

Jay Curriculum: Unit Cover Page

Unit title: Birds **Grade Level:** 1
Content Area(s): Science **Date Created:**
Designed By: Jay First Grade Teachers

Year 1 Map & Template Development

- Map/Matrix Completed
- Material & Resources Listed
- Draft Design Template Completed
- Initial Draft Template Document

Year 2 Piloting

- Develop:
- Performance Tasks
- Other Assessments
- Scoring Rubrics
- Piloted

Year 3 Review & Complete Assessment

- Performance Tasks Development
- Other Assessments Completed
- Scoring Rubrics Completed
- Reviewed/Revised Templates

Year 4

- Full Implementation
- Benchmarks Established

Standard(s)/Performance Indicators:

- Classifying Life Forms
- A2 Describe characteristics on different living things
- A3 Explain, draw, or otherwise demonstrate the life cycle of an organism
- A4 Design and describe a classification system for objects
- Ecology
- B1 Identify ways that organisms depend upon their environment
- Cells
- C1 Demonstrate that living things are made up of different parts
- C2 Demonstrate an understanding that plants and animals need food, water, and gases to survive
- Continuity and Change
- D2 Identify characteristics that help organisms live in their environment
- Structure and Matter
- E3 Group objects based on observable characteristics (e.g. color, size, texture)
- Scientific Reasoning
- K3 Make observations
- K4 Participate in brainstorming activities
- Communication
- L1 Describe and compare things in terms of number, shape, texture, size, weight, color, and behavior

Unit: Birds

Brief Summary of Unit/Topic

Summary:

This unit provides experiences and lessons that will help students develop an understanding of birds. In this unit, students will be able to recognize the characteristics of birds. They will identify some seed eating birds and Maine predator birds. Concepts are reinforced daily through the use of interested projects, books, speakers, and A.V. materials.

Stage #1: Identify Desired Results

Essential Question/s:

General understanding/s (What is worth being familiar with?)

1. Students will recognize the characteristics of birds
2. They will identify Maine seed eating birds and Maine predator birds

Students will know:

1. all birds have common characteristics
2. individuals of the bird species are alike and different
3. some Maine birds are seed-eaters
4. some Maine birds are predators
5. birds have a life cycle

Students will be able to:

1. Write a characteristic of birds
2. Implement a "Memory Game" to match the bird to its name
3. Identify predator birds from other birds on an activity sheet

Enduring Understanding/s:

- The characteristics of birds
- Maine seed-eating and predator birds

Stage #2: Evidence

What evidence will students have to provide in order to demonstrate that they have developed the skills, knowledge and understanding to successfully complete this unit?

Performance Tasks/Products/other assessments Performance tasks should have a <u>scoring guide</u> .	<i>Performance Indicators</i> for this task.* Example: ELA: C- 1,2,3 Science: B- 3,5,7 SS His: H- 2	<u>Modalities</u> K =Kinesthetic O =oral V =visual W =written	Are <u>examples</u> available to students? ? Y, N, or N/A	Component of Local Assessment System? Y or N (See aligned scoring guide .)
Recognize the characteristics of birds	A2, A3, B1, C1, D2, E3, K3, K4, L1			
Identify seed-eating Maine birds (blue-jay, chick-a-dee, cardinal, goldfinch)	A2, A4, C2, K3			
Identify Maine predator birds (owl, hawk, eagle)	A2, A4, K3, L1			
QUIZZES, TESTS, PROMPTS				
Students will write in their journals 4 out of 6 characteristics of birds				
Using a "Memory Game" format, match the bird to the corresponding bird name				
On a sheet showing various birds, pick out only predator birds				
OTHER				
Observations				
Discussion and work samples of materials used in our bird activity sheet				
Illustrations				
Dialogues				
Charts				
STUDENT SELF ASSESSMENT				
Student journal writing				

*Abbreviate: English Language Arts= ELA, Career Preparation=CP, Modern and Classical Languages=MCL, Social Studies=SS, Visual and Performing Arts=VPA

Stage #3: Plan learning experiences & instruction

What teaching & learning experiences may equip students to develop & demonstrate the targeted understanding(s)? (activities/plans):

1. Brainstorm known facts on birds. Make a class web.
2. Introduce key vocabulary terms.
3. List common characteristics that make a bird an animal.
4. Draw or label the parts of a bird.
5. Observe a stuffed bird related to the parts of a bird
6. Through pictures, videos, books, slide presentations, and posters observe characteristics on how birds eat
7. Observe different kinds of beaks on birds and why their shapes determine the food they eat.
8. List foods that birds eat.
9. Observe the different types of bird's feet. Discuss how their shape helps them.
10. In our bird kit, ink print types of feet.
11. Memory game on birds. Recognition and it's name.
12. Puzzle and sequence the life cycle of a bird
13. Read appropriate literature on the life cycle of a bird.
14. Make bird feeders to observe which birds come to the feeders
15. Make a poster illustrating a design of a feeder. Color different types of birds to go on the poster
16. Local speaker, Dave Karkas, comes to school and does a slide presentation as well as speaks on the different kinds of birds in the Jay area.
17. Journal writing on birds
18. Sing songs, chants, and poems
19. Computer software. Sammy's Science House
20. Make edible bird nests.

REFERENCES: