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 × 10 =

Color all areas with this answer orange.

55 × 40 =

Leave all areas with this answer white.

40 ÷ 8 =

Color all areas with this answer blue-gray.

55 × 50 =

Color all areas with this answer brown.

450 ÷ 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.
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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**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.

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