

A Little Birdie Told Me

Everglades National Park Quarter

Grades Kindergarten and One



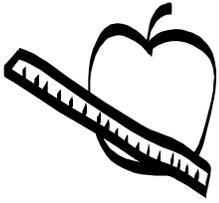
OBJECTIVES

Students will describe characteristics of habitats and environments. Students will compare and contrast.



MATERIALS

- 1 overhead projector or equivalent technology (optional)
- 1 overhead transparency (or photocopy) of each of the following:
 - “Everglades National Park Quarter” page
 - “Habitat In My Pocket” worksheet
 - “Checking My Coin Rubric”
 - “Is It Your Habitat Or Mine?” worksheet
 - “Did I Venn It Right?” worksheet
 - “Oh, Where Is My Habitat?” worksheet
 - “Coins Of A Feather” page
- Copies of the following:
 - “Everglades National Park Quarter” page
 - “Habitat In My Pocket” worksheet
 - “Checking My Coin Rubric”
 - “Is It Your Habitat Or Mine?” worksheet
 - “Did I Venn It Right?” worksheet
 - “Oh, Where Is My Habitat?” worksheet
- 1 copy of an age-appropriate text on habitats, such as:
 - *The ABCs of Habitats (Abcs of the Natural World)* by Bobbie Kalman
 - *I See A Kookabura! Discovering Animal Habitats Around the World* by Steve Jenkins and Robin Page
 - *The Magic School Bus Hops Home: A Book About Animal Habitats* by Pat Relf
 - *Swamp* by Donald Silver
- 1 copy of an age-appropriate text on Everglades National Park, such as:
 - *Everglades* by Jean Craighead George
 - *Everglades National Park (Introducing Habitats)* by Bobbie Kalman
 - *Everglades Forever: Restoring America’s Great Wetland* by Trish Marx
- 1 class map of the United States



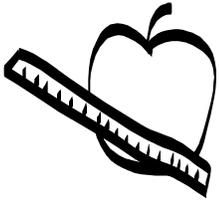
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- Images of the Roseate Spoonbill and flamingoes
- Chart paper
- Markers
- Pencils



PREPARATIONS

- Make an overhead transparency or equivalent of each of the following:
 - “Everglades National Park Quarter” page
 - “Habitat In My Pocket” worksheet
 - “Checking My Coin Rubric”
 - “Is It Your Habitat Or Mine?” worksheet
 - “Did I Venn It Right?” worksheet
 - “Oh, Where Is My Habitat?” worksheet
 - “Coins Of A Feather” page
- Make copies of each of the following:
 - “Everglades National Park Quarter” page (1 per student)
 - “Habitat In My Pocket” worksheet (1 per student)
 - “Checking My Coin Rubric” (1 per student)
 - “Is It Your Habitat Or Mine?” worksheet (1 per student)
 - “Did I Venn It Right?” worksheet (1 per student)
 - “Oh, Where Is My Habitat?” worksheet (1 per student)
- Locate a text that gives basic information on habitats (see examples under “Materials”).
- Locate a text that gives basic information on Everglades National Park (see examples under “Materials”).
- Create a four-column chart titled “My Habitat” with the columns labeled “Plants,” “Animals,” “Weather” and “Activities.”
- Create a four-column chart titled “Everglades Habitat” with the columns labeled “Plants,” “Animals,” “Weather” and “Activities.”
- Create a class Venn diagram titled “Birds of a Venn.”
- Bookmark Web sites about the Everglades, such as:
 - www.nps.gov/ever/forkids/habitats.htm
 - www.nps.gov/ever/forkids/learning-about-the-everglades.htm
 - www.nps.gov/ever/photosmultimedia/mountainsandvalleys.htm
 - www.youtube.com/playlist?list=PL10a69rUHKN5S1cC5tQE-4_-R_qZsKyOc



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- Gather images of the Roseate Spoonbill from Web sites, such as:
 - www.nps.gov/ever/naturescience/animals.htm
 - nationalzoo.si.edu/Animals/Birds/Facts/fact-rosespoonbill.cfm
 - fl.biology.usgs.gov/sofla/Spoonbills/spoonbills.html
 - www.wlf.louisiana.gov/sites/default/files/pdf/fact_sheet_animal/32255-Platalea%20ajaja/platalea_ajaja.pdf
- Gather noncopyrighted images of flamingoes.



