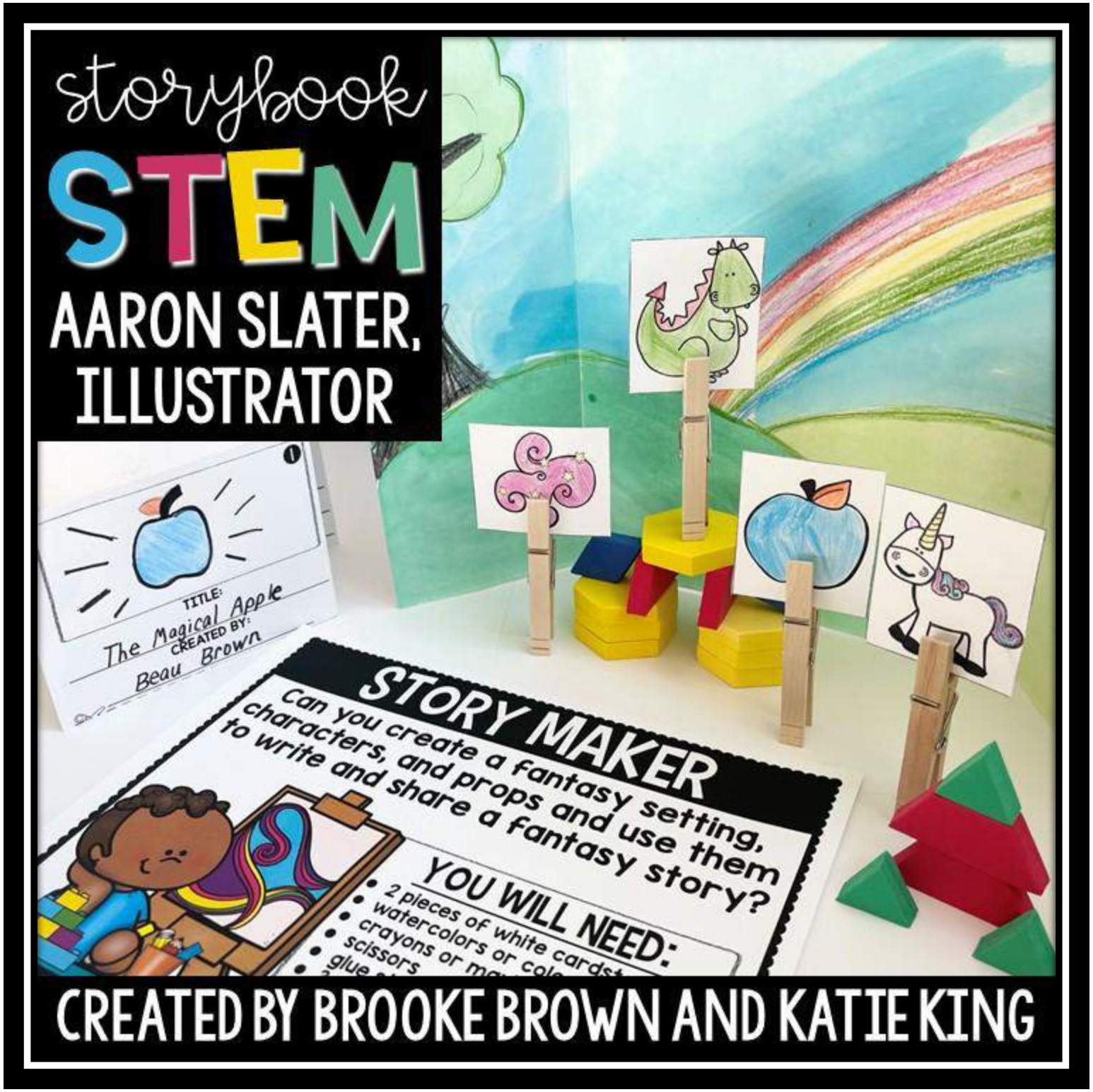
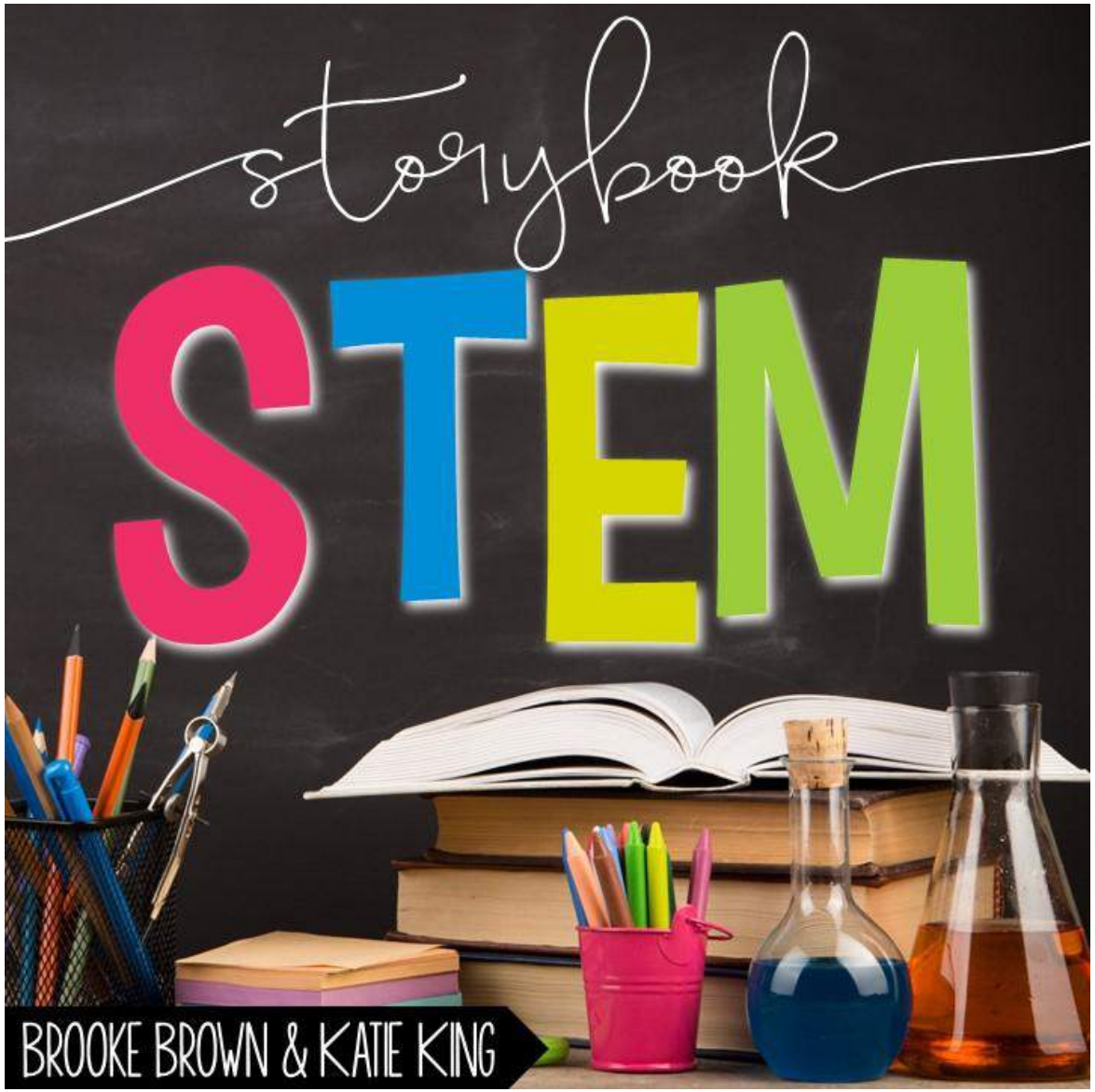

storybook
STEM
AARON SLATER,
ILLUSTRATOR
TITLE:
The Magical Apple
CREATED BY:
Beau Brown
STORY MAKER
Can you create a fantasy setting, characters, and props and use them to write and share a fantasy story?
YOU WILL NEED:
2 pieces of white cardst
watercolors or cole
crayons or ma
scissors
glue
CREATED BY BROOKE BROWN AND KATIE KING

Love storybook STEM?

Check out more units!

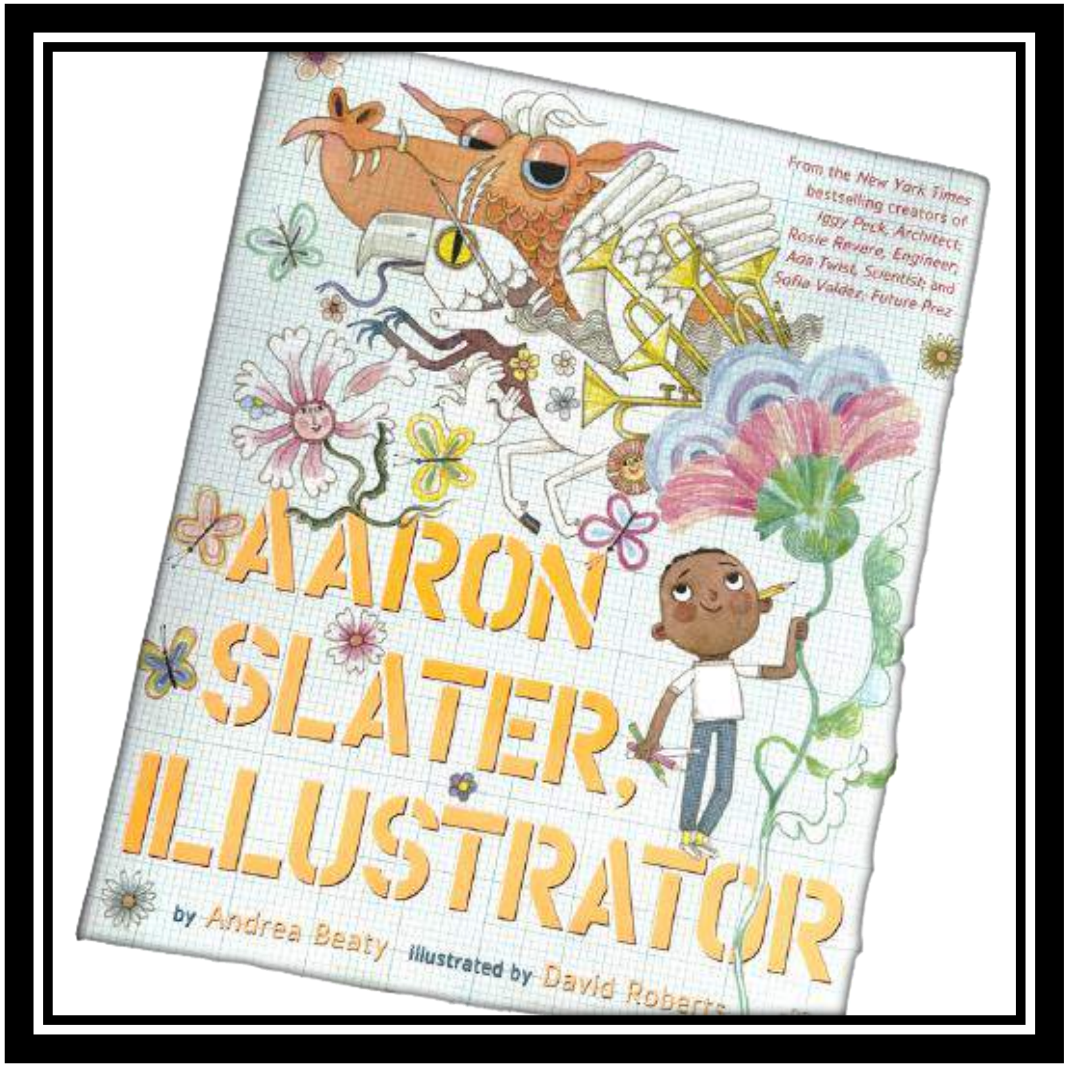
Click Here!



