Kindness Campaign

Objective: To encourage students to define and show kindness.

Grade Level: K – 8
No. of Sessions: 16
Intro: 30 - 45 minutes; Campaign Days 1 – 14, 15 minutes each day; Conclusion Day 15, 30 – 45 minutes
Materials:

- Butcher paper or a large poster board
- Construction or binder paper to create graphs (See Acts of Kindness Graphs)
- Markers or colored pencils
- Stickers to record Acts of Kindness

Activity:

Kindness can be shown in a number of ways and is accessible for all. Students will be challenged to document Acts of Kindness during a period of 15 days. Anything from opening a door, picking up a pen, or even sharing a smile, no act is too small to document.
After School Program (ASP) or individual groups in the ASP can set a target number of Acts of Kindness they would like to attain during a fifteen day period.

Introduction - Discuss the following with students:

What is kindness?
What does a kind person do?
How does one person's kindness affect another person?
Describe the people you like to be around.
Why are people kind?
Why are people unkind?

Read a book about kindness (see KidzLit book list) or relate a personal story of how you were shown kindness and its effect on you. Discuss the book and how kindness changed a character in the book.

Discuss Kindness as it applies at home, in the school, and throughout the community. Record as students share suggestions and ideas on being kind in each of the following categories: Family, Friends, Neighbors, Teachers, Animals, Nature (See Kindness Web)

Tell students for the next 15 days we are going to make a special effort to show kindness at home, in school, in the neighborhood, etc.

Campaign: Days 1 – 14

Each day have students report what Acts of Kindness they performed. Discuss with students how they felt when showing kindness or when being shown kindness. Students can also keep a journal of their activities. Staff records the total number of Acts of Kindness and lets students know if they are on target to meet the goal. This can be displayed on a poster in a variety of ways:

- Display how many Acts of Kindness were shown each day. Students can build a graph by placing one sticker for each act performed on a specific day.
- Display what category of kindness was shown, i.e. to family, to friends, to neighbors, to teachers, to animals, to nature. Students can build a graph by placing one sticker for each act performed in the category.
- Create a large Thermometer and record the percentage of your target goal daily. (See Goal Thermometer)

Conclusion - Day 15

After recording Acts of Kindness for the day, discuss with students

- Did we meet our goal?
- How did it feel to show kindness or be shown kindness?
- As the days went along, did it get easier to show kindness? Did you show kindness without thinking?
- Did kindness change you?
- Did kindness change someone else?
- Should we keep showing Acts of Kindness? How?

After the discussion, place students in groups of 3 to 4

- K – 2nd grade students can draw a picture showing kindness or do a reenactment of a kind deed.
- 3rd – 5th grade students - Have each group create a graph based on the data collected during the past 15 days. (See Acts of Kindness Graphs sheet for some ideas)
- 6th – 8th grade students make a graph and find the mean, median, mode and range of data (See Acts of Kindness Graph and Analyzing Data sheets)

Ideas for Showing Kindness

Babysit for Free Clean Up After Someone Cook a Meal for Another Person Do a Friend's Laundry Donate Books Donate Clothes Donate Food Listen Do the Dishes Give a Compliment Help Someone Move Give Someone a Hug Have a Present or Food Delivered to a Person Anonymously Help Someone Solve Technology Problems Mow Your Neighbor's Lawn Open a Door for Someone Read to a Child Send a Thank-You Card Take Someone to an Event Show Another Person Affection Take Pictures and Give Them to Someone Tell Someone You Love Them Wash A Friend's Car Volunteer

"No act of kindness, no matter how small, is ever wasted." —Aesop

Kindness Web

Neighbors

Family

Teachers

Kindness

Animals

Nature

Friends
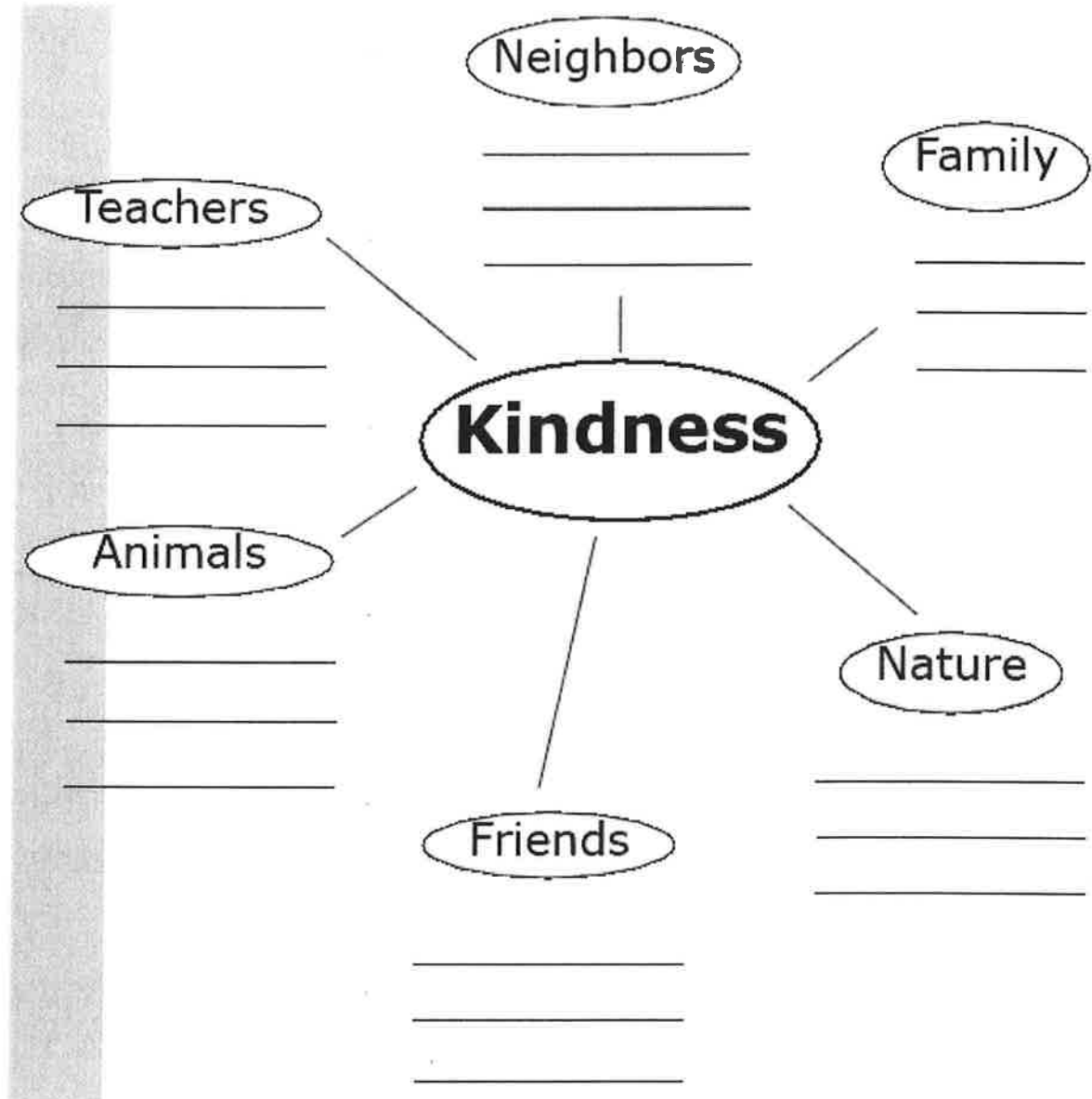
Analyzing Data

Data set: 85, 59, 97, 71, 97, 62

Mean: The sum of the values in a data set divided by the number of values.

The mean of the data set above is $\dfrac{85 + 59 + 97 + 71 + 97 + 62}{6} = \dfrac{471}{6} = 78.5$

Median: The middle value in a data set when the values are written in numerical order. If the data set has an even number of values, the median is the mean of the two middle values.

- Using the data set above, write the numbers in numerical order: 59, 62, 71, 85, 97, 97
- Since there is an even number of terms, add the two middle numbers and divide by 2.

$$\dfrac{71 + 85}{2} = \dfrac{156}{2} = 78$$

Mode: The value in a data set that occurs most often. A data set can have no mode, one mode, or more than one mode.

The mode of the data set above is 97 because it occurs most often.

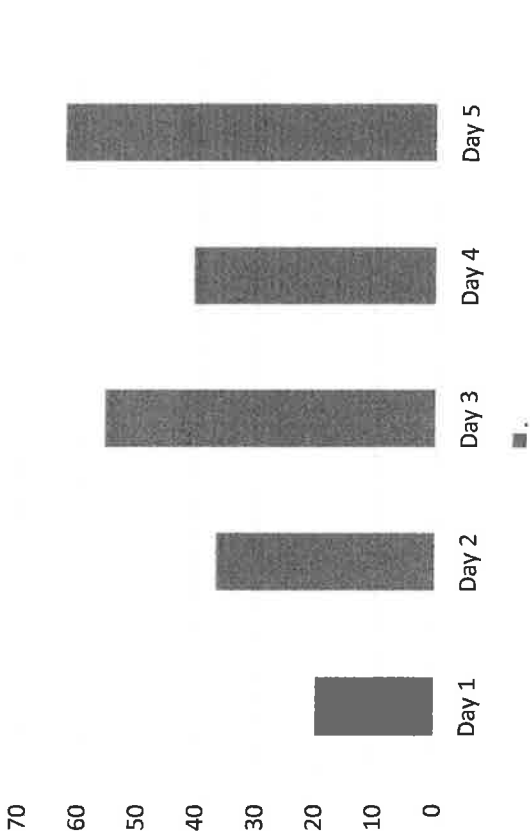## Range of a data set: The difference of the greatest and least values in the data set.

The range of the data set above is $97 - 59 = 38$

Sample Acts of Kindness Graphs

Days	1	2	3	4	5	6	7	8	9	10
# Kind Acts	20	37	56	58	62	83	94	91	101	115

Making a Bar Graph

1. Look at your data to determine how big you bar graph should be and whether horizontal or vertical will fit better on your paper. Decide the scale your bar graph will have. This is determined by the biggest and the smallest numbers in your data set. Label the scale on your graph.

