

K–2 MULTI-GRADE BRIDGE
Detailed Daily Lesson Plan (DDLP)
Theme Three Daily Lesson Guide (DLG) – *Deep in the Forest*
Grade K Theme Book Four: *When We Go Camping/Living Things*
Character Building Concept: Community Responsibility

Days 1 – 5 Signing In/Morning Activity

SIGNING IN, p. 229 (DLG)

Handwriting Practice (K–2)

Standards: LA.1/2.W.7
LA.1/2.W.10

Apply common conventions of manuscript writing (e.g., left-to-right, uppercase and lowercase letters, etc.)
With support, write routinely for a range of tasks, purposes, and audiences

Students should already be grouped according to handwriting level (refer to the Signing In Rubric in Appendix C – Assessment Master 0.1).

This activity is designed for Kindergarten students. However, there may be 1st and 2nd 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 could include the following: writing a personal street address, birthday, city and state, or phone number. Students who have emerging handwriting skills should use one of the selected activities in the *Stepping Stones (DLG)* every day. Remember to assess student writing monthly to track handwriting progress. Additionally, formal, direct instruction in handwriting should be provided daily for grades K–2 as part of phonics and Language Arts.

**** The standards for the Signing In activity will be developed throughout the Kindergarten, 1st, and 2nd grade years. Kindergarten and 1st grade students are not expected to have these standards mastered by the end of the year. Mastery of these standards is anticipated by the end of 2nd grade. ****

Day 1 – Circle Time/Morning Meeting

Concept Connect – Community (K–2)

Standards: B.K-2.BK.7
B.K-2.RO.12

Explore ways by which we can take responsibility to take care for the world God created
Begin to build a desire to help others

*** Note: The following link provides a good example of how to create the vests for this lesson: https://www.youtube.com/watch?v=7h-A_PqDfFU

1. This week students will create a Responsibility Vest that they will add Responsibility Patches to each day as they learn the Concept of Community – Responsibility.
 - *"Good morning, class. Isn't this a beautiful day that God has made? In our Bible class this week we will learn about Adam and Eve's responsibilities in the Garden of Eden. God asked them to take care of His creation in the world – the animals, the plants, the water, and the air. The Garden of Eden was their home, their community. God wanted them to be responsible and take care of their community. This was their job. God expected them to be responsible for the wonderful world He had created. We still live in God's wonderful world today. It is still very beautiful. It is still God's special gift for us to enjoy."*
 - *"Can you think of things children can do to be responsible for God's world, just as Adam and Eve were responsible for the Garden of Eden?"*
 - *"I am going to give each of you your own Responsibility Vest to color and decorate. Each time we discuss community responsibility, I'll give you a Responsibility Patch to add to your vest. You will be wearing your special Responsibility Vest on Friday when we celebrate God's gift to us, our wonderful world!"*
2. Provide children with a large (grocery sized) brown paper bag. Demonstrate how to create a vest out of the paper bag by following the directions below:
 - Lay the bag flat on a flat surface.
 - Cut out a neck hole from the bottom of the bag.
 - Cut out armholes on either side of the bag.
 - Cut a straight line from the neck hole to the large opening (the original top).
 - Turn the bag inside out so that any print is on the inside, and the outside of the vest is blank.
 - Once the vest is complete, allow children to decorate the backs of their vests with crayons, markers, and stickers.
3. Collect the completed Responsibility Vests and store for lessons throughout the week. Students will be adding a Responsibility Patch to their vest each time a concept nugget is taught.

Day – 1 Bible

INTRODUCING THE BIBLE STORY, p. 211 (DLG)

Let's Feed the Birds, p. 211 (DLG)

Concept Nugget (K–2)

Standards: B.K.BF.14

Make connections between Bible stories and personal life experiences

B.K.BK.7

Explore ways in which we can take responsibility to care for the world God created

S.K–2.ES.8

Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment

*** This lesson calls for the use of peanut butter. If there are any nut allergies in the classroom, swap vegetable shortening for the peanut butter in this activity. ***

1. Teach the lesson according to the **DLG**.
2. Extend for all grades to include the following Concept Nugget:
 - *"It was fun to make those pine cone bird treats. What are you going to do with your bird treat? I think I'll hang mine from a hook on my back porch. That way the raccoons won't get it."*
 - *"This week we are talking about being responsible. God made all the animals, and then He told Adam and Eve to take care of them. God wants us to take care of the animals too! He has made us responsible for the animals He created."*
 - *"How can we responsibly care for the birds in our community that God created?"*
 - *"Does Jesus even care about what happens to the little birds in our community?"*
 - *"I know He cares for even the smallest birds because the Bible states that not even a sparrow falls without Him knowing about it!"*
 - *"Just think what that means to us! What would you do if you found a little bird that had fallen on the ground?"* (Help children to think about bird rescue centers, etc.)
 - *"How can you care for birds in the winter when their natural food supplies are under the snow?"*
 - *"There may be places in your community where people have cut down most of the trees. How can we help birds in places where trees have been cut down in major cities?"*

- “*The birds are a wonderful and rich part of our lives. I am glad that God gave us the responsibility to care for the birds He created!*”
3. Provide students with their Responsibility Vests and a single Responsibility Patch–Birds (Activity Master 3.4.1). Allow children time to color, cut, and attach the Responsibility Patch to the front of their Responsibility Vest.

Days 1 – 5 Daily Oral Language (DOL)

Grammar & Writing Mechanics

Scaffolding, (1st/2nd), Editing (2nd)

Standards:	LA.2.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing
	LA.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

1. Daily oral language activities are designed for 1st and 2nd grade. Since this unit is taught early in the school year, most 1st graders have not been introduced to editing skills. Thus, only 2nd graders will engage in this month’s DOL activities. First graders will join in DOL editing activities beginning with the 4th theme, Spiritual Journey/Giving Gifts.
2. The suggested sentences for group editing are found in the BRIDGE Appendix D (DOL Master – Theme 3 – Book 4) for your convenience and are intended as a teacher directed activity at this time of year. Introduce students to the Common Editing Marks as they are used to make corrections in the sentences. It is suggested that the teacher make an enlarged poster copy of the Common Editing Marks and post it in the room for easy student reference. The Common Editing Marks chart is found in Appendix D in the following: Theme 1 – Book 1, *This is Our House* and in Theme 4 – Book 1, *Winter’s Gift*. Use two sentences each day and correct mistakes together using the Common Editing Marks. These sentences are designed to correlate with each unit theme book.
3. During this activity Kindergartners and 1st graders may engage in another age appropriate center activity. However, advanced 1st graders may either listen as they gradually acquire writing knowledge throughout the year, or those who are ready may fully participate in this 2nd grade editing activity. The teacher should use knowledge of their 1st grade students to select those who are ready to engage in this editing activity this early in the school year from those who are not.

Day 1 – Language Arts

READING WORKSHOP, pp. 226 – 228 (DLG)

Before Reading – Discussion, p. 226 (DLG)

Background Knowledge (K–2)

DDLP – Deep in the Forest
July, 2020 (Revised)

Book 4 – When We Go Camping
Page 4

- Standards: LA.K/1.W.9 With support, recall experiences or gather information from provided source to answer a question
LA.2.W.9 Recall experiences or gather information from provided source to answer a question
1. Reference the lesson in the **DLG**.
 2. Provide opportunities for students to share what they know about camping. Background knowledge is a key factor in reading comprehension.
 - *“Have any of you ever been camping before?”*
 - *“Where did you go camping?”*
 - *“How is camping different than your regular life?”*
 - *“Where did you sleep? What did you eat?”*
 - *“What were some of your favorite things about camping?”*
 3. Kindergarteners will participate in the chart activity (When I go camping, I Like ...) as described in the **DLG**.
 4. First and 2nd graders will complete Activity Master 3.4.2 (Recalling Background Knowledge).

READING WORKSHOP, pp. 226 – 228 (DLG)

During Reading – First Time, p. 227 (DLG)

Comprehension Discussion (K–2)

- Standards: LA.K/1.W.9 With support, recall experiences or gather information from provided source to answer a question
LA.2.W.9 Recall experiences or gather information from provided source to answer a question
LA.K.SL.1 Participate in collaborative conversations in diverse groups; follow agreed upon rules; continue a conversation through multiple exchanges
LA.1.SL.1 Participate in collaborative conversations in diverse groups; follow agreed upon rules; respond appropriately to comments of others; ask questions to clarify
LA.2.SL.1 Participate in collaborative conversations in diverse groups; follow agreed upon rules; link comments to others remarks; ask for clarification and further explanation

1. Teach the lesson according to the **DLG**.
2. After reading, extend the lesson with the following discussion questions:

- “How was this book similar to a camping experience you have had in the past?”
- “If you have never been camping, what did you notice about the camping trip in the book that you found interesting?”
- “What did you notice about the way the characters interacted with the animals?”
- “How do you think the boy and girl feel about going camping?”
- “What did you notice about the way the children in the story interacted with the plants and nature around them?”
- “Do you think this is a type of outdoor adventure you would enjoy?”

WRITING WORKSHOP

Publishing: Day 1 – Selecting A Writing Piece

Publishing (K-2)

Standards:	LA.K.W.6	With support and in collaboration with peers, explore a variety of tools to produce and publish writing
	LA.1/2.W.6	With support and in collaboration with peers, use a variety of tools to produce and publish writing
	LA.K/1.W.7	Apply common conventions of manuscript writing

This week the students will be reviewing the informational writing pieces they have developed throughout Theme 3. They will be introduced to the concept of publishing and will be given the opportunity to explore the use of technology to create a final published piece. The week will culminate with a Publishing Party and will allow students to share their completed published pieces.

