



PEACHTREE

TEACHER'S GUIDE

Includes Common Core Standards Correlations

Lali's Feather

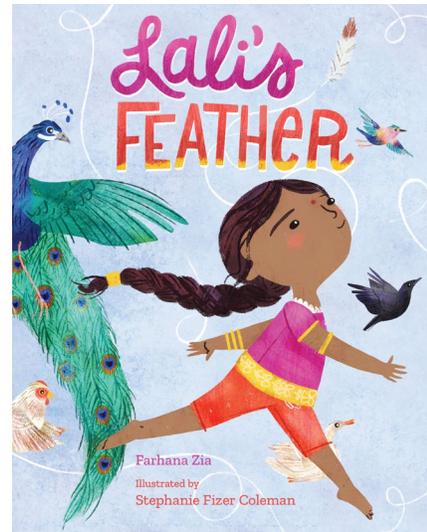
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Illustrated by Stephanie Fizer Coleman

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Ages 4–8

F&P • GRL L; Gr 2



ABOUT THE BOOK

Set in an Indian village, this amusing story of identification and value shows the rewards in looking closely and thinking imaginatively.

Lali finds a feather in the field. Is little feather lost? Lali sets out to find feather a home. But one bird after another rejects the little feather—it is too small for Rooster, too pokey for Crow, and too plain for Peacock. Once Lali decides to keep the little feather and play with it, the other birds begin to recognize its value. But—whoosh!—the wind blows, and off the feather goes! Now, what will Lali do without her feather?

THEMES

- Friendship
- Nature
- Birds
- Feathers
- Play
- Cultures
- Imagination
- Creativity

SKILLS

- Listening
- Main idea
- Vocabulary development
- Relationships

BEFORE YOU READ

Show the cover of the book and read the title. Ask the students what they think the book is about. List their comments for everyone to see. Ask what feathers are for and discuss how that might relate to the book title.

AS YOU READ

Ask the students to look for reasons why Lali loves her feather. Notice the birds in the story and try to remember what each feather does for the different birds. Watch for words that are repeated. **RL.1.4, RL.2.4, RL.3.4**

AFTER YOU READ

- Have the students share what each bird's feathers do for that bird. **RL.K.1, RL.1.1, RL.2.1, RL.3.1**
- Discuss what the book is about or summarize it and ask who the main character is. Give a reason why they think that. **RL.K.2, 3; RL.1.2,3; RL.2.2, RL.3.2,3**
- Have the students describe Lali and her personality. Support their reasons with evidence from the book. **RL.K.3, RL.1.3, RL.2.3, RL.3.3**

CURRICULUM CONNECTIONS

LANGUAGE ARTS

- Identify the parts of the book: front and back cover, title page.

- Show a picture and short biography of the author and illustrator <http://www.fziastories.com>; <http://stephaniefizercoleman.com/artist-info>. Review the part each one does to make the book. **RL.K.6**
- Have the students identify the kind of book it is. **RL.K.5, RL.1.5**
- Ask the students how the art and the words work together to tell the story or show something about the story? **RL.K.7, RL.1.7, RL.2.7, RL.3.7**
- Why do you think Lali is so happy to have her feather? **RL.K.3, RL.1.3, RL.2.3, RL.3.3**
- Describe the characters other than Lali in the book. What are they like? **RL.K.1, RL.1.1, RL.2.1, RL.3.1**
- Where does the story take place? Could it have taken place in another country as well? **RL.K.3, RL.1.3, .RL.2.1, RL.3.1**
- Tell how crow, duck, hen, and blue jay were good friends. Give an example. **RL.K.1, RL.1.1, RL.2.1, RL.3.1**
- What do good friends do for others? **RL.K.1, RL.1.1, RL.2.1, RL.3.1**
- Describe Lali's feather. **RL.K.1, RL.1.1, RL.2.1, RL.3.1**
- What words or phrases are repeated? How does that make the story more fun? **RL.1.4, RL.2.4, RL.3.4**
- Read another book that takes place in India, such as *Feast of Peas* by Kashmira Sheth. Compare and contrast the two stories. Alternatively, read aloud a nonfiction book about India. Describe similarities and differences between them. Ask a librarian about a good nonfiction book for your grade level. **RL.K.9, RL.1.9, RL.2.1, RL.3.1**

