

# All About Animals: Birds, Revised

## Synopsis

Through clear narration, catchy songs, and colorful, detailed film footage we learn about the characteristics of birds as the words used to describe them appear on the screen. We observe their body structure (feathers, wings, legs, feet) how they move and protect themselves, as well as where they live (in trees, on land, in water) and how their babies are born (from eggs). We also see the various ways that birds repel predators. Narration and song reinforce each other as the concepts are reviewed and the vocabulary words are repeated and summarized. Pictures of a great variety of shapes, sizes and colors of birds swimming, flying, and building nests vividly illustrate their uniqueness.

## Questions to ask before viewing

1. What would you do if you could fly? Where would you go? What would you like to see?
2. Have you ever had a pet bird? How did you care for it?
3. Can you name some of the things birds can do that you can't?
4. Where is your backbone? Why do we have backbones? Can you name some animals with backbones? Can you name any animals without backbones?

## Questions to ask after viewing

1. What do birds have on their skin? (feathers)
2. Where do birds live? (in nests located in trees, on land, near water)
3. How do they breathe? (with their lungs)
4. How do birds move around? (They fly, walk or swim.)
5. How are birds born? (They hatch from eggs.) What other animals hatch from eggs? (fish, reptiles, insects) What kind of care do baby birds need? (to be fed, kept warm, etc.)
6. If possible, bring in a live bird for the class to see. Have students point out the characteristics of birds (feathers, wings, etc.), and where this bird might live in the wild. Introduce, demonstrate and practice "observation."
7. The students may draw pictures, or make up and act out stories about different kinds of birds using the vocabulary words from the program They may invent imaginary birds with the characteristics they have learned about.
8. The teacher may write each of the vocabulary words on cards or slips of paper to put into a bowl or basket (feathers, fly, nest, beaks, wings, legs,

feet, lungs, backbones). The students will take out a word and use it in a sentence (OR find a rhyme for it, or a word that begins or ends with the same sound, etc.).

9. Encourage students to observe independently. Where and what kind of birds might you find near where you live? (Answers will vary.)

## Annotation

Through clear narration, catchy songs, and colorful, detailed film footage we learn about the characteristics of birds as the words used to describe them appear on the screen. We observe their body structure how they move and protect themselves, as well as where they live and how their babies are born. We also see the various ways that birds repel predators. Narration and song reinforce each other as the concepts are reviewed and the vocabulary words are repeated and summarized. Pictures of a great variety of birds vividly illustrate their uniqueness.

## Length

10 Minutes

## Subject Areas

Science, Language Arts

## Audience Level

Grades K-3

## Catalog Number

#2888-EN-VID

## Related titles in the AIMS collection

#2885-EN-VID Amphibians

#2887-EN-VID Fish

#2886-EN-VID Reptiles

#2884-EN-VID Mammals

#2546-EN-VID Nina's Strange Adventure

#2548-EN-VID A Jungle for Joey



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Discussion Guide

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# All About Animals: Birds, Revised

## Objectives

- To identify the unique characteristics of birds as a class within the animal kingdom
- To observe and describe similarities and differences between birds and other types of animals
- To connect the spelling of vocabulary words with their pronunciation and meaning
- To use the vocabulary words in concrete ways.

