

# Habitats Unit Teacher Masters: Table of Contents

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Dear Families,

Your child's class is starting a science unit about habitats.

The children will be asked to think about how organisms—plants, animals, fungi, and microscopic living things—survive in the places they live, and how they interact with other living things. For example, they'll learn about the animals that rely on an oak tree for food or shelter, and learn how a cactus survives in its desert climate.

During the Habitats Unit, the children will:

- Identify a habitat as the place where an organism can satisfy its survival needs.
- Explore how different organisms survive in their habitats.
- Become familiar with local habitats by learning about local birds and plants, and by finding a "special spot" for their own weekly observations of living things.
- Learn that a biome, such as a desert, prairie, or sea, is different from a habitat and is made up of many habitats.
- Design imaginary organisms that can survive in a habitat within a particular biome.
- Examine the range of the human habitat.
- Participate in an environmental stewardship project.

In addition to the work your child will do in class, you and your child can explore this rich topic together at home by:

- Occasionally reading a **science book** together that your child checks out from the class Science Center.
- Visiting the web site at **www.sciencecompanion.com/links** to find a list of recommended web sites about habitats.
- Completing **Family Links** the teacher sends home from time to time.
- Reading portions of the **Habitats Student Reference Book** to enhance what your child learns in class.

The Habitats Unit will be fun for the children. We hope some of their interest comes home so you can learn with them, and help them learn.

Sincerely,

# Useful Words for Learning About Habitats

<b>behavioral characteristics</b>	Ways an organism acts that help it survive in its habitat.
<b>biome</b>	A very large area of the world that has similar climate and similar plants. For example, the marine biome is salty water inhabited by marine plants (seaweed, kelp, algae, and phytoplankton) and the animals that depend on these (such as coral, marine mammals, fish, crustaceans, and zooplankton).
<b>environment</b>	Everything that surrounds a living thing.
<b>habitat</b>	The place where an organism can get the things it needs to survive.
<b>interact</b>	To meet and act on or influence each other. Since different organisms may have overlapping habitats, they interact by competing with each other, relying on each other for food or shelter, or sharing available resources.
<b>organism</b>	Any living thing.
<b>physical characteristics</b>	An organism's structures (body parts) that help it survive in its habitat.
<b>survival characteristic</b>	The physical features and behaviors that help an organism survive in its habitat.
<b>survive</b>	To live with all of one's basic needs met. The basic needs for virtually every living thing are food, water, air, protection, and space.

# Backyard Habitat

## Materials

Item	Quantity	Notes
<b>ExploraGear</b>		
Terrarium	1	To create mini-habitat.
<b>Classroom Supplies</b>		
Backyard organisms	A few	An assortment of what you can find in your garden or the schoolyard.
Plants	2-3	Weeds are okay.
Mushrooms (optional)	2-3	Use, if you find some.
Soil	A few handfuls	Take from planting bed, or from under compost or leaves.
Spray bottle	1	To mist terrarium with water.
Sticks or rotting pieces of wood	2-3	To provide homes or perches for animals.

## Directions

1. Collect soil, animals, plants, and mushrooms from your garden or the schoolyard. When you can, collect any plants on which you find the animals. (Keep in mind that you may need to bring more plants if the animals eat them completely.)
2. Possible animals to include are earthworms, sow bugs (often called rolpolies or pill bugs), snails, slugs, large insects, toads, and salamanders.
3. Arrange the soil and organisms with some sticks and rocks in the terrarium.
4. Find a place for the terrarium in the Science Center, out of direct sunlight.
5. Teach the children how to provide food and water for the organisms.
  - Do not over-water the mini-habitat; the water that sticks to food leaves or an occasional mist from a spray bottle is adequate.
  - Snails and slugs can eat lettuce or celery.
  - Earthworms can eat small bits of fruit such as melon.
  - Sow bugs like rotting wood.
  - Salamanders eat earthworms and a variety of small insects.
  - You might need to research the eating habits of whatever large insects you collect.
  - Toads eat crickets and earthworms. Toads also require a water source other than a misted terrarium and a hiding place, so provide a small water dish and some sticks and other debris for the toad to hide under as well.

# Simple Aquatic Habitat

## Materials

Item	Quantity	Notes
<b>ExploraGear</b>		
Terrarium	1	To create mini-habitat.
<b>Classroom Supplies</b>		
Aquatic snails	2-3	Purchase from a pet store.
Aquatic plants	2-3	Purchase from a pet store.
Fish (bettas, guppies or neon tetras)	3-4	Purchase from a pet store.
Fish Food	1 container	Purchase from a pet store.
Gravel	1-1.4 L (4-6 C)	To cover bottom of terrarium.
Water	Enough to fill terrarium	Tap water is fine. Let the water sit for 24 hours before placing fish in it.

**TEACHER NOTE:** Consider checking pet stores in the area for teacher offers. Some nationwide pet chains supply an aquarium and fish for use in classrooms free of charge.

## Directions

1. Place gravel on the bottom of the terrarium. Fill the terrarium with water and let it sit 24 hours before placing fish in it. (Letting the water sit dechlorinates it.)
2. Place the aquatic plants in the gravel.
3. Place the fish and snails in the terrarium. By choosing hardy fish such as bettas, guppies and neon tetras, you will not need to use a pump or regulate the temperature of the tank.
4. Find a place for the terrarium in the Science Center where it will not be exposed to direct sunlight.
5. Teach the children how to provide food for the fish. The snails will eat algae from the sides of the tank. Although the snails will help keep the tank clean, you may need to change the water from time to time if it gets cloudy.

# Hermit Crab Habitat

## Materials

Item	Quantity	Notes
<b>ExploraGear</b>		
<b>Terrarium</b>	1	To create mini-habitat.
<b>Classroom Supplies</b>		
<b>Cuttlebone</b>	2-3	To provide calcium for hermit crab.
<b>Gravel</b>	1-1.4 L (4-6 C)	To cover bottom of terrarium.
<b>Hermit crabs</b>	3-4	Purchase from a pet store.
<b>Hermit crab food</b>	1 container	Purchase from a pet store.
<b>Shells</b>	2-3	Must be same size or larger than hermit crab's shell.
<b>Water</b>	Enough to fill water dish.	Tap water is fine. Let the water sit for 24 hours before placing crabs in the terrarium.
<b>Water dish, wide and shallow</b>	1	For hermit crab to sit in.

