

## Student-Friendly Learning Target



Post the learning target associated with each lesson in your classroom to help students know what is expected and what they should take away from the activity.

### Every Lesson:

- Identifies key vocabulary
- Includes **discussion starters** and **questions to check for understanding**
- Features engaging **writing prompts**
- Includes **activities** and at least one **printable** activity or resource

### Aligned to Common Standards

Every lesson plan aligns with grade-level standards in **Reading, Writing, Speaking & Listening and Literacy** and supports age appropriate learning mindsets and behaviors.

Ten lesson plans featuring the concept of achieving excellence through effort, perseverance and determination.

## LESSON PLANS FOR AGES 8-12

Book Title and Author	Printable Activities	Big Ideas
<p><b>People We Should Know: Walt Disney</b> Jonatha A. Brown</p>	<ul style="list-style-type: none"> <li>• <b>Agree or Disagree:</b> <i>Opinion writing</i></li> </ul>	Never Giving Up Effort Doing Your Best Chasing Dreams Creative Problem Solving The Rewards of Working Hard Determination Overcoming Obstacles Compassion
<p><b>Now &amp; Ben</b> Gene Barretta</p>	<ul style="list-style-type: none"> <li>• <b>Now and Then:</b> <i>Creative discussion aid</i></li> </ul>	
<p><b>Chocolate by Hershey</b> Betty Burford</p>	<ul style="list-style-type: none"> <li>• <b>Mapping Success and Failure:</b> <i>Geographic time line</i></li> </ul>	
<p><b>Real Kids, Real Stories, Real Change</b> Garth Sundem</p>	<ul style="list-style-type: none"> <li>• <b>Compare and Contrast:</b> <i>Analysing two stories</i></li> </ul>	

## Excellent Work! 3 Videos + 3 Lesson Plans ©2013 All for KIDZ

AGES 5-8



*How Molly Moon Achieved the Ice Cream Dream*

- **Cone of Character:** *Identifying My Character Traits*

AGES 8-12



*Mark and Colleen's Road Map to PopCap*

- **The Artist & the Analyst:** *Compare and Contrast*

AGES 5-12



*How Anna Banana Freeze Became a Breakdancer*

- **Breaking into Dancing:** *Sequence of Events*



**Martha Blah Blah**  
Susan Meddaugh



- **Word Cubes:** *Practising word families*
- **Self-Assessment Rubric:** *How did I do this week?*



**Amazing Grace**  
Mary Hoffman

- **Writing Prompt:** *Turning enemies into friends*
- **Puppet Stories:** *Retelling the story*



**Ordinary Mary's Extra Ordinary Deed**  
Emily Pearson

- **Create a Class Book:** *Book page template on kindness*

## LESSON PLANS FOR AGES 5-8



# Video Lesson Plan

## Excellent Work! How Molly Moon Achieved the Ice Cream Dream



### Excellent Work! How Molly Moon Achieved the Ice Cream Dream

[www.theNEDshow.com/lessonplans](http://www.theNEDshow.com/lessonplans) Length 3:45

At age 8, Molly Moon ran lemonade stands. Today, she runs Seattle's most successful ice cream business! In this video, students will meet someone who accomplished something big through working hard and believing in herself.

### BIG IDEAS To Reinforce



Rewards of Working Hard, Overcoming Obstacles, Never Giving Up, Chasing Dreams

### Build Background

Do you like ice cream? We're going to meet someone who probably loves ice cream even more than you do! Her name is Molly and she started a business that makes and sells delicious flavors of ice cream. A *business* is making, buying and/or selling something like a product (e.g. ice cream) or a service (e.g. haircut). There are about 23 million small businesses in the US. Anyone can start a business; the tricky part is keeping it running! What do you think it takes to be a successful business owner?

### Key Vocabulary

business  
career  
employees  
success  
impossible  
believe  
prove  
achieve

### Student-Friendly Learning Target



I can speak/write about the information that was presented in the video story.

### Discussion Starters



Choose the appropriate questions for the learners in your classroom:

- Remembering**
  - What businesses did Molly have as a kid?
  - What is Molly's job now?
  - Who encouraged Molly to open an ice cream shop?
  - How many ice cream shops does she own? Where are they located?
- Understanding**
  - Describe how Molly started her business? What was easy? What was challenging?
  - Why does Molly need to know math for her business?
  - What does *success* mean to Molly?
  - Why do you think people thought Molly couldn't start her own business?
  - Why did Molly's mom think she could open an ice cream shop?
- Applying**
  - How does the N, E and D of NED show up in Molly's story.
  - Molly started off selling lemonade. What are some businesses you could start now?
  - What is something big that you could accomplish this year if you worked really hard towards it?
- Analyzing**
  - Do you think owning your own business is easy or hard? Why?
  - What evidence is in the video to make you think that Molly is successful? Molly says, "Little things add up." What does that mean?

