

# Birds Through the Seasons

**Grade Level:** Second Grade

**Written by:** Jean Vance, Clegern Public Schools

**Length of Unit:** Ten Lessons

## I. ABSTRACT

- A. Second graders will learn about the four seasons and earth's orbit around the sun. They will understand how birds are affected by the cycle of the seasons and that they follow the cycle of life. (birth, growth, reproduction, death)
- B. Students will be exposed to a variety of poetry and literature about nature.
- C. Students will learn how to write an informational report.

## II. OVERVIEW

- A. Concept Objectives
  - 1. Students will become aware of the reasons for the seasonal cycles.
  - 2. Students will develop an understanding of the life cycle.
  - 3. Students will be exposed to a variety of poetry and literature about nature.
  - 4. Students will be introduced to the steps involved in writing an informational paragraph.
- B. Content from the *Core Knowledge Sequence*
  - 1. Language Arts
    - a. Spelling, Grammar, and Usage
      - (1) Recall incidents, characters, facts and details of stories and other texts. [p.43]
      - (2) Write legibly on standard-ruled notebook paper. [p.44]
    - b. Poetry
      - (1) "Something Told the Wild Geese" [p. 44]
      - (2) *El Pajaro Cu* [p. 45]
    - c. Writing
      - (1) Produce a variety of types of writing -- such as reports and descriptions -- and make reasonable judgments about what to include in his or her own written work based on the purpose and type of composition. [p.43]
  - 2. Science
    - a. Seasonal Cycles
      - (1) The four seasons and earth's orbit around the sun (one year) [p.59]
      - (2) Seasons and life process [p. 59]
        - (a) Spring: mating and hatching
        - (b) Summer: growth
        - (c) Fall: migration
        - (d) Winter
    - b. Reproduction in animals
      - (1) From egg to egg with a chicken [p. 59]
  - 3. Music
    - a. Composers and their Music
      - (1) Antonio Vivaldi, *The Four Seasons*. [p. 55]
- C. Skill Objectives
  - 1. Language Arts
    - a. Use handwriting/penmanship to copy and/or compose text using correct spacing and formation of letters (5.13)
    - b. Read nonfiction text for answers to specific questions. (3.4)

- c. Demonstrate an interest in a variety of texts (e.g., poems, informational text, plays, folk tales, fables, predictable books, legends, and fairytales). (4.4)
  - d. Compose a summary of information. (5.12)
2. Science
- a. Analyze and describe the sequence of events of the cycles of a bird and a mammal. (C2.1)
  - b. Identify characteristics of the sun and compare day and night. -Describe how they occur. (C.3.2)

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
- 1. Branley, Franklyn. *Sunshine Makes the Seasons*. Thomas Y. Crowell, New York, 1985. ISBN 0-690-04481-X
  - 2. Nelson, Robin. *From Egg to Chicken*. Lerner Publications Company, Minneapolis, 2003. ISBN0-8225-4662-0.
- B. For Students
- 1. Kindergarten: Animals and Their Needs
  - 2. First grade: Habitats

### IV. RESOURCES

- A. Branley, Franklyn. *Sunshine Makes the Seasons*. Thomas Y. Crowell, New York, 1985. ISBN 0-690-04481-X
- B. Creative Teaching Press. *Theme Series: Birds. Grades 2 – 3*. Creative Teaching Press, Inc., Cypress, CA 90630, 1990. CTP 2423
- C. Nelson, Robin. *From Egg to Chicken*. Lerner Publications Company, Minneapolis, 2003. ISBN0-8225-4662-0
- D. Schaffer, Frank. *Discovering Science/Weather*. Frank Schffer Publications, Inc., Torrance, CA, 1991. ISBN 0-86734-146-7

### V. LESSONS

#### Lesson One: Seasons

- A. *Daily Objectives*
- 1. Concept Objective
    - a. Students will become aware of the reasons for the seasonal cycles.
  - 2. Lesson Content
    - a. Recall incidents, characters, facts and details of stories and other texts. [p.43]
    - b. Write legibly on standard-ruled notebook paper. [p.44]
    - c. The four seasons and earth's orbit around the sun (one year) [p. 59]
    - d. Composers and their Music: Antonio Vivaldi, *The Four Seasons*. [p. 55]
  - 3. Skill Objective
    - a. Identify characteristics of the sun and compare day and night. Describe how they occur. (C3.2)
    - b. Use handwriting/penmanship to copy and/or compose text using correct spacing and formation of letters. (5.13)
- B. *Materials*
- 1. K-W-L chart (Appendix A)
  - 2. Book: *Sunshine Makes the Seasons* by Franklyn Branley
  - 3. Oranges (Enough for half of your class to have one.)
  - 4. Flashlights (Enough for the other half of your class.)

5. Pencils (Enough for half of your class to have one.)
6. Push pins
7. Permanent markers
8. Large piece of blue construction paper folded in half for each student
9. Dictionaries
10. Writing paper and pencil
11. CD: Antonio Vivaldi, *The Four Seasons*
12. Birdhouse note

C. *Key Vocabulary*

1. rotate – To turn or cause to turn around on an axis.
2. axis – A real or imaginary straight line through the center of an object, around which the object turns.
3. pole – Either end of the earth’s axis. The North Pole is opposite the South Pole.

D. *Procedures/Activities*

1. The teacher will fold the blue construction paper in half to make a booklet in which students will keep their work.
2. Share information about Antonio Vivaldi life and accomplishments. (<http://www.artsalive.ca/en/mus/greatcomposers/vivaldi/vivaldi.html> ) During the unit the teacher will play *The Four Seasons* by Antonio Vivaldi.
3. The teacher will help the students complete the Know and Want to know part of the K-W-L chart. (Appendix A)
4. Introduce the key vocabulary. Write the word on the board. Choose a student to read the word, look up the word in the dictionary, read the definition, and use the word in context.
5. Read and discuss *Sunshine Makes the Seasons* by Franklyn Branley. *Where did they mark the North Pole on the orange? (At the top of the orange.) What is the line half way between the poles called? (equator) Why did they tilt the orange? (Because that is the way the earth is in real life.) Name the four seasons. (spring, summer, winter, and fall)*
6. Divide the class in half. Give half of the class a sharpened pencil and an orange. (*You will want to help students push the pencil in the orange to represent the axis.*) Give the other half a flashlight. Give each group a permanent marker and a push pin. Have each group mark the North and South Poles and the equator. Have the students push a pin in the orange to mark where they live.
7. Have one person hold the orange while the other person holds the flashlight. Keeping the axis straight up and down on the earth/orange, walk around the flashlight in a circle while rotating the orange. A complete turn of the orange would be one day and a complete orbit/circle would be the same as a year. Because the axis is straight up and down there would be no change in seasons.
8. Next tilt the axis so the North Pole is tilted away from the sun/flashlight and follow the same process. It will show why we have seasons. The complete directions for this activity are found in *Sunshine Makes the Seasons* by Franklyn Branley.
9. Have students complete a handwriting activity for their *Birds Through the Seasons* booklet. The students should copy this text: “*Seasons*” The reason we have day and night is because the earth rotates every twenty-four hours. We have seasons because the axis is tilted and the sun warms the earth.
10. The teacher will send home a note asking students to make a birdhouse. The following information is included. (*I send the note home about three weeks before I start the unit. This will give students enough time to complete their birdhouse.*)  
 Wanted: Birdhouses  
 What: Any kind of birdhouse made out of any kind of material, with as much help as you need.  
 When: Due date

Everyone will get a certificate and be recognized.

This is strictly a voluntary assignment.

10. The teacher will schedule the Zoomobile for a presentation about birds.

E. *Assessment/Evaluation*

1. The teacher will informally assess students during the completion of the Know and What you want to know portion of the K-W-L chart. (Appendix A)
2. The teacher will informally assess the student's understanding of relevant details during the reading of *Sunshine Makes the Seasons* and the following experiment.
3. The teacher will collect the printing page and formally assess to see that words and sentences are legible.

