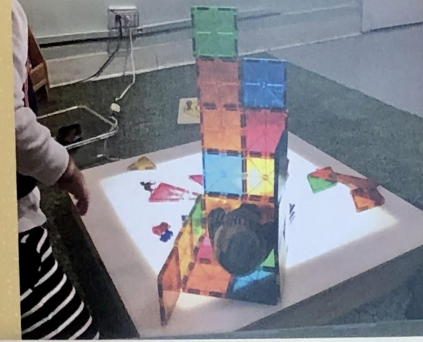


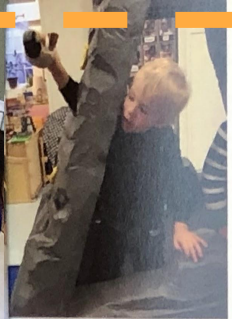
All About Birds



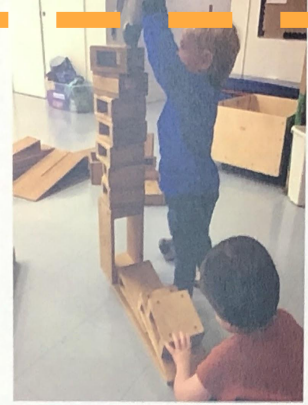
The Green Room's Bird Project
2018-2019



During Free Play, a child was looking for the "green bird" so she could build a house for it. Another friend was using it, so a teacher offered her other birds in the classroom to use. More children started attempting to build "houses" for the different birds that are in the Green Room. Many children tried using the magnatiles to build the houses, but realized the birds were too big for the magnatiles! Soon, the idea for a project was born!



"Fly higher birdie!" said Vincent.



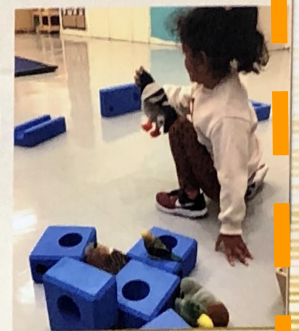
"These are my ducklings" said Shreya, referring to the small hollow blocks.

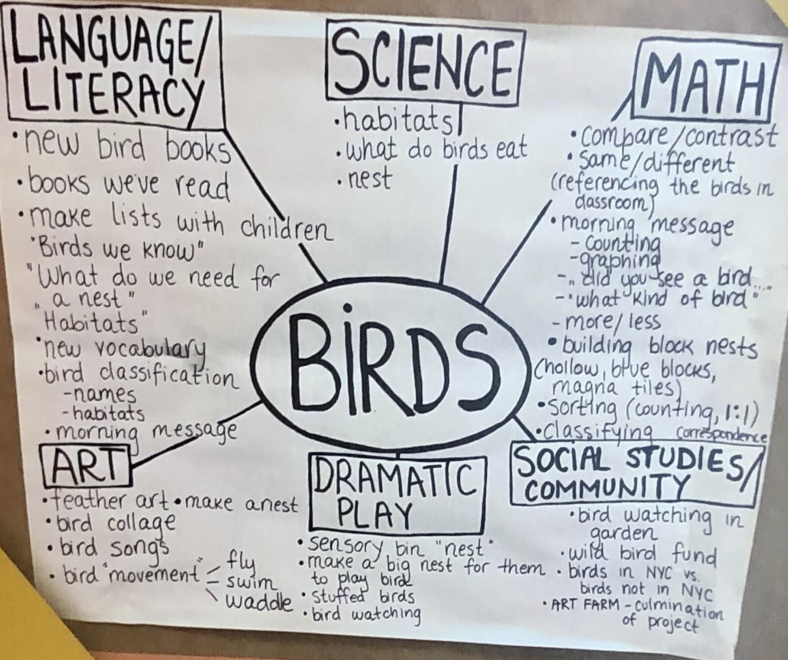


Ms. Jackie showed the children all of the different birds that "live" in the Green Room. The children saw that the Green Room has a duck, sparrow, canary, and a pigeon! She wondered if they could use the blocks in the Gym to build birdhouses for all of these birds. Many children said "Yes!" to this idea. The children got right to work using the blue soft blocks to start building on one end of the gym. A teacher decided to open up the wooden hollow blocks on the other end of the gym to use as well. Soon many different birdhouses were being built inside the Gym!



