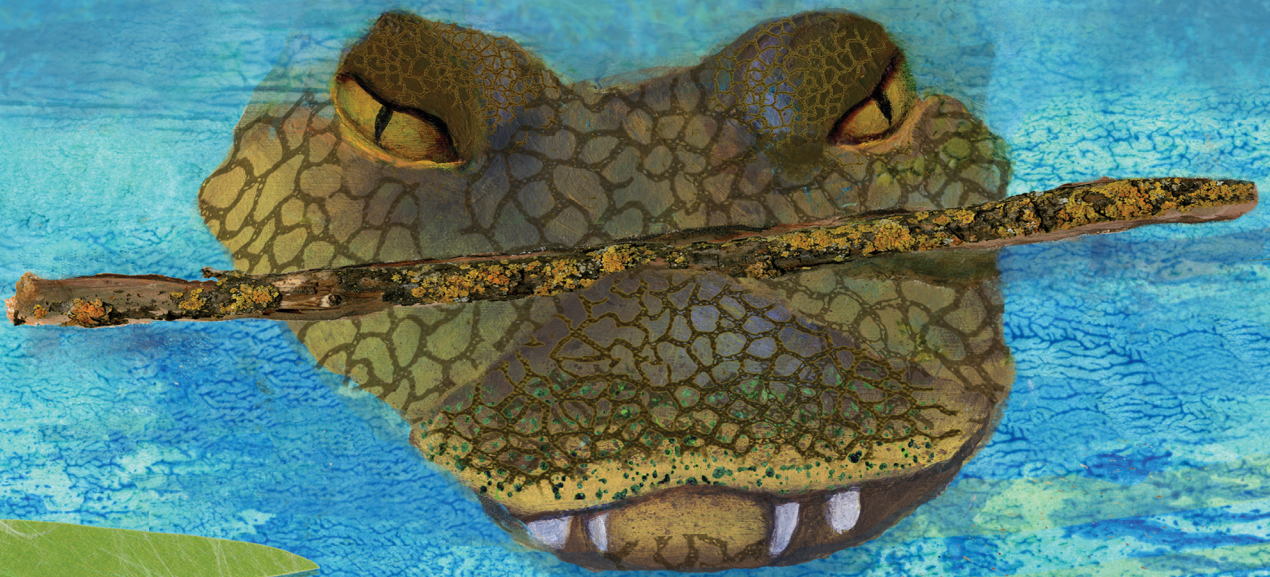


A STICK UNTIL...

CURRICULUM ENHANCEMENT
GUIDE



A STICK UNTIL...

CURRICULUM ENHANCEMENT GUIDE

PK-2ND GRADE

Common Core & STEM Aligned

INTEGRATION ACTIVITIES INCLUDE:

- Art.....2
- English Language Arts.....4
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- Math.....10
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- Science.....14
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ART

PK-2ND GRADE

Common Core & STEM Aligned

CCSS.ELA-LITERACY.CCRA

R.1, R.2, R.7, R.10, SL.1, SL.2
SL.5, SL.6, L.1, L.4, L.6

**TESOL ENGLISH LANGUAGE
PROFICIENCY**

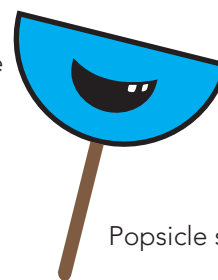
STANDARD 1 & 2

Hands on discovery • Creative thinking • Personal expression

- Read the book aloud. Discuss how the stick is often used as a tool. Discuss what kinds of tools are used in art. Invite the children to choose a medium where they can use a stick as an artistic tool—painting, sculpting, sand drawing, etc.—and have them create a design.
- Create a talking stick. Have the children bring a stick from home or supervise an outdoor class expedition to gather sticks. Ask the children to tie several 12-inch pieces of yarn or string to the top of their stick, leaving 6-8 inches of string or yarn to dangle. Use paint, construction paper cutouts, beads, or feathers to decorate their sticks and the dangling strings. (Save their creations for use in another area.)
- Emotion faces. Begin with construction paper faces (template on page 3) or paper plates cut in half. Children should color and design their bottom-half faces to express an emotion—happiness, surprise, worry, sadness, etc.—then glue the bottom-half faces to a popsicle stick. Children can create more than one emotion face, especially if they will be used during story time. (Save their creations for use in another area.)



Construction paper face

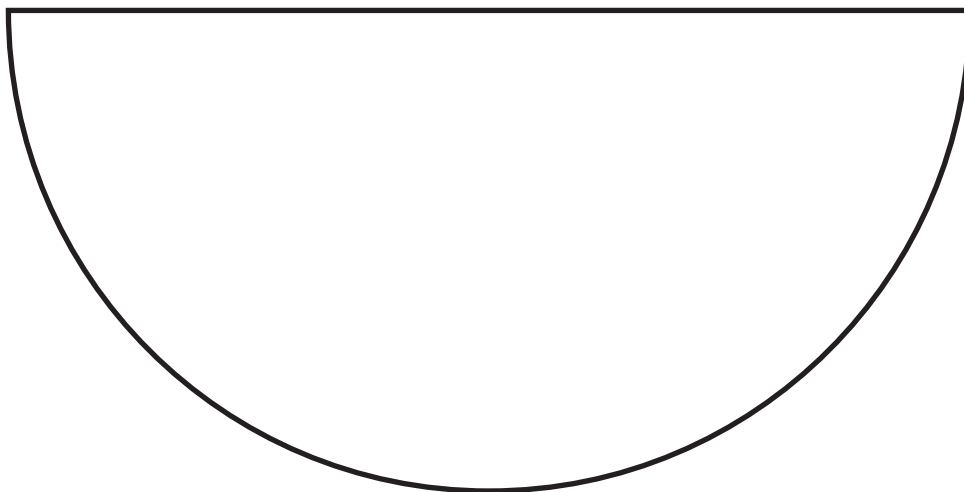
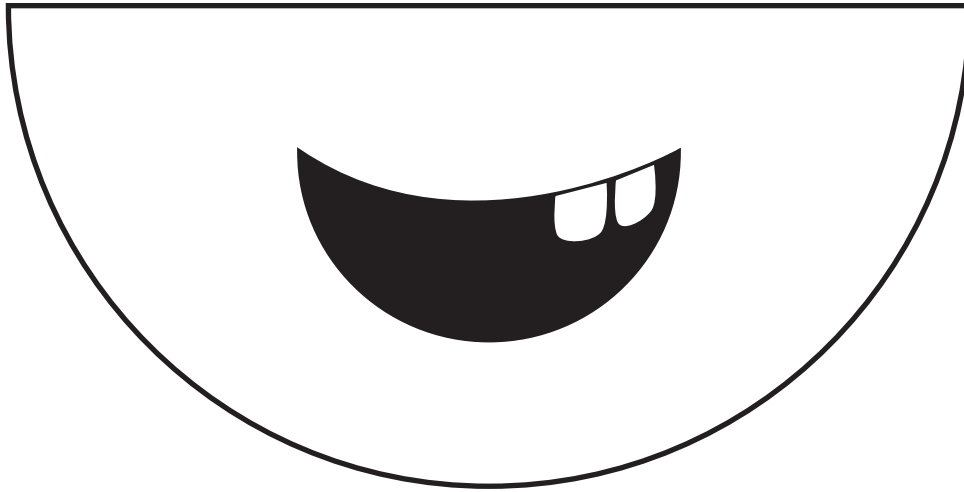


Popsicle stick



EMOTION FACES

Cut out the half face templates and attach them to popsicle sticks.



ENGLISH LANGUAGE ARTS

Reading • Writing • Listening • Speaking

PK-2ND GRADE

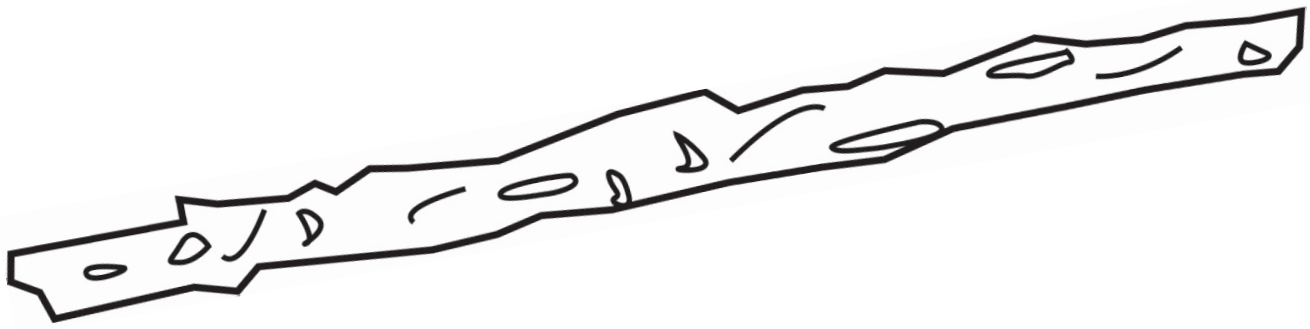
Common Core & STEM Aligned

CCSS.ELA-LITERACY.CCRA
R.1, R.2, R.4, R.7, R.10, SL.1, SL.2
SL.5, SL.6, L.1, L.4, L.6, W.2, W.4, W.7

**TESOL ENGLISH LANGUAGE
PROFICIENCY**
STANDARD 1, 2 & 4

- Before reading the book, ask the class what they think the book is about. Ask them what they think a stick is. Where does it come from? What can you do with it?
- Make a Know, Want, Learn (KWL) chart to generate interest in the topic. (KWL charts incorporate information the children Know with information the children Want to know. After discussion and research, the chart is finalized with what the children Learned, including any reevaluations from the Know column.)
- After reading the book, have a class discussion on ways they could use a stick. Then ask the children to write a story, tell you a story, and/or draw a picture of ways they would use their stick using the template on page 5.
- Draw a line from each animal to how they used the stick in the story. (Use handout on page 6.)





If I found a stick I would: _____

DRAW A LINE

from each animal to how they used the stick in the story.



