

## Bird Watcher Girl Scout Junior Badge



Do 6 of the 9 activities listed to complete this Girl Scout Junior Badge

### 1) Identification

Birds have lots of colors and markings on their bodies to help identify them. The shape of their body, tail, wings, and beak is also useful for telling them apart. Learn which parts of birds' bodies are commonly used for identification and learn to identify at least 8 different species of birds using these special features.

### 2) Bird Calls

Birds use songs or calls to communicate. A single species might make many different calls. Some songs are made only by males, some by females, some by both. Bird calls are also good ways to identify birds. Using a bird call cd, tape, or other means, listen to bird calls. Which ones seem similar to other birds? Which ones are easy to recognize? Learn to identify at least 5 different birds by their calls.

### 3) Adaptations

All plants and animals have special features on their bodies that help them survive. These features are called adaptations. Birds have many special adaptations to help them survive in the ecosystem where they live. Beaks, feet, wings, tails, and body shape are the main adaptations birds have that are tailored to help them live in their specific habitats. Play a game or do an activity to show how birds' specialized body parts help them survive. \*\*See Bird Watcher Booklet for ideas!

### 4) Migration

Almost all birds migrate from one area to another as seasons change. Some birds only migrate short distances between their summer home and their winter home. Others travel hundreds or thousands of miles, crossing more than one continent to reach their seasonal habitat. Learn about dangers birds face during their migrations. It may help to pick a specific type of bird and find out where it migrates. Use a bird field guide, the internet, or a bird expert to help you.

## **5) Bird Watching**

Bird watching is becoming a very popular sport. Go on a birding hike. Bring binoculars or a spotting scope and learn how to properly use them before you go. Bring a bird field guide or some other kind of bird identification book to help you. You may want to visit a store where they sell these items to learn what is available and how to use it.

## **6) Bird Art**

Birds are important in many cultures throughout the world. They can be found in everything from art of ancient civilizations to national symbols in modern countries. Use a form of art to show that birds are important to you. You could draw or paint a picture, create a work in clay, clothing, or even write a story or poem. Be creative and display your work.

## **7) Habitat Improvement**

Many birds are losing their habitats. They are having a hard time finding food, water or shelter suitable for them to live in. Lots of factors contribute to this problem. Think of things both natural and human-caused that affect bird habitat. Do a service project to help improve bird habitat. You might put up bird houses or create your own backyard bird habitat by adding a bird bath, and bird feeders. Or, help improve natural bird habitat by planting trees or shrubs to give birds shelter. Or, plant flowers and trees that might provide seeds, nuts, or berries for birds to eat.

## **8) Birding Careers**

If you like birds, you might want to have a career working with birds. Ornithologists are scientists who study birds out in the field. They use techniques like capturing and banding birds to help keep track of bird population. Wildlife rehabilitators work with injured wild birds to nurse them back to health and release them into the wild. Zoos and aviaries also have staff who work directly with birds. Contact someone who works with birds and find out what their job is like. If possible, visit them at their place of work to see them in action.

## **9) Bird Count**

Many ornithologists rely on help from the public to gather information about bird populations. There are many opportunities to help ornithologists both locally and nationally by participating in a bird count. Participate in a bird counting event and report your findings to the event organizers.

To order badges and patches from Badgerland Council Contact the Madison Girl Scout  
Center Trefoil Shop at 608.237.1173.



## Girl Scouts of Wisconsin – Badgerland Council Bird Watcher Girl Scout Junior Badge Booklet

Information and activities to help Girl Scout Junior troops complete the  
**Bird Watcher Junior Badge**

The following information and activities are designed to give troop leaders and other adults the information they need to help the girls complete the requirements for Black Hawk Council's Junior Girl Scout Bird Watcher Badge. Each section corresponds to the badge requirement.

Do 6 activities to complete this Junior Girl Scout Badge

### 1) Identification

*Birds have lots of colors and markings on their bodies to help identify them. The shape of their body, tail, wings, and beak is also useful for telling them apart. Learn which parts of birds' bodies are commonly used for identification and learn to identify at least 8 different species of birds using these special features.*

**Here are several different activities to help girls identify birds:**

#### **Body shape and size**

Body shape and size can be very important in identifying birds both in flight and perching. Look at the attached bird silhouette poster. Compare the size and shape of their body, tail, wings, feet, and beaks. Look for special shapes like crests on heads, long tails, pointed or round wings, or the number of toes on their feet to help identify them. Try to guess the identity of some of the birds in the poster. Pick a few birds in the poster that have unique features and learn their name and how you will remember what they look like.

#### **Coloration and body markings**

In the following activities, look for these colors and markings:

- Bright colors on their bodies especially on their breast, head, tail or rump
- Eye rings - does the bird have a light or dark circle around its eye?
- Eye colors – most birds have dark eyes, but some have colored eyes such as red or yellow.
- Wing bars – light or dark stripes on their Wings
- Any other distinctive markings you notice

Pass out pictures of birds that live in your area. Have the girls look for the identifiable markings noted above. Show pictures of similar female birds and do the same. Use Audubon stuffed bird toys (available in Black Hawk Council's "Birding Trunk") to match them to the pictures of the birds they've been looking at based on the distinctive colorations and markings. Now identify the stuffed birds using field guides or the Internet or someone in the group who knows what they are. Have the girls learn the names of some of the birds and their markings.

Introduce the "Using Binoculars" section (under the "Bird Watching" requirement further down in this booklet) and allow the girls to practice before doing this activity. Hang pictures of birds on

trees and plants in the woods so you can see them all from one location – about 10-30 meters away. Have the girls look at the bird photos through binoculars. Have them identify the birds using a field guide or the stuffed toys. Be sure to emphasize the special features they should be looking for.

## 2) Bird Calls

*Birds use songs or calls to communicate. A single species might make many different calls. Some songs are made only by males, some by females, and some by both. Bird calls are also good ways to identify birds. Using a bird call cd, tape, or other means, listen to bird calls. Which ones seem similar to other birds? Which ones are easy to recognize? Learn to identify at least 5 different birds by their calls.*

### Stuffed toy bird activity

Split the girls into groups of 2-4. Give each group two or three stuffed birds. Be sure the girls know the names of the birds you give them. Have the girls listen to the calls of the birds and try to learn them. Then collect all the birds and have everyone sit in a circle. One by one introduce the stuffed bird and play its call. Have the girls talk about the different sounds each makes and try to imitate the call. Once you've gone over all the birds and reviewed them, blindfold the girls and have them identify each bird by sound. You can make it a game by choosing teams and keeping points for correct ID.

Another variation would be to give each girl her own stuffed bird and give her a few minutes to learn its sound. Then blindfold all the girls and play the bird calls one by one. When the girls hear the call from their bird, they identify it. At the end, each girl should have her original bird back.

You can do similar ideas with bird whistles or a bird call cd. Blindfolding the girls helps them concentrate on the sound. Having them attempt to make the sound or vocalize (using words) what they think the call sounds like is one of the best ways to help them memorize the call.

## 3) Adaptations

*All plants and animals have special features on their bodies that help them survive. These features are called adaptations. Birds have many special adaptations to help them survive in the ecosystem where they live. Beaks, feet, wings, tails, and body shape are the main adaptations birds have that are tailored to help them live in their specific habitats. Play a game or do an activity to show how birds' specialized body parts help them survive.*

Start by having a discussion about adaptations. There are two kinds:

**Structural adaptations** are features on their bodies that help them survive such as feet, wings, beaks, body shape, color of feathers, etc.

**Behavioral adaptations** are things birds do that help them to survive such as migrate, defend their territory from other birds, or pretend to be injured to draw predators away from their young.

Pass out pictures of birds and ask the girls to list adaptations the birds have, noting differences in each type of adaptations. (how many differently shaped beaks or feet do they see in the photos??) Make sure the girls understand WHY they are different? (because birds eat different foods, make different types of nests and live in very different climates so they are "adapted" with special body parts to help them catch their food, build their nests and anything else they must do to survive!)

After the discussion, Try one of these activities:

### Bird Beak Bonanza

Explain that they are going to play a game where they use special “bird beaks” to collect different types of food. \*You’ll want to set the game up ahead of time. (Equipment for this activity is available in the birding trunk available for check out at the Girl Scout Center in Madison.)

Setting up the game: You’ll need 4 separate “habitat” stations. At the Marsh Stations you’ll need a dish pan filled with water. Put about 200 drinking straws cut up into inch-long pieces. This represents a plant called duckweed that floats in many shallow marshes and swamps. The second station is the Pond. Fill a 5 gallon bucket about 2/3 full of water. Put poker chips at the bottom of the bucket. They represent fish in the pond. The Field Station should be a pie plate (or 2) filled with dried navy beans. Add leaves or pine needles on top of the beans to make them harder to find. These represent seeds. The fourth station is a Forest. It is a stump with several one-inch diameter wholes drilled in it. Fill each hole with rice to represent insects living in the tree.

Each of the girls will get one of four different tools to represent a bird beak; “Tweezer Beaks” (tweezers), “Plier Beaks” (pliers), “strainer beaks” (use scissor-style cooking tongs w/ a 2 inch length of window screen wrapped around the tong closures to make strainers) and “long tongs beaks” (long grilling tongs about 1 ft in length). Explain to them that they will rotate through each station and have 60 seconds to use their beaks to “eat” as much food in that ecosystem as possible. After each 60 second period, the girls will count how much food they collected at that station before bringing their beak along to the next station. Record the amount then have the girls rotate to the next station. After traveling to all 4 stations, have the girls analyze the data to determine which “beak” is best adapted for each environment. Then have the girls look at the bird pictures again to determine the type of bird has a beak similar to the one their tool represents.

Explain each habitat station and what must be done to “eat” the food.

**FIELD** – crush the beans – each individual must count how many they crush then add their numbers together after their 60 second round. They can only count it if they crush it!

**MARSH** – pick out the straws and place them in a pie plate

**POND** – pick up the chips without getting hands wet \*\*fill the bucket full enough so that only the long tongs beak can reach the bottom of the bucket! Encourage the other beaks to find alternative ways to get the food. Some will come up with good ideas like stirring the water until the chips rise off the bottom then grabbing them.

**FOREST** – pick the insects out of the tree and place in a pie plate. Do not count the ones that fall on the ground.

Do not let the girls touch the Habitat Containers. Some will try to shake the containers to aid in getting food. Many will be able to guess which habitat they belong in long before the results are final. Don’t encourage them to figure it out ahead of time but remind them that they are attempting to find their correct habitat for their beak. It is not a competition to see who can get the most food in each habitat!



Record their findings on a chart and compare. The beak with the most food in each will not always be the bird best suited for the habitat but they will be able to draw the correct conclusions as long as no one cheated.

Amount of food Eaten in each	Marsh	Pond	Field	Forest
Tweezer Beak				
Plier Beak				
Strainer Beak				
Long Tongs Beak				

The beaks represent the following birds:

Tweezers = woodpecker or small songbird such as a chickadee

Pliers = seed eating bird such as a pheasant, turkey or songbird with a strong bill like cardinals

Strainer = duck or goose –plant eaters that strain food through their beaks. Water comes out the holes we think of as nostrils.

Long tongs = heron or crane – fish eating bird with a long beak

### Create a Critter

Pass out paper and crayons/markers to all the girls. Tell them they are going to create an imaginary bird adapted to a special environment. They can either work alone or in small groups. They must give it special features to help it live and eat in its environment. Then assign each girl or group of girls a special environment and food for their bird. You can give each girl her own habitat for her bird or have them all have the same habitat and eat the same thing. The crazier the environment, the more the girls will use their imaginations. (examples: lives in the tropical water and eats mud, lives in Arctic Ocean and eats ice, lives in a marsh & eats mosquitoes) Have them think about the special features it has that help it survive - Is it camouflaged? What kind of beak does it have? How does it breathe? How does it get around – walks, swims, flies? You may want to do an example with the whole group to help them get creative. Once they finished have them show their pictures and explain them.

### Nature Scope: Birds, Birds, Birds activities

Check out activities 1-4 in the Birds, Birds, Birds, Nature Scope book from the National Wildlife Federation’s Ranger Rick collection. This book is included in the Birding trunk or is available for check out in the Jill Simon Library at the Girl Scout Center. These activities are fun, engaging, and very simple to run with all the information you need neatly laid out and ready to go!

## 4) Migration

*Almost all birds migrate from one area to another as seasons change. Some birds only migrate short distances between their summer home and their winter home. Others travel hundreds or thousands of miles, crossing more than one continent to reach their seasonal habitat. Learn about dangers birds face during their migrations. It may help to pick a specific type of bird and find out where it migrates. Use a bird field guide, the internet, or a bird expert to help you.*

Most field guides show migration routes of birds. Bird field guides can be checked out of the Library at the Girl Scout Center in Madison or are found in the birding trunk also available for check out. Or check out [www.birds.cornell.edu](http://www.birds.cornell.edu) for migration routes of North American birds. Have each girl pick a bird and look up its migration route. Have the girls make a large map and put their bird’s migration route on the map.

Here are a few great games the girls can play to help them get a better understanding of the hazards of migration.

#### “Migration Headache”

This is an active game from DNR’s Project WILD where girls learn the dangers and difficulties facing birds as they simulate a migration. It’s a really fun way to help the girls get a true understanding of the perils of migration. A copy of the activity is available in the Birding Trunk or you can attend a

Project WILD workshop to get the entire curriculum. To find out about workshops in your area contact the DNR Education Department.

#### “Finding a Place to Live”

This is an activity from Nature Scope: Birds, Birds, Birds book from the National Wildlife Federation’s Ranger Rick collection. This book is included in the Birding trunk or is available for check out in the Jill Simon Library at the Girl Scout Center. This section has fun, hands-on activities dealing with migration.

### 5) Bird Watching

*Bird watching is becoming a very popular sport. Go on a birding hike. Bring binoculars or a spotting scope and learn how to properly use them before you go. Bring a bird field guide or some other kind of bird identification book to help you. You may want to visit a store where they sell these items to learn what is available and how to use it.*

Bird watching is a difficult activity to do in large groups. It is best to go somewhere that has lots of trails and bring enough adults so you can break the girls and adults into groups of only 3-6 people. This will help reduce the noise and allow the girls to view more birds. It will be much more successful if you can find some volunteers who are experienced birders to take the girls on a hike since they will be far better at spotting the birds even in a larger, noisier group. If you don’t know any birding enthusiasts, try contacting your local Audubon society or even a nature center or birding store to find volunteers who can help the girls.

Before going bird watching, it’s a good idea to have the girls practice using binoculars so they can easily use them in the field when birds are moving around. Use the following directions to teach the girls how to use their binoculars properly then try some of the activities listed below:

- 1) Put the binoculars around your neck and adjust the eye width to match your own.
- 2) Take them away from your face.
- 3) Locate the object you want to view.\*
- 4) While looking at the object, bring the binoculars up to your eyes.
- 5) Adjust the focus until the object in the binoculars is clear.

\* The idea is to look at the object and bring the binoculars up to view the object, not to put the binoculars up to your face and then search for an object.

You’ll need to reemphasize the concept of spotting the object first, then bringing the binoculars up to their eyes to see it instead of searching an area with binoculars already up to their faces. It just seems unnatural to do it this way, but it is virtually impossible to spot smaller objects such as birds without sighting them first.

Split the girls into two groups and give binoculars to one group and pieces of paper with large letters of the alphabet to the other. Have the girls stand in two rows about 15 – 20 yards apart so each girl with some letters stands 15 yards away from a girl with binoculars. If it is too easy to see the letters from this distance, have the girls stand further apart. Each girl should hold up a letter and the girl using binoculars should identify the letter by looking through her binoculars. To practice adjusting the focus, have the person holding the letters get closer or move further away or use pictures of letters of different sizes.

Do the activity listed under the “Identification” requirement labeled - Coloration and body markings where the girls look for bird pictures you hang in the woods using their binoculars.

Another fun way to practice their bird watching skills is to take the stuffed bird toys or pictures of birds and hide them in trees and on the ground in the woods along a hiking path. Take the girls

down the path, but don't tell them about the birds you've hidden. The girls will be surprised by the stuffed toys and will still get to work on their bird identification and practice with the binoculars if they don't see any live birds on their hike.

Don't forget to also listen for bird calls during their bird watching excursion. They will probably hear more birds than they will see on their hike. See if they can still identify the birds they learned in the "Bird Calls" section.

## 6) Bird Art

*Birds are important in many cultures throughout the world. They can be found in everything from art of ancient civilizations to national symbols in modern countries. Use a form of art to show that birds are important to you. You could draw or paint a picture, create a work in clay, clothing, or even write a story or poem. Be creative and display your work.*

Possibilities for projects are endless. There are some great opportunities for the girls to really make a nice display with their projects but simple, individual artwork is fine too. Here are some ideas of ways to turn the girls' artwork into more meaningful projects.

- The girls could write a story about a bird and illustrate it. Then share it with another group at an event or hold a book reading at their local library,
- They could create a display about some kind of bird or group of birds whose populations are declining including educational information about why the birds are imperiled along with their own artwork of the bird.
- Each girl in the troop can choose a threatened or endangered bird to create a work of art along with a short description of the bird's plight and then display their work together for the public.
- The girls could write poetry about birds and then create a drawing or painting to go with their poem to display.

Some art project ideas can also be found at the following websites:

<http://familycrafts.about.com/od/birdprojects/>

## 7) Habitat Improvement

Many birds are losing their habitats. They are having a hard time finding food, water or shelter suitable for them to live in. Lots of factors contribute to this problem. Think of things both natural and human-caused that affect bird habitat. Do a service project to help improve bird habitat. You might put up bird houses or create your own backyard bird habitat by adding a bird bath, and bird feeders. Or, help improve natural bird habitat by planting trees or shrubs to give birds shelter. Or, plant flowers and trees that might provide seeds, nuts, or berries for birds to eat.

To help the girls gain a better understanding of habitat loss and how animals become threatened, endangered and extinct, do the "Rare Scare" activity from Nature Scope: Endangered Species Wild and Rare which can be found in the Birding Trunk or in the Jill Simon Library at the Black Hawk Council Girl Scout Center.

There are lots of options for habitat enhancement projects. Many organizations in your local community would love to have girls do a service project. Here are some project ideas followed by a list of organizations you can contact in Black Hawk Council who would love to have your girls help with a service project.

- Donate bird seed. Badgerland Council would greatly appreciate your seed donation to keep our feeders full at Brandenburg, Echo Valley, Camp Oakwood Knoll, Ehawee, Camp Black Hawk, or Stetler. Simply drop off seed at the Girl Scout Center nearest to you or any of our properties. Many nursing homes and parks also need birdseed to keep their feeders full.

- Make suet feeders or peanut butter pinecone feeders and hang them at one of Badgerland Council's properties or a nursing home or park or other outdoor facility. A suet recipe is attached at the end of this booklet.
- Make bird houses or bird feeders, particularly bluebird boxes, to put up at a park or other natural area.
- Create brush piles in the woods to provide woodland birds with natural shelter and safe hiding from predators. Badgerland Council encourages this at our properties and many parks would also be amenable.
- Plant a wildflower garden or some kind of fruiting tree or shrub. Many nursing homes would love to have girls work on creating an area to attract birds. Many other organizations would be happy to work with your troop on this kind of project as well.

For other project ideas or for a place to do your project contact:

Governor Nelson State Park is located in Waunakee. Contact the Park Superintendent at 608-831-3005.

City of Middleton Parks Department loves to work with troops! Contact Penni Klein, Public Lands Manager, at 608-827-1044.

The Nature Conservancy has land all over our council, especially in the Baraboo area. Contact Katie King for areas close to you at 608-251-8140.

The Ice Age Trail has locations in several parts of Black Hawk Council. Contact Don Ferber at 608-222-9376 for specific locations.

The UW-Madison Arboretum is located in Madison. Call 608-263-7888 for more information.

The International Crane Foundation in Baraboo also has project options. Call 608.356.9462, extension 142 or email [jgarland@savingcranes.org](mailto:jgarland@savingcranes.org).

## Suet Feeders

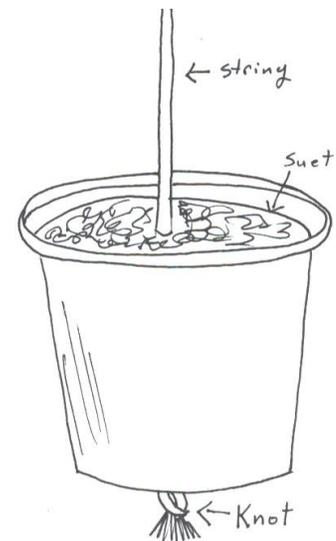
One batch will fill five 8oz cups

1 cup lard (Crisco works okay)  
1 cup crunchy peanut butter

2 cups birdseed or Quaker oats  
2 cups cornmeal  
1 cup flour  
½ cup sugar

Melt lard and peanut butter together  
Mix dry ingredients and add melted peanut butter/lard mixture and stir.

You can also add things like dried fruits such as cranberries and cherries or unsalted nuts



Explain the process to the girls then split them into groups of 5 or 6. Give each group their own large bowl to mix their own batch of suet.

Melt the lard and peanut butter together on a low setting so as not to burn the peanut butter. Each small group will need a recipe and can mix the dry ingredients in their large bowl. When they are done, come around and add the melted lard/peanut butter mixture. (Don't heat it too much and have all the girls stand back so it doesn't burn anyone.) Have the girls stir it all together then give each girl a paper cup. Have the adults help poke a tiny hole in the bottom with a pencil or scissors then put a string through the hole and tie a big knot so the string stays in the cup like a candle wick. Have each girl spoon the suet mixture into the cup and pack it tightly around the wick. Fill the cup and have the girls put their name on it. (They can also squish the suet mixture around the string, forming a ball rather than using the cups.) Put the suet in the freezer overnight. The next day they can peel off the paper cup and tie the suet to a tree branch for the birds.

\*\*Don't let the girls carry the feeders by the strings or they will probably pull out of the cups. Once they have been frozen, they can be hung by the strings but not before.

## 8) Birding Careers

*If you like birds, you might want to have a career working with birds. Ornithologists are scientists who study birds out in the field. They use techniques like capturing and banding birds to help keep track of bird population. Wildlife rehabilitators work with injured wild birds to nurse them back to health and release them into the wild. Zoos and aviaries also have staff who work directly with birds. Contact someone who works with birds and find out what their job is like. If possible, visit them at their place of work to see them in action.*

Here's a few contact ideas for south-central Wisconsin:

- The Wisconsin DNR has lots of field biologist and avian researches on staff. Contact their office for a list of people in these fields in your area. Go to [www.dnr.state.wi.us/org/caer/cs/ServiceCenter/SSbyRegion.html](http://www.dnr.state.wi.us/org/caer/cs/ServiceCenter/SSbyRegion.html)
- US Fish and Wildlife Service also has avian biologists. Contact the regional office in Madison at 608-221-1206 to find a staff member in your area who is willing to work with your girls.
- Audubon Society helps conduct research and frequently does bird banding and other monitoring projects girls could help with. Call 608-255-2473 or email [masoffice@mailbag.com](mailto:masoffice@mailbag.com).
- A wildlife rehabilitator who works with injured birds would be a fascinating perspective for the girls. For a list of rehabbers in your area contact the DNR at 608-266-8204.
- For a look at careers working with birds in zoos try Henry Vilas Zoo in Madison at 608-266-4732.
- The International Crane Foundation both works with cranes directly, and can provide perspective on working to protect and increase imperiled bird populations. Contact their Education Department at 608.356.9462, extension 142 or [jgarland@savingcranes.org](mailto:jgarland@savingcranes.org).
- The Wisconsin Bird Conservation Initiative could also provide a great perspective on working for the protection of birds and their habitat. For contact information check out their website at [www.wisconsinbirds.org](http://www.wisconsinbirds.org).

## 9) Bird Count

*Many ornithologists rely on help from the public to gather information about bird populations. There are many opportunities to help ornithologists both locally and nationally by participating in a bird count. Participate in a bird counting event and report your findings to the event organizers.*

Try some of these sources for bird counts in your area. If you can't participate in a bird count, participation in some kind of bird study would also be acceptable. A fun project for the girls would be to help with bird banding. In Dane County, contact Madison Audubon Society for banding projects in the area at [masoffice@mailbag.com](mailto:masoffice@mailbag.com).

Wisconsin Bird Conservation Initiative <http://www.wisconsinbirds.org/>

Annual Midwest Crane Count is sponsored by the International Crane Foundation and usually takes place in April. For more details go to [www.savingcranes.org](http://www.savingcranes.org) and search their site or contact their education department at - 608.356.9462, extension 142 or [jgarland@savingcranes.org](mailto:jgarland@savingcranes.org).

The Christmas Bird Count takes place every year from about December 15 to January 7. It's been going on for over 100 years and the information the girls collect is used in scientific studies across the nation. It's a great way for girls to truly feel like their actions matter since they enter the info on line and it becomes part of a scientific study. For details on the study and how to participate in the count go to <http://www.audubon.org/bird/cbc/>.

The Great Backyard Bird Count takes place in February and is sponsored by The Cornell University Ornithology lab in New York. For more information go to [www.birds.cornell.edu](http://www.birds.cornell.edu) and search their site for "Great Backyard Bird Count" for the most updated information.

For more bird count opportunities, search the internet.

# Roadside Silhouettes

- 1 MOURNING DOVE
- 2 HOUSE SPARROW
- 3 GRACKLE
- 4 STARLING
- 5 COWBIRD
- 6 RED-WINGED BLACKBIRD
- 7 KINGFISHER
- 8 BLUE JAY
- 9 MOCKINGBIRD
- 10 SONG SPARROW
- 11 SHRIKE
- 12 FLICKER
- 13 BLUEBIRD
- 14 NIGHTHAWK
- 15 ROBIN
- 16 KILLDEER
- 17 PHEASANT
- 18 PURPLE MARTIN
- 19 BARN SWALLOW
- 20 CLIFF SWALLOW
- 21 KESTREL
- 22 CARDINAL
- 23 MEADOWLARK
- 24 KINGBIRD
- 25 HORNED LARK
- 26 PHOEBE
- 27 BOBWHITE
- 28 CROW