"The ducks go in the river." said Kiran. "Yes! Let's build a long river for the ducks." agreed Kai.





Since the children had such a genuine interest in birds, the teachers decided to create a web filled with ideas to further explore the idea of birds in all areas of curriculum and development.

NEW MATERIALS TO PROVOKE NEW IDEAS



Sensory Table "Nest"

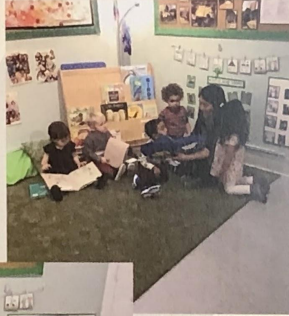
To further support the children, the teachers turned the sensory bin into a big nest for all of the birds! The children explored the different sticks, pine, feathers, and "nests." Teachers nearby wondered with the children, "What do you think we need to make a nest?" "What birds will live in this nest?"

The children started noticing more pictures of different types of birds around the classroom. Soon children began asking what types of birds they were. The teachers researched the different names of the birds with the children, and the children began using these names within the classroom. Amazing! Soon, the birds made their way to the big nest and the children began creating stories and asking more questions about these birds.



Books We Read

The teachers looked in the Library, and found so many books about birds! The teachers decided to fill the Green Room bookshelf with bird books! Some of the books were: Duckie's Ducklings by Frances Perry, There is a Bird on Your Head, The Pigeon Needs a Bath and The Pigeon Gets a Hot Dog by Mo Willems, Birds by Kevin Henkes and Owl Babies by Martin Waddell. The teachers will continue to bring in more books about birds for the children to discover more information about birds.

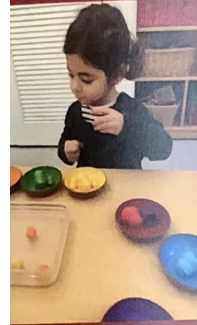


Sorting Birds

The children had an opportunity to explore a sorting bird game. The teachers put all different colored birds into a tray and left out colored nests around it. The children quickly realized that the birds matched the different colors in the nests! Soon they were sorting the birds into the correct matching colors! Many children decided to work together to sort all of the birds. Once they found a home for each bird, the teachers would count with the children how many birds were in each nest! Then the children dumped the nests of birds back into the tray to play and count again! So much fun!

Skills Learned:

- *1:1 Correspondence
- *Classifying and Matching
- *Counting
- *Increased Attention Span
- *Fine Motor Skills
- *Problem Solving Skills
- *New Vocabulary
- *Hand Eye Coordination
- *Cooperation Skills
- *Determination and Perseverance





"Feather Art"

The children visited the Art Center, and first sat together to read *Birds* by Kevin Henkes. The children learned that birds have many different kinds of feathers and many different colors! At one point in the story, there is a picture of what it would look like if birds' tail feathers acted as paintbrushes and left their colors in the sky. The teachers wondered if the children could do that with their own feathers! Each child received a feather to dip into watercolors and "paint" with it. The children gently used the feathers to create many different marks they thought a bird would make while flying! Some children stayed in one space, while others decided they needed to move around just like a bird would fly around.

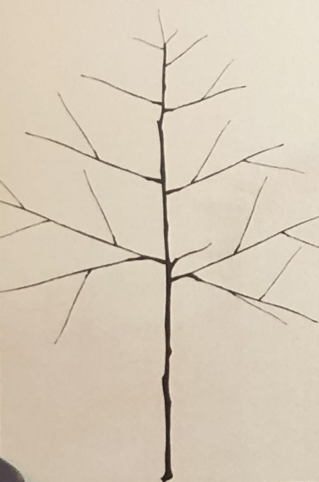
The children had the opportunity to revisit their artwork. This time the children noticed trays of colorful feathers, paintbrushes, and glue. The teachers wondered with the children about the different colors they saw, and if they should add feathers onto their feather painting. The children decided they did want to do this. Soon many different colored feathers were all over the painting. "This looks like a rainbow bird!" said one child! The children created a very colorful work of "feather art" using their bird exploration as a guide, all while further developing their hand eye coordination, fine motor skills, graphomotor skills, hand dexterity and dominance needed later for writing.

