



We are excited to share our parent-led lesson plans with **BFHES** families!

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MARTIN LUTHER KING JR.

ACTIVITY BOOK FOR KIDS

☮ HANDS ON LEARNING FOR GRADES K-2 ☮

Easy Parent-Led
Instructions

Materials
Included



MATH | ARTS & CRAFTS | ECONOMICS
CIVICS | LITERACY GAMES

GOOSE GOOSE DUCK

PARENT GUIDE

You and your child will enjoy learning about notable Black Americans in history while exploring educational activities. The pages are packed with engaging lesson plans accompanied by colorfully illustrated activities for hours of interactive learning. Each lesson plan explores characteristics of the notable American presented in bite-sized pieces.

The activities in this pack are designed to be experienced in the order they are presented. We suggest you start from the beginning of the book and work to the end at your child's pace. The activities build on an age-appropriate skill while reinforcing the history. Communication and positive interaction is an integral part of each activity. Take your time with each lesson, allowing your child to answer the open ended questions presented.

How to present the lessons:

For a positive learning session, begin when your child is rested and relaxed. Review the "Materials" section at the beginning of the first lesson. Prepare the materials needed as per the 1st few steps of the "Instructions". Familiarize yourself with the "Explain" section. The "Explain" portion is the section you will read out loud to your child. For additional information about the activity, take a look at the "Parent" section.

How to present the lesson to your child:

Tell your child you will be teaching them about a famous American. Introduce the notable American by playing the age-appropriate animation presented on the next page. The short video is meant to stimulate your child's interest in the subject while illustrating the appearance of the notable American. After the video, read the "Explain" portion to your child. Follow the instructions to complete the activity with your child. Support your child as they expand their knowledge and strengthen core skills. Do not overload your child. Plan to complete the activities on multiple days. Stop while they are feeling accomplished, leaving them eager to learn more!

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Want to be the first to know about new Black History activity packs? Join our mailing list at:

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The Martin Luther King Jr. activity pack is designed to supplement the video found below. Click to view:
<http://goosegooseduck.com/MLKVideo>



GOOSE, GOOSE, DUCK LESSON EXTENSIONS

Martin Luther King Jr.

ACTIVITY:

Civics

OBJECTIVE/SKILL BUILDING:

Learn about community helpers

INSTRUCTIONS:

Materials:

Community Helper Sheets (Included)
Clear contact paper or laminator
Scissors

Explain: Martin Luther King Jr. was an important man who wanted to help the people in his community.

Do you know what a **community** is?

A **community** can be your neighborhood. It is a place where people live, work and play. A group of people make up a community. They shop in the same stores, go to the same places and do some of the same things. People in the community can have different **roles** to help other people in the community. A **role** is a job they do to make the community better. Each person in the community has tools to help them.

Let's talk about the different **roles** in a community and the tools community members use to make the community a better place to live, work and play.

Parents: Everyone in a community has an important role. In this lesson, we will talk about how each person in a community is a helper and can add to the well-being of a community. We will start with the role of a student so your child understands they are also an important part of the collective.

GOOSE, GOOSE, DUCK LESSON EXTENSIONS

Martin Luther King Jr.

ACTIVITY:

Civics

OBJECTIVE/SKILL BUILDING:

Learn the difference between goods and services

INSTRUCTIONS:

Instructions:

1. Cover the front and back of the *Community Helper* Sheets with clear contact paper or laminate for durability.
2. Cut out the pieces.
3. Show your child the student piece. Tell your child, "These kids are students like you. Their role or job is to learn so they can know how they can learn what makes them special and how they will be able to help the community."
4. Display four of the "tools" to your child. The paper and pencil, mixing bowl, wrench set and tablet. Point to each picture one by one and ask what each picture is and what it is used for.
5. Ask, "Which one of these tools do students need to help them learn?" Listen to their answers.
6. Explain students use paper, pencils and computers to help them learn in school.
7. Connect the puzzle pieces together.
8. Review each community member with your child and have them assemble the matching 3 piece puzzle sets.

Final thought: Martin Luther King Jr. wanted to help people in his community.

GOOSE, GOOSE, DUCK LESSON EXTENSIONS

Martin Luther King Jr.

ACTIVITY:

Economics

OBJECTIVE/SKILL BUILDING:

Learn the difference between goods and services

INSTRUCTIONS:

Materials:

Services & Goods Sheet (Included)

Services & Goods Picture Bank Sheet (Included)

Glue stick

Scissors

Explain: The role of Martin Luther King Jr., in the community, was as a preacher in his parents' church. A preacher is a kind of teacher who shows community members what is good, bad or right and wrong. Teachers provide a service.

Do you know what a service is?

A **service** is something that someone does for you, like teach you how to swim or when a stylist braids or a barber cuts your hair.

When Dr. King preaches, the lessons he teaches is a service. Other people in a community provide goods.

Do you know what a **good** is?

A **good** is something that you can use or eat, like food or books or clothes. Some goods such as an ice cream cone can be used one time and others like a car can be used over and over again.

If the ladies in Dr. King's church decided to have a bake sale, the items sold at the church would be goods - baked goods.

GOOSE, GOOSE, DUCK LESSON EXTENSIONS

Martin Luther King Jr.

ACTIVITY:

Economics

OBJECTIVE/SKILL BUILDING:

Learn the difference between goods and services

INSTRUCTIONS:

Let's take a look at more goods and services in a community.

Instructions:

1. Cut out the *Services and Goods Picture Bank Sheet*.
2. Pull out the *Services and Goods Sheet*.
3. Show your child each picture. Have your child identify each picture.
4. For each picture ask your child:
 - a. Does the business or vehicle represent a service or a good?
 - b. What goods or services? (There can be multiple answers. For example, the factory could make almost any item.)
5. Have your child paste the services in the correct column.
6. Congratulate your child on a job well done. "Good job learning about goods and services!"

Final thought: Martin Luther King Jr. served an important role in his community.

GOOSE, GOOSE, DUCK LESSON EXTENSIONS

Martin Luther King Jr.

ACTIVITY:

Economics

OBJECTIVE/SKILL BUILDING:

Learn the difference between producers and consumers

INSTRUCTIONS:

Materials:

We Are Consumers and Producers Worksheet (Included)

Explain: In a **community**, people have many different roles. Dr. King was a preacher but he was also a **scholar**. A **scholar** is a student who is always learning and knows a lot about many subjects. Dr. King was also a parent who loved and protected his children. For fun, he liked fishing and watching an adventure television show about outer space called *Star Trek*.

We all have different **roles**. I am a [Give examples for yourself] parent | occupation | something you do for fun

What are some roles that you have? [Allow your child to talk about being your child, a sibling, the chores they help with at home, and their hobbies.]

Martin Luther King Jr. gave a service to his community as a preacher. He also used goods like a fishing rod, books and a television.

I serve you as a parent/grandparent, and I also use goods such as [tools from your occupation and/or items needed for your hobby].

What service do you provide as a [student, sibling, chores]? What goods do you use as [student, doing chores, hobbies]?

Because we have many roles in our community, we all provide services and use goods. Some of us also make goods for our community.

GOOSE, GOOSE, DUCK LESSON EXTENSIONS

Martin Luther King Jr.

ACTIVITY:

Economics

OBJECTIVE/SKILL BUILDING:

Learn the difference between producers and consumers

INSTRUCTIONS:

A person who buys and uses goods and services is called a **consumer**.
A person who makes goods or provides services is called a **producer**.

Instructions:

1. Pull out the *We Are Consumers and Producers* Worksheet.
2. Ask your child to draw pictures about two goods and/or services they like to use.
3. After they draw the pictures. Explain these are the goods they use or consume. Ask them to repeat the word, "**consume**".
4. Ask your child to draw two goods and/or services they like to make or do. Explain these are the goods and services they produce. Ask them to repeat the word, "**produce**".
5. Have them circle the picture of their favorite good or service they consume and their favorite to produce.
6. Depending on your child's skill level. Have them write a sentence about their favorite good or service. It is ok for the child to write their sentence phonetically. What is most important is they express their understanding of producer and consumer and practice writing a complete sentence.

Final thought: Martin Luther King Jr. served many roles in his community.

GOOSE, GOOSE, DUCK LESSON EXTENSIONS

Martin Luther King Jr.

ACTIVITY:

Math

OBJECTIVE/SKILL BUILDING:

Practice greater than, less than and equal to with manipulatives

INSTRUCTIONS:

Materials:

Pizza Slice Sheets (Included)

Pizza Topping Sheet (Included)

Equality Signs Sheet (Included)

How to Write a Fraction Guide (Included)

Greater or Less Than Worksheet (Included)

Clear contact paper or laminator

Glue stick

Explain: Martin Luther King Jr. saw that everyone in his community was not treated the same as other members of the community. Some community members did not receive equal goods or services. When riding the bus, they did not have the same choices as the other riders and the service was not as nice. At restaurants, they did not receive service from the waitresses and the food they received was not the same quality. When some members of the community were working in the **roles** as garbage collector they were not given the same tools to help complete the work.

When something is the same it is equal.

Parent: In this exercise we will explore what equal means within the context of math. Unlike the concept of equality, we can visually show what is equal to, less than, or more than by using physical tools.

GOOSE, GOOSE, DUCK LESSON EXTENSIONS

Martin Luther King Jr.

ACTIVITY:

Math

OBJECTIVE/SKILL BUILDING:

Practice greater than, less than and equal to with manipulatives

INSTRUCTIONS:

Basic Instructions for visual comparison:

1. If your child is still learning to cut a straight line, laminate or cover the pizza sheets in clear contact paper.
2. Cut out the pizza and wedges.
3. For children who can cut in a straight line, laminate the pizzas and have them cut the lines so they can actively divide the whole into parts.
 - a. Ask your child to cut the pizza in 2 parts. Show them that two halves make a whole.
 - b. Next, ask your child to cut the pizza in 4 parts. Show them that four quarters make one whole.
 - c. Ask your child to cut the pizza in 8 parts. Show them that 8 slices make one whole.
4. Cut out the green greater than, less than and equal to signs.
5. Show your child the symbols and explain, "These signs show if two numbers are greater than, less than or equal to each other"
6. Show the sign with the mouth open to the left and say, "This sign shows the first number is bigger than or greater than the second number"
7. Show the sign with the mouth open to the right and say, "This sign shows the first number is smaller or less than the second number"
8. Show the equal sign and say, "This sign shows that the two numbers are the same or equal to each other."
9. Tell your child an easy way to remember is that the sideways "v" opens to the larger number. They can think of the sign as an open alligator mouth. The alligator is very hungry and wants to eat the bigger or greater number.
10. Tell your child you want to compare which amount of pizza is greater than, less than or equal.

GOOSE, GOOSE, DUCK LESSON EXTENSIONS

Martin Luther King Jr.

ACTIVITY:

Math

OBJECTIVE/SKILL BUILDING:

Practice greater than, less than and equal to with manipulatives

INSTRUCTIONS:

11. Arrange the pizza portions on the table two at a time and allow your child to select the correct sign so the alligator can eat the bigger portion (See example).
 - a. Whole pizza $>$ half a pizza
 - b. 1 quarter pizza $<$ half of pizza
 - c. 2 quarters = half a pizza
 - d. 1 half and a quarter $>$ half
 - e. 2 eight slices = 1 quarter
 - f. 2 halves = 1 whole
 - g. 4 eights = 1 half
12. Use any combination you like. Use the words half, halves, quarter and whole when speaking about the pieces.
13. Allow your child to experiment with different combinations of what fractions of the pizza are greater than, less than or equal.
14. Congratulate your child for completing the worksheet.

Challenge instructions introducing numerical fractions:

1. Ask, "Do you know what a fraction is?" Allow them to answer. Say, "A fraction is a part of a whole."
2. Pull out the *How to Write a Fraction* guide. Count the total number of slices. Explain that a fraction is written with a top and bottom number.
3. You may tell them that the top number is the numerator and the bottom number is the denominator. However, memorizing the term is not as important as knowing what the terms represent.

GOOSE, GOOSE, DUCK LESSON EXTENSIONS

Martin Luther King Jr.

ACTIVITY:

Math

OBJECTIVE/SKILL BUILDING:

Practice greater than, less than and equal to with manipulatives

INSTRUCTIONS:

4. Ask your child to count how many pieces of pizza there are in total. (Answer: 8) Tell them the bottom number tells how many pieces there are altogether. Ask them to write the number 8 in the bottom box.
5. Tell your child the top number shows how many pieces we are talking about. In this example we are talking about the pieces outlined in orange. Ask your child to count how many pieces of pizza are highlighted in orange (Answer: 4) and write it in the top box.
6. Explain no matter what fraction you're trying to write, you always write it the same way —with the number of parts on the bottom, and the parts you're talking about on the top.
7. Now you will have your child match the correct fraction for one piece of each whole pizza.
8. Lay out each pizza page separately. Starting with the pizza cut in half, have them count the number of total pieces (Answer: 2) and cut out and paste the matching fraction ingredient on each slice. You may then laminate the pages before having your child cut out the pieces.
9. Cut out the green greater than, less than and equal to signs.
10. Show your child the symbols and explain, "These signs show if two numbers are greater than, less than or equal to each other.
11. Show the sign with the mouth open to the left and say, "This sign shows the first number is bigger than or greater than the second number"
12. Show the sign with the mouth open to the right and say, "This sign shows the first number is smaller or less than the second number"
13. Show the equal sign and say, "This sign shows the two numbers are the same or equal to each other."

GOOSE, GOOSE, DUCK I BELIEVE

Martin Luther King Jr.

