

Teacher's Guide for APPLESEEDS *How You Can Help*

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Goal: to increase awareness of children's involvement in service projects and to encourage readers to volunteer as well.

Pre-reading: Check knowledge of vocabulary specific to this magazine issue: community service/service projects, volunteer, donations, local mission, role model, and shelter

*Always have a parent or adult you trust help you research websites.

"Love and Ladybugs" (Pages 2-3)

Ask before reading: "Have you ever thought you were too young to do something really important?" Discuss your answer before reading the article.

Check Comprehension after reading:

1. What could Hannah Taylor not forget?
2. What advice did Mom give Hannah?
3. Why did Hannah choose the name "Ladybug Foundation" to help the homeless?
4. What does Hannah say the homeless people need most of all?
5. How does the Ladybug Foundation raise money?

Bulletin Board/Application: Tell your students that Hannah says, "If you want to make a difference, just follow your heart and go for it." Have them write a response to Hannah on ladybug patterns (use clipart or coloring books). Display on a bulletin board entitled: Love and Ladybugs. Subtitle the board: Hannah Taylor says, "If you want to make a difference, just follow your heart and go for it."

***Research:** Do a search online for the names of organizations or foundations that support the homeless. Can you find others founded by children?

"Lawnmower Boy" (Pages 4-6)

Ask before reading: Have you ever known a time when your parent suggested one way to handle a problem and you thought of a different one? (Allow "Think Time" but discuss experiences after reading the story.)

Check Comprehension after reading:

1. What did Ryan Tripp suggest that he and his dad do when their truck broke down?
2. What first motivated Ryan to take another lawnmower trip? What was his second motivator?
3. Tell about the first lawnmower trip.
4. What was Ryan's goal on the second lawnmower trip?
5. Why didn't Ryan just repeat his first route?

Circle Map: Write "Nicknames" in the center of a circle drawn on the board. Draw spokes or rays from the circle. Have the students brainstorm thoughts/words that come to mind when they hear "nicknames." Next, have students categorize reasons nicknames are given. (Example: Out of fondness, Appearance, Skills, etc.) Ask: Why did the boy in this story get his nickname? Ask students to give themselves a nickname based on a way they are helpful or thoughtful of others. Display these on a poster or bulletin board.

Research: Check out these websites to learn more about Lawnmower Boy:

www.lawnmowerboy.com and <http://www.kidzworld.com/article/888-lawnmower-boy>.

See if your public library has copies of the Guinness World Records books for 1997 and 1999. Find Ryan Tripp's entries.

“Short Cuts: Locks of Love” (Pages 7-9)

Ask before reading: Have students name something they saved for a long time. Then ask them to imagine giving it away. Read about a girl who did just that.

Comprehension Check after reading:

1. How long did Reesi Parr save her hair before giving it away?
2. Explain the meaning of this organization's name: Locks of Love.
3. Why do you think Reesi decided to make this donation?
4. How many ponytails does it take to make a hairpiece?
5. “Short cut” is a pun. A pun is a play on words—a humorous use of a word(s) with more than one meaning. What are the different meanings you think of when you hear the words “short cut?” How is it used here?

Application: Name ways children can be role models. Have students talk about being a role model or about a way they could be one. Ask them how they will set a better example for other children.

Graphing: Ask students how they could create a class graph of their hair colors. (Curly blond, straight blond, etc.) Agree on categories. Have each child create an autographed self-portrait using a paper plate, markers, glue and yarn. Display the graph on a wall or bulletin board using sentence strips to define each category. Entitle the graph: Locks of Class.

***Research:** Visit www.locksoflove.org to learn more about this organization.

“BookEnds” (Pages 10-11)

Pre-reading: (Write on the board) Brandon Keefe says, “You can go anywhere and do anything through reading a book.” Ask the students who agree with the statement to stand in one corner of the room and those who disagree to stand in another. Allow students to pair and discuss their opinions, switch partners and then regroup as a class. Call on volunteers from both corners to share their thoughts. After reading the story, see if any students would choose a different corner in the room and why.

Comprehension Check after reading:

1. What did Brandon Keefe overhear was needed at the orphanage where his mother volunteered?
2. How did Brandon let other people know about the book drive?
3. Who invited Brandon to appear on television?
4. Explain what BookEnds does.

