

4TH GRADE- WEEK FIVE

Comida Para el Pensamiento **Food for Thought**

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Resultados de Aprendizaje: Al finalizar esta lección de 45 minutos, los estudiantes de tercer grado van a poder:

- 1) Listar por lo menos cuatro comidas que sí son seguras para las aves.
- 2) Listar por lo menos cuatro comidas que no son seguras para las aves

Learning Outcomes: By the end of this 45-minute lesson, students will be able to:

- 1) List at least four foods that are safe for birds
- 2) List four foods that are not safe for birds

Next Generation Science Standards:

- **3-5-ETS1-3**

Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

- **4-ESS3-1**

Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

OVERVIEW/RESUMEN:

This lesson introduces fourth graders to safe bird feeding as well as positive impacts they can have on the world around them by constructing and implementing birdfeeders throughout their school.

BACKGROUND/ORIGEN:

Feeding birds is a fun activity that helps out local bird species and attracts birds to your own backyard, and it can be helpful for them during times where they need extra energy,



like during migration, temperature extremes, or times of natural resource depletion. Some foods that are appropriate to give to birds include bird feed from the store, sunflower seeds, peanuts, cracked corn, and fruit. Some foods that are NOT suitable for birds include bread, chocolate, dairy, and table scraps. These foods aren't nutritious for birds, and they can even be toxic to birds; all chocolate is harmful for birds, and excess bread can cause feather deformities. What we do has repercussions on the natural world. If you do want to put up a bird feeder, make sure to put it up high above the

ground: birds are most likely to eat where they feel safe from predators (including cats).

KEYWORD TRANSLATIONS FOR FACILITATORS/TRADUCCIÓN DE PALABRAS CLAVES PARA FACILITADORES

Español	English
Cuerda	Rope
Alpiste	Birdfeed
El comedero para pájaros	Birdfeeder

VOCABULARY FOR STUDENTS/VOCABULARIO PARA ESTUDIANTES

Alpiste	Birdfeed
El comedero para pájaros	Birdfeeder
Pino	Pine Cone

TIME/TIEMPO: 45 minutes

- Introduction: 1 minute
- Field Guide Species Highlight: 5 minutes
- True or False Foods Game: 10 minutes
- Review Group Agreements: 1 minute
- Making Bird Feeders: 20 minutes
- Program Wrap Up: 5 minutes

MATERIALS/MATERIALES:

- [Field Guide Booklet](#)
- [Corresponding slides](#)
- One large bin to store bird feed
- 2-3 small bins to split bird feed for students in class
- Cones (one per student)
- Twine/string (1 ft per student)
- Paper cups (one per student)
- Bird feed (any seed mix works, see Common Feeder Birds in sources to find what specific feed birds prefer)
- Sunflower butter or Crisco (enough to cover however many pinecones are being used, typically around 3 jars)
- Disposable spoons (one per student, plastic or bamboo)
- World Migratory Bird day bracelets (one per student)
- True/False (green and red) papers or Ciento/Falso papers from Lesson 2
- Brown paper bags (one per student)
- Tarp (lay down on ground to help with mess)
- Sticky notes (enough for 3x per student)

PREPARATION/PREPARACIÓN:

Step 1: Before class, cut one foot of string for each student and tie it to a pinecone

Step 2: Before class, fill one small paper cup with sunflower butter for each student

Step 3: Before class, fill multiple plastic bins with birdseed to share amongst students

Step 4: In class, write students name on a brown bag as they complete the bird feeder

ACTIVITIES/ACTIVIDADES:

Step 1: Introduction/Event Review

Introductions ~ 1 minute

Slide 1-2

- “Welcome fourth grade students to the last week of Aves Compartidas! My name is _____!”

