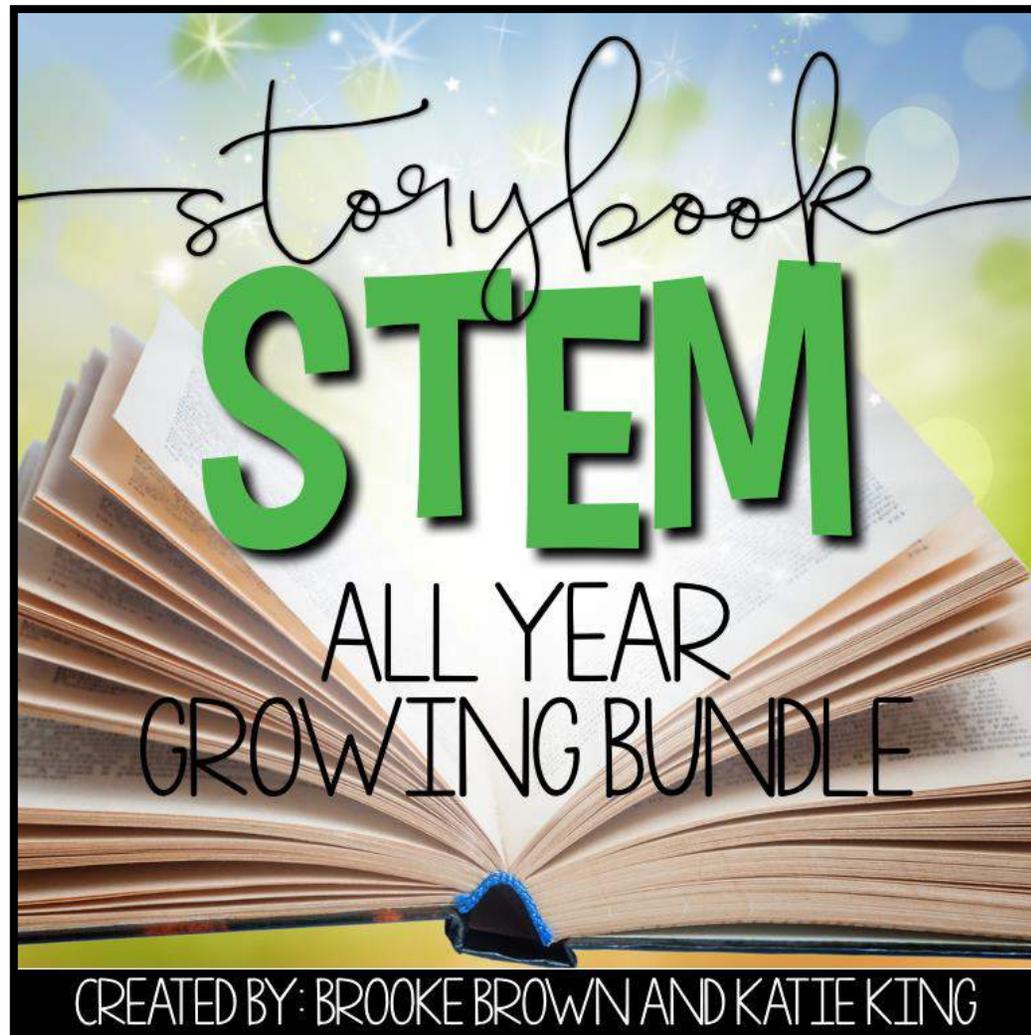
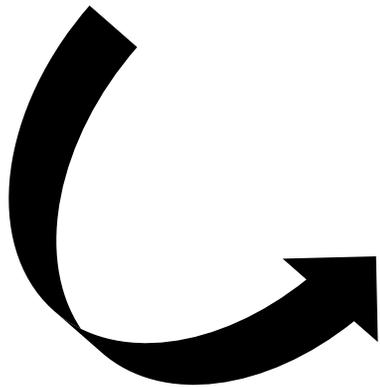


Love *Storybook* STEM?

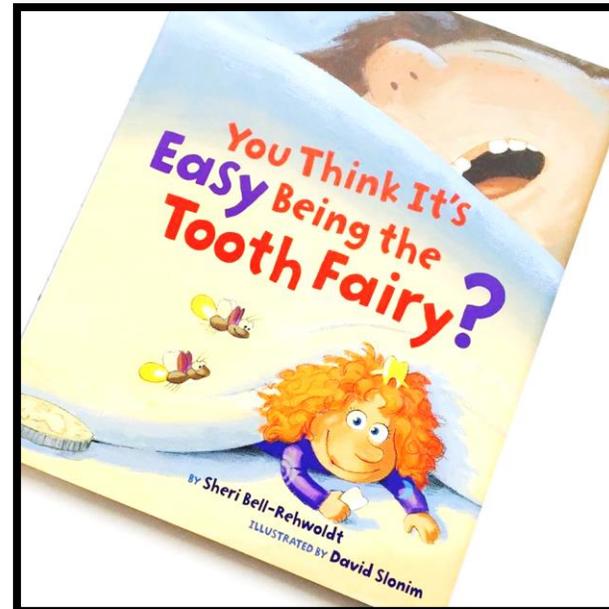
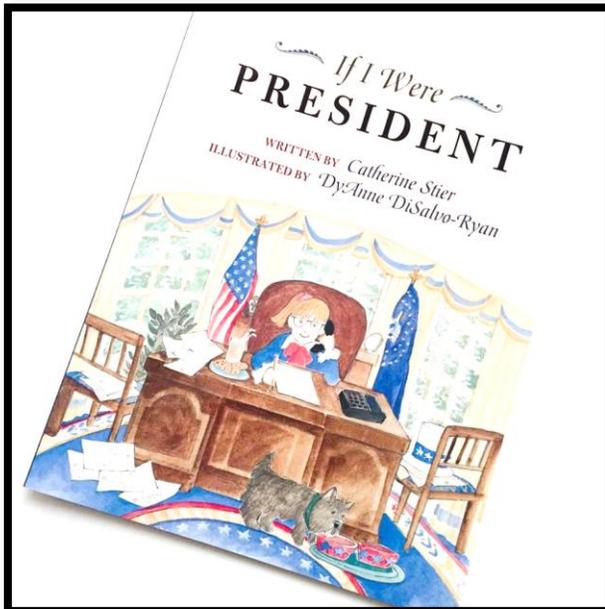
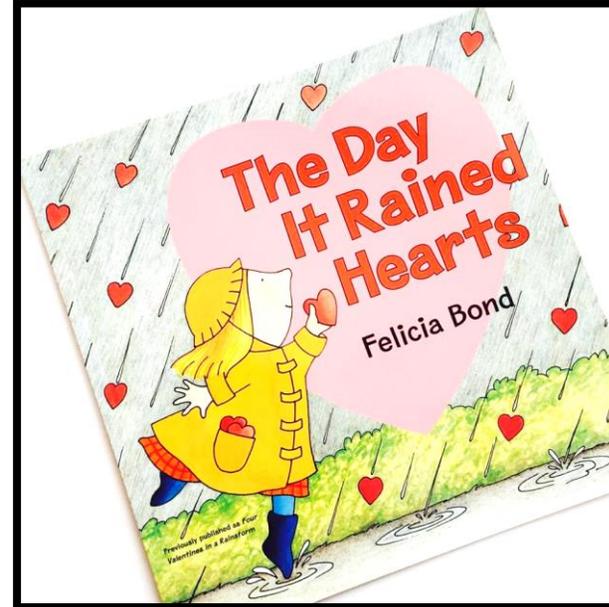
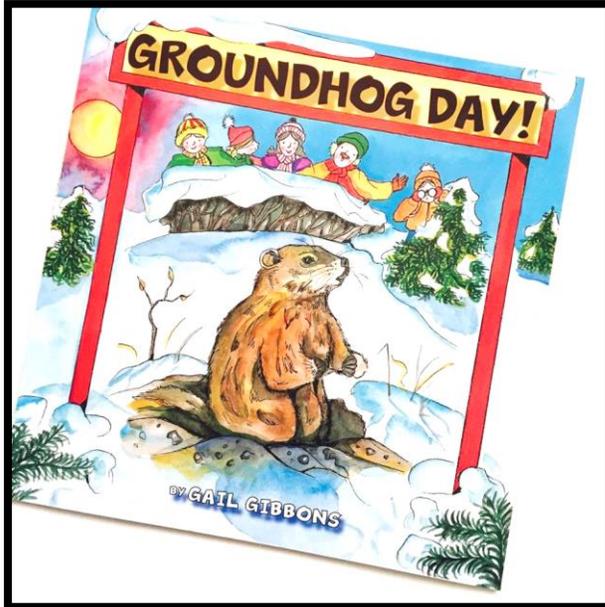
Save BIG with the All Year Bundle!

Click
Here!



February BOOK SELECTIONS

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



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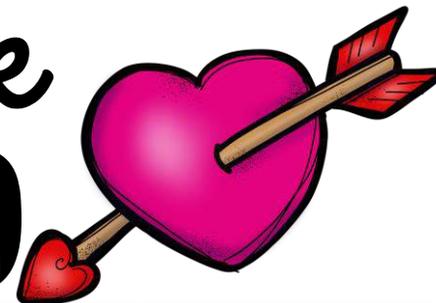
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February

Storybook STEM



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)
<u>Groundhog Day</u> by Gail Gibbons	Text Features, Verb or Noun	4 vocab words: logical, burrow, gnaw, entrance	Months of the Year	<ul style="list-style-type: none"> •Share challenge and introduce materials and vocabulary •Discuss concepts of sunlight and shadows and how they change throughout the day. 	Shadow Clock	<ul style="list-style-type: none"> •Share successes, struggles and improvements •Review science, engineering, and math skills that were practiced
<u>The Day it Rained Hearts</u> by Felicia Bond	Illustrations, Irregular Verbs	4 vocab words: receive, strung, instantly, arranged	Slides, Flips, and Turns	<ul style="list-style-type: none"> •Share challenge and introduce materials and vocabulary •Discuss objects and materials that are waterproof and allow students to test materials. 	Waterproof Valentine	<ul style="list-style-type: none"> •Share successes, struggles and improvements •Review science, engineering, and math skills that were practiced
<u>If I Were President</u> by Katherine Stier	Feelings. Text-to-World Connections	4 vocab words: carved, suggest, veto, marble	Budgeting	<ul style="list-style-type: none"> •Share challenge and introduce materials and vocabulary •Project and discuss White House designs and 3D shapes. 	My White House	<ul style="list-style-type: none"> •Share successes, struggles and improvements •Review science, engineering, and math skills that were practiced
<u>You Think It's Easy Being the Tooth Fairy?</u> by Sheri Bell-Rehwoldt	Adjectives, First Person Point of View	4 vocab words: rely, scope, lug, clutch	Counting Coins	<ul style="list-style-type: none"> •Share challenge and introduce materials and vocabulary •Discuss concepts of pressure and thrust 	Tooth Fairy Hoverboard	<ul style="list-style-type: none"> •Share successes, struggles and improvements •Review science, engineering, and math skills that were practiced

Dig Deeper Into the Text!



Teacher Questions for Groundhog Day!

*Before Reading-
What kind of books does Gail Gibbons specialize in? Can you name some of her other books?

*What are the believed outcomes of Groundhog Day?

*What other animals does Gibbons show you hibernating? What do these animals have in common?

*How would you describe the groundhog's appearance?

*Look closely at the burrow of the groundhog. How is this like your home?

*How do groundhogs communicate with each other in the face of danger?

*What is a baby groundhog called?

*What is a positive about groundhogs in a garden? What are the negatives?

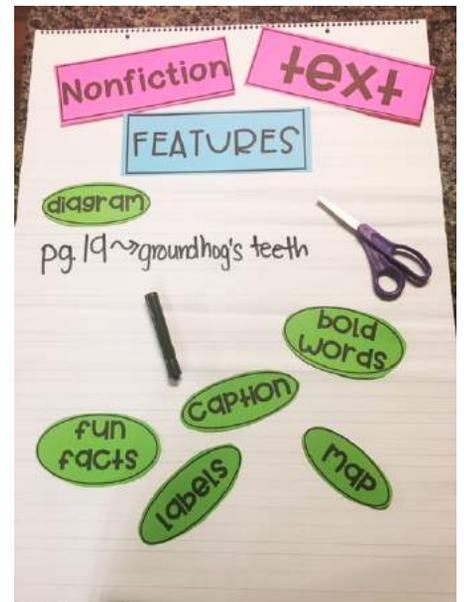
TEACHERS: PRINT
ON COLORED PAPER
AND LAMINATE. USE
THIS BOOKMARK
YEAR AFTER YEAR
TO HELP EXTEND
STUDENTS' THINKING!

Intended
Use



COMPREHENSION

1. Connect to previous discussions about text features in nonfiction books. Ask students what they would expect to see before you read. Complete the anchor chart together! Discuss other nonfiction text features not used as well.



2. This activity will ask students to take their understanding of nonfiction text features a little outside the box! They are going to suggest a text feature that was not in Groundhog Day, but one that they think will enhance the text.

NONFICTION TEXT FEATURES: Groundhog Day!

Name: _____

What is a nonfiction text feature that was not used that you think should have been in the book? Explain your thinking.

COMPREHENSION

3. Students complete the half sheet to demonstrate their understanding of nonfiction text features.

Name: _____

Text Features



What nonfiction text feature do you find most helpful?
Explain why?

4. Optional Extension Activity for High Flyers! Discuss how some words can be different parts of speech based on how they are used.

VERB OR NOUN?

The word BURROW can either be a noun or a verb. Look closely at how it is used in the sentence.

 The groundhog poked his head out of the burrow.

The groundhog will burrow into the ground during the winter.



©Brooke Brown and Katie King

Nonfiction

Text

FEATURES

Labels

bold

words

map

caption

diagram

**fun
facts**

NONFICTION TEXT FEATURES: Groundhog Day!

Name: _____

What is a nonfiction text feature that was not used that you think should have been in the book? Explain your thinking.



Name: _____



Text Features

What nonfiction text feature do you find most helpful?
Explain why.

A large, empty rounded rectangular box with a thick black border, intended for a student to draw or write their answer.

Name: _____



Text Features

What nonfiction text feature do you find most helpful?
Explain why.

A large, empty rounded rectangular box with a thick black border, intended for a student to draw or write their answer.

VERB OR NOUN?

The word BURROW can either be a noun or a verb. Look closely at how it is used in the sentence.



The groundhog
poked his head
out of the burrow.

The groundhog
will burrow into
the ground during
the winter.



logical



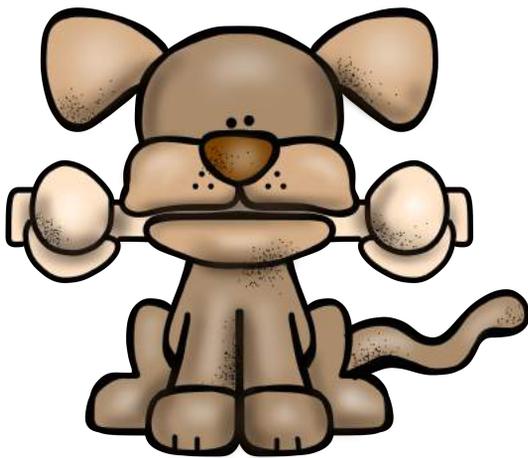
Something that was
well thought out

burrow



a tunnel in the
ground

gnaw



to bite or
nibble

entrance



a door or an
opening

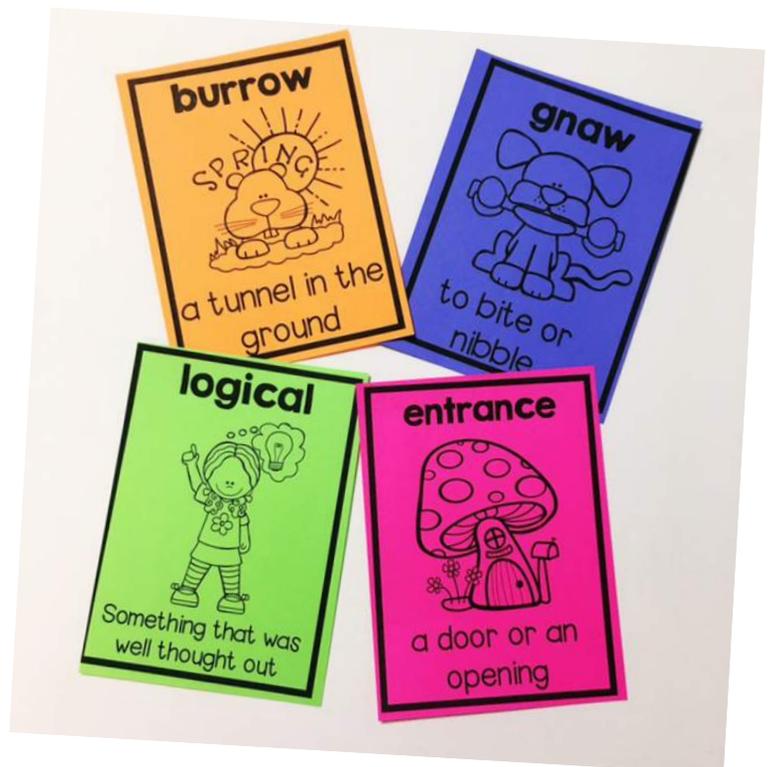
ACT IT OUT!

*After going over the definition of the words, split the class into groups of 2-4 students. Students should use their bodies and faces to show what the words mean. Give the students about five minutes to work through their words. Kids should be up and moving!

*Each group should pick out one word to act out to the class. The groups will hold up their version of the vocab words (black and white version) to show which word they think is being represented!



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!



logical



Something that was
well thought out

logical



Something that was
well thought out

logical



Something that was
well thought out

logical



Something that was
well thought out

burrow



a tunnel in the
ground

burrow



a tunnel in the
ground

burrow



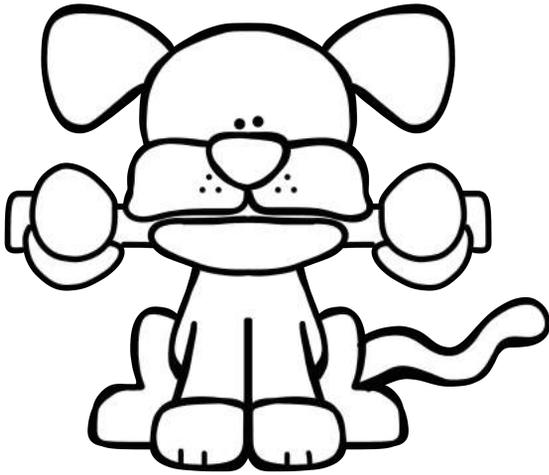
a tunnel in the
ground

burrow



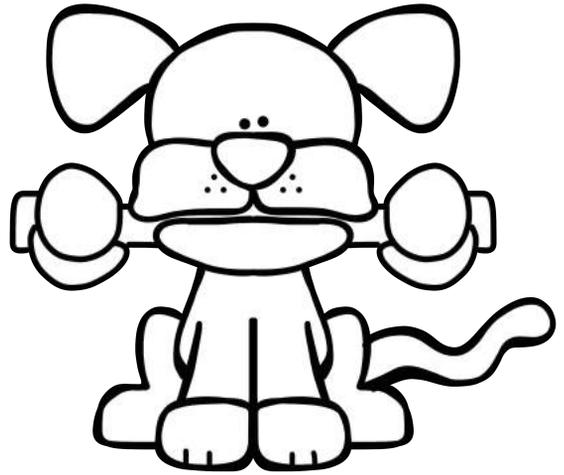
a tunnel in the
ground

gnaw



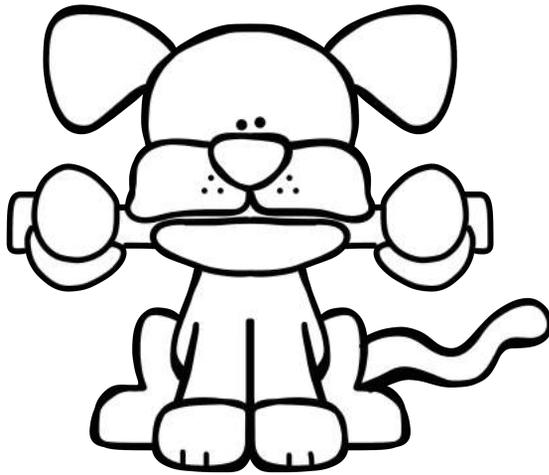
to bite or
nibble

gnaw



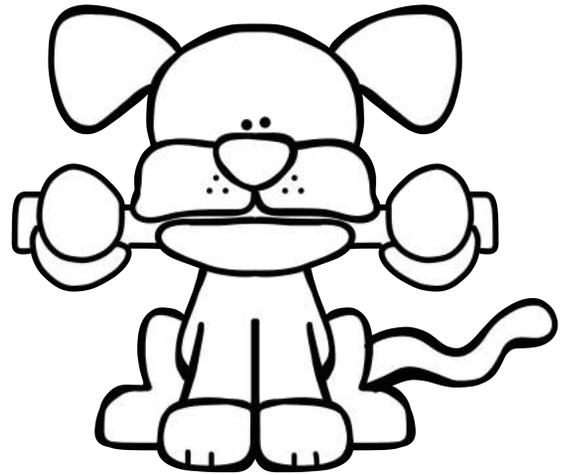
to bite or
nibble

gnaw



to bite or
nibble

gnaw



to bite or
nibble

entrance



a door or an
opening

entrance



a door or an
opening

entrance



a door or an
opening

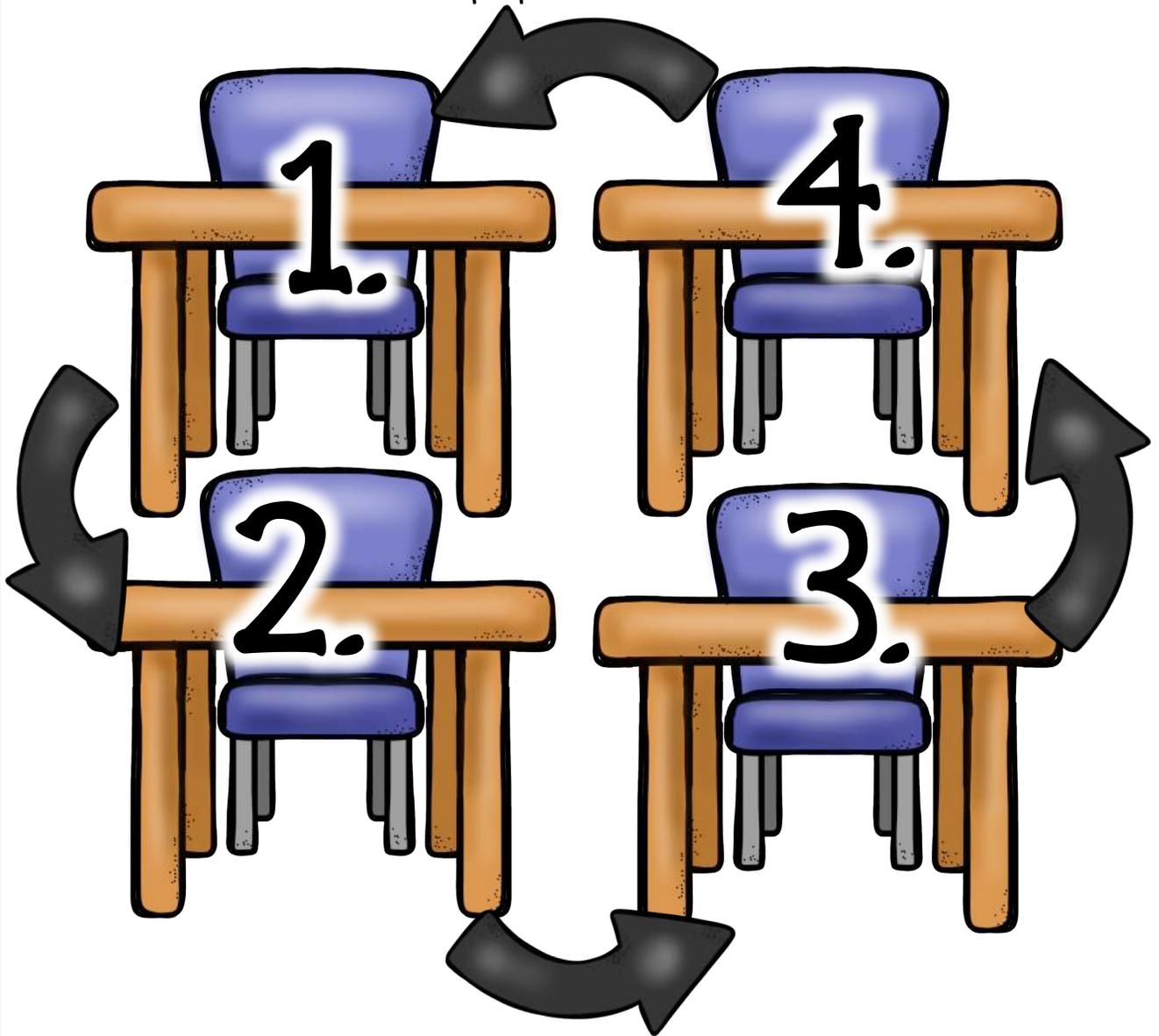
entrance



a door or an
opening

COLLABORATIVE VOCAB SCOOT

*Students will rotate to four different desks. They will draw a picture and write a synonym or short definition for the word. Tell them to LEAVE the paper on the desk!



*At the end the student will go back to his or her seat and analyze the drawings and definitions. Allow some share time for students to make observations to the whole class.

Name: _____

COLLABORATIVE VO CAB SCOOT

Draw and write about the word in the box. Wait for your teacher to tell you it is time to move on to another desk!