2. Decide how wide the other axis should be to show all of the type of data. Label this axis of your graph.

3. Draw the rectangles the right length to represent the data. Pick a good width for the data bars. Color coding can make a graph easier to read.

4. Give your graph a title.

Making a Scatter Plot

1. The table above gives the days and # of Kind Acts per day. Make a scatter plot of the data.

2. Draw a coordinate plane with "Days" on the x-axis and "# of Kind Acts" on the y-axis.

3. Interpret each column of data as an ordered pair: (Day, # of Kind Acts).

4. Plot the ordered pairs.

5. Draw a Best Fit line through the points.

Acts of Kindness – Scatter Plot

● (Days, # of Kind Acts)

Acts of Kindness – Bar
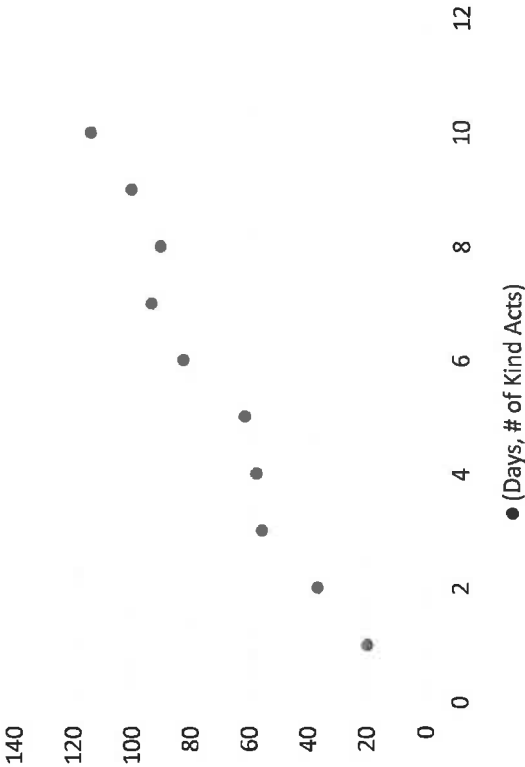
Goal Thermometer

Instructions: Use this goal thermometer to chart your progress in achieving your goals with a specific numerical objective. This chart can be used two ways:

1) Actual progress toward goal - this chart has 50 minor lines grouped in 10 major sections of 5 lines each.
2) A percentage of your total goal – each minor line represents 2% of your goal , each major line represents 10% of your goal

After School
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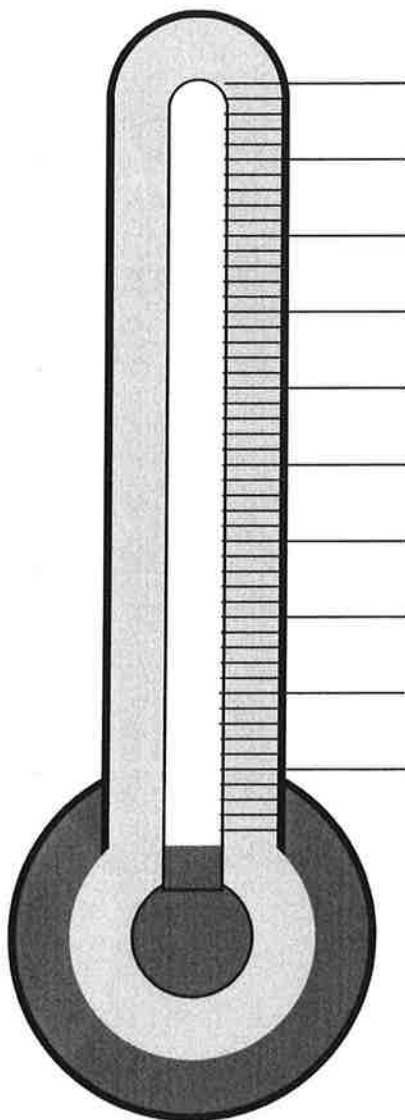
Sweet Clara and the Freedom Quilt K-6th
At a Glance

Below are activities we strongly suggest you use in implementing the Compassion unit. For additional activities, please refer to the actual KidzMath guide book.

What's the Story?:

A young slave named Clara becomes a seamstress in the Big House. She learns about others who escaped to Canada with the help of the Underground Railroad. As she dreams of freedom, she gathers tips from other slaves to quilt a map that show the path north to Canada. Using her new knowledge, Clara and her friend Young Jack reunite with Clara's mother and younger sister and gain their freedom. Clara leaves her quilt behind where it can guide other to follow their dreams.

What kids will learn:

Youth will learn that compassion helps us appreciate the value of living things and to be responsible to honor all living things.

Materials:

- KidzMath Sweet Clara and the Freedom Quilt. *If needed, materials will be found below each activity title*

Before You Get Started

- Read *Sweet Clara and the Freedom Quilt*
- Think about the math and social question you want to ask before, during, and after the story. Write them on Post-It notes and put them in the book where you will stop to ask the question.

Suggested Activities:

Introduction: *Sweet Clara and the Freedom Quilt? (15-20 minutes)*

- Show the cover of the book and read the title.
- Explain that Clara is young slave on a plantation in the South in the mid-1800s. Clara dream is of being free. She learns from other slaves that freedom is possible with the help of the Underground Railroad.
  - o **Ask students what they know of the Underground Railroad?**
  - o If necessary, explain that the Underground Railroad was not actually a train or railroad; it was a secret network of people who helped slaves escaped to the northern states and Canada in the time before slaves were free. Escaping slaves hid by day and traveled by night, stopping at hiding places called stations along the way.
- Review cool words
  - o **Cool Words**
    - **Big House:** the house on a plantation where the owner lives
    - **Field Hand:** a slave who works in the cotton fields
    - **Master:** plantation owner
    - **Overseer:** a person who supervises the work of field hands

- **Paterollers**(patrollers): men who search for runaway slaves
- **Plantation**: a large farm
- **Quarters**: cabins where slave live
- **Seamstress:** a woman who sews well or who makes her living by sewing
- **Skirting:** going around the edge

During The Story (15-30 minutes)

- Read the book aloud to your group, pausing occasionally for the kids' comments and questions about the story, its illustrations, or any words they don't know.
- After the page where Missus tells Clara to come to the Big House from now on, ask:
  - **What has happened in the story so far?**

- After the page where Clara sews a patch that is the same shape as the cow pond and realizes that the quilt is a picture that won't wash away ask:
  - **What does Clara learn while sewing in the Big House?**

- After the page where Clara says she doesn't need the quilt because she has the memory of it in her head, ask:
  - **How does Clara know where to sew each place on her quilt map?**

After the Story (10-15 minutes)

Give the kids a chance to react to the reading and then ask some of the questions suggested below. As needed, follow up with "Why do you think that? or "Tell us more."

- What are you thinking? Why do you think that?
- Does your home have a quilt or blanket made by a family member? If yes, who made it? What does it look like?

Grades: K-2

Objective: Students will learn about geometric shapes, patterns, and measurement by making paper quilts. Each small group will create square, rectangle, triangle, and circle quilt blocks by using measuring, color combinations, and piecing skills.
Students will finish the project by putting all the blocks together to make a large paper quilt. The finished project will be given to the school or someone the students would like to honor.

Time: Seven 45 minute sessions (May have to break this down to 20 or 30 minutes at a time)

Vocabulary
Circle: a two-dimensional geometric figure formed of a curved line surrounding a center point, every point of the line being an equal distance from the center point.
Circumference: the distance around the circle
Diagonal: a line that joins two points on a polygon but is not a side
Diameter: a line or chord through the center of a circle
Equal: the same amount
Line segment: part of a line, has a beginning and an end
Measure: the size or extent of something
Pattern: a repeated design
Quilt: a bedcover made of two layers of fabric stitched together with padding held in place by decorative intersecting seams
Radius: a line segment extending from the center of a circle to its edge
Rectangle: figure with four sides and four right angles
Reverse pattern: opposite pattern
Square: a geometric figure with four right angles
Symmetry: correspondence in size and shape of parts on opposite sides of dividing lines
Triangle: a two-dimensional geometric figure formed of three sides and three angles

Session 1: Using Square Patterns

What You Need

❏ Ruler for each student

❏ Scissors for each student

❏ Enough dark blue and light blue sheets of paper so that each student can have five 3 x 3 inch squares of each color

❏ Sample of pattern designs with two colors of 3 x 3 inch squares

❏ One sheet of white paper for each student   **(Use white construction paper)**
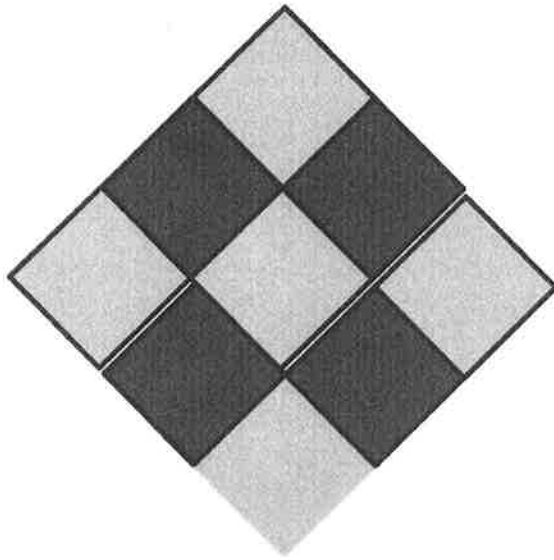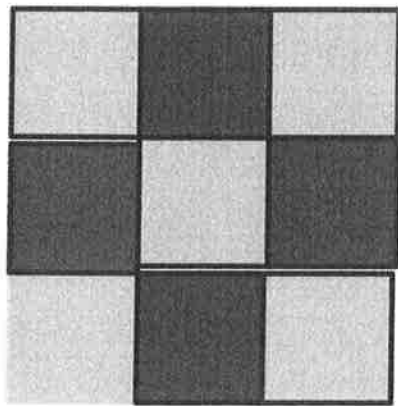
❏ Glue for each student

Getting Ready

- Have materials (ruler, scissors, paper, and glue) ready for each student.
- Cut 3 x 3 inch dark and light blue squares so each student has five of both colors.
- Cut a 36 x 36 inch square for each group.   **(Use large white construction paper)**
- Have 9 x 9 samples of various square pattern combinations.
- Engage another adult or older student to assist you.

