Present day: 12-year-old Semira doesn’t know where to call home. She and her mother came to England when she was four years old, brought across the desert and the sea by a man who has complete control. Always moving on, always afraid of being caught, she longs for freedom.

1891: Hen knows exactly where to call home. Her stifling mother makes sure of that. But her Aunt Kitty is opening her eyes to a whole new world. A world of animal rights, and votes for women, and riding bicycles! Trapped in a life of behaving like a lady, she longs for freedom.

When Semira discovers Hen’s diary, she finds the inspiration to be brave, to fight for her place in the world, and maybe even to uncover the secrets of her own past.

Gill Lewis is the multi-award-winning and best-selling author of novels including Sky Hawk, White Dolphin, and A Story Like the Wind. This is her unforgettable tale of friendship, hope, and finding the courage to fight for what you believe in.

Gill has a Master’s degree in Writing for Young People from Bath Spa University and won the 2009 course prize for most promising writer. She lives in Somerset with her family and a motley crew of pets. She writes from a shed in the garden, in the company of spiders. Gill’s books have become hugely popular with adults and children alike, and have been nominated for over fifty awards, including the Waterstones Children’s Book Prize, the Red House Children’s Book Award, and the CILIP Carnegie Medal.

For more about Gill, have a look at her website: www.gilllewis.com

In this interview with the Guardian newspaper, Gill gives her top ten children’s books that feature birds: www.theguardian.com/childrens-books-site/2014/jul/31/top-ten-birds-childrens-books-gill-lewis
Here are some ideas for children’s discussions and activities, including research, creative writing, art, and further reading.

**THINKING AND TALKING ABOUT THE BOOK**

**INTRODUCING THE BOOK**

Look at the cover and the blurb, and set the scene. Give a brief introduction to the story, explaining that it’s about a 12-year-old girl, Semira, who came to England as a refugee with her mother when she was 7, leaving their home country of Eritrea, in Africa. Have a look on a map to see where Eritrea is situated.

Read aloud the beginning of Chapter 2, as far as ‘times when she didn’t go to school at all’, to set the scene of Semira’s life in England. Then read the book all the way through, either reading aloud to everyone together, or letting everyone read and experience the book for themselves.

Keep the flow of the story, and at the end allow time for people to reflect on it and think about their responses to it.

**TALKING ABOUT THE BOOK: some book-talk questions**

Get everyone to share their first responses to the book. This could be with the whole class/group, or children could discuss the story in small groups and then share their main feelings and questions with everyone.

Ask lots of open questions to get people talking and encourage discussion about feelings and responses to the story, the characters, and the writing.

Explain that there are no right or wrong answers—we’ll all have our own feelings and thoughts about the book, as well as things we like and don’t like about it.

**HERE ARE SOME QUESTIONS YOU MIGHT USE.**

- How did you feel when reading this book? And how did you feel when you’d finished it?
- Which parts of the story do you remember most?
- Were there any parts that didn’t make sense to you?
- Was there anything that took you by surprise?
- Did you stop and start, or did you want to read it all through in one go?
- Are there parts you want to read again?
- Who was your favourite character in the book? Why? And who was your least favourite?
- What was the thing you most liked finding out from the book?
- What kind of book did you think it was going to be?
- What would you say about this book if you were telling someone about it?
- Does the story work for you? What does the book say to you?
- At the end of the book, did you feel as if you’d been part of the story too?
- Has reading the book changed or affected you? Has it made you think differently about anything? Has it made you decide to do anything differently?
Below are the names of the main characters from the book, but they are all jumbled up.  
Sort them out so you can see who is who, and talk about what each person is like. Which of them would you particularly like to meet?