VOCABULARY

- Make a list of the exclamatory words so the students can see them (Oo ma!; Na, Lali, na!; Wah!; Oi feather, stop!; Oh, oh!; Jai Ho!; Hip, hip hurray!)" Review where they were used in the book by reading that section and discuss what they mean based on the context. Jai Ho =I et there be victory, meaning halleluiah. **RL.K.4, RL.1.4, RL.2.4, RL.3.4**
- Post a list of the vocabulary words students might not know. List may include: set out, lordly, perky, speedy, pokey, fancy, handsome, plain, cheeky, giggled, mango, breeze, clever, smelly bins, wept, tamarind tree, Bapu, and wailed. Read each word in context and ask the students what they think it means. Support their answers by filling in details for each meaning. Have the students choose three to five words and write them on a large sheet of drawing paper. Draw a picture that shows the meaning. **RL.K.4, RL.1.4, RL.2.4, RL.3.4**

- Discuss the meaning of the phrases describing when crow brought back Lali's feather. Back in a jiffy! Back in a snap! Back in a blink of an eye! **RL.K.4, RL.1.4, RL.2.4, RL.3.4**

WRITING

- Write a description of Lali. Tell what she looks like, what she likes to do, and what kind of person she is. **W.K.2, W.1.2, W.2.2, W.3.2**
- Choose one of the birds in the story. Look up and find three to four facts about the bird. Write a descriptive paragraph about what it looks like and information about it. **W.K.2, W.1.2, W.2.2, W.3.2**

SCIENCE (NGSS)

- Choose one bird from the story. Work in a group to look up facts about its life cycle. Then draw the life cycle individually. **K: LS1.C: Organization for Matter and Energy Flow in Organisms 1: LS1.B: Growth and Development of Organisms, LS3.A: Inheritance of Traits 3: LS1.B: Growth and Development of Organisms, ESS3.B: Natural Hazards**
- Define monsoon for the students. List the seasons in India and describe each one. Discuss what types of weather each season shows.
- Ask the students to predict in what season the story takes place. Have them give evidence from the illustrations about why they chose that season.

Seasons in India:

Summer: April through June

Rainy: June or July through mid-September

Winter: October through January

Spring: February and March

K: ESS2.D: Weather and Climate, ESS3.B: Natural Hazards, 3: ESS2.D: Weather and Climate

- Show examples of the different kinds of feathers. Include as many from the following page as appropriate. See p. 2 from this website:
- <https://academy.allaboutbirds.org/feathers-article/2/> Explain the feather parts, including barbs, rachis, and calamus. Then have the students draw and label one or more examples of feather types. **1: LS1.A: Structure and Function**
- Bring in some mangoes and cut them up. Have each student taste a piece. Then show them a diagram of the life cycle of a mango. <https://www.dreamstime.com/growth-cycle-mango-plant-isolated-white-background-beautiful-illustration-growth-cycle-mango-plant->

[image122648491](https://www.coloring.ws/peacock-coloring.htm). Ask what mangoes need in order to live.

- Have the students draw and label the life cycle of a mango. **ESS3.A: Natural Resources K: LS1.C: Organization for Matter and Energy Flow in Organisms, 1: LS3.A: Inheritance of Traits 2: LS2.A: Interdependent Relationships in Ecosystems 3: LS1.B: Growth and Development of Organisms, LS3.A: Inheritance of Traits**
- Project an image of a tamarind tree to show what they look like. Discuss how tamarinds might grow new plants using clues from the image. <https://www.featurepics.com/online/Tamarind-Tree-1865267.aspx> **K: LS1.C: Organization for Matter and Energy Flow in Organisms 1: LS1.B: Growth and Development of Organisms, LS3.A: Inheritance of Traits 3: LS1.B: Growth and Development of Organisms, ESS3.B: Natural Hazards**

