

These lesson plans are adaptable for any grade level. I have used the following activities and projects in my classroom with much success. They integrate many authentic teaching techniques which motivate and inspire students' critical and creative thinking. It is my goal to keep the joy of learning and teaching challenging and exciting. When we open our minds, hearts, and spirits to rekindle the joyful experience of working, learning, and teaching together we can make a difference—and have a positive impact on our world!

Sally Moorer

SCROLL DOWN FOR EAGLE LESSON PLANS

EAGLE- K(Knowledge) W(What I Want to Know) L(What I learned)

Subject area- Science, Music, Language Arts

Objectives- The students will investigate and understand the basic needs and characteristics of eagles. The student will use a map to locate eagle habitats.

Materials- trade books, reference books, videos about eagles, Internet eagle web sites such as American Eagle Foundation (eagles.org), pictures of different eagle types, maps, journals, chart paper, and art supplies.

Prior Knowledge and Experiences- Show the students a picture of an eagle. Ask them, “What eagle fact do you think that you know before we study about eagles?” Have them write an eagle fact sentence on a paper strip that they think is true. Collect the paper strips and choose two sentences from the class. Write them on the board. Students will copy them in their writing journals. They must write “T” by each sentence if they think it is true or “F” by the sentence if they think it is false. They will keep these sentences in their journals. After eagle research is done they will go back in their journals and see if their true or false fact sentence guess was correct. Next, the students will brainstorm any facts they know about eagles to establish prior knowledge. List these facts on chart paper entitled “What We Know About Eagles.”

Procedures-

1. Use trade books, Internet, videos, and eagle pictures to start discussions with students. Find out what they want to learn about eagles. Write their questions on the chart labeled “What I Want to Know.”
2. Use a map and resource information to locate places where eagles live. Discuss the results with students.
3. Photographs from old magazines or copies of eagle pictures can be cut out and placed on the map to aid understanding of eagle’s location.
4. Have students use art supplies to create their own version of an eagle.
5. Display creations on a bulletin board beside eagle fact chart. Label this area in your room as the Eagle Sanctuary.
6. List the information that they learned on the chart labeled “What I Learned.”

Indicators of success-

Have a KWL chart displayed in your room so students can track their progress. Have students check back in their journals and see if their eagle fact sentence guess was correct. Students may add additional eagle facts in their journals that they have researched and learned.

EAGLE EYES- WORD WALL and VOCABULARY GAMES

Subject area- Language Arts, Science

Objectives- The students will increase word recognition and vocabulary skills.

Materials- eagle reference books, Internet eagle web sites, dictionaries, journal, construction paper, chart paper, markers

Prior Knowledge and Experiences- The students will recall facts they know about eagles and special eagle words.

1. Have a large sheet of chart paper with an outline of an eagle's cup like shaped nest on it. Each student will be given a straight light brown piece of construction paper in the shape of a small stick or branch. Tell the students that they are going to help build the eagle's nest with eagle words .
2. Each child will work with a buddy. They will work together using research materials(listed above) to find one eagle word that they want to write on their eagle nest construction paper branch.
3. After the students have written their word selections, collect them and choose five for your EAGLE WORD WALL NEST CHART.(Other students words will be added in the following weeks.)
4. Schedule short word practice periods several times a week. (Saying, spelling, writing, defining and illustrating the words.)
5. Say that eagles have keen eyesight and can focus on objects for long periods of time and from long distances. The students need to use their EAGLE EYES and find one of the word from the EAGLE WORD WALL NEST CHART. They will write their EAGLE WORD WALL GUESS in their journal.
6. The teacher says, "My eagle eyes see a word on our EAGLE EYES CHART that is a four letter word that ends with a _____t. It would be the answer to this riddle. Where does an eagle keep its eggs? _____
The eagle keeps its eggs in a _____. (nest).

(Other EAGLE WORD WALL examples might be: talons, wings, eaglet, raptors, eagle, prey etc...) Repeat this activity with different eagle words.

Indicators of success-

The students will increase sight word vocabulary. They will be able to use the words in sentences and write eagle stories with them.

Students will create their own EAGLE EYES WORD WALL DICTIONARY. They will put the words in alphabetical order, write the definition and illustrate the word.

Students will make a list of five EAGLE WORD WALL WORDS on white construction paper. They must fold the paper into a fan shape so one word is on each section of the paper fan. The teacher will ask a question that will have an EAGLE WORD WALL word as the correct response such as : “ My eagle eyes see a word on the EAGLE WORD WALL NEST CHART that has five letters and begins with a w_____.

