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# 1: Spy the Flycatcher

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## Based on the Oklahoma quarter reverse

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### OBJECTIVE

Students will identify characteristics of an animal. Students will recognize and understand the use of similes and metaphors.



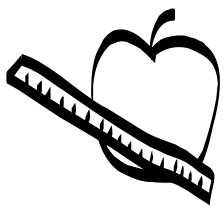
### MATERIALS

- 1 overhead projector
- 1 overhead transparency of each of the following:
  - “Oklahoma Quarter Reverse” page
  - “What Do You Think?” worksheet
  - “Flycatcher Facts” worksheet
  - “Coin Outline” worksheets (one or both pages)
- Copies of the following:
  - “Flycatcher Facts” worksheet
  - “How Are They Alike?” worksheet
  - “Coin Outline” worksheets (2 pages)
- 1 class map of the United States
- Chart paper
- Markers
- Scissors
- Highlighters (optional)
- Crayons
- Pencils



### PREPARATIONS

- Make an overhead transparency (or photocopy) of each of the following:
  - “Oklahoma Quarter Reverse” page
  - “Flycatcher Facts” worksheet
- Make copies of each of the following:
  - “Flycatcher Facts” worksheet (1 per student)
  - “What Do You Think?” worksheet (1 per student)
  - “How Are They Alike?” worksheet (1 per student)
  - “Coin Outline” worksheets (2 pages per student; print double-sided if desired)
- Gather various images of the scissor-tailed flycatcher for Session 1.



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# Spy the Flycatcher

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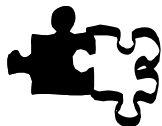
## GROUPINGS

- Whole group
- Pairs
- Individual work



## CLASS TIME

Three 30- to 45-minute sessions



## CONNECTIONS

Language Arts



## TERMS AND CONCEPTS

- Quarter
- Obverse (front)
- Reverse (back)
- Characteristics
- Metaphors



## BACKGROUND KNOWLEDGE

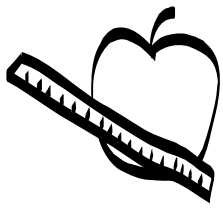
Students should have a basic knowledge of similes.



## STEPS

### Session 1

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Then display the transparency or photocopy of the “Oklahoma Quarter Reverse” page. Locate Oklahoma on a classroom map. Note its position in relation to your school’s location.
2. Ask the students to examine the Oklahoma quarter and tell you what they know about this image. Explain to the students that the image features the state bird and state wildflower, the scissor-tailed flycatcher and Indian blanket.
3. Explain to the students that they will be learning more about the state bird of Oklahoma. Discuss with the students the definition of the term “characteristic” (describes a distinguishing trait of a person, animal, or object). Write the definition on



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# Spy the Flycatcher

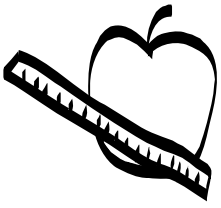
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a piece of chart paper. Have the students think of some characteristics of their favorite local sports team. Record responses on chart paper. As a class, review and discuss the types of words used.

4. Display color photos or visit a Web site that provides a color picture of the scissor-tailed flycatcher. Ask the students to look at the image of the scissor-tailed flycatcher and think about the details they see. Distribute a “What do You Think?” worksheet to each student. Review the directions and ask the student to complete the first section. Collect the worksheets.
5. Display the transparency of the “Flycatcher Facts” worksheet. As a class, read the paragraphs about the scissor-tailed flycatcher. Distribute a “Flycatcher Facts” worksheet and highlighter (optional) to each student. Divide the class into pairs. Ask the students to reread the paragraphs and discuss and highlight key characteristics and facts.
6. In pairs, have the students record characteristics and facts about the flycatcher on the “Flycatcher Facts” worksheet.
7. As a class, review the characteristics of the scissor-tailed flycatcher. Record the responses on the “Flycatcher Facts” overhead transparency. If necessary, emphasize the unique shape and length of the flycatcher’s tail.
8. Tell the students that one special characteristic of the flycatcher is its tail. The flycatcher’s tail is twice as long as its body. The tail can grow to be 9 inches (or 23 centimeters) long. During flight, the tail opens and then closes when the flycatcher perches, looking like a pair of scissors.
9. Redistribute the “What Do You Think?” worksheet to the students. Have the students complete the rest of the worksheet based on the reading and the class discussion.
10. Collect the “Flycatcher Facts” and “What Do You Think?” worksheets.

