

Lesson 1

Purpose: To provide an introduction on the state bird of Florida and the statement provided by state government on its adoption as the state bird.

Literacy Connection(s): Students will read nonfiction text that states and explains the reasons for the selection and adoption of the state bird.

Learning Outcome(s):

- Students will be introduced and know the state bird of Florida
- Students will learn and use the word “endemic.”

Materials:

Blue Book

Glue Sticks

Scissors

Handout #1(Student and Teacher Copy)

Vocabulary:

Endemic

Directions:

Warm-Up

1) Teachers pose the following question to students:

“What is the name of the state bird of Florida?”

Students may turn to their shoulder partner to discuss and share answers.
Students will then regroup as whole class and call on volunteer for answer.
Correct answer to share with students: Northern Mockingbird

The teacher may want to share that state’s select symbols that reflect the cultural heritage and natural resources found in each state that represent their uniqueness. Make connections to the idea that we can all be a part of civic engagement no matter what age we might be.

Project the image of mockingbird found at this link:

https://www.allaboutbirds.org/guide/Northern_Mockingbird/id

Select a volunteer ask them to describe the bird’s features as shown in the image.
Possible answers: small, brownish in color, could be easily hidden in Florida’s plants and trees.

Play the songs and calls of the mockingbird and select volunteers to describe the songs and calls.

https://www.allaboutbirds.org/guide/Northern_Mockingbird/sounds

Project the Northern Mockingbird range map and explain to students where the bird can be found.

https://birdsna.org/Species-Account/bna/species/007/articles/introduction?_hstc=75100365.53e9a9f3be9ac3c96fbd59244fbe0048.1499805193567.1499977817339.1500316503572.3&_hssc=75100365.7.1500316503572&_hsfp=1214839343#_ga=2.74742933.607918597.1500316503-765664597.1499806854

Discussion

2) Teachers pose the following question to students:

“Explain why state government of Florida chose the mockingbird as the state bird?”

Students may turn to their shoulder partner to discuss and share answers.

Students will then regroup as whole class and discuss their answers.

Project the following statement, under the heading “Adoption of the Florida State Bird,” and ask for a student read aloud:

http://www.netstate.com/states/symb/birds/fl_mockingbird.htm

Share with students that four other states also include the mockingbird as their state bird: Arkansas, Mississippi, Tennessee, and Texas.

Conclusion: (Informal Assessment)

3) Teachers pose the following question to students:

Reread the Senate statement again and think about this:

Is that reason enough to declare the mockingbird as our state bird?

What other qualities should a bird have that are important enough to be declared a state bird?

Preview for the next lesson

4)

- a. Provide each student with a Blue Book and have them record their names and other information on the front cover. 4
- b. Turn the cover and on the inside cover glue Handout #1-Student Copy securely.
- c. Project the definition of “endemic” on the board and ask students to record the definition where indicated on Handout #1-TeacherCopy.
- d. Ask students to think about the following: is the mockingbird endemic to Florida and be able to discuss their answers during the following lesson.

Egg-cellent Facts about Birds:

Mockingbirds never stop learning new songs; adult males may learn and sing over 200 songs throughout his life span.