

KINDERGARTEN

VOLUME 2

BROOKE BROWN & KATIE KING

CONTENTS

Page 6: Book Selections



A COLOR OF HIS OWN BY LEO LEONNI

ELA

Page 7-9: ELA Lesson Plans

Page 10: Comprehension Bookmark

Pages 11-15: Predictions activities

Pages 16-20: Adjectives activities

Pages 21-30: Vocabulary activities

STEM

Pages 31-38: STEM Challenge:
CAMOUFLAGED CRITTERS
(Animal Survival, Habitats
and Adaptations)



THE RAIN CAME DOWN BY DAVID SHANNON

ELA

Pages 39-41: ELA Lesson Plans

Page 42: Comprehension Bookmark

Pages 43-46: Illustrations activities

Pages 47-52: Problem and Solution activities

Pages 53-62: Vocabulary activities

STEM

Pages 63-69: STEM Challenge:
CATCH THE RAIN
(Forecasting and Tracking
Weather, Weather Tools)

CONTENTS



FERDINAND BY MUNRO LEAF

ELA

Pages 70-72: ELA Lesson Plans

Page 73: Comprehension Bookmark

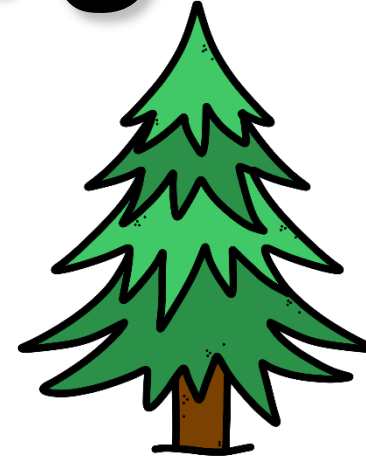
Pages 74-81: Retelling activities

Pages 82-86: Describing Characters activities

Pages 87-96: Vocabulary activities

STEM

Pages 97-105: STEM Challenge:
SHADY SPOT
(Sunlight and Shadows, Sun's
Warming Effects)



TALL TALL TREE BY ANTHONY D. FREDERICKS

ELA

Pages 106-108: ELA Lesson Plans

Page 109: Comprehension Bookmark

Pages 110-119: Answering Questions activities

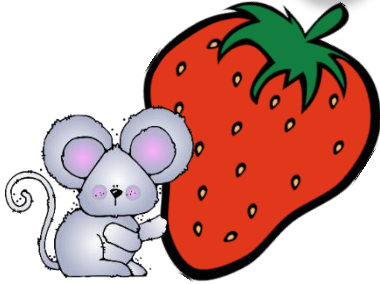
Pages 120-128: Rhyme activities

Pages 129-138: Vocabulary activities

STEM

Pages 139-145: STEM Challenge:
TREE TOWER
(Engineering, Animal Habitats)

CONTENTS



**THE LITTLE MOUSE, THE RED RIPE
STRAWBERRY, AND THE BIG HUNGRY BEAR**
BY DON AND AUDREY WOOD

ELA

Pages 146-148: ELA Lesson Plans

Page 149: Comprehension Bookmark

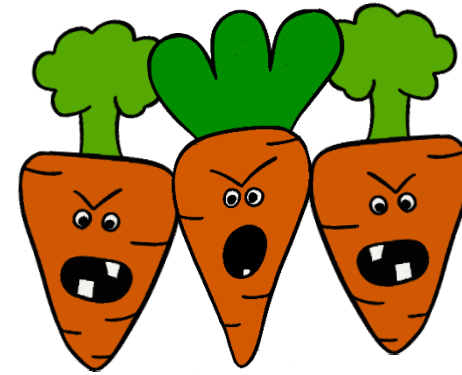
Pages 150-153: Learning from Illustrations
activities

Pages 154-159: Sound Words activities

Pages 160-169: Vocabulary activities

STEM

Pages 170-177: STEM Challenge:
STRAWBERRY HIDEOUT
(Engineering)



CREEPY CARROTS BY AARON REYNOLDS

ELA

Pages 178-180: ELA Lesson Plans

Page 181: Comprehension Bookmark

Pages 182-191: Character Thoughts activities

Pages 192-197: Ending activities

Pages 198-207: Vocabulary activities

STEM

Pages 208-215: STEM Challenge: **SHAPE
FENCES** (Engineering, Polygons)

CONTENTS



HOW TO CATCH AN ELF BY ADAM WALLACE

ELA
Pages 216-218: ELA Lesson Plans
Page 219: Comprehension Bookmark
Pages 220-224: Making Connections activities
Pages 225-229: Compare and Contrast activities
Pages 230-239: Vocabulary activities
STEM
Pages 240-247: STEM Challenge: ELF TRAP (Engineering, Simple Machines, Actions and Reactions)

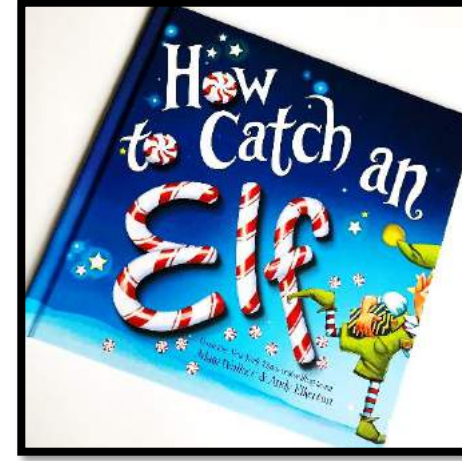
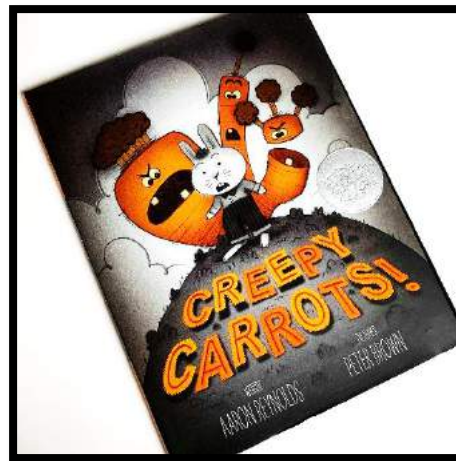
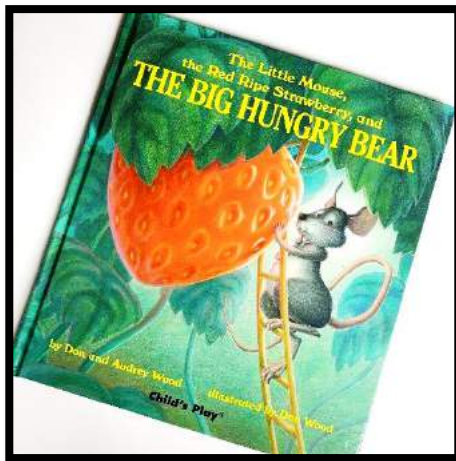
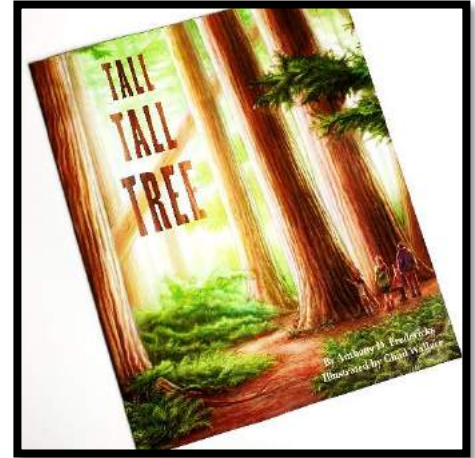
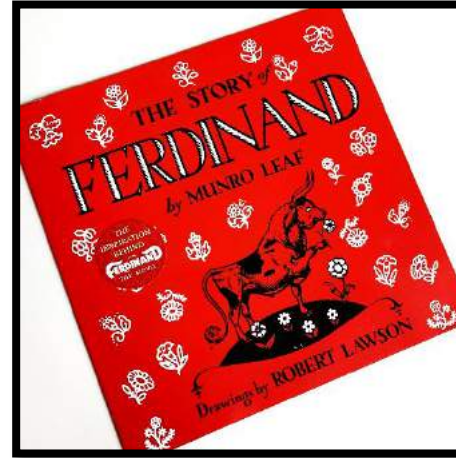
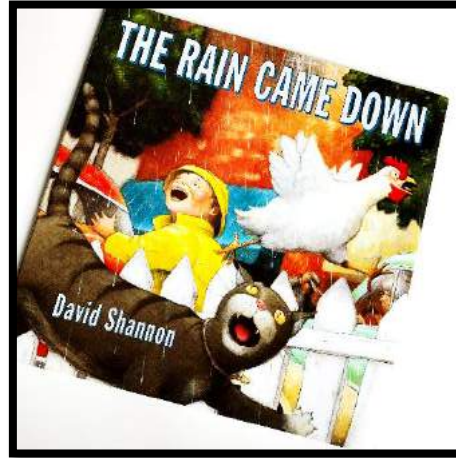
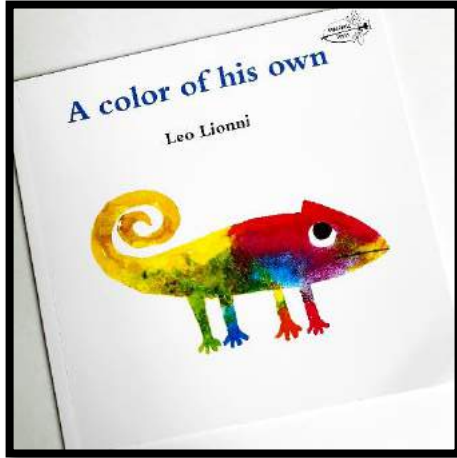
Page 248: Parent Supply Request letter

Page 249: Credits

Kindergarten: Volume 2

BOOK SELECTIONS

Click the pictures below to purchase each book through affiliate links on my website.

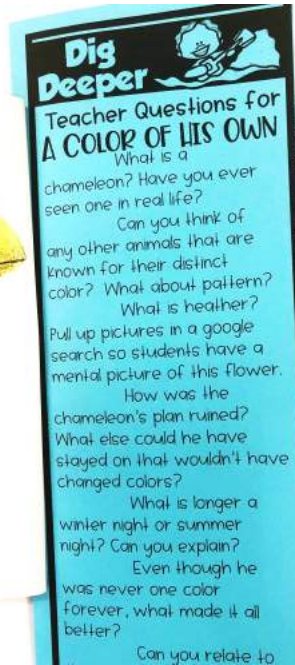


Brooke Brown of Teach Outside the Box is a participant in the Amazon Services LLC Associates Program, an affiliate advertising program designed to provide a means for sites to earn advertising fees by advertising and linking to Amazon.com. This product contains affiliate links for Amazon. By purchasing an item on the Amazon site using these links, she will receive a small commission on your purchase.

A COLOR OF HIS OWN

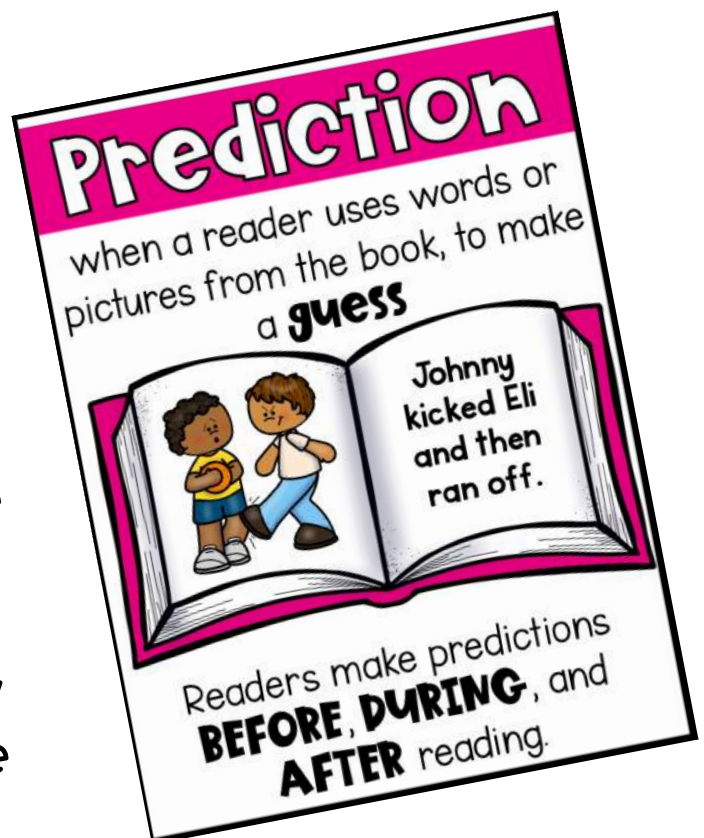


On lemons they are yellow.



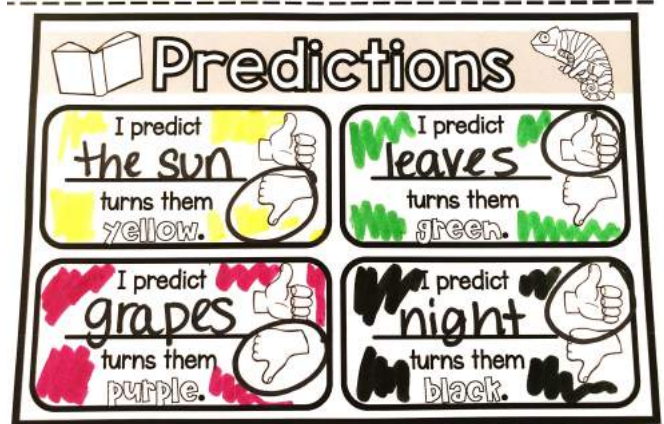
1. Use the comprehension book mark to dig deep with your students before, during, and after reading. The bookmark would also be a great question guide to use with a substitute if needed! Laminate a colored copy version for multiple year usage!

2. BEFORE reading the book, show students the prediction poster and discuss. Talk to students about how to predict content and other details based on the cover and a picture walk. STILL hold off on reading the book! Make sure the students know that chameleons change colors.

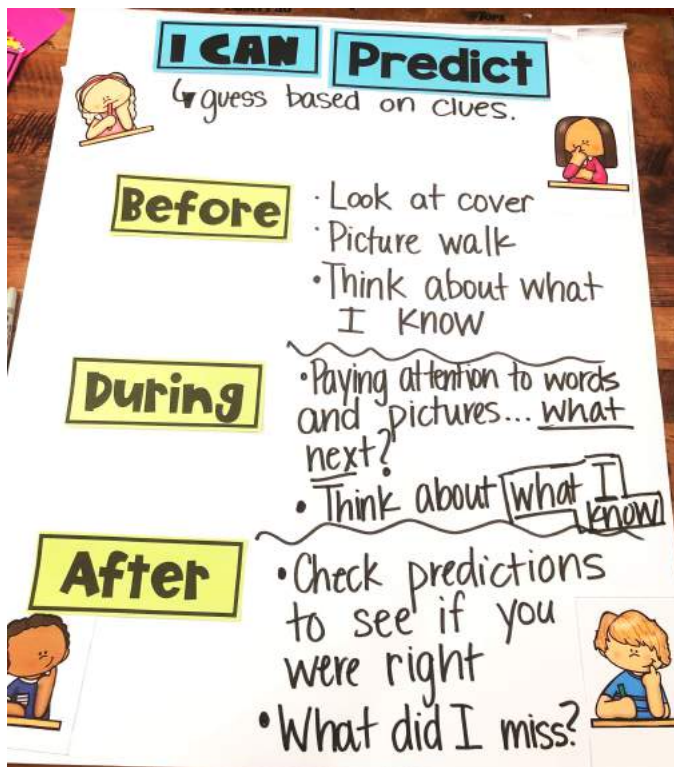


A COLOR OF HIS OWN

3. Have students predict what will change the chameleon's skin color throughout the book. Keep these half sheets handy to check after the whole class anchor chart discussion. NOW read the book making sure to pause to allow students time to make predictions!

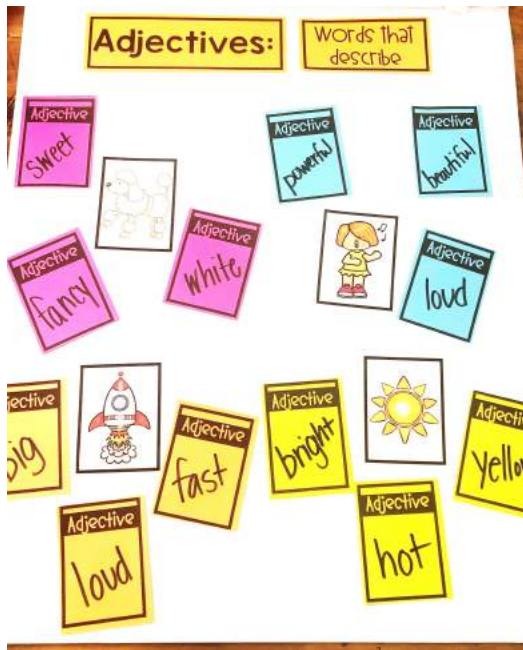


4. After reading the book and discussing students' thoughts, make the whole class anchor chart. Talk about why you need to predict all throughout the book. Have students go back to their half sheet to see if their predictions were correct.



A COLOR OF HIS OWN

5. After reading the book, introduce the Adjectives poster and discuss. Have an interesting object (Or few) handy to pass around and let students practice describing it. Ideas: feathers, rocks, money, cotton balls)



6. Watch the "Wide Open World of Adjectives" by Bazillions song on YouTube. Make the whole class anchor chart. Give students one of the rectangle pieces to add an adjective around one of the pictures.

7. Students will complete the flip-flap by drawing or writing different adjectives to describe the chameleon(s) under the flaps.



Dig Deeper



Teacher Questions for A COLOR OF HIS OWN

What is a chameleon? Have you ever seen one in real life?

Can you think of any other animals that are known for their distinct color? What about pattern?

What is heather?

Pull up pictures in a google search so students have a mental picture of this flower.

How was the chameleon's plan ruined? What else could he have stayed on that wouldn't have changed colors?

What is longer a winter night or summer night? Can you explain?

Even though he was never one color forever, what made it all better?

Can you relate to the chameleon and how his problem was solved?

Dig Deeper



Teacher Questions for A COLOR OF HIS OWN

What is a chameleon? Have you ever seen one in real life?

Can you think of any other animals that are known for their distinct color? What about pattern?

What is heather?

Pull up pictures in a google search so students have a mental picture of this flower.

How was the chameleon's plan ruined? What else could he have stayed on that wouldn't have changed colors?

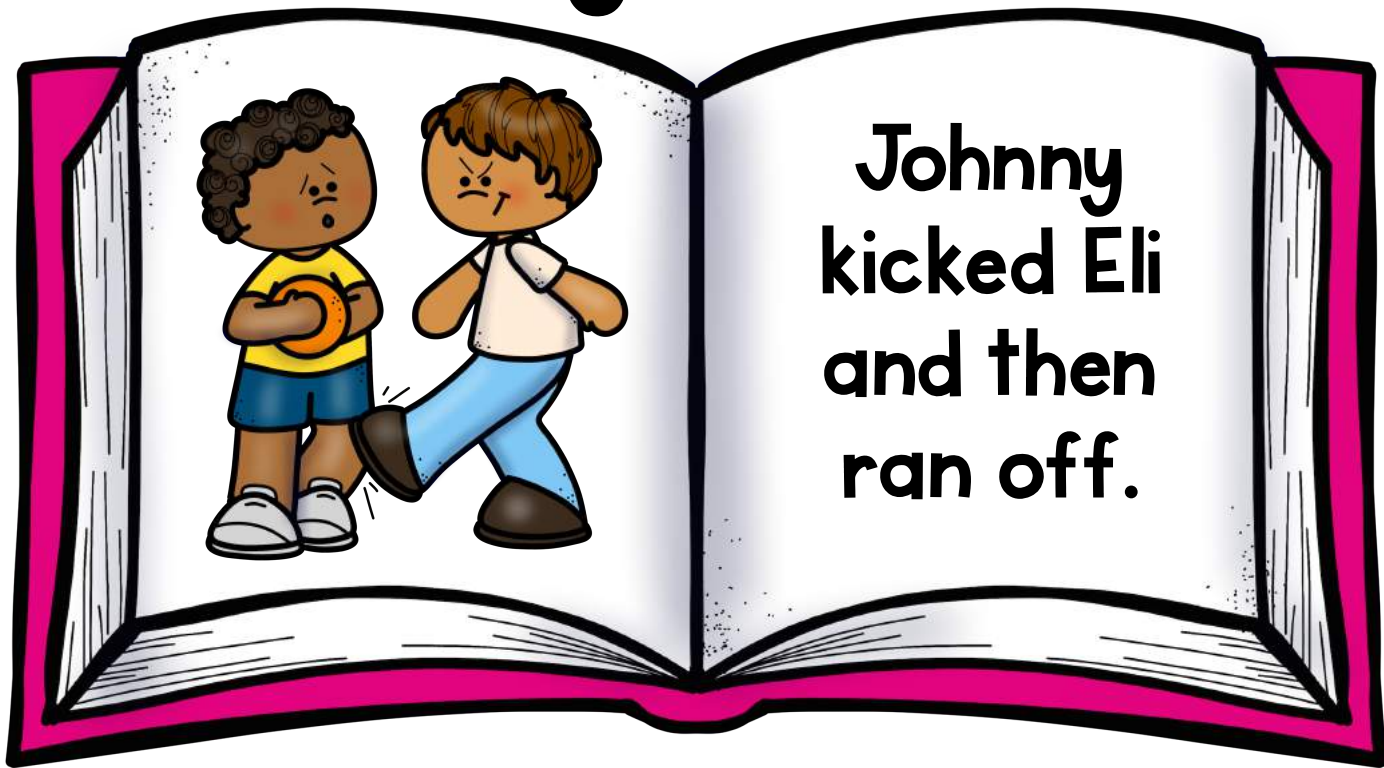
What is longer a winter night or summer night? Can you explain?

Even though he was never one color forever, what made it all better?

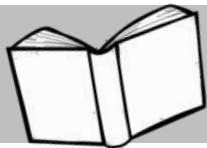
Can you relate to the chameleon and how his problem was solved?

Prediction

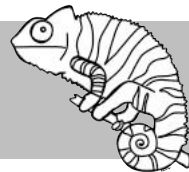
when a reader uses words or pictures from the book, to make a **guess**



Readers make predictions
BEFORE, DURING, and
AFTER reading.



Predictions



I predict

turns them
yellow.



I predict

turns them
green.



I predict

turns them
purple.

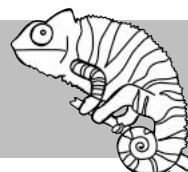


I predict

turns them
black.



Predictions



I predict

turns them
yellow.



I predict

turns them
green.



I predict

turns them
purple.



I predict

turns them
black.



I CAN

perit



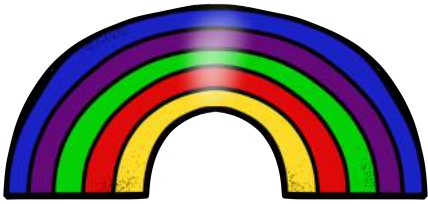
Before

During

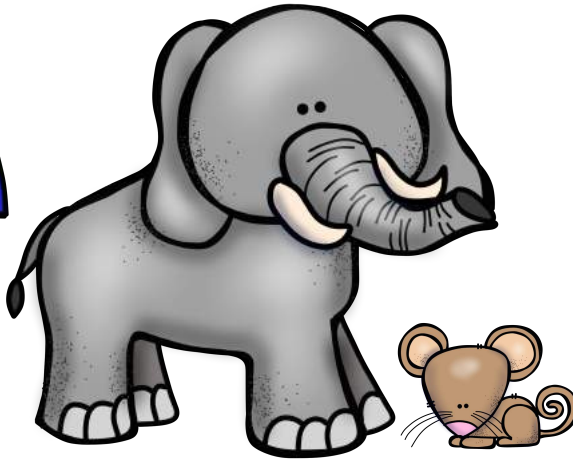
After

Adjectives

words that **describe**



**What
Color?**



How Big?



**Smells
like?**



**Sounds
like?**



Acts like?



**Feels
like?**



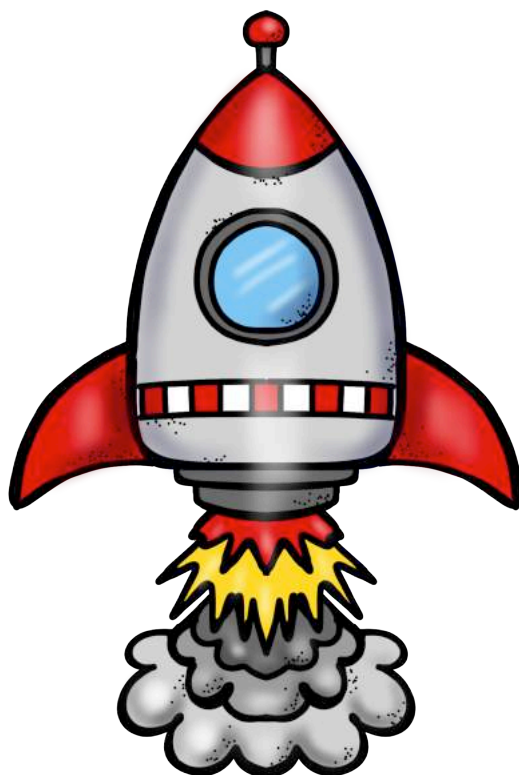
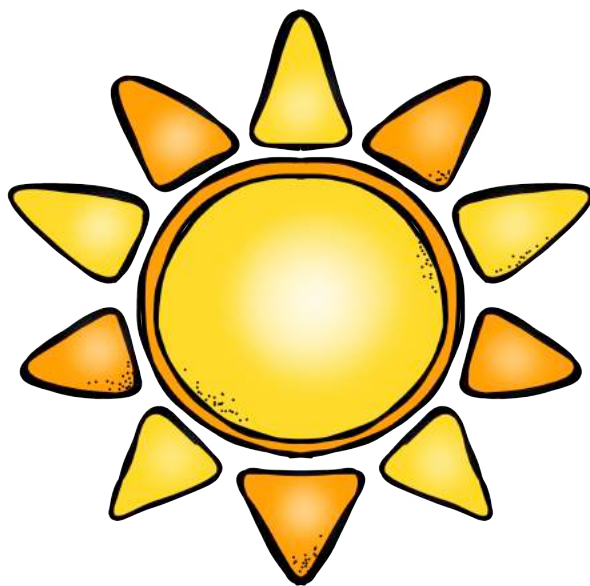
**How
many?**



**Tastes
like?**

Words that
describe

Adjectives:



Adjective

Adjective

Adjective

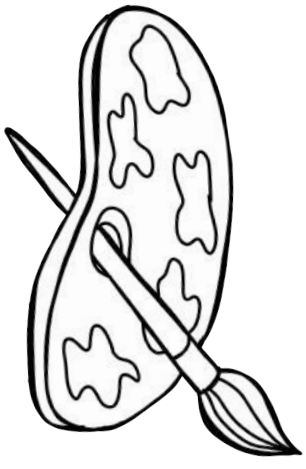
Adjective

Name: _____

Under each flap, write an adjective that describes
the chameleon in the book.

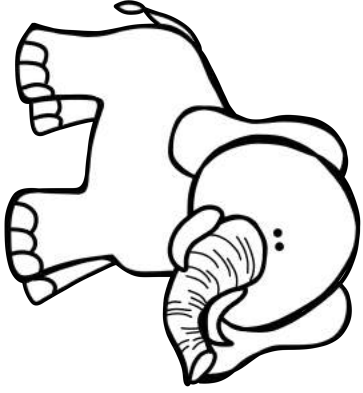
An adjective
that is a

Color



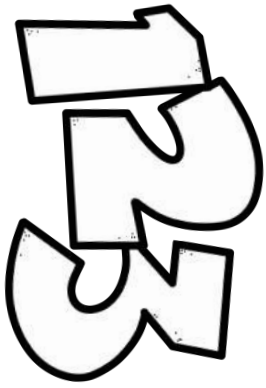
An adjective
that shows

Size



An adjective
that shows

How Many



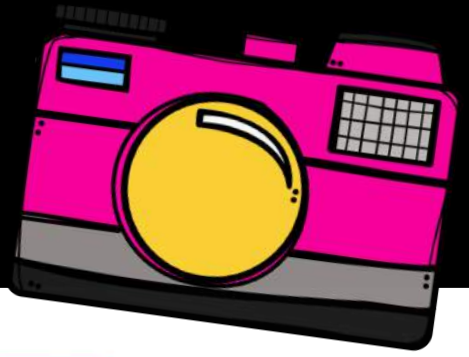
Vocabulary CHATS

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 CLICK!






Name: Alex **CLICK!**

Directions: Draw and write about each word.

Joelle is a wise
friend.

Riding on a boat
is delightful

©Brooke Brown and Katie King

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.

delightful



causes
happiness

autumn



the season, fall

remain



stay put

wise



makes good
decisions

delightful



causes
happiness

delightful



causes
happiness

delightful



causes
happiness

delightful



causes
happiness

autumn



the season, fall

autumn



the season, fall

autumn



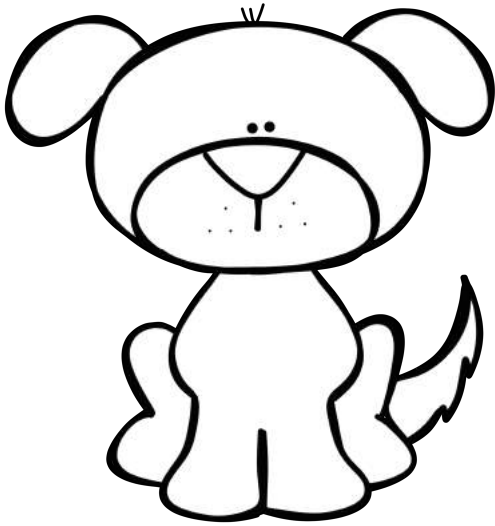
the season, fall

autumn



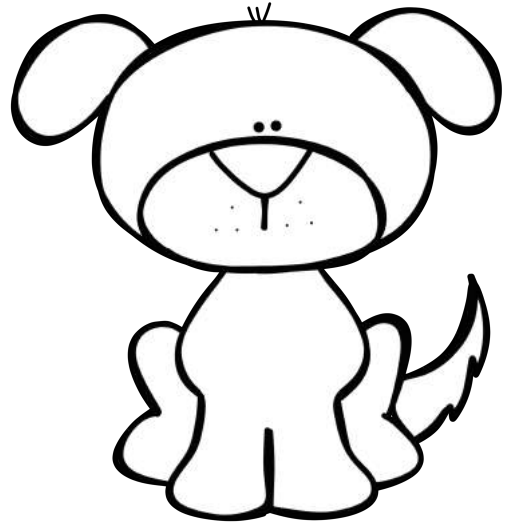
the season, fall

remain



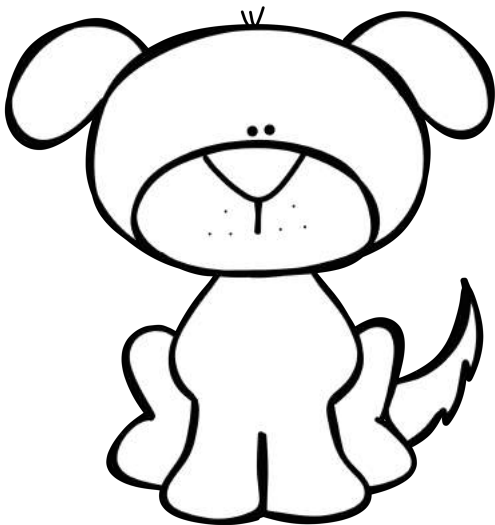
stay put

remain



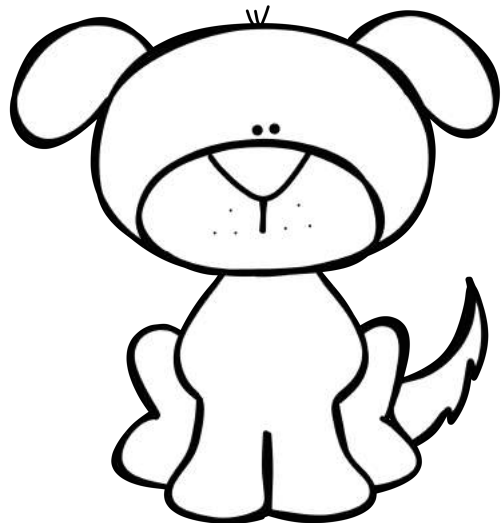
stay put

remain



stay put

remain



stay put

wise



makes good
decisions

wise



makes good
decisions

wise



makes good
decisions

wise

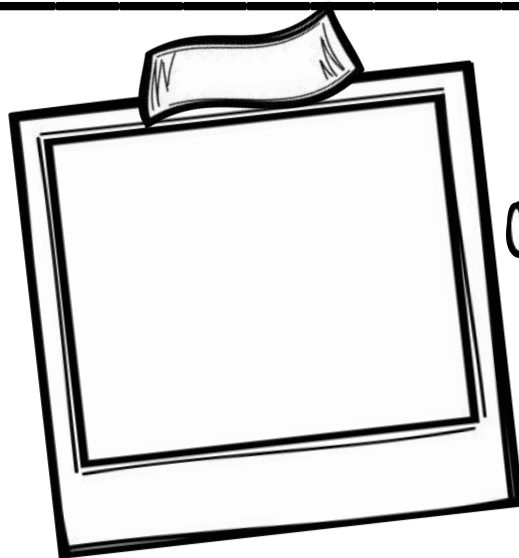
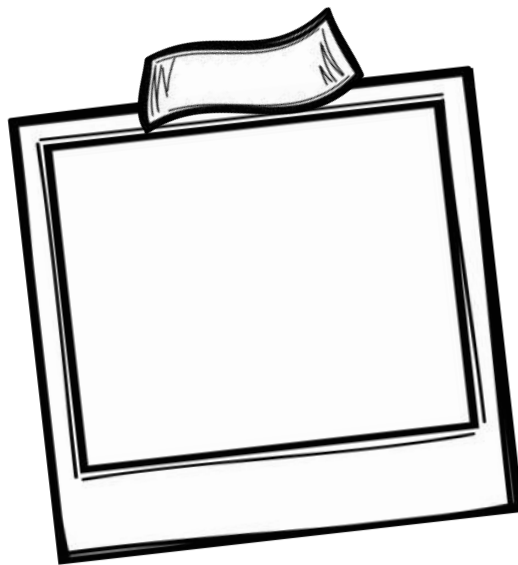


makes good
decisions

Name: _____

CLICK!

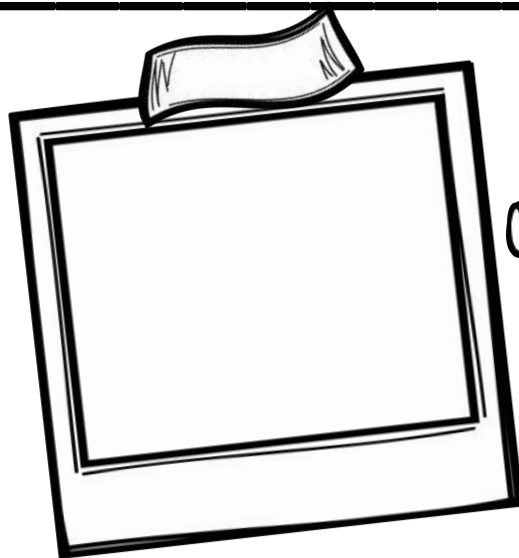
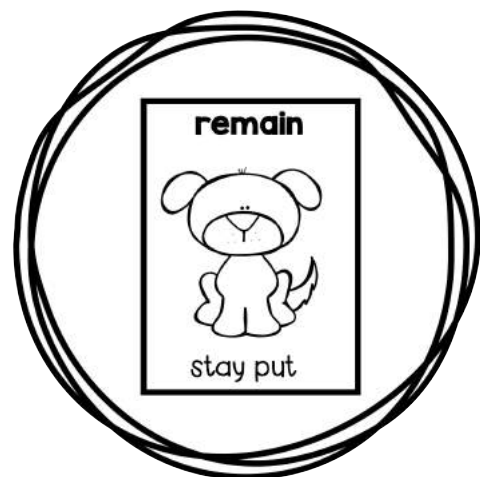
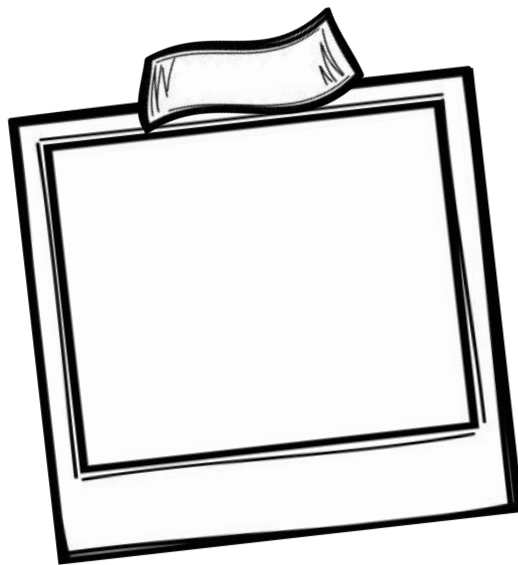
Directions: Draw and write about each word.



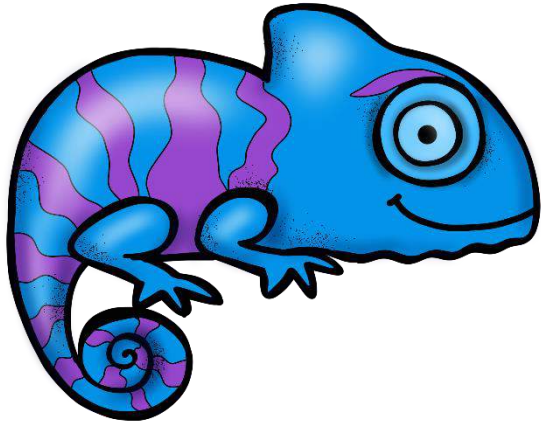
Name: _____

CLICK!

Directions: Draw and write about each word.



STEM CHALLENGE: CAMOUFLAGED CRITTERS



NGSS Standard Alignment: K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive. 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-ETS1-2. 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. ART: Warm and Cool Colors, Paper Collage

Challenge Description: Students will use torn construction paper scraps to make a "habitat" collage out of a paper plate and matching camouflaged chameleon. They will choose a combination of two warm colors or two cool colors to create their camouflage design, then practice matching chameleons to their environment.

Suggested Materials per student: 1 paper plate, 1 chameleon template, 2 pieces of warm colors of construction paper (green, blue, violet) OR 2 pieces of cool colors (red, yellow, orange), glue, jumbo popsicle stick, optional: 1 large googly eye

LESSON PLAN

1. Ask students to share what they already know about chameleons. Ask them to brainstorm how camouflage helps chameleons to survive. Have them share other examples of animal behaviors and adaptations that help them to survive. Show and discuss the short video clips on "Let's Explore Animal Adaptations!"
2. Introduce the STEM Challenge and permitted materials.
3. Introduce and discuss key vocabulary cards related to the challenge.
4. Have students sketch blueprints of their designs.
5. Share the color chart for "Warm and Cool Colors" and model how to create a torn paper collage.
6. Distribute materials and allow students 30-45 minutes to create their collaged habitats and chameleons. They will tape/glue their chameleons on top of a popsicle stick. After all groups are finished, mix the chameleons up and spread the paper plate habitats around the classroom. Have students take turns choosing a chameleon and matching it to its habitat.
7. Hold a whole class closing discussion and reflection, allowing students to share what they discovered about animal adaptations. Have students finish their recording sheets as necessary.

CAMOUFLAGED CRITTERS

A Color of His Own

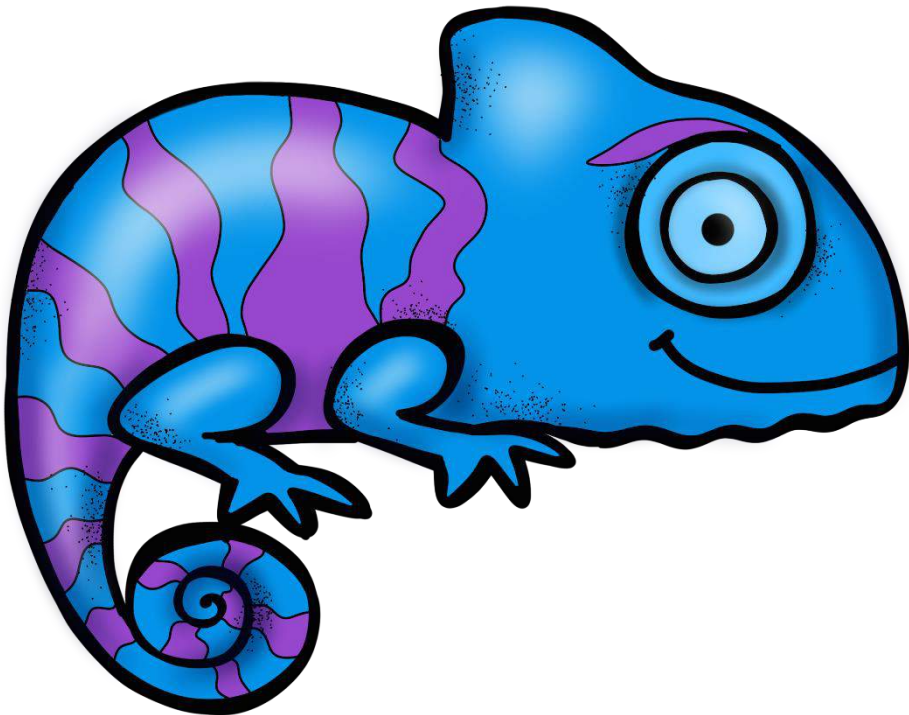
Possible Product



CAMOUFLAGED CRITTERS

Your chameleon needs a habitat to hide in!

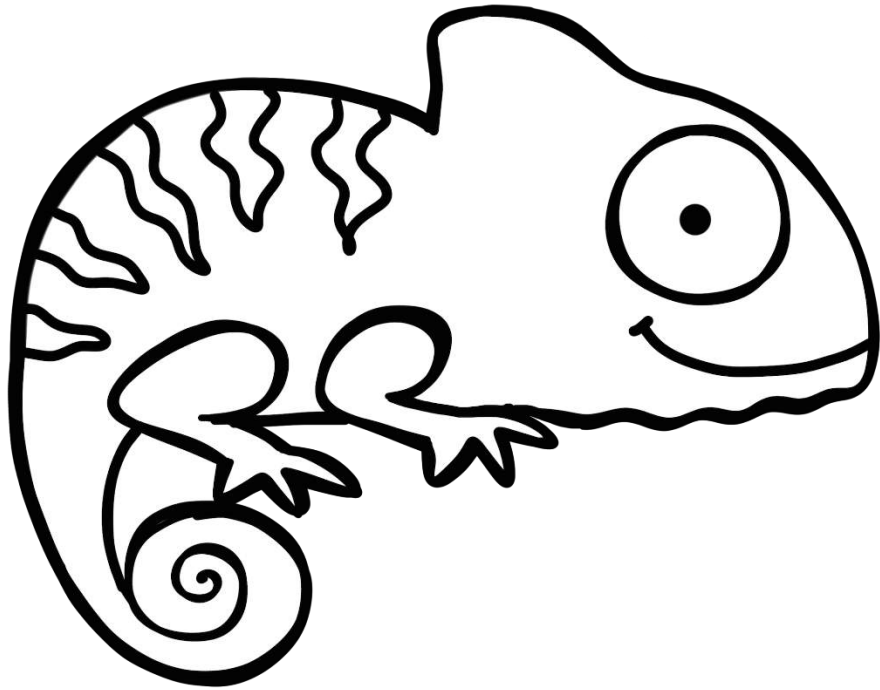
Can you create a paper collage habitat and camouflaged chameleon using only warm or cool colors?



