



## Topic of Study – Birds

 <p><b><u>Introduction</u></b></p>	<p>Birds are a part of children’s natural environment. Children see and hear birds at home, on the playground, in the park, in the woods, and on the water.</p> <p>This topic of study offers children many opportunities to focus on the unique characteristics of different types of birds. As children are engaged in a study about birds, they will become more observant of the birds they see and hear in their environment.</p>
 <p><b><u>Big Ideas</u></b></p>	<p>Here are six big ideas about birds you can help children explore:</p> <ul style="list-style-type: none"> <li>➤ We see many types of birds in our environment.</li> <li>➤ Birds have feathers, two wings, two legs and a beak or bill.</li> <li>➤ We can tell birds apart by characteristics such as the color and pattern of their feathers, the sounds they make and their size.</li> <li>➤ Most birds fly, some swim, and some birds such as ducks and geese waddle.</li> <li>➤ Birds build nests to protect their eggs from which their young hatch.</li> <li>➤ Birds eat fish, flying or crawling insects, worms, grubs, seeds, berries and small animals such as mice.</li> </ul>
 <p><b><u>Materials to Collect and Make</u></b></p>	<ul style="list-style-type: none"> <li>• Pictures of birds, bird nests and bird houses. Laminate or cover with clear adhesive to preserve</li> <li>• Pictures of birds mounted on cardstock and laminated or covered with clear self-adhesive. Cut pictures in half to use in the Birds of a Feather transition activity.</li> <li>• Wooden bird house (if available)</li> <li>• Bird feeder</li> <li>• Cards with pictures of birds and animals that are not birds. <a href="#">See Attachment: Is This a Bird?</a></li> <li>• Collection of feathers</li> <li>• Chart paper and markers</li> <li>• Children’s books about birds:  <i>The Bird Alphabet Book</i> by Jerry Pallotta, illustrated by Edgar Stewart  <i>I Heard Said the Bird</i> by Polly Berrien Berends, illustrated by Brad Sneed  <i>Owl Babies</i> by Martin Waddell, illustrated by Patrick Benson  <i>The House I’ll Build for the Wrens</i> by Shirley Neitzel, illustrated by Nancy Winslow Parker</li> <li>• Felt or magnetic board</li> <li>• Song illustration poster, See <a href="#">Attachment: The Green Grass Grows All Around</a>. See pages 20-21 for the song.</li> <li>• Storytelling figures (felt or magnetic) for the book, <a href="#">The Little Red Hen (A Story a Month, October 2002)</a></li> <li>• Storytelling figures (felt or magnetic) for the book, <a href="#">Hattie and the Fox (A story a Month, February 2002)</a></li> </ul>



**Resources**

- Check with your local library for the availability of children’s books.
- Children’s books can be purchased online, from school supply catalogs or local bookstores.
- Contact the Division of Child Care and Early Childhood Education for the following materials or locate at [www.arkansas.gov/childcare/storymonth/html](http://www.arkansas.gov/childcare/storymonth/html):
  - ✓ A Story a Month – October 2002 – *The Little Red Hand* (patterns for storytelling figures)
  - ✓ A Story a Month – February 2002 – *Hattie and the Fox* (patterns for storytelling figures)



**Introducing and Concluding the Topic**

**Introduction: Finding Out What Children Know about Birds**

**Benchmarks: 3.5 Understands that print conveys a message  
5.8 Participates in group discussion**

To introduce the topic of “Birds” you need to find out what children already know about the topic. This allows you to build on your children’s experiences. It also helps create an interest in the topic. Here’s how to begin.

- Gather the children in a group. Say, “For the next few days we’re going to be learning about birds.”
- Write on chart paper, chalk board or marker board the word “Birds.”
- Invite children to tell you things they already know about birds. You may have to ask questions to stimulate their thinking; questions such as, “Where do we see birds?” “What can you tell me about the birds you see?” “How do the birds move?”
- Make a list of all of the things children know about birds.
- Review the list with them and say, “You already know a lot of things about birds and we’ll find out even more.”
- Keep the list until you have completed the topic of study.

**Conclusion: Finding Out What Children Have Learned about Birds**

- Gather the children in a group at the conclusion of the study about birds.
- Write on chart paper, chalk board or marker board, “Things We Learned about Birds.”
- Invite children to tell you some things they have learned about birds. You may have to ask prompt questions such as “In what ways are birds alike?” “How are they different?” “What are some things birds eat?”
- Make a list of all the things children learned about birds.
- Read the first list you made with the children. Then say, “Here are some new things you found out about birds” and read today’s list with the children.



**Reading Books with Children**

**Benchmark: 3.1 Shows enjoyment of books and stories and discussion of them**

**Book #1:** *The Bird Alphabet Book* by Jerry Pallotta, illustrated by Edgar Stewart

**First Reading of *The Bird Alphabet Book***

- Prepare to read the book, *The Bird Alphabet Book*
- Bring a feather to story time, keeping it out of children’s sight.
- Introduce the first book about birds by having children close their eyes. Tell them that they will feel something brush against their cheek and will try and guess what it is.
- Brush the feather gently across each child’s cheek. Hide the feather.
- Invite children to guess what they felt on their cheek.

- Show the feather and ask children what kind of bird they think the feather came from.
- Show cover; give title, author and illustrator. (Explain that author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Read the story so all children can see the pictures in the book.
- Follow up by showing the pages and inviting children to name the birds and identify those with which they are familiar. Do they think the feather that brushed their cheek came from any of the birds in the book? If it did not, have a picture of the bird from which the feather came and show it to the children.

