

GROW YOUR PALS PROGRAM GUIDE



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LESSON 1.39

Be a Wildlife Watcher

Unit:
ENVIRONMENTAL SCIENCE

PRECEPTS

- N. Decision Making
 - N6. Demonstrate decision-making process
 - N7. Demonstrate problem-solving skills



Lesson Type:
Small Group

NATIONAL STANDARDS

- CS.02.02.02.a. Demonstrate proper conduct and appearances for various settings
- NRS.01.02.03.c. Conduct a field inventory of wildlife species, and record and document findings.
- NL-ENG.K-12.12 – Applying Language Skills
- NS.K-4.3 Life Science

STUDENT LEARNING OBJECTIVES

As a result of this lesson, the student will ...

1. Identify 10 kinds of birds commonly found in the area.
2. Name five types of *wildlife* found locally.
3. Discuss personal experiences as a wildlife watcher.





TIME

Instruction time for this lesson: **30-45 minutes**



RESOURCES

National FFA Organization. (2003). LifeKnowledge Precepts and Signs of Success.
<http://home.howstuffworks.com/bird-watching-activities-for-kids12.htm>



TOOLS, EQUIPMENT AND SUPPLIES



Books from library

Here are some suggestions:

Backyard Bird Watching for Kids: How to Attract, Feed, and Provide Homes for Birds by George H. Harrison, Kit Harrison

Are You My Mother? by P.D. Eastman

Birds (Science Kids) by Nicola Davies

Fly Away Home by Eve Bunting

The Best Nest (Beginner Books®) by P.D. Eastman

Birds, Nests & Eggs (Take-Along Guides) by Mel Boring



Notebook



Pencil



Color crayons or colored pencils



Binoculars



Camera



Computer and printer to print out pictures from nature walk



Bird book



PALS1.39.SG.AS.A – activity sheet suggestion if extra time is allowed



Note cards with local wildlife names for Pictionary Activity Review

KEY TERMS



The following terms are presented in this lesson and appear in ***bold italics***:

Native

Wildlife



CONTENT OUTLINE

Objective 1. | Identify 10 kinds of birds commonly found in the area.

1. Tips for identifying birds
 - A. Identify habitats where birds might live such as trees, eaves, etc.
2. Stay quiet
3. Use caution not to disturb their habitats; don't feed or touch birds and homes
4. Use bird book
5. Take pictures of birds to paste in notebook with student drawing

Objective 2. | Name five types of *wildlife* found locally.

1. Tips for identifying *wildlife*
 - A. Discuss what *native* means (*local, original to area, born there*)
 - B. Establish the term *wildlife* (*all living things that are not tamed by people*)

Objective 3. | Discuss personal experiences as a *wildlife* watcher.

INTEREST APPROACH

Use a personal story about watching birds and or *wildlife*.



I was looking out my kitchen window this morning as I ate my breakfast and noticed something beautiful. Right outside my window singing and playing was a couple of blue birds. It reminded me of being with my Granddad. He always kept his bird book and binoculars on the dining room table for occasions just as this.

Today we are going to have a chance to not only be like my Granddad but to create our own *wildlife* book!

SUMMARY OF CONTENT AND TEACHING

OBJECTIVE 1. | Find 10 birds commonly found in the area.



Read a story about birds. Need some ideas? Look at the suggestions above. Talk about places where birds might like to live.



Where might we see birds living?

Look for: trees, eaves, bushes and places where they are protected from weather and can find food.



We are going to record what we find today in our special **wildlife** notebook

Give each student four pieces of paper and instruct them to fold the papers in half to create their notebook. Help students who are struggling to make the book.



Now that we have our notebooks made, when I say TWEET-TWEET draw a place where a bird lives and write your name on the cover. What questions are there?

TWEET-TWEET



In a moment we are going outside to find exactly that. We will use our notebook to draw and record what types of birds we see and where we see them. Before we go outside, it is important to know just how to find birds. We already know where birds might live. How will we act when we look for birds?

Looking for: quietly, slowly and use our binoculars.



Exactly, we should be quiet and make sure we don't disturb them. What might they do if we are loud, rowdy or disturb their homes?

Looking for: scare them and they will fly away.



Sure. I think I might feel scared to. Let's head out quietly and see if we can find 10 kinds of birds to record in our own bird book!



