



## These notes are for:

- Ages 4–8
- Preschool–Grade 3

## Key Learning Areas:

- English
- Science

## Example of:

- Picture book
- Poetry

## Experience of:

- Visual Literacy
- Reading and writing
- Speaking and listening
- Comparing and contrasting

## Values addressed:

- Overcoming difficulties
- Decision making
- Bravery

## Themes:

- Change
- Fears and worries
- Challenges
- Flying
- Birds

\*Notes may be downloaded and printed for regular classroom use only.

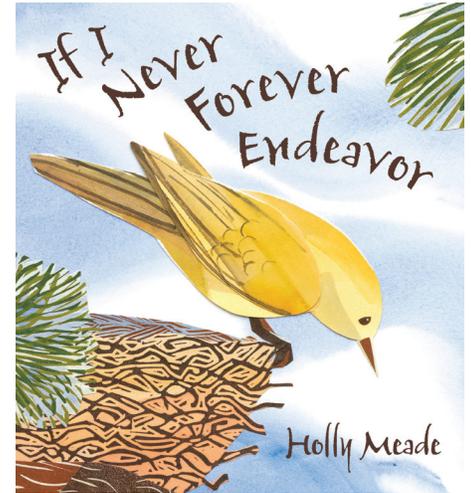
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## If I Never Forever Endeavor

### If I Never Forever Endeavor

written and illustrated  
by Holly Meade  
ISBN: 978-0-7636-4071-2



## Outline:

*A fledgling teeters at the edge of his nest in a gorgeously illustrated tale sure to resonate with anyone facing a rite of passage, change, or challenge.*

Safe inside its cozy nest, a young bird considers whether to give his new wings a try. What if he tries and the wings don't work? What if he flails, plummets, and looks foolish? Then again, what if his wings take him swooping and gliding, sailing and flying through a great big wonderful world? He'll never know if he never tries. With the help of her bold, beautiful collage artwork, Caldecott Honor-winning artist Holly Meade offers a gentle nudge for hesitant fledglings of all ages and species to step out, to dare, to try . . . and to fly.

## Author/ Illustrator Information:

Holly Meade received a Caldecott Honor for her illustrations in *Hush! A Thai Lullaby* by Minfong Ho. She is also the illustrator of *Peek! A Thai Hide-and-Seek* by Minfong Ho, *And Then Comes Halloween* by Tom Brenner, *On the Farm* and *In the Wild* by David Elliott, and many others. A longtime New Englander, Holly Meade lives in Sedgwick, Maine.

## How to use these notes:

This story works on many levels. The suggested activities are therefore for a wide age and ability range. Please select accordingly.



## Classroom Ideas for *If I Never Forever Endeavor*:

### BEFORE READING *IF I NEVER FOREVER ENDEAVOR*:

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- Ask students to look at the cover and title. Identify the title of the book and the author-illustrator's name.
- Look at the cover and title of the book. What clues do the art and title give you about the book? What do you think the book will be about?
- Look up the meaning of *endeavor* in a dictionary. Use the word in a sentence. Why do you think the author chose to use this word in the title of this book?

### ACTIVITIES & DISCUSSION QUESTIONS

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- Discuss with the class why the little bird is afraid to leave the nest at the start of the book. Why does the little bird think he *should* leave the nest? Create a table with two columns and a heading for each. Fill in what the bird sees as points in favor of leaving the nest and what he sees as points in favor of staying put.
- What decision does the little bird make about leaving the nest? Discuss with students why they think the bird made this choice. Do they think there were reasons beyond what the bird stated for his choice to leave the nest?
- Discuss with students what new things they have been afraid to try. What were they afraid of? What decision making processes did they use to help them make a decision? What did they decide in the end? Were they happy with their decision?
- Create a word bank of descriptive words beginning with *f* that are used to describe the bird's thoughts on flying. Ask students if they can think of more words beginning with *f* that could be added to this word bank. Have students write their own descriptions of what they think it would feel like to fly, using as many of the words from the word bank as possible.
- What colors are used in the artwork? Ask students to draw their own pictures of nature using only these colors. Then invite students to draw their own pictures of nature using only colors they wouldn't normally find in nature.
- The story is told in verse, using some words and lines that rhyme and words and lines that do not. Read the text aloud and identify the parts that rhyme. Ask students which parts they feel are more effective. Invite them to write their own poem that rhymes. Then ask them to write a poem that does not rhyme. Finally, ask them to write a poem that uses a combination of rhyme and non-rhyme. Which of these did they find easier?
- Have students research the life cycle of birds and how they raise their young. Ask them to draw a flow chart following a bird's life from egg to adulthood.
- Have students research the different types of nests built by birds. Which types of birds build which types of nests? Invite students to build their own birds' nests using sticks, leaves, and other natural materials that a bird might use. (They can use the added help of tape and glue if needed.)