**Trainer Note:** Review the book before reading it to the children. Based on your children's attention spans, you may decide to omit details about some of the birds.

---

**Second Reading of *The Bird Alphabet Book***

- Show the cover, give title, author and illustrator.
  - Read the story so all children can see the pictures in the book.
  - Follow up the second reading by showing the pages and focusing on the food that some of the birds eat. For example, on the first page, one of the Atlantic Puffins is eating fish. The Crocodile Birds eat leftover food around crocodile's teeth.
  - Invite children to discuss what they have observed about the food that birds eat.
- 

**Third Reading of *The Bird Alphabet Book* (Small Group)**

- Show the cover, give title, author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the third reading by involving children in looking closely at the pictures and discussing distinctive characteristics of each bird: colors, beaks and bills, size, how they move. For example, call attention to the distinct differences in bills (ducks, geese and spoonbills, for example) and the beaks of some of the other birds.
- Allow children time to look at each bird.

**Teacher Note:** Consider additional readings of the book either with small groups or children or with individual children who seem to be interested in learning more about birds. Focus on birds or characteristics of birds that seem to be of interest to the children. This book is filled with information that can stimulate discussion and introduce many concepts about birds.

**Additional Benchmarks:** **3.20 Uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing)**  
**3.21 Uses words to describe the characteristics of objects (scientific process: communicating)**  
**3.22 Makes comparisons (scientific process: comparing)**

---

**Fourth Reading of *The Bird Alphabet Book* (Small Group)**

- Show the cover, give title, author and illustrator.
- Invite children to recall the names of some of their favorite birds from the story.
- Read the story so all children can see the pictures in the book.
- Follow up by giving each child his or her name card.
- Show the featured letters on each page and invite children to look at their name cards. Is that letter of the alphabet in their name?
- Allow children time to locate the matching letters. Assist children as needed.

**Additional Benchmark: 3.7 Identifies letters and signs in the environment**

**Book #2:** *I Heard Said the Bird* by Polly Berrien Berends, illustrated by Brad Sneed

**First Reading** of *I Heard Said the Bird*

- Prepare to read the book, *I Heard Said the Bird*.
- Show cover; give title, author and illustrator. (Explain that author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Ask children to predict what the bird heard. Say, "Let's read and find out what the bird heard."
- Read the story so all children can see the pictures in the book.
- Pause after reading the page where the little boy says, "Yes, the NEW ONE is in the house." Ask children what they think the NEW ONE is. Accept all answers.
- Continue reading the story to the end.
- Follow up by asking children if their predictions were correct about what the bird heard and about the NEW ONE.
- Ask children what surprised them in the story. What was their favorite part?

---

**Second Reading** of *I Heard Said the Bird*

- Show the cover, give title, author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by showing pages and inviting children to name the animals in the story. Help children understand the names of animals that may be unfamiliar to them. For example, a hare is like a rabbit and it has really long ears. A mare is a female horse.
- Invite children to identify the animals that are birds: bird, duck, goose, and hen. How do they know these animals are birds? (feathers, 2 feet, wings, beaks/bills). What about the other animals in the story? (4 feet, no feathers or wings, mouth rather than beak or bill)

**Additional Benchmark: 3.22 Makes comparisons (scientific process: comparing)**

**Third Reading** of *I Heard Said the Bird*

- Show the cover, give title, author and illustrator
- Read story so all children can see the pictures in the book.
- Follow up the third reading by inviting children to help you "read" the story.
- Begin to read a line, pause and allow children to complete it. For example, read, They asked the \_\_\_\_\_(duck), "Is the NEW ONE a duckling?" But the duck said, \_\_\_\_ ("No.")
- Continue to read the story, pausing for children to fill in missing words; especially the words that rhyme.

**Trainer Note:** This strategy of pausing and allowing children to fill in the missing word is called the cloze technique.

**Additional Benchmark: 5.5 Participates in songs, finger plays, rhyming activities and games**

---

**Book #3:** *Owl Babies* by Martin Waddell, illustrated by Patrick Benson

**First Reading** of *Owl Babies*

- Prepare to read the book, *Owl Babies*.
- Show cover; give title, author and illustrator. (Explain that author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Ask children to look at the owl babies on the cover. Ask, "How do you think the owl babies are feeling?" Accept all answers, then say, "Let's read and find out."

- Read the story so all children can see the pictures in the book.
- Follow up by asking children if they were correct in their predictions about how the owl babies were feeling. Why were they worried/afraid? How did they feel when Owl Mother comes home?
- Invite children to share how they would feel if they were alone and did not know where their mother or father or another family member was.

**Teacher Note:** Be sensitive to children in your group who may have experienced abandonment by a family member. Know your children and their family situation and plan follow up discussions based on that knowledge.

**Additional Benchmark: 5.6 Uses words to communicate ideas and feelings**

---

**Second Reading of *Owl Babies***

- Show the cover, give title, author and illustrator.
- Recall with children the different feelings the owl babies had in the story. Prompt as needed.
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by inviting the children to tell the story as you turn the pages.
- Involve them in repeating what Bill says: "I want my mommy!"

