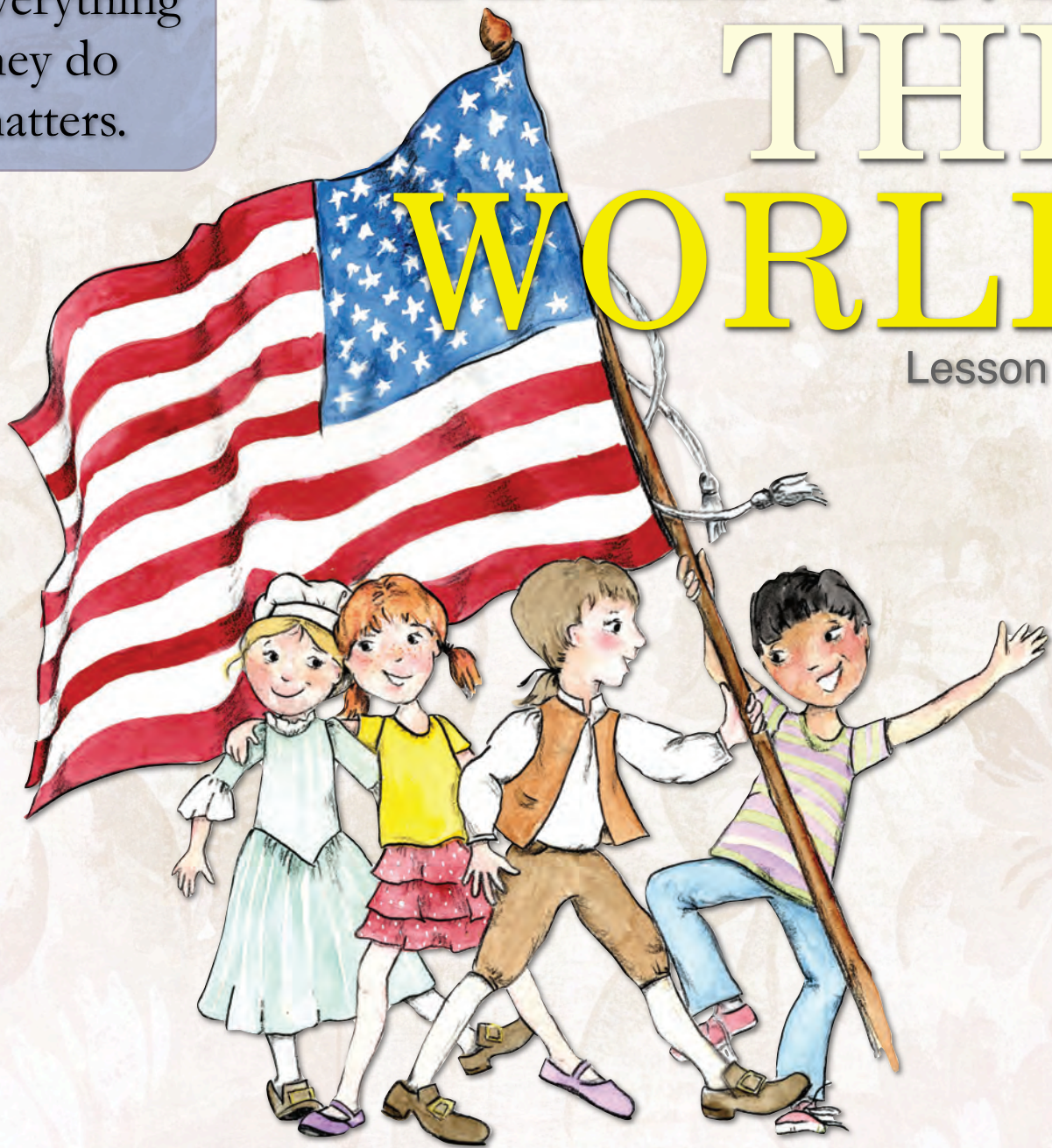


Helping students understand their personal worth and potential, everything they do matters.

YOU CAN CHANGE THE WORLD

Lesson Plan





**YOU
CAN
CHANGE
THE
WORLD**

Table of Contents

Overview.....	3
Book Description.....	4
Lesson Plan	5-23
Day 1	5-15
Edward Lorenz Images.....	6-7
Butterfly Worksheet Images	12-15
Day 2	16-30
Peanut Images.....	17-20
Cityscape.....	24-25
Storyboard	26-27
Storyboard Worksheet Images	28-30
Butterfly, Art-Craft-Activities	31-32
Rubric.....	33-34
Resources	35-36



**YOU
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THE
WORLD**

Overview

1. **Title:** You Can Changed the World
2. **Purpose:** No nation remains free without first being a good, moral people. *"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness."*-Declaration of Independence
3. **Objectives:** Helping students understand their personal worth and potential, everything they do matters.
4. **Duration:** Two, 1-hour lessons depending on selected art or activities.
5. **Grade:** K-6
6. **Content Area & Core Standards:** Social Studies, Math, Language Arts, Science.
7. **Resources / Materials needed:** "The Boy Who Changed The World", written by Andy Andrews, illustrated by Phillip Hurst.
Book Link: <http://www.andyandrews.com/ms/the-boy-who/>
8. **Vocabulary:** consequence, sprouted, crept, expedition, peered, choice, invent, plopped, chuckled and effect.
9. **Differentiation:** Group and individual activities with visuals and hands on experience.
10. **Motivation/Anticipatory Set:**
Day 1- Have the students watch the butterfly video.
Day 2- Have the students look at the visuals or real life's of peanuts.
11. **Assessment/Rubric:** Students understanding will be recognized at the end of the lesson during the writing and/or art projects.



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Book Description

"The Boy Who Changed the World", by Andy Andrews reminds educators and families of their personal worth and valuable roles they play in our world. The easy to read, prepare, and instruct imagery brings a whole new level of learning into the classroom and home. Visuals, hands on experience, printable worksheets, art projects, video, activities, and rubric are rich with resources making it adaptable to any age. The lesson plan is created with differentiated instruction in science, social studies, math, and language arts.

Day 1



YOU CAN CHANGE THE WORLD



Introduction Video: National Geographic for kids; Butterflies 3:02 minutes duration.
(touch video title to access the introductory video)

Edward Lorenz



See page 6



See page 7



See page 7

EDWARD LORENZ SHOW was an American **meteorologist** and **mathematician**.



What is a meteorologist?

(study of weather)



What is a mathematician?

