

Preschool Curriculum Unit

Theme: Birds

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Preschool Curriculum Unit

Theme: Birds

Section I

Introduction

This unit is designed to introduce preschool aged children to the world of birds, specifically the Eastern Bluebird. The Bluebird is found year-round in Kansas, and is often seen in meadows, open areas and openings surrounded by trees. They feast on insects during the warm months and berries during the late fall and winter. Bluebirds commonly nest in woodpecker holes and nest boxes.

All activities are developmentally appropriate for three, four and five year old children and align with the Kansas Early Learning Standards.

Section II

Background Information

Objective 1. Identify key characteristics of birds

Before we can really learn about bluebirds, we need to understand what living things are and what they need, the difference between plants and animals, and the difference between birds and other kinds of animals. All living things need food, water, shelter and space. Animals cannot make their own food as plants do. Birds lay eggs and have feathers, although not all can fly. We can even sort birds by size, habitat, and other characteristics.

Objective 2. Understand the functions of different types of adaptations

Birds have developed many different adaptations to suit their habitats and food preferences. Take a look at birds in your neighborhood and you'll notice birds with different colors, body shapes, beaks and wings. Think about penguins, who have modified wings for swimming. If all birds were the same, they would all need the same kind of food and habitat, which would lead to competition for food, water, shelter and space. Birds have developed these unique adaptations for their different surroundings and to have a better chance for survival. For more information about bird adaptations, you can visit <http://projectbeak.org/adaptations/start.htm>

Objective 3. Discover that different kinds of birds eat different types of food

Birds eat many different kinds of food, including seeds, nectar, insects, berries, fish, small rodents and reptiles. A hummingbird's long beak allows it to sip nectar from flowers. An eagle's sharp, hooked beak allows it to eat fish, mammals and reptiles. A cardinal's stout beak allows it to crack sunflower seeds. Bluebirds are omnivores, meaning they will eat both animal and plant material. Their favorite food is insects, making them a friend of farmers! Their babies will eat almost entirely caterpillars until they leave the nest. When berries are available, bluebirds will eat them as well. They also need a good source of water.

Objective 4. Explore the bird life cycle

Like all birds, bluebirds lay eggs. When the eggs hatch, the babies, or hatchlings, are helpless for a short time, growing quickly as their parents work hard to feed them mostly caterpillars. Once they are big enough, they will try to fly and are now called fledglings. At first, they can only make short flights and spend most of their time inside the nest. Once they are big enough, they will fly away on their own. The parents may have a second or even third clutch of eggs that season!

Objective 5. Identify a blue bird

The male bluebird is a bright blue on its head, back and wings with a rusty colored throat and chest. The female bluebird is a grayish blue above with a muted rusty brown throat and breast. Another great way to identify birds is to listen to their songs and calls. For more information about bluebirds, please visit https://www.allaboutbirds.org/guide/Eastern_Bluebird/overview

Section III

Sample Weekly Lesson Plan

For descriptions of activities, please see below. Activities are organized by subject area.

	Monday	Tuesday	Wednesday	Thursday	Friday
Books	<i>Sparrow, Eagle, Penguin, and Seagull - What Is A Bird?</i>	<i>Every Day Birds</i>	<i>Birds Make Nests</i>	<i>Hooray for Birds!</i>	<i>Bird Songs</i>
Science	Label the parts of a bird		Life cycle of the bird	Bird adaptations	What is a bluebird?
Art	Paint with feathers			Design a bird	Make binoculars
Math	Is it a bird? Animal sorting	Measure ingredients for bird suet	Playdough mats		
Fine Motor		Bird beak buffet		Hole punching paper eggs	
Literacy		Birds have/ can/need/eat		B is for Bird	Look through bird field guides
Music and Movement	Mother Gooney Bird	Five Little Ducks	Act out the lifecycle of a bird	Listen to bird songs and calls	Listen to bird songs and calls
Outdoors	Bird scavenger hunt	Count the birds	Build a birds nest		Bird walk with binoculars

Section IV

Activities

SCIENCE

1. Label the Parts of a Bird

Materials - large piece of paper, markers

Directions - With a small group of children, begin to draw a bird on the piece of paper. Begin with the body. Ask the children if they can identify what you are drawing. Keep adding key features, one by one, while children continue to guess what you are drawing. You do not need to be an artist for this activity. When your drawing is complete, discuss what features make a bird, "a bird." Birds have one beak, two wings, feathers, two feet, two eyes. Label the drawing with words and numerals (2 wings). Other animals may have some of these features, but to be a bird, they must have all of these features.

