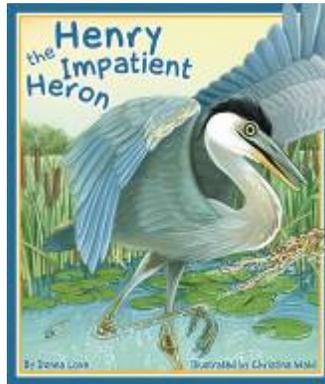


Teaching Activities

for



<u>Questions to ask before & after reading the book</u>	2
<ul style="list-style-type: none">• Questions to ask before reading the book• What do children already know? With charts• After reading the book – writing prompts & thinking it through• Re-read the book looking for more information• Comprehension questions• What do children already know activity conclusion	
<u>Language Arts</u>	7
<ul style="list-style-type: none">• Developing a “word wall”• Vocabulary game• Putting it all together• Suggested vocabulary list• Silly sentence structure activity• Sequencing sentence strips• Word search• Write about it!	
<u>Science</u>	14
<ul style="list-style-type: none">• Adaptations• Learned or Inherited?• DANGER! and INVASIONS!• Biomes & habitats• Science journal• Bird Life Cycle Sequencing Activity	
<u>Math</u>	25
<ul style="list-style-type: none">• Bird and wingspan comparison• Great Backyard Bird Count	
<u>Geography</u>	28
<ul style="list-style-type: none">• Map identification/geography questions	
<u>Character</u>	29
<u>Other</u>	30
<ul style="list-style-type: none">• Coloring pages	

Teaching Activities are intended for use at home, in the classroom, and during story-times.

Copyright © 2009 by Arbordale Publishing, formerly Sylvan Dell Publishing

[Return to Top](#)

Questions to ask children before reading the book

- What do you think the book is about by looking at the cover (or one or two of the inside illustrations)? *Sometimes it is easy to tell from the cover, other times it is not.*
- What does the cover illustration show?
- What type of bird is Henry?
- What does the title tell you about Henry?

What do children already know?

- Young children are naturally inquisitive and are sponges for information. The whole purpose of this activity is to help children verify the information they know (or think they know) and to get them thinking “beyond the box” about a particular subject.
- The children should write down their “concepts” (or adults for them if the children are not yet writing) on the provided chart found on the next page.
- Use the questions to get children thinking about what they already know. Feel free to add more questions or thoughts according to the child(ren) involved.

[Return to Top](#)

What do children already know—activity chart

Ask children to write down what they think they know before reading the book. If the information is verified while reading the book, they check “yes.” If the information is wrong, they mark “no” and cross it off, then write the correct information. Have the children note how the information was verified.

<u>What do I think I know?</u>	<u>Yes</u>	<u>No</u>	<u>Verified</u>
What type of animal is a heron?			Text Illustration Info in FCM Other
In what type of habitat do herons live?			Text Illustration Info in FCM Other
What do herons eat?			Text Illustration Info in FCM Other
How do they catch their food?			Text Illustration Info in FCM Other
How is a heron’s body alike or different than other birds?			Text Illustration Info in FCM Other
Why do herons stand so still?			Text Illustration Info in FCM Other

[Return to Top](#)

Use this chart for any other thoughts the children might have.

What do I think I know?	Yes	No	Verified
			Text Illustration Info in FCM Other

[Return to Top](#)

After reading the book – writing prompts & thinking it through

- Did the cover “tell” you what the book was about?
- If not, how does the illustration on the front relate to the story?
- Draw your own cover.
- Write a song to the tune of “Old MacDonald” about Henry and how he learned patience.
- Can you think of another title for the book?
- Do you think everything in the story could be true? *Do animals really talk to each other or have human traits? Was there magic?*
- If the author used talking animal or gave the animals human traits, could the story have been told differently? How?
- Write a different ending to the story.

Re-read the book looking for more information

Go back and re-read the book studying each page carefully.

- What facts are mentioned in the text?
 - *What are some foods that herons eat?*
 - *What are the long, thin legs good for?*
 - *What are the long, pointed bills good for?*
 - *Where do herons build their nests?*
 - *Who feeds the chicks? (mom, dad or both?)*
- What can be inferred from the text?
- Pause during second readings and ask the child(ren) if they remember what happens next.
- What would happen if a character did something different or if something different happened to the character? Would it/could it change the story?

