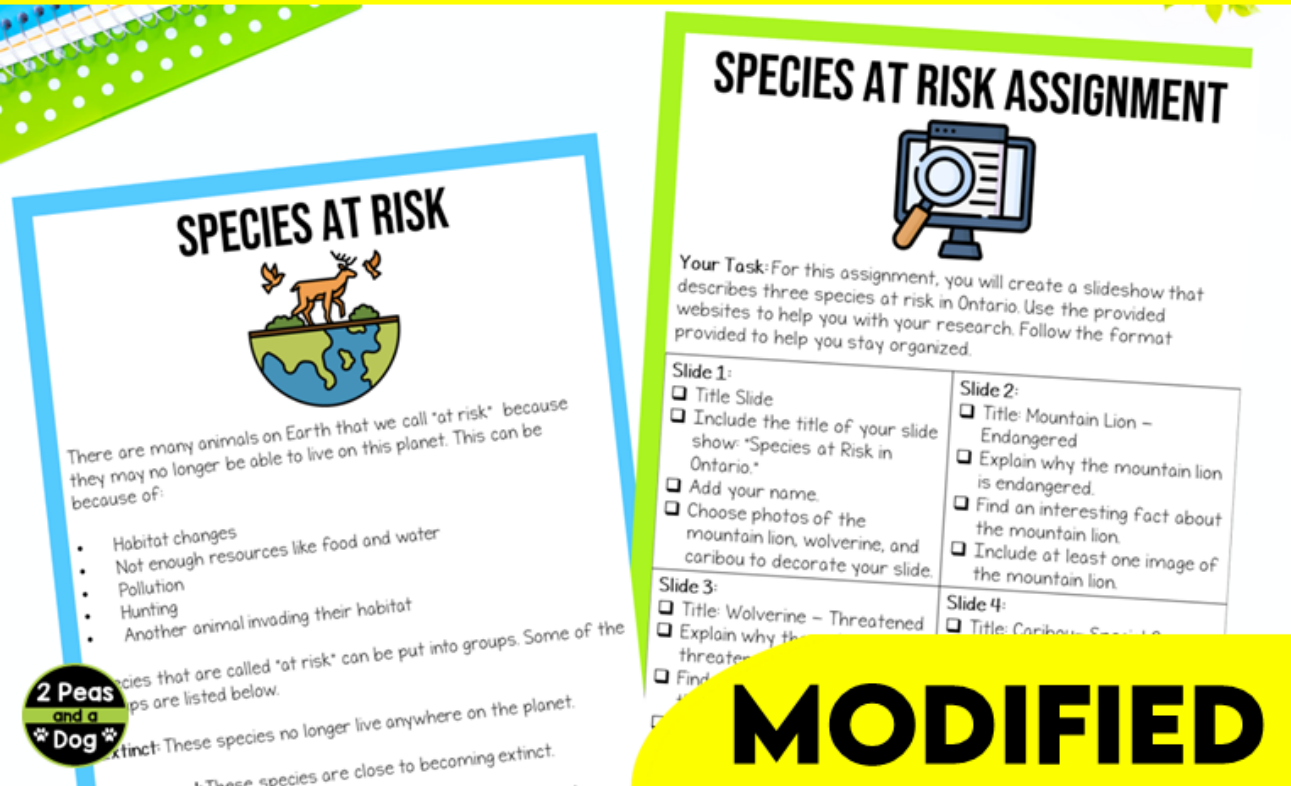


# GRADE 7 SCIENCE INTERACTIONS IN THE ENVIRONMENT

## PDF & DIGITAL FORMATS



# 2 Peas and a Dog

Middle School Teaching Resources

## RESOURCE INCLUDES

- ✓ 16 Detailed Lesson Plans
- ✓ Modified Lesson Content
- ✓ MP3 Audio Files of Articles
- ✓ Self-Marking Google Forms™
- ✓ Answer Keys
- ✓ Video Links
- ✓ Lesson Variety: Cut & Match, Fill in the Blanks, Guided Inquiry, Assignments, Graphic Organizers
- ✓ PDF & Google Slides™ Formats

# WHAT'S INSIDE?



- **Introduction & Lesson #1** (Class Discussion) – Safety Rules & Unit Vocabulary
- **Lesson #2** (Whole Class Readings, Videos & Cut and Match) – Elements of Ecosystems
- **Lesson #3** (Whole Class Readings, Videos, & Sketching) Ecosystems – Examples and Interactions
- **Lesson #4** (Whole Class Readings, Videos & Cut and Match) – Energy Transfer and Food Chains
- **Lesson #5** (Quiz) – Biotic Elements Quiz
- **Lesson #6** (Whole Class Readings, Videos & Cut and Match) –The Water Cycle
- **Lesson #7** (Whole Class Readings, Videos & T-Chart) – Ecological Succession
- **Lesson #8** (Videos & Case Study) – Ecosystem Limits