Unit objectives met - Identify key characteristics of birds

KS Early Learning Standards met - ATL.p3.1, ATL.p4.1, ATL.p4.2, SED.R.p3.2, SED.R.p3.3, SED.R.p3.4, SED.R.p4.3, SED.R.p4.4, SED.SD.p3.6, CL.IT.p3.3, CL.SL.p3.1a, CL.LS.p3.1d, M.CC.p3.2, S.p3.3, S.p3.7, S.p3.8

2. Lifecycle of a Bird

Materials - life cycle figurines or lifecycle printouts (<https://www.exploringnature.org/db/view/Bird-Life-Cycle-Eastern-Bluebird>). If using the printouts, we recommend you reduce the number of stages to 4-6, depending on the ages of children in your classroom - use the image of the eggs, the hatching, the fledgling, the adult.

Directions - Introduce children to the concept of a life cycle. A life cycle is the changes or stages an animal goes through from the time it is born until it is an adult. The adult begins the life cycle again by having more babies.

Ask the children if they know where a bird comes from. Some children may say, "an egg." "Yes, a bird comes from an egg. Do you know what happens next?" Some children may say, "the eggs hatch." "Yes, the eggs hatch. A baby bird is called a hatchling (show the hatchling). The baby birds cannot take care of themselves. They rely on their parents to bring them food. The mom and dad bluebird will bring the babies caterpillars to eat for two whole weeks. When the babies get bigger, they are ready to learn how to fly. Now the babies are called fledglings (show the fledgling). Once they have all of their feathers and are strong enough to fly, they will leave the nest. They'll grow all summer and then they will be adult bluebirds (show the adult). When the birds are adults, they will lay eggs and the lifecycle will begin again. Life cycle means circle. It goes around and around and around."

Allow children to explore the figurines or printouts and sequence them during playtime.

Unit Objectives met - Explore the bird life cycle

KS Early Learning Standards met - ATL.p3.1, ATL.p3.4, ATL.p4.2, SED.R.p3.2, SED.R.p3.3, SED.R.p3.4, SED.R.p4.3, SED.R.p4.4, SED.SD.p3.6, CL.IT.p3.3, CL.SL.p3.1a, CL.LS.p3.1d, S.p3.3, S.p3.7, S.p3.8, M.OA.p4.3

3. Bird Adaptations

Materials - Photos of different kinds of birds (Bluebird, Eagle, Hummingbird, Penguin, Duck, Ostrich, Cardinal, and Woodpecker are good choices)

Directions - Refer back to your drawing of a bird from activity one (Label the parts of a bird). Lay it out for the children and ask them to describe a bird. Some questions you may ask to start the conversation:

"Can you describe a bird? What does a bird have that other animals do not have? Are there certain body parts that an animal must have to be called a bird?" Lay out the bird photos for the

children to see. Ask them what they notice about these pictures. Some children may say they see birds, others may describe with more detail what they see. Ask children, "What do you notice about their wings?" Allow the children time to share their answers. "Some birds have wings for flying, some birds have wings for swimming, and some birds have wings, but cannot fly. Did you notice the penguin's wings? They are more like flippers than wings so that they can swim in the oceans. Ostrich wings are very small and are not strong enough to help them fly." "Now, what do you notice about the feet and legs of these birds?" Allow the children time to comment. You can point out that ostriches have long, powerful legs for running, ducks have webbed feet for swimming, and that eagles have sharp talons for catching fish and other small animals. Lastly, you can ask the children to look at the beaks of each bird. "Now take a look at the beaks. Tell me what you see?" After children have a chance to answer, you can describe that a hummingbird's beak is long and pointed so that it can drink nectar from flowers. An eagle's beak is hooked at the end for tearing meat from fish. A duck's bill is flat and wide so that it can search for food under the water. Cardinals have a short, stout beak for cracking seeds. Woodpeckers have a thick, pointed beak for pecking for insects inside of trees. The bluebird's beak is short and straight for catching insects. "Each type of bird is built differently so that it can survive in its habitat. Each bird is built so that it can eat the food it needs to survive."