**Additional Benchmark: 3.2 Tells a story in sequence, following the pictures in a book**

---

**Book #4** *The House I'll Build for the Wrens* by Shirley Neitzel, illustrated by Nancy Winslow Parker

**First Reading of *The House I'll Build for the Wrens***

- Prepare to read the book, *The House I'll Build for the Wrens*.
- Show the cover, give title, author and illustrator.
- Have either a real bird house or a picture of a bird house to show children. Invite them to tell you what they know about building bird houses. Call attention to the Wren House Plan on the cover. Explain to children that when you build a house for the wrens or a house to live in, you need a plan.
- Invite children to tell you what they know about wrens. Explain that a wren is a type of bird. Can they find the wren on the cover?
- Read the story so all children can see the pictures in the book.
- Follow up by showing the pages on the left side of the book and inviting children to name the materials and tools needed to build the house for the wrens. Do they think builders would use the same materials and tools when building a house for people?

**Trainer Note:** Have a picture of a wren(s) to share with the children. By having the real objects such as a bird house and/or pictures, you are making the story more meaningful to children.

---

**Second Reading of *The House I'll Build for the Wrens* (Small Group)**

- Show the cover, give title, author and illustrator.
- Invite children to recall some of the materials and tools needed to build the house for the wrens.
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by explaining to children that on some pages the words are left out and the pictures are there instead. Show the third page of the book as an example. Say, "The word 'house' is left out. A picture of a house is there instead."

	<ul style="list-style-type: none"> <li>• Involve children in reading the Rebus pages with you..</li> <li>• Run your fingers under the words and illustrations as you and the children read the book together.</li> </ul> <p><b>Teacher Note:</b> A Rebus story is one in which photos/illustrations are substituted for words.</p> <p><b>Teacher Note:</b> If you have the jacket cover for the book, remove it and show it to the children along with the picture of the house that the boy in the story built. Invite children to compare the house plans on the cover with the house the boy built and discuss how they are both alike and different.</p>
 <p><b><u>Additional Books</u></b></p>	<p><i>Make Way for Ducklings</i> by Robert McCloskey</p> <p><i>Have You Seen My Duckling?</i> By Nancy Tafuri</p> <p><i>Have You Seen Birds?</i> by Joanne Oppenheim, illustrated by Barbara Reid</p> <p><i>Rosie's Walk</i> by Pat Hutchins</p> <p><i>We're Going on a Picnic</i> by Pat Hutchins</p> <p><i>The Little Red Hen</i> by Paul Galdone</p> <p><i>Five Little Ducks</i> by Raffi, illustrated by Jose Aruego and Arienne Dewey</p>
 <p><b><u>Language Materials and Activities</u></b></p>	<p><b>Benchmark: 3.1 Shows enjoyment of books and stories and discussion of them</b></p> <p><b>Storytelling Figures: The Little Red Hen</b></p> <ul style="list-style-type: none"> <li>• Make either felt or magnetic storytelling figures for the story, <i>The Little Red Hen</i>.</li> <li>• Use the storytelling figures to tell the story.</li> <li>• Explain to the children that the storytelling figures will be in the library/book area for them to use.</li> <li>• Demonstrate and discuss with the children the correct way to use the storytelling figures.</li> </ul> <hr/> <p><b>Storytelling Figures: Hattie and the Fox</b></p> <ul style="list-style-type: none"> <li>• Make either felt or magnetic storytelling figures for the story, <i>Hattie and the Fox</i>.</li> <li>• Use the storytelling figures to tell the story.</li> <li>• Explain to the children that the storytelling figures will be in the library/book area for them to use.</li> <li>• Demonstrate and discuss with the children the correct way to use the storytelling figures.</li> </ul> <hr/> <p><b>Benchmark: 5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language)</b></p> <p><b>5.5 Participates in songs, finger plays, rhyming activities and games</b></p> <p style="text-align: center;"><b>Mary Had a Pretty Bird</b> (Mother Goose Rhyme)</p> <p style="text-align: center;">Mary had a pretty bird, Feathers bright and yellow, Slender legs – Upon my word He was a pretty fellow.</p>

The sweetest note he always sung,  
Which much delighted Mary.  
She often, where the cage was hung,  
Sat hearing her canary.

---

**Sing a Song of Sixpence**  
(Mother Goose Rhyme)

Sing a song of sixpence,  
A pocket full of rye;  
Four and twenty blackbirds  
Baked in a pie.

When the pie was opened,  
The birds began to sing;  
Wasn't that a dainty dish  
To set before a king?

The king was in his counting house,  
Counting all his money;  
The queen was in the parlor  
Eating bread and honey.

The maid was in the garden,  
Hanging out the clothes,  
Along came a blackbird  
And snapped off her nose.

---

**Once I Saw a Little Bird**  
(Mother Goose Rhyme)

Once I saw a little bird  
Go hop, hop, hop.

(Extend left arm and let forefinger and middle finger of right hand make hopping motions to tip of left fingers)

And I cried, "Little Bird,  
Will you stop, stop, stop?"

I was going to the window  
To say "How-do-you-do,"  
But he shook his little tail  
And far away he flew.

(Wiggle thumb of right hand. Make fluttering motion with right fingers)

**Teacher Note:** Show the rhymes in a Mother Goose book as you are reading them to children.

### Five Little Birdies

(Five fingers on one hand up in the air, as verse is said other hand bends down each finger)

Five little birdies, flying around our door,  
The blue one flew away and then there were four.

Four little birdies sitting in a tree,  
The yellow one flew away and then there were three.

The little birdies didn't know what to do,  
So the red one flew away, and then there were two.

Two little birdies sitting in the sun,  
The brown one flew away, and then there was one.

The little green birdie said, "This is no fun,  
She flew away and then there were none.