Continued...

### Core SKILLS

**Speaking & Listening**  
Interact with information presented in diverse media and formats.

**Writing**  
Write narratives that recount two or more appropriately sequenced events, using temporal words to signal event order.



# Video Lesson Plan, Continued

## Excellent Work! How Molly Moon Achieved the Ice Cream Dream

- Evaluating** If you could ask Molly any question, what would you ask her? Why do you want to know that?  
How do you think Molly felt when she served her first ice cream cone.  
What could you do now to help you start a business when you grow up?
- Creating** Dream of opening your own business as an adult. What would it be?  
What are other ways you can achieve excellence and pursue your own dreams?

### Writing Prompts



*Choose the appropriate prompt for the learners in your classroom:*

Write a letter to Molly congratulating her on achieving excellence. In your own words, describe how she never gave up and did her best. If you would like to mail your letters, address them to:

Molly Moon Neitzel  
1122 E Pine St #1448  
Seattle, WA 98122

Every person can do something big like Molly. What's your big dream? What would it take to make your dream come true? Write your plan, including details about what you'll need to do as an elementary student, middle school student, high school student and beyond. Include how the NED traits can help you along the way.

What you're learning in school today will help you in the future in surprising ways. Think about three interesting jobs such as architect, police officer, pilot, waiter, mechanic, coach, nurse, musician. How would creative skills, math skills, and writing skills help you to be successful in these jobs.

### Activities



*Choose the appropriate activity for the learners in your classroom:*

**Flavorful Graph** Graph your classroom's favorite flavors of ice cream (possible categories: *chocolate, vanilla, I don't like ice cream*, etc). Draw conclusions from the graph, such as: which ice cream is the most popular? Least popular? How many more kids like one flavor over another?

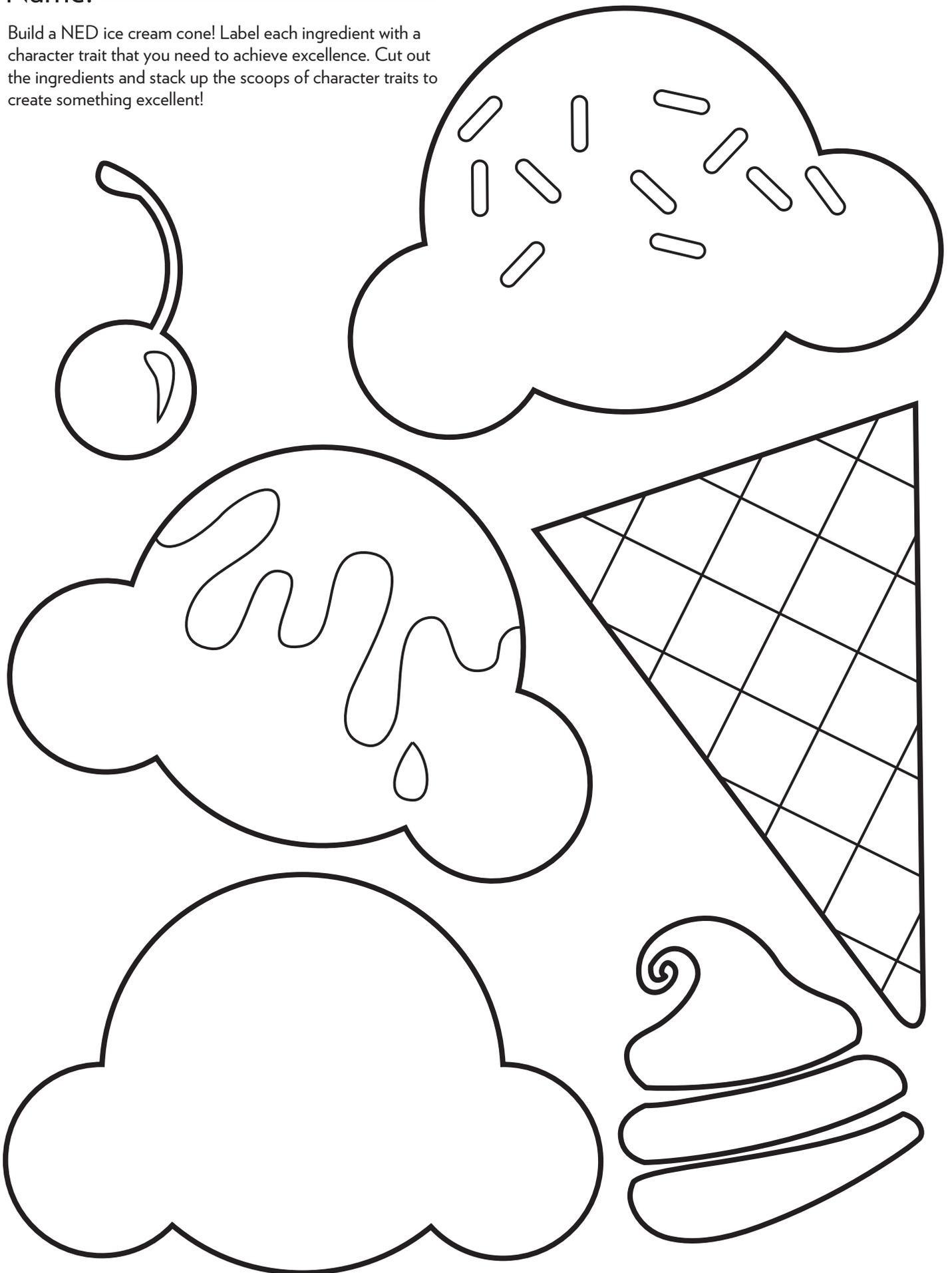
**Cone of Character** What do you need to achieve excellence? Use the printable to build a NED ice cream cone and stack up scoops of important character traits that you need. Suggested words are *determination, perseverance, kindness, respect, caring, imagination, courage, loyalty, honesty, ambitious, humor, fairness, wisdom, intelligence* and *leadership*. Instruct students to write their name on the cone, pick words from the list or brainstorm additional traits, and write a trait on each ice cream cone ingredient. Don't forget to put the cherry on top!