# WHAT'S INSIDE?



- **Lesson #9** (Research Project) – Species At Risk
- **Lesson #10** (Whole Class Reading, Videos & Chart) – Human Interactions in the Environment
- **Lesson #11** (Whole Class Readings, Videos & Cut and Match) – Agriculture and Ecosystems
- **Lesson #12** (Whole Class Readings and Fill-in-the-Blank Questions) – Indigenous Perspectives
- **Lesson #13** (Case Study) – Electric Cars
- **Lesson #14** (Whole Class Readings, Videos & Activity) – Human Interactions in the Environment
- **Lesson #15** (Virtual Lab) – Owl Pellet Lab

# WHAT'S INSIDE?



## LESSON #12



### Indigenous Perspectives

#### Lesson Overview:

Students will learn about Indigenous Peoples' perspectives on the environment.

#### Materials Needed:

- Reliable technology (internet, computer and projector)
- Book
- Video
- Paper





**LESSON PLANS**

#### Teacher Instructions:

1. As a class, read the book *On the Trapline* by David A. Robertson and Julie Flett. You could also watch the video version. This book might be found in your local community or school library.
2. Have a class discussion on what happened and the book's perspective.
3. Then, as a class, read the 'Indigenous Perspectives on Sustainability' reading.
4. Then, have students work independently or in pairs to answer the fill-in-the-blank worksheet on the 'Indigenous Perspectives on Sustainability.'
5. As a class, review the answers using the provided answer sheet.

## QR CODE VOCABULARY





Your Task: Scan each QR code. Then, match it with the word and its meaning. Cut and paste the word and meaning to this page.

QR Code	Word and Meaning
1. 	
2. 	
3. 	
4. 	
5. 	
6. 	

### HUMAN INTERACTIONS IN THE ENVIRONMENT CUT AND EXPLAIN ACTIVITY

1. Cut out the following environment images and statements.
2. Place them into the correct category of Human Activity chart.

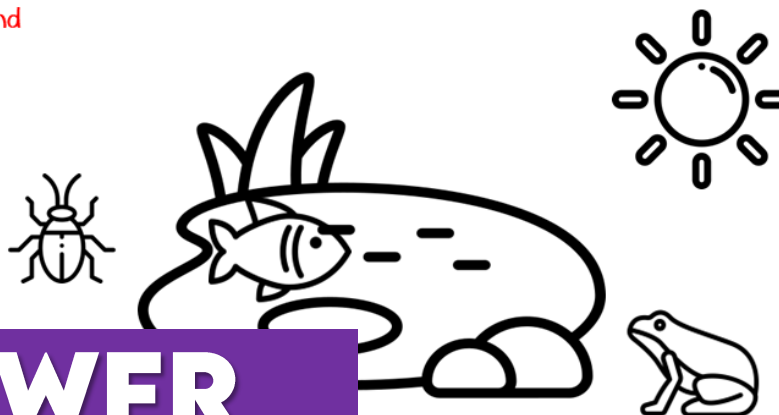
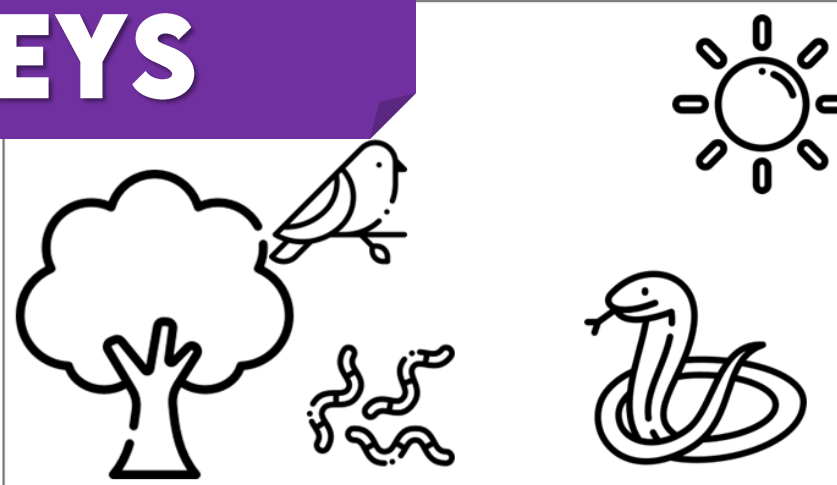
**INTERACTIVE LESSONS**

<p>Too much fishing means less food for other ocean animals.</p> 	<p>Plastics in our water can affect animals that live in water ecosystems.</p> 
	<p>No trees mean less food, shelter, and shade for animals and plants.</p> 

# WHAT'S INSIDE?



## ANSWER KEY

MONOCULTURE	POLY CULTURE
<p>Uses one type of plant or crop</p> <p>Has no diversity</p> <p>Uses chemicals</p>	<p><b>SAMPLE ANSWERS</b></p> <p>Pond</p> 
ORGANIC	
<p>Natural</p> <p>Improves soil</p> <p>Does not use chemicals</p>	

**ANSWER KEYS**

## INDIGENOUS PERSPECTIVES ON SUSTAINABILITY

Your Task: Fill in the blanks using the information from the readings. Use the words in the word bank.

