

4TH GRADE- WEEK THREE

La Vida de un Ave **The Life of a Bird**

DEVELOPED BY/DESARROLLADO POR: Ben Adams, Maggie Combs, and Zo Hill Sparks,
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Resultados de Aprendizaje: Al finalizar esta lección de 45 minutos, los estudiantes de tercer grado van a poder:

- 1) Listar las cuatro etapas del ciclo de vida de una ave: huevo, cría, volantón, adulto
- 2) Dibujar y mapear las cuatro etapas del ciclo de vida de una ave.

Learning Outcomes: By the end of this 45-minute lesson, students will be able to:

- 1) List the four stages of a bird's life cycle: egg, hatchling, fledgling, adult.
- 2) Draw and map out each of the four life cycle stages of a bird.

Next Generation Science Standards:

- **4-LS1-1:** Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

OVERVIEW/RESUMEN:

This lesson introduces the biology of birds to fourth graders by exploring their life cycle. It exemplifies how birds, and all species, go through challenges and triumphs as they develop. Through the use of art, the students learn to make connections between themselves and the wonders of nature.

BACKGROUND/ORIGEN:

Birds go through 4 stages in their life cycle.

Egg:

All birds begin as an egg. Eggs are laid in a nest to keep them safe. Birds use a variety of materials to build nests, including feathers, grasses, sticks, and even man-made items.

Hatchling:

After the baby birds hatch from their eggs, they are called “hatchlings”, and they need a lot of food to support their growth into adults. One parent will leave the nest and bring partially digested food back for the hatchlings to eat, and since the hatchlings are vulnerable to predators, the other parent will stay at the nest to protect them.

Fledgling:

Once hatchlings start growing their adult feathers and becoming stronger, they become “fledglings.” Fledglings slowly learn to fly, and they eventually leave the nest to fend for themselves and live as adult birds.

Adult:

Finally, when the fledglings have left the nest permanently, they have become adult birds! Adults must find their own food to eat and choose a territory to live in. Many birds will even migrate during their first year of life! During the spring after they’ve become adults, the birds will find mates, lay more eggs, and start the cycle over again.

KEYWORD TRANSLATIONS/TRADUCCIÓN DE PALABRAS CLAVE

Español	English
Chipe negrogriis	Black-throated gray warbler

VOCABULARY/VOCABULARIO

El ciclo de vida Life Cycle	Una serie de cambios en la vida de un organismo. A series of changes in the life of an organism.
El territorio Territory	El área de tierra bajo un "gobernante" The area of land under one "ruler".
El/la compañero/a Mate	Cada par de un animal Each pair of an animal
El huevo Egg	Un objeto ovalado o redondo colocado por una hembra de alguna especie que lleva un embrión. An oval or round object laid by a female of some species carrying an embryo.
El nido Nest	Un lugar hecho o elegido por un ave para incubar a sus crías. A place made or chosen by a bird to hatch their young.
La cría Hatchling	Un ave que es demasiado joven para abandonar su nido. A bird that is too young to leave its nest.
El volantón Fledgling	Un ave joven que ha aprendido a volar y saldrá del nido. A young bird that has learned to fly and will leave the nest.
El/la adulto/a Adult	Un organismo que está completamente crecido o desarrollado. An organism that is fully grown or developed.

TIME/TIEMPO: 45 minutes

- Introduction: 2 minutes
- Species Highlight: 8 minutes
- Read Poem and Identify Life Cycle Stages: 15 minutes
- Pinwheel Activity: 15 minutes
- Assessment: 4 minutes
- Wrap-Up: 1 minute

MATERIALS/MATERIAL:

Instructor:

- [Field Guide Booklet](#)
- [Corresponding Google Slides Presentation](#)
- Paper fasteners
- Printed out poems for each student
- Printed life-cycle pinwheels for each student

PREPARATION/PREPARACIÓN:

Step 1: Before class, cut out enough activity papers for each student.

Step 2: Before class, make an example pinwheel that is fully complete with each stage name.

Step 3: Before class, print out enough copies of each poem for students.

ACTIVITIES/ACTIVIDADES:

Introductions ~ 2 minutes

- Pull up a slideshow on a laptop computer or projector. If no projector is available, break up into small groups and use a laptop. Speaker notes are included on slides for more detail.
- “Welcome fourth-grade students! My name is _____! Today we are going to discover a new bird. This bird is called a Black-Throated Gray Warbler. Can you repeat Black-Throated Gray Warbler?”
- “¡Bienvenidos estudiantes de cuarto grado! Mi nombre es _____! Hoy vamos a descubrir un nuevo ave. Este ave se llama Chipe Negrogris. ¿Ustedes pueden repetir Chipe Negrogris?”
- Have students repeat in Spanish and English.

Field Guide Species Highlight ~ 8 minutes

- *“This activity allows us to be like scientists. We will be using our observation skills just like scientists and then with these observations, ask questions or inquiries that we wonder about the birds to help us learn.”*
- *“Esta actividad nos permite ser científicos. Usaremos nuestras destrezas de observación al igual que los científicos y luego, con estas observaciones, haremos preguntas o consultas que nos preguntemos sobre las aves para ayudarnos a aprender.”*
- Pass out the species highlight booklet to all students.
- Observations
 - *“Now let’s do some pair sharing. Turn to the scientist next to you and share something you observe about this week’s bird.”*
 - *“Vamos a compartir en parejas. Todos, miren al científico a tu lado y comparten algo observan acerca de este pájaro.”*
 - Ex) Size (talla), shape (forma), color (color)
 - While asking students for observations, explain how to use the 5 steps in identifying a bird (size, shape, color, habitat, behavior) since they will use this skill on the field trip.
- Questions
 - *“Let’s turn to the person next to us again and share something we wonder about the bird.”*
 - *“Ahora, miren a tu pareja de nuevo y comparten preguntas que tengan acerca del pájaro.”*
 - Ex)
 - Where does it live? *¿Dónde vive?*
 - What does it eat? *¿Qué come?*
 - Why does it have a yellow spot on its head? *¿Por qué tiene una mancha amarilla al lado de su ojo?*
 - Ask a few students to share what they wonder. Use guiding questions to fill in blanks of the field guide.
- After students have made observations and questions ask students if they noticed anything different about the top right photo.
 - *“This photo is of a fledgling Black-throated Gray Warbler. Today we will get to learn about the different stages of a bird's life cycle.”*
 - *“Este es una foto de un volantón del Chipe Negrogris. Hoy aprendaremos acerca de las diferentes etapas del ciclo de vida de una ave.”*

- Fill in the field guide blanks
 - Use either the whiteboard, document camera, or powerpoint to display the answers.
- **Habitat (*Hábitat*)**: Their habitat is in coniferous forests, scrublands, and chaparral.
 - *Su hábitat incluye el bosque conífero, matorrales, y chaparrales.*
- **Food (*Alimento*)**: They eat insects, the majority of their diet are caterpillars. Found in shrubs near the ground.
 - *Comen insectos, la mayoría de su alimento o dieta son orugas. Buscan comida en arbustos cerca al suelo.*
- **Migration pattern (*Patrones Migratorios*)**: Summers in the northwest of the U.S. Winters in Mexico.
 - *Veranos en el noroeste de los EE.UU. Inviernos en México.*
- **Fun Facts (*Curiosidades*)**: They move in slow hops between branches and shrubs when looking for insects.
 - *Se mueven con saltos lentos entre ramas y arbustos en búsqueda de insectos.*
 - El tribu Chinook, en el norte de Oregón, los llaman “Ah Kah a qual”
 - *The Chinook Tribe in Northern Oregon calls them “Ah Kah a qual”*

Read Poem and Identify Life Stages~ 15 minutes

- Change slide to poem.
- “We are going to use a poem to find clues to discover the four stages of a bird's life cycle!”
- *“¡Vamos a usar un poema para encontrar pistas para descubrir las cuatro etapas del ciclo de vida de una ave!”*
- “Both poems we read today are about the life cycle of a bird. The first poem “La Casa de Pajaritos” is about a mother bird raising her baby birds. The second poem “Nest Eggs” is about the life cycle of a bird.”
- Read poems to students and point out these words identified in each poem.
 - La Casa de Los Pajaritos: **pajarito, nidito, cría, huevos, piar.**
 - Nest Eggs: **nest, egg, little babies or hatchlings, they shall go flying.**
- Have your own copy and circle these words for easy reference. Use the doc camera and show the students which words to circle when it comes to those points in the poems.
 - Have students follow along with their copy of the poem and listen for words related to birds and have them raise their hand or make a chirping sound when they hear a word associated with birds.
 - Have students draw or write words they hear or recognize while reading.

- “Today we are going to learn about life cycles. Based on some of the words we just identified, can anyone tell me what they think a life cycle is?”
- “Hoy aprenderemos acerca de ciclos de vida. Basado en algunas de las palabras que acabamos de identificar, ¿alguien me puede decir lo que es un ciclo de vida?”
 - “A life cycle demonstrates the different stages of life through which a species goes!”
- “There are 4 stages of a bird's life cycle. What do you think the first stage of the life cycle is based on the words?”
- “Hay 4 etapas en el ciclo de vida de una ave. ¿Cuál creen que es la primera?”
 - **1: All female birds lay eggs and this is where the life cycle of a bird begins.**
 - **1: Todas las aves hembras ponen huevos y aquí es donde comienza el ciclo de vida de un ave.**
 - The eggs of most warblers are around 1.5-2 cm long. They have brown spots on the wider end of the egg.
- “If the first stage of life is an egg, what do you think the next stage in a bird's life is?”
- “Si la primera etapa es un huevo, ¿cuál creen que es la siguiente etapa en la vida de una ave?”
 - **2: A baby bird or properly named a hatchling!**
 - **2: ¡Un pajarito o correctamente llamada una cría.**
 - Hatchlings cannot fly yet. They are also very weak at this point in their life and still need to be protected and fed by their parents.
- “What do you think the third stage is? What is a baby bird beginning to fly called?”
- “¿Qué creen que es la tercera etapa? ¿Cómo se llaman pájaros que apenas han empezado volar?”
 - **3: The next stage of its life is called a fledgling!**
 - **3: La siguiente etapa de su vida se llama un volantón.**
 - A fledgling means they are big and strong enough to practice flying. Once they achieve this they can hunt for their own food and travel longer distances.

