

**K–2 MULTI-GRADE BRIDGE**  
**Detailed Daily Lesson Plan (DDLPL)**  
**Theme One Daily Lesson Guide (DLG) – Let’s Be Friends**  
**Grade K Theme Book Three: *Winners Never Quit*/Heroes**  
**Character Building Concept: Love – Determination**

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

**SIGNING IN, pp. 238 – 240 (DLG)**

*Standards:* LA.1/2.W.7 Apply common conventions of manuscript writing (e.g., left-to-right, uppercase and lowercase letters, etc.)  
LA.1/2.W.10 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 1<sup>st</sup> and 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 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, 1<sup>st</sup>, and 2<sup>nd</sup> grade years. Kindergarten and 1<sup>st</sup> 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 2<sup>nd</sup> grade. \*\*\**

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

**LOVE – DETERMINATION CONCEPT CONNECT**

*Concept Connect Activity (K–2)*

*Standard:* B.K-4.BF.14 Make connections between Bible stories and personal life experiences

1. Read the Bible verse Philippians 4:13 – “I can do all things through Him who strengthens me.”
2. *“Boys and Girls, what do you think this verse means?”* (Give students time to respond. Based on student responses, ask the following questions to deepen the understanding that God gives us the strength to keep trying when things are difficult:)



Discussion Questions – (Encourage students to share experiences.)

- *“Have you ever had to do something that was really difficult?”*
  - *“How did you feel about it?”*
  - *“Did you feel like giving up?”*
  - *“What did you do or say to yourself to keep trying?”*
3. *“Today we will divide into two teams and play a game called Blockhead.”*
  4. Explain the rules for playing Blockhead. (See directions in the Blockhead game box to be purchased prior to the lesson referenced in the LAG.)
  5. Split the class into two teams and play this game as a group. As the game progresses, record student “talk”, especially comments that illustrate determination or giving up. You will return to these comments at the end of the game to bring out the idea that it is important to learn to have determination.
  6. Discuss the student “talk” that occurred while playing this game. *“I heard (Student’s Name) say \_\_\_\_\_, and I saw (Student’s Name) getting frustrated when \_\_\_\_\_.”*

**Lesson Summary :** *“This week we will talk about showing love through determination. Determination means developing the strength inside that helps you to keep going when things are difficult to do! Let’s all repeat that word: Determination!”* (Students repeat.) *“However, it takes practice to become better and better at being determined. Determination is a character trait that helps people to be successful in most things they want to do in life. Sometimes it takes determination to show love! So as we read and discuss our story this week, we will have fun learning how each one of you can practice this important character trait.”*

## Day 1 – Bible

### INTRODUCING THE BIBLE STORY, pp. 217 – 218

#### Needing Help, p. 217 (DLG)

##### *Helping Others*

Standards:	B.K.RO.4	Practice treating others as we would like to be treated (22)
	B.K.RO.12	Develop a desire to help others
	B.1-4.RO.4	Identify and demonstrate important personal values (e.g. kindness, respect) (22)
	LA.K-2.SL.1	Participate in collaborative conversations in diverse groups
	LA.K-2.W.10	Write routinely for a range of tasks, purposes, and audiences



1. Teach the lesson in the **DLG**.
2. Extend the lesson for 1<sup>st</sup> and 2<sup>nd</sup> grades as follows:
  - *“1<sup>st</sup> and 2<sup>nd</sup> graders, I want you to take the picture that interests you most and set it in front of you. Take a minute to think about what this person needs and how you might help.”* (Pause and let them do this step.)
  - *“Now turn to your elbow partner and share what you thought.”* (Pause. Distribute story paper or use Activity Master 1.1.1.)
  - *“Next, glue your picture in the illustration box of your story paper and write a short story about what this person needs and how you might help.”*

**Lesson Summary:** *“This week’s Bible story which we will read tomorrow will show us that true friends show love by helping one another through acts of kindness. As you do this activity, think about ways in which you might help a friend today.”*

## Days 1 – 5 Daily Oral Language (DOL)

### Grammar & Writing Mechanics

*Scaffolding (2<sup>nd</sup>), Editing (2<sup>nd</sup>)*

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 1<sup>st</sup> and 2<sup>nd</sup> grade. Since this unit is taught early in the school year, most 1<sup>st</sup> graders have not been introduced to editing skills. Thus, only 2<sup>nd</sup> graders will engage in this month’s DOL activities. First graders will join in DOL editing activities beginning with the 4<sup>th</sup> theme, *Spiritual Journey/Giving Gifts*.
2. The suggested sentences for group editing are found in the BRIDGE Appendix D (DOL, Theme 1 – Book 3) 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 only 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 1<sup>st</sup> graders may engage in another age appropriate center activity. However, advanced 1<sup>st</sup> graders may either listen as they gradually acquire writing knowledge throughout the year, or those who are ready may fully



participate in this 2<sup>nd</sup> grade editing activity. The teacher should use knowledge of their 1<sup>st</sup> 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. 235 – 237 (DLG)

#### During Reading – First Time, p. 235 (DLG)

*Predicting Story Events, Concept Nugget, Discussion Questions (K-2)*

Standards:	LA.K/1.RL.9	Predict story events and outcomes using picture clues
	LA.K-2.RL.10,11,12	Make connections between a text and personal life experiences
	LA.1.RL.6	Identify who is telling the story
	LA.2.RL.7	Differentiate characters' points of view
	LA.2.RL.10	Predict story events and outcomes using picture clues and text
	LA.K/1.SL.2	Ask and answer questions about key details in a text read aloud
	LA.2.SL.2	Recount or describe key ideas or details from a text read aloud
	SS.K-4.IDI.8	Examine how individuals change over time

Teach the lesson according to the **DLG**. Explain that the author of today's story is Mia Hamm, a legend in women's soccer. Show the picture of Mia's childhood in the back of the book. Show students the following YouTube video clips about Mia Hamm (or look for one on YouTube that you would prefer) to provide background information for the story:

<https://www.youtube.com/watch?v=daVcy0Zvb0U> and/or <https://www.youtube.com/watch?v=Mc013wLO3II>

#### Story Walk – Making Predictions

Lead children through a picture walk of the story and ask them to predict what they think the story will be about as they look at the pictures. Ask a 1<sup>st</sup> or 2<sup>nd</sup> grade student to read the book title and use this as an additional clue.

*“In today's story we will meet Mia Hamm when she was just a little girl, not much older than you. This was long before she became famous. As we read today's story, think about how determination, this week's character trait, played a part in making Mia the famous star athlete she became as she grew older.”*

Read the story as outlined in the **DLG**. Compare the children's predictions against the actual story text after the story is read in its entirety.

#### Discussion Questions, Concept Nugget

Help students to make the connection to the week's concept, Love – Determination, using the following discussion questions:

1. *“How do you think Mia felt when she made a goal and scored in a soccer game?”*



She felt happy and important. She liked it when everyone cheered for her.

2. *“How do you think she felt when she didn’t make goals and her team lost?”*

She was mad, frustrated, and disappointed.

3. *“Why do you think Mia kept quitting the soccer game?”*

- Losing wasn’t fun.
- She would become angry when her team lost or when she failed to make a goal.
- Mia would rather quit than lose.

