

# Kindergarten

## High Quality Work

Spring 2019

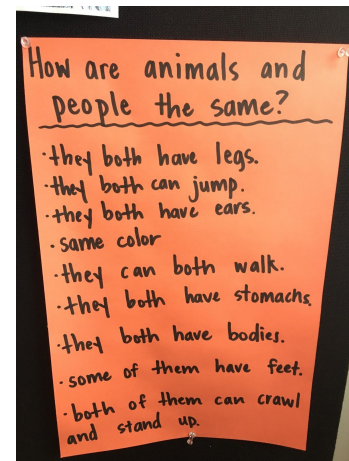
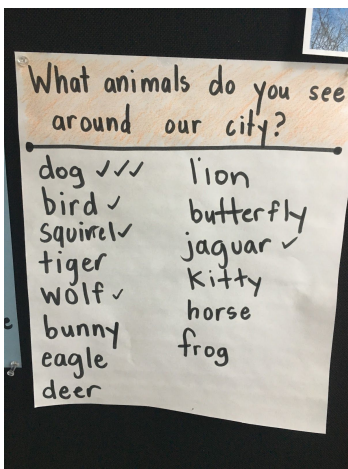
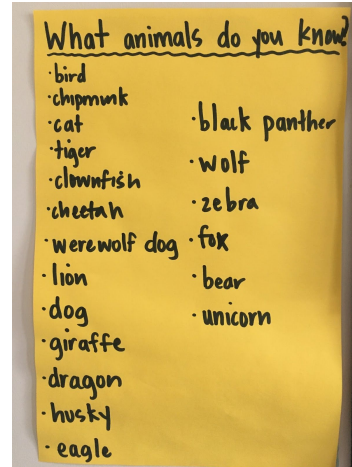
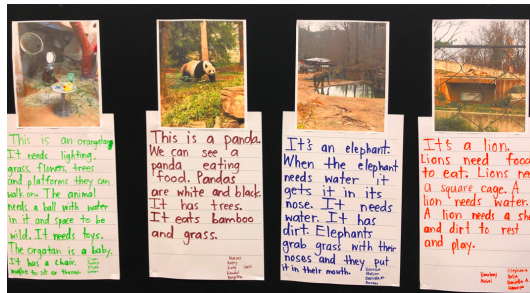
Students have spent the last few months taking a deeper dive into birds. They began the semester by increasing their knowledge of animals, their body parts, and their needs. They moved from there to learning about birds, their body parts, and their needs. Finally we brought this study to a more local level, by studying the birds of DC. and how, as activists, we can do our part to help the birds of D.C. thrive.

Take a look at our process below:

After going on fieldwork to the National Zoo, students were interested in learning about the animals of the zoo, and other animals that are not caged. We listed the animals we know, which ones we'd seen in D.C., and then, following our fieldwork, we did some shared writing about what we saw at the Zoo.



I can make a list of animals I know.



After students learned about general animals and their needs, students captured thoughts and wonders about birds specifically--they were everywhere! Students listened to selected read-alouds from from [Discover More: Birds](#) and were asked to draw a bird, making sure to include all they knew about birds and label three parts of the bird.

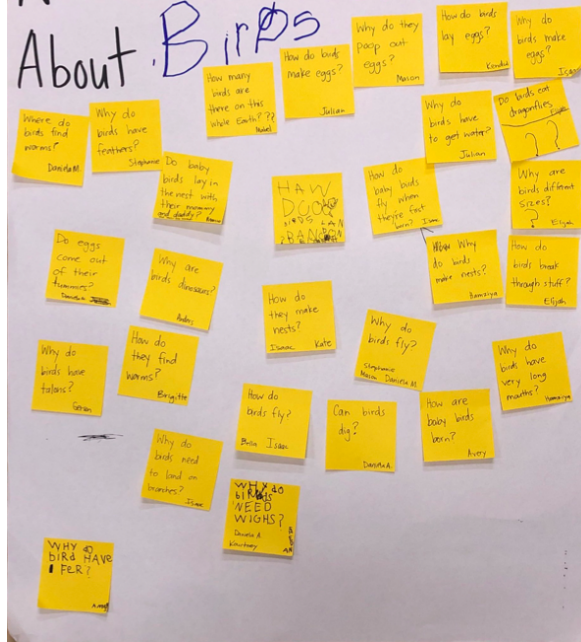


I can share and capture my thoughts and wonders about birds.

