

Unit III Lesson 5 **Schoolyard Feeder Research Presentations**

OBJECTIVES	Students will... <ol style="list-style-type: none"> 1. Determine the “who,” “what” and “how” for reporting the findings from their research. 2. Prepare materials for their Schoolyard Feeder Research Presentations. 3. Present findings to an audience.
DURATION	45 minute lesson, plus scheduled times for preparing materials, rehearsing for the presentation and the presentation itself
MATERIALS	Depending on how you and your students decide to present the findings from their research, you might need some or all of the following items: <ol style="list-style-type: none"> 1. Paper supplies, such as graph paper, poster board, newsprint, butcher paper or construction paper 2. Art supplies, such as colored pencils, markers, glue, scissors or paints 3. Photos or drawings of birds 4. Tables, easels and tape for display during presentation
ADVANCE PREPARATIONS	<ol style="list-style-type: none"> 1. Plan for a space large enough to accommodate all participants and audience members such as a cafeteria or auditorium. 2. Devise a plan for assigning jobs or roles, assembling presentation materials and rehearsing presentations. 3. Remove, empty and clean all feeders and shepherd’s hooks, and store remaining food in tightly covered containers. <i>Please be sure to have these ready for pick up by Tracy Aviary staff immediately following your school presentations.</i> 4. On the day of the presentation, arrange the presentation area with seating, tables, easels and other provisions, as needed.
AVIAN EXPLORER HANDBOOK	PAGES TO BE USED IN THIS LESSON Student Journal Pages <ul style="list-style-type: none"> • Page 5, Bird Words
APPENDIX	Sample Composite Poem: A Bird Feeder

Instructional Sequence

ENGAGE THE KNOWLEDGE WE HAVE GAINED

1. Remind the students that throughout their feeder research project they have observed and learned many things about the birds around them. Now they have an opportunity to share what they've learned in a presentation.
2. Explain that their presentation may be to parents, other participating AVES classrooms and Tracy Aviary staff.
3. Inform the students that a useful strategy that scientists and others use when planning a presentation is thinking about *Who, What, Where, When, How* and *Why*.

Some of these we already know:

- a. The "Who" will be...you, the students!
- b. The "Where" will be... [Inform the students of the location for their presentations.]
- c. The "When" will be... [Inform the students of the date and time for the presentation. Also, if your class is presenting with other participating AVES classrooms, each classroom will have ___ minutes to present the results from their research.]

This number is the result of dividing the total assembly time by the number of classrooms presenting. For example, a one-hour assembly divided by four classrooms allows each classroom approximately 15 minutes.

- d. The "Why" will be the seventh and final step of the scientific method, "Report Findings." This is important because it helps inform others about the research you've done and what you have found out.
4. That was easy! But remind the students that two important questions remain: *What* and *How*.

This is where the entire class comes in: deciding *what* they should present and *how* they should present it.

EXPLORE WHAT INFORMATION DO WE WANT TO PRESENT?

1. Suggest to the class that in thinking about what to include in their presentation they should keep two main points in mind: what they *did* and what they *found out* by doing what they did.
2. When thinking about describing what they did remind everyone that most people in the audience will not be familiar with their feeder research projects, so they might want to begin with some basic information about how they set up their experiment and what they did to collect data.

Generate a list of student "What We Did" suggestions on the board. Some helpful prompts might be:

- a. How did we decide what to do for our research?
 - b. Where did we do our study? How did we set it up?
 - c. How many observations did we make and how did we do them?
3. Next, when thinking about describing what they found out from doing what they did—their experiment—suggest that the students think back to some memorable experiences and observations from their feeder research. What have they learned? What have they noticed about some of the birds they observed, or didn't observe, at the feeders?

Generate a list of student “What We Found Out” suggestions on the board. Some helpful prompts might be:

- a. What did they find out about the birds, different feeder types or food types?
- b. Did they notice any trends over the course of their feeder research?
- c. What physical or behavioral adaptations did they observe?
- d. What interactions did they see between birds? Between birds and people? Between birds and other things?
- e. What did their research tell them about their class hypothesis?

