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A New York City Bird Field Guide CD
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Program Outline and Overview

List of Grade Level(s): I use this program with second-grade students because it is the thematic unit taught by our staff at MNS. This project can be modified and used with any grade level above second, as long as a computer with Internet access and the programs listed in **Required Materials** are available.

Student Population: There are four classes of thirty students, all of whom have had experiences with computers since kindergarten. Students meet twice a week in my lab, but are engaging in bird studies in the classroom. Their time in the lab is spent compiling information for their slide shows. Students are paired and assigned a bird by their classroom teacher before coming to computer lab. This enables students to support each other according to their individual needs. While the students work in pairs, I also go around the lab providing the necessary support and feedback.

Major Goals: The major goal of my program is to teach children the necessary technical skills they will need to function within today's society (presentations, research, interpreting data, using technology) while teaching them a thematic unit that is part of our school curriculum. These skills can then be applied to any topic, theme, or subject a teacher assigns to them. A further goal is to deepen the students' understanding of the importance of integrating their knowledge in all subject areas such as Science, Writing, Reading, Math, Social Studies, Art, and Technology in order to produce a well-balanced product. Working on a ***Bird Field Guide CD*** gives children tangible products they can share with others. Children in the second grade learn that there are different mediums to express what they have learned, and in producing a CD, children see other students' work from other classes.

Overview: Students are given the "Inspiration" handout that they fill out with information they have gathered in their classroom during their study of birds. They are encouraged to do this either by hand or on the computer. Next, using the websites listed (see "Resources"), the children save pictures, sounds, movies, and any information they did not collect in the classroom in a folder on the computer. They title their folder by their bird's name, the

name of the teacher, and the initials of the partners. This will be their computer until the project is finished. Once all the information has been collected, they create Microsoft PowerPoint template slides using the "Inspiration" template as a reference and the pictures, sounds, etc. they have previously saved in their folder. There are usually eight slides: Title, Physical Characteristics, Food, Nest, Eggs, Habitat, Song, and "Did You Know?" Children write text to accompany the slides, making sure all relevant information is provided. Once complete, they view their slide shows while the rest of the class views the presentation to provide necessary feedback. Students then revise their shows, adding timings and animation. All projects are then saved to the teacher's computer, who then burns it on a CD that is placed in the field guide. There are approximately sixty slide shows upon completion of the project. The projects are also put on the school website for other schools to view, emulate, and comment upon. The students often visit the site to read the visitors' comments.

Standards: The standards that are addressed by this project are in the areas of English Language Arts, Science, and Technology, and can be found in both the New York City and State Performance Standards Books. Performance standards in ELA are E1c, E2c, E3c, E4b, E5a, and E5b. In Science, Life Science Standards S2a and S2c are used. In Technology, Standard 5 performance indicators are used.

Materials Needed:

- Computer with at least 32 MBs of RAM
- Internet access
- Inspiration software
- Microsoft PowerPoint (ClarisWorks, HyperStudio, or any slide-show program), word processor
- Digital camera, scanner
- A projector to model lessons is useful but not vital ($2200)
- As many bird books as you can get

Lesson Plans: All these lessons make up the entire field guide plus the CD. I have included most of my templates under **Worksheets**, plus some samples and additional activities to be used if you like. If you would like other examples, you can download them off our school website at

http://www.manhattannewschool.org. The lesson on listservs can be done at the beginning if you prefer. I have done it several ways depending on the amount of information the children have. If you have questions or want to share, you can always e-mail me.

A lot of the preparation came from teachers working in their classrooms with the students and could not be done in my lab alone. There is no time frame for any one lesson, as some of them took a month while others took 45 minutes. This is not the time to teach children Inspiration, Word, or PowerPoint, and this project would be very difficult if you had to teach both the unit and the program. I can tell you that 2nd grade students can master all of the basic functions of these programs.

Lesson I: Brainstorming with Inspiration

Objective:
Students will see how to organize their information using a graphic organizer in order to make their slide shows more coherent to the viewer.