1. logical

Definition: _____

2. burrow

Definition: _____

3. gnaw

Definition: _____

4. entrance

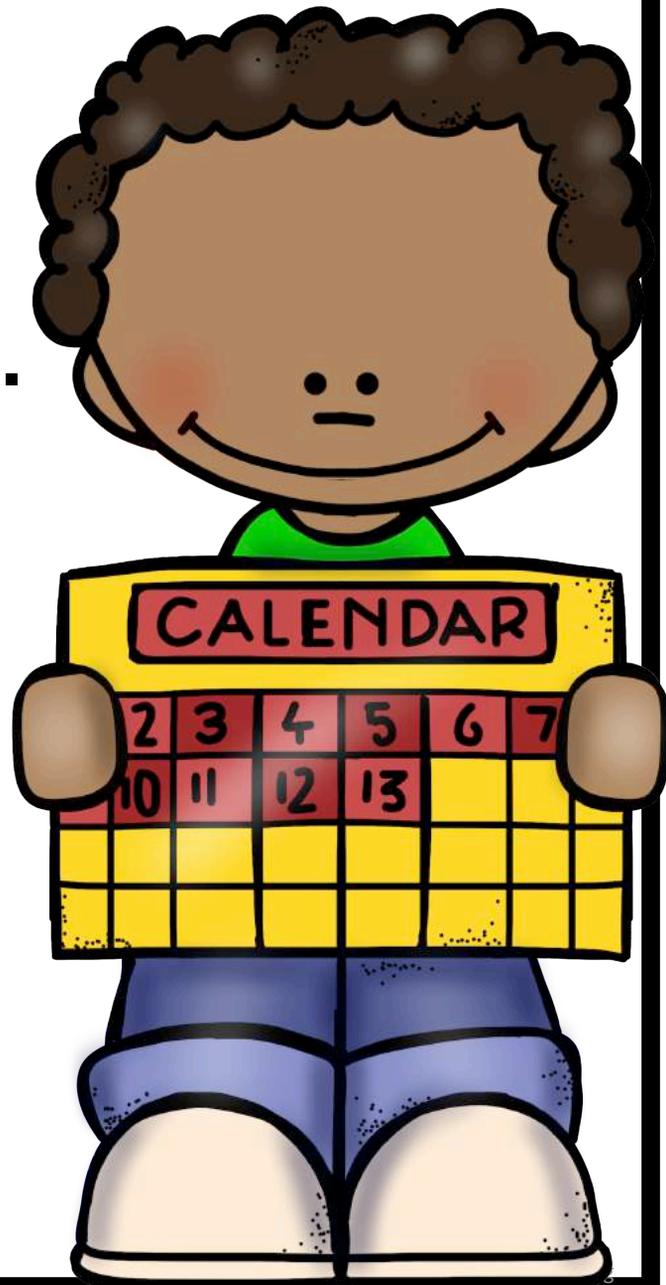
Definition: _____

MATH CONNECTION



Months of the Year:

30 DAYS HAVE
SEPTEMBER,
APRIL, JUNE,
AND NOVEMBER.
ALL THE REST
HAVE 31.
EXCEPT
FEBRUARY
WHICH HAS 28
DAYS CLEAR
AND 29 EACH
LEAP YEAR.



Shadow Clock

Groundhog Day



NGSS Standard Alignment: 1-ESS1-1: Use observations of the sun, moon, and stars to describe patterns that can be predicted., 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 "shadow clock" to record the apparent movement of the sun and shadows during different times of the day. They will go outside and use a paper plate with a pencil in the center to color the shadow and the time for three different times of day. Students will observe and discuss how the sunlight and shadows change depending on the time of day and position of the sun in the sky and how the shadows' movements compare to an analog clock.

Suggested Materials: paper plates (1 per group), pencils (1 per group), crayons (3 different colors per group), rocks (1 per group)

LESSON PLAN

1. Prime students' background knowledge by allowing students to share what they already know about sunlight and shadows and what questions they still have. It is typical for most younger students to think that the sun is moving/rotating as opposed to the Earth, and this is to be expected and discussed after the challenge. Refer to the provided vocabulary cards as needed throughout the lesson and display them in your classroom. Record their ideas on the provided teacher chart and have them add ideas to their individual booklets.
2. Introduce permitted materials and share the challenge instructions. Model the use of the shadow clock and take students outside for three tests every 2 hours or so during the school day. Ask students to notice how the shadows are moving and changing throughout the day and how this might be related to real clocks.
3. Allow students time to trace their shadows with different crayon colors, write the times to match, and record in their STEM journals. Have them mark their starting point with a rock at the top so that they place their plate in the same spot each time.
4. Hold a whole class closing discussion and reflection, allowing students to share what they discovered through their shadow clock tests. Ask students why they think that shadows move and grow longer/shorter throughout the day. At this point, you can discuss the rotation and orbit of the earth around the sun and how it seems like the sun is always moving, when in fact it is the Earth. Record their ideas on the provided teacher chart and have them finish their individual booklets.

SHADOW CLOCK

Groundhog Day

Possible Product



Shadow Clock

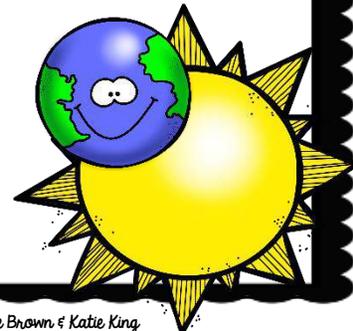
Groundhog Day

**What we KNOW About
Sunlight and Shadows**

**QUESTIONS We Have About
Sunlight and Shadows**

How our shadows changed

What we LEARNED



SHADOW CLOCK

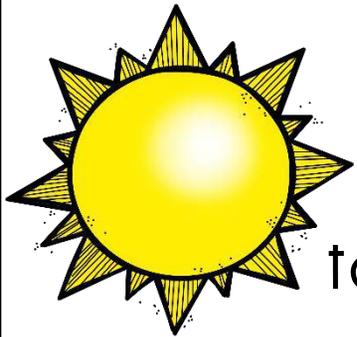
Vocabulary Cards

©Brooke Brown & Katie King



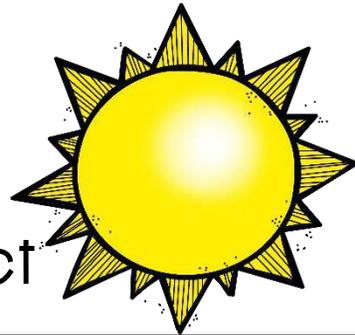
rotate

to spin in a circle around an axis or center



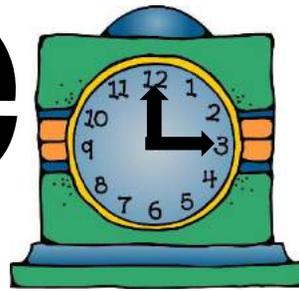
revolve

to move in a circular orbit around another object



clockwise

movement in a circular path, starting toward the right
like the hands of a clock



position

location or place



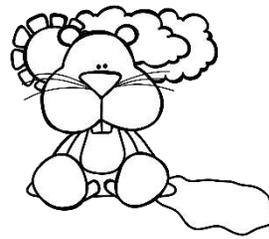
How did the shadows change?

Why did the shadows change?

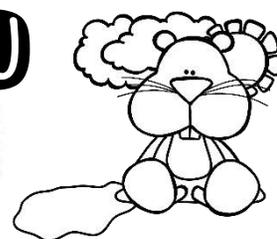
One thing that was EASY:

One thing that was HARD:

One new thing I LEARNED:



Shadow CLOCK



Groundhog Day

Name: _____

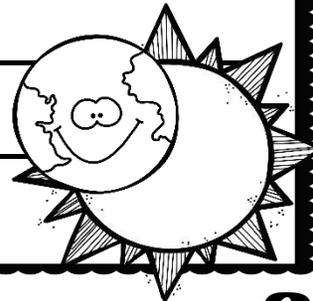
STEM CHALLENGE

Can you create a shadow clock that shows the movement of the sun in the sky?

What I Know About Sunlight and Shadows

1 _____

2 _____



Dig Deeper Into the Text!



Teacher Questions for **The Day it Rained Hearts**

*Make a text to text connection to another book where it rained something other than water from the sky?

*Cornelia seems thoughtful. Can you prove that she is thoughtful with evidence from the book?

*How can you tell that Cornelia's friends enjoyed their valentines?

* Look at each of her friends, how does each valentine suit that animal?

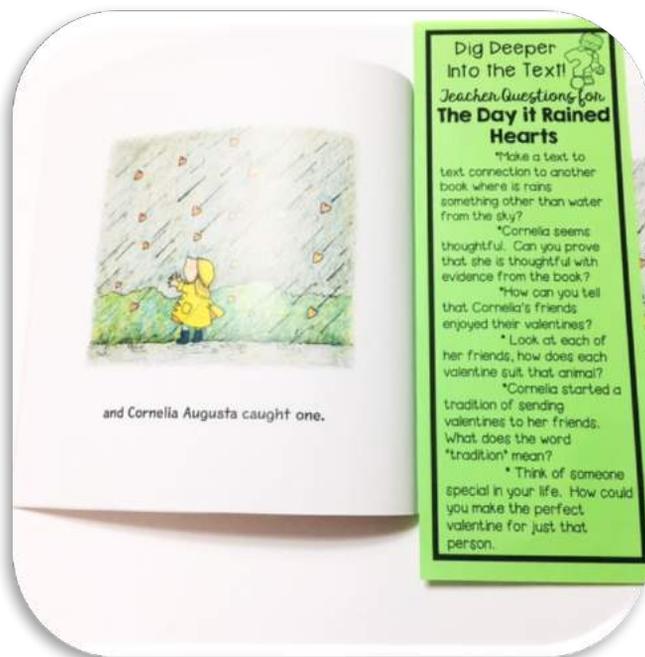
*Cornelia started a tradition of sending valentines to her friends.

What does the word "tradition" mean?

* Think of someone special in your life. How could you make the perfect valentine for just that person?

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

Intended Use

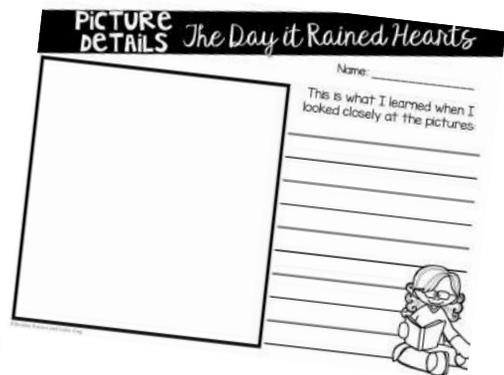
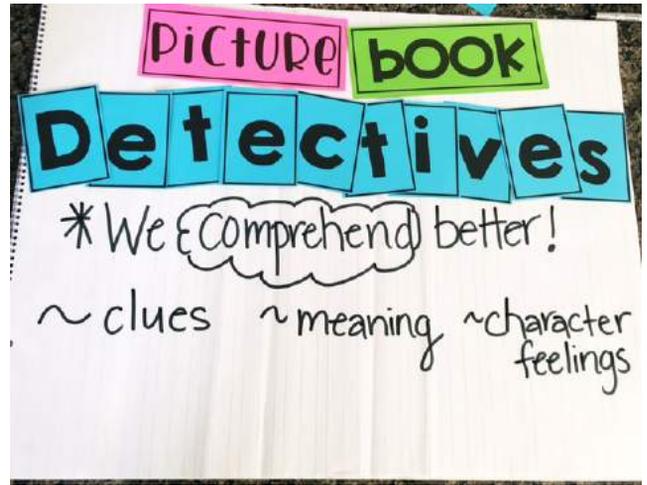


COMPREHENSION

1. The first time you read the book, you are NOT going to show the pictures.

Share the whole class anchor chart with the class and discuss the importance of paying attention to the pictures.

2. When you are reading through a second time tell students to pay close attention to what information you gain from the pictures. Have them record on printable. There are also magnifying glasses available to use as a prop!



COMPREHENSION

3. Have students explain the importance of paying attention to the pictures while they read or listen to a book.

Name: _____

Picture Details

Why is it important to pay attention to the pictures while you read?



4. Optional Extension Activity for High Flyers! Introduce irregular verbs and discuss more examples that the students may know.

IRREGULAR VERBS

Verbs that you can't just add -ed or -ing to.

	catch	➔	caught
	sleep	➔	slept
	drink	➔	drank
	ride	➔	rode

©Brooke Brown and Katie King

Picture

Book

D

e

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t

i

v

e

s

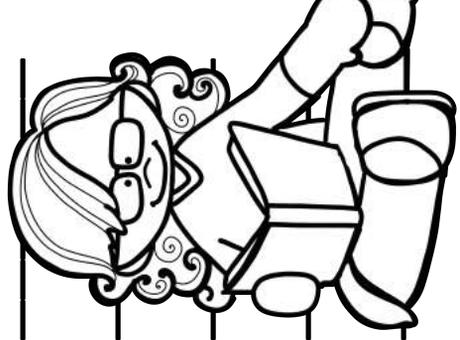


PICTURE DETAILS

The Day it Rained Hearts

Name: _____

This is what I learned when I looked closely at the pictures:



Name: _____



Picture Details

Why is it important to pay attention to the pictures while you read?

A large, empty rounded rectangle intended for a student to draw a picture related to their answer.

Name: _____



Picture Details

Why is it important to pay attention to the pictures while you read?

A large, empty rounded rectangle intended for a student to draw a picture related to their answer.

IRREGULAR VERBS

Verbs that you can't just add -ed
or -ing to.



catch → caught



sleep → slept



drink → drank



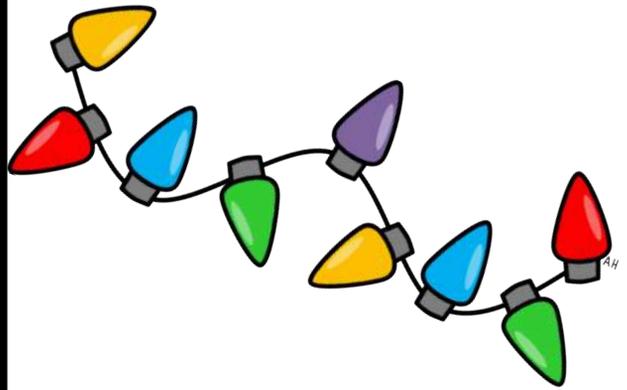
ride → rode

receive



to be given
something

strung



hung
together

instantly



at once;
immediately

arranged

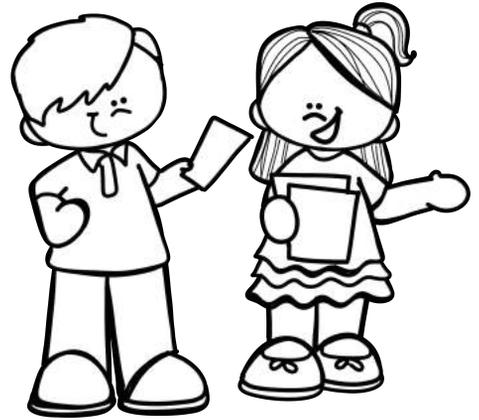


put in a neat
order

ACT IT OUT!

