

"Unwelcome Visitor"

Teacher Guide

Pre-Reading

Teachers:

1. Read the Jonathan Swift quote that precedes the story. Tell the students that variations of this popular quote can be found in several literary works. A modern song is named "Every Dog Has Its Day," and a dog kennel also uses the phrase as its name. Even the Urban Dictionary has an entry for the phrase.
2. Instruct the students to write a paragraph in which they define or interpret Swift's phrase. 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. Let students work in small groups to list some behaviors that are typical of puppies and present to the class. Discuss the behaviors most frequently reported.

Reading the Story

Teachers:

1. Instruct the students to write a journal reflection on the family's tradition for celebrating July 4 and its significance in this story.
2. 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:

- Utilize the guide in *Discover and Discuss: The animal as a character*, page 87.
- Direct the students' attention to their lists of puppy behaviors? How many of Max's behaviors were on their list?
- Discuss point of view. Ask the students: What is the point of view? Do you think third person point of view is best for this story? What are your reasons?
- Discuss snakebite. Ask if they have they been bitten by a snake or know another person or a pet that a snake bit.
- Ask if they know a true heroic pet story.

Activities:

Teachers:

Let the students work with a reading buddy or in a small group to determine if the story supports Swift'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 car**. (Directions included at end of lesson plan) **or** have students follow the written directions to construct the car. Alternate activity: **sparkler ring**

2. Project #1

Teachers: Instruct the students to write a short recap of Max's heroic actions that would be appropriate for the evening news. Choose a Voki character (www.voki.com) to report the story. Let the students present their Voki news reports with the class.

3. Project #2

Teachers: Instruct students to write a what-if poem. A what-if poem consists of nine lines. The first, third, fifth, and seventh lines are what-if questions. The second, fourth, sixth, and eighth lines answer the questions asked in the preceding lines. The last line is an unanswered question. The length of the poem may be changed, but the last line is an unanswered what-if question.

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4. Project #3

Teachers: Give the students copies of the *Preamble to the Constitution*. Instruct them to paraphrase it.

5. Imagination Project #4

Teachers: Conduct Synectics Thinking Activity using the word **holiday**. (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 Linked to Common Core State Standards

Pre-Reading Activity

Given background information, students will write a paragraph explaining the explicit and implicit meanings of Swift's statement.

CCSS - RL 4-8.1; W 4-8.2

Introduction

Students will collaborate and list behaviors that are typical for puppies and present to the class.

CCSS - SL 4-8.1

Reading the Story

1. Students will write a journal reflection on the July 4 traditions and the significance of these traditions to the story.

CCSS - RL 4-8.1, 4-8.10; W 4-8.4; 4-8.10

2. Students will list unfamiliar words and phrases and figurative language in their reading journal. Then they will share 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 4-8.5; RF 4-5.4

Post-Reading

Discussion:

Students will engage in a class discussion in which they evaluate the pre-reading list of puppy behaviors, analyze point of view, and relate pertinent personal experiences.

CCSS - SL 4-8.1; RL 4-8.1, 4-8.3

Activity:

Students will collaborate with a reading buddy or in a small group to determine if the story supports Swift'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 car by following the teacher's directions **or** by reading and following written instructions. Alternate: sparkler ring
CCSS - SL 4-8.1 or RI 4-6.7; 4-8.10; see "Origami Across the Curriculum"
2. Students will write a short recap of Max's heroic actions, select a voki avatar, and publish on the Internet using voki.com
CCSS - W 4-8.3, 4-8.4, 4-8.6; 4-8.10; L 4-8.3; SL 4-8.4, 4-8.5
3. Given instructions and format, students will write a poem.
CCSS - W 4-8.4
4. Students will write a paragraph paraphrasing the *Preamble to the Declaration of Independence*.
CCSS - RI 4-5.1, 4-5.2, 4-5.4, 6-8.2, 6-8.4; W 4-8.4, 4-8.10
5. Students will engage in class brainstorming and collaboration activities that culminate in creating an individual analogy for the word **holiday**.
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

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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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Make an Origami Car

Materials: Origami paper (available online or in hobby stores), markers



Start with a square piece of paper.



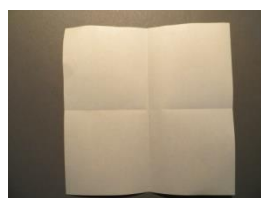
Fold in half, top to bottom



Open.



Fold in half side to side.



Open paper.



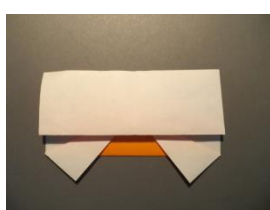
Fold bottom up to meet center fold line.



Fold down bottom corners to form triangles.



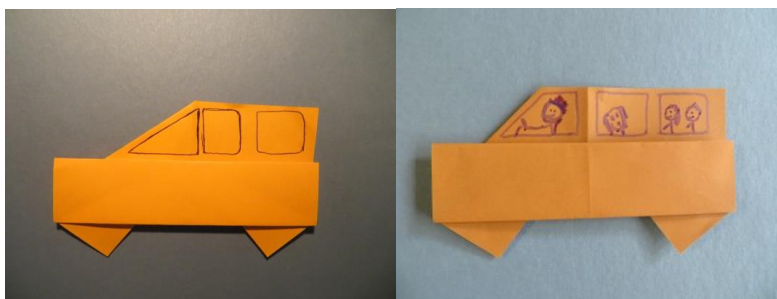
Fold top down at center corner, crease—over triangle folds.



Fold bottom back up to reveal bottom triangles.



Fold down right top as shown—turn over.



Draw in windows.

Add people and a dog, if you like!

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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.