



# Frisch’s Outreach: Birds ( Pre-K, K) Extensions

### At a glance

This program will allow students to gain an understanding of the characteristics of birds by engaging in activities and animal encounters.

### Goal

This class is designed to familiarize students with the many different qualities and adaptations birds have when compared to other species.

### Objectives

1. Students will be able to name three things birds have on their bodies.
2. Students will be able to name at least two qualities birds have that other animals don’t possess.

3. Students will develop a respect for animals and the role they play in the natural world.

### Theme

Birds have specific qualities and characteristics that they possess.

### Sub-themes

1. Birds have feathers.
2. Birds have wings.
3. Birds are endothermic.
4. Birds lay eggs.
5. Birds have beaks.

### Academic standards

Ohio Science Academic Content Standards	<i>Ohio Early Childhood Standards and Grade Level Indicators (ages 4-5)</i> Scientific Inquiry 1, 2, 5, 7 Life Science 3,5 Scientific Ways of Knowing 1,2
Kentucky Core Content— Science	<i>Kentucky Core Content for Assessment and Performance Indicators (Grades Primary-4)</i> The Characteristics of an Organism SC-E-3.1.1 Life Cycles of an Organism SC-E-3.2.2

### Vocabulary

*Adaptations*- A body part or behavior that helps an animal survive.

*Bird*-feathers, warm blooded, eggs

*Cold Blooded*- pertaining to animals, as fishes and reptiles, whose blood temperature ranges from the freezing point upward, in accordance with the temperature of the surrounding medium.

*Ectothermic*- cold blooded

*Endothermic*- warm blooded

*Habitat*- Natural home or dwelling place of an organism.

*Hair*- grows from the skin of humans and animals.

*Mammal*- endothermic, hair, live birth, take care of young,

*Reptile*- scales, cold blooded, eggs

*Vertebrate*- having a backbone or spinal column.

*Warm Blooded*- pertaining to animals, as mammals and birds, whose blood ranges in temperatures from about 98° to 112°F (37° to 44°C) and remains relatively constant.

## **Extensions**

Make a Bird Caller- Take two popsicle sticks and put a piece of grass between the two sticks. Wrap one end with a rubber band. Hold it length-wise. Close the other end with your thumb and index finger. Blow like a harmonica.

Have the students create, draw and/or sculpt their own bird. Have them use features that birds possess. They can

name their birds and show what they have created to the rest of the students.

Make a bird feeder. (could use pine cones, peanut butter and seeds- be aware of peanut allergies) Set it outside the window, let students observe the birds that come to visit. Let the students keep a daily record of the birds they see.

## **Resources**

### *Books:*

Bowden, Marcia. Nature for the Very Young: a Handbook for Indoor and Outdoor Activities. John Wiley & Sons, Inc. 1989.

Wilson, Ruth. Fostering a Sense of Wonder During the Early Childhood Years. Greyden Press. 1993.

### *Activity guides:*

Doris, Ellen. Ornithology. Thames and Hudson, Inc. New York. 1994.

### *Websites:*

ALA's Great Websites for Kids:  
Animals

<http://www.ala.org/gwstemplate.cfm?section=greatwebsites&template=/cfapps/gws/displaysection.cfm&sec=1>

Awesome Library – Kids

<http://www.awesomelibrary.org/Classroom/Science/Animals/Animals.html>

Awesome Library – Teachers

<http://www.awesomelibrary.org/Classroom/Science/Animals/Animals.html>

Cincinnati Zoo & Botanical Garden

[www.cincinnati-zoo.org](http://www.cincinnati-zoo.org)

Internet Public Library/Kidspace/  
Animals (comprehensive listing)

<http://www.ipl.org/kidspace/browse/mas4500>

KinderNature: A Resource for Early  
Childhood Educators

<http://kindernature.storycounty.com>

National Geographic: Animals

<http://www3.nationalgeographic.com/animals/>

National Association for the Education  
of Young Children

[www.naeyc.org](http://www.naeyc.org)