**Lesson Two: From Egg to Egg**

A. *Daily Objectives*

1. Concept Objective
  - a. Students will develop an understanding of the life cycle.
2. Lesson Content
  - a. Recall incidents, characters, facts and details of stories and other text [p.43]
  - b. Write legibly on standard-ruled notebook paper [p.44]
  - c. Reproduction in animals: From egg to egg with a chicken [p. 59]
3. Skill Objective
  - a. Analyze and describe the sequence of events of the cycles of a bird and a mammal. (C2.1)
  - b. Use handwriting/penmanship to copy and/or compose text using correct spacing and formation of letters. (5.13)

B. *Materials*

1. Dictionaries
2. Writing paper, pencil, and crayons
3. Four pieces of white construction and one piece of yellow construction paper for each child.
4. Book: *From Egg To Chicken* by Robin Nelson
5. Box of brads

C. *Key Vocabulary*

1. down – Soft, fluffy feathers.
2. egg tooth –A tooth used to break a shell.
3. yolk – The yellow part of an egg.

D. *Procedures/Activities*

1. Introduce the key vocabulary. Write the word on the board. Choose a student to read the word, look up the word in the dictionary, read the definition, and use the word in context.
2. Read and discuss *From Egg To Chicken* by Robin Nelson. *Where does a chicken begin? (A chicken begins as a small spot on an egg yolk.) Where does the baby chick get its food? (The baby gets its food from the yolk.) What does the baby chick crack its shell with? (The baby chick cracks the egg with its egg tooth.) What keeps the chick warm? (The chick is covered with soft feathers called down. Down keeps it warm.)*
3. Have the students trace four large egg patterns on white paper. **First page:** Write the title *From Egg to Chick*. **Second page:** Stage 1 The rooster fertilizes the egg. The hen lays the egg. **Third page:** Stage 2 A baby chick uses its beak to hatch from the egg. The chick can walk, see, eat, and drink. Cut this page in a zig zag pattern down the middle so it looks like the egg is cracking open. Cut one small and one medium circle out of yellow construction paper. Put an orange beak and black eye; glue these to form a baby chick. Glue the chick to the back of the bottom half of the egg. **Fourth page:** Stage 3 A full grown chicken has feathers, a comb, a wattle, and earlobes. Have students draw a full grown chicken. Connect all four pages at the top with a brad. (Connect the top half of page three.) Then connect the bottom half of page three to page four with a brad. The students will have made a darling

- book that shows the life cycle of a chicken. (*This project may take more than one day to complete.*)
4. Have students complete a handwriting activity for their *Birds Through the Seasons* booklet. The students should copy this text: “*From Egg to Egg*” Birth: The chicken lays an egg. Growth: The chick grows inside the egg. It hatches. It grows up to be a hen. Reproduction: The rooster fertilizes the egg. Death: The cycle starts again and eventually the hen dies.
- E. *Assessment/Evaluation*
1. The teacher will informally assess the student’s understanding of relevant details during the reading of *From Egg To Chicken* by Robin Nelson.
  2. The teacher will collect the student made books to see that all the stages “From egg to egg” have been included.
  3. The teacher will collect the printing page and formally assess to see that words and sentences are legible.

### **Lesson Three: The Seasons and Life Cycle**

- A. *Daily Objectives*
1. Concept Objective
    - a. Students will become aware of the reasons for the seasonal cycles.
    - b. Students will develop an understanding of the life cycle.
  2. *Lesson Content*
    - a. Recall incidents, characters, facts and details of stories and other texts. [p.43]
    - b. Write legibly on standard-ruled notebook paper. [p.44]
    - c. The four seasons and earth’s orbit around the sun (one year) [p. 59]
    - d. Reproduction in animals: From egg to egg with a chicken [p. 59]
    - e. Produce a variety of types of writing -- such as reports and descriptions – and make reasonable judgments about what to include in his or her own written work based on the purpose and type of composition. [p.43]
  3. *Skill Objective*
    - a. Identify characteristics of the sun and compare day and night. Describe how they occur. (C3.2)
    - b. Analyze and describe the sequence of events of the cycles of a bird and a mammal. (C2.1)
    - c. Use handwriting/penmanship to copy and/or compose text using correct spacing and formation of letters. (5.13)
- B. *Materials*
1. Dictionaries
  2. Writing paper, pencil, and crayons
  3. Book: *What Your 2<sup>nd</sup> Grader Needs To Know*
  4. Red-headed woodpecker (Appendix B)
  5. Four Seasons Riddle Rubric (Appendix C)
  6. Book: *WHY do seasons change?* by Christopher Maynard
- C. *Key Vocabulary*
1. cycle – A series of events that happen one after another in the same order, over and over again.
  2. seasons – One of the four seasons of the year as determined by the earth’s position.
- D. *Procedures/Activities*
1. Introduce the key vocabulary. Write the word on the board. Choose a student to read the word, look up the word in the dictionary, read the definition, and use the word in context.
  2. The teacher will share background knowledge cycle of the seasons found in *What Your 2<sup>nd</sup> Grader Needs to Know*. (pp.300 - 301)

3. Read and discuss *WHY do seasons change?* by Christopher Maynard. *Why do seasons change? (Seasons change because the earth tilts.) Why do birds migrate? (Birds migrate to go where it is warm and where they can find plenty of food.) Why is it dark at night? (The earth spins. When one side is facing away from the sun it is night.) Why are baby birds born in spring? (Baby birds have a much better chance of surviving in spring because it is warmer and food is plentiful.)*
  4. Share the following riddle with the students. *The days are long. The sun shines brightly. You may need to wear your sunscreen. What season am I? (Answer: Summer)* The teacher will go over the Four Seasons Riddle Rubric (Appendix C) so students are aware of the expectations. The students will write an original riddle for one of the four seasons. Collect all of the riddles and make a class book for hours of fun reading.
  5. Share the following information about the red-headed woodpecker. *Woodpeckers follow the life cycle. (Birth, growth, reproduction, death) Most birds migrate in fall, but this bird only moves to areas with a supply of nuts. Woodpeckers have a very hard heads. They use their heads to hammer on trees, to hunt for food and to talk to each other. They eat insects that they find in trees with their long sticky tongues.* Then have students color the red-headed woodpecker. (Appendix B)
  6. Have students complete a handwriting activity for their *Birds Through the Seasons* booklet. The students should copy this text: “*The Seasons and Life Cycle*” The four seasons are spring, summer, fall, and winter. The cycle of life has four parts also: birth, growth, reproduction, and death. Some living things life cycle follow the cycles of the seasons.
- E. *Assessment/Evaluation*
1. The teacher will informally assess the student’s understanding of relevant details during the reading of *WHY do seasons change?* by Christopher Maynard.
  2. The teacher will formally assess the student’s riddles by using the Four Seasons Riddle Rubric. (Appendix C)
  3. The teacher will collect the printing page and formally assess to see that words and sentences are legible.

