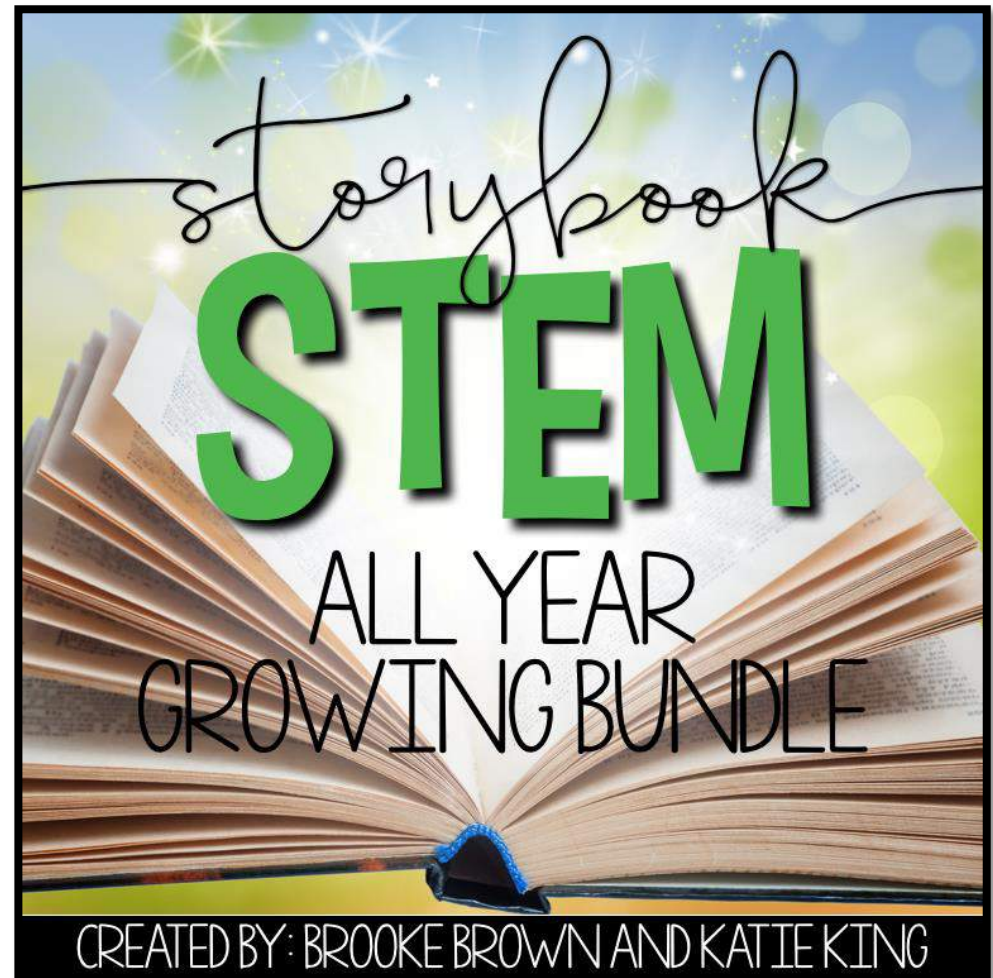
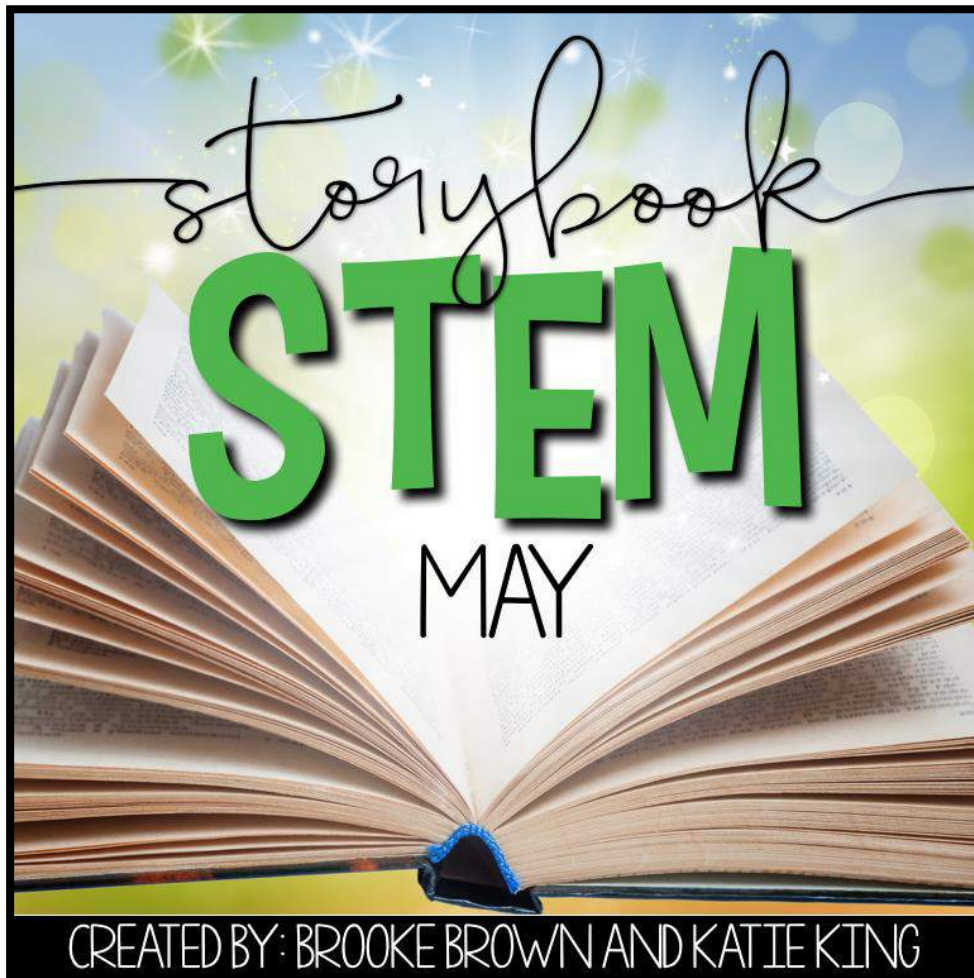
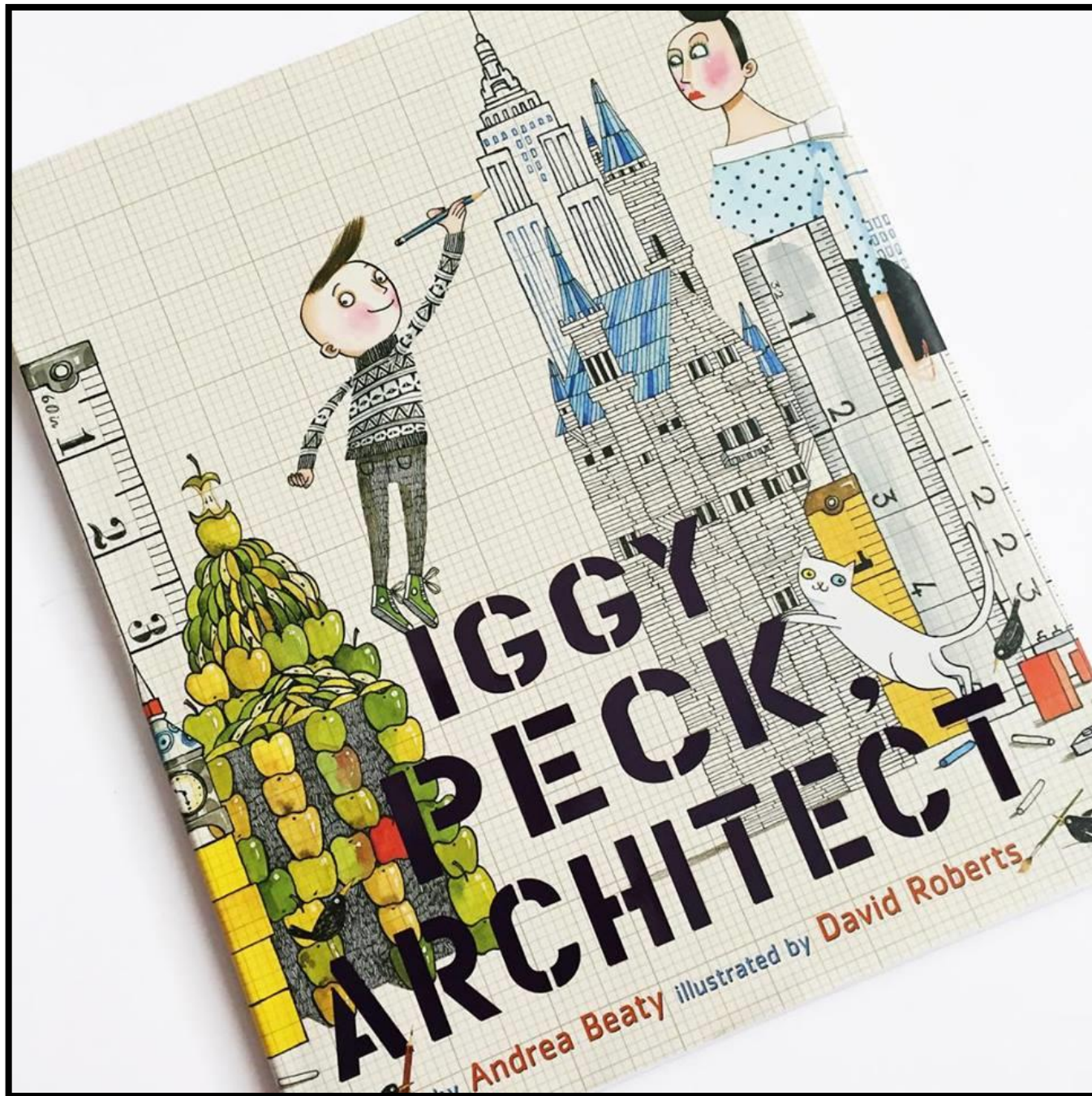


