



E d u c a t i o n a n d R e s e a r c h : T e s t i n g H y p o t h e s e s

Lesson Plan—Battle of the Beaks

Katie Carmichael – Kindergarten

Kate Hanyak – 1st Grade

Whitney Osborne – 2nd Grade

Summary

Scholars will recognize and identify the importance of the design of a bird's beak and the adaptations of the beak for survival.

Key Concepts

Scholars will recognize the importance of the beak of a bird for survival. They will be given materials to create a beak and explain how the structure of their beak is similar to the selected birds. Scholars will also be discussing the similarities and differences between birds around the globe.

[2-LS2 Ecosystems: Interactions, Energy, and Dynamics](#)

[1-LS3-1 Heredity: Inheritance and Variation of Traits](#)

Objectives

Students will be able to:

- *Recognize the importance of a bird's for survival*
- *Record differences and similarities between various species of birds* (Each class (K-2) will study a different bird)
- *Demonstrate actual models of the beak of a bird with given tools*
- *Communicate and present their findings to other classes*

Materials

Spoons

Chopsticks

Tweezers

Plastic Cups

Toothpicks

Marbles

Pennies

Graphing paper

Tape

Procedure

Teacher prep: gather materials and research for scholars to use

Classes:

Each class (K-2) will explore various birds and their beaks through research during which we will discuss the information on each beak and decide on one bird each for that class to further explore.

Next, each class will further research and study the chosen bird specifically looking at the beak of the bird and the importance for its survival.

Have each class explore the materials and tools to start creating a beak, once they have tested all materials decide which ones are most effective for their bird.

Scholars will use their materials to attempt to pick up various objects that will represent food in timed intervals; once their time is up that particular class will graph their findings.

Scholars will present their information found during their research and use the materials as beaks to pick up different objects for the other two classes to see.

After research is complete and present we will take a field trip to see birds in our local environment.



Assessment

Scholars will design a real bird (using a build a bird kit) and attach their beak to the body of the bird.

Additional Resources

<http://sciencenetlinks.com/lessons/bird-beaks/>

<http://www.vtaide.com/png/bird-adaptations3.htm>

<http://www.state.nj.us/pinelands/infor/educational/curriculum/pinecur/bab1.htm>

http://fsc.fernbank.edu/Birding/bird_beaks.htm

Bird's of Florida's Gulf Coast folding guiles pamphlet

