

# **WildFiles.TV**

## **Teachers' Guide for Owl for One, One for Owl**

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### **SERIES SYNOPSIS**

*WildFiles.TV* is a 13-part, interactive science and nature television series for school-aged children. Each half-hour episode profiles a different animal species in a dramatic story of a young character with an animal mystery or a problem to solve. Hosts Chris and Ava, from the Wild Files research station, and real-life Canadian scientists provide information and facts about the animals throughout each episode.

Detailed files of the same 13 animals are also found in the virtual clubhouse, *WildFiles.TV* Interactive. Here children can extend their science learning from the videos and explore the wildlife files and over 100 activities including games, puzzles, quizzes and challenges. The activities are designed to be fun, appealing and accessible to a variety of learning styles with the use of brightly coloured graphics, video, animation, audio, interactive activities and text.

*WildFiles.TV* promotes environmental consciousness while encouraging children's active exploration, problem solving, science learning and creativity. The dramatic storyline in the videos is used to present science concepts in an entertaining, yet realistic format.

### **DVD CONTENTS – Barred Owl Episode**

- 23-minute video
- Interactive animal content in text, audio, animation, cool facts, video clips and puzzles
- An original song about the animal, with lyrics
- 1 science project lesson plan
- 1 crossword puzzle with answer key
- 1 word search with answer key
- 1 quiz with answer key

### **CURRICULUM CONNECTIONS**

Science, Outdoor and Environmental Education, Social Studies, Health and Life Skills, Language Arts or Fine Arts and Information and Communication Technology.

### **LEARNING OBJECTIVES** (based on Alberta curriculum)

#### Grade 1: Senses

- Recognize that other living things have senses and identify various ways animals use their senses; e.g., sensing danger, finding food, recognizing their own young or potential mates.

#### Grade 1: Needs of Animals and Plants

- Observe, describe and compare living things.
- Classify some common local plants and animals into groups on the basis of physical characteristics; e.g., adaptations for survival such as beaks, claws, or prickles.

- Identify examples of animals that are normally under human care (domesticated) and those that are normally independent of human care (wild).

### Grade 3: Animal Life Cycles

- Classify a variety of animals, based on observable characteristics; e.g., limbs, teeth, body covering, overall shape, backbone.
- Identify the food needs of animals from different groups and describe changes in how each animal obtains food through different stages of its life.
- Demonstrate awareness that parental care is characteristic of some animals and not of others, and identify examples of different forms of parental care.
- Demonstrate awareness that animals require different habitats in order to meet their basic needs of food, water, shelter and space.
- Recognize adaptations of a young animal to its environment, and identify changes in its relationship to its environment as it goes through life.
- Identify examples of environmental conditions that may threaten animal survival, and identify examples of extinct animals.
- Recognize that habitat preservation can help maintain animal populations, and identify ways that student actions can assist habitat preservation.
- Demonstrate knowledge of the need for animal studies, and demonstrate skills for their care.

### Grade 6: Evidence and Investigation

- Recognize recent evidence of animal activity in an outdoor setting.

### Grade 6: Trees and Forests

- Identify why trees and forests are important as a habitat for a variety of living things.
- Describe kinds of plants and animals living on or near trees and how trees affect and are affected by these living things.
- Identify human actions that enhance or threaten the existence of forests.
- Identify an issue regarding forest use, identify different perspectives on that issue, and identify actions that might be taken (Forestry).

### Grades 7-9: Outdoor and Environmental Education: Outdoor Core

- Students will develop skills in environmentally responsible outdoor activities appropriate to different seasons such as bird watching.

### Grades 7-9: Outdoor and Environmental Education: Environmental Core

- Recognize natural changes in environments, such as extinction and succession.
- Recognize that the materials that make up living things are continuously recycled.

### Grade 7: Interactions and Ecosystems

- Investigate and describe relationships between humans and their environments, and identify related issues and scientific questions in terms of interactions, interdependence, human impact and needs.
- Analyze a local environmental issue or problem, based on evidence from a variety of sources, and identify possible actions and consequences; e.g., the loss of old growth forests.

