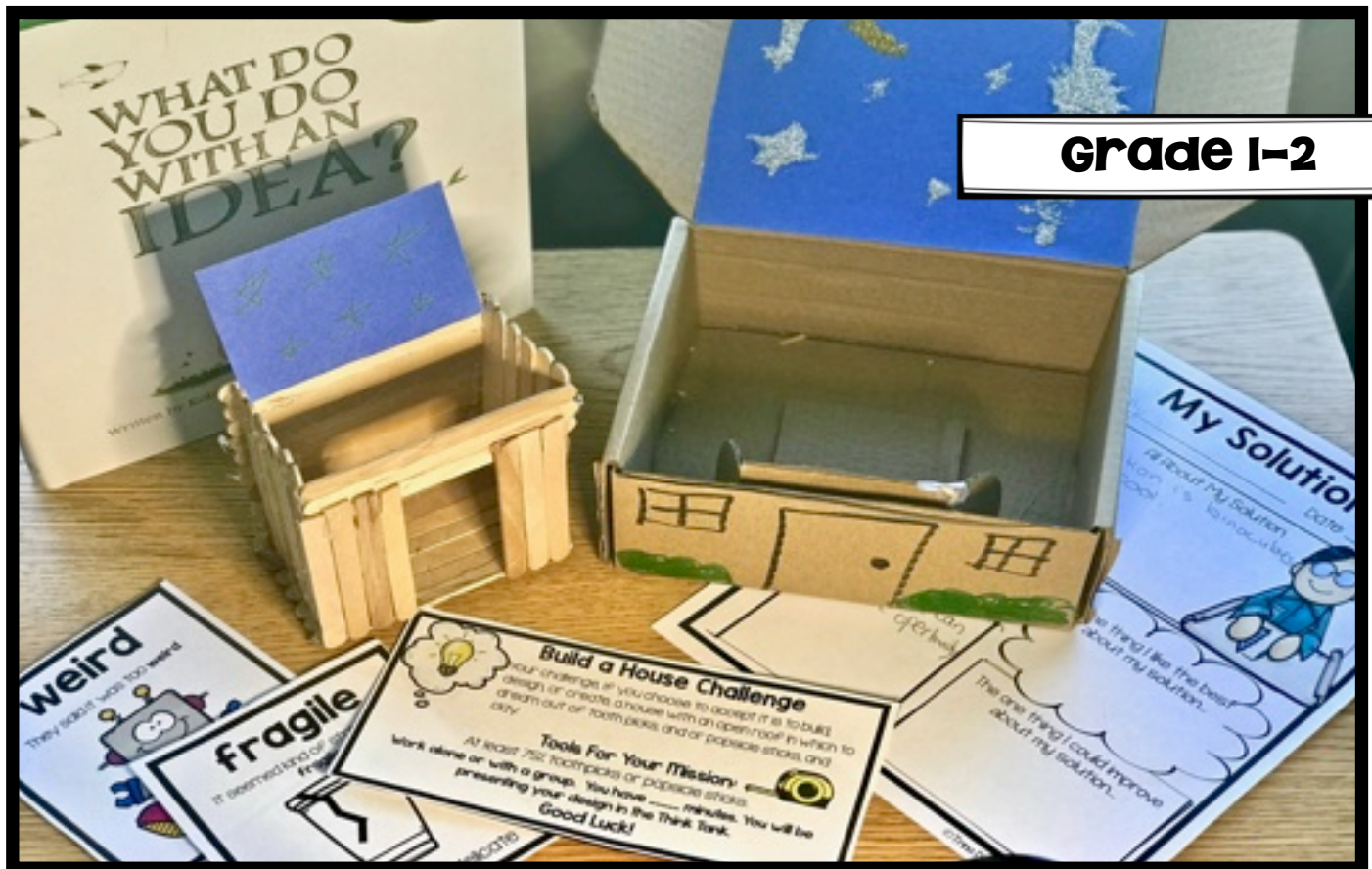


# MAKERSPACE

## Moments in Literature

{April or May BOOK 2}

Engineering, Literature, and Creative Thinking  
By Trina Deboree



### What Do You Do With an Idea?

by Kobi Yamada and Illustrations by Mae Besom

● **BOOK NOT INCLUDED**



Trina Deboree  
Teaching and Learning

# Thank You!

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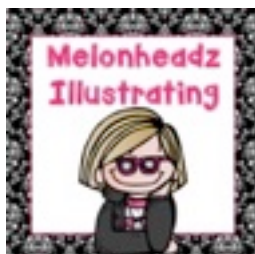
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# What Do You Do With An Idea?

By Kobi Yamada and Illustrated by Mae Besom

The following activities and think sheets are designed to be used with the book What Do You Do With An Idea? by Kobi Yamada. This read aloud provides an opportunity to take a closer look at the text with a focus on the vocabulary and word choice, central message, character, illustrations, and compare and contrast. An extension activity allows the students to be makers or engineers that imagine and create solutions to what to do with the boy's idea.

## **Standards Covered**

Asking and Answering Questions: Asking and Answering Questions to demonstrate key details in text. {RL.1}

Vocabulary: Words and phrases in text supply meaning {RL.4}

Central Message (Retelling) {RL.2}

Character Work {RL.3}

Illustrations {RL.7}

Compare and Contrast {RL.9}

Engineering Maker Activity: Asking and Answering a Question of How can we create a monster? K-2 ETSI-1 {Define a simple problem that can be solved through a development of a new or improved object;} K-2 ETSI-2 Develop a simple model based on evidence to represent a proposed object.

\* Bonus compare and contrast solutions.

# Week at a Glance

<u>What Do You Do With an Idea?</u> by Kobi Yamada	Page
Comprehension Questions	5
Comprehension bookmarks	6
Vocabulary Cards (Can be displayed or even used to play a fun game like Headbanz or Charades.)	7-9
Character Work (choices) If you are doing this as the second book, you may want to ask children for more information on what they have learned about the Boy.	10-12
Central Message/ Retelling	13-15
Illustrations (choices)	16-18
Compare and Contrast Stories (optional)	19-20
Engineering Maker Activity	21-29
Solution Materials and Solution Examples	21-22
Challenge Cards (2 choices)	23
Planning Sheet for Maker Activity	24
All About My Solution	25
Words About My Solution (With adjectives to use and blanks to make up your own)	26
Solution Presentation Points	27
Compare and Contrast Solutions (Options)	28-29

# Comprehension Questions

1. Why do you think the boy walked away from the idea?
2. How does the idea respond to being ignored? How do you know?
3. How does the boy feel when people think his idea is silly and no good? How does he respond?
4. How does the boy's feelings change throughout the story?
5. How does the boy learn from his idea?
6. Why does the boy decide to take care of his idea?
7. How does the boy show his idea that he loves it?
8. How does the idea change throughout the story?
9. How do the illustrations bring meaning to the story? Give specific examples.
10. What is the moral of this story?
11. How is this story the same and different from the first story? (optional)



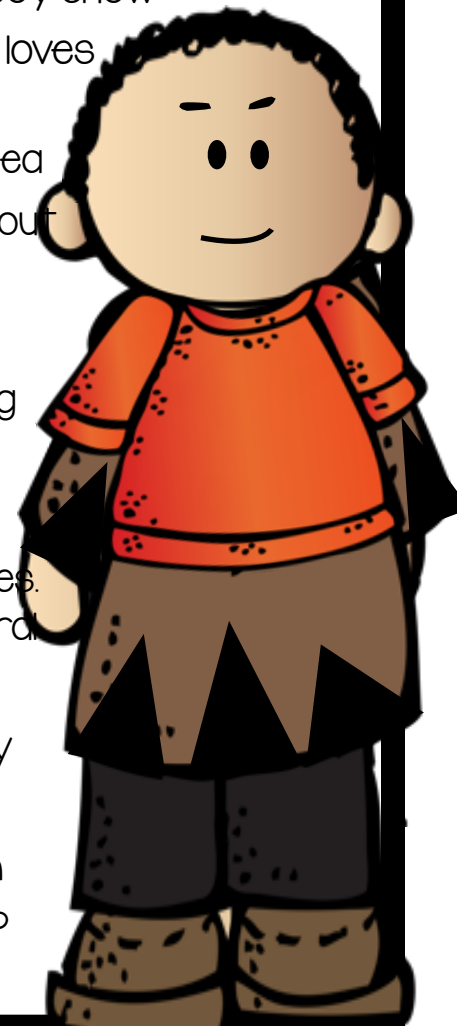
# Questions

1. Why do you think the boy walked away from the idea?
2. How does the idea respond to being ignored? How do you know?
3. How does the boy feel when people think his idea is silly and no good? How does he respond?
4. How does the boy's feelings change throughout the story?
5. How does the boy learn from his idea?
6. Why does the boy decide to take care of his idea?
7. How does the boy show his idea that he loves it?
8. How does the idea change throughout the story?
9. How do the illustrations bring meaning to the story? Give specific examples.
10. What is the moral of this story?
11. How is this story the same and different from the first story?  
(optional)



# Questions

1. Why do you think the boy walked away from the idea?
2. How does the idea respond to being ignored? How do you know?
3. How does the boy feel when people think his idea is silly and no good? How does he respond?
4. How does the boy's feelings change throughout the story?
5. How does the boy learn from his idea?
6. Why does the boy decide to take care of his idea?
7. How does the boy show his idea that he loves it?
8. How does the idea change throughout the story?
9. How do the illustrations bring meaning to the story? Give specific examples.
10. What is the moral of this story?
11. How is this story the same and different from the first story?  
(optional)



# Vocabulary Cards

## fragile

It seemed kind of strange and **fragile**.



easily broken; delicate

## admit

I had to **admit**.



to tell the truth; confess

## attention

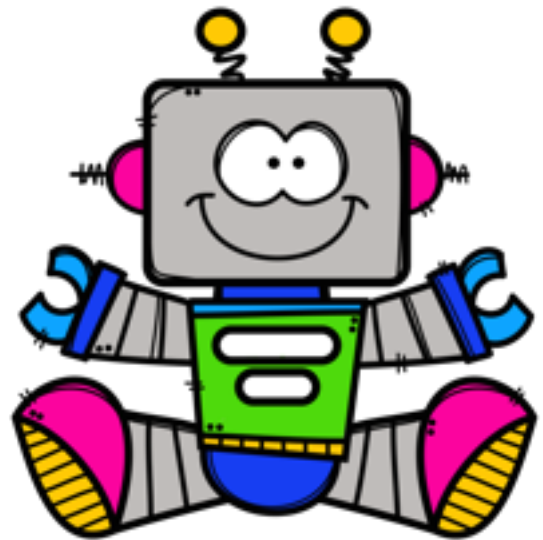
Actually, it needed a lot of **attention**.



notice or consideration

## weird

They said it was too **weird**.



strange or odd

# Vocabulary Cards

## protect

I decided to **protect** it.



