

Color the Nuthatch

Complete the math problems to discover how to color the nuthatch. Use a separate sheet of paper to show your work.

Color all areas with this answer black.

$$21 \times 10 =$$

Color all areas with this answer orange.

$$55 \times 40 =$$

Leave all areas with this answer white.

$$40 \div 8 =$$

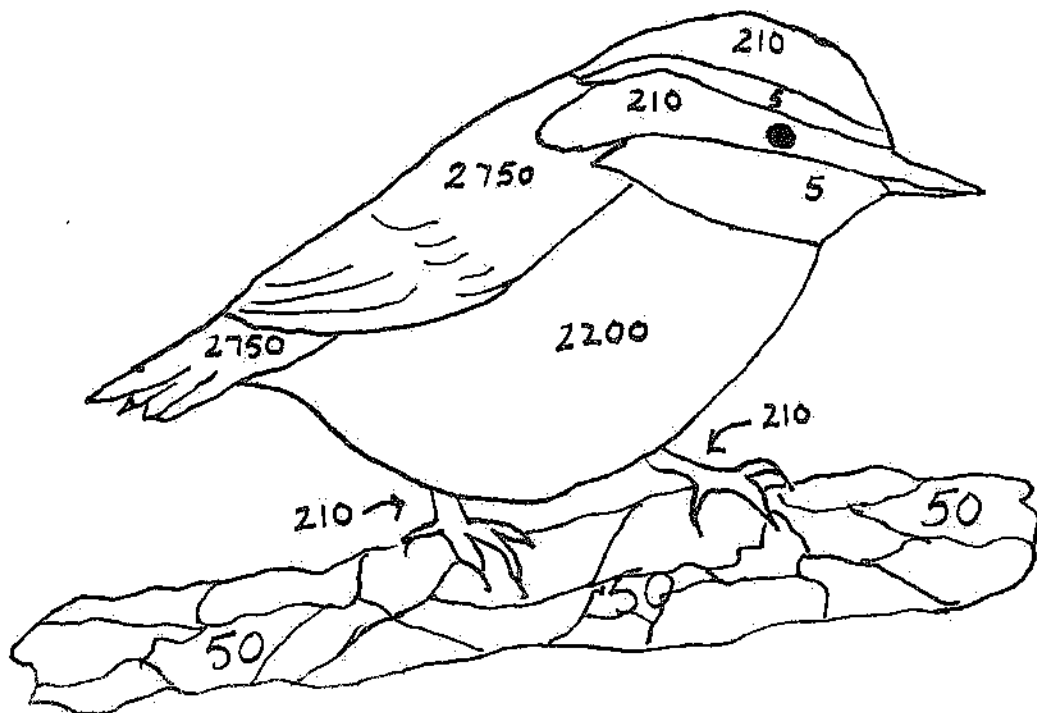
Color all areas with this answer blue-gray.

$$55 \times 50 =$$

Color all areas with this answer brown.

$$450 \div 9 =$$

What is the species of this nuthatch?



Color the Nuthatch

Complete the math problems to discover how to color the nuthatch. Use a separate sheet of paper to show your work.

Color all areas with this answer black.

$$21 \times 10 = 210$$

Color all areas with this answer orange.

$$55 \times 40 = 2200$$

Leave all areas with this answer white.

$$40 \div 8 = 5$$

Color all areas with this answer blue-gray.