Materials:
- Notes from class
- Inspiration template (See Worksheet 1)
- Websites (See Resources)
- Computer

Procedures:
1. Have students get pair up and review their information.
2. Hand out the Inspiration template and go through each of the seven categories they should fill in.
3. Explain that if information is missing, they will have an opportunity to look at three sites to fill in the missing information (see "Resources").
4. As a class, go through one example to make sure all the children understand what should be filled in.
5. As each group finishes, assign them a computer to fill in the template. This will be used for the book.

Notes for teachers: I usually spend two periods (45 minutes each) on this assignment. The first period is spent going through the template and writing out the answers. Children are always missing sections, so this is a good time to see what is needed. You don't have to do the Inspiration template online, but it helps the students reaffirm what they know.

Lesson II: Let's Get Online

Objective: Students will learn how to gather information, pictures, sounds, and movies, and input the data into any number of worksheets provided to them (see worksheets 2, 3, and 4). Students will also learn the importance of organizing their work for future reference by creating folders and a filing system.

Materials:

- Computer with Internet access
- Worksheets (2, 3, and 4)
- Websites (see "Resources")
- Projector (if possible)

Procedures:

1. Have students get together with their partners.

2. Hand out worksheets 2, 3, and 4 and go through a sample. In this example, I will use worksheet 2 (Physical Description).

3. Go to www.natureworks.com (see "Resources") and look at The American Robin.

4. Have students give you information from the characteristics, paying close attention to color.

5. Questions you can ask: What color is the bird? Do the male and females have different colors? Are they different colors at different times of the year? Why? What field marks do you notice?

6. Explain that students must use this site and the others listed in the Resources page to gather all the missing information.

7. Students will watch you model downloading a picture for their slideshows. Explain that this procedure works for pictures, movies, and sounds.

8. Locate the picture of the American Robin, hold down the Control key, and select 'download image to disk'. This is the point where you should create a new folder and give it a name using the bird's name and the student's initials. Show the students that once they create a folder, all items must be saved there. Use this time to go through the different types of pictures they need for the slide show.

9. Assign the children a computer and have them download any picture to their folder using the resource sites listed. Once you feel they understand the procedure, they can look for the pictures they need.

Homework: Give out worksheets 5 and 6 and ask students to fill them in with everything from all the other sheets. There are places to put pictures they can draw, which can be scanned in later.

Notes for teachers: This is the time when a projector comes in handy. It will help students with saving work and modeling. I have given directions for saving on a Mac; if you are running Windows, use the right click. I have done this without a projector but had to make handouts with visual directions on how to save pictures. Also, the homework assignment using what they have gathered (worksheets 5 and 6) will help them with their PowerPoint projects. It may seem like they're doing the same thing twice, but it will help them see the different ways to organize their work. You can put the templates on your computers and have them type in the information. Once they are printed, they can draw their pictures (or you can cut out the ones they did for homework). At the top of sheet 6, a picture of the bird is supposed to go in the center with four field marks labeled in the four boxes. In the space

below, students can write why they feel these field marks are important (see Sample Work).

Lesson III & IV: Talking With Experts; Interesting Facts

Objective: Students will learn that there are many ways to get primary resource information. They will feel a sense of global interaction by corresponding with experts from around the world and participating in a hands-on activity.

Materials:

- A computer with Internet access
- An e-mail account

Procedures:

1. Explain to the students that there are many ways to gather information besides books and research. Try and brainstorm other ways to get information. Tell the children that they will be given a special opportunity to speak with different bird experts about any questions they have.

2. This is a great opportunity for children to keep a log of all the questions they have and any interesting facts they might have learned.

3. Ask students the following questions: Do birds have teeth? Are birds related to the dinosaur? What makes a bird a bird? See what they come up with.

4. Create a letter with the students introducing themselves and what they are studying in class. Have children come up with as many questions as they can to ask the experts. (See teacher notes.)

5. Assign groups and have them e-mail their questions to the expert.

6. Tell students that the next time they come in, they can check their mail and write down the answers they received.

7. Use the information to make an Interesting Facts page that will go into the guide (Worksheet 7).

Follow-up: Each group shares what they have discovered through correspondence.