to defend or keep safe;  
shield from danger or  
harm

## dream

- a place where it could be safe  
to **dream**.



to imagine or think

## encouraged

It **encouraged** me to think big.



to give hope or courage  
to; give confidence to

## secrets

It shared its **secrets** with me.



something known to only  
a few people



# Vocabulary Cards

## imagine

I couldn't **imagine** my life without it.



to form in the mind a thought, a picture, or image of

## amazing

Then, one day, something **amazing** happened.



cause great surprise or wonder

## spread

It **spread** its wings, took flight, and burst into the sky.



to open or stretch out

## burst

It spread its wings, took flight, and **burst** into the sky.



to open up, or take off quickly

# All About The Boy

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

Date: \_\_\_\_\_

Describe the Boy's feelings and what you know about the character from the beginning of the story.

How do the Boy's feelings change in the middle of the story?

Describe the Boy's feelings at the end.

What more did you learn about the Boy?



# Characters Respond to Events

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

Date: \_\_\_\_\_ **RL.3**

Title of the Book: What Do You Do With an Idea?

1	2	3	4
<ul style="list-style-type: none"> <li>*Limited response to events</li> <li>*Parts of the response may be missing</li> <li>*Attempts correct punctuation</li> <li>* _____</li> </ul>	<ul style="list-style-type: none"> <li>*Responds to 1-2 events</li> <li>*Attempts to give information the events</li> <li>*Generally explains the response to events</li> <li>*Mostly uses correct punctuation</li> <li>* _____</li> </ul>	<ul style="list-style-type: none"> <li>*Responds with 3 specific events and 3 responses to event</li> <li>*Provides evidence from the text with specific details</li> <li>*Give details of response to events</li> <li>*Correct punctuation</li> <li>* _____</li> </ul>	<ul style="list-style-type: none"> <li>*Provides evidence from the text with specific details that show a higher level of understanding</li> <li>*Responds completely to response of at least 3 events and may provide a 4th.</li> <li>*Correct punctuation</li> <li>* _____</li> </ul>

Major Events or Challenges

<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
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How the main characters respond to the events or challenges

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# Characters Respond to Events

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

Date: \_\_\_\_\_

**RL.3**

Title of the Book: What Do You Do With an Idea?

1	2	3	4
<ul style="list-style-type: none"><li>* Limited response to all areas or</li><li>* Parts of the response may be missing</li><li>* _____</li></ul>	<ul style="list-style-type: none"><li>* Responds to 2-3 areas</li><li>* Attempts to give information for most areas</li><li>* Generally explains the response to events</li><li>* _____</li></ul>	<ul style="list-style-type: none"><li>* Responds to all 4 areas</li><li>* Provides evidence from the text with specific details</li><li>* _____</li></ul>	<ul style="list-style-type: none"><li>* Provides evidence from the text with specific details that show a higher level of understanding</li><li>* Responds completely to response of all areas</li><li>* Identifies more than one in at least 2 categories</li><li>* _____</li></ul>

Description of Character

Character's Major Goal or Challenge

**Character**

Response to Challenge or Goal

How the Character Changes Over Time

RL.2

# Retelling

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

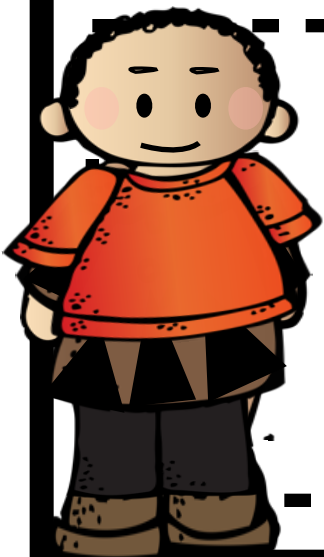
Date: \_\_\_\_\_



**Beginning**



**Middle**



**End**

RL.2

# Main Idea

## Central Ideas and Themes

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

Date: \_\_\_\_\_

Title of the Book: What Do You Do With an Idea?

1	2	3	4
<ul style="list-style-type: none"> <li>*Includes some information from the beginning, middle, or end</li> <li>*Lacks complete sentences</li> <li>*Lacks details</li> <li>* _____</li> </ul>	<ul style="list-style-type: none"> <li>*Includes information from at least 2 areas of the story, but may have left out some information</li> <li>*Complete sentences</li> <li>*Lacks specific details</li> <li>* _____</li> </ul>	<ul style="list-style-type: none"> <li>*Includes the important information from the beginning, middle, and end</li> <li>*Adds details from the text</li> <li>*Complete sentences</li> <li>* _____</li> </ul>	<ul style="list-style-type: none"> <li>*Includes the important information from the beginning, middle, and end</li> <li>*Adds details from the text</li> <li>*Complete sentences</li> <li>*Includes information inferred</li> <li>* _____</li> </ul>

**Beginning**

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**Middle**

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**End**

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RL.2

# Main Idea

## Central Ideas and Themes

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

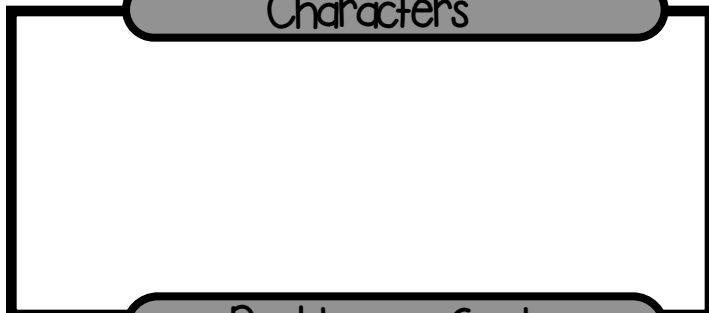
Date: \_\_\_\_\_

Title of the Book: What Do You Do With an Idea?

