



HUMMINGBIRD MIGRATION FALL

This lesson plan was created by Kate McKenna as part of the Acadia Teacher Fellows (ATF) program. ATF created lesson plans are created by educators for educators. Any books or links suggested in this curriculum are not an endorsement by the National Park Service.

Title	HUMMINGBIRD MIGRATION FALL
Grade Span	K-2
Time Span	30 minutes, outdoor reading, and physical activity.
Standards	<ul style="list-style-type: none"> • RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson. • RL.1.3: Describe characters, settings, and major events in a story, using key details. • RI.1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.
Focus Question	<ul style="list-style-type: none"> • How do animals survive challenges, like changing seasons? • How do animals adapt to their surroundings?
Overview	This lesson is primarily an information – and exercise lesson. Students will read the <i>Going Home</i> book outside with the teacher, to get background on migrating animals. The students will then play a “Simon Says” – type game to imitate the movements of these migrating animals. There is potential for extension throughout the school year for this activity, by completing the activities at the end of this lesson.
Objectives	<ul style="list-style-type: none"> • Students will be able to define migration. • Students will understand the importance of migration to certain animals.
Materials Needed	<ul style="list-style-type: none"> • Trade Book: <i>Going Home: The Mystery of Animal Migration</i> by Marianne Berkes • Ruby-Throated Hummingbird Photos (Male and Female), Laminated
Vocabulary	
Teacher Prep	<p>Students should know from previous teaching that animals need food, water, and sometimes shelter to survive. Students should also know about changes which reflect seasons.</p> <p>The teacher should pre-read the text, planning strategic questions throughout.</p> <ul style="list-style-type: none"> • https://mommyslessons.com/2012/01/04/kindergarten-migration/ • http://www.rubythroat.org/ActivityHappierThanMain.html
Background	



<p>Procedure</p>	<p>Engage: The teacher should take the students outside to an appropriate gathering place (safe from vehicles and comfortable for sitting). The students will sit as the teacher reads the book, <i>Going Home</i>. The teacher should take time to highlight the idea of migration in this book. <i>How does migrating help these animals meet their needs?</i></p> <p>Explore:</p> <ol style="list-style-type: none"> 1. Have the students spread out so they have room to move without bumping into anyone else. Tell the students they will be playing a game like Simon Says. Start with the basic “Simon Says” format where students touch their nose, touch their toes, jump up and down, or turn in a circle. 2. Stop the students, telling them they’re about to get a challenge. They’re going to act like migrating animals! Here are some examples of movements the students can do (they correspond to the animals in the book): <ul style="list-style-type: none"> - Flap like a Monarch Butterfly - Crawl like a Loggerhead Turtle - Honk like a Canada Goose - Swim like a Pacific Salmon - Lounge like a Manatee - Prance like a Caribou - Hum like a Ruby-Throated Hummingbird - Jump like a California Gray Whale - Waddle like an Emperor Penguin - Swoop like an Arctic Tern - “It’s getting chilly here in _____, be a butterfly and migrate to that tree in California!” - It’s getting really hot here in Florida, be a Canada Goose and migrate to Maine for the summer!” <p>Explanation: The surprising secrets of hummingbird flight - Kristiina J. Hurme and Alejandro Rico-Guevara - YouTube</p> <p>Migrations: Big Animal Trips Science for Kids - YouTube</p> <p>Extension: <i>See suggestions in Hummingbird Migration Spring</i></p>
<p>Wrap-Up</p>	<p>Evaluate:</p> <ol style="list-style-type: none"> 1. After playing the game, gather the students back together for a discussion. Here are some questions the teacher might find helpful to get the students thinking about what they have learned: <ul style="list-style-type: none"> - What are some animals that migrate for food? - What are some animals that migrate for better weather? - What are some animals that migrate to safe places to have babies? - How are the animals in the book similar? How do they differ? 2. Tell the students, “We are going to focus this year on one animal that migrates to and from our area – the Ruby-Throated Hummingbird. We will hopefully get to see this bird in action from our school.” Show the students the laminated photos of the birds and ask them to make predictions and observations about the birds.