



Final Project

A Lesson Plan

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Date: July 29, 2003

School: Greater Miami Adventist School

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Title of lesson: Investigating Tropical Birds

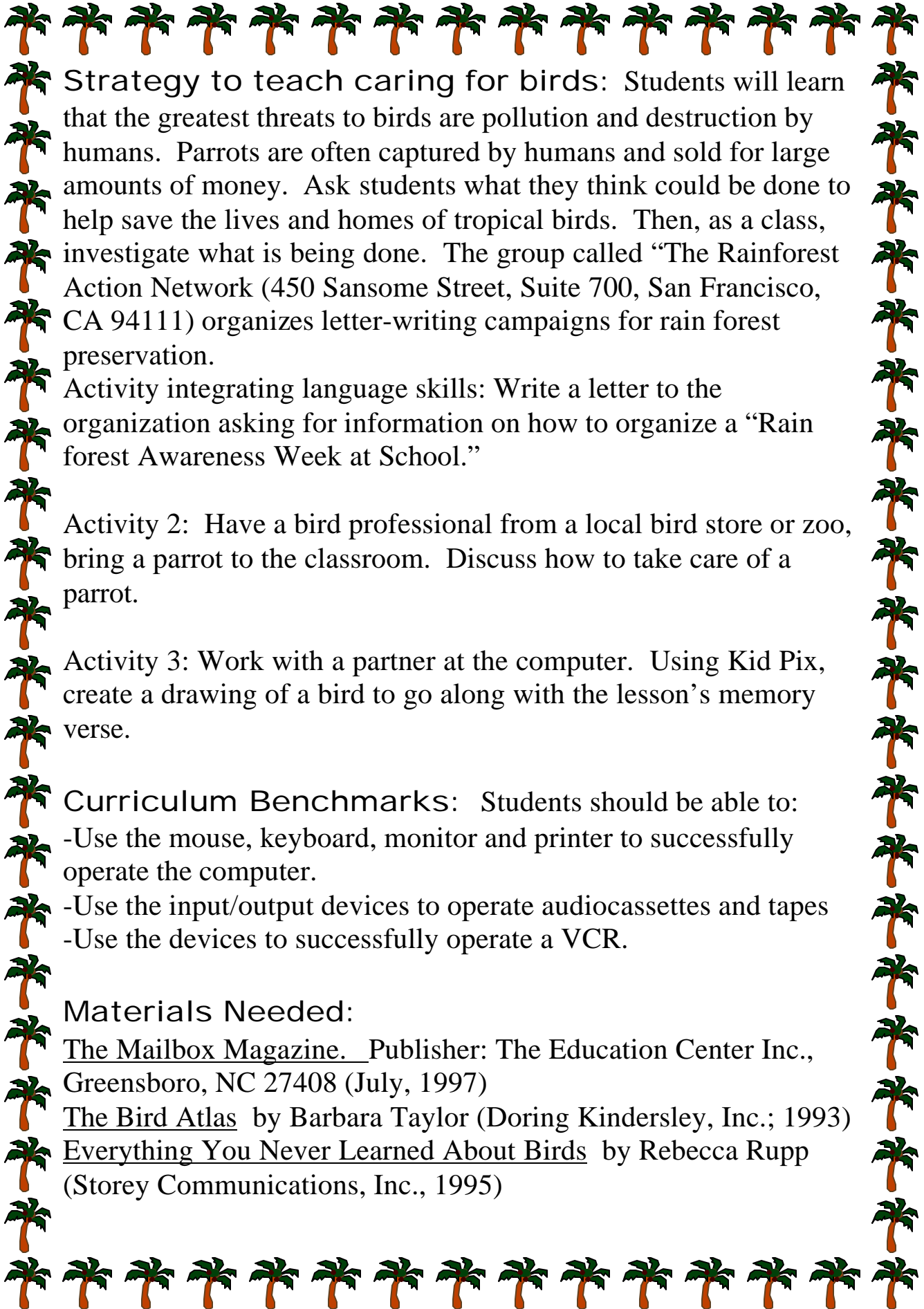
Subject: Science

Intended Grade level: lower elementary – 2nd grade

Description: This lesson includes many activities to teach students about birds especially tropical birds. Students will discover that tropical birds are colorful and are God's creation. The lesson covers topics such as the bird's appearance, habitat and diet.

