IN BRIEF



How the Goldfinch Got His Colours is a magical story about how the birds of the world got their vibrant plumes. This pack is a celebration of these amazing feathered creatures and is full of facts about the things that make them so special...

1. LITERACY LESSON IDEAS

- The **Storytime Glossary** is a handy guide to words and phrases that pupils might not recognise from this issue of ***Storytime***. Encourage them to look up the meanings of any terms they don't recognise...

- The story that inspired this teaching resources pack features birds of all kinds, and these wonderful feathered creatures are the topic of the **Class Discussion Sheet**. What do pupils know about birds, which ones do they see in their day-to-day lives, and can they name any birds that they think are special or unusual?

- This month's **Reading Comprehension Sheet** challenges students to spot words of different kinds. Can they identify a *possessive*, a *synonym* and an *adverb* in the extract? Why not ask them to brainstorm some other words of these types?

- Stories are made up of a sequence of events that happen one after the other – but it's important for them to be in the right order, or the tale might not make sense! The **Story Sequencing Sheet** asks pupils to put the jumbled events of the goldfinch's adventure back in the correct order...

- Do your students know this month's story well enough to retell it in their own words? The **Storyboard** page has pictures that will remind them what happened to the goldfinch... and spaces in which to write about it!

Continued on page 2...

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1. LITERACY LESSON IDEAS CONTINUED

- Kids can get creative on the **Write a Bird Acrostic** page! They should write a word beginning with each letter of the world 'goldfinch' on a different line. If they have trouble coming up with ideas, remind them that they can use words that describe how wonderful the bird is, or colours that can be found on its feathers!

- The **Bird Words!** sheet was created to make learning vocabulary fun! Can your students match the bird-related terms with their definitions? They can make educated guesses and use a process of elimination if they aren't sure about some of them!

2. SCIENCE LESSON IDEAS

- There are thousands of fascinating bird species on Earth, all of which are unique and special. **Feathered Champions!** has facts about ten bird species that are record-holders in one way or another. Can your class name other birds that are champions in their own way?

- *Migration* is when animals move to new places, and many bird species travel vast distances every year. The **Amazing Migration** page challenges students to match six birds with the routes they travel...

- The **What Makes Birds Special?** sheet is about the features that make birds unique among the world's creatures and compares them to mammals, amphibians and reptiles. Studying this sheet would make a good exercise before a class trip to the zoo – pupils can try to classify the animals they see there!

- Students can use the things they learned on the **What Makes Birds Special?** page to work out whether the creatures on the cards on the **What Am I?** sheet are birds, mammals, reptiles or amphibians. Pupils could quiz each other in pairs, or this could be turned into an exercise where the teacher asks how each animal should be categorised and everyone in the class can answer.

Continued on page 3...

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3. MATHS LESSON IDEAS

- The **Make Birds from Shapes!** activity combines art and geometry! Pupils should cut out the shapes on the sheet and use them to create the patterns shown at the bottom. They can also colour in the shapes for more visual appeal...

- Graphs help us to present data in an easily understandable way. The **Let's Graph It!** page has an exercise where students have to cut out the birds at the top of the page and arrange them in columns on a graph before answering questions about the data.

4. ART LESSON IDEA

- The angel in this month's story was a master with a paint brush and knew how to blend colours to produce new shades! The **Mixing Colours!** activity asks kids to blend primary colours and see which hues they get. (We recommend using crayons or coloured pencils for this as they give far better results than felt tip pens!) Pupils can then colour in the picture of the bird on this page – and experiment with more colour-mixing as they do so!

5. MENTAL HEALTH AND WELLBEING

- Did you know that birdwatching can have benefits for our mental health? It gets us outside, connects us with nature, and encourages us to enter a state of mindfulness! The **Birdwatching for Beginners** page has the information your pupils need to get started with this hobby, including a record sheet listing several birds.

- Just seeing and hearing birds nearby can make us feel more positive – and the **Brilliant Bird Feeders!** page has three craft projects that kids can make. When hung up, these cool creations encourage our feathered friends to pay us a visit and lift our mood!

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STORYTIME GLOSSARY

1 OF 2

Look up the meanings of new words on these pages!

The Great Escape (Page 6)

- **Groomed** – cleaned and tidied up
- **Glossy** – shiny
- **Casually** – in a relaxed way
- **Wire mesh** – grid of woven metal wires
- **Frustration** – anger at being stopped
- **Blank** – empty and emotionless
- **Tea** – an afternoon meal
- **Warren** – a rabbit's home
- **Pats** – gentle strokes
- **Scoffed** – said in a negative way
- **Rabbit run** – area for rabbits to live in
- **Lawn** – area of trimmed grass
- **Wily** – sneaky and clever
- **Didn't sleep a wink** – didn't sleep at all
- **Pellets** – little bits of animal food

How the Goldfinch Got His Colours (Page 11)

- **Task** – job to do
- **Palette** – flat object for holding paint
- **Hues** – colours
- **Sober** – serious
- **Vivid** – extremely brightly coloured
- **Masterpiece** – best work
- **Drab** – dull and boring
- **Plumage** – feathers
- **Blended** – gently mixed
- **Admiration** – respect and approval

A Kind of Magic (Page 14)

