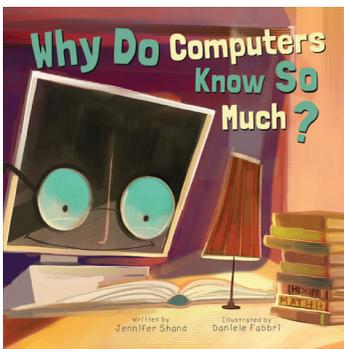
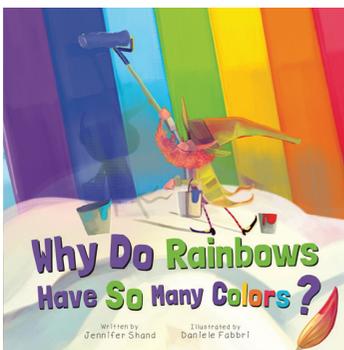
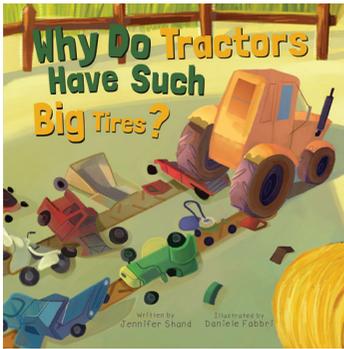


STORY

S-T-R-E-T-C-H-E-R-S[®]

for the **WHY DO? SERIES**

Dr. Shirley Raines



STORY

S-T-R-E-T-C-H-E-R-S[®]

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Story S-t-r-e-t-c-h-e-r-s[®] are interactive teaching tools filled with numerous activities created to expand the story or content within a great children's book. These activities encourage young readers to become more involved with the material through Story S-t-r-e-t-c-h-e-r-s[®] focused on music and movement, science, language arts, mathematics, art, and much more. Flowerpot Press is proud to be working with Dr. Shirley Raines to continue to develop material to complement some of our most beloved titles for teachers, librarians, and parents to use both in and out of the classroom.

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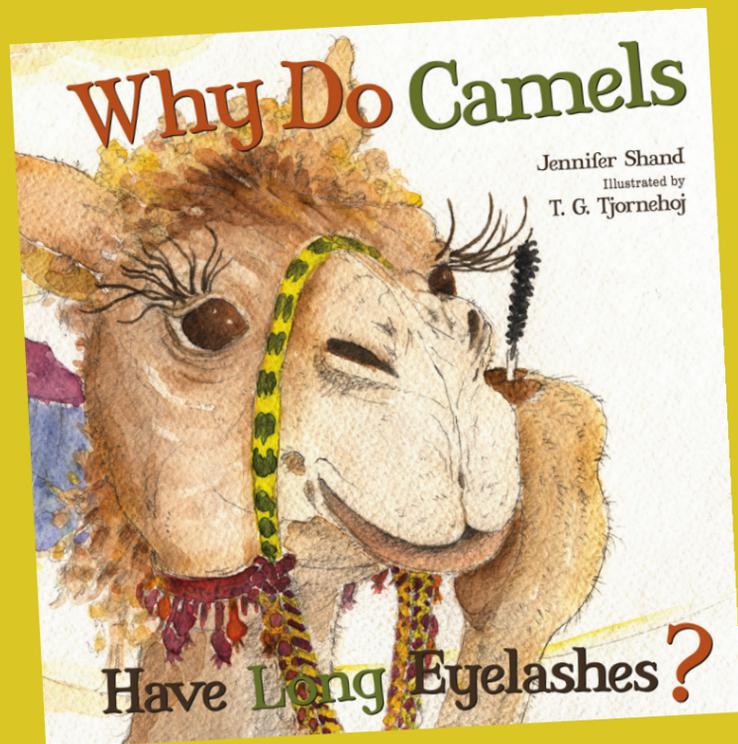
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WHY DO CAMELS HAVE LONG EYELASHES?

Written by Jennifer Shand
Illustrated by T.G. Tjornehoj

Story Line:

Discover the unique traits that help a variety of desert animals survive the hot and dry climates where they are found. From why camels have long eyelashes to why meerkats dig holes in the ground, find interesting facts you may not have known!

Featured Desert Animals:

Kangaroos
Camels
Elephants
Giraffes
Meerkats

STORY S-T-R-E-T-C-H-E-R® Language Arts

What the children will learn

To show good listening skills by repeating the answer, "No, that's silly!"

Materials

Construction paper, markers, book

What to do

1. Make a sign with the words, "No, that's silly!" on a sheet of construction paper.
2. Let the children practice saying the phrase.
3. Encourage them to say the phrase while shaking their heads no and to giggle when they say silly. Explain that the exclamation point means they should say the phrase with enthusiasm.
4. Read the first scenes of the book, then pause before they are to repeat the phrase and hold up the sign for them to read.

Something to think about:

These books have some of the same qualities as Rudyard Kipling's Just So Stories and some of the native peoples' legends, such as the Cherokee peoples' Why the Opossum's Tail is Bare.

STORY S-T-R-E-T-C-H-E-R® Science

What the children will learn

To recall information that is factual versus silly

Materials

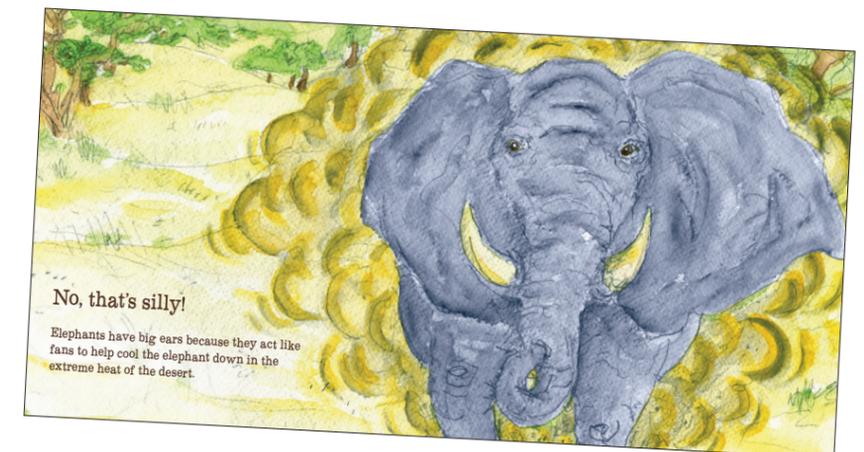
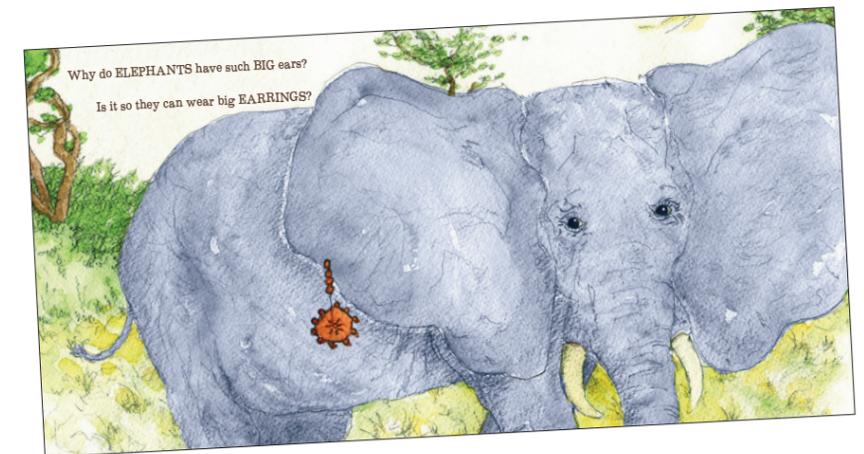
Ten sheets of construction paper, markers, tape, ten strips of paper, book

What to do

1. Provide two sheets of construction paper for each animal in the book.
2. Label one sheet of paper silly, and label the other sheet of paper fact.
3. On the strips of paper, print a key word from the silly part about each animal. For example, hopscotch for the kangaroo.
4. Repeat the exercise with key words that reflect the true facts about each animal. For example, fastest way to travel for the kangaroo.
5. Have the children decide which descriptions go with which animal and tape them to the appropriate chart.

Something to think about:

For younger children, try using the silly phrases one



day and true phrases the next.

Extend the activity by letting them draw their favorite animal from the book and create their own silly and true facts.

STORY S-T-R-E-T-C-H-E-R® Art

What the children will learn

To experiment with sand painting

Materials

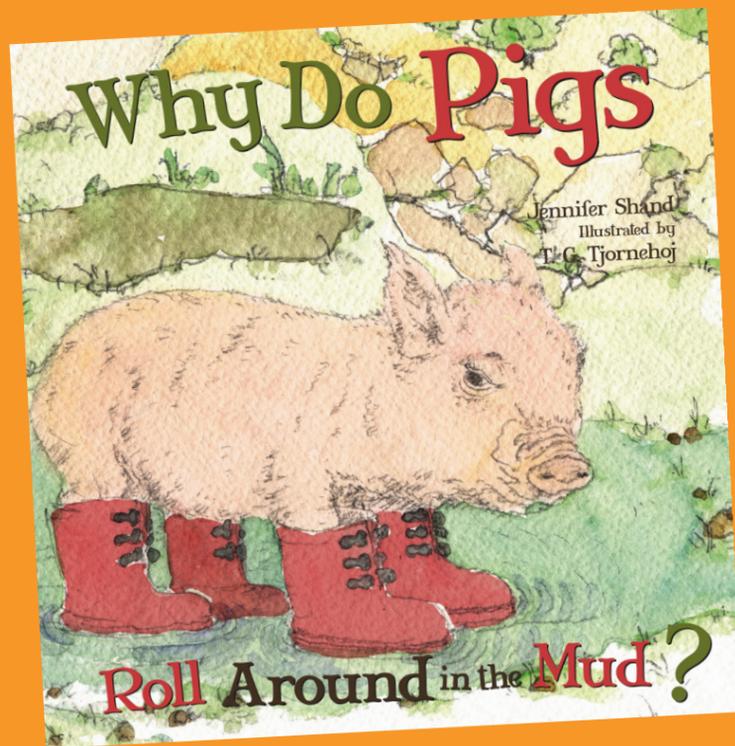
Pencils, watercolors, brushes, watercolor paper, salt shakers, fine sand, book

What to do

1. Discuss how animals in the book live in the desert.
2. Ask the children to select their favorite animal and draw it.
3. Have the children paint over their drawings with watercolors.
4. While the drawings are damp, let them sprinkle sand on the drawings.
5. Allow them to dry.

