

The Stone That Wouldn't Move

A STORY BY ARKEDELIC

note to parents



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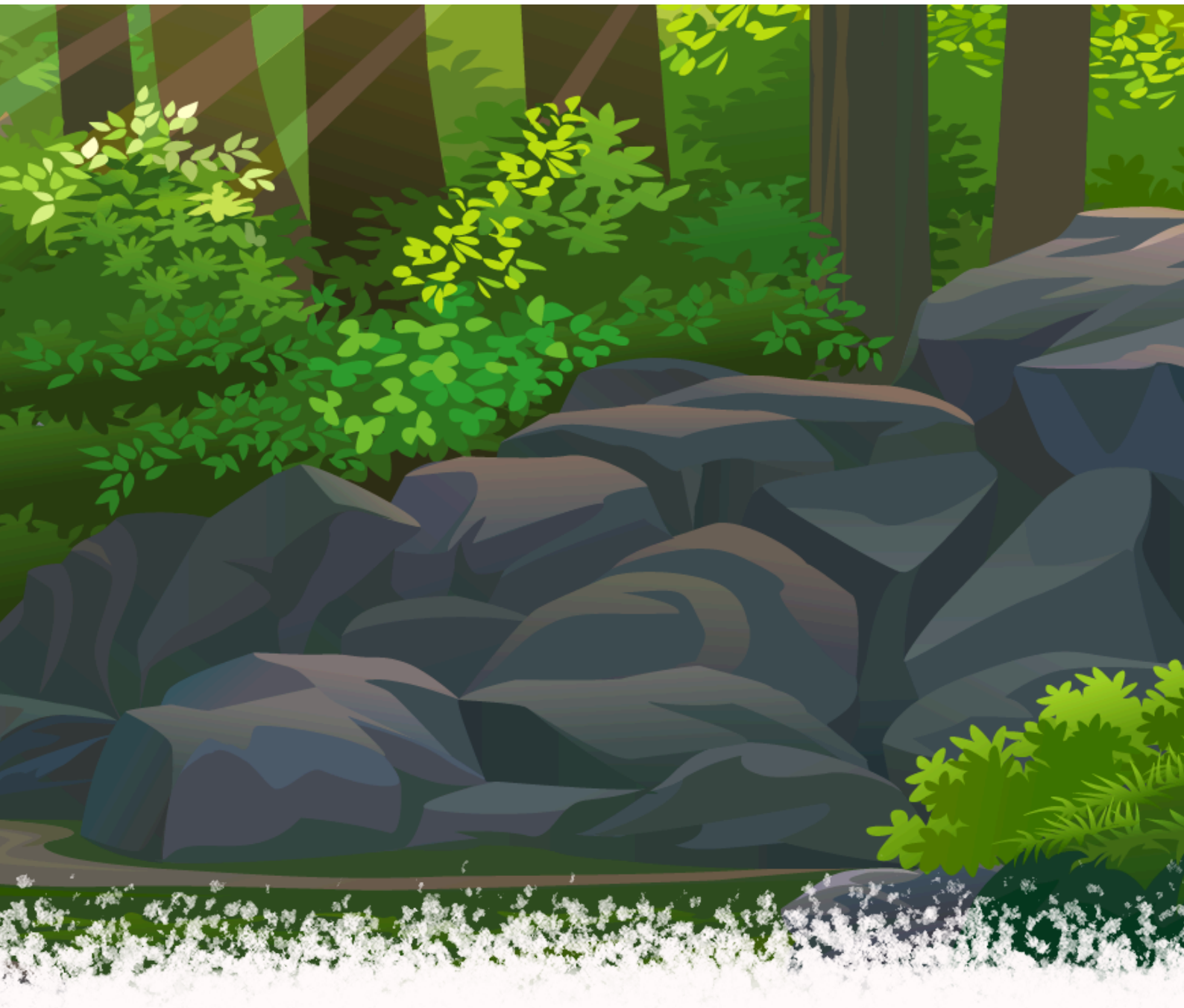
The jungle path curved down to a place where tall reeds whispered in the breeze.

Milo the elephant calf loved this path because it led to a cool mud pool.

Zeldon the hare leveret liked it because he could race ahead and reach first.

And Sherry the little chimp liked it because she could swing down from branches and surprise the others.





But one morning, the three stopped short.
A giant stone sat right across the path.
It was round, heavy, and blocking their way completely.

“Out of my way!” trumpeted Milo, lowering his head.

He pushed and shoved, his little feet digging furrows in
the dust. The stone didn’t budge.

Milo snorted.
“It’s too smooth. No grip!”

“Let me try!” squeaked Zeldon, his ears twitching.

He darted around, scratching at the ground.

“We’ll dig under it.”

Tiny paws scratched, and dust flew. But the more he dug, the more soil slid back in. Zeldon flopped onto the ground, panting. “It’s useless.”

Sherry folded her arms and swung her legs.
“You two don’t know how to use brains. Watch me.”

She clambered up a leaning trunk, leapt onto the stone,
and jumped hard.

Thud, thud!

The stone stayed still.

She jumped again. Thud! Still nothing.

Sherry stamped her feet. “It’s the stone’s fault.
It’s too stubborn.”



Milo puffed angrily. “We’ll never reach the mud pool now.”

Zeldon muttered, “I should have stayed home.”

Sherry snapped, “Don’t blame me!”

The air grew heavy with their sulks.
Just then, a rustle came from the bushes.

Emily the old tortoise poked out her wrinkled head.

“What’s all this noise about?” she asked in her slow, calm voice.



They told her the problem in a rush.
Emily looked at the stone, then at the three young faces.

“You all tried,” she said, “but you gave up too quickly.”

Milo stamped. “I did push! It wouldn’t move.”
Zeldon twitched. “I did dig! It filled back in.”
Sherry tossed her head. “I did jump! It ignored me.”



Emily blinked. “When something is too heavy for one, you mustn’t stop at sulking. Try together. And if one way fails, don’t be afraid to try another.”

The three looked at each other. Milo grumbled, “But I already tried.”

Emily smiled. “Yes, but did you try after listening to each other?” That made them pause.



So Milo pressed his head to the stone again, this time steady
and not in a rush.

Zeldon dug just enough to loosen the soil on one side.

Sherry swung down with a long stick,
wedging it beneath the edge. “Push now!” she yelled.

Together — shove, dig, lever — the stone gave a shiver.
With a loud scrape, it rolled just enough to the side.





They all gasped. The path was clear.
Milo's ears flapped. "We did it!"

Zeldon leapt in circles. "We really moved it!"
Sherry banged her chest. "And my idea worked too!"

Emily chuckled softly. "Not just yours, little one. All of
your ideas mattered — once you accepted them."

Milo lowered his head. “I thought only strength mattered.”

Zeldon twitched. “I thought only speed mattered.”

Sherry scratched her ear.
“And I thought only cleverness mattered.”

Emily blinked her wise eyes. “Sometimes it is strength,
sometimes speed, sometimes cleverness. But most times, it is
listening, trying, and not giving up.”

The three looked at the stone, now resting off to the side. It
no longer seemed stubborn or scary.
It seemed like a reminder.





Sherry grinned.
“Maybe we’ll find another big stone tomorrow.”

Milo trumpeted.
“Then we’ll move it together!”

Zeldon’s whiskers quivered.
“And try new ways, not give up.”

The three bounded down the path,
their laughter echoing among the reeds.

Behind them, Emily the tortoise plodded on,
smiling to herself.

—THE END—

Building Beautiful Inside

VALUE LESSONS FROM 'THE STONE THAT WOULDN'T MOVE'

HOW CAN I HELP MY CHILD TAKE CHARGE OF DAILY TASKS LIKE HOMEWORK, CHORES, AND ROUTINES?

Context in the story: Milo, Zeldon, and Sherry gave up quickly on moving the stone until they learned to keep at it together.

Real-world connection: Children often give up on simple tasks when they feel boring or too hard — leaving toys half put away, homework unfinished, or chores skipped. Routine can feel like a heavy stone in their path.

How parents can use the story: Encourage persistence by breaking tasks into small, manageable steps and praising steady effort. Remind children that that tasks may not move with the first 'push' but finishing something brings satisfaction and clears the way for more fun and freedom.

Building Beautiful Inside

VALUE LESSONS FROM 'THE STONE THAT WOULDN'T MOVE'

HOW CAN I HELP MY CHILD ACCEPT FEEDBACK AND LEARN FROM IT WITHOUT GETTING UPSET?

Context in the story: Each young animal felt defensive when Emily suggested they hadn't really listened. But once they accepted her gentle feedback, they used each other's ideas and succeeded.

Real-world connection: Many children bristle at correction, hearing it as blame or criticism. They may argue, sulk, or feel ashamed when adults step in with advice.

How parents can use the story: Feedback lands better when children know it is offered with care. Gentle tone, clear guidance, and reassurance that mistakes are part of learning can help them accept correction without feeling attacked. Over time, they'll begin to pause, listen, and respond without getting too upset.

Building Beautiful Inside

VALUE LESSONS FROM 'THE STONE THAT WOULDN'T MOVE'

HOW CAN I GUIDE MY CHILD TO GROW BY TRYING THINGS THEY'VE NEVER DONE BEFORE?

Context in the story: At first, each stuck to what they knew — strength, digging, jumping. None worked. Only when they tried a new method together — combining ideas and experimenting — did the stone finally move.

Real-world connection: Children often cling to familiar ways — building the same block tower, drawing the same picture, playing the same game — because new attempts feel risky. This limits creativity and problem-solving.

How parents can use the story: Encourage curiosity and bravery in small steps. Celebrate effort over results. Encourage your child to experiment, to “try differently,” not just “try again.” This builds confidence and creativity, helping them shine in new challenges.

Assessment Questions for 'THE STONE THAT WOULDN'T MOVE'

Five assessment questions to encourage children's understanding and emotional intelligence:



1. *The Stubborn Stone*

Purpose: To help children think about facing challenges instead of giving up.

Question: Have you ever felt like something was too hard to finish?

Follow-up: What did you do — keep trying, ask for help, or walk away?

2. *Listening Ears*

Purpose: To show that listening to others can make things easier.

Question: How did Milo, Zeldon, and Sherry succeed after Emily spoke to them?

Follow-up: Can you think of a time when someone's advice helped you?

3. *Trying New Ways*

Purpose: To encourage flexibility and creativity.

Question: Why did the stone move only when the three tried together in a new way?

Follow-up: What's something new you might like to try when the old way doesn't work?

4. *Working Together*

Purpose: To explore the power of teamwork.

Question: What did each animal bring that helped move the stone?

Follow-up: If you were there, what would you have done to help?

5. *Learning from Mistakes*

Purpose: To highlight that mistakes can teach us.

Question: Did the animals fail at first because they were silly, or because they were learning?

Follow-up: How do mistakes help us discover better ways to do things?

See you next Monday
with another interesting story!

Got feedback or a suggestion? We would love to hear it!
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