

Material Preparation

MATERIALS

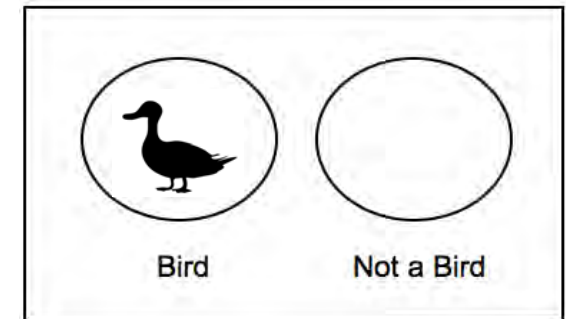
- scissors
- small box or shoebox
- three feathers of varied sizes, colors and shapes
- bird puppet with legs, wings, and a beak
- glue or clear tape
- sheet of 18" x 24" chart paper or poster board

For each child:

- one *Bird Game Card*
- *Ask Me About Birds* sticker

PREPARE IN ADVANCE

- Make *Bird Game Cards*:
 - Cut pairs of animals along black solid lines. Fold along dotted lines and glue or tape to create individual two-sided cards. Prepare one card per child.
- Make *Bird Game Board*:
 - Draw two circles, about 10" in diameter, next to each other on the chart paper.
 - Copy and cut out the *Bird Cutout*; place it in one of the circles and write "Bird" under it. Write "Not a Bird" under the other circle.



TEMPLATES

- *Bird Cutout*
- *Bird Game Cards*

SET UP THE LESSON AREA

- Arrange all the *Bird Game Cards* with the animal part **facing up** and place them inside the small box.
- Gather the bird puppet, stack of *Bird Game Cards* inside the box, the "Bird/Not a Bird" chart and the three feathers and place them the ECHOS lesson area.



OBJECTIVE

Children will learn that all birds have special features: feathers, two wings, two legs and a beak.

EXCITE

1. Gather the children in the ECHOS lesson area. Place the bird puppet on your hand and hide it behind your back. **A special animal is visiting us today.**
2. Reveal the bird puppet from behind your back. **What type of animal do you see? Yes, a *bird*. Today we are going to talk about birds.**



INTRODUCE

1. Continue holding the bird puppet. **This is a pretend bird, but it looks like a real bird. Birds have special features.**
2. **Who can show me the *wings* on this bird?** Choose one child to point to the wings on the puppet. **How many wings do birds have?** Count with the children: **one, two.** **Why do birds have wings?** Listen to the children's responses. **That's right, they use their wings to fly.**
3. **A bird's mouth is called a *beak*. Where is the beak on this bird?** Choose a child to point to the beak.
4. **Why do birds have beaks?** Listen to the children's responses. **That's right, they eat with their beaks.**

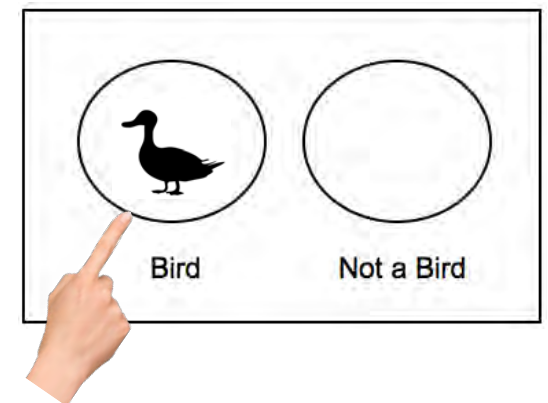
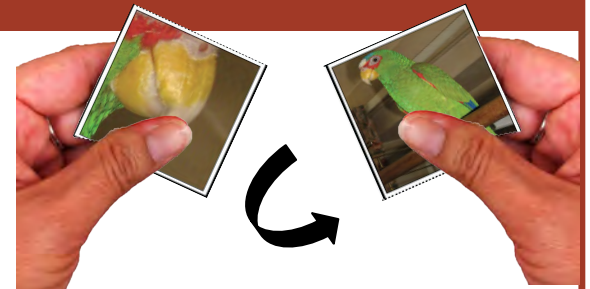


