

## Material Preparation

### MATERIALS

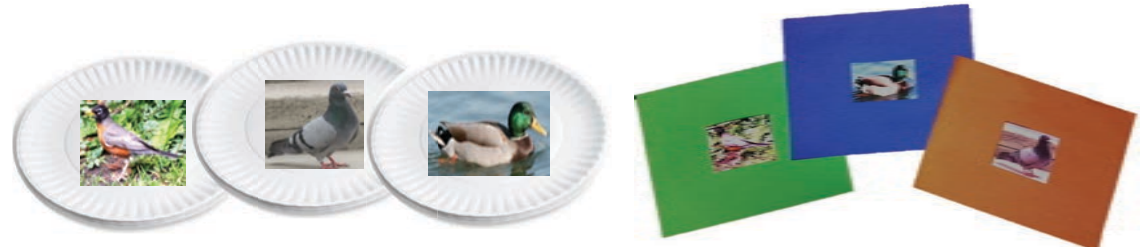
- scissors
- bird puppet with legs, wings, and a beak
- scrap paper in small shapes of any kind
- copy paper
- glue
- masking tape
- two sheets of 12" x 18" blue construction paper
- two sheets of 12" x 18" brown construction paper
- two sheets of 12" x 18" green construction paper

For each child:

- bird photo
- 9" plate (reusable or paper)
- Ask Me About Birds sticker

### PREPARE IN ADVANCE

- Make enough copies of the *Three Types of Birds* photograph page to provide one bird photo per child. Make one additional copy for the habitats (see below).
- Cut out and glue a bird photo to each paper plate.
- Create three pretend bird habitats in different parts of the room:
  - Water: Tape two sheets of 12" x 18" blue construction paper to the floor in an area of the classroom. Use tape or glue to apply the *Duck* photograph from *Three Types of Birds* to the center of the area.
  - Ground: Tape two sheets of 12" x 18" brown construction paper to the floor in another area of the classroom. Use tape or glue to apply the *Pigeon* photograph from *Three Types of Birds* to the center of the area.
  - Grass: Tape two sheets of 12" x 18" green construction paper to the floor in another area of the classroom. Use tape or glue to apply the *Robin* photograph from *Three Types of Birds* to the center of the area.



### PHOTOGRAPHS

- *Three Types of Birds* photograph
- *Webbed Feet* photograph
- *Duck Paddling in Water* photograph
- *Pigeon* photograph
- *Robin* photograph

### SET UP THE LESSON AREA

Sprinkle scrap paper "food" on each "habitat" area.



## OBJECTIVE

Children will learn that birds use their feathered wings to fly and their feet to help them swim, walk or hop.

## EXCITE

1. Gather the children in the ECHOS lesson area. Use the bird puppet to show the children one way that a bird can move. Place the puppet on your hand. **Watch this bird puppet carefully. It is very hungry and is searching for food to eat.**
2. Put the puppet's feet on the floor then pretend to fly the bird up, then back to the floor again, landing on its feet. **Did the bird puppet fly, swim, walk or *hop*? Yes, it flew.** Take the puppet off your hand and place it to the side.



## INTRODUCE

1. **Most birds can fly. They use their feathered wings to move. Can you show me how to flap your wings like a bird?**
2. **Some birds can also swim, walk, or hop by using two feet. Each type of bird has two feet designed to help them move in various ways.**
3. Hold up the *Webbed Feet* photograph. **Water birds, like ducks, have special feet to help them *paddle* in water. They are called *webbed* feet.** Point to the webbed feet in the photograph.
4. Hold up the *Duck Paddling in Water* photograph. **What is the duck doing in this picture? Yes, it's paddling in the water. Their feet make them good paddlers.** Make a paddle motion with your hands (palms flat with fingers together). **Hold your hands like this and try it. Show me.**



5. **Do you think ducks can fly?** Listen to the children's responses. **Yes, they can fly, too.**

6. Hold up the *Pigeon* photograph. **Do you remember what these birds are called? That's right, they're pigeons. Pigeons use their feet to walk just like people do, one foot in front of the other.** Use two fingers to show a walking motion on the floor in front of you. **You can try it, too.** Prompt the children to use two fingers to show a walking motion. **Do you think pigeons can fly?** Listen to the children's responses. **Yes, they can fly, too.**