Notes for teachers: This lesson can be done at the beginning of the project as a great motivational tool. It is vital that you follow some basic rules when planning this assignment. First, you need to do a search on a listserv to find ornithologists. A listserv will give you an idea of all the experts in any field. (Look under Google for bird listservs.) Next you need to write a group of them to ask if the children may e-mail questions they have. You will find many people willing to work on this project, but remember: YOU DO NOT KNOW THEM! Don't let this be a reason not to do the project, because this lesson will prove to be the most exciting. Remember, you are checking the e-mails they send and receive, so it won't be a problem if you are prepared ahead of time. Once again, you can e-mail me on this lesson and I will be happy to share my experiences. I have found that children love to try and stump an expert and the interaction is wonderful.

Lesson V: Making The Slide Show

Objective: Students will see how all the information from their work can be shown in a different medium. Students will walk away with a tangible item that they can share with family and friends.

Materials:

- A computer
- PowerPoint or any slide show program
- CD burner
- Projector
- Scanner
- Bird information sheets (especially 5 & 6)

Procedures:

1. Using the projector, open up PowerPoint and show the students the slide layout sheet. If no projector is available, use information sheets 5 & 6 as a guide, along with photocopies of the following slide show templates: Title Slide, Text and Clip Art (both), Text and Picture (both), and Text and Media Clip.

2. Show them that the eight pieces of information on the Bird Information Sheet, going from left to right, correspond to their choices for their slide layout. This does not include the title slide.

3. Give an example by choosing "How to recognize this bird." Select the text and picture layout from the slide show. Have a student read his/her information and input it into the text area. Next, click on 'add picture' and go to a folder that contains a picture of a bird. Note: you should have a folder already set up. You can model the whole slide show if you prefer, but the children will get the hang of it.

4. Send the groups to their computers and have them create their slide show using all the information they have collected, plus any pictures, sounds, and movies.

5. Make sure they save their work on a regular basis and place the slide show in their pictures folder.

6. Children that finish can start setting up slide transitions. Don't let them select style over substance. Some transitions are slow and hard to read text under.

Notes for teachers: This is the part of the assignment that requires the most help. Students will put images and text out of order and sometimes place pictures where they should not go. I recommend having students who are proficient help struggling groups. When each group is done, take the slide show and place it in folders (by bird name) on your computer. When all the groups finish, you can burn the CD. On the CD, place an index in Word, listing the groups and their birds for easy reference. Once the CDs are complete, you can publish the guide with all the information from the work sheets and the pictures they have drawn.

Lesson VI: Calendar

Objective: Children will get an opportunity to showcase their art and also have a calendar for use at home. This assignment can go at the back of your Bird Guide.

Materials:

- A computer with any calendar program
- Kid Pix
- Colored pencils
- A printer
- A scanner

Procedures:

1. Show the students an example of the top page of a bird calendar that will be used as a starting point. You can show them a few calendars as examples.