*After going over the definition of the words, split the class into groups of 2-4 students. Students should use their bodies and faces to show what the words mean. Give the students about five minutes to work through their words. Kids should be up and moving!

*Each group should pick out one word to act out to the class. The groups will hold up their version of the vocab words (black and white version) to show which word they think is being represented!



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!



receive



to be given
something

receive



to be given
something

receive



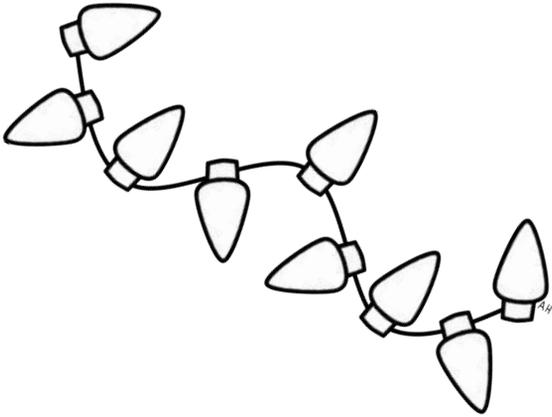
to be given
something

receive



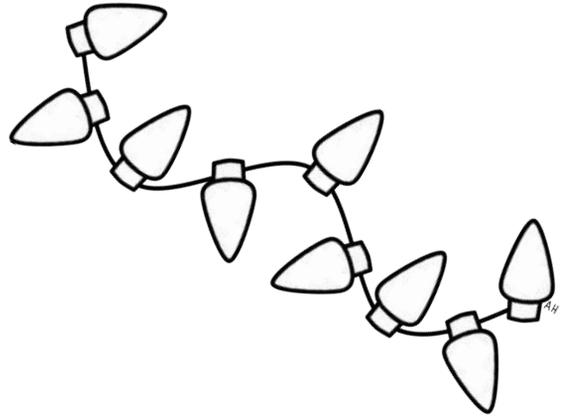
to be given
something

strung



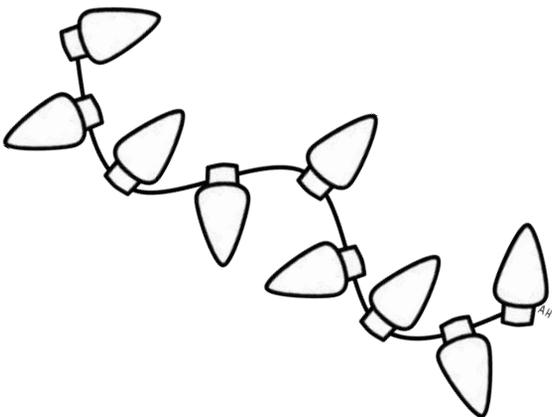
hung
together

strung



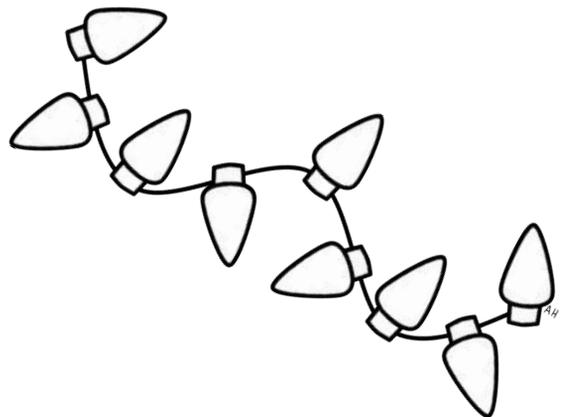
hung
together

strung



hung
together

strung



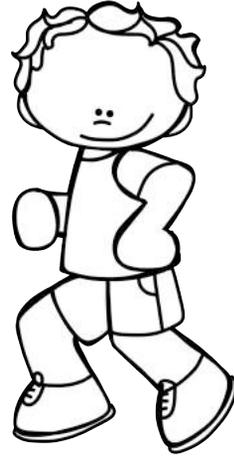
hung
together

instantly



at once;
immediately

instantly



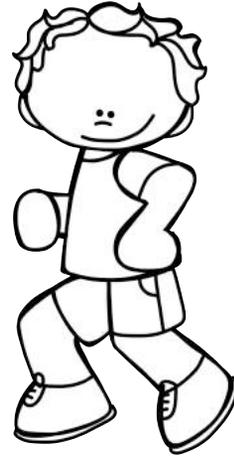
at once;
immediately

instantly



at once;
immediately

instantly



at once;
immediately

arranged



put in a neat
order

arranged



put in a neat
order

arranged



put in a neat
order

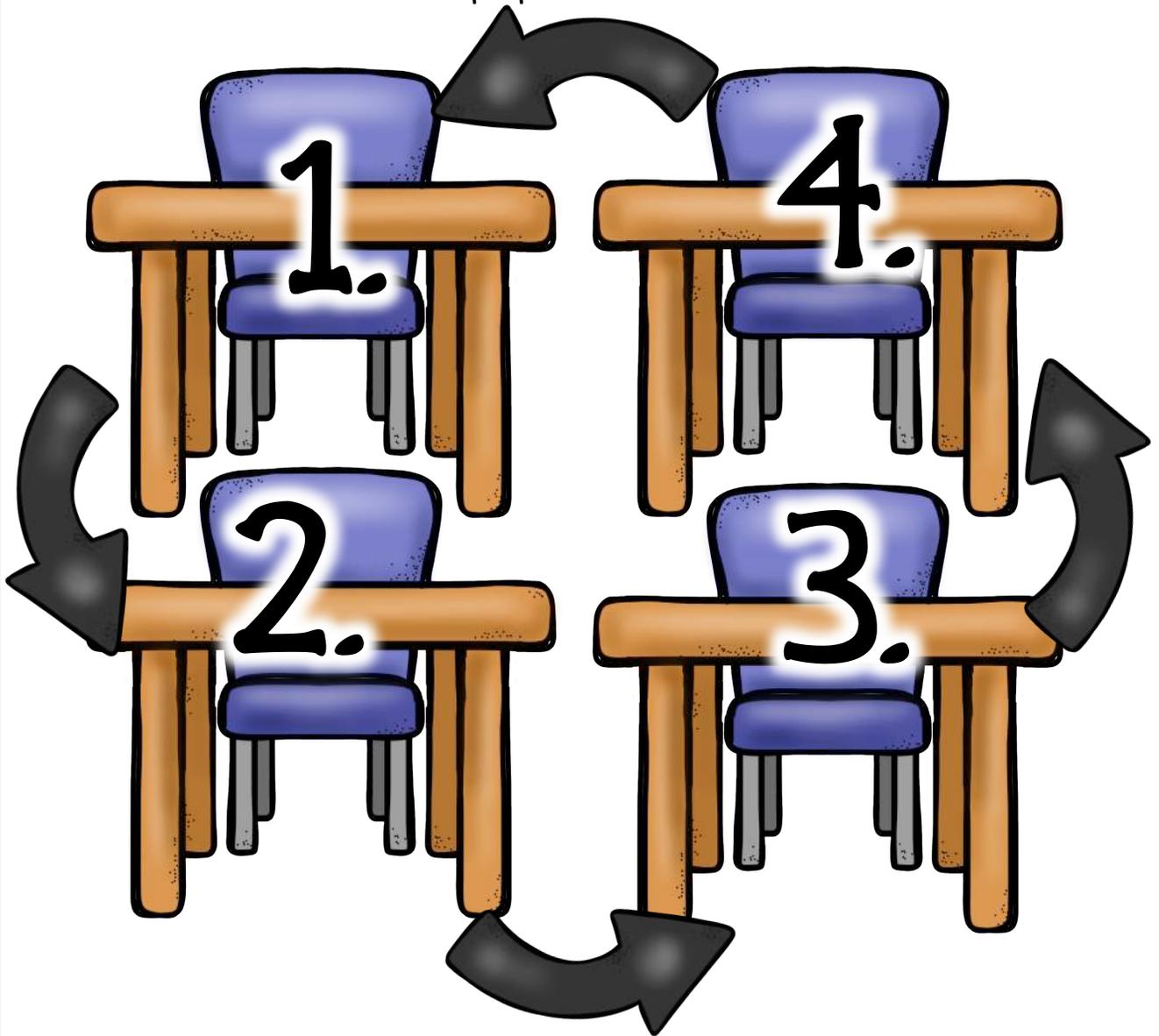
arranged



put in a neat
order

COLLABORATIVE VOCAB SCOOT

*Students will rotate to four different desks. They will draw a picture and write a synonym or short definition for the word. Tell them to LEAVE the paper on the desk!



*At the end the student will go back to his or her seat and analyze the drawings and definitions. Allow some share time for students to make observations to the whole class.

Name: _____

COLLABORATIVE VO CAB SCOOT

Draw and write about the word in the box. Wait for your teacher to tell you it is time to move on to another desk!

1. receive

Definition: _____

2. strung

Definition: _____

3. instantly

Definition: _____

4. arranged

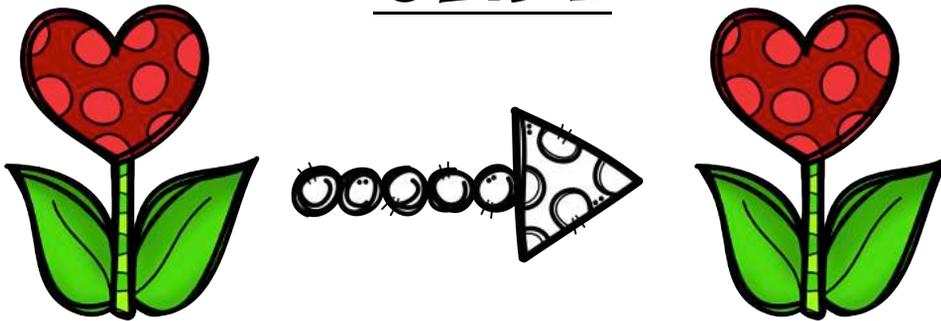
Definition: _____

MATH CONNECTION

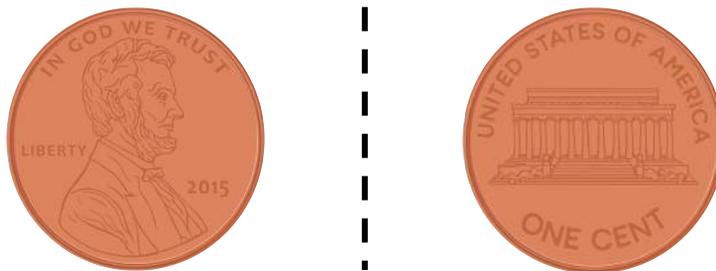


Slides, Flips, and Turns

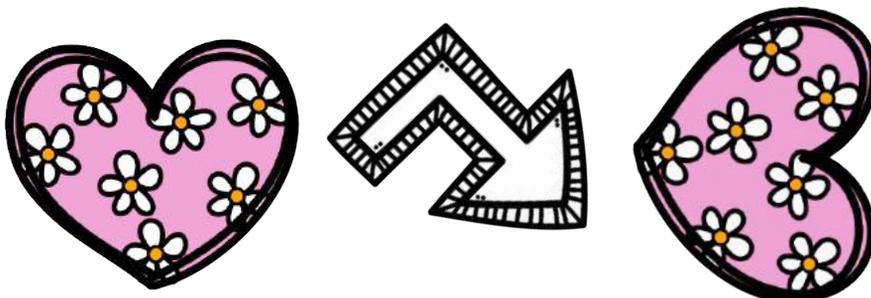
SLIDE



FLIP

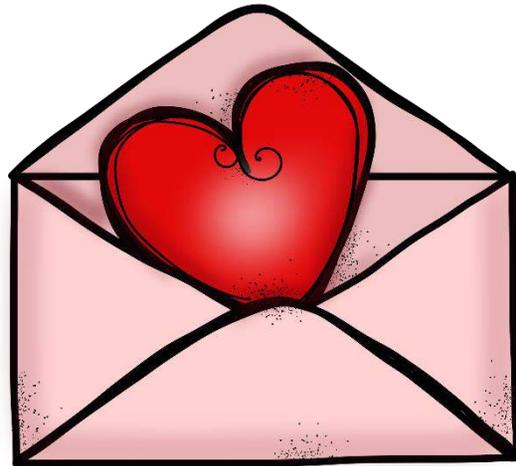


TURN



Waterproof Valentine

The Day it Rained Hearts



NGSS/CCSS 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. K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

Challenge Description: Students will test a variety of common materials to determine which are waterproof and which are not. They will then design a Valentine for a friend or family member out of construction paper and scraps, then cover it in their choice of waterproof materials. They will test their final design by spraying it with water to determine whether or not it's waterproof or water-resistant.