4. *“How did Mia’s brothers and sisters help her to learn not to quit when she began to lose again?”*

- They were tough with her. Her brother told her, “Quitters can’t play on my team.”
- Her sister said, “If you can’t learn to lose, you can’t play.”
- Mia loved the game. Therefore, she had to get over being mad when she would lose, if she wanted her family to allow her to play!

5. *“What important lesson did Mia learn that would help her later in her life?”*

- Playing the game and having fun with her family/team was more important than winning or losing.
- She had to control her temper so she could have fun and play the game she loved.

6. *“Who remembers what determination means? How did Mia show determination in today’s story?”*

- Determination means you keep trying even when things are hard or don’t work out right away. You don’t quit!
- Mia kept trying. Even when she didn’t make a goal, she kept playing and learned to keep trying.

7. *“How did Mia’s brothers and sisters show tough love through determination?”*



- They would not allow her to get away with losing her temper and quitting when she didn't score.
  - They would not allow her to play until she showed them she would not quit.
8. *“Have you ever felt like Mia, angry or frustrated when something you wanted to do was difficult or didn't work out? Think of a moment when that happened and be ready to share your story.”* (Call on one student at a time to share with the class, or allow each to share with a shoulder partner, whichever takes less time.)
  9. *“Why is determination a good character trait to develop?”*
    - If you are determined, you will not quit even when things are not easy. It is something that will help you succeed throughout your entire life!
    - Determination can make you a winner just like Mia Hamm.

Close the discussion lesson by reading the last few pages in the back of the book that contain the message from Mia Hamm to her readers. Share pictures of Mia's important moments throughout her life. Challenge the children to develop determination this week and to help others do the same.

## **WRITING WORKSHOP**

### **What to Do When I'm Done**

*Writing Workshop Procedures (K–2)*

<i>Standards:</i>	LA.K.W.5	With support, respond to questions and suggestions from peers and add details to strengthen writing
	LA.1.W.5	With support, focus on a topic, respond to questions and suggestions from peers, and add details to writing
	LA.2.W.5	With adult and peer support, focus on a topic and strengthen writing as needed by revising and editing

1. Teach this lesson for all grades.
2. The focus of this lesson is to help students begin to see themselves as writers and establish procedures for what is expected of writers during the Writing Workshop block of time. Young students sometimes rush to be “done” with their work. Therefore, develop the sense that there is always something to do next, and the habit of self-direction will be built over time. This lesson will help introduce students to begin developing that habit. *“All of the writers in our class have been doing an excellent job of writing every day. I'm really proud of your work. One thing I want you to know about writers is that we are never 'done' writing. There is always something to do as a writer. Today I'll show you what I do when I think I'm finished.”*
3. Display the following piece of writing on chart paper or smart board and model: *“Here's a piece I wrote earlier. I'm going to work on it some more and show you what I do when I'm finished. Watch closely.”* (Read the piece aloud and add one detail to it.) *“There, I'm done.”*



We heard a **loud** bell ring. We froze. Then \_\_\_\_\_ (Teacher's Name) \_\_\_\_\_ said, "Line up! It's a fire drill."

3. *"Now watch!"* (Look carefully at the piece and think aloud about another detail you forgot to add to the illustration (students lining up). Add a detail sentence to the writing. For example: "We jumped up and lined up.") *"The more I look at this piece of writing, the more ideas pop into my head that help me add details to make it better. That is what good writers do. They keep looking at and thinking about their writing, adding details, changing words and sentences until they are satisfied that it describes exactly what they want to say. Can anyone think of another detail I could add to my writing?"* (Elicit responses from students and add accordingly.) *"There! Now I like my story much better. I think I'm finished with it now unless I get more ideas I want to add."*
4. Help students understand the idea that during Writing Workshop, they should spend the entire time engaged in writing. This is a new concept for most students who may feel that when their story is completed, they are finished with their task for the day! The following story prompt experience may be substituted for one of the teacher's authentic examples that would engage students. Use blank chart paper to model the thinking aloud process for starting a new story from the beginning. For example: *"But Writing Workshop time is not over yet. Perhaps, I can begin another story. Hmm, let's see. The narrative story I just finished gave me another idea for a different narrative story. This made me think about the time last year when my students and I were walking in the hallway and a big kid came up behind me and yelled, 'Boo!' I screamed and my students laughed. Watch what I do. I'm going to begin writing a new narrative story about that incident. Let's see how far I can move along before Writing Workshop time is over."* (After writing a couple of sentences for the new story, stop to review. Help students to understand the concept that they will continue where they ended their new story during the next day's Writing Workshop time.)
5. Review: Show students the "When I'm Done" chart. (Activity Master 1.3.1). *"Boys and girls, I want you to keep this chart in your writing folders to remind you of what to do when you think you're finished, although Writing Workshop time is still in progress. This is what good writers do when they've completed their work. We: "*
  - *"reread what we already wrote."*
  - *"add details to the picture or add details to the words."*
  - *"start a new piece with another idea."*
  - *"write the entire time."*
6. *"Let's all repeat the four things we will do during Writing Workshop time."* (Instruct students to repeat and memorize the instructions on the chart.) *"Now it is your time to write just as I have done. I am so excited to see what you will be writing today, and I know all of you will remember what to do when you think you are finished."*



- Dismiss the children to begin their writing activities. At the end of the writing session, survey the class to share the options they chose from the poster. *“I saw a lot of good choices being made during writing today. Raise your hand if you reread your writing.”* (Continue with the rest of the choices listed on the “When I’m Done” chart, Activity Master 1.3.1).

## Day 1 – Science

### Math – Small Group: How Long Is the Grass?, p. 257

#### Grass Exploration, p. 264

*Inquiry, Observation – Long-term tracking (K–2)*

**Standard:** S.K-2.LS4 Plan and conduct an investigation to determine if plants need sunlight and water to grow, ensuring that only one variable is tested at a time

- Teach the math lesson according to the **DLG**. This will require daily tracking and charting approximately over a two weeks’ period. Plan on engaging in this activity every day for the next two weeks.
- Teach the science lesson according to the **DLG**. Expand by explaining to all grades that plants need certain things to grow. Read the book, *From Seed to Plant* by Gail Gibbons or *What Are Seeds?* by Molly Aloian. (See Extended Materials List (Appendix E) for availability source.)
- For an interactive Starboard experience in growing “digital” plants, go to:

[www.bbc.co.uk/bitesize/ks2/science/living\\_things/help\\_plants\\_grow/play/popup.shtml](http://www.bbc.co.uk/bitesize/ks2/science/living_things/help_plants_grow/play/popup.shtml)

In this interactive digital plant-growing activity, students must balance providing a heat/light source with a water source to their growing plant by clicking on a lever that refills the heat/light source and water source before it is depleted. If the water or heat/light source is depleted, their “digital” plant dies. This is a fun activity that is sure to delight kids!