#### **Lesson Four: Spring**

##### A. *Daily Objectives*

1. Concept Objective
  - a. Students will become aware of the reasons for the seasonal cycles.
  - b. Students will develop an understanding of the life cycle.
2. *Lesson Content*
  - a. Recall incidents, characters, facts and details of stories and other texts. [p.43]
  - b. Write legibly on standard-ruled notebook paper. [p.44]
  - c. The four seasons and earth’s orbit around the sun (one year) [p. 59]
  - d. Reproduction in animals: From egg to egg with a chicken [p. 59]
3. *Skill Objective*
  - a. Identify characteristics of the sun and compare day and night. Describe how they occur. (C3.2)
  - b. Analyze and describe the sequence of events of the cycles of a bird and a mammal. (C2.1)
  - c. Use handwriting/penmanship to copy and/or compose text using correct spacing and formation of letters. (5.13)

##### B. *Materials*

1. Dictionaries
2. Writing paper, pencil, and crayons
3. Book: *What Your 2<sup>nd</sup> Grader Needs To Know*

4. Reading a Thermometer found in *Discovering Science/ Weather* by Frank Schaffer Publication. (p. 10)
  5. Red-winged blackbird (Appendix D)
  6. Book: *What Your 2<sup>nd</sup> Grader Needs To Know*
- C. *Key Vocabulary*
1. spring – A season that follows winter.
  2. temperature – How warm or cool something is.
  3. thermometer – A tool to measure temperature.
- D. *Procedures/Activities*
1. Introduce the key vocabulary. Write the word on the board. Choose a student to read the word, look up the word in the dictionary, read the definition, and use the word in context.
  2. The teacher will share background knowledge about the changes of animals, birds and plants in spring found in *What your 2<sup>nd</sup> Grader Needs to Know*.(pp.268 -269)
  3. The students will complete the Reading a Thermometer page found in *Discovering Science/ Weather* by Frank Schaffer Publication. (p. 10)
  4. Share the following information about the red-winged blackbird. *Red-winged blackbirds arrive early in the spring. They eat insects and weed seeds. They make their nests in swamps and marshes. They feed mostly on seeds in fall and spring, switching to insects during summer.* Have students color the red-winged blackbird. (Appendix D)
  5. Have students complete a handwriting activity for their *Birds Through the Seasons* booklet. The students should copy this text: “*Spring*” Springtime is a wonderful time of year! The days are warmer. This helps plants to grow and flowers to bloom. Birds build nests so they can lay their eggs.
- E. *Assessment/Evaluation*
1. The teacher will formally assess the Reading a Thermometer page. +6/6
  2. The teacher will informally assess the student’s understanding of relevant details during discussion times.
  3. The teacher will collect the printing page and formally assess to see that words and sentences are legible.

### **Lesson Five: Summer**

- A. *Daily Objectives*
1. Concept Objective
    - a. Students will become aware of the reasons for the seasonal cycles.
    - b. Students will develop an understanding of the life cycle.
  2. *Lesson Content*
    - a. Recall incidents, characters, facts and details of stories and other texts. [p.43]
    - b. Write legibly on standard-ruled notebook paper. [p.44]
    - c. The four seasons and earth’s orbit around the sun (one year) [p. 59]
    - d. Reproduction in animals: From egg to egg with a chicken [p. 59]
  3. *Skill Objective*
    - a. Identify characteristics of the sun and compare day and night. Describe how they occur. (C3.2)
    - b. Analyze and describe the sequence of events of the cycles of a bird and a mammal. (C2.1)
    - c. Use handwriting/penmanship to copy and/or compose text using correct spacing and formation of letters. (5.13)
- B. *Materials*
1. Dictionaries

2. Writing paper, pencil, and crayons
  3. Book: *What Your 2<sup>nd</sup> Grader Needs To Know*
  4. “A Temperature Experiment” found in *Discovering Science/Weather* (p.11)
  5. Book: *What Your 2<sup>nd</sup> Grader Needs To Know*
  6. Two cups, two thermometers, water, and soil
  7. House wren picture (Appendix E)
- C. *Key Vocabulary*
1. absorb – To take in and hold.
  2. hypothesis – An idea assumed to be true for the sake of argument or further study.
- D. *Procedures/Activities*
1. Introduce the key vocabulary. Write the word on the board. Choose a student to read the word, look up the word in the dictionary, read the definition, and use the word in context.
  2. The teacher will share background knowledge about the changes of animals, birds and plants in summer found in *What Your 2<sup>nd</sup> Grader Needs to Know*. (pp.301 - 302)
  3. The teacher and students will set up the temperature experiment, “A Temperature Experiment” found in *Discovering Science/Weather*. (p.11) This experiment will show students how the sun warms both water and soil.
  4. Share the following information about the house wren. *During spring male house wrens return about nine days ahead of the females to begin picking their territories. House wrens make their nests in rotted holes in limbs, in tin cans nailed to trees, or in birdhouses. In the summer people love to have house wrens around their gardens because they eat insects and spiders.* Have students color the house wren. (Appendix E)
  5. Have students complete a handwriting activity for their *Birds Through the Seasons* booklet. The students should copy this text: “*Summer*” *In the heat of summer most plants and animals continue to grow. Baby birds that hatched out of their eggs in spring start to get their feathers. Summer is a time when baby birds begin to take care of themselves.*
- E. *Assessment/Evaluation*
1. The teacher will formally assess the “A Temperature Experiment” page found in *Discovering Science/Weather*.
  2. The teacher will informally assess the student’s understanding of relevant details during discussion times.
  3. The teacher will collect the printing page and formally assess to see that words and sentences are legible.

## Lesson Six: Fall

- A. *Daily Objectives*
1. Concept Objective
    - a. Students will become aware of the reasons for the seasonal cycles.
    - b. Students will develop an understanding of the life cycle.
    - c. Students will be exposed to a variety of poetry and literature about nature.
  2. *Lesson Content*
    - a. Recall incidents, characters, facts and details of stories and other texts. [p.43]
    - b. Write legibly on standard-ruled notebook paper. [p.44]
    - c. The four seasons and earth’s orbit around the sun (one year) [p. 59]
    - d. Reproduction in animals: From egg to egg with a chicken [p. 59]
    - e. “*Something Told the Wild Geese*” [p. 44]
  3. *Skill Objective*
    - a. Identify characteristics of the sun and compare day and night. Describe how they occur. (C3.2)

- b. Analyze and describe the sequence of events of the cycles of a bird and a mammal. (C2.1)
  - c. Use handwriting/penmanship to copy and/or compose text using correct spacing and formation of letters. (5.13)
  - d. Demonstrate an interest in a variety of texts (e.g., poems, informational text, plays, folk tales, fables, predictable books, legends, and fairytales). (4.4)
- B. *Materials*
- 1. Dictionaries
  - 2. Writing paper, pencil, and crayons
  - 3. Book: *What Your 2<sup>nd</sup> Grader Needs To Know*
  - 4. “*Something Told the Wild Geese*” found in the Teacher Handbook Text Resources (p.10)
  - 5. Book: *Feathers* by Eileen Spinelli
  - 6. Song sparrow picture (Appendix F)
- C. **Key Vocabulary**
- 1. fall – Warm days and cool nights.
  - 2. migration – A trip animals make in fall and then again in the spring.
- D. *Procedures/Activities*
- 1. Introduce the key vocabulary. Write the word on the board. Choose a student to read the word, look up the word in the dictionary, read the definition, and use the word in context.
  - 2. The teacher will share background knowledge about the changes of animals, birds and plants in fall found in *What your 2<sup>nd</sup> Grader Needs to Know*. (p.302)
  - 3. The teacher will share information about the song sparrow. *The song sparrow is the first bird in the North to sing its beautiful song in the spring. It lays four or five blue white eggs with brown spots on them. In the fall they migrate to the southern states and spend their winters in Oklahoma.* Have the students color the song sparrow.
  - 4. The teacher will read *Feathers* by Eileen Spinelli. Discuss the different varieties of poetry. *Do all poems rhyme? (No) Can you learn true things about birds from the poetry in this book? (Yes) What was your favorite poem?*
  - 5. The teacher will read “*Something Told the Wild Geese*” found in the Teacher Handbook Text Resources. (p.10) Have students fold a blank sheet of paper in half and then half again. Label each box with a season. The teacher will write student’s responses on the board and the students will copy from the board. List descriptions mentioned in the poem under each season. *Fall: golden fields, cautioned frost, Winter: whispered snow, sagging orchards, steamed with amber spice, Spring: remembered ice Summer: summer sun was on their wings.*
  - 6. Have students complete a handwriting activity for their *Birds Through the Seasons* booklet. The students should copy this text: “*Fall*” *Some birds take a long trip in fall, and then they take the same trip back in the spring. This is called migration. They go for food, warmth and safety. No one knows the complete story of why birds migrate.*
- E. *Assessment/Evaluation*
- 1. The teacher will informally assess the student’s understanding of relevant details during discussion times.
  - 2. The teacher will collect the printing page and formally assess to see that words and sentences are legible.

