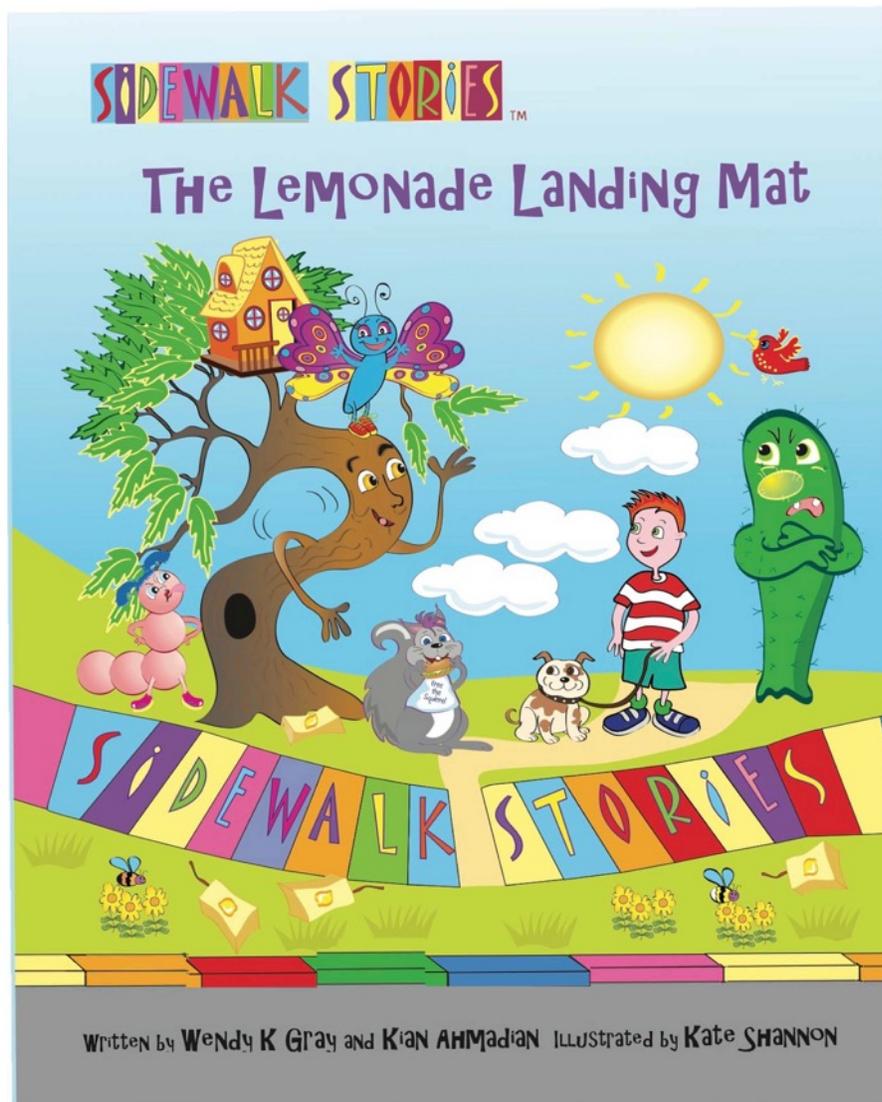


Sidewalk Stories: The Lemonade Landing Mat

A teacher's guide created by Marcie Colleen
based upon the picture book

written by Wendy K Gray and Kian Ahmadian, illustrated by Kate Shannon.



Wendy K Gray
Creator of the Sidewalk Stories Series



As a professional voiceover actor for many years, Wendy has voiced numerous projects for other people. Now, she's finally voicing her own and making her dreams a reality. Originally created as an animated series idea in 2011 by a team of collaborators, in 2018 Wendy decided to turn Sidewalk Stories into a book series. She teamed up again! The project became larger than she imagined...books, coloring books, audio books, interactive-animated apps, electronic cooling books with audio, videos... the list goes on. Learn more at SidewalkStoriesBooks.com.

Kate Shannon
Illustrator, Sidewalk Stories Series



Kate lives in West Cork Ireland. She has years of experience illustrating children's work. And now branching out into interactive APPS with animation. She has her own books too. The Harvest Moon Takes A Dip, The Moon Fox and Fungi The Dolphin's Big Surprise. Learn more about Kate, her work and her books at kate-shannon.wixsite.com/interactive

Kian Ahmadian
Co-Author, Sidewalk Stories: *The Lemonade Landing Mat*

Songwriters - Wendy K Gray, Randy Hoffman, Kate Higgins and Jose Corso.

Audio Book voiced by Wendy K Gray.

How to Use This Guide

This classroom guide for *Sidewalk Stories: The Lemonade Landing Mat* is designed for students in kindergarten through fourth grade. It is assumed that teachers will adapt each activity to fit the needs and abilities of their own students.

It offers activities to help teachers integrate *Sidewalk Stories: The Lemonade Landing Mat* into English language arts (ELA), mathematics, science, and social studies curricula. Art and drama are used as a teaching tool throughout the guide.

All activities were created in conjunction with relevant content standards in ELA, math, science, social studies, art, and drama.

Title: Sidewalk Stories: The Lemonade Landing Mat
Author: Wendy K Gray and Kian Ahmadian
Illustrator: Kate Shannon
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Brief synopsis:

Sidewalk Stories has a Magical ABC Sidewalk!

Sammie Squirrelly has been caught with lemonade that doesn't belong to him.

Which path will he choose; Sidewalk Option A, B or C?

Come along and Sing the "Stop-Think-Act" song with Bethany Butterfly at the Magical ABC Sidewalk as Sammie Squirrelly explores his options in an alternate ending format.

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English Language Arts

Reading Comprehension

Before reading *Sidewalk Stories: The Lemonade Landing Mat*, help students identify the basic parts of a picture book: front cover, back cover, copyright page, and title page.

Describe the cover illustration.

- o What and who do you see?
- o Choose two words to describe each of the characters you see. Explain your answer using evidence from the illustration.

Pick a character and mimic what they are doing.

- o How does it make you feel?
- o How do you think they are feeling? What do you think they are thinking?

Read the title of the book and look closely at the cover illustration. Can you guess what the story might be about? What clues can you find?

Now read or listen to the book.

(Audio, PDF and coloring book are available for free at www.sidewalkstoriesbooks.com or see www.youtube.com/c/sidewalkstories)

Help students summarize in their own words what the book was about.

- Describe the world of Sidewalk Stories. Use the illustrations to help you.
- What was Bethany doing when she landed on the lemonade juice box?
- Who left the lemonade juice box on the lawn?
- What is the pickle that Sammie has gotten himself into?
- Explain in your own words how the Magical ABC Sidewalk helps when someone has to make a decision.
- What is Option A? How does it play out on the Magical ABC Sidewalk?
- What is Option B? How does Option B play out on the Magical ABC Sidewalk?
- What is Option C? How does Option C play out on the Magical ABC Sidewalk?
- Which option does Sammie choose and why?

- BONUS: Using the basic plot structure above, students can create an original story set in the world of Sidewalk Stories. Students can work individually or as a class.
- Art center ~ Provide a variety of art materials including crayons, pencils, markers, paint, scissors, colored paper, old magazines, and glue for students to illustrate the scenes in their stories. Full Coloring Books are available or see www.SidewalkStoriesBooks.com for free pages.
- Drama center ~ Provide puppets, costumes, and props so students can recreate their new stories.

Let's talk about the people who made *Sidewalk Stories: The Lemonade Landing Mat*.

- Who is the creator?
- What does it mean to "create" something?
- Who are the authors?
- What does an author do?
- Who is the illustrator?
- What does an illustrator do?
- Re-cap. What kind of work did each person do to make the book?

Now, let's look closely at the illustrations.

- Check out some of the following details that Kate Shannon includes. Can you find:
 - A bumblebee
 - A red bird
 - Four acorns
 - An empty water bottle
 - A skateboard
 - A purple tree with pink flowers

Writing Activities

Who lives in Sidewalk Stories? Character Study

How a character acts and what a character says can tell readers a lot about who the character is.

Read Sidewalk Stories: The Lemonade Landing Mat. Scene by scene, record your thoughts regarding character, in a chart like the one below.

What Bethany says	What Bethany does	How would you describe Bethany?
Example: "Today is the day I will fly!"	For a brief moment, she flies and then crash lands on a lemonade juice box.	Determined. Unable to fly.

