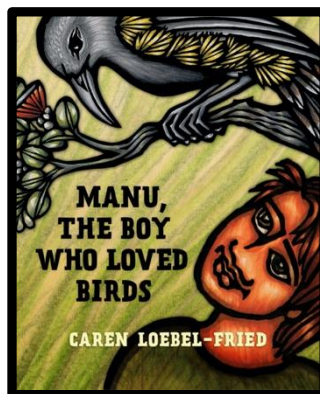


## Kindergarten Resource Guide for *Manu, the Boy Who Loved Birds* by Caren Loebel-Fried



*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 & Classroom Connections:

Nā Hopena A'ō	CCSS	NGSS
<p><b>Belonging</b> Know who I am and where I am from</p> <p>Manu'ō'ōmauloa's name was an important part of his identity. Have you ever wondered about your name? Ask</p>	<p><b>Key Ideas and Details:</b></p> <p><b>RL.K.1</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>RL.K.2</b> With prompting and support, retell familiar stories, including key details.</p>	<p><b>K-ESS3-1.</b> Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.</p> <ul style="list-style-type: none"> <li>○ ESS3.A: Natural Resources Living things need water, air, and resources from the</li> </ul>

<p>your family to tell you more about your name! (Could also be used as an 'Ohana Project)</p> <ul style="list-style-type: none"> <li>○ What is the story behind how you were given your name?</li> <li>○ What is the meaning behind your given (first) name?</li> <li>○ What is the meaning behind your family name (surname)?</li> <li>○ What special traditions are associated with names in your family?</li> </ul> <p><b>Hawai'i</b> Learn the names, stories, special characteristics and the importance of places in Hawai'i Share the histories, stories, cultures and languages of Hawai'i</p> <ul style="list-style-type: none"> <li>○ Why are names important?</li> <li>○ What are the names of the native birds that live on your island?</li> <li>○ Why are/were these birds important?</li> <li>○ Why were bird feathers important?</li> <li>○ Listen to the Symphony of birds <a href="https://www.youtube.com/watch?v=zvpBAipoyPc&amp;feature=emb_logo">https://www.youtube.com/watch?v=zvpBAipoyPc&amp;feature=emb_logo</a></li> <li>○ <a href="https://www.youtube.com/watch?v=8">https://www.youtube.com/watch?v=8</a></li> </ul>	<p><b>RL.K.3</b> With prompting and support, identify characters, settings, and major events in a story.</p> <p><b>Craft and Structure:</b></p> <p><b>RL. K.4</b> Ask and answer questions about unknown words in a text.</p> <p><b>RL.K.5</b> Recognize common types of texts (e.g., storybooks, poems).</p> <p><b>RL.K.6</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>Pre-Reading:</p> <ul style="list-style-type: none"> <li>○ What does the author and illustrator do?</li> <li>○ Who is the author and illustrator of this book? How do you know?</li> <li>○ What kind of story is this? Where can you find out?</li> <li>○ What do you see on the cover?</li> <li>○ What do you think the book is going to be about?</li> <li>○ When you look at Manu's face, what do you think he is thinking?</li> <li>○ Title Page-Have you ever seen a bird like this?</li> </ul> <p>Reading the Book:</p> <ul style="list-style-type: none"> <li>○ Pg. 1 Where in Hawaii do you think Manu lives?</li> </ul>	<p>land, and they live in places that have the things they need.</p> <ul style="list-style-type: none"> <li>○ <a href="#">Habitats Video</a></li> <li>○ <a href="#">Is this My Home Lesson Plan</a></li> <li>○ <a href="#">How Did you Get to Hawai'i? Lesson Plan</a></li> <li>○ What do animals (including humans) need to live?</li> <li>○ What would you find in their habitat?</li> <li>○ What did Manu and his father learn out about the habitats and habits of the 'Ō'ō bird?</li> <li>○ Why is the ō'ō extinct?</li> <li>○ Habitat Matching Game-which habitat does each species live in?</li> <li>○ Students can take a virtual huaka'i to Hawaii Volcanoes National Park to see a rainforest <ul style="list-style-type: none"> <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> </li> <li>○ Listen to the birds in their habitat at Hakalau Forest National Wildlife Refuge <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> </ul> </li> <li>○ <a href="#">Secrets of the 'Apapane</a></li> </ul> <p><b>K-ESS3-3.</b> Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local</p>
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<p><a href="#">sZ5dRwJfVI</a></p> <ul style="list-style-type: none"> <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 <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>	<ul style="list-style-type: none"> <li>○ What clue/s did you get from looking at the pictures?</li> <li>○ What does extinct mean?</li> <li>○ Pg.2-How were bird feathers used?</li> <li>○ Where do you think all the 'ō'ō went?</li> <li>○ Pg. 5-What are some things that Manu and his dad learned about the 'ō'ō?</li> <li>○ Pg. 9-What is Manu dreaming about?</li> <li>○ Have you ever had a dream that seemed real and when you woke up you were confused?</li> <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. 21- What does endangered mean?</li> <li>○ How did Manu feel once he 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>○ If you told a friend about this story, what will you say?</li> <li>○ Why do you think the author wrote</li> </ul>	<p>environment</p> <ul style="list-style-type: none"> <li>○ ESS3.C: Human Impacts on Earth Systems: Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things.</li> <li>○ <a href="#">Reducing Our Impact on Earth Video</a></li> <li>○ What can we do to help our native birds?(Pg. 36-37). Students can choose what they want to do and make expert groups. What plan can they come up with to help our native birds?</li> <li>○ How can we let other people know why the native birds are important? <ul style="list-style-type: none"> <li>● Students can create posters, signs for cars, bookmarks.</li> </ul> </li> </ul>
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	<p>this story?</p> <ul style="list-style-type: none"><li>○ What might the author want you to know?</li></ul> <p><b>Integration of Knowledge and Ideas:</b> <b>RL.K.7</b> With prompting and support, describe the relationship between illustrations and the story in which they appear</p> <ul style="list-style-type: none"><li>○ What is an illustration?</li><li>○ What does this illustration show? What is going on in this illustration?</li><li>○ How do the pictures make you feel?</li></ul> <p>Students can draw a picture to show what happened in the book. What details can you add to your pictures? What part of the book does your drawing show?</p> <p><b>RL.K.9</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <ul style="list-style-type: none"><li>○ How is Manu like you?</li><li>○ How are you different?</li><li>○ Do you think you would be friends with someone like Manu? Why?</li></ul> <p><b>Text Types and Purposes</b> <b>W.K.1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference</p>	
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	<p>about the topic or book.</p> <ul style="list-style-type: none"> <li>○ Write an opinion piece about your favorite native bird. Why is it your favorite?</li> </ul> <p><b>W.K.2</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <ul style="list-style-type: none"> <li>○ Write an informational text about a native Hawaiian bird and identify and/or describe what they need to live in their habitat.</li> </ul> <p><b>W.K.3</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <ul style="list-style-type: none"> <li>○ Write about a time when you went somewhere new and/or special. What happened in the beginning, middle and end? How did you feel?</li> </ul>	
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