

## Energy Cycle of the Bald Eagle

**Grade Level Range:** 2-4

**Content Areas Addressed:** Science

**Group Size:** whole class

**Duration:** 30min-1hour

**Key Vocabulary:** energy cycle, food source, observation

**Materials Needed:** computer and projector for Eagle Cam, Bald Eagle food log (below), paper for energy cycle

### **Lesson Objective:**

As an outcome of this lesson students will:

1. The students will identify different aspects of the energy cycle of an American Bald Eagle.

### **Methods:**

The techniques used to deliver the lesson will be using the internet and viewing the Eagle Cam.

### **Procedures:**

The teacher will provide background knowledge on filling out a food log. The teacher will display the Eagle Cam at a time when the eagles are eating. The students will fill out a food log for the eagles by writing down what they see the eagles eat (it is sometimes difficult to determine by camera observation) and other inferences such as remains of food in the nest. The teacher will go over some of the answers he or she found for the food log. The teacher will relate the food log to the energy cycle by prompting questions such as: where did the eagles get their energy? Where did the squirrels/fish get their energy? The teacher will go over what an energy cycle is and what it displays. The teacher will pass out sheets of paper for the students to draw their own energy cycle for the eagles. The students will use their food logs to fill out their energy cycles.

### **Evaluation Alternatives:**

The teacher can assess the types of food the students wrote in their Eagle food log using a checklist. The teacher can also assess each student's energy cycle to check for a complete and accurate cycle.

**Background:**

The teacher will provide the students with information so that they will be aware that food is an energy source. Students also need to be understand the concept of how energy cycles through a food chain. The students should research what kind of food eagles eat and where it comes from?

**Resources:**

Berry College Eagles web page: <http://www.berry.edu/eaglecam/>

**Standards Addressed:**

S2L1. Students will investigate the life cycles of different living organisms. a. Determine the sequence of the life cycle of common animals in your area: a mammal such as a cat or dog or classroom pet, a bird such as a chicken, an amphibian such as a frog, and an insect such as a butterfly.

S4L1 Students will describe the roles of organisms and the flow of energy within an ecosystem. b. Demonstrate the flow of energy through a food web/food chain beginning with sunlight and including producers, consumers, and decomposers.



# Bald Eagle Food Log

Name \_\_\_\_\_

<u>Name of food:</u>	<u>Date/time observed:</u>	<u>Possible Habitat before nest:</u>
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