

storybook

STEM

KINDERGARTEN
VOLUME I

BROOKE BROWN & KATE KING

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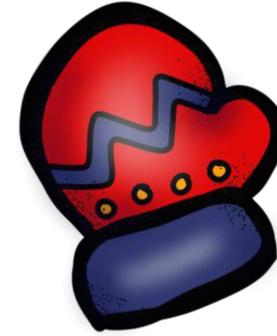
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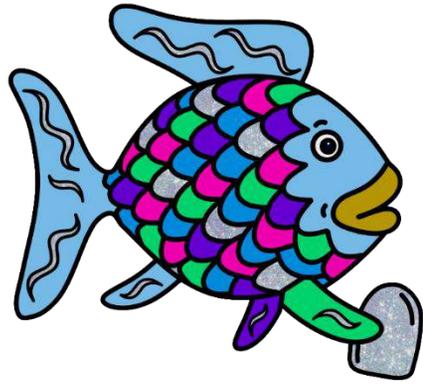
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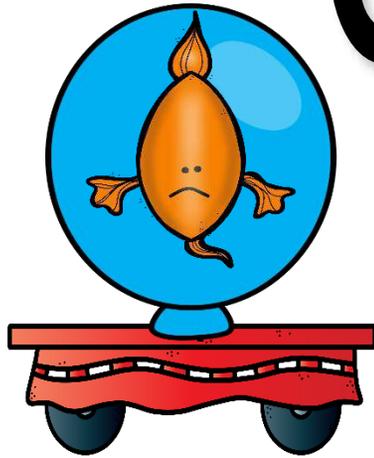
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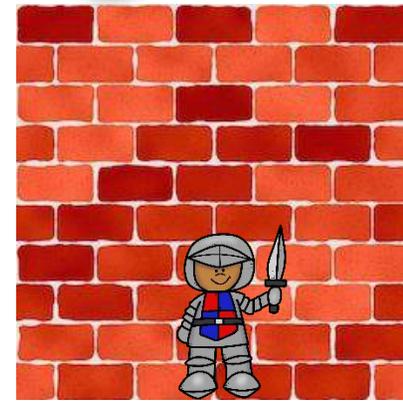
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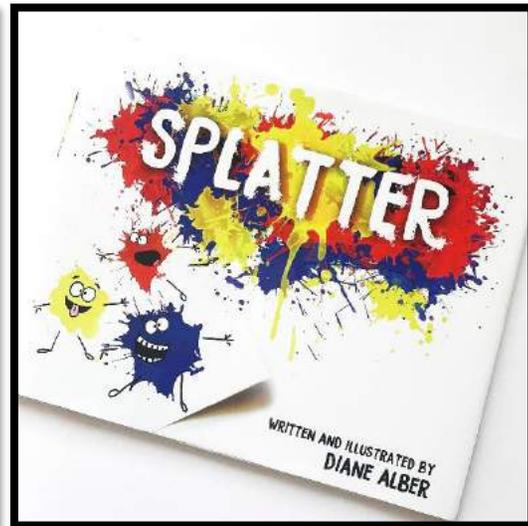
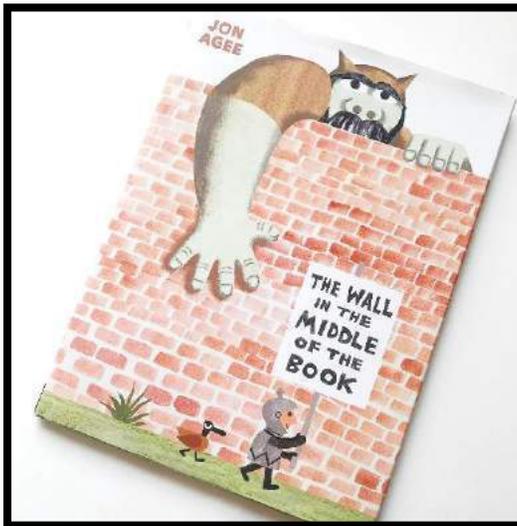
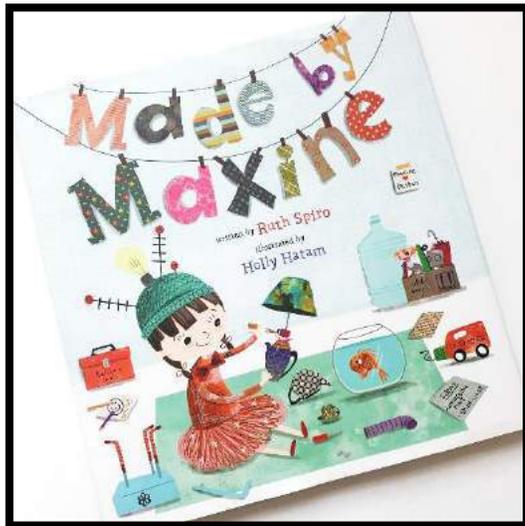
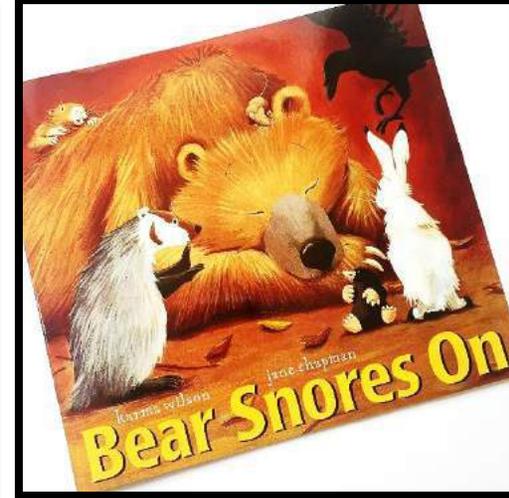
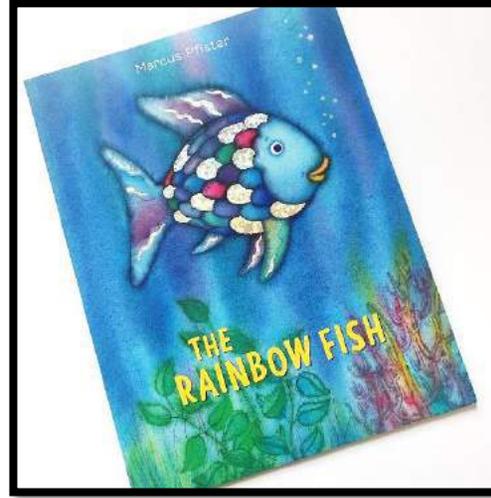
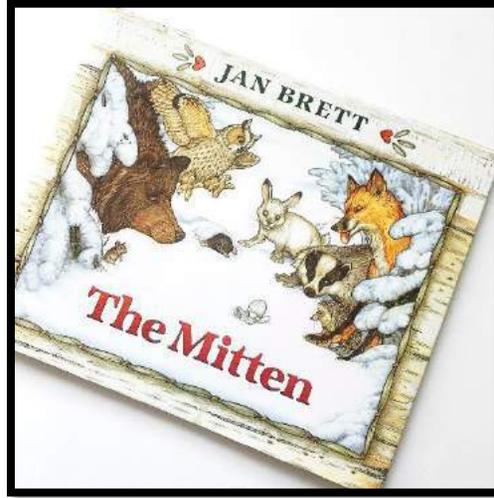
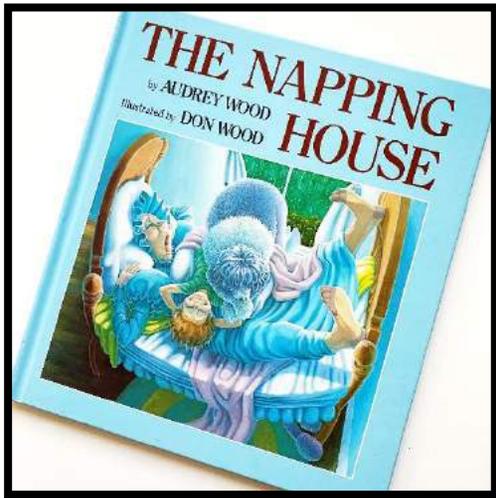
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Kindergarten: Part I

BOOK SELECTIONS

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COMPREHENSION BOOKMARK

COMPONENTS

VOCABULARY ACTIVITIES

Dig Deeper

Teacher Questions for **The Napping House**

What about the setting in *The Napping House* would make someone want to take a nap?

Do you think you could sleep with all of those people and animals in your bed?

Throughout the book there are many words that mean "sleep"? Can you find them?

At the beginning of the book, the sky is dreary. What is it like at the end of the book? What other opposites throughout the book can you find?

Why is it funny that the flea causes so much commotion? Can you make a connection to the book *The Mitten*?

How do you feel about sleeping?

COMPREHENSION ANCHOR CHARTS & STUDENT RECORDING SHEET

Sequence

To put things in the order that they happen

Sequencing

Name: _____

Draw the beginning, middle, and end of the story. All the pictures in the circles do not see what happened in the story.

B	M	E
----------	----------	----------

In the beginning _____

In the middle _____

At the end _____

Noun

Person, place, thing, or animal

ENRICHMENT ANCHOR CHART & RECORDING SHEET

Name: _____

A NOUN that names a **PERSON**

A NOUN that names a **PLACE**

A NOUN that names a **THING or Animal**

Vocabulary ACT IT OUT

Vocabulary EXPLOSION

Vocabulary CHATS

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

doze

thump

cozy

wakeful

comfortable and warm

not able to sleep

I 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.

STEM CHALLENGE LESSON PLAN, STANDARDS, & SUPPLY LIST

STEM CHALLENGE: BALANCE THE BED

LESSON PLAN

1. Introduce the STEM challenge and permitted materials.
2. Ask students to share what they already know about weight, balance, and stable structures. Ask them how they think about how the people and animals will get to nap on top of one another in the bed without falling (the strongest weight/condition was at the bottom and the weight gradually decreased on top).
3. Show and discuss the short video clip on "Let's Explore Weight and Balance".
4. Introduce and discuss key vocabulary words related to this challenge.
5. Have students sketch separately of their designs on their recording sheets.
6. Distribute materials and allow students 30-45 minutes with partners or small groups to construct their beds and balance the people and animals. Groups who meet the challenge can try to make their beds higher or hold more animals on top.
7. Hold a whole class sharing discussion and reflections, allowing students to share what they discovered about weight and balance. Have students fill in their recording sheets as necessary.



BALANCE THE BED

All the characters in *The Napping House* are very sleepy! The bed needs to balance all the people and animals without breaking or falling over.

Can you build a bed that is off the ground that will balance all the people and animals on top?

YOU WILL NEED:

- 4 clothespins
- 10 jumbo popsicle sticks
- 6 mini cups

STEM CHALLENGE

VIDEO LINKS

LET'S EXPLORE WEIGHT AND BALANCE!

THINK LIKE AN ENGINEER

BALANCE A BIKE

CUP TOWERS

BLUE'S CLUES: WEIGHT AND BALANCE

DISCUSSION CHART (Use Digitally or put on Document Camera)

BALANCE THE BED

Parts of a Bed

HEADBOARD, POST, FRAME, FOOTBOARD, LEGS

What is BALANCE?

Things that Need to be **balanced**

our Design Ideas

STEM VOCABULARY

BALANCE THE BED

BALANCE equal distribution of weight

STABLE firmness in position

WEIGHT how heavy an object is

EQUAL the same amount or value

STUDENT RECORDING SHEET

BALANCE THE BED

The Napping House

NAME: _____

MY BLUEPRINT

Draw a picture of your bed with people and animals on top.

How many cups did your bed hold without falling over?

TEST 1	cups
TEST 2	cups
TEST 3	cups

Was your bed **STRONG** and **STABLE**?

YES NO

Was your bed **BALANCED**?

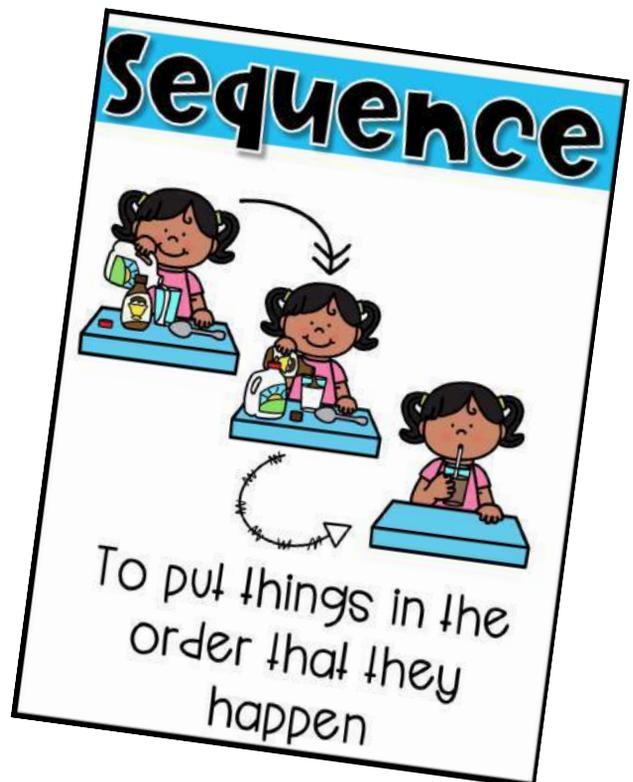
YES NO

The Napping House



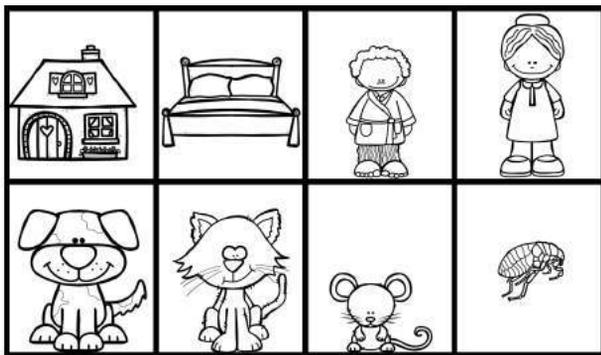
1. Use the comprehension book mark to dig deep with your students before, during, and after reading. The bookmark would also be a great question guide to use with a substitute if needed! Laminate a colored copy version for multiple year usage!

2. Introduce the poster for SEQUENCING. Use the example of making chocolate milk to practice doing something in order. Start planting those Time Order Words into their vocabulary.



The Napping House

3. Make the whole class anchor chart for Sequencing. After you finish going over the chart, have the students work in pairs to practice sequencing using the tips from Anchor Chart.



5. Have students draw and write about the beginning, middle, and end of the book to show that they can recall the order of events.

WHEN	SEQUENCING
	1. Think about the story that you heard
	2. Use your Fingers To Help you Stay On Track
	3. Use Words that help you Transition
	4. Only include important details
	5. Finish with the end of the book

4. Optional: While working in pairs, have students use the character cards to practice sequencing.

Name: _____

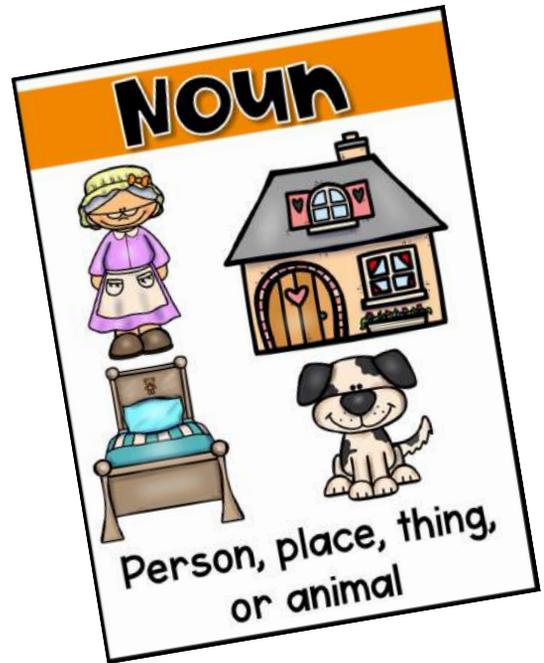
sequencing

Draw the beginning, middle, and end of the story. At the bottom fill in the blanks to tell us what happened in the story.

B	M	E
In the beginning, it was raining.		
In the middle, they all slept.		
At the end, they were wide awake.		

The Napping House

6. After reading the book, introduce the Noun poster. Discuss what students know about nouns. Play a simple game of "I Spy a Noun" in the room. "I spy a yellow noun...." "I spy a tall noun" and let students guess.



8. Students will complete the flip-flap by drawing or writing different nouns under the flaps. Share out as a class or collect to check for understanding.

7. Make the whole class anchor chart. Give students one of the rectangle pieces. Add the people, places, things, and animals to the anchor chart.



Dig Deeper



Teacher Questions for The Napping House

What about the setting in *The Napping House* would make someone want to take a nap?

Do you think you could sleep with all of those people and animals in your bed?

Throughout the book there are many words that mean "sleep"? Can you find them?

At the beginning of the book, the sky is dreary. What is it like at the end of the book? What other opposites throughout the book can you find?

Why is it funny that the flea causes so much commotion? Can you make a connection to the book *The Mitten*?

How do you feel about sleeping?

Dig Deeper



Teacher Questions for The Napping House

What about the setting in *The Napping House* would make someone want to take a nap?

Do you think you could sleep with all of those people and animals in your bed?

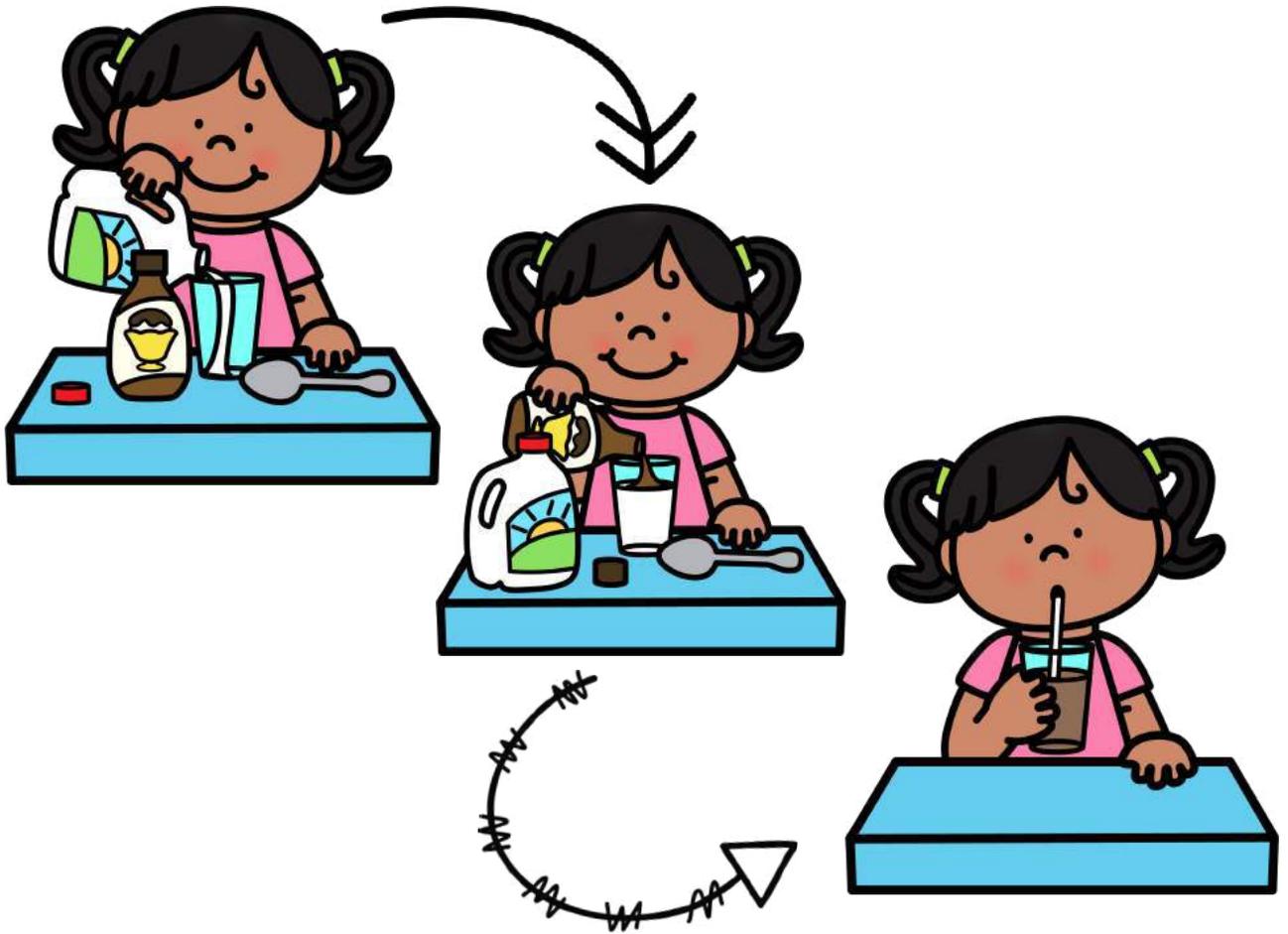
Throughout the book there are many words that mean "sleep"? Can you find them?

At the beginning of the book, the sky is dreary. What is it like at the end of the book? What other opposites throughout the book can you find?

Why is it funny that the flea causes so much commotion? Can you make a connection to the book *The Mitten*?

How do you feel about sleeping?

Sequence



To put things in the
order that they
happen

WHEN

SEQUENCING







1. Think about
the story that
you heard

2. Use your
Fingers to Help
you Stay On
Track

3. Use Words
that help you
Transition

4

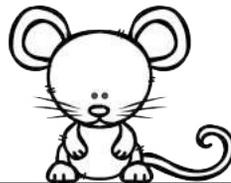
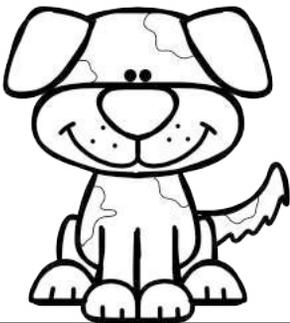
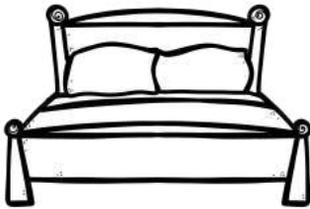
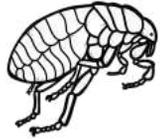
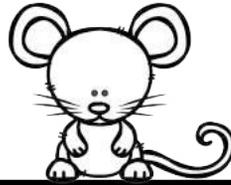
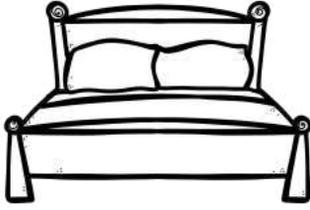


**Only include
important
details**

5

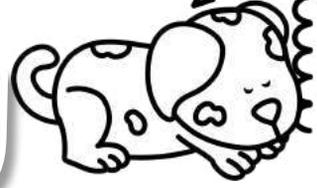


**Finish with
the end of
the book**



Name: _____

Sequencing



Draw the beginning, middle, and end of the story. At the bottom fill in the blanks to tell us what happened in the story. .

B	M	E

In the beginning _____

In the middle _____

At the end _____

Noun



Person, place, thing,
or animal

How many
MOU

MOONS

CAN WE NAME?

Person

Person

Person

Person

Place

Place

Place

Place

Thing

Thing

Thing

Thing

Animal

Animal

Animal

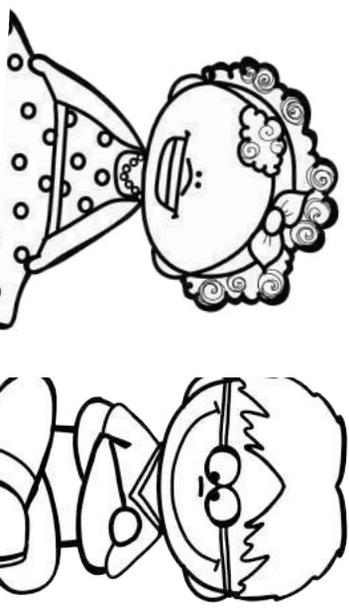
Animal

Name: _____

A NOUN that

names a

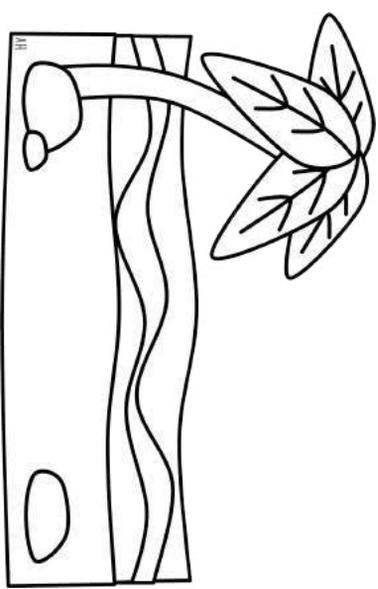
PERSON



A NOUN that

names a

PLACE

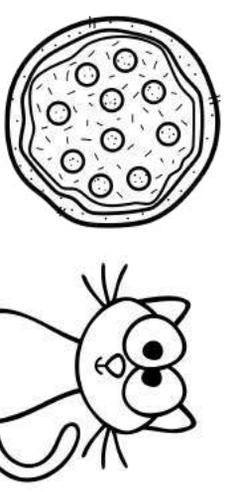


A NOUN that

names a

THING or

Animal



Vocabulary CHATS

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

doze



thump



cozy



comfortable
and warm

wakeful



not able to
sleep

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.

Vocabulary EXPLOSION



Place Vocabulary Explosion Mats around the room. Give each student a post it note. Have them write a word, phrase or draw a picture that has to do with that word. Count down from 10 and kids get to carefully "explode" by hurrying to the mat that they wrote about and putting their post it note on it.

Vocabulary ACT IT OUT



Use the vocabulary cards from Vocabulary chats. Put the cards in a bag. Call two students up to the front of the room and ask them to act out the words. Classmates should raise their hand to guess what word is being acted out.

doze



sleep lightly

thump



to hit heavily

cozy



comfortable
and warm

wakeful



not able to
sleep

doze



sleep lightly

doze



sleep lightly

doze



sleep lightly

doze



sleep lightly

thump



to hit heavily

thump



to hit heavily

thump



to hit heavily

thump



to hit heavily

COZY



comfortable
and warm

COZY



comfortable
and warm

COZY



comfortable
and warm

COZY



comfortable
and warm

wakeful



not able to
sleep

wakeful



not able to
sleep

wakeful



not able to
sleep

wakeful



not able to
sleep



VOCABULARY



doze



EXPLOSION





VOCABULARY



thumps



EXPLOSION





VOCABULARY



COZY



EXPLOSION





VOCABULARY



wakeful



EXPLOSION



Name: _____

Directions: Draw a picture that goes with each vocabulary word. Explain what you drew to a partner.



cozy

wakeful

doze

thump

STEM CHALLENGE: BALANCE THE BED

NG-SS 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. MATH: Weight and Balance

Challenge Description: Students will construct a model of a bed that is above the ground using clothespins and popsicle sticks. (The clothespins work well as the "legs" of the bed.) Once the bed is balanced and sturdy, they will balance the people and animals (mini cups) on top of the bed in the correct order to match the story.

Suggested Materials per 2-3 students: 4 clothespins, 10 jumbo popsicle sticks, 6 mini cups with pictures of people/animals taped on the front.



LESSON PLAN

1. Introduce the STEM challenge and permitted materials.
2. Ask students to share what they already know about weight, balance, and stable structures. Ask them how they think about how the people and animals were able to nap on top of one another in the book without falling. (The strongest weight/foundation was at the bottom and the weight gradually decreased on top.)
3. Show and discuss the short video clips on "Let's Explore Weight and Balance!"
4. Introduce and discuss key vocabulary cards related to the challenge.
5. Have students sketch blueprints of their designs on their recording sheets.
6. Distribute materials and allow students 30-45 minutes with partners or small groups to construct their beds and balance the people and animals. Groups who meet the challenge can try to make their beds higher or hold more animals on top.
7. Hold a whole class closing discussion and reflection, allowing students to share what they discovered about weight and balance. Have students finish their recording sheets as necessary.

BALANCE THE BED

The Napping House

Possible Product



BALANCE THE BED

All the characters in The Napping House are very sleepy! The bed needs to balance all the people and animals without breaking or falling over.

Can you build a bed that is off the ground that will balance all the people and animals on top?

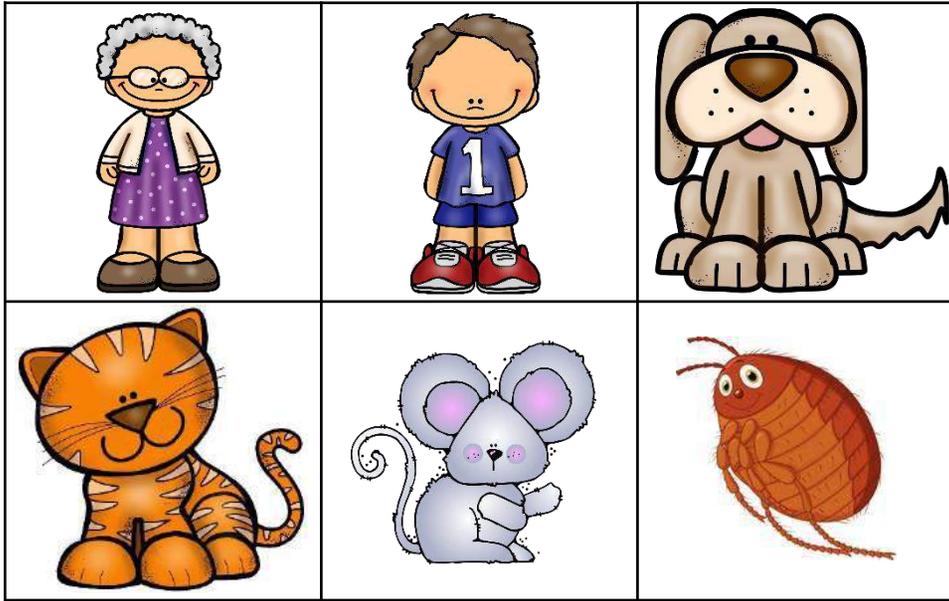


YOU WILL NEED:

- 4 clothespins
- 10 jumbo popsicle sticks
- 6 mini cups

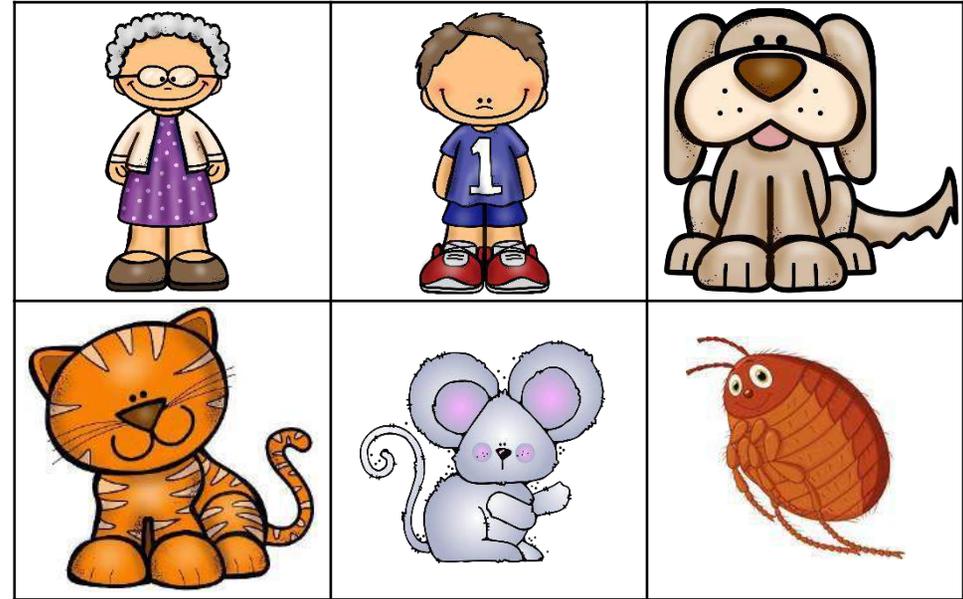
BALANCE THE BED

Tape the people and animals to the front of mini cups.
Each group of students needs one set of cups



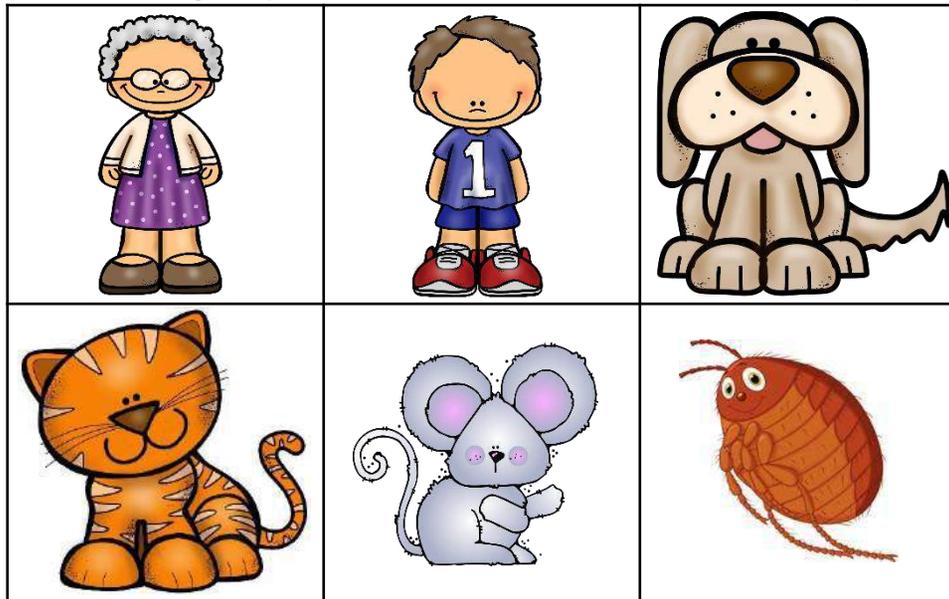
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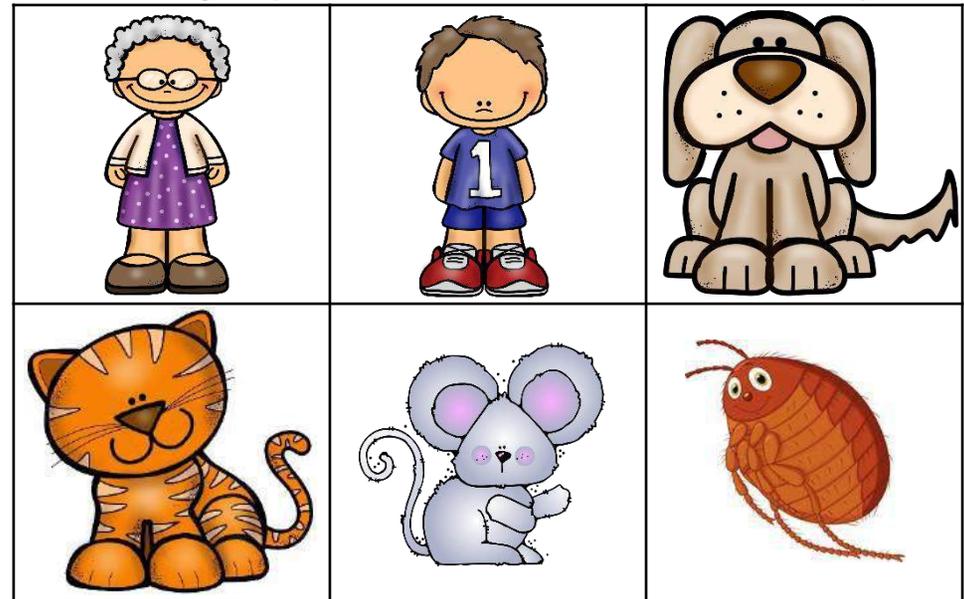
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BALANCE THE BED

Tape the people and animals to the front of mini cups.
Each group of students needs one set of cups



LET'S EXPLORE WEIGHT AND BALANCE!