## Directions

1. Place gravel on the bottom of the terrarium.
2. Crush the cuttlebone into a powder and scatter it over the gravel. The hermit crabs will obtain the calcium they need by consuming the cuttlebone pieces over time. You will need to replace the cuttlebone periodically.
3. Place a water dish in the terrarium, and add water. (Make sure you let the water sit 24 hours before adding it. This dechlorinates tap water.)
4. Place the shells in the terrarium.
5. Add the hermit crabs and cover the terrarium.
6. Find a place for the terrarium in the Science Center, out of direct sunlight.
7. Teach the children how to provide food for the hermit crab. Besides the commercially purchased hermit crab food, periodically provide the hermit crab with fresh plant matter such as chopped up pieces of lettuce, carrots, bean sprouts, or apples. All uneaten fresh plant matter should be removed daily to prevent spoilage in the terrarium. Emphasize to the children that it is difficult to maintain the plants a hermit crab interacts with in the wild within the terrarium, so these foods are substitutes.
8. Additionally, you might discuss with the children how the hermit crab is a scavenger. Explain that while some interactions are between the hermit crab and live plants, the hermit crab is a scavenger that also occasionally feeds on dead plants.

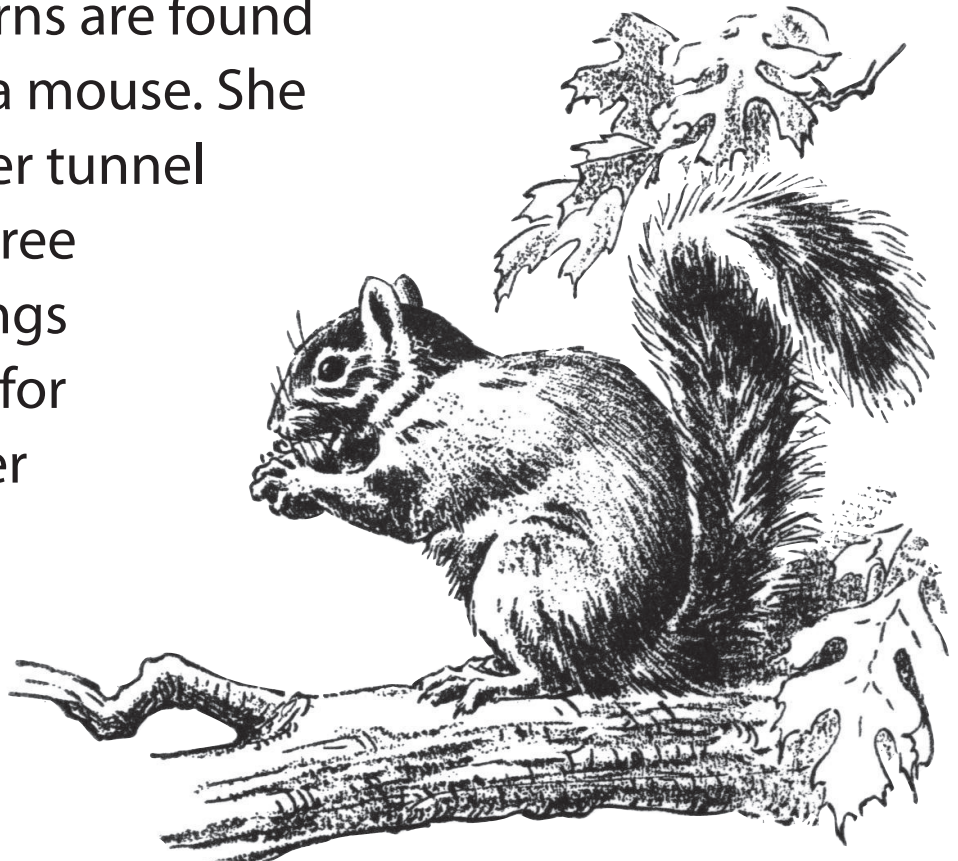


## Home Is an Oak Tree

On a fall afternoon, gusts of wind shake the leaves of an old oak tree. Glossy **acorns** rattle down to the ground.

Some acorns fall into dry grasses below the oak tree. A deer eats some and tramples a few. A jay carries many of them away to bury in the ground for winter food. A squirrel takes more acorns from the tree, stuffing them into his cheeks.

Some acorns are found that night by a mouse. She darts out of her tunnel between the tree roots, and brings the nuts back for her own winter **hoard**.







One acorn from this fall day **survives**. The jay had buried it, and doesn't find it. After winter rains, the acorn splits open. A root pushes deep into the ground, and a two-leaved sprout grows up toward the sun.

Over the years the acorn's sprout grows into a small oak tree. Gall wasps lay eggs in its twigs. Caterpillars chew on its leaves. After ten years, it is three meters (10 feet) high. Flocks of birds **flit** quickly through the small tree to pick off insects.

In the spring of its thirtieth year, the oak tree blooms with tiny yellow flowers. In the fall, it produces its first crop of acorns. The oak tree is now nine meters (30 feet) high. Its branches spread out in a wide **canopy**, and its roots spread just as wide.

Underground, earthworms wriggle through and loosen up the soil. A shrew hunts the earthworms for food. In a burrow beneath the tree she raises two **broods** of babies. A garter snake moves into a hole under one of the tree's roots.

When the oak is fifty years old, a winter storm breaks the top off one of its largest **limbs**. With this chance opening through the bark, beetles bore into the branch. Fungus grows where the wood is moist. Carpenter ants build tunnels through the softening wood. The limb dies, but it still stands. It is bare among the other leafy branches.

A pair of woodpeckers walks up and down the tree's trunk, listening for the sound of insects inside. They chisel into the thick oak bark with their beaks, and use their long tongues to pull out beetle **grubs**. They knock on the dry wood of the dead branch. They decide to stay.

The woodpeckers chip and chip at the wood. They make a nest hole. In the spring they raise four chicks. Every year after that, woodpeckers chisel a new nest hole into the dead branch.

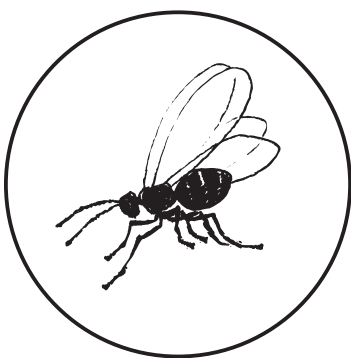




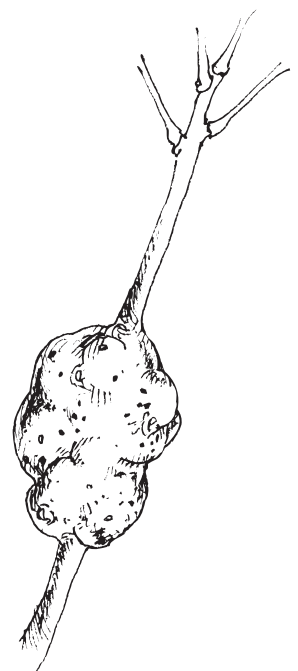
The oak tree is 100 years old now. Its canopy spreads 30 meters (100 feet) wide. A screech owl chooses an old woodpecker hole for his **roost**. He hunts the voles and mice that collect acorns from around the tree.

The ground below the oak is covered with leaves, twigs, acorns, and evidence of all the organisms that use the tree to meet their survival needs. Mushrooms grow in the shade near the oak's trunk.

A gray **pellet** of dried fur and bones gives a clue about the owl that perches above. Wood chips lie on the ground under the newest woodpecker nest hole.



