

Material Preparation

MATERIALS

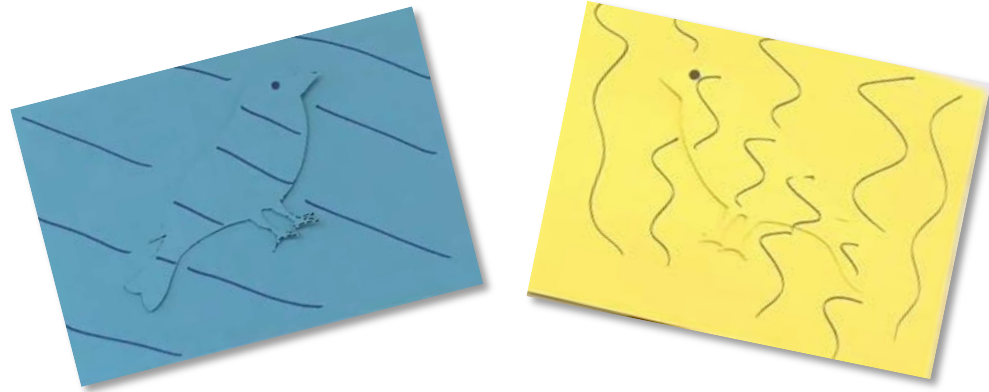
- hole punch
- scissors
- container for children's feathers
- glue
- sheets of 9" x 12" construction paper in assorted colors (red, yellow, blue or brown)
- masking tape
- ECHOS Book: *Whose Feather Is This?*

For each child and the teacher:

- feather
- pair of toy binoculars
- *Ask Me About Birds* sticker

PREPARE IN ADVANCE

Follow the directions on the *Bird Stencil* to prepare eight camouflaged birds.



SET UP THE LESSON AREA

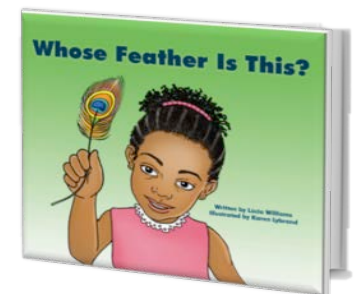
- Tape completed camouflaged birds around the classroom just above and below children's eye level.
- Gather the feathers, binoculars and the ECHOS Book: *Whose Feather Is This?*

TEMPLATES AND PHOTOGRAPHS

- *Bird Stencil*
- *Hidden Owls* photograph



For each child



OBJECTIVE

Children will learn that feathers can help birds fly and hide.

EXCITE

1. Gather the children in the ECHOS lesson area. **Watch closely as this feather falls to the floor.** Stand up, holding a feather up over your head, and drop it, letting it float down to the floor. **Down it goes!**
2. **Did the feather move *slow* or *fast*?** Listen to the children's responses.



INTRODUCE

1. **Now it's your turn. I'm going to give everyone a feather.** Give each child one feather. **Stand up tall and raise your arm over your head. Drop your feather and watch it fall. Ready, set, go!** Observe and comment on the feather movements as the children's feathers drift to the ground. Collect the feathers from the floor or have the children place them in a container.
2. Regroup the children. **What did you notice about how your feather fell to the floor?** Listen to the children's responses.
 - **Did it fall fast or slow?** Listen to the children's responses.
 - **Did your feather feel *light* or *heavy*?** Listen to the children's responses.
 - **Can you imagine having your whole body covered with feathers?**
3. **All birds have feathers. Feathers cover a bird's body to keep them warm and dry just like a coat keeps us dry. Feathers can also help a bird fly and hide from another animal.**



4. **Today, I am going to read you a story about feathers.** Hold up the ECHOS book: *Whose Feather Is This?* to show the cover. **The title of this book is *Whose Feather Is This?* Let's see what else we can learn about feathers in this story.** Read the story to the children.
5. Place the book to the side. **There were so many different types of feathers in that story!**



EXPLORE

1. **Let's look at the feathers in this photograph. WHOO, WHOO! I hear an owl in the classroom.** Hold up the *Hidden Owls* photograph. **Can you find the owls in this picture? Look closely. They are hard to see.**
2. **These owls have feathers that match their habitat, the place where they live. This is called *camouflage*. Say it with me: camouflage. The colors and patterns of the owl's feathers match the colors and patterns of the tree.** Point to the owls on the photograph.
3. **Let's see if we can find birds hiding in our classroom.** Reveal the pair of binoculars. Hold them up to your eyes. **Oh, look what I see. I see a lot of children looking at me. With this special tool, I can see things that are far away or close.** Choose something near or far away and aim the binoculars in that direction. **I see (insert object name here) way over there.** Point with your finger and name the object.
4. **These are called *binoculars*. *Birdwatchers* use them to watch birds in their habitat, the place where they live.**



