



Years 1/2/3
40-60 mins

TEACHER



Make Pine Cone Bird Feeders

WHAT YOU NEED

Instruction sheet. Items listed.

KEY COMPETENCIES

Thinking	✓
Using language, symbols, and texts	
Managing self	✓
Relating to others	
Participating and contributing	✓

VALUES

Excellence	✓
Innovation, inquiry, and curiosity	
Diversity	
Equity	
Community and participation	✓
Ecological sustainability	✓
Integrity	

INSTRUCTIONS

1. Prepare the items listed on the instruction sheet.
2. Set tables up - seeds and peanut butter will be shared.
3. Create a discussion about the types of birds the children see in their gardens and neighbourhoods and the things they could do to help them. Ask what types of birds they expect to enjoy their seed feeders. What other types of foods do birds like to eat?
4. Follow the steps.



Make Pine Cone Bird Feeders



Instruction Sheet

You will need:

- ✓ One pine cone per child
- ✓ One paint brush per child
- ✓ One plate per child
- ✓ Peanut butter in a bowl
- ✓ Bird seed in a bowl
- ✓ Scissors
- ✓ String/wool



STEP 1



- ✓ Cut a piece of string/wool about 20cms long.
- ✓ Tie this around the pinecone near the top.

STEP 2



- ✓ Children place their pine cone onto their paper plate and spread peanut butter on it.
Make sure the peanut butter gets into every nook and cranny.

STEP 3



- ✓ Roll the nut butter covered pinecones in the seeds until the entire surface of the pinecone is completely covered. Push seeds into the folds of the pinecone.

STEP 4



- ✓ Choose a place where you have seen birds visit before.
- ✓ Hang the bird feeder from a tree or a hook.





Years 1/2
20-30 mins

TEACHER

How many Birds?



Nature &
Environment

WHAT YOU NEED

Printed worksheets, pencils

KEY COMPETENCIES

Thinking	✓
Using language, symbols, and texts	✓
Managing self	✓
Relating to others	✓
Participating and contributing	✓

VALUES

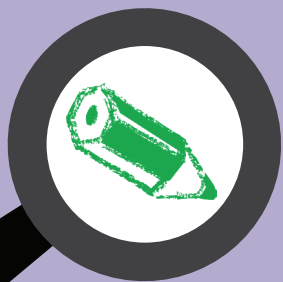
Excellence	
Innovation, inquiry, and curiosity	✓
Diversity	
Equity	
Community and participation	✓
Ecological sustainability	✓
Integrity	

INSTRUCTIONS

1. Provide each child with a printed worksheet and pencil.
3. Explain that, just like people, birds are all unique and have special features that make them different from each other.
4. Ask the children to count the number of birds that are the same and write this number in the square, next to the correct picture.
5. Create a discussion - which birds do the children see the most of in their garden or neighbourhood (the most common).



Milly, Molly & Lily and the Pretty Birdhouses



How Many Birds?

Count the birds that are the same and write the number





























Years 3/4
20-30 mins

TEACHER

Who am I?



Nature &
Environment

WHAT YOU NEED

Printed worksheets, pencils

KEY COMPETENCIES

Thinking	✓
Using language, symbols, and texts	✓
Managing self	
Relating to others	✓
Participating and contributing	✓

VALUES

Excellence	
Innovation, inquiry, and curiosity	✓
Diversity	✓
Equity	
Community and participation	✓
Ecological sustainability	✓
Integrity	

INSTRUCTIONS

1. Provide each child with a printed worksheet and pencil.
2. Explain that, just like people, birds are all unique and have special features that make them different from each other.
3. One at a time, read the descriptions aloud. Ask the children to repeat the statements. *This is a good activity to do as a class by displaying the activity on a large screen.*
4. Discuss the answers. Did anyone know these facts already? Are they surprised? What do they think? Which special feature is their favourite? Do they know any other interesting special facts about any other bird that they would like to share?

*If printing in black and white: Display the full colour document on a large screen and have the children complete the printed sheet.



Milly, Molly & Lily and the Pretty Birdhouses

Who am I?

Which bird is the description talking about?