## Sessions 2 and 3

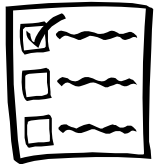
1. Review the material from the previous session. Remind the students that the tail of the scissor-tailed flycatcher opens during flight, and closes when the flycatcher perches, looking like a pair of scissors.
2. Ask the students to define the term “simile” (a way to describe something by comparing it to something different using the words “like” or “as”). Similes can show how two things that are not alike in some ways are similar in one important way.
3. Display the transparency of the “Oklahoma Quarter Reverse” page and hold up a pair of scissors for the class to see. Open and close the scissors, reminding the students that this is similar to the movement of the flycatchers’ tail. Close the scissors and tell the students this is similar to the flycatcher’s tail when it is perched. Have the students create a simile between the scissors and the flycatchers’ tail (for example, “A scissor-tailed flycatcher’s tail opens like a pair of scissors when it flies.”). Write the simile on the board.
4. Discuss the definition of the term “metaphor.” The definition should reflect that a metaphor is a comparison that shows how two things that are not alike in many ways are similar in one important way but it uses the a form of the verb “to be” instead of “like” or “as.”
5. Remind the students that the scissor-tailed flycatcher is helpful to farmers and ranchers.



# Spy the Flycatcher

Have the students create a metaphor reflecting that information (for example, “A scissor-tailed flycatcher is a farmer’s best friend”).

6. Record the definitions for similes and metaphors on chart paper, providing an example for each.
7. Distribute a “How Are They Alike?” worksheet to each student. Review the directions and allow the students enough time to complete the worksheet.
8. Have the students share their similes and metaphors in small groups. As a class, review the students’ responses. Record responses on chart paper and discuss them.
9. Collect the “How Are They Alike?” worksheets.
10. Distribute the two “Coin Outline” worksheets (one for metaphor and one for simile) to each student. Have the students write a simile about the scissor-tailed flycatcher on one page and a metaphor on the other. Have the students illustrate both sides.
11. Display the worksheets in the classroom.



## ASSESSMENT

- Analyze students’ worksheets for understanding of the terms “characteristics,” “similes,” and “metaphors.”
- Use the students’ class participation, coin design, and worksheets to evaluate whether they have met the lesson objectives.



## ENRICHMENTS/EXTENSIONS

- Have students create a chart of other animals named for their unique characteristics.
- Have students create a picture book of similes and metaphors to share with other grade levels.
- Have student research other state birds and flowers.



## DIFFERENTIATED LEARNING OPTIONS

- Provide examples and fewer questions for the similes and metaphors worksheets.
- Allow students to choose from pre-selected similes and metaphors in order to complete the “Coin Outline” worksheet.



## CONNECTION TO [WWW.USMINT.GOV/KIDS](http://WWW.USMINT.GOV/KIDS)

Teachers can also combine state birds with language arts through the lesson plan “Poetry to My Ears!” based on the Idaho quarter at [www.usmint.gov/kids/teachers/lessonPlans/50sq/2007/0203-3.pdf](http://www.usmint.gov/kids/teachers/lessonPlans/50sq/2007/0203-3.pdf).



Name \_\_\_\_\_

# What Do You Think?

**Directions:** Read each statement in part 1 about the scissor-tailed flycatcher below. Circle "T" or "F" to indicate whether you think it's a true or false statement.

## PART 1

1. The scissor-tailed flycatcher has a short, stubby tail. T F
2. The scissor-tailed flycatcher is found in only one area. T F
3. The scissor-tailed flycatcher enjoys eating grasshoppers, crickets, and spiders. T F
4. The male flycatcher does a special "sky dance." T F

## PART 2

After the reading and discussion, complete this section.

1. The scissor-tailed flycatcher has a short, stubby tail. T F
2. The scissor-tailed flycatcher is found in only one area. T F
3. The scissor-tailed flycatcher enjoys eating grasshoppers, crickets, and spiders. T F
4. The male flycatcher does a special "sky dance." T F

Compare your choices before and after the reading and discussion. If any choices were wrong, explain below why they were wrong.

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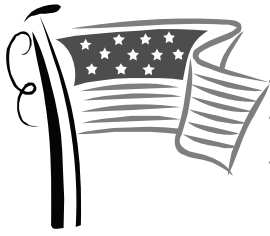
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Name \_\_\_\_\_

## Flycatcher Facts

**Directions:** Read the information below about the scissor-tailed flycatcher. Answer the questions about Oklahoma's state bird on the lines.

The state bird of Oklahoma is the scissor-tailed flycatcher. This common name is based on Latin words meaning "flying," "scissors," and "to devour." In Oklahoma, the flycatcher can be spotted perching in trees, along roadsides, on fences, and on open prairies.

A special feature of the flycatcher is its tail. The flycatcher's tail is twice as long as its body. The tail can grow to be 9 inches (or 23 centimeters) long. The tail opens while the bird is flying and then closes when it perches, looking like a pair of scissors.

The nape of the flycatcher's neck and its back are pearl gray, and its breast is white. The wings are black with a bit of red on the shoulders. These flycatchers enjoy eating grasshoppers, crickets, and spiders, making them important to farmers and ranchers. Nests are usually in isolated trees 7 to 30 feet above the ground. Often two broods of 4 to 6 are raised during the summer.

