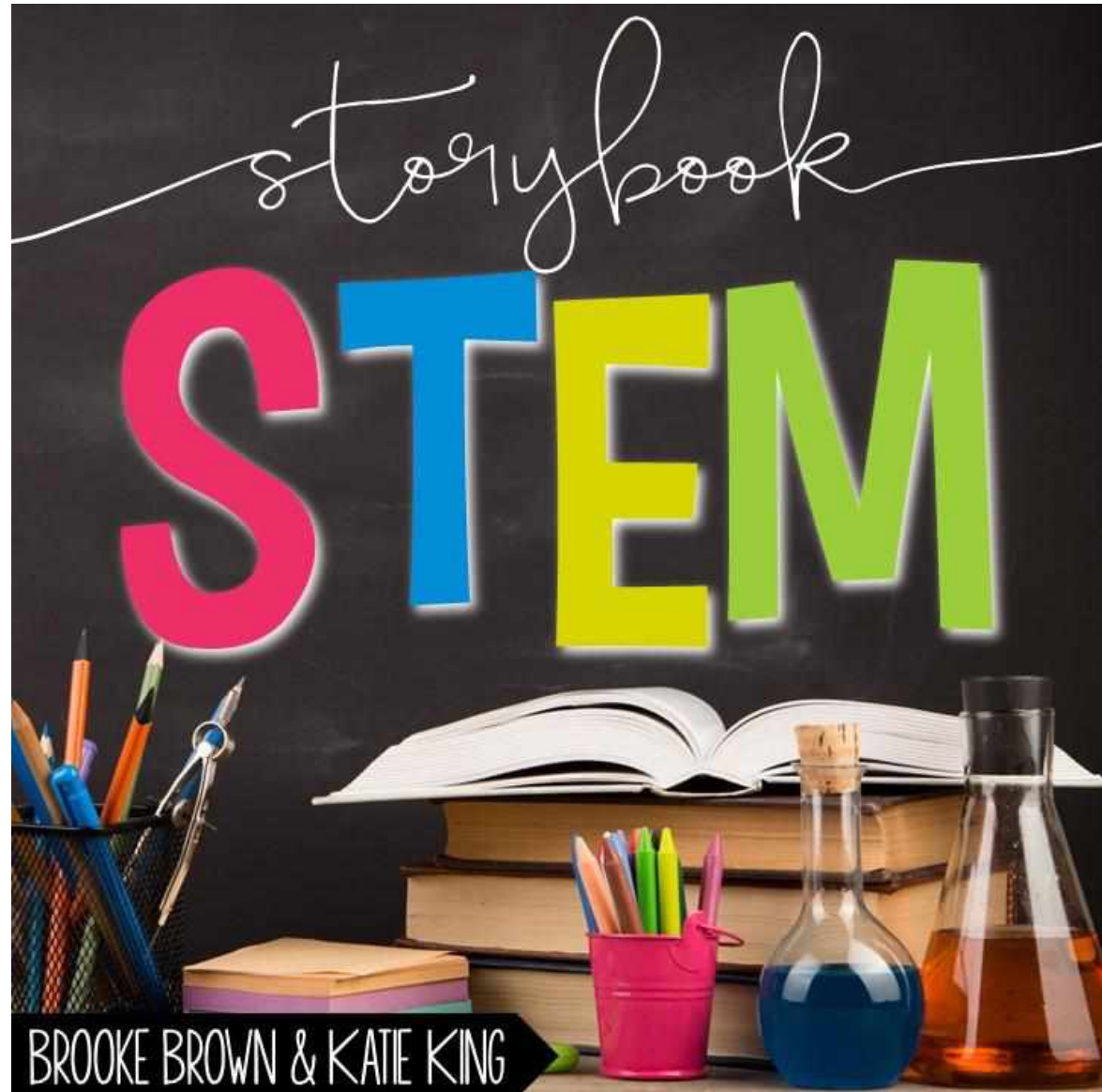
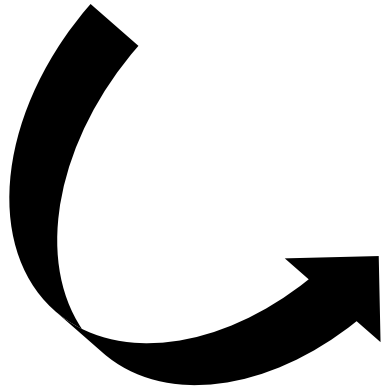


Love *Storybook* STEM?

See all of our units!

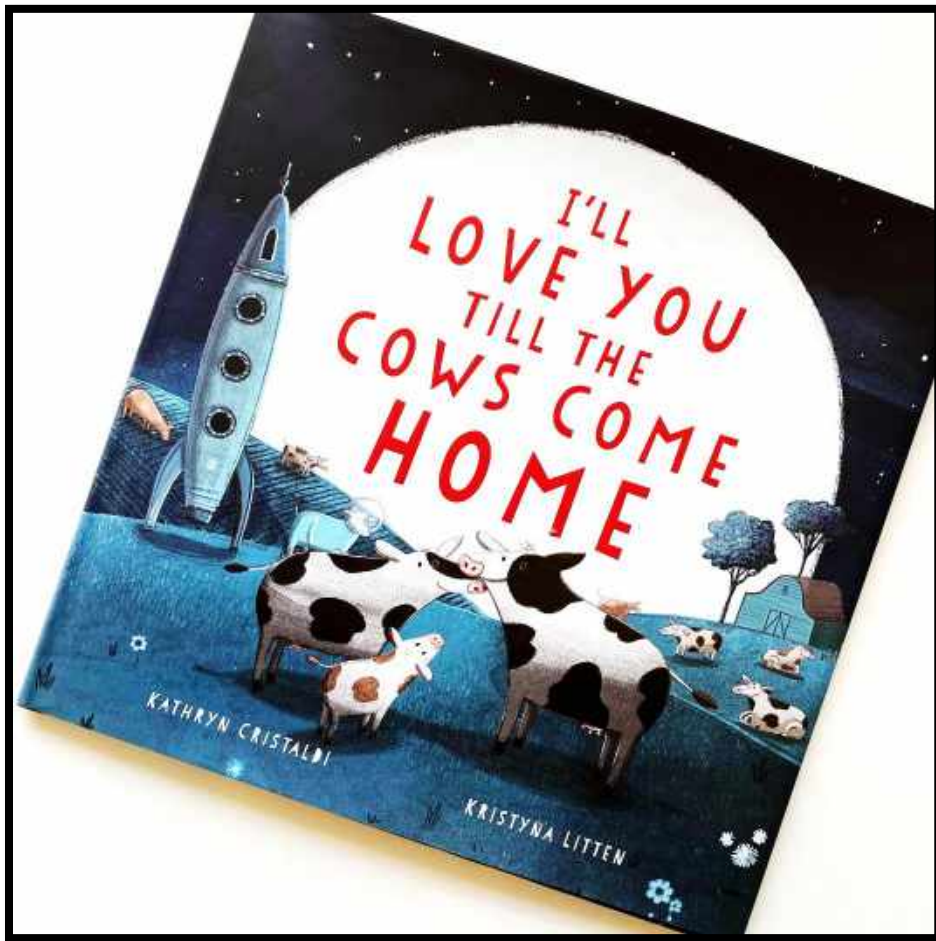
Click
Here!



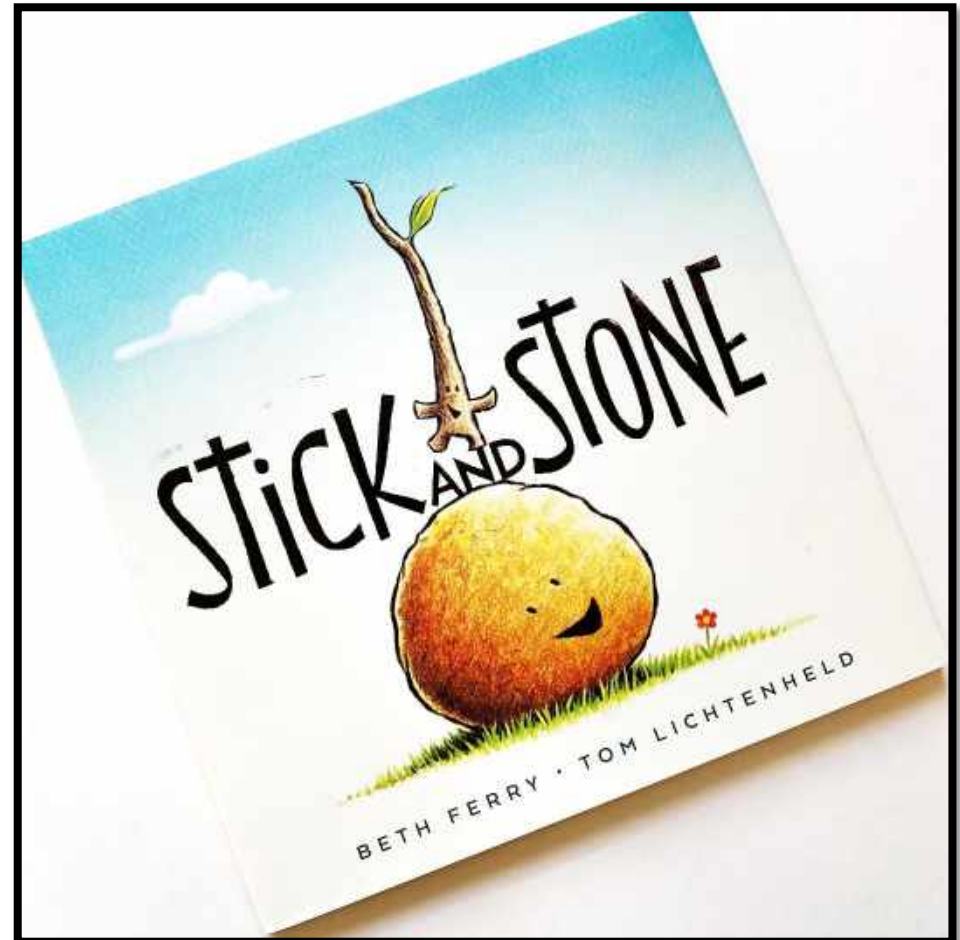
Storybook STEM

LOVE & FRIENDSHIP EDITION

**I'll Love You Till the
Cows Come Home
by Kathryn Cristaldi**

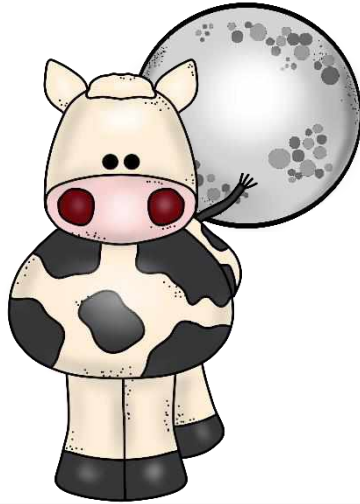


**Stick and Stone
by Beth Ferry**



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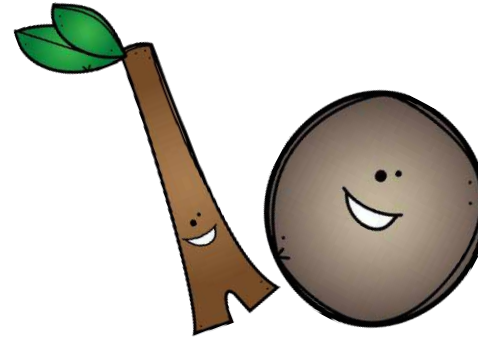
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Stick and Stone By Beth Ferry



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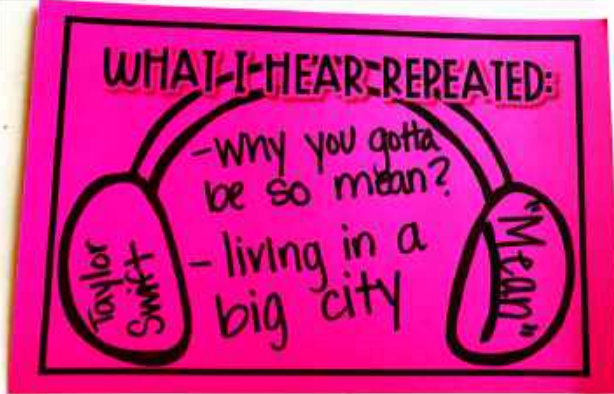
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I'LL LOVE YOU ...



Tell students that the book we are reading today is one long poem. Poetry and music have so much in common. One of those things being repeated lines and phrases. Let's listen to the song "Mean" by Taylor Swift. Write down what phrases you hear said more than once:

<http://bit.ly/StorybookStemTswift>

2. Look at this digital anchor chart together after going over the repeated phrases in the song. Explain that what they were looking for was repetition.

Repetition helps to create a beat and also gets the writer's point across!



I'LL LOVE YOU

3. Use the comprehension bookmark to dig deep with your students before, during, and after reading. Encourage students to make observations of their own. One of the beautiful things about this text being so short is that it can be read multiple times in one sitting!

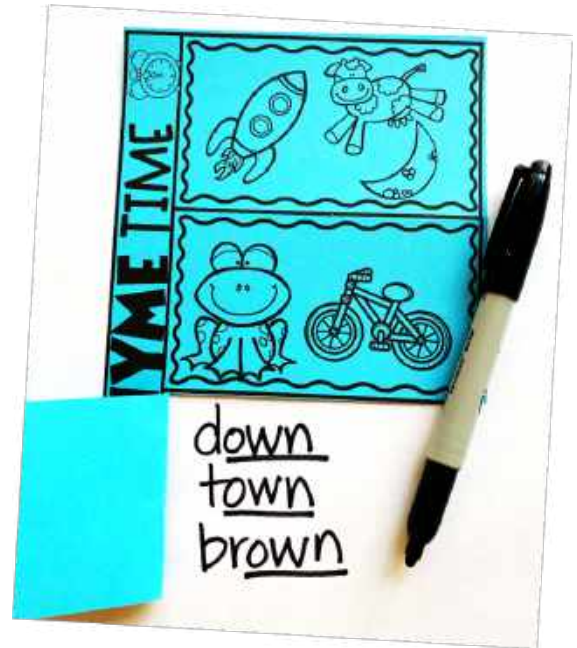


4. Reread the story with a strong emphasis on how the story flows. Ask students to think about why it has such a nice rhythm to it? You may even want them to tap the syllables of the words as they listen to select parts. Go over rhyme as well and point out how the ending words are the ones that tie it altogether.



I'LL LOVE YOU

5. Have students look at three different sections: cows, frogs, and geese. They should record the rhyming words under each flap.



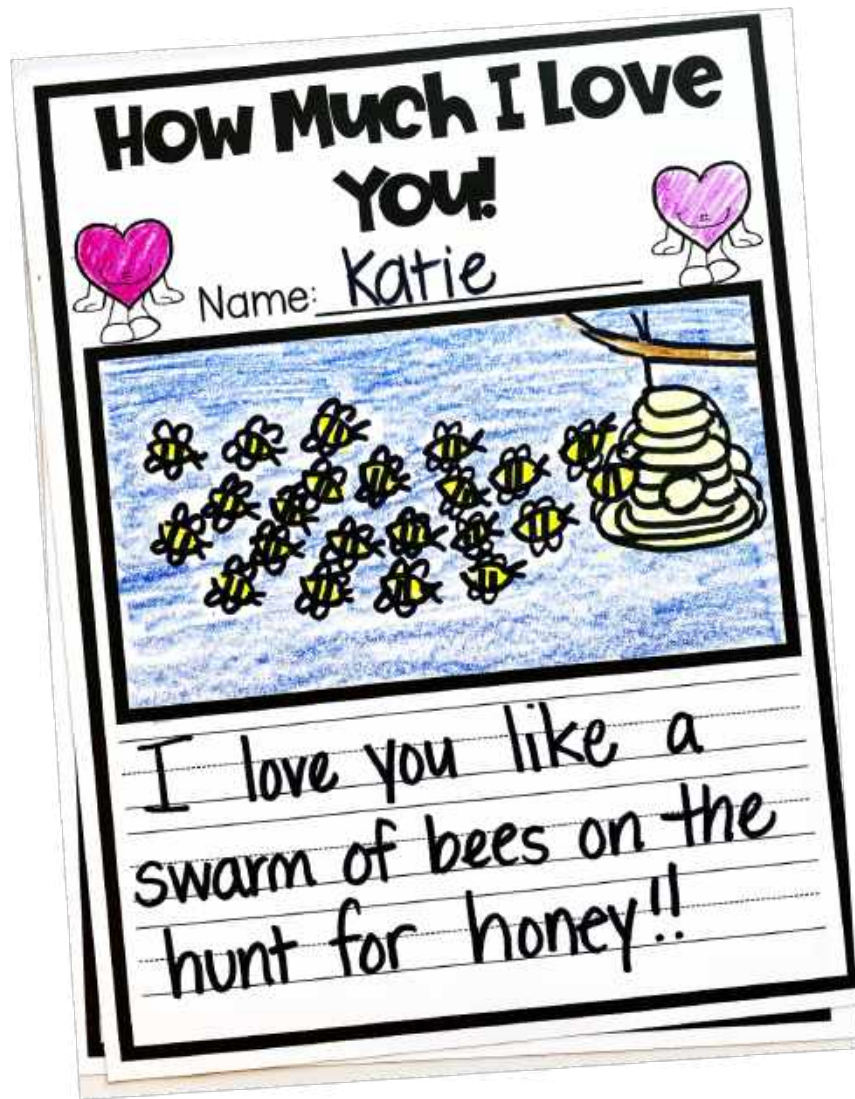
6. Discuss with students how certain common phrases don't mean what they sound like. Use the poster to help!



7. Make a whole class anchor chart dissecting some common idioms. Make sure to get student input!



I'LL LOVE YOU



7. Watch the following video with your students if you would like to see more idioms that have to do with love: <http://bit.ly/StorybookStemLOVE>.

Encourage students to try their own hand at this kind of language in a "How Much I love you" sentence and drawing. It can be for anyone in their life!

Dig Deeper



Teacher Questions for I'LL LOVE YOU...

Do you have a favorite book to read at nighttime before you go to bed? This kind of book reminds me of that kind of routine!

Have you ever heard the expression "Till the cows come home" before? It's a common phrase to mean a really long time, but no one is actually waiting for the cows 😊.

Do some of these expressions seem silly? They are meant to. The author made sure to always keep the rhyme of the poem consistent. She also probably wanted you to laugh some too!

If you close your eyes and listen, what is your favorite phrase the author used? Which one is easiest for you to imagine?

Dig Deeper



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Do you have a favorite book to read at nighttime before you go to bed? This kind of book reminds me of that kind of routine!

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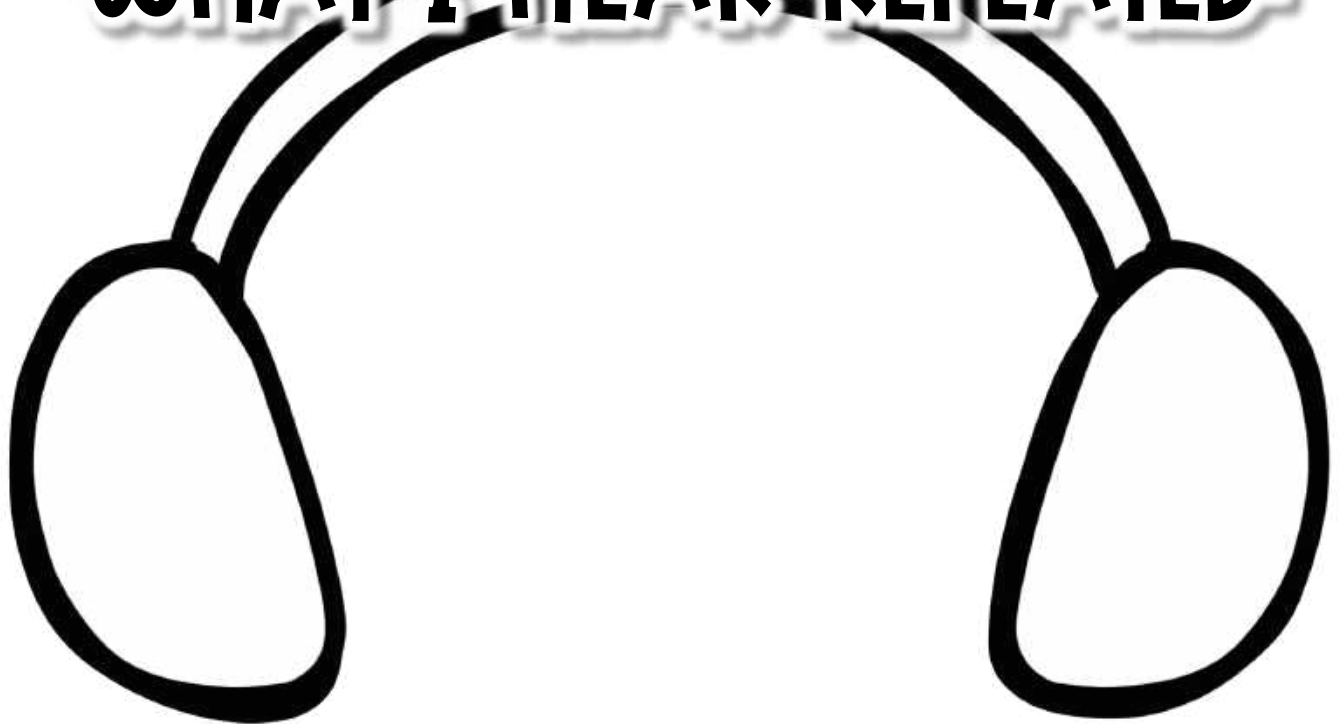
Do some of these expressions seem silly? They are meant to. The author made sure to always keep the rhyme of the poem consistent. She also probably wanted you to laugh some too!

If you close your eyes and listen, what is your favorite phrase the author used? Which one is easiest for you to imagine?

WHAT I HEAR REPEATED:



WHAT I HEAR REPEATED:



Repetition

when sounds, words, or phrases are used **more than once**



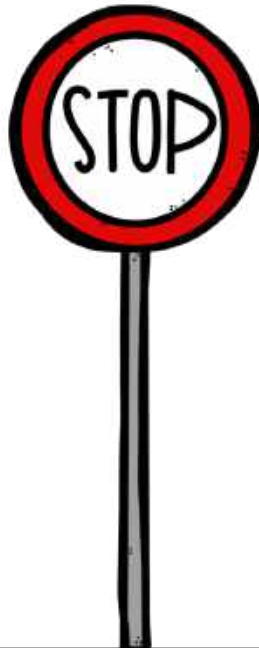
You hear this every day in popular music. The repeated part of a song is called the **refrain**.

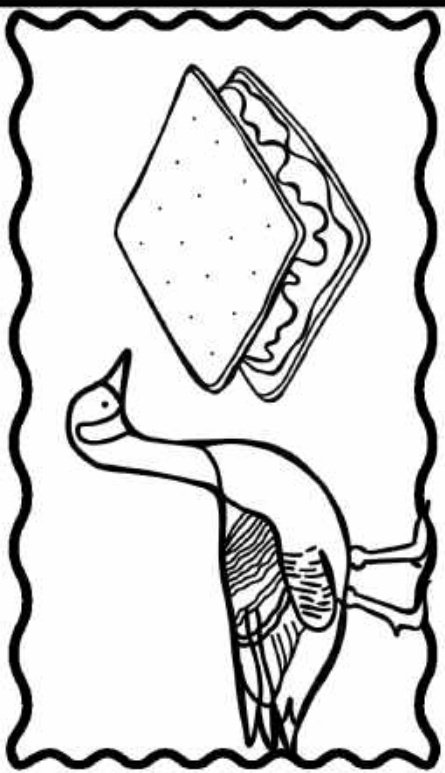
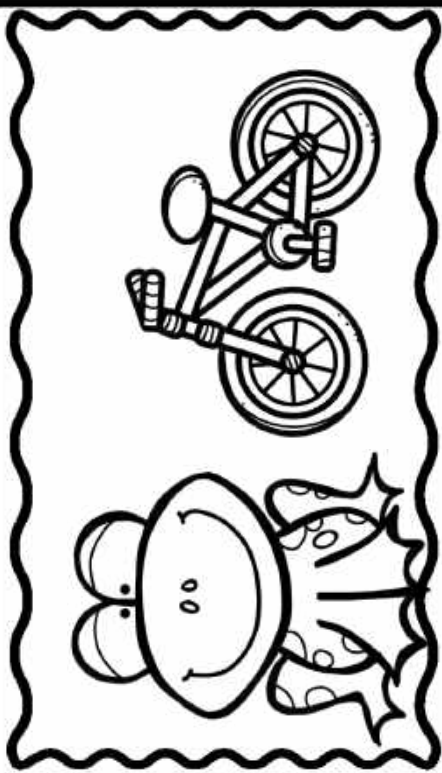
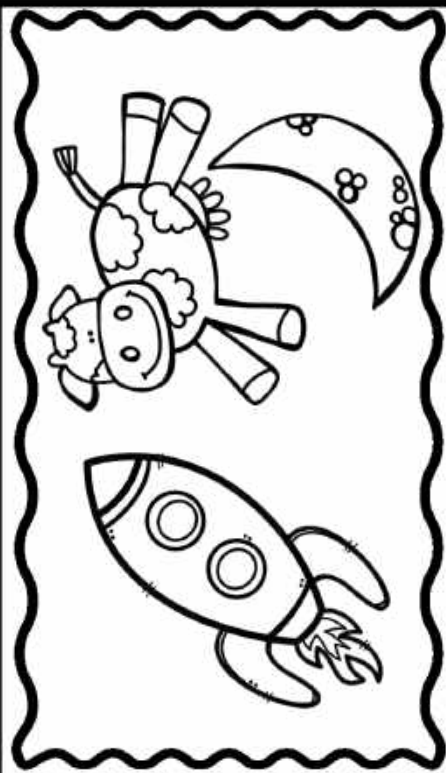
Rhythm and Rhyme

Rhythm is the strong, regular pattern of **beats** in the words.