storybook STEM

Aaron Slater, Illustrator

By Andrea Beaty



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Page 52: STORY MAKER App Extensions

Page 53: Credits

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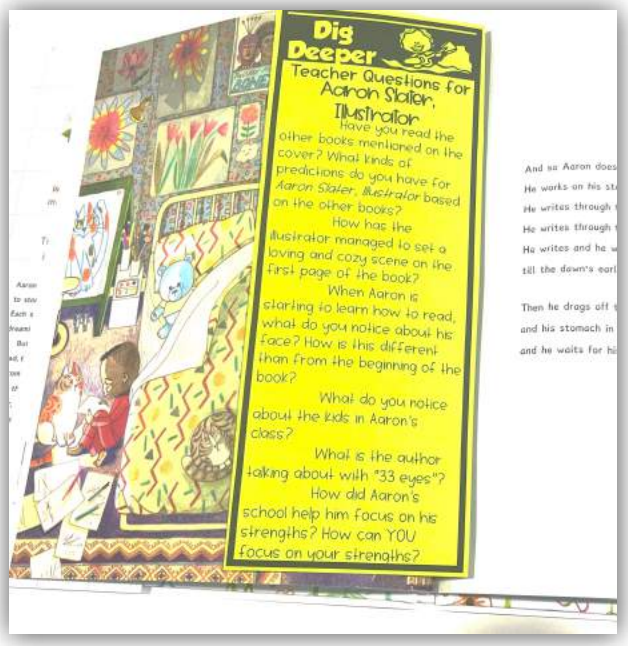
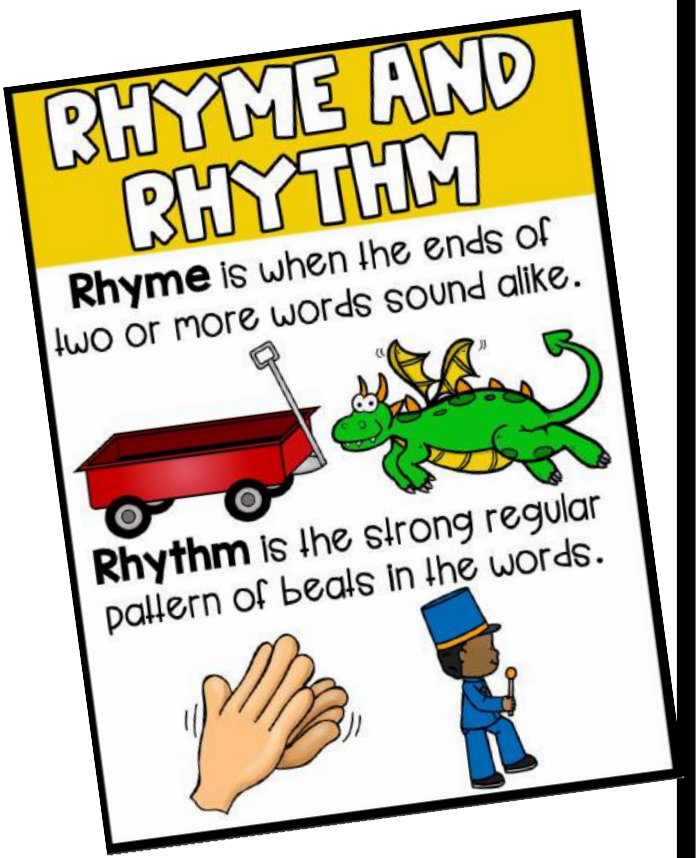
Aaron Slater, Illustrator



1. Use the comprehension bookmark to dig deep with your students before, during, and after reading. The bookmark would also be a great question guide to use with a substitute if needed! Laminate a colored copy version for multiple year usage!

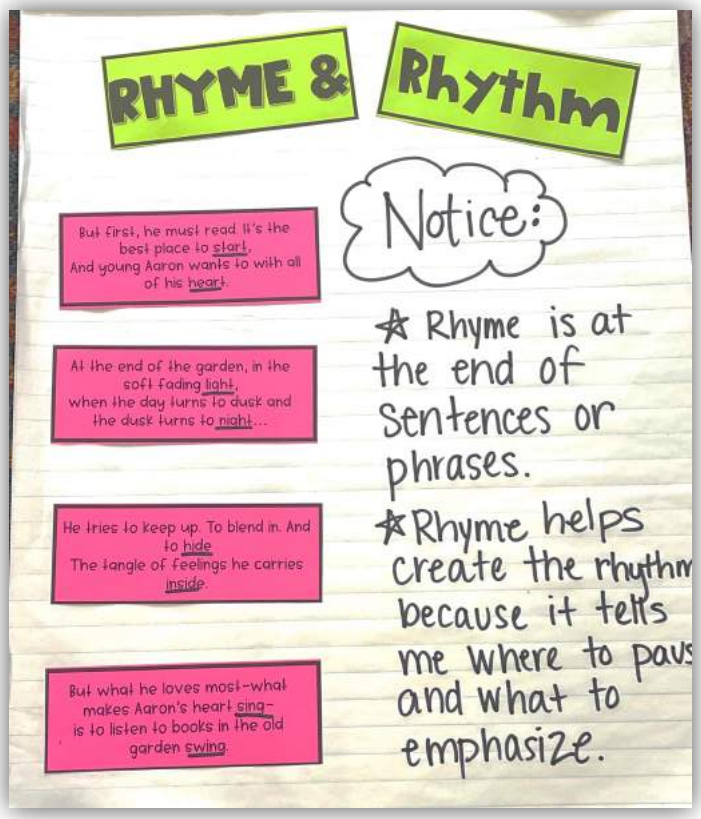
2. Introduce the Rhyme and Rhythm poster before reading *Aaron Slater, Illustrator*. Tell the students that you want them paying attention to the style of writing as you are reading. Pull some examples from the book to emphasize the rhyme. Ask students if they recognize Andrea Beaty's style of writing from her previous books. Do all picture books sound like this? How is this one different?



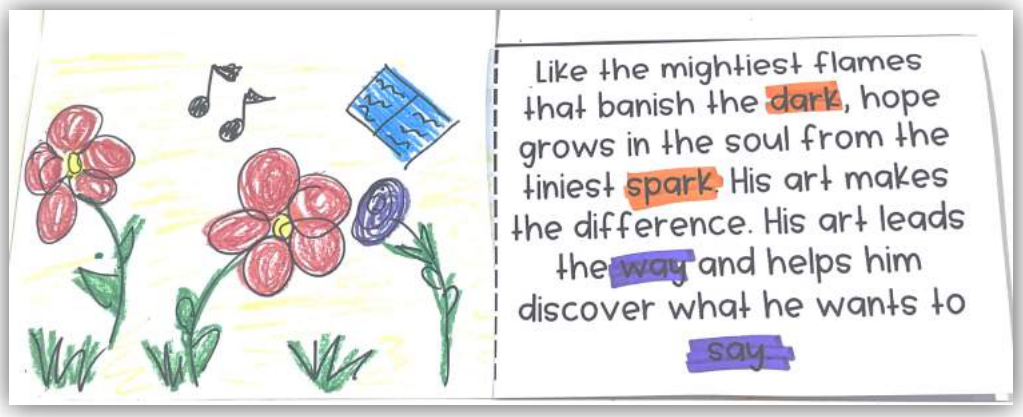
©Brooke Brown and Katie King

Aaron Slater, Illustrator

3. Fill in the whole class anchor chart focusing on the rhyme and rhythm throughout the book. Have students find the rhymes in the selected text. Then ask them to "notice and note" ☺. As you read the text, have students tap quietly on their legs to focus on the beats.



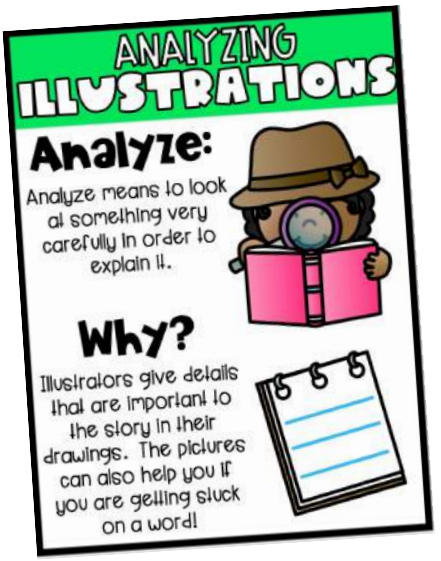
4. Now have students do the same thing on their own with the flip-flap. Have them highlight the rhyming parts and then draw about the text underneath the flap.

