

## Life Cycle of an Eagle

**Grade Level Range:** Kindergarten- 1st Grade

**Content Areas Addressed:** Science

**Group Size:** Whole Class

**Duration:** 40 minutes

**Key Vocabulary:** Egg, Eaglet, Adolescent and Adult

**Materials Needed:** Premade life cycle books for each student, coloring utensils, scissors, and a stapler



### Lesson Objective

1. The students will be able to correctly classify the stages of an eagle's life in order from youngest to oldest in a flip book.

### Methods

The techniques I will use for this lesson are reading a story to the students and having them follow along in their own copy of the book. Another technique I will have the students use during this lesson is coloring and ordering the different stages of life for an eagle based on what they observed from our book.

### Procedures

Bridge (5 minutes):

- A. The teacher will ask the students questions to try to engage their background knowledge. To do this the teacher will ask the students what they have been learning about in science class.
- B. The teacher will ask the students questions about eagles and stages of life. One of the questions the teacher will ask is, "Can anyone infer what the first stage of life for an eagle is called?" and "What stages of life do people go through?"
- C. Another question the teacher will ask is "Can anyone predict how many life stages eagles go through." The teacher will ask the students if they think eagles go through different stages of life just like people go through different stages of life.
- D. These questions are meant to get the students thinking about how our life cycle is similar or different than an eagles.

Goal Setting Introduction (2 minutes):

- A. After going over the questions with the class the teacher will tell the students that they are going to read a story about the life cycle of an eagle to learn about the different life stages an eagle goes through.

Instruction (5 minutes):

- A. First the teacher will introduce the book to the students and state the purpose for reading. The purpose for reading is to learn what stages an eagle goes through in their lifetime. During this time students can predict some of the stages based on what they already know about eagles and what they have watched on the Berry College eagle webcam in past lessons.
- B. After stating the purpose the teacher will then tell the students that while she reads the book to the class the students will have their own copy of the book to follow along in.
- C. The teacher will also tell the students that after they are finished reading the book she will pass out worksheets containing four eagle pictures, one for each eagle life stage. The students will need to color and put the stages in proper order.

Transition (3 minutes):

- A. The teacher will hand a premade book in the correct order to all the students in the classroom. While the teacher is handing them out the students can look through the book to get an idea about the life cycle before reading about it. Observing the book before reading it is important because the students are able to come up with their own ideas and predictions before reading.
- B. After the teacher has handed everyone a copy of the book she will move back to the front of the room to read the book aloud to the class. It may help if the teacher has a copy on the overhead projector so that all the students can see where she is if they get lost or misplace their page.

Activity (20 minutes):

- A. The teacher will read the book to the students about the life cycle of eagles. While the teacher is reading the students should be following along in their own copy of the book.
- B. Once the teacher is finished reading they will go over each of the life cycles the book talked about.
- C. For each cycle the teacher will ask questions about when it occurs, how long it lasts, and what stages comes after it or before it.

- D. After classifying and discussing each of the stages of an eagle in an informal discussion, the teacher will quietly walk around the room handing out different coloring utensils to each table or desk.
- E. After each table has some form of coloring utensils the teacher will tell the students that they need to color the pictures on the worksheet. The teacher will walk around the room as the students are coloring to answer any questions the students might have.
- F. While the students are working the teacher will have the Berry College Eagle cam on in the background so students can see and get ideas for coloring. As students begin to finish coloring, the teacher will tell the students to cut their pictures out and place them in the correct order. Once they feel like they have them in the correct order they can bring them to her to staple together and collect.
- G. As students finish tell them that they can color in their books and talk quietly to their neighbors about what they learned about the eagles from their reading until the entire class is done.
- H. Once everyone is done have the students come back together for an informal discussion and closing

#### Closure (5 minutes)

- A. After all the students have turned in their flip books to the teacher, the teacher will hold an informal discussion with the students about the life cycle of eagles.
  - a. What is the first stage of an eagle's life?
  - b. What stage would an eagle be in if they were an adult?
  - c. Which stage lasts the longest?
  - d. Which stage comes first and eaglet or a young eagle?

#### **Evaluation Alternatives**

After this lesson the teacher will assess the students work based on their flip charts. The flip charts need to be in the correct order, colored in, and stapled.

#### **Background**

Before teaching this lesson teachers need to know what the four different stages of life an eagle goes through. During the lesson the students will learn what the four stages are and they will learn how to correctly put them in order from youngest to oldest.

## **Resources**

- Premade book on eagle life cycle (one for each student)
- Web links: <https://www.teacherspayteachers.com/Product/Bald-Eagle-Ready-to-Print-Easy-Readings-and-Worksheets-1263728>

## **Standards Addressed**

S1L1. Students will investigate the characteristics and basic needs of plants and animals.

- d. Compare and describe various animals