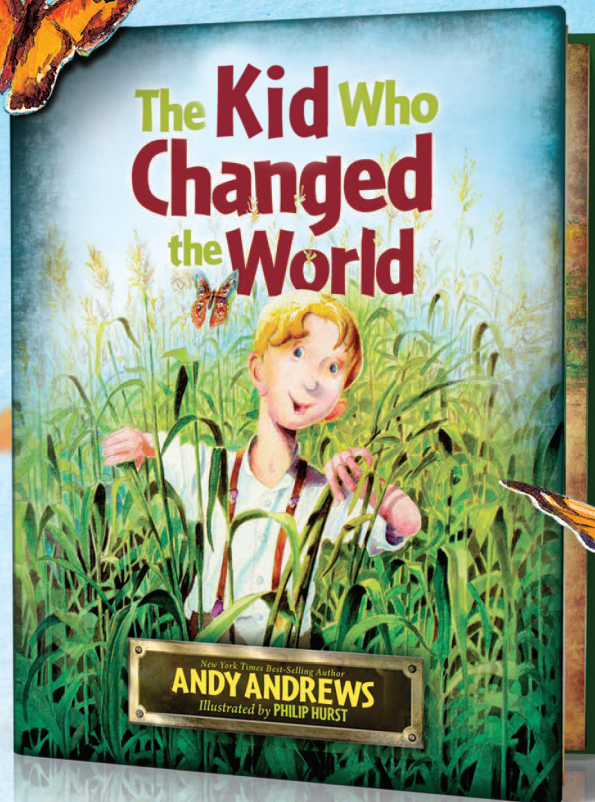


ANDY ANDREWS

New York Times Best-Selling Author



The Kid Who Changed the World

Curriculum Guide for Teachers

Pre-K through Second Grade



The Kid Who Changed the World

by ANDY ANDREWS

Curriculum Guide for Teachers
Pre-K — Second Grade

Including Student Reproducible Pages

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About the Curriculum Guide Author

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Summary

The Kid Who Changed the World teaches children how their actions can set off a spark that, in turn, influences the lives of others. As Andrews explains, “Every choice you make, good or bad, can make a difference.”

Who would dream that a boy playing in Iowa cornfields would save the lives of more than two billion people? This is the incredible story of Nobel laureate Norman Borlaug, a simple boy with a desire to feed the hungry—but Borlaug couldn’t have accomplished this without the help of Vice President Henry Wallace, who was influenced by inventor George Washington Carver, who in turn was rescued by farmer Moses Carver.

This delightfully illustrated children’s book tells the stories of how each life is interwoven by decisions—both big and small—of others. These stories show that the decisions you make today truly can change the world. As George Washington Carver told young Henry Wallace, “Remember...God made you to make a difference. And I believe you will.”

Based on Andrews’ popular book *The Butterfly Effect*, this beautifully illustrated children’s story features butterflies on each page that children will be delighted to find, culminating with a flourish of butterflies and a charge to children that they, too, can change the world.

The Kid Who Changed the World reveals the incredible truth that everything YOU do matters—what you did yesterday, what you do today, and what you will do tomorrow. Every choice you make, good or bad, can make a difference. In this engaging tale, bestselling author Andy Andrews shows children that every action, however big or small, can have a ripple effect around the world.

About the Author

Hailed by a *New York Times* writer as “someone who has quietly become one of the most influential people in America,” ANDY ANDREWS is the author of *New York Times* Bestsellers *The Noticer* and *The Traveler’s Gift*, and is also an in-demand speaker for the world’s largest organizations. *The Noticer* and *The Traveler’s Gift* were featured selections of ABC’s *Good Morning America*, have been translated into nearly 20 languages, and continue to appear on bestseller lists around the world. Andy has spoken at the request of four different United States presidents and toured military bases around the world, being called upon by the Department of Defense to speak about the principles contained in his books. Arguably, there is no single person on the planet better at weaving subtle yet life-changing lessons into riveting tales of adventure and intrigue—both on paper and on stage. He lives in Orange Beach, Alabama, with his wife, Polly, and their two sons.

Before Reading Activities

Andy Andrews Bio for Kids

Andy Andrews was born in Birmingham, AL, on May 22, 1959. He now lives in Orange Beach, AL. He is married to a lady named Polly and they have two sons. Austin, a fifth grader, is ten years old, and Adam is eight and in the second grade. They have a standard poodle named Carver.

Andy's favorite color is red and he loves to eat seafood. He does not like to eat English peas! Actually, he's not a very big fan of most kinds of beans. He enjoys spending time with his family and he also likes to go fishing. Andy has written over 20 books. This is his first book for young children.

He is fascinated by history. Andy has read over 200 biographies about famous men and women. He has studied the lives of these people and tried to learn about what made them so special. Andy thought that in doing this, it would help him to become a better person, and then he could share it with others.

That's why he has written this book, *The Kid Who Changed the World*, for children. He wanted young people everywhere to understand that they are very special. He also wanted them to know that they really can make a difference in this world, just like all those famous people that he read about in over 200 books!

Build Background Knowledge

Read the title of the book to your students. Then, guide a short discussion using the following questions:

- How can a boy change the world?
- What do you suppose he did?
- Do any of you think that you could change the world? How?

Then, tell children that you know about some people who changed the world, but they were mostly adults.

Write the word **inventor** on the board, or have it written on a card and post it where they can see it. Tell students that an **inventor** is someone who invents (or makes) something new. It's something that's never been made before; it's the first time anyone has ever made it.