### Grade 9: Biological Diversity

- Investigate and interpret diversity among species and within species and describe how diversity contributes to species survival in terms of variation, niches, dependencies among species, and species survival.
- Distinguish between and identify examples of natural and artificial selection; e.g., beak shape in birds.
- Identify impacts of human action on species survival and variation within species, and analyze related issues for personal and public decision making such as abundance of species, extinction, extirpation, role of environmental factors, and strategies for minimizing loss off species.

### Grades 1-9: Health and Life Skills

- Relationship Choices: Understanding and Expressing Feelings

Many of the problems faced by the young characters in the *WildFiles.TV* episodes may be used to promote discussion under this general learning outcome. Problems such as resolving a dispute with a friend, feelings of sadness after a pet dies, fear of new situations, dealing with change, adapting to a new school environment or to the changes that accompany adolescence are all topics addressed in the series.

**EPISODE TITLE:** *Owl for One, One for Owl*

**FEATURED ANIMAL:** Barred Owl

**THEMES:**

- Senses: sight, hearing
- Safety in the outdoors
- Habitat preservation: old growth forests for owls
- Learning to respect one another
- Understanding the difference between fiction and fact

**SUMMARY:**

Webster daydreams about meeting an owl and becoming a wizard so he gives Chris and Ava a call. Chris wants to introduce him to the real magic of Barred Owls, but they have to bring along Webster's obnoxious cousin Jordan. Birding is not her thing, and she makes it clear she and Webster may be related, but are definitely not friends. Jordan loves to torment Webster with taunts about his fascination with magic and wizardry. Chris tries to distract the two, while he sets up Ava's fancy **parabolic microphone** to record some owl calls. Owl expert Chuck joins them to share owl facts and shows off his cool **radio tracking** equipment, impressing even Jordan. Chuck and Chris help Jordan and Webster learn about the **physical characteristics** of Barred Owls, their **habitat** and **diet**, **pair bonding** and **parental care**, their keen **eyesight** and **hearing**, and some of their **predators**. Later, Webster sneaks off to look for owls on his own and gets lost. Luckily, he remembers how owls use their **senses**, especially their hearing, and starts using his own. Jordan finds out there's a lot more to owls, and Webster, than she thought.

**VOCABULARY: Video**

Students can listen for these terms to find many of them defined in the video.

(\*Definitions found in the *Wild Words* glossary at [www.wildfiles.tv](http://www.wildfiles.tv))

amphibians*	parabolic microphone ( <i>picks up distant sounds</i> )	transmitter
asynchronous hatching ( <i>at different times</i> )	predators*	triangulation ( <i>locating an unknown point using two known points on a triangle</i> )
frequency	receiver	vibration ( <i>quiver</i> )
owlets	rodents*	vocalizing
pair bond ( <i>mates</i> )	telemetry ( <i>radio tracking</i> )	

**VOCABULARY: Interactive Content**

(Definitions pop up on the DVD when terms are scrolled over)

auricle	incubation	rodent
facial disk	longevity	strigiformes
fledge	pellet	<i>Strix varia</i>
gizzard	predator	

**SONG: "September Nights"** - sing along with Chris! (See lyrics on pg.7).

**DISCUSSION QUESTIONS** (after viewing video and exploring the interactive content)

- Which of their senses do Barred Owls rely on the most to help them survive? Give examples of how you use your senses to help you survive in your daily life.
- Chuck, Chris, and Jordan found Webster in the woods because he still had the transmitter in his pocket. If he hadn't had the transmitter, what are some other ways they could have found him?
- When Webster discovered he was lost, what did he do? Why is this a good strategy when you are lost?

- Barred Owls are in some trouble because of loss of habitat. What sorts of things can humans do to help the owl populations recover, and to protect them in the future?
- At the beginning of the show, Jordan made sure to tell Chris that she is Webster's cousin, not friend. By the end of the show, she has decided that Webster isn't so bad after all. Why do you think Jordan changed her mind about Webster? Think about a time you had trouble making friends – what did you do about it?
- How are the owls in stories like the Harry Potter series different from real owls? Give examples of stories you have read where the animal characters are different from real animals.