After gathering information regarding Bethany's character, do the same with each of the other characters. Then use the scenarios below to write a new scene for Sidewalk Stories: The Lemonade Landing Mat. What would the characters do in one of the following situations?

- It's Crispy's birthday, but the cake that Bethany and Otis made him seems to have disappeared.
- Bethany is determined to fly and asks the others to help her.
- Willow is crying because she doesn't want to be a worm. She wants to be a butterfly. How can the others help?

What If?

Imagine that you find yourself in one of the following problem-pickles:

- You promised your friend you would save them a cookie, but you forgot and ate them all.
- You broke your friend's favorite toy, but no one was there to see you did it.
- You were supposed to be watching your friend's pet but you got distracted and now you can't find it.

Pretend to use the Magical ABC Sidewalk to explore your options A, B, and C.

Stop! Think! Act!

What are your options? What would you choose to do? Write out how each option would play out. Be sure to have a beginning, middle, and end.

Speaking and Listening Activities

Picture books are written to be read aloud. Here are some ways to bring Sidewalk Stories: The Lemonade Landing Mat to life in the classroom and have fun with speaking and listening skills.

Voice

- What does a small Butterfly sound like to you?
- What does a mean, green Cactus sound like to you?
- What does a Tree scared of birds and wind sound like to you?
- What does a pink Worm with pigtails sound like to you?
- What does a Squirrel in "Uh-Oh Trouble" sound like to you?
- What would a dog sound like if he souls talk?

The creator loved voicing all the characters in each audio book. You don't have to be a professional to have fun, do some funny voices and make up some new sounds. You just might create your own character!



The logo for Sidewalk Stories features the words "SIDEWALK" and "STORIES" in large, colorful, block letters. Each letter is filled with a different color and has a white outline. Below the logo, the words "SING - ALONG SONGS" are written in a smaller, colorful font.

SIDEWALK STORIES

SING - ALONG SONGS

Music

- Sing along with karaoke music available for "Stop Think Act" and the "Sidewalk Stories Theme Song" and incorporate the music videos at www.youtube.com/c/sidewalkstories.
- Print and hand out the lyrics for each song at www.SidewalkStoriesBooks.com.
- Have students create their own song about Sammie Squirrelly.
- Listen to each song at www.SidewalkStoriesBooks.com.
- What characters are singing the song "Uh Oh Trouble?"
- What does Sammie Squirrelly say about the truth in his rap song "The Truth?"
- Fill in the blanks and finish these sentences of the "Stop Think Act" song lyrics.
Stop and Think before you Act... (Answer) you'll discover all the facts.
If you Stop and Think it through...(Answer) You'll decide what's right to do.
Repeat with the three other songs in this story.

Mime

- Ask students to silently act out a page from the book, exaggerating body motions and facial expressions. See if others can identify the page that goes along with the mimed action.

Drama

- Create a TV commercial to encourage people to read *Sidewalk Stories: The Lemonade Landing Mat*.
- In small groups, act out *Sidewalk Stories: The Lemonade Landing Mat* as an opera, a western, a "breaking news" story, a thriller, etc. The rest of the class should guess what the "style" is.

Language Activities

Vocab Detectives

Sidewalk Stories: The Lemonade Landing Mat contains a few words which may be new for students. Encourage them to use context clues from both the text and illustrations to infer meanings.

Dilemma	Recycle	Mysterious
Brave	Determined	Gleam
Remainder	Mischievously	Bitter

Additional Exploration:

- While they read, ask students to look carefully for words they do not know. As soon as they come across a new vocabulary word, they should jot it down.
- Look up the unknown word in the dictionary. (Depending on the level of your students, a student volunteer can do this or the teacher can.) Read the definition.
- Come up with a way to remember what the word means. Using Total Physical Response, students can create an action that symbolizes the word and helps them remember it.

Make An Audio Book

Do your students have access to recording capabilities? A phone or computer in the classroom? Reading out loud is something the creator does every day as a voice-over actor. As a child, she struggled reading out loud, especially in a public setting, like a classroom. Overcoming her fear of potentially making mistakes while reading out loud has led her to a fantastic career and life-long confidence.

