

**K-2 MULTI-GRADE BRIDGE**  
**Detailed Daily Lesson Plan (DDLPL)**  
**Theme Three Daily Lesson Guide (DLG) – *Deep in the Forest***  
**Grade K Theme Book One: *When Rain Falls/Living Things***  
**Character Building Concept: Adaptation**

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

**SIGNING IN, pp. 68 – 72 (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**

**Daily Message 2, p. 46 (DLG)**

*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.

## 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 3 – Book 1) 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 – Bible

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

#### Bible Sensory Adaptation

#### CONCEPT CONNECT ACTIVITY (K–2)

Standards:	LA.1/2.SL.1	Participate in collaborative conversations in diverse groups
	LA.1.SL.8	Demonstrate reverence when listening to God’s Word and participating in prayer
	LA.2.SL.7	Demonstrate reverence when listening to God’s Word and participating in prayer
	S.K-2.LS.1	Use observations, describe patterns, know what plants and animals need to survive

1. Take students on a nature walk around the school, or plan a field trip to a nature center.
2. Before the trip, explain that students will be using their senses during the field trip experience.
3. Ask for volunteers who would like to be blindfolded, hand-tied with ribbon, or earmuffed with earplugs.
4. During the walk, point out different items for students to see, smell, touch, and taste. (Be sure plants are edible.)
5. Every five minutes or so, have students switch roles (blindfolded, hand-tied, earmuffed, etc.).
6. At the end of the walk, discuss the experience through the following dialogue:
  - *"How did it feel to be unable to touch, see, feel, or taste?"*
  - *"How did you adjust to the experience when you were blindfolded, earmuffed, hand-tied, etc.?"*
  - *"How did you cope with losing that sense of hearing, seeing, or ability to touch? Did you use another sense more than you normally would?"*
7. **Lesson Summary:** *"This week we will be learning about how different animals adjust or **adapt** to their surroundings and how we can adapt to situations in our own lives. Adapting means that we use anything we have to make up for the things we don't. We will see that whatever circumstances happen in our lives, God will always walk with us and help us to adapt, make the best of the situation, and grow."* (Discuss concept of adaptation.)

\*\*\* Send home Activity Master 3.1.0 (Parent Letter) in student folders. \*\*\*

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



8. Introduce the week's Bible story using the activities listed in the **DLG**, p. 30. Begin learning the unit theme song.

## Day 1 – Language Arts

### **SOUND-LETTER ACTIVITIES, pp. 38 – 40 (DLG)** (Optional)

#### **Rr – Raindrops with Glitter, p. 38 (DLG)**

*Write Parts of Speech (1<sup>st</sup>/2<sup>nd</sup>)*

**Standard:** LA.1/2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

1. Prior to the lesson, draw a large rainbow with six color rays on bulletin board paper. (*Optional:* The teacher can incorporate colors using butcher paper, or students can color.) Label every other ray with a different part of speech, i.e., rays 1 and 2 = noun, rays 3 and 4 = verb, rays 5 and 6 = adjective.
2. Teach the lesson according to the **DLG**. Review nouns, verbs, and adjectives for 1<sup>st</sup> and 2<sup>nd</sup> graders, briefly describing the function of each as listed below:
  - Using sentence strips, brainstorm nouns, verbs, and adjectives that are associated with rain and rainbows with 1<sup>st</sup>/2<sup>nd</sup> graders while Kindergarteners are completing their raindrops activity independently.
  - The teacher may want to generate a list of three words in each category to help students begin.
  - Students will cut around the shape of their words and glue them to the rainbow by categories.
  - *Optional:* Decorate rainbow.

