

"Bird's Eye View" Teacher Guide

Pre-Reading

Teachers:

1. Read the Will Rogers quote that precedes the story. Tell the students that Will Rogers was an American humorist, actor, and writer. Instruct them to find his ethnicity, his place of birth and how it influenced his life, and his major accomplishments. Helpful links: <http://www.biography.com/people/will-rogers-40870>, <http://www.cmgww.com/historic/rogers/> and <http://www.willrogers.com/>.
2. Instruct the students to write a paragraph in which they define or interpret Verne's statement. They should begin by stating the phrase to be defined. The paragraph should include their personal thoughts on the phrase. It may be helpful to give students sentence stems such as "What the author means is...," "This statement makes me think...," or "I (don't) agree with this statement, because..."

Introduction

Teachers:

Introduce the story by reading the brief introduction following the title. Use the discussion questions below to guide the class discussion.

1. Can you think of some possible unexpected results?
2. Can you think of any other tricks or skills that you might teach a pet?
3. Have you ever told someone a secret with unexpected results?

Reading the Story

Teachers:

1. Instruct the students to write a journal reflection comparing the characters of Mom and Dad.
1. Instruct the students to keep a list of unfamiliar words or phrases and figurative language in their reading journal and ...
 - Share the words and phrases in small groups or with a reading buddy. Tell them to try to determine the meanings by reading in context.
 - Look up the words in a dictionary and determine if they were right about the meanings? Have them write a synonym for some of the words and phrases.

Note: Words and synonyms may be added to classroom word walls.

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Post-Reading

Discussion:

1. Utilize the questions in *Discover and Discuss: The animal as a character*, page 87.
2. Ask: What qualities make a good pet for children? Have them compare the kinds of care different pets require.
3. Discuss Sophie and Noah. Ask the students: What characteristics do Sophie and Noah have? Tell them to support their statements with evidence in the story.
4. Mrs. Cavendish named her parrot for famous authors. Ask: What do you think is a good name for a parrot? Why?
5. Ask: If you come home and see clues that someone has entered the house without your knowledge, what should you do? What are some possible indicators of unauthorized entry?

Activities:

Teachers:

Let the students collaborate with a reading buddy or in a small group to determine if the story supports Rogers's statement. Instruct them to write an independent paragraph giving their opinion supported with reasons and information.

Reading Extensions and Enrichment

1. Connecting Across the Curriculum with Mathematics and the Arts

Teachers: Instruct students to follow your directions for constructing an **origami** parrot, (Directions included at end of lesson plan) **or** have students follow the written directions to construct the parrot.

2. Project #1

Teachers: Let the students work in small groups to construct a concept map about parrots. Begin by writing the word **parrot** in the center of the poster or plain paper.

- Brainstorm related concepts and put those on the paper with the central concept.
- Connect the concepts by drawing arrows and using words to describe relationships.
- Symbols and images may be used if desired.

Hint: It may be helpful to use post it notes while organizing the map.

For more information, see <https://library.usu.edu/instruct/tutorials/cm/CMInstruction2.htm> .

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3. Writing Project #2

Teachers: Instruct students to write a limerick poem or a monorhyme. The limerick should have five lines with the first, second, and fifth lines rhyming with one another and the third and fourth rhyming with each other to form the pattern AABBA. Limericks usually have a distinct rhythm too. For more information, see <http://www.poetry4kids.com/blog/lessons/how-to-write-a-limerick/>. A monorhyme is a poem in which the end rhyme of each line is the same. Students should write a minimum of four lines.

4. Project #3

Teachers: Instruct the students to write a brief story from the burglar's point of view. Possible questions to answer: How did he or she enter the house? Then what happened? Why and how did the burglar leave? Tell them to choose a character and publish on Voki.com. (Limited amount of text on voki) Link: <http://www.voki.com/create.php>.

5. Imagination Project #4

Teachers: Conduct Synectics Thinking Activity using the word **Pet**. (Directions included at the end of lesson plan.)

Closure

Instruct the students to complete one of the following sentence stems:

- Today I stopped learning because...
- Today I was confused about...
- Today I learned...
- One awesome thing today was...

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Lesson Plan with Common Core State Standards

Pre-Reading

1. Students will research Will Rogers and find his ethnicity, his place of birth and how it influenced him, and his major accomplishments.
CCSS - W 4-8.7
2. Students will read Roger's statement and write a paragraph explaining the explicit and implicit meanings.
CCSS - RL 4-8.1; W 4-8. 2

Introduction

Students will engage in a class discussion related to pets.
CCSS - SL 4-8.1

Reading the Story

1. Students will write a journal reflection comparing the characters.
CCSS - RL 4-8.3; W 4-8.4
2. Students will list unfamiliar words and phrases and figurative language in their reading journal. Then they will compare their selections with a reading buddy or in a small group, try to determine the meanings in context, consult a dictionary, and write synonyms.
CCSS - RL 4-8.4; SL 4-8.1; L 4-8.4, 4-8.5; RF 4-5.4

Post-Reading

Discussion:

Students will engage in a class discussion analyzing and evaluating elements of the story, citing evidence from the story, and giving examples.
CCSS - SL 4-8.1; 4-5.2; RL 4-5.2; 6-8.2; 4-8.3

Activity:

Students will work with a reading buddy or in a small group to determine if the story supports Rogers's statement and then independently write a paragraph giving their opinion or argument supported with reasons and information from the text.
CCSS - SL 4-8.1; W 4-8.1, 4-8.10

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Reading Extensions and Enrichment

1. Students will construct an **origami parrot** by following the teacher's directions **or** by reading and following written instructions.
CCSS - SL 4-8.1; RI 4-5.7; 6.7, 48.10; see "Origami Across the Curriculum"
2. Students will work in groups to produce a concept map about parrots.
CCSS - RI 4-8.2
3. Given instructions and format, students will write a poem.
CCSS - W 4-8.4
4. Students will write a short narrative and publish it on the Internet using a voki avatar.
CCSS - W 4-8.3, 4-8.4, 4-8.6; 4-8.10; L 4-8.3, 4-8.10, SL 4-8.4, 4-8.5
5. Students will engage in class brainstorming and collaboration activities that culminate in creating an individual analogy.
CCSS - SL 4-8.1; W 4-8.4

Closure

Students will complete a concluding self-evaluation statement.
CCSS - W 4-5.1.d, 6-8.1.e

"Bird's Eye View" Synectics Activity

What is synectics? *Synectics is a method of identifying and solving problems that depends on creative thinking, the use of analogy, and informal conversation among a small group of individuals with diverse experience and expertise.*

--www.thefreedictionary.com

Use the rules for brainstorming to conduct this activity:

- There are no bad ideas.
- No criticism of other people's ideas.
- Look for quantity, rather than quality, of ideas.

Appoint a recorder, or write the ideas as students give them.

Step 1- Identify the topic. Say: (**Imagination**) _____ is our topic today.

Step 2- Say: What animal do you think of when I say ____(**Imagination**)? Encourage the students to name as many animals as possible. Keep a written list of the animals. After the students run out of ideas or after a given amount of time, tell the students that they will select the animal most closely related to **Imagination**. Read the list, and let the students vote. (*sample student answer: dinosaur*)

Step 3 -Identify the animal receiving the most votes. Tell the students to name as many characteristics of the animal as possible. Encourage them to name as many as possible. Remind them of the different stages of life or to look at a situation from the animal's point of view. Tell the students they will select the two most different or opposite characteristics. Read the list, and let the students vote. (*sample student answer: runs and flies*)

Step 4- Identify the two characteristics selected. Tell them to think of an inanimate object that has those two characteristics. Encourage them to list as many as possible. Let the students select from the list as a group by voting, or alternatively to select individually. (*sample student answers: jumbo jet and seed*)

Step 5-The students write an analogy: Imagination is like a dinosaur because both _____ . (*Sample student answers: Imagination is like a jumbo jet because with the right resources it can take you anywhere. Imagination is like a seed because under the right conditions it grows and spreads.*)

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Parrot

Materials: Origami paper (available online or at hobby stores), scissors



Start with a square piece of paper.



Fold in half.



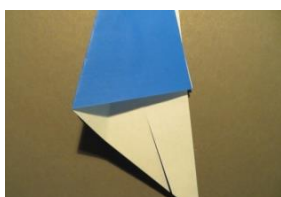
Open.



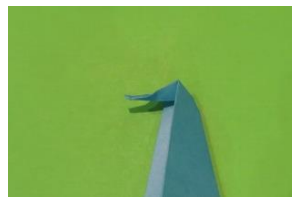
Fold in sides to meet center line.



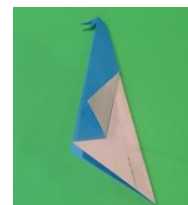
Fold back along center line.



Cut upward from bottom as shown (about 1 1/2 inch).



Fold top point down.



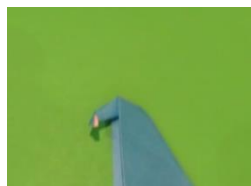
Push down so paper folds inside to form beak.



On both sides, fold side points forward to make wings.



On both sides, fold front cut edge forward to form legs.



Fold down tip on beak.



Draw on eyes to finish the parrot.

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Origami Across the Curriculum

The word "origami" is derived from two Japanese words "ori" meaning folding and "kami" meaning paper. Origami comes from the traditional Japanese art of paper folding, which started in about the 17th century AD. The art became popular in the U.S. and other countries in the 20th century.

Origami involves transforming a plain sheet of paper into something three dimensional. In traditional origami, artists use only the paper—no scissors, no glue. Most designs begin with a square sheet of paper, any size square, but usually between 2" to 6". Basic techniques used in origami have names like valley fold, mountain fold, pleats, reverse folds and squash folds.

One of the most famous origami designs is the crane, made popular through the book "Sadako and the Thousand Cranes." The crane has come to represent peace. Origami butterflies have been used in Shinto weddings, and Samurai warriors are said to have exchanged gifts decorated with good luck tokens made of folded paper. Today, scientists and engineers use origami technique. For example, car manufacturers have used origami folding techniques to help fold and flatten airbags. In 2008, the Japan Space Agency tested a prototype of an origami airplane that they plan to one day launch from space.

Benefits: dexterity, math skills, focus, multi-cultural awareness

Common Core Mathematical Practice—Grade 5

- Mathematical Practices
- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.