**ARMIES**
- She has come to England from Eritrea and is just starting a new school.

**BEROL**
- He lives with Semira and her mother and is controlling their lives.

**PICKART**
- She is Henrietta’s aunt and rides a bicycle.

**ASCIA**
- He is Semira’s father and was in the Eritrean Olympic cycle team.

**TYKIT**
- She is Semira’s mother and has come with Semira to England from Eritrea.

**HAIRNETTE**
- In 1891 she wrote The Feather Diaries.

**HAGRAM**
- He is Patrick’s step-father and mends and makes bicycles.

**BEBIDE**
- She is Patrick’s mother; she left his father because of his bad temper.

**NAHAN**
- He lives in the same house as Semira and Hanna and shares his food with them.
ACROSS
4. Semira’s mother is especially good at this subject (5)
5. A room in Semira’s school which is warm and has computers (7)
7. Semira takes part in a cycle ride to this town (8)
8. The bird on the hat is an Abyssinian ________ (8)
13. Semira’s father is training to cycle in these Games (7)
14. The language of the country Eritrea (8)
15. A bicycle with one huge and one small wheel (13)

DOWN
1. Henrietta’s father is a ________ merchant (7)
2. The colour of the bird decorating the hat which Semira finds (5)
3. Another name for a birdwatcher (8)
6. Semira’s father escaped to this country (8)
9. Semira is buying these when she stands up to Robel (9)
10. Henrietta’s aunt Kitty dies in this (9)
11. The name of Semira’s bike (5)
12. Semira finds this in a hatbox (5)
AFRICA

The screen filled with a map of the Horn of Africa and showed that part of Ethiopia was once named Abyssinia. The thin strip of country against the coastline above Ethiopia was Eritrea, the homeland of her mother, the country she was born in but couldn’t remember. (p37)

ERITREA

Have a look at a map of Africa to locate Eritrea, Semira’s homeland.

‘There was so much hope when Eritrea won independence. My parents died fighting for our freedom and I was sent to relatives who owned a farm. But the women who had fought for the country didn’t get the equality they wanted. Things turned bad . . .’(p60)

This passage in The Closest Thing to Flying describes what has been happening in Eritrea and why people fled to find safety in other countries—see also Chapter 17, where Semira’s mother tells Semira about her father, and find out more about what is happening in Eritrea today.

LONDON

Through her Aunt Kitty, Henrietta meets the women who founded the Society for the Protection of Birds (SPB), and she helps to deliver letters to key people in London, asking for their support for the Society. At the same time she learns the joy of bicycling!

On a map of London see if you can find these places, which are mentioned in the story:

- Jermyn Street—the address of the RSPCA where the first SPB meeting took place
- Piccadilly
- Regent’s Park
- Primrose Hill

THE SPB

The SPB gained its royal charter in 1904 and became the Royal Society for the Protection of Birds. Have a look at its website at www.rspb.org.uk and find out where its headquarters are located today.
Semira dreams about the sea voyage she and her mother had made to escape Eritrea.

In a small boat
With a small hope
In a rising wind
on a rising sea.

The author, Gill Lewis, has written another book about refugees seeking safety across the sea: A Story Like the Wind. It’s a story which will give you even more of an understanding of Semira’s experience.

. . . she doubted she would stay long enough at this school to grow out of it. (p26)

Think of all the difficulties and challenges which Semira and her mother face after reaching England in their search for a safe place to live—for example, needing to understand English and finding somewhere to live.

There are rules and requirements for refugees seeking asylum in England—for example, they are not allowed to work, but there may be funding they can apply for.

‘He met with the immigration officer today. Now that we have had refugee status for five years, he thinks we may be allowed to settle here permanently.’ (p55)

The last school had pupils like her who had been forced to leave their homes and countries . . . (p30)

Talk about our responsibility to refugees: what should be done and how should people be treated when they reach a place of safety? How can we welcome new arrivals in our community? There may be children in your class or group who have experiences of migration to share, or whose parents or grandparents came to England from overseas.

Have a look at this website:
Islington Centre for Refugees and Migrants
http://www.islingtoncentre.co.uk

Henrietta: Mother runs the household. She organizes Father’s social diary and says that good business requires knowing the right people in the right places. She knows the most fashionable ladies who love to purchase the rarest of bird skins and feathers from Father’s warehouse. (p15)

Semira: Is this what Mama wanted, for Robel to live with them forever and tell them what to do? . . . What would happen if she challenged him? (p56)

Henrietta lived a hundred years before Semira. Talk about how attitudes towards women have changed in that time—and times when they don’t seem to be so very different. Compare the situation of Victorian women with that of Semira and her mother.

Look at the different male characters in this story: Henrietta’s father, Albert, Robel, Abdul, Graham, Patrick, Semira’s father.