## **Lesson Seven: Winter**

### A. *Daily Objectives*

- 1. Concept Objective
  - a. Students will become aware of the reasons for the seasonal cycles.
  - b. Students will develop an understanding of the life cycle.
- 2. *Lesson Content*

- a. Recall incidents, characters, facts and details of stories and other texts. [p.43]
  - b. Write legibly on standard-ruled notebook paper. [p.44]
  - c. The four seasons and earth's orbit around the sun (one year) [p. 59]
  - d. Reproduction in animals: From egg to egg with a chicken [p. 59]
3. *Skill Objective*
- a. Identify characteristics of the sun and compare day and night. Describe how they occur. (C3.2)
  - b. Analyze and describe the sequence of events of the cycles of a bird and a mammal. (C2.1)
  - c. Use handwriting/penmanship to copy and/or compose text using correct spacing and formation of letters. (5.13)
- B. *Materials*
1. Dictionaries
  2. Writing paper, pencil, and crayons
  3. Book: *What Your 2<sup>nd</sup> Grader Needs To Know*
  4. "Rain, Snow, Hail" found in *Discovering Science/Weather* (p. 18)
  5. Bluebird picture (Appendix G)
- C. *Key Vocabulary*
1. winter – The coldest season of the year.
  2. blizzard –A snowstorm with high winds and very cold temperatures.
  3. crystals – A body that is formed by certain substances when they change into a solid. Snowflakes are crystals.
- D. *Procedures/Activities*
1. Introduce the key vocabulary. Write the word on the board. Choose a student to read the word, look up the word in the dictionary, read the definition, and use the word in context.
  2. The teacher will share background knowledge about the changes of animals, birds and plants in winter found in *What Your 2<sup>nd</sup> Grader Needs to Know*. (p. 302 -303)
  3. The students will complete the "Rain, Snow, Hail" page found in *Discovering Science/Weather*. (p. 18)
  4. The teacher will share information about the bluebird. *The feathers of the bluebird look blue only when the light falls them just right. In the first days of spring when the bluebird first fly from the South, they make a soft call. Later, it is even softer, but much shorter. The best place to listen for it is in an apple orchard. The bluebird lives in Oklahoma year-round. They gather in groups to live during the winter. Some winters are unseasonably cold and their populations go down.* Have the students color the bluebird.
  5. Have students complete a handwriting activity for their *Birds Through the Seasons* booklet. The students should copy this text: "Winter" *Because of the cold winter days, most birds have migrated south. During their stay in the south they will rest and eat so they can be ready for their trip north in the spring. Some birds, like cardinals, do not migrate at all. They spend the winter feeding on winter berries.*
- E. *Assessment/Evaluation*
1. The teacher will formally assess the "Rain, Snow, Hail" page found in *Discovering Science/Weather*. (+9/9)
  2. The teacher will informally assess the student's understanding of relevant details during discussion times.
  3. The teacher will collect the printing page and formally assess to see that words and sentences are legible.

## Lesson Eight: El Pajaro Cu

- A. *Daily Objectives*
1. Concept Objective
    - a. Students will become exposed to a variety of poetry and literature about nature.
    - b. Students will be introduced to the steps involved in writing an informational paragraph.
  2. *Lesson Content*
    - a. Recall incidents, characters, facts and details of stories and other texts. [p.43]
    - b. *El Pajaro Cu* [p. 45]
    - c. Produce a variety of types of writing -- such as reports and descriptions -- and make reasonable judgments about what to include in his or her own written work based on the purpose and type of composition. [p. 42]
  3. *Skill Objective*
    - a. Demonstrate an interest in a variety of texts (e.g., poems, informational text, plays, folk tales, fables, predictable books, legends, and fairytales). (4.4)
    - b. Read nonfiction text for answers to specific questions. (3.4)
    - c. Compose a summary of information. (5.12)
- B. *Materials*
1. Dictionaries
  2. Research Questions (Appendix H)
  3. Research Rubric (Appendix I)
  4. *El Pajaro Cu* found in the *Teacher Handbook Text Resources* (p.28)
  5. Pencils
- C. *Key Vocabulary*
1. folktale – A traditional story that has been handed down among the common people
  2. characteristics – A quality or feature that belongs to and helps to identify a person or thing.
  3. research - A careful study or investigation in order to find and learn facts.
  4. bibliography – A list of books about a subject.
- D. *Procedures/Activities*
1. Introduce the key vocabulary. Write the word on the board. Choose a student to read the word, look up the word in the dictionary, read the definition, and use the word in context.
  2. As a springboard into their research paper the teacher will read and discuss *El Pajaro Cu* found in the *Teacher Handbook Text Resources*. (p.28) *This story is an example of a Pourquoi Tale. A Pourquoi Tale explains how and why things happen in nature. What birds did the story mention? (Owl, Dove, Peacock. El Pajaro Cu, Parrot, Canary, Guinea Bird, Crow, Swan, Redbird, and Roadrunner) Do you know any characteristics that these birds have? List these on the board. (Example: The peacock is beautiful.) What was the problem in the story? (El Pajaro Cu had no feathers.) What solution did the birds come up with? (The solution was that each of the birds would give him a feather.) Why does the roadrunner streak from one place to another? (He is looking for El Pajaro Cu.) Why does Owl say Cu, Cu Cu? (He is calling for El Pajaro Cu.)*
  3. Using choral reading have the students reread the story out loud again. *Did you notice anything else about the story the second time we read it?*
  4. Explain to the students that they are going to be doing some research about a particular bird. Point out that the word “search” is in the word research. Show a nonfiction book to the students and review the parts of a book. Show the students the Research Questions. Ask: *How could we turn the answers to these questions into an informational paragraph? What must be included in an excellent paragraph? (An informative topic sentence, three juicy*

- details, a filling conclusion*) The teacher will show the students the Bibliography page and review its purpose. (Appendix H: Continues)
5. The teacher will go over the Research Rubric (Appendix G) so students are aware of the expectations.
- E. *Assessment/Evaluation*
1. The teacher will informally assess the student's understanding of relevant details during discussion times.

## Lesson Nine: Research

- A. *Daily Objectives*
1. Concept Objective
    - a. Students will be introduced to the steps involved in writing an informational paragraph.
  2. *Lesson Content*
    - a. Recall incidents, characters, facts and details of stories and other texts. [p.43]
    - b. Write legibly on standard-ruled notebook paper. [p.44]
    - c. Produce a variety of types of writing -- such as reports and descriptions -- and make reasonable judgments about what to include in his or her own written work based on the purpose and type of composition. [p.43]
  3. *Skill Objective*
    - a. Read nonfiction text for answers to specific questions. (3.4)
    - b. Compose a summary of information. (5.12)
    - c. Read nonfiction text for answers to specific questions. (3.4)
- B. *Materials*
1. Dictionaries
  2. Research Questions (Appendix H)
  3. Research Rubric/ Self Evaluation Checklist (Appendix G)
  4. Pencils and notebook paper
  5. Books: Nonfiction bird books
  6. Encyclopedias
- C. Key Vocabulary
1. Review research and characteristics.
- D. *Procedures/Activities*
1. Put students in groups of two. Give each student a nonfiction book and the name of a bird. (*You will want to make sure the books have the answers to the questions on the Research Questions page.*) (Appendix H)
  2. The teacher will go over the Research Rubric/Self Evaluation Checklist (Appendix G) so students are aware of the expectations.
  3. The teacher will choose a bird that is not being used by one of the students to model answering the questions. On the board the teacher will write an information paragraph using the answers to the Research Questions (Appendix H) as a guide.
  4. The teacher will assign a bird to each group of two students. Students will answer the Research Questions in notation format (Appendix H). Then using the information from the answered questions they will write an informational paragraph. (*This will be their rough draft.*) Students will complete the Bibliography page listing the books used in their research. (Appendix H: Continued)
  5. The teacher will conference with students to edit their rough draft.
  6. The students will copy their corrected rough draft on notebook paper.