The specific technology that is used during this week will vary based on the resources available at the school. Some possibilities are Microsoft Word, My Story School eBook Maker, or other publishing apps and websites.

**** A Publishing Party will be held on Day 5. Consider inviting families, another classroom, or school staff members to attend the celebration. In advance take a photo of each student for their Author Biography which will be displayed during the celebration as well. ****

1. Introduce students to the concept of publishing by sharing the information below:

- “We have worked very diligently the last few weeks to write many different informational pieces. This week we will focus on publishing a piece of our writing.”
- “Does anyone know what it means to **publish**?”

- “When an author chooses to publish his/her writing, he/she has to make sure it is his/her very best work. This means authors have decided that their writing piece is ready to be shared with an outside audience. This means that they are inviting other readers to read their writing.”
 - “This week each of you will be able to select the informational writing piece that you think is your very best work. You will do a final edit to make sure that the words are clear and interesting.”
 - “You will have the opportunity to use technology to turn your writing into a published piece of writing. On Friday we are going to invite people to come into our classroom to read the final published writing of the entire class!”
2. Gather the teacher’s modeled writing from the previous weeks in Theme 3. Model for students how to select a piece for publishing.
- “Before I can begin to publish my writing, I need to decide which writing piece I think is my best work.”
 - “Here I have all three informational writing pieces that we worked on together these last few weeks. Let’s read through each of them to decide which is the best.” (Quickly read each of the teacher’s modeled writing pieces from Theme 3.)
 - “Which writing piece do I want to publish? I want to pick the piece that I think readers will find the most interesting. I also want to select the piece that is most clear and well written.” (Select whichever writing piece best fits these simple qualifications.)
3. Demonstrate how to use the Final Editing Checklist (Activity Master 3.4.3) to do a final edit of the selected teacher’s modeled writing piece.
- “Now that I have selected the piece that I will publish, I need to use the Final Editing Checklist to see if there is a way I can make my writing even better than it currently is written. Let’s read it again.”
 - “I have an introduction sentence, three fact sentences, and a closing sentence. Therefore, I know that my writing makes sense.” (Model reading the sentence and then, if necessary, make any corrections by using the Final Editing Checklist.)
 - “I wonder if there are any words I could change or add to make it more interesting to the reading audience. Can you help me find any words that could be changed?” (Model crossing out and changing a couple of words to make the writing piece more interesting. Solicit synonyms from students to make these revisions.)
4. With the edits made, model how to publish using the technology of choice (word processing on a desktop, a student friendly publishing app, etc.). “Now that I have my writing piece in great shape, I can begin to publish my work.”

- After modeling how to select, edit, and publish a writing piece, invite students to select their best writing from Theme 3 lessons and begin the editing process.
- Circulate around the room to offer guidance, support, and to reteach as needed.

Day 1 – Science

SCIENCE, pp. 246 – 257 (DLG)

What Do I Eat?, p. 249 (DLG)

Animal Sort (K–2)

Standards: S.K-2.LS.7

Make observations of plants and animals to compare the diversity of life in different habitat

S.K-2.ES.6

Use a model to represent the relationship between the needs of different plants and animals and the places they live

S.K-2.LS.1

Use observations to describe patterns (e.g., different kinds of food needed by different kinds of animals) of what plants and animals need to survive

- Teach the lesson according to the **DLG**. During the discussion, invite children to recall what they have learned thus far in Theme 3 about forest animals and their diet. The students may have specific information that they have learned during their previous reading and research that they can share with the class at this time.
- Extend for 1st and 2nd grade by having them write their own labels for the three columns, using the these science terms: HERBIVORES, instead of “EATS PLANTS”; CARNIVORES, instead of “EATS MEAT”; and OMNIVORES, instead of “EATS PLANTS AND MEAT”.

Day 2 – Bible

PRESENTING THE BIBLE STORY, pp. 211 – 212 (DLG)

Reading “Caring for Our World”, p. 211 (DLG)

Concept Nugget (K–2)

Standards: B.K.BK.7

Explore ways in which we can take responsibility to care for the world God created

B.K.BK.12

Recognize that God created us with freedom of choice so that we can choose to do good or evil

- Teach the lesson according to the **DLG**.
- Extend the lesson for all grades with the following Concept Nugget:

- *"In the story we just read, there was a picture where three sad looking children were looking at some things in a park."* (Show students the corresponding picture on p. 30 in Lapbook – Theme 3, God Made our World.)
 - *"Why do you think the children are so upset? I am going to call a few children to come and point out some things in the picture that show people in this community are not being responsible for their park."* (Pause to let the students point to the problems and tell what is wrong. Ex., Weeds/spilled trashcan/food trash on picnic table/newspaper and juice box on bench/trash on grass/lawn not mowed, etc.)
 - *"If this was your community park, what are some things you could do to be responsible and help take care of God's world?"*
3. On chart paper create a list of simple ways that the class can care for their physical school campus community. Some examples may include planting flowers, picking up litter, washing outside tables, or pulling weeds from flowerbeds. Based on the ideas generated by the class, select one project to complete for Bible Day 5.
 4. Provide students with their Responsibility Vests and a single Responsibility Patch–Cleaning Up (Activity Master 3.4.4). Allow children time to color, cut, and attach the Responsibility Patch to the front of their Responsibility Vest.

