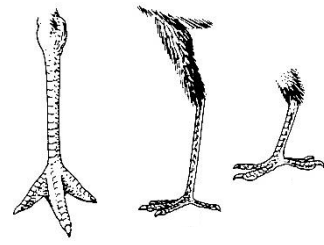


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# Whose Feet?

## Unique Features

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### Purpose:

- Students will describe six different types of feet and legs and explain how each is adapted to feed on different foods and/or live in different habitats.

### Objectives:

- Students will describe how different bird feet are adapted to different habitats.
- Students will identify the purpose different bird foot types serve.
- Students will predict the way different bird feet are used by observing mounted legs and feet.

**Time Required:** 20-30 minutes

**Appropriate grades:** 1<sup>st</sup>-6<sup>th</sup>

**NGSS and Common Core Standards:**

**LS1.A:**

All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. **(1-LS1-1)**

### Materials:

All materials are included in the bird kit.

Provided:

- Bird photos (12)
- Mount of several bird legs and feet
- PowerPoint of local birds and their feet (*on flash drive*)
- Bird field guides
- *Whose Feet?* Student Worksheet (*copies provided in teacher binder*)
- Worksheet Key (*copy provided in teacher binder*)

### Activity:



**ENVIRONMENTAL  
EDUCATION** GRADUATE  
PROGRAM  
SOUTHERN OREGON UNIVERSITY

<p><b>Introduction</b></p>	<ul style="list-style-type: none"> <li>• Begin by reviewing findings from “Fill the Bill”, and how a bird’s diet affects its beak shape.</li> <li>• Speak about how students will be learning about how birds are very different from one another in both where they live, and what they eat. Where a bird lives (ocean, desert, lake, forest, grassland, etc.) determines what type of feet it has.</li> <li>• Use the <i>Whose Feet</i> PowerPoint to go over a few birds living in different habitats in Southern Oregon.</li> </ul>
<p><b>Body</b></p>	<ul style="list-style-type: none"> <li>• Ask students what role a bird’s feet may have in finding, catching, and eating its food. (They function to move the bird through the environment to gather or hunt for its food. They may also serve to hold food or catch food, much like we would use our hands.)</li> <li>• Show students the mounting box of the 6 different feet types.</li> <li>• Split the student into groups of two or three and have them closely examine their bird photo in their kit and predict how its feet are used. After making predictions, have them research their bird in their field guides (or other bird books) to check their prediction.</li> <li>• Ask students to predict the way the feet shown in the mounting box are used.</li> </ul>
<p><b>Closure</b></p>	<ul style="list-style-type: none"> <li>• Using what they learned from “Fill the Bill” and this lesson ask students to summarize what they learned about bird adaptations and how they can apply this when observing birds in their natural habitat. Use think-pair-share to facilitate discussion among students.</li> </ul> <p style="text-align: center;"><b>Example questions:</b></p> <ul style="list-style-type: none"> <li>• Why do you think a bird’s habitat is important to what its beak shape is?</li> <li>• If you were a bird who lived in the forests and ate [insects, fish, nuts, plants, etc.] what type of feet would you want and why?</li> <li>• Ask the students why Some birds live in completely different habitats (like a forest and a prairie) but have similar feet types. Why do you think this is?</li> </ul>



	<p><i>(Note: this would be a great question to ask students to write a short entry in their journal to answer the question)</i></p> <p><b>Prompting question:</b> could there be similar foods in these habitats?</p>
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**Modifications:**

**High School:**

Students could create an art project of their choice (photograph, collage, drawing, painting, video) representing the six different types of bird feet and how those feet are necessary to the birds' survival.

**Middle School:**

Students could write a short research report about the bird from their kit, or a different bird with the same or similar feet. The report could speak about the habitat of the bird, as well as its diet of choice.