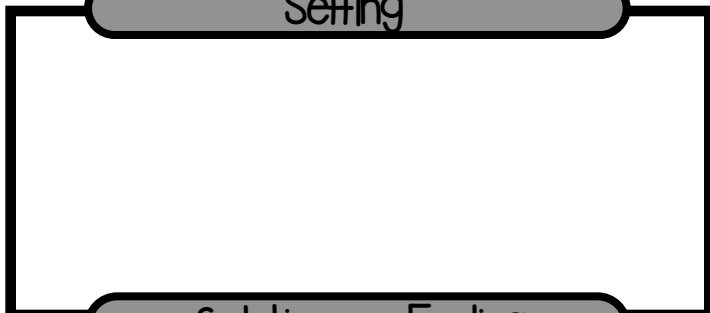
1	2	3	4
<ul style="list-style-type: none"><li>* Some misunderstanding of the central message</li><li>* Limited or missing details about the events or theme</li><li>* _____</li></ul>	<ul style="list-style-type: none"><li>* Attempts to identify the central message or theme</li><li>* Provides limited details about the events (details)</li><li>* _____</li></ul>	<ul style="list-style-type: none"><li>* Identifies the central message or theme</li><li>* Describes the important events (details)</li><li>* Provides specific examples from the text</li><li>* _____</li><li>* _____</li></ul>	<ul style="list-style-type: none"><li>* Identifies the central message or theme</li><li>* Describes the important events (details)</li><li>* Provides specific examples from the text</li><li>* Higher level thinking is evident</li><li>* _____</li></ul>

Provide a sketch for each area. Write a sentence to explain your sketch.

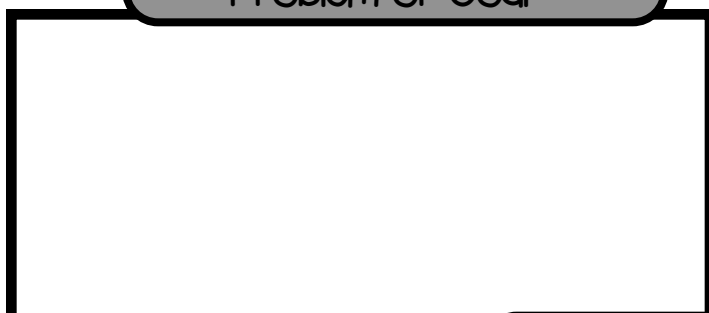
Characters



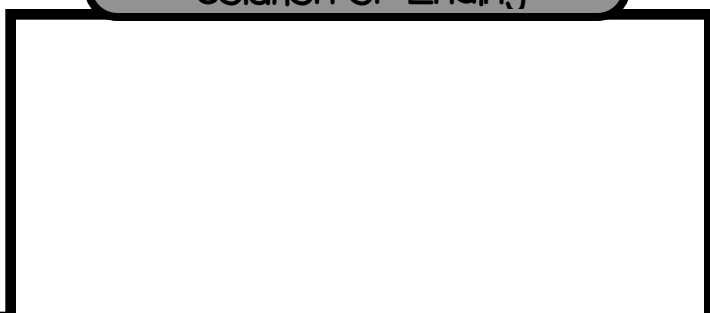
Setting




Problem or Goal



Solution or Ending



Central Message or Theme



# Illustrations in Text

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

Date: \_\_\_\_\_

How does the picture help tell the story?

---

---

Utilize the elements of color to help the reader better understand the story.





# Illustrations in Text

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

Date: \_\_\_\_\_

How does the illustrator support the author with her use of color?

---

---

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---

Illustrate a demonstration to support your answer above.



# Illustrations

{Problem/Solution}

RL.7

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

Date: \_\_\_\_\_

Title of the Book: What Do You Do With an Idea?

1	2	3	4
<ul style="list-style-type: none"><li>* Limited response to illustrations</li><li>* Parts of the response may be missing</li><li>* _____</li></ul>	<ul style="list-style-type: none"><li>* Responds to 1-2 illustrations that support both problem and solution</li><li>* Attempts to give information about problem/solution</li><li>* _____</li></ul>	<ul style="list-style-type: none"><li>* Responds with 3 specific illustrations that support the problem and the solution</li><li>* Provides evidence from the text with specific details</li><li>* _____</li></ul>	<ul style="list-style-type: none"><li>* Provides evidence from the text with specific details that show a higher level of understanding</li><li>* Responds completely to response of at least 3 events and may provide a 4th.</li><li>* Shares how illustration supports the text</li><li>* _____</li></ul>

## Illustrations That Support the Problem

Page:  
What does this illustration tell the reader?

Page:  
What does this illustration tell the reader?

Page:  
What does this illustration tell the reader?

## Illustrations That Support the Solution

Page:  
What does this illustration tell the reader?

Page:  
What does this illustration tell the reader?

Page:  
What does this illustration tell the reader?

RL.9

# Compare and Contrast

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

Date: \_\_\_\_\_

Title of the Book: What Do You Do With a Problem and

Title of the Book: What Do You Do With a an Idea?

