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**Grade Level:** 2nd

**Integrated disciplines:** Science, Technology, Math

**Nebraska Standards:** SC2.1.1.c Select and use simple tools appropriately   
SC2.1.1.e Collect and record observations   
SC2.3.1 Students will investigate the characteristics of living things

**NETS-S:** 1. Students are proficient in the use of technology  
5. Students use technology tools to process data and report results

**Objectives:** Students will be able to:  
 examine owl pellets during dissection physically and virtually.  
 identify different bones found in the owl pellets.  
 record their findings onto a chart and then discuss the results.

**Assessment:** The teacher will observe students while they complete the virtual dissection and then assess the results from the quiz on the first day. The teacher will walk around and observe students while dissecting the owl pellets with a partner. The charts that they complete will also be assessed for grading.

**Materials**: computer lab for virtual owl pellet dissection, ELMO for teacher demonstration, owl pellets for every 2 students + a few extra, chart for students to reference bone types, crayons to record the numbers of different bones onto a chart, construction paper, aprons, gloves, tweezers, and magnifying glasses.

Procedures

**Anticipatory Set:** Teacher will assign partners and have the students head to the computer lab. The students will complete the virtual dissection at KidWings with instruction from the teacher.

**Teacher:** Teacher will take the students to the computer lab to give them a chance to virtually dissect an owl pellet using KidWings website. Teacher will provide brief reteaching about owls and explain what an owl pellet is and give them information on what to expect. Safety rules and instruction will be discussed. Teacher will have partners picked out ahead of time for the students. Teacher will give a demonstration of dissecting an owl pellet on the ELMO so that the students can each see from their seats. Teacher will hand out the bone chart with a brief explanation. Teacher will also give a demonstration on recording data and results into the chart.

**Students**: The students will dissect an owl pellet virtually in the computer lab. After, students will take a brief Zondle quiz for assessment on owl pellets. After the students complete the virtual lesson and get an idea about the bones they will find, the group will head back to the classroom. Students will grab an apron, gloves, and materials from the front on the way back to their tables. The students will work with their partner to dissect an actual owl pellet and will record their data onto their chart.

**Differentiation:** Teacher will provide one-on-one assistance to students who need it. Para-professional will also be available to help student with special needs.

**Closure:** Students will share the amount of bones they found and the different types with their classmates.

**Suggested Time Frame:** The first half of the lesson (the virtual part) would take place the first day during science. The physical dissection would take place the second day during science.

**References:** Virtual owl pellet idea from Carol Clark; Kidwings; partial material list from http://www.scholastic.com/teachers/lesson-plan/dissecting-owl-pellets; Zondle idea from Dr. Merryellen Schulz

**Reflection:** There are a lot of things that could come up during this lesson plan, or any lesson plan for that matter. Since the learners I am teaching are experienced with technology and have background history on owls, I am confident that this would be successful. Of course, certain things could arise that I would be able to take into consideration for the next lesson. It could be something as little as a different type of safety material, or the computers could be down. Either way, you have to be prepared to work with what comes your way as a teacher.  
After the lesson, some questions I would ask myself would be:

-"Were the objectives met?"  
 -"Was it effective to have the virtual pellets done first?"  
 -"Did the students do okay using the website?"  
 -"Overall, did the lesson help the students understand more about owls?"