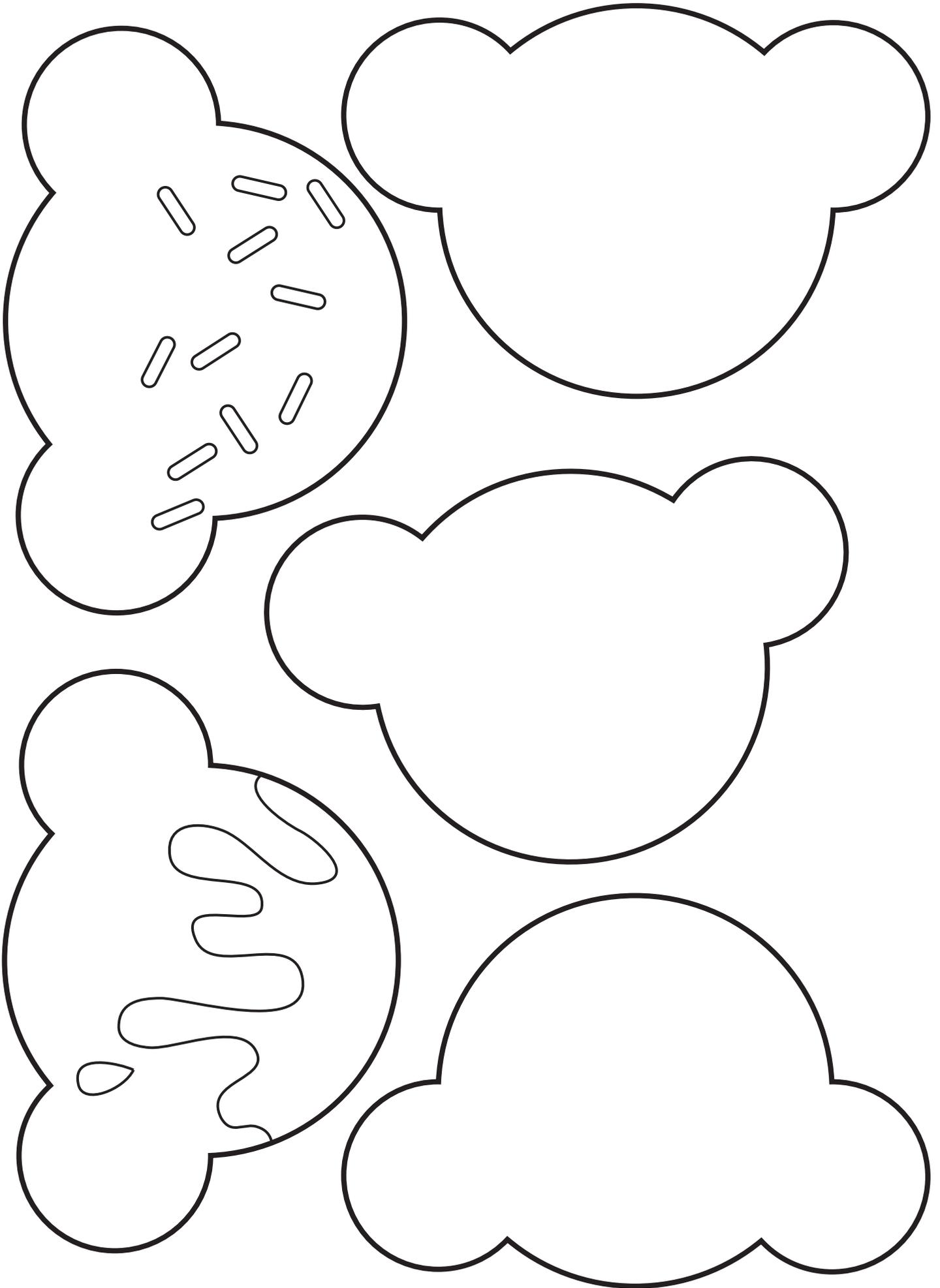
 **PRINTABLE**

**Ask an Achiever** Brainstorm a list of businesses in your community. Pick a favorite and research who started the business, how it got started, what obstacles they overcame, what they had to do to build the business, who encouraged them, etc. Interview them if possible. Report back to the class.