Compare how they address women; what do you think might be the reasons for their different attitudes?

I have never heard of a woman doctor before (p48 – Henrietta)

Semira in the 21st century thinks that Professor Thomas is a man. Are there jobs or professions where you make similar assumptions even though you know that there are now more equal opportunities for men and women in their careers?

Mother fussed with my ribbons and tightened my corset (p43)

. . . a woman in flowery Lycra leggings and a sports vest . . . (p111)

Find out more about Victorian clothes, including what women wore for sports activities, and compare them with what we wear today.
SUFFrage

Suffrage is the right to vote in public political elections. In the United Kingdom today, all UK citizens, men and women, aged 18 and over, have the right to vote.

- In 1891, when Henrietta wrote her diary, the right to vote was held by around 60% of the male population—they qualified by owning a certain amount of property.
- In 1918, after the First World War, the vote was given to all men aged 21 and over, and to the 40% of women aged 30 and over who owned property.
- It was only in 1928 that equal suffrage was given to all women and men, aged 21 and over, and with no property restrictions.
- In 1969 the right to vote was extended to everyone aged 18 and over.

There is now a movement to extend voting rights to people aged 16 and over—see www.electoral-reform.org.uk/campaigns/votes-at-16

Your class or reading group could have a debate, with arguments for and against the proposal:

“This house believes that the right to vote should be given to 16- and 17-year-olds”

FOR A DEBATE, YOU NEED TO HAVE:

- Your proposal or proposition
- A proposer to make a speech with arguments to support this proposal
- An opposer to make a speech giving the arguments against this idea
- Someone to second the proposer, adding to their argument
- Someone to second the opposer, with more arguments against
- The rest of the class or group asking questions, to make sure everyone understands both points of view
- A vote—for and against the proposal.

TIPS FOR DEBATING

- Research your facts thoroughly—for both sides of the argument
- Make some notes to prepare your speech, but just refer to them, don’t read them out like an essay
- Make your points clearly, with persuasive arguments
- Be confident in your speech and body language
- Listen carefully to the opposing arguments

THEMES FOR DISCUSSION AND ACTIVITIES
THEMES FOR DISCUSSION AND ACTIVITIES

WOMEN’S SUFFRAGE AND SUFFRAGETTES

• ‘Together we can raise our voices . . .’
  ‘And this is exactly the reason women should have the vote. We need our voices to be heard.’ (p51)
• ‘It’s about freedom and fighting men’s rule’ (p52)
• ‘How can we change the law if we cannot vote? Maybe the only way is to break it.’ (p121)

The women campaigning for the right to vote were called Suffragettes.

This term refers in particular to a women-only movement founded in 1903 by Emmeline Pankhurst, which engaged in direct action and civil disobedience to attract attention to their cause. Their protests included heckling politicians, battles with police, chaining themselves to railings, and many acts of destruction, and when imprisoned they went on hunger strike to further highlight their cause.

Use the notes below to get you started on finding out more about Emmeline Pankhurst—and about 5 other inspirational women who made a difference for women and helped to shape the world we live in today. Who else would you add to this list?

WOMEN WHO CHANGED THE WORLD

Emmeline Pankhurst: leader of the women’s suffrage movement.

Emily Williamson: founder of the (Royal) Society for the Protection of Birds.

Mary Seacole: a Jamaican nurse who worked in the Crimean War in 1854 and who, in 2004, was voted first in a national poll of ‘Great Black Britons’.

Marie Curie: a scientist who, with her husband, Pierre, discovered radium in 1898. She was the first woman to win the Nobel Prize.

Elizabeth Garret Anderson: in 1865, she became the first woman to qualify in England as a physician and surgeon.

Josephine Butler: a feminist who campaigned for women’s suffrage and for the right of women to a better education.
BIRDS AND FEATHERS FOR FASHION

Birds have been part of our art and literature since early man first picked up a piece of charcoal and discovered how to make marks on cave walls. Birds have appeared in folklore and fairy tales, often depicted with magical properties. We have worn their plumes as ceremonial dress, hunted with them, kept them as status symbols and eaten them.

