

Give It!

By Cinders McLeod / ISBN: 978-0-241-52750-4

Lesson Author

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Standards and Benchmarks (see page 9)

Lesson Description

In this lesson, students think about ways they have been helpers in their families, schools, and neighborhoods. Students listen to a read aloud of *Give It!* and learn how Chummy the bunny makes choices that help his community. After reading, students discuss how each of the bunny's plans involved giving up something and gaining something else, as well as the benefits and costs of the bunny's decision of how to use his birthday carrots. Students think about when they were helpers and identify the costs and benefits of their choice to help.

Grade Level

Pre-K-1

Concepts

Benefits
Choice
Costs
Trade-offs

Objectives

Students will be able to

- identify the trade-offs of a choice,
- identify the benefits and costs of a choice, and
- describe how they can make choices that help their communities.

Compelling Question

How can the choices we make help our community?

Time Required

30 minutes

Materials

- *Give It!* by Cinders McLeod (ISBN: 978-0-241-52750-4)
 - Visual, one copy cut apart for the teacher
 - Handout, one copy for each student
 - Chart paper (1 sheet) or whiteboard
 - Sticky notes, one for each student
 - One blue and one green writing utensil for each student (crayon/marker/colored pencil)
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Procedure

1. Discuss the following:
 - How are you a helper in your family?
 - How are you a helper in your school, neighborhood, or community?
 - What do you like about being a helper?
 2. Distribute one sticky note to each student. Tell students to write or draw on the note how they have helped and stick it to the board to display “helpers” and for accessibility later in the lesson.
 3. Tell students that they will read a book together about a bunny who wants to be a helper in his community and who must make choices about how to be the best helper he can be. Tell students that a **choice** is a decision between two or more possibilities.
 4. Show students the cover of the book *Give It!* by Cinders McLeod. Discuss the following:
 - Where is the title of the book? (*On the front of the book*) Point to the title and read it aloud.
 - Where is the name of the author, the person who writes the story? (*On the front of the book*) Point to the author’s name and read it aloud.
 - Where is the name of the illustrator, the person who draws the pictures for the book? (*On the front of the book*) Point to the illustrator’s name and read it aloud.
 - What do you think the book is about? (*Answers will vary but may include a bunny who loves carrots or a bunny giving carrots.*)
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5. Read the book aloud and ask the following questions as you read or after you read (depending on your students' learning preferences). Use *Visual: Chummy Bunny Manipulatives* to display Chummy's plans.
 - What was Chummy's MEGA plan (his first plan) for being a helper? (*Chummy wanted to use his 10 carrots to buy a costume to be a superhero and save the world.*) As students respond, show 10 carrots and all three parts of the superhero costume.
 - What was Chummy's second plan for being a helper? (*Chummy's second plan was to use 5 carrots to buy a superhero cape and 5 carrots to buy 5 flowers to help the bumble bees.*) As students respond, take away the helmet and shield and show 5 carrots next to the cape and show 5 carrots next to the 5 flowers.
 - What was different about Chummy's first and second plans? (*In the first plan, Chummy gets the whole superhero costume [cape, helmet, and shield]. In the second plan, Chummy gets only part of the superhero costume [the cape]. In the first plan, Chummy does not get any flowers for the bumble bees. In the second plan, Chummy gets 5 flowers for the bumble bees.*)
 - Why did Chummy's gran think helping the bees was important? (*Because the bees did not have enough food*)

6. Explain to students that Chummy chose to give up some parts of his costume to get some flowers for the bees. This means that Chummy faced having to make a choice that involved a **trade-off**—giving up some of one thing in order to gain some of something else. Discuss the following:
 - What trade-off did Chummy make in his second plan for being a helper? (*In his second plan, Chummy gave up part of his superhero costume [the helmet and shield] to get some flowers for the bees.*)
 - What trade-off did Chummy make in his MEGA MEGA plan (third plan) for being a helper? (*In his third plan, Chummy gave up the cape from his superhero costume to get 5 more flowers [a total of 10] for the bumble bees.*) As students respond, use the manipulatives from the visual to model this trade-off. Take away the cape and add 5 more flowers next to the 5 carrots.
 - What did Chummy choose to do to be a helper for his community? (*Chummy chose to use all of his carrots to buy flowers for the bumble bees. Chummy's gran told him that the bumble bees didn't have enough food, and Chummy wanted to be a hero in his community, so he used his carrots to buy flowers to feed the bumble bees.*)