Something to think about:

For older children, only watercolor the outlines of their art and demonstrate how the sand only sticks to the wet parts of the art.



WHY DO PIGS ROLL AROUND IN THE MUD?

Written by Jennifer Shand
Illustrated by T.G. Tjornehoj

Story Line:

Discover the unique traits that help a variety of farm animals fit into life on the farm. From why pigs roll around in the mud to why chickens dig themselves into the dirt, find interesting facts you may not have known!

Featured Farm Animals:

- Pigs
- Ducks
- Donkeys
- Cows
- Chickens

STORY S-T-R-E-T-C-H-E-R® Language Arts

What the children will learn

To listen and participate with the refrain

Materials

Chart tablet or paper strips,
markers, pointer, book

What to do

1. Read the book through in its entirety.
2. Call attention to the phrase "No, that's silly!" as it appears in the book.
3. Write the phrase on a chart tablet or strip of construction paper and ask the children to read it with you.
4. Select a child to be the cue master, and ask them to point to the phrase on cue when it appears in the story.
5. Send a strip of paper home with each child with the phrase, "No, that's silly!" printed on it.
6. Encourage the children to tell the story to their parents and read the phrase together.

Something to think about:

Ask children to explain the book to a parent or grandparent. Have them share the facts they learned and encourage them to explain the difference between the silly fact and the true fact.

STORY S-T-R-E-T-C-H-E-R® Music and Movement

What the children will learn

To sing "Old McDonald Had a Farm"

Materials

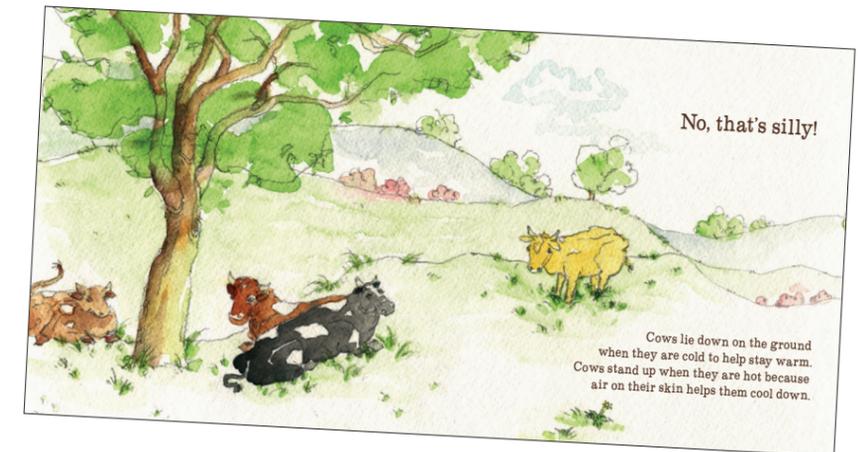
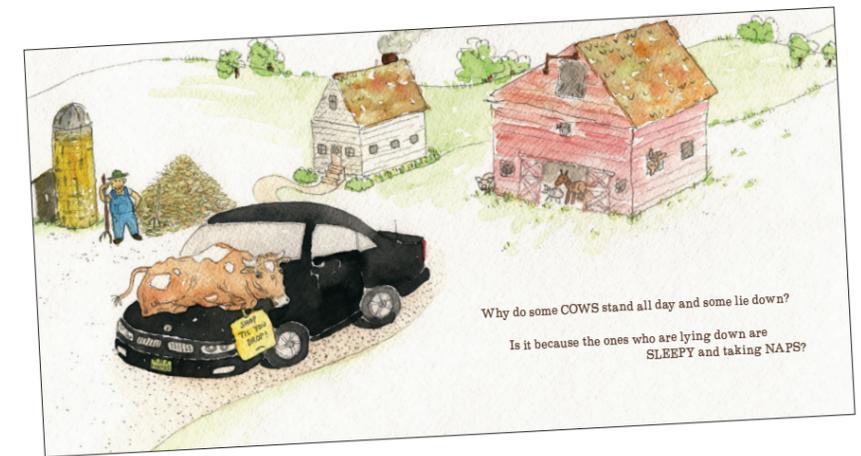
Words to "Old McDonald Had a Farm," book

What to do

1. Teach the children the words to the song, but use the animals from the book to replace the animals in the original song.
2. Make the sounds the animals make as you sing.
3. Sing the song again and mix up the sounds with the wrong animals.
4. Teach the children to say, "No, that's silly!" for the wrong responses and include the phrase in the song.

Something to think about:

Using funny renditions of songs will keep the children involved. For older children, add drama by asking them to demonstrate the actions from the book, such as rolling in the mud or sleeping in the hay. Lastly, consider changing the name of the farmer to your name or one of the children's names.



STORY S-T-R-E-T-C-H-E-R® Science

What the children will learn

To learn fact from fiction

Materials

Chart tablet, paper,
construction paper, book

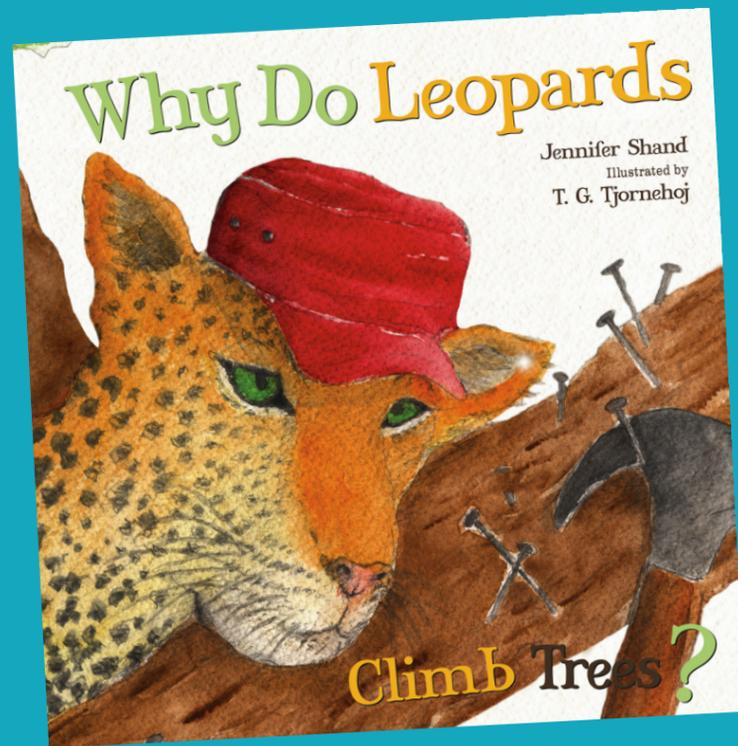
What to do

1. Show the cover of the book and ask the children what is funny in the picture.
2. Have them recall the other animals from the book and list each one on a chart.

3. Ask them to recall what is funny about each animal.
4. Have the children say whether what is said about the animal is fact or fiction.
5. Repeat the exercise and ask the children to recall the facts for each animal.
6. Make a fact chart for the book with facts about each animal for reference.

Something to think about:

The next day, show the children the cover of the book and call on a child to recall each animal. Refer to the fact chart and create new questions to ask.



WHY DO LEOPARDS CLIMB TREES?

Written by Jennifer Shand
Illustrated by T.G. Tjornehoj

Story Line:

Discover the unique traits that help a variety of rain forest animals survive their jungle environment. From why bush babies have huge eyes to why a macaw's four toes point in separate directions, find amazing facts you may not have known!

Featured Rain Forest Animals:

- Bush babies
- Anteaters
- Leopards
- Flying dragon lizards
- Macaws

STORY S-T-R-E-T-C-H-E-R® Art

What the children will learn

To learn about the habitats in the rain forest illustrations

Materials

A variety of art supply paper, paints, crayons, markers, scissors, book

What to do

1. Read the book through in its entirety.
2. After reading, go back through the book and call attention to the ways the illustrator showed the animals, such as perched in trees, gliding through the air, or moving along slowly on the ground.
3. Discuss why each animal was depicted a certain way.
4. Ask the children to choose an animal or bird from the book to illustrate using any art materials they like.
5. Once they have drawn their animal, ask them to explain where that animal would appear in the rain forest and ask how they should be depicted in their art.

Something to think about:

Play a recording of rain forest sounds while the children work on their artwork to help set the scene for the activity.

