



Our Mission:

To cultivate awareness, understanding, and Stewardship of the Wenatchee River region by Developing an active corps of well-informed Community volunteers.

After completing the course, you will be able to...

Goal I: Foundational Knowledge

- ... describe the role geology plays in the Wenatchee River watershed.
- ... locate rivers, mountain ranges, and lakes within the Wenatchee River watershed.
- ... identify the basic organization and components of a plant and be able to describe characteristics of 8 or more plant families.
- ... identify the parts of an insect and the basic structure of several insect orders.
- ... understand basic anatomy, physiology, and topography of birds.
- ... describe the characteristics of native mammals, reptiles and amphibians.
- ... describe the components of shrub-steppe, montane, and riparian ecosystems.
- ... identify 100 common plant and animal species by name, including trees, shrubs, wildflowers, mammals, birds, reptiles, amphibians, and insects.

Goal II: Field ID Skills

- ... be comfortable using field guides and dichotomous keys to make identifications.
- ... identify conifers of the Eastside Cascade Mountains.
- ... identify common shrubs based on physical features.
- ... classify common wildflowers to the family level.
- ... identify common Washington birds by sight.
- ... identify common Washington mammals, reptiles, and amphibians by their physical features.
- ... identify common Washington insect orders.

Goal III: Field Journaling Skills

- ... maintain a record of observations in a field journal.
- ... use field sketching and note-taking to sharpen observation skills.

Goal III: Sense of Place Practices

- ... spend time in the close investigation of local field sites.
- ... volunteer with a local organization doing conservation work.
- ... connect the knowledge, skill, and experience gained to the local landscape.

Suggested orientation to prepare for the 12-week course

Heads up: you'll be using a [class website](#).

For each week of class, the focus topic can be found under TOPICS/RESOURCES. Each week's topic contains resources to supplement the in-class presentations and activities. Prior to each class, you will receive an email containing the syllabus' suggested pre-work options, with clickable internet links.

Instructor: [Susan Ballinger](#), M.A. Biology, M.S. Education.

Prior to our first class, review a few background resources included on the *Wenatchee Naturalist* website, [TOPICS/RESOURCES](#) Tab, specifically:

[Eastside Ecosystems Overview](#)

[Field Observation Skills](#)

Suggested note-taking method: You will be provided with a field journal at our first class

- I suggest taking all class and field notes directly into your journal (provided at class), creating a portable reference you'll have with you when you do your field observations.
- An option is to bring your laptop or tablet to class and follow along electronically.

Select a field site to visit weekly for 30+ minutes. Try to visit this site before week 2.

Prepare to briefly "introduce" your potential field site to others at our second class. [Visit the website](#) to see a detailed field site selection instructions

Supplies to bring weekly to use in class and in the field:

- Writing pen and pencil
- Drawing Pen: waterproof, fade proof, acid free, black, micro point (NOTE: pens will be sold at cost in class)
- Loaned hand lens
- Optional: colored pencils, watercolor pencils, watercolor paints. You will see examples at Class #1
- Digital camera, tablet, or smart phone

Logistics:

1. **How to find our classroom.** Click [here](#) for a campus map. The Mish-ee-Twie classroom number will be sent to you from Continuing Education.

2. **Food and drinks:** We will have a refreshments table in the hall with hot drinks and light snacks. Feel free to bring a sack dinner.

3. **Parking.** WVC parking lots are patrolled by camera and tickets are issued if you don't have a parking pass. Free parallel street parking is available on 9th Street. Free parking is in the National Guard Armory parking lot at corner of 5th and Ringold St. WVC has switched to **HONK**, a mobile parking permit system, instead of physical hanging permits. Drivers will need to scan a QR code that is available on parking lot signage and on the image below, create an account, input their license plate number, and purchase a permit. You can also visit the [HONK website](#) to purchase a permit. For senior discount on a quarterly parking pass, contact the Cashier in Wenatchi Hall for Promo Code. 509.682.6500 Location: Bldg. Wenatchi Hall, Floor 1 Hours Monday-Thursday: 8 a.m. 5 p.m., Friday 8 a.m. noon. In person, a senior can purchase a hard-copy parking pass. Information [here](#).

