

# ALL ABOUT OWLS!

## ALL ABOUT OWLS

### LESSON PLAN

#### Week at a Glance:

Day One: Owl Classification  
Day Two: Types of Owls  
Day Three: Habitat  
Day Four: Nocturnal Nights  
Day Five: Owl Adaptations



## animal group

Owls belong to the bird animal classification group.



Owls have wings and feathers which help them fly.

Owls are vertebrates, which means they have a backbone.

Owls are warm blooded, which means their body temperature stays the same. They also lay eggs.



## ALL ABOUT OWLS

### OWL UNSCRAMBLE

Directions: Unscramble each word associated with an owl's habitat.

TEERS \_\_\_\_\_

FROETS \_\_\_\_\_

NSET \_\_\_\_\_

PECHR \_\_\_\_\_

RSOOTS \_\_\_\_\_

HILOLW \_\_\_\_\_

SSRAINDS \_\_\_\_\_

## ALL ABOUT OWLS

### LESSON PLAN

Day Two: Types of Owls

Directions: The students will be able to identify various types of owls. The students will be able to utilize research skills to find more information about one specific type of owl.

### LESSON PLAN: DAY TWO

Introduction (10 minutes)

Explain to students that there are many different types of owls. Tell students that owls come in many shapes, sizes and colors. Some are small with brown or red feathers, some are large with white feathers, some even have feathers that look like horns on their head.

\*Ask students if they can identify any specific species of owls. Show students the "Types of Owls" information page attached below. Information page types of owls. Information page types of owls. Information page types of owls.



## ALL ABOUT OWLS

### OWL RESEARCH

Directions: Choose one type of owl to research more about. Fill in the information below.

OWL SPECIES:

Interesting Facts

Appearance:

Color:

Habitat:



## ALL ABOUT OWLS

### TYPES OF OWLS

Great Horned Owl



barn owl



BURROWING OWL

barred owl



Snowy Owl



TAUNEY OWL



# A COMPREHENSIVE FIVE DAY UNIT ON THE OWL!

Includes lesson plans, graphic organizers, craft ideas, projects, comprehension questions and more!

FROM YOUR FRIENDS AT

**az**  
ANIMALS

# ALL ABOUT OWLS

## LESSON PLAN

Week at a Glance:



Day One: Owl Classification

Day Two: Types of Owls

Day Three: Habitat

Day Four: Nocturnal Nights

Day Five: Owl Adaptations



# ALL ABOUT OWLS



## LESSON PLAN



### Day One: Owl Classification

Objective: The students will be able to identify owls as birds and recognize what makes an owl a bird.

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## LESSON PLAN: DAY ONE

### Introduction (10 minutes):

\*The teacher will tell students that this week they will be learning about owls. Ask students what they already know about owls. Allow students to share where they have seen owls and their prior personal connections.

\*Explain that owls are a part of the bird animal classification group. Ask students what they already know about birds. Then, have students share why they think owls are birds.

# ALL ABOUT OWLS

## Lesson (15 minutes):

\*Explain to students that birds are vertebrates, which means they have a backbone. They also have wings, feathers and beaks. To have babies, they lay eggs. Birds are warm-blooded, which means their body temperature stays constant, or the same.

\*Show students the attached animal group slide below. Explain the characteristics of owls that make them birds.

\*Students will use the "What makes owls birds?" brainstorm sheet below and record information learned through the lesson.

## Independent Work (15 minutes)

\*The students will use the "Owls can, have, are" activity sheet below for their independent work. They need to write at least two statements for each box.

## Closing (5-10 minutes)

\*Ask students to share what they wrote in each category on their activity sheet. While they share, the teacher will write information on an anchor chart or the white board.

# animal Group!

Owls belong to the bird animal classification group.