What to Do

- Read a book about quilts to the students. (See the list in "What You Need.")
- Talk to students about quilts. Show quilt samples or pictures of quilts.
- Talk to students about squares and patterns. Show them sample square patterns.
- Discuss the properties of a square.
- Divide students into groups of four based on who will work well together.
- Go over directions and behavior expectations for use of glue, scissors, collaboration, etc.
- Review how to measure objects. Have students measure one of the small squares to ensure they know how to measure 3 x 3 inches.
- Demonstrate how to measure a piece of paper to create a 9 x 9 inch square. Show students how to mark the 9 inches at the top and bottom and use their rulers to draw a line across their paper to create a 9-inch square. Have students measure and cut their paper into a 9 x 9 inch square. Rotate among students as they measure and cut their square. (Accuracy is important.)
- Have each student select five dark blue and five light blue, precut, 3 x 3 inch squares. (The students will not use one of the squares.)
- Have students design their own 9 x 9 inch square patterns and glue their patterns onto their 9 x 9 inch squares.
- Have each group combine its square patterns to make a 36 x 36 inch quilt square.
- Ask groups to share and talk about their quilt squares with the other groups.
- Mark the names of each group member on the back of the large square and collect the quilt squares to save for the culminating event.

Sample Square Patterns

Session 2: Using Triangle Patterns

What You Need

❐ Ruler for each student

❐ Scissors for each student

❐ Enough dark green and light green sheets of paper so that each student can make five 3 x 3 inch squares of each color

❐ Sample of triangle symmetry designs with two colors in a 9 x 9 inch quilt squares

❐ One sheet of white paper for each student   (Use white construction paper)

❐ Glue for each student

Getting Ready

• Have materials (ruler, scissors, paper, and glue) ready for each student.

• Cut 3 x 3 inch dark green and light green squares so each student has five of both colors. (Make extras in case students mess up when cutting the triangles).

• Cut a 36 x 36 inch square for each group.   (Use large white construction paper)

• Have 9 x 9 inch samples of various symmetrical triangle combinations.

What to Do

• Read another book about quilts (optional).

• Discuss what students learned about making their square quilts in the previous session. Review the vocabulary from the beginning of the lesson.

• Model for the students how to make two triangles from a square. Show them sample triangle patterns.

• Discuss the properties of a triangle.

• Divide students into the same groups of four from the previous session.

• Go over directions and review behavior expectations for use of glue, scissors, and collaboration.

• Review how to measure objects. Have students measure one of the small squares to ensure they know how to measure 3 x 3 inches.

• Demonstrate and review how to measure a paper to create a 9 x 9 inch square. (Accuracy is important.)

• Have each child select five dark green and five light green 3 x 3 inch squares. (They will not use one of the squares.)

• Demonstrate for the students how to draw a diagonal line on a square to make two triangles. Circulate among the students as they draw and cut their squares into triangles. (Accuracy is important.)

• Have students design their own 9 x 9 inch symmetrical triangle patterns and glue their patterns onto their 9 x 9 inch squares.

• Have each group combine its triangle patterns to make a 36 x 36 inch quilt square.

• Ask groups to share and talk about their quilt squares with the other groups.

• Mark the names of each group member on the back of the large square and collect the quilt squares to save for the culminating event.

Sample Triangle Patterns

Session 3: Using Rectangle Patterns

What You Need

- ❏ Ruler for each student
- ❏ Scissors for each student
- ❏ Enough dark purple and light violet sheets of paper so that each student can make five 3 x 3 inch squares of each color
- ❏ Sample of rectangle designs with two colors in a 9 x 9 inch quilt square
- ❏ One sheet of white paper for each student   **(Use white construction paper)**
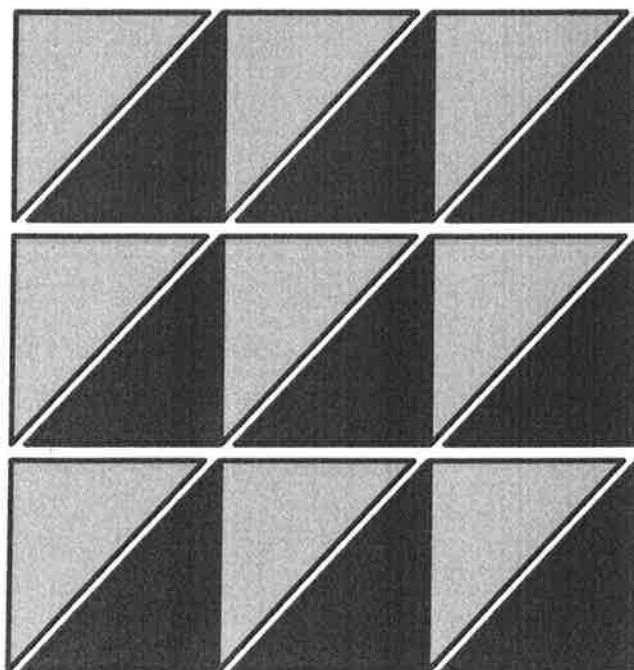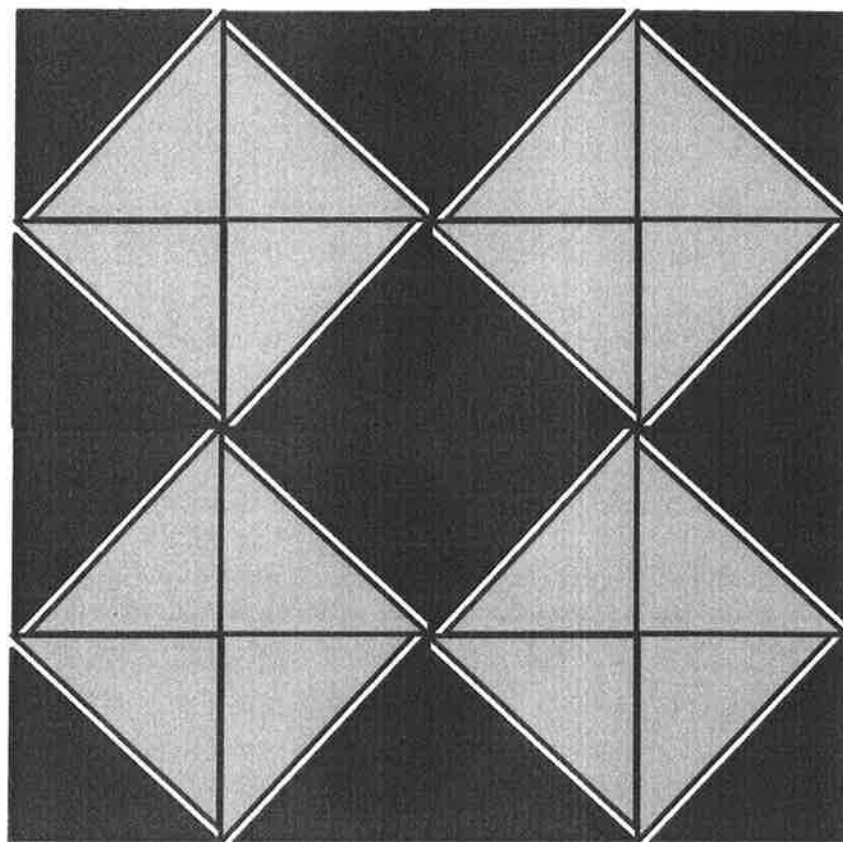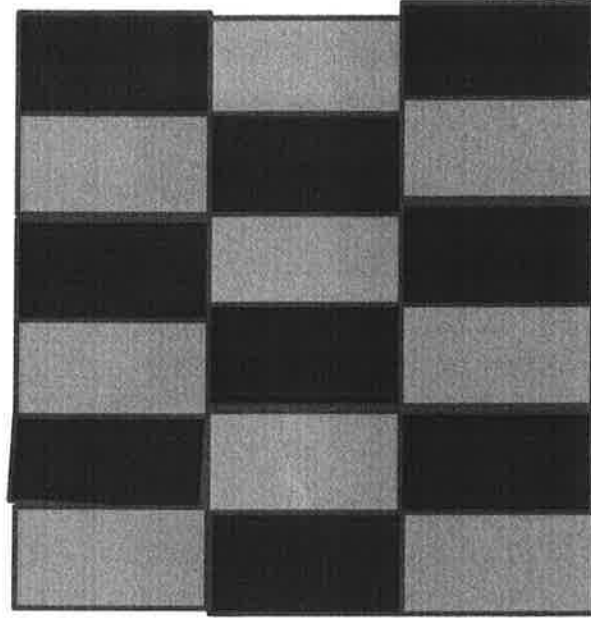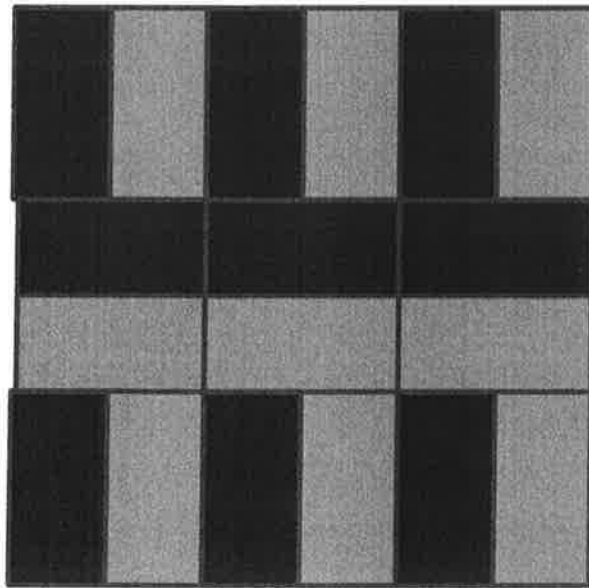- ❏ Glue for each student

Getting Ready

- Have materials (ruler, scissors, paper, and glue) ready for each student.
- Cut 3 x 3 inch dark purple and light violet squares so each student has five of both colors.
- Cut a 36 x 36 inch square for each group.   **(Use large white construction paper)**
- Have 9 x 9 inch samples of various equal rectangle pattern combinations.