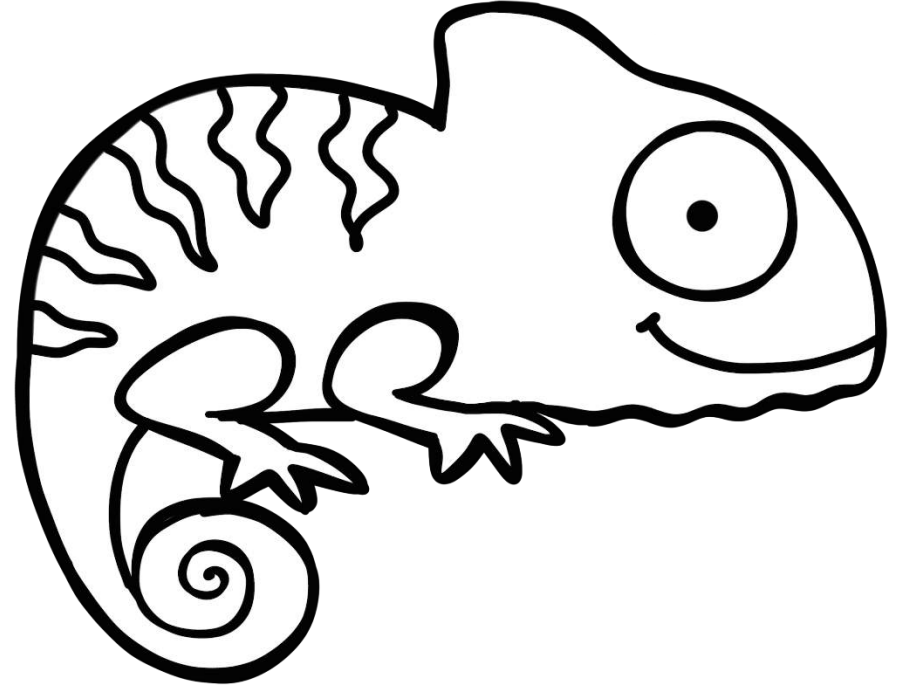
YOU WILL NEED:

- paper plate
- paper chameleon
- glue
- popsicle stick
- 2 pieces of construction paper (blue, green, purple OR red, yellow, orange)

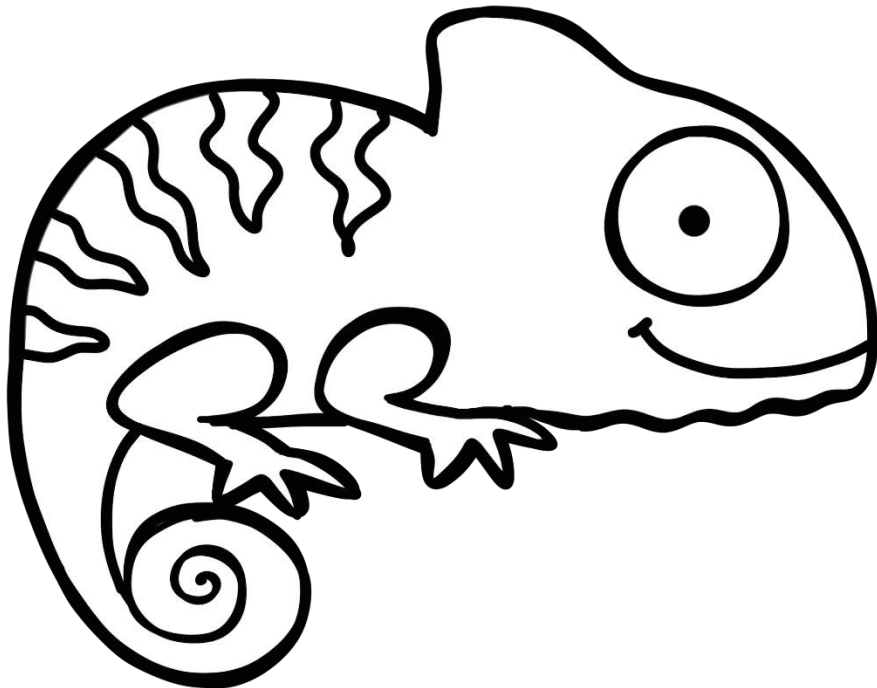
Cut out your chameleon, color or glue torn paper on it,
they glue it to the top of a popsicle stick.



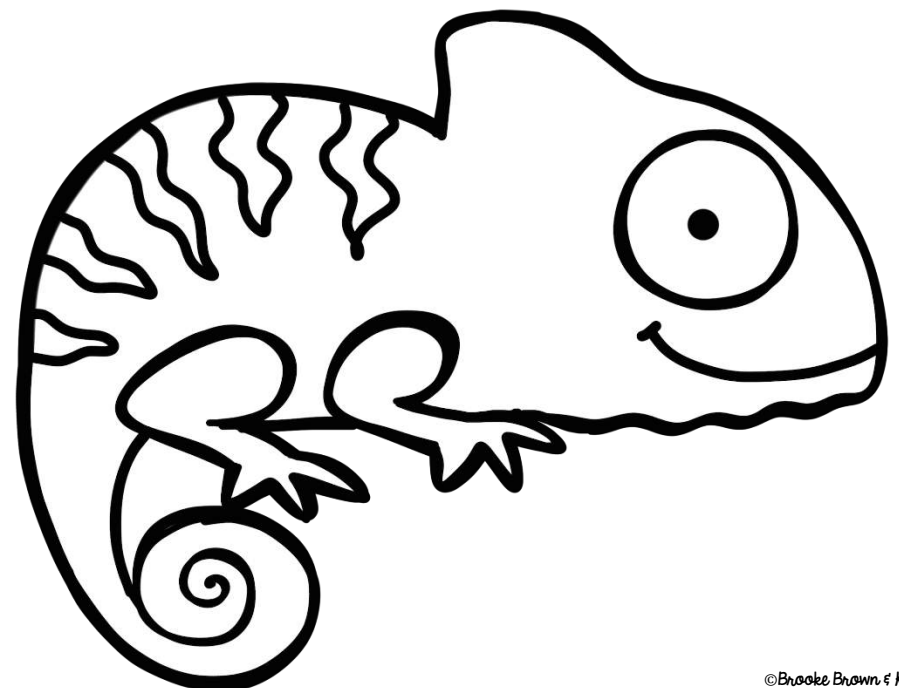
Cut out your chameleon, color or glue torn paper on it,
they glue it to the top of a popsicle stick.



Cut out your chameleon, color or glue torn paper on it,
they glue it to the top of a popsicle stick.



Cut out your chameleon, color or glue torn paper on it,
they glue it to the top of a popsicle stick.

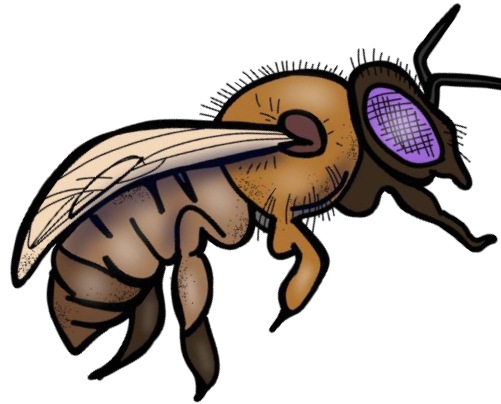


LET'S EXPLORE ANIMAL ADAPTATIONS!

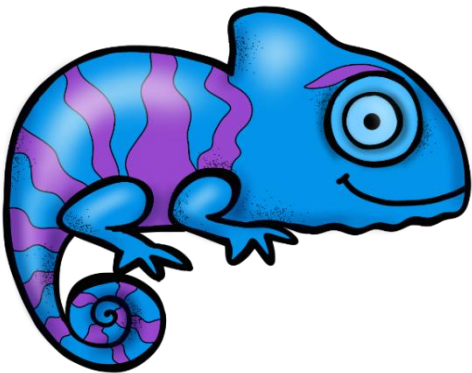
CAMOUFLAGE



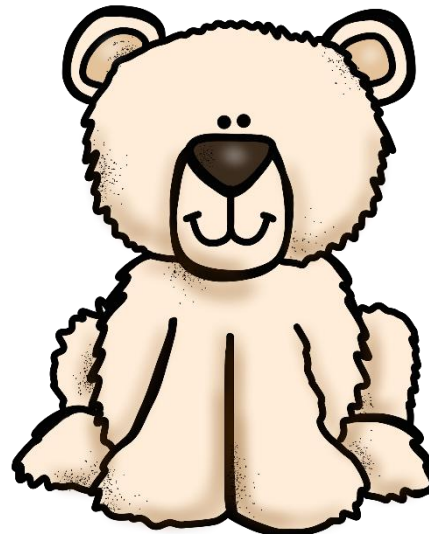
ANIMAL TRICKSTERS



CHAMELEONS



WINTER COATS

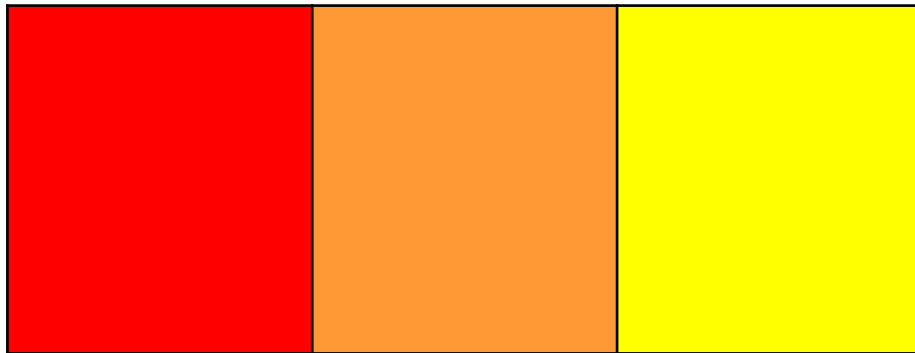


CAMOUFLAGED CRITTERS

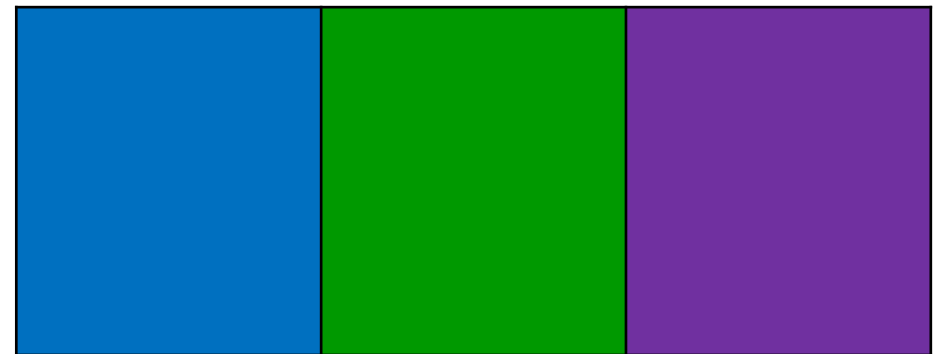
**How Animals
protect themselves**

**Animals That
Are camouflaged**

warm colors
“warm like the sun”



cool colors
“cool like the ocean”



CAMOUFLAGED CRITTERS

CAMOUFLAGE



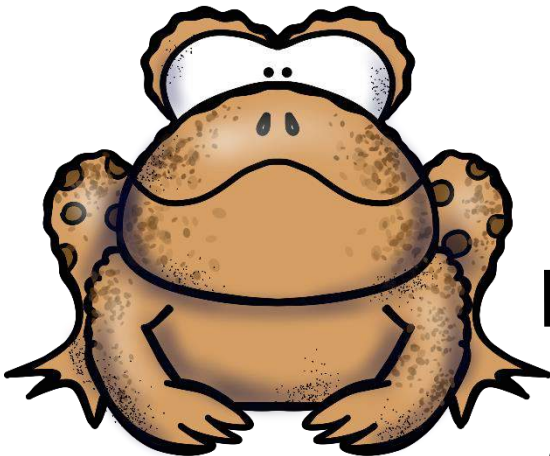
an animal's natural coloring that allows it to blend in with its surroundings

DEFENSE



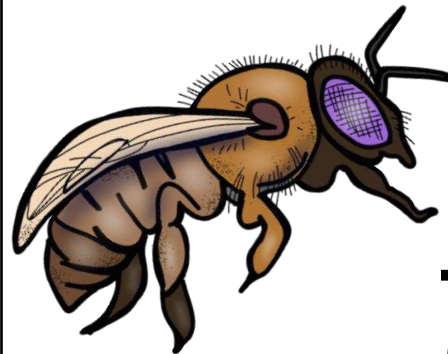
the act of protecting oneself or avoiding attack

ADAPTATION



a change in which an animal becomes better suited to its environment

MIMICRY



when one animal copies another animal in order to protect itself from predators



CAMOUFLAGED CRITTERS

A Color of His Own

NAME: _____

**CHOOSE 2 COLORS
from one side:**

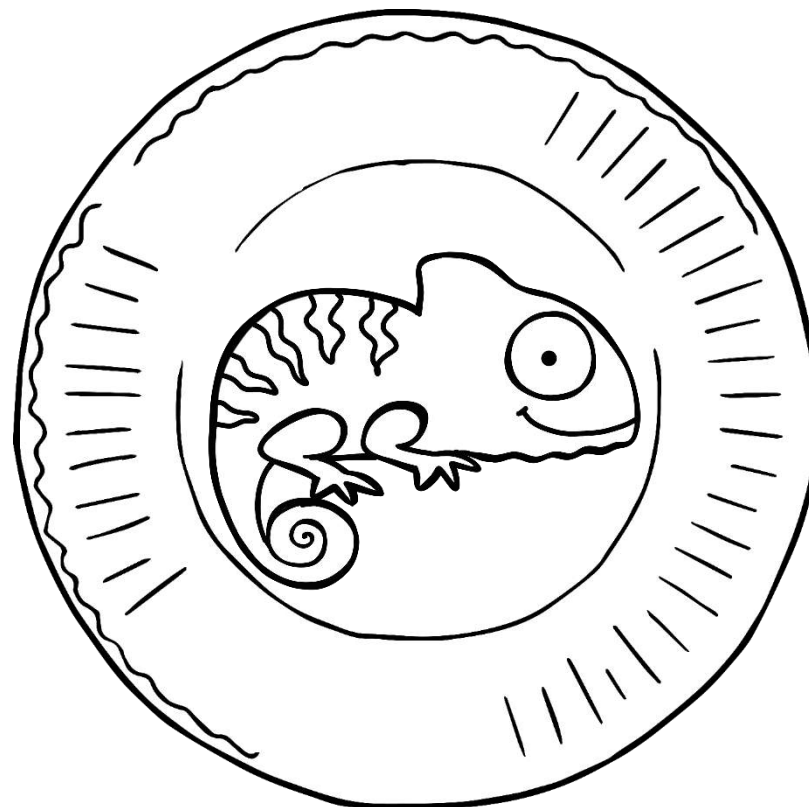
WARM COLORS



COOL COLORS



Color a picture of your chameleon
in its habitat.

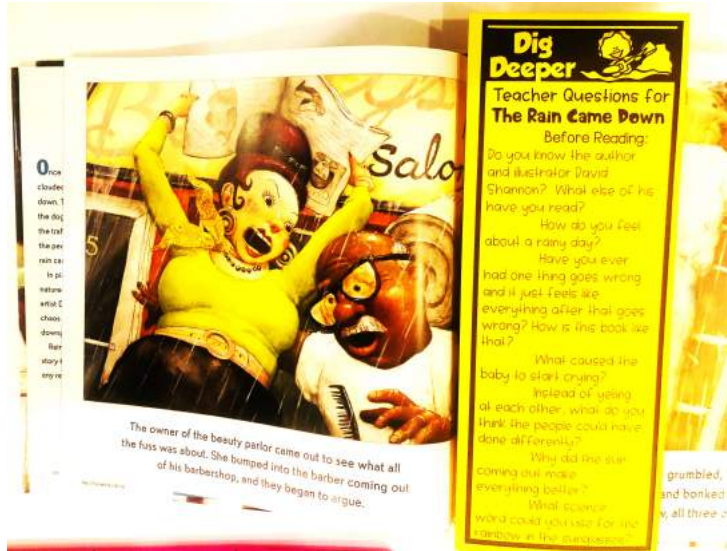


What kind of colors did you use?

WARM

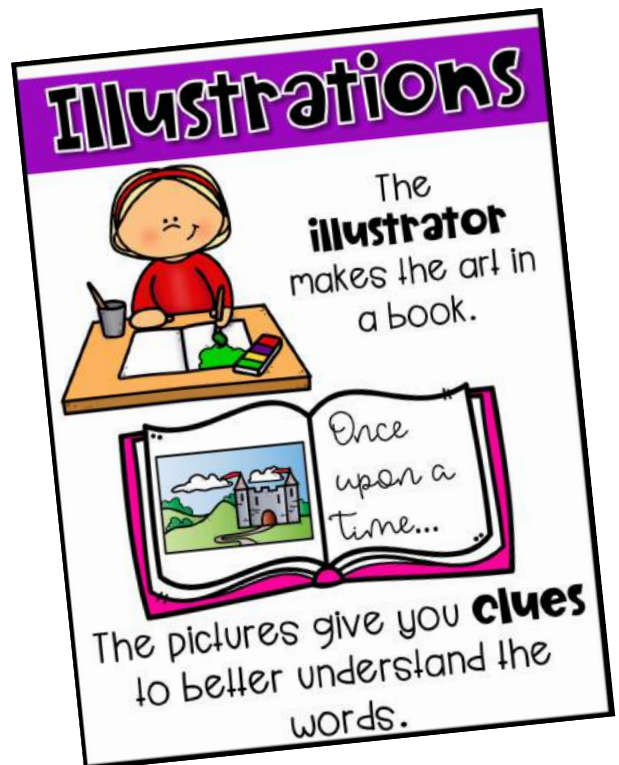
COOL

The Rain Came Down



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!

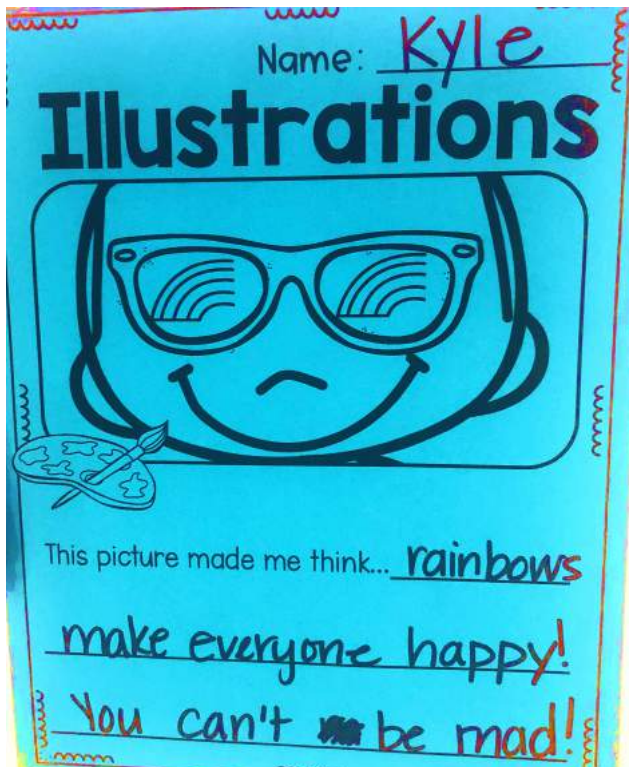
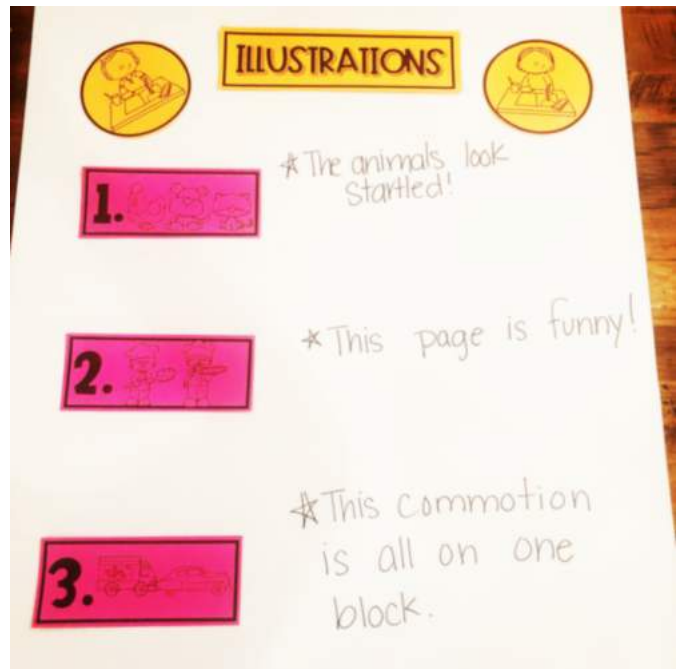
2. Introduce the poster for Illustrations. Explain that sometimes, like with this book, the illustrator is also the author. Tell students that with picture books, the author and illustrator have equal roles. The illustrator gives us clues and insight as readers!



The Rain Came Down

3. Make the whole class anchor chart for Illustrations. The numbers 1-3 rectangles are suggested pages to look at in the book.

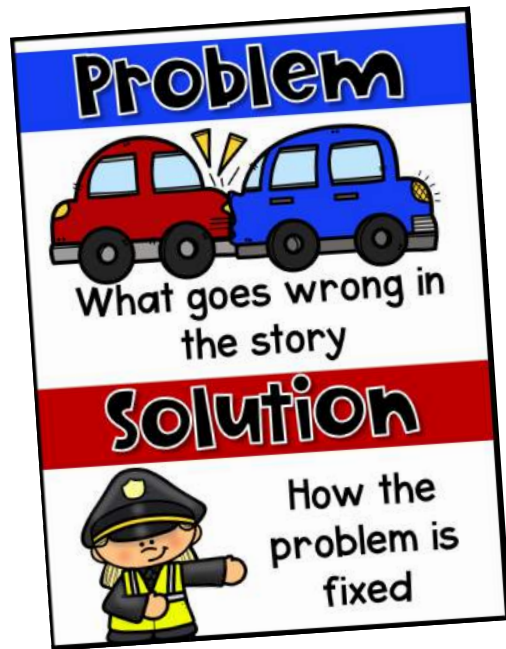
Discuss these illustrations and the information that they gave us as readers.



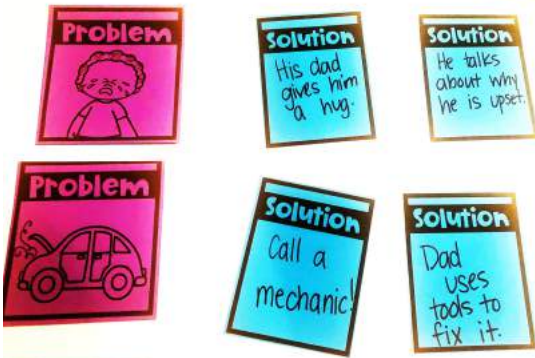
4. Have students complete the illustration short answer page. Look at the illustration of the police officer with rainbows reflecting in his glasses. Then have students write about how the illustration gave them more information or feelings.

The Rain Came Down

5. After reading the book, introduce the Problem and Solution poster. Talk about how there are tons of problems in this book, but there is one main one. Discuss what the solution is to that problem too.

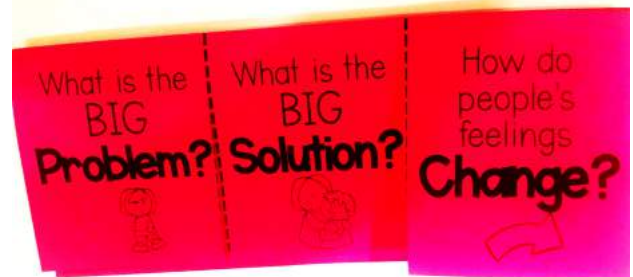


PROBLEM Solution



6. Make the whole class anchor chart. The clipart cards are four examples of problems. Give each student a solution card and have them come up with a way to fix one of the problems.

7. Students will complete the flip-flap by drawing or writing the problem, solution, and how the people's feelings change from the beginning to the end.



Dig Deeper



Teacher Questions for **The Rain Came Down**

Before Reading:

Do you know the author and illustrator David Shannon? What else of his have you read?

How do you feel about a rainy day?

Have you ever had one thing go wrong and it just feels like everything after that goes wrong? How is this book like that?

What caused the baby to start crying?

Instead of yelling at each other, what do you think the people could have done differently?

Why did the sun coming out make everything better?

What science word could you use for the rainbow in the sunglasses?

Dig Deeper



Teacher Questions for **The Rain Came Down**

Before Reading:

Do you know the author and illustrator David Shannon? What else of his have you read?

How do you feel about a rainy day?

Have you ever had one thing go wrong and it just feels like everything after that goes wrong? How is this book like that?

What caused the baby to start crying?

Instead of yelling at each other, what do you think the people could have done differently?

Why did the sun coming out make everything better?

What science word could you use for the rainbow in the sunglasses?

Illustrations



The
illustrator
makes the art in
a book.

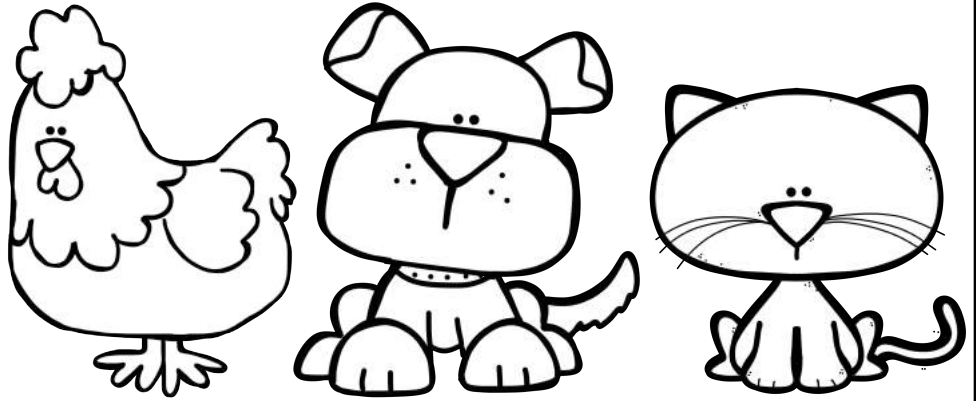


The pictures give you **clues**
to better understand the
words.

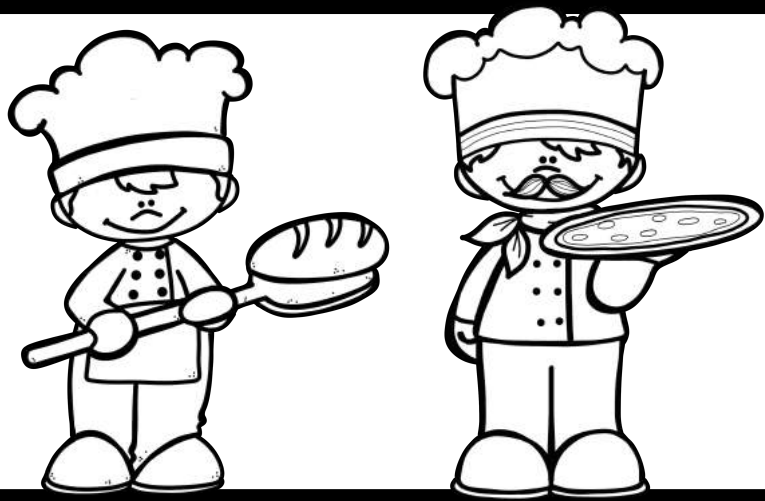
ILLUSTRATIONS



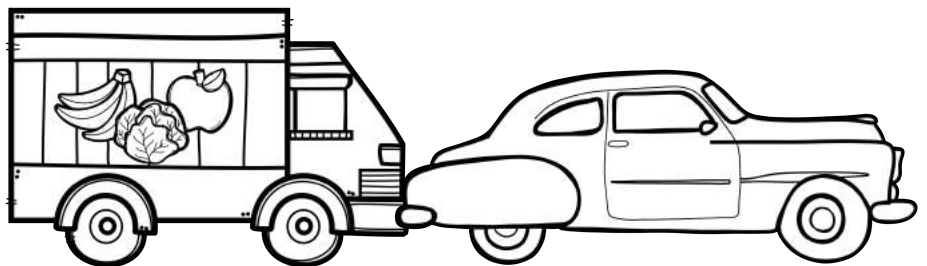
1.



2.

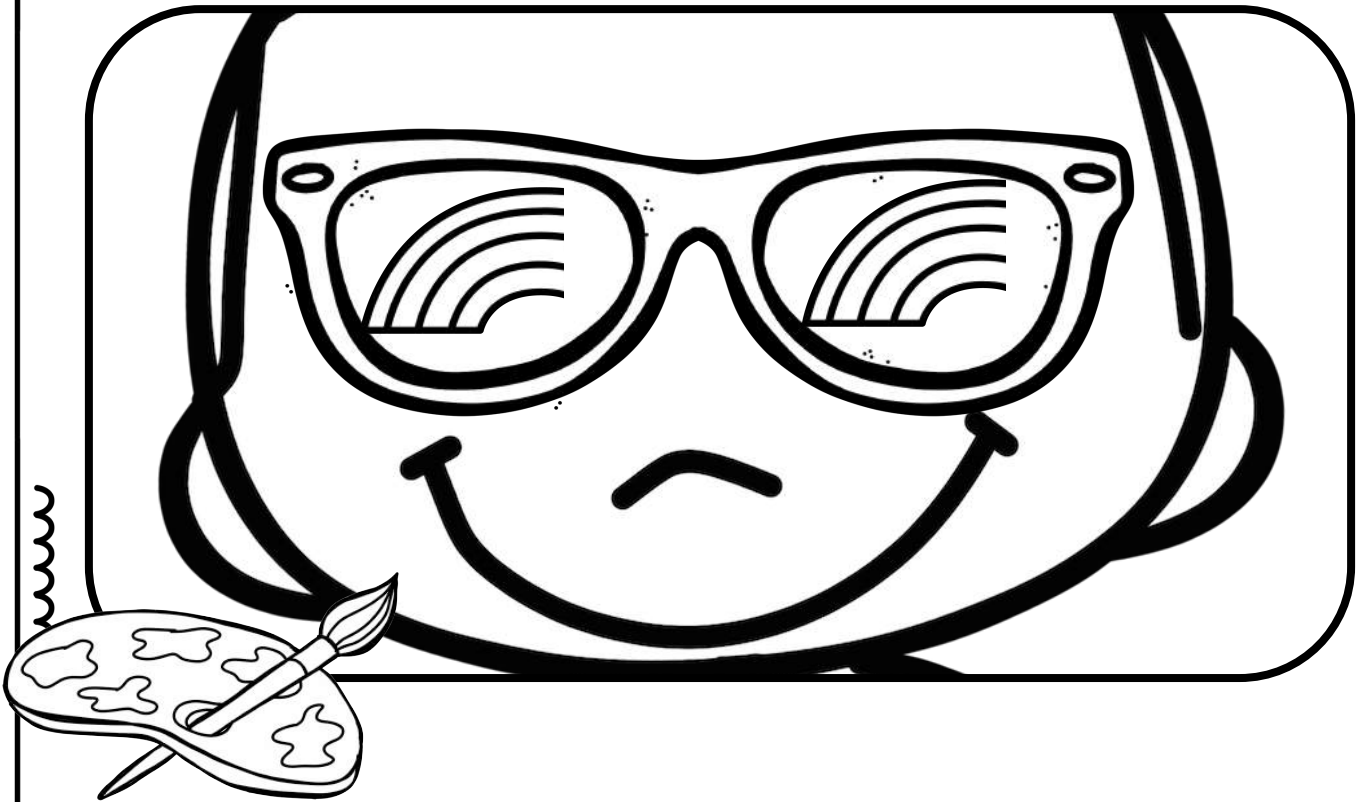


3.



Name: _____

Illustrations



This picture made me think... _____

Problem



What goes wrong in
the story

Solution



How the
problem is
fixed

PROBLEM

solutions

Problem



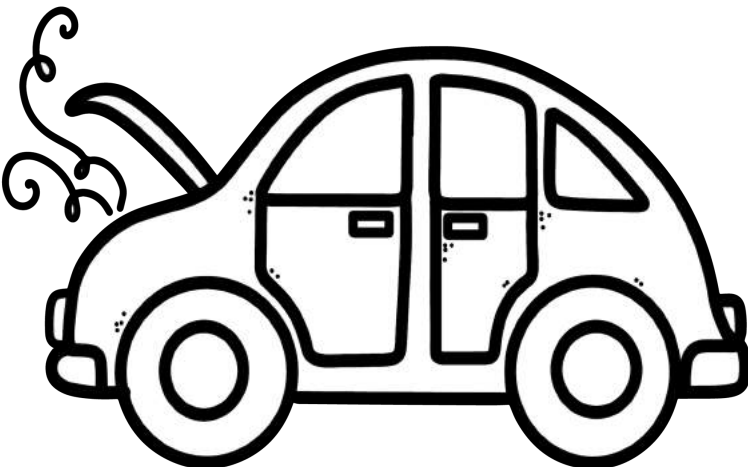
Problem



Problem



Problem



Solution

Solution

Solution

Solution

Name: _____

What is the

BIG

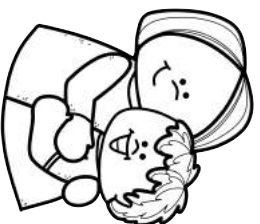
Problem?



What is the

BIG

Solution?



How do

people's
feelings

Change?



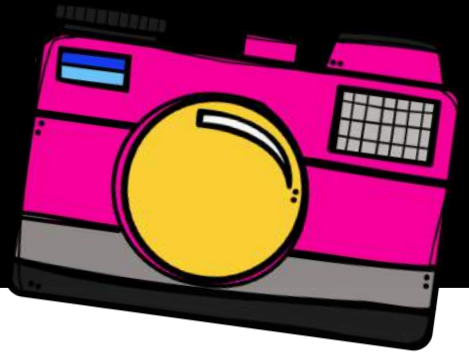
Vocabulary CHATS

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 CLICK!



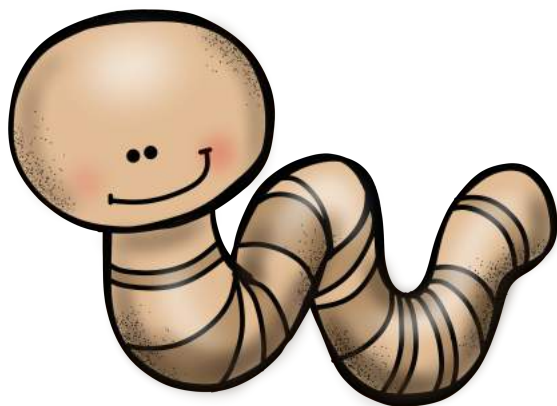
Place Vocabulary Explosion Mats around the room. Give each student a post it note. Have them write a word, phrase or draw a picture that has to do with that word. Count down from 10 and kids get to carefully “explode” by hurrying to the mat that they wrote about and putting their post it note on it.

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.

squirm



to wiggle

grumble



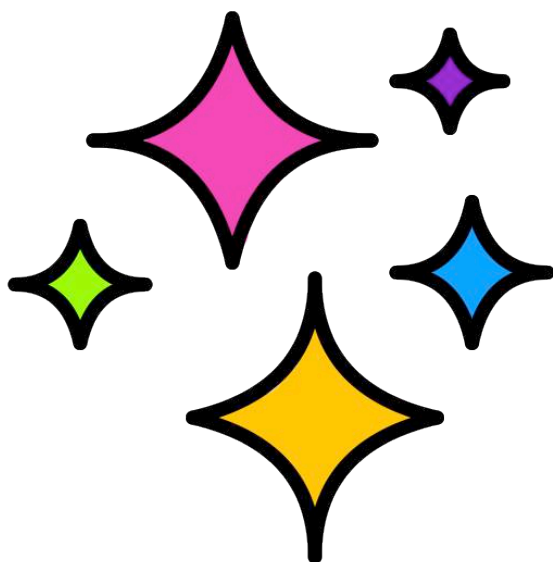
to complain

bicker



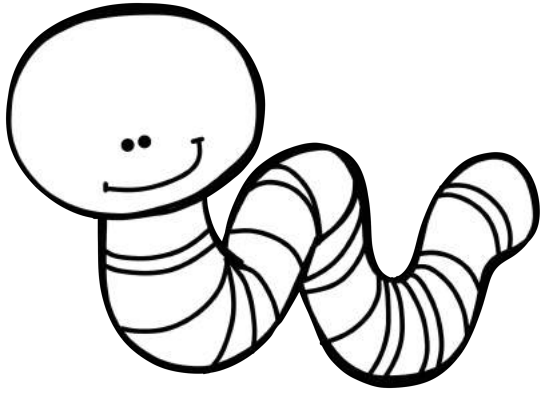
to argue

shimmer



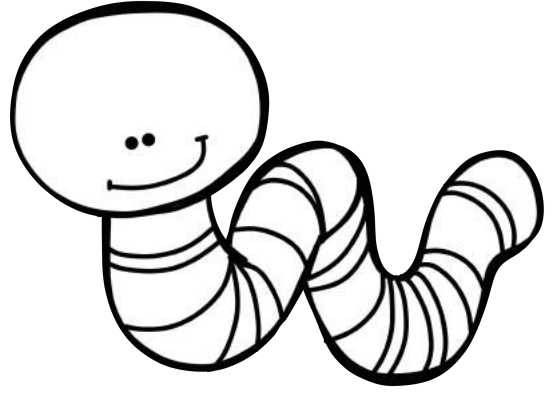
a little sparkle

squirm



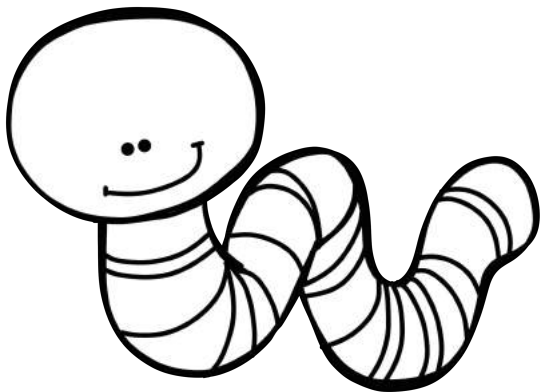
to wiggle

squirm



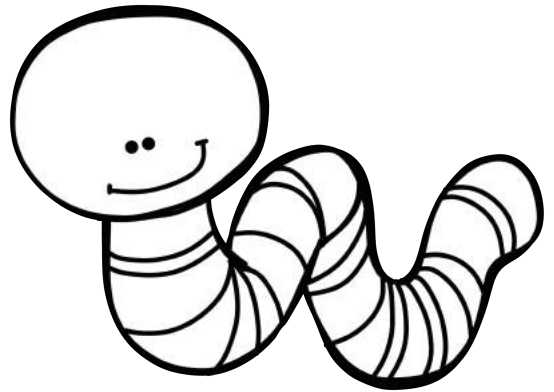
to wiggle

squirm



to wiggle

squirm



to wiggle

grumble



to complain

grumble



to complain

grumble



to complain

grumble



to complain

bicker



to argue

bicker



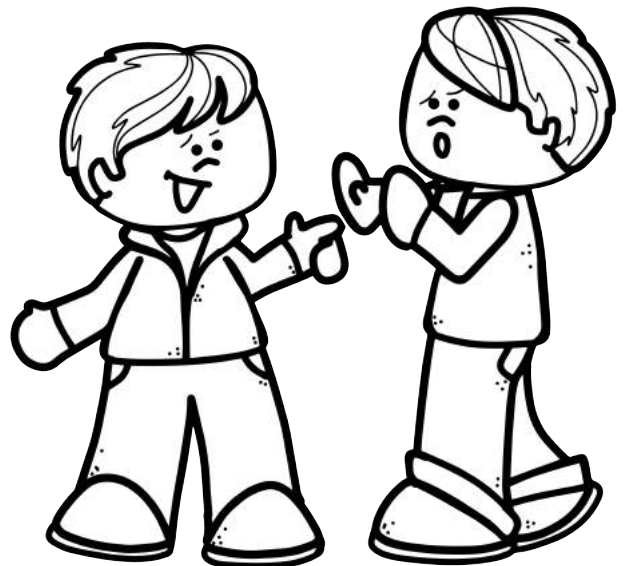
to argue

bicker



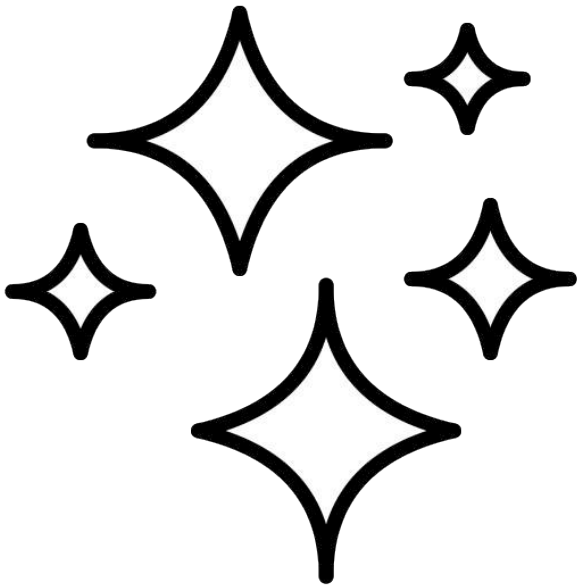
to argue

bicker



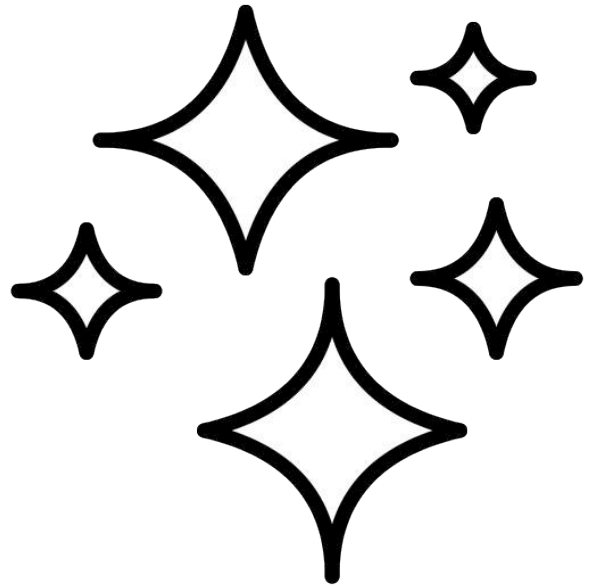
to argue

shimmer



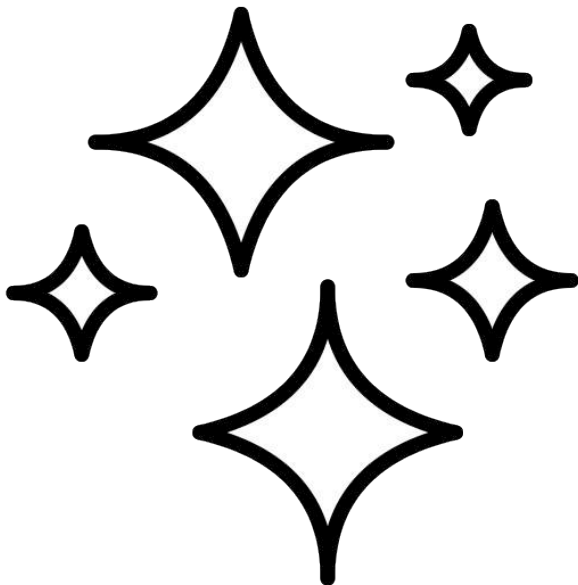
a little sparkle

shimmer



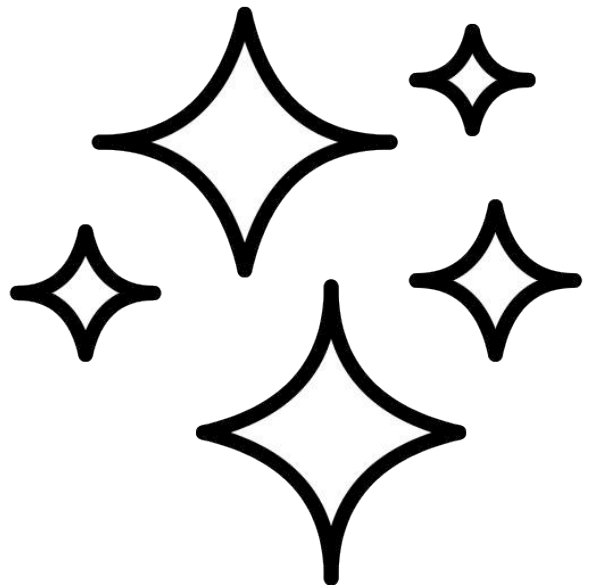
a little sparkle

shimmer



a little sparkle

shimmer

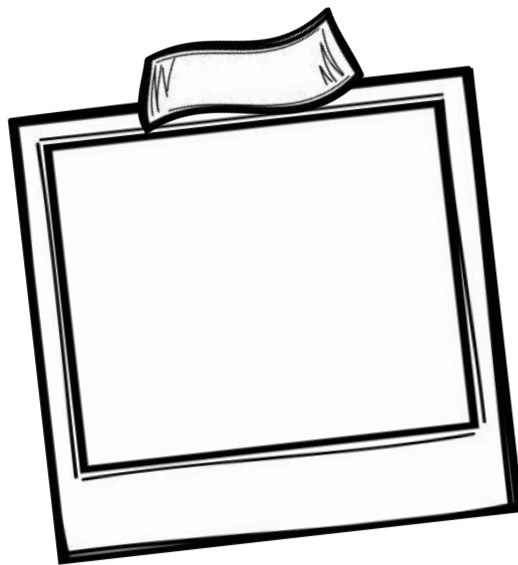


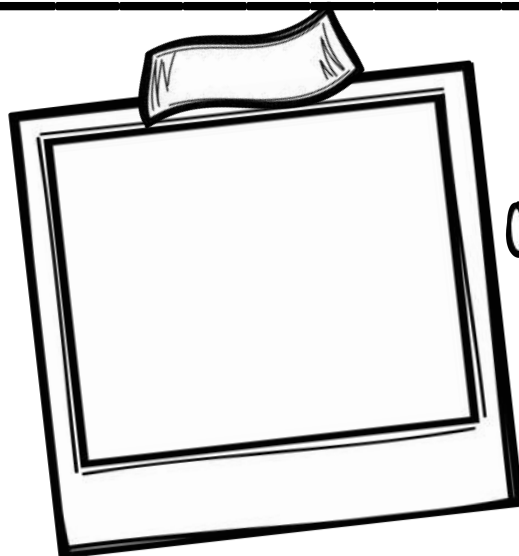
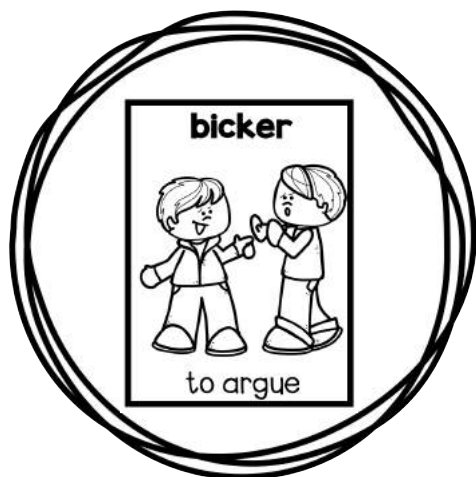
a little sparkle

Name: _____

CLICK!