Suggested Materials: Q-tips (5 per group), Construction paper and construction paper scraps, 3-inch squares and larger sheets of the following suggested waterproof and nonwaterproof materials: aluminum foil, plastic wrap, plastic table cloth, felt, ziplock baggie (1 sample of each per group) spray bottle with water (1 per class), small cups of water (1 per group), scotch tape

LESSON PLAN

1. Brainstorm different objects and structures that are waterproof and water-resistant (i.e. mailboxes, electronics, houses, clothing, umbrellas) and why this feature might be important and necessary. Ask students to think of objects that they wish were waterproof and why. Refer to the provided vocabulary cards as needed throughout the lesson and display them in your classroom.
2. Have students test different possible waterproof materials by wrapping them around the end of a Q-tip and dipping them in water. Have them record their test results in the chart in their student booklet.
3. Introduce permitted materials and share the challenge. Allow students at least 45 minutes with partners or small groups to create a Valentine, cover it with waterproof materials, test it by spraying water, and record in their STEM journals.
4. Hold a whole class closing discussion and reflection, allowing students to share what they created and what they learned about waterproof objects and structures. Record their ideas on the provided teacher chart and have them finish their individual booklets.

Waterproof Valentine

The Day it Rained Hearts

Possible Product



Waterproof Valentine

The Day it Rained Hearts

**Things that are
waterproof**

**Materials that are
waterproof**

**Materials that are
NOT waterproof**

What we Learned



Waterproof Valentine

Vocabulary Cards

©Brooke Brown & Katie King



water-resistant

able to resist water, but not entirely



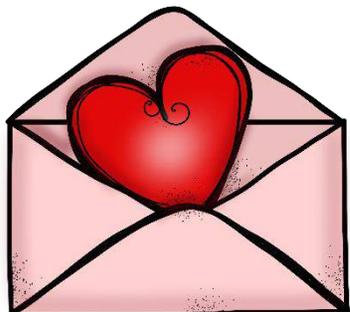
water-repellant

not easily penetrated by water



waterproof

unable to be penetrated by water

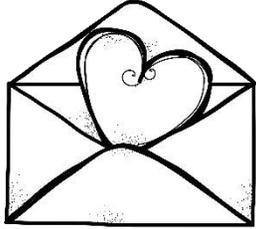


protect

to keep safe from harm or injury



Valentine Test

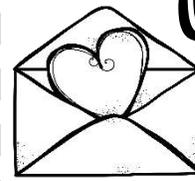


Test your Valentine by spraying it with water. Does it stay dry?

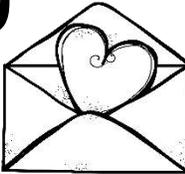
One thing that was EASY:

One thing that was HARD:

One new thing I LEARNED:



Waterproof Valentine



The Day it Rained Hearts

Name: _____

STEM CHALLENGE

Can you create a Valentine's card that is waterproof?

Things That are waterproof

Dig Deeper Into the Text!



Teacher Questions for **If I Were President**

*Before Reading:

What do you know about being the president?

*What are the qualifications and rules for someone who wants to be president?

*How many presidents from the past can you name?

*How is a president different from a king or queen?

*How long can someone serve as president of the United States?

*What does the "Armed Forces" consist of?

*What is the big speech that the president gives called?

*How do we as a Country show respect for the presidents from the past?

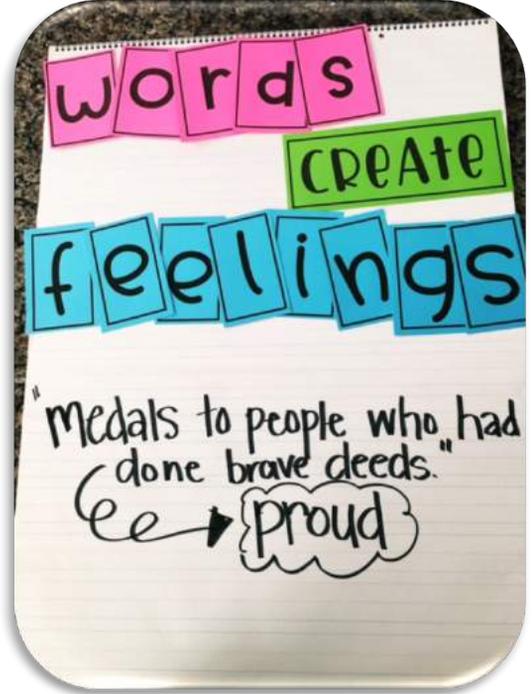
TEACHERS: PRINT
ON COLORED PAPER
AND LAMINATE. USE
THIS BOOKMARK
YEAR AFTER YEAR
TO HELP EXTEND
STUDENTS' THINKING!

Intended
Use



COMPREHENSION

1. Describe how words can give a reader a feeling. Discuss what kind of words you would expect in a scary scene. What about a sad one? Use this whole class anchor chart.



2. Here is an example of how students might have felt while listening to the possibilities with being president. Please don't limit them to these emotions- these are just examples!



COMPREHENSION

3. Students complete the half sheet to demonstrate their understanding of words giving us feelings.

Name: _____

Feelings

Write one word that you heard in the book.
Make that word **bold**. How does that word make you feel?



4. Optional Extension Activity for High Flyers! Discuss Real World Application. Allow students to make plans on post it notes and add to whole class chart. Project the chart on the Smart Board or make a large one on butcher paper.

PREsidential PLANS

Make a Text to World Connection. If you were president, what would your plans include?



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w

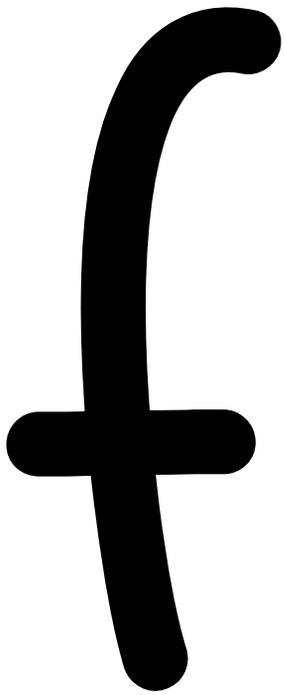
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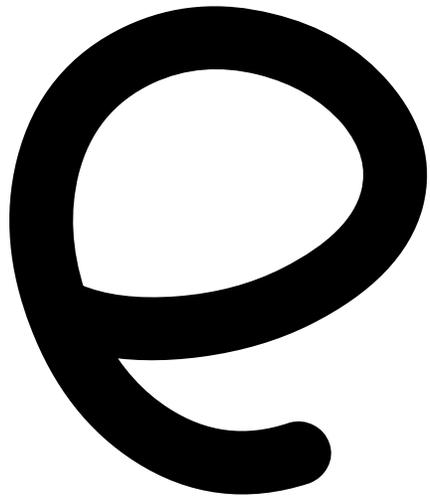
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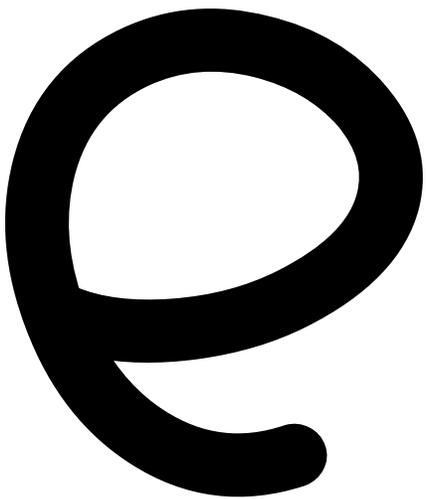
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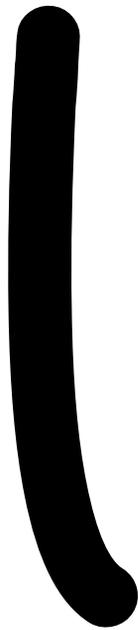
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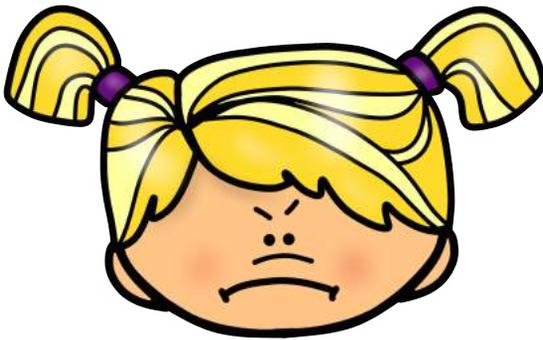
FEELINGS



excited



proud



grumpy



interested



shocked



confused

Name: _____

Feelings



Write one word that you heard in the book.
Make that word **bold**. How does that word make you feel?

A large, empty rounded rectangular box with a thick black border, intended for a drawing or additional notes.

Name: _____

Feelings



Write one word that you heard in the book.
Make that word **bold**. How does that word make you feel?

A large, empty rounded rectangular box with a thick black border, intended for a drawing or additional notes.

PREsIDENTIAL PLANS

Make a Text to World Connection. If you were president, what would your plans include?



carved



to cut into
something

suggest



to get someone to
think about
something

veto



to reject or
say no

marble

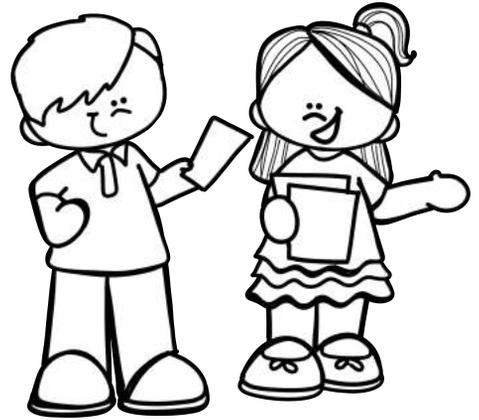


a hard, white
stone

ACT IT OUT!

*After going over the definition of the words, split the class into groups of 2-4 students. Students should use their bodies and faces to show what the words mean. Give the students about five minutes to work through their words. Kids should be up and moving!

*Each group should pick out one word to act out to the class. The groups will hold up their version of the vocab words (black and white version) to show which word they think is being represented!



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!



