

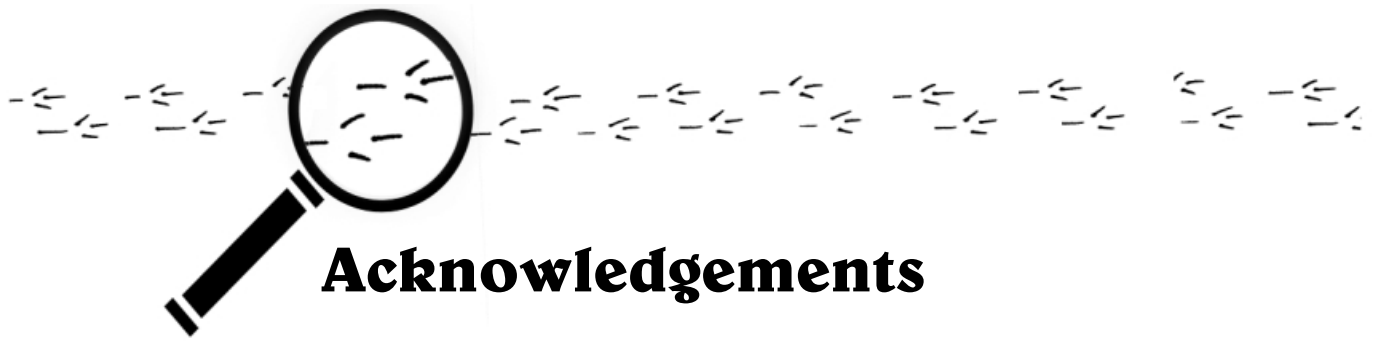
Wings Over Florida

# Junior Birder's Program

A Teacher's Guide  
To Identification of Common Florida Birds



A Program of the Florida Fish and Wildlife Conservation Commission  
Text by Adam Kent and Joni Ellis



# Acknowledgements

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Thank you.

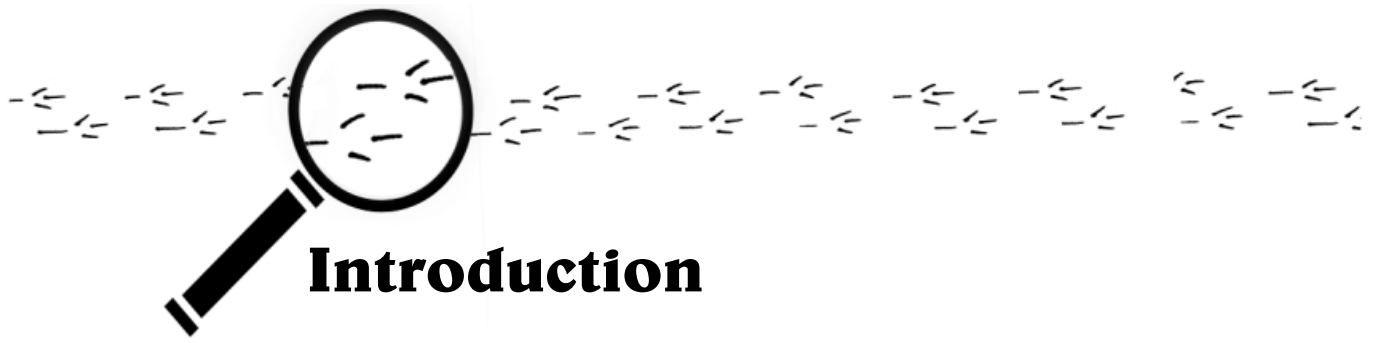
We are truly grateful for your participation and helpful comments.

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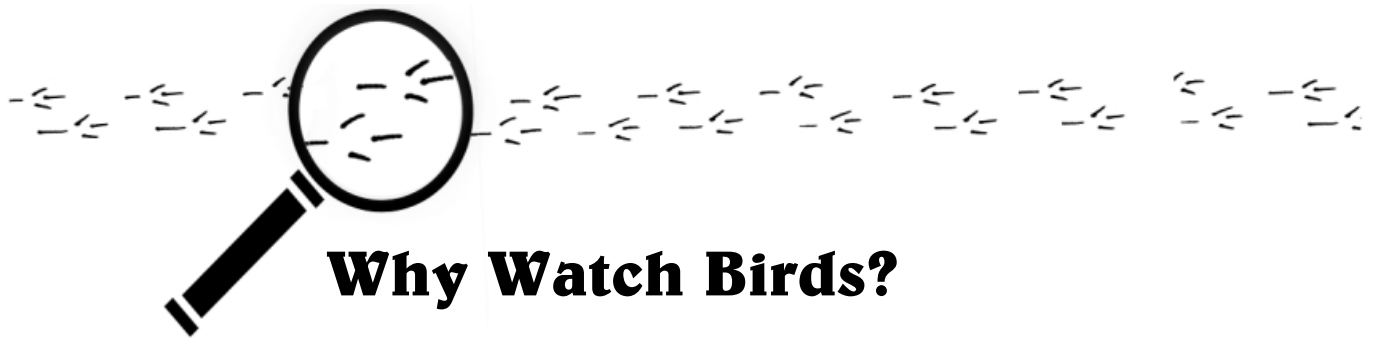
## Introduction

Welcome to the Wings Over Florida Junior Birding Program. The Junior Birding Program is an extension of the Wings Over Florida Birding Certificate Program and was created to help teachers introduce their younger students to bird watching. The Florida Fish and Wildlife Conservation Commission sponsors both of these programs. After completing this curriculum, some students will continue to increase their interest in birds and in keeping a Florida bird list. These budding birders should be encouraged to contact local Audubon Societies and continue their nature study. They may also want to apply for higher certificate levels in the Wings Over Florida program. This program encourages participants to take identification skills to the next level by identifying as many native Florida birds as they can. Full color certificates are awarded at five levels, from 50 bird species for beginners to 350 bird species for accomplished birders. For more information, visit the web site at [www.wld.fwc.state.fl.us/wof/default.htm](http://www.wld.fwc.state.fl.us/wof/default.htm).

One of the first steps to learning about birds is learning how to identify them. The enclosed booklet takes students through basic bird identification clues one step at a time. The booklet has nine sections covering 50 species of common birds found in Florida. All birds illustrated in the booklet are listed alphabetically in an index on the back. In addition to teaching about bird identification and biology in the classroom, teachers are encouraged to take students outside to observe birds.

The identification activities in the booklet cover important science and language arts Sunshine State Standards benchmarks. Activities are most appropriate for third and fourth grade students but may be adapted for use in other grade levels. A classroom set of Jr. Birder certificates is enclosed for your signature and distribution upon each student's completion of a list of 15 birds. See 'keeping a list' on page 13. FCAT prompts are provided throughout.





## Why Watch Birds?

No one knows the sights and sounds of nature quite like a bird watcher. To distinguish among the 800+ species of birds found in the United States, birders must quickly process a great deal of information on subtle colors, patterns, shapes and sounds. They have to know what to key in on when they see a strange bird, noting its overall shape, field marks and behavior. Such sensory workouts help to develop great visual and hearing acuity among birders. Birds' senses parallel our human senses in many ways. Like people, most birds rely primarily on sight and sound to communicate and understand their world. Birds' bright colors and songs attract our attention and are the reason they are one of the most watchable forms of wildlife.

### Objectives

Students will:

- Develop skills associated with birdwatching such as observation, classification, listening, patience and inference making.
- Acquire knowledge associated with the lifelong hobby of birding.
- Become more aware of their natural surroundings.
- Identify at least 15 species of native birds.
- Name five clues that help identify birds.
- Identify three basic habitat types.
- Define the concept of adaptation.

