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| Story Book Day Plan Grade Level: 4  The Gruffalo by Julia Donaldson  Name: Ryley Haynes | |
| Language  Arts | 1. Write the story from an alternate lens, either the Gruffalo or another character in the story, practicing different perspectives 2. Investigate literacy devices used such as rhyme, repetition, onomatopoeia, etc. 3. Identify literary elements of the story – beginning, middle, end, characters, plot, purpose, setting, theme etc. |
| Grade Level Modifications:  Higher level: Write a sequel to the story  Lower level: Describe the Gruffalo’s home in words | |
| Math | 1. Discuss patterns in the story (snake, tree bark/rings), go out for a nature walk in the forest and look for patterns – create own patterns and identify pattern rules 2. Create world problems using elements of the story to introduce algebra – ex. “The mouse travelled 2 km extra to avoid the fox’s den before reaching the Gruffalo. If the mouse travelled 11km total to get to the Gruffalo how long would it have taken him to go the direct route past the fox’s den?” (x+2=11, x=9) 3. Use the real-world characters in the story to search up populations of owls, snakes, foxes, mice in our area – get students to represent their findings on bar graphs/pie chart |
| Grade Level Modifications:  Higher level: More advanced word/algebra problems (division/multiplication), velocity calculations for different animal speeds  Lower level: Addition and subtraction word problems using pictures (mouse + mouse = 2 mice) | |
| Science | 1. Study food chains – relationship between predators and prey in story and then compare to our environment 2. Study animal adaptations – explain adaptations and explore the adaptations of the Gruffalo (claws, tusks, etc.) and of the other characters – look at more animals and their adaptations from our local area 3. Connect the story to forest ecosystem study – discuss forest biodiversity in the story (plants, animals, insects pictured in story) and then get students to research other forest ecosystems and create poster boards including their findings |
| Grade Level Modifications:  Higher level: Discuss natural selection, life cycles of different species  Lower level: In groups research specific animals from the story and discuss characteristics/traits of the animals | |
| Social Studies | 1. Map the Gruffalo’s Forest and the mouse’s journey through it – label features like the character’s homes (ex. fox den, owl treetop, snake log pile, etc.) 2. Connect the story to Indigenous storytelling – research and investigate Indigenous stories and legends concerning animals and nature (discuss importance of connection between wildlife and culture/traditions) 3. Connect the story to the fur trade – explore Hudson’s Bay fur trade history using the fox as a gateway to topic |
| Grade Level Modifications:  Higher level: Discuss the impact of the fur trade on Indigenous populations, compare and contrast how different cultures perceive animals (fox=sly, lion=prideful)  Lower levels: Ktunaxa names for animals in the book | |
| PHE | 1. Predator and prey – tag game where top predator is Gruffalo, two predator taggers (owl, fox, or snake), rest of students are mice (top predator can tag anyone, predators can tag mice only) 2. Animal yoga – cool down activity focusing on yoga poses named after animals and making up stretches for the owl, mouse, Gruffalo, etc. 3. Gruffalo forest obstacle course – setup obstacle course and link to story (ex. balance beam for crossing by river, army crawl to escape fox’s den, etc.) 4. Relay race using characters from story split group into 4 teams – back and forth across gym: mouse (tiptoe), inchworms (snake), frog jumps (frog), skips (fox), sprint (Gruffalo) |
| Grade Level Modifications:  Higher level: Go on a hike in the community hike, or another more challenging area  Lower level: What time is it Mr. Gruffalo | |
| Art | 1. Create your own forest monster drawing or sculpture – clay, paper mâché, draw, paint, etc. 2. Create a diorama of the Gruffalo’s Forest 3. Recreate favorite scene from the Gruffalo – drawing, painting, etc. |
| Grade Level Modifications:  Higher level: Have students reenact the story in a drama performance (skit or entire story)  Lower level: Draw your own Gruffalo monster before showing the picture from the book- use the description from book and let imagination do the rest | |