

Activity #11: *The Tale of Chipilo*

“Through the Eyes of a Bird” Scavenger Hunt

Purpose:

This activity has students observing the natural world through the eyes of a bird to find examples of resources and dangers in a bird’s habitat. They will explore and categorize the basic needs of animals.

Materials per group of 3-4:

Collecting bag which includes:

- 1 ziplock bag for seeds and berries
- 1 ziplock bag for leaves
- 1 bag for nesting materials
- labels for each bag
- plastic insect models or other small items to measure
- scavenger hunt list
- clipboards with pencils attached
- 15 cm metric rulers if possible (smaller, easier to carry)

Preparation:

- photocopy scavenger hunt lists
- gather materials for each group
- decide on how to group students
- decide ahead of time if you would like this activity to be competitive to see which group gets the most items on the list, or if you want to make it cooperative where all the groups help each other and the goal is to have all the groups have as full a list as possible

Class Time:

Two class periods

Introduction (45-60 minutes):

The introduction would best be done the day before so you have an entire class period for the actual scavenger hunt.

1. Tell the students that they are going to be viewing the world through the eyes of a bird. Imagine that they are a bird looking at the world. What are some things they might see that would be important to a bird? Make a list of their answers on the board. If answers are vague, such as food, try to get them to be more specific. You might need to prompt them, “What else

besides different types of food might be important to a bird?” Once you have a list with a variety of things on it, ask them how you might categorize the items listed on the board. Any way they do it is fine. There is no right or wrong answer. Then ask if they could categorize the items on the board based on the basic needs of survival and potential dangers: shelter, food, water, and dangers (this could not only be predators, but also things like windows, cars driving by, plastic trash they might try to consume, pesticides, etc.). Chances are most things will fit into these categories, but if not, you could create a new category.

2. Group the students and have them decide who will do what jobs, or you assign jobs. Have each group come up with a bird name that will signify their group. Be sure each group has a different name. Ask each group to name their bird and why they picked that name.
3. Have them look over the scavenger hunt list and make sure they understand how to use the list. Answer any questions about the list.
4. Review how to measure using a metric ruler – what is a centimeter? About how big is a centimeter? A millimeter? About how big is a millimeter? What are we measuring in? Practice first estimating the number of millimeters, then measuring the plastic insect models to assess estimation skills as well as accurate measurement skills.
5. Explain how you plan for the class to do this activity – either competitively or cooperatively.
6. Tell them to come in to class tomorrow ready to go outside.

Scavenger Hunt Activity (30+ minutes):

1. Explain to the students that they are going to get a chance to go outside and view the world as a bird. Get them excited about this prospect – ask them to make some bird calls and flap their “wings!”
2. Each group will pick up their supplies. Have a recorder write the group name and each person’s name on the top of the scavenger sheet and make sure the group name is on each bag.
3. Warn students of any possible hazards, such as poison ivy, poison ivy berries, scorpions under rocks, fire ants, or dangerous trash. Go over safety issues and the need to stay together before heading out. State your expectations clearly. Ask the students why you would have these expectations.
4. Go outside to your school grounds or nearby natural areas and begin the scavenger hunt.
5. If possible, bring a camera to have a student photograph some of the trees, bushes, insects, etc.
6. Stop the class about 15 minutes before the end of the period and go back to the classroom.

After the Hunt (15+ minutes):

1. Go over what was found in each group, having each group display their findings.

2. Declare a winner if it is being done competitively. If it is being done cooperatively, process with the class on how it went; were others willing to work cooperatively? Did they see more because they worked cooperatively? What did they like about working cooperatively? What did they not like about working cooperatively?
3. If they were actually a bird, how might they judge the habitat they were in? Would it be a good place to live? If so, why? If not, why not?
4. Create a display of the class findings or have the students empty their bags into a bin to be dispersed outside by the teacher after class.

Assess the Class:

Hold up or name an example collected and ask them to signify which need or danger it is: if it is food, rub their tummy; if it is water, pretend to drink a glass of water; if it is shelter, make a roof over their head with their hands; if it is a danger, have them hold up their hand and open their eyes and mouth in alarm.

Assess the Student:

Name three things needed to survive and name one thing they saw that is an example of each. Explain why the area they visited would or would not be a good place to live if they were a bird.

Extension/Homework:

- Have the student scout out the area around their home and make a list of at least five examples of a bird's survival needs. If possible, bring in a few of your examples to share with the class.
- Have each group create a display showing the survival needs and dangers – glue the examples to a board in each category and name them.
- Research a particular bird to discover what its specific survival needs are and what dangers it might face. Create a powerpoint presentation or poster of this work.

Alignment:

Grade 3 (red) Grade 4 (blue) Grade 5 (green) Grade 6 (purple)

English Language Arts & Reading student expectations: 25(A,B), 26(A-E), 27, 28; 23(A,B), 24(A-E), 25, 26; 23(A,B), 24(A-E), 25(A,B), 26(A-D); 22(A,B), 23(A-E), 24(A,B), 25(A-D)
 Mathematics student expectations: 11(A), 15(A); 11(A), 15(A); 10C, 15 (A); 8(B), 11(A)
 Science student expectations: 1(A), 2(B,C,F), 3(A), 4(A), 9(A-C), 10(A); 1(A), 2(B-F), 3(A), 4(A), 7(C), 9(A,B); 1(A), 2(C-G), 3(A), 4(A), 9(A-D); 1(A), 2(C,D), 3(A), 4(A), 12(E,F)
 Social studies student expectations: 4(A,D), 17(A,B,C,E), 18(A-C); 6, 7(B), 8(C), 21(A-C), 22(A-E); 7(B), 9(B), 24(A-C), 25(A-E); 3(A,B), 4(D), 6(A,B), 21(A-C), 22(A-E)

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- _____ ten types of trees or bushes (collect one leaf of each type)
- _____ five kinds of possible nesting material (collect one of each kind)
- _____ a predator, name: _____
- _____ another predator, name: _____
- _____ potential danger other than predator: _____
- _____ source of water; location: _____
- _____ ten types of berries, seeds, and/or nuts (collect one of each type)
- _____ another food source not listed
- _____ ten different types of insects or other (Fill in below; *do not* collect.)

Name (Make up a name if don't know)	Length (mm)	Width (mm)	Color & Appearance
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			