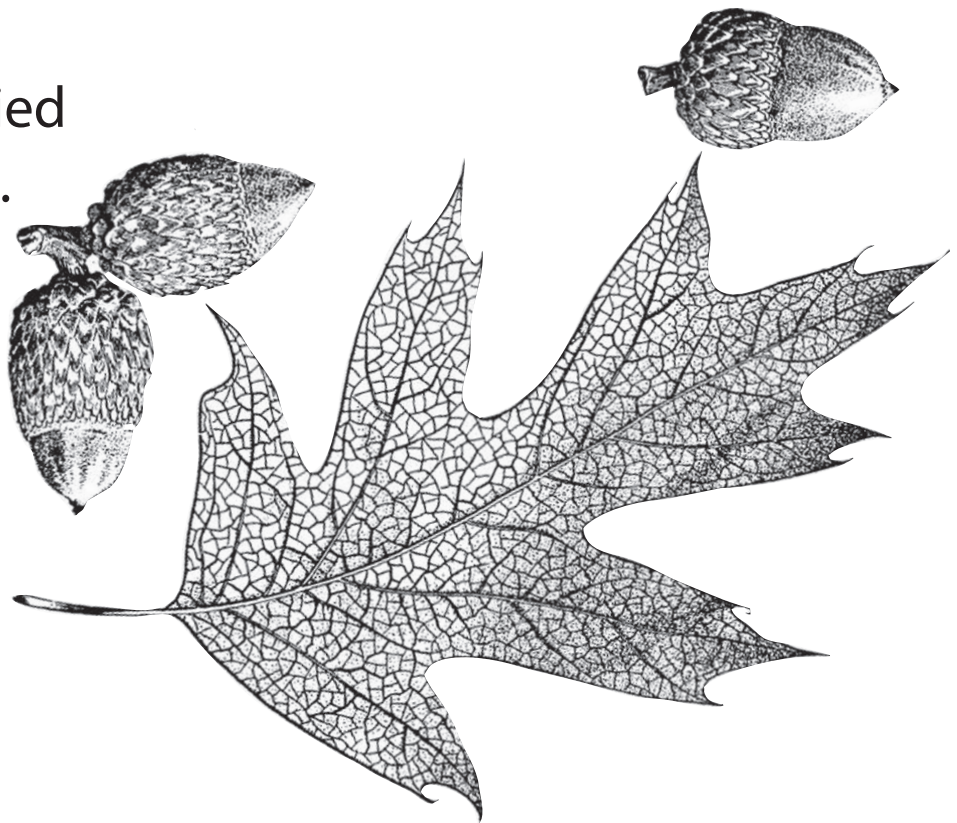
Beneath the oak's fallen leaves, many holes of different sizes lead underground to the homes of earthworms, mice, shrews, and a snake. On some broken twigs are the swellings where gall wasps hatched and grew.



Some of the old acorns have holes where weevils had drilled in to lay eggs. Some of the acorns are just empty shells dropped by hungry squirrels and jays.



Some fat acorns lie buried and forgotten. They wait to sprout and become new trees.



