

Feathered Friends

Integration Cards, or *iCards*, may be used as enrichment activities by the teacher, teacher's aide or volunteer, in any sequence, to integrate Language & Literacy, Math and Creative Arts into the science content presented in this unit.

Language & Literacy

- L1. Fingerplay
- L2. Sing Along Song
- L3. Picture Walk
- L4. Read Aloud

Math

- M1. Birds Shape Up
- M2. What Comes Next?
- M3. Follow the Bird
- M4. How Many Eggs?

Creative Arts

- C1. Bird Model
- C2. Beak Masks
- C3. Some Birds Say, "Tweet!"
- C4. Bird Footprints

Fingerplay

Guidelines

1. Children should be standing, use a large open space for body movements.
2. Introduce the fingerplay words and hand motions one line at a time. Tell the children: **Say it after me.**
3. Use rhythm and hand motions to engage the children.
4. As the children recite the fingerplay chant, ask them to use soft voices, then loud voices.

Feathered Birds

Five feathered birds, hopping on the floor,
One flew away, and then there were four.

*(Hold up all five fingers on one hand.)
(Bend pinky down and hold up four fingers.)*

Four feathered birds, singing in the tree,
One flew away, and then there were three.

*(Hold up four fingers.)
(Bend ring finger down.)*

Three feathered birds, flying in the blue,
One flew away, and then there were two.

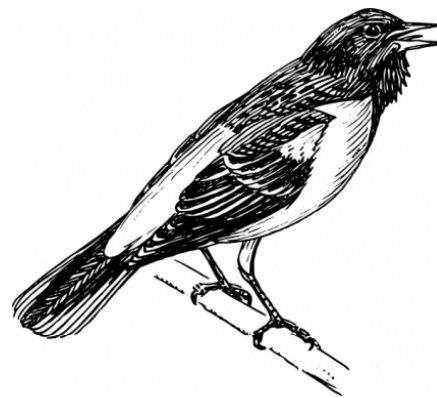
*(Hold up three fingers.)
(Bend middle finger down.)*

Two feathered birds, swimming under the sun,
One flew away, and then there was one.

*(Hold up two fingers.)
(Bend ring finger down.)*

One feathered bird, alone in a nest,
Sang a little song, and then took a rest.

*(Hold up thumb only.)
("Rest" it on the ground.)*



Sing Along Song

Guidelines

1. Introduce the song and motions one line at a time. Tell the children: **Sing after me. Do what I do.**
2. When children know the words, sing the song together.

Bird Song

Sung to the tune of "Here We Go 'Round the Mulberry Bush"

This is the way we peck for food,
Peck for food, peck for food.
This is the way we peck for food,
So early in the morning.

(Place thumb and forefinger together to make a "beak" and pretend to peck the ground.)

This is the way we flap our wings,
Flap our wings, flap our wings.
This is the way we flap our wings,
So early in the morning.

(Flap your arms up and down like wings.)

This is the way we fly away,
Fly away, fly away.
This is the way we fly away,
So early in the morning.

(Flap your arms and fly away from the group.)

This is the way we fly back home,
Fly back home, fly back home.
This is the way we fly back home,
So early in the morning.

(Flap your arms and fly back to the group.)



Picture Walk

Guidelines

1. Choose a book.

Select a book from the *Feathered Friends Picture Walk Books* list. If these books are not available, find another content-related book filled with rich, detailed pictures.

2. Get to know the book.

Read the story to yourself before sharing the book with the children. Notice how the illustrations tell the story.

3. Enjoy reading time!

Make sure everyone is comfortable and able to see the book. If needed, establish rules for good behavior.

Taking a picture walk through a book is one of the earliest stages of reading. It enables children to “read” books by looking at the pictures. Ideal Picture Walk books have rich illustrations. When a book has too much text to hold children’s attention, use it to show just the pictures. Wordless books are also a great choice for Picture Walks.

1. Before conducting the picture walk:

Let the children know you are going to read this book by looking at the pictures.

- Show the cover of the book.
- Read the title, the author’s name, and the illustrator’s name.
- Ask children to predict what they think the story will be about based on the cover and the title.

2. While conducting the picture walk:

- Slowly go through the book, page by page.
- Ask a few questions about each picture. For example:

When did that happen?

What do you think will happen next?

Why do they want to do that?

Where is this part of the story taking place?

Where do you think they are going?

3. Share the book again and again.

When children like a book, they want to “read” it over and over.

4. Leave the book in the science or book area for the children to enjoy.

Picture Walk Books

Lesson 1: Bird Basics

Birdsongs by Betsy Franco

This poetic picture book describes the behaviors and sounds of a large variety of birds.

Lesson 2: Bird Beaks

Beaks! by Sneed B. Collard III and Robin Brickman

This brightly illustrated book presents different physical qualities and uses of a bird's beak.