**Word Bank**  
 knowledge threatened food traditions  
 learn caret

1. When Indigenous People harvest every part of the animal as \_\_\_\_\_ and \_\_\_\_\_.

2. They often believe that the Earth, so they have great respect and fire.

3. Their important \_\_\_\_\_

4. One \_\_\_\_\_ is human share \_\_\_\_\_

5. In some places, people have \_\_\_\_\_ Peoples to help them \_\_\_\_\_ with wildlife to help ecosystems reduce human-wildlife conflicts.

## ECOSYSTEM EXAMPLES



Pond	Rainforest
<p>An example of an ecosystem is a pond; it has living things like _____.</p> <p>_____ very important; if you remove one part, the whole ecosystem can be in trouble.</p> <p>For example, the fish could die if the water dries up or gets polluted. No fish could mean no food for many animals. Balance is needed for an ecosystem to survive.</p>	<p>A rainforest is an example of a big ecosystem. In this _____, _____.</p> <p>If people cut down trees, the animals would run out of food and would not survive.</p> <p>Trees are also important because they make oxygen, which humans and animals need to breathe in order to live.</p>

**MODIFIED LESSON CONTENT**

# SAMPLE LESSON OVERVIEW

## LESSON #11

### Agriculture and Ecosystems

**Lesson Overview:**  
Students will learn about how different approaches to agriculture impact an ecosystem.

- Materials Needed:**
- Reliable technology (internet, computer and projector)
  - Video 1: [Permaculture – Mono vs Poly](#)
  - Video 2: [What is Organic Farming? – Agriculture –Science – Bio Campus](#)
  - Video 3: [What is Organic Farming? – Agriculture – Biology – FuseS](#)
  - Video 4: [How does organic farming compare to conventional?](#)
  - Photocopy a class set or use the provided Google Slides of:

## LESSON PLAN

- Teacher Instructions:**
1. Read the lesson overview and materials needed.
  2. Then, hand out the worksheets and have students complete the note-taking graphic organizer.
  3. Take-up the answers using the provided sample answers and have a class discussion on the topic if time permits.

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## TYPES OF FARMING



## AGRICULTURE AND ECOSYSTEMS

**Your Task:** Place the cut-and-paste notes and place them in the correct farming area. Glue them down once they have been checked by your teacher.

Farming comes in all shapes and sizes. Four farming types are:

**Monoculture**  
or crop in a field. It has low diversity. A farmer uses chemicals, pesticides, and fertilizers.

**Polyculture**  
together, like corn and soybeans. It means the farmer grows different crops, the soil is better, and the farmer uses natural ways to keep the crops healthy.

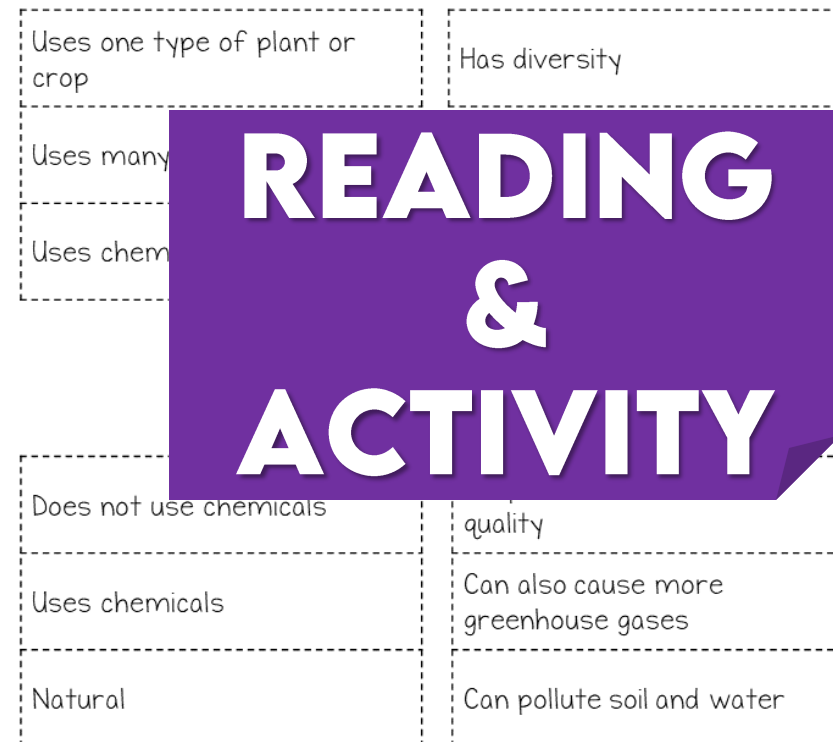
**Organic farming**  
does not use chemicals, pesticides, or fertilizers. It uses natural ways to keep the crops healthy.

