

# Date

## Subtheme

**Start Time:** Choose a start time.  
**End Time:** Choose an end time.

**Curriculum Area:**  
*Conceptual Knowledge-*  
*Numeracy*  
 Conceptual Knowledge-  
 Numeracy

**Materials:**

- *After the Fall*
- dozen hardboiled eggs
- wall materials (see below for list)
- timer
- picture supports

**Objective(s):**

Numeracy

1. Students will expand upon ability to identify and label shapes.
2. Students will combine shapes to make a new figure
3. Students will model shapes in the world by building shapes from hands-on materials.

Literacy

4. Students will use illustrations to make predictions about an adapted text.
5. Students will describe the characters, setting and events in an adapted text.
6. Students will identify how characters in an adapted text respond to challenges.

Daily Living

7. Students will follow group instructions.
8. Students will sit appropriately in a large group and attend to other students in the group.
9. Students will engage with peers in a turn taking activity.

Science

10. Students will explore weight and its relationship to balance.
11. Students will understand that motion is the direction and speed of an object.
12. Students will demonstrate changes in motion.

**Introduction:**

\*start as whole group and then break into small groups

- Teacher will ask students to recall the weeks theme → Making Predictions.
- Teacher will review the previously read story *After the Fall*.
- Discuss the challenges that Humpty faced and how he overcame them.
- "Today, we are going to use different shapes, to build another wall for Humpty to sit on. It is up to you if you want to make it a safe wall or a dangerous wall."

**Body:**

- Show students the different materials you are providing them with will and review the names of the different shapes of these objects.
  - examples of some materials:
    - toilet paper/paper towel rolls → **cylinder**
    - cereal boxes, tubes → **rectangle, rectangular prism**
    - cut up pool noodles → **circle, cylinder**
    - paper plates → **circle**
    - cotton balls → **sphere**
    - empty tissue boxes → **cube**
    - egg → **oval**
    - birthday hat → **cone**
    - Other materials to include: popsicle sticks, empty soda bottles, egg cartons, plastic cups, etc.

- Break students up into small groups and give them the materials.
- Tell students they have \_\_\_\_\_ minutes to build their wall.
- Set visual timer.
- Students can use glue or shaving cream as an adhesive. Or they can stack the materials without using an adhesive.
- When timer goes off, tell students they are going to take turns putting Humpty up on top of their walls.
- \*Let students draw faces on egg before they put it on the wall.
- Before first group goes, have students **make a prediction** as to whether or not the egg will stay on the wall or fall off.
- Recite rhyme before putting the egg on top

*Humpty dumpty sat on a wall.  
 humpty dumpty had a great fall.  
 All the king's horses  
 And all the king's men  
 Couldn't put Humpty together again.*

- Have one student place egg on top and let go.
- What happens? Where did the egg go? Did it fall fast or slow? Why do you think it fell?
- Have the rest of the groups put the egg on top.

**Closing:**

- "What were some of the shapes we used to build our walls? Which shapes were safe for Humpty at the top?"
- "Ohhhhh shapes with flat surfaces were safer than round shapes for Humpty to sit on at the top."
- "Why do you think that is?"
- Great job making predictions and using shapes to build a new wall for Humpty to sit on.

**Accommodations:**

Objects  
 Picture supports  
 Visual directions  
 Adapted text  
 Leveled prompting  
 Communication system  
 Differentiated materials

**Multiple Intelligences:**

- |  |  |  |
|--|--|--|
| <input checked="" type="checkbox"/> Linguistic     | <input checked="" type="checkbox"/> Bodily Kinesthetic | <input checked="" type="checkbox"/> Logical-Mathematical |
| <input checked="" type="checkbox"/> Visual-Spatial | <input checked="" type="checkbox"/> Musical            | <input checked="" type="checkbox"/> Interpersonal        |
| <input checked="" type="checkbox"/> Intrapersonal  | <input checked="" type="checkbox"/> Naturalist         |  |

**Common Core Standards (<http://www.corestandards.org/read-the-standards/>) :**

CCSS.MATH.CONTENT.4.G.A.2  
CCSS.MATH.CONTENT.4.OA.C.5  
CCSS.ELA-LITERACY.RL.4.3  
CCSS.ELA-LITERACY.RL.4.6

**LCCE Competencies (Link to LCCE Competencies):**

Link lesson appropriately to LCCE competencies. Click on the link above to view competencies.