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4H Wildlife Conservation Series – Project I Birds, Kinds of Birds
Michigan State University Cooperative Extension Service

4-H Club Bulletin

N.A.

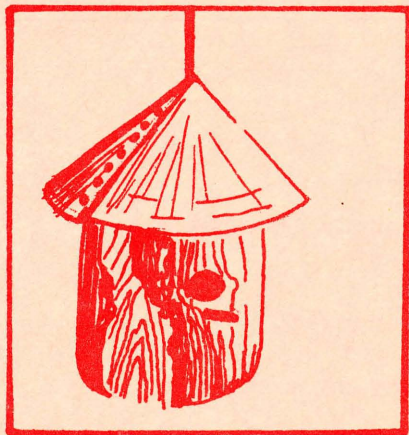
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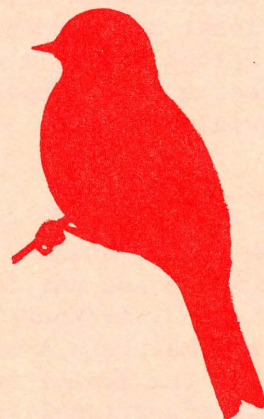
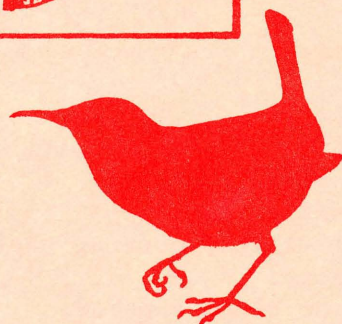
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PROJECT I



BIRDS



KINDS OF BIRDS

MICHIGAN STATE UNIVERSITY

Cooperative Extension Service

4-H-Youth Programs

PROJECT I

KINDS OF BIRDS

What is a bird? What distinguishes a bird from other animal forms? Characteristics which are used to distinguish one bird from another are: (1) song, (2) color, (3) shape, and (4) feeding habits which determine where the bird will normally be found. These have been used to divide the birds into eighteen groups.

Each 4-H member should select between five and seven Avian Groups with which to work. Each member should attempt to identify the common species of each group that are found in his community. It is suggested that groups which contain familiar birds of "backyards" be chosen the first year.

SUGGESTED ACTIVITIES

Basic Requirements:

1. Learn about birds - their body structure, body functions, and adaptations;
2. Become familiar with a minimum of 15 birds;
3. Take at least one bird hike (2 hours or longer);
4. Show or attend one film on birds;
5. Field observations - complete 15 bird study work sheets;
6. Member evaluation with leader.

Electives:

1. Establish and maintain 2 bird houses - one for a small bird (i.e., wren) and one for another bird.
2. Inventory study of your "bird community";
3. Put out and maintain a bird bath or winter roosting shelter;
4. Learn about the Junior Audubon Society;
5. Develop an educational (individual or club) exhibit.

Your conservation leader can help with needed reference materials. For further assistance, ask your leader or club representative to contact your Extension 4-H - Youth Agent, or write to Extension Specialist in Environmental Conservation Education, 9B Natural Resources Building, Michigan State University, East Lansing, MI 48824.

Michigan 4-H - Youth educational programs and all other Cooperative Extension Service programs are available to all without regard to race, color, or national origin. • Issued in furtherance of Cooperative Extension work, acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Gordon E. Guyer, Director, Cooperative Extension Service, Michigan State University, East Lansing, MI 48824.

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AVIAN GROUPS

(Categorized by Feeding Habits and Morphology)

<u>Group No.</u>	<u>Name</u>	<u>Group No.</u>	<u>Name</u>
1.	<u>"Diving Fishers"</u> or <u>Fish Eaters</u>	11.	<u>"Hummers"</u>
	Loons Grebes	12.	<u>"Flying Insect Eaters"</u>
2.	<u>"Wading Fishers"</u> or <u>Fish Eaters</u>		Flycatchers Waxwings
	Herons	13.	<u>"Scavengers"</u>
3.	<u>"Water Fowl"</u>		Vultures Crows Jays
	Ducks - Divers & Dabblers (Puddle)	14.	<u>"Shrub-Foliage Gleaners"</u>
4.	<u>"Birds of Prey"</u>		Wrens Warblers Vireos Kinglets Titmice and Chickadees
	Hawks Owls Eagles Shrikes	15.	<u>"Berry and Ground Feeders"</u>
5.	<u>"Upland Game Birds"</u>		Thrushes Waxwings Mocking Birds
	Grouse Quail (Pheasant)	16.	<u>"Blackbirds"</u>
6.	<u>"Wading and Swimming Insectivores"</u>		Orioles Grackles Cowbirds
	Shore Birds Rails and Coots	17.	<u>"Seed Eaters"</u>
7.	<u>"Flying Fishers"</u> or <u>Fish Eaters</u>		Grosbeaks Finches Sparrows
	Gulls Terns Kingfishers	18.	<u>"Introduced Michigan Birds"</u>
8.	<u>"Doves"</u>		House Sparrow Starling Ringneck Pheasant Hungarian Partridge Rock Dove
9.	<u>"Soaring Insect Eaters"</u>		
	Nighthawks Swifts Swallows		
10.	<u>"Tree Trunk Gleaners"</u>		
	Woodpeckers Nuthatches Creepers		

Name _____

County _____

Club Name _____

WORK SHEET - BIRDS I

General Information:

Bird you observed: _____ Date: _____

General coloration: _____ Season: _____

General size: _____

Distinctive markings: _____

Avian group to which this bird belongs: _____

Other birds of this group - Common Name.

1. _____ 5. _____

2. _____ 6. _____

3. _____ 7. _____

4. _____ 8. _____

Underline the above birds you know.

Status:

What type of resident is this bird?

Permanent _____ Winter _____

Summer _____ Transient _____

Accidental _____

Observation:

Where did you see bird? _____

What was it doing? _____

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