### Materials Needed

One copy of "Bird Detective" booklet for each student

Pen or pencil for each student

Colored pencils or crayons

Magazines or books with photos or drawings of birds

Field Guide – optional

Binoculars – optional



# **Correlations to the Sunshine State Standards**

## **SCIENCE**

**The student describes patterns of structure and function in living things.**

**SC.F.1.2.3** knows that living things are different but share similar structures.

**The student understands the process and importance of genetic diversity.**

**SC.F.2.2.1** knows that many characteristics of an organism are inherited from the parents of the organism, but that other characteristics are learned from an individual's interaction with the environment.

**The student understands the competitive, interdependent, cyclic nature of living things in the environment.**

**SC.G.1.2.2** knows that living things compete in a climatic region with other living things and that structural adaptations make them fit for an environment.

**The student understands the consequences of using limited natural resources.**

**SC.G.2.2.1** knows that all living things must compete for Earth's limited resources; organisms best adapted to compete for the available resources will be successful and pass their adaptations (traits) to their offspring.

**The student uses the scientific processes and habits of mind to solve problems.**

**SC.H.1.2.4** knows that to compare and contrast observations and results is an essential skill in science.

## **LANGUAGE ARTS**

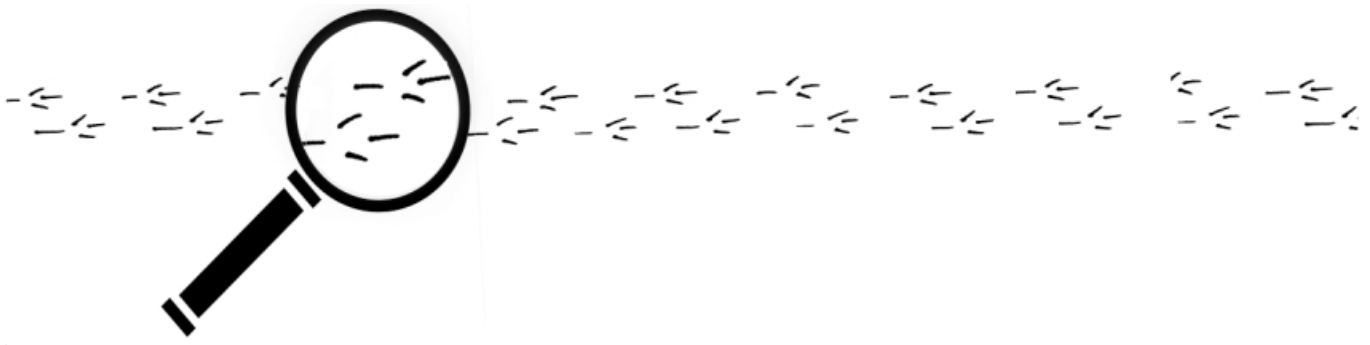
**The student constructs meaning from a wide range of texts.**

**LA.A.2.2.8** selects and uses a variety of appropriate reference materials, including multiple representations of information, such as maps, charts and photos, to gather information for research projects.

**The student writes to communicate ideas and information effectively.**

**LA.B.2.2.1** writes notes, comments and observations that reflect comprehension of content and experiences from a variety of media.

**LA.B.2.2.6** creates expository responses in which ideas and details follow an organizational pattern and are relevant to the purpose.



## VISUAL ARTS

The student understands and applies media, techniques, and processes.

**VA.A.1.2.1** uses and organizes two-dimensional and three-dimensional media, techniques, tools and processes to produce works of art that are derived from personal experience, observation or imagination.

The student creates and communicates a range of subject matter, symbols, ideas using knowledge of structures and functions of visual arts.

**VA.B.1.2.1** understands that subject matter used to create unique works of art can come from personal experience, observation, imagination and themes.

## Procedures

**Review the Birdwatching Basics pamphlet.**

Binoculars and a field guide are the main tools of birdwatchers. Inform students on the care and use of binoculars and the concept of the field guide. Knowledge and use of equipment will create an excitement for learning.

**Preliminary Assessment of Students' Knowledge.**

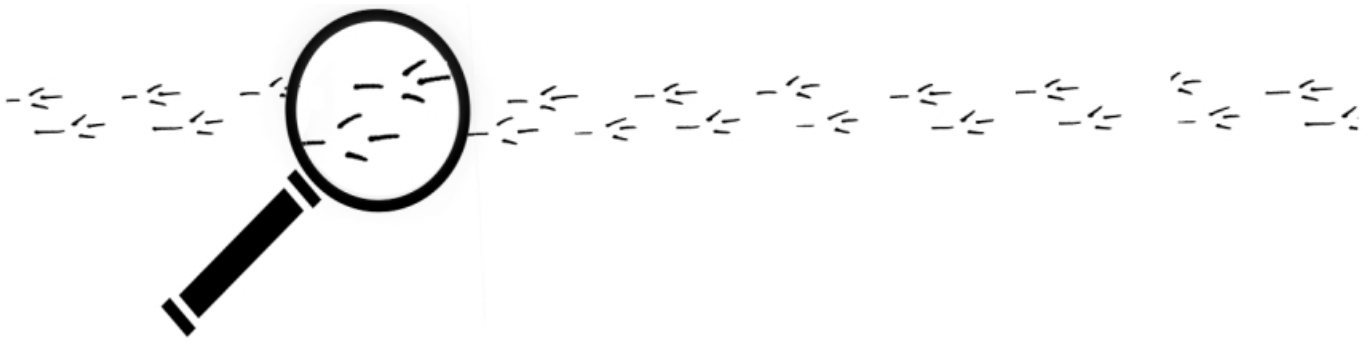
Ask students questions to judge knowledge levels and to generate excitement about what they do know.

1. Ask students how many different kinds of birds they can think of. Students don't have to give a specific name such as Wood Duck; "duck" is ok. Accept anything that is a bird, including chicken or ostrich – these don't have to be wild birds of Florida. On the board, write the names the students call out plus a few others if your list seems short. Give the students hints if they haven't come up with some of the common names from the list below. Take a couple of minutes to get as many names as you can on the board.

Here are some birds you might mention: pelican, stork, flamingo, heron, swan, goose, duck, vulture, Bald Eagle\*, hawk, falcon, chicken, turkey, crane, sandpiper, gull, pigeon, dove, parrot, parakeet, owl, hummingbird, woodpecker, Blue Jay\*, crow, bluebird, mockingbird, cardinal, blackbird, oriole, sparrow.

(\*Specific bird names are capitalized, i.e. Red-winged Blackbird, Blue Jay, while general bird names are not, i.e. blackbird, duck.)

2. Ask students to choose two birds from your list. Using these two birds as an example, ask the students how they are the same and how they are different. Make a list of these similarities and differences.



**Similarities:** All birds have feathers, wings, a bill (also called a beak), two legs and two eyes.

Discussion ideas: What other types of animals have wings? Insects and bats have wings that can be damaged, leaving them vulnerable to predators. However, birds can grow new feathers to replace damaged ones. Feathers are unique to birds. Different feathers have different functions, from flight to thermoregulation. They may even perform a tactile function, such as do the rictal bristles around the mouth of insectivores. All birds lay eggs, but so do some reptiles and even a couple of mammals, such as the platypus. Differences may include: size, shape, colors, kind of bill, how and what the bird eats, where it is found, etc.

### FCAT Prompt – Extended Response (4 point rubric)

**All birds have similarities and differences. Using the two birds chosen in class, describe their similarities and differences. Use the list made in class to explain your answer.**

3. Ask students what someone needs to know to be able to identify a bird. Help them out with one example if they need prompting. Try size. You need to know how big the bird is. A sparrow is very small, but an eagle is big.

**Other ideas:** body shapes (such as long or short neck and legs, shape of tail and wings, shape of head), colors, patterns, the size and shape of its bill, where the bird lives, how it acts (behavior).