Bring notebook and pencil, colored pencils or crayons outside. Try to locate 10 birds. Look them up in your bird book to identify. You could even take pictures of the birds to print inside, and paste on the page of your student's drawing. Write the name of the bird on the page and one fact about that bird.

OBJECTIVE 2. | Name five types of **wildlife** found locally.



How do you think the birds we just discovered came to this place?

Look for: born there.



We call that being **native** when something is born and continues to live in a certain area. We took a look at birds already today but what other animals are **native** to this area?

Look for: deer, elk, chipmunks, moose. Even plants could be classified.



We call these animals and plants **wildlife**. In our notebook we are going to write down five animals and/or plants that could be classified as **wildlife**.

OBJECTIVE 3. | Discuss personal experiences as a **wildlife** watcher.



Today we have created our own **wildlife** book as we found 10 birds that were **native** to this area. We also added to this notebook five animals/plants. How did that make you feel? What would you say to a friend or someone in your family about being a **wildlife** watcher?

Record this information to the notebook.

Me-You-Us e-Moment®



Let's take a moment to think to ourselves about our favorite birds we talked about today. Share with your neighbor two of your favorite animals in our **wildlife** book. Share with them what the animal is, and why you like it.



Who will be the first to share?

Elicit responses.

REVIEW



You were fantastic today! I am so proud of your **wildlife** notebook. I hope you continue to add pictures and drawings and thoughts about **wildlife** that you find. Since you know so much about **wildlife** let's have some fun and play Pictionary using the birds, animals, and plants that we learned about today.

Write down all the names of birds, animals and plants identified today on the board or a piece of paper where you and the students can see.



Here's how we'll play. You will pick one of the names we have written down. You will try to draw that picture in 30 seconds or less. Then, we'll guess what you drew. Whoever guesses will be the next artist! What questions do you have? Great—let's play!

You may have to choose the name for the student and provide ideas or encouragement for artists!

APPLICATION



Large Group Idea

To enhance the lesson, have the students pretend that they are birds wanting to build their own nests. Have them first mold a bowl shape out of clay. Then have them go out into the surrounding area and collect both natural and man-made items outside that a bird might collect to build their nests. Ideas to include would be twigs, sticks, leaves, needles, and other natural items, plus many man-made items that birds also use, which could include yarn, twine, and lint. Once they have collected them, have them come back into the classroom and line their clay bowls with the items for a nice bird nest.



One-on-One Idea

If time allows, work with student to make robin nests out of a special cookie dough and fill the nests with jelly beans that represent robin eggs. Adapted from How Stuff Works website activity. Use handout PALS1.39.SG.AS.A for directions and ingredients.



PALS1.39.SG.ASSESS.A | EVALUATION ANSWER KEY

Pictionary Activity in small groups

ANSWERS TO EVALUATION:

Will vary based upon the local wildlife and birds located in the lesson.

PALS1.39.SG.AS.A

One-on-One Idea

Adapted from “Bird Watching Activities for Kids” from How Stuff Works Website

Real Robin eggs might not taste like jellybeans, but the eggs in this Robin’s egg treats activity do!

What You’ll Need:

- 1 1/3 cups flaked coconut
- Cookie sheets
- 3 bowls
- 1 cup butter, softened
- 1/2 cup sugar
- 1 egg
- 1/2 teaspoon lemon extract
- 2 cups all-purpose flour
- 1/2 teaspoon salt
- 1/2 teaspoon orange peel
- Shortening
- 1 cup small jellybeans

How To Make Robin’s Egg Treats:

Step 1: Preheat oven to 300 degrees. Spread coconut on ungreased cookie sheet. Bake in oven for about 25 minutes or until coconut begins to brown; stir occasionally.

Step 2: Put toasted coconut in bowl.

Step 3: Increase oven temperature to 350 degrees. Beat butter and sugar in a large bowl until fluffy. Add egg and lemon extract; beat until smooth.

Step 4: Combine flour, salt, and orange peel in a medium bowl. Add flour mixture to butter mixture; blend.

Step 5: Separate dough into 36 small balls; roll each ball in toasted coconut until completely covered. Place each dough ball 2 inches apart on greased cookie sheets.

Step 6: Using your thumb, make a dent in the center of each ball.

Bake 12 to 14 minutes or until coconut is golden brown. Remove to wire racks and cool completely. Put jellybean “eggs” in the indentations of cooled cookies. Makes 3 dozen treats.