This discussion pairs well with the "Design a Bird" activity in the art section.

Unit objectives met: Understand the functions of different types of adaptations, discover that different kinds of birds eat different types of food

KS Early Learning Standards met - ATL.p3.1, ATL.p4.2, SED.R.p3.2, SED.R.p3.3, SED.R.p3.4, SED.R.p4.3, SED.R.p4.4, SED.SD.p3.6, CL.IT.p3.3, CL.SL.p3.1a, CL.LS.p3.1d, S.p3.3, S.p3.6, S.p3.7, S.p3.8, S.p4.9

4. What is a Bluebird?

Materials - Plush bluebird (available on Amazon), or photo of a bluebird printed from the internet.

Directions - Show a small group of children the bluebird. Ask them to describe the bird (color, wings, beak, feet, or any other descriptors they come up with). Ask the children if they know what kind of bird this is. If no one guesses, tell them it is an Eastern Bluebird. "Why do you think this is called a bluebird?" You can give them some background information about the bluebird. Bluebirds eat mostly insects and berries. They live in Kansas near open fields. They build their nests inside of old tree holes or boxes that people have built for them. There are people called bluebird monitors that go and check the bluebird boxes in the spring and summer to make sure the bluebirds and their babies are healthy.

Unit objectives met: Identify a bluebird

KS Early Learning Standards met - ATL.p3.1, ATL.p4.2, SED.R.p3.2, SED.R.p3.3, SED.R.p3.4, SED.R.p4.3, SED.R.p4.4, SED.SD.p3.6, CL.IT.p3.3, CL.SL.p3.1a, CL.LS.p3.1d, S.p3.3, S.p3.6, S.p3.7, S.p3.8

ART

1. Paint with Feathers

Materials - Paper, stiff craft feathers, thinned down tempera paint

Directions - Place small plates of bowls of paint on the table with the paper. Explain to the children that they can use the feathers instead of paint brushes to create art. Allow them to dip the feathers into the paint and make marks on their paper.

Unit objectives met: Identify key characteristics of birds

KS Early Learning Standards met - ATL.p3.1, ATL.p4.4, ATL.p4.6, ATL.p4.7, ATL.p3.14, PHD.p3.2, SED.R.p3.2, SED.R.p3.3, SED.R.p3.4, SED.R.p4.3, SED.R.p4.4, CA.p3.16a, CA.p3.15b

2. Making Binoculars

Materials - cardboard tubes (toilet paper, paper towel, etc.), masking tape, yarn, markers, stickers, hole punch

Directions - Explain to the children that one way to really focus on birds and see them more clearly is to use binoculars. The best way to make the binoculars is to tape two tubes together. Allow the children to decorate them as they please. To make them wearable, hole punch each tube on the outside edge and tie a piece of yarn between the holes (like a necklace). These binoculars will pair well with "A Walk in the Park" Activity, mentioned below.

Unit objectives met: Identify key characteristics of birds, identify a bluebird

KS Early Learning Standards met - ATL.p3.1, ATL.p4.4, ATL.p4.6, ATL.p4.7, ATL.p3.14, PHD.p3.2, SED.R.p3.2, SED.R.p3.3, SED.R.p3.4, SED.R.p4.3, SED.R.p4.4, CA.p3.15b, CA.p3.13a, CA.p3.13b

3. Design a Bird

Materials - photos of birds (from magazines, or printed from the internet), scissors, glue, construction paper

Directions - After the discussion on bird adaptations, invite the children to the table to design their own bird. Depending on the ages and skills of the children you teach, you can cut out bird pictures or they can do their own. This activity involves cutting the photos apart and re-gluing them in different combinations. For example, a child may design a bird with a hummingbird beak, ostrich wings, and eagle talons. Once their masterpiece is complete, ask them to describe their bird - where does it live? What does it eat?

