



Look, Up in the Air! It's a Bird!

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Summary:

Students create stories wherein they imagine: *I am a bird in the air. What can I see? How does it feel?*

Objectives:

- Write narratives to develop imagined experiences using effective techniques, well-chosen details, and well-structured event sequences.
- Learn about birds commonly found in students' environments.

Context:

This lesson could be the culmination of a study of birds. The lesson would be appropriate for early elementary school students but could be adapted for all elementary students.

Materials:

- A wide variety of fiction and non-fiction books about birds, including Field Guide and Bird identification books
- Russo, Monica. *Birdology: 30 Activities and Observations for Exploring the World of Birds*. Chicago Review Press, 2015.

Time Span:

After students have had ample time to hear stories and have completed lessons and activities in the *Birdology* book, this lesson can be completed in multiple sessions of about 30 minutes. The first session will be brainstorming and beginning the writing of the students' stories; future sessions will be spent sharing, editing, and publishing the works.

Procedures:

1. After reading multiple fiction and non-fiction books about birds and after completing some of the activities described in *Birdology*, read one more fiction book about a bird or reread a favorite from this unit of study. Talk about what students liked about the book. Describe



- how you'd start a story about what you'd do if you were a bird. Model writing well-chosen details about what you would see if you were flying and how it would feel.
2. Ask students to think of their favorite bird from the past unit and have them imagine where they would fly, how they would feel, etc. if they could be that bird.
 3. Ask students to write a story about being a bird, reminding them to include details about what they'd see if they were flying and how it might feel.
 4. Work through the writing process so students create a story they're pleased with.

Extensions:

1. In addition to or instead of writing a story, they could write a poem, letter, graphic story, etc.
2. For the unit of study about birds, students could keep an observation notebook and use facts/details from their own notebook to add to their story.

Rationale:

After studying birds for an extended period of time, students will see how details and facts they've discovered can contribute to their narrative writing.

Resources:

- A variety of texts about birds, both fiction and non-fiction, at the appropriate level so students can consult them on their own.
- Russo, Monica. *Birdology: 30 Activities and Observations for Exploring the World of Birds*. Chicago Review Press, 2015