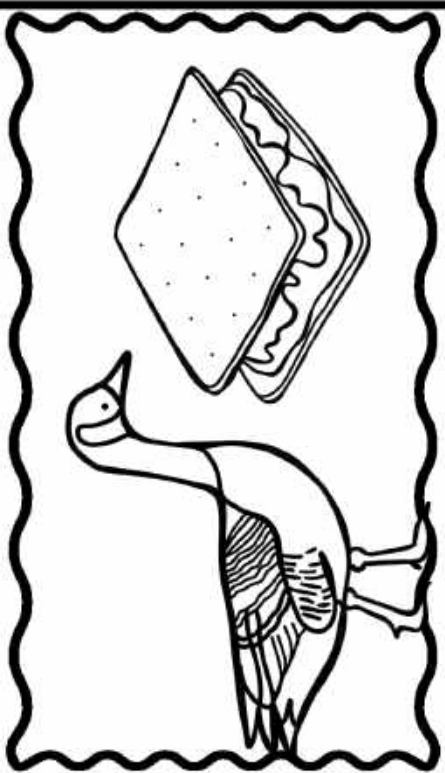
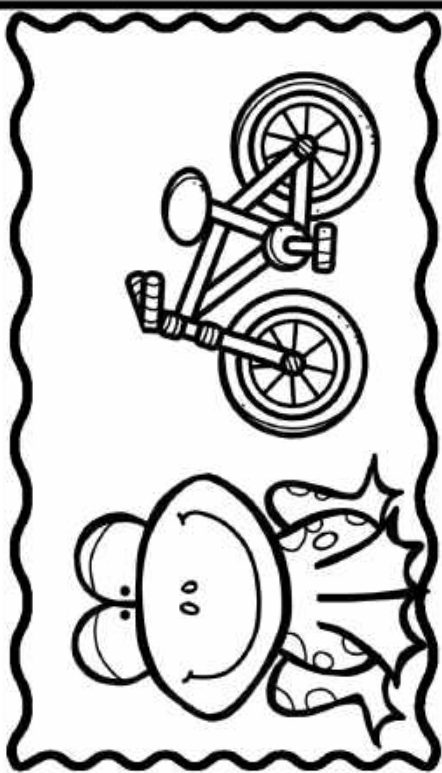
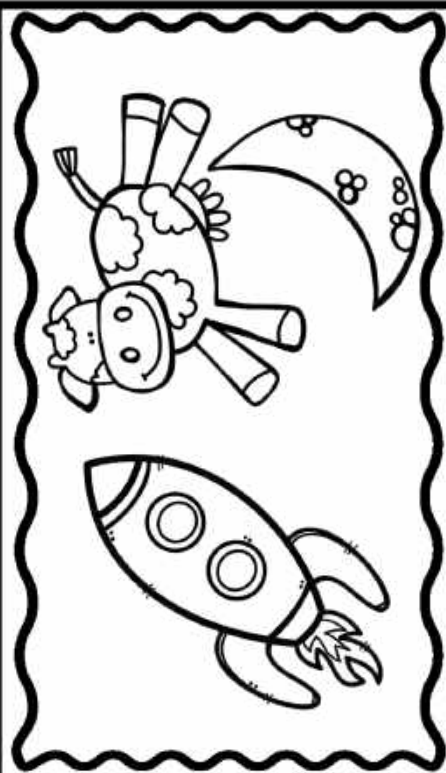
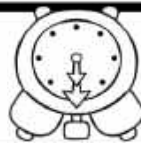


Rhyme is when the ends of two or more words **sound alike**.

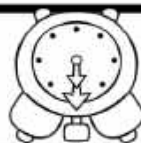




RHYME TIME



RHYME TIME



Idioms

A common **expression** that is used to make a point but not to be taken literally.

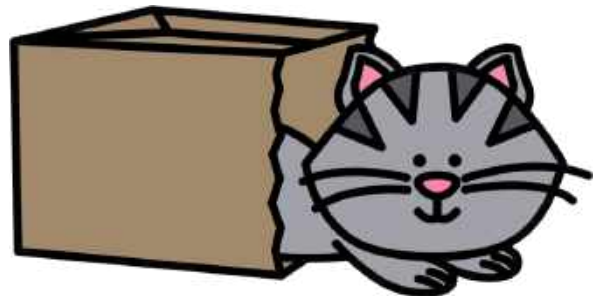


ants in
her
pants



all in the same
boat

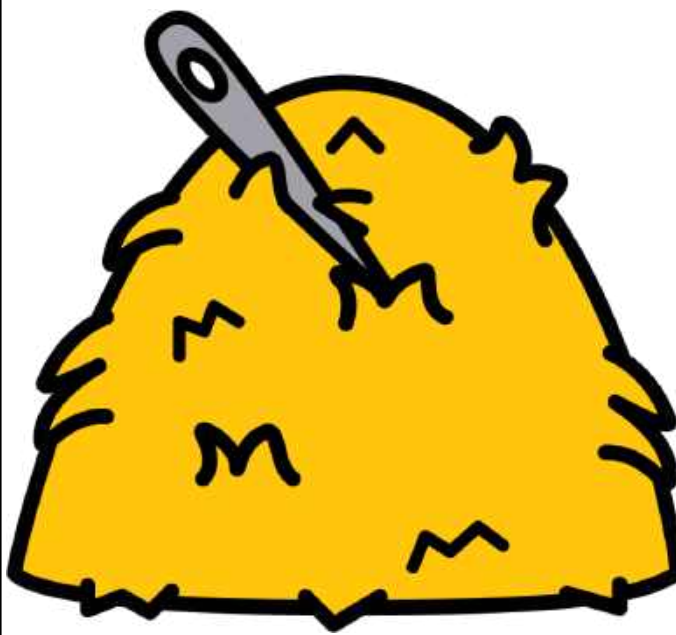
he's on
top of
the
world

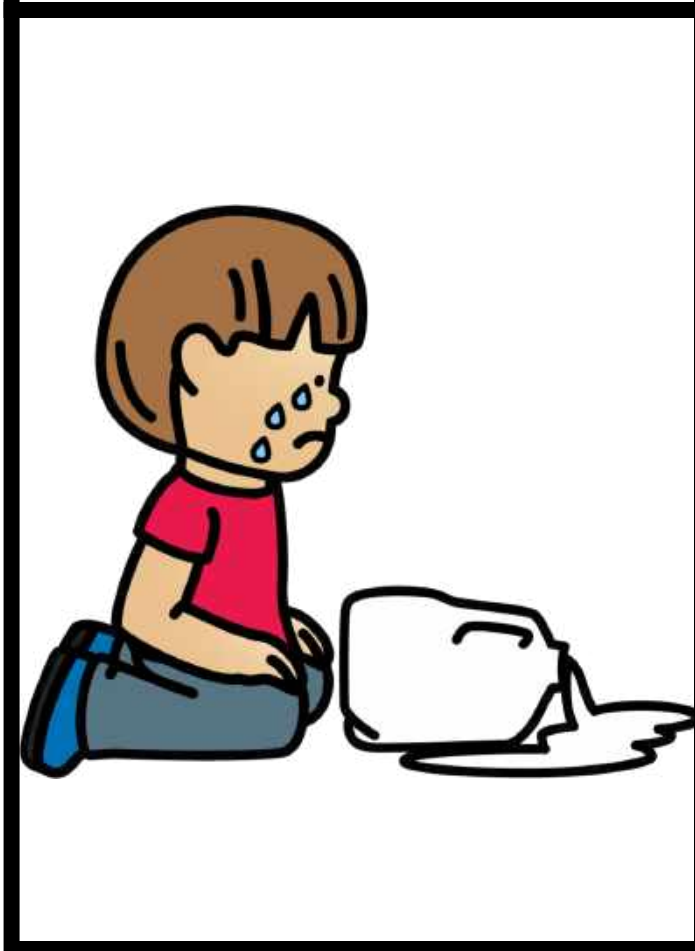
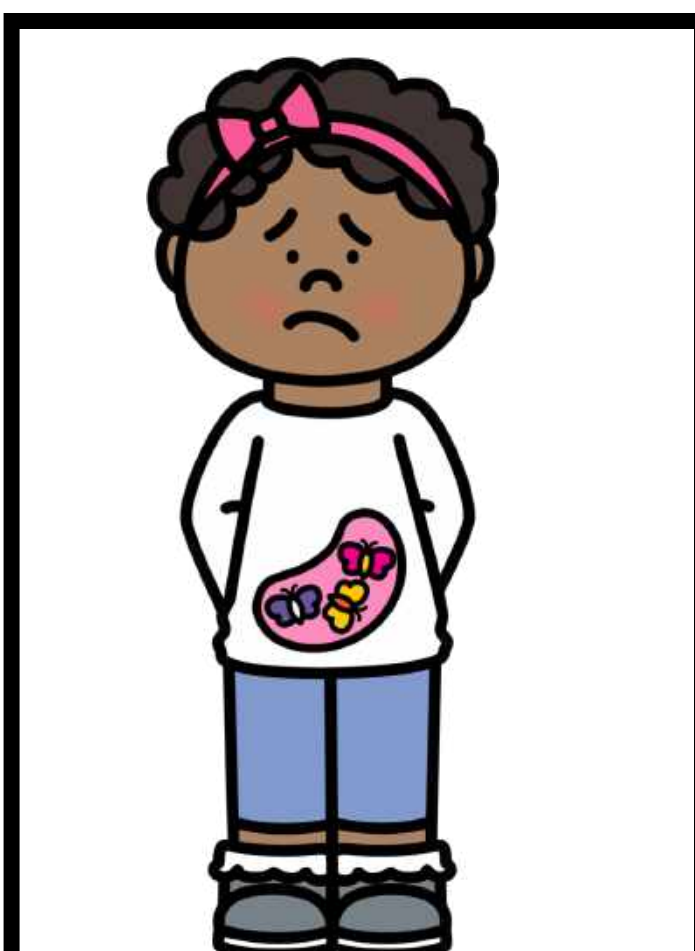


she let the cat
out of the bag

WHAT IN THE

WORLD?







Name: _____





Name: _____



Vocabulary CHATS

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



1. Print the Vocabulary Picture Cards in color. Use the color version for display in the classroom. The pages with four identical cards should be used for response cards. Give each child one of all four cards. Give examples or definitions. Students should raise the card that matches. Teachers should scan the room to check for understanding.


Vocabulary SHOW IT!





Name: JACKIE


Vocabulary in Action!

Directions: Fill in the blank to complete the phrase in a way that makes sense.

strum like a famous musician in concert 

unknown as a the new kid on his first day. 





settle like a dog in his bed at night. 

The **concern** is that you didn't study! 

Name: Jerome

VOCABULARY

Use the four words below to label the pictures.

| unknown | concern | strum | settle |
|---|--|-------|--------|
|  <u>settle</u> |  <u>unknown</u> | | |
|  <u>strum</u> |  <u>concern</u> | | |
|  <u>strum</u> |  <u>settle</u> | | |
|  <u>concern</u> |  <u>unknown</u> | | |

Use one or copy back to back to use both! Students should show what they know about their vocabulary words using pictures, labels, and phrases.

