

Birds: Nesting & Courtship

Synopsis

K, 1st—6th, upper



MN Academic Standards

Supported during HNC program. More standards can be supported with pre- and post lesson activities.

Science

- 0.1.1.2.1 Observation of natural world
- 0.4.1.1.1 Observe plants and animals
- 0.4.1.1.2 Parts of plant/animals
- 1.1.1.1.1 Support answer with observation
- 1.1.1.1.2 Accurate descriptions
- 1.4.1.1.1 Sort animals by characteristic
- 1.4.2.1.1 Animal needs for survival
- 1.4.2.1.2 Habitats provide needs
- 1.4.3.1.1 Life cycles
- 1.4.3.1.2 Life cycle same as parent
- 2.4.1.1 Living things are diverse
- 3.1.1.1.1 Support claims with evidence
- 3.1.3.4.1 Use science tools
- 3.4.1.1.1 Growth, survive, reproduce
- 3.4.1.1.2 Observable characteristics
- 3.4.3.2.1 Inherited or acquired traits
- 3.4.3.2.2 Differences give advantage
- 5.4.1.1.1 Plant and animal structures
- 5.4.4.1.1 Beneficial and harmful human interactions with natural system

Math

- K.3.1.2 Sort by shape, size, color and thickness

Language Arts

- 0.8.1.1 D, 0.8.3.3, 1.8.1.1 C, E, 1.8.3.3, 2.8.1.1 C, E, 2.8.3.3, 3.8.1.1 C, D, F, 3.8.3.3, 4.8.1.1 C, D, 5.8.1.1 C, D, 6.9.1.1 C, D

Authenticity

Students will observe birds and their spring behavior in Hartley Park.

Goals & Objectives

This program will:

- Highlight the major adaptations that set birds apart from all other creatures.
- Expose students to live birds and their behaviors in their natural habitat.
- Discuss the various ways that birds establish mates, nests, and territories for raising their young.

Students will be able to:

- Identify 4 common bird species by sight or sound.
- Summarize the process of bird courtship and nesting.
- Explain birds' unique adaptations. (2nd grade +)
- Use binoculars to observe wild birds. (3rd grade +)

Activities

In the classroom:

- Students will list adaptations that make birds different from all other animals.
- Students will discuss the process of bird courtship and nesting.
- (If a bird bander is available) Bird banding will be discussed in relation to nesting. Hartley educators may trap a wild bird to give students an up-close view of bird adaptations.

In the field:

- Students will observe and identify species seen in Hartley Park. Field marks and calls will be pointed out.
- Students will play "Nests and Robbers" to demonstrate the difficulties of providing for their young while simultaneously protecting their nests.
- Students will make a bird nest out of natural materials.
- Other bird signs and information can be discussed during the hike. What materials or locations will birds use for nest construction? If nests, cavities, or feathers are found, what do they tell us about the birds that left them?

Bad Weather Alternative

- Look at feathers up close and see how they are built to be strong and light.
- I-flyer or Ipad—listen to bird songs while seeing pictures of bird species that make those songs.
- Build A Nest—natural materials will be brought indoors and students will attempt to build a nest.