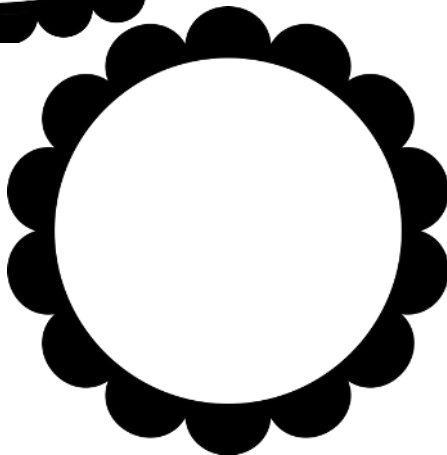
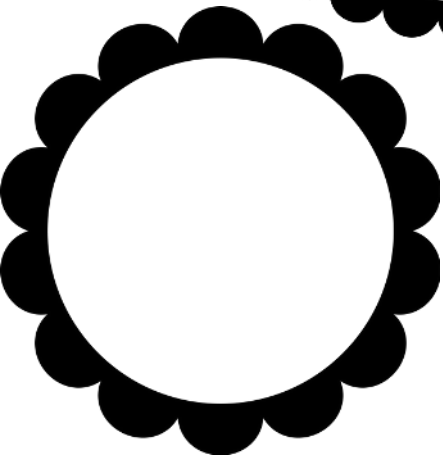
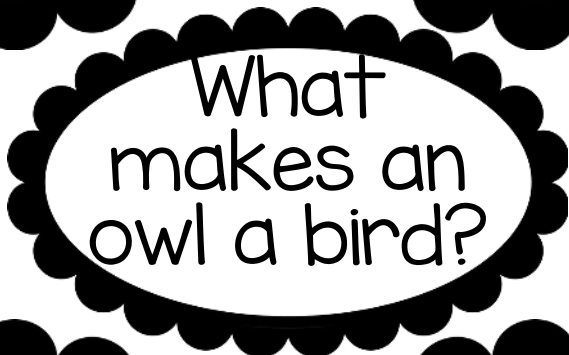
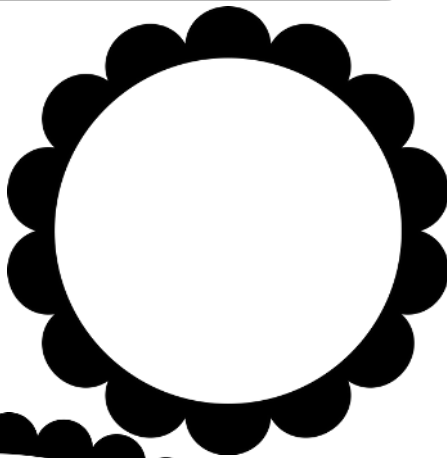
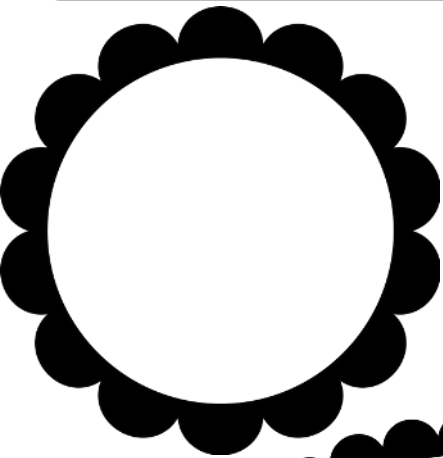
Owls have wings and feathers which help them fly.

Owls are vertebrates, which means they have a backbone.

Owls are warm blooded, which means their body temperature stays the same. They also lay eggs.



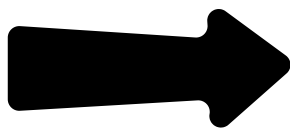
# ALL ABOUT OWLS



# ALL ABOUT OWLS



# OWLS



CAN

HAVE

ARE

# ALL ABOUT OWLS

## LESSON PLAN

### Day Two: Types of Owls

Objective: The students will be able to identify various types of owls. The students will be able to utilize research skills to find more information about one specific type of owl.



## LESSON PLAN: DAY TWO

### Introduction (10 minutes):

\*Explain to students that there are many different types of owls. Tell students that owls come in many shapes, sizes and colors! Some are small with brown or red feathers, some are large with white feathers and some even have feathers that look like horns on their head.

\*Ask students if they can identify any specific species of owls. Show students the "Types of Owls" information page attached below with pictures of various types of owls. Discuss each of their physical appearances.



# ALL ABOUT OWLS

## Lesson (15 minutes):

- \*The students will watch "Owls for Kids" video  
- <https://www.youtube.com/watch?v=Ajl7Xsjt4sc>

- \*Record any important information about the various types of owls using the video and the brainstorming activity sheet below.

- \*Discuss interesting facts about each type of owl, where they live, what they look like, etc.

## Independent Work (20 minutes)

- \*The students will choose one species of owl to research more about. They can use nonfiction books, kiddle.co, A-Z Animals, and other informational resources. They will use the "Owl Research" activity sheet below. This project can be extended to create a poster or informational writing piece about the type of owl.

## Closing (5-10 minutes)

- \*Students will present their owl research to the class on the specific type of owl that they chose to learn more about.