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## Day 2 – Circle Time/Morning Meeting

### Daily Message 1, p. 240

*Editing, Writing Extension (K–2)*

**Standards:** LA.1/2.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing  
LA.1/2.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling

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



2. First graders can participate with Kindergarteners and help the teacher by saying where a capital letter should be placed and what kind of ending punctuation is needed. Allow 1<sup>st</sup> graders to help the teacher spell the words by asking them to provide initial and ending letter sounds in the words, or providing middle vowel sounds. The goal is to tie this quick review of skills to lessons already taught through the phonics, spelling, grammar, and language programs.
3. Second graders can participate with Kindergartners and 1<sup>st</sup> grade students to help the teacher use conventional spelling of some of the words. They can also help create additional sentences with appropriate and more advanced punctuation. The teacher can call on 2<sup>nd</sup> graders to indicate capitalization of other proper nouns, etc. The goal is to tie this quick review of skills to lessons already taught through the phonics, spelling, grammar, and language programs.

## Day 2 – Bible

### PRESENTING THE BIBLE STORY, pp. 218 – 219

#### Reading “Four Friends Help,” p. 219 (DLG)

##### Concept Nugget (K–2)

Standards:	B.K-4.RG.11	Accept that the Bible helps us to make right choices in our daily living
	B.K.RO.12	Develop a desire to help others
	B.1-4.RO.12	Articulate the importance of faith, commitment, and a dynamic relationship with Jesus as a basis for service (11, 13)

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

After reading the story, help children connect the story’s main idea to the week’s concept of love and determination through discussion using the following questions:

1. *“How did the man’s friends show love through determination in today’s Bible story?”*

When they couldn’t take their friend into the house through the front door to see Jesus, they didn’t give up. They thought of a different way to help their friend into the house to see Jesus. They kept trying, even though it was difficult cutting through the roof of the house.

2. *“Even though they cared deeply for their sick friend, how might the story have ended differently if the man’s friends had no determination?”*

If they had given up, their friend may not have been healed by Jesus.

3. *“How can you show love through determination in helping someone you care about?”*



Give students “think time” to answer this question. Prompt, if necessary. Student answers will vary.

## Day 2 – Language Arts

### READING WORKSHOP, pp. 235 – 237 (DLG)

#### During Reading – Second Time, pp. 235 – 236

*Vocabulary, Sequencing Vocabulary, Sequencing Story Events (K–2)*

Standards:	LA.K/1.L.3	Determine the meaning of unknown and multiple meaning words and phrases
	LA.K.RI.3	Sequence information using pictures
	LA.1.RI.3	Sequence information orally
	LA.2.L.4	Determine the meaning of unknown and multiple meaning words and phrases
	LA.2.RL.4	Sequence story events

Include Kindergarten in this expanded activity for 1<sup>st</sup> and 2<sup>nd</sup> graders. If the teacher has students who have played soccer before and are familiar with soccer vocabulary, allow them to contribute and describe the game to others who have not played. If there are not enough children in the class who have experienced the game, the teacher should be prepared to provide a brief description to the children before the second reading of the story.

#### Part 1 – Vocabulary

1. Teach the Vocabulary portion of the **DLG** lesson, using Blackline G. Leave the Sequencing Vocabulary portion of the lesson for Part 2 described in #11.
2. Continue the lesson by posting the pre-cut extension vocabulary words on a pocket chart (Vocabulary Master 1.3 – Appendix B) for easy reference.
3. *“In today’s story Mia loves to play soccer. Raise your hand if you have ever played soccer.”* (Call on a student whose hand is raised.) *“    (Student’s Name)    , if you had to tell someone who has never played soccer how the game is played, what would you say?”*
4. As the student is describing this, write any vocabulary words shared in the students’ description on chart paper. If the list is incomplete and time permits, choose another student to contribute. Continue adding to the list.
5. *“    (Student’s Name)     used many words when     (he or she)     was describing the game of soccer that have particular meaning to the game. Let’s partner with another student and look at these words.”*



6. Divide the class into teams of two or three students, depending on the class size. Pair students familiar with soccer with students who are unfamiliar with soccer. Teams can be assigned one or more words, depending on the number of students. The teacher will read the sentences in #8 and ask each team to figure out what the word means in the context of each sentence.
7. *“Teams, I am going to read a sentence using the vocabulary word that I give you. Your job is to describe what you think the word means by how it is used in the sentence or context. Think of a synonym or another word you could use that means the same as your vocabulary word. Take thirty seconds to consult with your team members and decide on the best answer. Everyone should give suggestions so that your work is a team effort. When you have decided on an answer, pick a person who will share your group’s answer with the class, and give me a thumbs up so that I know your team is ready to share. You will have two minutes to work. Then we will come together as a class and share our word synonyms.”*
8. Go over each word and its contextual meaning with the class. Ensure that students can pronounce each word. If students become stuck and cannot infer a contextual meaning, ask for an alternate word that might fit.
  - **goal**            *Mia aimed carefully and kicked that ball hard to score a goal for her team.* (point, kick)
  - **goalie**            *When the goalie saw Mia’s kick, he quickly hit the ground and spread his body across the net area to stop the ball.* (person who stops the ball from entering the net area; ball stopper)
  - **dashed**            *Mia dashed through the field past the other team’s players at lightning speed.* (ran, rushed, moved quickly)
  - **dribbled**            *He dribbled the ball from one end of the field to the other, past the other team’s players.* (move ball with little kicks)
  - **sailed**            *The ball sailed through the air past all the players’ heads.* (flew, traveled, moved)
  - **pleaded**            *The coach pleaded with the player not to quit.* (begged, argued)
  - **blocked**            *A member of the opposing team blocked the kick, so Mia could not score a point.* (stopped, prevented, deflect)
9. Clarify any words that may not be clear as the Vocabulary portion of the lesson is concluded.



## Part 2 – Sequencing Story Events

10. Explain to students that while you reread the story, “*Winners Never Quit!*,” they will be asked to supply the missing vocabulary words. Tell them that the missing words can be found in the vocabulary words just reviewed.
11. Teach the lesson according to the **DLG** using the sequencing words. Distribute Blackline 3.8 to all students and differentiate as follows:
  - Kindergarteners – Complete the sequencing activity as described in the **DLG**.
  - 1<sup>st</sup> Graders – Color, cut, and paste Blackline 3.8 pictures vertically in the sequential order of the story on a piece of white construction paper. Next to each picture kid write and use the vocabulary picture words on Blackline G to write a sentence to describe Mia’s action in each picture in the sequential order of the story.
  - 2<sup>nd</sup> Graders – Cut and paste Blackline 3.8 pictures vertically in the sequential order of the story on a piece of white construction paper. Next to each picture write two sentences, using as many vocabulary words as possible taught in today’s vocabulary lesson to describe Mia’s actions in each picture, relaying the sequential events of the story.

