**Alix Toenniessen**

**Lesson Plan – CURR 588**

**Summer 2012**

**Title of lesson:** It Only Takes One

**Age Level and Group Size:** (20) 2nd grade students

**Time Estimate**: 60 minutes (for book, extension activities and fundraiser ongoing)

**Primary Text Used**: **Beatrice’s Goat** by Page McBrier

**Learning Outcomes**

**Apply a wide range of strategies to comprehend and interpret texts.**

* Students will use the text to discuss the real life global and domestic situations of poverty and helping those in need
* Students will ultimately see how poverty has many other negative consequences on families involved, and students will understand and discuss ways in which to help those in need.
* Students donate money to the Heifer International project, or consider a local charity to become involved in throughout the course of the year.

**Rationale for book:**

This book was chosen because it deals with the issue of poverty and the importance of education in getting out of a bad situation. Based on a true story, students will be able to identify with the age of the protagonist, Beatrice, and see how a bad situation can be made better with a little giving.

**Rationale for Lesson:**

It is never too early to discuss the ways in which giving back to the community or those in need can help tremendously. *Beatrice’s Goat* is an excellent text to begin this conversation, as it helps students immediately see how something so small can mean so much. It also begins the conversation on a global level, and students can also discuss how valuable education is around the world, especially where it costs money to attend. Students often take school for granted, and this text will allow them to see how important it is for kids around the world.

Our final activity is meant to engage students in critical literacy – acting upon what they have learned and finding a useful application for that knowledge in their community. By discussing the difficulties associated poverty, as well as the work of Heifer International, students will be able to choose either working for the cause of Heifer, and/or helping assist a charity or cause in their own backyard. This will depend on the teacher and resources involved when implementing the unit.

**CCS : English Language Arts Standards » Reading: Literature » Grade 2**

* RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
* RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
* RL.2.3. Describe how characters in a story respond to major events and challenges.
* RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**Materials**

Primary text, crayons, coloring paper, discussion board, other school related items. Smartboard and Internet connection

**Pre-reading**

Students will discuss the ideas surrounding the story but opening up with gift giving. The following questions can be addressed as well as manipulated based on student feedback.

*(Possible intro activity – each student will bring ONE item from home to share. The item must be something they were given that holds emotional or sentimental value)*

* Has anyone ever received something they really wanted? What was it? Why is it important to you? (students can draw, pair share, group share, etc)
* Has anyone ever GIVEN a gift to someone else? Again, what was it? Why did it make them so happy? How did you feel after you gave them the present?
* What is poverty? What types of hardships might come from living with little means?
* Discuss the cover of Beatrice’s Goat. Who is on the cover? What might the story be about? Can anyone make any predictions that might happen in the story?

**Key Vocabulary and Pre-Reading concepts:**

Uganda, poverty, charity, produce, tend, scarcity, schoolhouse

**During reading questions and activities:**

* Hold up the book and ask the students what they see in the picture on the book. Compare the landscape, animal and dress of Uganda to those found locally where you live.
* Begin book. Look at the illustrations. What type of place is Uganda? (Point student’s attention at map on Smartboard if not covered in pre-reading activities)
* Continue to read. Notice the clothing and housing. How does her family cook? What does Beatrice eat for breakfast? What does she do all day? What would Beatrice like to do more than anything?
* What does Beatrice receive as a gift, and who gives it?
* How does Beatrice’s goat change the way the family lives and is able to survive?

**Post Reading Activity:**

* In a large group, discuss the ways in which Beatrice’s life is changed because of the goat she received from Heifer International. Brainstorm and write on SmartBoard.
* Open up website for Heifer International. Show students the many ways in which this organization helps those in need, and ways they are able to get involved.
* Students will then each think of a way they would like to help the community (in small groups). What do they think is most important around where they live? How can they make a difference? (teacher should prepare list of active charities and community organizations students could potentially participate in...)
* As a class, decide what charity (Heifer or otherwise) they would like to raise funds for to donate. (This can take time, and most likely will be worked out based on logistics and resources available)
* Once students have decided on a charity, discuss what types of fundraising options they have in mind – can drive? Collect clothes at the school to donate? $1 Hat Day? (teacher should have already made arrangements about possible fund raisers at the school...)
* Based on the type of fundraiser the students select, they will create posters to raise awareness and post around the school.
* Funds collected will be donated to Heifer International or local charity of choice.

**Extensions to other subject areas**

**Social Studies:**

* Discuss Uganda – physical location, ecomonic status, people and cultural differences.
* Provide age appropriate (level conscious) texts suitable about Uganda
* Explore the culture in this country with graded texts

**Science:**

* Track the climate conditions and weather in Uganda, and how that might contribute to their economic stability.
* What animals/crops are most helpful for that part of the world? Or where the students live?
* What can students do to help the economy where they live? What types of things can they do to ensure healthy crops and farming?

**Math:**

* Discuss how much money it would take to provide for a family in Uganda. Also, calculate how much income a goat could generate by selling milk products.
* How much money would need to be raised to supply a goat to a family in need?
* What is the currency in Uganda? How does that compare to the US dollar? Simple conversions could be done as well.