Faith Integration: Students will read and memorize the following Bible verse: "And God said, Let the waters bring forth abundantly the moving creature that hath life, and fowl that may fly above the earth in the open..." Genesis 1:20

Students will discuss how God is the creator of all living things and he made the birds beautiful. He made them for us to enjoy and we should take care of them not harm them. Students will learn that if God takes care of the birds then he will take care of us.



Strategy to teach caring for birds: Students will learn that the greatest threats to birds are pollution and destruction by humans. Parrots are often captured by humans and sold for large amounts of money. Ask students what they think could be done to help save the lives and homes of tropical birds. Then, as a class, investigate what is being done. The group called “The Rainforest Action Network (450 Sansome Street, Suite 700, San Francisco, CA 94111) organizes letter-writing campaigns for rain forest preservation.

Activity integrating language skills: Write a letter to the organization asking for information on how to organize a “Rain forest Awareness Week at School.”

Activity 2: Have a bird professional from a local bird store or zoo, bring a parrot to the classroom. Discuss how to take care of a parrot.

Activity 3: Work with a partner at the computer. Using Kid Pix, create a drawing of a bird to go along with the lesson’s memory verse.

Curriculum Benchmarks: Students should be able to:

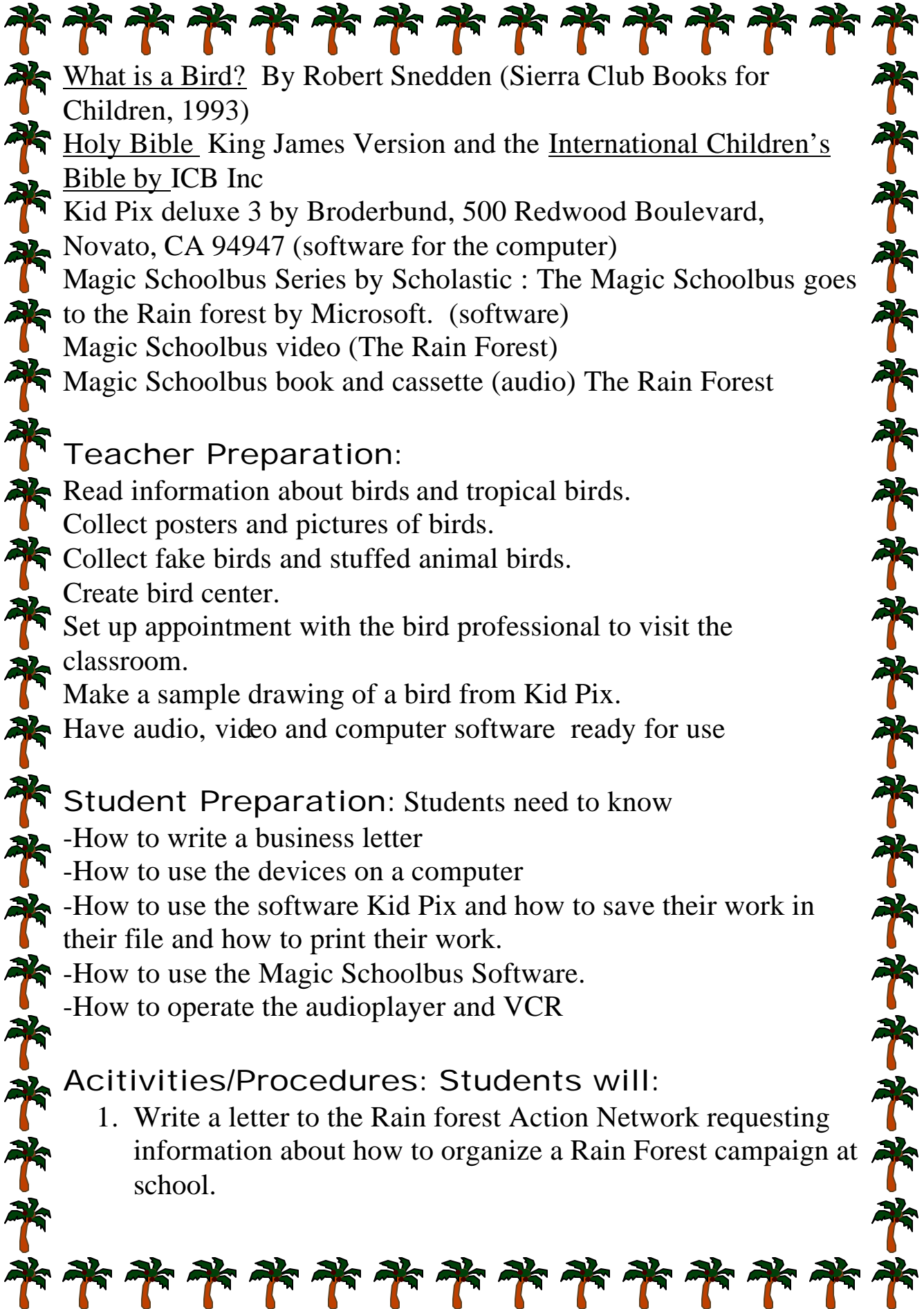
- Use the mouse, keyboard, monitor and printer to successfully operate the computer.
- Use the input/output devices to operate audiocassettes and tapes
- Use the devices to successfully operate a VCR.