GROUPINGS

- Whole group
- Individual work
- Pairs



CLASS TIME

Three 20- to 30-minute sessions, total 60 to 90 minutes



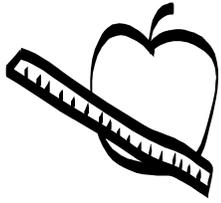
CONNECTIONS

- Science
- Language Arts
- Art



NATIONAL STANDARDS/COMMON CORE

- (NS) Science: Organisms and environments and Characteristics of organisms
- (NS) Language Arts: Use grammatical and mechanical conventions in written compositions.
- (CC) Language Arts—Literacy Conventions of Standard English
 - L.K-1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - L.K-1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.



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- National Art Standards
 - Standard 1: Understanding and applying media, techniques, and processes
 - Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas
 - Standard 6: Making connections between visual arts and other disciplines



TERMS AND CONCEPTS

- Quarter
- Obverse (front)
- Reverse (back)
- Everglades National Park
- Habitat
- Ecosystem
- Compare
- Contrast
- Roseate Spoonbill
- Anhinga



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

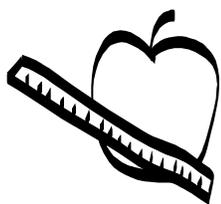
- Environment
- Venn diagrams
- Illustrating



STEPS

Session 1

1. Display and examine the “Everglades National Park Quarter” page. Locate this site on a class map. Note its position in relation to your school’s location.
2. Explain to the students that the United States Mint began to issue the quarters in the America the Beautiful Quarters® Program in 2010. By the time the program ends in 2021, there will be a total of 56 quarter designs. Each design will focus on a different national site—one from each state, territory and the District of Columbia.
3. Tell the students that the front of a coin is called the “obverse” and the back is called the “reverse.” Ask the students to share their ideas about the image on the



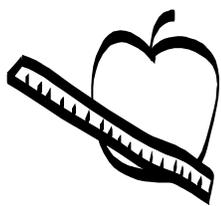
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quarter's reverse. If necessary, explain that the image is inspired by the bird population in the Everglades; the artist has featured an Anhinga with outstretched wings on a willow tree with a Roseate Spoonbill visible in the mid-ground. Both birds are found throughout Everglades National Park.

4. Tell the students that they will be learning about habitats and that a habitat, or home, is the environment where a person, plant or animal lives. Tell the students that habitats include food, water, shelter and space.
5. Introduce the students to a text on habitats. Preview the text and illustrations and allow students to generate observations about habitats.
6. Read the text. During the reading, attend to any unfamiliar vocabulary.
7. After the reading, discuss the habitats and homes that the students live in. Focus on what plants and animals they see, the weather and the activities. List the characteristics on the "My Habitat" chart under the appropriate heading.
8. Display the "Habitat in My Pocket" worksheet.
9. Have the students create their own coin illustrating their habitat. Remind them to include at least one plant, one animal, the weather and at least one activity (something they like to do for fun).
10. Allow time for the students to complete the assignment.
11. Once they're finished, have the students complete the "Checking My Coin Rubric" to evaluate their work.
12. Have the students share with a partner or the class.

Session 2

1. Review the chart and "Habitat in My Pocket" worksheets from the previous session. Display the coin image.
2. Discuss Everglades National Park and brainstorm the habitats located there. Record answers on the "Everglades Habitat" chart.
3. Introduce the students to a text on the Everglades. Preview the text and illustrations and allow students to generate observations about the habitats in the Everglades.
4. Read the text. During the reading, attend to any unfamiliar vocabulary.
5. After the reading, discuss the habitats in the Everglades. Focus on the plants, animals, weather and activities. List the characteristics on the "Everglades Habitat" chart under the appropriate heading.
6. Distribute a copy of the "Is It Your Habitat Or Mine?" worksheet to each student. Instruct the students to complete the Venn diagram on the worksheet in pairs using the habitat they live in and the habitats of Everglades National Park. Define a Venn



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diagram as a way to compare two or more objects. Model how to use a Venn diagram using two things in the classroom.

7. Allow time for the students to complete the assignment. Once they're finished, have the students complete the "Did I Venn It Right?" worksheet to evaluate their work.

