

Rationale

To understand the complexities of condor breeding and nesting, students will illustrate the roles of condor families and wildlife biologists.

Objectives

1. Students understand the roles of the condors and wildlife biologists in breeding and nesting.
2. Students identify the typical characteristics of a condor nest site.

Aligned Standards

NGSS: Using Models, Conducting Investigations, and Designing Solutions; Structure, Function
LS3.A: Condors inherit and learn egg laying, brooding, and protecting skills from their parents (3-LS3-1).
Events occurring to nests will illustrate interactions with the environment.
LS1.B: Nest success is essential to the continued existence of condors. Condors begin reproducing at age 6, yet amid habitat threat. (3-LS1-1)

Time

Day 3 of three-day lesson
Teaching time: one hour (approximately)

Vocabulary

nest technician
nesting
incubate
brooding
predators

Materials

Nest created in previous class, event cards

Tech Integration

Nest Tech photo library
Nest Cam use

PROCEDURE – DAY 3

EXPLORE (20 minutes)

Leave event cards to indicate events that occurred overnight and indicate paths of successes and failures. Explain each nest has a new set of circumstances that will lead to either nest success or failure. Spend time as a team discussing further action (enter nest to check egg, replace with a captive egg, continue to monitor with no nest entry, etc.).

Be sure to note that not all nests have the same amount of trash or monitoring needed.

The more nests there are, the less nest management may be necessary.

JOURNAL (20 minutes)

Students share their experiences caring for their egg. What was successful and what would they do differently? Allow plenty of time for questions and for students to share specific anecdotes.

View the California Condor Cam's chick that hatched on April 11, 2015:

<http://www.endextinction.org/condor-cam>

Optional story to scroll through: <https://endextinction.exposure.co/helping-hands-for-sisquoc>

Before you begin

Leave event cards out for nest tech groups to find.

What to do

Explore

Upon returning to the classroom on the third day of the lesson series, students will go directly to their nests to read their newest event cards. In their pairs or groups, the students will discuss how to proceed and provide reasoning to support their decisions. Inform them that they will be sharing their experiences with their nest in presentation form.

During this time of discussion and reflection, walk around to monitor each group. Listen in to their dialogue and redirect when necessary. The teams will need strong evidence for their actions to determine the success or failure of their nest.

Spend about 30 minutes allowing teams to volunteer to share their experience and whether or not they think their nest should succeed or fail. Encourage sharing regardless of the outcome. The purpose of individual experiences is to learn from each other.

Consider repeating the “Introducing Nesting Birds” activity from Cornell Lab of Ornithology to affirm the students’ learning from the three day lesson.