Materials Needed:

The Mailbox Magazine. Publisher: The Education Center Inc., Greensboro, NC 27408 (July, 1997)

The Bird Atlas by Barbara Taylor (Doring Kindersley, Inc.; 1993)

Everything You Never Learned About Birds by Rebecca Rupp (Storey Communications, Inc., 1995)



What is a Bird? By Robert Snedden (Sierra Club Books for Children, 1993)

Holy Bible King James Version and the International Children's Bible by ICB Inc

Kid Pix deluxe 3 by Broderbund, 500 Redwood Boulevard, Novato, CA 94947 (software for the computer)

Magic Schoolbus Series by Scholastic : The Magic Schoolbus goes to the Rain forest by Microsoft. (software)

Magic Schoolbus video (The Rain Forest)

Magic Schoolbus book and cassette (audio) The Rain Forest

Teacher Preparation:

Read information about birds and tropical birds.

Collect posters and pictures of birds.

Collect fake birds and stuffed animal birds.

Create bird center.

Set up appointment with the bird professional to visit the classroom.

Make a sample drawing of a bird from Kid Pix.

Have audio, video and computer software ready for use

Student Preparation: Students need to know

-How to write a business letter

-How to use the devices on a computer

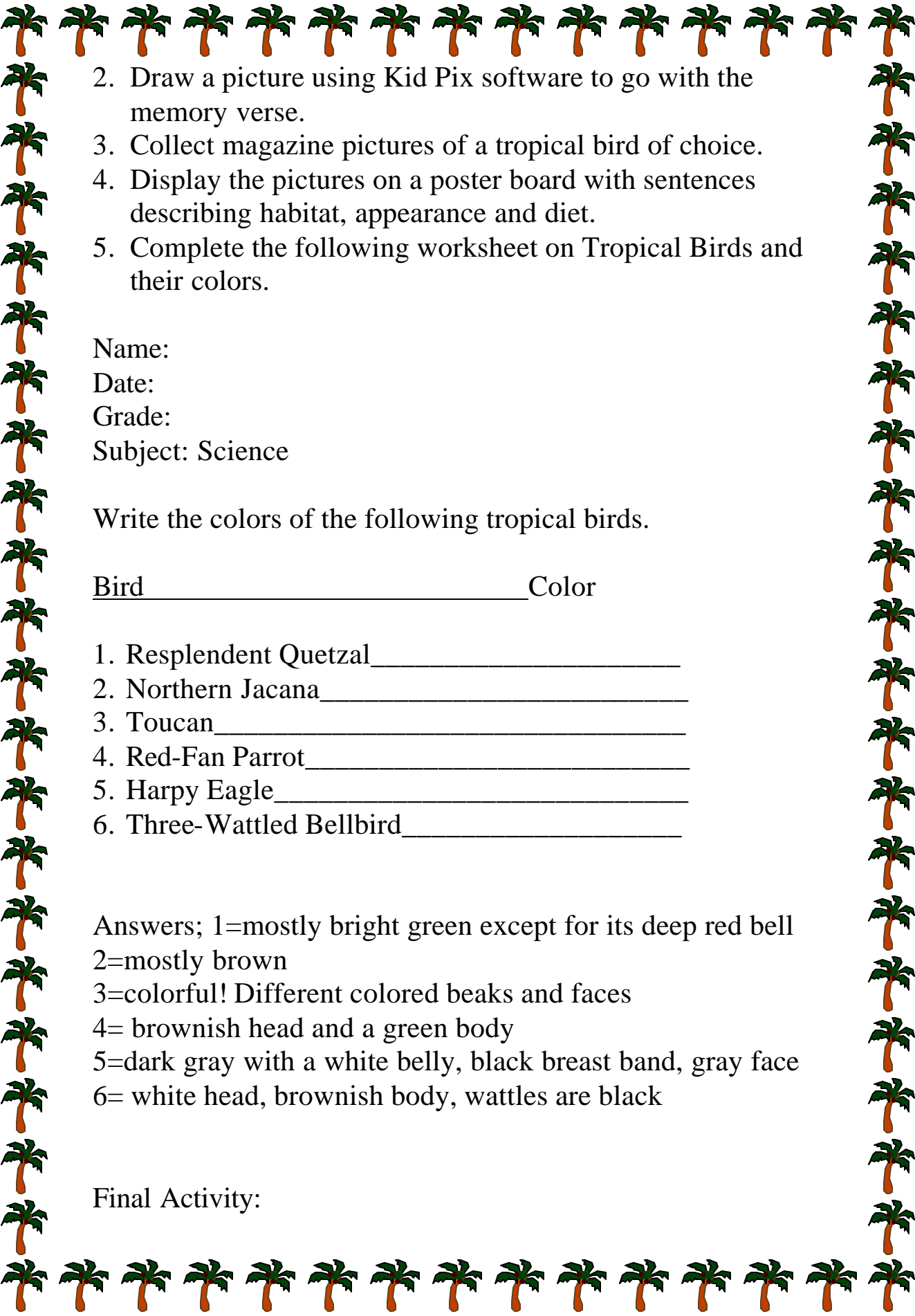
-How to use the software Kid Pix and how to save their work in their file and how to print their work.