1	2	3	4
<ul style="list-style-type: none"><li>* Identifies 2 stories</li><li>* Shares 1 similarity and 1 difference or is lacking in one area</li><li>* Attempts to give details</li><li>* _____</li></ul>	<ul style="list-style-type: none"><li>* Identifies 2 stories</li><li>* Shares at least 2 similarities and differences</li><li>* Description may be missing evidence and details</li><li>* Mostly uses correct punctuation</li><li>* _____</li></ul>	<ul style="list-style-type: none"><li>* Identifies 2 similar stories</li><li>* Shares at least 3 similarities and 3 differences</li><li>* Provides details and uses text evidence</li><li>* Correct punctuation</li><li>* _____</li></ul>	<ul style="list-style-type: none"><li>* Responds with specific name of 2 stories</li><li>* Provides evidence from the text with specific details that show a higher level of understanding</li><li>* Shares 3 or more similarities and differences</li><li>* Correct punctuation</li><li>* _____</li></ul>

Similarities

Differences



RL.9

# Compare and Contrast

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

Date: \_\_\_\_\_

Title of the Book: What Do You Do With a Problem and

Title of the Book: What Do You Do With a an Idea?

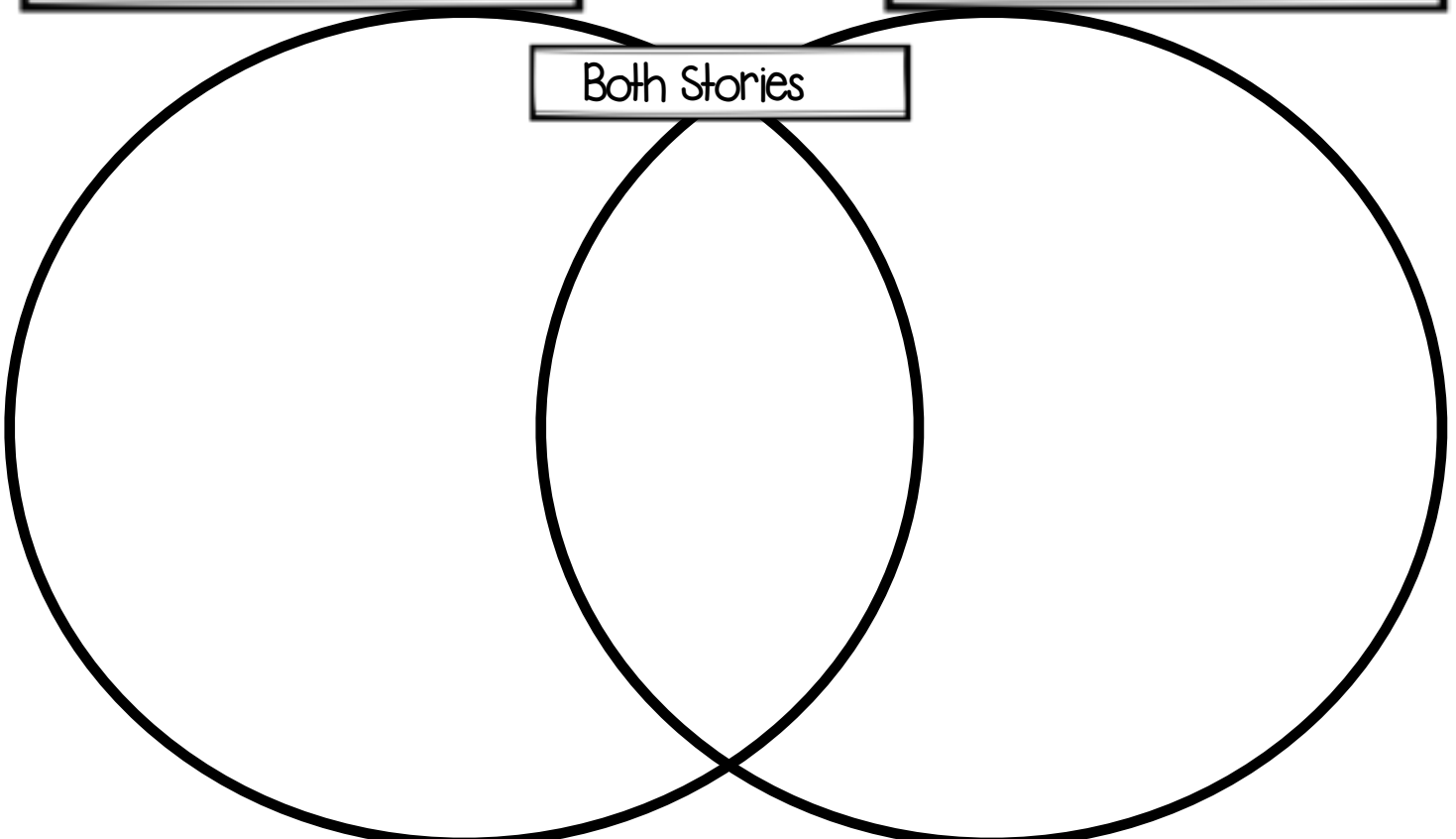
1	2	3	4
<ul style="list-style-type: none"> <li>* Identifies 2 stories</li> <li>* Shares 1 similarity and 1 difference or is lacking in one area</li> <li>* Attempts to give details</li> <li>* _____</li> </ul>	<ul style="list-style-type: none"> <li>* Identifies 2 stories</li> <li>* Shares at least 2 similarities and differences</li> <li>* Description may be missing evidence and details</li> <li>* Mostly uses correct punctuation</li> <li>* _____</li> </ul>	<ul style="list-style-type: none"> <li>* Identifies 2 similar stories</li> <li>* Shares at least 3 similarities and 3 differences</li> <li>* Provides details and uses text evidence</li> <li>* Correct punctuation</li> <li>* _____</li> </ul>	<ul style="list-style-type: none"> <li>* Responds with specific name of 2 stories</li> <li>* Provides evidence from the text with specific details that show a higher level of understanding</li> <li>* Shares 3 or more similarities and differences</li> <li>* Correct punctuation</li> <li>* _____</li> </ul>