7. Tell students that we will think about Chummy's choice and make two lists. The first list is going to be the benefits of his choice. **Benefits** are the positive things when we make a choice. The second list is going to be the costs of his choice. **Costs** are the negative or unfavorable things when we make a choice. Encourage students to share all of the benefits and costs. As students share, record their answers on a whiteboard or chart paper. (*Answers will vary. Benefits may include Chummy was able to help his community; Chummy felt good helping the bees; Chummy's community has more flowers; or Chummy's gran is proud of him. Costs may include Chummy didn't get his superhero costume; or, Chummy might be sad that he doesn't have his costume.*)

8. Tell students that now that they have thought about the benefits and costs of Chummy's choice to be a helper, they will think about the benefits and costs of the choice they made to be a helper. Remind students that at the beginning of class they shared a time when they were a helper. Tell students to find their sticky notes on the board and talk with a partner about the benefits and costs of their choice to be a helper. You can model for them to help them get started. Encourage students to use the following sentence starters:
- "I made a choice to help _____. The benefit of this choice was _____. The cost of this choice was _____." The following are examples:
- I made a choice to help my sister build a tower, and I was happy because I helped, but I didn't get to build my own tower. The benefit of this choice was that I felt happy. The cost of this choice was that I didn't get to build my own tower.
 - I made a choice to help my mom clean the windows. We have clean windows now, but I didn't have as much time to read my book. The benefit of this choice was having clean windows. The cost of this choice was that I had less time to read my book.
9. If there is time, students can share what they and their partner discussed. Each pair can share one way they were a helper, along with the benefits and costs of their choice to help.
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Closure