Show children a cell phone. Tell them this was invented by a man named Dr. Martin Cooper and it has forever changed the world in which we live. Then, say, "How do you think this invention, the cell phone, has changed the world? Turn to your neighbor and talk to each other about what you are thinking." Give students about 2-3 minutes to chat about and exchange their ideas. The teacher should monitor the conversations to make sure students are on task. Then, give a pre-determined signal that means for all talking to cease. Have students turn back and face you, and call on a few individuals to share what they talked about with their partner.

Set the Purpose for Reading

Then, say, "So you see, this is one invention that has really changed our world. Today (or tomorrow, or Monday) we will read about a kid who changed the world, but he didn't invent the cell phone. He did something else that really changed the world. As I read the book to you, I want you to listen and see if you can tell me who this kid was, and what he did that changed the world."

Introduce Vocabulary

Tell students, “Before we begin our reading we need to talk about some really “Awesome Words” that are in the book. We want to be sure that everyone knows what they mean, and they are words that you expect them to use in their everyday conversations. They are great words, awesome words, that make our speech much more interesting.”

For really young children, you might want to introduce only two to three of these each day over a period of two to three days. Always give the students a “kid-friendly” definition when you introduce it. Next, the teacher should model how to use the word in one or two sentences. Then, have the students act out or demonstrate the word. Finally, have a few students make a new sentence with it in order to check for understanding.

Awesome Words for Everyday Use (AWE words)

Kid-friendly definitions and sentences to model use

sprouted (p. 7)	something grew very quickly. It could be a person, animal, or a plant. <i>The tree sprouted new buds overnight. Johnny has sprouted two inches since yesterday!</i>
crept (p. 9)	to slowly sneak up on something or someone. <i>The cat crept up to the mouse. We crept down the stairs very quietly so that we wouldn't awaken our parents.</i>
expeditions (p. 16)	going on a trip to look for something. <i>Christopher Columbus went on several expeditions to the New World. Our family has made many expeditions to the beach to look for shells.</i>
peered (p. 19)	to look at something. <i>Jody peered over the crib to see the baby. The frog peered into the water, looking for something to eat.</i>
plopped (p.25)	to drop down or sit down really hard or with a lot of force. <i>Gracie plopped down in the chair and pouted. The puppy was so tired that she plopped down on her bed and quickly fell asleep.</i>
chuckled (p.31)	laughed. <i>The boys chuckled as the clown did his tricks. Mom chuckled when I told her my funny joke.</i>

During Reading Activities

Guided Reading for Discussion and Comprehension

Remind students that the purpose for reading this book is to listen and find out who the kid who changed the world was, and what he did to change it.

If you are reading this book to very young children, you might want the first reading to be strictly for enjoyment. It is important that they really focus on their listening skills and study the beautiful illustrations during this first reading.

Pages 6 & 7:

- Who was the kid who changed the world? (*Norman Borlaug*)
- Describe Norman (*Answers may include: tall, skinny, hair like corn silk or blond, loved to play hide-and-seek...*)
- Did anyone hear one of our AWE words? (*sprouted*)
- What does sprouted mean? (*something grew quickly*)
- What grew quickly or sprouted in the story? (*Norman's hair*)

Pages 8 – 11:

- I heard another AWE word. Did anyone else hear it? Could someone tell me what it means? (*crept—to slowly sneak up on something or someone*)
- What did Norman's father tell him about all the corn? Why do you think he told him that? (*He told Norman that they were blessed to have all this corn, because many people don't have enough to eat. Children will need to make inferences about the why part. Accept any reasonable answer.*)
- What did Norman wonder? (*What it would be like to be hungry all the time and how could this corn feed the hungry people*) Do you ever think about that?

Pages 12 – 18:

- Why do you think Mr. Wallace asked Norman to create the special seeds? (*He knew a lot about plants, he studied plants in school, they could feed more people than ordinary plants...*)

Pages 12-18 continued...

- What did Norman have to do to create the special seeds? (*travel to far-away places, work in rain and heat, work and work and never give up...*)
- Why do you think Norman never gave up? (*Students should make more inferences and draw conclusions here. Accept all reasonable answers.*)
- What do you think the author meant when he said “or maybe it was a boy named Henry.” Who do you think Henry is? (*Accept all reasonable answers*)

Pages 16 – 21:

- What was Henry’s last name? (*Wallace*) Have you heard that name before now? (*Yes, there was a Mr. Wallace who asked Norman to create the special seeds...see if children can deduce that they are the same person...*)
- Who did Henry go on expeditions with? (*George*)
- Expeditions is another one of our AWE words. What does it mean? (*a trip you take to look for something*)
- I heard another AWE word while we were reading, can anyone tell me what it was and how it was used? (*peered—Henry peered over the edge of the water, it means he looked at something*)
- What did Henry and George look for on their expeditions? (*plants*)
- Tell how George told Henry he could make a difference. (*Accept all reasonable answers*)
- When Henry grew up, he became vice president of the United States. Do you think he made a difference? How? (*Accept all reasonable answers*)
- Oh my! Now the author tells us that maybe it was George! Can you guess who Andy Andrews is talking about now? (*Accept any reasonable answers, but hopefully someone will suggest George who went on the expeditions with Henry*)
- Can you predict how/if he changed the world? (*Accept any reasonable predictions*)

Pages 22 – 25:

- If George Washington was adopted by Moses and Susan Carver, then what was his new name? (*George Washington Carver*)

Pages 22-25 continued...