## Comparing Stories

Story 1: \_\_\_\_\_

Story 2: \_\_\_\_\_

Both Stories



# My Solution

The following think sheets and presentation are provided if you wish to have your students design and or create a solution for the boy. You may wish to have your students design them on paper without actually creating them. However, keep in mind that actually creating/building them encourages the engineer/maker in children. It also allows students to problem solve. You may also have them create their solutions in class out of readily available materials or create them at home and bring them back to present to the class. The presentation allows for a powerful compare and contrast between solutions, while also covering listening and speaking standards. You may also have students work in collaborative teams. Collaboration is a big part of maker activities.

## **suggested materials to have on hand (but anything goes!):**

- **cardboard (any type)**
- **newspaper or construction paper**
- **tape**
- **glue**
- **markers, crayons, colored pencils**
- **scissors**
- **twine**
- **Q-tips**
- **newspaper**
- **clay or white molding clay**
- **pipe cleaners**
- **popsicle sticks**
- **straws**
- **clothes pins**
- **sticks**
- **cotton balls**
- **blocks- like Legos or anything goes**
- **paint**



# Possible Solutions for the Boy

House with an open sky to dream.



House made out of popsicle sticks.



# Challenge Cards

You can allow this activity to be an open ended challenge, or if you prefer you may give students specific parameters like materials, who they will work with, and how much time they have. Challenge cards are optional.



## Problem Challenge

The boy faced a problem in the story. Your challenge, if you choose to accept it is to build, design, or create, a solution to the boy's problem. Use at least one piece of evidence from the story.

### Tools For Your Mission:



You can use cardboard, newspaper, popsicle sticks, pipe cleaners, and basics such as markers, tape, glue, crayons, and scissors.

**Work alone or with a group. You have \_\_\_\_\_ minutes. You will be presenting your design in the Think Tank.**

**Good Luck!**



## Build a House Challenge

Your challenge, if you choose to accept it is to build, design, or create, a house with an open roof in which to dream out of tooth picks, and or popsicle sticks, and clay.

### Tools For Your Mission:



At least 75% toothpicks or popsicle sticks.

**Work alone or with a group. You have \_\_\_\_\_ minutes. You will be presenting your design in the Think Tank.**

**Good Luck!**

# My Solution

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

My Plan For Making My Solution to Boy's Problem



Materials Needed:

How did the construction work?



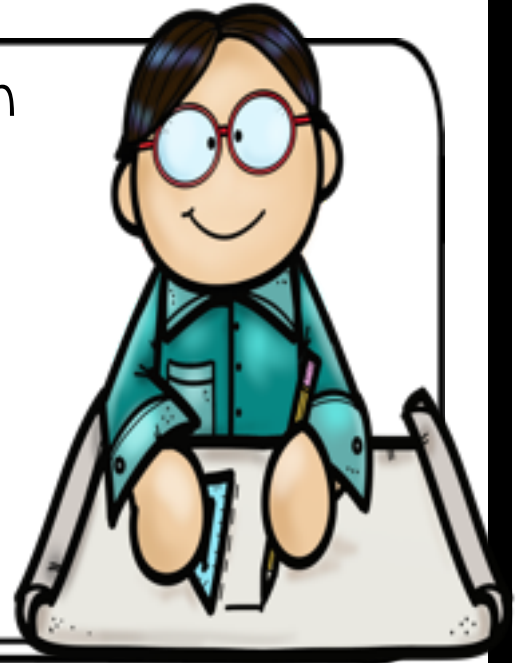


# My Solution

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

Date: \_\_\_\_\_

All About My Solution



The problem my solution solves is...

The thing I like the best about my solution...

The one thing I could improve about my solution...

# Words To Describe Your Solution

# Solution Presentation

- \* What is the name of your solution?
- \* What problem does your solution solve?
- \* What materials did you choose to build your solution and why did you choose them?
- \* How does your solution help the Boy?
- \* How would you describe your solution?
- \* What is your favorite thing about your solution?