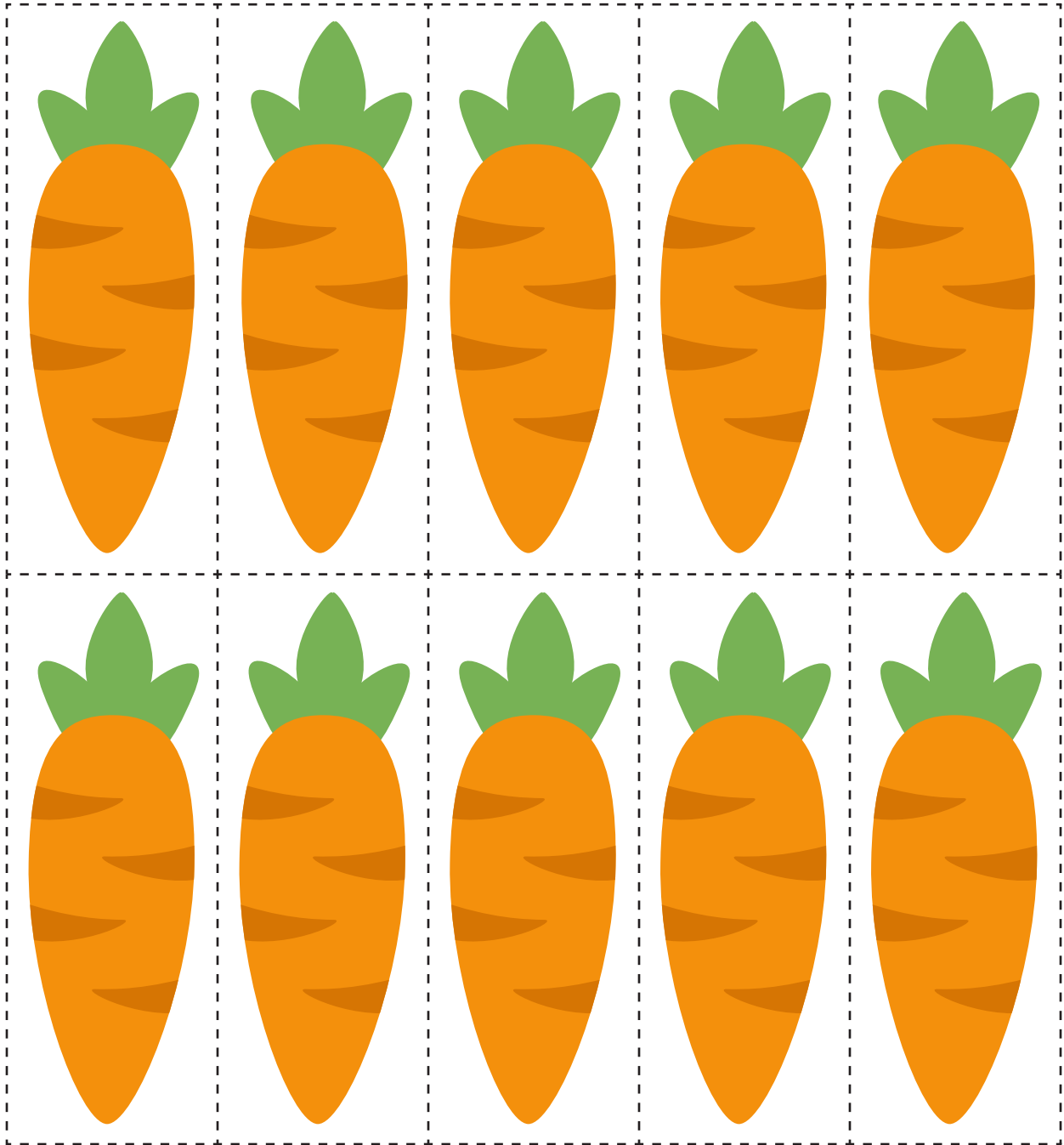
10. Remind students that they have been thinking about choices and ways they can be helpers. They learned about the choice Chummy the bunny made to help the bees, and they shared about choices they made to be helpers. Discuss the following:
- What is a choice? (*A choice is a decision between two or more possibilities.*)
 - What is a trade-off? (*A trade-off is giving up some of one thing in order to gain some of something else.*)
 - What are benefits? (*Benefits are the positive things when we make a choice.*)
 - What are costs? (*Costs are the negative things when we make a choice.*)
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Assessment

