

Activity: For the Birds

Grade Level: Kindergarten

Major Emphasis: Characteristics of Birds

Major Curriculum Area: Science

Related Curriculum Areas:

- Refer to Outdoor Education Curriculum Matrix K-2
- Language Arts
- Social Studies
- Art



Program Indicators:

1. The student will demonstrate an understanding that living things have basic needs.
2. The student will demonstrate an understanding that living things are similar but unique.
3. The student will develop an understanding that living things have anatomical parts that serve particular purposes and create a whole.

Student Outcomes: The student will:

1. observe the characteristics and behaviors of birds. **(DL2)**
2. compare and contrast various birds. **(DL2,3)**
3. use a variety of materials to create a product to meet the needs of birds. **(DL1)**
4. relate events in sequence. **(DL2)**

Readiness:

1. Introduce vocabulary:

bird	egg	feather	wing	perch
air	food	water	shelter	
seed	bird feeder	flight/fly	beak	
2. Refer to kindergarten Unified Science Unit **A**Animals.@
3. Using literature and/or experiences, expose students to various types of birds.
4. Discuss the basic needs of animals.
5. Introduce basic characteristics of birds including feathers, eggs, beaks, feet and wings.

Materials:

- | | | |
|-------------|------------------|-------------------------------------------------|
| bird mounts | pine cones | peanut butter/shortening mixture |
| bird cards | yarn | plastic sandwich bags (provided by the teacher) |
| scissors | craft sticks | Bird Feeder Sequence chart |
| tweeters | permanent marker | bird seed in tote tray |

duck and goose calls paper towels alcohol

Procedure:

Activity A: Bird Observation

1. Allow students to observe bird mounts arranged according to type: birds of prey, song birds, water birds, field birds, etc. Tell the students they may not touch the birds.
2. Use questions to discuss the characteristics common to all birds:
 - a. What body covering do they have? (feathers)
 - b. What kind of mouth do they have? (beak)
 - c. What body parts help them move? (wings and feet)
 - d. How are baby birds born? (eggs)
 - e. What things do all birds need? (shelter, food, air, water)
3. Use questions to discuss the similarities among the birds. For example:
 - a. How are the hawk and owl the same? (e.g., beaks and feet)
 - b. How are the duck and goose the same? (e.g., beaks and feet)
4. Use questions to discuss the differences between types of birds. For example:
 - a. How are the hawk or owl different from the goose or duck?
 - b. Why are their feet different?
 - c. Why are their beaks different?

Keep in mind these facts:

Beaks have specific shapes for specific purposes. For example, beaks can be sharp for catching and tearing live food, short and strong for cracking seeds, long and sharp for drilling in wood to catch insects and to make holes in which to live, or flat and wide to gather plants or scoop food out of the mud.

Feet also have specific shapes for specific purposes. For example, feet can have sharp claws for catching live food, can be webbed for swimming; some feet are for perching or climbing trees.

5. Using the bird cards, match each card with the correct bird on the table.
6. Go on a bird walk. Allow the students to use the tweetters to attract birds. Include a stop at the bird feeder. Encourage the students to observe and describe the behavior of birds sighted, e.g., eating, flying, singing, perching.
7. Using bird cards again, assist students in identifying birds seen on the walk or at the feeder.
8. Allow the students to use the duck and the goose calls. Clean the calls after each use. Wipe with alcohol using a paper towel.

Activity B: Pine Cone Bird Feeders

1. Inform students that they will follow several steps to make bird feeders.
2. Allow each student to choose a pine cone.

3. Assist each student in tying a 12-inch piece of yarn to the top of the pine cone.
4. Using a craft stick, each student will spread the peanut butter mixture on the pine cone.
5. Roll the pine cone in the seeds and press seeds firmly in place.
6. Demonstrate that feeders can be hung from a branch for the birds.
7. Allow students to hang feeders, or if feeders cannot be hung at the Outdoor Education site, label plastic sandwich bags with the students' names. Put the pine cones in the bags to take home. Collect all the bags in a large box and give them to the teacher.

Summary:

1. Review similarities and differences in the birds.
2. Review bird behaviors observed.
3. Present the Bird Feeder Sequence chart. Assist the students in putting the numerals in order.
4. According to the developmental level of the students (teacher's decision), guide the students in relating the events in sequence by placing the pictures in order, then by adding the words first, next, then, last.

Follow-Up:

1. Make a journal entry or a bird book about the For the Birds activity.
2. Create a web which shows the characteristics of birds.
3. Have students review the sequence of steps to make the pine cone bird feeders. Cut up Supplement A and allow students to arrange in order.
4. Make another type of bird feeder. Use milk cartons or jugs or string popcorn, berries and cereal to hang on a tree in your school yard.
5. Use literature and/or film to extend the experience.

Extension Activities:

1. Use literature and/or experiences to explore other egg-laying animals.
2. Dramatize birds' activities: flying, eating, perching, singing, etc.
3. Compare and contrast the needs of humans with those of birds (food, water, shelter, air). How are these needs met by each? Make a both chart with this information.
4. Play Duck, Duck, Goose using other birds' names. For example, Hawk, Hawk, Owl.
5. Introduce birds from other lands, for example, the kiwi or ostrich and describe their importance to the culture. (MC)
6. Share literature such as folktales about birds from other cultures. (MC)
7. Borrow or build an incubator and hatch eggs in the classroom. Contact the Department of

Agriculture to obtain eggs.