- George's neighbor, Mrs. McLoyd, told George that "little things can make a big difference." What do you think she meant by this? Can you give me an example? *(A possible answer might be that she said that everything we do matters, both big and small, but accept any reasonable answers and examples)*
- I noticed that the author used another one of our AWE words. Can anyone tell me what he used and what it means? *(plopped—to drop or sit down really hard)*

Pages 26 – 29:

- How did George Washington Carver change the world? *(Possible answers might include: He became a teacher and inventor. He invented 266 things that could be made from peanuts, and 88 uses for the sweet potato. He taught Henry about plants and how they could help people...)*
- Why did all these things make such a difference? *(There are various answers, but some possibilities are: he created a super plant in the peanut and sweet potato by finding so many uses for them, he helped Henry become interested in plants and helping people...)*
- What was George's connection to Mr. Wallace, Henry, and Norman? *(Mr. Wallace was George's teacher in college and that's how he met Henry and got to spend time with him, because Henry was Mr. Wallace's son. Norman worked for Henry and Henry knew about super plants because George Washington Carver had taught him so much about plants...)* For very young children or those who are having difficulty with this, you may need to help them out by modeling how to make these connections. Turn back in the book and find the connections and possibly draw a chart on the board showing the connections.
- Who was Moses? *(Moses was George's dad)* How do you think he changed the world? *(Accept any reasonable answers)*

Pages 30 – 35:

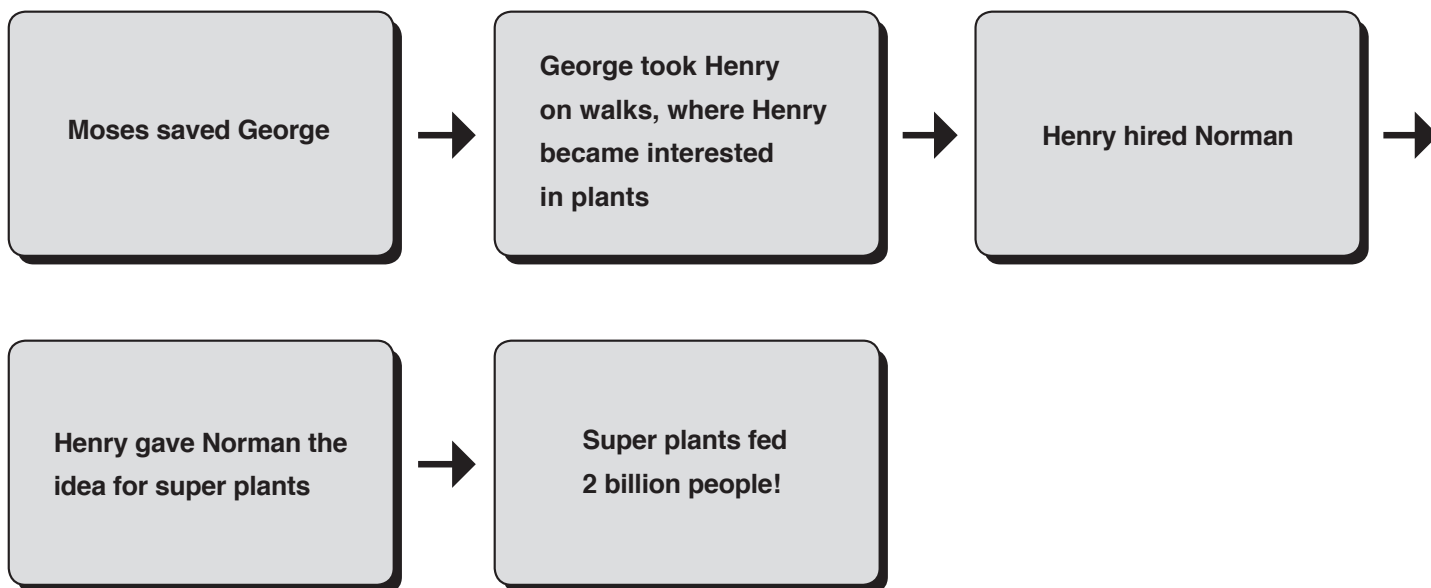
- I read that Moses chuckled in this section. What does that mean? *(he laughed)*
- Moses' mom told him that "every choice you make, good or bad, can make a difference." Explain what she meant. Can you think of an example of a time you or a friend made a bad choice that made a difference? *(Accept any reasonable answers)*

Pages 30-35 continued...

- What choice did Moses make after his barn burned down? *(to go and look for George and rescue him from his kidnappers)* Was it a good choice or a bad choice and how did his choice make a difference? *(Possible answers might include: Good, because he rescued George when he was kidnapped and took him home. He and his wife adopted him. If he hadn't rescued George, then George might not have survived and grown up to become a teacher and inventor and develop all those many uses for the peanut and sweet potato. If there were no George, then Henry might not have learned so much about plants...Some children might even think he made a bad choice, because he lost his horse. Share with them why this could actually be considered a good choice, because George's impact on the world was much more important than losing one horse)*

Pages 36 – 37:

- Let's look at all the connections now! Have children retell, in their own words, the connections on pages 36 and 37. (If students are having trouble, get them started by filling in the first box for them) As they retell, teacher makes a chart similar to the one below:



Pages 36 – 37:

- The book said, “Every time something happens, something else happens. That’s called the butterfly effect.” Now, re-read the second paragraph to the students. I want you all to think about this for a minute (think time is important). Think about an example of the butterfly effect that you have seen or know about. Then, turn to your neighbor when I give the signal (use same pre-determined signal used previously) and tell them, in your own words, what this means (butterfly effect) and give them your example. Give signal and allow them two to three minutes to exchange answers with each other. Teacher monitors the conversations to make sure students are on task. Give signal again, and students should stop talking and look at teacher. Have a few students share their examples aloud.
- When Andy Andrews said “every little thing YOU do matters,” what did he mean? How is this possible? Give me an example. *(Accept any reasonable answers. If students are having trouble thinking of something, then start the discussion by asking the following question, “Does it matter if you litter just one little gum wrapper? Does it matter if you help a friend who is having a problem?”)*
- How could you be the kid who changes the world? What could you do? Turn and talk to your neighbor about this when the signal is given. Follow same procedure as before, then have a few students share their answers aloud with the group.

