

**WEEK 7 Day 4**

**Discovery Table: Owl Pellets**  
Children investigate owl pellets and record data.

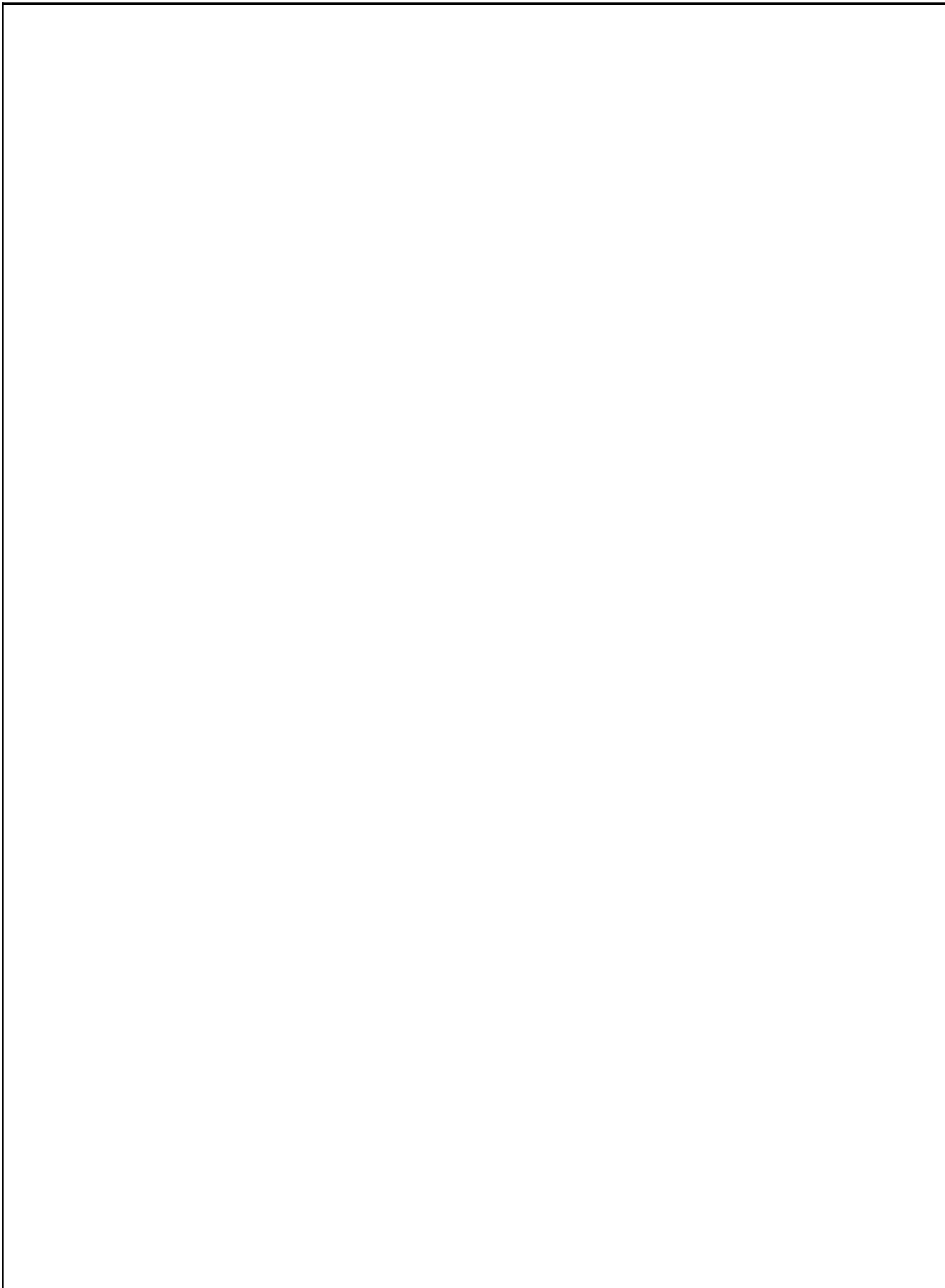
<b>Big Idea</b>	Like humans, animals are part of interdependent communities that are affected by, and adapt to, the environment that surrounds them.
<b>Guiding Question</b>	How do animals form communities, work together, and use and adapt to their environment and how is this experience similar and different to what people do?
<b>Vocabulary</b>	<p><b>owl pellet:</b> the remains that an owl’s stomach cannot digest</p> <p><b>regurgitate:</b> to bring the food back up through the mouth, to throw up</p> <p><b>predator:</b> an animal that hunts and eats other animals</p> <p><b>digest:</b> to break down food in the body for nutrition</p> <p><b>skeleton:</b> the bones or cartilage of an animal</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● owl pellets, at least 10</li> <li>● tweezers, 3-5</li> <li>● toothpicks, enough for each child to have 1-2</li> <li>● magnifying lenses, 3-5</li> <li>● paper plates</li> <li>● plastic gloves</li> <li>● Owl Pellet Data sheet, 1 per child</li> <li>● pencils</li> <li>● Owl Pellets Bone Sorting Chart, 2-3 copies</li> </ul> <p>At each child’s place, arrange one owl pellet on a plate/bowl, Owl Pellet Data sheet, and a pencil. Place the tweezers, toothpicks, and magnifiers in the center of the table.</p> <p>Important: Thoroughly clean the space after completing each session of this activity. Be aware of potential allergens.</p>
<b>Intro to Centers</b>	Wear gloves while conducting the Intro to Centers.