Comprehension Questions

- Describe how you knew that Henry was impatient.
- How did Henry end up alone?
- What happened when he tried to get food?
- Who did he “bump” into?
- What advice did that bird give Henry?
- How did Henry learn to stand still?
- Was he able to catch dinner? If so, what was it?

[Return to Top](#)

What do children already know—activity conclusion

- Do the children have any more questions about herons? If so, write them down on the chart.
- Identify whether the information was verified and how.
- If the concept is correct, make a note of how the information was confirmed (illustration, in text, or the “For Creative Minds” section)
- If the concept was not correct, what IS the correct information – with confirmation notes as above.
- If the concept was neither confirmed nor denied, look the information up in a reliable source and note where it was confirmed.
- Wrap it all up by adding notes with new information that the children learned either through the reading or the research while looking up something else.

[Return to Top](#)

Language Arts

Developing a vocabulary “word wall”

If using the book as a way to introduce a topic or subject, this is also a great way to introduce subject-related vocabulary words. If you don't have the time (or the inclination) to develop the “word wall” by playing the Vocabulary Game (below), we have provided a vocabulary list for you.

Vocabulary words for the “word wall” may be written on index cards, on a poster board, or on a chalk board. If writing on poster board or chalk board, you might want to sort into nouns, verbs, etc. right away to save a step later. Leaving the words posted (even on a refrigerator at home) allows the children to see and think about them frequently.

Vocabulary game

This activity is designed to get children thinking of vocabulary words which will then be used as the beginning vocabulary list for a science lesson.

Select an illustration and give children a specific length of time (five minutes?) to write down all the words they children can think of about the particular subject. *If you do not have classroom sets of the book, it is helpful to project an illustration on a white board. Check our website (www.ArbordalePublishing.com) for book “previews” that may be used for this purpose.*

The children's word list should include anything and everything that comes to mind, including nouns, verbs, and adjectives. At the end of the time period, have each child take turns reading a word from his/her list. If anyone else has the word, the reader does nothing. If however, the reader is the only one with the word, he/she should circle it. While reading the list, one person should write the word on a flashcard or large index card and post it on a bulletin board or wall.

At the end, the child with the most words circled “wins.” And you have a start to your science vocabulary list. *Note if a child uses an incorrect word, this is a good time to explain the proper word or the proper usage.*

Putting it all together

The following activities may be done all together or over a period of several days.

- Continue to add words to the vocabulary list as children think of them.
- Sort vocabulary words into nouns, verbs, adjectives, etc. and write what they are on the backs of the cards. When the cards are turned over, all you will see is “noun,” etc. *(These can then be used to create silly sentences, below.)*
- Now sort the vocabulary words into more specific categories. For example, nouns can be divided into plants, animals, rocks, minerals, etc. They can be divided into living/non-living, or into habitat-related words.
- Have children create sentences using their vocabulary words. Each sentence could be written on a separate slip of paper.
- Have children (individually or in small groups) sort and put sentences into informative paragraphs or a story.
- Edit and re-write paragraphs into one informative paper or a story.

[Return to Top](#)



Suggested vocabulary list

<u>nouns</u>	<u>verbs</u>	<u>adjectives</u>
air	camouflage	fresh
beak	catch	high
bill	dart	long
bird	feed	marshy
broods	flap	pointy
claws	fly	salt
eggs	grab	slow-moving
eyes	hatch	small
feathers	hunt	s-shaped
fish	preen	warm-blooded
fledgling	scratch	
food	sink	
frogs	spear	
instinct	stand	
lake	watch	
mangroves		
marshes		
nest		
nestling		
pond		
river		
salamanders		
tree		
water		
webbing		
wetlands		
wing		

[Return to Top](#)



Silly sentence structure activity

This is a fun activity that develops both an understanding of sentence structure and the science subject. Use words from the “word wall” to fill in the blanks. After completing silly sentences for fun, have children try to fill in the proper words by looking for the information in the book.

Hérons are a type of _____^{noun}. All birds have _____^{noun}s,
_____^{verb} from _____^{noun}s, breathe oxygen from the
_____, and are _____^{noun} - _____^{noun}ed.

Hérons _____^{noun} necks and _____^{adjective} _____^{noun}s
allow them to quickly _____^{adjective} _____^{verb} _____^{noun} or other
small animals.

