California
Central Valley Habitat
Joint Venture

Habitat Fun Pack

Grades 4-6
# Grades 4 - 6

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* Do you need a warm-up activity this morning?  
* Is PE over, but it's not quite time for recess?

As part of the Central Valley focus of the North American Waterfowl Management Plan, these games and activities will supplement your environmental education program, while providing "sponge activities" for those short sections of time that occur during the teaching day.

It is hoped that these materials will create an awareness of waterfowl as a disappearing resource, and a sense of value for the birds and their habitat that remains.
In the Spring You Better Do
A Quick About Face
For Breedin’ and Nestin’
The North’s the Main Place!

Drought
Back 2

Take the Rap!

Exhaustion
Back 1

Feed in a farm field
Get more energy
Forward 3

Your babies are hatched and now they’re ready to fly south.
Forward 1

The air is getting cold. Time to go south!

Passing the Canadian border
Forward 3

Storm hits
Lose a turn

Take the Rap!

Dangerous route - stormy ahead
Back 1

Washington

Safe resting spot

Take the Rap! can
When Res is All You The South Better Ge
HABITAT RAP

OBJECTIVES:
Students will become acquainted with the concepts of migration, flyway, habitat, and causes of decrease in waterfowl and shorebird populations.

MATERIALS:
Game Board, Spinner Card, Markers, Instruction and Rap Sheets

TIME:
About 20 to 45 minutes

TO PLAY:
Cut rap sheets into cards and place face down on game board. Players start their bird markers in the south and move according to the spinner. The spaces on the board called “Take the Rap” require the oral reading of a Rap Card and movement as indicated on the card. The first player to “migrate” back to California wins.

---

I fish all day n' sleep all night
But somethin' here's a-cousin' me a fright.
I see more houses n' roads n' malls,
Are they gonna leave me any space at all?

Great egret is my name
Snaggin' fish is my game
I love them wetlands, yes I do
they're good for me and good for you.

-2

+2

Did you ever ponder
about the times down yonder?
And if there's a solution
to all of this pollution?

I'm Stanley Wigeon
and I ain't no pigeon
cuz when things get harsh
I just head for the marsh.

-2

+1

We're at the refuge
where the marshes are huge.
We're happy ol' Pintails
cuz we're dabblin' for snails.

Grain in your cereal bowl
grain in my tummy
I love that grain the farmers grow
cuz it's so yummy.

+1

+1
| I'm a rappin' Mallard Duck  | I'll be home for Christmas  | Habitat is where it's at, |
| but I'm runnin' outta luck. | if there's a wetland left; | I gotta find food |
| I can't be rappin' like I oughta | if it keeps disappearin' | so I can get fat. |
| when they take away the watta'. | I'll really be bereft. | +1 |
| -4 | -4 |

| The refuge ain't no place to play, | I'm a Northern Shoveler | I'm gettin' kinda sleepy |
| the biologists gotta work all day: | and I think that I'd prefer | the problem's gettin' huge. |
| plantin' food for us birds to get, | a nice ol' marshy place | The only place that I can rest |
| puttin' in the water so we don't fret. | without the toxic waste. | is on a refuuuuuge. |
| +3 | -3 | -2 |

| When I wing it to Alaska | I'm a Northern Harrier | Oh, the anticipation |
| what I see is shoppin' malls. | I'm a hawk-like bird. | of the fall migration. |
| It don't do me any good | The marsh is where I cruise | It's a great sensation |
| to go inside them halls. | to lose the hunger blues. | to fly over the nation. |
| -2 | +1 | +3 |

| They like to call me Grant | Sometimes birds can get real sick, | New Hampshire and New York |
| I am such a handsome Brant. | a botulism bug can kill us mighty quick. | ain't really my home, |
| I fly along the coast | The refuge folks, they study night n' day, | the Pacific flyway is where I like to roam. |
| cuz the habitat's the most. | they wanna beat the bug... | I rest in the south and breed in the north, |
| | they gotta find a way. | when Mama Nature calls, |
| | | I just gotta go forth. |
| +3 | -3 | +1 |
| I crave the sanctuaries where I can eat the berries. I'll be happy and fat and that's where it's at.  |
| I'm a Mallard mama. I need some nesting cover to raise my babies. I'm a wetland lover. |
| Lots of wetlands have been lost to parking lots and car exhaust. It's just an uptight situation that calls for good ol' conservation. |
| +2 | +3 | -1 |