7. The students will make a cover page for their research paper. Include the following: Title, name, and picture of their bird.
  8. The teacher will staple the title page, research paper, bibliography (Appendix H: Continued), and the Research Rubric (Appendix H) together.
- E. *Assessment/Evaluation*
1. The teacher will formally assess the student's informational paragraph by using the Research Rubric. (Appendix G)
  2. Students will use the Self Evaluation Checklist (Appendix G) to evaluate their group work.

## Lesson Ten: CULMINATING ACTIVITIES

- A. *Daily Objectives*
1. Concept Objective
    - a. Students will become aware of the reasons for the seasonal cycles.
    - b. Students will develop an understanding of the life cycle.
  2. *Lesson Content*
    - a. The four seasons and earth's orbit around the sun (one year) [p. 59]
    - b. Reproduction in animals: From egg to egg with a chicken [p. 59]
  3. *Skill Objective*
    - a. Identify characteristics of the sun and compare day and night. Describe how they occur. (C3.2)
    - b. Analyze and describe the sequence of events of the cycles of a bird and a mammal. (C2.1)
- B. *Materials*
1. Twenty-two copies of the bird picture (Appendix J)
  2. Twenty-two copies of the birdhouse (Appendix K)
  3. CD: *One Hit Wonders* (Rockin' Robin by Bobby Day)
  4. Drawing paper, pencil, and crayons
  5. Chocolate pudding, milk, gummy worms, Oreo cookies
  6. Spoons, cups, and napkins
  7. Birdhouse Certificates
- C. *Vocabulary*
1. Students will review all vocabulary words.
- D. *Procedures/Activities*
1. Play "Bird is the Word Game". First the teacher will write one of the vocabulary words on each bird and the corresponding meaning on a birdhouse. Then color and laminate the set of birds and birdhouses. (*There will be twenty-two of both.*) How to play the game: 1. Give half of the children a bird and the other half a birdhouse. 2. Put the children who have a bird in a circle facing out. 3. Put the children with a birdhouse in a circle facing the "bird" circle. 4. Start the music. (*It might be fun to use Rockin' Robin by Bobby Day!*) Have the "birds" go right and the "birdhouses" go left. 5. Stop the music. If the word and meaning match, they will step out of the circle, if not they will keep going. 6. Continue playing until all the words have matches.
  2. Have students fold a sheet of drawing paper in half. (hotdog) On the top half have students illustrate and write a sentence for why we have day and night. They must use the word rotate in their sentence. On the bottom half illustrate and write a sentence for why we have seasons. They must use the word axis in their sentence.
  3. The teacher will help students fill out the Learned part of the K-W-L Chart. (Appendix A)
  4. Bird treats for everyone. With the teachers help make chocolate pudding. Fill a clear plastic cup half full. Give the children two Oreo cookies in a baggie. Have them smash them and

- pour over the pudding. (dirt) Give each child a gummy worm to put in the dirt. Eat and enjoy!
5. During an all school assembly students will show their birdhouse and share information about how it was made. The teacher will give each child a participation certificate.
  6. The teacher will staple the students completed *Birds Through the Seasons* booklet. Put the Parent Assessment Form (Appendix L) in the front of the booklet.
  7. The Oklahoma City Zoomobile will do a presentation on birds.
- E. *Assessment/Evaluation*
1. The teacher will informally assess the student's understanding of the vocabulary words during the playing of "Bird is the Word".
  2. The teacher will formally assess the student's illustrations and sentence for their understanding of day and night and seasons.
  3. The teacher will informally assess the K-W-L Chart to see that it is complete. (Appendix A)
  4. The parents will formally assess their child's knowledge of the unit by filling out the Parent Assessment Form. (Appendix L)

## VI. HANDOUTS/WORKSHEETS

Appendix A: K-W-L Chart, Appendix B: Red-headed Woodpecker, Appendix C Riddles Rubric, Appendix D: Red-winged Blackbird, Appendix E: House Wren, Appendix F: Song Sparrow. Appendix G: Bluebird, Appendix H: Research Questions, Appendix H: Continued, Appendix I: Research Rubric/Self Evaluation Checklist, Appendix J: Bird, Appendix K: Birdhouse, Appendix L: Parent Assessment Form

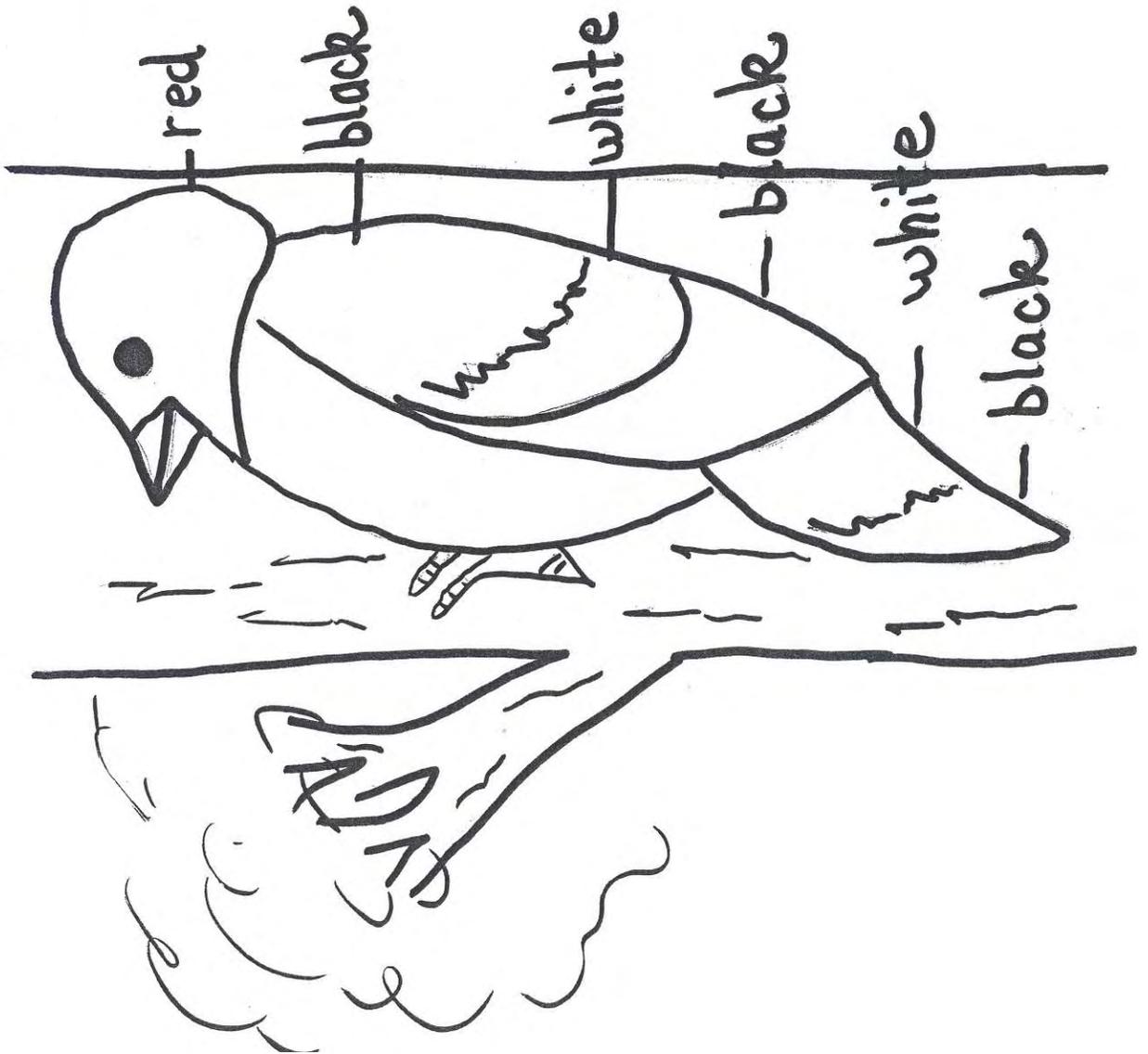
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Birds Through the Season  
K-W-L Chart  
Appendix A

<b>Know</b>	<b>Want to Know</b>	<b>Learned</b>



I am the red-headed woodpecker. Children call me the Tree Doctor. I catch bugs and bark worms. I stay on one tree until all the insects are gone. I make my home in dead trees.