Unit objectives met: Identify key characteristics of birds, understand the functions of different types of adaptations

KS Early Learning Standards met - ATL.p3.1, ATL.p4.2, ATL.p4.4, ATL.p4.6, ATL.p4.7, ATL.p3.14, PHD.p3.2, SED.R.p3.2, SED.R.p3.3, SED.R.p3.4, SED.R.p4.3, SED.R.p4.4, CA.p3.15b, CA.p3.15a, CA.p3.13a, CA.p3.13b

MATH

1. Is it a Bird? (Animal Sorting)

Materials - toy animals from your block center, or photos of animals if figurines are not available (use a wide variety of animals such as mammals, birds, reptiles, fish, insects), two pieces of paper, markers

Directions - Label one piece of paper with "YES" and one piece of paper with "NO." If your children are very young, you can alternately draw a smily face and a sad face. Lay out the animals on the table or floor. Ask the children to help you sort the animals into two piles - YES it is a bird, or NO it is not a bird. Let them sort on their own, even if they make mistakes. When finished, you can ask them, "Why do you think this is a bird? Why do you think this is not a bird?" This activity pairs well with "Label the Parts of a Bird" in the science section.

Unit objectives met: Identify key characteristics of birds

KS Early Learning Standards met - ATL.p3.1, ATL.p4.2, ATL.p4.4, ATL.p4.6, ATL.p4.7, SED.R.p3.2, SED.R.p3.3, SED.R.p3.4, SED.R.p4.3, SED.R.p4.4, M.MD.p3.2, CL.SL.p3.2, CL.SL.p3.5, CL.LS.p3.1c

2. Making bird suet

Materials - Paper, marker, 1.5 cups lard, 3/4 cup nut butter (any kind), 3.5 cups wild bird seed, 1 cup quick oats, 1/2 c. corn meal, ice cube tray, measuring cups, spatula, large bowl, spoon, suet feeder

Directions - Write out the ingredients on a piece of paper for the children to be able to see the quantities. Allow the children to help you measure, pour, and stir all ingredients. In a large bowl, melt the nut butter and lard together. Stir well, then add all of the other ingredients. Once combined, have the children spoon the mixture into the ice cube tray. Freeze for two hours and then place outside in your suet feeder.

Unit objectives met: Discover that different kinds of birds eat different types of food

KS Early Learning Standards met - ATL.p3.1, ATL.p3.3, ATL.p4.2, ATL.p4.3, ATL.p4.4, ATL.p4.6, ATL.p4.7, PHD.p3.2, SED.R.p3.2, SED.R.p3.3, SED.R.p3.4, SED.R.p4.3, SED.R.p4.4, M.CC.p4.4a, M.CC.p4.4, M.OA.p3.1

3. Playdough mats

Materials - printable mats, found here: <https://www.themeasuredmom.com/count-the-eggs-a-letter-e-counting-activity/>, play dough

Directions - If available, we recommend you first laminate these mats for durability. Place the mats and some play dough on the table. Allow the children to create as they please. You can suggest that they make eggs to go in the nest. Some children will recognize the numerals and others aren't yet able to do so.

Unit objectives met: Explore the bird life cycle

KS Early Learning Standards met - ATL.p3.1, ATL.p3.4, ATL.p4.3, ATL.p4.5, ATL.p4.4, ATL.p4.6, ATL.p4.7, PHD.p3.2, SED.R.p3.2, SED.R.p3.3, SED.R.p3.4, SED.R.p4.3, SED.R.p4.4, M.CC.p3.2, M.CC.p4.4a, M.CC.p3.5, M.CC.p4.3, M.CC.p4.4, M.CC.p4.4b1, M.CC.p4.4b2, M.CC.p4.4c, M.CC.p4.5, M.CC.p3.6, M.OA.p3.1

FINE MOTOR

1. Bird beak buffet

Materials - Tweezers, chopsticks, tongs, drinking straw, bird seed, fake worms (the kind for fishing, minus the hook), dry rotini pasta, 2-4 plates, 2 small cups of water.