2. Place the children in groups to create each of the twelve months including the cover and the back page.

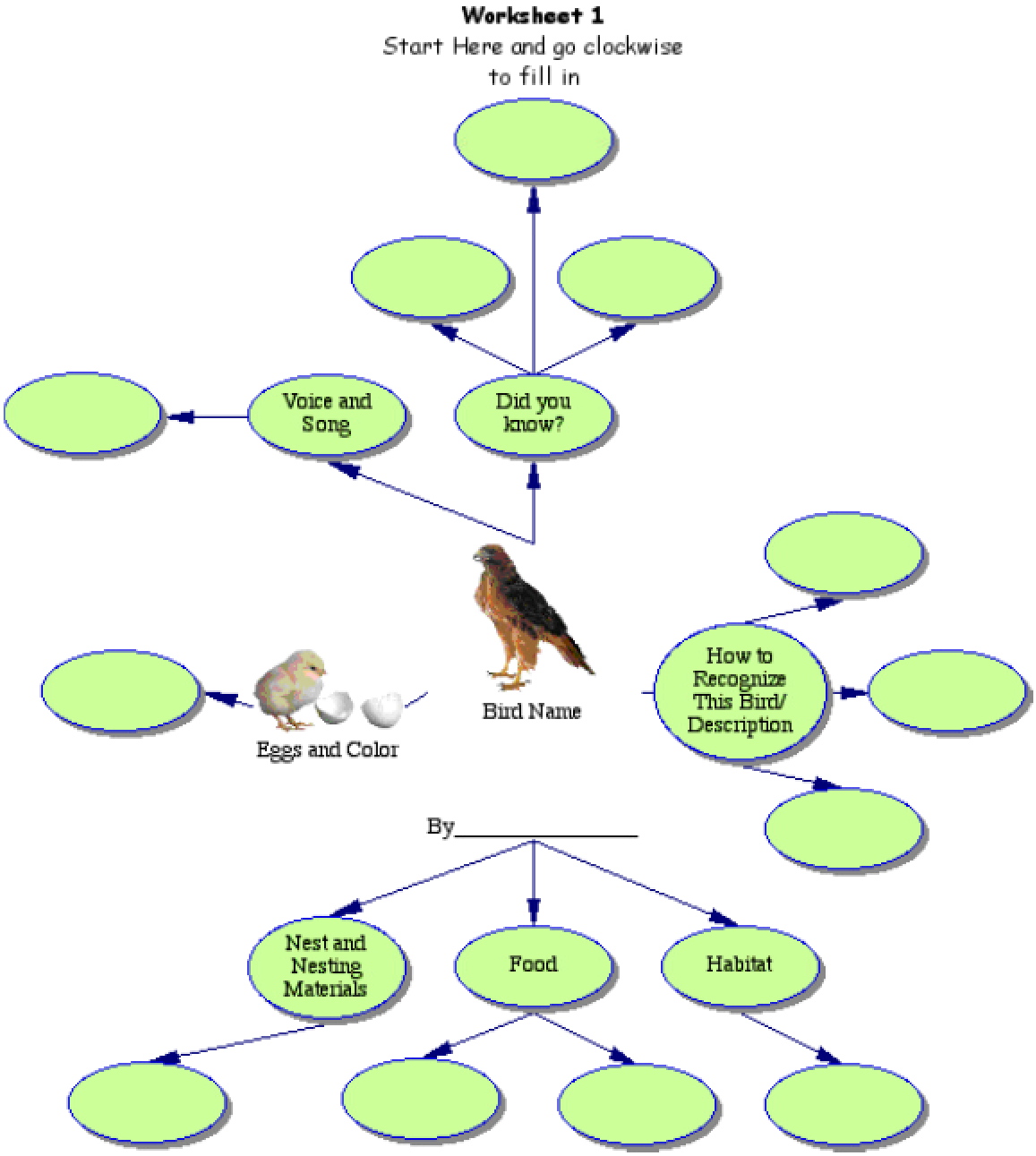
3. Children can create the picture using the computer or draw one to be scanned in later.

4. You can recommend that the students place bird information in boxes next to the picture or in some of the dates on the month itself.

5. While the students are working, use a calendar program to print out the months for the bottom of the calendar.

6. Put it all together.

Notes for teachers: This is a great extension activity that can be used to raise money for your CDs. Parents love getting a school calendar with useful information plus their children's work.


Worksheet 1
Start Here and go clockwise
to fill in
Voice and Song
Did you know?
Bird Name
Eggs and Color
How to Recognize This Bird/ Description
By_____
Nest and Nesting Materials
Food
Habitat

_____

Worksheet 2

Physical description of the _____

Body shape _____

_____

_____

Colors _____

_____

_____

Field mark _____

_____

Illustration of my bird:

Male	Female

_____

Worksheet 3

Names _____

Habitat

A habitat is a kind of place an animal lives in--like woodlands, wetlands (swamp, pond, lake, seashore), open areas (a lawn or meadow), etc.

What is your bird's habitat? _____

_____

Describe what you would see in that habitat (remember to think about what your bird eats). _____

_____

_____

_____

If you could NOT find information about your bird's habitat in a book or on the Internet, make a GOOD GUESS about what your bird's habitat could be. Think about what your bird eats and other helpful information about your bird in order to make a guess. _____

_____

_____

Illustration of my bird's habitat

Worksheet 4

Names _____

Nesting and Eggs

Materials my bird uses to make their nest:

_____ _____

_____ _____

_____ _____

Where my bird builds their nest: _____

_____

_____

Who builds the nest? _____

Number of eggs per clutch _____ **Color** of eggs _____

Incubation time _____

Nest	**Eggs**

Bird Information Sheet (Worksheet 5 and 6)

Bird Information Sheet

Name of Bird: _____

Student's Name:

Did you know?