***Research:** Learn area locations that accept used books for donations. Your public library may have a listing. Call and see.

Art Project/Application: Send a note to parents requesting an old set of bookends to be donated for a service project. Set up an art center for decorating the bookends. Provide an assortment of materials: construction paper, fabric/wallpaper swatches, paint pens, silk flowers, beads, markers, and glue. Students who prefer not to decorate bookends can create a bookmark or a book cover. Consider donating the finished projects to a daycare or nursing home.

“Bridging Generations” (Pages 12-13)

Ask before reading: Have you ever visited a home for elderly? What are some different names given to these homes? For example, some are rest homes, some are...

Comprehension Check after reading:

1. Why do you think the author chose the title “Bridging Generations?”

2. How does Pastor Josh Kornberg think that children benefit from visiting the elderly? Do you agree? Why or why not?
3. Tell about the visit to Meridian Nursing Home in Lakeland, Florida.
4. Why would it be important to call the resident's managers before showing up for a visit at a nursing home?
5. Hearts are used to list questions or statements on page 12. Read Nancy Noirot's quote. Choose a different symbol that could replace the hearts. Explain why.

Application: Ask your parents if you have a family member or family friend in a facility for the elderly. Consider a visit or sending a care package.

Bulletin Board/Application: Entitle a bulletin board: Bridging Generations. Ask students to bring a photograph of themselves and an older relative. Ask them not to show them. Make copies of the photographs and return the originals. Number and display the students' photos on one side of the bulletin board and assign letters to the adult photos on the other. Beside each child's photo, use pushpins to position a piece of yarn long enough to reach the adult photos. Using a teacher-prepared worksheet, have students match the photographs and submit their answers to the teacher. After displaying the photos for several days, have each student connect the yarn to the two photographs he provided. Let the class score their papers. Ask each student tell how he bridges the generations with the adult pictured.

“Alex’s Lemonade Stand ‘Fighting Childhood Cancer One Cup at a Time’” (Pages 14-15)

Ask before reading: Have you ever had a lemonade stand or vegetable stand? What did you do with the money you made? Let's learn what Alexandra Scott did.

Comprehension Check after reading:

1. What does the author mean when she says, “inspiration planted a lemon seed in her?”
2. Why did Alexandra Scott want to set up a lemonade stand?
3. Did Alexandra Scott make a difference in her lifetime? If so, how?
4. Tell about Lemonade Days.
5. Read the cartoon quote on page 15. Tell what it means in your own words.
6. Tell some of the things the two girls in this article have in common.

***Research:** Check out www.alexslimonade.org/index.php. Name one thing you learned about the foundation.

Recipe: Consider making lemonade. The basic recipe is: 1 cup fresh lemon juice, 1 cup granulated sugar and 1cup water.

Art Project: Lemon Prints: Cut lemons in half. Dip into paint spread in a shallow container. One color of paint at a time is recommended. Wipe off excess with a paper towel. Place lemon on construction paper to form prints.

“The Angel Team” (Pages 16-18)

Ask before reading: Is there a difference between a group and a team? If yes, explain the difference and then read “The Angel Team.”

Comprehension Check after reading:

1. Tell about The Angel Team?
2. Why do you think the team uses brown paper bags for their project?
3. Read Ms. Richards' quote that signals that it is time to leave. The message can have two different meanings. Explain them.
4. Angel Alex Talarico thinks of the homeless in the park in a different way than some onlookers. Explain the difference. How do you feel about his comment?
5. **Discussion:** What are some of the ways our area helps the homeless? Use the phone directory or other resources. What are some of the rewards of being involved? What are some of the fears or concerns? Have you ever helped with a project for the homeless? Do you have any suggestions for improving the homeless situation?

Art Project: Send a note to parents requesting their help with a service project for the homeless. Request these items: travel tube of toothpaste, toothbrush, bar of soap and washcloth (one per student). Each student draws cheerful art on a paper lunch bag using markers and crayons.

Remind students not to place their school's name or their personal name on the bag. When the bag is decorated, place hygiene items inside. Staple shut. These may be delivered to a local mission.

“Katrina Helpers: Georgia Touches Mississippi” (Pages 19-21)

Ask before reading: Would someone locate Mississippi on a map? What states border or touch Mississippi? Does Georgia touch Mississippi? If not, what do you think is meant by the title of this article? Read the article to see if your guess is correct.