EXPLAIN *WHAT TO INCLUDE IN OUR PRESENTATION*

1. Review the students’ brainstorming list. Remind the students that in order to give their presentation within the allotted time frame, they will need to make some thoughtful decisions about the most important and interesting information to give.
2. Here is a suggested list of main points for the students to include in their presentations:
 - a. Inform the audience of the hypothesis.
 - b. Describe how the research was conducted, including information about the study site; the feeders, the food and feeder locations; data collecting and recording procedures.
 - c. Show and describe important results.
 - d. Share some other interesting and valuable things they learned or did.
 - e. State the conclusion about the hypothesis and what the class might do next if they were to do another research project. Was there anything they would do differently?
3. Summarize the main topics to be included in the final presentation.

EXPLORE *HOW SHOULD WE PRESENT TO OUR AUDIENCE?*

1. What should the presentation look like? Facilitate student discussions about how to present the “What” information (listed above) with sparkle and

style. For example:

- a. How might they show and tell the audience about their hypothesis?
 - b. What might be some fun ways to describe and show how the research was conducted?
 - c. What would be an effective way to display and report important results?
 - d. How could they add energy when presenting things they learned or did during their research?
 - e. How might they present their conclusion about their hypothesis? How could they present ideas for a future research project?
2. Generate a list of student “How Should We Present?” suggestions on the board.

EXPLAIN BUILDING SPARKLE & STYLE INTO A PRESENTATION

1. Review the students’ brainstorming list. Add your own ideas, as needed.
2. Here is a suggested list of presentation strategies to include in the discussion:
 - a. Both words and graphics will help tell the research story.
 - b. Visuals such as maps, posters, diagrams, charts, graphs, drawings and photographs can add both clarity and interest. These need to be large and clear enough for the entire audience to see.
 - c. Stories or poetry can spice up a presentation. This could be original work or text derived from Bird Words, page 5 in the Student Journal section of the students’ Avian Explorers Handbooks.

NOTE: The first writing activity on this page prompted students to complete the sentence “A bird feeder is a place where...” using their own words. The combined responses to this thought can be assembled into a composite poem.

Tips for Assembling a Composite Poem can be found in the Extensions section of this lesson. A Sample Composite Poem: A Bird Feeder is provided in the Appendix of this lesson.

EXPLORE WHO DOES WHAT?

Remind the students that they have a total of ___ minutes to present their research to the audience. Ask what they could do to involve everyone in their class.

EXPLAIN GETTING EVERYONE INVOLVED IN THE PRESENTATION

1. Add further suggestions to the ideas generated by the students.
2. Summarize the strategy to be used for assembling and hosting the

presentation. Here are some ideas to consider:

- a. Divide the class into the five research groups, with each group working cooperatively on a different part of the presentation.
- b. Develop a task list for each group.
- c. Determine an appropriate order for groups to present. For example:
 - Class hypothesis
 - Procedures used in the experiment
 - Results
 - Additional observations or experiences
 - The conclusion and whether or not the hypothesis is true
- d. Direct each group to choose one person to be the spokesperson for that group's information during the presentation.

ELABORATE BUILDING THE CLASS PRESENTATION

1. Summarize the presentation plan and work to be done:
 - a. The class has ___ minutes to give its presentation.

This number is the result of dividing the total assembly time by the number of classrooms presenting. For example, a one-hour assembly divided by four classrooms allows each classroom approximately 15 minutes.
 - b. Each group has been assigned its part of the presentation, for which it has just ___ minutes.
 - c. Each group has a spokesperson to present the group's information and refer to whatever props the group has constructed or developed.
 - d. Members of each group work together to assemble the necessary materials to make their presentation.
 - e. Specify the order in which groups will present their parts of the presentation.
 - f. Inform the students of the schedule they will have for completing their work.
 - g. Inform the groups of their rehearsal schedule.
2. Start the groups off on their assigned work.
3. Other arrangements to be made:
 - a. Identify an adult host for the presentation assembly. This will be the person to welcome the audience and introduce the presentation schedule.
 - b. Designate a teacher to play the role of Master of Ceremonies, or emcee, for their respective classrooms, or select a student to serve this role. The emcee has the job of introducing each of the group presenters in the proper order and to pass the presentation on to the next class.