Birds through the Season  
 2<sup>nd</sup> Grade  
 Four Seasons Riddles Rubric  
 Appendix C

Name \_\_\_\_\_

Date \_\_\_\_\_

Traits	Score	Teacher Comments
Riddles are written in complete sentences using subjects and predicates.		
Riddles give at least three clues that relate to the season and end with a question.		
The spelling is correct. (Use the word wall.)		
The sentences start with a capital letter and end with the correct punctuation. (Periods and question marks)		

\_\_\_\_ 4

\_\_\_\_ 3

\_\_\_\_ 2

\_\_\_\_ 1

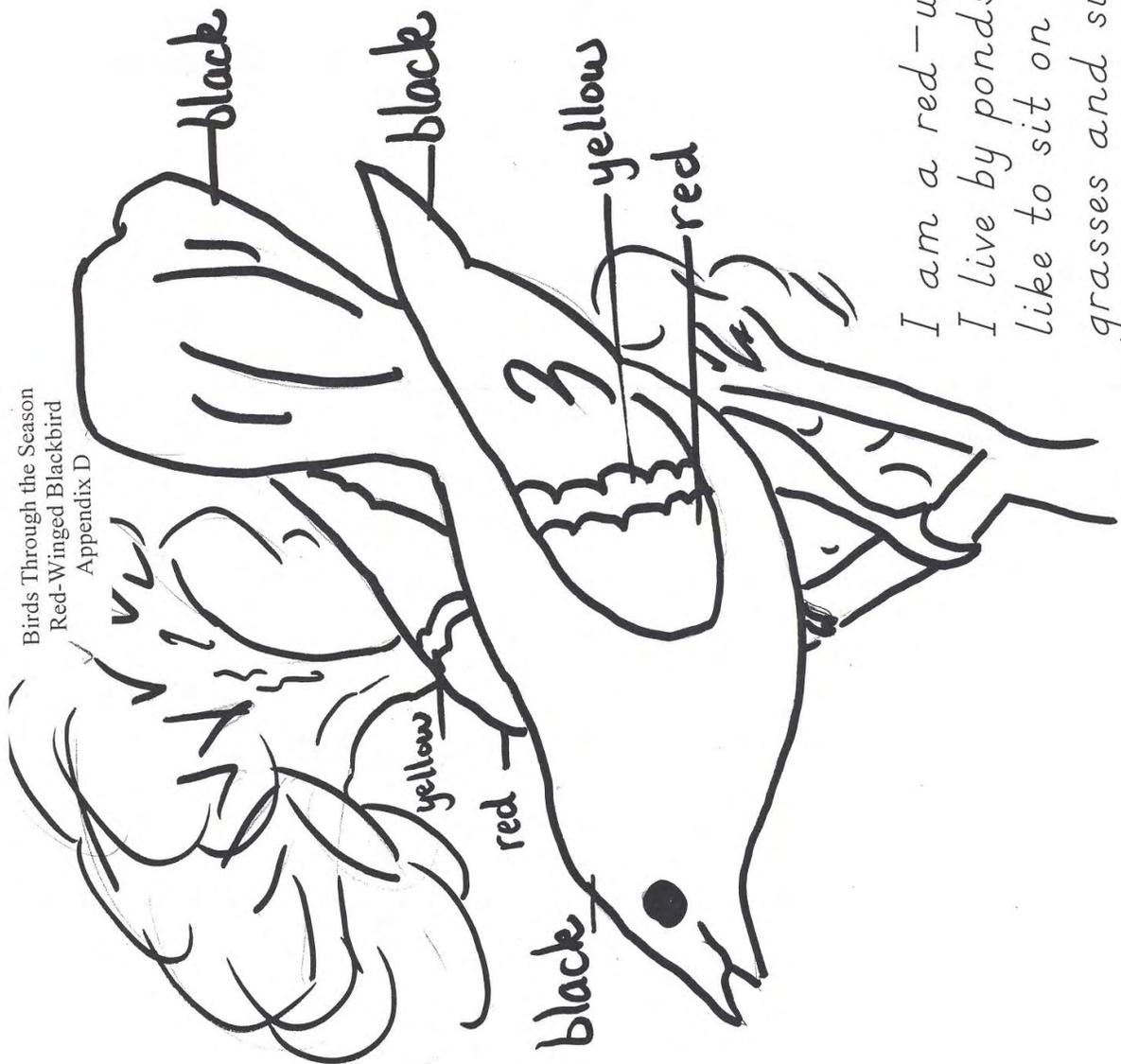
Excellent

Good

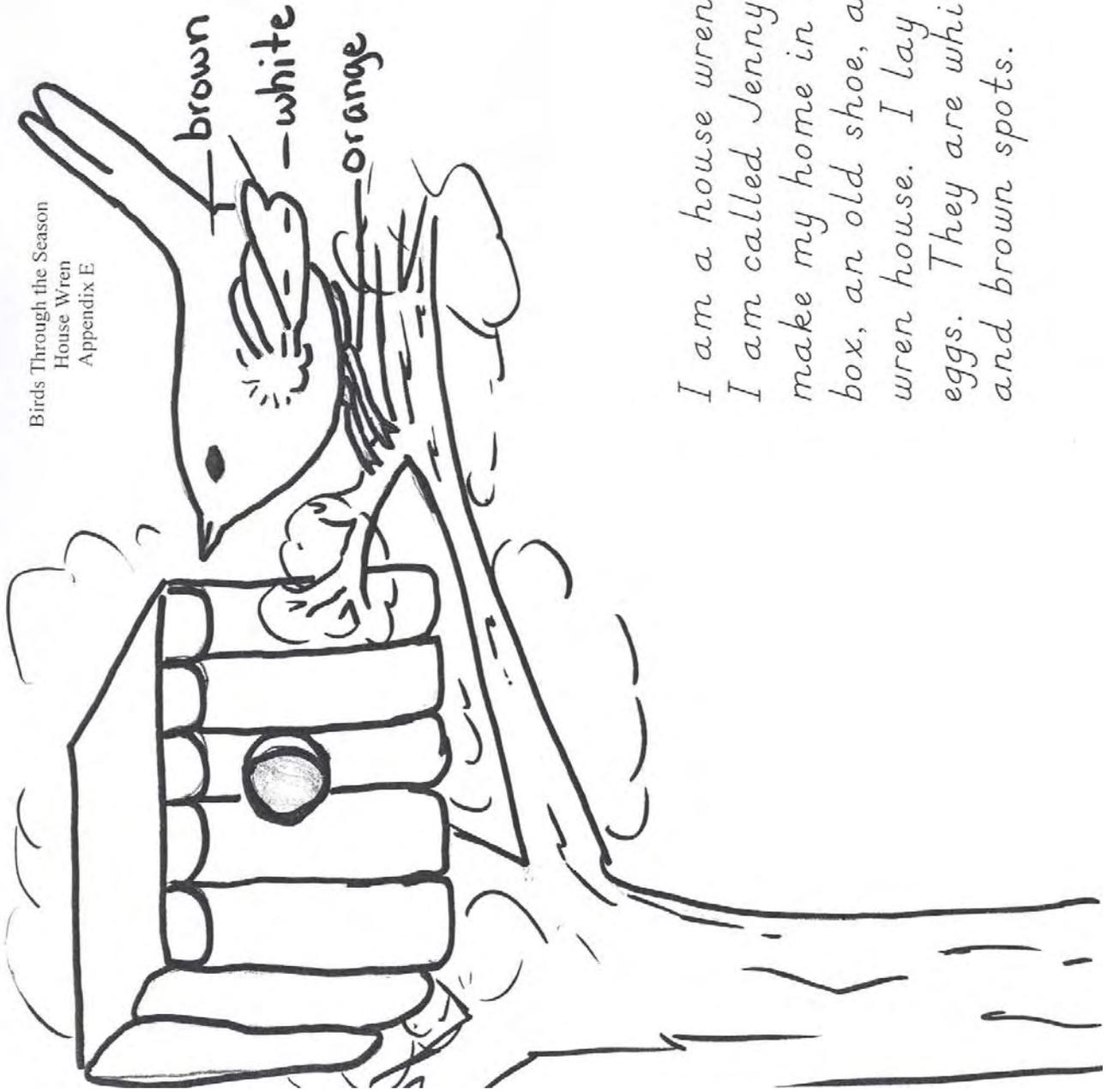
Acceptable

Below

Birds Through the Season  
Red-Winged Blackbird  
Appendix D

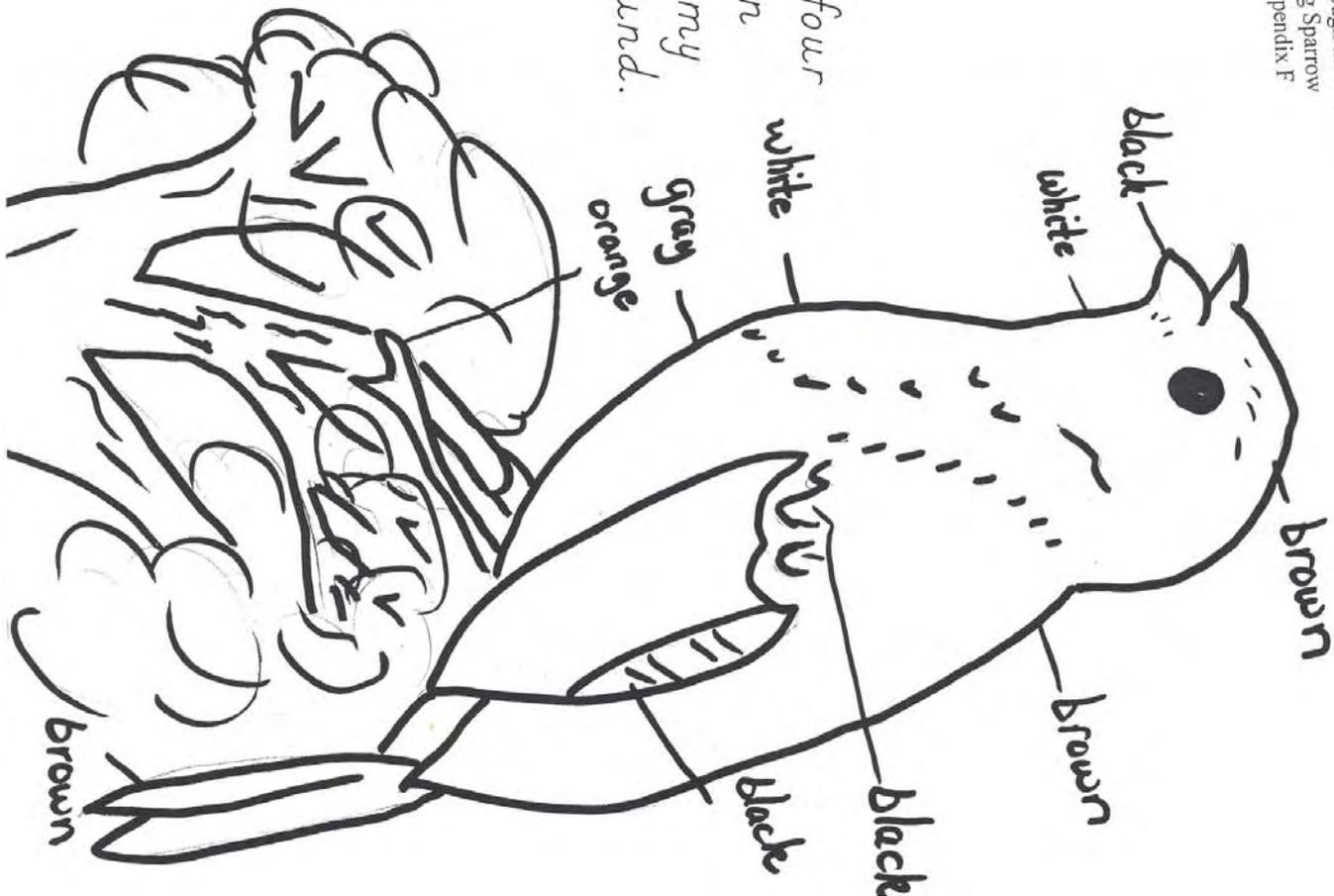


I am a red-winged blackbird.  
I live by ponds and streams. I  
like to sit on cattails and tall  
grasses and sing. I do not like  
to live alone. I eat grain, but I  
like insects more.



I am a house wren. Sometimes  
I am called Jenny Wren. I  
make my home in a tin can, a  
box, an old shoe, a pocket, or a  
wren house. I lay six to eight  
eggs. They are white with pink  
and brown spots.

I am a song sparrow. I lay four  
or five blue white eggs. Brown  
spots are on them. I make my  
nest in bushes or on the ground.  
I sing sweet songs.



Birds Through the Season  
Bluebird  
Appendix G



I am a bluebird. I am  
the first bird to tell you  
when spring has come. I  
am called the bird of  
happiness. I like to live  