(expert in math)

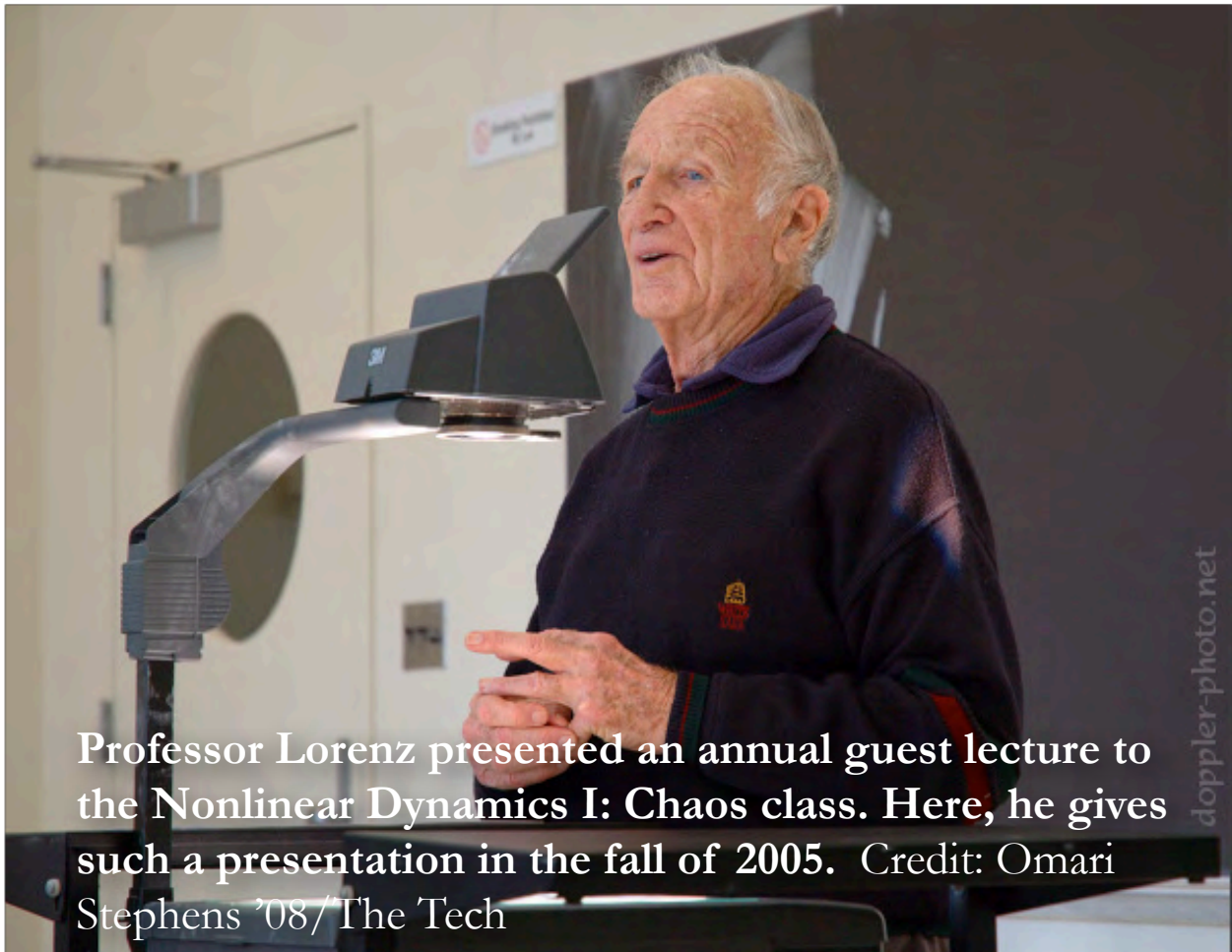


Touch here to Watch:
Meet Me @ The Corner
with Alexis and meet a
meteorologist

HE discovered the **butterfly effect**, the belief *that a hurricane can form with the distant flapping of a butterfly's wings several weeks before.*