| I'm a heron called Great Blue and I'm a-wadin' in the slough, tryin' there to sneak some fish into my beak. |
| Don't give me no back-talk jive. I need a bunch of stuff just to keep me alive: water and shelter and space and food, I gotta have it all, man, for me and my brood. |
| I'm a shy little Sora. I dig thick vegetation. If I see you, man, I'm gone with no hesitation. |
| +2 | +3 | -1 |

| Bugs 'n stuff are my kind of food. My name describes my call. I'm a neat sort a' dude. This Killdeer's on the ball! |
| Pardon my caboose. I'm a White-fronted Goose. I'm a-comin' here today down the Pacific flyway. |
| When you smell a slough you might think P-U! It ain't a pretty place but it's my very own space. |
| +1 | +2 | -1 |

| My honking voice is the coolest thing. I'm a Canada Goose, and I'm on the wing. I graze in the grass, and I swim the lake. I'm a big, cool bird, and I ain't no fake. |
| An American Wigeon...I'm a knock-out bird. You might think my call is a bit absurd. I'm pretty fancy, but my wife is not. Our friends all flock together, we like 'em a lot. |
| A wildlife refuge is a heck of a show. But too much stompin' through the place makes the birds get up and go. It's hard to figure out what really is the best: let the people see the birds or let the birds take a rest. |
| +5 | +3 | +1 |
HABITAT RAP SPINNER

TO USE:
Put a pencil point through the end loop of a paper clip. Hold pencil firmly in the center of the spinner, and flick the paper clip to make it spin.
FIND THE WORDS

E H V L C W A T E R C
S N Y H D O O F E R I
E N D U C K S T A M P
F E T A M S L K X I O
I C U I N E L J S G F
L A T H H G E E V R L
D P A S R I E U R A S
L S E G U F E R I T P
I B A T R J U N E E T
W S H A B I T A T D W

WILDLIFE  SPACE
HABITAT  ENDANGERED
FOOD  REFUGE
WATER  MIGRATE
SHELTER  DUCK STAMP
WATER USAGE

WATER WORDS

OBJECTIVE:
Students will be able to describe a variety of ways and reasons why water is important to people and wildlife.

HOW TO GET THERE:
Students brainstorm, make collages, and carry out family discussions on water usage and conservation.

MATERIALS:
Large pieces of paper, magazines, scissors, and glue

GO FOR IT!
1. Students discuss all purposes for water.
2. Working in teams, students cut out magazine pictures of water, looking especially for pictures that show how all living things need water.
3. Still in teams, students construct a large collage of overlapping water pictures on one large piece of paper. Display on bulletin board.
4. Final Discussion: Challenge students to think of all the ways they have used water during the day. Stress the importance of water.

ASSIGNMENT:
Duplicate the chart below on tagboard. Send it home to be posted for a few days and discussed by the family. Have students bring back a list from home of the ways they could conserve water if there was a shortage.

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CAN YOU BELIEVE IT?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Gallons</th>
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<tbody>
<tr>
<td>Taking a bath</td>
<td>30 gallons</td>
</tr>
<tr>
<td>Taking a shower</td>
<td>25-30 gallons</td>
</tr>
<tr>
<td>Filling a sink</td>
<td>1-2 gallons</td>
</tr>
<tr>
<td>Flushing a toilet</td>
<td>4-6 gallons</td>
</tr>
<tr>
<td>Washing clothes</td>
<td>30-50 gallons per load</td>
</tr>
<tr>
<td>Washing dishes</td>
<td>6 gallons per load</td>
</tr>
<tr>
<td>Washing a car</td>
<td>60 gallons</td>
</tr>
<tr>
<td>Watering a lawn</td>
<td>100-200 gallons per hour</td>
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WHAT WILL HAPPEN TONIGHT? - A Town Meeting

OBJECTIVES:
Students will gain knowledge of conflicting interests when public policy is being formed. This will be done as the students participate in a public process to decide how land is to be used.

MATERIALS:
Identification cards for each presenter, and a permit for the City Council to hold

TIME:
About 20 to 40 minutes for the presentation

READ TO YOUR CLASS:
Mom and Dad are worried. Whenever there is a town meeting, it causes such a fuss that no one gets anything done for at least three days before and after it happens.