What to Do

- Read another book about quilts (optional).
- Discuss what students learned about making their triangle quilts in the previous session.
- Review the vocabulary from the previous session.
- Model for students how to make two rectangles from a square. Show them sample rectangle patterns.
- Discuss the properties of a rectangle.
- Divide students into the same groups of four from the previous session.
- Go over directions and review behavior expectations for collaboration.
- Review how to measure objects. Have students measure one of the small squares to ensure it measures 3 x 3 inches.
- Demonstrate and review how to measure a paper to create a 9 x 9 inch square. (Accuracy is important.)
- Have each child select five dark purple and five light violet 3 x 3 inch squares. (They will not use one of the squares.)
- Demonstrate how to fold the square to make two equal rectangles. Circulate among students as they draw and cut their squares into equal rectangles. (Accuracy is important.)
- Have students design their own 9 x 9 inch rectangle pattern and glue their patterns onto their 9 x 9 inch squares.
- Have each group combine its triangle patterns to make a 36 x 36 inch quilt square.
- Ask groups to share and talk about their quilt squares with the other groups.
- Mark the names of each group member on the back of the large square and collect the quilt squares to save for the culminating event.

Sample Rectangle Patterns

Session 4: Using Circle Patterns

What You Need

- Ruler for each student
- Scissors for each student
- Enough yellow and orange sheets of paper so that each student can have five 3 x 3 inch squares of each color
- Enough yellow and orange sheets of paper so that each student can have five circles with a 3-inch diameter
- Sample of circle designs with two colors in a 9 x 9 inch quilt square alternating the color of background and circle
- One sheet of white paper for each student. (Use white construction paper)
- Glue for each student

Getting Ready

- Have materials (ruler, scissors, paper, and glue) ready for each student.
- Cut yellow and orange squares and circles so each student has five yellow and orange squares and five yellow and orange circles.
- Cut a 36 x 36 inch square for each group. (Use a large sheet of construction paper)
- Have 9 x 9 inch samples of circle pattern combinations that reverse the yellow and orange background and circles.

What to Do

- Read another book about quilts (optional).
- Discuss what the students learned about making their rectangle quilts in the previous session.
- Review the vocabulary from the previous session.
- Discuss the vocabulary words for a circle.
- Model for students how to make a pattern by reversing the background and circle. Show them sample reversed circle background patterns.
- Divide students into the same groups from the previous session.
- Go over directions and review behavior expectations for collaboration.
- Review how to measure objects. Have students measure one of the small squares to ensure it measures 3 x 3 inches.
- Demonstrate and review how to measure a paper to create a 9 x 9 inch square. (Accuracy is important).
- Have each student select five orange and five yellow circles. (They will not use one of the circles.)
- Have each student select five orange and five yellow squares. (They will not use one of the squares.)
- Have students design their own 9 x 9 inch reversed circle pattern and glue their pattern onto their 9 x 9 inch square.
- Have each group combine its circle patterns to make a 36 x 36 inch quilt square.
- Ask groups to share and talk about their quilt squares with the other groups.
- Mark the names of each group member on the back of the large square and collect the quilt squares to save for the culminating event.

Sample Circles and Squares Pattern
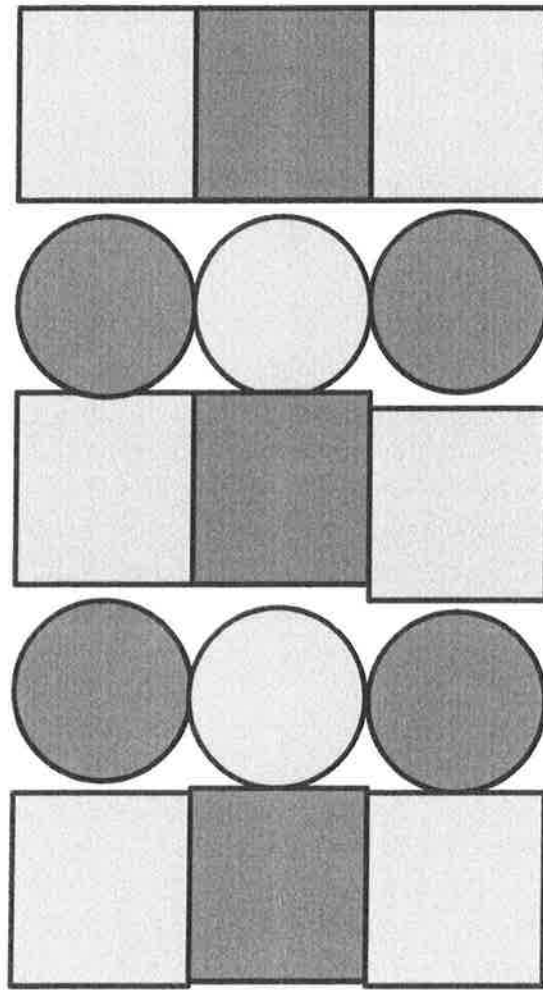
Session 5: Going on a Quilt March

What You Need

☐ The quilt pieces that each group has made

☐ A paper (card stock or cardboard) that is 4-feet square for each group

☐ Glue for each group

☐ Various small cracker snacks

☐ Glue

Getting Ready

• Have materials (paper, glue, quilt pieces) ready for each group

• Cut a 4-foot square for each group

What to Do

• Read a culminating book about quilts to the students.

• Review the vocabulary words from the previous sessions and the properties of all the shapes.

• Divide students into the groups from the previous sessions.

• Go over directions and behavior expectations for collaboration.

• Hand out each group's quilt pieces and the 4-foot-square paper.

• Have each group collaboratively arrange its group square, triangle, rectangle, and circle patterns to make its final 4-foot-square quilt.

• Ask groups to share and talk about their quilt with the other groups.

• Lead groups on a quilt march, during which students share their quilts with the older students in other classes.

• Display the quilts throughout the building.

Extend

• Develop combined quilting designs.

• Use tiles to make patterns.

• Use grid paper to design patterns.

• Introduce tessellations.

Outcomes to Look for

• Students discussing and making geometric patterns with colors

• Students knowing how to make different smaller shapes from one large shape

• Students measuring lengths and widths properly

• Students using scissors properly

• Collaboration among students

Grades: 3-6
Activity 1: *Paper Quilt Squares* (3 sessions x 15-30 minutes each)

Materials: For each group of 2-4:

- 4 sheets of construction paper in different color, either 8 ½" x 11" or 9" by 12", and some extras in case children make mistakes and need to start over.
- 2-4 pairs of scissors
- 2-4 ruler (in the kit)
- 2-4 pencils

Get Ready:

1. Read and do the activity yourself before introducing it to the children. Practice making squares using the instruction on page 6 of the story guide so that you will be able to demonstrate if necessary.
2. Think about math and social question you want to ask before, during and after the activity. Write them on sticky notes to refer to during the activity.
3. Decide how you will divide the children into groups.

Introduce:

1. Explain that in three sessions small groups of children will make paper star quilts. Today each group will make eight paper quilt squares. The next time they meet, they will make, color, and glue eight stars onto quilt squares. During the third session, they will tie the quilt squares together with yarn to make a quilt.
2. Show a rectangular piece of construction paper and a ruler. Explain that each group will make two five-inch squares out of each sheet of paper. Each square they make must have five inch long sides, so that the paper stars they make next time will fit on them.
3. Talk about:
   a. What does a square look like? (four straight sides that are the same length and four right angles)
   b. What is a way you could make two five-inch squares out of this piece of paper? What is another way? How can you make your squares so that you are sure that the sides are straight?
4. If the children suggest workable ways to make the squares, have them use those methods. If the children do not suggest any workable ways, demonstrate and explain a method like the one on page 6.
5. Select groups, distribute the materials, and have the children begin the activity.
6. Talk about:
   a. What can you do if you need help making the squares?
   b. What are some ways you can help your partners without making quilts squares for them?

During the Activity:

1. Even after you've demonstrated, some children may have difficulty making the two five-inch squares and need to start over. Some children may think they have made two five-inch square when they have measured incorrectly. Help them as needed.

2. Ask the children:
    - Are you sure that each side of your square is five inches long? How do you know?

After the Activity:

3. Discuss the math and how the children worked together
    - How do you make the two squares from the rectangular sheet of paper? Did anyone do it a different way?

4. Save the groups' quilt for the next activity.

After School KidzMath

Activity 2: Fraction Quilt Stars

Materials:
You'll Need:
- Chalkboard or large piece of paper
- chalk or marking pen

Each Group:
- Quilt squares from the previous activity, "Paper Quilt Squares"
- 2-3 sheets of 8 ½' paper, each cut into pieces (see "Get Ready")
- 2-4 pencils
- 2-4 rulers (in the kit)
- Crayons or marking pens
- 2-4 pairs of scissors
- 2 glue sticks or glue bottles

Get Ready:
1. Read and do the activity yourself before introducing it to the children. Practice making the star several times, following the direction on page 12 of the story guide.
2. Think about math and social question you want to ask before, during and after the activity. Write them on sticky notes to refer to during the activity.
3. Prepare the paper by folding 8 ½' x 11' sheets in half both ways and cutting on the fold lines

Introduce:
1. Explain that in this activity they will complete the next step in the quilt-making process. They will make starts to glue on the quilt squares and color them.
2. Demonstrate the activity as you explain it.
3. Walk the children through the process of folding a star several times, following the directions on page 12, until they can successfully on their own.
4. Show the children one of your stars.
    - Talk about;
        - What do you notice about this star?
        - How many triangles are on it? Are the triangles the same size? How do you know? (If the children do not mention it, point out that the star is divided into ten equal triangles.)
5. Explain that each group will;
    - make a total of eight stars, one for each quilt square
    - color some or all the triangles on the stars.
    - glue one star onto each quilt square.
6. Distribute materials and have the children do the activity.

During the Activity:

Ask the children questions as they work.