1.

2.

3.

How to Recognize This Bird

Habitat:

Nest:

Nesting Materials:

Food:

Eggs:

Color:_____

Voice/Song:

Bird's Name_____

Bird in Its Habitat

Worksheet 7

Place Picture Here

Worksheet 8

Name _____

Bird Words to Know

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Worksheet 9

My Resources

Good books for me to find research about the _____

Name of Book Title and Author	Where to Find It in the Bird Library	Information Found About Bird
Backyard Birds – Field Guide	Black small basket with field guides	Habitat, Migration, Voice

Sample Work

Bird Information Sheet

Name of Bird: Blue Jay

Student's Name: Ilana and Tatiana

Did you know?

- The Blue Jay eats Northern Cardinals eggs.
- The Blue Jays field mark is its black necklace.
- The difference between a male and female is that a male has a darker blue back.

How to Recognize This Bird

You can recognize the Blue Jay by its black necklace. You can also recognize the Blue Jay by its very long tail .

Habitat: The Blue Jay's habitat is in the shrubbery and in towns and cities.

Nest:

You will find a Blue Jays nest in pine trees in the crotch of a tree. They make their nest in April.

Nesting Materials:

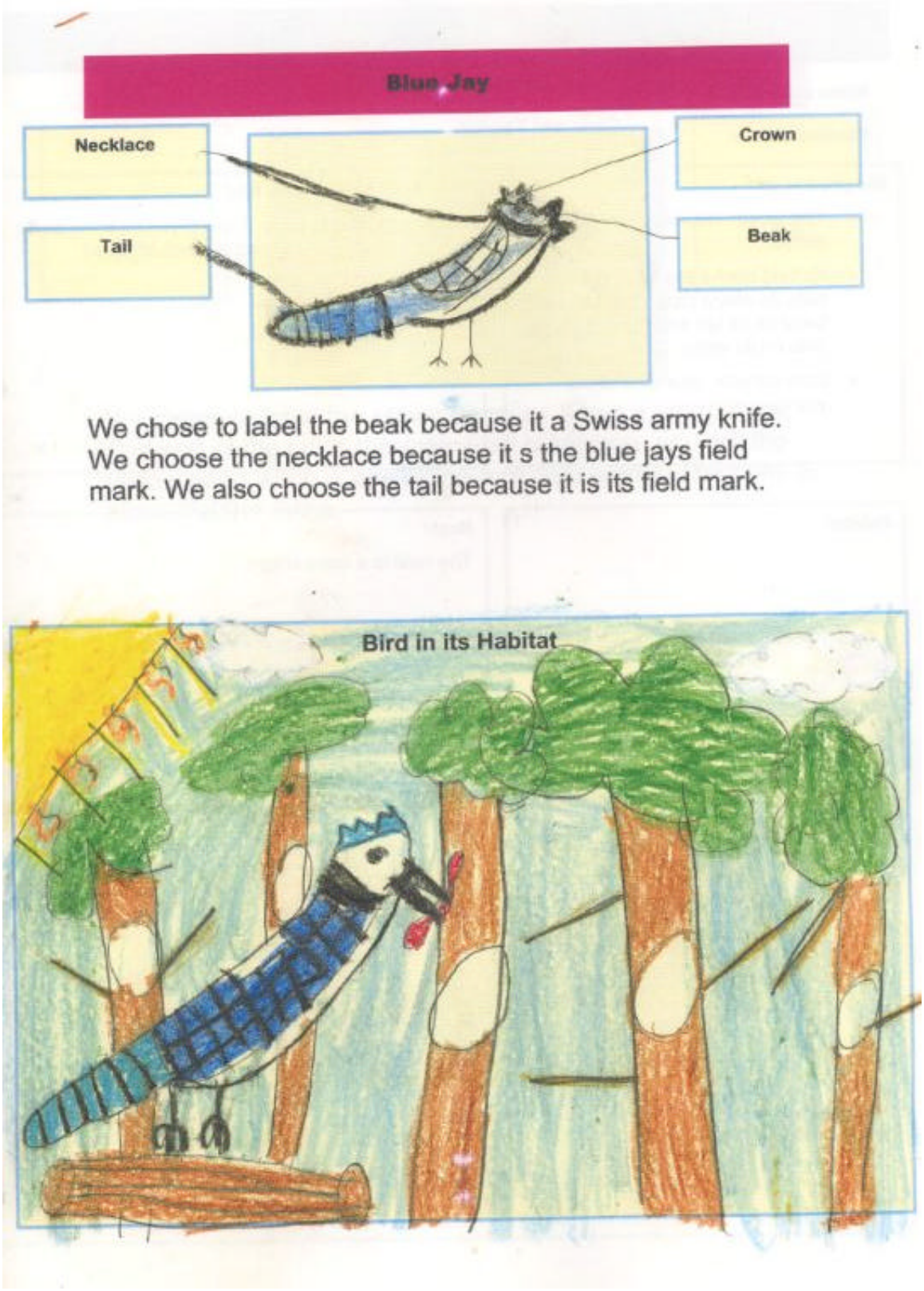
Sticks, grass, feathers.

