

## **Alabama Author Angela Johnson's *Bird***

**Teacher Name:** Eileen Lynch

**Grade level(s):** 4-5

**Content Areas:** Language Arts

**Description/Abstract:** Literary Circles Connector job

**Timeline:** one week/5 days

### **Goals/Content and Cognitive:**

Students will be able to identify ways characters and events reflect real experiences.

### **Links to Curriculum Standards:**

Based on Alabama Curriculum Guide-Language Arts: 4.16  
[www.alsde.edu/html/sections/](http://www.alsde.edu/html/sections/)

### **Guiding Questions:**

Prereading activity: Students will make predictions about the book *Bird* by looking at the cover, the title, and the author's name. Ask and record the KWL for Angela Johnson and Alabama fiction. Locate Angela Johnson's hometown, Tuskegee, AL, on the Alabama literary map, "This Goodly Land" ([www.alabamaliterarymap.org](http://www.alabamaliterarymap.org)).

Reading activity: Students read chapters 1-3 for this activity and are given the Literary Circles handout-see attached. Students circle the Connector job, and as a class we brainstorm obvious connections between our lives and Bird's. Students are shown acceptable writing examples of past Connectors, and we discuss the Connector rubric. (see attached)

### **Assessment:**

Day one: At the end of day one's lesson, students should show the teacher their brainstorming list for the Connector job. Every day the students turn in their work in the Class Writing Folder. The students earn bonus points by having their work in the folder.

Day two: The next class day, we orally discuss and review what we did on day one and make sure everyone understands the directions for day two. The brainstorming work is returned, and at the end of day two's lesson, students turn in their prewriting activity.

Day three: Day two work is returned, and at the beginning of day three's lesson, we orally discuss what we understand and what the students still have questions about. During day three, students should write a first draft and submit it at the end of class.

Day four: Day three work is returned, and the day four lesson begins with students working in pairs to orally read their first draft to another classmate. The partners have to tell each other what they like about the writing, and what needs more detail or is confusing. Students use these suggestions to revise and edit their writing before turning it in.

Day five: Students write the final draft of their Connector job. Writing will be evaluated using the Connector rubric. See attached. During every day of this activity, the teacher is moving around looking at students' work to see if they need help, or how they are progressing. Individual help is given as needed.

### **Learning Connections:**

Students should be familiar with the five step writing process. Students will have read Ch 1-3 in the book *Bird* by Angela Johnson.

### **Curriculum Connections:**

Social Studies/Geography:

Where is Cleveland, Ohio? Locate it on a U.S. map.

([www.nationalatlas.gov](http://www.nationalatlas.gov))

Since Acorn, AL is not really a town in Alabama, pretend it is the Alabama city where you live. What route would Bird take to reach your town?

Math:

What is the distance from Cleveland, Ohio to Acorn, AL?

How much would a bus ticket cost for a child?

How long is the trip?

[www.greyhound.com](http://www.greyhound.com) can answer all these questions.

Art: Draw your favorite scene from the book and tell about it.

Science:

Human body-research brain aneurysms and heart transplants. What are they and who did they happen to in the story?

### **Learning Activities or Tasks:**

Students can use the computer lab to word process their Connector jobs. This assignment would accomplish the Literacy Partners use of available technology to produce materials objective for Use in grade four.

<http://www.alsde.edu/general/LiteracyPartners.pdf>

### **Teaching Strategies:**

Whole group instruction will be used to introduce the lesson. Students will work with partners for some of the activities, and also one-on-one with the teacher for other activities. The teacher's overhead projector will be used to show students acceptable Connector writing examples. The computer lab will be used for students to word process and save their work to disk or flash drive.

### **Management:**

The classroom will be used for day 1-5 of the activity. The computer lab will be reserved for students to word process and save their work. At least 2 days in the lab will be necessary for student typing.

### **Materials and Resources:**

The computer lab will allow students to practice word processing and saving skills. The spell check on Microsoft Word will allow students to easily correct errors in their work. The following websites are accessed and used through the school's Internet connection:

[www.alabamaliterarymap.org](http://www.alabamaliterarymap.org)

[www.nationalatlas.gov](http://www.nationalatlas.gov)

[www.greyhound.com](http://www.greyhound.com)

[www.alsde.edu/html/sections/](http://www.alsde.edu/html/sections/)

<http://www.alsde.edu/general/LiteracyPartners.pdf>

Information Literacy Objectives. Literacy Partners: A Principal's Guide to an Effective Library Media Program in the 21<sup>st</sup> Century. (2000) " Appendix

B K-12 Information Objectives.” Fourth Grade.

### **Lesson Evaluation and Teacher Reflection:**

#### **Questions:**

Was this lesson worth doing?

In what ways was this lesson effective?

What evidence do you have for your conclusion?

How would you change this lesson for teaching it again?

What did you observe your students doing and learning?

Did your students find the lesson meaningful and worth completing?

### **Literary Circles**

#### **Connector**

Your job is to find connections between *Bird* and your life. You need to connect what we are reading about in the story with your own life. You can make the connection between what is happening to Bird to our school or community. You need to find 3 or 4 connections and fully explain them. You need to have a three paragraph minimum writing to share with us when you present your work.

#### **Connector Points:**

Student name: \_\_\_\_\_

	Possible pts	Pts. earned
3-4 connections between your life and the book	70 pts	
1 connection per paragraph	10 pts	
Correct spelling, punctuation, & capitalization	10 pts	
Correct paragraph form	5 pts	
Neatness	5 pts	
Total pts	100 pts	