- **Bobbed** – went up and down
- **Put on a brave face** – look brave
- **Bland** – boring and not very tasty
- **Docked** – tied up at a wharf
- **Overwhelmed** – feeling powerful emotions
- **Dormitory** – big room to sleep in
- **Drama** – performance and acting
- **Swaggering** – walking proudly
- **Royalty** – member of a royal family
- **A bad influence** – something that encourages people to behave badly
- **Twiddled** – adjusted
- **Drum kit** – set of drums
- **Bass** – instrument that plays deep notes
- **Quiffs** – tall hair on top of their heads

The Gold-Spinners (Page 20)

- **Grand** – big and impressive-seeming
- **Fabulously** – amazingly
- **Spinning** – making thread from fibres using a spinning-wheel
- **Strict** – not letting people break rules
- **Mansion** – large, important house
- **Rapped** – knocked
- **Wares** – things he sells
- **Treading** – stepping
- **Witchcraft** – magic
- **Deadly nightshade** – a poisonous plant
- **Fate** – what had happened to her
- **Wizard** – person who knows magic

Continued on page 2...

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STORYTIME GLOSSARY

2 OF 2

A Very Whuppie Birthday (Page 28)

- **Enchanted** – with magic spells on it
- **Brooch** – kind of jewellery that is pinned onto clothing
- **Ogress** – kind of female monster
- **Flour-dusted** – covered with flour
- **Musical** – pleasant-sounding
- **Dejected** – sad
- **Steaming** – with steam coming off it
- **Crusty** – with a thick outer layer
- **Omelette** – dish made by cooking whisked eggs in a pan

The Legend of El Dorado (Page 30)

- **Precious** – worth a lot
- **Emeralds** – green gems
- **Undergo** – do
- **Ceremony** – special event
- **Offering** – gift
- **A sight to behold** – a very special thing to see
- **Plunder** – steal
- **Lawyer** – expert on laws
- **Pesos** – Spanish coins
- **Fevers** – sicknesses that made their temperatures go up
- **Remained** – were still there
- **Trinkets** – little shiny things

The Porcupine and the Snake (Page 36)

- **Quills** – a porcupine's spines
- **Rattle** – make a noise by banging into each other
- **Promising** – good-seeming
- **Chorus** – group of many voices saying or singing the same thing
- **Termites** – wood-eating insects
- **Apologised** – said sorry
- **By the minute** – all the time
- **Lynx** – kind of wildcat
- **Overheard** – heard by accident
- **Comfy** – comfortable
- **Awkward** – uncomfortable
- **Solution** – way to sort out a problem
- **Chamber** – room
- **Satisfied** – calm and happy

The First Tasks of Hercules (Page 39)

- **Stoutest** – thickest
- **Trotting** – running slowly
- **Worthy** – having qualities that qualify me for something
- **Wimp** – weak person
- **Trudged** – walked in a tired way
- **Big-headed** – proud and boastful
- **Terrorized** – made frightened
- **Pierced** – poked through
- **Bronze** – a reddish-brown metal
- **Forgive you** – will no longer be angry at you
- **Made fun of** – laughed at

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CLASS DISCUSSION SHEET

LET'S TALK ABOUT...

birds! These wonderful winged creatures live all around us, but how much do we know about them and the way they live?

1. What *is* a bird? What makes them different from mammals, reptiles, insects and other living things?

2. Which type of birds to you most often see in your neighbourhood? What do they look like, where do they live, and what do they eat?

3. Birds have adapted to live all over the world. What are the weirdest birds that you know about, and how have they changed to suit their environment?

4. Why do you think birds are important for ecosystems and the environment?

MY FAVOURITE BIRD!

My favourite bird is a _____ .

You can recognise them because of their _____ , _____ and _____ .

They eat _____ .

I like them because they are _____ and _____ !

NAME _____ CLASS _____

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READING COMPREHENSION SHEET

Can you find a *possessive*, a *synonym* and an *adverb* in this extract?

> The angel picked up his brush and dabbed a little paint from each of the other birds onto the feathers of the goldfinch. He blended the hundred different hues so beautifully that the tiny bird was transformed!
>
> The flock gasped in admiration, and the tiny fellow did a twirl up in the air. He felt special for the first time in his life!

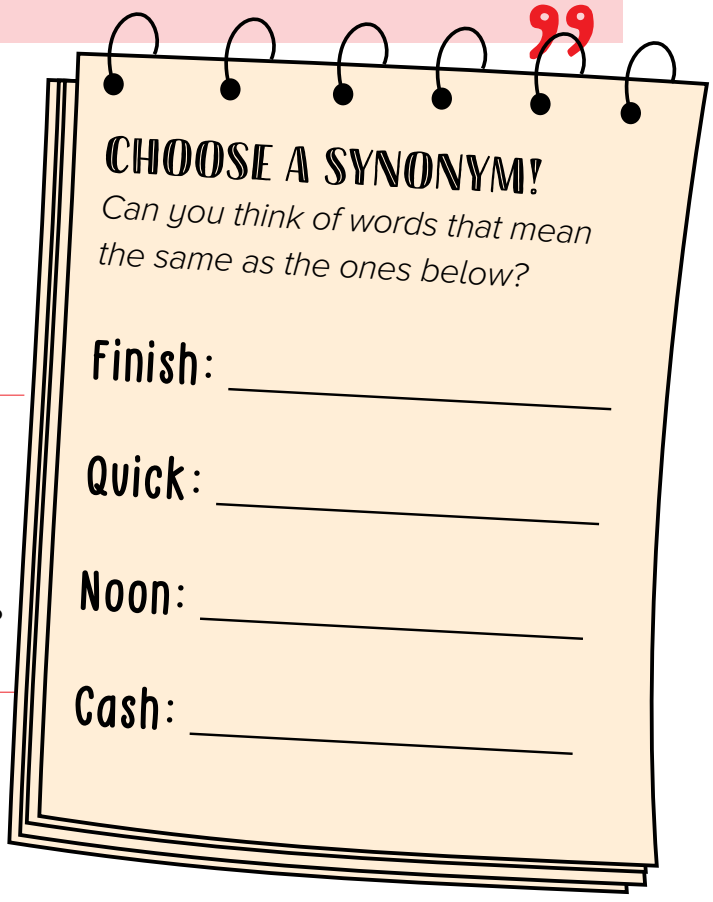
1. A *possessive adjective* is a word that tells you who owns (or 'possesses') something. Which possessive in the first sentence tells you who owns the brush?

