Creating Digital Stories Using Eagle Cam

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Grade 1

Common Core Curriculum Standards CCSS.ELA-Literacy.W.1.2, CCSS.ELA-Literacy.W.1.5, CCSS.ELA-Literacy.W.1.6, CCSS.ELA-Literacy.W.1.7, CCSS.ELA-Literacy.W.1.8, CCSS.ELA-Literacy.SL.1.1.a, CCSS.ELA-Literacy.SL.1.1.b, CCSS.ELA-Literacy.SL.1.4, CCSS.ELA-Literacy.SL.1.5

New Jersey Core Curriculum Science Standards 5.3.P.B.1, 5.3.2.C.1, 5.3.2.D.1, 5.3.2.E.1

Note: Our district uses the drawing program Pixie (Tech4Learning). Students are well acquainted with the software and how to use it before this lesson. You can opt for a non-tech approach, by using more traditional art materials.

Objectives:

- Students will develop an awareness/appreciation of our Natural World
- Students will follow the life cycle of the bald eagle
- Students will create a digital story to tell the story of the bald eagle in New Jersey

Materials

- Bald eagle artifacts such as: silhouette, stuffed eagle, talon or egg model
- Bird nests from other birds
- Measuring tape, yarn
- Computers/Chromebooks/iPads with Internet connections and drawing program
- Live Cam URL http://dukefarms.org/en/Stewardship/WildlifeCams/eagle-cam/
- Optional paper, pencil, crayons, etc - traditional drawing materials if opting for a non-tech book format

Vocabulary: bird of prey, habitat, live cam, wingspan, beak, talons, incubate, fledge, branching

Background Information/Skills: Using the live web cam is a great website to use in a follow up to an introductory lesson to Digital Citizenship. (See resources for lesson ideas.) Students should already be familiar with some foundational Cyber Smart rules such as:

- Get permission from a trusted adult to be on the Internet
- Go to places just right for you
- Don't talk to strangers
- Get help from a trusted adult when you see something funny or unexpected
- Bald eagle introduction (what it is, size, nest/size to set perspective)

General Procedures:

Day 1: Gather in a central location of the room (carpet area, preferably in front of a computer or projected screen). Ask students to discuss some of the places they visit online. Discuss grade appropriate Digital Citizenship rules and remind students to use these rules, just like you would follow rules when not on the computer.

Engage: Ask students if they have ever seen a bird's nest in their yard. Allow time for students to share stories. Share some real nests and show photos of the birds that made them. Tell students that today they will visit a very special place. Bring up the live cam from Duke Farms while telling students that through the magic of the Internet, we can fly right into the nest of a bird.

Ask questions to begin a discussion about what is being observed:

- what bird built this (if no adult can be seen)
- what bird is this (if adult is seen)
- what nesting materials do you see

To give perspective, ask students to estimate the size of the nest. Now build the nest. An established bald eagle nest can be as big as 8 feet across. Mark off an area in the room so students can see that size. I've used my carpet area. Ask all students to jump into the nest. Now ask how high they think the sides might be? The sides can be as high as 5 feet. Students hold a length or yarn or rope 4-5 feet high to simulate the top edge of the nest sides. Give students the opportunity to move about inside the nest and try to look out. (See Resources section for

more bald eagle background information.)

Now display photos, silhouette, models of bald eagles. Discuss and "act out" the size of an adult eagle. Students hold hands to make a first grader chain the length of an adult wingspan. Introduce and define terms: wingspan, bird of prey, talon, beak to describe the physical attributes of the adult eagle.

Tell students they will have the opportunity to observe the nest and the eagles' activity during this year's nesting season over the next few months. They will create a digital story to teach others about the bald eagle in New Jersey. Students will create their own book, but teacher will be looking for individual work to gather into a class digital story to be published on the teacher website. Students will move to computers, open software, use Save As to name and save project to appropriate folder. Students will design the cover of their digital story, save, and quit program.

Day 2: Students will login to their computer, locate, and open the digital book begun last class. Class gathers on the rug to discuss what we know so far about the bald eagle and what would make a good beginning for the story. Guide students to see a good beginning would be how to recognize a bald eagle from its physical characteristics. Students will use the drawing tools to illustrate a detailed photo of an adult bald eagle. Text boxes should be added to label the illustration. Students may move on to begin page 2, the nest of the bald eagle. To provide inspiration and ideas for what to illustrate, the teacher may display the live cam, photos, or both for students via the projector. Teacher will assist where necessary.

Day 3 and Beyond: While working on other projects, take time throughout the rest of the year to observe the happenings and record it by opening the digital story project, adding a page, and illustrating what's new in the nest. Teacher can also teach mini-lessons about the bald eagle life cycle, habitat, diet, and other interesting facts. Each new illustration should include the date and a short sentence that describes what is happening. As students add to their digital story, teacher will look for 1 illustration to add to the class book. The completed class book will include 1 illustration from each student in the class. When the illustrations are complete, teacher will lead students to create a movie with music using the software tools. Teacher will

publish the class movie on the teacher website. Teacher may also print pages from the class book to be bound and added to the class library.

Resources:
- Digital Citizenship
  - Common Sense Media

    https://www.commonsensemedia.org/educators/lesson/going-places-safely-k-2
  - https://www.commonsensemedia.org/educators/lesson/staying-safe-online-k-2
  - https://www.commonsensemedia.org/educators/lesson/keep-it-private-k-2
- Bald Eagles
  - Duke Farms

    http://dukefarms.org/Documents/Images/Stewardship/2014%200225%20DUKE%20FARMS%20EAGLE%20CAM%20FAQ.pdf
  - Conserve Wildlife Foundation of New Jersey

    http://www.conservewildlifenj.org/downloads/cwnj_617.pdf
  - http://www.conservewildlifenj.org/downloads/cwnj_48.pdf
  - Great ebook about the bald eagle with many photos and information for teachers http://www.njmeadowlands.gov/njmc/nature/bald-eagles.html http://www.njmeadowlands.gov/njmc/pdfs/general/Bald%20Eagles%20in%20the%20Meadowlands%20and%20Beyond-Ebook%208-12-14.swf (read on your computer)
- Diane Cook Bald Eagle Blog http://www.frsd.k12.nj.us//site/Default.aspx?PageID=885