



Haikubox Lesson Grades 2/3

Day 1 Design a Bird

Engage

Teacher: "Today we are going to start learning about birds and where they live."

Teacher: "What do you already know about birds?"

Share the KWL graphic organizer (Know-Want to Know-Learned) from [ReadWriteThink: https://www.readwritethink.org/classroom-resources/printouts/chart-0](https://www.readwritethink.org/classroom-resources/printouts/chart-0). Using a Think-Pair-Share format, have students think about and write what they know about birds, then share with a partner. Each student then shares with the class one thing they learned from their partner and teacher writes students' understanding on a shared board, screen or flipchart.

Explore

Teacher: "What would you like to learn about birds?"

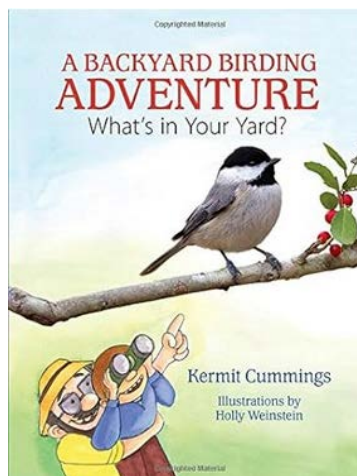
Using the KWL chart, use Think-Pair-Share to summarize students' questions.

Show the cover of the book [A Backyard Birding Adventure](#).

Teacher: "This book will share some information about birds we might find living near our school or other places we might visit around our homes."

Read aloud: [A Backyard Birding Adventure](#).

https://www.amazon.com/dp/1612542360?psc=1&ref=product_details



Explain

Teacher: “Did anyone notice how the birds were named? For example, why is a Bluebird called that?”

Discuss other birds named for:

- Colors (Blue Jay, Cardinal – explain why cardinal is a shade of red)
- The way they look (Mourning Dove – named for its clothing like those worn when in mourning [explain what this means])
- The sounds they make (Chickadee, Mockingbird [explain what it means to mock something])
- Their actions (Woodpeckers)

Introduce Haikubox:

Teacher: “This website shows the birds that are outside our school right now. There is a device outside that is listening for the birds that live nearby.”

Scroll down the Haikubox Listen page to look for some of the birds shown in [A Backyard Birding Adventure](#).

When there is a bird that was not in the book, pause to discuss with students why the bird might have its name. For example, birds named for:

- Their colors or how they look (Raven, Red-winged Blackbird, Waxwing)
- Where they live or where they came from (Canada Goose, European Starling)
- Their sounds (Song Sparrow, Loon, other Chickadees, Catbird)
- Their behaviors (other woodpeckers, Treecreepers, Roadrunners)
- Things they eat (Gnatcatchers)
- Birds with several attributes (Ruby-throated Hummingbird)
- If there are birds named after people (Anna’s Hummingbird, Say’s Phoebe), let students know that a lot of those names are going to change to become more descriptive.

Elaborate

Students will design their own bird. They can choose one of the bird outlines provided to get them started. In addition to coloring their bird, they need to provide this information on the separate worksheet:

- Species name and why it is named that way
- Where it lives
- What it eats
- What it sounds like when it sings

Bird outlines from https://justfamilyfun.com/free-printable-bird-outline/#google_vignette

Evaluate

Provide short quiz: Teacher shows an image of the bird with a short description. Students need to choose the best name for the bird. Be prepared to explain any vocabulary words that may be unfamiliar. Collect and score quiz.

Day 2 Habitats

Engage

Teacher: “Yesterday we looked at birds around our school. Share some words to describe where our school is located.” Prompts may include “Are there trees? Is there water nearby? Does it rain a lot here?”

“The environment where any living thing lives is called a ‘habitat.’ Have you heard anything about habitats that might be different than where our school is?” Listen to student responses and write down key words.

Explore

Watch video: All about Habitats: Kids’ Guide to Tundra, Deserts, Grasslands, Forests & More”
<https://www.youtube.com/watch?v=x7jwJ2bl9Lg>

Teacher: “While watching this video, write down some of the things mentioned that define each habitat.” Hand out worksheet and have students complete while watching video. Pause video as needed to give students time to write ideas.

As habitats are described on the video, check off any that were part of students’ idea generation.

Explain

Teacher: “Yesterday, we looked at some of the birds identified by our Haikubox in the habitat near our school. What kind of food do you think they eat? Where could they find shelter?” Write down student responses.

“These are different ways that our birds have adapted to our habitat. Their special features are called adaptations and they help the birds survive.”

Elaborate

Teacher: “Use the bird you created yesterday to describe its habitat and adaptations it needs to survive.” Have students complete the second page of the worksheet.

Evaluate

Collect Design a Bird worksheets for later evaluation of student understanding.