Lesson 3: Swim, Walk, Hop

Birds: Winged and Feathered Animals by Suzanne Slade

This book explores a bird's anatomy as well as their capacity to fly.

Lesson 4: Birds of a Feather

Feathers (Body Coverings) by Cassie Mayer

Birds use feathers as a body covering, and they come in different colors, patterns, and textures.

Read Aloud**Guidelines****1. Choose a book.**

Select a book from the *Feathered Friends Read Aloud Books* list. If these books are not available, find another content-related book.

2. Get to know the book.

- Read the story to yourself before reading the book to your class.
- Plan ways to change your voice to fit the plot and characters.
- Gather props.

3. Enjoy reading time!

Make sure everyone is comfortable and able to see the book. If needed, establish rules for good behavior.

When children are read to, they are likely to grow into good readers. As they listen to stories, children hear rich vocabulary and proper language structure, and learn new information about the world. Being read to can enhance imagination, creativity, and curiosity. When selecting a book for a Read Aloud, consider the amount of text and the children's attention span.

1. Before reading the story:

- Show the cover of the book.
- Read the title, the author's name, and the illustrator's name.

2. While reading the story the first time:

- Focus on the flow of the story.
- Read with expression, change your voice for different characters.
- Vary the reading speed: fast for exciting parts, slow for scary or quiet parts.

3. After reading the story:

- Ask a few questions about the book. For example:

Who would you like to be in the story?

What would you have done?

Where did the story happen?

When did the story get exciting/scary?

Why did they do that?

How would you change the ending?

- Have the children re-tell the story or act out their favorite part.

4. For additional readings:

- Invite children to ask questions or discuss the story.
- Encourage children to say words they remember from the story as you read them.
- Assist children in recognizing the sounds that make up words.

5. Leave the book in the science or book area for the children to enjoy.

Read Aloud Books

Lesson 1: Bird Basics

Birds by Kevin Henkes

This book introduces birds' basic features, such as colors and sizes.

Lesson 2: Bird Beaks

Little Green by Keith Baker

A little hummingbird visits a sunny garden. A young artist watches as the hummingbird sips nectar from flowers.

Lesson 3: Swim, Walk, Hop

I'm a Duck! by Teri Sloat

A duck marvels at how wonderful it is to be a duck with feathers, webbed feet and wings that can fly.

Lesson 4: Birds of a Feather

ECHOS Book: *Whose Feather Is This?* by Lucia Williams

A curious little girl finds a blue and green feather that has fallen from someone's hat. She goes on a journey to the park with her grandmother to ask the birds whose feather it is.

Birds Shape Up

Materials

- *Bird Model* page
- *Shape Cutouts* page
- construction paper in assorted colors
- scissors
- glue or glue sticks
- small paint brushes
- small paper bowls

For each child:

- sheet of 8½" x 11" copy paper
- pencil or black crayon
- set of shapes from *Shape Cutouts* page

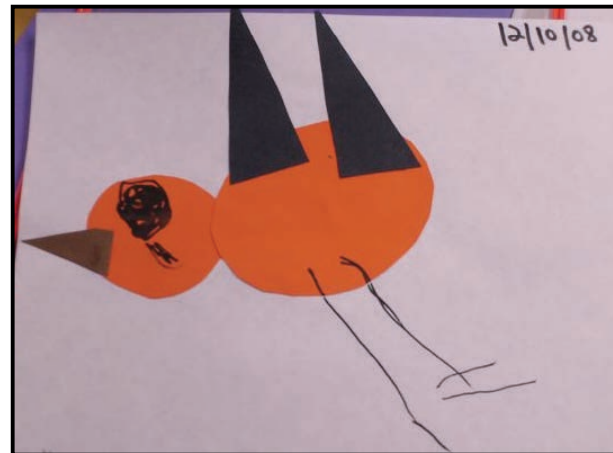
Preparation

1. Make one copy of the *Shape Cutouts* page for each child in the group. Trace the shapes onto construction paper and cut them out.
2. Fill small bowls with glue or set out glue sticks.
3. Place all the materials on the table.

