

# Bird Watching

## WHAT YOU NEED



birdseed



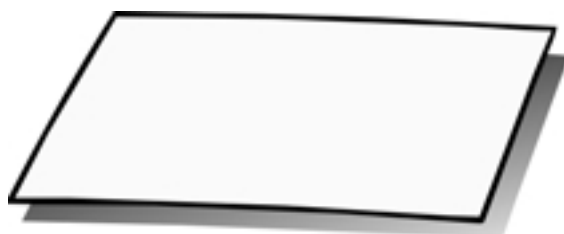
bird feeder



bird guide



crayons



paper

### Find Out

Do this activity to find out some kinds of birds that are in your school neighborhood.

### Process Skills

**Observing**  
**Classifying**  
**Using Numbers**  
**Communicating**  
**Inferring**

### Time

- 15 minutes to get started
- 15 minutes a day for three weeks



# WHAT TO DO

1. Put birdseed in a bird feeder.
2. Have your teacher attach the bird feeder to the classroom window or a tree.
3. Every day put more food in the feeder.



**Safety!** Ask your teacher to help you add food to the feeder.

4. Every day, take turns watching the feeder.
5. **Watch** the birds that come to the feeder. **Look** at each bird's color, size, and shape.
6. **Look** in a bird book to find each bird's name.
7. On a big piece of paper, **draw** all the birds you saw.
8. After three weeks, count the number of different kinds of birds you saw.

