

# MAY



## END OF THE YEAR STEM & ELA ACTIVITIES

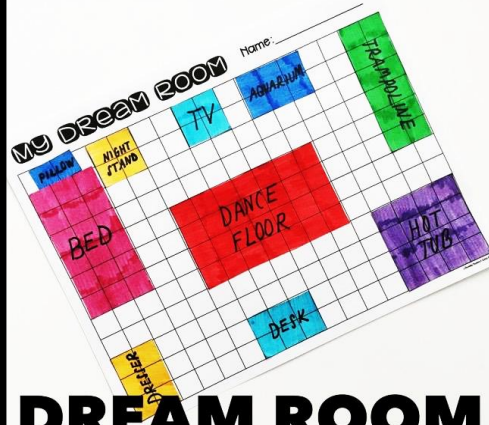
Where the Wild Things Are

I Wanna New Room



### FLOAT YOUR BOAT

.....



### DREAM ROOM

.....

Toasting Marshmallows

When a Dragon Moves In

### TABLETOP



### TENT

### DRAGON'S CASTLE

.....




CREATED BY BROOKE BROWN & KATIE KING

# Simple, Engaging STEM Challenges to Supplement Favorite End of the Year Read Alouds

## LESSON PLANS

### FLOAT YOUR BOAT

Where the Wild Things Are



**NGSS Standard Alignment:** 2-PS1-3: Make observations to construct and evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object. 2-PS1-2: Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose. K-2-ETS1-1: Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. K-2-ETS1-2: Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

**Challenge Description:** Students will create a sailboat using toothpicks and pool noodle pieces. They will test the strength and balance of their boats by blowing "wind" through plastic straws to move their boats.

**Suggested Materials:** pool noodle pieces cut into a variety of shapes and sizes (see photo example on following page) - about 5-10 pieces per group; 30-35 toothpicks per group; 1 straw per student; shallow plastic tubs filled with water (1-2 per class)

#### LESSON PLAN

- Project or display real Google images of sailboats, referring back to the pictures of Max's sailboat from Where the Wild Things Are. Discuss the purposes and designs of sailboats, as well as the differences between various designs. Discuss how wind power is necessary for a sailboat to be provided vocabulary cards as needed throughout the lesson and display them in your classroom.
- Introduce permitted materials and share the challenge instructions. Allow students at least partners or small groups to create sailboats, test their buoyancy, strength, and balance a tub of water, and push them with air blown through straws. Allow them to record their observations in their STEM journals.
- Hold a whole class closing discussion and reflection, allowing students to share what they learned about sailboat designs and buoyancy. Record their ideas on the provided template. Have them finish their individual booklets.

## KEY VOCABULARY

### FLOAT YOUR BOAT

Vocabulary Cards



**buoyancy**  
the power to float or rise in a liquid



**capsize**  
to turn bottom up or overturn



**mast**  
an upright post on a ship that carries a sail



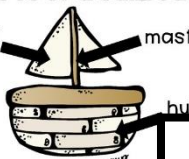
**hull**  
the main body of a ship or boat

## TEACHER CHARTS


### FLOAT YOUR BOAT

Where the Wild Things Are

**Parts of a sailboat**    **How sailboats work**



**Sailboat Design Ideas**



## FLOAT YOUR BOAT



## STUDENT BOOKLETS

**How sailboats work?**

**My sailboat**


**our sailboats need**

- 1
- 2
- 3

**WIND POWER TESTS**

TEST	Did it float?	Did it stay upright?
1		
2		
3		

One thing that was EASY:

One thing that was HARD:

One new thing I LEARNED:

### FLOAT YOUR BOAT

Where the Wild Things Are


Name: \_\_\_\_\_

**STEM CHALLENGE**

Can you create a sailboat that can be moved by wind without turning over?

**parts of a sailboat**

Follow along with your teacher's chart to label the main parts of a sailboat.



## MAKER CARDS

### Where the Wild Things Are

#### Maker Task Cards

Use the following task cards in a MakerSpace or with STEM bins for students to make more creations.



**Make a wild thing mask.**



**Make a king's crown.**



**Make a wild thing creature.**



**plan a wild rumpus party.**

[illegible]

# LESSON PLANS

**Family**

- ...usually my parent
- ...but not when
- I spend way too much time
- brushing my hair,
- ...but not when camping
- Dad is always on work
- ...but not when camping
- Mom worries about getting
- to bed on time
- ...but not when camping
- Camping is Family Time

**gong is**  
 "Thinking out loud" by  
 Ed Sherman. The line  
 "We found you right  
 where we all  
 required."

**May 17<sup>th</sup>**  
 Dear Mom & Dad,  
 I have really enjoyed  
 teaching you as my  
 teacher this year.  
 Thank you for always  
 creating exciting  
 lessons. I can't  
 wait to  
 coming to  
 school every  
 day!

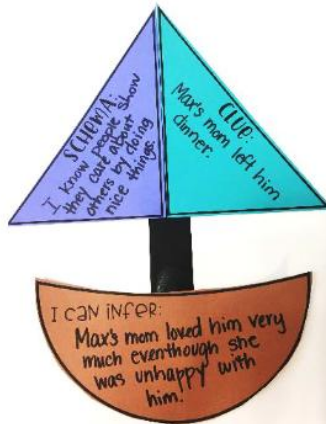
Love,  
 Katie

# Quick & Effective ELA Activities

## I can infer...

Remember that in order to infer, you must think about what you already know and the clues from the author (and illustrator) to piece the puzzle together!

can you infer how max's mom feels about him at the end of the book?



author's purpose:  
**PERSUADE**  
the author is trying to convince you of something



## MY dragon

Use your imagination! If you had a dragon, how would life look?



Help us picture what it would be like to have a dragon friend!

TEXT	SELF CONNECTIONS
MAX	me
lonely	
angry	
lonely	
angry	



**Printable Anchor Charts, Vocabulary Cards, High Flyer Extension Charts & Exit Slips**



## Inference

What you already know + clues from the author = reading between the lines



## Letter Writing

Writing letters is a wonderful way to communicate. There are five basic parts to a letter.