### **READING WORKSHOP, pp. 41 – 44 (DLG)**

#### **Before Reading – Introducing the Book, p. 41 (DLG)**

*Making Predictions (K–2)*

**Standards:** LA.1.RL.9 Predict story events and outcomes using picture clues  
LA.1.RL.10 Distinguish between fantasy and reality, right and wrong, fact and opinion  
LA.2.RL.11 Distinguish between fantasy and reality, right and wrong, fact and opinion  
LA.1/2.RI.10 Predict content using pictures and illustrations

1. Before reading, conduct a picture walk with the class. Elicit responses from students about what is happening in the illustrations for each page.
2. After the picture walk, elicit predictions from the class and list responses on large chart paper:



- *“What do you see on the front cover? What do you predict this book will be about from looking at the cover?”*
- *“What is on the back cover? What does this picture tell you about the book?”*
- (Ask a 2<sup>nd</sup> grader to read the book title.) *“After reading the title, what do you think this book will be about?”*
- *“What do you predict the problem will be in this book?”*
- *“Now let’s notice some of the pictures inside the book. When we look at all the pictures in a story before actually reading the book, this strategy is called a **picture walk**.”* (Ask children to repeat picture walk.) *“Taking a picture walk through a book can also help us predict what the book will be about and help us decide if we want to read it or not.”*
- *“Good readers also notice interesting new words in the story text. It is helpful to become familiar with those words. We will then play games with the new words and add them to our unit theme wall. When we know what all the new words mean, we can understand the story better. This helps us to become familiar with them. Let’s talk about some of those new words now.”* (Use Vocabulary Master 3.1 to introduce the new words students will encounter in the reading.) Many of the words can be explained by referring to the pictures embedded in the story. After initial introduction, students may use them in center activities, and eventually they can be posted on the theme word wall. The following list is suggested for vocabulary development:

- |           |            |               |               |
|-----------|------------|---------------|---------------|
| 1. clump  | 6. swoop   | 11. wetland   | 16. chickadee |
| 2. plump  | 7. scurry  | 12. sparrow   | 17. dense     |
| 3. fawn   | 8. doe     | 13. huddle    | 18. scuttle   |
| 4. nestle | 9. canopy  | 14. crevice   | 19. burrow    |
| 5. crouch | 10. dangle | 15. tarantula | 20. routine   |

\*\*\* Since these are fairly difficult words for K–2 children, the goal for students is to become familiar with them so they can fully comprehend the text. However, full mastery is not expected at this level. \*\*\*

*“In summary, what strategies do good readers use to predict what will happen in the story?”* (Elicit responses from students and ask them to repeat the name of each of the following strategies, using choral responses. Review these the next day.)



- Look at the front and back cover pictures.
- Read the title.
- Do a picture walk through the book.
- Notice interesting new words and find their meaning.

### **WRITING WORKSHOP, pp. 46 – 48 (DLG)**

#### **Expository Writing Mini-Lesson**

*Brainstorming, Concept Webs, Questioning, Using a Search Engine (2<sup>nd</sup>)*

Standards: LA.2.RI.5 Know and use various text features  
 LA.2.W.6 With support and in collaboration with peers, use a variety of tools

1. Theme Board Words – While Kindergarten and 1<sup>st</sup> grade students are drawing pictures for their stories, conduct the next lesson with 2<sup>nd</sup> graders.
2. 2<sup>nd</sup> Grade – Explain the following to the children:

*“This week we will read about how animals live out in the wild and how they adapt to different types of weather and habitats. To deepen our learning, each person will gather more information on one specific animal. We will learn how to gather facts to create a report that we can share with our classmates. This is called **research**.”* (Ask children to repeat the word). *“Today we will learn how to search for information on the Internet to start gathering facts for our report.”* (Brainstorm what types of facts might be interesting for a learner to know about a specific animal. Make a list prior to beginning the Internet search. Gather children around the computer and demonstrate how you can use a search engine to gather information on a topic. Prior to the lesson, search for appropriate kid sites with relatively simple vocabulary and information at an age-appropriate reading level. Here are some suggestions:)

<http://www.sciencekids.co.nz/sciencefacts/animals.html>

<http://animals.about.com>

3. After demonstrating how to use a few sites to gather facts about an animal, allow each child to select a wild animal of his/her choice to research. Also, demonstrate how to take notes on a chosen topic. Using Activity Masters 3.1.1a – b, demonstrate how to write an interesting fact around the chosen topic in each Concept Web Bubble.



Check for understanding by asking students to recall the steps you used in the demonstration. Write steps regarding how to use a search engine on the Internet on chart paper as the students recall them to you.

