

## Overview:

Students discuss various types of bird beaks. They visit stations and experience being a bird eating with a beak.

## Objectives:

The student will:

- observe different bird beaks; and
- imitate a bird eating.

## Targeted Alaska Grade Level Expectations:

### Science

- [3] SC1.2 The student demonstrates an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution by describing how some traits (e.g., claws, teeth, camouflage) of living organisms have helped them survive as a species.
- [3] SA2.1 The student demonstrates an understanding of the attitudes and approaches to scientific inquiry by answering “how do you know?” questions with reasonable answers.

## Materials:

- *Unbeatable Beaks* by Stephen Swinburne
- 4-6 sets of chopsticks
- 4-6 plastic spoons
- 4-6 clear straws
- 4-6 plastic combs
- 2-3 turkey basters
- 3-4 small bowls each of the following items: chocolate chips, puffed rice cereal, gummi worms, sunflower seeds, water, cooked oatmeal
- Science journal
- STUDENT WORKSHEET: “Bird Beaks”

## Vocabulary:

**survive** – to remain alive or in existence

**beak** – the hard, projecting part of the mouth in birds

## Activity Preparation:

Fill bowls with items listed in the materials section.

## Activity Procedure:

1. Ask students to imagine the following: You are a bird. Close your eyes and fly through the sky flapping your wings. The day is so nice to fly with a gentle wind. You are getting tired and hungry. Oh, you see something you like to eat! Swoop down to do that...oh no, your beak will not let you eat it! What will you do now? Have students share what would happen if they could not eat.
2. Read the book *Unbeatable Beaks* and discuss the types of beaks in the story. Tell students they are going to pretend to be birds trying to eat food with a certain type of beak.
3. Students will visit five stations in the room to try the foods in the bowls. Each student will choose one type of beak (chopsticks, spoon, straw, comb, or turkey baster) to use. They must try to pick up the food in the bowl by using only the “beak” chosen. No extra hands allowed!

4. Each student should complete the STUDENT WORKSHEET "Bird Beaks". Discuss the worksheet when students have visited each of the stations. Ask: Which beak was the best to use when picking up the chocolate chips? The cereal? The water? The worms? The sunflower seeds? The cooked oatmeal? Why did some beaks work easier than others? How is this like birds in real life?

### **Extension Ideas:**

1. Draw pictures of different types of bird beaks.
2. Invite a person who does bird watching to discuss birds with the class.
3. Read aloud *Beaks* by Sneed Collard and discuss the various types beaks and how they are used to eat.

NAME: \_\_\_\_\_

**BIRD BEAKS**

Which bird beak did you choose? \_\_\_\_\_

**Directions:** Draw a picture of what happened at each station when you tried to use your bird beak.

<b>oatmeal</b>	<b>chocolate chips</b>
<b>water</b>	<b>puffed rice cereal</b>
<b>gummy worms</b>	<b>sunflower seeds</b>