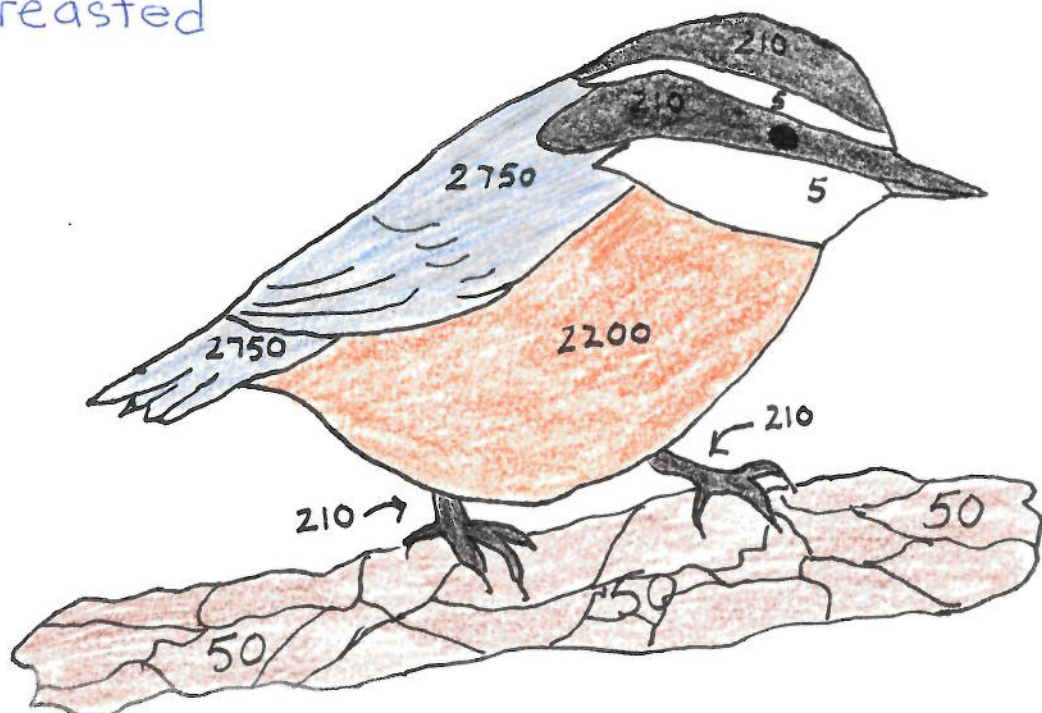
$$55 \times 50 = 2750$$

Color all areas with this answer brown.

$$450 \div 9 = 50$$

What is the species of this nuthatch?

Red-breasted



Nuthatch Haiku

Subject: Language Arts

Objectives: Students write in a variety of formats to record, generate and reflect upon ideas.

Materials:

- Writing and drawing utensils
- One copy per student of *Wildlife Worksheet*
- Construction paper for final draft

Procedure:

1. Discuss the purpose of poetry with students. Introduce or review what a haiku poem is and where it originated. If possible share some examples. (see below)
2. Review syllables with students.
3. Hand out *Wildlife Worksheet* and let students write a haiku poem about a nuthatch.
4. When rough drafts are complete, give them a piece of construction paper to complete their final drafts.

Sample Poems:

Line 1: 5 syllables

Line 2: 7 syllables

Line 3: 5 syllables

Lives in the mountains
Soars, flying high in the sky
Sharp Talons, hooked beak

Black and white colors
Gentle creatures eating fish
Swimming with webbed feet

Black and white, soft, silky fur
Panda's face, eyes sad
Endangered species



WILDLIFE WORKSHEET

Nuthatch Haiku

Haiku is a form of poetry that originated in Japan in the 1890s. It is usually written about nature. It does not rhyme and should be written in the present tense.

The seventeen-syllable poem has three lines. It goes like this:

Line 1: 5 syllables

Line 2: 7 syllables

Line 3: 5 syllables

Here is an example:

Black and white colors
Gentle creatures eating fish
Swimming with webbed feet



To get started writing a haiku about a nuthatch, write down some words and thoughts you have about the bird below.

Write your poem on the lines provided.

Check your spelling with a partner. When finished, write your poem on a piece of construction paper and illustrate it or shade it with light colors for a special effect.

Bird Behavior Scavenger Hunt



OVERVIEW

Following this bird-based version of a scavenger hunt, students observe various behaviors of birds.

CONTENT AREA

Science, Language Arts,
Environmental Education

PEOPLE POWER

Any group size

SPACE REQUIREMENT

Outdoors

ACTIVITY TIME

One class period (can be extended), plus preparation

MATERIALS

- Observing Birds in the Wild worksheet, 1 copy per student, pair, or group
- Field guides
- Notebook
- Pencil
- Optional: Binoculars
- Optional: Tips for Successful Field Experiences (see page 318)

SPECIAL GUESTS

Contact a local member of the Audubon society, or the owner of a bird watching supply store to discuss methods and tips for observing birds. Have them specify reasons for specific behaviors.

TERMS TO KNOW

Behavior, flocking,
roosting

Look at what that bird's doing!

Learning Objectives

Students will learn to identify different behavior patterns of birds and explain their function.

Background

Observing birds in the wild is fun but does take some patience and skill. The observer must be able to locate the bird, watch what it is doing, and try to identify it—all within a few moments. This activity concentrates on looking for different behaviors exhibited by songbirds.

Songbirds may be perching on a branch, singing to attract mates, feeding their young, searching for food on the ground, preening their feathers, or performing any number of other *behaviors*. A bird's behavior may result from a particular adaptation that helps the bird survive. For example, *flocking* is a behavioral adaptation that helps birds in several ways. It can protect a bird from a predator by creating safety in numbers—most flocks can more easily drive away a predator as a group than as individuals. Also, birds located at the center of the flock are especially safe, as the surrounding birds act as a protective barrier. Also, by having more birds available to warn against predators, the majority of birds are able to spend more time feeding and less time “watching out.”

