

# TEACHER'S GUIDE

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**with printable worksheets**

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# INTRODUCTION

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## Note to Teachers

Hello hard-working teachers!

This is a funny story about a young character asking for help when they have a problem, exercising independence, and using their own creative ideas to solve the problem—even after things go terribly wrong! I hope you can make good use of activities in this guide before and after reading *Ari and the Very Loud Bird!*

Like Ari, young readers are learning to regulate their own big feelings. They can relate to Ari being frustrated, hollering to Dad for help, and throwing socks around the hall impatiently. Kids know what it's like to be a kid. Like Ari, they get worked up, actively develop and try out their own creative ideas, and learn as they go. This story also affirms the importance of showing support and acceptance to others, being good humoured, and trying again when things go wrong!

Take note that Ari is a non-binary child. As a young, non-binary protagonist, Ari is a kid doing kid things. The story isn't about Ari's gender identity, which is simply identified in the book with "they/them/their" pronouns. Gender identity is accepted as a simple matter of fact in the story without putting Ari under scrutiny.

Hopefully this story is fun and gender-inclusive for all students as well as affirming for gender-expansive students. For teachers, I hope this story provides a positive representation of inclusivity, and I hope this guide offers engaging activities you can use with your students.

***Key themes in this story include: active problem solving, Ari's agency, a space for creativity, as well as the importance of support and good humour.***

**NOTE:** The *Reading Comprehension and Discussion Questions in Activity 3* represent different reading skill levels, and I provided an Answer Key. Scanning both of these ahead of time will help you choose questions that best suit your students and classroom.

# ACTIVITIES, INSTRUCTIONS & WORKSHEETS

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*for Early Elementary Students*

## **Before You Read**

**Activity 1:** Preview Questions

**Activity 2:** Preview 12 Story Words

## **After You Read**

**Activity 3:** Reading Comprehension & Discussion Questions

**Activity 4:** Label The Scare Sock Owl

**Activity 5:** Colour a Songbird & Create a Bird Song

**Activity 6:** Make a Paper-Bird Puppet & Make it Sing!



## Activity 1

Name: \_\_\_\_\_

### Look at the Book Cover. Gather Information. Make Predictions.

Discuss your answers to the questions below.

What is the story called?

Who is the author and illustrator?

Where is Ari?