Day 2 – Language Arts

READING WORKSHOP, pp. 226 – 228 (DLG)

During Reading – Second Time, p. 227 (DLG)

Vocabulary (1st/2nd)

Standards:	LA.K.RF.1	Demonstrate understanding of the basic features of print
	LA.1.RL.4	Identify words and phrases in stories and poems that suggest feelings or appeal to the senses
	LA.2.RL.8	Use illustrations and words in print or digital text to demonstrate understanding of story elements
	LA.1.RI.4	Ask or answer questions to help determine or clarify the meanings of words and phrases in a text
	LA.2.RI.4	Determine the meanings of words and phrases in a text

1. Teach the lesson according to the **DLG**.
2. Extend for 1st and 2nd grade with a vocabulary and classification activity.
3. Sort students into pairs.
4. Distribute one copy of Activity Masters 3.4.5a – b (Sense Classification) and one copy of the Vocabulary Master (Appendix B) to each partner group. Instruct students to cut out the vocabulary words and the icon cards. Students may color the senses icon cards if time allows.

5. The partners will work together to sort their vocabulary words and determine the best fit for each word.
 - *"This is a vocabulary sorting activity. Place the 'tent' card (Activity Master 3.4.5b) in the center of your desktop, and spread the other 'senses icon' cards in a circle around the tent card."*
 - *"Place the vocabulary word cards on the tent. Take turns selecting a vocabulary word card and sorting the card (Vocabulary Master, Appendix B) according to which sense is involved, placing the cards below the correct icon."*
 - *"For example, if I pulled the vocabulary card 'musky odor', where do you think 'musky odor' would belong? Yes! It would go under the icon card for smell."*
 - *"Explain to your partner why the word belongs where you've placed it. Pay attention because occasionally words may fit in more than one category!"*
6. Circulate around the room to offer vocabulary clarification and explanation as needed.
7. A copy of this activity may be added to a center later for further practice.

Day 2 – Language Arts

WRITING WORKSHOP

Publishing: Day 2 – Editing

Publishing (K–2), Editing Checklist (K–2)

Standards:	LA.K.W.6	With support and in collaboration with peers, explore a variety of tools to produce and publish writing
	LA.1/2.W.6	With support and in collaboration with peers, use a variety of tools to produce and publish writing
	T.K-2.DL.1	Explore and use teacher-selected software to create a product
	T.K-2.DF.1	Use developmentally appropriate digital tools to communicate ideas with others

1. Review with students how to edit and begin publishing their selected writing pieces.
 - *"Yesterday you selected the informational writing piece that you would like to publish. Today you will use the Final Editing Checklist (Activity Master 3.4.3) as you finish editing that piece. Be sure that your writing has an introduction, three fact sentences, and a closing. Once you have checked for those, you should read through the piece once more to see if there are any words you want to change to make the piece more interesting for readers."*
 - *"When you have completed your editing, I will help you set up to begin publishing your work!"*

2. Circulate around the room to provide assistance as students edit their writing. When students are ready to begin publishing, remind them of the basics of the publishing process that has been selected (word processing on a desktop, a student friendly publishing app, etc.). Publishing may be best completed in a small group setting so that the teacher can help troubleshoot any technology issues that may arise.

**** The publishing process should include illustrations of some type. Most publishing apps offer premade images that students can place directly into their work. Another option is to have students type their writing into a Word document with one sentence on each page. When the work is printed, students will have the opportunity to draw the illustrations on each page. ****

Day 2 – Science

SCIENCE, pp. 246 – 257 (DLG)

Classifying Animals, p. 250 (DLG)

Classification (K–2)

Standards:	S.K-2.LS.6	Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents
	S.K-2.LS.7	Make observations of plants and animals, compare diversity in different habitats

1. Before class begins, prepare enough copies of Blacklines 4.19a – e so that each pair of children has a complete set of animal cards, the animal picture cards provided to facilitate an animal classification discussion. Before telling the students what the possible categories are, encourage them to pause and think how they believe the animals can be grouped.
2. Continue with the lesson as written in the **DLG**. However, allow students to work with a partner to do the sorting activity instead of participating in a whole group activity.
3. Extend for 1st and 2nd grades with the following activity:
 - *"After you have completed sorting the animal cards with your partner, I want you to add your own knowledge to a sorting frame. You will each create a sorting frame by dividing a sheet of white copy paper into four sections."* (Demonstrate how to draw a line in the center of the paper vertically and horizontally to create four equal sections.)
 - *"You will decide what four different characteristics you will use as the categories for the sorting. Label each of the four sections with one characteristic. For example, 'feathers'" may be one of the characteristics you choose. You will then draw, color, and label one forest animal that was in the sorting activity and one additional forest animal that was not included on the sorting cards. Another example might look this way: you might choose 'woodpecker' as the animal that was on a card, and you might choose 'owl' as the animal that was not on the card. Continue with the rest of the sections."*

