



Lesson Plan: How to Identify a Short-Eared Owl

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Lesson Objectives	Students will study and illustrate the characteristics of a short-eared owl
Project Objectives	
Grade Level	3-5
Background Information	<p>The Short-eared Owl is one of the world's most distributed owls. Their ears are almost impossible to see, hence the name "short-eared". They are mostly brown with a pale belly. They can be identified by their dark comma shaped mark near their wrist or their pale patch in the upper wing. These owls can often be found during the day, hunting for food, flying using their broad wings with smooth tips. They eat mostly small mammals, especially mice and voles. They also eat birds. They decapitate and eviscerate small mammals before swallowing them whole. They often take off the wings of birds before eating them. A number of adaptations help short-eared owls find prey by sound. This species has prominent facial disks, moveable ear flaps, and asymmetrically placed ears all of which help in pinpointing sounds. Owls have large binocular eyes with powerful lenses and retinas. The pupils of an owl's eye can expand to remarkable sizes and thus can collect light even on the darkest night. Short-eared owls are seen in grasslands and open areas, often perched in low trees or on the ground.</p>
Materials/Resources	<ul style="list-style-type: none"> -white construction paper -pencils

	<ul style="list-style-type: none"> -erasers -sharpies -markers
Vocabulary	<ul style="list-style-type: none"> Perch Decapitate Eviscerate Mammals Asymmetrical
Activities	<ol style="list-style-type: none"> 1. Students will illustrate the owl, paying attention to its distinguishing features (the mark near their wrist and upper wing) 2. Students will outline their drawing in sharpie 3. Students will color in their drawings using markers
Student Reflection	<ol style="list-style-type: none"> 1. What adaptations help an owl catch its prey? 2. Climate change will have an impact on bird's range. How can you at your level raise awareness about climate change? 3. What resources did you use while working on this piece? Which ones were especially helpful? Which ones would you use again?

Resources

https://www.allaboutbirds.org/guide/Short-eared_Owl/id

<http://www.audubon.org/field-guide/bird/short-eared-owl>

<http://www.owlpages.com/owls/articles.php?a=12>

www.lowerraritanwatershed.org