RL.3

# Compare and Contrast

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

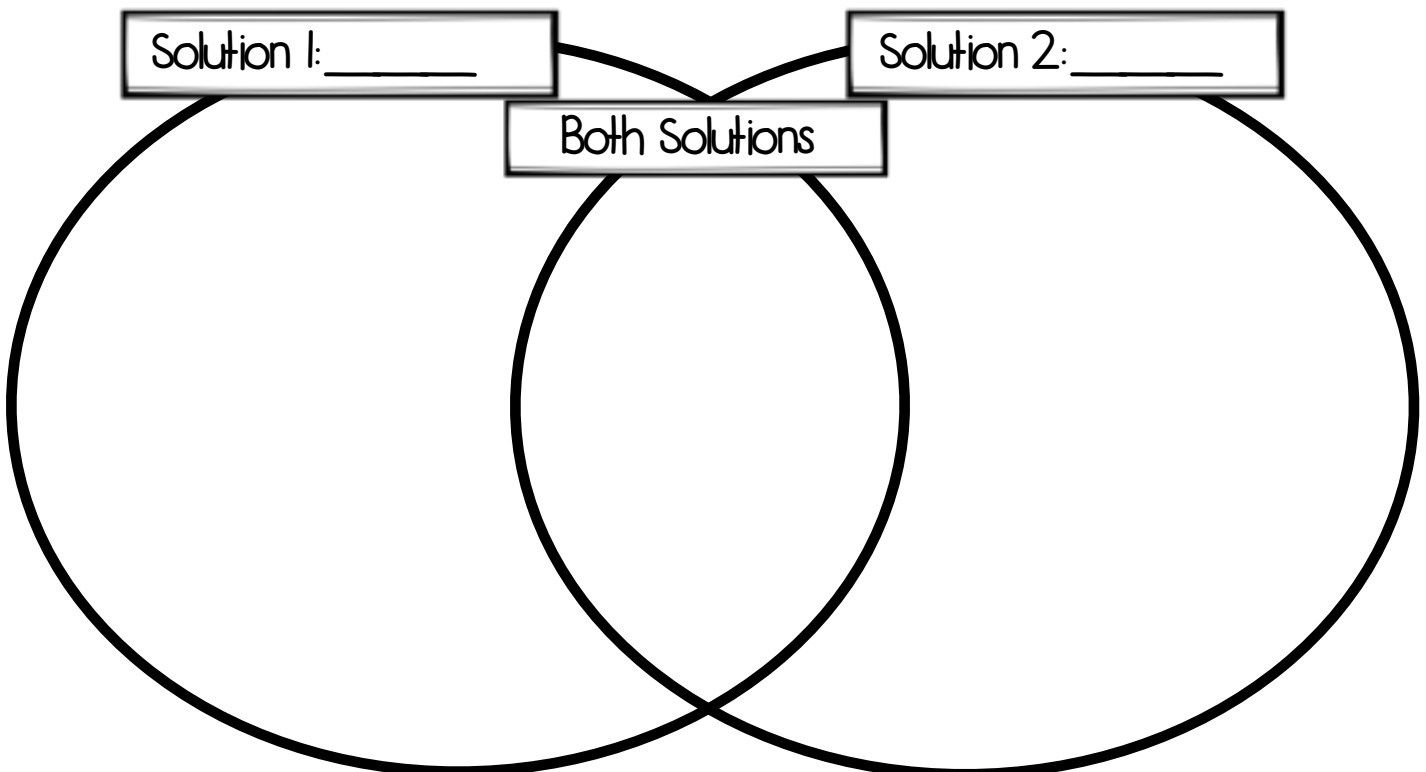
Date: \_\_\_\_\_

Title: Solution Presentations

1	2	3	4
<ul style="list-style-type: none"><li>*Identifies 1 solution</li><li>*Shares 1 similarity and 1 difference or is lacking in one area</li><li>*Attempts to give details</li><li>* _____</li></ul>	<ul style="list-style-type: none"><li>*Identifies 2 solutions</li><li>*Shares at least 2 similarities and differences</li><li>*Mostly uses correct punctuation</li><li>*Description may be missing evidence and details</li><li>* _____</li></ul>	<ul style="list-style-type: none"><li>*Identifies 2 solutions</li><li>*Shares at least 3 similarities and 3 differences</li><li>*Provides details</li><li>*Correct punctuation</li><li>* _____</li></ul>	<ul style="list-style-type: none"><li>*Responds with specific names of solution</li><li>*Provides evidence with specific details that show a higher level of understanding</li><li>*Shares 3 or more similarities and differences</li><li>*Correct punctuation</li><li>* _____</li></ul>

Choose 2 different solutions. Then share some key similarities and some key differences.

