

Material Preparation

MATERIALS

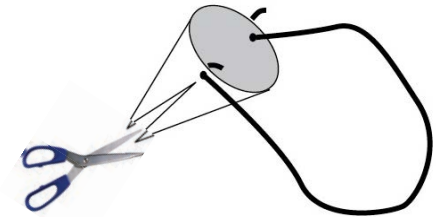
- hole punch
- scissors
- large bowl, water basin or water table
- water
- plastic spoon
- cone-shaped paper cup (4.25 oz.)
- 2' length of yarn
- small bag of birdseed mix (about 1 lb.)
- 5-10 teaspoons of loose tea

For each child and the teacher:

- small strainer
- pair of plastic tweezers
- two paper plates
- three tablespoons of birdseed mix
- Ask Me About Birds sticker

PREPARE IN ADVANCE

- Make one beak mask:
 - Cut a V-shape in the point of a paper cone cup.
 - Punch one hole on each side.
 - Thread the yarn through the two punched holes; tie at each end to create a mask.
- Fill large bowl, water basin or water table half full with water.
- Empty loose tea into the water.
- For each child, put three tablespoons of birdseed mix on to a plate.



SET UP THE LESSON AREA

- Set aside the materials for each child: one pair of tweezers, small strainer, plate with birdseed mix and extra plate.
- Gather the beak mask and large bowl or water basin with water and loose tea. If using your own water table, make sure it is near the lesson area.

PHOTOGRAPHS

- Duck photograph
- Pigeon photograph



For each child

OBJECTIVE

Children will learn how birds use their beaks to eat.

EXCITE

1. Gather the children at a table. Place the bird beak mask over your face. **I am a special type of animal. Can you figure out what animal I am? Here's a hint: I am not an elephant.** Listen to the children's responses.
2. **Yes, with this mask I am pretending to be a bird. This is a special part of a bird's body. What part of the bird's body is it?** Listen to the children's responses. **Yes, it's a beak.** Take the beak mask off and set it aside.



INTRODUCE

1. **Different types of birds have different types of beaks to help them pick up food and eat in their *habitat*.** A bird's habitat is the place where it lives.
2. **Water birds live by water.** Show the *Duck* photograph. **What is the name of this water bird? Yes, it's a *duck*.** How do you think it picks up food to eat? Listen to the children's responses. **Ducks use their beaks to scoop up tiny plants, bugs and small fish that live in water.**
3. **Has anyone ever seen this bird?** Show the *Pigeon* photograph. **This is a *pigeon*, like the ones that might live in your neighborhood. Maybe you have seen pigeons in a park eating seeds on the ground.**



4. **Pigeons have a small beak that helps them eat small things, like seeds.**

Model for the children how to pinch your thumb and forefinger together. **This is how a pigeon picks up seeds with its beak. Put your fingers together like mine.** Hold up your hand so they can see. Open and close your fingers to model the pinching motion.



EXPLORE

1. **We learned that different types of birds have different types of beaks. Now, let's pretend to be birds and use tools just like birds would use their beaks.**

2. Hold up the strainer. **This strainer works like a duck's beak. A duck's beak scoops and shakes to get food out of the water. Watch this.** Model how to use the strainer by scooping up the tea leaves in the water, then gently shake the strainer back and forth.

3. **What is the name of the other bird we talked about? Yes, a pigeon. Hold up the pair of tweezers. Pinch the pair of tweezers together a few times. A pigeon uses its beak just like we use a pair of tweezers. We use tweezers to pinch things and pick them up. Put your fingers together and show me how a pigeon's beak works.**

4. Invite the children to sit at the table. For the pigeon beak exploration, each child should have a pair of tweezers, a plate with birdseed mix, and an extra plate.

5. **Ready to investigate? Let's begin by exploring how a pigeon picks up its food from the ground. Use the tweezers to pick up the seeds and place them on the extra plate.** Guide the exploration and provide time for children to explore how to use the tool. Remove the materials from the table.



6. For the duck beak exploration, each child should have a small strainer and access to the large bowl, water basin or water table filled with water and tea leaves in it.
7. **Now, let's explore how a duck uses its beak to pick up food from the water. Use the strainer to collect food from the water. Use your tool just like a bird uses its beak. Did you pick up anything with the strainer? Great! Try again.** Guide the exploration and provide time for children to explore how to use the tool.
8. **You are great pretend birds! Encourage the children to practice using the tools. You are very hungry birds today! I see you picking up food with your beaks.** Remove the materials from the table.




INTERACT

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

- Some children may not have seen the birds mentioned in this lesson in their neighborhood. Keep the bird photos displayed to encourage observation and discussion.
- Assist children as need if using tweezers is too difficult. Children can pinch their thumbs and forefinger together.



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 birds did we talk about today?**
 - **Can you show me how a duck uses its beak?**
 - **Can you show me how a pigeon uses its beak?**
 - **Which beak makes it easier to pick up seeds: a duck's beak or a pigeon's beak?** Remind children that each beak is easier for the right kind of food.
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 #2: Bird Beaks* with all children in your classroom, add the ECHOS materials suggested below to your science area to encourage exploration.

VOCABULARY

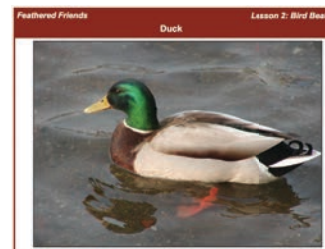
- duck
- habitat
- pigeon



strainers



tweezers



Duck photograph



Pigeon photograph



Duck



Pigeon



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