Ask the students if it is possible to identify a bird without seeing it. If they say "yes," ask how. The answer you're looking for here is "by the sounds it makes." All birds make different sounds and with practice, you can tell most birds apart by their songs or call notes.

Now that students are excited about birds, you can hand out the booklets.

4. **Becoming a Bird Detective.** Give the students a couple of minutes to look over the Bird Detective Guide. Then ask students to look at the front cover. Ask if any students know what the word "identification" means. Explain that identification is how to recognize things and distinguish them from others. Have students open the booklet to the first two pages and look over the first section with you. Each section is described in detail below.

a. **Some of the Usual Suspects: Common Birds of Florida** (pp. 2-3)

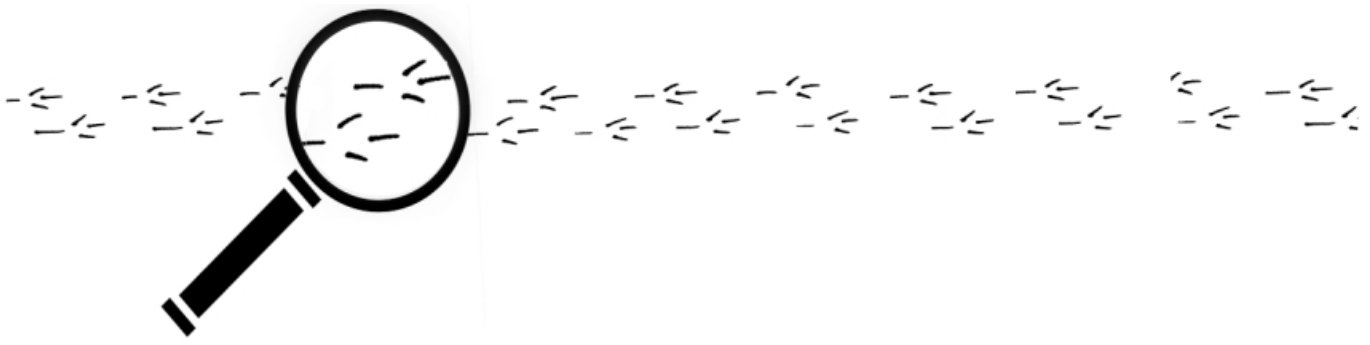
Illustrations of 18 species of Florida birds and descriptions of their habitat.

Give students a minute to look over the drawings. Ask them if they recognize some of the birds in the drawings. Where have they seen these birds? What were the birds doing? Ask students to describe some of the birds.

How many birds have a long neck or a short neck?

How many have a pointed bill or a hooked bill?

Come up with other questions similar to those listed above.



Introduce the terms **native** species and **exotic** species. Native species are the original inhabitants of a geographic area. They are well suited to a niche in the ecosystem. Exotics are originally from another geographic area. They can displace native species and threaten their survival. Due to their potential negative impact on native species, exotic species such as the Rock Dove and House Sparrow cannot be counted towards the 15 birds needed to receive a Wings Over Florida Birding Certificate.

Some birds are **sexually dimorphic**, meaning that males and females look different. Some birds are not dimorphic, in other words males and females have the same plumage. Explain the male ♂ and female ♀ symbols. Ask students if they can find the male birds on these pages. Are any female birds pictured? Explain that more male birds are shown in this booklet because male birds are often more colorful or have more distinct patterns, and are therefore easier to identify than female birds. Why?

1. More distinctive patterns and bright colors in males enhance their recognition by and attractiveness to females. Colors may also play a role in threat displays against rival males.
2. More drab or cryptic colors help to conceal or camouflage the female as she sits on eggs. What would happen if a colorful bird sat on the eggs? It would be easier for a predator to find and eat.

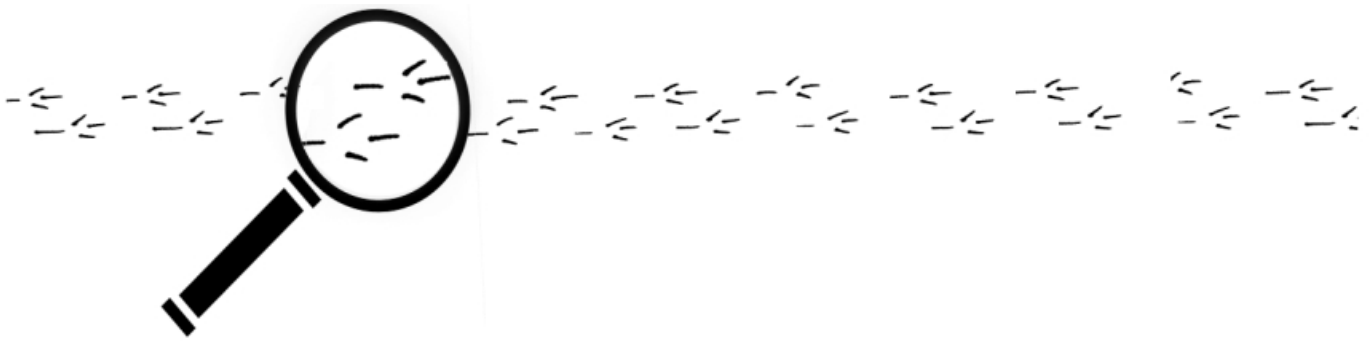
If no symbol is shown next to the bird, both males and females look similar.

Also explain that at different times of year some birds may have different coloration. For example, the Cattle Egret has orange legs and some orange color on its head, back and chest in the spring and early summer when it is ready to breed, but an all-white body and black legs the rest of the year. The adult Laughing Gull (p.8) has a black head from March to September, but its head is only partially dark the rest of the year. Most of the adult birds in this book do not change color at different times of the year.

Explain that another time birds may be differently colored is when they are young. The feathers of the adult White Ibis are all white except for the black wing tips. The young (immature) White Ibis are mostly brown and only have white on their bellies until they are about six months old and gradually begin to get more white feathers. This difference in coloration distinguishes mature birds, those able to reproduce, from immature birds, those not ready for reproduction. Some birds such as wrens can reproduce in their first year and acquire their adult plumage shortly after leaving the nest. Other birds such as eagles and pelicans are not mature enough to breed until their third or fourth year. Distinct color differences by age enhance recognition of breeding ability.

#### **b. Picking Them Out of a Lineup: Bird Identification Clues (pp. 4-9)**

Six clues for bird identification are illustrated and explained.



### **Clue 1: Body Type - p. 4**

Explain that size and shape are often the first things you notice about a bird. Read the list "Things to Look At." Discuss the two drawings on page 4. Ask the students to compare these birds to a few of the birds on the first two pages. How are they similar? How are they different?

Give students a minute to think up another bird and write down its name and its size and shape in the space provided on page 4. Ask for a volunteer to tell what bird they described. Did anyone else choose a bird that is a similar size and shape?

### **Clue 2: Distinctive Marks (Field Marks) – p. 5**

Explain that colors and patterns are a good way to tell apart birds that are similar in size and shape. Read the list "Things to Look At."

Look at the drawing of the bird head. Have students point to the place on their own heads where the arrows point.

Look over the drawings of the two woodpeckers. Ask students if they have ever seen a woodpecker. Did they notice the color of its head? Was the whole head red or just the back of the head? Have they seen one of these or other kinds of woodpecker?

Give students a minute to think of another bird and write down its name and its field marks in the space provided on page 5.

Ask for a volunteer to tell what bird they described. Did anyone else choose a different bird with similar field marks? Discuss how to tell them apart.

### **Clue 3: Bill Types – p. 6**

Explain that a bird's bill often gives us an idea of what it eats.

Look over the drawings of bills and discuss their uses with the students.

