



School Program Description
Winter Feathered Friends
Level: K & 1st Grade

Saginaw Bay Visitor Center
Bay City State Recreation Area

PROGRAM DESCRIPTION:

This program focuses on the Michigan's winter bird population. Our park is one of the state's most significant birding area due to the large number of birds which use it as nesting, staging and/or wintering habitat. Over 150 species spend winter in our area! Students will participate in "same/ "different" slide presentation, which helps students understand the variety of birds we have here. Then they will observe birds feeding in our field observation area. Next, they take a short hike through the wetland looking for birds, and the food, water and shelter available in the habitat. In conclusion, the students make small bird "feeders" which they can home or back to the school. The students make: bird seed squiggles for seed eating birds, peanut butter pine cones for insect eating birds, and fruit rings for the fruit eating birds. Each student will receive a free bird mini-poster to help them look for birds in their own back yard.

PROGRAM GOALS:

To help students realize that the wetlands are home to a great variety of birds.
To help students appreciate the survival needs of birds in the winter.

PROGRAM OBJECTIVES:

1. Students will be able to list three things a bird needs to survive.
2. Students will be able to describe two types of bird habitat.
3. Students will be able to recognize characteristics which help them distinguish between two different birds.
4. Students will be able to list characteristics which all birds share.
5. Students will be able to list three things which wild birds eat.
6. Students will make three bird "feeders".
- 7.

PRE-VISIT SUGGESTIONS:

1. Be sure that every student is dressed for the weather. Layers work best. Our weather is usually 5-10 degrees cooler near the Bay.
2. Bring 3 zip-lock lunch bags per student to slip their bird treats into, and one paper lunch sack per student to put the three zip-lock bags into, to prevent crushing of bird treats.
3. Introduce your students to the terms: habitat, food, water, shelter, space, same, different.
4. Read a true story about birds such as: About Birds, by Cathrn Sill, Peachtree Publishers; My Little Book of Wood Ducks, by Hope Irvin Marston, Northword Press, Our Yard is Full of Birds, by Ann Rockwell, Simon & Schuster.
5. Watch for birds on the school playground. List their size, color, beak shape, and tail shape.

POST-VISIT SUGESTIONS:

1. Make a list of the different birds they saw on their field trip. List their size, color, beak shape, and tail shape. Is it different from the birds they see on the playground. Discuss why. (Wetlands provide habitat for many more birds!)
2. Draw a picture or make a class mural of the birds which they saw on the field trip.
3. Keep a log of the kinds of birds which came to eat your bird treats.
4. Share a book with the students about eagles or osprey. Discuss how their food, water, shelter and space requirements are different and the same as the birds which come to bird feeders.

5. Make a bird “shelter” for your school yard, i.e. hang a bird house, plant a tree or shrub, make a brush pile. And feed the birds!

COORDINATING WITH MICHIGAN SCIENCE Grade Level Content Expectations:

Science. Inquiry Process: S.IP.00.11, S.IP.00.12, S.IP.00.13, S.IP.00.14, S.IP.00.15, S.IP.00.16, S.IP.01.11, S.IP.01.12, S.IP.01.13, S.IP.01.14, S.IP.01.15, S.IP.01.16

Science. Inquiry Analysis & Communication: S.IA.E.1, S.IA.00.12, S.IA.00.13, S.IA.00.14, S.IA.01.13,

Science. Reflection & Social Implications: S.RS.E.1, S.RS.00.11, S.RS.01.11, S.RS.01.12,

Life Science. Organization of Living Things: L.OL.00.11, L.OL.00.12, L.OL.01.13, L.OL.01.21

Earth Science. Solid Earth: E.SE.00.11, E.SE.01.12

Science. Inquiry Analysis & Communication: S.IA.01.13

Physical Science. Properties of Matter: P.PM.01.11, P.PM.02.12, P.PM.02.13

Life Science.Heredity: L.HE.01.11, L.HE.01.12

COORDINATING WITH M.E.A.P. SOCIAL STUDIES CONTENT STANDARD BENCHMARKS:

Geographic Perspective

II.2—e.e.3

II.3—e.e.1

II.4—e.e.1, e.e.2

Inquiry

V.1—e.e.2