Hérons have tiny _____^{noun}ing between their two front toes, so they
won't _____^{verb} into _____^{adjective} ground. Their very long
_____^{noun}s help them to _____^{verb} quietly through shallow
_____^{noun}.

Great Blue Herons live around _____^{noun}s all over North America
from _____^{noun} and _____^{adjective} marshes to freshwater
_____^{noun}s, _____^{noun}s, and _____^{adjective} - _____^{noun}ing
_____^{noun}s.

[Return to Top](#)

Henry the Impatient Heron

Sequence sentence strips

Preparation: Cut into sentence strips, laminate if desired, and place in a “center.” Have children put the events in order. Children may work alone or in small groups. Cards are in order but should be mixed up when cut apart.

----- ✂ -----

Henry lived in a nest high in a tree.

----- ✂ -----

**He couldn't stand still and bothered his
brother and sister in the nest.**

----- ✂ -----

**His brother and sister stayed with their
mother by the pond.**

----- ✂ -----

Henry watched and followed other animals.

----- ✂ -----

----- ✂ -----

Henry was lost and hungry.

----- ✂ -----

He tried to catch a salamander and frog but couldn't.

----- ✂ -----

**He bumped into THE GREAT BLUE HERON whose
legs looked like logs**

----- ✂ -----

**THE GREAT BLUE HERON told Henry to
pretend to be a stick and fish would swim to him.**

----- ✂ -----

**Henry stood still for hours and hours and
caught a fish!**

----- ✂ -----

[Return to Top](#)



Word search

Find the hidden words. Even non-reading children can try to match letters to letters to find the words!
Easy – words go up to down or left to right.

For older children, identify the coordinates of the first letter in each word (number, letter).

	A	B	C	D	E	F	G	H	I	J
1	B	O	K	N	L	A	U	D	F	A
2	I	W	I	A	Y	Z	A	B	I	T
3	R	O	N	G	S	L	O	G	S	H
4	F	I	B	O	B	E	A	K	H	E
5	R	H	L	O	N	G	S	E	W	S
6	O	E	U	F	I	S	H	O	A	T
7	G	R	E	A	T	B	A	N	T	A
8	P	O	N	D	I	P	R	E	E	N
9	A	N	E	S	T	A	P	A	R	D
10	T	I	G	H	I	N	T	R	E	E

- ___, ___ GREAT
- ___, ___ LONG
- ___, ___ BEAK
- ___, ___ FISH
- ___, ___ WATER

- ___, ___ BLUE
- ___, ___ LEGS
- ___, ___ PREEN
- ___, ___ LOGS
- ___, ___ POND

- ___, ___ HERON
- ___, ___ SHARP
- ___, ___ STAND
- ___, ___ FROG
- ___, ___ NEST

[Return to Top](#)



Write about it!

- Describe a time that you had to be quiet and still but couldn't. What happened?
- Describe a time when someone has helped you to do something you didn't think you could do.
- Explain why it was so important to Henry to learn to stand still.
- What do you think would happen to Henry if he never learned to stand still?
- Describe the habitat where Henry lived.
- Describe how Henry's body helped him to live in his habitat.
- Describe how you think Henry felt when he couldn't catch his food.

[Return to Top](#)

Science

Adaptations: Physical and Behavioral

Adaptations help animals to live in their habitat: to get food and water, to protect themselves from predators, to survive weather, and even to help them make their homes. The following is not a complete list by any means, but should help

- Physical Adaptations:
 - body parts.
 - teeth – depend on type of food it eats
 - feet, flippers, fins – ability to move
 - placement of eyes
 - how does it get oxygen (gills, lungs, osmosis)
 - body covering & insulation
 - hair
 - feathers
 - fur
 - scales
 - blubber
 - Camouflage:
 - color of skin or pattern to blend into background.
 - mimicry: pretending to be something else to fool predators or prey
- Behaviors
 - instinct: behaviors or traits that the animals are born with
 - learned behavior: traits that animals learn to improve their chances of survival or to make their life easier
 - social groups versus solitary living
 - communication with other animals
 - defense/camouflage
 - reaction to cycles (day/night, seasons, tides, etc)
 - migration: the seasonal movement of animals from one location to another
 - hibernation: a long, deep sleep in which the animals breathing and heartbeat are slower than usual.

Try to answer the adaptation questions for Great Blue Herons on the following pages.