- c. Consider printing a program to hand out to the audience on the day of the presentation.
- 4. As the groups get closer to completing their presentation materials, consider designating one or more presentation styles to further distinguish your class's presentation. For example, the students present...
 - a. ...a picture story of the birds in their study, depicting what they learned as ornithologists.
 - b. ...story time for children, sharing journal entries, poems or short stories.
 - c. ...as if they were part of a TV show.
 - d. ...as if they were researchers being interviewed by a reporter.
 - e. ...as if they were a group of artists celebrating the birds that have become the focus of their discoveries.
 - e. ...as if they were journalists writing a story for a newspaper column in the local town paper.
 - f. ...as if they were a group of scientists reporting on their findings.

EVALUATE THE FINAL PRESENTATION

1. Be sure to build in time for the groups to rehearse their presentations, including all scripts and props.
2. Conduct the presentations.


WRAP-UP

Once the presentation is over gather all bird feeders, shepherd's hooks, bird food and buckets, binoculars and field guides and give them to Tracy Aviary staff for collection.

EXTENSIONS

TIPS FOR ASSEMBLING A COMPOSITE POEM

1. Start by compiling the students' completed "A bird feeder is a place where..." sentences from page 5 of the Student Journal section of their Avian Explorer Handbook. To assemble the sentences into a single composite poem, first arrange them into a sequence with similar themes together, flowing smoothly from one theme into another. This can be done by sorting the Avian Explorer Handbooks themselves or by first transcribing the sentences into a word processor and then cutting and pasting them into an attractive order.
2. To ensure an authentic product, editing should be kept to a minimum. In preparing the finished poem keep these suggestions in mind:
 - a. Consider editing contributions longer than 25 words by choosing the more unique portions.
 - b. Consider consolidating lines that use exactly the same word or phrase into two expressions without the redundancy.

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- c. Try to group the poem in stanzas of 6–8 lines each, and only use the words “A bird feeder is a place where” to begin each stanza.
 - d. It can also be effective to begin a few lines with “Here,” “Where,” “And” or “This is where” to enhance the flow.
 - e. Try to save some of the more global or poignant lines for the last stanza.

Appendix

Sample Composite Poem: A Bird Feeder

Sample Composite Poem: A Bird Feeder

A bird feeder is the place where I first began to notice all the different wildlife in my backyard;
Knowledge of the natural world is portrayed,
Where vagabonds of the air come to share some seeds and feather dusting;
Where multicolored, multipurpose feet of birds alight,
And vibrant feathers fall;
A place where birds seek refuge after a lengthy flight home;
Where one can rest his wings and ponder all the earth seen in that one day of flight.

A bird feeder is a place to feed the famished winged masses;
Where the hungry are fed and now happier,
Appetites are filled and solace is found;
A sanctuary for a guaranteed meal,
Where you can dine alone or with friends,
Is a winged community center for food and conversation.

A bird feeder is a place where the gentle bird sounds soothe our souls;
Songs erupt in a joyous symphony of sound—
Melodic notes feeding the soul—
As I listen to the cheerful chirp of the chickadee;
The cajoling choruses, “chick-a-dee-dee-dee...”
Here, the marvels of nature unfold,
And my hungry soul is nourished.

A bird feeder is a place where you get to be quiet and still and watchful;
Energy is rejuvenated;
As the weary find a moment of rest and sustenance along their never ending journey;
At a bird feeder we touch a life story with wings—
Is a place that cats watch, unblinking and waiting—
But where I can connect with nature;
Where adaptations unveil thousands of years of evolutionary history before your eyes,
And we can help the circle of life continue.