Nature Journal

Nature in the Classroom Online
Bird Diversity

Slater Museum of Natural History
University of Puget Sound
Thompson Hall Room 295
1500 N Warner St
Tacoma, Washington 98416

Name: _________________________________________________
School: _____________________________  Grade: ____________
Start date: ___________________  End date: ________________
The curriculum and journal were authored by Kathryn True and Slater Museum of Natural History staff. The Slater Museum of Natural History’s goals are to preserve and provide a collection of specimens to be used for research, education, and inspiration. The museum houses one of the largest collections of Pacific Northwest bird, mammal, reptile, amphibian, and plant specimens. We appreciate the support of the Institute of Museum and Library Services and Wells Fargo Foundation in the development of these materials.
Session 1: Introduction
The Slater Museum & Bird Diversity

Vocabulary

Write the definition of the following vocabulary words:

Natural History: ____________________________________________________________

________________________________________________________________________

Naturalist: __________________________________________________________________

________________________________________________________________________

Specimen: __________________________________________________________________

________________________________________________________________________

Virtual Birdwalk

As you explore the activity, continue to add to your list.

Some things birds eat:

• ________________

• ________________

• ________________

• ________________

• ________________

• ________________

• ________________

• ________________

Some places birds live:

• ________________

• ________________

• ________________

• ________________

• ________________

• ________________

• ________________

• ________________
# Session 2: Beaks and Feet

**Beaks**

Use this page to take notes on the different types of beaks. This can be descriptions, sketches, or anything that will help you remember their main uses and names!

<table>
<thead>
<tr>
<th>Strainer</th>
<th>Shredder</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tweezer</td>
<td>Crusher</td>
</tr>
<tr>
<td>Probe</td>
<td>Spear</td>
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</tbody>
</table>
Session 2: Beaks and Feet

Feet

Use this page to take notes on the different types of feet. This can be descriptions, sketches, or anything that will help you remember their main uses and names!

<table>
<thead>
<tr>
<th>Walker</th>
<th>Clinger</th>
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</thead>
<tbody>
<tr>
<td>Paddle</td>
<td>Vise-grip</td>
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<tr>
<td>Climber</td>
<td>Long-toe</td>
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</tbody>
</table>
**Session 2: Beaks and Feet**

**Beaks Tile Matching Activity Choices**

<table>
<thead>
<tr>
<th></th>
<th>Beak:</th>
<th>Food:</th>
<th>Reason:</th>
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<tbody>
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<td>1</td>
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</tbody>
</table>

**Feet Tile Matching Activity Choices**

<table>
<thead>
<tr>
<th></th>
<th>Feet:</th>
<th>Environment:</th>
<th>Reason:</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
Session 3: Scientific Sketching

Dimensions of Observation

In the inner circle below, fill in the three other senses you might use to make observations about something. In the space outside the circle, write some associated questions to help you describe it.

Parts of a Sketch

What should be included in a scientific sketch?

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
Session 3: Scientific Sketching
Bird Specimen Sketches and Data

Draw your specimen in the box below—remember to include all parts of a scientific sketch!

Figure 1. Sketch of Specimen

Body length: ____________ centimeters

Specimen ID: ________
Session 3: Scientific Sketching
Bird Specimen Sketches and Data

Use your notes to identify what kind of beak and feet your specimen has.

Figure 2. Sketch of Beak

Figure 3. Sketch of Foot

Beak length: ____________ centimeters  Beak type: ______________________
Foot length: ____________ centimeters  Foot type: ______________________
Session 3: Scientific Sketching
What’s in a hypothesis?

In your own words, explain what a hypothesis is.

_____________________________________________________________________________

_____________________________________________________________________________

Specimen Hypotheses

A hypothesis about what you think your bird eats:

_____________________________________________________________________________

_____________________________________________________________________________

A hypothesis about where you think your bird lives:

_____________________________________________________________________________

_____________________________________________________________________________

Bird Specimen Facts

My bird is a: ________________________________________________________________

It has ___________________ feet and a ___________________ beak.

It eats ___________________ and lives ________________________________.

Three facts about my bird:

1. _________________________________________________________________________

   _________________________________________________________________________

2. _________________________________________________________________________

   _________________________________________________________________________

3. _________________________________________________________________________

   _________________________________________________________________________
Session 4: Build-a-Bird

Bird Specimen Facts

On this page, take notes and brainstorm what your bird will look like. You don’t have to stick to the beak and feet types we went over during the lesson.

*There are no wrong answers!*

My landscape: _______________________________
Session 4: Build-a-Bird
Sketch of Your Bird

Use the first box to make a complete scientific sketch of your creation. In the second box, draw your bird in action—you can use this space to showcase any special skills it has.
Observation Pages

On the remaining pages you can practice your naturalist skills. For each journal entry, begin by writing down the date and time, location, and weather. Sketch, write, doodle, and explore!

Date/Time: _____________________ Location:________________________________________

Weather: ______________________________________________________________________
______________________________________________________________________________
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