It will fit in this sentence. Eagle’s w_____ can help them soar into the sky. What is your guess? Did you guess wings as the answer? You are exactly right!

Our National Symbol- The American Bald Eagle

Subject area- Social Studies, Language Arts, Music

Objective- The students will be able to identify the eagle as our national symbol.

Materials- reference materials, poster board, markers, chart paper, crayons, patriotic songs with eagle lyrics such as : national anthem, “Save the Eagle”, “Fly Eagle Fly”)

Prior Knowledge and Experiences-

The students will review eagle information such as facts, history ,etc...and discuss when the eagle was chosen as our national symbol. The children will define the word symbol.

Procedures-

1. The children will brainstorm ideas about what they eagle represents or means to them. Their responses will be listed on chart paper.
2. Various reference materials will be used to hunt for eagle symbols. The results will be added to the chart information.
3. Listen to patriotic songs. List the titles of the songs which use an eagle in their lyrics.
4. The students will be divided into small working teams. Each team will create an original eagle symbol for our country. They may choose to create an eagle flag, an eagle stamp, eagle money, etc...
5. The teams will write a few sentences in their journals describing their new eagle symbol for our country and how it will be used.

Indicators of success-

]The students will put all of their eagle symbol creations into a classbook. The children will each have a turn to tale the book home to share with their families. The families will sign a response page located in the back of our book to tell us why they think that the eagle is a good national symbol. What bird would they choose as a symbol for their family? Why?

* *Fly Eagle Fly* Song by James Rogers

Check James Rogers website for DVD or CD jamesrogersonline.com

Today , I saw an eagle flying. Its colors were red and white and blue.

Today, he looked like he was crying.

Where are all the friends he once knew?

Today, I heard the eagle calling. It echoed from the mountains to the sea.
But again the sounds he made were only falling upon the deafened ears of those
not free.

CHORUS

And I said, Fly eagle, fly
Spread your freedom wings across the sky.
Don't you let them bring you down.
Don't let them chain you to the ground.
You've got to be strong to travel alone through the sky.
Oh, fly ,eagle fly.

Today, I saw an eagle flying as he headed for skies he's never known.
Are the freedoms he left behind him dying?
Will the eagle find another home?

(Repeat CHORUS)

Save the Eagle Song by James Rogers (CD or DVD on
jamesrogeronline.com website or eagles.org)

God in all His wisdom made a world unto His name.
Then he filled it with His creatures great and small.
Then he linked them all together, like the pieces of a chain
As the secret of survival for them all.

CHORUS

Before the chain is broken forever, we've got to keep, keep the world together.
We've got to save, save, save the eagle.
The symbol of the feeling we call free.
We've got to keep the dreams alive.
Keep them flying high.
Save the eagle, save part of you and me!

He has been an inspiration as we've seen him in the air,
Majestically, a hero in our eyes.
We've looked to him so many times , in so many different ways,
And now he's looking back for life.

(Repeat CHORUS)

AMERICAN EAGLE FOUNDATION SCHOOL VISIT/ LESSON PLAN

Subject area- Science, Social Studies, Music, Language Arts

Objectives- The students will learn how to identify birds of prey and what their role is in the ecosystem.

Materials- auditorium for American eagle Foundation's Birds of Prey Show, two tables, public address system, eagle songs (i.e. "*Save the Eagle*" or "*Fly Eagle Fly*" go to eagles.org website songs or jamesrogersonline.com)

Prior Knowledge and Experiences-

Contact American Eagle Foundation to schedule a show (1-888-2-EAGLES)

Procedures-

1. Schools or organizations can enlist the help of community business sponsors or have their own fund raising activities to collect money for the show.
2. Students will see and learn about various birds of prey. They will see actual bird flight demonstrations.
3. The students will have a 15 minute question/answer period after the show.
4. The students will write the American Eagle Foundation and thank them for the program. They can illustrate their letters and write some interesting facts that they learned about birds from the show.
5. Students can write stories and draw pictures of their favorite bird of prey.
6. Students will sing "Save the Eagle" and "Fly Eagle Fly" by James Rogers. They can create their own eagle songs and share them with the class.

Indicators of success:

Students will invent their own eagle songs with a positive environmental message. They can share it with family and friends.

Students will create a poster or bumper sticker to display in their community with an environmental message (i.e. Save the Eagle).

AMERICAN EAGLE FOUNDATION EAGLE ADOPTION LESSON PLAN

Subject area- Math, Science, Social Studies, Music

Objectives- The students will become actively involved in a project for eagle restoration and protection. They will understand their impact on wildlife and the environment.