The last open area near the town might be sold - the old marsh. Fifteen acres of it would be sold to Dan the Developer for a shopping center, like the one on the other side of town. It will have department stores.

Everyone around __________ (your town) remembers growing up with the marsh nearby. It was always good for a great adventure or two, even if Mom didn't appreciate the bugs and frogs you brought home in a jar. You were even successful in raising the tadpole eggs to frogs if you remembered to replace the pond water often enough. You fed the ducks that gathered there in the winter months. Even though you fed them slowly, the seed seemed to disappear long before you were ready to go home. The marsh was a great place.

It sure will be hard to see the old marsh go, but Dad said it would be good for business to have some new stores. Plus, you wouldn't have to ride your bike all the way into town. It would be a lot easier.

I wonder what will happen at the town meeting tonight? People want to know if Dan will get a permit to use the land the way he wants to. This might be the last year for tadpoles.
THE PLAYERS:
*Barbara the Biologist* - from the Department of Fish and Wildlife
*Dan the Developer* - missed his flight and is late to the meeting
*Mr. Bird* - represents the Bird Watchers' Society
*Mr. History* - from the Historical Society
*Pam the Planner* - from the town planning office
*Ms. Politician* - running for mayor
*Sam the Sportsman* - represents those who hunt and fish in the marsh
*Brenda the Businesswoman* - represents the local business community

*City Council* - will decide the best use for the land, and give the permit to Dan if the members (3) agree with the plan
*Citizens* - both happy and upset; all are interested and full of questions
*Timekeeper* - to keep everyone short-winded - 2 minutes each for the presenters

PRESENTATION:
Each presenter will have 2 minutes to deliver a short speech. Emphasis is on the power of a few well-delivered sentences.

QUESTIONS FROM THE AUDIENCE:
As long as order prevails

DECISION TIME!
After the presentations and any comments from the audience, the City Council adjourns to take a short break and make its decision. The decision is announced.

DE-BRIEFING:
"Now we have to step back from our role-playing. We are the _________ class from ______________ (school). I want you to think about certain things:

1. What additional information would have helped you plan your speech?
2. Where would you go to get this information?
3. Who were the leaders during the City Council Meeting?
4. Were you assigned to speak for a group you don't agree with?
   (Point out that other people have different needs and ideas, and this might be a way to identify them.)

Simulation games like this one do three things:
1. Clearly explain a problem - The problem we discussed was ___________
2. Show us that things can influence a decision. What things?
3. Show us that there are people interested in the decision. Groups interested in our decision would be: ____________________________."
Long live the wildllife!

and wildllife too.

Remind people that the marsh is home for many other kinds of fish

and the geese love the grassy areas.

Curlews, Killdeer, stilts and avocets love to hunt for food in the mud,

too cold to stay up north in Alaska, Canada, Washington and Oregon.

The ducks use the marsh ponds in the winter and spring when it is

Could the marsh area be left alone as habitat for the birds?

You represent the creatures who cannot speak for themselves.

Remember Barbara, you stand for the fish and wildlife of the area.

Barbara the Biologist
Go for it!

Center is built.
You and your investors will all make a good profit if the shopping
side of the town.
The town has really grown. It needs a shopping center on the north
shopping center will bring jobs for the town and better and easier
since the people of the town, especially the City Council, that the
They will put a lot of money into this project. They expect you to con-

Remember Dan, you stand for all the investors from San Francisco.

Dan the Developer
Hang in there for your birderwatcher friends and your feathered friends!

Not only are there very few areas left for the birds; there are very few doors.

return to the area. All that habitat will be lost forever.

It Dan the developer puts in that shopping center, not one bird will

Remember Mr. Bird, your wonderful birds are in danger. As this year's

Mr. Bird
Mr. History, right for the past!

Only if the barn can be saved.
You've got to convince the City Council members to grant the permit.

Dan the Developer. There is no way he is going to let the barn stand.
And of all the bad luck, it is on the piece of land that may be sold to not torn down.
That barn is over 100 years old and should be preserved in some way.