# Love Storybook STEM?

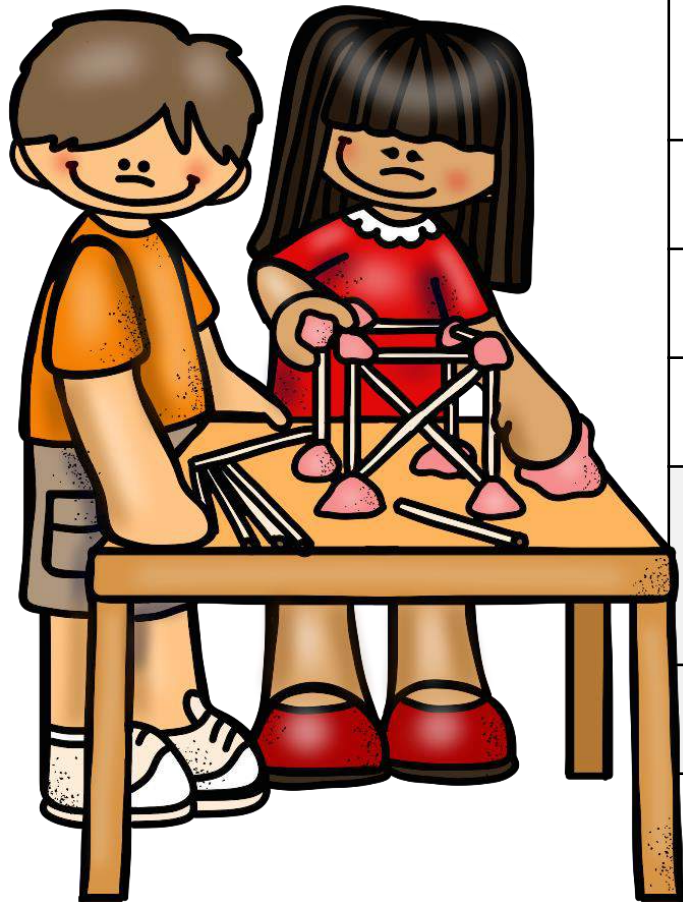
See our Monthly Units and All Year Bundle!



Click the picture below to purchase this book through an affiliate link on my website.



# contents



## Iggly Peck, Architect by Andrea Beaty

Page 4: Comprehension Bookmark

Page 5-14: Characters' Feelings activities

Page 15-19: Flashback activities

Page 20-27: Vocabulary activities

Page 28: Math Connection – Polygons

Pages 29-34: STEM Challenge:  
Sticky Structure

Page 35: Maker Task Cards

Page 36: Credits

# Dig Deeper Into the Text!

Teacher Questions for  
**IGGY PECK,  
ARCHITECT**



Have you read any other books by Andrea Beaty? What were they?

What are "Sphinx" and what country did they originate in?

Did Iggy's parents buy him expensive materials for his creations? What did he use to build?

What do you think about Mis Lila Greer's decision to not discuss architecture? Is it fair to her students?

How would you feel if you were stuck in an elevator for two days?

Does your class have safety precautions so you don't get lost on field trips?

Look at the page where the bridge collapses. What did the author do with the words? Why?

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

Intended Use




# COMPREHENSION

1. After you have read the book, discuss how characters experience different feelings throughout the book. The author doesn't always TELL us exactly how the character is feeling. Sometimes the author will suggest feelings with other words.

words that suggest:  
**FEELINGS**

The author uses different words to show you how characters feel. Imagine how boring the book would be if the author repeatedly stopped the storyline to tell you exactly how the character felt







Can you identify how Iggy Peck and Miss Lila are feeling throughout the book?

And then sometimes the illustrator will help out by giving us clues in their illustrations.

2. Make a large class anchor chart with beginning, middle, and end. Have students use the emojis to tell how the character felt and what words helped them figure out how the character felt.

words that suggest **feelings**

BEGINNING	MIDDLE	END
 Iggy was happy. Iggy got a big foam in the car.	 Iggy was sad. He learned his break was longer than he thought.	 The class was proud! "Seventeen years smiling faces"
	 Lila was scared! "a great first" "relaxing bright"	

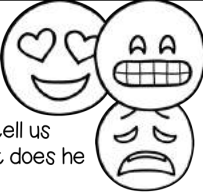
# COMPREHENSION

3. Have students write about suggested feelings and why the author doesn't just come right out and say it!

Name: \_\_\_\_\_

## Feelings

Talk about why the author doesn't tell us exactly how the character feels. What does he do instead?