# Story Vocabulary

**acorns** ..... The seeds of an oak tree.

**brood** ..... A group of young animals born at the same time.

**canopy** ..... A high covering.

**flit** ..... To fly short distances, quickly.

**grub** ..... The early life stage (larva) of a beetle.

**hoard** ..... A supply hidden for future use.

**limb** ..... One of the larger branches of a tree; the arm, leg, wing, or fin of an animal.

**pellet** ..... A small, oblong object.

**roost** ..... The place where a bird usually sits to rest.

**survive** ..... To live with all one's basic needs met.

## Credits and Acknowledgments:

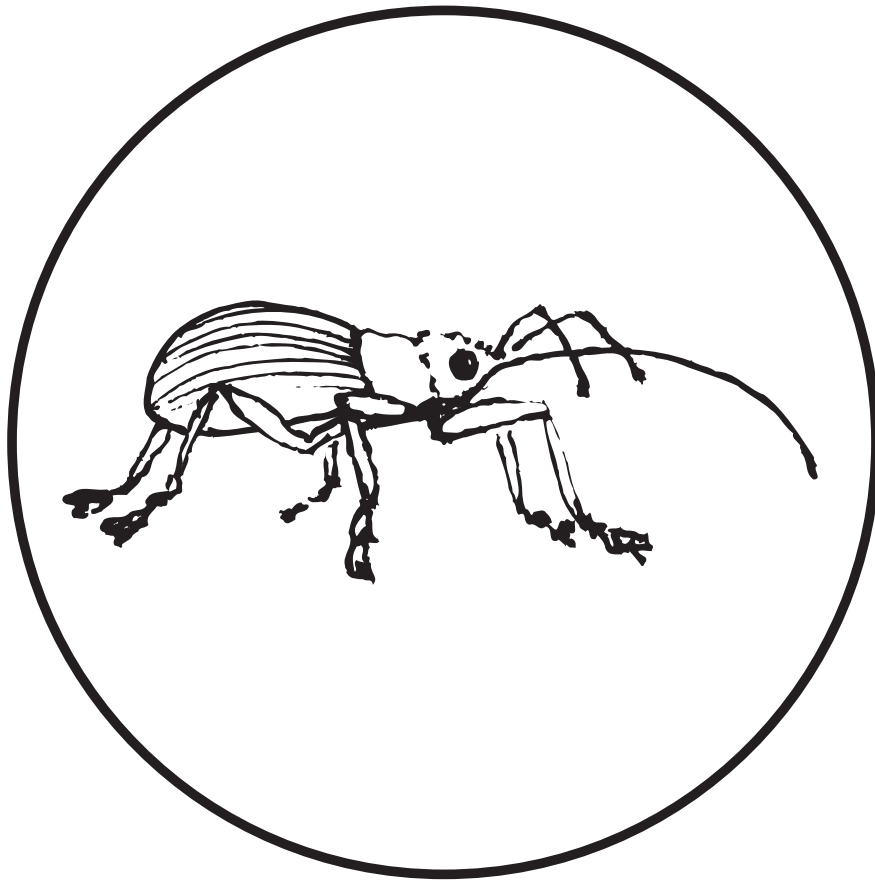
Written by Annie C. Holdren

Illustrations of woodpecker, screech owl, oak gall and wasp drawn by Meg Ross

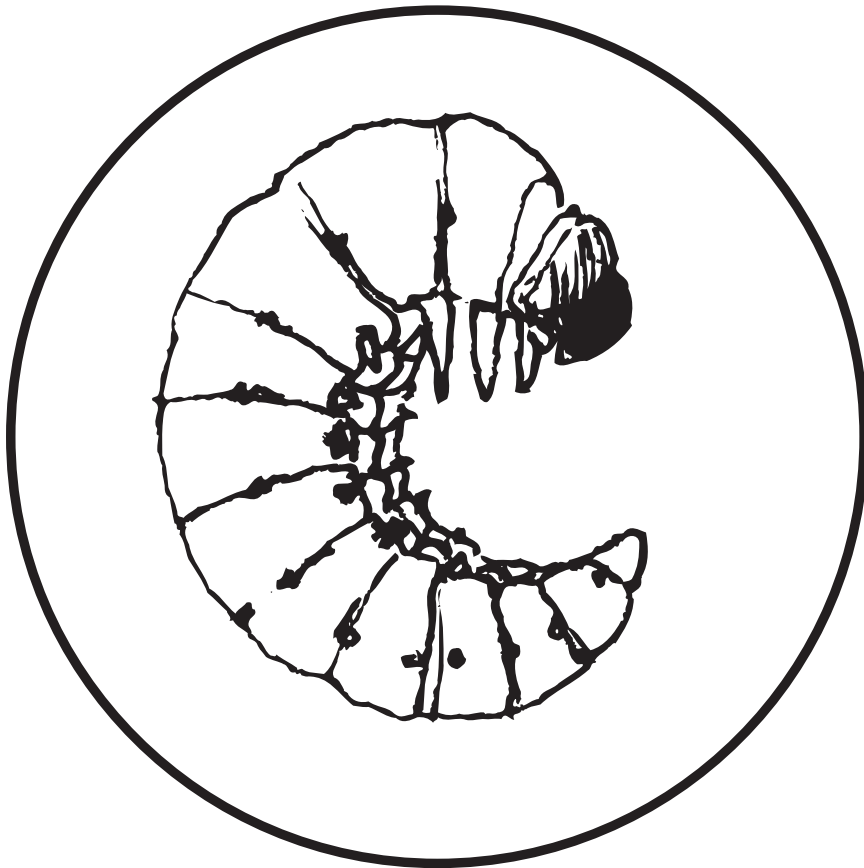
Illustrations of acorns and oak leaves, squirrel, and jay © 2003-2005 [www.clipart.com](http://www.clipart.com)



