

**Lesson Plan:**  
**Grade Level:**  
**Grade 1**

# It's All about the Beaks

## Background

Plants and/or animals use their external parts to help them survive, grow and meet their external needs.

## Goal

Learn how the shape of a bird's beak is designed to eat specific types of food.

## In the Classroom

Ask students "What do we already know about birds?" Short discussion as teacher notes prior knowledge on a chart.

After the discussion is completed, tell the students that today we will describe how beaks help birds meet their needs for food.

### EXPLORE:

**Activities** - Students rotate through six exploration stations. Each station allows students to manipulate a tool that emulates a bird's beak. Station rotates when they hear birds chirping (find music on youtube) or use a signal of your choice.

Teacher rotates to each station asking questions to guide thinking. Are all beaks the same? What do you notice about this beak? Is it different from the others? Why do you think they are different? Can I use this beak to eat \_\_\_\_\_? How are the beaks alike?

## Materials to Prepare

Paper flower template (included)

Student Check off sheet for each station

**Beak Station One:** chopsticks, gummy worms, oatmeal and a bucket. You may wish to use "trainer chopsticks" that are held together with a rubber band.

**Beak Station Two:** small Swedish fish, bucket of water and a slotted spoon.

**Beak Station Three:** popsicle stick, scissors, playdough.

**Beak Station Four:** sponge, seeds, tweezers.

**Beak Station Five:** popcorn, tongs, bottle caps.

**Beak station Six:** droppers, colored water, beaker or bud vase, paper flower tops

**Directions for Students:** Print one of each on cardstock or laminate



## **It's All about the Beaks** continued...

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### **Materials to Prepare** continued

**Station One:** Use your long thin beak to search the dirt for worms like a Robin or a Cape Thick Knee. Use your chopsticks to search through the oatmeal for worms.

**Station Two:** Use your pouch- like beak to scoop fish like a Pelican or a Spoonbill. Use the spoon to scoop out as many Swedish fish from the water as you can.

**Station Three:** Use your sharp curved beak to tear meat from a mouse or a fish, like an Owl . Use the scissors to tear open the playdough to get the popsicle stick that is inside.

**Station Four:** Use your long probing beak to dig insects out of a tree like a wood pecker or out of the mud like an Ibis. Pick out the seed from the sponge using the tweezers.

**Station Five:** Use your small pointy beak to catch some bugs like a swallow. Toss up the popcorn and try to catch it with the tongs or the bottle cap.

**Station Six:** Use your long slender beak to probe for nectar from a flower like a Hummingbird. Use the dropper to suck up the colored water from the beaker or the bud vase.

**Student Project:** As they rotate through the station they check off the box on their recording sheet and circle adjectives that describe the beak at each station.

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### **At Safari West**

**Beak Type Seven:** Flamingos have a large curved beak to use for filter feeding.

How is this different from the other six types of beaks? What kind of food might flamingos eat?

Students use their work sheet with a picture outline of an Ibis, a Spoonbill and a Stork to count how many of each type of bird with that beak type they see.

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### **Back in the Classroom**

Students will use what they have learned to draw / label their own type of bird beak and explain why they chose that type of beak. What kind of food could you eat with your beak and why? Did you have to redesign your beak? Can you demonstrate how your beak works?

You may choose to have this be a small group discussion.