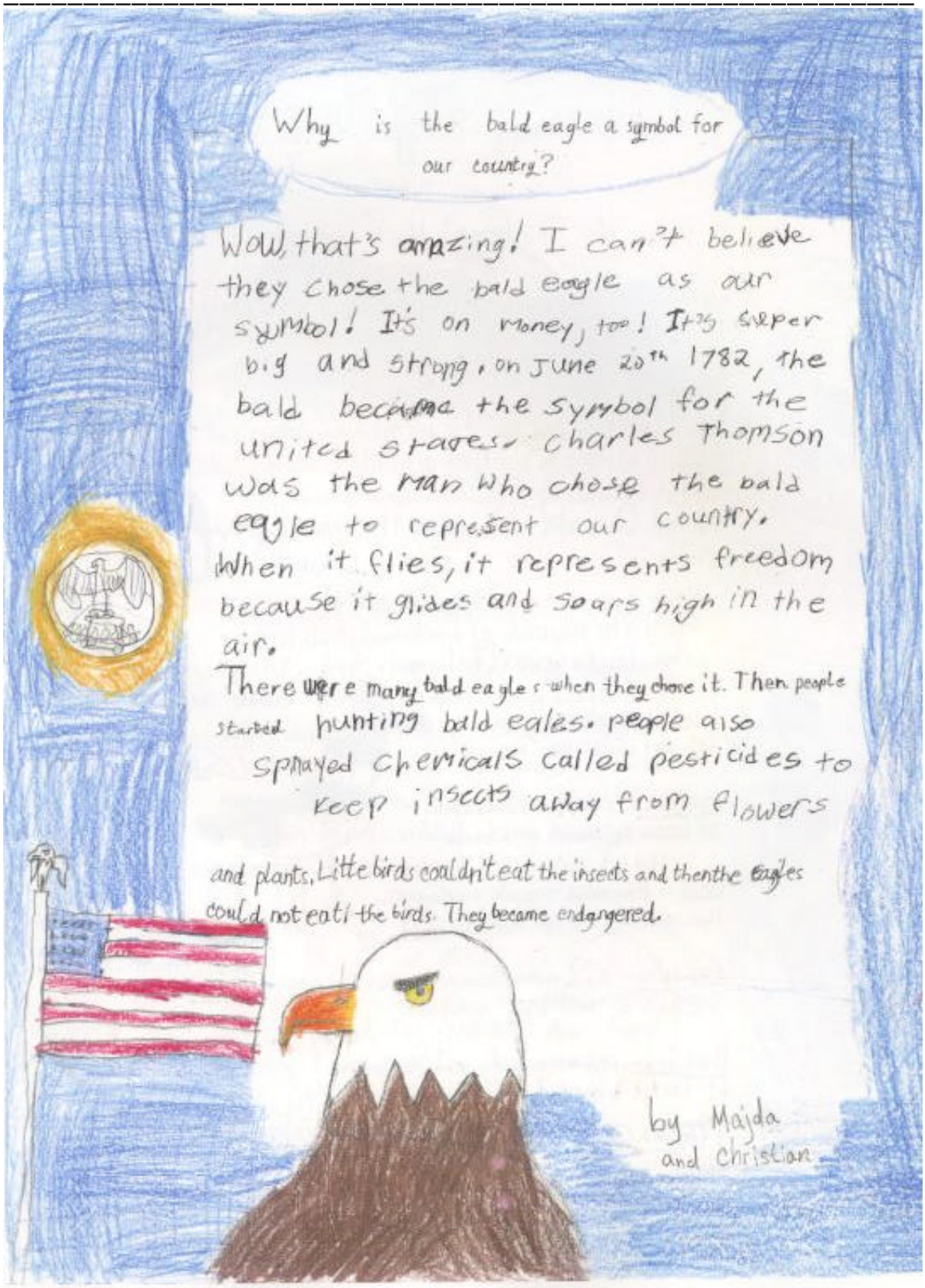
Food: seeds, berries, nuts, bees, wasps and beetles.