After Reading Activities

Spelling Connections - Word Study Activities

These Word Study activities are organized from simplest to more complex words and spelling features. The teacher should choose the appropriate words for each group of children based on their spelling abilities and needs. Most of the words came from the story. Occasionally, I included a few extra words with the same feature that do not appear in the selection. I have indicated these words with an asterisk (*).

Directions for using Word Sorts:

Introduce the words as their spelling words. Guide the discussion and allow the students to tell you what feature (short e, long e sound, contractions, inflectional endings...) these words have in common once all words have been introduced and are displayed.

Then, the teacher may model sorting the words, according to feature, with or without the student's help (depending upon their readiness to do so). Next, give students their own sheet with the words on it. They will cut out the words and sort them on the accompanying blank grid, in the appropriate column. It is important that the child "whisper" reads each word as they sort them, listening for the features, not just by sight. Students may sort the words two to three times today. Then, give students a small envelope or Ziploc bag to store their words in for future sorting activities. After two or three days of sorting, they will glue their words onto their grid.

Future activities could include:

1. Sorting words with a partner to see who can sort the quickest (speed sort).
2. Have a partner hold the words where other child can't see them. Read each word to partner and they write them for spelling practice. They may look at each word after they write it to check for correct spelling. Then, partners reverse roles.
3. Have students look for words with the same features using words posted around the room or in other books that they've previously read. Students can also look for them in this book (word hunt).
4. Students can draw their own grid with the features listed at the top. The teacher or a partner could call out the words and the child/children could write the words in the correct column (writing sort).
5. Students can write their words in alphabetical order.

Spelling Words

Sorts for each group of words are on pages following word lists.

Short e Words

Sort #1

fed bed* get led* bet
red* pet wet jet* let*

Short e Words

Sort #2

get pet bet fed men let* jet*
wet* bed* red* led* ten* hen* pen*

Short e Words

Sort #3

get pet bet fed met tell
let* jet* wet* bed* red* well*
bell* fell* led* ten* hen* pen*

Short e & Long e Words

Sort #4

tell fed get bet pet men
seek he feed see we tree
be she eat sent* well* shed*

Long e Words

Sort #5

seek see tree feeling sweet seeds
weekends ears hear eat means dear
teaching peered he we before she
reuse became enough believe

Spelling Words Continued...

Sorts for each group of words are on pages following word lists.

Contractions

Sort #6

couldn't we're don't he's* it's I'm won't
 they're* hasn't isn't didn't hadn't wouldn't she's*

Inflectional endings -ed & -ing

Sort #7

popped teaching looked hiding flapped decided
 making worked kidnapped traded starving trying

Sounds for -ed

Sort #8

blessed looked sprouted peered learned worked
 reminded helped wanted named popped adopted
 dreamed walked traded drifted

Short e Word Sort #1

-ed and -et Word Families

get	bet	pet
led	bed	fed
jet	red	let
wet		

Name _____

Short e Word Sort #1

-ed and -et Word Families

-ed	-et

Short e Word Sort #2

-ed, -et, and -en Word Families

get	men	pet
ten	bed	fed
jet	red	let
bet	wet	pen
led	hen	

Name _____

Short e Word Sort #2

-ed, -et, and -en Word Families

-ed	-et	-en

Short e Word Sort #3

-ed, -et, -en, and -ell Word Families

bed	bet	pet
men	well	fed
jet	red	let
ten	wet	bell
led	hen	get
fell	pen	tell

Name _____

Short e Word Sort #3

-ed, -et, -en, and -ell Word Families

-ed	-et	-en	-ell

Short e & Long e Word Sort #4

tell	we
he	well
shed	eat
get	pet
be	feed
she	fed
seek	tree
sent	men
see	bet

Name _____

Short e & Long e Word Sort #4

Short e	Long e

Long e Word Sort #5

Long e spelled: ee, ea, and e

seek	ears	peered
sweet	believe	enough
hear	see	became
reuse	she	eat
seeds	before	tree
weekends	means	we
feeling	he	dear
teaching		

Name _____

Long e Word Sort #5

Long e spelled: ee, ea, and e

ee	ea	e

Contractions Word Sort #6

couldn't	we're	don't
it's	I'm	won't
hasn't	isn't	didn't
hadn't	wouldn't	she's
they're	he's	

Name _____

Contractions Word Sort #6

not	are	is	am

Inflectional Endings Word Sort #7

Inflectional endings: -ed and -ing

teaching	plopped	looked
decided	flapped	hiding
making	worked	kidnapped
trying	starving	traded

Sounds for -ed Word Sort #8

Sounds for -ed: /d/, /t/, /ed/

blessed	sprouted
wanted	reminded
helped	learned
adopted	plopped
looked	walked
peered	worked
traded	drifted
dreamed	named

Name _____

Sounds for -ed Word Sort #8

Sounds for -ed: /d/, /t/, /ed/

/d/	/t/	/ed/

Answer Keys

Word Sort #1 -ed and -et Word Families

-ed	-et
fed	get
bed	bet
led	pet
red	jet
	let
	wet

Word Sort #2 -ed, -et, and -en Word Families

-ed	-et	-en
fed	get	men
bed	bet	ten
led	pet	hen
red	jet	pen
	let	
	wet	

Answer Keys

Word Sort #3 -ed, -et, -en, and -ell Word Families

-ed	-et	-en	-ell
fed	get	men	tell
bed	bet	ten	well
led	pet	hen	bell
red	jet	pen	fell
	let		
	wet		

Answer Keys

Word Sort #4 Short e and Long e

Short e	Long e
tell	seek
sent	he
fed	feed
get	see
well	we
bet	tree
pet	be
shed	she
men	eat