in a birdhouse. I am a  
pretty bird.

Birds Through the Seasons  
2<sup>nd</sup> Grade  
Appendix H  
Research Questions

Name \_\_\_\_\_

Date \_\_\_\_\_

1. What does your bird look like?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. What does it eat?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Where does the bird live?  
What kind of nest does it build?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. List three other interesting facts about your bird.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Name and explain the seasons which affect the bird's life cycle.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Birds Through the Seasons  
2<sup>nd</sup> Grade  
Appendix H: Continued  
Research Questions

Name \_\_\_\_\_

**Book**

Title: \_\_\_\_\_

Author: \_\_\_\_\_

**Encyclopedia**

Title: \_\_\_\_\_

Volume: \_\_\_\_\_

Page(s): \_\_\_\_\_

Birds Through the Seasons  
2<sup>nd</sup> Grade  
Appendix I  
Research Rubric/Self Evaluation Checklist

Name \_\_\_\_\_

Date \_\_\_\_\_

Traits	Score	Teacher Comments
Topic sentence clearly relates to the main idea.		
I used the answers to each of my research questions in my report and they support the main idea.		
I have a filling conclusion that relates to the main idea.		
Punctuation is correct. (End punctuation, commas, apostrophes in contractions)		
Capitalization is correct. (Proper nouns, first word in a sentence, pronoun I)		

\_\_\_\_ 4 (Excellent)

\_\_\_\_ 3 (Good)