**Conventional**  
crops grow. It also causes more greenhouse gases and can pollute soil and water.

## AGRICULTURE AND ECOSYSTEMS

**Your Task:** Read each statement. Then, cut out the notes and place each note in the correct area of the provided graphic organizer.

### Monoculture and Polyculture



## READING & ACTIVITY

POL

CONV

## SAMPLE ANSWERS

Monoculture	<ul style="list-style-type: none"> <li>• Uses one type of plant or crop</li> <li>• Has no diversity</li> <li>• Uses chemicals</li> </ul>
Polyculture	<ul style="list-style-type: none"> <li>• Uses many types of plants</li> <li>• Has diversity</li> </ul>
Organic	<ul style="list-style-type: none"> <li>• Improves soil and water quality</li> </ul>
Conventional	<ul style="list-style-type: none"> <li>• Uses chemicals</li> <li>• Can also cause more greenhouse gases</li> <li>• Can pollute soil and water</li> </ul>

## ANSWER KEY

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# INTRODUCTION & LESSON 1

## SCIENCE SAFETY RULES



### SAFETY RULES QUIZ

Complete the following true/false questions on safety:

- |  |   |
|--|---|
| <p>1. LISTEN</p> <ul style="list-style-type: none"> <li>✓ To ALL the teacher's instructions</li> <li>✓ Know the location of the first aid kit</li> </ul> <p>2. ATTIRE</p> <ul style="list-style-type: none"> <li>✓ Wear safety goggles and a lab coat</li> <li>✓ Tie up any loose items (hair, jewelry)</li> <li>✓ Wear closed-toe shoes</li> </ul> <p>3. REPORTING</p> <ul style="list-style-type: none"> <li>✓ Report any accidents or injuries immediately</li> <li>✓ Tell the teacher if you are unsure about something</li> </ul> <p>4. TIDY</p> <ul style="list-style-type: none"> <li>✓ Hold the door open for others</li> <li>✓ In case of a spill, clean it up immediately</li> <li>✓ Do not taste or test any chemicals</li> </ul> <p>5. CLEAN-UP</p> <ul style="list-style-type: none"> <li>✓ Thoroughly wash all used glassware</li> <li>✓ Wash hands with soap and water</li> </ul> | <p>1. When you clean up, wash your hands with water. T F</p> <p>2. Before you begin, you must listen to ALL the teacher's instructions. T F</p> <p>3. You should wear safety goggles and a lab coat. T F</p> <p>4. You should tie up any loose items (hair, jewelry). T F</p> <p>5. You should wear closed-toe shoes. T F</p> <p>6. You should report any accidents or injuries immediately. T F</p> <p>7. You should tell the teacher if you are unsure about something. T F</p> <p>8. You should hold the door open for others. T F</p> <p>9. You should clean up any spills immediately. T F</p> <p>10. You should do not taste or test any chemicals. T F</p> <p>11. You should thoroughly wash all used glassware. T F</p> <p>12. You should wash hands with soap and water. T F</p> |
|--|---|

## INTRODUCTION: SCIENCE SAFETY RULES

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## QR CODE VOCABULARY

Your Task: Cut out each word and meaning. Then, paste the word and meaning to this QR Code page.

### QR CODE VOCABULARY

Your Task: Scan each QR code. Then, match it with the word and its meaning. Cut and paste the word and meaning to this page.

QR Code	Word and Meaning
1.	Abiotic factors are non-living elements that need to live.
2.	Biotic factors are living other living things.
3.	Producers are organisms that can make their own food in an ecosystem.
4.	Consumers are organisms that cannot make their own food and need to eat other organisms.
5.	Decomposers are organisms that break down dead organic matter and release nutrients back into the ecosystem.
6.	Energy flows from producers to consumers and decomposers in an ecosystem.

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## UNIT VOCABULARY

# LESSON 2 & 3



## WHAT IS AN ECOSYSTEM?



## ABIOTIC VS. BIOTIC SORT AND MATCH

What is an ecosystem?

An ecosystem is a place where living things like insects, animals, and plants live together. A pond with fish, frogs, insects, water, and plants is an ecosystem. A rainforest with trees, plants, rivers, and more is another ecosystem.

