What is Manu dreaming about?
- Have you ever had a dream that seemed real and when you woke up you were confused?
- Why did he wish that the feathers of all the forest birds had been drab and plain?
- Pg. 16-Why is Manu so excited about traveling to Hawai'i Island? What do you think he is feeling in the picture?
- Pg. 18-19-What are you noticing about the different species in the habitat that Manu is visiting?

and change in those habitats affects the organisms living there. (3-LS4-4)

- [Animals Arrive in Hawai'i Lesson](#)
- [Invasive Animals and their Impacts Lesson](#)
- [Ecosystems Video](#)
- [Wings, Water, Wind Video](#)
- How have invasive species caused environmental changes and how has it impacted our native species?
- [The Rain Follows the Forest PSA](#)
- Students can research an invasive species in Hawai'i and create "Wanted" posters or brochures to teach about their negative impacts on our environments.
- [Pāhana 'Āina Lupalupa 3rd Grade Books](#)
The Papa 'Ekolu (3rd grade) books focus on Hawaiian Ecosystems. The Level P Book includes about threats to endemic birds. These books are leveled informational science texts to use to deepen the 'ike of your different leveled readers in your classroom.
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- 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>

[watch?v=zvpBAipoyPc&feature=emb_logo](https://www.youtube.com/watch?v=zvpBAipoyPc&feature=emb_logo)

<https://www.youtube.com/watch?v=8sZ5dRwJfVI>

- Students can create their own art project about their favorite native bird

- Pg. 21-Why does there have to be a bird conservation center?
- How did Manu feel once he realized that the 'ō'ō were really gone?
- Pg. 26-What did Manu learn about himself?

After Reading:

- Who are the characters in this book?
- What do we know about them?
- What happened in this story? (Beginning, Middle, End)
- What was the problem in this story? How did they solve the problem?
- What is the main idea of this story?
- How do the actions of Manu help you understand the main idea?
- How does Manu feel at the beginning of the story? The end?
- If you told a friend about this story, what will you say?
- Why do you think the author wrote this story?
- What might the author want you to know?
- What is the story trying to teach?

Students can create a Flow Map to recount the story with pictures and sentences. Then they can take it off the map by describing their thinking orally. Students can create a short video on Flipgrid.

Students can create a foldable to describe the characters and their actions to show how the story progresses.

Using a speech bubble, students can draw Manu sharing his connection to his name to the 'ō'ō.

Using a speech bubble, Manu could share with the 'ō'ō why he is extinct and what he can do to help our other native species.

Craft and Structure:

RL 3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

- How Manu's trip to Hawai'i Island help him to understand what his name meant?
- What caused Manu to know what his name meant?
- Students can draw scene from the book that resonates with them and describe that part of the story.
- Each student can take a different part of the story and draw and then they work together to put the pictures in order, how does each scene build upon each other?

RL.3.6 Identify who is telling the story at various points in a text.

- Who is telling the story at this part?
How do you know?
- Which character is sharing their thinking?
- Are the narrator and the author the same person? How do you know?
- What kind of voice should we use for each character?
- Pg. 10-What is the perspective of the 'ō'ō? Provide a summary or create a timeline of the events described in the passage. Using pictures, create a timeline and have students put the pictures in order. Students can glue pictures on to an accordion folded book and provide captions to describe the picture.

Integration of Knowledge and Ideas:

RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

- What is going on in this illustration?
- How does this illustration help to show what might be going on this part of the story?
- What might Manu be thinking in this picture?
- Pg. 7-Why do the birds on this page

look different? How might the habitats be different?

- What details can you see in this picture that are accurate representations of the real bird?
- How does the artwork in the book support the story?

Text Types and Purposes

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

- Write an opinion text (tied to NGSS standard **3-LS4-3** argument) that can show that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. Why do some animals survive, and some do not, support your opinion with evidence? Which habitats are better for native species?

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Write an informational text to teach how change in those habitats affects the organisms living there. How have invasive species impacted our native species? Why is the 'ō'ō and other

	<p>native species extinct? What can you do to help birds thrive?</p> <ul style="list-style-type: none"> ○ Students can research an invasive species in Hawai'i and create "Wanted" posters or brochures to teach about their negative impacts on our environments. <p>W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> ○ Like <i>Manu</i>, write about a time when you had a dream that felt so real. What did you learn in the dream? How did you feel? ○ Write a narrative text to develop a imagined experience, tell about what it was like when you lived in the forests back when 'ō'ō and other extinct birds thrived. Or share about being the only person in the forest when the forests were filled with native birds and the songs were so loud. 	
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