

Story Book Day Plan – After the Fall – How Humpty got back up, by Dan Santat

Grade Level: Grade 4

Teacher Candidate: Mya Robinson

Call back for the day: **teacher: Humpty Dumpty sat on a wall** **students: Humpty Dumpty had a great fall**

Begin the day by listening to the announcements then read the book to the class... This will lead you into your first ELA lesson:

Language Arts

Journaling activity

- Write about a time when something didn't go as planned and: 1. how they tried again OR 2. If they tried again what they would do differently
- Once they have completed their writing each student will share with a partner what they wrote about. Remind them what good listening looks like when a friend is sharing a story.
- After each partner has had a turn to share their story, the class will come back together. Go around the room and each partner will share what their friend told them.

Grade Level Modifications: For lower grades: have the students write about something they are/were scared to try

For higher grades: have them write about failure – what you learn from it, how it impacts you

Math

Ladder equations: (see worksheet)

- Students will start at the bottom of the ladder and complete each equation as they move up.
- they will need to use the answer from the question below to solve the question above
- The final answer is a combination of all the questions they answered below
- Talk about taking things one step at a time when it comes to problem solving
- Ask if they thought they could solve a big scary question like the one at the top. Did breaking it into smaller steps help make it manageable?

Grade Level Modifications: modify the questions and operations based on grade level

Science

Egg drop

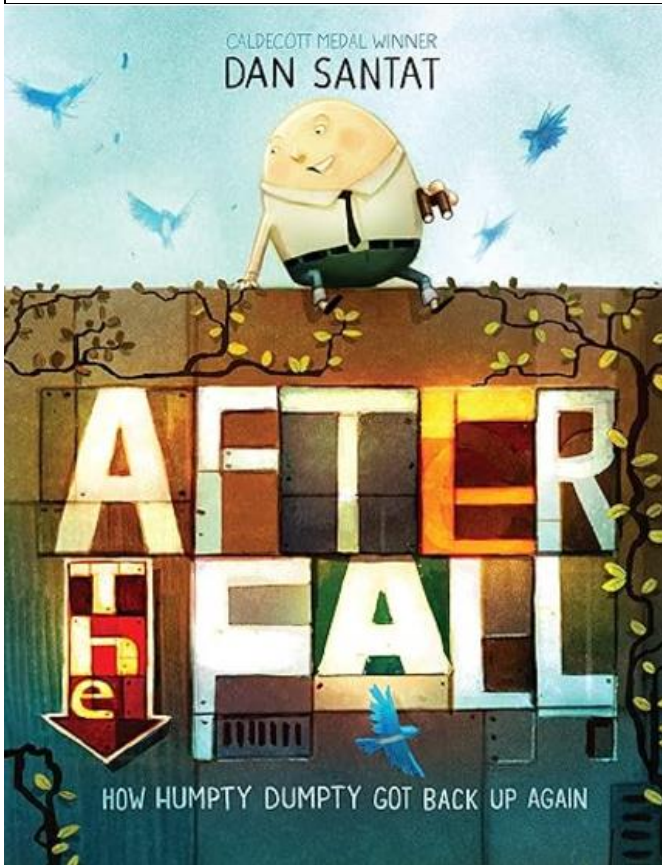
- For this you will need enough eggs so each pair of students can have one
- Begin by explaining gravity, air resistance and terminal velocity and how these affect how an object falls
- Use the following You Tube video to explain this. (stop it after 5:37 when they begin to talk about the empire state building)  
<https://youtu.be/ZgqJ5wQF944?si=26Ht6oNOMlkuDSs>
- Ask each student to get into pairs (one group of 3 only if there is an odd number)
- Give out tips for a successful egg drop:
  - Slow down the speed at which the egg will drop (velocity) (think about air resistance)
  - Cushion the egg so that something other than the egg absorbs the impact
  - Orient the egg so it lands on the strongest part of the shell (the curved part at either end)

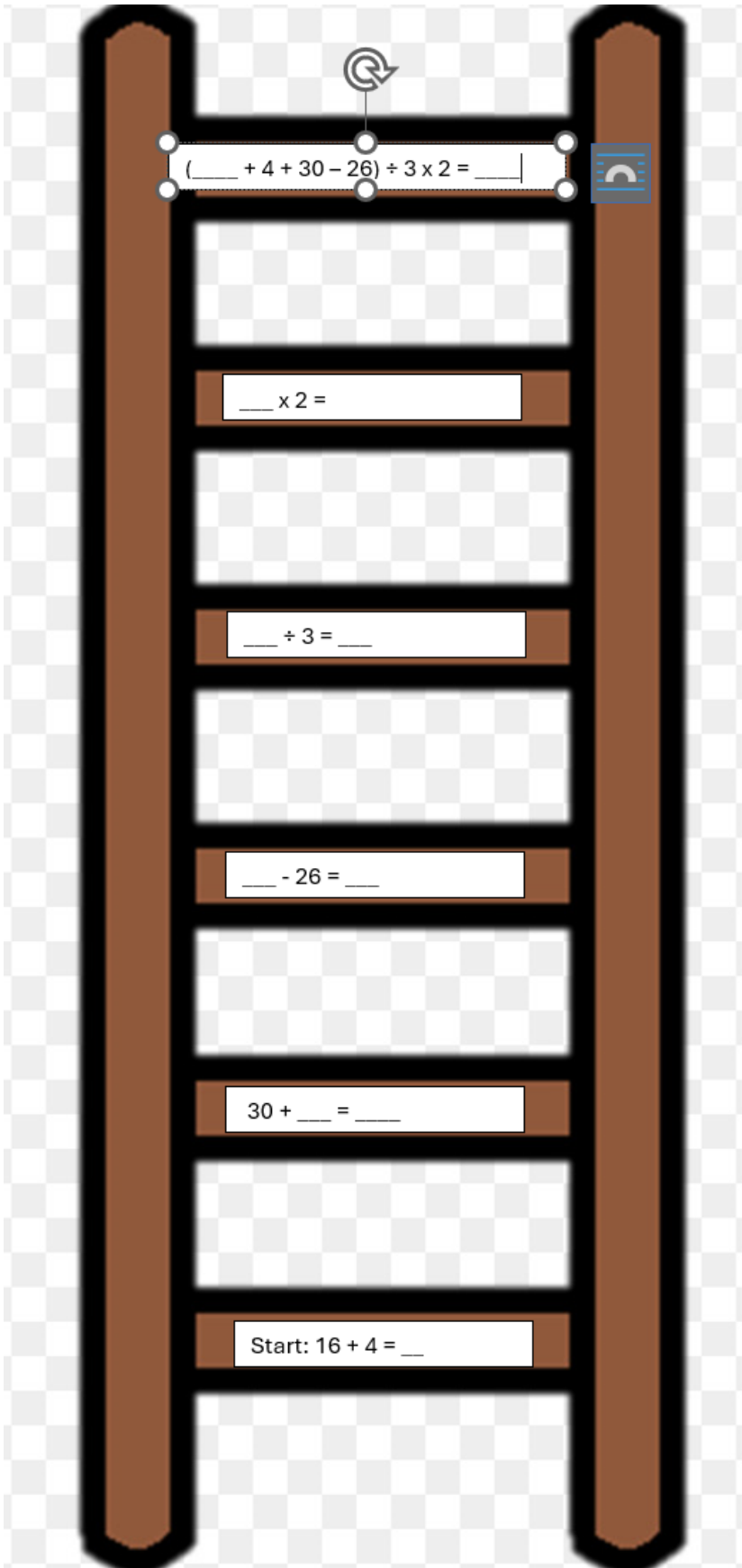
	<ul style="list-style-type: none"> <li>• Fun History Fact: On August 22, 1994, David Donoghue threw an egg out of a helicopter onto a golf course in the UK, from a height of 213 meters (700 feet). He now has the record for the longest egg drop without breaking in the world (all without an outside structure for added protection!).</li> <li>• Give each group 3 straws, 5 popsicle sticks, 10 rubber bands, and 2 meters of tape</li> <li>• Give the students 20-30 minutes to plan their design and complete their egg drop</li> <li>• Perform the egg drops</li> <li>• Have each student reflect on the following: <ul style="list-style-type: none"> <li>○ Was their design successful?</li> <li>○ How was gravity and air resistance involved in the dropping of the egg?</li> <li>○ What would they do differently to improve the contraption?</li> </ul> </li> </ul> <p>Additional Resource: <a href="#">Egg Drop - Science World</a></p>
<p>Grade Level Modifications: For younger grades, they give them more materials. For older grades give them less materials or give them a “budget” and give each item so they must come to “the store” to get their materials. For younger grades just talk about gravity and show them this video instead: <a href="https://youtu.be/-_9BYSdTwRc?si=1DR2XZrEc_z6vmyk">https://youtu.be/-_9BYSdTwRc?si=1DR2XZrEc_z6vmyk</a> . For younger grades reflection can be a verbal chat at the carpet.</p>	
Social Studies	<p>Talk about bias and only knowing half the story</p> <ul style="list-style-type: none"> <li>• Break the class up into two groups</li> <li>• Hand out a copy of either story A or story B to each student but don't tell them they are getting different copies just yet</li> <li>• Now write the phrase on the board: “the pigs were the bad guys in this story because they didn't let the wolf into their homes”</li> <li>• Ask the students who agree to raise their hand</li> <li>• Ask the students who disagree to raise their hand and then ask a volunteer to explain why</li> <li>• After completing this exercise, explain to them that the class was given 2 different stories. Explain how it is important to know both sides of the story to get the full picture of a situation.</li> <li>• Explain the idea of bias</li> <li>• Show the following video: <a href="https://youtu.be/EdEQmH65ybQ?si=k805vXnFIiWZlPfE">https://youtu.be/EdEQmH65ybQ?si=k805vXnFIiWZlPfE</a></li> <li>• Have students reflect on a time they might have been biased</li> <li>• Ask students to write about why bias could be dangerous</li> </ul>
<p>Grade Level Modifications: Offer text-to-speech for striving readers. For older grades show this video instead: <a href="https://youtu.be/jOjIAiJCNik?si=UBAOA1HOvcUxMXx-">https://youtu.be/jOjIAiJCNik?si=UBAOA1HOvcUxMXx-</a></p>	
PHE	<p>Climbing a Horizontal Wall</p> <ul style="list-style-type: none"> <li>• Begin by reminding students of PE rules: <ul style="list-style-type: none"> <li>○ Water bottles and sweaters stay on the bench, we wear our inside shoes in the gym, you must ask the teacher before you go to the bathroom or water fountain and if somebody's already gone you have to wait your turn.</li> </ul> </li> <li>• Start with a warmup tag game (using half the gym)</li> </ul>

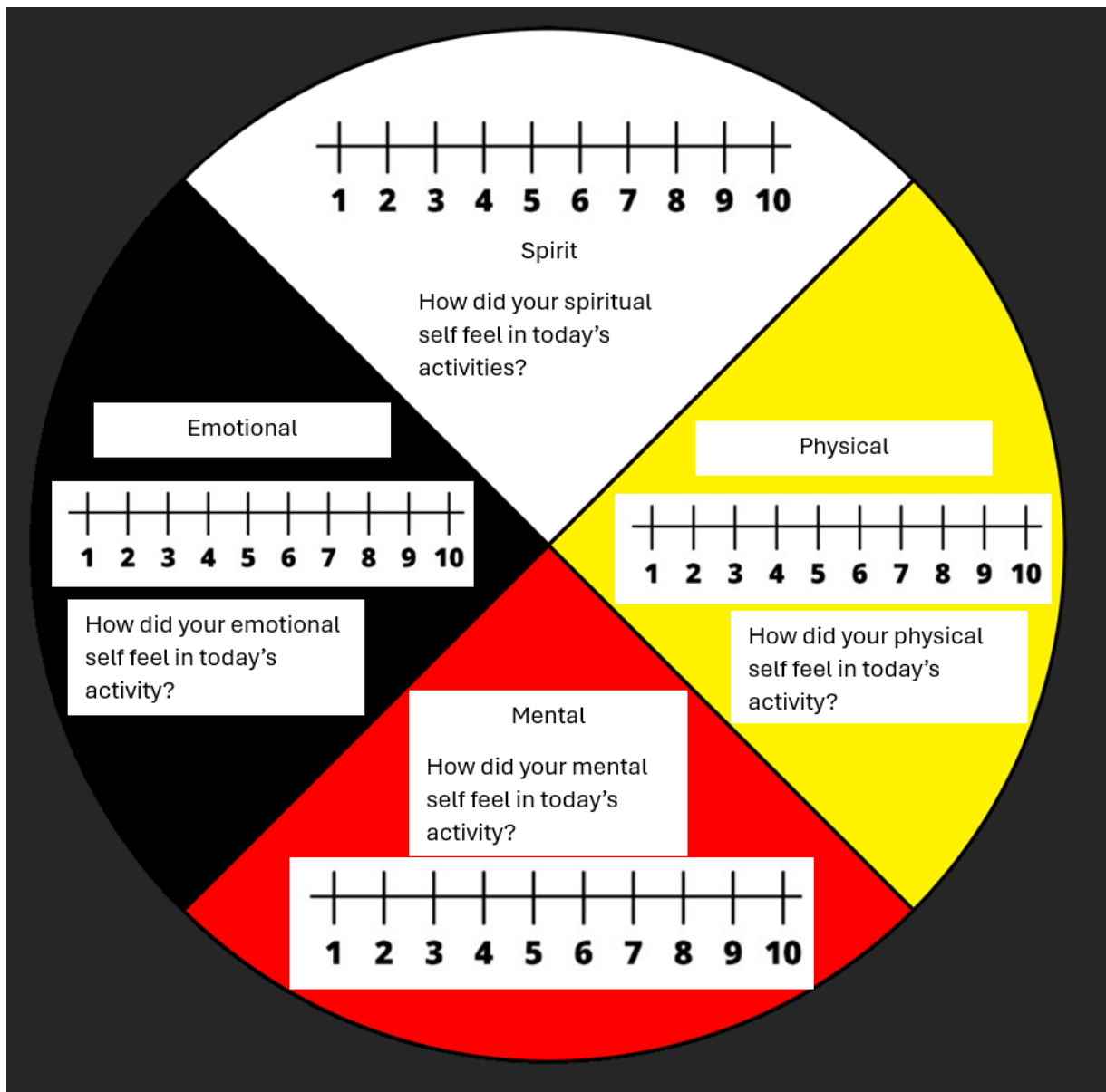
	<ul style="list-style-type: none"> <li>• While the students are playing the game set up 3- 4 obstacle courses using benches as balance beams, Hula hoops and cones as stepping stones, roly scooters, any other gym equipment you can find! (use your imagination!)</li> <li>• Try to make the obstacle course or the “horizontal wall” as hard to “climb” as possible. Make it so each student will have to use teamwork to get across ie. There’s only one scooter, objects need to be moved and returned for next student to cross etc.</li> <li>• Explain the rules: <ul style="list-style-type: none"> <li>○ <u>Part 1:</u></li> <li>○ The class will be split up into groups of 5 or 6</li> <li>○ The goal is to get your entire team across the “horizontal wall” without touching the ground</li> <li>○ If you touch the ground, you will have to go back to the bottom of the line and start again</li> <li>○ As each student gets across, they must sit down and put their hand on their head, so the teacher knows they are done.</li> <li>○ The group that gets their whole team across wins,</li> </ul> </li> <li>• Break up the students into groups of 5 or 6 by counting them off as 1,2,3,4,5... etc.</li> <li>• Observe students as they complete the obstacle courses. <ul style="list-style-type: none"> <li>○ <u>Part 2 : (only if they have time)</u></li> <li>○ Each group will create and test their own “horizontal wall”</li> <li>○ Explain that each obstacle still has to be safe for their friends to do (no higher than a bench, cannot require any large jumps from heights, must be mindful of fingers and moving parts)</li> <li>○ Teacher: approve each design to make sure no obstacle is overly challenging or risky</li> <li>○ The groups will rotate one to the left and try each other’s obstacle courses</li> </ul> </li> <li>• Cool down: Egg yoga <ul style="list-style-type: none"> <li>○ Have students come into the center of the gym (toes on the circle)</li> <li>○ Start as small balls curled up on backs</li> <li>○ Slowly let one arm and then one leg and then the other arm and the other leg out of the ball until you are a starfish on the ground</li> <li>○ Slowly roll up until standing and then become birds and “fly” around the gym for one full rotation then take a sit and sit in “butterfly” position</li> <li>○ Go around the circle and have each student share how they felt in accordance with the medicine wheel (See attached): how did your spirit feel? How did your body feel? How did your mind feel? How did your emotions feel today?</li> </ul> </li> </ul>
Grade Level Modifications: accommodation for all injuries and abilities. Change difficulty of obstacles based on grade level.	
Art	<p>Paper airplanes</p> <ul style="list-style-type: none"> <li>• Like Humpty, each student will be challenged to make a paper airplane</li> <li>• Give out sheets of paper and challenge all students to make the best paper airplane</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Give students pointers if they are struggling or have never made a paper airplane</li><li>• After they have folded their paper airplane, each student will draw on their planes to personalize them</li><li>• Once everyone is done their plane its time for the great paper plane race!</li><li>• Have all students line up on one side of the classroom and throw their plane as far as they can, trying to make it to the other side</li></ul> |
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Grade Level Modifications: For younger grades, print out the paper airplane folding template. For older grades, encourage each student to come up with a new and improved paper airplane, or research how to make a more efficient airplane







## Story A:

### The Three Little Pigs and the Big Bad Wolf – Story generated from Chat GPT

Once upon a time, three little pigs lived happily in a meadow. The first pig played music, the second painted, and the third loved to read. But one day, a fierce wolf appeared, determined to ruin their peaceful lives.

He first blew down the straw house of the first pig with a single breath. "Your music won't save you!" he sneered. The pig barely escaped and ran to his brother's house, made of sticks. But the wolf blew that down too, scattering paint and sticks everywhere.

The pigs fled to the third pig's brick house. The wolf tried to blow it down, but no matter how hard he huffed and puffed, the brick house stood strong. Furious, the wolf climbed the roof and tried to come down the chimney, but the clever pigs had set a boiling pot underneath. When the wolf dropped down, he fell straight into the pot and ran away, howling.

The pigs were safe at last. Together, they had built something no wolf could destroy, and they lived happily ever after.

## Story B:

### The Three Little Pigs and the Poor Wolf - Story generated from Chat GPT

Once upon a time, there were three little pigs who were selfish and unkind. One day, a gentle wolf moved into the forest, hoping to find peace among the trees. He wasn't big or fierce, just a quiet creature who loved nature and wanted a place to call home.

But the pigs didn't want him around. They were afraid of the wolf, thinking he was dangerous simply because he was different. The first pig, who lived in a straw house, saw the wolf walking by one day and shouted, "Stay away, wolf! You're too scary to live here!" He chased the wolf off, laughing as the poor creature left, confused and hurt.

The second pig, who had a house made of sticks, did the same when he saw the wolf passing by. "You don't belong here!" the pig yelled. "Go back to where you came from!" The wolf, trying to be kind, pleaded, "I just want to live peacefully," but the pig didn't care. He sent the wolf away with cruel words and mocking laughter.

Finally, the third pig, living in a sturdy brick house, saw the wolf standing nearby. "We don't need your kind in our forest!" he shouted. "Go away before I make you leave!" The wolf tried to explain once more, "I mean no harm. I only want to be left alone," but the pigs were relentless.

The pigs, proud of their homes and their cruelty, thought they had won. They believed the wolf was weak, but the truth was, he only wanted peace. In the end, the wolf was driven away, heartbroken and alone. The pigs returned to their houses, content with their actions. But deep down, their hearts grew colder, for they had driven out a creature who had done nothing wrong. And the wolf? He wandered the forest, still searching for a place where he could be accepted, never forgetting the unkind pigs who had chased him away.