

# Guess Hoo's for Dinner

Rangers in the Classroom—Post-visit Lesson Plan



**Grade Level:** 4th

**Setting:** Classroom

**Duration:** 1 hour

## **Standards Addressed:**

° Science-Life Sciences:  
2.b., 3.a., 3.b.

° Writing:  
2.1

° Visual Arts:  
2.5

## **Introduction:**

Thank you for joining us on an exciting adventure into the world of owls with our Guess Hoo's for Dinner program. We created this post-visit activity to review, reinforce and enrich your students' understanding of these unique creatures. Please refer to the program outline we provided during our visit to your class for additional sources of information. We hope you enjoyed the ranger visit and invite us back soon. Have fun!

## **Materials:**

- ° "My Owl" artwork sheets (one per student)
- ° Scrap paper and lined paper
- ° Pencils
- ° Colored pencils, crayons or markers

## **Instructions:**

1. As a class, review the important adaptations that owls possess and the corresponding parts of the owl's anatomy.
2. Ask students to create a drawing of an owl, and label the different parts of the owl. They may wish to create a sketch on scrap paper and then finalize their sketch on the worksheet.
3. Next, ask students to draft a narrative on explaining how the parts of an owl's anatomy correspond to their specific adaptations. (Alternatively, ask students to label parts and descriptions on their drawing.)
4. Discuss/review how owls play an integral part in the ecosystems of Sequoia and Kings Canyon National Parks.

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## “My Owl”

In the space below sketch a drawing of an owl. Once you have drawn your owl, label five different parts of the owl that show adaptations that allow the owl to be a successful nocturnal hunter.