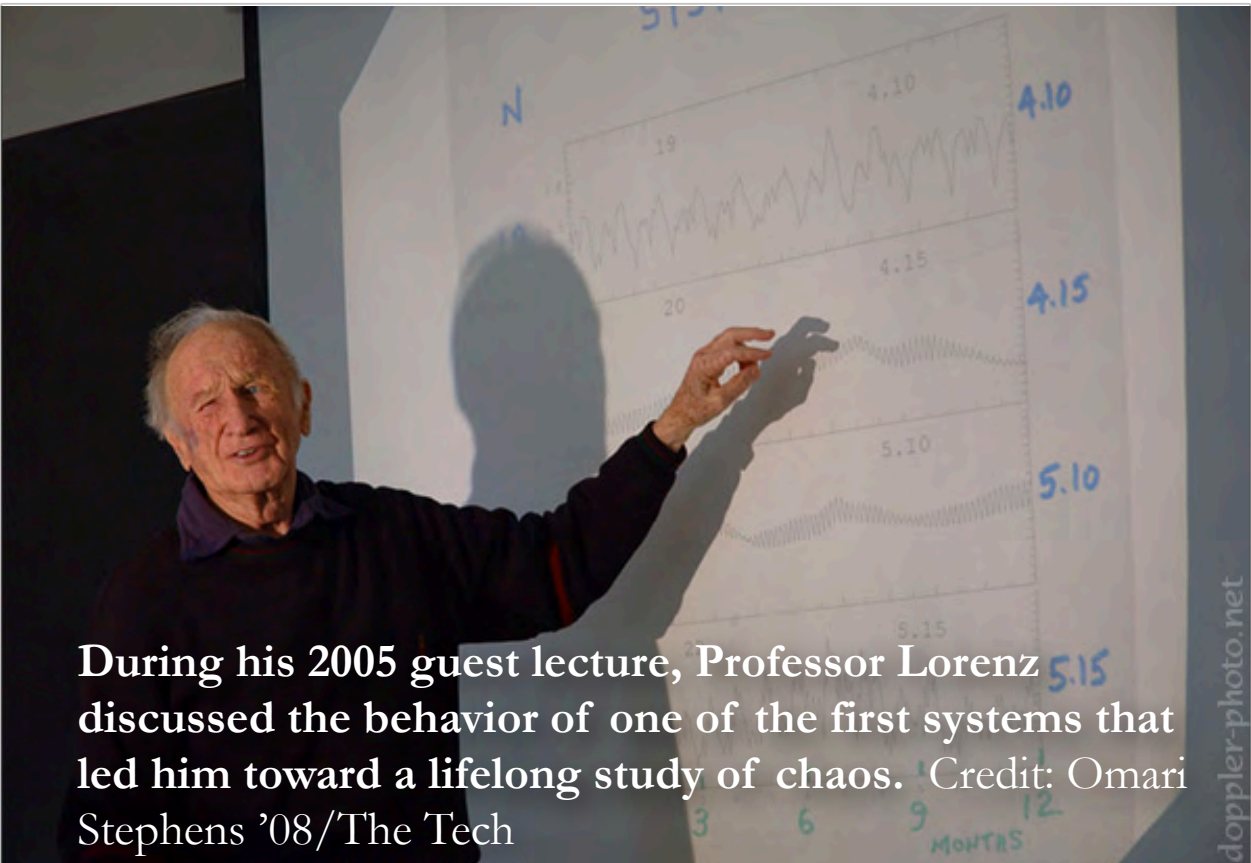


Edward Lorenz, 1956 Credit: courtesy of the MIT Museum



Professor Lorenz presented an annual guest lecture to the Nonlinear Dynamics I: Chaos class. Here, he gives such a presentation in the fall of 2005. Credit: Omari Stephens '08/The Tech

doppler-photo.net



During his 2005 guest lecture, Professor Lorenz discussed the behavior of one of the first systems that led him toward a lifelong study of chaos. Credit: Omari Stephens '08/The Tech

doppler-photo.net

Day 1

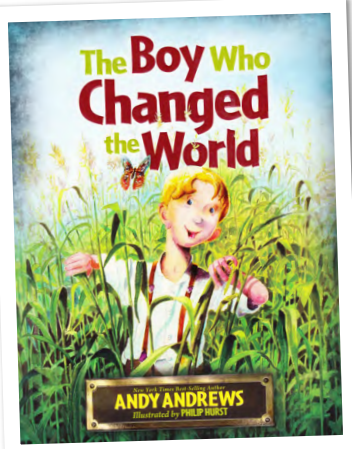


YOU CAN CHANGE THE WORLD



Is there something **little** you do that makes a **big** difference in the world?

Your choices can be just like a butterfly's wings and affect people all over the world. Every little thing you do matters.



SHOW them the **book** and **TELL** them they are going to learn about how **our choices are like a butterfly's wings**. We are going to read a story about how our choices can affect millions of people around the world.

Vocabulary Words

ALWAYS predetermine a **silent action** (*surprise face, jazz hands, timeout signal, etc.*) for students to make when they hear you read vocabulary words in the story. Favorite way to remember words: discuss word definitions and have students **CREATE** their own **silent action** that shows what **each** word means.



consequence: the result of an action.

*When I choose to be kind my **consequence** is being a good friend.*



sprouted: to start to grow.

*Hank has **sprouted** two inches taller in a week!*

Day 1



**YOU
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crept: to slowly sneak up on something or someone.
*We **crept** past our sleeping baby.*



expeditions: going on a trip to look for something.
*Our class went on an **expedition** to the mountains to find butterflies.*



peered: to look closely at something.
*The boy **peered** at the sky, looking for airplanes to fly overhead.*

READ: “The Boy who Changed the World”, the first half including **Norman Borlaugh** and **Henry Wallace**, end with the phrase:

“or maybe it was George”.

REVIEW: Spend the next few minutes reviewing **the story**.



What choices did Norman make?

(He chose to get an education and learn all he could about plants. He chose to be a hard worker, to never give up. He chose to share his discoveries with the world.)



What choices did Henry make?

(He chose to learn all he could and share his knowledge with others. He chose to help the world with all he learned.)



What were their consequences?

(They saved over 2 billion people because of their hard work, sacrifice and learning.)

Day 1



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Choice and Consequence

ACTIVITY: Label opposite ends of a stick or baton with the words “**choice**” and “**consequence**”.

Have **TWO STUDENTS** each **hold an end** of the stick and not let go.

ASK the “**choice**” student to take a few steps forward. The “**consequence**” student will follow.

EXPLAIN that **wherever there is a choice there is a consequence**.

DISCUSS: Open a discussion **recognizing the choices and consequences they face**.

- procedures of classroom and school
- procedures at home
- interactions with friends

Day 1

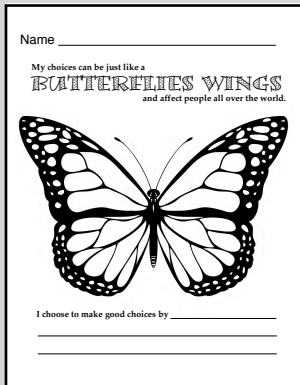


YOU CAN CHANGE THE WORLD

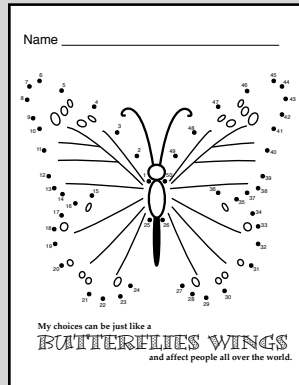


What happens if you choose to be kind or choose to bully?

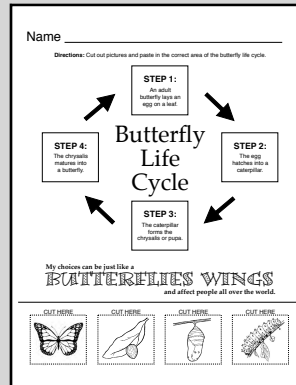
CHOOSE one or more of the BUTTERFLY ART, CRAFTS, OR ACTIVITIES on pages 31-32 or Print a BUTTERFLY WORKSHEET for students to complete.



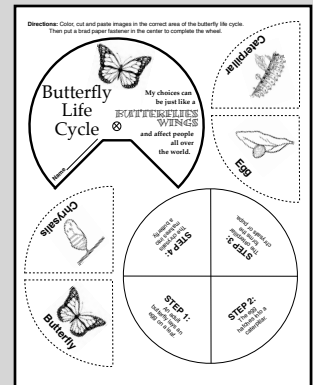
See page 12



See page 13



See page 14



See page 15

REMINDE the students that:

their choices can be just like a

Butterflies wings

and affect people all over the world.