Session 3

1. Review the previous sessions' worksheets and charts.
2. Display the coin image. Review with the students the two birds on the coin, the Anhinga and the Roseate Spoonbill.
3. Display the images of the Roseate Spoonbill and flamingo to compare. Ask the students to describe some of the characteristics they see. Record the student responses on the "Birds of a Venn" diagram. Tell the students that the Spoonbill is a wading bird seen in the Everglades. It has a long, flat, spoon-shaped bill that it uses to strain food out of the water. It is bright pink and often mistaken for a flamingo. Ask the students why they think this mistake is so easily made.
4. Display the "Coins of A Feather" worksheet. Tell the students that all the coins are from the America the Beautiful Quarters® Program. Ask what the coins have in common. Guide the students to notice that they all have birds in their designs.
5. Distribute the "Oh, Where Is My Habitat?" worksheet. Explain to the students that they will be matching the birds to their proper habitats. At the bottom, they will be choosing which habitat they would like to visit and explain why.
6. Allow time for the students to complete the assignment. Collect the worksheets.



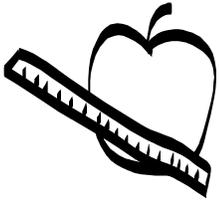
ASSESSMENT

- Take anecdotal notes about the students' participation in class discussions.
- Evaluate the students' worksheets for understanding of the lesson objectives.
- Use the "Checking My Coin" and "Did I Venn It Right?" worksheets to evaluate the students' understanding of habitats.



ENRICHMENTS/EXTENSIONS

- Have students research the Anhinga and compare it to and contrast it with the Roseate Spoonbill.
- Have students further explore other birds found in Everglades National Park.
- Have students research coins from the 50 State Quarters® Program that feature birds such as the 2007 Idaho quarter at www.usmint.gov/kids/teachers/lessonPlans/50sq/2007/k01-3.pdf, the 2002 Louisiana quarter at www.usmint.gov/



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[kids/teachers/lessonPlans/50sq/2002/ k01-3.pdf](http://www.usmint.gov/kids/teachers/lessonPlans/50sq/2002/k01-3.pdf) and the 2008 Oklahoma quarter at [www.usmint.gov/kids/teachers/lessonPlans/50sq/2008/ k01-1.pdf](http://www.usmint.gov/kids/teachers/lessonPlans/50sq/2008/k01-1.pdf). Compare these birds and their habitats with those in Everglades National Park.

- Have the students research both the Anhinga and the Roseate Spoonbill and choose one to write about a day in the life of these birds in the Everglades.
- Have the students research coins from the 50 State Quarters® Program that feature habitats, such as the 2007 Idaho quarter at [www.usmint.gov/kids/teachers/lessonPlans/50sq/2007/ k01-3.pdf](http://www.usmint.gov/kids/teachers/lessonPlans/50sq/2007/k01-3.pdf) and the 2005 California quarter at www.usmint.gov/kids/teachers/lessonPlans/50sq/2005/0203-1.pdf. Compare and contrast those habitats with Everglades National Park's.
- Have the students take a walk around the school grounds to observe their habitat more closely.