CONNECTION TO NEW MATERIALS



"Birdhouses"

The children started building more intricate birdhouses and nests for all these new birds! After reading more books on birds, the children are discovering that some birds live in nests "down low" and other nests are "up high" and are using this information when building their structures in the classroom and gym. They also really are taking care and displaying great amounts of empathy towards all of the birds in the classroom and making sure that the new bird houses and nests are "safe" places for them.



"Wood Block Birdhouses"

Another new material that was introduced to the children was natural wood blocks. The children recognized that these blocks look like "trees" and quickly started building birdhouses in the trees! Many children stated, "Look! I did it!" or "It's balancing!!" The children were very focused while using these blocks, as they are not even. Some decided to balance the blocks, while others balanced the birds on the blocks.

Some children started counting how many birds they could fit onto a block, or how many birds were on each side. A teacher would wonder, "How many birds can fit onto your structure?" The children would test their theories and then use their 1:1 correspondence to count the amounts!

Some of the children decided to incorporate *There is a Bird On Your Head* by Mo Willems into their structures or on themselves. "There is a bird on MY head!" laughed Sawyer!





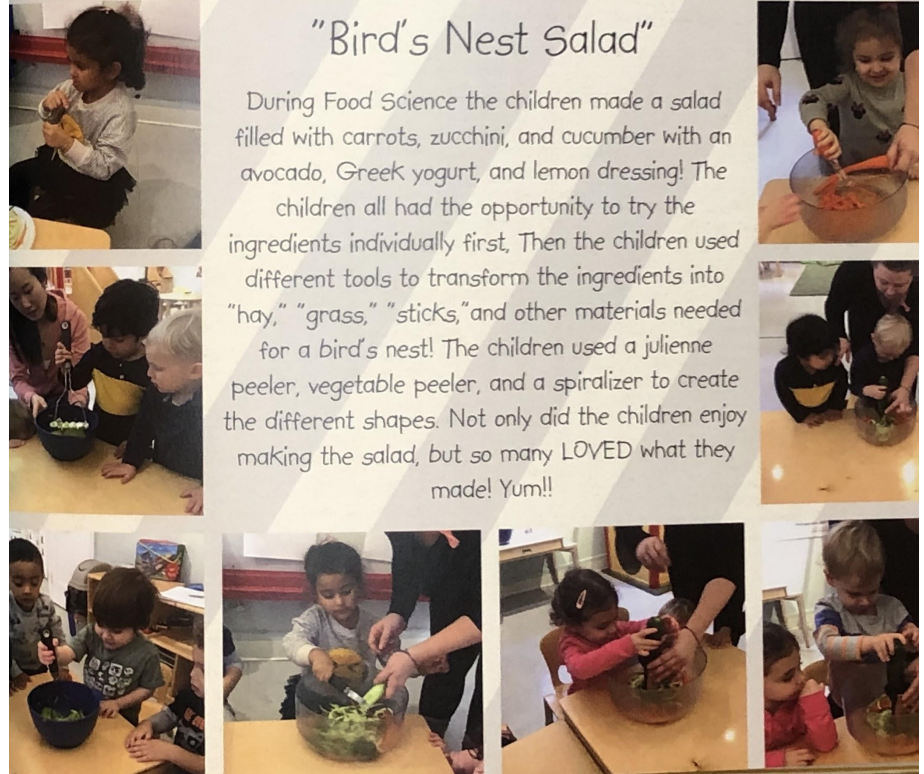
Building "Trees"

Since the children were so interested in building birdhouses, the teachers brought in sticks, pine, and feathers for the children to use with model magic to expand on their ideas. Soon they were building their own "trees" to be displayed around the classroom for the birds to visit.



