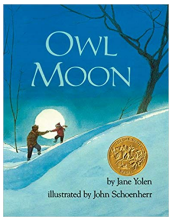
WEEK 5 Day 4



Discovery Table: Birds' Beaks

Children use tools to investigate how different birds might use their beaks to pick up and eat various foods.

Big Idea	Animals need food, water and air to survive.
Guiding Question	What do animals need to survive?
Vocabulary	**characteristic:** an identifying quality or trait of a person or animal
Materials and Preparation	• *Owl Moon,* Jane Yolen Flag pages 25-26, showing a close up of the owl. • *Owls,* Gail Gibbons To simulate the bird beaks: • To simulate an owl's beak: clothespins, 3-5 • To simulate a canary's beak: tweezers, 3-5 • To simulate a pelican's beak: sieves, or strainers, or slotted spoons, 3-5 To simulate the food: • To simulate mice (owl's food): cotton balls • To simulate seeds (canaries' food): rice or seeds • To simulate fish (pelicans' food): cereal, such as Cheerios • A bowl filled with water For the simulation, put the cereal/Cheerios in the bowl of water. • small, shallow containers, to hold cotton balls and seeds • Birds' Beaks Images • Birds' Beaks Data Chart, 1 copy per child Place the materials in the Discovery Table. Organize the cotton balls and seeds in the small containers.

Intro to Centers	*We have been reading this story,* Owl Moon*. Let's look at the illustration of the owl.* Open the book to the flagged pages. *Owls have different body parts than people. We have arms, and owls have wings! People have lips, and owls have beaks. Here is the owl's beak. What do you notice about the shape of the beak?* *An owl is one kind of bird; there are many more kinds of birds!* Show and introduce the images of canary, pelican, and owl. *Look at the canary's beak and the pelican's beak. What do you notice? How are their beaks the same as the owl's beak, and how are they different? Each beak has special* ***characteristics****, or things that are important and different about them.* *Birds use their beaks to pick up and eat food. Different beaks work in different ways. Today at the Discovery Table you will see what it's like to have a beak. You can use these items as models for different kinds of birds' beaks. The clothespin is like the owl's beak. This tweezer is like a canary's beak. And the sieve is like the pelican's beak—like a scoop.* Show each of the items with its corresponding photo. *These three birds eat different kinds of food. At the Discovery Table, we'll pretend that we have three different foods: seeds* [show the rice]*, mice* [show the cotton balls]*, and fish* [cereal]*. You can use these different tools as beaks to try to pick up each kind of food.* Demonstrate how the clothespin, the tweezers, and the sieve might grab and scoop, without revealing the information children can discover. *As you experiment, record your data about what happens. You can use this chart.* Model recording information on the Birds' Beak Data chart using check marks.
During Centers	Children experiment at their own pace with the clothespins, tweezers and sieves/strainers/slotted spoons, discovering which materials they can best pick up with each tool. Challenge children to think about how the shape of the bird's beak might affect how and what a bird eats. Support children to record their findings on the Birds' Beaks Data Chart. Children may also engage in dramatic play, pretending that they are birds picking up food.
Facilitation	● What do you notice about the different types of beaks? ● What would happen if the owl, the canary, and the pelican all had beaks that were all shaped the same? ● Why is it important for an owl to have this sort of beak? Canary? Pelican?

	● How do people pick up food and put it in their mouths? What are some tools that people use? ● Can people only eat one kind of food, or do people eat many different kinds of food? Why?
Standards	**K-LS1-1.** Observe and communicate that animals (including humans) and plants need food,water, and air to survive. Animals get food from plants or other animals. Plants make their own food and need light to live and grow.

Notes