Materials- poster board, construction paper, markers, chart paper, donation containers, music “Save the Eagle” and “Fly Eagle Fly”

Prior Knowledge and Experiences-

The students will understand that natural events and human influence can affect the survival of eagles.

Procedures-

1. Students will listen to the music “Save the Eagle” and “Fly Eagle Fly” by James Rogers. The students will create a school/community fund raising project to adopt an eagle through the American Eagle Foundation.
2. Students will use art materials to make advertisements and donation containers which will be placed at specific business partnership locations in the community.
3. Each month an adult will be assigned to collect the money from the containers. The students will count and graph the amount of money collected from each location each week.
4. The students will visit a local radio station and make public service announcements about their special fund raising school project.
5. When \$250.00 is collected from the project, the students will vote on which eagle they want to adopt. The students and teacher will write to the American Eagle Foundation to inform them on their adoption choice.
6. When the eagle adoption pictures and papers arrive, they will be framed and displayed in a prominent community location.

Indicators of success-

Students will have a “can do” attitude toward improving the environment and understand that they can make a difference in our world.

Students will be asked to think of other ways that they could improve the community. They can work on plans in teams. They will put their plans into action. They will write about how their plan improved our environment.

READER'S THEATER- WHICH IS THE GREATEST?

Original Reader's Theater Play by Sally Moorer

(This play may be done within your own classroom with your students or performed on stage for an audience. Reader's Theater is an excellent tool which enriches your Language Arts curriculum and strengthens student's Reading skills.)

Cast-

Narrator #1 Narrator#2 Narrator #3 Narrator #4

Narrator#5 Narrator#6 Narrator#7 Narrator #8

Mother Nature

Additional Judges (Forest Animals)- extra students in class

Brother

Sister

Eagle

Hawk

Owl

Falcon

Kestrel

Vulture

Kite

Narrator #1- Welcome to our presentation called "Which is the Greatest?" You are part of our panel of judges today and your vote will be important!

Narrator #2- So sit back and relax as we begin with a walk in the forest community.

Brother- It's great going on camping trips with our family. Don't you just love the great outdoors? It is fun to explore around our campsite. Look at that tall pine tree.

Sister- What? What's so exciting about the outdoors? If you've seen one tree, you've seen them all?

Brother- Aww! Gee! Just look around you! There are neat things to do and see if you just look around! Look up there, do you see that huge owl?

Sister- What's so special about an old bird?

Narrator #3- Sister wasn't paying much attention to what her brother was saying. Then all of a sudden...Owl came up with a brilliant thought!

Owl- I think that I am very special! I will just prove it to them too!

Narrator #4- The wise old owl had an idea! He wanted to show them just how special he was. So...

Narrator#5- The wise old owl had been waiting for the perfect moment high up in the tree. He swooped down and his wings glided by too close and barely missed Sister's head. He flew away on his silent wings into the distant woods!

Sister- Yikes! What in the world was that? I knew that I should've stayed home!

Brother- That's Mother Nature's way of introducing you to her family!

Sister- I wish I could see Mother Nature. I'd tell her what I think about her family.

Mother Nature- Did I hear someone make a wish to see Mother Nature?

Brother- Wow! Is it really you?

Sister- We must be dreaming!

Mother Nature- I don't make a habit of appearing like this , but I need your help!

Brother- What's up?

Mother Nature- All of the birds of prey have been arguing about which one is the most important. They decided to have a contest to see which one is the greatest to settle this matter once and for all. We need some judges for the contest and you two would be perfect for the job! Follow me!

Narrator #6- The sister and brother follow Mother Nature .

- Narrator #7-** In just a few seconds they arrive in a beautiful forest area surrounded by beautiful flowers, trees, many other animals and birds of prey.
- Narrator #8-** The animals stare in silence as they see Mother Nature enter with the two children.
- Brother-** Cool place!
- Sister-** Where in the world are we?
- Mother Nature-** You are now in the official judging area for our Best Bird of Prey contest! Each bird of prey will have a minute to convince you to vote for them as the Best Bird of Prey – King of the Forest! The birds with the least votes will have to find another place to live! Everybody ready?
- Brother-** What are we waiting for? Let the judging begin!
- Mother Nature-** Eagle, you may begin! Tell our judges why you think that you should win.
- Eagle-** Well, just look at me! I have great eyesight! I can see things from two miles away! I can dive down to catch a fish at speeds up to 150 miles an hour! My sharp powerful talons will not let it go! My wing span is about six feet wide! You know I am also the national symbol for our country, America! I should win the contest!
- Narrator #1-** Next is Owl. Just what do you have to say for yourself?
- Owl-** My heart shaped face acts like a satellite dish catching all the sounds for me to hear! My feathers are fringed on the edges and allow me to be so quiet flying that I surprise my prey! I can see at night with my special eyes! When people say you are wise as an owl, that is a special compliment! Nobody can beat that! I should be voted as the best!
- Narrator #2-** Hold on! We have more birds in this contest! Everybody gets a chance! Come on down, Hawk!