Name: \_\_\_\_\_

Build a NED ice cream cone! Label each ingredient with a character trait that you need to achieve excellence. Cut out the ingredients and stack up the scoops of character traits to create something excellent!







# Video Lesson Plan

## Excellent Work! Mark and Colleen's Road Map to PopCap



### Excellent Work! *Mark and Colleen's Road Map to PopCap*

[www.theNEDshow.com/lessonplans](http://www.theNEDshow.com/lessonplans) Length 4:30

Mark and Colleen are living their dream of working for a game-making company. They attribute much of their success to being able to stick with difficult challenges and never settling for “just good enough” when they are working on a project. Students will connect the dots between important elementary school habits and the tough demands that come with working a “dream job.”

### BIG IDEAS To Reinforce



Rewards of Working Hard, Exceeding Expectations, Practice, Doing Your Best

### Build Background

PopCap Games creates interactive games that you might have played before, such as *Plants vs. Zombies 2* and *Bejeweled*. We'll meet two talented people at PopCap with very different jobs: An **artist**, who leads a creative team that develops characters and animates them, and an **analyst** who uses data and math by noticing player trends, fixing glitches, and discovering helpful statistics in order to improve games. What job might you like to have at a company like PopCap?

### Key Vocabulary

animate  
casual games market  
analyst  
statistics  
intellectually curious  
vision (plan)  
sense of satisfaction

### Student-Friendly Learning Target



I can recall information from the video and apply it to my current accomplishments and future dreams.

### Discussion Starters



Choose the appropriate questions for the learners in your classroom:

- Remembering** What did Mark want to be when he grew up? What is Mark's job at PopCap? What did Colleen want to be when she grew up? What is Colleen's job? What did Colleen struggle with in math class? How did she get better at it?
- Understanding** Colleen says, "It's not very satisfying when it's easy." What does she mean by that? Why did Mark imitate his favorite artists? How does Mark achieve excellence? What reward does Mark feel when he puts his best effort into something?
- Applying** Mark defines excellence as "never giving up on what your vision is." If you were to "never give up on your vision" what would you need to do? How does the N, E and D of NED show up in Mark's story and Colleen's Story? Can you think of a time when you accomplished something important and said, "I did it!" Describe what you accomplished and how you felt.
- Analyzing** Why do you think Colleen enjoys solving big problems? What does it mean to be *intellectually challenged*? Marks talks about the wonderful feeling of meeting his goal. Why do you think he's immediately motivated to think of a new challenge?

### Core SKILLS

Speaking & Listening  
Interact with information presented in diverse media and formats.

Continued...

**N**ever Give Up **E**ncourage Others **D**o Your Best® Lesson Plan | Excellent Work...PopCap Video Companion



# Video Lesson Plan, Continued

## Excellent Work! Mark and Colleen's Road Map to PopCap

### PopCap, Continued...

#### Evaluating

Colleen never says, "I can't do it" when she's asked to solve a problem. What does she say instead? What do you think would happen if she just said "no." How do you think this makes her (boss and coworkers) feel?  
At whose job would you be better?  
What is the wisdom in "pretending you have the job you really want"?

#### Creating

What do you want to be when you grown up? What can you do in school today that might help you achieve that goal?

#### Writing Prompts



*Choose the appropriate prompt for the learners in your classroom:*

In the video, Colleen says she didn't want to work on her math facts; she wanted to "play and do something else." Write about a time when you stuck with an important challenge even though you wanted to do something else.

What does it mean to not settle for second best? Have you ever had to start over in order to do your best? Describe what happened and how it felt.

#### Activities



*Choose the appropriate activity for the learners in your classroom:*

**Mock Interviews** Split the class into interviewers and interviewees. Instruct interviewers to set up stations throughout the room. Interviewees will rotate through the stations. Provide each interviewer with a question, such as:

- What do you do when you encounter a really hard problem on your homework and you can't solve it quickly?
- Tell me about something you've done excellently.
- How do you celebrate your big accomplishments?
- Name one or more people in your life who teach you excellence.
- Share a few stories of how you've shown the NED traits this week.
- Describe a time when you knew you hadn't done your best work. How did it feel? Would you do anything differently?