Marsh, and it is still standing today.
The first family to settle in the area built their barn on the edge of that left in this town, and, there aren't many left.
Remember Mr. History, that you stand for all the old places that are

Mr. History
Pam, the City Council members want to know what you think, so think hard. Won't be lost if there's a way to build the shopping center so that all of the marsh is there? Forgetting about pollutants, does the marsh provide other benefits? People are absorbing pollutants. Does the marsh provide other benefits? People are into town. The marsh could be a natural water filter to remove silt and on into town. The marsh could provide a natural water filter to remove silt and on center will require. How will the town pay for them? However, you also have to think about all of the new roads and shopping. The town really needs the new jobs the shopping center will bring. Your job is to help find the best solution for all of the town's citizens. Remember Pam, you are to look at all of the town's needs, because Pam the Planner
Now is the time to show this town what a leader you can be!

Happy.

So, just think of a plan that will make Dan and the nature lovers watch their friends ready to vote for your opponent.

People to work, and the people like Mr. Bird, who has all of his bird-

How can you stand for both the shopping center, which will put more

Remember Ms. Politician, that you want to represent the town as

Ms. Politician
You want to save those places that are left.

Your children or friends.

There are fewer and fewer places to go and enjoy these activities with fishing want to protect natural areas where fish and wildlife live.

Men and women interested in outdoor sports such as hunting and to fish and hunt in the marsh.

Remember Sam, you represent all of the people of the town who like

Sam the Sportsman
You support Dan the Developer and want the Shopping Center built.

You think that would be good for everyone.
The Shopping Center would bring jobs and money into the town, and to grow and prosper.
You represent local businessmen and women and you want the town

Brenda the Businesswoman
The town is waiting for your answer.

Why?

The sale can go through, you had better be ready with good reasons of plans. What would those changes be? If you give him the permit so you might grant the permit only if some changes are made in the

once before you decide whether to grant the permit to Dan.

You must listen carefully to all the speakers and people from the audi-

Remember City Council member, that you were elected by the people

City Council Member
Good luck

tonight.
The City Council members are counting on you to help keep order.

each.
Questions from the audience should be short—about 20 seconds.
The time limit is 2 minutes each.
It is your job to see that each of the eight speakers does not go over

excited.
Remember, Timekeeper, the folks at the town meeting are going to be

Timekeeper
Permit
FILL THE BUCKET - Brainstorming

Draw a huge bucket on the board. Challenge the class to fill the bucket with words that have something to do with water, including its importance to people and wildlife.

As you go, keep students stretching into new areas by suggesting examples and categories of ideas if they get bogged down.

Using the list of words, ask the students to create water wheels. Begin with a simple water wheel like this:
WETLANDS BINGO

You start it - the class continues

OBJECTIVE:
Students will see, hear, write, say, and spell wetlands vocabulary.

MATERIALS:
Pencils and paper

GO FOR IT!
1. Put these wetlands words on the board or the overhead projector:
   marsh    wildlife    habitat    food
   water    shelter    space    soil
   fish    swim    dive    fly

   Also use the words from the VOCABULARY LIST on page two of this activity, and add other words as the class thinks of more.

2. Students write any five words on their papers. Give about two minutes for quiet study.

3. Slowly, call out the words (but not in order), and mark them off as you go. When a word on a student's paper is called, the student marks off the word.

4. After a student has marked off all five words, he/she jumps up and shouts "BINGO!" The words on the paper must be checked and spelled correctly out loud. Then the student is up and the game begins again.

As the teacher, you are the first one up. Then sit back and relax!
VOCABULARY LIST
4-6

HABITAT - A balance of food, water, cover, and space which satisfies animals' needs for life

WETLAND - A place where the soil is always moist or covered with water

MARSH - A type of wetland where water lilies and cattails grow

ESTUARY - A place where fresh water and salt water come together

UPLANDS - Slightly elevated dry lands

WILDLIFE - Large or small animals that are not domesticated

WILDLIFE REFUGE - An area set aside by the government to be managed on behalf of the wildlife living there. Management includes planning, repairing, and improving the animal habitats, and teaching people about wildlife.

MIGRATION - Movement of birds between their breeding and wintering grounds

FLYWAY - A path birds travel when migrating between their breeding and wintering grounds

ORGANISM - A living creature

SPECIES - A group of animals that are mostly alike and can produce offspring

ENDANGERED - A certain species in danger of disappearing from the earth

DEVELOPMENT - Land that has been changed by man through farming, dredging, or the construction of roads and buildings. Land that is being used in a new way

RESOURCE - Part of our natural surroundings that we value and use

CONSERVATION - A careful protection of our natural resources so that they can be available in the future

POLLUTION - Occurs when people put unhealthy materials into the environment

ECOLOGY - The study of how organisms live and act in their environment
WORD BUILDER

Name____________________

How many words can you make from.....