\_\_\_\_\_

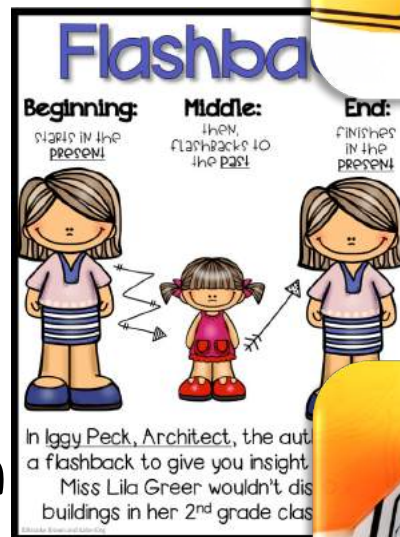
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

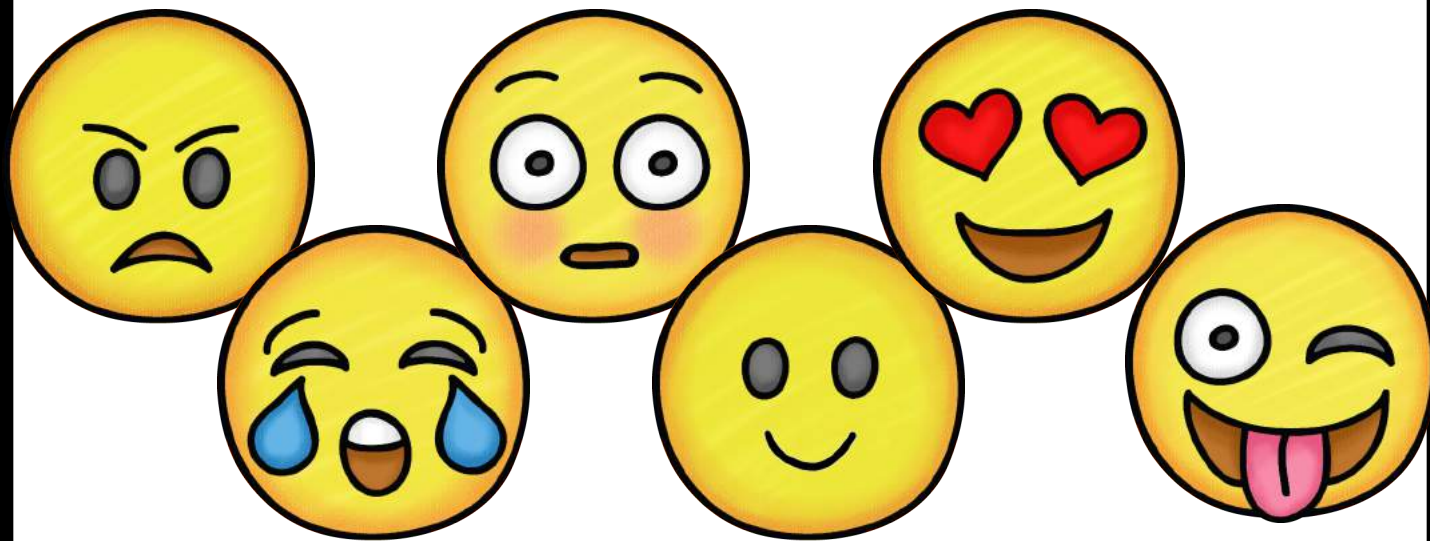
4. Optional Extension Activity for High Flyers! Go over the flashback poster.

Explain to the students the purpose of this particular flashback. Give students the camera cutouts and have them write and draw about Miss Greer in terms of the flashback.



# words that suggest: **FEELINGS**

The author uses different words to show you how characters feel. Imagine how boring the book would be if the author repeatedly stopped the storyline to tell you exactly how the character felt.



Can you identify  
how Iggy Peck and  
Miss Lilq are feeling  
throughout the  
book?

words that

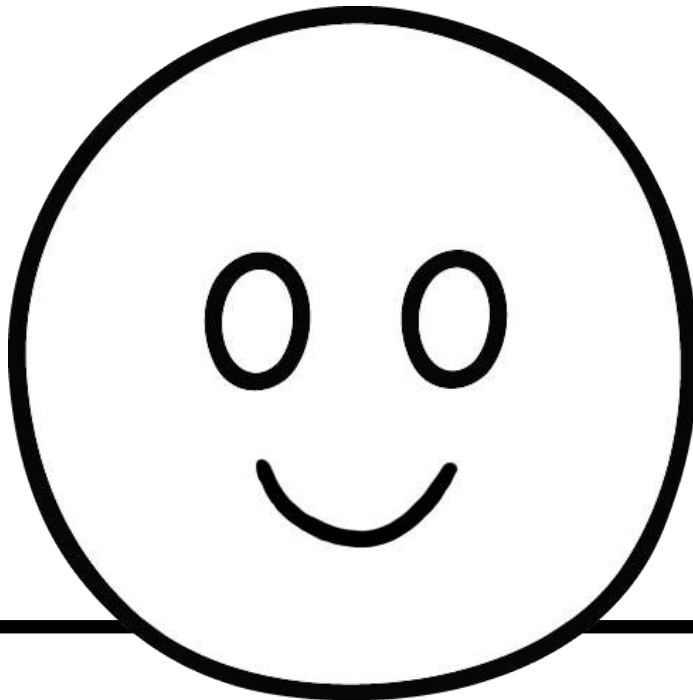
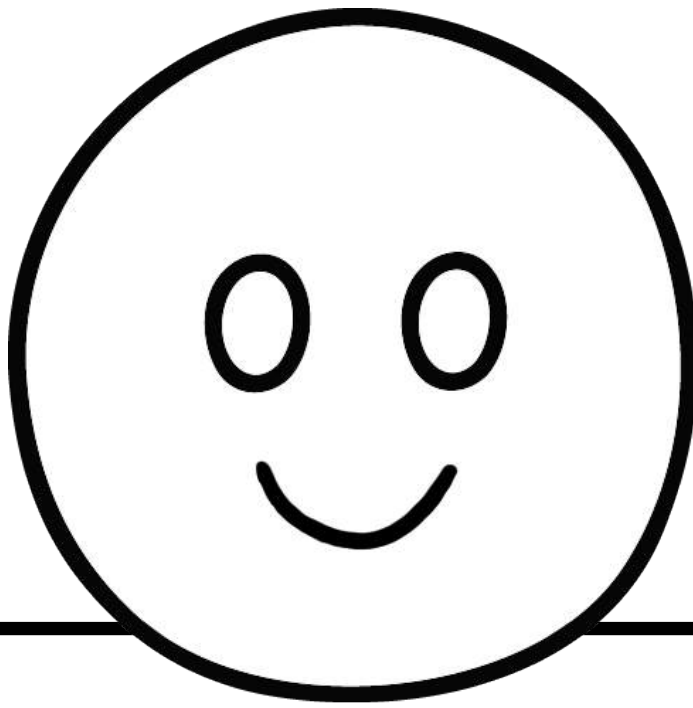
suggest