[Return to Top](#)



Great Blue Heron

Have you ever seen one of these animals in real life? yes no

If so, where did you see it? _____

What was it doing? _____

What are the babies called? _____

How are the animals born? hatched from eggs born alive

How many brothers and sisters might be born at the same time? _____

How big is the baby (length, height, weight, etc.) when born? _____

Who raises the young: both parents mother only father only

neither parent – the baby survives on pure instinct

What does the baby eat and for how long? _____

How long will the babies stay with the parent (if parents are involved)? _____

When is the “baby” considered an adult? _____

How will it find a mate and have babies? _____

Who prepares the nest/den/burrow and how (if applicable)? _____

Some animals are only born at specific times of the year (to coincide with food availability). This baby is born: _____ anytime of the year or _____ usually in the month of _____ or the season of _____

To what animal class does it belong? circle the answer:

Vertebrate:

fish
mammal
bird
reptile
amphibian

Invertebrate:

arthropod (insects, crustaceans & arachnids)
sponges
flatworms
segmented worm
echinoderms
mollusk
roundworms
cnidarian

In what type of habitat and ecosystem does this animal live? _____

How does it move and what parts of its body does it use to move? _____

What are some of the behaviors that were discussed in the story? _____

How does it see? _____

How does it hear? _____

What does it eat? _____

Does it live alone or with a group? _____

How does it sleep? _____

How does the animal deal with seasonal changes (if applicable)? _____

[Return to Top](#)

IN DANGER!

- Endangered** A plant or animal that is in danger of becoming extinct.
Extinct No longer found anywhere on Earth; completely disappeared.
Threatened A plant or animal that may become endangered in the near future.
Species of Concern or Monitored A species that is being watched for possible listing.
There is no legal protection for this level.
State protected an individual state's declaration of protection
Sustainable able to sustain a population
Watch List a species being observed for possible listing as threatened or endangered

Causes of plants and animals in danger:

- Changing habitat
 - habitat destruction due to development, roads, agriculture, etc.
 - loss of nesting areas
- Over fishing or hunting
 - Advanced technology allows fishermen to see where the fish are, increasing their catch—sometimes beyond what is sustainable
 - Some animals were hunted on purpose, due to fear – such as wolves
- Pollution
 - including fertilizer and chemicals
 - run-off from construction and development
 - animals may eat garbage “thinking” that it is food (i.e. plastic bags being mistaken for jellyfish)
 - animals get trapped in garbage
- Missing link in the food chain due to another extinction

State Protection Status of Great Blue Herons:

- Arkansas - Monitored
- Delaware - Species of Concern
- New Hampshire - Rare
- New Jersey - Stable
- New York - State Protected
- Pennsylvania - Rare
- Rhode Island - Species of Concern
- South Dakota - Rare
- Virginia - Watch List
- Vermont - Rare
- West Virginia - Rare

What might be some reasons for declining populations of Great Blue Herons in states like Delaware, New York, Rhode Island or Virginia?

What are some things that you can do where you live to make sure wetlands are kept pollution free and wildlife safe?

[Return to Top](#)

Where in the world?

Biome The broad area of the Earth's surface characterized by distinctive vegetation and associated animal life; e.g., forest biome, grassland biome, desert biome

Ecosystem A community of living organisms and their interrelated physical and chemical environment, including food webs, etc.

Environment The total of the surroundings (air, water, soil, vegetation, people, wildlife) influencing each living being's existence, including physical, biological and all other factors; the surroundings of a plant or animal, including other plants or animals, climate and location.

Habitat The immediate place where a plant or animal naturally or normally lives and grows.

See if you can identify areas where Great Blue Herons live. It is possible to have a habitat within an ecosystem; e.g., an animal might live in a pond in the middle of a forest. Explain why the Great Blue Herons could or could not live in each area.