4. Provide support and additional book resources for the children to look through if they are having a difficult time recalling forest animals that fit into their selected categories.
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Day 3 – Language Arts

READING WORKSHOP, pp. 226 – 228 (DLG)

After Reading – Hidden Pictures

Sequencing (1st/2nd)

Standards:	LA.1.RL.3	Describe story elements (characters, settings, and major events) using key details: sequence story events orally
	LA.2.RL.3	Describe how characters in a story respond to major events and challenges
	LA.2.RL.4	Sequence story events

1. Teach the lesson according to the **DLG**.
2. Extend for 1st and 2nd graders. Students will use a graphic organizer to analyze the book, *When We Go Camping*.
3. Teaching students about the structure or plan of a story leads to improved comprehension. Story Plans help students visualize a story's structure. They characterize the general structure of stories by defining what most stories have in common.
4. The teacher will walk through the story plan organizer (Activity Master 3.4.6) with the students, reviewing the terms “character” and “setting”.
 - *“Who are the characters in the book, When We Go Camping? What do we mean when we say ‘character’?”*
 - *“Where did the story happen? What is the special word that is used to tell where a story takes place?”*
 - *“Does anyone know what it means to sequence something?”*
 - *“How would you sequence the story of the three bears? Can you tell us what happened in the beginning, the middle, and the end of the story?”*

- “Today you are going to write down the characters, setting, and the sequence of what happened in the book, When We Go Camping. Summarize in three sentences what happened in the beginning – 1st sentence, the middle – 2nd sentence, and the end of the story – 3rd sentence.”
5. The teacher may choose to differentiate by having students work with a partner.

WRITING WORKSHOP

Publishing: Day 3 – Publishing Software

Publishing (K–2), Technology (K–2)

Standards:	LA.K.W.6	With support and in collaboration with peers, explore a variety of tools to produce and publish writing
	LA.1/2.W.6	With support and in collaboration with peers, use a variety of tools to produce and publish writing
	T.K-2.DL.1	Explore and use teacher-selected software to create a product
	T.K-2.DF.1	Use developmentally appropriate digital tools to communicate ideas with others

1. Before class begins, review the publishing progress of each student. Prepare to pull kindergarten students and any other student who needs additional support into a small group during today's lesson.
2. Remind students of the basics of the publishing process that has been selected (word processing on a desktop, a student friendly publishing app, etc.). Today is the last full day publishing. Students should be finalizing and illustrating their work today.
 - *“Yesterday after school I had the opportunity to look at the work you have all have done this week in publishing. You are doing such wonderful work!”*
 - *“Today is our final day of publishing. Be sure to focus on your work and make sure that it is your very best.”*
 - *“You will also illustrate your writing today. Make sure that your illustrations match the words in your writing so that the reader will have a clear understanding of what you are communicating.”*
3. Dismiss students to begin working. Pull a small group to offer additional support and assistance as children begin exploring the technology used to publish their writing.

Day 3 – Science

SCIENCE, pp. 246 – 257 (DLG)

Dirt – Alike and Different, p. 253 (DLG)

Concept Nugget (K–2), Inquiry (1st/2nd)

Standards:	S.K-2.LS.1	Use observations to describe patterns of what plants and animals need to survive
	S.K-2.ES.8	Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment
	S.K-2.PS.1	Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties
	S.K-2.PS.7	Make observations to determine the effect of sunlight on Earth's surface (e.g., sand, soil, rocks, water)

*** Before class begins, load YouTube Video “Soil Pollution || What are the causes of soil pollution|| soil pollution effects” from Learning Junction at the following link: <https://www.youtube.com/watch?v=iHw8gf6LqY>. (One of the characters is a floating creature, not human.) ***

1. Introduce this lesson with the following Concept Nugget:

- *“Today for science we are going to look at two different kinds of dirt and notice how they are the same and how they are different.”*
- *“Have you ever thought about the dirt in the Garden of Eden? Did God create dirt? How do you think the dirt in the Garden of Eden was different than the dirt we have today? What do you think has caused the changes in the dirt?”*
- *“Why do we need dirt in order to live on the earth? In what do trees, and flowers, and vegetables grow? From what is the bottom of a river made? We need good dirt in our communities to help the plants and animals to grow healthy and strong.”*
- *“Something that Adam and Eve never had to worry about was soil **pollution**. Have you heard the word pollution before? Do you know what pollution means?”*

2. Play the video clip from YouTube about Soil Pollution. Follow up with a concept nugget discussion about responsibility.