- *¡Bienvenidos a los estudiantes de cuarto grado a la última semana de Aves compartidas! Mi nombre es _____!"*
- *"Before we begin, turn to the scientist next to you and share something you liked about the bird migration game. Did you have fun?"*
- *"Antes de comenzar, diríjase al científico que está a su lado y comparta algo que le haya gustado sobre el juego de migración de aves. ¿Te has divertido?"*
- *"Now, We have a fun activity for today, but before that, let's go over our plan."*
- *"Ahora, tenemos una actividad divertida para hoy, pero antes de eso, repasemos nuestro plan."*
- Read our plan for today slide

Discuss field trips necessities ~ 1 minute

Slide 3

- *"Let's talk about our upcoming field trip."*
- *"Vamos a hablar sobre nuestra excursión."*
- Discuss the date, time, and location listed on the slides
 - *El día, hora, ubicación*
- Discuss what to bring
 - *Que traemos*

Discuss wildflower festival / Flor Silvestre festival 1 minute

Slide 4

- Discuss the date, time, and location listed on the slides
- *El día, hora, ubicación*

Step 2: Species Spotlight~5 minutes

Slide 5-12

- *"This activity allows us to be like scientists. We will be using our observation skills just like scientists and then with these observations, ask questions or inquiries that we wonder about the birds to help us learn."*
- *"Esta actividad nos permite ser científicos. Usaremos nuestras destrezas de observación al igual que los científicos y luego, con estas observaciones, haremos preguntas o consultas que nos preguntemos sobre las aves para ayudarnos a aprender."*
- Pass out the species highlight booklet to all students.
- *"If you flip the booklet over, you will see our fifth bird, Wilson's Warbler"*
- *"Si dan vuelta al librito, verán el quinto pájaro, el Chipe Corona Negra."*
- Questions
 - *"Let's turn to the person next to us again and share something we wonder about the bird."*
 - *"Ahora, miren a tu pareja de nuevo y compartan las preguntas que tengan acerca del pájaro."*
 - Ex)

- Where does it live? *¿Dónde vive?*
- What does it eat? *¿Qué come?*
- Ask a few students to share what they wonder. Use guiding questions to fill in blanks of the field guide.

Answers to field guide blanks:

- **Habitat (*Hábitat*):** Their habitat is in forest edges, scrublands, and chaparral.
 - *Su hábitat incluye bordes del bosque, matorrales, y chaparrales.*
- **Food (*Alimento*):** They eat all sorts of insects, like caterpillars, larvae, mayflies, and cochineal.
 - *Comen todo tipo de insectos, como orugas, larvas, efímeras, y cochinillas.*
- **Migration pattern (*Patrones Migratorios*):** Summers in Northern U.S. and Canada. Winters in Mexico.
 - *Veranos en el norte de los EE.UU. y Canadá. Inviernos en México.*
- **Fun Facts (*Curiosidades*):** They typically build nests on the ground, but populations in Oregon and California build them up to five feet above ground.
 - *Típicamente construyen sus nidos en el suelo, pero en CA y OR, tienen nidos hasta 5 pies en el aire.*
 - Cochineal bugs are used as red dye by Indigenous people all over the Americas. They are used today in food and makeup!
 - *Las cochinillas se usan como tinta roja por grupos indígenas en todo América. ¡Se usan hoy para comida y maquillaje!*
 - Identify Oregon and Guanajuato on the migration map and in the field guide.
 - Use the [link](#) in powerpoint and the appendix for interactive migration map.

Step 3: True or False Game~10 minutes

Slides 13-22

- “We are going to play a true or false game to identify which foods we should and should not feed to birds.”
- *“Vamos a jugar un juego de cierto o falso para identificar cuáles comidas debemos dar a las aves.”*
- Tell students that you are going to pass out one red and one green paper (or the Cierto/Falso papers) to each of them and that they should not do anything with them until you give them instructions.
 - Pass out the papers.
- “I am going to give you a series of foods. If you think it is safe for birds, which color paper will you hold up?”
- *“Les voy a dar una lista de alimentos. Si piensas que es saludable para aves, ¿cuál color de papel van a alzar?”*
 - Green/Cierto
- “Now, what paper will you hold up if the food is unsafe for birds?”
- *“Ahora, ¿cuál papel alzarán si la comida no es segura para las aves?”*
 - Red/Falso

