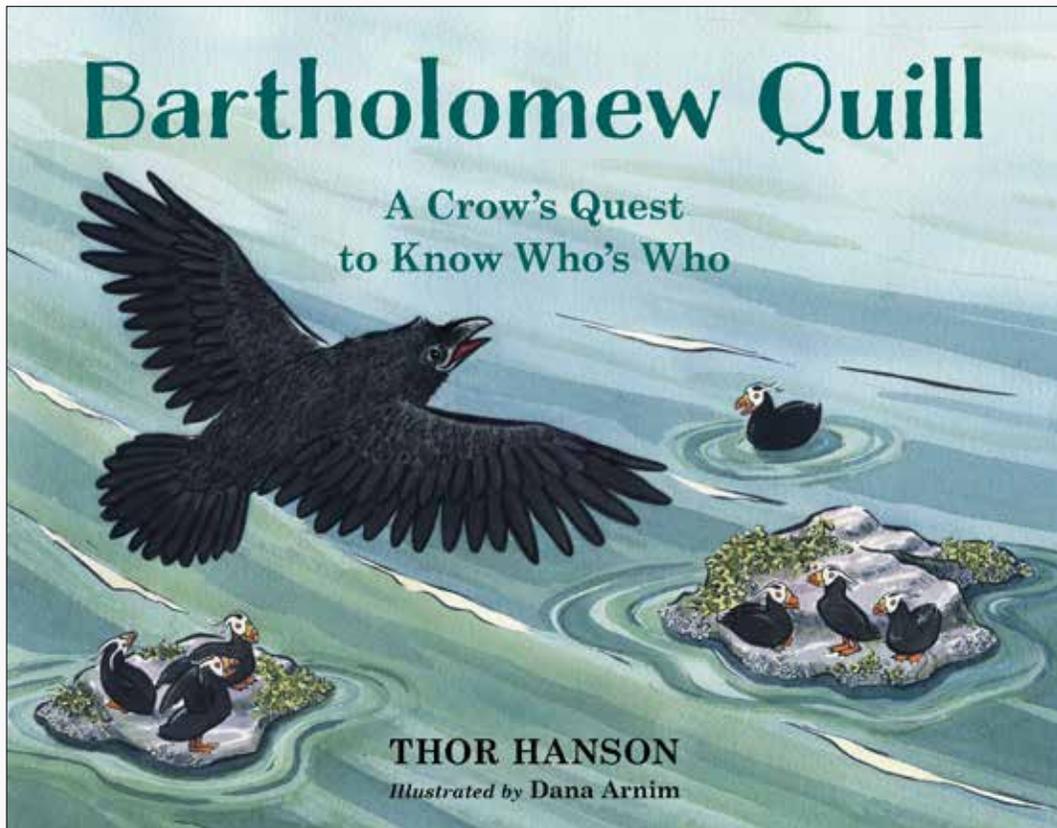


The discussions and activities in this guide align with Common Core State Standards for English Language Arts for Grades K–3.

TEACHER'S GUIDE

Written by Julie Fry, EdM, NBCT



BARTHOLOMEW QUILL

A Crow's Quest to Know Who's Who

Written by Thor Hanson

Illustrated by Dana Arnim

BEFORE THE STORY . . .

1. Read the story's **title** and ask students to think about and discuss what the story might be about. **(SL.K-2.1)**
2. Study the **cover of the book** and use *who, what, where, when, why,* and *how* to ask questions about what they see, such as, "Who do you think the story will be about?" "What do you think you already know about crows?" **(RL.2.1)**
3. Help young students identify the **author** and **illustrator** and define the role of each in telling a story. **(RL.K.6)**



DURING THE STORY . . .

1. Ask young students to identify the **rhyming words**. **(RF.K.2)**
Ask young students to describe the relationship and/or connections between the illustrations and the story. **(RL.K.7)**
For grades 1 to 3, ask students to use the illustrations and details in the story to describe its **characters, setting,** and **events**. **(RL.1-3.7)**
2. Tell students they are going on a quest for evidence of the science concept "Structure and Function" in the story. (Structure and Function being one of the seven Crosscutting Concepts, overarching concepts that bridge disciplinary boundaries within science and engineering, found in the **Next Generation Science Standards [NGSS]**.) Explain to students that the way in which an object or living thing is shaped and its substructure determine many of its properties

and functions. For example, the shape of our hands and fingers allow animals like us to grip things. Being able to grip something is one of many functions of the structure of our hands and fingers. Similarly, understanding how a catapult works is best addressed by examining the structures and functions of its gears and tension systems. Also, the shape and structure of a maple seed allows this type of tree to disperse (the function) its seeds far and wide, increasing its chances of growing more of its kind. Have students think of other complementary aspects of objects, either natural or man-made.