	<p><i>As scientists this week, we will investigate owl pellets! You might find one of these on the ground in an owl’s habitat. A <b>pellet</b> is made of whatever parts of the owl’s food that the owl cannot use in its body. Remember, owls are <b>predators</b>—they eat other animals. After an owl eats another animal, some material doesn’t leave the owl’s body as feces or poop, like it does for humans and other animals; owls and many other birds <b>regurgitate</b>, or throw up, whatever their stomachs cannot digest. An owl pellet comes up through the owl’s throat.</i></p> <p>Hold up an owl pellet.</p> <p><i>What do you notice about this owl pellet? What might we find out by looking closely at an owl pellet? Turn and talk to your partner.</i></p> <p>Provide time for children to talk, and then harvest a few responses.</p> <p><i>Remember, an owl pellet comes from the parts of an owl’s food that its body cannot <b>digest</b>, or use for nutrition.</i></p> <p><i>When you visit the Discovery Center this week, you will have the opportunity to explore owl pellets. Working carefully and taking your time, you’ll use tools to take the pellet apart. It will be interesting to see what you find!</i></p>
<b>During Centers</b>	<p>Children investigate owl pellets. <b>Wearing gloves</b>, they break the pellets apart using their hands and tools to discover what is inside. Children record their findings on their Owl Pellet Data sheets and reference the Owl Pellets Bone Sorting Chart. They will discover that owls, as predators, eat small rodents, mammals, and birds.</p> <p>Children may have a variety of feelings about touching and dissecting the owl pellets. Some children may find the pellets distasteful. Maintain a scientific stance of curiosity. Some children may be comfortable working with the pellets while others will simply watch. Allow children various points of entry into this activity. For instance, working together, one child might dissect the pellet, while another holds a magnifier and reports findings and another records this data.</p>
<b>Facilitation</b>	<ul style="list-style-type: none"> <li>● What do you notice about the things you found in the owl pellet?</li> <li>● What do you think this is? How do you know?</li> <li>● Based on what you are finding in the pellet, what do you think the owl ate?</li> <li>● Based on the foods the owl ate, where do you think the owl lived?</li> <li>● Why might it be important to dissect owl pellets?</li> </ul>
<b>Standards</b>	<p><b>K-LS1-1.</b> Observe and communicate that animals (including humans) and plants need food,water, and air to survive. Animals get food from</p>

plants or other animals. Plants make their own food and need light to live and grow.

**SL.2.K.a** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

**Notes**



Centers U2 W7