Vocabulary ACT IT OUT



Use the vocabulary cards from Vocabulary chats. Put the cards in a bag. Call two students up to the front of the room and ask them to act out the words. Classmates should raise their hand to guess what word is being acted out.

unknown



not known or
unfamiliar

concern



worry

strum



to slowly play parts of
a song on a guitar

settle



to sit or rest in a
comfortable spot

unknown



not known or
unfamiliar

unknown



not known or
unfamiliar

unknown



not known or
unfamiliar

unknown



not known or
unfamiliar

concern



worry

concern



worry

concern



worry

concern



worry

strum



to slowly play parts of
a song on a guitar

strum



to slowly play parts of
a song on a guitar

strum



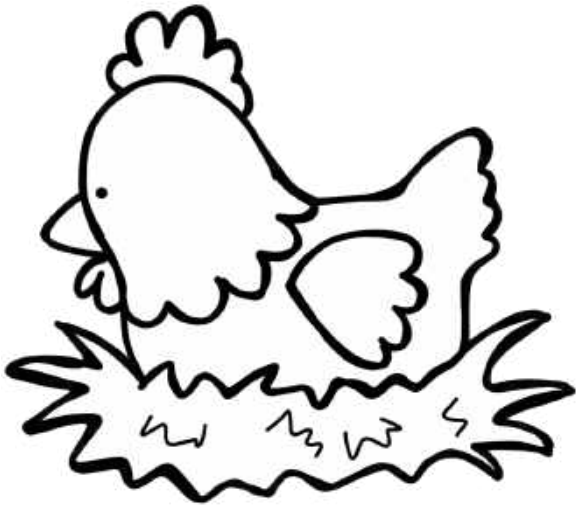
to slowly play parts of
a song on a guitar

strum



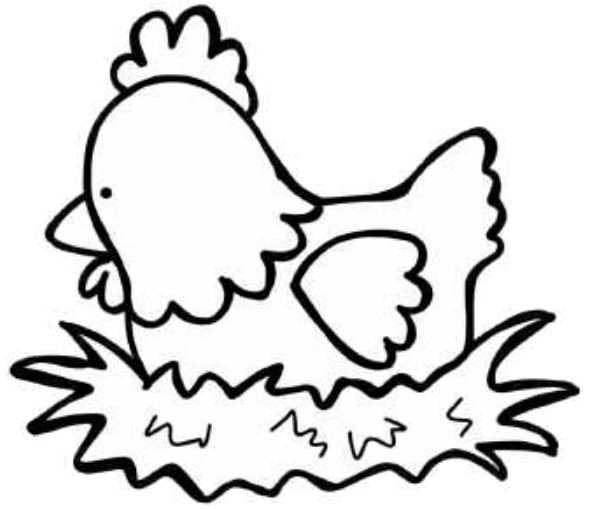
to slowly play parts of
a song on a guitar

settle



to sit or rest in a comfortable spot

settle



to sit or rest in a comfortable spot

settle



to sit or rest in a comfortable spot

settle



to sit or rest in a comfortable spot

Name: _____

VOCABULARY

Use the four words below to label the pictures..



unknown

concern

strum

settle



Draw pictures of the four vocabulary words.

strum

settle

concern

unknown

Name: _____

Vocabulary in Action!

Directions: Fill in the blank to complete the phrase in a way that makes sense.

strum like a _____



Unknown as a _____



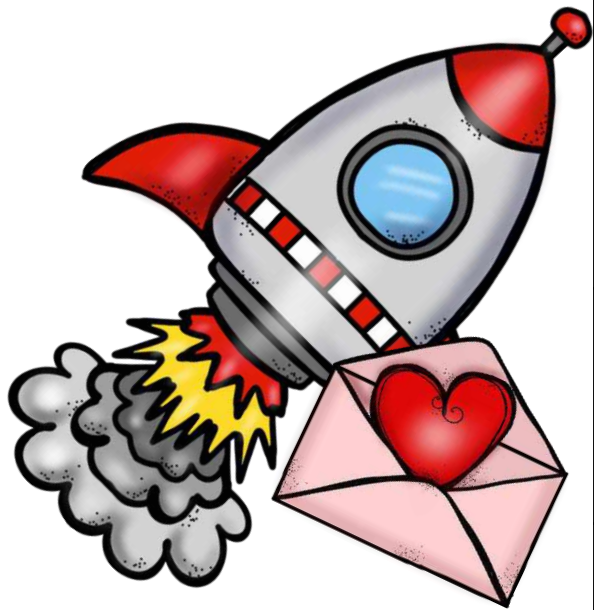
settle like a _____



The **concern** is _____



STEM CHALLENGE: VALENTINE TRANSPORTER



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. K-PS2-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. K-PS2-2. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull. 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.

Challenge Description: Students will work with small groups or pairs, choosing from a variety of construction materials to create a model of a mode of transportation that can carry a Valentine to a friend. Their model must be able to be moved in some way, by being pushed, pulled, dropped, etc. They can choose a mode of transportation that is shown in the book I'll Love You Till the Cows Come Home or design an original model.

Material options per group of 2-3 students: construction paper, paper rolls, tape/glue, aluminum foil, building bricks, small Valentine card

LESSON PLAN

1. Activate students' prior knowledge by asking them to share what they already know about transportation. Ask them to share different modes of transportation, why they're important, what types of materials they transport (people, goods, etc.), and how they move. Refer back to the many different modes of transportation shown in I'll Love You Till the Cows Come Home. Share and discuss the videos on "Explore Transportation."
2. Hold a class discussion, using the "Modes of Transportation" teacher charts to guide student thinking. (You can project the charts on an interactive whiteboard or document camera.) Record their ideas on the teacher chart.
3. Introduce the STEM challenge and permitted materials. Encourage students to use only what they need.
4. Introduce and discuss key vocabulary cards related to the challenge.
5. Have students sketch blueprints of their transportation designs on their recording sheets.
6. Allow students 45-60 minutes to work with groups of 2-3 to construct a model of a mode of transportation that is able to carry a Valentine and be moved in some way (push, pull, drop, etc.) Allow them time to complete their recording sheets.
7. Hold a whole class closing discussion and reflection, allowing students to share and demonstrate their transportation models.

VALENTINE TRANSPORTER

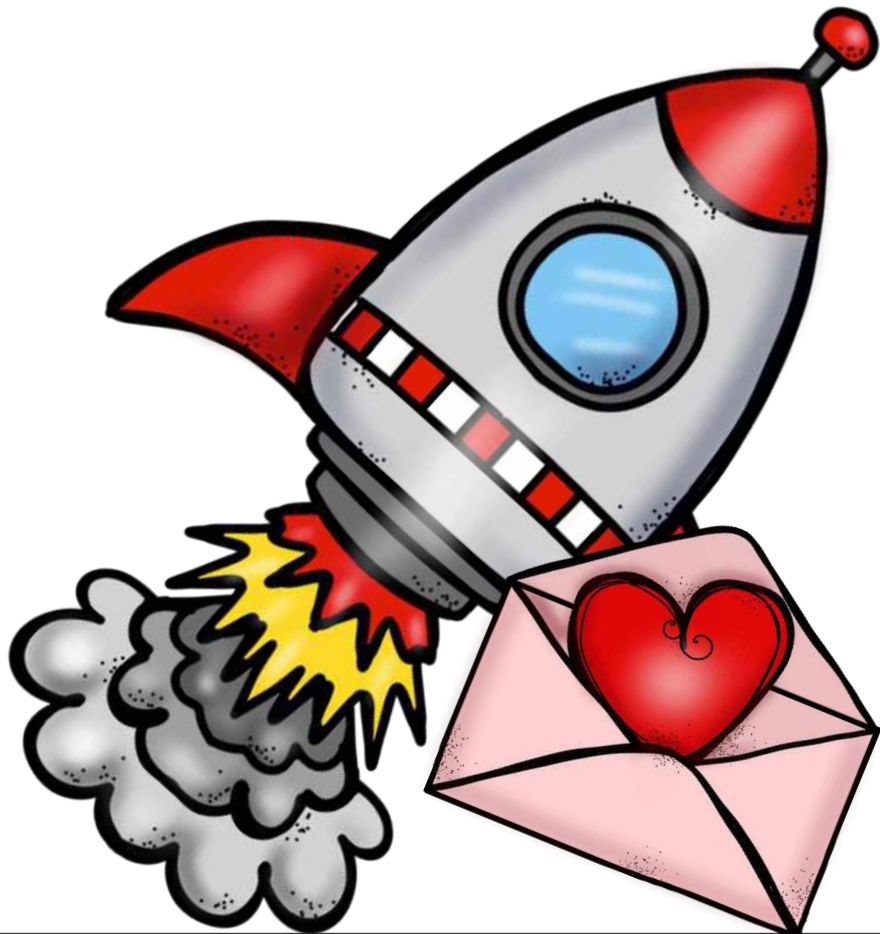
I'll Love You Till the Cows Come Home

Possible Products



VALENTINE TRANSPORTER

You need to send a Valentine to a friend!
Create a movable mode of transportation
that can carry a Valentine.

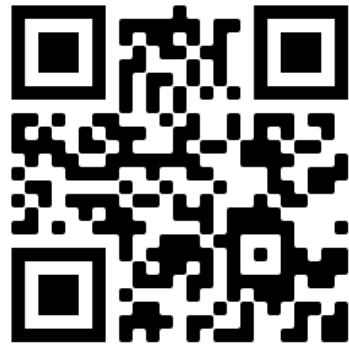


YOU WILL NEED:

- construction paper
- paper rolls
- aluminum foil
- tape/glue
- building bricks
- small Valentine card

LET'S EXPLORE TRANSPORTATION

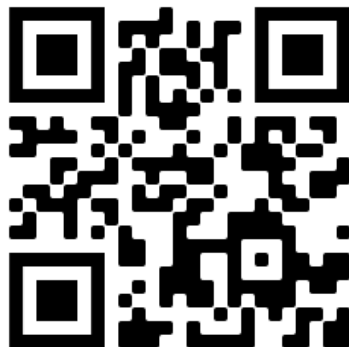
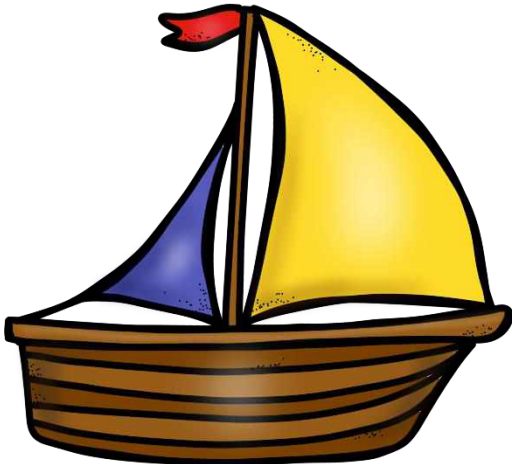
LAND TRANSPORT



AIR TRANSPORT



WATER TRANSPORT



PUSHES AND PULLS



MODES OF TRANSPORTATION

| Mode of Transportation | Land, Water, or Air? | What Does it Move? | How Does it Move? |
|------------------------|----------------------|--------------------|-------------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

MODES OF TRANSPORTATION



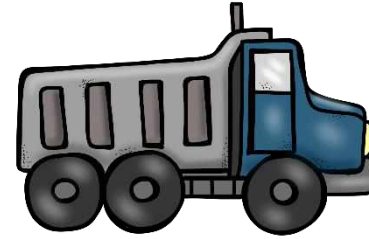
car



bicycle



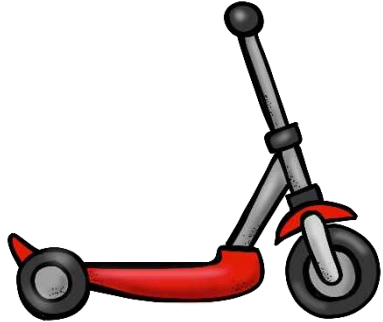
van



truck



train



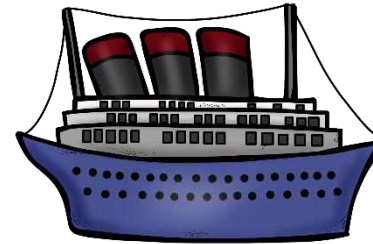
scooter



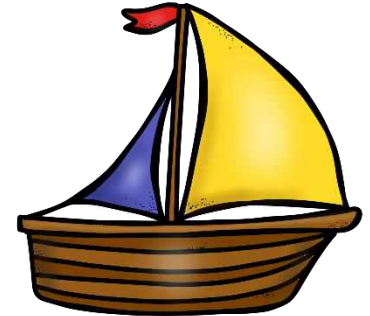
motorcycle



bus



ship



boat



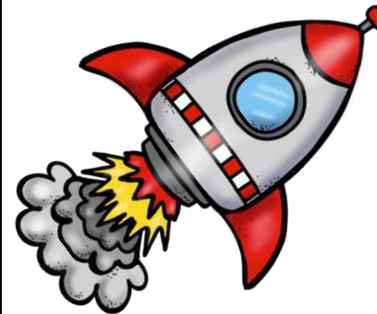
helicopter



parachute



plane



rocket



hot air balloon

What other modes of transportation can you think of?

VALENTINE TRANSPORTER

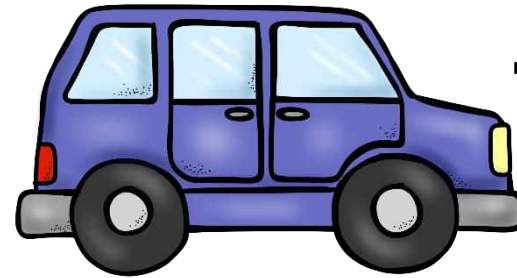
TRANSPORT

to take or carry people or goods from one place to another by means of a vehicle, aircraft, or ship



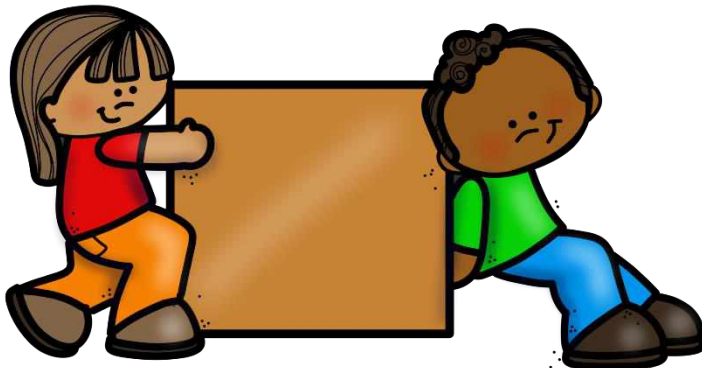
VEHICLE

an object used for transporting (moving) objects or people



CARGO

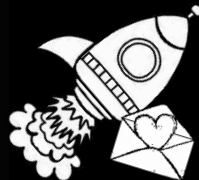
goods that are transported by vehicles, air crafts, or ships



FORCE

a push or pull on an object





VALENTINE TRANSPORTER

I'll Love you Till the Cows Come Home

NAME: _____

MY BLUEPRINT



Draw a picture of your mode of transportation.