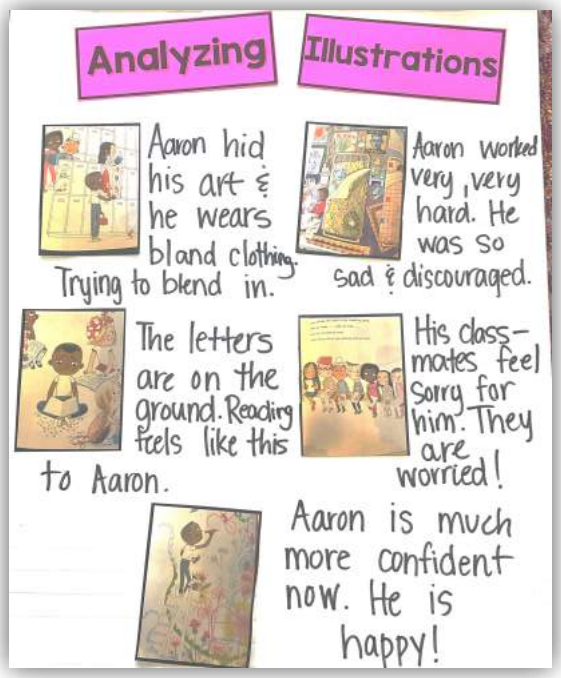


©Brooke Brown and Katie King

Aaron Slater, Illustrator

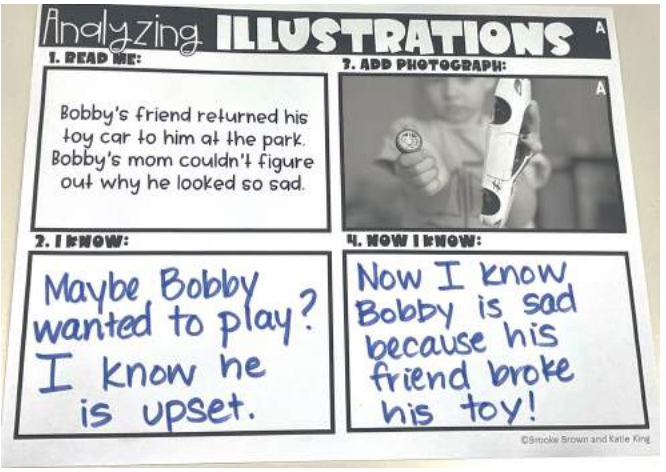
5. Show students the poster for Analyzing Illustrations. Remind students that we gain tons of information from the illustrations in picture books. Illustrators are partners with the authors in getting the message across to the readers!





6. Make the whole class anchor chart. I printed out pictures from the book that I took with my phone, but you can easily show the illustrations and use the numbered cards in the resource.

7. Students will practice noticing what information they gain from illustrations. On the printables have them do parts 1 and 2 and THEN give them the photographs to glue into the square.



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Dig Deeper

Teacher Questions for Aaron Slater, Illustrator

Have you read the other books mentioned on the cover? What kinds of predictions do you have for *Aaron Slater, Illustrator* based on the other books?

How has the illustrator managed to set a loving and cozy scene on the first page of the book?

When Aaron is starting to learn how to read, what do you notice about his face? How is this different than from the beginning of the book?

What do you notice about the kids in Aaron's class?

What is the author talking about with "33 eyes"?

How did Aaron's school help him focus on his strengths? How can YOU focus on your strengths?

Dig Deeper

Teacher Questions for Aaron Slater, Illustrator

Have you read the other books mentioned on the cover? What kinds of predictions do you have for *Aaron Slater, Illustrator* based on the other books?

How has the illustrator managed to set a loving and cozy scene on the first page of the book?

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What do you notice about the kids in Aaron's class?

What is the author talking about with "33 eyes"?

How did Aaron's school help him focus on his strengths? How can YOU focus on your strengths?

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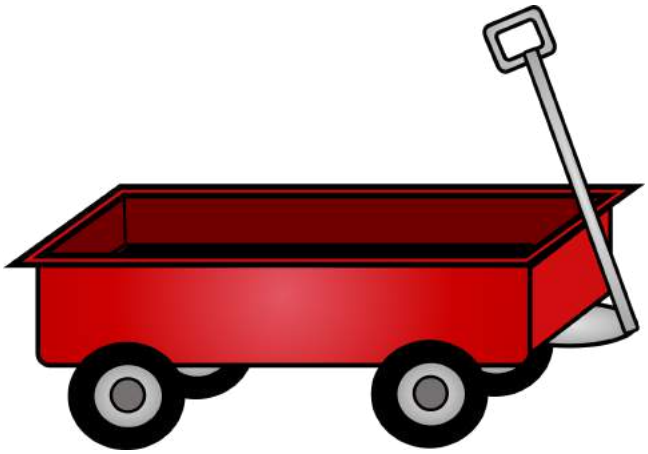
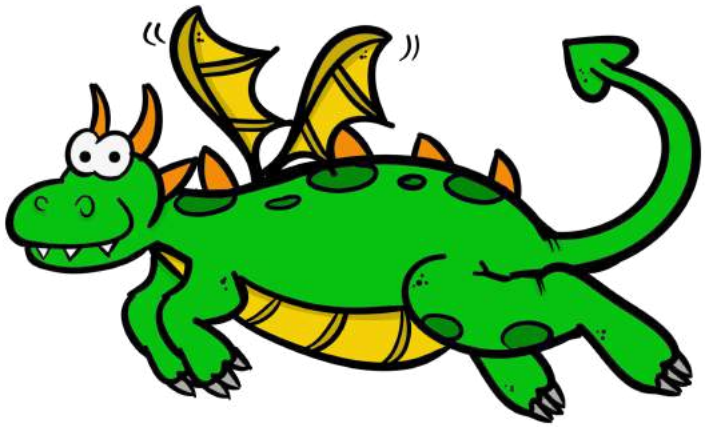
RHYME AND RHYTHM

Rhyme is when the ends of two or more words sound alike.





Rhythm is the strong regular pattern of beats in the words.

RHYME &

Rhythm

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At the end of the garden, in the soft fading light,
when the day turns to dusk and the dusk turns to night...

But what he loves most-what makes Aaron's heart sing-
is to listen to books in the old garden swing.

©Brooke Brown and Katie King

But first, he must read. It's the best place to start,
And young Aaron wants to with all of his heart.

He tries to keep up. To blend in. And to hide
The tangle of feelings he carries inside.

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Name: _____

Directions: Cut on the dotted line. Fold the paper in half on the line. Read the two excerpts on the front. Highlight the rhyming words. Underneath draw what you are thinking when you read the lines.

Now, in the hallway, a new
garden grows with jasmine
and poppies. A rambling rose.
Books. Art and music. A
dragon or two who soar
through a sky of delphinium
blue.

like the mightiest flames
that banish the dark, hope
grows in the soul from the
tiniest spark. His art makes
the different. His art leads
him way and helps him
discover what he wants to
say.

ANALYZING ILLUSTRATIONS

Analyze:

Analyze means to look at something very carefully in order to explain it.

Why?

Illustrators give details that are important to the story in their drawings. The pictures can also help you if you are getting stuck on a word!

©Brooke Brown and Katie King

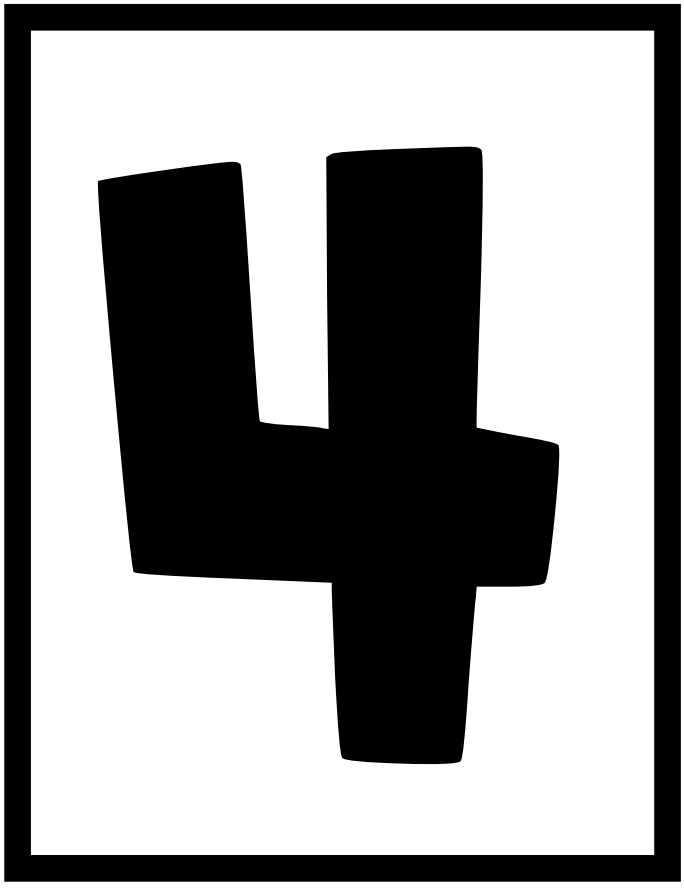
Analyzing

Illustrations

1

2

3


4

5

Analyzing ILLUSTRATIONS A

1. READ ME:

Bobby's friend returned his toy car to him at the park. Bobby's mom couldn't figure out why he looked so sad.

3. ADD PHOTOGRAPH:

2. I KNOW:

4. NOW I KNOW:

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Analyzing ILLUSTRATIONS B

1. READ ME:

When Josiah moved to the United States, he had a hard time adjusting to living in an apartment in a busy city. He keeps a photo of his old house beside his bed.

2. I KNOW:

3. ADD PHOTOGRAPH:

4. NOW I KNOW:

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Analyzing ILLUSTRATIONS C

1. READ ME:

Mariah was nervous about getting on the boat. She thought that the waves could knock the boat over. Her mom kept telling her that this couldn't happen.

2. I KNOW:

3. ADD PHOTOGRAPH:

4. NOW I KNOW:

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Analyzing ILLUSTRATIONS D

1. READ ME:

Leah couldn't wait for the talent show. She practiced her song over and over again. The day of the competition arrived, and her parents were shocked by what they saw.

2. I KNOW:

3. ADD PHOTOGRAPH:

4. NOW I KNOW:

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A

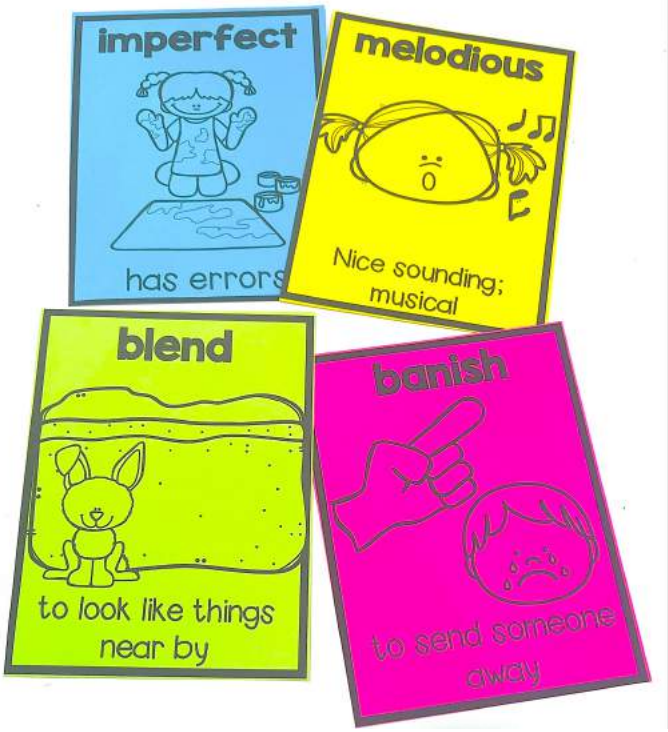
B

C

D

Vocabulary CHATS

We are providing several whole group vocabulary activities and one individual activity. Pick and choose which works best for your students!