carved



to cut into
something

carved



to cut into
something

carved



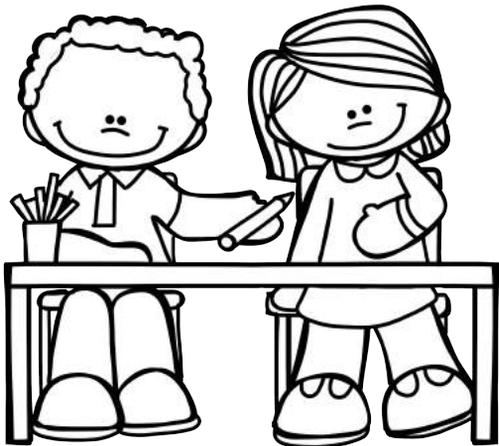
to cut into
something

carved



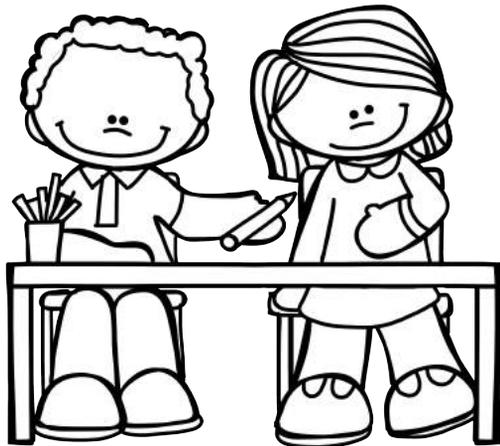
to cut into
something

suggest



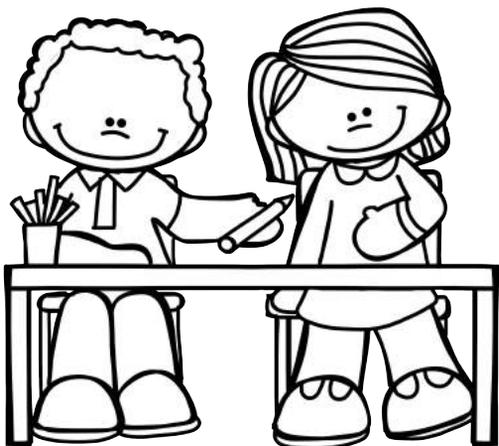
to get someone to
think about
something

suggest



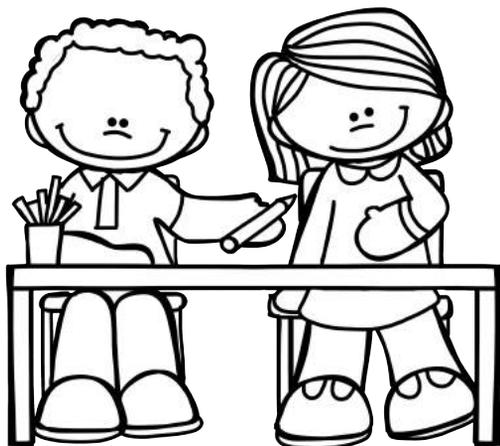
to get someone to
think about
something

suggest



to get someone to
think about
something

suggest



to get someone to
think about
something

veto



to reject or
say no

veto



to reject or
say no

veto



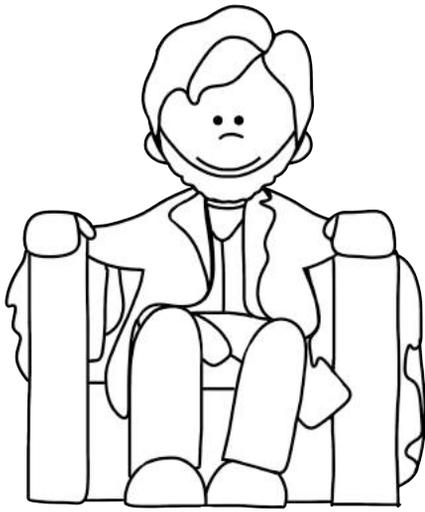
to reject or
say no

veto



to reject or
say no

marble



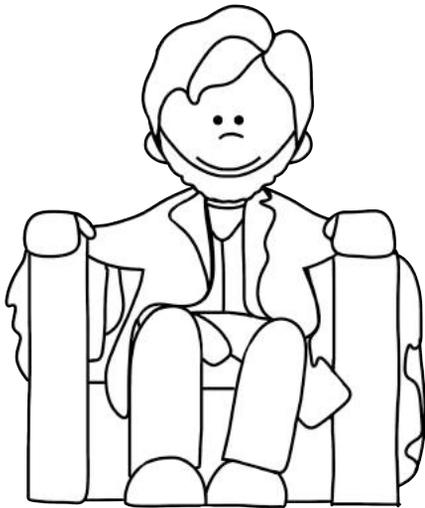
a hard, white
stone

marble



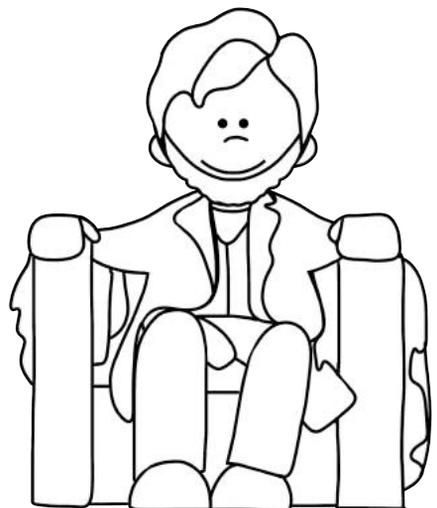
a hard, white
stone

marble



a hard, white
stone

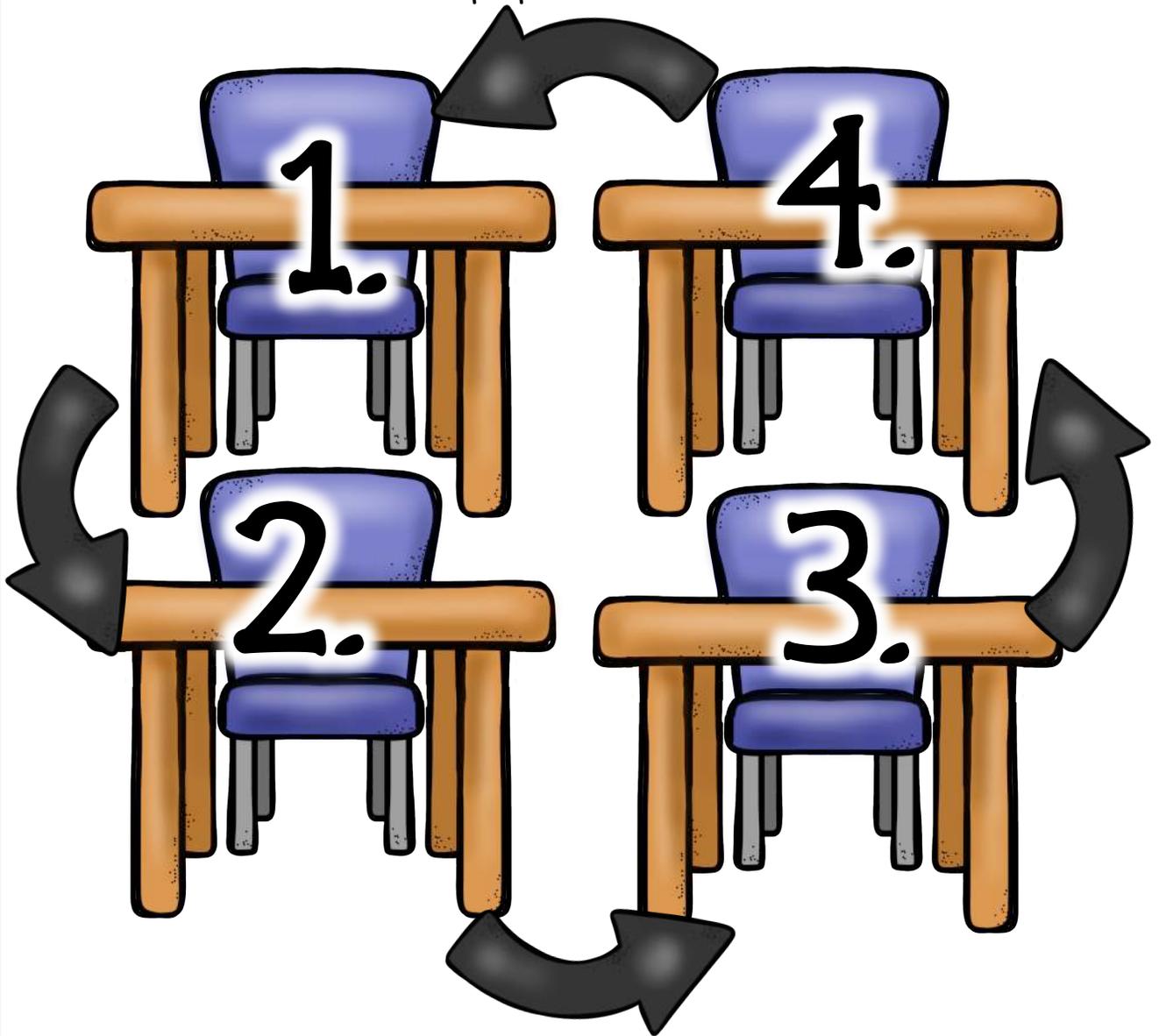
marble



a hard, white
stone

COLLABORATIVE VOCAB SCOOT

*Students will rotate to four different desks. They will draw a picture and write a synonym or short definition for the word. Tell them to LEAVE the paper on the desk!



*At the end the student will go back to his or her seat and analyze the drawings and definitions. Allow some share time for students to make observations to the whole class.

Name: _____

COLLABORATIVE VO CAB SCOOT

Draw and write about the word in the box. Wait for your teacher to tell you it is time to move on to another desk!

1. carved

Definition: _____

2. suggest

Definition: _____

3. veto

Definition: _____

4. marble

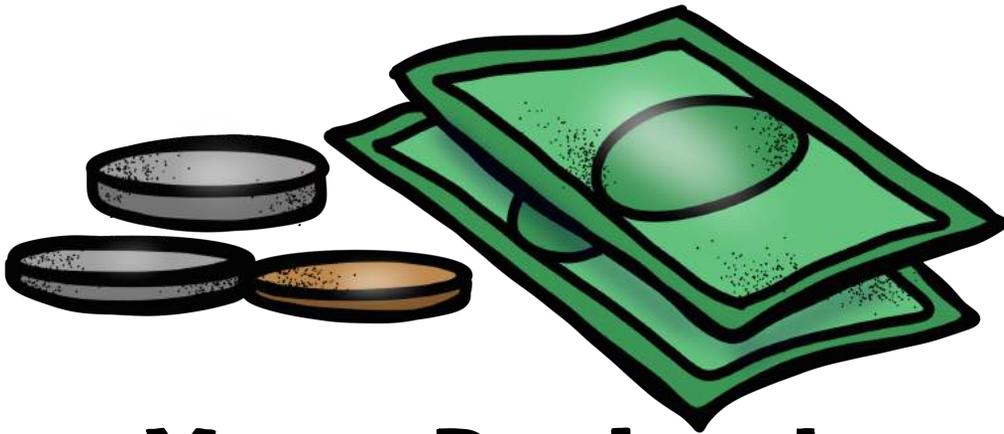
Definition: _____

MATH CONNECTION



Having a Budget

The president has to help plan a budget that takes care of the United States citizens' needs. This takes a tremendous amount of time and planning.



Your Budget



If you were given 50 dollars to get through the whole day, how would you spend it? Make sure to focus on your needs before your wants!

MY White HOUSE

If I Were President



NGSS/CCSS Standard Alignment: 2-PS1-3. Make observations to construct an 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-ETS1-2: Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
CCSS.MATH.CONTENT.K.G.P.4: Analyze, compare, create, and compose shapes.

Challenge Description: Using index cards and tape, students will construct their own original white house models. They may come up with their own designs or use real world examples of the White House as shown in Google images and in the book If I Were President. Students may use a variety of strategies, including cutting and folding cards to build three-dimensional shapes for their White Houses, including rectangular prisms, pyramids, cubes, and cylinders. They will also test the stability and balance of different White House designs and add special rooms that are similar to the real White House rooms.

Suggested Materials: large and small index cards (50-100 per group), scotch tape (1 roll per group), markers and crayons
OPTIONAL: Small, three-dimensional models of shapes

LESSON PLAN

1. Prime students' background knowledge about the White House by projecting a variety of Google images on an interactive whiteboard (both exterior views and interior maps). Discuss the different three-dimensional shapes that are represented in the White House.
2. Allow students to share what they already know about house designs. If possible, have students examine small three-dimensional shape models and discuss which ones resemble shapes found in house designs. Refer to the provided vocabulary cards as needed throughout the lesson and display them in your classroom.
3. Brainstorm a list of possible rooms and attractions that students might incorporate in their White House designs, including examples found in the book If I Were President. Record students' ideas on the provided teacher chart and have them add ideas to their student booklets.
4. Introduce permitted materials and share the challenge. Allow students to share ideas for how the cards work and might fit together in different ways to make a house that is balanced and sturdy. Allow students at least 45 minutes with partners or small groups to create and test a variety of White House designs, label the different rooms, and record in their STEM journals.
5. Hold a whole class closing discussion and reflection, allowing students to share what they created and what they learned about house designs. Record their ideas on the provided teacher chart and have them finish their individual booklets.

My White House

If I Were President

Possible Product

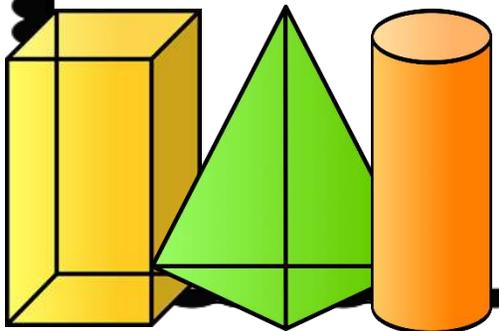


My White House

If I Were President

**3D Shapes in
My White House**

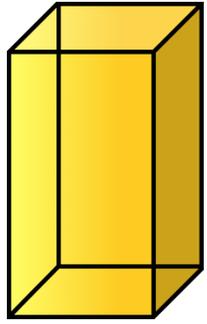
**Rooms in
My White House**



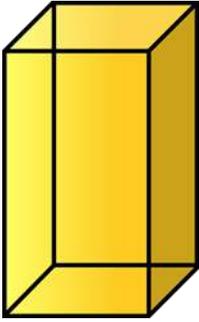
My White House

Vocabulary Cards

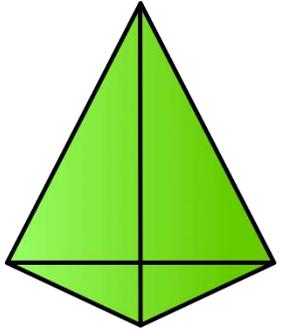
©Brooke Brown & Katie King



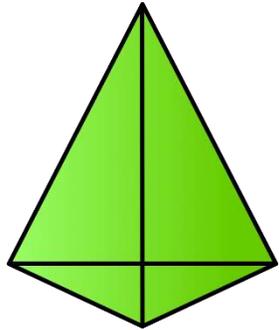
rectangular prism



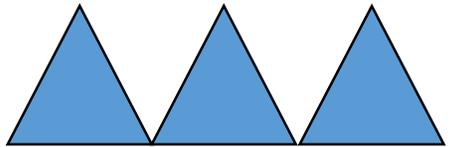
a solid object which has 5 faces that are rectangles



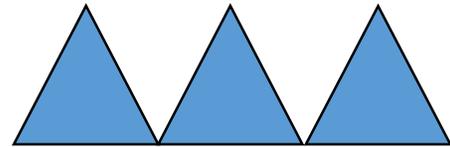
pyramid



a solid with a polygonal base and triangular faces that meet at a point



truss

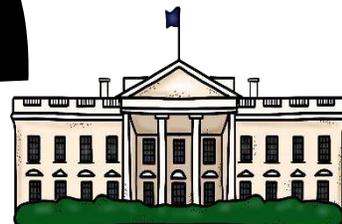


a supporting structure or framework composed of triangles

foundation

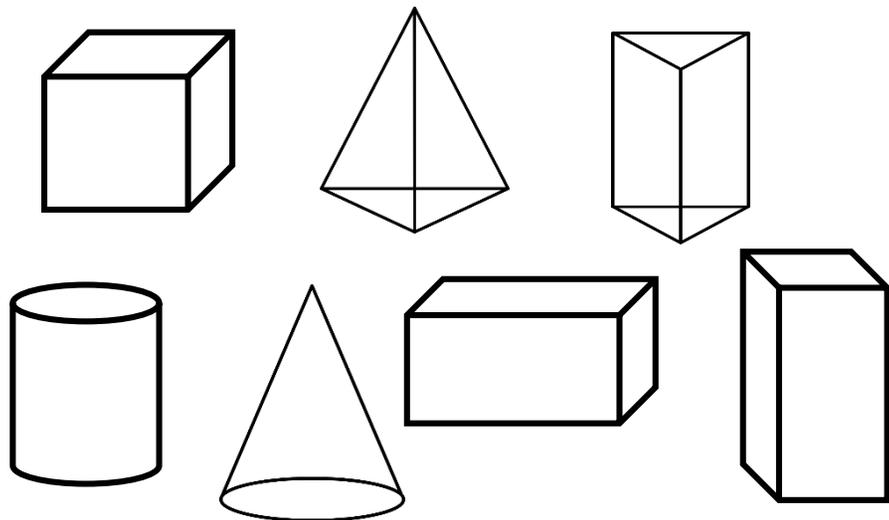


the base or ground on which a structure rests

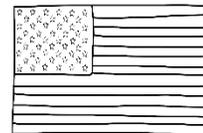
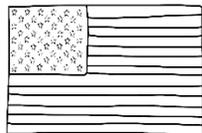


3D shapes in My White House

Color the 3D shapes that are found in your White House design.