- Chose a page or paragraph for each student to read out loud and record.
- Listen to it back. Mistake are okay. Mistakes make it fun.
- Then, have each student record that same paragraph again in a funny voice.

An inexpensive recording program is Audio Wave, to add all the recordings into one file on your computer and make an audio book. Otherwise, most phones have a recording

program and mic built in to record send voice memos as audio files. Mics with USB direct to the computer or phones are available too.

Math

Word Problems

For younger students, the use of pictures or props might be needed to figure out word problems. Note to teachers: Use the word problems below as inspiration to write your own, based on *Sidewalk Stories: The Lemonade Landing Mat*.

- 1) There are five pieces of recyclable trash on the lawn. Bethany picks up one of the pieces of recyclable trash and places them in Otis's trunk. How many pieces of recyclable trash are still on the lawn?

$$(5 - 1 = ?)$$

- 2) Bethany is determined to fly. She tries four different times and each time lands on the ground with a thud. She then tries three more times before deciding to take a break. How many times does Bethany try to fly?

$$(4 + 3 = ?)$$

- 3) Six birds have landed on Otis's branches and start to sing a beautiful song. But once Otis starts to sing along, five of the birds fly away. How many birds remain on Otis's branches?

$$(6 - 5 = ?)$$

- 4) Sammie is out looking for acorns to store for winter. He finds two acorns. Then, he searches some more and finds one more acorn. How many acorns does Sammie find?

$$(2 + 1 = ?)$$

- 5) Moby Mutt finds nine slippers in the closet. He ate seven of them. How many slippers are left in the closet?

$$(9 - 7 = ?)$$

Under Where? Spatial Sense

Look at the illustrations on pages 4 and 5 in *Sidewalk Stories: The Lemonade Landing Mat*.

Describe where Moby Mutt sitting.

[examples: on the lawn, in front of Crispy Cactus, next to Bethany Butterfly]

Describe where the yellow house is.

[example: behind the Magical ABC Sidewalk, in front of the mountains, surrounded by the red fence]

Describe where the birds are.

Describe where the bee is flying.

Describe where each of the characters are.

Have students pick another illustration in *Sidewalk Stories: The Lemonade Landing Mat* and discuss where things are spatially within that illustration.

Now look around your classroom.

- Describe where your desk sits.
- Describe where your teacher is sitting or standing.
- Describe where the chalkboard/whiteboard is.
- Describe where the clock is.
- Describe where the door is.
- Can you describe where anything else is?

Magical ABC Sidewalk Hopscotch

This hopscotch activity will help students improve motor skills, balance, and self-regulation behaviors. Additionally, this game will encourage them to learn about math concepts such as number recognition and counting, as well as elements of art including shape and line.

This game can be created for indoor spaces through simply taping out the boxes on the floor and/or traditionally by drawing them on the pavement outdoors.

Materials:

- Masking tape (for indoor version)
- Sidewalk chalk, markers, or dark crayons
- A beanbag or small object

- One die

Set Up:

Create the hopscotch boxes. Students can help draw the squares.

How to Play:

1. Before the game starts, pose a problem-pickle to the class. For example:
 - You promised your friend you would save them a cookie, but you forgot and ate them all.
 - You broke your friend's favorite toy, but no one was there to see you did it.
 - You were supposed to be watching your friend's pet but you got distracted and now you can't find it.
2. Place the beanbag in one of the boxes.
3. The first student rolls the dice twice and adds the two numbers together to know how many boxes they must hop to. (i.e. $2 + 4 = 6$, hop six spaces)
4. The students hop their way through, counting as they go.
5. If they land on the box with the beanbag, they must come up with a possible solution to the problem-pickle.
6. Play continues until everyone has been given a chance. At the end, the class should decide which solution to the problem-pickle they prefer.

For an extra challenge, change the location of the beanbag each turn.

Lemonade: a recipe riddle

When life gives you lemons, or if you find an empty lemonade juice box on your lawn, you can make lemonade!

This activity requires that students know the difference between the following amounts: 1, $\frac{1}{2}$, and $\frac{1}{4}$. A discussion of these amounts should precede the activity.

You will need: zip lock bags, lemons, water, sugar and straws, measuring cup with graduated measurements on it, knife, and a measuring teaspoon.