The males do a special "sky dance," a popular sight along roadsides during spring and early summer. After climbing about 100 feet in the air, the male makes a series of V-shaped flights, and then plunges down in a zigzag course, somersaulting and giving a cackling call. This has been described as "an aerial ballet of incomparable grace."

**CHARACTERISTICS:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

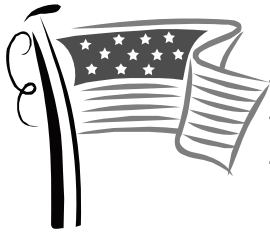
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**FACTS:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

# How Are They Alike?

**Directions:** Complete the definitions and sentences below. Be sure to use the words "like" or "as" in these similes. Then create your own!



A **simile** is \_\_\_\_\_

1. The new quarter is \_\_\_\_\_
2. My pillow is \_\_\_\_\_
3. The watchdog's teeth are \_\_\_\_\_
4. The flowers are \_\_\_\_\_
5. My brother's old sneakers are \_\_\_\_\_
6. My mom's homemade cookies are \_\_\_\_\_
7. The lightning last night was \_\_\_\_\_

Create 3 similes of your own on the lines below.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

A **metaphor** is \_\_\_\_\_

\_\_\_\_\_

Create 3 metaphors on the lines below.

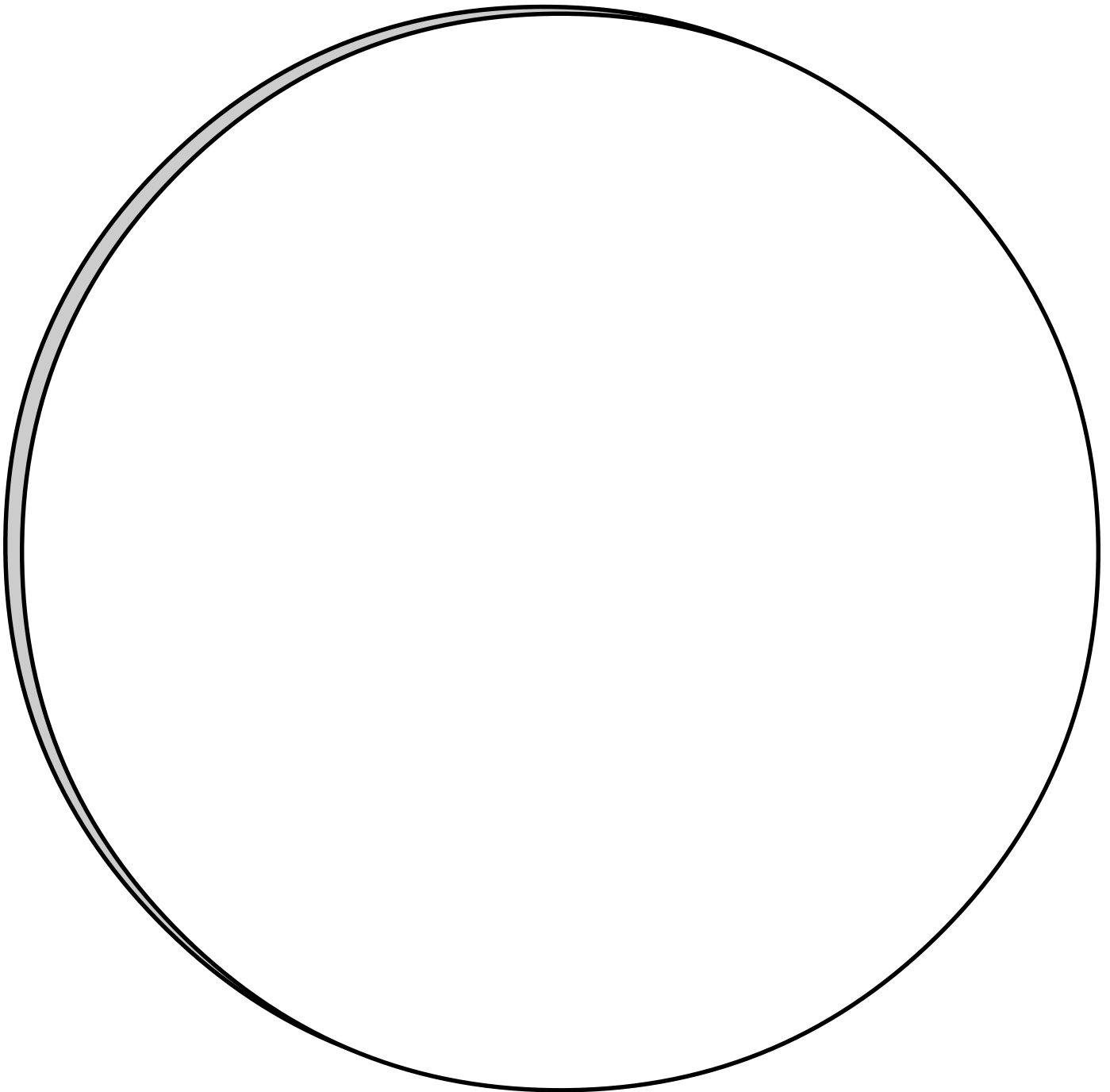
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Name \_\_\_\_\_