feelings

**BEGINNING**

**MIDDLE**

**END**

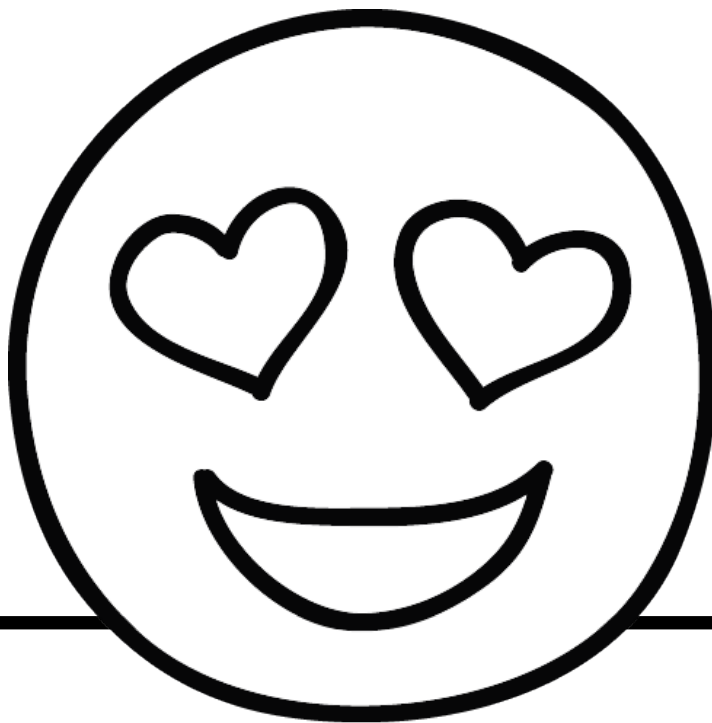
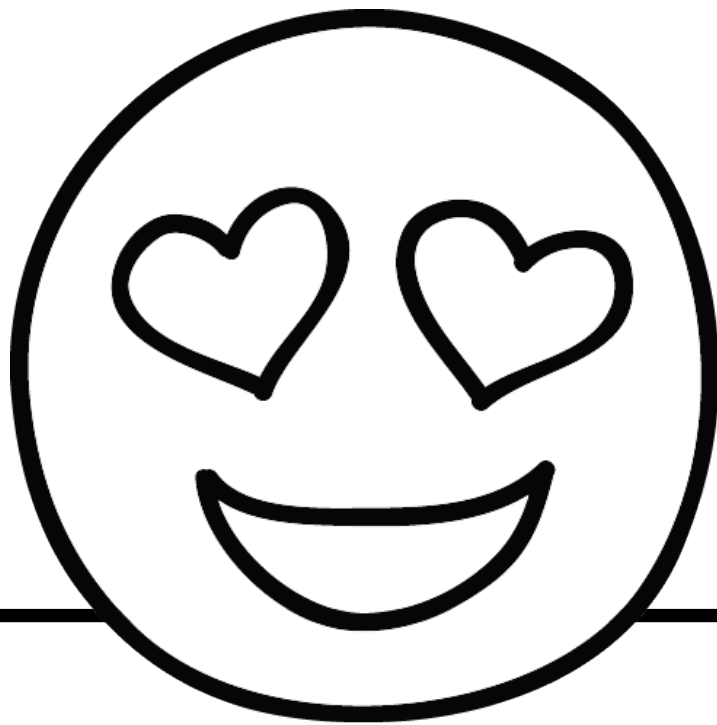


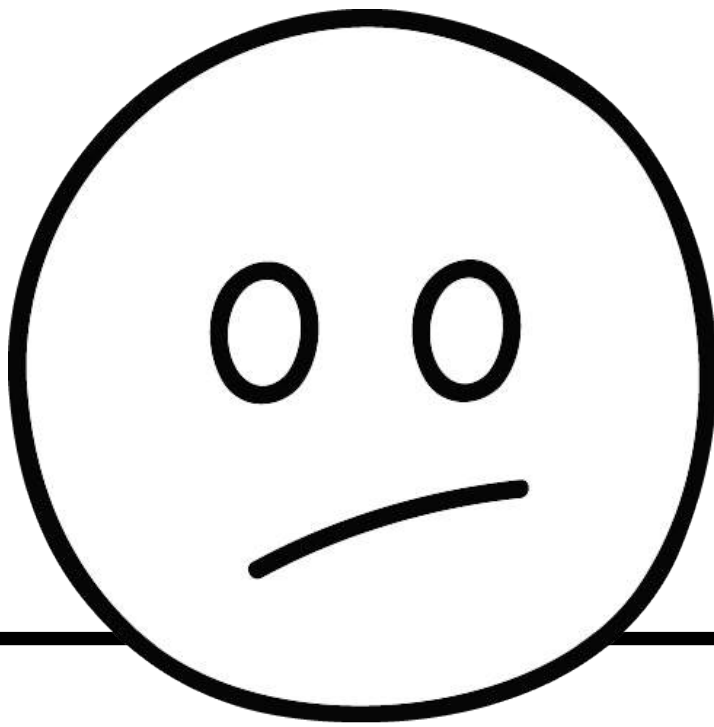


A horizontal rectangular box with rounded ends, intended for writing a response to the sad face above it.

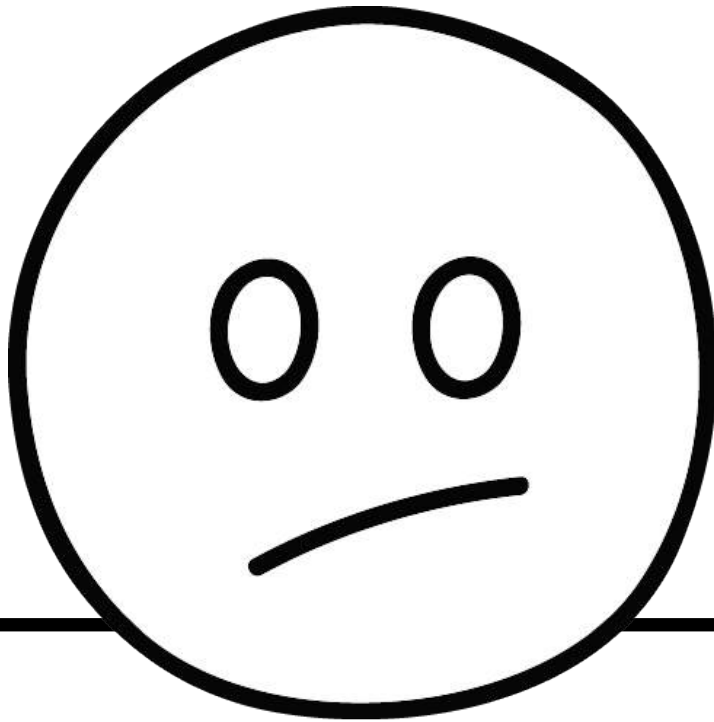


A horizontal rectangular box with rounded ends, identical to the one above, intended for writing a response to the sad face above it.





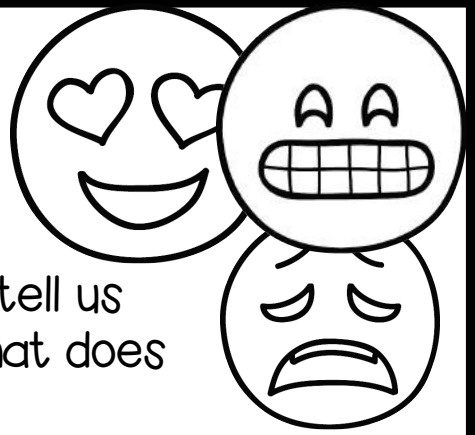
A horizontal rectangular box with rounded corners, intended for writing text.



A horizontal rectangular box with rounded corners, identical to the one above, intended for writing text.

Name: \_\_\_\_\_

# Feelings



Talk about why the author doesn't tell us exactly how the character feels. What does she do instead?

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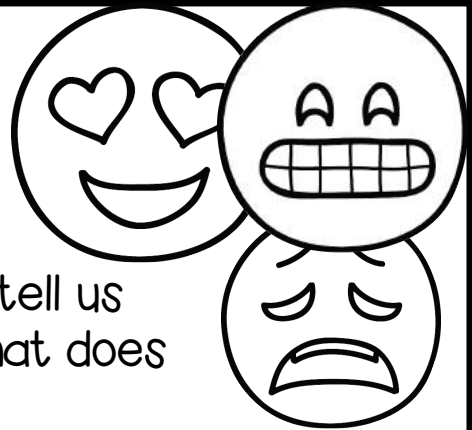
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Name: \_\_\_\_\_

# Feelings



Talk about why the author doesn't tell us exactly how the character feels. What does she do instead?