ACTIVITY:

Math

OBJECTIVE/SKILL BUILDING:

Practice greater than, less than and equal to with manipulatives

INSTRUCTIONS:

14. Pull out the *Greater or Less Than* worksheet.
15. Say, "Let's see what fractions are greater, less than or equal to using our pizza slices."
16. Demonstrate the first question. Tell them we want to know if $\frac{5}{8}$ is greater than, less than or equal to $\frac{1}{4}$. Arrange five $\frac{1}{8}$ pieces together counting each one as you place it down. Beside the $\frac{5}{8}$ pizza place $\frac{1}{4}$ piece. Ask them to point to the pizza that is $\frac{5}{8}$ and the pizza that is $\frac{1}{4}$.
17. Ask, "Is this $\frac{5}{8}$ pizza greater than less than or equal to the $\frac{1}{4}$ pizza?" Allow them to answer and then place the $\frac{1}{4}$ piece on top of the $\frac{5}{8}$ pizza to verify your child's answer.
18. Place the $\frac{1}{4}$ piece back to the right of the $\frac{5}{8}$ pizza.
19. Ask your child to place the equality sign so the alligator's mouth eats the largest pizza.
20. Have your child write the same sign on the worksheet.
21. Allow your child to finish the worksheet independently. Help check their answers using the answer sheet provided.
22. Congratulate your child for completing the worksheet.

Final thought: Martin Luther King Jr. wanted all people in the community to be treated equally.

GOOSE, GOOSE, DUCK LESSON EXTENSIONS

Martin Luther King Jr.

ACTIVITY:

Social Emotional Learning

OBJECTIVE/SKILL BUILDING:

Self-awareness

INSTRUCTIONS:

Materials:

Story Page Sheet (Included)

Feelings Cards Sheet (Included)

Scissors

Explain: Martin Luther King Jr. saw that not everyone in his community was treated fairly.

Parent: Children at a young age understand by relating to situations they have experienced. We will use a fictional story and their own experiences to help explore their feelings and help them understand the concept of fairness. Children will not always find fairness in school, at work, or in their relationships. We don't want them feeling blindsided or thinking that they don't have to fight for what they want. Learning how to deal with perceived injustice is a life skill. A healthy approach is to respond to, "That's not fair," with a balance of empathy and encouragement. In this exercise we hope to send a message that your child is mentally strong enough to deal with disappointment and smart enough to recognize when they should address injustice head-on.

Instructions:

1. Cut out the Feelings Cards.
2. Ask your child, "Do you know what fair means?" Allow them to answer. Agree with what they say is correct then add that fair can mean following the rules without playing favorites or doing what is right or good.
3. Show your child the picture on the Story Page.
4. Ask, "What do you think is happening in the picture." Listen to the answer.
5. Lay out the Feelings Cards. Ask, "How do you think the girl in this picture feels?" Accept any answer. Ask, "Why do you think she feels that way?"

GOOSE, GOOSE, DUCK I BELIEVE

Martin Luther King Jr.

ACTIVITY:

Social Emotional Learning

OBJECTIVE/SKILL BUILDING:

Self-awareness

INSTRUCTIONS:

7. Ask your child...
 - a. "What is the girl's name?"
 - b. "How did Avery feel when her Mother told her she could not have a cupcake". Allow them to show a Feelings Card.
 - c. "What did Mommy do that made Avery feel that way?"
 - d. "Why did Avery scream?"
8. Now, talk about one of their experiences. Ask, "Did a grown-up ever do anything that you thought was unfair?" Tell me about what happened. How did that make you feel (use Feeling Cards).
9. Acknowledge how they felt, say "I am sorry you felt upset | hurt | frustrated."
10. Empathize with how they feel by saying, "Yes, sometimes life doesn't feel fair. I feel that too."
11. Validate their feelings even if you do not agree. You can simply acknowledge by repeating back their point of view. For example: "I know it is frustrating when you have to help clean up your little brother's toys even though you do not make all the mess."
12. Help them learn to make things better by fixing things they CAN control. Ask, "What can we do in these situations to make things better?" Example: If you promised you could go to the park and then it rains perhaps they can play a game together indoors or do an art project.
13. Congratulate your child on expressing their feelings. Say, "Good job telling me how you feel and thinking about how we can fix problems even when it doesn't seem fair."

Final thought: Martin Luther King Jr. wanted all people in the community to be treated fairly.

GOOSE, GOOSE, DUCK I BELIEVE

Martin Luther King Jr.

ACTIVITY:

Civics

OBJECTIVE/SKILL BUILDING:

Identify the difference between fair and equal

INSTRUCTIONS:

Materials:

Medium sized cookie or other treat that can be shared & easily divided into two pieces by your child.

Family Game Day Story Page (Included)

Cooking Time Story Page (Included)

Pizza Night Story Page (Included)

The 8 Slice Pizza (Included)

Explain: Martin Luther King Jr. made others aware that some people in his community were not treated fair or equal.

Now that we talked about being treated fair and equal, let's take a look at what makes fair and equal different.

Parent: The difference between equality and equity (fairness) is often a difficult concept for even adults to understand. Fair is measured by justice and right and wrong while equal is a concrete idea. However, often fair and equal are often viewed as one and the same. With this exercise, we will use real life examples to allow your child to think through the situations and express their point of view. It is an opportunity to listen and understand your child's individual perspective and guide them to your family's ideals.

GOOSE, GOOSE, DUCK I BELIEVE

Martin Luther King Jr.

ACTIVITY:

Civics

OBJECTIVE/SKILL BUILDING:

Identify the difference between fair and equal

INSTRUCTIONS:

Instructions:

1. Have one of your child's favorite cookies, cakes or other snacks that can be divided into two pieces.
2. Tell your child that the two of you are going to share a snack.
3. Give your child the snack and tell them to split it in half.
4. After they split the treat, tell your child, "Since you split the snack I get to pick which side I want."
5. Most likely, the pieces will not be equal. Select the larger or most desirable side for yourself.
6. Ask your child, "Do you think it is fair that I get the biggest [or best] piece?"
7. Listen to your child's opinion.
8. Explain that though the pieces are not equal, it is fair. Because they were able to divide the treat it is only fair that you have the choice of the two pieces they divided.
9. Tell your child you are going to read a couple stories and you would like them to tell you if what happens is fair or equal.
10. Show your child the picture and read the "Cooking Time" story. Have your child answer the questions and explain their answers.
11. Show your child the picture and read the "Family Game Day" story. Have your child answer the questions and explain their answers.
12. Pull out the eight slice pizza. Show your child the picture and read the "Pizza Night" story. Divide the slices of pizza on the table according to the story as you read it. Have your child answer the questions and explain their answers.

Final thought: Martin Luther King Jr. taught people what it meant to be treated fair and equal.

GOOSE, GOOSE, DUCK I BELIEVE

Martin Luther King Jr.

ACTIVITY:

Social Emotional Learning

OBJECTIVE/SKILL BUILDING:

Responsible Decision Making

INSTRUCTIONS:

Materials:

Story Page Sheet (Included)

Story Page 2 Sheet (Included)

Story Page 3 Sheet (Included)

Explain: Martin Luther King Jr. was a smart leader. He wanted to get everyone's attention, even people outside of his community. He believed if he could get others to listen to him, they could learn about how people in his community were not treated fair or equal. To make people listen he used **peaceful protest**.

We are going to talk about what a peaceful protest is by talking about Mommy and Avery again.

Parent: Dr. King believed a non-violent movement would keep attention on the issues. He stated that the problem with a little violence is the press will concentrate on the window breaking and not the issue of the mistreatment or the reason for the protest. Dr. King believed a united peaceful protest was the most effective way to stop injustice.

Instructions:

1. Reread the *Story Page* to your child.
2. Ask, "What did Avery do when her Mom said she could not have a cupcake?" Listen to their answer and add Avery said, "Not fair!" and screamed.

GOOSE, GOOSE, DUCK I BELIEVE

Martin Luther King Jr.

ACTIVITY:

Social Emotional Learning

OBJECTIVE/SKILL BUILDING:

Responsible Decision Making

INSTRUCTIONS:

3. Ask, "Why did she scream." Listen to their answer and add, "That she wanted to get their attention and tell them she did not agree. Screaming and saying "not fair" was Avery's protest."
4. Using the child's example of a time when they were treated unfairly, explain the word "protest". [Example: "Remember when you were angry because I asked you to pick up the toys your sister left out? When you stomped your foot that showed and told me it was not fair because you did not make the mess, you were **protesting**. Stomping your foot and saying it was not fair was your **protest**.]"
5. "It is ok to stand up for what you think is right as long as you do not hurt anyone. When Avery yelled and when you stomped your foot, you were protesting without hurting anyone. That is called a **peaceful protest**."
6. Say, "Now, we are going to read the story a different way." Read the Story Page 2. Ask:
 - a. "What did Avery do when her Mom did not give her a cupcake?"
 - b. "How do you think Avery's Mom felt when Avery hit her with the robot?"
 - c. "Do you think Avery's Mom wanted to listen to Avery and give her a cupcake after she was hurt by the robot?" "Why or why not?"
7. Listen to your child's explanation. Then add. "By hurting her Mom, Avery did not get what she wanted. Avery did not get a cupcake AND she lost her favorite robot AND had to sit and eat all the vegetables. Avery's protest was NOT peaceful."
8. Say, "We talked about peaceful protest and protest that is not peaceful. Let's change the story again. Read the *Story Page 3*."
9. Ask:
 - a. "What happened when Avery said, 'Not Fair' in this story?"
 - b. "Do you think if Avery hurt Mommy her Grandmother would have asked Mommy to give her the cupcake?"
 - c. "Do you think Avery's cousins would have been on Avery's side if she hurt her Mommy?"

GOOSE, GOOSE, DUCK I BELIEVE

Martin Luther King Jr.

ACTIVITY:

Social Emotional Learning

OBJECTIVE/SKILL BUILDING:

Responsible Decision Making

INSTRUCTIONS:

10. Explain to your child that by using her words, Avery was able to protest peacefully. Her cousins understood her feelings and joined her peaceful protest. By protesting together, a grownup decided to help convince Mom to change the rules and give Avery a cupcake.
11. Ask, "Can you tell me what peaceful protest means?" Allow them to answer. Tell your child that a peaceful protest is telling someone in charge that you do not agree with them without hurting anyone.
12. Congratulate your child for completing the lesson. "Good job learning about peaceful protest."

Final thought: Martin Luther King Jr. believed in peaceful protest.

GOOSE, GOOSE, DUCK LESSON EXTENSIONS

Martin Luther King Jr.

ACTIVITY:

Social Emotional Learning

OBJECTIVE/SKILL BUILDING:

Responsible Decision Making

INSTRUCTIONS:

Materials:

Uni Tree Reference (Included)
Branches Sheets (Included)
Six to 10 real twigs (Optional)
Scissors
Glue

Explain: Martin Luther King Jr. believed that when people worked together they were stronger as a group. Dr. King would ask all the people who also felt like the rules weren't fair to gather together in a big crowd. They would march to places where the people who made the rules could hear and see them. We often use words like unity and united when we talk about different people coming together as one.

The prefix uni- means "one". A **prefix** is a letter or group of letters that comes at the beginning of a word and has its own meaning.

Let's look at some other words with "uni" at the beginning.

Activity 1 Instructions:

1. Pull out the *Uni Tree* Reference.
2. Point to the word uni. Tell your child "uni" means one. It is the root of all the words in the tree.
3. Explain you are going to tell them the meanings for some words with the prefix "uni".
4. Read each word and the definition found below the tree to your child.
5. Have your child cut out the dark green squares at the bottom of the page.
6. Point to each rectangle and say the definition. Ask your child to glue the correct picture on the rectangle. The rectangle size will only match the correct picture.

GOOSE, GOOSE, DUCK LESSON EXTENSIONS

Martin Luther King Jr.

ACTIVITY:

Social Emotional Learning

OBJECTIVE/SKILL BUILDING:

Responsible Decision Making

INSTRUCTIONS:

Activity 2 Instructions:

1. Cut out all the branches on the *Branches* sheet on the dotted line.
2. Explain: Let's see what we mean by unity making us stronger together as one.
3. Give your child one of the paper branches.
4. Ask, "Do you think you can rip that paper branch in half. Allow them to answer and try to rip the paper. The child should easily be able to rip the paper.
5. Ask, "Do you think you could rip another branch? Allow your child to answer.
6. Take the branches and count each remaining branch out loud with your child. Stack all the remaining sheets of paper into one huge stack. Ask, "Do you think you can rip all 29 of these paper branches together?"
7. Have your child try to rip the stack.
8. Ask why they think they could not rip the branches together. Listen to their answer and confirm or add the branches are stronger together than by itself.
9. Ask, "Remember the story of Avery. The girl who wanted a cupcake?" "Did it help Avery when her cousins were with her?"
10. Explain. When she was together with her cousins they all asked for Avery to have a cupcake together. Avery's protest was heard and she was able to have her Mother change the rules and give her a cupcake.

Final thought: Martin Luther King Jr. brought people together so they were stronger as a unit.

GOOSE, GOOSE, DUCK LESSON EXTENSIONS

Martin Luther King Jr.

ACTIVITY:
Economics

OBJECTIVE/SKILL BUILDING:
Learn about money cycles

INSTRUCTIONS:

Materials:

How Can I Help You? Cards Sheets (Included)
Goods Catalog Sheet (Included)
Service Catalog (Included)
Game dollar bills (Included)
Clear contact paper or laminate
Scissors
Erasable Marker

Explain: Dr. King was an important part of the community. He provided a service teaching the community. Community members receive money for the service or products they share with the community. With the money they receive, they buy products and services from other people in the community.

Do you know what money is? Give examples of real money - penny, nickel dime, quarter, dollar bill. (Show real money or use the included sheet.)

When you buy something from a producer you give them money in exchange for the good or service. You have to give or spend the money to receive the thing you want.

The producer will sell you the product or service. They give you what you bought and earn or receive the money.

Let's play a game to see how we buy, sell, spend and earn money for goods and services in a community.

GOOSE, GOOSE, DUCK LESSON EXTENSIONS

Martin Luther King Jr.

ACTIVITY:
Economics

OBJECTIVE/SKILL BUILDING:
Learn about money cycles.

INSTRUCTIONS:

Parent: Many people associate Dr. King with integration. However, Dr. King was a strong proponent of buying within the community to strengthen black institutions. He called upon people to take their money out of the banks downtown and deposit their money in Black savings and loan associations. He advised people to put their money in the Black insurance agencies. He advised putting money and supporting Black institutions as some practical things to do in order to build a greater economic base.

Instructions:

1. Cut the *How Can I Help You* card sheets along the purple line.
2. Fold the *How Can I Help You* card sheets on the dotted lines so the color is on the outside and three white sides face in. The double row will be a single row with front and back.
3. Cover both sides with clear contact paper or laminate.
4. Cut the sheets on the white lines to create cards.
5. Place the *Goods Catalog* sheet and the *Services Catalog* Sheet back to back with the print sides facing out. Cover with clear contact paper or laminate to create a two sided erasable marker surface.
6. Cut out the dollar bills.
7. Explain you are going to play a game called "How Can I Help You?" In this game we take turns being the Consumer (the person who wants a good or service) and the Producer, (person making or offering the product or service).
8. Give yourself and your child five bills.
9. Stack the cards face down.
10. Remind your child that everyone is a consumer and a producer. Tell your child you will both take turns providing goods and services.

GOOSE, GOOSE, DUCK I BELIEVE

Martin Luther King Jr.

ACTIVITY:

Economics

OBJECTIVE/SKILL BUILDING:

Learn about money cycles.

INSTRUCTIONS:

11. Have your child pick a card and look at it without showing you. They are the consumer. It is your job as the producer to find out what the consumer wants to buy. For pre-readers, review each item with your child. Review what it is and say how the item is classified according to the key. Some items will have more than one descriptor. For example: A music lesson is a lesson that can be done at home.
12. You will place the double sided catalog sheet in front of you. These are the goods and services the producer can offer. The job of the Producer is to guess what item the consumer wants to buy.
13. Play begins: Start by asking the consumer (your child), "How can I help you?"
14. The consumer must reply if it is a good or a service depending on the item on the card. Example: "I would like a good."
15. Flip the Catalog Sheet to the correct side. You will ask up to five questions to determine what good your child wants (has in their hand).
16. Ask one of the YES or NO questions suggested at the top of the sheet.
17. Mark off or circle the items on the card based on your child's answer. The items are color coded to minimize confusion. For example: If your child says the item is not for fun "X" off all the goods that have a red dot. If your child says it is for fun, circle all the red dot items.
18. As you mark the items explain to your child what you are marking off and why.
19. You may ask any additional personal questions up to five to narrow down the answer before making your guess. Example: "Is this something you like to eat?"
20. If you (the producer) are able to tell guesses after asking 5 questions your child (consumer) gives you (**spends**) one dollar to **buy** the good or service. The producer **earns** a dollar bill for selling the item the consumer wanted to buy. In other words, the person who guesses correctly receives a dollar from the other player.

GOOSE, GOOSE, DUCK I BELIEVE

ACTIVITY:
Economics

OBJECTIVE/SKILL BUILDING:
Learn about money cycles.

INSTRUCTIONS:

21. The next round, you are the consumer and your child is the producer. Allow them to mark the sheet and figure out the answer through the process of elimination. If they guess the correct good or service after five questions give them a dollar.
22. Continue guessing back and forth for three to four rounds.
23. Explain when there are producers and consumers in a community the money never goes away. It goes from one person to the other so everyone can continue to buy what they need.

Final thought: Martin Luther King Jr. encouraged people in his community to support each other and keep the money in the community.

GOOSE, GOOSE, DUCK I BELIEVE

Martin Luther King Jr.

ACTIVITY:

Civics

OBJECTIVE/SKILL BUILDING:

Social and political participation

INSTRUCTIONS:

Materials:

Mini Book Sheets (Included)

Scissors

Stapler

Explain: Producers offer products and services to sell so they can make or earn money. Some of the producers did not treat people in Dr. King's community fair or equal. Dr. King believed people should not buy goods or services from producers who did not treat them right. He helped the people in his community to put their small amount of money together and spend it as one big unit.

Let's make a book about how working together as a unit can stop unfair behavior.

Parents: In his last speech, Dr. King calls for a boycott of the Coca Cola company in Atlanta. Black Americans were a large group of customers for Coca Cola. However, Coca Cola only hired Black Americans for positions of hard labor with low pay. Higher level jobs were denied to Black candidates. According to King, large industries such as Coca Cola depleted Black neighborhoods by selling to the community without returning to the community any of the profits through fair hiring practices. In companies where Blacks were underemployed or restricted to menial positions, boycotts proved very effective to "negotiate a more equitable employment practice" and bring money to the communities. Through initiatives such as Operation Breadbasket, King maintained Blacks should not patronize a business that denies them jobs, or advancement or courtesy.

GOOSE, GOOSE, DUCK I BELIEVE

Martin Luther King Jr.

ACTIVITY:

Civics

OBJECTIVE/SKILL BUILDING:

Social and political participation

INSTRUCTIONS:

In this activity we will have your child create a mini-book that explains the economics of a boycott. Assembling the books is a lesson in itself. It involves recognizing numbers, placing the pages in numerical order and holding the pages neatly together when they staple.

Instructions:

1. Have your child carefully cut out the Mini Book pages on the dotted lines.
2. Have your child read the numbers of each page out loud.
3. Have your child put the pages in order with the cover on top.
4. Read the book to your child.
5. Depending on your child's reading level have them read the book back to you.
6. Review the story with your child. Ask:
 - a. "Who treated the community members unfair?"
 - b. "What did they do to stop him?"
 - c. "Do you think the community members working together was a **peaceful protest**?"
7. Finish by thanking your child for reading about peaceful protest with you.

Final thought: Martin Luther King Jr. encouraged people to spend their money as a unit to stop unfair and unequal treatment.

GOOSE, GOOSE, DUCK I BELIEVE

Martin Luther King Jr.

ACTIVITY:

Math

OBJECTIVE/SKILL BUILDING:

Recognizing coins and counting money.

INSTRUCTIONS:

Materials:

Counting Coins Sheet (Included)

Chore Chart Coins Sheet (Included)

Chore Chart (Included)

Money Jar Sheet (Included)

Blank *Chore Chart (Included/Optional)*

A penny, nickel, dime and quarter (Optional)

Scissors

Glue Stick

Explain: Dr. King taught **community** members by working together they could use their money as a type of **peaceful protest**. In order to use money as a form of peaceful protest, we have to learn about money.

Ask, "Do you remember what money is?"

Listen to their answer and then tell them we are going to learn about money today.

Parent: In his last speech "I've Been to the Mountaintop" Dr. King explains how powerful peaceful protest is when paired with economics.

"We don't have to argue with anybody. We don't have to curse and go around acting bad with our words. We don't need any bricks and bottles, we don't need any Molotov cocktails, we just need to go around to these stores, and to these massive industries in our country, and say, "God sent us by here, to say to you that you're not treating his

GOOSE, GOOSE, DUCK I BELIEVE

Martin Luther King Jr.

ACTIVITY:

Math

OBJECTIVE/SKILL BUILDING:

Recognizing coins and counting money.

INSTRUCTIONS:

children right. And we've come by here to ask you to make the first item on your agenda fair treatment, where God's children are concerned. Now, if you are not prepared to do that, we do have an agenda that we must follow. And our agenda calls for withdrawing economic support from you."

In this lesson, we will teach money basics. Introducing finances at a young age means practicing core math skills such as everyday adding, subtracting, multiplication, division, and percentages. These are important mental skills many kids and teens aren't effectively learning.

Instructions:

1. Cut along the dotted line to separate the "Want Options" from the coins. Fold the cut paper along the grey line so the printed pictures face out.
2. Cut out the *Chore Chart* coins.
3. Cut on the dotted line to separate the coin jar from Avery's Coins
4. Cut out Avery's Coins and put them aside with the jar.
5. Start by familiarizing your child with the *Counting Coins* Sheet.
 - a. For children who don't know coin names yet - Point to each coin and tell them the name of each coin. If available, use real coins so they can touch and examine the coins. See if they can repeat back the names of each coin.
 - b. For children who know coin names - Point to each coin and tell them the name and value of each coin. See if they can repeat back the names of each coin.
 - c. For children who can count by 5's and 10's - Point to each coin. Review the name and value of each coin. Practice counting as per the chart up to One dollar. See if your child can explain how many coins of each type equal one dollar.

GOOSE, GOOSE, DUCK I BELIEVE

Martin Luther King Jr.

ACTIVITY:

Math

OBJECTIVE/SKILL BUILDING:

Recognizing coins and counting money.

INSTRUCTIONS:

6. Ask, "Do you know what money is used for?" Listen to their answer. Then add that money is used to get or buy goods and services.
7. Ask, "Do you know how to get or earn money?" Listen to their response and then say that you can get money by selling a good or service.
8. Explain that grown-ups make money when they perform their job or roles. Some kids earn money when they do chores for their family. Pull out the *Avery's Chore Chart*.
9. Explain this is Avery's Chore Chart. Everyday she does a chore to help her family.
10. Point to each day of the week and talk about each chore.
11. Tell your child Avery's Mom gives her money every day for completing a task.
12. Have your child paste the correct coin next to the dollar amount to complete the chart. Your child may use any combination that equals 15 cents for the Saturday chore. Assist your child where needed.
 - a. For children learning coin names, tell them the name of the coin. Have them paste the correct coin on the chart.
 - b. For children who are learning coin values, have them paste the correct coin based on the amount shown.
13. Set the empty money jar in front of your child. Explain, Avery begins the week without any money in her coin jar. Avery puts the money that she earns in her piggy bank each day.
14. Starting with Monday, ask your child to tell you the chore that Avery will complete and how much she will make. Give your child the amount for the chore and have your child place it on (inside) the jar. You may use real coins if available.
15. Ask your child the name of the coin (and the value of the coin depending on their skill level) as they add it to the jar. Do not glue the coins.

GOOSE, GOOSE, DUCK I BELIEVE

Martin Luther King Jr.

ACTIVITY:

Math

OBJECTIVE/SKILL BUILDING:

Recognizing coins and counting money.

INSTRUCTIONS:

16. Repeat with every day until the jar is full. Make certain your child places the coins in rows so all coins are visible and the money stacks up in the jar.
17. Tell your child at the end of the week Avery's Mom takes her to the store. She is able to buy some of her favorite goods.
18. Put the *Want Options* on the table with the three items facing up. Explain these are three of Avery's favorite items.
19. Ask, "What are three of Avery's favorite goods and how much do they cost?" Have your child point to each item, name it and say how much Avery has to spend to buy the item. Depending on your child's skill level they should either say the name of the coin(s) or the name of the coins and the amount the goods cost.
20. If your child can count by 5's and 10's have them add the coins and write the amount using the decimal and boxes as a guide.
21. Ask, "If you were Avery what item would you buy?" Whatever item they prefer, have them take out the coins from their jar and place them on the corresponding coins under the item. There is enough money for your child to buy all three items.
22. Explain that the child has to spend \$X to buy the item(s).
23. Ask your child if they are happy with their choice.
24. Tell your child Avery saw another item in the store she would like to buy.
25. Flip over the paper to show the super soaker gun [Parents: The super soaker gun was invented by Lonnie Johnson, a Black Nasa Engineer. It is one of the most successful toys of all time].
26. Explain when we buy items, it means you miss out on something else. You have to make a decision. Flip the page back and forth and point out they can only have one or the other,
27. Ask, "Do you think you made the right decision?" Listen and explain that next week Avery can decide the best way to spend her money.

GOOSE, GOOSE, DUCK I BELIEVE

Martin Luther King Jr.

ACTIVITY:
Math

OBJECTIVE/SKILL BUILDING:
Recognizing coins and counting money.

INSTRUCTIONS:

28. Explain Avery can also decide to save her money and buy something even bigger after a couple weeks.
29. Ask, "If you could have any good or service what would you save up to buy?"

Optional Activity 2 Instructions:

1. Talk to your child about the good or service they said they would save up to buy. If the item is unrealistic help them make it a manageable goal. For example: If they want to buy a real car perhaps have them save to buy a model car or buy tickets to ride go karts.
2. Have your child create their own chore chart.
3. Talk about what chores your child can help with around the house to earn money.
4. Write or have your child draw pictures of the chores on the chart.
5. Decide on the dollar amount and write the amounts in the correct column. The amount is not as important as allowing your child to work for the money, learn the values, adding and saving it. Have your child glue the corresponding coins on the chart using the leftover coins and dollars from Avery's jar activity.
6. Give younger children their money each day for the work completed. Give children who are practicing counting all the money earned at the end of the week so they can count the money as they add it to their bank.

Final Thought: Dr. King taught community members the importance of understanding the value of their money.

GOOSE, GOOSE, DUCK I BELIEVE

Martin Luther King Jr.

ACTIVITY:

Arts & Crafts

OBJECTIVE/SKILL BUILDING:

Make a money box

INSTRUCTIONS:

Materials:

Piggy Bank Craft Sheet (Included)

Money Box Craft Sheet (Included)

Clear contact paper

Scissors

Clear Tape

Markers and crayons (optional)

Explain: Dr. King asked community members to understand the value of their money and how to save and spend their money is important to make people listen and help solve community problems.

Let's make a money box to store the money you save.

Parent: As your child begins to earn their own money, they're going to learn that some items are more expensive than others and that people must save what they earn to reach larger goals. Learning how to spend responsibly from the money they save empowers your child while honing decision-making skills. When they are ready you can introduce the concept of investing the saved money into a child friendly business (baking cookies and making crafts etc. to sell to family members and friends) as well.

Instructions:

1. Have your child decide if they would like to make the piggy bank or design their own money box.
2. If creating a personalized box have them color the template with markers or crayons. Explain that each box or square will be a separate side.

GOOSE, GOOSE, DUCK I BELIEVE

Martin Luther King Jr.

ACTIVITY:

Arts & Crafts

OBJECTIVE/SKILL BUILDING:

Make a money box

INSTRUCTIONS:

3. Tell your child we are going to turn this flat page into a cube. Ask your child to count the number of squares on the page.
4. Cover the printed or color side of the piggy bank or decorated money box with a piece of clear contact paper. Only cover the printed side. Leave the blank side without contact paper.
5. You or your child should cut out the pattern on the solid lines. Cut around the tabs. When cutting the piggy bank make sure to cut around the pigs ears. The slot on the top should only be cut by an adult.
6. Assemble the pig by folding on the dotted lines. Create sharp creases.
7. Fold the pig together adding clear tape to the sides where needed.
8. After it is assembled, show your child that the squares are now a cube.
9. Ask, "How many sides does a cube have?" Point to and count each side and tell them that a cube is made up of 6 squares. Four around the sides, one at the top and one at the bottom.
10. Have your child use the money box as a starting bank to save up their chore money.

Final Thought: Dr. King taught community members the importance of carefully spending the money they save.

GOOSE, GOOSE, DUCK I BELIEVE

Martin Luther King Jr.

ACTIVITY:

Arts & Crafts

OBJECTIVE/SKILL BUILDING:

Make a Community T-Shirt Collage

INSTRUCTIONS:

Materials:

Community T-Shirt Sheet (Included)
My Communities Worksheet (Included)
Crayons or Colored Pencils
Scissors
Glue Stick

Explain: We talked about a community being your neighborhood or a place where you learn work and play. Dr. Martin Luther King Jr. was a part of more than one community. He was a part of his neighborhood community, his church community and communities all over the world. Just like you can have many roles, you can also be a part of many different communities. A community can be more than a neighborhood. It can also be a group of people that care about each other and feel they belong together.

Can you think of any communities you belong to?

[Examples: school, homeschool group, online book or science club, karate or dance class, religious group]

Parents: More than at any other time, we have shifted from, traditionally, being born into a community to now, choosing our own communities and expressing our identities through them. We want to express that their community is a place where your child feels accepted for who they really are. A community still gives people a sense of shared identity. However, it takes on different forms. A community works together to solve problems and the sum is bigger than the individual parts. In this activity we want your child to be able to identify safe places and express what makes up their identity.

GOOSE, GOOSE, DUCK I BELIEVE

Martin Luther King Jr.

ACTIVITY:

Arts & Crafts

OBJECTIVE/SKILL BUILDING:

Make a Community T-Shirt Collage

INSTRUCTIONS:

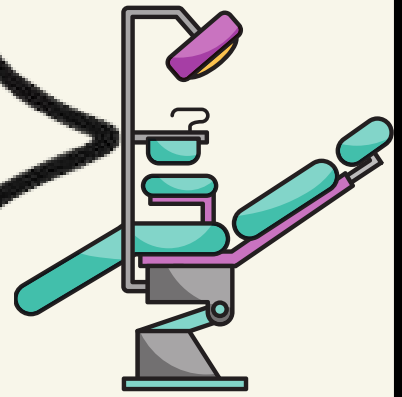
Instructions:

1. Explain that we are going to make a list of the communities they belong to. Lists are helpful because they help us:
 - a. Plan what we will do
 - b. Remember our ideas
 - c. Put our thoughts in order
2. Have your child write one or two words on each line to represent each community on the *My Communities* Worksheet. Allow your child to “spell” phonetically by testing how the words sound in their mouth and matching sounds to letters. Example: A child may spell “dance” as “dans.” We want them to practice putting their thoughts to paper. Double check that their choice of letters make sense and that you are able to figure out what it says.
3. Next, tell your children we are going to make an all about me craft project.
4. Using the list as a guide collect copies of favorite photos, magazine pictures or even printouts from organizations facebook pages. The pictures should fit on the All About Me sheet T-shirt. For example: Your child can print out a picture of her dance recital or a picture of dancers in a magazine or the print out of their dance schools logo from the facebook page.
5. As your child locates a picture, have them check it off their *My Communities* List.
6. Allow your child to creatively glue the images on the t-shirt.
7. Have your child complete the community self-portrait by drawing their face above the t-shirt.
8. Allow your child to proudly display their All About Me Community self-portrait.

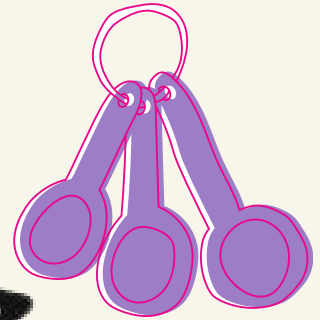
Final Thought: Dr. Martin Luther King Jr. was a leader in his neighborhood and communities all over the world.



Dentist



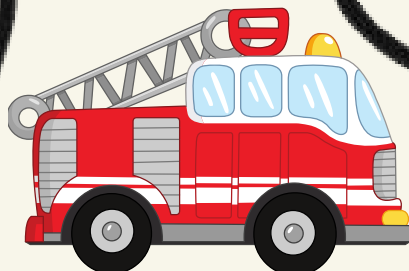
Baker



Librarian

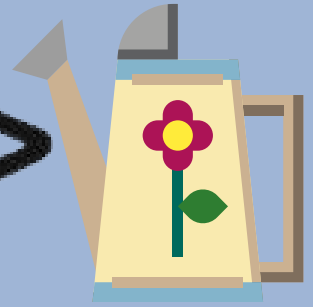


Firefighter

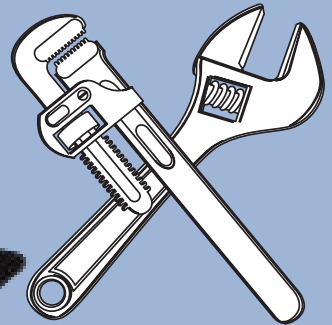




Gardener



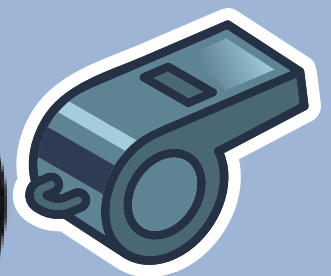
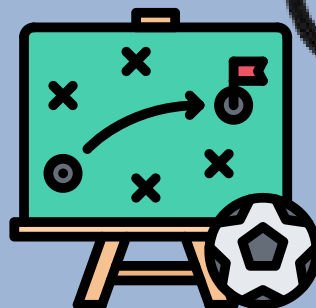
Plumber



Mailman



Coach





Parents



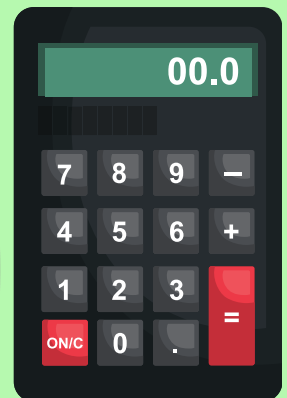
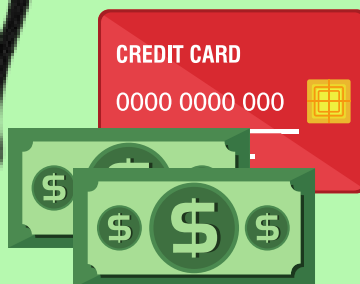
Students



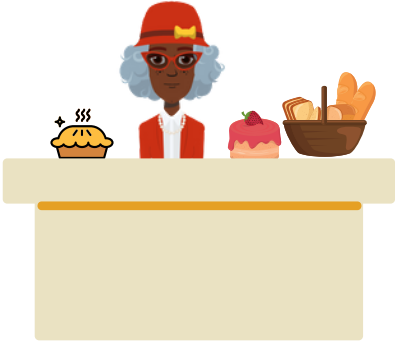
Cashier



Bank



Goods & Services



Goods & Services Bank



Toy Store



Farmers' Market



Ice Cream Truck



Book Store



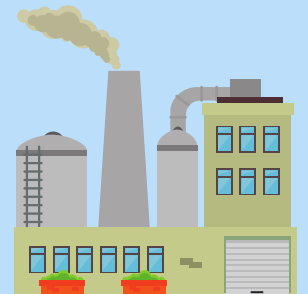
Bus Stop



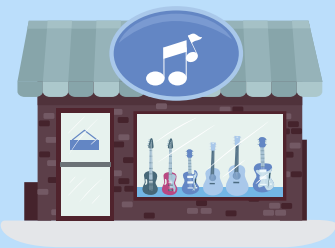
Pizza Parlor



Clothing Store



Factory



Music Store



Firehouse



Hair Salon



Bank



Post Office



Plumber



Trash Collection



Veterinarian

How Can I Help You?



Golf Lesson



Karate Lesson



Delivery



Dance Lesson



Online Movie



Car Wash



Taxi / Car



House Cleaning

How Can I Help You?



Ice Cream



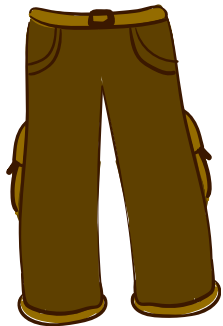
Candy



Book



Chicken



Pants



Music Lessons



Grocery Delivery

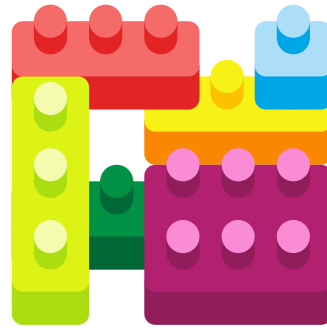


Dog Wash

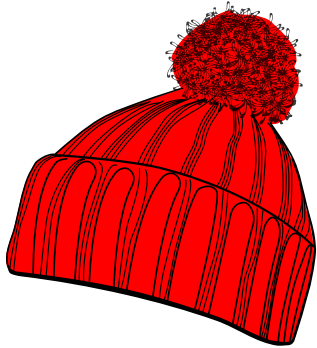
How Can I Help You?



Jump Rope



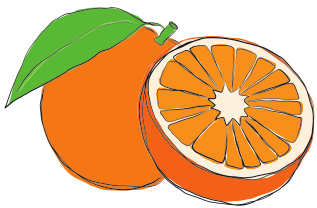
Building Blocks



Hat



Shoes



Orange



Laptop



Basketball



Babysitter

How Can I Help You?



Coat



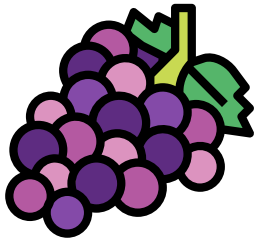
Ice Skates



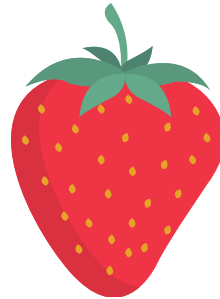
Spaghetti



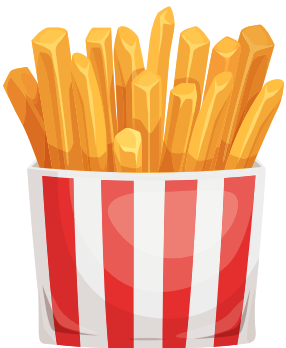
Green Beans



Grapes



Strawberry



French Fries




Burrito




SERVICES CATALOG

- Is it a lesson?
- Is it cleaning?
- Is it a service at your home?
- Does it have to do with a car or motorcycle?




Music Lessons

● ●




Karate Lesson

●




Golf Lesson

●




Dance Lesson

●




Pizza Delivery

● ●



Taxi / Uber

●




Car Wash

● ●




House Cleaning

● ●



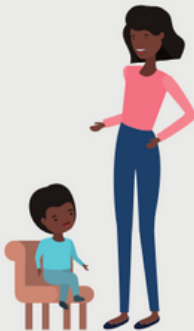
Grocery Delivery

● ●



Online Movie

●



Babysitter

●



Dog Wash

● ●

GOODS CATALOG

- Is it for fun?
- Do you wear it?
- Do you eat it?
- Does it help you learn?



Building Blocks



Jump Rope



Basketball



Ice Skates



Laptop



Strawberry



Orange



Pants



Book



Green Beans



Grapes



Coat



Ice Cream



Spaghetti



Chicken



Hat



Candy



French Fries



Burrito



Shoes



We Are All Consumers and Producers

Draw pictures of or write about two goods and/or services you like to consume and two goods and/or services you like to produce.



My favorite good or service to consume is



My favorite good or service to produce is

STORY PAGE



Before dinner, Mommy promised Avery that she could have a cupcake for dessert. While Mommy was cleaning up after dinner, Avery asked for her cupcake.

Mommy said “No” because Avery did not finish her vegetables. Avery thought that was unfair; she did not know she had to eat everything on her plate. She yelled “Not Fair!” and screamed loudly.

FEELINGS CARDS



WORRIED



HAPPY



SURPRISED



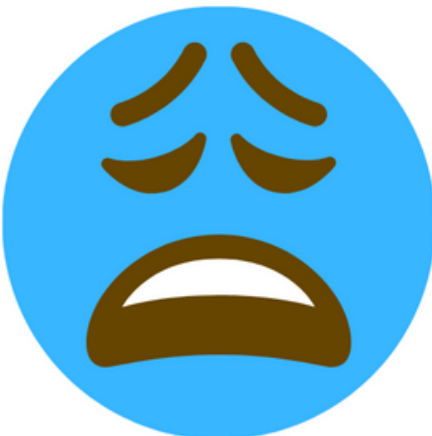
SILLY



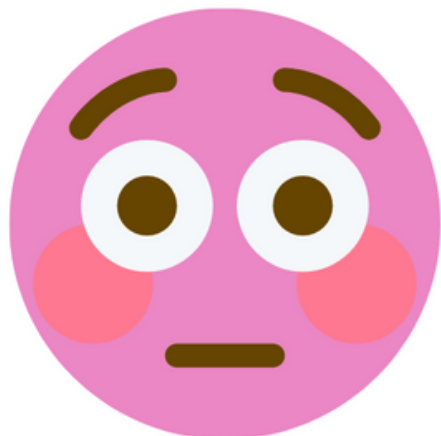
JEALOUS



EXCITED



SAD

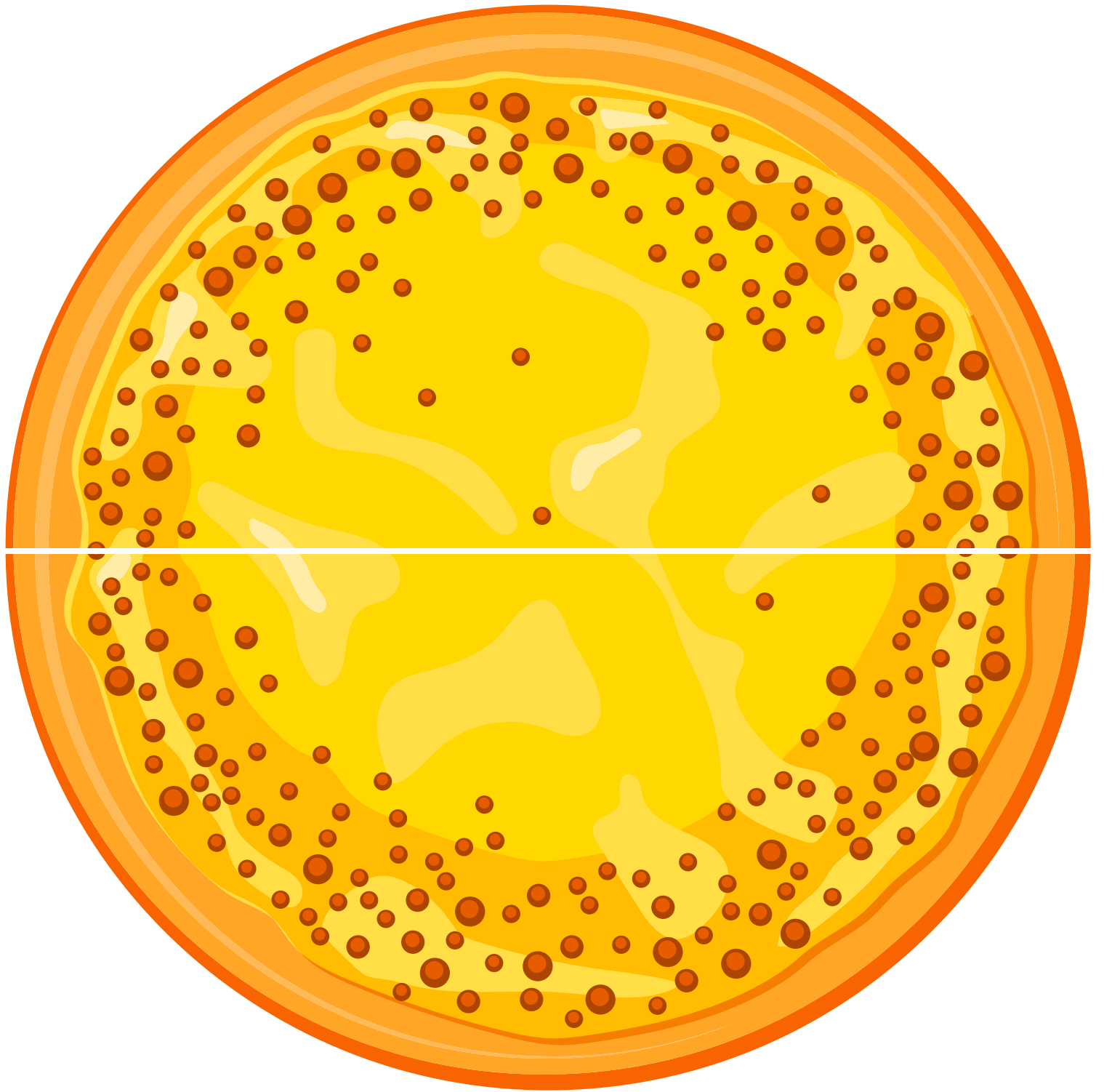


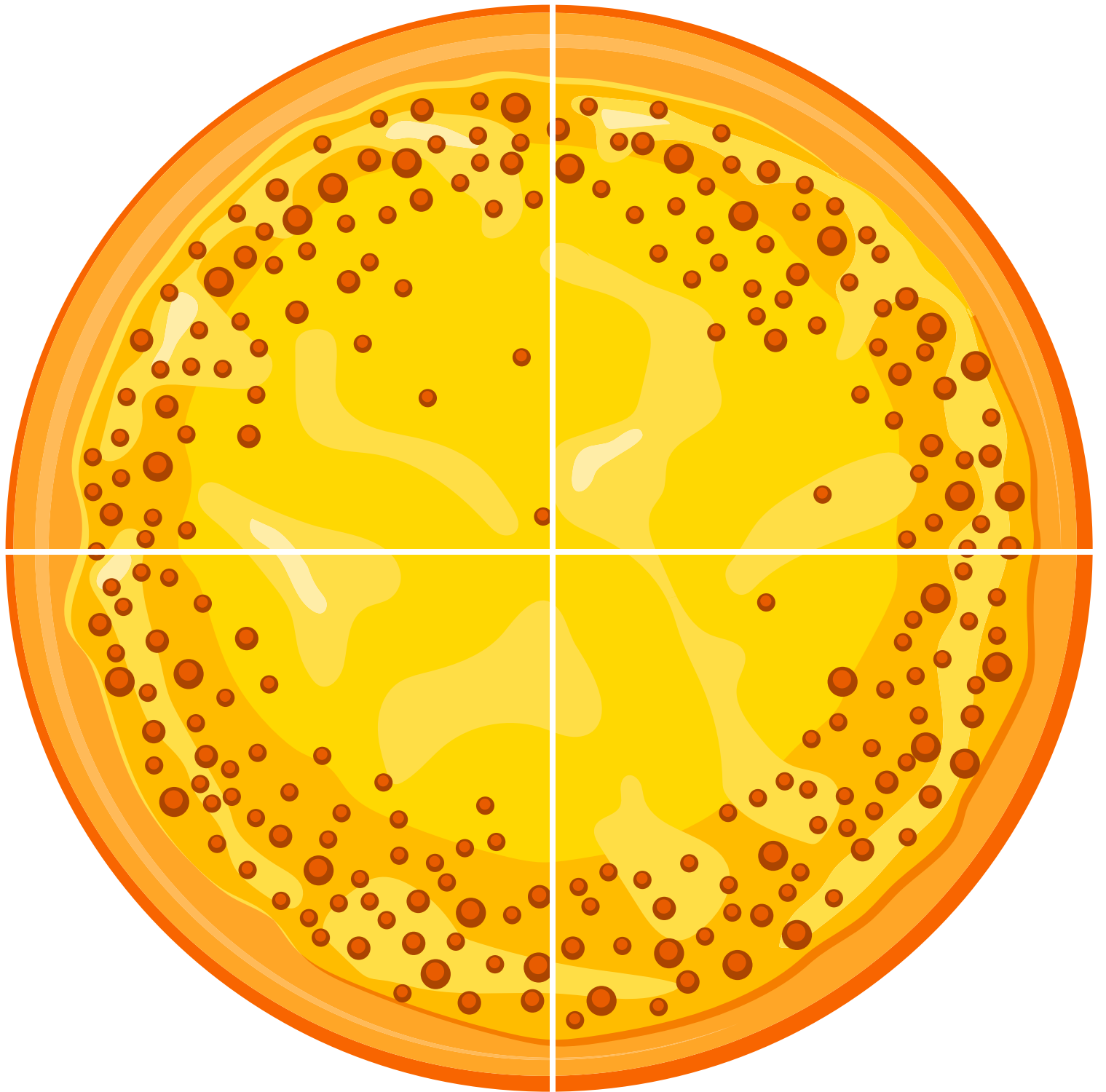
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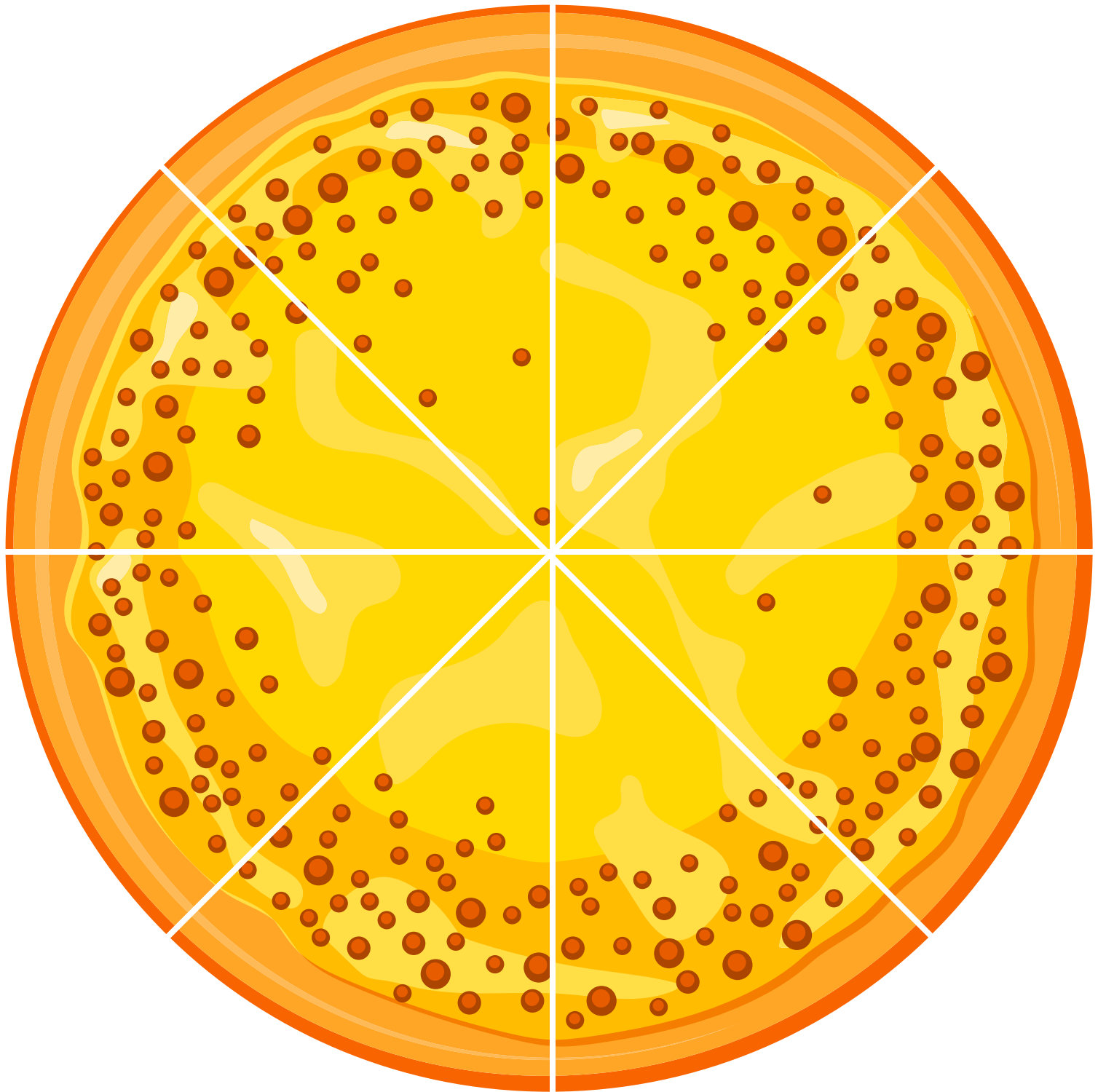


ANGRY

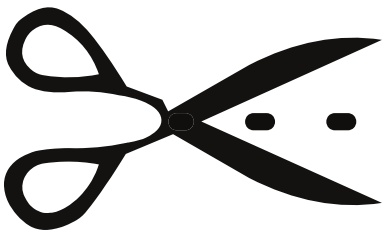
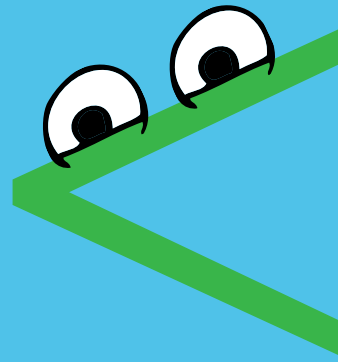
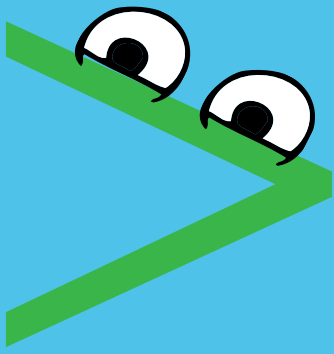




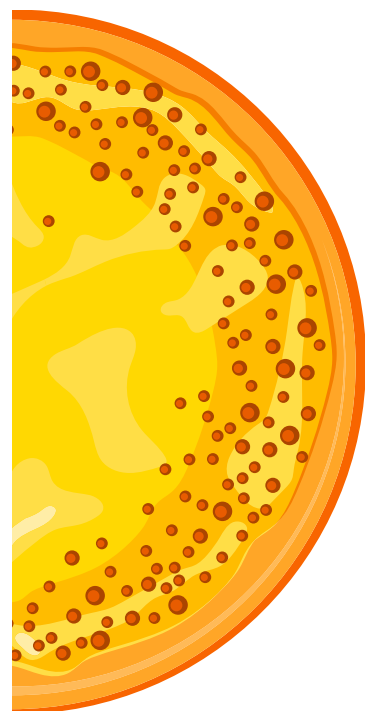
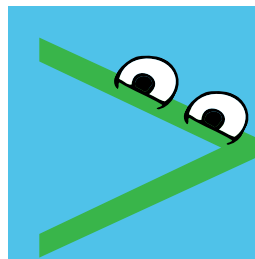




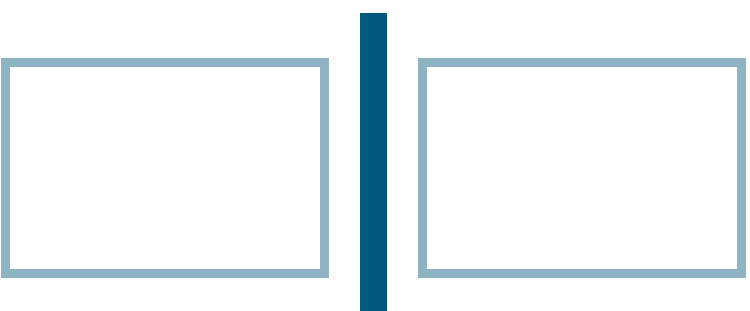




EXAMPLE



HOW TO WRITE A FRACTION



**THE NUMBER OF
PARTS WE ARE
TALKING ABOUT**

**THE NUMBER OF
TOTAL PIECES**

GREATER OR LESS THAN

Compare the numbers and write $<$, $>$, or $=$

$$\frac{5}{8} \quad \bigcirc \quad \frac{1}{4}$$

$$\frac{2}{2} \quad \bigcirc \quad \frac{3}{8}$$

$$1 \quad \bigcirc \quad \frac{4}{4}$$

$$\frac{2}{8} \quad \bigcirc \quad \frac{2}{8}$$

$$\frac{3}{4} \quad \bigcirc \quad \frac{6}{8}$$

$$\frac{1}{2} \quad \bigcirc \quad \frac{3}{4}$$

$$\frac{1}{2} \quad \bigcirc \quad \frac{2}{4}$$

$$\frac{2}{4} \quad \bigcirc \quad \frac{4}{8}$$

$$\frac{2}{2} \quad \bigcirc \quad \frac{8}{8}$$

$$\frac{7}{8} \quad \bigcirc \quad 1$$

GREATER OR LESS THAN

Compare the numbers and write $<$, $>$, or $=$

$$\frac{5}{8} > \frac{1}{4}$$

$$\frac{2}{2} > \frac{3}{8}$$

$$1 = \frac{4}{4}$$

$$\frac{2}{8} = \frac{2}{8}$$

$$\frac{3}{4} = \frac{6}{8}$$

$$\frac{1}{2} < \frac{3}{4}$$

$$\frac{1}{2} = \frac{2}{4}$$

$$\frac{2}{4} = \frac{4}{8}$$

$$\frac{2}{2} = \frac{8}{8}$$

$$\frac{7}{8} < 1$$



Family Game Day

The Thompson family has fun playing their favorite video games on the weekends. Rustin and his sister Ruby like to compete and see who is the best. Their Mom noticed Rustin would squint when watching television. Rustin needed glasses in order to see the screen clearly.

Is it fair for Rustin to be able to wear his glasses when playing video games?

Is it equal if Ruby does not have any glasses to wear?



Cooking Together

Tyrone and his sister Gabby love to help their Mom cook in the kitchen. Tyrone is older and can reach the counter. Little Gabby has a special booster chair. Without it she can't reach or see over the counter. Tyrone likes to climb on the chair also but his Mother always tells him to "stop playing" on Gabby's chair.

Is it equal that Gabby has a booster chair and Tyrone does not?

Is it fair that Gabby has a special booster chair to use in the kitchen?



Pizza Night

The Turner family looks forward to having pizza night every Friday. On pizza night they watch a Movie together and order pizza. They always order one large with all their favorite toppings. The pizza is delivered sliced in eight pieces. Todd the youngest always has one slice. His older brother Brandon eats two slices. Their Mom also has two pieces with her salad and Dad always has the most - three whole pieces of pizza! When dinner is over everyone is happy with their bellies full of yummy pizza.

Do all the family members have an equal amount of pizza?

Is it fair the Dad eats three pieces and five-year-old Todd only gets one?

STORY PAGE 2



Before dinner, Mommy promised Avery that she could have a cupcake for dessert. While Mommy was cleaning up after dinner, Avery asked for her cupcake.

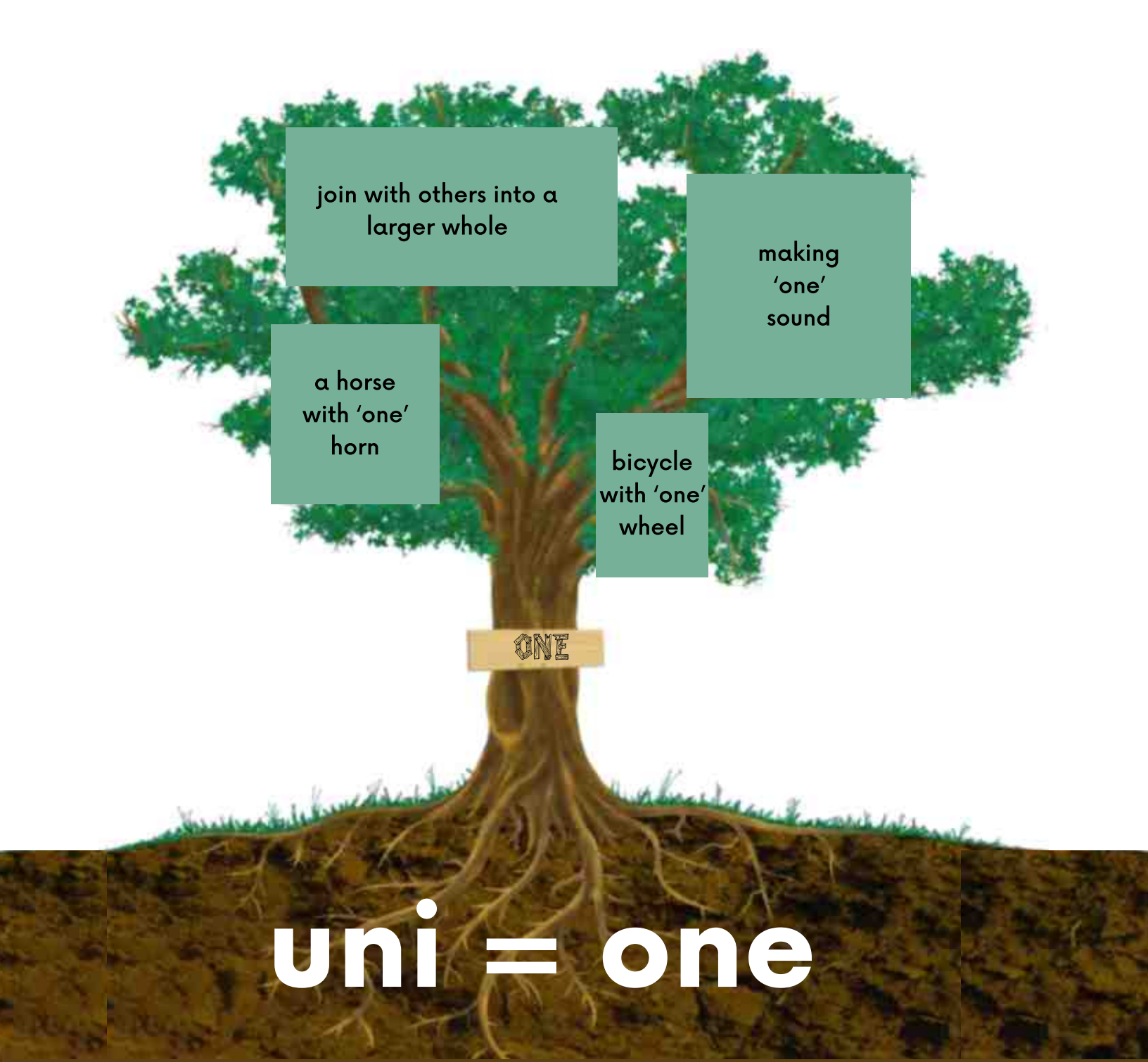
Mommy said "No" because Avery did not finish her vegetables. Avery thought that was unfair; she did not know she had to eat everything on her plate. She yelled "Not Fair!" and threw her toy robot at Mommy. The robot hit Mommy's knee. Mommy was hurt and angry. She took Avery's favorite toy robot. Then, Avery had to sit at the table the rest of the evening until she finished her vegetables. Avery had to eat all the cold peas AND she did not get her cupcake.

STORY PAGE 3



It was a holiday and Avery's grandparents, Uncles, Aunts and Cousins were over her house for a special dinner. Before dinner, Mommy promised Avery that she could have a cupcake for dessert. While Mommy was cleaning up after dinner, Avery asked for her cupcake. Mommy said "No" because Avery did not finish her vegetables. Avery thought that was unfair; she did not know she had to eat everything on her plate. She yelled "Not Fair!" and screamed loudly.

Avery's grandmother asked why she thought it was unfair. Avery used her words and told her Grandmother she did not know she had to eat all her vegetables. Avery looked at her mommy and grandmother and said, "Can I please have a cupcake?" Her cousins also thought Avery should have a cupcake and they began to say, "Please", together in unison. Grandmother asked Mommy if Avery ate at least four peas from her plate, could she have a cupcake. Mommy listened to Grandmother and agreed this one time, she would change the rule. Avery ate the four peas and enjoyed the tasty cupcakes with her cousins.



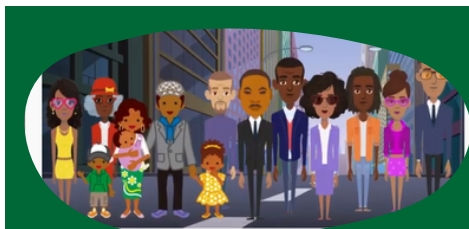
uni = one

unicorn: a horse with 'one' horn

unison: making 'one' sound

unicycle: bicycle with 'one' wheel instead of two

unity: join with others into a larger whole.

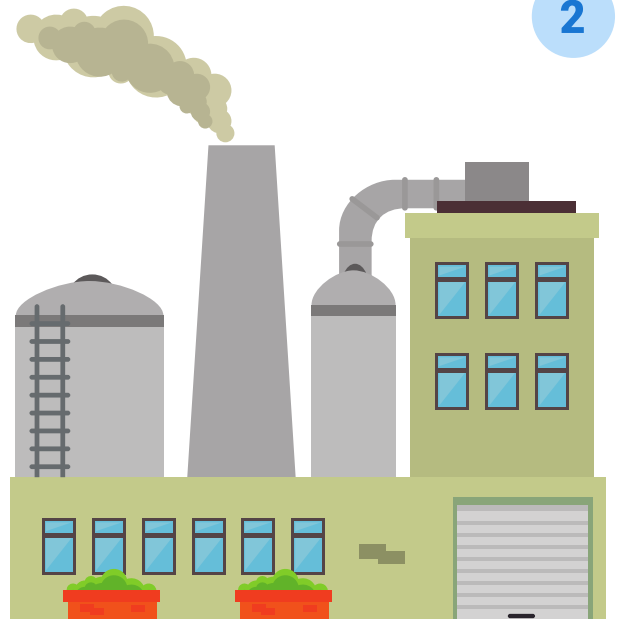


1

Stronger Together



2



This is a story about a community and its factory.

3



The factory makes a good called soda-pop.

4



Many families in the community buy the tasty drink.

5



The factory is owned by Mr. Big Producer.

6



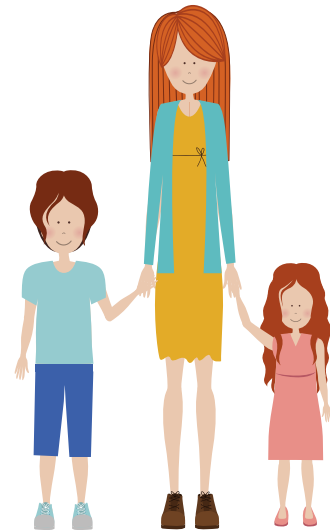
When people want a soda-pop, they buy it with money.

7



Mr. Big Producer earns money each time he sells a soda-pop.

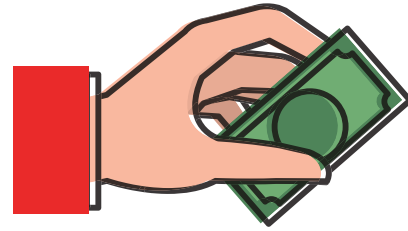
8



Mr. Big Producer uses the money to buy products and services his family wants.



Some community members work in the factory making soda-pop. They provide a service.



Mr. Big Producer does not pay enough money for their service. His rules are not fair.

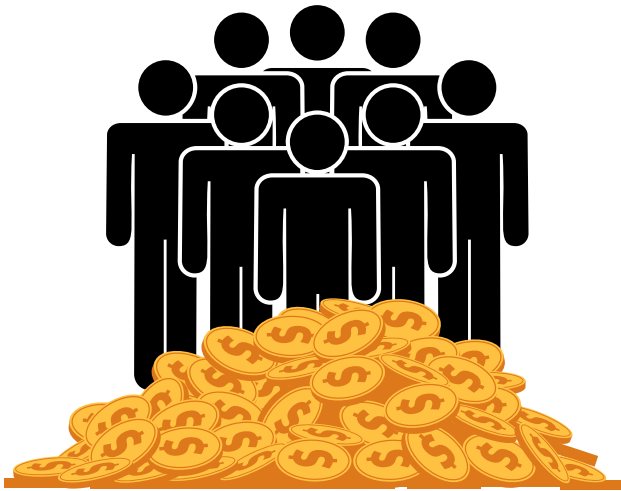


Until he stops being unfair, the community members will not buy soda-pop from Mr. Big Producer.



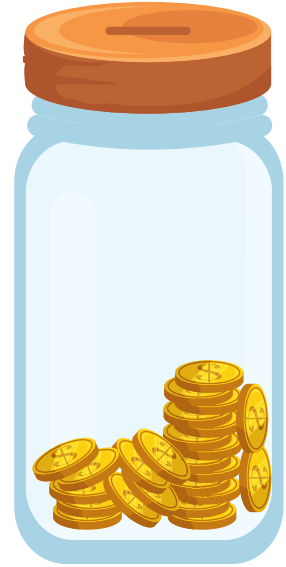
Each community member has a small amount of money.

13



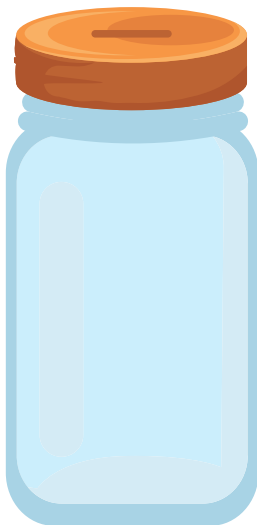
All together as a unit, community members have a lot of money.

14



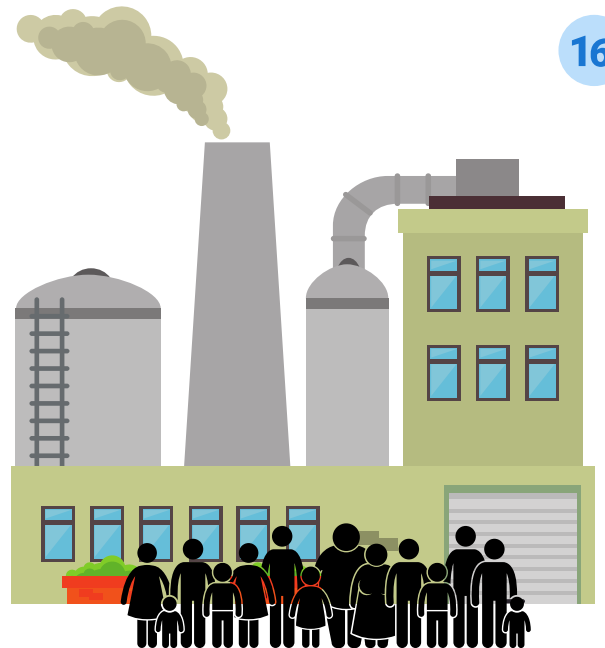
Mr. Big Producer earns less money without community members buying his goods.

15



Mr. Big Producer is afraid he will not be able to save any more money. He changes the rules to treat everyone fair.

16



The community solved the problem and lived happily together.

COUNTING COINS

Count



by 1's

1 2 3 4 5 6 7 8 9 10

Count



by 5's

5 10 15 20 25 30 35 40 45 50

Count by



10's

10 20 30 40 50 60 70 80 90 1.00

Count



by 25's

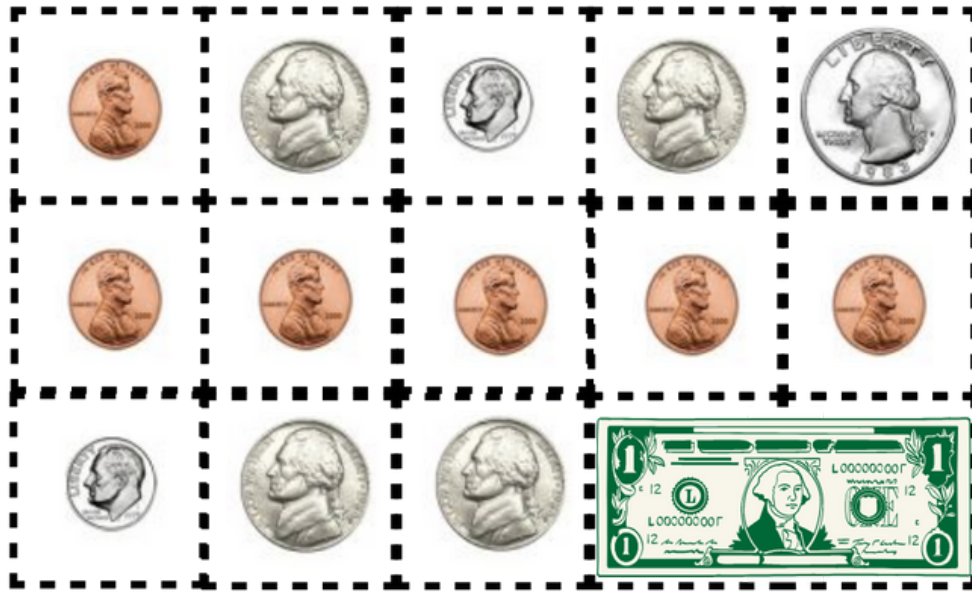
25

50

75

1.00

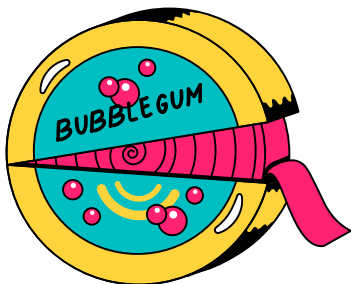
CHORE CHART COINS



WANT OPTIONS



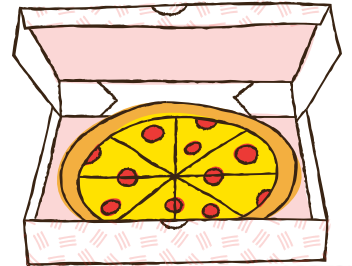
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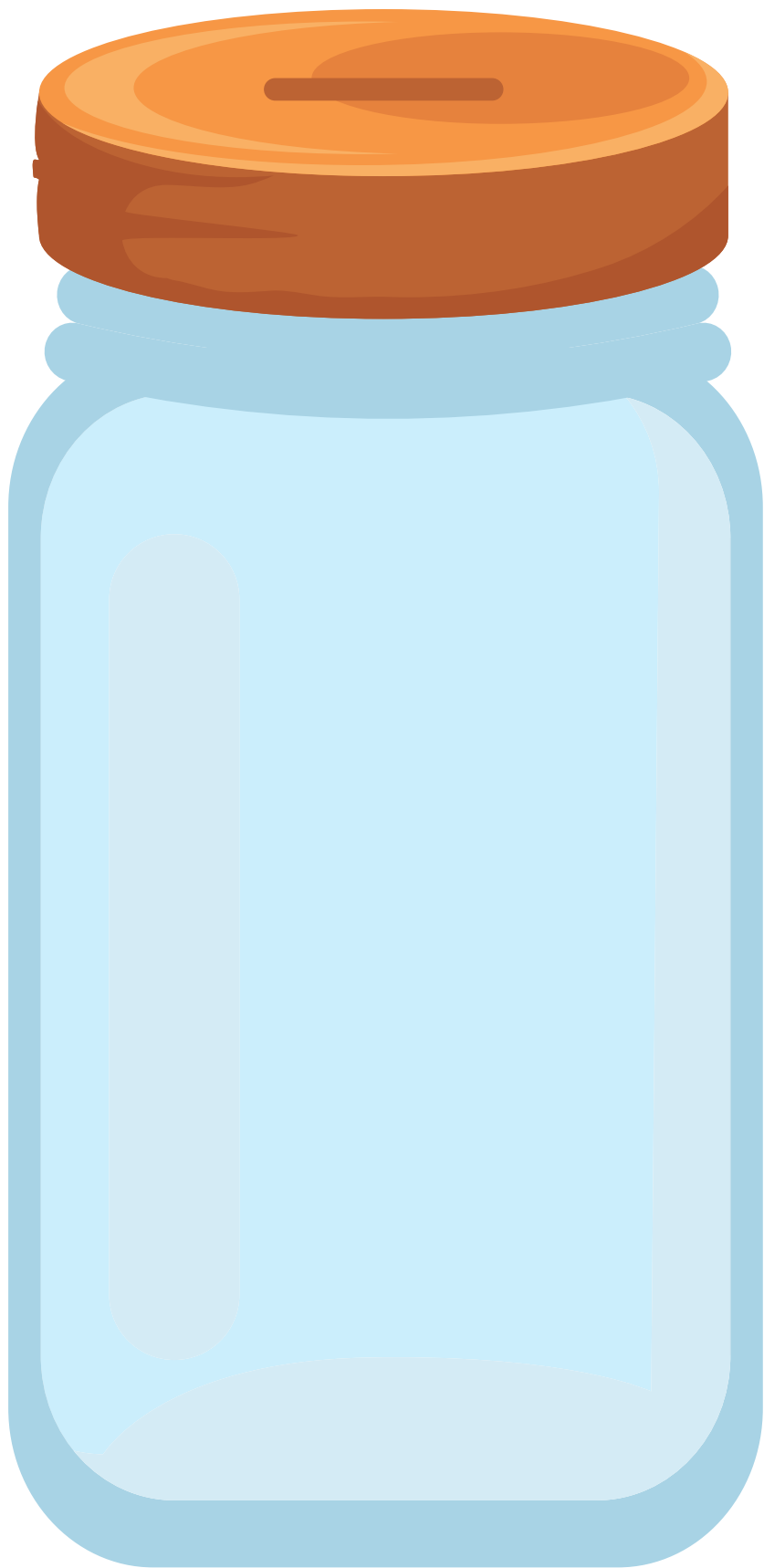


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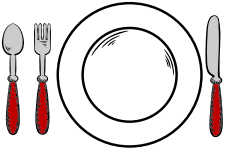

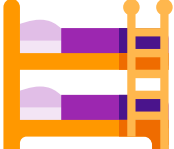



MONEY JAR



AVERY'S COINS



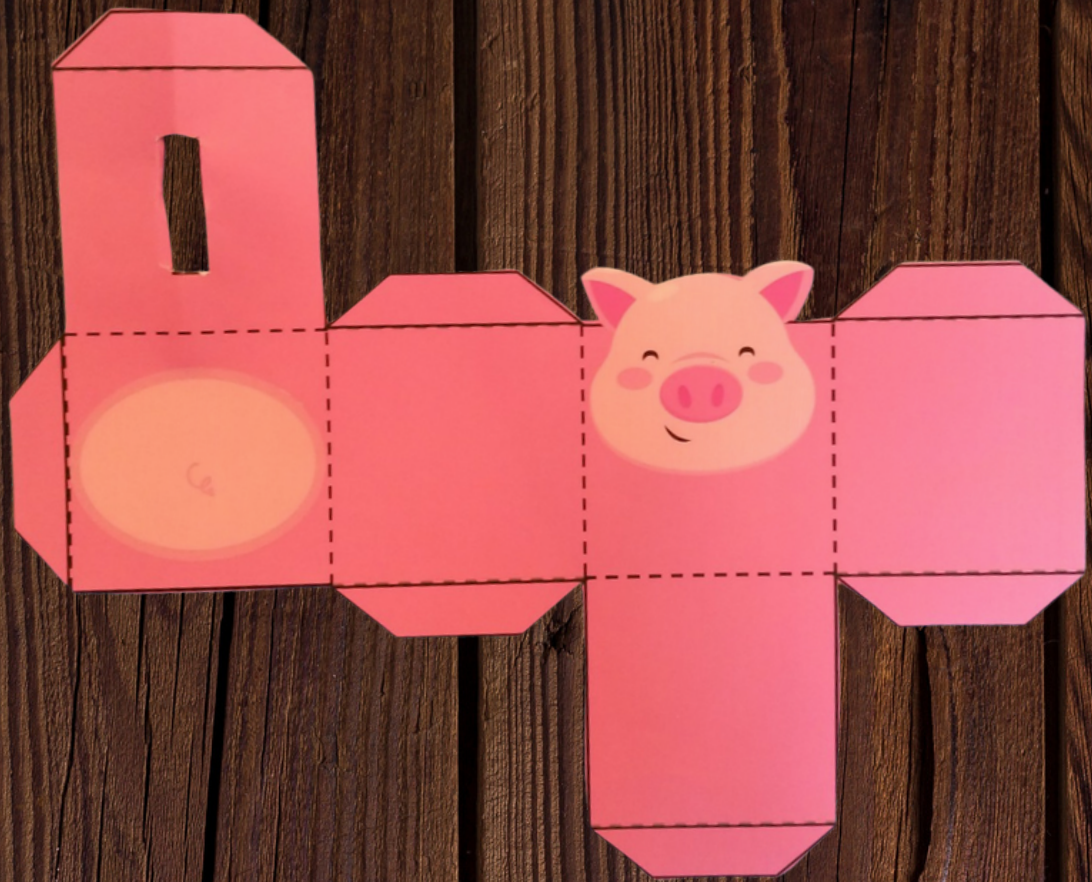
AVERY'S CHORE CHART

	CHORE	COINS	AMOUNT
MONDAY	 SET THE TABLE		5 ¢
TUESDAY	 SCOOP DOG POOP		10 ¢
WEDNESDAY	 MAKE YOUR BED		1 ¢
THURSDAY	 SORT RECYCLING		25 ¢
FRIDAY	 HELP RAKE LEAVES		\$1.00
SATURDAY	 HELP MAKE BREAKFAST		15 ¢

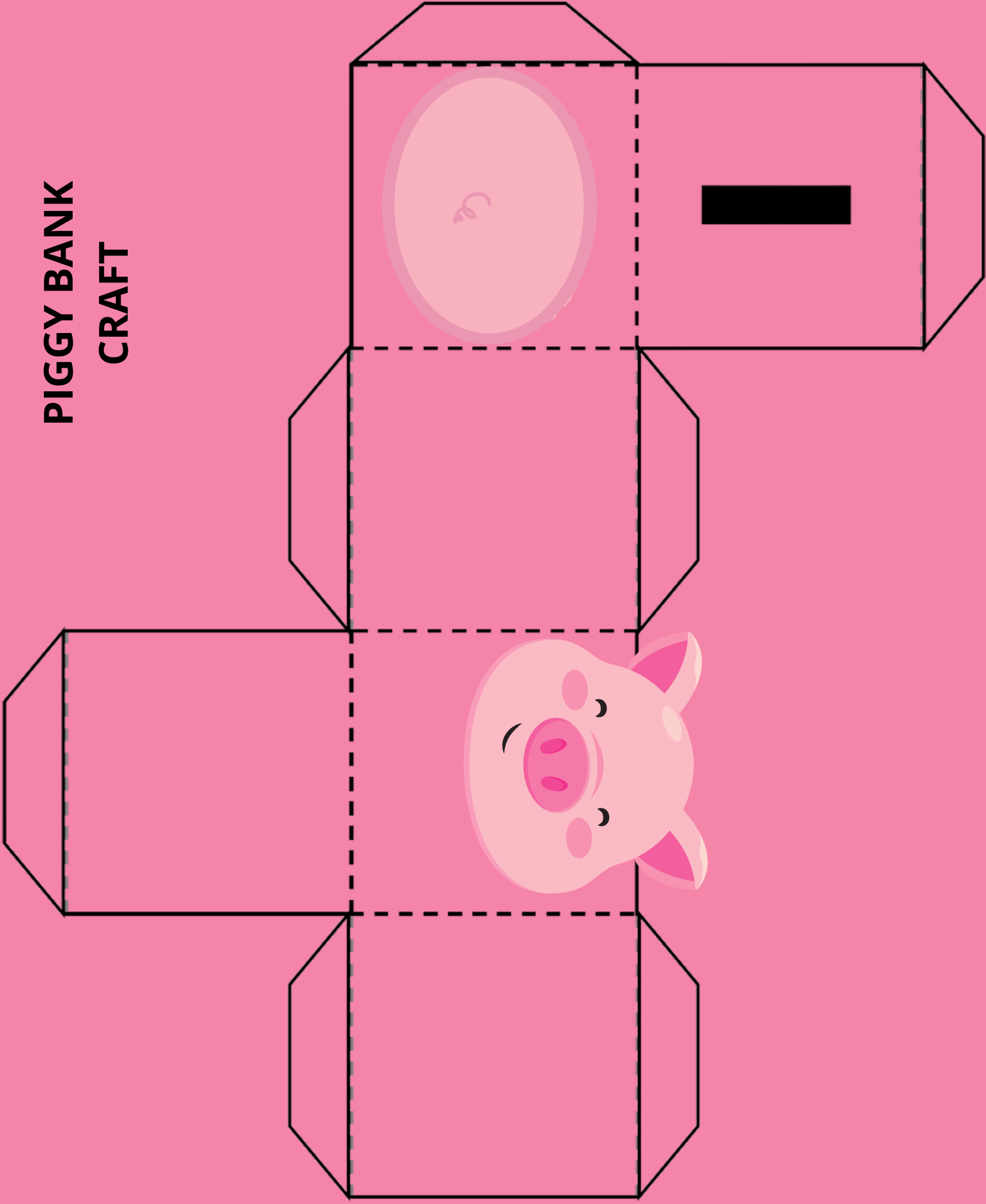
CHORE CHART

(Name)

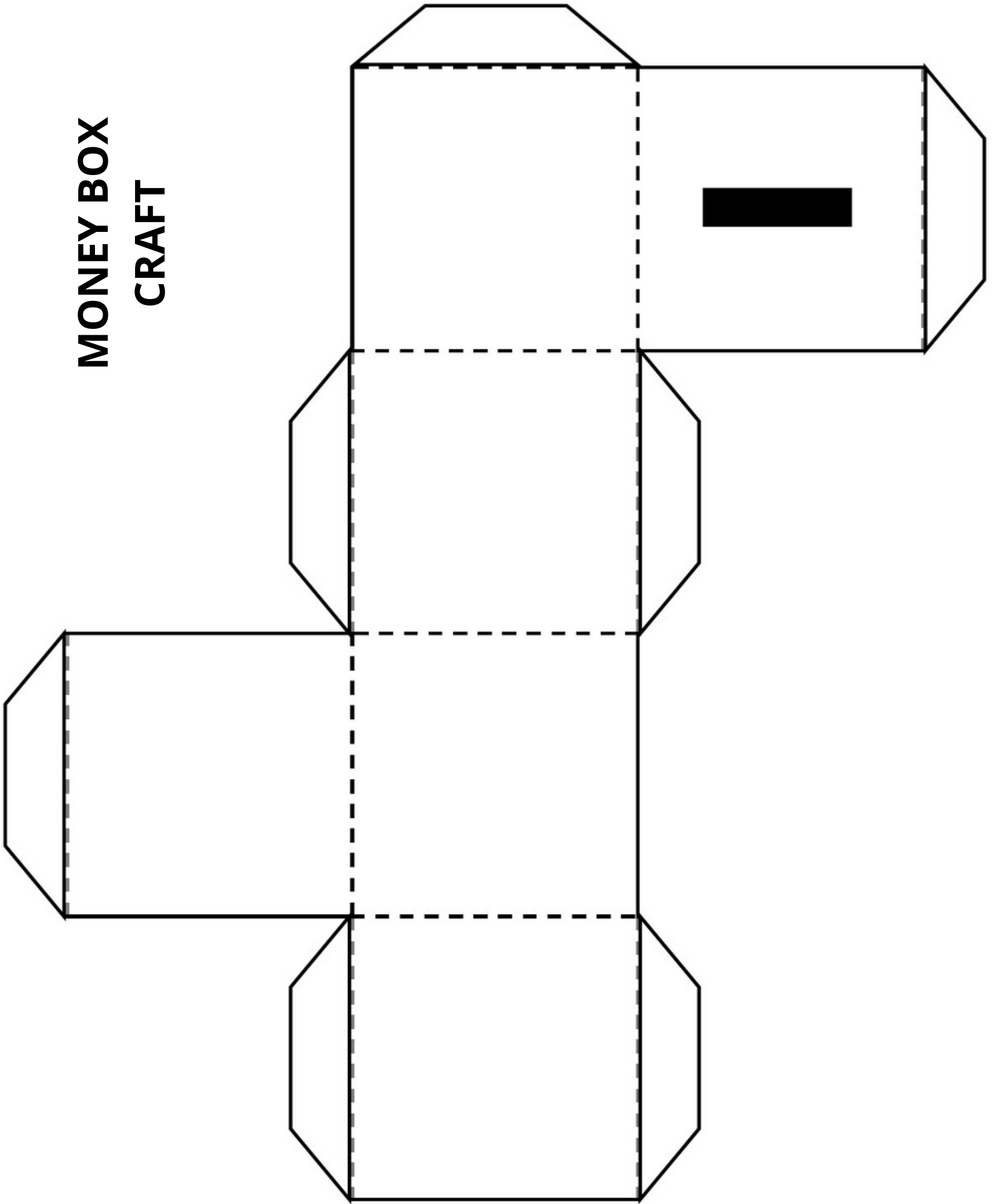
	CHORE	COINS	AMOUNT
MON			
TUES			
WED			
THURS			
FRI			
SAT			



PIGGY BANK CRAFT



**MONEY BOX
CRAFT**



My Communities



1.

2.

3.

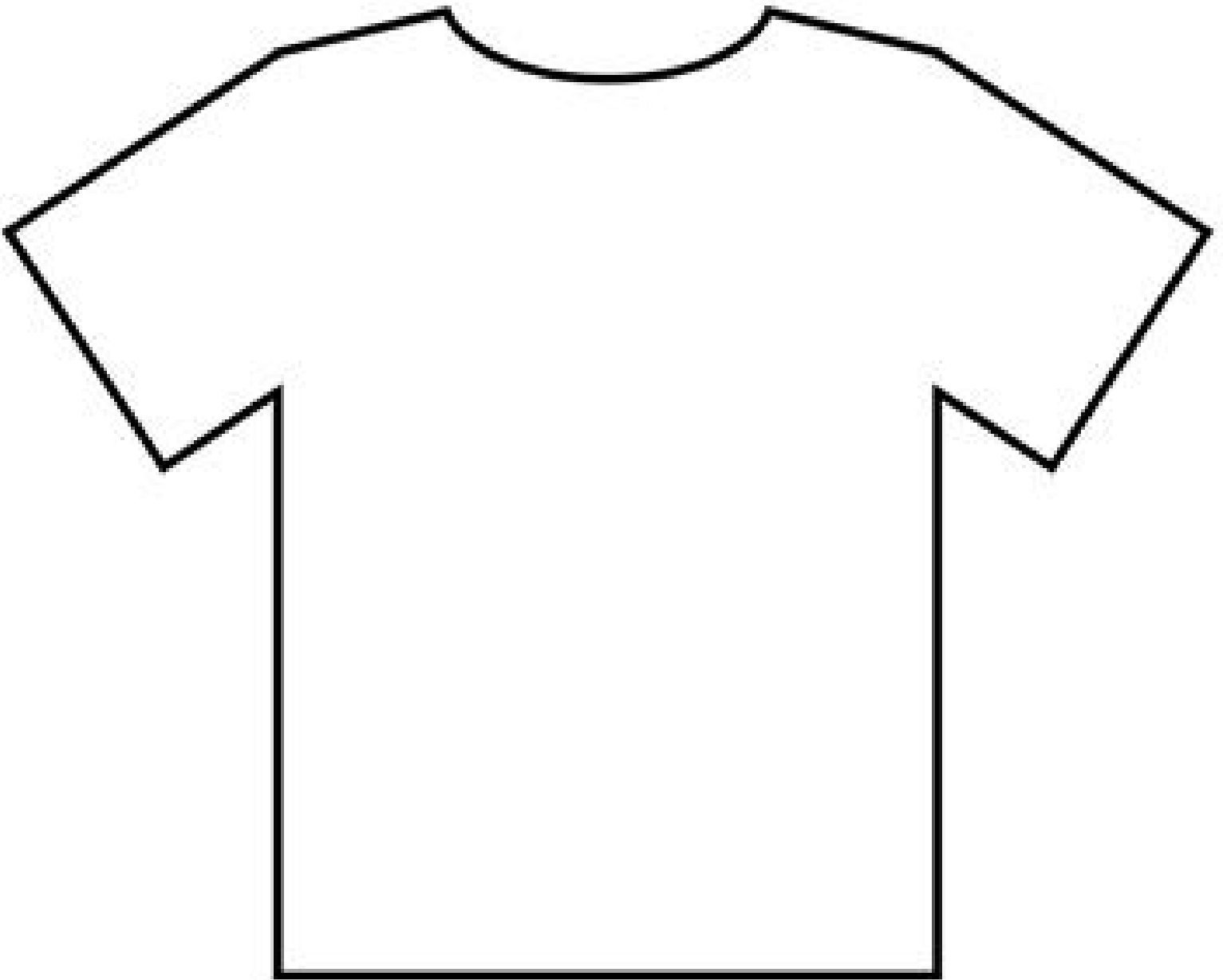
4.

5.

6.

7.

ALL ABOUT ME

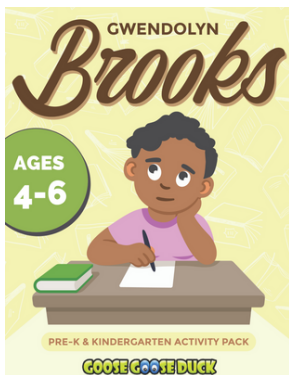


One month is not enough let's do it year-round! Our premium all-in-one activity packs include literacy games, art projects and STEM activities. Materials for each activity are included. All you need is a pencil, scissors, and a gluestick. Packs are available in ebook or brilliant full-color print editions. Teaching Black history has never been so easy.



ROBERT LEMMONS - Round up your children for outside the box thinking as they learn about Robert Lemmons, the man dubbed the Greatest Mustanger who ever lived! Mr. Lemmons' unique style of wrangling made him the most sought after cowboy in the West who became a wealthy gentleman rancher and a pillar in the Texas community he helped found. Lessons in this pack celebrate Mr. Lemmons' legacy of excellence through activities developing the independent thinking skills that make Mr. Lemmons the stuff of legends.

<http://goosegooseduck.com/BuyLemmonsPlan>



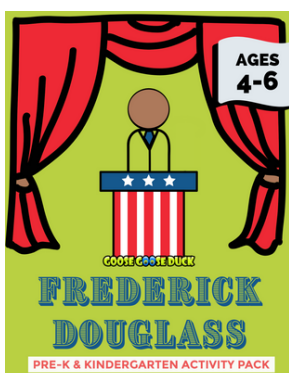
GWENDOLYN BROOKS - Help your child find their creative voice as they learn about the voice of the people, Pulitzer Prize-Winning Poet, Gwendolyn Brooks. Your child will explore the world around them, rhythm, and rhyme. This thought-provoking activity pack helps you guide your child to find their passions and perhaps find the budding poet living within them.

<http://goosegooseduck.com/BuyBrooksPlan>



GARRETT MORGAN - Meet Inventor Garrett Morgan! Best known for his traffic light patent, Mr. Morgan was also a Business Titan, Marketer extraordinaire, and Hero. This hands-on activity pack puts your child in the center of the action as they learn about Mr. Morgan's many achievements and the skills that made them possible.

<http://goosegooseduck.com/BuyMorganPlan>



FREDERICK DOUGLASS - There is no better way to ignite your child's passion for learning than this activity pack introducing Frederick Douglass! A respected writer and orator, his unrelenting thirst for knowledge as a child led him to become one of the most influential men of the 19th century. Go beyond dates and events as you guide your child in activities reinforcing the characteristics that made Mr. Douglass great, and discover the greatness in themselves.

<http://goosegooseduck.com/BuyDouglassPlan>

Author's Note:

Thank you for joining me in empowering young children with positive Black history lessons and activities. When my girls were just little pumpkins, my husband and I went on a mission to find age appropriate videos and educational activities normalizing Black history. Unable to find resources that allowed young kids to be kids, we decided to create our own. Our girls are now six and three. We are excited to share the activities and lesson plans our daughters inspire. Each activity pack is designed to be shared from parent to child, with the same love and care that they were created.



Author, Monica D. and her pumpkins.

If you love this activity pack and have a minute to spare, I would really appreciate a short review on the Amazon page.

Your help in spreading the word is greatly appreciated. Reviews from readers like you make a huge difference to helping new parents find Black history resources for our youngest learners.