



Twelve Gardens of Stewardship

Online Curriculum Example from 'Learning to Give'

Garden of the Body

Lesson: 'Late Bloomers'

(Grade levels 3 – 5)

Purpose:

To teach children tolerance for differences through the understanding that people grow and develop at different rates. Editor's Note: This lesson also increases awareness of the reasons for the differences in our physical bodies, helping to promote self understanding and acceptance.

Duration:

Three 30 to 45 Minute Class Periods

Objectives:

The learner will:

- demonstrate understanding that individuals develop at different rates.
- demonstrate knowledge that accepts the physical or developmental differences between individuals.
- collect and organize data using a graph.
- identify and discuss student differences and similarities.
- create a timeline.
- use concepts of philanthropy in conversation and discussions.

Vocabulary:

Assist	(v) To give support, to aid, to give help – <i>assistance</i> (n), <i>assistant</i> (n)
Aware	(adj.) Being conscious or mindful of something – <i>awareness</i> (n)
Behave	(v) To function in a certain manner; to conduct oneself in a proper manner – behaving (v), behavior (n), behaviorism (n)
Care	(n) A feeling of concern, anxiety, or worry; guardianship or custody – <i>Care</i> (v) To show interest or regard
Child Development	(n) All aspects of human growth from birth through adolescence
Cooperative	(adj.) Willing to cooperate with others – <i>cooperatively</i> (adv.), <i>cooperativeness</i> (n)
Respect	(v) To show consideration or esteem for; to relate to – <i>respect</i> (n) courtesy or considerate treatment, respectfully (adv.), <i>respectful</i> (adj.)
Tolerate	(v) to recognize and respect the opinions and rights of others; to endure; to put up with; to suffer – <i>toleration</i> (n), tolerance (adj.), tolerant (adj.)

Materials:

- *Leo, the Late Bloomer* by Robert Kraus (see **Bibliographical References**)
- Blank paper
- Drawing materials
- Area to display graph
- Note to parents: *Family Letter* (**Attachment One - Follows**)
- Homework sheet: *My Timeline* (**Attachment Two - Follows**)

Instructional Procedure(s):

Anticipatory Set:

Ask students if their parents/guardians told them about the day they first walked. Share their stories with each other. As they tell about when they took their first steps, write on a large sheet of paper or board the age that students recall. Add key words and concepts as students relate their stories. Have students draw a conclusion about the age ranges that they collectively walked. Ask if they all learned how to walk at the same time. Ask learners if they think someone would make judgments based on differences in rates of development? Ask the class if sometimes people make judgments about others based on things as simple as foods? Have they ever heard someone being teased because of what those students brought for lunch? Ask them to think about this as you begin the lesson.

- Give every student an 8.5" x 11" piece of blank paper.
- Ask students to think about their favorite meal. Prompt them with some questions, for example: *Do you like pizza? Do you like hot dogs?*
- Ask students to draw their favorite meal on the blank paper and keep it to themselves . **Grades 3-5 learners write about their favorite foods and draw a picture.**
- Have students bring their pictures to the large group area of classroom and put them face down on the floor for later discussion.
- Read the students the story, *Leo the Late Bloomer* by Robert Krauss.
- After reading, ask students to respond to the text. Some questions can include: *How do you think Leo felt when he couldn't read? Did you ever think he would bloom?*

Grades 3-5 Extension: Instructor develops a guided reading practice for learners to complete after class reads the book.

- After the discussion on the text: Explain to students that they inherit characteristics from their parents. **Grades 3-5, introduce idea about genes, using the example of blue eyes/brown eyes. Introduce concepts of dominant and recessive**

genes as applicable to eye color. For grades K-5, introduce the concept of development and readiness. You may include some of the following concepts: Children all get their teeth at different times, crawl at different times, talk at different times and walk at different times. Be sure to put emphasis on that fact that we are all different and need to respect the difference in others. Be sure to remind them that their classroom behaviors towards one another will help other students learn.

- Discuss your favorite meal. Explain that even in very tiny ways we show our differences. Today we will use foods we like to show that we have differences. Ask learners if they have ever heard someone being teased about what that person brought for lunch? Ask them to show you their favorite meals and develop concepts of difference and similarity. Tell the students that they are going to organize the data and display the information in the form of a graph. Explain the format of the graph (columns and/or rows).
- Have the students place their picture on the graph in the correct column.
- Spend a few minutes analyzing the graph. Be sure to use the vocabulary "**greater than**," "**less than**" and "**equal**."
- Show the students the timeline homework sheet. Tell them that they will be displayed so that we can compare each other's timelines.
- Give each learner a copy of the timeline to be completed with adults at home and returned the next session.

Days Two and Three:

- Review the major themes from Day One. It's ok to be different, tolerance of others, diversity, we learn and develop at different rates.
- Have learners react to the Martin Luther King paraphrase, "*Judge on the content of character, not on color of skin.*" Expand that to all differences including physical and developmental challenges.
- Ask learners what comes to their minds when they see someone who is using a walker or is in a wheelchair. Expand to someone who is deaf or blind. Discuss causes such as accident at birth, auto or other accidents, disease.
- Develop reasons for accepting people for their character and not appearance or challenges.
- Place two columns on the board or large sheet of paper and have the learners recall examples of similarities and differences.
- **Grades 3-5 Extension:** Pair learners and have them write a brief story using each philanthropy word.
- Review the favorite food graph. Again, use the key words and concepts.
- Ask a few children to share their timelines.

- Display the timelines.
- End with your classroom expectations as a result of this knowledge: tolerance of differences, respect for others, classroom behavior towards one another that will help establish a good learning environment.

Assessment:

- Teacher Observation: teacher will note whether students were able to identify and discuss differences and similarities.
- Students will place their individual favorite foods onto the graph in the correct location.
- Successfully complete the School/Home Connection Timeline assignment.
- Demonstrate accuracy in using five philanthropy vocabulary words either in picture, tape recordings or writing.

School/Home Connection:

Teacher will send home explanation *Family Letter* (**Attachment One**) and *My Timeline* sheet (**Attachment Two**).

Bibliographical References:

- Kraus, Robert. *Leo, the Late Bloomer*. Harper Collins, 1994. ISBN 0-87807-042-7.

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The Stewardship website, Learning to Give, offers a wide variety of lesson plans which may be used to incorporate the Twelve Gardens of Stewardship into your curriculum. Though philanthropy is the filter for many of these lesson plans, you will find a large number of appropriate choices and useful ideas to adapt to your needs. Visit LearningToGive.org.

HANDOUT ATTACHMENTS ARE ON FOLLOWING PAGES

Family Letter

Dear Family,

We are working with your child to understand some of the differences in others by discussing that we all get to the same place but take different steps in learning how to read, write and compute. Our learners will become more understanding of others. We are discovering how children learn to walk and talk at different times.

Attached is a timeline for you and your child to work on together. The timeline is set up for the first 15 months of your child's life. Please put in the following information: birth date, "first tooth," "first word," "crawl," and "walk." We will use this data and make a graph for the class and use our math skills. By studying child development, we will incorporate our Science content standards.

We thank you for taking this quality time with your student. It would be greatly appreciated if your students would return the timeline to our classroom tomorrow.

Thank you,

My Timeline

Name: _____

Birth Date: _____

*Please fill in age for “first tooth,” “first word,” “crawl,” and “first steps”
(If the actual dates are not available, estimates are fine.)*

	First Tooth	First Word	First Time I Crawled	First Steps
Approximate age:				
What we remember about the event:				

	Foods	Toys
Favorites at age 1-3:		
Stories we remember about our favorites:		