

The Young Inventor's Guild Book #3: The Strange Round Bird

Lesson Plans

Introductory Activities

Suggested Pre-Reading: *The Atomic Weight of Secrets* (Book 1) & *The Ravens of Solemano* (Book 2)

Driving Questions

1. Can inventions or discoveries be dangerous to society? Provide an example.
2. Have you worked with a group of people to achieve a common goal? What was it like?
3. What do you know about your family's history? Is there anything else you'd want to know?
4. What are the characteristics of a good friend?

Students write a short response to each question and share their responses in small groups or with the class.

STANDARD: **CCSS.ELA-Literacy.W.6.10, 7.10, 8.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Vocabulary

Claustrophobia (18)

Resplendent (25)

Acolyte (31)

Archivist (44)

Malice (67)

Culpable (84)

Folderol, palaver, serviette (94)

Strontium (100)

Pertinent (114)

Tomes (114)

Barter (143)

Jodhpurs (166)

Locution (175)

Artifice (185)

Rendition (202)

Indium (211)

Vizier (218)

Cartographer (235)

Sextant (284)

Heredity (297)

Minaret, dovecote (314)

Diversion (337)

Apex (423)

Undulate (429)

Vocabulary Activities

1. Define words using digital or print dictionary.

STANDARD: **CCSS.ELA-Literacy.L.6.4c, 7.4c, 8.4c** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

2. Students record any words they come across that they don't know the meaning of and use context clues to define the words.

STANDARD: **CCSS.ELA-Literacy.RL.8.4, 7.4, 6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

3. Use a thesaurus to find synonyms for the vocabulary words they defined in activity 1 and they found in activity 2. What effect does the word the author chose to use have on the tone and on the meaning of the sentence/paragraph? How would the tone and meaning change if she used the word's synonyms?

STANDARD: **CCSS.ELA-Literacy.RL.8.4, 7.4, 6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

Reading Activities

1. Keep a character chart for each child in the story. Keep track of the character's dislikes and likes, hopes, dreams, fears, family, relationships, and important quotes that show the character's personality. (This is a great group activity!)
2. Students keep track of their inferences and quotes that justify their inferences. They debate their inferences in small groups.
3. Identify scenes that teach lessons about teamwork, friendship, creativity, bravery, and any other themes that students find important.

STANDARD: **CCSS.ELA-Literacy.RL.8.1, 7.1, 6.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

STANDARD: **CCSS.ELA-Literacy.SL.8.1, 7.1, 6.1b** Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

STANDARD: **CCSS.ELA-Literacy.SL.8.1c, 7.1c, 6.1c** Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

STANDARD: **CCSS.ELA-Literacy.SL.8.1d, 7.1d, 6.1d** Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

Writing Activities

1. Students select one theme from reading activity #3 and write a 5-paragraph essay using the examples they found to support an argument about what the book teaches about their selected theme.
2. Define the five parts of the plot. Exposition, Rising Action, Climax, Falling Action, and Resolution. Have the students summarize each part after finishing the novel.
3. Students write a letter to the Archivist as if they are one of the characters summarizing the part of the Strange Round Bird history they were a part of for him to add to the archive.
4. Students return to their answers to the Driving Questions. After reading the book, how have their answers to the Driving Questions changed?
5. The book doesn't tell us what happens to Sabi, the boy who is a living map. Students write the future they imagine for him.

STANDARD: **CCSS.ELA-Literacy.RL.6.3, 7.3, 8.3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

STANDARD: **CCSS.ELA-Literacy.W.7.3b** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

Quiz/Test Questions

1. What is the central problem of *The Strange Round Bird*?
2. What do the kids learn about their history by the end of the book?
3. Why does Komar Romak want to steal the Strange Round Bird?
4. Pick one of the kids' inventions and describe how it helped them save the world.
5. Who is the antagonist of the story? Who is the protagonist of the story? Support your answer with examples from the novel.
6. What can you predict will happen after the story ends?

STANDARD: **CCSS.ELA-Literacy.RL.8.10, 7.10, 6.10** By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

Suggested Non-Fiction Texts and Activities:

“Ten Inventions that Changed the World”

<http://intransit.blogs.nytimes.com/2009/06/24/on-display-10-inventions-that-changed-the-world/>

- **STANDARD:** CCSS.ELA-Literacy.RI.6.10, 7.10, 8.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **STANDARD:** CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Non- Fiction Activity:

1. Students identify a problem in the world and use their imagination to write about a new invention they would invent if they were in the Young Inventor’s guild.