



I'M A TREE: LESSON 2

Teacher

BIRD EXPEDITION

SUBJECTS: English Language Arts, Math, Science

SKILLS: Identifying and sorting by attributes, counting

MATERIALS

- Computer/tablet/phone
- FLIPGRID Challenge: Bird Expedition
- Discovery Kit Materials: Nature Journal, Binoculars, marker

COMMON CORE STATE STANDARDS (CCSS)

ENGLISH LANGUAGE ARTS

- K.SL.1:** Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups.
- K.SL.4:** Describe familiar people, places, things and events and with prompting and support provide additional detail.
- K.SL.5:** Add drawings or other visual displays to descriptions as desired to provide additional detail.
- K.SL.6:** Speak audibly and express thoughts, feelings, and ideas clearly.

MATHEMATICS

- K.CC.4** Understand the relationship between numbers and quantities; connect counting to cardinality using a variety of objects including pennies.
- a.** When counting objects, establish a one-to-one relationship by saying the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
- b.** Understand that the last number name said tells the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted.
- c.** Understand that each successive number name refers to a quantity that is one larger.
- K.CC.5:** Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 0-20, count out that many objects.

SCIENCE (OHIO LEARNING STANDARDS)

- K.LS.1:** Living things have specific characteristics and traits.
- K.LS.2:** Living things have physical traits and behaviors, which influence their survival.
- K.PS.1:** Objects and materials can be sorted and described by their properties.



ESSENTIAL QUESTIONS

1. How can I group things together?
2. What words can I use to describe birds?
3. Why are there so many birds?

I CAN STATEMENTS (LEARNING OBJECTIVES)

1. I can describe measurable attributes of objects.
2. I can sort common objects into categories.
3. I can count objects and identify the total number counted.

LINKS

- **Slug Science Journeys Homepage** <https://www.miamicountyparks.com/node/1256>
- **I'm a Tree Video** <https://vimeo.com/videobranch/review/415298468/7965049766>

ACTIVITY

BIRD SEARCH

In the Science Journey video, students are challenged to go outside, listen for birds and count how many different birds they see or hear. This can be recorded in their Nature Journal using tally marks and drawings. Encourage students to use their binoculars while looking for birds in the trees or up in the sky. Using the **FLIPGRID Challenge: Bird Expedition**, students can record how many different colors of birds they see and how many bird songs they hear. Students should discuss why birds have different songs and why birds need trees.

EVIDENCE OF ACTIVITY

Students will complete this assignment in their nature journal, and create the **FLIPGRID Challenge: Bird Expedition**.