

Teacher's Guide

"Hunters in the Sky"



Grade Level:

K and Up

GSE Reference:

SLK1a, b; SKL2a, c; S1L1
b, c; S2E3 a, b; S2L1a, c;
S3L1 a, b, c, d; S3L2 b,
S4L1 a, b, c; S5L2 b,
S7L4 a;
SB5 a, b, c; SEV2 d;

Summary:

Participants will become familiar with the behaviors and characteristics of Georgia's native raptors by comparing and contrasting a hawk and an owl. Naturalists will share biofacts from these animals as well.

Objective:

To familiarize participants with Georgia's native raptor species and the characteristics that allow them to be successful in their habitats. To understand how these animals and humans share many resources, and ways people can help protect them.

Essential Questions

- What makes raptors different from other birds?
- What adaptations do raptors have?
- Where do we find raptors in Georgia?
- What role do raptors play in our ecosystem?
- How can humans help protect raptors?

Vocabulary

- 📍 *Raptor* – another name for a bird of prey
Raptors are different from other birds because they all share the following characteristics:
Strong, sharp talons for grasping their prey
Binocular vision
Strong, sharp, hooked beaks
Carnivorous predators
- 📍 *Carnivorous* – a meat eater
- 📍 *Habitat* – the area in which an animal lives – includes food, water, shelter and space in which to grow and thrive
- 📍 *Predator* – any animal that hunts, kills and consumes another animal
- 📍 *Prey* – An animal that is consumed by a predator
- 📍 *Camouflage* – devices that animals use to blend into their environment in order to avoid being seen.
- 📍 *Binocular* – type of vision that involves both eyes and gives depth perception.
- 📍 *Nocturnal* – a word that describes animals that are active at night
- 📍 *Diurnal* – a word that describes animals that are active during the day
- 📍 *Crepuscular* – a word that describes animals that are active at dawn and dusk, when light levels are low.
- 📍 *Nictitating* – the third eyelid of owls that covers the eye to moisten and protect it.

Pre-Visit Activities

- 📍 **Read** a book from the suggested reading list
- 📍 **Following Food Chains** Have each student choose a predator and draw it at the top of the page with its prey at the bottom. Include as many prey items as possible.
- 📍 **Get to Know our Wildlife** Visit the Chattahoochee Nature Center website (www.chattnaturecenter.org/wildlife) to learn about why these animals live here.

Post visit activities

🌐 **Your Bird Band**—Bird banding is a practice that allows ornithologists (bird scientists) to track how old birds are, where they travel, and more about their life and health. Students will make a “bird band” bracelet that represents their life and travels. You’ll need yarn and beads. Cut strings of yarn to fit students’ wrists. Gather beads of different colors—

-4 colors for their season of birth—Spring (Green), Summer (Yellow), Fall (Red), Winter (Blue).

-Take it to the next level! Find a fine point sharpie and write the number of the month and day of the month student was born on their colored bead

-1 color to represent the month students were born—any color you choose other than season colors.

You can add other beads to represent other life events too!

Suggesting Reading

Pre-school: Ages 3-5

Extreme Rescue: Hawk Mission by Erica David

Owl Babies by Martin Waddell

Owl Moon by Jane Yolen

Quiet Owls by Joelle Riley

Elementary/Middle: Ages 5-13

Hawk Highway in the Sky: Watching Raptor Migration by Caroline Arnold

City Hawk: The Story of Pale Male by Meghan McCarthy

Hawk, I am Your Brother by Byrd Baylor

The Hooded Hawk Mystery by Franklin W. Dixon

Hoot by Carl Hiassen

Owls in the Family by Farley Mowat

Wabi by Joseph Bruchac

Birds of Prey: A Look at Daytime Raptors by Sneed B. Collard

High School: Ages 13-18

Red Tails in Love by Marie Winn

The Big Year by Mark Obmascik

One Man’s Owl by Bernd Heinrich

Wesley the Owl: The Remarkable Story of an Owl and His Girl by Stacey O’Brien

Suggested Websites

Bird nest cameras! <http://watch.birds.cornell.edu/nestcams/camera/index>

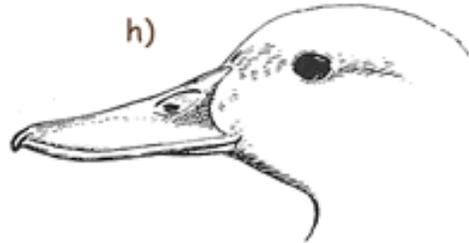
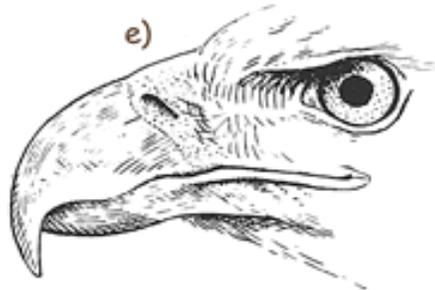
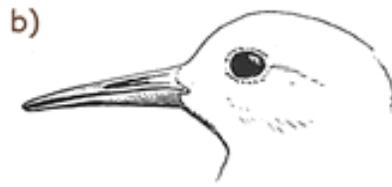
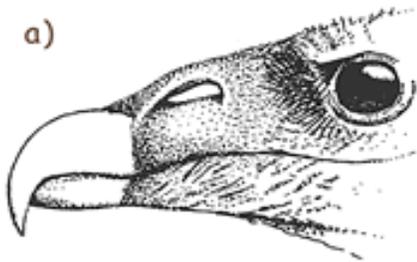
Great bird resource <http://www.birds.cornell.edu/Page.aspx?pid=1478>

<http://www.birds.cornell.edu/education/kids/edgames>

<http://www.birdsandblooms.com/Birds/General/Bird-Banding>

Further Investigations!

Match the beak to the kinds of food these birds eat. Do you know what kinds of birds these are? Find a Bird Field Guide if you need help! Color the birds when you are done.



_____ 1. Small mammals/carrion

_____ 4. Fish/Carrion

_____ 7. Seeds

_____ 2. Small invertebrates

_____ 5. Insects/mice

_____ 8. Snails

_____ 3. Small mammals/birds

_____ 6. Aquatic Plants

_____ 9. Carrion