What did you create?

What materials did you use?

Does your mode of transportation move?

YES **NO**

How does it move?

Does your mode of transportation carry a Valentine?

YES **NO**

STICK AND STONE



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

2. Introduce the Identifying Characters' Feelings poster. Talk about how we can use our own experiences to help us figure out how a character feels. We can also analyze what words mean in terms of feelings and look closely at the illustrations for clues. Putting all of this together will help with our comprehension.



STICK AND STONE

3. Watch them short video:
<http://bit.ly/StorybookStemFeelings>. Make sure to stop the video and discuss how you think she feels each time. Talk about how feelings change.



4. Now look back at the text. When are two distinct times that you can tell the characters were sad? What about happy? Use the flip-flap to write or draw about two of these times. Make sure to include how you knew.



STICK AND STONE

5. Show students the poster for synonyms. The author used "alone" and "lonely" to put out that Stick and Stone were feeling the same way by using synonyms. Now discuss the poster. *The bottom part of the poster is a high level concept for how you can use synonyms to figure out unknown words.



6. The cards can be used to make an anchor chart where synonyms are matched with their picture OR you could play a game where kids have to find their partners. Stone and Stick go together in synonym pairs.



7. Have students pick two different synonym pairs to write sentences with. Use this example if they need help!



Dig Deeper



Teacher Questions for STICK AND STONE

Why isn't a seesaw fun when you are alone?

How does the illustrator help you realize the characters are lonely?

Why do you think that the Pinecone makes fun of Stone?

How did it make Stone feel to have Stick look out for him?

How does the word "stick" have two meanings?

Why do you think that Stick and Pinecone were blown away but not Stone?

Why is the phrase "You rock, Stone" funny?

Who makes an appearance at the very end? Would you accept the apology?

"Sticks and stones may break my bones, but words will never hurt me." Do you agree with this saying? Why or why not?

Dig Deeper



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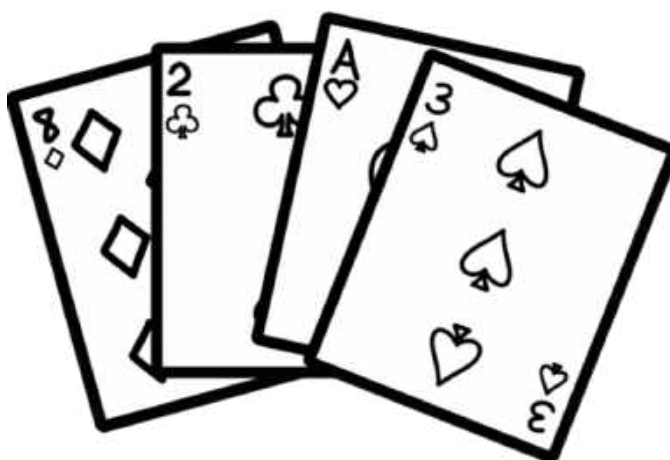
IDENTIFYING Characters' Feelings



We can use the words in a text and the illustrations to help us figure out how a character is feeling.

ગંધારી

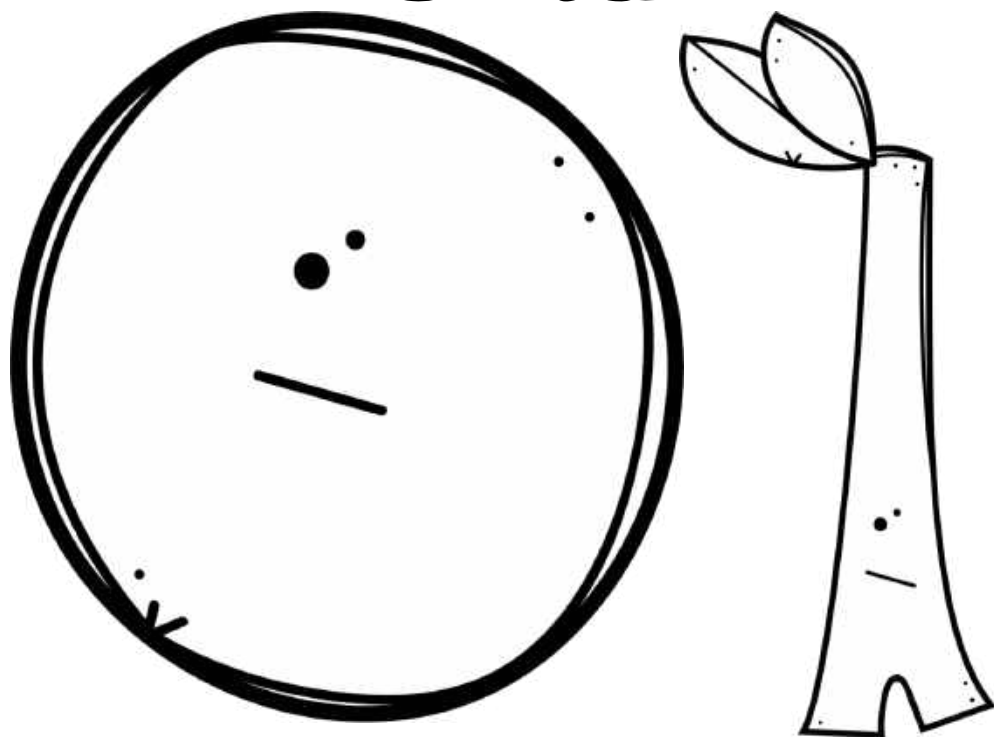
શ્વેતમોહ



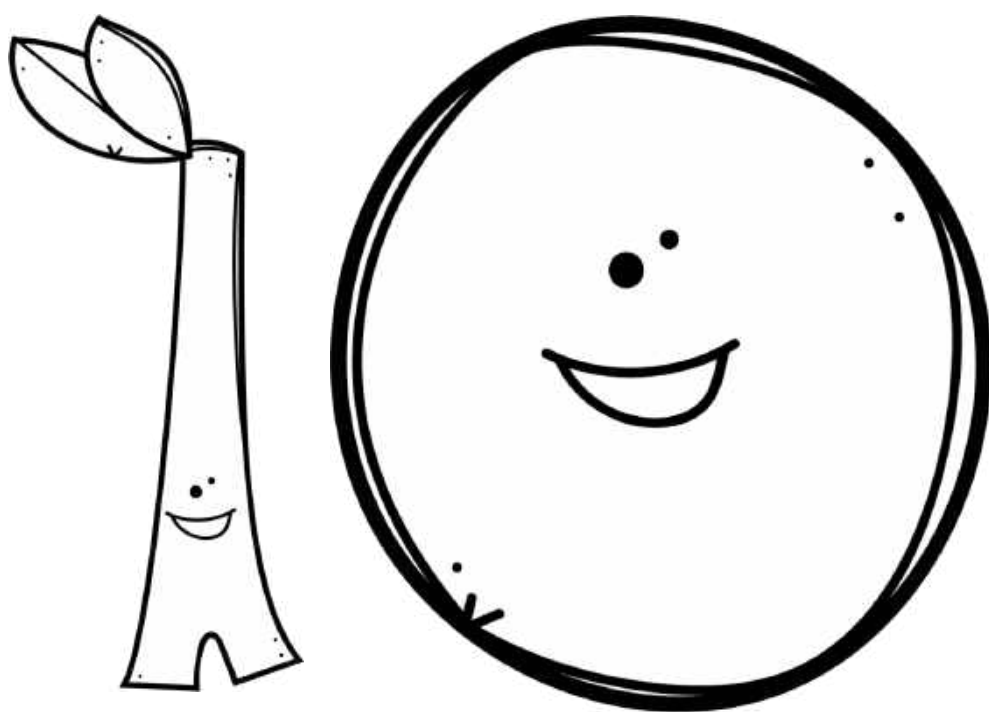


STICK AND STONE

SAD



HAPPY



SYNONYMS

Words that mean exactly the same or very close to the same thing.



- loud
- noisy



- tiny
- small



- trash
- garbage

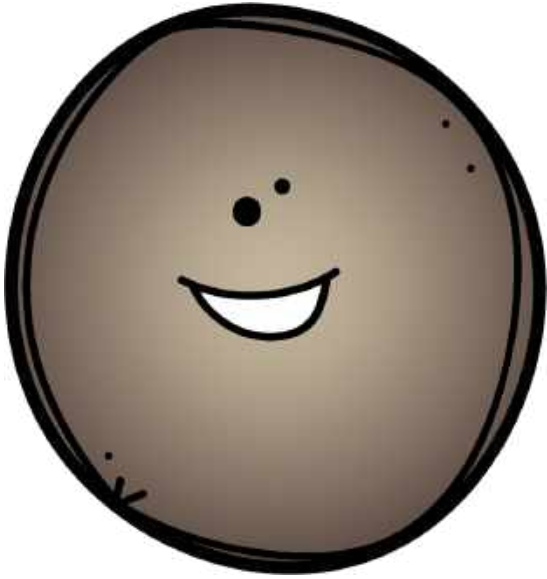


That man was furious! I don't think I've ever seen anyone so angry before!