_____

2. A *synonym* is a word that means the same thing as another word. What word do you think the word 'hues' in the second sentence is a synonym of?

_____

3. An *adverb* is a word that tells you *how* someone did something. Can you spot the adverb in the second sentence of the extract?
Hint: adverbs often end in *-ly*.



ANSWERS: 1. *His*. 2. *Colours*. 3. *Beautifully*.
Choose a Synonym!: *end, fast, midday or lunchtime* and *money* are possible synonyms.

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STORY SEQUENCING SHEET

The events in the tale about the goldfinch's feathers have been mixed up below – number these sections to show the order they *should* be read in!

The angel painted the eagle golden brown and decorated the peacock's tail with vivid blues and greens. ☐

However, one bird had missed out – the goldfinch! He chirped to get the angel's attention and asked if he could be painted too. ☐

The little bird felt special for the first time! To this day, he brings colour and beauty to the world as he hops from branch to branch. ☐

So he came down from the heavens with his brush and paints and began adding colours to the birds' feathers. ☐

The angel painted the little bird with colours taken from his friends' feathers. When he was finished, the goldfinch looked amazing! ☐

All of the birds were very proud of their new colour schemes and showed them off to each other. ☐

The angel was sorry for missing out the goldfinch, but he told the bird that he had run out of paint! ☐

When the world was new, an angel was given the job of painting the feathers of all the birds in the world. ☐

In fact, they started arguing about who looked best, with each of them believing that they were by far the most beautiful. ☐

When the rest of the birds heard this, they said that the angel should use some wet paint from their own feathers to paint the goldfinch. ☐

The crow was painted black, the canary was yellow, the jay had blue on his wings and the sparrow was brown with a black necktie. ☐

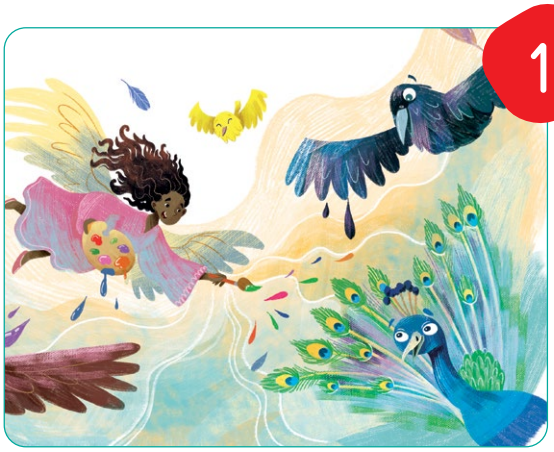
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STORYBOARD

Retell the story of how the goldfinch got his colourful feathers underneath the pictures on this page!

1



_____

_____

_____

2



_____

_____

_____

3

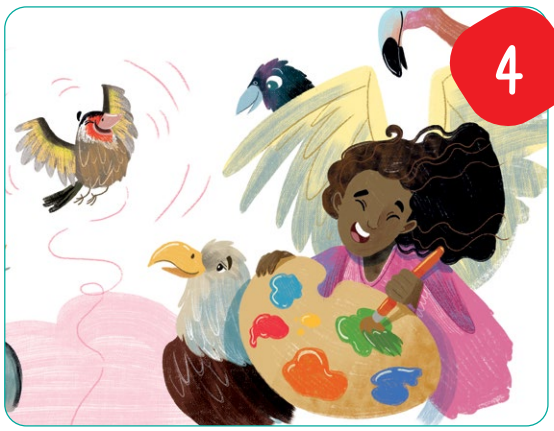


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4



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WRITE A BIRD ACROSTIC

The goldfinch is a wonderful bird – and we want you to write a special poem about how lovely it is! To make an acrostic poem, just write a word that begins with each of the letters below describing the gorgeous goldfinch!