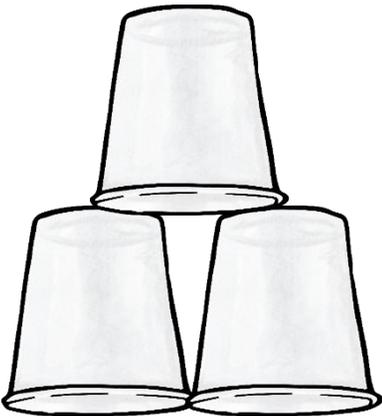
THINK LIKE AN ENGINEER



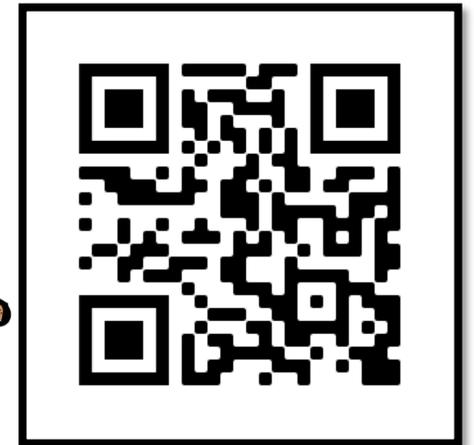
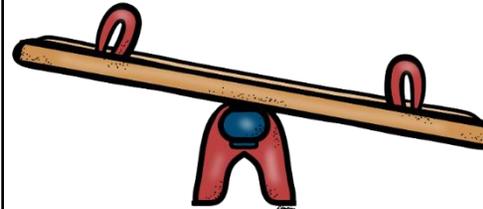
BALANCE A BIKE



CUP TOWERS

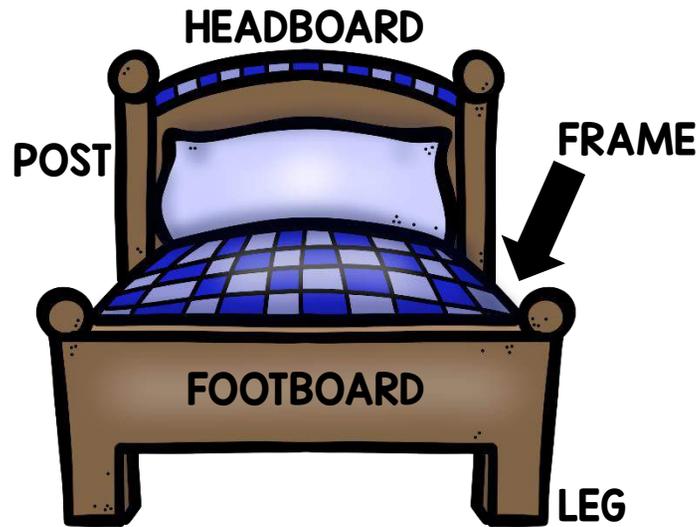


MEASURE WEIGHT



BALANCE THE BED

parts of a Bed



What is BALANCE?

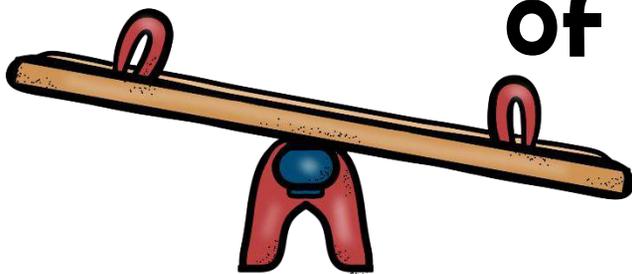
Things that Need to be
Balanced

our Design Ideas

BALANCE THE BED

BALANCE

equal
distribution
of weight



STABLE

firmness
in position



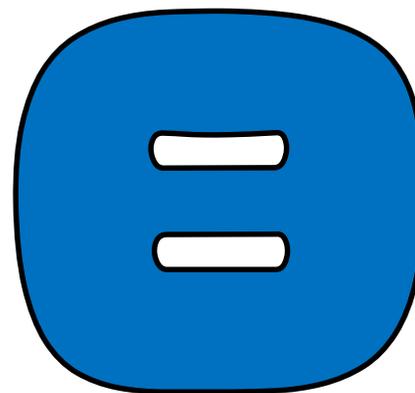
WEIGHT

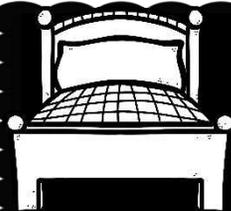
how heavy
an object is



EQUAL

the same
amount
or value





BALANCE THE BED

The Napping House

NAME: _____

MY BLUEPRINT



Draw a picture of your bed with people and animals on top.

How many cups did your bed hold without falling over?

TEST 1	_____ cups	
TEST 2	_____ cups	
TEST 3	_____ cups	

Was your bed **STRONG** and **STABLE**?

YES

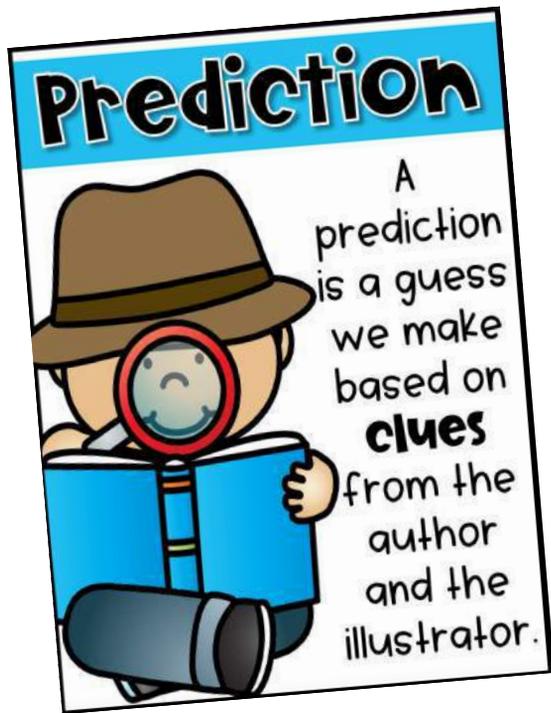
NO

Was your bed **BALANCED**?

YES

NO

THE MITTEN



1. Introduce the PREDICTION poster to your students before reading. Discuss the definition. Tell them that Jan Brett has a very special technique for helping kids and adult what will happen next. Ask them to see if they can figure out what it is as they read.

2. Use the comprehension book mark 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!



THE MITTEN

PREDICT

What?

to make a guess based on clues

When?

Before, during, after

Why?

Help complete with hard

How?

Use Clues what I know

Name: Andy
My Prediction
Book: Knuffle Bunny



I think that the little girl gets a stuffed bunny.

3. Make the whole class anchor chart. Use the large pieces to prepare the chart. After reading complete the rest of the chart as a class. Discuss how this strategy could be used in the future when a new book is introduced! If you have time grab an unknown book and make predictions based on the cover.

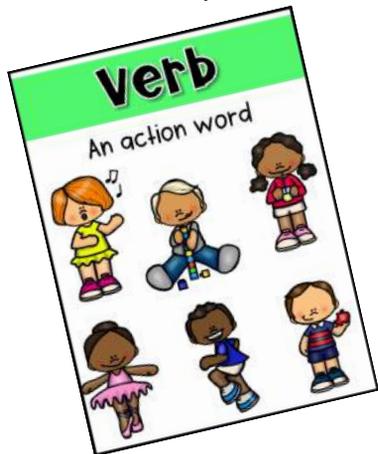
5. Use the first photo to practice as a class. Discuss. Then show them the second photo and ask them to predict what will happen next on the printable.



Name: _____

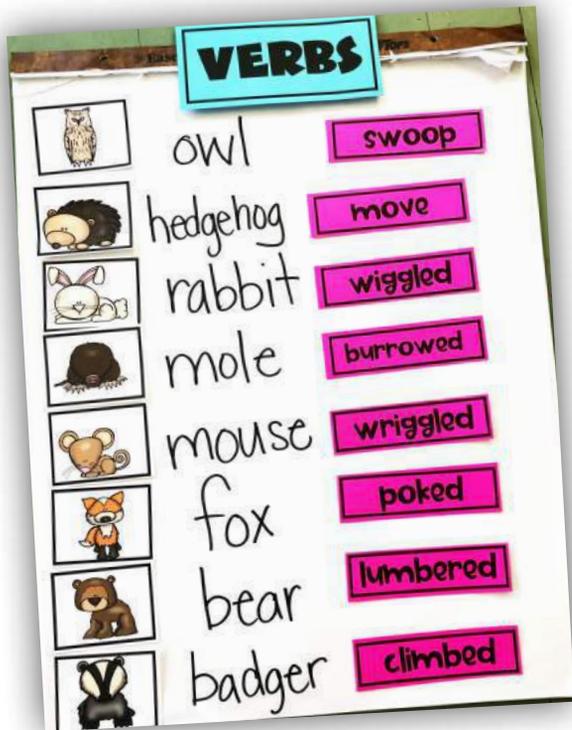
PICTURE PREDICTION

I think that: _____



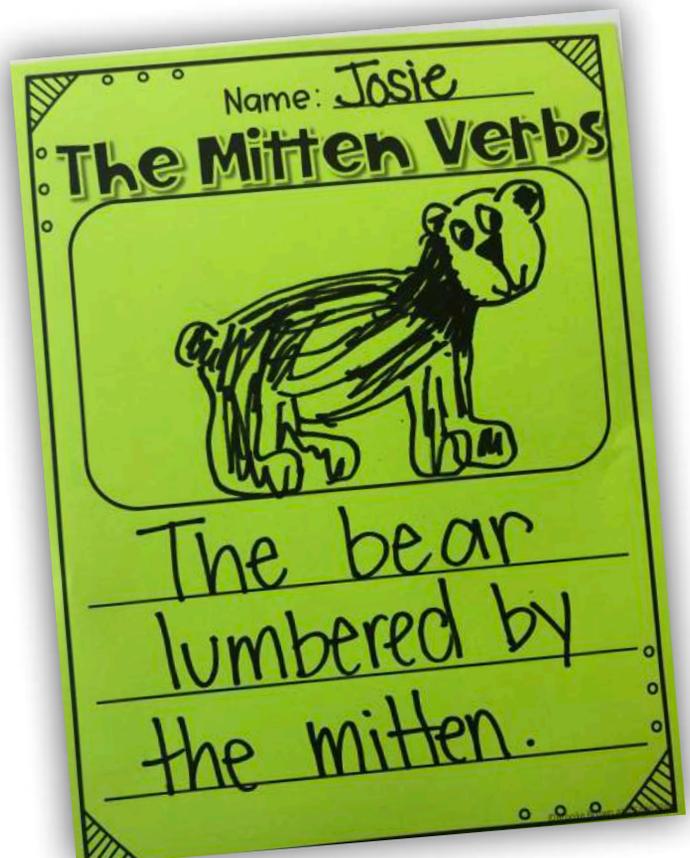
5. On the second time addressing the book, tell students to focus on the VERBS! Show them the digital anchor chart.

THE MITTEN



6. After reading the book together, make a whole class chart. Match the animal to the verb used in the book. REALLY sell this. Act out those words with the kids. Don't be scared to be silly!

7. Leave the chart up and have students write a sentence about an animal and the verb that was used with them. Talk to them about how Jan Brett used these POWERFUL words to paint a picture in their head. Imagine if she had just used "got in the mitten" every time.



Dig Deeper



Teacher Questions for **The Mitten**

Who is the author of this book? Who is the illustrator? How do you know? What part of the book is a dead giveaway that it is Jan Brett?

Do you prefer mittens or gloves? Why?

What does it tell you that Nicki's grandmother knits him mittens? How else does she show Nicki that she cares about him?

Look at the setting of the book? Is this similar or different from where you live? How?

Which of the animals in the book is your favorite? Which of the animals do you think is the most intimidating? Why?

Do you think your mittens or gloves would stretch enough to fit all these animals in them?

Dig Deeper



Teacher Questions for **The Mitten**

Who is the author of this book? Who is the illustrator? How do you know? What part of the book is a dead giveaway that it is Jan Brett?

Do you prefer mittens or gloves? Why?

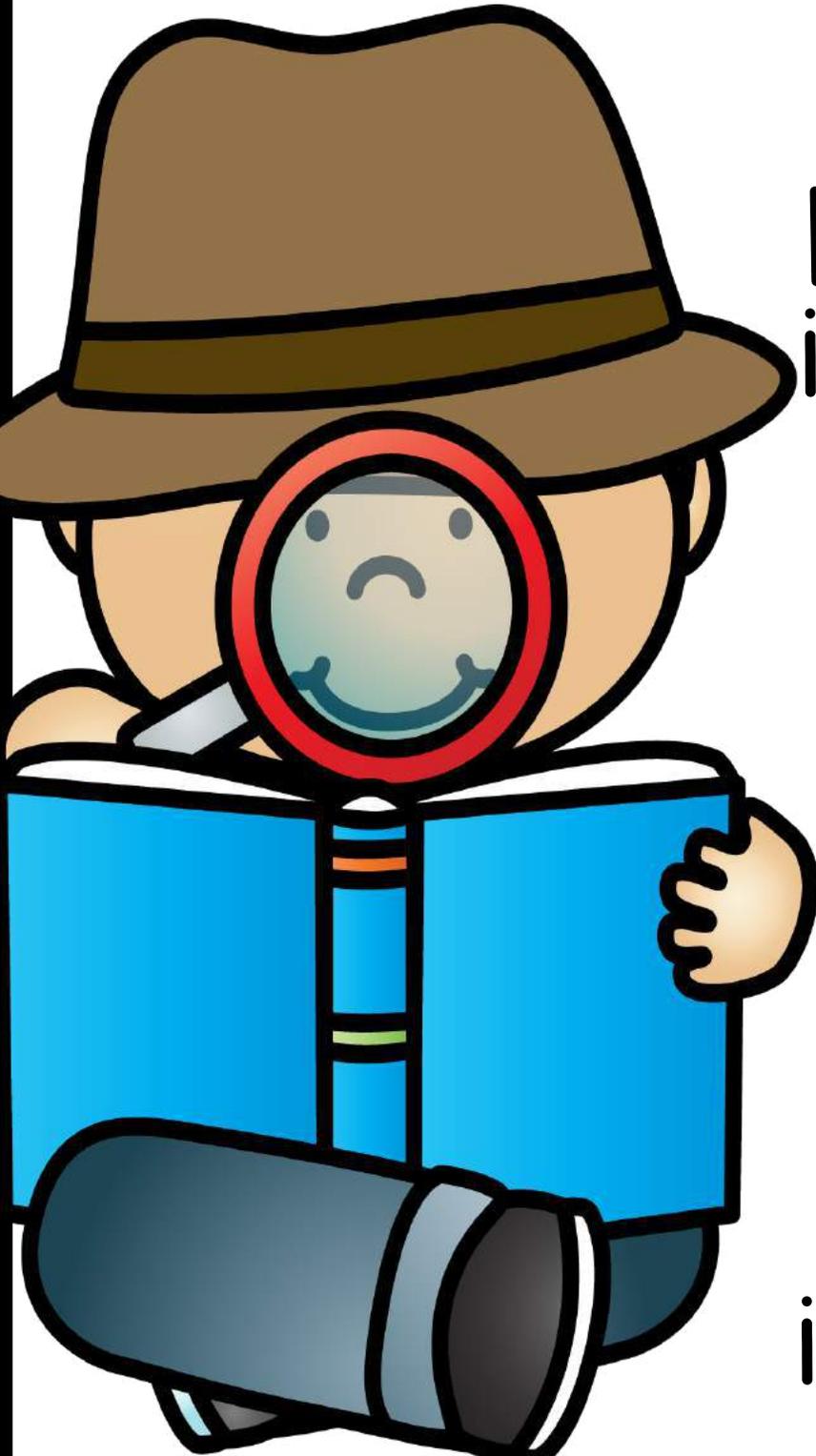
What does it tell you that Nicki's grandmother knits him mittens? How else does she show Nicki that she cares about him?

Look at the setting of the book? Is this similar or different from where you live? How?

Which of the animals in the book is your favorite? Which of the animals do you think is the most intimidating? Why?

Do you think your mittens or gloves would stretch enough to fit all these animals in them?

Prediction



A prediction is a guess we make based on **clues** from the author and the illustrator.

P

R

E

D

i

C

T

What?

When?

How?

Why?

Name: _____

My Prediction

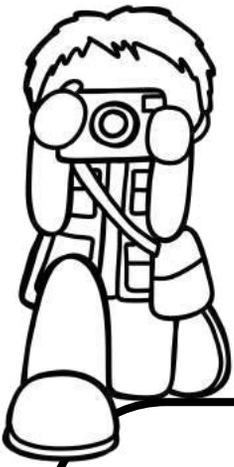
Book: _____





Name: _____

PICTURE PREDICTION



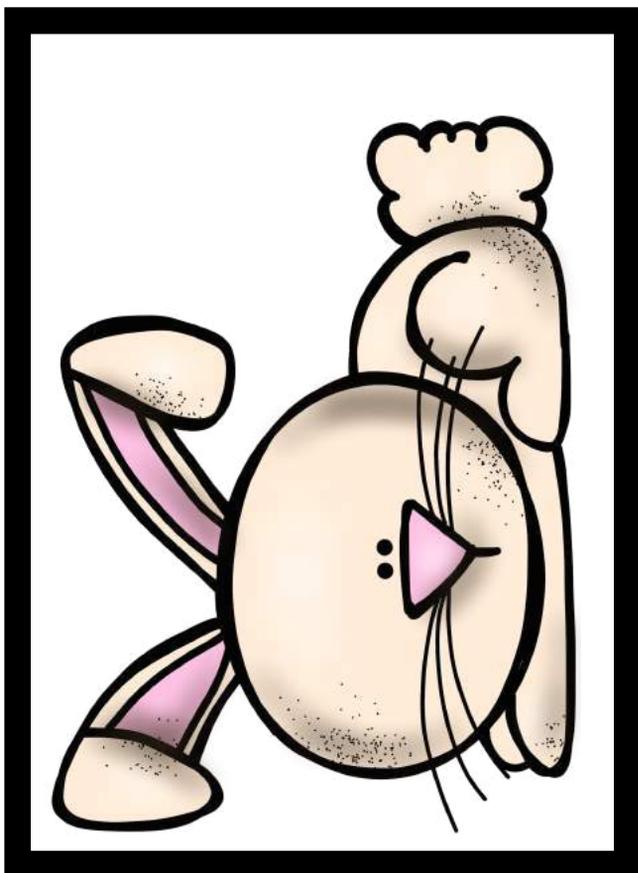
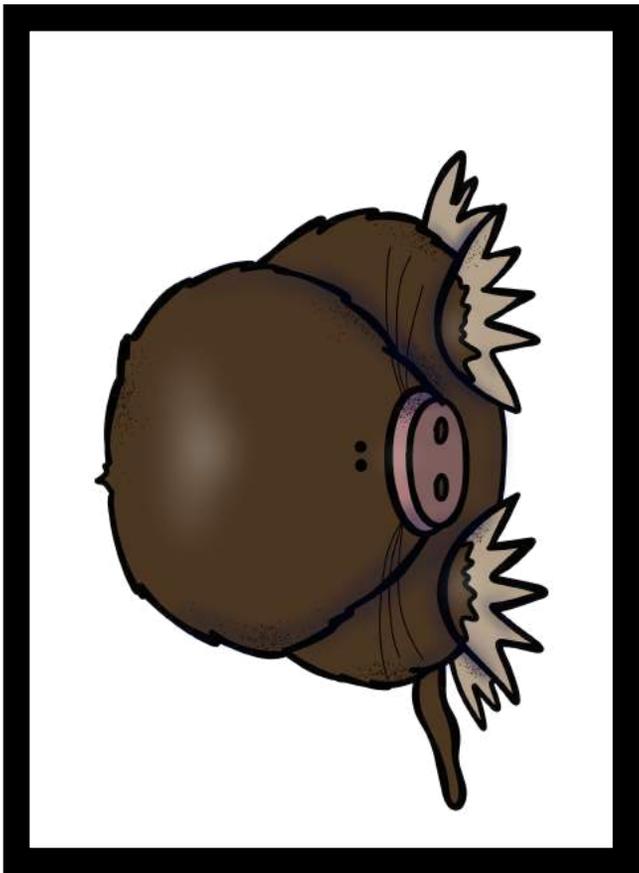
I think that: _____

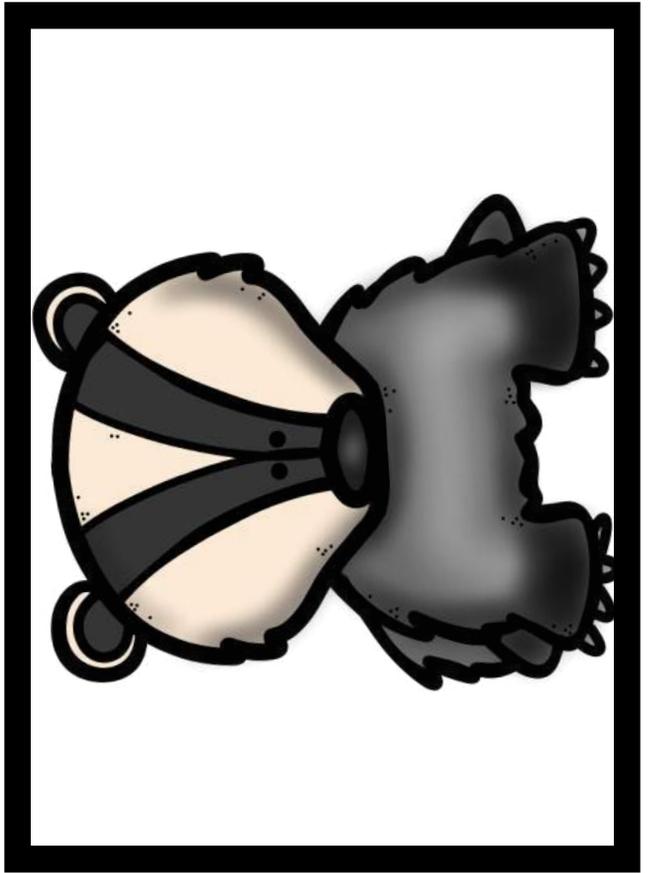
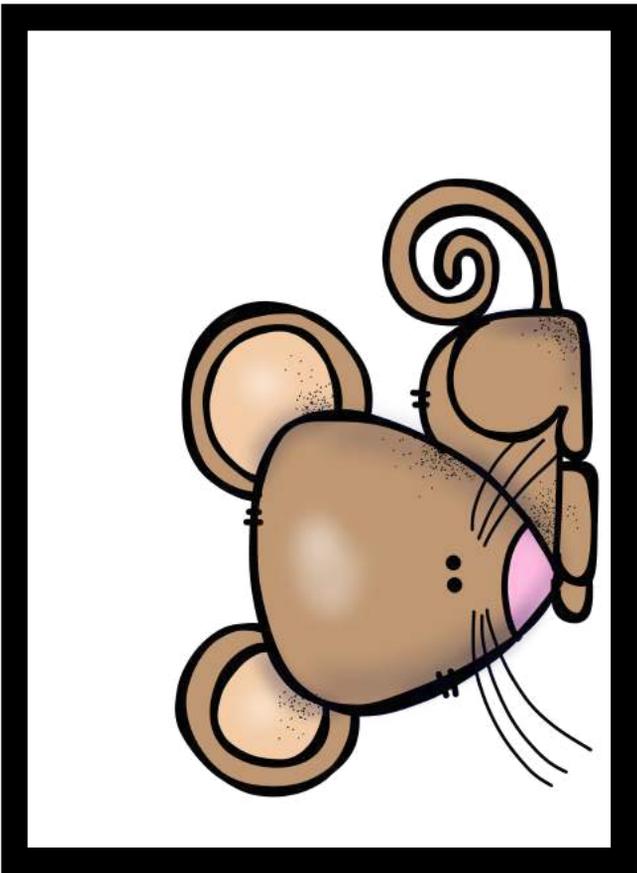
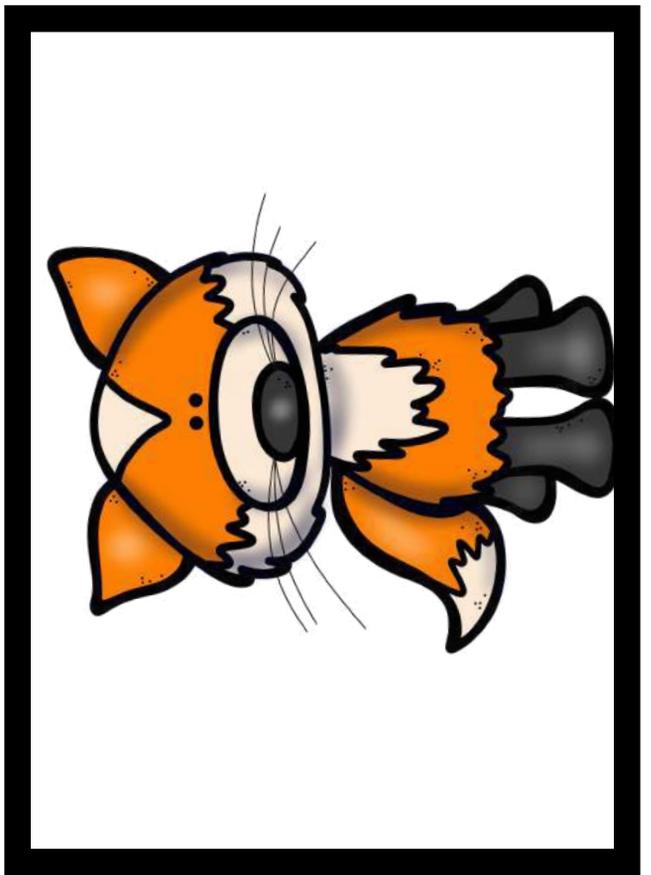
Verb

An action word



VEERBS





burrowed

wiggled

moved

swooped

climbed

poked

lumbered

wriggled

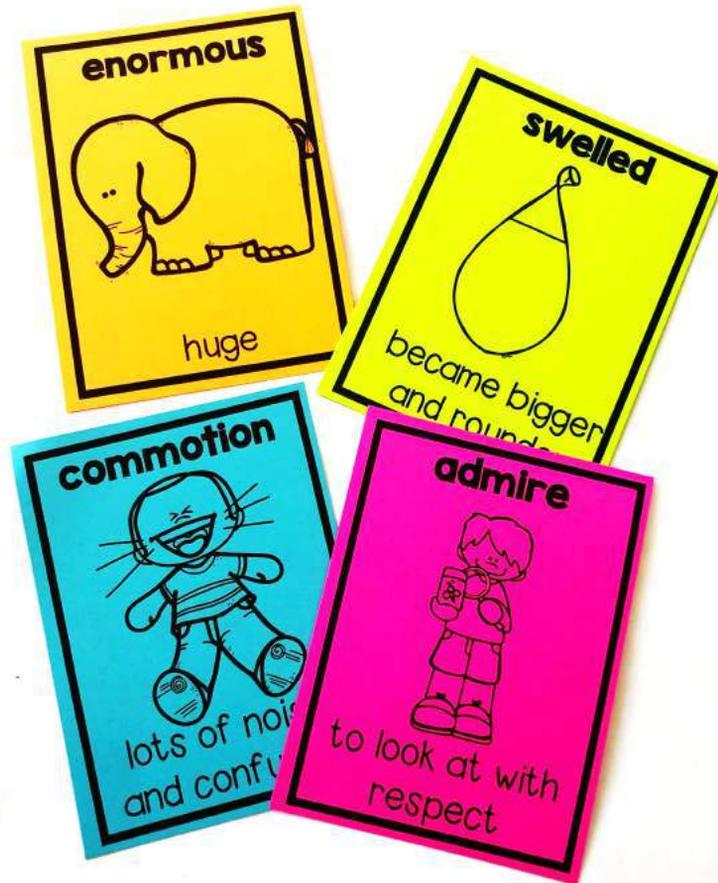
Name: _____

The Mitten Verbs



Vocabulary CHATS

We are providing several whole group vocabulary activities and one individual activity. Pick and choose which words 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 responses 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.

Vocabulary EXPLOSION



Place Vocabulary Explosion Mats around the room. Give each student a post it note. Have them write a word, phrase or draw a picture that has to do with that word. Count down from 10 and kids get to carefully "explode" by hurrying to the mat that they wrote about and putting their post it note on it.