5. **I have a pair of binoculars for each of you to use today. We will use them to find pretend birds that are hidden in our classroom.**
6. Give each child a pair of binoculars and direct the children to move around the room slowly. **Look high and low, and remember to use your binoculars to find the camouflaged birds. Do you see them?** Give the children three to five minutes to search for the paper camouflaged birds in the classroom.




INTERACT

Interact to accommodate children's individual needs and strengths. Use these suggested strategies as needed:

- If children are having a difficult time using the binoculars, provide assistance as needed.
- As an extension, provide additional camouflaged birds or animals.



OUTCOMES

1. Regroup the children in the ECHOS lesson area. **What did we discover today?**
Listen to the children's responses. If needed, use suggested prompts to elicit key concepts and vocabulary. Encourage responses from everyone.
 - **What tool did we use to find the pretend birds?**
 - **How many birds did you see?**
 - **What did the birds look like?**
 - **Why were the birds hard to find?**
2. Recap and review the unit key concepts by asking and prompting children to recall something they learned from any of the prior *Feathered Friends* lessons.
3. Give each child an *Ask Me About Birds* sticker.

Remind the children to tell their family something they have learned about birds.
4. After you have completed *Lesson #4: Birds of a Feather* with all children in your classroom, add the ECHOS materials suggested below to your science area to encourage exploration.

VOCABULARY

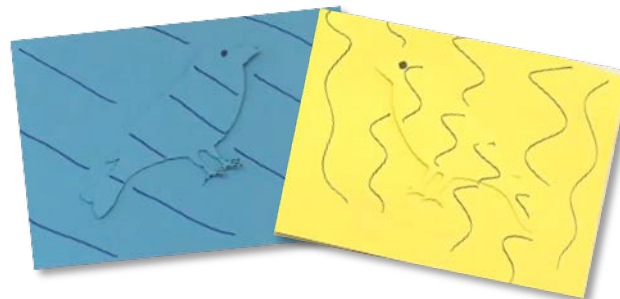
- binoculars
- birdwatchers
- camouflage
- fast/slow
- heavy/light