- Aquatic
 - Marine (saltwater) Oceans
 - Open ocean
 - Deep sea
 - Tropical
 - Temperate
 - Polar (Arctic & Antarctic)
 - Estuaries, marshes, mangroves, and inter-tidal zones
 - Coral reefs
 - Freshwater
 - Lakes and ponds
 - Rivers and streams
 - Wetlands
- Desert (less than six inches of rain a year)
 - Hot
 - Cold (Antarctica)
- Forests (vary by latitude or mountain elevation)
 - Boreal or Taiga: cold winters & warm summers, evergreens
 - Temperate Deciduous: well defined growing seasons
 - Rainforest: over 85 inches of rain per year
 - Tropical: found in tropics 0 to 22.5 degrees latitude
 - Temperate: between 22.5 and 50 degrees latitude
- Grasslands (also called prairies, savannas, or steppes)
 - Temperate: defined growing seasons
 - Tropical: hot all year
- Tundra (cold and no trees)
 - Arctic
 - Alpine (mountain) tundra (high elevation)
- Polar
 - Arctic (North Pole) (see also Tundra)
 - Antarctic (South Pole)
- Caves
 - entrance
 - twilight
 - dark (no light)

[Return to Top](#)

Science journal

Have children draw a picture to define the vocabulary word or concept.

pointy beak

long, skinny legs

slightly webbed front feet

[Return to Top](#)

adaptation

bird

wetland

[Return to Top](#)

Bird Life Cycle

Sequence Sentence Strips for:



Preparation: Cut into sentence strips, laminate if desired, and place in a “center.” Have children put the events in order. Children may work alone or in small groups. Cards are in order but should be mixed up when cut apart.

-----✂-----

The female lays her eggs in the nest. Depending on the type of bird, she will lay between two to six eggs.

-----✂-----

She then sits on the nest to keep the eggs warm (**incubate**) until they hatch—about two weeks.

-----✂-----

----- ✂ -----
While the female is incubating the eggs, the male will guard them. If a predator gets too close, the male will make a lot of noise and fly around to try to distract the predator from the nest. He will also deliver food to the female as she sits on the nest.

----- ✂ -----
The baby birds **hatch** out of the eggs.

----- ✂ -----
The babies are called **nestlings** while they live in the nest. It takes a few weeks for their feathers to develop and for them to be big enough to fly.

----- ✂ -----
Usually both the male and female care for the nestlings by keeping them warm and feeding them.

----- ✂ -----



Once they start to fly, they are called **fledglings**. They will fly to and from the nest for another week or two, still being feed by their parents.



The parents provide less and less food to teach the fledglings how to find food. After a short amount of time the parent birds chase the fledglings out of the nest.



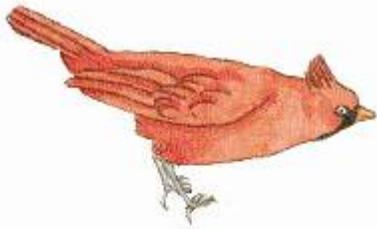
Many birds will lay several groups of eggs (**broods**) a year. Sometimes the female lays more eggs within days of one brood leaving the nest.



[Return to Top](#)

Math—Bird size and wingspan comparison for use with

Loon Chase
Christmas Eve Blizzard
Henry
the Impatient Heron
The Best Nest
Whistling Wings



Cardinal



Loon



Magpie



Heron



Tundra Swan

Cut out these cards for the activities on the next few pages.

The size of it all!

Bird	size (inches)	Avg. Wingspan (inches)
Cardinal (Northern)	8-9"	10-12"
Great Blue Heron	38-54"	66-79"
Loon, common	26-36"	41-52"
Magpie (Black-billed)	18-24"	22-24"
Tundra Swan	47-58"	66"

Size information from Cornell's All About Birds: <http://www.birds.cornell.edu/AllAboutBirds/BirdGuide/>

Birds range in size from the tiny bee hummingbird to the giant ostrich. Using the information in the table above, answer the following questions:

- Which bird is smallest? _____
- Which bird is the largest? _____
- Using the bird cards from the previous page, put the birds in order from smallest to largest.

A bird's wingspan is measured from the tip of one wing to the tip of the other wing and is usually larger than the bird itself.

- Which bird has the smallest wingspan? _____
- Which bird has the largest wingspan? _____
- Using the bird cards from the previous page, put the birds in order from smallest to largest wingspan. Are they in the same order as the size? _____ yes _____ no

How big is that wingspan?

- If desired for some of the larger wingspans, convert the inches into feet and inches.
- Using the right measuring tool (ruler, yard stick or measuring tape) and chalk, draw a seven-foot line on the playground, sidewalk, or driveway. As an alternative, use a 7-foot piece of yarn or rope and stretch it out.
- Mark "0" on the left side.
- Mark off the appropriate inches or feet and inches and identify the birds' wingspans by taping the bird card to the right measurement.
- If you were to lie down on or next to the line, which bird's wingspan would be closest to your size?
- If you were to lie down on or next to the line, how many times would you have to lie down in order to equal the size of the larger wingspans?
- If someone shorter or taller than you did it, how many times do they have to lie down to equal the same wingspan? Is that more or less than you?
- Spread your arms out like they were wings with one hand at the "0." Measure how big your "arm span" is and mark it.
- How does your arm span compare to the various bird wingspans?

