Wisconsin Water Library
UNIVERSITY OF WISCONSIN-MADISON

Lesson Plan
Fowl into the Water

This lesson plan works very well with children preschool through second grade. The lesson lasts between 45 minutes to an hour, based on the number of books read. To orient the children to what it means to be a scientist, think scientifically and "do science," use the **"A Scientist Is. . ." and "Scientific Method"** handouts available at the end of this lesson plan.

SING

Begin with your favorite welcome song.

SCIENCE CHAT

Begin a theme on water fowl (birds and ducks!) by asking children what they know about them.

WHAT MAKES BIRDS DIFFERENT?

Do you know what makes a bird different from other animals?

Is it the pretty colors?

No -- other animals, like fish and insects, come in all sorts of beautiful colors too.

Is it the bill or beak?

No -- other animals, like the duck billed platypus (a mammal), have bills too.

Is it the eggs?

No -- other animals, like fish, amphibians, reptiles, insects and even some mammals, hatch from eggs as well.

Is it the wings?

No -- other animals, like insects and some mammals, have wings.

Then what is it!?

The Feathers!

All birds have feathers and birds are the only animals that do! Feathers do many jobs for birds. **Soft down** keeps them warm, **wing feathers** allow flight and **tail feathers** are used for steering. **The color of the feathers** can be used to hide the bird or to help the bird find a mate!

READ

Suggestions from the Wisconsin Water Librarians, but feel free to swap out with your own OR visit our **subject specific reading list:** Water Birds.

READ: *Don't Fidget a Feather (1998)* by Erica Silverman illustrated by S.D. Schindler

READ: *Look Up! Bird-Watching in Your Own Backyard (2013)* by Annette LeBlanc Cate

READ: *Counting Cranes (1993)* by Mary Beth Owen

SING/POEM

Use any song you like adapted to the theme of birds or ducks to get kids moving. Here is a poem/rhyme suggestion:

Five Little Ducks

(can also begin with the number of children in the room if a small group and count down until there are none)

Five little ducks paddling to shore,
One paddled away, then there were four;
Four little ducks paddling towards me,
One paddled away, then there were three:
Three little ducks paddling towards you,
One paddled away, then there were two:
Two little ducks paddling in the sun,
One paddled away, then there was one:
It paddled away then there was none.

CRAFT IDEA: PAPER PLATE DUCK

Supplies needed:

paper plates (1 for each child)
scissors
yellow construction paper
orange construction paper
googly eyes
yellow markers or crayons
glue
craft feathers
stapler

1. Fold the paper plate in half and staple the bottom edges closed. This will form a semi-circle shaped paper plate that will be the body of your duck.
2. Color the entire paper plate yellow with crayons or markers. Add craft feathers to the body.
3. Trace two of your child's hands onto yellow construction paper and cut them out.
4. Lay the paper plate onto a flat surface with the flat side up and the rounded side pointing down.
5. Glue the two cut out hands with the fingers pointing out to one end of the paper plate, at the top by the flat end. This forms the tail feathers of your duck.
6. Draw a circle for the head of your duck onto a sheet of yellow construction paper and cut it out.
7. Attach the head of the duck with glue to the opposite side of the paper plate from the tail.
8. Cut out a beak and two crown shaped feet from a piece of orange construction paper.
9. Apply the two wiggly craft eyes to the face of your duck with glue.
10. Use glue to secure the beak to the duck's face below the wiggly eyes.
11. Dab two dots of glue onto the bottom of the paper plate on the backside, and apply the duck's feet.

ASK:

During craft, ask what makes birds different than other animals and emphasize the feathers again.
Point out the bill, tale, and egg-laying abilities as well.
Talk about how some birds fly while other birds do not fly.

A SCIENTIST IS SOMEONE WHO…

Observes and wonders

Asks questions

Listens to ideas of others

Conducts experiments

Shares his/her ideas and discoveries

Explores the world around him/her

Uses tools to solve problems

A SCIENTISTS SAYS…

I agree with you because…

I disagree with you because…

Why do you think that?

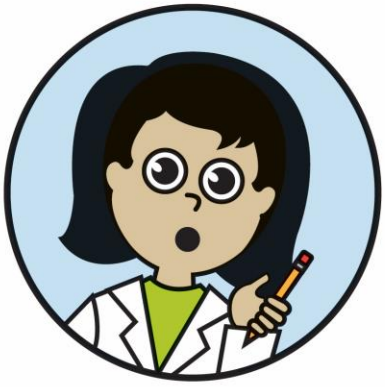
So, what you're saying is…

Can you tell me more?

Can you give me an example?

How could we test that?

That reminds me of…



SCIENTIFIC METHOD