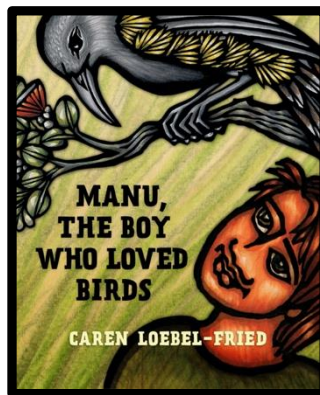


Second Grade Resource Guide for *Manu, the Boy Who Loved Birds* by Caren Loebel-Fried



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 (Could also be used as an ‘Ohana Project)</p>	<p>Key Ideas and Details: RL.2.1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. RL.2.2 Recount stories, including fables and</p>	<p>2-LS2-2. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.</p> <ul style="list-style-type: none"> ○ LS2.A: Interdependent Relationships in Ecosystems. Plants depend on animals for pollination or to move their seeds

<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>Aloha</p>	<p>folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL.2.3 Describe how characters in a story respond to major events and challenges.</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> <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 Manu lives? ○ What clue/s did you get from looking at the picture? ○ Pg. 5-What did Manu and his dad learn about the 'ō'ō? How did the structure of their tongue help them? How did being feisty help the 'ō'ō? ○ How does the loss of habitat affect a bird population? Where do they go? ○ Pg. 9-What is Manu dreaming about? 	<p>around. (2-LS2-2)</p> <ul style="list-style-type: none"> ○ Pāhana 'Āina Lupalupa 2nd Grade Books The Papa 'Elua (2nd grade) books focus on Hawaiian Habitats and interdependent relationships. These books are leveled informational science texts to use to deepen the 'ike of your different leveled readers in your classroom. ○ What are different interdependent relationships in Hawai'i's habitats? ○ Community Structure and Interdependence Lesson ○ Take a sock walk-have your students wear socks and take a walk through long grass or an unkept area to see what types of seeds are present in small area. ○ Why do certain plants become extinct when some animals also become extinct? Design a model to show how birds and plants need each other and what happens when one species goes extinct. ○ Conservation of Natural Environment Lesson ○ What is being done to help our
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<p>Give generously of time and knowledge</p> <ul style="list-style-type: none"> ○ What can you do to share your knowledge about native Hawaiian Birds? ○ How can you help native Hawaiian Birds? (pgs. 36-37) <p>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</p> <ul style="list-style-type: none"> ○ 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? <ul style="list-style-type: none"> ○ Listen to the Symphony of birds 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 	<ul style="list-style-type: none"> ○ Have you ever had a dream that seemed real and when you woke up you were confused? ○ Why did Manu 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 habitat that Manu is visiting? (Diverse habitat with many kinds of living things). ○ 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? <p>After Reading:</p> <ul style="list-style-type: none"> ○ 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? ○ When did Manu find out what his name meant? Where is that in the book? ○ How does Manu feel at the 	<p>endangered species in Hawaii?</p> <ul style="list-style-type: none"> ○ Saving Hawaiian Birds from Extinction <p>2-LS4-1. 2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats</p> <ul style="list-style-type: none"> ○ LS4.D: Biodiversity and Humans. There are many different kinds of living things in any area, and they exist in different places on land and in water. (2-LS4-1) ○ How is the area that Manu lives in different from the National Park area that he visits in the book? ○ Students can take a virtual huaka'i to Hawaii Volcanoes National Park to see a rainforest <ul style="list-style-type: none"> ○ https://artsandculture.withgoogle.com/en-us/national-parks-service/hawaii-volcanoes/nahuku-lava-tube-tour ○ Wings, Water, Wind Video ○ What are you noticing about the habitats in the video? How are they like what Manu noticed when he visited Hawai'i Volcanoes National Park? ○ How are the habitats now different from the habitats that were in Hawai'i before people rats, cats, mosquitoes and mongoose arrived? How did they change? ○ Students can create a timeline to show
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<p>favorite native bird</p> <ul style="list-style-type: none"> ○ Students can take a virtual huaka'i to Hawaii Volcanoes National Park to see a rainforest <p>https://artsandculture.withgoogle.com/en-us/national-parks-service/hawaii-volcanoes/nahuku-lava-tube-tour</p>	<p>beginning of the story? The end?</p> <ul style="list-style-type: none"> ○ 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? <p>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.</p> <p>Students can create a foldable to describe the characters, setting, beginning, middle and end.</p> <p>Craft and Structure:</p> <p>RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <ul style="list-style-type: none"> ○ 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? 	<p>events and how the habitats have changed over time.</p>
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Students can draw a picture to show the different point of view and who is talking at different times in the story (Manu, dad, teacher, 'ō'ō). Get to know the characters-how are they feeling? What are their thoughts and feelings at different points in the story?

Integration of Knowledge and Ideas:

RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

- What is going on in this illustration? What does the illustration show?
- How do the illustrations make you feel?
- What might Manu be thinking in this picture?
- Why do the birds on this page look different?
- What details can you see in this picture that are accurate representations of the real bird?
- What structures do we see in the illustrations of the bird? What might the functions of those structures be?

Students can draw their own pictures to illustrate parts of the story.

Students draw the bird and use labels to describe the different structures and their

functions.

Text Types and Purposes

W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.

- Write an opinion piece about why it's important to save Hawai'i's unique habitats.
- Write an opinion piece about native and/or invasive species.

W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

- Write an informational text about native Hawaiian Birds. Describe their relationship in their ecosystems. How do they depend on their ecosystem and how does the ecosystem depend on them?
- Why are the ecosystems in Hawai'i unique?
- Create a Backyard Field Guide (a habitat on your island) to teach about the different species that

	<p>would be found in that habitat).</p> <p>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <ul style="list-style-type: none"> ○ Write about a time when you learned something about yourself. What did you learn? How did it make you feel? How does your learning make you special? 	
<p>Educational Guides Developed by: Joanna Philippoff, Seanyelle Yagi, Maria DaSilva, Vera Glushenko, College of Education Curriculum Research & Development Group, University of Hawai'i at Mānoa Laura Warner, Volcano School of Arts and Sciences Compiled, edited, and designed by Leayne Patch-Highfill, Instructional Coach & Curriculum Designer</p> <p><i>Manu, the Boy Who Loved Birds</i> 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/</p>		