Eggs: There are usually 2 to 6 eggs in a nest. They're a little bit bigger then a quarter.

Color: Green with brown spots.

Voice/Song: Jjjaay,jjjaay,jjjaay,jjjaay.


Blue Jay
Necklace
Crown
Tail
Beak
We chose to label the beak because it a Swiss army knife.
We choose the necklace because it s the blue jays field
mark. We also choose the tail because it is its field mark.
Bird in its Habitat



Why is the bald eagle a symbol for our country?

Wow, that's amazing! I can't believe they chose the bald eagle as our symbol! It's on money, too! It's super big and strong. on June 20th 1782, the bald became the symbol for the united states. Charles Thomson was the man who chose the bald eagle to represent our country. When it flies, it represents freedom because it glides and soars high in the air.

There were many bald eagles when they chose it. Then people started hunting bald eales. people also sprayed chemicals called pesticides to keep insects away from flowers and plants. Litte birds couldn't eat the insects and then the eagles could not eat the birds. They became endangered.

by Majda and Christian


Habitat: The Eastern Kingbird likes in woodland edges, country roadsides, and orchards in south America.
Food: The Eastern Kingbird eats flies berries, fruits, and seeds.
Voice/Song: The Eastern Kingbird makes a harsh kip kip kipper kipper and killy killy. Also a buzzy chatter and scream.
James
Katie

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Resources

People:
Classroom teachers
Experts from listservs and newsgroups (These change so do a search in Google for these two items using the word “bird” in front.)
Central Park rangers (birdwatchers)
Theodore Roosevelt Sanctuary (they come to classroom)

Materials:
Writing chart tablet
Colored pencils and markers
Books (see Bibliography)

Software:
Inspiration
Microsoft Word or any word processor
Microsoft PowerPoint or any slideshow program (AppleWorks, Keynote)

Equipment:
Any computer with Internet access
CD Burner and blank CDs
Printer
LCD projector (for modeling slideshows)
Scanner

Field Trips:
Ramble in Central Park
Queens Aviary (The Fine Feathered Friends Workshop)
Sunken Forest on Fire Island

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Websites: I have found that many sites I used one year do not exist the next. A search in Google using words like "Bird Calls," "Bird Pictures," or "Birds of New York" always gives me great sites. These are five sites that have not changed in the years I have worked on this project.

List of Birds at Henry W. Coe Park
http://www.coepark.org/birdindex.html
Great for bird info and downloading bird songs and calls.

Natureworks
http://nhptv.org/natureworks/
This is a great site where you learn about all animals with a huge index of birds (habitat, characteristics, and more).

Cornell Lab of Ornithology
http://www.ornith.cornell.edu
Has everything relating to birds you ever wanted. Teachers should pick out the pieces they want before letting children explore.

Bird Perch
http://www.birdperch.com/
This is a great site for photos.

About.com
http://birding.about.com/
This is an overall comprehensive site.

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