**Teacher Note:** Consider making birds, one per child, from construction paper in the colors included in this finger play: blue, yellow, red, brown and green. Laminate or cover the birds with clear self-adhesive. Give each child a bird and ask that children "fly" their bird when they hear their color.

**Teacher Note:** Consider using the birds for a transition activity.

**Additional Benchmark: 3.10 Classifies objects by physical features such as shape or color**

---

### Birds

If I were a bird, I'd sing a song  
And fly about the whole day long.  
And when the night came  
I'd go to rest  
In my cozy little nest.

---

### Bluebird, Bluebird

(Chant or sing)

Bluebird, bluebird, through my window.  
Bluebird, bluebird, through my window.  
Bluebird, bluebird, through my window.  
Oh, Johnny I'm so tired.

Have children stand in a circle with their hands joined and raised to shoulder height. One child is designated as the "bluebird." As the children chant, the bluebird weaves in and out of the upraised hands (or "windows"). At the end of the song, the bluebird chooses another child to be his or her successor. Alternatively, the next child can simply follow the first "bird" through the window.

### Two Little Black Birds

Two little black birds (Hold up one finger of each hand)  
Sitting on the hill.

One named Jack,  
The other named Jill.

Fly away, Jack! (Put a hand behind your back)  
Fly away, Jill! (Put other hand behind your back)

Come back Jack! (Bring first hand from behind your back)  
Come back Jill! (Bring other hand from behind your back)

---

### Robin Red Breast

Way up high, little robin flying just so. (hands up high)  
Quick down low for a worm he must go. (hands down low)

With a wing on the left and wing on the right. (arms extended one at a time, left first,  
then right)  
Fly to your nest for soon it will be night. (arms flapping arms as if flying)

---

### Little Bird

One little bird with lovely feathers blue (Hold up first finger)  
Sat beside another one, then there were two. (Hold up second finger)  
Two little birds singing in the tree,  
Another came to join them, then there were three. (Hold up third finger)  
Three little birds, wishing there were more,  
Along came another bird, then there were four. (Hold up fourth finger)  
Four little birds, glad to be alive  
Found a lonely friend, then there were five. (Hold up thumb)  
Five little birds just as happy as can be  
Five little birds singing songs for you and me.

---

### If I Were a Bird

If I were a bird, I'd sing a song (Twine thumbs together and move hands like wings)  
And fly about the whole day long.  
And when the night comes, go to rest,  
Up in my cozy little nest.

---

### Five Little Robins

Five little robins lived in a tree.  
Father,  
Mother,  
And babies three.  
Father caught a worm,  
Mother caught a bug.  
The three little robins  
Began to tug.  
This one got a bug,  
This one got a worm.  
This one said, "Now it's my turn."

### Five Little Owls

Five little owls on a dark, dark night.  
Five little owls are quite a sight.  
Five little owls. Are you keeping score?  
One flies away that leaves four.  
Four little owls as happy as can be.  
One flies away and that leaves three.  
Three little owls calling, "Who, who, who!"  
One flies away and that leaves two.  
Two little owls having lots of fun.  
One flies away and that leaves one.  
One little owl and we're almost done!  
One flies away and that leaves none.

---

### Here Is a Nest

Here is the nest,  
All warm inside.  
Three little birds  
Can safely hide.

Here is the nest,  
All hidden away.  
Three little birds  
Can flap and play.

Here is the nest,  
All cozy and deep.  
Three little birds  
Are all fast asleep.

---

### Quacking Ducks

Five little ducks went out to play, (Hold up five fingers)  
Over the hills and far away. (Make fingers fun away)  
Mama Duck said, "Quack, quack, quack." (Make quacking motions with thumb & 4 fingers)  
Four little ducks came running back. (Four fingers run back)

Four little ducks went out to play, (Repeat motions with appropriate number of fingers)  
Over the hill and far away  
Mama Duck said "Quack, quack, quack."  
Three little ducks came running back.

Three little ducks went out to play,  
Over the hill and far away.  
Mama Duck said, "Quack, quack, quack."  
Two little ducks came running back.

Two little ducks went out to play,  
Over the hill and far away.  
Mama Duck said, "Quack, quack, quack"  
One little duck came running back.

One little duck went out to play,  
Over the hill and far away.  
Mama Duck said "Quack, quack, quack"  
No little ducks came running back. (Shake head, No.)

No little ducks went out to play,  
Over the hill and far away.  
Daddy Duck said, "Quack, quack, quack." (Strong emphasis on "Quack, quack,  
quack."  
Five little ducks came running back. (Hold up five fingers)

**Additional Benchmark: 3.16 Demonstrates an understanding of addition and subtraction using manipulatives**

---

### Six Little Ducks

Six little ducks that I once knew. (Hold up 6 fingers)  
Fat ones, skinny ones, fair ones too. (Hands apart, then close together)  
But the one little duck with the feather on his back, (hand behind back)  
He led the others with a quack, quack, quack. (hands together, then move fingers  
apart like a duck's bill)

Down to the river they would go  
Wibble, wobble, wibble wooble, to and fro. (wibble, wobble like ducks)  
But the one little duck with the feather on his back (hands behind back)  
He led the others with a quack, quack, quack. (hands together, then move fingers  
apart like duck's bill)

---

### Downy Duck

One day I saw a downy duck  
With feathers on his back.  
I said "Good morning, downy duck."  
And he said "Quack, quack, quack."