NOTE: If wildfire or smoke conditions force us to re-schedule a field trip, please keep Saturday Oct. 24 and Sunday Nov. 1 as emergency back-up dates.

Sept. 23, 2026 Week 1: Observation Techniques for Classroom & Field

Guest Biologist and Artist: Olivia Schilling

- 5:30-6:00 Students gather and complete paperwork; receive a blank journal & loaner box
- 6:00-6:20 Welcome and overview: Learn how to use a hand lens; Overview of Loaner box
- 6:20-7:05 Nature Journaling drawing workshop
- 7:05-7:15 Break. Voluntary carpooling organization
- 7:15-8:00 Field Journaling drawing workshop, continued
- 8:00-8:20 Logistics and organizing for Field Trip #1
- 8:20-8:30 Learn 10! Species 1-10* Practice outside of class using the website's [LEARN 10 TAB](#)

***Learn 10** - Each week, 10 images of native plants and animals will be shown in rapid progression as class members first write and then call out the species name. The website's [LEARN 10 TAB](#) contains all 100 focus species for the class. Additional ways to practice at home include using an on-line flashcard games at [Quizlet](#).

Field site journaling focus for the coming week: To start: Hand-draw a map of your site placing North at the top of your page. Record the elevation of lowest & highest point (use Google maps). Label each habitat type & all water bodies. Draw your walking route & label any points where you plan to stop to make observations. Record the distance traveled. Include structures & roads.

Each week & on field trips, plan to observe, draw, & describe several plants or animals, practicing methods introduced by Olivia Schilling.

Suggested Optional Reading prior to next class if you only have time to look at one item, do one of ✓

Review Wenatchee Naturalist website **TOPICS/RESOURCES** : [Deciduous Shrubs and Trees TAB](#) Including:

- ✓ **Blog posts by Susan Ballinger about [shrubby canyons as habitat](#)**
- ✓ **Susan's presentation [Common Native Deciduous Shrubs and Trees](#)**
- ✓ ***Gestures of Stone and Water: A Natural History of the Wenatchee Watershed*, by Tim McNulty. Pg. 31-36, [Images of the Watershed](#) (2002). (LOANED BOOK)**
- This locally produced video [Nature of North Central Washington](#) explores the natural systems and species that characterize the alpine, coniferous forest, shrub steppe and freshwater habitats of the north central region of Washington State. This video was locally produced in 2007 by Nancy Warner, for the Initiative for Rural Innovation and Stewardship (IRIS). Washington Wildlife by Woodland Park Zoo (61 pages). Use this as general background reading throughout the course. Montane habitats (Pg. 15-19) and Temperate Forest Habitats (pg. 27-28) (LOANED BOOKLET)
- *Cascade-Olympic Natural History: A Trailside Reference* (2nd edition, 1999), by Daniel Mathews. Read Chapter 1, Chapter 16, and Appendix "Five-Kingdom Taxonomy." (LOANED BOOK)
- *Field Guide: Plants of Southern Interior British Columbia and the Inland Northwest*, edited by Roberta Parish, Ray Coupe, and Dennis Lloyd (1996). Skim introduction, focus on habitat descriptions. (LOANED BOOK)

