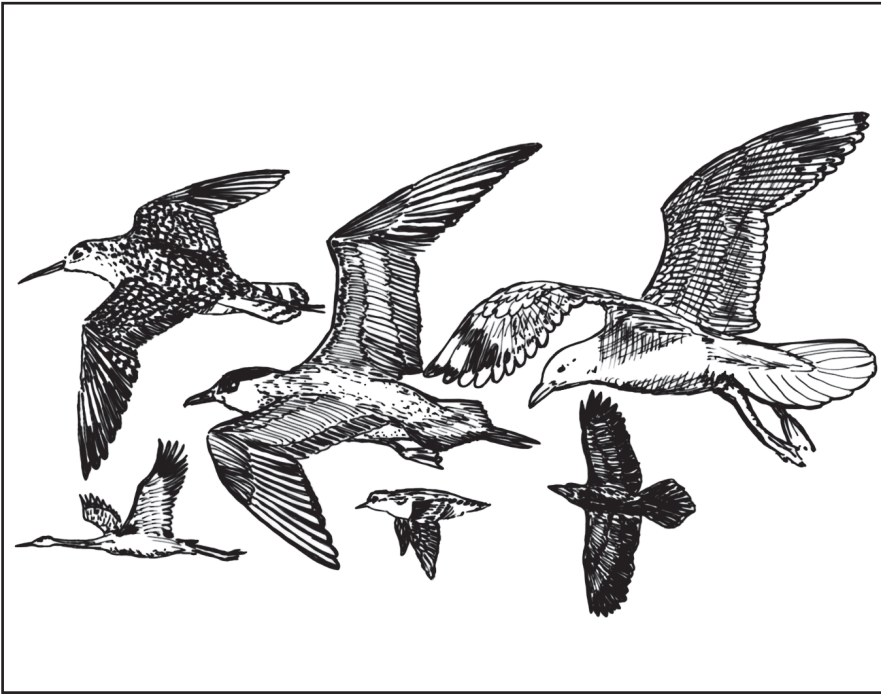


Wetland Birds

Section 4 Wetland Activities OUTDOOR WETLAND INVESTIGATIONS



Grade Level: 4 - 9

NGSS: 4-LS1-1, 4-LS1-2

Subjects: Science

Skills: Observing, using field guides

Duration: 30 minutes

Group Size: 1

Setting: Outdoors

Vocabulary: Diagram

Objectives:

Students observe and describe wetland birds.

Complementary Activities:

Energy Flow in an Alaska Wetland

Materials:

Clip boards and writing paper, or field journals, pencils or pens for each student; “Wetland Birds Science Card” (*following*), binoculars.

Background:

See INSIGHTS, Section 2 Wetland Inhabitants “*Alaska’s Waterbirds and Wetlands*”, “*Other Birds and Wetlands*” fact sheets.

Procedure

1. IN CLASS, introduce the idea of a diagram to your students. A diagram is a drawing, where important parts of the drawing are labeled to provide information. Show the students some examples of diagrams from a field guide.
2. IN ADVANCE of the field trip, choose sites along the wetland area that are safe and comfortable for students to sit and observe.
3. Depending on the grade level, guide the students through the activity, or send them out to follow the instructions on the science card.

Curriculum Connections:

(See Appendix for full citations)

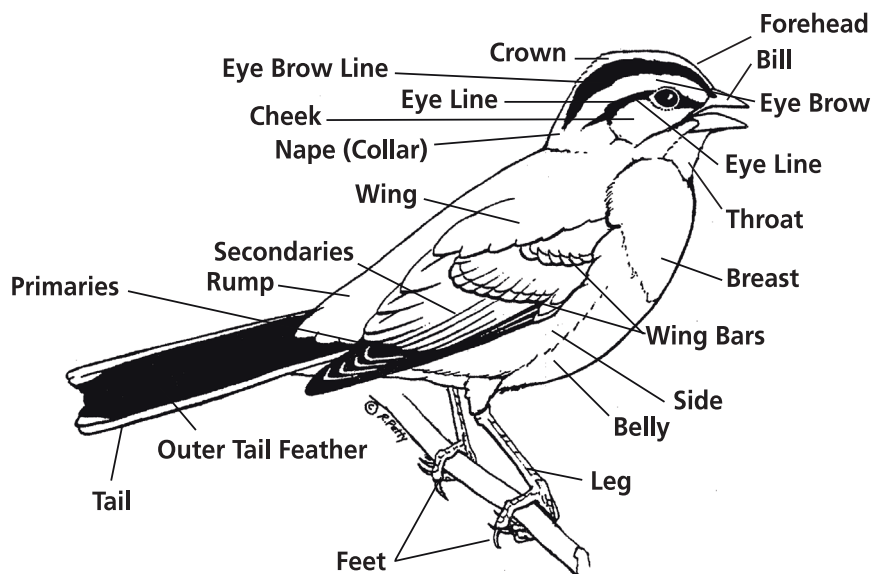
Books:

The Art of Field Sketching (Leslie 1995).



Wetland Birds

1. Write "Wetland Birds" at the top of a page in your field journal.
2. Look for birds in the shrubs and trees, along the bank, in or on the water, in the sky, and along the ground.
3. When you see a bird, try to describe it in your field journal. How is the beak shaped? Is it pointy, rounded, sharp, long, short, skinny? Does your bird have big wide wings, or small wings? Are the wings crooked or straight? Look for any colors on the bird's head, breast and rump. You might even see stripes along its side. Can you see its legs? Are they long or short?
4. Is the bird running, flying, swimming, or standing still? What else do you think the bird is doing?
5. Why do you think the birds like it where you see them? Write down some ideas.
6. What do you think this bird eats? Write down some ideas.
7. Where would you hide if you were a bird and heard a fox or a lynx sneaking up?
8. If you have time, try to draw a picture of your bird. Don't worry about making it look realistic. More importantly, diagram the descriptions you made in step 3.



The Parts of a Bird