



Paquete de Actividades de Maggie

Nombre _____

Bienvenidos de nuevo, Petirrojos

Una mañana, Maggie fue al parque. Era **primavera**. Vio muchos pájaros en la hierba. Tenían espaldas oscuras. Tenían pechos naranjas. Eran petirrojos americanos. "Hola, petirrojos!" dijo Maggie.

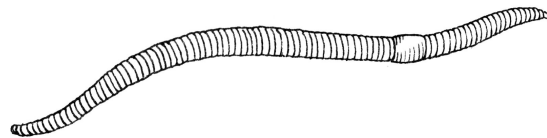


Los petirrojos estaban comiendo **gusanos**. Sacaron a los gusanos con sus **picos**.

Maggie no había visto petirrojos en mucho tiempo. "¿Dónde estabas este invierno?" preguntó ella. El suelo estaba muy frío. Los gusanos se adentraron en el suelo. Los petirrojos no pudieron alcanzarlos. Los petirrojos volaron lejos a lugares cálidos.

Podrían encontrar gusanos y frutas para comer allí. Luego la **temporada** cambió de invierno a primavera. El suelo se calentó.

Los gusanos volvieron a subir. Los petirrojos regresaron al parque. Ahora había muchos gusanos para comer. "Bienvenidos de nuevo, petirrojos", dijo Maggie.



Activity: Trace and write the words from the story.

petirrojos

primavera

gusano

pico

temporada

TEACHER GUIDE

Activity At-A-Glance:

May is here, and right outside our windows, one of nature's most incredible phenomena is underway. Billions of birds are migrating north to return to their summer nesting grounds. Although many types of animals migrate, birds are one of the easiest for students to observe and learn about in almost any setting. This week's lesson focuses on the American robin, a bird that lives and migrates throughout North America, and its relationship with one of its primary food sources, the earthworm. Although robins are considered partial migrants (some stay year round), many will travel hundreds, even thousands, of miles in migration each year. The appearance of large migrating flocks of this familiar songbird is considered a tell-tale sign that spring has arrived. By engaging students in the amazing journeys that robins and other birds take to migrate, we have an opportunity to inspire them to learn what they can do to help them along their way. This week's "Take it Outdoors" (below) enlists students in doing just that by making a "migration station" for seed-eating birds in their schoolyards.

Standards:

- Next Generation Science Standards (NGSS):
 - K-LS1.C Organization for Matter and Energy Flow in Organisms [DCI]
 - K-ESS2.D Weather and Climate [DCI]
 - K-ESS2.E Biogeology [DCI]
 - K-ESS3.A Natural Resources [DCI]
 - 1-LS1.A Structure and Function [DCI]
- Common Core State Standards (CCSS) for ELA:
 - RI Key Ideas and Details

Take it Outdoors:

Take students outdoors to make and hang their own milk carton bird feeders.

Supplies: Clean milk cartons with pre-cut holes, hole punch, sticks/popsicle sticks, string, acrylic paint, markers, crayons, and/or glue, bottle caps, and natural objects.

Directions: Prepare milk cartons for young students by pre-cutting an opening large enough for songbirds in the side of the carton (bottom of opening should be about 2" from bottom of carton). Have students decorate their feeders with paint, crayons, and markers--or by gluing on plastic bottle caps or natural objects found on school grounds (sticks, bark, etc.). Help students punch a hole just below the "bird door" opening and insert a small stick or popsicle stick to create a perch. Finally, help them punch a hole in the top of the carton and thread a string through to hang the feeder.

Explore the school grounds and talk with students about the best places to locate their bird feeders—what else would birds need besides food (water, bushes for shelter, etc.)? Once feeders are established, you can continue to take students outdoors to refill their feeders and observe and learn more about the birds that visit.

References:

Erickson, L. (n.d.). Robin Migration. Retrieved from: https://journeynorth.org/tm/robin/facts_migration.html