1. Print the Vocabulary Picture Cards in color. Use the color version for display in the classroom. The pages with four identical cards should be used for response cards. Give each child one of all four cards. Give examples or definitions. Students should raise the card that matches. Teachers should scan the room to check for understanding.

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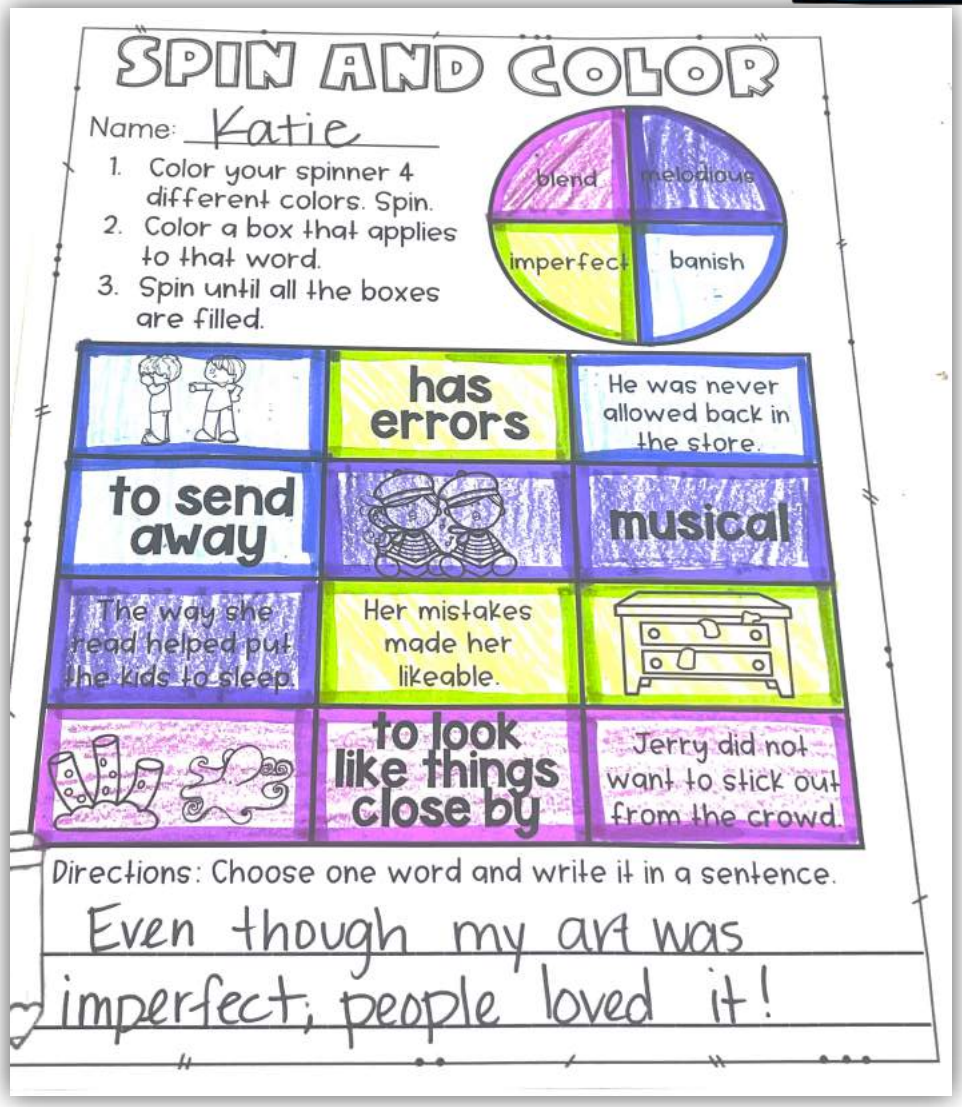
Vocabulary Spin-It



Students should color each section of the spinner a different color. Use a spinner (or a paper clip and a pencil to make a spinner) to pick one of your vocabulary words. Color in a box that matches that word the same color. Keep going until all 12 spots are colored.

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Vocabulary In Action!

Name: Eli

Vocabulary in Action!

Directions: Fill in the blank to complete the phrase in a way that makes sense.

I need to **blend** in with the crowd so they don't know I'm a spy.

Carter **banished** us from the clubhouse because he was mad at us.

Ms. Honey reads with such a **melodious** tone that everyone relaxes.

My mom always makes my Halloween costume. They may be **imperfect**, but it shows me she cares.

Students should show what they know about their vocabulary words using pictures and phrases.

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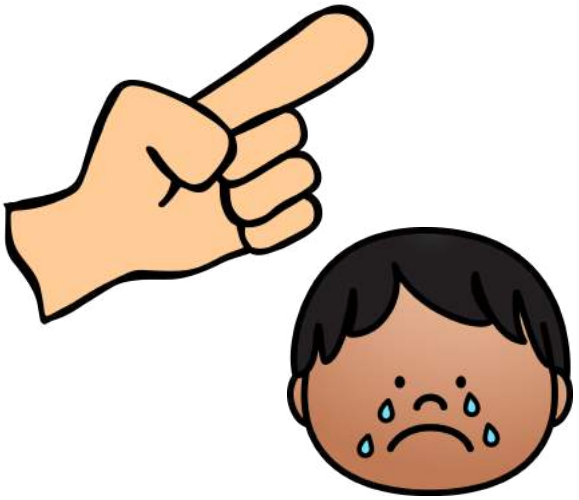
blend