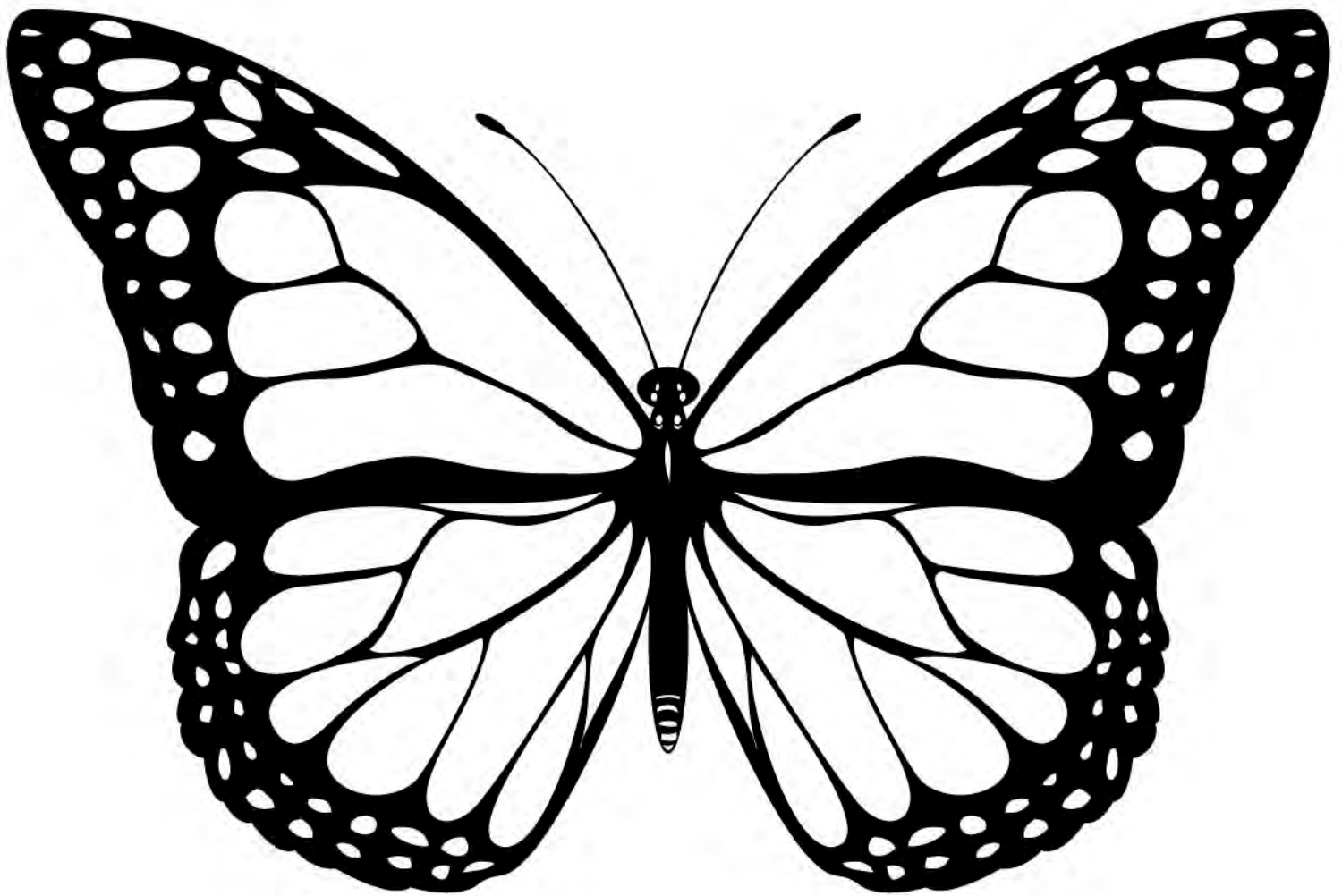
Click HERE for website with printable PDF images as seen above.