- *“It is so interesting to see how small things that happen can cause such big problems for our soil.”*
- *“God created a good and perfect world, but unfortunately sin has caused so many problems. For many years people have forgotten that we are responsible to take care of the world God created.”*
- *“But we know that God has called us to be responsible for His creation. People need to be responsible in keeping the earth’s soil clean so plants and animals can stay healthy. What are some ways we can help keep the earth’s soil clean so that plants and animals can stay healthy?”*
- *“When we choose to take care of the world around us, we are being **responsible** citizens of our communities.*

3. Provide students with their Responsibility Vests and a single Responsibility Patch—Soil (Activity Master 3.4.7). Allow children time to color, cut, and attach the Responsibility Patch to the front of their Responsibility Vest.
 4. Before teaching the lesson in the **DLG**, provide Activity Master 3.4.8, “Soil Alike and Different” to all 1st and 2nd graders. Lead the class in making predictions about the different jars of soil they will observe.
 - *“Today we are going to observe two different jars that are filled with soil, or dirt. What do you think this dirt may look like?”*
 - *“Why do you think we are looking at two different jars of the soil? Do they look the same, or do they look differently?”*
 - *“First and 2nd graders, you will use this science lab activity sheet to record your predictions and observations about our two jars of soil.”*
 - *“Before you look at the soil, I would like you to complete the part, **Predict**, at the top of the lab sheet. Write what you expect you may see in the soil you are about to observe.”*
 5. While 1st and 2nd graders are writing their predictions, teach the lesson according to the **DLG** for kindergarten students in a small group setting.
 6. When 1st and 2nd graders have completed writing their predictions, invite children to observe the soil samples in the jars. Consider pouring a small amount onto paper plates for further exploration. The students should complete the **observation** portion of their lab sheet as they examine the soil samples.
 7. Upon completing the observation of the soil, invite children to come together in the meeting area for a reflection discussion.
 - *“What did you notice when you looked at the two different soil samples?”*
 - *“How was this different or similar to what you had expected to see?”*
 - *“Why do you think the dirt samples looked differently?”*
 8. Dismiss 1st and 2nd graders to complete the final **Reflection** portion of their lab sheet.
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Day 4 – Bible

PRACTICING THE BIBLE STORY, pp. 213 – 214 (DLG)

Create a Recycle Box, p. 214 (DLG)

Concept Nugget (K–2), Oral Presentations (K–2)

Standards: S.K-2.ES.8

Communicate solutions that will help reduce the impact of humans on the land, water, air, and/or other living things in the local environment

B.K.BK.7

Explore ways in which we can take responsibility to care for the world God created

LA.K/1.SL.7

Give brief oral presentations

1. Teach the lesson according to the **DLG**.

2. Expand for all grades with the following Concept Nugget.

- *“You have all done such a great job decorating your recycle boxes! I’m so impressed with your creative designs and pictures!”*
- *“How do you think that recycling can show responsibility for your community?”*
- *“Now I would like each of you to come to the front of the class to show the box you have created. Be sure and describe your art work. Also, tell the class one way that you know recycling can show responsibility for your community.”*

3. Proceed with the mini oral presentations, prompting students to follow these steps:

- Describe art work.
- Give personal opinions regarding recycling.

“Those were very informative presentations! You are being responsible to your community by recycling. You are saving energy and taking care of God’s world. I’m proud of the responsible citizens you are becoming.”

4. Provide students with their Responsibility Vests and a single Responsibility Patch–Recycle (Activity Master 3.4.9). Allow children time to color, cut, and attach the Responsibility Patch to the front of their Responsibility Vest.

Day 4 – Language Arts

READING WORKSHOP, pp. 226 – 228 (DLG)

After Reading – Comprehension Questions, p. 228

Comprehension Discussion (K–2)

Standards:	LA.1.RL.1	Ask and answer questions about key details
	LA.2.RL.1	Demonstrate understanding of key details by asking and answering questions
	LA.1.RL.11	Make connections between a text and personal life experiences
	LA.2.RL.12	Make connections between a text and personal life experiences

1. Reference the lesson in the **DLG**.
2. Extend for all students with the following discussion questions during and after the reading of the book.
 - *“What thoughts would you have if you woke up in a tent and saw this as soon as you opened your eyes?”* (*When We Go Camping*, p. 1)
 - *“What does the author mean when she says, ‘the mountains reach for the sky?’”*
 - *“How do you think that storing the food up high will ‘keep the bears away’? What might happen if they left the food on the ground or on a table?”*
 - *“Why do you think the children try to prevent disturbing the elk during their hike? How does this show respect for the animal?”*
 - *“How is cooking dinner while camping different than cooking dinner in your home?”*
 - *“Turn and tell your neighbor what you would do if you were able to sit around a campfire at night.”*
 - *“Why do you think people choose to go camping?”*
 - *“Camping is a way to spend time in nature and to remember the beauty of God’s creation.”*
 - *“How do you think camping can be a reminder of the responsibility we have to nature?”*

- “Are there any other activities that you could do to enjoy nature and God’s creation?”
- “Can you think of a time that you were able to spend time appreciating the great outdoors? Turn and tell your neighbor about how it felt to spend time in nature.”

