



# Teachable Moments

## 1<sup>st</sup> Grade

### Duration

10-15 minutes

### Location

Bird Hall

### Standards

#### NGSS

K-LS1-1, LS1.A, LS3.A,  
LS3.B

#### S+E Practices

4,6,7,8

#### CCSS ELA

SL.1.a, SL.4, SL.6, L.1.f,  
L.5.c, L.6

#### CA State

Life Science 2d

Speaking Applications 2.4

Measurement and  
Geometry 1.1, 2.2

## The Ralph W. Schreiber Hall of Birds

In the Schreiber Hall of Birds students will be immersed in habitats while exploring a bounty of bird biology. From flight mechanics to anatomy and behavior, your students will walk away ornithologists in the making!

Learn more at: [www.nhm.org/explore-exhibits/permanent-exhibits/birds](http://www.nhm.org/explore-exhibits/permanent-exhibits/birds)

### Science

- Gather students in front of the condors and ducks and ask them to carefully observe the shapes of their beaks. Share observations, encouraging the use of descriptive vocabulary.
- Ask students: Which bird might eat plants? Which bird might eat meat? What do you see that makes you say that?

*To find more on beak adaptations, look to the right after the Marsh!*

### Language Arts

- Let students explore the rainforest exhibit, encouraging them to use their senses of sight and hearing to make observations.
- Next, gather students and ask them to complete the sentence frames: "I see \_\_\_\_\_" and "I hear \_\_\_\_\_"
- After a student completes the frame, ask other students if they can guess what the student was describing!

### Math

- Have students measure a bird's height using their hands or fingers and share their answers.
- Introduce the concept of estimation and/or measurement. Using hand/finger measurements, ask students to compare and categorize birds they measure into tall or short.
- If time, sort birds using other attributes and ask students to identify how you are sorting. For example, point out birds with flat bills or webbed feet.