-How to use the Magic Schoolbus Software.

-How to operate the audioplayer and VCR

Acitivities/Procedures: Students will:

1. Write a letter to the Rain forest Action Network requesting information about how to organize a Rain Forest campaign at school.

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2. Draw a picture using Kid Pix software to go with the memory verse.
 3. Collect magazine pictures of a tropical bird of choice.
 4. Display the pictures on a poster board with sentences describing habitat, appearance and diet.
 5. Complete the following worksheet on Tropical Birds and their colors.

Name:

Date:

Grade:

Subject: Science

Write the colors of the following tropical birds.

Bird _____ Color _____

1. Resplendent Quetzal _____
2. Northern Jacana _____
3. Toucan _____
4. Red-Fan Parrot _____
5. Harpy Eagle _____
6. Three-Wattled Bellbird _____

Answers; 1=mostly bright green except for its deep red bell

2=mostly brown

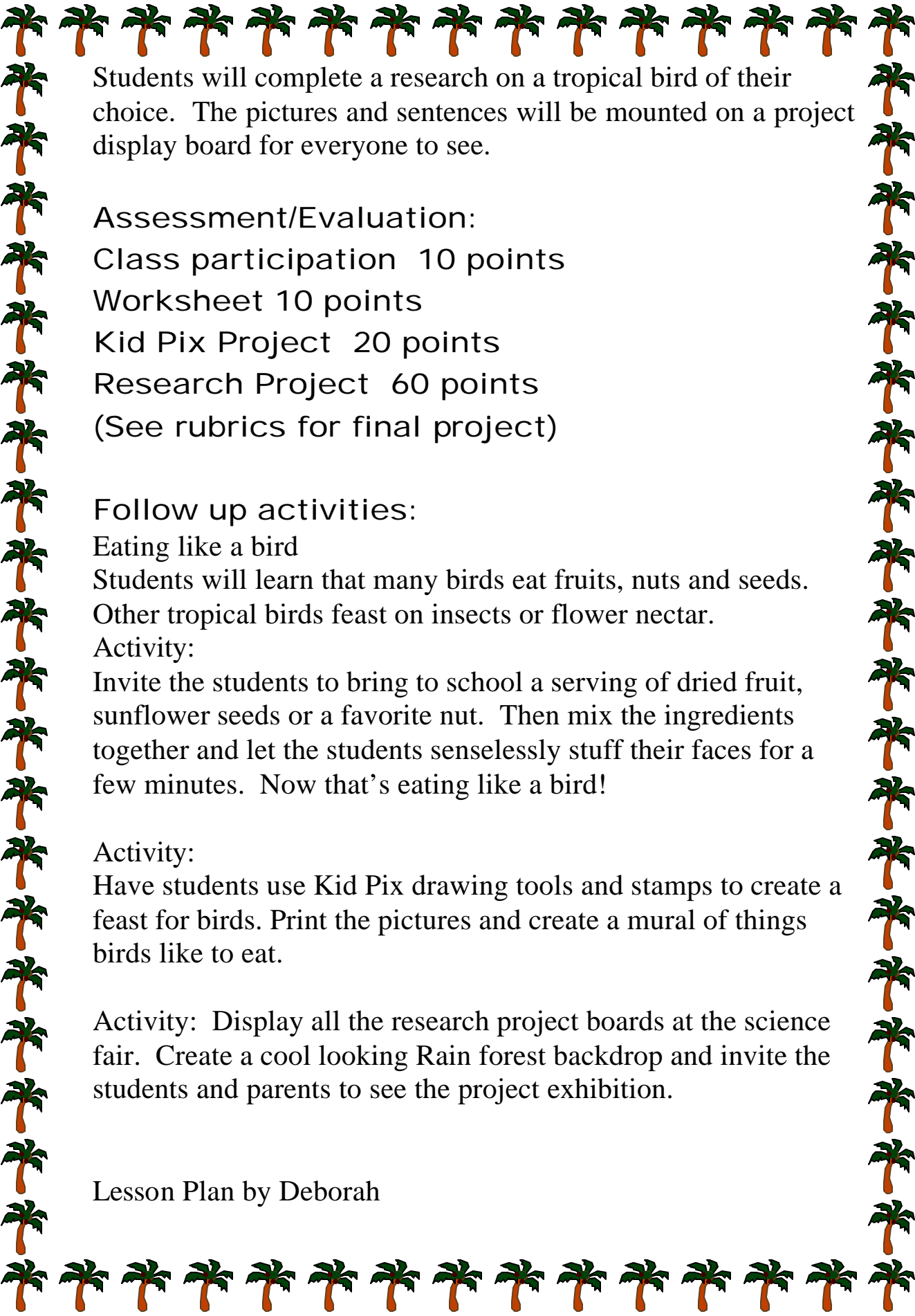
3=colorful! Different colored beaks and faces

4= brownish head and a green body

5=dark gray with a white belly, black breast band, gray face

6= white head, brownish body, wattles are black

Final Activity:



Students will complete a research on a tropical bird of their choice. The pictures and sentences will be mounted on a project display board for everyone to see.

Assessment/Evaluation:

Class participation 10 points

Worksheet 10 points

Kid Pix Project 20 points

Research Project 60 points

(See rubrics for final project)

Follow up activities:

Eating like a bird

Students will learn that many birds eat fruits, nuts and seeds.

Other tropical birds feast on insects or flower nectar.

Activity:

Invite the students to bring to school a serving of dried fruit, sunflower seeds or a favorite nut. Then mix the ingredients together and let the students senselessly stuff their faces for a few minutes. Now that's eating like a bird!

Activity:

Have students use Kid Pix drawing tools and stamps to create a feast for birds. Print the pictures and create a mural of things birds like to eat.