5. Allow class time to conduct the search. Students will use their Concept Web Maps (Activity Masters 3.1.1a – b) to begin writing important facts to include in their animal research reports.

## Day 1 – Social Studies/Science

### Weather Maps, pp. 70 – 71 (DLG)

*Weather Graphing (K–2) – Part 1*

Standard: S.K–2.ES.1

Use and share observations of local weather conditions to describe patterns over time. (K ESS2 1)

1. Beginning of Week: Part 1 – Teach the lesson according to the **DLG**. Instead of a one-time activity, explain to the children that they must pay attention to the weather every day this week and record it on their weather forms. At the end of the week, they must be prepared to discuss the weather patterns they have seen. (This will be Thursday’s activity.)

Demonstrate how to record the weather on a sample record form (Activity Master 3.1. 2). Then distribute a copy of this record form to each student for each to record the weather throughout the week. Provide daily reminders for them to do this in preparation for Thursday’s summary activity.

2. End of Week: Part 2 – This part of the lesson will be taught this week on Day 4. At the end of the week, extend this activity for all grades by generating a bar graph on a large chart paper in which the class will tally the weather changes they have recorded during the week. Before recording the weather for a particular day, ask the students to look at their written results for each day. Then ask for a consensus of the weather that will be recorded for each specific day. (e.g., *“What was our weather like on Monday? How many of you recorded sunny and warm?”*) Once consensus is built, then use that record to build the graph.
3. After building the class weather graph, analyze the graph with students by asking the questions below:
  - *“What type of weather did we have most of the month/week?”*
  - *“What types of adaptations did we need to make throughout the week?”*
  - *“Which weather required the most adaptation?”*
  - *“What type of weather did we have to adapt to the least?”*
  - *“What type of weather did we see the least during the month/week?”*



- “Who would find this graph useful?”
- “How many more \_\_\_\_\_ days did we have than \_\_\_\_\_ days?”

## Day 1 – Physical Education

### Animal Walks, p. 72 (DLG) (Optional Fun Activity)

#### Relay Race (K–2)

Standards: PE.1.MS.1 Hops, jogs, and slides using a mature pattern  
 PE.2.MS.1 Runs, skips, and gallops using a mature pattern

1. Students will conduct an animal relay race.
2. Divide the class into two teams.
3. Each student will choose an animal to imitate from the book, *When Rain Falls*. Be sure that a player from each team has the same animal.
4. Students will practice imitating their animals.
5. Once children have had a chance to imitate their animals and feel comfortable with their animal’s behavior, players will pair with their same animals from the opposing team and line up at different points in the play area.
6. Students can tag or use a baton to run to, as their animal would, and release the next animal in the race until the finish line.

## Day 2 – Language Arts

### PHONEMIC AWARENESS, pp. 37 – 38 (DLG) (Optional Activity)

#### Singing Sounds, p. 38

#### Initial Sounds (K/1<sup>st</sup>) and Digraphs (2<sup>nd</sup>)

Standards:	LA.1.RF.2	Distinguishing long and short vowel sounds and blend sounds to produce one-syllable words
	LA.1.RF.3	Know that every syllable must have a vowel sound; decode one- and two-syllable words
	LA.1.RF.4	Read on-level text orally with accuracy, appropriate rate, and expression
	LA.1/2.W.10	Range of Writing





1. Instead of singing sounds, students will play a variation of "Steal the Bacon," using sound cards.
2. Copy on card stock Activity Master 3.1.3a (initial sounds) for Kindergarteners and Activity Master 3.1.3b (initial sounds and digraphs) for 1<sup>st</sup> and 2<sup>nd</sup> graders.
3. Divide the class into two equal groups.
4. Have students form two lines facing each other that are of equal distance from the "bacon". Group students by grade level equally in both lines. Give each student his/her designated Activity Master card, ensuring that 2<sup>nd</sup> graders are given the more difficult digraph sound cards. Be sure that one student from each side has the same card.
5. Call out a word and the students with that beginning sound will try to steal the bacon and run back to their side before the opposing student from the opposite team tags them. Example: If the word is chair, the students with the "Ch" digraph cards will try to steal the bacon before being tagged by the other team.
6. Sample words:
  - Initial sounds (K/1<sup>st</sup>): fluffy, bat, fawn, toad, den, forest, water, flower, cloud, and storm
  - Digraphs (2<sup>nd</sup>): chipmunk, shelter, shower, thimble, think, thunder, show, church, chunk, and shape

