

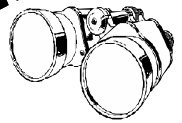
Visit the "Scouting with Mr. R." web site at
www.relia.net/~thedane/scouting.html



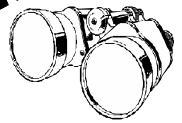
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**BIRD STUDY
PASSPORT**



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BIRDS & ENVIRONMENT (1)

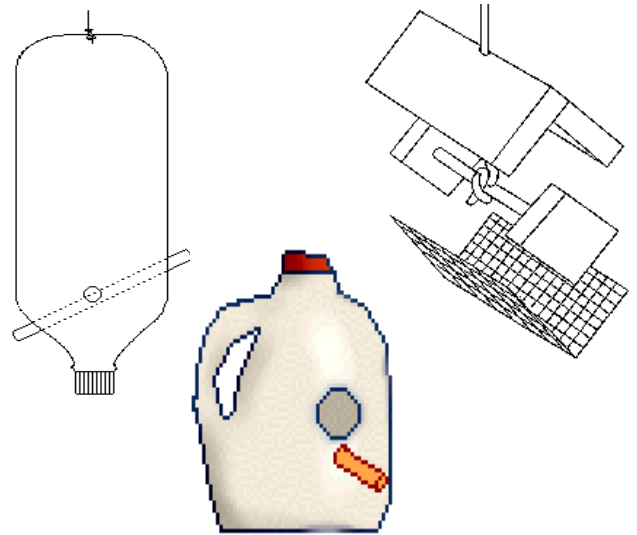
Explain the need for bird study:

Why are birds are useful indicators of the quality of the environment? _____

BIRDS & ENVIRONMENT (1)

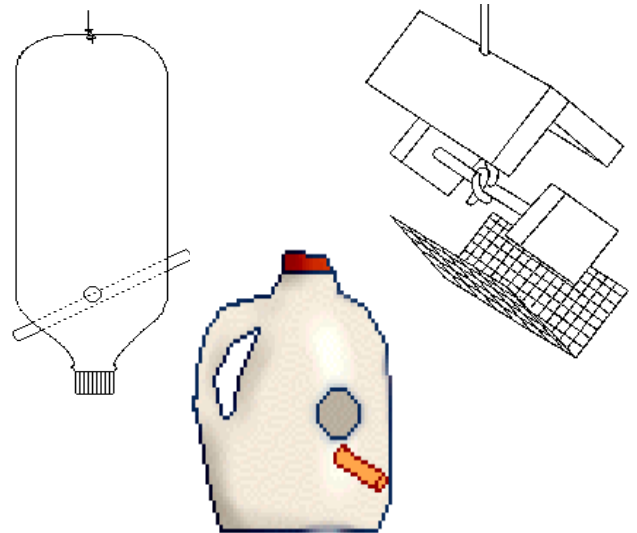
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Why are birds are useful indicators of the quality of the environment. _____



Many online plans are available for free for bird houses, bird feeders, and bird baths. Try these sites:

- <http://www.choosefreedom.com/freedownload/bh15.pdf>
- <http://home.indy.net/~rlafara/bobstuff/feeder.htm>
- <http://www.npwrc.usgs.gov/resource/tools/ndblinds/milkcart.htm>
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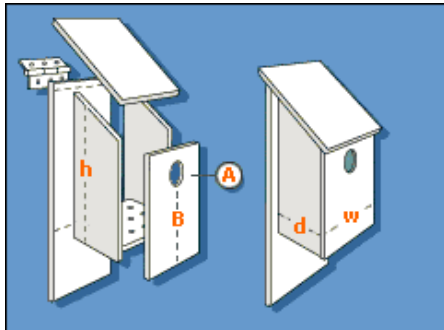
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BIRD PROJECT (8)

- ☐ a. Build a bird feeder and put it in an appropriate place in your yard or another location.
- OR-
- ☐ b. Build a birdbath and put it in an appropriate place.