G _____

O _____

L _____

D _____

F _____

I _____

N _____

C _____

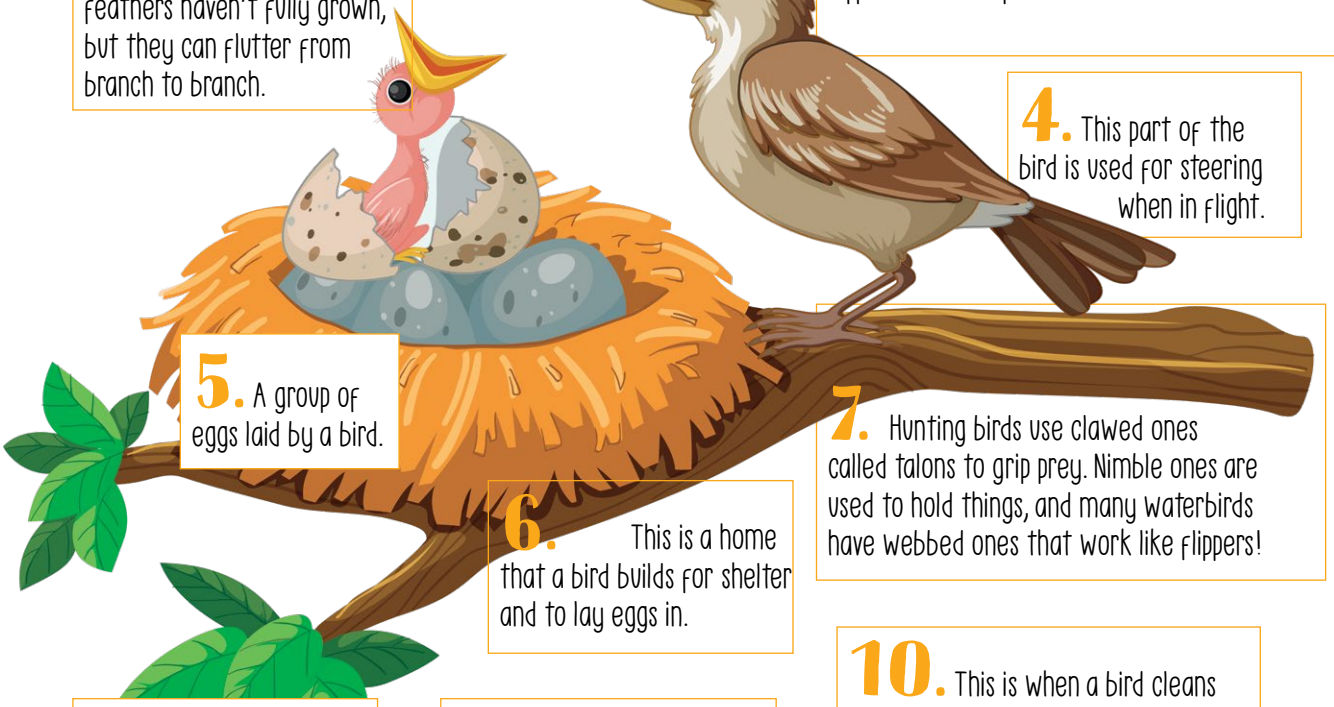
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BIRD WORDS!

Here are some terms you need to know to talk about our feathered friends! Can you match the definitions with the words below?



1. A baby that is ready to leave the nest. Their flight feathers haven't fully grown, but they can flutter from branch to branch.

2. The hard mouth parts of a bird. They are important for pecking, preening and eating!

3. Most birds use these limbs for flying. They come in different shapes and sizes on different kinds of bird.

4. This part of the bird is used for steering when in flight.

5. A group of eggs laid by a bird.

6. This is a home that a bird builds for shelter and to lay eggs in.

7. Hunting birds use clawed ones called talons to grip prey. Nimble ones are used to hold things, and many waterbirds have webbed ones that work like flippers!

8. This is what you call a group of birds!

9. Losing old feathers while new feathers grow in!

10. This is when a bird cleans and combs its feathers with its bill or feet. It's important for keeping the feathers healthy!

A. FLOCK **B. WINGS** **C. TAIL**
D. FLEDGLING **E. MOULTING**
F. CLUTCH **G. PREENING**
H. NEST **I. FEET** **J. BEAK**

ANSWERS: 1. D, 2. J, 3. B, 4. C, 5. F, 6. H, 7. I, 8. A, 9. E, 10. G

NAME _____ CLASS _____

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FEATHERED CHAMPIONS!

Birds are amazing creatures that come in all shapes and sizes! Here are ten record-holders of the bird world...

THE BIGGEST!
An Ostrich weighs more than 125kg and stands 2.8 metres tall! It also holds the speed record for running birds: **72kph!**

THE FASTEST!
The Peregrine Falcon can dive at up to **180kph** – that's REALLY quick!

THE SMALLEST!
A Bee Hummingbird weighs only **1.6g** – less than half the weight of a teaspoon of sugar!





THE WIDEST WINGSPAN!
The Wandering Albatross has wings that are **3.6m across!**

THE OLDEST IN THE WILD!
Wisdom the Laysan Albatross is at least **72 years old!**

THE BEST COPYCAT!
The Marsh Warbler can copy the songs of **80 other species** of birds!

THE LOUDEST!
The male White Bellbird's call is **125dB** – as loud as a jet taking off!



THE HIGHEST FLIER!
The Rüppell's Vulture can fly to over **11,000 metres!**

THE OLDEST IN CAPTIVITY!
Cookie, a Pink Cockatoo who lived in Brookfield Zoo in Chicago, survived to be **82 years old!**

THE HUNGRIEST!
The Cuban Tody is only little, but it eats **1500 insects a day!**