- A walking stick



- Bait



- A spoon



- A nest



- Play fetch



- Fly swatter

PK-2ND GRADE

Common Core & STEM Aligned

GLOBAL LANGUAGE

CCSS.ELA-LITERACY.CCRA

R.1, R.4, R.7, R.10, SL.1, SL.2

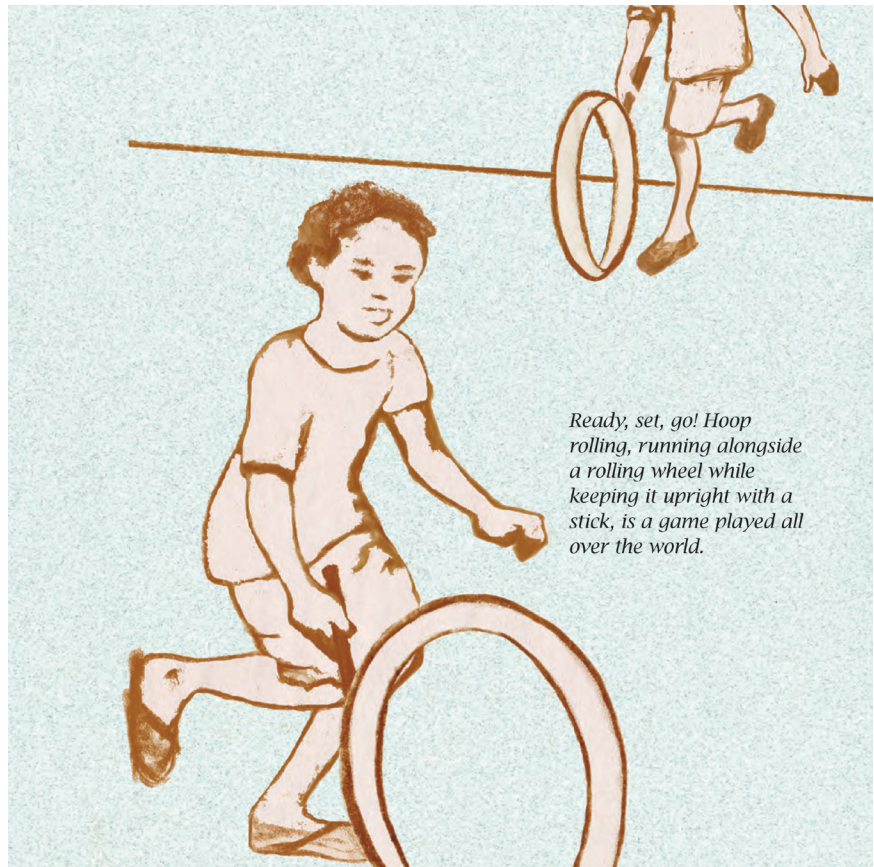
SL.5, SL.6, L.1, L.4, L.6

**TESOL ENGLISH LANGUAGE
PROFICIENCY**

STANDARD 1, 2 & 5

Introduce words and phrases • Understand words and phrases

- Translate and read *A Stick Until...* in another language.
- Create flash cards with English language on one side and another language on the other.
- At the end of the book, the sapling that was held up by a stick becomes a huge tree where many animals live. Who is in your family tree? (Use handout on page 8.)
- Play a relay version of the Hoop and Stick game shown in the book. Research games in other countries where sticks are used. If any of the children are familiar with these games, ask them to explain, in their native language, how the games are played.

