

Lesson Plan: Can you name the birds around us?

Standards:

7.L1U1.10 Develop and use a model to explain how cells, tissues, and organ systems maintain life (animals).

7.L1U1.8 Obtain, evaluate, and communicate information to provide evidence that all living things are made of cells, cells come from existing cells, and cells are the basic structural and functional unit of all living things.

Objective:

Day 1: Students will be able to use the *Merlin Bird ID* and recognize the birds around them by hearing their call.

Students will tally how many times the bird (s) call for 5 minutes and then construct a graph to identify the bird (s) and how many times the bird (s) made calls.

Day 2: Students will be able to explain how birds are able to communicate.

Day 3: Students will select one of the birds identified in the *Merlin Bird ID* and research it to find out more about the bird's habitat, feeding, and life history.

Purpose:

Day 1-Tucson has many beautiful and interesting birds to learn about. This activity will allow students to recognize the birds they hear by using the *Merlin Bird ID* app on their phone. Students will work in groups of 4 where one student will tally how many times they hear the same bird (the way to count this is by seeing how many times that bird lights up in the app).

Note: Most students have phones in my school and students already use their phones for lab calculations or for checking their grades with permission from me, of course. Students will be asked to download the Merlin Bird ID app on their phone and create an account. At least one person in each group will have the Merlin Bird ID app on their phone.

Day 2-Students will see that birds communicate just like we do. Humans are able to be heard due to our voice box (larynx) and birds are able to be heard due to their syrinx. Students will compare how humans and bird are able to be heard.

Day 3-Students will learn the birds around them by using the Desert Museum website and researching about their habitat, feeding, and their life history. Students will draw their bird and report back on the habitat, feeding, and life history. This is the Desert Museum website-<https://news.byu.edu/news/study-reveals-birds-surprising-sound-source>

Note: TUSD give all students computers so they will be able to jump on the Desert Museum website to complete this activity.

Materials:

- Per group- one phone with the *Merlin Bird ID* app, a data table, graph
- Per classroom-copy of the “Study reveals birds’ surprising sound source” or the website link on Canvas. The Powerpoint that goes along with this lesson.