



Raptor Report

Post Lesson Plan 2

Age: Grades K-2

Setting: Classroom/Home assignment

Standards: Environment and Ecology: 4.3.4A(1,3,4), 4.3.4C(1-3), 4.5.4B(2), 4.5.4C(2), 4.6.4A(1-4, 6,8,9), 4.6.4C, 4.7.4A(1-4), 4.7.4B(1-2), 4.7.4C(3), 4.8.4C(2)
Science and Technology: 3.3.4A(2), 3.7.4E(1,3), 3.5.4C(2)
Communication Arts: 1.1.3.C,D,E,G(1-4); 1.2.3.A(3); 1.4.3.B; 1.6.3.A(1), B(2,3,5), D(1-4), E(1-3); 1.8.3.A, B(1, 2, 4)

Objectives: Student will be able to:

- Identify birds of prey
- Name characteristics significant to birds of prey
- Understand the beneficial role of birds of prey in nature

Overview: Students will take knowledge learned from the unit on birds of prey and apply it to complete report on a raptor of their choice. Students will conduct research independently. They will work through the writing process to include brainstorming, drafting, editing, and final draft. Students will present their report in front of the class

Materials: Blank pages for student writing
*Parent letter
Markers/crayons/colored pencils
Pencils
Reference materials to include the Arctic and Arctic animals (books, magazine, etc.)

Procedure:

1. Recall with students the different types of birds of prey. Have them give physical characteristics that make them different from one another. Use chart paper or the chalkboard to list the information.
2. Explain their assignment to them. They will be choosing a raptor of interest and completing a report on it. Give them time to think. Brainstorm with the students. Complete a list of topics for your records.
3. Students will work through an outline discussing what the report is about and some pertinent information regarding their topic. This will be conducted during class time. The outline can be in web, list, or other form.
4. The teacher will conduct one on one conferences to discuss their outline and make suggestions and comments.
5. The students will take this information home, in conjunction with the parent letter, and complete the rough draft of the project within the assigned time.
6. The teacher will once again meet with the student to conduct one on one conferences to discuss possible changes and to evaluate the progress of the project.
7. Students will again take this information home to complete the final draft.
8. Once the assigned time has expired, each student will share their report with the class. They will read their report and show illustrations collected.
9. Students will have an opportunity to ask questions from the raptor expert.
10. Reports will be displayed in the hallway.

Assessment:

Students will express their knowledge of a bird of prey through the content material of their report. In addition, students will be evaluated on their understanding and utilization of the writing process. Students will be required to discuss and conduct a question and answer series on their report.

Dear Family,

As a conclusion to our unit on Birds of Prey, each student is required to write a report about a bird of their choice. Your child was instructed in class to choose an area of interest to him/her. An initial meeting with me was conducted and a brainstorming session was completed. Your child also created an outline to assist with his/her writing.

Your child has researched the topic during class. However, additional information may be needed. Any realm of media (book, magazine, video, internet) may be used to search for additional information. It is important that your child write the paper and include illustrations (printed, cut out or drawn) about the topic of choice.

If you have any questions or concerns, please contact me. The report is due a week from the date of the letter.

The reports will be presented to the class and displayed in the hallway for other individuals to explore.

Sincerely,



Birds of Prey **Peregrine Falcon**

Physical characteristics:

(wingspan, physical differences between male and female, color, size, etc)

Nesting sites:

Typical diet (prey):

Status of species: (Thriving, threatened or endangered?) How do you know?

Other significant physical features, or behaviors characteristic of this bird:



Birds of Prey

Merlin

Physical characteristics:

(wingspan, physical differences between male and female, color, size, etc)

Nesting sites:

Typical diet (prey):

Status of species: (Thriving, threatened or endangered?) How do you know?

Other significant physical features, or behaviors characteristic of this bird:



Birds of Prey **Broad Winged Hawk**

Physical characteristics:
(wingspan, physical differences between male and female, color, size, etc)

Nesting sites:

Typical diet (prey):

Status of species: (Thriving, threatened or endangered?) How do you know?

Other significant physical features, or behaviors characteristic of this bird:



Birds of Prey

Great Horned Owl

Physical characteristics:

(wingspan, physical differences between male and female, color, size, etc)

Nesting sites:

Typical diet (prey):

Status of species: (Thriving, threatened or endangered?) How do you know?

Other significant physical features, or behaviors characteristic of this bird:



Birds of Prey

Golden Eagle

Physical characteristics:

(wingspan, physical differences between male and female, color, size, etc)

Nesting sites:

Typical diet (prey):

Status of species: (Thriving, threatened or endangered?) How do you know?

Other significant physical features, or behaviors characteristic of this bird:

All About Owls

Hoot Owl Treats

A wise choice for cookie-lovers

For generations, kids have been getting a hoot out of these sweet owl treats. They're great to make for a bake sale or school party.

