

# ALL ABOUT BIRDS!

## ALL ABOUT BIRDS!

### LESSON PLAN

Week at a Glance:

Day One: Bird Traits

Day Two: Types of Birds

Day Three: Bird

Day Four: Bird

Beaks

Day Five: Bird

Eggs



## ALL ABOUT BIRDS!

### PARTS OF A BIRD



## ALL ABOUT BIRDS!

### HABITAT UNSCRAMBLE

Directions: Unscramble each word associated with a bird's habitat.

TEESR

FLIEDS

CTIESI

WITADNSE

FSROETS

DSERTS

MONUTIASN



wings

et

feal



birds!

TIVES

words. Fill in the blank physical traits about

## ALL ABOUT BIRDS!

### BIRD RESEARCH

Directions: Choose one type of bird to research. Fill in the information.

BIRD SPECIES:

Interesting Facts

Appearance

diet

HABITAT



### A BIRD HAS...

\_\_\_\_\_ feet  
a \_\_\_\_\_ tail  
\_\_\_\_\_ claws  
\_\_\_\_\_ legs  
\_\_\_\_\_ feathers  
a \_\_\_\_\_ beak  
a \_\_\_\_\_ body  
\_\_\_\_\_ wings



## ALL ABOUT BIRDS!

### Types of Beaks & What They Eat



Sharp & Hooked Beaks



Flat, Wide Beaks



Spearing Beaks



## ALL ABOUT BIRDS!

### Definition

\_\_\_\_\_

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# A COMPREHENSIVE FIVE DAY UNIT ALL ABOUT BIRDS!

Includes lesson plans, graphic organizers, craft ideas, projects, comprehension questions and more!

FROM YOUR FRIENDS AT

**az**  
ANIMALS

# ALL ABOUT BIRDS!

## LESSON PLAN

### Week at a Glance:

Day One: Bird Traits

Day Two: Types of Birds

Day Three: Bird Habitats

Day Four: Bird Food &  
Beaks

Day Five: Bird Nests &  
Eggs



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## LESSON PLAN



### Day One: Bird Traits

Objective: The students will be able to identify characteristics of birds.



## LESSON PLAN: DAY ONE

### Introduction (5 minutes):

\*Explain to the students that this week's unit will be all about birds! Ask students to share what they already know about birds. Where have you seen birds before? What do you want to learn about them?

\*Tell the students that birds have similar traits in common. All birds have feathers! Birds also have wings, beaks, lay eggs and have light bones to fly with! (not all birds fly, though!) Birds also can have talons, claws, or webbed feet depending on what they eat or where they live.

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## Lesson (15 minutes):

- \*The teacher will watch the video attached here on birds -

[https://www.youtube.com/watch?v=8vL\\_2rF8JHU](https://www.youtube.com/watch?v=8vL_2rF8JHU)

- \*Guide the students through the "Vocabulary Square" activity sheet. Students will write the definition of birds, use it in a sentence and draw a picture.

- \*In small groups, students will complete the "Parts of A Bird" worksheet attached below. They will label the parts of a bird.

## Independent Work (10 minutes)

- \*Review adjectives with the students as describing words. Students will independently complete the "Bird Adjective" activity sheet attached.

## Closing (5 minutes)

- \*Review "Bird Adjectives" together as a class. Discuss and review the main characteristics of birds learned.

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## VOCABULARY SQUARE

Word:

birds

Definition:

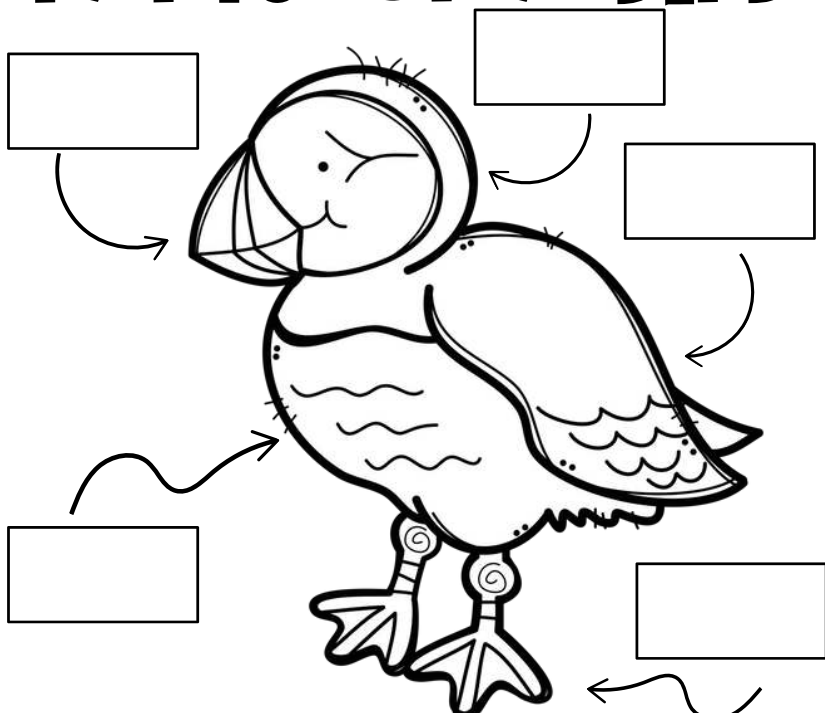
Sentence:

Picture:



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## PARTS OF A BIRD



beak

wings

head

feet

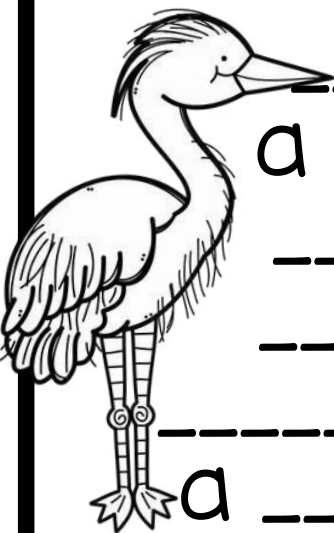
feathers

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## BIRD ADJECTIVES

Directions: An adjective is a describing word. Fill in the blank with an adjective that describes the physical traits about a bird.

### A BIRD HAS...



\_\_\_\_\_ feet

a \_\_\_\_\_ tail

\_\_\_\_\_ claws

\_\_\_\_\_ legs

\_\_\_\_\_ feathers

a \_\_\_\_\_ beak

a \_\_\_\_\_ body

\_\_\_\_\_ wings

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## LESSON PLAN



### Day Two: Types of Birds

Objective: The students will be able to identify various types of birds.

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## LESSON PLAN: DAY TWO

### Introduction (5 minutes):

- \*Review characteristics of birds with the students from yesterday's lesson.

Discuss that birds have feathers, wings, lay eggs, etc.

- \*Tell the students that there are so many different types of birds! There are actually about 11,000 different species of birds! Ask the students if they can list any types of birds. Write down on the white board or an anchor chart all of the species that the students name!



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## Lesson (15 minutes):

- \*Explain that the students will use various resources like books, articles and [kiddle.co](http://kiddle.co) to explore more about various species of birds. In small groups, students will use the "Types of Birds" graphic organizer to find more information about the six birds given.
- \*Students will write one or two facts under each species of bird!

## Independent Work (15 minutes)

- \*Then, the students will choose one species of bird that they would like to research more about. They will collect information and record on the "Bird Research" worksheet attached below. Students can also extend this activity by making a poster or Google Slide about their chosen species.

## Closing (10 minutes)

- \*The students will present their research to the class on the bird species that they learned more about.

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## TYPES OF BIRDS

Ostrich

Duck

Penguin

Eagle

Parrot

Flamingo

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## BIRD RESEARCH

Directions: Choose one type of fish to research more about. Fill in the information below.

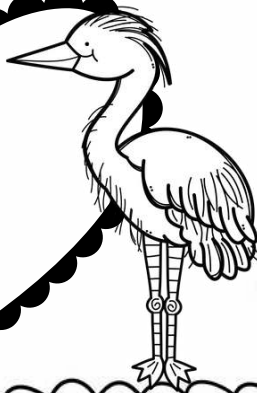
**BIRD  
SPECIES:**

Interesting Facts

Appearance

diet

HABITAT



# ALL ABOUT BIRDS!

## LESSON PLAN



### Day Three: Bird Habitats

Objective: The students will be able to identify where birds live.

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## LESSON PLAN: DAY THREE

### Introduction (5 minutes):

\*Explain to the students that today's lesson is all about bird habitats. Ask the students what a habitat is. Where have you seen birds? Where do you think they live?

\*Tell the students that birds are one of the only animal classification groups that actually live on every single continent, even Antarctica! Birds can live in forests, deserts, by oceans, lakes, wetlands, in trees, in holes in the ground, in arctic habitats, and more!

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## Lesson (15 minutes):

- \*The students will watch the video, "Interesting Facts About Birds" - [https://www.youtube.com/watch?v=Mub3u\\_95Ts](https://www.youtube.com/watch?v=Mub3u_95Ts)

- \*Discuss with the students what habitats they noticed while watching the video. What do most birds need in their habitats to survive?