### **WRITING WORKSHOP, pp. 240 – 245**

#### **Writing with Children – Conferencing, p. 243**

##### *Refining Writing, Teacher-Student Conference (K–2)*

Standards:	LA.K.W.5	With support, respond to questions and suggestions from peers and add details to strengthen writing
	LA.1.W.5	With support, focus on a topic, respond to questions and suggestions from peers, and add details to writing
	LA.2.W.5	With adult and peer support, focus on a topic and strengthen writing as needed by revising and editing

1. Teach the lesson according to the **DLG**. Then expand the lesson in the **DLG** for all grades. There will be no extended group lesson today. Instead, the children will use this time to write their pieces. Remind students of yesterday’s lesson about the four things referred to on the “When I’m Done” chart (Activity Master 1.3.1).
2. While students are writing, the teacher should circulate about the room and take opportunity to conference with as many students as possible during the period. As conferences with students are conducted, record observations about students’ writing so that areas of strength and needs for each child can be tracked. This will assist in establishing a baseline writing sample at the beginning of the year that can be used for comparisons later in the year. The following conference outline can be used when conferring one-on-one with students:



BEGIN THE CONFERENCE	OFFER A COMPLIMENT (BE SPECIFIC)	LEAVE THEM WITH JUST ONE TASK
<ul style="list-style-type: none"> <li>• What are you writing about today?</li> <li>• Tell me about your story.</li> </ul>	<ul style="list-style-type: none"> <li>• Your story really...</li> <li>• I can get a picture in my mind when you said...</li> <li>• I like the part where you said...</li> <li>• I like the way you tried to...</li> <li>• I can hear the part that tells...</li> <li>• I can see you remembered to...</li> </ul>	<ul style="list-style-type: none"> <li>• Tell me more about...</li> <li>• I was wondering...</li> </ul>

3. Use the conference record form, Assessment Master 1.3 (Appendix C), to document student evaluation for 1<sup>st</sup> and 2<sup>nd</sup> grade.
4. Give students the option to choose the topic for their written work today. For students who can't think of what to write, help them to begin the writing process by using the sentence stem, "A winner is \_\_\_\_\_."
5. As conferences are held with each student, remember to provide specific feedback on what each has done well and choose only one thing for improvement. Be sure teacher feedback to students is understood and allow students to say specifically what they will continue to improve in their writing.

## Day 2 – Science

### Feely Box, p. 264

Concept Nugget – Determination, Classification (K–2)

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

1. Extend for all grades by having students put on a variety of gloves to feel objects in the Feely Box. If preferred, the sock option listed in the **DLG** may also be used. This activity will move more quickly if there are multiple Feely Boxes and sets of gloves. If there is only one Feely Box, consider placing it in a Center and give students instructions on its' use. Share with students the descriptive language to help them classify the various objects they will feel, describe, and try to identify, such as small, large, smooth, rough, bumpy, etc. After all students have had time to explore the Feely Box, conduct the following whole group discussion:
2. *"How did it feel when you tried to guess what the object was with a glove on your hand?"* (Give students time to respond. Help them to understand that this can be more difficult with a glove. Students will probably have many incorrect guesses.)



3. *“Did you feel like giving up sometimes?”*
4. *“What character trait did you have to use to keep trying?”* (Determination)
5. *“When your guess was wrong, what did you think or say to yourself in order to keep trying?”* (Answers will vary.)

## Day 2 – Social Studies

Oceans, p. 266

Continents, p. 267

Continents Action Songs, pp. 268 – 269

*Continents & Oceans, Music & Media Extension (K–2)*

*Standard:* SS.K-4.PPE.3 Utilize tools such as maps, globes, and geospatial technologies in investigating relationships among people, places, and environments

1. Teach the lesson according to the **DLG**. The objective of this lesson is for students to understand the concept of oceans and continents and to learn the names of each. A song is already suggested in the **DLG** to help students remember the names of the five oceans. Below is an alternate version that is a little easier to sing to the suggested tune of “Did You Ever See a Lassie?” (#2). Additionally, another song is listed to help students learn the seven continents (#3). Sing these throughout the week so students can learn the names. When speaking about the continents, relate these to where Mia Hamm played when her team won the gold medal in the Olympic Games. She also won her first World Cup championship in 1991 and later in 1999 won the World Championship.
2. Alternate wording to the **DLG** “Oceans” song (Sing to the tune of “Did You Ever See a Lassie?”):

Oh, can you name the oceans?  
 The oceans, the oceans?  
 Can you name the oceans?  
 Come name them with me!  
 Atlantic, Pacific,  
 Arctic and Southern,  
 And don't forget the Indian,  
 Sing the oceans with me!

3. Choose one of the Continent Action Songs' options provided in the **DLG**, pp. 268 – 269. If preferred, an alternate abbreviated option for Continent Song #1 is provided below. (Sing to the tune of “Are You Sleeping, Brother John?” or “Frère Jacques”.)



North America, South America,  
Europe and Asia, Europe and Asia  
Africa, Australia,  
Don't forget Antarctica,  
Seven Continents, in our world.

Here's another YouTube sing along option for "The Continent Song" by musicmamma3:

<https://www.youtube.com/watch?v=KxQ0WLIDxvU>

4. Finally, another option is to combine the oceans and continents song into one longer song that will take a bit longer for children to learn. See Activity Master 1.3.2 for words to the "Continents and Oceans" song by ABC Mouse. Follow the YouTube link below to see the song performed with music and illustrations. It's easy for children to sing along! Have fun with this lesson!

<https://www.youtube.com/watch?v=gFIS3aLQPfs>

5. To extend the day's lesson, show students the YouTube video, "Children's: Continents and Oceans" at the following link:

<http://www.youtube.com/watch?v=igmZYsITBLk&NR=1&feature=fvwp>.

6. Interactive Starboard activities for continents practice at varying levels of difficulty can be found at the following links:

[http://www.sheppardsoftware.com/World\\_Continents.htm](http://www.sheppardsoftware.com/World_Continents.htm) and

<http://www.playkidsgames.com/games/findContinent/findContinent.htm>.

7. Save these links to a classroom computer desktop so that students can access them all week.

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## Day 3 – Circle Time/Morning Meeting

### Daily Message 2, pp. 241 – 242

*Editing, Writing Extension (K–2)*

Standards: LA.1/2.L.1  
LA.1/2.L.2

Demonstrate command of the conventions of Standard English grammar and usage when writing

Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling

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



2. First graders can participate with Kindergarteners and help the teacher by saying where a capital letter should be placed and what kind of ending punctuation is needed. Allow 1<sup>st</sup> graders to help the teacher spell the words by asking them to provide initial and ending letter sounds in the words, or providing middle vowel sounds. The goal is to tie this quick review of skills to lessons already taught through the phonics, spelling, grammar, and language programs.
3. Second graders can participate with Kindergartners and 1<sup>st</sup> grade students to help the teacher use conventional spelling of some of the words. They can also help create additional sentences with appropriate and more advanced punctuation. The teacher can call on 2<sup>nd</sup> graders to indicate capitalization of other proper nouns, etc. The goal is to tie this quick review of skills to lessons already taught through the phonics, spelling, grammar, and language programs.

### Day 3 – Bible

#### REVIEWING THE BIBLE STORY, pp. 219 – 220

#### Comprehension Questions, p. 219

#### Concept Nugget – Determination (K–2)

Standards:	B.K.BF.11	With prompting, identify the main idea of a Bible story and retell key details
	B.1.BF.11	Identify the main idea of a Bible story and retell key details
	B.2.BF.11	Identify the main idea of a Bible story and details that support it
	B.K.RG.11	Accept that the Bible helps us to make right choices in our daily living
	B.1-4.RG.11	Accept that the Bible reveals the standard by which we are to live (1, 11, 19)

Teach the lesson according to the **DLG** and extend for all grades with these following questions aimed at developing the concept of determination: (Teacher language is followed by targeted conclusions in black.)

