

**K–2 MULTI-GRADE BRIDGE**  
**Detailed Daily Lesson Plan (DDLp)**  
**Theme Six Daily Lesson Guide (DLG) – Brrrr! It's Cold!**  
**Grade K Theme Book One: *The Bravest Dog Ever* – *The True Story of Balto*/Environment**  
**Character Building Concept: Perseverance**

**\*\* Important Reminder: Send home Parent Letter (Activity Master 6.1.0) at the end of the day. \*\***

**Days 1 – 5 – Signing In/Morning Activity**

**SIGNING IN, p. 42 (DLG)**

<b>Standards:</b>	LA.1.W.7	Apply common conventions of manuscript writing (e.g., left-to-right, uppercase and lowercase letters
	LA.1.W.10	With support, write routinely for a range of tasks, purposes, and audiences

Students should already be grouped according to handwriting level (referring to the Signing In Rubric in Appendix C – Assessment Master 0.1.1).

This activity is designed for Kindergarten students. However, there may be 1<sup>st</sup>/2<sup>nd</sup> graders who could also benefit. The students who are proficient at writing their first names could practice writing their first and last names when they sign in. Other Signing In options for a developing writer would be writing personal street address, birthday, city and state, or phone number. Students who have emerging handwriting skills need to use one of the selected activities in the *Stepping Stones* (DLG) every day. Remember to assess student writing monthly in order to track handwriting progress.

*\*\* The standards for the Signing In activity will be developed throughout the Kindergarten year and developed more throughout the first and second grade years. Kindergarten students are not expected to have these standards mastered by the end of this unit. \*\**

**Day 1 – Circle Time/Morning Meeting**

**Puzzle Activity**

**CONCEPT CONNECT ACTIVITY (K–2)**

<b>Standard:</b>	LA.1/2.SL.1	Participate in collaborative conversations in diverse groups: follow agreed-upon rules
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Part 1: Students will assemble easy puzzles. They will discuss and rate the difficulty of assembling the puzzle using the 3 point rubric (Activity Master 6.1.1).

Part 2: Students will assemble a more difficult puzzle and rate the difficulty again using Activity Master 6.1.1.



Part 3: *"This week we are going to learn about a character who wouldn't give up. This is called perseverance. Everyone, please repeat: perseverance. Let's clap the syllables. Perseverance is what we do when something is really hard, but we refuse to give up! It shows we are strong inside!"*

*\*\* Send home Parent Letter (Activity Master 6.1.0) in student folders. \*\**

*\*\* Watch for opportunities that may arise to identify and affirm the practice of perseverance in individual students or as a group. \*\**

## Day 1 – Bible

### INTRODUCING THE BIBLE STORY, p. 28 (DLG)

#### Herbal Bags, p. 28 (DLG)

Concept Nugget (K–2)

Standards:	LA.K.SL.6	Speak audibly and express thoughts, feelings, and ideas clearly (SL.K.6)
	LA.1/2.SL.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details
	LA.K-2.SL.1	Participate in collaborative conversations in diverse groups
	SS.K-4.TCC.10	Show that historical events occurred in times that differed from our own

1. Teach according to the **DLG**. Introduce the Bible story with a discussion about how students feel when they are sick.
2. After the discussion, provide students with visual aids of medicine used to cure common colds, headaches, flu, and stomach aches.
3. Discuss the medication with students:
  - *"How does it taste?"*
  - *"How does it make you feel?"*
  - *"Why do we take medicine?"*
  - *"Do we take medication because of the taste or because it makes us feel better?"* (Wait for student responses.)
  - *"When we are sick, even though we don't like the taste of the medicine, we persevere in taking it because we know it will help us to feel better."*



4. After discussion, teach the lesson according to the **DLG**.

## Days 1 – 5 – Daily Oral Language

### Grammar & Writing Mechanics

#### *Editing (1<sup>st</sup>/2<sup>nd</sup>)*

Standards:	LA.1/2.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
	LA.1/2.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling
	LA.2.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening

1. This daily activity is designed for 1<sup>st</sup>/2<sup>nd</sup> graders as described in the *PTM*, p. 86. However, the teacher may include some Kindergarten students who can read the sentences and might be ready for this type of activity.
2. The suggested sentences for group editing are found in Appendix D (DOL Master, Theme 6 – Book 1) for your convenience. These are designed to correlate with each unit theme.
3. Review with children some of the common editing marks and basic DOL procedures (check for capitalization, ending punctuation, spelling, etc.).
4. Students will pair with each other and discuss how to correct each sentence. Monitor student discussion by walking around the room and “listening in” to each group. Correct misunderstandings when necessary.
5. Call on student pairs to come to the board and correct the sentences. Review corrections as a class and decide if they should be accepted or corrected.

## Day 1 – Language Arts

### **READING WORKSHOP**

#### **Puzzle Activity**

#### *Concept Nugget (K-2)*

Standard:	LA.K-2.SL.1	Participate in collaborative conversations in diverse groups
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Process the circle time experience through class discussion during Reader’s Workshop.

- “What did it take to finish the puzzle?”
- “What areas were most difficult for you?”



- *“What strategies did you use to complete the easy puzzle? What did you use to complete the hard puzzle?”*
- *“Can anyone think of another time – perhaps at home, on the playground with your friends, playing sports or a musical instrument, or at school – when something was really hard? Can you remember when you thought you could not do it, but then you kept trying and surprised yourself when you did it?”* (Invite the children to share a few experiences.)
- *“When something is hard to do, what helps people to refuse to stop trying?”*

## WRITING WORKSHOP

### Research Activity – Author Research

*Using a Search Engine (2<sup>nd</sup>)*

Standard: LA.2.W.6 With support and in collaboration with peers, use a variety of tools

1. Using the steps for researching on the Internet, 2<sup>nd</sup> graders will research additional information about *Balto*’s author, Natalie Standiford.
2. Students may work independently or in pairs to discover and write down three or four interesting facts on sticky notes.
3. Second graders will share their findings with K/1<sup>st</sup> students the next day during Reader’ Workshop.

## Day 1 – Social Studies

### Transportation Map, pp. 64 – 65 (DLG)

*Timeline (1<sup>st</sup>/2<sup>nd</sup>)*

Standards: SS.K-4.STS.6 Demonstrate how science leads to new technology in areas such as communication and transportation resulting in change over time  
SS.K-4.TCC.2 Define key concepts such as: past, present, future, similarity, difference, and change

1. Teach the lesson according to the **DLG**.
2. 1<sup>st</sup>/2<sup>nd</sup> Grade Extension Activity – Create a transportation timeline identifying the changes in transportation, past and present.



## Day 2 – Language Arts

### READING WORKSHOP, pp. 40 – 42 (DLG)

#### Before Reading – Discussion & Introducing the Book, p. 40 (DLG)

Research Presentation (2<sup>nd</sup>)

Standard: LA.2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details

Teach according to the **DLG**.

*\*\* Second graders will share their Author Research from Research Activity on Day 1. \*\**

#### During Reading – First Time, p. 40 (DLG)

Concept Nugget (K–2)

Standards: LA.K-2.SL.1 Participate in collaborative conversations in diverse groups: follow agreed-upon rules  
LA.K.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally

After reading the story, ask:

- “What characters showed perseverance in this story?”
- “How did they show perseverance?”
- “What would have happened if they had quit when things became very difficult?”
- “What lesson can we learn from Balto & Gunnar?”