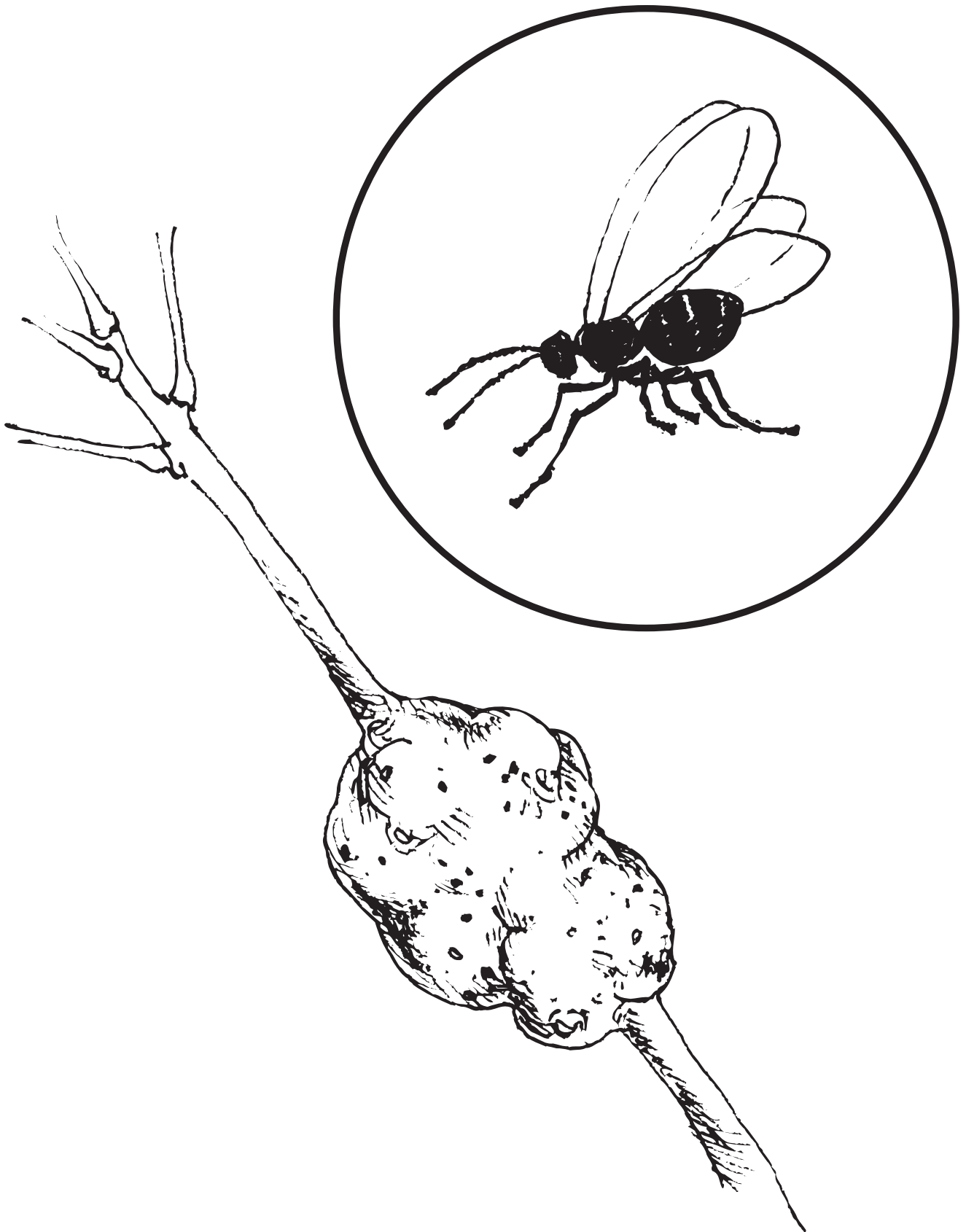
# Acorn Weevil



# Beetle Grub



# Gall Wasp and Oak Gall





# Hairy Woodpecker, Flying



# Hairy Woodpecker, Perching



# Mouse



# Oak Leaves and Acorns

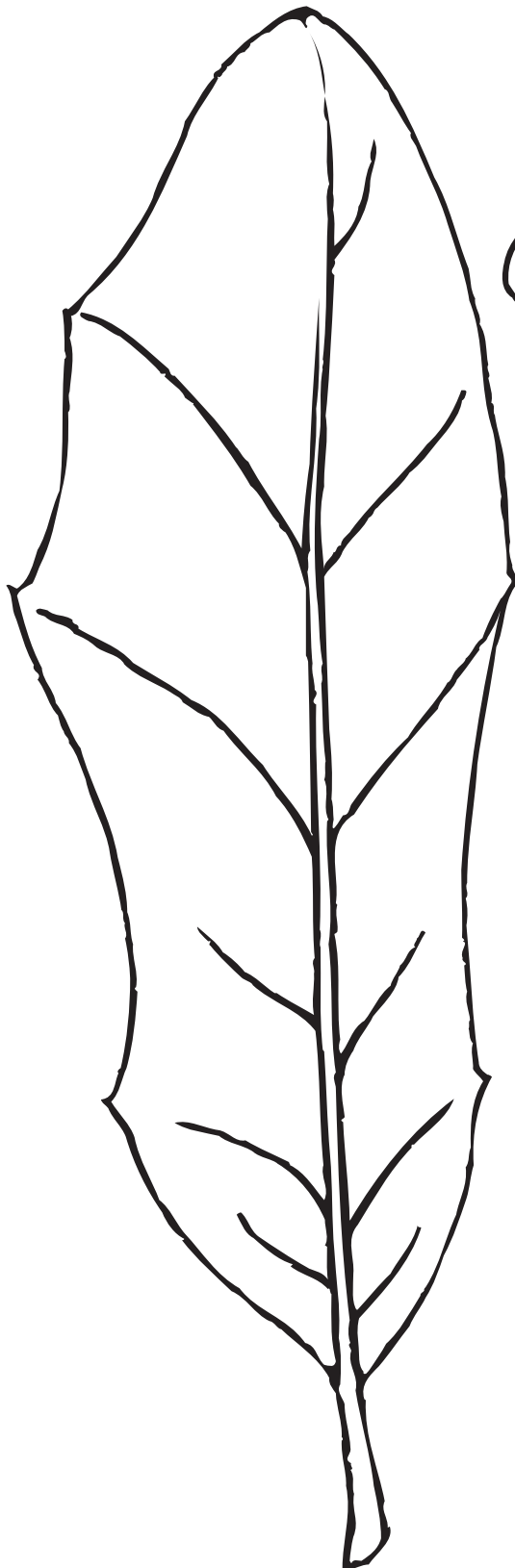


RED OAK

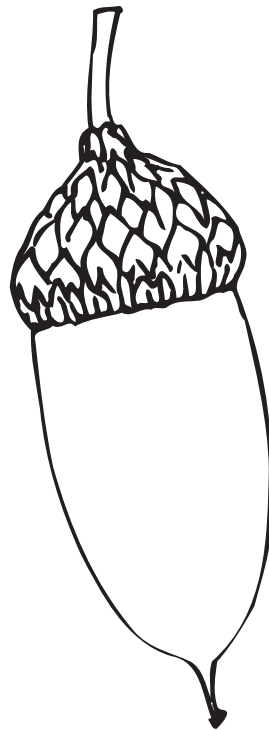
(QUERCUS  
RUBRA



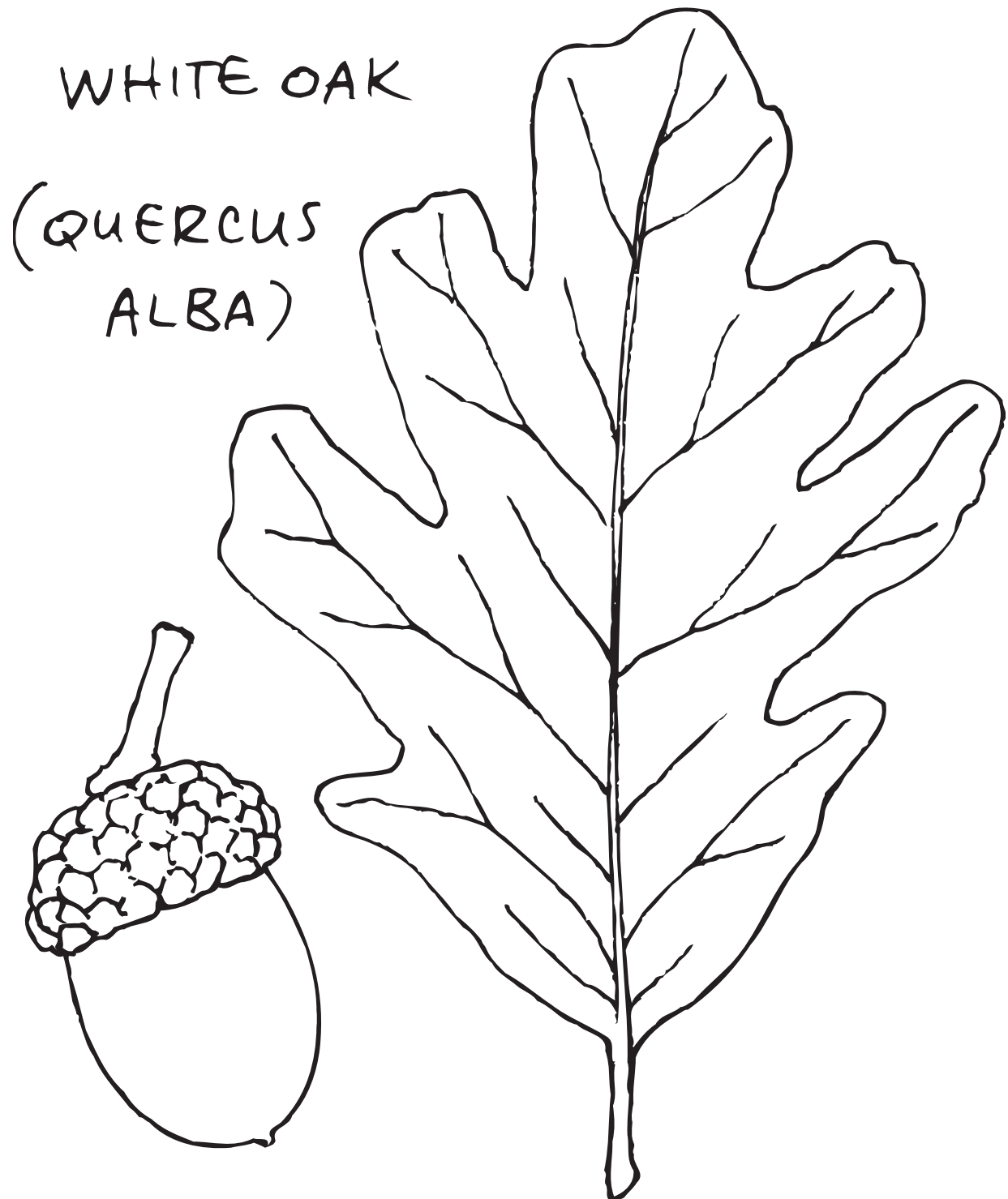
# Oak Leaves and Acorns



LIVE OAK  
(*QUERCUS*  
*AGRIFOLIA*)