Comprehension Check after reading:

1. What is Katrina? Name another state that was very hard hit.
2. Find two similes (comparisons using *like* or *as*) in the first paragraph. Discuss them.
3. Have you ever stayed in a shelter? Has your school ever served as a shelter?
4. Name ways children showed acts of kindness following the storm.
5. What was tucked away in one of the cards sent by Kaleb and Maria?
6. Did you discover why the title for the article was chosen?

Art Activity: Illustrate one of the similes from page 19. Fold a sheet of drawing paper in half. On one half draw the first part of the comparison and on the other half draw the second part.

“One School Gets Involved” (Pages 22-23)

Ask before you read: Have you ever helped with a food drive? What are some ways children can help? Read to see how these children got involved.

Comprehension Check after reading:

1. Tell about the ages/grades of students involved in this project.
2. How did the St. Bernard Parish Unified School help out?
3. What did the second graders from Massachusetts send? Why would this be appreciated?

Art Activity/Application: Think of someone who brightened up your world when you were sad or upset. Draw this person a picture and present it to them. Tell the person what they did to cheer you up.

“Troop 1500: Girl Scouts Break Out of Prison Cycle” (Pages 24-26)

Ask before you read: Read the title of the article and look at the pictures. Predict what this article will be about.

Comprehension Check after reading:

1. Was your prediction about the article correct?
2. Had you ever heard of this type of scouting troops before?
3. How is Troop 1500 like our scouting troops? How is it different?
4. Read Julia Cuba's quote about interviewing your mom on camera. Why does she say “It's going to tell the truth?”
5. Read the last paragraph and the statistics quoted. Troop 1500 is making a difference. Why do you think so?
6. Why do you think the troop leader says, “[This] troop is a huge privilege for all of us...?”

***Research:** For more information on Troop 1500, check out their website:

www.troop1500.org. No other Troop 1500 website domains are endorsed by the Girl Scouts-Lone Star Council.

“UNICEF: The Original ‘Kids Helping Kids’” (Pages 27-29)

Ask before reading: (Record students answers on the board). On which holiday do people often help needy children? Read to see which holiday kids often help kids.

Comprehension Check after reading:

1. Why was United Nations International Children's Emergency Fund (UNICEF) founded?
2. UNICEF began in 1946. Tell why this was a difficult time for some children in Europe.

3. Tell about children helping with UNICEF.
4. How many countries have been helped by UNICEF?
5. UNICEF helped some children in the United States in 2005. Why? What was done for them?
6. What holiday celebration is paired with UNICEF? Was your earlier guess correct? Have you ever participated in UNICEF?

***Research:** For more information about UNICEF, check out www.unicefusa.org.

Application: If your school is hosting a Fall Festival, see if funds can be collected for UNICEF. Gather information about the organization. Set up a display. Collect money for UNICEF. Send donations to the appropriate source.

“How to Help” (Pages 30-32)

Ask before reading: (Record students answers on the board). Why do you think people volunteer to help others?

Comprehension Check after reading:

1. Name a time you were proud of something you had done. Describe how you felt. Helping others makes you feel that way.
2. Name places in the community that count on volunteers. What would happen if we had no volunteers?
3. Explain “a sense of responsibility” that volunteers should have.
4. When we are tolerant of others, we notice more ways we are the _____ than _____. Explain this in your own words.

Application: Read pages 31 and 32. Ask your students: Do you see a way that you’d like to help others? Have each student list one way on a slip of paper. Collect. Consider doing a class project based on the student answers.

“Alice Has a Job” (Page 33)

Ask before reading: Have you ever known a pet that helped people? Have you read about any in magazines or newspapers? Read about Alice and see how she helps.

Comprehension Check after reading:

1. How can you tell Alice has a real job?
2. Tell about Alice’s job as a therapy dog.
3. Brainstorm other ways dogs are used to help people.

***Research:** Do a search online for Good Dog Foundation, therapy dogs or other terms related to this article. Share one fact you learned with someone.

Bulletin Board/Application: Have students bring in a photo of their pet—just one. On an index card, tell how their pet has been helpful. Students without pets may cut an animal picture from a magazine and write imaginary comments. Entitle the bulletin board: How Our Pets Help.