

Session Five

A Penny Shared

Overview

The students are introduced to storybook characters who earn money for a worthy cause.

Objectives

Students will be able to:

- Explain the importance of giving.
- Organize a chronological sequence of events.

Preparation

- ☐ Display the **Junior Achievement Banner** when you arrive.
- ☐ Review the session's materials. Practice reading and holding the *Charlie Plants a Garden* storybook. The storybook is also available as a digital asset.
- ☐ **Note:** Students will be asked to separate perforated story cards. Separate the cards before class if the teacher recommends doing so.
- ☐ Flash cards help students see, hear, and learn words. Use the session's **Illustrated Key Term Flash Cards** to introduce today's key terms or project the digital asset. Key terms also are highlighted in bold in the guide and defined in the margin.
- ☐ Prepare the student name tags before class or have the teacher prepare them.
- ☐ Review the session's **Extended Learning Opportunities** on page 39. Discuss application options with the teacher.
- ☐ **Note:** Check with the teacher in advance to determine how the **Certificates of Achievement** are to be distributed. Make sure you have signed each certificate.

Concepts

Benefit
Community
Giving
Society
Values

Skills

Abstract thinking
Following directions
Listening responsively
Matching
Reading comprehension
Sequencing
Story structure

Recommended Time

This session typically takes 30 minutes to complete. If needed, ask the teacher to help you keep track of the time.

Materials

- 1 Junior Achievement Banner
- 4 Name Tag Sheets
- 1 Illustrated Key Term Flash Card (j)
(digital asset available)
- 30 Junior Journal Minibooks (digital asset available)
- 1 *Charlie Plants a Garden Storybook*
(digital asset available)
- 30 Story Cards Sheets
- 30 Certificates of Achievement
- Pencils (not included)
- Glue sticks (not included)



Junior Achievement Banner



Name Tag Sheets



Junior Journal
Minibooks



Illustrated Key Term
Flash Card



*Charlie Plants a
Garden Storybook*



Story Cards Sheets



Certificates of
Achievement

Presentation

Introduction

Greet the students. Introduce yourself and tell the students you are glad to be back with them. Seat them as you did last time—in a semicircle on the floor around you.

Introduction Time
10 minutes

Take a few minutes to remind students of the things they have learned so far. They have learned about making choices, needs and wants, and earning and saving money. Now they will learn about earning money to help their neighbors.

Display or project the *give* flash card for students to see. Define **give** and have students repeat the word after you. Emphasize the importance of giving.

Key Term

Give

To make a gift of something.

Talking Points

- o Imagine you have two apples. What would you do with two apples? (Some might suggest eating both; others might suggest giving one to a friend.)
- o Let's say you gave one apple to someone who didn't have one. How would sharing make you feel?
- o How does sharing make the world a better place?

Provide examples of your experiences with a worthy cause or organization that benefits the community (a local food pantry, a book or toy drive, a club for boys and girls, Junior Achievement, etc.).

Tell the students you will now read a story about a boy named Charlie and his classmates and how they earn money to help their neighbors. Tell the students you would like them to sit quietly and listen while you read the story.

Story Synopsis

Charlie's grandmother recalls when she planted a vegetable garden. Charlie and his class decide to start a neighborhood garden and give some of the food they grow to a food pantry. With the money the students raise from selling seed cups, they can buy the garden tools they need.

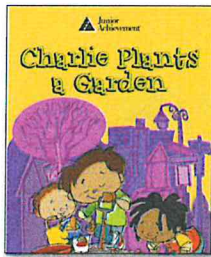
Presenting Tip

Use the synopsis to help prepare for the activity. Do not read it aloud to the students.

Story Objective

The story illustrates the importance of earning money for a worthy cause and giving to others.

Display or project the *Charlie Plants a Garden* storybook. Point to the cover and read the title.



- Open the book and say, "I would like you to meet my storybook friends." Point to Charlie and Grandma Laura (pages 1 and 2) and Mr. Jacobs (page 5).
- Tell the students you will now read aloud the story. Emphasize that if they hear a word they do not understand, they should raise their hands and wiggle their thumbs.
- Read *Charlie Plants a Garden*.

Presenting Tip

The U.S. Department of Agriculture provides students, parents, and teachers with youth-oriented information and resources related to agriculture. To share more with students, log on to www.usda.gov/youth and select "Youth and Agriculture."

Possible questions to ask the students during the story:

- Discuss Charlie's concern for and contribution to his neighborhood. What does Charlie want to do? (Answer: Charlie wants to start a neighborhood vegetable garden.)
- Give a brief explanation about food pantries. Say, "Sometimes when families don't have enough money to buy food at a store, they can get food that people have donated, a word that means given away. A place where people can get donated food is called a food pantry. If you donate food or money to a food pantry, you will be helping people who may not have a job or who may be too sick to work."
- How do Charlie and his classmates earn money for the garden? (Answer: Charlie's class makes seed cups to sell.)
- How do the students' friends and families contribute? (Answer: They buy seed cups for \$1 each.)