- “What do you think the final stage of a bird's life is?”
- “¿Qué creen que es la última etapa de la vida de una ave?”
 - **4: An adult.**
 - **4: Un adulto.**
 - “This means the bird will find its own space to live in. For example, the Black Throated Gray Warbler likes open pine forests with a brushy understory. They also like shrublands. When it becomes time, adult birds will mate to make more baby birds. They rely on dancing, and singing to court a mate. This is why many male birds have more “showy” colors and designs. Our Black Throated Gray Warbler male birds have a black throat but the females have a white throat.”
- Ask students if they have any questions.

Pinwheel Activity ~15 minutes

- Begin by showing students the finished example of this activity so they can see what they will be creating.
- Hand out the pinwheel activity papers
- “Let's practice our listening skills together and wait for me to say “go” until we start to fill in our pinwheels together.”
- “Practicemos nuestras destrezas de escuchar, y esperan que digo ‘siguen’ hasta que todos empezamos llenar nuestros pinwheels juntos.”
- Ask students to write their name on the back of the page.
- Start filling in the pinwheel as a group. The slideshow will be useful here to demonstrate the spelling of each stage of the life cycle.
- Ask students what the four stages of a bird's life cycle was while filling in a pinwheel with pencil.
 - Huevo - egg
 - Cría - hatchling
 - Volantón - fledgling
 - Adulto/a - adult
- Tell students they can choose a bird from their field guide to color.
- As students are finishing up, walk around to each student and insert a paper fastener to attach the pinwheel papers together.
 - The paper fastener will be inserted into the middle of the circle, through the first and then second page respectively.
 - The end result will be a pinwheel that can be twisted to reveal each stage of life.
 - If they finish early give them a challenge! See if they can write something they remember about each stage on the activity worksheet.

Assessment ~4 minutes

- Thank students for doing a great job of listening to directions, and making beautiful pinwheels!
- You can now use your example pinwheel to assess the students to gauge what they learned during this lesson. Ask the class questions using the pinwheel. Some questions could be:
 - Move the pinwheel to any stage and ask “Which stage is this?”
 - *“¿Qué etapa es esta?”*
 - Move the pinwheel to any stage and ask “Which stage is after/before this one?”
 - *“¿Qué etapa es antes o después de esta?”*
 - Move the pinwheel to any stage and ask if they remember something about that stage.
- Take pictures of pinwheels for evaluations.
- Have students either put their pinwheels away stored in their desk/or in their backpack to go home.

Wrap Up ~1 minutes

- Thank students for being such good listeners.
- Tell them you’ll see them next lesson when we do an obstacle course and learn about migration!

SOURCES

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WEEK 3 APPENDICES

LINKS:

[Google Slides Link](#)

For additional information on a bird’s life cycle:

https://cdn2.hubspot.net/hubfs/95627/K-12%20Education/BirdSleuth_2019_Life_In_A-Nest.pdf?_hstc=75100365.f010e283bf659e40427c8fba581e0284.1673464380581.1682094940904.1682371209125.22&_hssc=75100365.13.1682371209125&_hsfp=3640182760

Item 1: La Casa de Pajaritos poem

Item 2: Nest Eggs poem

Item 3: life cycle material

Item 4: life cycle material

La casa de pajaritos

Al árbol de mi casa
Un pajarito llegó
Y al cabo de un ratito
La pajarita apareció.

Varios días trabajaron
Noche y día, sin parar
Trajeron ramas y palitos
Y hojitas a reventar.

Poco a poco la casita
Fue tomando su lugar
Y su forma de nidito
Ya se podía admirar.

Solo unos cuantos días
Tuvieron que pasar
Y tres huevos pequeñitos
Se pudieron observar.

El martes por la mañana
Un piar me despertó.
Gritaban los pajaritos
Hasta que la mamá escuchó.

Ya se vió la pajarita
Volando hasta su hogar
Y a los tres polluelos chicos
Les dio de desayunar.



Nest Eggs

by Robert Louis Stevenson

Birds all the summer day
Flutter and quarrel
Here in the arbor-like
Tent of the laurel.

Here in the fork
The brown nest is seated;
For little blue eggs
The mother keeps heated.

While we stand watching her
Staring like gabies,
Safe in each egg are the
Bird's little babies.

Soon the frail eggs they shall
Chip, and upspringing
Make all the April woods
Merry with singing.

Younger than we are,
O children, and frailer,
Soon in the blue air they'll be,
Singer and sailor.

We, so much older,
Taller and stronger,
We shall look down on the
Birdies no longer.

They shall go flying
With musical speeches
High overhead in the
Tops of the beeches.

In spite of our wisdom
And sensible talking,
We on our feet must go
Plodding and walking.

Go on to the next page.