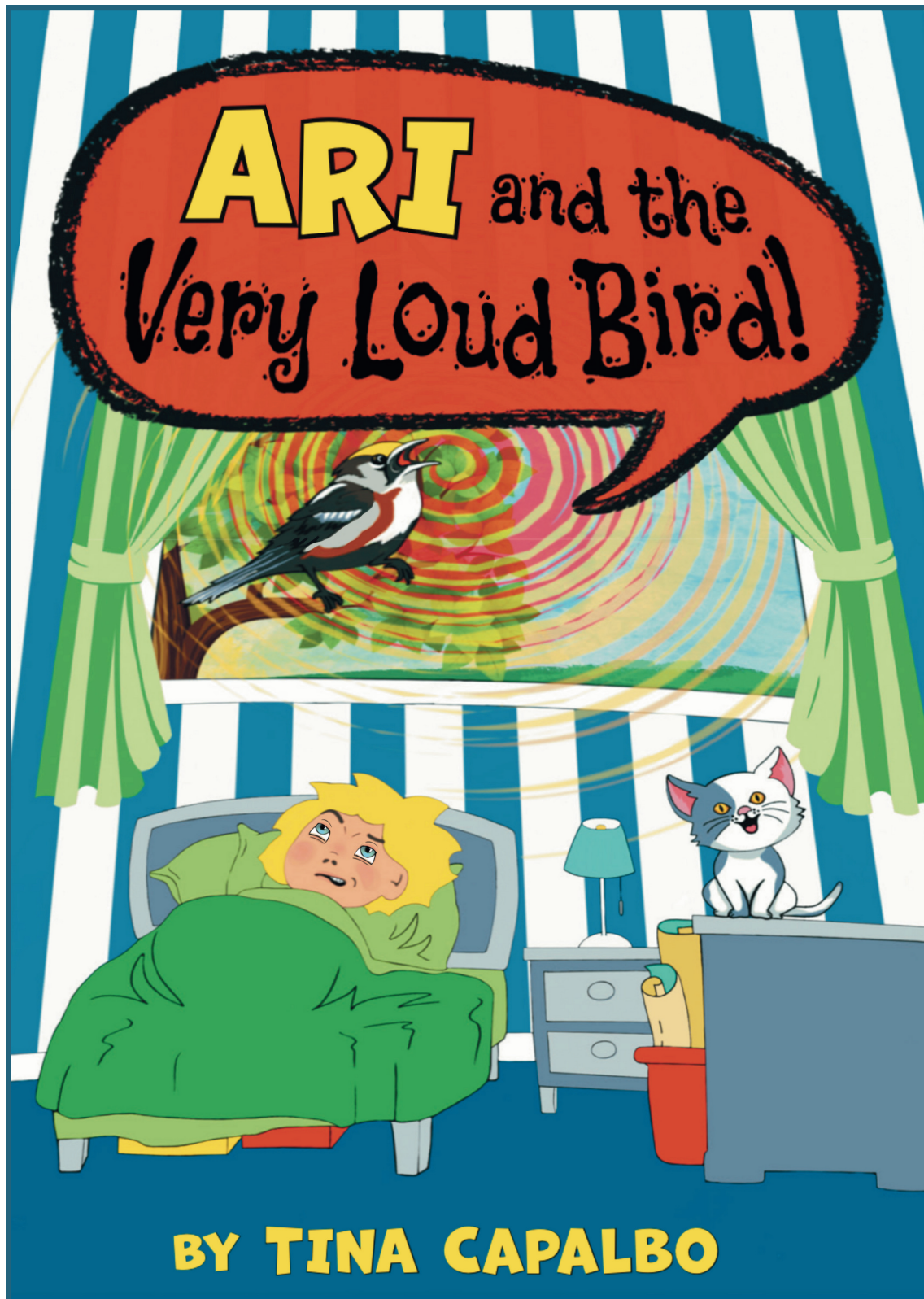
What's going on in the picture ?

How does Ari feel?

What time of day is it?

What season do you think it is?

What do you think is going to happen next?