Teacher Resources

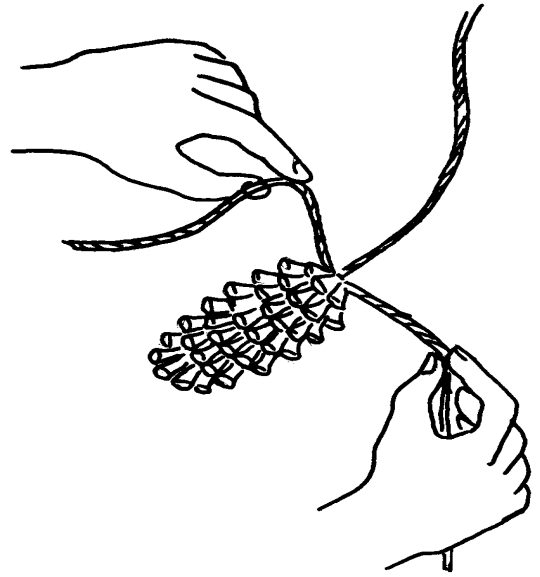
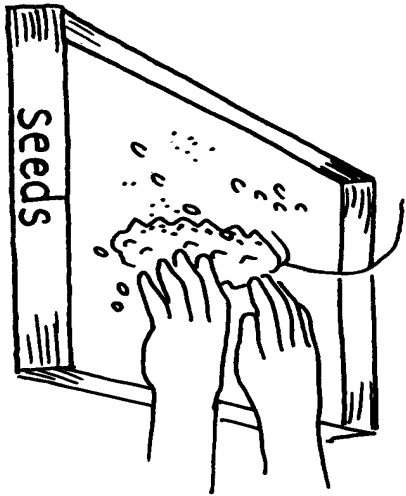
Books:

- < *How and Why Wonder Book of Birds, 598.2.
- < *Some Common Birds of Maryland, a field guide.
- < *Field Guide to North American Birds, Eastern Region, Audubon Society.
- < *The Bird Feeder Book, Stokes, Donald and Lillian, Little, Brown & Co.
- < Have You Seen Birds?, Oppenheim, Joanne, Scholastic, Inc.
- < Chickens Aren't The Only Ones, Heller, Ruth, Putnam Publishing Group.
- < The Egg: A Photographic Story of Hatching, Burton, Robert, Dorling Kindersley, Inc.
- < The Egg: First Discovery Book, Jeunesse, Gallimard, de Bourgoing, Pascale, Scholastic, Inc.
- < A Nest Full of Eggs, Belz Jenkins, Priscilla, Harper Collins Childrens Books.
- < If You Were a Bird, Calder, S.J., Silver Press.
- < Amazing Birds, Parsons, Alexandra, Alfred A. Knopf.
- < Goodbye Geese, White Carlstrom, Nancy, Putnam Publishing Group.
- < Feathers for Lunch, Ehlert, Lois, Harcourt Brace & Co.
- < Nessa's Story, Luenn, Nancy, Simon & Schuster Childrens Books, (MC).
- < An Extraordinary Egg, Lionni, Leo, Alfred A. Knopf.
- < Yes, Goffin, Josse, Lothrop, Lee & Shepard Books.
- < Bently and Egg, Joyce, William, Harper Collins Childrens Books.
- < Hatch, Egg, Hatch, Roddie, Shen, Little, Brown & Co.
- < Egg Story, Hariton, Anca, Dutton Childrens Books.
- < Danny's Duck, Crebbin, June, Candlewick Press.
- < The Most Wonderful Egg in the World, Heine, Helme, Simon & Schuster Childrens Books.
- < Are You My Mother? Eastman, P.D., Random House.
- < Stellaluna, Cannon, Janel, Harcourt Brace & Co.

Supplementary Materials:

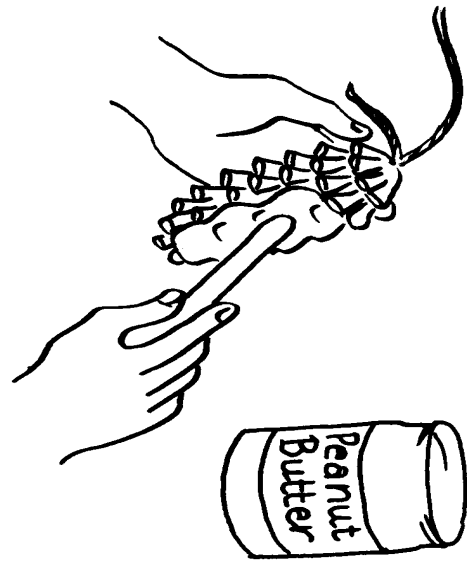
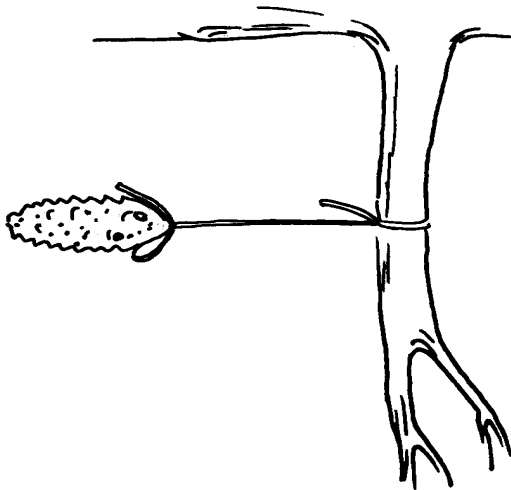
- < *Video: Birds of the Backyard.
- < *Ranger Rick's Nature Scope: Birds, Birds, Birds.
- < *Kit, 598.2-FIE, AA Field Guide to Bird Songs, 2 cassettes.

Bird Feeder Sequence Pictures



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