DIFFERENTIATED LEARNING OPTIONS

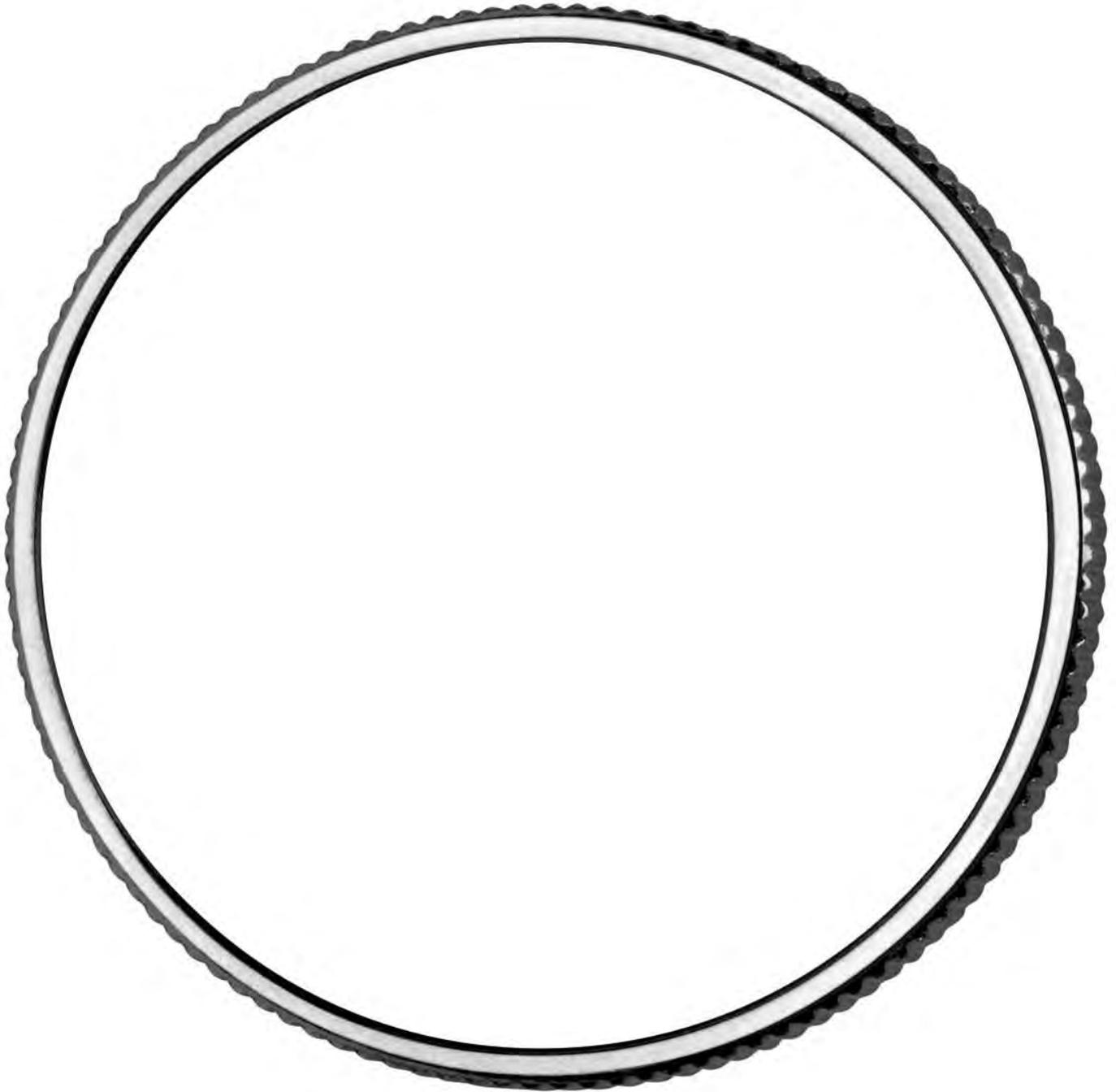
- Allow students to work in pairs.
- Allow students to use a scribe to complete their worksheets.
- Provide students with the first example on each of the worksheets.
- Allow students to use the class charts to complete the worksheets.



Name _____

Habitat in My Pocket

Directions: Draw a picture of the habitat where you live. Remember to include at least one plant, one animal, one kind of weather and one thing you do for fun.





Name _____

Checking My Coin Rubric

Directions: Complete this checklist about your illustration. Mark each row that applies to you with an "X." A novice is just starting to demonstrate, a practitioner sometimes demonstrates and an expert always demonstrates.