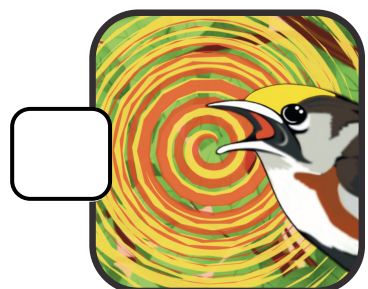
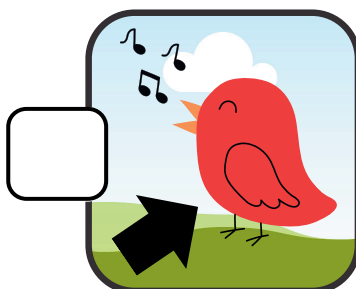
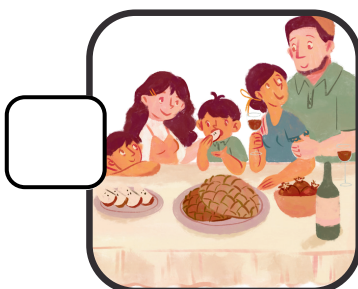
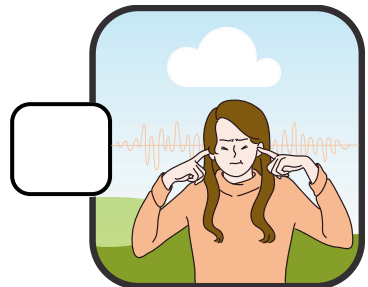
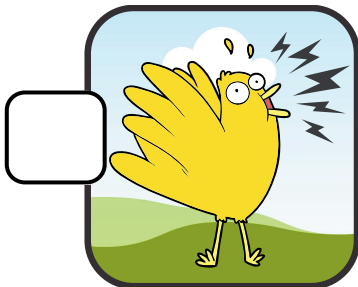
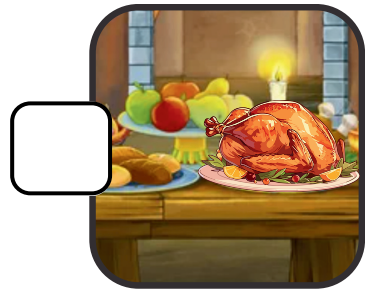
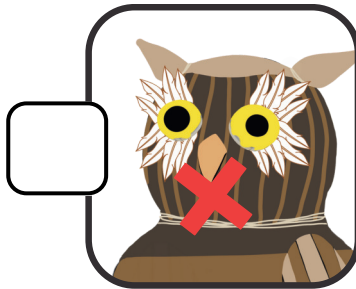
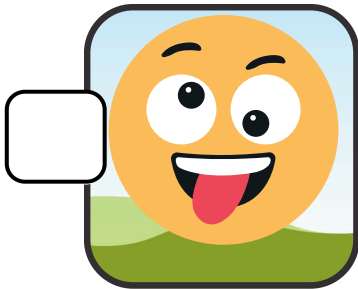
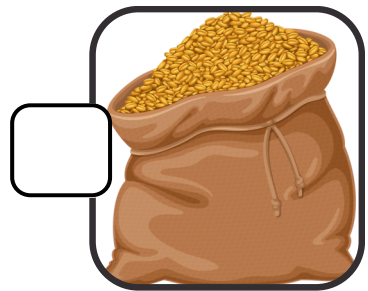
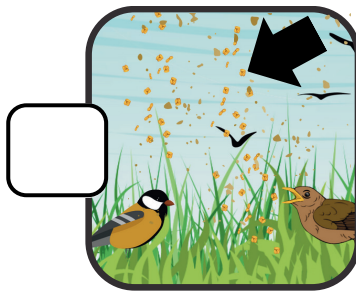
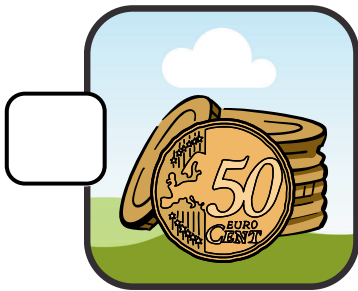
## Activity 2

Name: \_\_\_\_\_

### 12 Story Words

Match the story words and their definitions to the pictures below.

1. **a buffet** (noun) - a meal put out on tables so guests can serve their own food
2. **chirping / to chirp** (noun / verb) - a short, sharp sound from a small bird or insect
3. **a coin** (noun) - a small piece of stamped metal that is used as money
4. **ear-splitting** (adjective) - a sound so loud or high that it hurts your ears
5. **feasting** (verb) - having a big, enjoyable meal with others
6. **grain** (noun) - small, hard seeds you can plant to grow food like wheat, corn, oats, rice, etc.
7. **mute** (adjective) - silent, not making any sound
8. **pepper** (verb) - to shower something (e.g. the ground) with something else (e.g. bird seed)
9. **a racket** (noun) - a loud, annoying noise that doesn't stop
10. **ridiculous** (adjective) - extremely silly
11. **a songbird** (noun) - a bird that sings
12. **squawking** (noun / verb) - a loud, harsh sound that birds make