Answer Keys

Word Sort #5 Long e: ee, ea, e

ee	ea	e
seek	ears	he
see	hear	we
tree	eat	before
feeling	means	she
sweet	dear	reuse
seeds	teaching	became
weekends		enough
peered		believe

Answer Keys

Word Sort #6 Contractions

not	are	is	am
hadn't	we're	it's	I'm
didn't	they're	he's	
couldn't		she's	
don't			
won't			
hasn't			
isn't			
wouldn't			

Answer Keys

Word Sort #7 Inflectional Endings: -ed and -ing

Base Word	No Change	Drop e	Double
plop			plopped
teach	teaching		
look	looked		
hide		hiding	
flap			flapped
decide		decided	
make		making	
work	worked		
kidnap			kidnapped
trade		traded	
starve		starving	
try	trying		

Answer Keys

Word Sort #8 Sounds for -ed: /d/, /t/, /ed/

/d/	/t/	/ed/
dreamed	looked	sprouted
peered	worked	reminded
learned	helped	wanted
named	popped	adopted
	walked	traded
	blessed	drifted

Writing Connections

1. Andy Andrews said “every little thing YOU do matters.” In your own words, explain what this means and give an example of a time when you did something that mattered. Were the results good or bad? How did it affect others? Very young children could draw a picture to illustrate this and write one word or one sentence about how it made them feel or about what they did.
2. Have students select one of the boys from the story (Norman Borlaug, George Washington Carver, or Henry Wallace) and learn more about them by reading a children’s biography or researching online kid-friendly websites to get more information. They can write a short paragraph about one of these men or fill out the form included on page 44.
3. Have students draw a picture of an event that happened or changed something else due to the “butterfly effect.” It can be something that they have actually seen happen or something that they imagine on their own.
4. Ask students to think about what might have happened if Moses hadn’t saved George and adopted him, or what would have happened if George didn’t take Henry on expeditions to talk about and learn about plants. Then, have them write about it.
5. Children can write about the character they most admire from the story. Who would they most like to be like? Why? For younger students, you can use the form on page 45 or 46.
6. If you could change the world, what would you most like to change? How would you do it?
7. Write a letter to George Washington Carver thanking him for all his hard work and the multiple uses he discovered for the peanut and sweet potato.

Writing Connections

8. Older students can do the following activity independently or with a partner. For younger students, the teacher could have students contribute and she/he could do the writing on a large chart. Write an Acrostic poem about the story, using one of the words from the story. For example:

Changing the world will take us all.
Helping others is something everyone can do,
And it can be something big or small.
Never give up, keep trying to answer the call.
George's hard work helped to feed many.
Everything you do can make a difference, no matter how small
So look for ways that you can help each and every day!

Other words that could be used: George, Moses, Henry, Norman, Difference, Butterfly, Plants, Billion, Choice...

9. George, Henry, and Norman were all very interested in plants and how they grow. Write a description of a plant that you know about. Be sure to include what it looks like, what it is used for, and how it grows. Do you like it? Why? Use several adjectives in your description. Younger students might just draw their favorite plant and write words or a sentence to describe it.

10. Can you think of someone who has changed the world? What did they do, and why did they do it? Write one or two paragraphs about this person.

11. Introduce literary elements used within the story, such as onomatopoeia (p. 38—whoosh), or simile (p. 7—hair like silk). Then, have students work in pairs to list more examples of these literary devices and use them in their writing assignment that day.

Curriculum Connections for Science and Social Studies

1. Take a nature walk and allow students to choose a plant that they see outside. Have them draw the plant, then return to the classroom. Students will write about the plant they chose. It should include a vivid description of the plant, talk about its use, and explain the life cycle of that plant. They might even label the plant parts.
2. Students can draw a chart that shows the life cycle of a butterfly and/or a plant.
3. Have students complete a web indicating what they know about plants (see page 51).
4. Students can complete a chart showing what plants need in order to grow properly (see page 52).
5. Students may work in small groups or with a partner to find out more about the many uses George Washington Carver discovered for the peanut. Then, have them work together to design a poster which shows some of the ways it is used.
6. Remind students that Norman traveled to faraway places. Have them look at a map of the world and imagine where he might have traveled. Then, have students select a country that they would like to visit and learn more about. Have them write about what they learned. You might want them to complete the graphic organizer on page 53.
7. After reading the book, have students choose, or assign them, other famous Americans to learn more about. They should use the Internet or children's biographies. They may use their own paper or the organizer on page 54.

Enrichment Activities and Graphic Organizers to Extend the Learning

Name _____

The Kid Who Changed the World

Who _____

Three interesting facts about this person:

How did they make a difference?