My White House



If I Were President

Name: _____

STEM CHALLENGE

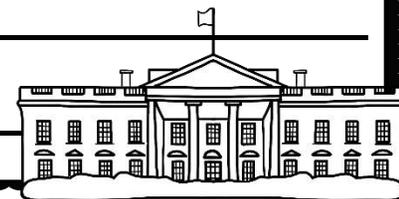
Can you construct your own White House using only cards and tape?

One thing that was EASY:

One thing that was HARD:

One new thing I LEARNED:

What I Know About the White House Design



Dig Deeper Into the Text!



Teacher Questions for **You Think It's Easy Being the Tooth Fairy**

*Before Reading- If you close your eyes and think about the Tooth Fairy, what pops into your head?

*Who does the Tooth Fairy think is "soft?" Why?

*How does the author use bold words in this book? Can you give me an example?

*How does the Tooth Fairy train to stay in shape?

*The Tooth Fairy says the "patent is pending" on the Tooth-o-Finder. What does this mean?

*What does "quintuplets" mean?

*What does the term "pearly whites" mean?

*After Reading- now think about what you originally said about the Tooth Fairy. Has your opinion of her changed? How so?

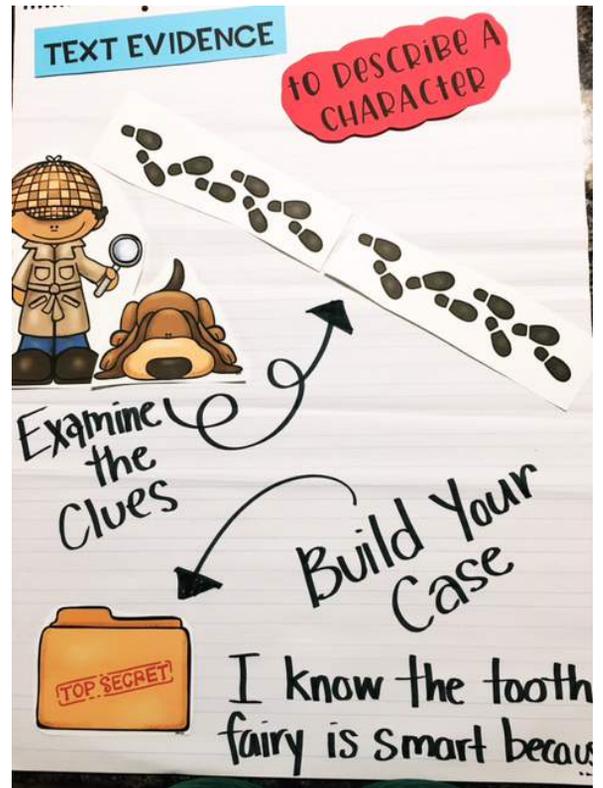
TEACHERS: PRINT
ON COLORED PAPER
AND LAMINATE. USE
THIS BOOKMARK
YEAR AFTER YEAR
TO HELP EXTEND
STUDENTS' THINKING!

Intended
Use



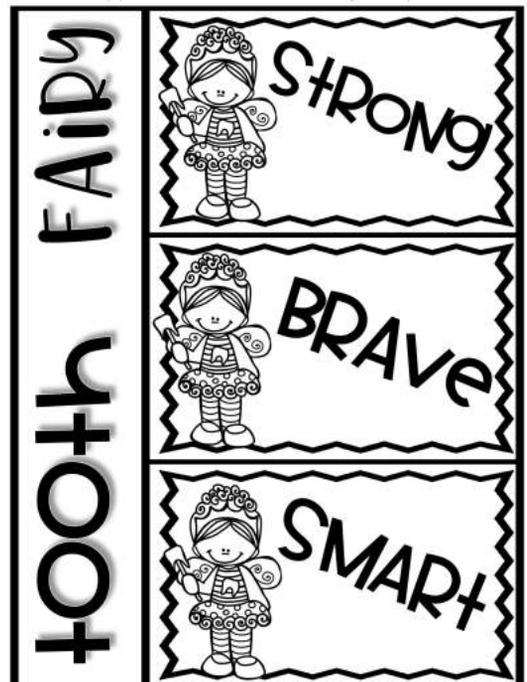
COMPREHENSION

1. Discuss how you could describe the Tooth Fairy. Talk about the importance of being able to support your adjectives with evidence from the text.



2. Use the flip flap book either together as a group or individually if students are ready. They are providing evidence to show the Tooth Fairy's characteristics.

Cut around the template. *Optional- color the Tooth Fairy while you think about how to provide evidence for the adjectives. Cut the lines between the three adjectives. Glue down the "Tooth Fairy" part. Write the evidence under each adjective in your notebook.



COMPREHENSION

3. Students complete the half sheet to demonstrate their understanding of one of the famous quotes in the book.

Name: _____

Pick one adjective to describe the Tooth Fairy. Provide evidence from the book.

DESCRIBING A CHARACTER



4. Optional Extension Activity for High Flyers! Introduce 1st Person Point of View and discuss more examples that the students may know.

1st PERSON POINT OF VIEW

When one of the characters is telling the story.

AND JUST LIKE THAT, THOSE THREE BEARS CAME IN AND STARTED FUSSING AT ME. ALL I WANTED WAS A LITTLE SNACK AND A NAP. THEY DIDN'T HAVE TO BE SO MEAN!



TEXT EVIDENCE

TO DESCRIBE A

CHARACTER

anchors character pieces

Anchor chart + pieces

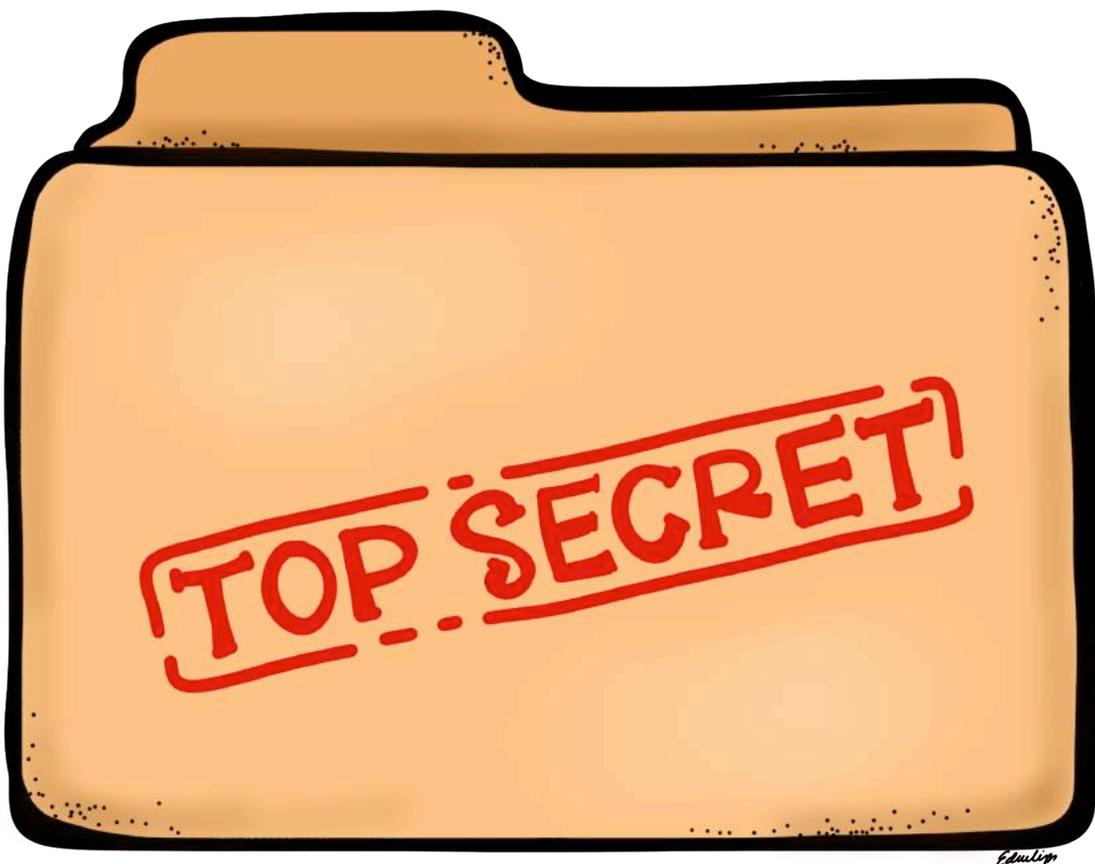




Edupia

anchor chart pieces

Anchor Chart Pieces



Cut around the template. *Optional- color the Tooth Fairy while you think about how to provide evidence for the adjectives.. Cut the lines between the three adjectives. Glue down the "Tooth Fairy" part. Write the evidence under each adjective in your notebook.

FAIRY

TOOTH



STRONG



BRAVE



SMART

Name: _____

DESCRIBING A CHARACTER

Pick one adjective to describe the Tooth Fairy. Provide evidence from the book.

A large, empty rounded rectangular box with a thick black border, intended for a drawing or additional notes.

Name: _____

DESCRIBING A CHARACTER

Pick one adjective to describe the Tooth Fairy. Provide evidence from the book.

A large, empty rounded rectangular box with a thick black border, identical to the one in the top section.

1st PERSON POINT OF VIEW

When one of the characters is
telling the story.

AND JUST LIKE THAT, THOSE THREE
BEARS CAME IN AND STARTED
FUSSING AT ME. ALL I WANTED WAS
A LITTLE SNACK AND A NAP. THEY
DIDN'T HAVE TO BE SO MEAN!



rely



depend on
with full trust

scope



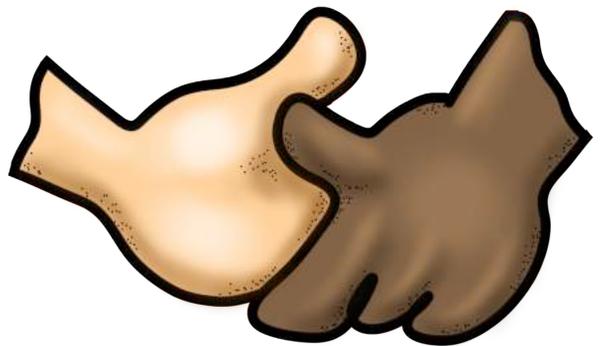
to investigate

lug



to carry or
drag

clutch



to hold tightly

ACT IT OUT!

*After going over the definition of the words, split the class into groups of 2-4 students. Students should use their bodies and faces to show what the words mean. Give the students about five minutes to work through their words. Kids should be up and moving!

*Each group should pick out one word to act out to the class. The groups will hold up their version of the vocab words (black and white version) to show which word they think is being represented!