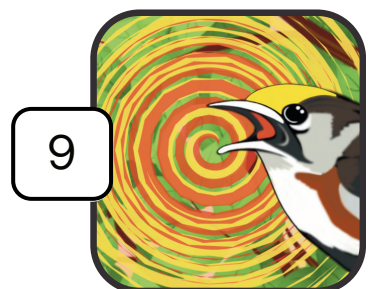
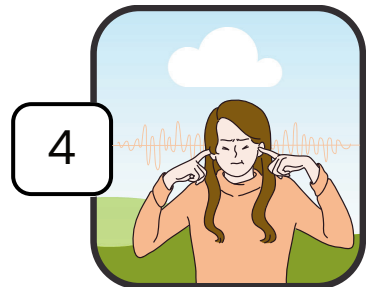
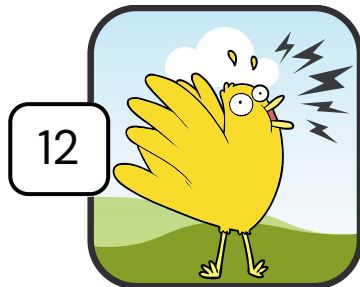
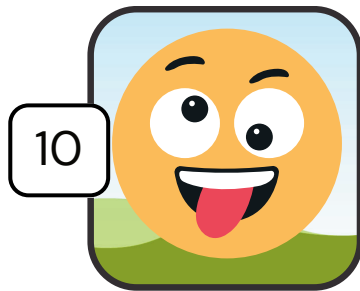
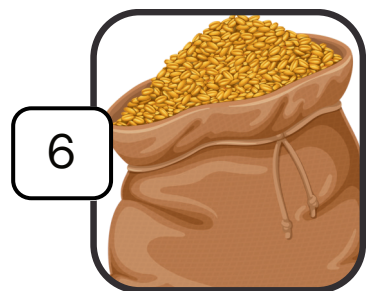
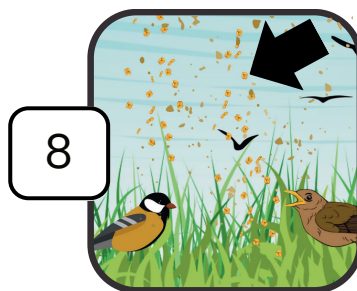
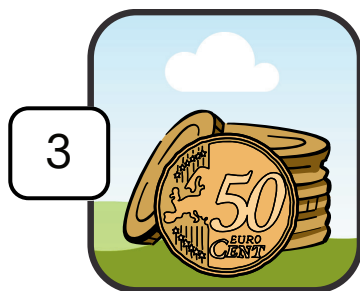
## Activity 2

## Answer Key

### 12 Story Words

Match the story words and their definitions to the pictures below.

1. **a buffet** (noun) - a meal put out on tables so guests can serve their own food
2. **chirping** (noun / verb) - a short, sharp sound from a small bird or insect
3. **a coin / coins** (noun) - a small piece of stamped metal that is used as money
4. **ear-splitting** (adjective) - a sound so loud or high that it hurts your ears
5. **feasting** (verb) - having a big, enjoyable meal with others
6. **grain** (noun) - small, hard seeds you can plant to grow food like wheat, corn, oats, rice, etc.
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12. **squawking** (noun / verb) - a loud, harsh sound that birds make





## Activity 3

Name: \_\_\_\_\_

### Reading Comprehension & Discussion Questions

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1. What's the setting at the beginning of the story?
2. Why is Ari grumpy at the beginning of the story?
3. Describe Ari's character.
4. What happens the first time Ari tries to calm down by counting down from ten?
5. How do Dad and Mom help Ari solve the problem of the loud bird?
6. What does Dad tell Ari about owls?
7. How does a plastic owl at a train station keep bird poop off the people waiting for trains?
8. How does Ari try to solve the problem of the very loud bird?
9. Why is Ari shocked near the end of the story?
10. What happens the second time Ari counts down from ten?
11. How does Ari finally solve the problem?
12. What do you think of Ari's solution to the problem?
13. Name three different ways that socks are used in the story.
14. Ari likes to use socks! Compare how they use socks at the beginning, middle, and end of the story. Does Ari get better or worse at using socks in a useful and helpful way? Explain.
15. Give two examples in the story where Ari fails the first time but tries again and succeeds the second time.
16. Why is it important to try again if you fail the first time?
17. Why was the sock headband a better solution than the sock owl?