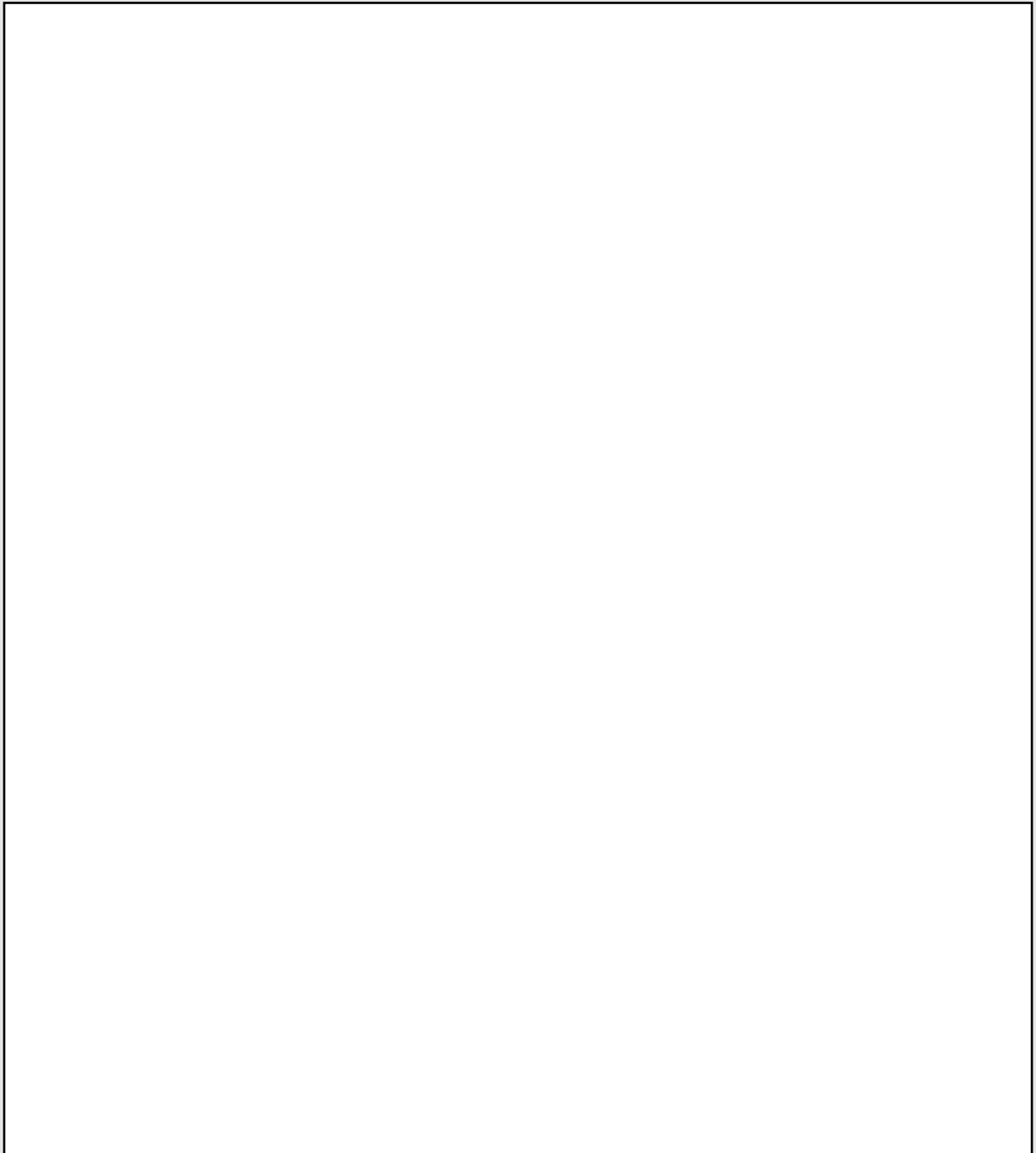


**Draw** a bird that you saw.

- Write *wings* next to its wings.

Write *legs* next to its legs.

Write *tail* next to its tail.



# Conclusions

1. How many different kinds of birds came to the feeder?

Answers will vary based on the kinds of birds seen.

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2. What was the same about the different kinds of birds?

Similarities should be the body coverings (feathers) and body parts

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(wings, legs, beak). Differences could be in size and color.

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# New Questions

1. Do you think the same kinds of birds would come to another school? Why do you think so?

Students should relate the type of birds to the similarity in location. A school nearby could

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see very similar birds. A school in another place could have very different birds.

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2. How were the birds alike? How were they different?

Answers will vary, and may include body parts, color, shape, and size.

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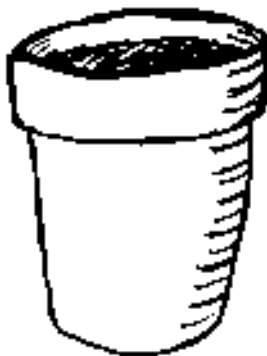
Name \_\_\_\_\_



# ACTIVITY

## **Naming Plant Parts**

**Draw each plant.**







Students should draw all three potted plants.

# Activity Journal

## Lesson 1 • Plant and Animal Parts

Name \_\_\_\_\_

**Draw** plant parts.

<b>Roots</b> 	<b>Stems</b> 	<b>Leaves</b> 	<b>Flowers</b> 

Students should draw each plant's roots, stems, leaves, and flowers (if present) in the appropriate columns.