5. **Where are the *legs* on this bird?** Choose a child to point to the legs. **How many legs do birds have? Let's count.** Count with the children: **one, two.** **Why do birds have feet?** Listen to the children's responses. **That's right, they have feet to walk, hop or swim.**
6. **Real birds have something else on their bodies. They're very soft, and they help birds fly. Do you know what they are?** Listen to the children's responses. **Yes, birds have *feathers*.**
7. Set the puppet down and then hold up the three feathers. **Birds have feathers like these on the outside of their body. I am going to pass them around so that you can feel real bird feathers.** Allow time for the children to observe and feel the feathers. Then collect the three feathers.



EXPLORE

1. Invite the children to sit at a table. **Today we will look closely at cards with photos of animals and choose which are birds.**
2. Hold up a card with a bird on it. Show the children the side with only a part of the bird's body. **On one side of the card you see part of an animal.** Flip the card over to show the children the other side. **On the other side of the card you see the whole animal.** Set the card down.
3. **I have made two large circles.** Point to the circle that has the *Bird Cutout* in it. **This is the *Bird* circle. Place the cards with photos of birds here.**
4. Point to the other circle. **This is the *Not a Bird* circle. We will place the cards with photos of other animals that are NOT birds here.**



5. **Let's practice first by talking about it. Do birds have a trunk like an elephant? Dangle your arm in front of your face like an elephant's trunk. No, that would be silly. Birds have beaks. Do birds have long ears like a rabbit? Hold your fingers over your head like ears. No, a bird's ears are small and hidden under their feathers.**

6. Arrange and hold the stack of cards in your hand with the animal part facing up and the whole animal facing down. **When it is your turn, you will choose an animal card from this stack of cards in my hand. Be careful not to peek at the other side of the card.** Model how to look at the side of the card with just the part of an animal on it.

7. **Next, you will place the card in one of the circles.** Model for the children how to place the card in the circle. **Then, we will turn the card over to reveal the whole animal and decide whether the picture is a bird or not a bird.** Turn the card over to reveal the whole animal and ask the children whether it is a bird or not a bird.

8. **Let's begin.** Call on one child to have the first turn. On their turn, have each child pick the top card from the stack. Ask:

- **Does this card show part of a bird?** Prompt the child.
- **Does the card go in the *Bird* circle or the *Not a Bird* circle?**
Provide time for the child to decide and place the card inside a circle.
- **Do you think this animal is a bird? How do you know?**
- **Let's check and see whether this is a bird.** Turn over the card to reveal the whole animal.

9. When each child has had a turn, remove the cards from the *Not a Bird* circle. Use the remaining cards in the *Bird* circle to reinforce the special features of a bird's body. Pick up each card one by one and ask the children to name the special part of the bird's body pictured in the photo.



INTERACT

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

- When the children pass around the feathers be sure that everyone gets a turn. Remind them to continue passing them around to the whole group.
- Some children may need assistance to identify the various parts of an animal's body and name the corresponding animal.
- Depending on the number of children in your group, each child may have more than one turn. There are 12 *Bird Game Cards*.

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.
 - **Can you name some parts of a bird's body?**
 - **What covers a bird's body?**
 - **What do birds do with their beaks?**

2. Give each child an *Ask Me About Birds* sticker.



Remind the children to tell their family something they have learned about birds.

3. After you have completed *Lesson #1: Bird Basics* with all children in your classroom, add the ECHOS materials suggested below to your science area to encourage exploration.

