

## Section One: Project/Lesson Overview

**Grade:** 6

**Subject:** Science

**Lesson Title:** Bird Watching Journal

**Lesson Description:** Students will keep a journal during the course of the *Life Science: Diversity of Life* unit where they will record bird sightings that they make. While the minimum number of birds that must be recorded in the journal is ultimately at the instructor's discretion, we suggest that 12-15 would be appropriate. Each journal entry must contain: the name of the bird, the genus and species of the bird, a description of the bird's geographic range, its diet, as well as sketch (or photo) of what it looks like. Once all journal entries have been made students will attempt to classify the birds into groups and sub-groups. In class they will share their journal entries and classification systems with each other and compare both the different kinds of birds sighted as well as the different ways they chose to classify the birds.

**Time Required:** 1-2 x 60 minute classes. Ideally part of one class to introduce the journal project and a second class where students will share their journals with each other.

### Curriculum Outcomes:

- identify different ways to classify living things in their local habitat
- classify living things in the local habitat and create a chart or diagram that shows the method of classifying
- present a selected classification scheme to others

## Section Two: Project/Lesson Implementation

### Equipment/Materials Required:

Journal materials: could be notebook, or Duo-Tang or binder with loose leaf.  
Markers/coloured pencils for illustrations

### Lesson Procedures/ Teaching Strategies:

1. Introduce the bird journal project to students. Discuss with them where they might go to bird watch. Encourage them to begin thinking about how birds should be classified.
2. Once students have finished their journals, a class will be devoted to sharing the journals. Students should begin in small groups, comparing the different kinds of birds that they recorded and the different means of categorizing birds that they devised. Following this, there should be a class discussion of the variety of birds documented and on how scientists go about classifying birds (and other organisms).

### Suggested Assessment Strategies:

The journals should be graded on completeness (ie. the minimum number of entries have been made and each entry is complete) and on presentation (neatness, quality of writing, images).

## **Section Three: Project/Lesson Resources**

### **Supplementary Resources:**

<http://www.queenscountyheritage.com/FortheBirds/>

**Disclaimer:** The recommended web-resources included here have been scrutinized for their grade and age appropriateness; however, contents on links on the Internet change continuously. It is advisable that teachers preview all links before recommending them to students.

**Extensions:** n/a

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## **Section Four: Additional Information**

**Credits:** Julian Varty, Queens County Heritage