

**TEACHERS' GUIDE**

# ***Ricky, the Rock That Couldn't Roll***

**SUGGESTED GRADE LEVEL: K - 2<sup>nd</sup>**

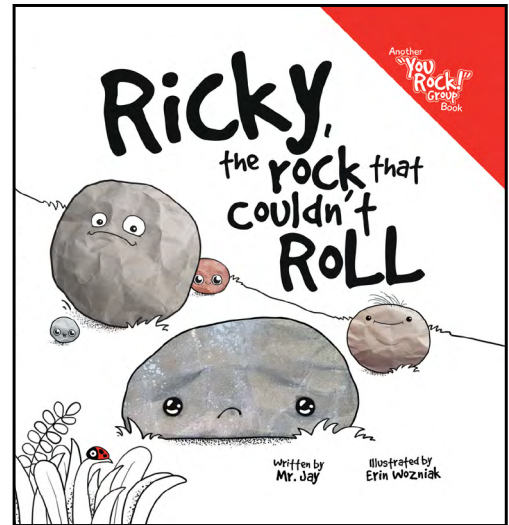


### SYNOPSIS

This modern-day classic follows 14 lovable rocks (and one wise little ladybug) on a heartwarming and hilarious journey, universally loved by children, parents and teachers alike.

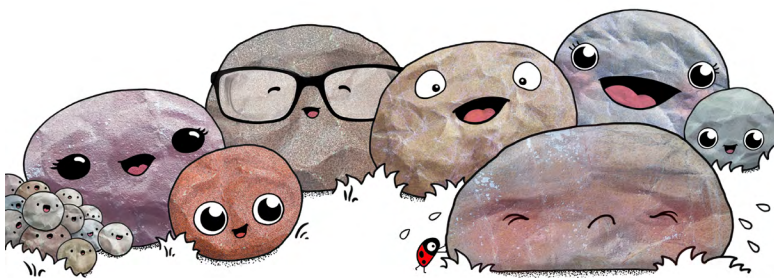
From zippy little pebbles to big strong boulders, the rock friends get together to play and roll around their favorite hill, only to find that one of their friends, Ricky, can't roll with them. Unlike all of the other rocks, who are all round, Ricky can't roll because he's flat on one side.

Determined not to leave their friend behind, the rocks set out to help Ricky roll - one way or another.



### THEMES IN THE STORY

- Inclusion
- Resilience
- Problem-solving
- Friendship
- Perseverance
- Acceptance



Written by: Mr. Jay

Illustrated by: Erin Wozniak

Published by: Lyric & Stone Publishing

Read by: Marissa Bode

Suggested grade level: K - 2<sup>nd</sup>

## ELA COMMON CORE STANDARD

**Reading Literature:** Students read and respond to works of literature with emphasis on comprehension, and making connections among ideas and between texts with a focus on textual evidence.

Standards listed below are for 1<sup>st</sup> and 2<sup>nd</sup> grades, but can be adapted to Kindergarten standards.

## BEFORE VIEWING

**Standard:** *CCSS.SL.1.1, CCSS.SL.2.1*

**Objective:** Tap into prior knowledge and build background to prepare for viewing the story.

**Procedure:** Build background with students by discussing the following points. This may be done on the carpet with A/B partners or at their desks.

- **Prediction:** What do you think the story will be about based on the title?
- **Inference:** What do you think a rock that cannot roll might be like?
- **Character:** What kind of character might Ricky be (based on the title and cover)?
- **Setting:** Where might this story take place?
- **Problem:** What kind of problem might Ricky have?

## DURING VIEWING

**Standard:** *CCSS.SL.1.2, CCSS.SL.2.2*

**Objective:** Watch the story and answer the following questions.

**Procedure:** Stop the video at the noted times to ask questions or pose prompts from the suggested list below:

- **Comprehension:** What is the main problem in the story? (2:03)
- **Character Development:** How does Ricky feel at different points? (3:23)
- **Cause and Effect:** What happens because Ricky cannot roll? (3:43)
- **Prediction:** What do you think will happen next? (5:30)
- **Connections:** Have you ever felt like Ricky? Have you seen someone else struggle with something?

## AFTER VIEWING

**Standard:** *CCSS.RL.1.1, CCSS.RL.2.1*

**Objective:** Students will ask and answer such questions as *who, what, where, when, why* and *how* to demonstrate understanding of key details in a text.

## **AFTER VIEWING – CONTINUED**

**Procedure:** Students will discuss the following questions with their carpet or desk partners:

- **Theme:** What was the main message or lesson of the story?
- **Character Analysis:** What did Ricky learn about himself?
- **Problem-Solving:** How was Ricky's problem solved?
- **Teamwork:** Was teamwork involved in solving the problem?
- **Real-World Connections:** How can we apply this story to our own lives?
- **Reflection:** How does the story make you feel?
- **Creative Extension:** What could Ricky do next? What other solutions could there be?