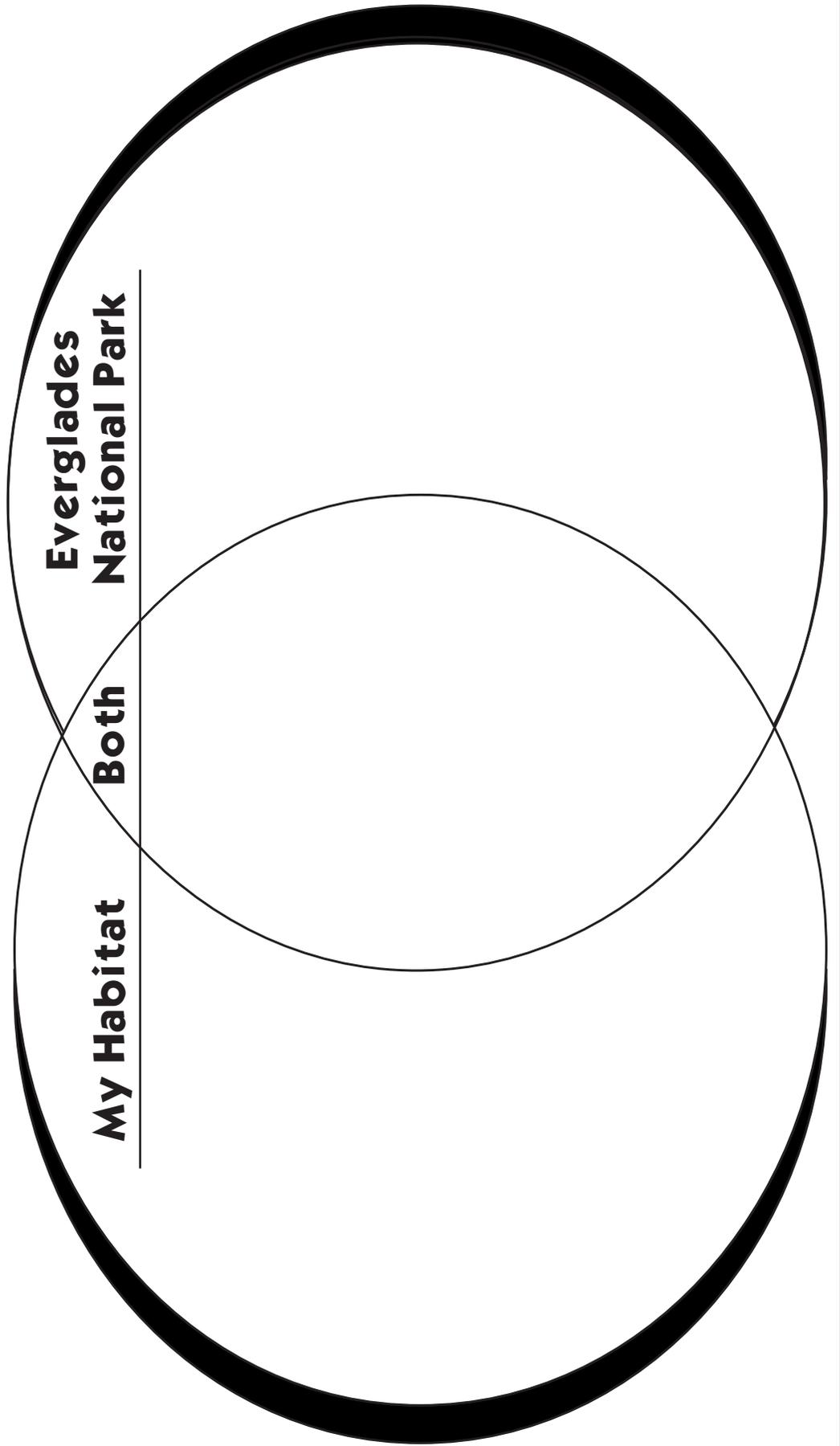
CATEGORY	NOVICE 	PRACTITIONER 	EXPERT 
My illustration is of the habitat where I live.			
I included at least one plant.			
I included at least one animal.			
I included one type of weather.			
I included one activity that I can do here.			

Teacher Comments



Is It Your Habitat or Mine?

Directions: Use this Venn diagram to compare what you know about your habitat with one habitat you choose that is found in Everglades National Park.

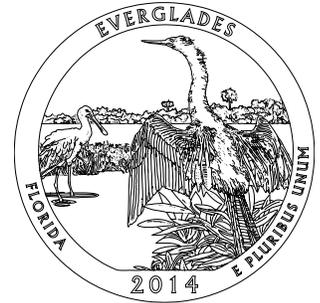




Did I Venn It Right?

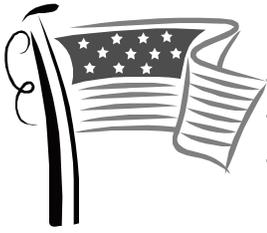
Rubric

Directions: Complete this checklist about your Venn diagram. Mark each row that applies to you with an "X." A novice is just starting to demonstrate, a practitioner sometimes demonstrates and an expert always demonstrates.



CATEGORY	NOVICE 	PRACTITIONER 	EXPERT 
My Venn diagram includes my habitat and an Everglades National Park habitat.			
I included at least one plant for each habitat.			
I included at least one animal for each habitat.			
I included the weather for each habitat.			
I included at least one activity that can be done in each habitat.			

Teacher Comments



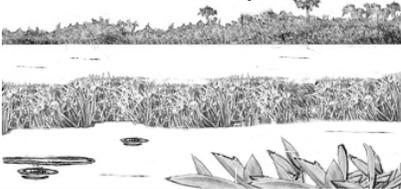
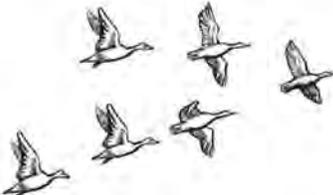
Coins of a Feather





Oh, Where Is My Habitat?

