

# BIRD RESEARCH



**Time:** approximately 90-120 minutes,  
which may be divided into 3 or 4 blocks of time

## Instructional Goals:

- The student will use the PebbleGo online database to research a specific bird.
- The student will use subject directory searching to locate needed information.
- The student will learn how to cite an online article in a bibliography.
- The student will complete research notes describing the bird's body, food, life cycle, and bird call.
- The student will compare the bird with other birds using a Venn diagram.
- The student will explore the scientific generalizations that make up the animal classification of birds.

## Materials/Resources:

- **PebbleGo** online database
- **Bird Research Notes Booklet** (print double-sided)
- **Bird Venn Diagram**

## Directions:

### Focus

1. Have students brainstorm how all birds are alike. Make a list of their ideas (correct or incorrect) for students to revisit after their research.
2. Explain to students that they will begin looking at the ways birds can be the same and how they can be different, even though they are all classified as birds.

## Teach/Model

3. Walk students through the process of accessing the **PebbleGo** online database.
4. Show students how subject directory searching works by clicking through the directory for birds in **PebbleGo**. Note the different types of bird articles in the PebbleGo online database for the students. Choose a bird and go to the article.
5. Demonstrate the read-aloud function by clicking on the appropriate button and listening to the text being read aloud.
6. Show students the tabs at the bottom of the screen that allow them to scroll through the information about the bird.
7. Demonstrate how students can use the Watch button to see a video of the bird. Explain that they will need to watch the bird video, look at the bird pictures, and use the information in the text to help them complete their research.
8. Demonstrate how to print and label a picture of the bird using the Print and Label Picture button.



9. Show students the Cite This Article button in **PebbleGo**. Explain that researchers must tell which source(s) they used to find their research information. The list of their information sources is called a bibliography. Demonstrate how you want students to cite the article for a bibliography.

## Guided Practice

10. Select a bird to use as an example for the class to demonstrate how students will fill out the **Bird Research Notes Booklet**. Use the subject directory on the homepage search to locate the example bird in the **PebbleGo** online database.
11. Have students lead you through the process of clicking on the read-aloud function, Print and Label Picture button, and Watch button. Point out specific information about the bird that is needed for the **Bird Research Notes Booklet**. Write a sample citation for the bibliography.

## Independent Practice

12. Either divide students into pairs or have them work independently. Give each student or pair a **Bird Research Notes Booklet**.
13. Allow students to choose (or assign) one of the birds in the **PebbleGo** online database, making sure a wide variety of birds are researched throughout the class.
14. Monitor student progress as they work to complete the **Bird Research Notes Booklet**.

## Closure

15. Partner students who researched different birds. Have students use their **Bird Research Notes Booklet** to complete a **Bird Venn Diagram** comparing their birds. Students may complete the Venn diagrams by writing words or by drawing pictures.
16. Bring students together as a whole group to discuss their bird research. Revisit the list created when students were originally brainstorming how all birds are alike. Ask students if they need to make changes to their list. Make the changes and post the list in the classroom as scientific generalizations for the animal classification of birds.

## Extend/Enrich

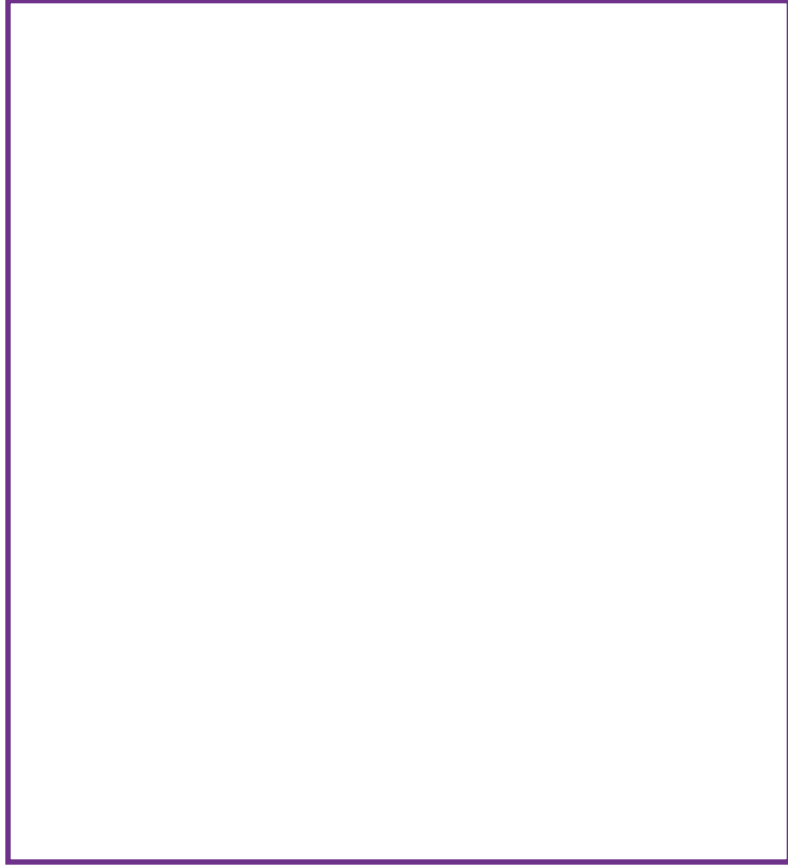
- Students may research the Animal Classification section of the **PebbleGo** database to further explore how all birds are alike.
- Students may create different charts for categorizing and sorting birds based on their bodies, the number of eggs they lay, what they eat, and how they move.
- Students may discuss how a bird's beak relates to what types of food it is able to eat. Students can sort and categorize birds based on their beak shape and the food they eat.