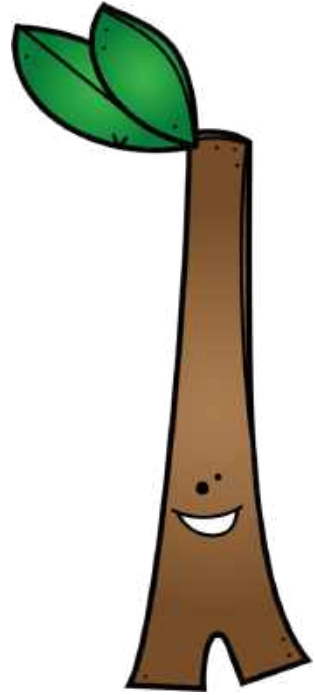
SHOW US YOUR

SYNONYMS

nice



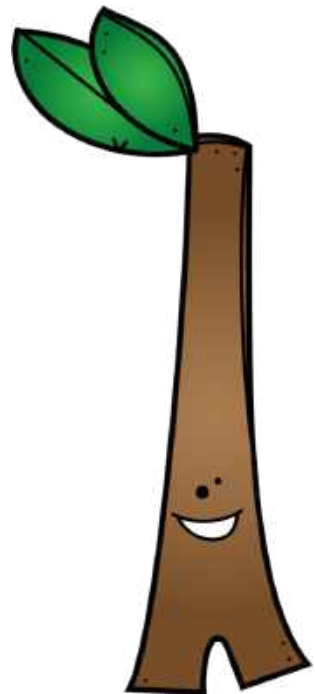
kind



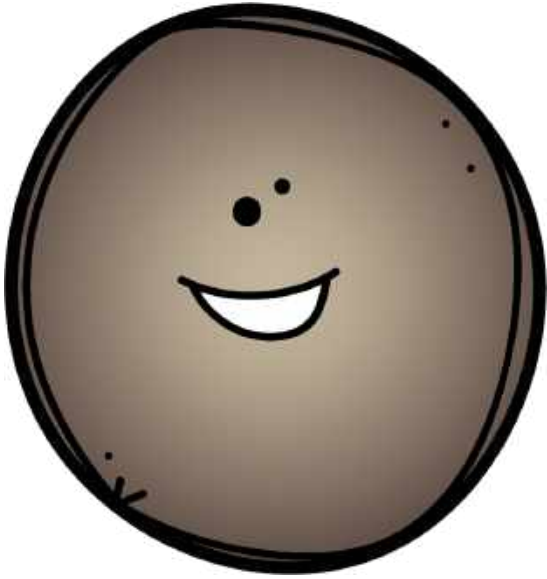
laugh



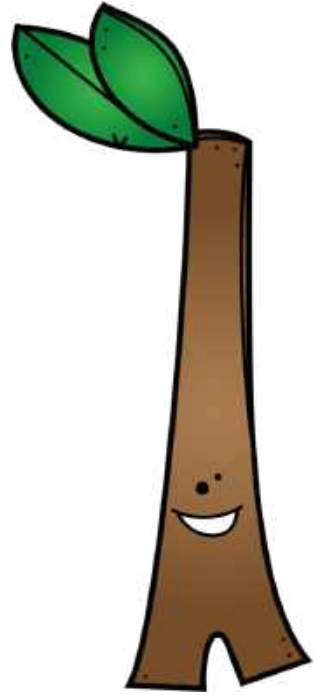
giggle



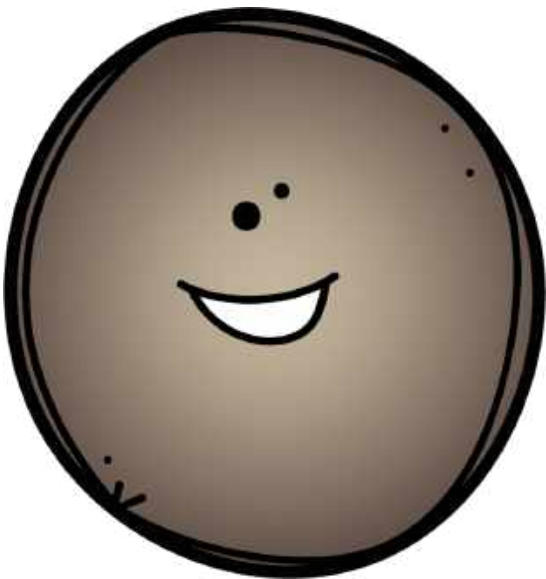
present



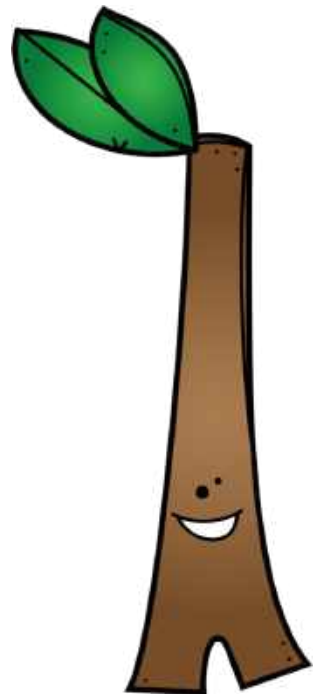
gift



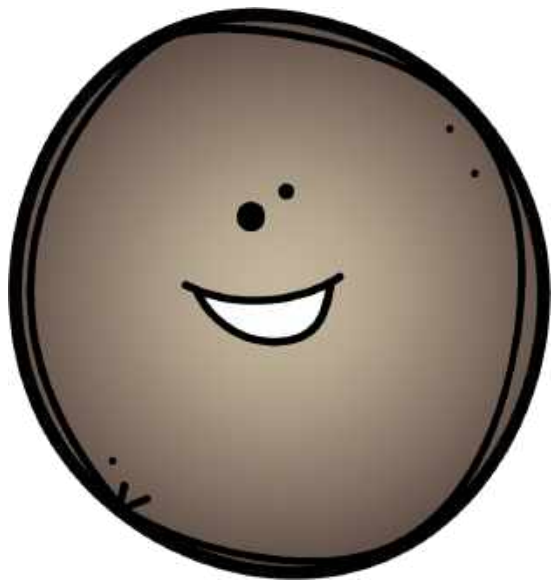
pretty



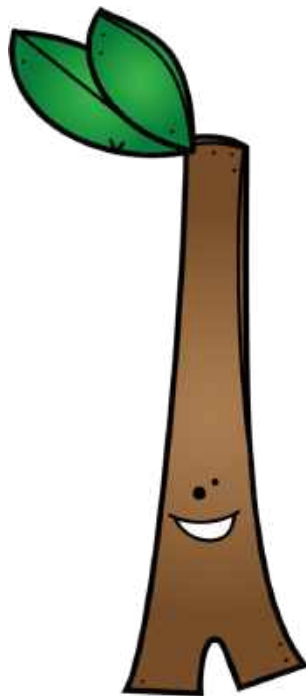
beautiful



bad



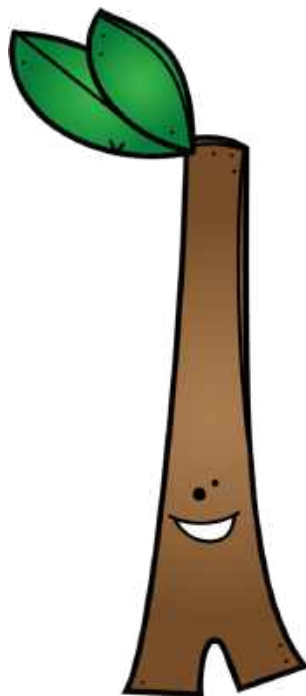
naughty



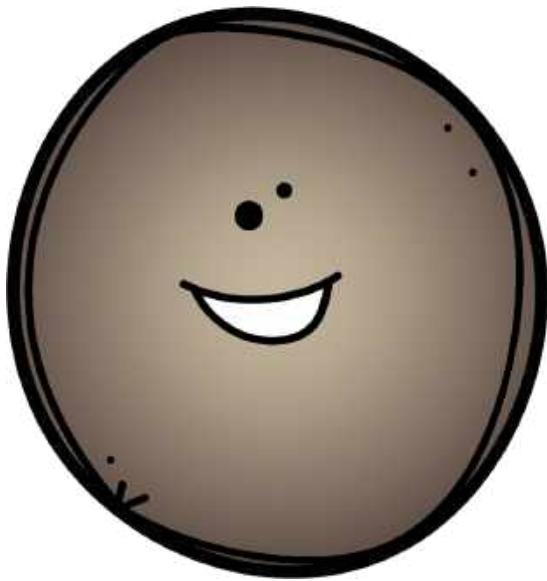
drop



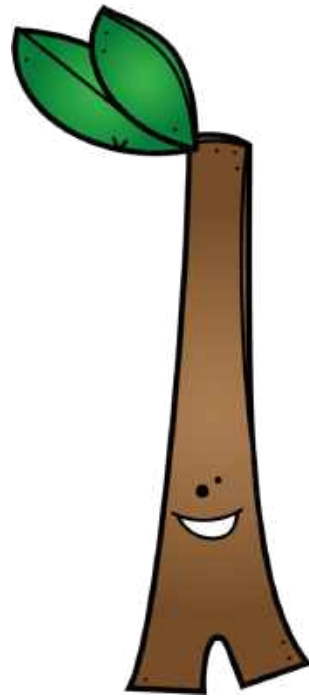
fall



hard



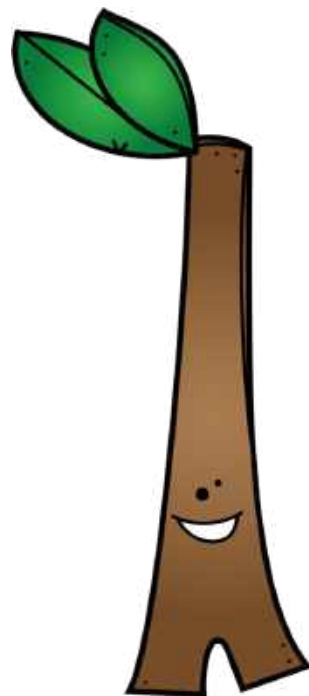
difficult



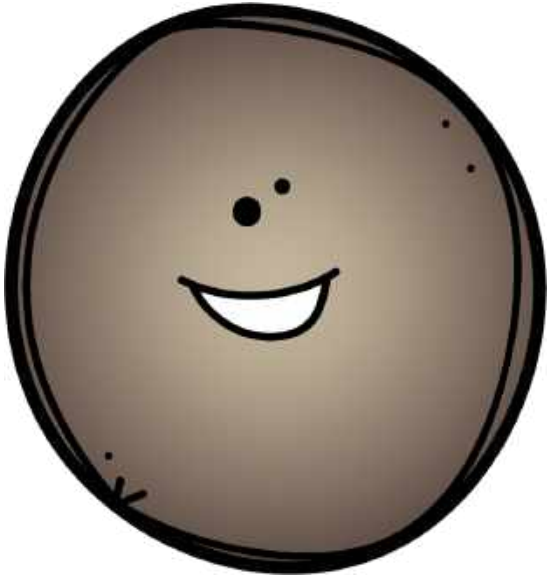
finish



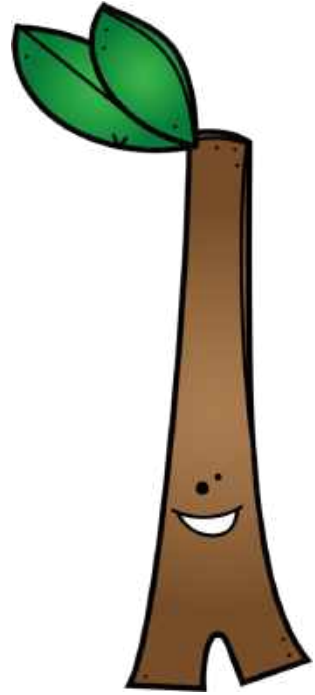
end



large



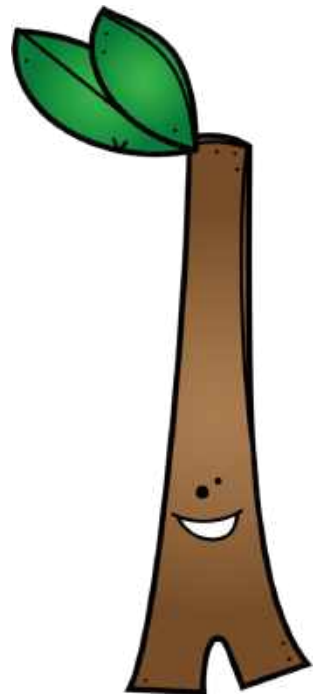
big



kid



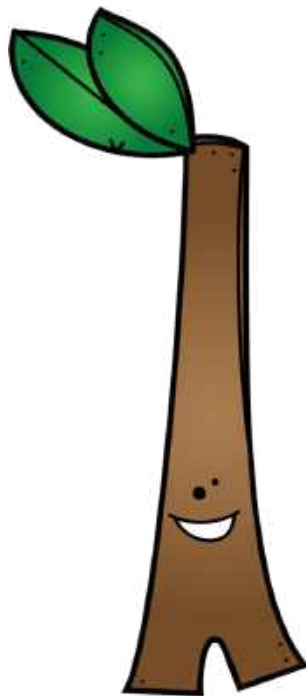
child



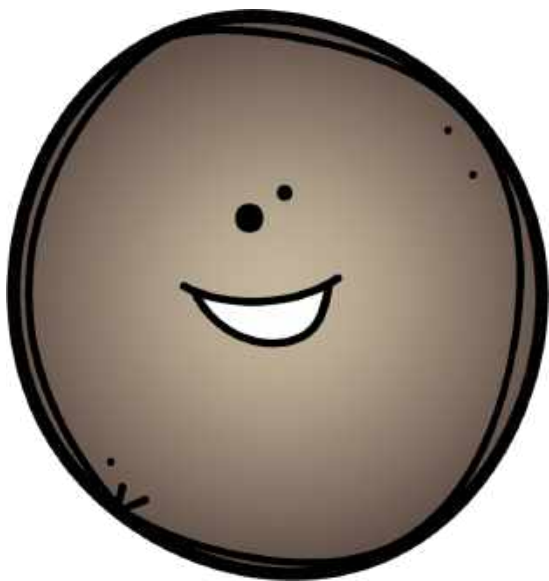
sad



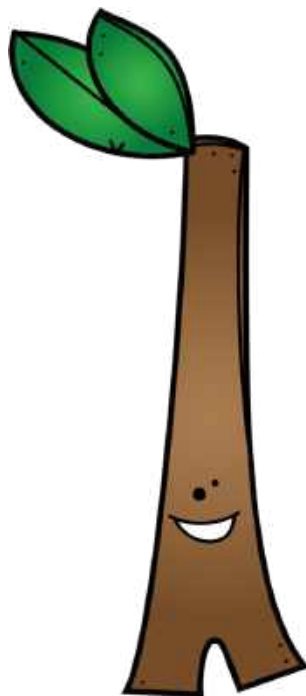
unhappy

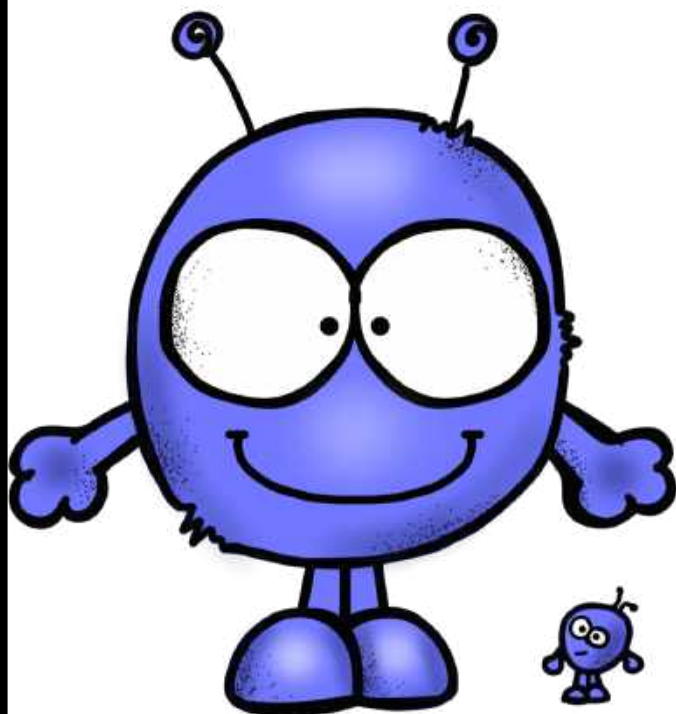
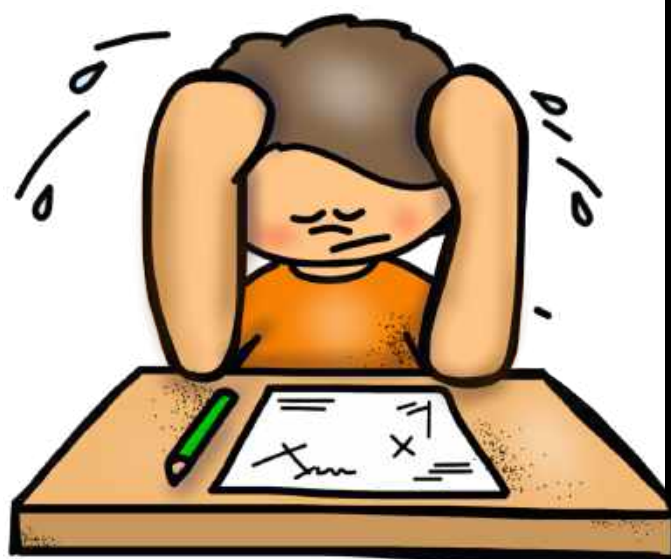