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---

---

# Flashback

## Beginning:

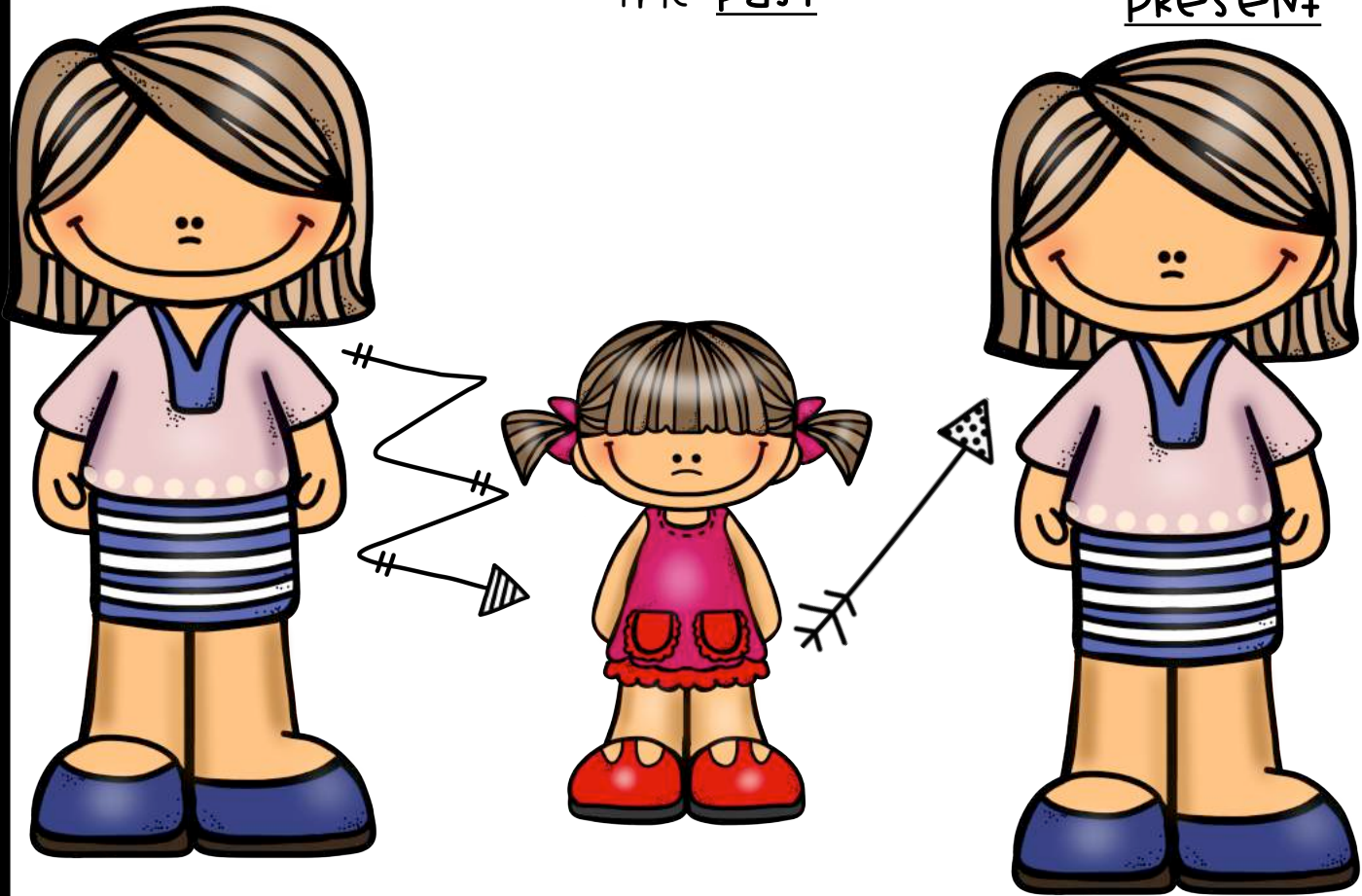
starts in the  
present

## Middle:

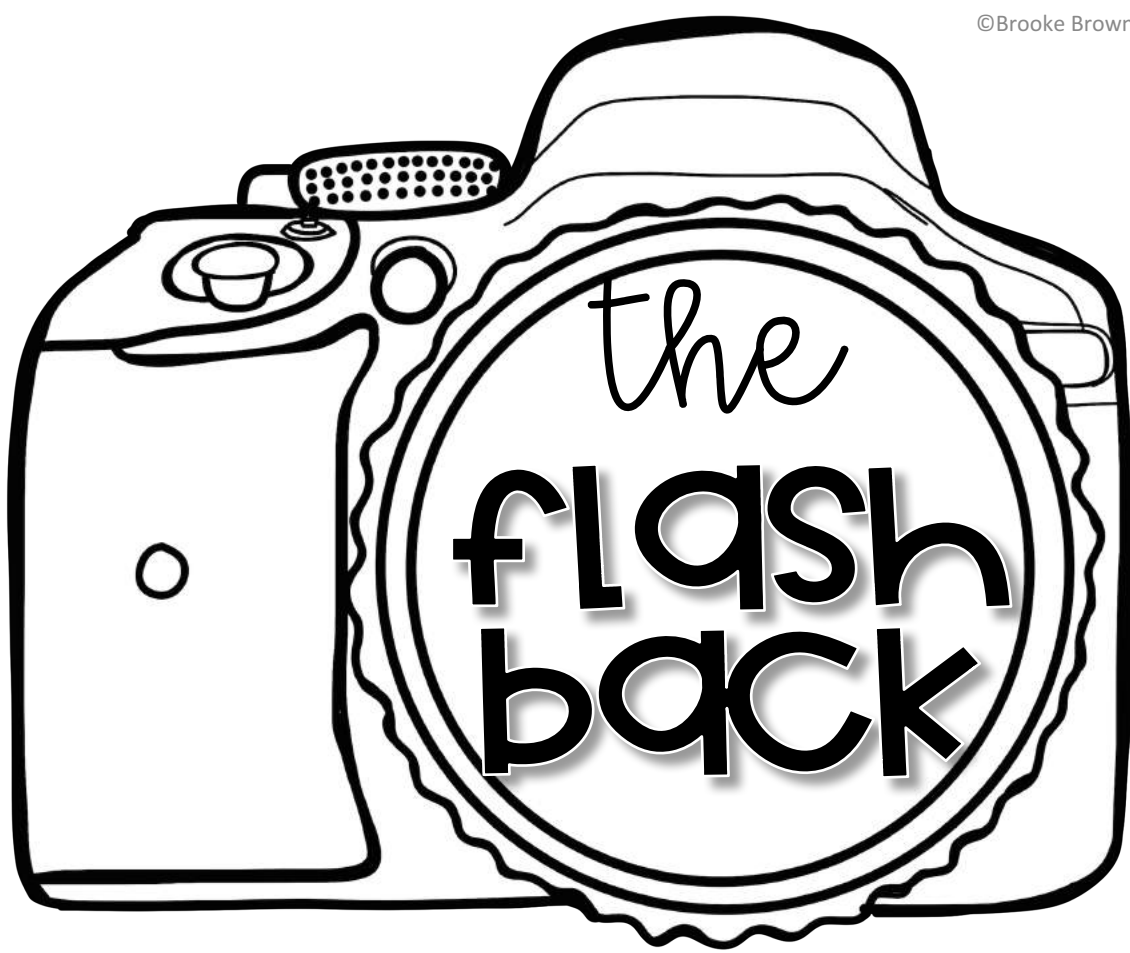
then,  
flashbacks to  
the past

## End:

finishes  
in the  
present



In Iggly Peck, Architect, the author uses a flashback to give you insight into why Miss Lila Greer wouldn't discuss buildings in her 2<sup>nd</sup> grade classroom.



beginning

A large rounded rectangular frame containing a smaller rounded rectangle on the left and five horizontal lines on the right.

beginning

A large rounded rectangular frame containing a smaller rounded rectangle on the left and five horizontal lines on the right.

middle

A large rounded rectangular frame with a thick black border. Inside, on the left side, is a smaller rounded rectangular box, also with a thick black border. To the right of this inner box are five horizontal lines, evenly spaced, extending across the width of the main frame.

middle

A large rounded rectangular frame with a thick black border. Inside, on the left side, is a smaller rounded rectangular box, also with a thick black border. To the right of this inner box are five horizontal lines, evenly spaced, extending across the width of the main frame.

end

A large rounded rectangular frame containing a smaller rounded rectangle on the left and five horizontal lines on the right.

end

A large rounded rectangular frame containing a smaller rounded rectangle on the left and five horizontal lines on the right.