**READING WORKSHOP, pp. 41 – 44 (DLG)**

**During Reading – First Time, p. 41 (DLG)**

*Concept Nugget – Adaptation (K–2); Strategy: Question – Answer Relationships (2<sup>nd</sup>)*

Standards:	B.K-2.RG.5	Give examples of how God's character is revealed throughout the Bible. (1, 2, 3)
	LA.K/1.SL.7	Give brief oral presentations (e.g., stories, personal experiences, readers theater)
	LA.2.SL.2	Recount or describe key ideas or details from a text read aloud or information presented orally
	S.K-2.LS.1	Use observations, describe patterns, know what plants and animals need to survive
	S.K-2.LS.7	Make observations of plants and animals, compare diversity in different habitats

1. Teach the lesson according to the **DLG**.
2. Throughout the reading bring attention to how each animal adapts to the rain. Remind students of the Connect Activity done the previous day when students could not use one of their senses during the nature walk and had to adapt. Highlight the concept of adaptation in today's following discussion:



- *“What did the squirrel do to adapt to the rain?”*
  - *“What did the hawk do to adapt to the rain?”*
  - *“How does the bird adapt to the rain?”*
3. After reading, connect personally with the story by asking:
- *“How do other animals adapt to an unexpected rainstorm?”*
  - *“Can you think of other animals that adapt to weather or habitat conditions?”*
  - *“How do you adapt to rainy weather?”*
  - *“How would animals adapt to a light rainstorm? Thunderstorm? Hurricane?”*

Character Development Nugget:

- *“There are times when unexpected things happen in your life and in your family. Sometimes we may be happy about things that make us excited. It is really easy to adapt to those events.”*
- *“Sometimes there are things that happen in life that make us sad, worried, or angry. As we saw in the reading of our book today, everything in nature (including animals) adapts when unexpected things occur. We can also learn from our animal friends how to adapt to unexpected life situations.”*
- *“For example, you wake up expecting to go to the park with your family and then your parents’ plans change, or it begins to rain. You might feel disappointed and even angry that you cannot do what you had been looking forward to doing. However, you still need to adapt to the change so you don’t give yourself a miserable day!”*
- *“What might be some things that you could say to yourself to help you make the best of things and adapt?”*
- *“During these times, God promises to be especially close to us. Just as He helps animals adapt, He promises to help us adapt to difficult circumstances as well. In the Bible God says: ‘I will never leave you nor forsake you.’ (Hebrews 13:5, KJV). So when you are going through a difficult life situation, remember that God promises to be with you. He will help you adapt even to the most difficult life events.”*



- *“Let me tell you about a time when I had to adapt.”* (Share a time when something unexpected happened and you had to adapt.) *“Can you think of a time when you adapted to unexpected things in your life?”* (Allow students some time to share experiences. Be prepared in the event that some students begin to share feelings from personal family events, such as parents’ divorce, losing a best friend, moving away, loss of a loved one or pet, etc. In all cases, respond with empathy, but emphasizing that adapting to these unexpected life events is a natural part of life.)

## 2<sup>nd</sup> Grade Extension – QAR Strategy

Conduct a mini-lesson on Question-Answer Relationships (Appendix F – Teacher Reference Material (TRM), 3.1 – QAR Strategy). Teach students the difference between “In the Book” and “In My Head” questions that will help them think deeply about the text they are reading. Explain that posing questions always helps the reader understand the reading at a deeper level, and thus, more efficiently. The teacher should read and be familiar with the reference material found in Appendix F and model how to ask each of the question types while reading the book, *When Rain Falls*. While teaching this mini-lesson, distribute Activity Master 3.1.9a for students to use as a summary of the four types of questions they should be thinking about while reading the book selection this week. After the mini-lesson, students will complete Activity Master 3.1.9b QAR with the teacher based on reading *When Rain Falls*. Please note that this is a guided practice lesson. This strategy is introduced to 2<sup>nd</sup> graders, but repeated practice will be necessary for students to learn to pose these questions independently. Full mastery is not expected until 3<sup>rd</sup>/4<sup>th</sup> grade.