7. Hold up the *Robin* photograph. **This bird is called a *robin*. You can tell which bird is a robin because they have a reddish-orange belly and they like to hop on two feet, like this.** Stand up and hop forward using both feet. **You try it, too.** Regroup the children. **Wow, you are good hopping birds!**



## EXPLORE

1. **Today, we learned how some birds use their feathered wings to fly and their feet to move. If a bird is hungry how does it get food to eat? Can it shop for food at a store?** Listen to the children's responses.
2. **Birds must search for their food. They move their bodies through the habitat or the place where they live. What kinds of places do birds live in?** Listen to the children's responses.
3. **I have set up three areas in the classroom.** Walk to each area and point them out to the children. Point to the blue "water" area. **Here is the blue water where the ducks paddle their webbed feet.** Point to the brown "ground" area. **Here is the brown ground where the pigeons walk.** Point to the green "grass" area. **Here is the green grass where the robins hop.**



4. **We are going to pretend to be birds and search for food in our habitats.** Have the children stand side by side in a horizontal line. Give each child a plate with a picture of a bird on it.
5. **Look at the picture of the bird on your plate. If you have a pigeon, show me how it moves. If you have a robin, show me how it moves. If you have a duck, show me how it moves.** Provide time for the children to demonstrate.
6. **When I call the name of the bird on your plate, you will paddle, walk or hop like that bird to your habitat, collect food on your plate and walk back to the group.**
7. **Let's begin. Listen carefully for the bird name I call.** Give children a chance to move to their habitat, gather food and then return back to the group. Continue calling the other bird names.
8. Regroup the children. **You were great pretend birds searching for food!**




## INTERACT

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

- Children will need some guidance identifying the correct habitat to go to.
- Keep the bird photos displayed in the science area to encourage observation and discussion.

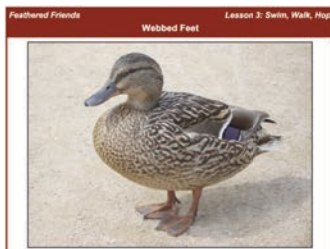


## OUTCOMES

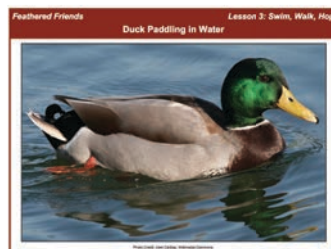
1. Regroup the children in the ECHOS lesson area. **What did we discover today?**  
Listen to the children's responses. If needed, use suggested prompts to elicit key concepts and vocabulary. Encourage responses from everyone.
  - **We talked about different birds today. Which one hops?**  
**Which one walks? Which one paddles?**
  - **What bird were you? How did you move?**
  - **Where did you find your food?**
  - **How did you collect your 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 #3: Swim, Walk, Hop* with all children in your classroom, display the bird photographs in your science area to encourage observation and comparison.

