

SAG-AFTRA FOUNDATION PRESENTS

Storyline Online®

TEACHERS' GUIDE

Room on the Broom

SUGGESTED GRADE LEVEL: K - 2nd

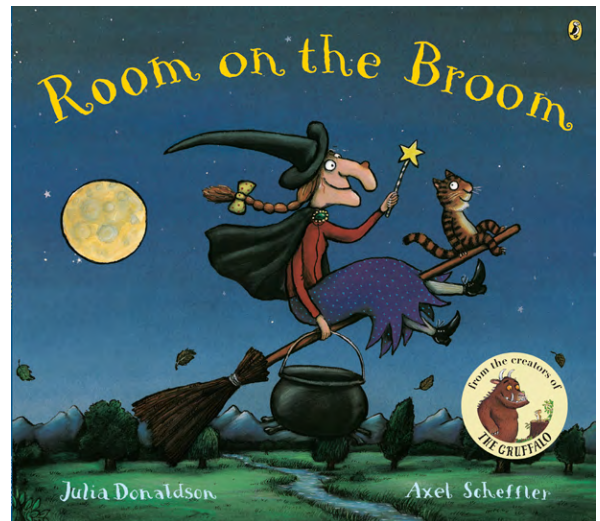


Watch Kate Winslet read this story at storylineonline.net.

SYNOPSIS

*How the cat purred
And how the witch grinned,
As they sat on their broomstick
And flew through the wind.*

The witch and her cat couldn't be happier flying through the sky on their broomstick. That is, until the witch accidentally drops her hat, then her bow, then her wand! Luckily, three helpful animals find the missing items and bring them back to the witch. In return, all they want is a ride on the broomstick. But is there room on the broom for so many new friends? And when disaster strikes, will they be able to save the witch from the clutches of a hungry dragon?



THEMES IN THE STORY

- Teamwork
- Problem-solving
- Cooperation
- Inclusivity
- Friendship
- Generosity
- Kindness
- Helping others



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Read by: Kate Winslet

Suggested grade level: K - 2nd

ELA COMMON CORE STANDARD

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

The standards listed below are for 1st and 2nd 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.

- What do you notice about the title, *Room on the Broom*? Can you think of other words that rhyme with “room” and “broom?”
- Look at the front cover. What words would you use to describe the witch?
- What do you think the cauldron is used for?
- What do you think might happen in this story, given the title and the pictures?
- Why do you think the animals might want a ride on the broom?
- Have you ever lost something special, like a favorite toy? How did you feel? Did someone help you find it?
- What do you know about witches? Are they always mean or can they be friendly?
- What kinds of sounds do you think you’ll hear in this story, such as rhymes or sound-effect words?

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:

- Who has joined the witch and cat on the broom? (1:23)
- What did the bird find for the witch? (2:00)
- The broom is getting crowded. What do you think might happen? How could the characters help? (3:05)
- What happens when the broom breaks? Where do the witch and her friends end up? (3:27)
- How do the animals help the witch? What does this tell us about the characters? (5:05)

AFTER VIEWING

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

Objective: Students will participate in collaborative discussions with partners to demonstrate their understanding of key events, characters and themes in the story.

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

- Why did the animals want to help the witch? Would you have made room for them on your broom? Why or why not?
- How is this witch different from witches you may have seen in other stories? What makes her a good friend?
- How did the animals work together to save the witch from the dragon?
- What did the witch put in the cauldron? Why do you think she made this special gift for the animals?
- Can you name the animals in the order they joined the witch on the broom?
- How did the witch and the animals help each other throughout the story?
- What do you think is the most important lesson of the story? What makes you think that?

READING RESPONSE

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

Objective: Students will answer a reading prompt using details from the text to support their response.

Materials:

- Reading response journal
- Pencils

Procedure:

1. Read this prompt aloud to students:

Imagine the story continues: The witch and her friends are flying on her new broom when she drops her cape. They fly down to the ground and a rabbit holds it up. **What do you think they are going to do next? What makes you think that?**

2. Give students time to discuss their ideas with a partner or small group.
3. Have students write a response in their reading response journal using details from the story to explain their prediction.

Note: Younger students may use a sentence stem to help them get started:

The witch and her friends are flying on her new broom when she drops her cape. They fly down to the ground and a rabbit holds it up. I think they are going to _____ because _____.

READING

Standard: *CCSS.RL.2.1, CCSS.RL.2.2, CCSS.RL.2.3*

Objective: Students will retell *Room on the Broom* and identify key story elements, including the characters, setting, problem and solution.

Materials:

- **Story Elements** worksheet (page 9)
- **Character Retelling** worksheet (page 10)
- Scissors
- Glue
- Envelope to hold character pieces

Procedure:

1. Have students complete their **Story Elements** worksheet by identifying the story's main characters, setting, problem and solution.
2. Next, instruct students to cut out the story characters from their **Character Retelling** worksheet.
3. Have students arrange the characters on the broom in the order they appear in the story.
4. Prompt students to use the characters to retell *Room on the Broom*, including the key events, problem and solution.

WRITING – NARRATIVE

Standard: *CCSS.W.2.3*

Objective: Students will write a narrative in response to the prompt, including details about characters, setting, actions, thoughts, and feelings. Students will use sequence words such as *first, next, then, after that* and *finally* to organize their story, and provide a sense of closure.

Materials:

- **My Room on the Broom Adventure** worksheet (page 11)
- Pencils
- Crayons, colored pencils or markers

Procedure:

1. Students will use the **My Room on the Broom Adventure** worksheet to write their own *Room on the Broom* story using the prompt:

If I were the witch on the broom, I would bring _____ and I might go to _____.

2. Students will first brainstorm and list who they would bring on the broom and where they might go.

WRITING – CONTINUED

3. Have students draw and color a picture of themselves on the broom with the characters they chose and the setting they imagined.
4. Students will use their ideas to write a narrative with details about their characters, setting, actions, thoughts and feelings, using sequence words such as *first*, *next*, *then*, *after that*, and *finally* to organize their story.
5. Students can participate in a gallery walk to read and admire their classmates' stories and illustrations.

Optional: Display students' work on a bulletin board or compile their writing into a class book titled *Where Would We Fly?*, *If We Were Witches* or *Room on Our Broom*.

VOCABULARY EXTENSION

Standard: CCSS.L.2.4, CCSS.L.2.5, CCSS.L.2.6

Objective: Students will build vocabulary skills by defining each word shown on the worksheet, illustrating its meaning and providing one synonym. Alternatively, students may demonstrate their understanding by matching each vocabulary word to its correct definition using a cut-and-paste activity. After completing either activity, students will choose three vocabulary words and use each one in a sentence.

Vocabulary List: Grinned, Wailed, Spat, Bounded, Keen, Shrieked, Glee, Clutched, Moors, Tumbling, Cauldron, Clambered and Glint

Materials:

- **Definition, Illustration & Synonym** worksheet (page 12)
- **Vocabulary Match-Up** worksheet (pages 13 - 14)
- Pencils
- Scissors
- Glue

Procedure:

1. Choose the vocabulary activity that best meets students' needs:

Definition, Illustration & Synonym: Students write the definition of each vocabulary word on the worksheet, draw an illustration that represents its meaning, and provide one synonym.

Vocabulary Match-Up: Students cut out the vocabulary words and paste each one next to its correct definition.

2. Have students choose three vocabulary words and use each one in a sentence.
3. Review the completed activity as a class and discuss the meaning of each vocabulary word.

MATH – MAGICAL MATH

Standard: *CCSS.MATH.CONTENT.2.OA.B.2* – Fluently add and subtract within 20 using mental strategies. Number bonds help students understand part-whole relationships by showing how two parts combine to make a whole. This strengthens number sense and supports addition and subtraction fluency.

Objective: Students will complete number bonds within 20 by identifying the missing part or whole.

Materials:

- ***Magical Number Bonds*** worksheet (page 15)
- Pencils

Procedure:

1. Students will solve each number bond by determining the missing part or whole and writing the correct number in the corresponding circle.

SOCIAL-EMOTIONAL LEARNING (SEL) TEAM BUILDER & ART – MAKING ROOM FOR EVERYONE

SEL & Art Focus: Students will develop social awareness and relationship skills by exploring ways to help others feel welcomed, valued, and included, while using art and design to express their ideas, interests and creativity.

Objective: Students will identify ways to help others feel welcome and included. Students will create a *Room for Me Cauldron* by writing or drawing words and actions that show kindness, friendship and inclusion.

Materials:

- ***Room for Me Cauldron*** worksheet (page 16)
- Pencils
- Crayons

Procedure:

1. Discuss what it means to make someone feel welcome and included.
2. Create a class list of words and actions that show kindness and inclusion.
3. Have students write or draw their 'ingredients' in the shapes around the cauldron.
4. Students will color and decorate their cauldrons and ingredients.
5. Display the finished cauldrons in the classroom or combine them into a class book.

SCIENCE – BROOMSTICK SCIENCE: BALANCE, FLIGHT & POTIONS

Science & Engineering Focus: Students will explore basic concepts of balance, force, motion, materials and chemical reactions through hands-on investigations inspired by *Room on the Broom*. Activities encourage students to ask questions, make predictions, test ideas, observe results and improve their designs.