"Bird's Nest Salad"

During Food Science the children made a salad filled with carrots, zucchini, and cucumber with an avocado, Greek yogurt, and lemon dressing! The children all had the opportunity to try the ingredients individually first, Then the children used different tools to transform the ingredients into "hay," "grass," "sticks," and other materials needed for a bird's nest! The children used a julienne peeler, vegetable peeler, and a spiralizer to create the different shapes. Not only did the children enjoy making the salad, but so many LOVED what they made! Yum!!





Independently Cross Referencing

Some children started to observe similarities among all the birds in the classroom all on their own! While working on a bird puzzle, Kiran, William, and Shreya brought over some of the stuffed birds. They would hold them up to the puzzle and realize they were the same! They looked at the color of their body, and the color of their wings to see if they "matched." They also looked at the shape of the bird and the bird's head. When they looked up at some of the bird pictures on the wall, they noticed those birds matched the puzzle and the stuffed birds! They learned that the names of those birds were Chickadee, Goldfinch, and Bluebird! This was such an incredible discovery and ability to come to conclusions independently!



A teacher decided to bring all the new birds and the bird puzzle to the Morning Meeting so all of the children had the opportunity to share in this amazing discovery! She asked the children "Does this bird look the same as any of these birds on the puzzle?" Soon the children were observing the same things that the other children did. She then explained the names of these birds and the other birds so everybody could learn the new names. This was a wonderful way to compare and contrast, recognize similarities and differences, and further develop the children's vocabulary.

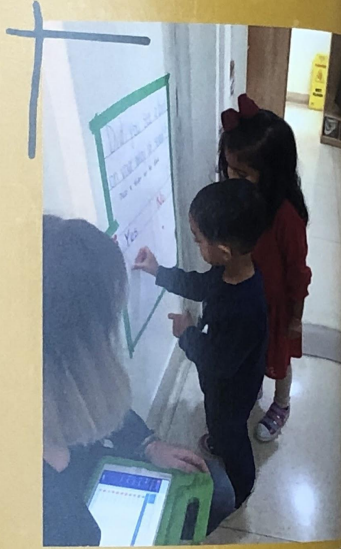
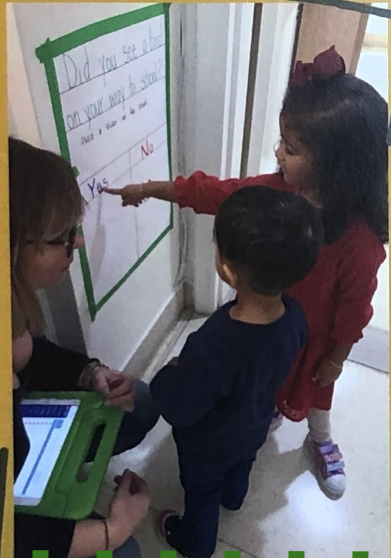
Olivia also noticed that one of the new small birds looked like our "green bird" in the classroom. She brought them over to each other and was very excited to see that they "match" but that one was big and one was small. She decided that the bigger bird was the "mommy bird" and the smaller one was the "baby bird."



CONNECTION TO HOME

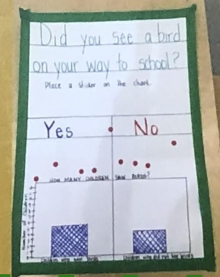
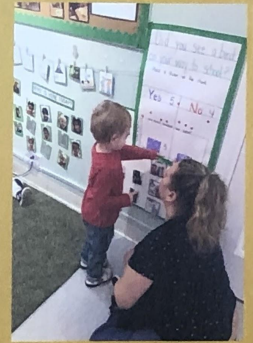
Charting and Graphing

The teachers wrote the children a Morning Message before they came to school. They asked the children if they saw a bird on their way to school. The children then were able to place a sticker on the chart.



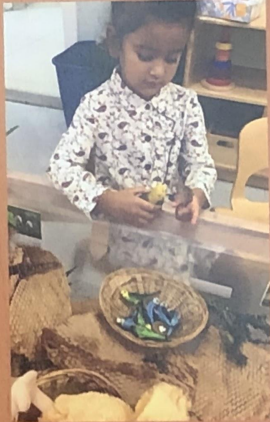
Later, the teachers brought the chart into the classroom. Together, they read the words on the chart with the children. They counted how many stickers under "yes" and how many stickers were under "no." They wrote the numbers 5 and 4 under the appropriate side.

