

Four Feet, Two Sandals by Karen Lynn Williams. (Eerdmens Books for Young Readers) 2007. ISBN-978-0-8028-5296-0

Literature Annotation

This book is about a 10-year-old girl from Afghanistan who travels to Pakistan to escape a war that destroyed her home. The main character, Lina, meets a girl, Feroza, who also is about her age when aid workers come to their camp to deliver used clothes and they each grab one sandal of a pair of sandals. Although unsure what to do at first, they decide to share the sandals. When Lina gets asylum in America with her mother, she gets a new pair of shoes to wear. However, the girls decide to each keep a sandal in remembrance of each other.

Grade Level: 4

Duration: 50 minutes

Maryland State Curriculum

Personal Financial Literacy Standards

Standard 1: Students will apply financial literacy reasoning in order to make informed, financially responsible decisions.

1.5.A Explain that people make financial choices based on available resources and wants

Maryland Common Core State Curriculum Framework for Grade 4 Mathematics

4.NF.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$

4.NF.4.b Understand a multiple of a/b as a multiple of $1/b$

Ex: $4/2 = 1/2 + 1/2 + 1/2 + 1/2$

Objectives: Students will...

- define and explain scarcity
- apply financial literacy reasoning to make an informed decision
- explore fraction equivalency through the examples given in the book of 2 sandals
4 feet = 10 toes out of 20 total toes. ($2/4 = 10/20$)
- explore fraction word problems and decomposing fractions by teaching created problems related to the story.

Vocabulary

scarcity: unlimited wants in a world of limited resources

refugee: a person who flees to a foreign country to escape danger or persecution

Teacher Materials

- Book: *Four Feet, Two Sandals* by Karen Lynn Williams
- World Map

Student Materials

- Book: *Four Feet, Two Sandals* (One per student, or shown on a document camera)
- Resource 1: *Not Enough Rice*
- Resource 2: *Equivalent Fractions, Equivalent Feet*
- Resource 3: *Cookie Scarcity*
- Resource 4: *Assessment* (One per student)

Teacher Background

Take time to lay out the setting of the story before beginning. Explain the meaning of “refugee” and “refugee camp” and why people must go there. Review objectives for the day.

Motivation

Begin by setting the scene. Locate Pakistan and Afghanistan on a world map. Discuss the meaning of a refugee camp and why people live there. SAY: *Imagine suddenly having your home destroyed and half of your family members killed. What would you take with you if you only had a bag in which to carry your things?* (Possible responses include: movies, video games, etc....) ASK: *What about food? Clothing? Money? Shoes? Cleaning supplies? Tools? Hygiene items? Blankets? Bedding?* Discuss how it would be impossible to bring everything you would need for a few years. Explain that today we are going to learn about a girl named Lina and her experience in a refugee camp.

Development

1. Take a brief ‘picture walk’ through the book. SAY: *What do the pictures tell you about life in a refugee camp?* (Possible responses: very difficult: wait in line for water, live in a tent, did laundry in river, etc....) SAY: *Describe the houses shown in the book. (tents made with cloth) What happens when it rains? (leaks) Define scarcity. ASK: Did you see any examples of scarcity when we looked at the pictures?* (Possible responses may include: Clothing, fresh fruits/vegetables, furniture, etc....)
2. Read the story.
3. Allow time for students to reflect on the story. SAY: *What did you think about the ending?* (Responses will vary.)
4. Discuss the decisions Lina and Feroza needed to make. SAY: *What would you have done?* (Answers will vary.) Sometimes, because of scarcity, we have to make hard decisions. Distribute Resource 1 and have students complete the activities.