WRITING WORKSHOP

Publishing: Day 4 – Author Biographies

Author Biography (K–2)

Standards: LA.K.W.6

With support and in collaboration with peers, explore a variety of tools to produce and publish writing

LA.1/2.W.6

With support and in collaboration with peers, use a variety of tools to produce and publish writing

T.K-2.DL.1

Explore and use teacher-selected software to create a product

T.K-2.DF.1

Use developmentally appropriate digital tools to communicate ideas with others

1. Students will create their own Author Biographies today to display either in front of their printed writing, or in the classroom during the Publishing Party.
2. Introduce students to the concept of Author Biographies. *“The author of our book this week is Margriet Ruurs. It can be interesting to learn more about the author who wrote what we are reading. Sometimes it gives the reader a better understanding of the book or piece the author has written.”*
3. Read the Author Information located on p. 201 in the **DLG**.
 - *“Wow! Margriet Ruurs is a very interesting person. It sounds like she has spent a large amount of time camping. Now it makes sense how she was able to write such a great book about a camping trip.”*
 - *“You are authors too! You have been working all week to publish your informational writing piece for our Publishing Party tomorrow.”*
 - *“Today you are each going to be writing your own Author Biography to share with the audience tomorrow.”*
4. Model for students how to fill in Author Biography.
5. Dismiss students to begin filling in their Author Biographies
 - Kindergarten: Activity Master 3.4.10a
 - 1st: Activity Master 3.4.10b

- 2nd: Activity Master 3.4.10c
6. Circulate around the room to offer support as needed.
 7. If students need additional time to finish publishing, they can do so during this class period as well.

Day 5 – Bible/Theme Culminating Celebration

APPLYING THE BIBLE STORY, pp. 213 – 214 (DLG)

Caring for Our School, p. 214 (DLG)

Theme Culminating Celebration (K–2), Community Service (K–2)

Standards:	B.K.RO.12	Develop a desire to help others
	B.1/2.RO.13	Develop a strong work ethic that manifests itself in service
	B.K.RO.14	With support, participate in local service opportunities
	B.1/2.RO.14	Participate with local or national organizations that serve those in need

1. As suggested in the lesson in the **DLG**, use this time to tie together the entire Theme 3 concept of community with the completion of an outdoor community service project. The focus of this theme has been community, specifically the relationship that children have with the natural community around them. The specifics of the Culminating Celebration will vary depending on the school and the physical location as well as the natural community resources (national parks, local streams or lakes, etc.) available nearby.
2. Before completing the service project, review the concepts from Theme 3 with the following discussion:
 - *“These last few weeks we have learned so much about community.”*
 - *“We started out by learning about **adaptation**. Do you remember what it means to adapt?”*
 - *“Adapting is an important part of living in a community. Sometimes we need to make changes based on our surroundings. Sometimes our plans do not always go the way we expect. Therefore, adapting can help us to better enjoy our natural community.”*
 - *“Next we learned about **interdependence**. Who can remind us what it means to be interdependent?”*

- “We are all interdependent in one way or another. Animals and plants are interdependent. We are also interdependent with the nature around us.”
 - “When we take time to notice the natural gifts that God has given us, we see how we are interdependent with all of His creation.”
 - “The following week we learned about **consideration**. When you live in a community, it is important to be considerate of those around you. Do you remember how noisy the tree was when Owl was trying to rest? Sometimes we are like those noisy animals! However, we learned that we can give attention to the people, animals, and nature around us so that we are considerate citizens.”
 - “In our Bible story this week we learned how Adam and Eve took care of the plants in the Garden of Eden just as God asked them to do.”
 - “They took their responsibilities seriously. They worked together to make sure the growing things had everything they needed.”
 - “We can work together as a class to be **responsible** for keeping our community safe and clean at home and at school.”
 - “Adam and Eve loved their garden community just as we love our homes and our school **community**.”
 - “Now that we have learned so many important parts of living in harmony with God’s nature community, we will spend some time in nature today caring for the world He has given us!”
 - “You may wear the Responsibility Vests that you created this week. As we are outside today, be sure to look around and notice all the small parts of God’s creation that you may have missed just a few weeks ago.”
3. Provide materials and time for the students to complete the community service project that was selected on Bible Day 2. Be sure to take photos of the students’ diligence at work to share with families and the school community.

