

## Grade 5

### Title: Getting to Know the Brown Pelican

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#### Student Learning Objective(s):

-Students will be familiar with the characteristics of the Brown Pelican

#### LA GLE's

3. Use a variety of sources to answer questions (SI-M-A1).

(The students will be using educational books to answer particular questions about the Pelican that differ for each group.)

#### Materials needed:

-Blue Books

-5-7 Posters

-Markers

-Educational Books on Pelicans:

Patent, Dorothy. Pelicans. New York: Clarion Books, 1992.

Cook, Joseph. Wonders of the Pelican World. New York: Dodd, Mead & Company, 1974.

Brown, Joseph. The Return of the Brown Pelican. Baton Rouge: Louisiana State University Press, 1983.

Nelson, J. Bryan. Pelicans, Cormorants and their Relatives. Oxford: University Press, 2005.

**Detailed Procedure.** *Describe what the students will do in each stage. Include guiding questions you might ask to help students.*

1. **Engage:** The teacher will tell the students that they will be discussing and learning about Brown Pelicans and that they are birds that can be found in Louisiana. Students will share facts that they know about the Brown Pelican. They will write down what they already know in their Blue Books (learning logs).

#### **The teacher will ask:**

- 1.) Can anyone tell me what a pelican is?
- 2.) Why might the pelican be a bird that is special to Louisiana?
- 3.) What are some characteristics we can think of that we already know?
- 4.) What are some facts we do not know but are interested in finding out?

**Science Process Skills** *Indicate which science process skills students will develop in this part of the lesson.*

Communication

#### **2. Explore:**

- 1.) The teacher will pass out pictures of the Brown Pelican and students will work in pairs.
- 2.) They will use a chart to determine questions about the Brown Pelican.
- 3.) They will use observation of the pictures and inference to determine characteristics of the Brown Pelican.
- 4.) The chart will ask the students to circle one or the other and they must give a clue they used from either their prior knowledge or the pictures.

Brown Pelicans are living.                      Brown Pelicans are non-living.                      Clue: \_\_\_\_\_

Brown Pelicans are mammals.                      Brown Pelicans are not mammals.                      Clue: \_\_\_\_\_

Brown Pelicans are warm-blooded.                      Brown Pelicans are cold-blooded.                      Clue: \_\_\_\_\_

Brown Pelicans are vertebrates.                      Brown Pelicans are invertebrates.                      Clue: \_\_\_\_\_

Brown Pelicans have webbed feet.                      Brown Pelicans do not have webbed feet.                      Clue: \_\_\_\_\_

Brown Pelicans have feathers.      Brown Pelicans have hair.      Clue: \_\_\_\_\_

Brown Pelicans can fly.      Brown Pelicans cannot fly.      Clue: \_\_\_\_\_

Brown Pelicans eat primarily fish.      Brown Pelicans eat primarily plants. Clue: \_\_\_\_\_

Brown Pelicans are coastal animals. Brown Pelicans are usually found inland. Clue: \_\_\_\_\_

Brown Pelicans lay eggs.      Brown Pelicans do not lay eggs.      Clue: \_\_\_\_\_

**Science Process Skills** *Indicate which science process skills students will develop in this part of the lesson.*

Classification     Communication     Inference

### **3. Explain:**

- 1.) The teacher will bring educational books on pelicans such as "Pelicans" by Dorothy Hinshaw Patent.
- 2.) The class will be divided into groups of 4 and will randomly pick a topic on Brown Pelicans to research and demonstrate to the class. The topics will include:
  - Brown Pelicans' Physical Characteristics
  - Brown Pelicans' Life Span
  - Brown Pelicans' Habitat
  - Brown Pelicans' Role in the Food Chain
  - Brown Pelicans' Population and Endangerment
- 3.) Each group will use the books that are provided to research their topic.
- 4.) Each group will create a poster for their research using markers and pictures.
- 5.) Each group will ask the class at least 4 engaging questions before revealing facts about the pelican.
- 6.) Each group will present the class facts about their area of research.
- 7.) Students may use the internet to find pictures of the Brown Pelican to print.

### **4. Expand:**

- 1.) The students will create an ecosystem as a class. Using what they have learned about pelicans and ecosystems, they will decide what each person must represent to form an ecosystem (ex. pelicans, fish, plants).
- 2.) The students must decide as a group:
  - a.) what they need for their ecosystem
  - b.) how many of each they will need and
  - c.) how each person is related and how each part of the ecosystem is related

The class will present what they have come up with:

- What are the parts of their ecosystem?
- What do the parts have to do with each other?
- Where do pelicans belong in this ecosystem?

**Science Process Skills** *Indicate which science process skills students will develop in this part of the lesson.*

Classification  Communication

**5. Evaluate:**

*What exactly will you do, or what evidence/data will you collect, to ascertain whether the students can achieve the objectives you listed at the top of this lesson?*

- The students will write down in their Blue Books at least 2 facts they learned from each group:

- Brown Pelicans' Physical Characteristics
- Brown Pelicans' Life Span
- Brown Pelicans' Habitat
- Brown Pelicans' Role in the Food Chain
- Brown Pelicans' Population and Endangerment

**Brain Compatible Learning Strategies Used in This Lesson:**

- Brainstorming/Discussion--Prior to researching, the students will think about and discuss what they already know about the pelican.
- Drawing and Artwork--the students will be creating posters to demonstrate what they have learned.
- Reciprocal Teaching, Cooperative Learning--the students will be working together and also teaching the class what they have learned.
- Role Plays, Drama, Pantomimes--the students will use role play when representing parts of an ecosystem.

**Lesson Source: Patent, Dorothy. Pelicans. New York: Clarion Books, 1992.**

Name:

**You are:** The president of a company that has emitted DDT into the water, hurting the pelican population. Use your references to determine:

**What:** (What your company did)

**Why?** (What was the cause of your company doing this?)

**Effects:** (How did the pesticides harm the pelicans?)

Name:

**You are:** An official working in the National Park Service. You have the power to legally protect pelicans. Use your resources to determine:

**What You Want** (what is it your goal is):

**Why:**

**How** (How will you do this?):