---

### The Feather Song

(Sing to the tune of "Twinkle, Twinkle Little Star")

Feather floats without a sound,  
Floating slowly to the ground.  
A gust of wind came by one day,  
Whirled that feather right away.  
Feather, feather in the air,  
Blown away without a care.

---

### Let's All Look for Birds

(Sing to tune of Mary Had a Little Lamb)

Let's all look for birds today,  
Birds today, Birds today.  
Let's all look for birds today,  
When we go outside.

	<p style="text-align: center;"><b>Birds Are Different</b></p> <p style="text-align: center;">We all have feathers and we have two legs and feet. Some of us have a bill and some of us have a beak. And we all like different things to eat.</p> <p style="text-align: center;">Some of us can swim and most of us can fly. Just like people, we're all different colors, And we really don't know why.</p> <hr/> <p><b>Activity: The Green Grass Grows All Around</b></p> <ul style="list-style-type: none"> <li>• See the song on pages 20-21. See the attachment for the song illustration poster.</li> <li>• Use the song illustration poster to guide children in the sequence of the song.</li> </ul> <p><b>Teacher Note:</b> Allow the children to take turns pointing to the illustration as you and the children sing the song.</p> <p><b>Additional Benchmark: 3.5 Understands that print conveys a message</b></p>
 <p><b><u>Science / Discovery and Math</u></b></p>	<p><b>Benchmarks: 3.20 Uses senses to learn about the environment and to collect data (scientific process: observing)</b> <b>3.22 Makes comparisons (scientific process: comparing)</b></p> <p><b>Activity: Drop the Feather</b></p> <ul style="list-style-type: none"> <li>• Provide a feather, a plastic egg and a plastic bowl.</li> <li>• Challenge the children to hold the feather at nose level and drop it into the bowl.</li> <li>• Observe and ask the children what happens to the feather on the way down.</li> <li>• Challenge the children to hold the egg at nose level and drop it into the bowl.</li> <li>• Observe and ask the children what happened to the egg. Which was easiest to drop into the bowl?</li> <li>• Discuss with the children why the egg was easiest to get into the bowl. Guide them to see that the feather is lighter than the egg and that the air can move the feather but not the egg.</li> </ul> <hr/> <p><b>Benchmarks: 1.5 Enjoys experimenting and problem-solving with ideas as well as with concrete materials</b> <b>3.22 Makes comparisons (scientific process: comparing)</b></p> <p><b>Activity: Moving Feathers:</b></p> <ul style="list-style-type: none"> <li>• Form a maze with blocks on a table.</li> <li>• Place feathers on the table.</li> <li>• Provide a variety of objects such as paper fans, straws, paper towel tubes and plastic squirt bottles.</li> <li>• Invite children to use the different air movers to try and move the feathers through the maze.</li> <li>• Observe as they experiment with the different air movers. Ask them which moved the feathers the best.</li> </ul>

**Benchmarks: 3.23 Shows awareness of cause and effect**  
**3.24 Finds more than one solution to a problem**  
**5.9 Uses language to problem solve**

**Activity: The Thirsty Crow (Storytelling)**

- See page 22 for the story “The Crow and the Pitcher, An Aesop’s Fable”
- Gather a clear plastic pitcher or quart measuring cup, water, and pebbles or gravel.
- Make a mark on the pitcher to indicate the water level or show the children the 2 cup mark on the measuring cup.
- Fill the pitcher or the mark on the measuring cup to the 2 cup mark.
- Scatter the pebbles around the outside base of the pitcher or cup.
- Tell the first part of the story to the children.
- Stop and ask the children if they can think of a way to help the crow get a drink of water. Use the words “solution” and “problem.” Say, “The crow has a problem. Can we think of a solution to the problem?” If children offer solutions that can be tried, do so and see if they work.
- Continue with the story as you drop the pebbles into the pitcher, directing the children to observe the water level.
- Discuss with children their observations and the crow’s problem and solution.

**Teacher Note:** Consider making a crow puppet from a black sock, using yellow felt for a beak. Buttons or felt can become eyes. The crow puppet can then tell the story and drop the pebbles into the pitcher. Allow children turns using the puppet as the story is repeated.

---

**Separating Solids**

- Gather a large plastic bowl and three smaller bowls, strainer, colander, a cup each of sand, pebbles and birdseed.
- Combine the sand, pebbles and birdseed together in the large bowl.
- Provide a strainer and colander and ask children to separate the items into three separate bowls; one bowl with pebbles, one with sand and one with birdseed.
- Feed the birdseed to the birds when children have completed the activity.

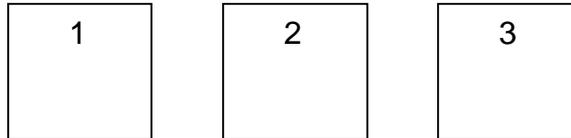
**Teacher Note:** Make sure one utensil has holes so small that only sand will go through and the other has holes through which birdseed but not pebbles will go through. Guide children to see that only sand can go through the holes in the one container and separate sand from birdseed and pebbles. Repeat process with other container, birdseed and pebbles.

---

**Benchmark: 3.15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship**

**Activity: How Many Feathers? (Small Group)**

- Place an assortment of feathers in a basket.
- Make numeral cards from 0 to 10. Make each card ½ page in size.



- Invite children to place the correct number of feathers on the numeral cards.

**Teacher Note:** Consider that some children may not be ready for numeral cards from 1 to 10. Adjust the activity to meet the needs of individual children. For example, one child may only be ready to count up to 3 feathers, while others may be ready to count feathers up to 10. If some children are able to count feathers beyond 10, make additional numeral cards.