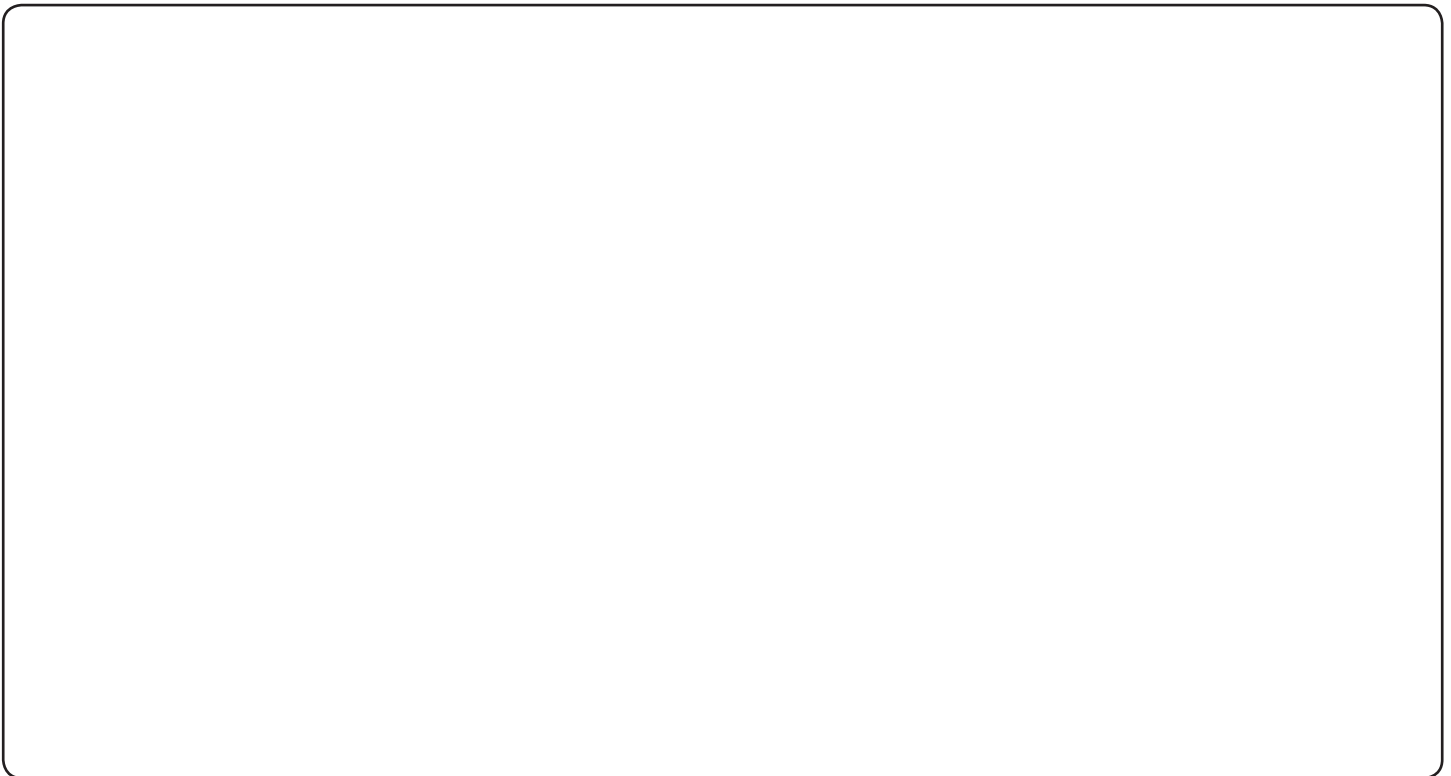
Draw a picture of this person.



Name _____

The Kid Who Changed the World

Draw a picture of the person you most admire from the story.

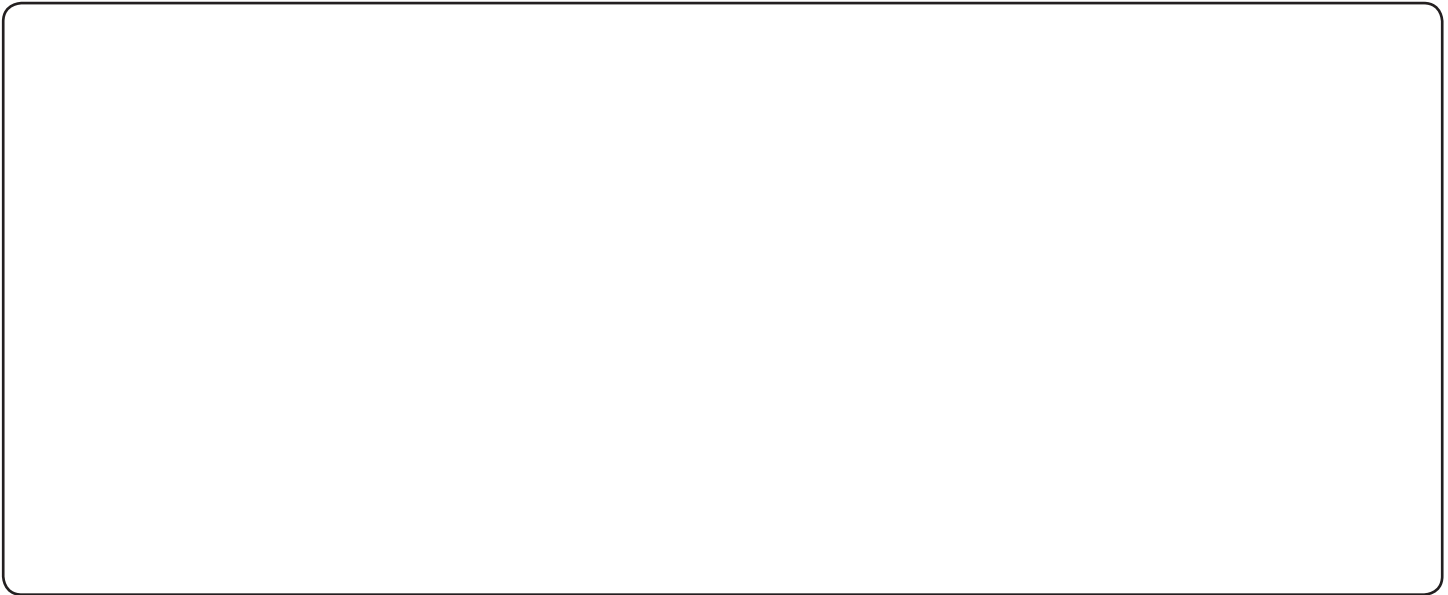


Why do you admire them?

Name _____

The Kid Who Changed the World

Draw a picture of the person you most admire from the story.