HABITAT IS FOR THE BIRDS!

1.  
2.  
3.  
4.  
5.  
6.  
7.  
8.  
9.  
10.  

Think of more!

11.  
12.  
13.  
14.  
15.  
16.  
17.  
18.  
19.  
20.  

[Image of a bird sitting on a chair, watching TV]
CROSSWORD PUZZLE

...See clues **

ACROSS
1. This state provides one of the great wintering areas for birds along the Pacific Flyway.
2. To give assistance
3. This area has suffered a 95% loss of wetlands over the last 100 years. This is more than any other major ecological unit has lost in the entire North American continent.
4. The object of our efforts
5. An area set aside for the preservation of wildlife and its habitat
6. A wetland that is dominated by **shrubs or trees**-(Head for the dictionary. This is tough.)
7. ______________, water, cover, and space are needed for waterfowl habitat.
8. Waterfowl need food, water, ______________, and space for their habitat.
9. We have to ______________ about our wildlife resources.
10. The American ______________ is seen in great numbers as it winters all through California.
11. Restrictions on hunters are only one ______________ that is used in the efforts to preserve and increase the duck population.
12. The Aleutian Canada ______________ migrated eastward 1,000 miles before setting course for California.
13. A compound word describing the swans, geese, and ducks of the Central Valley
14. The Aleutian Canada Goose and the tule white-fronted goose are now considered to be ______________ species because of their decrease in numbers.
15. The American ______________ is a loud, aggressive bird with an upcurved bill.
   (**Check the flashcards. Then double check your answer for number 10 ACROSS.)

DOWN
1. What action can you perform with water?
2. The place where a species is usually found
3. Many wetlands are lost to this kind of development.
4. Government agencies working with private groups and citizens to save the remaining bird habitat in the Central Valley
5. A route from California to Alaska that is used by migrating birds
6. Migration takes place during two of these.
7. Soft-stemmed plants and grasses and rushes grow here - also cattails, water lilies, and duckweed.
   (**Check out number 6 ACROSS before you decide.)
8. Birds that like the water but are not considered “waterfowl” live on the ______________.
9. An animal taken as food
10. An area that periodically has waterlogged solids or is covered with a shallow layer of water.
   (**Look at number 10 ACROSS.)
11. Possessive form of “they”.
12. The right to use a piece of land as wildlife habitat without owning the land
WORD BANK
POUR
WATERFOWL
JOINT VENTURE
BIRDS
MARSH
REFUGE
CENTRAL VALLEY
THEIR
CARE
SHORE
WIGEON
EASEMENT
AVOCET
FOOD
AGRICULTURE
HELP
TOOL
WETLAND
ENDANGERED
COVER
CALIFORNIA
FLYWAY
SWAMP
PREY
GOOSE
HABITAT
SEASONS
WOOD DUCK
STILT
SNOW GOOSE
COMMON FLICKER
SANDHILL CRANE
WARBLER
NORTHERN PINTAIL
GREAT BLUE HERON
HARRIER HAWK
KINGFISHER
AMERICAN BITTERN
AMERICAN WIGEON
WESTERN MEADOWLARK

CENTRAL VALLEY
BIRDS

CURLEW
MALLARD
AVOCET
GREAT EGRET
RING-NECKED PHEASANT
PIED-BILLED GREBE
KILLDEER
CANADA GOOSE
WHITE-FRONTED GOOSE
CALIFORNIA QUAIL
RUDDY DUCK
RED-WINGED BLACKBIRD
NORTHERN SHOVELER
BREAK A LEG!

Can you find the hidden Central Valley birds? Good Luck!*  

*GEESE is hidden in #1

1. GEE, SEAN, YOU'RE JUST NOT RIGHT FOR THE ROLE.

2. NOW, DON'T GIVE ME ANY LIP. HE, AS ANTELOPE AL, WILL BE PERFECT FOR THE PART.

3. AH, AWKWARD LINES ARE HARD TO MEMORIZE.

4. ACCORDING TO THE SCRIPT, THE CROWD, IN PANIC, RAN EVERYWHERE.

5. THE SPOTLIGHT PICKED UP THE INJURED FATHER ON THE STAIRS.

6. "OGRE, BEGONE!" THE ACTRESS CRIED OUT.

