# Coughing Up Clues

# 6th grade Ecology Kit

# Lab # 78

# The Jackson Four

-The big idea or main concept of the lesson**: What can an owl pellet tell you about an owl’s diet? How can you use this information to develop a food web? Can human choices affect the Owl’s food Web?**

-The Hook – story, leading question, other **Option A:** **Create a food chain from what you ate for dinner last night. Have students draw pictures of the plants and animals used to create their dinner . Have them use arrows to show relationships between producers and consumers in their food chain.**

**Option B: Bring in a box filled will uncooked rice that has small safety pins hidden in the rice. Blindfold student . Have students sort throw the box of rice to locate safety pins. Record and compare results . Discuss how this activity is similar to dissecting Owl pellets. Have students record questions concerning owl pellets.**

-Necessary prior knowledge/experience**: Energy flows throws the throw the life cycle. Matter is neither created nor destroyed in the food chain.**

-Suggested adaptations/improvements to the procedures-

**1. twisters and gloves**

**2.Provide a a bone sorting chart to help identify animals consumed by owl.**

**3. hand lens**

-Suggestions for Lesson extensions/Addenda

**Rum Village presentation on food chains or DNR**

**Owl /Vole Activity see Dr. Berry**

-Reflections

**Pair detail ordinated students with one who struggles with staying focused.**

**5th grade does owl pellets to look at bones in comparison to human bones. Make sure you set purpose for lab so students will not feel like they are repeating the activity.**

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Timing

1. **class periods to dissect owl pellets**

**1 to research and answer the question – What affect can human’s have on an owl’s food chain.**