

iWonder Lesson Plan: Winter Birds

Overview: Students will learn to differentiate between different kinds of winter birds based on their colors, calls and behaviors. They will know peculiar identifying characteristics. They will understand their behavior patterns, possibly including nesting behavior, over an extensive period of time.

Standards:

3.3.4 A Know similarities and differences of living things

4.7.4 A Identify differences in living things

3.1.4. C Illustrate patterns that regularly occur and reoccur in nature

4.7.7.A Describe diversity of plants and animals in ecosystems

4.7.7.B Explain how species of living organisms adapt to their environment

Content Objectives

Students will know:

- 1) The similarities and differences between the variety of birds observed
- 2) Their peculiar identifying characteristics
- 3) Instances of adaptation by the birds
- 4) Their behavior patterns

Process Objectives:

Students will be able to:

- 1) Identify birds in their backyard/schoolyard
- 2) Describe their distinguishing characteristics
- 3) Understand how they have adapted to their environment
- 4) Report their behavior patterns over time

Assessment strategies:

Group work: researching birds

Journal writing

Bird profiles

Materials:

Plastic jar, string and dowel: bird feeder

Binoculars

Computer with an Internet connection
Disposable cameras

Multimedia:

[Winter Birds Video](#)

[Backyard Birdfeeders Video](#)

http://www.birdwatchersdigest.com/site/backyard_birds/bird_id/species_index.aspx

http://www.runnerduck.com/kc_plastic_birdhouse.htm

Procedures:

Part 1: 50 minutes

Students will see the Winter Birds video before they begin the lesson. This will introduce them to the birds they will be learning about. Next, the teacher should show the students close up pictures of each of the birds in order for them to get better acquainted with their physical features.

Students will then go to the first website (birdwatchersdigest.com) and read about and listen to the calls of all the birds they saw in the video. The teacher will then break the class up into small teams of 3-4 students and each team will be assigned a bird. Students will research this bird online with the help of the teacher and create a profile that includes characteristic information about the bird. Later this profile - along with a picture of the bird- will be displayed in the classroom for easy reference.

Part 2: 50 minutes

The next assignment will be creating a bird feeder out of a plastic jar, as shown on the second webpage (runnerduck.com) and place it by a window, in their own backyard or in the schoolyard.

Part 3: Rest of the semester

Students may use binoculars to watch the birds in their vicinity and they will keep a journal of bird activities and descriptions. They will take pictures of the birds visiting their school and their homes with their disposable cameras. These pictures will later be pasted into their journal. If a student notices a new bird the teacher will call upon volunteers to research the bird and share the profile with the class as before. At the end of the semester, teacher will explain the importance of recycling the disposable cameras as well as the plastic jars used for creating bird feeders.