1. *“Why do you think the crippled man’s friends wanted to help?”* (His friends really cared about him and were determined to help.)
2. *“How did the friends show determination in this story?”* (They didn’t give up. The crippled man must have been heavy, but his friends didn’t complain. They just kept going. When they couldn’t find an entrance through the front door because of the crowd, they didn’t give up! Their determination helped them find another way to help their friend enter the house where Jesus was.)
3. *“What happened because of their determination?”* (Their friend met Jesus and was healed.)
4. *“How might this story have ended if this man’s friends didn’t have determination?”* (He might not have been physically healed. However, most importantly, he would not have met Jesus, the healer of our souls.)
5. *“What does this story teach us about determination?”* (If you really want something badly enough, don’t give up until you find a way to get it!)



6. *“How can we apply this lesson about determination to ourselves in our classroom?”* (Answers will vary.)

### Day 3 – Language Arts

#### READING WORKSHOP, pp. 235 – 237

#### During Reading – Third Time, p. 236

*Compare & Contrast, Encouragement Notes Activity (1/2)*

Standards:	LA.K.RL.8	With prompting, compare and contrast
	LA.K.RL.10	Make connections between a text and personal life experiences
	LA.1/2.RL.8	Compare and contrast
	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
	SS.K-4.IDI.13	Discuss how people’s interactions with their social and physical surroundings influence individual identity and growth

1. Introduce this lesson according to the **DLG** and conduct the helpful statement circle activity described on pp. 236 – 237 in the **DLG**. Then create a Compare & Contrast T-chart to extend the lesson for 1<sup>st</sup> and 2<sup>nd</sup> graders when discussing what each of Mia’s siblings said.
2. Draw a T-Chart on chart paper with the following heading: Words that encouraged Mia to... Label one side of the T-Chart “Keep Trying” and the other side “Quit.”

*“Look at the things Mia’s brothers and sister said and think about how you would feel if someone said that to you. Decide if you would to keep trying or if you would quit.”*

3. Instruct children to pair with an elbow partner. Ask a 2<sup>nd</sup> grader to read the T-chart headings and explain the following: *“I am going to read each of the statements that Mia’s siblings said to her. I want you to turn to your elbow partner and decide where you think that statement should go on our T-chart so we can decide if it was helpful or not.”*
4. Follow this pattern with each of the statements to complete the T-Chart:  
*“Garrett said, ‘Better luck next time’. Did that statement help Mia to keep trying or quit? Turn to your elbow partner and share what you think and why.”* (Pause for student teams to process.) *“\_\_\_\_\_ , where did you decide this statement should be placed? Class, thumbs up, if you agree.”*
5. Continue in this way with the rest of the characters’ statements that are listed in the **DLG** until all comments are on the T-chart, as follows:



## WORDS THAT ENCOURAGED MIA TO...

<u>Keep Trying</u>	<u>Quit</u>
Garrett: Better luck next time.	Caroline: Come on, Mia. You always quit when you start losing.
Lovdy: You can't quit! Then we'll only have two people on our team.	Lovdy: Quitter!
Garrett: Just keep playing, Mia. It'll be fun.	Garrett: Quitters can't play on my team.
Lovdy: If you can't learn to lose, you can't play.	

**Lesson Summary:** *“For the rest of this week, there will be a jar with your classmates’ names on strips of paper as well as stationery and note cards. One of the activities during Reading Workshop time will be to write an encouraging note to a classmate. Choose a name out of the jar and write to that person. Then throw that name away so that it is not used again. When you have finished, give your note to me so that it can be delivered. I want all the names out of the jar by the end of the week so that everyone will have an encouraging note. What are some things you can say in an encouraging note to a friend?”*

Encourage students to brainstorm and think of encouraging remarks. Write students’ comments on chart paper for reference when they are doing this activity later today or throughout the week during free time. Post the suggestions near the area where the stationery materials will be located. Since some students may not write a note, the teacher may write a note or two to remaining students in the jar, or enlist the help of other students who may want to write a second note. Plan to deliver each child’s note on Friday.

### Encouraging Notes’ Set-up

1. Place the names of students on slips of paper in a decorative container.
2. Provide stationery or note cards for this activity.
3. Place this activity in the Reading Workshop Center to be completed independently during Guided Reading rotations.

### WRITING WORKSHOP

#### **Writing by Children – Managing Materials – Part 1**

*Procedures – Introduction to Writing Tools (K–2)*

**DDL**P – *Let’s Be Friends*  
July, 2020 (Revised)

**Book 3 – *Winners Never Quit***  
Page 18



*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.W6 With support and in collaboration with peers, use a variety of tools to produce and publish writing

1. Prior to teaching the lesson, think about types of materials that will be available for Writing Workshop and where students will access these materials.
2. Extend with the following procedural lesson for K-2: (This lesson will take 2 days.)

### 3. **GENERAL INFORMATION ON MANAGING MATERIALS**

There are many different types of writing materials that are appropriate for Writing Workshop in a K-1 or K-2 classroom. As with anything else, it is recommended that the materials be introduced slowly and that interactive modeling be conducted to show children how to use each item. The purpose is to assist children with learning how to make wise choices and learn expectations for caring for the materials. Once materials have been introduced, it becomes the child's responsibility to take care of them and put them away each day. Teachers may wish to keep these items in a Writing Center. Examples of materials that have worked in different classrooms are listed below. Teachers will have to decide what works best in their classrooms. This is an extensive list and should be used as a guide; not all items will be out at this time of the year. However, it is helpful to see all possible items at the beginning so that each can be prioritized and added to Writing Workshop supplies appropriately. Discuss only the items that are available to students listed below:

- Spiral notebooks, primary composition books, three prong folders with writing paper
- Individual sheets of paper in an expandable file or hanging files
- Pocket folders identifying "work in progress" and "finished pieces"
- Variety of paper types – stationery, cut books, notebook paper, scrap paper, postcards, list paper, note pads, and Post-it Notes
- Pictionaries (homemade and store bought), word wall folders, alphabet and vowel linking charts, and alphabet strips
- Envelopes and stamps (use magazine ordering stamps received in junk mail such as Publisher's Clearinghouse)
- Pencils, markers, and editing pens
- Glue, staplers, correction tape, and tape



- Talking pipes for rereading pieces (curved PVC pipe that wraps from the ear to the mouth)
- Toolkit for each child (case for holding pencil, markers, spaceman, etc.)
- Totes for supplies

*We know that writers have many ideas to write about, but they also have special tools to help them. Today I want to teach you where to find the supplies you'll need as a writer and how to take care of them."*

4. Describe each writing tool (two or three each day) and tell why or how a student writer might use each one. Model how to retrieve writing tools and how to use them. Set up a writing center with paper choices and other materials. At this point, offer only one or two types of paper. First, model how to get the writing folder and then move to the writing center to get paper. Afterwards, model choosing and correctly using a couple of writing utensil options.
5. After the mini lesson above regarding writing tools a writer might use, teach the Predictable Chart lesson on p. 243 in the **DLG**. Include all K-2 students in the lesson discussion about what it means to be a winner. After the lesson, K-1 students will complete the **DLG** activity in Blacklines 3.9a – b. Second graders will participate in independent writing time while using story paper or Activity Master 1.1.1 and will label the prompt title, "What It Means to Be A Winner".

