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San Bernardino County

Superintendent of Schools

Transforming lives through education



RIVERSIDE COUNTY  
OFFICE OF EDUCATION  
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**Friday, July 3**  
**11:30am**

**SciGirls, "Feathered Friends"**  
**4<sup>th</sup> – 8<sup>th</sup> grades.**

This series showcases bright, curious real girls putting science and engineering to work as they answer questions and make unexpected discoveries in the world around them. In this episode, Regina, Schuyler and Anayia hit the streets of Denver to investigate what makes a good urban bird habitat and transform a city school garden into a welcoming home for any flock of feathered friends.

**After watching this episode, choose from the following questions and/or tasks to extend your learning**

### **Question Box 1**

- What evidence does the TV show director give to support his or her central idea?
- What is this program "saying"? Cite evidence to support your analysis.
- What is your opinion about the program? What evidence do you have to support your opinion?
- Using evidence from the TV show, explain why "Feathered Friends" is a good title for this TV program.

Setting the Stage/Research:

- What is the citizen science project called Celebrate Urban Birds?
- What is the scientist project goal?
- What is an ornithologist?
- What tools are the girls introduced to? What is the purpose of each tool?

Data Collection 1:

- Collecting data for a citizen science project requires following a specific protocol. Described the protocol used in the Celebrate Urban Birds projects.
- What birds do the girls identify the birds in their viewing area?
- What do the girls learn about the resources the birds in their viewing area need?
- Describe the food, water and shelter available in the viewing area.

Share:

- What do the girls learn?
- What do the girls create to share what they've learned?

### **Question Box 2**

- What is the most important thing you learned personally?
- What were some of the most interesting discoveries you made while watching this program?
- What were some of your most powerful learning moments in the program and what made them so?

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- How much did you know about the subject before we started? Explain.
- How do you feel about this program? What parts of it do you particularly like?
- Think about some things that you have learned by reading a story.
- Do you think stories are a good way to learn? Why or why not?

### **Box 3 (Tasks)**

- In one day, the girls tallied 6 robins, 9 finches, 14 pigeons, 7 hummingbirds and 12 jays. Represent that information in a graph. What fraction of the birds are robins? What fraction of the birds are hummingbirds and pigeons?
- Explain what a habitat is like. Pretend you are talking to a person in a grade lower than what you are in.
- According to the video, what makes a good urban bird habitat?
- Complete the ["Bird Is the Word"](#) Activity.

### **Box 4 (Enrichment)**

- Describe the different habitat the SciGirls made in their garden.
- What is the difference between a good urban bird habitat and a good rural bird habitat?
- Watch: [Birds | Educational Video for Kids](#)
- Take note of the multitude of birds shown. Look for similarities and differences.
- Identify the birds in the video.
- Make a chart of the birds in the video. Noting characteristics, food habitats, habitat and 1 interesting fact for each bird.
- Select a bird from your chart to sketch:
- [How to draw a bird step by step](#)

### **Box 5 (Extend/Real-Life)**

- What are some things that you could do to make your backyard, patio, or open space near you a good bird habitat?
- Describe some good and not so good things about having birds near your garden.
- Learn more about birds. Select one website or select them all:
- [Ornithology Facts for Kids](#)
- [Birds](#)
- [Curious Crew | Ornithologist | Curious About Careers](#)