I would most like to be like:

List three reasons why you would want to be like this person. Use complete sentences.

Name _____

The Kid Who Changed the World
Sequence of Events

Beginning:

Middle:

End:

Name _____

The Kid Who Changed the World
Compare and Contrast

George Washington Carver and Henry Wallace:

Same:

Different:

Name _____

The Kid Who Changed the World
Vocabulary Word Graphic Organizer

Word: _____

Illustrate:



Use the word in a sentence.

Name _____

The Kid Who Changed the World
Vocabulary Word Graphic Organizer

Word: _____

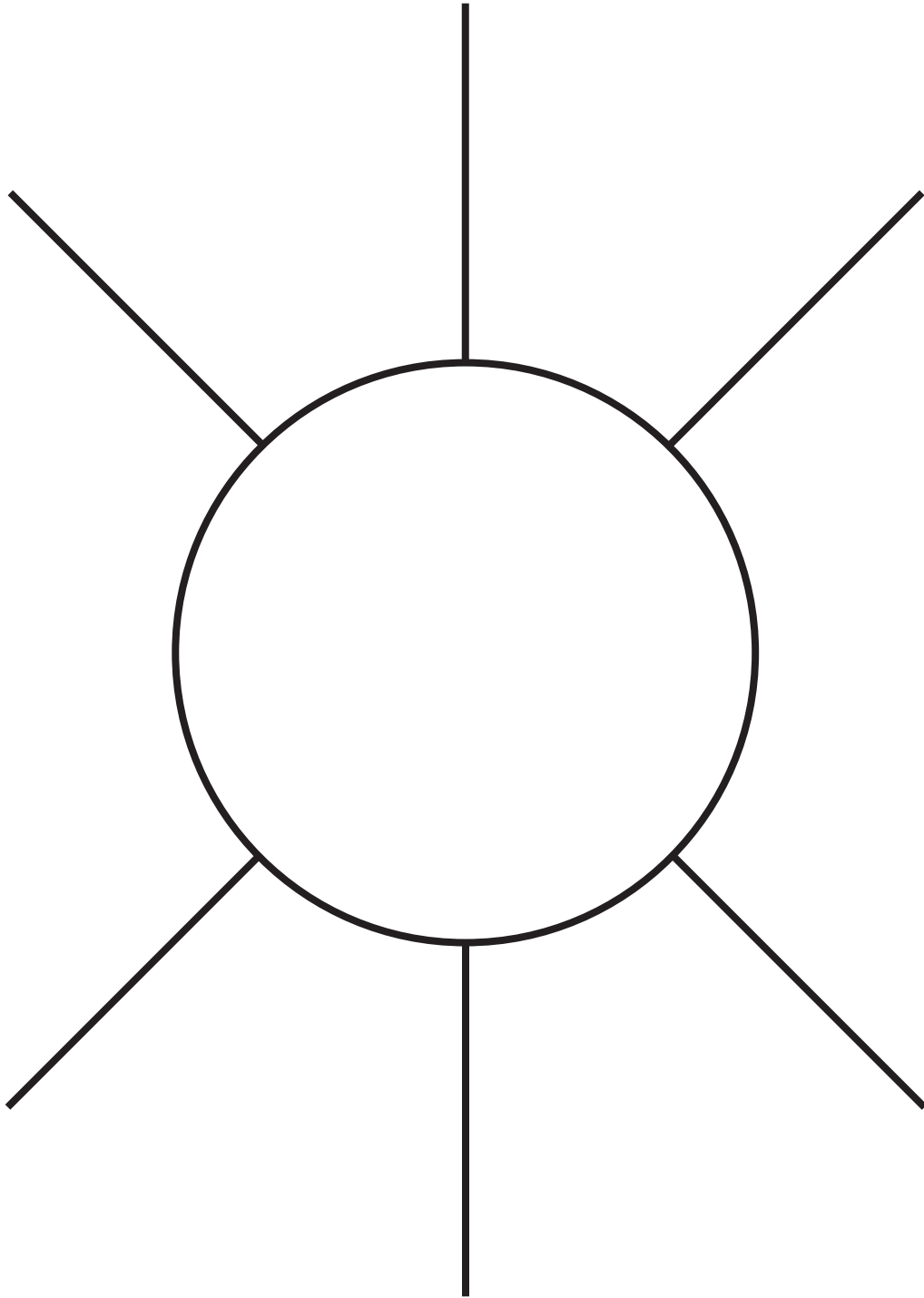
Short Definition (in your own words):

Synonyms
1.
2.
3.

Antonyms
1.
2.
3.

Use the word in a sentence.