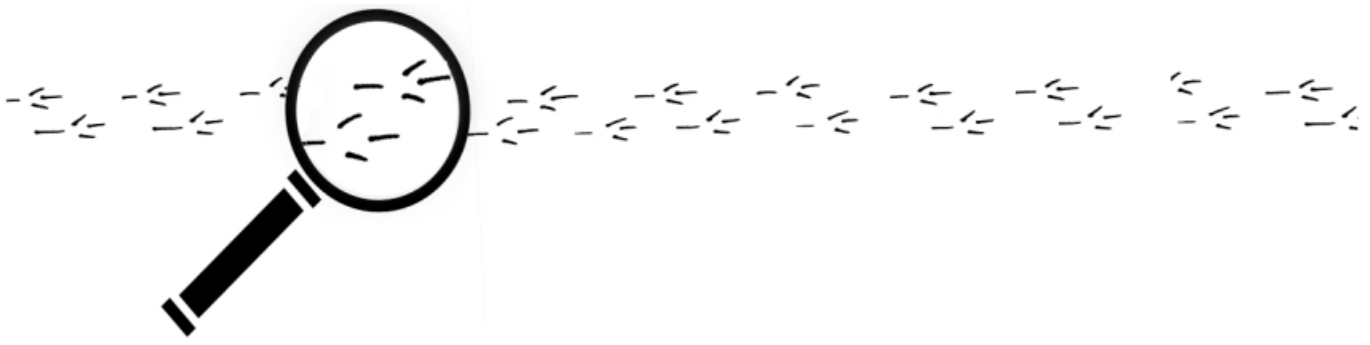
Give students a minute to think up another kind of bird, what kind of bill it has and its bill's use, then write this information down on the bottom of page 6.

Ask for a volunteer to tell what bill they described. Did anyone else choose a similar bill?

Collect magazine photos of other birds such as Roseate Spoonbill, American Oystercatcher, Osprey and Brown Pelican. Discuss these as well. Ask students to look through the booklet and find other birds with bills similar to those in the drawings. What type of bill do most birds have?

### **Writing Prompt: Narrative (6-point rubric)**

You have discovered that birds have different bill designs and structures. Imagine that you are walking in the woods. You discover a bird you have never seen before. Before you begin writing, think about this bird and its unusual bill. Now write a story describing this bird and how it uses its unique bill.



**Clue 4: How Do They Act? (Behavior) – p. 7**

Watching birds' behavior is one of the most fun things about watching birds. How a bird flies, finds food, finds a mate or maintains its appearance are often clues to its identification. Point out that many birds can be identified by their behavior. For example, a bird catching fish with its feet would likely be an Osprey.

Read the list of bird behaviors. Discuss the behavior of the three birds listed on page 7. Look at the Anhinga. Now turn to page 10 and ask students to find the Anhinga. Describe its behavior on both pages.

Ask which one of the three birds on page 7 would most likely be seen walking on land (Common Moorhen). Give students a minute to write down the name of a bird that exhibits another kind of behavior and why they think the bird does it.

Ask for a volunteer to tell what bird and which behavior they described. Did anyone else choose a similar behavior? What are some other behaviors students chose?

**FCAT Prompt - short response (2-point rubric)**

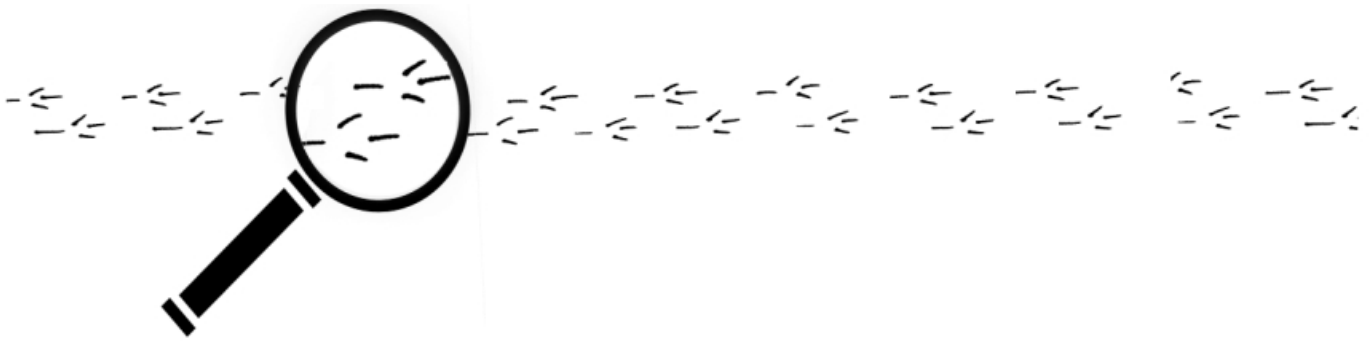
**All bird species behave differently from one another when they are feeding, nesting, migrating or performing other functions. Think about a particular bird. Now describe one behavior common to this bird. Use class discussions or research to support your answer.**

**Clue 5: Where Are They Seen? (Habitat) – p. 8**

Give the students a couple of minutes to look at the drawings. Explain the difference between habitat and a specific location. A habitat, where an animal lives, includes food, water, shelter and space in an arrangement appropriate to the animal's needs. Habitat is not a specific place. For example, the habitat at the city park may be woods, or it may be fields. A city, for example Orlando, is not typically thought of as wildlife habitat. However, there may be many appropriate habitats in Orlando, for example, woods and wetlands. All birds need a habitat to survive.

Explain that some birds such as the Brown Pelican are usually found in one kind of habitat (the coast). When an animal lives in one specific habitat it can develop special adaptations to enhance its survival in that habitat. For example, pelicans are well adapted for living and fishing in coastal habitats. They dive from great heights, scooping up fish in their pouch-like bill. Pelicans' bodies are well cushioned to withstand the impact with water and they have a special gland in their bill that allows them to excrete excess salt.

In contrast, some species can live in a variety of habitats. The Mourning Dove is flexible in its needs. Doves can eat a variety of seeds that can be found in many locations. They can travel through several different habitats as long as seeds are available. So while pelicans will only be seen



near the coast, doves can be seen almost anywhere. It's a good idea to know which birds are associated with the habitat you are visiting.

### **Writing Prompt: Narrative (6-point rubric)**

**There are a variety of different habitats in Florida. Before you begin writing, think about one habitat you have seen or visited such as the ocean or the woods. Now write a story about a bird living in that habitat, explaining why it lives there.**

### **Clue 6: What Kind of Voice Does it Have? – p. 9**

Explain that most birds make more than one kind of sound. Different sounds have different meanings. Sound may be used to defend territory, attract a mate or communicate location. Different species of birds make different sounds, although some birds, such as the mockingbird, can mimic other bird sounds.

Ask students if they have ever heard an owl. Someone may have heard one, most likely a Barred Owl, the most commonly heard owl. If the student isn't too shy, ask if they can do an imitation. Explain that the hooting of an owl, or any other sound a bird makes, doesn't sound exactly like the bird is saying something in English, but sometimes it sounds close. For example, the Barred Owl sounds a little like it is saying "who cooks for you?"

Recommendation: Since birdcalls or sounds are an important aspect of identification, play a cassette tape in class. Refer to Audio Recordings under Additional Resources at the end of this guide.

### **c. Dressed Like a Boy or a Girl? (p.9)**

Explain the male ♂ and female ♀ symbols to the students and go over the activity on the bottom of the page.