Allow a minute per question before asking the interviewees to rotate to a new station. After 5-10 rotations, have your students switch roles. Have students share some of the best answers they heard.

**The Artist & the Analyst** Use the printables of Mark and Colleen to create your own comparison chart. Create three columns and post one printables at the top of each column. As a class, recall what you learned about Mark and Colleen from the video. Which of these facts/characteristics are unique to Mark? Which of these facts/characteristics are unique to Colleen? Which of these facts/characteristics did they have in common?



Discuss the following questions:

- Circle the facts/characteristics on the list that were most relevant to their pursuit of excellence.
- Who are you most like, Colleen or Mark? Why?
- Which trait on the list do you excel at? Which trait do you want to further develop? What can you do to develop that trait?
- What is something that you really enjoy doing now? How could you connect that enjoyment or skill to a future career? What job is that? What would you need to further develop in order to be successful in that job?



mark  
and  
colleen



**colleen**



**mark**





### Excellent Work! *How Anna Banana Freeze Became a Breakdancer*

[www.theNEDshow.com/lessonplans](http://www.theNEDshow.com/lessonplans) Length 4:30

Fides “Anna” Mabanta achieves her “secret dream” to be a professional dancer after she is introduced to a kind of dance called breakdancing. Now she’s dancing with one of the best breakdancing crews in the world! Her inspiring story of passion and effort demonstrates the incredible rewards that come with always doing your best.

BIG IDEAS  
To Reinforce



Personal Best, Effort,  
Doing Your Best,  
Practice

Student-Friendly  
Learning Target



I can recall information  
from the video and  
apply it to my current  
accomplishments and  
future dreams.

### Build Background

“Breakdancing” or *breaking* is a dance style that was created in New York City in the 1970s. It’s an acrobatic and competitive street dance with roots in hip hop culture. The dancers are often called *b-boys* or *b-girls*. Fides’ nickname, “Anna Banana Freeze”, comes from her mastery of *freezes* - a classic breaking pose where, using only upper body strength, one lifts and holds an acrobatic pose.

### Key Vocabulary

- musicals
- b-girl/b-boy
- dance crew
- confirmation
- breaking (dance style)
- practice
- passion
- self-expression

### Discussion Starters



Choose the appropriate questions for the learners in your classroom:

#### Remembering

- What is breakdance?
- Anna was originally interested in musical theatre dancing. What got her interested in breaking?
- Where was one of the places Anna practiced?
- Recall two “light bulb moments” for Anna.

#### Understanding

- How did she feel about her dancing at first?
- Why was Anna hesitant to learn to break dance?

#### Applying

- How does the N, E and D of NED show up in Anna’s story.
- What is something that’s really difficult for you but you really enjoy doing anyway?
- How could you encourage someone to pursue their unique dream, like the encouragers in Anna’s life?
- After 16 years of dancing, Anna now describes it as her job. What are some of the forms this job takes?
- Name several types of dance styles.

#### Analyzing

- Many dancers start their career far before they are teenagers. What did Anna have to do to overcome this obstacle?
- What importance did seeing musicals have on Anna?

Continued...

### Core SKILLS

Speaking & Listening  
Interact with information presented in diverse media and formats.

Writing  
Organize an event sequence using descriptive language.



# Video Lesson Plan, Continued

**Excellent Work!** How Anna Banana Freeze Became a Breakdancer

## Anna Banana Freeze, Continued...

- Evaluating** Describe the significant people and events who helped Anna on her journey. What are the benefits of not being great at something right away? What are the challenges?
- Creating** Name some other activities that require daily practice. Have you ever experienced a 'confirmation'? (give context) Paraphrase Anna's definition of excellence. Write your own definition of excellence. Anna says dancing is about creativity, expressing yourself, exploring, and giving your best effort. Could you add anything to that list?

### Writing Prompts



*Choose the appropriate prompt for the learners in your classroom:*

Draw a picture of yourself dancing. What would your dance name - your "b-name" - be? Write down a trait or step that you might need to become an excellent dancer, such as "practice" or "never giving up."

If you could ask Anna three questions, what would you want to ask her? Predict what you think her responses might be.

### Activities



*Choose the appropriate activity for the learners in your classroom:*

**Let's Dance!** Play a song with a beat and try your skills at break dancing. If floor space is limited, try foot-tapping and jumping. Don't give up! For an extra challenge, follow along with this short video that demonstrates basic breaking steps:

[www.wikihow.com/Do-the-6-Step-%28Breakdancing%29](http://www.wikihow.com/Do-the-6-Step-%28Breakdancing%29)

**Breaking into Dancing** Identify details of Anna's journey to reaching her secret dream of becoming a dancer. For the pre-write, complete a Sequence-of-Events Chart. Write about the *what*, *when*, *where*, *why* and *how* of each time period.