### **WRITING WORKSHOP, pp. 46 – 48 (DLG)**

#### **Writing by Children – Factual Report, p. 48 (DLG)**

*Topic/Details Web, Questioning, Expository Writing (2<sup>nd</sup>)*

**Standard:** LA.2.W.10 Write routinely for a range of tasks, purposes, and audiences

1. Teach the lesson according to **DLG** to Kindergarten and 1<sup>st</sup> grade children. While Kindergarten and 1<sup>st</sup> graders students are working on their pictures, teach the next 2<sup>nd</sup> grade lesson.
2. 2<sup>nd</sup> Grade – Teach simple report writing skills to 2<sup>nd</sup> graders and provide sample reports for children to see. Teach students that the main purpose of report writing is to provide information for the reader, while the main purpose of narrative writing is to tell a story. Review how to select important facts and supporting details. Teach the following:
  - While reading through a sample article, show students how to select important details that support a given topic. Ask students to highlight the details in the article. Once they are finished reading, model how to paraphrase and simplify details to complete the Topic & Supporting Details Web (Activity Master 3.1.4).
  - Share with students that the purpose of the web map is to help organize their thinking about the information that is important to include in the reports they will write.



- Discuss how using interesting words in a report can make the reader more eager to read or listen.
  - Then model how to turn the animal facts gathered the previous day into a report. Also, model how to write a topic sentence for the beginning of the report, use supporting details in the middle, and write a closing statement at the end. Tell the students that today they will plan what to write in their animal reports using a web map like the one that was just modeled. Then turn each item in their webs into a sentence as they begin writing the first draft of their animal reports.
3. Distribute Activity Master 3.1.4 (Topic & Supporting Details Web Map).
  4. Students will use their web maps to begin writing the first draft of their animal research reports.

## Day 3 – Bible

### REVIEWING THE BIBLE STORY, p. 31 (DLG)

#### What Do You See?, p. 31 (DLG)

Writing (K–2), Journaling (1<sup>st</sup>/2<sup>nd</sup>)

Standards: B.1–4 .BK.2  
LA.1/2.W.10

Outline God’s original plan for an orderly, perfect universe that operates on His law of love  
Write routinely for a range of tasks, purposes, and audiences

1. Teach the lesson according to the **DLG** using the magnifying glass activity.
2. *“God’s creation is all around us if we take the time to notice the big and little things He has made. What God-made objects did you find? What was God’s intention for this object? What was it designed to do? Of all the objects you collected, which is your favorite?”* (Using differentiated Activity Masters (see below), students will complete a journal writing assignment that aligns with the following activity:)
  - Activity Master 3.1.5a for Kindergartners
  - Activity Master 3.1.5b for 1<sup>st</sup> and 2<sup>nd</sup> graders
3. Stretch thinking for 1<sup>st</sup> and 2<sup>nd</sup> graders, using one or two of the following journal prompts:



- *“Why did you choose this object as your favorite?”*
- *“What do you like most about the object?”*
- *“How does this object make life better for people in our world?”*
- *“Does this object show any adaptations?”*
- *“What are some activities you like to do with this object?”*

### **Variation on Beanbag Toss Activity, p. 31**

#### *Creation Upset Game (K–2)*

*Standards:* B.1-4.BK.3 Recall and describe the events of Creation week (6,20, 23)  
 LA.1/2.SL.1 Participate in collaborative conversations in diverse groups