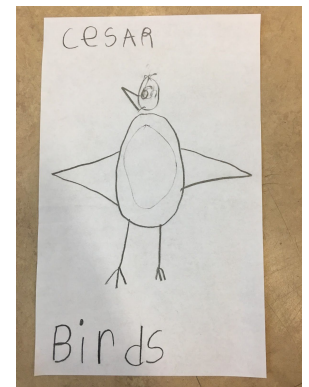
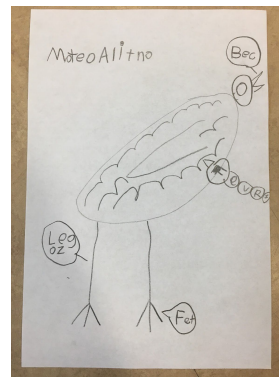
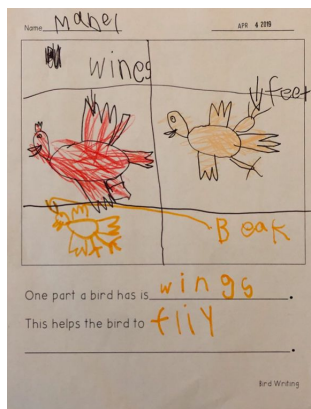
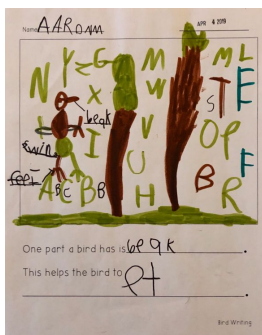
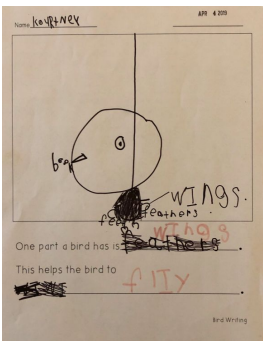
# What We THINK About Birds