Vocabulary ACT IT OUT



Use the vocabulary cards from Vocabulary chats. Put the cards in a bag. Call two students up to the front of the room and ask them to act out the words. Classmates should raise their hand to guess what word is being acted out.

admire



to look at with
respect

commotion



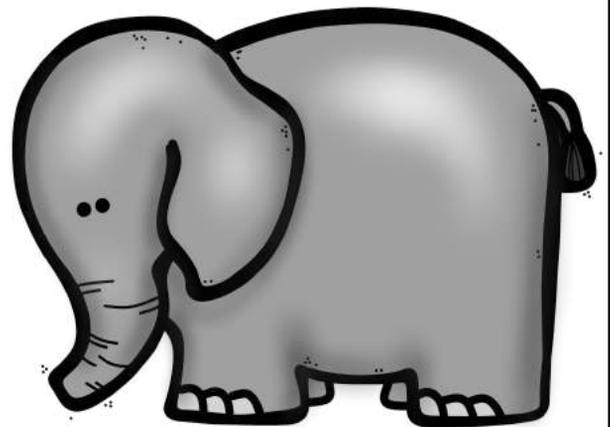
lots of noise
and confusion

swelled



became bigger
and rounder

enormous



huge

commotion



lots of noise
and confusion

commotion



lots of noise
and confusion

commotion



lots of noise
and confusion

commotion



lots of noise
and confusion

admire



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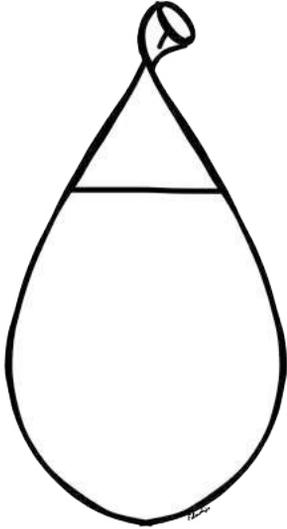
to look at with
respect

admire



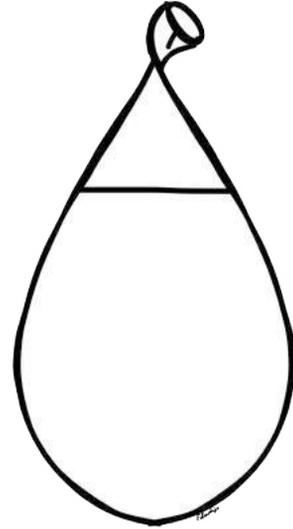
to look at with
respect

swelled



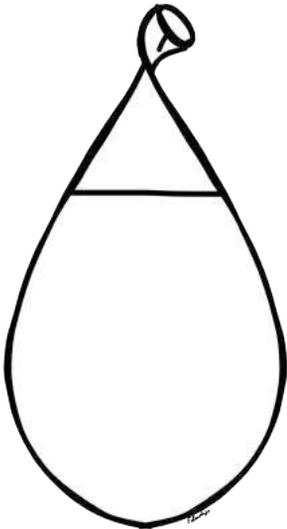
became bigger
and rounder

swelled



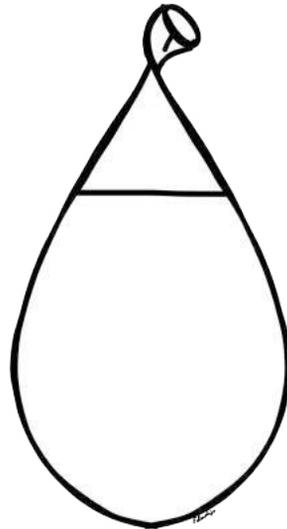
became bigger
and rounder

swelled



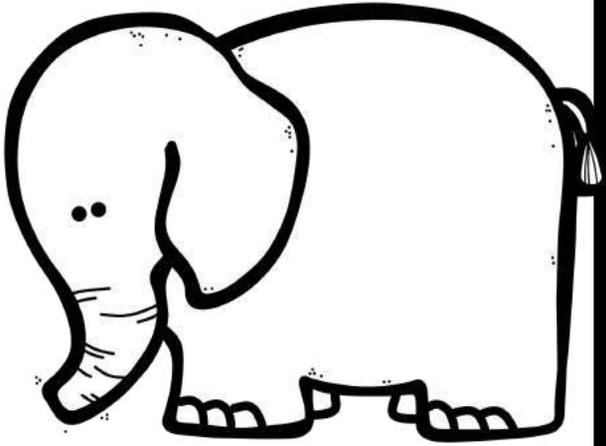
became bigger
and rounder

swelled



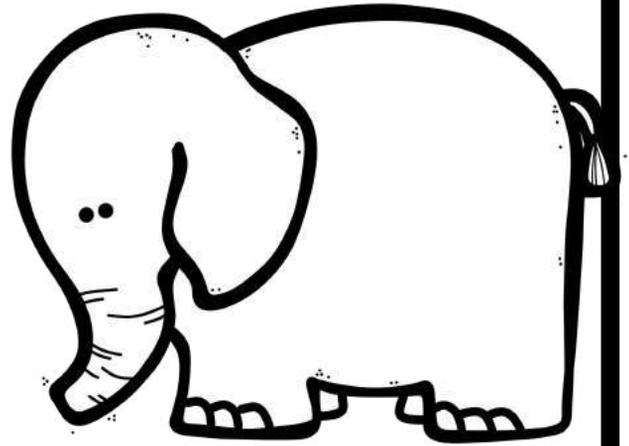
became bigger
and rounder

enormous



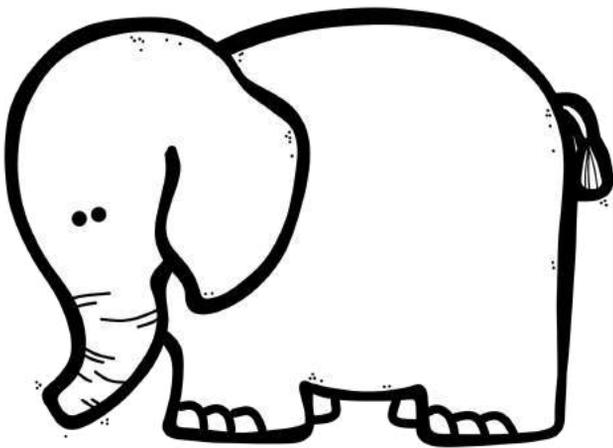
huge

enormous



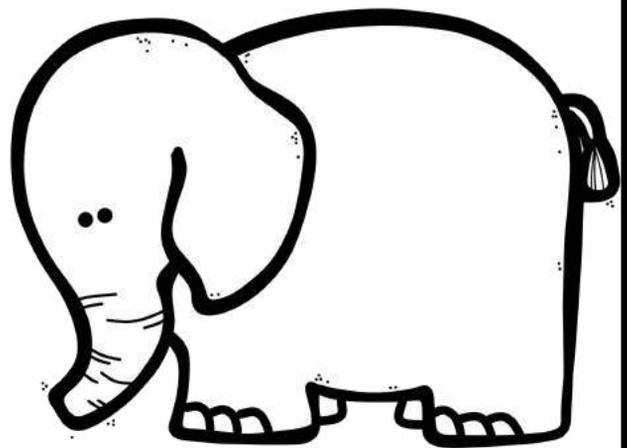
huge

enormous



huge

enormous



huge



VOCABULARY



commotion



EXPLOSION





VOCABULARY



admire



EXPLOSION





VOCABULARY



swelled

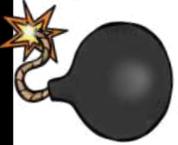


EXPLOSION





VOCABULARY



enormous



EXPLOSION



Name: _____

Directions: Draw a picture that goes with each vocabulary word. Explain what you drew to a partner.



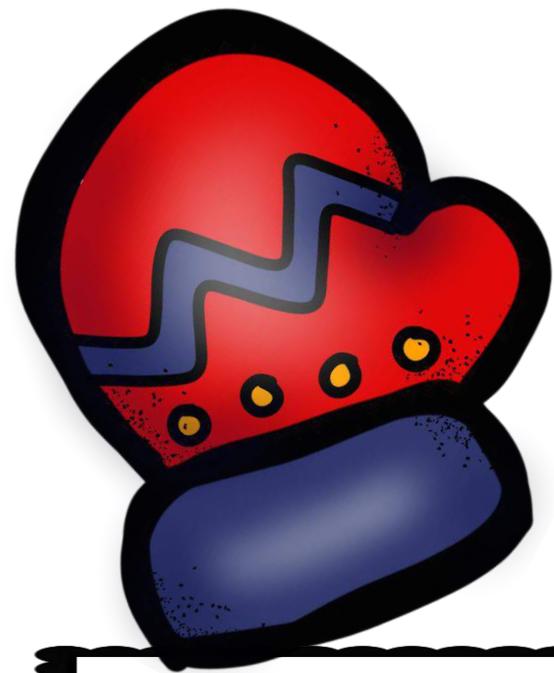
admire

swell

commotion

enormous

STEM CHALLENGE: MITTEN MEASUREMENT



NGSS Standard Alignment: 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. MATH: Nonstandard Measurement

Challenge Description: Students will make a paper mitten and use it to complete a variety of nonstandard measurement challenges. They will determine capacity (how many animal cubes will fit inside), measure how wide and how tall it is with linking cubes, and use it to measure large objects in the classroom.

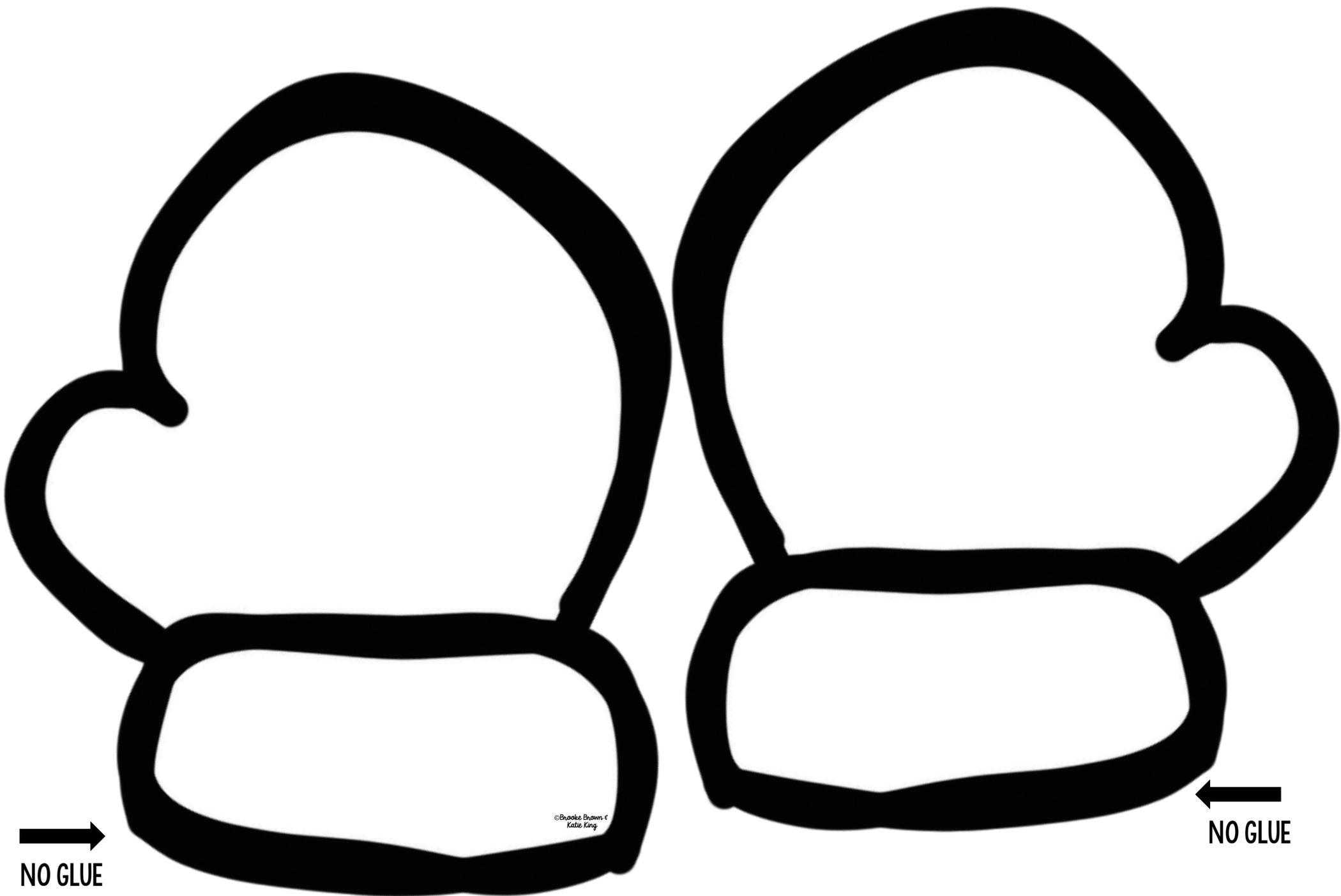
Suggested Materials per 1-2 students: two copies of paper mitten, glue, crayons/markers, small tub of linking cubes
OPTIONAL MITTEN DECORATIONS: cotton balls, sequins, stickers, pom poms, fabric scraps

LESSON PLAN

1. Introduce the STEM challenge and permitted materials.
2. Ask students to share what they already know about measurement (i.e. things that need to be measured, types of measurement tools, why measuring things is important) and you write their ideas on the teacher chart. Ask them how they measurement of the mitten may have changed in the book as it stretched out with the animals inside.
3. Show and discuss the short video clips on "Let's Explore Measurement!"
4. Introduce and discuss key vocabulary cards related to the challenge.
5. Allow students to cut, glue, and decorate their mittens using materials you provide.
6. Distribute linking cubes and allow students 30-45 minutes with partners or small groups to measure their mittens in a variety of ways.
7. Hold a whole class closing discussion and reflection, allowing students to share what they discovered about measurement. Have students finish their recording sheets as necessary.

MITTEN MEASUREMENT

Color the mittens. Cut them out and glue them back to back along the black edges only. Leave the bottom of the mitten open. Then decorate your mitten.



MITTEN MEASUREMENT

The Mitten

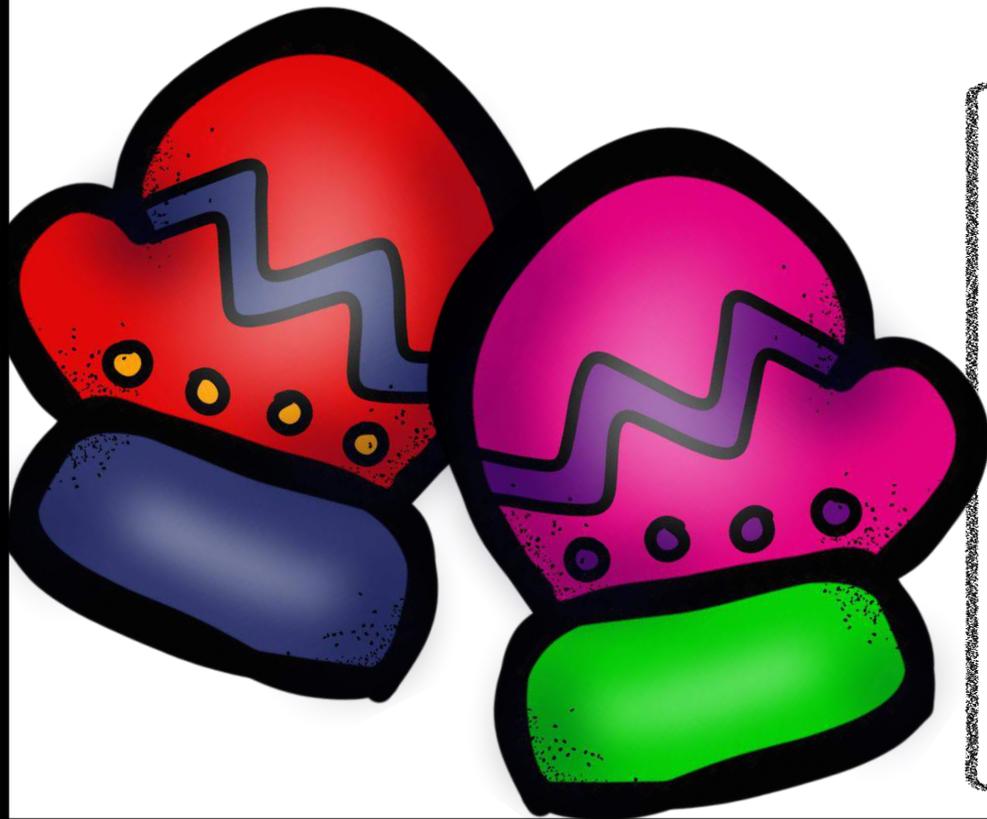
Possible Product



MITTEN MEASUREMENT

You've been asked to design a new mitten!

Can you create a paper mitten and use it to explore measurement?

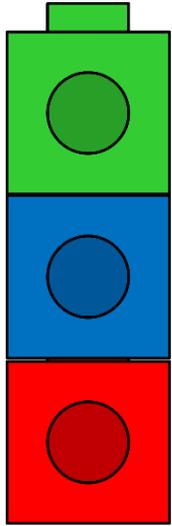


YOU WILL NEED:

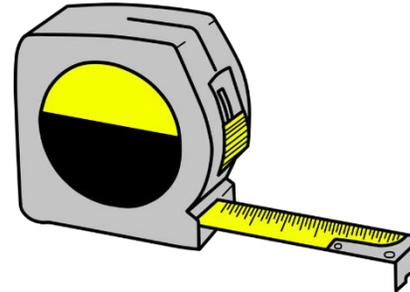
- paper mitten
- crayons or markers
- glue
- linking cubes

LET'S EXPLORE MEASUREMENT!

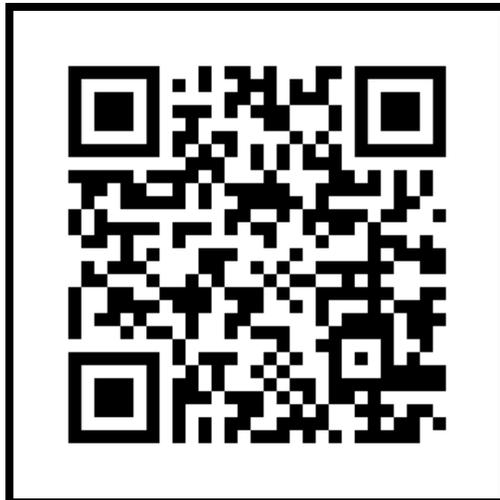
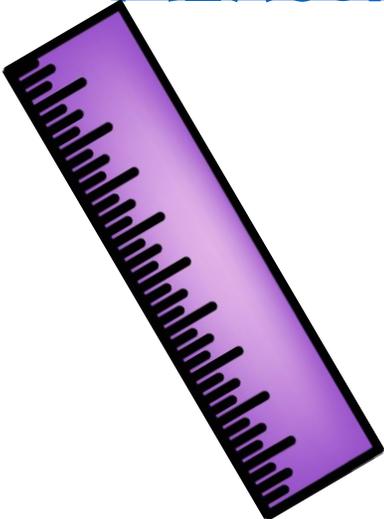
NONSTANDARD MEASUREMENT



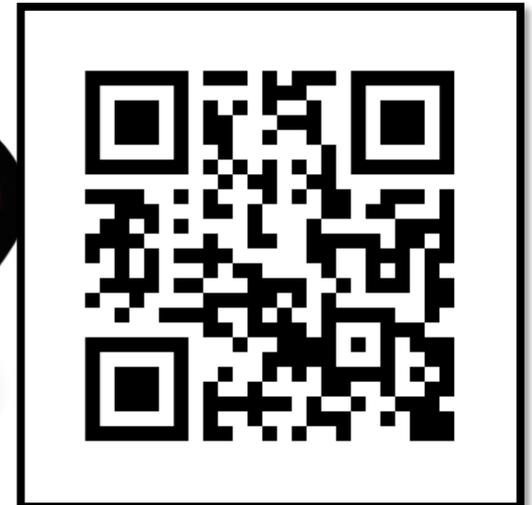
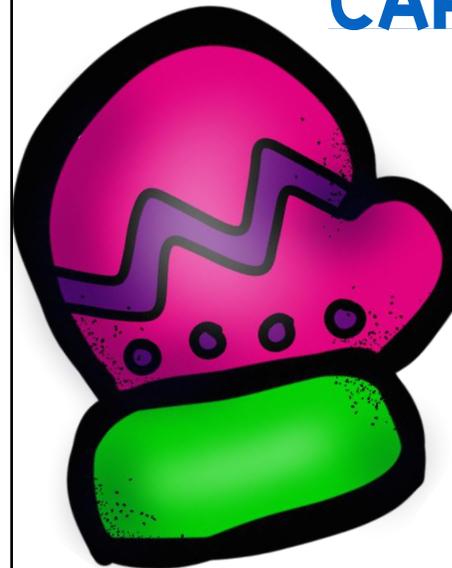
MEASUREMENT TOOL SONG



MEASURING GAME



CAPACITY



MITTEN MEASUREMENT

Things that we measure

**Why measurement
is important**

Measurement Tools

TOOL	WHAT IT MEASURES

**How we can measure
our Mittens**



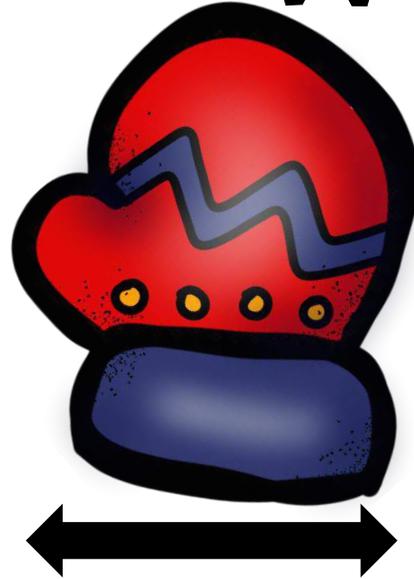
MEASUREMENT

MEASURE



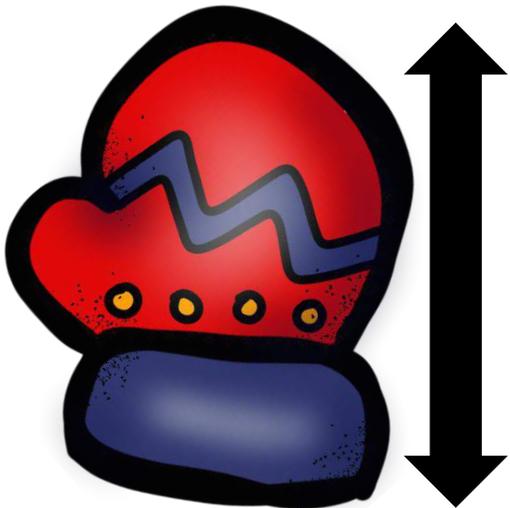
to use a tool
to find the
size or
amount of
something

WIDTH



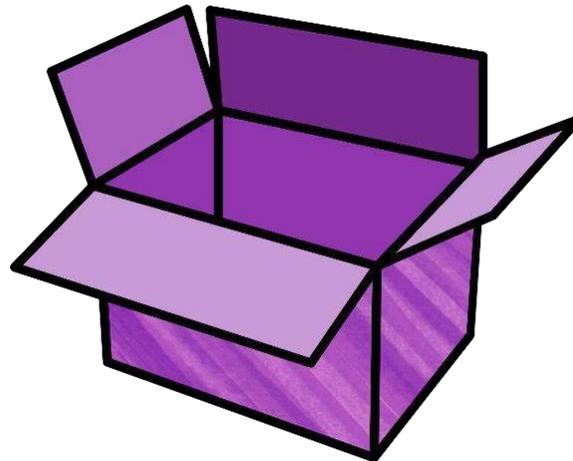
a measure
of how wide
an object is

LENGTH



a measure
of how
long an
object is

CAPACITY



the total
amount
that
something
can hold

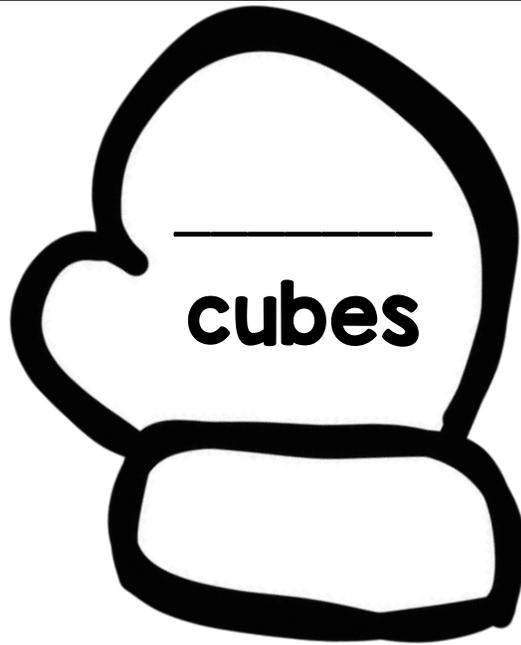
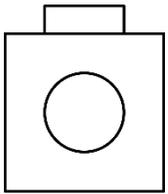


MITTEN MEASUREMENT

The Mitten

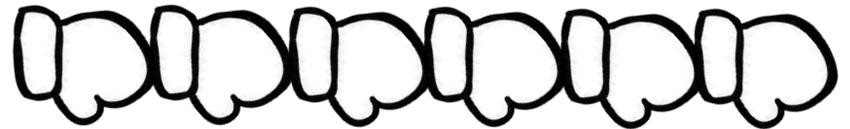
NAME: _____

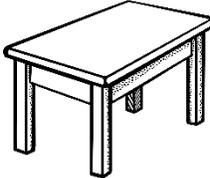
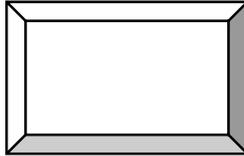
How many animals (cubes) does your mitten hold inside?



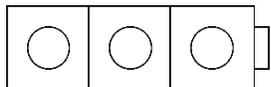
MEASURING WITH MITTENS

Use your mitten to measure the lengths of objects in the classroom.

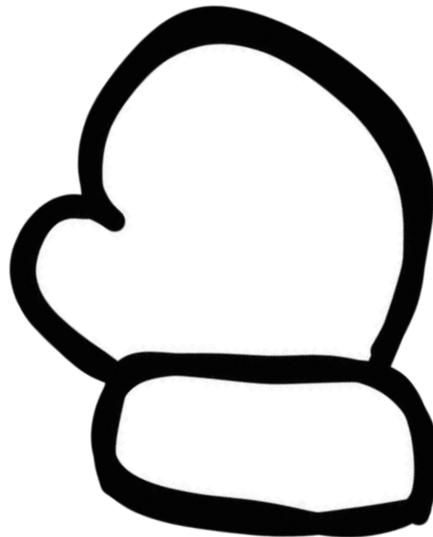


OBJECT	HOW MANY MITTENS LONG?
TABLE 	
BOARD 	
FRIEND 	
YOUR CHOICE!	

Measure your mitten with cubes.

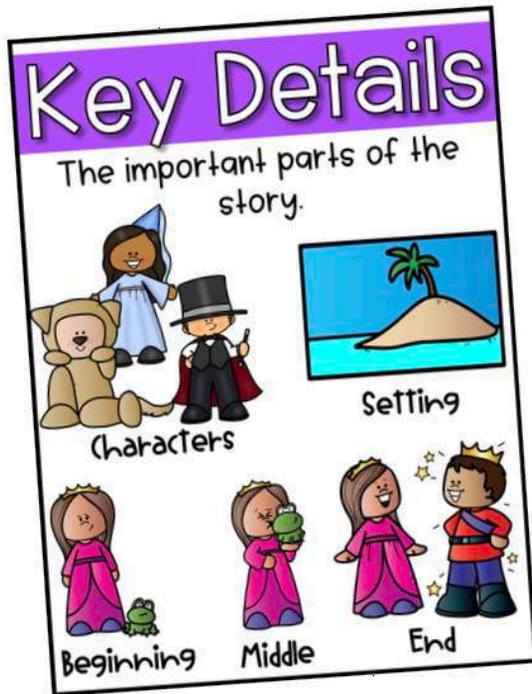


_____ cubes long



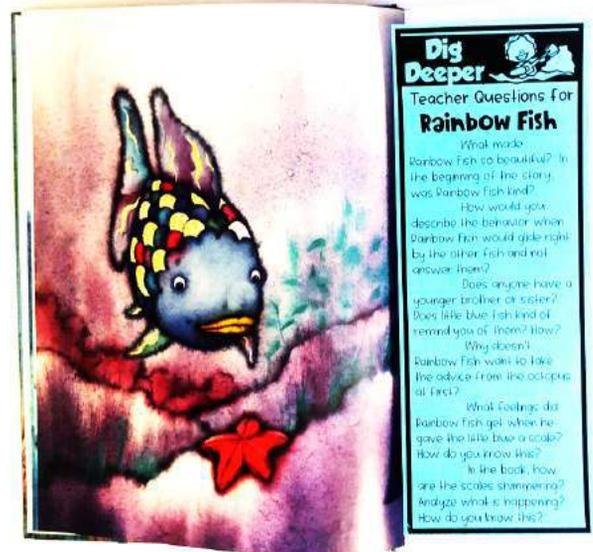
_____ cubes wide

Rainbow Fish

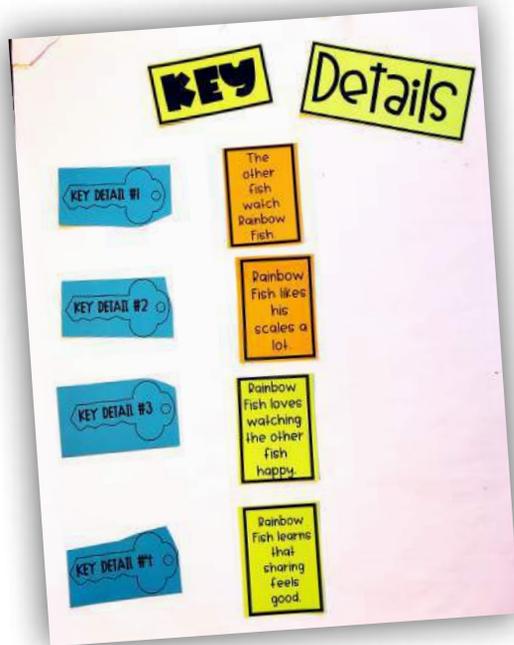


1. After reading, introduce the KEY DETAILS poster. When we are retelling a story, it is important to focus on the details that impact the story. It takes practice to tell our brains what information to pay attention to carefully and what information to note but move on from. Provide students with examples from your day so far.

2. 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!



Rainbow Fish

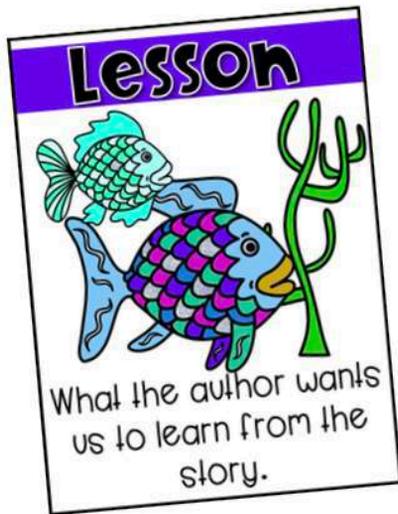


3. Make the whole class anchor chart. Ask students to help you sort the key details versus the unimportant information.

4. For the printable, have students practice the same skill by cutting out the word phrases on the on the side of the paper. Warn them that it may not be evenly split between key details and Not Important information. If they need help with reading, work with them in small group.



Rainbow Fish



5. Introduce the LESSON poster. Remind students of an important lesson that you have learned. Ask them what they think the lesson is for Rainbow Fish.

6. Make the whole class anchor chart. Guide the students through answering the questions on chart paper. Tell them that these questions will help them figure out the lesson in future books.

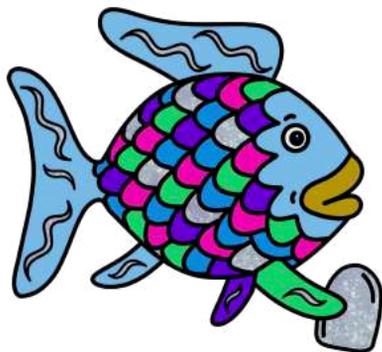
LESSON

What is the problem?

The other fish won't play with Rainbow Fish.

What does the character do about the problem?

He goes to see the Wise Octopus who tells him to share.



Name: _____

RAINBOW FISH

I think that Rainbow Fish learned _____



7. Have students write what they learned in Rainbow Fish. Optional: Let them add a little glitter to their illustration.

Dig Deeper



Teacher Questions for Rainbow Fish

What made Rainbow Fish so beautiful? In the beginning of the story, was Rainbow Fish kind?

How would you describe the behavior when Rainbow Fish would glide right by the other fish and not answer them?

Does anyone have a younger brother or sister? Does little blue fish kind of remind you of them? How?

Why doesn't Rainbow Fish want to take the advice from the octopus at first?

What feelings did Rainbow Fish get when he gave the little blue a scale? How do you know this?

In the book, how are the scales shimmering? Analyze what is happening? How do you know this?

Dig Deeper



Teacher Questions for Rainbow Fish

What made Rainbow Fish so beautiful? In the beginning of the story, was Rainbow Fish kind?

How would you describe the behavior when Rainbow Fish would glide right by the other fish and not answer them?

Does anyone have a younger brother or sister? Does little blue fish kind of remind you of them? How?

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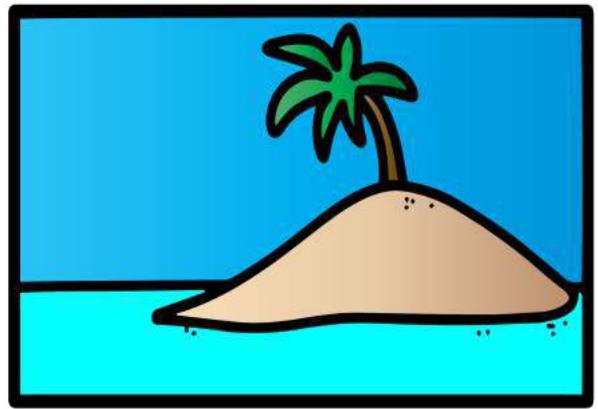
In the book, how are the scales shimmering? Analyze what is happening? How do you know this?

Key Details

The important parts of the story.



Characters



Setting



Beginning



Middle



End

CREE

DEJIS

A key-shaped callout box with a serrated left edge and a rounded right end. It contains the text "KEY DETAIL #1" in bold black font. A small circle is located on the right side of the rounded end.

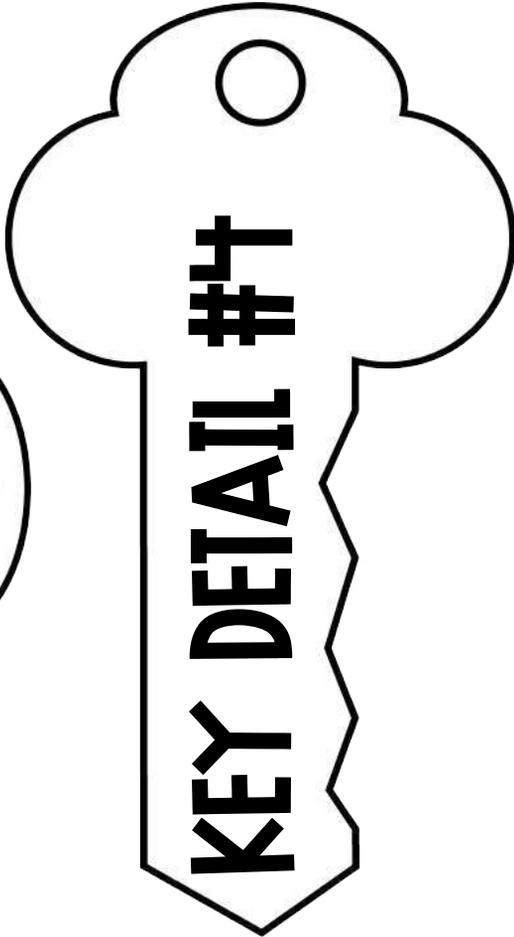
KEY DETAIL #1

A key-shaped callout box with a serrated left edge and a rounded right end. It contains the text "KEY DETAIL #2" in bold black font. A small circle is located on the right side of the rounded end.

KEY DETAIL #2

A key-shaped callout box with a serrated left edge and a rounded right end. It contains the text "KEY DETAIL #3" in bold black font. A small circle is located on the right side of the rounded end.

KEY DETAIL #3

A key-shaped callout box oriented vertically, with a serrated right edge and a rounded top. It contains the text "KEY DETAIL #4" in bold black font. A small circle is located at the top of the rounded end.

KEY DETAIL #4

There
are clams
on the
ocean
floor.

Rainbow
Fish likes
his
scales a
lot.

