

Needs of an Eagle

Grade Level Range: Pre-k, k

Content Areas Addressed: Science/Literature

Group Size: Whole Class

Duration: 60 minutes

Key Vocabulary: Egg, Eaglet, Hatch, Feathers, Nest, Hunting



Materials Needed: *Bald Eagle* by Gordon Morrison, premade hand cut pieces of brown paper, notecard for writing short sentences, premade cut outs of the tail, the midsection, and the beak of an eagle, black dots for the eyes of the eagle, tissue paper for the head, glue, coloring materials, colored sheets of paper, and pencils.

Lesson Objectives

- After listening to the book *Bald Eagles*, students will be able create a bald eagle with cutout pieces of paper and then write short sentences that accurately answer the questions about the needs of a bald eagle, which includes shelter, food, and water.
- Students will listen to the read aloud of *Bald Eagles* and then accurately answer questions about the book in short sentences.

Methods:

- For the lesson, I will read a book to students out-loud to the whole classroom. Afterwards students will create eagles with the cut out pieces of paper. Students will be using glue and colored pencils to do this. Lastly students will write short sentences to answer questions about a bald eagle's needs in life.

Lesson Steps

Bridge/goal setting introduction (5 minutes):

- The teacher would begin the lesson by asking questions like, "What is a shelter? "What is hunting? Have of you ever seen a bald eagle? Have you ever seen Berry College's eagle cam? And what is a baby eagle called?"
- After these questions are answered, the teacher will explain to students that they will be learning about the needs of an eagle, which include food, water, shelter and space.
- Afterwards, students will be told that they will listen to an informative book on eagles today that has numerous illustrations.
- Process standard used is **observation**.
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Activity part 1 (15 minutes):

- The teacher will read aloud the “Bald Eagle” by Gordon Morrison.
- Throughout the book, the teacher will choose spots to have students make observations of what they see before reading a page. For example, on the first page where the eaglet hatches, the teacher may propose the question, “what is happening in the picture?”
- The teacher should have students observe pictures that relates to the needs of a bald eagle.

Transition (3 minute):

- Students will be given the materials for the activity. Students will be paired with one partner to work

Activity part 2 (27 minutes):

- Students would be told at this point that they have to work and communicate with a partner to create eagles using the cutout paper, glue, and tissue paper. This process would be modeled by the teacher. The teacher would show a previously constructed example to the class.
- **Instructions:**
 1. Attach the cut out pieces to the body piece of the eagle making wings.
 2. Next glue the feet and the tail to the eagle.
 3. Afterwards glue tissue paper around the head of the eagle to make it have a white top.
 4. Add the beak and the eyes to the bird.
 5. Complete the questions provided on the note card.
 6. Glue the notecard and the eagle on a colored sheet of paper.
 7. Draw an eagle habitat!
 8. Color in the eagle and the nest.
- A few questions that will be put on the board will be
 1. Where do eagles live?
 2. What do eagles eat?
 3. How do they get food?
 4. What do eaglets need when they are young?
- Process standard used is **communication** since students need to work together to find answers to the problem.

Closure (10 minutes):

- After the activity is finished, the teacher will ask students the questions that were presented on the notecard.
- If there is time, the teacher will have students ask aloud the questions that they had in their journals. If there isn't time for the questions, the teacher will answer the questions at another time.

Evaluation Alternatives:

- Students will be assessed the accuracy of their answers about the needs of an eagle on their notecard and on the neatness and the organization of their eagles.
- Students will be assessed on the accuracy and the description of the answers to the book, *Bald Eagle*

Background:

Before teaching this lessons teachers must give students a chance to actually observe an eagle on Berry College's eagle cam. Also students should have a basic understanding of what an animal has to have to live.

Resources:

- *Bald Eagle* by Gordon Morrison.
- Web Links: <http://www.mpmschoolsupplies.com/ideas/3114/patriotic-eagle-craft/>
- <http://mrsjumpsclass.blogspot.com/search/label/America%20unit>
- <http://www.berry.edu/eaglecam/>

Standards Addressed

- S1L1. Students will investigate the characteristics and basic needs of plants and animals.
 - b. Identify the basic needs of an animal - air, water, food, and shelter.
- ELACC1RI1: Ask and answer questions about key details in a text.