- \*Guide the students in completing the "Fact or Fiction" activity sheet attached below. They will color in true statements in green and false statements in red.

## Independent Work (10 minutes)

- \*The students will complete the "Habitat Unscramble". Each word is associated with a bird habitat.

## Closing (5 minutes)

- \*Give the students a sticky note. Have them write three habitats where they may find a bird!

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## FACT OR FICTION?

Directions: Color the facts in green. Color statements that are fiction in red.

All birds  
live in  
trees.

Birds live in  
cities and  
towns.

Some  
birds  
live in  
holes in  
trees.

Some birds  
live close  
to water.

Birds live  
in the same  
place all  
year.

Birds  
travel  
across  
habitats.

Some birds  
live near  
people.

Penguins  
live at  
the North  
Pole.

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## HABITAT UNSCRAMBLE

Directions: Unscramble each word associated with a bird's habitat.

TEESR



FLIEDS

CTIESI

WLTADNSE

FSROETS

DSERTS



MONUTIASN

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## HABITAT UNSCRAMBLE

### Answer Key

TEESR

trees



FLIEDS

fields

CTIESI

cities

WLTADNSE

wetlands

FSROETS

forests

DSERTS

deserts



MONUTIASN

mountains



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## LESSON PLAN



### Day Four: Bird Food & Beaks

Objective: The students will be able to describe how a bird's beak influences their diet.

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## LESSON PLAN: DAY FOUR

### Introduction (5 minutes):

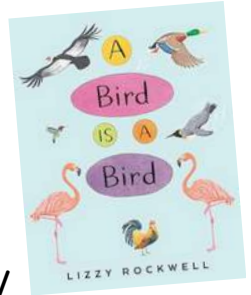
\*Review with the students what they've learned so far about birds. Discuss physical characteristics of birds, various species of birds and where birds live.

\*Explain that today's lesson is about what birds eat and how their beaks might reveal what foods they may eat. Ask the students what types of food birds with super sharp beaks might eat (meat or animals), what birds with curved beaks might eat, etc.

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## Lesson (15 minutes):

\*The teacher will read, "A Bird is A Bird" by Lizzy Rockwell. After reading, ask the students what they noticed about what types of plants and animals certain birds ate and what their beaks may have been shaped like. How did their beak shape influence what they ate?



\*Guide the students in completing the graphic organizer attached below, "Types of Beaks and What They Eat". In the empty box, students will write the diet of birds that have that type of beak.

## Independent Work (10 minutes)

\*The students will complete the "Bird Quick Check" to assess for understanding of the lesson.

## Closing (5 minutes)

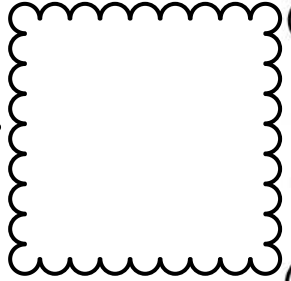
\*Review answers together from the quick check comprehension questions.

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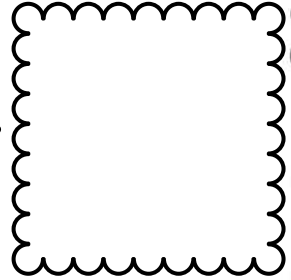
## Types of Beaks & What They Eat



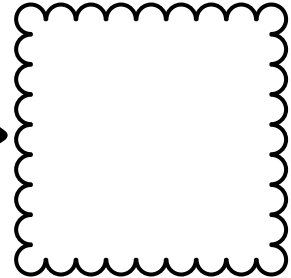
Sharp &  
Hooked  
Beaks



Flat,  
Wide  
Beaks



Spearing  
Beaks



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## BIRDS QUICK CHECK

1. What do most birds eat?

2. How does a bird's beak influence what they eat?

3. How do birds get food?

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## LESSON PLAN

### Day Five: Bird Nests & Eggs

Objective: The students will be able to describe how birds build their nests and care for their eggs.



## LESSON PLAN: DAY FIVE

### Introduction (5 minutes):

\*Explain that today's lesson will be all about the bird life cycle, bird nests and how adult birds care for their eggs. Tell the students that birds lay eggs! That is one of the key characteristics of a bird - they all lay eggs!

\*Some birds lay one egg, some lay many eggs. They come in all shapes, colors and sizes. Ask the students if they know which bird lays the largest egg! (ostrich)

\*Building a nest is also in a bird's natural instinct; most birds are born knowing how to build a nest!

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## Lesson (15 minutes):

\*The teacher will read, "Bird Builds a Nest: A First Science Storybook" by Martin Jenkins. After reading, questions to discuss - What kinds of materials does the bird use to build its nest? Why do you think birds build nests? What happens to the eggs after the bird builds its nest? Why do you think the bird built the nest in the spot that it did?