Directions - After discussing "Birds Can/Have/Need/Eat", place the materials on a table. Place the food on 1-2 plates (depending on how many children will be doing the activity). Leave 1-2 plates empty. Lay out the utensils. Invite children to experiment moving the different types of food from one plate to another using the different utensils, which are meant to simulate different types of bird beaks.

Unit objectives met: Discover that different kinds of birds eat different types of food

KS Early Learning Standards met - ATL.p3.1, ATL.p4.3, ATL.p3.5, ATL.p3.6, ATL.p4.4, ATL.p4.6, ATL.p4.7, PHD.p3.2, SED.R.p3.2, SED.R.p3.3, SED.R.p3.4, SED.R.p4.3, SED.R.p4.4

2. Hole punching paper eggs

Materials - construction paper, scissors, hole punch, markers

Directions - Before the activity begins, cut out several paper eggs using the scissors and construction paper. Invite a child over to do the activity. Depending on the age and skills of the child, write a numeral on the egg. For younger children, 1-5 is recommended. For Pre-K children, higher numerals can be tried. Return the egg to the children and ask them to identify that numeral and then use the hole punch to punch that quantity of holes in the egg.

Unit objectives met: Explore the bird life cycle

KS Early Learning Standards met - ATL.p3.1, ATL.p3.3, ATL.p3.4, ATL.p4.5, ATL.p4.4, ATL.p4.6, ATL.p4.7, PHD.p3.2, SED.R.p3.2, SED.R.p3.3, SED.R.p3.4, SED.R.p4.3, SED.R.p4.4, M.CC.p3.2, M.CC.p4.4a, M.CC.p4.3, M.CC.p4.4, M.CC.p4.4b1, M.CC.p4.4b2, M.CC.p4.4c, M.CC.p4.5, M.CC.p3.6, M.OA.p3.1

3. Sensory Bin

Materials - bird seed, rubber worms, cups, scoops, bowls, tongs

Directions - fill your sensory table (or a small tub if you do not have a sensory table) with the materials listed. Add in any other materials you'd like. Allow the children to fill, pour, scoop and measure bird seed. If possible, have this available multiple times throughout the day and week.

Unit objectives met: Discover that different kinds of birds eat different types of food

KS Early Learning Standards met - ATL.p3.1, ATL.p4.3, ATL.p3.5, ATL.p3.6, ATL.p4.4, ATL.p4.6, ATL.p4.7, PHD.p3.2, SED.R.p3.2, SED.R.p3.3, SED.R.p3.4, SED.R.p4.3, SED.R.p4.4

LITERACY

1. Birds Can/Have/Need/Eat

Materials - large piece of paper, markers

Directions - On your large piece of paper, make four columns. Label each one with one of these words: Can, Have, Need, Eat. With a group of children, show them the paper and read the words out loud.

Ask children, "What can you tell me about birds?" Children will begin to share their knowledge with you about birds. When each child is finished telling you, repeat what they've said, "Birds have wings. Ok, I think I will write that in the 'Have' column." Continue in this matter until all children have had a turn and all of their answers have been documented. When finished, read each column back to the children: "In this column, Birds Need, we decided that birds need food, water, and nests. In this column, Birds Eat, you said that birds eat worms, bugs, bird seed, and grass."

It is okay if a child doesn't give you a "correct" answer. Write down what they've said and use it as a learning opportunity later in the unit.