Gill Lewis

MOTHER'S NEW HAT (1)

. . . There is a gay little emerald-green bird, like a small parrot, in the pose of flight. Father said the bird came all the way from Abyssinia, far, far away in the Horn of Africa. (p16)

What does Henrietta think, at first, about her mother's new hat?

What does she come to think, and what caused her to change her mind?

. . . it listed the number of birds sold in London on one day alone last year: 8,000 parrots, 2,000 woodpeckers, 30,000 hummingbirds, 4,000 kingfishers, several hundred owls and hawks, and 800,000 pairs of wings . . . to name some of the many types of birds for sale. (p65)

Find out more about this fashion of the 19th century, more than a hundred years ago.

Which species of birds were especially popular for decorating hats?

What is taxidermy?

What was the result of this wide-scale hunting and killing of birds?

See if you can find out which species of bird suffered most in this—it was hunted partly for food but also for its tail feathers.

MOTHER'S NEW HAT (2)

. . . It is crafted with velvet and lace to resemble a wild forest (p16)

Velvet and lace are materials which cause no harm to living creatures, but can you think of things other than feathers whose use for decoration and fashion has threatened the survival of bird or animal species?

What other purposes were feathers used for—and in some cases are still used today?

What ways of obtaining feathers might seem acceptable?
Here is a picture from a Victorian fashion magazine of a hat decorated with feathers and a stuffed bird. You could colour it—with bright colours!—and then design a hat which is just as bright and dramatic as this one but which doesn’t use materials whose use is harmful to birds or animals.

Colour and annotate your hat with details of the materials you have chosen to use.
BIRDS AND BIRDWATCHING

The Royal Society for the Protection of Birds (RSPB)

This society was founded in 1891 by Emily Williamson as the Society for the Protection of Birds. The Duchess of Portland—one of the characters in The Closest Thing to Flying—was its first President.

The original rules of the society were

• That members shall discourage the wanton destruction of birds and interest themselves generally in their protection.

• That lady-members shall refrain from wearing the feathers of any bird not killed for purposes of food, the ostrich only excepted.

Have a look at the RSPB website (www.rspb.org.uk) for information about all its activities, including the Big Garden Birdwatch.

www.rspb.org.uk/fun-and-learning

It was a notebook, full of pictures and lists of different birds. The birds had ticked boxes next to them and there were lots of scribbled notes. (p81)

This is the birdwatching diary belonging to Semira’s friend Patrick. Here are some tips for keeping your own birding diary!

• Get a handy sized notebook—one you can easily carry round with you.

• For each entry put a date heading and make a note of time, place, and weather.

• For each kind of bird you see on a particular day, write down as much as you can about what you see. If there are things you don’t know—e.g. what its name is/what species of bird it is—you can use your notes to help you look it up and get the answer. A quick sketch might be useful as well.

• Count how many there are.

• Record the birds’ behaviour and habits.

• Write down how it sounds.

Design a cover for your notebook, and, using the tips above, make a checklist on the inside cover. Use this with a bird-spotting book.

From your notes you’ll be able to compare birds and their behaviour through the year—and maybe follow the lives of birds you see regularly!
Know Your Birds!

N.B. pictures are not to scale

All of these birds have feathers that could make attractive fashion accessories. Match each one with the correct name and description, and talk more about them all. Which bird is different from the others?

1. A. Lovebird:
   a very social bird—likes to live with a partner. Has red crest, green plumage, and black wings.

2. B. Peacock:
   a male peafowl with an extravagant and iridescent ‘tail’ which can be fanned out in display in a courtship ritual.

3. C. Woodpecker:
   forages for insects on the trunks and branches of trees, and drums its beak on the tree to communicate.

4. D. Owl:
   a nocturnal bird of prey with a broad head, and feathers adapted for silent flying at night.

5. E. Dodo:
   an extinct flightless bird which had brownish-grey plumage, a naked head, and a black, yellow, and green beak. It was last sighted in 1662 and was hunted to extinction.

6. F. Grey Heron:
   a long-legged and long-necked freshwater and coastal bird with a harpoon-like beak for catching fish.

7. G. Kingfisher:
   a bird with a crested head, a long sharp beak for catching fish, and bright blue plumage.
Bicycles and Cycling

Below are pictures of a modern-day bicycle and a safety bicycle like the ones Kitty and Hen ride in The Closest Thing to Flying.

