



# A STORY ABOUT A BIRD

MONTAGUE WORKSHOP LESSON 1



## Learning Target:

- Students will understand that we have a responsibility to use our diverse talents to create change in the world.

## Materials:

- YouTube Video: [A Story About a Bird](#)
- Paper puzzle piece for each student
- Pencils
- Markers
- Chart Paper

## Suggested Grouping:

- Mixed ability
- Group size 3-4 students

## DIVIDE

students into small groups to discuss their personal talents.

- What are your talents?
- What are some ways we can use our talents to help others?
- How are your talents similar to or different from the kids in the videos?
- How can talents be combined to make something great?

## PROVIDE

each student with a paper [puzzle piece](#). Instruct students to write their talents on their puzzle pieces, then tape them to the board.

## BRING

the groups back together. Allow students to rearrange puzzle pieces to see how talents complement one another and to understand how we can use our talents.

Example: Which two talents could be connected to help a friend with homework? Which four talents would be helpful when someone was feeling sad?

## VIEW

the YouTube Video: [A Story About a Bird](#).

## LEAD

students in a group discussion about different types of talents that people have.

- What talents did Rodney have?
- In what ways are you similar to Rodney?
- How would you reply to someone who thinks he has no talent?
- Name a person with more than one talent. What are those talents?
- How can people use their talents to work with others?

### TECH TIP:

Use Mind Map tools like [Coggle](#) or [AnswerGarden](#) to engage the class in real time.

### DIG DEEPER:

[Here](#) is a selection of books that could be a springboard for deeper discussion.

## EXPLORE

a playlist of real-world examples (photos, stories, videos) of people/children who have unique talents. Suggested resources:

- [Brielle's Biology Lesson](#) (starts at 2:37)
- [Lego League Gramma-Jamma Invention](#)
- [The Girl Who Silenced the World for 5 Minutes](#)
- [Alex's Lemonade Stand](#)
- [Katie's Krops](#)
- [Ryan's Well Foundation](#)
- [Three of the World's Most Talented Kids](#)

### TECH TIP: Use

[Blendspace](#) or [Padlet](#) to curate online content.

## DISCUSS

how all of the talents are similar and different. Emphasize that it is okay to have talents different from someone else. If everyone had the same talent, then people couldn't work together to make something great. Refer to the video for [A Story About a Bird](#). Rodney was afraid to sing because his song sounded different from all of the other birds. It takes courage to show others what someone's talent is.

## EXPLAIN

that students are going to use their talents to put together a project, activity, or service project. Remind students that talents do not have to be something big and extravagant; someone's talent can simply be talking and listening to ideas.



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### BRAINSTORM

ideas using chart paper. The students should come up with ideas for a project they can put together by using ALL of their talents. This project could be centered on helping others, bringing people together, showcasing other people's talents, showing kindness and encouraging others. Encourage the groups to share their ideas with the class.

**TECH TIP:** Set up a [Google Doc](#) for each group to use as a collaborative planning space.

#### Project examples:

- If several students in the school like drawing, painting, crafting, photography, etc., they can put together care packages for residents of a neighborhood care facility or hospital and deliver those items to the residents in person. Student talents could include making things for residents, decorating for the event, taking pictures at the event, writing an article about the event, etc.
- Organize a school clean-up event. Student talents can be used to advertise for the event, make signs, set up for the event, speak at the event, etc.

**PROVIDE SUPPORT:** For K-5, use a [choice board](#) to help students select project focus.

### RECORD

the project while the event is taking place. Have someone video students using their talents. Interview different students about how they are using their talents.

**TECH TIP:** Use [Flipgrid](#) to collect videos of students.

### REFLECT

on the project after it is completed. Think about how you used your talents and how it made everyone feel to be a part of a project that they helped put together. How would the experience have been different if students hadn't had the courage to share their unique talent?

**TECH TIP:** Use [TouchCast](#) for student reflection!

### Suggested Technology Tools for Student Projects

- [Microsoft Word](#) template for cards and letters
- [Tinkercad](#)/3D printer
- [Animoto](#) for digital photo book
- [Earsketch](#) for composing music
- [Adobe Spark](#) for video creation
- [Weebly](#) for website or blog
- [Haiku Deck](#) for presentations
- [Canva](#) for graphic design



### Anchor Standards

#### CCSS.ELA-LITERACY.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

#### CCSS.ELA-LITERACY.CCRA.SL.2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

#### CCSS.ELA-LITERACY.CCRA.SL.5

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

#### CCSS.ELA-LITERACY.CCRA.L.6

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

#### CCSS.ELA-LITERACY.CCRA.W.6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### ISTE Standards

#### 6 Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

#### 7 Global Collaborator

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

