



Field Notebook



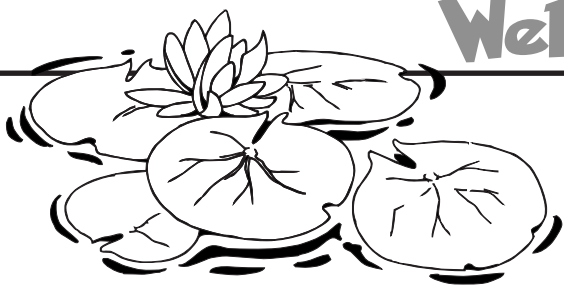
Name:

Date:

Location:



Ducks Unlimited Canada
Conserving Canada's Wetlands



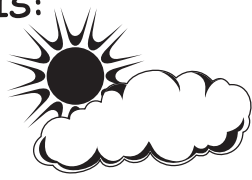
PROJECT
Webfoot

Site Data

THE WEATHER IS:



sunny



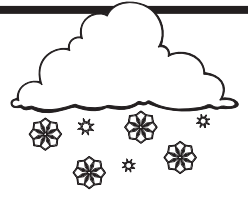
some cloud



cloudy



rainy



snowy or other

THE WIND IS: calm light breeze light wind strong wind

TEMPERATURE _____ WIND DIRECTION N S E W _____ other

WEATHER NOTES: (recent floods, droughts...)

THE SHORELINE IS: (circle all that apply)

- | | | | | | |
|--------|-------|---------|----------|--------|-------|
| treed | open | cattail | soft mud | shrubs | flat |
| grassy | sandy | lawn | farmland | rocky | steep |



AMOUNT OF PLANT COVER IN THE WETLAND: (circle one)

(1 = Little cover) 1 2 3 4 5 6 7 8 9 10 (10 = lots of cover)

DIVERSITY OF PLANT COVER IN THE WETLAND: (circle one)

(1 = few species) 1 2 3 4 5 6 7 8 9 10 (10 = many species)

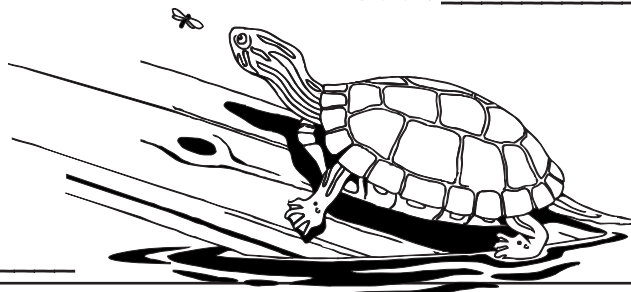
HUMAN IMPACTS ON WETLAND: (circle any that might apply)

Negative

- litter
- pollution
- erosion
- mowed to edge
- road runoff
- exotic species
- housing development
- partly drained
- factory nearby
- trees cleared
- farm animals
- Other _____

Positive

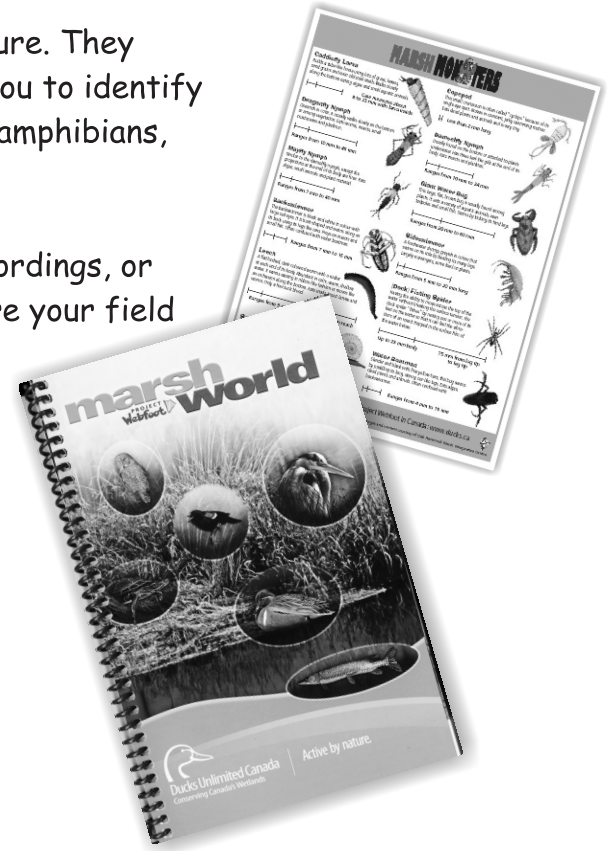
- healthy shoreline plants
- interpretive signs
- nest structures/habitat
- plantings of native/wetland plants
- Ducks Unlimited Project sign
- Other _____



Sketches and Field Notes

Careful sketches and field notes help us to learn about nature. They have also led to the creation of field guides that can help you to identify plants, birds, mammals, animal tracks, nests, eggs, insects, amphibians, birds calls, and even rocks and minerals.

Field guides come in many forms including books, sound recordings, or even guides that fit in your pocket. You can use them before your field trip to learn about things you might see in the wetlands, or during or after your field trip to learn more about what you have observed.



"A picture is worth a thousand words."

American Proverb

Sketches

Pointers for success



Keep it simple. Line drawings showing the important features work best.

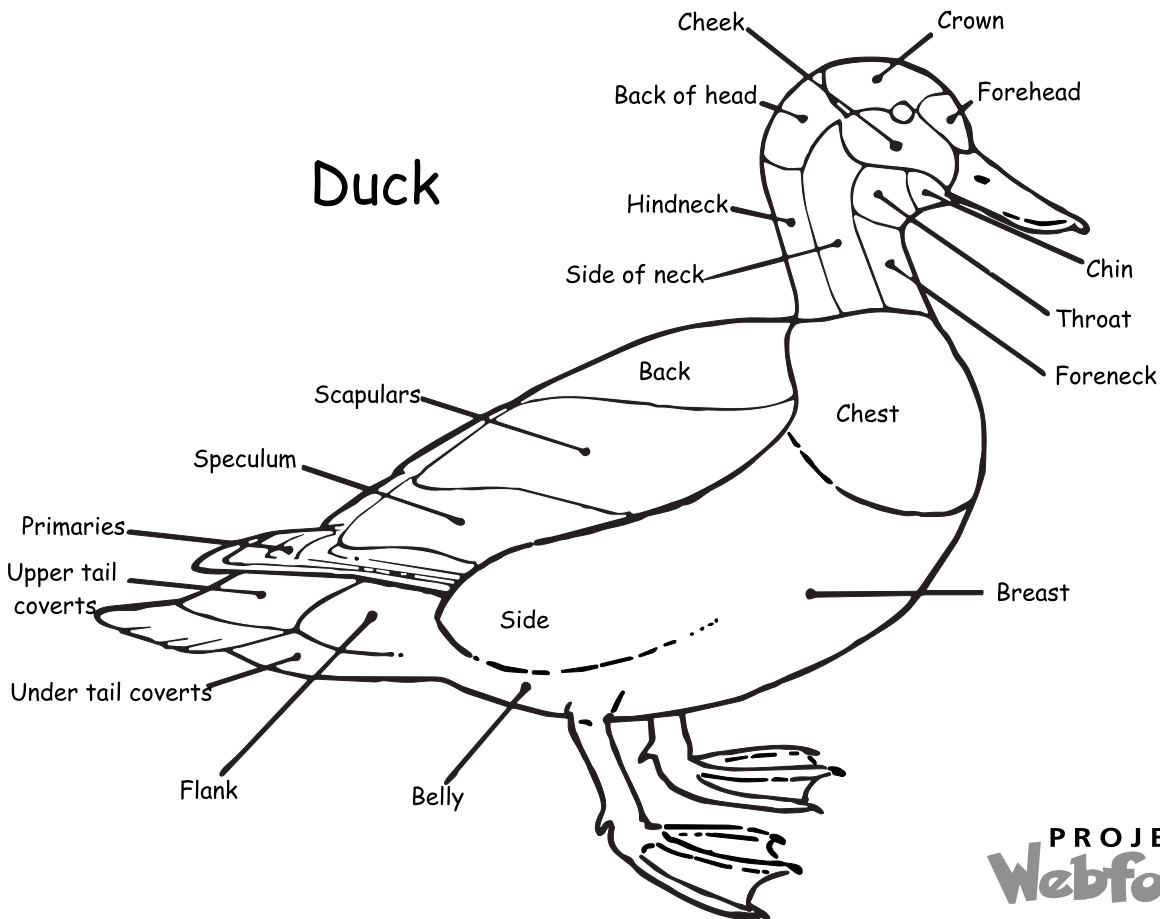
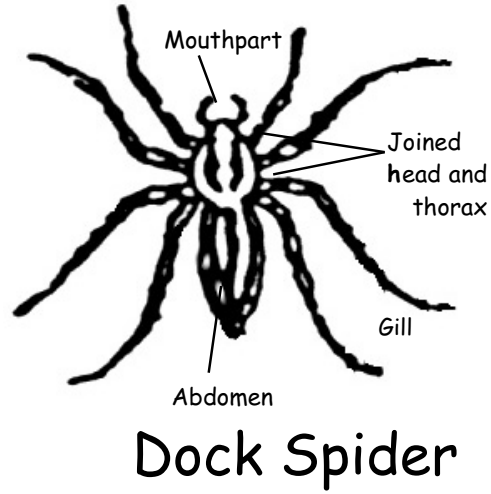
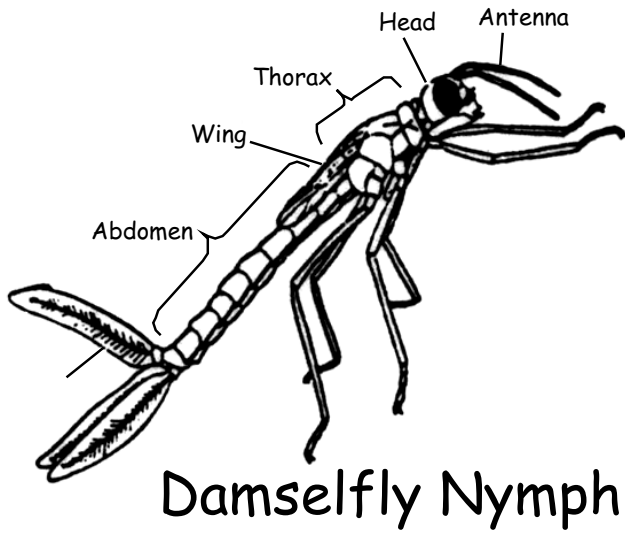
You may want to sketch only part of a specimen that might help you to identify it later (e.g. a beak, a leaf or even just the edge of a leaf).

Label the sketch - write the specimen's name (if you know it) or name the part (e.g. stem, wing).

Note any parts that stand out or are unusual.



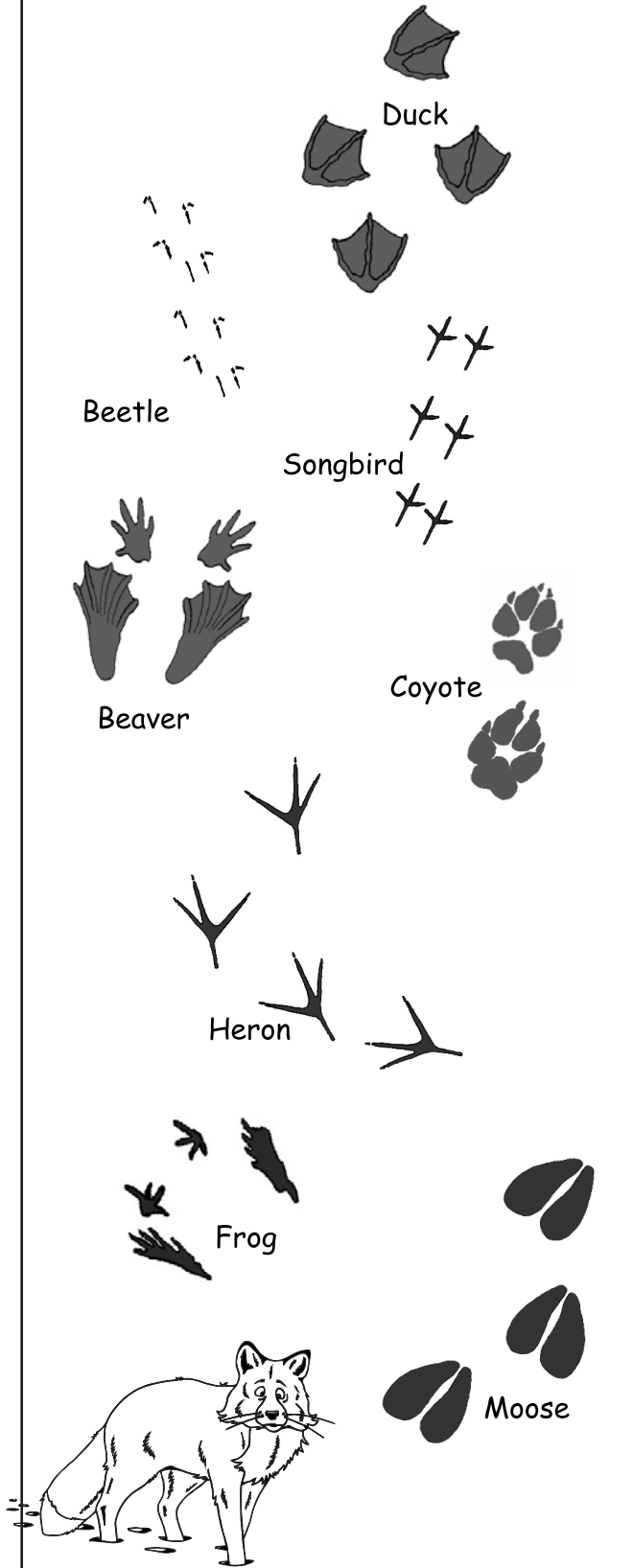
Naming Animal Parts



4
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cms

You may see animal tracks.

Sketch them and estimate or measure their size and the distance between them. This will give you clues about the size and type of animal.



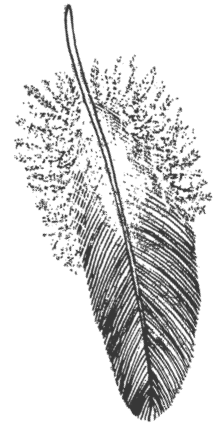
Signs of Wildlife

It is always exciting to see wildlife but often you only see the signs that they have been nearby.

You may see their homes or nests. Look around carefully - they come in all shapes and sizes. Look up into the trees and down on the ground or in the water.



Bird Nest

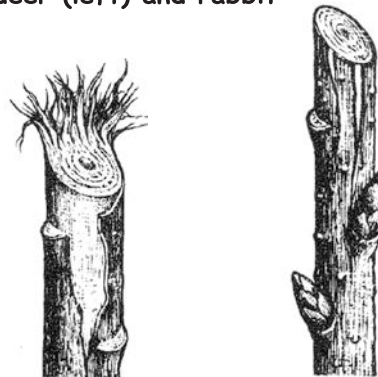


Feather

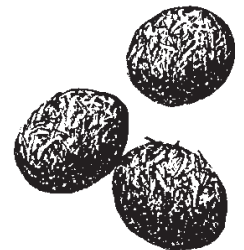
Look for other signs.

Egg shells from newly hatched chicks or turtles, feathers, bones, antlers, a shed snake skin, chewed twigs with the teeth marks of a rabbit or deer and, of course, animal droppings (called sign or scat).