Sat. Sept. 26, 2026 Field Trip 1: White River riparian exploration

Logistics letter provided in class, via email, and on website

Guest scientist/artist field trip leader: **Olivia Schilling**

Featured organizations: CDLT conservation properties

Community Science Projects: Upper Basin Birders & eBird

Sept. 30, 2026 Week 2: Wenatchee Watershed and Native Shrubs

- 5:30-6:00 Students gather, settle in, and review resource table
- 6:00-6:10 Featured conservation organization
- 6:10-6:30: In small groups, introduce one-another and share your field site journal entry
- 6:30-7:00 Geography of the Wenatchee watershed – rotation lab activity
- 7:00-7:10 Break
- 7:10-8:15 Lab using fresh samples: Common Shrubs and Deciduous Trees
- 8:15-8:30 Learn 10* Species 11-20 Practice outside of class using the website's [LEARN 10 TAB](#)

Field site journaling focus for the coming week: Observe, draw, & describe 2-3 deciduous trees or shrubs. Include details of each shrub's habitat, oversize & shape & bark. Describe any evidence of disease or evidence of feeding by an animal.

Suggested Optional Reading prior to next class: If you only have time to look at one item, do one of ✓

Review Wenatchee Naturalist website **TOPICS/RESOURCES** : [Conifers](#)

- ✓ [Living \(Dangerously\) in an Era of Megafires](#) – Paul Hessberg. Ted Talk on YouTube
- ✓ Article by Susan Ballinger about Washington's two native larch trees, [Golden October](#).
- ✓ Article by Susan Ballinger about White-bark pine, [Take Action to Preserve Whitebark Pine](#).
- ✓ Narrative by Susan Ballinger, [Native Conifers of WA State- A summary of field identification traits](#)
- Cascade-Olympic Natural History: A Trailside Reference by Daniel Mathews. Skim Chapter 3 to see what a native conifer identification field guide is like. (LOANED BOOK)
- *How A Tree Grows*, USFS FS-32 an illustrated guide to tree structures & functions. (LOANED BOOKLET)
- [The Fireworks Encyclopedia](#) - 2-page Life History narratives species adaptations to fire-dependent habitats for 40 common plants and animals native to Western U.S. forests.
- 2-page Life History narrative describing species adaptations to fire-dependent habitats for 2 additional species common in the Wenatchee Watershed: [Antelope Bitterbrush Life History](#) and [Grand Fir Life History](#)

Oct. 7, 2026 Week 3: Conifers

- 5:30-6:00 Students gather and review resource table; journal-sharing with one-another
- 6:00-6:10 Featured conservation organization
- 6:10-6:15 Quick review of last week and overview of today's class
- 6:15-7:00 Eastside Cascade Conifers – Presentation Susan Ballinger.

- 7:00-8:20 Learn 10 conifers: a lab using cones, needles, bark, photos, field guides and a key, including journal techniques practice.
- 8:20-8:30 Learn 10! Species 1-20 Outside of class, practice using the website's [LEARN 10 TAB](#)

Your Field Site journaling focus for the coming week: Observe, draw, and describe 2-3 conifer trees. Include details of each tree's habitat, oversize & shape and bark. Describe any evidence of disease or evidence of feeding by an animal, or of injury from wildfire.

Suggested Reading prior to next class: If you only have time to look at one item, do one of ✓

Review Wenatchee Naturalist website **TOPICS/RESOURCES** : [Riparian, Wetland, and Aquatic Ecosystems](#)

- ✓ An article about the fun of exploring local river riparian habitats by Susan Ballinger, [Head to the River for Fun in the Mud!](#)
- ✓ [Wenatchee River Habitat Restoration Guide in English](#), and [in Spanish](#)

Loaner box suggested reading:

- ✓ ***At Home with Wetlands: A Landowners Guide* by WA Department of Ecology. An approachable and well-written overview of wetland types, values, and human issues. (LOANED BOOK)**
- ✓ Cascade-Olympic Natural History: A Trailside Reference by Daniel Mathews. Skim Chapter 3 to see what a native fish identification field guide is like. (LOANED BOOK)
- ✓ Learn about [Cascadia Conservation District's low-tech restoration work.](#)
- ✓ [Recommended reading list for salmon lovers of all ages](#), by Cascade Fisheries.
- ✓ [Pacific Lamprey Habitat and Restoration Guide](#) by Cascade Fisheries