The
other
fish
watch
Rainbow
Fish.

The
ocean is
really
cold.

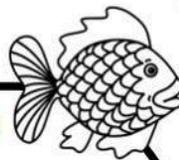
There
are no
sharks in
this part
of the
ocean.

There
are nine
fish on
the last
page.

Rainbow
Fish loves
that his
friends
are
happy.

Rainbow
Fish learns
that
sharing
feels
good.

Name: _____



Directions: Cut out the boxes out on the side and glue them under Key Details or Not Important.

Key Details

Not Important

Rainbow
Fish
doesn't
share

The
Octopus is
wise.

The blue
fish swam
to the left.

This is a
big
ocean.

The
starfish is
orange.

They are
all friends
in the end.

Lesson



What the author wants
us to learn from the
story

L

S

E

O

S

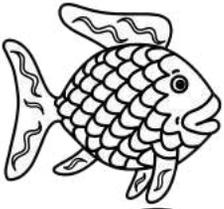
N

**What is the
problem?**

**What does the
character do
about the
problem?**

**How is the
problem
fixed?**

**How does the
character
change by the
end?**

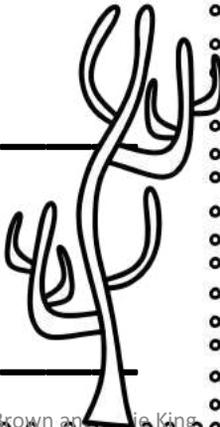


Name: _____

RAINBOW FISH

I think that Rainbow Fish

learned _____



Vocabulary CHATS

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

glide



emerged



to come
somet

wise



having experience
and knowledge

possessions



things that you
own

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.

Vocabulary EXPLOSION



Place Vocabulary Explosion Mats around the room. Give each student a post it note. Have them write a word, phrase or draw a picture that has to do with that word. Count down from 10 and kids get to carefully "explode" by hurrying to the mat that they wrote about and putting their post it note on it.

Vocabulary ACT IT OUT



Use the vocabulary cards from Vocabulary chats. Put the cards in a bag. Call two students up to the front of the room and ask them to act out the words. Classmates should raise their hand to guess what word is being acted out.

glide



to move
smoothly

wise



having experience
and knowledge

emerged



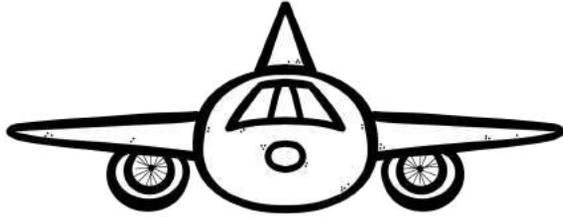
came out of
something

possessions



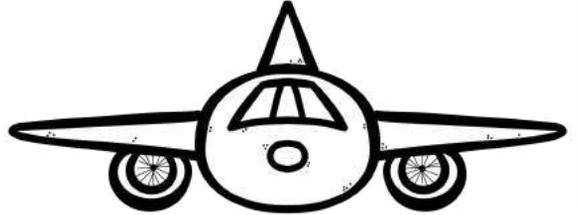
things that you
own

glide



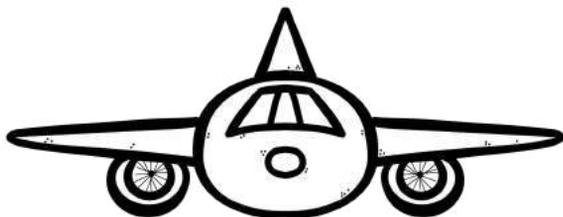
to move
smoothly

glide



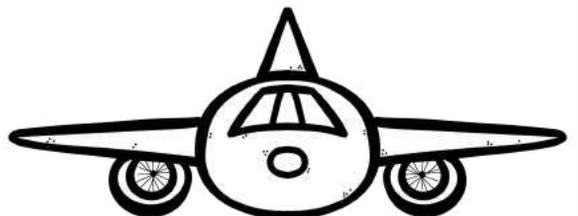
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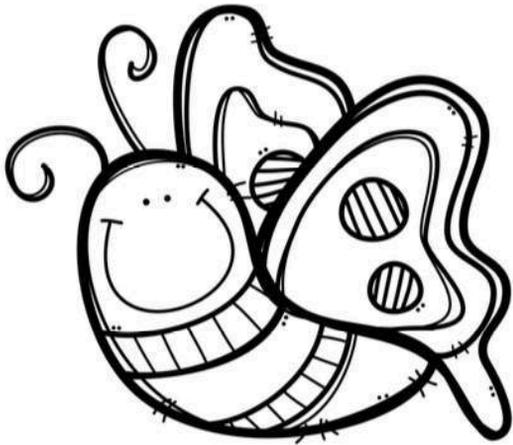
having experience
and knowledge

wise



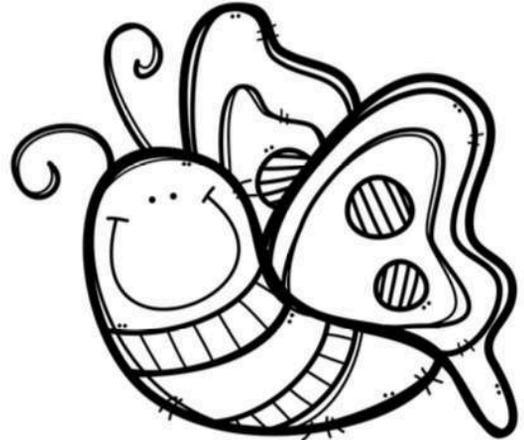
having experience
and knowledge

emerged



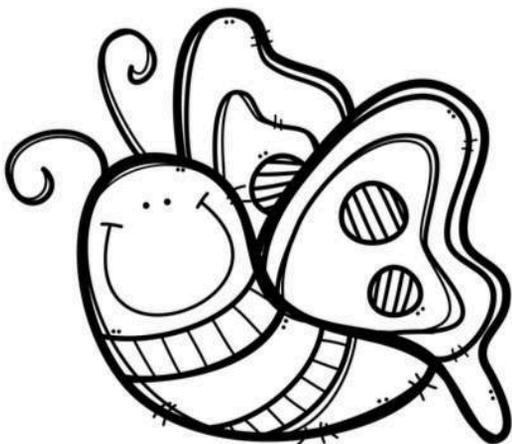
came out of
something

emerged



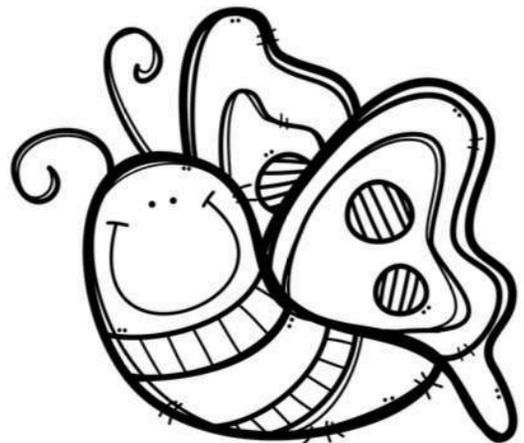
came out of
something

emerged



came out of
something

emerged



came out of
something

possessions



things that you
own

possessions



things that you
own

possessions



things that you
own

possessions



things that you
own



VOCABULARY

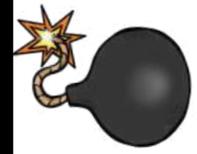


glide

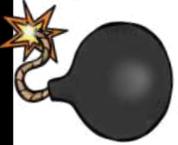


EXPLOSION





VOCABULARY



wise



EXPLOSION



VOCABULARY



emerged



EXPLOSION





VOCABULARY



possessions



EXPLOSION



Name: _____



Directions: Draw a picture that goes with each vocabulary word. Explain what you drew to a partner.

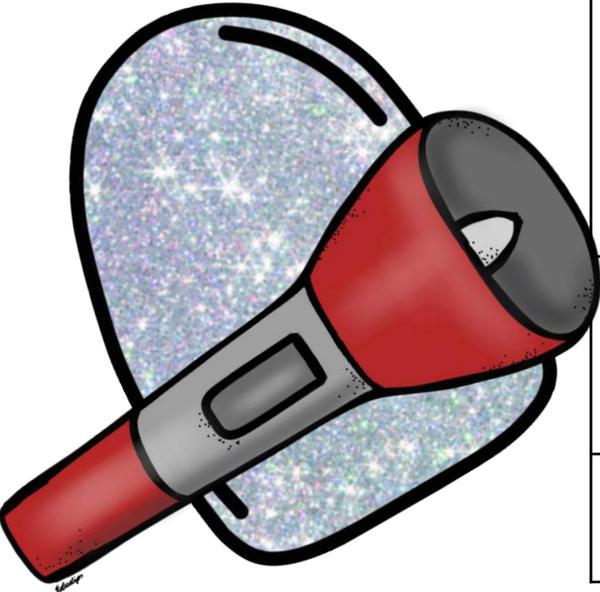
wise

emerged

possessions

glide

STEM CHALLENGE: REFLECT THE LIGHT



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.

Challenge Description: Students will use aluminum foil and construction paper to create a wearable reflective device similar to Rainbow Fish's glittery scales. They may choose to create a headband, belt, armband, or leg band with their reflector. They will then wear their reflectors to play a game of flashlight tag!

Suggested Materials per student: 6" square of aluminum foil, mini paper cup, scissors, 2 sheets of 9" x 12" construction paper, scotch tape

LESSON PLAN

1. Introduce the STEM challenge and permitted materials.
2. Ask students to share what they already know about objects that reflect light. Ask them to think about any objects that reflect light from The Rainbow Fish (glittery scales) Ask them to brainstorm how reflective devices might keep us safe at night.
3. Introduce and discuss key vocabulary cards related to the challenge.
4. Have students sketch blueprints of their designs on their recording sheets.
5. Distribute materials and allow students 30-45 minutes with partners or small groups to create a reflector that they can wear on their head, waist, arm, or leg.
6. After all wearable reflectors are created, discuss and model the rules for "Flashlight Tag." (see instructions page). Play as many games as time allows.
7. Hold a whole class closing discussion and reflection, allowing students to share what they discovered about light. Have students finish their recording sheets as necessary.

REFLECT THE LIGHT

The Rainbow Fish

Possible Product



REFLECT THE LIGHT

You need to stay safe while you are playing outside at night!

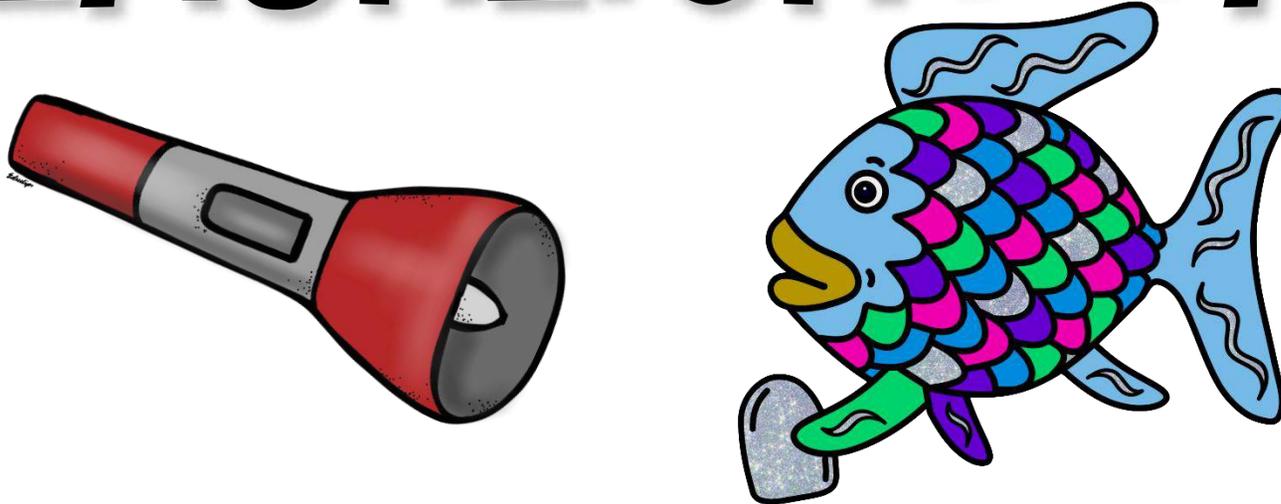
Create a reflective device that you can wear to help you to be seen better.



YOU WILL NEED:

- aluminum foil
- mini paper cup
- construction paper
- tape
- flashlight

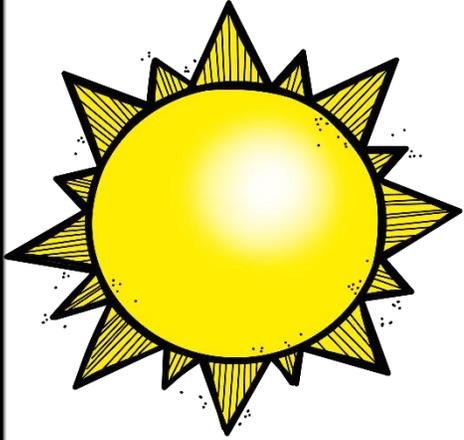
FLASHLIGHT TAG!



- 1) Have all students put on their reflectors and make the classroom as dark as possible.
- 2) Choose 2-3 students to be "Rainbow Fish" and give them flashlights.
- 3) Have students move around the room quickly. The Rainbow Fish will "Tag" as many other students as possible by shining their flashlights directly into their reflectors.
- 4) Students who are tagged must sit down.
- 5) Continue playing until all students are tagged, then choose 2-3 new Rainbow Fish to play again.

LET'S EXPLORE LIGHT!

WHAT IS LIGHT?



REFLECTIVE WEAR



MAKING RAINBOWS



BENDING AND BOUNCING LIGHT



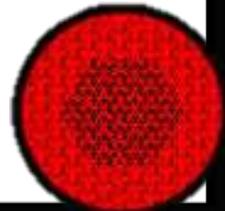
REFLECT THE LIGHT

**Where does light
come from?**

What can light do?

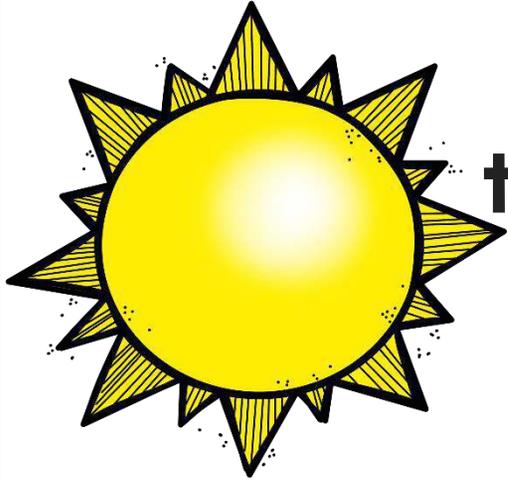
**Objects that Reflect
Light**

**How Reflectors Are
Useful**



REFLECT THE LIGHT

LIGHT



a form of energy that allows us to see all things around us

REFLECTION



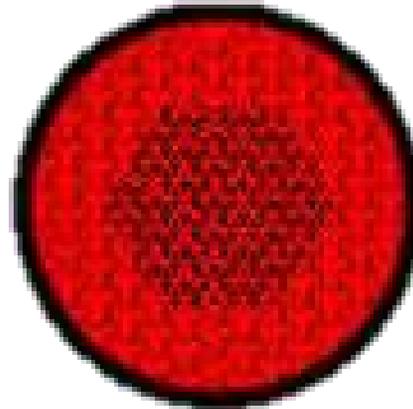
when light bounces off an object and comes back to you

REFLECTOR



a piece of glass, metal, or other material that reflects light

DEVICE



an object that was created for a purpose



REFLECT THE LIGHT

The Rainbow Fish

NAME: _____

MY BLUEPRINT



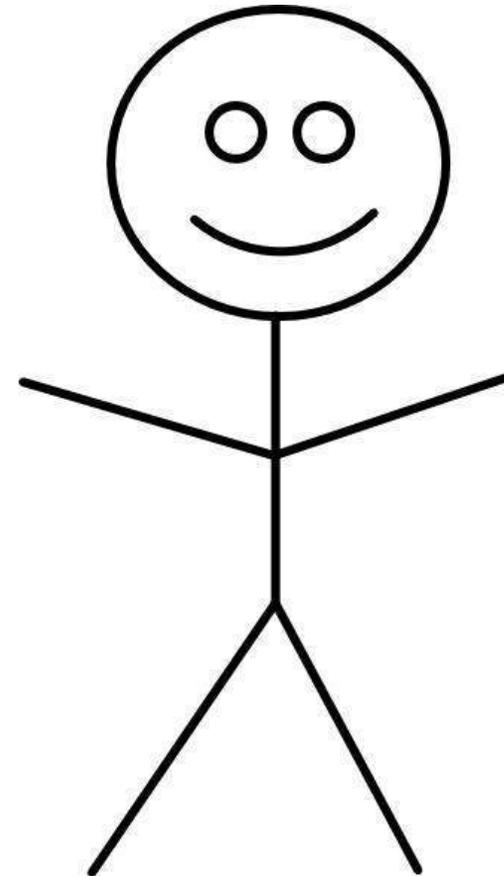
Draw a picture of your reflector.

Does your device reflect light?

YES

NO

Draw your reflector on the person.

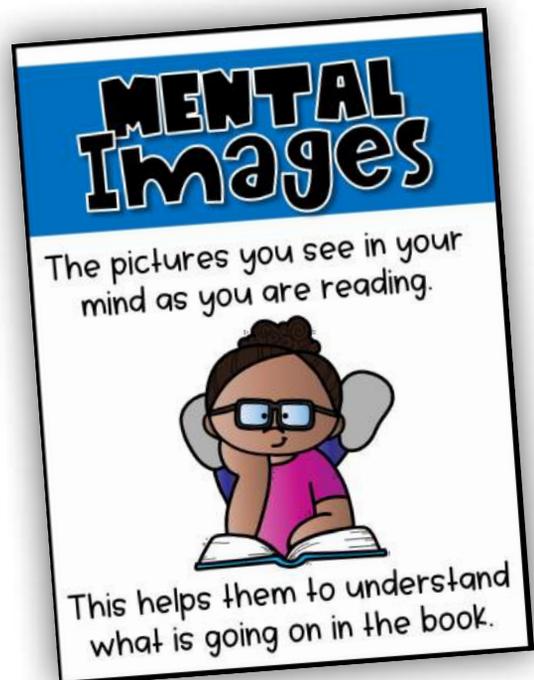


Bear Snores On

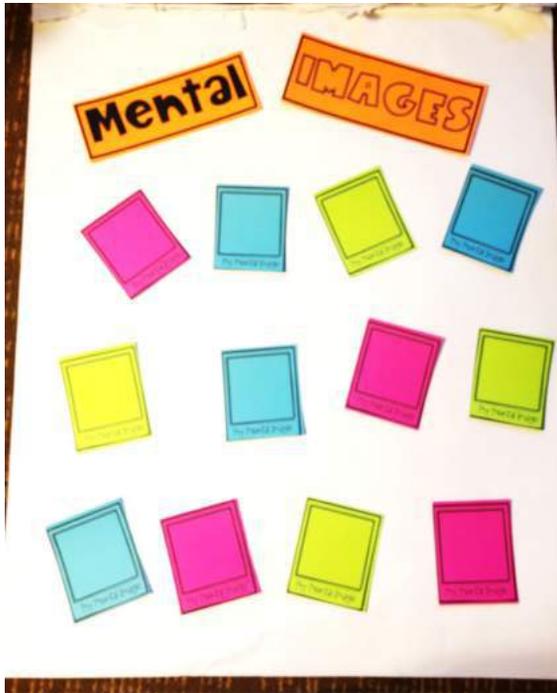


1. Use the comprehension bookmark to dig deep with your students before, during, and after reading. The bookmark would also be a great question guide to use with a substitute if needed! Laminate a colored copy version for multiple year usage!

2. After reading, introduce the MENTAL IMAGES poster. Talk to students about how most of the books they read right now, help them create mental images, but as they get older the author will expect them to do this on their own. Show them a chapter book to really nail this point down.

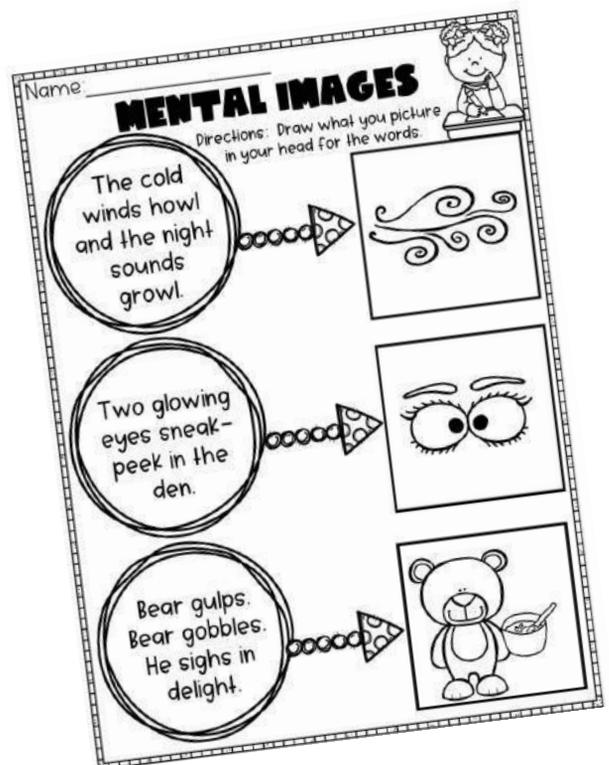


Bear Snores On



3. Make the whole class anchor chart. Have each student draw one mental image that really stuck in their head from the story. Add all their polaroid pictures to the anchor chart.

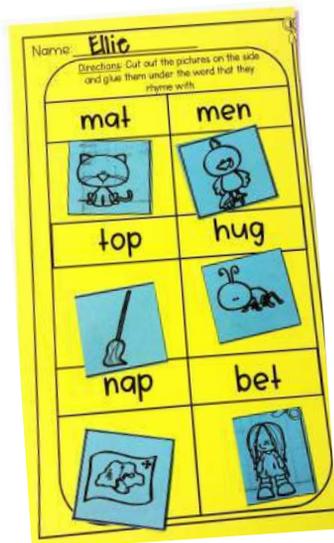
4. Read the short sentences from the book on the printable to the students. Have them draw what they pictured in their heads when you were reading. Focus on word choice and how they made the students feel when they heard them. You can use this either in small group or whole group.



Bear Snores On



6. Create the whole class anchor chart. Either do a guided writing of their rhyming word suggestions for each main word or give students post it notes and let them add words to the chart.



5. Use the digital anchor chart to review rhyming words. Talk to students about how a lot of poets and song writers rhyme at the ends of lines to create a rhythm.



7. Have students cut out the pictures and match them to the word that they rhyme with. Work with students that need support in small group.

Dig Deeper



Teacher Questions for Bear Snores On

Why does this book have such a nice rhythm? Does it sound like a song? Why do you think that is?

What line is repeated over and over again? Why?

What do you know about animals "sleeping" in the winter? What is this called?

Look at the phrase "But the bear snores on". What happens to the words as you go through the book?

Would all of these animals get along in the wild? What do they have in common?

What makes you sneeze?

How do you feel when you are woken up from sleep? How does Bear feel?

Dig Deeper



Teacher Questions for Bear Snores On

Why does this book have such a nice rhythm? Does it sound like a song? Why do you think that is?

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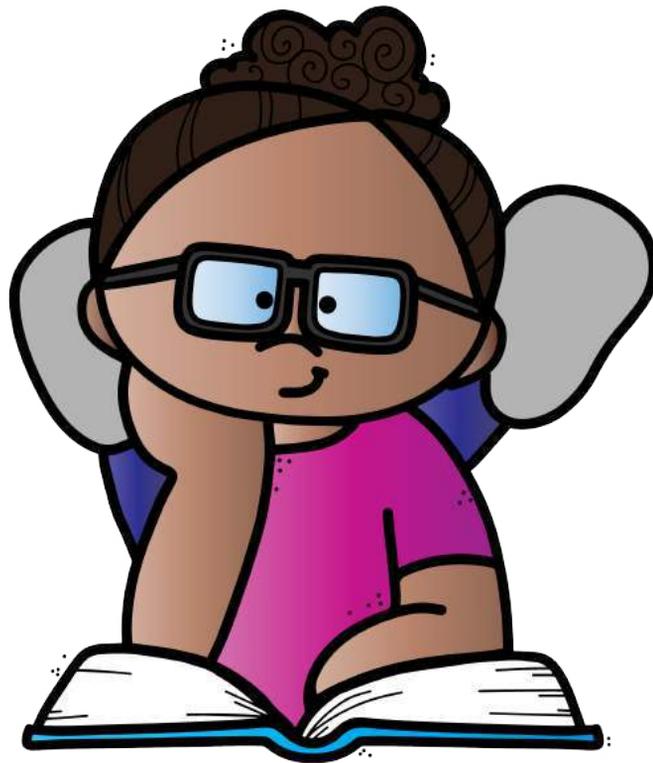
Would all of these animals get along in the wild? What do they have in common?

What makes you sneeze?

How do you feel when you are woken up from sleep? How does Bear feel?

MENTAL Images

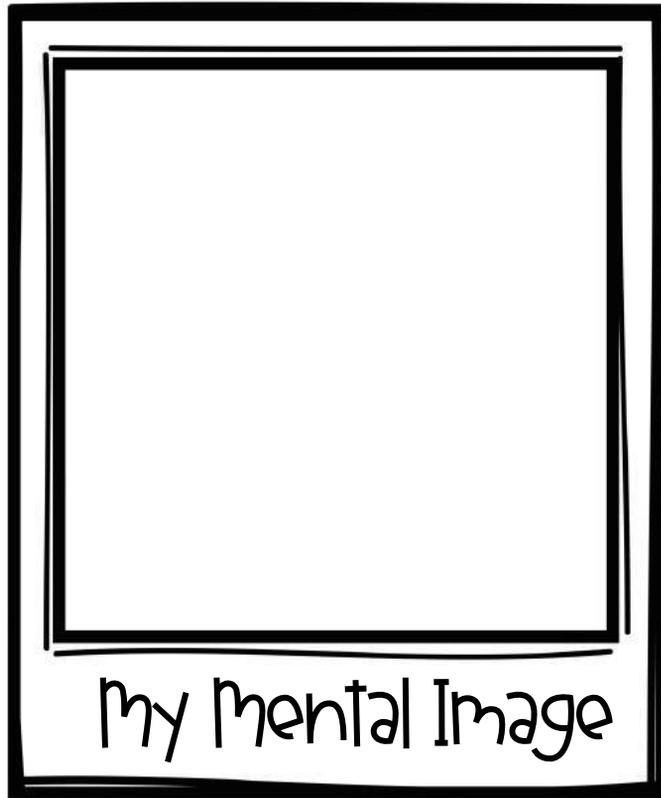
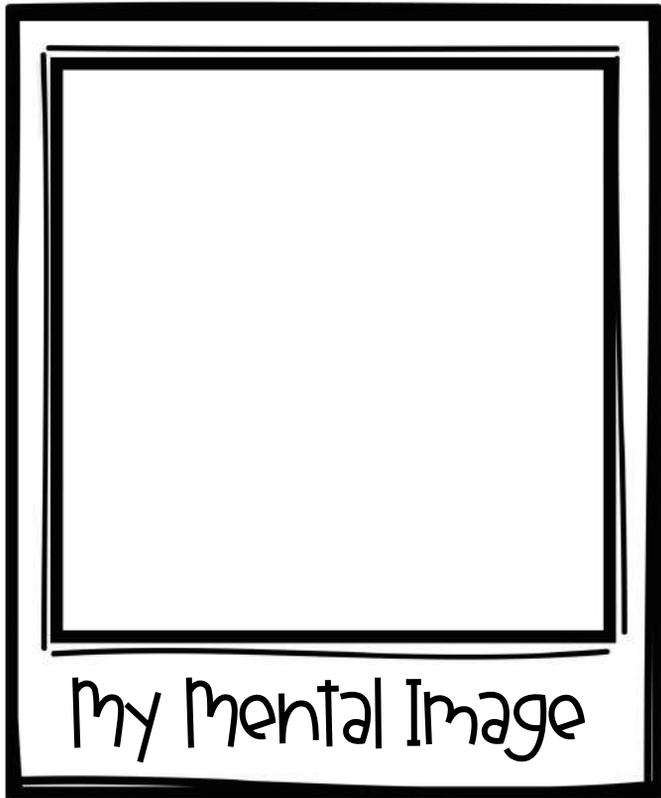
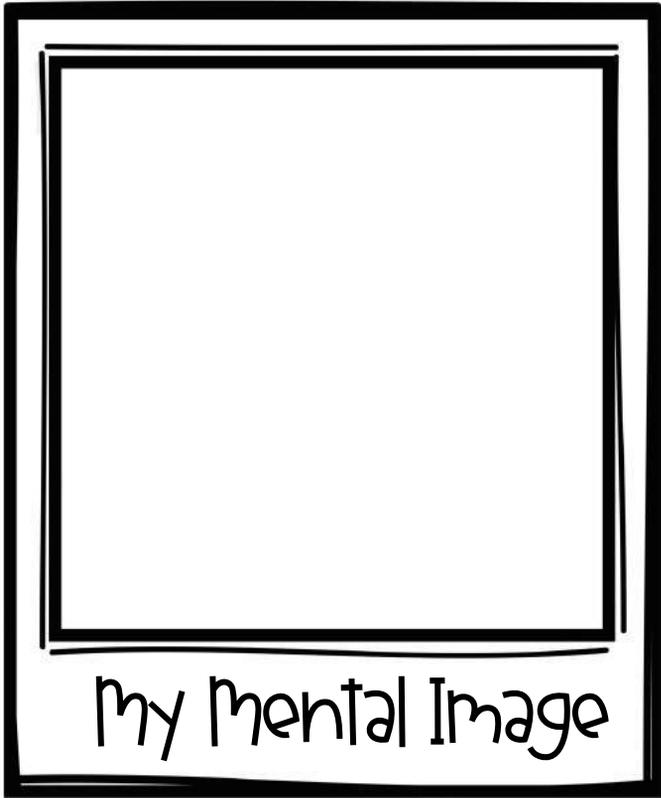
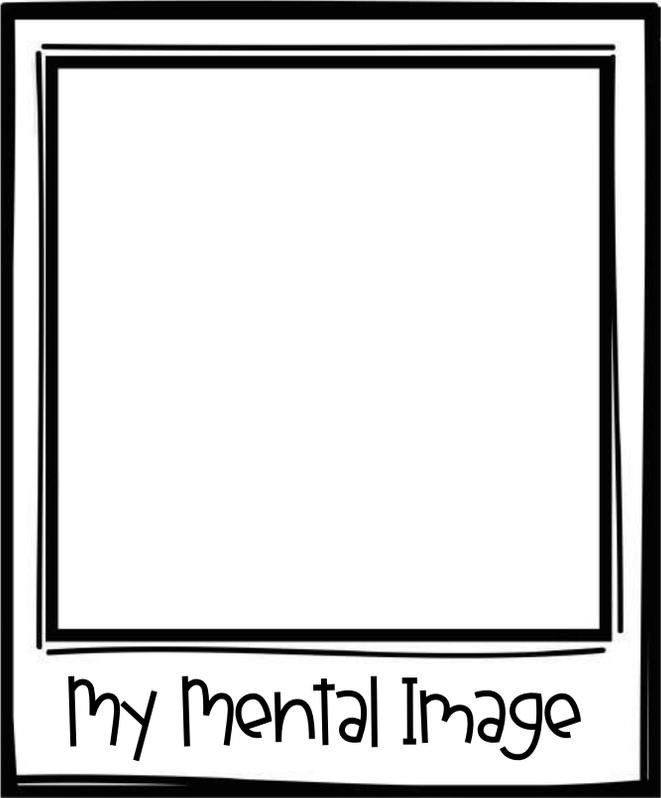
The pictures you see in your mind as you are reading.



This helps you to understand what is going on in the book.

Mertal

**W
A
G
E
S**



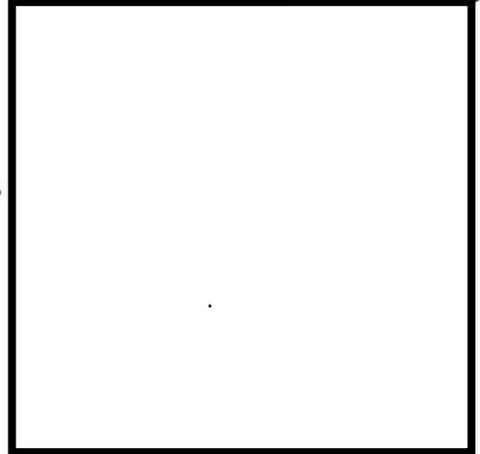
Name: _____

MENTAL IMAGES

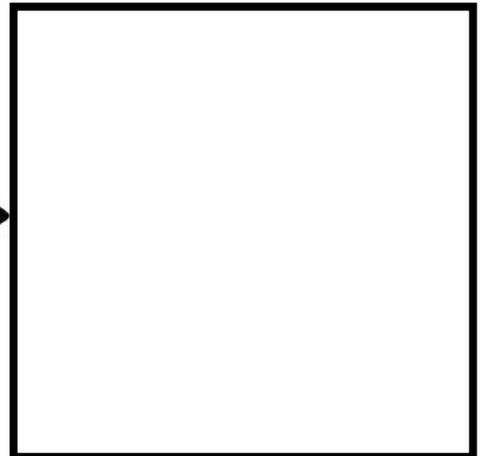


Directions: Draw what you picture in your head for the words.

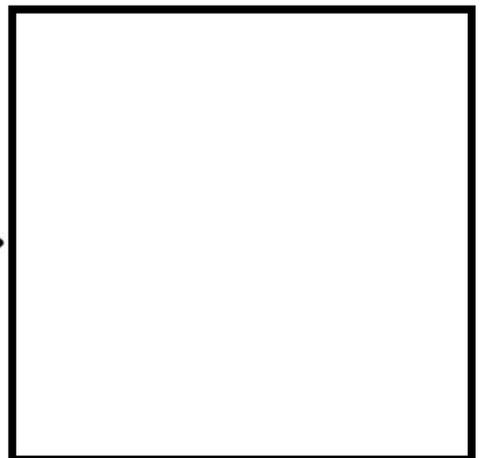
The cold
winds howl
and the night
sounds
growl.



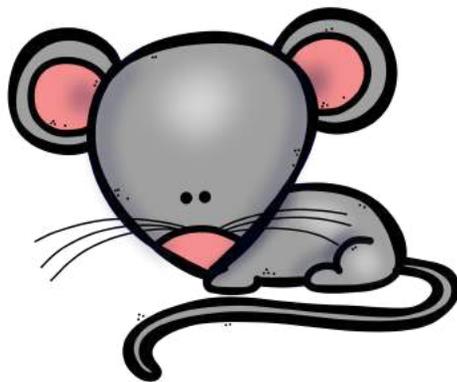
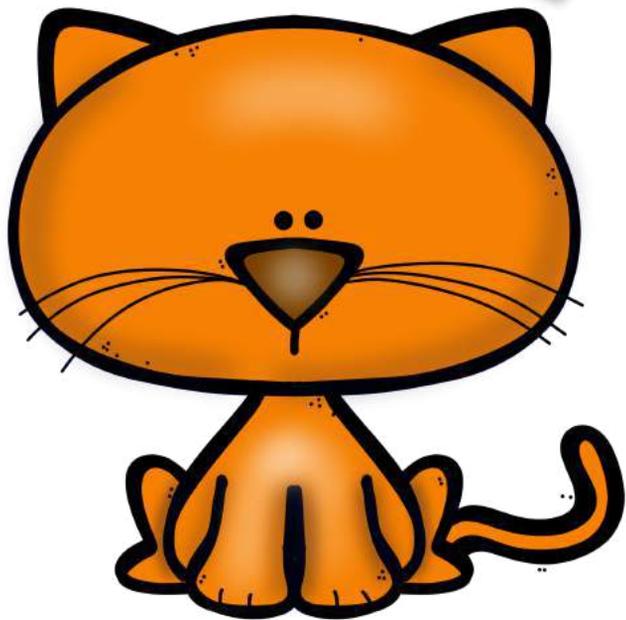
Two glowing
eyes sneak-
peek in the
den.



Bear gulps.
Bear gobbles.
He sighs in
delight.



Rhyme



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

R

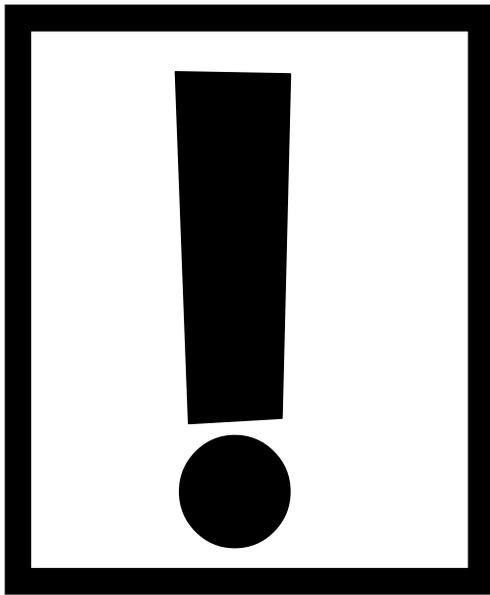
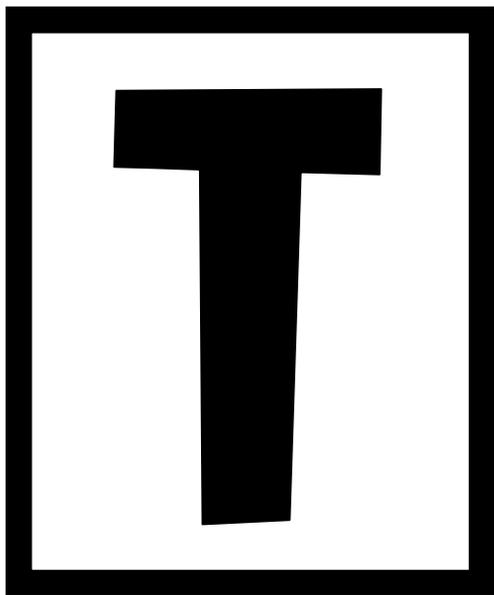
M

H

E

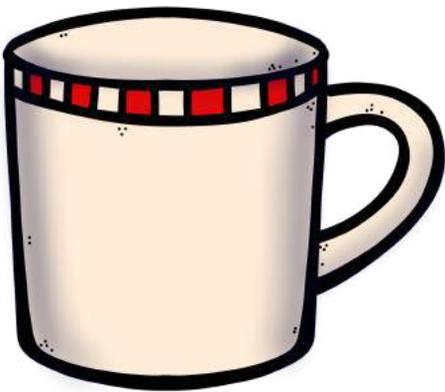
y

i

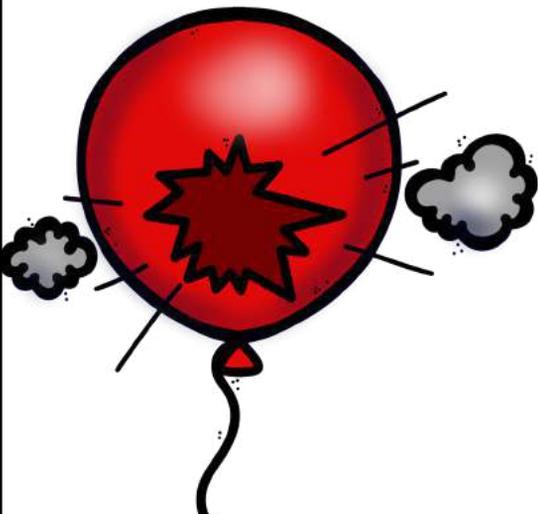




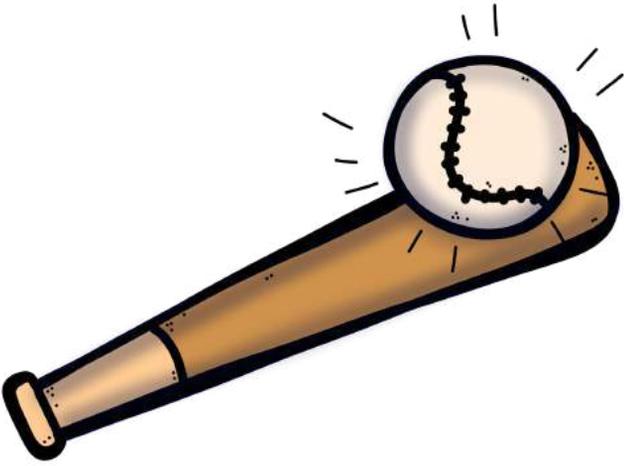
nap



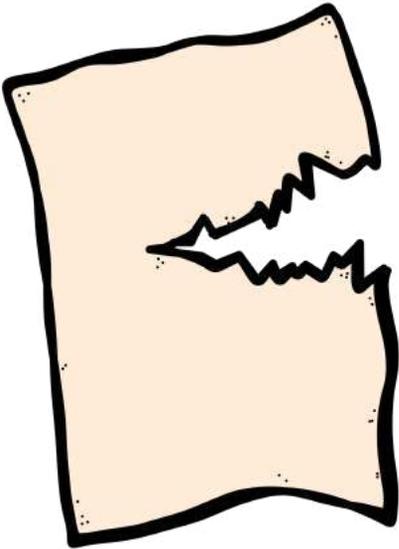
mug



pop



hit



rip



pet

Name: _____

Directions: Cut out the pictures on the side and glue them under the word that they rhyme with.

mat

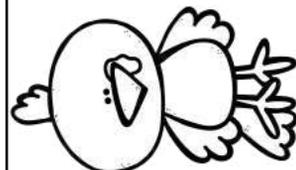
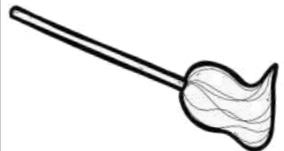
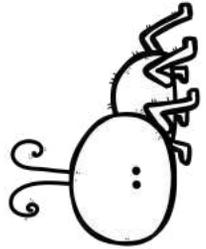
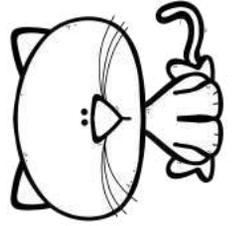
men

top

hug

nap

bet



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.

Vocabulary EXPLOSION



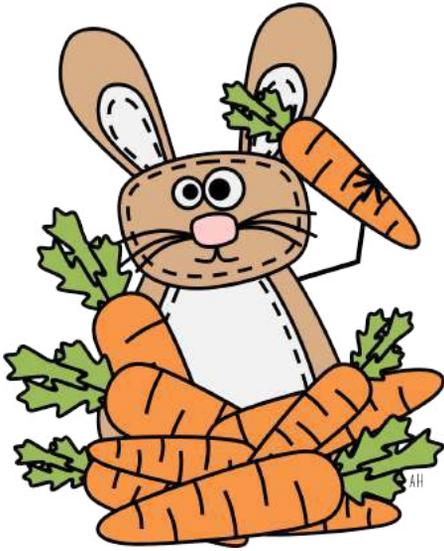
Place Vocabulary Explosion Mats around the room. Give each student a post it note. Have them write a word, phrase or draw a picture that has to do with that word. Count down from 10 and kids get to carefully "explode" by hurrying to the mat that they wrote about and putting their post it note on it.

Vocabulary ACT IT OUT



Use the vocabulary cards from Vocabulary chats. Put the cards in a bag. Call two students up to the front of the room and ask them to act out the words. Classmates should raise their hand to guess what word is being acted out.

heap



a messy pile

damp



a little wet

whimpers



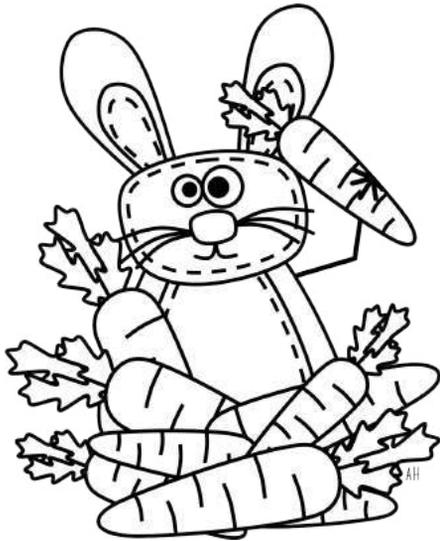
low sounds made
out of fear

brew



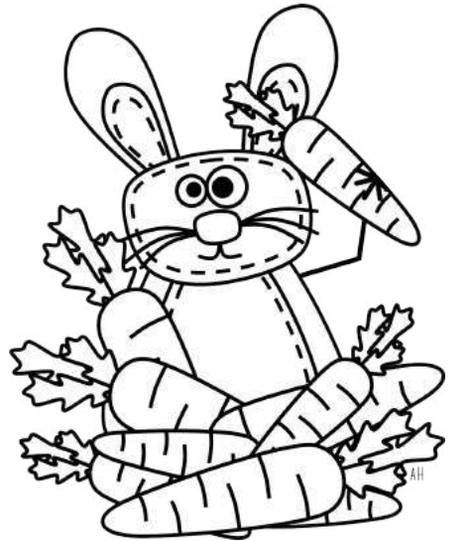
to cook a hot
liquid

heap



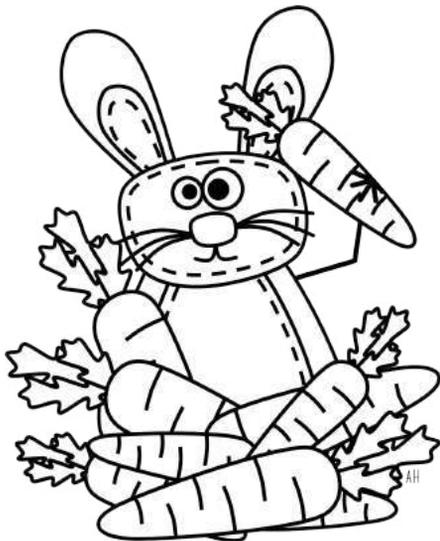
a messy pile

heap



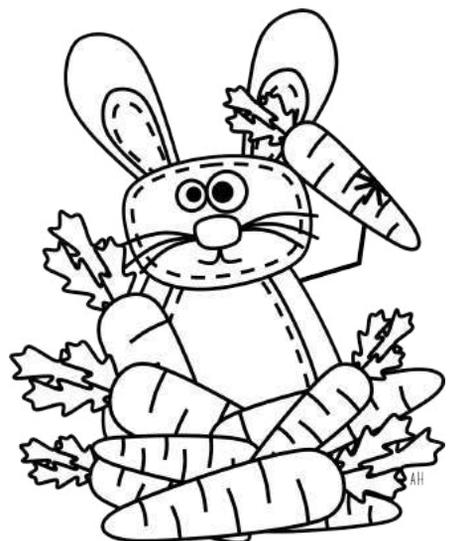
a messy pile

heap



a messy pile

heap



a messy pile

damp



a little wet

damp



a little wet

damp



a little wet

damp



a little wet

whimpers



low sounds made out
of fear

whimpers



low sounds made out
of fear

whimpers



low sounds made out
of fear

whimpers



low sounds made out
of fear

brew



to cook a hot
liquid

brew



to cook a hot
liquid

brew



to cook a hot
liquid

brew



to cook a hot
liquid



VOCABULARY



heap



EXPLOSION





VOCABULARY



damp



EXPLOSION





VOCABULARY



whimpers



EXPLOSION





VOCABULARY



brew



EXPLOSION



Name: _____



Directions: Draw a picture that goes with each vocabulary word. Explain what you drew to a partner.

brew

heap

whimpers

damp

STEM CHALLENGE: HIBERNATION HOME

NG-SS Standard Alignment: K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive. [K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. 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 use aluminum foil to construct a cave for Bear and his friends. They will build each animal out of linking cubes or small building bricks. They will also construct a fire to go inside of the cave.

Suggested Materials per group of 2-3 students: 2 ft of aluminum foil, tub of linking cubes or building bricks



LESSON PLAN

1. Introduce the STEM challenge and permitted materials.
2. Ask students to share what they already know about hibernation and animals who adapt in different ways during the winter. Ask them to brainstorm ways that humans also adapt our living conditions in winter (heated homes, warm clothing, etc.)
3. Introduce and discuss key vocabulary cards related to the challenge.
4. Have students sketch blueprints of their designs on their recording sheets.
5. Distribute materials and allow students 30-45 minutes with partners or small groups to construct their cave with animals and a fire inside.
6. Hold a whole class closing discussion and reflection, allowing students to share what they discovered about hibernation and winter survival. Have students finish their recording sheets as necessary.

HIBERNATION HOME

Bear Snores On

Possible Product

.....
HIBERNATION HOME



HIBERNATION HOME

Bear needs a place to hibernate and his animal friends need a warm shelter!

**Create a cave for Bear and his friends.
Your cave must fit all the animals inside and
must also have a fire.**



YOU WILL NEED:

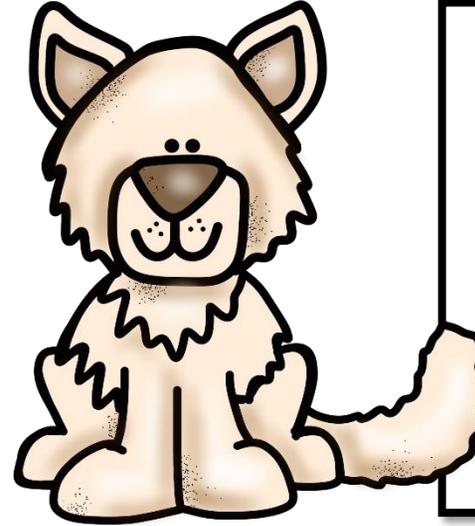
- aluminum foil
- tub of linking cubes or building bricks

LET'S EXPLORE ANIMALS IN WINTER!

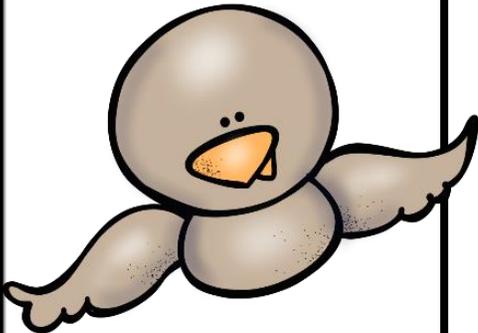
HIBERNATION



ANIMALS WITH WINTER COATS



MIGRATION



BEARS



HIBERNATION HOME

What kinds of animals hibernate?

Why do animals hibernate?

How do people change or adapt in the winter?

What are some ways that we keep things warm?



HIBERNATION HOME

HIBERNATE



to spend
the winter
in an inactive
state

SHELTER



a dwelling
or home
designed for
protection

SURVIVE



to stay
alive

INSULATE



to cover with
a material
that keeps
heat from
escaping



HIBERNATION HOME

Bear Snores On

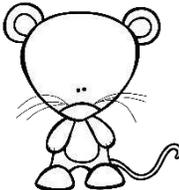
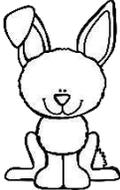
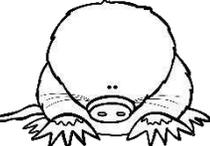
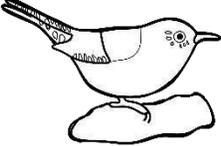
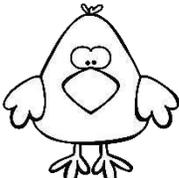
NAME: _____

MY BLUEPRINT



Draw a picture of your cave with all the animals inside.

Create each animal out of blocks.
Color each animal after you build it.

 BEAR	 MOUSE	 HARE	 BADGER
 GOPHER	 MOLE	 WREN	 RAVEN

Do all the animals fit inside your cave?

YES

NO



Build a fire out of blocks.
Does the fire fit inside your cave?

YES

NO

MADE BY MAXINE



1. After reading the book, introduce the **DESCRIBING CHARACTERS** poster. Discuss adjectives, but take it a little further by discussing how the author gives us lots of hints about what a character is like.

2. Use the comprehension book mark 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!



MADE BY MAXINE

Describing

CHARACTERS

ACTION

ADJECTIVE



Maxine makes new things from old things.

She is creative and innovative



Maxine cares about a small fish a lot!

Maxine is kind and compassionate



Maxine kept working on Milton's tank.

She is a hard-worker!



Maxine leaves the fridge open and food on the floor.

She can be careless & messy.

2. Make the whole class anchor chart. Look at the different ways Maxine acted throughout the book and decide what that says about her as a person.

3. Complete the writing sentence frame to describe Maxine's personality.

Guide students toward the whole class anchor chart if they need more support.



Name: _____

MADE BY MAXINE

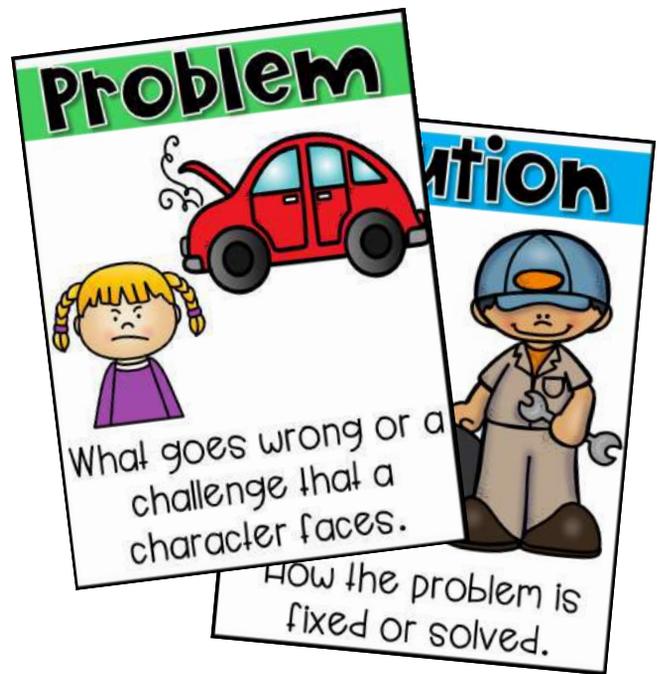


Maxine is creative

I know this because she is able to take old things and make new things.

MADE BY MAXINE

4. Look at the digital posters for Problem and Solution and discuss. Talk about how due to Maxine's practice "tinkering" she is pretty good at solving problems! Look back into the text to find the main problem.



6. Make the whole class anchor chart. Guide the students through the different problems and help them formulate solutions. The better they get at this, the better they will get at recognizing it in stories!

7. Have students complete the foldable independently. They need to look at the picture on the front and draw a possible solution.



Dig Deeper



Teacher Questions for MADE BY MAXINE

Do you think Maxine's room is messy or clean? Why do you think this?

Does Maxine always get it right the first time? What does Maxine know about failure?

If you had to guess, how would you describe Maxine's parents? How do you know this?

What is a ferret?

Who is hanging on Maxine's wall? What do you know about them? What does it mean that Maxine would have photographs of them on her wall?

What does Maxine's little brother do to the fish tank? How do you think this made Maxine feel? Can you make a connection to a time something like that happened in your own life?

Dig Deeper



Teacher Questions for MADE BY MAXINE

Do you think Maxine's room is messy or clean? Why do you think this?

Does Maxine always get it right the first time? What does Maxine know about failure?

If you had to guess, how would you describe Maxine's parents? How do you know this?

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Who is hanging on Maxine's wall? What do you know about them? What does it mean that Maxine would have photographs of them on her wall?

What does Maxine's little brother do to the fish tank? How do you think this made Maxine feel? Can you make a connection to a time something like that happened in your own life?

Describing Characters

We describe a character when we talk about what they are like.



We can look at what they say, do, think, and feel. This will help us understand what they are like on the **inside**.

Describing

CHARACTERS

ACTION

ADJECTIVE



Maxine makes
new things from
old things.



Maxine cares
about a small
fish a lot!



Maxine leaves the
fridge open and
food on the floor.



Maxine kept
working on
Milton's tank.



Name: _____

MADE BY MAXINE

Maxine is _____

I know this because _____

Problem



What goes wrong or a challenge that a character faces

Solution



How the problem is
fixed or solved

PROBLEM

and

SOLUTION

The window has a crack and water is getting inside.

Our dog Rosie ran away when the gate was left open.

Matt's mom can't find her keys.

**Jack's best friend is
not being very nice
to him.**

**Kyla's lunch box
spilled out on the
bus.**

**It is 26 degrees and
Bobby forgot his
coat and gloves.**

Name: _____

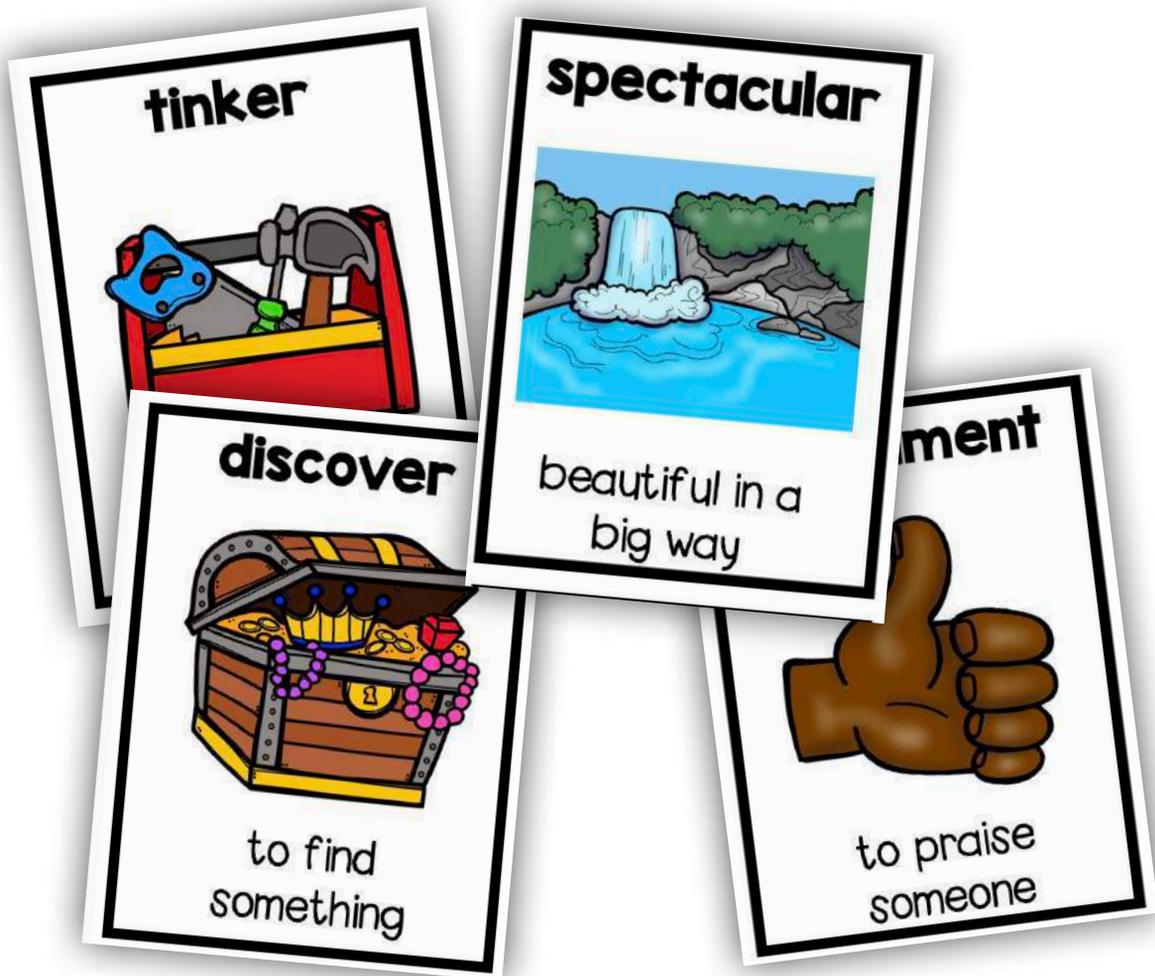
Look at the problem. Under the flap draw a solution to the problem.



Fold Here

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.

Vocabulary EXPLOSION



Place Vocabulary Explosion Mats around the room. Give each student a post it note. Have them write a word, phrase or draw a picture that has to do with that word. Count down from 10 and kids get to carefully "explode" by hurrying to the mat that they wrote about and putting their post it note on it.

Vocabulary ACT IT OUT



Use the vocabulary cards from Vocabulary chats. Put the cards in a bag. Call two students up to the front of the room and ask them to act out the words. Classmates should raise their hand to guess what word is being acted out.

tinker



to repair

spectacular



beautiful in a
big way

discover



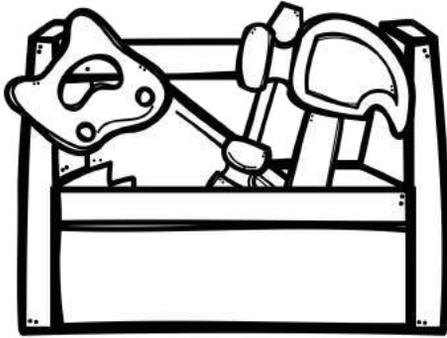
to find
something

compliment



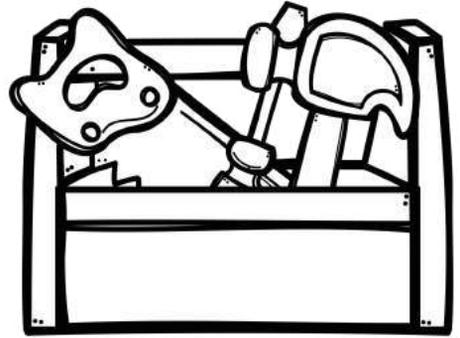
to praise
someone

tinker



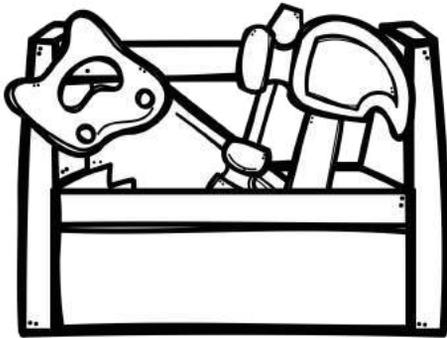
to repair

tinker



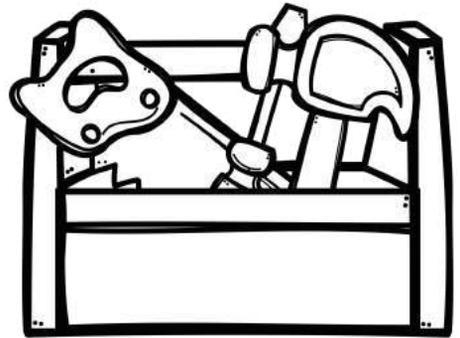
to repair

tinker



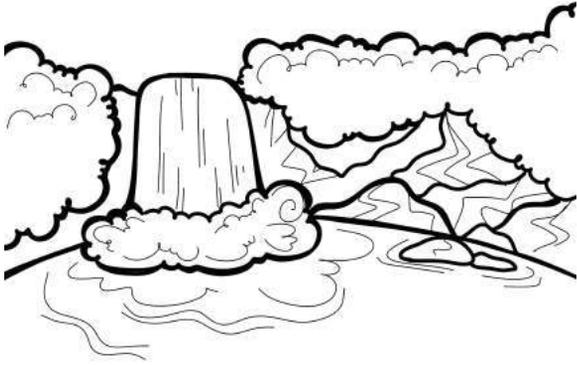
to repair

tinker



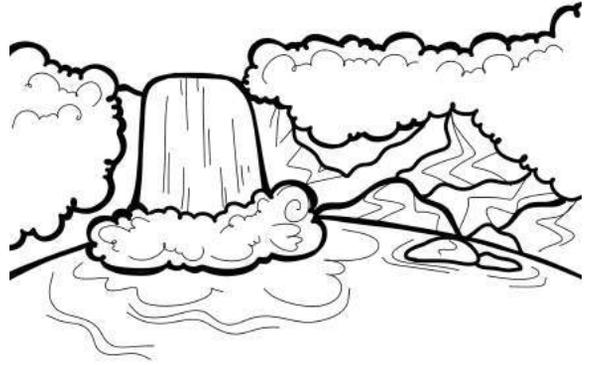
to repair

spectacular



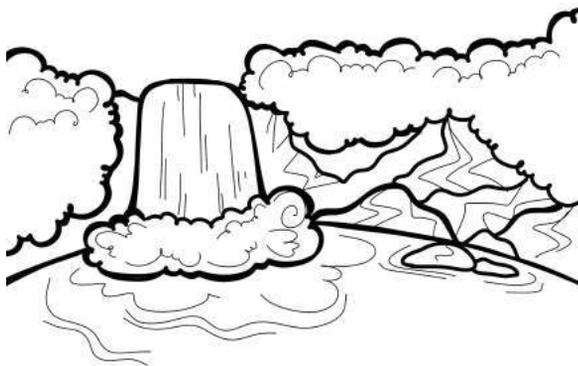
beautiful in a
big way

spectacular



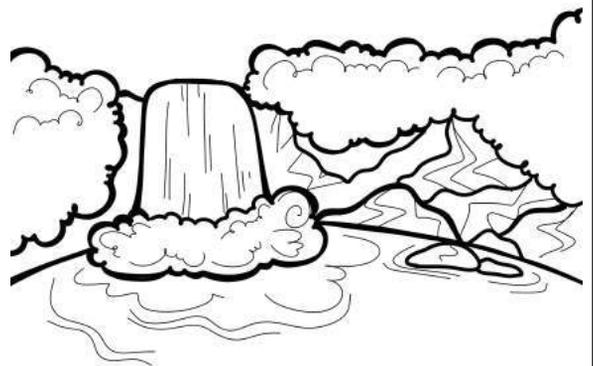
beautiful in a
big way

spectacular



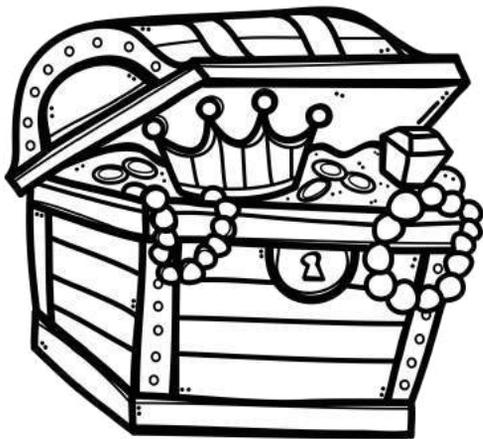
beautiful in a
big way

spectacular



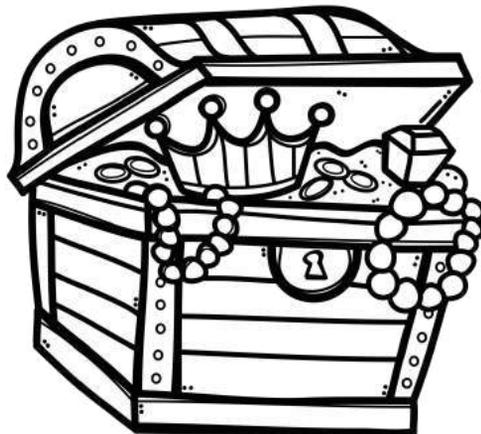
beautiful in a
big way

discover



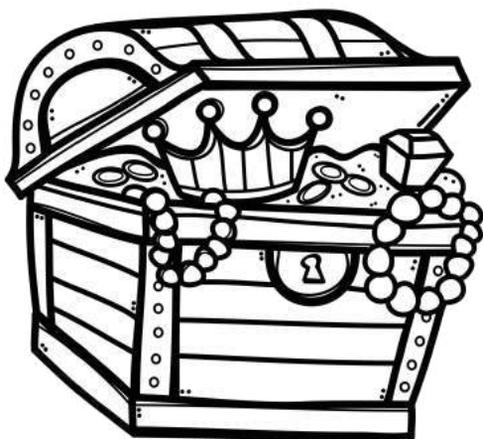
to find
something

discover



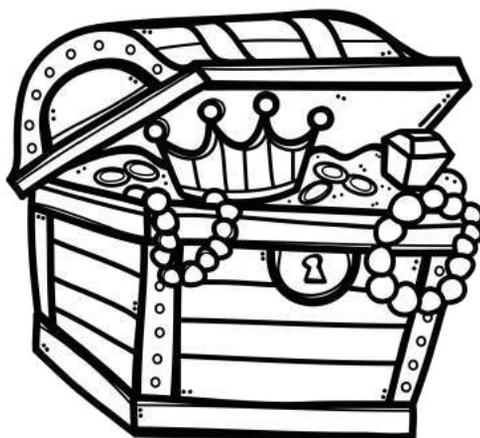
to find
something

discover



to find
something

discover



to find
something

compliment



to praise
someone

compliment



to praise
someone

compliment



to praise
someone

compliment



to praise
someone



VOCABULARY



tinker



EXPLOSION





VOCABULARY



spectacular



EXPLOSION





VOCABULARY



discover

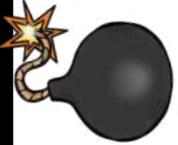


EXPLOSION





VOCABULARY



compliment



EXPLOSION



Name: _____



Directions: Draw a picture that goes with each vocabulary word. Explain what you drew to a partner.

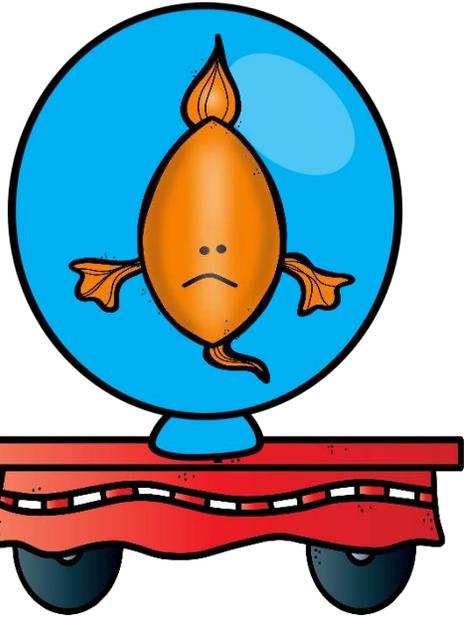
tinker

compliment

discover

spectacular

STEM CHALLENGE: PET PARADE



NGSS Standard Alignment: K-PS2-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. 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 construct a simple rolling parade float out of a toy car, balloon, and string. They will decorate their balloon to look like a pet. After their float is constructed, they will use it to explore pushes and pulls on different surfaces.

Suggested Materials per 1-2 students: 1 toy car, 1 balloon (you may choose to blow these up beforehand), pet template, 3 ft. of yarn, Scotch tape, scissors

LESSON PLAN

1. Introduce the STEM challenge and permitted materials.
2. Ask students to share what they already know about pushes and pulls. Show and discuss the short video clips on "Let's Explore Pushes and Pulls!" Also, discuss how pushes and pulls are related to vehicles and rolling toys.
3. Introduce and discuss key vocabulary cards related to the challenge.
4. Have students sketch blueprints of their designs on their recording sheets.
5. Distribute materials and allow students 30-45 minutes with partners or small groups to construct and decorate their parade floats. Have them push and pull their floats on a hard surface with less friction and a carpeted surface with more friction and discuss the difference in speed.
6. Hold a whole class closing discussion and reflection, allowing students to share what they discovered about pushes and pulls. Have students finish their recording sheets as necessary.

PET PARADE

Made by Maxine

Possible Product

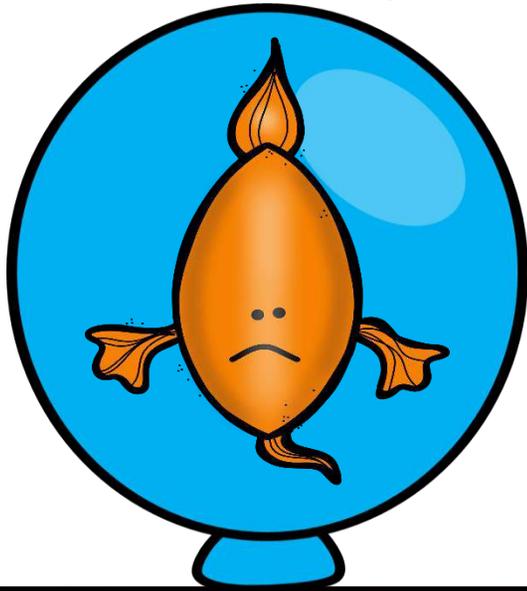


PET PARADE

PET PARADE

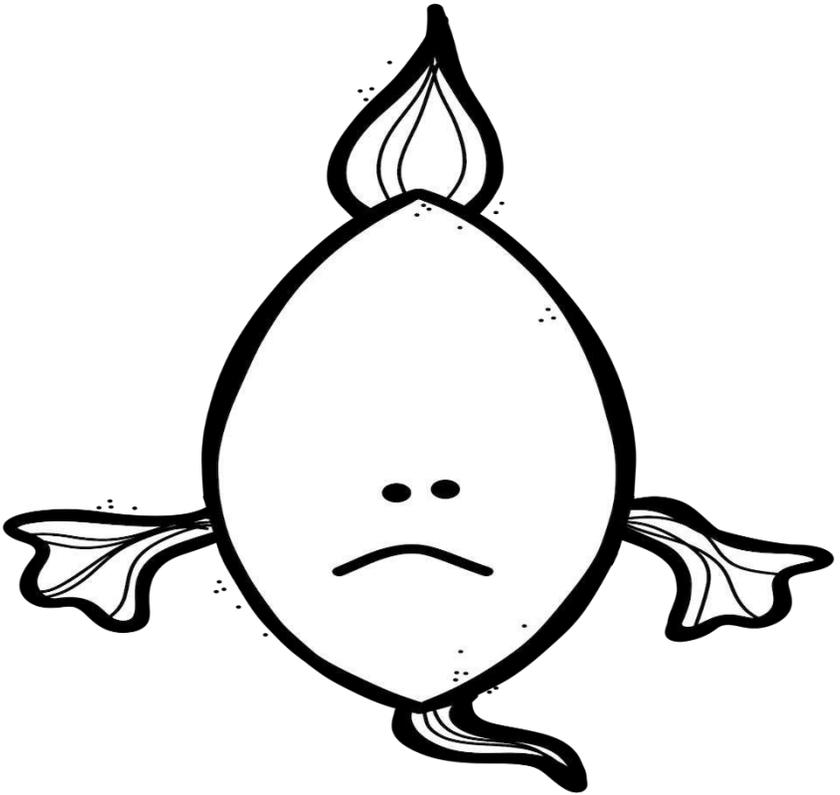
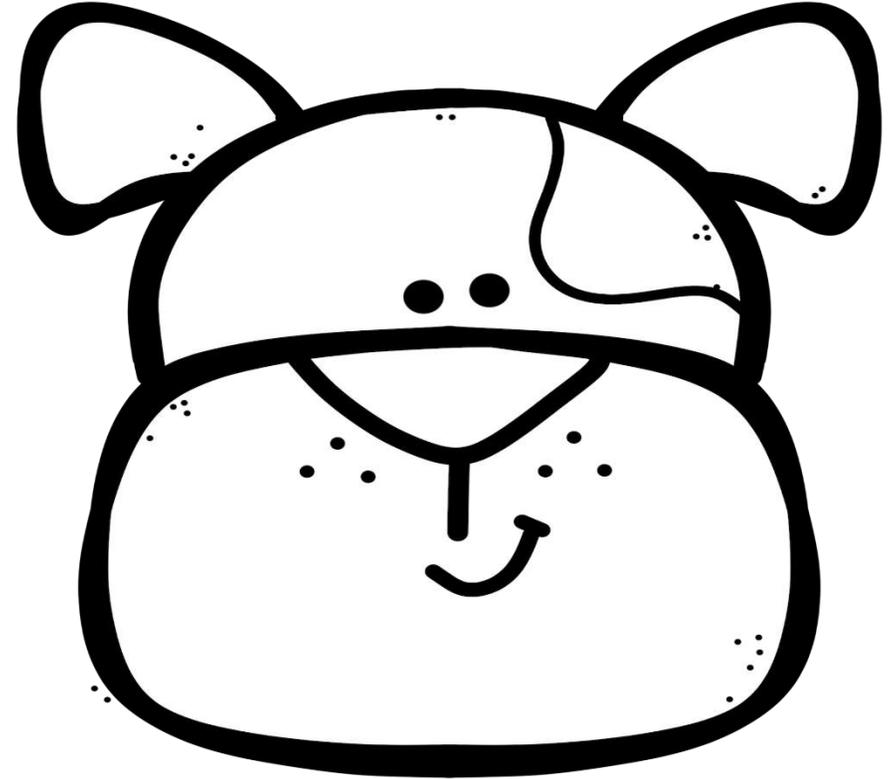
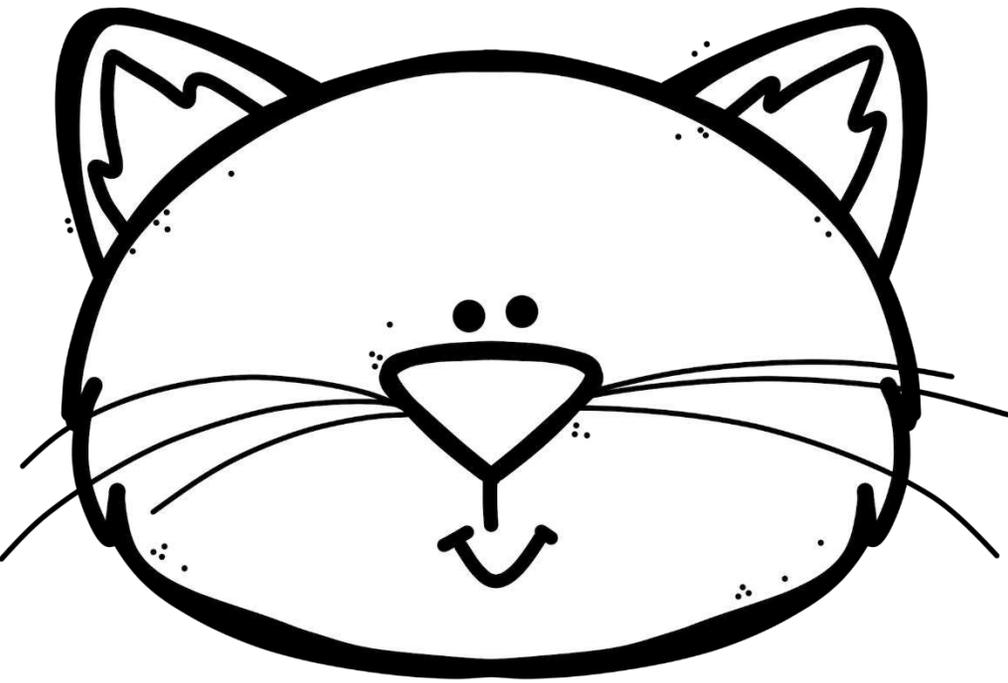
Your school is having a Pet Parade!

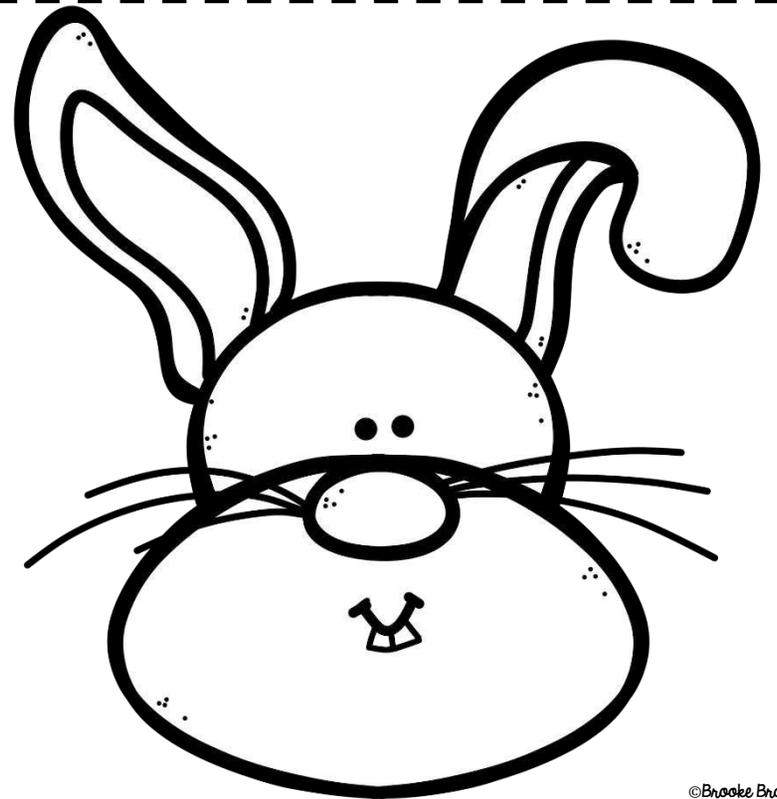
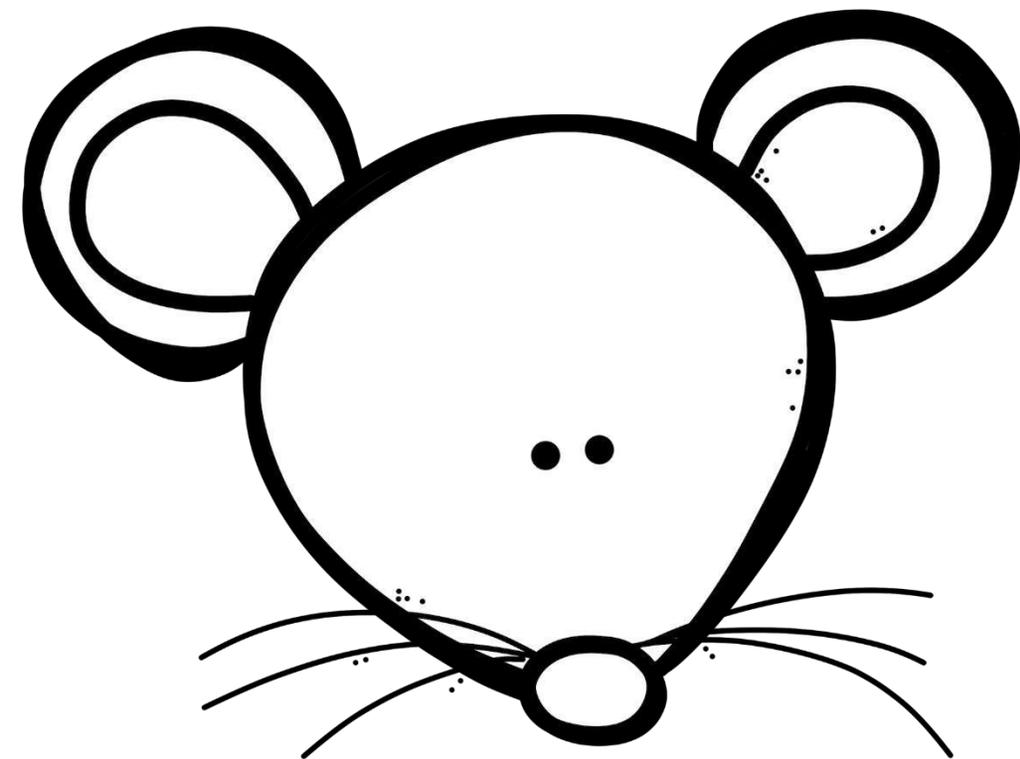
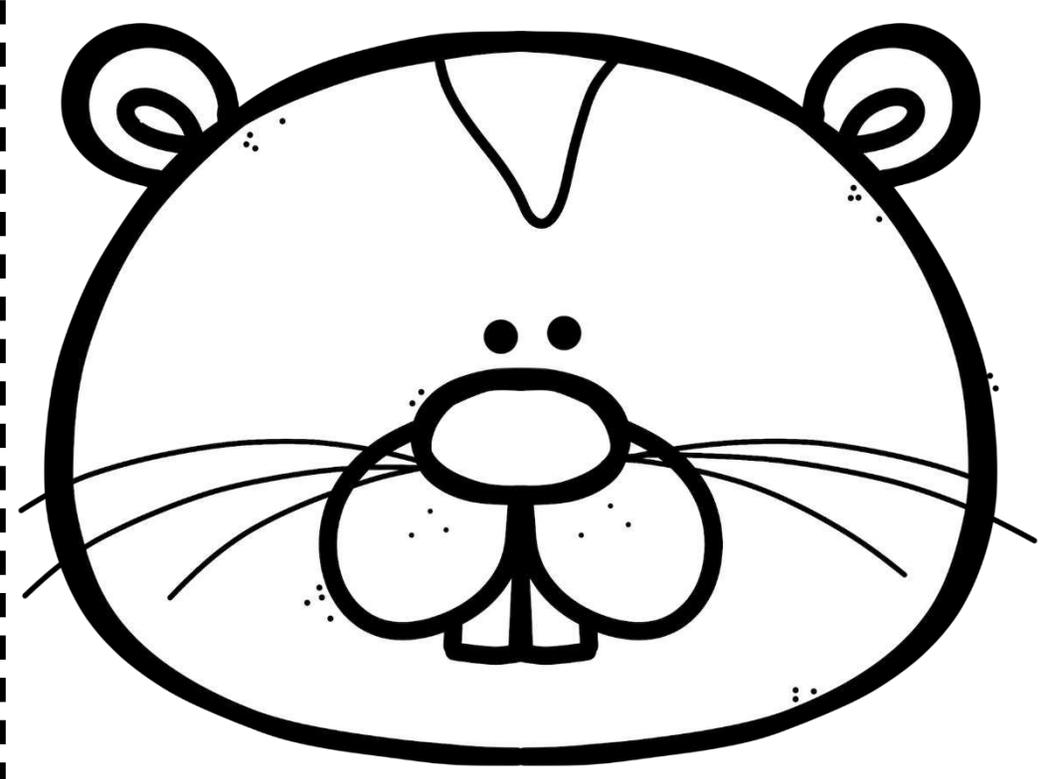
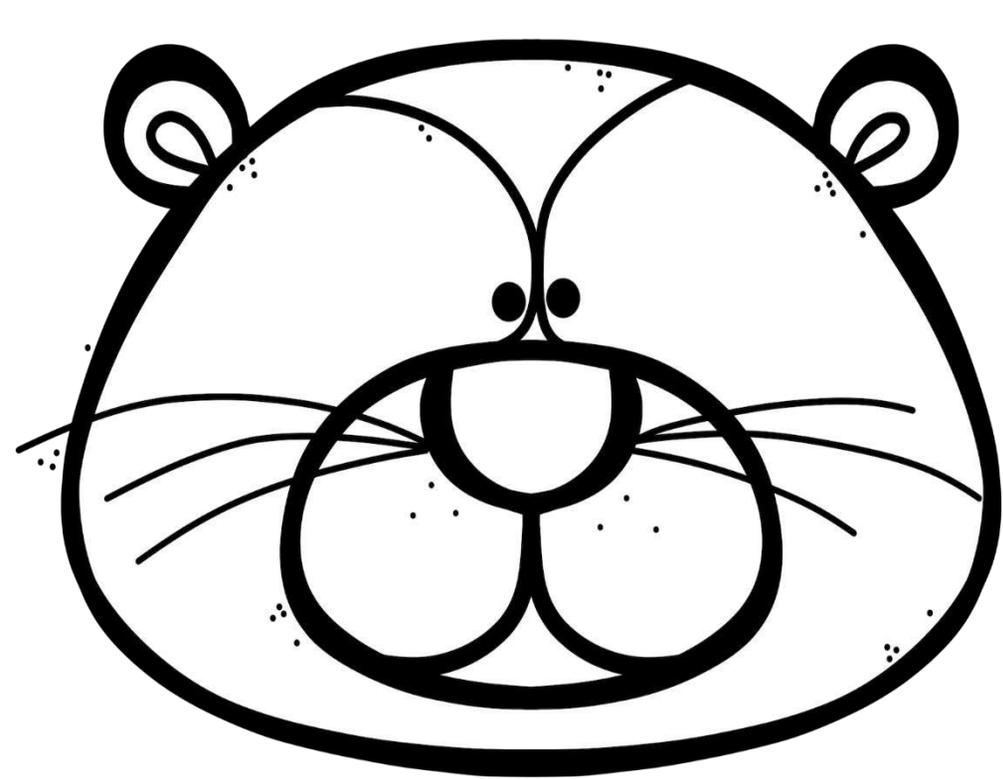
Can you create an animal parade float that you can push and pull?



YOU WILL NEED:

- 1 toy car
- 1 balloon
- yarn
- tape
- paper animal





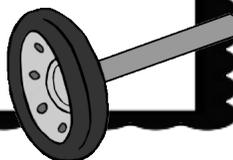
PET PARADE

Examples of PUSHES

Examples of PULLS

Examples of VEHICLES

**Things with
WHEELS AND AXLES**



PET PARADE

PUSH



a force that moves an object away from you

PULL



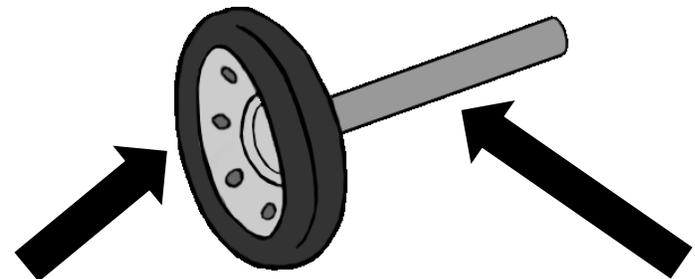
a force that moves an object toward you

VEHICLE



an object used for moving people or things

WHEEL AND AXLE



a circle that revolves around an axle to help a vehicle move

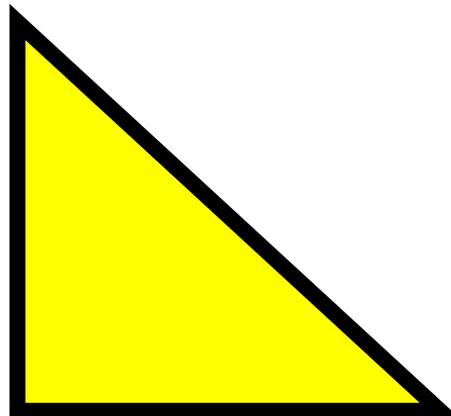
a rod that goes through the center of a wheel

LET'S EXPLORE PUSHES & PULLS!

PUSHES AND PULLS



RAMPS

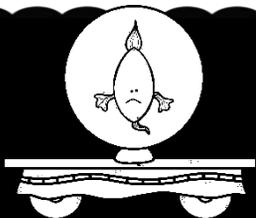


LET'S GET ROLLING



FRICITION





PET PARADE

Made by Maxine

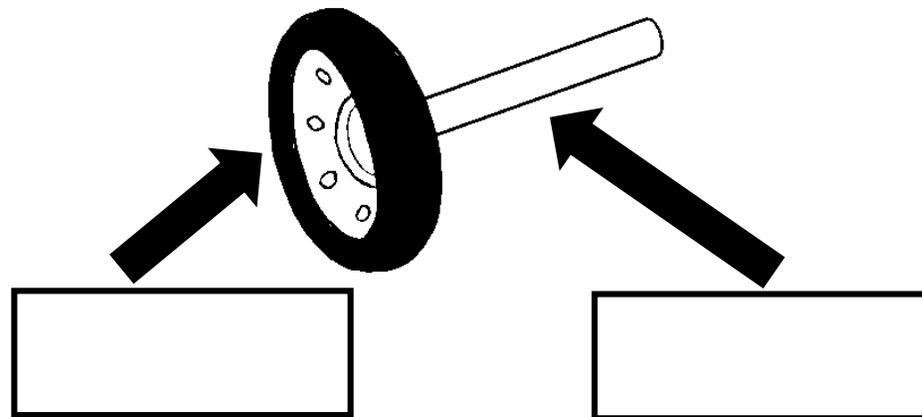
NAME: _____

MY BLUEPRINT



Draw a picture of your parade float.

Label the WHEEL and AXLE.



How did your float roll on a hard floor?

SLOW

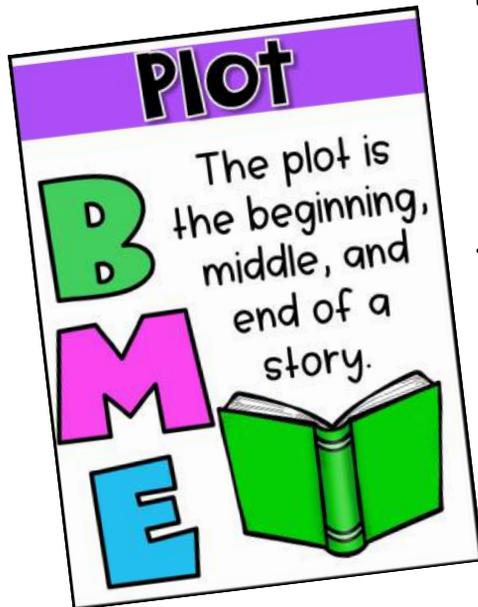
FAST

How did your float roll on carpet?

SLOW

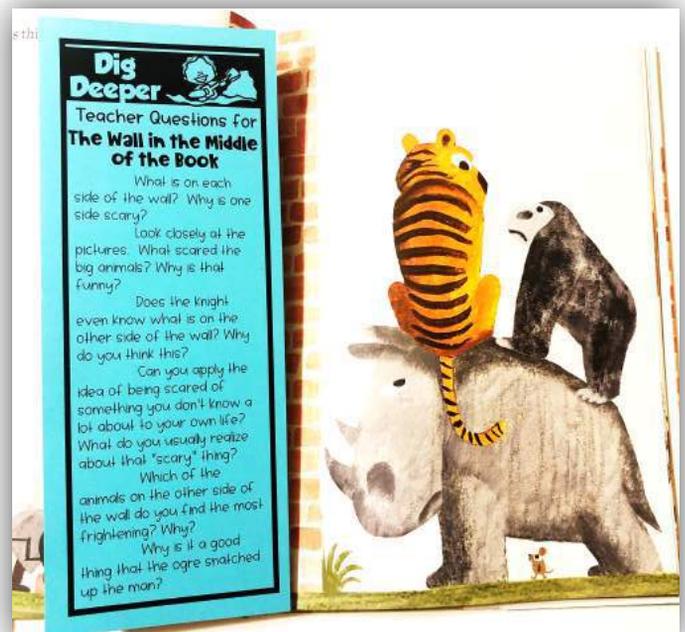
FAST

The Wall in The Middle of The Book

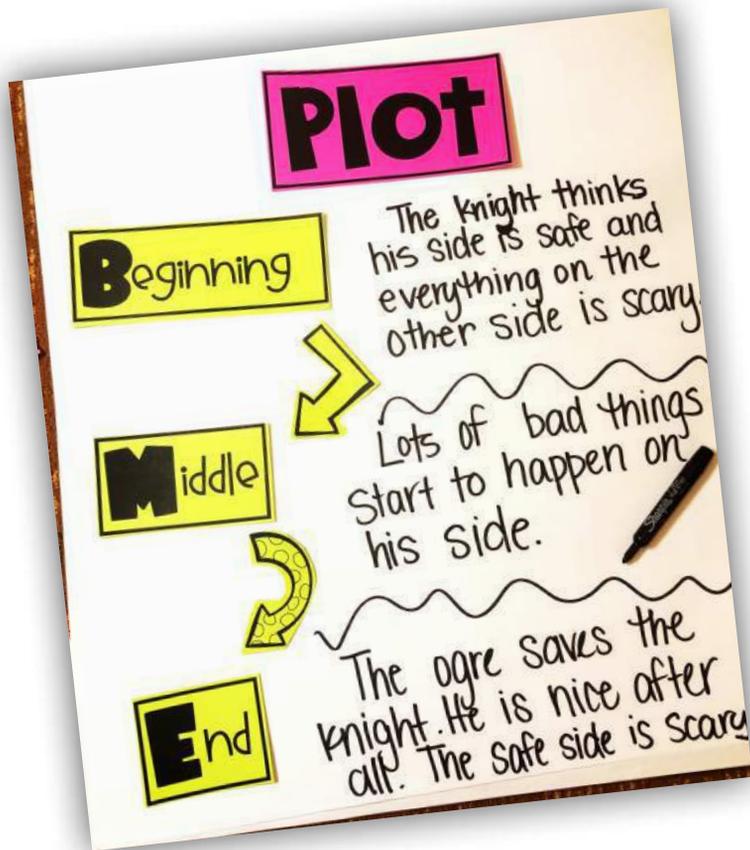


1. Introduce the Plot poster to your students before reading. Discuss the definition. Use the concrete visual of the book— show them the front. Talk about what usually happens. Plant the vocabulary of character and setting. Then continue on to the middle (discuss something usually goes wrong— Problem). Then the End— show them the back of the book. Use the term solution/ending.

2. Use the comprehension book mark 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!



The Wall in the Middle of the Book

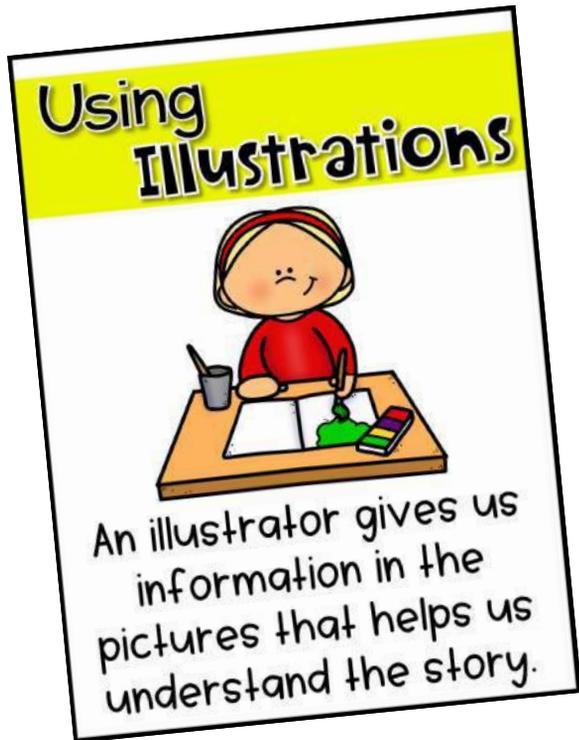


3. Make the whole class anchor chart together using the large pieces. Support students through figuring out the beginning, middle, and end of the story. Leave the anchor chart up for support.

4. Students should cut the two flaps first, then fold the paper. Have them write or draw about the beginning, middle, and end under the flaps. Come back together to discuss as a class.

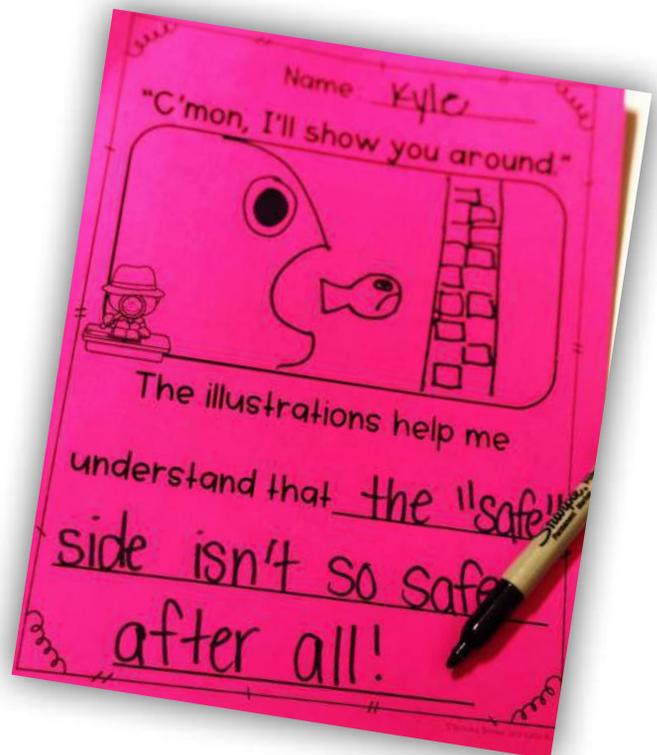


The Wall in the Middle of the Book



5. Before going back into the text, show students the Using Illustrations poster. Discuss how good readers read pictures as well as the words. Authors ask us to put the words and pictures together to truly understand or comprehend.

6. Have students look at the page where the knight states "C'mon, I'll show you around." They need to draw and write about how the illustrations help them realize that the "safe" side wasn't really so safe after all!



Dig Deeper



Teacher Questions for The Wall in the Middle of the Book

What is on each side of the wall? Why is one side scary?

Look closely at the pictures. What scared the big animals? Why is that funny?

Does the knight even know what is on the other side of the wall? Why do you think this?

Can you apply the idea of being scared of something you don't know a lot about to your own life? What do you usually realize about that "scary" thing?

