

LCM Informal Loop

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| LCM Lesson Plan: Owl Pellet Dissectio Unifying Concept: Systems, Order & Organization Standards: Science: SA1.1, SC2.1,SG2.1; Writing: 2.2.4; Math: MEA 7 ; Culture: CE2 Science concept: Introduction to Dissection Process, Food Webs & Skeletal System | | Name: Linda Casassa Grade level: 4-7 |
| | Process Skills | Materials |
| Gear- Up Read aloud: <u>The Skull Alphabet</u> by Jerry Pallotta & Ralph Masiello, Charlesbridge, 2002. www.Kidwings.com Explore this excellent site developed for students to learn about birds. Write at least 3 bird facts in Science Notebook Perform at least one virtual dissection of owl pellets on the site. | Researching/ Investigating Recording Experimenting | Alaska Public Lands' "Owl Pellet Kit" Tweezers Picks or probes, even toothpicks Magnifiers Gloves Owl Pellet Bone Chart "What do Owls Eat?" 1 owl pellet/student (order separately) Paper Plates 2/student Science Notebooks Digiscope |
| Explore After a review of bone chart to reinforce KidWings virtual dissection, each student will: <ol style="list-style-type: none"> 1. Get their own Owl Pellet 2. Describe & draw the owl pellet in their Science Notebooks, list measurements, and predictions of number of prey 3. Dissect their owl pellet 4. Sort bones & list type & number in table 5. Determine number of prey | Observing Recording Predicting Measuring Investigating Classifying Inferring | Vocabulary (to be added to Science Notebook Glossary) Owl Pellet Dissection Regurgitate Digestive System Skeletal system Skull |
| Generalize <ol style="list-style-type: none"> 1. Compare with other students What results did you get from your owl pellet? What do you think the prey was? How do you know? How did you determine the number or type of prey? 2. Create a class data sheet/number of prey/type 3. Compare prey animals skeletal system with their own: "Simon Says" using new bone vocabulary | Communicating Questioning Comparing Data Interpreting Findings | Scapula Pelvic bone Femur Humerus Tibia Fibula |
| Apply/Assess Choose one prey animals bones to glue to "What do Owls Eat?" chart, make a display (box & blank overhead transparency) Performance Assessment/Dissection/rubric at student's level | Experimenting Inferring Recording Testing | |

Linda M. Casassa
Johnnie John Jr. School, Crooked Creek, AK

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| <p>Extensions: Dissect Snowy Owl pellet with possible lemmings Examine bones with Digiscope and take micrographs Food Web activity with pictures of animals & plants, students in a circle with ball of yarn for web Make bird feeders & observe winter birds www.KidWings.com Carolina Biological: "The Secret Lives of Owls," www. Carolina.com/owls/guide/diet/asp Continue with study of skeletal & digestive system Visit with David Orabutt: Kuskokwim Native Association's Biologist: Fish Dissection, Salmon presentation, local birds</p> | <p>Hypothesizing Observing Generalizing Observation Researching Generalizing Generalizing/ local culture/environment</p> | |
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RubiStar Rubric Made Using:
 RubiStar (<http://rubistar.4teachers.org>)

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Lab Report : Owl Pellet Dissection

Teacher Name: **Ms. Casassa**

Student Name: _____

| CATEGORY | 3 Advanced | 2 Proficient | 1 Developing | Emerging |
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| Journal/Notebook | Owl pellet is described in detail in their Science Notebook. Prediction of number of prey animals is listed and logical. | Owl Pellet is described & in their Science Notebook. Entry is dated. Prediction of number of prey animals is listed . | Dated, notes are taken occasionally, but accuracy of notes might be questionable. Prediction listed, but highly unlikely | Notes rarely taken or of little use. No prediction of number of prey animals listed. |
| Drawings/Diagrams | Clear, accurate diagrams are included and make the dissection easier to understand. Diagrams are labeled neatly and accurately. | Diagrams are included and are labeled neatly and accurately. | Diagrams are included and are labeled. | Needed diagrams are missing OR are missing important labels. |
| Measurements | Precise measurements of owl pellet's length and width are given in centimeters or millimeters. Additional measurements of bones found are included | Measurements of owl pellet's length and width are given in centimeters or millimeters. | Only measurements of owl pellet's length or width are given, units inaccurate or not listed | Measurements are unlikely, or not given |
| Participation | Used time well and focused attention on the dissection. | Used time pretty well. Stayed focused on the dissection most of the time. | Did the dissection but did not appear very interested. Focus was lost on several occasions. | Participation was minimal, OR student was hostile about participating. |
| Safety | Dissection was carried out with full attention to relevant safety procedures. Student's work posed no safety threat to any individual. | Dissection was generally carried out with attention to relevant safety procedures. Student's work posed no safety threat to any individual, but one safety procedure needs to be reviewed. | Dissection was carried out with some attention to relevant safety procedures. The Student's work posed no safety threat to any individual, but several safety | Safety procedures were ignored and/or some aspect of the dissection posed a threat to the safety of the student or others. |

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| | | | procedures need to be reviewed. | |
| Bone Sorting | 90% of bones are well sorted, grouped and identified | 80% of bones are grouped with like bones. Most are accurately identified. | 70% of larger bones are grouped accurately. Some are accurately identified. | Bones are not sorted, few are identified. |
| Number of Prey Animals | Number of prey animals identified with 90% accuracy. Clear reasons given for number identified. | Number of prey animals identified with 80% accuracy. | Number of prey animals identified with 70% accuracy. | Number of prey animals guessed with little basis for choice. |
| Data | Professional looking and accurate representation of the data in tables. | Accurate representation of the data in tables. Tables are labeled and titled. | Accurate representation of the data in written form, but no tables are presented. | Data are not shown OR are inaccurate. |
| Prey Skeleton display | 90% of major bones are accurately displayed. An attempt has been made to display smaller vertebrae and bones of feet and ankle. | 80% of the major bones are accurately glued to the "What Owls Eat" worksheet. Display is neat. | 70% of major bones are glued to the correct place on the worksheet. Work lacks detail. | Bones are glued in a haphazard manner on the worksheet, few are accurately placed. |

Date Created: Nov 15, 2006 12:32 am (CST)