

# 4<sup>TH</sup> GRADE BIRDS AND BIRDS WATCHING

SIOUX COUNTY CONSERVATION BOARD

PRAIRIE WOODS NATURE CENTER

## What students should bring:

Tennis shoes or hiking boots

Water bottle for drinking water (optional)

Weather-appropriate clothing

## What teachers should bring:

First aid kit, Kleenex, hand sanitizer

One or more adult for every 6-10 children

Sunscreen/bug spray (optional)

Contact for scheduling:  
Assistant Director/  
Environmental Education  
Coordinator  
Sunday Ford

Field trip leaders  
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## Field Trip Overview

Bird watching can be a lifelong hobby and interest. This field trip will help students understand and appreciate birds and bird watching.

## Suggested Field Trip Itinerary

**9:30am** Arrive at Prairie Woods Nature Center, gather outdoors for hike **OR** Use east student entrance and head to basement classroom to get organized.

**9:30am-11:00** Divide into groups of 6-10 for hike, with one adult assigned to each group. Hike at Oak Grove Park.

**11:00-11:45** lunch and free time in campground.

**12:00** Gather in basement classroom, divide into 20-minute stations.

**Station ideas are: Migration Game, Flight Experiment, Exhibits, Bird ID Scavenger Hunt**

**12:15-12:35**

**12:40-1:00**

**1:05-1:25**

**1:30-1:50**

**2:00-2:30** live animals or game and clean classroom



## Iowa Core and NGSS met by this Field Trip

### **4–LS1–1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.**

**\*Activity:** Students will get to see a live falcon. The Naturalist will point out adaptations, behavior, and survival information.

**Activity:** On the trail, students will learn to identify birds by their body and behavior adaptations, habitat selections, and sound.

**Activity:** During one of the stations, students will experiment with flight and feather structure in order to make educated guesses about feather shape and functions.

**Activity:** During one of the stations, students will identify laminated bird photos by their adaptations, structures and habitat.

### **4–LS1–2 Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.**

**Activity:** During the hike, we will be listening to birds and interpreting their sounds. Some of these sounds will be based on our presence in their territories.

### **4–PS3–2 Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.**

**Activity:** Birds use energy from the vibrations of their syrinx to produce sound. We will listen to different bird songs and to bird communication on the trail.

*Note: this does not include the many standards met in the professionally designed exhibits, which were designed around NGSS.*