Return students to the KWL from the prior day and have them individually complete the “Know” column based on what they learned from these lessons. Collect for evaluation.

Standards:

Next Generation Science Standards

2-LS4-1: Biological Evolution: Unity and Diversity: Make observations of plants and animals to compare the diversity of life in different habitats.

3-LS3-1: Heredity: Inheritance and Variation of Traits: Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.

3-LS4-2 Biological Evolution: Unity and Diversity Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.

3-LS4-3 Biological Evolution: Unity and Diversity Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

3-LS4-4 Biological Evolution: Unity and Diversity Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

National Council of Teachers of English

Standards

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
12. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
13. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Name: _____ Date: _____

.....

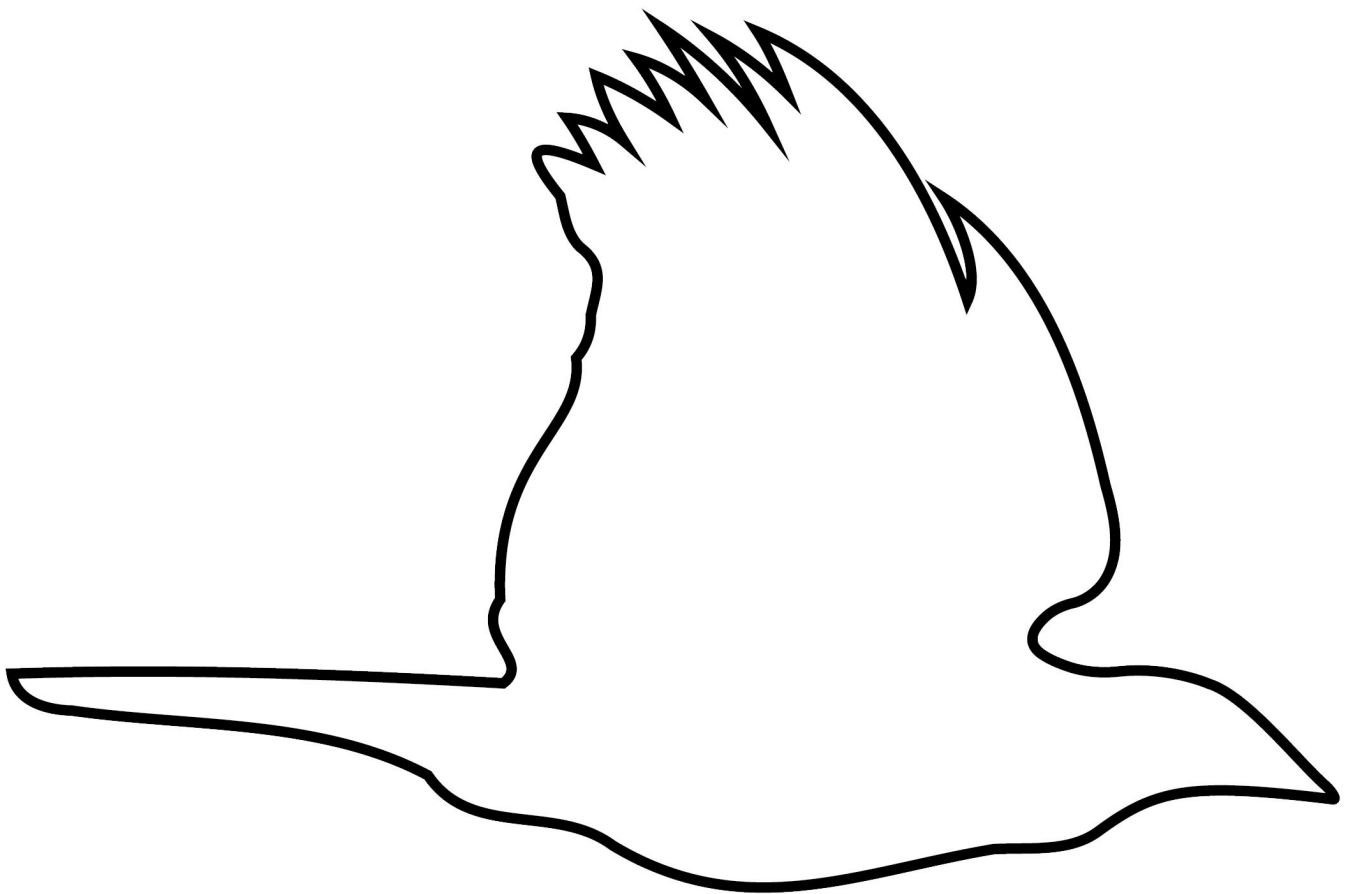
KWL Chart

.....