1. Childhood
2. Teenager
3. First Job
4. Dance Troupe
5. Dance Teacher

Use the information from the pre-write to write summary paragraphs.

Name: \_\_\_\_\_

Directions: Identify details of Anna's journey to reaching her secret dream of becoming a dancer. Write about the *what, when, where, why* and *how* of each time period.

**anna  
banana  
freeze**



## child- hood

WHAT  
WHEN  
WHERE  
WHY  
HOW

## teenager

WHAT  
WHEN  
WHERE  
WHY  
HOW

## first job

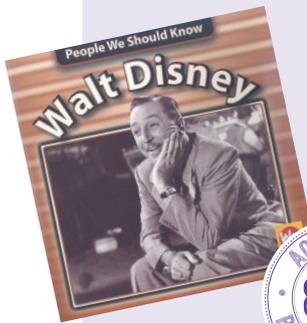
WHAT  
WHEN  
WHERE  
WHY  
HOW

## dance troupe

WHAT  
WHEN  
WHERE  
WHY  
HOW

## dance teacher

WHAT  
WHEN  
WHERE  
WHY  
HOW



*People We Should Know is a series of biographies designed for beginning readers.*

As a boy, Walt Disney loved to draw. That talent helped Walt Disney create some of our earliest and favorite cartoon characters. He went on to make great movies and develop amusement parks. Walt Disney is a person we should know because his imagination helped entertain people around the world.

- Weekly Reader Publishing

## BIG IDEAS To Reinforce



Never Give Up, Effort,  
Doing Your Best,  
Chasing Dreams

### Build Background

Write the following quote on the board or on chart paper: *"If you can dream it, you can do it."* - Walt Disney

Ask students to discuss their thoughts on what this quote means. Note: all ideas should be accepted at this point. Students may actually discuss more about things that you "get" versus things you "do." This is appropriate at this grade level because the quote will be revisited after the book is read.

### Key Vocabulary

sketchpad	pg 7
advertisements	pg 9
animated	pg 10
sketched	pg 13
experts	pg 15
amusement park	pg 18

*Vocabulary words are in bold and defined in the book glossary*

### Student-Friendly Learning Target



I can state an opinion on a topic and provide reasons to support my thinking.

### Core SKILLS

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

Write opinion pieces on topics or texts, supporting a point of view with reasons.

- Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- Provide reasons that support the opinion.
- Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- Provide a concluding statement or section.

### Discussion Starters



1. What things stood in the way of Walt Disney's dreams?
2. What did Walt Disney do to make sure his dreams came true?
3. What did you find interesting about Walt Disney's life?
4. How are the messages from Walt Disney and NED similar?

### Writing Prompt



**Agree or Disagree** Explain to the students that an *opinion* is the way you think or feel about something. Look back at the quote from 'Building Background.' Ask students to revise or add to their thinking. *What do we know about him now that would make us understand this quote a little better?* When writing a paragraph about our opinions, we give reasons as to why we feel a certain way. You will be deciding if you agree or disagree with the quote remembering that there is no right or wrong answer.



### Activity

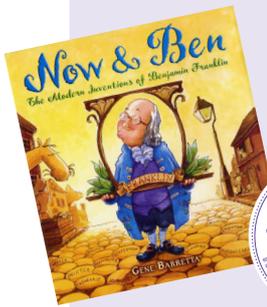


Cover a bulletin board with blue paper and title it, "Dreams Can Come True." Students can then use white paper to create a cloud. Ask students to write a sentence about a dream that they have for themselves. Include a trait that it will take to achieve the dream (e.g. "determination" or "focus"). Decorate the clouds with glitter and cotton balls or tissue paper.

### More Resources

- Accelerated Reading Quiz: 101115
- Question & Answer 'with Walt': [www.justdisney.com/walt\\_disney/askwalt](http://www.justdisney.com/walt_disney/askwalt)





What would you do if you lived in a community without a library, hospital, post office, or fire department? If you were Benjamin Franklin, you'd set up these organizations yourself. Franklin also designed the lightning rod, suggested the idea of daylight saving time, and invented bifocals and the odometer – all inspired by his common sense and intelligence. - *Square Fish*

### BIG IDEAS To Reinforce



Creative Problem Solving, Persistence, Effort, The Rewards of Working Hard

### Build Background

Bring in an invention (such as a pencil sharpener, blender, hair dryer, etc). Ask students to name the object, why it was created and how it makes our lives better or easier. Point out that achieving excellence often means 'thinking outside the box,' as inventors do. There is often more than one solution or answer to a problem. Never giving up, or persistence, is a key trait of inventors!

### Key Vocabulary

invention	pg 2
illustrations	pg 5
bi-focal	pg 7-8
lightning rod	pg 11-12
armonica	pg 18
primitive	pg 20
odometer	pg 25-26
postmaster	pg 26

### Student-Friendly Learning Target



I can describe an invention made by Ben Franklin. I can describe an invention of my own in detail.