# What We WONDER About Birds

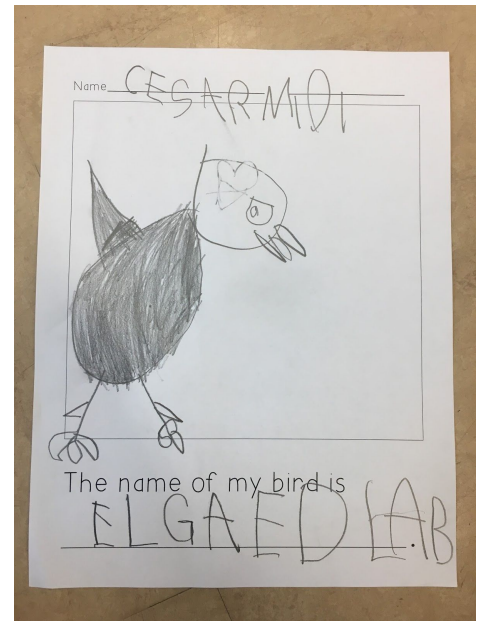
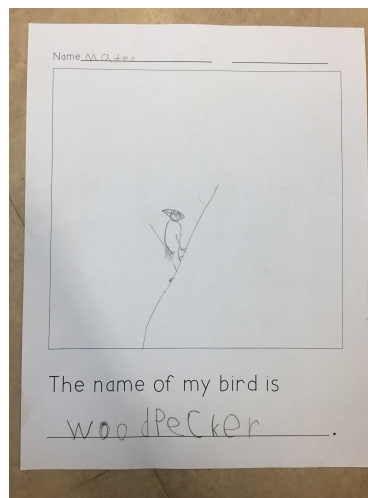
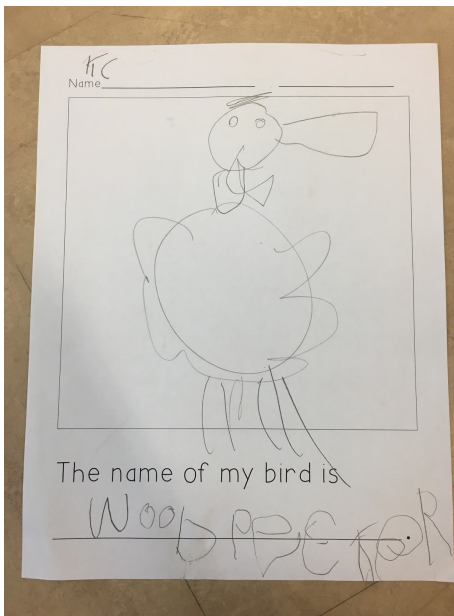
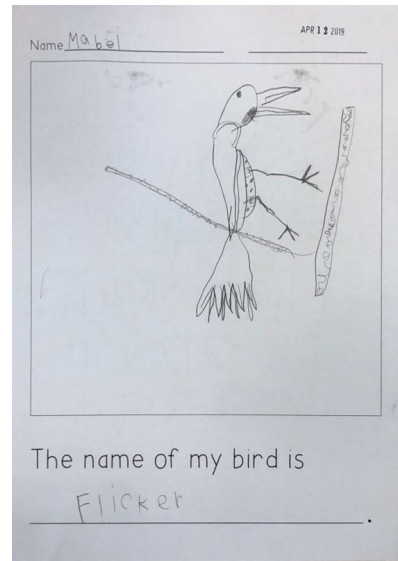
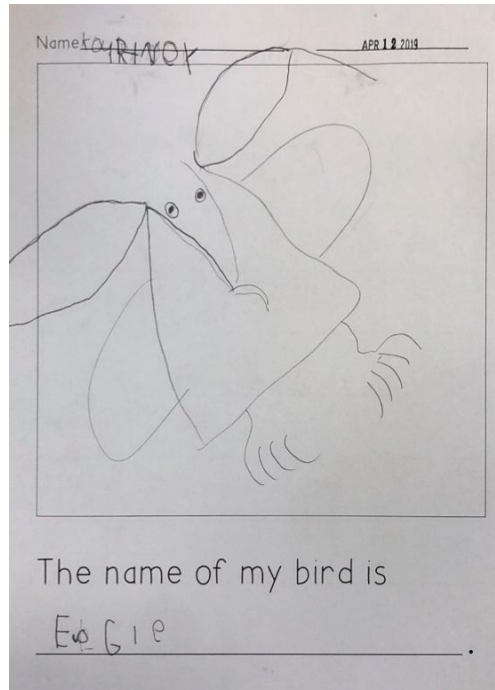
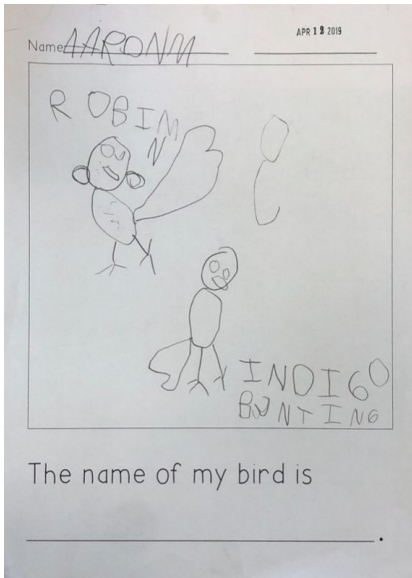


I can draw a picture of a bird, with the parts I know.



Students visited the Rock Creek Park Nature Center to do some bird-watching, learn which birds are native to D.C., and answer questions they had about birds. They drew a picture of a bird from the nature center to act as a baseline for their first scientific bird drawing.

 I can draw a native D.C. bird that looks like one of the birds in the nature center.





# 4

Students went bird-watching in Fort Slocum Park to notice what we see and hear birds do. Then, we used the Turn and Talk protocol to share what we saw and heard. We also recorded the birds in Fort Slocum, which sparked many wonderings about how birds communicate.



I can contribute to a discussion about what I see and hear from bird-watching.

Do you think we will see more birds or nests at Fort Slocum Park?

birds	nests
ROUP-NAY. BRIGITTE DANIEL ALI M SANTI MABEL ELLA STEPHANIE VIVI ANNA AARON MARCUS JULIA BELLA VANESSA ISAAC ANDERS DANIELA HANMIKA KATE GERSO GERSON	[ ]

### Our Bird Watching Fieldwork

We saw...	We heard...
[ ] [ ] [ ] [ ] A bird eating a bug - Anders Birds flying and hopping - Mabel A bird flying - Vanessa A bird that was standing in a tree - Kate A bird on a house - Bella A nest - Marcus	[ ] [ ] [ ] [ ] Birds whistling - Daniela M. Birds talking to each other and making noise - Brigitte and Anders A bird singing - Daniela A

# 5

Students worked with a D.C. wildlife expert from City Wildlife Inc., Ms. Goldberg, to learn more about the birds around our school neighborhood. We recorded parts of Ms. Goldberg's visit so we could use her teachings for our later work to decide how we would help D.C. birds.