# Oak Leaves and Acorns



# Screech Owl, Flying



# Screech Owl, Perching





# Squirrel



# Vole



# Setting Up Bird “Food” and “Bills”

Feeding Station	Model “Food”	Model “Bill” (Tool) That Works Best	Directions
<b>Flower nectar</b> (hummingbirds)	Tall, narrow vase containing colored water to represent nectar in a flower.	Dropper	Children need to get the “nectar” out of the “flower.”
<b>Flying insects</b> (swallows, swifts, nighthawks, whippoorwills)	Mini-marshmallows, dry cereal, or foam packing peanuts, tossed in the air, to represent flying insects.	“Cootie catcher”	Gently and closely toss “insects” to the children.
<b>Seed</b> (finches, sparrows, cardinals, grosbeaks)	Whole nuts in shells, to represent seeds. Walnuts are good choices.	Nutcracker	Children need to break open one nut, and get it out of its shell.
<b>Wood grubs</b> (woodpeckers)	Two foam plates stapled together, with plump raisins inside, to represent grubs in bark.	Large nail	Children need to break through the “bark” in order to spear the food inside.
<b>Pond plants and insects</b> (dabbling ducks, flamingos)	Dry herbs or tea leaves, floating in a basin or aquarium of water, to represent aquatic plants and insects.	Sieve	Children need to determine which tool will collect the most food (the leaves will probably stick to all tools).
<b>Earthworms</b> (robins, starlings)	Two gummy worms, licorice rope pieces, or thick yarn, buried in uncooked oatmeal or rice in a bowl, to represent worms in soil.	Clothespin	Children need to uncover and pull out the food.
<b>Meat</b> (owls, hawks, eagles)	Five large marshmallows or chunks of bread on a bamboo skewer, to represent meat on a bone.	Tongs	Hold the skewer up, horizontally between two hands. The children need to get at least one marshmallow or a chunk of bread off.

# Bird Feature Card Sets

## Barn Owl

**Habitat:** Woodlands, groves, farms, barns, towns, cliffs

**Diet:** Mostly rodents

**Feeding behavior:** Hunts at night; captures prey with its feet and kills with its beak.

## Blue Jay

**Habitat:** Oak and pine woods, farmlands, groves, gardens

**Diet:** Almost anything, including fruits, nuts, seeds, insects, mice, frogs, and other birds' eggs

**Feeding behavior:** Searches for food in trees, shrubs, and on the ground; uses its bill like a Swiss army knife.

## Goldfinch

**Habitat:** Weedy fields, floodplains, roadside edges, open woods

**Diet:** Seeds from grasses, thistles, and some trees

**Feeding behavior:** Climbs on plants, hangs on seed heads, and cracks seeds open with beak.

## Mallard Duck

**Habitat:** Marshes, wooded swamps, grain fields, ponds, rivers, lakes, city parks

**Diet:** Plant material, including seeds, stems and roots, plus small water animals

**Feeding behavior:** In water, "dabbles" by putting head underwater and upending body; on land, grubs for roots and seeds.

# Bird Feature Card Sets

## Woodpecker

**Habitat:** Groves, open country, shade trees in towns, large scattered trees

**Diet:** Insects, insect larvae, acorns

**Feeding behavior:** Climbs tree trunks and major limbs; breaks open the bark with its bill.

## Hummingbird

**Habitat:** Open woods, flowering trees, gardens

**Diet:** Nectar, especially from red tube-shaped flowers

**Feeding behavior:** Flies close to flowers and inserts its bill to take nectar.

## Brown Pelican

**Habitat:** Ocean coasts, beaches, salt bays

**Diet:** Fish

**Feeding behavior:** Dives headfirst into water from the air, and comes to surface with fish in its bill; tilts its bill to drain water out of pouch, and then tosses its head back to swallow the fish.

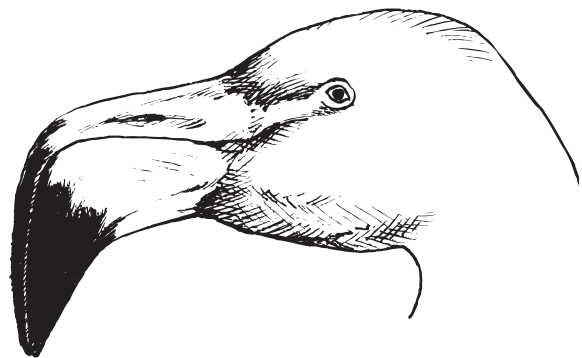
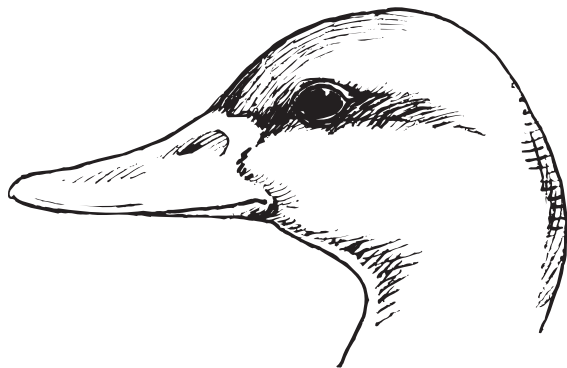
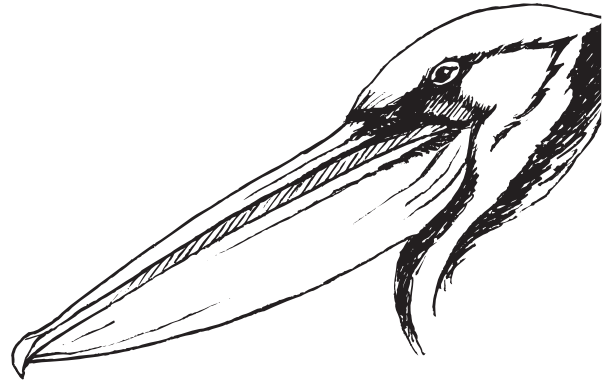
## Flamingo

**Habitat:** Coastal lagoons, warm lakes

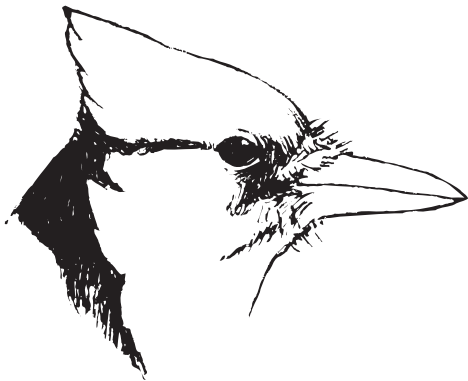
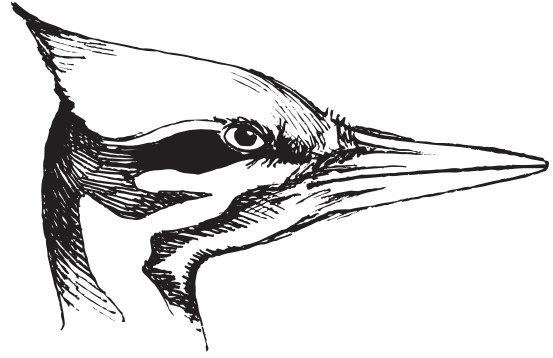
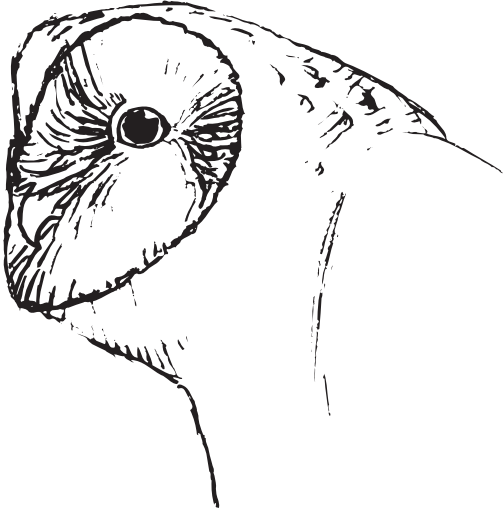
**Diet:** Water insects, larvae, microscopic algae

**Feeding behavior:** Wades into shallows and puts head upside-down in the water; swings head back-and-forth to let water flow through filters in bill to catch tiny aquatic organisms.

