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| Lesson: BIRDING 101 Unit: First Bird Walk | | Tom Myers |
|  |  | 2nd / 3rd Grade |

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| Common Core State Standards Addressed:  S-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. |

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| Lesson Outcome: Students will walk around the school grounds and make observations about the habitat they see and what birds they see or think might live there. They will then write about and discuss the habitat around the school and why certain birds might live there. |

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| # of minutes | Lesson Activities | Materials |
| 5 | Tell students that today we are beginning a new unit all about birds. We will spend time on the chromebooks learning about the birds that live in our area, and they will each choose a bird to research and become an expert on. We will also spend time outside on bird walks, looking for birds, taking notes and drawing our observations. Today we will make binoculars and go on our first official bird walk as Birders. We will not bring paper or pencils today, our goal is just to practice looking and listening and to see what’s around our school yard. We hope to learn what birds live near school, or what birds might thrive around our school based on what we see. |  |
| 15 | Create Binoculars: Lead students in making “binoculars” out of empty toilet paper rolls. Simply staple two toilet paper rolls together. Then punch a hole in the outside edges of each tube and thread yarn or ribbon through them to create carrying straps. | 2 toilet paper rolls per student |
| 15 | Take students outside and sit in a circle.  Begin with a Think, Pair, Share activity: Ask students to take a moment to think about what the habitat around our school is like. *Are there trees? Bushes? Water? Gardens? Grass? Pavement?* Have students share what they think.  Ask students: *What birds, if any, they have noticed around the school yard? What do the birds they’ve noticed look like? What are they doing? Why are they here? What types of birds would be here and what types probably wouldn’t?*  Ask students to share their thinking with their partner. Then have student volunteers share what they or their partner thought.  Ask students how they think birders act in order to see birds. *Are birders loud and do they move quickly? Are they quiet, do they move slowly? What senses do they use? How?*  Discuss as a class the characteristics of a successful bird watcher. Remind them about ‘fox feet’ and ‘deer ears’ - discussed on previous trips - as a way of walking quietly and listening intently. |  |
| 5 | Walk the students further from the building and stand in a circle. Hold a short discussion about the senses:  Tell them that today, we will focus on our sense of sight and our sense of hearing. Like bird watchers, we will use our “binoculars” to look for birds and use our ears to listen for birds. We will also look for signs of birds, like holes in trees, nests, footprints and tracks. |  |
| 15 | Send student pairs out for 15 minutes of birdwatching. Remind students to be quiet, to move slowly, and to try and find birds or signs of birds. They must stay within view of the teacher. Remember our guiding questions: *What is the habitat around our school like? What birds visit this habitat? Why might they visit this place or live here? What birds probably don’t visit this place or live here?* |  |
| 10 | Return to the classroom. Tell the students they have about 10 minutes to work with their partner to write down some highlights from their bird walk on a notecard. *What did they notice about the habitat around the school? Did they see or hear any birds? Did they find any signs of birds living in our schoolyard? Why might birds visit or live in our schoolyard?* | Notecards and pencils |
| 5 | Have students share their writing. Create an anchor chart in front of the class where you summarize their observations about the habitat around the schoolyard and why birds might visit or live in that habitat. | Chart paper, markers |