



Small Groups: Bird Feeders (*High Support*)

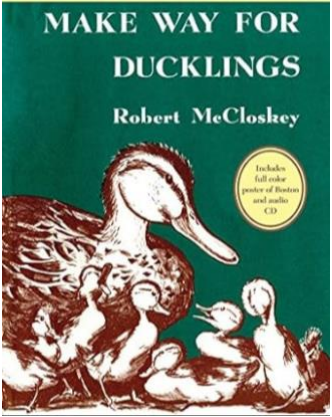
Standard Connection:
SL.PK.1-3
PK.G.2
PK.MD.3
RL.PK.1

Enduring Understanding(s):

- Living things need food, water, and proper conditions to survive and thrive.

Essential Question(s):

- How do people impact the environment in positive or negative ways?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> • <i>Make Way for Ducklings</i> • image of "Please Do Not Feed the Birds" sign and images of different types of bird feeders (see Resource) • pine cones • shortening, i.e., Crisco, lard, butter • birdseed • string 	<p>bird feeder: a device that supplies food to birds</p> <p>document: to record researched information</p> <p>birdseed: food for birds</p> <p>mallard: a type of duck</p> <p>observe: to watch closely</p>	

Procedure

Preparation: Set up materials.

Procedure: Show illustrations in *Make Way for Ducklings* of people feeding peanuts to the ducks in the Boston Public Garden and Michael feeding them peanuts on the bank of the Charles River. Show an image of the "Please Do Not Feed the Birds" sign. Discuss why that is a rule in the Public Garden.

Show images of bird feeders. Discuss how bird feeders are helpful to birds.

Show materials. Discuss how a bird feeder is similar to or different from feeding birds by hand. Model making a bird feeder using pinecone, shortening, and birdseed. Support children in making individual or partner bird feeders. Hang bird feeders outside the classroom. Encourage children to observe and document birds visiting the feeders. Compare and contrast birds to illustrations/images of ducks.