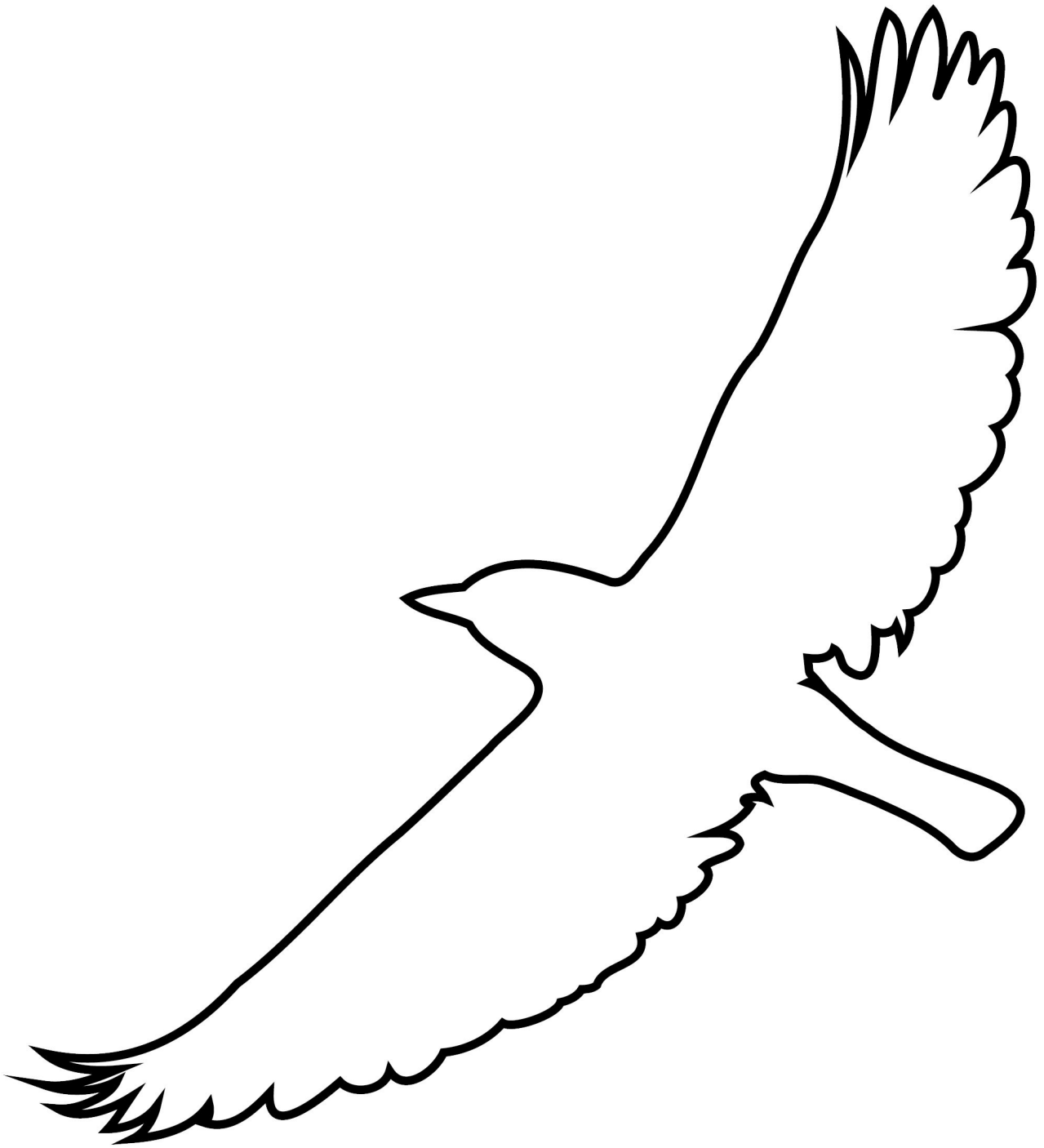
Select a topic you want to research. In the first column, write what you already know about the topic. In the second column, write what you want to know about the topic. After you have completed your research, write what you learned in the third column.