Objective: Students will complete one of the science or engineering activities below to investigate how objects balance, fly, stay strong or react when different materials are combined.

Materials: Materials will vary depending on the activity selected.

Engineering & Physics Activities:

Broom Balance Activity

Students will build a model broom using straws, craft sticks or similar materials. They will add small “passengers,” such as erasers or counters, and experiment with their placement to determine how to keep the broom balanced.

Strong Broom Activity

Students will use materials such as cardboard, craft sticks, straws or pipe cleaners to design and build a strong broom. Students will test how much weight their broom can hold and make changes to improve their design.

Flying Broom Activity

Students will design a lightweight “flying broom” using paper and other classroom materials. They will test how far or how long it can fly and discuss how shape, weight and air affect its movement.

Broomstick Repair Activity

Students will pretend the broom has broken and test different ways to repair it using materials such as tape, string, pipe cleaners or craft sticks. Students will compare the repair methods to determine which creates the strongest connection.

Chemistry Activity:

Bubbling Brew Potion Activity

Students will create a pretend “magic potion” by combining baking soda and vinegar in a container or cauldron. Students will observe the bubbling reaction, describe what they notice, and discuss what happens when the two materials are combined. Adult supervision recommended. Do not taste the mixture.

Procedure:

1. Choose one science or engineering activity and briefly introduce the concept students will explore, such as balance, flight, strength or chemical reactions.
2. Show students the materials they will use and explain the task.
3. Ask students to make a prediction about what they think will happen or, for the engineering and physics activities, which design they think will work best.
4. Have students complete the activity by building, testing, observing or experimenting with the materials.
5. Discuss the results as a class, including what worked, what changed and what students learned.

Name: _____

Date: _____

Room on the Broom

Story Elements

Write or draw the story elements from *Room on the Broom*.

Characters

Who are the main characters
in the story?



Setting

Where does the
story take place?



Problem

What is the main problem
in the story?



Solution

How is the
problem solved?



Name: _____

Date: _____

Character Retelling

Cut out the characters and arrange them in the order they appear in the story. Then, retell the story.

6

5

4

3

2

1



Name: _____

Date: _____

My *Room on the Broom* Adventure

Imagine you are flying on the broom. Plan your adventure, draw a picture and write your story.
Continue on another sheet if you need more space.

Who would I bring?

Where would I go?

Draw your adventure

If I were the witch on the broom...

Definition, Illustration & Synonym

Define each word, draw a picture and write one synonym.

Word	Define It	Draw It	Synonym
Grinned			
Wailed			
Spat			
Bounded			
Keen			
Shrieked			
Glee			

Name: _____

Date: _____

Vocabulary Match-Up Page 1

Read each definition. Cut out the word cards on page 2 and glue the correct word in each box.

1. smiled a big
happy smile

2. cried out loudly

3. spit something
out of the
mouth

4. jumped or
leaped quickly

5. eager or
excited to do
something

6. screamed
loudly

7. great happiness
or joy

8. held tightly

9. open areas of
wild land

10. falling or rolling
over and over

11. a large cooking
pot

12. climbed with
effort

13. a quick flash of
light

Name: _____

Date: _____

Vocabulary Match-Up Page 2

Cut out the word cards below and glue the correct word card in each box on page 1.

Cauldron

Grinned

Moors

Shrieked

Clambered

Keen

Glint

Wailed

Clutched

Glee

Bounded

Tumbling

Spat

Name: _____

Date: _____

Magical Number Bonds

Solve each number bond by placing the correct missing number in the empty circle.

Use numbers 0-20.

1.  14 6	2.  9 4	3.  17 8
4. 5 7 	5.  12 6 	6. 9 4
7. 20 11 	8.  8 8 	9.  15 7
10.  6 9	11. 18 10 	12. 7 5 

Name: _____

Date: _____

Room for Me Cauldron

Write or draw ingredients that help others feel welcome and included.



How can we make room for everyone?

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.

ABOUT STORYLINE ONLINE®

The SAG-AFTRA Foundation’s Emmy® Award-winning children’s literacy program, Storyline Online®, streams imaginatively produced videos featuring celebrated actors to help inspire a love of reading. Storyline Online® receives millions of views worldwide every month.

Visit Storyline Online® at storylineonline.net to see more stories.

ABOUT THE SAG-AFTRA FOUNDATION

The SAG-AFTRA Foundation provides vital assistance and educational programming to the professionals of SAG-AFTRA while serving the public at large with our signature children’s literacy program.

Founded in 1985, the Foundation is a national non-profit organization that relies solely on support from grants, corporate sponsorships, and individual contributions to fund our programs.

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