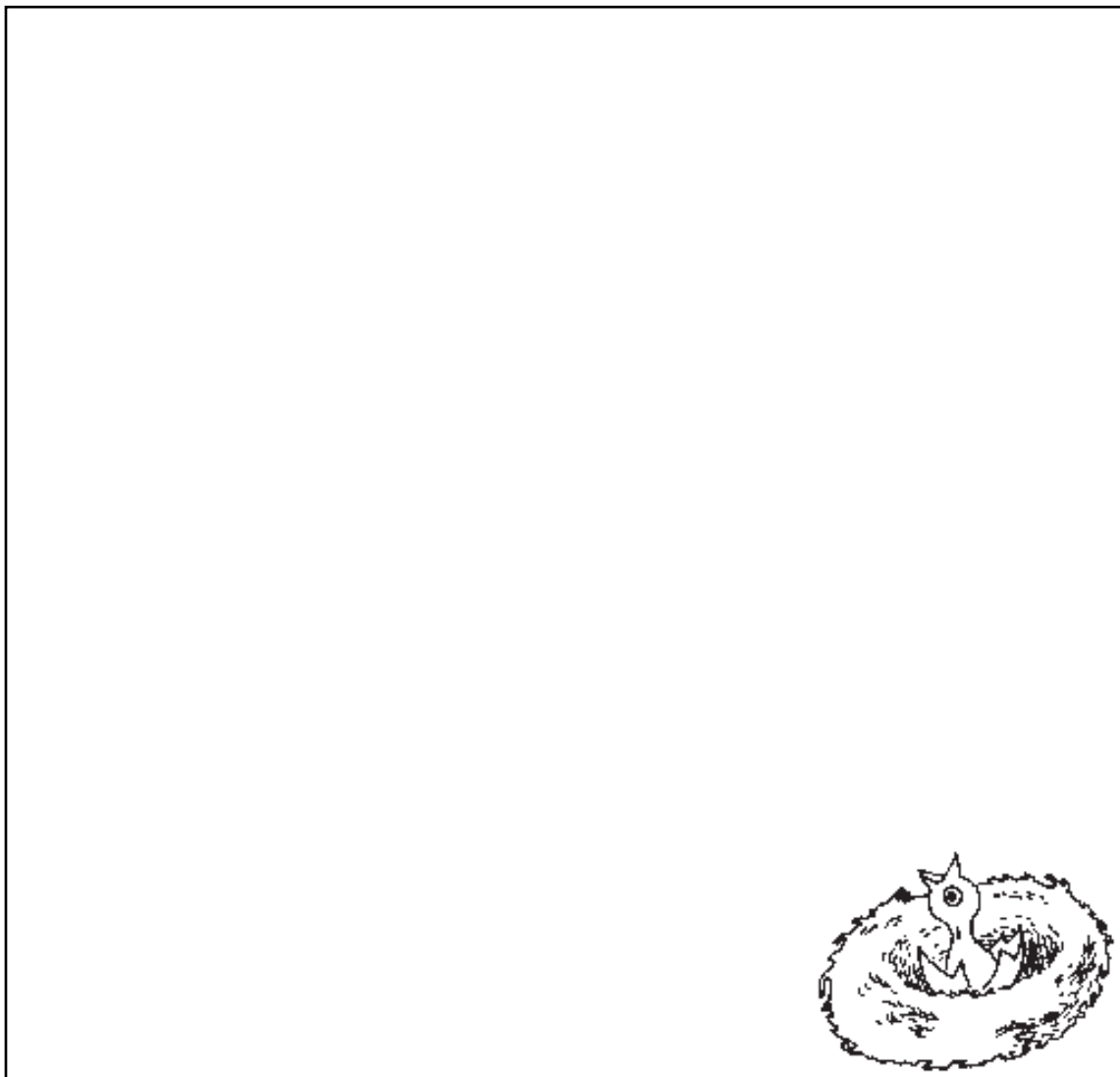
Name \_\_\_\_\_



# ACTIVITY

## Matching Young Animals with Their Parents

**Draw** a young animal with its parent.



Drawings will vary depending on the pictures used. Drawings should depict an immature animal and its mature parent.

## Activity Journal

### Lesson 2 • Plants and Animals Grow

Name \_\_\_\_\_

#### What looks the same?

Drawings should show a young animal and parent that resemble each other.



#### What looks different?

Drawings should show a young animal and parent that do not resemble each other.





Name \_\_\_\_\_



# ACTIVITY

## Finding Plants and Animals

**Draw** a plant from your puzzle.

**Show** where it lives.



Drawing should show a plant and its environment, including nonliving things such as rocks, soil, water, and the sun.