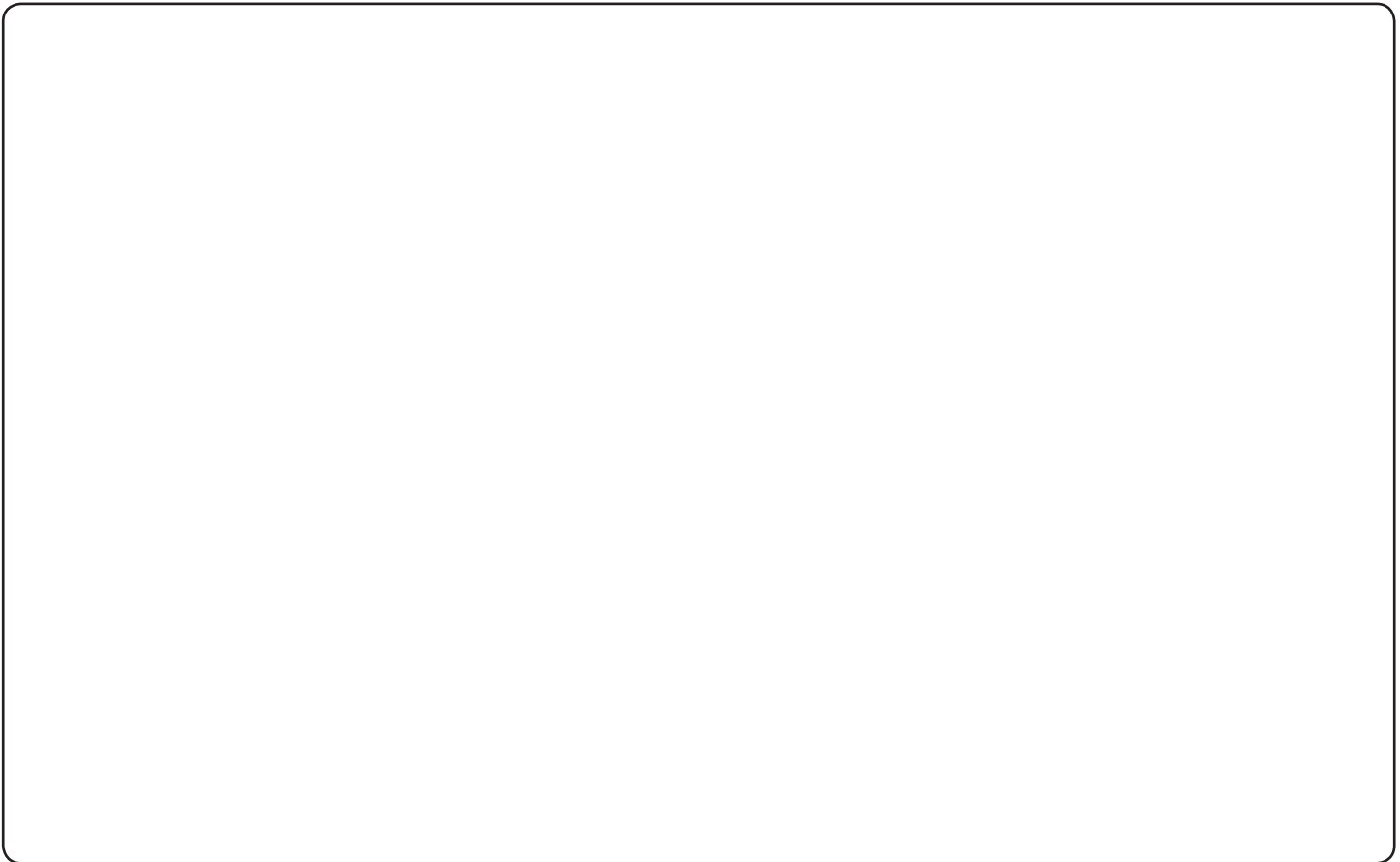
What Do You Know About Plants?



Name _____

What do plants need to grow?

Draw a picture of any plant below. Label the parts of the plant (stem, leaf, flower, roots...). Underneath your drawing, list the things that plants must have in order to grow. You may also include these in your drawing.



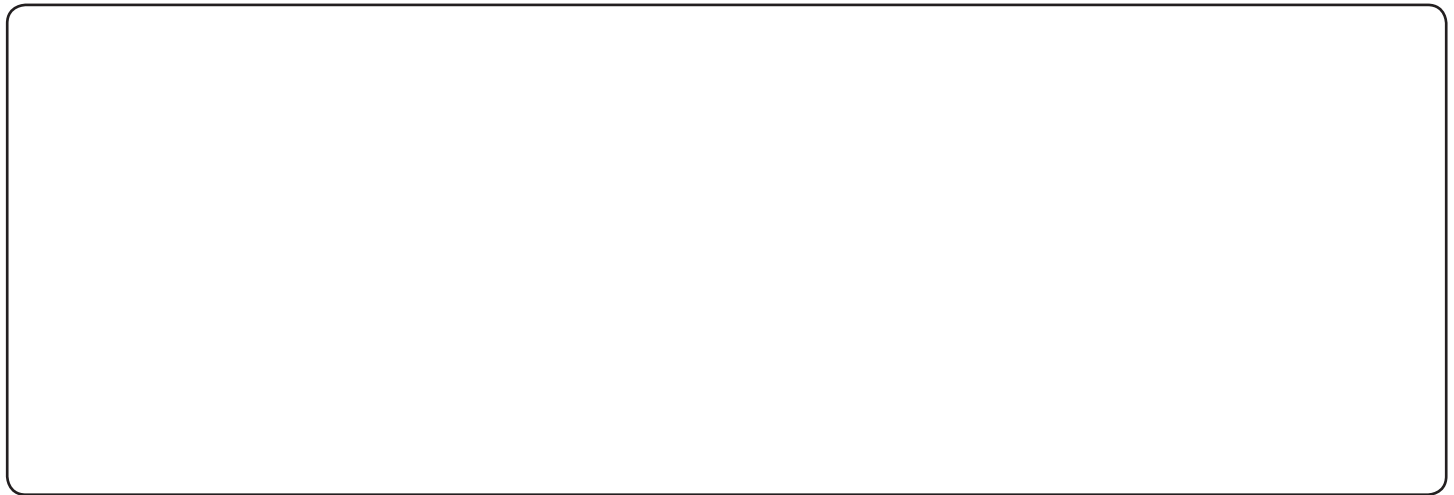
Plants need:

Name _____

Where in the World Will You Go?

Country:

Where in the world is it located? Draw a map to show the location.



What will you do there?

Why did you choose this country?

Name _____

Famous American

Who:

Where did they live?

List three interesting facts about this person.

Did they change the world? Explain:

Where did you find your information?

On the back of this page, draw a picture of this person, or print a copy of a picture from the Internet and glue it on the back.