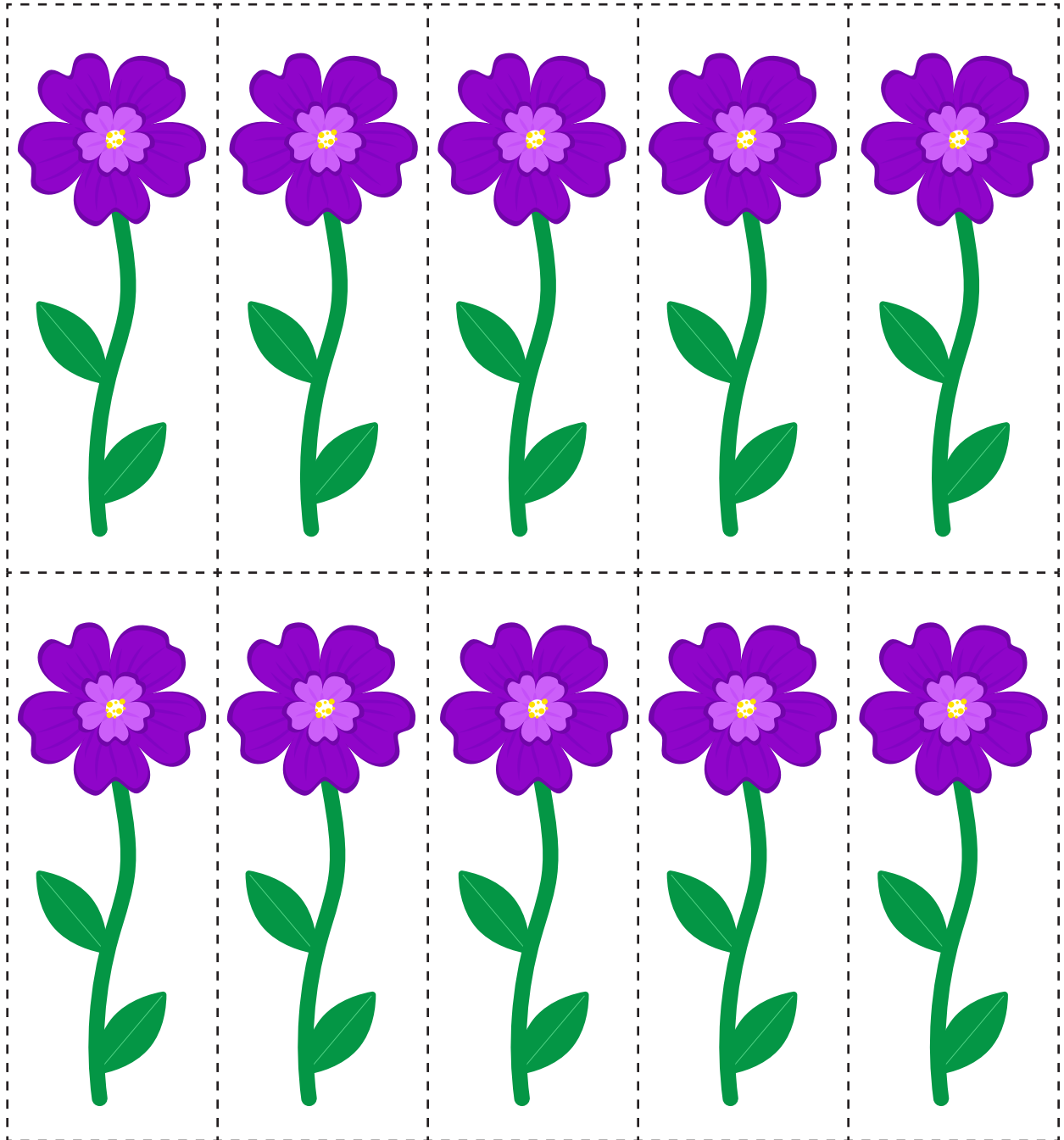
11. Tell students that they are going to get 10 extra minutes outside and that they can decide how they will use their time outside. Will they (1) play on the playground or (2) weed the school's flower beds and pick up litter? Tell students to think about plans like Chummy. They can make "all or nothing" choices (10 minutes playing and 0 minutes weeding/picking up litter), or they can choose to spend some time playing and some time helping their school community (5 minutes playing and 5 minutes weeding/picking up litter). Distribute a copy of *Handout: Assessment* to each student. Tell them to draw a picture of their choice on the handout and include one benefit and one cost of their choice. Students can identify *if* their choice helps their community and *how* they know. Students can enact their plan (10 minutes outside allocated according to their choice).
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Visual: Chummy Bunny Manipulatives (page 1 of 3)

Cut out the items below and on the following pages to use as manipulatives as students think about Chummy's three different plans. You can use a document camera or other display to show the items while discussing the plans with students.



Visual: Chummy Bunny Manipulatives (page 2 of 3)



Visual: Chummy Bunny Manipulatives (page 3 of 3)



Handout: Assessment

My Plan for 10 Minutes Outside

1. For each minute you choose to play on the playground, color a block blue.
 2. For each minute you choose to weed the flowers and pick up trash, color a block green.
- When you are finished, all 10 blocks should be colored in.

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😊 One benefit of my choice is...	☹️ One cost of my choice is...
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Does your choice help our community? Choose YES or NO, and then tell why.

YES

NO

I know my choice helps our community because...	I know my choice does not help our community because...
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Standards and Benchmarks

Voluntary National Content Standards in Economics

Standard 2: Decision Making

- **Benchmarks: Grade 4**
 1. Choices involve getting more of one thing by giving up something else.
 2. A cost is what you give up when you decide to do something. A benefit is what satisfies your wants.