## Day 3 – Science

### Force and Motion, p. 264

Experiment-Force & Motion (1/2)

Standard: S.K-2.PS.5 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls

1. Teach the lesson according to the **DLG** with all students kicking the balls as described. Then dismiss Kindergarten students to engage in a center activity.
2. Extend the lesson for 1<sup>st</sup> and 2<sup>nd</sup> graders to include "push" and "pull" forces. Introduce the lesson by reading, *And Everyone Shouted, "Pull!"*: A First Look at Forces and Motion by Claire Llewellyn, Picture Window Books, 2005. As the book is read, stop at the appropriate places to answer the following questions:
  - *"What is force?"* (Ask children to repeat after you several times, using hand motions/gestures with the definition, so they will remember it more easily. FORCE: Anything that uses power, strength, or energy in a physical action or movement.)
  - *"Why isn't the cart floating in the air?"* (Use the students' answers to help explain that a force (gravity) is pulling the cart down.)



- *“What forces were in action in the book when the cart moved?”* (push and pull) *“Force was needed for the cart to move. It also took a force to change the cart’s direction.”*
- *“What does it mean to **pull** something?”* (Pause for answers. Then ask children to repeat the following definition several times, using hand motions/gestures so they will remember it. PULL: The act of using force to move something towards you or in the same direction that you are moving.)

Pull: To show that force starts objects moving, demonstrate or have examples available at a central location during this activity such as suggested in the following:

- Attach a rubber band to the front bumper of a toy truck. Put a ruler on the floor beside and in front of the truck.
- Pull the rubber band until the truck starts to move. Note on the ruler how far the rubber band has stretched.
- Repeat the activity, this time adding blocks (weight) to the truck. Compare the length the rubber band stretches on both occasions and help the students conclude that heavier objects need more force to start them moving.
- *“Turn to your shoulder partner and explain what pull is. Use the hand gestures to help you remember.”*
- *“What does it mean to **push** something?”* (Pause for answers. Then ask children to repeat the following definition several times, using hand motions/gestures so they will remember it. PUSH: The act of using force to move something forward or away from you.)

Push: To show force, starts objects moving. Have available or demonstrate at a center the following activity:

- Place one end of a cardboard tube on a stack of thick books. Place the back of the toy truck at the lower end of the tube.
- Put a ruler on the floor beside and in front of the truck. Roll a small ball down the tube so that it hits the truck. Measure how far the truck moves.
- Repeat the activity, this time adding blocks (weight) to the truck. Compare the distances and help the students conclude that if the pushing force is the same, the weight of the truck changes the distance it will travel.
- *“Turn to a partner and explain what push means. Use the hand gestures to help you remember.”*
- *“Now we will play a game called ‘Push or Pull’. When I say push, you will push your palms together. When I say pull, interlock your fingers and pull.”* (Continue giving “push” or “pull” commands. Change voice level and pace of commands to



make it more interesting. Stop while student interest is still high.)

Vocabulary: Motion, Push, Pull, Force, Gravity, Direction

### Day 3 – Social Studies

#### Continent Size, pp. 269 – 271

Geography (K–2)

Standard: SS.K-4.PPE.3

Utilize tools such as maps, globes, and geospatial technologies in investigating relationships among people, places, and environments

1. Review the chosen Continents and Oceans songs the children learned yesterday. Then teach the lesson according to the **DLG**. Extend the lesson for 1<sup>st</sup> and 2<sup>nd</sup> graders as follow:
2. Grade 1: Use Activity Masters 1.3.3a – e in the following way: *“First graders, you have a puzzle to complete. Cut out the continents on this sheet and glue them in the proper place on this map of the world.”*
3. Grade 2: Introduce Activity Masters 1.3.4a – b as follows: *“Second graders, you have an extra challenge. You will be identifying the continents and the oceans. Instead of shapes, you have labels to cut out and glue on the proper continent or ocean. If you don’t know where to put one of the labels, what can you do?”* (Allow time for students to problem-solve where they will find this information. Prompt them to remember the maps and globes used yesterday to learn the oceans and continents through song - wall map, globe, one of the sites on the computer, etc.)
4. Release all students to work independently on their assigned activities.

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### Day 4 – Circle Time/Morning Meeting

#### Daily Message 3, p. 242

Editing, Writing Extension (K–2)

Standards: LA.1/2.L.1

Demonstrate command of the conventions of Standard English grammar and usage when writing

LA.1/2.L.2

Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling

1. Teach the lesson according to the **DLG**.
2. First graders can participate with Kindergarteners and help the teacher by saying where a capital letter should be placed and what kind of ending punctuation is needed. Allow 1<sup>st</sup> graders to help the teacher spell the words by asking them to provide initial



and ending letter sounds in the words, or providing middle vowel sounds. The goal is to tie this quick review of skills to lessons already taught through the phonics, spelling, grammar, and language programs.

3. Second graders can participate with Kindergartners and 1<sup>st</sup> grade students to help the teacher use conventional spelling of some of the words. They can also help create additional sentences with appropriate and more advanced punctuation. The teacher can call on 2<sup>nd</sup> graders to indicate capitalization of other proper nouns, etc. The goal is to tie this quick review of skills to lessons already taught through the phonics, spelling, grammar, and language programs.

## Day 4 – Bible

### PRACTICING THE BIBLE STORY, pp. 221 – 222

#### Helpful Friends Relay, pp. 221 – 222

*Concept Nugget – Determination (K–2)*

*Standards:* B.K-4.BF.11 Identify the main idea of a Bible story and retell key details that support it  
LA.2.RL.3 Describe how characters in a story respond to major events and challenges

Teach the lesson according to the **DLG** and extend for all grades with these additional questions aimed at developing the concept of determination. (Teacher language is followed by targeted conclusions in black.)

- *“What character trait helped you to do this relay?”* (Determination)
- *“Why is determination important?”* (Without determination, you may avoid trying anything that is difficult. You won’t have the satisfaction of accomplishing something hard. Growth can be hindered if we only do things that are easy.)
- *“Think about a time when you had determination – and you didn’t give up just because it was hard.”* (Pause for reflection time.)  
*“Turn to your shoulder partner and take turns sharing a time when you had determination.”*
- *“What have you learned this week about determination that you want to keep with you forever?”* (Answers will vary.)

