

Unit Overview: Birds of New Mexico

Day	Main Focus	Objectives	Main Activity	Materials	Language Arts Connections	National Standards
Day One	Anatomy of Birds	<p>-identify the conclusion, and clues that led to the conclusion, of the story <i>What Makes a Bird a Bird</i> by May Garelick</p> <p>-describe the basic anatomy of a bird including its beak, feathers, hollow bones, and talons</p>	<p><u>Scientist Journals:</u> Predictions</p> <p><u>Read Aloud:</u> <i>What Makes A Bird A Bird:</i> May Garelick</p> <p><u>Whole Group Activity:</u> Dress a Bird Activity</p> <p><u>Scientist Journals:</u> Conclusions</p>	<p><u>Read Aloud:</u> -Book</p> <p><u>Whole Group Activity:</u> Dress a Bird Activity</p>	<p>Scientific Writing</p> <p><u>Read Aloud:</u> Reading comprehension</p>	<p><u>CCSS.ELA-LITERACY.RI.3.2</u> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>
Day Two	Bird Adaptations	-describe different	<u>Scientist Journals:</u> Predictions		Scientific Writing	<u>3-LS4-3.</u> Construct an argument with evidence that in a particular habitat

		bird's beak, feathers, and camouflage adaptations	<p><u>Small Group Stations:</u></p> <p>Beak Adaptations Activity: Test how different types of homemade bird beaks are fit for different types of food.</p> <p>Wing Adaptations Activity: Learn about different types of feathers help birds fly. Look at under microscopes.</p> <p>Camouflage Activity: Test how different color feathers camouflage in different environments</p> <p><u>Scientist Journals:</u> Conclusions</p>	<p><u>Small Group Stations:</u></p> <p><u>Beak Adaptations Activity:</u> -Clothes pins -Popsicle sticks -Picture hangers -Pipe cleaners - Net mesh -Bins -Soil -Seed</p> <p><u>Wing Adaptations Activity:</u> -Different types of feathers, -Microscopes, -Guiding worksheet</p> <p><u>Camouflage Activity:</u> -Guiding worksheet -Colored paper, - Colored feathers</p>		<p>some organisms can survive well, some survive less well, and some cannot survive at all.</p> <p>Scientific Writing</p>
Day	Parts of a	-list the five	<u>Scientist Journals:</u>	<u>Habitat Parts</u>	Scientific Writing	3-LS4-3. Construct an

Three	Habitat	<p>necessary parts of a habitat (food, water, shelter, air, space)</p> <p>-design a plan to create a bird habitat outside classroom</p>	<p>Predictions</p> <p><u>Habitat Parts Inquiry</u></p> <p><u>Activity:</u> Have students work in teams to develop the perfect living environment for the animal they are assigned.</p> <p>Ask them what they put in it to help them live.</p> <p>Write on poster board and share.</p> <p><u>Formally introduce five parts of habitats:</u> Ask the students what all of these spaces have in common?</p> <p>Explain Five Parts of a Habitat with a motion: Food Water Shelter</p> <p><u>Outside classroom habitat inquiry:</u> Tell them that you have noticed there are not</p>	<p><u>Inquiry Activity:</u></p> <p>-Four animals on cardstock -Poster paper, -Markers</p> <p><u>Formally introduce five parts:</u> -Whiteboard or -Poster board</p> <p><u>Outside classroom habitat inquiry:</u> -Habitat parts journal page/checklist</p>		<p>argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.</p>
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			<p>many birds outside your classroom window. In partners, have them do "habitat journals" about what is missing from the environment outside. How could they make it a bird habitat?</p> <p><u>Make a Habitat Plan:</u> Together, come up with a plan of what needs to be included to make birds thrive there. On an anchor chart? And...introduce donors choose that will give us the supplies.</p> <p><u>Scientist Journals:</u> Conclusions</p>	<p><u>Make a Habitat Plan:</u> -Whiteboard or -Poster board</p>	Scientific Writing	
Day Four	Build Your Own Bird Habitat	<p>-construct a birdhouse with a partner</p> <p>-construct a birdfeeder</p> <p>-design a bird habitat</p>	<p><u>Scientist Journals:</u> Predictions</p> <p><u>Bird House Build:</u> Two bird houses per group to construct in partners</p>	<p><u>Bird House Build:</u> Toysmith- Build a birdhouse (8, two for each table group)</p> <p><u>Bird Feeder Build:</u> -Seed -Toilet paper</p>	Scientific Writing	<p><u>3-LS4-3.</u> Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.</p>

		containing proper food, water, shelter, air, and space	<p><u>Bird Feeder Build:</u> Toilet paper roll feeders</p> <p><u>Design Habitat:</u> Students will design their habitat on paper as a whole class. Then they will put out bird bath, feeders, houses.</p> <p><u>Scientist Journals:</u> Conclusions</p>	<p>tubes -Peanut butter -Ribbon -Sticks -Hot glue</p> <p><u>Design Habitat:</u> -Above materials -First Nature 3004 bird bath</p>	Scientific Writing	
Day Five	Navajo Storytelling	comprehend storytelling from a Navajo storyteller and the story's connection to birds -construct a	<p><u>Navajo Storytelling:</u> Navajo storyteller comes in to tell a story about birds and their connection to Navajo culture.</p> <p><u>Listening Response Poem:</u></p>	<p><u>Navajo Storytelling:</u> -Speaker</p> <p><u>Listening Response Poem:</u> -Listening Response Poem Outline</p>	<p>Listening</p> <p>Poem Writing</p>	<p><u>CCSS.ELA-LITERACY.W.3.6</u> With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p><u>CCSS.ELA-LITERACY.W.3.10</u> Write routinely over extended time frames (time for research, reflection, and</p>

		response poem based on the Navajo storyteller's story.	Individually construct a cinquain with an outline. Write it based on what they heard from the Navajo storyteller	(Cinquain poem)	Response	revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Day Six	Research	-work together collaboratively to compile research on assigned bird -identify necessary research information in books, videos, and websites	<u>Intro of research and jobs/expectations</u> <u>Research Time</u>	<u>Research Time</u> -Research list where students can list what they find about certain subjects (in a Google doc) -Research books, websites, videos on the topic	Reading Speaking Listening Writing	<u>CCSS.ELA-LITERACY.W.3.2</u> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <u>CCSS.ELA-LITERACY.W.3.2.A</u> Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. <u>CCSS.ELA-LITERACY.W.3.7</u> Conduct short research projects that build knowledge about a topic. <u>CCSS.ELA-LITERACY.W.3.6</u> With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. <u>CCSS.ELA-LITERACY.RI.3.2</u> Determine the main idea of a text; recount the key details and explain how they support the main idea. <u>CCSS.ELA-LITERACY.SL.3.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.
Day Seven	Research	-Construct informative writing for a	<u>Re-intro of research expectations</u>			See Day Five

		webpage about their research	<u>Make Research into Sentences:</u>	<u>Make Research into Sentences:</u> -Printed out research they need to write into sentences on computer.	Reading Speaking Listening Writing	
Day Eight	Research Presentation	-verbally describe with a clear, loud voice the research their group found about their assigned bird -listen and comprehend information given in other group presentations	Invite Parents Presentation of websites Free Exploration of outside bird habitat and adaptation stations	<u>Presentation of websites:</u> -Weebly page for each group created -Projector <u>Free Exploration:</u> -Materials for adaptation stations -Materials for habitat set up	<u>Speaking:</u> Each person has to say something about their webpage or book	<u>CCSS.ELA-LITERACY.SL.3.4</u> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.