## VOCABULARY

- hop
- paddle
- robin
- webbed



**Webbed Feet** photograph



**Duck Paddling in Water** photograph



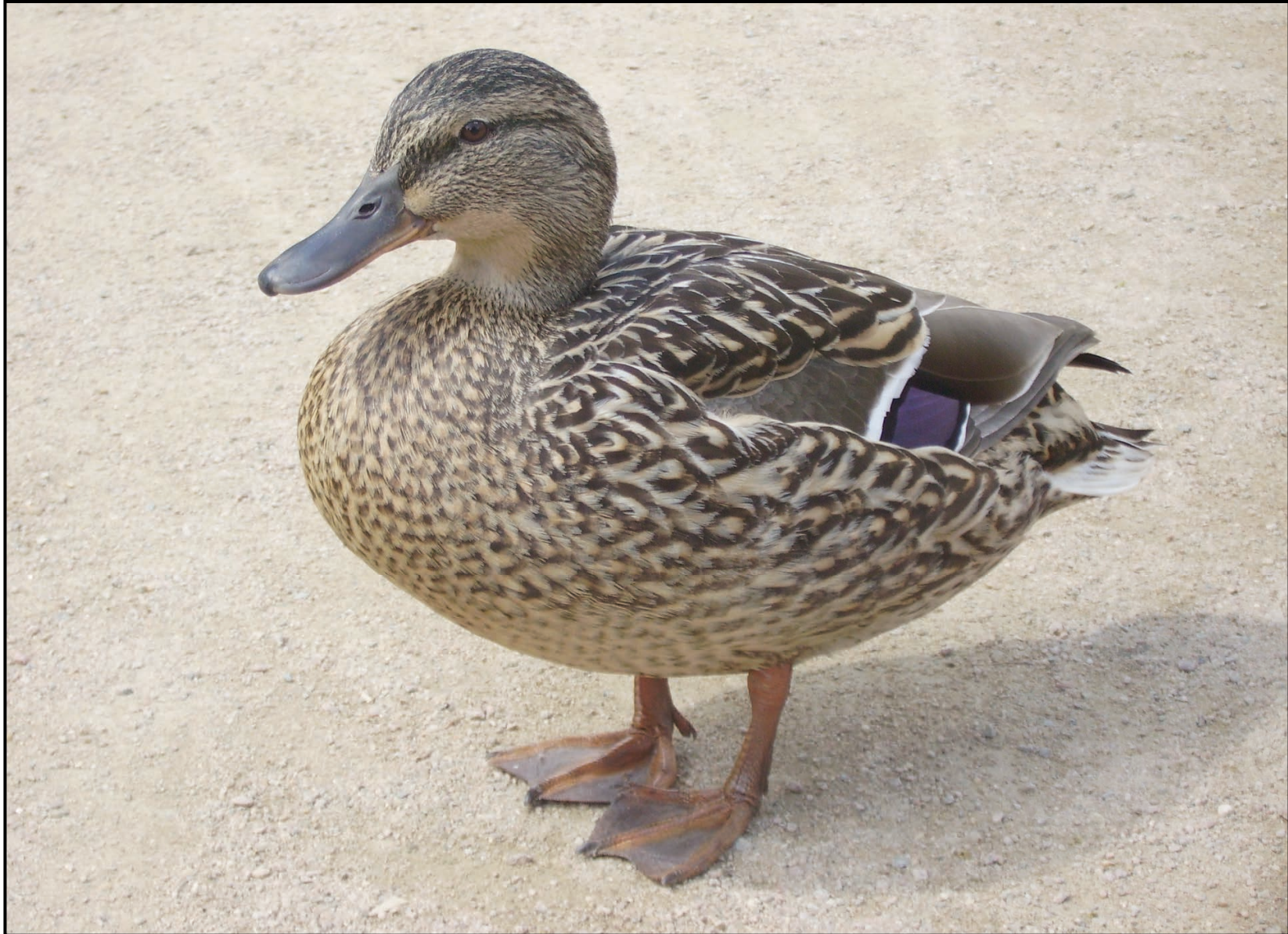
**Pigeon** photograph



**Robin** photograph



**Webbed Feet**



**Duck Paddling in Water**

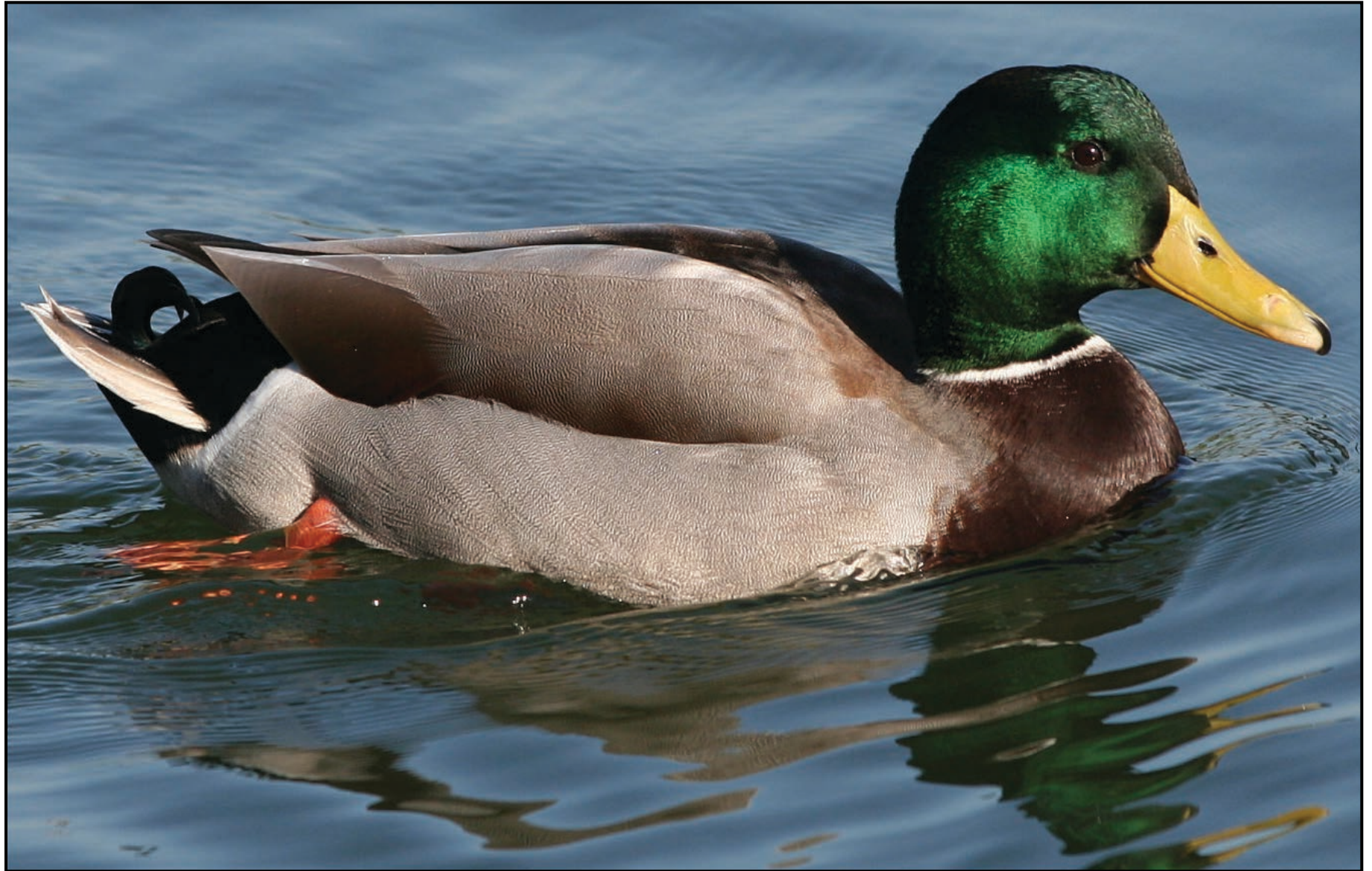