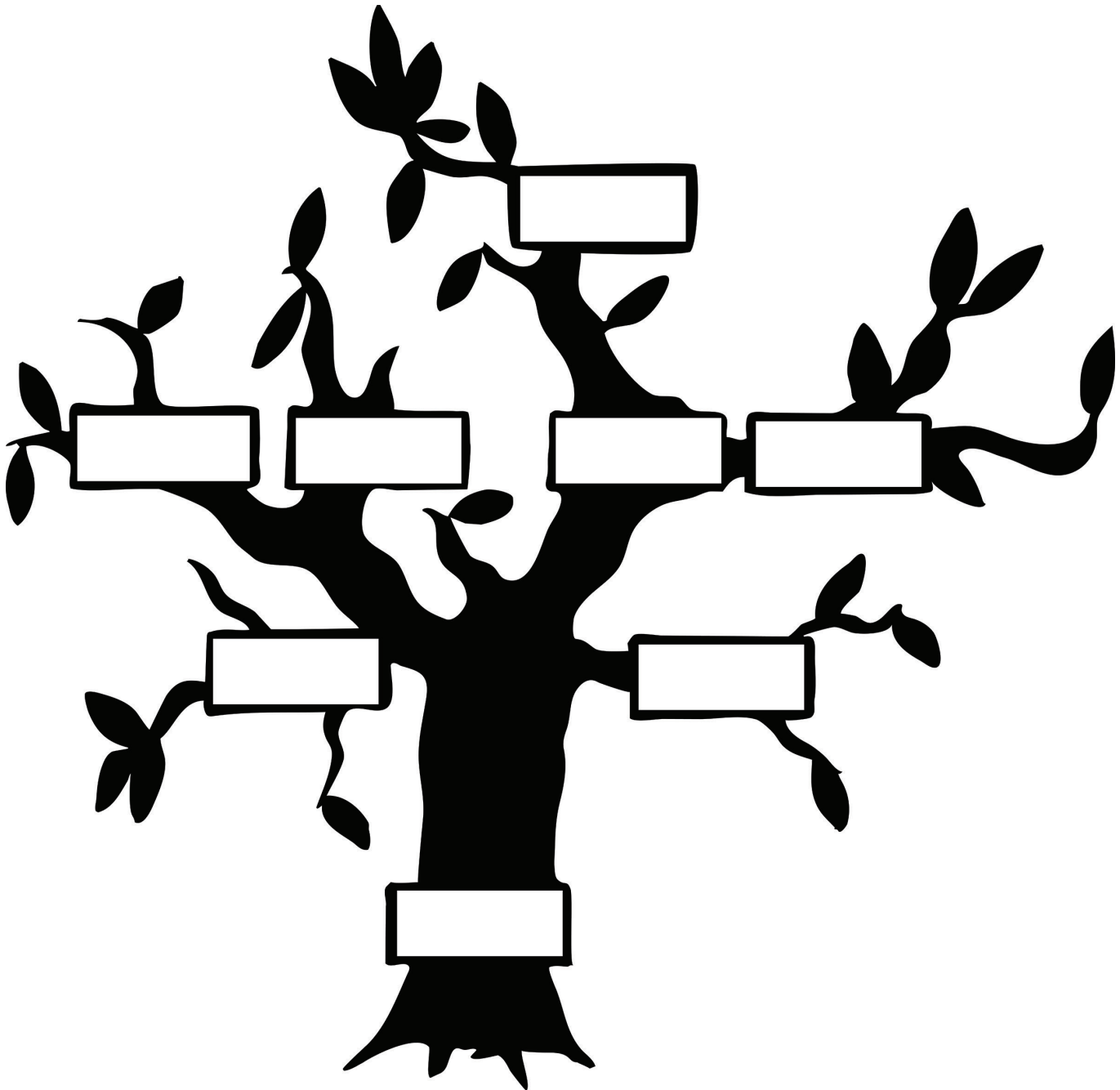


Ready, set, go! Hoop rolling, running alongside a rolling wheel while keeping it upright with a stick, is a game played all over the world.



WHO IS IN YOUR FAMILY TREE?

Write the names of family members in the branch boxes.



LIBRARY & TECHNOLOGY

Oral language • Reading readiness • Technology skills

PK-2ND GRADE

Common Core & STEM Aligned

CCSS.ELA-LITERACY.CCRA
R.1, R.4, R.7, R.10, SL.1, SL.2, SL.5
SL.6, L.1, L.4, L.6, W.2, W.4, W.7

**TESOL ENGLISH LANGUAGE
PROFICIENCY**

STANDARD 1, 2, 4, & 5

- The children will research other ways people and animals use sticks for fun or as tools then use the Seesaw app to record their reports. Their findings can be used in Global Literacy to expand their understanding of other cultures; in Music & PE to create music and play games, or in Social Studies to communicate over distance and time.
- The children will find pictures of their favorite way sticks are used—as a tool, a game, to make a home—and upload them to the Chatterpix app (<http://www.duckduckmoose.com/educational-iphone-itouch-apps-for-kids/chatterpix/>).
- Sticks are homes for many animals. The children will research and draw their favorite animal in the home it builds. Show them the example of the egret in the book.
- The children can research other ways wood is used in modern society—boats, bridges, homes, towers—and use popsicle sticks to create their favorite findings.



Egrets typically have shorter bills than the great blue herons, but they are in the same animal family. The page with the tree and nests shows both blue herons and egrets because they typically nest in colonies with each other. The blue heron goes through a stage of being all white before becoming the blue adult color. That is why the birds are often mistaken for each other.



MATH

PK-2ND GRADE

Common Core & STEM Aligned

CCSS.ELA-LITERACY.CCRA

R.1, R.7, R.10, SL.1, SL.2, SL.5,
SL.6, L.1, L.4, L.6, W.2, W.4, W.7

CCSS.MATH.CONTENT

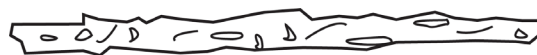
K.MD.A.1 | K.MD.A.2 | K.MD.B.3

**TESOL ENGLISH LANGUAGE
PROFICIENCY**

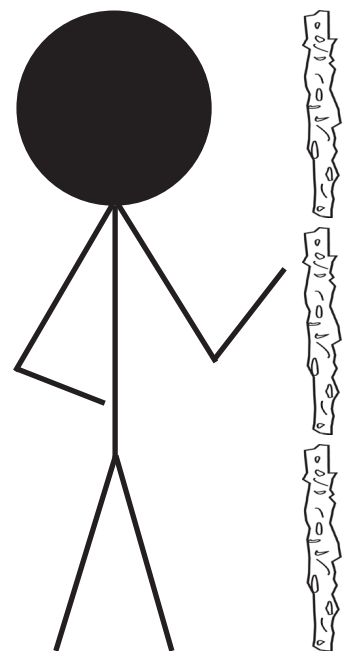
STANDARD 1, 2 & 3

Abstract math concepts • Number sense • Number relationships

- Go on an outdoor adventure to collect sticks of varying lengths. Or have students bring in a stick from home. Compare the sticks to measuring tools found in the classroom—rulers, yardsticks, unit blocks.