**Reading Comprehension & Discussion Questions**

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**1. What's the setting at the beginning of the story?**

Setting is the time and place (the when and where) of the story. The story begins early Saturday morning in Ari's bedroom.

**2. Why is Ari grumpy at the beginning of the story?**

A songbird outside Ari's bedroom window wakes them up too early on Saturday morning.

**3. Describe Ari's character.**

Answers will vary and might include:

- tired, sleepy (wants to sleep and goes to get Dad's help)
- grumpy, loud, impatient (gets whiny and loud after bird wakes them up, calls out for dad's help, wakes Dad up),
- eager, willing, can-do attitude (asks Dad and Mom for help)
- curious (asks questions),
- creative (two different ideas to solve the loud bird problem)
- crafty, capable (builds a sock owl, climbs up to put it in the tree),
- determined (two different attempts to solve the loud bird problem),
- smart (learns from sock owl failure and finds a better solution),
- non-binary (pronouns: they/them/their)

**4. What happens the first time Ari tries to calm down by counting down from ten?**

It doesn't calm Ari down. They get interrupted by the songbird again, get frustrated, and call out to Dad for help.

**5. How do Dad and Mom help Ari solve the problem of the loud bird?**

Dad talks to Ari about owls and helps them come up with an idea.

In the illustration, we see Mom helping Ari with the glue gun and supervising while they use it.

This is an opportunity to talk about problem solving as a creative process, about trial and error, about the value of helping each other come up with solutions and testing out ideas, about the value of making mistakes and learning from them.

**6. What does Dad tell Ari about owls?**

Dad tells Ari that owls eat mice, bats, fish, rabbits, and songbirds. He says owls can scare birds away but they also hoot. He says the plastic owl at the train station is there to keep bird poop off the people waiting for trains.

**7. How does a plastic owl at a train station keep bird poop off the people waiting for trains?**

This is an inference question.

Because owls eat other animals, they are predatory birds that scare small songbirds away. This keeps the birds away from the station. If birds aren't flying around at the station, they can't poop on the people waiting for trains.

**Reading Comprehension & Discussion Questions**

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**8. How does Ari try to solve the problem of the very loud bird?**

Answers will vary. Ari tries many things:

- puts their pillow over their ears
- counts down from ten, twice
- asks Dad for ideas and learns about owls
- gets help from Mom to make a sock owl
- hangs their sock owl in the tree
- makes a sock headband to block out the noise

**9. Why is Ari shocked near the end of the story?**

Early on Sunday morning there are dozens of songbirds making a racket outside their window.

**10. What happens the second time Ari counts down from ten?**

After seeing the songbird buffet outside, Ari counts down from ten again. This time they calm down and come up with a new idea.

**11. How does Ari finally solve the problem?**

Ari decides to stuff some big socks and make a sock headband to cover their ears and block out the noise. It works!

**12. What do you think of Ari's solution to the problem?**

Tell students there are no right or wrong opinions. Different people have different perspectives. This is an opportunity for your students to examine and share their own ideas about problem solving in a group discussion.

**13. Name three different ways that socks are used in the story.**

- i) Ari throws socks in the hallway.
- ii) Ari makes a sock owl.
- iii) Ari makes a sock headband.

**14. Ari likes to use socks! Compare how they use socks at the beginning, middle, and end of the story. Does Ari get better or worse at using socks in a useful and helpful way? Explain.**

This is a higher level inference question.

