Lesson Plan

Counselor Name: Karen Ward
Title of Lesson: Fly Away Home
Counseling Department
2nd
Audience: Classroom, Small Group
Level: Primary (K-2), Intermediate (3-5)
Target Grade: 4th

COUNSELING STANDARDS

ACADEMIC
1. Students will acquire attitudes, knowledge and skills that contribute to effective learning in school and across the life span.
2. Students will complete school with academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
3. Students will understand the relationship of academics to the world of work and to life at home and in the community.

CAREER
4. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
5. Students will employ strategies to achieve future career goals with success and satisfaction.
6. Students will understand the relationships between personal qualities, education, training and the world of work.

PERSONAL/SOCIAL
7. Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.
8. Students will make decisions, set goals, and take necessary action to achieve goals.
9. Students will understand safety and survival skills.

COUNSELING COMPETENCY(IES)
Use effective ways to deal with a wide variety of feelings

STATE STANDARDS:
Reading P.O.: Confirm predictions about text for accuracy.
Writing P.O.: Express ideas that are clear and directly related to the topic.
Math P.O.

Sheltered Instruction Observation Protocol (SIOP) Strategy
Think, pair/share

MATERIALS/RESOURCES:
Worksheet.

ACTIVITY:
The book, Fly Away Home, is a story about a homeless family. Find out from students their understanding of homelessness. Ask, “Can people be homeless and be a family?” The first line in the story says: My dad and I live in an airport. Ask students to predict what effect this would
have on the family, i.e. have students predict if this character goes to school, how they eat, how they bathe, etc. After a discussion, start reading the story. There are many places to stop in the story for a discussion. Spend time discussing the comparison of the bird trapped in the terminal to the family living at the terminal. I think this lesson can be used to build empathy and acceptance of others who may have differences. At the end of the story I would make sure to ask students if they think the characters in the story are a family. Why? Have students think, pair/share the worksheet. Have each pair of students share responses with the class. Allow enough time for students to share about where a homeless family would go for help. Make sure they understand that schools can really help. Be prepared to give specific information about the help that is available.

**EVALUATION:**
- Process data
- Perception data
- Results data

**Pretest/Posttest:** What does it mean to be homeless?

**How did the student change as a result of this lesson?** Student will develop empathy and acceptance of others who may have differences.

**Information/Comments/Follow-up:** This is a sensitive issue and you may have homeless children in your class. At the beginning of the lesson be clear about disclosure. Tell the students that you will make an appointment with them to discuss any concerns they may have after hearing the story.
Fly Away Home Worksheet

Names: _________________________ and _______________________________________

Name 5 things that are hard for the homeless characters in Fly Away Home.

List three ideas or facts that help Andrew to be hopeful that some day he and his father will have a home.

Andrew and his father are homeless, but they are still a family. Name some ways that you know they are a family.

Why do you think the story is called Fly Away Home?