How the Finch Got His Colors
Teaching and Activity Guide
By: Annemarie Riley Guertin
Vocabulary Standards

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.2.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

CCSS.ELA-LITERACY.L.2.4.A
Use sentence-level context as a clue to the meaning of a word or phrase.
astonishment

awakening
desired

magnificent
plead

stark
scurried

weary
Reading Standards
Kindergarten

CCSS.ELA-LITERACY.RL.K.6
With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Grade 1

CCSS.ELA-LITERACY.RL.1.1
Ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RL.1.2
Retell stories, including key details, and demonstrate understanding of their central message or lesson.

CCSS.ELA-LITERACY.RL.1.6
Identify who is telling the story at various points in a text

CCSS.ELA-LITERACY.RL.1.9
Compare and contrast the adventures and experiences of characters in stories.
Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Describe how characters in a story respond to major events and challenges.

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
Discussion Questions
• What character traits best describe Finch? Great Bird? Parrot?

• What does the main character in the story look like? Is this important to the storyline why or why not?

• What challenge(s) did Finch face?

• What events are most important to the story arc?

• Is the element of magic important to this story? Why or why not?

• How was the problem in this story solved? Could it have been solved differently?

• What lesson(s) do you think the other birds in this story learned?

• Why do you think Rainbow gave Finch some of every color and not just one? Do you think that is fair? Why or why not?

• What do you think Finch learned about himself in this story?

• What would you have done if you were in a situation like Finch?
Why do you think Rainbow gave Finch some of every color and not just one? Do you think that is fair? Why or why not?

CCSS.ELA-LITERACY W.K.8, W.1.8, W.3.3B, W.3.8
What do you think Finch learned about himself in this story?

CCSS.ELA-LITERACY W.K.8, W.1.8, W.3.3B, W.3.8
How was the problem in this story solved? Could it have been solved differently?
Writing Standards
Kindergarten

**CCSS.ELA-LITERACY.W.K.3**
Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

**CCSS.ELA-LITERACY.W.K.8**
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Grade 1

**CCSS.ELA-LITERACY.W.1.8**
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Grade 3

**CCSS.ELA-LITERACY.W.3.3.A**
Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

**CCSS.ELA-LITERACY.W.3.3.B**
Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

**CCSS.ELA-LITERACY.W.3.8**
Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
Story Activities
Name:____________________________

Write or draw the story events.

Beginning

Middle

End

Draw your favorite part.

CCSS.ELALITERACY
RL.1.1, RL.1.2, RL.2.3, RL.2.5, RL.2.7, RL.3.2
What is the central message in this story.

Characters

Setting

Problem

Solution

Moral

This story taught us...
Simile

Directions: Locate and record examples of simile found in How The Finch Got His Colors.

CCSS. ELA_LITERACY.RL.3.3

Page:_______

Page:_______

Page:_______

Create your own...

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Character Traits

Directions: Describe Finch using adjectives. Then use one of the adjectives in a sentence.

Finch

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CCSS.ELA_LITERACY.RL.3.3 RL.3.7
Character Traits

Directions: Describe Parrot using adjectives. Then use one of the adjectives in a sentence.
Directions: Compare and contrast Finch and Parrot
CCSS. ELA-LITERACY.RL.1.9.
What was Finch's Problem?

How was the problem solved?

Do you think Finch could have solved his own problem? Share your thinking....
Name:____________________________________

Directions: Find and record the 10 hidden sight words. Color the finch when you finish.

- can
- saw
- should
- like
- from
- live
- because
- first
- good
- color
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@MrsGuertin
Annemarierrileyguertin.com