[Return to Top](#)

Great Backyard Bird Count
February 2007 and 2008
Great Blue Herons observed by State & Province

State or Province	2007	2008
Alabama	568	451
Alaska	34	12
Arizona	250	151
Arkansas	197	204
British Columbia	231	314
California	676	721
Colorado	50	67
Connecticut	22	24
Delaware	82	76
District of Columbia	8	4
Florida	1,684	2,354
Georgia	426	487
Idaho	170	180
Illinois	129	93
Indiana	107	173
Iowa	17	4
Kansas	28	81
Kentucky	226	295
Louisiana	215	149
Maryland	293	217
Massachusetts	13	27
Michigan	25	86
Minnesota	0	3
Mississippi	454	502

State or Province	2007	2008
Missouri	90	196
Montana	28	24
Nebraska	10	16
Nevada	9	29
New Hampshire	2	3
New Jersey	143	177
New Mexico	23	30
New York	91	85
North Carolina	476	838
Ohio	126	296
Oklahoma	195	61
Ontario	5	12
Oregon	284	319
Pennsylvania	112	191
Rhode Island	8	6
South Carolina	348	337
Tennessee	433	1,046
Texas	1,603	1,028
Utah	10	57
Vermont	0	1
Virginia	581	535
Washington	1,382	1,983
West Virginia	33	61
Wisconsin	5	2
Wyoming	1	0

Looking at the above data, which state or province had the largest number of Great Blue Herons seen during the 2007 bird count? _____

What about the 2008 count? _____

What are some reasons that you might find so many wetland birds like the Great Blue Heron in this state in February? _____

List five states/provinces that had 5 or less sightings in either year: _____,
 _____, _____, _____, and _____

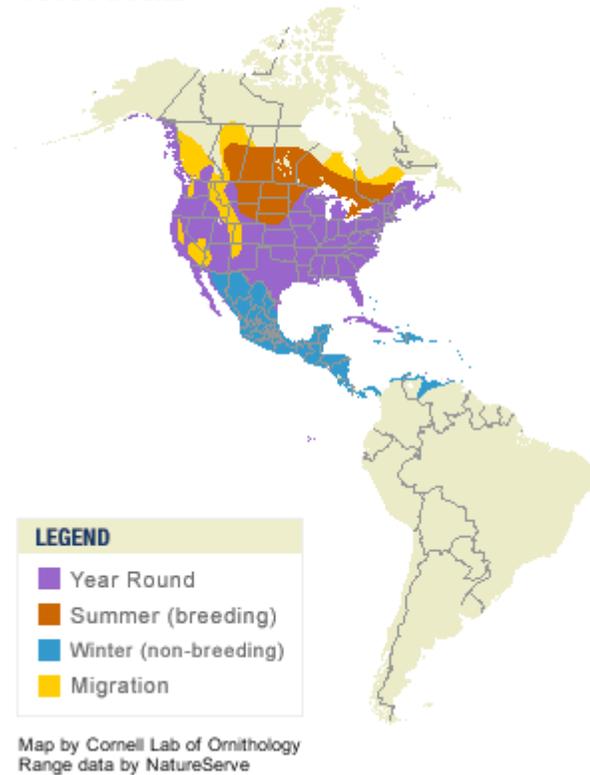
Why do you think some states are not listed? _____

Look at the data and make up five questions of your own. Give the questions to someone else to answer.

[Return to Top](#)

Geography

Great Blue Heron
Ardea herodias



http://content.ornith.cornell.edu/UEWebApp/images/arde_hero_AllAm_map.gif

Use the map to answer the following questions:

Could you expect to see a Great Blue Heron where you live? ____yes ____no

If yes, when might you see it: ____year round, ____ summer, ____winter, ____migration time

At what time of the year could someone see a Great Blue Heron in Central or South America?
____year round, ____ summer, ____winter, ____migration time

Do you think you might see a Great Blue Heron at either the North or South Pole? __yes, __no

Why or why not?_____

[Return to Top](#)

Character

- Always do your best
- Use self-control
- Be self-disciplined

Explain why you think Henry had a hard time being still as a young nestling.