- How many triangles on the star did you color red? What fraction of the triangles on your star are red?
- If you wanted to color 1/5 of the triangle on the star blue, how many triangles would you color? How do you know? (they would need to color two of the ten triangles blue because 2 out of 10 or 2/10 is equal to 1/5.)

After the Activity:

1. Have the students hold up several stars
2. Ask what fraction of this star is colored [green]? How do you know? Is there another name for that fraction? If yes, what is it?
3. Save the fraction star quilt squares for the next activity.

KidzMath
After School

Activity 3: Quilt Square Connection

Materials: For each group:
- Completed quilt square from the previous activity, "Fraction Quilt Stars"
- About 5 yard of yarn
- 2-4 rulers (in the kit)
- 2-4 pairs of scissors
- Hole Punch

Get Ready:
1. Think about math and social question you want to ask before, during and after the activity. Write them on sticky notes to refer to during the activity
2. If possible, put the children into groups you used for the previous activity. Have new children join existing groups

Introduce:
1. Remind children that they made quilt squares with stars during their last activity. Explain that each group will connect their eight squares with yarn to complete their quilt.
2. Have one group demonstrate the steps in making the quilt, using their squares as you explain it.
   - Punch a hole in each corner of the square, making sure the holes are not too close to the edges.
   - Decide how to lay out the quilt to form a pleasing pattern. The sides need to touch and the squares need to form a rectangle
   - Cut a piece of yarn about 12 inches long and tie two squares together. Trim the yarn to the length you want.
   - Untie the yarn and measure it with a ruler.
   - Measure and cut additional pieces of yarn.
   - Connect the quilt squares.
   - **Talk about:**
     - How can we lay out these squares? What is another idea?
     - How long is this piece of yarn? How many pieces of yarn will I need? Will all the pieces need the same length?
3. Distribute materials and have the children begin the activity.

During the Activity
Ask the children as they work:
- How are you sharing the work?
- How long is each piece of yarn?

After the Activity

1. Have each group show their quilt to each other.
2. Talk about:
   - What went well? What could your group improve the next time you work together?
   - What math did you use to make the quilt?
   - What could we do with the quilt now that they are finished? What another idea?

Under the Lemon Moon K-2nd
At a Glance

Below are activities we strongly suggest you use in implementing the Compassion unit. For additional activities, please refer to the actual KidzMath guide book.

What's the Story?:

Rosalinda is awakened one night by a man stealing the lemons from her lemon tree. The lemon tree is damaged and begins to die. Rosalinda tries to find La Anciana, an old, wise woman who helps things grow. La Anciana gives Rosalinda a remedy to heal her tree. When the tree is healed and full of lemons, Rosalinda share the lemons with her family and friends, and with the man who took her lemons.

What kids will learn:

Youth will learn that compassion helps us appreciate the value of living things and to be responsible to honor all living things.

Materials:

- KidzMath Under the Lemon Moon. *If needed, materials will be found below each activity title*

⊃efore You Get Started

- Read *Under the Lemon Moon*
- Think about the math and social question you want to ask before, during, and after the story. Write them on self stick notes and put them in the book where you will stop to ask the question.

Introduction: *Under the Lemon Moon? (15-20 minutes)*

- Show the cover of the book and read the title.
- Talk about:
  - What do you think this story will be about?
  - What do you think the author means by the "lemon moon"?
- Review Cool Words with students:
  - **Scarecrow:** An object, usually made to resemble a human figure, set up to scare birds away from a field where crops are growing.
  - **Abuela:** Grandmother
  - **Neighbor:** A person living near or next door to the speaker or person
  - **Mercado:** Market
  - **La Anciana:** The old one
  - **Shimmering:** to shine with or reflect a subdued, tremulous light; gleam faintly.

ıring The Story (15-20 minutes)

- Read the book aloud to your group, pausing occasionally for the kids' comments and questions about the story, its illustrations, or any words they don't know.
- After the page where the lemons grow back on the tree, ask:

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- Without counting, how many lemons do you think are on the tree?
- After everyone has estimated, together count the lemons.
  - Read only as long as the kids are engaged.

After the Story (15-20 minutes)

Give the kids a chance to react to the reading and then ask some of the questions suggested below. As needed, follow up with "Why do you think that? or "Tell us more."

- What are you thinking?
- Why did Rosalinda give the lemon to the Night Man?
  - What do you think about this?
  - Would you of given the Night Man the lemon?
- What do you think of Rosalinda?
  - Why do you say that?

Activity: *How Many Lemons* (15-20 minutes)

Materials: 10 – 14 lemons, clear jar or plastic bag, Chart paper with vertical line drawn down the middle., marking pen

- **Introduce:** Show the jar or bag of lemons to the children. Ask them to estimate the number of lemons in the container. Write the estimate on the left side of the chart paper.
- **During the Activity:**
  - Once everyone has estimate, discuss how the children can work together to find the total number of lemons.
  - Decide on a plan to begin counting the lemons.
    - After counting a few lemons, stop and give the children an opportunity to change their estimate. Write the new estimate on the right side of the chart paper.
      - What did you notice about the new estimate? Why do you think this happened.
  - Count the Lemons.

- **After the Activity:** Once all the lemons have been counted, have a discussion about the math and how the children worked together.
  - Did everyone get to help count the lemons? If not, what could we do differently next time?
  - Did you change your estimate? Why did you decide to change it?
  - How do your estimates compare with the answer (the actual number of lemons)?

*For more activities with the lemons please check out activity 2 & 3 in the Story Guide

My Rows and Piles of Coins K-2nd
At a Glance

Below are activities we strongly suggest you use in implementing the Compassion unit. For additional activities, please refer to the actual KidzMath guide book.

What's the Story?:

Surani, a young boy growing up in the African country of Tanzania, helps his mother at the market. In exchange for his help, she gives Suruni ten-cent coins that he keeps in a secret money box, saving to buy a bicycle. Each night he counts his coins by arranging them into piles and putting the piles into rows, but he doesn't have enough. Saruni parents surprise him at the end of the story for all the help he has given.

What kids will learn:

Youth will learn that compassion helps us appreciate the value of living things and to be responsible to honor all living things.

Materials:

- KidzMath My Rows and Piles of Coins. *If needed, materials will be found below each activity title*

ɜfore You Get Started

- Read *My Rows and Piles of Coins*
- Review the author's note (found on the last page of the book) to familiarize yourself with some of the vocabulary and the value of the coins in this story.
- Think about the math and social question you want to ask before, during, and after the story. Write them on self stick notes and put them in the book where you will stop to ask the question.

Suggested Activities:

Introduction: *My Rows and Piles of Coins? (15 – 20 minutes)*

- Show the cover of the book and read the title.
- Explain that in the story, a boy saves his money to buy something special.
- Talk about:
    - What do you think this story will be about?
    - Ask the children if they have ever saved to buy something special.
        - Discuss how they earned the money and what they bought.
- Review cool words:
    - **Cool Words**
        - Confident: sure of oneself
        - Determined: deciding definitely to do something
        - Dim: giving very little light
        - Gleefully: Happily
        - Maize (maze): corn
        - Nudged: gave someone or something a small push
        - Pruned: cut off or cut back parts for better shape or more growth

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- Scoffed: scornful and mocking about someone or something
- Shilling: a type of coin used in Tanzania
- Wearily: tiredly

During The Story (15 - 25 minutes)
- Read the book aloud to your group, pausing occasionally for the kids' comments and questions about the story, its illustrations, or any words they don't know.
- When an illustration shows Surani's coins in piles and rows, have the children help you count them.
- After reading page 11, ask:
  - There are ten coins in each pile. How many piles of coins does Surani have? How can we figure out the number of coins Surani has all together? Let's count them. How else could we count them.
- After reading page 15, ask:
  - How many piles does Saruni have now? How many coins dies Saruni have now? Let's count. Is there another way to count the coins
- After reading page 19, ask:
  - How many piles does Saruni have now? How many coins does Saruni have now? Let's count. Is there another way to count the coins

- Read only as long as the kids are engaged.

After the Story (15-20 minutes)
Read aloud the author's note on page 32 that describes and explains the money in the story. Explain that each one of Suruni's piles equals one shilling and that eight shillings equal one dollar. Show page 19 and ask:
  - **If each pile equals one shilling and eight shilling equal one dollar, how can we figure out how many dollars Saruni has? Is there another way?**
  - **Why did Saruni's parent give him back the money he had been saving to buy the bicycle? Have you ever had an experience like that? If so, what happened?**
  - **How did Saruni help his family? What kinds of things do you do to help your family?**

After School KidzMath™

Activity 1: Penny Piles (15-20 minutes)

Materials: Each pair will need: about 50 pennies in a container, sheet of paper and pencil.

Introduce:
1. Explain that, like Saruni, the group will count coins by placing them in piles. Explain the activity as you demonstrate it with a child as your partner.
   - Make a pile of coins by taking turns stacking one penny at a time.
   - When the pile topples over, find the number of pennies you stacked by stacking them into piles of ten and recording the number of pennies.
   - Repeat this activity at least three times.

   Talk about:
   - **How are we taking turns? Is that working?**

2. Choose pairs, distribute the materials, and have the children do the activity.

During the activity:
   Ask the children questions as they do the activity.
   - How are you taking turns stacking your pennies?
   - How are you recording the number of pennies in your piles?
   - How did you decide on a way to record? Was that fair to both of you?

After the Activity:
   Discuss the math and how the children worked together.
   - How many pennies were in your shortest pile? How do you know? How many pennies were in your tallest pile? How do you know?
   - How many more pennies were in your tallest pile than your shortest pile?
   - Did any pair have problems taking turns? What might you do next time?

Changing the Activity:
   - Place about 150 pennies in a container. Ask pairs to estimate the number of pennies in the container and record their estimates. As a group, count all of the pennies by stacking them into piles of ten. When you have three piles, stop and ask, "now that you see 30 pennies, would you like to change your estimate?" Record any new estimates and finish counting. Discuss how the estimates changed and how they compare to the actual number of pennies.
   - Have the children try to find pennies that were made the years they were born.