### Discussion Starters



1. What would be different if Benjamin Franklin had never invented a single thing? Would your life be different?
2. Do you think Benjamin Franklin's inventions are important?
3. What does it take to invent something? What personal skills/character traits does someone need to be an inventor? Why?

### Writing Prompts



Research an invention. Write a summary that tells what the invention is, why it's important and how it was invented.

Complete this prompt: *I would like to invent* \_\_\_\_\_. Explain why it would be helpful or important and how you would go about inventing it. Be sure to include character trait words that you would need to have during the process.

### Activity



**Now and Then** Show students the printable of various inventions, some of which are no longer in use. Have them share what they think the items are or might be used for. Remind them that there are no right or wrong answers. *Inventions Shown:* 1) *The first telegraph message, 1844* 2) *Abacus, counting system before the calculator, Roman empire* 3) *The first video game console, 1972* 4) *Telescope, 1896* 5) *Apple Peeler, late 1800s* 6) *Velcro, 1948* 7) *Eyeglasses, 1805* 8) *Cast, 1831* 9) *Kinetophone, an early motion picture viewing device, 1895*



### More Resources

- Accelerated Reading Quiz: 106260
- Show Disney's 1953 animated short film 'Ben and Me' (on YouTube or a local library) for a playful take on his life from a mouse's perspective.

### Core SKILLS

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from a text.

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

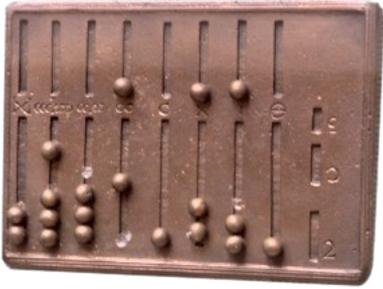
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

Draw evidence from literary or informational texts to support analysis, reflection and research.

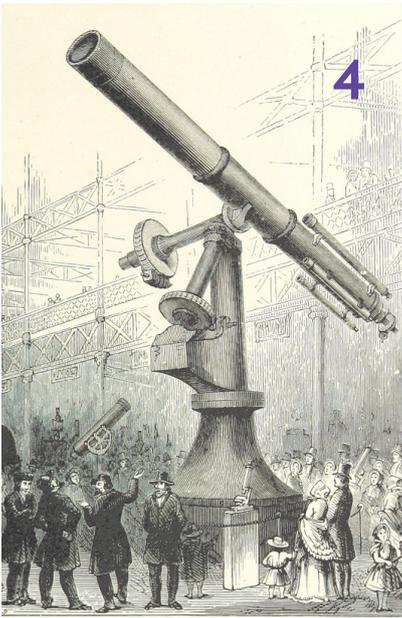
1



2



3



4



5

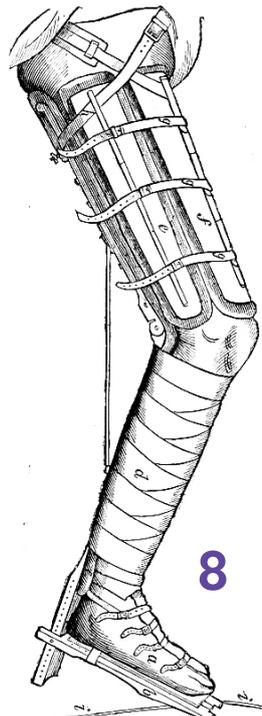
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Credit: olivepixel



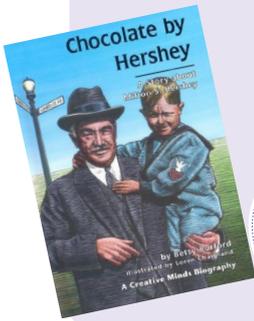
7



8



9



Milton Hershey loved candy. As a boy, he saved his hard-earned pennies for the candy store. He soon discovered that he had a gift for making delicious treats and, after years of trying, Milton finally did make it big. People loved his new HERSHEY'S chocolate. Readers will delight in the story behind Hershey's mouth-watering world of chocolate. - *Lerner Classroom*



## BIG IDEAS To Reinforce



Determination, Resilience, Generosity, Chasing Dreams, Never Giving Up

## Build Background

Brainstorm the meaning of apprenticeship and occupations today in which it would be interesting to be an apprentice. Give an explanation of what it means to save money, get a loan, pay back debt and fail at a business venture.

## Key Vocabulary

apprentice pg 14, 15  
confectionery pg 16  
resilience  
debt pg 36

## Discussion Starters



1. Milton expected his employees to work very hard, but he set an example for them with his own hard work. Do you set an example for others around you? Is it easier to set an example when you are doing something you feel you are good at like sports, reading, singing, etc.? Explain your answer.
2. Milton went to England to see how his caramels were sold and was surprised at what he saw. How would you have reacted if you had employees working everyday to make those caramels? Reread page 40 to see what Milton actually did. Compare that with your initial reaction.
3. Sometimes Milton suffered because he had too many ideas. His early candy store made different kinds of candies, ice cream and nuts. Can you relate to this behavior in any way? Should you focus on several different things like dancing, volunteering and debating, or do you think it would be better to focus on only one thing you like? Explain.