# ALL ABOUT OWLS

## TYPES OF OWLS



**barn owl**

Great  
Horned Owl



**Snowy Owl**

**BURROWING  
OWL**

**barred owl**



**TAWNY OWL**

# ALL ABOUT OWLS

## TYPES OF OWLS



Barn Owl

Barred Owl

Snowy Owl

Burrowing Owl

Great Horned Owl

Tawny Owl

# ALL ABOUT OWLS

## OWL RESEARCH

Directions: Choose one type of owl to research more about. Fill in the information below.

**OWL  
SPECIES:**

Interesting Facts

Appearance

diet

HABITAT



# ALL ABOUT OWLS



## LESSON PLAN

### Day Three: Habitat

Objective: The students will be able to describe what owls need in their habitat to survive.



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## LESSON PLAN: DAY THREE

### Introduction (10 minutes):

- \*Tell students that today's lesson will be on where owls live. Ask students if they can recall where they may have seen owls or what they might need in their habitat to survive.
- \*Tell students that a habitat is where an animal lives and finds food.
- \*Explain to students that different types of owls live in many different places. Ask students why they think various species of owls live in so many different types of environments.

# ALL ABOUT OWLS

## Lesson (15 minutes):

- \*Explain to students that owls live in forests, deserts, grasslands, open fields, tundras, and even in cities.

- \*The teacher will read "Owls" by Gail Gibbons. Habitat specific questions to ask while reading - Where do owls live? Why do owls like dark, quiet places? Why do owls live in so many different types of places? What do they need in their habitat to survive?

- \*With the students, complete the "Owl Habitat Matching" activity sheet. Keep in mind, they may be able to match to more than one, but choose the one that makes the MOST sense. Discuss that you can find different species of owls in many different habitats, not JUST this specific match.

## Independent Work (15 minutes)

- \*The students will complete the "Owl Habitat" activity sheet below. Draw a picture of an owl in a specific habitat. Write a few sentences describing what you drew and where owls live.

## Closing (10 minutes)

- \*The students will complete the "Habitat Unscramble" activity sheet.

# ALL ABOUT OWLS

## OWL HABITAT MATCH

Directions: Match the species of owl to the correct habitat.



Snowy Owl



Barn Owl



Great Horned Owl



Burrowing Owl



Desert/Burrow



Arctic Tundra



Rural/ Farmlands



Woodlands/Forests

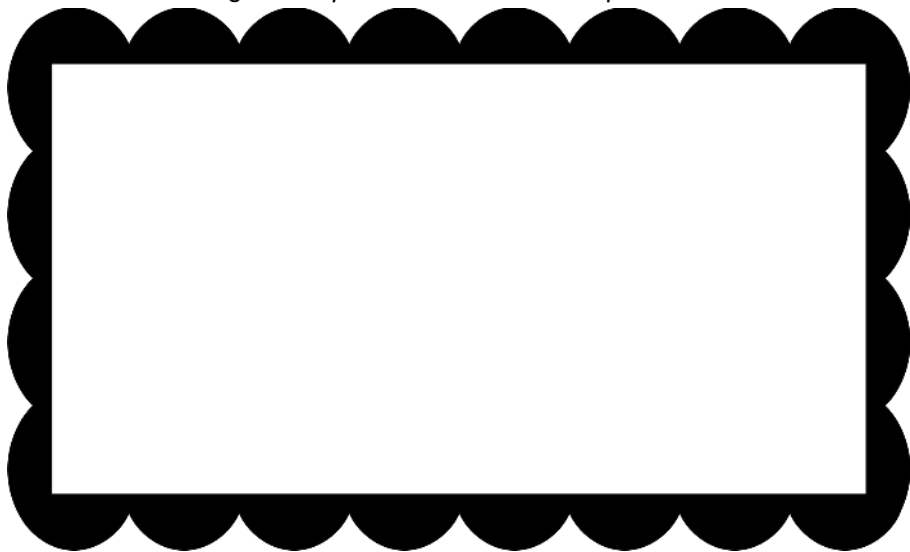
# ALL ABOUT OWLS



## OWL HABITAT



Directions: Draw an owl in its habitat. Then, write a few sentences describing what you drew and where you can find owls.



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# ALL ABOUT OWLS

## OWL UNSCRAMBLE

Directions: Unscramble each word associated with an owl's habitat.

