



Different Beaks do Different Jobs!



Name

Draw lines to match the beak to the food that it is used for!

| | | | | |
|--------------|-------------|-----------------|-------------|----------------|
| | | | | |
| Finch | Hawk | Starling | Duck | Swallow |
| | | | | |








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| | | | | |
|---|---|--|---|---|
|  |  |  |  |  |
| Meat or Carrion | Pond weed water snails | Small flies | Nuts and seeds | Insects and grubs |








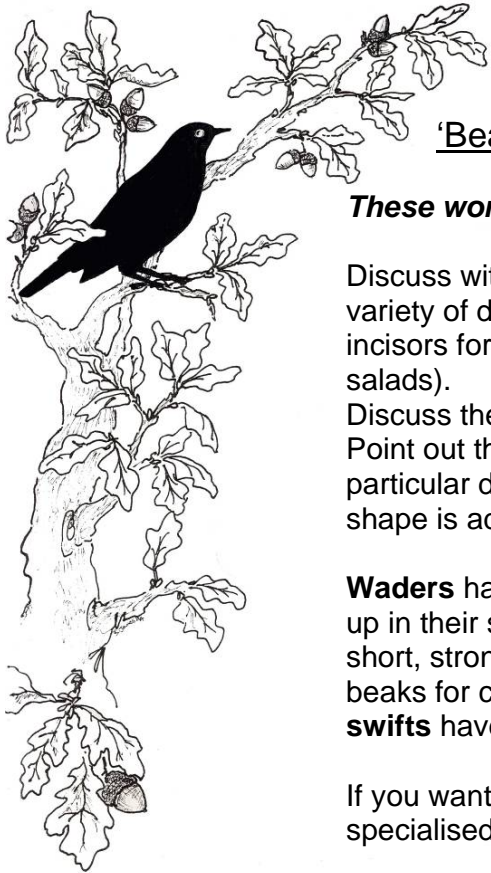
Different Beaks do Different Jobs!



Name

Write the in the boxes the food that these birds like to eat.

| | | | | |
|---|---|--|---|---|
|  |  |  |  |  |
| Finch | Hawk | Starling | Duck | Swallow |
| | | | | |



Teachers' notes

'Beak sheets'

These worksheets are differentiated for different ages and levels of ability.

Discuss with the children beforehand the different types of food that they like to eat – emphasise that it is a wide variety of different types. Talk about the different kinds of teeth that humans have and the jobs that these teeth do, incisors for cutting (vegetables and fruit), canines for ripping and tearing (meat), molars for grinding (cereals, leafy salads).

Discuss the kinds of foods that birds like to eat and point out that particular species depend upon particular foods. Point out that in the same way that we have specially adapted teeth, birds have specially adapted beaks for their particular diets. Using the worksheet pictures for reference, ask which type of food the children think each beak shape is adapted for and why they think so.

Waders have long pointed bills for probing into mud to find food, **ducks** scoop pondweed and small water creatures up in their spoon-like bills, **hawks and owls** have sharp, hooked beaks for ripping and tearing flesh, **finches** have short, strong beaks for cracking seeds and eating berries, **blackbirds, starlings and tits** have thin and delicate beaks for catching and eating insects, **herons, kingfishers and terns** have long beaks for catching and holding fish, **swifts** have small pointed beaks to catch flying insects and tiny spiders while they are on the wing.

If you wanted to set some homework or encourage the pupils to do further research, there are birds with very specialised beaks that they could look up, such as spoonbills, crossbills and shovelers.



- Years 1-6: [English En1 – Speaking and listening \(group discussion\)](#)
- Years 1-6: [Science Sc1 – Scientific enquiry \(ideas and evidence in science and investigative skills\)](#)
- Years 1-6: [Science Sc2 – Life processes and living things \(variation and classification\)](#)

Homework:

- Years 1-6: [Science Sc1 – Scientific enquiry \(ideas and evidence in science and investigative skills\)](#)
- Years 1-6: [Science Sc2 – Life processes and living things \(variation and classification\)](#)
- Years 1-6: [Art - Exploring and developing ideas.](#)

If Internet used for research:

- Years 1-6: [Information Technology - Finding things out.](#)