



Bird Brains

Pre-class Activity



Introduction: The students will soon be taking the Bird Brains class that allows them to learn more about birds and their adaptations. Answer the questions below to figure out the answer to the joke.

Directions:

Answer the questions below. Once the answers have been circled, use the bolded letters found in each correct answer to solve the following joke: **What bird can lift the heaviest weight?**

Questions	Answers – Circle the correct answer.
<p>1. Are birds endothermic or ectothermic? Endothermic means they produce their own body heat (warm-blooded), and ectothermic means they use their surroundings to heat up or cool off (cold-blooded).</p>	<p>endothemiC</p> <p>ectotherMic</p>
<p>2. What is an adaptation that birds have to help them fly?</p>	<p>featheRs beAks</p> <p>Scales bLubber</p>
<p>3. What are some food items that birds like to eat?</p>	<p>iNsects seEds</p> <p>necTar All of these things</p>
<p>4. What is the state bird of Georgia? You can also find them flying around Driftwood!</p>	<p>Tree swallOw Roadrunner</p> <p>bobwHite quail browN thrasher</p>
<p>5. What is NOT a shared characteristic between most reptiles and birds?</p>	<p>verteBrate lay eGgs</p> <p>hollow bonEs caN be prey</p>

Joke Answer: List all the bolded letters you gathered from your correct, circled answers. Write them out below, and solve the joke: **What bird can lift the heaviest weight?**



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Post-class Activity



Who's That Bird??

Materials: Bird identification field guide, paper, writing utensils

Directions:

- 1) Tell students that they are going to create a bird-identification challenge for their classmates. Explain that each student will work with a partner to select a bird from a field guide, create a silhouette of the bird, and challenge classmates to identify it. Encourage students to select familiar birds from your area.
- 2) Give each pair of students the opportunity to use a field guide. They can be found online at this website: <https://www.allaboutbirds.org/guide/>. Instruct them to choose a bird. Make sure there is a wide variety of bird species being chosen throughout the class.
- 3) Have students write down the common and scientific name of their bird and a description of their bird's physical and behavioral characteristics. (They can find this information in the field guides.) These description features will be clues for the other groups to listen to when trying to guess what bird was drawn.
- 4) Have the student draw an outline of their bird. Make sure that they emphasize the beak, any special markings, colors and feet.
- 5) After all students have outlined their birds, put different groups of students together and have them take turns trying to guess the other groups' birds, based upon the "clues," or physical and behavioral characteristics. The outline of the bird should also be used for a "clue." Allow groups to switch around once they figure out one group's bird, and continue to have groups get together, guess, and identify until time runs out. If the students can't guess the name of the bird then have them try to guess what they eat, where they live, and/or any other distinguishing adaptations the bird has.
- 6) If there's time, groups can come up to the front of the room and present their drawing and bird species to the rest of the class. Take turns so each group has time to present their bird.