**Listen to your bird's call. What does your bird sound like?**

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**Print the picture of your bird and label the picture.**



**Draw and color a picture of your bird.**

**Bibliography**

I used this source for my research:

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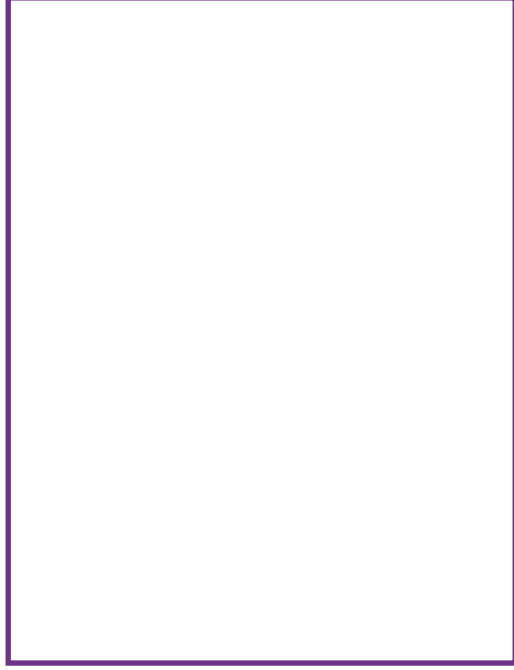
Research Notes By: \_\_\_\_\_

# Bird

## Research Notes About



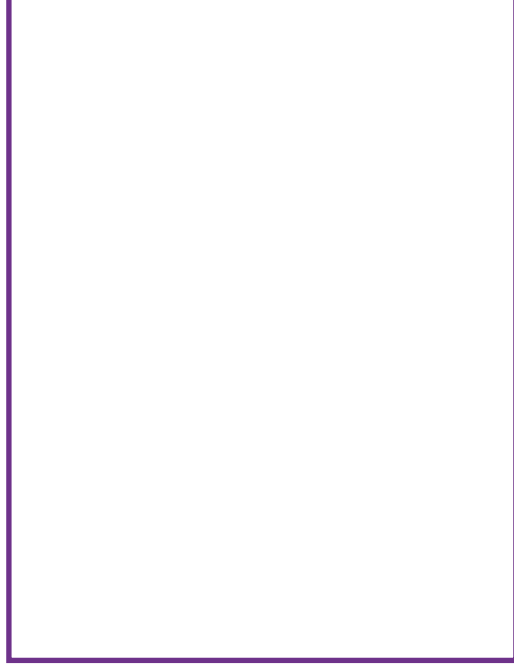
Draw a picture of your bird's beak.



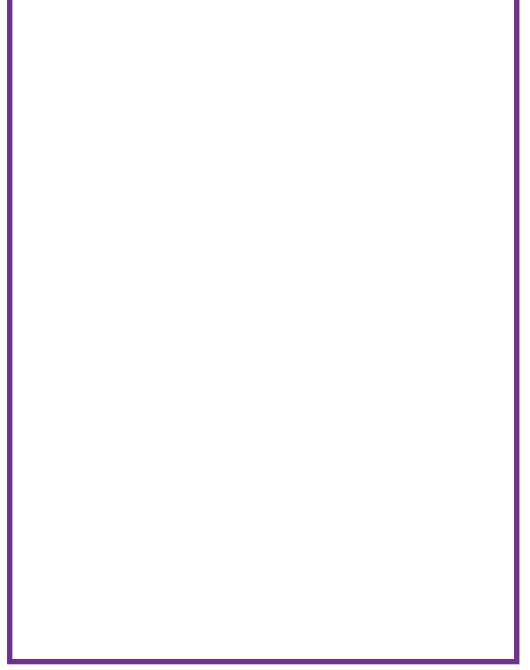
How many eggs does your bird lay?











Draw a picture of your bird's nest.



Draw a picture of your bird as a baby.



What does your bird eat?

- seeds  
- insects  
- fish  
- mice  

Color 😊 for yes.

Color 😞 for no.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Bird Venn Diagram

Use your Bird Research Notes Booklet to compare birds with a partner.