Also below is a list of important parts on a bicycle and some details about them. Find and mark where each is located on the picture of the modern bike. Then compare this bike with the Victorian safety bicycle: what differences are there? Look at the pictures, and refer to the descriptions of Hen and Kitty riding their bicycles (p66) and the details of some of the bikes Patrick’s father works on (p82). What would it have been like to ride the Victorian bike?

A Victorian ‘Safety Bicycle’ (1889)

A modern bicycle

THEMES FOR DISCUSSION AND ACTIVITIES

Parts of a modern bicycle

- **Frame** dividing rider’s weight between front and back wheels
- **Handlebar levers** making front wheels easier to turn
- **Friction brakes** turning energy into heat
- **Gears linked by chain** increasing speed or pedalling force
- **Pedal cranks** increasing pedalling force
- **Spokes** sharing rider’s weight evenly
- **Pneumatic tyres** with inflatable inner tube

An earlier bike design was the penny farthing (p66)—find out more about this bicycle and draw a picture of one.
‘The closest thing to flying’

*She pushed her feet on the pedals, going faster and faster, like flying, she thought.* (p88)

This is how Semira feels when she first rides a bike, and it clearly links with the title of the book. Did this title attract you to read the book, and was the story what you expected? What else might the title refer to as well as riding a bicycle?

The journey, not the arrival

*‘We must remember to live every moment and enjoy the glory of the ride.’* (p105).

Kittie says this to Henrietta. How does this help and inspire Henrietta? And how does it inspire you?

Bullying

*It was easier to stay distant. Nobody got hurt.* (p31)

*‘It’s not right,’ said Semira. ‘It’s what they do,’ said Holly. ‘Everyone knows it.’* (p80)

How does Henrietta’s diary encourage Semira to stand up for herself and encourage others to do the same?

Intelligence

*‘Intelligence isn’t measured by your education . . . It is measured by your curiosity about the world.’* (p64)

This is said by Georgie, a doctor and one of Kitty’s friends. Do you agree with her?

How does Henrietta pick up on this at the end of her diary when she talks about fighting ‘*with the courage of lions*’ (p208)?

Talk about what you think being intelligent involves.

Libraries

*She was relieved to find the school did have a library . . . and libraries were usually warm inside.* (p36)

Semira finds her school library a welcoming place. Do you have a school and/or local library you can use? Talk about what’s in your library and how you use it.

Art in 1891

*Not the hunting scenes in dark oil colours that Father seems to like, but paintings with bright colours that have no shape or form at all.* (p63)

What do you think these ‘paintings with bright colours . . .’ are? Find out something about art and artists at the end of the 19th century, especially the Impressionists, and see what you think of these paintings.
A LETTER FROM SEMIRA

How can a metal carriage carrying hundreds of people possibly fly into the air? It is quite impossible. (p102)

Imagine you are Semira writing a letter to Henrietta, telling her about finding her diary and how some of the things Henrietta has written about have inspired you in your life today.

Tell her about things that have changed—e.g. all the things women are able to do now—and about inventions which once seemed impossible but are now everyday things to us—e.g. the aeroplane!

MEMORY PICTURE


This is Semira’s description of a special memory. There are just five pairs of words, but you can imagine the scene vividly.

Think of a memory that is special to you and have a go at describing it in this way.
## MORE BOOKS BY GILL LEWIS

<table>
<thead>
<tr>
<th>Title</th>
<th>Publisher</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Story Like the Wind</td>
<td>OUP</td>
<td>9780192758958</td>
</tr>
<tr>
<td>Gorilla Dawn</td>
<td>OUP</td>
<td>9780192739186</td>
</tr>
<tr>
<td>Scarlet Ibis</td>
<td></td>
<td>9780192793560</td>
</tr>
<tr>
<td>Sky Dancer</td>
<td></td>
<td>9780192749253</td>
</tr>
<tr>
<td>Sky Hawk</td>
<td></td>
<td>9780192756244</td>
</tr>
</tbody>
</table>