Cut out the titles and images below. Match the correct title with all the images that relate to it. Once your teacher has checked the pieces, glue them onto the back of the reading.

Biotic Elements

What are the parts of an ecosystem?

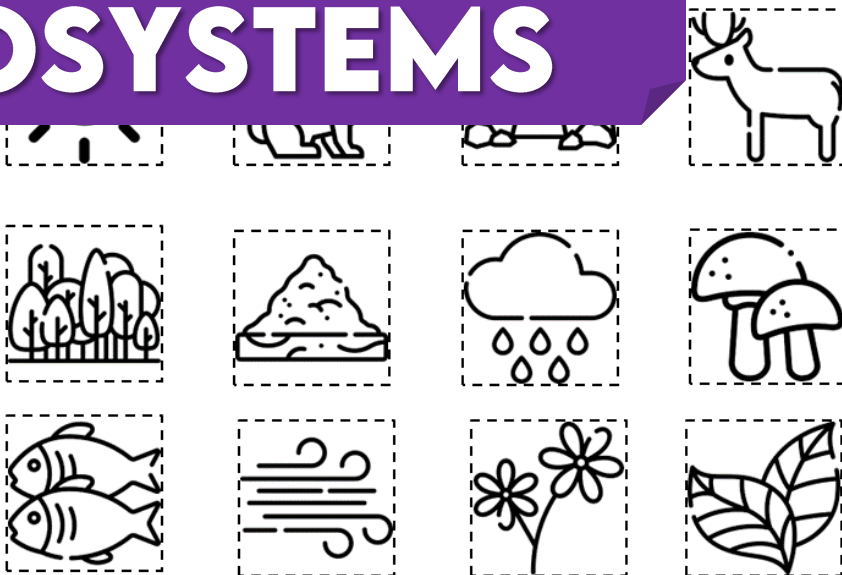
The ecosystem has two parts: biotic (living) and abiotic (non-living).

**Abiotic** things are non-living parts of an ecosystem. Examples include sunlight, water, and soil.

One important abiotic thing is how a plant needs soil and a fish needs water.

**Biotic** things are living parts of an ecosystem. Examples include insects, and fish are all biotic things. Living things can live in different environments. Animals that live in warm environments that live in warmer places. This long list of animals lives in warm environments.

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## ECOSYSTEM EXAMPLES



## EXAMPLES AND INTERACTIONS

Your Task: Sketch or cut/paste images to create the ecosystem examples.

Pond



Rainforest



Rainforest

A rainforest is an example of a large ecosystem. In this ecosystem, trees grow fruit and provide food for many animals.

Trees are also important because they make oxygen, which humans and animals need to breathe in order to live.

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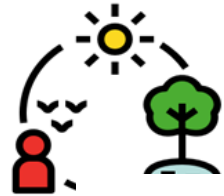
# EXAMPLES AND INTERACTIONS OF ECOSYSTEMS



# LESSON 4 & 5



## ENERGY TRANSFER IN AN ECOSYSTEM



### FOOD CHAINS

Energy is very important in an ecosystem. Energy can be passed from one thing to another.

Sunlight is the main source of energy used by plants, and when an animal eats the plant, the energy is transferred to the animal's body, which may then be used by another animal. This energy transfer by food is called a food chain.

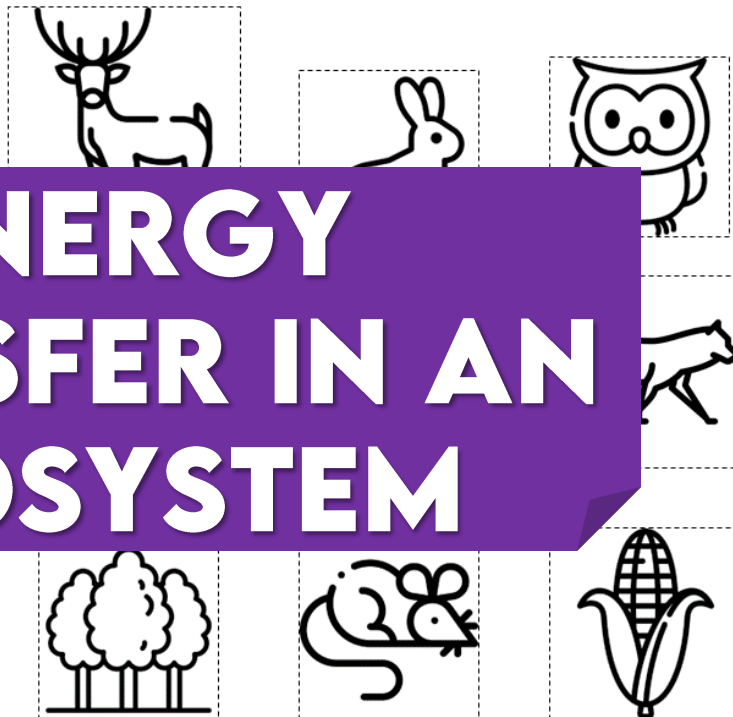
A food chain transfers food and energy from one organism to another. Every time food or energy is transferred, some is lost.