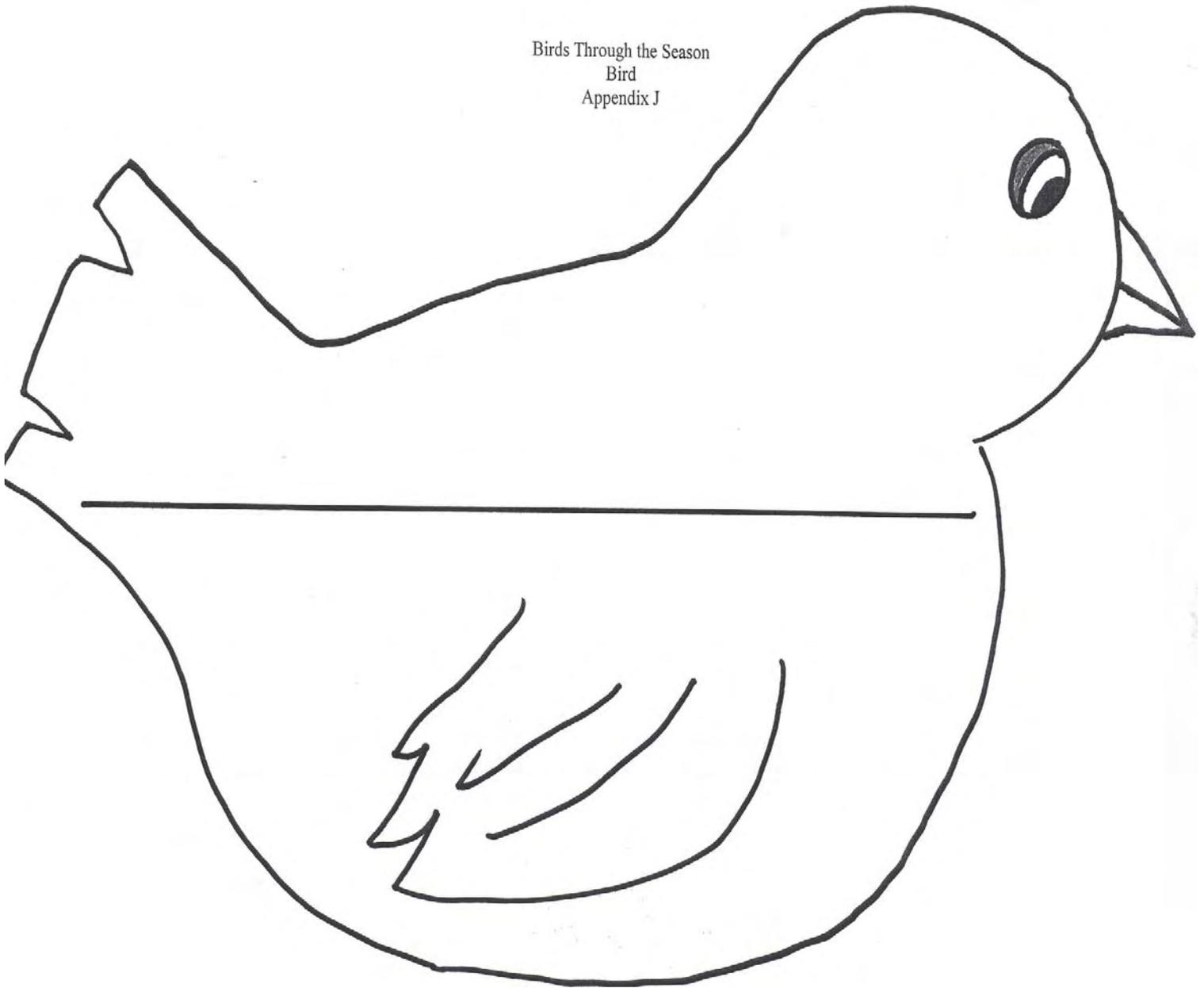
\_\_\_\_ 2 (Acceptable)

\_\_\_\_ 1 (Unacceptable)

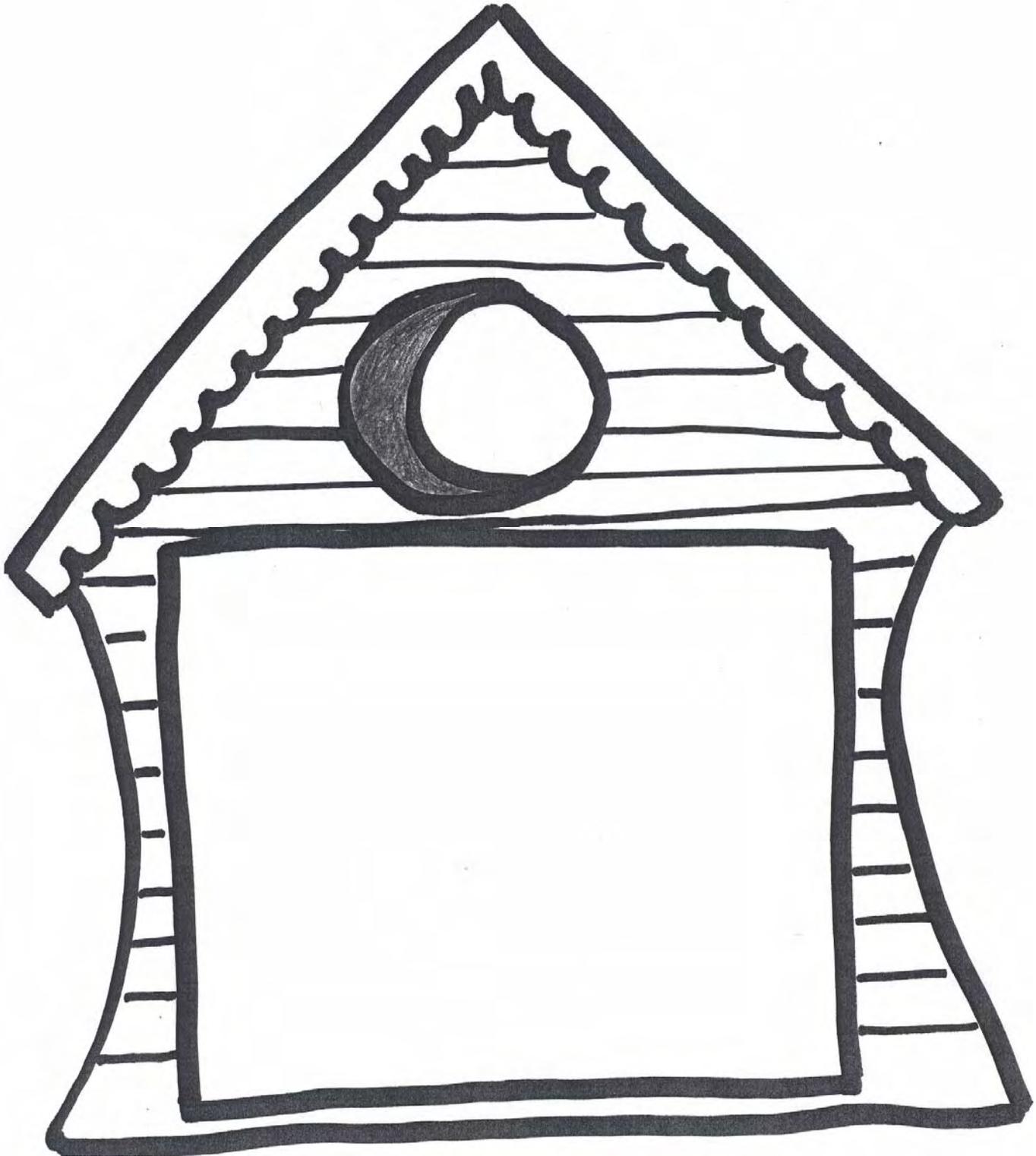
Self Evaluation Checklist

Traits	Yes/No	Teacher Comments
I worked well with the other member of my group. (Shared the book, spoke kindly, stayed on the task)		
I answered all of the research questions.		
Before handing in my paper I checked my spelling. (I checked the word wall.)		
I let two of my classmates read my report.		

Birds Through the Season  
Bird  
Appendix J



Birds Through the Season  
Birdhouse  
Appendix K



Birds Through the Season  
Appendix L  
Parent Assessment Form

Date Due: \_\_\_\_\_  
Name of Student: \_\_\_\_\_  
Unit: \_\_\_\_\_  
Parent Signature \_\_\_\_\_

**Parents, please answer the following questions about our unit of study.**

1. Did your child enjoy sharing information about this unit with you? If so, please share it.

\_\_\_\_\_  
\_\_\_\_\_

2. Please ask your child to name three of the vocabulary words and their meanings learned in this unit.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

3. Please ask your child to share five facts they learned in this unit.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

4. What was your child's favorite part of this unit? \_\_\_\_\_

\_\_\_\_\_

5. Comments \_\_\_\_\_

\_\_\_\_\_

6. Have your child use the back of this paper to illustrate their favorite lesson from this unit

**You and your child are encouraged to use their unit booklet to answer these questions.**