AfterSchool
KidzMath

Grandfather Tang's Story K-2nd
At a Glance

Below are activities we strongly suggest you use in implementing the Compassion unit. For additional activities, please refer to the actual KidzMath guide book.

What's the Story?:
Grandfather Tang tells his granddaughter, Little Soo, a story about two fox fairies, Chou and Wu Ling. Chou and Wu Ling are best friends. One day they use their magic powers to change into different kinds of animals, each trying to outdo the others. A hunter raises his bow and shoots and arrow at Chou, who changed into a goose. Wu Ling comes to his rescue and takes care of his injured friend. As he tells the story, Grandfather Tang uses tangram pieces to illustrate how the fox fairies change their shapes.

What kids will learn:
Youth will learn that compassion helps us appreciate the value of living things and to be responsible to honor all living things.

Materials:
- KidzMath Grandfather Tang's Story. *If needed, materials will be found below each activity title*
- Set of tangram pieces for each child

Before You Get Started
- Read *Grandfather Tang's Story*
- Familiarize yourself with the names of the tangram shapes(triangle, square, and parallelogram).
- Think about the math and social question you want to ask before, during, and after the story. Write them on self stick notes and put them in the book where you will stop to ask the question.

Introduction: *Grandfather Tang's Story? (20-30 minutes)*
- Show the cover of the book and read the title.
- Talk about:
  - Tangrams were created in China long ago. The legend is that about 3,000 year ago the Emperor Tan of China dropped his square mirror on a stone floor. The mirror broke into seven pieces-two small triangles, one medium-sized triangle, two large triangles, a square, and a parallelogram. Tan used the pieces to form pictures. His picture followed two rules: All pieces must be used, and no piece may overlap another.
- Show and discuss the tangram pieces.
- Prepare the students for the story by distributing tangram pieces and having the children make designs with them.
  - What did you do?
  - What did you learn?

- Review Cool Words with students:
  Bellowed: shouted in a deep voice
  Clenched: held or closed tightly

Den: a home or hideout of a wild animal
Flock: a group of birds or mammals gathered together
Rivalry: Competition
Seize: take hold of
Transformed: change from one thing into another

During The Story (20-30 minutes)

- Read the book aloud to your group, as you read, have the children use clues in the story to predict each animal that the fox fairies will become.
    - Ask about:
        - **What animal do you think Chou will become next? Why do you think so?**

After the Story (10-15 minutes)

Discuss the story.

- **How is Chou a good friend to Wu Ling? How is Wu Ling a good friend to Chou? What else makes someone a good friend to someone?**
- **What do you think of the fox fairies' game? What do you like about it? What might Chou and Wu Ling say to each other before they play this game next time?**

AfterSchool KidzMath

1. **Activity: *Animal Tangram Puzzles* (20-30 minutes)**

   Materials:
   - Set of tangram pieces (in the kit)
   - Copies or two or more animals from the animal tangram puzzles, pages

   Get Ready:
   - Read and to the activity yourself before introducing it to the children.
   - Think about the math and social questions you want to ask before, during and after the activity. Write them on sticky notes or a sheet of paper to refer during the activity.

   Introduce:
   1. Explain that like Grandfather Tang, they will make animals using their tangrams. Explain the activity. Partners:
      - Make one of the animal tangram puzzles together by placing the tangrams directly on the puzzle.
      - Make a second animal tangram puzzle together.
   2. Demonstrate the activity with a child as your partner.
      Talk about: How can we share the work?
   3. Choose pairs, distribute the materials, and have the children do the activity.

   During the Activity:
   Ask the children questions as they do the activity.
   - Point to one of the tangram pieces
     What shape is this? How do you know? How many sides does it have?
   - Point to two tangram pieces that are side by side.
     When you put these two shapes together, what shape did you make?
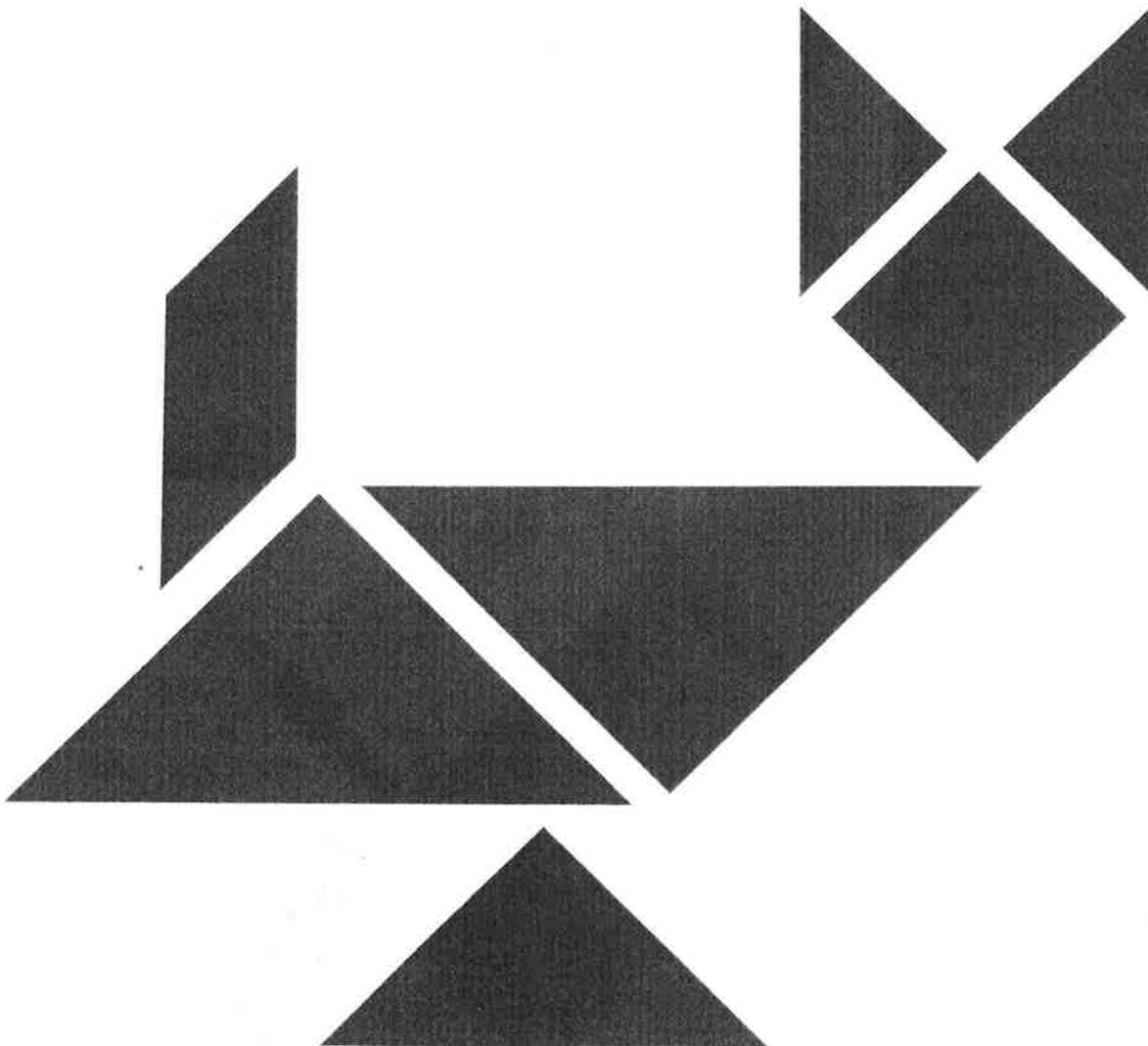
   After the Activity:
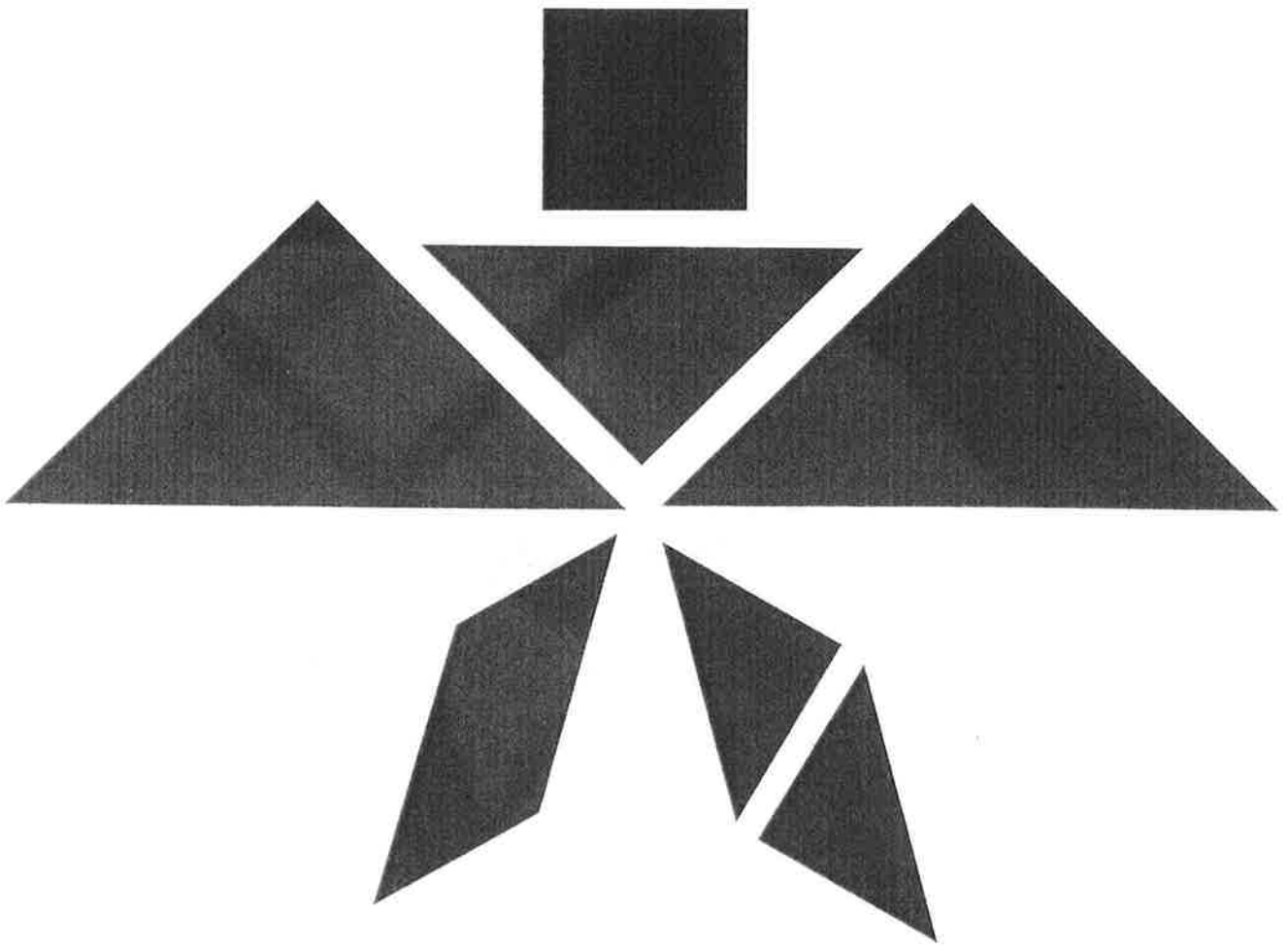   Show two animal tangram puzzles.
   - How are these puzzles different? The same?
   - Which animal was the hardest to make? Why?
   - How did you share the work?