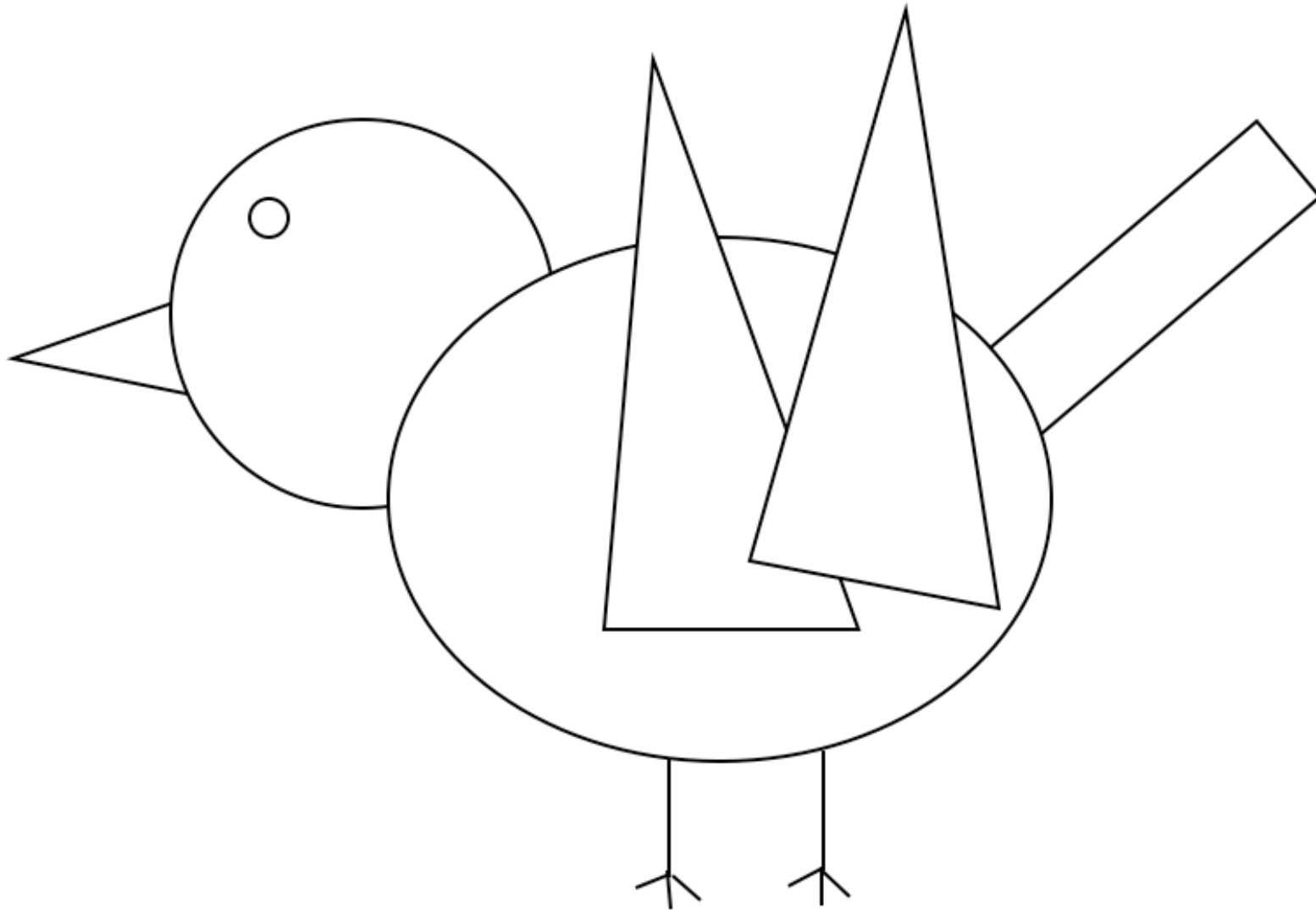
Children will create birds using basic shapes.