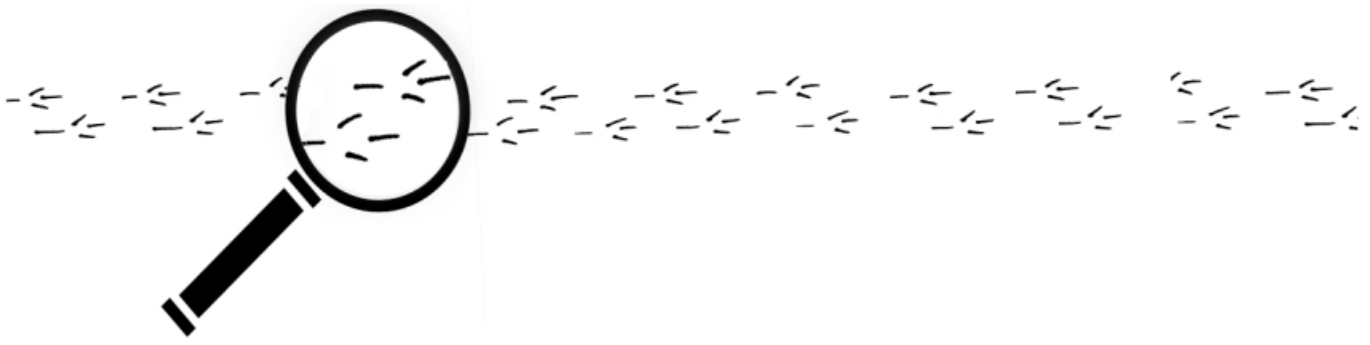
Students work independently. Give students a few minutes to look through the booklet, find a male and female of the same species of bird and then describe the differences. (The male Anhinga has a black head and neck, while the female has a light-colored head and neck. The male House Sparrow has a black throat and chest, while the female has a light-colored throat and chest.)

### **FCAT Prompt - Extended Response (4-point rubric)**

**Male and female birds of the same species often look different. Think of one species of bird you like. Research, and then write a comparison of the markings of the male and female of that species. Use information from your research and pictures or drawings to support your answer.**

### **d. Let's Review the Clues (pp. 10-11)**

These are two pages of illustrated games that reinforce five of the first clues. Students may work in pairs or small groups. Students use information from the first part of the booklet to complete these activities. Directions are self-explanatory.



**e. Which Clues Fit These Suspects?** (pp. 12-16)

A variety of matching exercises drawing on knowledge gained from earlier pages. Students may work in pairs or small groups to use a combination of identification clues from previous pages all in one exercise.

**f. Draw the Suspect** (p. 17)

Students choose a bird from a book, magazine, or other source and draw it, then describe its habitat and behavior. You may want to take the students outside for observations. Students work independently. When they are finished they can go on to page 18 and answer the questions there.

**FCAT Prompt - Extended Response (4-point rubric)**

**After drawing the bird of your choice, describe what the bird looks like, where it lives and one thing it does that is special. Use information from your research and your drawing to support your answer.**

**g. Test Your Memory** (p.18)

Tests students' recall of five bird ID clues. Have students answer these questions when they are finished with their drawing on page 17. When most students have completed this page, go over some possible answers with them. See bird clues on pages 4-8.

**h. Create Your Own Character** (p. 19)

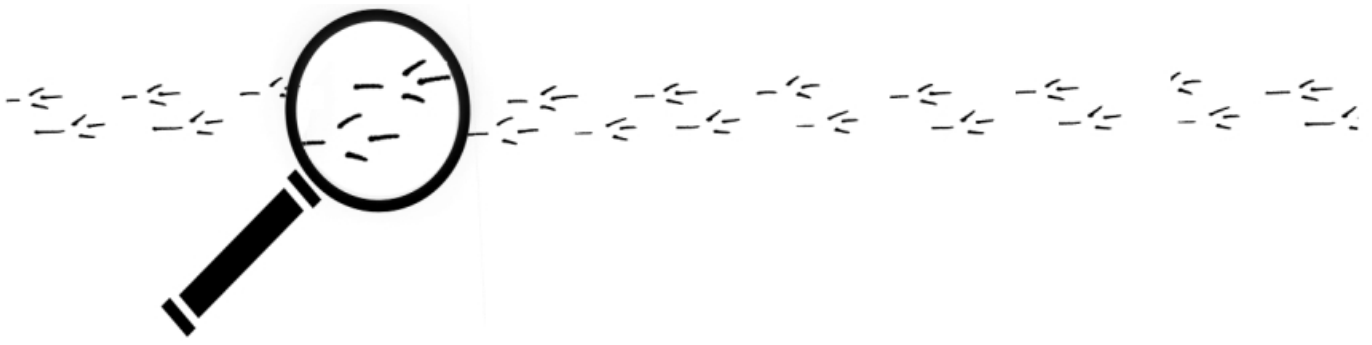
Students create their own species of bird using books, magazines or their imaginations, and keeping in mind the ID clues. Have them label as many features as possible on their bird and describe the bird's habitat. Have students explain what the bird might eat based on its bill type and habitat. An extension activity would be Project WILD's Adaptation Artistry.

**FCAT Prompt - Short Response (2-point rubric)**

**Identifying birds requires detailed observations. Think about what is needed to identify birds. Explain the steps you would take to identify a particular bird.**

**Expository (6-point rubric) – see activity "h" above.**

**You have learned about different birds and how to identify them. Create your own bird species. Explain what this species looks like, where it lives and what it eats.**



## In Summary

Students will need guidance to build confidence in their birdwatching skills. Take your class outside and practice identifying birds as often as you can. Learn all the common birds, such as Blue Jay and Northern Cardinal, first. A parent/child project of finding and identifying birds can be effective. Set up a feeding station visible from the classroom, if possible. A feeder and a water source will assist in attracting birds to an urban setting. Feeders and birdbaths must be kept clean to prevent the spread of disease. Consider planting an area of the schoolyard with native plants that will attract birds seeking food and cover. Native plantings provide low-maintenance, long-term enjoyment for you and your students. See *Planting A Refuge for Wildlife*. Other resources for teachers who want to extend the learning experience are listed at the end of this guide.

## Keeping a List

Birders often keep a "life list." A life list includes all species that you have identified by sight or sound in your lifetime. What are the rules for Wings Over Florida?

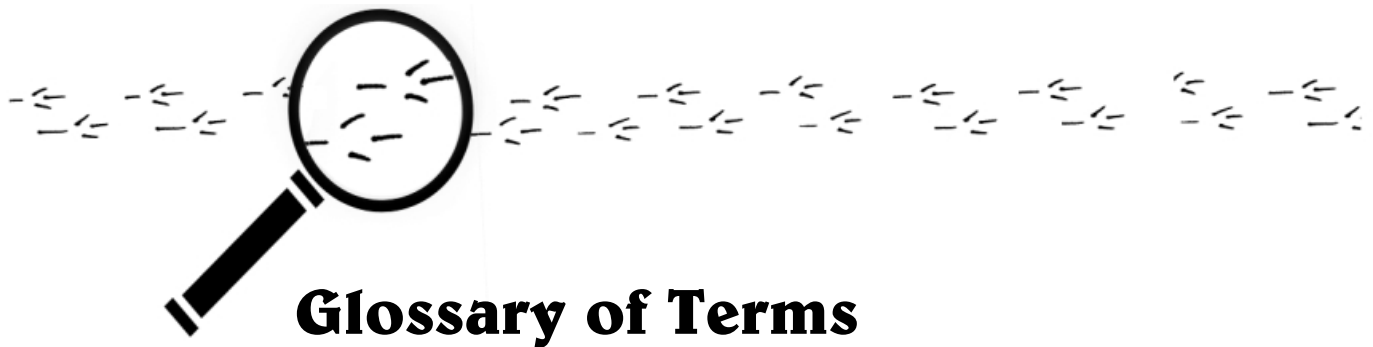
- No exotic (non-native) species such as the House Sparrow can be counted. These exotic species can pose a threat to the survival of native Florida bird populations.
- All birds listed must be seen in the state of Florida.
- All birds listed must be alive, wild and unrestrained when observed.
- All birds listed must be identified by sight or sound by the person keeping the list.

Get students started by using birds they see together as a class.

Have students write down the following information for at least 15 birds:

1. The name of the bird.
2. The date the bird was seen.
3. The place the bird was seen.
4. What the bird was doing.
5. Another person who saw the bird.