- *“Once I ask the questions, I will count to three, and then you should all raise whichever paper you think is correct. Remember to wait until I count before answering! If you do not know the answer, just take a guess.”*
- *“Cuando comparto las preguntas, voy a contar hasta tres, y todos ustedes van a alzar cualquier papel piensan que es correcto. Recuerdan que deben esperar hasta que termino contando antes de responder. Si no sabes la respuesta, está bien adivinar.”*
- Read the following statements, and ask students to explain their answers before revealing the correct answer.
 - Bread is healthy and safe food for birds.
 - False
 - Bread does not contain very many nutrients that birds need. This means they will get full fast, but they will not have the correct nutrients, it can also make them sick.
 - If I have leftovers from dinner, I can feed them to the birds.
 - False
 - Many table scraps are not healthy for birds, although some can be. It is better to avoid feeding them to birds in case they are not safe.
 - Save leftovers or recycle
 - It is OK to feed sunflower seeds to birds.
 - True
 - Raise your hand if you have ever eaten seeds before. Seeds have many good nutrients that help birds grow and give them the energy to migrate.
 - Birds have different adaptations to eat different foods with their different beaks. Some have beaks perfect for seeds, others like the Woodpeckers’ beak are perfect for insects. Some have spear-like beaks for fishing, like the Great Blue Heron. But none have beaks designed to eat bread or human table food.
 - Nuts are healthy options for birds.
 - True
 - Nuts (like almonds and pistachios) contain the proper nutrients that help birds get strong enough to fly, make nests, and grow! We need to ensure that these nuts do not have any flavorings or coatings.
- *“The best thing people can do for birds is to protect their habitats and the ecosystems that support them, but there are also smaller things we can do as individuals to help birds. We can plant native plants to provide a natural food source for birds, and we can also put out bird baths and bird feeders. However it’s important to be careful when feeding birds, and to do your research to be sure the food you’re giving them is safe. Store bought bird seed is a safe thing to feed birds, but we have to make sure that bird feeders are clean and the seed doesn’t get wet and moldy. People can also make nectar for hummingbirds, but it’s important to only use pure cane sugar in the right proportions, and to change the nectar and clean the feeders regularly! We are going to build our bird feeders today using a variety of seeds.”*

- *“La mejor cosa que podemos hacer para las aves es proteger sus hábitats y los ecosistemas que les apoyan, pero hay cosas más pequeñas que podemos hacer como individuos para ayudarles. Podemos plantar vegetación nativa como una fuente natural de comida, y también podemos construir baños y comederos. Pero, es muy importante ser cuidadoso cuando dando de comer a pájaros, y averiguar que la comida es saludable. El alpiste comprado en la tienda es seguro, pero tenemos que estar seguros que mantenemos el comedero limpio y que las semillas no se ponen mojadas y mohosas. También podemos cocinar néctar para los colibríes, pero es importante solo usar azúcar de caña puro en las proporciones correctas, cambiar el néctar y limpiar el comedero frecuentemente. Hoy, vamos a construir nuestros comederos con una variedad de semillas.”*

Step 4: Group Agreements~1 minute

Slide 23-24

- Remind students to:
 - Be respectful of the materials
 - Be respectful of your classmates
 - Stay with your group
 - Listen to instructions
 - Emphasize how our decisions impact not just ourselves, but others too

Step 5: Making Bird Feeders~20 minutes (same time as program reflection)

- Assistant hand out the Pinecone bird feeder activity sheets to other instructors
- 1/2 of class should do bird feeders, while the other 1/2 of the class should start doing their program wrap up reflections.
- Explain the activity to students:
- *“Show me a quiet hand if you have ever fed a bird before.”*
- *“Alzan una mano silenciosa si alguna vez han dado de comer a un pájaro.”*
- If someone has, ask what they fed them and what the bird looked like.
 - *“Feeding birds can be really fun, and it can also help birds who are struggling to find food due to shrinking habitats, but not all foods are safe for birds to eat. Different birds are all adapted to eat different foods, and one way we can tell what kinds of food a bird might eat is the shape of their beak.”*
 - *“Dando de comer a las aves puede ser muy divertido, y también puede ayudar a los pájaros que están luchando para encontrar comida, debido a la pérdida de hábitat, pero no todas los alimentos son seguros para comer. Aves diferentes son adaptadas para comidas diferentes, y una manera de averiguar cuáles tipos de alimentos un pájaro come es la forma de su pico.”*
 - *“I wonder what a hummingbird, with a tiny beak, or a pelican with a huge beak, would eat for food.”*
 - *“Me pregunto qué comería un colibrí, con un pequeño pico, o un pelícano con un pico enorme.”*
 - For example pelicans have big wide beaks for swallowing fish whole, while