First, we see Ari throwing socks around the hall as they call out for Dad's help. Ari's first use of socks isn't useful or helpful. Next, we see Ari using the same socks as the body for their sock owl. This is a more useful and helpful idea. Finally, Ari uses some other socks to make a big sock headband, and it's the most effective use of socks in the story.

**Reading Comprehension & Discussion Questions**

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**15. Give two examples in the story where Ari fails the first time but tries again and succeeds the second time.**

i) Twice, Ari tries to calm down by counting down from ten. The first time, Ari is interrupted by the songbird, gets frustrated, and goes to wake Dad up. The second time, Ari ignores the noise outside, counts down from 10, calms down, and comes up with a better solution.

ii) Ari comes up with two different ways to quiet the songbirds using socks. The first time, Ari builds a sock-owl that accidentally makes the problem worse. The second time, Ari builds a sock headband that solves the problem.

**16. Why is it important to try again if you fail the first time?**

Answers will vary.

Students might talk about working through frustration, asking for help, offering suggestions and listening to advice, trying things out and making mistakes, learning from mistakes, trying again.

Students will explore and discuss their own ideas, experience, and opinions about problem solving. Teachers can reinforce the idea that problem solving is about testing ideas.

**17. Why was the sock headband a better solution than the sock owl?**

Answers will vary.

When Ari tries to scare the birds away with a sock owl, it doesn't work. They can't control the noise because they have no control over the environment outside.

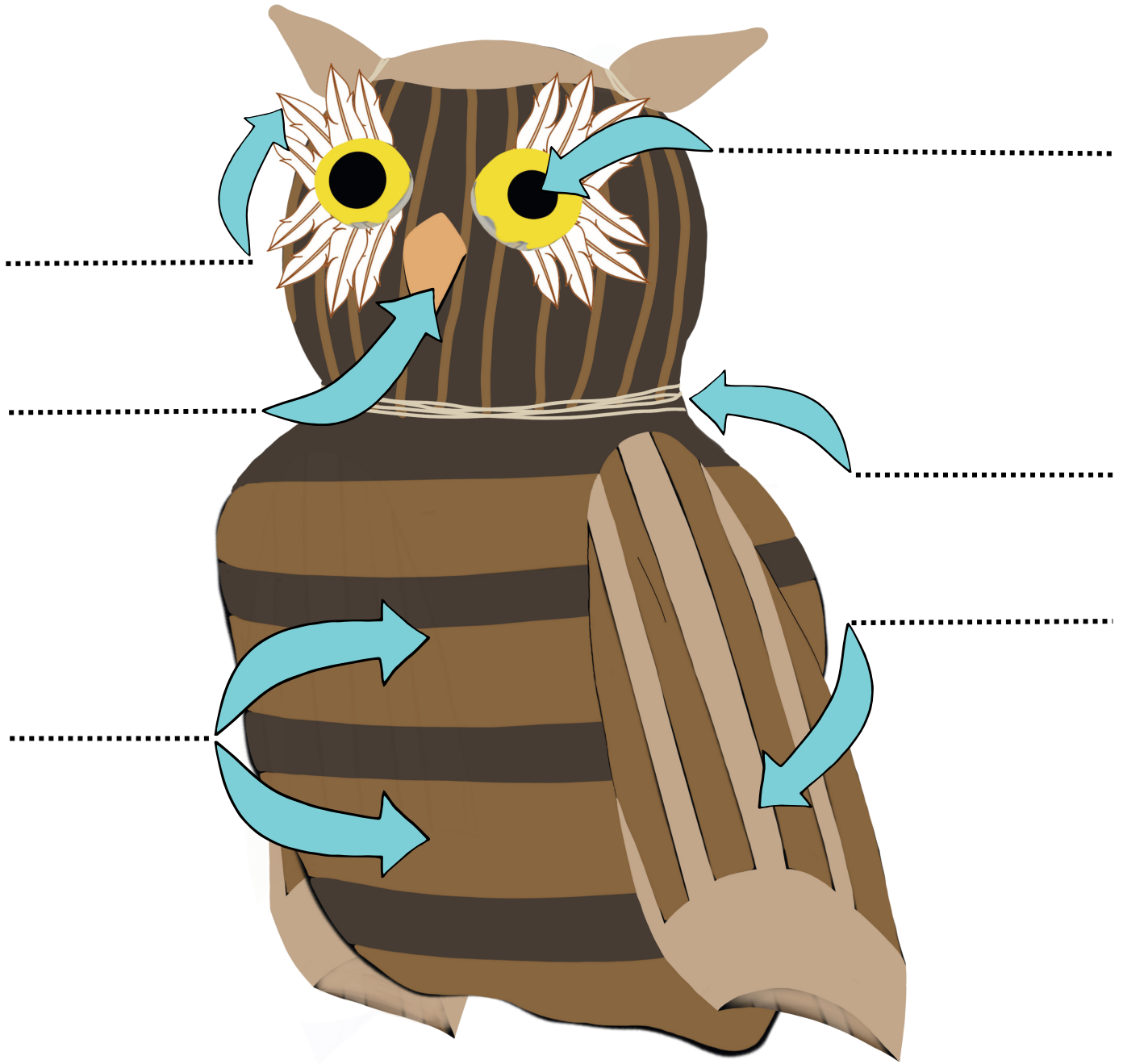
On the other hand, when Ari puts on a sock headband to block out sound from their ears, it works. They can control the noise better by changing what they are doing in their own environment.

