

# Guess Hoo's for Dinner

Rangers in the Classroom—Pre-visit Lesson Plan



**Grade Level:** 4th

**Setting:** Classroom

**Duration:** 1 hour

## Standards Addressed:

- ° Science-Life Sciences:  
2.1, 2.b., 2.c.
- ° Listening and Speaking:  
1.1, 1.2
- ° Visual Arts:  
2.5

## Introduction:

Welcome to Rangers in the Classroom! We are looking forward to visiting your class for our Guess Hoo's for Dinner program about owls. To help prepare your class for the ranger visit, we have created a pre-visit activity to introduce your students to some of the concepts we will cover in our program. If you are interested in additional preparation, the program outline includes a vocabulary list and can easily be found on the website at:

<http://www.nps.gov/seki/forteachers/index.htm>. By exploring a few concepts and vocabulary words with your students prior to our visit, you will help us hit the ground running.

Have fun and we'll see you soon!

## Materials:

- ° "Hoo's in Your Web?" worksheets (one per group)
- ° scrap paper
- ° butcher paper
- ° Pencils
- ° Colored pencils, crayons, or markers

## Instructions:

1. Divide students into groups (4 or 5 students). Have each group pick a recorder to write down the groups' ideas on the worksheet.
2. Assign students the following worksheet as a group. You may wish to show the example food webs to the students.
3. Have students create a draft of their food web as a group on a blank piece of scrap paper. The final draft will go onto a large piece of butcher paper.
4. Instruct students to present their food webs to the class, making sure to emphasize connections between organisms.
5. Display the food webs somewhere in the classroom so that the ranger can see them when they visit your class!

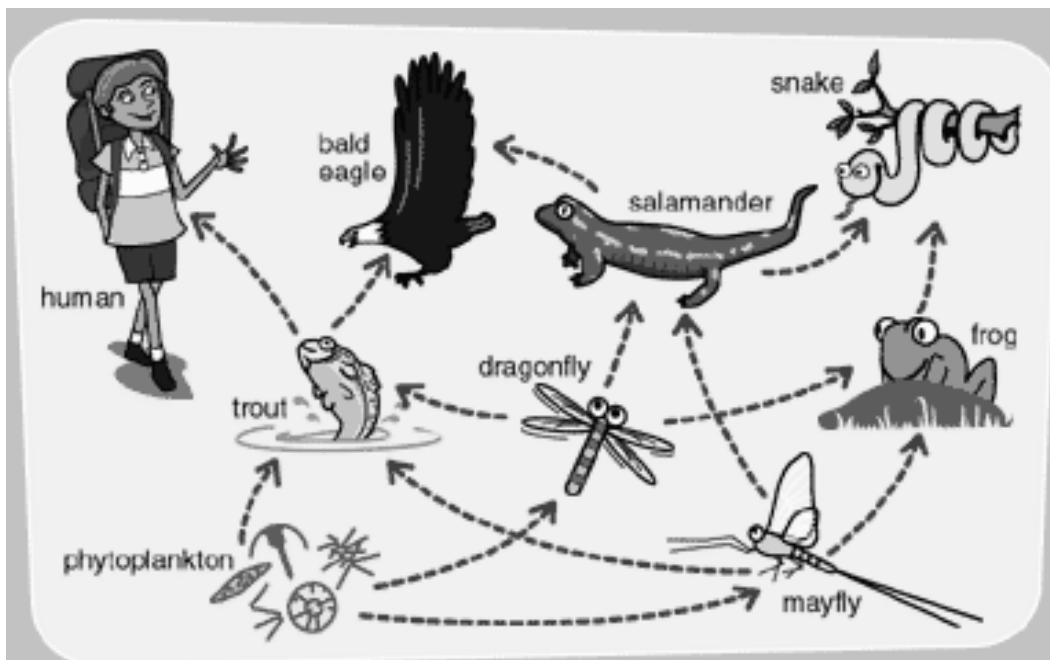
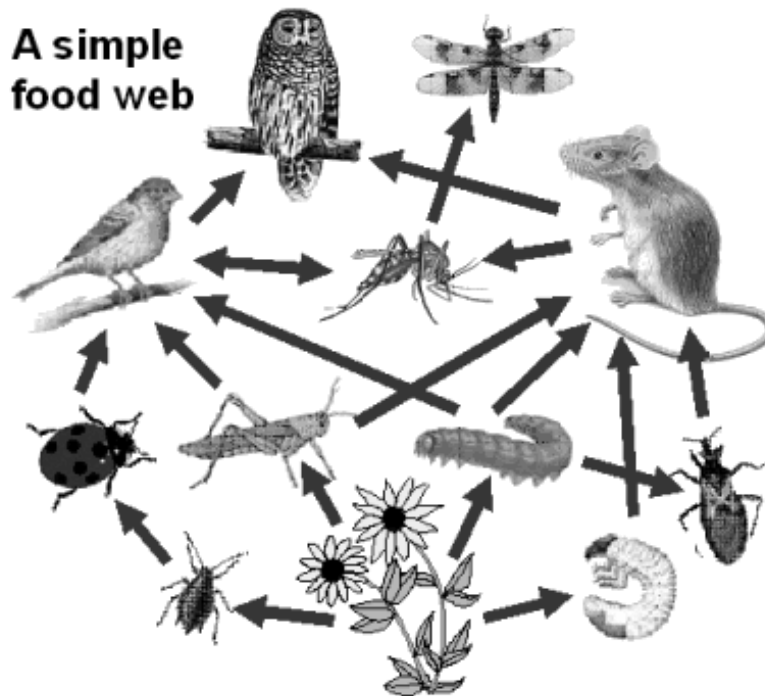
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## What is a Food Web?

We all know that in nature some animals eat plants (herbivores), some animals eat other animals (carnivores), and some animals eat both plants and animals (omnivores). In an ecosystem the plants, animals, and insects are all interconnected. For example, in our school playground there is lots of grass. Insects like grasshoppers may eat the grass. Mice will eat the grass or the grasshopper. A snake will eat the mouse. A hawk will eat the snake or the mouse. When the hawk dies, its body decomposes and puts nutrients back into the soil to help new grass grow. We can illustrate these complex relationships in a drawing called a food web.



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## “Hoo’s in Your Web?”

You will work in a group to create a food web, using owls as the top predator. Owls are nocturnal birds of prey, feasting on smaller creatures active at night.

1. In your group, brainstorm what you think an owl eats. List the animals below.
  
3. The owl’s prey has to eat too! What do you think those creatures eat? List what they eat below.
  
4. If any of the creatures or plants listed above dies, what might happen to it?
  
5. What is the source of almost all of the earth’s energy?
  
6. Now as a group, create a graphic organizer on your scrap paper with drawings of the above listed plants, animals, and abiotic (non-living) elements. Make sure to connect all of the elements together using arrows.
  
6. Once your are satisfied with your picture map, create a large version on the butcher paper. You have now created a food web!
  
7. Present your food web to the class. Be sure to explain how all of the organisms are connected.

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## Example food webs

