

## BIRD ISLAND – EARLY 1900s



## BIRD ISLAND – MID TO LATE 1900S



## BIRD ISLAND – JULY 2010



## SS SHO-BOAT, 1932



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**What Bird Am I?**

- The male has a green head and white neck with a chestnut chest. It has a yellow bill and orange legs and feet.
- The female is all brown an orange and black bill.
- The baby looks like the female, but it has a yellow bill.
- It eats seeds, plants, and aquatic insects.
- It makes a quacking sound.

**What Bird Am I?**

Mallard

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**What Bird Am I?**

- It is a large black water bird with a long snake like neck.
- The female and male look alike.
- It eats small fish and aquatic insects.
- It catches fish by swimming with wings out at its side.
- It is often seen flying in a large "V" formation.

**What Bird Am I?**

Double Crested Cormorant

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**What Bird Am I?**

- It is tall and gray. It has black eyebrows that extend into several long plumes off the back of head.
- It eats small fish, frogs, insects, and snakes.
- It flies holding its neck in an "S" shape, with its long legs trailing straight out behind.
- It nests in treetops near or over open water.
- They often bark like a dog when startled.

**What Bird Am I?**

Great Blue Heron

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**What Bird Am I?**

- The male has a golden brown body with a long tail. It has a white ring around his neck with a purple, green, blue, and red head.
- The female is all brown with a long tail.
- This bird does not migrate.
- It eats insects, seeds, fruit, and visits ground feeders.
- The male makes a cackling call to attract females.

**What Bird Am I?**

Ring-Necked Pheasant

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**What Bird Am I?**

- This is a white bird with gray wings and black wing tips. It has a red and black mark on the tip of its yellow bill. It has a red ring around its dark eyes.
- The young are all brown for the first two years of their lives.
- It eats insects, seeds, and mammals.
- They are the famed bird that saved the crops from an overpopulation of grasshoppers during 1848.
- It is the state bird of Utah.