Once this information has been completed for 15 birds, students show their list to their instructor to receive their Junior Birder Certificates.



## Glossary of Terms

**Adaptation** – a characteristic of a living organism that improves its chances of survival in a specific habitat

**Barbules** – tiny hooks that hold the threadlike filaments (barbs) of a feather together

**Bird-of-prey** - a bird such as a hawk, eagle or owl that hunts and kills other animals for food; also known as a raptor

**Breed** – to reproduce

**Contour feathers** – overlapping firmer, vaned feathers that cover the bird's body, giving it a streamline form – compare with down

**Cryptic** – used to describe colors or patterns that are hard to see against a specific background; similar to camouflage

**Down** – short, soft, fluffy insulating feathers, hidden under the contour feathers

**Exotic** – not native to the place where found; usually refers to animals or plants introduced to an area by humans

**Field guide** – an identification guide intended to be used outside, as opposed to a reference book more suitable for indoors; used to help identify plants and animals

**Fledgling** - a young bird that has left its nest but still depends on its parents for food

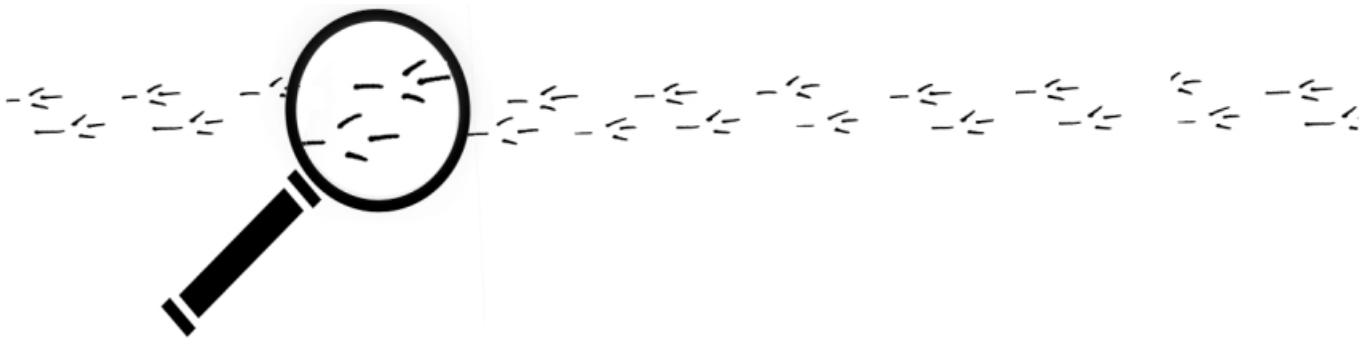
**Flight feathers** – longer feathers along the trailing edge of the wings, specially shaped to maximize lift and avoid drag when utilizing air currents and pushing against the air in order to fly or glide; tail feathers are sometimes considered flight feathers

**Forage** - to search for food

**Habitat** – a specific area that provides all an animal needs to survive, including food, water, shelter and space

**Incubation** – keeping eggs warm so they will develop and hatch

**Insectivore** – an animal that eats mostly insects



**Mimic** – to imitate

**Native** – naturally occurring in a specific place; not introduced

**Niche** – a specific role a plant or animal fills in an environment; can be thought of as an organism's 'job'

**Ornithologist** – one who studies birds

**Rictal bristles** – whisker-like feathers that occur on either side of the mouth of some birds; may assist in capturing insects

**Sexually dimorphic** – having distinct physical differences such as size or coloration between male and female

**Shaft** – the central part of the feather from which the barbs spread out; also known as the rachis or quill

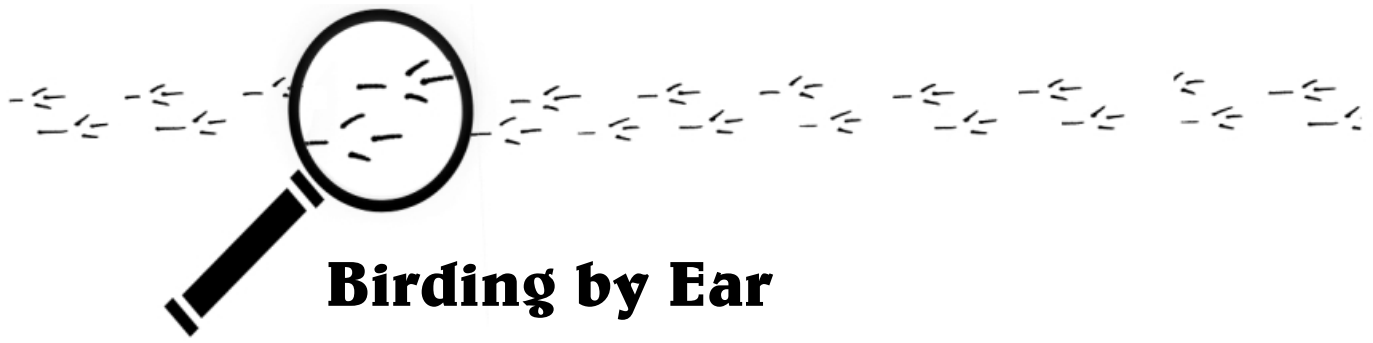
**Songbirds** – perching birds that are known for their ability to sing; examples include warblers, thrushes, orioles, tanagers and buntings

**Shorebirds** – small to medium-size birds with medium to long legs found in open areas often near water; includes plovers, sandpipers, oystercatchers, avocets and stilts

**Species** – a classification of animal or plant whose members are naturally able to reproduce among themselves and not with members of other species

**Talons** – the sharp claws on the toes of a bird of prey

**Territory** – an area an animal defends against other animals



## **Birding by Ear**

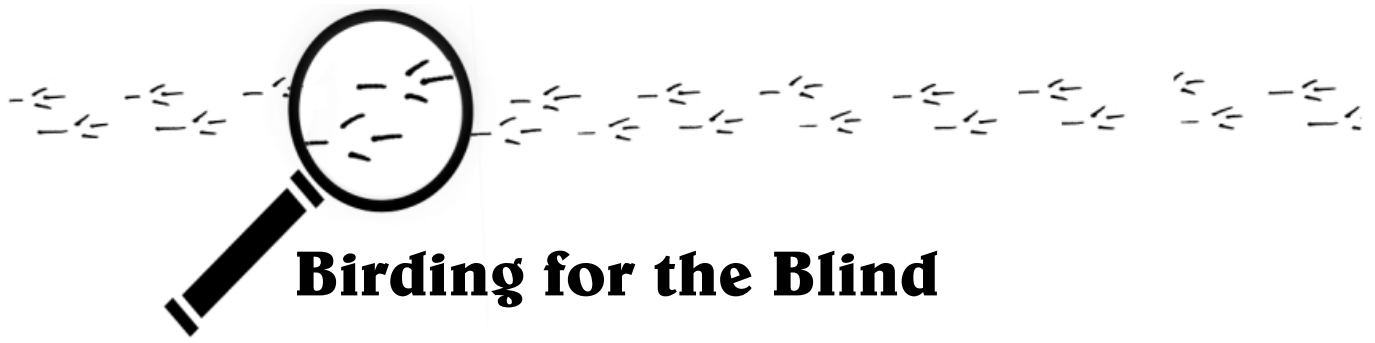
Songbirds are some of our best musicians, but many people do not recognize the individual talents that abound. Almost every species of bird can be identified by its voice alone. Some people speculate that our affinity for music has ancient roots in the wonder and appreciation that our ancestors had for bird song.

Only the males usually give bird songs during the breeding season, though in some species, such as Cardinals, females sing as well. The song identifies the species of bird, defines its territory and is also used to attract a mate. By singing, a bird defends an area from others of its kind with minimum fighting. A bird's song provides a clear warning that this space is occupied and well defended. This approach to territory defense conserves energy while making sure that enough space is available to secure food for hungry young birds.