# collapsed



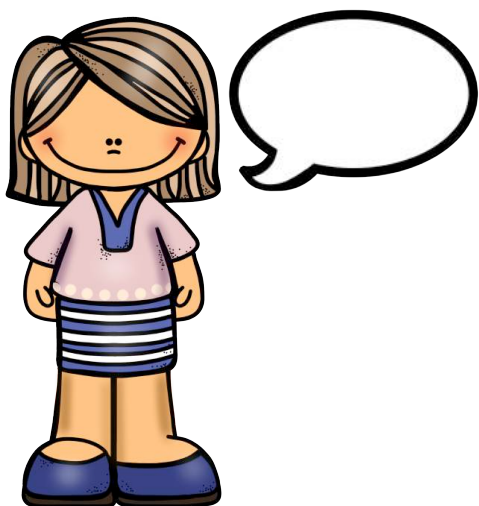
fell down or gave  
way

# unusual



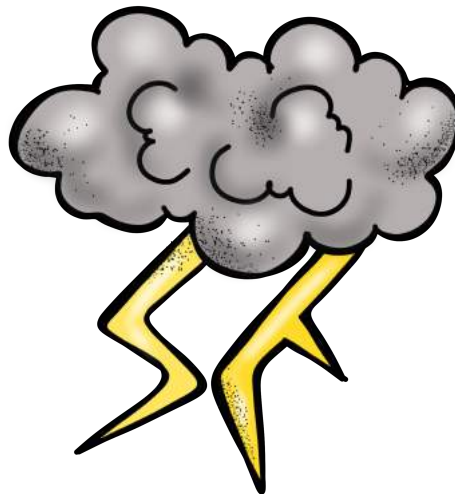
interesting because  
it is different

# lecture



an educational  
talk

# severe



intense; very  
bad

# TEACHER TALK

\*After going over the definitions, teachers can use the cards in all kinds of ways. Have students pair up. Put one of the cards up on the projector and ask the students to come up with a sentence. Another option would be to have the students act out the words together.



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!



**collapsed**



fell down or gave  
way

**collapsed**



fell down or gave  
way

**collapsed**



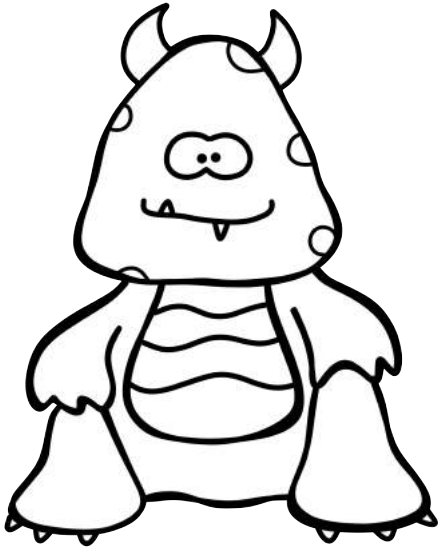
fell down or gave  
way

**collapsed**



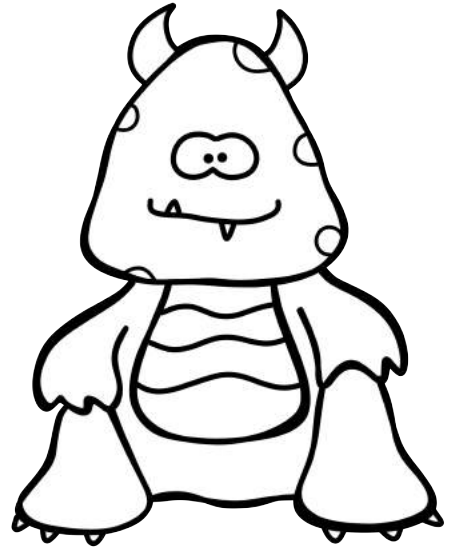
fell down or gave  
way

**unusual**



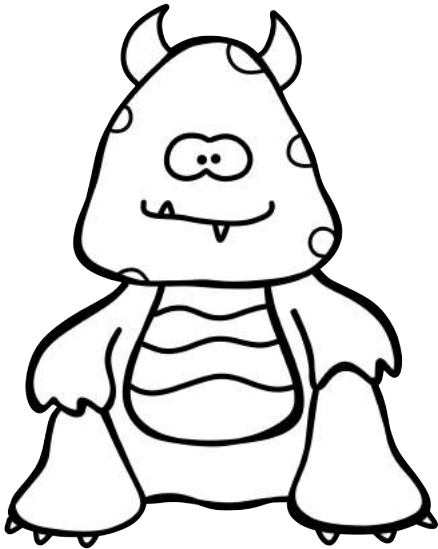
interesting because  
it is different

**unusual**



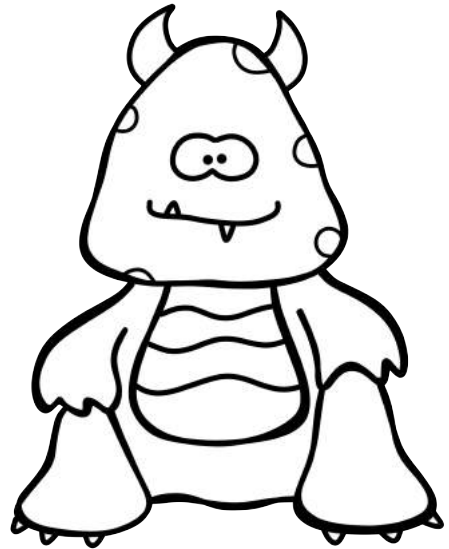
interesting because  
it is different

**unusual**



interesting because  
it is different

**unusual**



interesting because  
it is different

# lecture



an educational  
talk

# lecture



an educational  
talk

# lecture



an educational  
talk

# lecture



an educational  
talk

**severe**



intense; very  
bad

**severe**



intense; very  
bad

**severe**



intense; very  
bad

**severe**



intense; very  
bad

# Vocab 3-in-a-Row



interesting because it is different	lecture	fell down on way
severe	space	collapsed
an educational talk	unusual	intense; very bad

interesting because it is different	unusual	fell down on way
collapsed	space	severe
an educational talk	lecture	intense; very bad

**DIRECTIONS FOR SET-UP:** Each player needs a game board. Students fill in the empty spaces with their four vocabulary words. The students also need "Markers" of some kind to cover the words or definitions.

**DIRECTIONS TO PLAY:** Teacher will call out either a word or a definition. The students should cover up the matching square. For example- Teacher "severe" Student covers up "intense; very bad." When a student has three in a row, they yell out "Iggy Peck."