Procedure

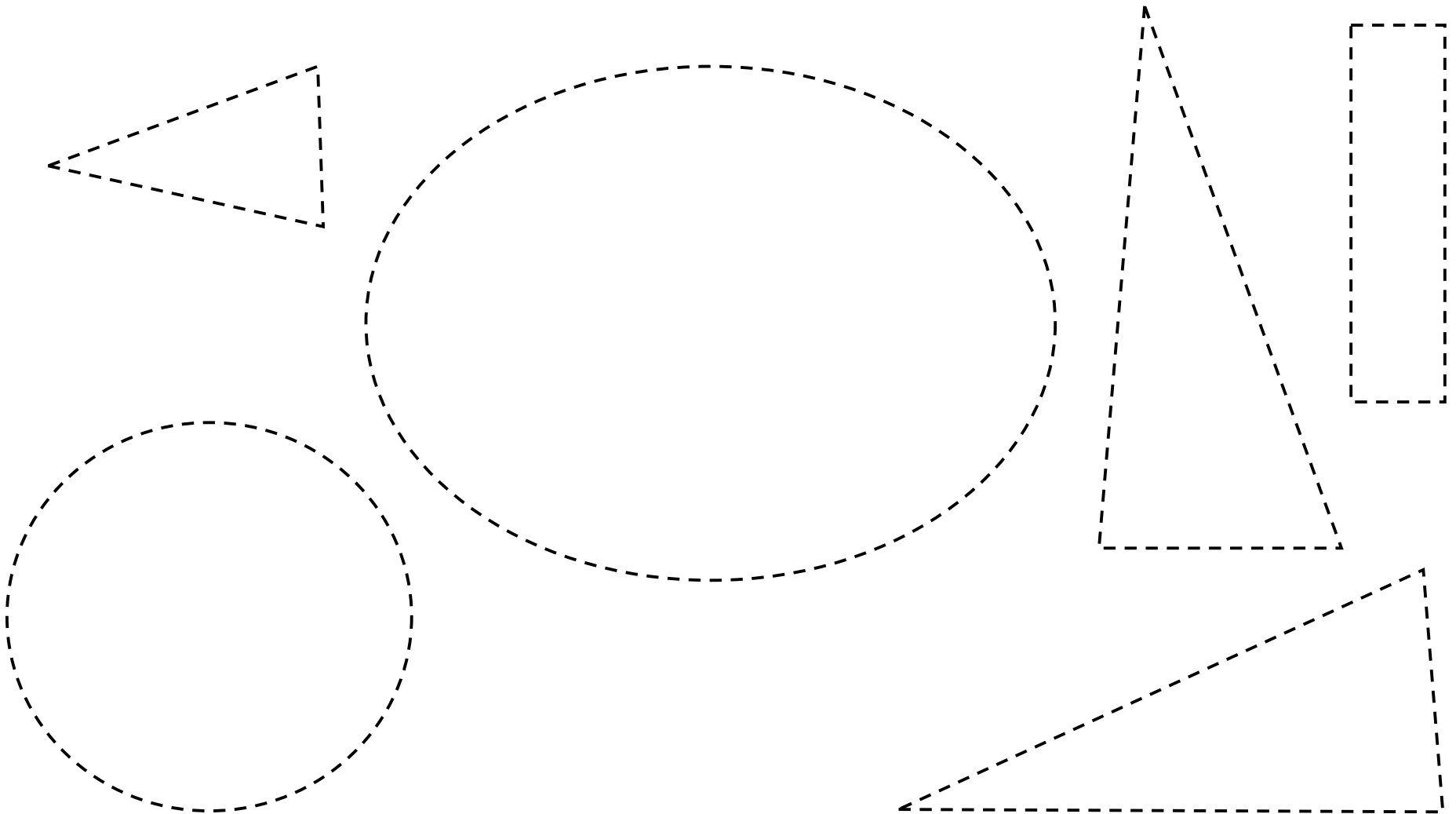
1. Say: **Today we are going to use shapes to make a bird.**
2. Hold up the *Bird Model* and review the parts of a bird: a head, a body, a beak, two feet and two wings.
3. Hold up the *Shape Cutouts*. **What shapes do you see?** Help children identify the shapes.
4. Model how to arrange the shapes to create a bird:
 - **I wonder what shape I can use for my bird's beak?**
 - **I wonder what shape I can use for my bird's body?**
5. Give each child a sheet of paper and a set of shapes to work with. Encourage children to arrange and glue the shapes onto the paper to create a bird. Children can use a pencil or black crayon to draw two legs and eyes.



Bird Model



Shape Cutouts



What Comes Next?

Materials

- Duck Cutouts page
- white cardstock
- yellow crayon or marker
- scissors

For each child:

- one yellow duck card and one white duck card

NOTE: The teacher will need three yellow duck cards and three white duck cards.

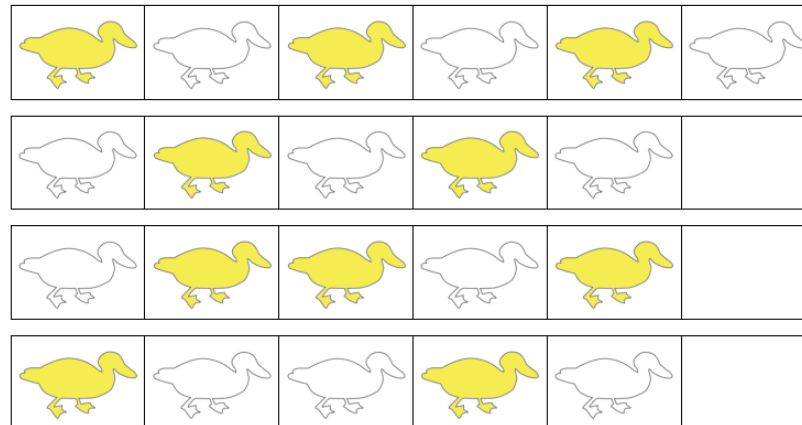
Preparation

1. Make enough copies of *Duck Cutouts* page to provide two duck cards per child and six duck cards for the teacher. Cut out duck cards.
2. Use a crayon or marker to color half of the duck cards yellow.

