



“La Orinitologia” Study of Birds

Summary:

This lesson will build students' Spanish vocabulary relating to birds and other nature topics.

Background Information:

*el ganso de Canada = Canada goose

- Large bird that lives close to the water
- Noisy, black and white
- Both parents take care of babies
- Common, not endangered
- 4-7 eggs/nest

*el pato = duck (mallard)

- Green head, orange beak
- Female is brown, gray, white and has an orange beak
- Lives close to water
- Most abundant of all ducks in US
- Noisy, hunted
- 7-12 eggs/nest

*la aguilá “calvo” = bald eagle

- Symbol of America
- Yellow eyes and beak, white head and tail
- Wing span up to 8 ft., eats mostly fish
- Predator
- Threatened, but no longer endangered
- 1-3 eggs/nest

*el halcón (con cola/rabo roja) = red-tailed hawk

- Does lazy circles in the sky above a valley or meadow
- Eats mice or other rodents, snakes
- Brown with white on the chest and wings
- Wing span of 4 ft.
- Not endangered
- Live in agricultural and developed areas
- Both parents construct nest
- 2-4 eggs/nest

Grade Level:

Spanish II-IV students

Goal:

To learn Spanish vocabulary of Wisconsin birds and to be able to describe them in some detail.

Key concepts:

Spanish nature vocabulary, adjectives, verb usage, Spanish sentence structure

Objectives:

Upon completion of this lesson, students will:

- Name at least 15 Wisconsin birds
- Describe their color, habitat, food source, male/female roles, # of eggs and whether the bird is endangered or not (in Spanish)
- Name bird body parts in Spanish
- Be familiar with a children's story or folktale involving one of the Wisconsin birds in Spanish or English

Lesson Time:

1-5 hours

Subject Area to Infuse:

Language Arts, Foreign Language, Environmental Education

*el faisán (con anillo en su cuello) = ring-necked pheasant

- A relative of the chicken
- Came from Asia
- Brown with some black, above the white ring are green and red feathers,
- Female constructs the nest
- Hunted
- 10-12 eggs/nest

*el pavo "salvaje" = wild turkey

- Almost became the national bird
- Symbol of Thanksgiving holiday
- Bald head, fanned tail, shy
- Males are bigger than females
- No longer endangered in WI
- 10-12 eggs/nest

Standards:

Foreign Language
(Spanish)

A.1

D.1

F.1

F.2

I.1

I.2

I.3

K.3

Environmental Education:

A. 12.1

*la paloma = dove

- Fat
- Arrullar=to coo
- Pets, racers, messengers
- Hunted, gray, white, brown
- Regurgitate = pigeon's milk (not mammals)
- Not endangered
- 1-2 eggs/ nest

*el pájaro carpintero =
woodpecker (downy)

- Black and white
- Males have a little red on the head
- Eat insects, seeds,
- 4-5 eggs/nest

*el buho "great horned" = great horned owl

- Largest of all owls in the U.S.
- Eats insects, reptiles, medium-sized mammals (even cats)
- Yellow eyes, white neck, dark brown and black
- Night hunters
- Vomit hair, bones, feathers, claws of prey
- 2-4 eggs/nest

*Blue Jay (Spanish name is being investigated)

- Thieves, cause problems by eating eggs and young of other birds
- Blue, white, black
- Smart
- Both parents take care of young
- 4-5 eggs/nest

*el coibrí "ruby-throated" = hummingbird

- Wings flap 50-70 times per second
- Eat nectar, insects, spiders
- Weigh as much as 3 paper clips
- Green and red feathers
- Population is declining
- 2 eggs/nest

*El cuervo = crow

- Smart, black
- Live in families of approx. 12
- Monogamous
- Eat almost everything
- 4-6 eggs/nest

*American

Robin (Spanish name is being investigated)

- WI state bird
- Arrive in Spring and leave in Fall
- Gray, brown, black, reddish-orange chest
- Females make nest, males and female defend their territory
- Eat worms, insects, spiders, fruit
- 3-7 blue eggs/nest

*Northern Cardinal (Spanish name is being investigated)

- Red with a black face
- Official state bird of IL, IN, KY, NC, OH, VA, W.VA
- Do not migrate
- Prefers to eat seeds
- Males can be aggressive around other males
- 3-4 eggs /nest

Materials:

*pictures of WI birds

*vocabulary lists for discussion

*stuffed toy chickadee

*CD of Northwoods' Birds

*drawing of a bird with no labels on body parts

*strips of paper with birds' characteristics in Spanish

*word find or word scramble of new vocabulary

*drawing paper, colors, markers, pencils

Set-up:

Students will sit in selected groupings. Each group will have paper and writing tools available. They will also have paper strips of bird characteristics and an additional Spanish vocabulary sheet.

Procedure:

Introduction: Students will have observed classroom bulletin boards relating to Wisconsin nature and other artifacts collected during my summer exchange experience.

Activity #1:

Students brainstorm names of birds common to Wisconsin. After sharing names with the class, they will then match Spanish and English names of birds in small groups. A word list with new Spanish words will be provided. The new Spanish terms will be displayed with pictures of the birds on one of the classroom's bulletin boards.

Activity #2:

While listening to the Northwoods' sounds CD, students will do a word find or unscramble letters to review new Spanish vocabulary learned. Spanish pronunciation will also be practiced. Afterwards, students will be assigned 2-3 birds for each small group. They will need to match the paper strips of Spanish characteristics to the chosen birds. We will then discuss the characteristics and students' personal experiences with these birds.

Activity #3:

Students receive more Spanish vocabulary relating to bird body parts. They will be given a drawing of a bird and will label the body parts. Coloring the bird will also be another student option. Each student will choose a favorite bird from the ones studied. They will make a drawing of this bird and then write a small description in Spanish about the Wisconsin bird.

Activity #4:

Students will prepare and begin communication with Luis Crespo's class in Puerto Rico. Our main topics for the video conferences and letter writing will be on the migration of birds between Wisconsin and Puerto Rico.

Assessment:

This will include an evaluation of their writing and speaking skills by a rubric or teacher observation. A short quiz may also be given to see how many birds they can recall in Spanish and how to identify them.

Resources:

Internet sites or books from Luis Crespo and EE department at UW-Stevens Point on WI and Puerto Rico bird migration

Robbins, Michael W. Birds (Fandex Family Field Guides) [50 die-cut cards]. New York: Workman Publishing, 1998.

Rosholt School Library and internet site (www.rosholt.k12.wi.us)

Tequila, Stan. Bird Songs of the Northwoods [compact disc]. Cambridge, MN: Adventure Publications, 2005.