When you become familiar with bird sounds, you will be able to find birds more easily. Carolina Wrens, for example, usually sing from less than six feet high in bushes. Once you recognize their song, you will know where to look for this talented songster.

Many tapes can help you learn to identify bird sounds. One useful tape for Florida is Florida Bird Calls, by Dr. J. W. Hardy (Ara Records). This tape includes sounds of approximately 120 Florida species. Dr. Hardy spends considerable time instructing listeners on what to listen for and describing habitat associations. Another useful tape is The Peterson Field Guides Series: Birding by Ear (Cornell Lab of Ornithology). This series has a nice introduction to the study of bird sounds and includes sounds of many common birds of the Eastern United States. Both recordings are available at local nature stores and often found at the local library.

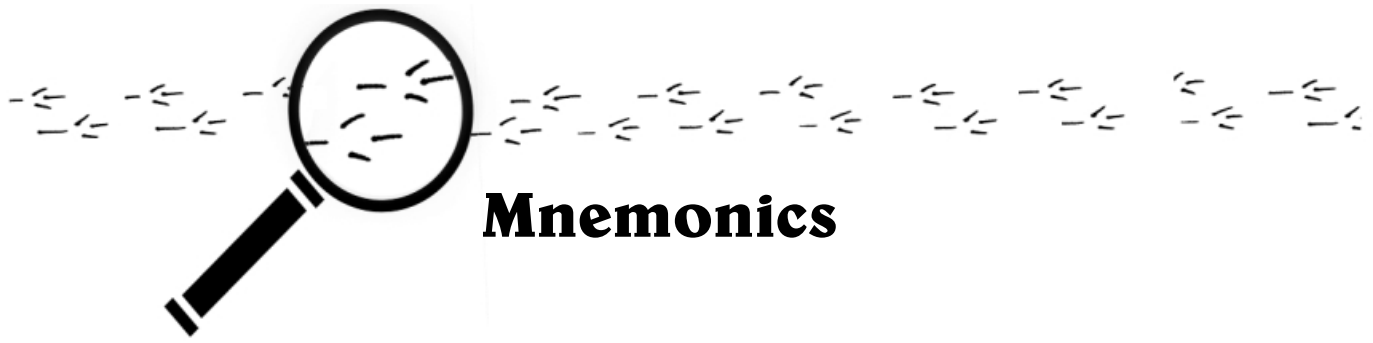
The mnemonics listed on the opposite page will also help to identify bird sounds. Similar human sounds are given for the sounds of many common backyard species. It may take time to become accustomed to the phrases, but once you connect a phrase with the bird, the sound will be much easier to remember.



## **Birding for the Blind**

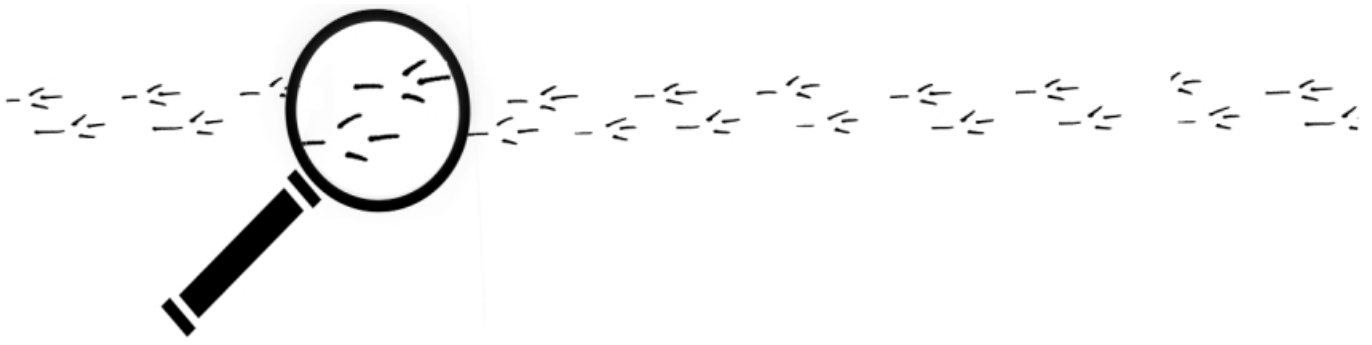
Not many people are aware that bird sounds are an intricate and vital aspect of birds' lives. Without sounds, most birds could not survive. Every vocal sound a bird makes is part of a language it uses to survive and reproduce. Most blind students have developed an exceptional ability to distinguish sounds. This ability to hear complex detail is prized among birders; the best birders can bird by ear.

From CD's, dub a cassette tape of 5 to 10 common bird sounds in your area. This is legal fair use only if you own the CD's. Have the class listen to the tape various times. Spice up the tape with silly or distinct songs such as the squawking of a Great Blue Heron and the distinctive calls of a Bobwhite or Barred Owl. Explore your campus and see if students can identify bird sounds in the field. Once students have mastered a few sounds, tape 5 or 10 new ones. Birding by ear will move students to the "top of the heap" in birding. See *Sharing the Wonder of Birds with Kids* and *Stokes Field Guide to Bird Songs* for more information.