The students will be given the following recipe:

- In the zip lock bag, place ____ lemon with the seeds removed, _____ cup of water, and ____ teaspoon of sugar. (ask students to predict which blanks to place the following numbers: 1, $\frac{1}{4}$, and $\frac{1}{2}$).
- Zip the bag securely and gently mix the contents for about 30 seconds, making sure to really squeeze the lemon.
- Open a small section of the top of the bag and insert the straw. Taste-test the lemonade.
- Does the lemonade make you say, "Yuck!?" Need more lemon? More water? Not enough sugar? Try the recipe again, this time switching the numbers until the desired taste is achieved.

Science

Sidewalk Stories Friends Research Project

How much do you know about butterflies? Or squirrels? Or worms? It's time to research all of the animal friends in Sidewalk Stories.

Information to be gather must include:

- What they eat.
- Where they live.
- How do they communicate how they feel?
- Draw a picture of them.
- Write 3 words that describe them.
- Interesting fact #1
- Interesting fact #2
- Interesting fact #3

Students may use the Internet or the library to complete their research. Once all the needed research is done, students must create a poster visual with all the necessary information and present their findings to the class.

Design a Landing Mat for Bethany!

This challenge allows students to test out the Scientific Method for themselves as they problem-solve a way to create a landing mat that really works! Of course, a little imagination is going to go a long way here, too!

The Scientific Method is an eight step series that engineers, scientists and inventors use to problem solve.

Step 1: Ask a Question

Step 2: Do Research

Step 3: Guess an Answer (also called a Hypothesis)

Step 4: Test Your Guess/Hypothesis

Step 5: Did it Work? Could it Be Better? Try Again

Step 6: Draw a Conclusion

Step 7: Write a Written Report of Your Results

Step 8: Retest

After introducing the eight steps to the class,

- Provide the students with several craft items (rulers, paper, cardboard tubing, empty boxes, tape, glue, etc.). Check the recycling for other ideas of materials.
- Provide each group with an egg. Hardboiled eggs can be used for testing so that they will show cracks but won't make a mess.
- Each group must create a landing mat for the egg that can protect it from a 5 foot fall.
- The groups must create an eight-page Scientific Notebook for their landing mat and carefully document their use of the Scientific Method throughout the process of creating their landing mat.

Once all landing mats have been prototyped, test them out one by one as a class. Did they work? Retest? If they didn't work, head back to the drawing board like a real inventor.

Offer up awards to increase the competition.

- Strongest Landing Mat

- Most Attractive Landing Mat
- Most Materials Landing Mat
- Least Materials Landing Mat

The Magical ABC Sidewalk allows friends to brainstorm possible solutions to problems. What is brainstorming?

- To demonstrate, show the class a paper plate.
 - Then, give the class two minutes (use a timer) to list as many things as possible that the paper plate can be used for.
 - Record their ideas on the board.
 - Once the two minutes is up, review the list on the board.
 - Explain that what they were just engaged in was brainstorming.

Look up 'brainstorming' in the dictionary. (Depending on the level of your students, a student volunteer can do this or the teacher can.)

- Read the definition.
- Explain that a brainstorm is when you take all of the ideas in your head and let them out, kind of like how a cloud lets out all of the rain during a storm.

Explain the "rules of brainstorming."

- Nothing is a bad idea. Do not criticize any ideas while brainstorming.
- Hitching is welcome. Listen to others' ideas and let their ideas spark new ideas in you. This way, in group brainstorming, often ideas build upon each other.
- Be off-the-wall. Outrageous and humorous ideas are welcomed.

Now knowing what we know about brainstorming, let's try some brainstorming activities.

- Categories Game. Have students sit in a circle and take turns brainstorming items in the announced category. For example, "animals." Go around the circle and have each child name an animal. They cannot repeat a response that another child gave. Go around the circle more than once if kids seem to have more ideas in that category. Other potential categories include fruits, vegetables,

colors, items of a specific color, creatures that swim, musical instruments and things with wheels.