hummingbirds have small narrow beaks for drinking nectar from flowers.

- *“Most foods that we eat are not good for birds, and some bird feeders can harm birds if they don’t contain the right foods or haven’t been cleaned regularly, so we need to be careful when feeding birds.”*
- *“La mayoría de lo que comemos nosotros no es saludable para las aves, y algunos comederos de pájaros pueden dañar a las aves si no contienen los alimentos correctos o si no han sido limpiados frecuentemente, y debemos tener cuidado cuando damos de comer a las aves.*
- For example, feeding birds bread can actually make them sick, and making nectar for hummingbirds with anything besides cane sugar, like honey for example, can be fatal.
- *“It is important to know what is healthy for birds to eat so we don’t accidentally make them sick. Today we will be making bird feeders out of pine cones! We will be using a variety of seeds which will attract a variety of birds, however most of the birds we have been learning about primarily eat insects, so the best way to attract them would be to plant a garden where insects can thrive.”*
- *“Es importante entender lo que es saludable para las aves para que no les enfermemos por accidente. Hoy, vamos a construir comederos usando piñas de pino. Vamos usar una variedad de semillas que atraerán muchas aves distintas, pero la mayoría de los pájaros que hemos estudiado suelen comer insectos, pues la mejor manera de atraerlos será plantear un jardín donde pueden florecer los insectos.”*
- Walk students outside to designated area.
- Pass out materials.
 - Each student should receive one pine cone with an attached and pre-cut string, one spoon, and one paper cup with a scoop of sunflower butter for each student
 - Each small group of 5-6 students should receive a bin of bird seed
- Construct bird feeders.
 - Instruct students to use their plastic spoon to spread a light layer of sunflower butter on the pine cone.
 - Next, students should cover their pine cones in bird seed.
 - The plastic spoon can be used to press the bird feed into the sunflower butter to make sure it is secure.
 - As you are constructing the bird feeders, talk with the students. Discuss the type of birds the kids may see on their bird feeders. Remind them to identify birds by looking at their color, size, and behaviors.
 - When a student is finished, write their name on a brown bag
- Clean up.
 - Have students place their bird feeders in their paper bags
 - Have students empty extra bird feed into the bigger bag.
 - Collect paper plates, plastic spoons, and sunflower butter.
- Hang the bird feeders in trees around the schoolyard or have students take them home to hang up later!

Step 6: Program Reflection~20 minutes (same time as bird feeder activity)

- Pass out 3 sticky notes per student
- *“Thank you all for being such wonderful students for the past five weeks! We are going to take a few minutes to think about everything we learned about and all the fun activities we did.”*
- *“¡Muchísimas gracias por ser estudiantes maravillosos durante las últimas seis semanas! Vamos tomar algunos minutos para pensar acerca de todo que hemos aprendido y todas las actividades divertidas que completamos.”*
- Have students share one thing they loved the most and want to share/teach to their family at home and one thing they want to learn more about and teach their families later on that they remember learning about over the past six weeks. Also share one thing they learned they can do to help migrating birds.
 - Dim the lights
 - Window decals
 - Keep cats indoors or put a bell on them
 - Put out safe bird baths and feeders
 - Citizen science
 - Garden with native plants
- Go through each question one at a time as the other half of the class does bird feeders.
- Once they are done writing their answers to each of the question, have students put sticky notes on a piece of paper with each question they answered (see example in appendix).
- Once all sticky note answers are on the paper, teacher will hand student migratory bird bracelet

Step 7: Program End ~2 minutes

- Thank students for participating.
- Instructors should thank the students for their participation and share their favorite parts of the program.