\*Guide the students in labeling the "Bird Life Cycle" activity sheet below - egg, hatchling, fledgling and adult bird. Describe what happens during each stage as you label.

## Independent Work (10 minutes)

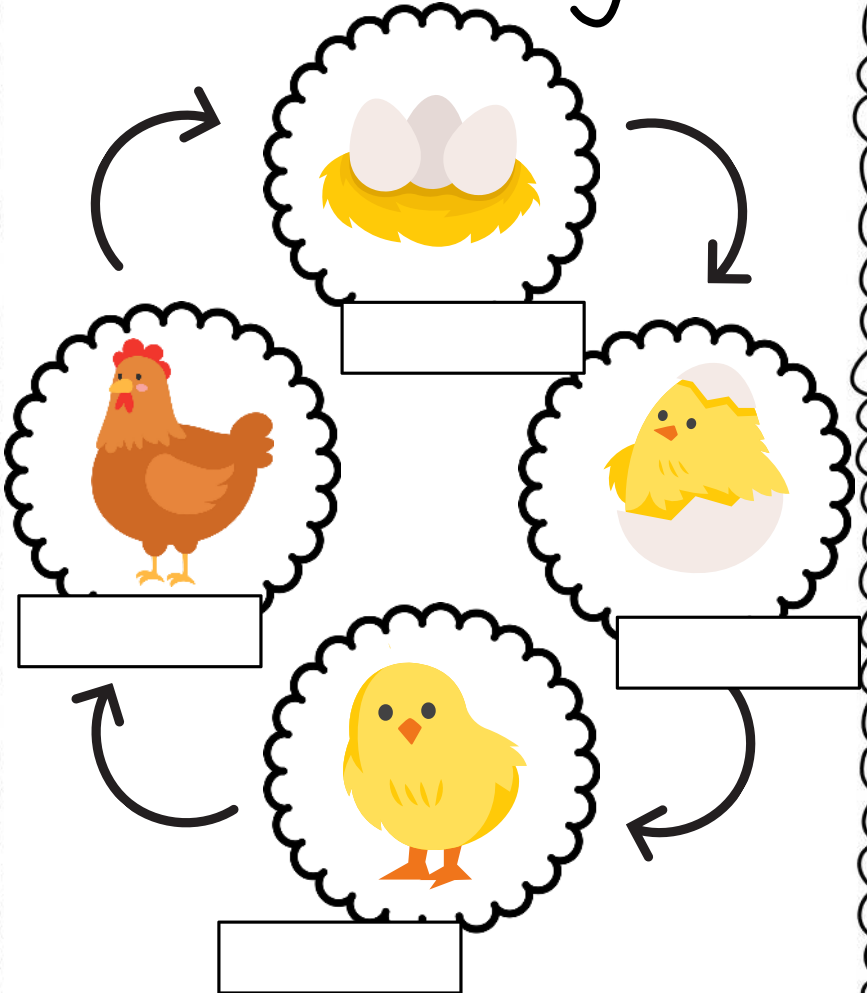
\*The students will use the "Bird Life Cycle" writing prompt sheet below to write a paragraph about the bird life cycle. Draw a picture to match the paragraph.

## Closing (5 minutes)

\*Share stories in small groups or with the class on the bird life cycle. Discuss what the best part of the bird unit was!

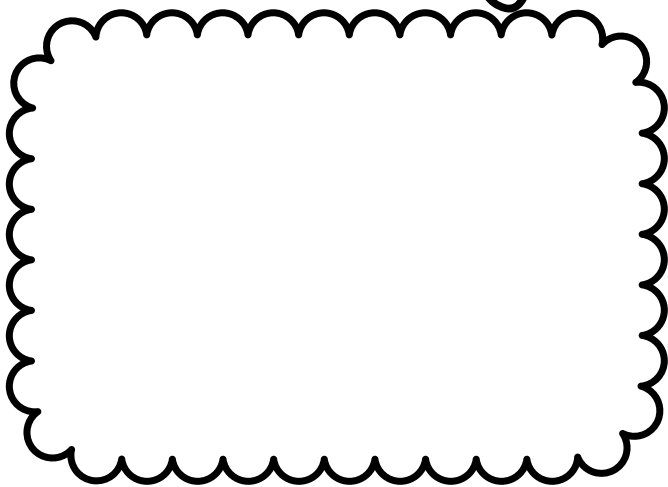
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## Bird Life Cycle



# ALL ABOUT BIRDS!

## Bird Life Cycle



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