



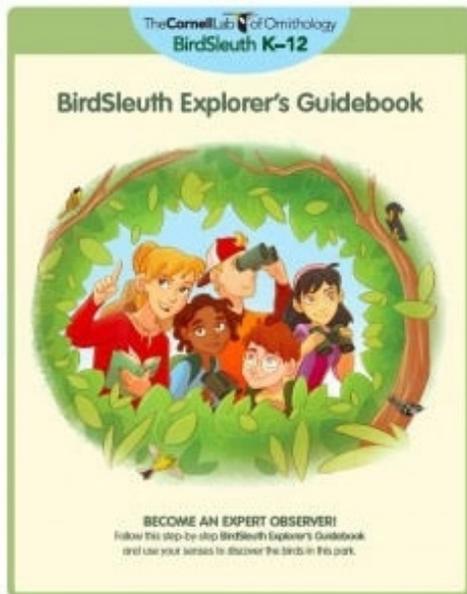
LAKEHEAD REGION
CONSERVATION AUTHORITY

Becoming a BirdSleuth

Students explore and compare ways to classify birds based on their habitat, adaptations needed to survive, and the characteristics of different bird families. They use a guidebook provided to each pair of students to explore the sights and sounds of the marsh. Classes (preferably parents or teachers) which come equipped with iPads, iPhones or Android phones can learn how to use the Merlin App to enhance their bird identification skills. Binoculars, scopes and a viewing telescope provided by the LRCA can be used to enhance the field trip experience. The field trip can be extended with a visit to the McKellar Island Bird Banding Station by arrangement.

Classroom Component

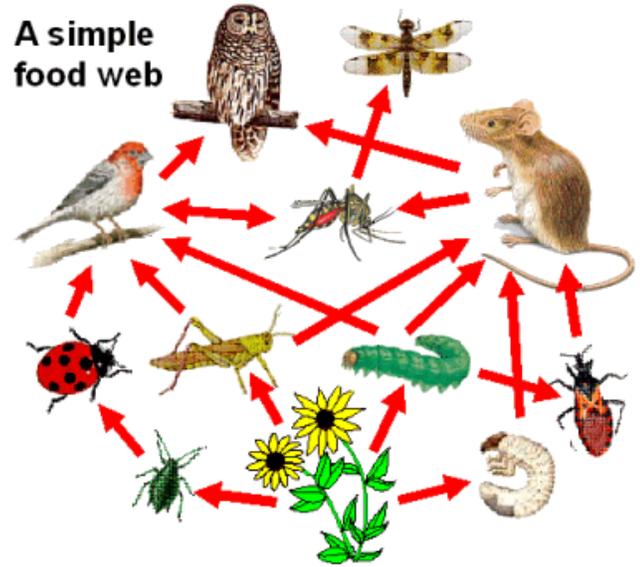
A classroom component can enrich the Birdsleuth Experience. Students use games, videos and ID cards to learn the common species observed in Eastern Canada. The classroom component leads up to a field trip at Mission Island Marsh or Hurkett Cove Conservation Areas where students apply their skills using Birdsleuth Explorer Guidebooks. This program involves 60-90 minutes classroom time and requires the use of a Smartboard.



The Cornell Lab of Ornithology BirdSleuth Explorer's Guidebook is utilized during this program.

BIRDS OF MISSION ISLAND MARSH CONSERVATION AREA

A simple food web



A simple food web- Mission Island Marsh Conservation Area.



Students learn the ways to identify and classify birds. They discover that colour is not the best or only trait to successfully identify birds.

Curriculum Connections- Specific Expectations from Gr. 1-4 Science

Grade 1– Needs and Characteristics of Living Things

2.4 use scientific inquiry/research skills (see page 15), including generating questions and knowledge acquired from previous investigations, to identify daily and/or seasonal changes and their effects (e.g. the sun shines during the day, and the moon and stars are visible at night; leaves change colour in the fall; there are fewer birds in winter).

3.5 describe how showing care and respect for all living things helps to maintain a healthy environment (e.g. leaving all living things in their natural environment; feeding birds during cold winter months; helping to plant and care for plants in the gardens that attract birds and butterflies; caring for the school and the schoolyard as an environment).

Grade 2 –Soils and Growth & Change in Animals

2.2 observe and compare the physical characteristics (e.g. fur or feathers; two legs or no legs) and the behavioural characteristics (e.g. predator or prey).

3.1 identify and describe major physical characteristics of different types of animals (e.g. insects, mammals, reptiles, birds).

3.2 describe an adaptation as a characteristic body part, shape, or behaviour that helps a plant or animal survive in its environment (e.g. some birds migrate to a warmer climate for the winter).

3.3 identify ways in which animals are helpful to, and ways in which they meet the needs of, living things, including humans, to explain why humans should protect animals and the places where they live (e.g. bats control mosquito populations; birds and wildlife provide pleasurable viewing experiences).

Grade 4– Habitats

The “Big Ideas” Grade 4: Plants and animals are interdependent and are adapted to meet their needs from the resources available in their particular habitats. This trip focuses on the wetland and shoreline habitats of the birds.

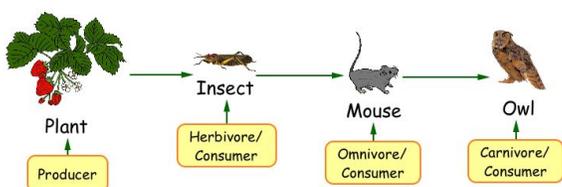
2.2 build food chains consisting of different plants and animals.

2.3 use scientific inquiry/research skills to investigate ways in which plants and animals in a community depend on features of their habitat to meet important needs.

3.5 classify organisms, including humans, according to their role in a food chain.

3.7 describe structural adaptations that allow plants and animals to survive in specific habitats.

The Food Chain Of An Owl



Some of the concepts discussed during this program include food chains and migration.