SOURCES

“10 Ways to Help Birds.” The Cornell Lab of Ornithology.

<https://www.birds.cornell.edu/home/get-involved/10-ways-to-help-birds/>

“Common Feeder Birds: Quick Info on Food Preferences” The Cornell Lab of Ornithology, Project FeederWatch.

https://feederwatch.org/learn/common-feeder-birds/?_hstc=75100365.e9843bff8c9oabfa7a07b6d759fc21f3.1673544327153.1678154131716.1679367649035.8&_hssc=75100365.3.1679367649035&_hsfp=2308173617&_gl=1*xzw6ha*_ga*MTM3ODM4Mjc0Ny4xNjczMzMzMzMyMTgz*_ga_QR4NVXZ8BM*MTY3OTM2NzYoNS43LjEuMTY3OTM2Nzc5Ni42MC4wLjA.&_ga=2.96483231.1470890360.1679367647-1378382747.1673332183

“How to Make a Pinecone Bird Feeder with Peanut Butter.” Fox Farm Home.

<https://foxfarmhome.com/pinecone-bird-feeder/>

“How to Tie a Knot Poster Fibers Center.” Teacherspayteachers.

<https://www.teacherspayteachers.com/Product/How-to-Tie-a-Knot-Poster-Fibers-Center-Art-Choice-Studio-Habits-of-Mind-5852238?epik=djoyJnU9ZHBmM2p5MjM3ZmxNNDNpWWFGbXFSNGhSdlBSSjlhX28mcDowJm49VopmbjY2TFZRUjlOUFdoclJDLVNaZyZoPUFBQUFBR2Z3Vio4>

“How to Make Pine Cone Bird Feeders.” GlaszArt.

glaszart.com/how-to-make-pine-cone-bird-feeders/

“How To Make Pine Cone Bird Feeders with Preschoolers.” Preschool Inspirations.

<https://preschoolinspirations.com/pine-cone-bird-feeders/>

“Fun DIY Bird Feeders.” The Cornell Lab of Ornithology.

<https://www.birds.cornell.edu/k12/make-your-own-feeder/>

Learning in Places Collaborative. (2020). Bothell, Seattle, WA & Evanston, IL:
Learning in Places.

WEEK 4 APPENDICES

LINKS:

[Google Slides Link](#)

[Bird feeder instructions](#)

Item 1: Bird feeder instructions

Item 2: Reflection paper

Comida Para el Pensamiento Food for Thought

Each small group of 3-4 students should receive a small container of sunflower butter.

Word Bank



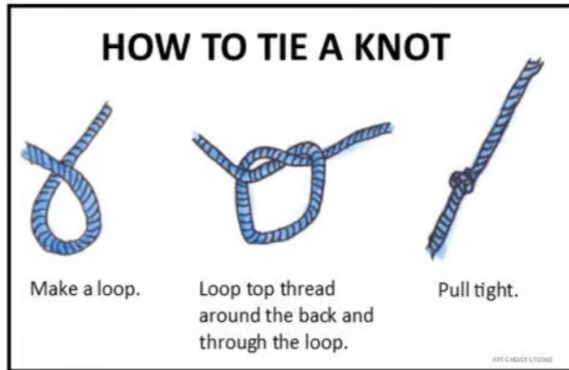
x1 pinecone / pino

x1 pre-cut string / cordel

x1 popsicle stick / palito

x1 paper cup w/ a scoop of
bird feed / Taza con
alimento para pájaros

1. Tie the string around the the top or bottom of the pine cone
/ Ata la cuerda alrededor de la parte superior o inferior de la piña



2. Use the plastic spoon to spread a light layer of sunflower butter on the pinecone
/ Usa la cuchara para untar una ligera capa de mantequilla de girasol sobre la piña



3. Cover the pinecone with bird seed and use the plastic spoon to press it into the sunflower butter
/ Cubra la piña con alpiste y use la cuchara para presionarla en la mantequilla de girasol



Appendix 2 program reflection paper example