- Estimation: How many sticks tall do you think you are?
- Standards: Will it matter which sticks you measure with?
- Let the children work in groups. Have one child in each group lie down on floor. Let the other children in their group measure them with the gathered sticks.
- Count how many sticks, record number, then compare to the estimate. Was your estimate too high? Too low? Or just about right? If you change the sticks used, will the number change? Discuss why we have standards for measurement.



HOW MANY STICKS TALL ARE YOU?



Target: Using sticks as a measurement tool the student will estimate how many sticks it takes to match their height.

I estimate that I am _____  tall.

After I measured I was actually _____ 

A-Okay (just about right)  _____

TOO BIG _____

Too small _____

**At an early age, the idea of estimating is that the student will be able to determine if their estimate was too big, too small, or just about right. It takes a lot of practice with estimating for a young child to make accurate estimates.*

MUSIC & PE

PK-2ND GRADE

Common Core & STEM Aligned

CCSS.ELA-LITERACY.CCRA

R.1, R.4, R.7, R.10, SL.1, SL.2

SL.5, SL.6, L.1, L.4, L.6

**TESOL ENGLISH LANGUAGE
PROFICIENCY**

STANDARD 1, 2, & 5

Voice • Rhythm • Gross motor activities

- For years, various cultures have used sticks as musical instruments. The students will use the sticks as musical instruments, then use their instruments to accompany a song.
- The students will be introduced to the historical and cultural context of rhythm sticks. Rhythm sticks, or clave (Klah-Vey), have their origins in Africa but are most well-known for keeping rhythm in Afro-Cuban music, specifically the Rumba. Let children play along and find the beat and rhythm in rumbas and other music.
- Have some children create a beat with their clave. Have other students move or dance to the rhythm. Change tempo and patterns. Let the children take turns being the rhythm maker or the rhythm mover.
- Vocabulary words that can be discussed – rhythm, pattern, beat, step, etc.
- Demonstrate how to listen to music and find out when to tap the sticks to the rhythm of the music. Play examples of music with rhythm: <https://www.youtube.com/watch?v=nLFEW3Swpdl&list=RDnLFEW3Swpdl&t=38>



RHYTHM STICKS



Introduce two rhythm sticks to the class and demonstrate how they are tapped together to make rhythm. Instruct the students to tap their rhythm sticks in front of themselves, then ask if anyone can think of other ways to tap the sticks. Brainstorm ideas. (above your head, to your side, under your knee, behind your back, etc.)

Recite the following and have the children join words to actions:

Tap high

Tap low

Tap as we walk slow (**move in a circle**)

Tap front

Tap back

Now you are getting the knack

Tap fast

Tap slow

Everyone tap as we go (**continue moving in a circle**)

Tap loud

Tap soft

Tap, tap, tap and clap, clap, clap

Tap, tap, tap with your sticks

Tap, tap, tap and move your hips

Tap and jump (**jump up**)

Tap and bump (**bump fists or hips**)

Fall down in a lump

SCIENCE

PK-2ND GRADE

Common Core & STEM Aligned

CCSS.ELA-LITERACY.CCRA

R.1, R.2, R.7, R.10, SL.1, SL.2
SL.5, SL.6, L.1, L.4, L.6

NEXT GENERATION SCIENCE

K-LS1-1 | ANALYZING
& INTERPRETING DATA

**TESOL ENGLISH LANGUAGE
PROFICIENCY**

STANDARD 1, 2, & 4

Earth • Weather • Health • Living things

- Take the children on a walk to collect sticks or have them bring sticks from home. If gathering the sticks as a class, make sure to take a tablet to name and number the type of tree where the stick was taken. Include leaves from the tree to help with identification.
- The students will look at various sticks using magnifying glasses to discover the characteristics of a stick. Supply several different types of sticks to compare and contrast characteristics. Does a stick from a birch tree look the same as a stick from a pine or oak?
- Where do sticks come from? When is a stick a branch? Which sticks are the strongest? Introduce vocabulary associated with trees. Label the parts.