## REFUGEES

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Publisher</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anne Booth &amp; Sam Usher</td>
<td>Refuge (picture book)</td>
<td>Nosy Crow</td>
<td>9780857637710</td>
</tr>
<tr>
<td>Frank Cottrell Boyce</td>
<td>The Unforgotten Coat</td>
<td>Walker</td>
<td>9781406341546</td>
</tr>
<tr>
<td>Tony Bradman</td>
<td>Give Me Shelter: Stories children who seek asylum about</td>
<td>Frances Lincoln</td>
<td>9781847800022</td>
</tr>
<tr>
<td>Sarah Garland</td>
<td>Azzi In Between</td>
<td>Frances Lincoln</td>
<td>9781847802613</td>
</tr>
<tr>
<td>Morris Gleitzman</td>
<td>Boy Overboard</td>
<td>Puffin</td>
<td>9780141316253</td>
</tr>
<tr>
<td>Elizabeth Laird</td>
<td>Kiss the Dust</td>
<td>Macmillan</td>
<td>9780230014312</td>
</tr>
<tr>
<td>Beverley Naidoo</td>
<td>The Other Side of Truth</td>
<td>HarperTrophy</td>
<td>9780064410021</td>
</tr>
<tr>
<td>Linda Sue Park</td>
<td>A Long Walk to Water</td>
<td>Houghton Mifflin</td>
<td>9780547577319</td>
</tr>
<tr>
<td>Francesca Sanna</td>
<td>The Journey (picture book)</td>
<td>Flying Eye</td>
<td>9781909263994</td>
</tr>
<tr>
<td>Michael Rosen &amp; Annemarie Young</td>
<td>Who are Refugees and Migrants? (Non-fiction)</td>
<td>Wayland</td>
<td>9780750299885</td>
</tr>
<tr>
<td>Malala Yousafzai &amp; Patricia McCormick</td>
<td>I Am Malala (children’s edition)</td>
<td>Orion</td>
<td>9781780622163</td>
</tr>
</tbody>
</table>

## DIARIES

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Publisher</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anne Frank</td>
<td>The Diary of Anne Frank</td>
<td>Puffin</td>
<td>9780141345352</td>
</tr>
<tr>
<td>Julia Lee</td>
<td>Nancy Parker’s Diary of Detection</td>
<td>OUP</td>
<td>9780192739384</td>
</tr>
</tbody>
</table>

## SUFFRAGETTES

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Publisher</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Roberts</td>
<td>Suffragette: The Battle for Equality</td>
<td>Two Hoots</td>
<td>9781509839674</td>
</tr>
<tr>
<td>Jacqueline Wilson</td>
<td>Opal Plumstead</td>
<td>Corgi</td>
<td>9780552574013</td>
</tr>
</tbody>
</table>

## BIRDWATCHING

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Publisher</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Chandler &amp; Mike Unwin</td>
<td>RSPB Children’s Guide to Birdwatching</td>
<td>Christopher Helm</td>
<td>9780713687958</td>
</tr>
<tr>
<td>DK</td>
<td>RSPB What’s that Bird?</td>
<td>DK</td>
<td>9781405393508</td>
</tr>
<tr>
<td>Annette LeBlanc Cate</td>
<td>Look Up! Birdwatching in Your Own Backyard</td>
<td>Candlewick</td>
<td>9780763693008</td>
</tr>
</tbody>
</table>

## BICYCLES

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Publisher</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catherine Bruzzone, Jo Moore &amp; Anne Wilson</td>
<td>My Book of Bike Activities</td>
<td>b small publishing</td>
<td>9781909767690</td>
</tr>
<tr>
<td>Moira Butterfield</td>
<td>Kids’ Cycling Handbook</td>
<td>Carlton Books</td>
<td>9781783121694</td>
</tr>
<tr>
<td>Chris Hoy</td>
<td>On Your Bike: All you need to know about cycling for kids</td>
<td>Piccadilly</td>
<td>9781471405259</td>
</tr>
</tbody>
</table>
CHARACTERS IN THE STORY
Semira; Kitty; Robel; Patrick; Henrietta; Isaac; Graham; Debbie; Hanna; Abdul

CROSSWORD

KNOW YOUR BIRDS!
1G, 2F, 3A, 4E, 5B, 6C, 7D