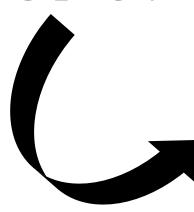
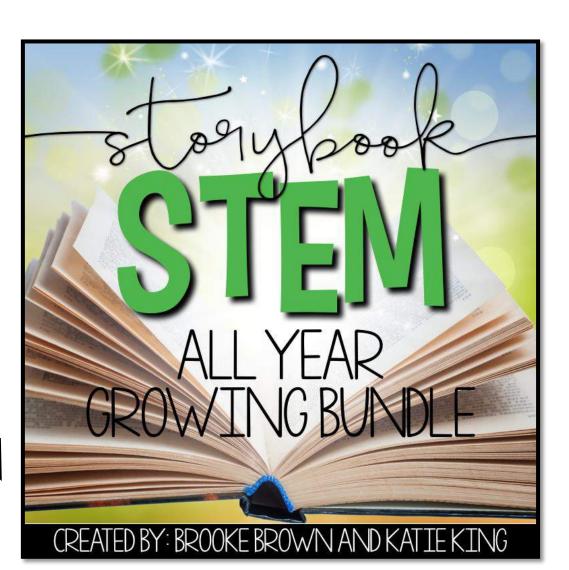
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Save BIG with the All Year Bundle!

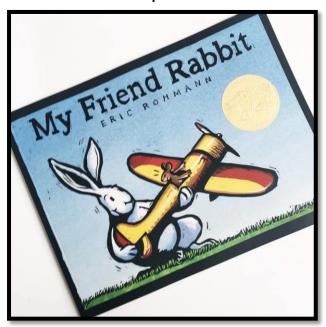
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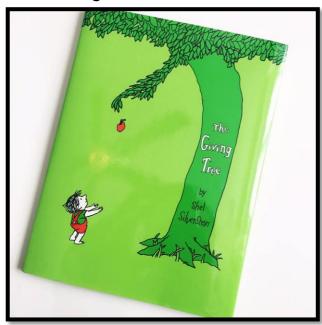


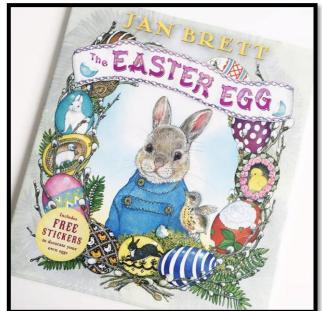


april BOOK SELECTIONS

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









contents

Page 4: Month at a Glance

Week 1: My Friend Rabbit by Eric Rohmann
Page 5: Comprehension Pookmark
Pages 6-13: Problem and Solution activities
Pages 14-16: Sequel activities
Pages 17-25: Vocabulary activities
Page 26: Math Connection — Ordinal Numbers
Pages 27-32: STEM Challenge: Go-Go Grab It

Week 2: <u>The Easter Egg</u> by Jan Prett
Page 33: Comprehension Pookmark
Pages 34-43: Text-to-Text Connections activities
Pages 44-45: Adjectives activities
Pages 46-54: Vocabulary activities
Page 55: Math Connection — Equal Groups
Pages 56-61: STEM Challenge: Egg Mobile

Week 3: <u>The Giving Tree</u> by Shel Silverstein
Page 62: Comprehension Pookmark
Pages 63-72: Text Evidence activities
Page 73-74: Personification activities
Pages 75-83: Vocabulary activities
Page 84: Math Connection — Height
Pages 85-90: STEM Challenge: Links of Conservation

Week 4:				
Compost Stew by Mary McKenna Siddals				
Page 91: Comprehension Pookmark				
Page 92-105: Story Structure activities				
Page 106-107: Plural Nouns activities				
Page 108-116: Vocabulary activities				
Page 117: Math Connection — Kitchen Measurement				
Pages 118-124: STEM Challenge: Compost Stew				

Pages 125-128: MAKER TASK CARDS Page 129: STEM Grading Rubric

Page 130: STEM Materials Parent Letter

Page 131: Credits

April

Storybook



Read Aloud (20 minutes)	Comprehension and Grammar (30 minutes)	Vocabulary (30 minutes)	Math (10 minutes)	STEM Whole Group Intro (10 minutes)	STEM Challenge (40 minutes)	STEM Whole Group Reflection (10 minutes)
My Friend Rabbit	Problem and Solution and Sequel	4 vocab words: mischievous, resourceful, strategy, irate	Ordinal Numbers	Share challenge and introduce materials and vocabulary Discuss grabbing devices and how they might be useful.	GO-GO GRAB IT	*Share successes, struggles and improvements *Review science, engineering, and math skills that were practiced
EAST DE ESS	Text-to-Text Connections and Adjectives	4 vocab words: dazzling, exclaimed, squawking, relieved	Equal Groups	*Share challenge and introduce materials and vocabulary *Discuss vehicles and how wheels, axles, and ramps work	EGG MOBILE	*Share successes, struggles and improvements *Review science, engineering, and math skills that were practiced
	Text Evidence and Personification	4 vocab words: devotion, dependable, selfless, longing	Height	Share challenge and introduce materials and vocabulary Discuss ways to protect our planet and strategies for making long paper chains	LINKS OF CONSERVATION	Share successes, struggles and improvements Review science, engineering, and math skills that were practiced
Compost Stew	Text Structure and Plural Nouns	4 vocab words: substitute, brew, moisten, improvise	Kitchen Measurement	*Share challenge and introduce materials and vocabulary *Discuss composting and why it is important.	COMPOST	Share successes, struggles and improvements Review science, engineering, and math skills that were practiced

Dig Deeper Into the Text! Jeacher Questions for

MY FRIEND RABBIT!

What does the medal on the front of this book mean?

What does the big, black line behind the airplane mean?

How does the elephant feel about this plan? How do you know?

This illustrator does a fantastic job of giving you information through his drawings. What is an example of this?

Are there four rabbits carrying animals? What is happening on this page?

Why does the illustrator make one drawing vertical?

Who is talking
throughout the book?
Do you think Rabbit
will get into more trouble?
How do you know?

tEACHERS: Print
On Colored Paper
And Laminate. Use
this bookmark
year after year
to help extend
Students' thinking!

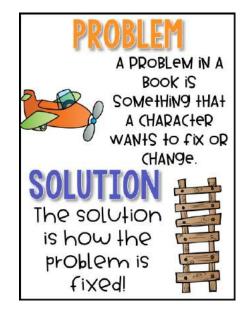


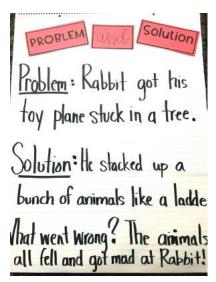
Intended Use

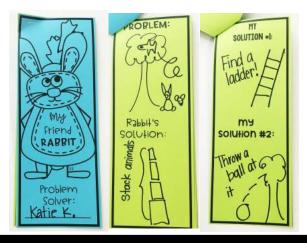


COMPREHENSION

- I. Before reading, show students the problem and solution poster. You know your students best and can gauge how much instruction they need on this concept before reading the book!
- 2. Make a large class anchor chart to discuss the problem and solution in My Friend Rabbit. Let students write about the solution to the problem that they would have tried instead of rabbit's way!

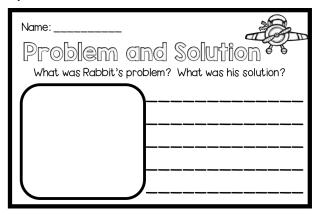




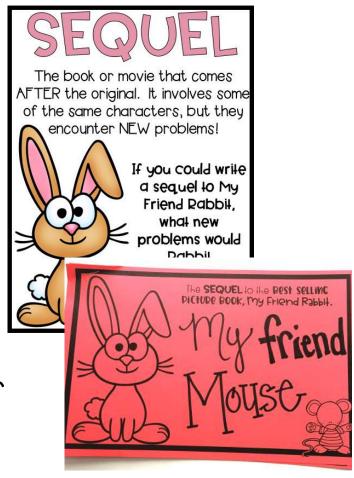


COMPREHENSION

3. Have students write and draw about the problem and solution.



4. Optional Extension Activity for High Flyers! Discuss the concept of a sequel. Students will most likely know many books and movies that are sequels. Let students make their own sequel for My Friend Rabbit!





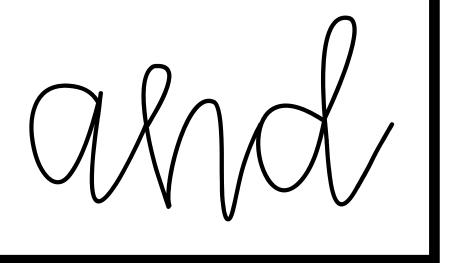
A PROBLEM IN A
BOOK IS
SOMETHING THAT
A CHARACTER
WANTS TO FIX OR
CHANGE.

SOLUTION

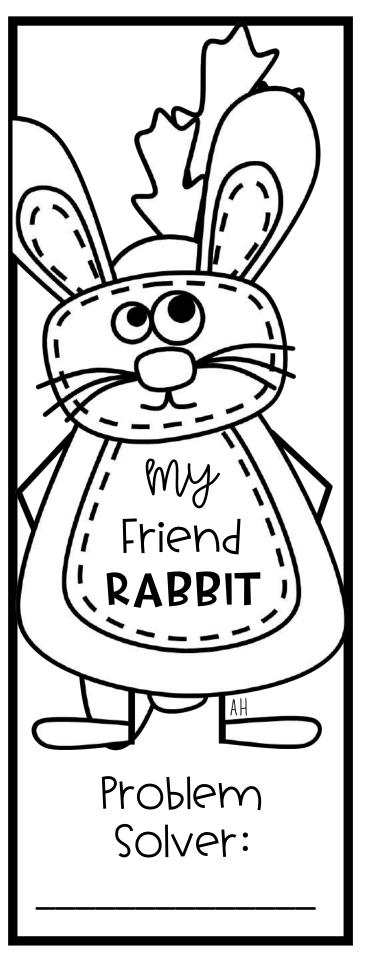
The solution is how the problem is fixed!

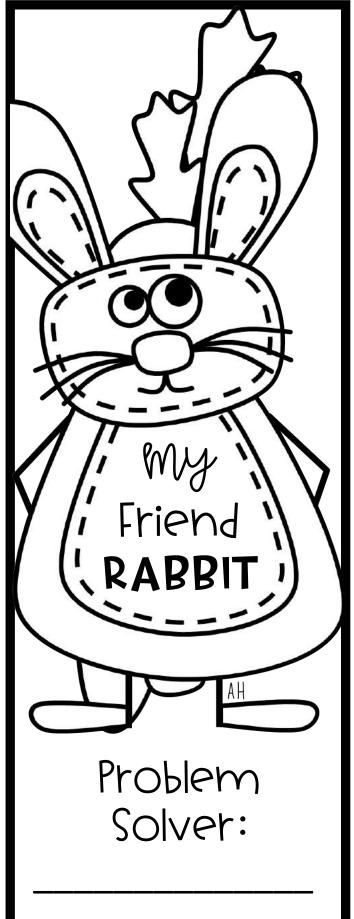


PROBLEM



Solution





PROBLEM:

PROBLEM:

Rabbit's SOLUtion:

Rabbit's SOLUtion: MY SOLUTION #|:

MY SOLUTION #|:

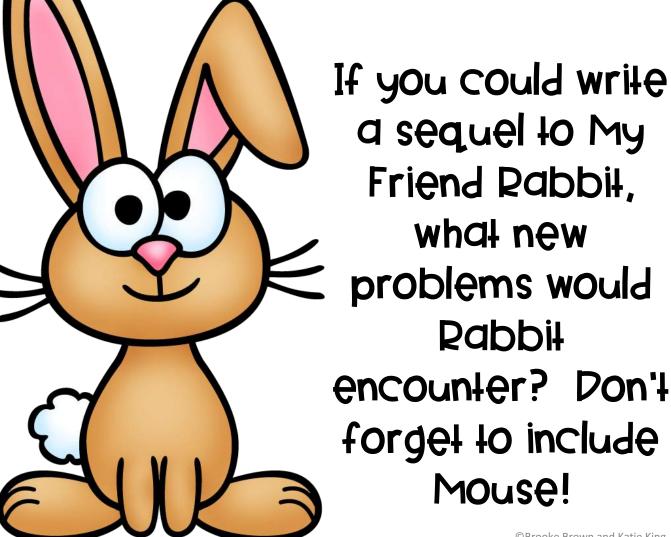
MY SOIUtion #2:

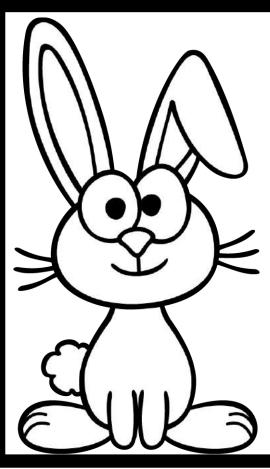
my Solution #2:

Name:
Problem and Solution
What was Rabbit's problem? What was his solution?
J

Name:
Problem and Solution
What was Rabbit's problem? What was his solution?

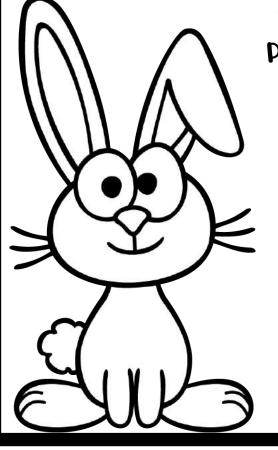
The book or movie that comes AFTER the original. It involves some of the same characters, but they encounter NEW problems!





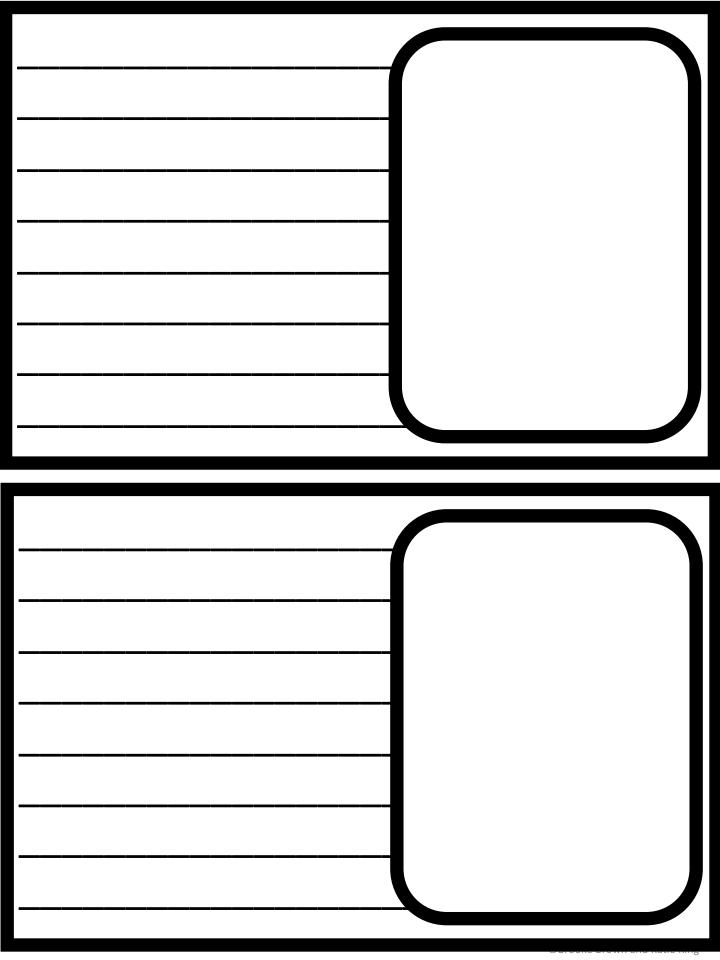
The SEQUEL to the Best Selling Picture Book, My Friend Rabbit.





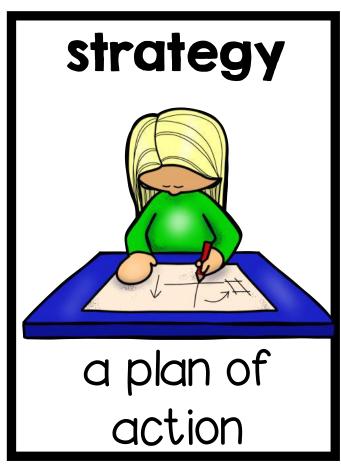
The SEQUEL to the Best Selling Picture Book, My Friend Rabbit.













OPPOSITE DAY!

*After going over the definitions of the words, have students use the words in sentences, act them out, give examples, etc.

Then to step it up a notch, call out opposite examples or definitions. For example, if the word is **holler** you might call out **whisper**. If students are more advanced, they may feel comfortable playing in pairs or small groups!



tEACHERS: Print on Colored Paper and have students hold up. Use this as a quick way to gauge understanding! scan the room to look for the color you are looking for!



mischievous



always getting into trouble

mischievous



always getting into trouble

mischievous



always getting into trouble

mischievous



always getting into trouble

resourceful



finding clever ways to overcome something

resourceful



finding clever ways to overcome something

resourceful

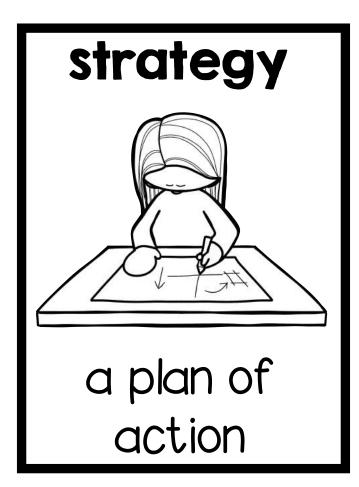


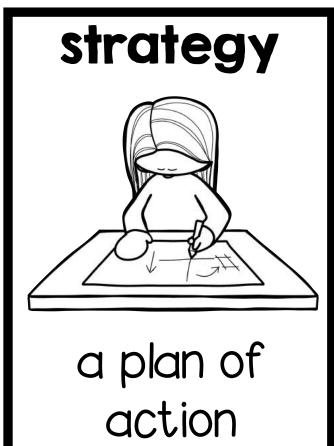
finding clever ways to overcome something

resourceful



finding clever ways to overcome something





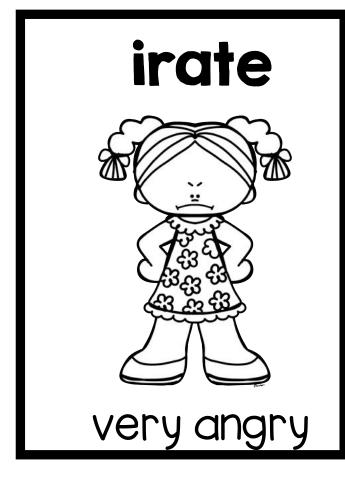


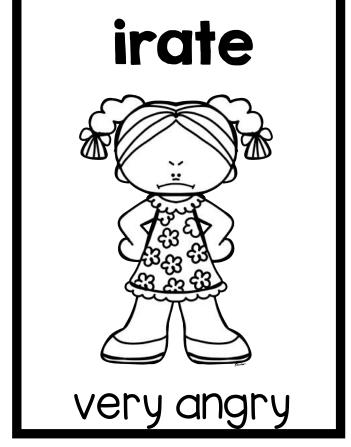


irate



irate very angry





GUOSS ODOODLO

CHESSEY THE MOBY THE STATEMYS TBOYE CHESS THE MOBY ONCE THE BEDSON HOS TOOPIE THOS MOBYS. HE OB SHE TBOMS OF COBMINIST MOBYS. HE OB SHE TBOMS OF TWO OB THEE ONE BEDSON TBOMS OF TWO OB THEE ONE BEDSON TBOMS OF TWO OB THE MOBY OF CEOMPS OF



*feel free to

Use the

Recording

Sheet on the

Next page or

to save

paper, have

paper, have

students use

i-pads or

Whiteboards!



mischievous

mischievous

resourceful

resourceful

strategy

strategy

irate

irate

Name: _______ GUOSS D

Partner #1 draws and Partner #2 guesses the word! Keep playing until all four words are guessed!

doodle #1:	doodle #2:
wOQd:	WOQd:
doodle #3:	doodle #4:
wOQd:	wOQd:

MATH CONNECTION



OBJINGI NAMBERS



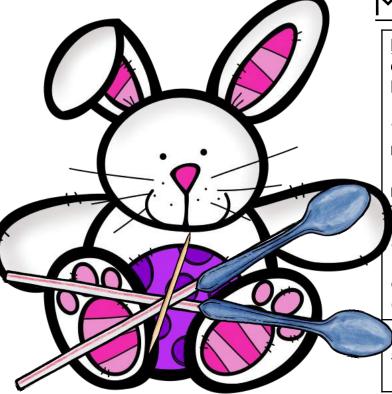
ORDINAL NUMBERS TELL YOU AN OBJECT'S POSITION.

WE STACKED SOME
ANIMALS JUST LIKE RABBIT.
WHO IS FIRST IN THE
STACK? WHAT ABOUT 3RD?
IF THE MONKEY AND THE
BABY LION SWITCHED
POSITIONS, WHO WOULD BE
FOURTH?

*LINE UP SOME OF YOUR
CLASSMATES AND FIGURE OUT
EVERYONE'S ORDINAL NUMBER!

60-60 GR25 **60**

My Friend Rabbit



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

Challenge Description: Students will create a simple "grabber" tool out of straws, spoons, and toothpicks that can be used to reach and pick up various objects in the classroom. After creating their grabber, they will use it to attempt to pick up various lightweight objects and supplies around the classroom.

Suggested Materials: 2 straws per group, 1 toothpick per group, two plastic spoons per group, 1 roll of masking tape per class, various lightweight objects such as cotton balls, plastic lids, etc.

LESSON PLAN

- 1. Ask students to refer back to the book My Friend Rabbit and the problem that rabbit faced (toy airplane stuck in a tree.) Ask students to share some other solutions that could have helped him get his airplane down or "retrieve" it. Record student ideas on the provided teacher chart and have them add ideas to their individual booklets. Answer for grabber parts on student booklet Page 1: arms, hinge, hands
- 2. Introduce permitted materials and share the challenge instructions. Students will likely need help to poke their toothpick through the intersecting straws. Refer to the provided vocabulary cards as needed throughout the lesson and display them in your classroom. Allow students time to construct their grabbers, test them by trying to pick up a variety of classroom objects, and record in their STEM journals.
- 3. Hold a whole class closing discussion and reflection, allowing students to share what they learned about grabbing devices and how they might be useful tools. Record their ideas on the provided teacher chart and have them finish their individual booklets.

My Friend Rabbit Possible Product



GO-GO GRAD GABBIT

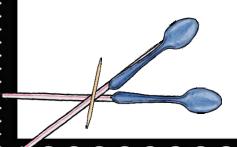
My Friend Rabbit

Other solutions for Rabbit

parts of a grabber

Objects That our Grabbers Picked Up

How grabbers Are useful



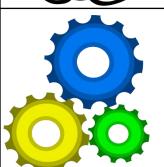
60-60 GRAD 111 Vocabulary Cards



retrieve

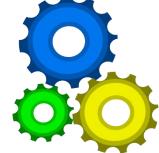
to get or bring something back

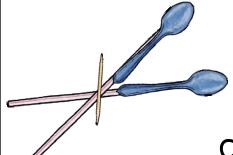




technology

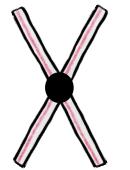






device

a tool made for a specific purpose



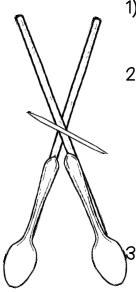
hinge

a moveable joint that connects objects



How are grabbers useful?	My Friend Rabbit Name: STEM CHALLENGE Can you create a grabber tool that will pick up objects in the classroom?
One thing that was EASY:	Parts of a grabber The stretch out the grabber to reach an object.
One thing that was HARD:	I The connects the arms I and allows them to move and bend. I
One new thing I LEARNED:	The grab and hold the object.
	©Brooke Brown and Katie King 1

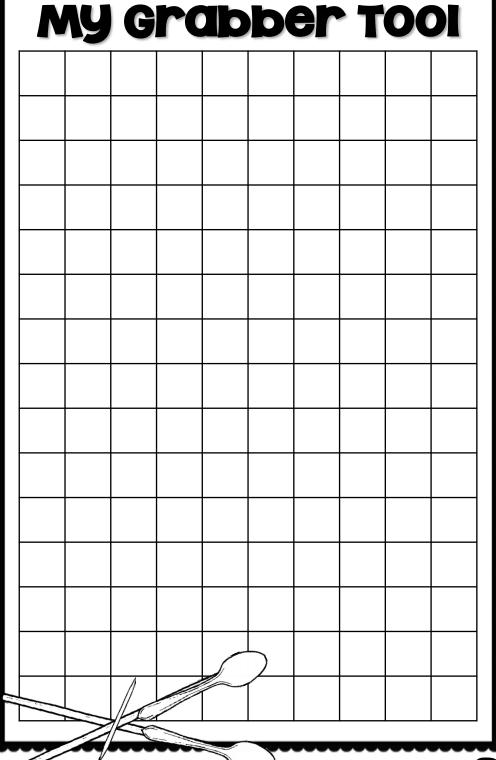
How to Make Your Grabber



- 1) Tape one spoon to the end of each straw.
- 2) Cross the two straws just underneath the ends of the spoons. (Make sure that the spoons are facing each other.)

 Connect them by poking a toothpick through both straws at the point where they cross.
 - Open and close the handles to grab objects.

Objects That our Grabber Picked Up



Dig Deeper Into the Text! Jeacher Questions for THE EASTER

EGG

What do you know about Jan Brett books? Who is the illustrator?

"Cheer-up! Cheerup!" is an example of an onomatopoeia. Can you think of another example of an onomatopoeia word?

* Hoppi finds himself trying so hard to be like the other rabbits. What is wrong with this?

*How does the author let you know when the words are what Hoppi is thinking? Have you seen this technique used before?

*What does Hoppi do when he hears animals in the woods at night? What does this tell you about Hoppi's personality?

* Why is the robin egg so important? Is it more important than the decorated eggs? Why?

tEACHERS: Print
On Colored Paper
And Laminate. Use
this bookmark
year after year
to help extend
Students' thinking!

s in

intended Use

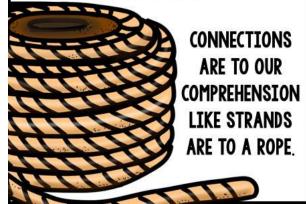


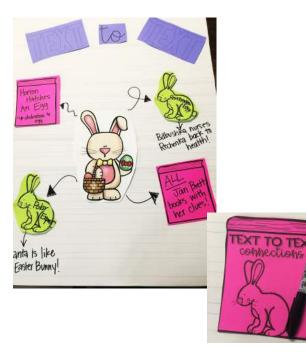
COMPREHENSION

- After you have read the book and have discussed general impressions by the students, talk to students about connections. ***Explain that connections are like strands of a rope. The more thoughtful connections you can make, the more you understand what is really going on in the text.
 - 2. Make a large class anchor chart to list books and situations the students might have made connections to when reading.

TEXT TO TEXT COMMECTIONS A CONNECTION THAT YOU CAN MAKE BETWEEN THIS BOOK AND A BOOK YOU HAVE READ

BefoRe.





COMPREHENSION

3. Have students write about a connection that they made and why it is important to make connections as a reader.

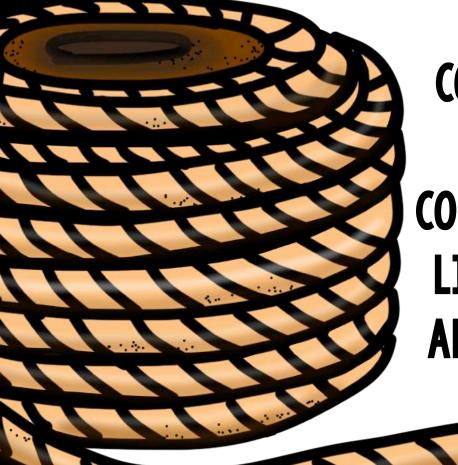
Name: Connections	
What connections did you make while rea Egg? Why is it important to make co	

4. Optional Extension
Activity for High
Flyers! Discuss how
we all have different
talents that make us
UNIQUE. Have the
students decorate an
Easter egg with their
talents!

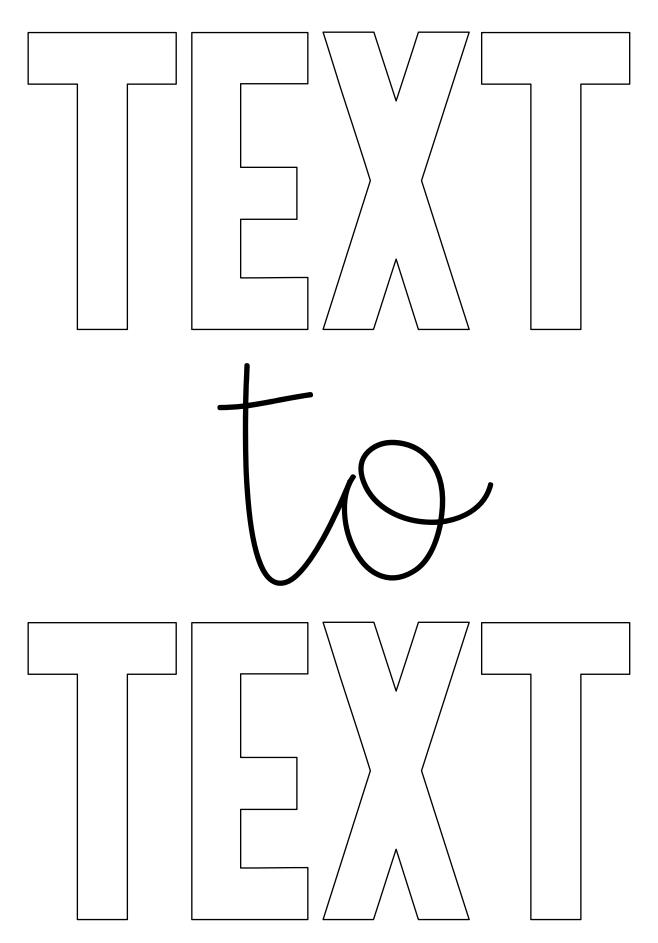


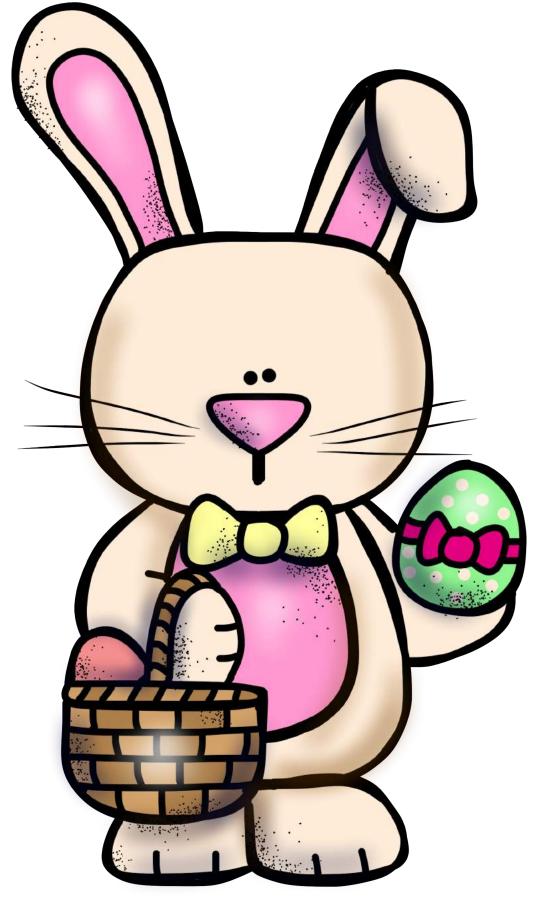
TEXT TO TEXT Commedians

A CONNection that you CAN MAKE Between this Book And A Book you have Read Before.

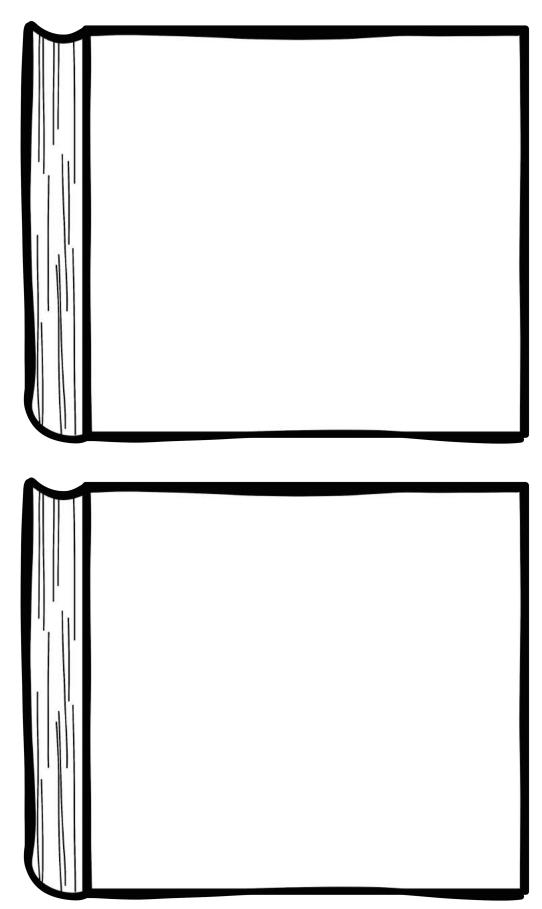


CONNECTIONS
ARE TO OUR
COMPREHENSION
LIKE STRANDS
ARE TO A ROPE.

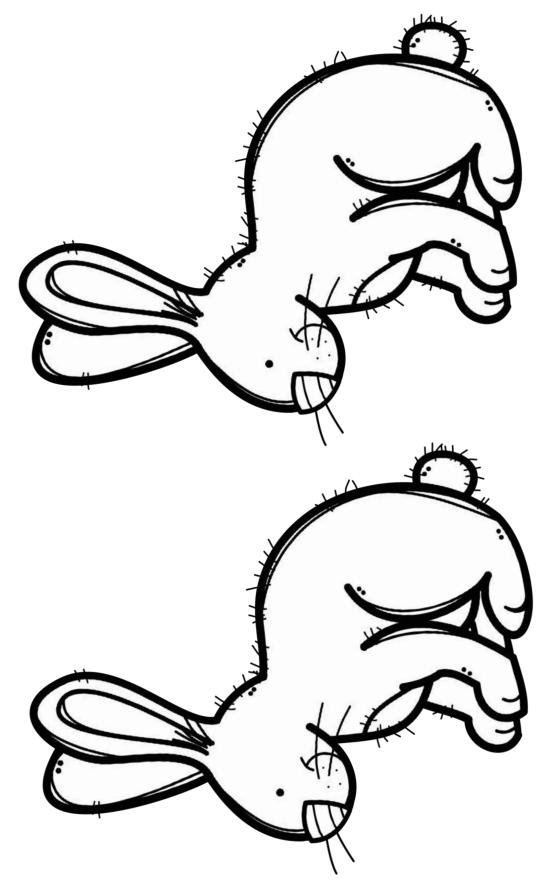




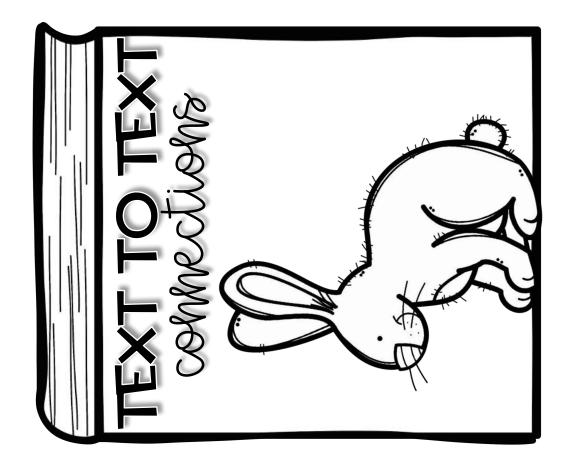
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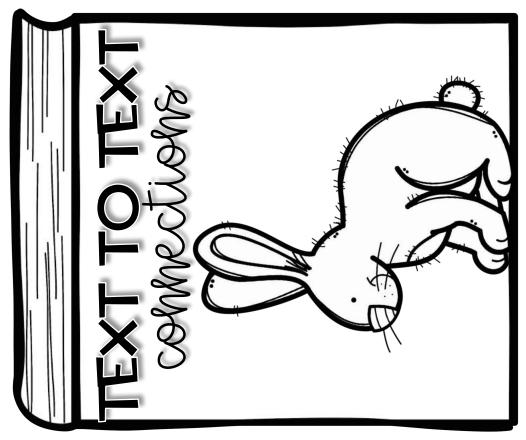


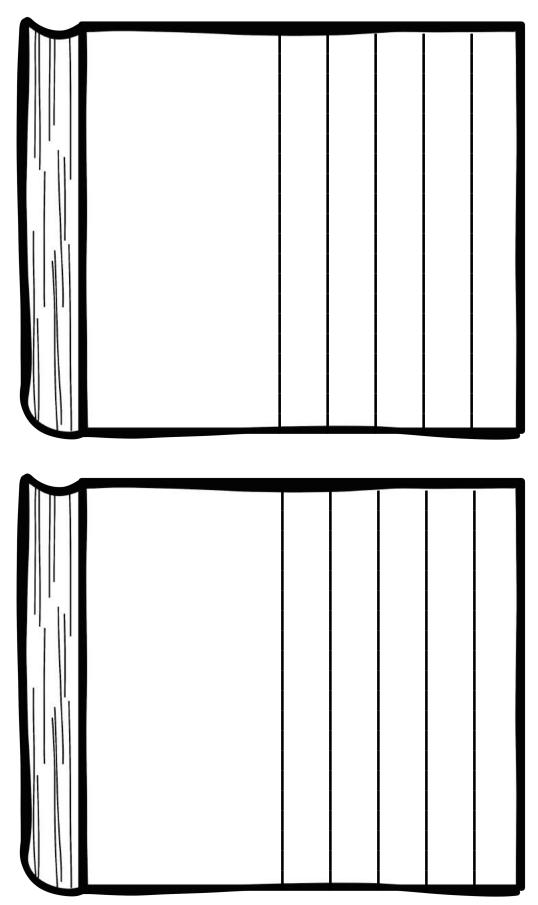
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Name: Connections did you make while reading The Easter Egg? Why is it important to make connections?
Name: Connections did you make while reading The Easter Egg? Why is it important to make connections?

Unique

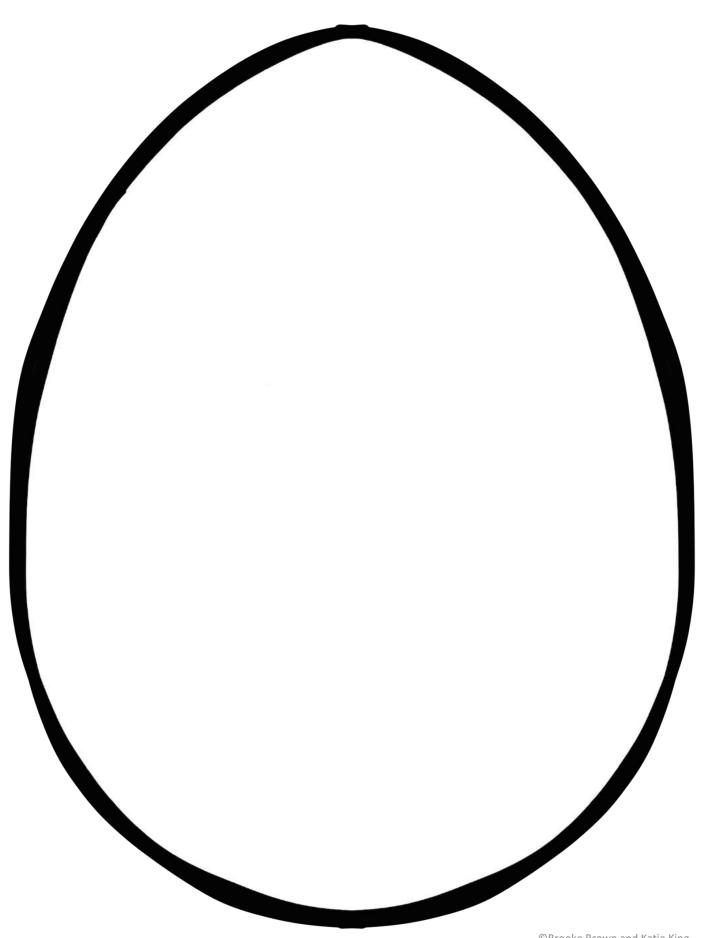
Unique is an adjective. It means being the only one of

a kind

We all have different talents and qualities that make us special.

What makes you special? Think of things that you are good at, what you like, what inspires you...

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bright



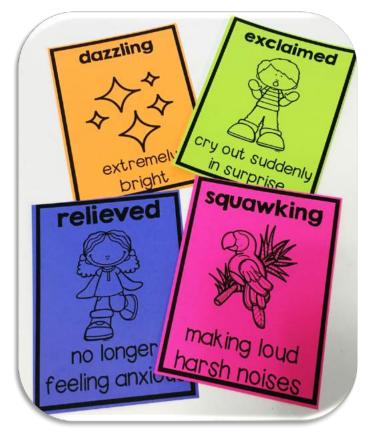
OPPOSITE DAY!

*After going over the definitions of the words, have students use the words in sentences, act them out, give examples, etc.

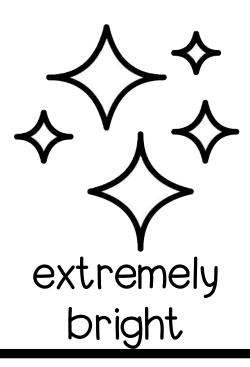
Then to step it up a notch, call out opposite examples or definitions. For example, if the word is **holler** you might call out **whisper**. If students are more advanced, they may feel comfortable playing in pairs or small groups!



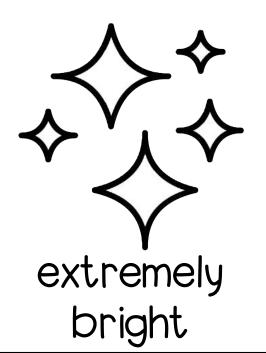
tEACHERS: Print on Colored Paper and have students hold up. Use this as a Quick way to Gauge understanding! scan the room to look for the color you are looking for!



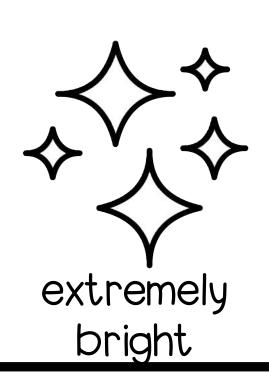
dazzling



dazzling



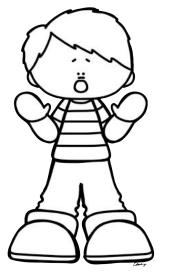
dazzling



dazzling

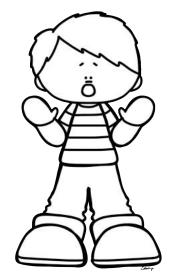


exclaimed



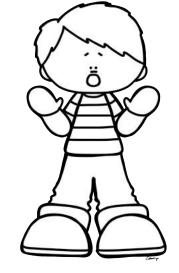
cry out suddenly in surprise

exclaimed



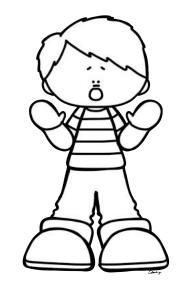
cry out suddenly in surprise

exclaimed



cry out suddenly in surprise

exclaimed



cry out suddenly in surprise

squawking



making loud harsh noises

squawking



making loud harsh noises

squawking



making loud harsh noises

squawking



making loud harsh noises

relieved



no longer feeling anxious

relieved



no longer feeling anxious

relieved



no longer feeling anxious

relieved



no longer feeling anxious

GUOSS O DOODLO

CHESSEY THE MOBY THE STATEMYS TBOYE CHESS THE MOBY: ONCE THE BEDSON HOS TOOTIE THOST MOBYS: HE OB SHE TBOMS OF COBMICADS MOBYS: HE OB SHE TBOMS OF COBMICADS MOBYS: HE OB SHE TBOMS OF TWO OB THEE! ONE BEDSON TBOMS OF TWO OB THEE!



*feel free to

Use the

Recording

Sheet on the

Next page or

to save

paper, have

paper, have

students use

i-pads or

Whiteboards!

dazzling

dazzling

exclaimed

exclaimed

squawk

squawk

relieved

relieved

Name: ______ GUOSS D

Partner #1 draws and Partner #2 guesses the word! Keep playing until all four words are guessed!

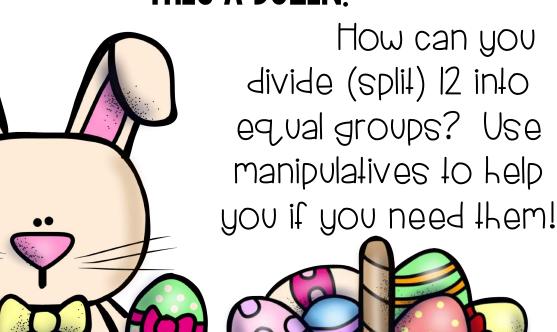
doodle #1:	doodle #2:
wOQd:	WOQd:
doodle #3:	doodle #4:
wOQd:	wOQd:

MATH CONNECTION



ACAIN CDOMBS

EGGS ARE USUALLY FOUND IN GROUPS OF 12 IN THE GROCERY STORE. WE CALL THIS A DOZEN.





ESS MOBILE

The Easter Egg

MGSS/CCSS Standards: K-PS2-1: Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object, K-PS2-2: Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or pull K-2-ETS1-1: Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool, K-2-ETS1-2: Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem

Challenge Description: Students will create a simple rolling vehicle out of common materials that will carry a plastic egg. They will discover how wheels and axles work together to make work easier. They will then test/measure the distance that their egg mobile rolls using a simple ramp.

Suggested Materials: 2 toothpicks per group, straws cut into 1.5 inch pieces (2 per group), 4 WRAPPED chocolate candy eggs per group, 1 Dixie cup per group, 2 strips of Scotch tape per group, 1 plastic egg per group, binders to use as ramps (1 per group), 1 ruler per group



DESSON PLAN

- 1. Project or display real Google images of vehicles. Discuss the purposes and designs of vehicles, as well as similarities and differences between various designs. Draw specific attention to the wheels of a vehicle and how they roll together as one device with a wheel and an axle. Have students label the wheel and axle in their booklets. Ask students what happens to vehicles when they go down hills and how their movement changes. Refer to the provided vocabulary cards as needed throughout the lesson and display them in your classroom.
- 2. Introduce permitted materials and share the challenge instructions. Allow students at least 45 minutes with partners or small groups to create vehicles, test and measure the distances that they travel when they roll down binder ramps, and record results and observations in their STEM journals.
- 3. Hold a whole class closing discussion and reflection, allowing students to share what they created and what they learned about wheels, vehicles, and motion. Record their ideas on the provided teacher chart and have them finish their individual booklets.

ESS MOBILE

The Easter Egg

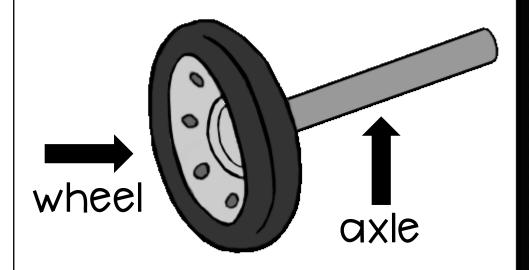
Possible Product





How do cars work?

wheels and Axles



How do ramps work?

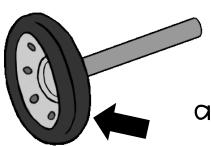
what we Learned





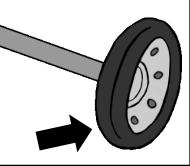
ESS MOBILE Vocabulary Cards

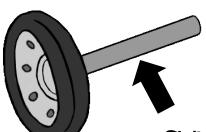
©Brooke Brown & Katie Kina



Wheel

a circular object that revolves around an axle and allows a vehicle to move





axie

a rod that passes through the center of a wheel



an inclined plane that slopes at an upward angle



Vehicle

an object used for transporting goods or people



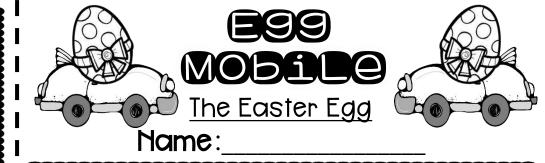
Ramp tests

TEST	How far did your vehicle travel?
1	
2	
3	

One thing that was EASY:

One thing that was HARD:

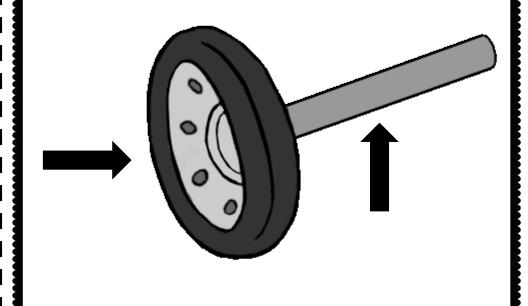
One new thing I LEARNED:



STEM CHALLENGE

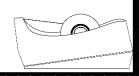
Can you create a vehicle that will roll the farthest distance down a ramp?

parts of a wheel



Materials

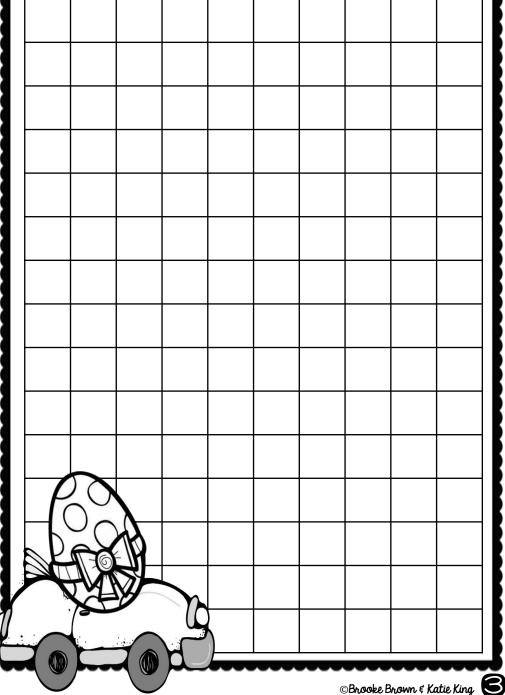




Instructions

- Stick a toothpick into one end of a wrapped candy egg. Slip a straw over the toothpick. Put another piece of candy on the other end of the toothpick.
- Repeat steps with the other set of wheels and axles.
- 3. Tape the straw parts on the two sets of wheels and axles on either side of the Dixie cup toward the bottom.
- 4. Put the egg inside your cup and test the by rolling it.





Dig Deeper Into the Text! Jeacher Questions for

THE GIVING TREE

Have you ever read anything by Shel Silverstein before? What type of writing does he typically do?

How are the illustrations used to show you the tree loves the boy?

Look at how the text is displayed on the pages. Do you have any observations?

Do you think the tree is supposed to be like someone in a family? Who?

What stages of life are represented throughout

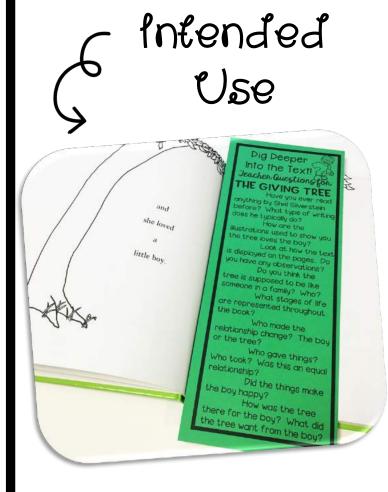
Who made the relationship change? The boy or the tree?

the book?

Who gave things? Who took? Was this an equal relationship?

Did the things make the boy happy?

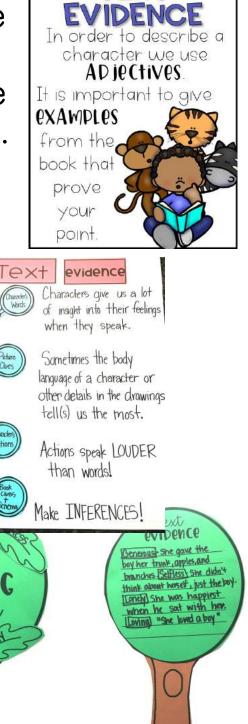
How was the tree there for the boy? What did the tree want from the boy? tEACHERS: Print
On COLORED PAPER
AND LAMINATE. USE
this bookmark
year after year
to help extend
Students' thinking!



COMPREHENSION

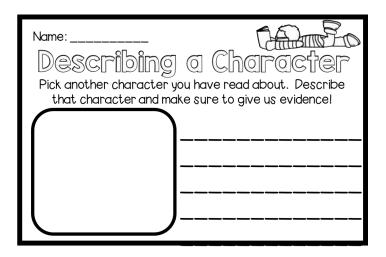
I. After you have read the book and have discussed general impressions by the students, discuss the tree. How would you describe her? Talk about text evidence.

2. Make a class chart about text evidence using the pieces provided. Have students make a tree with the leaves being adjectives that describe the tree.



COMPREHENSION

3. Have students describe a character using evidence from the text.



4. Optional Extension
Activity for High Flyers!
Discuss the
Personification poster.
Use the cloud cutouts to
let students
demonstrate their
understanding of
personification. Have
them either focus on
clouds or weather in
general!

Giving human characteristics to non-human things. The wind lickled my neck as I walked to the park. The flower reached towards the early morning sun.

TEXTEVIDENCE

In order to describe a character we use ADJECTIVES.

It is important to give

examples from the book that

prove

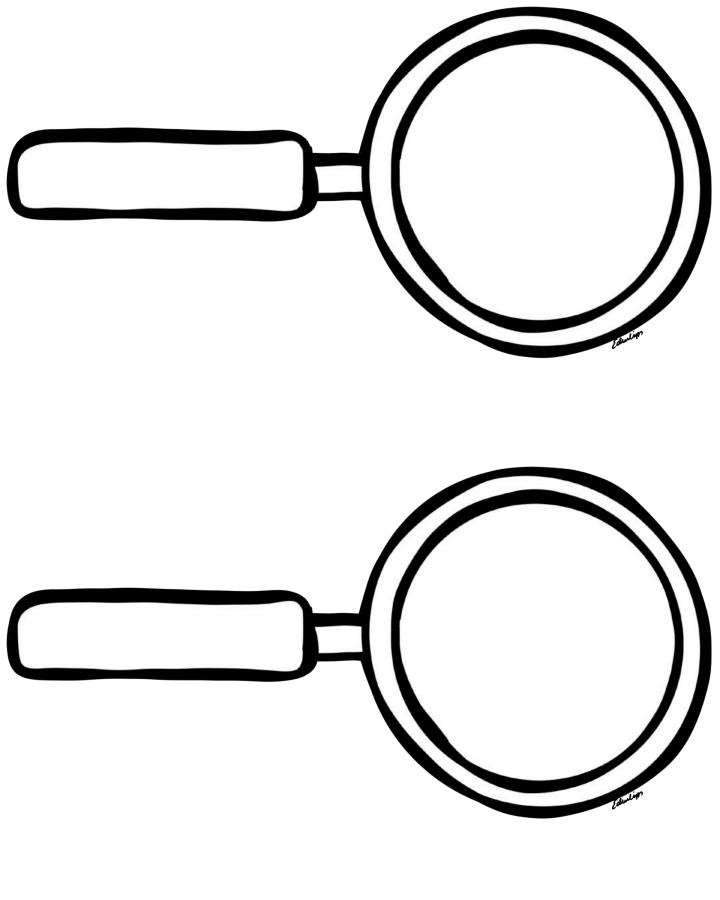
your

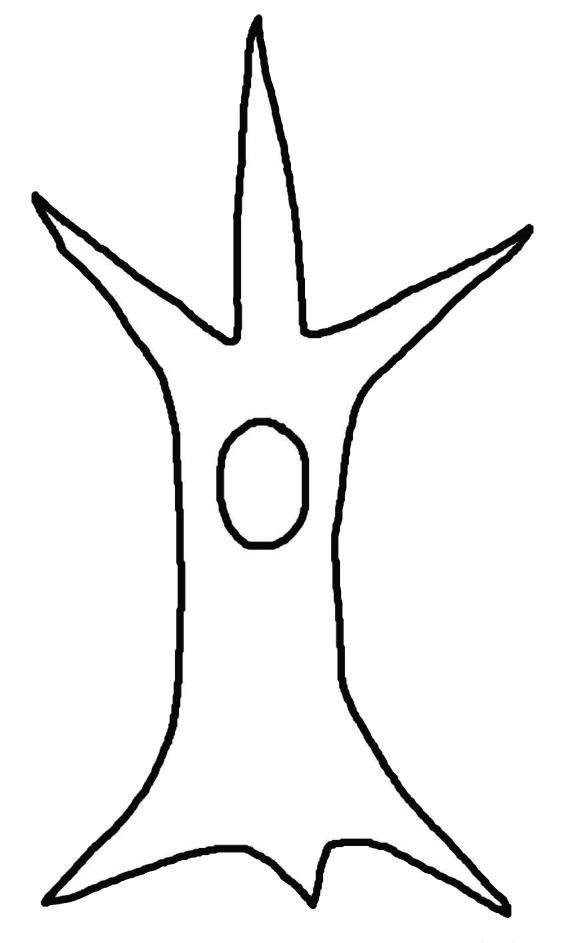
point.



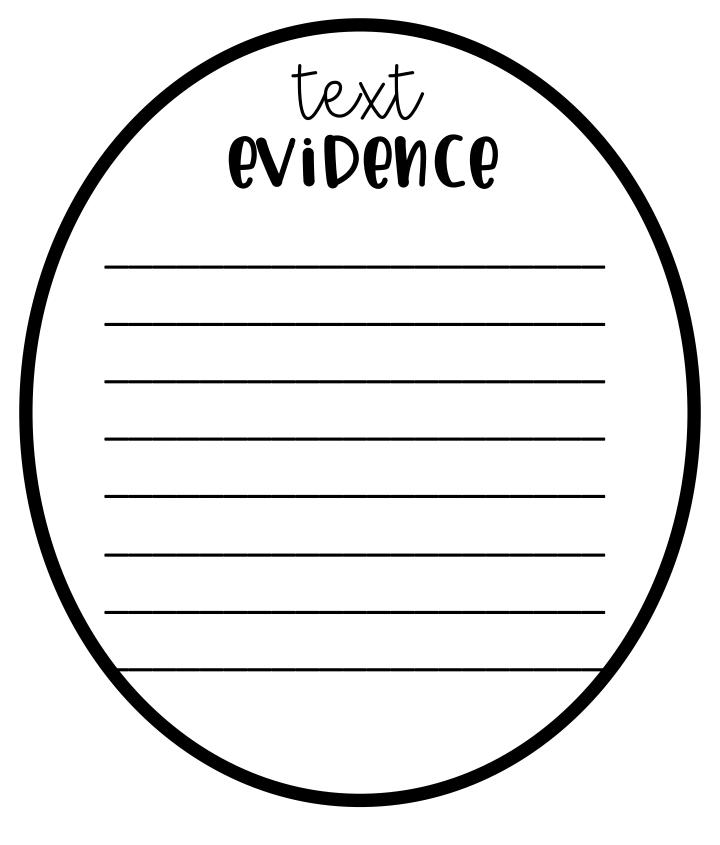
Tex+

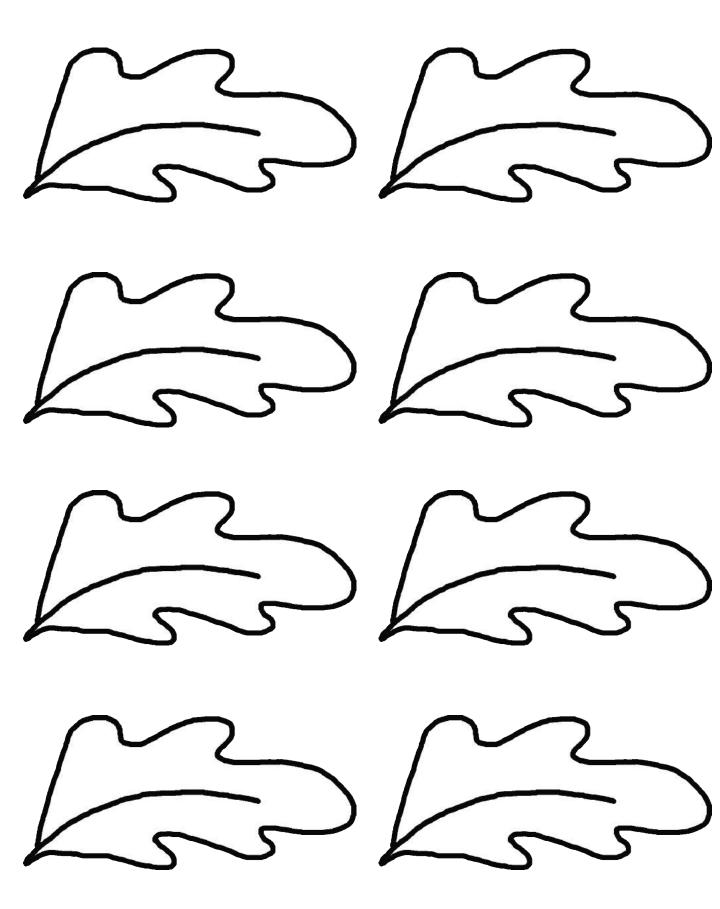
evidence











Name: Describing of Chorocter Pick another character you have read about. Describe that character and make sure to give us evidence!
Name: Describing of Character Pick another character you have read about. Describe that character and make sure to give us evidence!

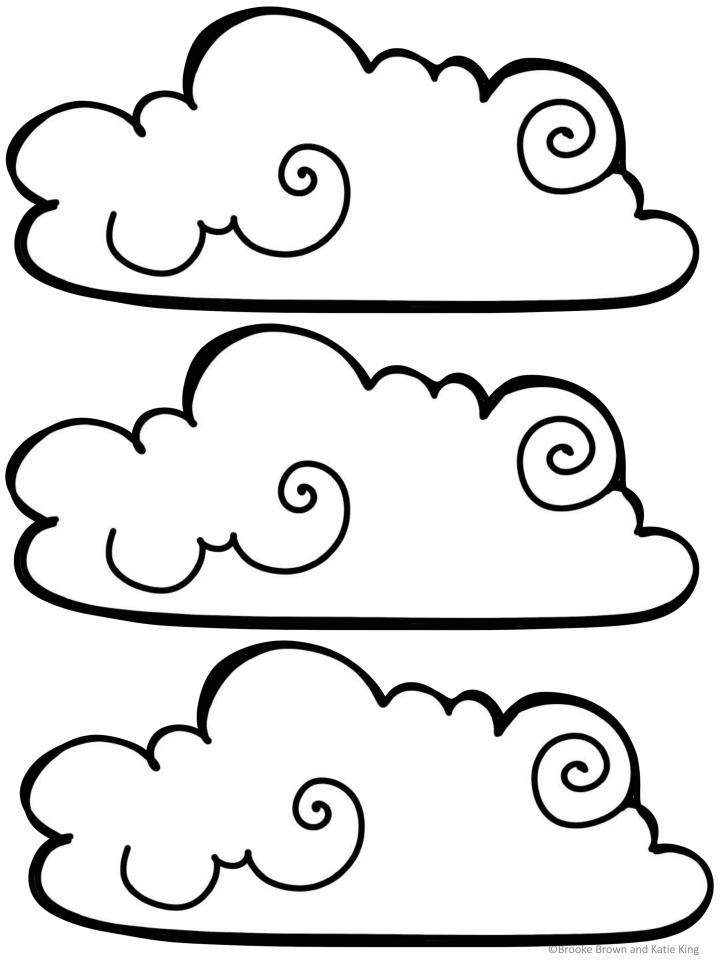
ersonification

Giving human characteristics to non-human things.

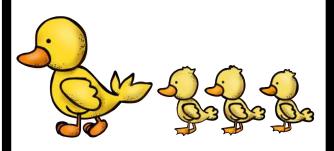
The wind lickled my neck as I walked to the park. The flower reached



towards the early morning sun



devotion



love and loyalty for a person, activity, or cause

dependable



trustworthy or reliable

selfless



caring about someone else more than yourself

longing



A strong feeling of wanting something

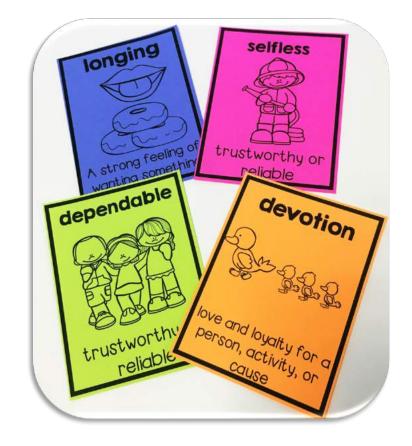
OPPOSITE DAY!

*After going over the definitions of the words, have students use the words in sentences, act them out, give examples, etc.

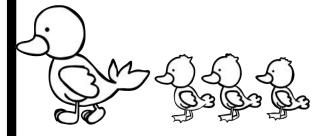
Then to step it up a notch, call out opposite examples or definitions. For example, if the word is **holler** you might call out **whisper**. If students are more advanced, they may feel comfortable playing in pairs or small groups!



tEACHERS: Print on COLORED PAPER AND HAVE STUDENTS HOLD UP. USE THIS AS A QUICK WAY TO GAUGE UNDERSTANDING! SCAN THE ROOM TO LOOK FOR THE COLOR YOU ARE LOOKING FOR!

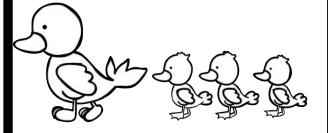


devotion



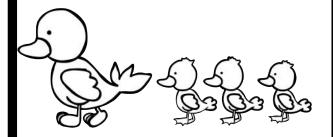
love and loyalty for a person, activity, or cause

devotion



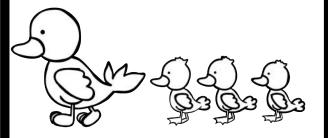
love and loyalty for a person, activity, or cause

devotion



love and loyalty for a person, activity, or cause

devotion



love and loyalty for a person, activity, or cause

dependable



trustworthy or reliable

dependable



trustworthy or reliable

dependable



trustworthy or reliable

dependable



trustworthy or reliable

selfless



selfless



selfless

someone else more

than yourself



than yourself

selfless

than yourself

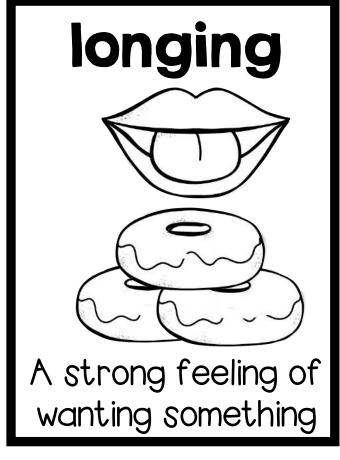


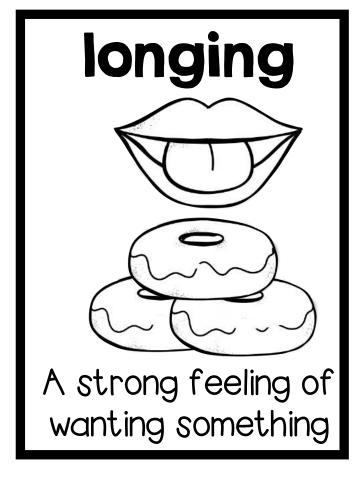
someone else more

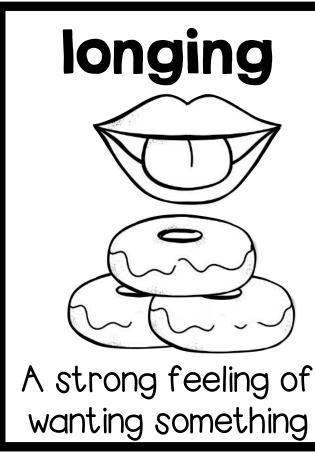
than yourself

©Brooke Brown and Katie King

longing A strong feeling of wanting something







GUOSS O DOODLO

selfless

devotion

CHESSEY THE MOBY THE STATEMS TBOYE CHESS THE MOBY ONCE THE BEBSON HOS TOOPIE THOSE MOBYS. HE OB SHE TBOMS OF COBMINIST MOBYS. HE OB SHE TBOMS OF TWO OB THEE ONE BEBSON TBOMS OF TWO OB THEE ONE BEBSON TOOMS OF TWO OB THE MOBY OF COOMPS OF



*feel free to Use the Recording Sheet on the Next page or to save paper, have students use i-pads or Whiteboards! devotion

devotion

dependable

dependable

selfless

selfless

longing

longing

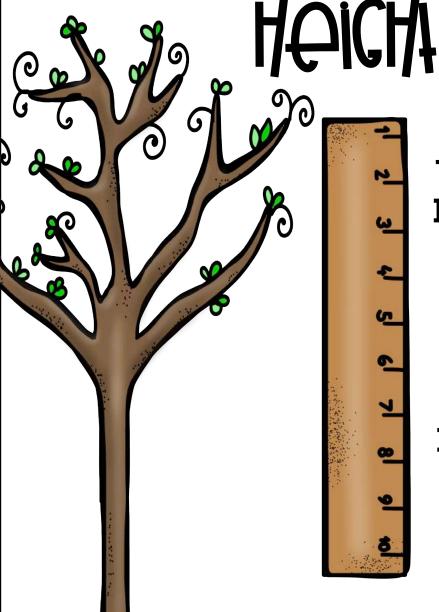
Name: ______ GUOSS D

Partner #1 draws and Partner #2 guesses the word! Keep playing until all four words are guessed!

doodle #1:	doodle #2:
wOQd:	WOQd:
doodle #3:	doodle #4:
wOQd:	wOQd:

MATH CONNECTION

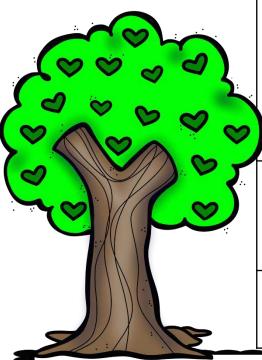




THERE ARE 12 INCHES
IN A FOOT. IF I TELL
YOU THAT I AM 5
FEET 8 INCHES TALL,
CAN YOU TELL ME
HOW MANY INCHES
ALTOGETHER THAT
IS? WHAT IF I WAS
6 FEET 4 INCHES
TALL?

THE TALLEST TREE IN THE WORLD IS NAMED HYPERIOD. IT IS 379 FEET TALL AND LOCATED IN NORTHERN CALIFORNIA.

CINKS OF CONSERVATION The Giving Tree



MGSS/CCSS Standard Alignment: K-ESS3-3: Communicate solutions that will reduce the impact of humans on the land, water, air and/or living things in the local environment. 2-PS1-3: Make observations to construct and evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object., 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 write ways to protect our planet on strips of paper, then use the paper strips to construct the longest possible paper chain. Students will discover that the narrower their strips of paper (cut lengthwise) will allow them to construct the longest possible chain. They will also discover how one type of material can be connected and composed in a variety of ways.

Suggested Materials: sheets of paper (1 per student), pencils or markers, glue sticks (2 per group), measuring tape or yard sticks (1 per group), variety of informational books about Earth Day, recycling, conservation, and protecting our planet.

DESSON PLAN

- 1. Prime students' background knowledge by reading aloud an informational book of your choice about Earth Day, conservation, or protecting our planet. You may also choose to show a short video about Earth Day and why it is important. Prainstorm ways to protect our planet and list them on the teacher chart as students follow along in their STEM booklets. Pefer to the provided vocabulary cards as needed throughout the lesson and display them in your classroom. Answers for page 1 of student booklet match the vocabulary cards: conserve reduce, reuse, recycle
- 2. Introduce permitted materials and share the challenge. Allow students to share ideas for how to cut and assemble the paper strips in different ways to create the longest possible chain. Allow students at least 30 minutes with partners or small groups to record on their paper strips, assemble their chains, and record in their STEM journals.
- 3. Hold a whole class closing discussion and reflection, allowing students to share what they created and what they learned about how to protect our planet. Ask them to compare and contrast various paper chain designs, determine which chains were longer, and why they were longer even though the same materials were used by everyone. Pecord their ideas on the provided teacher chart and have them finish their individual booklets.

Einks of conservation

The Giving Tree Possible Product



CINKS OF CONSERVATION The Giving Tree

ways to protect our planet

How to Make the Longest paper chain





CINKS OF CONSERVATION Vocabulary Cards





reduce to make smaller in amount or size





reuse something again





to change into a reusable material



How long is your paper chain?

How did you make your chain as long as possible?

How can you make your chain even longer the next time?



STEM CHALLENGE

Can you create the longest paper chain possible?

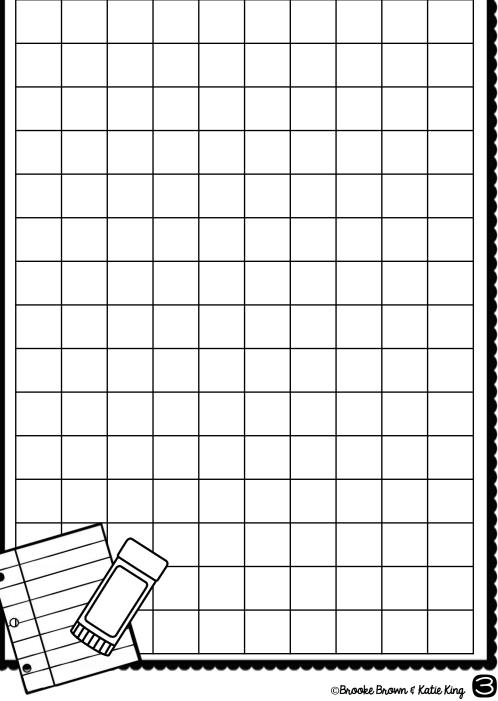
ways to protect our planet

ways to protect our planet

Write these tips on your strips of paper for your paper chain!



my paper chain



Dig Deeper Into the Text! Jeacher Questions for COMPOST STEW

Did you notice the chef's apron? What is it made of? What is this an example of that is good for the earth?

Do you notice how the text rhymes? Why would an author make a book rhyme? (provides a nice rhythm and can help readers decode words they don't know).

Are there any ingredients to this recipe that surprise you?

Rotting is a good thing according to this book! Why is that? Do you have experience with composting or gardening?

Have you read other books that are organized A-Z? What is an example of one?

Don't forget to read the Chef's note. Did you learn anything important in this section?

Look at the page with the worms. Why are worms good for the earth?

tEACHERS: Print
On COLORED PAPER
AND LAMINATE. USE
this bookmark
year after year
to help extend
Students' thinking!

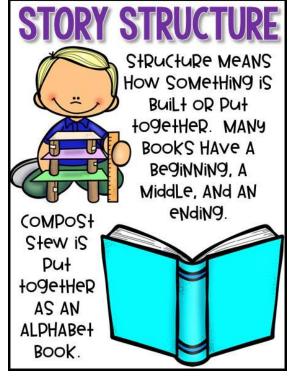
Intended Use



COMPREHENSION

I. After you have read the book and have discussed general impressions by the students, talk about how the format of the book is not your typical structure. Discuss the alphabet book concept.

Note the lack of punctuation.



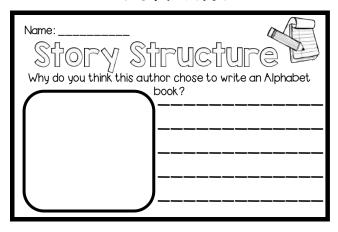
2. Make a large class anchor chart to discuss topics that students could turn into their own alphabet books (Ocean animals, Things in their classroom, Grocery Store Items, etc.) Let them start their own alphabet books (let them finish in some free time later!).





COMPREHENSION

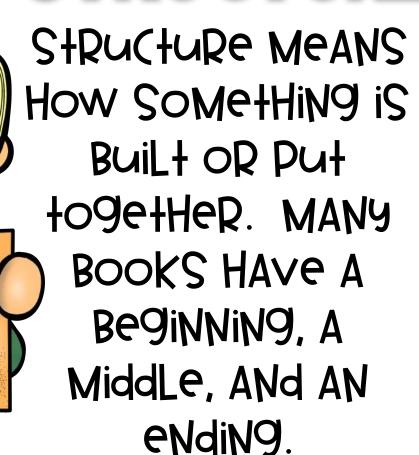
3. Have students explain why this author most likely chose the Alphabet book format.



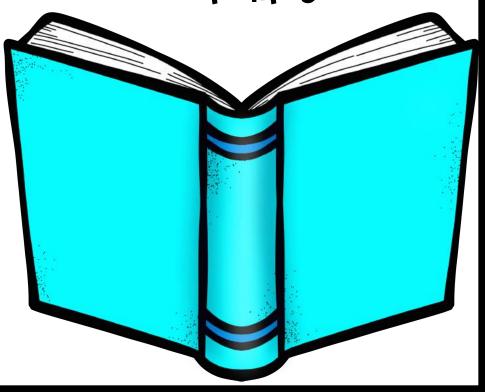
4. Optional Extension
Activity for High
Flyers! Discuss plural
nouns. Send kids on
a hunt around the
room to record
examples of how
these singular nouns
are made plural (by s, -es, or changing
the word).

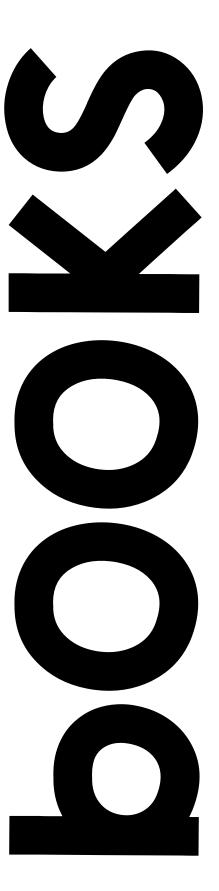


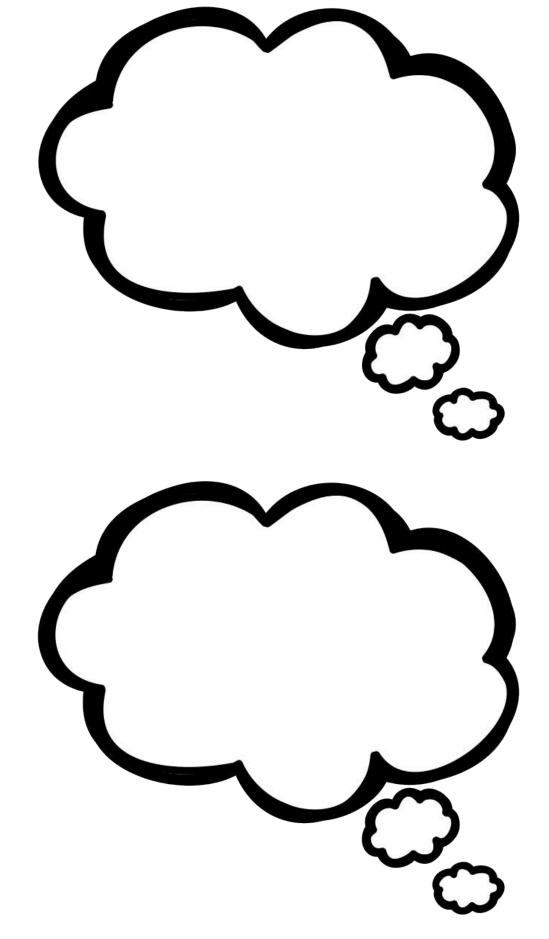
STORY STRUCTURE



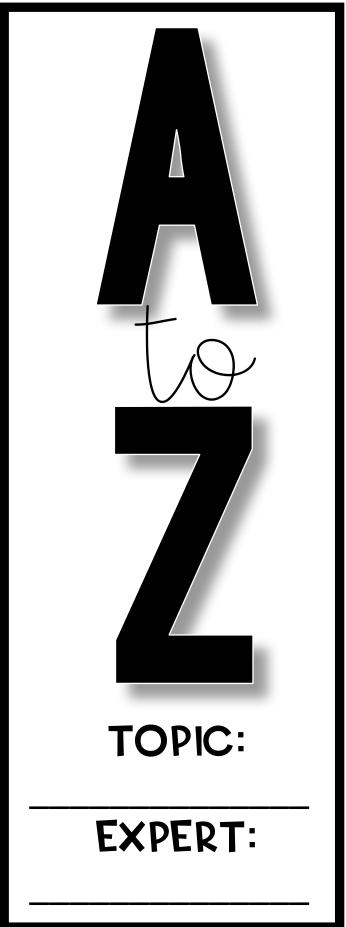
COMPOST Stew iS Put together AS AN ALPHABET BOOK.











5:

5:

Z:

L 1	Cructure an Alphabet
	book?

L .	Tructure thor chose to write an Alphabet
	book?
	/

Plural houns

More than one of something.



Many times you can just add –s to make a word plural

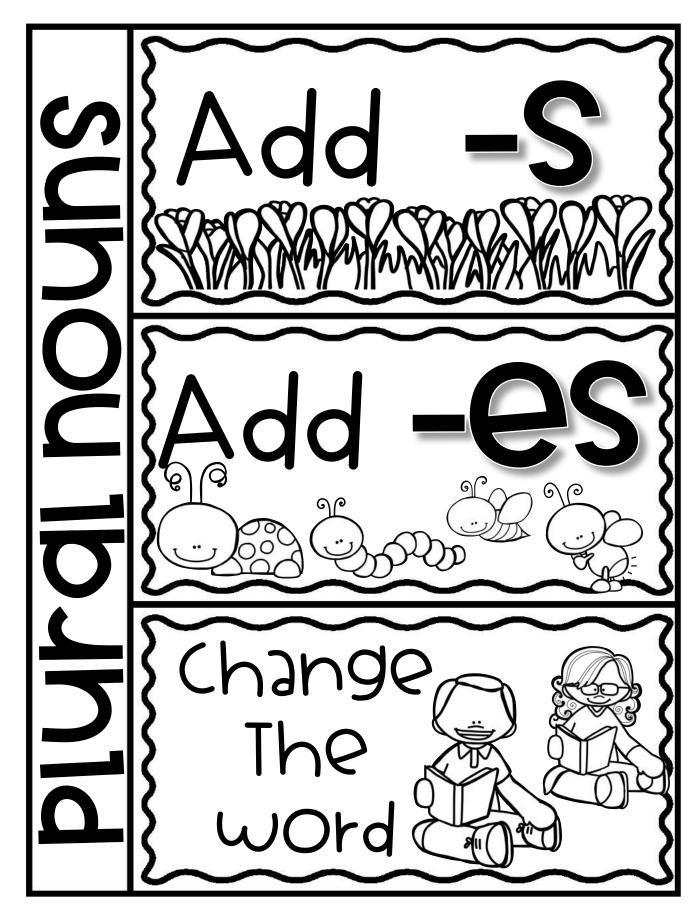


Sometimes you need to add -es

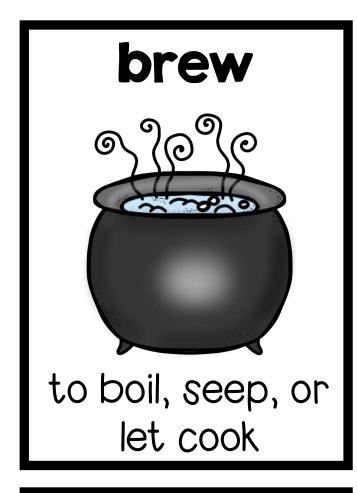


Other times you have to change the word (altogether!

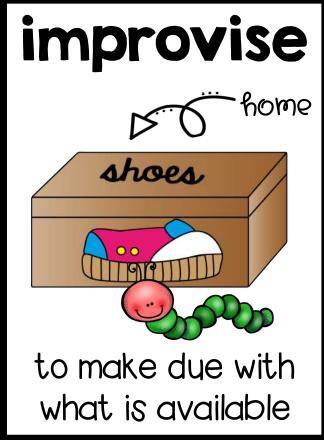












OPPOSITE DAY!

*After going over the definitions of the words, have students use the words in sentences, act them out, give examples, etc.

Then to step it up a notch, call out opposite examples or definitions. For example, if the word is **holler** you might call out **whisper**. If students are more advanced, they may feel comfortable playing in pairs or small groups!



tEACHERS: Print on Colored Paper and have students hold up. Use this as a Quick way to Gauge understanding! scan the room to look for the color you are looking for!



substitute



A person or thing serving in place of another

substitute



A person or thing serving in place of another

substitute



A person or thing serving in place of another

substitute



A person or thing serving in place of another

brew



to boil, seep, or let cook

brew



to boil, seep, or let cook

brew



to boil, seep, or let cook

brew



to boil, seep, or let cook

moisten



to wet slightly

moisten



to wet slightly

moisten



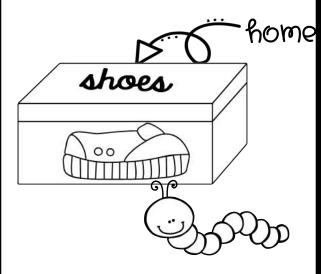
to wet slightly

moisten



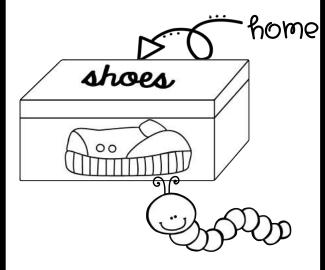
to wet slightly

improvise



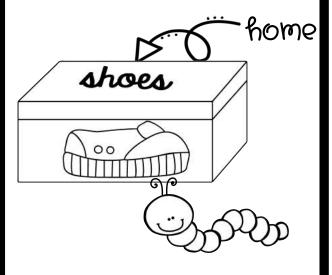
to make due with what is available

improvise



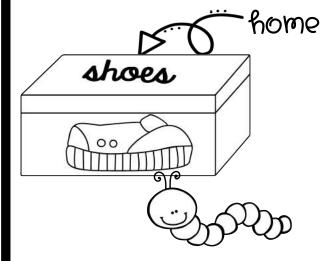
to make due with what is available

improvise



to make due with what is available

improvise



to make due with what is available

GUOSS O DOODLO

CHESSEY HE MOBY HE STATEMS HOUSE CHESS HE MOBY ONCE HE BEDSON HOS TOOTIE HOT MOMIN HEID HEID BUDINED(2) AOCOBATIODS MOBYS: HE OB SHE YDOMS OF COBY LEOU HE STACK OF LOCE-YOMN ABOUT STATEMS IN BOIDS OF CEOMBS OF



*feel free to

Use the

Recording
Sheet on the

Next page or

to save
paper, have
paper, have
students use
i-pads or
Whiteboards!



substitute

substitute

brew

brew

moisten

moisten

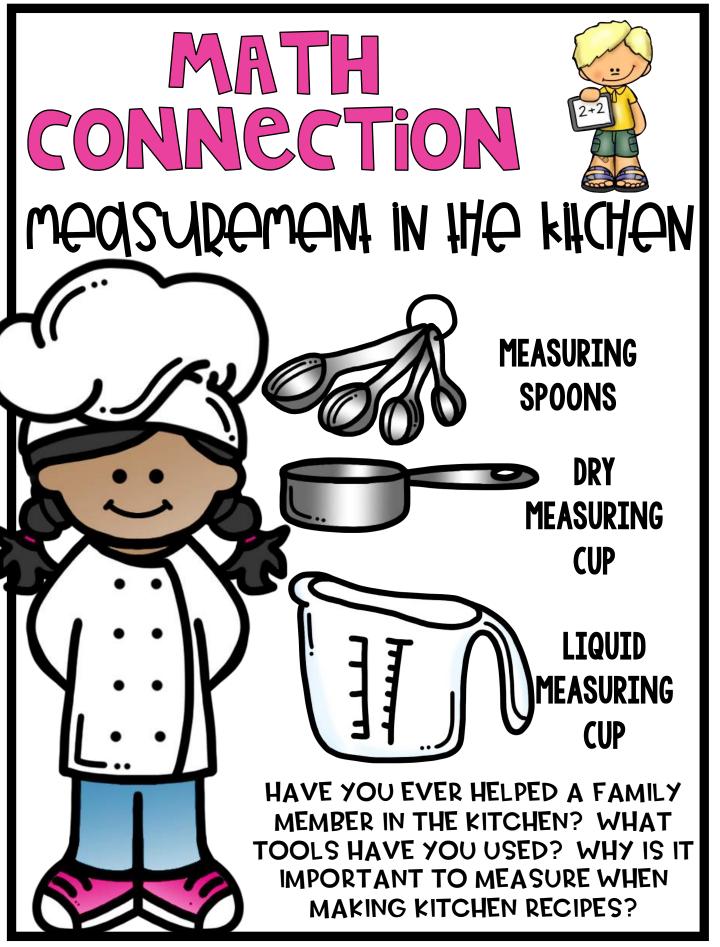
improvise

improvise

Name: ______ GUOSS D

Partner #1 draws and Partner #2 guesses the word! Keep playing until all four words are guessed!

doodle #1:	doodle #2:
wOQd:	WOQd:
doodle #3:	doodle #4:
wOQd:	wOQd:



COMPOST STEW

Compost Stew

MGSS/CCSS Standard Alignment: K-ESS3-3: Communicate solutions that will reduce the impact of humans on the land, water, air and/or living things in the local environment, K-2-ETS1-1: Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool, K-2-ETS1-2: Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem



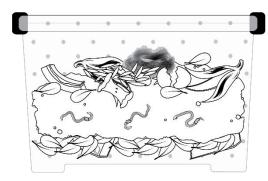
Challenge Description: Students will create compost inside plastic baggies in order to understand the benefits of composting and observe the basic decomposition process. Students will collect various waste items for their baggies and allow them to decompose over the course of several weeks. Ensure that students add a small amount of water to their bags every few days in order to keep the mixture moist.

Suggested Materials: plastic Ziplock baggies (1 per student), straws (1 per student) Items to collect for compost baggies can be collected from the outside the school, the school cafeteria, or students may bring them from home. (See parent letter on following page) Suggested compost materials from the book (all torn/broken into VERY SMALL pieces): coffee grounds, dirt clods, eggshells, fruit and vegetable peels, rinds, and cores, grass clippings, dead insects, laundry lint, nutshells, mulch, oatmeal, paper shreds, bread crusts, teabags, dead leaves, dead flowers

DESSON PEAN

- 1. After reading and discussing <u>Compost Stew</u>, ask students to share how they think composting might help to protect our Earth. (i.e. reduces food loss and waste, turns waste into rich, useable soil for plants to grow) Ask students to share some items that they might have at home or at school that we could use for composting (refer to items in the book as needed.) List student ideas on the provided teacher chart as students follow along in their booklets. Refer to the provided vocabulary cards as needed and/or display in your classroom.
- Introduce the challenge and share materials. Allow students to create their Compost Stew by gathering items outside the school, from the cafeteria, or from home. The decomposition process will be quicker if students tear or break their items into very small pieces. They will need to seal the baggies and leave a small opening for a straw to be inserted at one end of the baggie opening to allow for air. They will also need to keep their mixture moist by adding a small amount of water to their baggies every few days.
- After 2-3 weeks, as the decomposition process takes place, hold a whole class closing discussion and reflection, allowing students to share what they learned about composting.

We are making COMPOST STEWY



Dear Families,

We are learning about the important of reducing waste by creating our own compost! Please allow your child to bring any of the following items to school in a sealed baggie so that we may add them to our mixtures.

We are in need of the following items by ______

- -Eggshells
- -Coffee grounds
- -Fruit and Vegetable peels, cores, and rinds
- -Teabags
- -Dead leaves and flowers
- -Laundry lint

- -Grass clippings
- -Oatmeal
- -Bread crusts
- -Dead insects
- -Nutshells
- -Paper shreds

Thank you so much fo	or helping to make our	class composting possible!
Please contact me at		with any questions.
		• •

Sincerely,

COMPOST STEW

Compost Stew
Possible Product





What is compost?

How does composting help our Earth?

Items to use in compost

composting Tips



COMPOST STEW Vocabulary Cards

©Brooke Brown & Katie Kin



COMPOST

decayed, organic materials used as plant fertilizer





to decay and break down



Waste

trash or remains of something



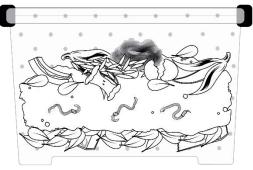


fertilizer

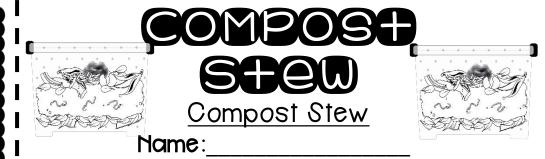
a chemical or natural substance used to enrich soil



COMPOSTING TIPS



- 1. Keep your compost mixture covered or nearly covered.
- Keep your compost mixture moist.
- 3. Gently stir your mixture every few days.
- NEVER use metal, plastic, styrofoam, or chemicals in your compost.
- 5. NEVER add meat, dairy products, fish, or bones.



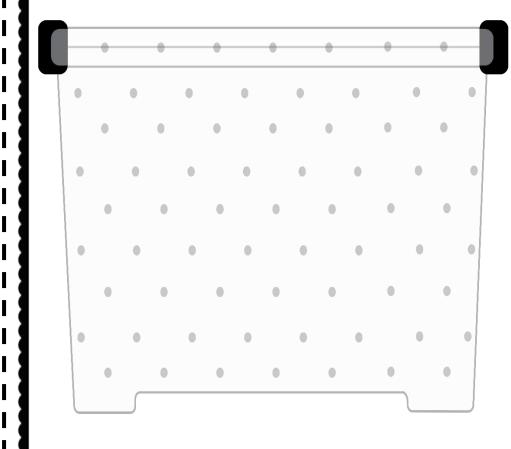
STEM CHALLENGE

Can you create your own compost mixture?

How does composting help our Earth?

Items to put in My compost

My compost stew





My Friend Rabbit

Maker Task Cards

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

Make a {
new and
improved
toy.



Make models
of the animals (
from
My Friend
Rabbit
and stack them
in a tower.

Make a poster about what good friends do.

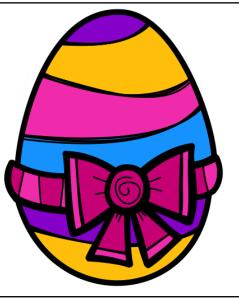




The Easter Egg Maker Task Cards

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

Design an award winning Easter egg.

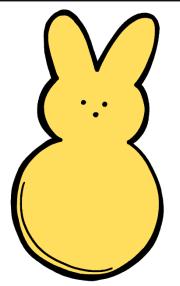




Make a basket to hold Easter eggs.

Make a parachute to keep an egg from breaking when it is aropped.





Design a new type of Easter candy.

The Giving Tree Maker Task Cards

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

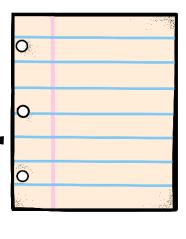
Make a gift for someone special.

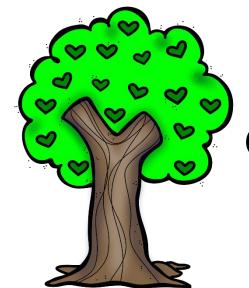


Make a poster about how to protect trees.



Make something useful out of paper that has been thrown away.





Make a family tree.

Compost Stew

Maker Task Cards

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

Make a list of items at your house that you can start composting.



Make a poster about ways to take care of planet Earth.



Make a new and improved gardening tool.



Make a home for worms.



STEM Challenge Assessment Rubric



Challenge	:
-----------	---

Date:

Student Name:

8	2	1
Student followed all instructions for challenge.	Student followed some instructions for challenge.	Student did not follow instructions for challenge.
Student used best effort and perseverance on challenge.	Student used good effort and perseverance on challenge.	Student did not show effort or perseverance on challenge.
Student completed assigned blueprint and reflection sheet.	Student partially completed assigned blueprint and reflection sheet.	Student did not complete assigned blueprint and recording sheet.
Student showed accuracy in testing, calculating, and measuring.	Student showed some accuracy in testing, calculating, and measuring.	Student did not show accuracy in testing, calculating, or measuring.
Student fully cooperated with group members and contributed fairly.	Student partially cooperated with group members and contributed fairly.	Student struggled to cooperate with group members and/or failed to contribute.
Student fully participated in class discussions.	Student somewhat participated in class discussions.	Student did not participate in class discussions.

TOTAL	POINTS:
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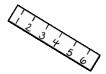
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Comments:



STEM Challenge Assessment Rubric



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TOTAL POINTS:

/18

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Comments:



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