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AMAZING MIGRATION

1. BAR-HEADED GOOSE: "I fly from Mongolia to India – by going over the highest mountain range on Earth!"

2. GREAT SNIPE: "I go from Scandinavia to Africa without resting, and lose half my body weight on the way!"

3. BAR-TAILED GODWIT: "That's nothing! I fly from Alaska to New Zealand non-stop – a world record for any bird!"

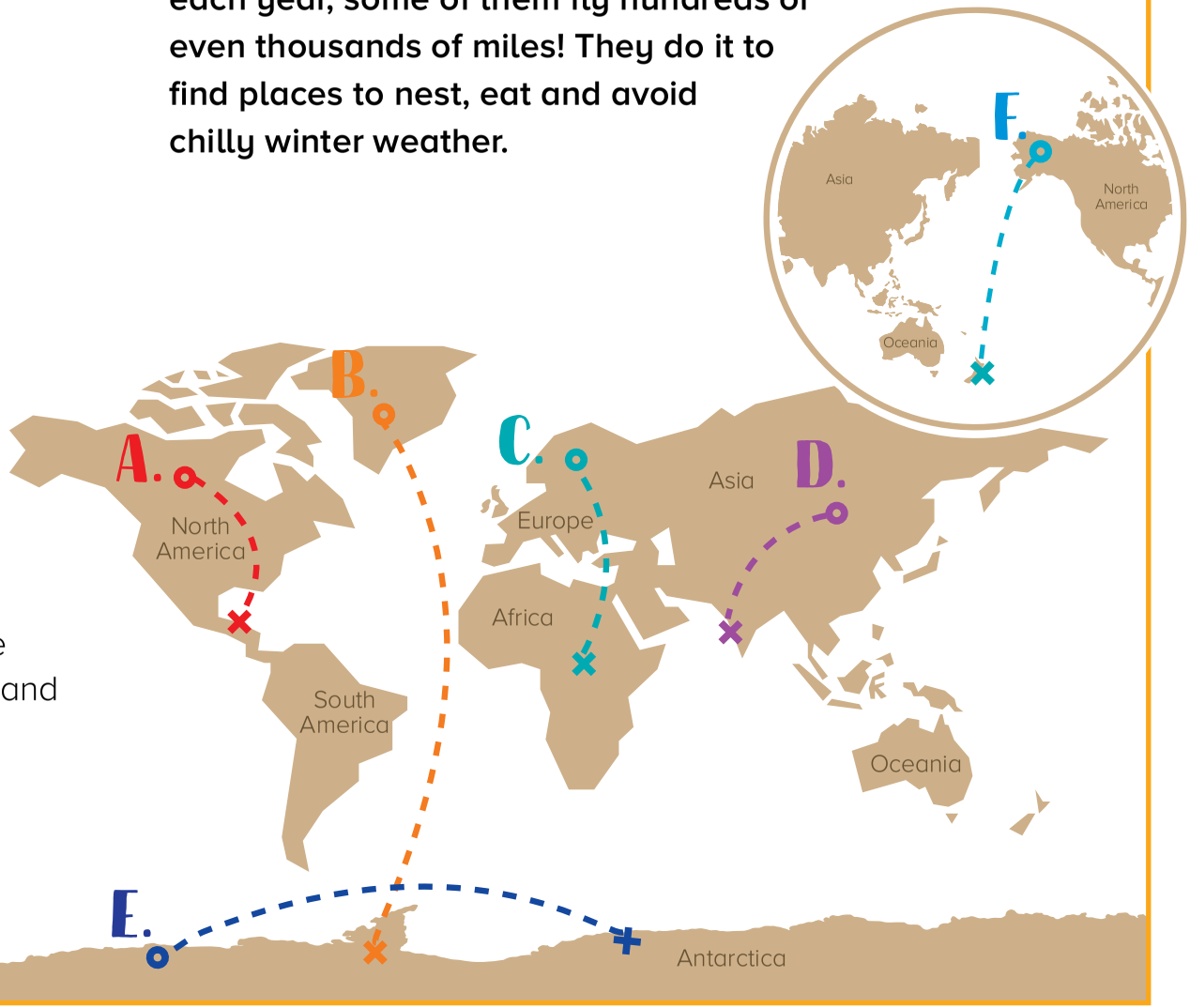
4. ADELIE PENGUIN: "I travel up to 13,000km a year as I follow the melting sea ice around Antarctica!"

5. ARCTIC TERN: "I fly from one end of the world to the other every year... from Greenland to the Antarctic's Weddell Sea!"

6. WESTERN SANDPIPER: "I can fly from Canada to the Gulf of Mexico!"

ANSWERS: 1.D, 2.C, 3.F, 4.E, 5.B, 6.A.

Birds are among the world's greatest travellers – each year, some of them fly hundreds or even thousands of miles! They do it to find places to nest, eat and avoid chilly winter weather.



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NAME _____ CLASS _____

WHAT MAKES BIRDS SPECIAL?

Birds are amazing and unique creatures – but what makes them different from other kinds of animal? Find out below!

BIRDS are warm-blooded! This means that their body maintains the same temperature, even if the environment is warm or cool.

MAMMALS are warm-blooded as well!
REPTILES are cold-blooded!
AMPHIBIANS are cold-blooded too!

BIRDS have feathers! These special coverings are unique to birds!

MAMMALS have hair or fur instead!
REPTILES have scales, not feathers!
AMPHIBIANS have smooth, soft skin!

BIRDS have many hollow bones! This makes their skeletons light... which is useful for flying creatures!

MAMMALS don't have this!
Neither do **REPTILES**
or **AMPHIBIANS**!

BIRDS lay eggs! Their young then hatch out of them...

MAMMALS give birth to live young instead... except for the platypus and echidna (spiny anteater), which lay eggs as well!
REPTILES lay eggs!
AMPHIBIANS lay eggs too!

BIRDS have beaks, but not teeth!