- 3/4 cup softened butter
- 1/2 cup brown sugar
- 1/2 cup sugar
- 1 egg
- 1 teaspoon vanilla extract
- 2 1/2 cups all-purpose flour
- 1/2 teaspoon baking soda
- 1/2 teaspoon salt
- 1 1/2 ounces baking chocolate, melted
- Chocolate chips
- Whole roasted cashews

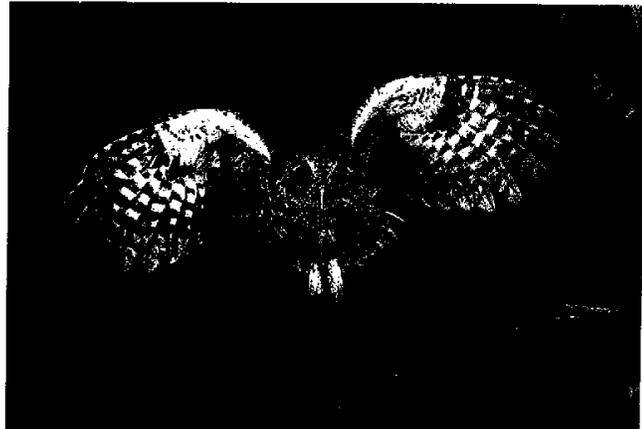


In a mixing bowl, cream the butter and sugars. Beat in the egg and vanilla extract. In a separate bowl, combine the all-purpose flour, baking soda, and salt. Add the dry mixture to the liquid mixture and beat until combined. Now put a third of the dough into another bowl and mix in the melted chocolate. Wrap both doughs in waxed paper and chill them for 2 hours.

With clean hands, shape the chocolate dough into two 8-inch-long ropes. On a lightly floured surface, roll the plain dough into two 8- by 4-inch rectangles. Wrap each chocolate rope in plain dough (this makes a log with a chocolate center). Wrap the dough with plastic and chill it until firm, about 1 hour.

Heat the oven to 350°. Cut each dough log into 3/8-inch slices. Arrange pairs of slices side by side on an ungreased cookie sheet, gently squeezing them together to create an owl face. Pinch the upper corners to form ears. Press chocolate chip eyes (tip down) and cashew beaks into the dough, as shown.

Bake the cookies for 10 to 12 minutes. Leave them on the cookie sheet a couple of minutes before transferring them to a wire cooling rack, as they will be fragile when warm. Makes about 20 cookies.



Silent Hunters of the Night

While the flight feathers of most birds form clean edges, those of many owl species have a bristly fringe and downy texture that muffle sound. Nearly silent in flight, the owl can rely heavily on its sense of hearing to locate and sneak up on its prey.

Nest Guests

When it comes to setting up a home, owls tend to be opportunistic. Snowy owls occupy hollows in the ground, barn owls reside in trees or buildings, and eagle owls occupy rock crevices and ledges. Here's how you and your child can rustle up a nest just right for a family of pinecone owls.

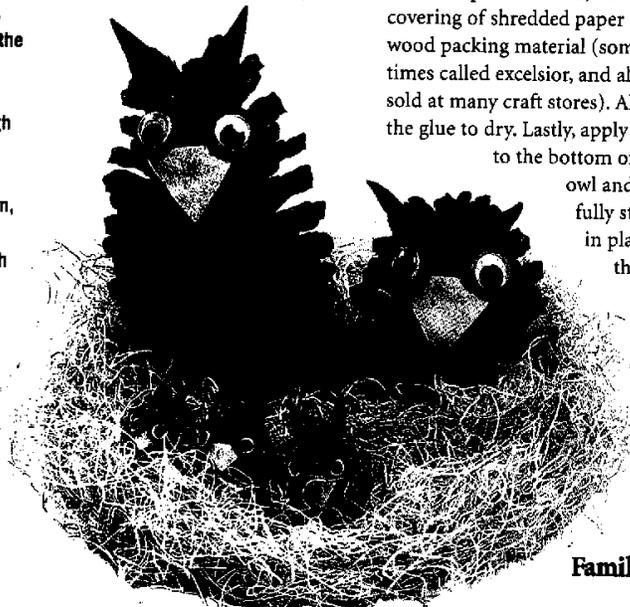
First, you'll need to collect 2 large pinecones for the parents and a few small ones for the owlets. (If you can't find any outdoors, you

can buy them at most craft stores.) Snip off a small portion from the bottom of each large cone so that it is flat enough to stand the cone on end.

Make eyes for all of the owls by gluing googly eyes onto felt circles. Then use tacky glue to attach the eyes to the cone. Glue on triangular felt ears and beaks as well.

For the owls' nest, cut out a cardboard circle (large enough to fit all the pinecones on). Glue on a covering of shredded paper or fine wood packing material (sometimes called excelsior, and also sold at many craft stores). Allow the glue to dry. Lastly, apply glue to the bottom of each

owl and carefully stick it in place in the nest.



CLOCKWISE FROM TOP RIGHT: JOE McDONALD/McDONALD WILDLIFE PHOTOGRAPHY; ANDREW GRETO (OWLS STYLED BY MARIE CECCHINI); ED JUDICE (S); FOOD STYLIST: LYNN ZIMMERMAN

EAGLES

Grade Level: Kindergarten

Subject Area: Art, Science, Reading, Writing

Objective:

To develop the ability to identify defining characteristics of eagles. To develop the ability to identify the life style of the eagle. To develop the ability to identify alliterative pairs.

Background Information:

If this is the first lesson using alliteration you would need to define that and give modeled examples before asking students to think of two words that begin with the same sound.

Materials:

“Emil the Eagle”, paper, tissue paper, chart paper

Activity Time: 45 minutes

Instructional Procedures:

Reinforce the concept of alliteration. Have students give examples of two words that are alliterative. Read “Emil the Eagle”. While reading keep a list of alliterative pairs from the story. After reading the story discuss the habitat of the eagle. Also discuss the characteristics of the eagle’s appearance. Students are given an eagle outline to trace. They use balled tissue paper to fill in the outline using the defining colors of the bald eagle. The head should be white with a small eye. The beak and talons should be yellow. The body should be brown. Students then cut the outline after it dries. Hang these beautiful birds with fish line in your classroom and enjoy their imaginary flight!

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