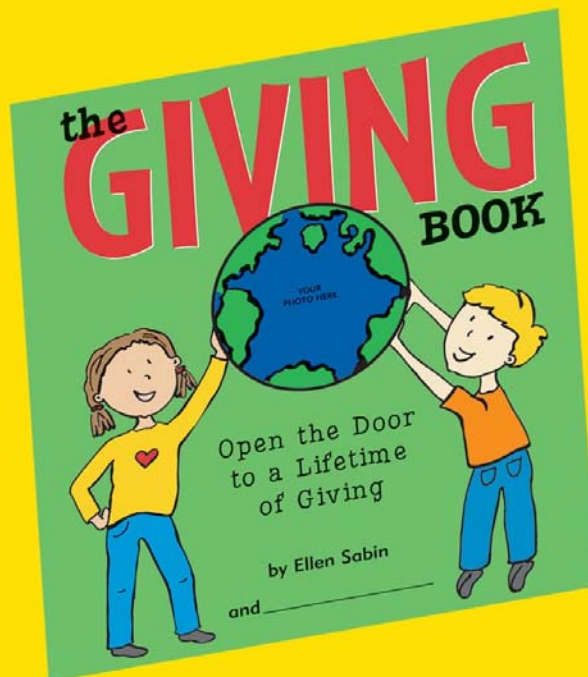


The Giving Book:
Open the Door to a Lifetime of Giving
TEACHER'S GUIDE



For more information or to order copies of *The Giving Book* for your classroom, go to www.wateringcanpress.com.





SUBJECT: **MATH**

TITLE: That Many?

OBJECTIVE: Students will use multiplication to realize the number of people they can help.

MATERIALS:

Page 29 of The Giving Book

Calculators [NOTE: Every student that can read numbers can use a calculator to do this!]

Paper

Pencil

Yardstick

Photographs of a football field and a forest

Flipchart with a drawing of one football field, 20 football fields, and a forest

ACTIVITY:

- Ask students to close their eyes and imagine that they are at a professional football game. The crowd is huge and they are standing in the middle of the field! Show the photographs of the football field and the flipchart drawing.
- Tell the students to now imagine that they are standing in the middle of 20 football fields! The crowd is 20 times larger and the cheering is so loud. Tell them to listen closely and actually hear their names being cheered! Show the flipchart drawing of 20 football fields.
- Tell the students to now imagine that all 20 football fields are covered with trees! They are in the middle of a forest that is as large as twenty football fields and it is totally silent. All of a sudden there is a big "thwack" and the trees start falling to the ground. Show the photograph of the forest and the flipchart drawing of a forest.
- Have all students turn to page 29 in The Giving Book.
- Ask one student to read Fact #1.
- Tell students that a football field is 100 yards long.
- Hold up the yardstick so students get a sense of one yard and ask them to imagine 100 yards.
- Ask students to use multiplication to figure out how many yards are in 20 football fields.
- How many feet are in 20 football fields?
- Ask students to determine how many trees they can save by recycling 5 tons of paper.
- You can extend this multiplication practice by creating more connections to "Fact 1." You may also choose to create problems for "Fact 2" and "Fact 3"!

EXTENSION: Read *The Lorax* by Dr. Seuss. There is also a great musical video version of the story!

* STANDARDS:

Uses basic and advanced procedures while performing the processes of computation.



SUBJECT: MATH
TITLE: What Can I Do?

OBJECTIVE: Students will explore budgeting and financial planning.

MATERIALS:
Page 38 in The Giving Book
Magazines
Scissors
Glue
Construction paper

ACTIVITY:

- Write \$100.00 on the board or flipchart paper.
- Tell students that each of them has one hundred dollars.
- Tell the students to turn to page 38 in The Giving Book.
- Read page 38 aloud.
- Tell the students that each of them is to write down how they might use their \$100. Remind them of the three categories on page 38 – Spending, Saving, and Giving.
- Give the students the magazines, glue, scissors, and construction paper.
- Instruct them to divide the construction paper into three sections. Keeping the paper whole, they can choose to fold it into three sections, draw lines to indicate three sections, or come up with some other way that there will be three separate sections on this one page.
- Tell students that this page represents their budget for one year.
- Using the magazines, students should find pictures that represent the items that they will buy now, the items they will save for, and the places or people to whom they will give money.
- Have the students create collages with these magazine pictures.
- Have all students hang their budgets on the wall and facilitate a “gallery walk” where each student passes by and views the budgets.

* STANDARDS:
Understands savings, investment, and interest rates.



SUBJECT: MATH

TITLE: How Does That Look?

OBJECTIVE: Students will graph their Giving Bag savings and predict future totals.

MATERIALS:

Page 39 of The Giving Book

Graph paper – at least one sheet for each student

Colored pencils or crayons

Rulers – one for each student

ACTIVITY:

- Ask students to turn to page 39 in The Giving Book.
- Give students the opportunity to add the money they saved each week and to write those totals in the "Week Total" column on page 39. If some students have already done this, ask those students to check their work and then to help a friend.
- Have all students add the week totals to come up with the "Month Total." Again, ask students that have completed this step to check their work and to help a friend.
- Ask students to share their "Month Totals." Be sure to praise all students for their effort.
- Give each student a sheet of graph paper and colored pencils or crayons.
- Have students use a ruler to draw a "y-axis" (the vertical line on a graph.)
- Have students use a ruler to draw an "x-axis" (the horizontal line on a graph.)
- Have students label the "y-axis" in increments of \$1, \$2, or \$5 (determine the increments based on your students' ability to count by ones, twos, or fives and on how much money the average student collected.)
- Have students label the "x-axis" with "Week 1," "Week 2," "Week 3," "Week 4," and "Month Total."
- Create a bar graph on the board using one student's week 1 total as an example.
- Allow all students to complete their bar graph of week 1.
- Create a bar graph on the board using a different student's week 2 total as an example.
- Allow all students to complete their bar graphs of week 2, week 3, week 4, and month total.
- Have students form pairs and share their graphs with their partner.
- Ask students to predict what might happen to the weekly totals for the next month and why.
- Ask students to predict what might happen to the month totals for the next month and why.
- Ask students to predict what might happen to the "grand total" in the next month and why.
- Introduce the idea of interest and "having your money make money" by putting it in the bank.
- Create one class bar graph on a bulletin board. Update this graph weekly and monthly to help students feel a sense of accomplishment, teamwork, and efficacy.

* STANDARDS:

Understands and applies basic and advanced concepts of statistics and data analysis.

Understands and applies basic and advanced concepts of probability.

Understands and applies basic and advanced properties of functions and algebra.



SUBJECT: CHARACTER EDUCATION

TITLE: When You Wish Upon A Star...

OBJECTIVE: Students will set personal goals and articulate the characteristics of a goal.

MATERIALS:

A poster of the text from page 49 of The Giving Book with the word "wish" replaced by the word "goal"
6 star shape cut-outs for each student (we've seen star shaped "post-it" notes!)

Crayons, markers, or colored pencils

A poster or flipchart with the "SMART" acronym written on it

String or ribbon to connect the 6 stars

Tape or glue

ACTIVITY:

- Tell students to turn to page 49 in The Giving Book. Have the class do a choral reading (everyone reads aloud) of page 49.
- Give students an opportunity to think about one of their wishes.
- Have students turn to someone sitting near them and share their wishes.
- Ask students to think about what sports use the word "goal" and what a goal is in sports.
- Ask if anyone knows what other types of "goals" exist.
- Do another choral reading of page 49, but tell students that this time they need to say "goal" in place of the word wish every time it is written.
- Define goal as a class.
- Tell students that all goals are smart!
- Reveal your poster which has the following written on it:
S pecific – who, what, where, why
M easureable – how will you know?
A ction-oriented – what will you do?
R ealistic – can you really do this?
T ime-framed – by when?
- Review each SMART characteristic of a goal.
- Hand out the stars and have each student write one "wish" on a star. Tell students that by writing the wish on a star it becomes a goal.
- Now have each student use the rest of their stars to articulate the SMART characteristics of this goal.
- Have each student connect their stars to the ribbon or string using tape, glue or holes punched in the stars.
- Hang the SMART goals from the ceiling.

* STANDARDS:

Sets and manages goals.



SUBJECT: CHARACTER EDUCATION

TITLE: My Wish For You

OBJECTIVE: Students will explore and demonstrate compassion.

MATERIALS:

Completed pages 18 – 19 of The Giving Book (at least 5 items written)

Pictures of children from around the world (including the U.S.) under each picture have a blank piece of paper that reads "I Wish For You."

Lists of organizations that help children (including brief descriptions)

Examples: Save the Children, Children's Defense Fund, UNICEF, Make A Wish Foundation, Ronald McDonald House

A pen or marker for each student

ACTIVITY:

- Make sure all students have completed pages 18 and 19 in their copies of The Giving Book.
- Give students five minutes to walk around the room and share one or two items from their lists.
- After students have returned to their seats ask students to share what they were told by their peers.
- Ask students why they chose to write what they did and allow them an opportunity to add items to their lists.
- Ask students to think about how they might feel if all of a sudden something from the list disappeared.
- Tell students to think about the fact that some children will never be able to list some of the items that they have. Tape the pictures of children from around the world on the walls around the classroom.
- Ask students to name which items they think some of these children may not have.
- Have students walk quietly around the room and look at the pictures. Under each picture students should write one thing they wish these children had.
- After about five minutes ask students to stand where they are and to read some of the items that were written.
- Hand out the lists of organizations that help children.
- Have each student choose one organization to contact and find out ways they can help that organization.
- Explain that by helping the organization that student is demonstrating compassion – understanding the suffering of others and wanting to do something about it. Ask why it might be important to have compassion.
- Have each student start a letter to the organization that says, I understand that there are children who don't have _____ and I want to help by _____.
- Tell students that for the next week they are to work toward helping the organization they chose. Explain that you will check in on their progress the next week.

STANDARDS:

Show care and kindness for others. (Hayward, WI Community School District Standards of the Heart.)



SUBJECT: CHARACTER EDUCATION

TITLE: Wishing Well

OBJECTIVE: Students will articulate their strengths and share them with others.

MATERIALS:

Pages 30 – 31 in The Giving Book

A large box or bag decorated to look like a well (your class "wishing well")

Rocks (washed and dried) – at least two for each student

Markers or paint

ACTIVITY:

- Begin a read aloud on page 30 in The Giving Book. Continue reading the page by having individual students read the different bullet points.
- Ask students to think about some of the things they like to do and the things that others tell them they do well.
- Put the "wishing well" on your desk or on a table.
- Explain to the class what a well is and what a wishing well is.
- Hand out the rocks and paint or markers.
- Tell students to write their talents (also known as strengths) on the rocks.
- After about five minutes ask all students to come to the front and drop their rocks in the well.
- When all rocks have been dropped, pick one out and read it aloud.
- Ask students to stand if this is a talent of theirs (you may have many students stand).
- Tell the class that everyone who is sitting should say "I wish I could..."
- Now all students who are sitting need to gather around one of the standing students.
- Once all students are huddled in small groups, have the student who possesses that talent explain to the small group how they first realized this was a strength and what they do to get even better at it.
- Have the students who are listening suggest to the "expert" how that talent might be used to help others.
- Repeat this as many times as you can.
- Create a bulletin board or other display with the rocks and the well.

* STANDARDS:

Performs self-appraisal.

Uses listening and speaking strategies for different purposes.



SUBJECT: LANGUAGE ARTS
TITLE: Fable Found Poem

OBJECTIVE: Students will identify the elements of a fable and write a class poem about fables.

MATERIALS:
Page 13 of The Giving Book
Large flipchart and a marker
The story of The Tortoise and The Hare – one copy for each student

ACTIVITY:

- As a whole class, sit comfortably in a circle on the floor.
- Read aloud the fable on page 13 in The Giving Book.
- Ask students what the “message” of this story might be.
- Accept all answers, but make sure that the idea that each person can make a difference is reinforced.
- Ask if anyone knows what makes a story a fable. Make sure that the elements of a fable are clear – it is a story that teaches a lesson and often uses animals with human characteristics to do so.
- Read The Tortoise and The Hare aloud. Tell students that this is a famous fable written many, many years ago by a Greek man named Aesop.
- Ask students to articulate the message of this fable.
- Ask what human characteristics were given to the animals.
- Ask students to describe what characteristics make this story a fable.
- Give each student a copy of the Tortoise and the Hare.
- Tell them to circle four words or four two-word phrases that they like.
- Have students form pairs and combine their lists. Each pair will create a common list of six by eliminating two words or phrases from their combined list of eight.
- Have each pair find another pair and combine their lists of eight to create one list of 16 words or phrases.
- Have each student choose one word or phrase from that list of 16.
- Explain to students that they are going to write a Fable Found Poem. All they have to do is say their word or phrase when the time seems right.
- Explain that one person will begin the poem by standing up and saying his word or phrase. When that student sits down, another student will stand up and say her word or phrase. Explain that you will write each word or phrase and that the students will determine the order by simply standing when someone else sits down. They should not look to you for permission to stand.
- Once all students have shared, read the entire “poem” aloud using a dramatic tone.
- Hang the poem somewhere in the room.

* STANDARDS:

Uses the general skills and strategies of the reading process.
Uses listening and speaking strategies for different purposes.



SUBJECT: LANGUAGE ARTS

TITLE: Everyday Giving

OBJECTIVE: Students will read and analyze the news for stories of giving

MATERIALS:

Page 28 of The Giving Book

Newspapers

Magazines

Videotapes of new programs

Internet access

ACTIVITY:

- Have all students turn to page 28 in The Giving Book.
- Discuss what is happening in each picture.
- Explain that everyday people do things to help others. It is just rare that we hear about those events.
- Ask students if they can think of a story that they heard on the news or one about which they heard adults talking. Have at least one student share a story.
- Show a videotape of a news program in which someone does a giving deed.
- Hand out newspapers and magazines (if available, allow students to move to computers).
- Ask students to form groups of three or four.
- Tell the students to find as many stories as they can that share news of giving and charity. Allow students to relate giving stories from their own lives (ones they overheard, witnessed, or participated in.)
- Make sure that one student is recording the number of stories, another student is recording a few details of each story, and another student is recording where they found the story.
- After students have had 15 to 20 minutes to find stories, ask them to decide which story is their favorite.
- After about five minutes tell the students to create a short role-play or skit to share the story with the rest of the class.
- Make sure each group has a written script.
- Allow each group the opportunity to perform their role-play.

* STANDARDS:

Understands the characteristics and components of the media.

Gathers and uses information for research purposes.

Uses the general skills and strategies of the reading process.



SUBJECT: LANGUAGE ARTS

TITLE: To Whom It May Concern

OBJECTIVE: Students will describe the elements of a letter, practice the proper way to address an envelope and synthesize letters to send with donations.

MATERIALS:

Paper

Pens

Envelopes

Examples of letters (business and personal)

An overhead or other large version of the business letter

Page 40 of The Giving Book

ACTIVITY:

- Hold up examples of different types of letters that people send and receive. Make sure to share the envelopes as well.
- Ask students if any of them have ever written a letter. Have volunteers share to whom they wrote, what they remember writing and who, if anyone, helped them.
- Explain that the class is going to write a sample letter to a charity so that when the students are ready to send money to a charity they already have an idea of what to write.
- Ask students if they think the letter they write should resemble the personal letter or the business letter from your examples.
- Reveal the large version of your business letter.
- Identify each element of the business letter (the inside address, the date, the return address, the salutation, the body, and the closing.)
- For each element, discuss placement and various styles.
- Make sure students know there are many ways to place the information on the paper, but that all elements must be present.
- Have each student make up (or choose a real one) name of a charity.
- Ask all students to turn to page 40 in The Giving Book and read the sample letter.
- Allow each student time to draft his or her original sample letter.
- After about ten minutes, read one sample letter to the class.
- Hold up one of your examples of a properly addressed envelope.
- Identify the elements of a properly addressed envelope (address – name, company, street address, room or suite, city, state, zip code, return address, and stamp). Explain that with an envelope only the return address has a few acceptable placements – show students those options.
- Distribute the envelopes and have each student address the envelope appropriately.
- If you have time, allow them to draw stamps.

* STANDARDS:

Uses the general skills and strategies of the writing process.

Uses grammatical and mechanical conventions in written compositions.



Resources

LITERATURE

The Giving Tree by Shel Silverstein

The Giver by Lois Lowry

Number the Stars by Lois Lowry

The Trees of Dancing Goats by Patricia Polacco

The Keeping Quilt by Patricia Polacco

The Butter Battle Book by Dr. Seuss

The Rainbow Fish by Marcus Pfister

Zink by Cherie Bennett

Sadaka and the 1000 Paper Cranes by Eleanor Coerr

Charlotte's Web by E. B. White

The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, and Social Action by Cathryn Berger Kaye, M.A.

WEB SITES

www.learningtogive.org

www.girlscouts.org

www.lernerclassroom.com

www.kidbibs.com

www.character.org

www.bcparent.com/articles/winter_2003/teach_for_your_child_charity.html

www.freespirit.com

www.give.org

www.guidestar.org

www.servicelearning.org

ORGANIZATIONS

Do Something, Inc.

Global Kids

The Character Education Partnership

Learn and Serve America

The Corporation for National and Community Service

Locks of Love

Lions Club International

*Standards: Standards are drawn from the Mid-Continent Research for Education and Learning National Standards unless otherwise noted.