MATH

- Count the number of different kinds of birds identified in the book. Tally each number as it is counted. **K.CC.A.1, K.CC.A.3**
- List oval, rectangle, circle, square, and triangle where everyone can see the words. Go through the book again. Find examples of each shape.
 - oval:** faces, Lali's eyes, mouth, bird eyes, top of the cooking pot, button
 - rectangle:** sidewalk, ladder
 - circle:** faces, design on peacock feather, fruit on the trees
 - square:** huts, hut roofs
 - triangle:** beaks**K.G.A.1, K.G.A.2, 1.G.A.1, 2.G.A.1 3.G.A.**

SOCIAL STUDIES

- Locate India on a world map. Identify the surrounding countries. <https://www.coloring.ws/t.asp?t=https://www.coloring.ws/countries/india/map.gif> The students can color the map.
- Point to your city on a world map or globe and then point to India to show the distance.
- Show a picture of the flag of India. https://en.wikipedia.org/wiki/Flag_of_India or <https://www.coloring.ws/t.asp?t=https://www.coloring.ws/countries/india/flag1.gif> Then give the students a flag to color.
- As they work, describe the symbolism of the colors. The top band is saffron, meaning strength, courage, and sacrifice of India. The white band in the middle stands for peace and truth. The green band symbolizes the fertility and growth of the land, as

well as peace and prosperity. The center symbol stands for the laws of goodness.

ART

- Identify the colors seen in the peacock illustration. Then have the students draw and color a fancy feather of their own using their imagination.
- Use the illustration from the book to color the peacock. (<https://www.coloring.ws/peacock-coloring.htm>)
- Print out one of the free feather images. <https://colorbook4nerdlings.com/shop/doodle-feathers/> Have the students color and cut out their feather. They can use it in the movement section.

MOVEMENT

- Read the page telling other things the feather can do. It follows the page about Lali tickling Bapu's toes. "Little feather did more! It twirled and whirled. It shimmered and glimmered." Have the students stand or go outside. Then ask them to twirl and then whirl their bodies.
- Ask the students to choose a bird and then pretend they are flying like their bird.
- Use the feather from the art activity to imitate or act out the different things Lali did in the story with her feather. Can include: write a note, sweep the floor, fan a fire, make a breeze, tickle toes, and flutter.
- Explain what Bollywood is. <https://www.vocabulary.com/dictionary/Bollywood>
- Show the video of Jai Ho. <https://dance.lovetoknow.com/types-dance/best-bollywood-dances> Scroll down to the Jai Ho song. Watch, then repeat it and have the students imitate the motions.

REVIEWS

“This circular story has the ring of an Indian folk tale. Its art strikingly contrasts the warm bright colors of silks and spices with the lush turquoise of peacock feathers.”

—*The New York Times*

“Whimsical...lush...cheerful....

A surprise ending will have readers predicting the sequel to this just-for-fun story.”

—*Booklist*

“Zia expertly code-switches between Indian language-inspired slang and standard English, rendering the narratorial voice pleasantly distinct... a beautifully balanced storyline that is predictable yet surprising.... Three cheers for this feisty girl of color and her big imagination.”

—*Kirkus Reviews*

“Buoyant...a prime candidate for reading aloud.”

—*Publishers Weekly*

ABOUT THE AUTHOR

Farhana Zia is an elementary school teacher who grew up in Hyderabad, India. Her stories blend humor and tradition, memories and contemporary moments. Her first picture book, *Hot, Hot Roti for Dada-Ji*, received a starred review from *Kirkus Reviews*. She lives in Massachusetts.

ABOUT THE ILLUSTRATOR

Stephanie Fizer Coleman is an illustrator with a penchant for playful color and rich texture. Having grown up in a rural area surrounded by nature, it's no surprise that furry and feathered creatures are her favorite subjects to draw. When she's not drawing, Steph can be found sipping tea and reading books. She lives in West Virginia with her husband and two dogs.

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Teacher's Guide
prepared by Shirley Duke

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FEATHER FUN

Name: _____

Draw a line to match the animal with their feathers.

rooster	bright and blue, ooh and ahh
crow	dry
peacock	handsome
hen	lordly
duck	perky
blue jay	warm

List some of the things Lali does with her feather.

1. _____
2. _____
3. _____
4. _____

On the back of this page, draw and color your favorite animal with feathers.