What I K now	What I W ant to Know	What I L earned

Bird Outlines



Bird Outlines



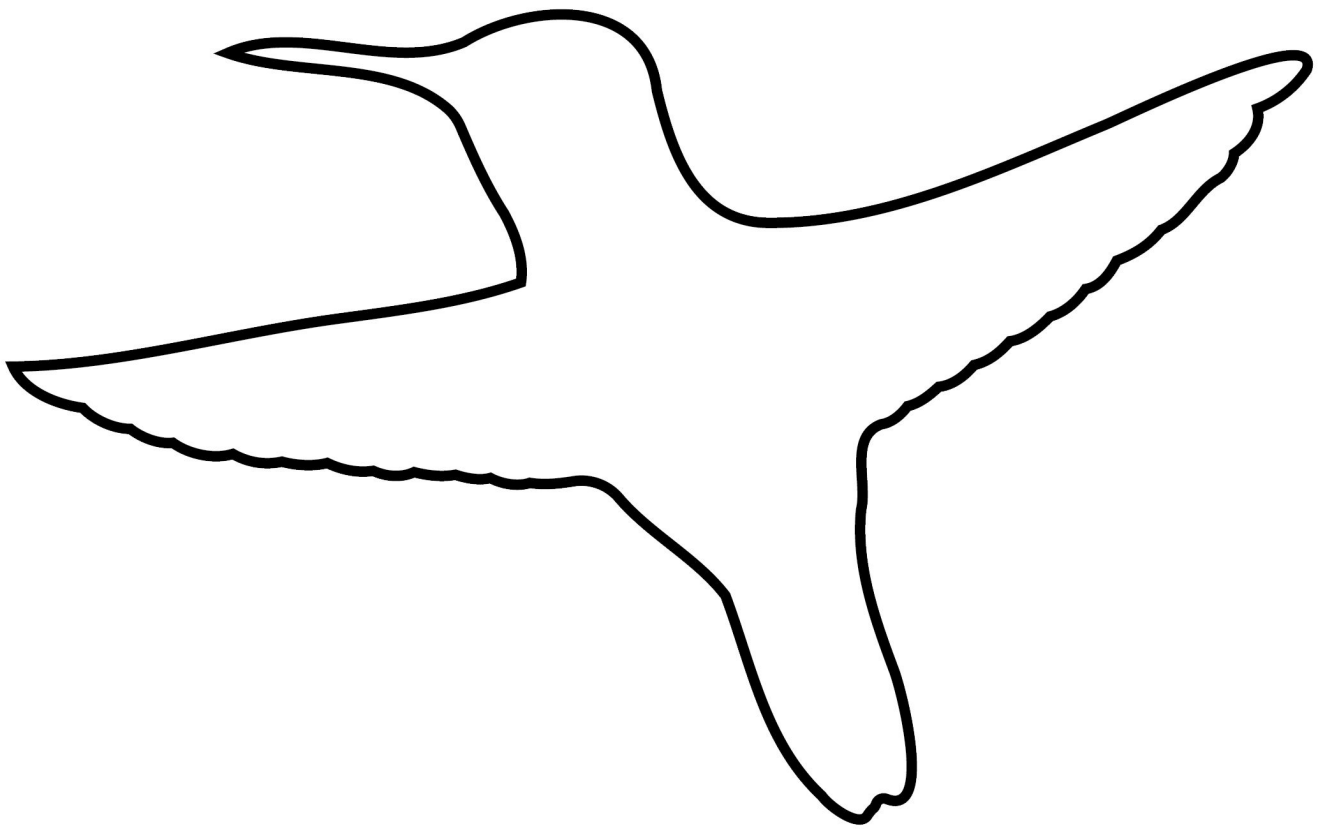
Bird Outlines



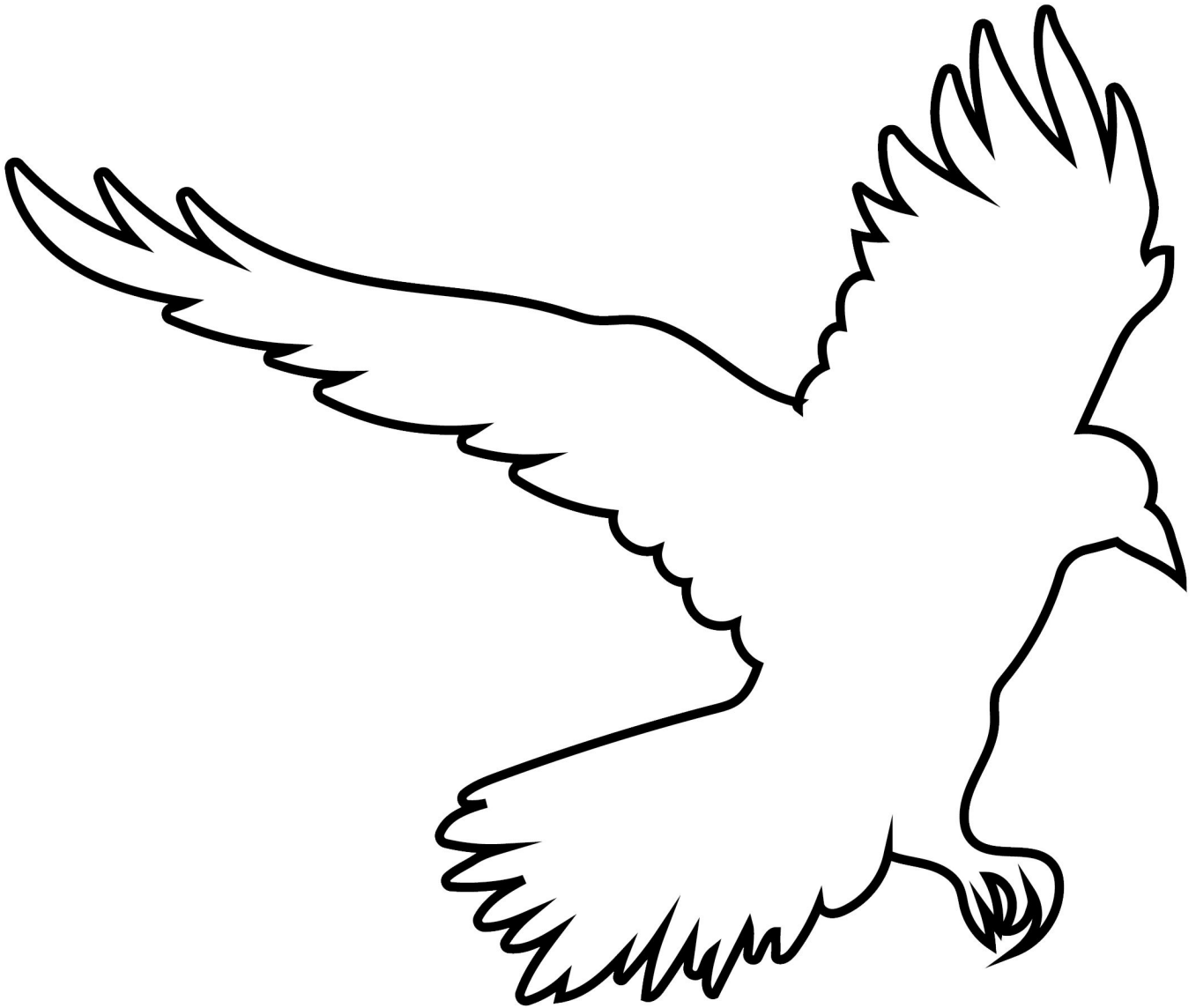
Bird Outlines



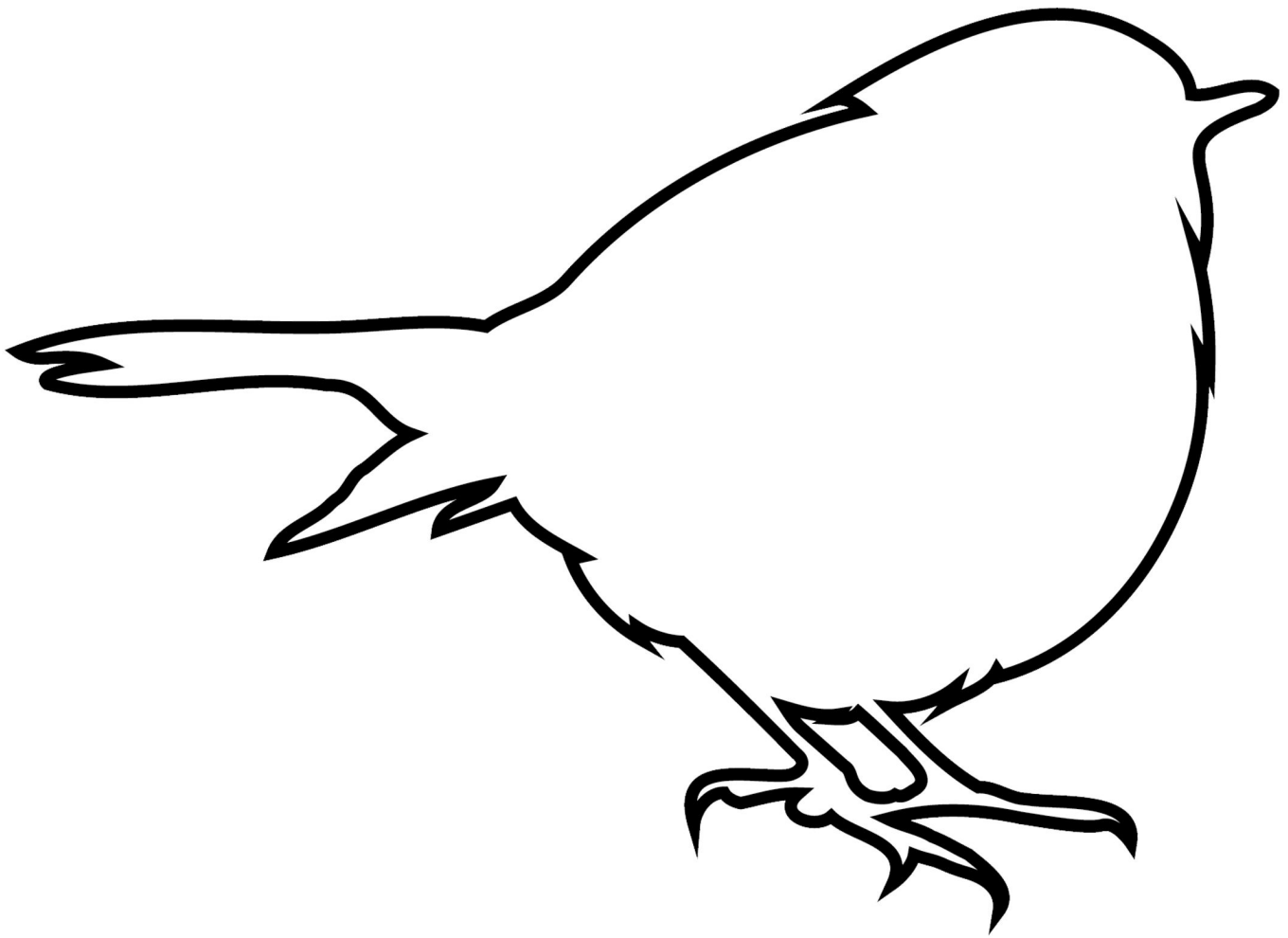
Bird Outlines



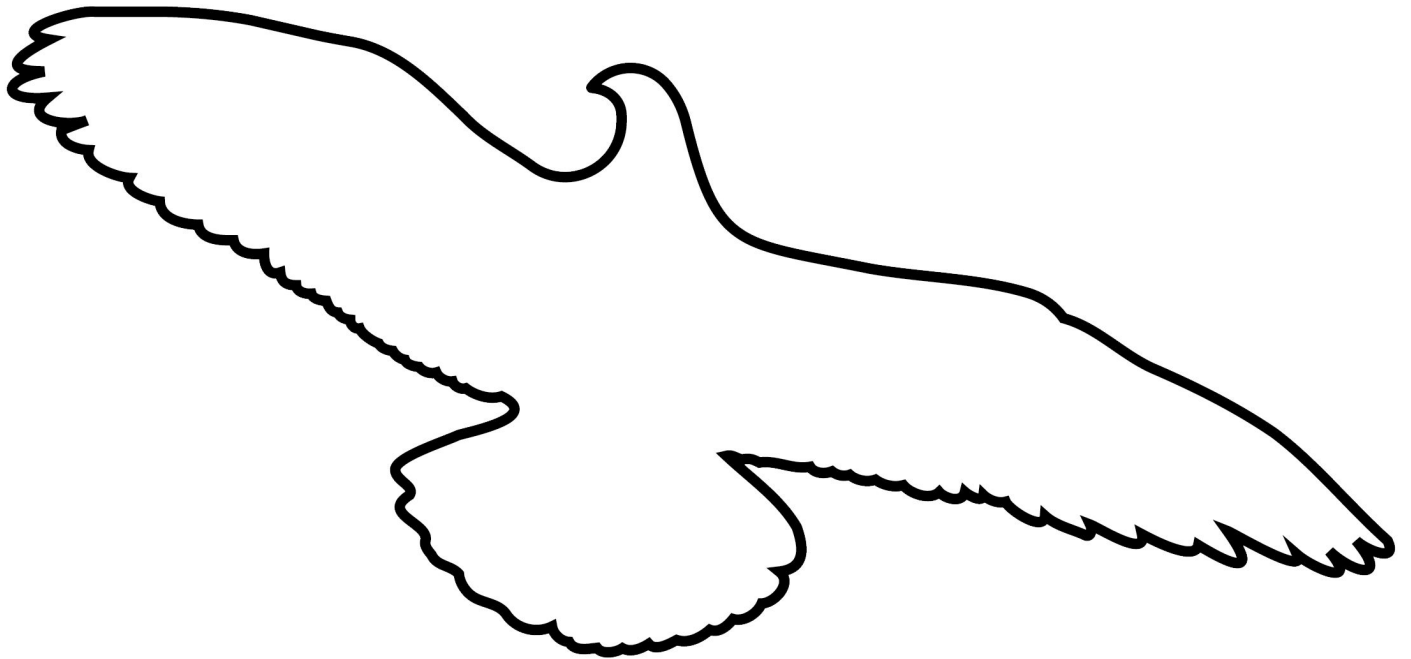
Bird Outlines



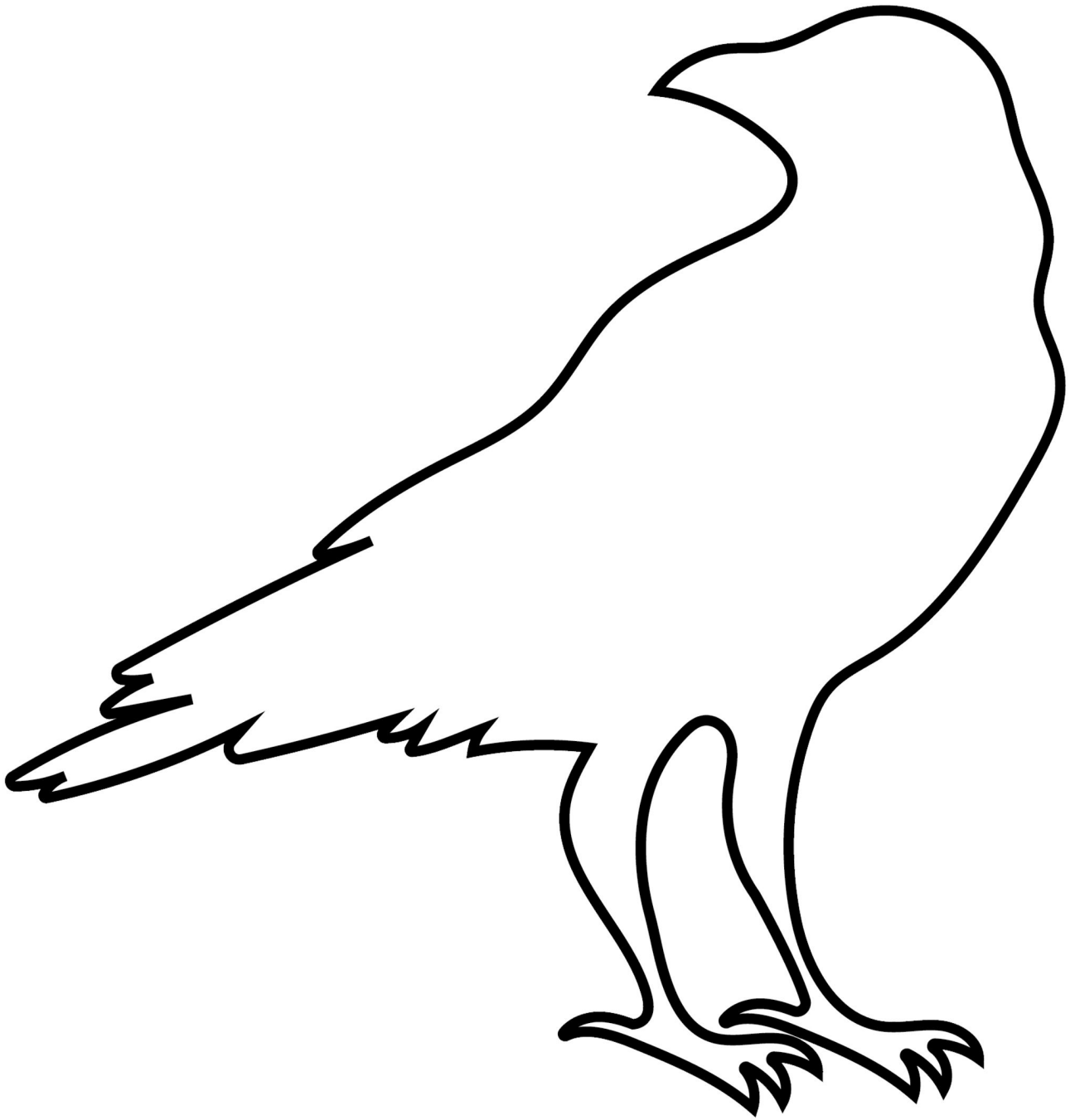
Bird Outlines



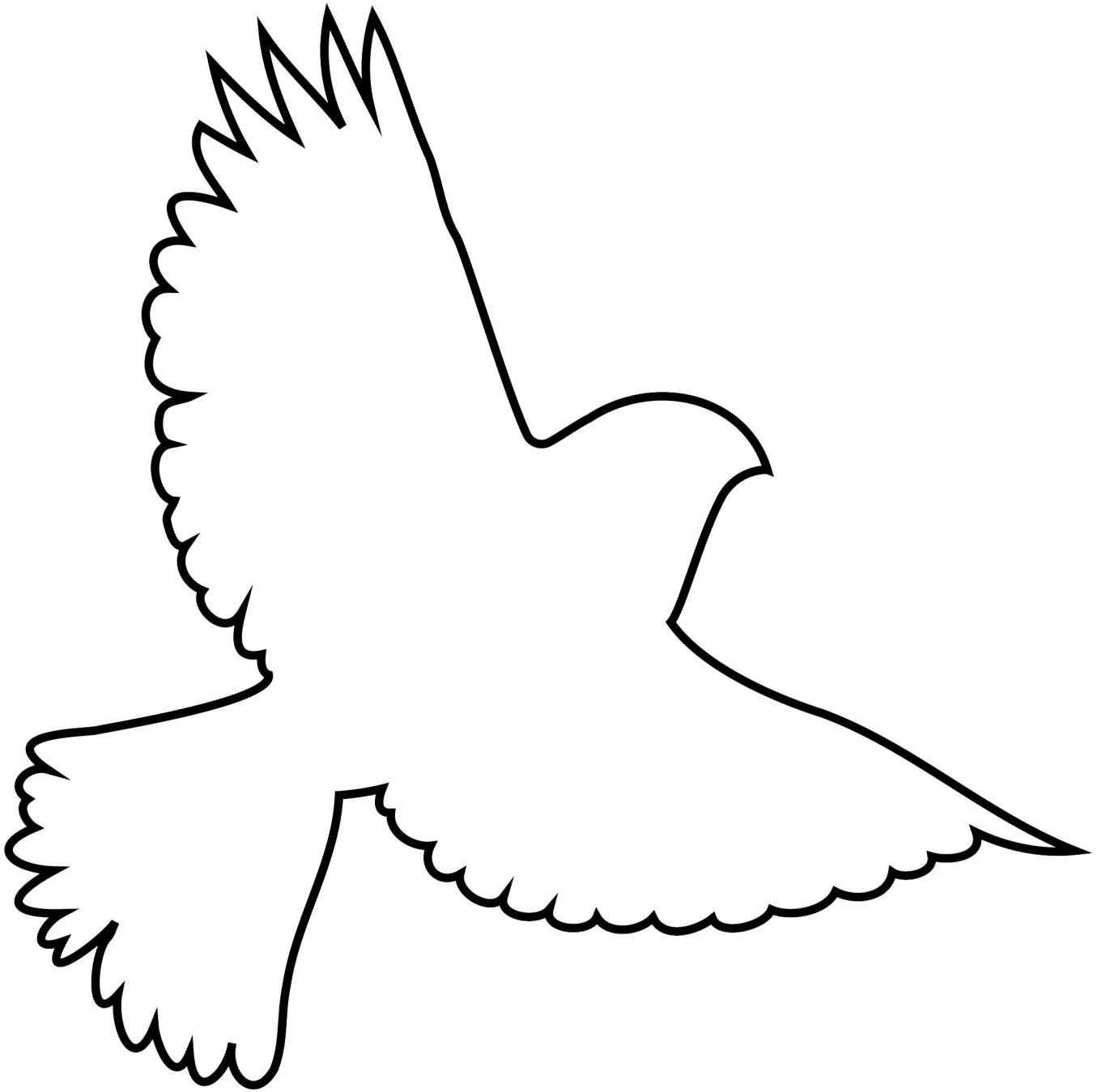
Bird Outlines



Bird Outlines



Bird Outlines



Name: _____