Directions: Draw and write about each word.

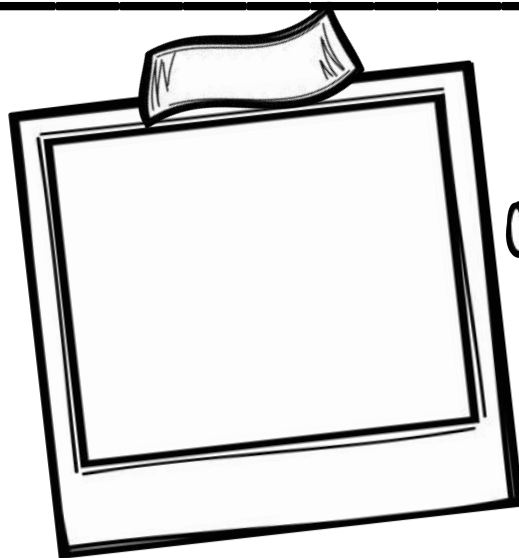
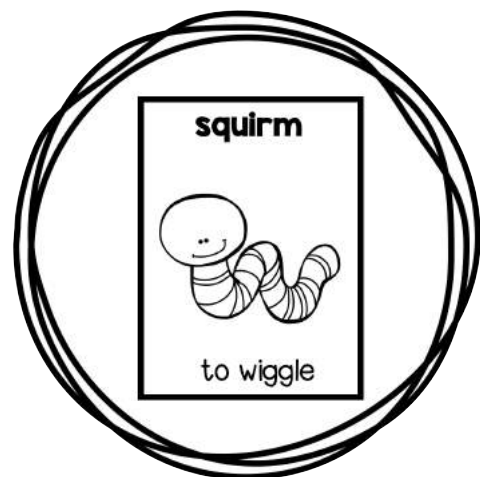
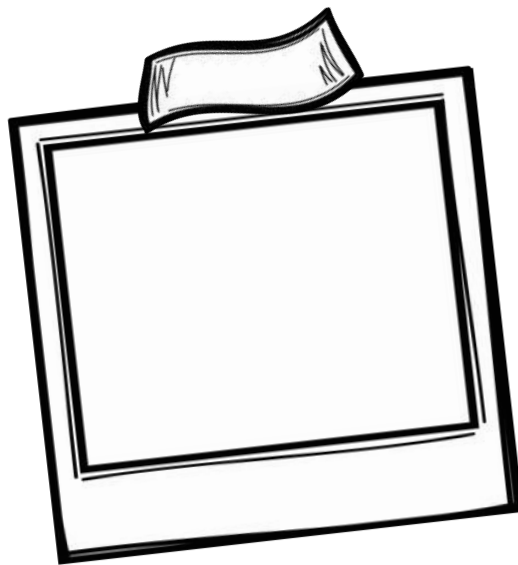




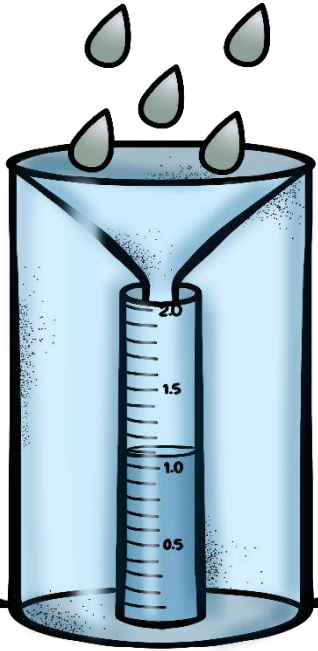
Name: _____

CLICK!

Directions: Draw and write about each word.



STEM CHALLENGE: CATCH THE RAIN



NGSS Standard Alignment: K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time. K-ESS3-2. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather. 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: Measurement

Challenge Description: Students will work with a partner to make a simple rain gauge out of a plastic bottle. They will use linking cubes and a permanent marker to mark units of measurement on the side of the bottle. They will use their rain gauge to track weather/rainfall for one week. Prior to this challenge, the teacher needs to cut the tops off the plastic bottles for the students.

Suggested Materials per pair of students: plastic bottle, 1 rod (base ten block), permanent marker, small pebbles or rocks

LESSON PLAN

1. Ask students to share what they already know about rain (i.e. where it comes from, how it is forecasted and measured, how it's essential for plants and animals). Ask them how they might measure how much rain falls in one day. Use the teacher chart to discuss different types of weather, appropriate weather, and tools used to track weather.
2. Show and discuss the short video clips on "Let's Explore Weather!" Show students weather.com to discuss the daily weather and weekly forecast for your city.
3. Introduce the STEM Challenge and permitted materials.
4. Introduce and discuss key vocabulary cards related to the challenge.
5. Prior to this challenge, the plastic bottles will need have the tops cut off so that students can invert them as funnels. Allow students 15-20 minutes to put their rocks in the bottom of the bottle, mark the bottom line, and use the base ten rod to mark the measurement scale in centimeters on the side of the bottle. Place bottles in an outdoor area where they will not blow away.
6. Hold a whole class closing discussion and reflection, allowing students to share what they discovered about weather forecasting and tracking. Have students finish their recording sheets as necessary.

CATCH THE RAIN

The Rain Came Down

Possible Product



CATCH THE RAIN

Let's track the weather!

Create a rain gauge to measure how much rain falls each day.

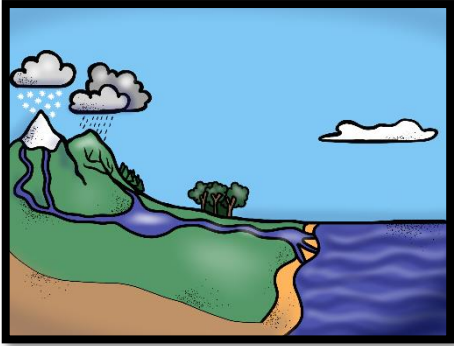


YOU WILL NEED:

- plastic bottle with the top cut off
- permanent marker
- base ten rod
- rocks or pebbles

LET'S EXPLORE WEATHER!

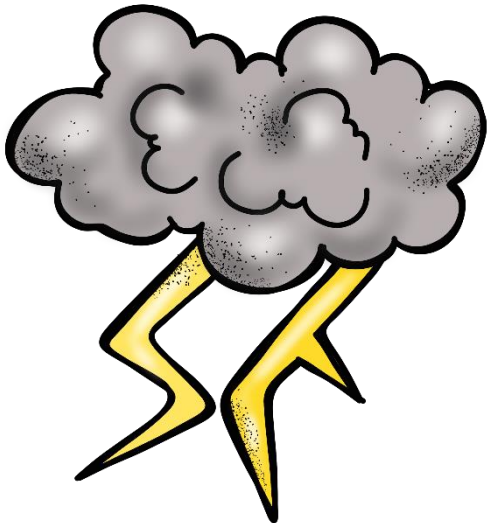
THE WATER CYCLE



CLOUDS



THUNDER AND LIGHTNING



WEATHER WATCHING



CATCH THE RAIN

**Type of
Weather**

What to Wear

**How to Track
or Measure**

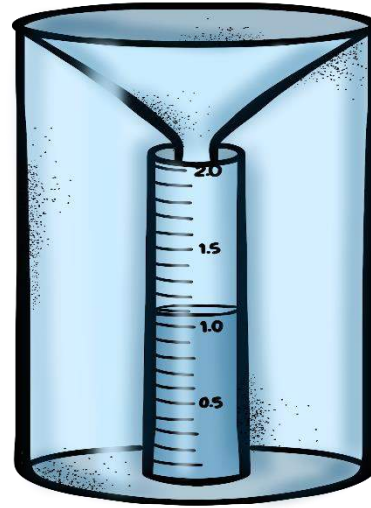
CATCH THE RAIN

FORECAST



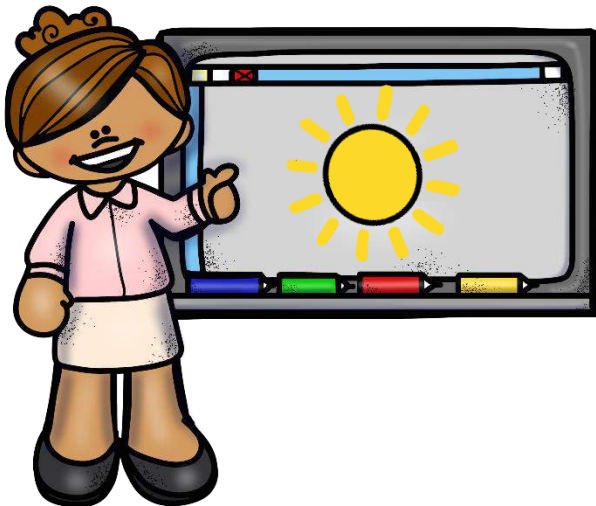
a prediction
of upcoming
weather

RAIN GAUGE



a tool
that measures
the amount of
rainfall

METEOROLOGIST



a
scientist
who
studies
weather

RAINFALL



the amount
of rain
that falls
within a
certain time



CATCH THE RAIN

The Rain Came Down

NAME: _____

MY BLUEPRINT



Draw a picture of your rain gauge.

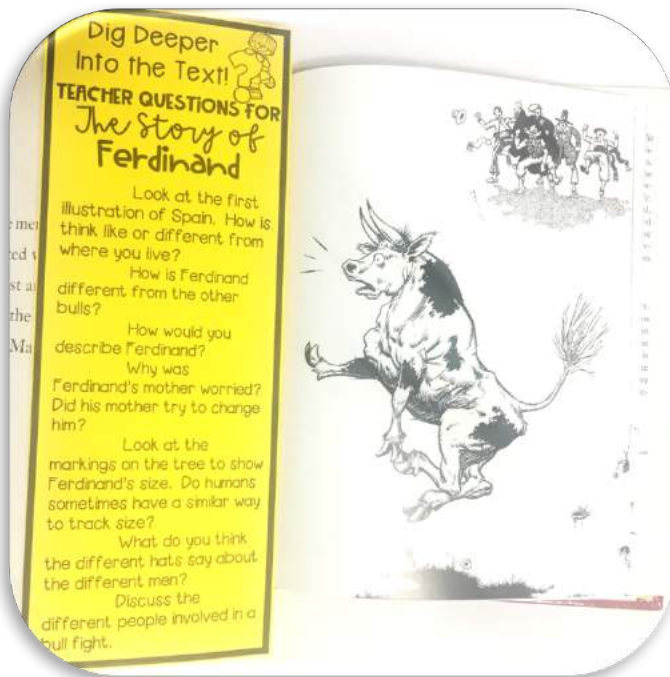
TRACK THE WEATHER!

DAY	TYPE OF WEATHER	HOW MANY CENTIMETERS OF RAIN?
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

How many days did it rain?

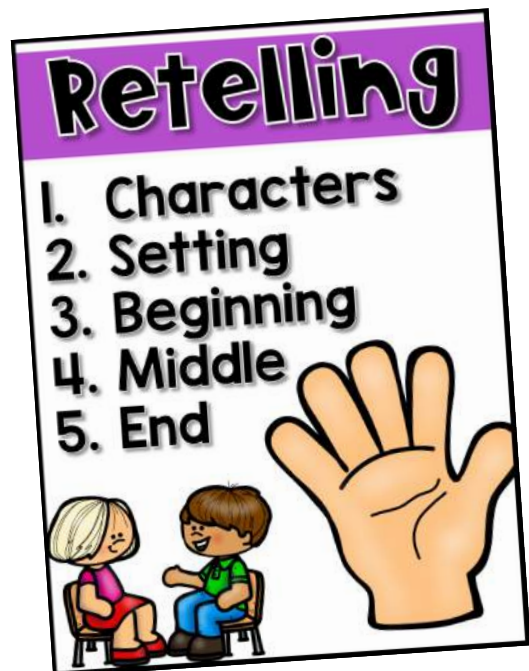
_____ days

Ferdinand



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 Retelling. Ask students to hold their hands up. Use the five fingers to practice retelling with characters, setting, beginning, middle, and end. Have students work in pairs.



Ferdinand

3. Make the whole class anchor chart for Retelling. Have students help you formulate the written text. Keep referring to the 5 fingers to stay on track. You might even have kids high five to remember this strategy!

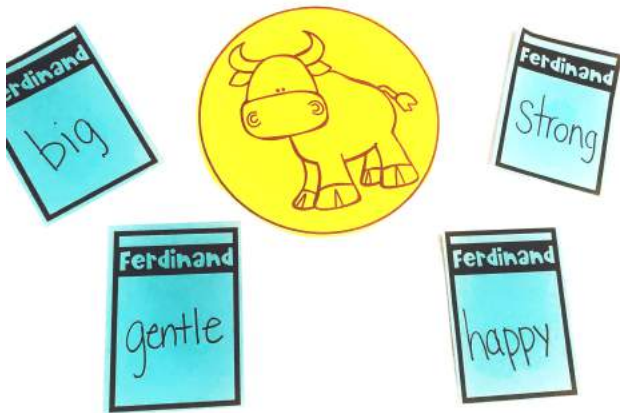


4. Students should complete the printable focusing on the Beginning, Middle, and End of retelling. Encourage students not to get caught up on the perfection of drawing but just to try their best!

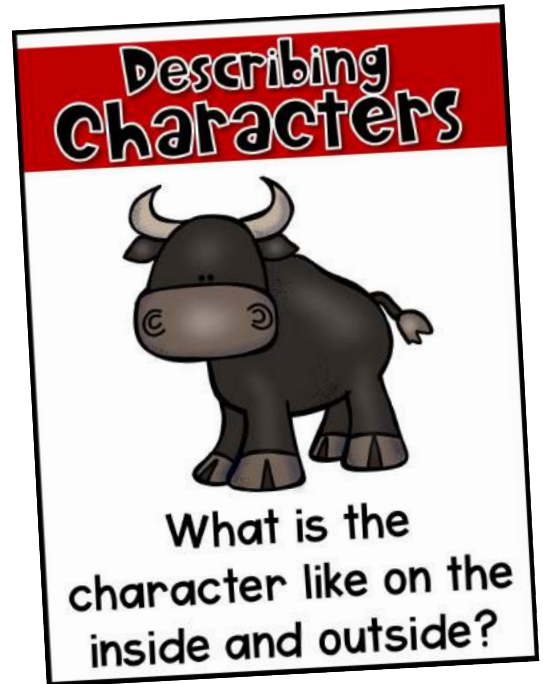
Ferdinand

5. After reading the book, talk to students about describing. Try using the example of a school bus to help students grasp the concept. This would be a great time to work in pairs again.

Describing Characters



7. Students will complete the half sheet to describe Ferdinand. Encourage them to use the class anchor chart if they need support.



6. Make the whole class anchor chart. Give students one of the rectangle pieces. Have them write a word to describe Ferdinand on the inside or the outside.



Dig Deeper



Teacher Questions for The Story of Ferdinand

Look at the first illustration of Spain. How is the setting alike or different from where you live?

How is Ferdinand different from the other bulls?

How would you describe Ferdinand?

Why was Ferdinand's mother worried? Did his mother try to change him?

Look at the markings on the tree to show Ferdinand's size. Do humans sometimes have a similar way to track size?

What do you think the different hats say about the different men?

Discuss the different people involved in a bull fight.

Dig Deeper



Teacher Questions for The Story of Ferdinand

Look at the first illustration of Spain. How is the setting alike or different from where you live?

How is Ferdinand different from the other bulls?

How would you describe Ferdinand?

Why was Ferdinand's mother worried? Did his mother try to change him?

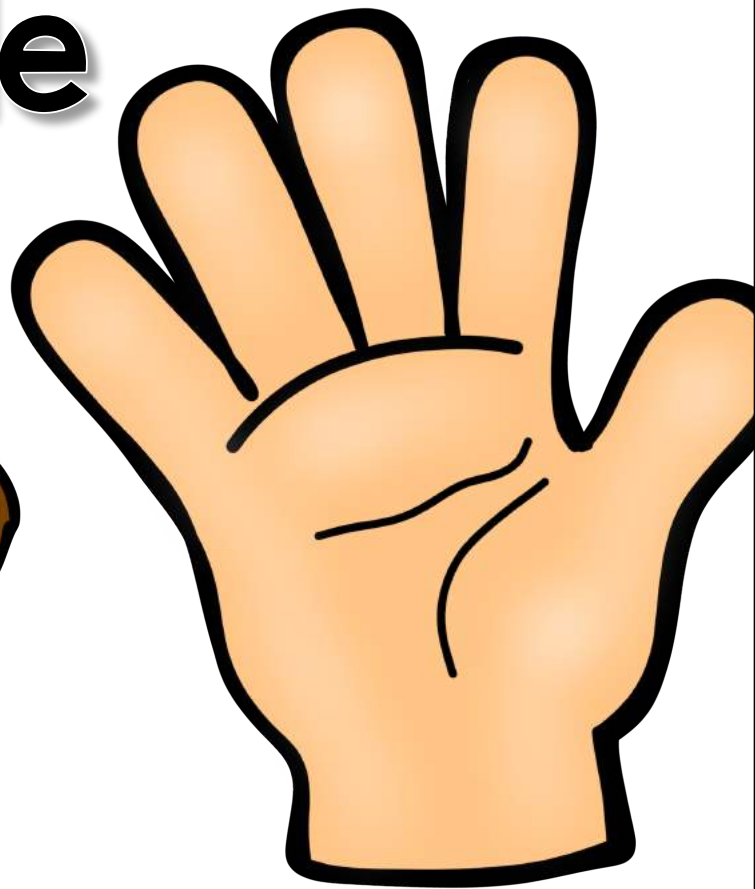
Look at the markings on the tree to show Ferdinand's size. Do humans sometimes have a similar way to track size?

What do you think the different hats say about the different men?

Discuss the different people involved in a bull fight.

Retelling

1. Characters
2. Setting
3. Beginning
4. Middle
5. End

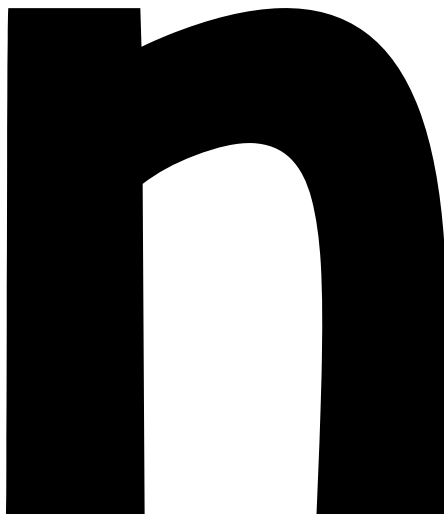
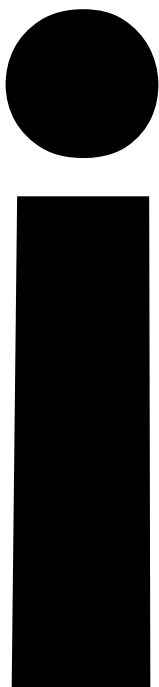


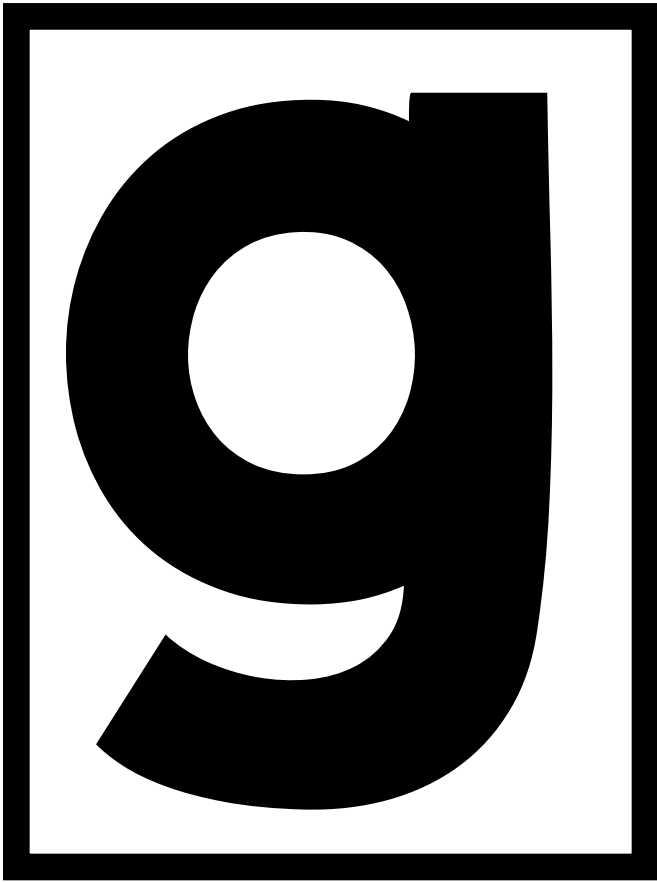
R

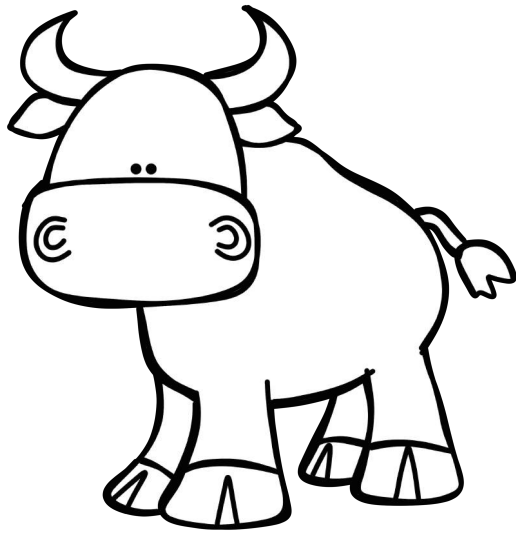
e

t

e



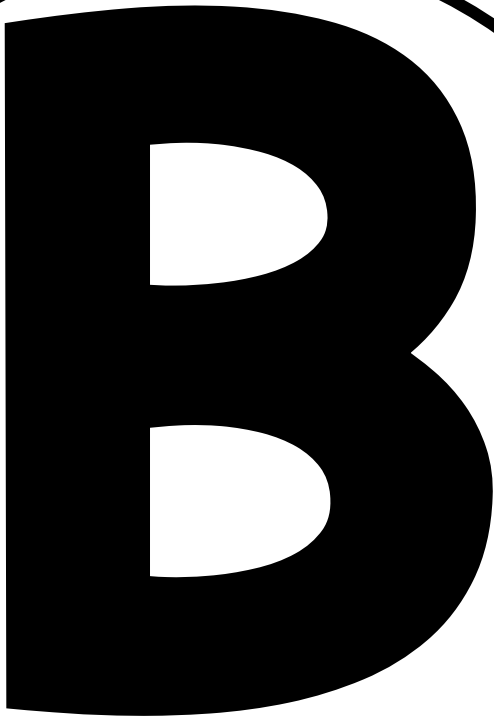




Characters



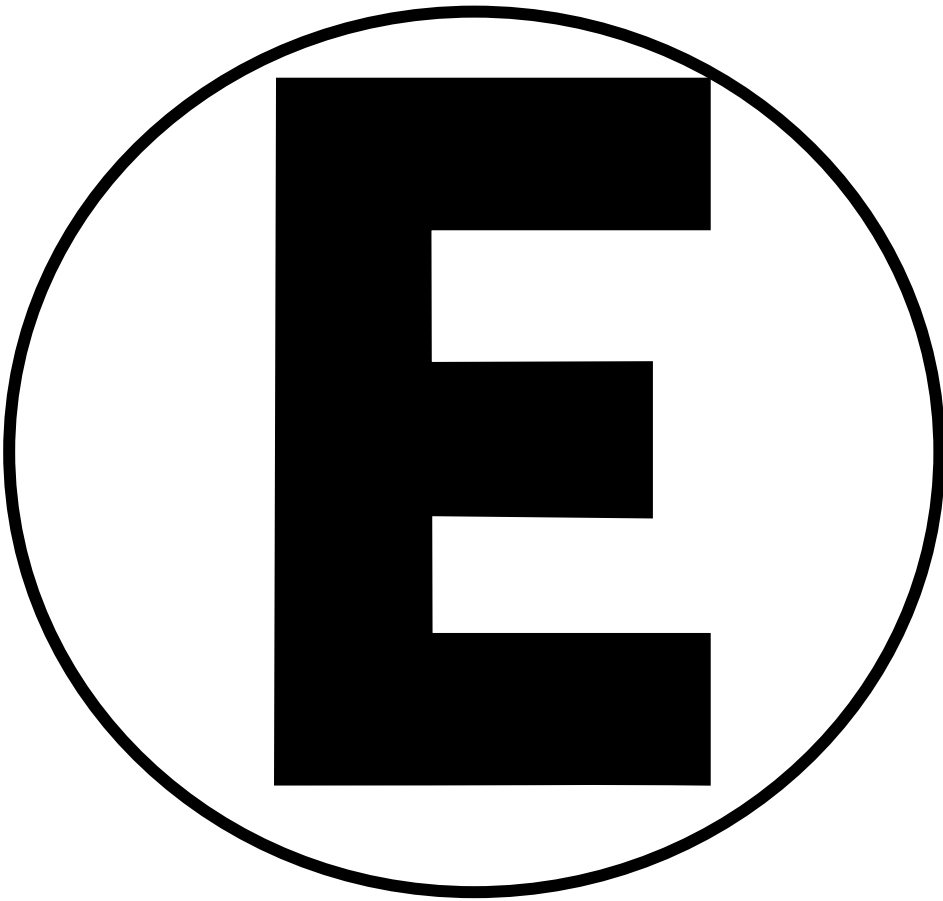
Setting



B

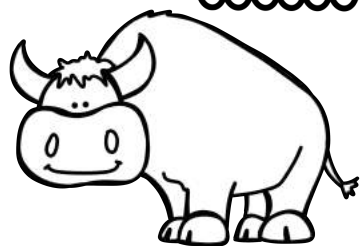


M



Name: _____

Retelling



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 _____

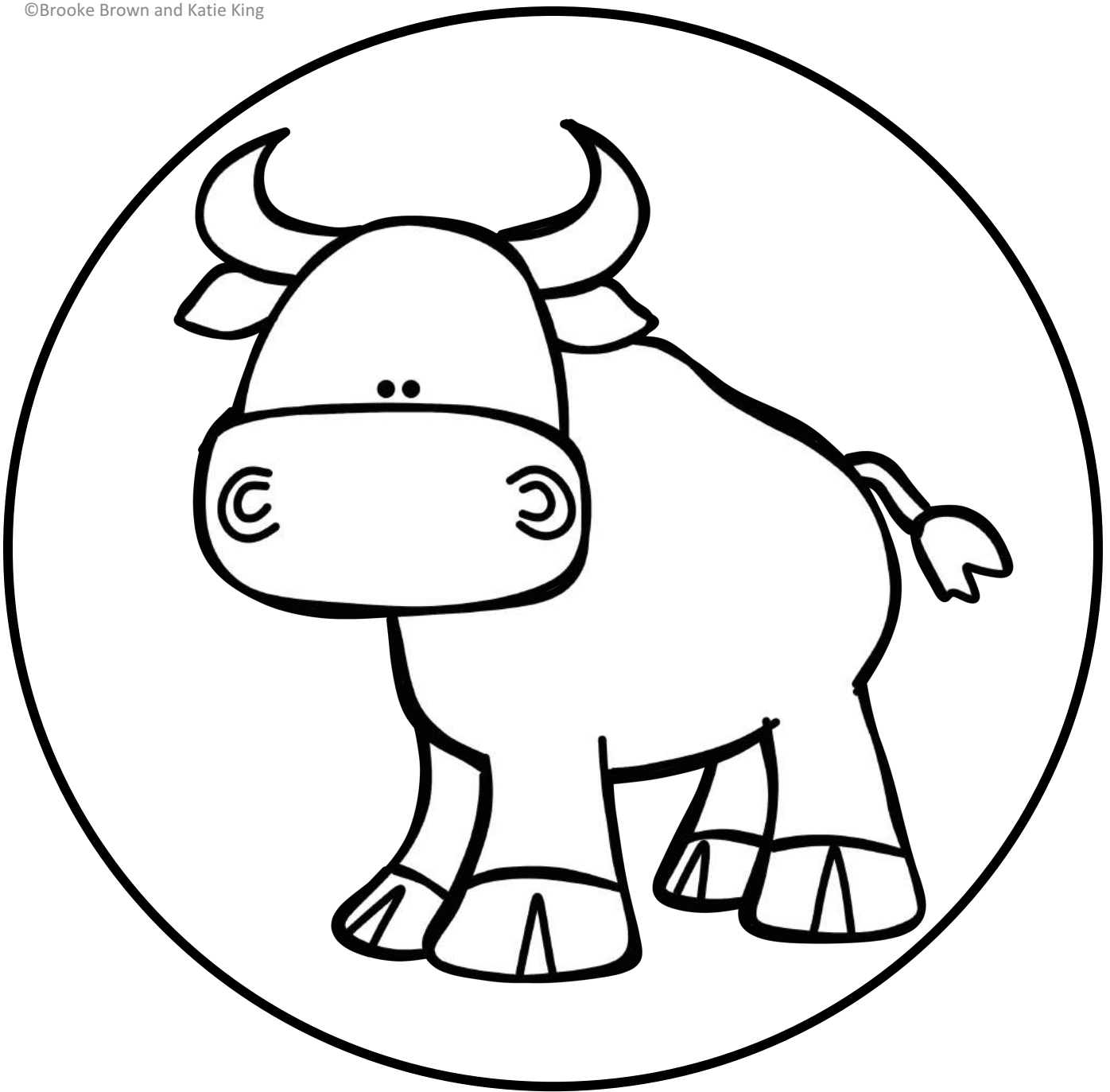
Describing Characters



What is the
character like on the
inside and outside?

Describing

characters



Ferdinand

Ferdinand

Ferdinand

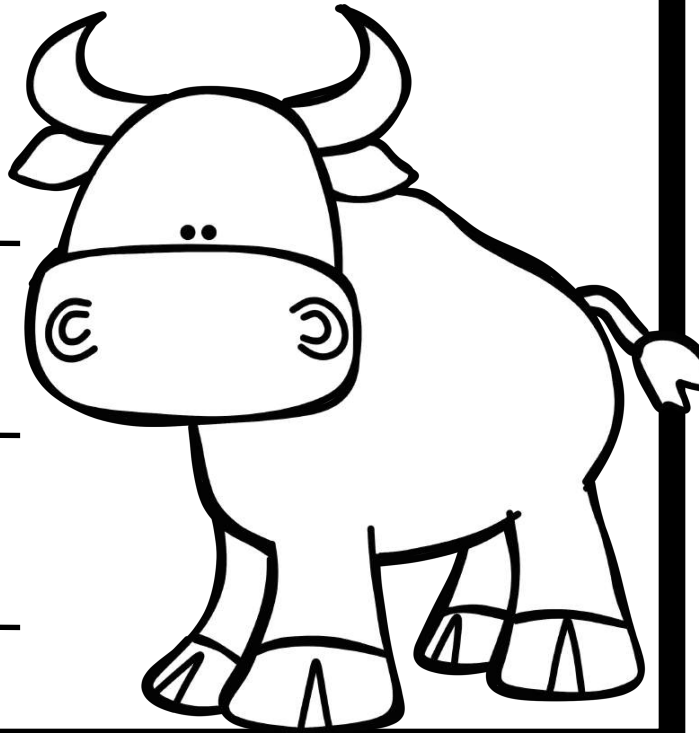
Ferdinand

Words to Describe Ferdinand

1. _____

2. _____

3. _____

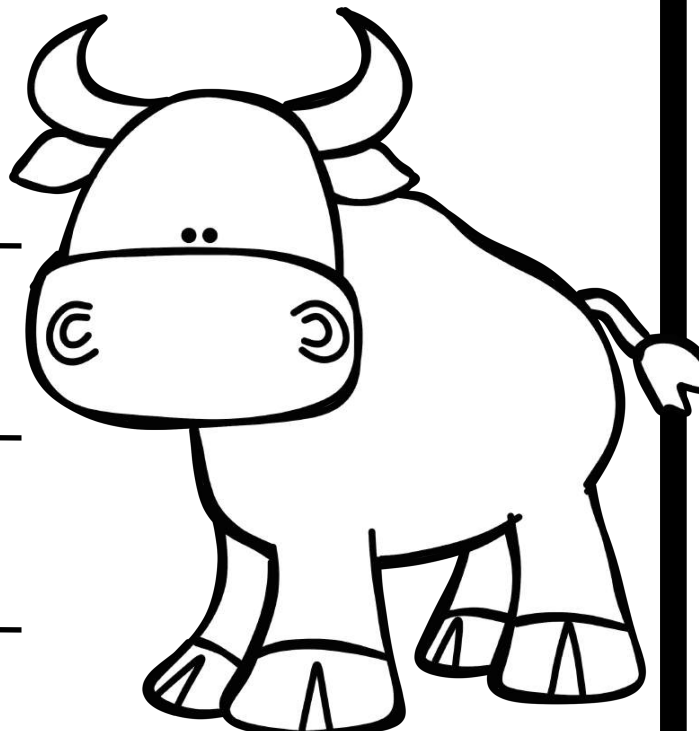


Words to Describe Ferdinand

1. _____

2. _____

3. _____



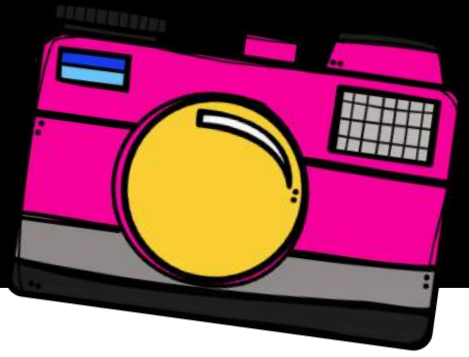
Vocabulary CHATS

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



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 CLICK!



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.

pasture



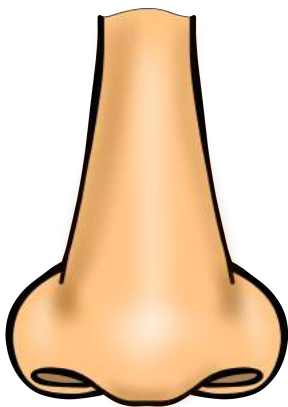
Land covered in grass
where animals graze

lonesome



a feeling of sadness
from being alone

snort



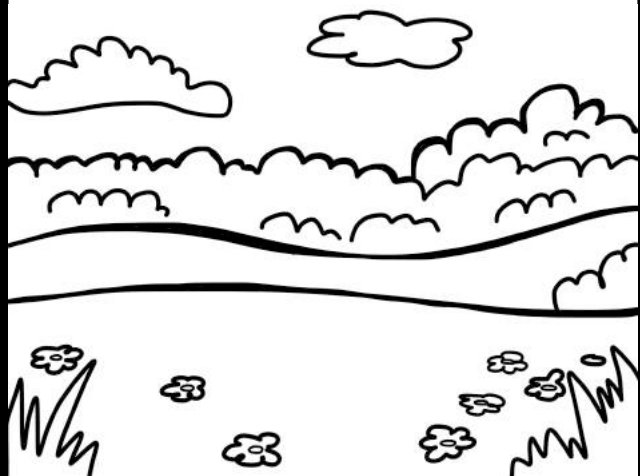
to make a sudden
sound through
one's nose

fierce



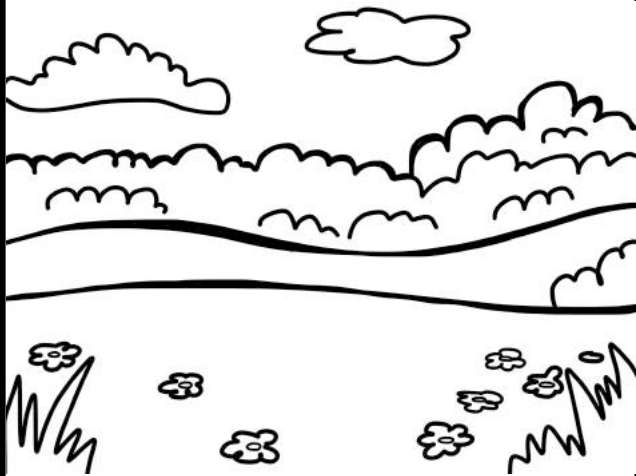
powerful
intensity

pasture



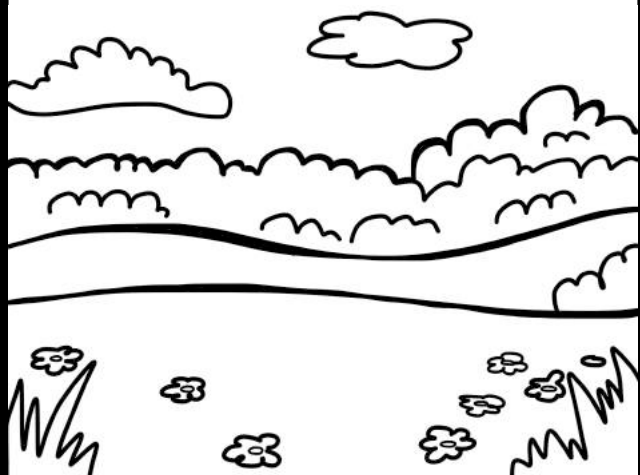
Land covered in grass
where animals graze

pasture



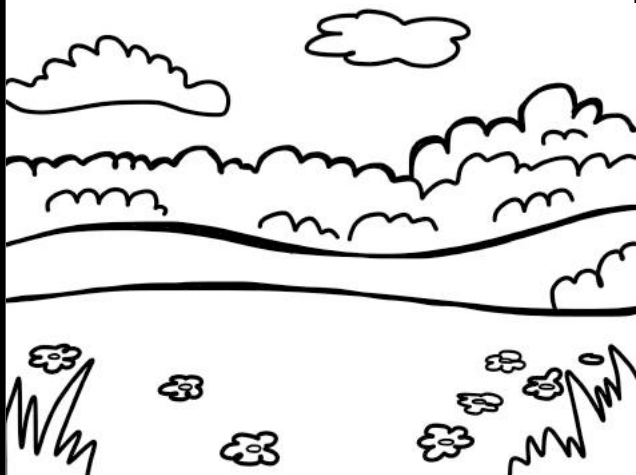
Land covered in grass
where animals graze

pasture



Land covered in grass
where animals graze

pasture



Land covered in grass
where animals graze

lonesome



a feeling of sadness
from being alone

lonesome



a feeling of sadness
from being alone

lonesome



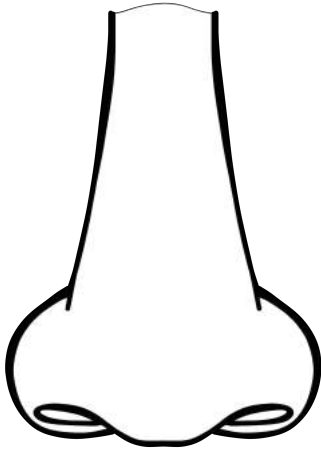
a feeling of sadness
from being alone

lonesome



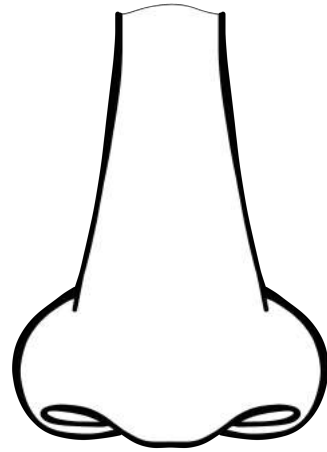
a feeling of sadness
from being alone

snort



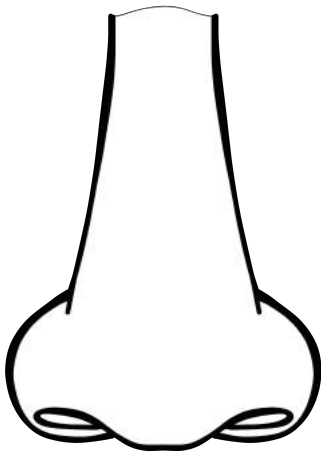
to make a sudden
sound through
one's nose

snort



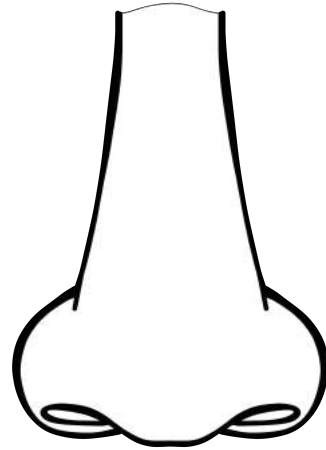
to make a sudden
sound through
one's nose

snort



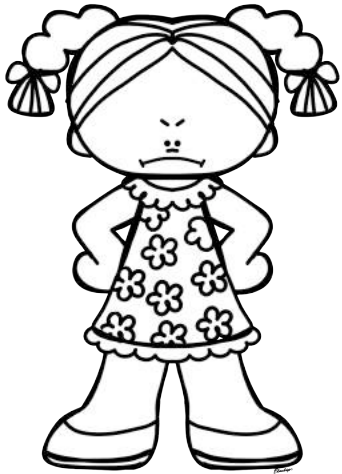
to make a sudden
sound through
one's nose

snort



to make a sudden
sound through
one's nose

fierce



powerful
intensity

fierce



powerful
intensity

fierce



powerful
intensity

fierce

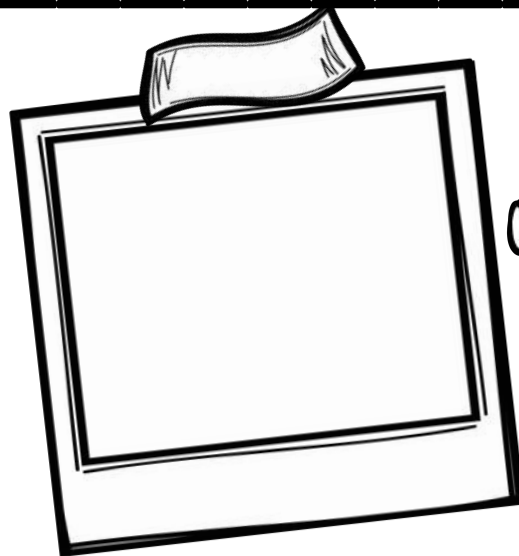
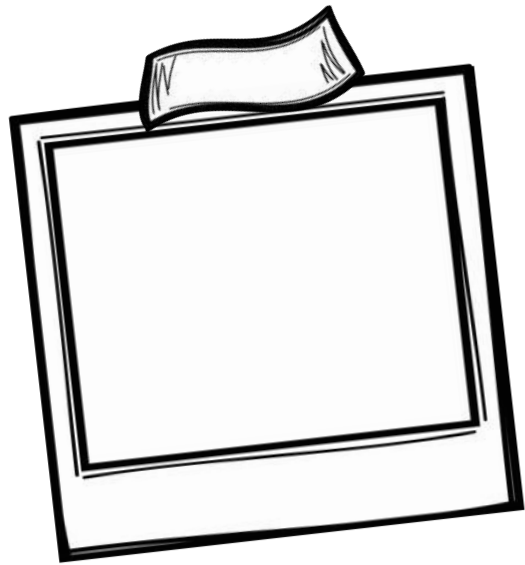
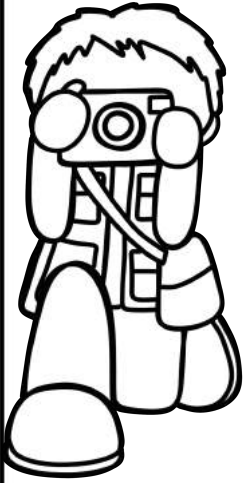


powerful
intensity

Name: _____

CLICK!

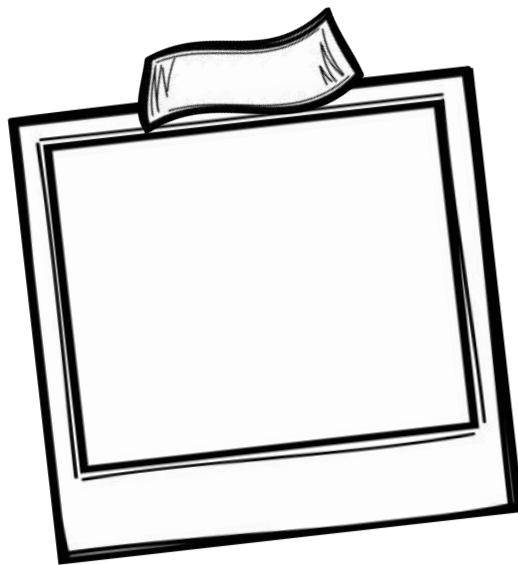
Directions: Draw and write about each word.

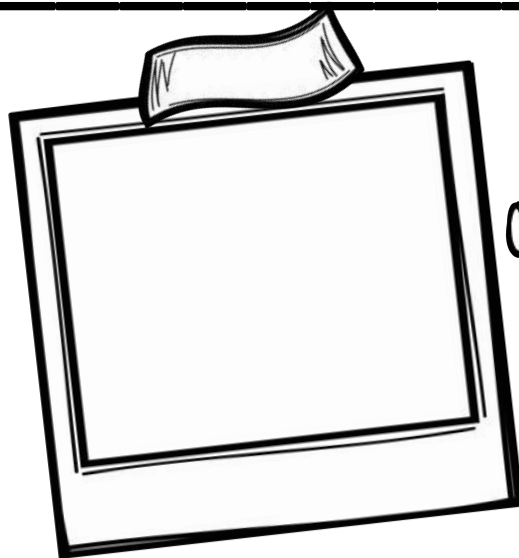
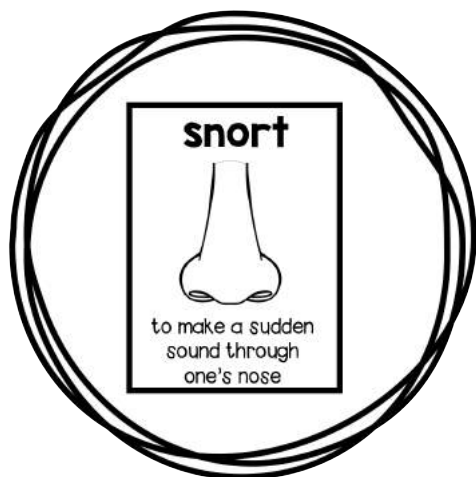


Name: _____

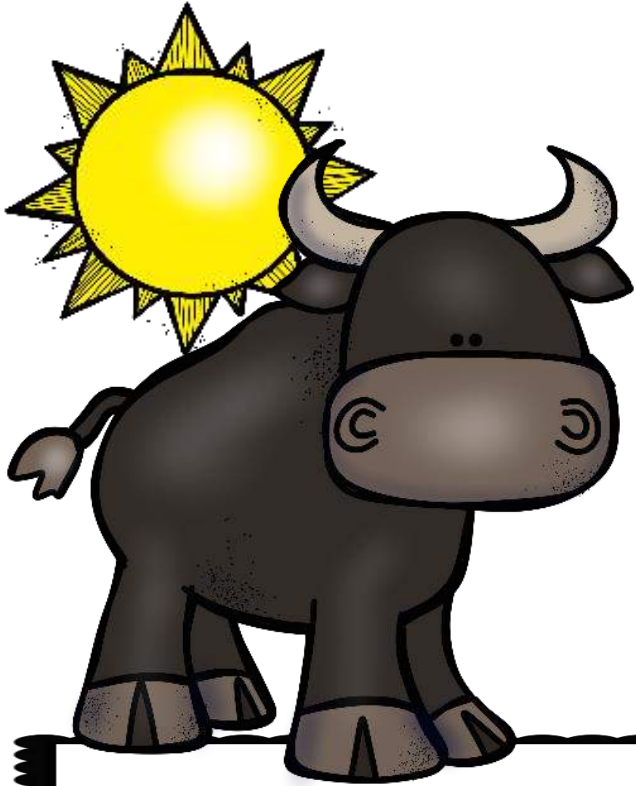
CLICK!

Directions: Draw and write about each word.





STEM CHALLENGE: SHADY SPOT



NGSS Standard Alignment: K-PS3-2: Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.. 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 choose from a variety of materials to construct a shade structure for Ferdinand. After their models are constructed, they will take them outside to test. They will place Ferdinand along with one ice cube under their shaded tent and another ice cube in direct sunlight to observe the different effects.

Suggested Materials per pair of students: Ferdinand cutouts taped to the front of mini cups (1 per group), variety of the following shelter materials for students to choose from: construction paper, linking cubes, building bricks, Scotch tape, paper plates, ice cubes

LESSON PLAN

1. Hold a class discussion about the difference between the shade and the sunlight. Brainstorm a list of ways that animals might keep themselves cool in hot climates. Record their ideas on the provided teacher chart.
2. Show and discuss the short video clips on "Let's Explore Sunlight and Shadows!"
3. Introduce permitted materials and share the challenge. Allow students to share ideas for how the materials work and might fit together in different ways to create a shade structure.
4. Introduce and discuss key vocabulary cards related to the challenge.
5. Have students sketch blueprints of their designs on their recording sheets.
6. Allow students at least 30 minutes with partners to create and test a variety of designs, then bring them outside to test ice cubes under their tents and in direct sunlight. Allow them time to write observations on their recording sheets.
7. Hold a whole class closing discussion and reflection, allowing students to share what they created and what they learned about sunlight and shade. Record their ideas on the provided teacher chart and have them finish their individual booklets.

SHADY SPOT

Ferdinand

Possible Product

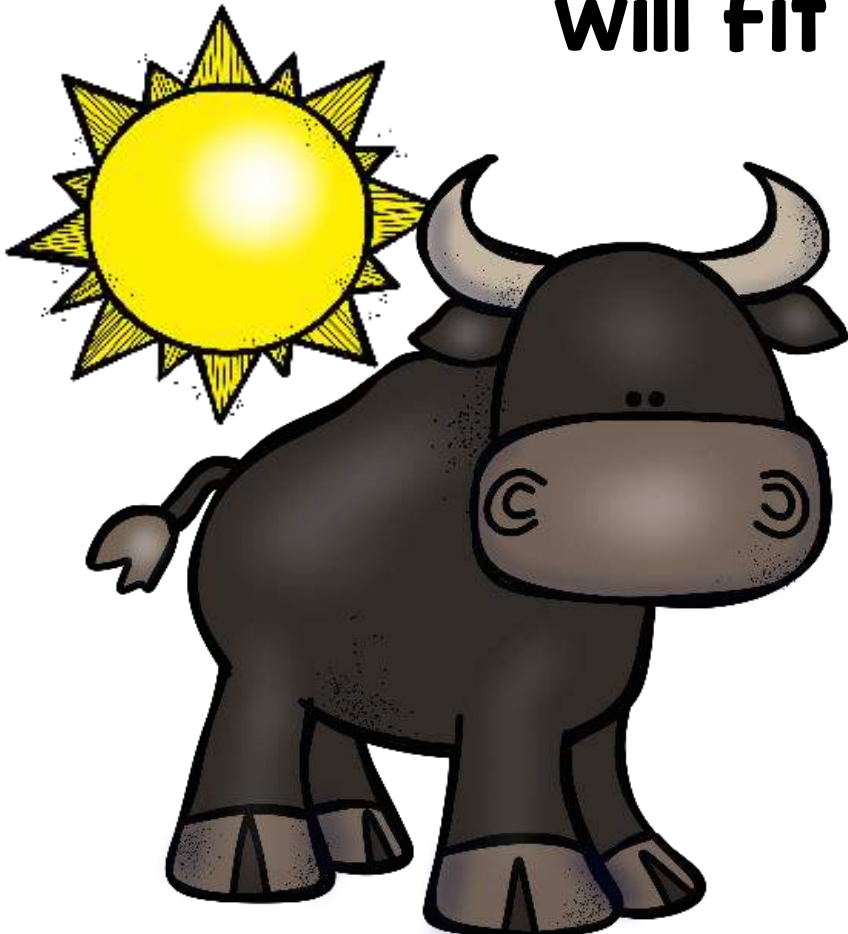
SHADY SPOT FOR FERDINAND



SHADY SPOT

Ferdinand needs to stay cool in the shade!

Create a shade structure that Ferdinand will fit underneath.

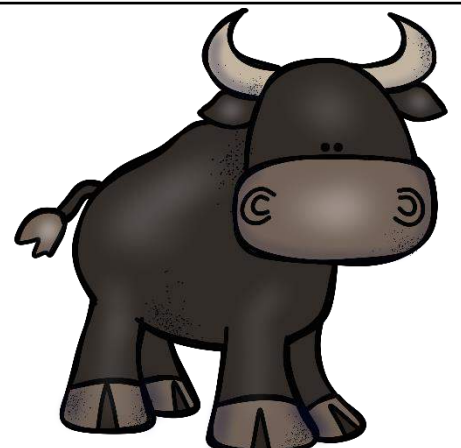
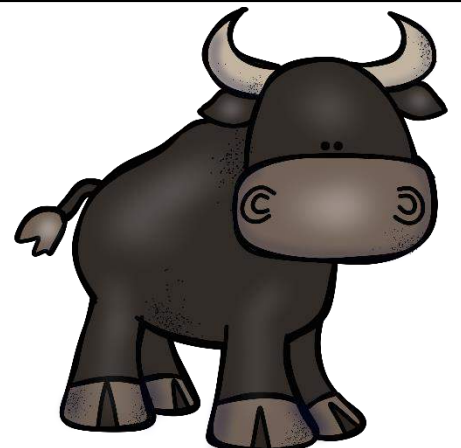


YOU WILL NEED:

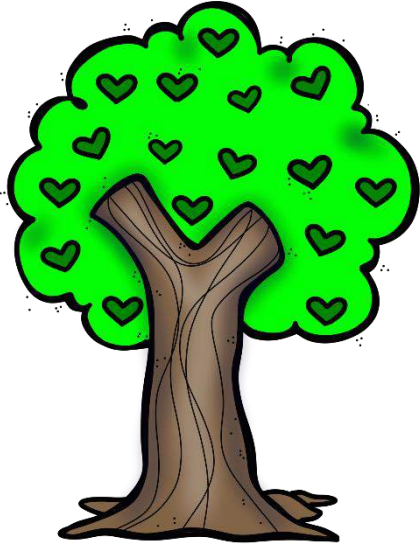
- Ferdinand mini cup
- building bricks
- linking cubes
- construction paper
- tape
- paper plate
- ice cube

Ferdinand Templates

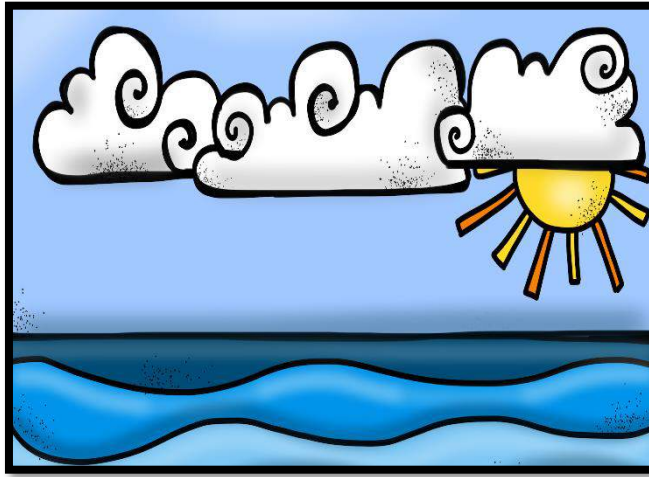
Tape one bull to the front of a mini cup for each group.



HOW ANIMALS KEEP COOL



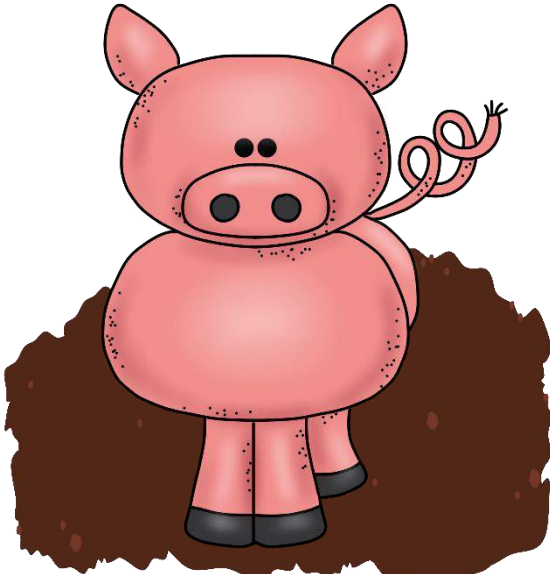
Finding Shade



**standing or swimming
in water**



Drinking water



wallowing in Mud



panting



Burrowing

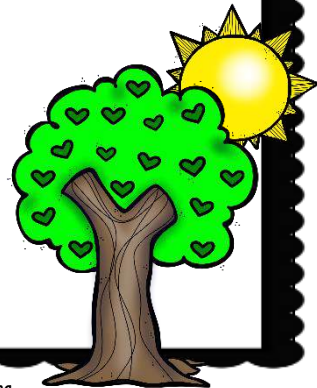
SHADY SPOT

How the sun is Helpful

How the sun is Harmful

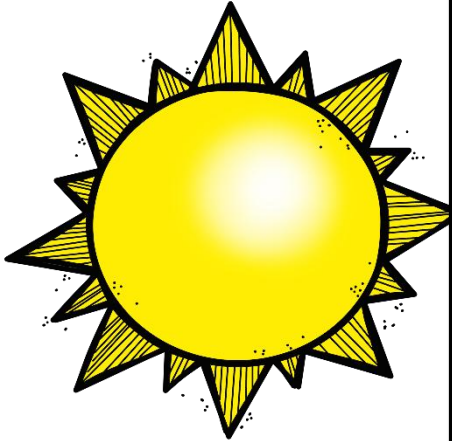
How Animals keep cool

What we Learned



LET'S EXPLORE SUNLIGHT & SHADOWS!

THE SUN



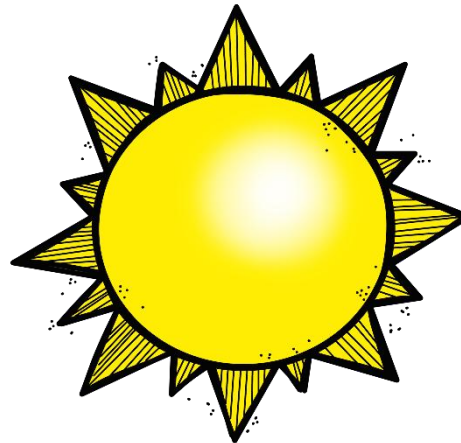
SHADOWS



HOW ANIMALS KEEP COOL



THE SUN SONG



SHADY SPOT

SHELTER



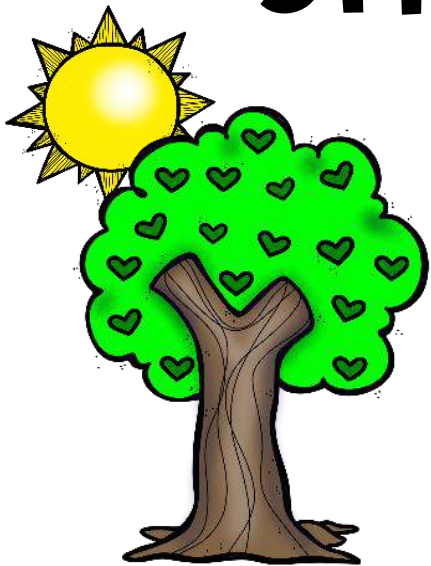
a dwelling
or home
designed
for
protection

ADAPT



to adjust
to new
conditions

SHADE



darkness
and coolness
caused
by shelter
from direct
sunlight

PROTECT



to keep
safe from
harm or
injury



SHADY SPOT

Ferdinand

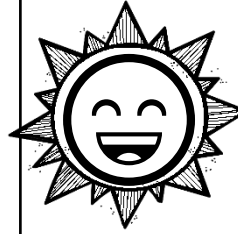
NAME: _____

MY BLUEPRINT

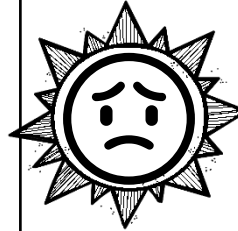


Draw a picture of your shelter.

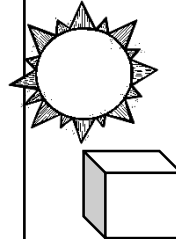
How is the sun HELPFUL?



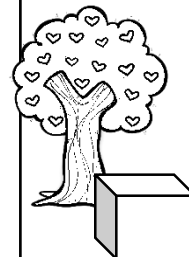
How is the sun HARMFUL?



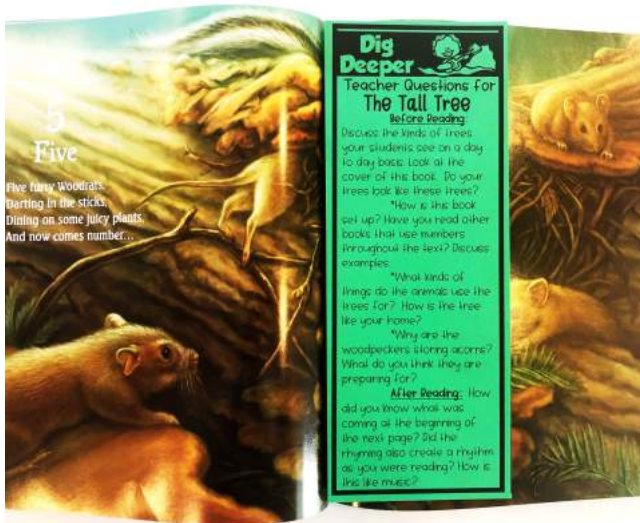
Draw your ice cube in the SUN.



Draw your ice cube in the SHADE.

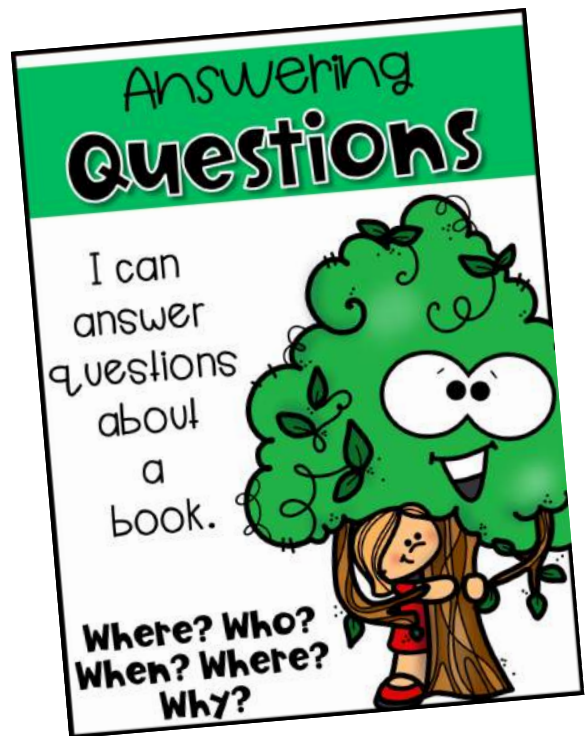


THE TALL TREE



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 Answering Questions. Discuss with students that this is the foundation for reading! It's important to talk about books so our teachers can see if we understand what we are reading. In this book we are focusing on Who and Why!



THE TALL TREE

3. Make the whole class anchor chart for Answering Questions. Model with students how you go back into the book for help. Fill out the anchor chart as a class. Give students a chance to discuss details that stick out to them.

An anchor chart titled 'Answering Questions' with two yellow question mark icons. It contains two numbered questions and their answers:

- 1. Who is in the tree?**
1. eagle → dinner
- 2. What are they doing in the tree?**
2. owls → feeding babies

Below the text is a photograph of an open book showing two owls in a nest. The text on the book page reads: 'Two Two Two brown and spotted owls. Nest in the canopy. Carrying food to babies. And now comes number...'.



An anchor chart titled 'The Tall Tree' with two numbered questions and their answers:

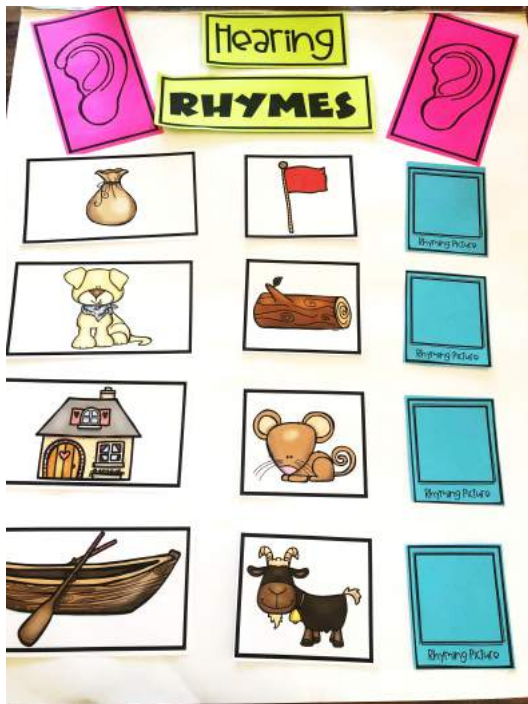
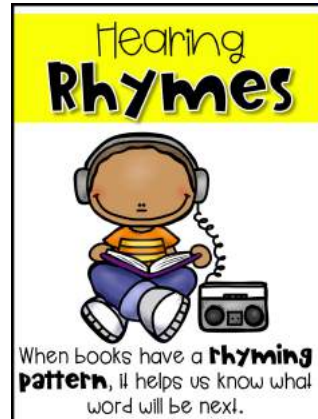
- 7. write: Seven bees**
draw: [drawing of seven bees]
- 8. write: eight bats**
draw: [drawing of eight bats]

The chart includes small icons of a crayon and a pencil for each section.

4. Have students draw and write about the animals throughout the book. Leave the chart up to help students. This would be a great booklet to send home so students can retell the story to their parents.

THE TALL TREE

5. To further analyze the book and work on phonemic awareness at the same time, introduce the Hearing Rhymes Poster.



6. Make the whole class anchor chart. Put up the rectangular pictures. Call out words and have students do a thumbs up or thumbs down to indicate whether the words rhyme. For example when looking at house, call out tall, brown, mouse. If you want to take it further, have them add a rhyming word by drawing a picture to add.

8. Students will complete the cut and paste by gluing the rhyming pictures onto the tree.



Dig Deeper



Teacher Questions for The Tall Tree

Before Reading:

Discuss the kinds of trees your students see on a day to day basis. Look at the cover of this book. Do your trees look like these trees?

*How is this book set up? Have you read other books that use numbers throughout the text? Discuss examples.

*What kinds of things do the animals use the trees for? How is the tree like your home?

*Why are the woodpeckers storing acorns? What do you think they are preparing for?

After Reading: How did you know what was coming at the beginning of the next page? Did the rhyming also create a rhythm as you were reading? How is this like music?

Dig Deeper



Teacher Questions for The Tall Tree

Before Reading:

Discuss the kinds of trees your students see on a day to day basis. Look at the cover of this book. Do your trees look like these trees?

*How is this book set up? Have you read other books that use numbers throughout the text? Discuss examples.

*What kinds of things do the animals use the trees for? How is the tree like your home?

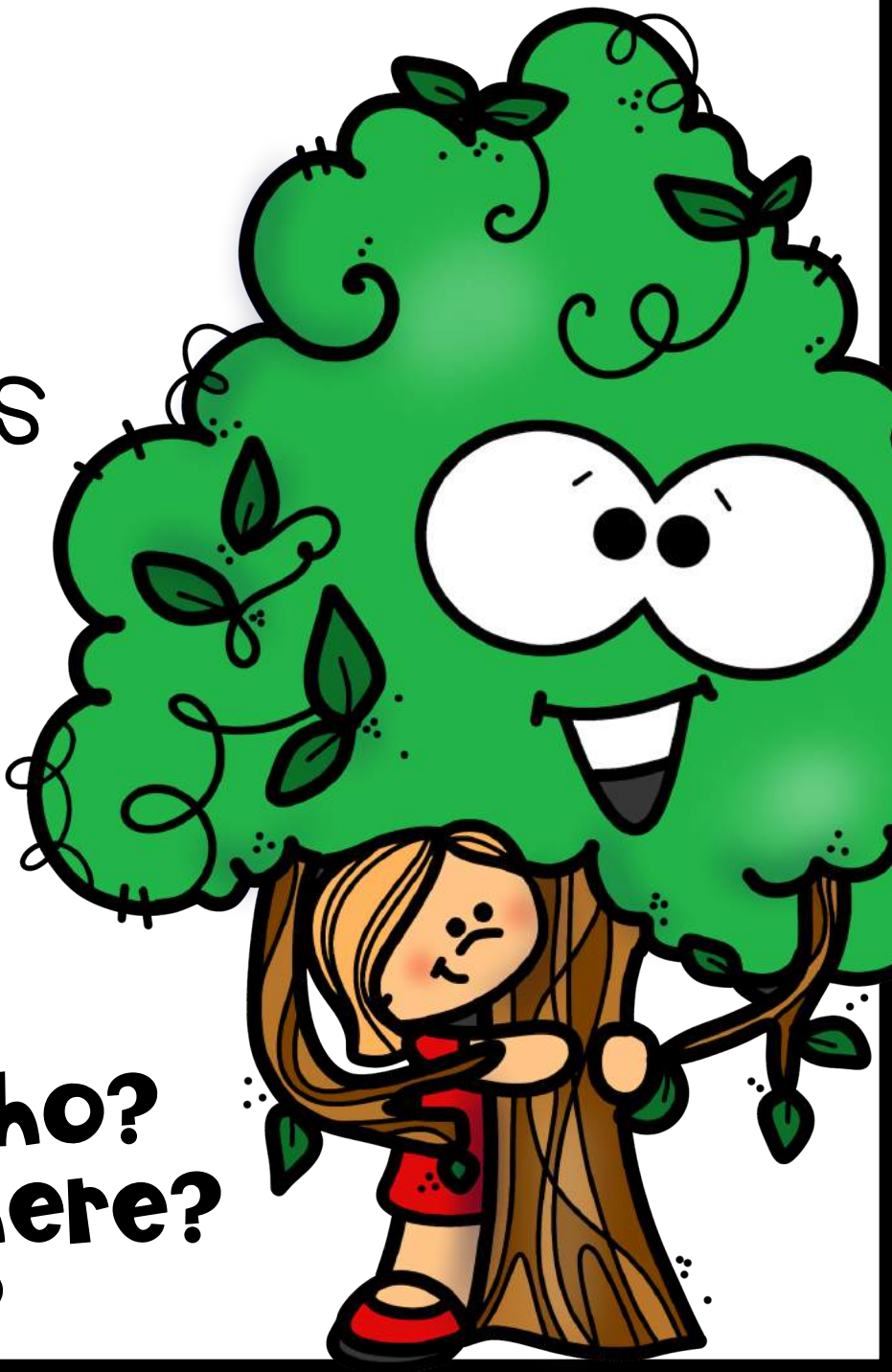
*Why are the woodpeckers storing acorns? What do you think they are preparing for?

After Reading: How did you know what was coming at the beginning of the next page? Did the rhyming also create a rhythm as you were reading? How is this like music?

Answering Questions

I can
answer
questions
about
a
book.

**What? Who?
When? Where?
Why?**



Answering

Questions



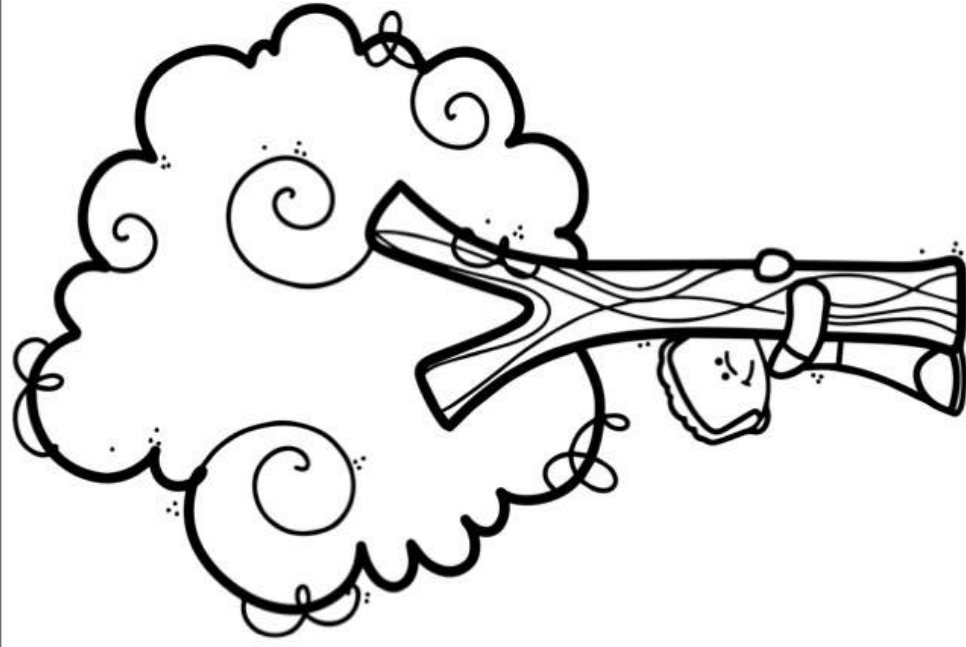
1.

**Who is in the
tree?**

2.

**What are they
doing in the
tree?**

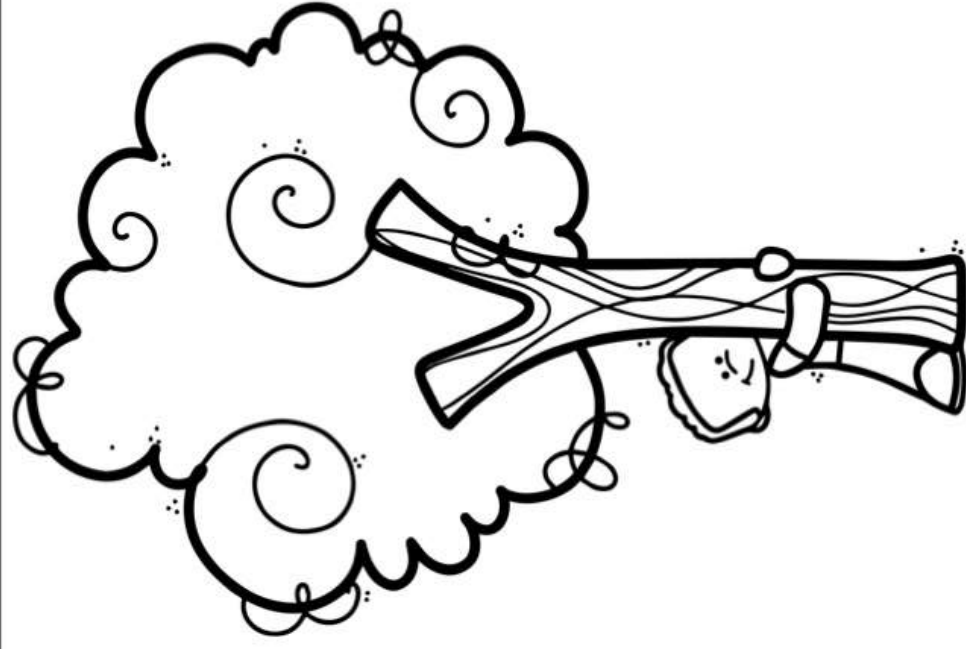
The Tall Tree



I know who lives in the tree.

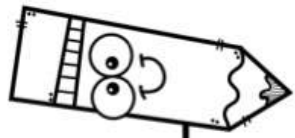
Name:

The Tall Tree



I know who lives in the tree.

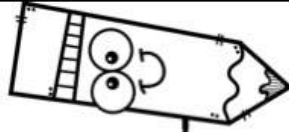
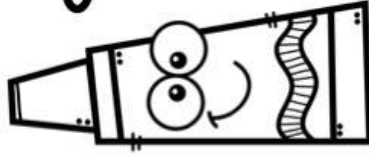
Name:



write:

1.

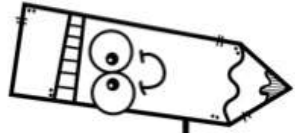
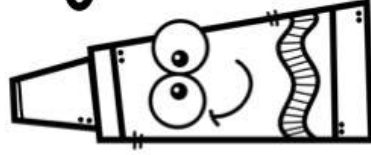
draw:



write:

2.

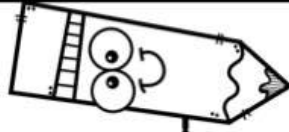
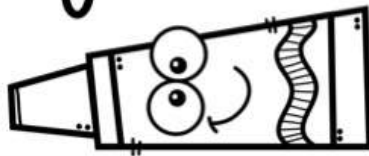
draw:



write:

1.

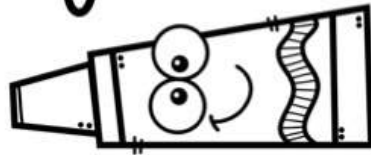
draw:

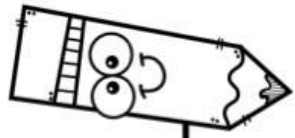


write:

2.

draw:

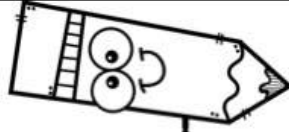
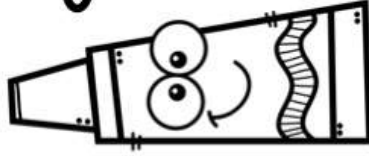




write:

3.

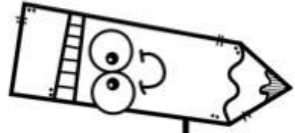
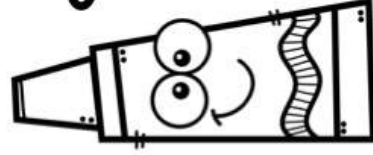
draw:



write:

4.

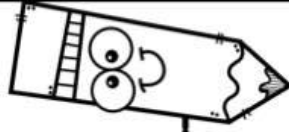
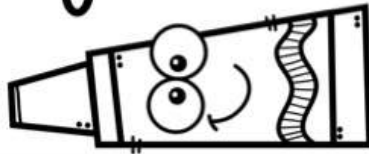
draw:



write:

3.

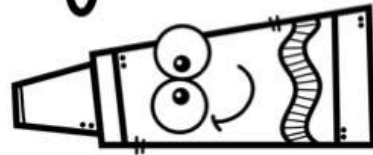
draw:

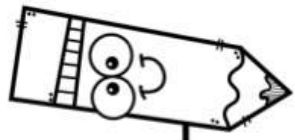


write:

4.

draw:

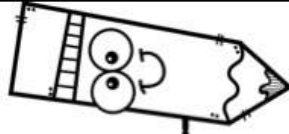
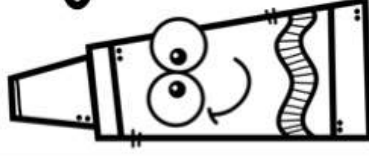




write:

5.

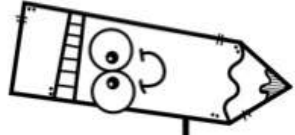
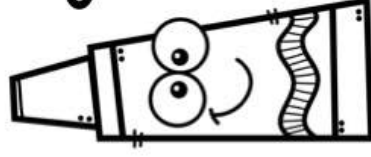
draw:



write:

6.

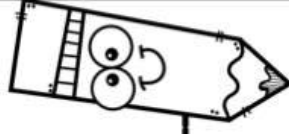
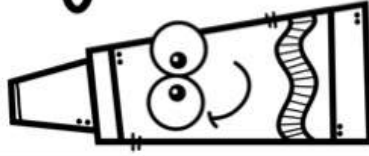
draw:



write:

5.

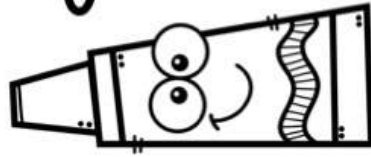
draw:

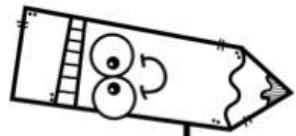


write:

6.

draw:

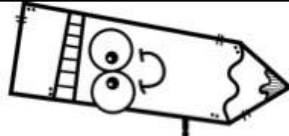
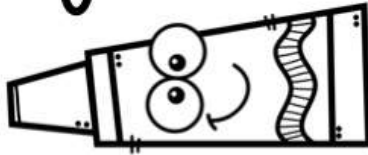




write:

7.

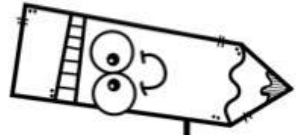
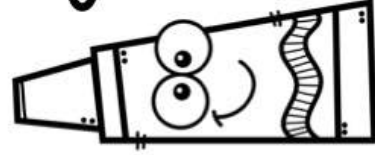
draw:



write:

8.

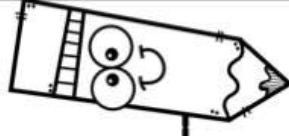
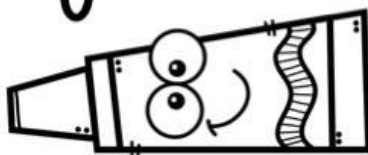
draw:



write:

7.

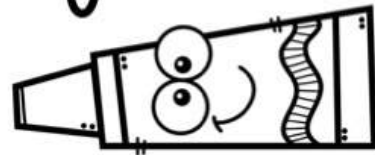
draw:

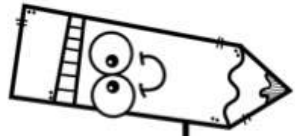


write:

8.

draw:

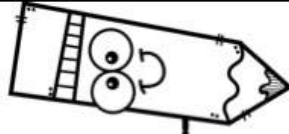
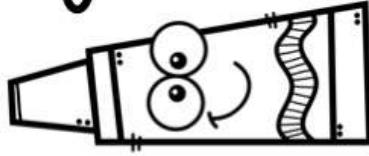




write:

q.

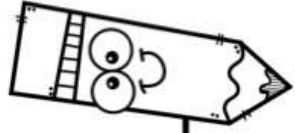
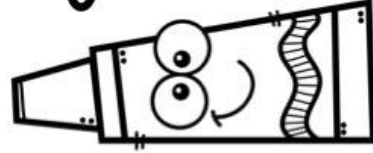
draw:



write:

10.

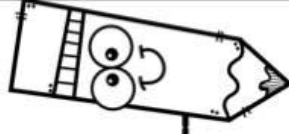
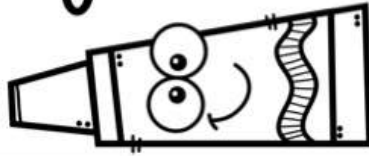
draw:



write:

q.

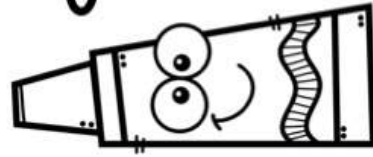
draw:



write:

10.

draw:



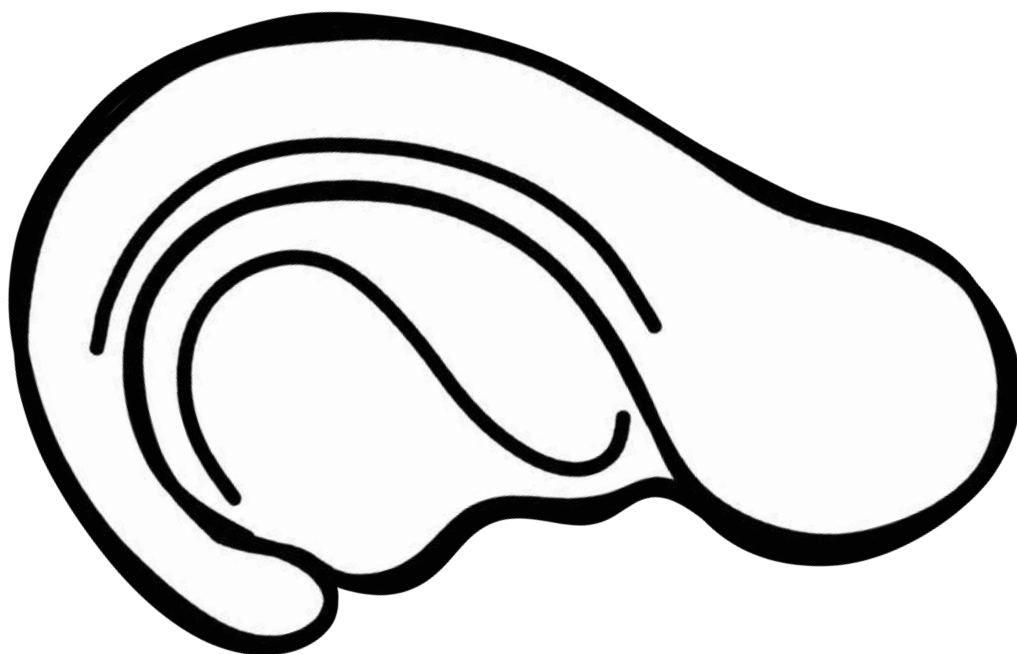
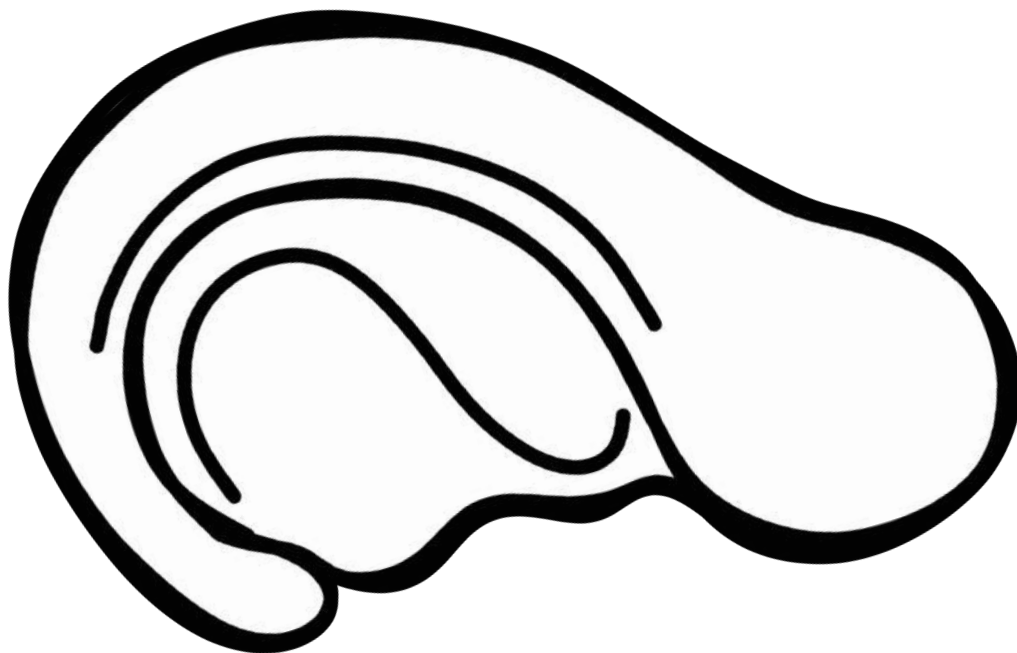
Hearing **Rhymes**



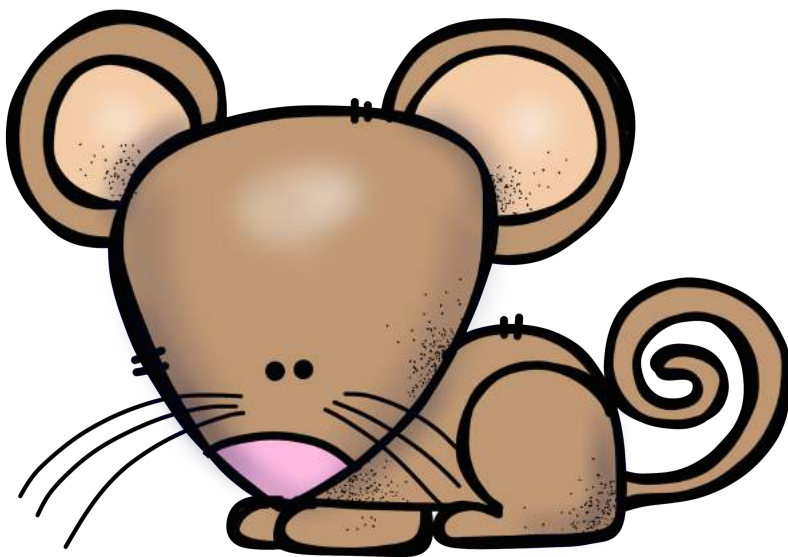
When books have a **rhyming pattern**, it helps us know what word will be next.

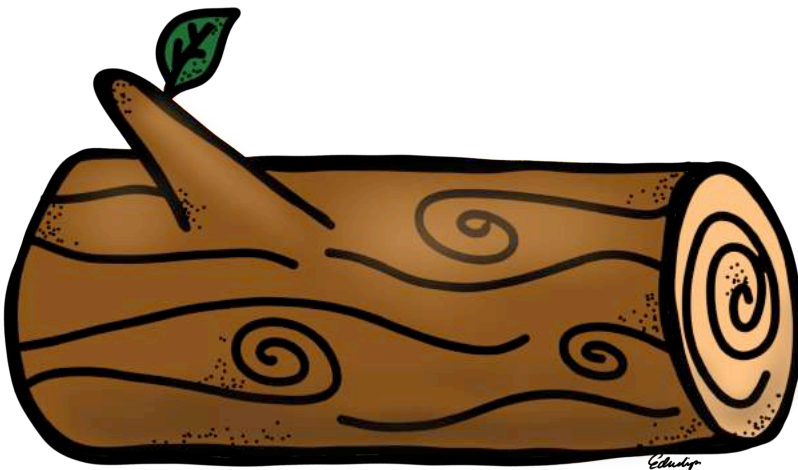
SEMKRIS

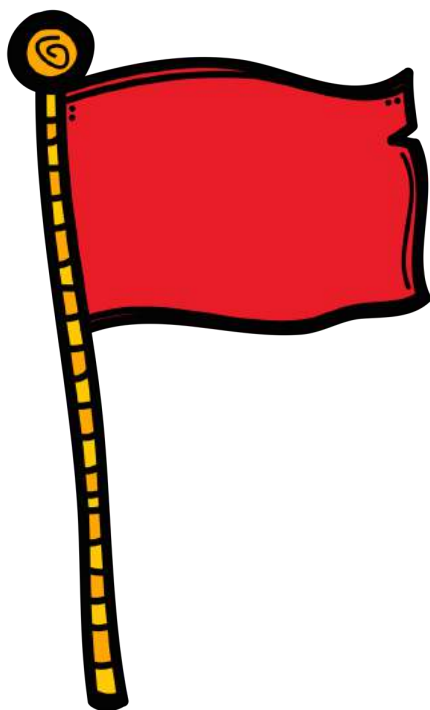
QuireH

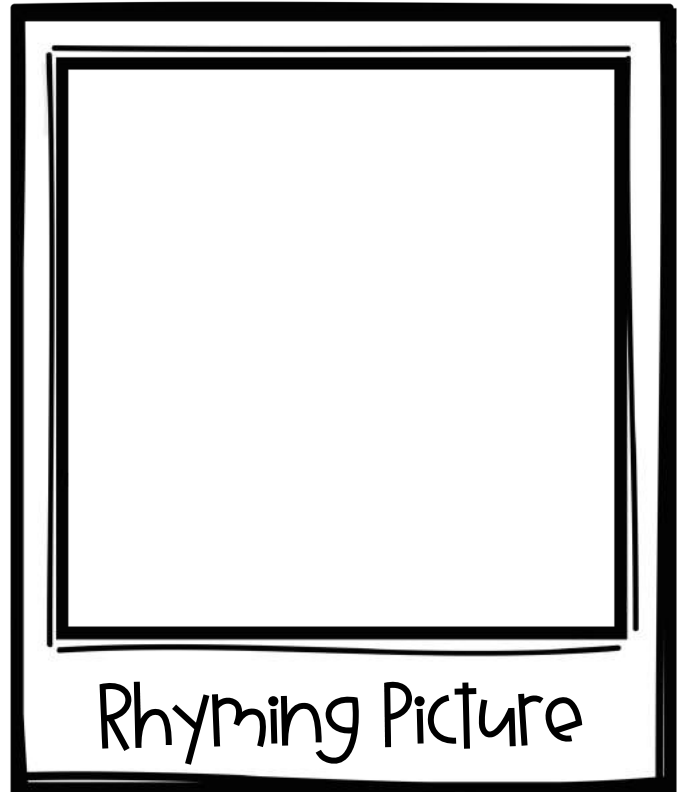
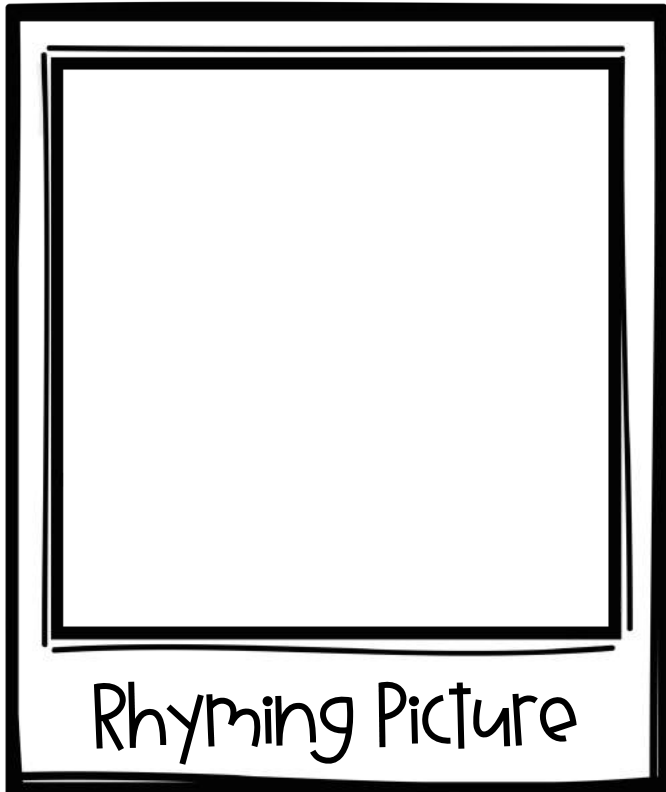
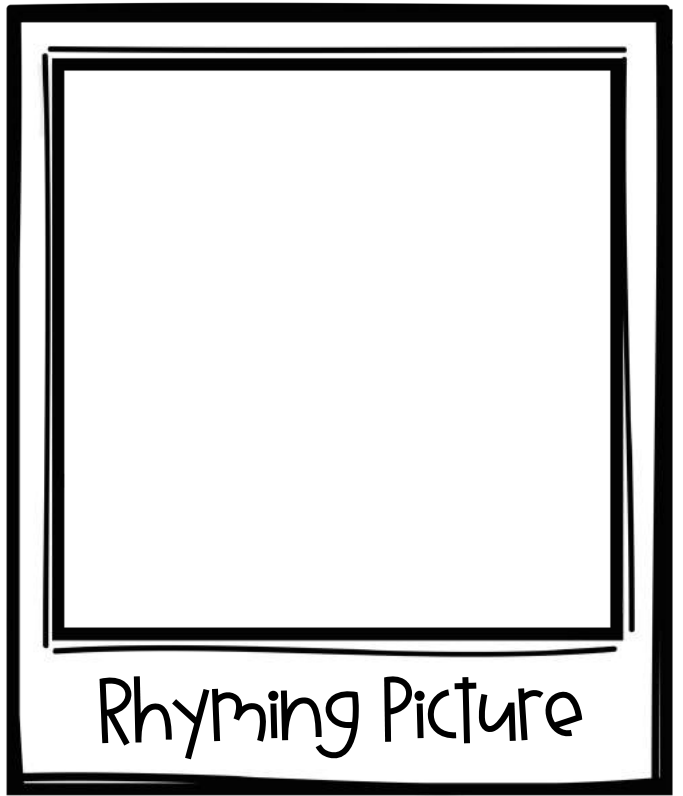
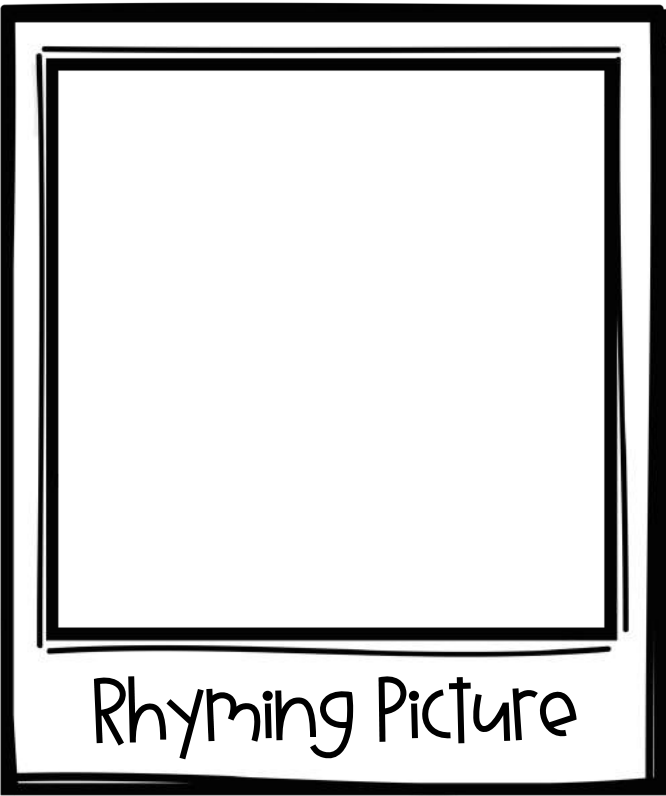








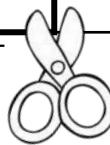
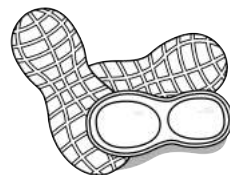
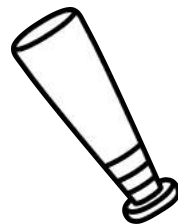
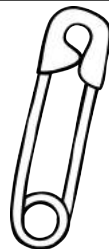
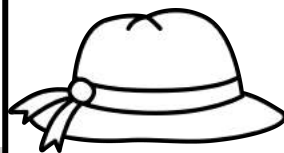
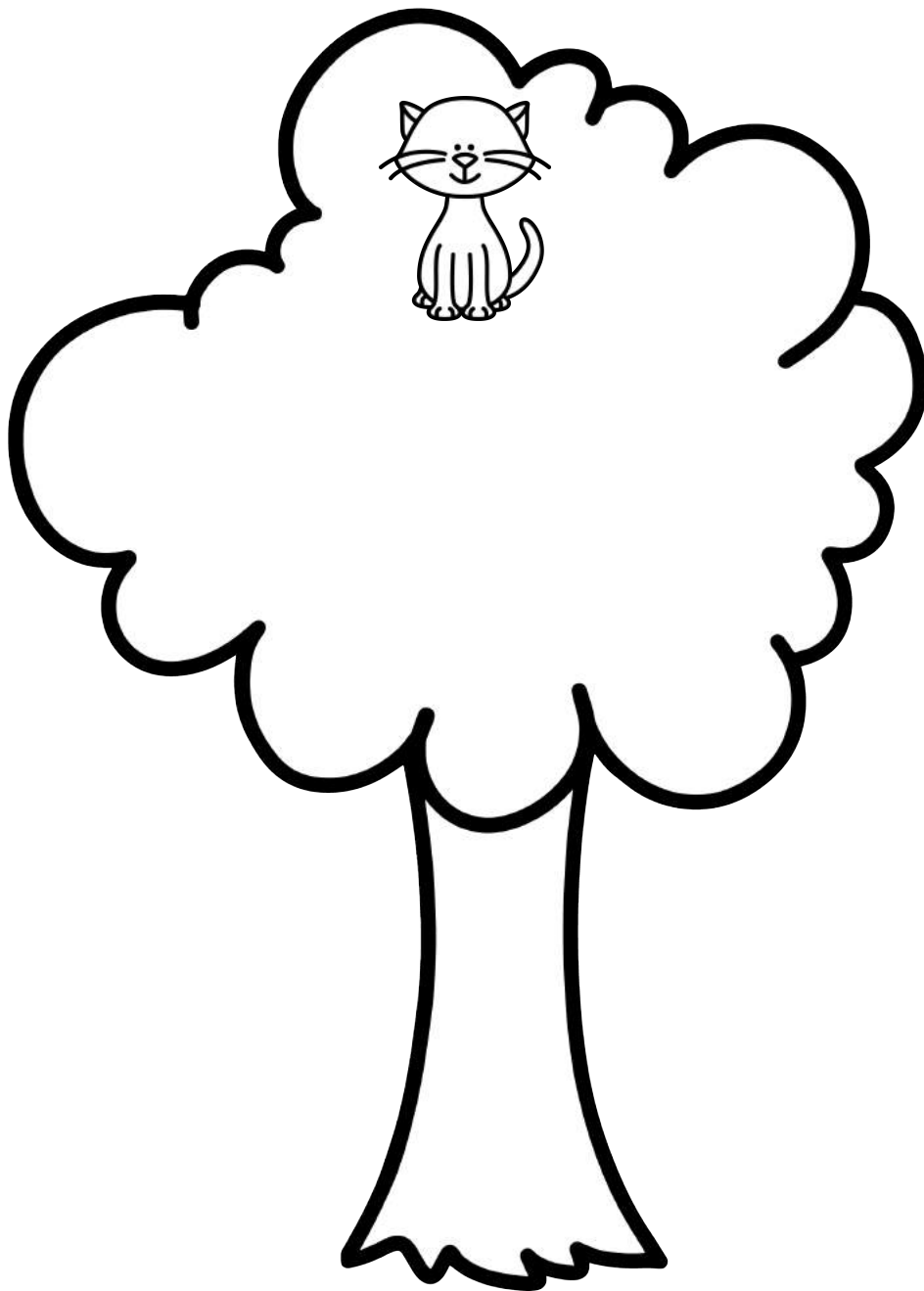




Name: _____

Directions: Cut out the pictures on the side of the paper. If the picture rhymes with CAT, glue it to the tree. If it does not, throw it away!

Rhyme-with-Me **TREE!**



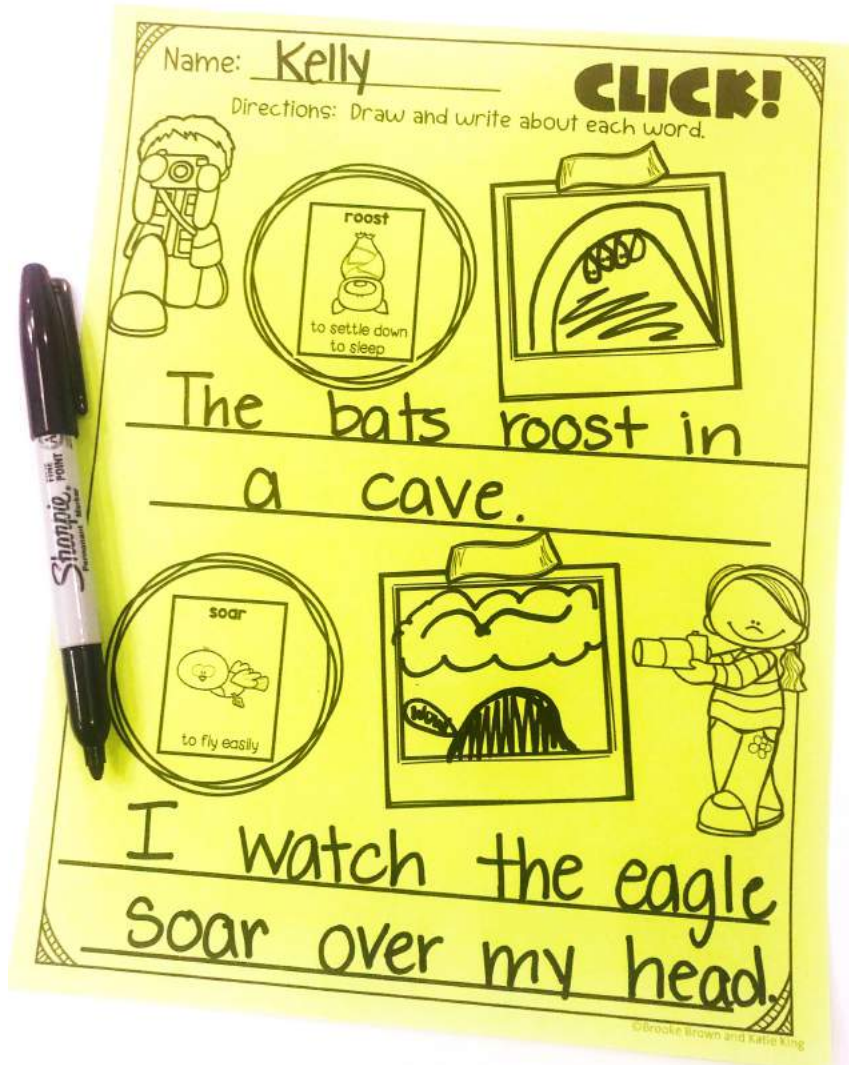
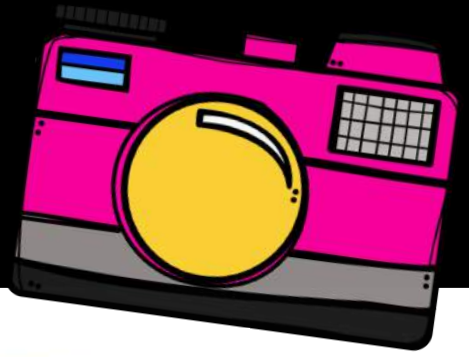
Vocabulary CHATS

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 CLICK!



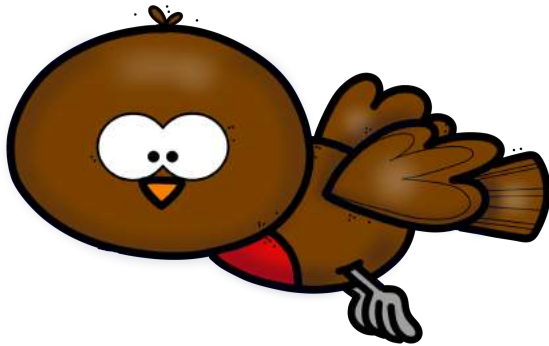
In Vocabulary Click! Students imagine they are photographers who catch their words in action. Tell them to draw a picture and write a phrase/sentence that matches their picture.

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.

soar



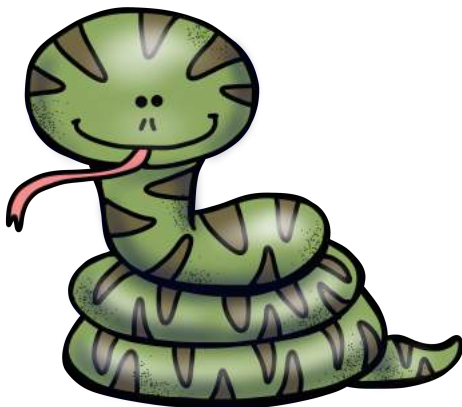
to fly easily

canopy



the tops of
trees

dart



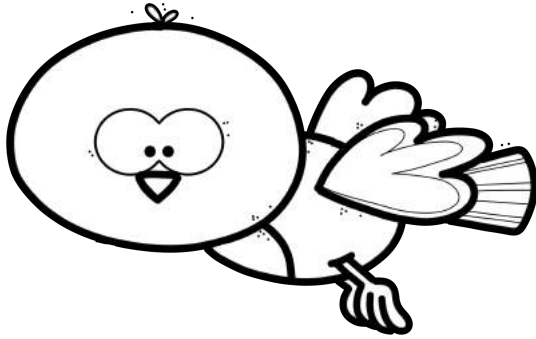
to move
quickly

roost



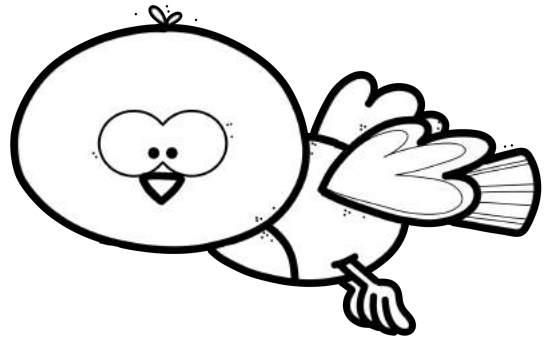
to settle down
to sleep

soar



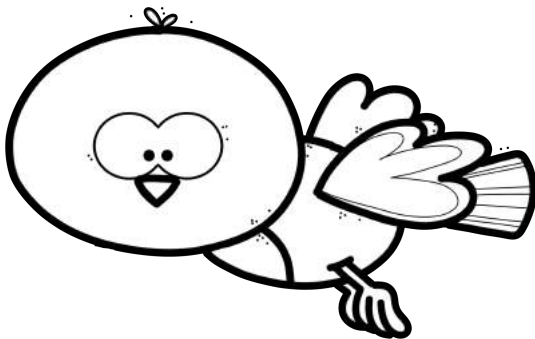
to fly easily

soar



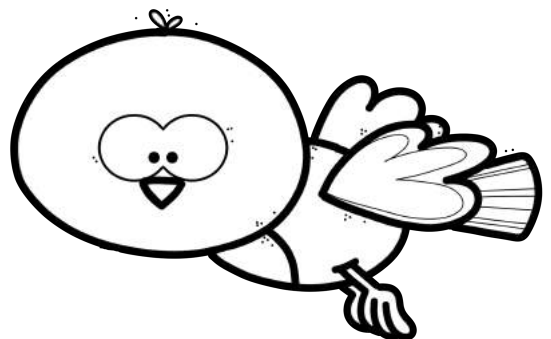
to fly easily

soar



to fly easily

soar



to fly easily

canopy



the tops of
trees

canopy



the tops of
trees

canopy



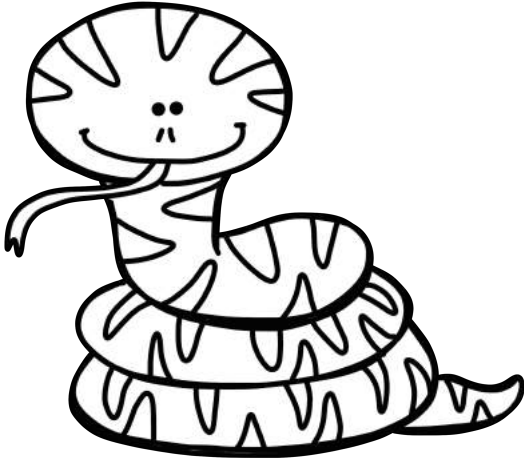
the tops of
trees

canopy



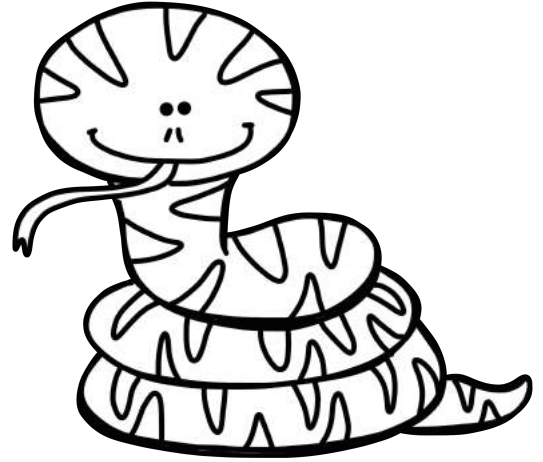
the tops of
trees

dart



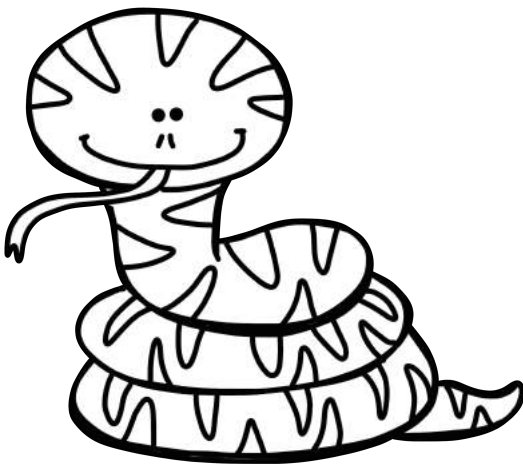
to move
quickly

dart



to move
quickly

dart



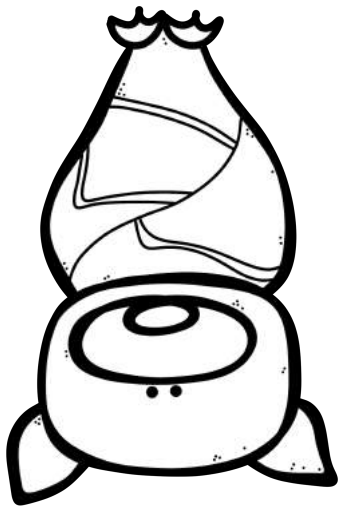
to move
quickly

dart



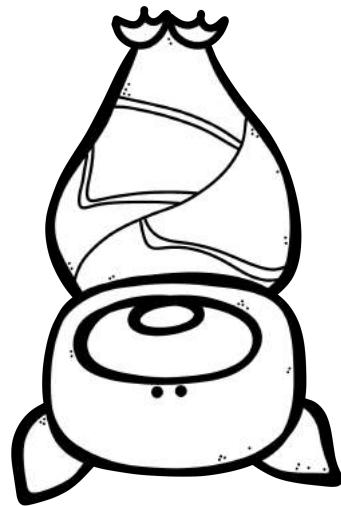
to move
quickly

roost



to settle down
to sleep

roost



to settle down
to sleep

roost



to settle down
to sleep

roost

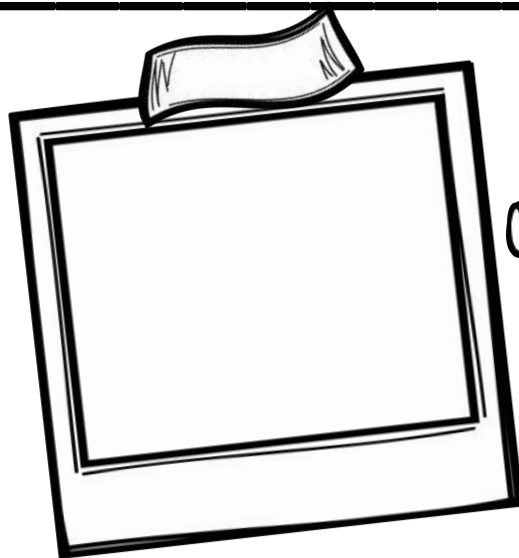
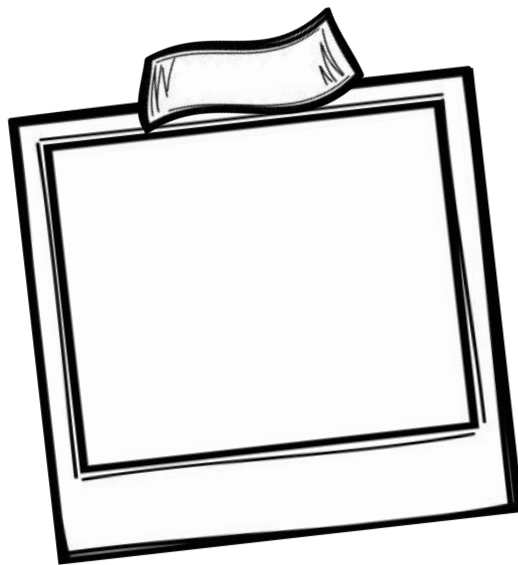
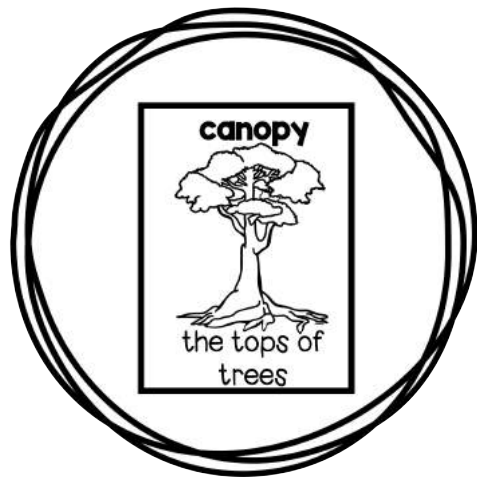


to settle down
to sleep

Name: _____

CLICK!

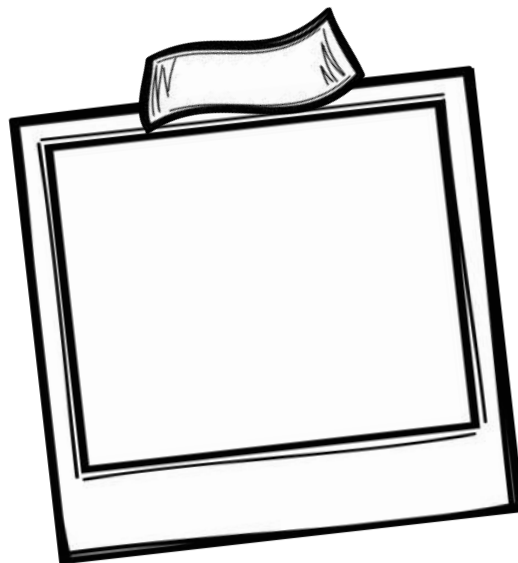
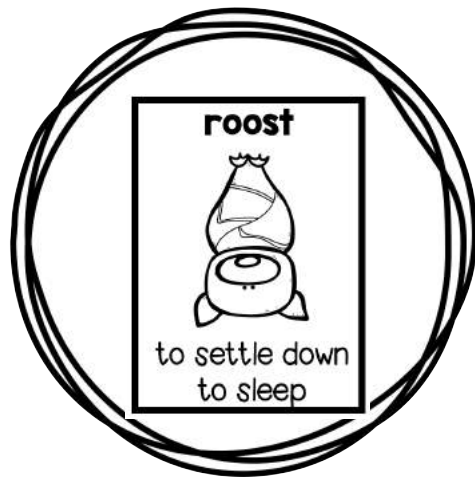
Directions: Draw and write about each word.

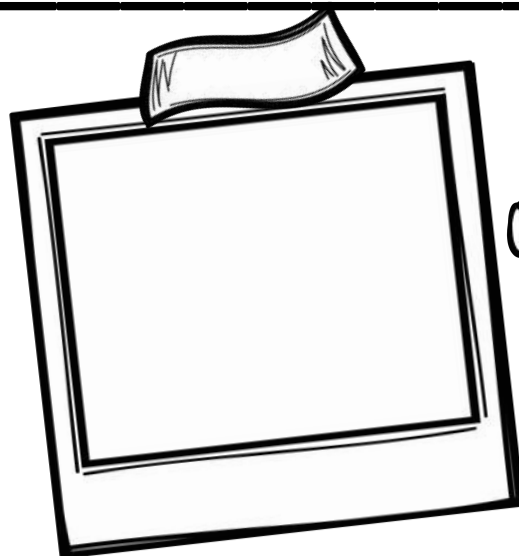


Name: _____

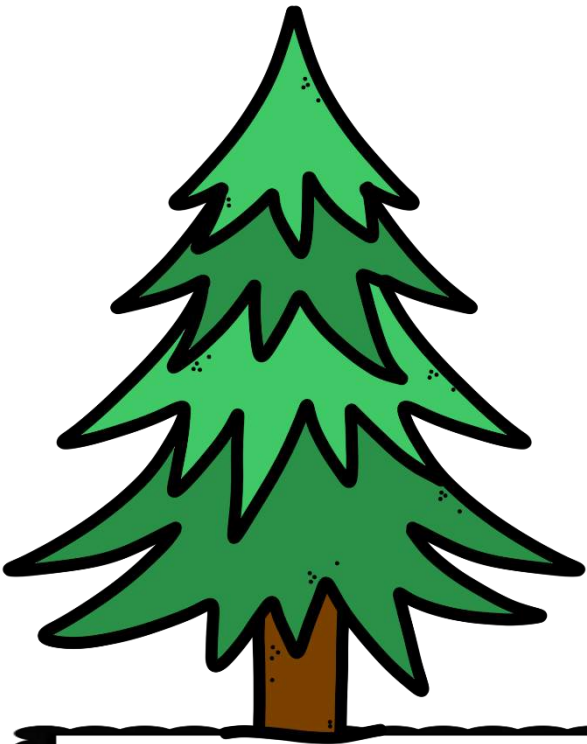
CLICK!

Directions: Draw and write about each word.





STEM CHALLENGE: TREE TOWER



NG-SS Standard Alignment: K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive. 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. MATH: Number Sense, Standard Measurement

Challenge Description: Students will use base ten blocks to build the tallest possible tree model, with the ones units representing the "animals" in their tree. They will count the number of flats, rods, and units that they used in their tree design (actual value of blocks is not expected) and also measure how tall their tree is in centimeters.

Suggested Materials per pair of students: 4 flats, 30 rods, 10 units, 1 ruler
***Alternative materials: linking cubes, building bricks

LESSON PLAN

1. Ask students to share what they already know about trees, such as why they are important and how they are useful. Ask them to brainstorm ways that we can protect trees and be resourceful with paper products that come from trees.
2. Introduce the STEM challenge and permitted materials.
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 to construct their tree towers, count the blocks used, and measure the height of their tree.
6. Hold a whole class closing discussion and reflection, allowing students to share what they discovered about the importance of trees. Have students finish their recording sheets as necessary.

TREE TOWER

Tall Tall Tree

Possible Product

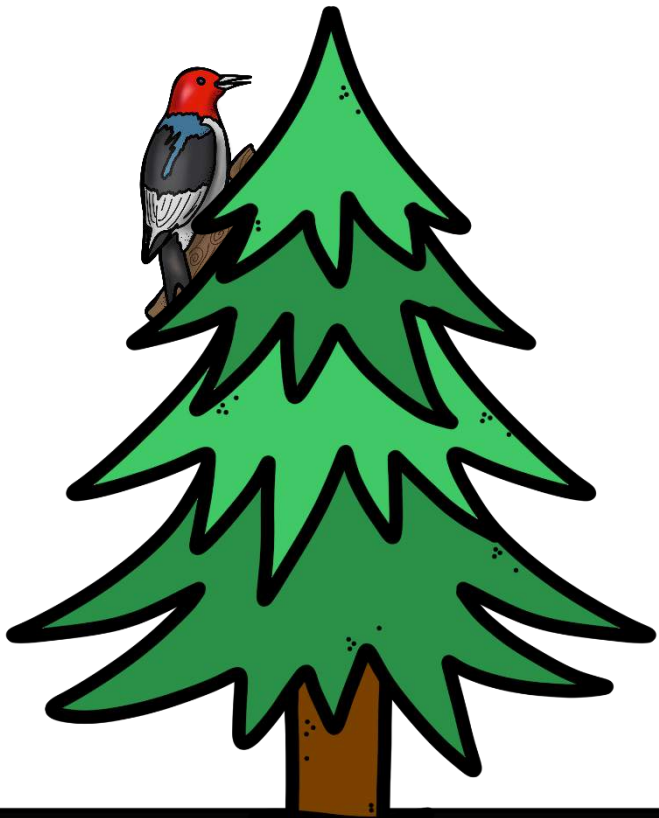
TREE TOWER



TREE TOWER

The animals need a safe place to live!

Build the tallest possible redwood tree to hold as many animals as you can.

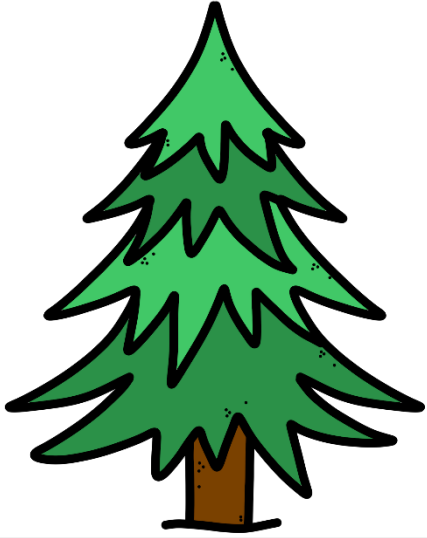


YOU WILL NEED:

- base ten blocks
- ruler

LET'S EXPLORE TREES!

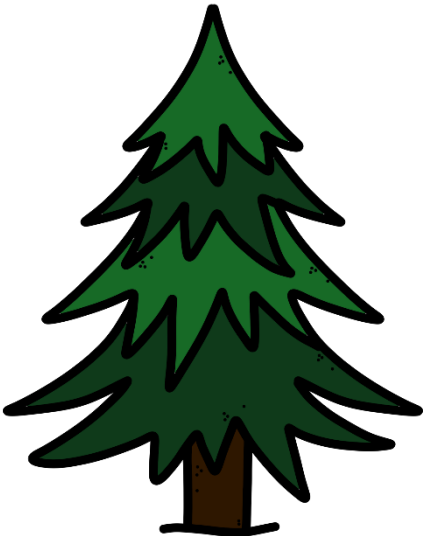
WORLD'S TALLEST TREE



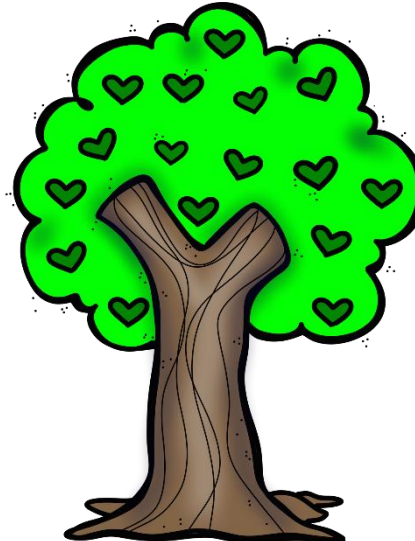
TREE RINGS



EVERGREENS



GUESS THAT TREE



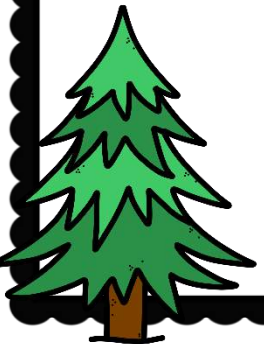
TREE TOWER

why are trees important?

How are trees useful?

what animals live in trees?

How can we protect trees?



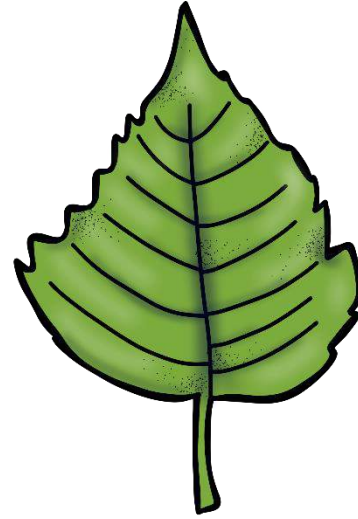
TREE TOWER

HABITAT



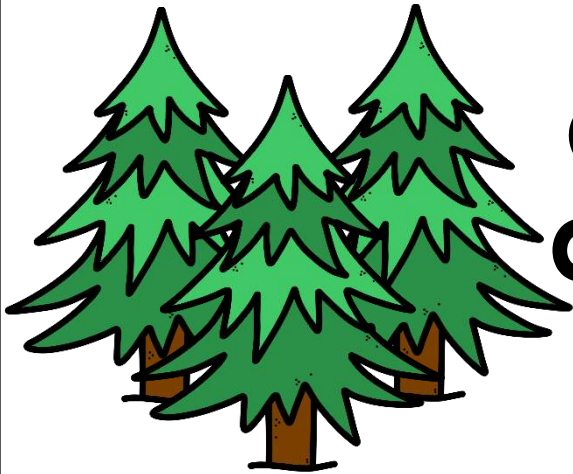
the natural
home of an
animal
or plant

CANOPY



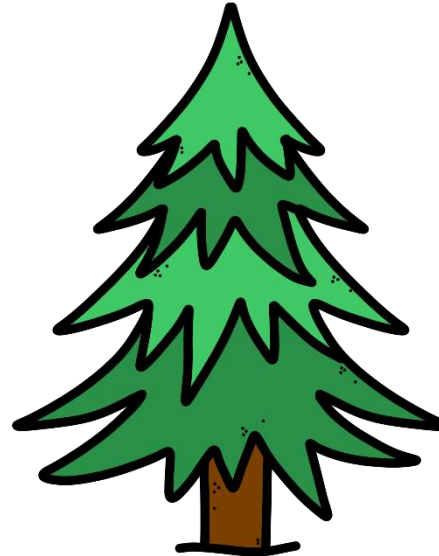
the
overlapping
branches and
leaves at the
top of trees

GROVE



a group
of trees

CONSERVE



to protect
from harm
or
destruction



TREE TOWER

Tall Tall Tree

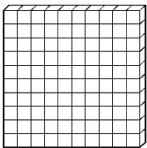


NAME: _____

MY BLUEPRINT



Draw a picture of your tree.

How many of each block
did you use?

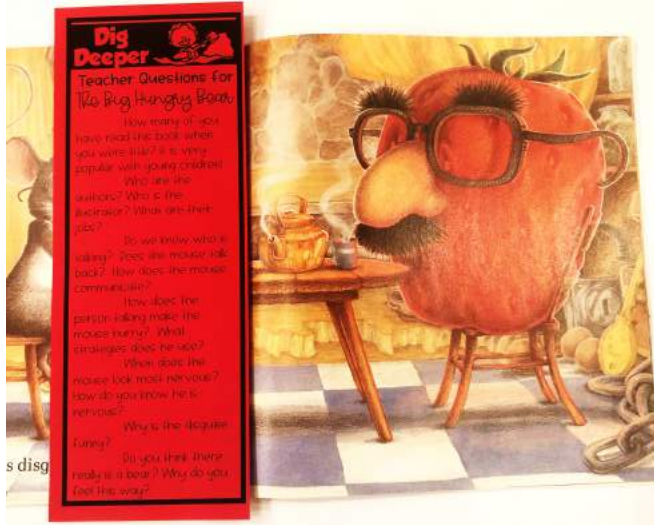
How tall is your tree?

_____cm

How many animals are in
your tree?

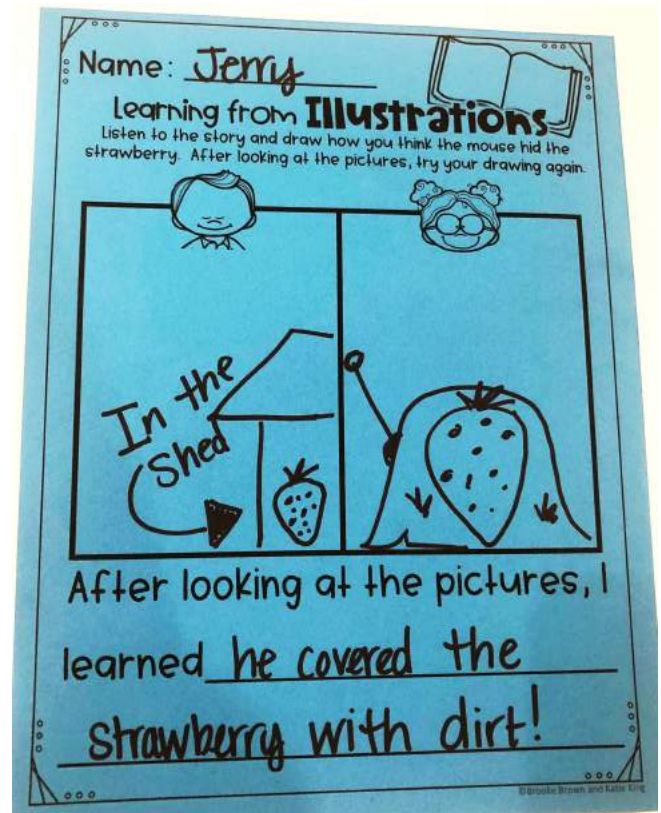
_____animals

The Big Hungry Bear



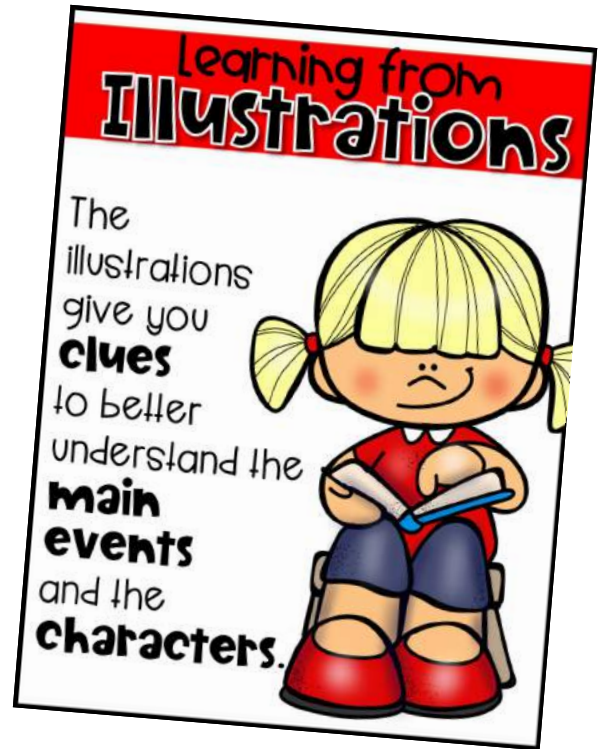
1. Use the comprehension book mark to dig deep with your students before, during, and after reading. The bookmark would also be a great question guide to use with a substitute if needed! Laminate a colored copy version for multiple year usage!





2. Read The Big Hungry Bear WITHOUT showing the pictures to the students. Use your best reading voice, but don't show them what is going on in the illustrations! Then have students draw how the strawberry was hidden. Don't have them complete the second half until after re-reading the book.



The Big Hungry Bear

3. Show students the poster for Learning from Illustrations. Discuss how in some books, this one in particular, the illustrations add SO much meaning. Without the pictures, you really miss all the best parts! Now reread the book and complete the second half of the printable.

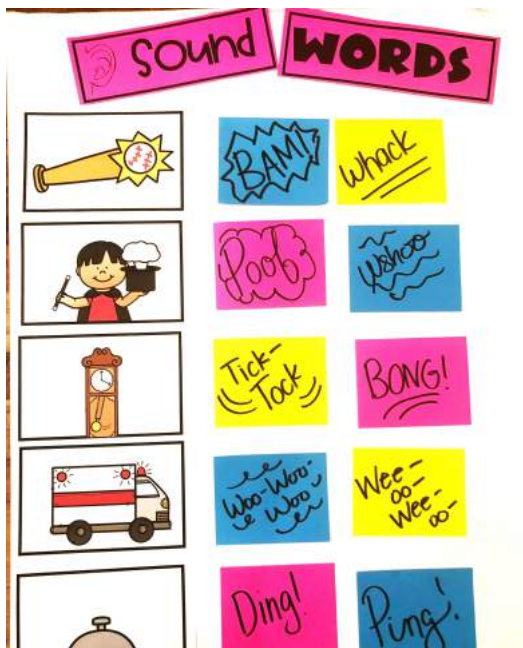
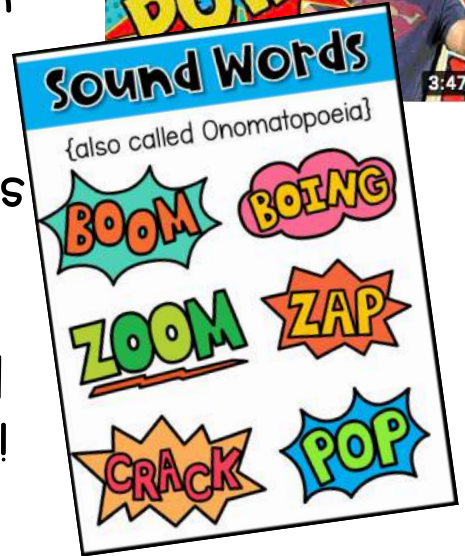


Learning from	ILLUSTRATIONS
1.	 <ul style="list-style-type: none">• Mouse is getting nervous.• Strawberry is <u>HUGE</u>!
2.	 <ul style="list-style-type: none">• All of the sweat tells me Mouse is <u>very scared</u>!• Spoons are not good <u>shovels</u>.
3.	 <ul style="list-style-type: none">• Mouse is funny!• No one will believe those <u>disguises</u>!
4.	 <ul style="list-style-type: none">• The green part of the Strawberry tells us that it is all gone!• Mouse is <u>very relaxed</u> and his belly is <u>very full</u>!

4. Make the whole class anchor chart Learning from Illustrations. For copyright reasons, we cannot provide illustrations from the book. For your personal classroom, photographing an illustration for your anchor chart is acceptable. Inform students that the illustrations in this book teach us so much about mouse AND add humor!

The Big Hungry Bear

6. After reading the book, introduce the Sound Words poster. You can also use the Jack Hartmann song "The Onomatopoeia Alphabet". Discuss with students how authors use sound words for different reasons. Guide them to the conclusion that our authors used sound words to scare the mouse!



7. Make the whole class anchor chart. Give students a quarter sheet of paper to write and illustrate a sound word to match one of the pictures on the anchor chart.

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.



Dig Deeper



Teacher Questions for The Big Hungry Bear

How many of you have read this book when you were little? It is very popular with young children!

Who are the authors? Who is the illustrator? What are their jobs?

Do we know who is talking? Does the mouse talk back? How does the mouse communicate?

How does the person talking make the mouse hurry? What strategies does he use?

When does the mouse look most nervous? How do you know he is nervous?

Why is the disguise funny?

Do you think there really is a bear? Why do you feel this way?

Dig Deeper



Teacher Questions for The Big Hungry Bear

How many of you have read this book when you were little? It is very popular with young children!

Who are the authors? Who is the illustrator? What are their jobs?

Do we know who is talking? Does the mouse talk back? How does the mouse communicate?

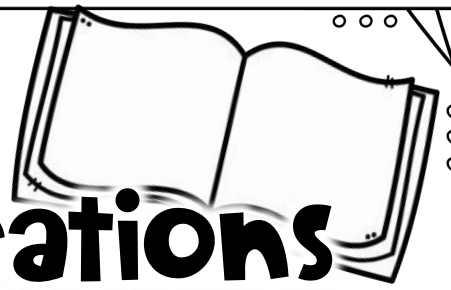
How does the person talking make the mouse hurry? What strategies does he use?

When does the mouse look most nervous? How do you know he is nervous?

Why is the disguise funny?

Do you think there really is a bear? Why do you feel this way?

Name: _____



Learning from **Illustrations**

Listen to the story and draw how you think the mouse hid the strawberry. After looking at the pictures, try your drawing again.



--	--

After looking at the pictures, I
learned _____

Learning from **Illustrations**

The
illustrations
give you
clues
to better
understand the
main
events
and the
characters.



Learning from

ILLUSTRATIONS

1.

3.

2.

4.

Sound Words

{also called Onomatopoeia}



BOOM



BOING



ZOOM



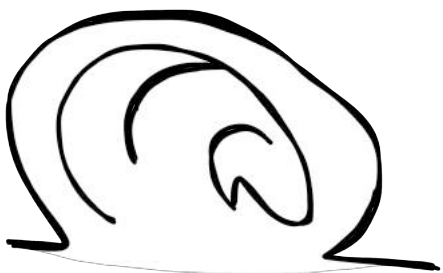
ZAP



CRACK

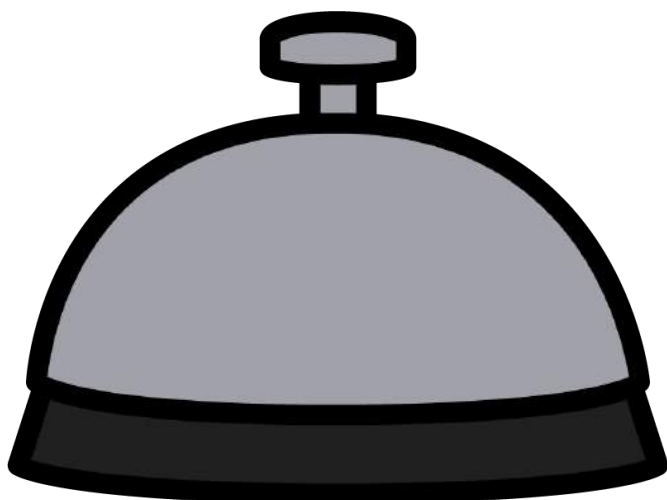
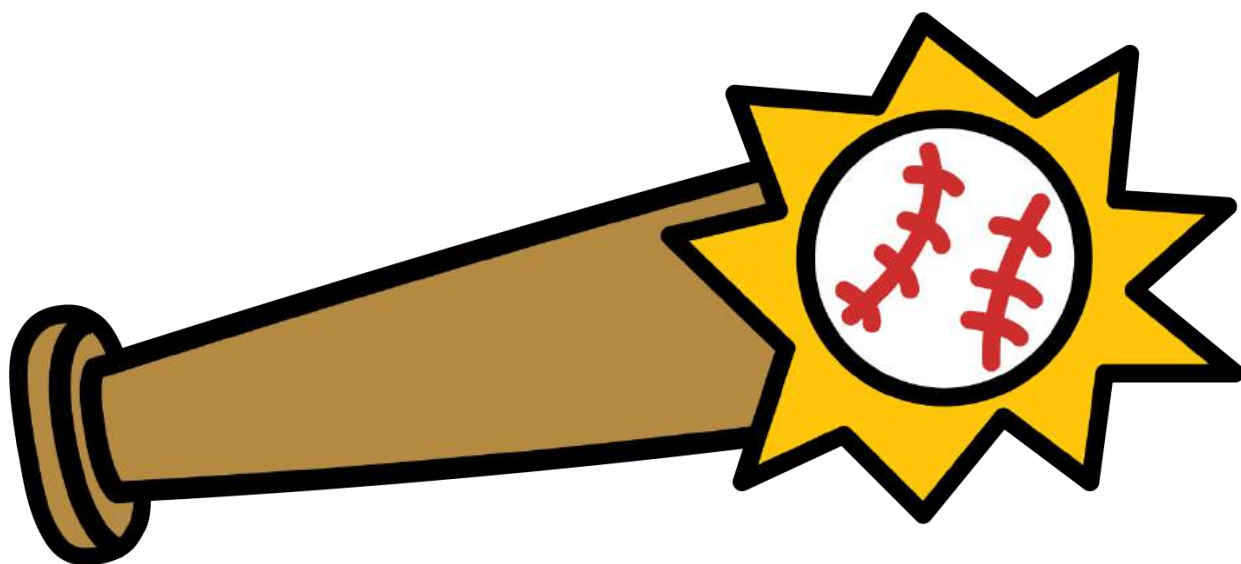


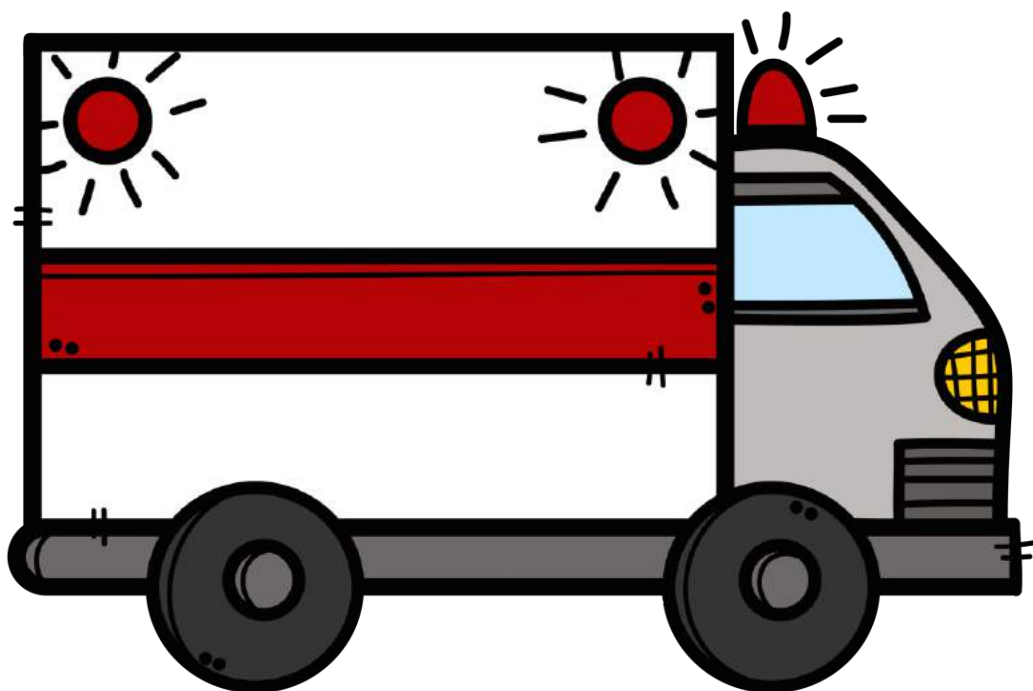
POP

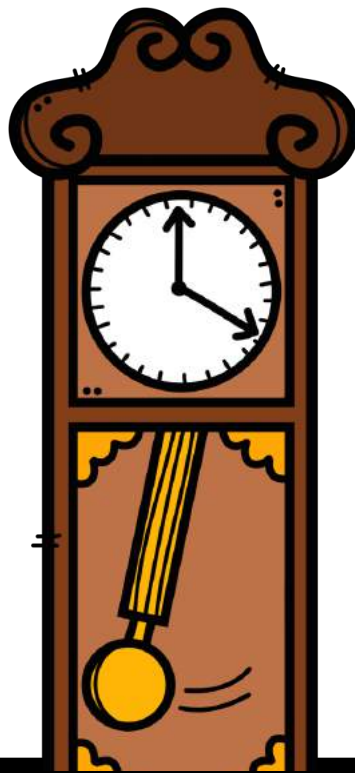


Colors

Words





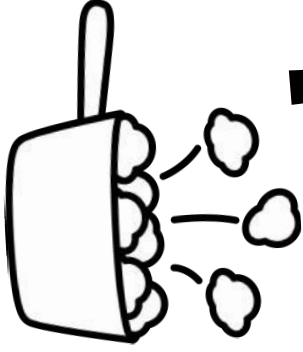




bee

sound?

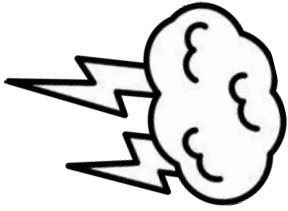
What's that



popcorn

sound?

What's that



thunder

sound?

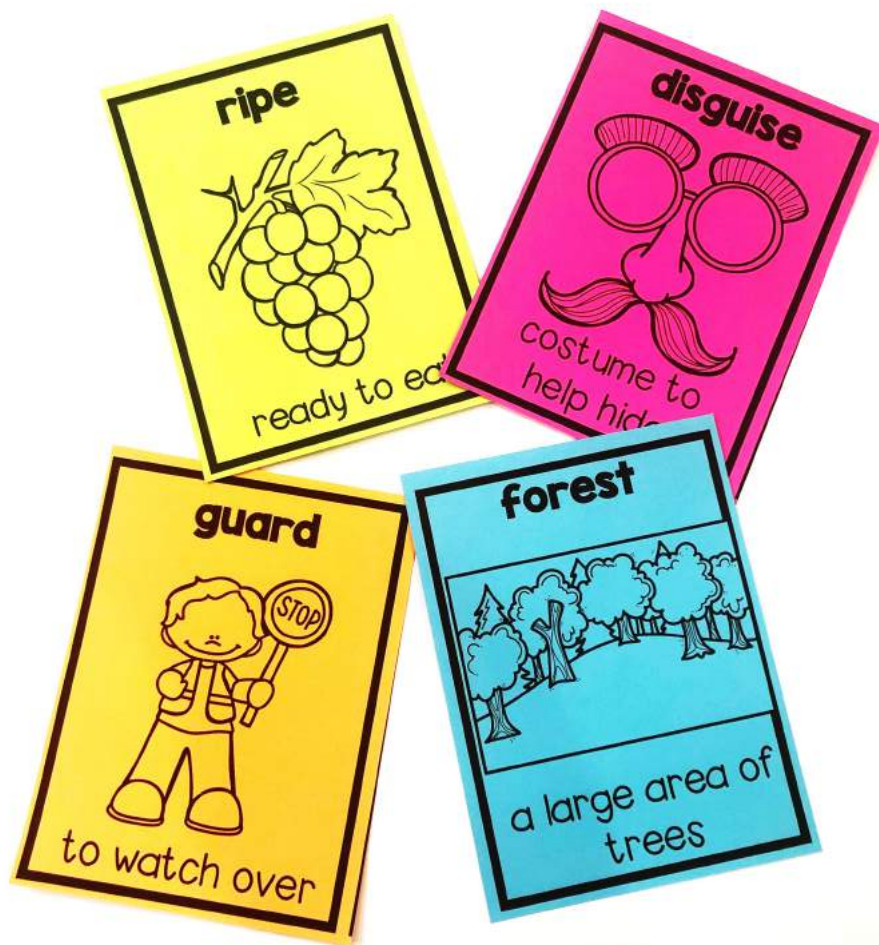
What's that

Under each flap, draw a sound word that matches the picture.

Name: _____

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 CLICK!




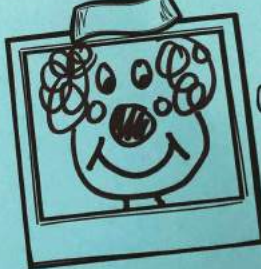

Name: _____

CLICK!

Directions: Draw and write about each word.

I will guard the
cake from my dad.

I wear a disguise on
Halloween.

© Brooke Brown and Katie King

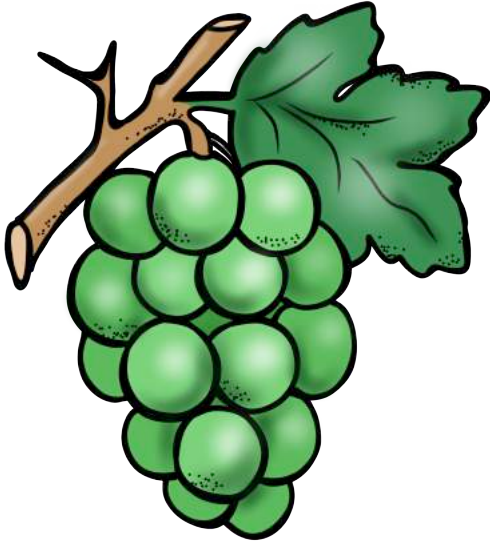
Place Vocabulary Explosion Mats around the room. Give each student a post it note. Have them write a word, phrase or draw a picture that has to do with that word. Count down from 10 and kids get to carefully "explode" by hurrying to the mat that they wrote about and putting their post it note on it.

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.

ripe



ready to eat

guard



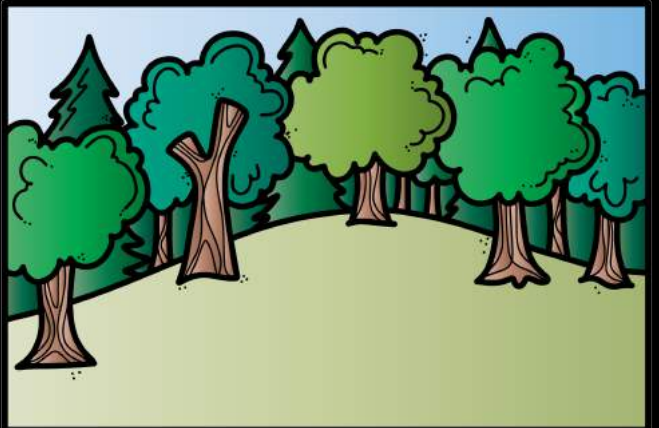
to watch over

disguise



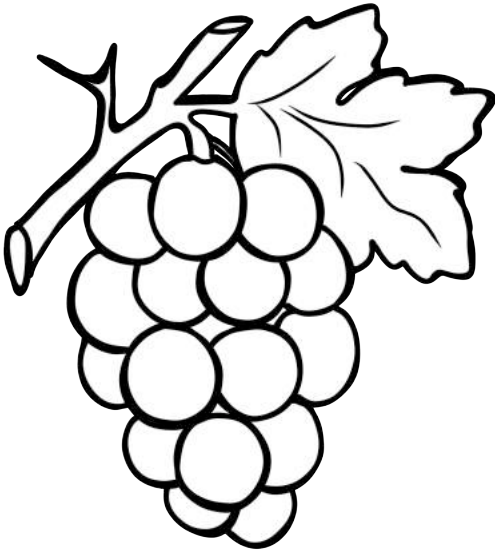
costume to
help hide

forest



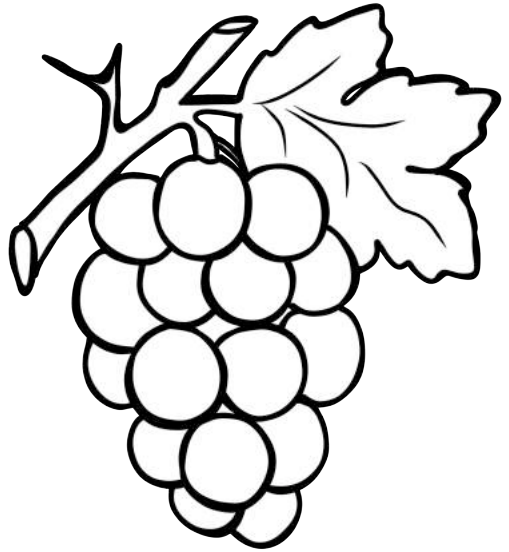
a large area of
trees

ripe



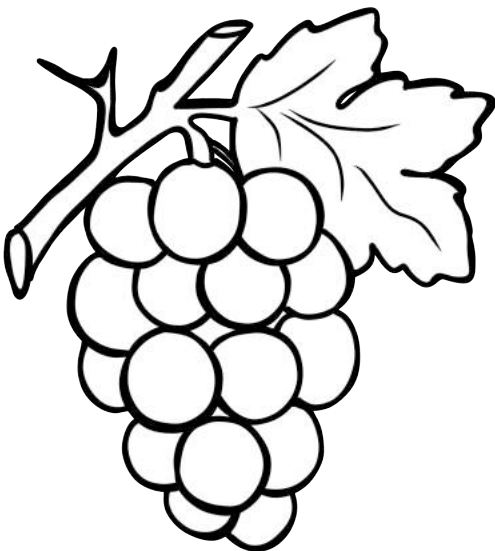
ready to eat

ripe



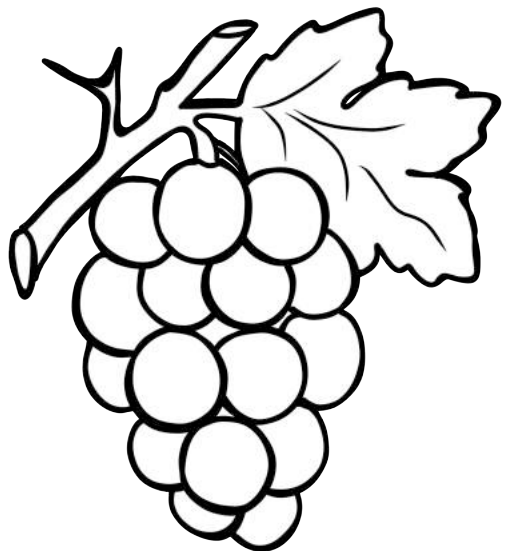
ready to eat

ripe



ready to eat

ripe



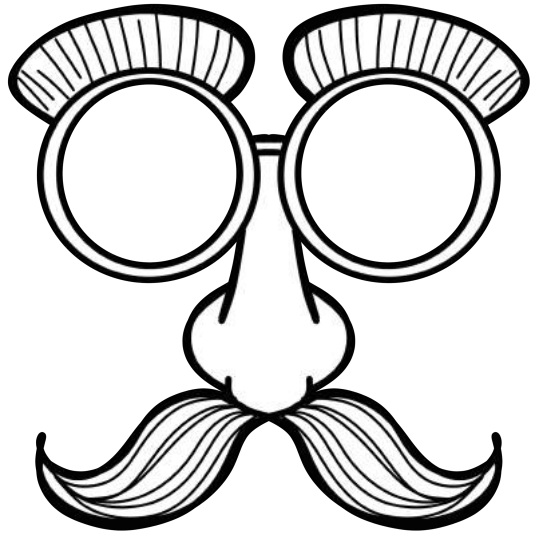
ready to eat

disguise



costume to
help hide

disguise



costume to
help hide

disguise



costume to
help hide

disguise



costume to
help hide

guard



to watch over

guard



to watch over

guard



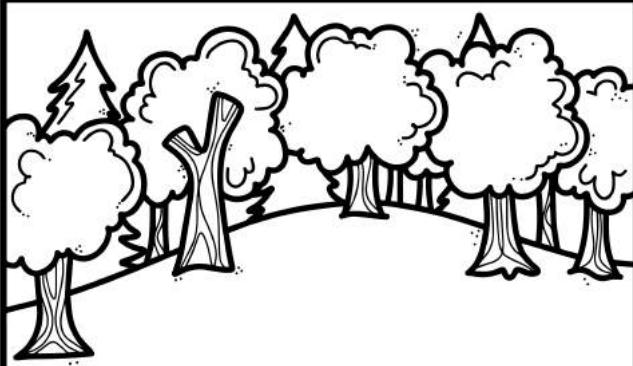
to watch over

guard



to watch over

forest



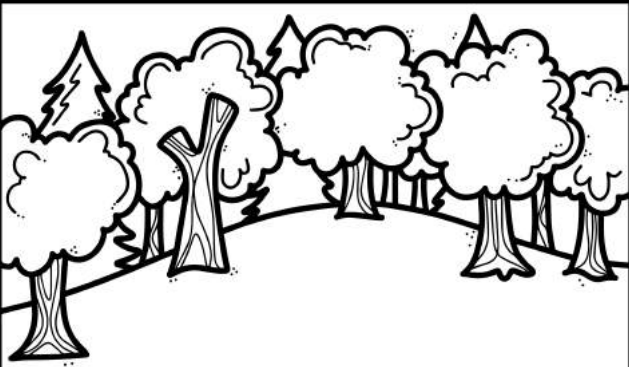
a large area of
trees

forest



a large area of
trees

forest



a large area of
trees

forest

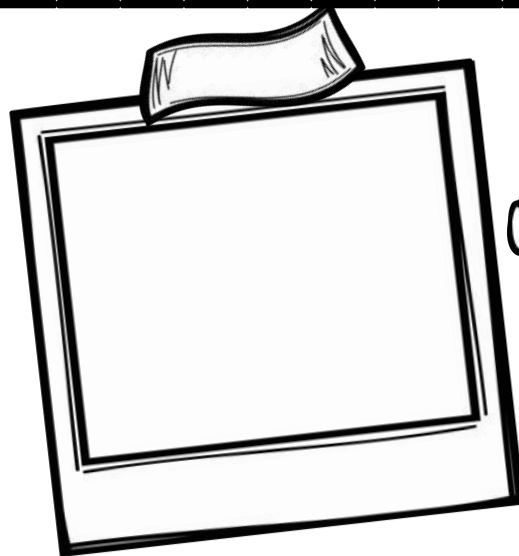
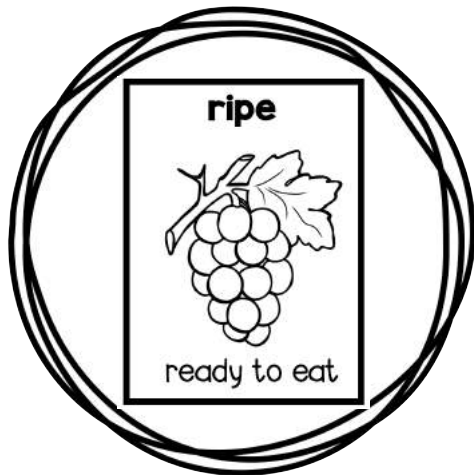
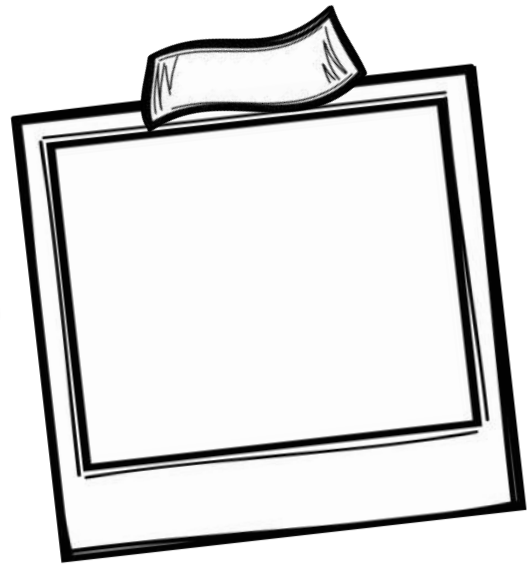
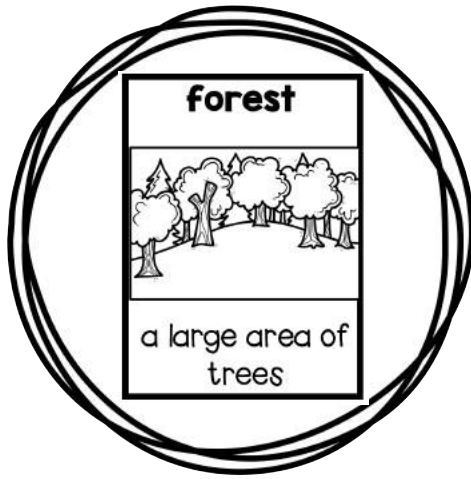
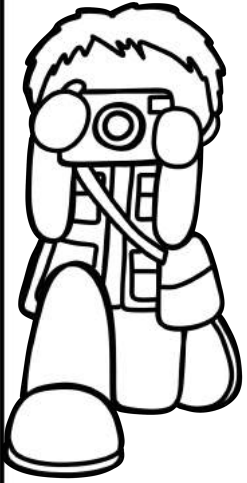


a large area of
trees

Name: _____

CLICK!

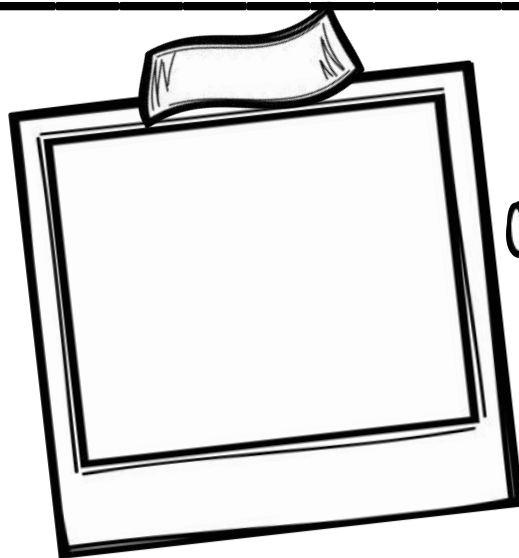
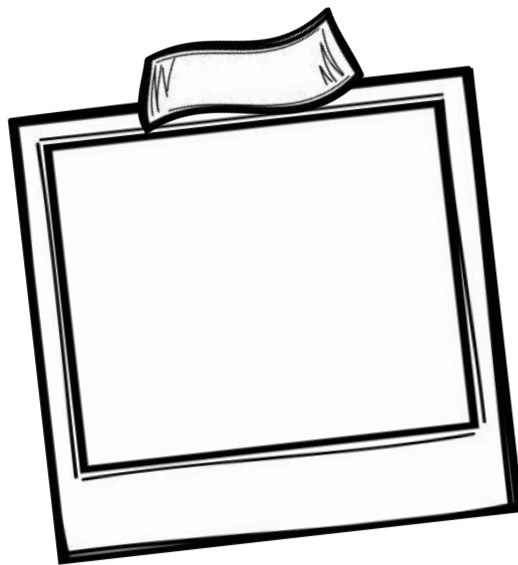
Directions: Draw and write about each word.



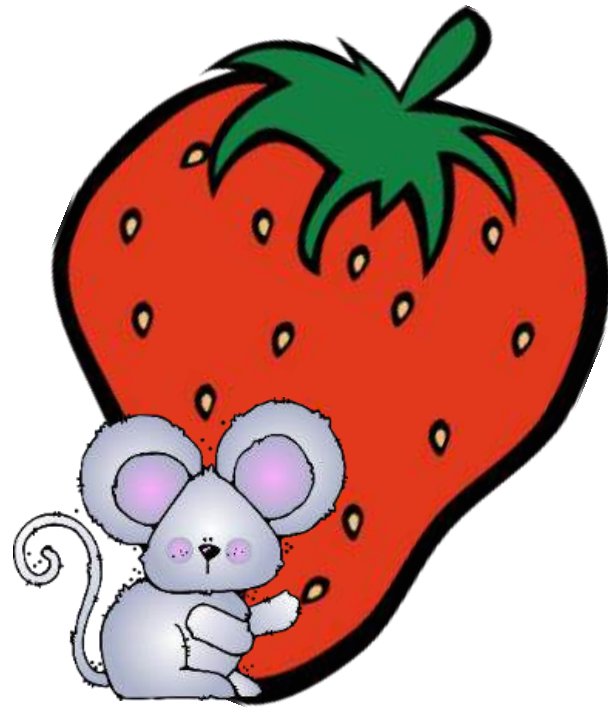
Name: _____

CLICK!

Directions: Draw and write about each word.



STEM CHALLENGE: STRAWBERRY HIDEOUT



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.

Challenge Description: Students will choose from a variety of building materials to construct a "hideout" that will completely conceal a strawberry. You may give students a real strawberry or use the provided strawberry templates taped to mini cups.

Suggested Materials per pair or students: building bricks, linking cubes, or wooden planks, real strawberry OR strawberry template taped to a mini cup

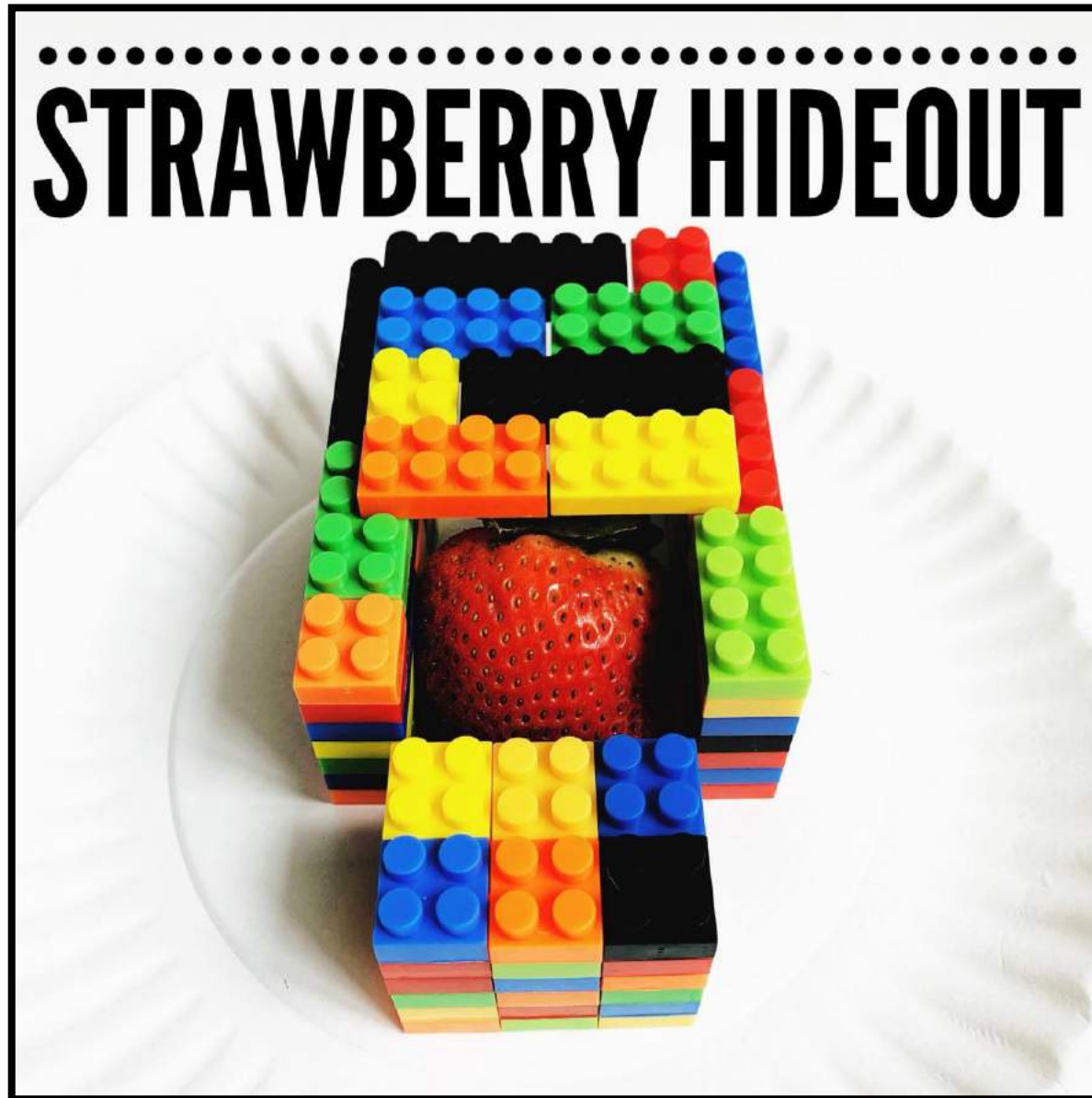
LESSON PLAN

1. Ask students to share what they already know about hideouts and disguises, such as different ways they're used and how they might be helpful.
2. Show students the links and videos on the "Let's Explore Shelters!" page.
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 hideout designs on their recording sheets.
6. Distribute materials and allow students 30-45 minutes with partners to construct their hideouts to conceal their strawberries.
7. Hold a whole class closing discussion and reflection, allowing students to share what they learned. Have students finish their recording sheets as necessary.

STRAWBERRY HIDEOUT

The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear

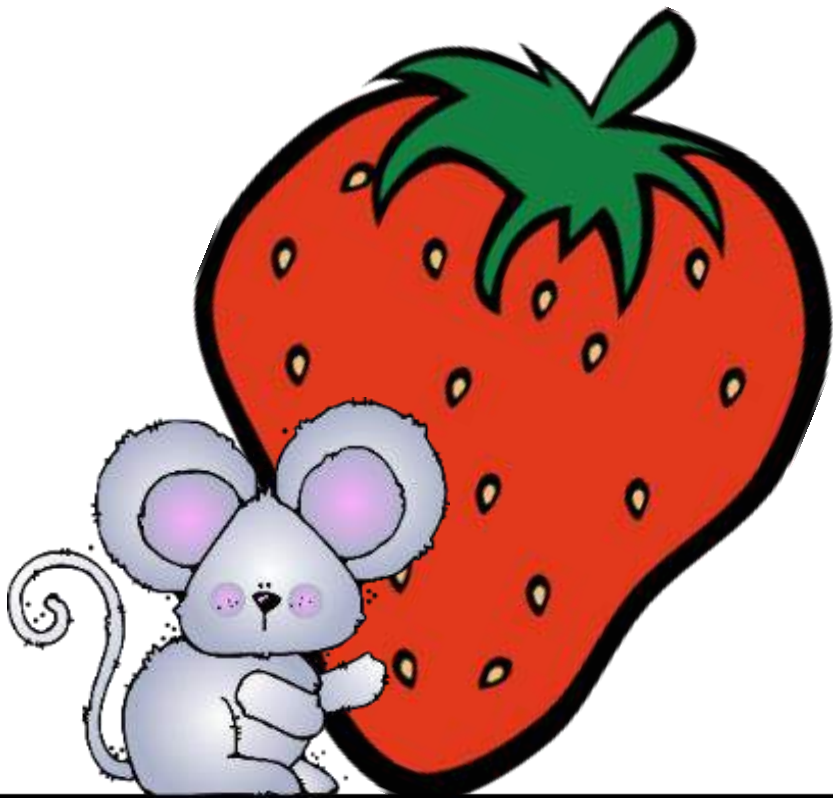
Possible Product



STRAWBERRY HIDEOUT

The mouse needs to hide the red ripe strawberry from the big hungry bear!

Build a hideout that will keep the strawberry safe and completely hidden.

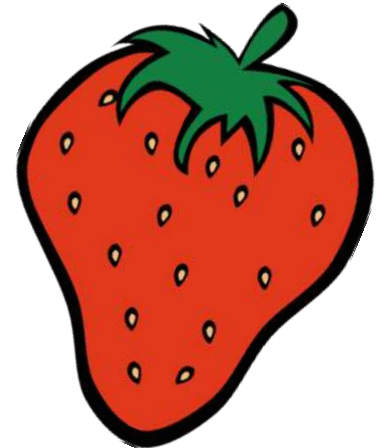
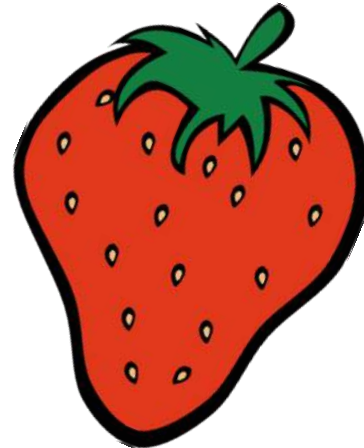
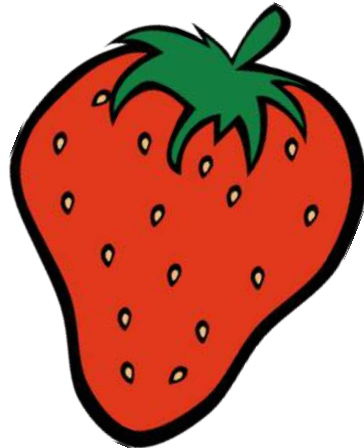
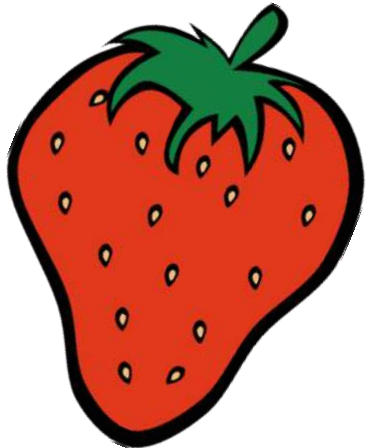
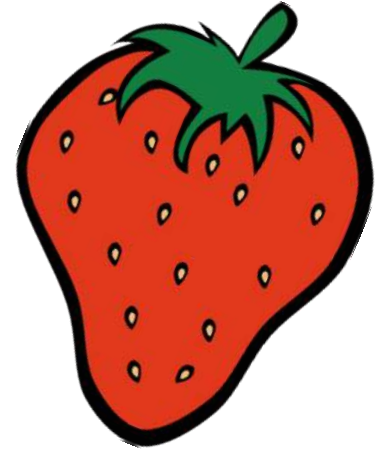
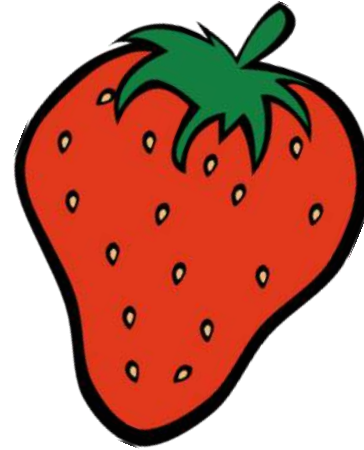
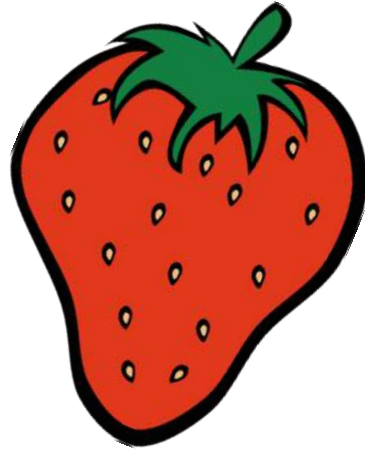
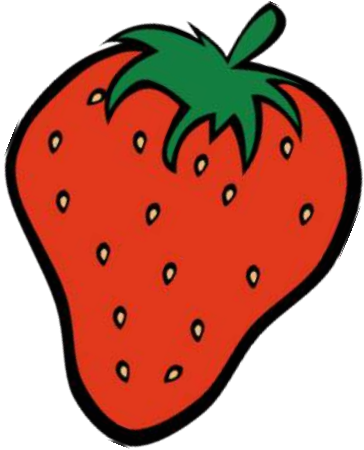
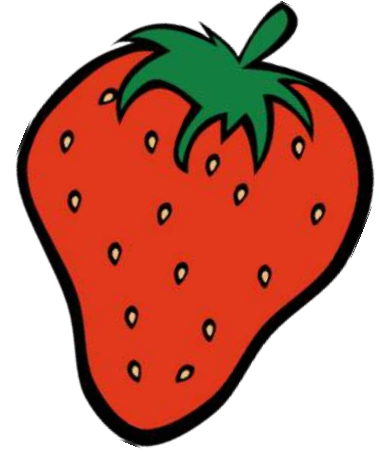
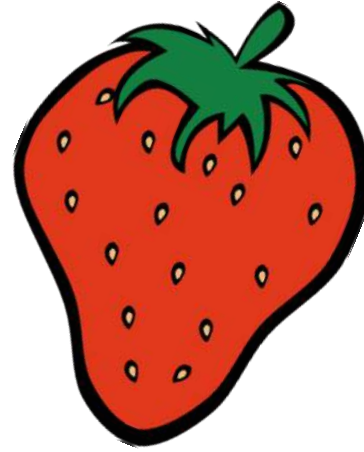
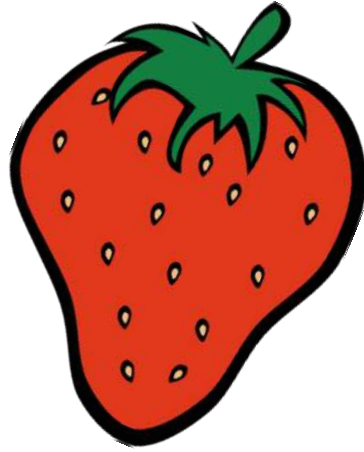
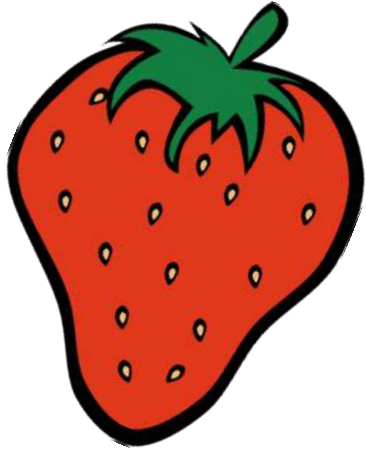


YOU WILL NEED:

- 1 strawberry or strawberry cutout
- building bricks, linking cubes, or wooden planks

Strawberry Templates

Tape one strawberry to the front of a mini cup for each group.

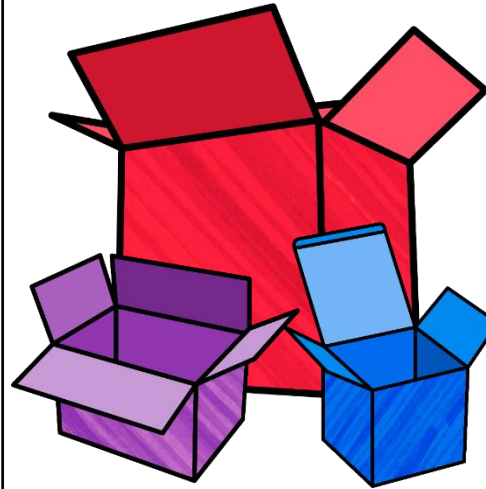


LET'S EXPLORE SHELTERS!

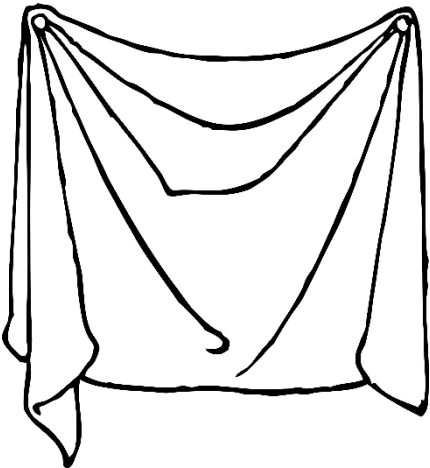
HOMES



BOX FORT



SHEET FORTS



PILLOW FORTS



STRAWBERRY HIDEOUT

**Types of Hideouts
and Shelters**

**How are hideouts and
shelters useful?**



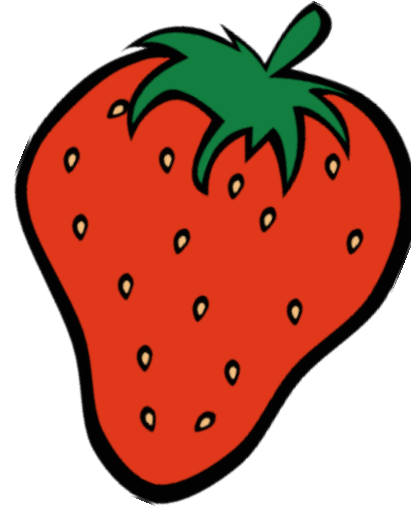
STRAWBERRY HIDEOUT

HIDEOUT



a dwelling
designed
for protection
and safety

CONCEAL



to hide,
cover,
or keep
from sight

DISGUISE



a way
to change
or hide
your
appearance

PROTECT



to
keep
safe



STRAWBERRY HIDEOUT

The Big Hungry Bear

NAME: _____

MY BLUEPRINT



Draw a picture of your hideout.

What did you use to build your hideout?

Does your hideout completely
HIDE your strawberry?

YES **NO**

Is your hideout **STRONG**?

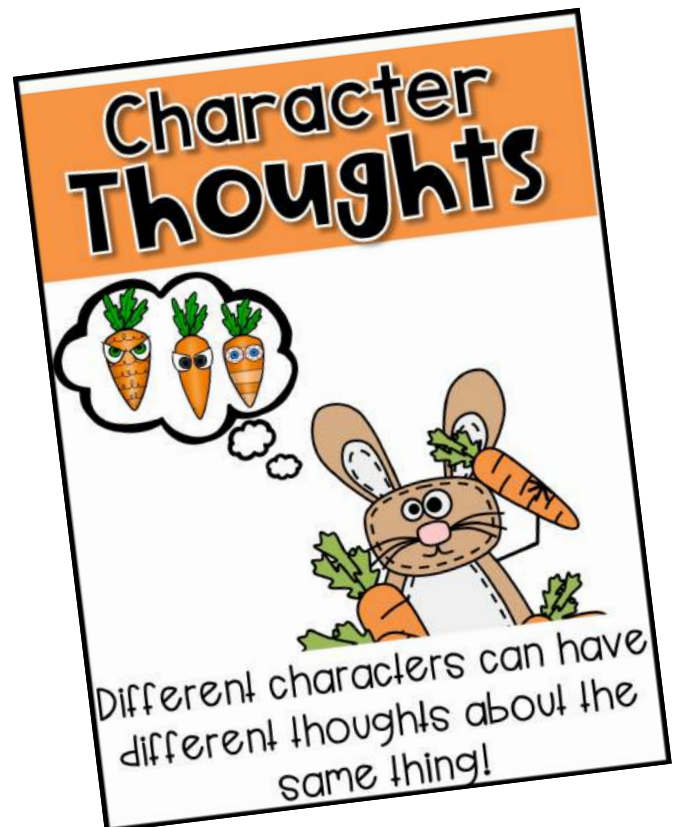
YES **NO**

Creepy CARROTS



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 Character Thoughts poster. This will be the groundwork for Point of View (when the students get older) so don't dismiss this skill! It's never too early to teach deep thinking! Give the example of how people may feel about a place like the beach. Some kids LOVE it (fun, sun, water, relax). Some kids hate it (scratchy sand, sunburn, crabs in the sandwich...).

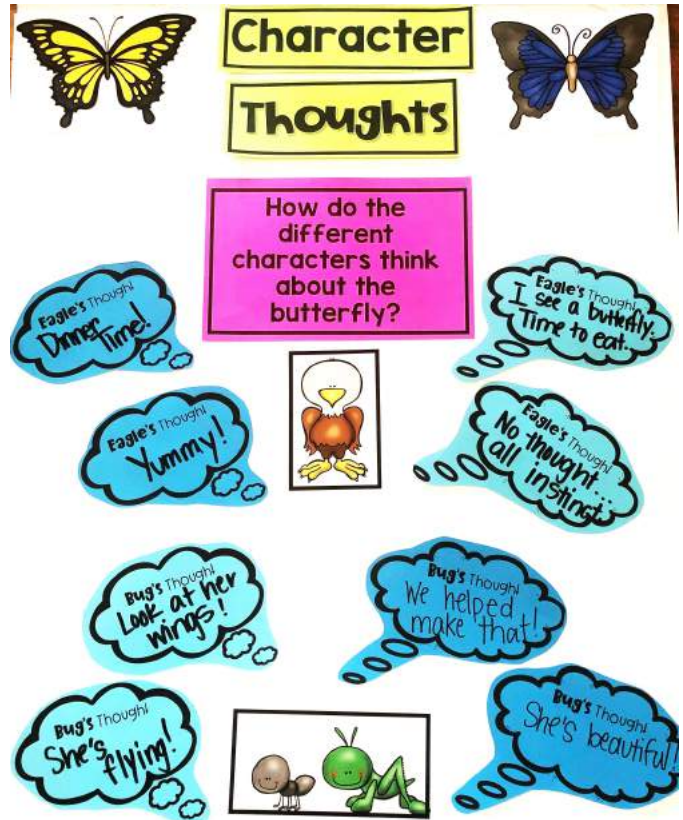


Creepy Carrots

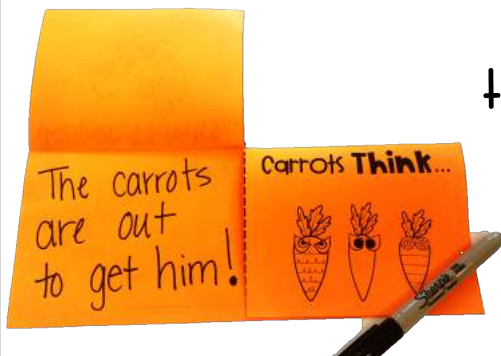
3. Have students watch the animated short "Sweet Cocoon" on Youtube or use this link to get there:

<http://bit.ly/StorybooksTemButterfly> Then

create a class anchor chart to show how the eagle thought of the butterfly vs. how the other insects thought of the butterfly. Fill in the thought bubbles as a class.

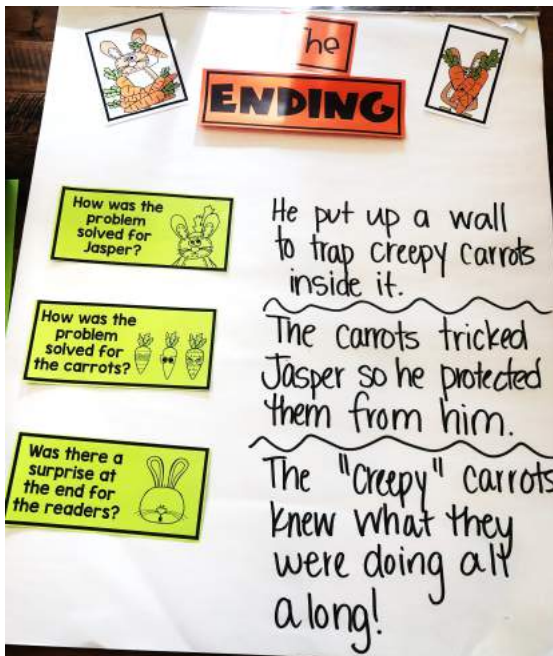


4. Have students use the flip-flap to demonstrate that they can write about the characters' thoughts from the book. Jasper thinks the fence, moat, and animals will protect him from creepy carrots. The carrots think they can scare Jasper away so he will stop eating them!

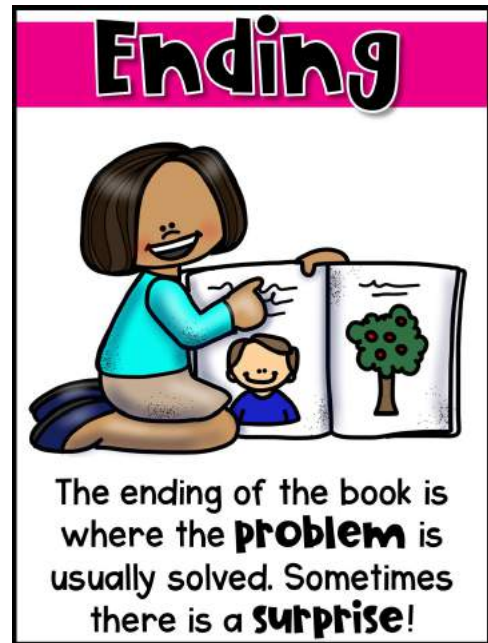


Creepy Carrots

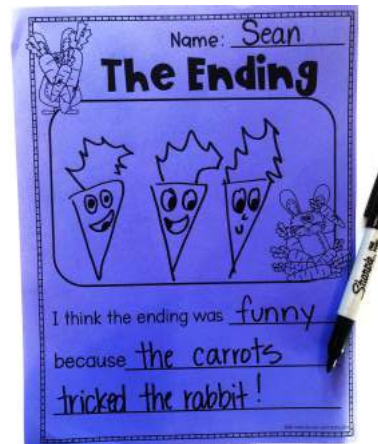
5. After reading the book, introduce the Ending Poster and discuss. Talk to students about what a surprise ending might look like!



8. Students will complete the sentence and drawing to show they understand the ending and how they felt about it.



6. Make the whole class anchor chart. Use the questions to guide discussion and have students help you complete the answers.



Dig Deeper



Teacher Questions for CReepy CARROTS

What two times of year does this book make you think about? Why?

When does Jasper eat carrots? What does this tell you?

How did the illustrator show you that there weren't creepy carrots in the shed? How did he make them stand out?

What about the "Creepy" carrots makes them so creepy?

Can you make any text to self connections? Have you ever had your parents check your room for scary things?

How did the illustrator show that Jasper had a great idea?

What plan did Jasper come up with to keep the carrots away?

Dig Deeper



Teacher Questions for CReepy CARROTS

What two times of year does this book make you think about? Why?

When does Jasper eat carrots? What does this tell you?

How did the illustrator show you that there weren't creepy carrots in the shed? How did he make them stand out?

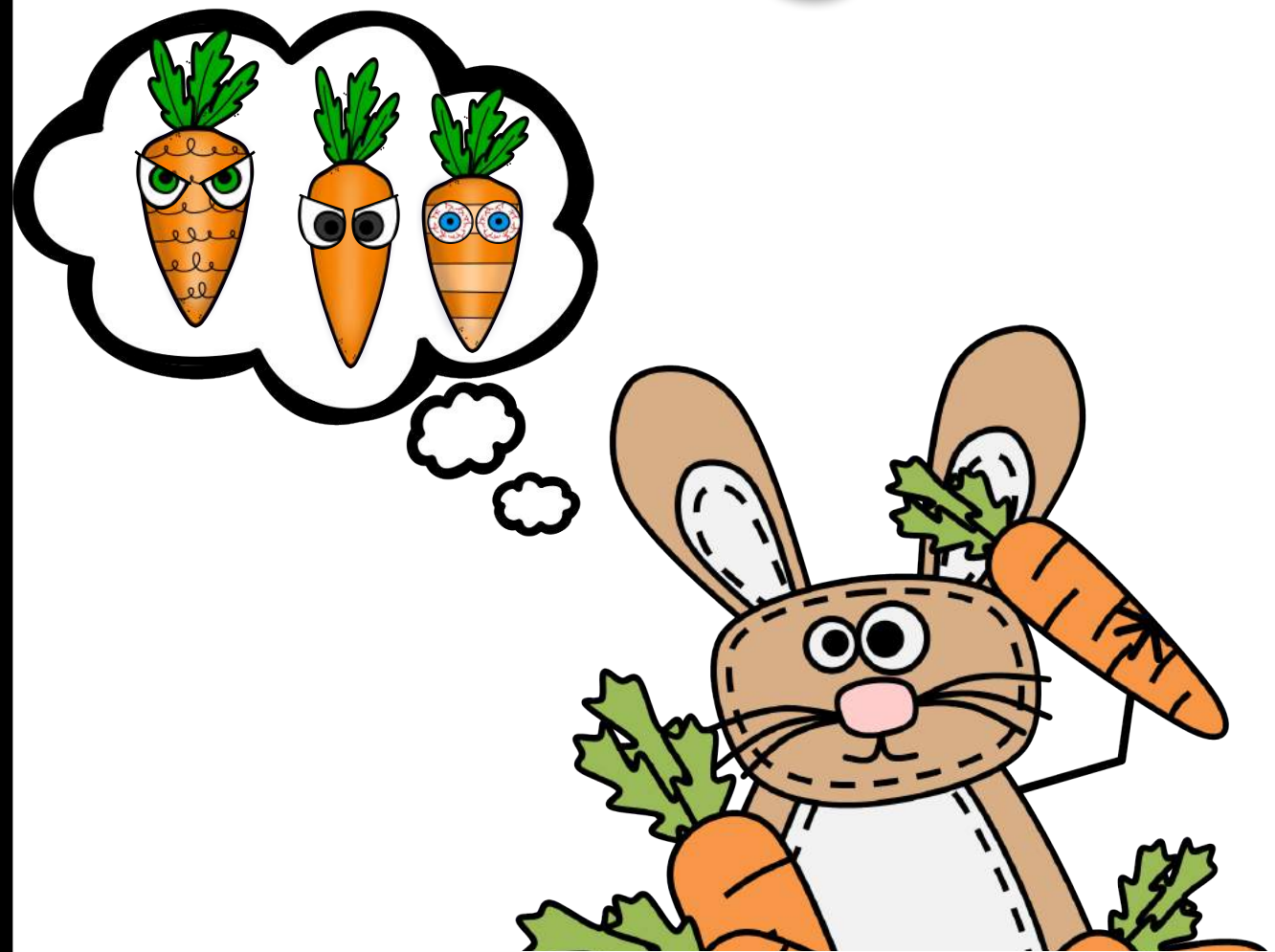
What about the "Creepy" carrots makes them so creepy?

Can you make any text to self connections? Have you ever had your parents check your room for scary things?

How did the illustrator show that Jasper had a great idea?

What plan did Jasper come up with to keep the carrots away?

Character Thoughts



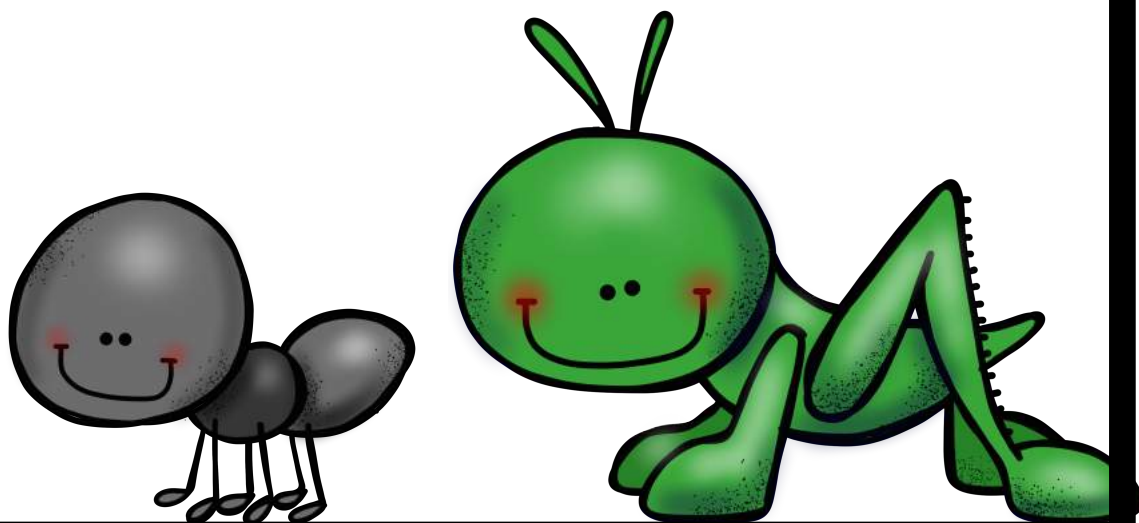
Different characters can have different thoughts about the same thing!

Character

Thouglts

**How do the
different
characters think
about the
butterfly?**







Eagle's Thought



Eagle's Thought



Bug's Thought



Bug's Thought



Eagle's Thought



Eagle's Thought



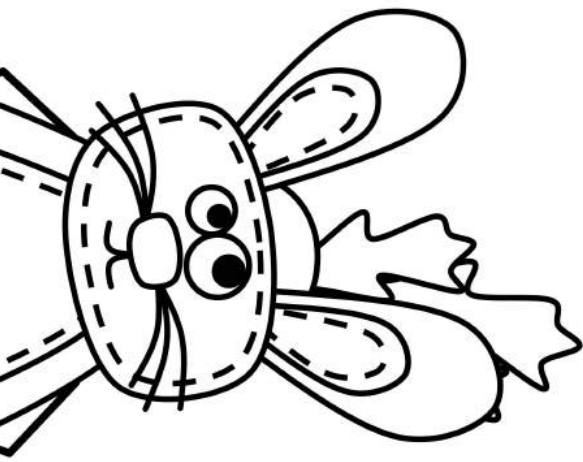
Bug's Thought



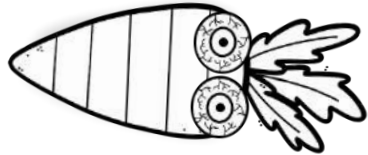
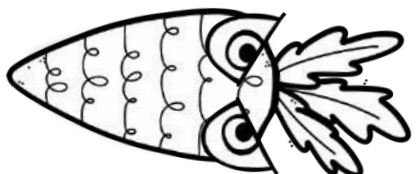
Bug's Thought

Name: _____

Jasper Thinks...



Carrots Think...



Ending

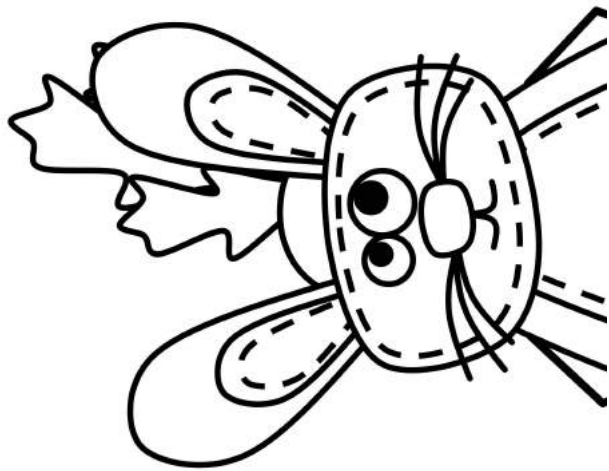


The ending of the book is where the **problem** is usually solved. Sometimes there is a **surprise!**

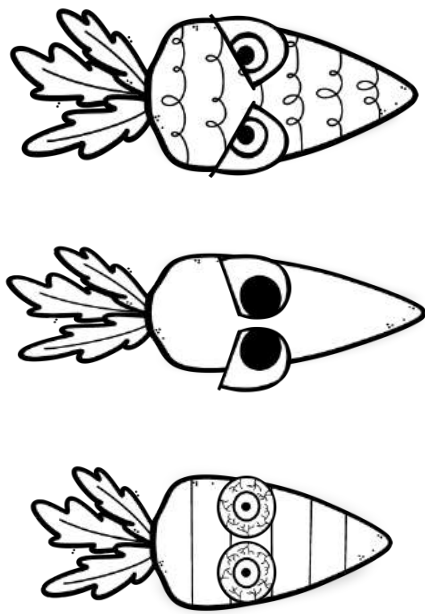
COMING

The

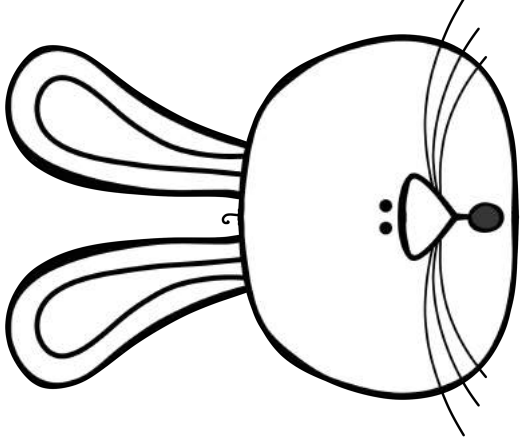
**How was the
problem
solved for
Jasper?**

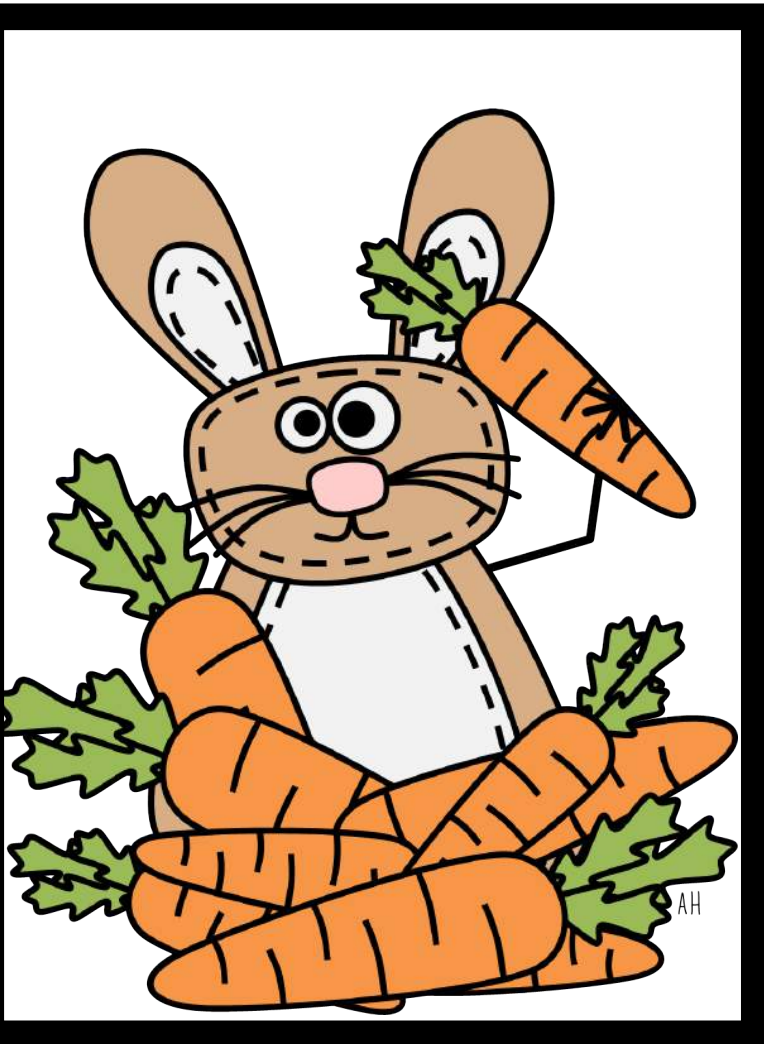
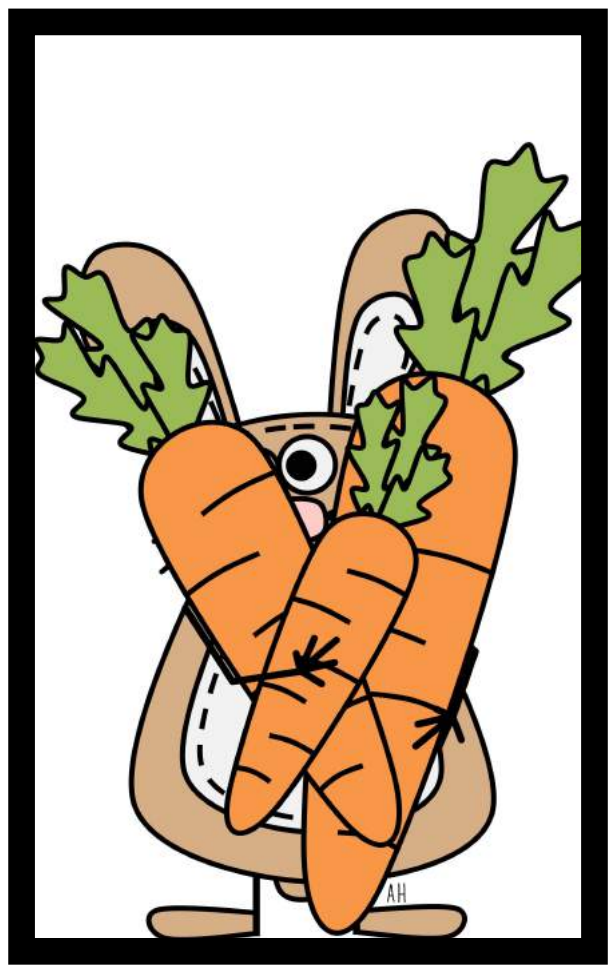


**How was the
problem
solved for
the carrots?**



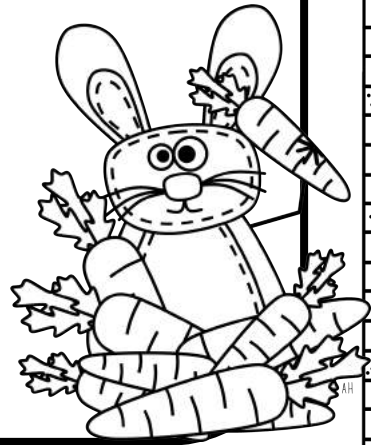
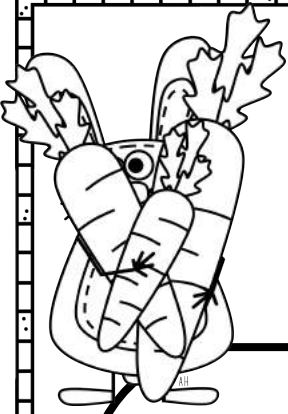
**Was there a
surprise at
the end for
the readers?**





Name: _____

The Ending

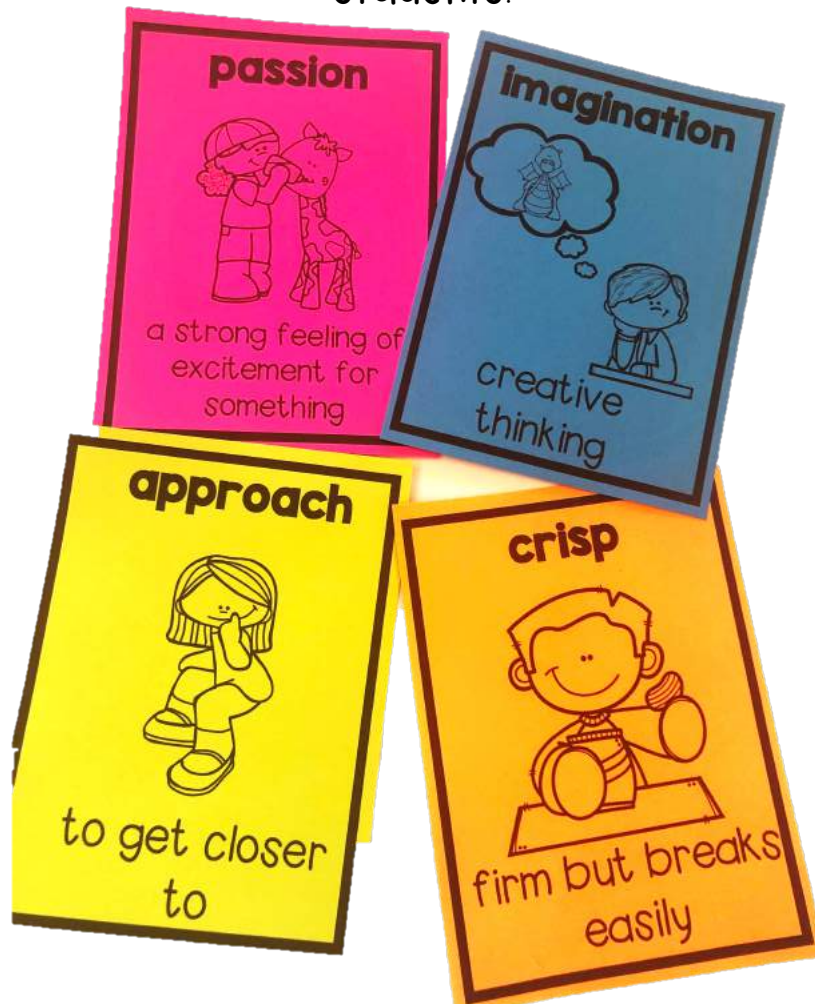


I think the ending was _____

because _____

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 CLICK!



Name: Molly **CLICK!**
Directions: Draw and write about each word.

His imagination is wild. He
thinks about walking on the ^{moon}

I will approach the
rabbit quietly.

©Brooke Brown and Katie King

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.

crisp



firm but breaks
easily

passion



a strong feeling of
excitement for
something

imagination



creative
thinking

approach



to get closer
to

crisp



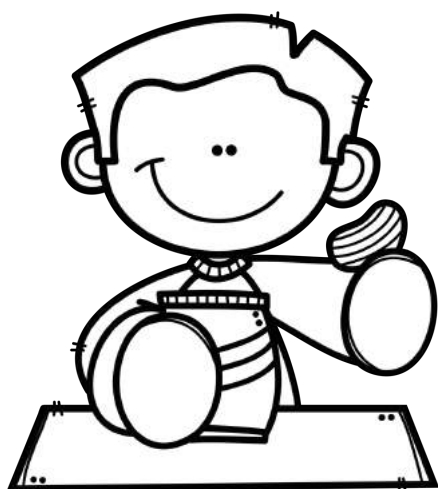
firm but breaks
easily

crisp



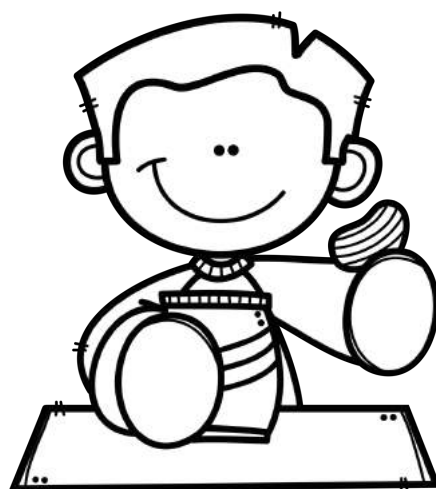
firm but breaks
easily

crisp



firm but breaks
easily

crisp



firm but breaks
easily

passion



a strong feeling of
excitement for
something

passion



a strong feeling of
excitement for
something

passion



a strong feeling of
excitement for
something

passion



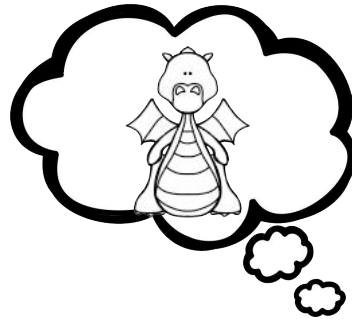
a strong feeling of
excitement for
something

imagination



creative
thinking

imagination



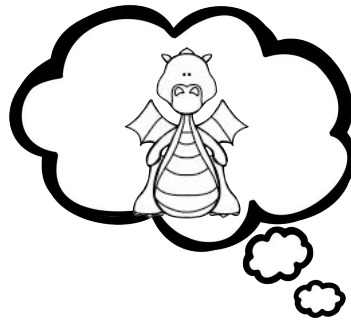
creative
thinking

imagination



creative
thinking

imagination



creative
thinking

approach



to get closer
to

approach



to get closer
to

approach



to get closer
to

approach

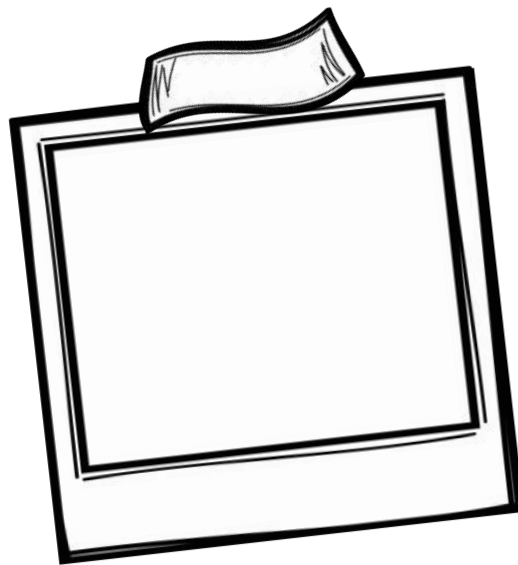


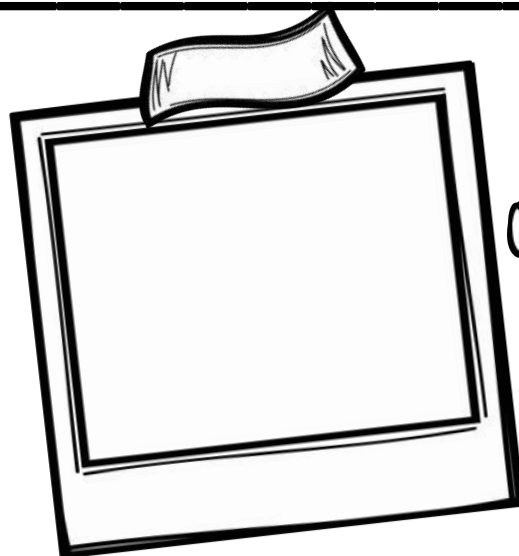
to get closer
to

Name: _____

CLICK!

Directions: Draw and write about each word.

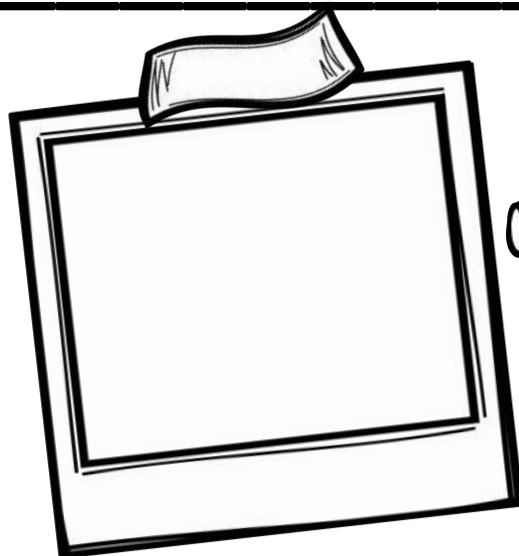
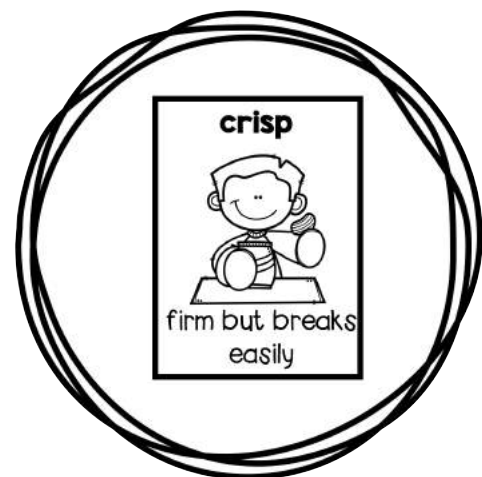
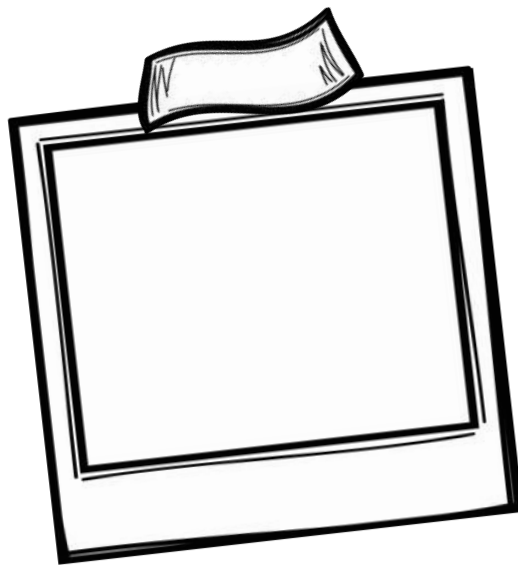




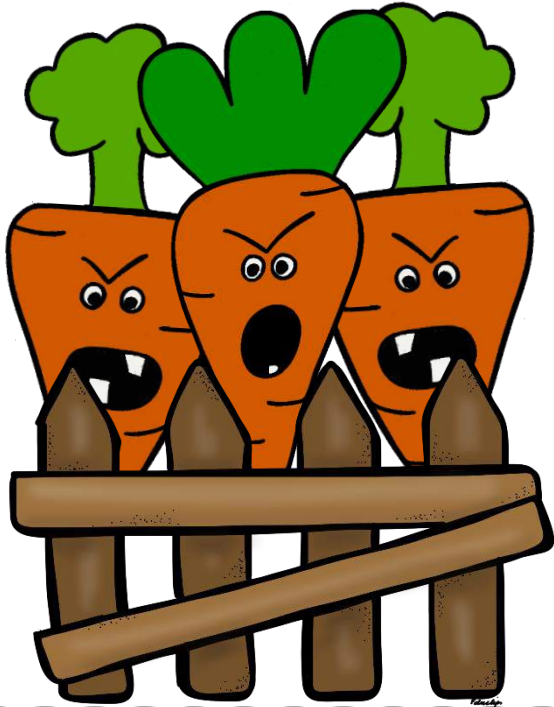
Name: _____

CLICK!

Directions: Draw and write about each word.



STEM CHALLENGE: SHAPE FENCES



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. MATH: Polygons

Challenge Description: Students will use either popsicle sticks OR toothpicks and baby carrots to build shape fences to surround the Creepy Carrots. They will build a variety of polygon fences and design a fence of their own.

Materials per pair of students: 8 popsicle sticks OR 8 baby carrots and 8 toothpicks, one creepy carrots template inside a binder clip

LESSON PLAN

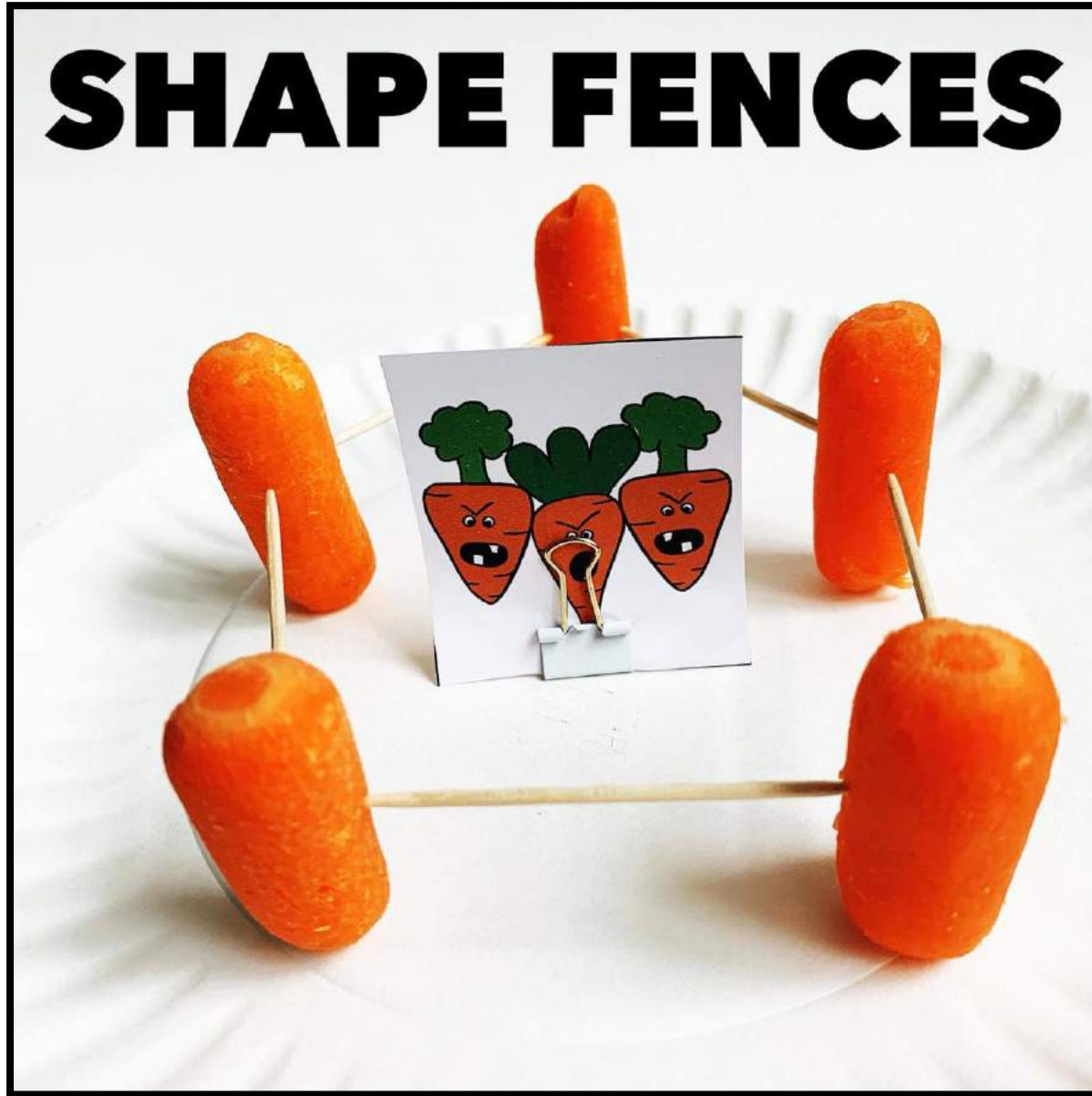
1. Ask students to share what they already know about shapes and polygons, such as different names for shapes and how many sides they have. Complete the Polygons chart as a class.
2. Share the videos/websites on "Let's Explore Polygons!"
3. Introduce the STEM challenge and permitted materials.
4. Introduce and discuss key vocabulary cards related to the challenge.
5. Distribute materials and allow students 30-45 minutes with partners to construct their shape fences and design their own shape fence.
6. Hold a whole class closing discussion and reflection, allowing students to share their original fence designs and what they discovered about polygons.