STORY S-T-R-E-T-C-H-E-R® Science

What the children will learn

To guess an answer or make a hypothesis

Materials

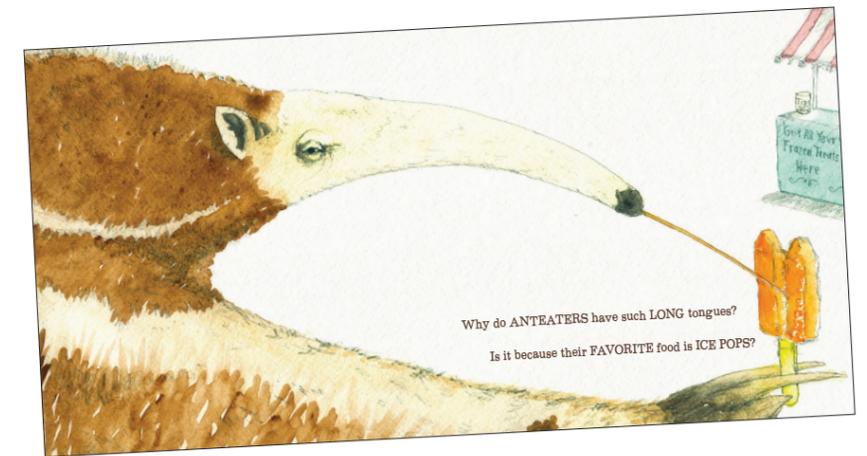
Chart tablet, markers, book

What to do

1. Write the five questions from the book on a chart tablet, leaving enough room after each question to add some guesses from the children.
2. Read the questions over with the children.
3. Ask them which questions they want to answer first.
4. After selecting a question, let the children guess some answers.
5. Print their answers using key phrases on the chart tablet under the appropriate question.
6. Read the section of the book that answers that question. Compare the children's answers to the fact in the book.

Something to think about:

Expand this activity using other animals not mentioned in the book. Encourage children to create their own silly questions and then find



the real answers and share them with each other.

STORY S-T-R-E-T-C-H-E-R® Language Arts

What the children will learn

To restate information in their own words

Materials

Recording device, book

What to do

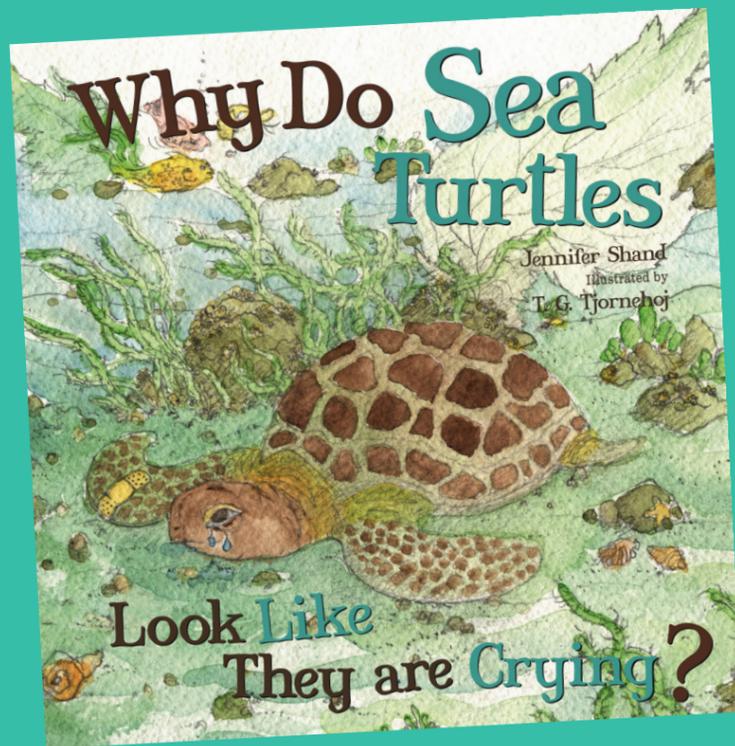
1. Read the book in its entirety.
2. Ask the children what

information was the most surprising.

3. Ask what information was the scariest.
4. Finally, ask which animal would they like to see in real life.
5. Record a few children answering the questions and then ask them to talk about the animals. Allow reluctant speakers to hold the book and describe what they are seeing.

Something to think about:

Giving children something interesting to talk about encourages a broader vocabulary.



WHY DO SEA TURTLES LOOK LIKE THEY ARE CRYING?

Written by Jennifer Shand
Illustrated by T.G. Tjornehoj

Story Line:

Discover the unique traits that help a variety of sea creatures navigate life in the ocean. From why blue whales don't have teeth to why walruses have so much fat on their bodies, find amazing facts you may not have known!

Featured Sea Creatures:

Blue whales
Sea turtles
Starfish
Fish
Walruses

STORY S-T-R-E-T-C-H-E-R® Art

What the children will learn

To experiment with watercolors making ocean scenes

Materials

Watercolors, large and small brushes, pencils, watercolor paper, small tubs of water, paper towels, book

What to do

1. After reading the book, look closely at the watercolor illustrations.
2. Demonstrate how to wet watercolor paper first, then add colors.
3. Let the children experiment with wetting their paper all over, then dotting different colors onto the paper and watching the effects.
4. Suggest they try to make papers that look like the ocean.
5. Allow their art to dry.
6. The next day, let the children draw an animal from the book on their art.
7. Help the children experiment with using more paint and less water to paint what they have drawn.

Something to think about:

When children are learning a new medium, such as watercolor, they need a few days to experiment.

Keep watercolor materials available around the house or classroom. Also, do not use the tiny watercolor brushes in the kits, as they are usually too small for young children.

STORY S-T-R-E-T-C-H-E-R® Language Arts and Science

What the children will learn

To associate a fact with a key word or phrase

Materials

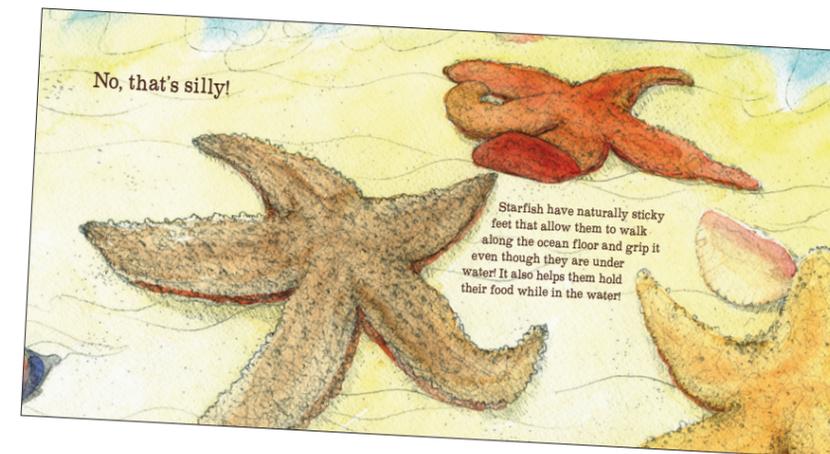
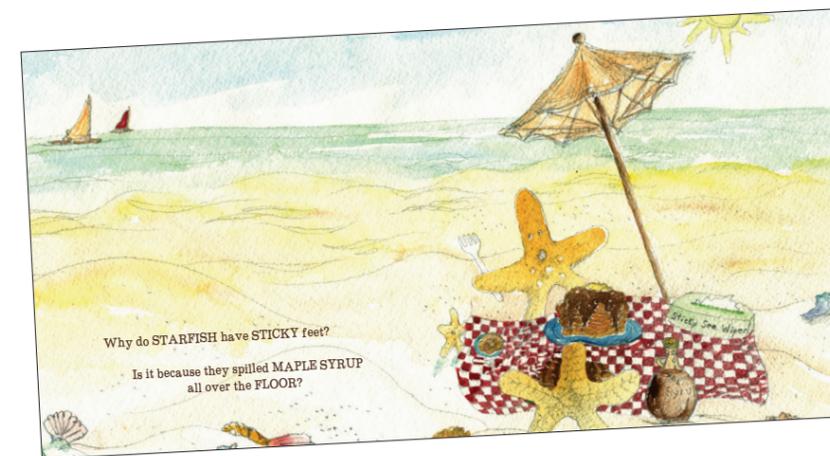
Chart tablet, markers, construction paper strips, book

What to do

1. Read the book and select a key word or phrase from each of the fact sections. For example, for the whale, the key word could be blue.
2. Write a list of the sea creatures and have the children match the key word that fits the description of the creatures.

Something to think about:

As teachers and parents, we want children to make word associations and begin to understand the written and



spoken word. It is not always ideal to drill children on the sight words, but to make the associations. For older children, try more difficult words, such as baleen.

STORY S-T-R-E-T-C-H-E-R® Science

What the children will learn

To make observations from videos of sea life

Materials

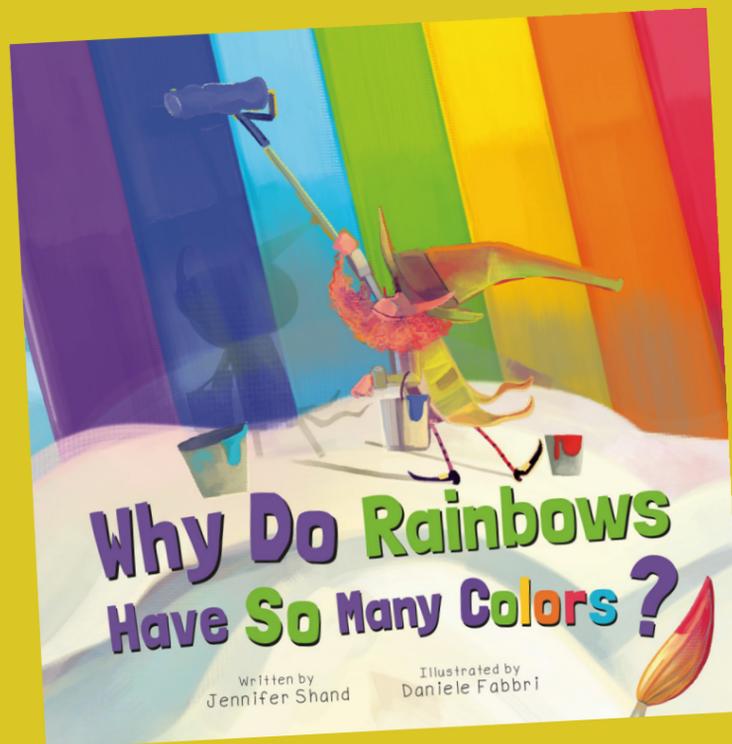
A variety of videos from the Internet of sea creatures and ocean life

What to do

1. Find age-appropriate videos of underwater life and sea creatures on the Internet.
2. Let the children choose a video about a sea creature from the book each day until they have learned about all of them.
3. Ask the children to explain what they observed.