- a. Create a framework poster (*fig. 1*) to gather text evidence from the story that demonstrates students' understanding of the differences among animals in the story, using the concept of Structure and Function. After reading each page, fill in the blank poster together by asking students, "What is the animal?" "What is its special structure?" "What is the function of its special structure?" **(RI.2.3, RI.K-2.8, SL.K-3.4, RL.K-3.1, NGSS Crosscutting Concept: Structure and Function)**



Structure and Function (*fig. 1*)

Page	Animal	Structure	Function
8	Puffins	Waterproof feathers	Keeps them warm in the water
12	Bald eagles	Sharp vision	Can see prey from a distance
16	Wolves and moose	Hairy coats	Keeps them warm
17	Seals and salmon	Contour bodies	Can easily glide through water
18	Hérons	Long legs	Can wade in water to hunt
19	Sparrows	Small bodies	High metabolism
21	Beetles	Hard shell	Protection from predators
21	Slugs	Slime coat	Protection from predators
23	Ravens		

3. **After page 7**, compare and contrast the puffin and Bartholomew using a “Box and T” chart. (This can be written on a poster-size paper or charted on a white board.)

Similarities	<p>They are both birds.</p> <p>They are black and shiny (sleek).</p>	
Differences	Puffin	Crow
	<p>Has thick colorful beak</p> <p>Dives and swims in water</p> <p>Has webbed feet</p> <p>Nests on the ground</p> <p>Eats fish and crustaceans</p>	<p>Has narrow black beak</p> <p>Walks on land and flies in the air</p> <p>Has clawed feet</p> <p>Nests in a tree</p> <p>Scavenges</p>



4. **After page 24**, have students compare ravens and crows, conducting shared research for a writing project. With older students, define and discuss the term “guile.” Discuss with students why the raven might be “known for its guile.” Discuss the question, “Do animals plot and scheme?” Write an opinion response to this question. **(W.K-3.1, W.K-3.7)**

AFTER THE STORY . . .

1. Ask students to describe the overall structure of the story, describing how the beginning introduces the story, details are developed in the middle, and the ending concludes the action. **(RL.K-3.3; RL.2.5)** Have students retell the story, recounting key details in complete sentences and answering the question, “What is the central message of the story?” **(RL.K-2.2)**
2. Ask students to use the completed Structure and Function poster to write a report on an animal of choice, describing its special structures and functions, and use digital tools to produce and publish their writing. **(W.K-3.2, W.K-3.6)**

Note on referencing page numbers: To find the pages in the book referred to in this guide, use the title page as page 1.

ENGLISH LANGUAGE ARTS STANDARDS THIS GUIDE ALIGNS WITH:

Reading Standards for Literature: RL.K.1, RL.K.2, RL.K.3, RL.K.6, RL.K.7, RL.1.1, RL.1.2, RL.1.3, RL.1.7, RL.2.1, RL.2.2, RL.2.3, RL.2.5, RL.2.7, RL.3.1, RL.3.3, RL.3.7

Reading Standards for Informational Text: RI.K.8, RI.1.8, RI.2.3, RI.2.8

Reading Standards: Foundational Skills: RF.K.2

Writing Standards: W.K.1, W.K.2, W.K.6, W.K.7, W.1.1, W.1.2, W.1.6, W.1.7, W.2.1, W.2.2, W.2.6, W.2.7, W.3.1, W.3.2, W.3.6, W.3.7

Speaking and Listening Standards: SL.K.1, SL.K.4, SL.1.1, SL.1.4, SL.2.1, SL.2.4, SL.3.4

Visit the Common Core State Standards website to read about the individual standards:
www.corestandards.org/the-standards

Additional reference material A Framework for K[-]12 Science Education, found at National Research Council of the National Academies (www.nap.edu).