

My Notes:



**Wings of Wonder
Field Journal**

Team Flight

To be used during the Fall Exploration Visit to a

Wildlife Habitat

This Journal Belongs to:

Scientist's Name

Team Flight

Exploration Visit: Fall

Step 1. (15 minutes)

Each team will visit 2 of the 4 habitat stations. Upon quietly arriving, listen and look for birds in the habitat study area for 15 minutes, while taking notes in the journal. Remember to look both up and down as different birds prefer different areas. Note where you saw them, and their behavior.

Step 2. (15 minutes)

Birds may fly away and hide, but the plants are always there! You'll have 15-20 minutes to look at the habitat to predict what sorts of birds may call it home. Remember that the name of the plant is not as important as its characteristics such as ability to provide food or shelter. Describe and/or draw the plants under each section.

Step 3 (30 minutes)

Lastly you will have time for discussion of findings, including changes to the habitat over the seasons and time, and its affect on birds and other wildlife. At the end of the discussion, you'll have time to generate "I wonder" questions about the habitat for possible further investigations.

In spring, your class may choose to return to the same stations to compare the effects of seasons on wildlife.

Habitats as Outdoor Classrooms: Local Learning through Inquiry

Designed for middle school students, this Team Flight module encourages exploration of local ecosystems and the birds and other wildlife that inhabit them. Originally designed for the Wings of Wonder project in the Three Rivers Habitat Partnership, a regional project of the Wildlife Habitat Council (WHC), for use on the Bayer Corporation's Pittsburgh site. With over 48 bluebird nest boxes, butterfly gardens, wildflower meadows, and various habitats, the Bayer Pittsburgh Site was certified by the Wildlife Habitat Council (WHC) as an official corporate habitat and Corporate Lands for Learning. This module is ideal for other Corporate Lands for Learning sites, as well as local parks, school grounds, and greenspaces that contain four different habitats.

A special thanks to the Natural Resources Conservation Service for funding, and all the partners as listed below.

For more information on Team Flight and the Wings of Wonder project, including ways to make your backyard or school yard inviting to birds, log on to:

<http://trfn.clpgh.org/wings>

Also visit the Backyard Conservation section of the WHC website at:

<http://www.wildlifehc.org/backyard>

Module Development by:

ASSET, Inc.

Carnegie Science Center

Three Rivers Habitat Partnership (a WHC regional project)

Investigations

Share your "I wonder" questions with your classmates. Did anyone else ask the same question as you? Are there any you would like to investigate further?

List some ways to further investigate your questions...

Station #____ Bird Count Results

1. Date:
2. Location:
3. Weather conditions:
4. Species seen:

5. Behavior:

6. Species heard (if uncertain, describe songs/calls):

7. Notes:

Station #___
Habitat Investigation

Woody Plants
(trees, shrubs)

Now that you've had time to explore this habitat study area, take a few minutes to reflect on the habitat. Scientists always have questions. They ponder problems, things they don't understand, and then try to investigate to understand the world better. What do you wonder about?

I wonder.....

I wonder.....

I wonder.....

Are there any insects present? If so, what kinds?

Herbaceous Plants
(plants with soft stems such as grasses and flowers)

Are there other signs of wildlife present? Describe.

What type of habitat do you think this is? Why?

Do any of these have berries, flowers, nuts?

Percentage of Ground Cover

(how much of the ground is covered by plants. Can you see the bare soil?)

Average height of vegetation

Mark the percentage by each one:

Less than 3ft tall _____%

Between 3 ft. and 6 ft. _____%

Taller than 6 ft. _____%

How much sunlight is there?

Partly sunny

partly shady

Full sun

full shade

Moisture? (damp or dry, water present)

Do any of these have berries, flowers, nuts?

Percentage of Ground Cover

(how much of the ground is covered by plants. Can you see the bare soil?)

Average height of vegetation

Mark the percentage by each one:

Less than 3ft tall _____%

Between 3 ft. and 6 ft. _____%

Taller than 6 ft. _____%

How much sunlight is there?

Partly sunny partly shady

Full sun full shade

Moisture? (damp or dry, water present)

Are there any insects present? If so, what kinds?

Herbaceous Plants
(plants with soft stems such as grasses and flowers)

Are there other signs of wildlife present? Describe.

What type of habitat do you think this is? Why?

Station #____
Habitat Investigation

Woody Plants
(trees, shrubs)

Now that you've had time to explore this habitat study area, take a few minutes to reflect on the habitat. Scientists always have questions. They ponder problems, things they don't understand, and then try to investigate to understand the world better. What do you wonder about?

I wonder.....

I wonder.....

I wonder.....

Investigations

Share your "I wonder" questions with your classmates. Did anyone else ask the same question as you? Are there any you would like to investigate further?

List some ways to further investigate your questions...

Station #____ Bird Count Results

1. Date:
2. Location:
3. Weather conditions:
4. Species seen:

5. Behavior:

6. Species heard (if uncertain, describe songs/calls):

7. Notes: