

THE BRAIDS GIRL

Grades K-2 *From Chicken Soup for Little Souls*
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Time

45mins -1hr

Materials Needed

The book *Chicken Soup for Little Souls: The Braids Girl*; child puppet, board or chart paper, poster paper, markers, crayons.

Objective

Increase awareness of hunger, the role of shelters and people's universal need for companionship.

Procedure

- Before reading, discuss the purpose of a shelter & soup kitchen
- Read Aloud- 'The Braids Girl'
- After Reading, Discuss:
 - What did the Braids Girl needed?
 - What do you think the Braids Girl needed most?
 - Why was Susan at the Family Togetherness Home?
 - Why do you think Izzy kept giving Susan things like food, clothes, toys?
 - Why was Izzy afraid to talk to Susan in the beginning?
 - What do you think Izzy could have said to Susan the first time she saw her to make her feel less sad? (list the ideas on a poster board)
- Teacher uses a puppet (acting shy & withdrawn) and students take turns role playing what they might say to engage the puppet. Students can use ideas from the list as well as generate new conversation starters. Add any new ideas to the list.
- Discuss: What do people need to live? (i.e., food/water, shelter, clothing, safety, and love). Students pick one of these topics and make a poster illustrating it.

Possible Actions

- How can we help families during hard times or transitions?
 - Host a food drive.
 - Call a local shelter or pantry to get a list of most needed items (shampoo, conditioner, toilet paper, personal care products).
- Create a fund drive- see Set the Table- a fundraising activity or contact The Food Bank of Western Massachusetts for information & resources.
 - Call a local shelter or pantry and see if the class can raise money for any items that are needed to assist families who are in the process of moving into a new home.

MA DOE STANDARDS

ENGLISH LANGUAGE ARTS

Pre K-5 Standards

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- 8a. Analyze the meaning of literary texts by drawing on knowledge of literary concepts and genres.

COMPREHENSIVE HEALTH

Mental Health

- 5.1 Identify the various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings.
- 5.2 Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well being.
- 5.3 Define character traits such as honesty, trustworthiness, self-discipline, respectfulness, and kindness and describe their contribution to identity, self-concept, decision-making, and interpersonal relationships.

Interpersonal Relationships

- 7.3 Describe the concept of friendship and contrast qualities that strengthen or weaken a friendship, including the importance of sound character in interacting with others.