Photo Credit: User Calibas, Wikimedia Commons

## Pigeon



Photo Credit: User Von.grzanka, Wikimedia Commons





## Robin



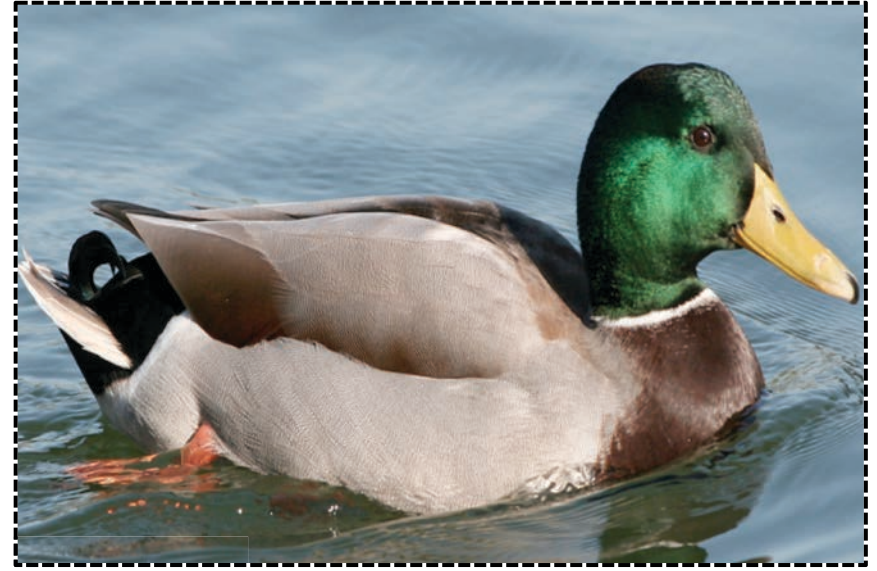
Photo Credit: Jason R. Finley



**Three Types of Birds**



**Robin**



**Duck**

**Pigeon**



**Three Types of Birds**



**Robin**



**Duck**

**Pigeon**