Name _____

My choices can be just like a

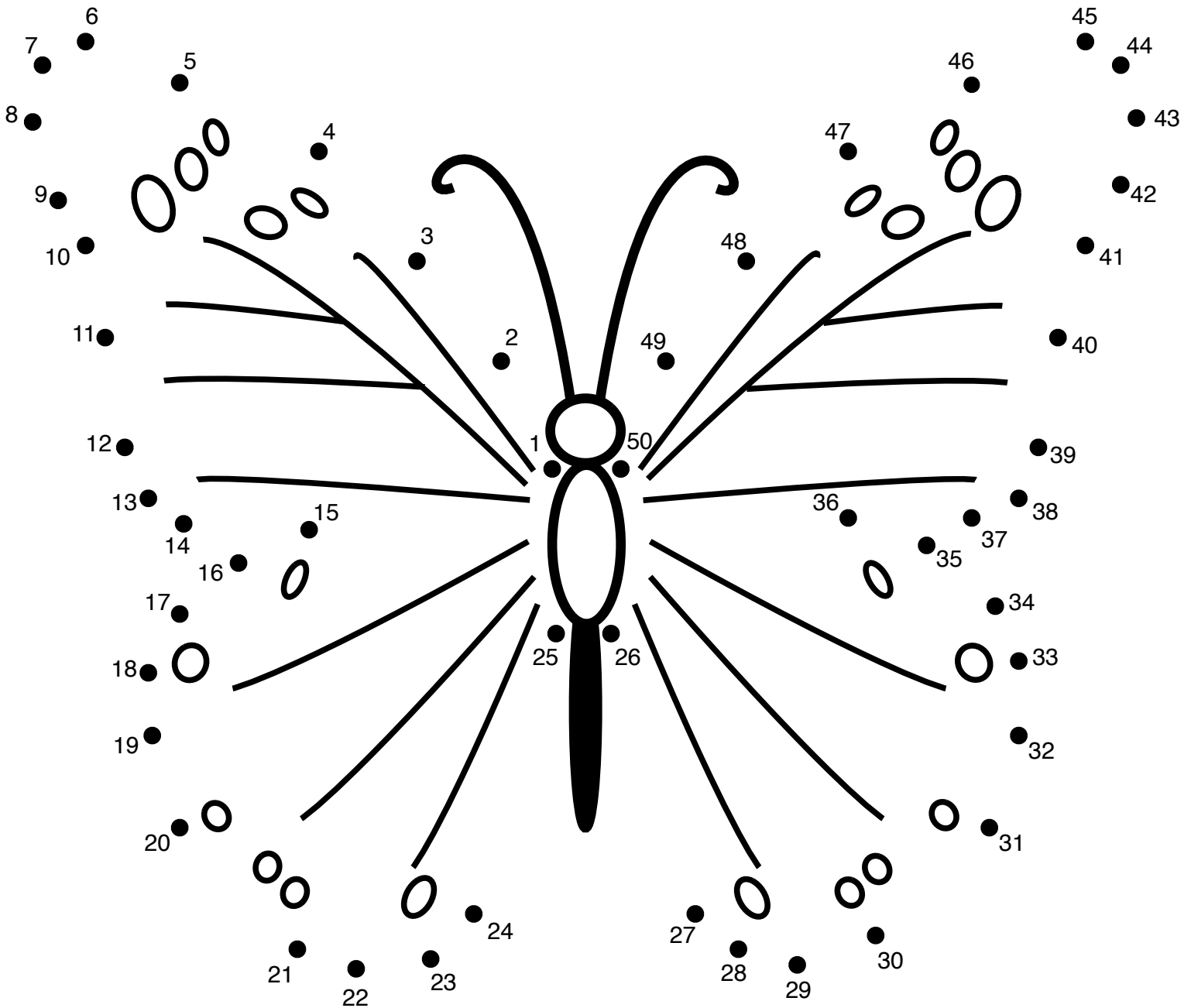
BUTTERFLIES WINGS

and affect people all over the world.



I choose to make good choices by _____

Name _____



My choices can be just like a

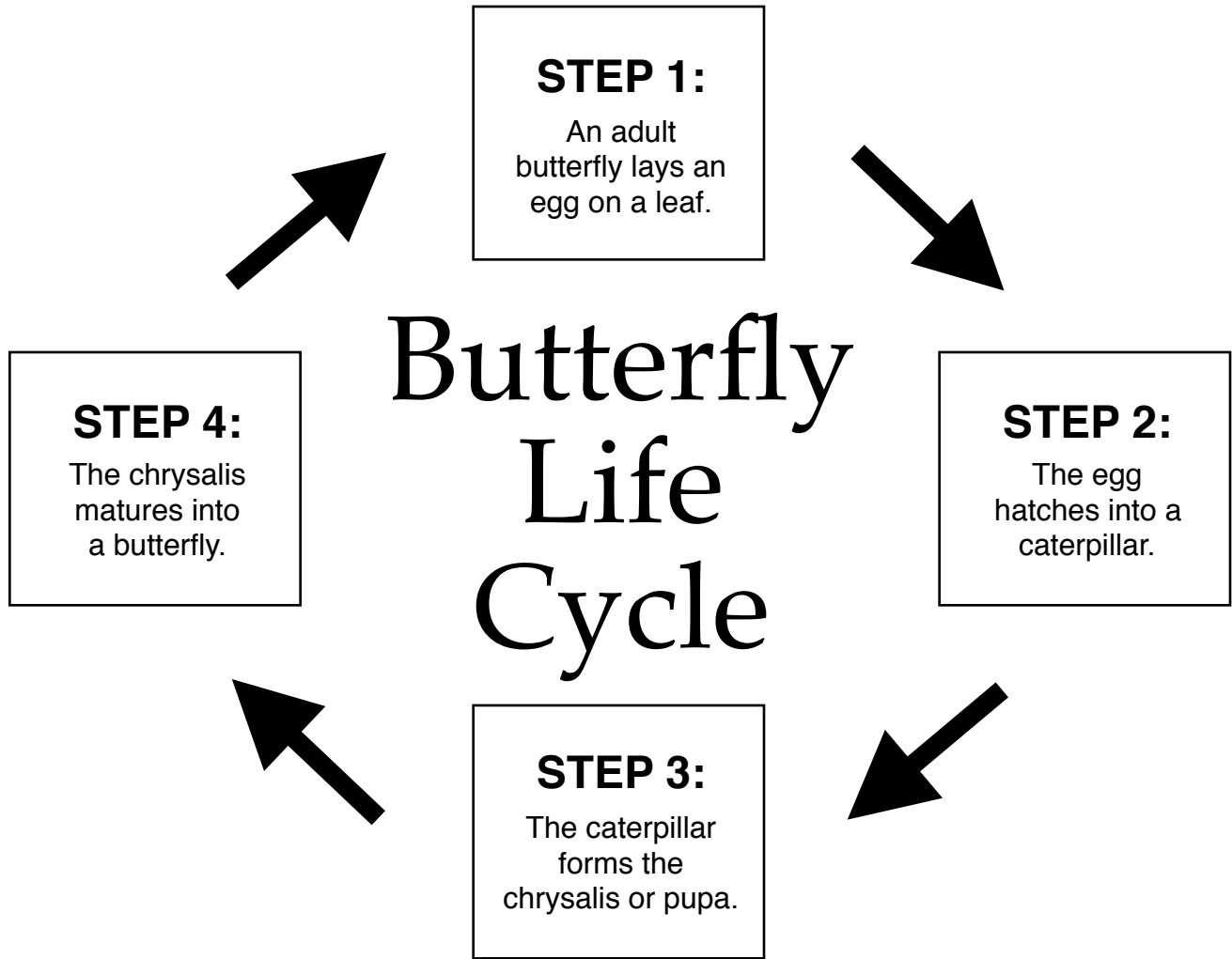
BUTTERFLIES WINGS

and affect people all over the world.

smileifyourehappy/wearelibertykids website

Name _____

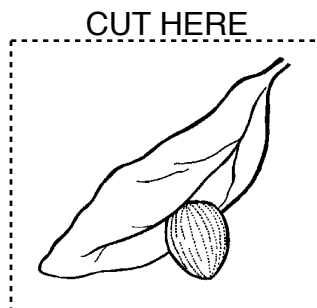
Directions: Cut out pictures and paste in the correct area of the butterfly life cycle.



My choices can be just like a


BUTTERFLIES WINGS

and affect people all over the world.



Directions: Color, cut and paste images in the correct area of the butterfly life cycle. Then put a brad paper fastener in the center to complete the wheel.

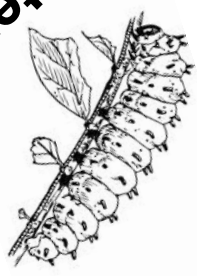
Butterfly Life Cycle



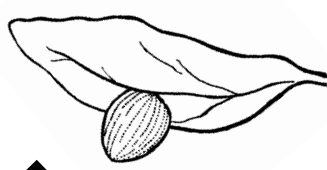
My choices can be just like a **BUTTERFLIES WINGS** and affect people all over the world.