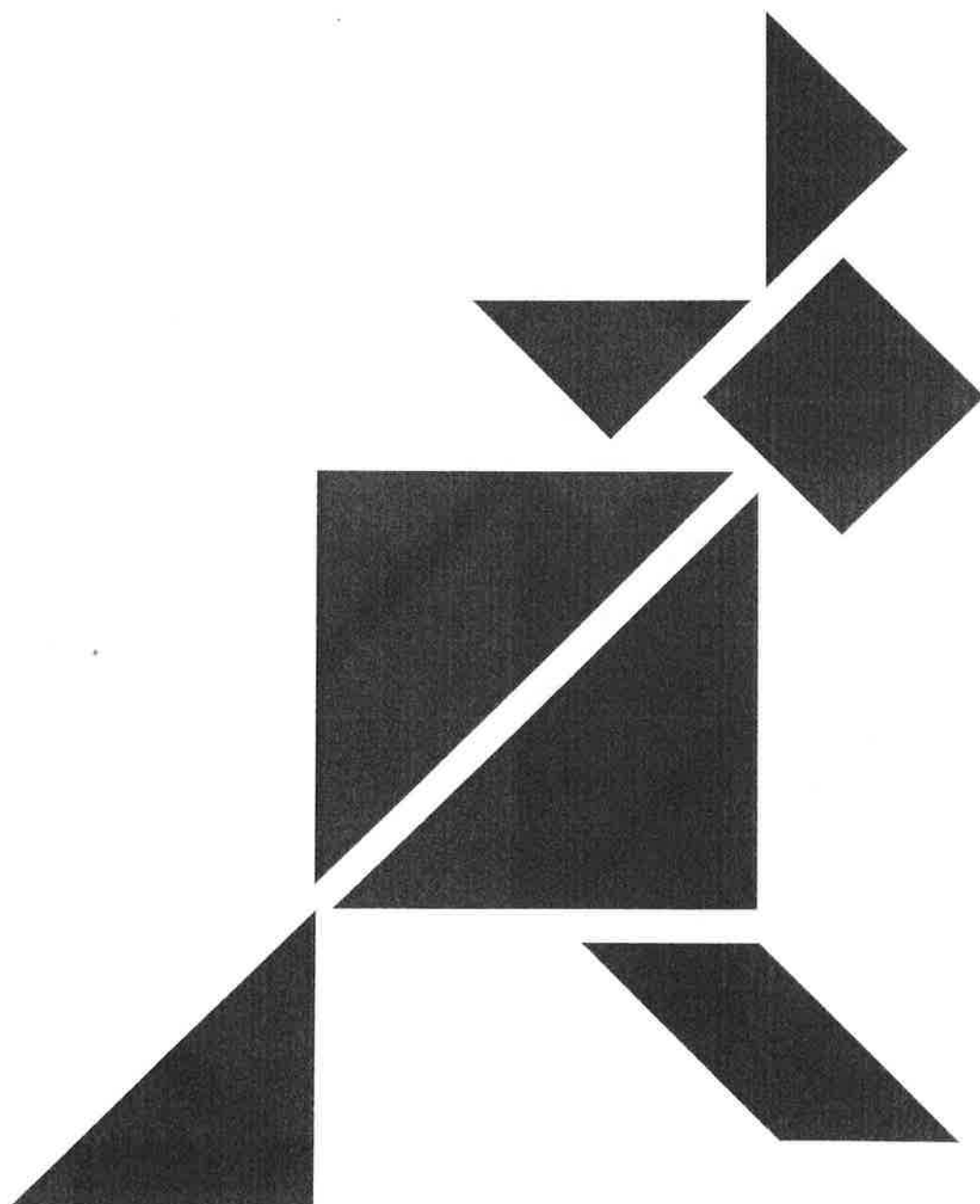*For more activities please check out activity 2 & 3 in the Story Guide
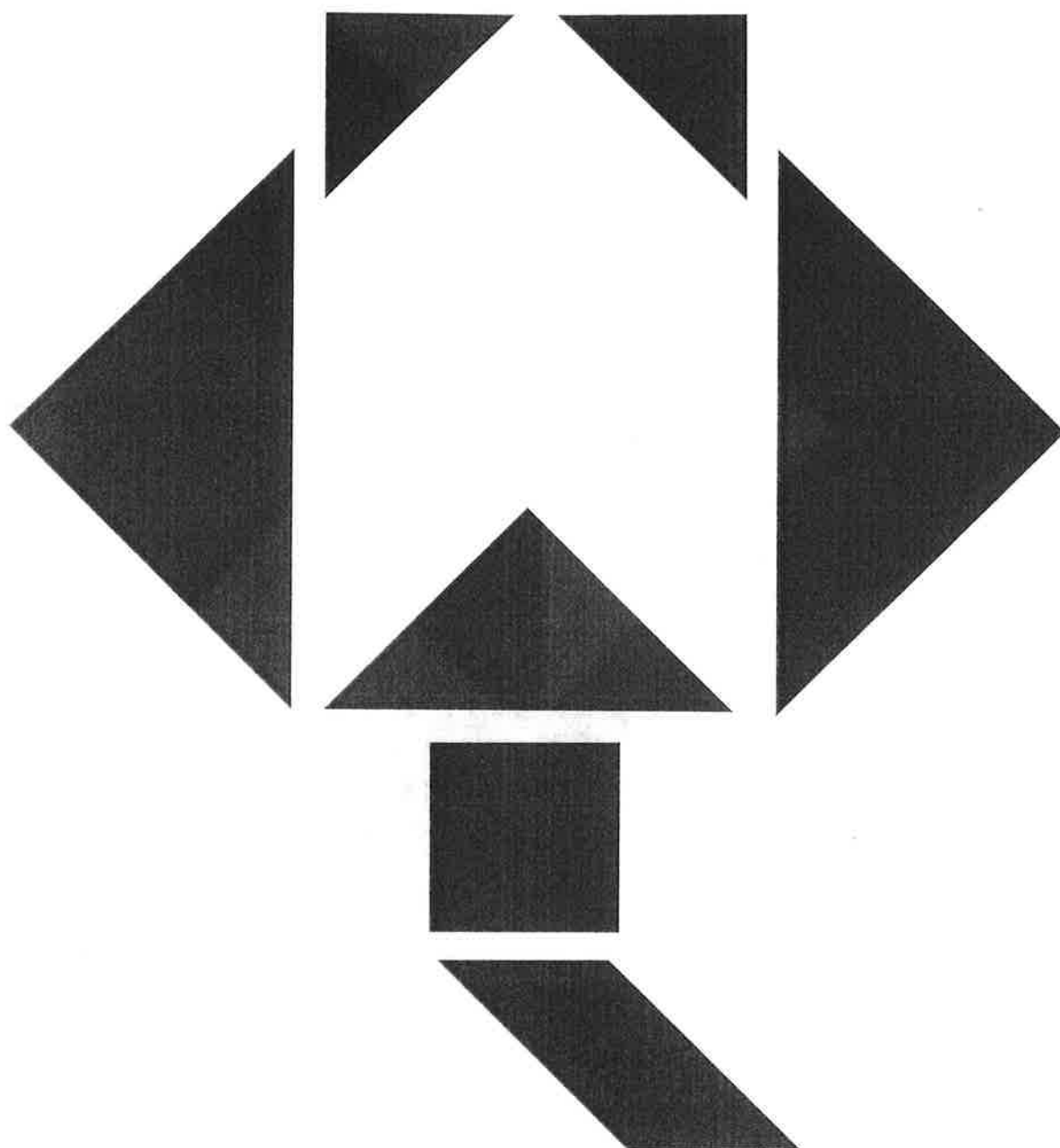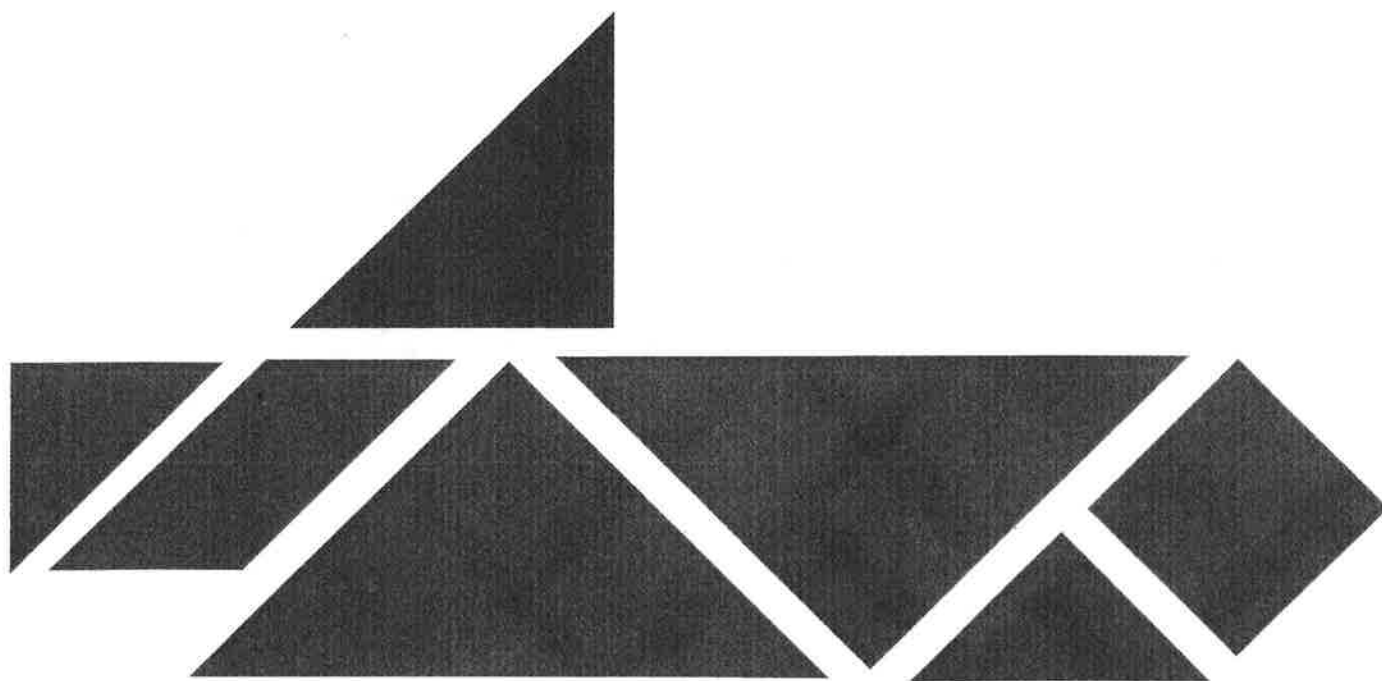
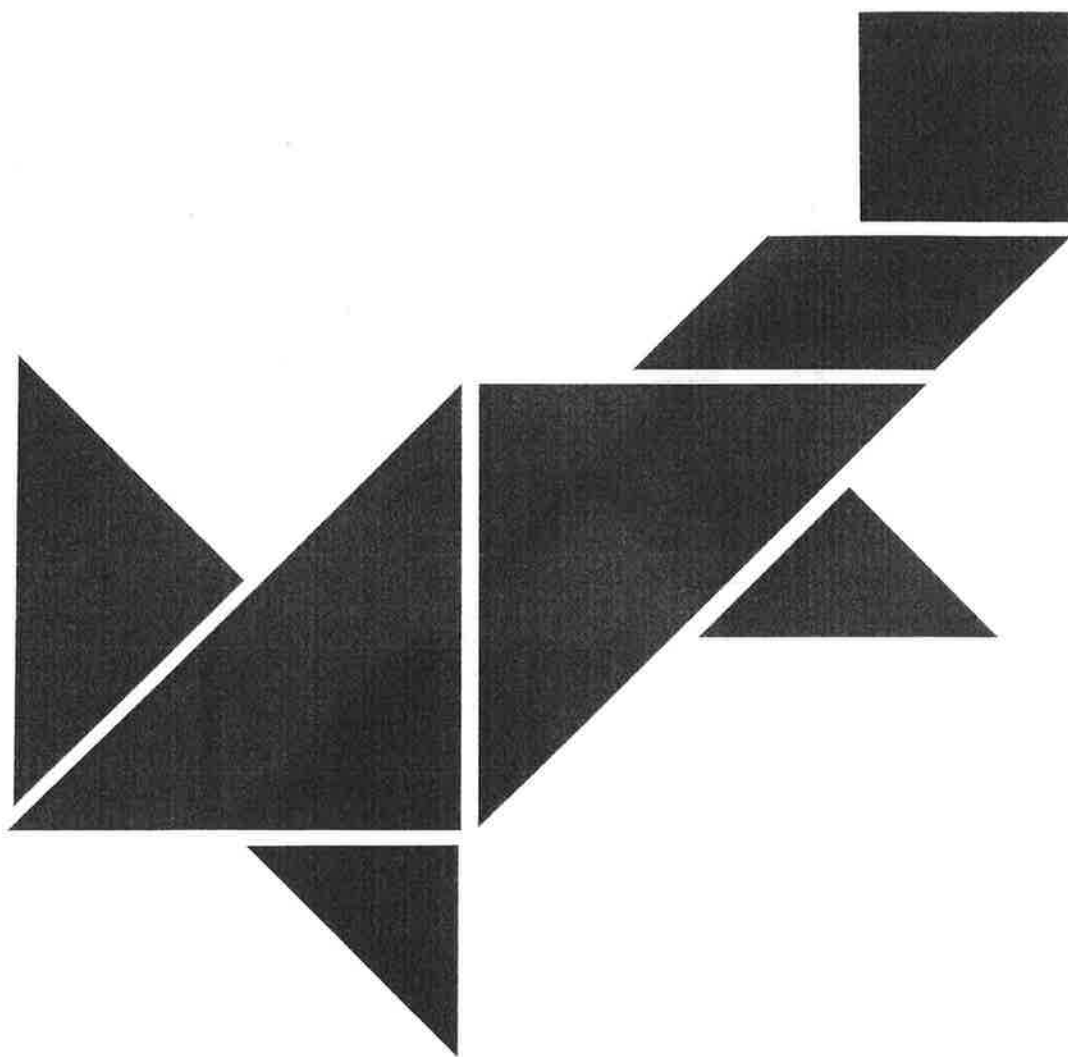# CAT TANGRAM PUZZLE