Activity: Display all the research project boards at the science fair. Create a cool looking Rain forest backdrop and invite the students and parents to see the project exhibition.

Lesson Plan by Deborah

Research Report: **Tropical Birds**

Teacher name: Deborah Russell

Student Name _____

CATEGORY	Excellent	Good	Satisfactory	
Organization	Information about student's selected bird is very organized with well-constructed paragraphs and subheadings.	Information about student's selected bird is organized with well-constructed paragraphs.	Information about student's selected bird is organized, but paragraphs are not well-constructed.	
Quality of Information	Information clearly relates to the student's selected bird topic (eg. The Toucan). It includes several supporting details and/or examples.	Information clearly relates to the student's selected bird topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the student's selected bird topic. No details and/or examples are given.	
Pictures & Illustrations	Pictures and illustrations are neat and accurate.	Pictures and illustrations are accurate but sometimes not neat.	Pictures and illustrations are accurate but not neat.	
Internet Use	Successfully uses suggested internet links to find information and navigates within these sites easily without assistance.	Usually able to use suggested internet links to find information and navigates within these sites easily without assistance.	Occasionally able to use suggested internet links to find information and navigates within these sites easily without assistance.	
Amount of Information	All topics (eg. characteristics, habitat, and food) are addressed and all questions answered with at least 2 sentences about each.	All topics (characteristics, habitat, and food) are addressed and most questions answered with at least 2 sentences about each.	All topics (characteristics, habitat, and food) are addressed, and most questions answered with 1 sentence about each.	

Date Created: 2003-07-24