The images on the next page show a food chain. One is of an eagle. The eagle is at the top of the food chain.

The next page shows a food chain. One is of a rabbit. The rabbit is at the bottom of the food chain.

Animals that eat other animals are called consumers. They are at the top of the natural food chain. They are called apex consumers.

1. Cut out the food chain examples below.
2. Create three examples of food chains in the correct order.
3. Once the food chain order has been checked by a teacher, glue it onto the Food Chain Examples page.



## ENERGY TRANSFER IN AN ECOSYSTEM

- ✓ **Food Chain:** When energy is transferred from one organism to another.
- ✓ **Producers:** Items at the bottom of the food chain.
- ✓ **Consumers:** These animals get their energy from other organisms.

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## ECOSYSTEM QUIZ

### PART 1: ABIOTIC OR BIOTIC?

For each item on the left, decide whether it is Abiotic (non-living) or Biotic (living). Circle your answers.

ROCK	ABIOTIC OR BIOTIC
FISH	ABIOTIC OR BIOTIC

## ECOSYSTEM QUIZ

PART 2  
Draw a

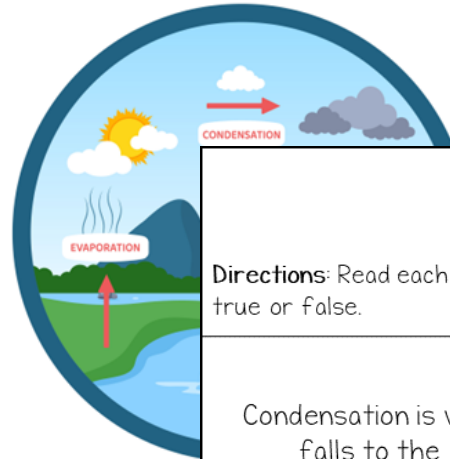


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# LESSON 6 & 7



## THE WATER CYCLE



The Water Cycle

Water is very important for all living things. It is made of hydrogen and oxygen and covers 70% of the Earth's surface. The water cycle includes:

**Evaporation:** When the sun heats up the water in the oceans, lakes, and rivers, it turns into a vapor that rises into the air.

**Condensation:** As the water vapor rises, it cools and turns back into tiny droplets of water that form clouds.

**Precipitation:** When the droplets in the clouds get too heavy, they fall to the ground as rain, snow, or hail. This is called precipitation.

Because of pollution, sometimes dirty water can flow into the oceans. This can harm the animals and plants that live there. In some areas of the planet, there is no precipitation for many years because of the water cycle.

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### QUIZ

**Directions:** Read each statement. Then, circle whether the statement is true or false.

Condensation is when water falls to the ground.	True/False
Evaporation happens when the sun heats up the water, turning it into a vapour that rises into the air.	True/False
When the sun heats up the water in the oceans, lakes, and rivers, it turns into a vapor that rises into the air.	True/False
As the water vapor rises, it cools and turns back into tiny droplets of water that form clouds.	True/False
When the droplets in the clouds get too heavy, they fall to the ground as rain, snow, or hail. This is called precipitation.	True/False
Because of pollution, sometimes dirty water can flow into the oceans. This can harm the animals and plants that live there. In some areas of the planet, there is no precipitation for many years because of the water cycle.	True/False
The Earth is 100% water.	True/False

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## ECOLOGICAL SUCCESSION



### ECOLOGICAL SUCCESSION ACTIVITY

**Your Task:** Read each statement and put the number for that statement in the correct column of succession.

1. Takes longer to complete.
2. Happens on empty land.
3. Happens to an area where a forest fire has occurred.
4. A forest fire is an example of this type of succession.
5. A volcano erupting is an example of this type of succession.

## ECOLOGICAL SUCCESSION

PRIMARY SUCCESSION	SECONDARY SUCCESSION

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Ecological succession goes through slow changes over time. New living things replace other living things when a natural event, such as a forest fire, occurs. This process can also happen after a natural event, such as a forest fire, or pollution.

There are two types of ecological succession: primary and secondary. Primary succession happens in an area where there has never been a forest. Secondary succession happens in an area where there has been a forest before.

Over time, this new rocky land will have many animals and plants.

In an area that was lived on before, and then a natural event, such as a forest fire, occurs, plants begin to grow after a forest fire. Over time, the forest will slowly reappear. In enough time, the area will be a forest again.

Primary succession is a type of ecological succession. This is a type of ecological succession, which happens in an area where there has never been a forest. In this type of succession, it will take a long time for a forest to grow.