Unit objectives met: Identify key characteristics of birds, discover that different kinds of birds eat different types of food, explore the bird life cycle

KS Early Learning Standards met - ATL.p3.1, ATL.p4.1, ATL.p4.2, SED.R.p3.2, SED.R.p3.3, SED.R.p3.4, SED.R.p4.3, SED.R.p4.4, SED.SD.p3.6, CL.IT.p3.3, CL.SL.p3.1a, CL.LS.p3.1d, S.p3.3, S.p3.7, S.p3.8, CL.SL.p3.2, CL.SL.p3.5, CL.LS.p3.1c

2. Letter B is for Bird

Materials - 1 piece of construction paper (9"x12"), any light color, scissors and markers

Directions - Cut out a large letter B from the construction paper. With a small group of children, ask them, "What is the name of this letter?" Some children may know, and others may not. "Yes, it is a letter B. Do you know what sound letter B makes?" Some children may know, and others may not. Sound out the letter B. Ask the children, "Can you think of any words that start with the B sound?" Allow the children to make guesses. If a child gives you a word that doesn't start with a B sound, you can tell the child, "(Word) starts with the letter K. /k/k/k/ (make the sound)." When a child gives you a words that starts with letter B, write it down on the letter. Hang it on the wall. Make sure that the word "bird" is suggested. If not, you can give hints. "I'm thinking of a word that starts with letter B /b/b/b/, it is an animal, it flies in the sky, it has two wings....."

KS Early Learning Standards met - ATL.p3.1, ATL.p4.2, ATL.p4.7, SED.R.p3.2, SED.R.p3.3, SED.R.p3.4, SED.R.p4.3, SED.R.p4.4, SED.SD.p3.6, CL.F.p3.1b, CL.F.p3.1c, CL.F.p3.2d, CL.F.p4.1b, CL.F.p4.1c, CL.F.p4.1d, CL.F.p4.3a

3. Field guides

Materials - Field guides about birds of Kansas or the Eastern United States (see references for a list of suggested books)

Directions - This activity is designed as open exploration of books. Place the books in your library or on the table. Let children freely look through the guides. If they ask questions about the birds in the book, you can read the information on that page for the answers.

Unit objectives met: Identify key characteristics of birds, understand the functions of different types of adaptations, identify a bluebird

KS Early Learning Standards met - ATL.p3.1, ATL.p4.7, SED.R.p3.2, SED.R.p3.3, SED.R.p3.4, SED.R.p4.3, SED.R.p4.4, SED.SD.p3.6, CL.L.p3.5, CL.L.p3.8, CL.IT.p3.3, CL.IT.p3.4, CL.IT.p3.5, CL.IT.p3.9, CL.F.p3.1a, CL.F.p3.1b, CL.F.p3.4

MUSIC AND MOVEMENT

1. Mother Gooney Bird

Materials - None needed, but if you have technology in your classroom, you can play the song on a CD player or over the internet

Directions - Play or sing the Mother Gooney Bird song and have the children move along with the lyrics. Use this website if you are unfamiliar with the song: <http://www.thelearninggroove.com/mother-gooney-bird>

KS Early Learning Standards met - ATL.p3.1, ATL.p3.3, ATL.p4.1, PHD.p3.1, PHD.p3.3, SED.R.p3.2, SED.R.p3.3, SED.R.p3.4, SED.R.p4.3, SED.R.p4.4, SED.SD.p3.6, CA.p3.5b, CA.p3.6a, CA.p3.10c

2. Five Little Ducks

Materials - None needed. If you have the Five Little Ducks flannel board pieces and a flannel board, you can use them

Directions, if you are not familiar with the song tune, you can listen here: <https://www.youtube.com/watch?v=yexdGWmUbDw> Sing the song with the children.

KS Early Learning Standards met - ATL.p3.1, ATL.p3.3, ATL.p4.1, PHD.p3.1, SED.R.p3.2, SED.R.p3.3, SED.R.p3.4, SED.R.p4.3, SED.R.p4.4, SED.SD.p3.6, CA.p3.5b, CA.p3.6a, CA.p3.9a, M.OA.p4.1, M.OA.p4.2

