| Story Book Day Plan  Grade Level: 1  Book: “Waiting” by Kevin Henkes  Name: Sophie Henderson | |
| --- | --- |
| Language Arts | * Writing activity about times they have been waiting * Go outside and look at the clouds, write about what you see |
| Grade Level Modifications:   * Modify down - Write just keywords on what they see * Modify up - write something more complex | |
| Math | * “time” lesson, find out how many days are in a month, how many months in a year, and how many months in a season * Counting |
| Grade Level Modifications:   * Modify up - Intro to data collection, tally’s, and graphing * Modify down - counting and sorting (which characters are waiting for what)   + Basic colour chart   + Or how many days are in 3.5 months | |
| Science | * Weather tracking. How warm/cold is it in the winter vs. the summer? * Cloud types - connect to “The Cloud Book” by Tomie dePaola” |
| Grade Level Modifications:   * Modify up - Make graphs to monitor the weather, or a weather log. Talk about how weather influences temperatures and seasons. What kind of weather creates different clouds? How does our environment/location influence weather? * Modify down - Weather observations and predictions | |
| Social Studies | * Focus on concepts of community, patience, and waiting * Discussion, “what are we waiting for?”, “what is waiting?”, “how does waiting make us feel”, “how do you think the pig feels, waiting for the rain?” * Focus on empathy, and how waiting is a shared experience |
| Grade Level Modifications:   * Modify up - What places in the community do we practice waiting? * Modify down - What do we do while we wait? Can we practice patience, and gratitude? How? | |
| PHE | Explain the rules of *Red Light, Green Light*, but add variations to help students practice different types of “waiting.” For example:   * *Green Light*: Move freely. * *Yellow Light*: Walk slowly and carefully, practicing self-control. * *Red Light*: Stop and “wait” without moving or making a sound.   After several rounds, introduce more challenging “waiting moves,” such as:   * \*Freeze like the characters in *Waiting*: Stand still as a specific character (e.g., look up at the sky like the owl or look down at the ground like the pig). * *Breathe deeply*: When stopped, take deep breaths to calm down and “wait” for the next command. |
| Grade Level Modifications:   * Modify down - Keep red light green light and do breathing exercises * Modify up - Have students move like the characters in the book (flap like an owl, wag like a puppy) | |
| Art | * “Waiting Window”   + Have students draw a window to what they are waiting for, encourage them to add elements that show their feelings, or whether or not they are excited |
| Grade Level Modifications:   * Modify down - Have students draw just one thing they may be “waiting” for * Modify up - Small booklet of art in whatever medium they want, of what they are “waiting” for | |