I am very clever. People keep me as a pet. I am very colourful and can talk. **Who am I?** _____

I have an amazing blue and green eye-spotted tail which opens like a fan. **Who am I?** _____

I am bright a bright pink/red colour and I often stand on one leg. **Who am I?** _____

I am a brown bird that cannot fly and I hide in dark places. My beak is very long. **Who am I?** _____

I am a white bird with a very long neck and I spend most of my time in the water. **Who am I?** _____

I am a brown bird and I normally come out at night. I like to sit in trees. **Who am I?** _____

I am black, white and red. I peck holes in tree bark to find insects to eat. **Who am I?** _____

I am have a long beak and a large throat pouch that I use to catch food. **Who am I?** _____

I am a brightly coloured bird. I make a humming sound with my wings. **Who am I?** _____

I am a small brown bird. You will often see me in your garden. **Who am I?** _____

I am brightly coloured and my beak is bigger than my head. **Who am I?** _____



Years 1/2
30-40 mins

TEACHER

Highest Card Game



Nature &
Environment

WHAT YOU NEED

Teacher resource: Highest Card Game

KEY COMPETENCIES

Thinking	✓
Using language, symbols, and texts	✓
Managing self	✓
Relating to others	✓
Participating and contributing	✓

VALUES

Excellence	
Innovation, inquiry, and curiosity	✓
Diversity	
Equity	
Community and participation	✓
Ecological sustainability	✓
Integrity	✓

INSTRUCTIONS

1. Print off and cut out the 12 cards. (1 sheet per 2 children). **Rating scores are out of 10.**
2. The aim of the game is for one player to win all of the cards. Children will play this game in pairs.
3. Each child will have 6 cards. Ask one player to mix the cards up (without looking at them) and share them.
4. Have children facing each other, so that their cards are hidden from the other player.
5. Players pick up their cards and look at their top cards only.
6. The player that did not deal the cards will go first.
7. Player 1 chooses and calls out their highest number in any category.
8. The other player looks to see if they can beat this number from the same category (Highest number wins).
9. The card with the highest number wins both card and adds them to the bottom of their pile.
10. The winner of the round chooses the number and category for the next round.
11. The first player to get all of the cards wins the game.

10

POINTS

Hummingbirds, have amazing flying skills. They are able to fly not only forward, but also backward, sideways, and straight up. They can even do gymnastics such as backward somersaults as they zip through trees and flowers looking for nectar and insects.

10

POINTS

Kiwis are birds that are found in New Zealand, that cannot fly. Like many other New Zealand native animals, they are most active in the dark. They are under threat and are close to extinction.



Milly, Molly & Lily and the Pretty Birdhouses

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PUBLISHING



Pelican



Size	9
Colour	2
Uniqueness	6
Flying skill	5

Eagle



Size	7
Colour	2
Uniqueness	7
Flying skill	8

Swan



Size	8
Colour	2
Uniqueness	6
Flying skill	5

Woodpecker



Size	4
Colour	4
Uniqueness	9
Flying skill	4

Flamingo



Size	7
Colour	7
Uniqueness	7
Flying skill	5

Sparrow



Size	2
Colour	2
Uniqueness	1
Flying skill	8

Parrot



Size	6
Colour	10
Uniqueness	8
Flying skill	6

Kiwi



Size	4
Colour	1
Uniqueness	10
Flying skill	0

Owl



Size	5
Colour	3
Uniqueness	6
Flying skill	6

Peacock



Size	9
Colour	9
Uniqueness	10
Flying skill	2

Toucan



Size	6
Colour	8
Uniqueness	8
Flying skill	6

Hummingbird



Size	1
Colour	8
Uniqueness	9
Flying skill	10

Higest Card Game



WHAT YOU NEED

Teacher resource: Higest Card Game

KEY COMPETENCIES

Thinking	✓
Using language, symbols, and texts	✓
Managing self	✓
Relating to others	✓
Participating and contributing	✓

VALUES

Excellence	
Innovation, inquiry, and curiosity	✓
Diversity	
Equity	
Community and participation	✓
Ecological sustainability	✓
Integrity	✓

INSTRUCTIONS

1. Print off and cut out the 12 cards. (1 sheet per 2 children). **Size is measured in cm. Speed is measured in kph.**
2. The aim of the game is for one player to win all of the cards. Children will play this game in pairs.
3. Each child will have 6 cards. Ask one player to mix the cards up (without looking at them) and share them.
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POINTS

Hummingbirds, have amazing flying skills. They are able to fly not only forward, but also backward, sideways, and straight up. They can even do gymnastics such as backward somersaults as they zip through trees and flowers looking for nectar and insects.

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POINTS

Kiwis are birds that are found in New Zealand, that cannot fly. Like many other New Zealand native animals, they are most active in the dark. They are under threat and are close to extinction.