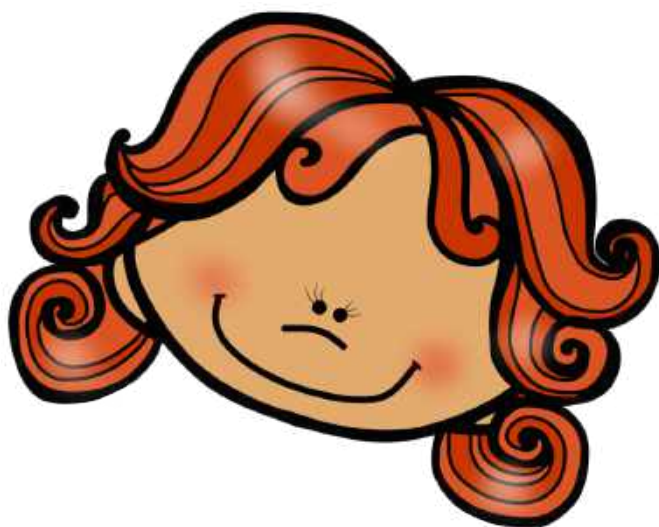
sleepy



tired





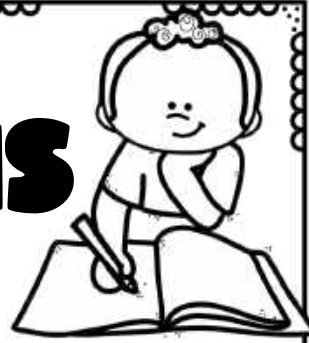




Name: _____

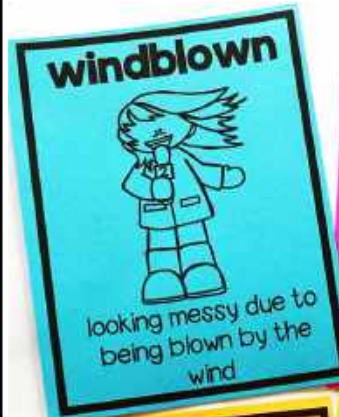
SHOW US YOUR **SYNONYMS**

Directions: Pick two sets of synonyms. Use them in sentences.



Vocabulary CHATS

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



1. Print the Vocabulary Picture Cards in color. Use the color version for display in the classroom. The pages with four identical cards should be used for response cards. Give each child one of all four cards. Give examples or definitions. Students should raise the card that matches. Teachers should scan the room to check for understanding.

Vocabulary SHOW IT!



Name _____

VOCABULARY

Use the six words below to complete the sentences.

| | | | |
|------|-----------|--------|--------|
| laze | windblown | wander | vanish |
|------|-----------|--------|--------|

vanish windblown

wander laze

vanish laze

wander windblown

Name: Kelly

Vocabulary in Action!

Directions: Fill in the blank to complete the phrase in a way that makes sense.

Laze like a cat in a sunny spot.

Windblown as a lady in a storm.

vanish like a kid who snuck chocolate.

Wander like a mom by herself in Target.

Use one or copy back to back to use both! Students should show what they know about their vocabulary words using pictures, labels, and phrases.

Vocabulary ACT IT OUT



Use the vocabulary cards from Vocabulary chats. Put the cards in a bag. Call two students up to the front of the room and ask them to act out the words. Classmates should raise their hand to guess what word is being acted out.

vanish



to disappear
suddenly

wander



to walk without
hurry or goal

laze



to spend time in a
relaxed way

windblown



looking messy due to
being blown by the
wind

vanish



to disappear
suddenly

vanish



to disappear
suddenly

vanish



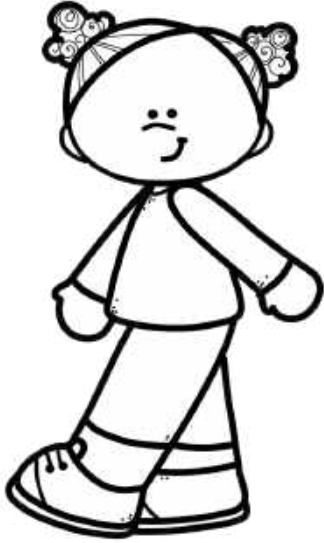
to disappear
suddenly

vanish



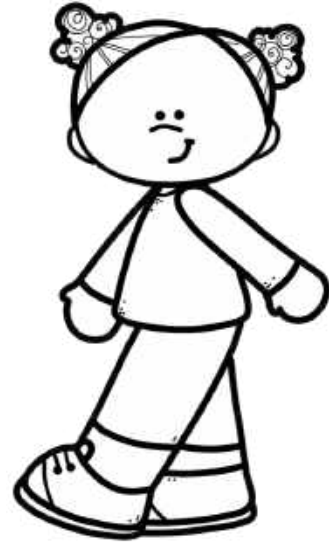
to disappear
suddenly

wander



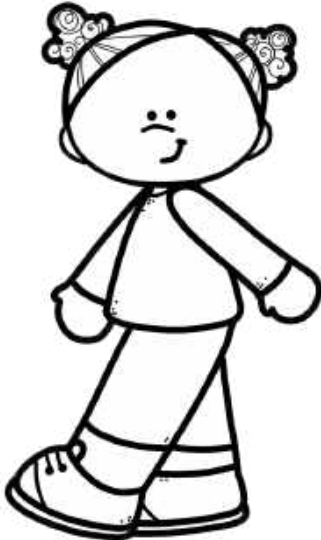
to walk without
hurry or goal

wander



to walk without
hurry or goal

wander



to walk without
hurry or goal

wander



to walk without
hurry or goal

laze



to spend time in a
relaxed way

laze



to spend time in a
relaxed way

laze



to spend time in a
relaxed way

laze



to spend time in a
relaxed way

windblown



looking messy due to
being blown by the
wind

windblown



looking messy due to
being blown by the
wind

windblown



looking messy due to
being blown by the
wind

windblown



looking messy due to
being blown by the
wind

Name: _____

VOCABULARY



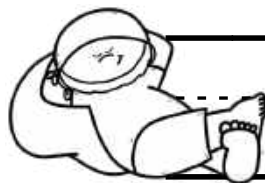
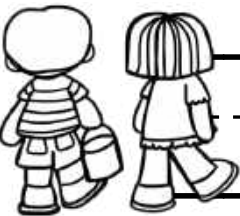
Use the four words below to label the pictures..

laze

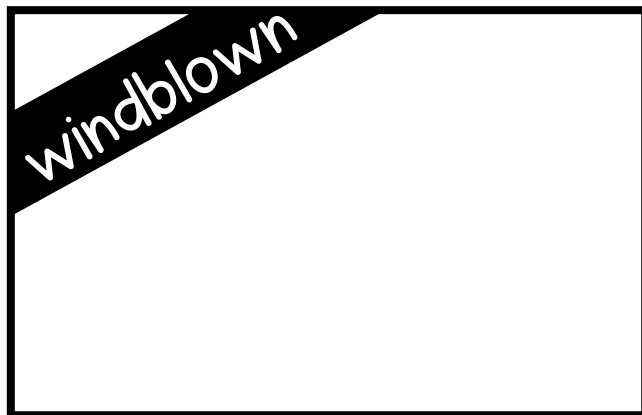
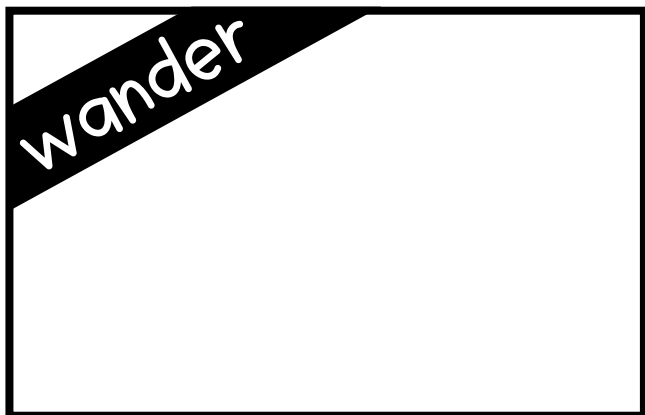
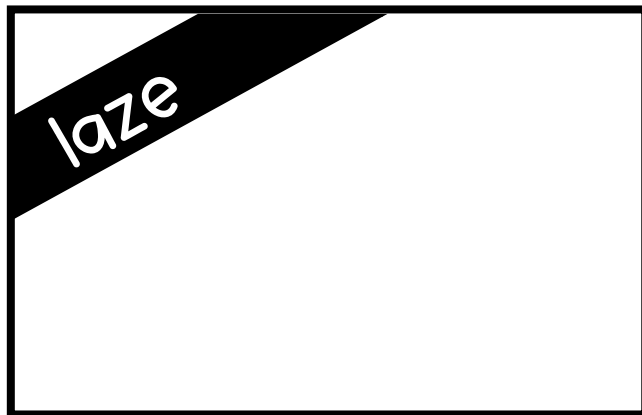
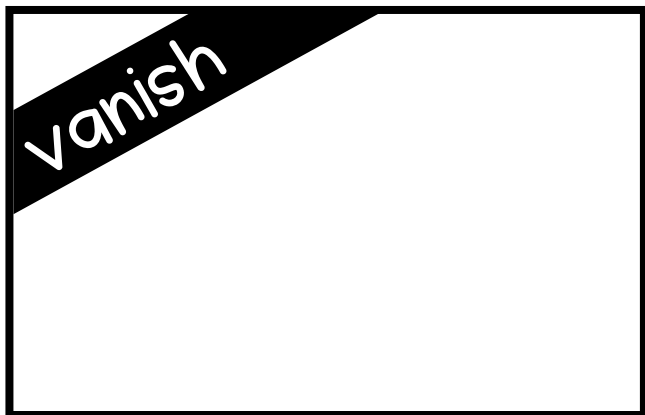
windblown

wander

vanish



Draw pictures of the four vocabulary words.



Name: _____

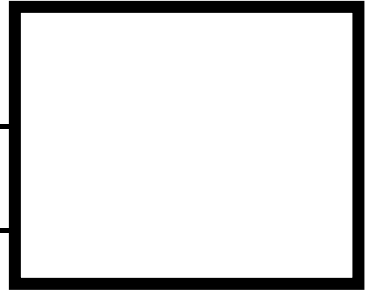
Vocabulary in Action!

Directions: Fill in the blank to complete the phrase in a way that makes sense.

Laze like a _____



Windblown as a _____



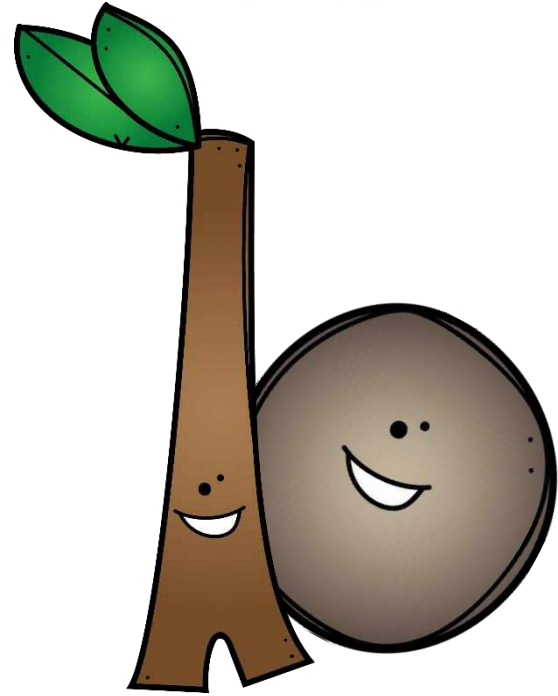
vanish like a _____



Wander like a _____



STEM CHALLENGE: GIFT OF FRIENDSHIP



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. 2-PS1-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. 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. 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.

