Story Book Day Plan

Book – Have fun, Molly Lou Melon

Grade – 4

**Language Arts**

In the book, Molly Lou Melon is given several activities her grandmother used to do. To further explore this connection, I would have students talk to a parent, grandparent, or guardian and write about an activity they did as a kid. Another lesson would be to have the students write about a scene in the book. Perhaps they could write about their dream tree house or how they would design a race car. They could also explore the relationship between Molly and her friend Gertie, writing about activities they like to do with their friends.

Grade level Modifications

To extend to higher grades, this writing could be a paragraph with the correct structure. For lower graders, they could write simple sentences, a short poem, or some descriptive words about how the book made them feel.

**Math**

In the book Molly, many everyday objects are used to make other things like raccoons and toys. I would like to have the students work with patterns using objects in the book. Molly also makes a racecar out of a box. For a class, I could introduce speed-related word problems and teach meters per second and km per hour.

Grade level Modifications

For extending students or older grades using the racecar concept, we could teach concepts like inertia, velocity, and drag. For younger grades, we could build miniature model racecars and discuss aerodynamics. What makes a car go fast? Why are racecars shaped differently than commercial cars? Etc. This would allow for some problem-solving but would also be a fun activity.

**Science**

The book discusses concepts of memory and imagination. To connect these concepts to science, we could teach a lesson on the parts of the brain and how they work. It could be as simple as the left or right brain (hemispheric lateralization in scientific terms) to more complex, talking about the parts of the brain that store memories and how we develop associations with objects or schemes. Molly also sees her grandmother in the clouds at the end of the book, so a discussion on the different types of clouds, how they form, and the water cycle could be interesting. The book also has a telescope, so a lesson on astronomy might be interesting. Molly's friend Gerty always uses technology in the book instead of playing outside, so another beneficial plan might be to talk about screen time and its effects and match it with green time as Molly does.

Grade modifications.

The more complex functions of the brain and the water cycle are included in the example. For younger grades, the shapes of clouds, why they form, and their names are also included.

**Social studies**

For social studies students, the students could make maps of Molly's yard, where her house is in relation to her treehouse and neighbors, with a legend. Another project could be mapping a family tree and lineage, considering Molly’s connection to her grandmother. The story also features several games the girls play together, so another project could be learning about the history of games in different cultures, focusing on the diverse cultures in the class and indigenous games.

Grade level modification – we could do a project focusing on class consciousness and socio-economic status for older students. Molly's grandmother appreciated playing simple games that used things in the environment and imagination, whereas Molly's neighbor, Gertie, had access to all the latest and greatest gadgets. For younger grades the students could make a treasure map through Mollies yard and learn about Map legends.

**HPE**

For HPE with a grade four class, I would take students cloud watching and teach them about meditation, mindfulness, and gratitude. We could also go on a nature walk with an imagination journal. Because Molly uses her imagination so much, I thought it might also be fun to play Calvin Ball.

The game Calvin Ball is a reference to the books Calvin and Hobbes. It is a running joke where every time they play, they make the rules up as they go, often with Hobbes winning. To adapt this, I would create an equipment list of items in the school that fit the task, then roll dice to see which groups got specific items. Groups of 4 to six would then gather and use seemingly random items to create a game. They could then demonstrate the game, and the class could play it together, making suggestions for new rules as time progressed. This would give students the freedom to create new and exciting games and try various activities they felt a part of. For younger students we could use this same concept but the Instructor could guide the activity and have the group create a game together. this could be with more or less objects from the equipment room depending on the groups level.

**Art**

For art class, students could create dioramas of one of their favorite scenes in the book. They could also use everyday objects to create action figures like Molly does in the book. If those items are unavailable, we could use cutouts of magazine objects. Another project for art would be to use a collection of small boxes and build race cars and then race them down a ramp; students could also design their own deluxe treehouse and draw it with all their favorite things.

Grade Level modifications

For older grades, the project could be similar, but the medium they are working with could be different. For example, students could design tree houses as groups using papier Mache or work on creating clay sculptures that are action figures constructed from everyday objects. Younger graders could do a fingerpainting of mollies treehouse. Or they could use precut out objects to make a design as an introduction to collaging.