



## *Bioblitz Skillbuilders: Learning and Applying the Skills of a Naturalist*

### Skillbuilder 2: ID That Bird! Using Field Guides

#### Key Question

How can we use field guides to identify common birds?

#### Objectives

- Students will **understand** how binoculars function.
- Students will **practice observation skills** through identifying field markings.
- Students will **identify** birds using field guide.

Grades: 2-5

Time: 15-20 minutes

Location: Classroom

#### Materials

- Data sheet or journal,
- Binoculars (optional)
- Bird cutouts (attached)
- Projector
- Bird field guides (recommended field guides: National Geographic, Peterson, any tri-fold)

#### Background

The Cornell Lab of Ornithology "[All About Birds](#)" has excellent resources for beginner birding. Click the following links to learn more about:

- [Bird ID Skills](#)
- [Bird Names and Shapes](#)
- [Searchable Bird Guide](#)

#### Preparation

- Print cutouts of common birds (attached)
- For each bird, write the family or order of birds to help students narrow their search in the field guide. For example, write "sparrows" for Eastern towhee or "gulls and terns" for Laughing gull. If using multiple brands of field guide, be sure that the family or order names are the same across guides.
- Place bird cutouts around classroom, gymnasium, or somewhere outside that is visible from classroom. Birds should be placed at a distance appropriate for students to use binoculars.
- Set up one pair of binoculars and field guide per group.

## Directions

1. Place students in groups of two to three. Explain that the U.S. is home nearly 1,000 species of bird – they are everywhere! But we need to observe very carefully in order to find birds.
2. Project one bird photo on screen and demonstrate how binoculars are used. Then, ask students:
  - a. What are some characteristics, or “field markings” of this bird that might help us to identify it?
  - b. Does it have a crest, bright colors, a long tail, a unique bill?
  - c. And does this bird remind you of any other birds you have seen? Similar species of birds are organized in groups like ducks, gulls, birds of prey, and songbirds.
3. Next, demonstrate using the field guide index to find the bird group, then open to that page and scan through, asking class if they see the bird. Finally, check the range of the bird on the map to see if the bird spends time in Florida. If the students think they already know the identification, show them where to find the glossary to find the page of that bird.
4. Students will walk around the room or stand at a window. One student will scan with binoculars and the other will hold the field guide and observation sheet. The student with binoculars should scan for birds, then switch with his/her partner, until they find a bird. Partners can use the index of the field guide to find the group of birds their bird is in. They should discuss and write down THREE characteristics to compare to the birds in that group in a journal or notebook. Some key field markings are size, shape, and color pattern. For example: The bird is in the raptor group: it is predominantly white, long-narrow wings, and forked tail (Swallow-tailed kite).
5. Once they make an identification, they should write it next to the three characteristics they observed. The group can look for another bird.
6. Review birds, including the field markings students observed and the species identified.

## Next Generation Science Standards

### Performance Expectations

2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.

2-PS1-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.

K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

3-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment.

3-LS3-1. Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.

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

Science and Engineering Practices

- Asking questions and defining problems
- Analyzing and Interpreting Data
- Obtaining, Evaluating, and Communicating Information



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## Example Bird Images + Groups



**Red-tailed Hawk**

*Buteo jamaicensis*

**Raptors or Birds of Prey Group (Eagles, Hawks, Falcons)**



**Blue Jay**

*Cyanocitta cristata*

**Corvids Group (Ravens, Crows, Jays)**



**Ruby-throated Hummingbird**

*Archilochus colubris*

**Hummingbirds Group**



**Northern Flicker**  
*Colaptes auratus*  
**Woodpeckers Group**



**Killdeer**

*Charadrius vociferus*

**Shorebirds Group (Plovers, Sandpipers, Oystercatchers, Avocets)**

**Plovers Group (Family Charadriidae)**



**Cedar Waxwing**

*Bombycilla cedrorum*

**Order Passeriformes (Songbirds group: blackbirds, warblers, sparrows, finches, etc.)**

**Family Bombycillidae (Waxwings)**



### Brown-headed Cowbird

*Molothrus ater*

**Order Passeriformes (Songbirds Group: blackbirds, warblers, sparrows, finches, etc.)**

**Family Icteridae (Blackbirds)**

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