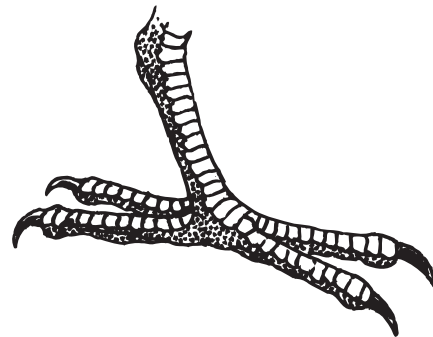
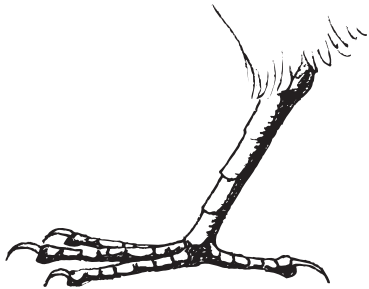
# Bird Feature Card Sets



# Bird Feature Card Sets

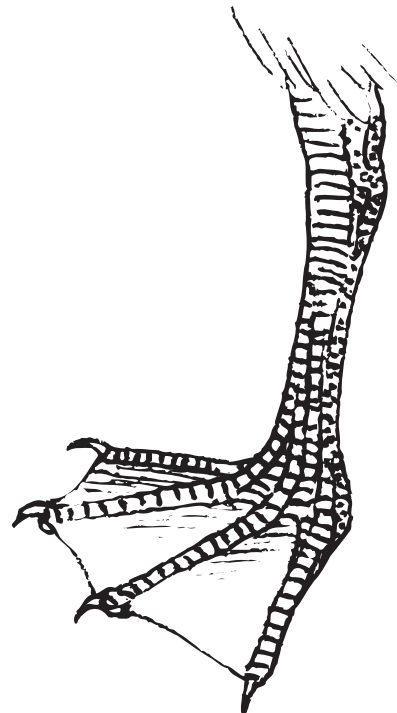
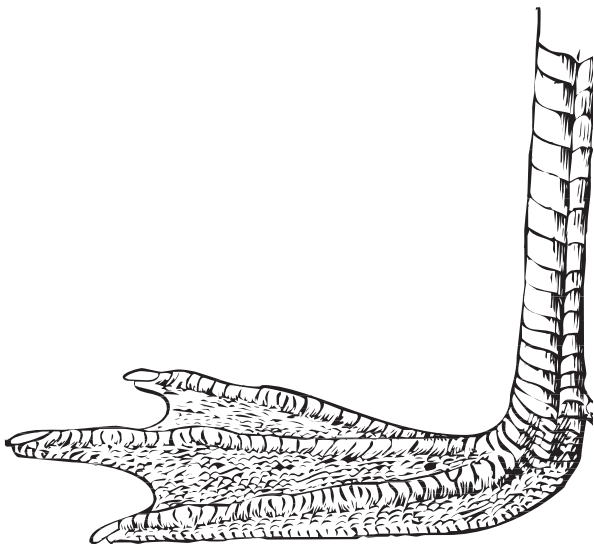
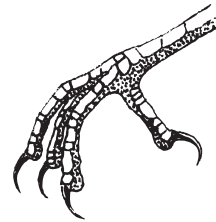
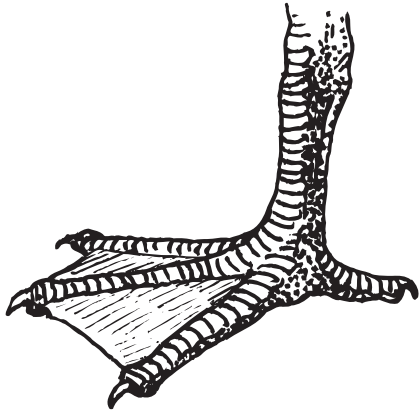


# Bird Feature Card Sets
















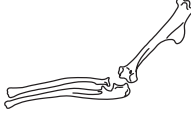



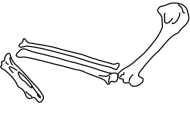


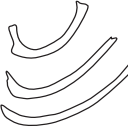







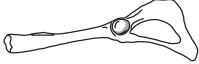



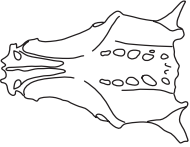
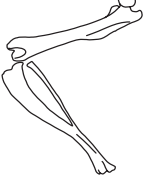
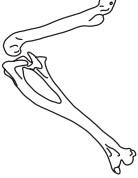

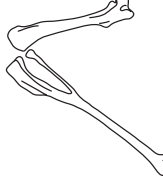
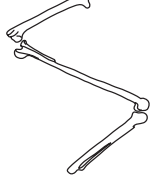




# Bird Feature Card Sets



# Bone Identification Chart

	Vole	Mole	Rat	Shrew	Bird
<b>Skull</b>					
<b>Jaw</b>					
<b>Shoulder</b>					
<b>Front leg</b>					
<b>Ribs</b>					
<b>Vertebrae</b>					
<b>Pelvic bone</b>					
<b>Back leg</b>					

# A Well-Balanced Meal

## Lunch Menu

1 glass of milk

1 piece of chicken

1 biscuit

1 bag of potato chips

## “Well-Balanced Meal” Rubric

	Incomplete	Partially Complete	Complete
<b>Well-balanced meal</b>	Menu does not include any proteins, dairy, breads or grains, or fruits or vegetables.	Menu includes some food from the major food groups, but one or more of the major food groups are missing.	Menu includes at least one helping from each of the major food groups: protein, dairy, breads or grains, and fruits or vegetables.

# **My Imaginary Animal (Complete Example)**

My imaginary animal lives in an oak tree located in a deciduous forest.

It has many characteristics that help it survive.

It is about six feet long, is thin like a snake, and has four small legs on the front of its body.

It has grayish or reddish brown fur on its body that looks like the bark of a tree. This helps it camouflage, or hide, itself from hawks, bobcats, and other predators.

It can also protect itself by using its four poisonous horns on top of its head.