3. Act Out the Lifecycle of a Bird

Materials - None needed

Directions - With a small group of children, tell them that they are going to pretend to be birds. Ask them, "How does a bird start its life?" Some children may say, "Egg!" "Yes, birds start their life in an egg. So curl up and pretend you are a baby bird growing inside of an egg." Children will act like they are in an egg. "Oh, my! I think you are starting to hatch!" The children may start to pretend like they are hatching. "Hello my little hatchlings! I bet you are hungry! Open your mouth wide and I will bring you some caterpillars to eat!" The teacher should pretend to drop a caterpillar inside of each 'bird's' mouth. "Oh little hatchlings, you are really growing fast!" The children will start to grow by getting off the ground and standing tall. "You aren't hatchlings anymore! Now you are fledglings! Start exercising your wings!" Encourage the children to flap their wings. "I think my little fledglings are ready to leave the nest! Goodbye little babies!" The children can fly off to other parts of the room. If you'd like to make the cycle complete, invite the adult birds to come back and build a nest. The children can pretend to build their nests. Now tell the children, "Okay, your nest is built. What do you do now?" Allow the children to answer. "Yes, you get to lay your eggs now and then you have to sit on them to keep them warm! The lifecycle has begun again!"

Unit objectives met: Explore the bird life cycle

KS Early Learning Standards met - ATL.p3.1, ATL.p3.3, ATL.p4.1, PHD.p3.1, ATL.p4.4, ATL.p4.6, ATL.p4.7, PHD.p3.1, PHD.p3.3, SED.R.p3.2, SED.R.p3.3, SED.R.p3.4, SED.R.p4.3, SED.R.p4.4, SED.SD.p3.6, M.OA.p4.3, CA.p3.10d, CA.p3.11a

OUTDOOR ACTIVITIES

1. Bird scavenger hunt

Materials - None needed

Directions - Tell the children you are going on a bird scavenger hunt. Look outside for different birds (red bird, blue bird, brown bird, black bird, small bird, large bird, flying bird, bird on the ground, bird in a tree, singing bird, etc.)

Unit objectives met: Identify key characteristics of birds, identify a bluebird

KS Early Learning Standards met - ATL.p3.1, ATL.p3.3, ATL.p4.1, PHD.p3.1, PHD.p3.3, SED.R.p3.2, SED.R.p3.3, SED.R.p3.4, SED.R.p4.3, SED.R.p4.4, SED.SD.p3.6, M.MD.p4.4

2. Build a bird nest

Materials - Depending on your outdoor environment, you may need to collect sticks, leaves, dead grass; you may also want to provide old blankets, cardboard boxes (assembled and/or flattened)

Directions - Invite the children to build a nest. Provide them with a bucket of materials and let them use their imaginations and creativity to design their own nest.

Unit objectives met: Explore the bird life cycle

KS Early Learning Standards met - ATL.p3.1, ATL.p3.3, ATL.p3.5, ATL.p4.1, ATL.p4.6, ATL.p4.7, ATL.p4.9, ATL.p3.14, ATL.p4.16, PHD.p3.1, ATL.p4.4, ATL.p4.6, ATL.p4.7, PHD.p3.1, SED.R.p3.2, SED.R.p3.3, SED.R.p3.4, SED.R.p4.3, SED.R.p4.4, SED.SD.p3.6, S.p3.4, S.p4.5, S.p4.4, S.p3.7, S.p3.8, S.p4.9, CA.p3.10d

3. Count the birds

Materials - clipboard, paper, pencil or marker

Directions - While outside, keep track of how many birds you see. Introduce the children to tally marks. "Each time you see a bird, you make one small line on the paper. Put the lines next to each other. When we see four birds, the next bird we see, the fifth, we'll mark with a line through the first four lines we've made." You'll need to demonstrate this concept. Allow the children to carry the clipboard and tally the birds seen. When finished, count the lines to see how many birds you saw that day.

Unit objectives met: Identify key characteristics of birds, identify a bluebird

KS Early Learning Standards met - ATL.p3.1, ATL.p3.3, ATL.p4.1, ATL.p4.2, ATL.p4.7, PHD.p3.1, PHD.p3.2, SED.R.p3.2, SED.R.p3.3, SED.R.p3.4, SED.R.p4.3, SED.R.p4.4, SED.SD.p3.6, M.MD.p4.4, M.CC.p4.4a, M.CC.p4.4b1, M.CC.p4.4b2, M.CC.p4.4c, M.CC.p4.5, M.OA.P4.1

4. Bird Walk with Binoculars/Take a Walk

Materials - None needed

Directions: Nothing can replace a real experience with bluebirds, so we highly recommend taking children for a hike in a park. Johnson County is home to numerous Bluebird Trails. There should be one close to you or to another activity you may be planning. If you aren't able to take a field trip to a park, try taking a walk around the block or around the playground, searching for birds.