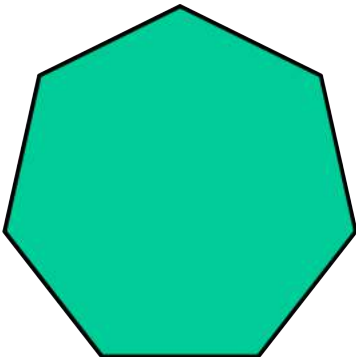
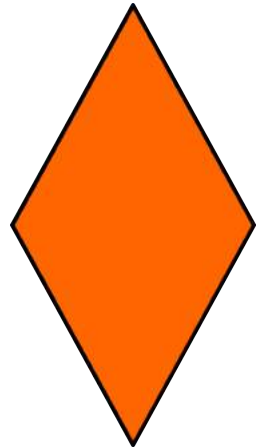
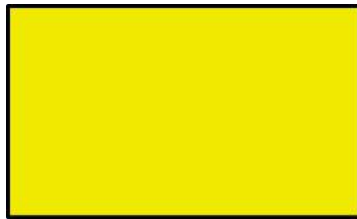
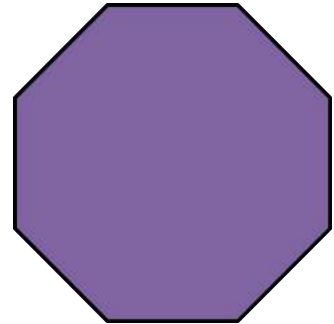
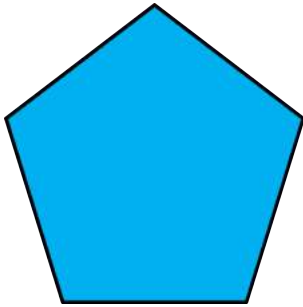
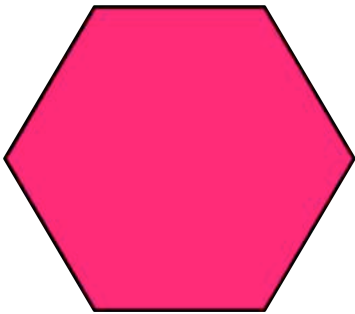
interesting because it is different		fell down or gave way
	<b>free space</b>	
an educational talk		intense; very bad

	fell down or gave way	
intense; very bad	<b>free space</b>	interesting because it is different
	an educational talk	

# MATH CONNECTION POLYGONS



**A POLYGON IS A CLOSED SHAPE WITH THREE OR MORE STRAIGHT LINES.**



Students: Can you create a T-chart with examples and non-examples of polygons?

# Sticky Structure

Iggy Peck, Architect



**NGSS 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-ETS1-1: 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. Identify and Describe Shapes, Analyze, Compare, Create, and Compose Shapes, Reason with shapes and their attributes.

**Challenge Description:** Students will construct a variety of structures using fruit snacks and toothpicks. The fruit snacks will connect toothpicks together at the joints, allowing students to experiment with a wide variety of two-dimensional shapes and three-dimensional solids such as cubes, prisms and pyramids. They will discover that certain patterns allow for more stability and balance of 3D structures than others.

**Suggested Materials:** fruit snacks (2 pouches per student), toothpicks (25 per student)  
**OPTIONAL:** blocks or models of three-dimensional shapes

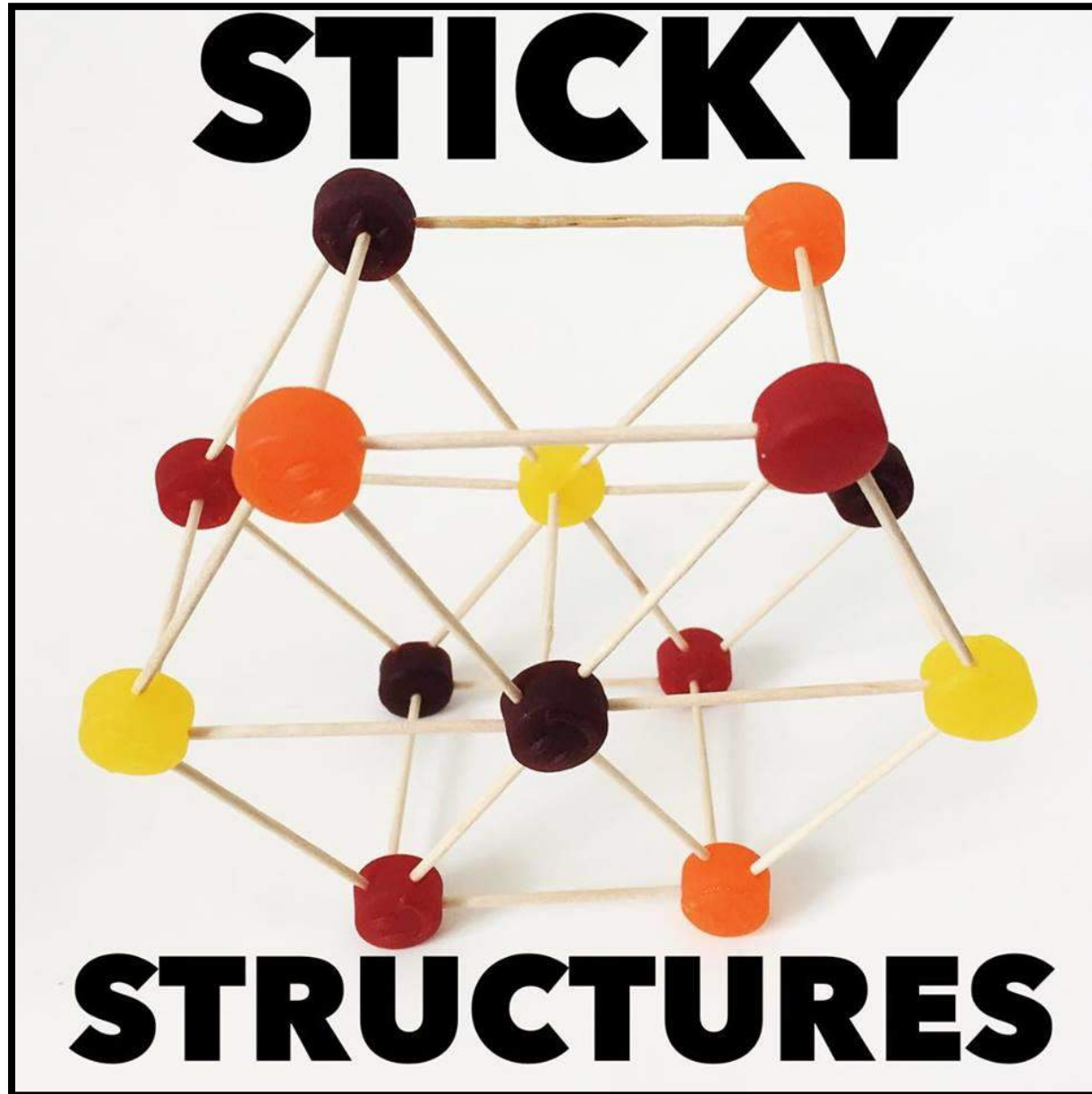
## LESSON PLAN

1. Ask students to brainstorm different two-dimensional and three-dimensional shapes. If possible, show students blocks or real models of three-dimensional shapes and have them point out real examples of those shapes in the classroom. Record student ideas on the provided teacher chart and have them add ideas to their individual booklets.
2. Introduce permitted materials and share the challenge instructions. Refer to the provided vocabulary cards as needed throughout the lesson and display them in your classroom. Allow students time to construct shapes and solids with their materials and draw pictures of their creations in their STEM journals.
3. Hold a whole class closing discussion and reflection, allowing students to share what they learned about 2D and 3D shapes and structures and which solids were the most stable and balanced. Record their ideas on the provided teacher chart and have them finish their individual booklets.

