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| Story Book Day Plan  Grade Level: approximately grade 4  Story Book Name: What We’ll Build by Oliver Jeffers Name: Ryan Anderson | |
| Language Arts | 1. Put the events of the story on the event diagram 2. Write their plan/own story for their futures (jobs, where they’ll live...) 3. This would be linked with an art lesson but have them draw pictures of little pictures of things that they love and then write a small paragraph about what it is and why they love it |
| Grade Level Modifications:   1. Taking it down: instead of events have them look at all the settings and different characters   3. Taking it up: have them write a small essay (5 paragraphs) writing the story of what made that item so special | |
| Math | 1. Simple algebra using small images from the story book (hammer + toolbox=5) you can create this to whatever grade level you want and if you want it to take longer make it so different problems give you clues to solve other ones 2. Measurements and measuring other things (this could be a worksheet and rulers) have them measure in cm and inches 3. Geometry (goes along with measuring) have them measure the sides, find volumes ect |
| Grade Level Modifications:   1. Taking it down: only do one of the numbers as an unknown   1. Taking it up: have the algebra questions involve things like multiplication and division | |
| Science | 1. Talk about different ecosystems that are in the book (the mountains, the ocean, the forest) 2. Talk about the solar systems 3. Talk about the different weather that is going on (ocean storms, sunny days, ect...) |
| Grade Level Modifications:  3. Taking it down: just talk about wind, rain, snow, and sun for the different types of weather (ask them which of these they see in the book  2. Taking it up: instead of just going over our solar system talk about all the different ones and even expand to different universes | |
| Social Studies | 1. The book is based off their version of their family so have the students make a family tree 2. Have them make a map and a legend based off the order in which they visited all the different locations 3. Talk through what the story/author means by building a wall with a door to let certain things in (not always winning, not always losing) identifying different emotions 4. Look at different homes of indigenous peoples and the homes of the Ktunaxa people |
| Grade Level Modifications:   1. To either take it down or up you could ask them to have a bigger family tree or smaller 2. Take it down: allow them to make the map in whatever order they want (this won’t force them to remember their order in which things appear) 3. Depending on the age of the students you can use big in-depth emotions (joyful, frustration, enthusiastic) or ones that might be simpler to identify (happy, mad, sad...) | |
| PHE | 1. Fort Dodgeball: give each team three foldable mats and have them place them upright on their side of the gym, put the balls on the center line. Once both teams have their forts set up you can start the game. The objective of the game is to try and knock down the other teams' forts first 2. Home Sweet Home: pull down the big thick mats and have one set at each side of the gym, one team will wear pinnys and the other will just be shirts. The objective of the game is to try and have all the players from either side get to the mat on the other side without getting tagged. If you do get tagged while trying to reach the other side then you sit down where you were tagged and either a team mate who has successfully made it on the mat or someone who is still on your side has to come tag you and walk you back to your teams side without getting tagged. Whenever you want to reset the game, you yell “Home Sweet Home” and both teams must free anyone they have sitting down and then get everyone on the other mat to win. (this game is the game Yoshi just with a different name and safe word to suit the theme of the book) 3. Bench Dodgeball: Pull two benches out and have the teams decide how far back they want them (they can use lines to decide where to put it so that they are even distances). Put the balls on the center line and then have them put their hands on the back wall to start the game. If they get hit, then they go on the other team's bench and to get back in the game, they have to catch a ball thrown to them from their teammate. (this applies to the story in the sense of have a home base and having each other's backs like the dad and daughter do in the story)   (For both dodgeball games all regular rules apply: head shots don’t count, below the shoulders only, if someone on the other team catches your ball it counts) |
| Grade Level Modifications: | |
| Art | 1. My house: using water colour paints have the students create a water colour painting of their home using warm colour’s like the books 2. The solar system: using oil pastels and black construction paper have them create a solar system (this is shown in the book) 3. My things: have them draw out a shelf and have them fill the shelves with little trinkets and images that are things that mean something to them or that represent a memory that is important to you |
| Grade Level Modifications: 3. have them only draw one item | |