My animal has two eyes on the side of its head, as well as one eye at the tail end of its body. This eye is especially important because it allows my animal to see if any predators are approaching it from behind.

My animal eats birds.

When my animal is in the tree and remains very still, birds think it is a branch and will land on it. My animal then uses its four front legs to quickly capture them.

My imaginary animal gets most of its water from under the ground. It has a long thin tube that is attached to its tongue. This tube can drill down through the hardest soil and rock to find water. Once the water is found, my animal uses the tube like a straw to suck up the water.

My imaginary animal makes its shelter in a hollowed-out hole of a tree. It uses the leaves from my imaginary plant to make a soft nest in its shelter.

It will use its shelter to lay its eggs and raise its young. There is enough space around the tree for my animal, as well as its young, to grow and thrive.

My imaginary animal gets its air from the environment, but instead of breathing in air through its mouth, the air can enter my animal's body through its skin.

As you can see, my imaginary animal has many characteristics that allow it to meet its needs.

# **My Imaginary Animal (Incomplete Example)**

This is my imaginary animal.

It is covered with reddish brown fur and eats a lot.

It gets most of its water from under the ground. It has a long thin tube that is attached to its tongue. This tube can drill down through the hardest soil and rock to find water. Once the water is found, my animal uses the tube like a straw to suck up the water.

My imaginary animal gets its air from the environment by breathing through its skin.

# Project Rubric

Name\_\_\_\_\_

	Incomplete	Partially Complete	Complete
Survival Needs			
Animal			
Plant			
Survival Characteristics			
Animal			
Plant			

Do the plant and animal interact with one another?

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

## Facts from My Field Guide

Complete the following information about your field guide and your organism or object.

1. Title of the field guide:

\_\_\_\_\_

2. Author of the field guide:

\_\_\_\_\_

3. Name of the organism or object that is most like yours:

\_\_\_\_\_

4. What page number did you find it on? \_\_\_\_\_

5. What else did you learn about your organism or object?

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

## Family Link with Science—Homework

# Environmental Stewardship

*Our class is looking for inspiration and thinking of ideas for an environmental stewardship project. Please help your child find a newspaper or magazine article (or television or radio news segment) that describes what other people are doing to help protect or restore animal and plant habitats.*

### Directions:

Keep your eyes and ears open for any news about what other people are doing to help save animal and plant habitats.

- If you see a newspaper or magazine article, cut it out or copy it, and bring it to class.
- If you hear a news show on TV or the radio, write a short summary of it below.

Please complete this assignment for science class.



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

## Family Link with Science—Fact Sheet

# Owl Pellets

As part of our study of habitats, our class will soon dissect owl pellets. This exciting activity gives children the chance to collect valuable evidence about what an owl eats. Their discoveries give them clues about an owl's habitat.

All types of owls produce pellets, but the owl pellets we will dissect are from barn owls. Barn owls are birds of prey that eat rodents, and occasionally, a small bird. Barn owls swallow their prey whole. Consequently, barn owls eat a lot of fur and bones. The barn owl digests most of the soft parts of the prey, but because its stomach is unable to digest the bones, fur, teeth and feathers, it coughs up, or regurgitates, these parts in a compact oval shape called a pellet. The pellet is hard and dry, and contains nearly complete skeletons of the organisms the barn owl ate. A barn owl typically produces one or two pellets a day.

If your child has animal fur allergies, they may still participate in the exploration by observing the dissection. If you want your child to only observe the dissection, please sign the form below and return it to class.

The children can bring home their owl pellet after our lesson. The owl pellets we use in class are heat-treated so they are sterile and safe to handle with bare hands. But, because they contain many small bones, teeth, and fur, they can be a choking hazard, especially for small children and pets.

If your child has permission to bring home a dissected owl pellet, sign the form below and return it to class. In addition, **send a jar or sturdy container for transporting the owl pellet home.**

You do not need to return this form if your child will be doing the dissection but not bringing home an owl pellet.

Keep this sheet to read and refer to.

-----  
\_\_\_\_\_ My child has permission to bring his or her owl pellet home.

\_\_\_\_\_ My child will only observe the pellet dissection because she/he has animal fur allergies.

\_\_\_\_\_  
Name

\_\_\_\_\_  
Date

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

## Family Link with Science—Home Activity

# Owl Pellet Activities

*Your child is studying habitats in science class. Today they dissected owl pellets. Below are some additional activities you can do together with the owl pellet your child brought home.*

1. Share your owl pellet with your family and explain what you learned from dissecting it.
2. Separate the bones in the owl pellet from the material that's around it.
3. Use the bone identification chart to identify what animals the bones are from. Practice making bone identifications. (The skull and jawbones are the best way to identify an animal.)
4. Visit a nearby farm or wildlife refuge and see if you can find owl pellets. (If you live in the city, owl pellets are sometimes found under tall trees.)

This activity is optional.

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

## Family Link with Science—Homework

# Find a Special Spot Outside

Find a special spot outside that you can visit once a week. Choose someplace where you can sit, undisturbed, for at least 10 minutes.

1. Where is your special spot? \_\_\_\_\_
2. Look closely at everything below you, above you, and around you. Do you see any birds? Use words or pictures to describe the living things you observe.

Please complete this assignment for science class.

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

## Family Link with Science—Homework

# Your Special Spot Outside

### Weekly Visit

Return to your special spot outside. Sit there for at least 10 minutes.

1. What is the weather like today? \_\_\_\_\_
2. Look closely at everything below you, above you, and around you.  
Use words or pictures to describe the living things you observe.
3. Do you notice any differences from the last time you visited your special spot?

Please complete this assignment for science class.

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

Family Link with Science—Homework

## **Your Special Spot Outside**

Weekly Visit, page 2

4. Bonus Question:

Please complete this assignment for science class.

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

## Family Link with Science—Homework

# Making Physical Models

*Our class has been studying habitats and survival characteristics. As part of our study, the children designed imaginary organisms with characteristics that help the organism survive in a chosen habitat.*

With a family member, make a physical (three-dimensional) model of the plant or animal you designed in class. Be creative! Use any kind of material you can think of that allows you to represent all the physical characteristics you included in your design.

This activity is optional.

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

## Family Link with Science—Home Activity

# Making Physical Models

*Our class has been studying habitats and survival characteristics. As part of our study, the children designed imaginary organisms with characteristics that help the organism survive in a chosen habitat.*

With a family member, make a physical (three-dimensional) model of the plant or animal you designed in class. Be creative! Use any kind of material you can think of that allows you to represent all the physical characteristics you included in your design.

Please complete this assignment for science class.

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

## Family Link with Science—Homework

# Sharing My Habitat

*Your child has been studying habitats and how organisms meet their needs in their habitat.*

With a family member, identify a plant, animal, or insect that uses your home as its habitat.

1. What is the name of the organism that uses your home as its habitat?
2. Describe how the organism meets its needs in your home.
3. Do you think your home is helpful or harmful to the organism? Why?