to look like things nearby

banish



to send someone away

melodious

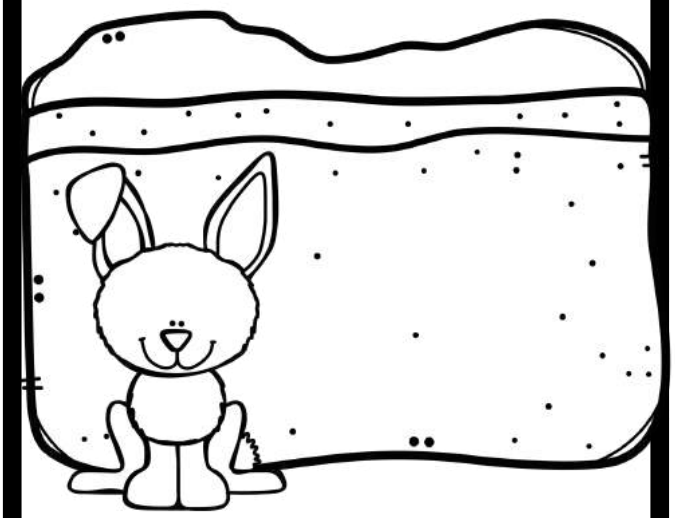
Nice sounding; musical

imperfect

has errors

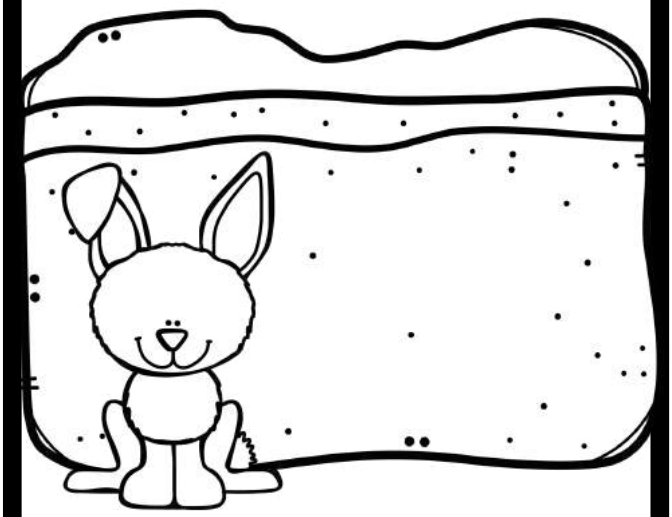
©Brooke Brown and Katie King

blend



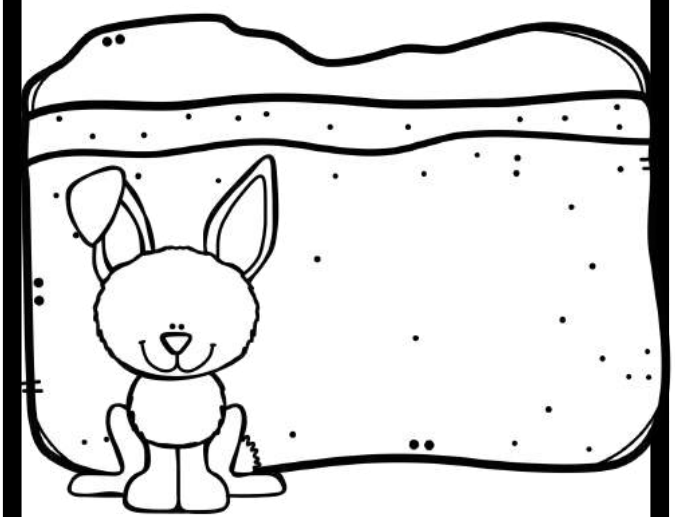
to look like things nearby

blend



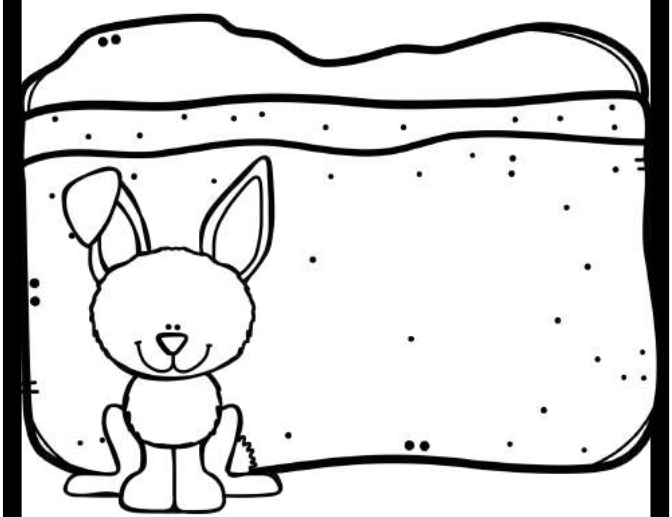
to look like things nearby

blend



to look like things nearby

blend



to look like things nearby

©Brooke Brown and Katie King

banish

to send someone away

banish

to send someone away

banish

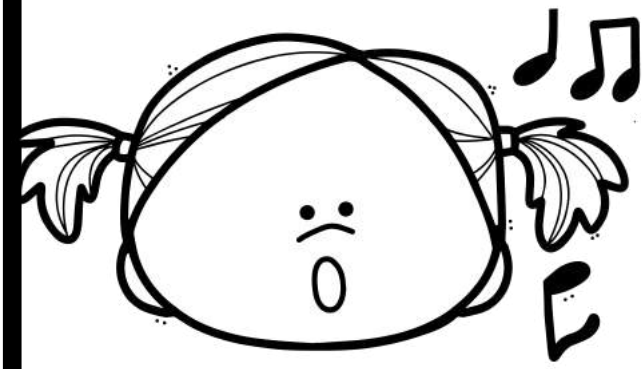
to send someone away

banish

to send someone away

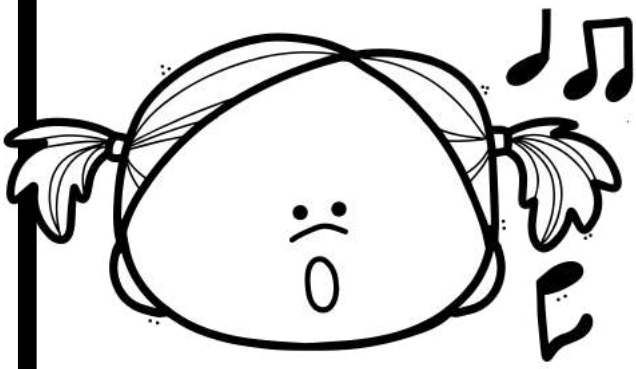
©Brooke Brown and Katie King

melodious



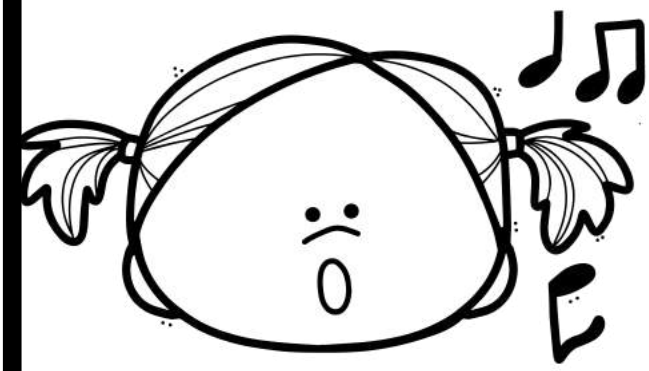
Nice sounding; musical

melodious



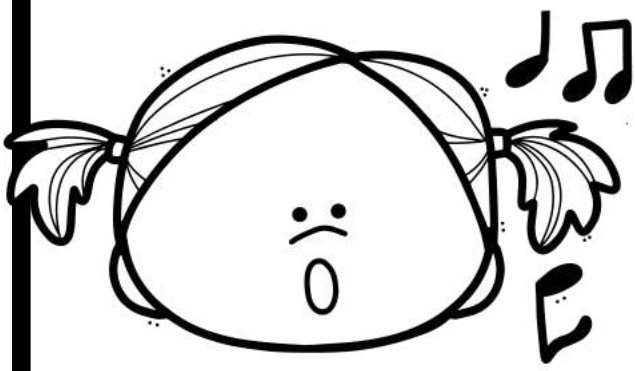
Nice sounding; musical

melodious



Nice sounding; musical

melodious



Nice sounding; musical

©Brooke Brown and Katie King

imperfect

has errors

imperfect

has errors

imperfect

has errors

imperfect

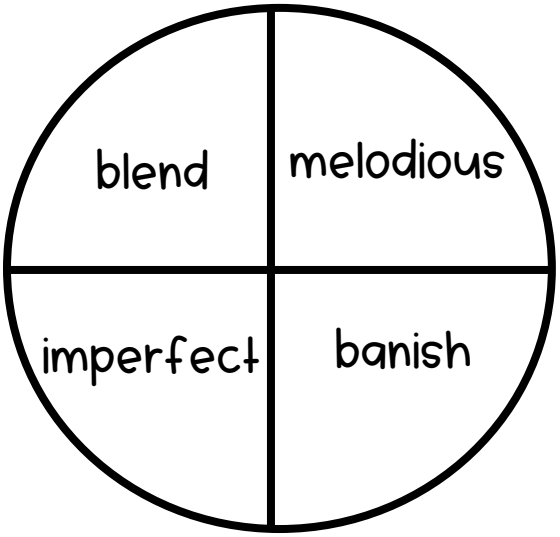
has errors

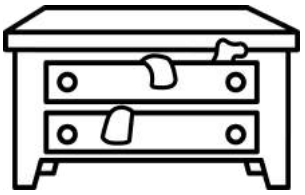
©Brooke Brown and Katie King

SPIN AND COLOR

Name: _____

1. Color your spinner 4 different colors. Spin.
2. Color a box that applies to that word.
3. Spin until all the boxes are filled.



	has errors	He was never allowed back in the store.
to send away		**musical**
The way she read helped put the kids to sleep.	Her mistakes made her likeable.	
	to look like things close by	Jerry did not want to stick out from the crowd.

Directions: Choose one word and write it in a sentence.

_____

_____

Name:_____

Vocabulary in Action!

Directions: Fill in the blank to complete the phrase in a way that makes sense.

I need to **blend** in with the crowd so _____

_____

Carter **banished** us from the clubhouse because

_____

Ms. Honey reads with such a **melodious** tone

_____

My mom always makes my Halloween costume. They may be **imperfect**, but_____

_____

STEM CHALLENGE: STORY MAKER

NGSS Standard Alignment: 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. CCSS.ELA-LITERACY.CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences, CCSS.ELA-LITERACY.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Challenge Description: Students will create model of the setting for a fantasy story that includes a backdrop, structures or buildings, props, and characters. They will use their story scene to tell a story aloud and/or write an imaginative story.

Materials per student or pair of students:
For backdrop: 2 sheets of white cardstock, tape, scissors, glue sticks, watercolors with brushes and/or colored pencils
For structures/buildings: variety of STEM Bins materials such as pattern blocks, building bricks, base ten blocks, linking cubes, etc.
For characters/props: crayons or markers, scissors, 3-5 clothespins
OPTIONAL: devices for presentation apps

LESSON PLAN

NOTE: I suggest that this challenge be extended across five days with the following format: Monday: Choose characters and settings, create backdrops, Tuesday: Build settings and create characters/props, Wednesday: Plan story elements. Thursday: Write or tell stories, Friday: Present stories and/or use App Extensions. If this project is completed in one day, students will likely need 2-3 hours to complete all components.

1. Ask students to share important characteristics of fantasy stories and examples of fantasy books. Record their ideas on the teacher chart.
2. As a group, brainstorm possible characters and settings that they might include in their fantasy stories.
3. Introduce and discuss key vocabulary cards related to the challenge.
4. Allow students time to choose 2-3 characters and 1-2 props, either independently or with partners. Students can choose from the suggested characters and props or create their own out of paper.
5. Next, students will use watercolors and/or colored pencils to design their story backdrops. See the following pages for photos and instructions.
6. Then, students will build their structures or buildings and color their characters/props. See the following pages for photos and details.
7. After that, students will plan and write their stories using one of the provided templates.
8. OPTIONAL: Students will use one of the suggested apps to present their stories. They may also present their stories by reading them aloud to the class as they act them out with their characters and story scenes.

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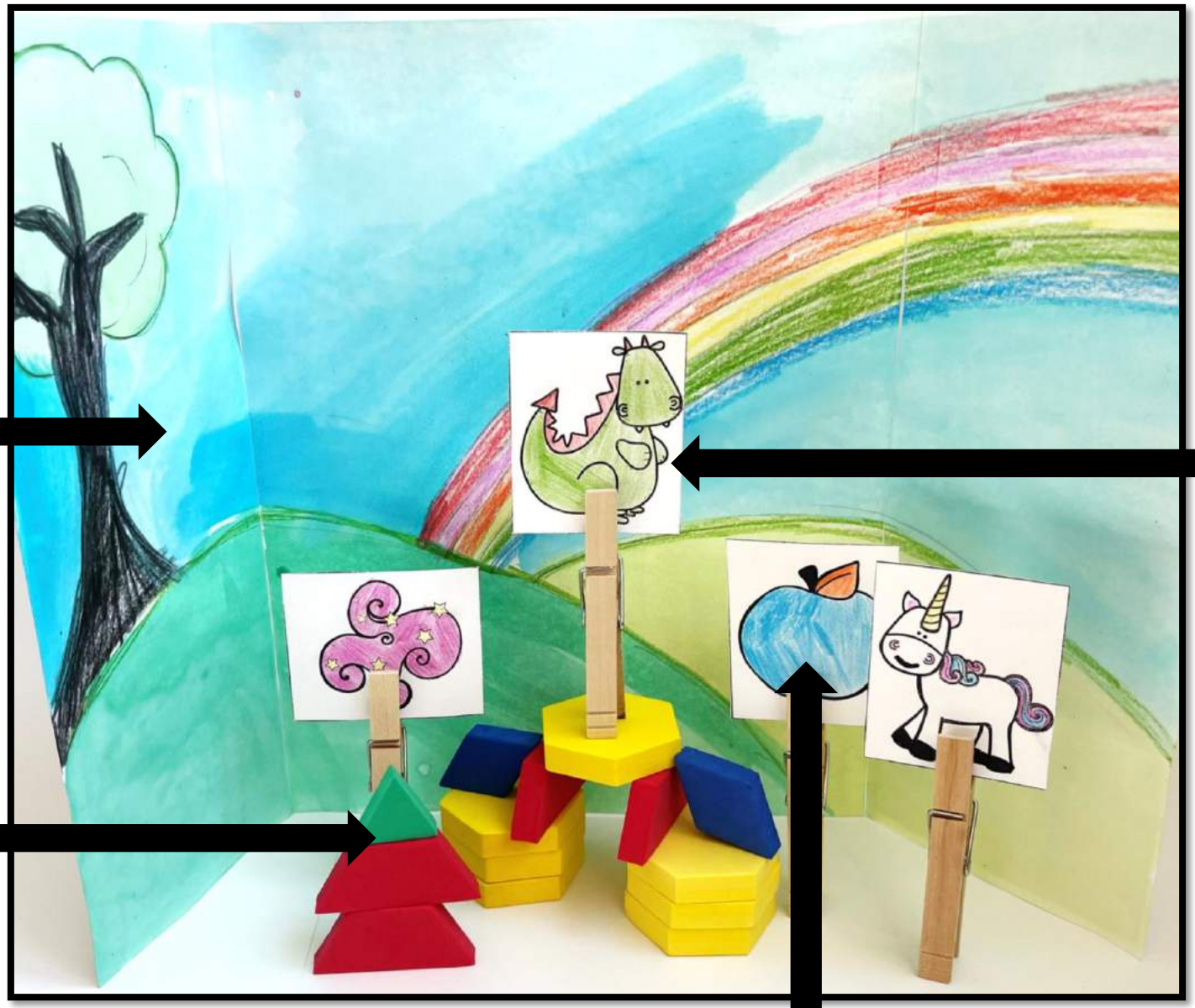
STORY MAKER