How do you think his brother and sister felt when he kept stepping on them or flapping his wings in their faces?

If you were his mother or father, how could you have helped him to learn to stand still?

How did he finally learn to hold still?

Do you think it was easy for him or did he have to work really hard to be able to stand still?

[Return to Top](#)

Coloring pages:

Henry the Impatient Heron

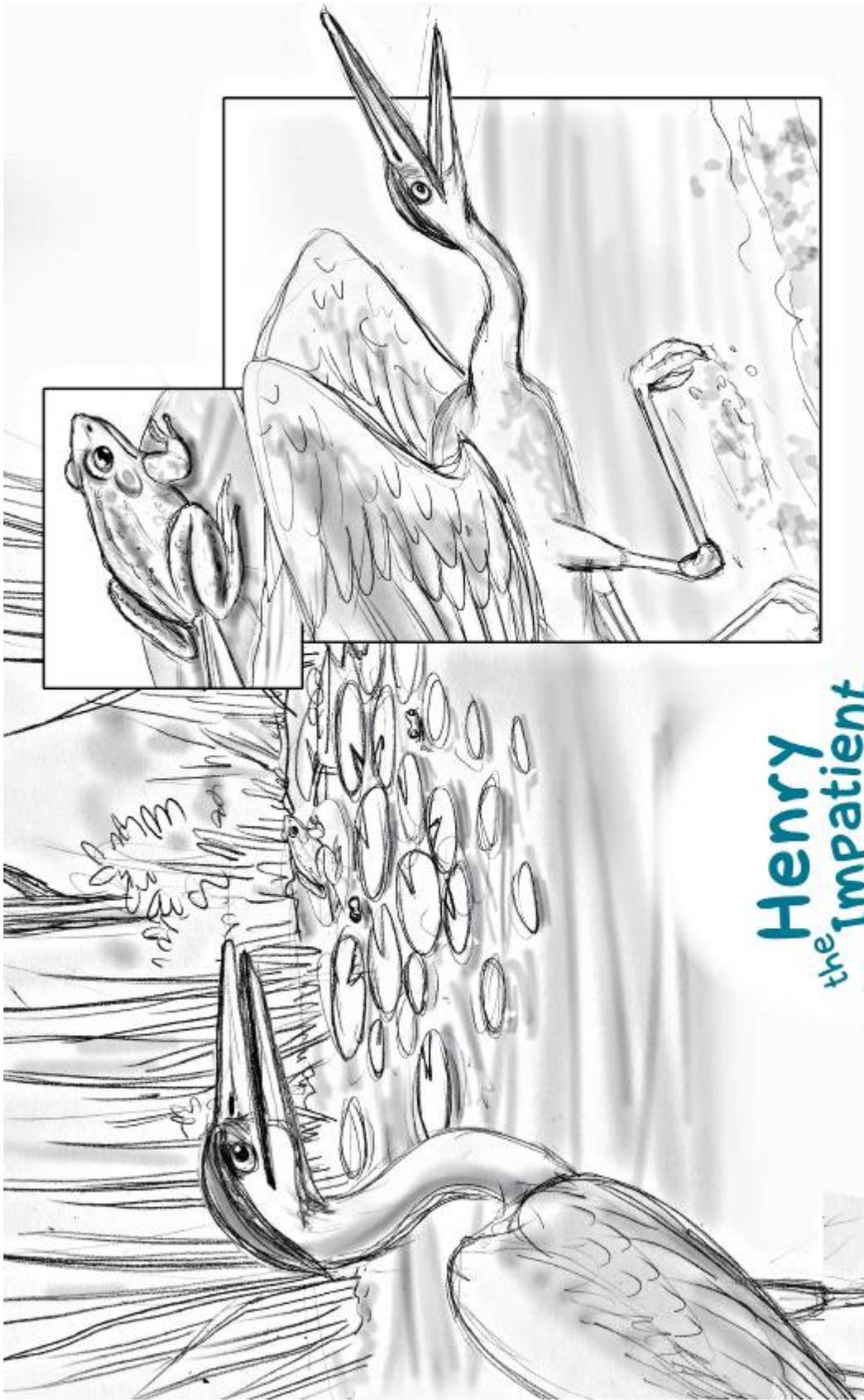
www.sylvandellpublishing.com



Find all the animals hiding from Henry in the pond!!!