- Hypotheticals. Move brainstorming into the abstract by having students brainstorm answers to hypothetical questions. For example, ask them what a dog might be thinking while he sits at home or what might happen if people could fly. Record all of the answers so they can be read back to the kids when the brainstorming is finished. Rather than going around a circle and putting pressure on kids to think of something new, have students raise their hands to share answers. If a child is quiet, call on him/her early in a round before too many obvious answers have been said.
- Silly Answers. Teach students that they should share anything they can think of in a brainstorm, even if it does not seem like the best answer, by having them share the silliest answers they can think of to some questions. For example, brainstorm the silliest way to get from one end of the room to another. Turn it into a physical activity by having them demonstrate their silly methods, too. When students start running out of ideas, ask: "Who can think of something even sillier?" to prompt more responses.

After better understanding brainstorming, discuss:

- The value of brainstorming.
- Why brainstorming is so important to inventors and creators.
- How students could use brainstorming in their everyday life.

Let's Put an End to Littering

Keeping our earth clean is the responsibility of every individual. Each of us, like Sammie Squirrely, must be aware of our own behavior and how it affects the environment. We also must develop a sense of caring and ownership for the world in which we live – its air, water, land and all its inhabitants.

Litter is anything (wrappers, packaging, paper, bottles, cans, etc.) that is left on the ground or left where it does not belong. Litter does not look nice and it can harm plants and animals living in nature.

Find an area in your neighborhood or schoolyard that is littered.

What do you see? Do you see anything that does not belong here? How do you think litter looks? How does seeing litter make you feel?

Pick up the litter and throw it away or recycle it.

Social Studies

Responsibility

Sammie Squirrelly learns that he must take responsibility for this actions.

Lead students in a class discussion on responsibility.

1. What is responsibility?

- Being accountable for what you do, for your actions and behavior.
- Doing the right thing at the right time, so others can trust and depend on you.

2. How do the following demonstrate responsibility?

- Complete your homework and chores on time without being reminded.
- Follow through on your commitments, even when you don't feel like it.
- Accept responsibility for your mistakes and learn from them. Don't make excuses or blame others.
- Take care of your things and those of others. Return items you borrow.
- Find out what needs to be done and do it.
- Make wise choices, such as choosing to eat healthy foods and wearing a helmet.
- Always do your very best. Others are counting on you!

3. How would you demonstrate responsibility if...

- You broke the wheel off your brother's new skateboard?
- Your friend asks you to play and you haven't finished your homework?
- You're playing a really fun game at your friend's house and it's time to go home?
- You promised your mom or dad you would clean your room but you just don't feel like it?
- It is time to go to bed and you just remembered that your book report is due tomorrow?

- You agreed to take care of your neighbor's dog while she is away, but now a friend has invited you to a sleep over?
- Your mom is not feeling well and could really use some extra help around the house?
- You forgot to bring your homework home from school, including the book you need to study for tomorrow's test?

4. What are some other situations where we can demonstrate responsibility?

5. Design a poster encouraging responsibility to hang around the school.

A Public Mural

Throughout history, art has been used to transform public spaces into places of beauty and reflection. Most importantly, these pieces of public art are used to bring about tighter community.

Look up examples of public art on the Internet: examples in subways, under bridges and in parks. Be sure to find examples of traditional murals painted on walls, but also sculptures and knit-bombing.

How can art be used to foster community?

- Bring people together to create it
- Reflect all people in the community in the artwork
- Create a space that people will want to visit and hang out in

Students can make their own piece of public art for the school community!

1. Choose a space within the school that could use some brightening or some inspiration.
2. Brainstorm a mural or other piece of temporary art called "Stop-Think-Act" that can be created in this space.
3. Brainstorm how this mural can build community.
4. Involve as many people as possible in the creation.

We hope you enjoyed this guide and found it helpful.

There are guides for all Sidewalk Stories books. See the website for updates and where to find additional material at www.SidewalkStoriesBooks.com.

You can also email the creator at sidewalkstoriesinfo@gmail.com.

Free content for The Lemonade Landing Mat can be found at
www.SidewalkStoriesBooks.com

If in a position to support Sidewalk Stories please find the series of Books, Coloring Books, Audio Books, Electronic Coloring Books, Songs, and Interactive APPS on Amazon, iTunes, Apple Books, Audible, Overdrive, Hoopla, Google Play, ect.

Contact the creator for bulk items at reduced prices.

Please let her know how this guide and free content have helped your classroom.

Sidewalk Stories!
See ya there!