1. Play "Fruit Basket Upset," using creation words.
2. Gather as many chairs as you have players, minus one (e.g., nine chairs for ten players).
3. Set all the chairs in a circle, facing outward. Leave enough space in between chairs so a player can easily get to the middle of the circle.
4. Choose a volunteer to be in the middle first. All other players should sit in their chairs.
5. Cut out Creation Cards on Activity Master 3.1.6 and distribute one or two cards to each student sitting in his/her chair.
6. Make sure there are multiple players assigned to each creation team.
7. The volunteer standing in the middle will start the game by calling out the day of the week. When that day of the week is called, each player assigned to the things that were created on that day (including the volunteer in the middle) stands up and sits in another open chair. The player who gets stuck with his/her own chair or stuck without a chair must be the new person to stand in the middle for the next turn.
8. The middle player can also call "Creation Upset" in which case all players must get up and find a new seat.
9. This game can be played for as short or as long as the teacher wishes to allow.



## Day 3 – Language Arts

### READING WORKSHOP, pp. 41 – 44 (DLG)

#### During Reading – Second Time, p. 42 (DLG)

##### Vocabulary (K–2)

Standards:	LA.1.L.4	With support, demonstrate understanding of word relationships and nuances in word meanings
	LA.2.L.4	Determine the meaning of unknown and multiple-meaning words and phrases
	LA.1.RF.5	Use context to confirm or self-correct word recognition and understanding, rereading as necessary
	LA.1/2.W.6	With support and in collaboration with peers, use a variety of tools

1. Teach the lesson according to the **DLG**. Conduct the following vocabulary review lessons before the second reading of the story, *When Rain Falls*.
2. Familiar Vocabulary Words for Kindergarten/1<sup>st</sup> – Introduce the vocabulary sight words on Blackline B. (**DLG** CD Introduction). These are words students are familiar with in their spoken vocabulary. Therefore, the goal is to recognize the words in print. Before the second reading of the theme book, distribute the word cards among the Kindergarten and 1<sup>st</sup> grade students and ask each child to pronounce the word on his/her card. When the child’s word card is read in the book, the child can wave the word card in the air. After the lesson concludes, children can color the pictures on each card, glue their vocabulary cards to story paper, and then write a short sentence using the vocabulary words. Inventive spelling and “kidwriting” is acceptable.
3. *Optional 1<sup>st</sup> Grade Vocabulary Activity* – Use the vocabulary words listed on Blackline B (**DLG** CD Introduction) as flash cards for repeated use in a literacy center activity. The words with pictures can be printed on one side of the card and the word alone can be printed on the back of each card. Children can work in pairs and take turns quizzing each other by using the picture prompt side of the card first. Then use only the word prompt to learn how to recognize the words. After students learn the words, they can recite them to the teacher.
4. Unfamiliar Vocabulary Words for K–2 – Revisit the vocabulary words introduced on Day 1 – **DDL**P (Before Reading Activities) to help students gain greater familiarity with these previously unknown words they encountered in the story. Since these are relatively unfamiliar words, the goal is to help students establish enough familiarity with the words to enable them to adequately comprehend the story. Because these may be somewhat difficult words for some children in this age group, reading and spelling mastery is not required. However, the teacher may want to select some words from the list appropriate for 2<sup>nd</sup> grade students to learn to recognize in print and define.

Prior to the second reading of the theme book, distribute the precut vocabulary word cards to students (3.1 K–2 Vocabulary Master). Ask the children in K–2 to read their assigned words. The teacher should provide help with the reading of each word



as needed. Second graders who read more fluently can also help younger students read their words. Tell students to be on the lookout for their words as the story is read again. Explain that they will be asked to figure out what their words could mean from the context of the story and from remembering the vocabulary discussion earlier in the week. During the reading of each page, pause for discussion of vocabulary words in context. Provide clues as needed. After the lesson concludes, 2<sup>nd</sup> grade students will complete a vocabulary map (Activity Master 3.1.7) using their assigned vocabulary words. If the teacher wishes, a book can be made with all of the 2<sup>nd</sup> grade vocabulary maps containing all of the previous unfamiliar words in the story. The book can be bound and showcased as a collective class accomplishment.