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!



rely



depend on
with full trust

rely



depend on
with full trust

rely



depend on
with full trust

rely



depend on
with full trust

lug



to carry or
drag

lug



to carry or
drag

lug



to carry or
drag

lug



to carry or
drag

scope



to investigate

scope



to investigate

scope



to investigate

scope



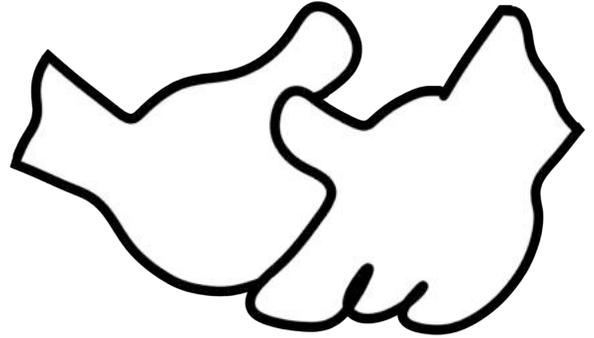
to investigate

clutch



to hold tightly

clutch



to hold tightly

clutch



to hold tightly

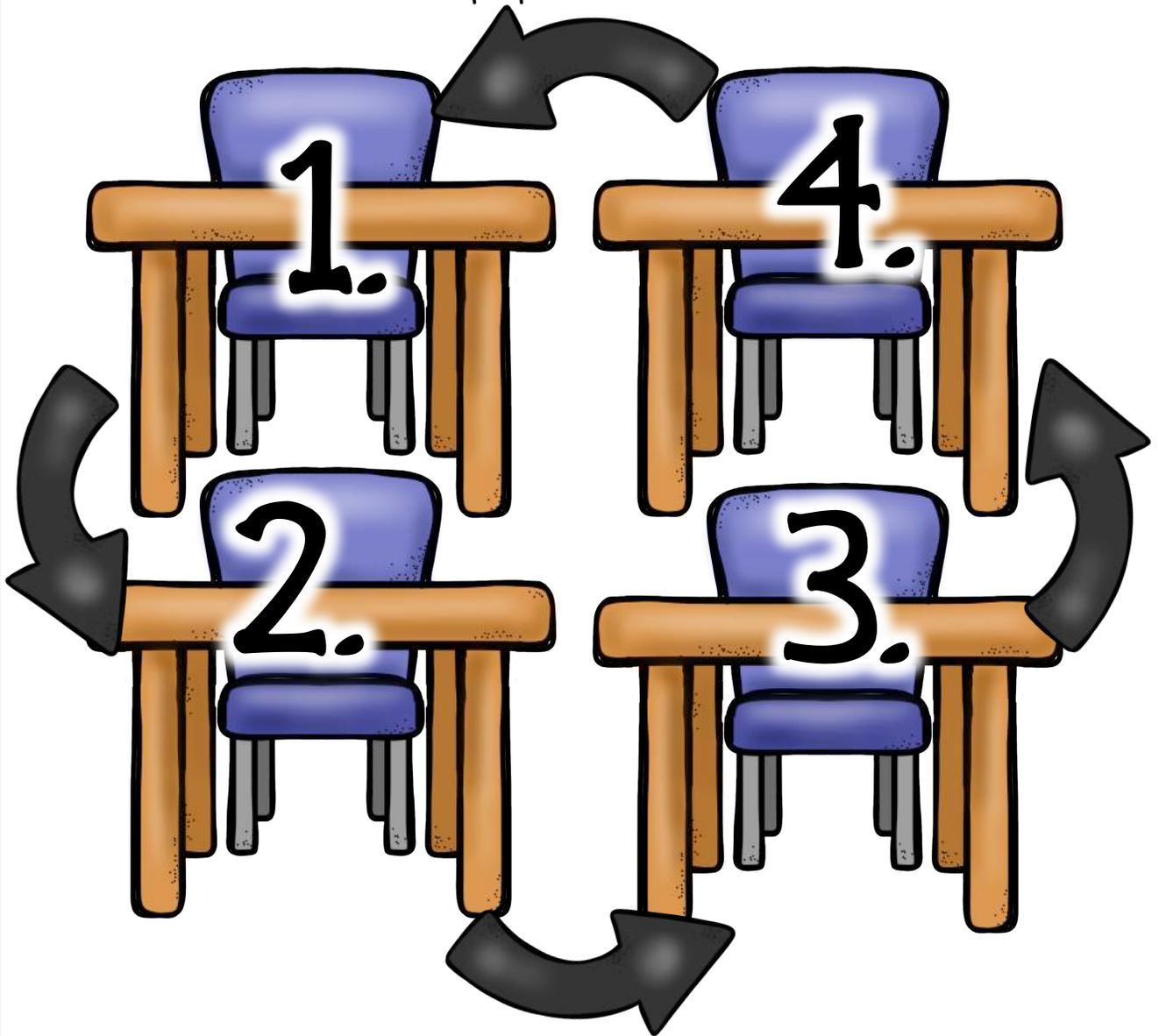
clutch



to hold tightly

COLLABORATIVE VOCAB SCOOT

*Students will rotate to four different desks. They will draw a picture and write a synonym or short definition for the word. Tell them to LEAVE the paper on the desk!



*At the end the student will go back to his or her seat and analyze the drawings and definitions. Allow some share time for students to make observations to the whole class.

Name: _____

COLLABORATIVE VO CAB SCOOT

Draw and write about the word in the box. Wait for your teacher to tell you it is time to move on to another desk!

1. rely

Definition: _____

2. scope

Definition: _____

3. lug

Definition: _____

4. clutch

Definition: _____

MATH CONNECTION



Counting Coins:

When counting coins remember to group like coins together and count in groups. Some people also like to count the biggest coins first (quarters, dimes, nickels, and then pennies).



FUN FACT- 30 million pennies are produced a day!

TOOTH FAIRY HOVERBOARD

You Think It's Easy Being the Tooth Fairy?



NGSS Standard Alignment: K-2-ETS1-1: Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool, K-2-ETS1-2: Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

Challenge Description: Students will experience the concepts of force, thrust, and air power by poking a hole in the center of an index card, pushing the end of an inflated balloon through the hole, and letting go. The force of the air releasing from the balloon will produce thrust to make the index card fly and spin throughout the air, similar to a flying hoverboard. Students will apply their learning by brainstorming real world uses for air power.

Suggested Materials: 3 x 5 index cards (2 per group), balloons (1 per group), tooth fairy cutouts (1 per group), scotch tape (1-2 strips per group)

LESSON PLAN

1. Google images for "flying hoverboard" and prime students' background knowledge by discussing how hoverboards might work. Discuss similarities and differences between the images and the hoverboard that the Tooth Fairy uses in You Think It's Easy Being the Tooth Fairy?
2. Hold a class discussion, allowing students to brainstorm examples of how different things are powered by the force of air (i.e. wind-powered homes, kites, windmills, sailboats). Record their ideas on the provided teacher chart and have them add ideas to their individual booklets.
3. Introduce the challenge and share materials. Allow students 15-20 minutes to construct a hoverboard model out of their materials using the instructions in their student booklets on page 2. Have them test their hoverboards and record their observations.
4. Hold a whole class closing discussion and reflection, allowing students to share what they created and what they learned about force, thrust, and air power. Record their ideas on the provided teacher chart and have them complete their booklets as follows on page 4: **pressure, force, thrust, gravity**

TOOTH FAIRY HOVERBOARD

You Think It's Easy Being the Tooth Fairy?

Possible Product

TOOTH FAIRY



HOVERBOARD

TOOTH FAIRY HOVERBOARD

You Think It's Easy Being the Tooth Fairy?

**How Real
Hoverboards work**

**Things That are
powered by Air**

**How our
Hoverboards work**

What we LEARNED



TOOTH FAIRY HOVERBOARD

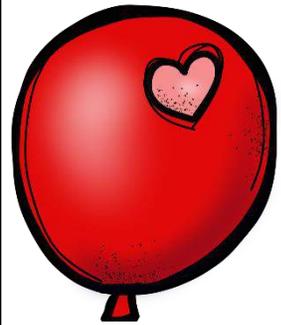
Vocabulary Cards

©Brooke Brown & Katie King



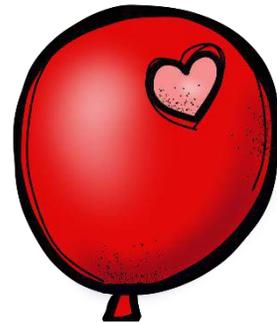
force

a push or pull on an object



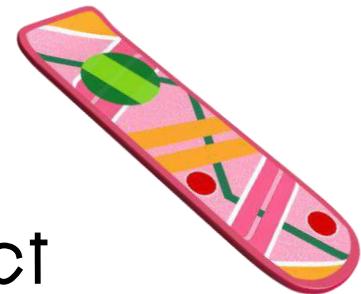
pressure

force exerted on an object



thrust

a force that propels or pushes an object



gravity

force of attraction of objects to the center of the Earth



TOOTH FAIRY HOVERBOARD



Fold and Tape



Fold and Tape



Fold and Tape



Fold and Tape



Fold and Tape



Fold and Tape



Fold and Tape



Fold and Tape

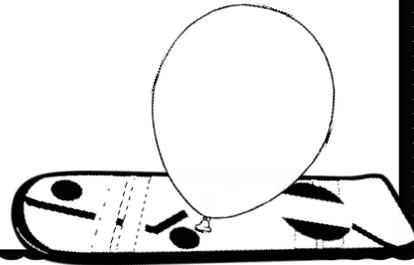


Fold and Tape



Fold and Tape

**What happened to your
Hoverboard when you
let the balloon go?**



The _____ of the
air coming out of the balloon
produced _____.

The force that pushed the
hoverboard is also called
_____.

_____ pulled the
hoverboard back to the ground.

TOOTH FAIRY HOVERBOARD

You Think It's Easy Being the Tooth Fairy?

Name: _____

STEM CHALLENGE

Can you create a
flying hoverboard for the
tooth fairy?

Things That Are powered BY Air

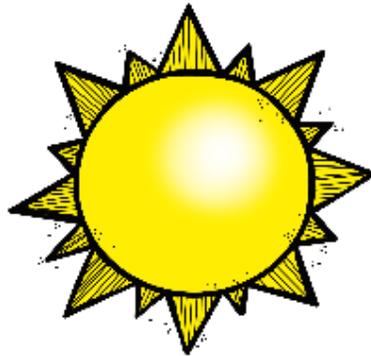


Groundhog Day

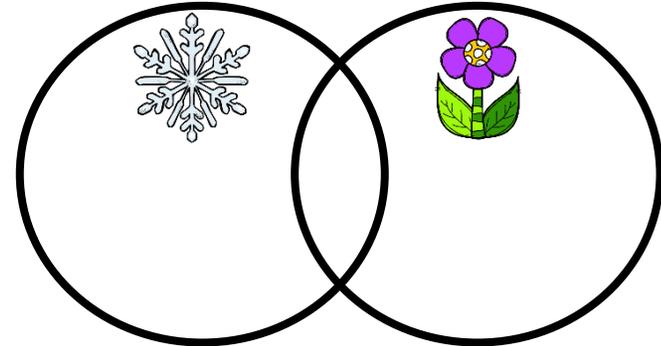
Maker Task Cards

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

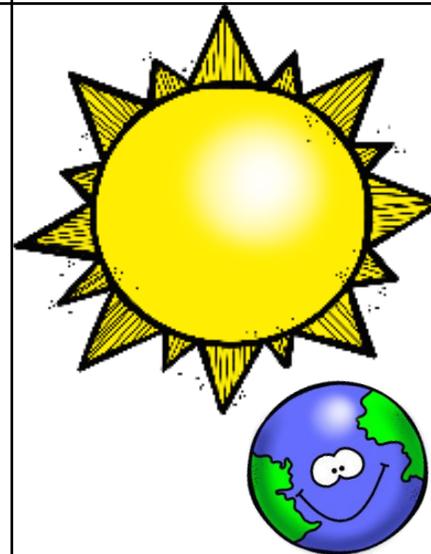
Make a model of a shelter that gives shade to animals.



Make a poster that compares and contrasts winter and spring.



Make a shadow puppet and test it with a light source.



Make a model of the sun and Earth and show how the Earth rotates and revolves around the sun.

The Day it Rained Hearts Maker Task Cards

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

Make a valentine's box with a latch.



Make a new and improved mailbox.



Make a container that holds the most pieces of candy.



Make a valentine that is written in a secret code.

If I Were President Maker Task Cards

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

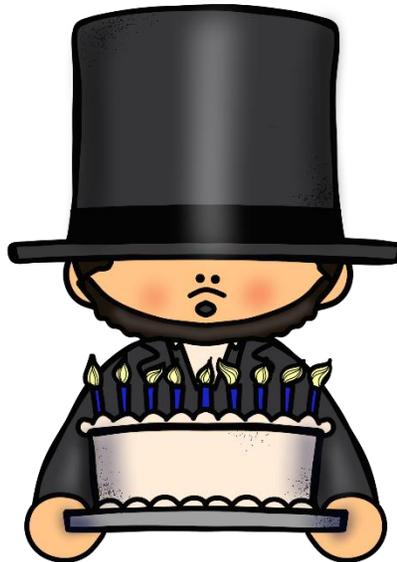
Make a poster about things you would change if you were president.



Make a ballot box.



Make the tallest hat possible.



Make a book about George Washington.

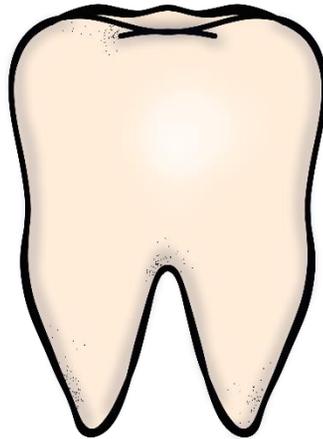


You Think it's Easy Being the Tooth Fairy?

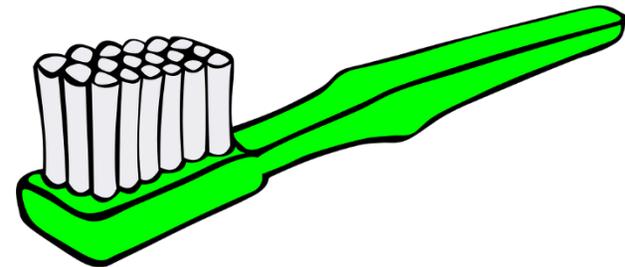
Maker Task Cards

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

Make a container to hold lost teeth.



Make a new and improved toothbrush.



Make a new flying transportation device for the tooth fairy.

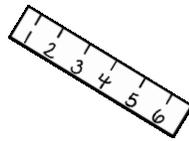


Make a poster about ways to keep your teeth healthy.





STEM Challenge Assessment Rubric



Challenge: _____
 Date: _____
 Student Name: _____

3	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.

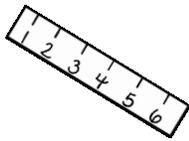
TOTAL POINTS: _____ /18

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Comments: _____



STEM Challenge Assessment Rubric



Challenge: _____
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Student fully participated in class discussions.	Student somewhat participated in class discussions.	Student did not participate in class discussions.

TOTAL POINTS: _____ /18

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Comments: _____



We Need Supplies for Storybook STEM!

Dear Families,

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

We are in need of the following items by _____.

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

Sincerely,

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

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

Credits

Thank you for your purchase!

Created by
Brooke Brown & Katie King