Name _____

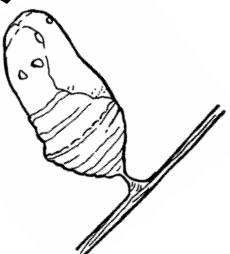
Caterpillar



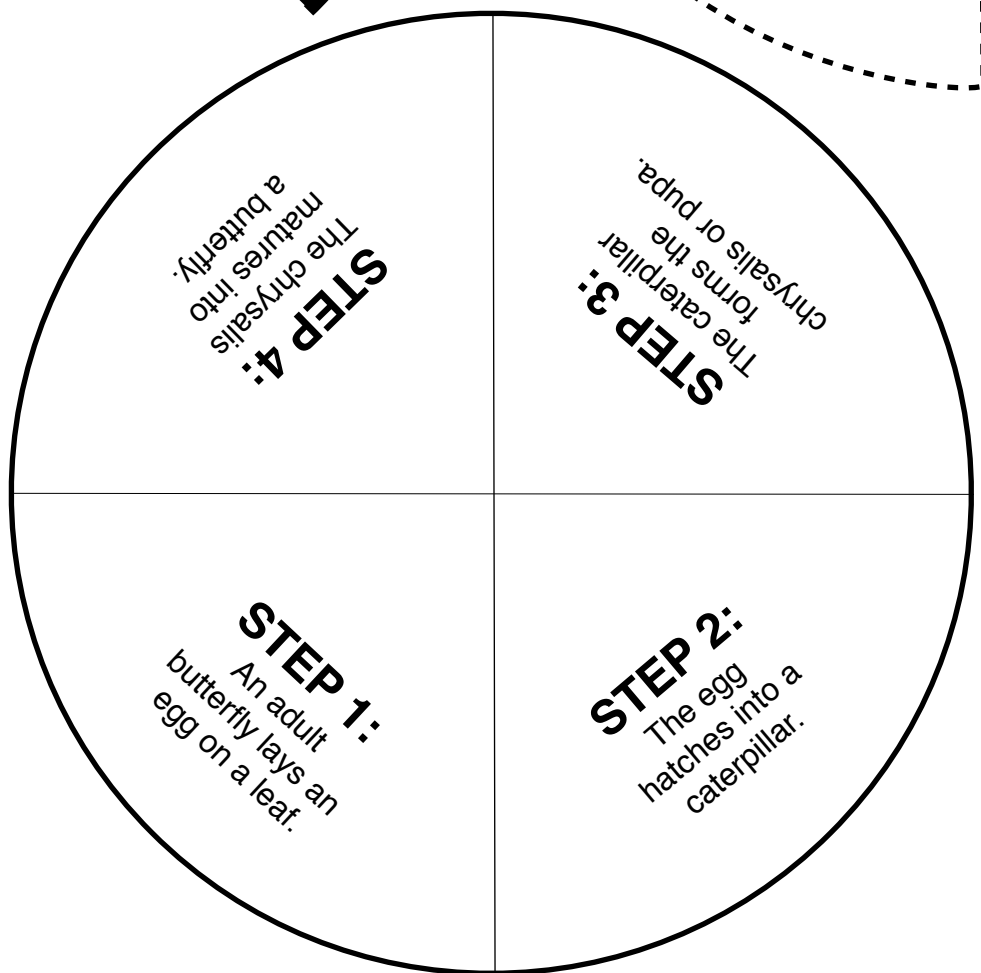

Egg



Chrysalis



Butterfly



Day 2



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Lesson Prep: display real life peanut products and or images of peanuts and their many uses.



Peanut Plant



Peanut Oil



Peanut Butter



Peanut M & M's



Roasted Peanuts



Peanut Butter Play Dough



Peanut Butter Cookies



Thai Peanut Noodle Dinner



Peanut Plant



Peanut Butter



Peanut Oil



Peanut M & M's



Roasted Peanuts



Peanut Butter Cookies



Peanut Butter Play Dough



Thai Peanut Noodle Dinner

Day 2



ASK the following questions and **DISCUSS** with your students the ideas they come up with...



Do you remember what the word **invent means?**

(to create or make up an idea)



Have you ever wanted to be an **inventor?
What would you like to **invent**?**

REMEMBER **Norman Borlaugh** and **Henry Wallace**?



What did they **invent?**

(a special super seed that saved the lives of two billion people)



Do you like **peanut butter?**

We are going to **READ** about another boy that changed the world **by inventing 266 uses for the peanut!**

DISPLAY pictures of **peanuts and their uses**, telling the kids that someone invented all these ways to use a peanut.

But **first BEFORE** we begin reading we need to learn **vocabulary words.**

Day 2



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Vocabulary Words

ALWAYS predetermine a **silent action** (*surprise face, jazz hands, timeout signal, etc.*) for students to make when they hear you read vocabulary words in the story. Favorite way to remember words: discuss word definitions and have students **CREATE** their own **silent action** that shows what **each** word means.



choice: making a decision between two possibilities.

*I made a **choice** between candy or fruit.*



invent: to create or make up an idea.

*The scientist can **invent** a way to make plants grow faster.*



plopped: to drop down or sit down really hard.

*Lucas **plopped** down in the chair and cried.*

*The puppy was so tired he **plopped** down on the grass and quickly fell asleep.*



chuckled: laughed.

*My class **chuckled** when I told them a joke.*



effect: a change caused by an action.

*My choices can create a butterfly **effect**.*

Day 2



READ the last half of “**The Boy Who Changed the World**”.

DISCUSS how **George and Moses’** small choices made a **big difference** in the lives of others.

USE one of the following activities to **illustrate how**

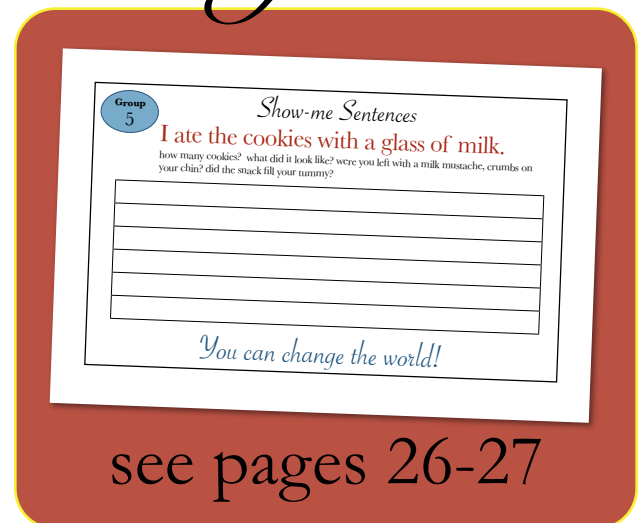
every little thing we do matters.

