Bird Language Learning Levels for Early Childhood Education:

Level	Activities:	Learning Goals:
Egg (Level 1)	Students complete a simple, **5-10 minute "nature-sit."** They are asked to find their own spot to sit alone within a designated boundary. They should observe whatever they notice, and not get up until called by a sound from the teacher (such as a bird call or a bell). Students may notice bugs, leaves, wind, birds, clouds, rocks, and so on. When students are called back, teacher facilitates sharing "stories" of what the students noticed.	• **Following 3-step directions.** • **Mindfulness, patience, stillness, self-control.** • CCSS.ELA-Literacy.SL.K.1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
Hatchling (Level 2)	Students complete **5-10 minute "bird-sit."** It is similar to the "nature-sit," but with an emphasis on birds. For the bird-sit, **students are given materials to take notes on the sounds they hear**, and the things they notice. Pre-literate students are encouraged to draw their best representations, and to **use made-up spectrogram-style notes*** on bird calls they hear. Teacher facilitates discussion, where students share what they wrote or drew notes about, and reference their notes. (Small group or large group discussions) *spectrogram notes can be created by representing the sound as students see fit.	• Retelling stories with notes to reference. • **Using symbols to represent sounds** (Alphabetical or non-alphabetical) • *CCSS.ELA-Literacy.RF.K.1.a* *Follow words from left to right, top to bottom, and page by page.* • *CCSS.ELA-Literacy.RF.K.3.a* *Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.*
Fledgling (Level 3)	Students complete a **15-minute bird-sit, divided into three 5-minute sections**, beginning, middle, and end. Students take notes while listening for a sound symbol, such as a bell that indicates the end of a 5-minute period. When they hear it, they **draw a line and continue their notes underneath the line**. At the end they will have a page of notes broken into 3 distinct sections. Teacher facilitates a discussion featuring a map of the boundaries used for the bird-sit. Teacher asks for student's stories of **"events" from the beginning period, and adds them to the map in one color**. Teacher **changes pen color** for the middle section, and again for the end section, until there is a map with three colors representing beginning, middle, and end, with stories from the whole class.	• Story Sequence: Beginning, middle, and end. • CCSS.ELA-Literacy.W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • Builds spatial reasoning through finding one's own spot on the map, and estimating where events occurred relative to that spot. • CCSS.ELA-Literacy.SL.1.1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
Soaring (Level 4)	Students complete a **longer bird-sit based on teacher's discretion**. During this level, students take more ownership of the map-making process. Students can help make the group map, and/or add their events to the larger map and explain. Also, students can be broken into small groups, each with a copy of the map to add events to. Students can add their initials to show where they were sitting on the map. Students should follow the same process of using different colors to represent beginning, middle, and end. (To further build on this, students could make their own map of the environment and add their notes to it.)	• **Building spatial reasoning skills.** (Predicts success in STEM fields*) • (WA Geography Grade 2 standard) Understands and applies basic mapping elements such as compass rose, labels, and a key to read and construct maps that display information about neighborhoods or local communities. • CC Geometry K: 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. • **Meets several Common Core Grade 1 Speaking and Listening standards.***