

Story Book Day Plan

Grade Level: 4

Name: Lauren Penney

Language Arts	1. Writing garden journal – students create a journal from the prospective of a plant, flower, or insect describing what changes happens throughout the day 2. Write poems 3. Continue the story or add a climax to the story
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Grade Level Modifications:

1. Younger students can focus on simple journal entries and talk about what their thing (flower, insect, plant) meets throughout the day. Older students can explore dialogue between plants.
2. Younger students can focus on simple rhyming patterns while older students can write a Haikus or a free verse (or another type of poem)
3. Younger students can draw what happens next with one sentence while older students can give paragraphs or multiple paragraphs

• Math	1. Students measure the growth of plants (hypothetically). Record growth over time and use a chart (bar graph, line plot) to record progress 2. Area and Perimeter (garden) – students design their own garden then calculate the area and perimeter on graph paper 3. Using multiplication or fraction using paper worms or pretend worms in the garden
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Grade Level Modifications:

1. Younger students focus on simple measurements. Older students can calculate average growth rates and predict future growth
2. Younger students can stick to using basic shapes while older students should use irregular shapes and consider maximizing space efficiency. Also, students can decide what they want to grow in their garden and older students must decide where everything goes in the garden while using up the most space.
3. For younger students, do counting, addition, subtraction, or single digit multiplication. For older grades, they can use word problems, introduce fractions or even division depending on what students have already done this year.

Science	1. Plant life cycle – how seeds grow into plants, how to grow your own plant- go into health what we need 2. Soil composition – students examine different types of dirt and how soil can affect the plants growth 3. Insects in the garden – role of insects in the garden. Students can research different insects, their roles of pollination, decomposition, or as predators
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Grade Level Modifications:

1. For younger students you can focus on fewer stages but with older students you can add in photosynthesis, pollination, plant reproduction.
2. Younger students can learn the types of soil and identify them along with sand and clay. Older students could conduct experiments with soil drainage or test for nutritional content in the soil.
3. Younger students can talk about what insects they saw in the book and how they can help the garden, while older students can investigate insects around our area, they could write a couple of paragraphs that go along and then present it to their class. Additionally, older students could explore the food chain and how that could impact insects

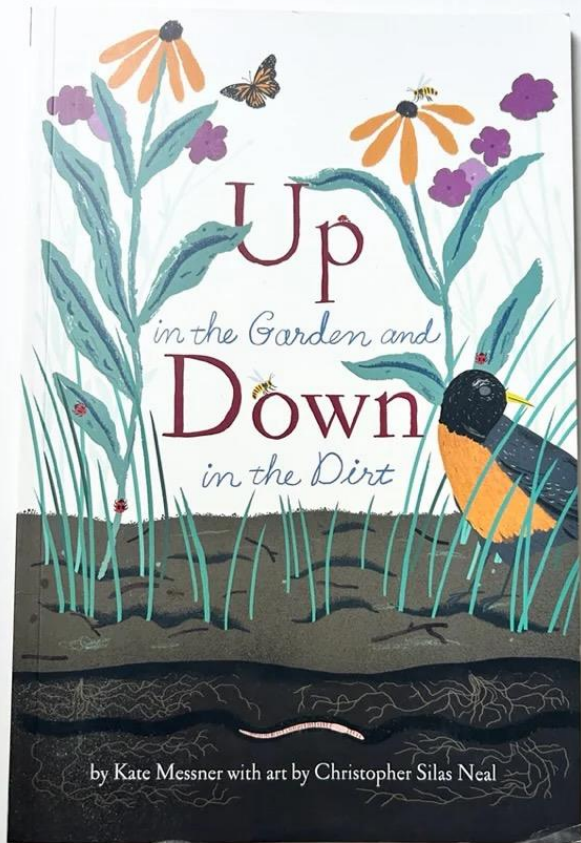
Social Studies	1. Community garden- explore the role of a community garden
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	2. Traditional Indigenous gardening practices – investigate how indigenous peoples traditionally harvest crop, managed their land sustainably 3. Food systems – talk about where food comes from and how gardens are apart or larger food systems.
Grade Level Modifications: 1. Younger students focus on basic community building while older students can focus on civic responsibilities that come with a community garden and the environmental impact it has. 2. Younger students can focus on storytelling about indigenous planting traditions, older students can focus on how their practices influenced modern agriculture. 3. Younger students can focus on local food and gardens while older students can explore imports, exports and food security.	
PHE	1. The pollination game - main goal is for all players (who represent flowers) to move from one side of the gym to the other by successfully catching a ball (represents the bee/pollinator), which is thrown by the designated thrower. There is one initial thrower (in a designated area) who stands away from the rest of the students, the other students (who are the flowers) stand in a line on the opposite side of the pollinator. If the ball is caught, the player who caught the ball joins the throwers side. The game ends when everyone has caught a ball and has joined the pollinator. Timing the game (students want to try to beat their time) 2. Bug and plant tag- designate one player as a bug and two people as a pest, the others are plants. The plants must run from one side of the gym to the other without being tagged by a pest. If a plant is tagged by a pest, they must freeze in place to be “unfrozen” a bug must tag them symbolizing pollination and pest control. If you add ladybugs (look in modifications) the plants could win the game if the ladybug tags the two pests. Each pest will wear the same colour as a pinny, a ladybug will wear a certain colour of pinny, and so will the bug. 3. Freeze dance – teacher plays music, have the students dance around to mimic whatever they saw in the book (insects, bugs, birds, flowers, worms, bees, chicken, bats, spider...) when the music stops, freeze. If a student moves and the teacher sees them, they have to do 10 jumping jacks and then they can join again.
Grade Level Modifications: 1. Instead of having normal sized dodgeballs, you could make the balls smaller for a challenge. You could increase the distance from the pollinator and the flowers, you could allow the flowers to move around on the other half of the gym. Make the students catch the ball with only one hand. 2. You could introduce different types of bugs with different abilities (bees unfreeze, ladybugs eliminate pests) or allow students to change roles (plants could bloom and become bugs if they're untagged for a certain number of time) 3. Add photosynthesis into the freeze dance, when the music stops the teacher will yell different phases of photosynthesis (adsorbing water, sunlight, CO2... students must strike the pose that represents that phase. Additionally, depending on the age you can increase the exercise when they get out or change it to burpees...	
Art	1. Garden Collage – students will create a garden collage on paper using mixed materials (coloured paper, magazines, paints, markers...)

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| | <ol style="list-style-type: none">2. Leaf Print painting – students collect leaves from outside, put paint on the leaf and press it onto paper creating many different textures.3. Drawing – students each take a different picture from the book to draw4. When plotting their garden in math, decorate the garden |
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Grade Level Modifications:

1. Garden Collage- for younger grades, only focus on just above-ground plants/animals and you can help by already having some precut shapes. For older grades, you can make them have both underground and above ground animals and plants. Include the labels of plant species and their growth cycles, explore things like climate change, urban farming, biodiversity loss, or what makes sustainable agriculture. Or they could research an environmental issue and its impact on gardens/ecosystem above and below ground.
2. For younger grades, instead of paint, you could put the leaf under a blank piece of paper and colour over it with a wax crayon. For older grades, explore the symmetry and the structure of leaves, make them experiment with different printing techniques, have them experiment with different shapes, colours, lastly, again you could either attach this project to an environmental problem or they could explore how indigenous people may use plants and nature in their art and how they incorporate it (symbols, designs).
3. Younger students can use simpler forms, while older students can add more complex imagery (wildlife, crop changes)



by Kate Messner with art by Christopher Silas Neal