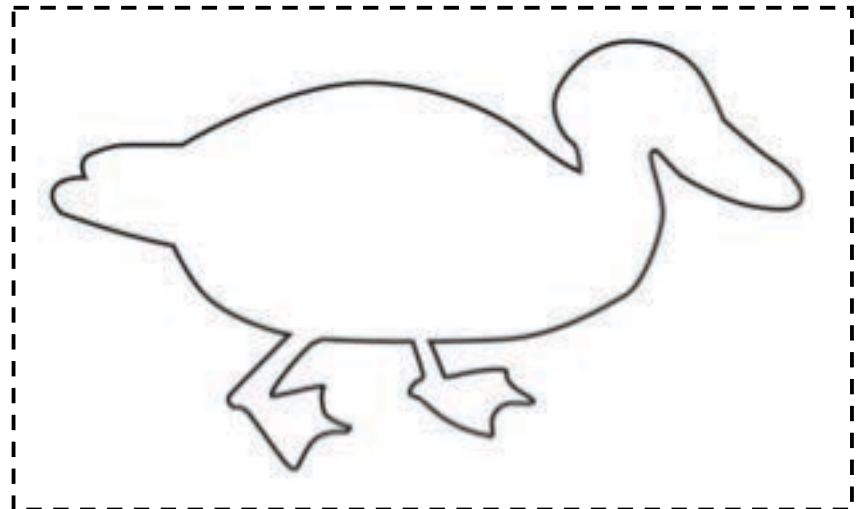
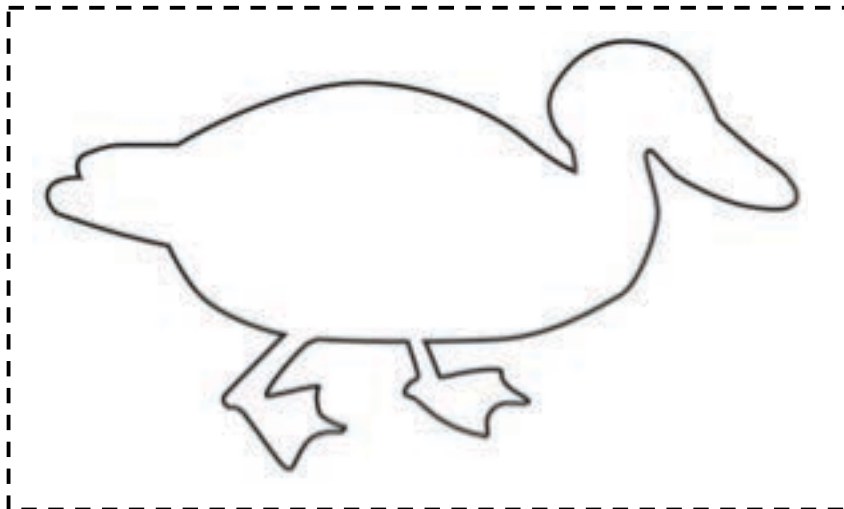
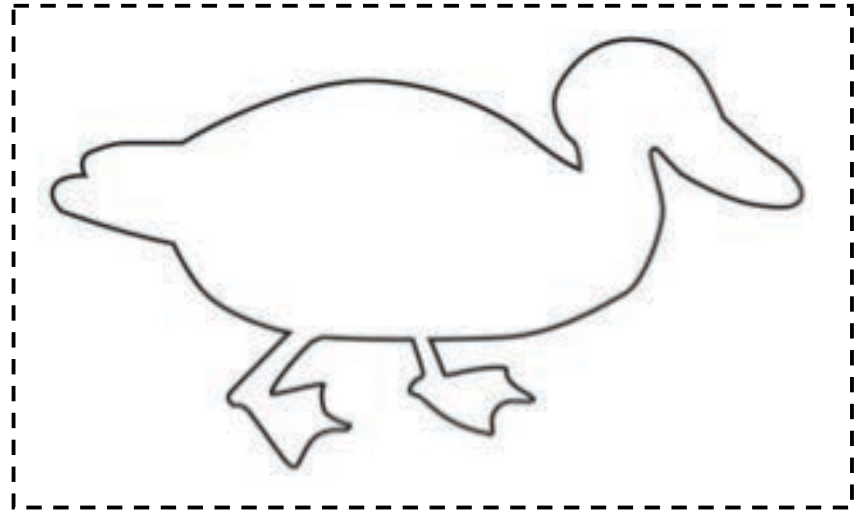
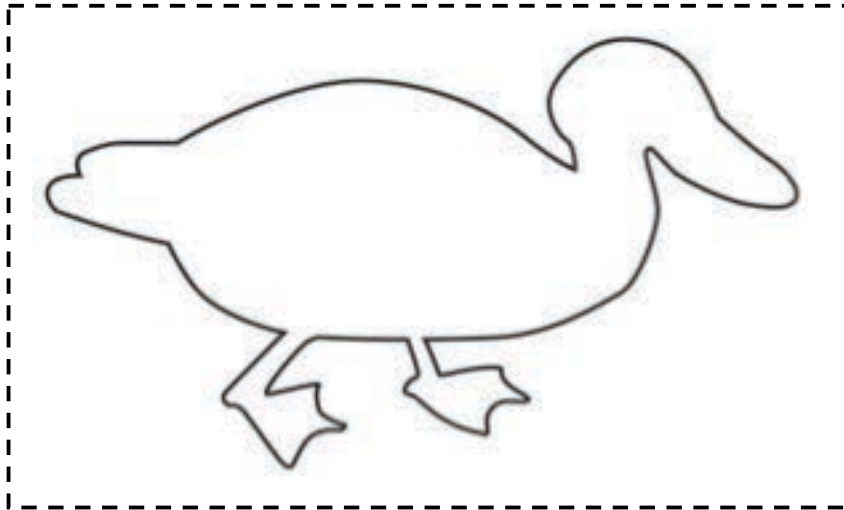
Children recognize simple patterns.