Which of the animals on the other side of the wall do you find the most frightening? Why?

Why is it a good thing that the ogre snatched up the man?

Dig Deeper



Teacher Questions for The Wall in the Middle of the Book

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Look closely at the pictures. What scared the big animals? Why is that funny?

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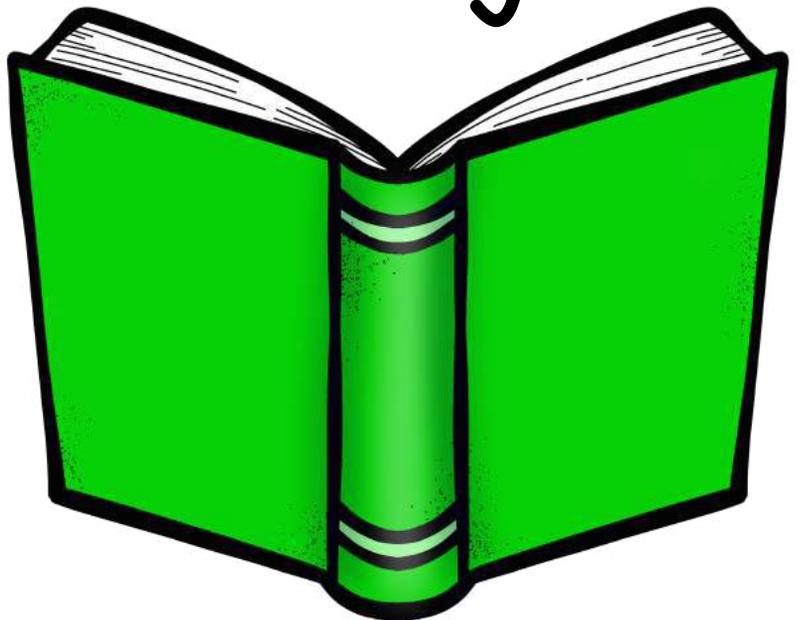
Plot

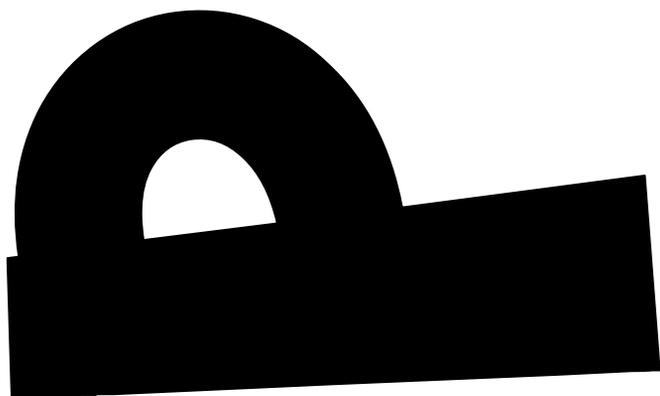
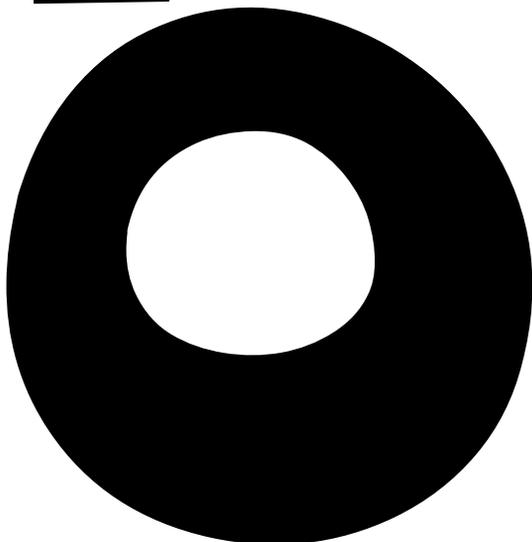
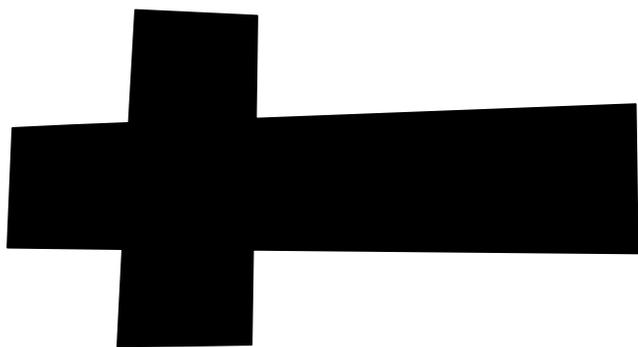
B

The plot is the beginning, middle, and end of a story.

M

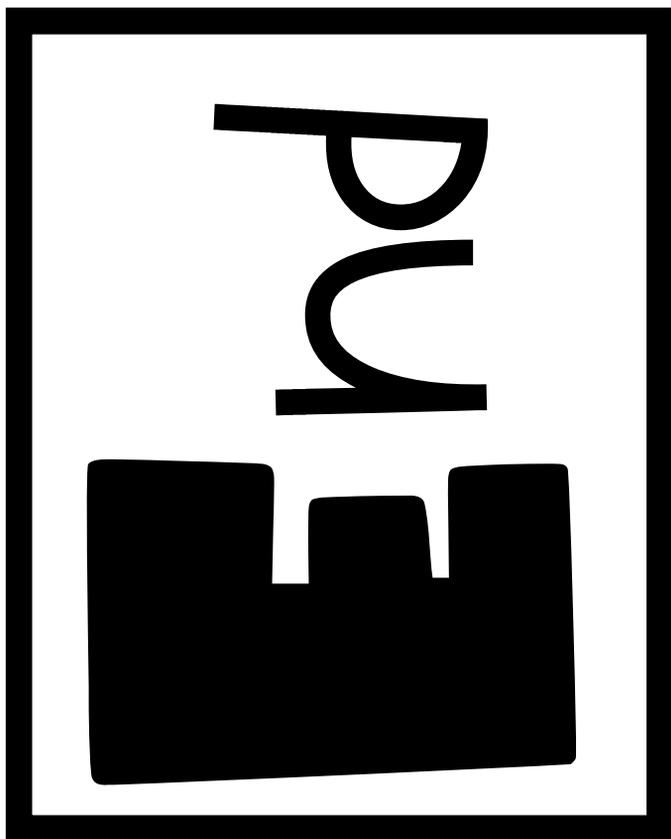
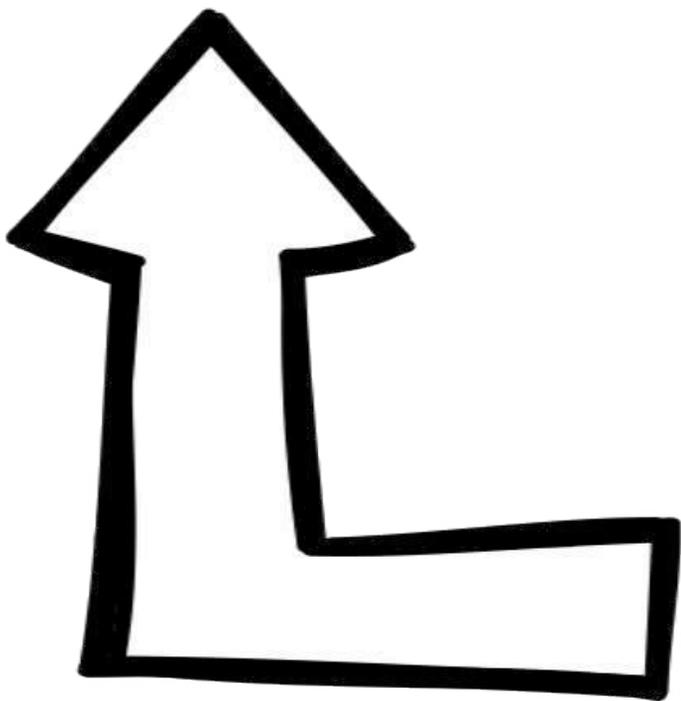
E





Apple
M

Beginning





Characters



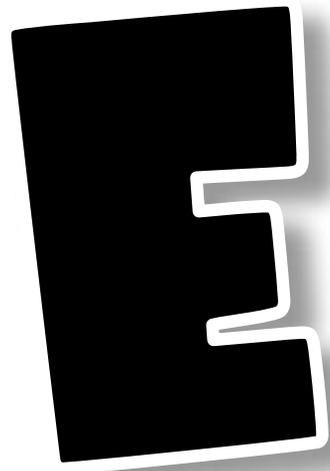
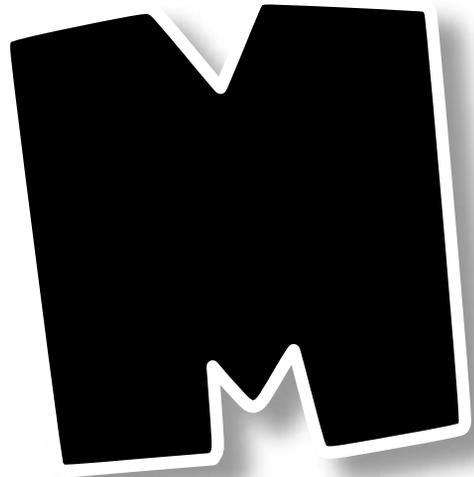
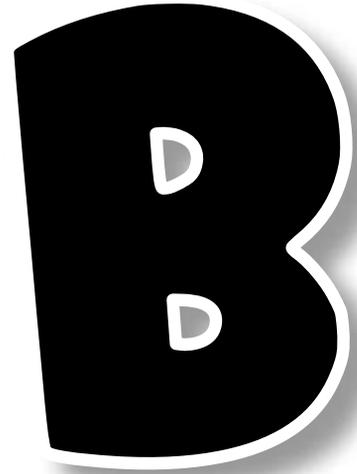
Setting



Problem

Name: _____

Under each flap draw and label the beginning, middle, and end.



Fold Here

Using Illustrations



An illustrator gives us information in the pictures that helps us understand the story.

vising

ILLUSTRATIONS

The wall protects this side of
the book...
from the other side of the
book.

This side of the book is safe.
The other side is not.

If the ogre ever caught me,
he'd eat me up.

Wait a second. What is going
on?

Name: _____

"C'mon, I'll show you around."



The illustrations help me

understand that _____

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.

Vocabulary EXPLOSION



Place Vocabulary Explosion Mats around the room. Give each student a post it note. Have them write a word, phrase or draw a picture that has to do with that word. Count down from 10 and kids get to carefully “explode” by hurrying to the mat that they wrote about and putting their post it note on it.

Vocabulary ACT IT OUT



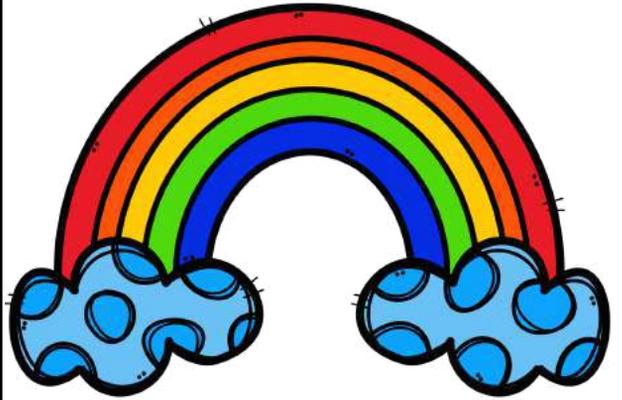
Use the vocabulary cards from Vocabulary chats. Put the cards in a bag. Call two students up to the front of the room and ask them to act out the words. Classmates should raise their hand to guess what word is being acted out.

protect



to keep safe from
harm or injury

fantastic



extremely good

ogre



a mean giant

assumption



A thing that is
accepted to be true.

protect



to keep safe from
harm or injury

protect



to keep safe from
harm or injury

protect



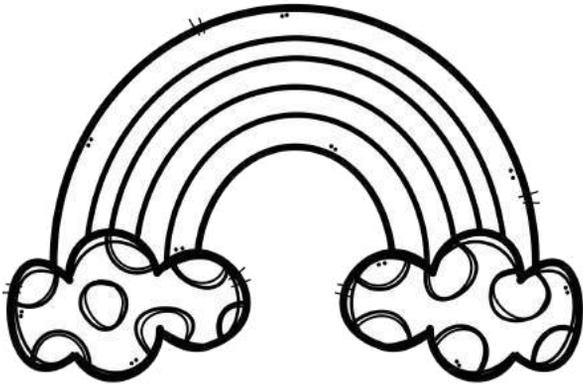
to keep safe from
harm or injury

protect



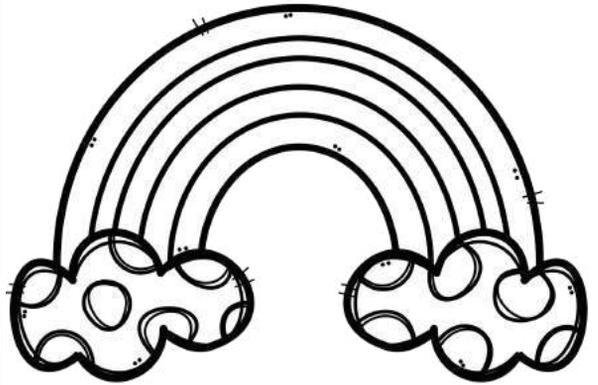
to keep safe from
harm or injury

fantastic



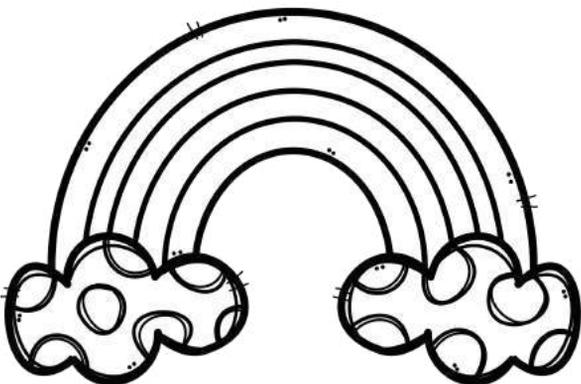
extremely good

fantastic



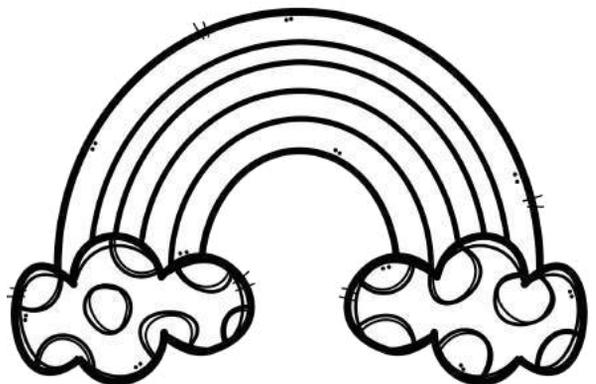
extremely good

fantastic



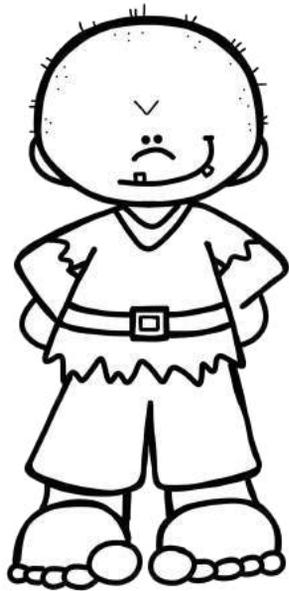
extremely good

fantastic



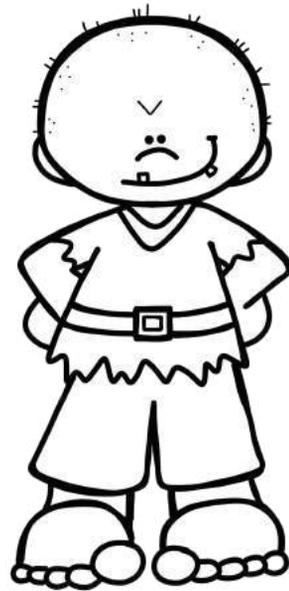
extremely good

ogre



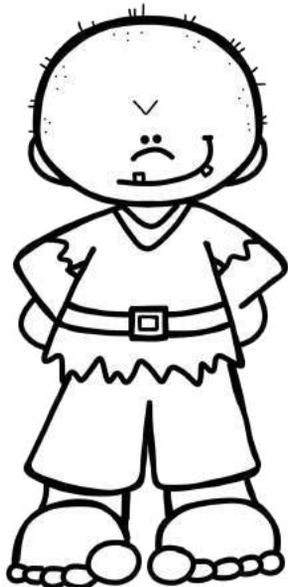
a mean giant

ogre



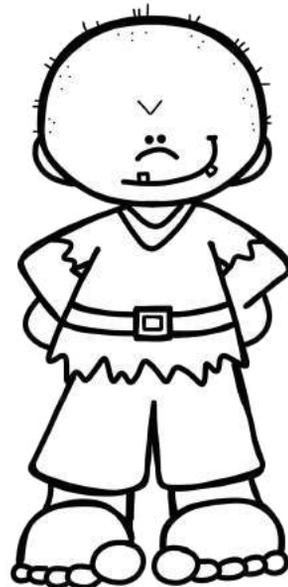
a mean giant

ogre



a mean giant

ogre



a mean giant

assumption



A thing that is
accepted to be true.

assumption



A thing that is
accepted to be true.

assumption



A thing that is
accepted to be true.

assumption



A thing that is
accepted to be true.



VOCABULARY



protect

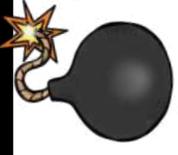


EXPLOSION





VOCABULARY



fantastic



EXPLOSION



VOCABULARY



ogre



EXPLOSION





VOCABULARY



assumption



EXPLOSION



Name: _____

Directions: Draw a picture that goes with each vocabulary word. Explain what you drew to a partner.



fantastic

protect

assumption

ogre

STEM CHALLENGE: RISE UP

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. **SCIENCE:** Buoyancy (Sink/Float) and Water Displacement

Challenge Description: As a whole class guided activity, students will first explore a variety of objects to determine which ones sink and which ones float. Many of them will likely be surprised that a LEGO mini figure floats! They will then construct a wall out of building bricks to be the height of a plastic cup. They will fill the cup half way with water, then float their mini figure ("knight") on the top. They will drop rocks into the water to raise the water level to raise the mini figure to the top of the wall.

FOR TEACHER DEMO: Tub of water, variety of small classroom objects and supplies that can be placed in water, LEGO mini figure

Suggested Materials per group of 3-4 students: tub of building bricks (for wall), 1 clear plastic cup filled half way with water, 1 mini figure, 8-12 rocks (large glass vase fillers work well or students can also bring a baggy of rocks from home.)



LESSON PLAN

1. Ask students to share what they already know about objects that sink or float. Ask them to discuss what happens to the water level when you place a heavy object into it, such as when they get into a full bathtub or add ice to a glass of water.
2. Conduct sink and float experiment as a whole class using a variety of small classroom objects. Ask students to suggest items to try out too. Before testing each item, have students raise their hand to predict if it will sink or float. The last item to test should be the LEGO mini figure.
3. Introduce the STEM challenge and permitted materials.
4. Introduce and discuss key vocabulary cards related to the challenge.
5. Have students sketch blueprints of their designs on their recording sheets.
6. Distribute materials and allow students 30-45 minutes with partners or small groups to construct their walls and raise their "knight" to the top of the water.
7. Hold a whole class closing discussion and reflection, allowing students to share what they discovered about buoyancy. Have students finish their recording sheets as necessary.

RISE UP

The Wall in the Middle of the Book

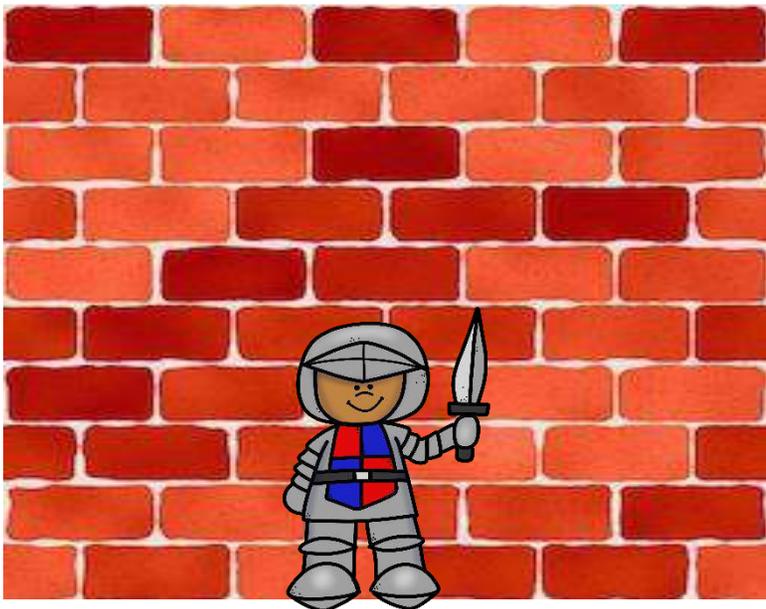
Possible Product



RISE UP

The knight needs to float to the top of the wall so he can get to the other side!

Build a wall. Float your knight on top of the water. Then, drop rocks into the water to help him rise to the top.

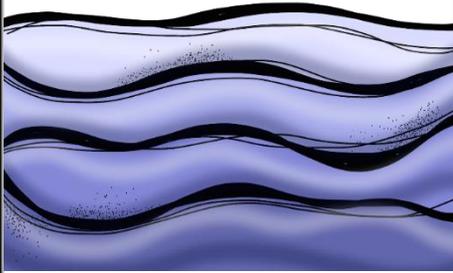


YOU WILL NEED:

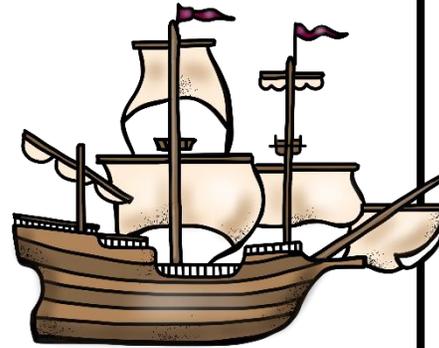
- building bricks
- clear cup of water
- mini figure
- rocks

LET'S EXPLORE SINKING AND FLOATING!

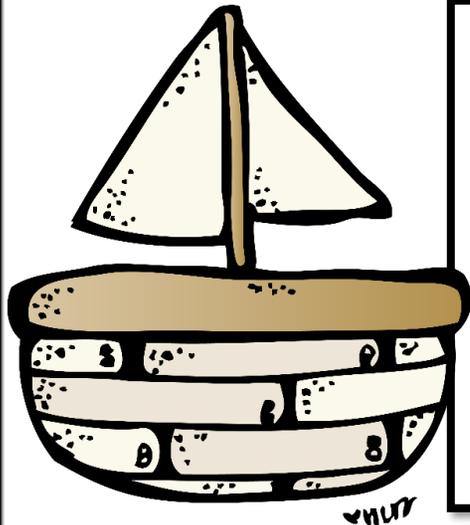
SINK OR FLOAT



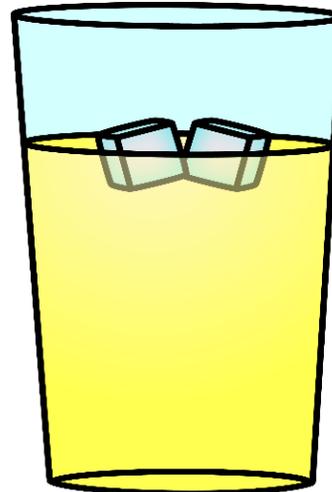
WHY DO SHIPS FLOAT?



FLOAT A BOAT



LAW OF FLOATATION



RISE UP

Objects that SINK

Objects that FLOAT

How can we raise the water level to get the knight to the top of the wall?

What we Learned



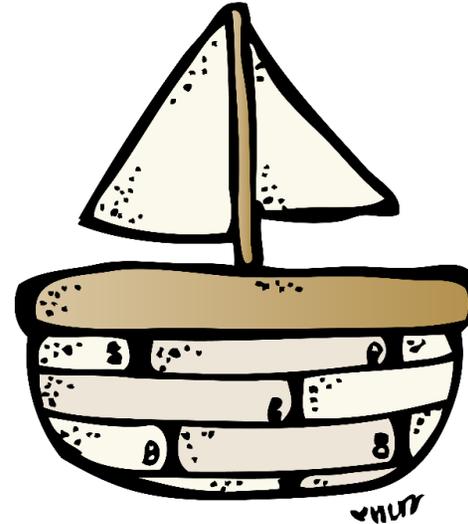
RISE UP

SINK



to go down
below the
surface of a
liquid

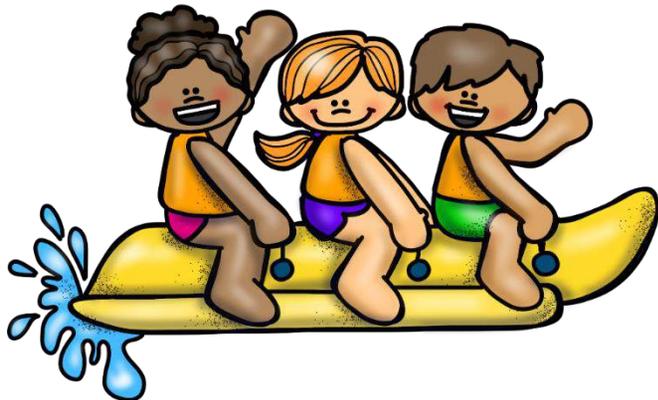
FLOAT



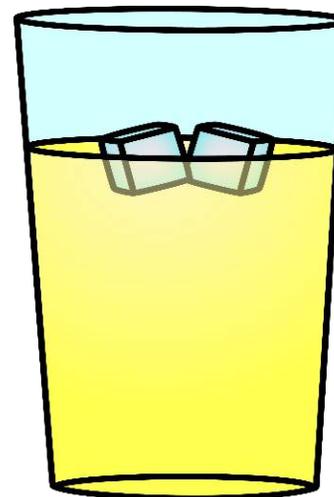
to rest or
move on the
surface of
a liquid

BUOYANT

able to float



LIQUID



a substance
that flows
freely



RISE UP

The Wall in the Middle of the Book

NAME: _____



THINGS THAT FLOAT

MY BLUEPRINT



Draw a picture of your wall, cup of water, and knight.



THINGS THAT SINK

Did your knight rise to the top
of the wall?

YES

NO

How many rocks did you put in the water
to get your knight to rise to the top?

_____ rocks

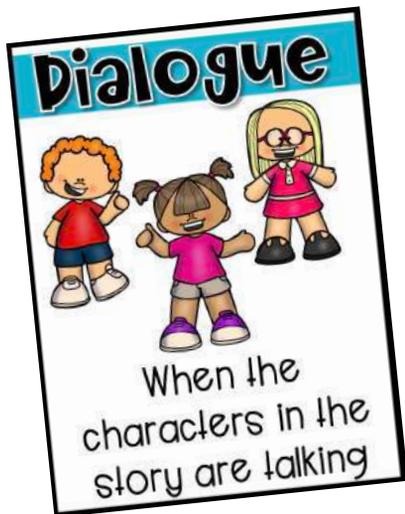
Splatter

1. Use the comprehension book mark 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!



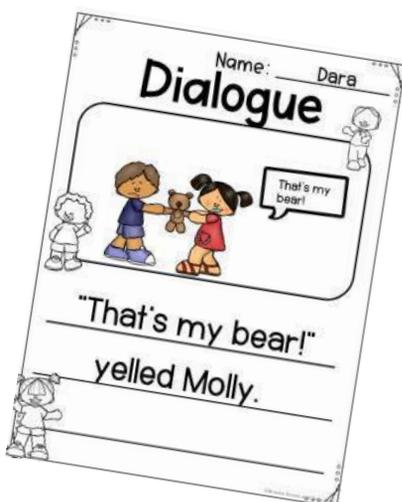
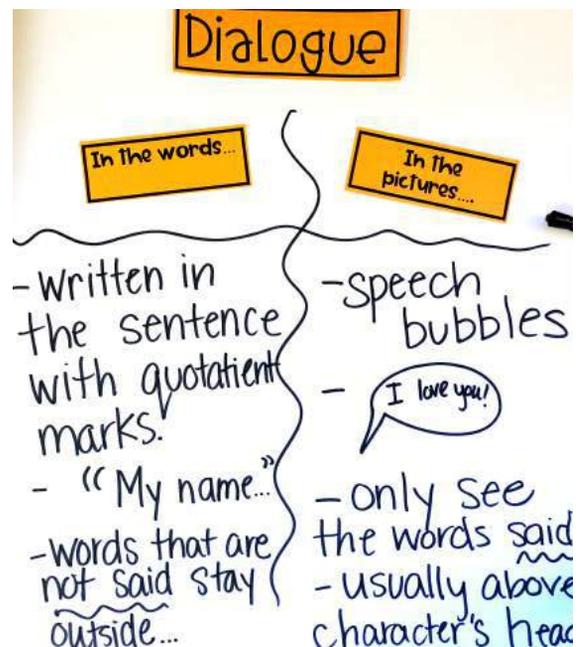
2. Introduce the COLOR WORDS poster. Review and discuss how primary colors are used to make secondary colors like we saw in the book. Also discuss how there are different shades of each color and what that means.

Splatter



5. Show students the Dialogue poster. Put the book under a projector and talk about the quotation marks and who is talking in different parts throughout the book. Also discuss speech bubbles (*Don't Let the Pigeon Drive the Bus*) would be a great book to tie in here.

6. Make the whole class anchor chart about dialogue. You may want to photocopy examples from books to display here. You can also draw and write about what dialogue looks like in the words and what it looks like in the pictures.



7. Students will draw and write about a scenario where someone is talking. They will use a speech bubble in their picture. We are striving for quotation marks around the dialogue in the writing!

Dig Deeper



Teacher Questions for Splatter

Listen to one page of the text. What is the rhyming pattern? Can you tap the beat on your legs?

What was wrong with the way that blue painted at first? Have you ever gotten overexcited and forgotten about your friends?

How would you describe red's personality?

What shapes did red use to make the flower? Use your hands to show what they look like.

Why were blue and yellow scared to paint the garden?

When blue and yellow worked together, what happened?

What is the name to describe red, blue, and yellow as a group? What lesson did the primary colors learn?

Dig Deeper



Teacher Questions for Splatter

Listen to one page of the text. What is the rhyming pattern? Can you tap the beat on your legs?

What was wrong with the way that blue painted at first? Have you ever gotten overexcited and forgotten about your friends?

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Why were blue and yellow scared to paint the garden?

When blue and yellow worked together, what happened?

What is the name to describe red, blue, and yellow as a group? What lesson did the primary colors learn?



