I'd Rather Be a Hummingbird

Based on the folktale by Wangari Maathai
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Teacher's Guide

Grade Level: K-3
Subject Areas: Science, Life Skills

Objectives and Goals

- Science objectives
  - Students will learn beaver natural history and the beaver's ability to modify their environment
  - Students will learn hummingbird natural history
- Life Skill objectives
  - Students will learn to analyze problems and apply solutions
  - Students will learn that no one is insignificant and that all can work together to solve problems.

Required Materials and Equipment

- Teacher reference sheets
  - Beaver Natural History from Lakeside Nature Center
  - Hummingbird Natural History from Lakeside Nature Center
  - Hummingbird Distribution Map
  - Hummingbird Migration from Lakeside Nature Center
  - Impact of Beaver Dams from LiveScience
  - Article on Beaver Dams from WIkipedia
- Student reference sheets
  - Coloring Sheets from StoneLion Puppet Theater
    - Find the Beaver
    - Color the Hummingbird
  - Student reference sheets from Enchanted Learning

Anticipatory Set

<u>Life Skills Component</u>

- Ask students if they feel able to solve problems on their own

    - Explore why they might feel unable to take action
    - When should they take action and when should they wait for someone else to do something
- Ask students if they feel 'lame' – unable to make a difference Explore reasons for these feelings
- Discuss the probable personality traits of beaver
- Discuss the probable personality traits of humming birds

Direct Instruction

Science Component

- Discuss beaver with students – use the material provided by Lakeside Nature Center as references
    - Explore what the students already know
    - Emphasize that beaver are master engineers and that they actually create their own environments
    - Distribute beaver handouts provided by Enchanted Learning to students
- Discuss hummingbirds with students – use the materials provided by Lakeside Nature Center as references
    - Explore what the students already know
    - Discuss the small size of hummingbirds
    - Discuss their function in the environment as pollinators
    - Discuss hummingbird migration (use the distribution map provided by Lakeside Nature Center), including non-stop flights across the Gulf of Mexico
    - Distribute hummingbird handouts provided by Enchanted Learning to students

Guided Practice

Science Component

- Beaver
    - Coloring sheets provided by StoneLion Puppet Theater
- Hummingbird
    - Coloring sheets provided by StoneLion Puppet Theater

Watch performance of ***I'd Rather Be a Hummingbird***

Closure

Life Skills Component

- Discuss meaning of the first song in the play– ***I feel lame***

    No one understands
    No one feel s my pain what a shame
    The shame is that I feel

I feel LAME!

- Discuss meaning of the closing song in the play– ***No Problem***

No problem is too big or way too small
If we remember to give it, give it our all
And just do the best we can,
Simply try and do the best we can
Just do the best that we can

- Discuss how Nigel's attitudes have changed
- Discuss how students can apply this philosophy to their lives

Science Component

- Discuss Beaver's parts in creating and maintaining habitats
- Discuss why Hummingbirds migrate

Standards Fulfilled with the Lesson

Missouri Science Standards

Kindergarten – Grade - Grade Level Expectations

1-D-K-a: Observe and compare the structures and behaviors of different kinds of plants and animals

- Compare the hand-like paws of beaver to the beak of the hummingbird

Grade 1 – Grade Level Expectations

1-A-1-a: Identify the basic needs of most animals

1-D-1-b: Identify and compare the physical structures of a variety of animals (eg: sensory organs, beaks, appendages, body coverings)

- Compare the size of the hummingbird's beak to the size of the beaver's hands
- The beaver's tail is used as a steering device and for sounding alarms

Grade 2 – Grade Level Expectations

3-D-2-a: Identify and relate the similarities and differences among animal parents and their offspring or multiple offspring

- Adults are bigger and stronger than juveniles

Grade 3 – Grade Level Expectations

2-A-3-d: Predict the possible effects of removing an organism from a food chain

- What would happen if the beavers disappeared and didn't build dams?

Kansas Science Standards

Kindergarten Standards – Life Science

3.1.1: The student discusses that organisms live only in environments in which their needs can be met

- What would the fire do the environment?

3.1.3: The student observes living things in various environments.

- The beavers actually create their own environment

Grade 1 Standards – Life Science

3.1.1: The student discusses that organisms live only in environments in which their needs can be met

- What would the fire do the environment?

3.1.3: The student observes living things in various environments.

- The beavers actually create their own environment

3.1.4: The student examines the structures/parts of living things

- The bill of the hummingbird
- The hand-like paws of the beaver
- The beaver's tail is used as a steering device and for sounding alarms

Grade 2 Standards – Life Science

3.1: The student will develop an understanding of the characteristics of living things

3.1.1: The student discusses that organisms live only in environments in which their needs can be met

- The beaver actually create their own environment

3.1.4: The student examines the structures/parts of living things

- The bill of the hummingbird
- The hand-like paws of the beaver
- The beaver's tail is used as a steering device and for sounding alarms

Grade 3 Standards – Life Science

3.1.1: The students will compare and contrast structural characteristics and functions of different organisms.

- The bill of the hummingbird
- The hand-like paws of the beaver
- The beaver's tail is used as a steering device and for sounding alarms