Oct. 14, 2026 Week 4: Riparian & Aquatic Ecosystems

- 5:30-6:00 Students gather and review resource table; journal-sharing with one-another
- 6:00-6:10 Featured conservation organization
- 6:10-6:15 Quick review of last week and overview of today's class
- 6:15-7:00 Ecological tour of Stormy Preserve, our field trip destination
- 7:00-7:15 break and field trip carpool sign up
- 7:15-8:15 Lab exploring animal tracks & aquatic macroinvertebrates- preparation for the field trip.
- 8:15-8:30 Learn 10! Species 1-30 Outside of class, practice using the website's [LEARN 10 TAB](#)

Your Field Site journaling focus for the coming week: Observe, draw, and describe 2-3 deciduous trees or shrubs. Include details of each shrub's habitat, oversize & shape and bark. Describe any evidence of disease or evidence of feeding by an animal.

Sat. Oct. 17, 2026 Field Trip 2: Entiat River Riparian Exploration

Logistics letter provided in class, via email, and on website

Guest scientist leader: Jen Herdmann, Fisheries Biologist

Featured organizations: Columbia Breaks Fire Interpretive Center, Cascade Fisheries

Suggested Reading prior to next class: If you only have time to look at one item, do one of ✓

Review Wenatchee Naturalist website **TOPICS/RESOURCES** : [INSECTS](#): Terrestrial and Aquatic, including:

- ✓ [Insect Identification for the Casual Observer](#). A basic photo ID searchable database for over 200 species found in Washington.
- ✓ [U.S. Forest Service website about Pollinators](#). Many resources are featured on this site.
- ✓ [Xerces Society](#) Website. Explore Features, Programs, and Publications
- ✓ *Cascade-Olympic Natural History: A Trailside Reference* by Daniel Mathews. Skim Chapter 13 to see an example of what insect field identification guides are like. (LOANED BOOK)

Oct. 21, 2026 Week 5: Terrestrial Insects

Guest Entomologist, Dr. Kristina Baker, WSU Post-Doctoral Researcher

- 5:30-6:00 Students gather and review resource table; journal-sharing with one-another and Susan
- 6:00-6:10 Featured conservation organization
- 6:10-6:15 Quick review of last week and overview of today's class
- 6:15-7:00 Introduction to Shrub-steppe Insect Biodiversity PowerPoint by Kristina Baker
- 7:00-7:10 Break
- 7:10-8:20 Insect lab journaling activity. Discussion about current insect conservation issues with Kristina Baker
- 8:20-8:30 Learn 10! Species 1-40 Outside of class, practice using the website's [LEARN 10 TAB](#)

Your Field Site journaling focus for the coming week: For 1-3 insects, observe, draw, and record observed behavior, habitat, and population levels. Attempt to classify into an insect Order, using class notes. It is ok to take a collecting container to your site and to temporarily capture an insect in order to better observe it in the field, and then release it on site.

Suggested Reading prior to next class: If you only have time to look at one item, do one of ✓

Review Wenatchee Naturalist website **TOPICS/RESOURCES** : [Mammals](#)

- ✓ Article by Susan Ballinger, [Unlocking the Needs and Habits of Our Mule Deer](#).
- ✓ Article by Susan Ballinger, [Central Washington's Rebounding Pygmy Rabbits](#).
- ✓ Article by Kim Romain-Bondi about ground-dwelling rodents, reprinted with permission from *The Methow Naturalist: Digging Up the Dirt on Fossorial Mammals*.

Cascade-Olympic Natural History: A Trailside Reference by Daniel Mathews. Skim Chapter 8 to see what a native mammal identification field guide is like. (LOANED BOOK)

Cascade-Olympic Natural History: A Trailside Reference by Daniel Mathews. Skim Chpt. 2. (LOANED BOOK)

Oct. 28, 2026 Week 6: Mammals Meet in Wenatchi Hall, 3rd floor, room 2305

Guest Speaker, WDFW Wildlife Biologist

- 5:30-6:00 Students gather and review resource table; journal-sharing with one-another and Susan
NOTE: no food or drink allowed in the study skin lab.
- 6:00-6:05 Quick review of last week and overview of today's class
- 6:05-7:00 Introduction of Chelan County mammals. Explore 20 of the "Learn 10" mammals and create your own field guide notes by exploring the skulls, study skins, and illustrated lab guides. Guided questions provided.
- 7:00-7:15 Break
- 7:15-8:00 Overview of Mammals of Wenatchee Watershed
- 8:00-8:20 Continue Exploring 20 of the "Learn 10" mammals and create your own field guide notes by exploring the skulls, study skins, and illustrated lab guides. Guided questions provided.
- 8:20-8:30 Learn 10! Species 1-50 Outside of class, practice using the website's [LEARN 10 TAB](#)

Your field site journaling focus for the coming week: Seek out and describe signs of mammal presence. Can include evidence of herbivory or predation, tracks, scat, habitat for cover, or presence of food resources.

Suggested Reading prior to next class: If you only have time to look at one item, do one of ✓

Review Wenatchee Naturalist website **TOPICS/RESOURCES** : [Reptiles & Amphibians](#), including:

- ✓ **Article by Susan Ballinger, *August Field Notes: A Month of Reptile Sightings*.**
- ✓ [California Herps](#): *A Guide to the Amphibians & Reptiles of CA*: includes photo galleries, range maps, species account, & sound recordings <http://www.californiaherps.com/>
- ✓ [Washington Herp Atlas](#): includes photos, life history, habitat, status, threats, management concerns and distribution of all WA species. <http://www1.dnr.wa.gov/nhp/refdesk/herp/>

Loaner Box suggested readings:

- ✓ [Washington Wildlife](#) by Woodland Park Zoo, Amphibians & Reptiles (pg. 9, 19-20, 48-49). Use this as general background reading, providing a big picture overview. (LOANED BOOKLET)
- *Cascade-Olympic Natural History: A Trailside Reference* by Daniel Mathews. Skim Chapters 10-11 to see what a native reptiles and amphibian identification field guide is like. (LOANED BOOK)

Nov. 4, 2026 Week 7: Reptiles & Amphibians Meet in Wenatchi Hall, 3rd floor, room 2305

Guest Herpetologist, Toe Watkins

- 5:30-6:00 Students gather and review resource table; journal-sharing with one-another and Susan
- 6:00-6:10 Featured conservation organization: TBA
- 6:10-6:15 Quick review of last week and overview of today's class
- 6:15-7:05 Reptile and Amphibians of the Eastside Cascade Mountains: biodiversity and conservation concerns- guest speaker Toe Watkins
- 7:05-7:15 break

- 7:15-8:00 Using a key and field guides to identify reptiles & amphibians. Rotation stations set up with specimens, photos, field guides, a species list, and guiding questions. Will include 2-minute skills practice activity.
- 8:00-8:20 Small group sharing: personal field site visit reports
- 8:20-8:30 Learn 10! Species 1-70 Outside of class, practice using the website's [LEARN 10 TAB](#)

Your field site journaling focus for the coming week: Seek out and describe a potential habitat and possible food item for either a reptile or an amphibian.

Suggested Reading prior to next class: If you only have time to look at one item, do one of ✓

Review Wenatchee Naturalist website **TOPICS/RESOURCES:** [Geology](#) and [Shrub-steppe Ecosystems](#)

- ✓ [2-minute geology](http://hugefloods.com/2-Minute-Geology.html). <http://hugefloods.com/2-Minute-Geology.html> CWU geology professor, Nick Zinter, has created a 12-part series of in-the-field 2-minute geology videos. Start with the "Wenatchee Valley" and view them all!
- ✓
- ✓ Article by Susan Ballinger, [Shrub-steppe Plant Adaptations](#),
- ✓ Article by Susan Ballinger, [Wildfires Affect on Local Landscape](#).
- ✓ Article by Susan Ballinger, [In Appreciation of Sagebrush](#)
- ✓ Article by Susan Ballinger: *The Amazing Tale of [Sagebrush galls](#)*.

Loaner Box suggested reading:

- ✓ *Washington Watchable Wildflowers: A Columbia Basin Guide* by B.L.M. (pg. 5-14). (LOANED BOOK, also PDF on CLASS WEBSITE)
- ✓ [Observing the Methow's Shrub-steppe](#), by Dana Visilli. A 2-page summary table of key components of shrub-steppe habitats, with interesting examples.
- *Cascade-Olympic Natural History: A Trailside Reference* by Daniel Mathews. Skim Chapter 15 to see what a geology field guide is like. (LOANED BOOK)
- *Washington Wildlife* by Woodland Park Zoo, Steppe Habitats (pg. 3-8). Use this as general background reading, providing a big picture overview. (LOANED BOOKLET)
- *NOXIOUS WEEDS* booklet & *WEED INVASION!* USFS Newspaper (LOANED) Colorful introductions to our local noxious weeds

***Next Class is on Tuesday- College is closed on Wednesday
for Veteran's Day***

Nov. 10 , 2026 Week 8: Geology and Shrub-steppe This is Tuesday!**Guest Geologist: Andrew Yokel-Deliduka**

- 5:30-6:00 Students gather and review resource table; journal-sharing with one-another and Susan
- 6:00-6:10 Featured conservation organization
- 6:10-7:00 Overview of Geology of the Wenatchee Watershed presentation
- 7:00-7:10 Break
- 7:10-8:00 Introduction to shrub-steppe ecosystems presentation
- 8:00-8:20 Hands-on activity: Meet our common shrub-steppe shrubs using Herbarium sheets
- 8:20-8:30 Learn 10! Species 1-60 Outside of class, practice using the website's [LEARN 10 TAB](#)

Your Field Site journaling focus for the coming week: Draw a geologic feature visible at your site. Describe the soil texture, color, and depth. Describe three dominant plants at your site, and sketch their growth forms.

Sat. Nov. 14, 2026 Field Trip 3: Wenatchee River Valley exploration**Logistics letter provided in class, via email, and on website****Guest geologist field trip leader: Andrew Yokel-Deliduka****Featured Organizations:** Wenatchee River Institute, Ice Age Floods Institute, Cascade Fisheries**Community Science Projects:** CDLT ebird routes**Suggested Reading prior to next class:** If you only have time to look at one item, do one of ✓Review Wenatchee Naturalist website **TOPICS/RESOURCES** : [Wildflowers & Grasses](#)

- ✓ Articles by Susan Ballinger presenting wildflower identification tools, books and local learning resources, [Wildflower Identification](#) and [Wildflower Resources](#).
- ✓ A great easy-to-use approach to learning the key characteristics for 8 common wildflower plant families: mustard, mint, parsley, pea, lily, mallow, and aster. We'll use these playing cards in class [Learning to Identify Plants by Family](#) text and illustrations, or a 45-minute [video tutorial to the Patterns Method](#) with the *Botany in a Day* author Thomas Elpel (*INTERNET*)
- Cascade-Olympic Natural History: A Trailside Reference by Daniel Mathews. Skim Chapter 4 to see what a native wildflower identification field guide is like. (*LOANED BOOK*)
- A Botanical Primer: A Systematic Introduction to Vascular Plant Identification by Joseph Arnett. Read pages 2-12 and 21-23. (*LOANED BOOK*)
- Field Guide: *Plants of Southern Interior British Columbia and the Inland Northwest* , edited by Roberta Parish, Ray Coupe, and Dennis Lloyd (1996). (*LOANED BOOK*)
- A [Key to the Common Flowering Plant Families of the Methow](#) by Dana Visalli. (*CLASS WEBSITE*)