Aaron Slater, Illustrator



TRI-FOLD BACKDROP

CHARACTERS

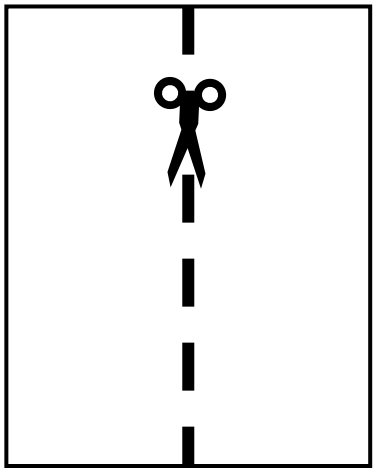
SETTING ELEMENTS/ STRUCTURES
(pattern blocks base ten blocks, building bricks, linking cubes, etc.)

PROPS

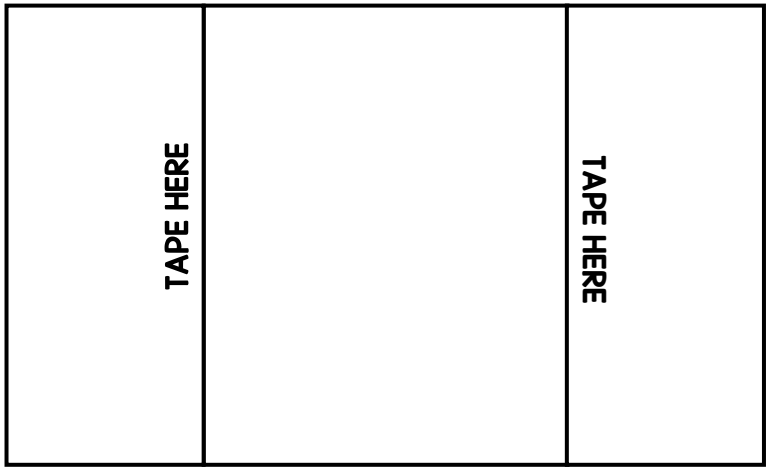
©BROOKE BROWN & KATIE KING

STORY MAKER BACKDROP

Fold one piece of cardstock in half and cut apart.

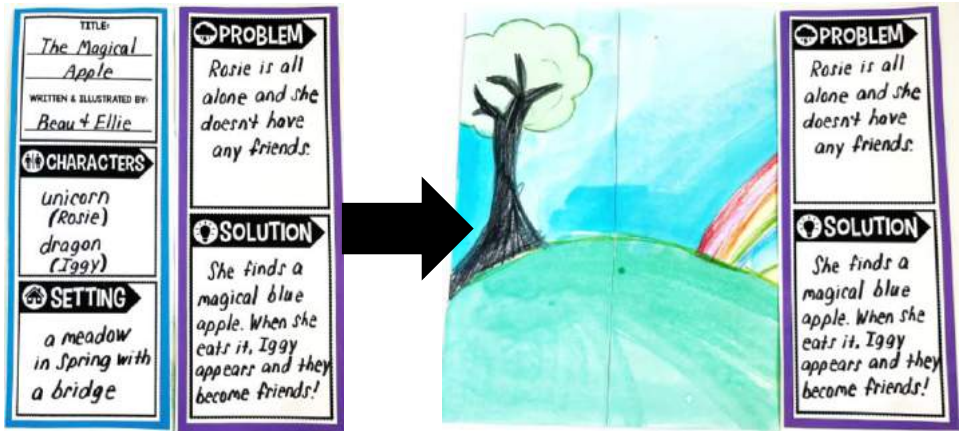


Tape the cut pieces to the outside of the other piece of cardstock to create a tri-fold backdrop.



Use colored pencils and/or watercolors to illustrate your backdrop.

Glue Story Elements on the front/outside flaps of the backdrop



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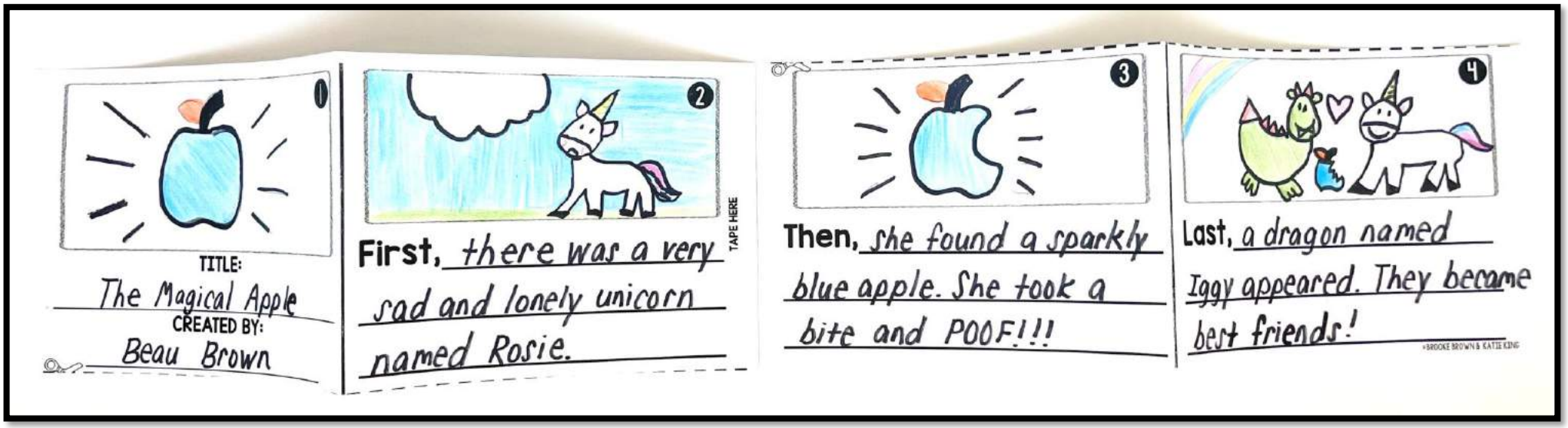
STORY MAKER WRITING

After creating their story scene and planning story elements, students will use one of the provided foldable writing booklets to write their stories.



Students may use one of the suggested apps to present their stories.

They may also present stories by reading/telling them aloud and acting them out with characters and props.

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STORY MAKER

Can you create a fantasy setting, characters, and props and use them to write and share a story?

YOU WILL NEED:

- 2 pieces of white cardstock
- watercolors or colored pencils
- crayons or markers
- scissors
- glue stick
- 3-5 clothespins
- character and prop templates
- building bricks, pattern blocks, base ten blocks, or linking cubes

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STORY MAKER

CHOOSE CHARACTERS AND PROPS

CREATE A BACKDROP AND BUILD A SETTING

PLAN YOUR STORY

WRITE YOUR STORY

SHARE YOUR STORY

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STORY MAKER

ILLUSTRATOR

an artist who expresses a story through pictures

FANTASY

a made-up story with imaginary settings and characters, magic, and a journey or quest

BACKDROP

background or scenery that sets the stage for a story or performance

PROP

an object used by characters or actors in a story or performance

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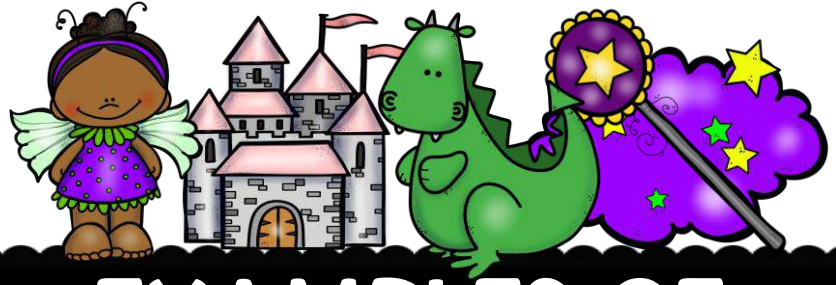
STORY MAKER



CHARACTERISTICS OF FANTASY STORIES

EXAMPLES OF FANTASY BOOKS

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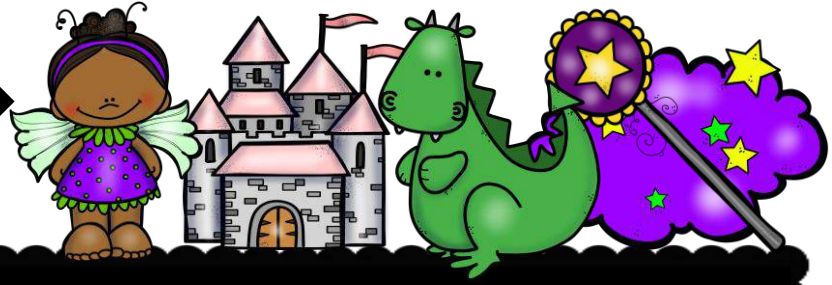
FANTASY STORY



CHARACTER IDEAS

SETTING IDEAS

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PLAN YOUR STORY. Cut, write, and glue the story elements to the outside flaps of the backdrop.

