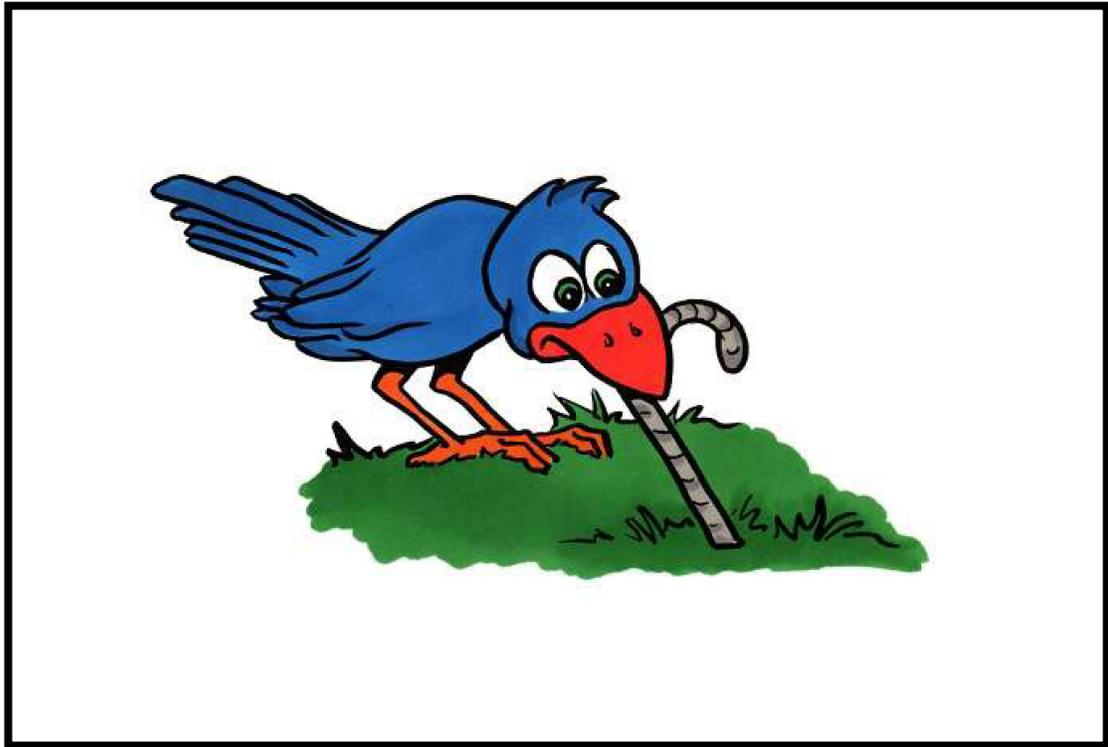


Bird Brains

Driftwood Education Center



Class Description:

Students will learn what makes a bird a bird. We will look at a bird's structure and determine how different species are adapted for different environments. Students will become ornithologists as we head out to the field with binoculars to locate different species of birds on St. Simons Island.

Driftwood Education Center
Po Box 20712 St. Simons Island, GA 31522
Phone: 912.638.3849 Fax: 912.634.0642
www.driftwoodee.org

Bird Brains

Table of contents and outline:

I. Pre-class set-up (5 minutes)

1. Arrange the room.
2. Check to make sure all materials needed for class are available.
3. Check with raptor handlers and make sure birds will be used.

II. Introduction, overview, and assessment (15 min)

1. Welcome students and give a brief overview.
2. Discussion of adaptations of birds.

Concepts 1& 2 Outcomes 1&4

III. Beaks and Feet Activity (10 min)

1. Play a game demonstrating how certain bird's beaks help them eat their specific foods.
2. Compare different birds' beaks and feet.

Concepts 1&2 and Outcome 1

IV. Bird Match Up Game (10 min)

Concept 3 and Outcome 3

V. Outside Birding and Binocular Use (20 min)

1. Review the Bird I.D. Sheet
2. How to use binoculars.
3. Outside Birding

Concepts 1-3; Outcome 2 and 3

VI. Visiting Our Raptor Program (25 min)

1. Learn about raptor adaptations and natural history.
2. Learn why birds are important and how to protect them.

Concepts 1-4 and Outcomes 1, 3-5

VII. Conclusion (5 min)

1. Collect binoculars and Bird I.D. Sheets.
2. Review concepts learned

South Carolina Performance Standards met:

4th and 5th grade:

1. Inquiry IA1. Use the senses and simple tools to gather information about objects or events such as size, shape, color, texture, sound, position, and change (qualitative observations).

6th Grade: Life Science IIIC. An organism's behavior evolves through adaptation to its environment.

7th grade and 8th grade:

1. Inquiry IA6. Use scientific (e.g., field guides, charts, periodic tables, etc.) and dichotomous (ID) keys for classification.

2. Life Science IB. Biological change accounts for the diversity of species developed through gradual processes over many generations. How a species moves, obtains food, reproduces, and responds to danger is based in the species' evolutionary history.

Florida Performance Standards met.

4th and 5th grade: SC.G.1.2 The student understands the competitive, interdependent, cyclic nature of living things in the environment.

6th- 8th grade: SC.F.1.3 The student describes patterns of structure and function in living things.

Concepts:

Focal points of this class are:

1. Animals have specific adaptations to help them survive in their habitat.
2. By looking at and observing other animals closely, we can understand more about the human body.
3. Identification is a key step to understanding, and leads to an appreciation for the world around us.
4. Birds are an important part of nature and should be protected.

Outcomes:

Upon completion of this class, students will be able to:

1. List adaptations of birds and how these adaptations help a bird survive in a specific habitat.
2. Successfully use a pair of binoculars for viewing wildlife.
3. Identify local species of birds found on St. Simons Island.
4. Compare characteristics of a bird to characteristics of humans and other organisms.
5. Learn how they can protect bird species.

Georgia Performance Standards met:

4th grade:

1. S4L2.a. Identify external features of organisms that allow them to survive or reproduce better than organisms that do not have these features.

5th Grade:

1. S5CS3. Students will use tools and instruments for observing [while studying adaptations].

2. S5L1. Students will classify organisms into groups and relate how they determined the groups with how and why scientists use classification.

6th Grade:

1. S6CS3. Students will use tools and instruments for observing [while studying adaptations].

7th grade and 8th grade:

1. S7L1. Students will investigate the diversity of living organisms and how they can be compared scientifically.

2. S7L4. Students will examine the dependence of organisms on one another and their environments.

National Standards met:

NS.K-4.1 SCIENCE AS INQUIRY

As a result of activities in grades K-4, all students should develop

- Abilities necessary to do scientific inquiry
- Understanding about scientific inquiry

NS.K-4.3 LIFE SCIENCE

As a result of activities in grades K-4, all students should develop understanding of

- The characteristics of organisms
- Organisms and environments

NS5-8.1 SCIENCE AS INQUIRY

As a result of activities in grades 5-8, all students should develop

- Abilities necessary to do scientific inquiry
- Understandings about scientific inquiry

NS.5-8.3 LIFE SCIENCE

As a result of their activities in grades 5-8, all students should develop understanding

- Regulation and behavior
- Diversity and adaptations of organisms