TEERS

FROETS

NSET

PECHR

RSOOTS

HLOLOW

GSSRAINDS



# ALL ABOUT OWLS

## OWL UNSCRAMBLE

### Answer Key

TEERS

Trees

FROETS

Forest

NSET

Nest

PECHR

Perch

RSOOTS

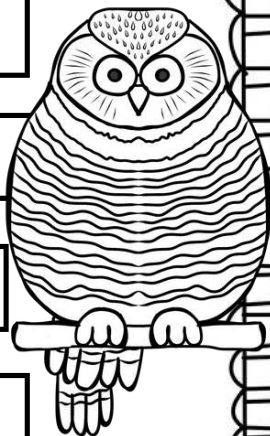
Roosts

HLOLOW

Hollow

GSSRAINDS

Grasslands



# ALL ABOUT OWLS

## LESSON PLAN

### Day Four: Nocturnal Nights

Objective: The students will be able to define nocturnal and describe behaviors of owls at night.



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## LESSON PLAN: DAY FOUR

### Introduction (10 minutes):

\*Ask students what nocturnal means. Tell students that nocturnal means to stay awake at night and sleep during the day. Discuss different animals that are nocturnal - bats, crickets, hedgehogs, raccoons, and owls.

\*Explain to students that today they will be learning about why owls are nocturnal animals. Tell students that owls usually choose dark, quiet habitats so that they are able to sleep during the day. You may also explain that because they are nocturnal, we typically don't see owls very much.

# ALL ABOUT OWLS

## Lesson (15 minutes):

\*Ask students what they think owls do during the night. Discuss that owls hunt for food, teach their young, avoid predators, search for mates, or perch on tree branches.

\*Explain that owls have unique characteristics that help them hunt at night. For example, their eyes are extremely large, so they are able to see better in darkness. Being active at night also helps them to stay away from predators that are awake during the day. Tell students that owls also usually live alone.

\*Make a list on the white board of various things that owls need in their habitat to survive and thrive. Examples include trees or shelter, water, space, nesting area, dark/quiet areas, and small mammals for prey.

\*Fill in the "Vocabulary Square" activity sheet below. Write the definition of nocturnal, use the word in a sentence and draw a picture that is associated with the word.

## Independent Work/Closing (10 minutes)

\*The students will complete the "Owl Quick Check" to assess what information they recall from the lesson. Review answers when completed.

# ALL ABOUT OWLS

## VOCABULARY SQUARE

Word:

nocturnal

Definition:



Sentence:

Picture:

# ALL ABOUT OWLS

## OWL QUICK CHECK



1. Where do owls usually live?

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2. What do owls need in their habitat to survive?

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3. Do owls live alone or in groups?

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4. Where might an owl sleep during the day?

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# ALL ABOUT OWLS



## LESSON PLAN



### Day Five: Owl Adaptations

Objective: The students will be able to describe specific adaptations of owls and how they help them thrive in their habitats.



## LESSON PLAN: DAY FIVE

### Introduction (10 minutes):

\*Tell students that today's lesson is on owl adaptations. Explain that adaptations is a special trait or behavior that helps an owl survive in its habitat.

\*Explain the following adaptations to students:

1. Owls have large eyes to see in the darkness. This helps them hunt prey.
2. Owls have strong beaks and sharp talons to catch small mammals.
3. Owls are able to almost turn their head all the way around, not fully, but this helps to spot predators and to hunt prey.
4. Owls have soft, velvety feathers which allows them to fly silently. This helps them to hunt and sneak up on their prey.

# ALL ABOUT OWLS

## Lesson (15 minutes):

- \*The teacher will read "Owling: Enter the World of Mysterious Birds of the Night", by Mark Wilson. Make sure to discuss and ask questions about special features of behaviors that owls have/do that help them thrive in their habitat.

- \*Complete the "Owl Adaptations" activity sheet. Students will read the adaptations, then explain how it helps owls survive .

## Independent Work (15 minutes)

- \*The students will independently complete the "Fact or Fiction?" activity sheet. They will color in the true statements in green and the false statements in red. Discuss answers when completed.

## Closing (5-10 minutes)

- \*Give each student an index card. The students will write down three of the most interesting facts that they have learned about owls throughout the whole unit. Students make take turns sharing.



# ALL ABOUT OWLS

## OWL ADAPTATIONS

Owls have many adaptations. Write in each box below how the adaptation helps an owl.

Owls have very large eyes.

Owls have strong beaks and sharp talons.



Owls can turn their heads almost all the way around.

Owls have soft, velvety feathers.

# ALL ABOUT OWLS

## FACT OR FICTION?

Directions: Color the facts in green. Color statements that are fiction in red.

Owls can see in the dark very well.

Owls make loud noises when they fly.

Owls have great hearing.

Owls use their talons to catch small prey.

Owls are active during the day and sleep at night.

Owls have small eyes.

Owls hoot and screech.

Owls hunt at night.

Owls only eat mice.