Day 5 – Language Arts

READING WORKSHOP, pp. 226 – 228 (DLG)

Read Aloud, p. 228

Nonfiction Text (K–2), Graphic Organizer (1st/2nd)

- Standards:** LA.K.RI.13 Actively engage in group reading activities with purpose and understanding
 LA.1.RI.1 Ask and answer questions about key details
 LA.2.RI.1 Demonstrate understanding of key details by asking and answering questions
1. Reference the lesson in the **DLG**.
 2. Select a nonfiction book on the topic of camping to read aloud to the class.
 3. Extend for 1st and 2nd graders with Activity Master 3.4.11 (3-2-1 Comprehension).
 - *"Earlier this week we read When We Go Camping. It was a very beautiful and interesting book. Was that book a fiction or nonfiction book? How do you know?"*
 - *"The book we read today is a **nonfiction** book. This means that the information shared is all true and real. The information and facts are helpful in learning more about camping."*
 - *"Today you will use the information you learned in our nonfiction book to complete the 3-2-1 Comprehension Organizer (Activity Master 3.4.11). This will help you to really think about the information you learned and the questions you still have."*
 4. Circulate around the room to offer support and clarification as needed.

WRITING WORKSHOP

Publishing: Day 5 – Publishing Party

Oral Presentation (K–2)

- Standards:** LA.K.W.6 With support and in collaboration with peers, explore a variety of tools to produce and publish writing
 LA.1/2.W.6 With support and in collaboration with peers, use a variety of tools to produce and publish writing
 T.K-2.DL.1 Explore and use teacher-selected software to create a product
 T.K-2.DF.1 Use developmentally appropriate digital tools to communicate ideas with others
 LA.K/1.SL.7 Give brief oral presentations
 LA.2.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant descriptive details, speaking clearly at an understandable pace

**** It is optional to provide simple decorations and snacks for the celebration. The focus, of course, is on the students and their growth as authors. However, the addition of a few festive decorations can make the event extra special! Some possibilities include tablecloths, simple snacks (fruit tray, vegetables and dip, crackers, etc.), and simple decorations (balloons or streamers). ****

1. Before the party begins, display the Author Biographies and student photos on a bulletin board or on the white board at the front of the classroom.
2. When guests arrive, have them gather in the meeting area. Briefly explain the publishing process that students used to create their published writing that will be shared today.
3. Invite one student at a time up to the front to share their final published work.
4. Project or display the work in some way that will allow the audience to see the finished writing as the author presents.

Day – 5 Science

SCIENCE, pp. 246 – 257 (DLG)

Fire Safety, p. 257, (DLG)

Camping Safety Posters (K–2)

Standard: S.K-2.HS.2 Demonstrate ways to prevent communicable diseases and reduce accidental injuries

*** The following video clip features Smokey Bear, a talking bear character. Use discretion and find an alternate campfire safety video, if needed. Before class begins, load YouTube Video “Smokey’s Lessons on Fire Safety” from WIDNRTV at the following link:
https://www.youtube.com/watch?v=qurol3P3_E. ***

1. Play the YouTube video clip – Smokey’s Lessons on Fire Safety. Pause the video after the questions presented in the clip to allow students the opportunity to answer the questions in the group setting.
2. After playing the video, teach the lesson according to the **DLG**. Be sure to allow children time to practice “stop, drop, and roll” as a way to help put out fire on their bodies or clothes.
3. Extend with a class discussion to include campfire and camping safety learned during this week. As students share the safety rules they have learned, record their ideas on chart paper.
 - *“Why do you think it is important to know safety rules before going camping?”*
 - *“How does following safety rules, especially the rules about fire, help us to be responsible citizens for our communities?”*
 - *“What might happen if people decided to ignore the safety rules?”*

- “Smokey had many great tips to share in the video we watched. What are some of the safety tips we learned today to help us to be safe around campfires?”
 - “What are some other camping safety rules you can remember that we have learned this week?” (clean drinking water, water safety, wild animal safety, stay with the group, stay on the trail, sunburn/insect bites, food storage, extinguishing fires, hatchet safety, etc.).
 - “Learning these camping and fire safety rules will help us to be more responsible when we go camping in God’s creation. The Bible tells us that we should take care of the plants and animals. By following these safety rules, we can honor God and be responsible citizens in the nature community.”
4. Provide each student a large sheet of construction paper.
 - “Today you are going to make Camping Safety Posters. Pick one of the safety rules we wrote on the chart, or you may choose a rule that we forgot to mention.”
 - “You will write the Camping Safety Rule at the top of your poster. Make the words large and easy to read. After you write your rule with a pencil, you may trace the words with color to make it easier to see from a distance.”
 - “Next, you will illustrate your safety rule. Make your drawing large so people can see it clearly as well. Use color so the drawing will be interesting and easily seen.”
 5. Display the completed posters in the classroom, or consider taking them to the local city or state park headquarters to share with the community.
 6. Provide students with their Responsibility Vests and a single Responsibility Patch–Fire Safety (Activity Master 3.4.12). Allow children time to color, cut, and attach the Responsibility Patch to the front of their Responsibility Vest.