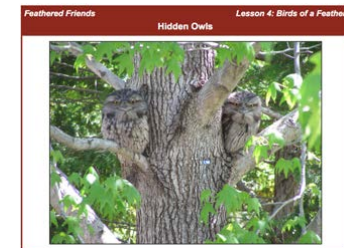
binoculars



ECHOS Book: *Whose Feather Is This?*



camouflaged birds



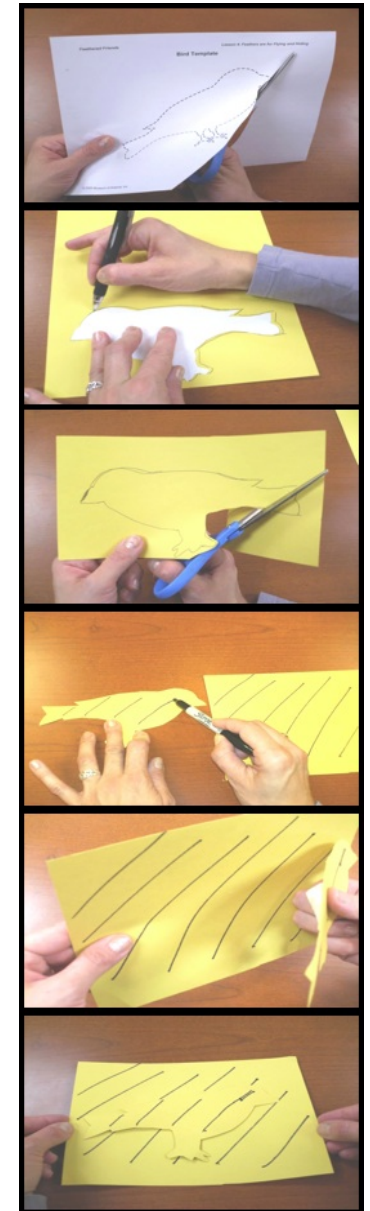
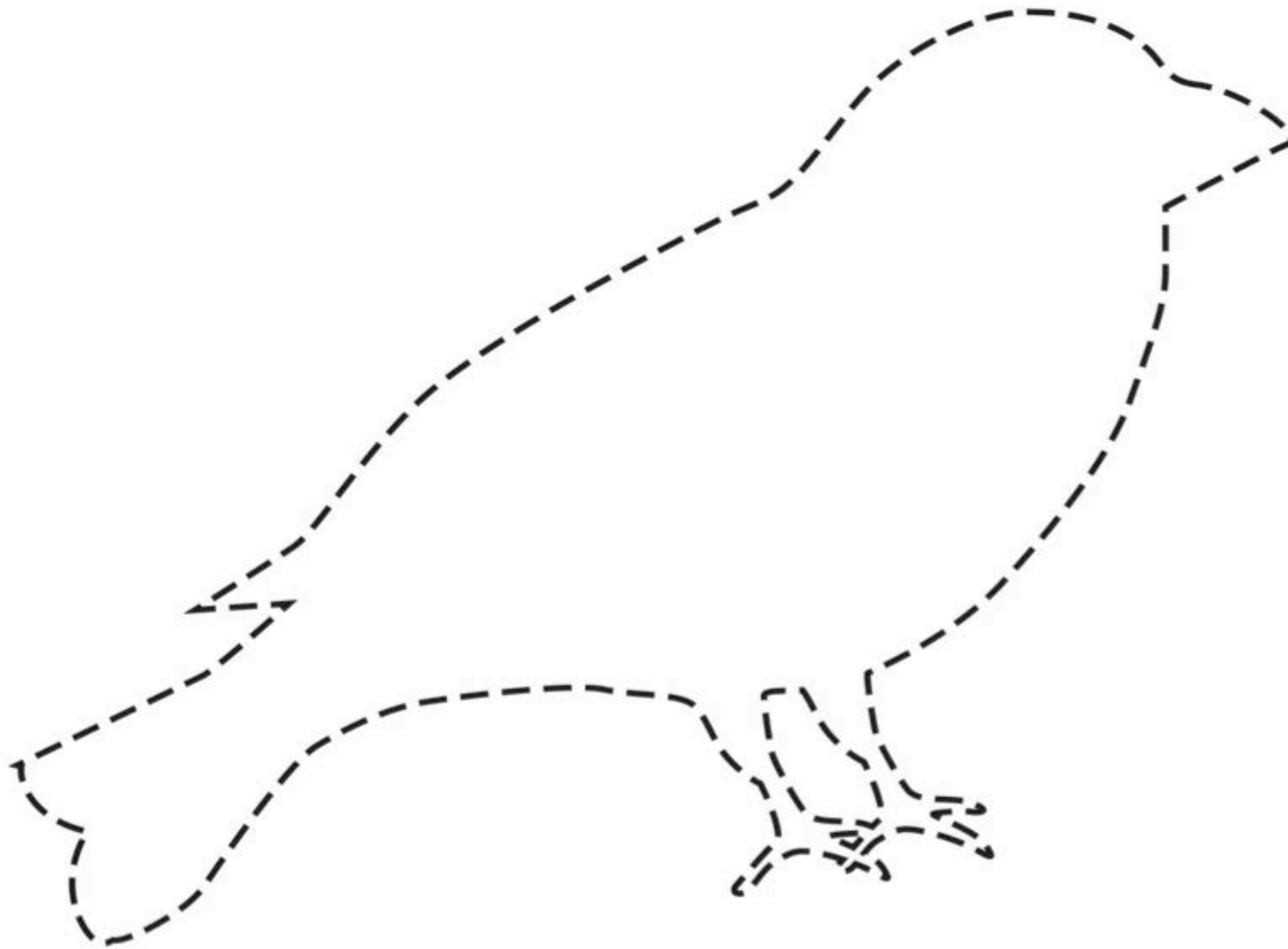
Hidden Owls photograph



Bird Stencil

Instructions:

1. Make one photocopy of this page.
2. Cut along the dotted lines to create a stencil.
3. Chose eight different colors of 9" x 12" construction paper to make eight different camouflaged birds.
4. Use the stencil to trace eight birds; use one sheet of 9" x 12" construction paper for each bird.
5. Match each colored bird with a sheet of construction paper in the same color.
6. Draw a different design on each pair (bird cutout and paper); tape each bird to the matching paper.



Hidden Owls



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