- Benchmarks:** 3.20 Uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing)  
 3.21 Uses words to describe the characteristics of objects (scientific process: communicating)  
 3.22 Makes comparisons (scientific process: comparing)  
 3.23 Shows awareness of cause-effect relationships  
 5.3 Expands vocabulary

**Activity: Do Feathers Absorb Water? (Small Group)**

- Collect feathers, sponge, paper towel, wax paper, small plastic containers, eyedroppers, magnifying glass and water.
- Gather a small group of children, three to five, for this activity.
- Pour water in the containers. Collect water in an eye dropper by squeezing the bulb and releasing it.
- Ask children to observe as you use the eye dropper to drip a few drops of water onto a sponge. What happened to the water?
- Repeat this process with a paper towel and again ask children what happened to the water. Use the word “absorb” as you and the children discuss your observations.
- Repeat this process with wax paper. What happened to the water? (It was not absorbed by the paper)
- Show the children the feathers, the eye dropper, and the water in the containers
- Ask children to predict whether or not the feathers will absorb water.
- Invite children to use the materials to find out, and as they experiment, to discuss what they discover. What do the water drops do after they are dropped onto the feathers?
- Discuss with children that when the water drops bounce off the feathers or just sit on the top of the feathers, this is called “water resistant.” This means that the feathers resist the water. The feathers do not absorb the water; the water does not soak in the feathers. The wax paper is also water resistant.

- 
- Benchmarks:** 3.11 Classifies objects conceptually (things that go together)  
 3.22 Makes comparisons (scientific process: comparing)  
 5.9 Uses language to problem solve

**Activity: Is This a Bird? (Small Group)**

- Create a classification chart.
- Provide a collection of animals that are birds and animals that are not birds.
- Discuss with children the characteristics of birds that distinguish them from other animals: two feet, feathers, wings, beak/bill.
- Show children a picture of a bird and ask them in which column it belongs and place it there. Repeat this with an animal that is not a bird. This sets the pattern for the activity.
- Allow each child to select an animal card and put it in the correct column. Invite children to state why they put the card in the column they did.

Is This a Bird?	
Yes	No

**Teacher Note:** Consider placing this activity on the Science/Discovery table.

 <p><b><u>Food/ Nutrition Experience</u></b></p>	<p><b>Benchmarks:</b> 4.2 Demonstrates health and personal care habits 4.3 Tries new foods before deciding whether he/she likes them 4.6 Coordinates eye-hand movements to complete task</p> <p><b>Activity: Chicken Salad</b></p> <ul style="list-style-type: none"> <li>• Gather measuring spoons, chicken in a can/pouch, sweet pickle relish, mayonnaise, and boiled eggs,</li> <li>• Provide each child a small bowl, fork, spoon, and napkin.</li> <li>• Help each child take 2 tablespoons of chicken, 1 teaspoon of pickle relish, and ½ teaspoon of mayonnaise and put in bowl.</li> <li>• Cut the boiled eggs in quarters and give each child ¼ of an egg.</li> <li>• Invite children to mash the egg and mix with the other ingredients in his or her bowl.</li> <li>• Provide wheat crackers and milk for a healthy snack.</li> </ul> <p><b>Teacher Note:</b> Discuss with children that chicken and eggs come from chickens, which are a kind of bird.</p> <hr/> <p><b>Activity: Turkey Wrap</b></p> <ul style="list-style-type: none"> <li>• Provide each child a small plate, napkin, a washed lettuce leaf, slice of turkey, and a slice of cheese.</li> <li>• Explain to children that they can make a turkey wrap.</li> <li>• Demonstrate and discuss how to place the turkey and cheese on the lettuce and roll it up. Explain to them that this is called a “wrap.”</li> <li>• Eat and enjoy the turkey wrap with the children.</li> </ul> <p><b>Teacher Note:</b> Allow the children to do as much of this food experience as possible.</p> <p><b>Teacher Note:</b> Teachers and children should always wash hands before participating in a food experience.</p>
 <p><b><u>Movement/ Physical Education</u></b></p>	<p><b>Benchmark: 4.11 Runs, hops, jumps and skips</b></p> <p><b>Activity: Bird Hop</b></p> <ul style="list-style-type: none"> <li>• Place four or five hoops on the floor or ground so that each hoop is touching at least one other.</li> <li>• Designate each hoop as a particular kind of bird food: insects, worms, berries, seeds.</li> <li>• Explain to children that often birds have to find food on the ground.</li> <li>• Ask children, one a time, to hop or jump from one hoop to another until they are “full” from eating all of the bird food.</li> </ul>
 <p><b><u>Learning Centers</u></b></p>	<p><b>Benchmarks:</b> 2.10 Explores and manipulates art media 2.12 Preplans art project and then works with care 3.22 Makes comparisons (scientific process: comparing) 3.23 Shows awareness of cause-effect relationships</p> <p><b>Art</b></p> <p><b>Activity: Painting with Feathers</b></p> <ul style="list-style-type: none"> <li>• Collect an assortment of feathers or purchase feathers from a craft store.</li> <li>• Involve children in examining the feathers. Discuss how they feel. Call attention to the shaft. How does it feel?</li> <li>• Provide several colors of paint in flat tins. Vary the thickness.</li> <li>• Invite children to experiment with painting with the feathers: the shaft or the feathers.</li> </ul>

### **Block Center**

#### **Activity: Planning to Build a Bird House**

- Post pictures of bird houses on the wall in the block center.
- Provide small pieces of wood without splinters.
- Add a tool box with a folding rule, carpenter's pencil, sandpaper, and small paint brush.
- Provide paper and pencils.