PROBLEM

SOLUTION

TITLE: _____

WRITTEN & ILLUSTRATED BY: _____

CHARACTERS

SETTING

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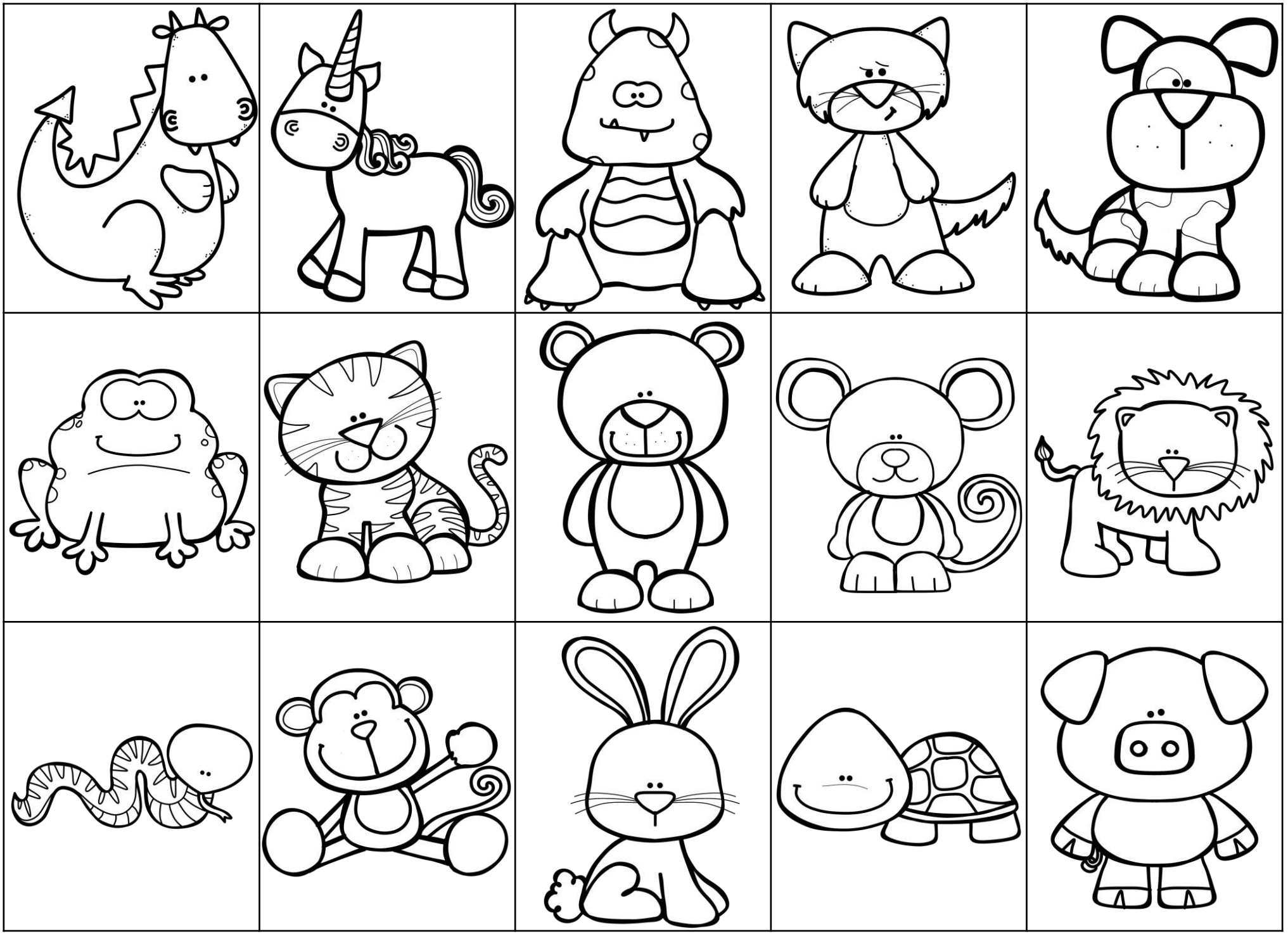
FANTASY CHARACTERS

Students may choose 2-3 characters to color and use in their stories. They can put them inside clothespins so they stand up.



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FANTASY CHARACTERS

Students may choose 2-3 characters to color and use in their stories. They can put them inside clothespins so they stand up.

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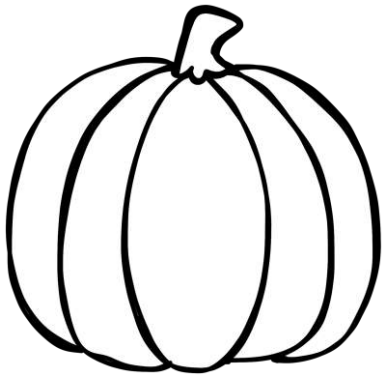
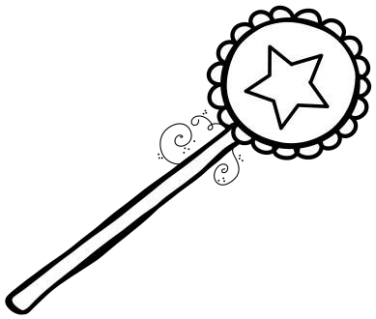
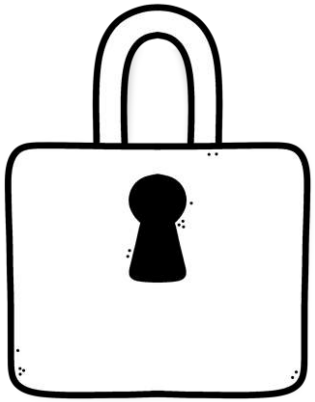
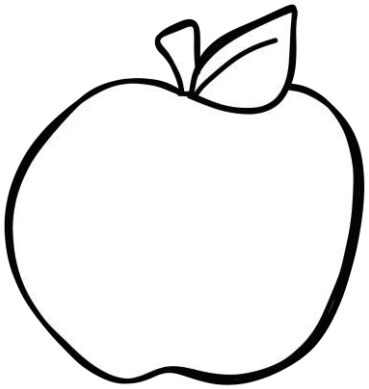
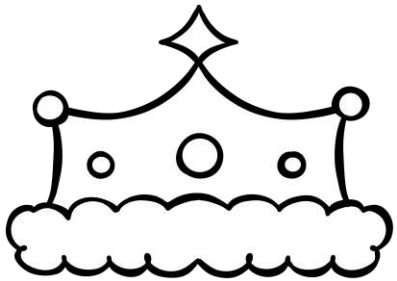
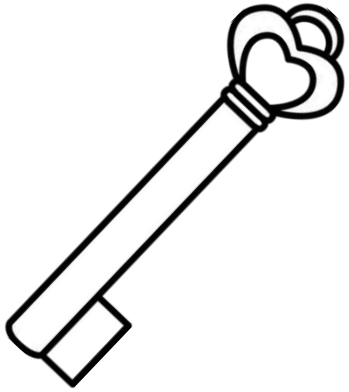
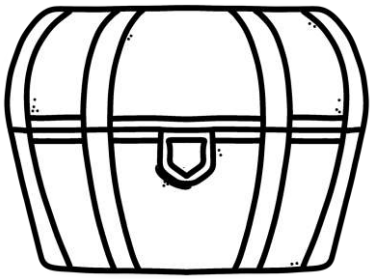
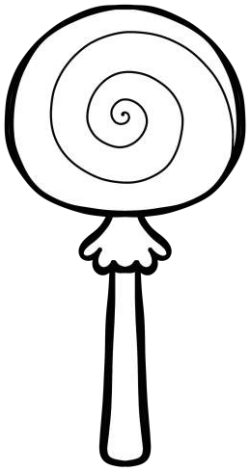
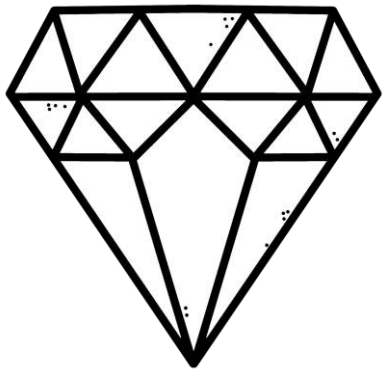
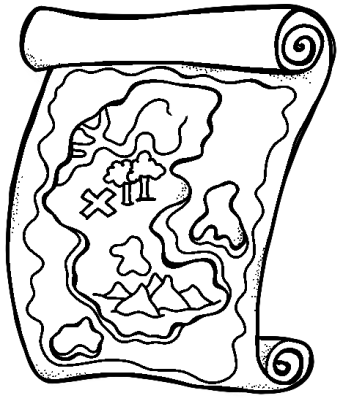
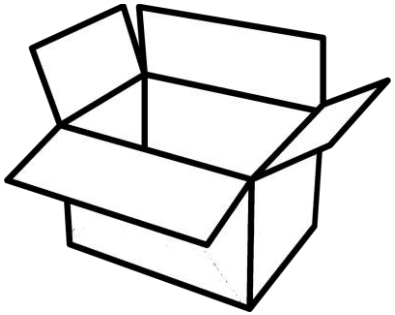
FANTASY PROPS

Students may choose 1-2 props to color and use in their stories. They can put them inside clothespins so they stand up.



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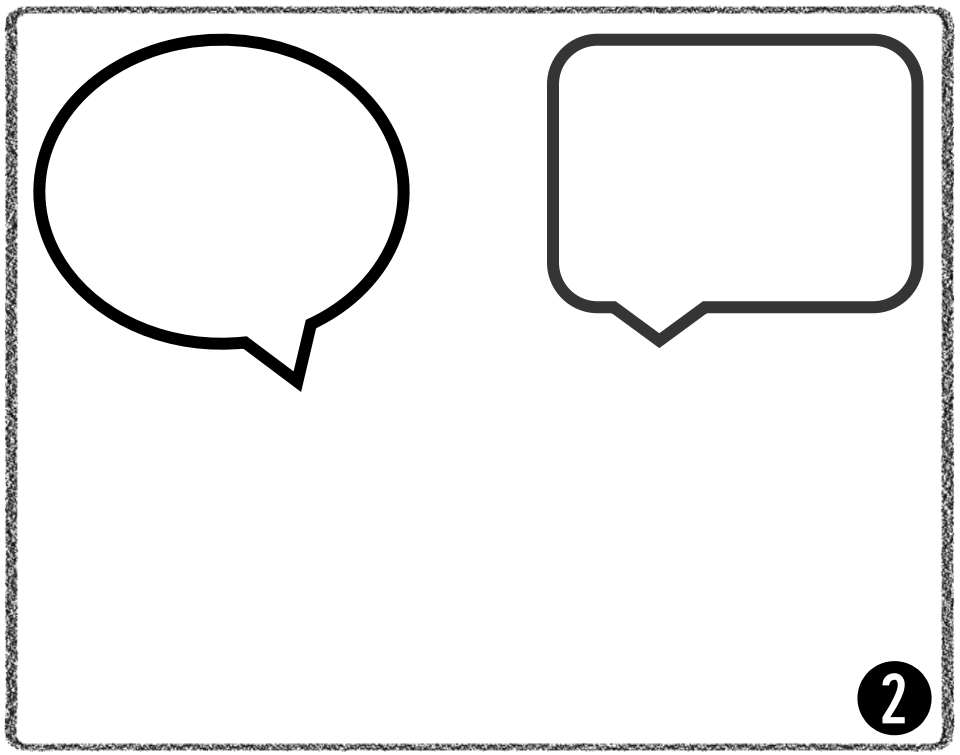
TITLE:

CREATED BY:

1



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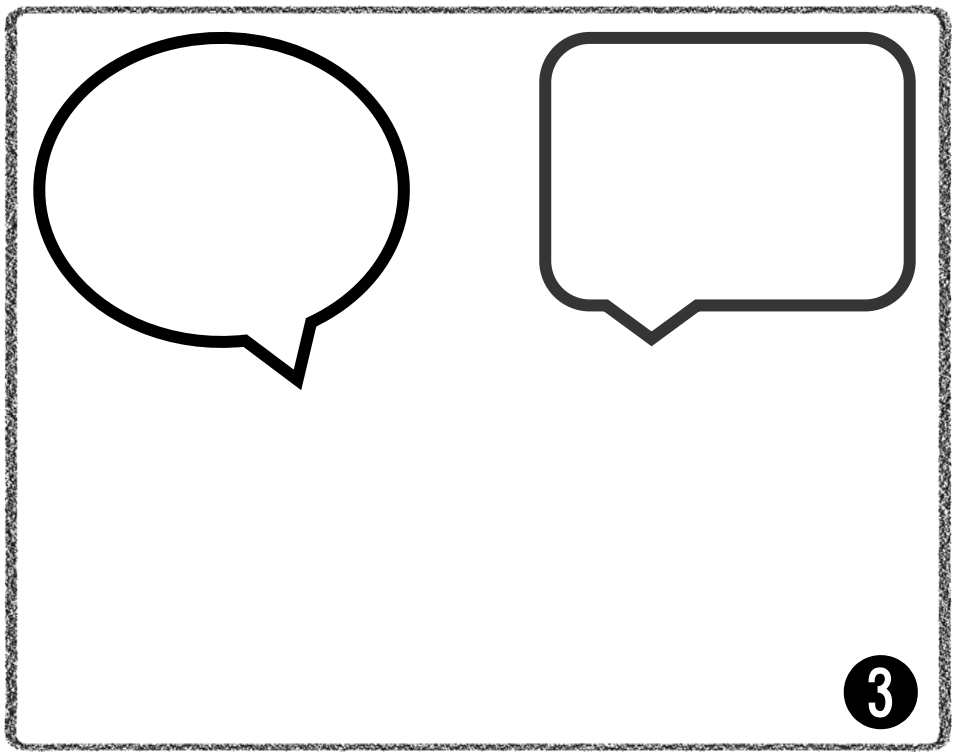

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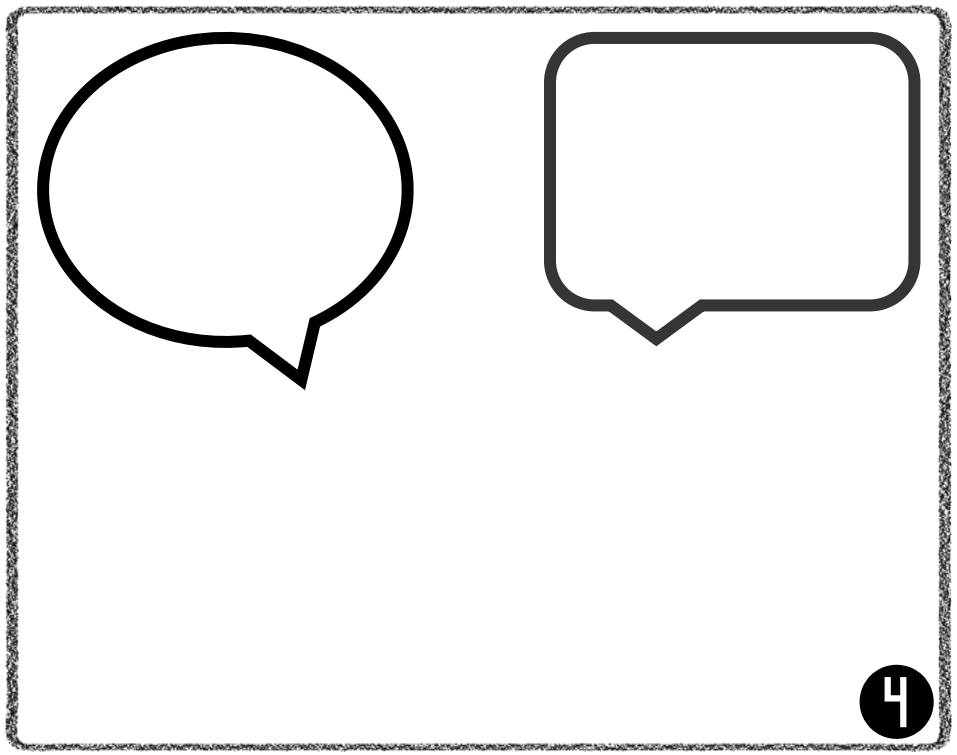

4

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1

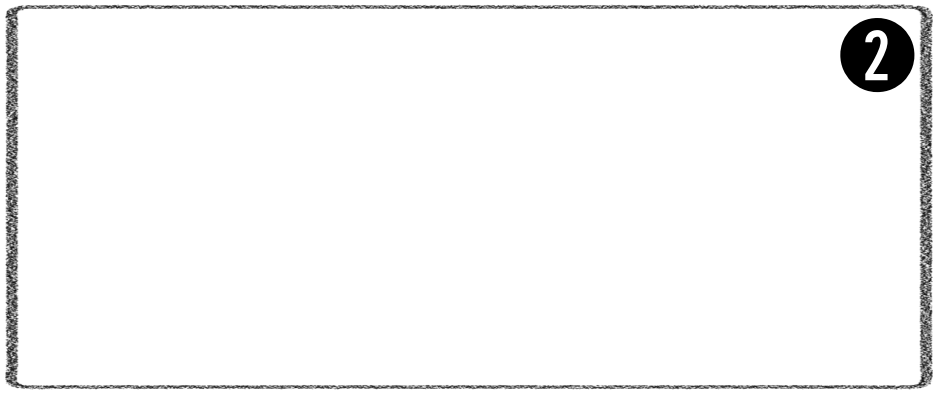
TITLE:

_____

CREATED BY:

_____

2



First,_____

_____

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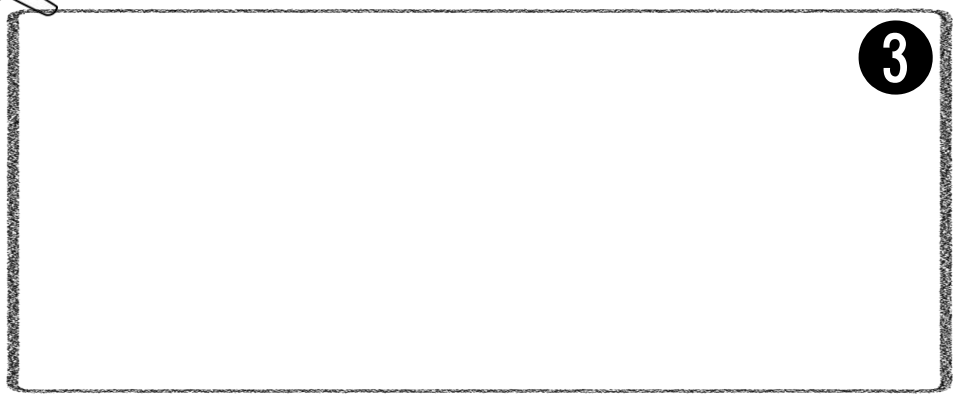
TAPE HERE

3



Then,_____

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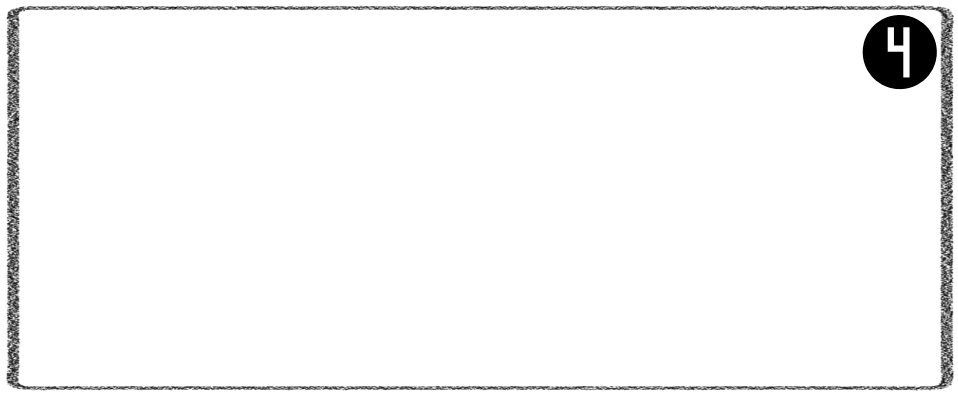
4



Last,_____

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1

TITLE:

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CREATED BY:

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First,_____

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Then,_____

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TAPE HERE

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Next,_____

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After that,_____

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Finally,_____

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TITLE:

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CREATED BY:

_____ 1

2

3

TAPE HERE

4

5

©BROOKE BROWN & KATIE KING 6

1

TITLE:

CREATED BY:

2

3

TAPE HERE

4

5

6

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TITLE:

CREATED BY:

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STORY MAKER APPS

PIC KIDS

Choose "grid" and add photos of your story scenes to make a comic strip. Use stickers and text to add speech bubbles for your characters.

STOP MOTION STUDIO

Pose and move your characters and props to act out a scene in your story. Use the voice recorder to read aloud parts of your story.

DRAW & TELL

Add a photo of your story scene and characters as the background. Use the "record" button to read aloud your story.

DO INK GREENSCREEN

Choose a background to match your story. Use your characters and a green screen to act out a scene from your story.

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