COLOR WORDS

blue

yellow

red

orange

purple

gray

pink

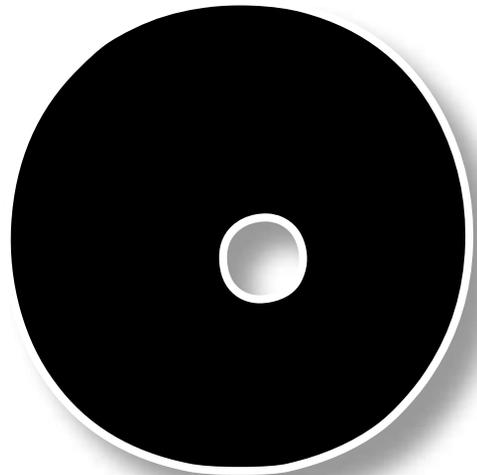
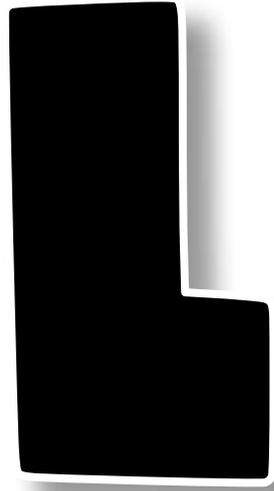
brown

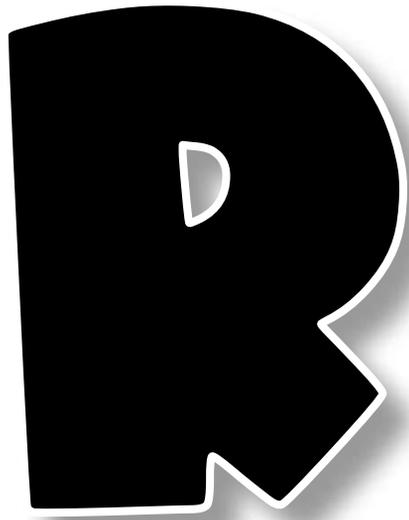
green

black

white







R



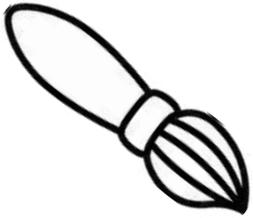
WORDS



red



yellow



blue



purple



gray



orange



black



white



pink

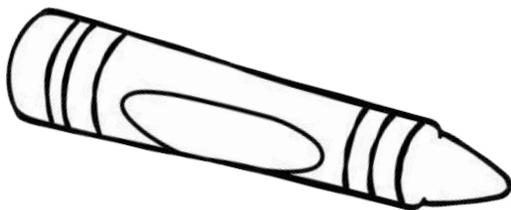
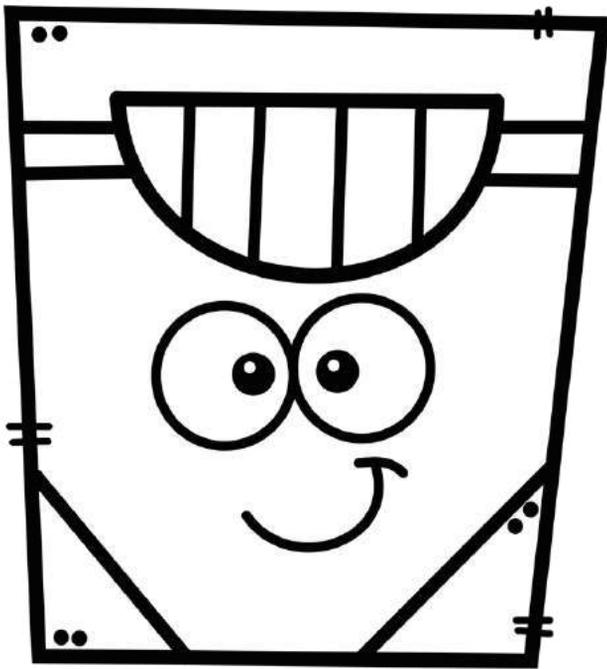


green



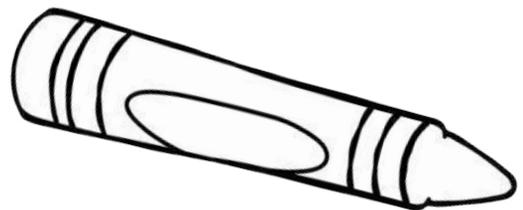
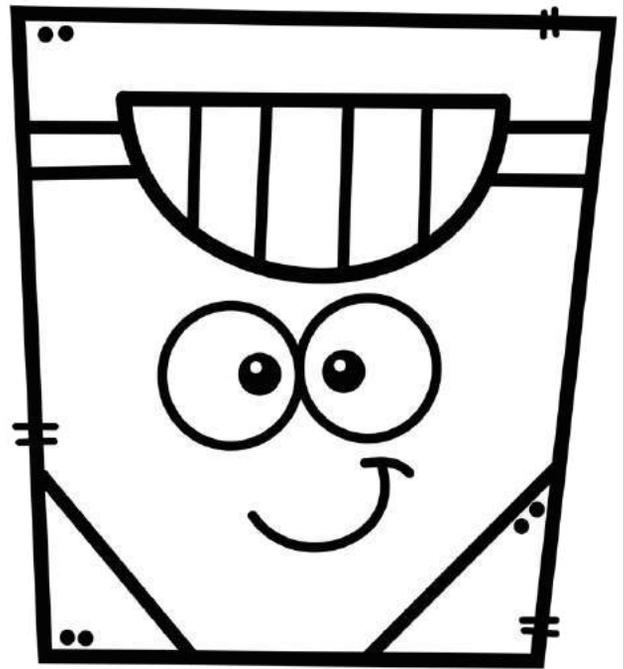
brown

My Color **BOOK**



Artist:

My Color **BOOK**



Artist:

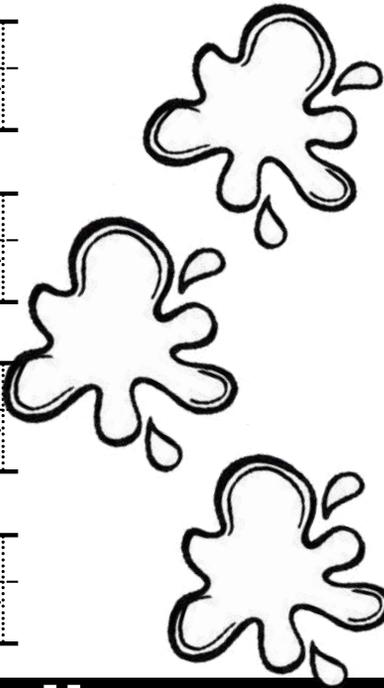
red

red

red

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red



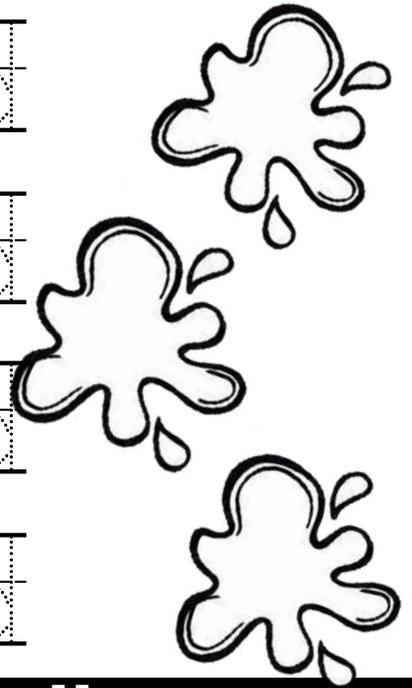
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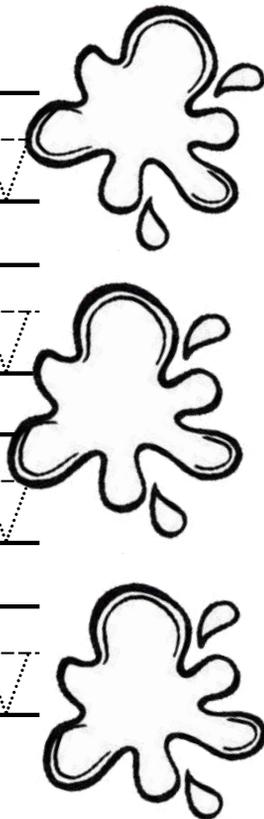
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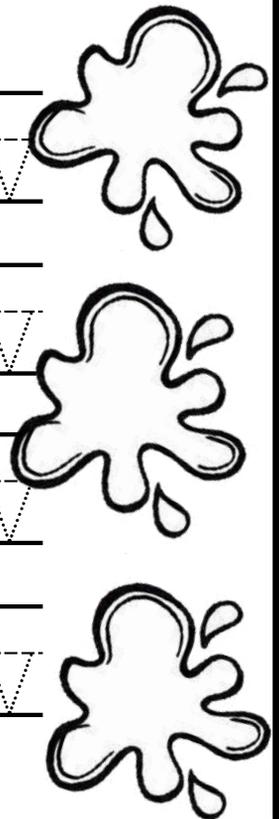
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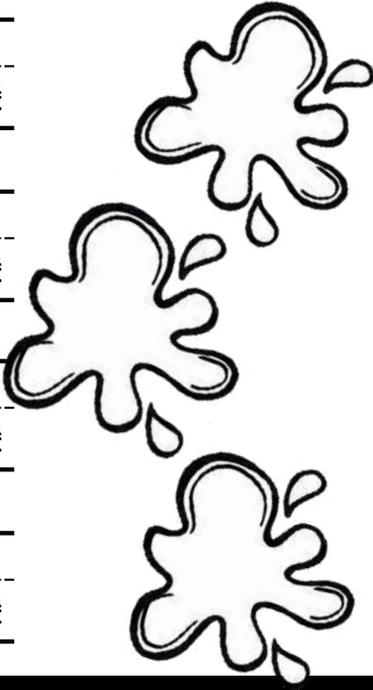
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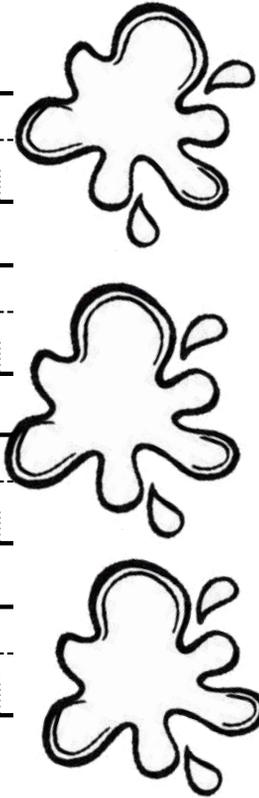
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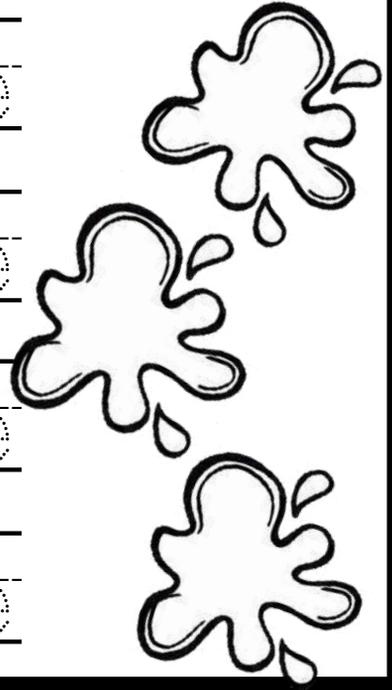
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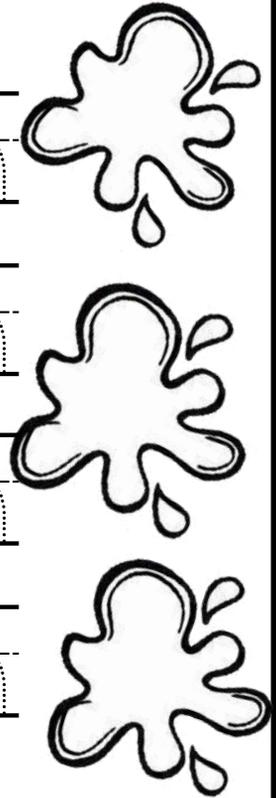
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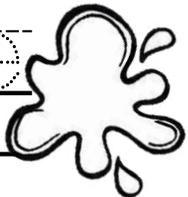
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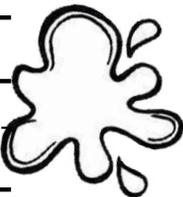
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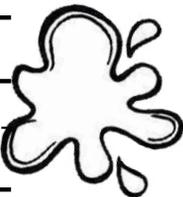


orange

orange 

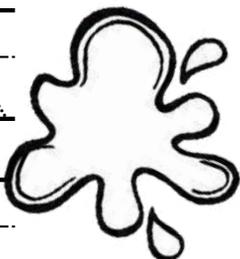
orange 

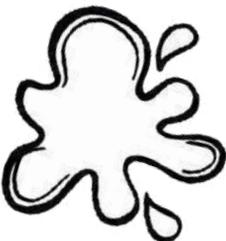
orange 

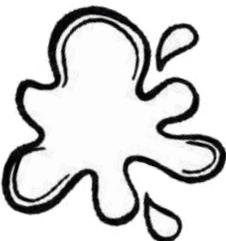
orange 

pink

pink 

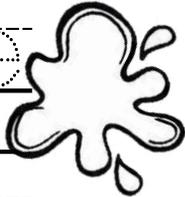
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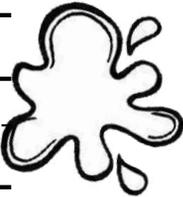
pink 

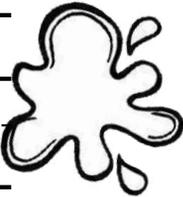
pink 

orange

orange 

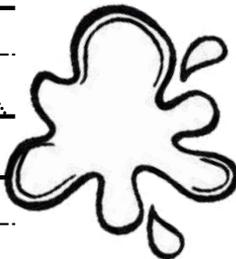
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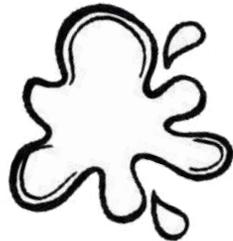
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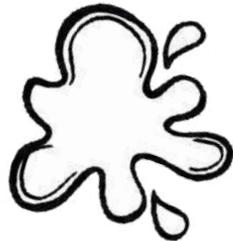
orange 

pink

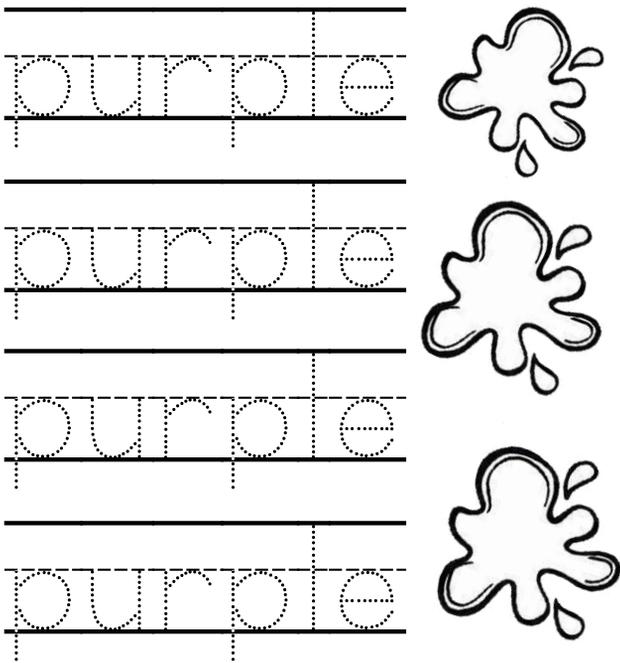
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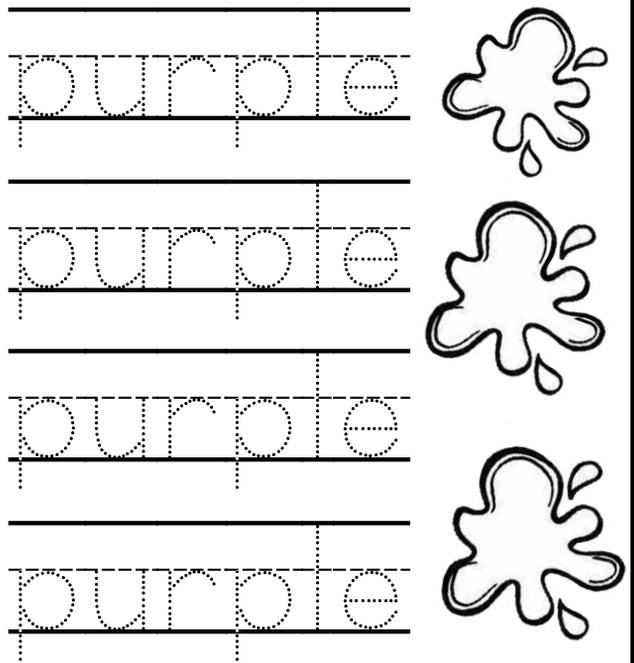
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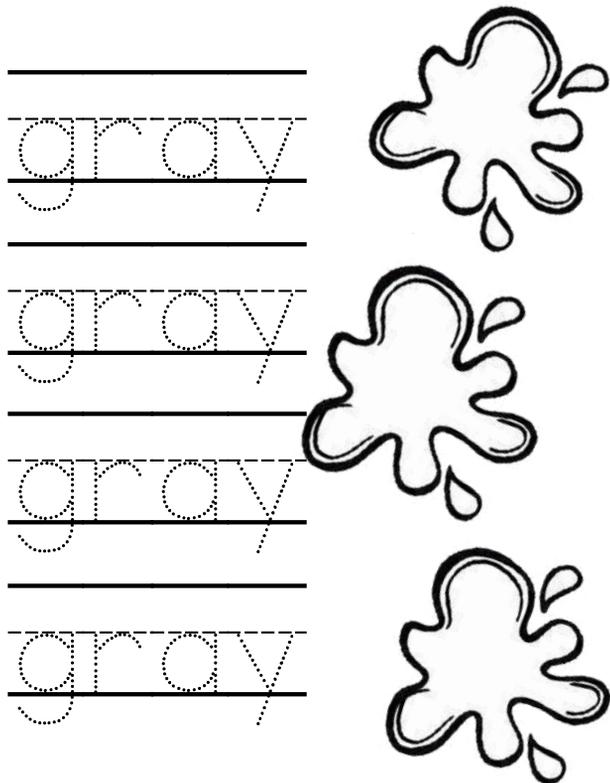
purple



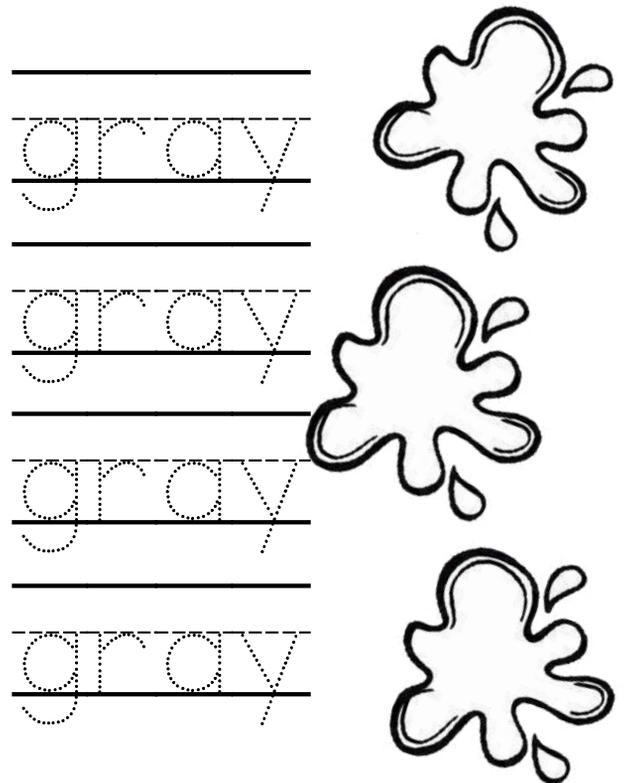
purple



gray



gray



Dialogue



When the
characters in the
story are talking

Did you get a

**In the
pictures....**

In the words...

Name: _____

Dialogue

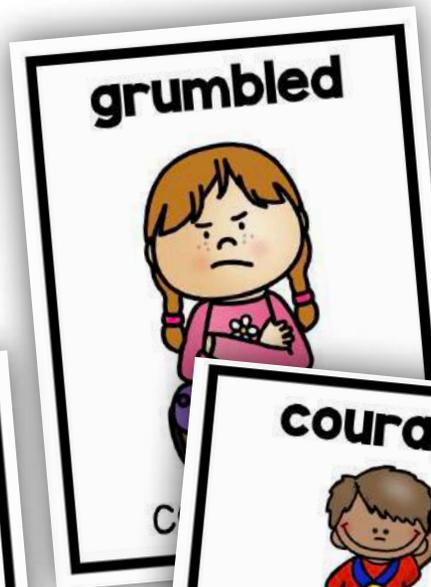


A large, empty rounded rectangular frame intended for writing a dialogue between two characters.



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.

Vocabulary EXPLOSION



Place Vocabulary Explosion Mats around the room. Give each student a post it note. Have them write a word, phrase or draw a picture that has to do with that word. Count down from 10 and kids get to carefully "explode" by hurrying to the mat that they wrote about and putting their post it note on it.

Vocabulary ACT IT OUT



Use the vocabulary cards from Vocabulary chats. Put the cards in a bag. Call two students up to the front of the room and ask them to act out the words. Classmates should raise their hand to guess what word is being acted out.

grumbled



complained

pout



a look on the face
that is like a frown

courage



the strength to do
something that
scares you

flair



to have a stylish
way

grumbled



complained

grumbled



complained

grumbled



complained

grumbled



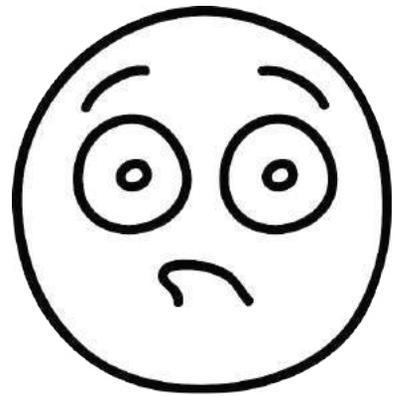
complained

pout



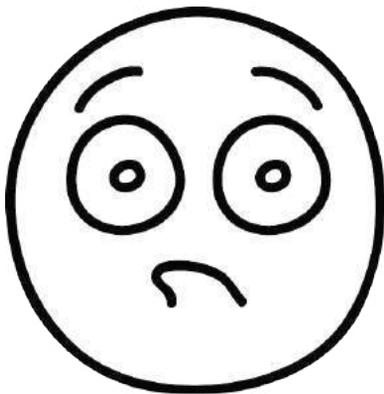
a look on the face
that is like a frown

pout



a look on the face
that is like a frown

pout



a look on the face
that is like a frown

pout



a look on the face
that is like a frown

courage



the strength to do
something that
scares you

courage



the strength to do
something that
scares you

courage



the strength to do
something that
scares you

courage



the strength to do
something that
scares you

flair



to have a stylish
way

flair



to have a stylish
way

flair



to have a stylish
way

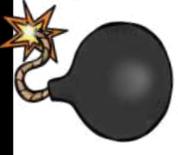
flair



to have a stylish
way



VOCABULARY



grumbled



EXPLOSION





VOCABULARY



pout



EXPLOSION



VOCABULARY



courage



EXPLOSION





VOCABULARY



flair



EXPLOSION



Name: _____

Directions: Draw a picture that goes with each vocabulary word. Explain what you drew to a partner.



flair

pout

courage

grumbled

STEM CHALLENGE: RAINBOW GARDEN



NG-SS Standard Alignment: 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. **MATH:** Patterns, **ART:** Color mixing, primary colors, secondary colors.

Challenge Description: Students will use primary colors to create a flower pattern on a coffee filter. They will then spray their design with a water bottle to watch secondary colors emerge. They will combine their flowers into a large, whole class garden art piece.

Suggested Materials per student: 1 coffee filter, red, blue, and yellow washable markers, 3 green pipe cleaners
PER CLASS: Scotch tape, plastic trays or paper plates to put underneath flowers before spraying, 1-2 spray bottles, 1 large sheet of blue butcher paper to glue or tape individual student flowers

LESSON PLAN

1. Introduce the STEM challenge and permitted materials.
2. Ask students to share what they already know about colors and color mixing. Show and discuss the short video clips on "Let's Explore Colors!"
3. Introduce and discuss key vocabulary cards related to the challenge.
4. Distribute materials and allow students 30-45 minutes with partners or small groups to create their flower designs and spray with water. Have them share the secondary colors that emerge when they spray the water on their design.
5. After the flowers are dry, students can create a stem and leaves out of pipe cleaners and attach to the flower with tape. Flowers can then be taped or glued onto butcher paper to create a whole class garden art piece.
6. Hold a whole class closing discussion and reflection, allowing students to share what they discovered about colors. Have students finish their recording sheets as necessary.

RAINBOW GARDEN

Splatter

Possible Product



RAINBOW GARDEN

Your school needs a large and colorful piece of art for the hallway!

Can you work with your classmates to create a rainbow garden with all the primary and secondary colors?



YOU WILL NEED:

- 1 coffee filter
- red, blue, and yellow markers
- spray bottle with water
- 3 pipe cleaners

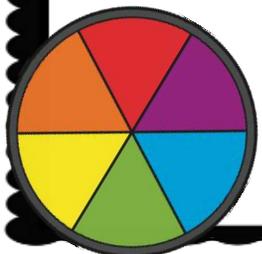
RAINBOW GARDEN

**What are the
PRIMARY COLORS?**

**What are the
SECONDARY COLORS?**

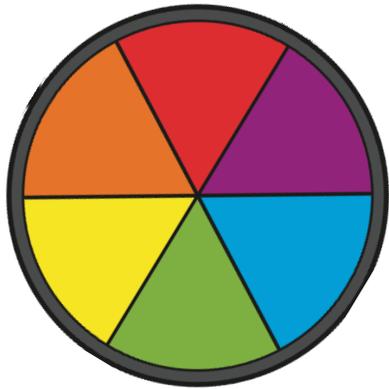
**Where do colors
come from?**

**How are rainbows
made?**

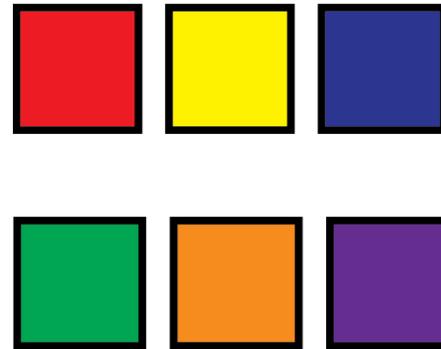


LET'S EXPLORE COLORS!

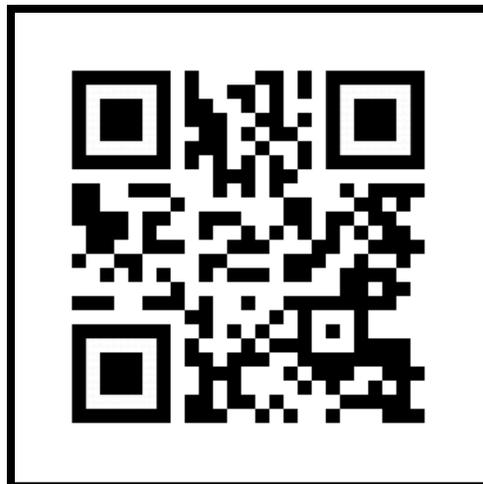
MIXING COLORS



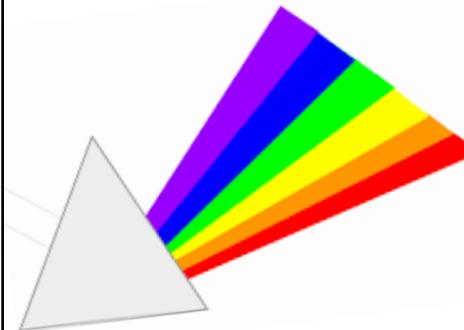
PRIMARY & SECONDARY COLORS SONG



MAKE A RAINBOW



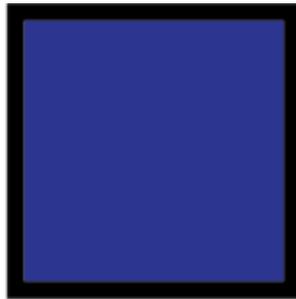
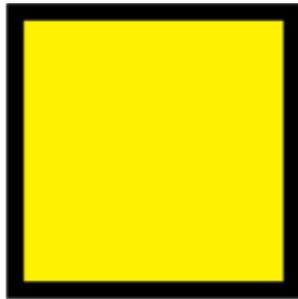
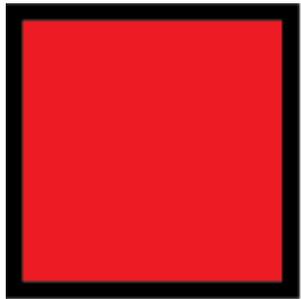
LIGHT AND COLOR



RAINBOW GARDEN

PRIMARY COLORS

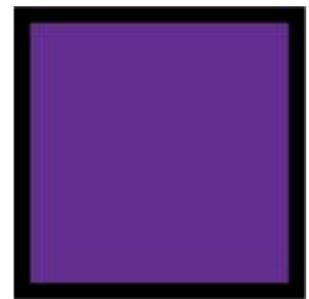
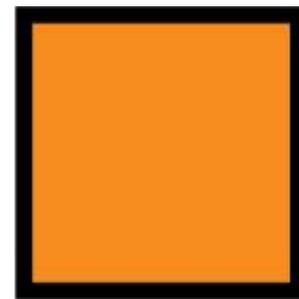
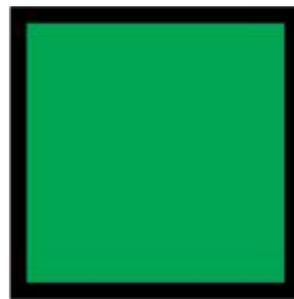
red yellow blue



SECONDARY COLORS

made by mixing primary colors

green orange purple



RAINBOW



an arc of color
in the sky that
can be seen
when the sun's
rays bounce off
rain droplets

SPECTRUM



a band
of colors
in a
rainbow



RAINBOW GARDEN

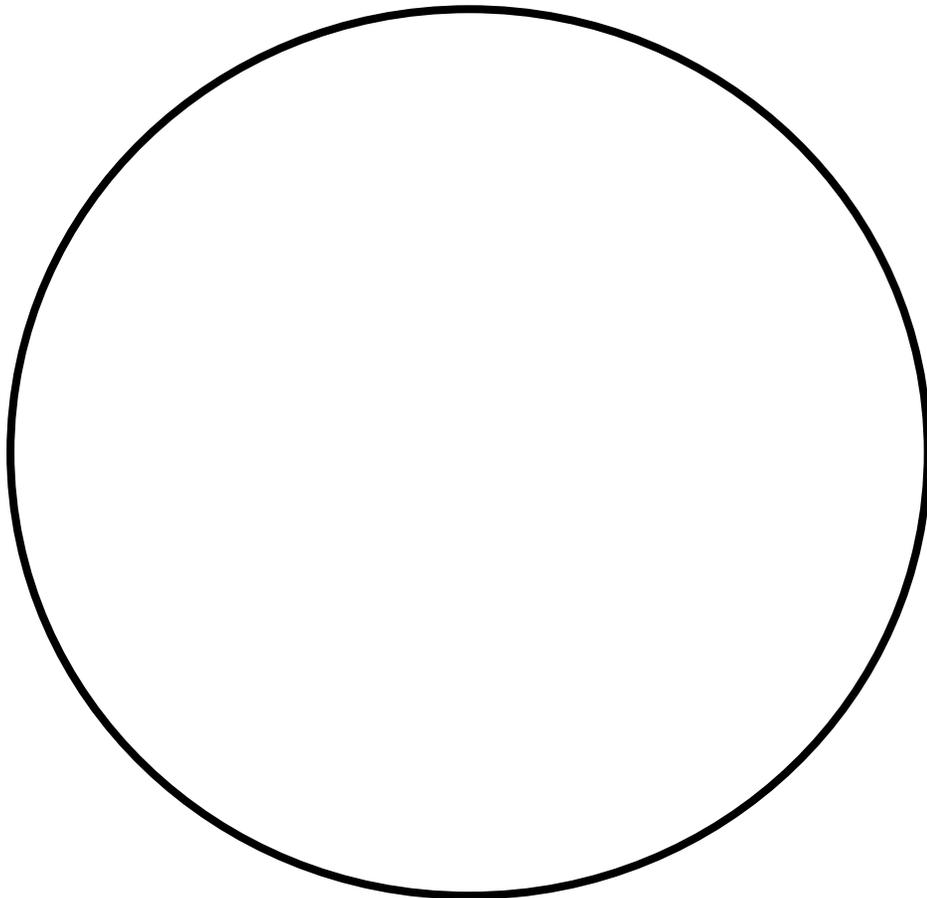
Splatter

NAME: _____

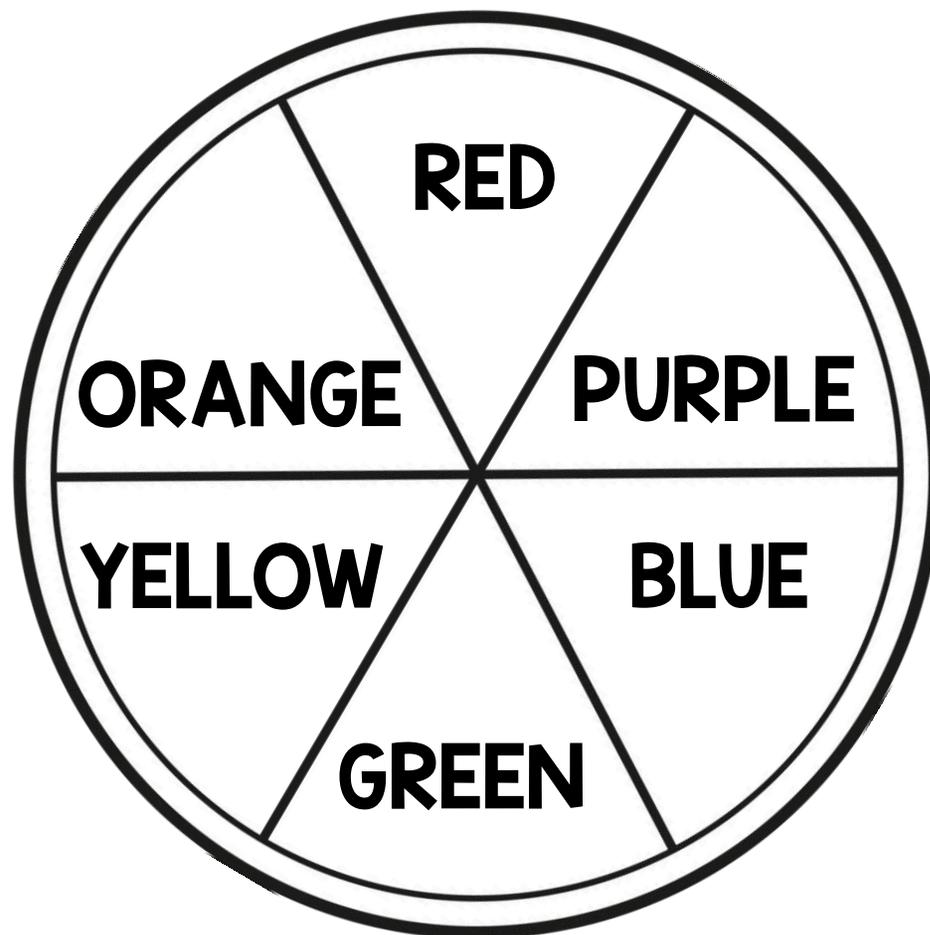
MY BLUEPRINT



Color a plan for your flower design.
Use only RED, BLUE, and YELLOW.



Color the PRIMARY colors
and SECONDARY colors that
you see in your flower design
AFTER you spray it with water.





We Need Supplies for Storybook STEM!

Dear Families,

We are learning all about Science, Math, Engineering, and Technology through Storybook STEM lessons, and we need your help! If you are able to donate any of the following supplies for our STEM Challenges, please detach and return the form below and send back to school with your child. We greatly appreciate your support and generosity!

We are in need of the following items by _____.

Thank you so much for supporting our Storybook STEM Lessons!
Please contact me at _____ with any questions.

Sincerely,

If you are able to donate, please detach and return the form below:

Parent Name(s): _____
Child's Name: _____
I am able to donate: _____

credits

Thank you for your purchase!

Created by
Brooke Brown & Katie King