*\*\* Optional Reading: Allow advanced 2<sup>nd</sup> graders who read fluently to read selected portions of the story to model successful reading to younger students. \*\**

### WRITING WORKSHOP, pp. 43 – 46 (DLG)

#### Writing by Children – “When I Am Sick, I Like...,” p. 45 (DLG)

Extended Writing (1<sup>st</sup>), Story Mapping (2<sup>nd</sup>)

Standards: LA.1/2.W.10 Write routinely for a range of tasks, purposes, and audiences  
LA.1/2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking  
LA.2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling



1. Teach the lesson according to the **DLG** (whole group). After the lesson Kindergartners and 1<sup>st</sup> graders will receive Blackline 1.4a and Kindergartners will additionally receive Blackline 1.4b.
2. Extend for 1<sup>st</sup> grade by providing each student with Activity Master 6.1.4a instead of Blackline 1.4b.
3. Extend for 2<sup>nd</sup> Grade 2-day Extension Activity – Provide each student with Activity Master 6.1.5 (story map). The students will brainstorm details of a sick experience. After story map is complete, students will write a rough draft about a time when they were sick on Activity Master 6.1.4b, using their story maps. They will move forward the next day with editing and refining their drafts until a final product is produced.
  - Develop a story map on the topic: “When I Was Sick”.
  - Write rough draft using a story map.
  - Edit and rewrite final draft later in the week.
4. *Optional Extension* – Form a class book using line master.

## Day 2 – Science

### States of Matter: Liquid/Solid, p. 61 (DLG)

Identify and Sort States of Matter (1<sup>st</sup>/2<sup>nd</sup>)

Standard: S.K-2.PS.1 Plan and conduct an investigation to describe and classify different kinds of materials by their properties

1. After teaching the **DLG** States of Matter, (Liquid/Solid lesson), further explain the following to 1<sup>st</sup>/2<sup>nd</sup> graders:
  - *“Everything we see around us is made up of matter. All the ‘stuff’ we see in our classroom is made of tiny particles of solid matter.”* (Illustrate using various classroom objects, e.g., paper, scissors, pencil)
  - *“Some things in our classroom are made up of liquid matter, like the juice we drink at lunchtime, or the water we drink from the water fountain when we are thirsty, or the rain that falls from the sky.”*
  - *“But there is one more state of matter that we have not talked about. Matter can also turn into gas. As a matter of fact, we have gas matter all around us, and we fill our lungs with it every time we breathe. Can anyone guess what this gas matter might be?”* (Allow responses)



- *“Even though we cannot see air, we know that it has matter because we can feel it and see what happens to objects when we put air inside them. Watch what happens when I blow up this balloon!”* (Blow air into a small balloon to illustrate the idea that air has mass and is a form of gas matter.)
- 2. Distribute Activity Master 6.1.6a – 6.1.6c. Explain the pictures on the first page and the categorizing assignment which the children will complete independently or in cooperative groups.
- 3. *2<sup>nd</sup> Grade Optional Extension Activity* – Distribute Activity Master 6.1.6d. The children may be given the additional task of walking about the classroom, identifying objects in the room and categorizing them as one of the three states of matter: Solid, Liquid, or Gas (Obviously, the “Solid” column will have more entries than the others.).

## Day 2 – Social Studies

### Medicines Past and Present

#### T-chart (K–2)

Standards:	LA.1/2.SL.1	Participate in collaborative conversations in diverse groups
	LA.K-2.RI.10	Predict outcomes using pictures and illustrations
	SS.K-4.TCC.10	Show that historical events occurred in times that differed from our own

1. To begin the lesson, refer back to the herbal bag introduction (do not repeat the activity). Say: *“Do you remember when we discussed medicines from the past and made our herbal bags? Today we are going to create charts, comparing medicine from the past with medicines we use today.”*
2. As a class (whole group), construct a T-chart comparing medicine from the past and medicine today.
3. After whole group activity, K–2 students will construct their own T-chart using a sheet of large construction paper, magazine, scissors, and glue sticks. Pair students in heterogeneous groups; students will fold a large piece of construction paper in half, write “past” on one side, and “present” on the other side. Give each student a magazine to find medicine examples to glue on his/her T-chart.