7. DON'T START THE FINAL REHEARSALS TIL THE DIRECTOR GETS HERE.

8. THE STAR SENT REGRETS THAT HE COULDN'T ATTEND THE OPENING.

9. THE LIGHTS FLICKERED, THE CROWD BECAME QUIET, AND THE PLAY BEGAN.

10. NOW, THE PLAYERS WANT A BIG PARTY TO CELEBRATE THE GREAT REVIEWS!

(Cut this part off if you want to give them a real challenge.)

WORD BANK:

CROW  HAWK  GREBE  FLICKER  GESE  CRANE  STILT  SWAN  PHEASANT  HERON  EGRET
CURRENT BOOK SELECTIONS

4-6

FOR INFORMATION:

Birds of Prey, Nature Watch Series, 1988
Bird's Nest, Barrie Watts, 1987
Swans, Jack D. Scott, 1987
The Call of The Trumpeter Swan, Jay Featherly, 1986
Adaptable Birds, John Andrews, 1985
Birds, David Cook, 1985

FOR FUN:

Simon the Swan, Cicely M. Berker, 1989
Sea Swan, Kathryn Lasky, 1988
Oliver and the Lucky Duck, Page McBrier, 1986
The Pheasant, Kimio Endo, 1986

Also see older books:

Commander the Gander, David McKelvey, 1984
The House of Wings, Betsy C. Byars, 1982
Compass Merit Badge Book, Boy Scouts of America, 1981
A Field Guide to the Birds, Roger Tory Peterson, 1980
Birds and How They Function, Phillip S. Callahan, 1979
Habitat Guide to Birding, Thomas P. McElroy, 1974
The California Wildlife, Vinson Brown & George Lawrence, 1965
WHERE DID IT ALL GO? ... A Chalk Talk

California’s Central Valley once had four million acres of wetlands. This area has declined drastically. In the past 100 years 95% of California’s Central Valley wetlands have been lost. The main cause of the decline has been the change from wetlands to agriculture. There are 100,000 acres of state and federal refuges and wildlife management areas and about 180,000 acres of private lands left in remaining wetlands.

One Mile = 5,280 feet
One Square Mile = ( ? ) 27,878,400 ft.

One Acre = 43,560 square feet
There are 640 acres in one square mile  (27,878,400 / 43,560)

QUESTION: How many acres are left in the Central Valley?
280,000 - See above

How many square miles of wetlands are left?
About 438 square miles - 280,000 / 640

This figure represents the 5% that is left.

QUESTION: How many acres were there 100 years ago?

5% = 280,000

280,000 / .05 = 5,600,000 acres

QUESTION: How many square miles of wetlands were there 100 years ago?

5,600,000 / 640 = 8,750 square miles.

QUESTION: What state is close to that size?
(Head for the encyclopedias or an atlas.)
The PROBABILITY of Pintails

Many things are possible, but the chances of some things happening are even better than that. They are probable. We learn about probability in math, and it is shown as a fraction.

2 blue marbles  
1 white marble  
When you reach in the marble bag  
the probability of getting a blue  
marble is 2/3. A white marble?

When we look at percentage (comparing by the 100, or per 100), we can also see probability. Look at the different kinds of ducks seen on one wildlife refuge:

- Pintails: 36%  
- American Wigeon: 20%  
- Green-winged Teal: 16%  
- Mallard: 11%  
- Northern Shoveler: 10%  
- Unidentified: 7%

The probability of a duck at this refuge being a pintail is 36 out of 100, or P = 36/100.

DUCK SPOTTINGS

Now, use a calculator to look for ducks.

If there were 12,000,000 duck sightings (sightings), how many of them would be:

- Pintails: \(\frac{36}{100} \times 12,000,000 = 4,320,000\)  
- American Wigeon: 2,400,000  
- Green-winged Teal: 1,920,000  
- Mallard: 1,320,000  
- Northern Shoveler: 1,200,000
Name ____________________________________________

DUCK STAMP DESIGNING

Hunters buy a ticket to hunt. Other people who are also interested in birds buy it too. The ticket is called a Duck Stamp, and the money from selling the stamp buys land for the birds. Draw your own Duck Stamp here: