

# SQUIRREL OBSERVATION DATA SHEET

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

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Weather Observations:

Temperature: \_\_\_\_\_ °F

Season (Circle One): Spring

Summer

Fall

Winter

Circle all that apply:

Sunny Cloudy Windy Rainy Snowy Cold Warm Hot

1. Where was the squirrel when I first saw it? Use Tally Marks ~~||||~~

On the ground	
In a tree	
On a wall or fence	
On a bench	
In or on a trash can	
Other	
Total Number of Squirrels* *Add up all the tally marks	

2. What was the squirrel doing when I first saw it? Use Tally Marks ~~||||~~

Sitting still	
Walking	
Running	
Climbing	
Eating	
Chasing	
Other	
Total Number of Squirrels* *Add up all the tally marks	

3. When I first saw the squirrel, it was: Use Tally Marks ~~||||~~

By itself (alone)	
With other squirrels	
With another kind of animal	
Total Number of Squirrels* *Add up all the tally marks	

I saw these other kinds of animals with the squirrel:

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## **Observation Instructions:**

### ELEMENTARY SCHOOL

Observe squirrels in the backyard, schoolyard, local park, etc. for 30 minutes and collect data using the Squirrel Behavior Observation Sheet. Do this once a day for at least 5 days.

Ask students to fill out the environmental information on their worksheets such as time, date, temperature, weather and season. When they're done, explain to students that they'll be tallying the number of squirrels they see doing certain behaviors.

Every squirrel they see should get a tally mark in section one, section two, and section three. So, for example, if they see one squirrel in a tree sitting still, they should put one tally mark in the box under "in a tree," one tally mark in the box under "sitting still," and one tally mark in the box under "By itself (alone)." This means that every squirrel they see will get three tally marks.

At the end of the observation period, they should count all the tally marks in each section and write that total number in the space provided. All three tables should have the exact same number in them, which is equal to the number of squirrels they saw.

## **Data Analysis:**

### *K-1st Grade*

Ask students to get into groups of 2-5 with their data sheets and count or add all the squirrels in each box on their data sheets. For example, students can count all the tally marks made on everyone's papers in the "In a tree" box to get the total count of squirrels in trees observed by the group. Students who are practicing addition can add the totals in the section one green box on everyone's papers.

### *2nd-3rd Grade*

Ask students to create a picture graph displaying the number of squirrels they saw on each day of data collection.

Ask students to create a bar graph of the types of behaviors exhibited by squirrels over the course of data collection. The students should add up the number of time each behavior was observed over the course of the data collection period and then create a bar graph of the total number of time the behaviors were observed.

Based on their data sheets and graphs they create, ask students to solve word problems like the examples below. You will need to cater the problems to the graphs the students produced.

- On day one of data collection, how many squirrels did you see on the ground AND in a tree?
- How many more squirrels did you see on day four of data collection than on day one?

#### *4th-5th Grade*

Ask students to create a line plot graphing the proportions of squirrels all the students saw performing a specific behavior on one day of data collection (ex.: Liam saw 1 out of 5 squirrels in a tree on day 3; Angela saw 2 out of 3 squirrels in a tree on day 3, etc.).

Based on the graphs they create, ask students to solve word problems like the examples below. You will need to cater the problems to the graphs the students produced.

- On day one of data collection, how many squirrels out of [total number of squirrels] did Jimmy see?
- How many more squirrels in trees did Angela see than Jimmy on day four of data collection?