

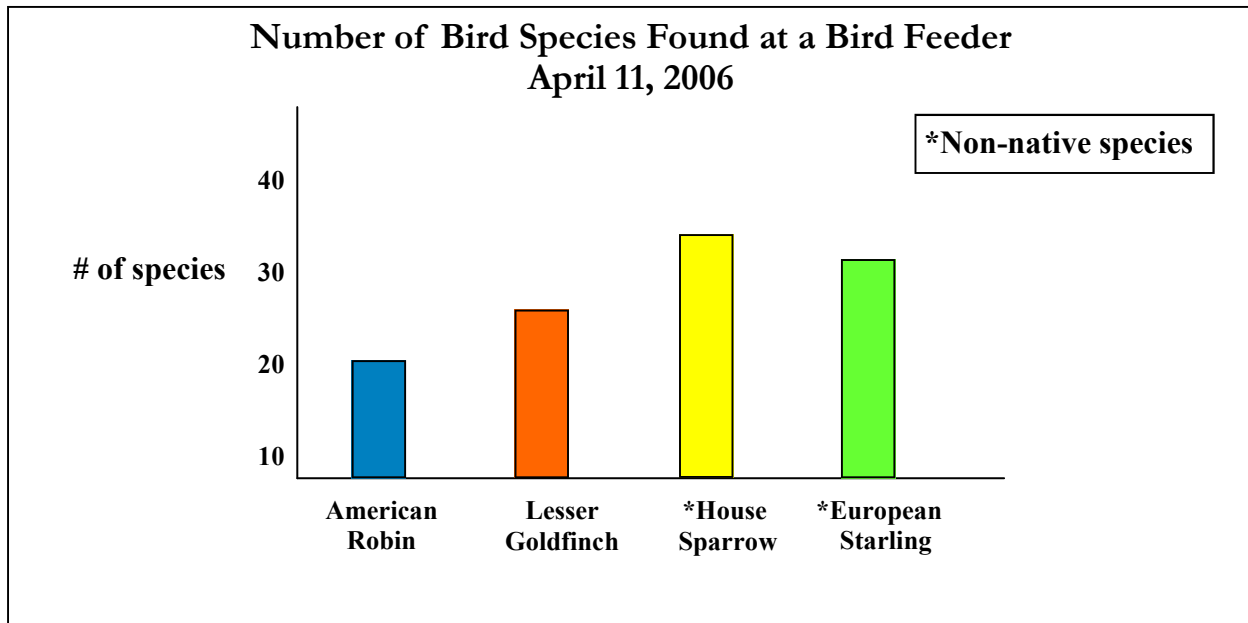
Name: _____

Date: _____

Teacher Sheet: Counting Birds

✓ Fledglings

Ornithologists or scientists who study birds, learn a lot about birds from the data recorded during bird counts. Answer the following questions using the graph.



1. Which species was seen the most? *House Sparrow*
2. How many American Robins were at the site? *20*
3. What was the total number of non-native birds seen? *62*
4. How do you think the non-native species affect the native species?

They out-compete native species such as the American Robin and Lesser Goldfinch for food, shelter, and space.

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Teacher Sheet: Counting Birds ✓Fledglings

Type of Count: *Schoolyard Count*

Name of Count Site: *Fairview Elementary Schoolyard*

Habitat Type: *Lawn*

Duration: *10:00am-11:00*

Temperature: *70 F*

Weather: *Partly Cloudy*

Total # of Birds: 87

Bird Name	Max Number
<i>Dark-eyed Junco</i>	12
<i>House Sparrow</i>	10
<i>American Goldfinch</i>	8
<i>Pine Siskin</i>	12
<i>American Crow</i>	10
<i>Red-winged Blackbird</i>	15
<i>European Starling</i>	20

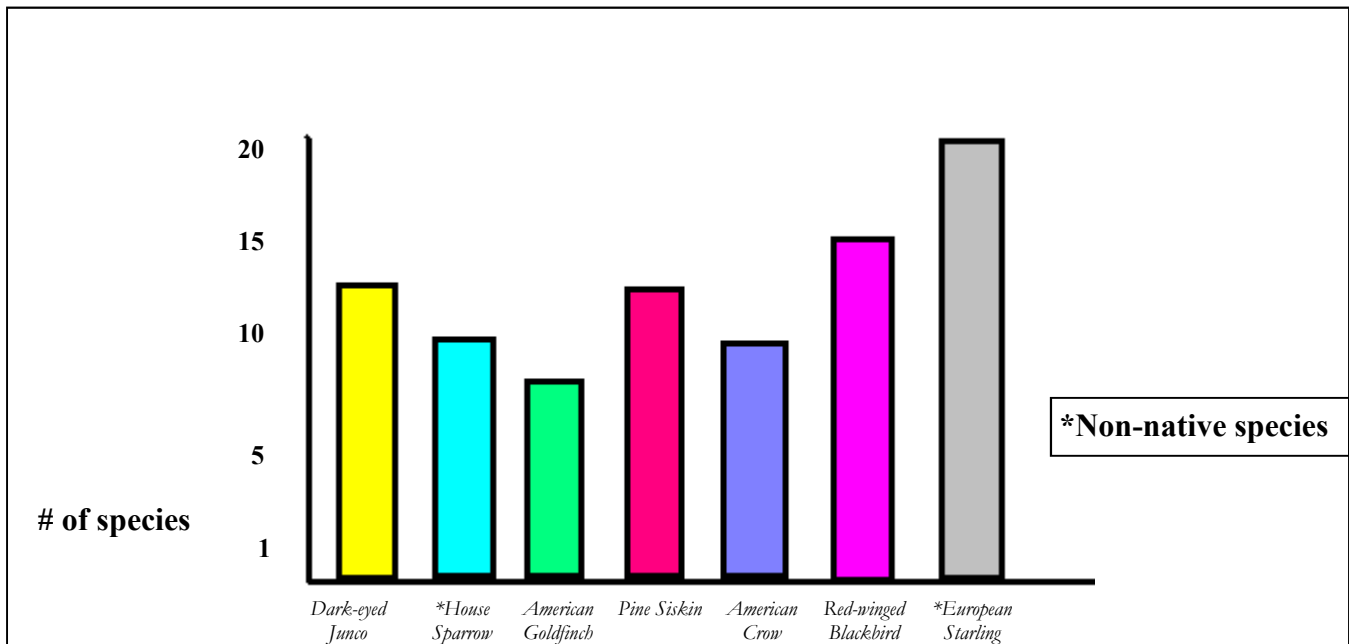
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Teacher Sheet: Counting Birds

✓Fledglings

Use the information you have collected during the bird count to create a bar graph.



Further Discussion:

1. What conclusions can you draw from your experiment and results graphed above?

In our experiment, we counted the number of native versus non-native birds in the school yard. Our results show that there are more species of native birds using the schoolyard, but the most numerous bird seen, the European Starling, was a non-native species.

2. Did you enjoy counting birds? Why or why not?

It was a lot of fun watching the birds. Some were flying above us, and some were perched in trees.

3. Were there any challenges during the bird count? If so, describe them.

At first it was difficult identifying the birds, but after looking through the bird field guide it became easier.