Challenge Description: Students will gather a variety of natural materials outdoors such as twigs, stones, leaves, and flowers. They will identify the properties of those materials, then use their materials and air dry clay to create a gift for a special friend. Creation ideas might include keepsakes, picture frames, jewelry, keychains, mini bowls/boxes and more. This is a highly open-ended challenge that will allow your students' creativity to shine!

Material options per 1-2 students: plastic or paper bag to gather outdoor materials, small outdoor materials such as twigs, stones, pebbles, leaves, flowers, etc., air dry clay, liquid glue

LESSON PLAN

1. Activate students' prior knowledge by asking them to share what they already know about properties of natural materials. Ask them to brainstorm different kinds of creation materials that we might find outside and how we might use them. Refer back to the many different natural materials shown in Stick and Stone.
2. Take students outdoors for 15-20 minutes to gather a variety of natural materials in their bag.
3. Share and discuss the videos on "Explore Properties."
4. Hold a class discussion, using the teacher chart to guide student thinking. (You can project the chart on an interactive whiteboard or document camera.) Record their ideas on the teacher chart.
5. Introduce the STEM challenge and permitted materials. Brainstorm gift ideas as a class.
6. Introduce and discuss key vocabulary cards related to the challenge.
7. Have students sketch blueprints of their gift designs on their recording sheets.
8. Allow students 30-45 minutes to work independently or with a partner to create a gift with air dry clay and their natural materials. Allow them time to complete their recording sheets. Air dry clay must dry for 48 hours.
9. Hold a whole class closing discussion and reflection, allowing students to share their gift designs.

GIFT OF FRIENDSHIP

Stick and Stone

Possible Products

IMPORTANT:

Make sure that students use only small, lightweight objects from nature.

They need to use LIQUID GLUE to stick on their items while the clay is still wet, pressing them firmly into the air dry clay.

The clay must be allowed 48 hours to dry.

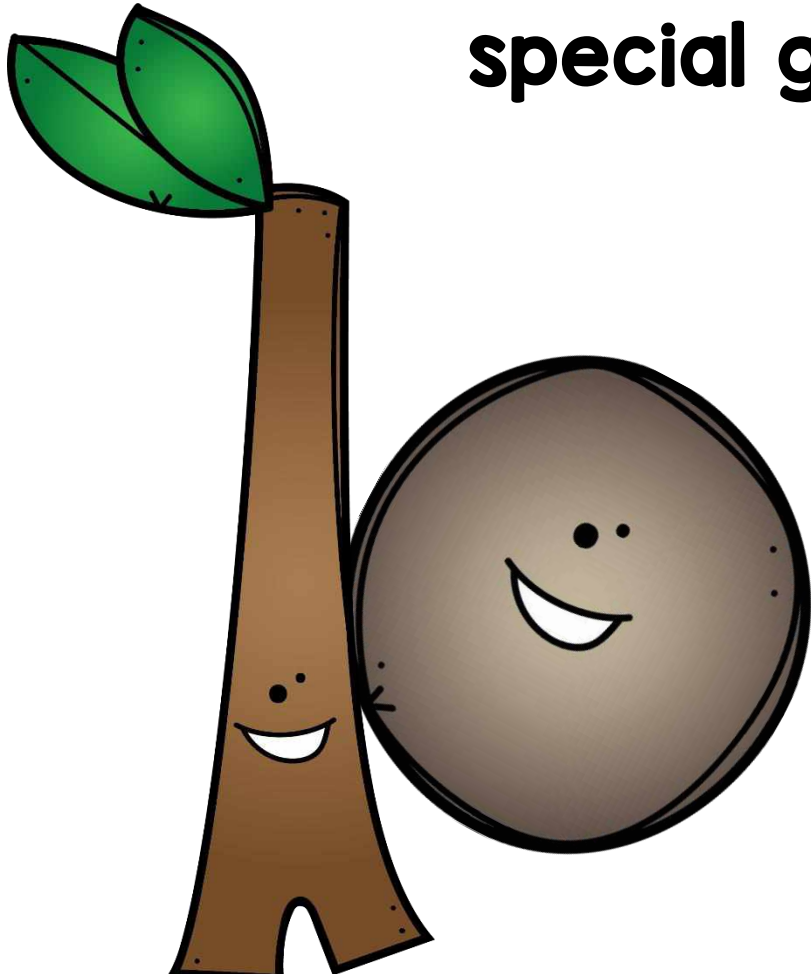
After it is dry, students can also use liquid glue to adhere any loose pieces. You may also allow them to add color with paint pens or acrylic paint.



GIFT OF FRIENDSHIP

You need to show a friend how much you care!

Use materials from nature to create a special gift of friendship.



YOU WILL NEED:

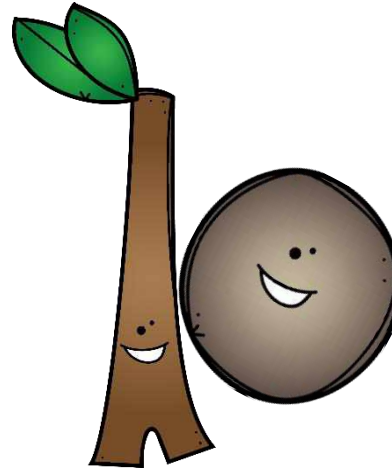
- plastic or paper bag
- small materials from nature such as twigs, pebbles, leaves, and flowers
- air dry clay
- liquid glue

LET'S EXPLORE PROPERTIES!

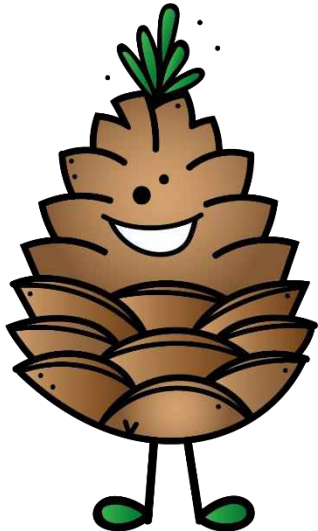
SENSES



NATURAL OR MANMADE?



PROPERTIES OF MATERIALS



OBSERVING PROPERTIES



PROPERTIES OF NATURAL MATERIALS

| OBJECT | PROPERTIES (SIZE, SHAPE, COLOR, TEXTURE) |
|--------|---|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

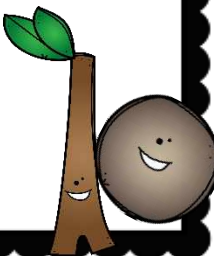
GIFT OF FRIENDSHIP

What natural materials did you find?

What are some properties of those materials?

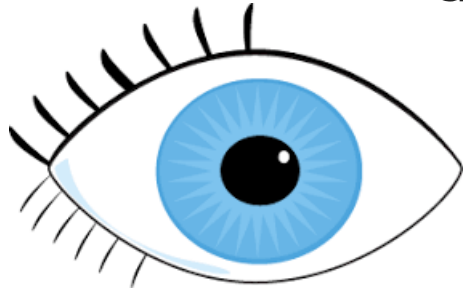
OUR GIFT IDEAS

WHAT WE CREATED



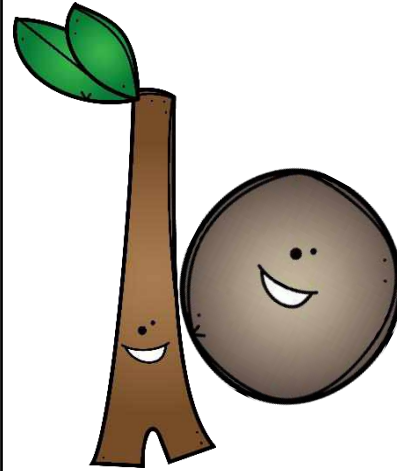
GIFT OF FRIENDSHIP

SENSE



a way that we observe something using sight, touch, smell, sound, or taste

PROPERTY



a quality of an object that you can observe, such as size, shape, color, or texture

OBSERVE



to notice how something looks, feels, sounds, smells, and tastes

MATERIAL



matter that makes up an object



GIFT OF FRIENDSHIP

Stick and Stone

NAME: _____

MY BLUEPRINT



Draw a picture of your gift.

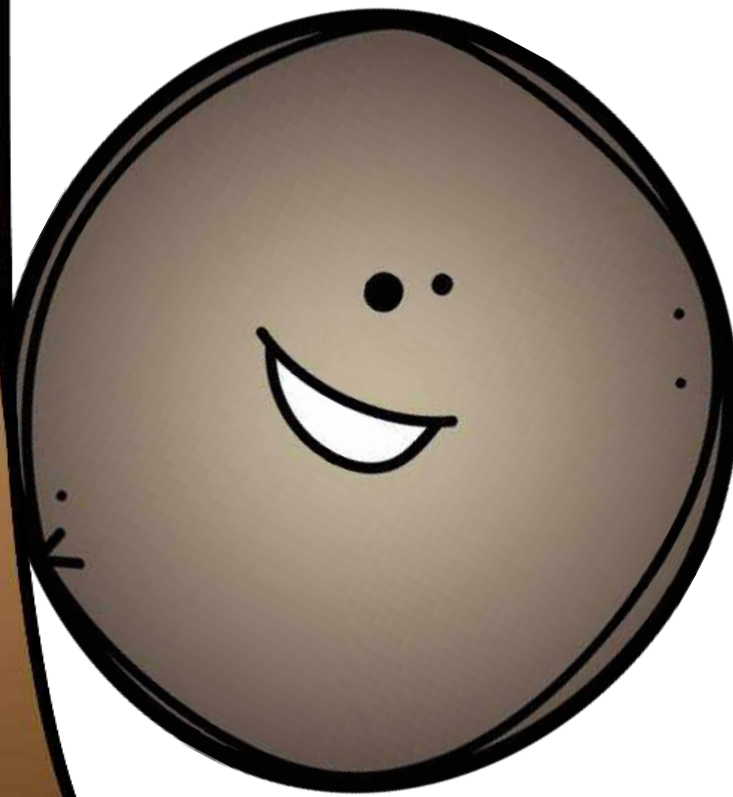
What did you create?

Who is this gift for?

**Materials
That I Used**

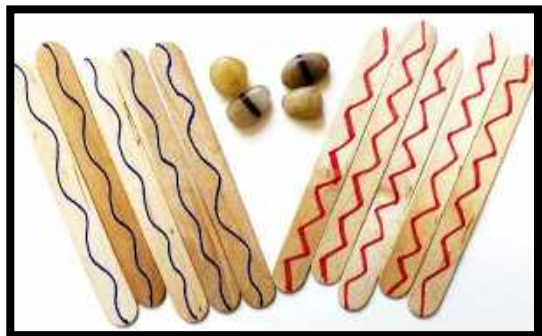
PROPERTIES
(Size, Shape, Color, Texture)

EXTENSION ACTIVITIES FOR STICK AND STONE



**The following
games and
maker projects
may be
used as whole
class extension
activities,
challenges for
early finishers,
or in learning
stations!**

NEZ PERCE STICK GAME



EACH PAIR OF STUDENTS WILL NEED:

- 10 sticks or popsicle sticks (5 colored one color and 5 colored a different color)
- 4 stones (2 with black bands drawn around them with permanent marker)

The stick game is also called the "Hand Game" by many Northwest Native American tribes. Both Nez Perce children and adults have enjoyed this game since the early 1800s.

HOW TO PLAY:

1. Players sit across from each other, each with one plain stone and one striped stone and 5 sticks in front of each of them.
2. Player 1 will hide the stones in his hands behind his back while Player 2 tries to guess which hand has the striped stone. If the player points to the hand with the striped stone, he or she wins a stick.
3. Player 2 then hides the stones and Player 1 tries to guess. The game ends when one player has won all 10 sticks.

BALANCING ACT



YOU WILL NEED:

- 10 sticks or twigs
- 10 stones or pebbles
- ruler

Work with a partner to build the tallest possible structure using only sticks and stones.

Use a ruler to measure the height of your tower.

MAKE & GUESS



YOU WILL NEED:

- sticks or twigs
- stones or pebbles
- other natural materials

Take turns building structures with a partner. One partner will build something and the other partner will try to guess what it is.

IDEAS FOR THINGS TO BUILD:

- | | |
|-----------|-------------|
| ▪ letters | ▪ buildings |
| ▪ numbers | ▪ animals |
| ▪ shapes | ▪ vehicles |

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STORY STONES



YOU WILL NEED:

- 3-5 stones
- oil-based paint pens or acrylic paint and small paint brush
- paper

Paint some simple symbols or pictures onto your stones.

Use the stones as topics or inspiration for a creative story.

Tell your story to a friend.

Write your story!

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Credits

created by **Brooke Brown**
and **Katie King**

Thank you for your
purchase!