## Solutions



RL.3

# Compare and Contrast

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

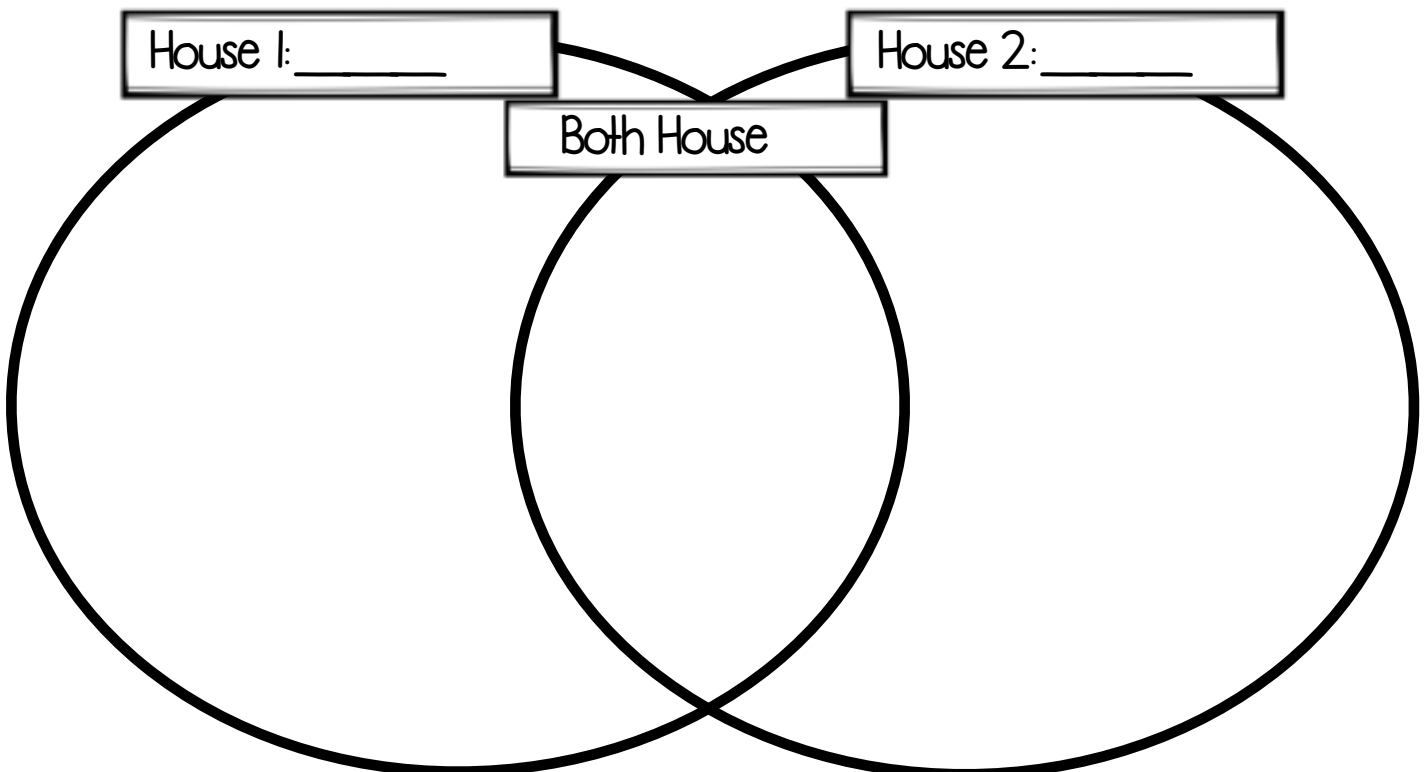
Date: \_\_\_\_\_

Title: House Presentations

1	2	3	4
<ul style="list-style-type: none"><li>*Identifies 1 solution</li><li>*Shares 1 similarity and 1 difference or is lacking in one area</li><li>*Attempts to give details</li><li>* _____</li></ul>	<ul style="list-style-type: none"><li>*Identifies 2 houses</li><li>*Shares at least 2 similarities and differences</li><li>*Mostly uses correct punctuation</li><li>*Description may be missing evidence and details</li><li>* _____</li></ul>	<ul style="list-style-type: none"><li>*Identifies 2 houses</li><li>*Shares at least 3 similarities and 3 differences</li><li>*Provides details</li><li>*Correct punctuation</li><li>* _____</li></ul>	<ul style="list-style-type: none"><li>*Responds with specific names of houses</li><li>*Provides evidence with specific details that show a higher level of understanding</li><li>*Shares 3 or more similarities and differences</li><li>*Correct punctuation</li><li>* _____</li></ul>

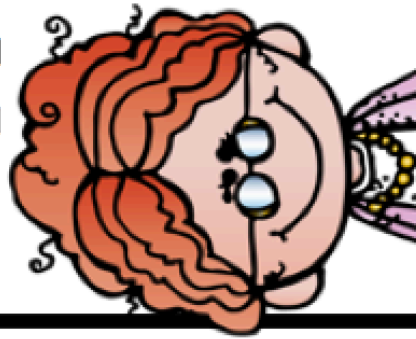
Choose 2 different houses. Then share some key similarities and some key differences.

## Houses





# Three Before Me



What Do I Do If...?

**Ask 3 people before coming to me.**

All 3 people and yourself (total of 4) will come to me together for the answer.

Bathroom?– go

Tissue?– get one

Broken tool or supply?– put it in the Tool

1  
2  
3

Supply Hospital

Need a tool or supply? Look, ASK 3

**BEFORE ME**, wait

Emergency {Bleeding or Dying}?–

COME TO ME



**MAKERSPACE MINDSET**

# Team Agreements



Working as a team can be so much fun, but it can also have some challenges. Some agreements can help the team run smoothly.

We agree to:

1. Listen and ask questions
2. Respect each other's opinions, ways of doing things, and time!
3. Be open minded. There are many ways to solve a problem. Just because we all don't agree all the time doesn't mean we are rejected. It's okay to have different ways of doing things. In fact, that is what makes us each special.
4. Brainstorming is about collecting ideas- even the crazy ones. **ANYTHING** goes during a brainstorming session. Sometimes the weirdest ideas help you find the best solutions.
5. Be flexible. Give other people's ideas a chance.
6. Don't take up all the time! Let others take a turn.
7. Be kind to one another.

Working as a team doesn't mean you will all agree. Try for a win-win (where everyone feels good about the decision). Go with an idea and then see how it can be improved. That's the engineering way!

**MAKERSPACE MINDSET**



# Thank YOU!

My Pinterest Boards: <https://www.pinterest.com/tdeboree/boards/>

My Facebook Page: <https://www.facebook.com/trinadeboreeteachingandlearning/>

FB Private Group: <https://www.facebook.com/groups/onetiredteacher> and <https://www.facebook.com/groups/MakerSpaceTrinaDeboreeTeachingandLearning/>

My TpT Store: <https://www.teacherspayteachers.com/Store/Trina-Dralus-Deboree>

MY Website <https://trinadeboreeteachingandlearning.com/>

Email: [tdeboree@trinadeboreeteachingandlearning.com](mailto:tdeboree@trinadeboreeteachingandlearning.com)

My Podcasts: One Tired Teacher and Teacherpreneurs, Raise Your Hand

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