Directions: Draw a line to match each bird with its name and habitat. (Two birds share one of the habitats.) Then complete the sentence.

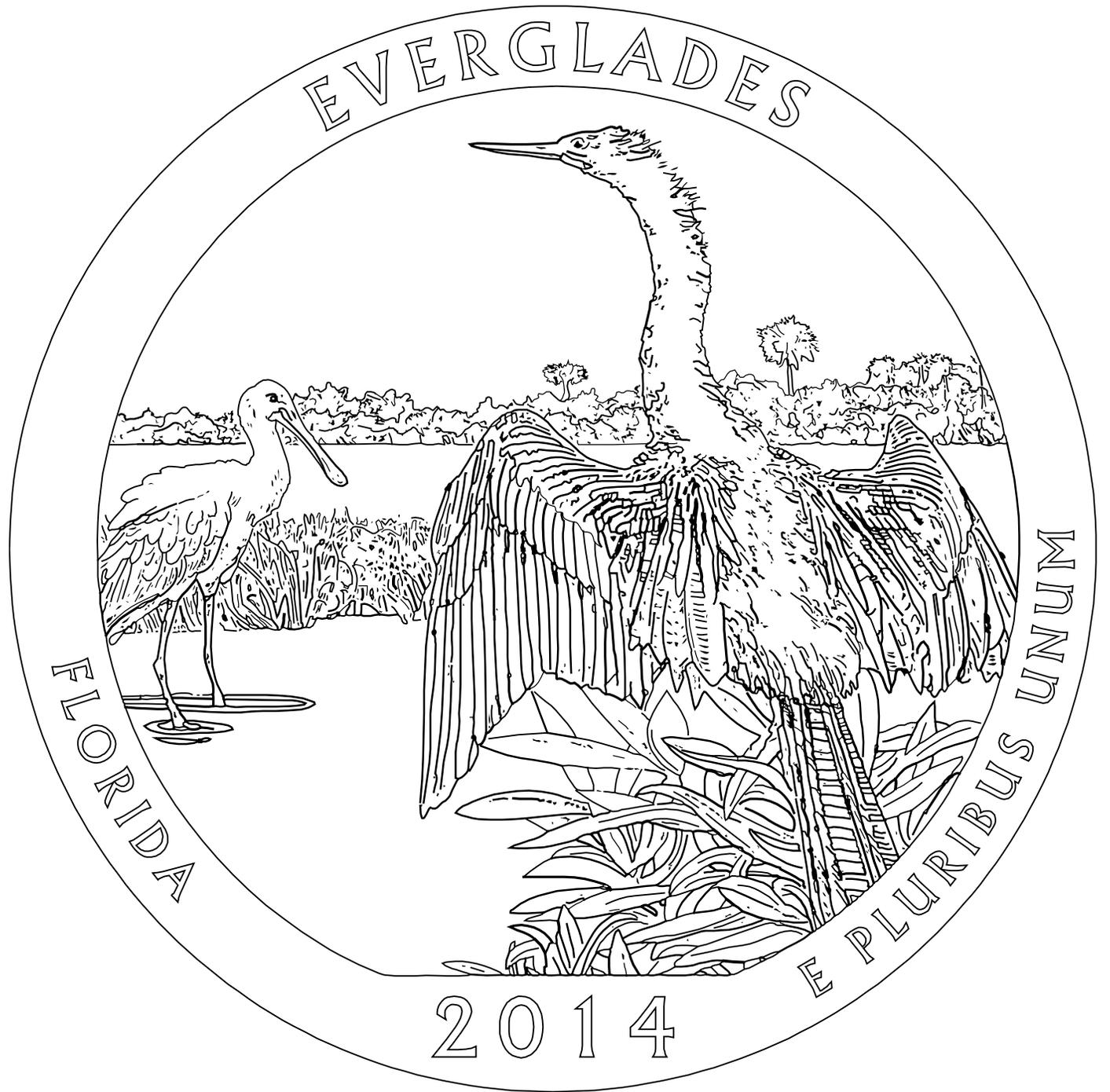
BIRD	NAME	HABITAT
	anhinga	swamp 
	parrot	mountains 
	roseate spoonbill	forest 
	hawk	rainforest 
	geese	

I would like to visit the _____ habitat

because _____



Everglades National Park Quarter



The United States of America

