

# The Global Sleepover

**Lesson Objective:**

Students understand the significance in history of the Patuxent River.  
 Students can recognize that the Warbler bird, who is found in Maryland, is a bird found in North America and is considered a true tree perching bird.  
 Students can recognize what elements go into a story (character, plot, setting, resolution of conflict).  
 Students recognize that Afghanistan is a country.

**Methodology:**

Each student will create a personality around one of the characters. Each student will give a suggestion and/or contribute to each element of the class story.

**Overall Storyline:**

Musiqar is sad. Musiqar is from Afghanistan and loves to perch on branches on trees overlooking the river. His home used to be a tree on the river and he would spend a long time perching on the branches and watching river go by. Something has happened to all the trees in Afghanistan and the river is dry. So Musiqar starts flying and flying and flying, and singing and singing, in search of a tree on the river. He ends up in Prince George's county on the Patuxent River. And he looks around and doesn't see any trees or river. He gets sad and angry that he may never find a tree branch to perch on again. Then he meets the Blue Heron and Wandering Warbler, both who are from Maryland. The Wandering Warbler also sings and loves to perch on trees. Both the Blue Heron and Wandering Warbler are also in search of trees on the river. They are about to give up and go make a home in a bush when The Blue Heron remembers a rumor he's heard. He's heard there's a part of the Patuxent River that isn't dry where humans are planting trees. The three of them set off, as this is their last hope. They find the portion of the river that is full and are happy. They don't see fully grown trees but see baby trees that they can perch on when the trees are bigger. The story ends with them being happy that they found part of the river that hasn't dried up and to encourage humans to plant more trees, not just in PG County and not just in Afghanistan but all throughout the world.

**Age Group:**  
6-12

Time	Duration	Activity	Sitting or Standing?	Script	Alternate for an Older Age Group	Lesson Objective
10:00 - 10:05 AM	5 minutes	<b>Operator in Fast Forward: Warm-up Activity.</b> Students stand in a circle and teacher starts game of operator with two sentences.  Go around the circle once asking each student to repeat the two sentences in a normal voice.  Then, repeat it but ask students to repeat the sentences to one another in fast forward.	Standing			
10:05 AM - 10:10AM	5 minutes	Teacher introduces him/herself. Then teacher asks students to yell out the first word they think of when teacher says "travel."  Teacher chooses one word he/she hears from this and thinks of a name that begins with the first letter of this word. For example, if a student calls out "plane," teacher can choose a name starting with P.  Students then, one-by-one, introduce themselves. Once the student introduces themselves, teacher tells the student a word. Students have to think of a fictional name that begin with that letter. Tell students to remember the name they come up with. Here are some words you can give the students.				Assessment and baseline setting. Teacher is leading this game to see what kids know about countries, conservation.
10:10 AM - 10:25 AM	15 minutes	Students sit down with their black/white copies of Musiqar the bird and other birds. They have to name the Blue Heron and Wandering Warbler. Color the birds and put them up on the interactive canvas. Write down some qualities of the birds.	Sitting			Students can recognize that the Warbler bird, who is found in Maryland, is a bird found in North America and is considered a true tree perching bird. Students can recognize story element of character.
10:25 AM - 10:35 AM	10 minutes	Game to develop plot. Kids stand up and get back into a standing circle. Teacher starts telling the story of Musiqar and Musiqar's journey to Patuxent River.  Have kids act out emotion of Musiqar and the friends Musiqar makes in PG County. How do they think Musiqar and friends feel not having a branch to perch on? Sad? Happy? Angry? What does a sad face look like? What does a happy face look like? Divide the students into two groups and have them taking turns showing emotion. Put hands in air, look angry, Do a competition.	Standing			Lesson Objective: Students understand the significance in history of the Patuxent River. Students can recognize story element of plot and setting. Students recognize that Afghanistan is a country.
10:35 AM - 10:50AM	15 minutes	Ask kids to think about what do they think happens now? Musiqar and his friends are on the Patuxent River with no home. No one has taken care of the river or trees in PG CCounty. What do they think happens next? Write one sentence about what they think happens next. They write it down and tape it to the interactive story.	Sitting			Students understand the significance in history of the Patuxent River.  Students can recognize story element of plot and conflict resolution.
10:50 AM - 11:00AM	10 minutes	Teacher puts up on the interactive story what happens next, adds it to the other ideas. Shows how to resolve the story. Asks kids to draw pictures of the Patuxent river full and green trees all around.	Sitting			Students understand the significance in history of the Patuxent River. Students can recognize story element of conflict resolution and setting.
11:00AM - 11:15 AM	15 minutes	Students put up their drawings of the full Patuxent River and green all around. They take their extra bird and tape a popsicle stick to it. Cushion time leftover. Reading of passage about conservation in funny voices if time leftover.	Standing			