MAMMALS have teeth – but the platypus has a 'beak', too!
REPTILES have teeth – but turtles have beaks instead. The tuatara, a rare reptile from New Zealand, has a beak *and* teeth!
AMPHIBIANS have small teeth or none at all! Most frogs are toothless or have teeth only in the upper jaw. Salamanders (and Guenther's marsupial frog) have teeth in the upper and lower jaws!

WHAT IS IT?

On the next page are nine cards – each one features a different bird, mammal, reptile or amphibian! Can you work out which type of creature each one is?

Use the facts you learned on this page and the clues that each animal gives you to work out which category best fits each one!

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WHAT AM I?

After discovering what makes birds unique on the previous page, can you work out whether these creatures are birds, mammals, reptiles or amphibians?

FROG
I have tiny upper teeth and soft skin and lay eggs!



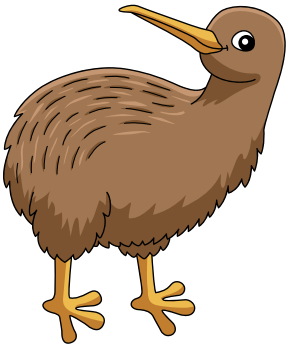
BAT
I have warm blood, have fur and can fly!



AXOLOTL
I have smooth skin, cold blood and tiny teeth!



KIWI
I have feathers and warm blood!



PLATYPUS
I have a beak and fur and lay eggs!



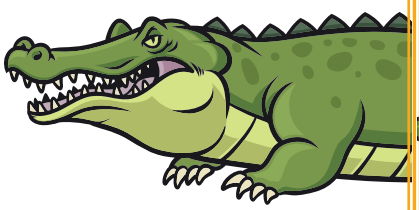
CAT
I have fur and teeth!



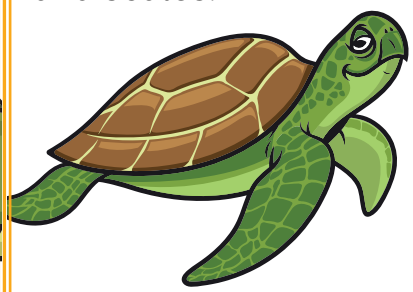
SEAGULL
I have feathers and hollow bones!



CROCODILE
I have scales and BIG teeth!



TURTLE
I have a beak and scales!

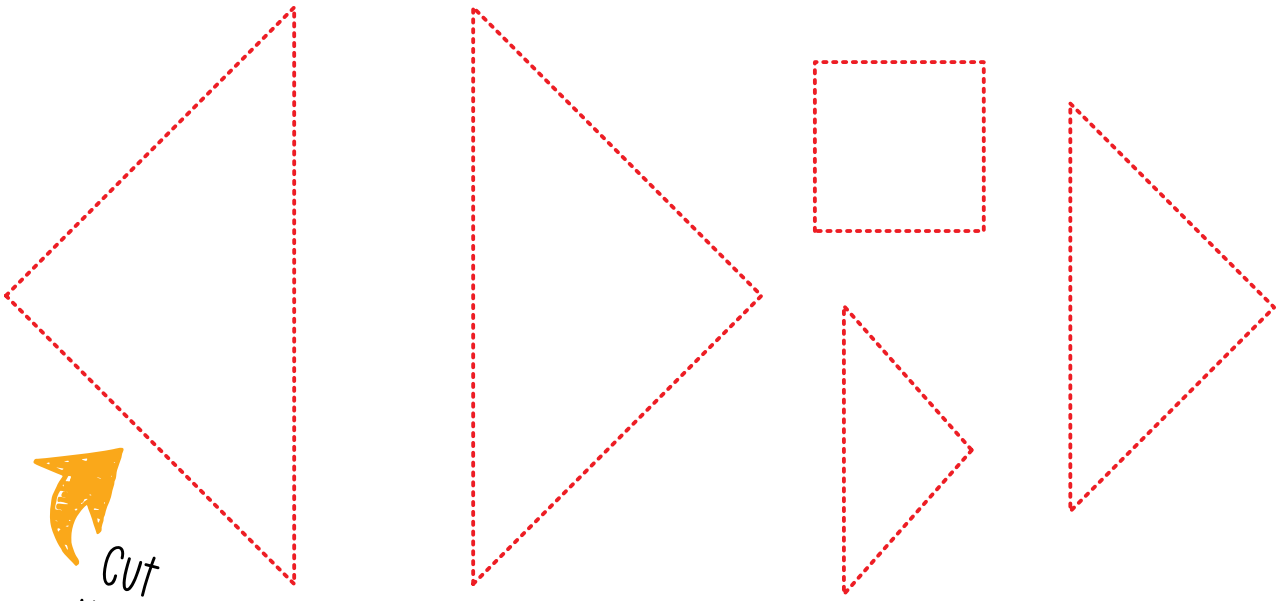


ANSWERS: Frog: amphibian. Bat: mammal. Axolotl: amphibian. Kiwi: bird. Platypus: mammal. Cat: mammal. Seagull: bird. Crocodile: reptile. Turtle: reptile.

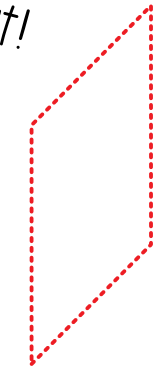
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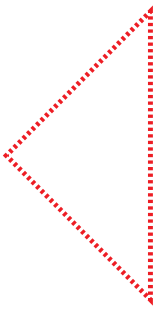
MAKE BIRDS FROM SHAPES!

Cut out the puzzle shapes below and put them together in different ways to create different birds. We've given you a few suggestions to try below! (You can print as many extras of each shape as you like!)