### ACTIVITIES

- After watching the video, have students review the interactive content in groups or independently. Once they have finished all the material, have them complete the Barred owl word search, crossword puzzle or quiz to evaluate their learning.
- In the video, Chuck was doing research about owls. Is there an animal you are especially interested in? Research and collect information about working with that animal, including types of jobs, training required, duties, location, etc. Your research could be on the Internet, in the library or you could interview someone who works with that animal.
- Create a collage that represents the senses and the ways they help people and animals survive. Use photos, magazines, brochures or materials found in nature; moss, leaves, plants, seeds.
- In small groups, write a play or make a video showing ways people can turn conflict with others into friendship. Present your work to the entire class, another classroom or the entire school.
- People use wood from trees to build homes and buildings. Barred Owls nest in large old trees in forests. Predict what will happen to Barred Owls if too many trees are cut down. Suggest a solution that would protect Barred Owls but still meet human's need to build homes.
- Rewrite a fictional animal story or nursery rhyme, making everything the animal does realistic. Think about what animals do in the real world and what they do in stories; e.g., Do you think the three little pigs would be building houses, or talking to wolves? What effect does this have on the story? Which do you prefer – fiction or non-fiction?

### HANDS ON SCIENCE:

Print out the complete lesson plan for this Hands on Science experiment.

#### **Barred Owl - A Little Perception Please!**

*Owls and Homo sapiens share binocular vision, which gives us both the depth perception we have come to rely on. Try this simple activity to see how much you and owls depend on the sight from both your eyes. \* This is the experiment Chris had Webster do in the video.*

There are a total of 30 lesson plans for experiments and activities available to *WildFiles.TV* members on [www.wildfiles.tv](http://www.wildfiles.tv). Each activity is related to a science concept from an episode of *WildFiles.TV*.

### EDUCATIONAL FEATURES:

*WildFiles.TV* resource:

- a) Addresses specific learner expectations.
- b) Encourages students to develop and practice skills in science inquiry.
- c) Addresses a variety of learning styles.
- d) Applies to a range of grade levels and abilities.
- e) Shows animal species in their natural habitat.
- f) Is wildly humorous.
- g) Integrates subject matter across several subject areas.
- h) Is teacher-friendly.

- i) Provides students the opportunity to extend learning.
- j) Addresses the Information and Communication Technology (ICT) learning outcomes.
- k) Is interactive.
- l) Provides practice and study opportunities.

**MORE WILDFILES.TV TITLES:**

<b>Episode Title</b>	<b>Featured Animal</b>
Arachnophobia On the Loose	Tarantula
Big Ol' Moose	Moose
Feather of Hope	Peregrine Falcon
Hare We Go!	Snowshoe Hare
Just Can't Bear It	Black Bear
Lair of the Tiger	Tiger Salamander
Lone Wolf	Wolf
Strong as a Muskox	Muskox
Tale of the Giant Beaver	Beaver
The Frog who Would be Prince	Wood Frog
You Go, Caribou	Caribou
You Say Buffalo, I Say Bison	Bison

**WildFiles.TV**  
**"September Nights"**  
*Song Lyrics*

The stars are in their sky and I am letting time slip by  
I'm getting warmer by the fire; the moon is rising high  
In the woods there's lots of sounds, but I'm really not afraid  
The sounds of many-a-wise old owl are like wise old friends to me

I remember long September nights, some just like this  
By a river we were camping and I stole my first kiss  
The owls were calling all night long but I took no notice then  
I listen now to their comic song...I should have listened then

Listen to the voices in the night  
They won't harm you...it'll be alright

The fire's dying and I'm trying hard to stay awake  
Everybody's gone to sleep and I should too...but wait...  
Close by that old crazy owl, hoots his funny call  
Though many friends have come and gone  
Some friends aren't seen at all

Though many friends have come and gone  
Some friends aren't seen at all.