



QUINTA MAZATLAN

MCALLEN WING OF THE WORLD BIRDING CENTER

Curriculum Guide Pre and Post Activities Grade 3

Welcome to Quinta Mazatlan! We have created a resource to help you prepare for your unique and fabulous educational experience.

Vocabulary to Consider

- ❖ Adaptation – special features developed over time that help animals or plants obtain food, protect themselves, and cope with diverse weather
- ❖ Camouflage – behavior and or markings designed to disguise or hide
- ❖ Habitat – a place where an animal or plant lives and is able to meet its needs for survival (food, water, shelter, and space)
- ❖ Species – population of individuals more or less alike and able to breed and produce offspring
- ❖ Ecosystem – combination of all living and non-living things that interact and exchange materials and energy
- ❖ Survival – the ability of a species to live remain alive

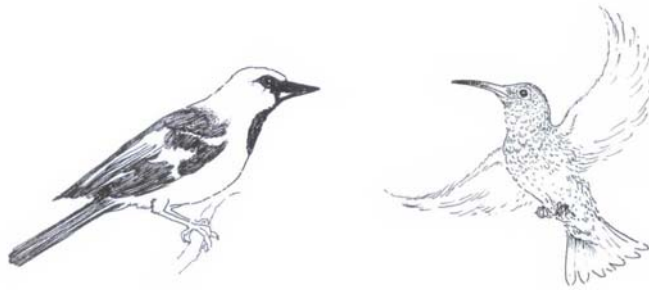
Pre-Visit Suggestions

Activity 1 – Vocabulary Challenge

Ask students to research the definitions of the six key vocabulary words using the following handouts. Glue each definition and photo card to an index card to review prior to your field trip.

Adaptation

Definition:



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Camouflage

Definition:



Habitat

Definition:



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Species



Definition:



Ecosystem

Definition:



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Survival



Definition:



Pre-Visit Suggestions

Activity 2 – Behavior Researcher

As either a homework assignment or part of a class, have students individually or in small groups, locate a bird near their home or school. Watch this bird for 10 minutes. Ask students to complete the following checklist to help them observe various behaviors. Remind them that by studying behavior, scientists learn more about birds and what they need to survive.

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I am a scientist studying bird behavior!

Name: _____ Date: _____

Watch one bird for 10 minutes. Use your eyes and ears to observe behaviors. Check yes or no as you see the different behaviors and write any comments or descriptions underneath. Finally, illustrate one bird you observed in the designated area. Have fun!!

Behavior

Observation

Singing or calling

_____ Yes _____ No

Describe: _____

Flying

_____ Yes _____ No

Describe: _____

Feeding

_____ Yes _____ No

Describe: _____

Climbing a trunk or branch _____ Yes _____ No

Describe: _____

Standing on ground

_____ Yes _____ No

Describe: _____

Illustrate one bird you observed below:

While You Are Here

3rd Grade Schedule

Arrive at front gate of Quinta Mazatlan	8:45 – 9:00
Introduction and QM History	9:00 -9:15
Rotation 1	9:15 – 10:15
Group 1: Trail	
Group 2: Lab	
Rotation 2	10:15 – 11:15
Group 1: Lab	
Group 2: Trail	
Lunch	11:15 – 11:45
Students who bring money will rotate through the Environmental Education Store during their lunch break.	
Depart - Walk to Front Gate	11:45 - 12:00

What will students learn?

- Outdoors – Students will learn about our unique **habitat** in the Rio Grande Valley and how specific bird **species** are **adapted** to living in this **ecosystem**.
- Indoors – Students will learn special **adaptations** of bird beaks and how feathers, eggs, and nests are also **adapted** for **survival**. We will also hear exciting stories about the history of Quinta Mazatlan.

History of Quinta Mazatlan

What does Quinta Mazatlan mean?

“Quinta” - a country house, villa or estate

“Mazatlan” - land of the Deer

Quinta Mazatlan is one of the large adobe homes in the state of Texas. Jason and Marcia Matthews began building the home in 1935. Jason built a swimming pool, cottage and house all out of 12 inch adobe (mud) blocks made right on site.

The second owners were Frank and Marilyn Schultz. They made the home larger and planted many beautiful tropical plants.

The third owner is the City of McAllen. The Parks and Recreation Department take care of the home and land for people, wildlife and birds to enjoy.

Back in the Classroom

Activity 1 – Scientific Journaling

Students will receive a journal entitled “My Third Grade Nature Journal.”

TEKS Objectives Covered in Journal: Science – 3.2 B-D, 3.8A, 3.9A-B

In the journal, students will

- Collect and record observations
- Analyze and interpret information to construct reasonable explanations from observations
- Communicate through journaling valid conclusions
- Observe and describe the habitat of the Rio Grande Valley
- Observe and identify characteristics among species that allow each to survive
- Analyze how adaptive characteristics help a species to survive and reproduce

Allow students time to analyze, record, and communicate in their journals. Remind them they are **scientists**. As a scientist, it is important to record observations and evidence. Review the directions/information on each page.

**If students completed the vocabulary challenge pre-activity, encourage them to refer to the definitions to assist them as they record, analyze, and communicate findings.*

Journal Pages 1-4

- Brainstorm as a class what you observed for **habitat**. Record findings.
- If students did not make a leaf rubbing, take the journal home and try this activity.
- Reflect on the various birds you observed and their behavior.

Journal Pages 5-12

- Go outside at school and spend 10 minutes comparing/contrasting the habitat.
- If you see a bird, spend 10 minutes observing and record your findings.

Questions to ask:

- How would you describe the **ecosystem** in your school yard?
- How is it different from the habitat at Quinta Mazatlan?
- Can you describe the behavior of a bird?
- Is the bird singing, walking, perching, climbing, or eating?
- Can you draw the bird or the surrounding habitat in your journal?
- Did the bird have everything it needed to survive?



**Encourage students to take journal home. They may choose to visit Quinta Mazatlan or another nature center where they can continue to record scientific observations.*

Journal Pages 13-15

- Reflect on the Fill the Bill activity.
- Use the summary on page 13 to review **adaptations**.
- Ask students to share examples of bird adaptations observed or learned.
- Why should we care? We know that people and animals need habitat to survive.
- What can you do to make a difference in your own backyard, school yard, or nearby park?

Activity 2 – Experienced Behavior Researcher

Have students repeat the Pre-Activity “Behavior Researcher” after visiting Quinta Mazatlan. Watch another bird or group of birds for 10 minutes. Ask students to complete the following checklist to help them observe various behaviors. Compare the difference in what they observed. Did they look more closely for adaptations of beaks or feet? Did they see different behaviors they did not see the first time?

 *Cut here* ----- 

I am a scientist studying bird behavior!

Name: _____ Date: _____

Watch one bird for 10 minutes. Use your eyes and ears to observe behaviors. Check yes or no as you see the different behaviors and write any comments or descriptions underneath. Finally, illustrate one bird you observed in the designated area. Have fun!!

Behavior

Observation

Singing or calling

_____ Yes _____ No

Describe: _____

Flying

_____ Yes _____ No

Describe: _____

Feeding

_____ Yes _____ No

Describe: _____

Climbing a trunk or branch _____ Yes _____ No

Describe: _____

Standing on ground

_____ Yes _____ No

Describe: _____

Illustrate one bird you observed below: