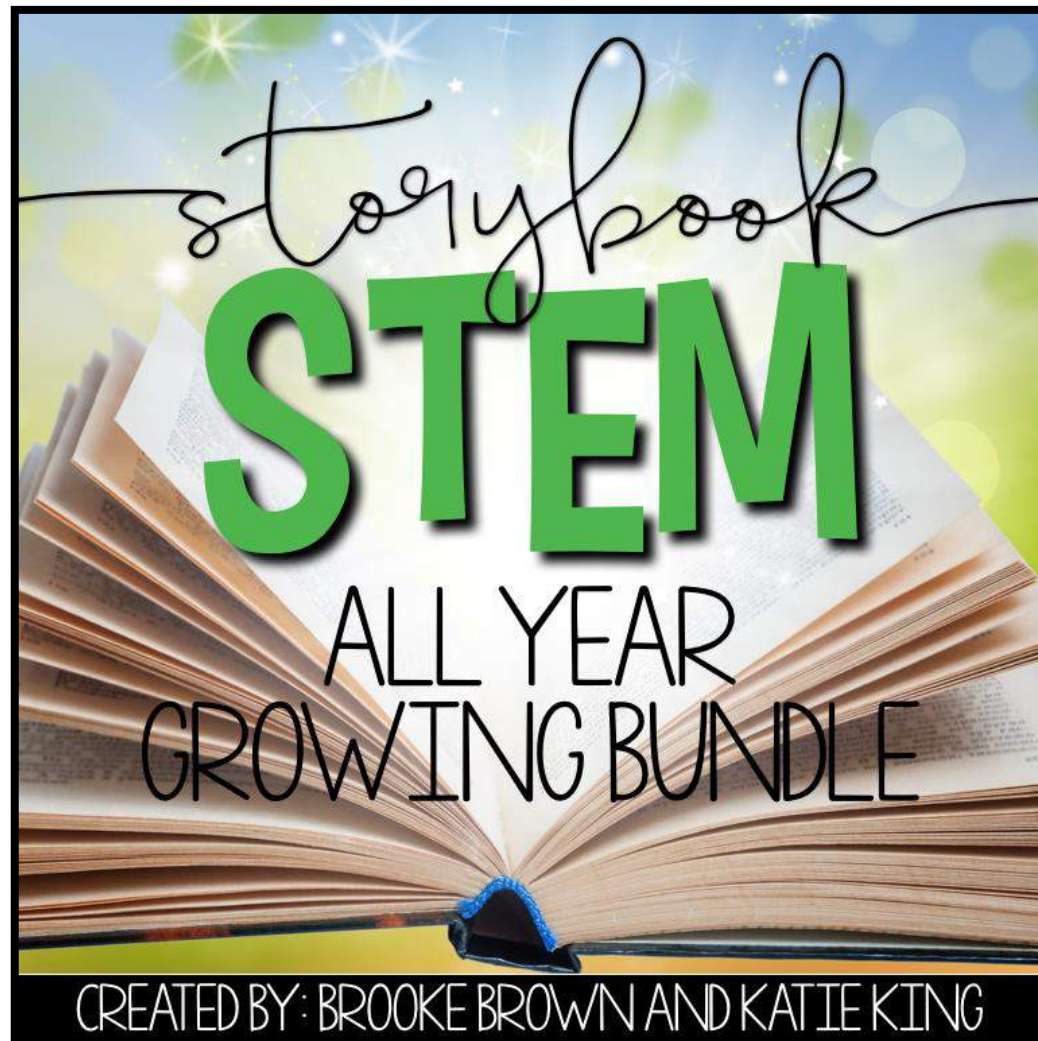
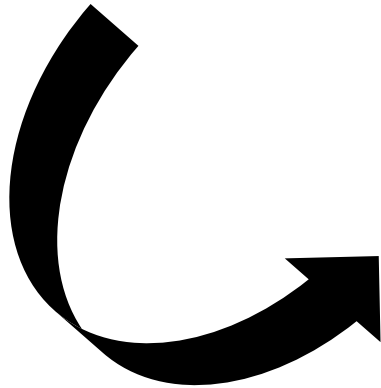


Love Storybook STEM?

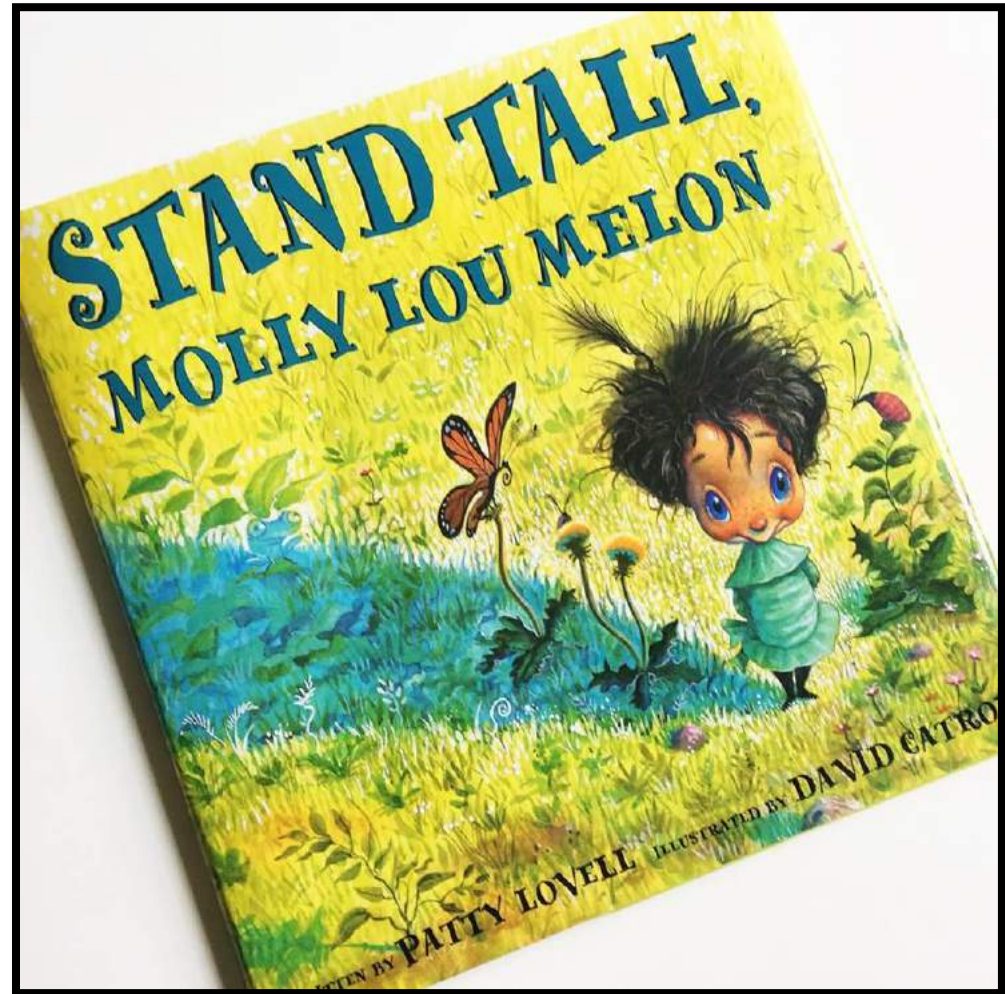
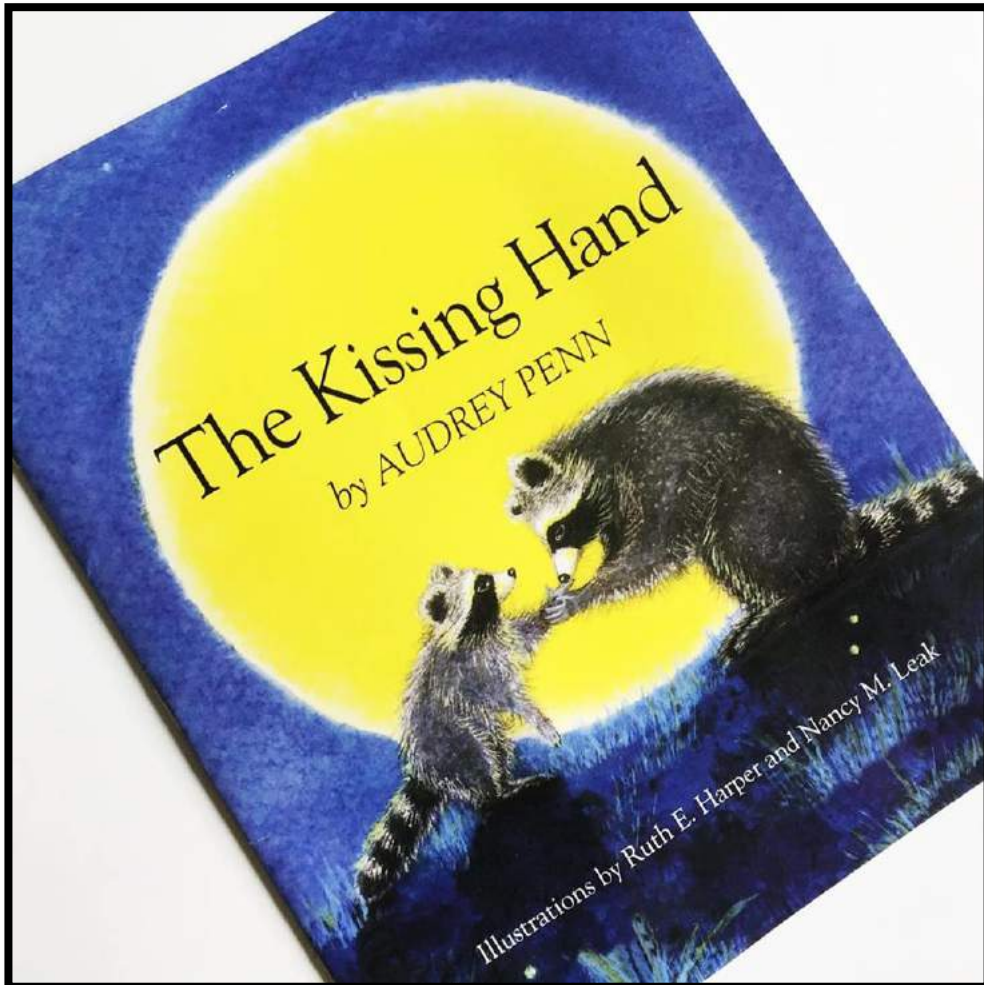
Save BIG with the All Year Bundle!

Click
Here!



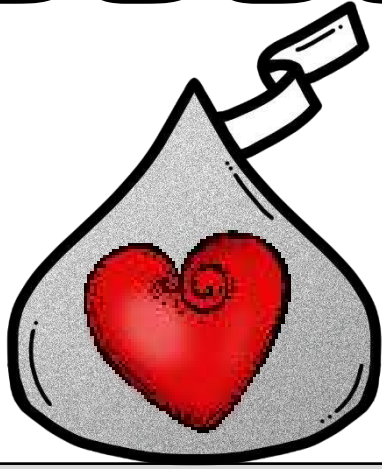
Back to School BOOK SELECTIONS

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



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Dig Deeper Into the Text!

Teacher Questions for THE KISSING HAND



On the first page how can you tell Chester is sad even before the author writes any words?

What does it mean that mother nuzzled Chester?

What is another word than "secret" for something that is passed down through families?

Why did Chester head to school at night? What do he and his classmates have in common?

Why is it important that Chester gave his mother a kissing hand? Do you think your families miss you when you are at school?

There is a saying "absence makes the heart grow fonder." What does this mean?

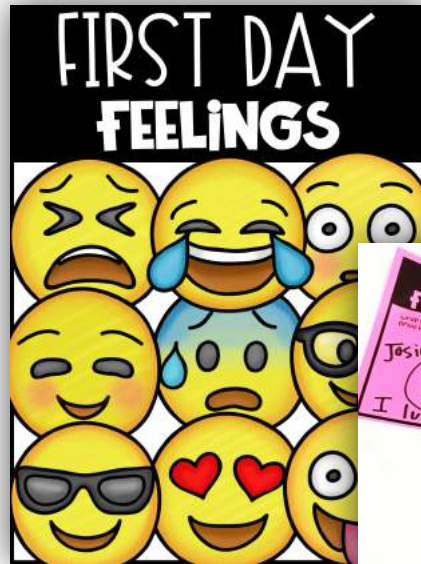
TEACHERS: PRINT
ON COLORED PAPER
AND LAMINATE. USE
THIS BOOKMARK
YEAR AFTER YEAR
TO HELP EXTEND
STUDENTS' THINKING!

Intended
Use



THE KiSSiNG HAND

1. After reading the book remind students that it is perfectly okay to feel a huge range of emotions the first few days! Show them the poster and then use the printable to get a read on how they are feeling!



2. Part of being comfortable at school is making friends! Let's get the kids up, moving, and having conversations. Students are going to play Stand Up-Hand Up-Pair Up. They will walk around the room with their card up. When you yell "pair up" they need to find a person with a different animal than theirs. That person will be their partner for this round of the activity. You will give them a topic to discuss such as "What is your favorite recess game?" Students will take turns talking. When they are finished talking they should stand back to back so you know they are ready for another round. Repeat as many rounds as you would like!

THE KISSING HAND

MY TEACHER LOVES ME

Our classroom
loving and happy
environment
promise to do

MY TEACHER PROMISES...

- * to always listen to me.
- * to be fair.
- * to give lots of hugs and high-

re all
e effort!

What a wonderful start to the year! Here are some KISSES from me to you! LOVE, Mrs. King

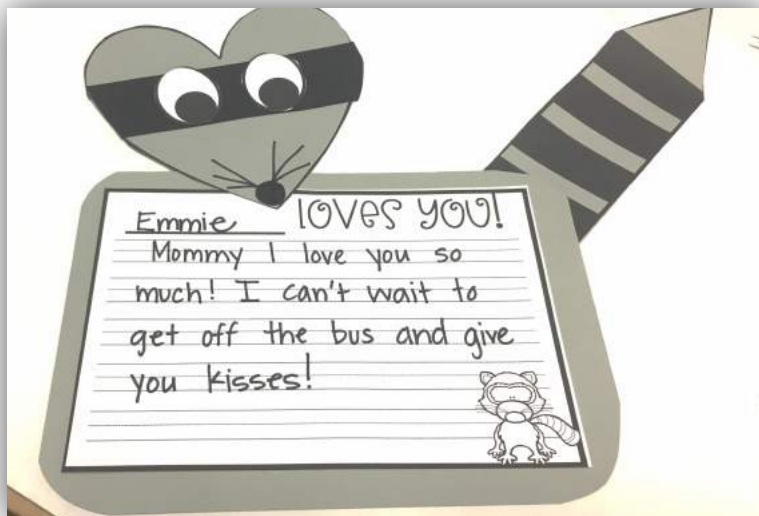


What a wonderful start to the year! Here are some KISSES from me to you! LOVE,

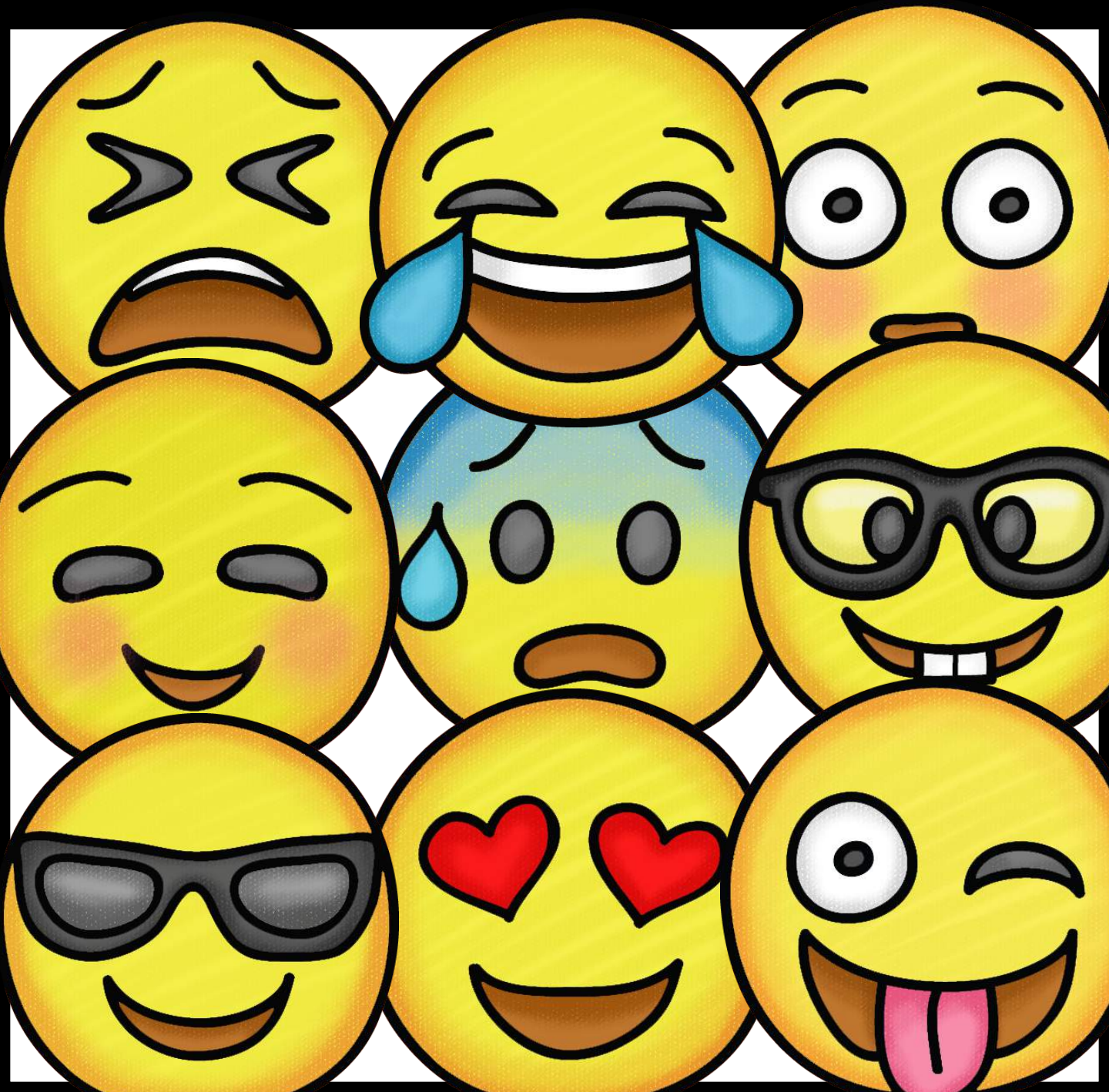


3. After reading *The Kissing Hand* is a wonderful opportunity to talk to students about your role as their teacher. Here is a bag topper to send home some "kisses" too!

4. Use the simple shapes to make a cute keepsake for home. Students should write about someone at home and why they look forward to coming home.



FIRST DAY FEELINGS



FIRST DAY FEELINGS

write your name and draw an
emoji that shows how you feel
about school.

FIRST DAY FEELINGS

write your name and draw an
emoji that shows how you feel
about school.

FIRST DAY FEELINGS

write your name and draw an
emoji that shows how you feel
about school.

FIRST DAY FEELINGS

write your name and draw an
emoji that shows how you feel
about school.

WOODLAND FRIENDS





bear



bear



bear



bear



FOX



FOX



FOX



FOX



OWL



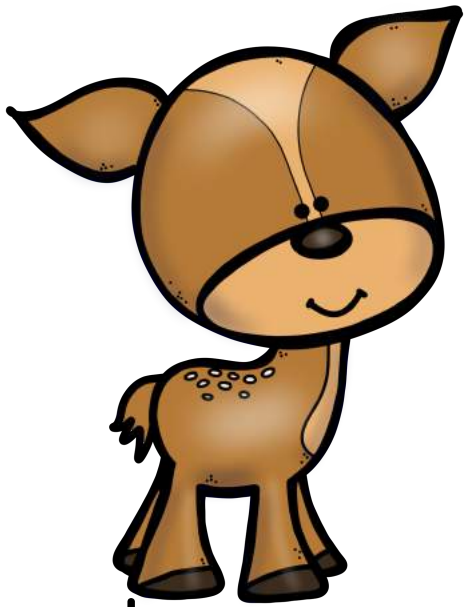
OWL



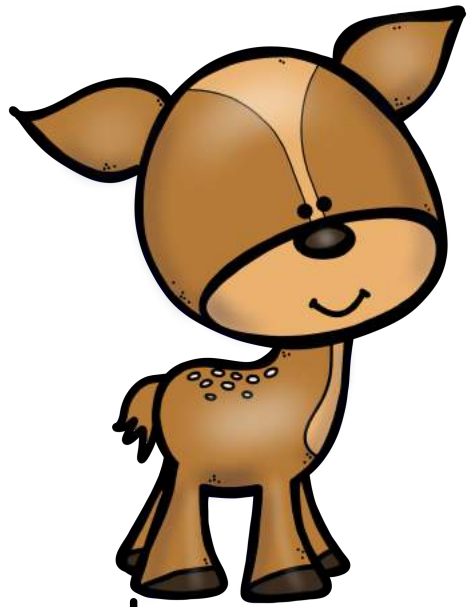
OWL



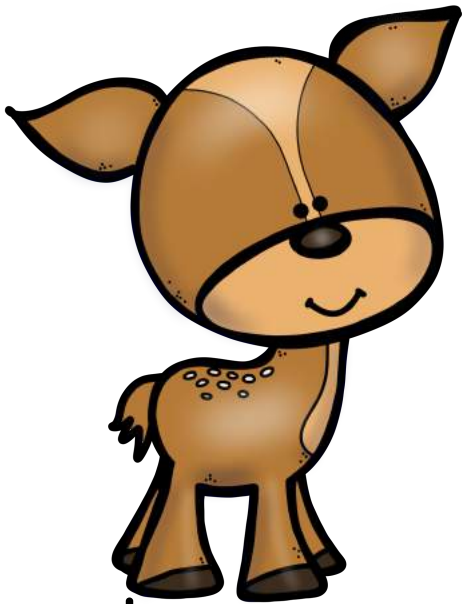
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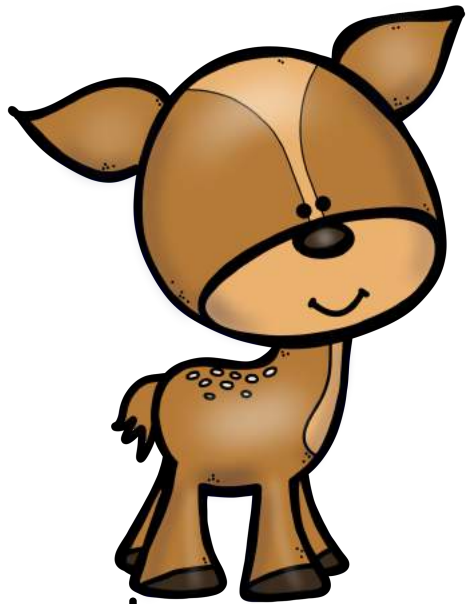
deer



deer



deer



deer



Raccoon



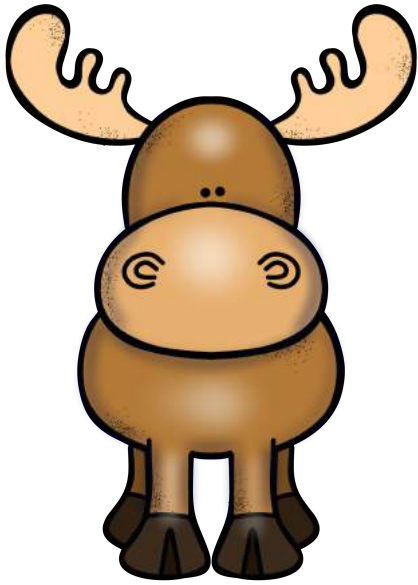
Raccoon



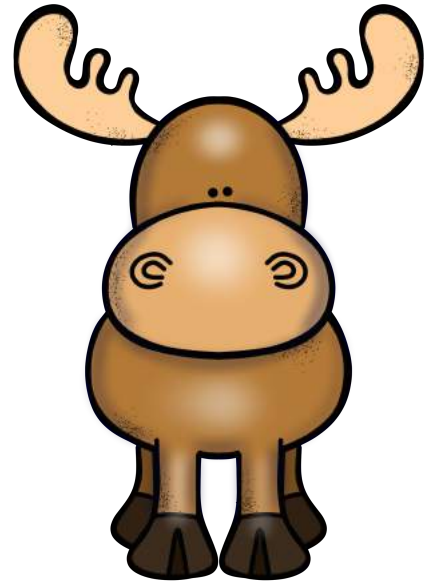
Raccoon



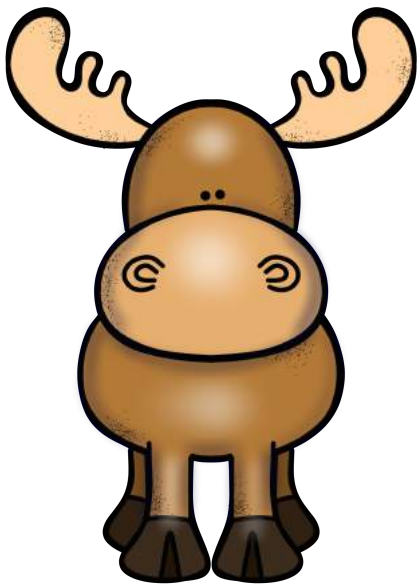
Raccoon



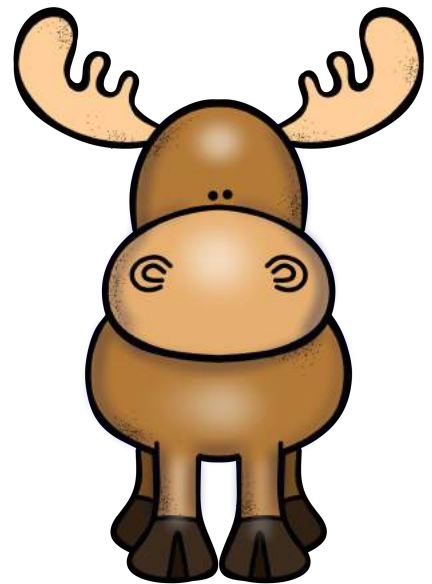
MOOSE



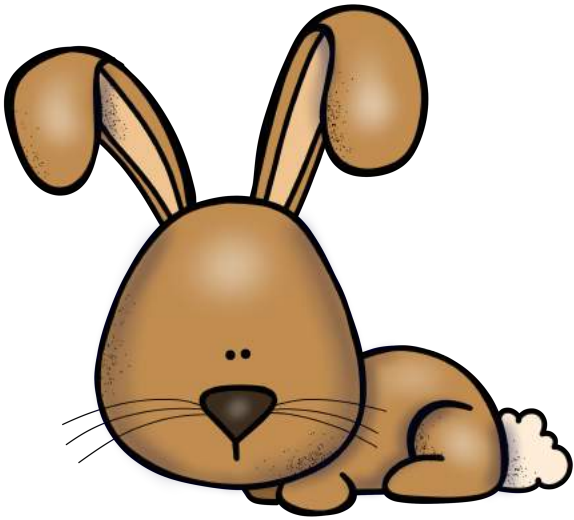
MOOSE



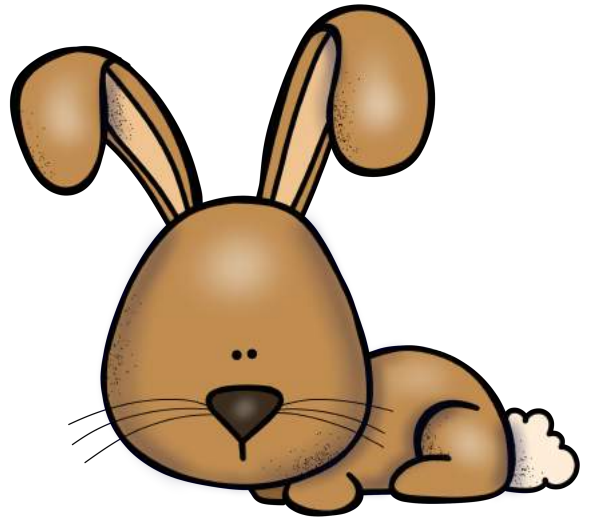
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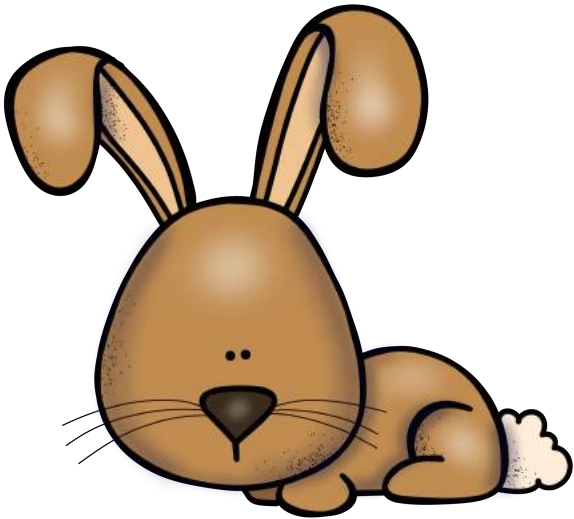
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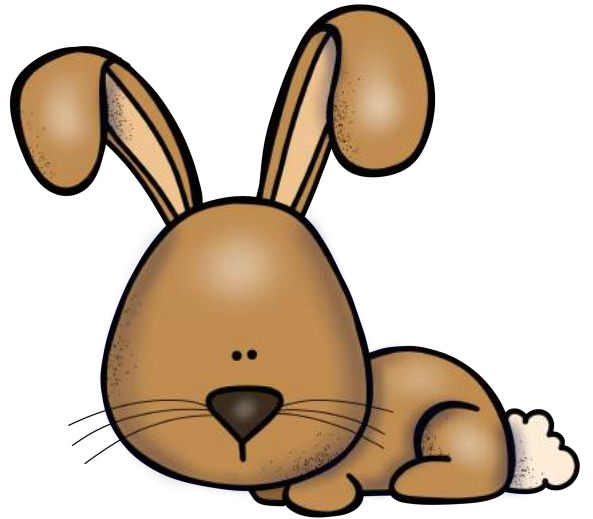
rabbit



rabbit



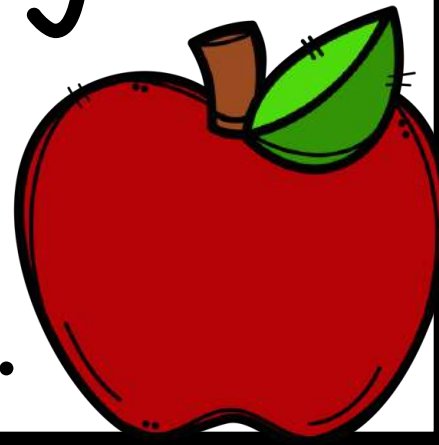
rabbit



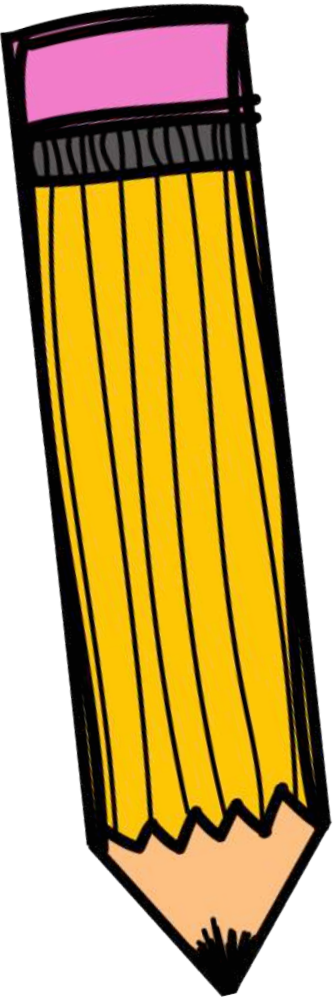
rabbit

MY TEACHER LOVES ME!

Our classroom is a
loving and happy
environment. I
promise to do my
best each day for
you,
my students.



MY TEACHER PROMISES...





What a wonderful start to the
year! Here are some **KISSES**
from me to you!
LOVE,



What a wonderful start to the
year! Here are some **KISSES**
from me to you!
LOVE,



What a wonderful start to the
year! Here are some **KISSES**
from me to you!
LOVE,



What a wonderful start to the
year! Here are some **KISSES**
from me to you!
LOVE,

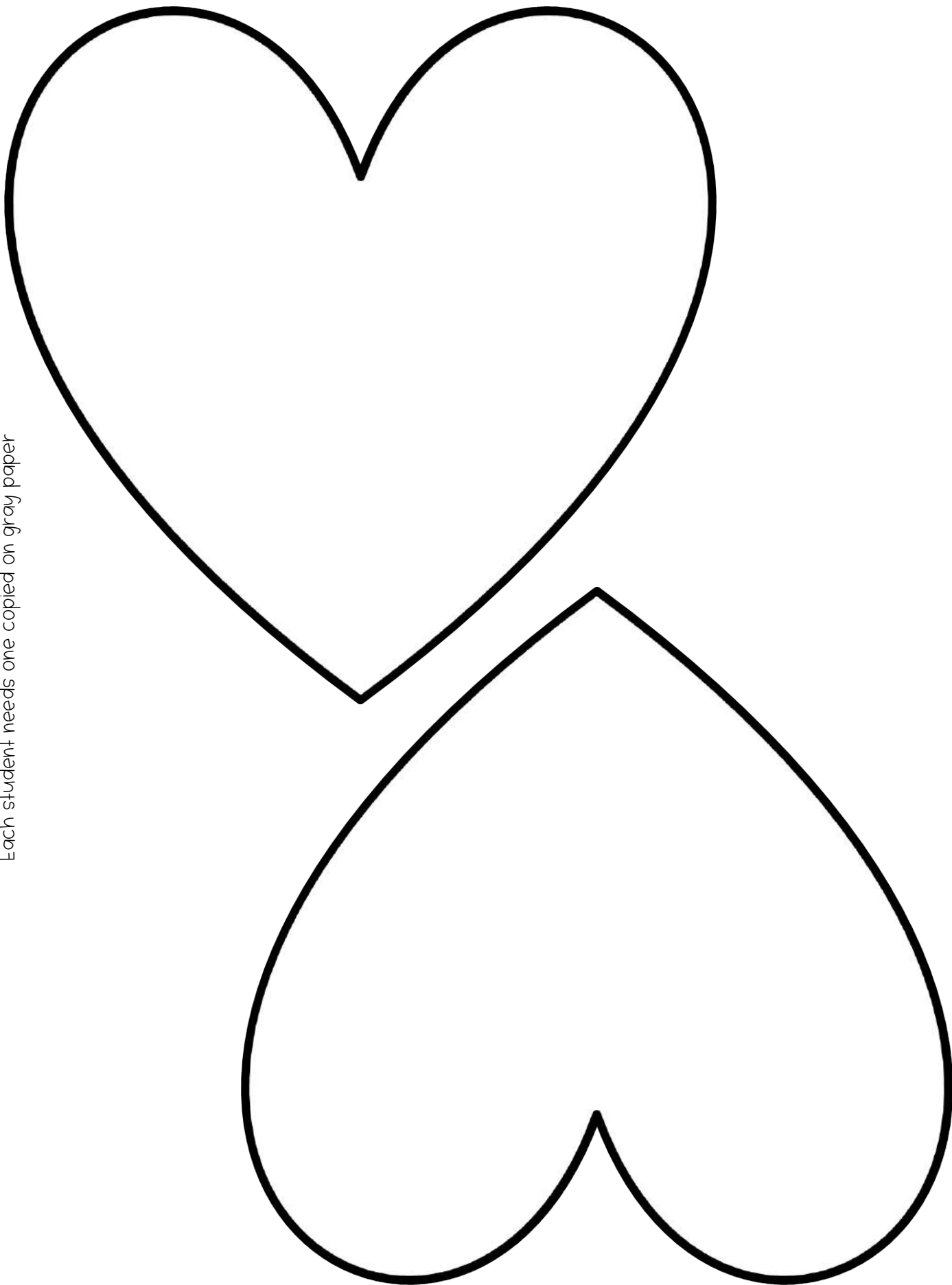


What a wonderful start to the
year! Here are some **KISSES**
from me to you!
LOVE,



What a wonderful start to the
year! Here are some **KISSES**
from me to you!
LOVE,

Each student needs one copied on gray paper



Each student needs one copied on black paper

--

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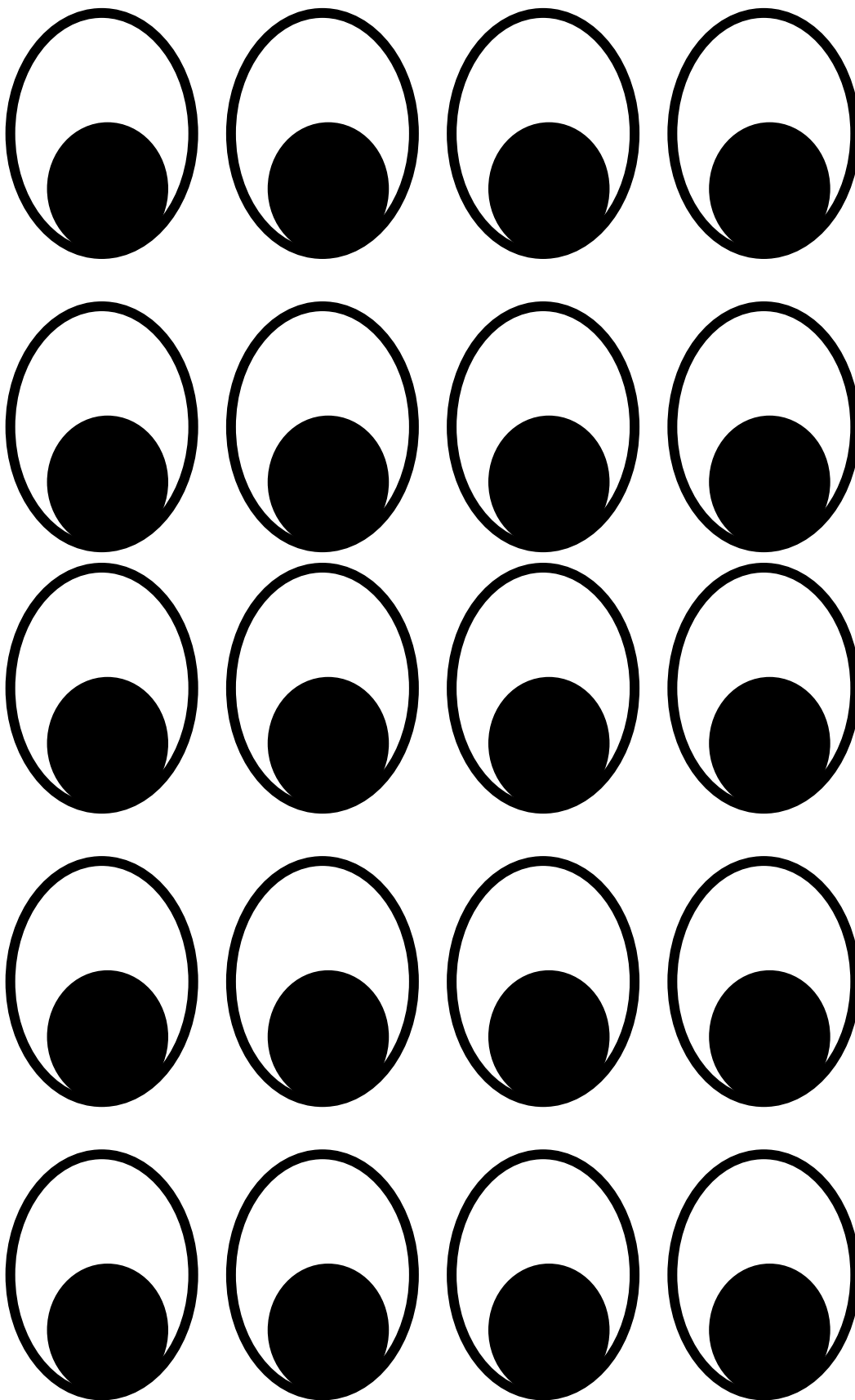
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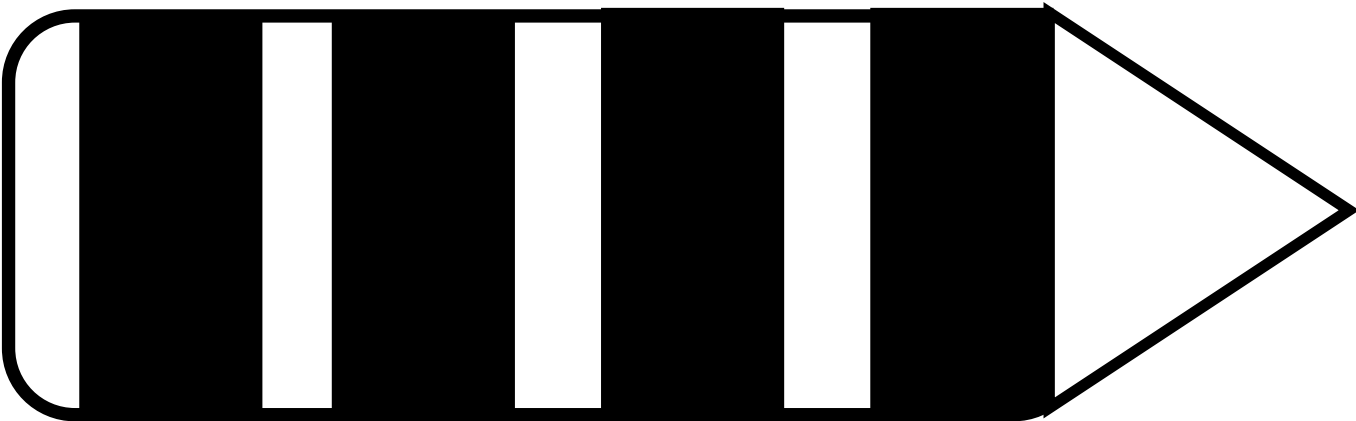
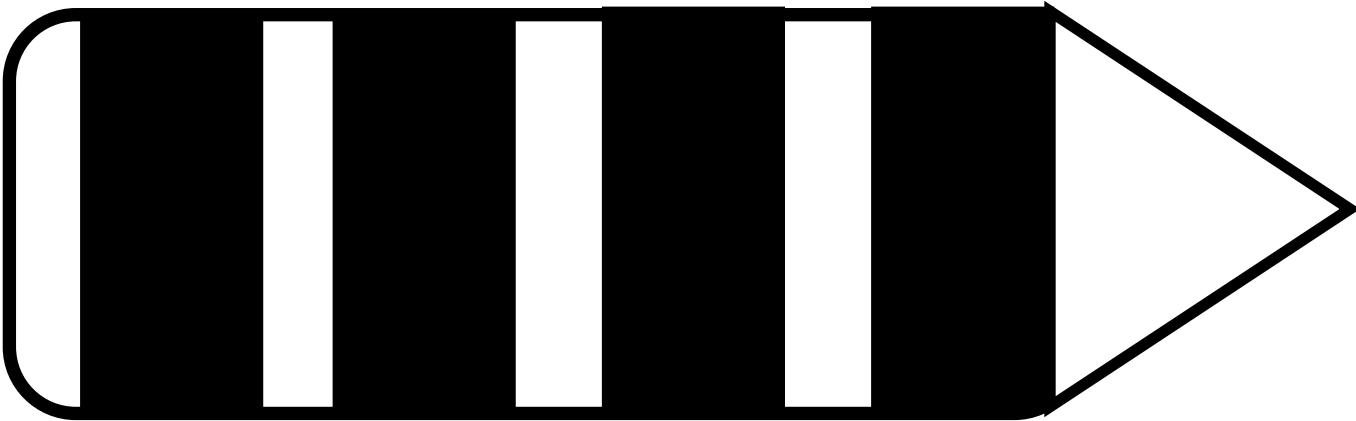
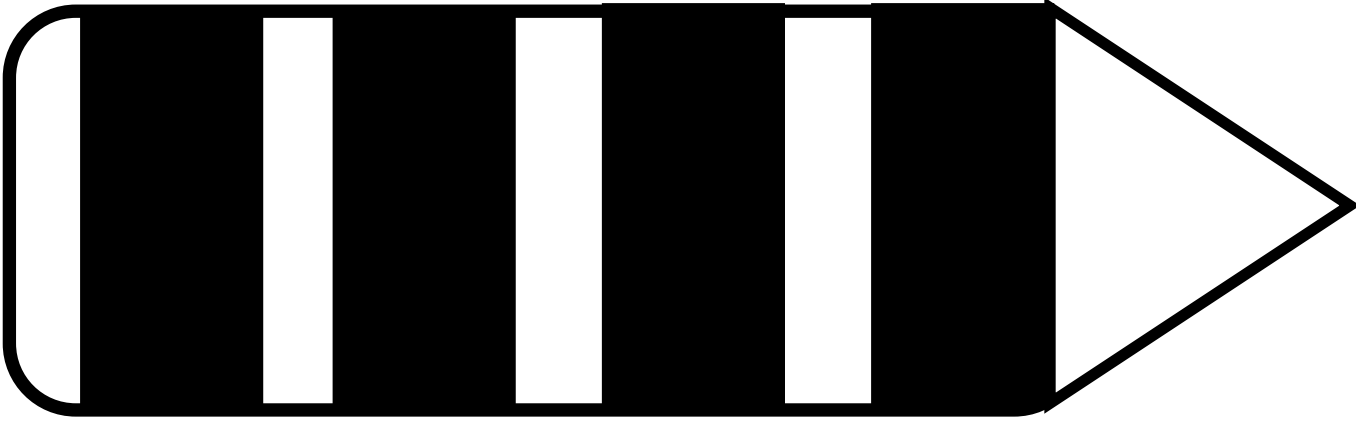
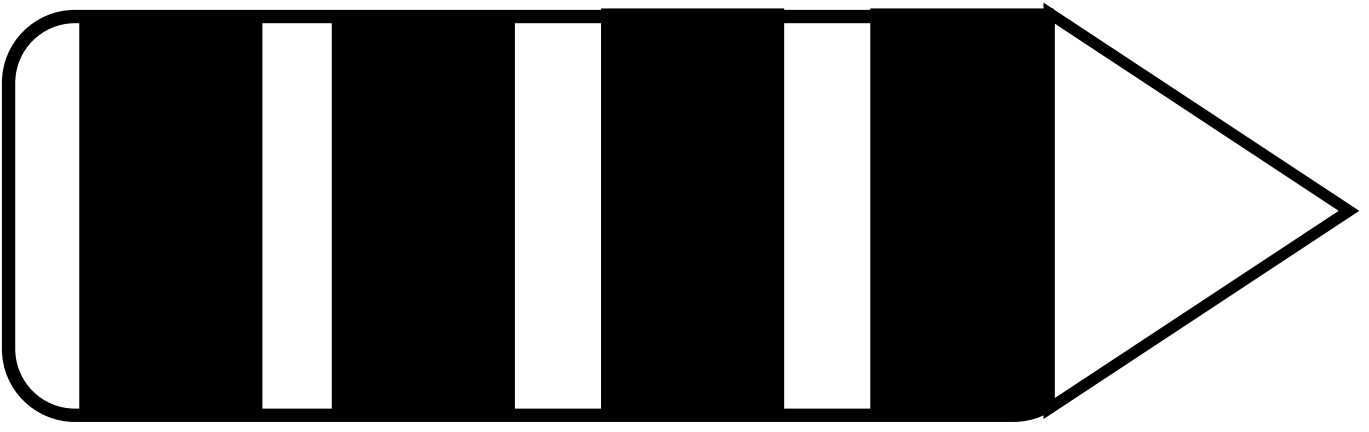
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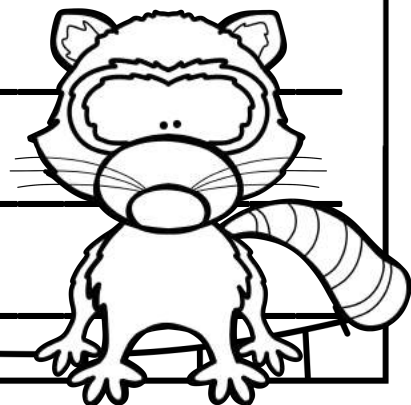
Each student needs one pair of eyes copied on white paper.



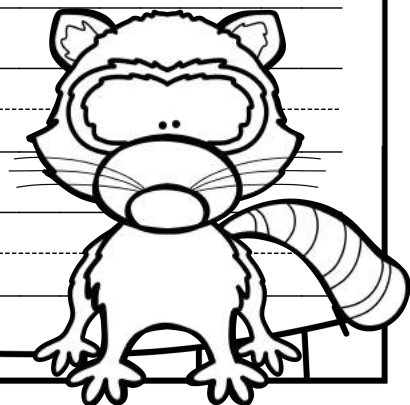
Each student needs one copied on gray paper.



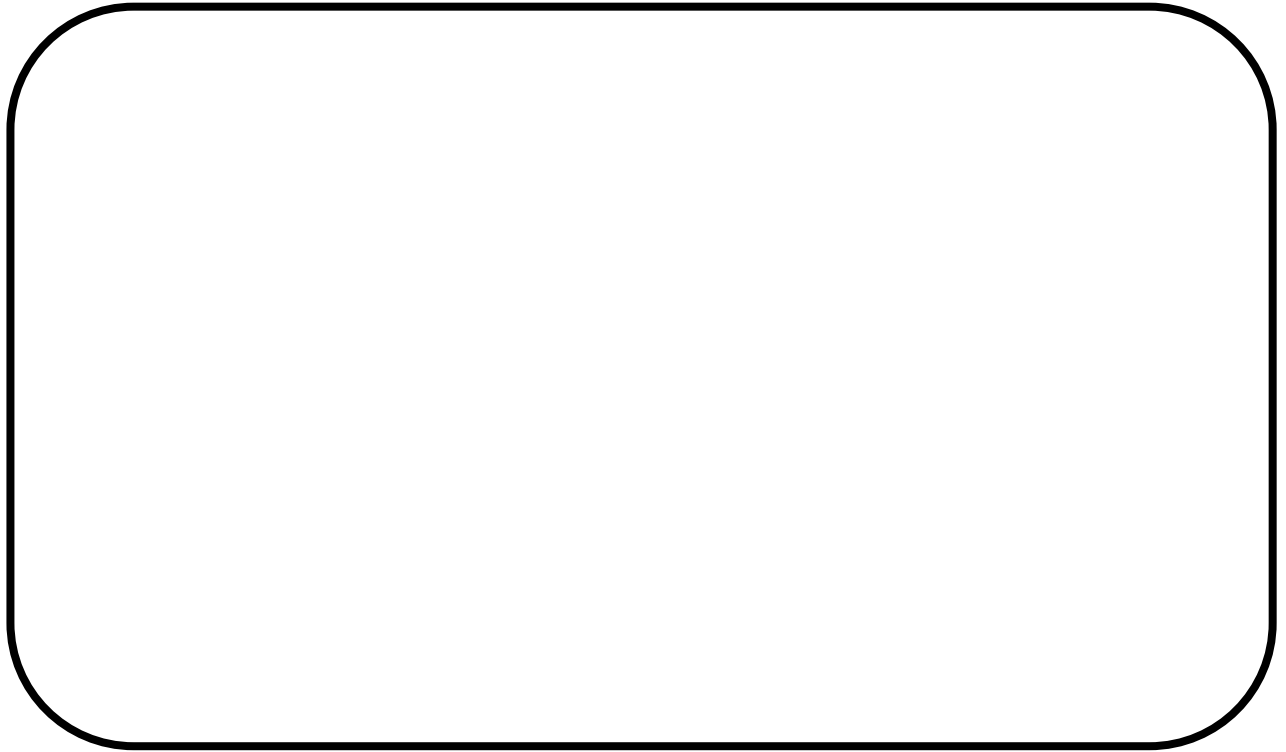
LOVES YOU!



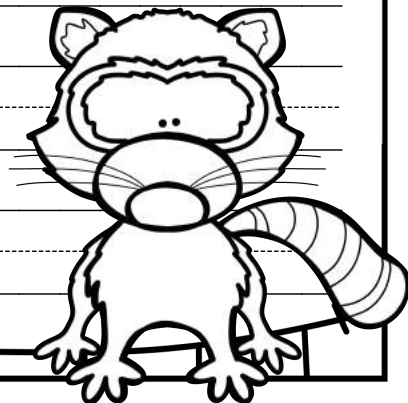
LOVES YOU!



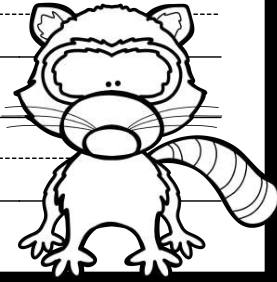
LOVES YOU!



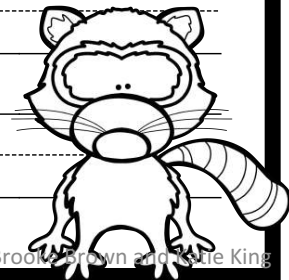
Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for letter formation.



_____ loves you!

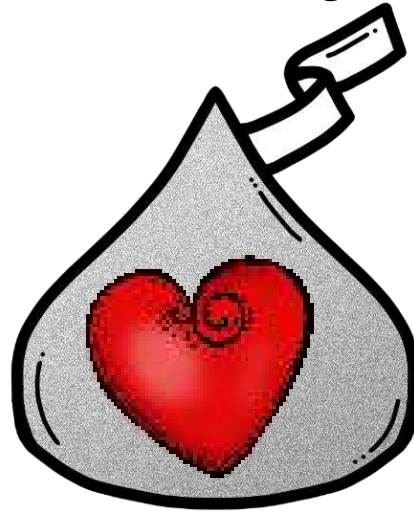


_____ loves you!



CHOCOLate KiSS STEM

The Kissing Hand



The following "Simple STEM" challenges are designed to take no more than 30-40 minutes apiece and all incorporate chocolate kisses to supplement The Kissing Hand by Audrey Penn. You may choose to complete all three challenges in one day or spread them across multiple days. **TIP: If you complete the "Chocolate Creations" challenge FIRST, students can use the same kisses and wrappers for the other two challenges.** For "The Melting Race" Challenge, students will need to place their experiments outside in direct sunlight for about 4 hours, then observe the results.

Students should be grouped with partners. Teacher instructions, student instructions, teacher charts, and vocabulary cards are provided for each challenge. These items can be projected on an interactive whiteboard or document camera to guide the lessons. Students also have a recording book that incorporates all three challenges.

CHOCOLate KISS STEM

The Kissing Hand

SIMPLE STEM CHALLENGE	MATERIALS NEEDED	SKILLS	VOCABULARY	INSTRUCTIONS
CHOCOLATE CREATIONS	WRAPPED chocolate kisses (20 per group), toothpicks (24 per group), OPTIONAL: 3D Shape models	K-2-ETS1 Engineering Design *Creating and composing two-dimensional and three-dimensional shapes	cube prism pyramid base	Students will use toothpicks and WRAPPED chocolate kisses to construct as many 2D shapes and 3D solids as they can. Ensure that students keep the wrappers on and are aware of the "base" of the chocolate kiss and how it relates to the stability of their structures.
LOVE BOAT	chocolate kisses (12 per group), small tubs of water (1 per group)	K-2-ETS1 Engineering Design *Buoyancy, balance, wind power	buoyant balance stable capsize	Students will combine chocolate kiss wrappers to form and shape mini "boats" that will float on water. They will attempt to make their boats hold the weight of chocolate kisses without sinking.
THE MELTING RACE	chocolate kisses (3 per group), paper plate (1 per group), outdoor sunny area	K-2-ETS1 Engineering Design *Properties of Matter, Melting *Effects of sunlight and heat on the Earth's surface *Heat Conduction	melt liquid solid conductor	Students will place three chocolate kisses on a paper plate outside in the sunlight for about 4 hours : one with no wrapper, one with a wrapper underneath, and one completely wrapped. They will predict which kiss will melt the fastest and slowest and compare it to results. They will discover that the aluminum foil wrapper serves as a good conductor of heat, allowing heat to transfer to the chocolate and trap it in, thus causing it to melt quicker. This is the same reason that baked potatoes are often wrapped in foil while cooking.

CHOCOLATE KISS STEM

The Kissing Hand

Possible Products

CHOCOLATE



CREATIONS

THE MELTING RACE



LOVE BOAT



YOU MAY USE:

- *chocolate kisses
- *toothpicks

**STEM
CHALLENGE:**

**CHOCOLATE
CREATIONS**

**Can you create
2D shapes
and 3D solids
using only
chocolate kisses
and toothpicks?**

TRY THIS!

**Try to create a
CUBE, a PRISM,
and a PYRAMID.**

Chocolate CREATIONS

The Kissing Hand

**Shapes & Solids Found
in our classroom**

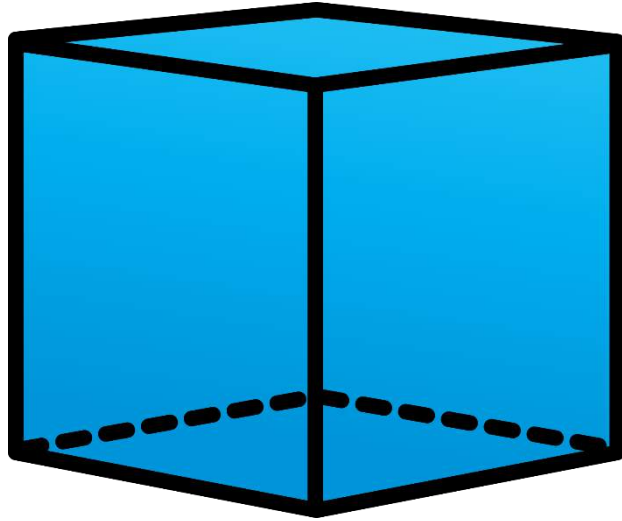
strongest shapes



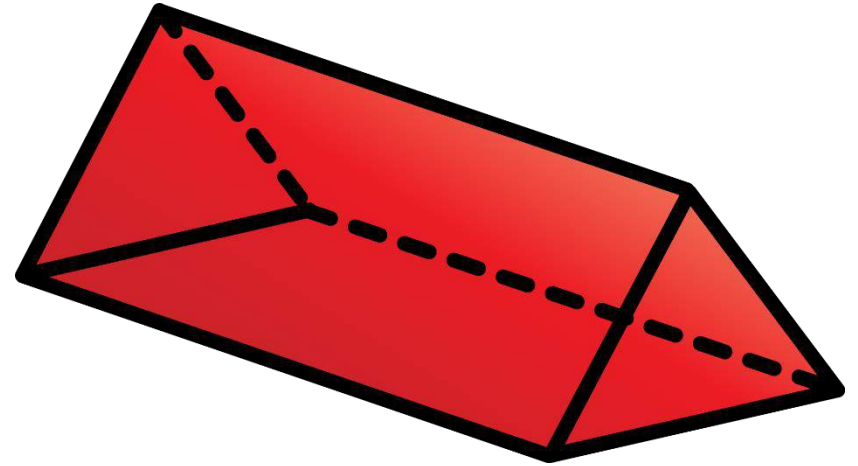
Chocolate Creations

VOCABULARY

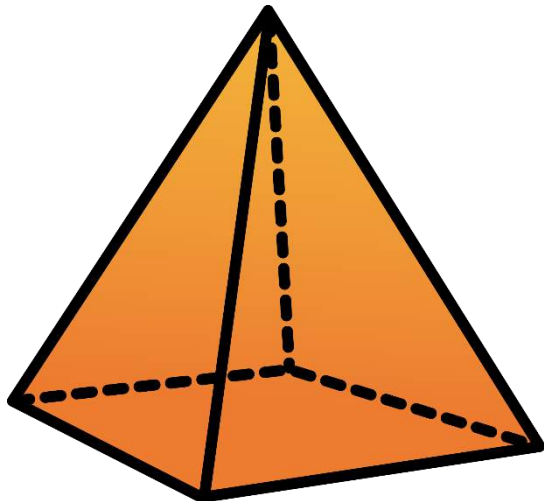
CUBE



PRISM



PYRAMID



BASE



YOU MAY USE:

- *chocolate kisses
- *wrappers

Can you create a boat that will float using only wrappers from chocolate kisses?

**STEM
CHALLENGE:**

**LOVE
BOAT**

TRY THIS!

Try to make your boat hold a chocolate kiss without sinking.

LOVE BOAT

The Kissing Hand

**What Made our
Boats Float?**



**What Made our
Boats Sink?**



Love Boat

VOCABULARY

BUOYANT



able to float

BALANCE



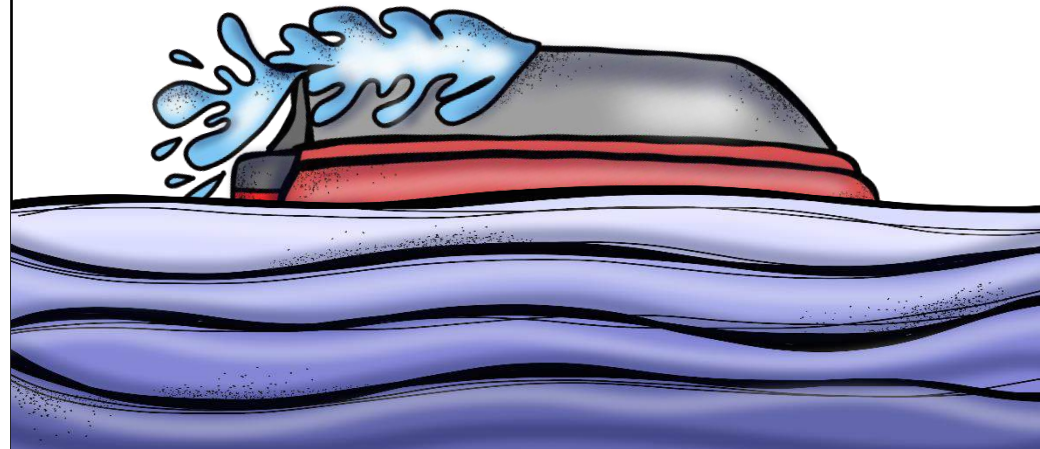
equal weight on both sides

STABLE



steady and strong

CAPSIZE



to turn bottom up or overturn

YOU MAY USE:

- *Chocolate Kisses
- *Paper Plates

**Can you predict
which chocolate
kiss will win the
melting race?**

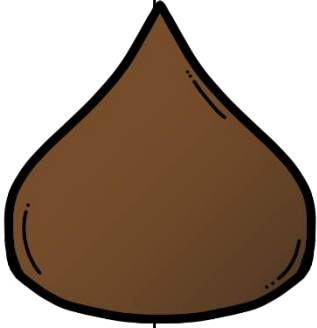
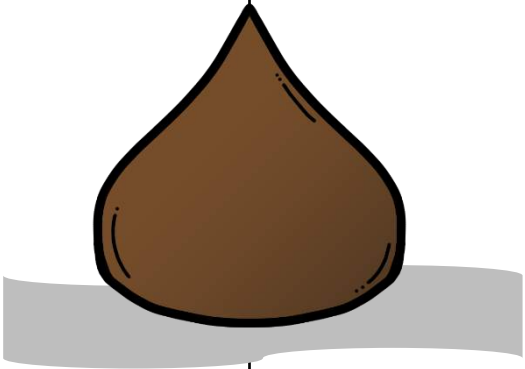
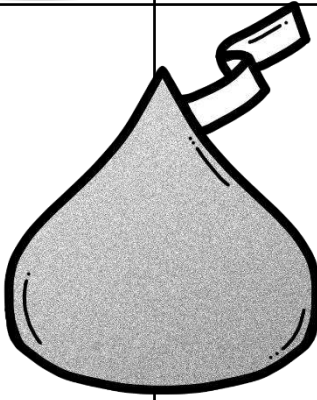
**STEM
CHALLENGE:**

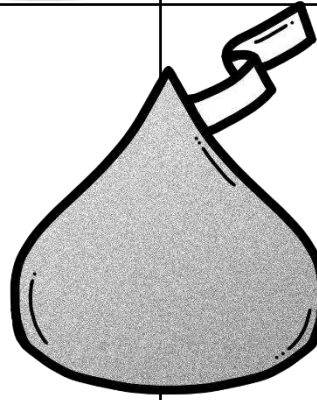
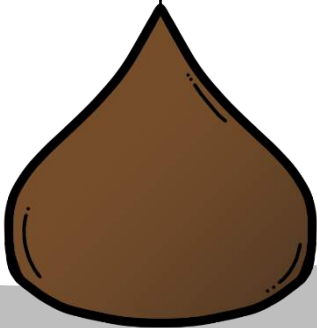
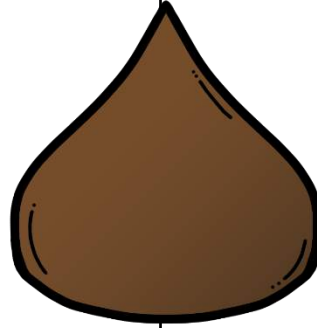
**THE MELTING
RACE**

KISS	INSTRUCTIONS
1	No Wrapper
2	Wrapper Underneath
3	Wrapper On

The MELting Race

The Kissing Hand

OUR PREDICTIONS	WHAT HAPPENED
	
	
	



The MELting Race

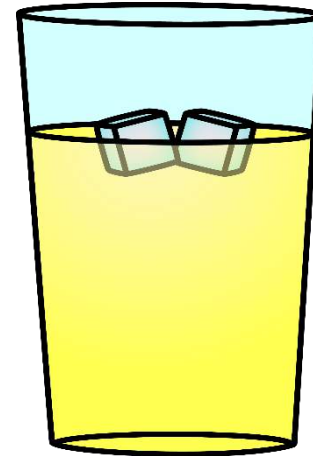
VOCABULARY

MELT



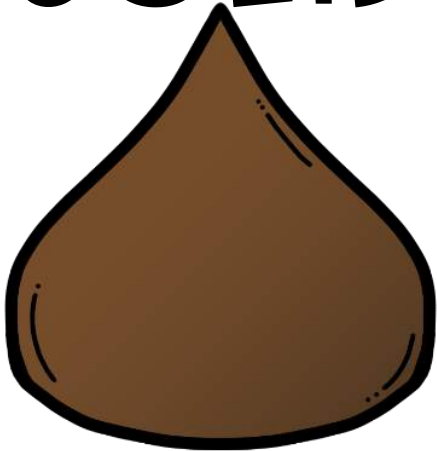
to change from a solid to a liquid
by using heat

LIQUID



a substance that flows freely

SOLID



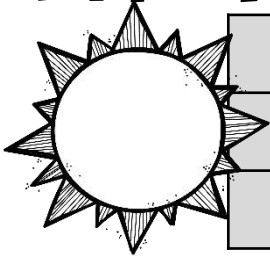
firm and stable in shape

CONDUCTOR



something that allows the transfer
of heat or electricity

THE MELTING RACE



KISS 1: NO WRAPPER

KISS 2: WRAPPER UNDERNEATH

KISS 3: WRAPPER ON

MY PREDICTIONS

Which kiss do you think will melt the fastest?

1 2 3

Which kiss do you think will melt the slowest?

1 2 3

MY RESULTS

Which kiss melted the fastest?

1 2 3

Why do you think it melted the fastest?

Which kiss melted the slowest?

1 2 3

Why do you think it melted the slowest?

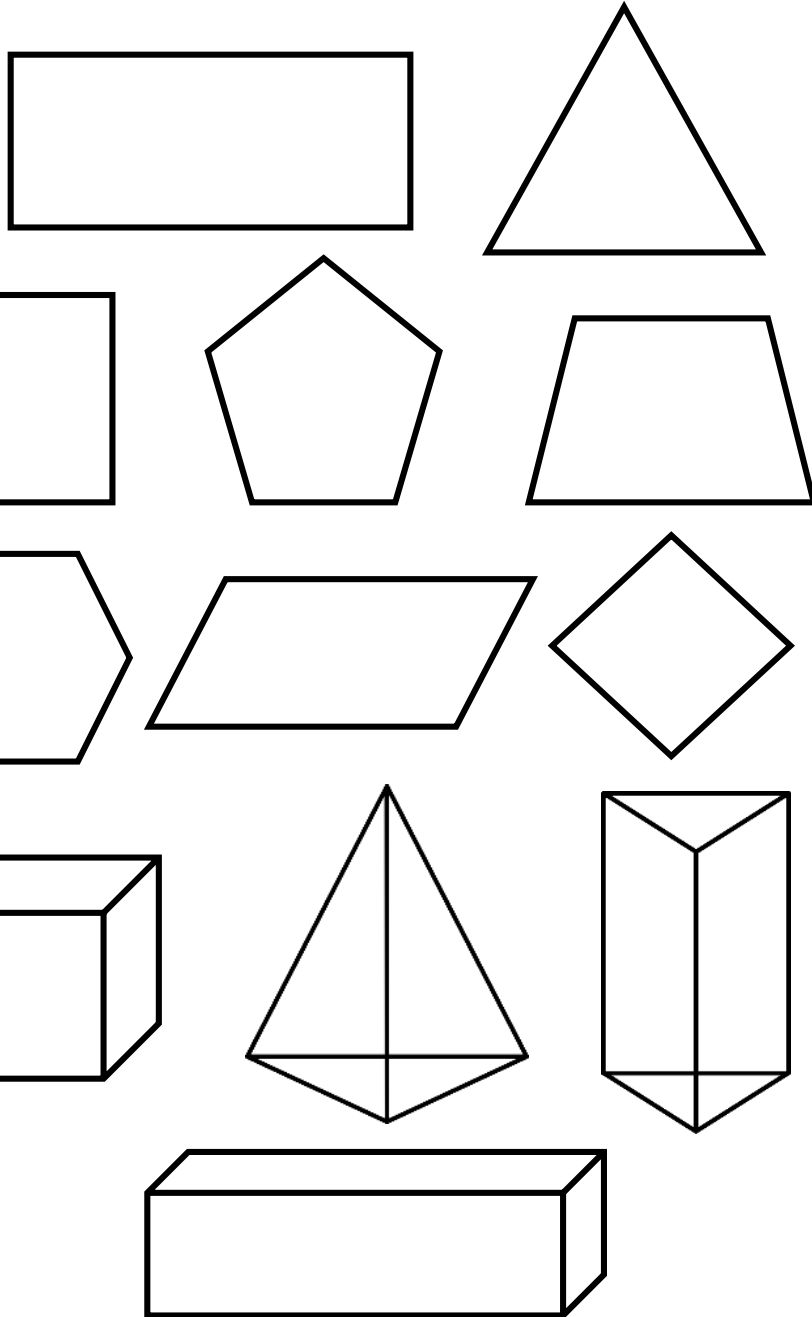
CHOCOLATE KISS STEM

THE
KISSING
HAND



CHOCOLATE CREATIONS

Color the shapes and solids that you created.
Tell your partner the names of
each shape and solid.



LOVE BOAT

Draw a blueprint of your boat.



Does it float?

YES NO

Try blowing your boat.
Does it stay upright?

YES NO

How many kisses does your
boat hold without sinking?

_____kisses

Dig Deeper Into the Text!

Teacher Questions for STAND TALL, molly lou melon



Why does the book title say "Stand tall?" Is it really talking about posture?

What do you think a bullfrog being squeezed like a boa constrictor sounds like? Is that a pleasant sound?

How do the animals feel about Molly? How can you tell?

What does "fumble fingered" mean?

Molly dropped the plates. Does this mistake mean she should give up? Why or why not?

Why did Ronald call her names in gym class? Look at the picture to help you!

Most of the kids seem to love Molly's talents. Why doesn't Ronald?

Do you think that Molly's grandma learned all her lessons from experience?

TEACHERS: PRINT
ON COLORED PAPER
AND LAMINATE. USE
THIS BOOKMARK
YEAR AFTER YEAR
TO HELP EXTEND
STUDENTS' THINKING!

Intended
Use



STAND TALL, MOLLY LOU MELON!

1. Show students the "When Grandma talks" poster. Brainstorm why older people sometimes have the best advice. Go through the individual posters as a class.

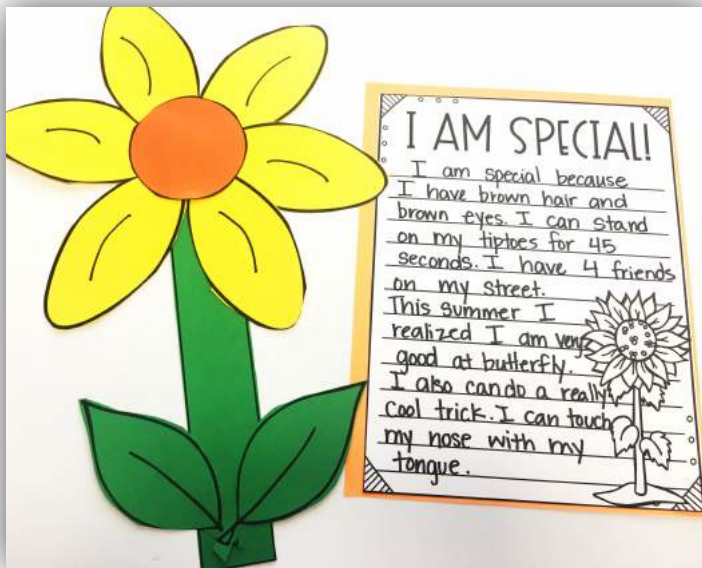
2. Either in small groups or individually have students write or draw about times where they "stood tall" or remained true to themselves. Have them share in small groups.



STAND TALL, MOLLY LOU MELON!



3. Brainstorm ideas for how to prevent bullying in your classroom. Use the brainstorm sheet either blown up as a poster or in small groups. The Bully-free zone buttons can be worn by students or placed on desks.



4. This craft can either be done with writing paper OR for younger students have them give reasons they are special on the petals of the flower!

WHEN
GRANDMA *talks*



WE
LiSTEN!

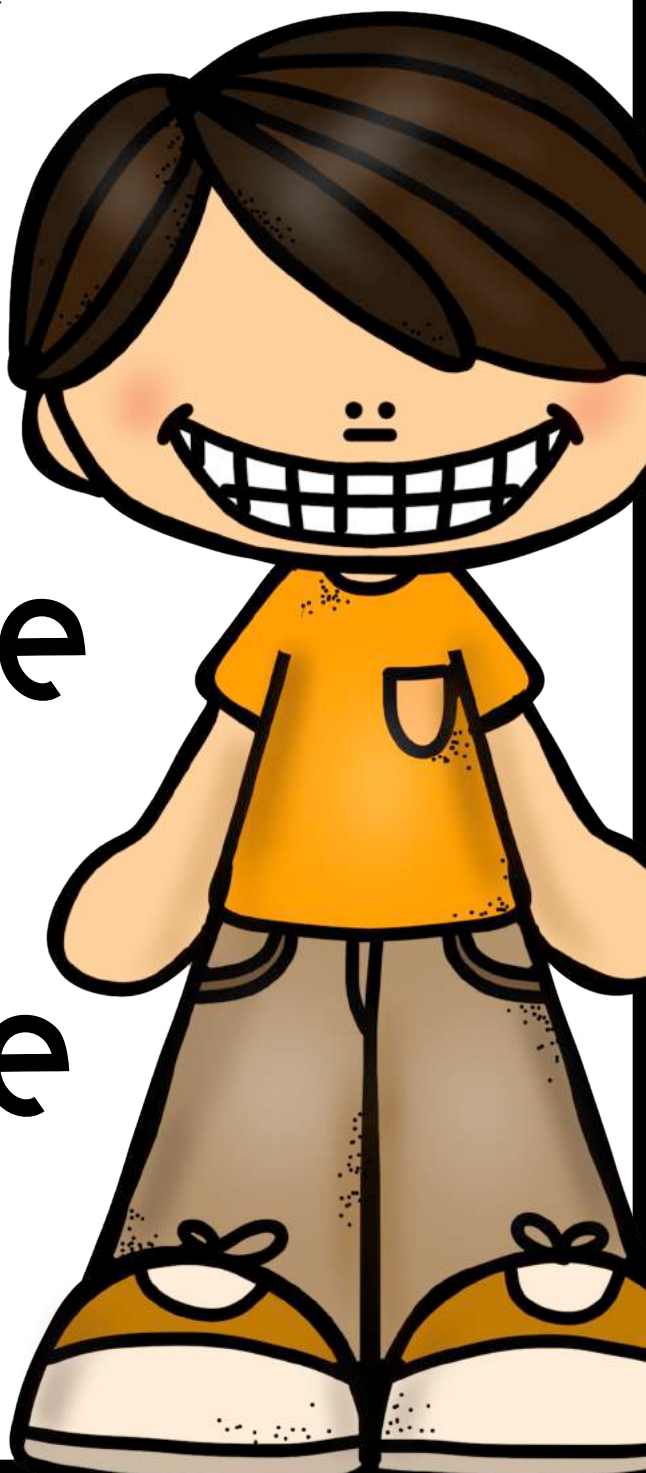
GRANDMA *says*

WALK AS PROUDLY
AS YOU
CAN AND
the
WORLD
will Look
up to you.



GRANDMA *says*

SMILE BIG
AND the
WORLD
will SMILE
RIGHT
ALONGSIDE
you.



GRANDMA *says*

SING out CLEAR
AND STRONG
AND the
WORLD
will CRY
teARS
of joy.



GRANDMA *says*

BELIEVE in
yourself
And the
WORLD
will too.



#1

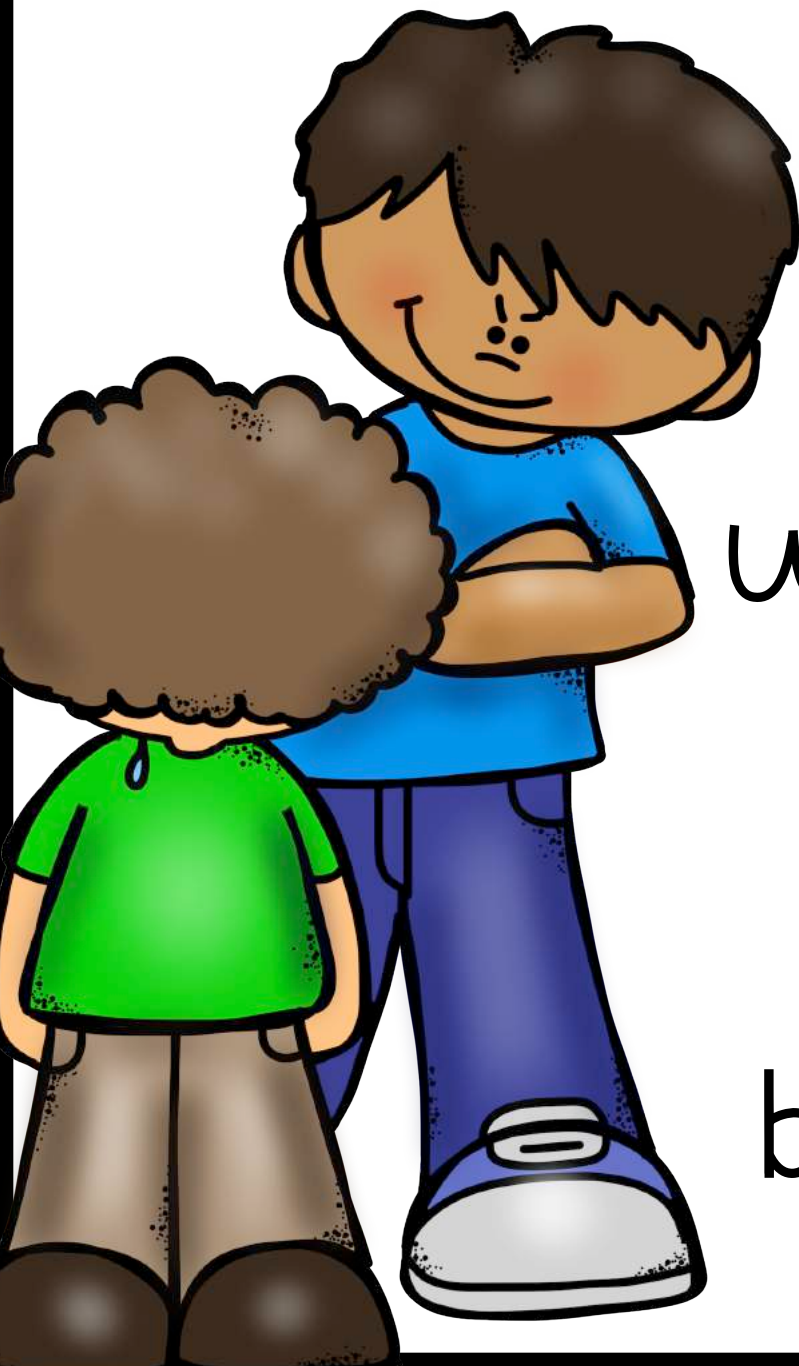
#4

WHEN I HAVE ^{stood} **TALL**

#2

#3

BULLY-FREE ZONE



As a
class,
what can
we do
about
bullying?

BRAINS+ORM

BULLY-FREE
ZONE



Each student needs one copied on green paper

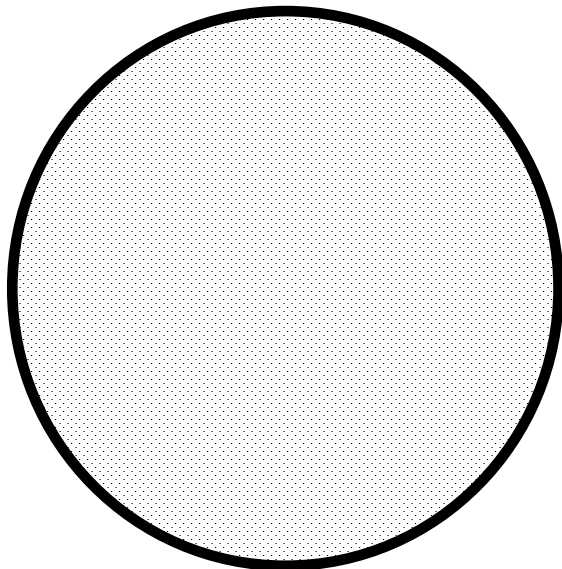
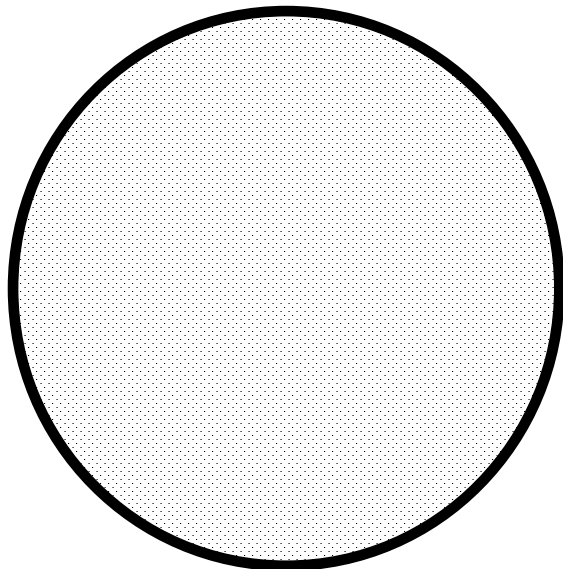
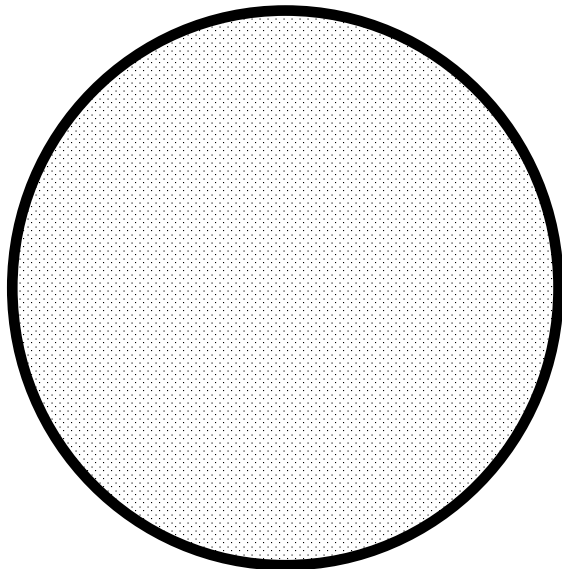
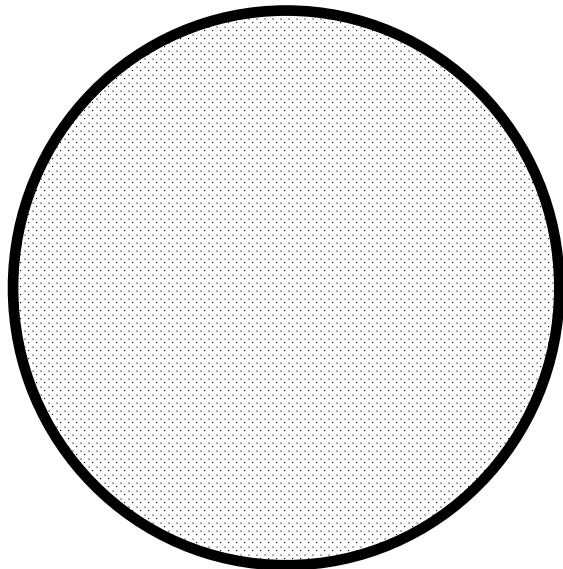
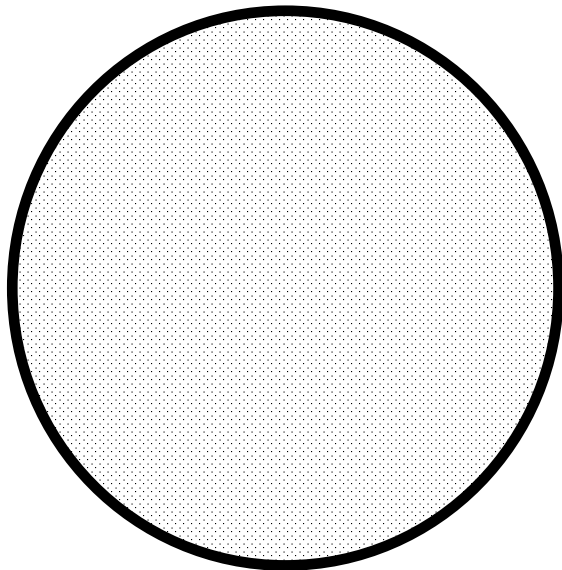
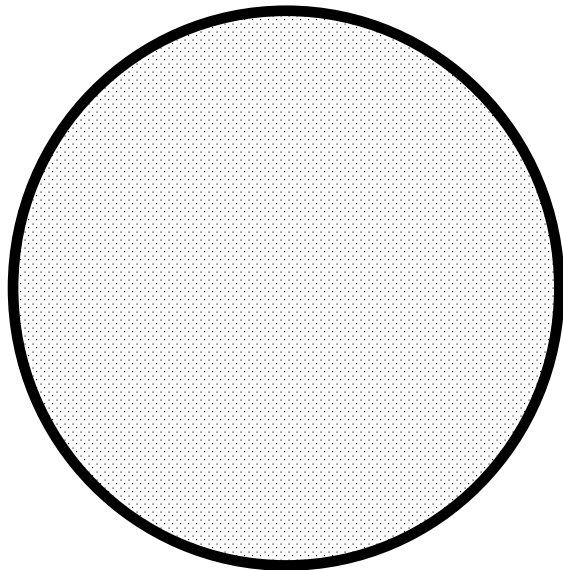
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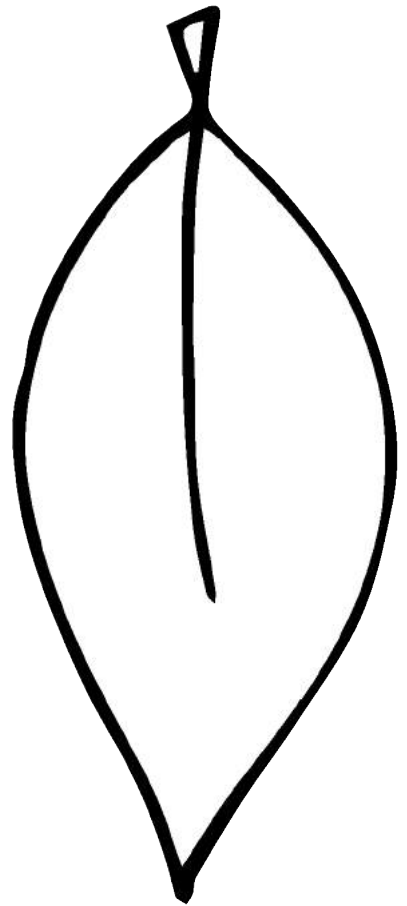
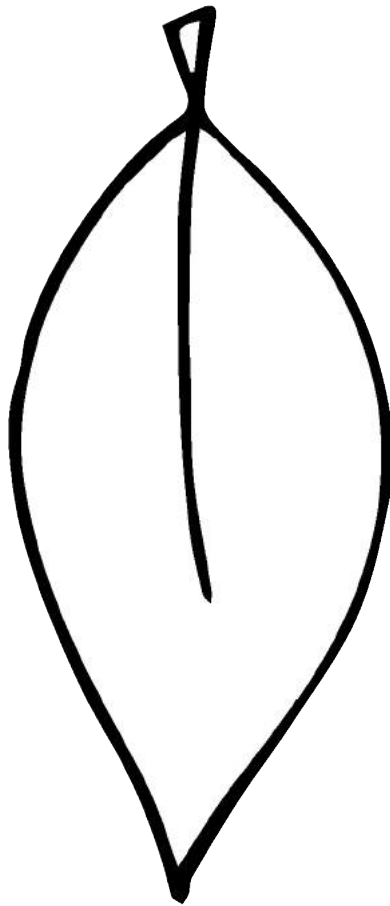
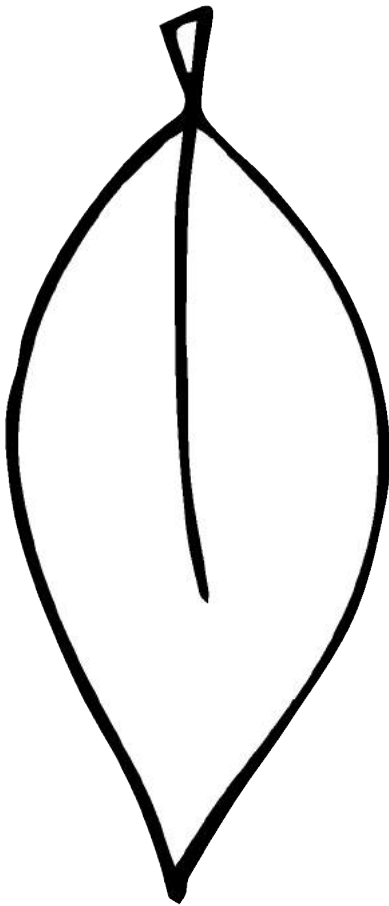
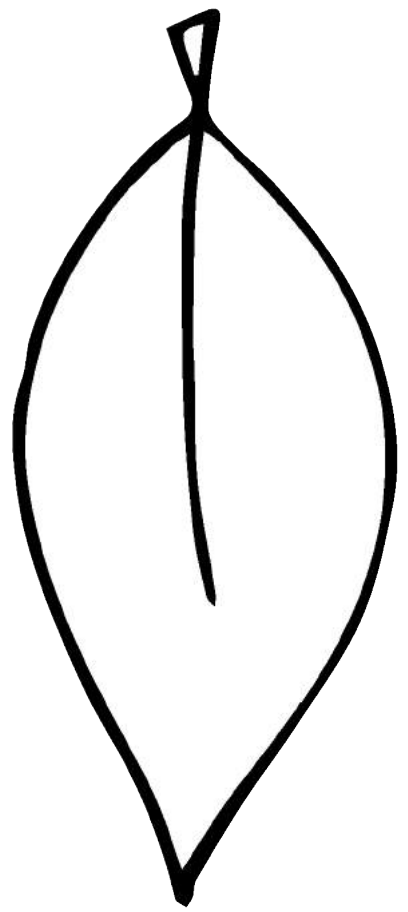
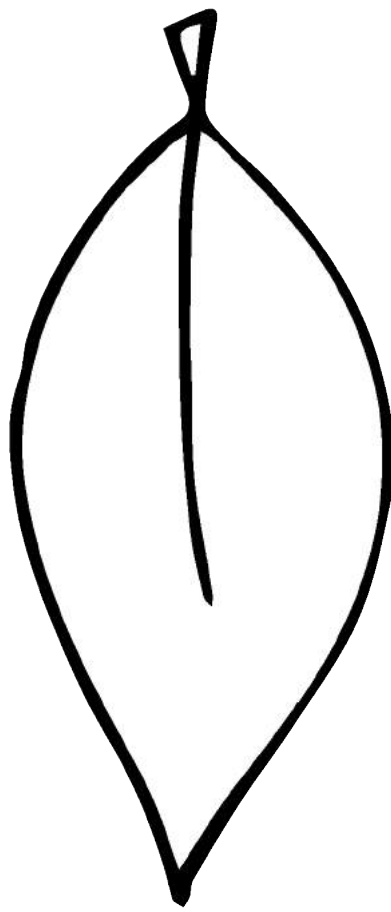
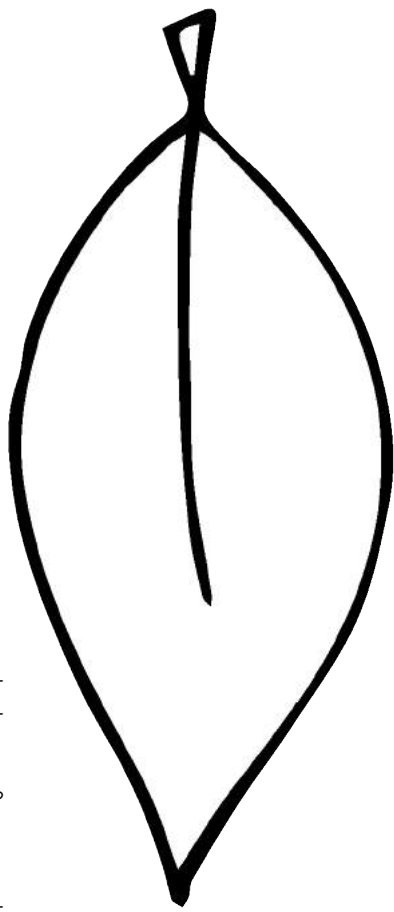
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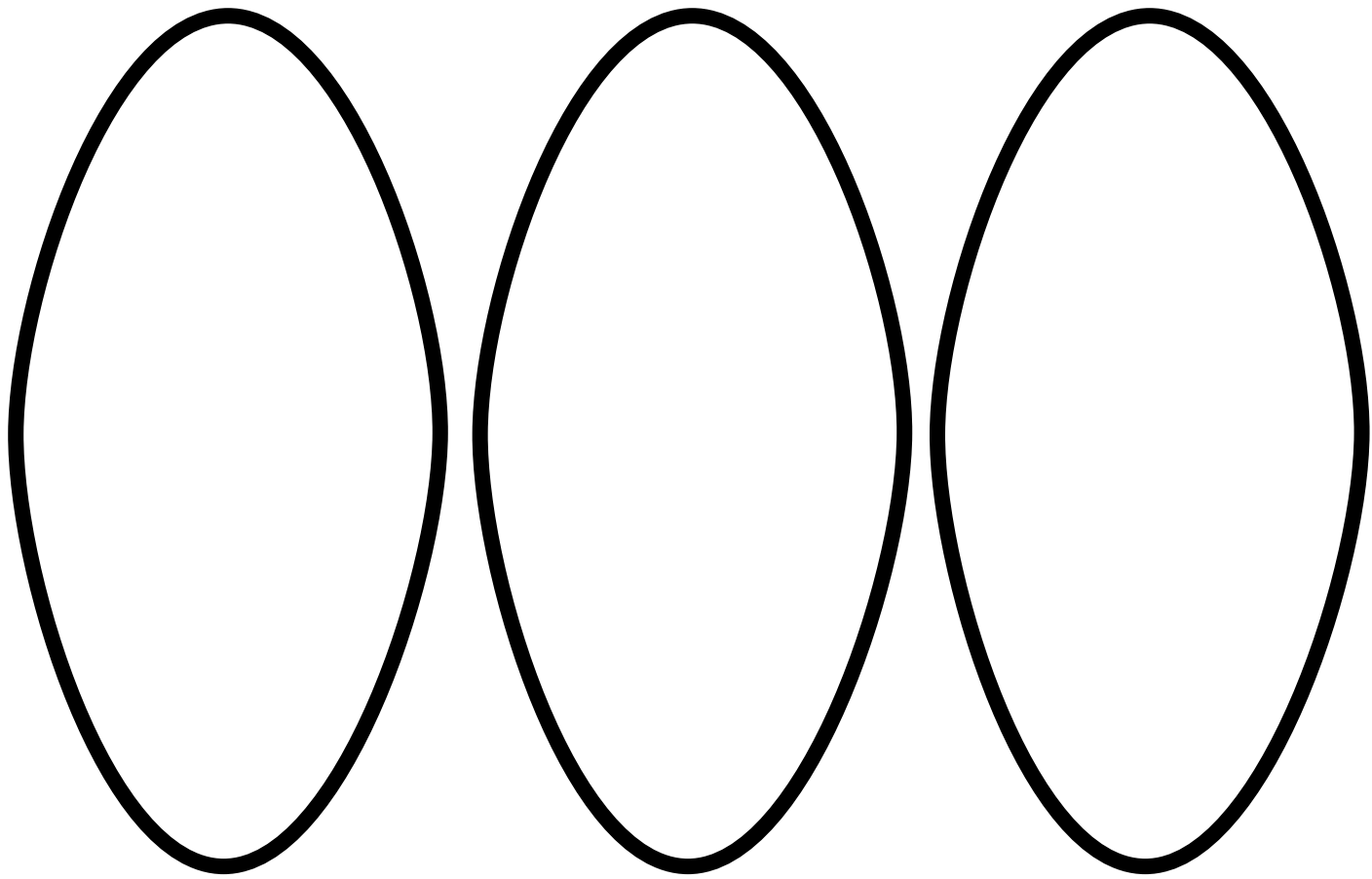
--

Each student needs one copied on brown paper

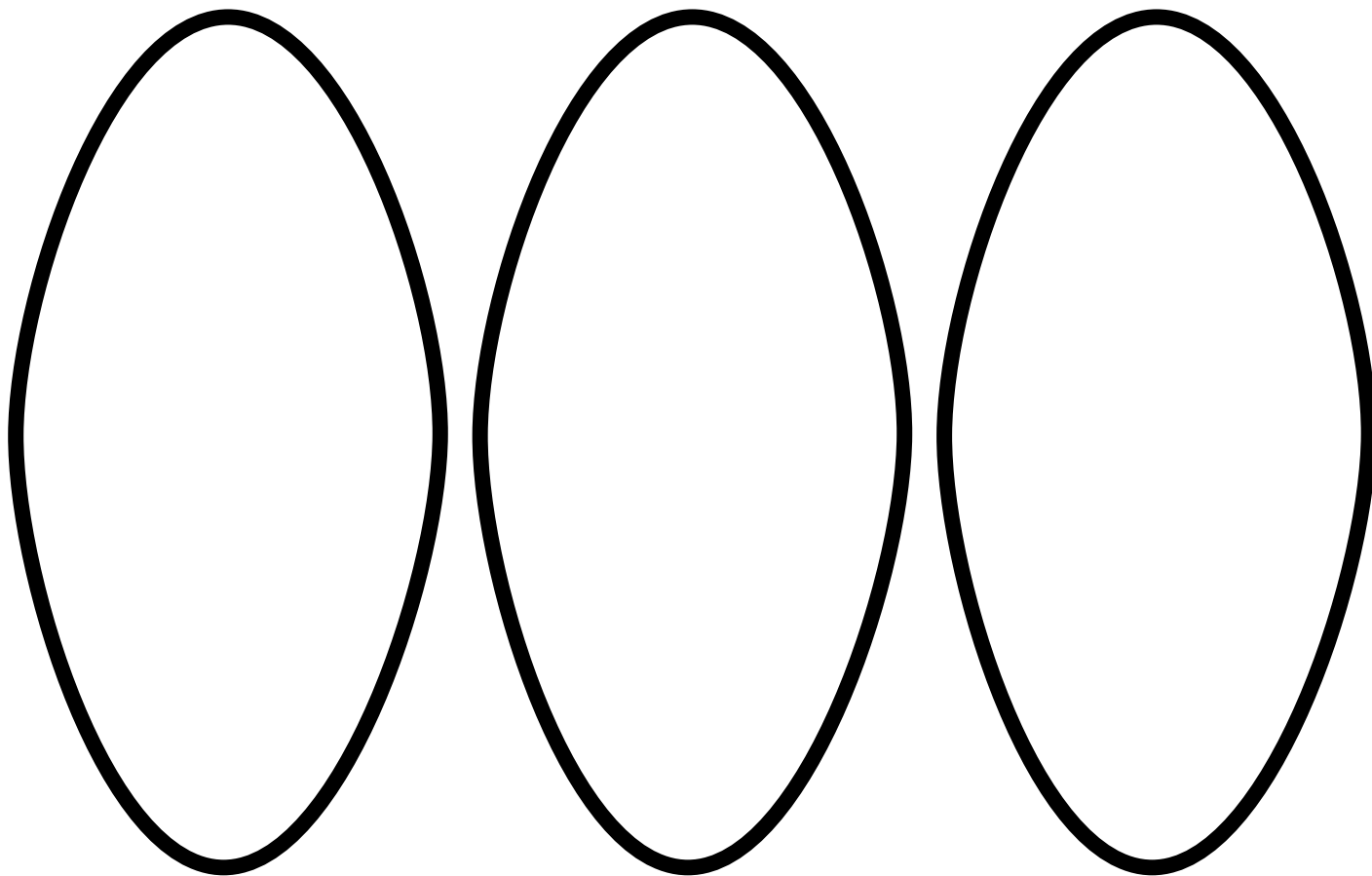


Each student needs two copied on green paper.

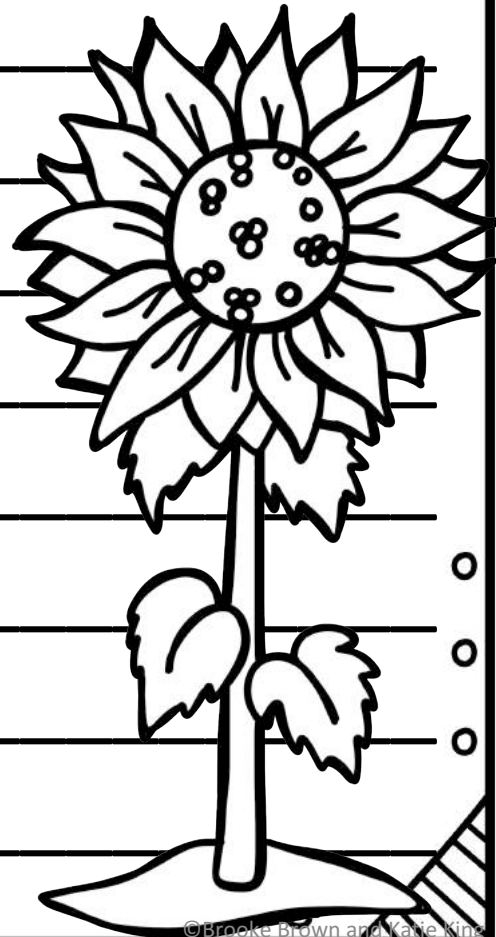




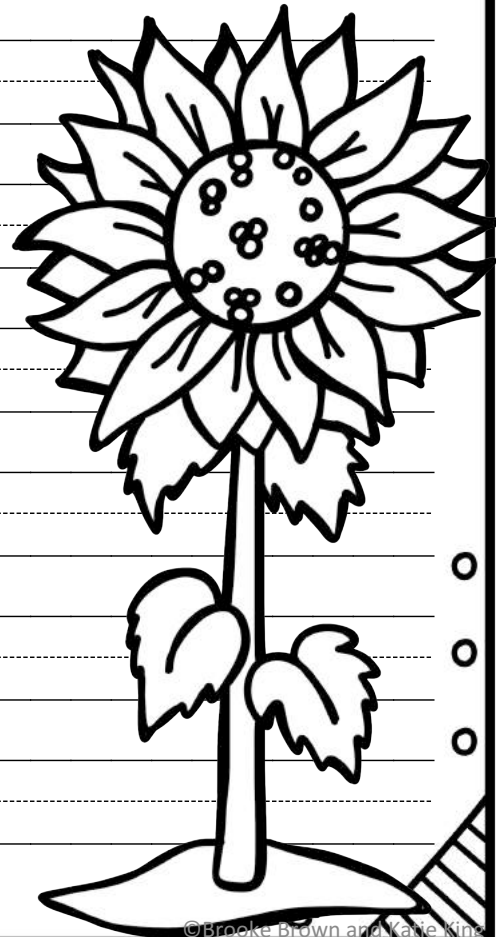
Each student needs one page of these on yellow paper. .