## Activity 4

Name: \_\_\_\_\_

### Label *The Scare Sock Owl*

Use the WORD BANK below to label *The Scare* with details from the story.



### WORD BANK

☐ coins / nickels

☐ feathers

☐ string

☐ brown sock

☐ grain (inside)

☐ cardboard



## Activity 5

Name: \_\_\_\_\_

### Create a Bird Song!

Colour the bird then make up a song for your bird!

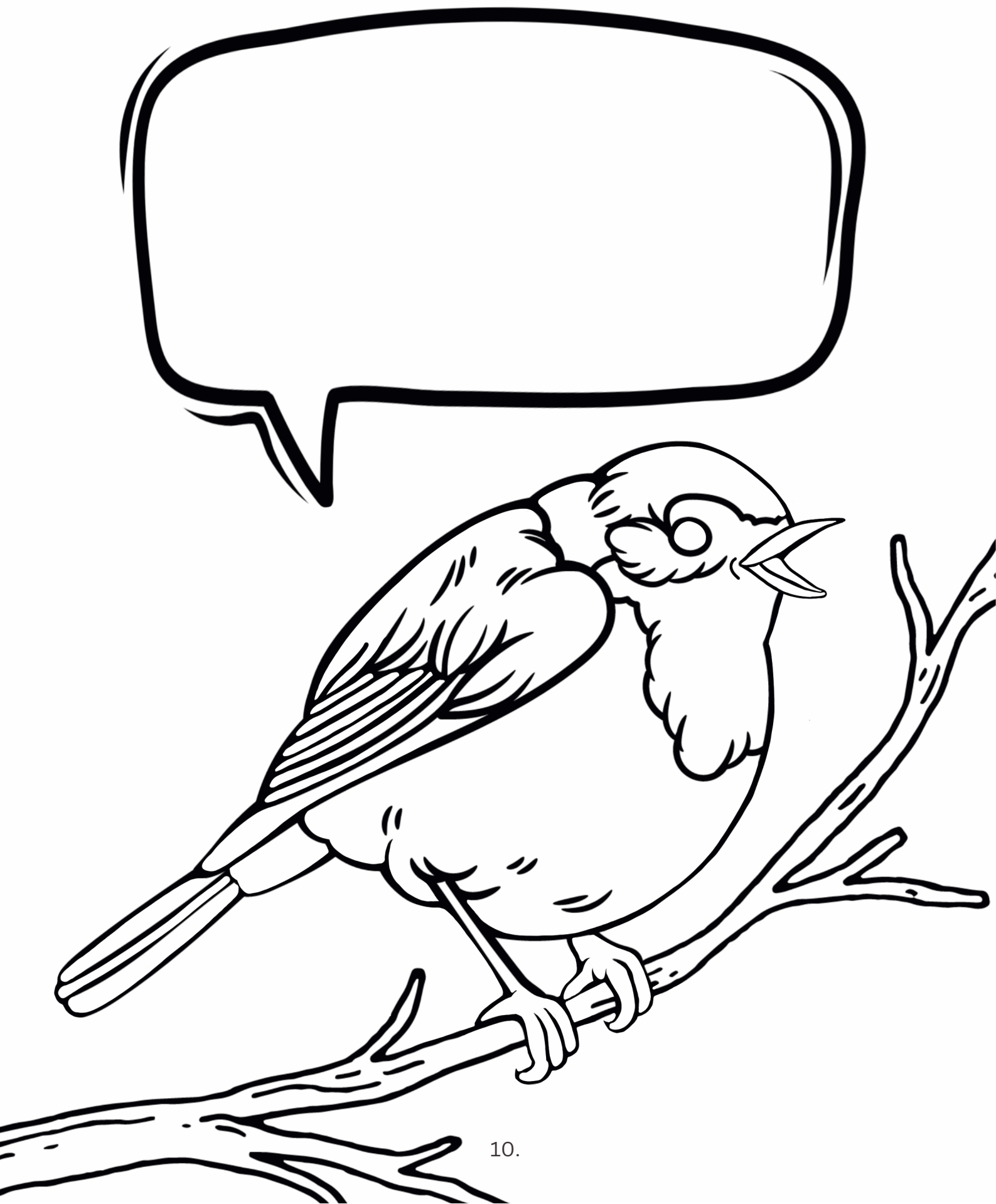


## Activity 5

Name: \_\_\_\_\_

### Create a Bird Song!

Colour the bird then make up a song for your bird!



## Activity 6

### Make a Paper-Bird Puppet!

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First, students will make a bird puppet from paper. Then, they will give it a loud birdsong!

#### STEP 1

##### Make a simple folded-paper hand puppet.

Students will need construction paper that's 12" x 18" (30 cm x 46 cm) for this task. Students can watch the video instructions at <https://www.wikihow.com/Make-a-Simple-Paper-Puppet>.

##### Instructions:

1. Fold a piece of construction paper into 3rds lengthwise.
2. Glue the top flap down to hold the folds in place.
3. Rotate the rectangle so it's vertical.
4. Fold the rectangle in half, bringing the 2 short edges together.
5. Fold each flap down so the edges line up with the center fold.
6. Glue the 2 outside folds down.
7. Use the **wikiHow** video instructions linked above to help students build a puppet base, following steps 1 to 6. In step 7, students can add eyes and glue on a beak to decorate their puppets as songbirds. (NOTE: In the wikihow step 7 video, they turn the puppet into a puppy.)

#### STEP 2

##### Make your bird sing.

##### Instructions:

Students can use either the birds and birdsongs they created in Activity 5 or the bird puppets they created here (Activity 6) with birdsongs from the end of story *Ari and the Very Loud Bird!*

- "Pleased-pleased-pleased-to-meetcha!"
- "Zee-zee-zee-zweeeeeee!"
- "Hey, look at me!"
- "Here! Here! Here! Here!"
- "Chick-a-dee-dee-dee!"

#### STEP 3

##### Add your birdsong to the story.

##### Instructions:

Read *Ari and the Very Loud Bird!* again. Ask your students to use their paper-bird puppets (or their bird pictures from Activity 5) with birdsongs to create a loud Dawn Chorus effect. They should add their bird noises to the "earsplitting racket" at the end of the story.