What birds do you hope to attract? _____

Why? _____



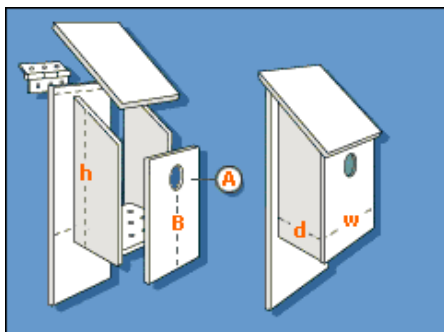
● http://www.enature.com/birding/content/fh_houses.asp

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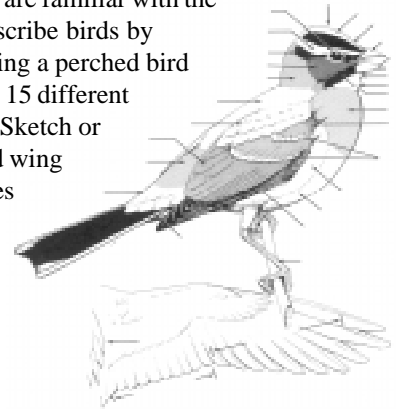
Why? _____



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TERMS (2)

☐ Show that you are familiar with the terms used to describe birds by sketching or tracing a perched bird and then labeling 15 different parts of the bird. Sketch or trace an extended wing and label six types of wing feathers.

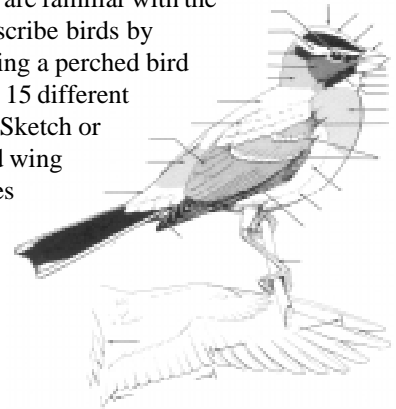


(This drawing may be found in the Peterson Field Guide to Western Birds)

- | | | |
|----------------|-----------------|---------------------|
| crown | side | undertail coverts |
| eye ring | belly | outer tail feathers |
| forehead | tarsus | scapulars |
| upper mandible | rump | fore edge of wing |
| lower mandible | back | rear edge of wing |
| chin | nape (collar) | wrist |
| throat | auricular (ear) | axillars |
| mustache | wing bars | underwing linings |
| breast | primaries | |
| shoulder | secondaries | |

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BINOCULARS (3)

□ Demonstrate that you know how to properly use and care for binoculars.

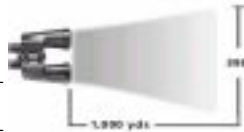
a. What do the specification numbers on binoculars mean? (Let's look at a pair of 7x35 for an example):

magnification power _____

objective lens size _____

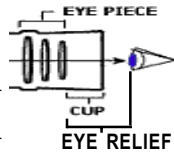
light transmission _____

angle of view _____



multi-coatings _____

eye relief _____



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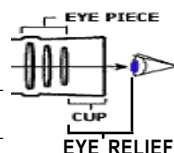
light transmission _____

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FIELD TRIP (7)

□ a. Go on a field trip with a local club or with others who are knowledgeable about birds in your area.

1) Keep a list or fill out a checklist of all the birds your group observed during the field trip.

BIRDS OBSERVED	

2) Which of the birds you saw were common and which were present in small numbers?

3) What makes the area you visited good for finding birds?

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Type of Bird _____

Description of song or call _____

Behavior of the bird _____

Possible reason bird was making the song or call: _____

Type of Bird _____

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Description of song or call _____

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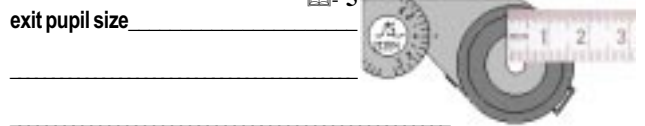
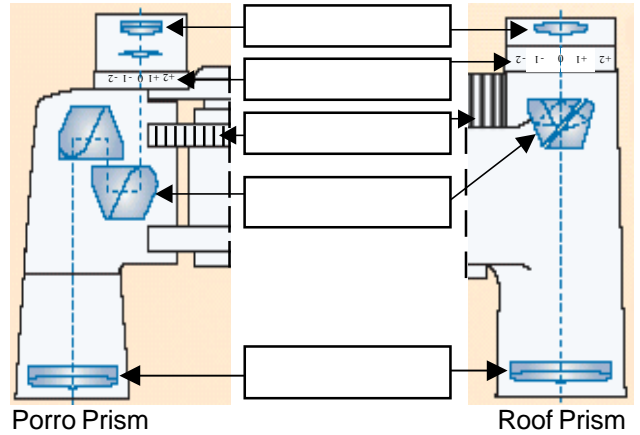
Possible reason bird was making the song or call: _____







