

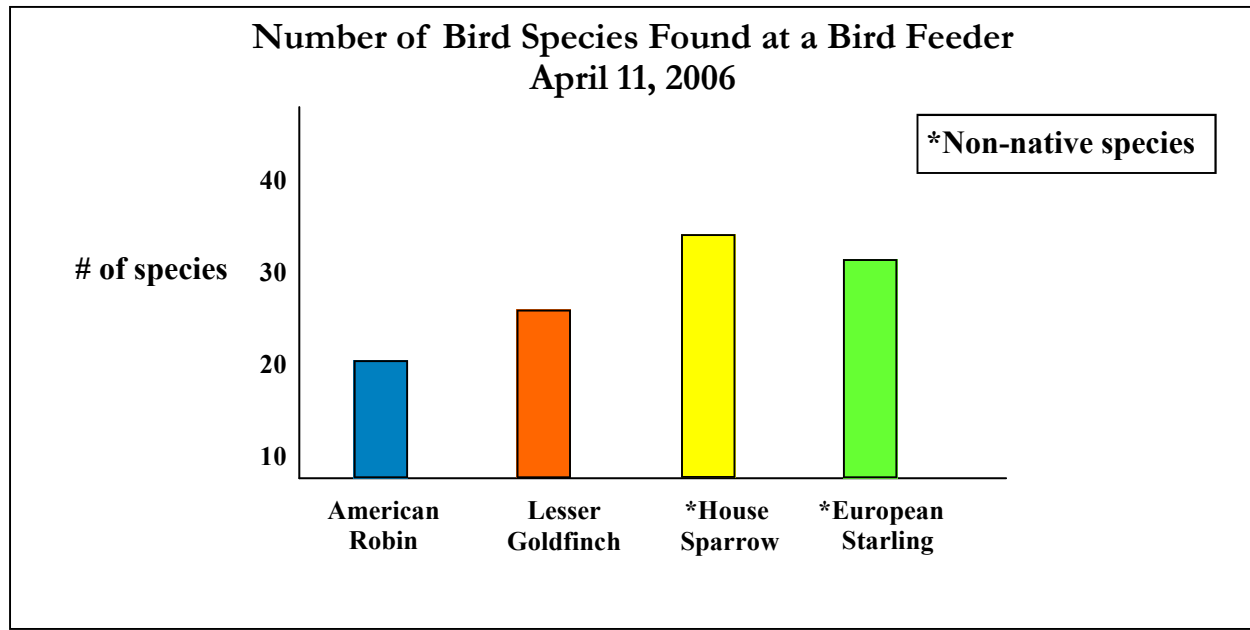
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# Teacher Sheet: Counting Birds

✓ 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.*

Name: \_\_\_\_\_

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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 Species	Number of Birds
<i>American Robin</i>	12
<i>House Sparrow</i>	10
<i>Spotted Towhee</i>	8
<i>Western Scrub Jay</i>	12
<i>American Crow</i>	10
<i>Yellow-headed Blackbird</i>	15
<i>European Starling</i>	20

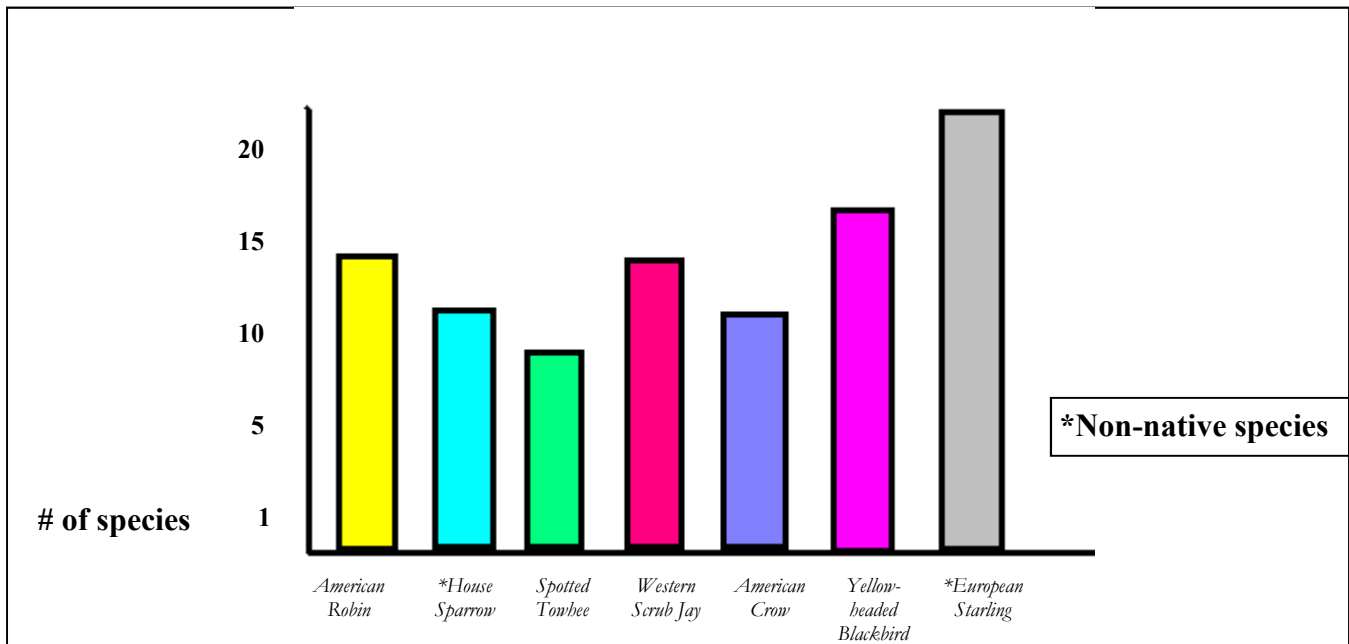
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# Teacher Sheet: Counting Birds

✓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.*