

Lesson 6

THE WOODPECKERS— HOW TO DISTINGUISH THEM

A good time to begin the study of this group is about April or May as all of them are to be found at this season. The teacher should inform the pupils that they are to observe closely birds found moving on the trunks of trees, as these are chiefly woodpeckers, particularly if they have some bright red about the head. The following table should be written on the black-board, by which the different species can be distinguished, and when they have decided on the right name let them read the description and examine the colored illustration in this volume.

1. TABLE BY WHICH THE COMMON WOODPECKERS ARE IDENTIFIED.

- (a) Longer than the robin.
 - (b) Almost as long as the crow, not mottled
(*Pileated Woodpecker.*)
 - (bb) Shorter than the pigeon, banded and mottled
(*Northern Flicker.*)
- (aa) About the length of the robin or slightly smaller.
 - (b) The whole neck and throat scarlet
(*Red-headed Woodpecker.*)
 - (bb) The whole neck and throat not entirely scarlet.
 - (c) Back black, wings white and black.
(*Arctic Three-toed Woodpecker.*)
 - (cc) Back black and white.
 - (d) Throat, crest and belly white.
(*Hairy Woodpecker.*)
 - (dd) Belly yellowish, breast with a black patch.
(*Yellow-bellied Sap-Sucker.*)
- (aaa) About the length of the sparrow.
(*Downy Woodpecker.*)

NOTE.—The pupils should be asked to make the following observations. These should not all be given at once, nor should any one pupil be expected to get records of them all, but by the combined work of the class many of the details can be filled in during the summer.