

This lesson provided by:

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System: Madison County

School: Monrovia Elementary School

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Title: Nocturnal Animals Lesson #4: Owls

Overview/Annotation: During this lesson, students will visit various Internet sites to learn facts about owls. They will use this information to draw a picture of the owl food chain, dissect owl pellets, and write a poem about owls.

Content Standard(s):

EL(1)	18. Participate in the writing process.
EL(1)	21. Use writing as a tool for expressing thoughts in all disciplines.
SC(1)	4. Describe survival traits of living things, including color, shape, size, texture, and covering.
ELA(1)	12. Collect information from print and nonprint resources to investigate a teacher- or student-selected topic.
TC2(K-2)	7. Use digital tools to access and retrieve information.

Local/National Standards:

Primary Learning Objective(s): Students will describe the owl food chain. Students will identify components of an owl's diet. Students will explain the difference between prey and predator. Students will list characteristics of owls.

Additional Learning Objective(s):

Approximate Duration of the Lesson: 61 to 90 Minutes

Materials and Equipment: Science journals, chart paper for KWL, owl food chain poster, markers/crayons, *Owl Babies* by Martin Waddell, owl facts transparency, overhead projector, owl pellets, paper plates, wooden sticks for dissection

Technology Resources Needed:

Background/Preparation: The teacher needs to make the Owl Facts attachment into a transparency or slideshow presentation for the lesson.

Procedures/Activities: 1.)Begin a KWL chart with students to determine what they know about owls. After completing the section about what they would like to know, display the owl poster and discuss the food chain. ([Carolina Biological Supply Company](#))

This web site is where you can order owl pellets, posters, and study guides.

2.)Review the owl facts with students (on overhead or slideshow). Discuss the facts and have students write some of them in their science journals.

3.)Discuss the owl's diet. Define the terms prey and predator.

[\(What Does an Owl Eat?\)](#)

A brief summary of the major food sources for owls.

4.)Dissect the owl pellet. Divide the class into groups and have some students observe the teacher dissecting the pellets while the other students are writing owl facts in their journals.

[\(EcoTEam: Predator/Prey Relationships\)](#)

This site provides a worksheet to complete while dissecting the owl pellet.

5.)Discuss what was found in the pellets. Have students draw a picture of the owl food chain in their science journals.

6.)Read *Owl Babies* by Martin Waddell to the class. Have students predict what the book will be about. Ask comprehension questions as the book is read.

7.)Review specific kinds of owls with students. Visit the websites to show students actual photos of owls. Some of the websites have owl songs for students to hear. There are many additional facts on the different websites.

[\(Barn Owls\)](#)

This site teaches about Barn Owls.

8.)Website:

[\(Barred Owl\)](#)

This site teaches about the Barred Owl.

9.)Website:

[\(Eastern Screech Owl\)](#)

This site teaches about the Eastern Screech Owl.

10.)Have students write a short poem about owls. Have them list key words that describe owls. Help them come up with rhyming words that would go with the list. Give students time to write their own poem about owls. These poems make a good bulletin board display.

11.)Complete the KWL chart with students. Ask them questions to check their understanding about owl facts. Have write two or three sentences about owls as one method of evaluation of the unit.

Attachments:**Some files [OwlFacts.doc](#) will display in a new window. Others will prompt you to download.

Assessment Strategies: Check science journals for owl facts and food chain. Question students to see what they learned about owls. Have students write two or three sentences about owls.

Extension: Add these words to the Word Wall,
predator, prey, pellet, raptor, talons, nocturnal, rodents, owlet, camouflage, habitat, regurgitate, and food chain.