Cityscape



see pages 24-25

Storyboard



see pages 26-27

or



**YOU
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Cityscape

Have a **GROUP DISCUSSION** about **elements that create a city** i.e.

- families
- police
- school
- homes
- gas station
- restaurants
- parks
- fire departments
- post office
- hospital
- grocery store
- church

Allow each **STUDENT** to take a few minutes to **draw a part of a city** on a half sheet of paper.

DRAW roads on the **white board**.

Have them **“BUILD”** their city **by hanging their pictures together** along the white board roads.

be prepared

As you discuss creating a city determine what students will be drawing, ensuring all major city elements are included in the classroom cityscape.

DISCUSS how **diversity** in people and jobs **create a successful community**.



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THE
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Cityscape

STAND BACK and look at the fantastic community you built.

Emphasize how **each** individual matters to many people.

You are important!



What are **you** doing now that can **change the world**?

- getting an education
- being kind and helpful
- showing respect
- serving others.

You are making a difference!

Group 5

Show-me Sentences

I ate the cookies with a glass of milk.

How many cookies? what did it look like? were you full with a milk mustache, crumbs on your chin? did the snack fill your tummy?

You can change the world!



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Storyboard

DIVIDE class **into groups** and have each group practice descriptive writing with

Show-me sentences.

From beginning to end have each group or individual stand and **READ ALOUD** their **constructed sentence**.

You could **WRITE** the sentences **on the board** forming the story.

TEACH them how **each small thing makes a big whole**, the small sentences created an entire story! Emphasize how each small part, every little thing they do, makes a difference.

You can change the world!

CHILDREN typically **tell rather than show** what is happening when they write. In order to teach them descriptive writing have them look at tell me sentences and prompt them with thoughtful questions as they re-write the sentences.



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Storyboard

USING the **Tell-me Sentences** below, divide the class into **5 groups** and have them construct descriptive

Show-me sentences

Group

- 1. It had been a long day at school.**
what made the day long? tests? weather? trouble?
- 2. I was hungry for an after school snack.**
how did you know you were hungry? yucky lunch?
growling tummy?
- 3. I wanted chocolate chip cookies.**
why chocolate chip? how they smell? easy to make?
- 4. I made the cookies myself.**
how did you make them? did you make a mess of the
kitchen in the process? are you a chef?
- 5. I ate the cookies with a glass of milk.**
how many cookies? what did it look like? were you
left with a milk mustache, crumbs on your chin? did
the snack fill your tummy?

Click here for website with printable PDF worksheets as seen
on pages 28-30.

Group

1

Show-me Sentences

It had been a long day at school.

what made the day long? tests? weather? trouble?

You can change the world!

smileifyourehappy/wearelibertykids website

Group

2

Show-me Sentences

I was hungry for an after school snack.

how did you know you were hungry? yucky lunch? growling tummy?

You can change the world!

smileifyourehappy/wearelibertykids website

Group

3

Show-me Sentences

I wanted chocolate chip cookies.

why chocolate chip? how they smell? easy to make?

You can change the world!

smileifyourehappy/wearelibertykids website

Group

4

Show-me Sentences

I made the cookies myself.

how did you make them? did you make a mess of the kitchen in the process? are you a chef?

You can change the world!

smileifyourehappy/wearelibertykids website

Group

5

Show-me Sentences

I ate the cookies with a glass of milk.

how many cookies? what did it look like? were you left with a milk mustache, crumbs on your chin? did the snack fill your tummy?

You can change the world!

Butterfly Art - Craft - Activities



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By clicking TITLES in red, you will visit a website with more details.



Symmetrical Painted Butterfly:

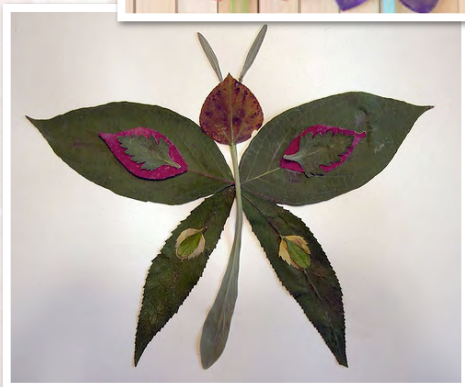
Symmetrical Painting is so easy and fun too! With just a few items needed your kids are sure to enjoy creating butterflies in this way.



Painting Butterflies: Painting is a way to help create inspirational art. Let their imaginations soar! With a paper, brush and paints they will have a blast!



Ribbon Butterflies: These ribbon butterflies are a hit. The kids will enjoy putting the finishing touches on their butterfly and to make each one unique and colorful.



Nature Butterflies: Let nature guide your imagination to create these unique butterflies. This will be a fun memory loved by kids of all ages. (There are not directions for this activity be creative and have fun using the image to guide you.)

Butterfly Art - Craft - Activities

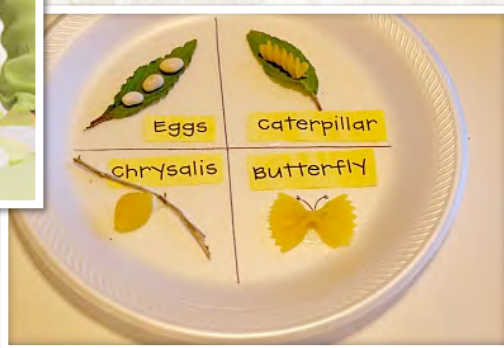


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(By clicking TITLES in red, you will visit a website with more details.)



Drink like a Butterfly: Students "become" butterflies themselves by creating a paper flower that has a cup in its center for nectar (apple juice), and then sipping the nectar through a straw.



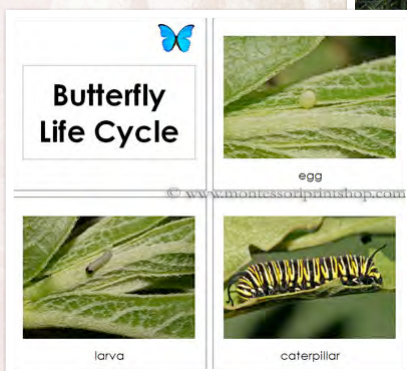
Life Cycle of a Butterfly: This interactive activity is so much fun to create. Your kids are sure to have a blast making their own butterfly life cycle.



Butterfly Raising Kit: Your kids will love raising their very own live butterfly. See the caterpillar's transition into a chrysalis, and finally into a butterfly!