## Day 4 – Language Arts

### READING WORKSHOP, pp. 235 – 237

#### After Reading – Comprehension Questions, p. 237

*Comprehending Details, Compare Characters, Analyze & Apply (K–2)*

*Standards:* LA.K/1.RL.8 Compare and contrast characters  
LA.K-2.RL.1 Ask and answer questions about key details  
LA.K-2.RL.10/11/12 Make connections between a text and personal life experiences  
LA.2. RL.14 Read and comprehend stories of appropriate complexity



1. Teach the lesson according to the **DLG**.
2. Extend the questions provided in the **DLG** to include the following analysis and inference probes:
  - *“How were Mia’s sisters and brothers like the four friends in our Bible story this week?”*
  - *“Why do you think Mia decided to quit when she didn’t score a goal?”*
  - *“Did Mia change her mind about the importance of winning by the end of the story?”*
  - *“How many of you have ever felt like Mia, ready to quit something when you didn’t get the results you wanted right away? Was there a little part of you that wished you could have stuck with it to conquer the challenge?”*
  - *“Why might sticking with something that is hard to do be the best thing in the long run?”*
  - *“When we face challenges or things that are hard, what lesson can we learn from our Bible story and from Mia’s story this week?”*
  - *“How does God want us to act when we face challenges? What are some things we can do instead of quitting when something we are doing becomes too hard?”* (Practice in smaller chunks, take a break, and then come back and try it again.)
3. Continue to the next activity.

**After Reading**  
**Pass the Ball**

*Concept Nugget, Analysis, Reflection (1/2)*

*Standard:* LA.K-2.RL.10-11-12      Make connections between a text and personal life experiences

1. Kindergarteners may be included in this activity, but the extended questions are intended for 1<sup>st</sup>/2<sup>nd</sup> graders.
2. Use two same sized balls to play the following relay game, Pass the Ball:
  - Line students up in two teams.
  - The front student in each line will begin by passing the ball over their heads to the next player.
  - This player will pass the ball underhanded through their legs to the next player.



- Continue alternate passing in this way until the ball gets to the last person in line.
  - This person will run to the front of the line and begin the sequence over.
  - The game ends when one team's starting player is at the front of the line.
3. At the conclusion of the game, ask these open-ended questions designed to extend 1<sup>st</sup>/2<sup>nd</sup> graders' thinking. These students should be able to show deeper understanding by applying what they have learned in this week's story to the game they have just played.
- *"What does it mean to be a part of a team?"*
  - *"When you make mistakes should you give up?"*
  - *"Is winning the most important thing? Why or why not?"*
  - *"When the game doesn't go your way, how should you act?"*
  - *"Can you have determination and still be a good sport?"*
  - *"What does it mean to have good sportsmanship?"*

### **WRITING WORKSHOP, pp. 240 – 245 (DLG)**

#### **Writing by Children – Journal Prompt, p. 244 (DLG)**

*Journal Prompt, Concept Nugget (K–2)*

*Standards:* B.K.RO.16 Recognize that God gives special gifts and talents to everyone  
 B.1-4.RO.16 Recognize that each person has been given unique talents and spiritual gifts by God  
 LA.K.W.10 With support, write routinely for a range of tasks, purposes, and audiences

1. Use the following Concept Nugget questions for K-2 students to help them relate this activity to this week's concept focus of determination. Then teach the optional Journal Prompt lesson for Kindergarten according to the **DLG**, or proceed to the extension lesson that follows for K-2 children, and give Kindergarteners their journal activity (Blackline 3.10) at the end of the next activity. Ask the following:
- *"Who gave Mia Hamm her talents?"*
  - *"Do you think Jesus helped Mia do her best? In what way?"*



- *“Did Mia’s determination help her to win the Olympics? How?”*
  - *“Do you think Jesus helped her compete in the Olympics? Why or why not?”*
  - *“What part did Mia’s determination play and what part did Jesus’ help play in helping her win the Olympics?”* (Explain that God does His part in helping us stay in the right frame of mind when we ask His help. However, our own character qualities, such as determination, also play a part in helping us to succeed.)
  - *“When you ask Jesus for help, does He always help you?”*
  - *“Do you think He wants to help you reach your dreams?”*
2. Point out that with determination and a love for Jesus, we can accomplish great things. As long as we put Him first and ask Him to walk beside us in all that we do, He will bless us.

### **Writing by Children – Managing Materials: Part 2**

#### *Journal Writing, Procedures – Introduction to Writing Tools (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

1. Complete the *Introduction to Writing Tools* lesson from yesterday. (See lesson plan details in Day 3 – Writing Workshop.)
3. In 1<sup>st</sup> and 2<sup>nd</sup> grades, students will begin a reflection journal. Begin by directing students to choose a favorite Bible verse. Instruct them to begin their journal by rewriting the verse, inserting their own name, if appropriate.
4. As you instruct the journaling process, use the Think-Aloud approach. For example, demonstrate by using the verse in Philippians 4:13: “I can do all things through him who gives me strength.” *“I am going to take this Bible verse and change it into my own words and use my own name. I will write,           (Teacher’s Name)           can do anything with Jesus because He makes me strong.”*
5. Instruct the students through repeated mini-lessons over the course of the year to document their daily lives. Emphasize the importance of writing about their feelings, the small events, and experiences that happen to them during the day. Encourage them to find their pace and rhythm by keeping teacher correction to a minimum. Good writers come from a safe environment, one that provides resources, tools with which to write (alphabet charts, sentence starters, word walls, etc.), a quiet classroom, and a positive, emotional climate. Ask the students to give you examples of what the Writer’s Workshop room should look like, sound like, and feel like. List their responses on a Y chart and post in the room for reference as an anchor chart.



6. At the conclusion of the mini-lesson, give students time to write. Kindergarteners can complete the Journal Prompt in the **DLG**, if desired, using Blackline 3.10.

## Day 4 – Science

### How High?, p. 264 (DLG)

Force & Motion, Continued (1/2)

Standard: S.K-2.PS.5 Plan and conduct an investigation to compare the effects of different strengths

1. Review yesterday’s lesson on force and motion with the key vocabulary and terms introduced. Ensure that students understand the underlying concepts. In essence, a force is usually either a push or a pull.
2. Then teach the lesson using the activities in the **DLG**. Ask the following BEFORE and AFTER activity questions:

#### BEFORE

1. *“Which ball do you predict will bounce the highest?”*
2. *“Which ball do you think will bounce the least?”*
3. *“Do you think the size of the ball or the material it is made from will have something to do with its ability to bounce?”*
4. *“How will the force you use to bounce the ball affect how high it goes?”*

#### AFTER

5. *“Were our predictions accurate? Why or why not?”*
6. *“Which force were we using to bounce the balls - push or pull?”*
7. *“Which balls bounced the highest? Why?”*
8. *“Which balls bounced the least? Why?”*

**Lesson Summary:** Conclude the lesson by asking students to once again review force, push, and pull. Allow them to share what they learned about how these applied to the bouncing balls.