Procedure

1. Say: **Today we are going to play a game called *What Comes Next?***
2. Place a yellow duck card on the table followed by a white duck card. Continue to place all six duck cards in a yellow-white pattern. Ask the children to observe the row of ducks. Prompt the children to notice that the duck cards are arranged in a pattern: Yellow-white, yellow-white, yellow-white.
3. **Now we are going to predict which duck comes next.** Give each child one yellow duck card and one white duck card. Use the pattern sample chart below to create a pattern with the duck cards. Review the pattern with the children.
4. Ask the children to predict which bird comes next by holding up the yellow duck card or the white duck card.
5. Repeat the game with the other two patterns.



Duck Cutouts



Follow the Bird

Children repeat bird movement patterns—walk, swim, hop, or fly.

Procedure

1. Say: **Today we are going to play a new game called *Follow the Bird*.**
2. Review the four major ways birds move: walk, swim, hop and fly.
3. Demonstrate each movement and have the child identify the movement.
4. Now play this version of *Follow the Leader*:
 - a. Demonstrate one movement and have the children repeat it.
 - b. Demonstrate two movements and have the children repeat them in order.
 - c. Demonstrate three movements and have the children repeat them in order.
 - d. Demonstrate four movements and have the children repeat them in order.
5. If time permits, select a child to lead the movement while the other children follow the bird movement pattern.



How Many Eggs?

Materials

- five index cards
- permanent marker

For each child:

- brown paper lunch bag
- a handful of shredded brown construction paper
- a handful of play dough

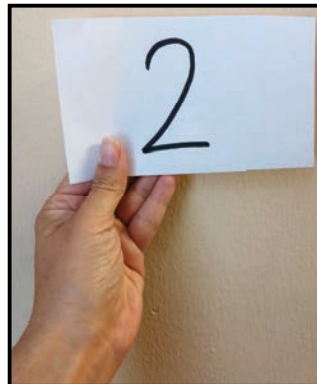
Preparation

1. Roll down the top of each brown lunch bag to create a nest model for each child.
2. Fill the nests with shredded brown paper.
3. Number the index cards from 1 to 5; make numbers large enough for children to see.

Children recognize numerals and create corresponding sets of eggs.

Procedure

1. Say: **Today we are going to help a mother bird place eggs inside her nest.**
2. Give each child a handful of play dough. Instruct the children to break the play dough into five little pieces, then roll the pieces into five egg-shaped balls. **Now you have five model bird eggs.**
3. Give each child a nest. **This is your bird nest model, where your eggs can stay safe and warm. When I hold up a number card that says #1, put one egg in your nest. Let's try it.**
4. Hold up one index card at a time. Encourage the children to identify the number.
5. Invite the children to place the corresponding number of eggs inside their nests. Ask each child to count the number of eggs to verify their responses.
6. Repeat the game with the remaining index cards.



Bird Model

Materials

- feathers
- assortment of paper scraps

For each child:

- small handful of play dough
- two 3" lengths of pipe cleaner
- two paper triangle shapes ("wings")
- small paper triangle shape ("beak")

Preparation

1. Prepare enough play dough in advance for each child to have one small handful.
2. Set out feathers and various materials on the work table.

Children make a model of a bird using play dough and various other materials.