## Day 3 – Bible

### REVIEWING THE BIBLE STORY, pp. 29 – 30 (DLG)

#### “Read” the Bible Verse, p. 30 (DLG)

#### Letter Writing (2<sup>nd</sup>)



<b>Standards:</b>	LA.2.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
	LA.2.W.10	Write routinely for a range of tasks, purposes, and audiences
	LA.2.W.4	Produce writing that honors God and affirms the teachings in His Word

1. "Read" the Bible Verse Choral Reading Activity, p. 30 (K/1<sup>st</sup>).
2. 2<sup>nd</sup> Grade Outreach Extension Activity – "Read" the Bible Verse, p. 30.
  - Provide students with story paper so they can copy and illustrate the memory verse.
  - Obtain a list of sick church members from your local pastor. Share children's pictures and handwritten Bible verses with sick and shut-in church members.
  - Integrate with Handwriting by reviewing letter formation and size.
  - Integrate with Language Arts by learning to address an envelope and writing a friendly letter.

### Discussion Questions

#### Concept Nugget (K–2)

<b>Standards:</b>	LA.K.SL.6	Speak audibly and express thoughts, feelings, and ideas clearly
	LA.1/2.SL.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details
	LA.K-2.SL.1	Participate in collaborative conversations in diverse groups

1. Discuss and draw out the father's perseverance in the story. (K–2)
  - *"What stages of sickness did the little boy have?"*
  - *"How did his father persevere until his son was well?"*
  - *"What might have happened if the father had just given up on finding Jesus?"*
  - *"When we give up, we will never know what great things we are missing!"*





## Day 3 – Language Arts

### **READING WORKSHOP**

#### **Two Column Notes and Selective Underlining**

*Comprehension (2<sup>nd</sup>)*

**Standards:** LA.2.W.3 Write narratives that recount a well-elaborated event or short sequence of events, include details  
LA.2.W.10 Write routinely for a range of tasks, purposes, and audiences

1. Comprehension Strategy (1<sup>st</sup>/2<sup>nd</sup> Grade PTM, pp. 56 – 57). Introduce this strategy as a way of organizing information after reading an article, text or book. Students refer to 2<sup>nd</sup> grade *Writer's Handbook*, p. 52.
  - Use Activity Master 6.1.2a “Medicine Through Time” as a whole group sample to teach/model Selective Underlining and Two Column Notes.
  - Later in the week: Use the article, “Bibles to the Arctic” for students to practice Selective Underlining and Two Column Notes in small cooperative groups using Activity Master 6.1.2b.

### **WRITING WORKSHOP, pp. 43 – 46 (DLG)**

#### **“When I am Sick, I Like...,” p. 45 (DLG)**

*Writing Process (2<sup>nd</sup>)*

**Standards:** LA.2.W.5 With adult and peer support, focus on a topic and strengthen writing as needed by revising and editing (W.2.5)

- Edit draft from yesterday's first draft.
- Rewrite final draft from yesterday's first draft.

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## Day 4 – Circle Time/Morning Meeting

### **Daily Message 3, pp. 43 – 44 (DLG)**

*Concept Nugget (K–2)*

**Standards:** LA.K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly (SL.K.6)  
LA.1/2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details  
LA.K-2.SL.1 Participate in collaborative conversations in diverse groups



As the teacher writes the message, make the connection of bravery to the theme concept of “perseverance”. Make the following points:

- *“Was Balto brave? How? What do you remember from the story that supports your answer?”*  
Possible answers: I think Balto persevered! He didn't give up!
- *“When a person perseveres despite all obstacles, are they brave? Does perseverance require bravery?”*

#### Day 4 – Bible

##### PRACTICING THE BIBLE STORY, p. 30 (DLG)

##### Independent Reading, p. 31 (DLG)

*Retell Story Parts (2<sup>nd</sup>)*

Standards: LA.2.W.3  
LA.2.RL.4

Write narratives that recount a well-elaborated event or short sequence of events, include details  
Identify words and phrases in stories and poems that suggest feelings or appeal to the senses (RL.1.4)

Construct a booklet to retell the story parts. Students will write a sentence on each page describing the beginning, middle, and ending parts of the story.