## **READING RESPONSE**

**Standard:** *CCSS.RL.1.1, CCSS.RL.2.1*

**Objective:** Answer the reading prompt using details from the text to support the response.

**Materials:**

- Reading response journal
- Pencils

**Procedure:**

1. Give students the following prompt to write about:

*What's something you couldn't do at first but learned to do with practice?*

2. Allow time for students to discuss examples (e.g., riding a bike, swimming, reading a chapter book, completing a cartwheel, etc.).
3. Have students write their responses answering the above prompt in their reading response journals.

**Note:** Younger students may use sentence stems to help them with their responses.

For example:

At first, I was not able to \_\_\_\_\_, but with help from \_\_\_\_\_, I was able to \_\_\_\_\_ on my own.

## READING AND WRITING

**Standard:** *CCSS.RL.2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.*

**Objective:** Students will **Say, Write & Draw** what happened in the story.

**Materials:**

- Anchor Chart (page 8)
- Reading response journal/notebook
- Pencils

**Procedure:**

1. Introduce each retelling strategy separately using the anchor chart.
2. Model each strategy for the class (“I Do”).
3. Practice each strategy together with students while the teacher continues modeling (“We Do”).
4. Provide opportunities for students to independently practice each strategy with teacher support as needed (“You Do”).
5. Use one read-aloud text to practice all three strategies together.
6. Stop after each page and paraphrase as a group (**Stop, Think, Paraphrase**).
7. Model how to paraphrase the page and write a brief note about what happened (**Stop and Jot**).
8. Challenge students to limit their jots to five words or fewer to focus on key details.
9. Model how to draw a quick sketch that summarizes what happened (**Stop and Sketch**).
10. Remind students that sketches should be quick memory aids, not detailed artwork, and suggest using stick figures.
11. Have students practice each modeled strategy in their own reading notebooks or on loose paper, whiteboards or post-it notes.
12. Keep all retellings in one notebook so teachers can easily track progress.

## SOCIAL-EMOTIONAL LEARNING (SEL) TEAM BUILDER AND ART - YOU “ROCK” WITH ART

**Objective:** Students will develop self-awareness, self-management, social awareness, relationship skills and decision-making by creating their own individual rock that represents them, using art and design, to explore personal interests, express questions and follow their curiosity.



## **SOCIAL-EMOTIONAL LEARNING – CONTINUED**

### **Materials:**

- Drawing paper
- Markers
- Paint
- Rocks
- Optional: Googly Eyes

### **Procedure:**

1. Students begin by sketching their design, planning how they want their rock to look before painting.
2. Have students paint their rock using their sketch as a guide.
3. Students will set their painted rock aside to fully dry, making sure it isn't touched or moved during this time.
4. If desired, students may glue on googly eyes or add other simple embellishments once the paint is completely dry.
5. All finished rocks may be displayed together to symbolize how each student is an important part of the group. These can be placed in the classroom or on the playground, although some students may prefer to take their rock home.

## **SCIENCE**

**Standard:** *Aligns to NGSS 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.*

**Objective:** Inspired by the story, students will explore how a rock's shape affects its ability to roll. Just as Ricky's friends added materials to change his shape, students will design and test modifications to help their own rock roll more smoothly. They will also investigate how different pushes and pulls affect its movement.

### **Materials:**

- **Teacher Demonstration Materials:** Toy items that can roll or move (cars, balls, etc.)
- Flat rocks
- Paper
- Tin foil
- Tape
- Rubber bands
- Yarn
- Pipe cleaners
- Play-Doh
- Science journal or Science page

## **SCIENCE – CONTINUED**

**Procedure:**

1. Have students select a rock to use for the challenge.
2. Invite students to add various materials to modify the rock's shape and explore ways to help it roll more effectively.
3. Ask students to sketch their rock, showing all enhancements and design choices.
4. Have students test their rock on a small incline to observe how it rolls and how their modifications affect its motion.
5. Encourage students to rebuild or adjust their design to improve performance, then retest to compare results.

# ANCHOR CHART

**Stop, Think,  
Paraphrase**

**SAY**  
what happened

**Stop and Jot**

**WRITE**  
what happened

**Stop and  
Sketch**

**DRAW**  
what happened



## **ABOUT THIS GUIDE**

This guide enhances the English Language Arts (ELA) curriculum by providing supplemental learning opportunities alongside quality children's literature, engaging students as they listen to expressive read-alouds.

Suggested story related activities in this guide are aligned with ELA Common Core Standards.