Pelican



Wingspan	350
Colour	2
Uniqueness	6
Speed	48

Eagle



Wingspan	250
Colour	2
Uniqueness	7
Speed	240

Swan



Wingspan	240
Colour	2
Uniqueness	6
Speed	48

Woodpecker



Wingspan	49
Colour	4
Uniqueness	9
Speed	35

Flamingo



Wingspan	150
Colour	7
Uniqueness	7
Speed	60

Sparrow



Wingspan	21
Colour	2
Uniqueness	1
Speed	46

Parrot



Wingspan	120
Colour	10
Uniqueness	8
Speed	48

Kiwi



Wingspan	45
Colour	1
Uniqueness	10
Speed	12

Owl



Wingspan	100
Colour	3
Uniqueness	6
Speed	65

Peacock



Wingspan	160
Colour	9
Uniqueness	10
Speed	16

Toucan



Wingspan	60
Colour	8
Uniqueness	8
Speed	63

Hummingbird



Wingspan	12
Colour	8
Uniqueness	9
Speed	98



Bird Songs



Nature &
Environment

WHAT YOU NEED

Teacher resource: MP3 sounds folder (12 songs).

KEY COMPETENCIES

Thinking	✓
Using language, symbols, and texts	✓
Managing self	
Relating to others	✓
Participating and contributing	✓

VALUES

Excellence	
Innovation, inquiry, and curiosity	✓
Diversity	
Equity	
Community and participation	✓
Ecological sustainability	✓
Integrity	

INSTRUCTIONS

- This activity is a chance for children to learn about the singing or calling of birds.
- Explain that birds sing songs for many different reasons. The most common reasons for birds to sing are:

Talking to eachother: Birds use many different calls to communicate to other birds, just like we do when we talk to eachother.

Claiming and defending their home: When threatened, a loud, complicated, song tells others birds that this is their home, so please leave. Any bird that wants to move in will decide if they can win in a fight by listening to the strength and complexity of the song.

Attracting a mate: A boy bird tells the girls that he is looking for a mate by singing to them. His song can tell the girls all about his health and age. They can tell if he is an older bird because of the new tones and tunes he knows, and the length of time he can sing for. Bird songs get better, as they get older.

Love duets: Often birds sing in pairs. This makes them feel closer but also tells the other birds that they are together.
- Listen to each MP3 recording. After each song, ask the children what they think the bird might be saying. Do any of the songs sound like words eg: cluck, honk, hoot?
- After each song, ask the children to try and mimic the songs.



Bird Songs



Nature & Environment

WHAT YOU NEED

Teacher resource: Sound names sheet. MP3 sounds folder (12 songs).

KEY COMPETENCIES

Thinking	✓
Using language, symbols, and texts	✓
Managing self	
Relating to others	✓
Participating and contributing	✓

VALUES

Excellence	
Innovation, inquiry, and curiosity	✓
Diversity	
Equity	
Community and participation	✓
Ecological sustainability	✓
Integrity	

INSTRUCTIONS

- This activity is a chance for children to learn about the singing or calling of birds.
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Claiming and defending their home: When threatened, a loud, complicated, song tells others birds that this is their home, so please leave. Any bird that wants to move in will decide if they can win in a fight by listening to the strength and complexity of the song.

Attracting a mate: A boy bird tells the girls that he is looking for a mate by singing to them. His song can tell the girls all about his health and age. They can tell if he is an older bird because of the new tones and tunes he knows, and the length of time he can sing for. Bird songs get better, as they get older.

Love duets: Often birds sing in pairs. This makes them feel closer but also tells the other birds that they are together.
- Listen to each MP3 recording. After each song, ask the children what they think the bird might be saying.
- Using the worksheet, ask the children to choose from the sound names listed - which one do they think they have just heard on the recording? Children should write their choice in the box provided under each bird.
- After each song, ask the children to try and mimic the songs.

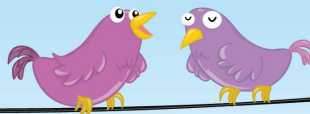
Years 2/3

Bird Songs



"Chirp"

Sound names



"Cluck cluck"

"HOOT"

"COO"

"Gobble Gobble"

"Gaw"

"Trumpet"

"Hehehe
Hahaha"

"Quack"

"HONK"

"Hello"
"Cockadoodledo"



Which bird makes which sound? Write the sound names in the correct boxes.

Rooster



Chicken



Swan



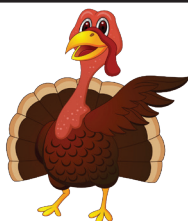
Duck



Kookaburra



Turkey



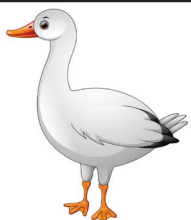
Pigeon



Penguin



Goose



Owl



Sparrow



Parrot