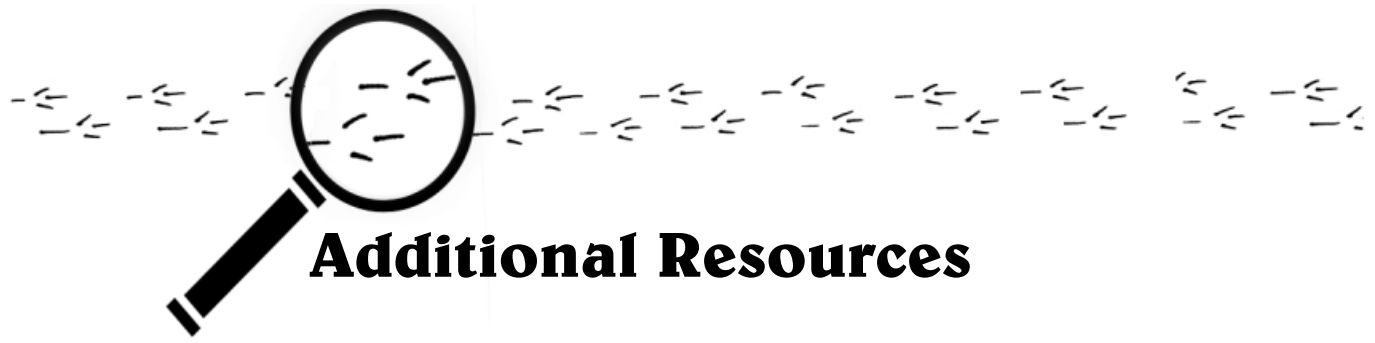
## Mnemonics

Acadian Flycatcher	peet-seet or peet-suh or peet
Common Crow	caw-caw-caw-caw-... Or koodle-yah, koodle-yah (trilly voice)
Barred Owl	who-cooks-for-you, who-cooks-for-you-all
Blue Jay	fee-der-de-lurp; jay-jay-jay; queedle-queedle-queedle-...
Blue-gray Gnatcatcher	zpeee(a bit raspy)
Brown Thrasher	varied mockingbird-like phrases (twice repeated)
Brown-headed Nuthatch	kit-kit-kit-... or ki-dit, ki-dit... (hp, rapid)
Carolina Chickadee	chk-a-dee-dee-dee; fee-bee-fee-bay; see-dee-dee-dee
Carolina Wren	chooble-dee, chooble-dee, chooble-dee (varied triplet phrases) tea-kettle, tea-kettle, tea-kettle...
Chuck Will's Widow	chuck-will's-widow
Common Nighthawk	beer; pee-eet (nasal)
Common Yellowthroat	witchety-witchety-witchety... (slow); tchep (flat and raspy)
Downy Woodpecker	peeek (sharply); whinny
Eastern Bluebird	pew or mew (sharply); chatter (harsh, brief)
Eastern Kingbird	t-t-tseep (electrical sputtering)
Eastern Wood Pewee	pee-a-weee and pee-yer
Fish Crow	eh-eh, eh-eh (two-noted phrases)
Gray Catbird	meeeeew or maaaaaanh (nasal)
Great-crested Flycatcher	prrrreeet (burry); wheeep
Hooded Warbler	a-weeta-weeta-weet-tee-o
Indigo Bunting	varied phrases (in couplets)
Mourning Dove	hooo-ah hoo-hoo-hoo
Northern Cardinal	cheer-cheer-cheer-...; purty-purty-purty-...
Northern Flicker	kleeyer; wik-wik-wik...; squeecheu-squeecheu-squeecheu...
Northern Mockingbird	varied phrases (thrice or more repeated)
Northern Parula Warbler	zipper going up; tsyoo; zeeeeeeeeee(buzzy)-chyooí
Orchard Oriole	warbling - varied phrases, incl. guttural notes
Pileated Woodpecker	kik-kik-kik-kik-kik... (rate & pitch rise then fall)
Pine Warbler	flat, chipping trill
Prothonotary Warbler	sweet, sweet, sweet... (single pitch)



Red-bellied Woodpecker	churrr, churrr (throaty, deeply trilled)
Red-eyed Vireo	where are you? and here I am
Red-headed Woodpecker	squeer, squeer... (raspy)
Red-shouldered Hawk	kee-yer, kee-yer, kee-yer...
Red-winged Blackbird	chortle-deeeeeee; conk-a-reeeeeeeeeee; tseer, tseer
Ruby-crowned Kinglet	type-writer bird; ji-dit, ji-dit, ji-dit (rattly)
Rufous-sided Towhee	drink-your-teeeee!; too-wheee!
Summer Tanager	cheer-up, cheer-a-lee; pik-a-tuck-tuck
Tufted Titmouse	cheeva, cheeva, cheeva...; fer-da, fer-da, fer-da...; here, here, here...; peter-peter-peter...
White-eyed Vireo	chick, per-wee-tee-o, chick or chick-per-wee-o
White-throated Sparrow	o-san-pibbity-pibbity-pibbity
Wood Thrush	ra-vi-o-li (flute-like); ee-oh-lay; oo-duh-lay-oh or oodle-drrrr (last note trilly)
Yellow-billed Cuckoo	hoo-luh, hoo-luh, hoo-luh... (1/sec, broken); ka-ka-ka-... kowp-kowp-kowp
Yellow-throated Vireo	three-Ay, three-Ay
Yellow-throated Warbler	tsyoo-tsyoo-tsyoo-tsyoo...-tswee





## **Additional Resources**

Contact your Area Center for Educational Enhancement (ACEE) to borrow the Learning About Birds educational resource box.

Panhandle: 850-638-6131

West Central: 813-974-7736

NE Florida: 386-329-3800

South Florida: 561-297-2198

East Central: 407-823-3742

Dade County: 305-995-1586

Contact the Florida Fish and Wildlife Conservation Commission (FWC) to attend a free Project WILD or Schoolyard Wildlife Program workshop. Toll free 877-450-WILD or check out The FWC's Web site listed below.

### **Web Sites**

[www.floridaconservation.org](http://www.floridaconservation.org) - Florida Fish and Wildlife Conservation Commission

[www.floridaconservation.org/educators](http://www.floridaconservation.org/educators) - Project WILD and Schoolyard Curricula

[www.wld.fwc.state.fl.us/wof](http://www.wld.fwc.state.fl.us/wof) - Wings Over Florida certificate program

[www.abcbirds.org](http://www.abcbirds.org) - American Bird Conservancy

[www.americanbirding.org](http://www.americanbirding.org) - American Birding Association

[www.birds.cornell.edu](http://www.birds.cornell.edu) - Cornell Lab of Ornithology, Project Feeder Watch, Citizen Science

[www.audubon.org](http://www.audubon.org) - National Audubon Society

[www.virtualbirder.com](http://www.virtualbirder.com) - rare bird alert, gallery of birds, maps and updates

[www.birds.fws.gov/imbd](http://www.birds.fws.gov/imbd) - educational materials/information on International Migratory Bird Day

[www.birdfeeding.org](http://www.birdfeeding.org) - products for attracting birds to you

[www.fnps.org](http://www.fnps.org) - Florida Native Plant Society

[www.it.ifas.ufl.edu:8100/WildLife/index.html](http://www.it.ifas.ufl.edu:8100/WildLife/index.html) - The Florida Bird Monitoring Program

### **Books**

Bird Life, A Golden Guide, full-color look at behavior and biology of birds. ISBN 0-307-24079-7

Peterson First Guides, Birds, simplified field guide to common birds of N. America.

ISBN 0-395-40684-6

Sharing the Wonder of Birds with Kids, how to kindle children's interest in birds.

ISBN 1-57025-129-0

Bird, Egg, Feather, Nest, remarkable facts and art. ISBN 0-00-255456-9

Ranger Rick's Nature Scope, Birds, Birds, Birds, National Wildlife Federation,

[www.books.mcgraw-hill.com](http://www.books.mcgraw-hill.com). ISBN 0-07-047096-0

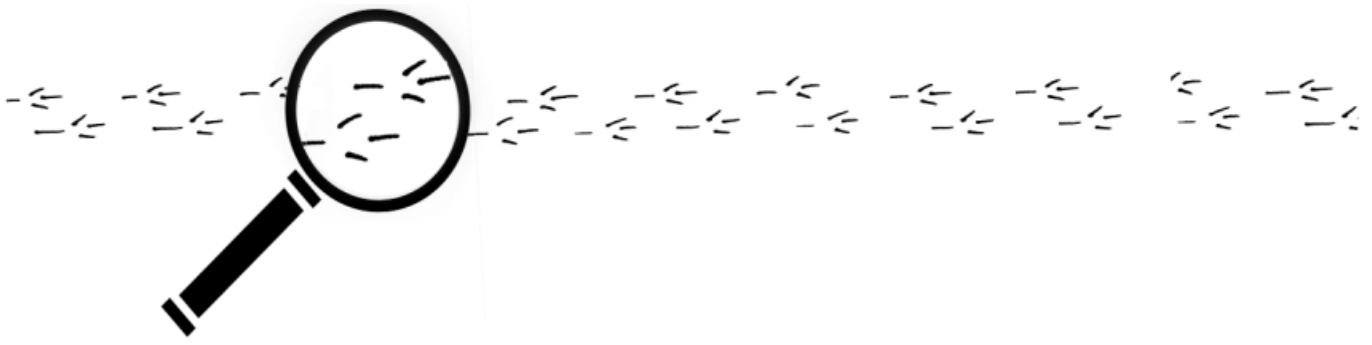
The Audubon Society Encyclopedia of North American Birds. ISBN 0-517-03288-0

### **Videos**

Eyewitness, Bird, 35 minutes. ISBN 1-56458-914-5

Watching Birds with Roger Tory Peterson, 52 common birds. ISBN 395-34417-4

National Geographic, The Secret Life of Cats, 60 minutes. [www.nationalgeographic.com](http://www.nationalgeographic.com)



### **Audio Recordings**

Sounds of Florida's Birds, Bill Hardy, Florida Museum of Natural History  
Bird Songs of Florida, Cornell Lab of Ornithology. ISBN 0-938027-39-5  
Stokes Field Guide to Bird Songs. ISBN 1-57042-483-7

### **CD-ROM**

N. American Birds, Peterson Multimedia Guides. ISBN 0-395-84853-9