#### Day 4 – Language Arts

##### READING WORKSHOP, pp. 40 – 42 (DLG)

##### After Reading – Vocabulary, p. 41 (DLG)

*Vocabulary (2<sup>nd</sup>)*

Standard: LA.2.L.4 Determine the meaning of unknown and multiple-meaning words and phrases

2<sup>nd</sup> Grade Extension Activity – Vocabulary Map (DLG, p. 41). Spend some time reviewing the book, *Balto*, paying particular attention to other unknown vocabulary words in the book. Select two or three words to use in the Vocabulary Map activity (Activity Masters 6.1.8a and 6.1.8b) from Vocabulary Master 6.1. Model how to complete the Vocabulary Map for at least one word. Ask students to complete additional maps for the words they have selected. Place maps in a vocabulary folder and add to these on a weekly basis.

2<sup>nd</sup> Grade Practice Activity – Two Column Notes and Selective Underlining Practice

Practice target skill introduced yesterday with “Bibles to the Arctic” article (Blackline 1.13) introduced earlier in Social Studies.

##### WRITING WORKSHOP, pp. 43 – 46 (DLG)

##### Writing By Children - Sequencing Activities, p. 44 (DLG)

*Sentence Writing (1<sup>st</sup>/2<sup>nd</sup>)*

Standard: LA.1/2.W.3 Write narratives that recount a well-elaborated event or short sequence of events, include details



Write one sentence about the event that matches the drawing on sentence strips, glue to drawing, and place in sequential order.

### Writing by Children – Think About It, p. 44 (DLG)

Paragraph Writing (2<sup>nd</sup>), Summarizing (2<sup>nd</sup>)

Standards: LA.2.RL.4 Identify words and phrases in stories and poems that suggest feelings or appeal to the senses  
LA.2.W.2 Write informative/explanatory texts that introduce a topic, use facts to develop the topic

In addition to the K/1<sup>st</sup> sequential drawing activity, 2<sup>nd</sup> graders will turn the sentences into a paragraph written in sequential order describing the events in the story. Model paragraph writing process using transition words to summarize events.

Create different story endings. Review concept and ask:

- *“What could have happened if Gunnar and Balto became too tired and failed to persevere?”*
- *“What could have happened if no one in Alaska cared that the people of Nome were ill?”*
- *“What happens in life if you see someone in need and decide to do nothing about it?”*

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## Day 5 – Physical Education

### Relay Races, p. 68 (DLG)

UNIT CULMINATION ACTIVITY (K–2)

Standard: LA.1/2.SL.1 Participate in collaborative conversations in diverse groups

1. Each student will be given a medicine bottle at the start of the course. They are responsible for keeping their bottles safe until they get to "Nome" at the end of the course (You can set up a dummy in a sick bed to make the experience more realistic.). Explain that each child will need to get the medicine to Nome before time runs out (See Activity Master 6.1.7.). Take students through the steps of the obstacle course, reminding them not to drop their medicine bottles.
2. Course stop #1: jump rope
  - Modify for K/1<sup>st</sup> by laying a large rope on the ground for them to jump back and forth 5 times.
  - Second graders should be able to jump rope 5 times.



3. Course stop #2: transfer station
  - Find something that can be easily transferred by a student (e.g., boxes, small bag of potatoes).
  - Students will pick up the bag/box and drop it off at course stop #3.
4. Course stop #3: 5 jumping jacks
5. Course stop #4: roll
  - Find something that can be easily rolled by a student (e.g., basketball, large beach ball, scooter).
  - Students will use their hands to roll the object and leave at course stop #5.
6. Course stop #5: hula hoop
  - Use hula hoops or sidewalk chalk.
  - Create circles for the students to hop through to the end of the course.

*\*\* Optional: Provide Certificates of Perseverance for students. \*\**