# Coin Outline for Metaphor

**Directions:** Write a metaphor about the scissor-tailed flycatcher and illustrate it on this coin.



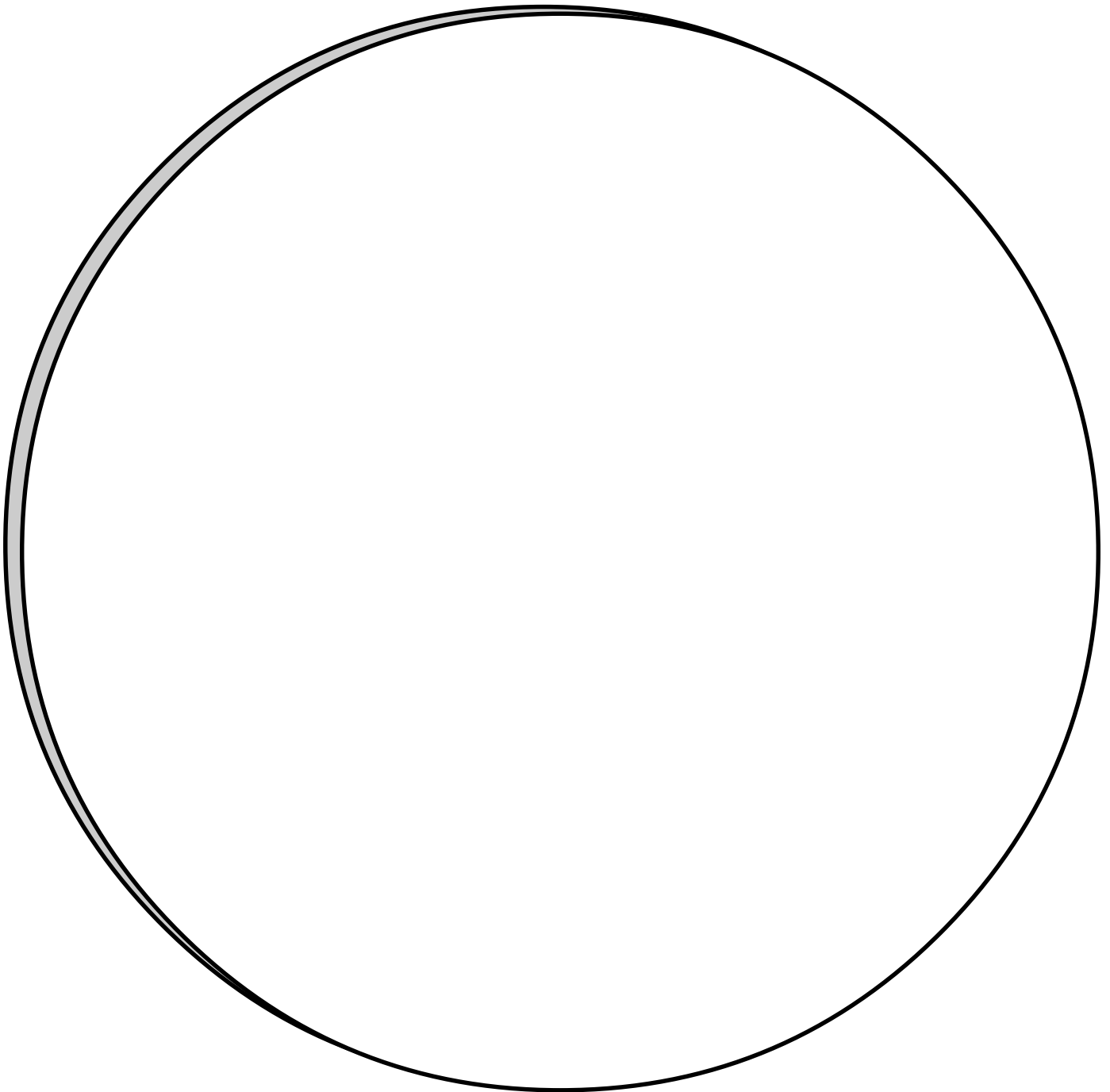




Name \_\_\_\_\_

# Coin Outline for Simile

**Directions:** Write a simile about the scissor-tailed flycatcher and illustrate it on this coin.





# Oklahoma Quarter Reverse