Bird behaviors are as plentiful and varied as the physical adaptations found among the many different types of birds. A behavior may be specific to one species or found in many species. For example, a White-breasted Nuthatch can walk down a tree head-first—an unusual behavior for almost any type of bird. On the other hand, many bird species have developed the successful behavior of *roosting* communally, which involves banding together for shelter and protection from predators, primarily during sleep. Roosting enables group members to stay warm at night, which also helps conserve food



resources. In addition, some members of the flock remain alert at all times, which provides further protection against predators. Also, the roosting flock shares information about available food resources when leaving the roost each day.

Knowing the behavior patterns of birds and of different species of birds is fundamental to our understanding of songbirds and can help in their conservation. Before going out to observe birds in an area, think about where birds may be found and what time birds are most active. Songbirds tend to be very active in the morning and evening.

Getting Ready

1. In this exercise, students are looking for birds exhibiting different types of behavior, like flying, feeding, or singing. Review the Tips for Successful Field Experiences (on page 318).
2. Choose an area where you can take students out to conduct the search.

Taking Flight!

1. Take students to the site where they'll conduct their search. Students can work individually, in pairs, or in groups.
2. After spotting a behavior, students can place a check in the space provided on the worksheet. They should try to identify the species if possible.
3. Return to the classroom and summarize the information. Have students discuss why a particular behavior may be a benefit or detriment to a bird. Consider the following questions: Were any behaviors not observed? Why? Did any single species seem to be exhibiting a particularly distinctive behavior? Why?

Assessment

Ask students to discuss the following questions:

1. In pairs, act out the behavior of the bird you observed and have the class guess what you are doing and why. Explain to the class how these behaviors may benefit songbirds.
2. A bird's behavior can sometimes help in identifying the bird. List one behavior you observed that helped identify the bird and explain why.

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ZOOM IN, ZOOM OUT!



- Do this activity during different seasons and compare the findings.
- Have students choose a species of bird and record its behavior patterns at different times of day over a time period of one or more weeks.
- Conduct this activity in more than one place, such as different habitats or parts of the schoolyard, at the same time. Compare results.
- Have students write a poem or a story about what they observed.

*Observing birds
is fun, but takes
some patience
and skill.*

IN STEP WITH SCIENCE STANDARDS

STANDARD A: SCIENCE AS INQUIRY

- Abilities necessary to do scientific inquiry
- Understandings about scientific inquiry

STANDARD C: LIFE SCIENCE

- Regulation and behavior
- Populations and ecosystems





Observing Birds in the Wild Worksheet

Look for the behaviors listed below. Check those you find, then list the bird's specific location and habitat. If you can, identify the species. If not, list some identifying features.

CHECK	BEHAVIOR ITEMS	SPECIFIC LOCATION AND HABITAT	IDENTIFICATION
<input type="checkbox"/>	Singing or calling (Mostly males.)		
<input type="checkbox"/>	Preening (Sometimes looks as if it is nibbling, tugging, or combing its feathers with its beak.)		
<input type="checkbox"/>	Bathing in water		
<input type="checkbox"/>	Taking a dust bath		
<input type="checkbox"/>	Soaring		
<input type="checkbox"/>	Flying (Its wings are beating.)		
<input type="checkbox"/>	Perched on a limb or branch		
<input type="checkbox"/>	Hovering in mid-air (wings beating rapidly.)		
<input type="checkbox"/>	Swimming		
<input type="checkbox"/>	Walking or hopping on the ground		
<input type="checkbox"/>	Diving or tipping up its rump in the water		
<input type="checkbox"/>	Standing on the ground		
<input type="checkbox"/>	Wading in water		
<input type="checkbox"/>	Feeding		
<input type="checkbox"/>	Flying with a worm or insect in its mouth		
<input type="checkbox"/>	Flying with or gathering twigs, grasses, leaves, string, etc.		
<input type="checkbox"/>	Perched on the edge of its nest		
<input type="checkbox"/>	Climbing a trunk or branch		
<input type="checkbox"/>	Hanging upside down from a branch		
<input type="checkbox"/>	Chiseling into the side of a tree or branch		
<input type="checkbox"/>	Perching on a wire, fence post, tree snag, over an open area		
<input type="checkbox"/>	A group of birds perching together on a phone/electrical wire		
<input type="checkbox"/>	A flock of small birds chasing a large bird		
<input type="checkbox"/>	A group of birds flocking together		
<input type="checkbox"/>	Other (List behavior)		