## Writing Prompt



Think of each of the letters in NED and what they stand for. Give an example of how people in Milton's life demonstrated each quality. Then, give an example of how Milton demonstrated each quality. As a conclusion to your paragraphs, explain the importance of having others support us as well as the importance of being a support to others.

## Activity



**Mapping Success and Failure** As the story is read, map out all of the locations in which Milton Hershey tried to start a business, using the printable. Discuss the fact that they are major cities and record why Milton chose each location. Summarize what he accomplished or did not accomplish in that city. *Cities: Philadelphia, PA; Denver, CO; Chicago, IL; New Orleans, LA; NYC, NY; Lancaster, PA; Derry Church/Hershey, PA*

## More Resources



Accelerated Reading Quiz: 15509



[www.hersheypa.com/about\\_hershey](http://www.hersheypa.com/about_hershey)



PRINTABLE

## Student-Friendly Learning Target



I can find examples of the qualities of NED in Milton Hershey and other characters in the biography. I can identify locations in the story and explain their significance.

## Core SKILLS

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples and anecdotes).

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentation to clarify information.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

As the story is read, list and then map all of the locations in which Milton Hershey tried to start a business. Select three locations and identify why Milton chose each location. Give a brief summary of what he accomplished or did not accomplish in each of those cities.

City/State

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



City Name

Why here?

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What happened here?

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City Name

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City Name

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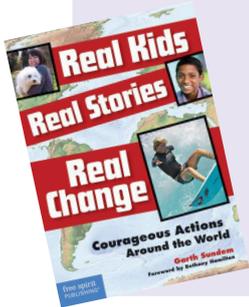
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# Real Kids, Real Stories, Real Change

by Garth Sundem



Thirty true stories profile read kids who used their heads and hearts to do awesome things. Learn fast facts about countries around the world and find out how you can inspire the hero that lives inside of you! - *Free Spirit Publishing*



## BIG IDEAS To Reinforce



Courage, Compassion  
Determination, Justice,  
Overcoming  
Obstacles, Effort

### Build Background

As a class, brainstorm the word *hero* and create a web including all ideas on chart paper or a Smart Slide. Organize ideas by category (people, NED attributes, synonyms, etc.). Connect, expand and connect to this web throughout the reading of this book.

Consider showing a 2-minute video on 7-year-old Alexander Scott, whose story is featured in the book: [www.youtube.com/watch?v=nwOwGGuhqGw](http://www.youtube.com/watch?v=nwOwGGuhqGw)

### Student-Friendly Learning Target



I summarize how real kids made a difference and compare and contrast their impact.  
I can identify what part of the country the heroes are from and categorize the type of change they made.

### Discussion Starters



1. Who is the best audience for this book and why?
2. Which of the sites or stories listed in the bibliography of this book would you like to research or learn more about?
3. Are there any stories in this book that you think should not have been included?
4. Do you have a hidden talent that could be used to make a change?
5. The original title of this book was *The Doggy Dung Disaster*. Why do you think the author changed the title?

Some high schools require students to have some community service hours in order to graduate. Do you agree with this requirement or not? Provide at least three reasons why you agree or disagree.

### Writing Prompts



**Compare and Contrast** Select two stories from this collection and compare and contrast the differences that were made by the heroes. Focus on how much help was needed from other adults or officials, how much determination was needed to carry out their plans, how widespread their change was, etc. Hand out the printable as a worksheet to use prior to the formal writing.



### Activities



While listening to the stories, chart the location of each child on a world map and list the name of the hero.

As stories are shared, add traits and background to the original 'hero' word web (details in the building background section). Identify traits that were already listed that connect to individual stories.

Identify someone in your community who is a hero and has done something that would go along with the stories in this collection. The person can be a child or an adult. Arrange to interview this person and inform our class about what you learned or invite this person into our class to share his/her story firsthand.

### Core SKILLS

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.

Write arguments to support claims with clear reasons and relevant evidence..

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Select two stories from *Real Kids, Real Stories, Real Change* and compare and contrast the differences that were made by the heroes. Identify the type of change they made (for example: helped the environment, stood up for themselves, helped others, overcame challenges or used their talents and creativity), how much help was needed from friends, adults, or officials, how much determination was needed to carry out their plans, how widespread their change was, etc.

LOCATION

LOCATION

ACTION

ACTION

DETERMINATION

DETERMINATION

HELP FROM OTHERS

HELP FROM OTHERS

IMPACT

IMPACT