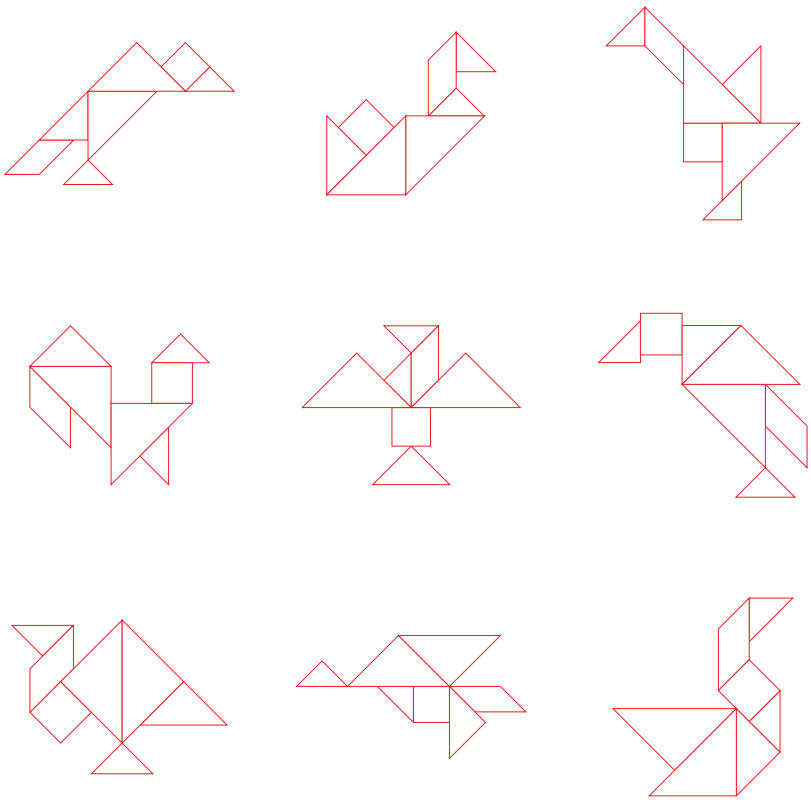


Cut them out!





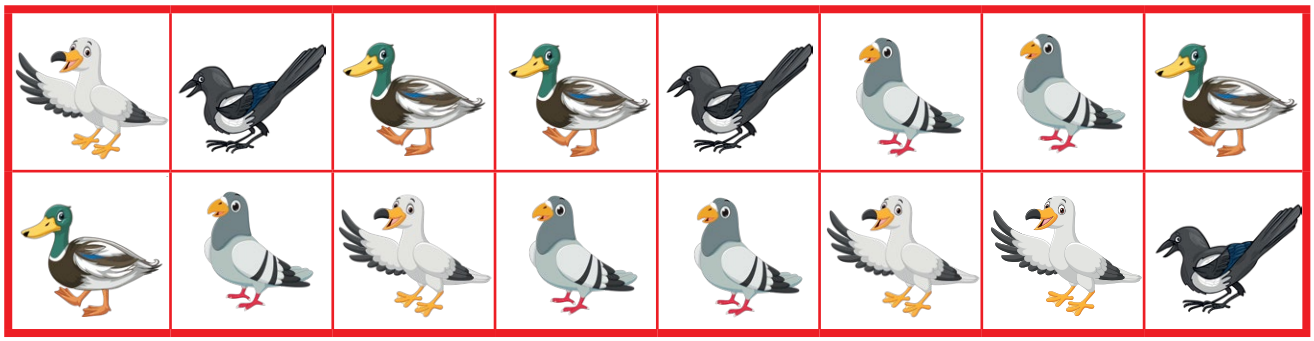
YOUR BIRD SHAPE GUIDE!

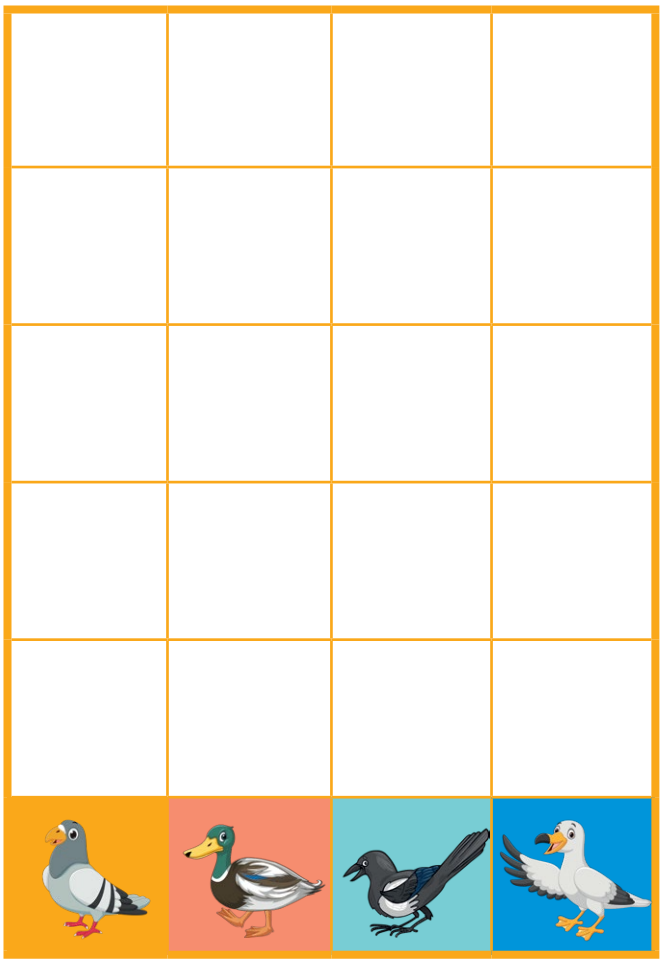


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LET'S GRAPH IT!