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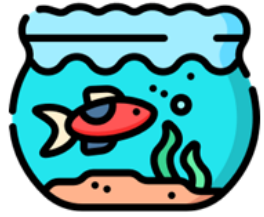


# LESSON 8 & 9



## ECOSYSTEM LIMITS

All ecosystems have a limit to how many living things can exist in that ecosystem. This limit is called **carrying capacity**, and this is because of **limiting factors**, such as available sunlight, weather, temperature, food, water, shelter, predators and mates. If these important items are not available, living things will start to die off.



Watch the video "Ecological Carrying Capacity." Then, explain what happens when too many fish live in the bowl.

## CASE STUDY: URBAN COYOTES

**Instructions:** Watch the video: "The Rise of the Urban Coyote." As you watch the video, cut and paste or write any new information you learn about coyotes.



## ECOSYSTEM LIMITS



Watch the video "Limiting Factors in an Ecosystem." Then, explain what the limiting factors are in the fish bowl?

What Questions Do You Still Have About This Animal?

## SPECIES AT RISK



## SPECIES AT RISK ASSIGNMENT



**Your Task:** For this assignment, you will create a slideshow that describes three species at risk in Ontario. Use the provided websites to help you with your research. Follow the format provided to help you stay organized.

Slide 1:

- Title Slide
- Include the title of your slideshow: "Species at Risk in Ontario."
- Add your name
- Choose photos of a mountain lion, caribou to describe

Slide 2:

## SPECIES AT RISK ASSIGNMENT

Slide 3:

- Title: Wolverine
- Explain why the wolverine is threatened.
- Find an interesting fact about the wolverine.
- Include at least one image of the wolverine.
- Find an interesting fact about the caribou.
- Include at least one image of the caribou.

# LESSON 10 & 11



## HUMAN INTERACTIONS IN THE ENVIRONMENT

An ecosystem is made up of abiotic (non-living) and biotic (living) things. These things help each other survive and create an ecosystem. For example, insects (like bees) do a lot to help an ecosystem stay balanced. However, some human activities have made the ecosystem unbalanced, which has changed the environment. Some of these harm below.



## HUMAN INTERACTIONS IN THE ENVIRONMENT

### CUT AND EXPLAIN ACTIVITY

1. Cut out the following environment images and statements.
2. Place them into the correct category of Human Activity

# HUMAN INTERACTIONS IN THE ENVIRONMENT

<p><b>Deforestation</b></p> <p>This happens so humans can have more space for buildings and roads. Plants and animals lose their homes and shade.</p>	
<p><b>Pollution</b></p> <p>When we throw away trash, it can pollute the water and soil. This can harm animals and plants.</p>	
<p><b>Overuse of Resources</b></p> <p>When we use too many resources, like water and land, we can run out. This can lead to less food and water for humans and animals.</p>	<p>No trees mean less food, shelter, and shade for animals and plants.</p>

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## TYPES OF FARMING



## AGRICULTURE AND ECOSYSTEMS

**Your Task:** Place the cut-and-paste notes and place them in the correct farming area. Glue them down once they have been checked by your teacher.

<p>MONOCULTURE</p>	<p>POLY CULTURE</p>
<p>ORGANIC</p>	

# AGRICULTURE AND ECOSYSTEMS

Four farming methods are used in conventional farming. Monoculture uses only one type of plant, such as corn or only potatoes. While polyculture uses many different types of plants, it does not provide much shade. The main problem with monoculture farming is that it uses a lot of pesticides.

Organic farming uses natural methods to grow crops. Farmers use natural fertilizers and pesticides. Organic farming produces food that is healthier for humans and animals. However, organic farming can be more expensive. Some people believe that organic farming is better for the environment because it does not use synthetic pesticides and machines to help it produce a lot of food, they can be more expensive and can pollute soil and water.

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# LESSON 12 & 13



## INDIGENOUS PERSPECTIVES ON SUSTAINABILITY



### INDIGENOUS PERSPECTIVES ON SUSTAINABILITY

**Your Task:** Fill in the blanks using the information from the readings. Use the words in the word bank.

#### Word Bank

knowledge    threatened    food    traditions  
learn    caretakers    medicine

- When Indigenous People hunt animals like deer, they use \_\_\_\_\_, clothing, tools, \_\_\_\_\_.
- \_\_\_\_\_ of the \_\_\_\_\_, air, water, land, \_\_\_\_\_.
- Their \_\_\_\_\_ and \_\_\_\_\_ can play an important role in keeping different plants and animals alive.
- One problem that can happen in ecosystem conservation is human-wildlife conflict. This happens when animals who share the same area with humans become \_\_\_\_\_.
- In some places, people have been asking Indigenous Peoples to help them \_\_\_\_\_ how to live in balance with wildlife to help ecosystems survive and hopefully reduce human-wildlife conflict.

