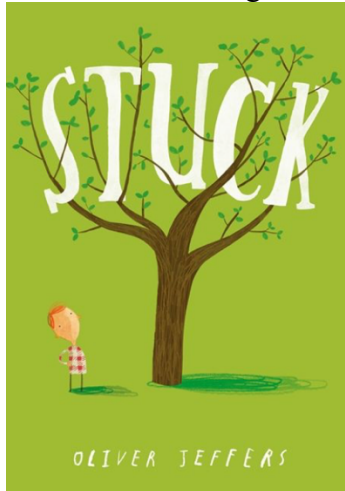


Story Book Day Plan
Grade Level: 4

Name: Josie Mackie

Read aloud the book “Stuck” by Oliver Jeffers in the morning. All activities for the day are based on this book.



Language Arts

- Identify parts and elements of the story (beginning, middle, end, characters, setting, main event).
- Rewrite the story ending.
- Write your own version of ‘stuck’.

Grade Level Modifications:

- For younger grades, have them illustrate their ending or version of the story, with a few words or sentences, dependent on their grade level.
- For younger grades, focus on one to two aspects of story elements to explore.
- For older grades, have them write a more in depth, creative story or re-written ending.
- For older grades, look at story elements more in depth. Have students fill out a plot diagram.

Math

- Use technology and reasonable estimates to determine the perimeter of all objects Floyd got stuck in the tree.
- Draw (or print off) images of all the objects Floyd got stuck in the tree, and find lines of symmetry (as many as possible) in each of them .
- Have students make 1 step algebraic equations, using items Floyd got stuck in the tree as the unknown. Share and solve these problems with classmates.

Grade Level Modifications:

- For younger grades, compare sizes of objects Floyd got stuck in the tree, using smaller/larger language.
- Younger grades find patterns in the objects rather than lines of symmetry.
- Younger grades do basic addition/subtraction using the objects in the tree as the unknowns.
- For older grades, estimate the area and volume of objects stuck in the tree.
- For older grades, have students represent translations, rotations, and reflections on objects in the tree.
- For older grades, build off of previous equations to incorporate more than 1 stuck object into the equation.

Science

- Research forms of energy. Promoting questions: which form of energy is used for flying a kite, which form of energy was not taken into account in this story.
- Research how plants (trees) sense and response to different stimulus (light, touch, water, gravity, what would happen if an object was stuck in (or next to) a tree for a very long period of time.

	<ul style="list-style-type: none"> FPP – sense of place: written or visually, represent what natural objects (with a personal meaning) would they get stuck in their “place”.
Grade Level Modifications: <ul style="list-style-type: none"> Discuss topics to a different depth dependent on grade level. 	
Social Studies	<ul style="list-style-type: none"> Students research Indigenous history and culture, and make a list of Indigenous artifacts that could get ‘stuck’ in a tree. Have students make connections between the book ‘stuck’ and intended and unintended consequences of events through Canada and British Columbias History. Think, pair, share, then whole class discussion. Make a map of where the tree and Floyd’s house would have to be in relation to all of the objects that Floyd got stuck in the tree (ex. His house would have to be near the ocean for him to get a whale stuck). Ensure all students include all the appropriate map elements.
Grade Level Modifications: <ul style="list-style-type: none"> Talk about Canadian/BC events and intended and unintended consequences to a grade appropriate depth. Older students make an appropriate scale of the map. Younger students represent where they would find objects ‘stuck’ in the tree, rather than making a whole, realistic map. 	
PHE	<ul style="list-style-type: none"> Play ‘pin dodgeball’ to stimulate Floyd throwing items (balls) into the tree. (Manipulative skills). Flying kites outdoors. Battleship throwing game (target practice – manipulative skills).
Grade Level Modifications: <ul style="list-style-type: none"> Higher grade levels – play ‘pin dodgeball’, but with a ball balanced on top of a cone, and it only counts as an out if students can hit the ball off of the cone without touching the cone. Younger grades – play “hoopie” rather than pin dodgeball – teams of 2 with a thrower and goalie, protecting the pin inside their cone and trying to hit others out – rotate through when teams get out. 	
Art	<ul style="list-style-type: none"> Small groups of students create and act out a play (with props) based on the book ‘stuck’. Create a drawing of the tree with everything stuck in it. Have students create a stop motion video recreating a part of the book ‘stuck’.
Grade Level Modifications: <ul style="list-style-type: none"> Pick different media forms for the creation of their tree (paint, pastels, collage). Create their own version of their ‘stuck tree’ to go along with their written story in Language arts. 	