Hint: There are 12

[Return to Top](#)



Henry the Impatient Heron

Illustration Sketch By Christina Wald

[Return to Top](#)



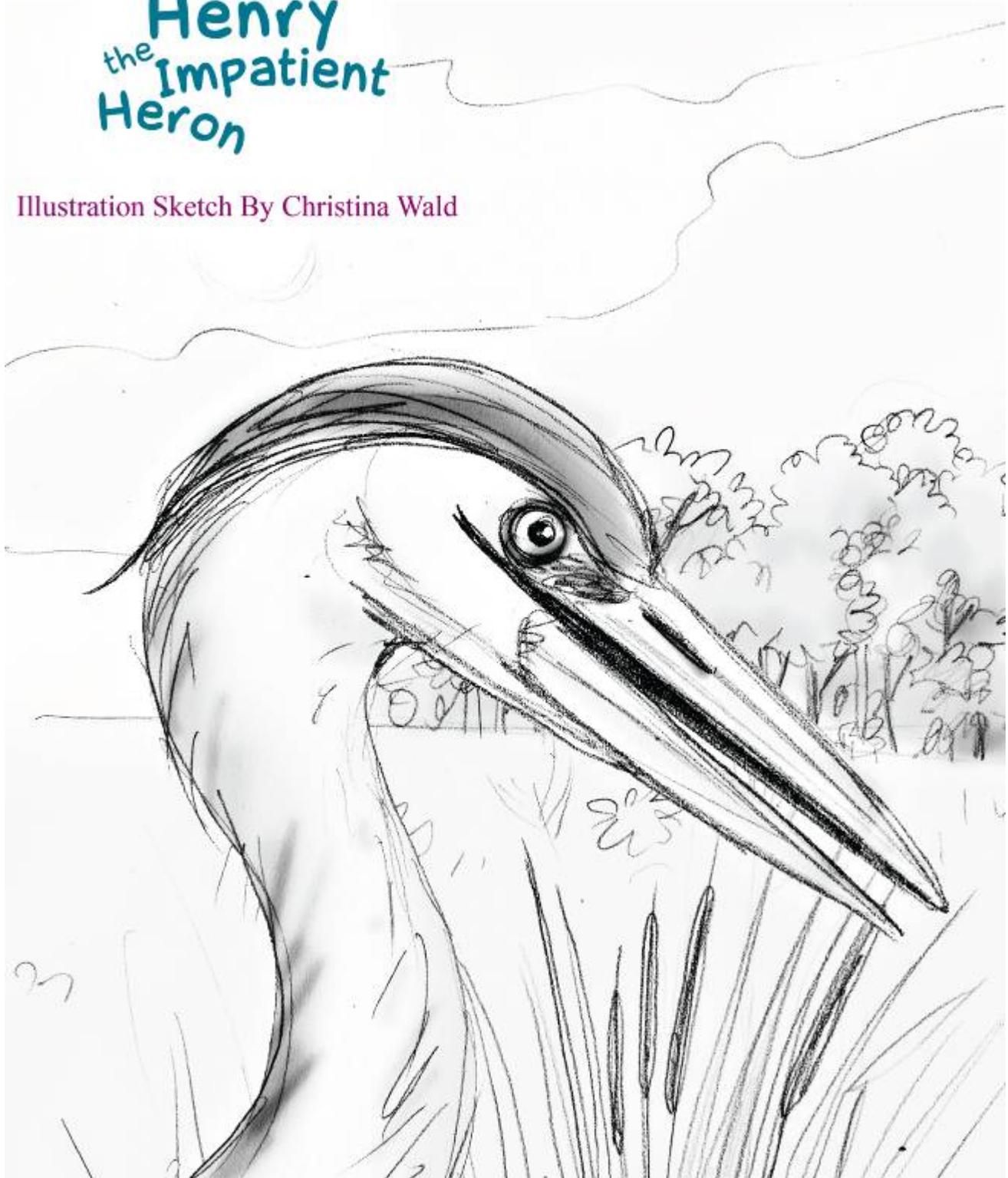
Henry the Impatient Heron

Illustration Sketch By Christina Wald

[Return to Top](#)

Henry the Impatient Heron

Illustration Sketch By Christina Wald



[Return to Top](#)