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## ELECTRIC CARS

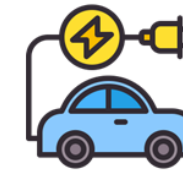
### What Is An Electric Vehicle (EV)?

An EV or electric vehicle is a vehicle that is powered by electricity instead of gas. Electric vehicles run on \_\_\_\_\_.



Electric vehicle at a charging station

### POSITIVES AND NEGATIVES ACTIVITY



**Your Task:** Read each statement and decide if it is positive (good) or negative (bad) information about electric cars. Colour the positives in green and the negatives in red.

EVs have to be charged regularly depending on how much a person drives.

If batteries are not disposed of properly, they can contaminate soil.

Material for the power cell of EVs needs to be mined from the Earth and taken to factories around the world to be processed.

## ELECTRIC VEHICLES

Allowed to drive in the HOV (high occupancy vehicle) lane when there are more people in the car to drive in this lane.

EVs take between 1 to 2+ hours to charge. It only takes about 5 minutes to fill up a gas tank.

Electric vehicles cost more to buy than a gas car, although some places offer tax breaks or rebates for people who choose to buy them.

They also need less maintenance because they don't need oil changes. The brakes generally last longer on EVs.

Electric vehicles are very quiet.

In some places, it is cheaper to pay for electricity than gas.

### Negatives About Electric Vehicles

Electric vehicles cost more than gas cars, although some places offer tax breaks or rebates.

EVs must be charged regularly depending on how much a person drives.

EVs can only drive between 100 to 400 kilometres before they need to be charged. Some EVs can drive further, 320 - 480 kilometres on one charge.

For many people, the distance on most EVs is too short to make driving one an option. To solve the distance problem, more charging stations are being installed in many locations, such as near shopping malls, restaurants, and other public spaces.

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# LESSON 14 & 15



## COMPOSTING



Composting is the breakdown of organic matter into nutrients (food) and soil. People can use green bins, purchase compost, or have a compost heap in their garden. Some items that are good for composting are grass clippings, tissues, paper towels, tea bags,

## COMPOSTING ACTIVITY

**Your Task:** After watching the video 'Organics Recycling,' read the list of items in the compost bin and cross out the ones that do not belong in it.

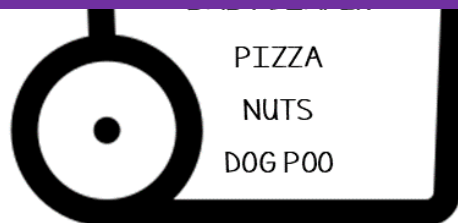


### ADVANTAGES

OF COMPOSTING

- Limits waste
- Materials are free
- Anyone can do it
- Eco-friendly
- Can produce fertilizer
- Helps with soil
- Soil is given back to use again
- Easy

# HUMAN INTERACTIONS IN THE ENVIRONMENT



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## OWL PELLET DISSECTION OBSERVATIONS

What animals did the owl eat?

house mouse      water vole      snake      rat  
 field vole      song bird  
 rabbit      lizard

## LESSON #15



### Owl Pellet Lab

**Lesson Overview:** Students will observe the dissection of an owl pellet to learn about the energy transfers related to the barn owl.

#### Materials Needed:

- Reliable technology (internet, computer and projector)
- Video 1: [Taking a closer look at owl pellets](#)
- Video 2: ["Barred Owl Chick Regurgitates Pellets \(Incredible Close Up\)"](#)
- Video 3: [Owl Pellet Dissection - When the Owl Sings \[EDU\]](#)
- Photocopy of Owl Pellet Lab worksheet

#### Teacher Instructions:

1. Introduce the lesson using the [video: Taking a closer look at owl pellets](#) and the [video: "Barred Owl Chick Regurgitates Pellets \(Incredible Close Up\)"](#).
2. An optional additional video that can be watched is ["What Are Owl Pellets?"](#)
3. Tell students they will observe a full owl pellet dissection via video: [Owl Pellet Dissection - When the Owl Sings \[EDU\]](#).
4. Inform them that they are to observe what is found in the dissection using the 'Owl Pellet Dissection Observations' worksheet. Students can circle or highlight the answers as they are viewing the video. You may choose to do this together as a class or have students complete this task independently or in pairs.
5. Have a short discussion about energy transfers related to the barn owl referring to the "web" at the bottom of the worksheet.

# OWL PELLET LAB

What animals were found?

hipbone (pelvic)

vertebrae

elbow

What animals did the owl eat?



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# LESSON FORMATS



**PDF**

✓ Individual & Whole Unit



**DIGITAL**

✓ Google Slides

**RESOURCE CAN BE USED IN-PERSON OR ONLINE**