Something to think about:

While visiting an aquarium is an excellent activity, try some of the smaller venues for children to be able to make observations and gain a sense of the sea life up close.



WHY DO RAINBOWS HAVE SO MANY COLORS?

Written by Jennifer Shand
Illustrated by Daniele Fabbri

Story Line:

Discover the natural world around us and some of the incredible things that happen each and every day. From why rainbows have so many colors to why flowers smell so good, find amazing facts you may not have known!

Featured Natural Occurrences:

Rainbows
Trees
Clouds
Volcanoes
Flowers

STORY S-T-R-E-T-C-H-E-R® Art

What the children will learn

To name the colors of the rainbow and make rainbow drawings

Materials

Red, orange, yellow, green, blue, indigo, and violet crayons or markers, white paper, book

What to do

1. Read the book through in its entirety. Then reread the part devoted to the colors of a rainbow.
2. Ask the children to name all the colors of the rainbow. Note: they may not be familiar with indigo.
3. Shuffle or mix the different colored crayons and markers up so they are not in the order of the rainbow.
4. Ask the children to place their crayons or markers in the correct order.
5. Let the children draw a picture of something, and then ask that they draw a rainbow over it, drawing the colors in the correct order.

Something to think about:

Arrange sheets of construction paper as rainbow colors and use them as a backdrop to display the children's rainbow drawings in the classroom or at home.

STORY S-T-R-E-T-C-H-E-R® Science

What the children will learn

To observe and compare trees and their leaves

Materials

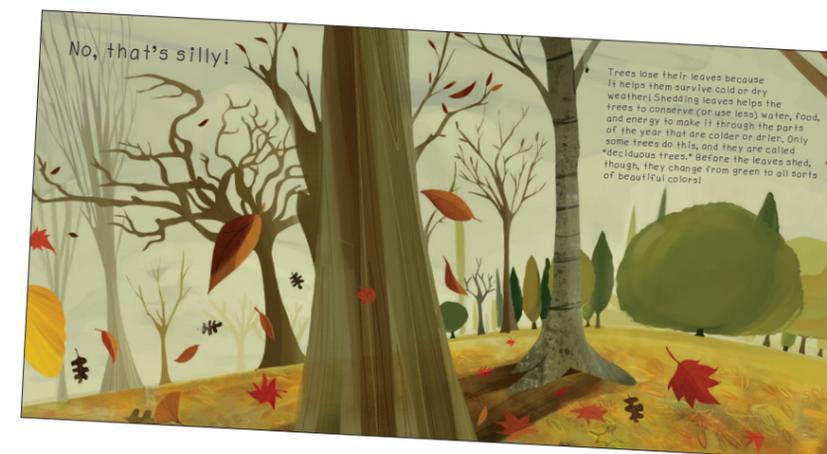
Camera, leaves, basket, book

What to do

1. Plan a walking field trip around a nature center, the school, or a nearby park.
2. Ask the children to comment on the different trees they see.
3. Compare the trees they see to the art from the book.
4. Ask the children to collect leaves in a basket to later be displayed.
5. Display the leaves with labels for which tree they came from, along with photos from the walking field trip.

Something to think about:

Often teachers and parents think children have to go on elaborate field trips. However, for young children, visiting a local nature center, an outdoor area near the school, or a park down the street is an exciting adventure.



STORY S-T-R-E-T-C-H-E-R® Social Studies

What the children will learn

To use the names of some common flowers and to learn what a florist does

Materials

Materials for flower arranging, book

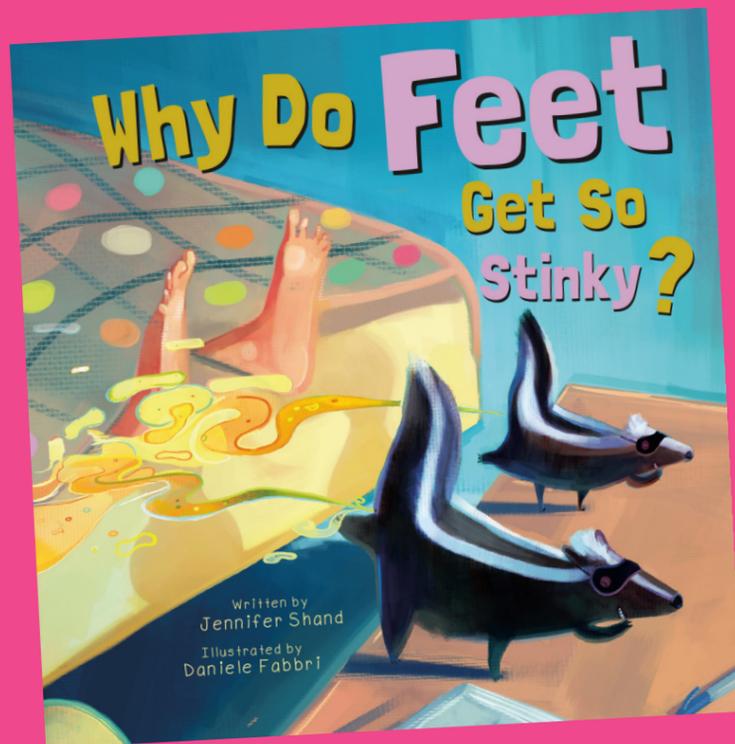
What to do

1. Read the flower section of the book.
2. Invite a local florist to bring a variety of flowers for the children to learn about.

3. Ask the florist to demonstrate their ways of working with flowers and arranging them in containers.
4. Encourage the florist to let the children handle and smell different flowers and then make comments about their scents.
5. Let the children make their own arrangements to take home or display.

Something to think about:

Thank the florist for their visit and encourage children to visit their local flower shop to see and smell other types of flowers.



WHY DO FEET GET SO STINKY?

Written by Jennifer Shand
Illustrated by Daniele Fabbri

Story Line:

Discover more about the amazing creation that is our human body and some of the incredible things it can do. From why children lose their baby teeth to why some people have freckles, find amazing facts you may not have known!

Featured Anatomy:

- Baby teeth
- Feet
- Belly buttons
- Tummies
- Freckles

STORY S-T-R-E-T-C-H-E-R® Language Development

What the children will learn

To follow hand signals for cues for when to giggle and when to stop

Materials

Book

What to do

1. Explain to the children that each of the questions in the book has a funny answer followed by a factual answer.
2. Have children practice their giggles when they hear the funny answer.
3. Ask the group to create a hand signal so they will know when to start and when to stop giggling as the book is read.
4. Read the book again but ask a child to do the hand signal when the silly part is read.
5. Allow a different child to do the signal each time a new silly part is read.

Something to think about:

Many children, like some adults, have difficulty giggling or laughing on cue, so some children may not want to have to laugh aloud. Simply encourage the fun and hilarity of the book to become something that they are comfortable laughing about. After reading the book, ask the children to tell you the scenes they thought

were the funniest and encourage them to tell funny stories of their own.

STORY S-T-R-E-T-C-H-E-R® Mathematics and Matching

What the children will learn

To match shoes

Materials

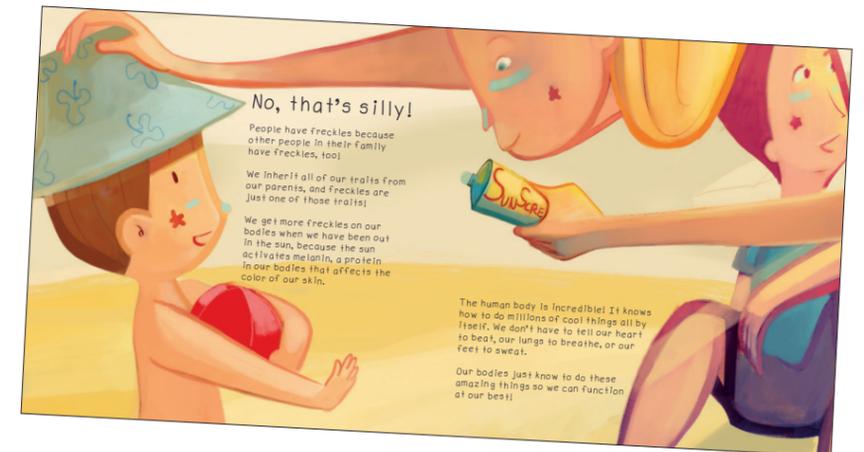
Children's shoes, book

What to do

1. Read the book and talk about the feet section.
2. Have the children look at their feet and discuss what each of their shoes look like.
3. Ask them to look at the shoes of the neighbor on each side of them and describe them aloud.
4. Have the children remove one of their shoes and place it in the center of a circle.
5. Let children take turns finding their neighbor's shoe in the circle and returning it.

Something to think about:

Have older children place both shoes in the pile to make it slightly more challenging.



STORY S-T-R-E-T-C-H-E-R® Social Studies

What the children will learn

To recognize similarities and differences

Materials

Mirror, paper, crayons, markers, book

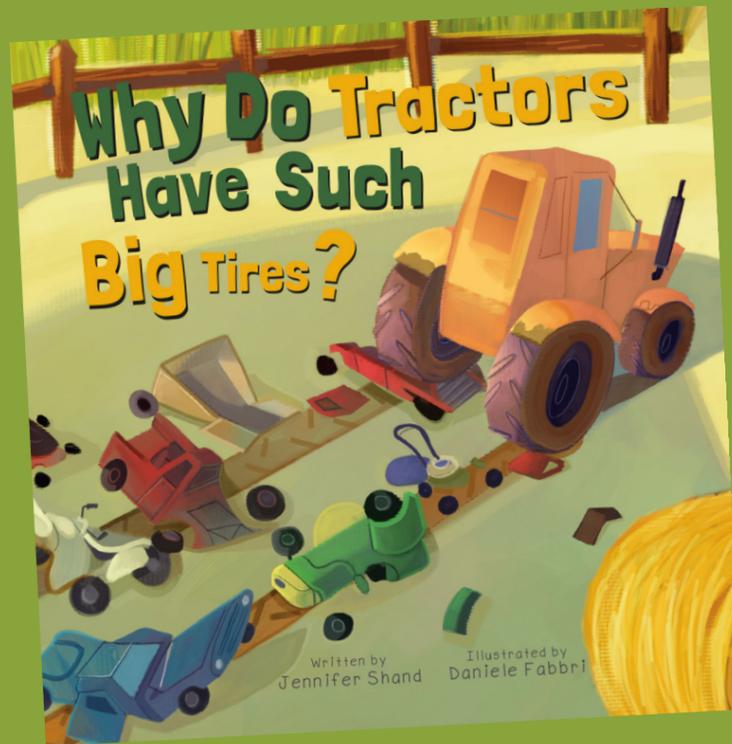
What to do

1. Read the book and discuss the last section about freckles.
2. Let each of the children take turns using the mirror to decide if he or she has freckles.

3. Ask the group to draw a self-portrait and add freckles if they have them.
4. Talk about how we all have physical features that make us special and that we are alike in some ways and different in others. For example, some children have green eyes and others have blue.

Something to think about:

Extend this activity by having the children fold a sheet of paper and draw a face on each side. On one side, have them draw a face with freckles and other unique features and on the other, a face with different features.



WHY DO TRACTORS HAVE SUCH BIG TIRES?

Written by Jennifer Shand
Illustrated by Daniele Fabbri

Story Line:

Discover some impressive machines and the incredible things they can do to make our lives much easier. From why tractors have such big tires to why trains have conductors, find amazing facts you may not have known!

Featured Machines:

- Tractors
- Planes
- Washing machines
- Cranes
- Trains

STORY S-T-R-E-T-C-H-E-R® Science

What the children will learn

To demonstrate big tires and traction

Materials

Sandbox or plastic pool, sand, water, toy tractors, smaller toys with small wheels, book

What to do

1. Fill a sandbox or plastic pool with sand.
2. Add water to create a road.
3. Let children use the small toys to see what happens when they try to pull the toys through the wet sand.
4. Use a toy tractor with large wheels and observe how easily the larger tractor with big wheels can move through the wet sand.
5. Explain traction and discuss the tractor section of the book and what they learned from playing in the sand.

Something to think about:

Consider having someone who drives a tractor, such as a farmer or construction worker, bring a tractor to the school. Let him or her demonstrate how the tractor works. Ask the children to compare it to the toy tractor, mainly discussing the tires.

STORY S-T-R-E-T-C-H-E-R® Vocabulary Development

What the children will learn

To recognize many different types of airplanes

Materials

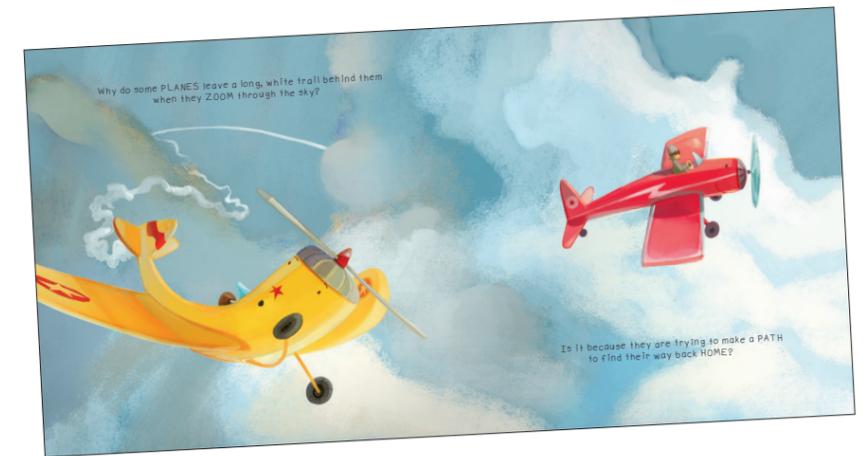
Toy airplanes of different types, display tables, index cards, markers, book

What to do

1. Read the airplane section of the book and then ask the children to bring in a toy airplane.
2. Display the toy planes on a table.
3. Ask each child to label each type of individual airplane using an index card.
4. Ask children who brought in their airplanes to share about their toy. For example, the type of plane, the colors, whether it was a gift, and if they have other airplane toys.

Something to think about:

Invite someone who builds model airplanes to bring some examples from his or her collection or ask a pilot to explain to the group how planes work.



STORY S-T-R-E-T-C-H-E-R® Mathematics

What the children will learn

To sort items by color for washing

Materials

Blankets, towels, laundry baskets, book

What to do

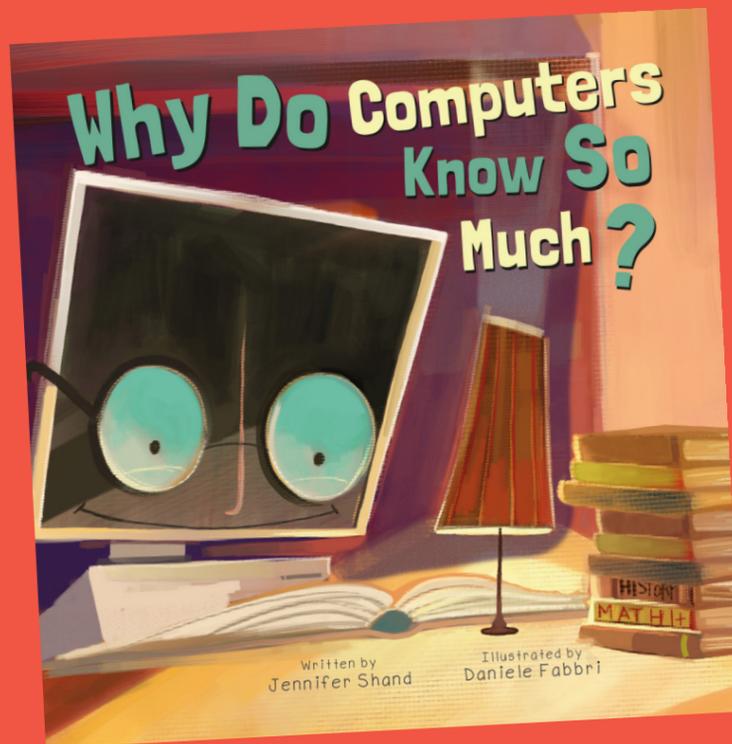
1. Read the section of the book about washing machines.
2. Collect items, such as towels or blankets from around the classroom or

home. Have both dark and light colors.

3. Discuss how clothes and items have to be separated by color for washing and ask them to sort the items they have collected.
4. If in a classroom, have the children take items to the school laundry and see how the washing machine tumbles or if at home, let them observe the tumbling and spinning of the machine at home.

Something to think about:

For older children, use more colors to make sorting slightly more challenging.



WHY DO COMPUTERS KNOW SO MUCH?

Written by Jennifer Shand
Illustrated by Daniele Fabbri

Story Line:

Discover some of the incredible things that the technology we use each and every day can do. From why computers know so much to why microwaves spin your food round and round, find amazing facts you may not have known!

Featured Technology:

Computers
Cell phones
Light bulbs
Televisions
Microwaves

STORY S-T-R-E-T-C-H-E-R® Computer Research

What the children will learn

To learn more information from a computer search

Materials

Computer, drawing paper, markers or crayons, book

What to do

1. Read the section of the book about computers.
2. Search for information about some animals that interest the children. You might suggest the school mascot.
3. Assist the children in using the computer to find out more information.
4. Show them where to search and how to find the results they are looking for.
5. Ask the children to draw something based on the new information they learned from their computer search about their chosen animal.

Something to think about:

Invite the librarian to bring in some books about several animals, including the ones used in the computer search. Let the children explore the illustrations and decide what new information they can learn from the books versus what information they can learn from searching the Internet.

STORY S-T-R-E-T-C-H-E-R® Art

What the children will learn

To describe and cut out the shapes of light bulbs

Materials

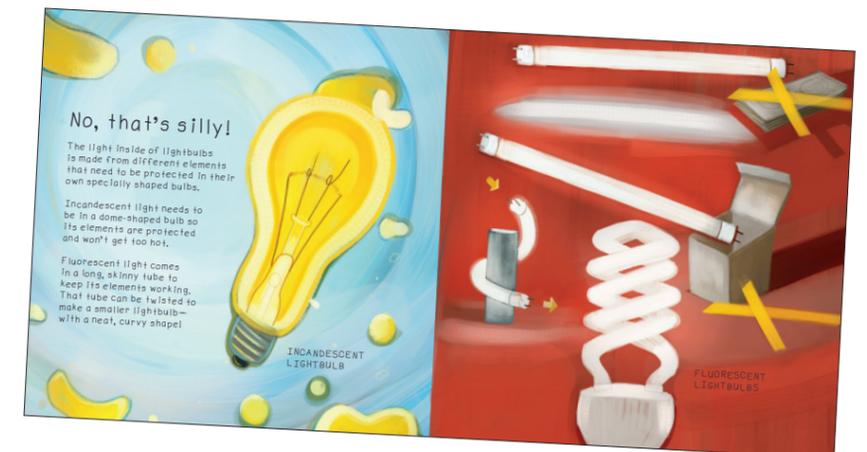
Various shapes of light bulbs, white construction paper, crayons or markers, scissors, tape, book

What to do

1. Read the section of the book about light bulbs.
2. Bring in various light bulbs in different shapes to the classroom or if at home, collect various light bulbs.
3. Explain where the bulbs are used.
4. Call attention to the shapes of the bulbs.
5. Place the light bulbs on a table for display.
6. Ask the children to draw the shapes of the bulbs.
7. Have them cut out and tape their shapes around the edge of the table where the bulbs are displayed.

Something to think about:

Some teachers and parents are hesitant to have children handle light bulbs because they can shatter. However, this can be an opportunity to teach safety techniques.



STORY S-T-R-E-T-C-H-E-R® Science

What the children will learn

To notice what happens when things rotate or spin

Materials

Microwave, office or desk chair that spins, construction paper, book

What to do

1. Read the section of the book about microwaves
2. Let the children observe a microwave with a rotating plate or set up a pretend microwave with

a spinning desk chair as the rotating plate.

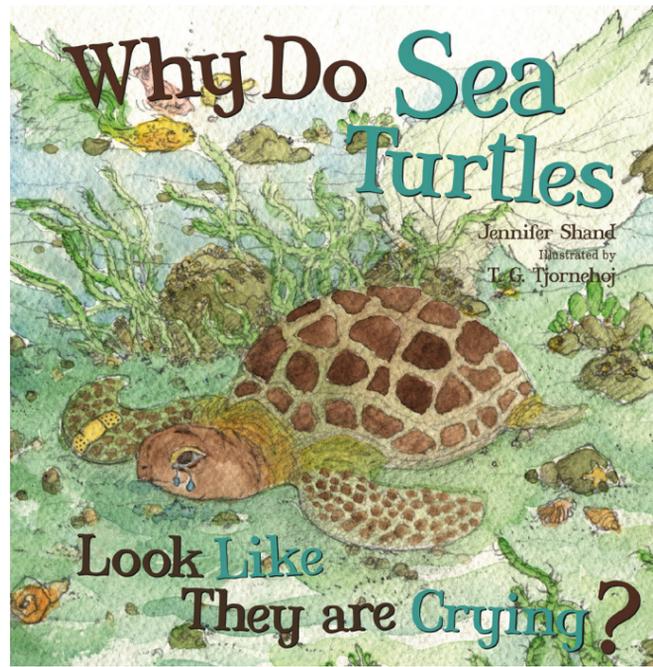
3. If using a chair, draw waves on construction paper and have one child sit in the spinning chair and spin around while other children around the chair hold the construction paper signs.
4. Discuss why the spinning is important in a microwave and refer to the book.

Something to think about:

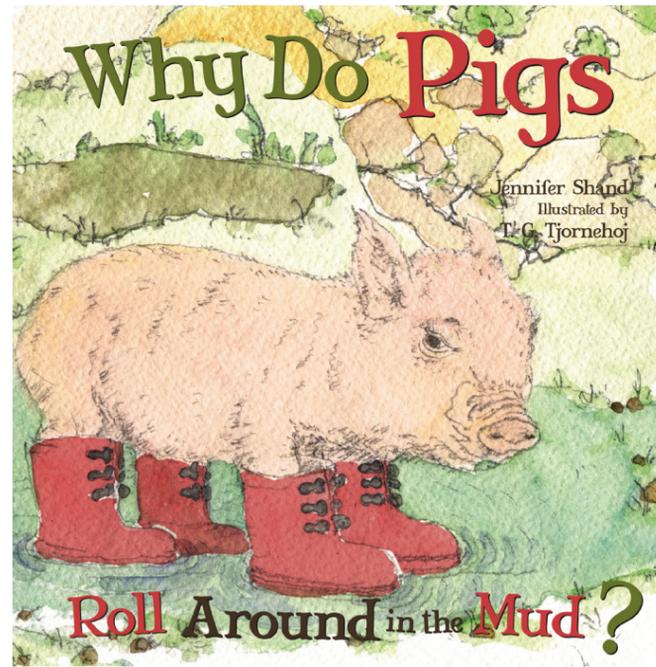
Be sure to keep safety in mind and instruct the children that real microwaves should only be operated by adults or under adult supervision.

Why Do?

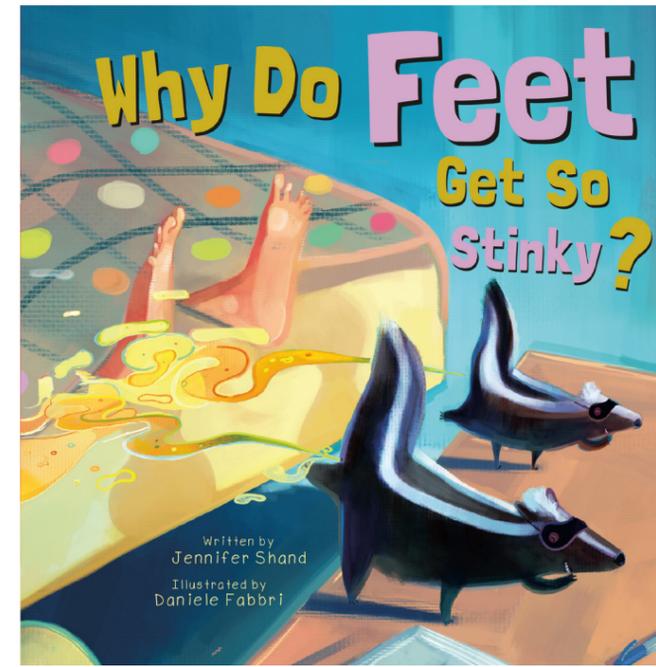
These books will teach children unique characteristics about the world around them in silly and unexpected ways! Case Hardcover, 10 Spreads, 7.75" x 7.75", **SRP: \$8.99**



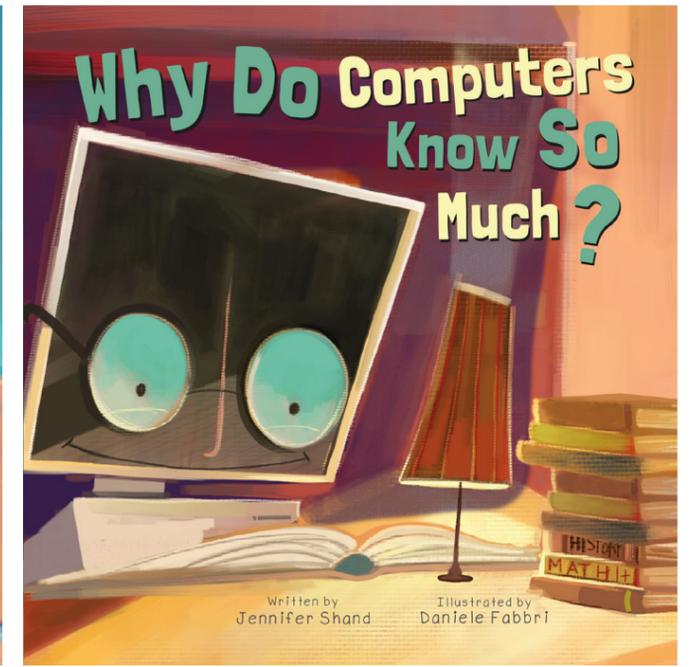
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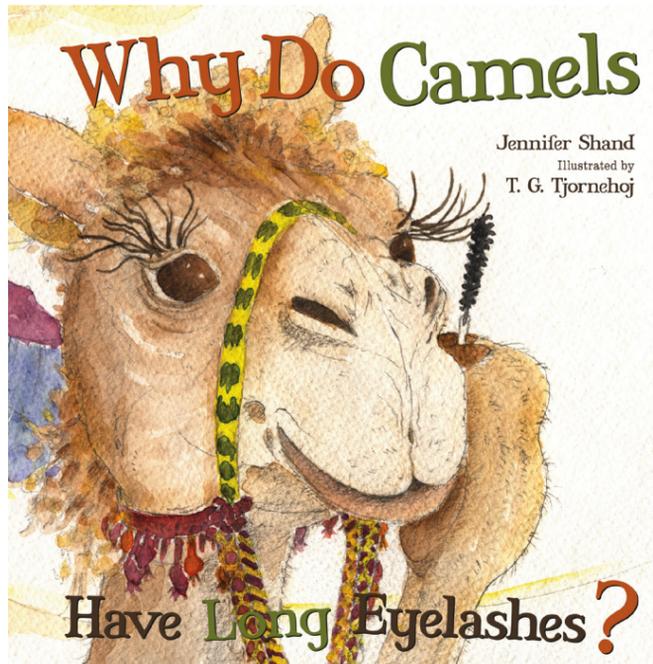
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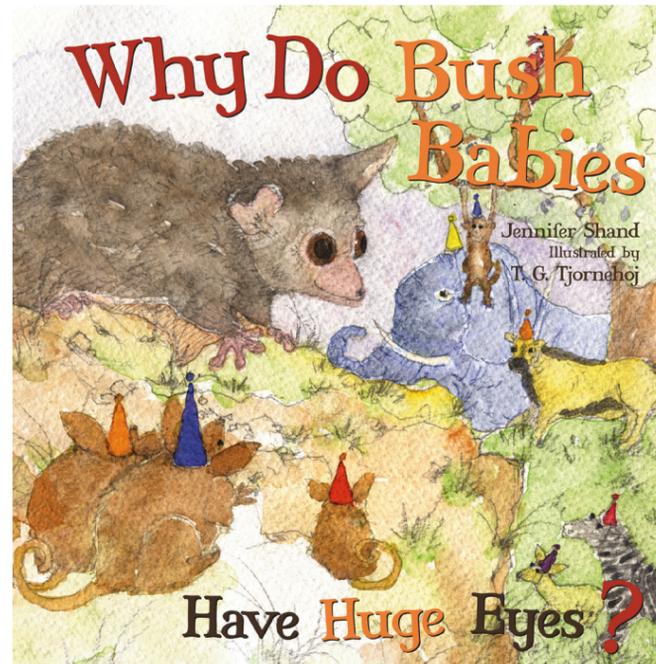
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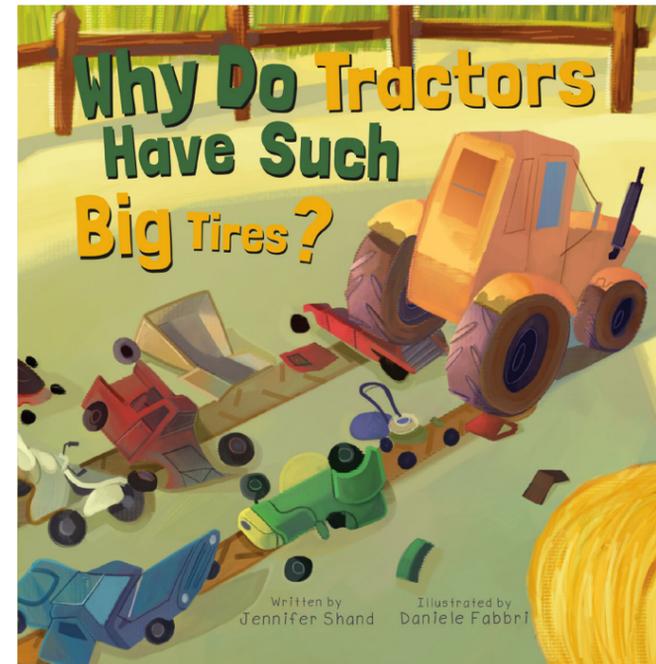
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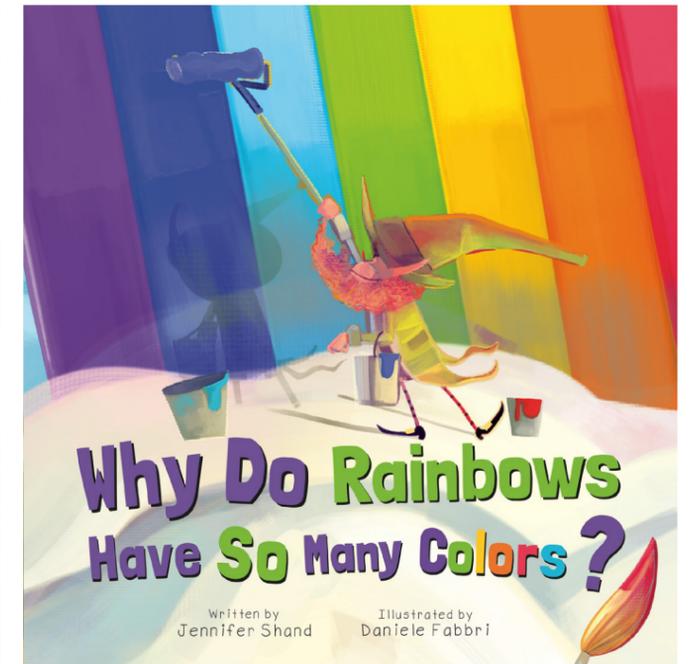
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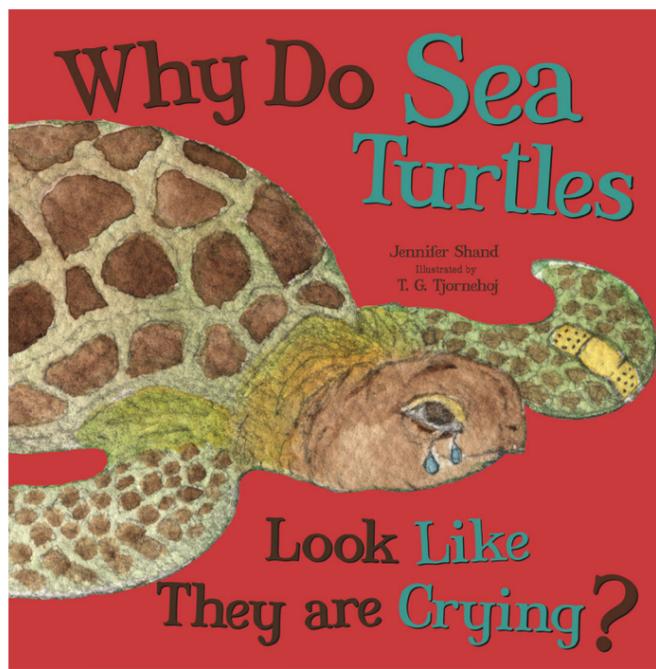


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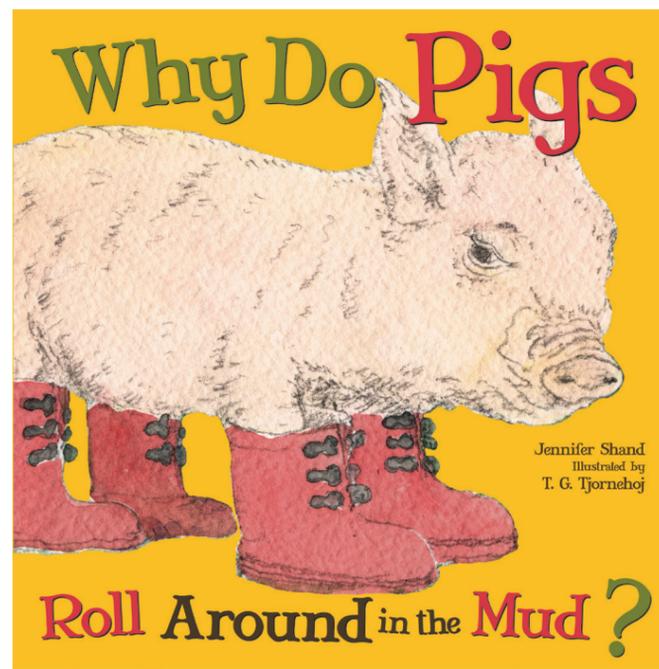


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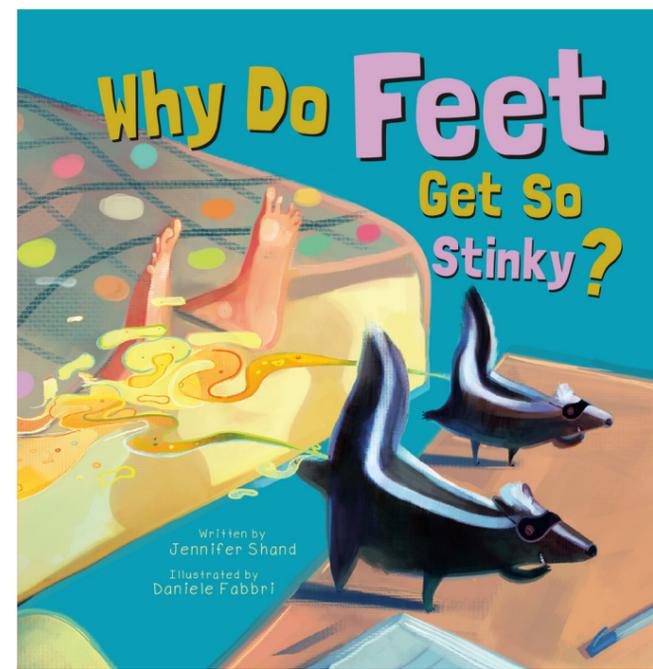
"Amusing, stylish illustrations with a touch of whimsy add to the board book lesson to make it fun for all." -Midwest Book Review