Coffee-Filter Butterflies: Simple, fun & easy. Just dip it into food colored water and let dry. Students will get excited to see the colors blend and pop. It's cinch!



Butterfly Life Cycle Images: These images make the life cycle of a butterfly come to life. You can download print and laminate them in a snap to help your students enjoy learning!

Rubric Cityscape



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CATEGORY	4 EXCELLENT	3 GOOD	2 NEEDS IMPROVEMENT	1 POOR
Effort	Worked on a task until it was completed. I pushed myself to continue working even when difficulties arose. Viewed difficulties as opportunities to strengthen my understanding.	Worked on a task until it was completed. Continued working even when difficulties arose or a solution was not evident.	I put some effort into the task but stopped when difficulties arose.	I put very little effort into the task.
Discussion	Discussion by all group or class members indicate a clear and accurate understanding of how their choices and actions are like the butterfly effect.	Discussion by most group or class members indicate a relatively accurate understanding of how their choices and actions are like the butterfly effect.	Discussions by most group or class members indicate our choices are important, but cannot make the connection with the butterfly effect.	Discussion by several members of the group or class do not illustrate much understanding of personal choices or the butterfly effect.
Construction - Care Taken	Great care taken in construction process so that the structure is neat, attractive and follows plans accurately.	Construction was careful and accurate for the most part, but 1-2 details could have been refined for a more attractive product.	Construction accurately followed the plans, but 3-4 details could have been refined for a more attractive product.	Construction appears careless or haphazard. Many details need refinement for a strong or attractive product.

Rubric Storyboard



**YOU
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CATEGORY	4 EXCELLENT	3 GOOD	2 NEEDS IMPROVEMENT	1 POOR
Adjectives	Student or group uses 3 or more adjectives	Student or group uses at least 2 adjectives.	Student or group uses at least 1 adjective	Student or group uses no adjectives
Writing Conventions	Writing conventions have been followed with a high degree of accuracy. Student begins and ends each sentence correctly. Proper nouns are capitalized.	Writing conventions have been followed with a good degree of accuracy. Student begins and ends most sentences correctly. Most proper nouns are capitalized.	Writing conventions have been followed with a low degree of accuracy. Student or group begins or ends the sentence without correct punctuation.	writing conventions have been followed with a low degree of accuracy. No knowledge of punctuation or adjectives is shown.
Smooth Sentences-Fluency	Sentences make perfect sense, flow nicely and are varied in style, beginning words, and length.	Sentences are good and are easy to read but are a little lacking in variety.	Sentences are fair, but some are lacking in variety. Sentences might not all make complete sense or have many words left out.	Sentences are very plain with little variety in length or wording. Sentences are incomplete or not understandable.

Resources

Images/ Videos/ Websites



**YOU
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Book: “The Boy Who Changed The World”, written by Andy Andrews, illustrated by Phillip Hurst. Link for book: <http://www.andyandrews.com/ms/the-boy-who/>

Butterfly: <http://www.abcteach.com/free/b/butterflymonarchbnw.jpg>

Butterfly Egg: http://www.pbubuilder.org/PBUFiles/197/Student/bfly_10_7_03_20031007115604/images/egg.gif

Chrysalis: <http://teach.fcps.net/trt2/images/chrysalis.gif>

Cityscape: <http://sueannebottomley.blogspot.com/>

Monarch Butterfly: http://upload.wikimedia.org/wikipedia/commons/5/55/Viceroy_Butterfly.jpg

Peanut Butter: <http://upload.wikimedia.org/wikipedia/commons/b/bc/PeanutButter.jpg>

Peanut Butter Cookie: <http://www.browneyedbaker.com/wp-content/uploads/2009/06/peanut-butter-cookies-display2.jpg>

Peanut Butter Play Dough: <http://thisweekfordinner.com/wp-content/uploads/2010/01/peanut-butter-playdough-happy-mt.jpg>

Peanut M&M's: <http://nuts.com/images/auto/801x534/assets/16d701d4d8201ef6.jpg>

Peanut Oil: <http://www.seriousseats.com/images/20110526-frying-fries.jpg> & http://www.pastorelli.com/wdk_pas/wcm/resources/images/oils/1_gal_oils-highres/4159_1157723_91140/1-gal-peanut-oil.png

Roasted Peanuts: <http://img.ehowcdn.com/article-new/ehow/images/a05/nq/76/uses-peanut-shells-1.1-800x800.jpg>

Peanut Plant: http://www.sagessite.com/peanut_plant.jpg

Peanut Noodle Dinner: <http://sumptuouspoonfuls.files.wordpress.com/2012/03/thai-peanut-noodles-with-broccoli-shrimp4.jpg?w=590&h=443>

Butterfly Video: <http://video.nationalgeographic.com/video/kids/animals-pets-kids/bugs-kids/butterflies-kids/>

Edward Lorenz Images: <http://www.technologyreview.com/mitnews/422855/photos-of-edward-lorenz/#photo>

Resources

Images/ Videos/ Websites



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Meet a Meteorologist Video: <http://www.meetmeatthecorner.org/episode/an-interview-with-a-meteorologist>

All Worksheet Printable: <https://smileifyourhappy.wordpress.com/lesson-plan-worksheets/>

Symmetrical Painted Butterfly: <http://heartofthematteronline.com/symmetrical-painted-butterfly-craft/>

Painting Butterflies: <http://www.deepspacesparkle.com/2012/01/24/butterfly-painting-art-lesson/>

Ribbon Butterflies: <http://family.go.com/crafts/craft-1029753-fairy-butterfly-barrettes-and-pins-t/>

Nature Butterflies: <http://www.flickr.com/photos/dclawyer/249835046/sizes/m/in/photostream/>

Drink like a Butterfly: <http://smileifyourehappy.wordpress.com/2012/09/21/drink-like-a-butterfly-activity/>

Life Cycle of a Butterfly: <http://spendadayinsecondgrade.blogspot.com/2011/11/butterfly-life-cycle.html>

Butterfly Raising Kit: <http://www.nature-gifts.com/1403-gift-ideas-kit.html>

Coffee-Filter Butterflies: <http://www.mommygaga.com/2012/03/spring-crafts-for-kids-coffee-filter-butterfly-craft.html>

Butterfly Life Cycle Images: <http://www.shop.montessoriprintshop.com/Butterfly-Life-Cycle-Cards-Toddler-TodF-5a.htm?categoryId=-1>

Lesson Plan

written by Molly Foster
& designed by Heidi Tribe

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