SHAPE FENCES

Creepy Carrots

Possible Product

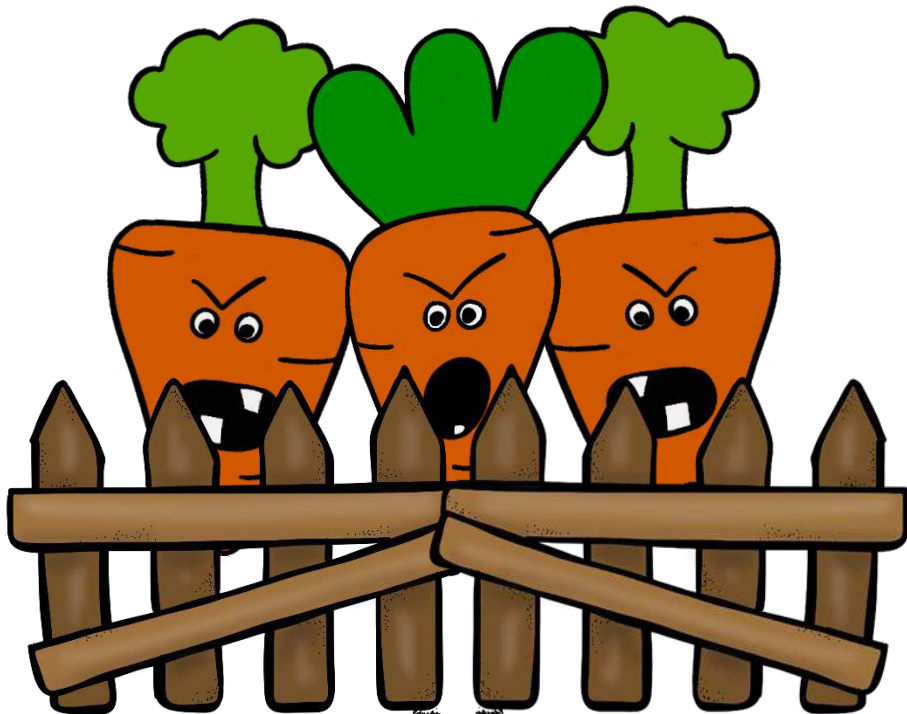
SHAPE FENCES



SHAPE FENCES

Jasper Rabbit needs to keep the Creepy Carrots from escaping!

Build shape fences to completely surround the Creepy Carrots.

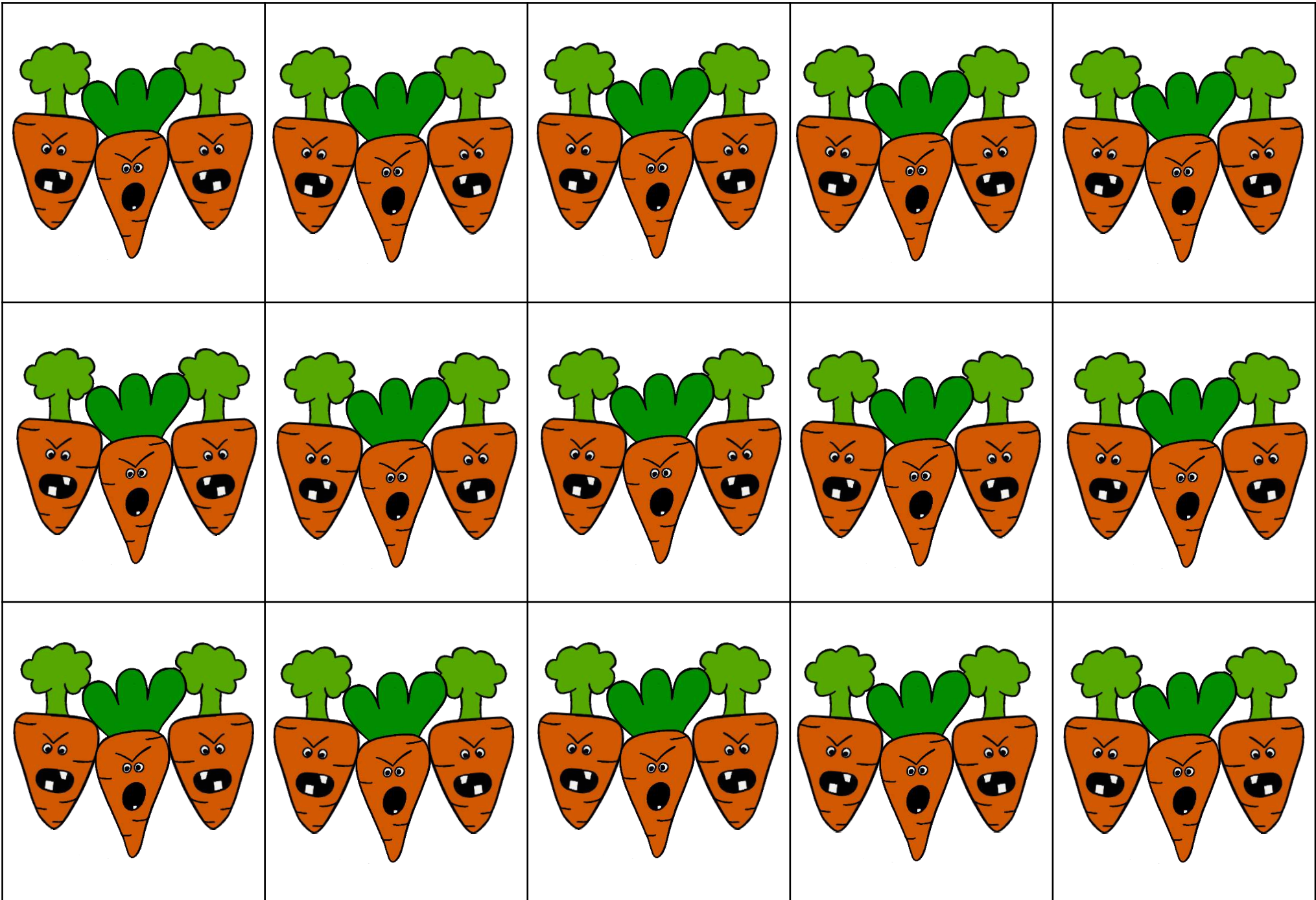


YOU WILL NEED:

- popsicle sticks OR baby carrots and toothpicks
- Creepy Carrots cutout

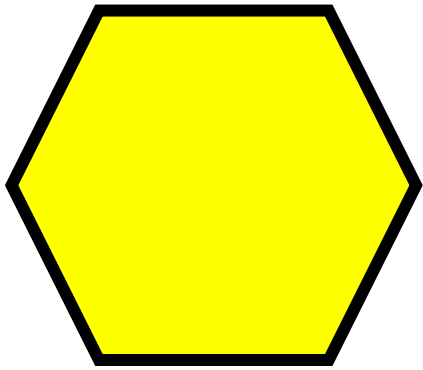
Creepy Carrots Templates

Put one group of carrots inside a binder clip to stand up.

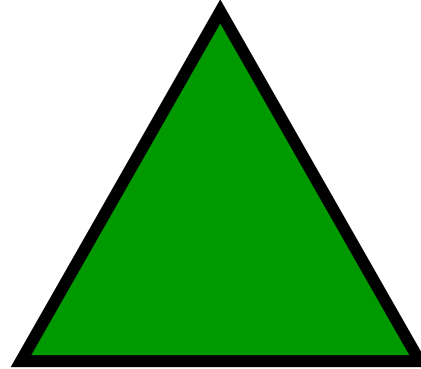


LET'S EXPLORE POLYGONS!

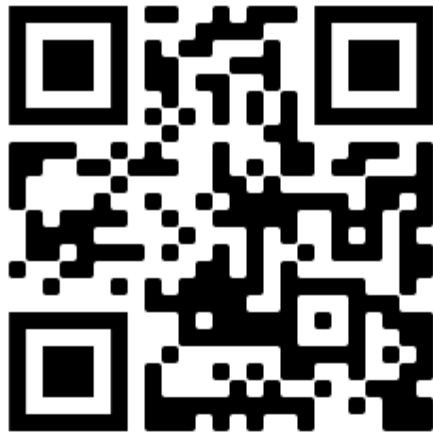
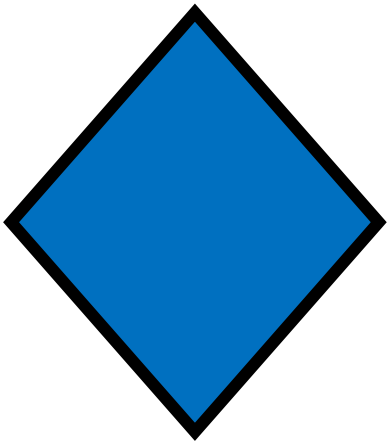
SHAPE DESIGNS



POLYGONS SONG



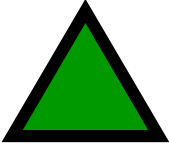



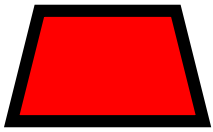
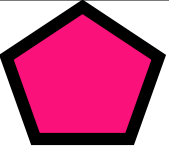

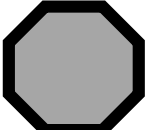
NAME THE SHAPE GAME



SHAPE MATCHING

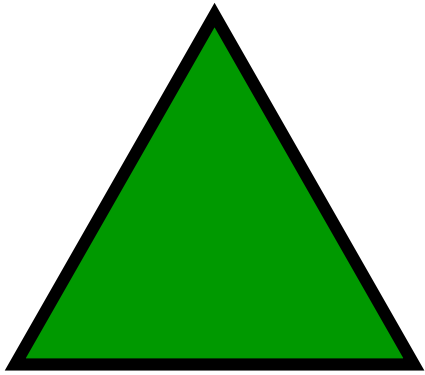


SHAPE FENCES

Picture of Shape	Name of Shape	Number of Sides	Number of Corners (Vertices)
			
			
			
			
			
			
			
			

SHAPE FENCES

POLYGON



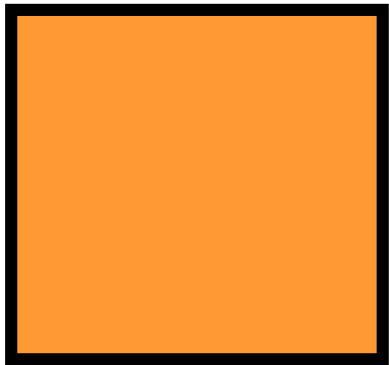
a flat,
two-dimensional
shape that
is made up of
straight lines and
is closed

QUADRILATERAL



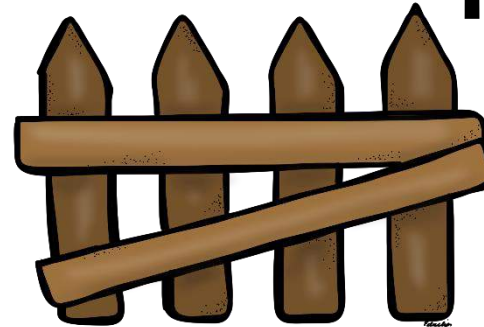
a polygon
with four
sides

VERTEX

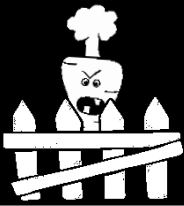


a corner
where two
sides of a
shape meet

ENCLOSE



to surround
or close
off on all
sides











SHAPE FENCES

Creepy Carrots

NAME: _____

Can you build these shape fences?

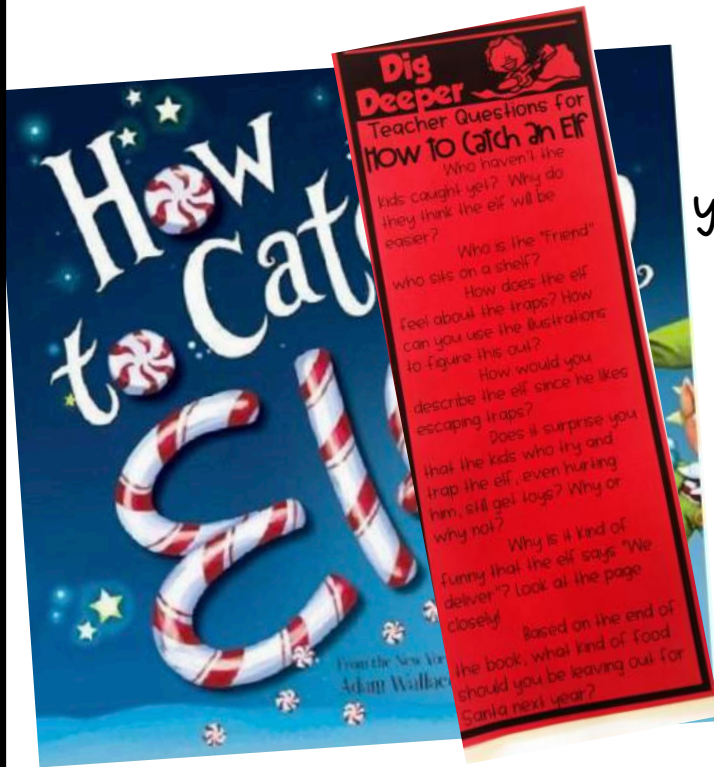
SHAPE		Number of Sides
triangle		
square		
rectangle		
rhombus		
trapezoid		
pentagon		
hexagon		
octagon		

MY BLUEPRINT



Draw a picture of your own fence design.

How to Catch an Elf



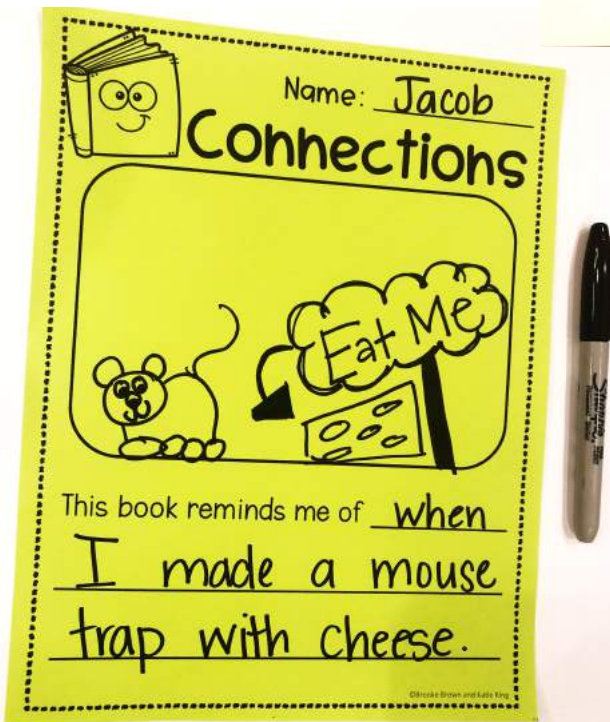
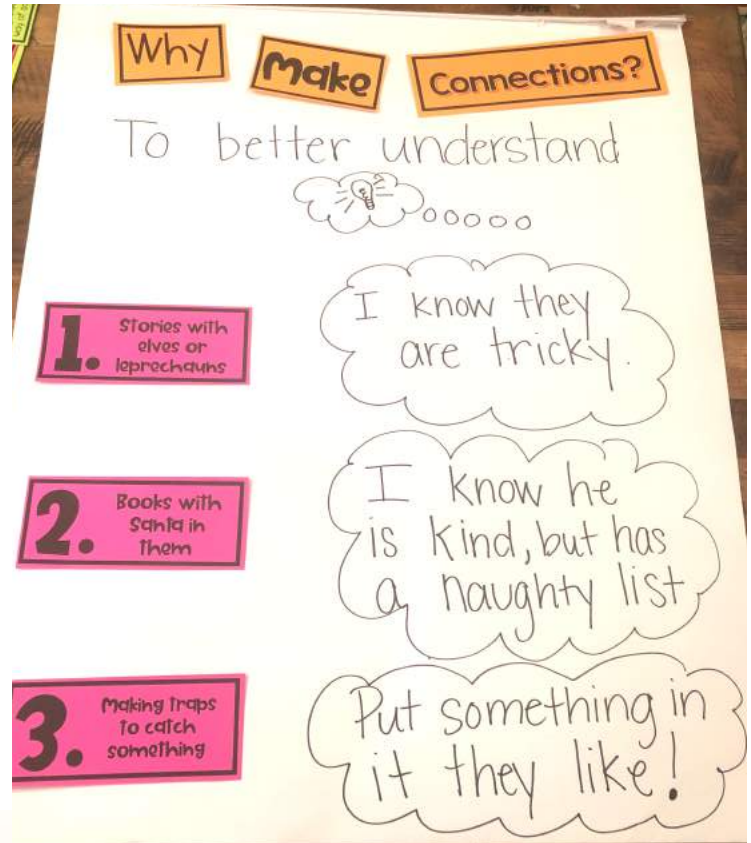
1. Use the comprehension book mark to dig deep with your students before, during, and after reading. The bookmark would also be a great question guide to use with a substitute if needed! Laminate a colored copy version for multiple year usage!

2. Introduce the posters for Connections. Talk to students about how thinking about other books and things they have done, will help them understand what is happening in the book. Use the example of a string vs. rope. A string doesn't have any connections and is weak. A rope connects to a lot of things and is strong.



How to Catch an Elf

3. Make the whole class anchor chart for Connections. Talk to students about connecting to other books to bring in information about elves, Santa, and traps!



4. Students will write about a connection that they have to their own life or a book. Show them an example that looks different than Christmas to expand their thinking.

How to Catch an Elf

5. After reading the book, introduce the Compare and Contrast poster (preferably on a different day). Use the two insects to dig into what comparing and contrasting is.



Compare & Contrast	
How to Catch An Elf <ul style="list-style-type: none">• Elf and Santa• Traps• Just Catch!	The Gingerbread Baby <ul style="list-style-type: none">• Cookie, Boy, & Townspeople• Chasing• Eat!
Same <ul style="list-style-type: none">• People trying to get character• Character gets away!	

6. Read or listen to *The Gingerbread Baby* by Jan Brett. Guide students through the T-chart to show how the two books are alike and how they are different.

7. Students will complete the flip-flap by drawing or writing ways that the two stories are alike or different. Encourage students to use the anchor chart to help themselves.



Dig Deeper



Teacher Questions for How to Catch an Elf

Who haven't the kids caught yet? Why do they think the elf will be easier?

Who is the "Friend" who sits on a shelf?

How does the elf feel about the traps? How can you use the illustrations to figure this out?

How would you describe the elf since he likes escaping traps?

Does it surprise you that the kids who try and trap the elf, even hurting him, still get toys? Why or why not?

Why is it kind of funny that the elf says "We deliver"? Look at the page closely!

Based on the end of the book, what kind of food should you be leaving out for Santa next year?

Dig Deeper



Teacher Questions for How to Catch an Elf

Who haven't the kids caught yet? Why do they think the elf will be easier?

Who is the "Friend" who sits on a shelf?

How does the elf feel about the traps? How can you use the illustrations to figure this out?

How would you describe the elf since he likes escaping traps?

Does it surprise you that the kids who try and trap the elf, even hurting him, still get toys? Why or why not?

Why is it kind of funny that the elf says "We deliver"? Look at the page closely!

Based on the end of the book, what kind of food should you be leaving out for Santa next year?

Connections

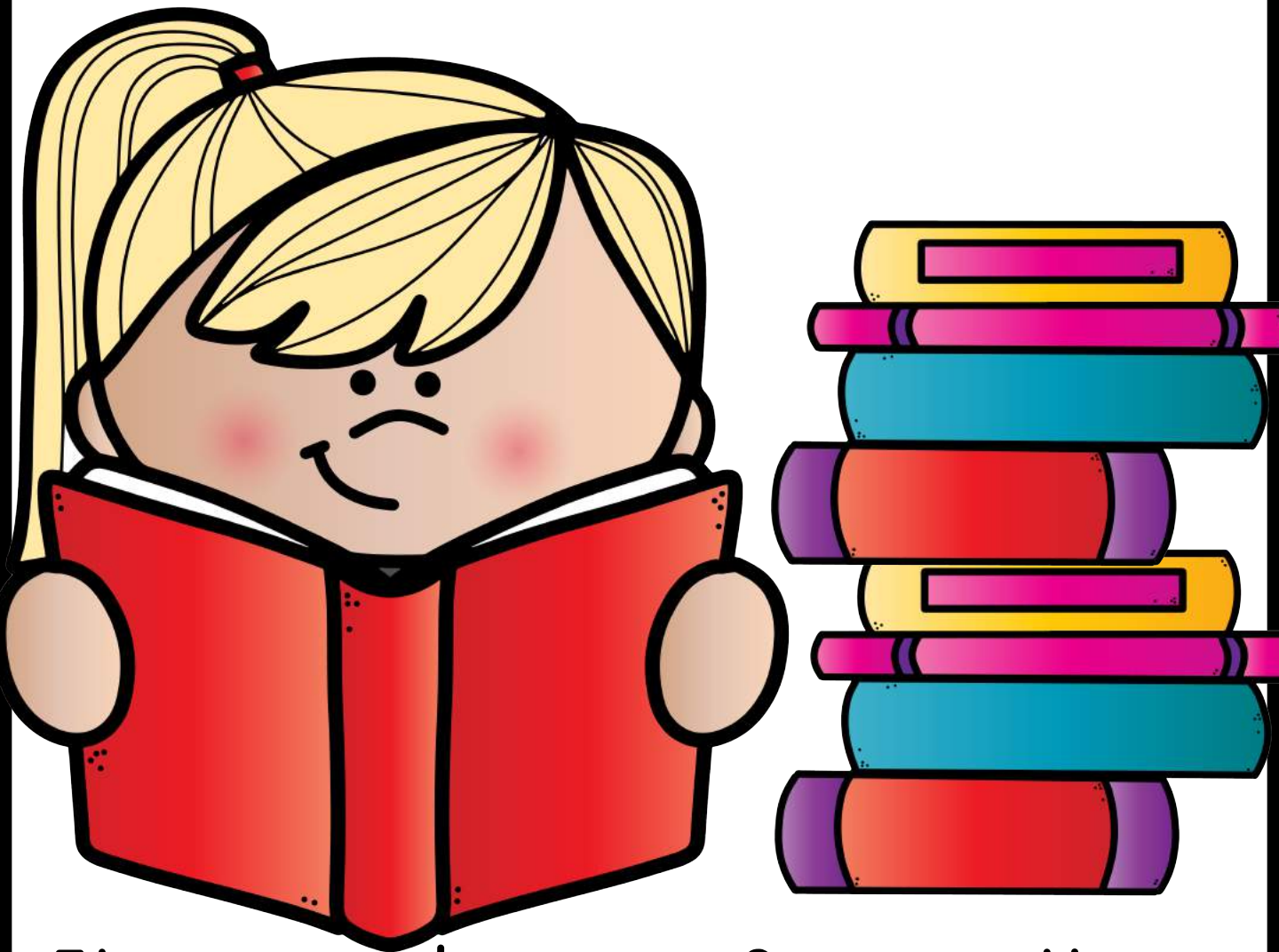
Text to Self



It reminds me of
something in my life.

Connections

Text to Text



It reminds me of something
in another book I read.

Why

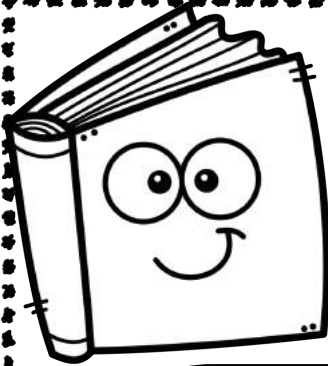
make

connections?

1. Stories with
elves or
leprechauns

2. Books with
Santa in
them

3. Making traps
to catch
something



Name: _____

Connections

This book reminds me of _____

Compare and Contrast



Compare=

Alike

Contrast=

Different



compare

contrast

same

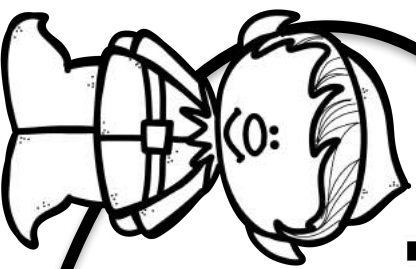
&

**How to Catch
An Elf**

The Gingerbread Baby

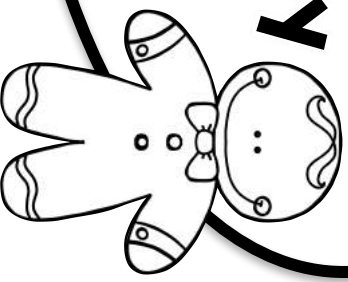
Name: _____

**How to
Catch
an Elf**



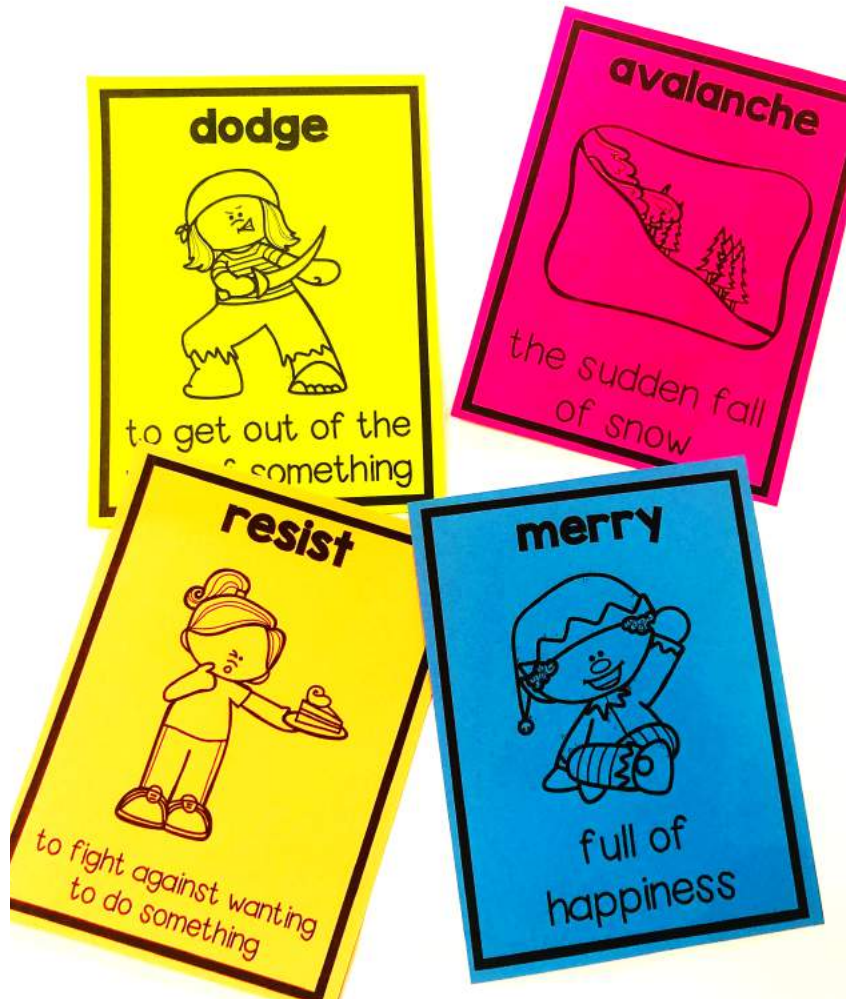
Same

**The
Gingerbread
Baby**



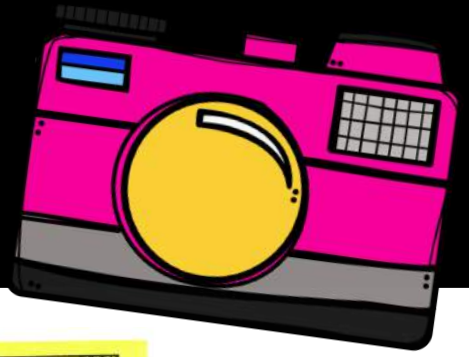
Vocabulary CHATS

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 CLICK!



Name: Heather **CLICK!**

Directions: Draw and write about each word.

My mom is very
merry today.

I resisted the
cookies.

©Brooke Brown and Katie King

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.

dodge



to get out of the way of something

merry



full of happiness

avalanche



the sudden fall of snow

resist



to fight against wanting to do something

dodge



to get out of the
way of something

dodge



to get out of the
way of something

dodge



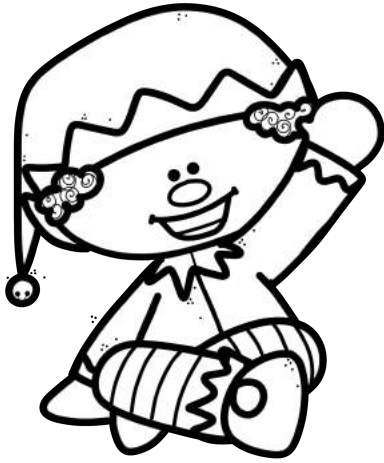
to get out of the
way of something

dodge



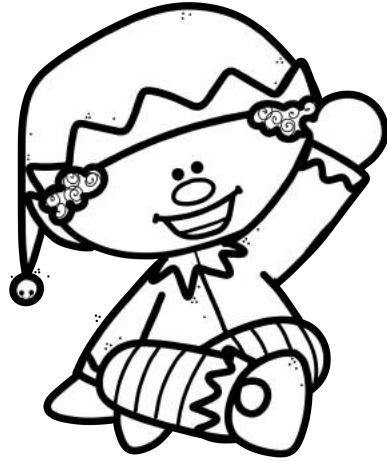
to get out of the
way of something

merry



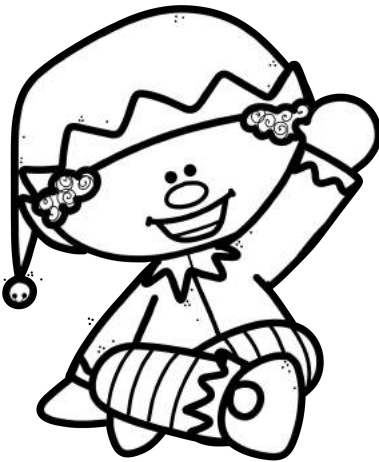
full of
happiness

merry



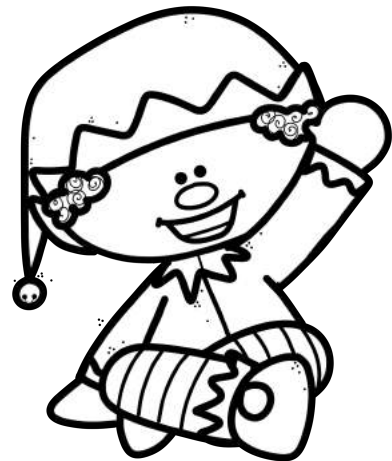
full of
happiness

merry



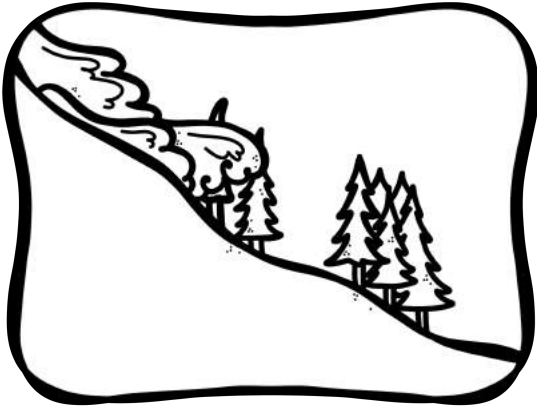
full of
happiness

merry



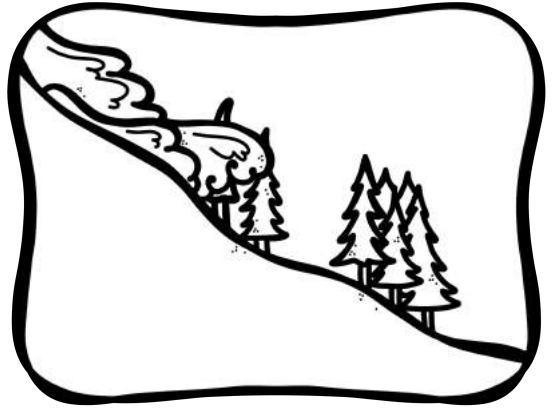
full of
happiness

avalanche



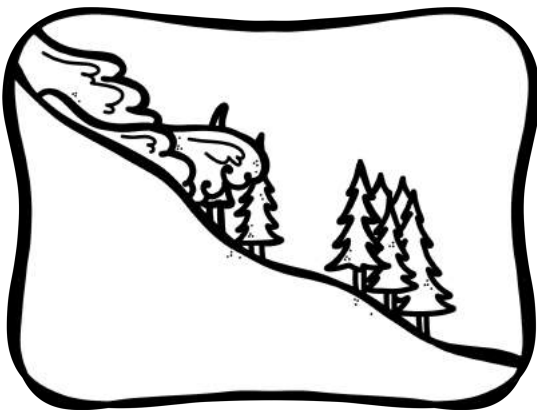
the sudden fall
of snow

avalanche



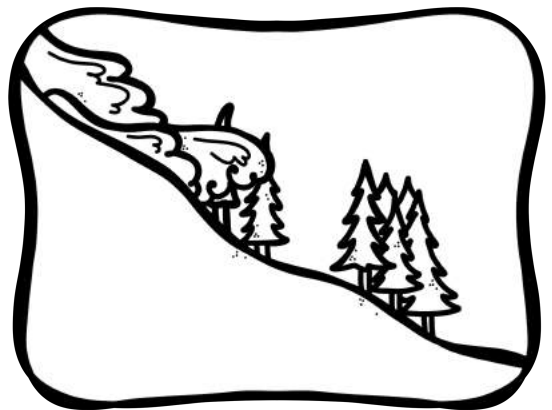
the sudden fall
of snow

avalanche



the sudden fall
of snow

avalanche



the sudden fall
of snow

resist



to fight against wanting
to do something

resist



to fight against wanting
to do something

resist



to fight against wanting
to do something

resist

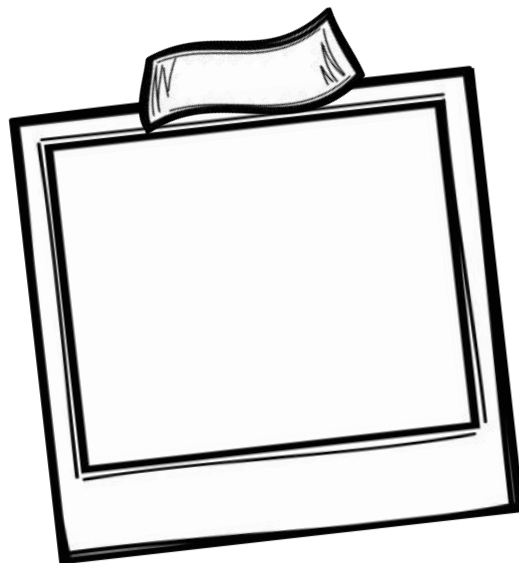


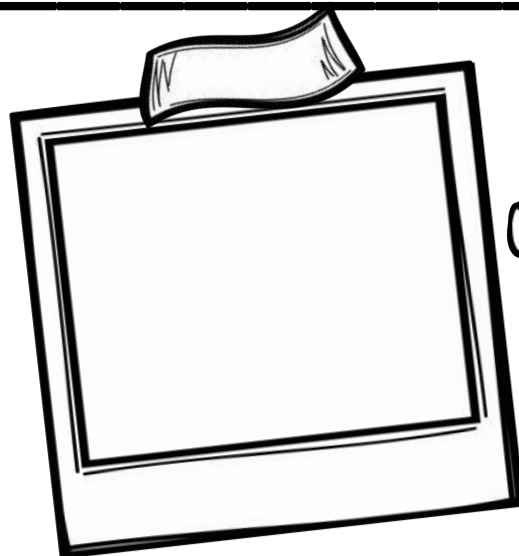
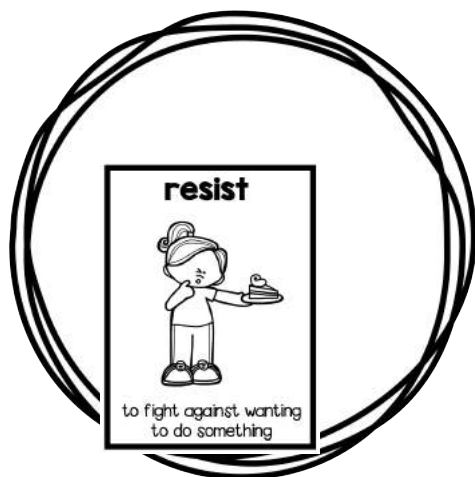
to fight against wanting
to do something

Name: _____

CLICK!

Directions: Draw and write about each word.

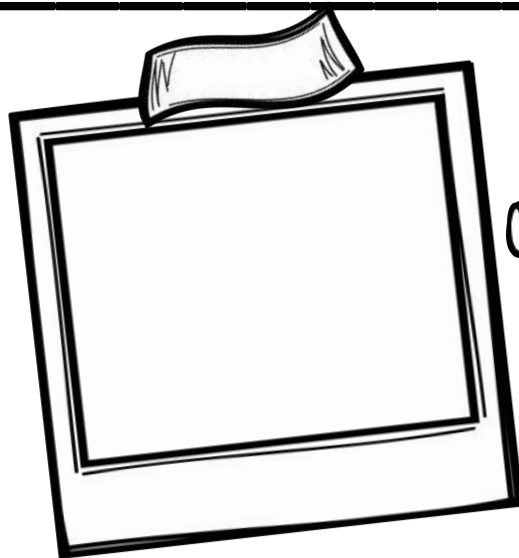
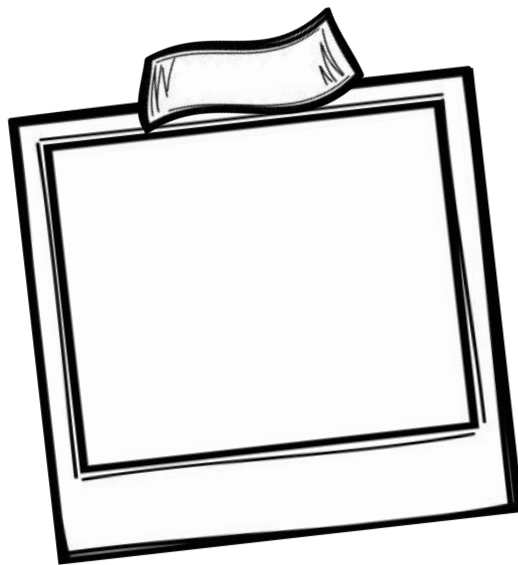
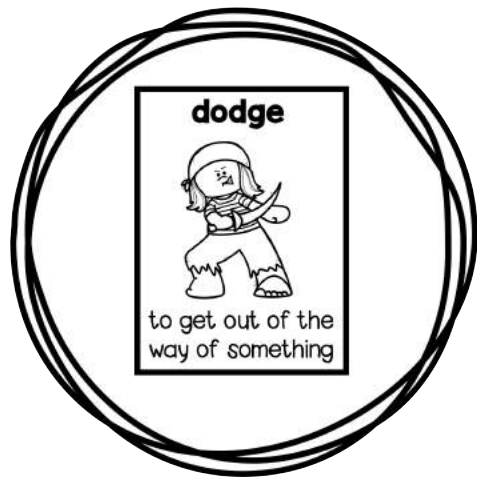




Name: _____

CLICK!

Directions: Draw and write about each word.



STEM CHALLENGE: ELF TRAP



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. **SCIENCE:** actions and reactions, simple machines (pulleys, levers, inclined planes)

Challenge Description: Students will choose from a variety of materials to construct a contraption that will lure in and trap an elf. They will attempt to use a simple machine in their design such as a pulley, lever, or ramp (inclined plane)

Suggested Materials per group of 3 students: elf cutout attached to mini cup, plastic cup, 3 ft of yarn, building bricks, linking cubes, wooden planks, magnetic blocks - **OPTIONAL:** peppermint candies for "bait"

LESSON PLAN

1. Ask students to share what they already know about traps and how they work, especially those that have simple machines or chain reactions.
2. Share the videos/websites on "Let's Explore Machines!"
3. Introduce the STEM challenge and permitted materials.
4. Introduce and discuss key vocabulary cards related to the challenge.
5. Distribute materials and allow students 45-60 minutes with small groups to construct and test their elf traps and explain how they work.
6. Hold a whole class closing discussion and reflection, allowing students to demonstrate and explain how their trap designs work with the class. Ask them to identify any simple machines in their designs such as pulleys, levers, or ramps.

ELF TRAP

How to Catch an Elf

Possible Product



ELF TRAP

The elf keeps getting into mischief!

Create a trap that will lure in the elf and keep him or her contained.



YOU WILL NEED:

- elf mini cup
- peppermints
- large cup
- yarn
- tape
- building bricks, wooden planks, linking cubes, or magnetic blocks

Elf Templates

Tape one elf to the front of a mini cup for each group.



ELF TRAP

How are traps useful?

**How can we lure
in the elf?**

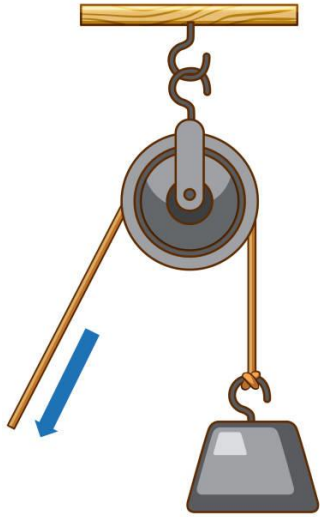
**How can we contain
the elf?**

**What are some simple
machines we could
use in our traps?**

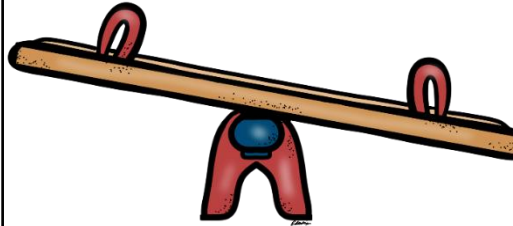


LET'S EXPLORE MACHINES!

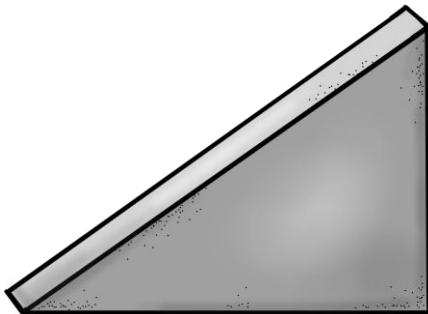
PULLEYS



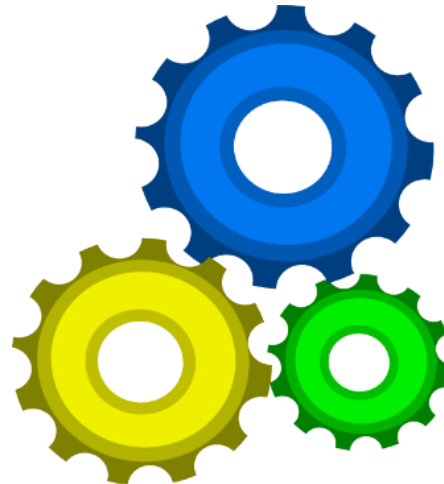
LEVERS



RAMPS



SIMPLE MACHINES



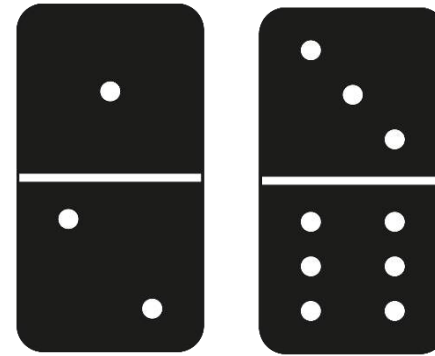
ELF TRAP

TRAP



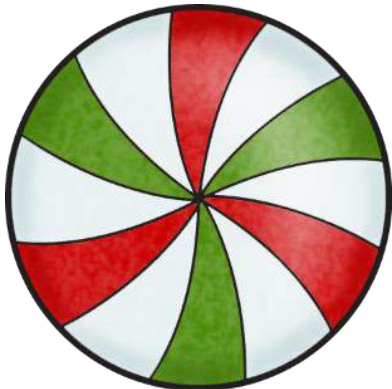
a device
that is
used
to catch
something

CHAIN REACTION



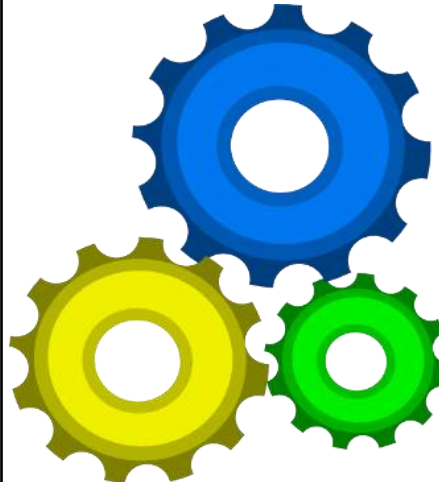
when
one event
leads to
another
event

BAIT

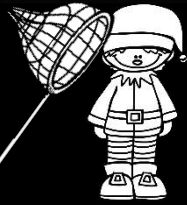


an object
that is
used
to attract
something

SIMPLE MACHINE



a basic
device that
uses force to
make work
easier



ELF TRAP

How to Catch an Elf

NAME: _____

MY BLUEPRINT



Draw a picture of your trap.

How does your trap work?

Does your trap LURE IN
the elf?

YES NO

Does your trap CONTAIN
the elf?

YES NO



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*