I can list questions to ask the wildlife expert.

Questions for Our  
DC Bird Expert

1. Why do birds whistle?
2. Why do birds lay down in nests?
3. How do birds fly?
4. Why do birds always fly and never seem to rest?
5. How do we keep birds safe and alive?



I can name at least one bird that lives in D.C.

We listened to our recording from Ms. Goldberg's visit and made a list of problems that birds D.C. birds face, then brainstormed solutions and in-school experts who could help bring our ideas to life.

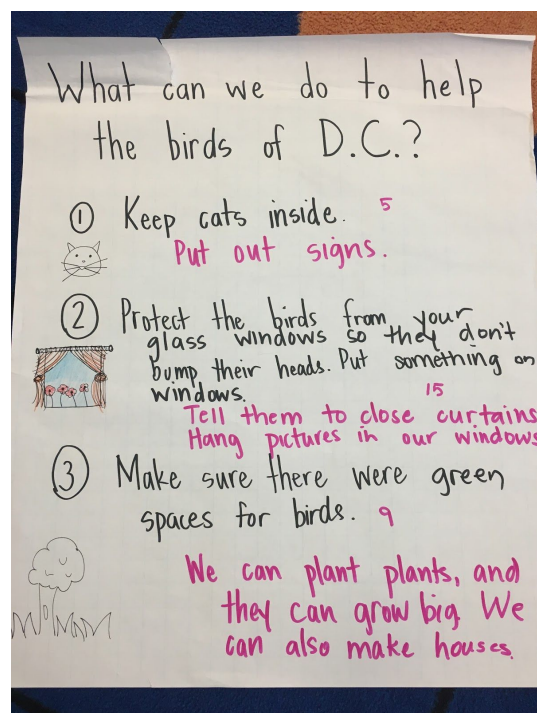
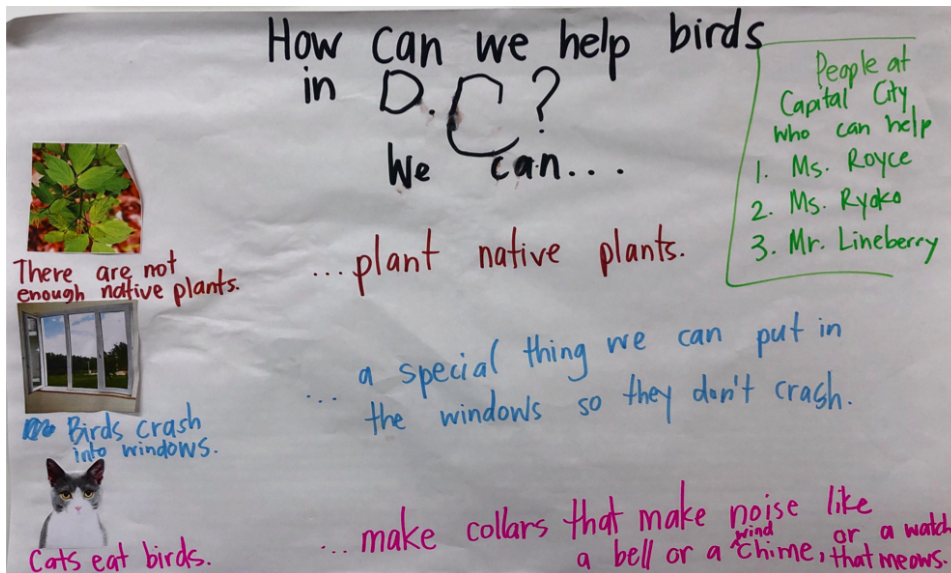
From Ms. Goldberg, we learned that deforestation and the loss of native plants, crashing into windows, and outdoor cats are three dangers that birds face. We came up with some ways that we might be able to help (plant native plants, design something to keep birds from crashing that people could stick on their windows, or create collars that make noise to warn birds).



I can list things that would help the birds of D.C.



I can say what my friends and I can do to help the birds of D.C.



# 7

Finally, students will complete a scientific drawing using the following co created rubric. These drawings will be scanned and copied to go along with their chosen product. Below is the rubric we will co-create (feedback from our HQW triads is on the back). Students will given input and choose criteria.



I can draw a realistic picture of a bird, and make a label to go with it.

(coming soon! :))

\*\*\* Rubric to be completed... soon.

Name \_\_\_\_\_

Qualities	★★★★	★★★	★★	★
Body/shape				
Details/Placement				
Color				
Scale/Proportion				
Labels				