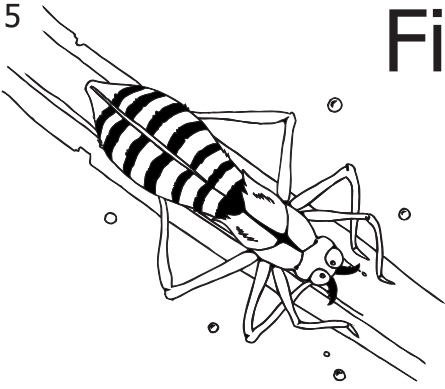
Twigs chewed by deer (left) and rabbit



Deer Droppings



Field Notes



"The palest ink is better than the best memory."

Chinese Proverb

Pointers for success

Here's a sample of information you may want to include in your notes. What other things can you discover?

The specimen's name, if you know it.

Its location (along the edge of the wetland, in a field, underwater, emerging from water, floating on water's surface).

Its field marks (things that you notice first - colour, patterns, shape, etc.). These will be helpful in helping to identify it.

Structural adaptations, for example:

In animals: length of neck or legs, number of legs, type of body covering (exoskeleton, scales, fur, feathers), breathing structures like gills or lungs, examples of camouflage

In plants: type (moss, grass-like, forb, vine, shrub, tree), kind of leaves, presence of thorns or hairs, bark features, seeds, nuts, fruits, flowers

Behavioural adaptations that you can see or hear such as songs and calls; how they move and feed; displays - to attract a mate, protect their territory or young.

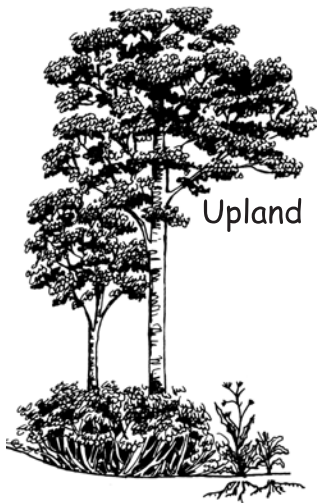


Looking at Wetland Plants

Plants can be fun to sketch and since they do not move you can practice your observation skills!

Some Things to Look for:

Where does it grow?



Upland



Shoreline, edge
or wet meadow



Emergent
(grow out of
shallow water)



Floating or
Submergent
(underwater)

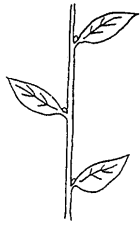
Is it a... (circle one)

tree? shrub? grass? fern? moss? forb/other?

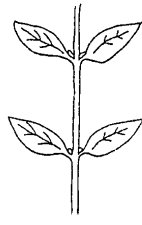
If it has flowers, seeds, nuts or berries - look at them closely. Draw all their parts. This will help you to identify them when you get back to school.

Leaves can tell you a lot too!

Where are the leaves attached to the stem?



Alternate



Opposite



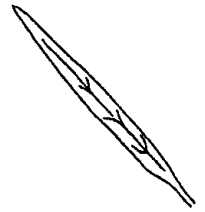
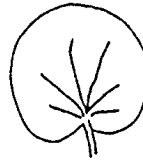
Whorled



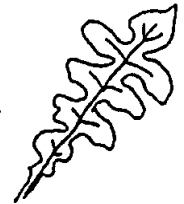
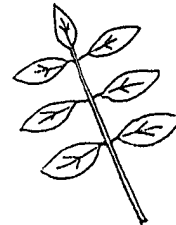
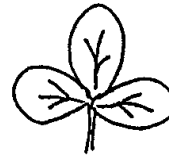
Basal

Are the leaves simple or divided?

Simple leaves



Divided (compound) leaves



Are the edges of the leaves smooth, toothed or lobed?



Smooth



Toothed



Lobed

Are the veins of the leaves parallel or branched?



Parallel



Branched



Sketches

Sketches

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