---

### **Library/Book Corner**

- Add books about birds.
- Add pictures of birds, bird nests and bird houses (lamineate or cover pictures with self stick adhesive).
- Add storytelling figures for the story, *The Little Red Hen*.
- Add storytelling figures for the story, *Hattie and the Fox*.
- Add a felt or magnetic board.

---

### **Home Living/Dramatic Play**

- Add a feather duster to the area. Observe children to see what they do with it.
- Add feather boas.

---

### **Benchmark: 4.6 Coordinates eye and hand movements to complete tasks**

#### **Manipulatives**

#### **Activity: Ideas for Making Bird Feeders**

##### **Idea #1**

- Mix peanut butter with cornmeal until you can roll the mixture into a doughy, not too-sticky ball.
- Allow the children to help knead the mixture with their hands.
- Make sure there is enough cornmeal in the mixture so that the birds don't choke on the peanut butter.
- Put a big ball of the mixture into a mesh onion or orange bag.
- Hang the bag outside.

##### **Idea #2**

- Cut clean, empty 6-ounce cardboard frozen juice containers so that are 1" in height.
- Punch a hole through the cardboard at the open end and tie a loop of string through the hole as a hanger.
- Allow children to press the mixture into the cans.
- Hang the containers outside.

##### **Idea #3**

- Provide pine cones, peanut butter, and bird seed in a shallow pan.
- Cover the work table with newspaper.
- Involve children in spooning peanut butter on pine cones.
- Help children roll the pine cones in bird seed.
- Hang pinecones outside.

##### **Idea #4**

- Provide lightly toasted stale bread.
- Allow children to use plastic knives to spread peanut butter on toast.
- Punch a hole through one corner of the toast and thread a loop of yarn through it.
- Have the children sprinkle birdseed over the sticky peanut butter.
- Hang the toast outside for the birds.

**Teacher Note:** Check for allergies to peanut butter before doing these activities. Vegetable shortening or lard can be used in place of peanut butter.

---

**Benchmark: 3.20 Uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing)**

**Water table or tub**

- Add feathers to the water table or tub.
  - Encourage children to observe what happens to the feathers. Do they float or do they sink?
- 

**Sand table or tub**

- Add plastic worms to the sand table/tub.
- 

**Benchmarks: 3.20 Uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing)  
3.22 Makes comparisons (scientific process: comparing)**

**Science/Discovery**

**Activity: Exploring Feathers**

- Display a basket of different kinds of feather. Add a magnifying glass.
- Encourage children to look at the feathers and discuss how they are alike and how they are different.

**Activity: Is This a Bird?**

---

**Quiet Corner**

- Create a quiet corner in your classroom; a place where children can go to be alone and to get away from the stresses of group living.
  - Place soft items in the quiet corner. Carpet on the floor, soft pillows, and soft and cuddly stuffed animals or dolls are examples.
  - Discuss with children when they might want to go to the quiet corner. When they are angry and need to get away from the source of their anger? When they are sad and need to be alone? When the room gets too noisy and they need a quiet spot?
  - Explain to children that the quiet corner is for one child at a time
- 

**Outdoors**

**Activity: Watching for Birds**

- Invite children to look and listen for birds and signs of birds when they are outdoors. For example, they may see feathers or bird tracks on the ground, a nest in a tree, birds in a tree or flying overhead, and hear birds singing or calling to each other.
- Suggest that children draw pictures of their observations when they return to the classroom.

	<p><b>Activity: Bird Bath</b></p> <ul style="list-style-type: none"> <li>• Locate a shallow plastic pan.</li> <li>• Place it in an observable area in or near the playground. When the weather is really hot, locate the container in a shaded area if possible.</li> <li>• Involve children in adding water to the container.</li> <li>• Encourage children to observe birds taking a bath. Remind them to observe quietly so they don't frighten the birds away.</li> </ul> <p><b>Activity: Building a Nest</b></p> <ul style="list-style-type: none"> <li>• Involve children in placing materials such as small twigs, straw and pieces of yarn in an open container. Leave it on the playground in an area where children do not normally play</li> <li>• Suggest that children check the container each day to see if any of the materials have disappeared. Discuss with them what they think happened to the materials.</li> </ul> <p><b>Activity: Feeding the Birds</b></p> <ul style="list-style-type: none"> <li>• Hang a bird feeder outside the classroom window if possible.</li> <li>• Involve children in filling it with birdseed.</li> <li>• Encourage children to watch for birds coming to the feeder to eat.</li> <li>• Consider keeping a sheet of lined paper and pencil near the window. At the top of the paper write, Bird Count.</li> <li>• Suggest that when children see a bird they make a line/mark on the paper.</li> <li>• Count with the children at the end of the day how many birds they saw come to the feeder. Write on the paper, "We saw 5 (how many) birds today."</li> </ul>
 <p><b><u>Transition Activities</u></b></p>	<p><b>Benchmark: 3.10 Classifies objects by physical features such as color or shape</b></p> <p><b>Activity: What Color Bird?</b></p> <ul style="list-style-type: none"> <li>• Use the birds from the Five Little Birdies finger play.</li> <li>• Give each child a bird.</li> <li>• Use colors of birds to move small groups of children from one activity to another. Say, "If you are a blue bird" you may select a learning center." Children give their blue birds to you and transition to learning centers or another activity you indicate. Continue this with the other colors of birds.</li> </ul> <hr/> <p><b>Activity: Bird Moves</b></p> <ul style="list-style-type: none"> <li>• Discuss with children the different ways that birds move. For example, they fly, they soar (wings out and not flapping), they swoop down, they waddle.</li> <li>• Involve the children in participating in each of the types of movement.</li> <li>• Invite children one at a time to move like a bird and transition to the next activity.</li> </ul> <hr/> <p><b>Activity: Birds of a Feather</b></p> <ul style="list-style-type: none"> <li>• Mount pictures of birds on cardstock and laminate or cover with clear self-adhesive for durability.</li> <li>• Cut each card in half.</li> <li>• Distribute to each child a half, making sure that everyone has a match. Ask children to look closely at their half of the bird picture. Explain that another child has the other half.</li> <li>• Ask children to move around the group area and try to find their partners; the person who has the other half. When they find their partner, the two of them sit together in</li> </ul>