Hawk- I am swift and dashing in my flight! My long tail makes it easy for me to change directions quickly! My eyes can see the slightest movement as I watch for tiny insects to eat! I believe that I am the greatest! Vote for me!

Narrator#3- OK! Thank you! Let's have Vulture next!

Vulture- They say beauty is in the eye of the beholder! My bird family dates back from many years! I am a scavenger! I like a spic and span world! So I remove garbage and clean up by eating diseased and dead animals! Without me, just think what this place would look like! I should win, no doubt about it!

Narrator #4- You are unique! But, the contest must go on! Here comes Falcon now!

Falcon- I am one of the fastest flying birds in the world! Anybody up for a race? I don't have time to make my own nest, so sometimes I live in another bird's nest that has already been built! I want to win this contest, so vote for me!

Narrator#5- We shall see! We still have two contestants left! Step right up, Kestrel!

Kestrel- I have long pointed wings. I am easily spotted by my long, rusty colored tail and back! Most birds are afraid to live close to people, but not me sometimes I actually like to make my nest around large cities. I can adapt to many populated areas! I am a people-person! Ummmm! People-bird! So, vote for me!

Narrator#6- Last but not least, we have Kite!

Kite- I ride through the sky gracefully on air currents looking for my next meal! I guess you could say I do fly like a kite in the air! I can snatch a dragonfly while I am flying! I love to fly and I don't rest much! I have long pointed wings and a forked tail! You just can't get any better than me! Cast your vote for me!

Narrator#7- We appreciate all of you sharing your personal stories with us! We are ready to ask our judges to make a final decision.

Narrator #8- All of you audience members are also judges, along with Brother and Sister. Now by clapping for your favorite bird of prey choice, cast your vote!

Mother Nature- (Goes down the line of Birds of Prey and holds her wand above them)

Eagle (Applause)

Owl (Applause)

Hawk (Applause)

Vulture (Applause)

Falcon (Applause)

Kestrel (Applause)

Kite (Applause)

(Additional Judges(students who needed to get an assigned play part) in your class will be sitting in area beside Mother Nature. They can be wearing construction paper headbands with their favorite forest animal shape and name on it.)

(Brother and Sister have applauded loudly for each bird of prey. They whisper to each other and write something on a paper. They hand it to Mother Nature.)

Mother Nature- The judges have reached a conclusion! I will read the results of the contest! (Clears her throat) After hearing all of the special qualities that each bird of prey has we have decided that you are all important! Each of you is special! You are all the GREATEST!

Birds of Prey- Hooray! Hooray! We all get to stay! We are the GREATEST in our own special way!

Mother Nature- I believe we have all learned an important lesson today. Every creature is valuable and important to us. When we learn , we understand . When we understand then we care! When we care it leads us to good actions and creates a better world!

Activities:

1. Students can make and decorate construction paper headbands with the name of their favorite bird of prey on it. They can use it as a costume prop for the Reader's Theater play.
2. Mother Nature can make a construction paper headband with the world on it. It can be labeled Mother Nature.
3. Narrators can make construction paper headbands with the word Narrator and their # marked on them.
4. Students will continue to be interested in learning more facts about their favorite bird of prey by using books, video and Internet websites.
5. Students will make a math classbook about birds of prey facts. They can find out the different wingspans of several birds of prey. Use a tape measure and compare the bird's wingspan to the width of their arms.
6. Students can research the flight speeds of their favorite bird of prey. Which one is the fastest? Which one is the slowest? The teacher will take a stopwatch and record the time it takes for students to run in a designated safe area. Who was the fastest student?
7. Students will construct their own bird of prey by folding a sheet of paper. They will decorate it and have a bird of prey flying contest. Which paper bird flew the farthest? Measure the distances and record on a graph. Challenge the students to make another paper bird of prey in a different way or shape. Repeat the distance flying contest. Which one was fastest? Compare your first paper bird of prey distance to your second bird of prey. Which one flew farther? Why? Write your answers in your journal.