The teachers then revisited this chart and graphed the numbers. They reviewed the question and counted again, and then showed the children the bar chart. The teachers explained what this chart was called. The teachers asked the children, "Which one is taller? or Which one has more?" The children each had the opportunity to point to the side that had more or see that one side was "bigger" than the other. The teachers then showed the children that the "yes" side had 5, which is more than 4 on the "no" side.



Finding "Nest" Materials

"I am making a nest. I need sticks and leaves and feathers." said Kiran.



Shreya put eggs and birds in a nest with a "mama bird." "I make sure there's feathers to keep the babies and eggs warm." She then showed the teacher that there were eggs underneath her mama bird.



Children have been bringing in materials from home to add to the "big nest" the sensory table so that they can build more elaborate nests. The teacher also started hearing the children create more elaborate stories for the birds and using more of the information they have learned about nests while playing in the sensory table. Teachers will often hear, "Can I use the chickadee now? You can have a turn with the goldfinch!"

EXPANSION OF KNOWLEDGE

"Birds We Know"

The teachers asked the children to name the different birds they knew. As each child said a word, a teacher wrote it on the list. The teachers also helped remind the children by encouraging them to look at the pictures in the room, at the books, or at the stuffed birds to remember more birds. Soon the list grew and grew! Everybody then went on a "hunt" in the classroom to see if they recognized any more birds. "A penguin!" said so many children! The teachers asked if we should add it to the list. "Yes!" they said. After it was finished, the children counted all of the birds on the list. The children named ten birds! Wow! Watching the children utilize the information they have been exploring is such an impressive and amazing moment to be a part of!



Birds We Know

- Falcon
- Duck
- Goldfinch
- Chickadee
- Pigeon
- Sparrow
- Chicken
- Hummingbird
- Owl
- Penguin

10

"What Do We Need For a Nest?"

The teachers decided to ask the children about nests again. In the beginning, the children had a hard time figuring out what exactly went into a nest, but now they had many answers! After reading so many books and playing in the sensory table, the children knew exactly what was needed for the nest! If they needed a reminder, the children took a trip over to the Sensory Table to see what else they might need for a nest.



What do we need for a nest?

- eggs - Shreya
- sticks - Will
- leaves - Kiran
- birdies - Will
- feathers - Shreya
- paper - Vincent & Kiran
- spider web - Kai



The teachers decided to use that list and asked the children "Should we build our OWN nest?" The children all agreed that we should! They went to work building, painting, and adding all the materials that they mentioned to this new nest! Once finished, quickly the children started pretending to be birds themselves!!



CONNECTION TO COMMUNITY

Art Farm Visit

As the culminating event to wrap up our Bird Project, the teachers invited the Art Farm to come to the Green Room so the children could have the opportunity to interact with REAL birds! Ms. Paige brought Clair the Dove, Quincy the Quail, and Pancake the Gecko. First, Ms. Paige gave each child a feather and asked them what they knew about this item. She also asked the children "Where do birds sleep?" The children knew many answers to these questions after all of their investigations with birds.

She also showed the children a chicken egg, quail egg, and a pigeon egg. The children noticed that each one was different!

Then each child was able to touch and hold each animal. The children loved seeing and holding a real bird!

Ms. Paige also brought a gecko which comes from an egg. She asked the children,

"How do we know it is not a bird?" The children were able to help identify differentiating features between the two animals, even though they both come from eggs!



The teachers put the children's nest in the Gym and soon the children started playing "bird". "I'm a hummingbird!" said Shreya. "I'm a daddy bird," said William. "I'm a red bird!" said Kai. "I'm a green bird," said Olivia. "I want to be a pink bird," said Ahana. Sometimes a bird would "fly" out to get some "food" (blue blocks) to bring back to the other birds in the nest. This was a great example of the children being part of a complete process from stating ideas for a nest, gathering materials for it, constructing their nest, and then using symbolic play and creating their own dramatic play area!





This was such an amazing and rich experience for the children after spending so much time playing, exploring, and learning about birds! We hope you have enjoyed this incredible project as much as we have!