## Day 4 – Social Studies

### Pen Pals Extension

Concept Nugget – Determination (K–2)

Standards: SS.K-4.GC.1 Discuss how global connections may be of various types including cultural exchange, trade, political, economic, or travel

SS.K-4.PPE.3 Utilize tools such as maps, globes, and geospatial technologies in investigating relationships among people, places, and environments

1. Review the chosen Continents and Oceans songs learned earlier in the week.
2. To extend the lesson, watch the video, “Bringing Back Pen Pals” at <http://www.cbsnews.com/video/watch/?id=4296235n> (may be viewed by teacher only or whole class).
3. Begin a pen pal project with students around the globe. An example website resource could be the following:  
  
<http://www.ptpi.org/community/SCP.aspx>.
4. This could be a year-long project for the class which can then be extended individually by each student long after the last day of school. Introduce the pen pal activity in the following way:
  - *“Being a pen pal can be a lot of fun.”*
  - *“Do you think you will learn anything from your pen pal?”* Give students time to respond.
  - *“Raise your hand if anyone has ever written you a letter. If you felt good about receiving that letter, give a thumbs up.”*
  - *As a pen pal you will have to maintain determination to keep the contact flowing. How can you show determination with your pen pal?”* Write student responses on chart paper. Guide students to the idea that sometimes they may have to write back before hearing from their pen pal. Asking questions in a letter lets the pen pal know that you are interested in learning about him/her. You will find that other student responses will show determination, and you will want to congratulate them for their insights.
5. Explain to your students that being a pen pal will broaden their view of the world and different cultures. Being a pen pal will create a friendship that could have the potential of lasting a lifetime. A pen pal has determination to keep the contact flowing. It requires more time and thought than a phone call or an email and yet contains so much more of oneself. This should be a year-long project for the class which can then be extended individually by each student long after the last day of school. Ask questions such as:



- “Can we talk to Jesus on the telephone?”
- Will we talk to our pen pals on the telephone?
- How will we communicate with our pen pals?
- Has Jesus ever written us a letter?
- Can we write Jesus a letter? How do we communicate with Him?
- Do we know that Jesus loves us? How?
- Can we show love and care for our pen pal? If so, how?
- Will this project be one of determination?
- What do you think determination will look like if you have a pen pal? Explain.”

Be sure to point out that the Bible is our letter from God. Although we can't physically send a letter to Him, we can keep communication open through prayer. We show determination to keep the communication with God going on a daily basis even when it seems like we have to wait so long for His return. Relationships with others take commitment, time, and effort. However, it is well worth it.

## Day 5 – Bible

### APPLYING THE BIBLE STORY, pp. 222 – 224

#### Independent Reading, pp. 222 – 223

Concept Nugget – Determination (K–2)

Retells Bible Stories

Standard: B.K.BF.6 Explore a variety of Bible passages from different genre (1)

1. Before class begins, tear out and assemble the *Kindergarten Bible Story Readers* for “Four Friends Help”.
2. Extend the lesson in the **DLG** by having students in K – 2 who can read “Four Friends Help” *Bible Story Readers* to a student who cannot read.



*“Today you will be a partner reading “Four Friends Help” in the Bible Story Readers. As I pass out the books, I will assign a reader for each team. When you’ve finished reading the story, I want you to tell your partner one thing that you are determined to do for Jesus and shows love to others.”*

3. Conclude with a prayer of blessing and encouragement for the things students have determined to do for Jesus.

## Day 5 – Language Arts

### READING WORKSHOP, pp. 235 – 237

#### **After Reading – Warm Fuzzies or Cold Pricklies, p. 237**

##### *Analysis of Text Structure (1/2)*

Standards:	LA.1.RL.1	Ask and answer questions about key details
	LA.1.RL.7	Use illustrations and details to describe story elements
	LA.2.RL.1	Demonstrate understanding of key details by asking and answering questions
	LA.2.RL.8	Use illustrations and words in print or digital text to demonstrate understanding of story elements

1. Teach the Kindergarten lesson according to the **DLG**. Then extend the following activity for 1<sup>st</sup> and 2<sup>nd</sup> graders. Kindergarteners may be included, or they may engage in a separate center activity while the teacher is conducting this lesson with grades 1 and 2.
2. Help children understand text structure and notice how text is written for emphasis through the following:
  - *“I noticed something interesting about the story, ‘Winners Never Quit!’ Some of the words are written in different sizes and colors. Did anyone else notice that?”* (Show students these pages in the book. Pause for children to respond.)
  - *“The illustrator, Carol Thompson, added these text features for a very special purpose. Let’s put our detective hats on and see if we can discover a hidden message from these text features. Listen carefully while I read just the colored words.”*
  - *“Listen and think carefully to see if you can find the reason the author might have written these words with special emphasis. Raise your hand and share your thoughts with the group when you think you know.”*
3. Reread only the colored text, pausing for emphasis. Ask students why the author might have varied the text for these particular sentences or phrases: (It should be noted that from beginning to end the colored text starts with a confident Mia who hasn’t experienced failure in soccer.)
  - “Tap, tap, tap. – Goal!” The next text feature segment: “No goal. No cheering.” Additionally, the accompanying illustrations



paint a clear picture of disappointment, punctuated by the large “I Quit!” on the following page.

- Mia’s facial expression on the page facing her sister’s response: “Quitter!” is a strong statement on the power of how words affect us.
  - When Mia rejoins the game, the words, “No goal. No cheering!” are repeated, but with a very different response from Mia. “Tap, tap, tap”, as she continues to play.
  - The author’s primary message is punctuated at the very end with “...because winners never quit!” in bold orange on the last page.
4. Pointing out the text features in this book will enable students to begin recognizing subtitles and underlying messages in quality children’s literature that are not obvious upon the first look.

## **WRITING WORKSHOP**

### **Writing with Children – Responding to the Author**

*Author’s Chair (K–2)*

Standards:	LA.K.W.5	With support, respond to questions and suggestions from peers and add details to strengthen writing
	LA.1.W.5	With support, focus on a topic, respond to questions and suggestions from peers, and add details to writing
	LA.2.W.5	With adult and peer support, focus on a topic and strengthen writing as needed by revising and editing

*“Last week we talked about what we should do during Author’s Chair. Today, we will identify some questions that we might ask the author to help other authors with their writing. I have some cards with responses that we might give to an author. One response is a better choice than the other. You will read the two responses with your partner and decide which one is better. Then you will share the response you chose with the class and tell why you chose it.’ There are three types of responses that will help authors.”* (Show students Activity Master 1.3.5.) *“They are: ‘I like ...’, ‘I noticed ...’, or ‘I was wondering ...’.”* (Ask students to repeat the three types of responses.) *“Let’s try one together before we work with a partner.”*

Write the following on chart paper:

- *I like your story.*
- *I like that you added details to your story. I got a picture in my head when you said ...*

Guide students to see that the second response is better because it lets the author know something specific that they did well.

Using Activity Master 1.3.6, group students in pairs. Make sure one student in each group is able to read the “Response to Author” strip. Give each



pair of students a strip. Pairs will read and discuss the two authors' responses and decide which one is the better response. One person from the group will share with the class which response they chose and why. Guide students to understand that the better response is specific and stated positively. After each pair shares their selection with the class, highlight the correct response and glue each strip on the second page of "Positive Responses to the Author Chart" (Activity Master 1.3.5). Post near the Author's Chair area so that students can refer to them while they become proficient at using focused comments to the author.

After students have responded, begin Author's Chair. The teacher should model how to provide appropriate, specific, feedback to each child who shares. As the year progresses, students will imitate teacher feedback.