# STICKY STRUCTURE

Iggy Peck, Architect

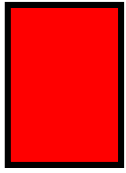
## Possible Product



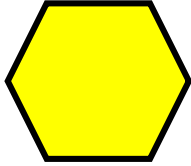
# STICKY STRUCTURE

Iggy Peck, Architect

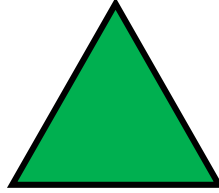
## Two-Dimensional Shapes



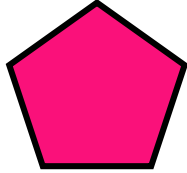
rectangle



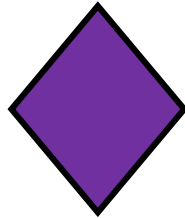
hexagon



triangle



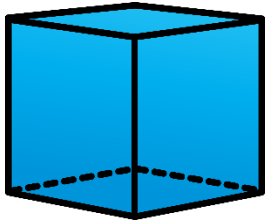
pentagon



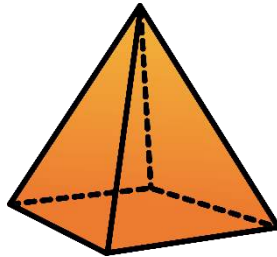
rhombus

## Shapes & Solids Found in our Classroom

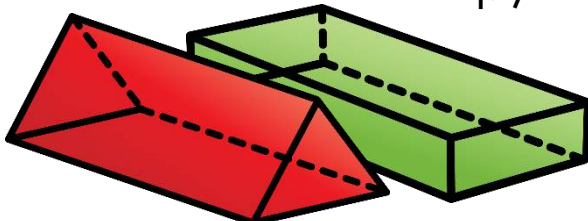
## Three-Dimensional Solids



cube



pyramid



prisms

## Strongest Shapes



# STICKY STRUCTURE

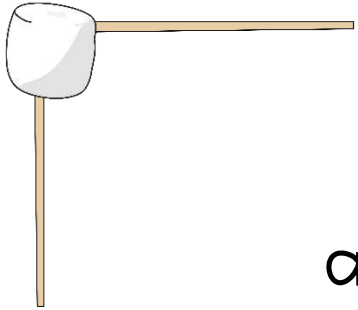
## Vocabulary Cards

©Brooke Brown & Katie King



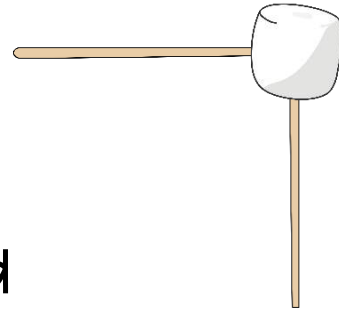
# architect

a person who designs buildings



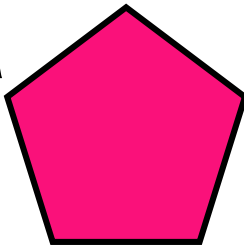
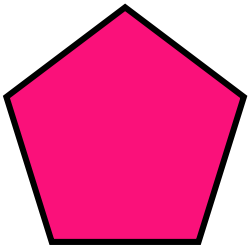
# joint

a point in which parts of a structure are joined



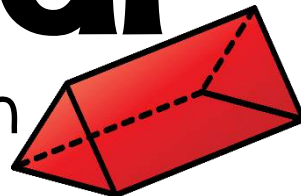
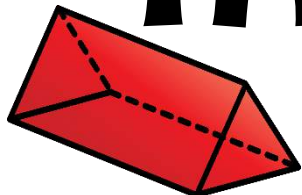
# two-dimensional

a flat shape with length and width



# three-dimensional

a solid structure with length, height, and depth



Which shapes and solids were the STRONGEST?

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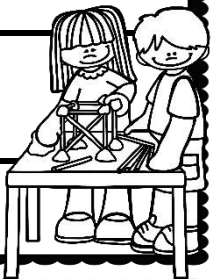
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One thing that was EASY:

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One thing that was HARD:

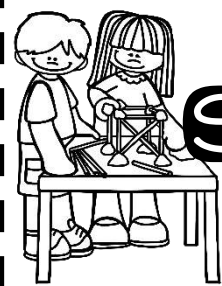
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One new thing I LEARNED:

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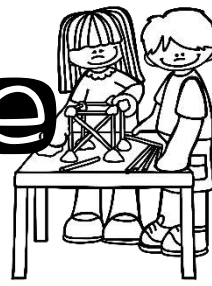
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# STICKY

# STRUCTURE

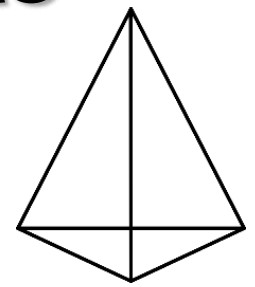
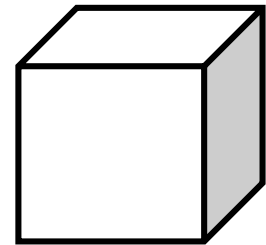
Iggy Peck, Architect  
Name: \_\_\_\_\_



## STEM CHALLENGE

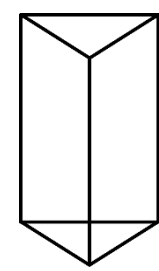
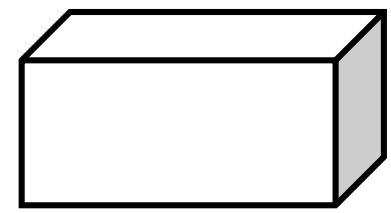
Can you construct 2D shapes and 3D solids using only fruit snacks and toothpicks?

### 3D SOLIDS



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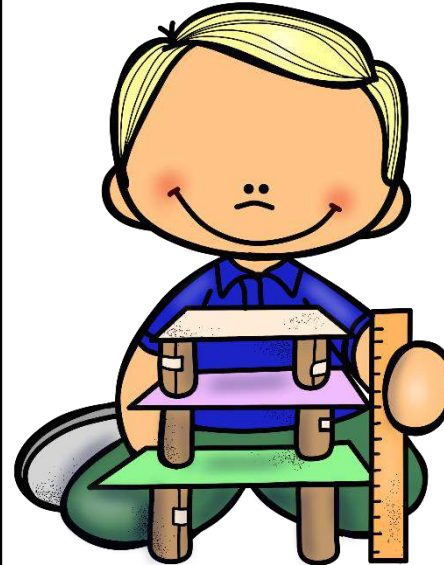


# Iggy Peck, Architect Maker Task Cards

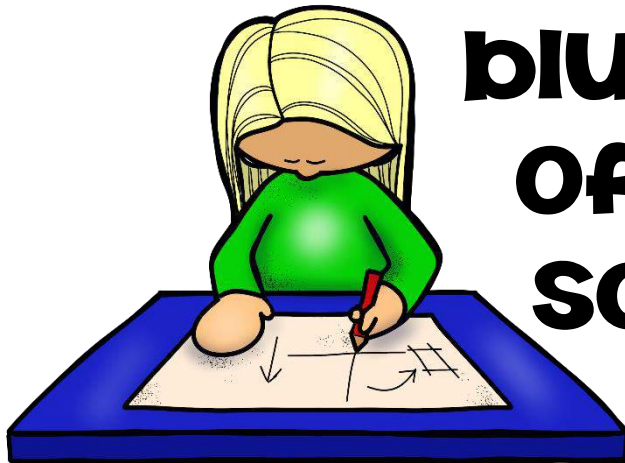
Use the following task cards in a MakerSpace or with STEM Bins for students to make more creations.



**Make a  
bridge  
that  
holds  
weight.**



**Make a  
tall  
tower.**



**Make a  
blueprint  
of your  
school.**



**Make  
a blueprint  
for a new  
playground.**

# credits

Thank you for your purchase!

Created by  
Brooke Brown & Katie King