BIRD TANGRAM PUZZLE

9

DEER TANGRAM PUZZLE

SHARK TANGRAM PUZZLE

BAT TANGRAM PUZZLE

TYRANNOSAURUS REX TANGRAM PUZZLE

KidzMath

The Warlord's Puzzle 3rd – 6th
At a Glance

Below are activities we strongly suggest you use in implementing the Compassion unit. For additional activities, please refer to the actual KidzMath guide book.

What's the Story?:
An artist accidently shatters a beautiful ceramic tile he made for a fierce warlord in China. The tile break into seven pieces: a parallelogram, a square, and five triangles. The warlord offers a great treasure and a chance to live in the palace to anyone who can put the broken ceramic tile back together. Although many people try, no one can solve the puzzle. The artist seems doomed to suffer the warlord's worst punishment until a poor peasant boy enters the palace.

What kids will learn:
Youth will learn that compassion helps us appreciate the value of living things and to be responsible to honor all living things.

Materials:
- KidzMath The Warlord's Puzzle. *If needed, materials will be found below each activity title*
- Set of tangram pieces for each child

Before You Get Started
- Read *The Warlord's Puzzle*
- Familiarize yourself with the names of the tangram shapes (triangle, square, and parallelogram).
- Think about the math and social question you want to ask before, during, and after the story. Write them on self-stick notes and put them in the book where you will stop to ask the question.

Introduction: *The Warlord's Puzzle? (20-30 minutes)*
- Tell the history of the tangram puzzle.
    - Tangrams were created in China long ago. The legend is that about 3,000 year ago the Emperor Tan of China dropped his square mirror on a stone floor. The mirror broke into seven pieces-two small triangles, one medium-sized triangle, two large triangles, a square, and a parallelogram. Tan used the pieces to form pictures. His picture followed two rules: All pieces must be used, and no piece may overlap another.

- Talk about: Have you used tangrams before? What have you made with them?
- Give each child a set of tangram pieces and give them time to experiment with making shapes.

- Review Cool Words with students:
    Warlord: a supreme military leader
    Parallelogram: a closed shaped with two pairs of parallel sides, with opposite sides that are equal in length and opposite angles that are equal and total 360 degrees.
    Haughty: too proud
    Scholar: a person who has done advanced study in a specific field

Monk: a member of a religious order
Peasant: an uneducated farmer
Clod: a lump of earth or clay
Cowered: crouched for protection

During The Story (20-30 minutes)
- **Read the story aloud.**
- After reading that the tile broke into pieces, ask,
  What is a parallelogram?
- After reading the page where the peasant and his son decided to stand in line, ask:
  What do you think will happen when the peasant and his son reach the palace?

After the Story (10-15 minutes)

Discuss the story.
- What do you think about the way the warlord handled the situation? What could he have done differently?
- What do you think the boy should do with his treasure? Why do you think so?

After School KidzMath™

1. **Activity: *Piece it together* (20-30 minutes)**

   Materials:
   - o Set of tangram pieces (in the kit)
   - o Sheet of paper.

   Get Ready:
   - o Read and to the activity yourself before introducing it to the children.
   - o Familiarize yourself with the name and definitions of the tangram shapes (triangles, square, and parallelogram).
   - o Think about the math and social questions you want to ask before, during and after the activity. Write them on sticky notes or a sheet of paper to refer during the activity.

   Introduce:
   1. Explain that the children will try to solve the warlord puzzle, using all seven of the tangram pieces to make a square.
   2. Explain that students that solve the puzzle quickly should cover their tangram puzzle with a sheet of paper so that other students have a chance to figure it out themselves. Alternatively, you can suggest that these children make other designs with their pieces then reassemble the square just before the end of the activity.

      Talk about:
      - o Why is important to give others a chance to solve the puzzle for themselves? How can we do this?
      - o How can you help someone without doing the work for them?

   During the Activity:

   Solving the warlord's puzzle can be very challenging and some children may want to give up quickly. Encourage them to be patient and stick with the activity.

   Ask the children questions as they do the activity.
   - o What shape is that? How do you know?
   - o I see that you've put these two shapes together to make another shape. What is that shape called? How do you know?

   After the Activity:
   Have the children show their puzzles (whether they solved the puzzle or not). If no one in the group solved the puzzle, show the drawing at the back of the book so that everyone has a chance to study it, close the book, and have the children try to solve the puzzle with their pieces. If some children solved it and some did not, have the children help one another.

For more activities please check out activity 2 & 3 in the Story Guide