Possible questions to ask the students after the story:

- Discuss the main topic. What is the story about? (Answer: Charlie wants to start a neighborhood garden.)
- What happens first in the story? (Answer: Charlie and his grandmother talk about a vegetable garden.)
- What happens next? How does Charlie take action? (Answer: Charlie tells Mr. Jacobs he wants to start a neighborhood garden.)
- What happens in the middle of the story? (Answer: Students plant seeds in cups.)
- What happens at the end of the story? (Answer: Charlie donates vegetables to the food pantry. His grandmother eats garden-fresh corn.)
- How can giving help others?
- What else could the students have done to help their neighborhood?

Activity

Activity Time
10 minutes

Activity-at-a-Glance

Students separate the story cards and arrange them in the correct order in their **Junior Journal Minibooks**.

Thank the students for sitting quietly. Have them return to their seats. Remind them not to run or touch other students.

Activity Steps:

After everyone is seated, ask students to get their glue sticks.

1. Distribute a **Story Cards Sheet** to each student. Ask the students to carefully separate the panels and place them faceup in front of them.
2. Tell the students the cards show things that happened in the beginning, middle, and end of today's story.
3. Allow the students to tell you what they see on each card. For example:
 - This picture shows Grandma Laura eating corn.
 - This picture shows seed cups sitting on a windowsill.
 - This picture shows Charlie and his classmates growing seeds.
 - This picture shows Charlie listening to Grandma Laura talk about growing corn in a vegetable garden.
4. Tell the students that they will now try to remember what happened first, second, third, and fourth in the story.
5. Distribute the **Junior Journal Minibooks** and have students turn to page 5, *My Giving Page*. Display or project the page for students to see.
 - Ask, "What happened first in the story?" (Answer: Charlie listens to Grandma Laura talk about corn plants.) "Find that picture card and place it in Box 1 in your Junior Journal." Model the activity. Check to make sure students pick the right card.
 - Ask, "What happened next?" (Answer: Charlie and his classmates grow seeds.) "Find that picture card and place it in Box 2." Check student cards.
 - Ask, "What happened next?" (Answer: Seed cups are placed on a windowsill.) "Find that picture card and place it in Box 3." Check student cards.
 - Ask, "What happened last?" (Answer: Grandma Laura eats corn.) "Find that picture card and place it in Box 4." Check student cards.

Presenting Tip

While some people may prefer to buy something or give money to help others, others may prefer to give their time. Ask students to suggest ways they can share their time to help others.



Ask one student to retell the story using the sequence shown in his or her journal. If needed, retell the story after the student reports so that everyone understands the story sequence.

Once students have finished sharing, have them glue their cards in place in the appropriate boxes in their minibooks. Praise the students for being good listeners and workers.

Enhanced Activity

If the school has a vegetable garden, the teacher may wish to invite the caretaker to speak to the class about what goes into starting a garden and how the food is used.

Check with the teacher. If students are ready for more advanced concepts, have them complete the sentence on page 5 in their minibooks: I like to give because_____.

Summary and Review

Review how Charlie and his friends collected money for a neighborhood garden. Ask the students:

- What is the title of today's storybook? (Answer: *Charlie Plants a Garden*)
- Who helps Charlie? (Answer: His teacher, Mr. Jacobs)
- How do Charlie and his classmates raise money? (Answer: They sell seed cups.)
- How much money is each seed cup? Who buys them? (Answer: \$1.00; family and friends)
- What happens at the end of the story? (Answer: Charlie gives vegetables to a food pantry; Grandma Laura eats fresh corn.)
- Why is it important to give money to help others? Can you think of ways you can share your time or money with others?

Summary and Review Time
5 minutes

Final Visit

Because this is your final visit with the students and the teacher, be sure to mention how much you have enjoyed your time with them. Tell the students they can now take their **Junior Journal Minibooks** home to share with their families.

Final Visit Time
5 minutes

Encourage the students to continue to do well in school. Let them know that the things they learn in kindergarten—working together, sharing, making decisions, and taking pride in their work—are skills they will use the rest of their lives. Emphasize the value of learning and doing their best.

Distribute the **Certificates of Achievement** according to the arrangement you made with the teacher prior to the session.

Reminder

At the program's conclusion, you may access an online survey at <https://www.juniorachievement.org/web/programs/resources> to give feedback about your experience. Click on *JA Ourselves* and then Surveys. Please take a moment to complete the survey. Your comments will improve the quality of Junior Achievement programs.

Extended Learning Opportunities

Garden Math

Have students calculate the following mathematics problem based on the number of gardening tools Charlie and his classmates had to buy (listed on page 17 of the storybook): If two rakes are \$10, two shovels are \$12, a watering can is \$4, and a hose is \$3, how many \$1 seed cups would the class have to sell to pay for the garden tools?
(Answer: $10 + 12 + 4 + 3 = 29$ seed cups)

Presenting Tip

Extended Learning Opportunities are included if you would like to spend more time in the classroom. The teacher also may present them.

The Chairperson

Invite students to take turns sitting in an "author's chair" to share their **Junior Journal Minibooks** with the class. Have them talk about what they remember most and what they enjoyed doing. Call on listeners to offer a compliment to the presenter. Students enjoy reading aloud into a microphone. Consider using one if available.