**Birds of a Feather**

*Grades 1 and 2*

**Goal Statement**: Students will create a bird feeder or bird house for species of birds common to the Chesapeake Bay and observe various species of birds over an extended period of time.

**Objectives:**

* Students will learn about the characteristics common to all birds.
* Students will be able to identify at least 3 different species of birds found on the Chesapeake Bay region and describe their habitat.
* Students will research the Eastern Shore Blue Bird, Chickadee, Humming Bird or Woodpecker and create an educational piece that is permanent to the educational display.

**Required Materials:**

* Bird Feeders (at least 2 different types) Grade 1
* Hummingbird glucose solution
* Bird Suet
* Bird seed
* Bird Houses (at least 2 different types) Grade 2

*Eastern Shore Blue Bird Box and Chickadee Bird Box*

* Permanent Markers
* Birds of the Chesapeake Bay Power Point
* Various samples of bird beaks
* Various samples of bird eggs
* Skeletal vertebrate of a bird.
* Feathers

**Amount of time**

40 minutes per classroom

**Background Information**

Hundreds of species of birds live in the Chesapeake Bay watershed. Some birds live here year-round, while others migrate to the Bay region to feed or nest. Specific information that is common to all birds include: All birds hatch from an egg. Birds have an egg tooth that is used only to hatch out of an egg. Twenty four hours after they hatch the egg tooth falls off. Birds are vertebrates. Birds have feathers. You can look at a bird’s beak or bill and hypothesis what they eat. Birds are warm blooded.

**Show and Discover Steps**

1. Show at least 3 different samples of bird egg specimens. Try to have samples of different sized eggs to show that all are unique to the specific bird. (*I used penguin, hummingbird, bald eagle, and ostrich eggs)*
2. *Ask students how a bird understands how to build a bird’s nest? Give time for them to think about their answers.*
3. Show at least 3 different samples of bird beaks. Explain that the beaks are shaped different because of the food they eat. (*I used a replica specimens which included the emu, bald eagle, hummingbird and pelican.)*
4. Talk about birds that they might see on the Chesapeake Bay Region. Show pictures of at least 10 different types of birds common to the region.
5. Talk about the type of bird that might use the feeder or bird box.
6. Have students vote on which type of feeder or bird box they might use.
7. Have the student’s research educational statements that will be placed on their feeders or bird boxes. Each class should come to a consensus as to what educational statement should be placed on their feeder or box.
8. Students should decide how their class should personalize their projects.

**Extend the Knowledge!**

Materials needed:

Peacock Feathers various bird feathers.

* Talk about different types of feathers on a bird and what is the feather’s function.
* Ask the students what gender (male or female) of bird’s feathers are usually more colorful?
* Talk about camouflage and how it is used in nature.
* Give each student a peacock feather. Talk about the feather itself and how the shaft of the feather is hollow. Ask the students why it would be important to have it hollow inside.
* Have the students balance the feather on their hands. See how long they can balance the feather. Once they have mastered this skill, have them try to balance the feather on one finger.