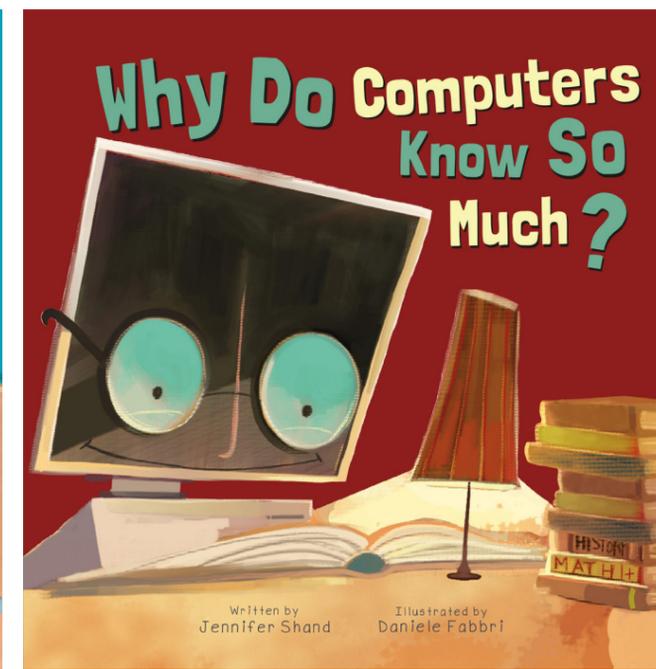
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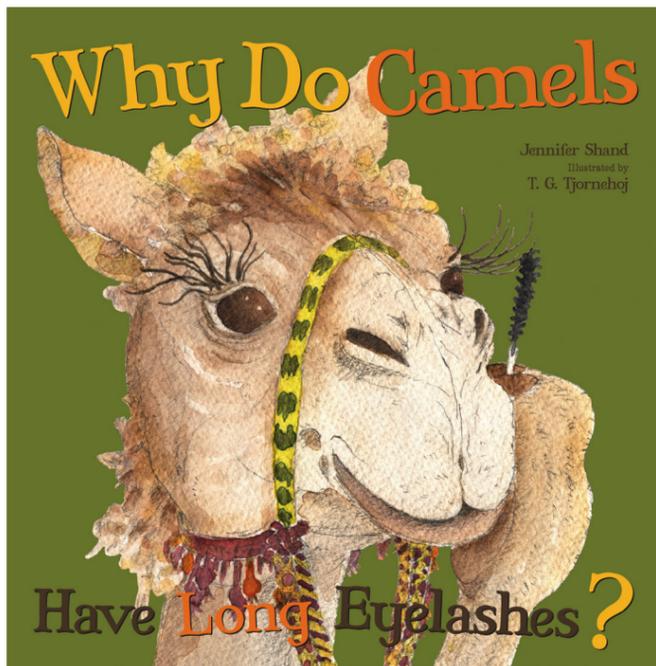
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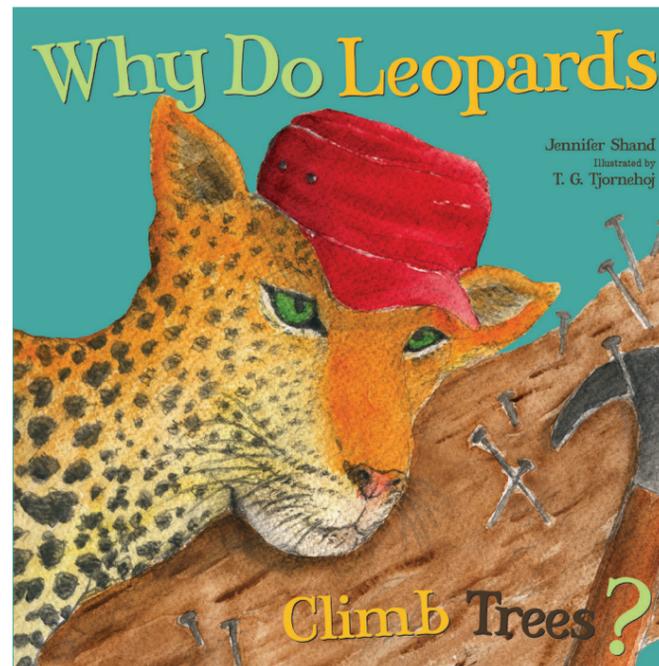
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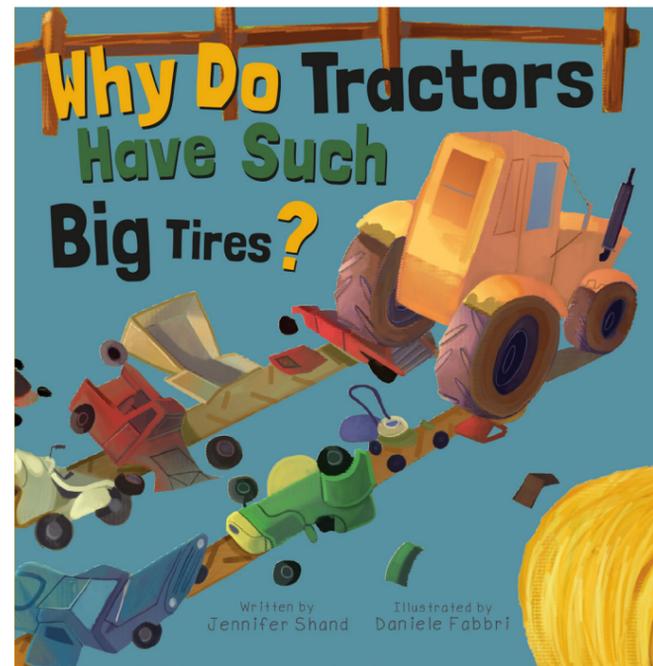
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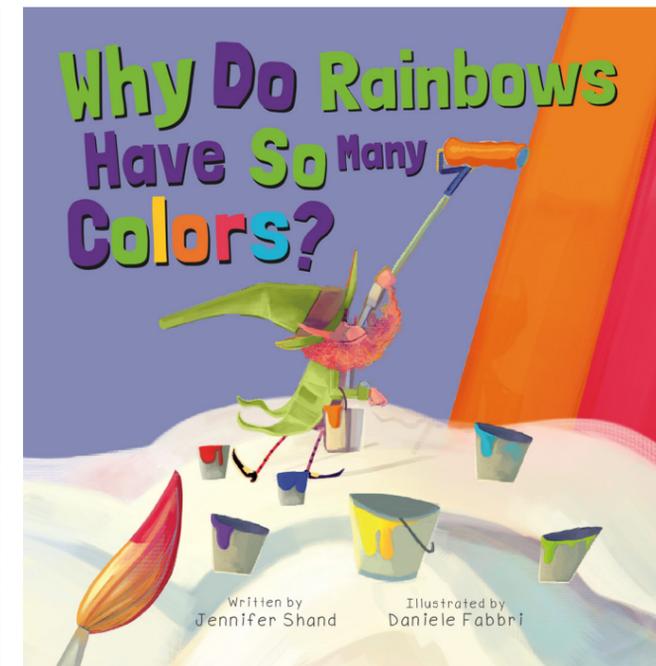
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"The illustrations are inviting rather than diagrammatical, so it's entertaining and not intimidating." -Forward Reviews

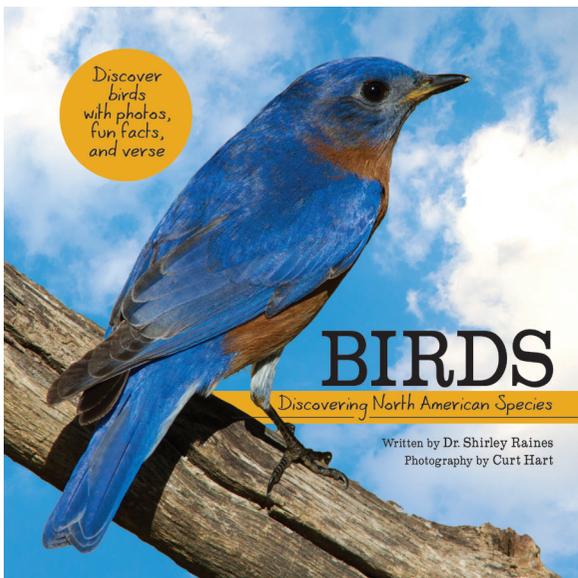


Dr. Shirley Raines has enjoyed a successful career in early childhood education. She began as a preschool teacher and finished her education career as the first female president of the University of Memphis. During that time, she authored seventeen books for teachers and avidly spoke and consulted for quality programs across the country. Teachers know her best for her Story S-t-r-e-t-c-h-e-r-s® series and recognize her as a widely regarded expert on teacher education and early childhood development and literacy. She currently serves on the Governor's Books From Birth Council, Dolly Parton's Imagination Library, and education foundations throughout Tennessee, and she continues to speak to educators, nonprofits, and professional associations. Shirley lives in Oak Ridge, Tennessee, with her husband Robert Canady and near her son Brian and two grandchildren Riley Marie and Bryson.

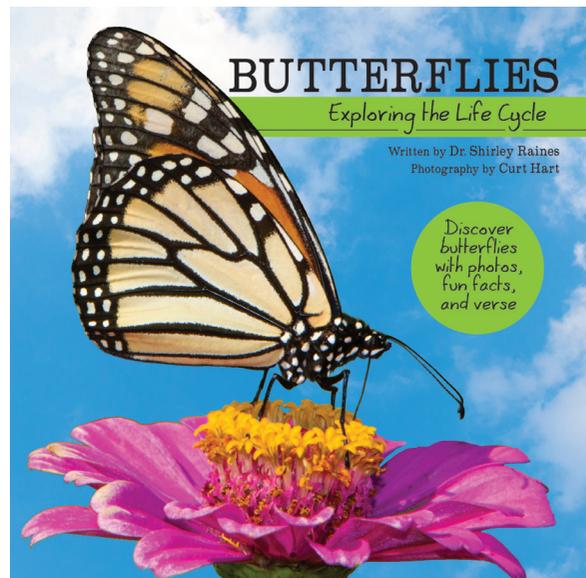
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