

1. Program Title: Birds in Our Neighborhood

2. The purpose of this program is to make students aware of the various birds living in their community. Further, students will examine traits of these birds and how their unique adaptive features compliment their environment.

3. TEKS

7 (11) Organisms and environments. The student knows that populations and species demonstrate variation and inherit many of their unique traits through gradual processes over many generations. The student is expected to:

(A) examine organisms or their structures such as insects or leaves and use dichotomous keys for identification;

(B) explain variation within a population or species by comparing external features, behaviors, or physiology of organisms that enhance their survival such as migration, hibernation, or storage of food in a bulb; and

(C) identify some changes in genetic traits that have occurred over several generations through natural selection and selective breeding such as the Galapagos Medium Ground Finch (*Geospiza fortis*) or domestic animals.

7 (13) Organisms and environments. The student knows that a living organism must be able to maintain balance in stable internal conditions in response to external and internal stimuli. The student is expected to:

(A) investigate how organisms respond to external stimuli found in the environment such as phototropism and fight or flight; and

(B) describe and relate responses in organisms that may result from internal stimuli such as wilting in plants and fever or vomiting in animals that allow them to maintain balance.

4. Detailed Description of Program:

During this program students take a nature walk and begin a nature journal of birds in their community. It will be beneficial for this program to last over the course of several weeks in order for observation of birds in various places, at different times of day, etc. Launch the program with a presentation about birds in the community and their migratory patterns. If possible, take a field trip to your local State Park where park rangers can introduce the birds; however, if a guest speaker and/or field trip is not possible, consult one of the field guides listed in the supporting materials for a brief introduction to the regional birds of Texas. Next have students assemble a science journal (see template).

Take a 15-20 minute nature walk around the campus/community and write down descriptions or make sketches of any birds observed on the walk. Digital cameras or phones/tablets with camera capabilities will be especially useful when identifying birds. Photos can be printed when the group returns to the Library and pasted into the journals if students prefer that to drawing their own sketches. When you return to the Library, discuss the birds observed and use the birding guides to identify your birds. Students may also keep a record of their observations using the iNaturalist App. This is an excellent way to integrate technology and social media.

Meet weekly to discuss findings as students continue to observe birds in the community. Many state parks offer birding seminars and/or have park rangers available for school presentations.

Finish the project by forming a team to compete in the Texas Parks and Wildlife Great Texas Birding Classic or host a bird watching competition/event in the community where students can serve as guides.

5. Program Related Books to Display or Book Talk

Any of the books/pamphlets in the resources section (see section 8 below).

Bird by David Burnie (ISBN 978-0-7566-3768-2)

Birds, Encyclopedia Britannica Illustrated Science Library (ISBN 978-1-61535-465-8)

Chasing birds across Texas: a birding big year by Mark Thomas Adams (ISBN 978-1-58544-295-9)

Draw 50 birds : the step-by-step way to draw chickadees, peacocks, toucans, mallards, and many more of our feathered friends by Lee J Ames (ISBN 978-0-329-97677-4)

Exploring the great Texas coastal birding trail : highlights of a birding mecca by Mel White (ISBN 978-0-7627-2712-4)

Finding birds on the great Texas coastal birding trail : Houston, Galveston, and the upper Texas coast by Ted Eubanks (ISBN 978-1-58544-534-9)

Hummingbirds : facts and folklore from the Americas by Jeanette Larson (ISBN 978-1-58089-332-9)

6. List of Supplies

Colored Paper, Colored Pencils, Pencils, Copies of the Journal Template, Bird Field Guides appropriate for region, digital cameras, cell phones/tablets with wireless internet for iNaturalist app (optional)

7. Incentives

Participation in the Texas Parks and Wildlife Great Texas Birding Classic – awards given by Texas Parks and Wildlife partners

Libraries can create their own awards for most birds found, most birds correctly identified, most colorful bird, etc.

8. Resources

Audubon Texas - <http://tx.audubon.org/>

Bird Checklists (scroll down) -

http://www.tpwd.state.tx.us/publications/spdest/state_parks/

Tekiela, Stan. *Birds of Texas: Field Guide*. Cambridge, MN: Adventure Publications, 2004. Print.

Birding brochures/phamphlets:

Clark, Gary, and Kathy Adams Clark. *Birds of Southeast Texas and the Upper Texas Coast A Guide to Common and Notable Species*. N.p.: Quick Reference Pub, 2010. Print.

Homel, Greg R. *Birds of South Texas Including the Lower Rio Grande Valley A Guide to Common and Notable Species*. N.p.: Quick Reference Pub, 2009. Print.

Kavanagh, James, and Raymond Leung. *Texas Birds: An Introduction to Familiar Species*. Blaine, WA: Waterford, 2000. Print.

Lasley, Greg. *Birds of Central Texas A Guide to Common and Notable Species*. Quick Reference Pub, 2009. Print.

Lasley, Greg. *Birds of North Texas A Guide to Common and Notable Species*. Quick Reference Pub, 2010. Print.

Lasley, Greg. *Birds of Texas Big Bend Country Including Big Bend National Park and Davis Mountains A Guide to Common and Notable Species*. Quick Reference Pub, 2010. Print.

9. Professional Resources

Great Texas Birding Classic – Texas Parks and Wildlife
(<http://www.tpwd.state.tx.us/events/great-texas-birding-classic>)

10. Program Flyers, Poster, Advertisements, Bulletin Board Ideas, Templates, Rubrics, etc.

Journal Template

Alternate School Program

1. Program Title: Exploring Sensory Language

2. Introduction/Purpose of Program

Using passages from *Summer and Bird*, students can explore sensory language and author's craft. The lessons in this activity are modeled after Nancy Dean's *Voice Lessons: Classroom Activities to Teach Diction, Detail, Imagery, Syntax* (see resources) and should be used as warm-up activities or mini-lessons to complement existing instruction.

3. TEKS (for school program)

6 (8) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains.

7 (8) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood.

8 (8) Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain the effect of similes and extended metaphors in literary text.

4. Detailed Description of the Program

Teacher will display activity on a projector or distribute individual handouts for each student. Teacher should read quote/passage aloud and ask students to think about the figurative language discussed. Allow students time to think about and answer each question; discuss responses.

Expected time for each activity: 5-7 minutes

See attachment for mini-lessons

5. Program Related Books to Display or Book Talk

Any of the titles in the Read-Alikes List

6. List of Supplies

Computer with Projector

Pens/Pencils

Paper or Word Processor

Copies of lesson/questions (if desired)

7. Incentives

Improved STAAR Reading Comprehension Scores

Grades

8. Resources (print and electronic)

Voice Lesson – Imagery

Voice Lesson – Syntax

9. Professional Resources (for librarian and teacher use)

Dean, Nancy. *Discovering Voice: Voice Lessons for Middle and High School*. Gainesville, FL:

Maupin House Pub., 2006. Print.

Dean, Nancy. *Voice Lessons: Classroom Activities to Teach Diction, Detail, Imagery, Syntax, and Tone*. Gainesville, FL: Maupin House, 2000. Print.

10. Program Flyers, Posters, Advertisements, Bulletin Board Ideas, Templates, Rubrics, etc.