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Audubon Classroom Program – NY and PA

Before the Audubon presenter comes:

Please review the Curriculum Integration Guide information and materials with your class. We don't need you to teach the lesson, but it helps if students have some basic background in the concepts that we are teaching.

When the Audubon presenter is in your class:

Please remember that we are guests in your school. We appreciate you being present during the lesson, helping with discipline, and making connections between our lesson and other things that your students are doing.

After the Audubon presenter leaves:

Please keep the learning going. There is a post-visit activity, along with other ways to continue to explore this topic.

There is a teacher survey at <https://auduboncnc.org/classroomevaluation/> that you can complete to tell us how we are doing and what we can do to better suit your needs.

Community Science

Curriculum Integration Guide

Pre-visit Activities

- Ask your students to think about what a scientist is. What does a scientist look like? How do scientists dress?
- Find out if your students know any scientists.
- Ask your students if any of them are hoping to be scientists someday.

Extend the Learning

Note: Community Science is also referred to as Citizen Science.

- Use the post-visit activity to reinforce the concepts.
- Participate in a community science project. Visit <https://scistarter.org/> to search a database of projects.
- Go outside and explore what is in your schoolyard. Create a list of possible projects that could be done in that location.

Books for Students

- *Citizen Science: Be Part of Scientific Discoveries from Your Own Backyard* by Loree Griffin Burns. Anyone can get involved in gathering data for ongoing, actual scientific studies and this book can show you how.
- *Bat Count: A Citizen Science Story* by Anna Forrester. Spend exciting summer evenings with Jojo and her family, counting bats to help scientists study white-nose syndrome.
- *Follow the Moon Home: A Tale of One Idea, Twenty Kids, and a Hundred Sea Turtles* by Philippe Cousteau and Deborah Hopkinson. Follow Viv as she helps bring together a whole community to save the sea turtles of South Carolina.

New York State Science Learning Standards

3-5-ETS1-1 – Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

Pennsylvania Science Standards

Science as Inquiry - Identify questions that can be answered through scientific investigations and evaluate the appropriateness of questions.

Science as Inquiry - Use appropriate tools and technologies to gather, analyze, and interpret data and understand that it enhances accuracy and allows scientists to analyze and quantify results of investigations.

Objective of the Program

Students will explore a variety of Community Science projects included the processes used to collect and report data and the impact of these programs on scientists understanding of the world.

Community Science

Post-visit Activity

Today you learned about **community science** and how to collect data to help scientists. Complete the activities below to remind yourself what you learned.

Draw arrows to the field marks on the bird. Remember, field marks are unique markings or colors on a bird that help people identify it. Write what they are.



List four pieces of information that might be part of your protocol.

1. _____
2. _____
3. _____
4. _____

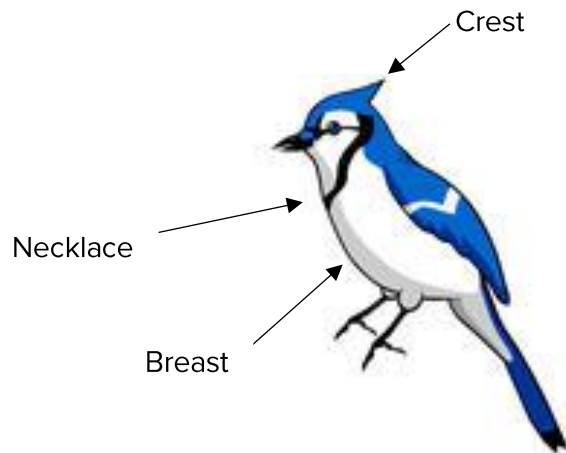
During FrogWatch USA, what are you counting and how?

Community Science

Post-visit Activity Answer Key

Today you learned about **community science** and how to collect data to help scientists. Complete the activities below to remind yourself what you learned.

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List four pieces of information that might be part of your protocol.

Temperature, weather, date, name, habitat, time, etc. are all valid answers.

During FrogWatch USA what are you counting and how?

How many frogs of a certain species are in a particular area by listening to their calls.