Date: _____

Design a Bird

Tell us about your bird!

What is this bird species named?

Why is it called by this name?

Describe where this bird lives:

Describe what this bird eats:

What does this bird sound like when it sings?



Name: _____

Date: _____

Design a Bird

Tell us about your bird!

Your bird _____

Describe this bird's habitat.

What does it eat? Does it have any adaptations to help it find or eat this food?

Where does this bird find shelter? Does it have any adaptations to help it find or make shelter?

Habitats Worksheet

Habitat name	Description & Animals that Live There
What things to all animals need to survive?	
Polar	
Tundra	
Desert	
Grassland	
Forests	
Water	

Design a bird quiz



1) This bird has white and black stripes on its head with a gray belly and orange beak. It visits feeders and lives in brushy areas or open forests. It is named the:

1. White-throated Sparrow
2. White-crowned Sparrow
3. Gray Catbird
4. Purple Finch



2) This bird has a smooth gray body, black cap and orange under its tail. It lives along forest edges and eats insects. It makes a sound that can sometimes sound like a cat's meow. It is named the:

1. White-throated Sparrow
2. White-crowned Sparrow
3. Gray Catbird
4. Purple Finch



- 3) This bird has a unique face pattern of black and white and has a red crown. It lives in woodlands and has a strong beak which it uses to create holes in trees where it stores acorns. It is named the:
1. Acorn Woodpecker
 2. American Goldfinch
 3. Mountain Bluebird
 4. Red-shouldered Hawk



- 4) This bird is a vivid blue color except for its white belly. It has long wings which make it a great flyer able to catch insects. They can be found in high mountain meadows and often make their nests in boxes placed for them by people. It is named the:
1. Acorn Woodpecker
 2. American Goldfinch
 3. Mountain Bluebird
 4. Red-shouldered Hawk