Imagine that you've gone to the park and drawn all the birds you spotted. Now it's time to put the information you have gathered into a graph so that people can understand it better! Cut out these birds and put them in the correct column on the graph underneath! Then answer the questions below...





A. How many pigeons and seagulls are there altogether?

B. How many more pigeons are there than ducks?

C. What is the most common bird on the table?

D. What is the total number of birds you spotted?

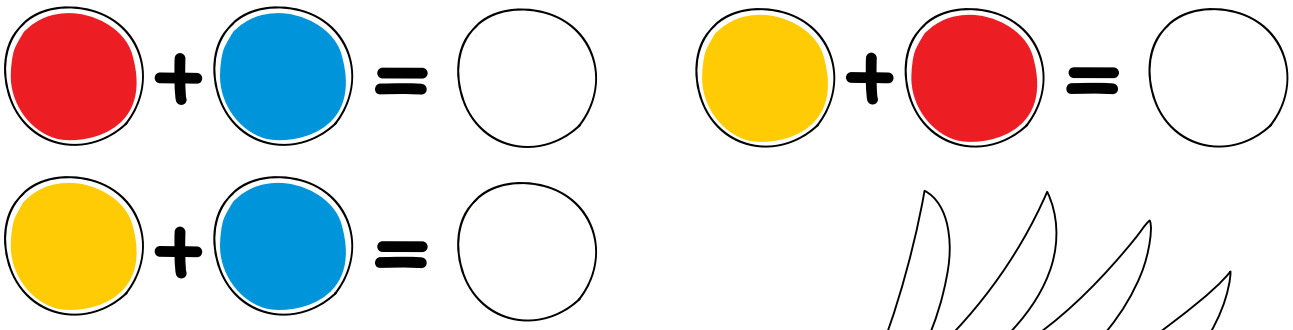
ANSWERS: A. 9. B. 1. C. pigeons. D. 16.

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NAME _____ CLASS _____

MIXING COLOURS!

The angel was an expert at mixing coloured paint to make new tones. Red, blue and yellow are *primary colours* – they cannot be made by mixing! But what colours do you get if you mix the primary hues? Find out by colouring the blank circles with two different-coloured pencils or crayons...





COLOUR IT!

When you've finished, colour in this bird using the colours you discovered – and any other ones you feel like using!

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BIRDWATCHING FOR BEGINNERS

Spotting birds in the wild and observing them as they go about their lives is great fun! Ask a grownup to join you and follow these tips to get started...

1. Get your gear!

- Warm clothes
- A raincoat or umbrella
- A notebook and pen to record your findings in
- A printed-out spotting sheet from this page

2. Choose a spot!

- A local park
- A stream or pond
- A garden
- The seaside
- Your window

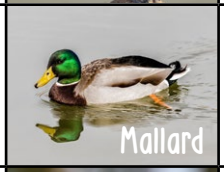


3. Start birdwatching!

- Find a good place to watch from! Stay partly hidden so birds don't get nervous.
- Sit still! Birds are more likely to come if you don't move much and keep quiet.
- Use your other senses! Can you hear birds chirping, singing or fluttering?

4. Optional things you could bring...

- A bird identification guidebook
- A small pair of binoculars

Bird:	Spotted At:	When:	Bird:	Spotted At:	When:
 Pigeon			 Seagull		
 Robin			 Crow		
 Sparrow			 Mallard		
 Magpie			 Starling		

NAME _____ CLASS _____

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BRILLIANT BIRD FEEDERS!

We can help our feathered friends (and encourage them to visit us!) by hanging up one of these cool creations for them to snack from...

APPLE BIRD FEEDER

1. You will need: an apple, a straw, peanut butter, birdseed and string.
2. Get an adult to cut the apple into round slices about 1 cm thick. Use a straw to poke a hole in the centre of each slice of apple.
3. Using a butter knife, smear peanut butter over each apple slice and dip them in birdseed!
4. Thread the apple slices onto a piece of string, using knots to keep them apart – you can ask a grownup to help you do this!
5. Hang up your bird feeder from a branch and watch the birds arrive for a sweet apple-and-peanut-flavoured snack!



PINE CONE FEEDER

1. You will need: a pine cone, peanut butter, birdseed and string.
2. Using a butter knife or lollipop stick, smear peanut butter over the pine cone.
3. Sprinkle birdseed onto the pine cone and press it slightly so it sticks to the peanut butter.
4. Ask an adult to attach a length of string to your new feeder and hang it from a branch! The birds will have fun pecking tasty seeds from the pine cone...



MILK BOTTLE FEEDER

1. You will need: a plastic milk bottle, scissors, sticks or skewers, string and birdseed.
2. Get an adult to cut a square opening in each side of the bottle, near the bottom. They should also poke a hole under each opening.
3. Push a stick through each opposite pair of holes to make perches.
4. Ask your adult to poke a hole in the cap. Thread a piece of string through it and tie a knot underneath.
5. Put the cap back and use the string to hang the bottle from a branch. Put birdseed in and wait!



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