VOCABULARY

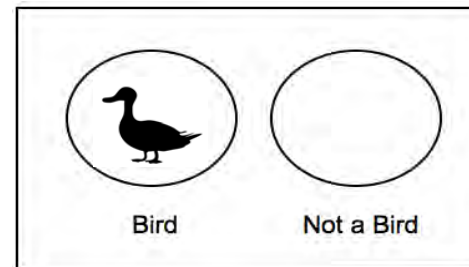
- beak
- bird
- feathers
- legs
- wings



bird puppet



feathers



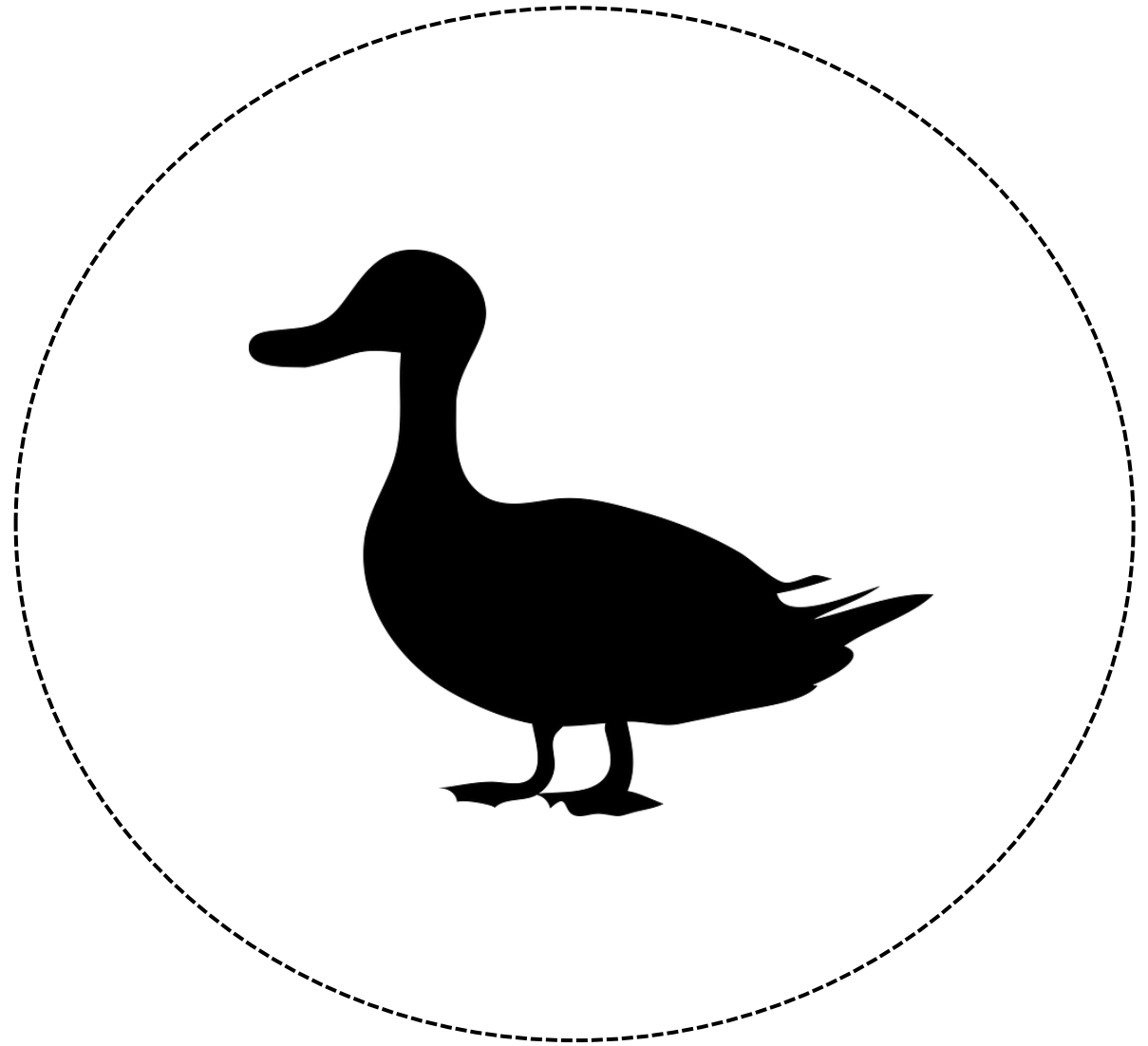
Bird Game Board and Bird Game Cards



Bird Cutout

Instructions:

1. Make one photocopy of this page.
2. Cut along the dotted line.

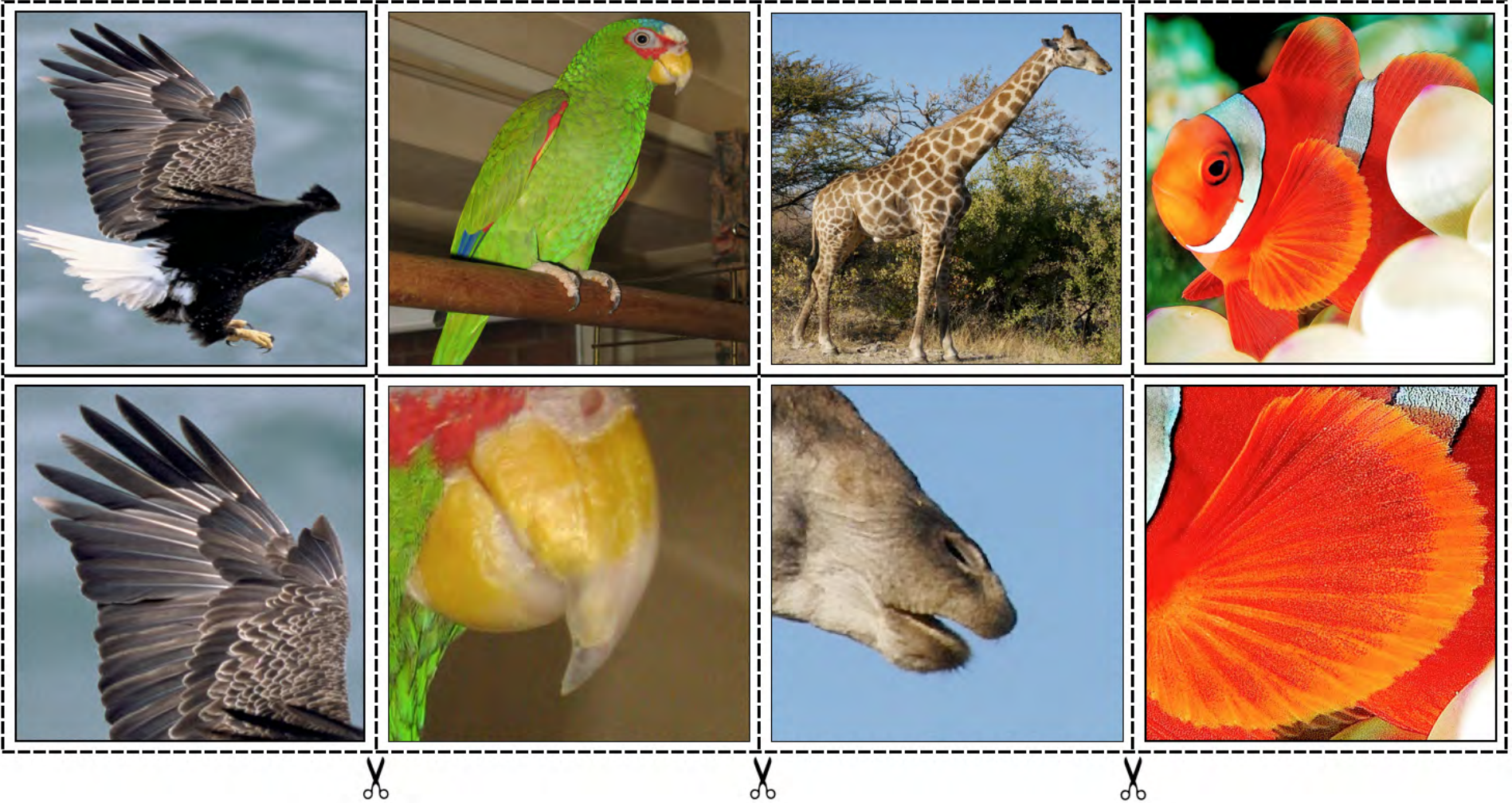


Bird Game Cards, Page 1

Instructions:

This set of game cards should stay in the lesson book. Make copies as needed for future use.