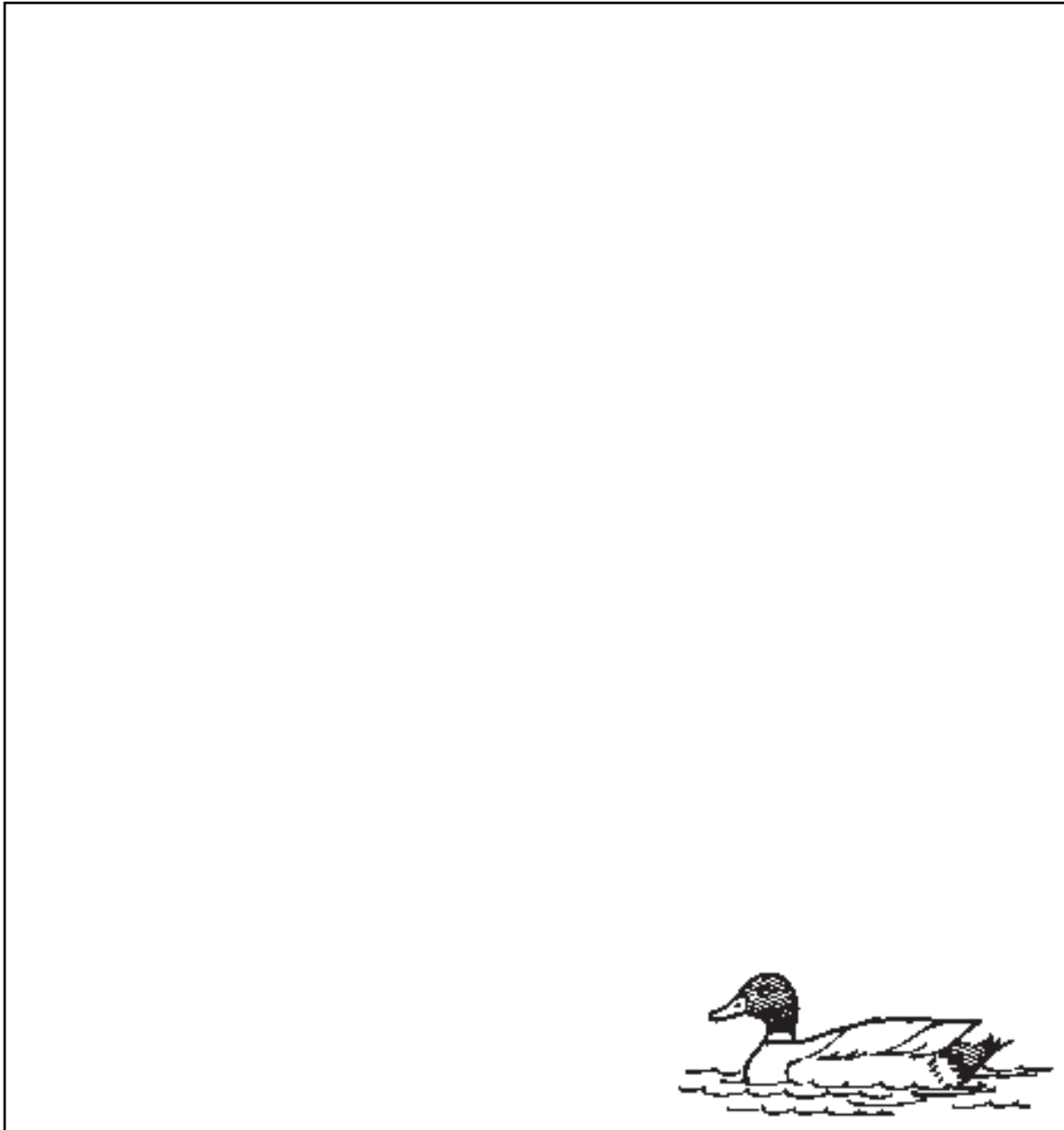
**Activity Journal**

**Lesson 3** • Plants and Animals in Many Places

Name \_\_\_\_\_

**Draw** an animal from your puzzle.

**Show** where it lives.



Drawings should show an animal in its environment. The environment may include plants, but should also include nonliving features such as rocks, water, and soil.