VOCABULARY

- **Bark:** the outer skin of a tree or plant
- **Blossom:** a flower. When on a tree, it usually produces leaves or fruit
- **Bole:** the trunk of a tree
- **Bough:** a big branch of a tree, especially one of the larger or main branches
- **Branch:** a limb that grows out of the trunk of a tree
- **Crown:** the wide circular top of some types of trees
- **Foliage:** the leaves of a plant or tree
- **Knot:** the round hard place in a piece of wood where a branch grew
- **Leader:** a long shoot growing from the stem of a tree
- **Leaf:** one of the expanded, usually green organs coming off a stem of a tree
- **Limb:** a large branch on a tree
- **Stump:** the part of a tree that remains in the ground after the tree has been cut near the base
- **Treetops:** the top part of a tree
- **Trunk:** the main part of a tree that the branches grow out of
- **Twig:** a small thin branch on a tree



PK-2ND GRADE

Common Core & STEM Aligned

CCSS.ELA-LITERACY.CCRA

R.1, R.7, R.10, SL.1, SL.2

SL.5, SL.6, L.1, L.4, L.6

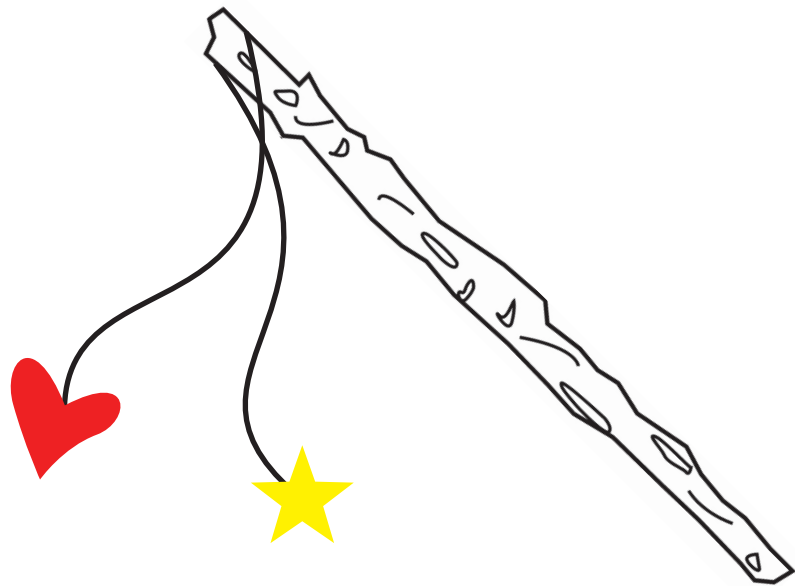
TESOL ENGLISH LANGUAGE
PROFICIENCY

STANDARD 1 & 2

SOCIAL EMOTIONAL

Self-awareness • Relationships • Decision making

- Use the talking sticks created in art class. The students will pass the stick around the circle. Only when a child is holding the stick do they have the opportunity to share a story or an emotion. This activity promotes sharing, turn-taking, fairness, and patience. Passing the stick can also be used during a class meeting, or to discuss feelings about a particular topic or current event.
- Discover emotions – use emotion faces created in art class.
- The teacher will share a story, or discuss an event then ask the children to hold up the emotion face that best fits how they feel about that story or event.
- As the children become more comfortable, the teacher may ask them to share an event or situation and the class will hold up the emotion face that best fits what they are feeling.
- Encourage the children to express what part of the story made them feel their specific emotion. If the emotions are sad or angry, this is a good opportunity to discuss what actions can be taken so the children can feel better.



PK-2ND GRADE

Common Core & STEM Aligned

SOCIAL STUDIES

CCSS.ELA-LITERACY.CCRA

R.1, R.7, R.10, SL.1, SL.2

SL.5, SL.6, L.1, L.4, L.6

TESOL ENGLISH LANGUAGE
PROFICIENCY

STANDARD 1, 2, & 5

Surroundings • Community

- Read about the origins of uses of sticks: **Aboriginal message sticks and an ancient system of communication** (<http://www.ancient-origins.net/ancient-places-australia-oceania/aboriginal-message-sticks-and-ancient-system-communication-001670>).

Message sticks have played an important part in communication between Aboriginal groups across the immense Australian landscape for thousands of years and have survived as part of Australian cultural celebrations.

- Read about the use of sticks as tallies, letters, and code carriers.



