



School Program Description

Predators! Birds of Prey

Level: 2nd & 3rd Grade

Saginaw Bay Visitor Center Bay City State Recreation Area

PROGRAM DESCRIPTION:

This program focuses on the wetland birds of prey active in our park. Students will be introduced to the several birds of prey and their special adaptations through the use of slides, study skins and eco-facts. Students will then explore their role as a predator in the food chain through a simulation game and discussion. Students will learn why Birds of Prey are protected species and so many of them have been listed as Endangered Species. Program will conclude with a naturalist guided wetland habitat hike, exploring marsh, wooded wetland, wet prairie, pond and thicket habitats.

PROGRAM GOALS:

To help students appreciate and value Michigan's Wetland habitats and the wildlife they support..
To help students realize the need to conserve Michigan's remaining wetlands in order to preserve Michigan's wildlife populations.

PROGRAM OBJECTIVES:

1. Students will be able to list three birds of prey that live in Michigan.
2. Students will be able to rank by size the bald eagle, red-tailed hawk and the kestrel.
3. Students will be able to correctly identify a bird as being a bird of prey by examining their beaks and feet.
4. Students will be able to define: predator, prey, bird of prey, nocturnal, talons, omnivore, herbivore, carnivore, habitat.
5. Students will be able to list the four components of an animal's habitat: food, water, shelter and space.
6. Students will be able to predict whether carrying capacity goes up or down given a change in land use.
7. Students will be able to explain why predators go after the old, sick and weakest prey available.
8. Students will be able to list man as a predator that lives in our state.
9. Students will be able to predict what would happen to a prey population without predators.

PRE-VISIT SUGGESTIONS:

1. Introduce the concept of food chains and food webs.
2. Discuss the meaning of the words: carnivore, herbivore, omnivore.
3. Read the story of the "Big Bad Wolf" to your class. Discuss what parts of the story they feel are real and which parts are fiction. Can they find any other stories about ferocious wild animals which attack people?

POST-VISIT SUGGESTIONS:

1. Have the students create a "Predators of the Wetland" mural. Instruct each student to contribute a predator which lives in Michigan's Wetland Habitat.
2. Assign each student a predator. Instruct them to research their animal and find out what that animal eats, how it captures its food and whether there have been records of the animal attacking man (if they can find an occurrence, try to find out if the animal was healthy or not).
3. Project WILD: *Oh Deer!* – students become "deer" and components of habitat ; *How Many Bears can Live in this Forest?* – students become "bears" looking for habitat components; *And the Wolf Wore Shoes* – students divide books into those about "real" and those about "make-believe" animals; *Classroom Carrying Capacity* – students determine carrying capacity based on space.
4. Project Aquatic WILD: *Marsh Munchers*- students simulate a salt marsh food web, *Hooks & Ladders* – a role playing game where students learn about the hazards faced by the Pacific Salmon.

5. Project Learning Tree –*Web of Life* – students take a close look at the forest ecosystem, *Birds and Worms*- an exploration into the part camouflage plays in survival, *Habitat Penpals* – a fun way to learn about habitat diversity; *Schoolyard Safari* - a search of the school yard for signs of animal life.

COORDINATING WITH Michigan Grade Level Content Expectation for SCIENCE:

Science. Inquiry Process: S.IP.02.11, S.IP.02.12, S.IP.02.13, S.IP.02.14, S.IP.02.15, S.IP.02.16, S.IP.03.11, S.IP.03.12, S.IP.03.13, S.IP.03.14, S.IP.03.15, S.IP.03.16
Science. Inquiry Analysis & Communication: S.IA.02.12, S.IA.02.13, S.IA.02.14, S.IA.03.11, S.IA.03.12, S.IA.03.13, S.IA.03.14, S.IA.03.15
Science. Reflection & Social Implications: S.RS.02.11, S.RS.02.13, S.RS.02.15, S.RS.02.16, S.RS.03.11, S.RS.03.14, S.RS.03.15, S.RS.03.16, S.RS.03.17, S.RS.03.18, S.RS.03.19
Physical Science. Properties of Matter: P.PM.04.23
Life Science. Organization of Living Things: L.OL.04.16, L.OL.05.41, L.OL.05.42, L.OL.06.51, L.OL.06.52, L.LO.07.21, L.LO.07.23, L.OL.07.24, L.OL.07.31, L.OL.07.32, L.OL.07.61
Life Science. Heredity: I.HE.05.11, L.HE.05.12, L.HE.07.21
Life Science. Evolution: L.EV.04.21, L.EV.04.22, L.EV.05.11, L.EV.05.12, L.EV.05.21
Life Science. Ecosystems: L.EC.04.11, L.EC.04.21, L.EC.06.11, L.EC.06.21, L.EC.06.22, L.EC.06.23, L.EC.06.31, L.EC.06.32, L.EC.06.41
Earth Science. Earth Systems: E.ES.07.41

COORDINATING WITH M.E.A.P. SOCIAL STUDIES CONTENT STANDARD BENCHMARKS:

Geographic Perspective

II.2—e.e.1, e.e.2, e.e.3, l.e.1, l.e.2, l.e.3, l.e.4
II.3—e.e.1
II.4—e.e.1, e.e.2, e.e.3, l.e.5
II.5—e.e.1, l.e.1

Inquiry

V.1—e.e.2