1. Cut along the dotted lines.
2. Fold each animal card along the solid line and glue or tape together.
3. If possible, laminate folded cards for future use.

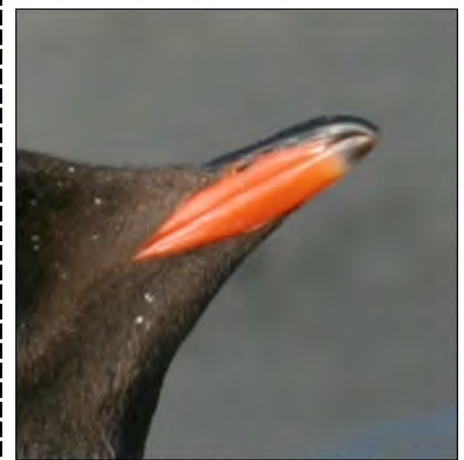
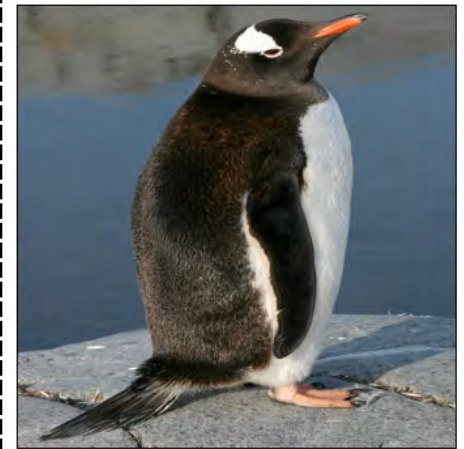
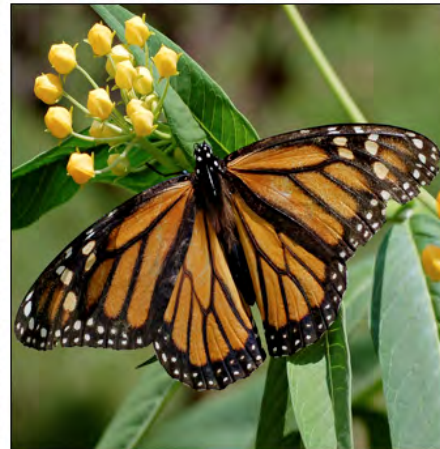


Bird Game Cards, Page 2

Instructions:

This set of game cards should stay in the lesson book. Make copies as needed for future use.

1. Cut along the dotted lines.
2. Fold each animal card along the solid line and glue or tape together.
3. If possible, laminate folded cards for future use.

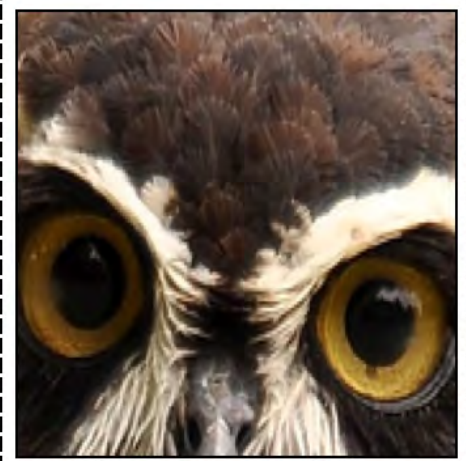


Bird Game Cards, Page 3

Instructions:

This set of game cards should stay in the lesson book. Make copies as needed for future use.

1. Cut along the dotted lines.
2. Fold each animal card along the solid line and glue or tape together.
3. If possible, laminate folded cards for future use.



Bird Game Cards Photo Credits

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White-fronted Amazon Pet Parrot — Redvers, Wikimedia Common

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Bird Cutout

Instructions:

1. Make one photocopy of this page.
2. Cut along the dotted line.