Aboriginal Message Stick from the [Queensland Telecommunications Museum collection](http://www.qtmuseum.com).



NOTES



TABLE OF STANDARDS

| | | Art | Lang. Arts | Global | Library & Media | Math | Music & PE | Science | Social Studies | Social Emotional |
|---|---|-----|------------|--------|-----------------|------|------------|---------|----------------|------------------|
| English Language Arts Standards » Anchor Standards for Reading: | | | | | | | | | | |
| CCSS.ELA-Literacy.CCRA.R.1 | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| CCSS.ELA-Literacy.CCRA.R.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | ● | ● | | | | | ● | | |
| CCSS.ELA-Literacy.CCRA.R.4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | | ● | ● | ● | | ● | | | |
| CCSS.ELA-Literacy.CCRA.R.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| CCSS.ELA-Literacy.CCRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently. | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| English Language Arts Standards » Anchor Standards for Writing: | | | | | | | | | | |
| CCSS.ELA-Literacy.CCRA.W.2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. | | ● | | ● | ● | | | | |
| CCSS.ELA-Literacy.CCRA.W.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | | ● | | ● | ● | | | | |
| CCSS.ELA-Literacy.CCRA.W.7 | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation | | ● | | ● | ● | | | | |
| English Language Arts Standards » Anchor Standards for Speaking & Listening: | | | | | | | | | | |
| CCSS.ELA-Literacy.CCRA.SL.1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| CCSS.ELA-Literacy.CCRA.SL.2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| CCSS.ELA-Literacy.CCRA.SL.5 | Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| CCSS.ELA-Literacy.CCRA.SL.6 | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| English Language Arts Standards » Anchor Standards for Language: | | | | | | | | | | |
| CCSS.ELA-Literacy.CCRA.L.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| CCSS.ELA-Literacy.CCRA.L.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| CCSS.ELA-Literacy.CCRA.L.6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. | ● | ● | ● | ● | ● | ● | ● | ● | ● |



TABLE OF STANDARDS

| | | Art | Lang. Arts | Global | Library & Media | Math | Music & PE | Science | Social Studies | Social Emotional |
|---|---|-----|------------|--------|-----------------|------|------------|---------|----------------|------------------|
| Standards for Mathematical Practice: Measurement & Data | | | | | | | | | | |
| CCSS.Math.Content.K.MD.A.1 | Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. | | | | | • | | | | |
| CCSS.Math.Content.K.MD.A.2 | Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. | | | | | • | | | | |
| CCSS.Math.Content.K.MD.B.3 | Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. | | | | | • | | | | |
| Next Generation Science Standards: From Molecules to Organisms: Structures and Processes | | | | | | | | | | |
| K-LS1-1 | Use observations to describe patterns of what plants and animals (including humans) need to survive. | | | | | | | • | | |
| Analyzing and Interpreting Data | Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. | | | | | | | • | | |
| TESOL English Language Proficiency Standards | | | | | | | | | | |
| Standard 1 | English language learners communicate for social, intercultural, and instructional purposes within the school setting. | • | • | • | • | • | • | • | • | • |
| Standard 2 | English language learners communicate information, ideas, and concepts necessary for academic success in the area of language arts. | • | • | • | • | • | • | • | • | • |
| Standard 3 | English language learners communicate information, ideas, and concepts necessary for academic success in the area of mathematics. | | | | | • | | | | |
| Standard 4 | English language learners communicate information, ideas, and concepts necessary for academic success in the area of science. | | • | | • | | | • | | |
| Standard 5 | English language learners communicate information, ideas, and concepts necessary for academic success in the area of social studies. | | | • | • | | • | | • | |



GUIDE INFO

METADATA
Online Book page



A STICK UNTIL...

Author & Illustrator Constance Anderson

A stick is just a stick until...an elephant turns it into a flyswatter, an alligator uses it to catch prey, or a child uses a stick as a toy.

the little fig[®] creation for *A Stick Until*, published by Star Bright Books. The Little Fig, based in the Kansas City metro area, publishes and packages multilingual and special-situation children's books, guides, and products for preschool and early-elementary-school aged children. The books are intended to be both entertaining and educational, teaching concepts and facts while usually introducing readers to a second language. The bilingual books give equal emphasis to both languages.

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