I AM SPECIAL!



I AM SPECIAL!



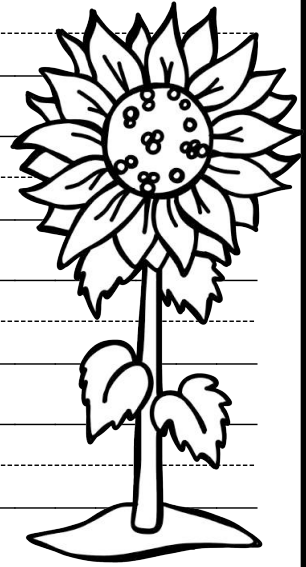
I AM SPECIAL!

Large empty rounded rectangle for drawing or writing.

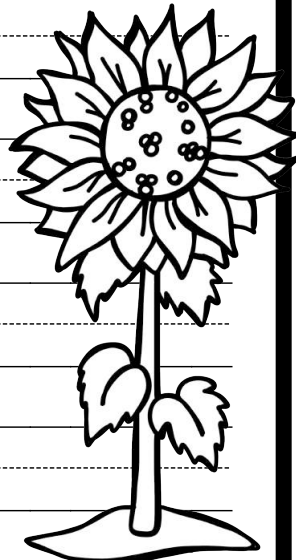
Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line.



I AM SPECIAL!



I AM SPECIAL!



PENNY STEM

Stand Tall, Molly Lou Melon



The following "Simple STEM" challenges are designed to take no more than 30-40 minutes apiece and all incorporate pennies to supplement Stand Tall, Molly Lou Melon by Patty Lovell. You may choose to complete all three challenges in one day or spread them across multiple days.

Students should be grouped with partners. Teacher instructions, student instructions, teacher charts, and vocabulary cards are provided for each challenge. These items can be projected on an interactive whiteboard or document camera to guide the lessons. Students also have a recording book that incorporates all three challenges.

Penny STEM

Stand Tall, Molly Lou Melon

SIMPLE STEM CHALLENGE	MATERIALS NEEDED	SKILLS	VOCABULARY	DESCRIPTION
STAND TALL	pennies (50 per group), linking cubes to measure heights of towers (10 per group)	K-2-ETS1 Engineering Design *Balance, stability, weight distribution, structure and properties of matter	structure architect height cylinder	Students will use 50 pennies to try to build a tall structure such as a tower, house, or bridge. They will use linking cubes to measure the height of their structure.
PENNY SPINNER	pennies (4 per group) small Styrofoam plates (1 per group), toothpicks (1 per group), Scotch tape (1 roll per group)	K-2-ETS1 Engineering Design *Force and motion	rotate balance torque momentum	Students will follow instructions to construct a very simple fidget spinner toy. You may want to cut the Styrofoam rectangles for your students in advance. Students will test their spinners by taping pennies onto the blades one at a time. They will learn that the spinner is most balanced and has the most momentum with all four pennies.
DRIP DROP	pennies (1 per group), eye dropper (1 per group), small cup of water (1 per group)	K-2-ETS1 Engineering Design *Properties of Matter *Surface tension	surface liquid molecule dome	Students will predict how many drops of water the surface of a penny will hold, then use an eye dropper to count how many it will actually hold. Students will learn that the water molecules bond together to create a dome, allowing many more drops to be held than expected.

Penny STEM

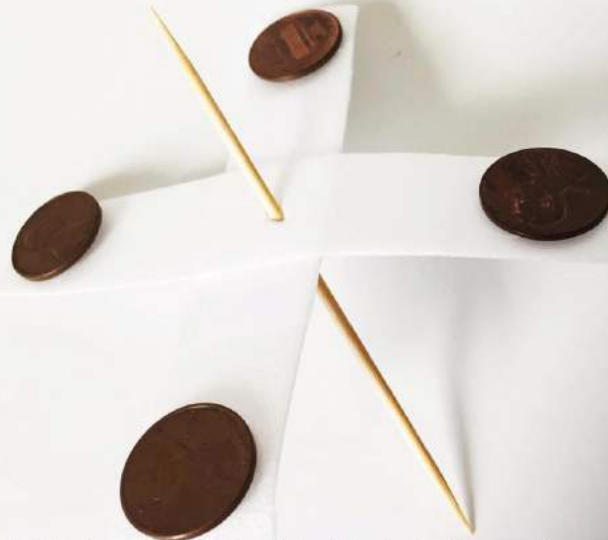
Stand Tall, Molly Lou Melon

Possible Products

STAND TALL



PENNY



SPINNER



**DRIP
DROP**

YOU MAY USE:

***50 pennies**

***linking cubes to
measure height**

**Can you
create a
tall structure
out of
pennies?**

**STEM
CHALLENGE:**

**STAND
TALL**

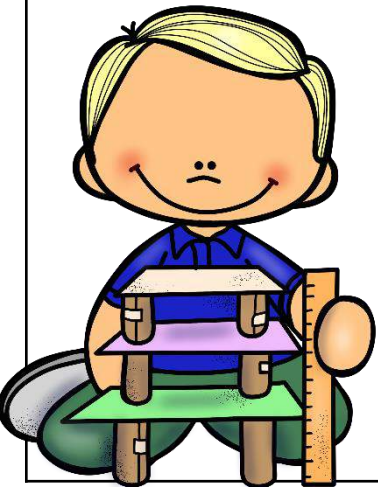
TRY THIS!
**Try to create a
bridge, house,
and ramp.**

Stand Tall

Stand Tall, Molly Lou Melon

Types of structures

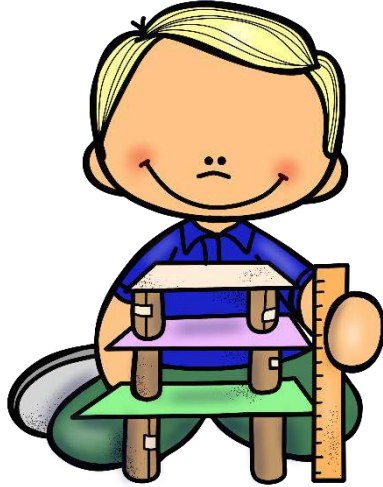
Heights of our Towers



stand TALL

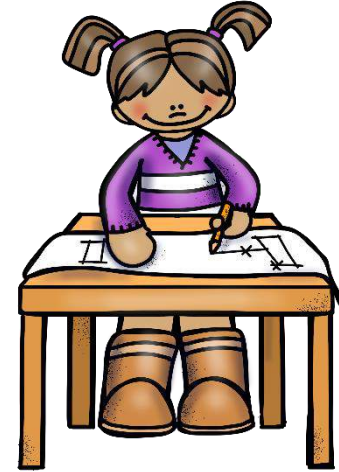
VOCABULARY

STRUCTURE



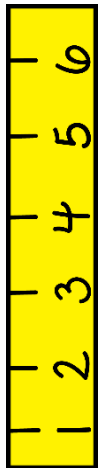
something built or constructed

ARCHITECT



a person who designs buildings

HEIGHT



how tall something is

CYLINDER



YOU MAY USE:

- *4 Pennies
- *Styrofoam Plate
- *toothpick
- *Scissors
- *Scotch tape

**Can you
create a
working
spinner toy?**

**STEM
CHALLENGE:**

**PENNY
SPINNER**

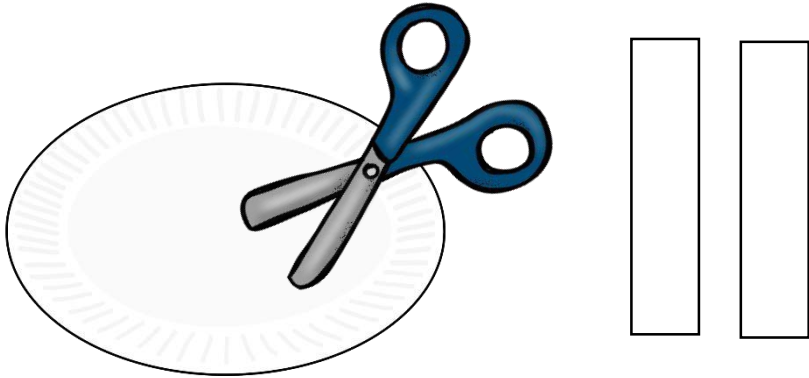
TRY THIS!

**How many seconds
can you make
your spinner
spin in one push?**

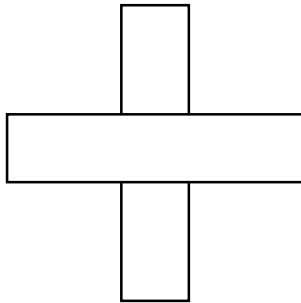
Penny Spinner

Stand Tall, Molly Lou Melon

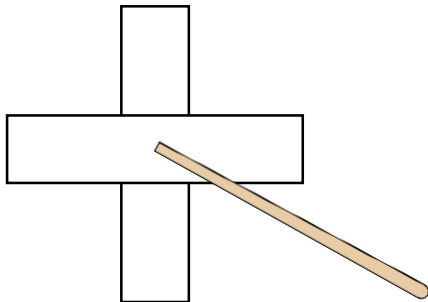
Instructions



Cut two rectangle shapes out of a Styrofoam plate.



Cross the rectangles and tape them together.



Push a toothpick through the middle of both rectangles.
Wiggle the toothpick around to widen the hole.

How pennies Affect Spin

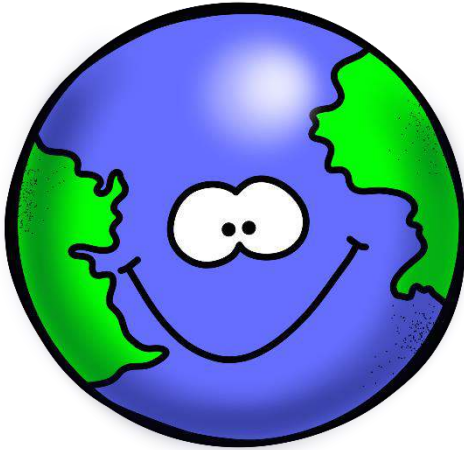
NO
PENNIES



penny spinner

VOCABULARY

ROTATE



turn in a circle

BALANCE



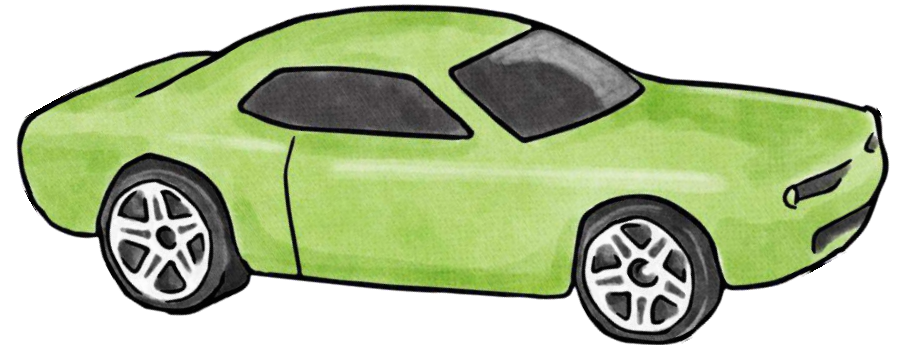
equal weight on both sides

TORQUE



a twisting force that causes rotation

MOMENTUM



the amount of motion that an object has

YOU MAY USE:

- *1 penny
- *eye dropper
- *small cup of water

**How many
drops of water
can you fit on
the surface
of a penny?**

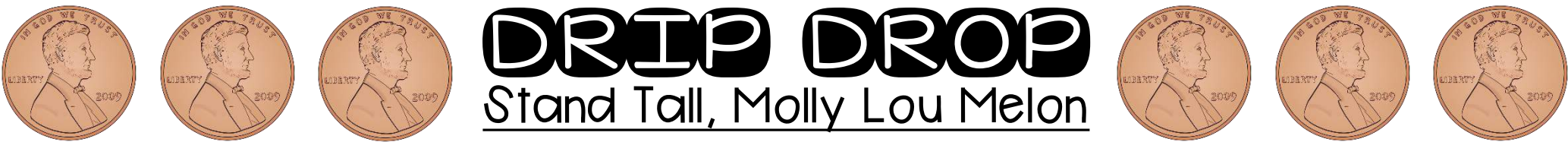


**STEM
CHALLENGE:**

**DRIP
DROP**

TRY THIS!

**Try the experiment
again! Try to fit
even more drops
of water this time.**



STUDENT NAMES

PREDICTIONS

How many drops of water
do you think will fit on the
surface of a penny?

RESULTS

How many drops of water
actually fit on your penny?

DRIP DROP

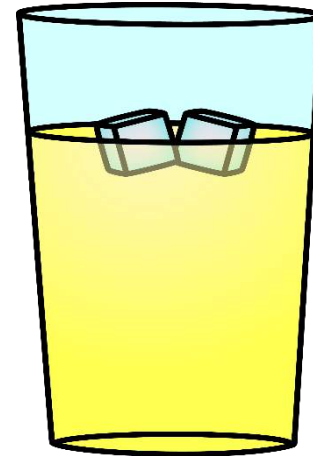
VOCABULARY

SURFACE



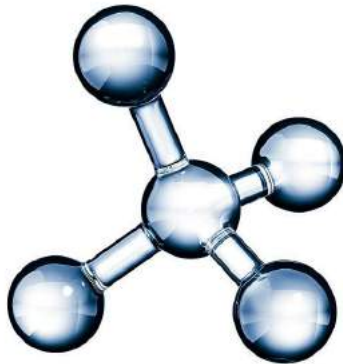
the outside part or
uppermost layer of something

LIQUID



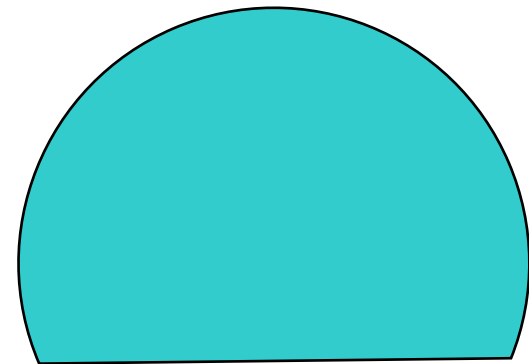
a substance that flows freely

MOLECULE



a group of atoms bonded
together

DOME



a rounded shape with a flat,
circular base



DRIP DROP



MY PREDICTION

How many drops of water do you think your penny will hold?

MY RESULTS

TEST 1

_____ drops

TEST 2

_____ drops

Talk with your partner about your results. Were they different from your prediction?

PENNY STEM

STAND
TALL,
MOLLY LOU
MELON



STAND TALL

Draw a picture of your structure.

How many cubes tall is your structure?

_____ cubes

Draw other structures that you built.

PENNY SPINNER

Test your spinner by taping pennies on the blades one at a time. Draw or write what happens when you try to spin it.

NO
PENNIES



credits

Thank you for your purchase!

Created by
Brooke Brown & Katie King