Procedure

1. Say: **Today we are going to make a model of a bird.**
2. **Think about the shapes of a bird's body. Is it round? Listen to children's responses. Yes. Let's mold some of your play dough into that round ball shape. Use the rest of the play dough to make a small round head for a bird.**
3. **What are the other parts of a bird's body? Listen to children's responses. Yes, birds have a beak, two wings, two feet and feathers.**
4. Give each child a small handful of play dough. Allow them to freely create their version of a bird. Assist as needed.



Bird Beak Masks

Materials

- hole punch
- scissors
- yarn
- crayons
- photos or pictures of birds
- *Bird Song* (L2)

For each child:

- cone-shaped paper cup
- two 12" lengths of yarn

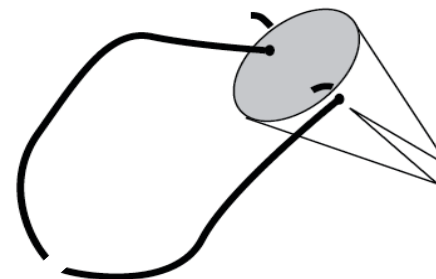
Preparation

1. Use hole punch to make two holes, one on each side of the large end of the cone cup.
2. Thread one piece of yarn through one of the holes. Tie yarn piece to the cup. Repeat with second piece of yarn and second hole.
3. Cut a V shape in the point of each cone cup.
4. Flatten each cup so the children can color on the surface.

Children make pretend bird beaks.

Procedure

1. Say: **Today we are going to make bird beak masks.**
2. Have the children look closely at some pictures or photos of birds. **Look closely at these pictures of birds. What types of beaks do you see? Do you see long beaks? Do you see short beaks? Do you see colorful beaks?**
3. Give each child a cone-shaped paper cup. **Let's start decorating our pretend bird beaks. You may use crayons to color your beak any color you like.** Give children crayons to color with.
4. As the children finish coloring their beaks, position the bird beak mask over their nose and tie the two pieces of yarn together to fit around their head.
5. Use *Bird Song* (L2) along with the bird beak masks as a follow-up sing along activity.



Beak Mask

Some Birds Say “Tweet!”

Materials

- *Bird Picture Cards* page
- five brown paper grocery bags
- scissors
- hole punch

For each child:

- one *Bird Picture card*
- 36” length of yarn

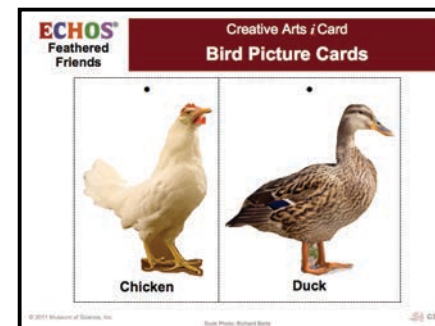
Preparation

1. Make enough copies of the *Bird Picture Cards* page for each child to have one and cut out the pictures.
2. Punch one hole at the top of each picture. String a piece of yarn through each hole to create necklaces.
3. Roll down the sides of each brown paper grocery bag to form a nest shape.

Children learn that different types of birds make different types of sounds.

Procedure

1. Say: Today we are going to pretend to be birds and make bird sounds.
2. **Birds make very special sounds.**
 - An owl says, “Who, who.” Can you make the sound than an owl makes?
 - A robin says, “Tweet, tweet.” Can you make the sound that a robin makes?
 - A duck says, “Quack, quack.” Can you make the sound that a duck makes?
 - A crow says, “Caw, caw.” Can you make the sound that a crow makes?
 - A chicken says, “Cluck, cluck.” Can you make the sound that a chicken makes?
3. Place the bird nests on the floor of the classroom. Place a *Bird Picture* in each nest:
 owl nest robin nest duck nest crow nest chicken nest
4. Give each child a *Bird Picture* necklace that will tell which bird they will be for the game. Help the children name the bird on their card and make the sounds.
5. Direct the children to look closely at their picture. When it is their turn, they must make the sound of the bird as they fly over to the matching nest. Have the children wait by their nest until everyone has had a turn.