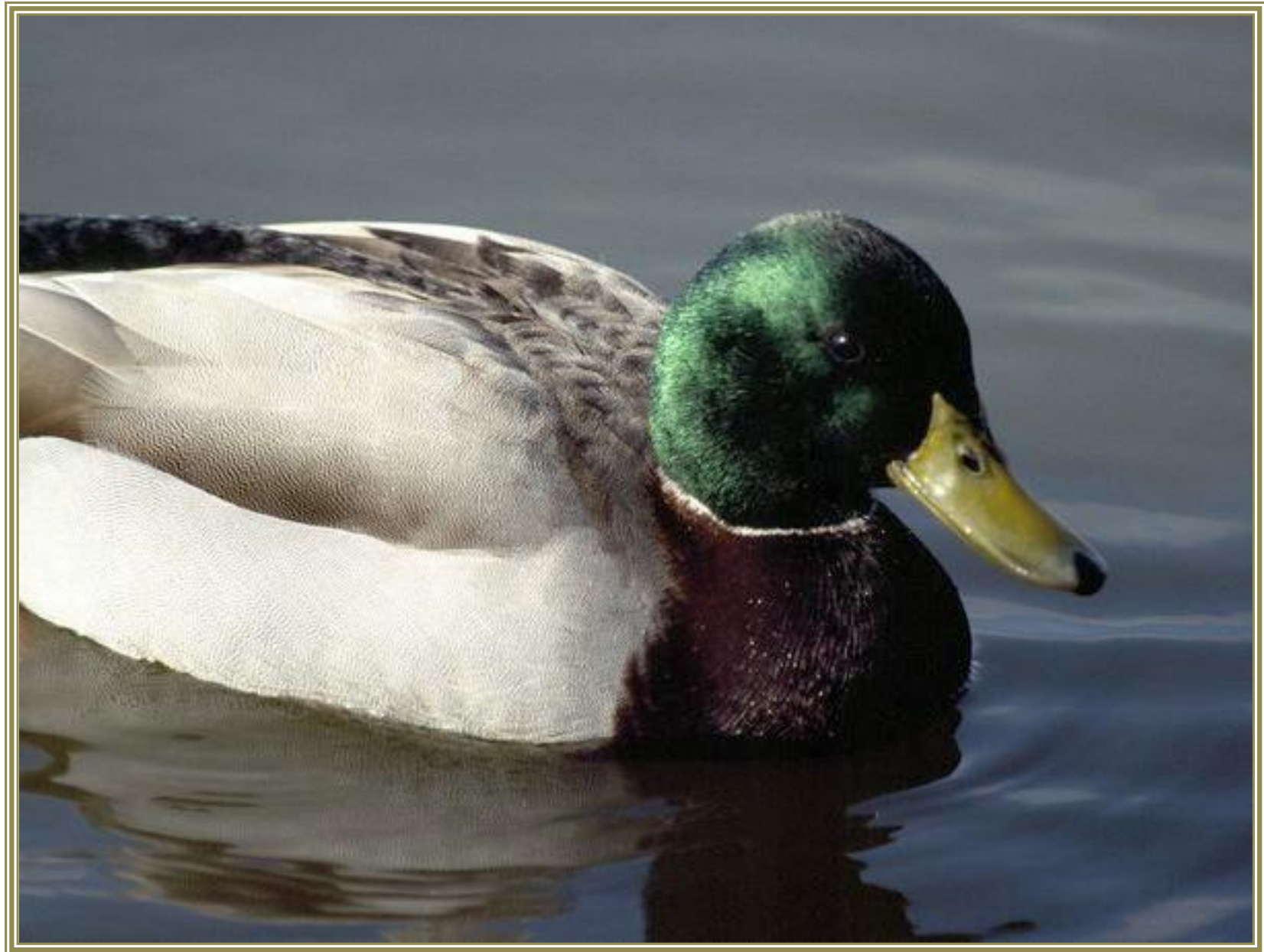
**What Bird Am I?**

California Gull

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**WHAT BIRD AM I?**

**MALLARD**



## DOUBLE-CRESTED CORMORANT



## GREAT BLUE HERON





## RING-NECKED PHEASANT - Male



**RING-NECKED PHEASANT - Female**



## CALIFORNIA GULL



# BIRD REPORT RESEARCH FORM

Name \_\_\_\_\_

What is your bird?

What does your bird look like?

Size

Description

Male

Female

Young

In what environment (habitat) does your bird live?

What does your bird eat?

How does your bird get its food?

## **BIRD REPORT RESEARCH FORM**

What is their family like? (How many eggs do they lay, description of eggs, incubation period, etc.)

Describe the bird's shelter.

How does your bird survive the winter?

What predators does it have?

Fun Facts or other information you would like to include in your report.

Remember to find a picture of your bird.

# My Beak Holds More Than Yours

## Background Information:

Birds differ from one another in many ways. One difference is found in the shape and size of the birds' beaks. Students will be given a tool to collect different kinds of food. After playing the game, each student will fill out the bird beak matching activity sheet. The students will discover that their bill type will determine the success of this activity.

## Materials:

- A cup for each student (the cups represent the stomachs of the birds. The cups are only holders for the food and cannot be used to scoop up the food).
- Tools (Beak Types) (You will need one tool for each student)
  - popsicle sticks or tongue depressors
  - clothespins
  - chopsticks
  - tongs
  - tweezers
  - strong plastic spoons
  - scissors
  - eyedropper

- Food items

<u>Item</u>	<u>Represents</u>
○ pipe cleaners	worms
○ rice	small bugs
○ buttons	beetles
○ marbles	nuts
○ toothpicks (round)	caterpillars
○ pompoms	berries
○ sunflower seeds	seeds
○ pony beads	fruit
○ gold fish crackers	fish

# My Beak Holds More Than Yours Does

## Activity Instructions:

1. Take the students outside on the grass. The students will become birds. Give each student a tool, which will represent his or her beak type.
2. Take the food items and throw them out on the grass. (Make sure you have a large area to avoid bumping and crowding of the birds.)
3. The birds must pick up one item at a time and place it in their cups. (Reminder there is no scooping or throwing of food into the cup.)
4. When the food has been distributed, the teacher (the predator) will give the signal to begin. Tell the birds that you will also give the signal to stop and they must stand up immediately when the stop signal is given.
5. Make sure you stop the game before the food runs too low or you may stop the game if the birds are being too rough.
6. When the game is over, have the birds count the number of items that are found in their cups. Discuss which type of food item was easier for this bird's beak type.
7. If desired, you may play the game with only half of the class the first time; then play the game a second time for the other half of the class. (Crowd issues may be easier.)
8. Pass out the Bird Beak Activity Sheet. Let the students decide which birds would eat the types of foods according to their beaks.

Name \_\_\_\_\_

## BIRD BEAK MATCHING

seed  
crusher



plant  
eater



wood  
chisel



nut/seed  
cracker



meat  
tearer



fish  
grabber



nectar  
sucker



Write the name of each bird bill with the type of food and food-getting behavior for which you think it is useful.

\_\_\_\_\_   
Tearing the flesh of  
dead animals

Pelican



\_\_\_\_\_   
Pounding holes to obtains  
Insects within trees

Parakeet



\_\_\_\_\_   
Cracking seeds

Duck/Goose



\_\_\_\_\_   
Catching fish

Hawk



\_\_\_\_\_   
Reaching into flowers  
to extract nectar

Chickadee



\_\_\_\_\_   
Seed crusher

Woodpecker



\_\_\_\_\_   
Bottom plant feeder

Hummingbird



Give some examples of how a bird's beak helps it adapt to its environment.

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