Determine the exit pupil size by dividing the power (first number) into the objective lens size (last number):

 $\frac{50}{7} \approx 7\text{mm}$	 $\frac{48}{8} = \square$
 $\frac{35}{7} = \square$	 $\frac{24}{8} = \square$

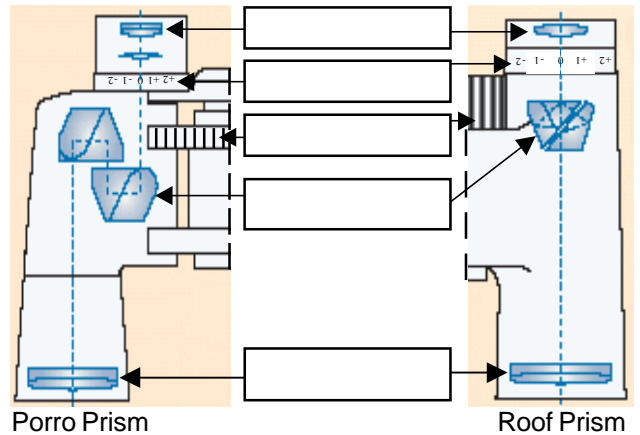
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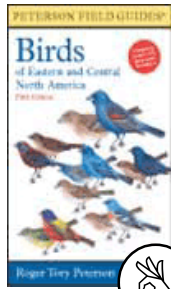
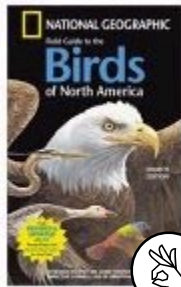
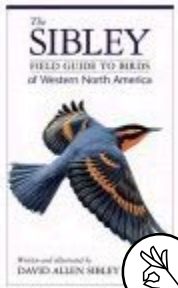


FIELD GUIDE (4)

Demonstrate that you know how to use a bird field guide.

Show your counselor that you are able to understand a range map by locating in the book and pointing out the wintering range, the breeding range, and/or the year-round range of one species of each of the following types of birds:

- a. Seabird
- b. Plover
- c. Falcon
- d. Warbler or vireo
- e. Heron or egret
- f. Sparrow
- g. non-native bird
(introduced to North America from a foreign country since 1800)

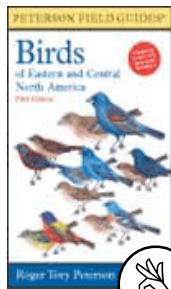
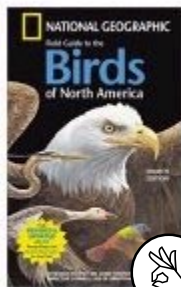
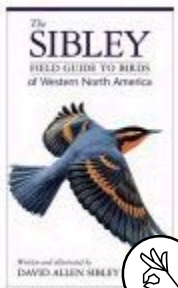


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Type of Bird _____

Description of song or call _____

Behavior of the bird _____

Possible reason bird was making the song or call:

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Behavior of the bird _____

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BIRD SONGS (6)

☐ Identify 5 of the twenty species in your field notebook by song or call alone. For each of these five species enter a description of the song or call, and note the behavior of the bird making the sound. Note why you think the bird was making the call or song that you heard.



Many CD's with bird songs and calls are available, or listen online:

- http://www.enature.com/audio/audio_home.asp
- <http://www.naturesongs.com/birds.html>
- <http://video.fws.gov/sound.htm>
- <http://www.1000plus.com/BirdSong/birdsngb.html>

Type of Bird _____

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Behavior of the bird _____

Possible reason bird was making the song or call:

BIRD OBSERVATION (5)

☐ Observe and be able to identify at least 20 species of wild birds. Prepare a field notebook, making a separate entry for each species, and record the following information from your field observations and other references.

- a. Note the date and time.
- b. Note the location and habitat.
- c. Describe the bird's main feeding habitat and list two types of food that the bird is likely to eat.
- d. Note whether the bird is a migrant or a summer, winter, or year-round resident of your area.

Type of Bird _____

Date and time _____

Location and habitat _____

Main feeding habitat _____

Two types of food likely to eat _____

migrant summer winter year-round resident

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Date and time _____

Location and habitat _____

Main feeding habitat _____

Two types of food likely to eat _____

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