Bird Picture Cards



robin



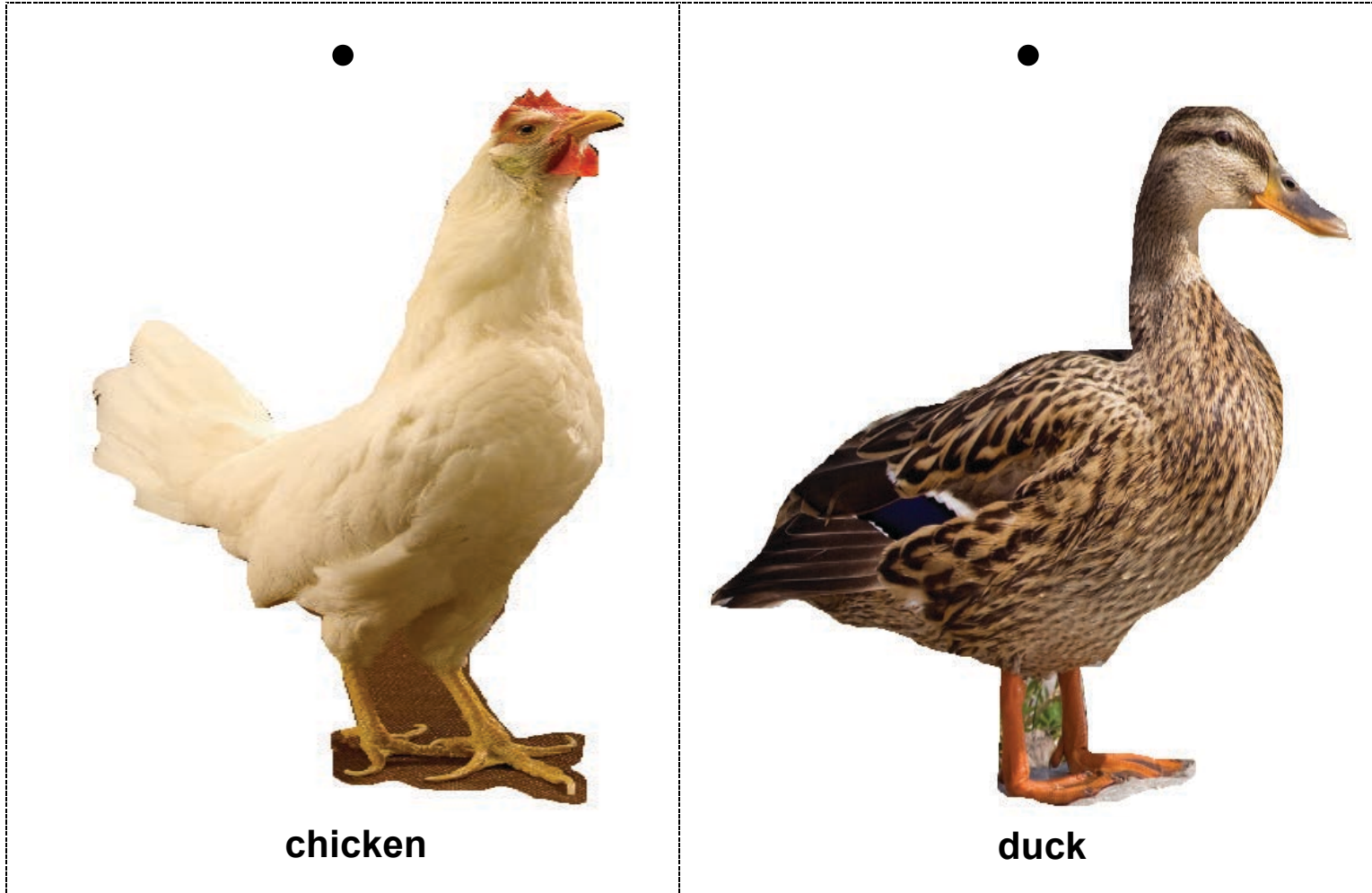
crow



owl

Robin Photo: <http://www.naturespicsonline.com/>
Crow Photo: Keven Law

Bird Picture Cards



chicken

duck

Duck Photo: Richard Bartz

Creative Arts iCard

Bird Footprints

Materials

- *Webbed Feet Stencil* page
- white cardstock
- 1-3 colors of finger paint
- bowls
- scissors

For each child:

- small dish sponge
- 6" length of pipe cleaner
- two lengths of 2" pipe cleaners.
- 9" x 12" sheet of white construction paper

Preparation

1. Copy the *Webbed Feet Stencil* page onto cardstock.
2. Cut out shape, trace onto each dish sponge, and cut to make a sponge stamp.
2. Make a pipe cleaner bird foot model for each child in the group.
 - Cut pipe cleaners in half.
 - Wrap one piece around the other, 2" from end.
3. Add paint to paper plates.

Children use sponge stamps to make bird footprints.

Procedure

1. Say: **Today we are going to make bird footprints.**
2. **All birds have two feet, but different types of birds have different types of feet.**
3. **Ducks have webbed feet that are very wide and their toes are connected so they can paddle well in water.** Hold up one webbed foot sponge shape to show the children.
4. **Pigeons have skinny toes on their feet. They help them walk along the ground.** Hold up one pipe cleaner bird foot model.
5. **Let's make bird footprints on paper to compare the different types of feet that birds have.**
6. Give each child a sponge stamp, a pipe cleaner bird foot model and one sheet of paper.
7. Guide them as they use paint to make bird footprints on their paper.



Sponge stamp



Pipe cleaner bird foot model

Webbed Feet Stencil