	<p>the group area.</p> <ul style="list-style-type: none"> <li>• Direct one set of partners at a time to give you their picture halves and transition to the next activity.</li> </ul> <p><b>Teacher Note:</b> Use these cards for transition activities at times other than during this topic of study.</p>
 <p><b><u>Family Activities</u></b></p>	<p>Send home a note to parents stating for the next few days, the children will be learning about birds. Suggest some ways families can be involved in the topic of study:</p> <ul style="list-style-type: none"> <li>• Collect and bring to the center pictures of birds, bird nests and bird houses.</li> <li>• Suggest that families take their child on a Bird Watch or Bird Walk in their own backyard, in the neighborhood, or in a park. Talk with their child about characteristics of the birds they see; color and special markings on the feathers, how the birds move, their beaks/bills. Take paper and pencil and make a list of the birds they see and write down what the child says about the birds. When families return home, read their observations with the child.</li> <li>• Include the titles and authors of some of the children's books about birds. Suggest that families look for these books in the library, check them out and read them with their children.</li> </ul>

**The Green Grass Grows All Around**  
**Author of Song Unknown**

Now in the woods there was a tree,  
The prettiest tree that you ever did see.

The tree in a hole and the hole in the ground  
And the green grass grows all around, all around  
The green grass grows all around.

And on that tree there was a limb  
The prettiest limb that you ever did see.

The limb on the tree, and the tree in a hole,  
And the hole in the ground  
And the green grass grows all around, all around  
The green grass grows all around.

And on that limb there was a branch  
The prettiest branch that you ever did see.

The branch on the limb, and the limb on the tree,  
And the tree in a hole, and the hole in the ground  
And the green grass grows all around, all around  
The green grass grows all around.

And on the branch there was a nest  
The prettiest nest that you ever did see.

The nest on the branch, and the branch on the limb,  
And the limb on the tree,  
And the tree in a hole, and the hole in the ground  
And the green grass grows all around, all around  
The green grass grows all around.

And in that nest there was an egg  
The prettiest egg that you ever did see.

The egg in the nest, and the nest on the branch,  
And the branch on the limb, and the limb on the tree,  
And the tree in a hole, and the hole in the ground  
And the green grass grows all around, all around  
The green grass grows all around.

And in that egg there was a bird  
The prettiest bird that you ever did see.

The bird in the egg, and the egg in the nest,  
And the nest on the branch, and the branch on the limb,  
And the limb on the tree, and the hole in the ground  
And the green grass grows all around, all around  
The green grass grows all around.

And on that bird there was a wing  
The prettiest wing you ever did see.

The wing on the bird, and the bird in the egg,  
And the egg in the nest, and the nest on the branch,  
And the branch on the limb, and the limb on the tree,  
And the tree in a hole, and the hole in the ground  
And the green grass grows all around, all around  
The green grass grows all around.

And on that wing there was a feather  
The prettiest feather that you ever did see.

The feather on the wing, and the wing on the bird,  
And the bird in the egg and the egg in the nest,  
And the nest on the branch, and the branch on the limb,  
And the limb on the tree, and the tree in a hole  
And the hold in the ground  
And the green grass grows all around, all around  
The green grass grows all around.

**Try this!** Sing the verses as an echo song with children echoing what you sing. For example:

Now in the woods  
(Now in the woods)  
There was a tree  
(There was a tree)  
The prettiest tree  
(The prettiest tree)  
That you ever did see.  
(That you ever did see)

## The Crow and the Pitcher

### An Aesop's Fable

Retold by Beverly C. Wright

Once upon a time there was a crow that was very, very thirsty. She had looked everywhere for some water to drink and she couldn't find any. Finally, she saw a pitcher with some water in it sitting by a flower bed. The crow was so excited, and she dipped her beak in the pitcher to get a drink of water. She had a problem. Crows have very short beaks, and her beak could not reach the water. The crow was very upset and she was still very thirsty.

**Teacher Note:** Stop and ask the children if they can think of a way to help the crow get a drink of water. Say, "The crow has a problem. Can we think of a solution to the problem?" If possible, try their solutions.

The crow decided to think of a way she could get her drink of water. She looked around and found some small pebbles on the ground. Very carefully, using her beak, she began to drop the pebbles one by one into the pitcher of water. The more pebbles she dropped in the pitcher, the higher the water level became. Finally, the level of the water was at the top of the pitcher. The crow dipped her beak in this time and she could easily have a nice drink of water. The crow had found a solution to her problem.