5. Math Connection 1: Ask students the following questions:
 - a) *How many sandals did they have?* (2)
 - b) *How many feet did they have?* (4)
 - c) *How many sandals did they need for each foot to have one?* (4)
 - d) Explain they only have $\frac{2}{4}$ of the sandals that they needed. *What is another way of saying $\frac{2}{4}$?* ($\frac{1}{2}$) They had $\frac{1}{2}$ of the sandals that they needed. *How many toes did they have?* (40) *How many toes had a sandal?* (20) $\frac{20}{40}$ is also equivalent, equal to $\frac{1}{2}$ and $\frac{2}{4}$. (See Resource 2)

6. Math Connection 2: Tell students we are going to take the story a little further. SAY: *Two of the students in our class are going to go along with Lina and her mother on the way to America. On the plane, Student 1 and Student 2 sit next to Lina and her mother. Her mother only has 2 cookies to split among the 3 girls. She tells the girls to split them equally. How can she do that?* (see Resource sheet 3)

Conclusion

SAY: *What did you learn today?* (Possible responses include: information about refugee camps, scarcity, decision-making, fractions, splitting fractions equally) *What resources are scarce in the United States? How is scarcity in the U.S. different from scarcity that the girls experienced?* (Most people in the U.S. have enough to eat, live in a house or apartment, have basic clothing, etc....)

Assessment

Have students complete Resource 4.

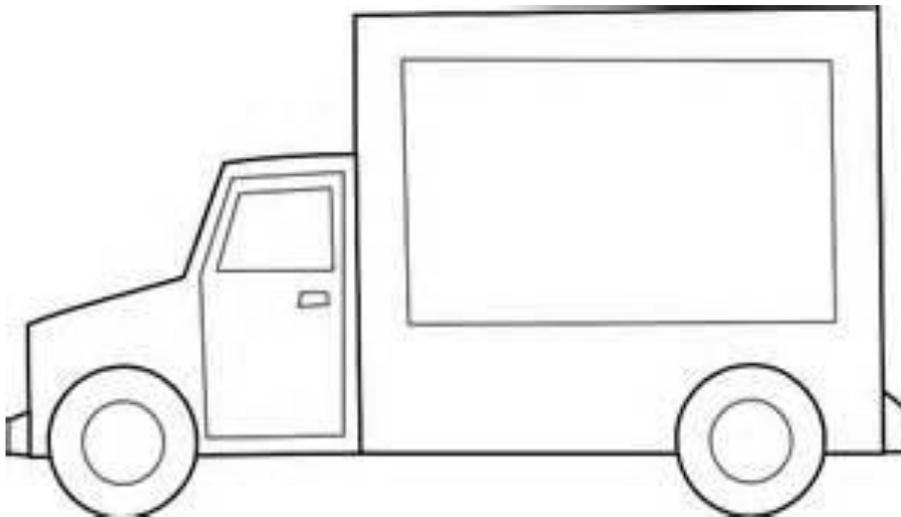
Name _____

Date _____

Not Enough Rice

An aid truck has come to the refugee camp! Follow the directions to find what is in the truck and who gets what's inside!

Directions: (1) Draw 2 bags of rice in the refugee aid truck. (2) Label each bag "Rice for One". (3) Draw Lina, her mother and Feroza standing behind the truck reaching into it to grab the bags of rice. (4) Draw a happy face on two of the people and a sad face on one person.



Answer the following:

1. What is the definition of scarcity?

2. How does this picture show scarcity?

3. How much more rice do they need so that Lina, her mother and Feroza can each have a bag? (answer as a fraction)

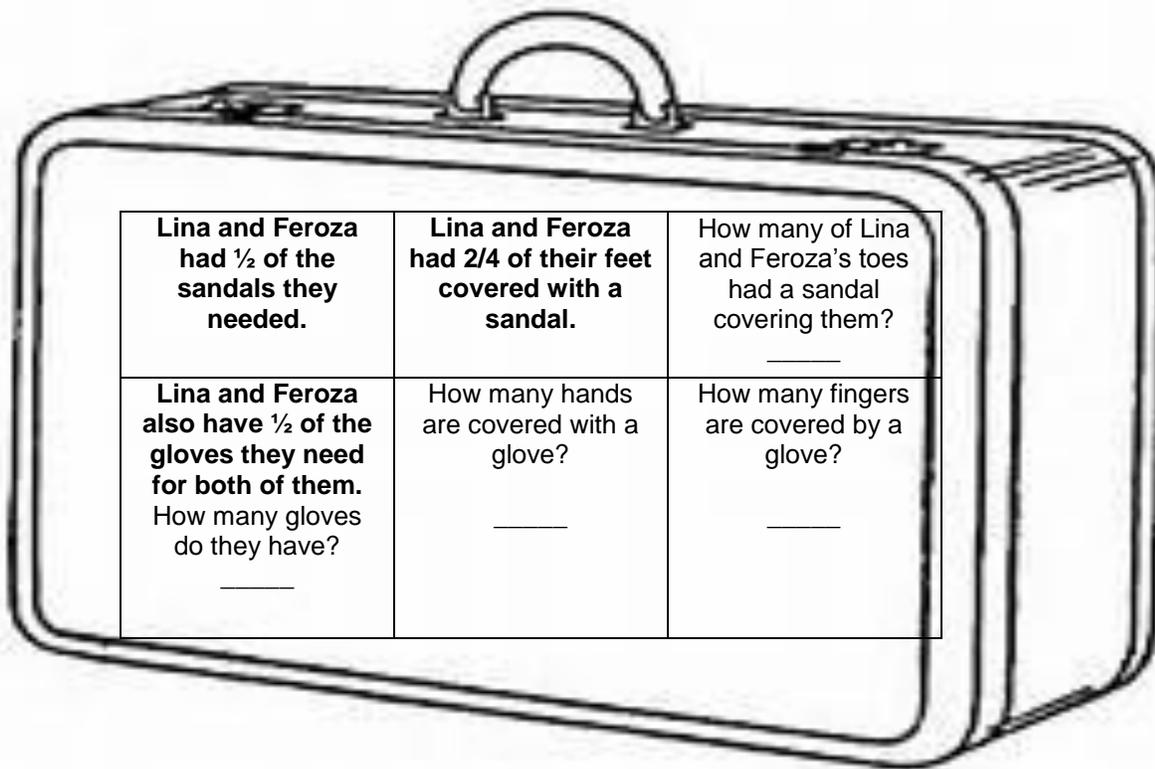
Resource 2

Name _____

Date _____

Equivalent Fractions, Equivalent Feet

Directions: Lina is packing for America. Help her pack by exploring how all of the fractions in this suitcase are equivalent.



How are these fractions equivalent? _____

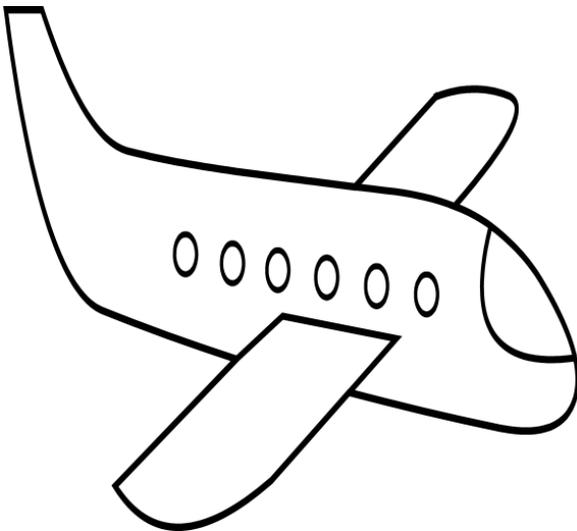
Name 4 other equivalent fractions? _____

Name _____

Date _____

Cookie Scarcity

Directions: Read the story problem below and answer it using the problem solving model.



Lina meets two new friends on the way to America. Their names are _____ and _____.

Lina's mother has cookies for the girls to share, but she has a scarcity of them. She has 2 cookies for the 3 girls to share equally. What fraction of the cookies does each girl get?

Problem Solving Model

1. What do we know?
2. What are we trying to find out?
3. Picture story:
4. Write an equation to solve the problem.
5. Answer =
6. Describe your thinking.

Name _____

Date _____

Assessment

Directions: Answer the following questions:

1. What is scarcity?

2. Give an example of scarcity.

3. What choices based on resources did Lina and Feroza have in the story *Four Feet, Two Sandals*?

4. At the end of the story, Lina's mother had only a few dollars saved from sewing. What financial decision did she make with her money?

5. If Lina's mom had 4 cookies to split among Lina and her two friends equally, draw a picture to show what fraction of the cookies each friend would have.

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