Nov. 18, 2026 Week 9: Wildflowers

Guest botanist, Chelan County Noxious Weed Control Board

- 5:30-6:00 Students gather and review resource table; journal-sharing with one-another and Susan
- 6:00-6:05 Quick review of last week and overview of today's class
- 6:05-6:25 Why care about weeds? Presentation
- 6:25-7:00 Introduction Lecture & Lab: Characteristics of a flower with dissections, common plant families and methods of species identification.
- 7:00-7:10 10-minute break
- 7:10-8:20 Lecture & Lab Exploring plant parts and features of 8 plant families, including 2-minute journal skills practice activity. We'll be using playing cards!
- 8:20-8:30 Learn 10! Species 1- 100 practice for final game next week using the website's [LEARN 10 TAB](#)

Your field site journaling focus for the coming week: Become a forensic botanist, looking for dead parts of wildflowers and grasses, and try and determine what plant it might be. Seek out evidence of long-lived perennials, currently dormant above ground, at your site.

Suggested Reading prior to next class: If you only have time to look at one item, do one of ✓

- Review Wenatchee Naturalist website **TOPICS/RESOURCES** : [Birds](#)
- Read an article by Susan Ballinger, [Wenatchee Valley's Wintering Anna's Hummingbirds](#).
- Read an article about backyard bird feeding by Susan Ballinger, [Show Some Love for Birds](#).
- *Pocket Guide to Sagebrush Birds (LOANED BOOKLET)* Read pages 2-6 for an overview of habitats
- *Birds of Yakima River Canyon*, Wenatchee Resource Area, BLM as an introduction to the diversity of birds found in the Wenatchee Watershed. (LOANED BOOK)
- View any of the Cornell Lab of Ornithology [Building Skills](#) tutorials at <http://www.birds.cornell.edu/Page.aspx?pid=1053> (INTERNET)
- Want to identify an unknown feather? Go to <http://www.fws.gov/lab/featheratlas/index.php>
- ✓ Watch an *Inside Birding* video at <https://www.allaboutbirds.org/inside-birding/> (INTERNET)

No Class during Thanksgiving Week!

Dec. 2, 2026 Week 10: Birds Part 1

- 5:30-6:00 Students gather and review resource table; journal-sharing with one-another and Susan
- 6:00-6:10 Featured conservation organization
- 6:10-6:15 Quick review of last week and overview of today's class
- 6:15-7:00 Combined lecture and activities- Introduction to Bird Identification
- 7:00-7:10 break
- 7:10-8:20 Rotation lab: Practice apply skills using field guides and life-sized model birds
- 8:20-8:30 Learn 10! Species 1-80 Outside of class, practice using the website's [LEARN 10 TAB](#)

Your field site journaling focus for the coming week: Observe and describe 1-3 birds using your field site. Describe the behavior, location, and physical features of each bird. Use a drawing technique to sketch one bird.

Suggested Reading prior to next class: If you only have time to look at one item, do one of ✓

Review Wenatchee Naturalist website **TOPICS/RESOURCES** : [Birds](#)

- ✓ **Read the Introduction in *Sibley's Field Guide to Western Birds* (LOANED BOOK)**
- ✓ **Download free from Apple and Android app store- [Merlin Bird ID app](http://merlin.allaboutbirds.org/) <http://merlin.allaboutbirds.org/>**
- *Washington Wildlife* by Woodland Park Zoo, Birds (pg. 10-11; 20, 34-35, 49-50). Use this as general background reading, providing a big picture overview. (LOANED BOOKLET)
- Watch an [Inside Birding](http://www.birds.cornell.edu/Page.aspx?pid=1270) video at <http://www.birds.cornell.edu/Page.aspx?pid=1270> (INTERNET)
- Ethics article: [The Proper Use of Playback in Birding](http://www.sibleyguides.com/2011/04/the-proper-use-of-playback-in-birding/) <http://www.sibleyguides.com/2011/04/the-proper-use-of-playback-in-birding/> (INTERNET WEBSITE)
- 11x17" poster: Sibley's Backyard Birds (LOANED POSTER)

Sat. Dec. 5. 2026 Half-day Field Trip 4: Winter birding along the Columbia River Guest

Featured Organizations: NCWAS, Wenatchee Row and Paddle Club

Community Science Projects: NCWAS Community Science Projects

Dec. 9, 2026 Week 11: Birds Part 2 Meet in Wenatchi Hall, 3rd floor, room 2305

- 5:30-6:00 Students gather and review resource table; journal-sharing with one-another
- 6:00-6:30 Grand finale Learn 10- All 100 species game with prizes
- 6:30-6:40 Featured conservation organization
- 6:40-7:00 Introduction to bird biology presentation
- 7:00-7:15 Break
- 7:15-8:10 Bird study skin rotation lab, focusing on our 20 "Learn 10" species, using specimens, notes, and handouts. Guiding questions at each lab station invite students to make measurements and take notes. At each station, pairs of study skins and an accompanying key ID tip sheet will guide student inquiry. Field Journaling Drawing Techniques applied practice during study skin rotation lab with guided field notes.
- 8:10-8:30 Organize next week's potluck and discuss presentations; plan to return loaner boxes!

Your Field Site journaling focus for the coming week: Quickly draw 1-3 birds, using the blind contour drawing technique. Take descriptive notes on body shape, color pattern, beak and head shape, behavior, and use of habitat elements.

Your Field Site journaling focus for the coming week: Prepare your presentation!

Dec. 11, 2026 Week 12: Next steps: Being a Wenatchee Naturalist

- 5:30-6:00 Return checked-out materials and complete course evaluations.
- 6:00-6:10 Set-up potluck and field journal display.
- 6:10-6:40 Potluck Dinner and journal viewing.
- 6:40-8:30 Student presentations. Learn about future opportunities for Wenatchee Naturalists

Each week and at field trips, representatives of local conservation organizations will give a 10-minute introductory presentation. Organizations introduced will likely include:

- Wenatchee Valley College Foundation, [Wenatchee Valley College Foundation](https://www.wenatcheevalleycollegefoundation.org/)
- Chelan Douglas Land Trust <https://www.cdlandtrust.org/>
- Wenatchee River Institute <https://wenatcheeriverinstitute.org/>
- North Central WA Audubon Society <http://www.ncwaudubon.org/>
- Columbia Breaks Fire Interpretive Center <http://www.columbiabreakswildfire.com/>
- Cascade Columbia Fisheries Enhancement Group <https://www.ccfeg.org/>
- Xerces Society for Insect Conservation <https://www.xerces.org/>
- Washington Dept. of Fish and Wildlife: <https://wdfw.wa.gov/>
- Wenatchee Outdoors <https://wenatcheeoutdoors.org/>
- Erratics Chapter, Ice Age Floods Institute <https://iafi.org/>
- Wenatchee Valley Chapter Washington Native Plant Society <https://www.wnps.org/>
- Cascadia Conservation District <http://cascadiacd.org/>
- Wenatchee Valley Museum <https://www.wenatcheevalleymuseum.org/>
- Cornell Lab of Ornithology eBird, Merlin Bird ID, All About Birds, <https://www.allaboutbirds.org/news/>
- Chelan County Noxious Weed Board <https://www.co.chelan.wa.us/noxious-weed>
- Washington Council of Trout Unlimited <https://www.washingtontu.org/home>
- Sustainable Wenatchee <https://www.sustainablencw.org/>
- Wenatchee Row and Paddle Club <https://www.wenatcheerowpaddleclub.org/>
- Wenatchee Valley Flyfishers <https://wenatcheevalleyflyfishers.com/>