Unit objectives met: Identify key characteristics of birds, understand the functions of different types of adaptations, discover that different kinds of birds eat different types of food, explore the bird life cycle, identify a bluebird

KS Early Learning Standards met - ATL.p3.1, ATL.p3.3, ATL.p4.1, ATL.p4.2, ATL.p4.6, PHD.p3.1, PHD.p3.2, PHD.P3.3, SED.R.p3.4, SED.R.p4.3, SED.R.p4.4, SED.SD.p3.6

Section V Technology

If you have access to technology in your classroom, here are a few educational videos you may wish to watch and/or show your class.

<https://www.youtube.com/watch?v=gSiH4fAXkl4> - Bird song identification

https://www.youtube.com/watch?v=W7_D0DopQW4 - Bird song identification

<https://www.youtube.com/watch?v=z4RjLwn3hqw> - Bluebirds hatching

<https://www.youtube.com/watch?v=eMWeQWGla0Y> - Tranquil birds singing (for relaxation)

<https://www.raptorresource.org/birdcams/decorah-eagles/> - Live stream of Eagles in Decorah, Iowa

<http://cams.allaboutbirds.org> - Various bird webcams

<https://www.audubon.org/birdcams> - Various bird webcams

Section VI

Resources

Items you may consider adding to your classroom

Plush birds that sing bird songs: https://www.amazon.com/Eastern-Bluebird-Audubon-Plush-Authentic/dp/B000A7HWTK/ref=sr_1_1?s=toys-and-games&ie=UTF8&qid=1530152017&sr=1-1&keywords=plush+birds+with+sound+bluebird

Animal lifecycles (figurines) <https://www.lakeshorelearning.com/products/science/life-science/life-cycle-sequencing-kit/p/GR700>

Bird figurines <https://store.safariltd.com/collections/toobs/products/toobs-backyard-birds-figurines-678304>

Five Little Ducks flannel board pieces <https://www.lakeshorelearning.com/products/language/oral-language-storytelling/five-little-ducks-storytelling-puppets/p/LC269>

Section VII

Books

Baby Bird's First Nest by Frank Asch

A Bird Is A Bird by Lizzy Rockwell

Bird Songs by Betsy Franco

Birds - A Question and Answer Book by Isabel Martin

Birds Build Nests by Yvonne Winter

Birds Make Nests by Michael Garland

Every Day Birds by Amy Ludwig VanDerwater

Have You Heard the Nesting Bird? By Rita Gray

Hooray for Birds! By Lucy Cousins

My Book of Birds by Geraldo Valerio

A Nest Full of Eggs by Priscilla Belz Jenkins

Sparrow, Eagle, Penguin, and Seagull - What Is A Bird? By Brian P. Cleary

What Is A Bird? By Lola M. Schaefer

What Bluebirds Do by Pamela F. Kirby

Bluebird by Lindsey Yankey

The Robot and the Bluebird by David Lucas

Baby's First Book of Birds & Colors by Phyllis Limbacher Tildes

Baby Bluebird, Please Come Home by Amma Lee

Bluebird's Nest by Dorothea Deprisco

Today at the Bluebird Cafe by Deborah Ruddell

Blue Sky Bluebird by Rick Chrustowski

Riki's Birdhouse by Monica Wellington

Section VII

Reference and Field Guides

Egg & Nest by Rosamond Wolff Purcell

A Field Guide to Western Birds' Nests by Hal H. Harrison

Nests by Sharon Beals

Birds of Kansas by Stan Tekiela

The Sibley Guide to Birds, 2nd Edition by David Allen Sibley

Backyard Birds by Karen Stray Nolting and Jonathan Latimer

Birds: A Fully Illustrated, Authoritative and Easy-to-Use Guide (A Golden Guide) by Herbert S. Him and Ira N. Gabrielson