5. Set up a literacy center for students to practice the new vocabulary words throughout the rest of the week.

### **WRITING WORKSHOP, pp. 46 – 48 (DLG)**

#### **Writing by Children – Under the Umbrella, p. 48 (DLG)**

*Sentence Writing (1<sup>st</sup>), First Draft Report Writing*

Standards:	LA.1.RL.7	Use illustrations and details to describe story elements
	LA.1.RL.9	Predict story events and outcomes using picture clues
	LA.2.RL.8	Use illustrations and words in print or digital text to demonstrate understanding of story elements
	LA.1/2.W.10	Write routinely for a range of tasks, purposes, and audiences

1. Teach the lesson according to the **DLG**. Allow Kindergarten students to complete their umbrella pictures independently.
2. 1<sup>st</sup> Grade – Using Activity Master 3.1.8, the children will write about a time when they had to adapt to unexpected rain and change their plans for the day. Encourage children to use kidwriting and inventive spelling. The children will draw a picture of themselves with a friend under the pictured umbrella to illustrate the story.
3. 2<sup>nd</sup> Grade – Students will continue to expand their knowledge of their chosen animal and organize the information to begin the first draft of their animal reports. Students will again work in pairs to complete the Animal Report Template (Activity Master 3.1.13). They will then use the information on this completed report template and the information on the Topic/Supporting Details Web completed earlier in the week (Activity Master 3.1.4) to write the first draft of their animal report.

### **Day 3 – Social Studies/Science**

#### **Choral Rhyming Rap**

*Presentation Recordings*

Standards:	LA.K/1.SL.7	Give brief oral presentations (e.g., poems, memory verses, songs)
	LA.2.SL.5	Create digital recordings (e.g., stories, poems, songs), with visuals when appropriate to clarify meaning
	S.K-2.LS.1	Use observations, describe patterns, know what plants and animals need to survive



Let students choose their best piece of work from the week to be displayed on a “What We Learned about Adaptation” bulletin board. (See *UNIT CULMINATION ACTIVITY, Day 5 – Science.*) Using a digital recording device (e.g., video recorder, webcam, iPad, iPhone, etc.), record brief oral interviews (30-60 seconds) on students’ responses to adaptation. These recordings will be merged to create a short adaptation film.

1. Kindergarten and 1<sup>st</sup> graders will record their reasoning behind his/her bulletin board choice. Questions are provided for students that are unsure of how to explain their reasoning:
  - *“How does your work show adaptation?”*
  - *“What have you learned about adaptation this week?”*
2. Second graders will explain what adapting means to them personally in their recording. Encourage 2<sup>nd</sup> graders to share personal stories of how they have adapted in their own life.

After individual student recordings are complete, the following Rhyming Rap can be used for K–2 students to perform at the end of the recording, or the teacher may construct a Rhyming Rap with the class, if desired. Copy the Rhyming Rap on chart paper or project on interactive board. Divide the class into two groups and practice the choral chant several times. When students are ready, perform the following choral chant on the recording device:

**Rhyming Rap:** (Select a comfortable beat for performance.)

(All) Adaptation, Adaptation!  
(Group 1) Do we need to adapt?  
(Group 2) Yes, we need to adapt!  
(Group 1) Adapt to what?  
(Group 2) Adapt to change!  
(Group 1) What type of change?  
(Group 2) Change in the weather.  
(All) Change in the weather?  
(All) Yes, adapting is clever!

(All) Adaptation, Adaptation!  
(Group 1) Do we need to adapt?  
(Group 2) Yes, we need to adapt!  
(Group 1) Adapt to what?  
(Group 2) Adapt to change!





(Group 1)	What type of change?
(Group 2)	Change in life.
(All)	Change in our lives?
(All)	Yes, adapting is wise!
(All)	Adaptation, Adaptation!
(Group 1)	Do we need to adapt?
(Group 2)	Yes, we need to adapt!
(Group 1)	Adapt to what?
(Group 2)	Adapt to change!
(Group 1)	What type of change?
(Group 2)	Change in class!
(All)	Change in class?
(All)	Yes, adapting is a blast!

After the recordings are complete, the teacher (or a volunteer) should compile the video clips into a short adaptation film to play during the *UNIT CULMINATION ACTIVITY* for Science class on **Day 5**. After the film is published, the teacher should store the file on to a disc or online storage system to share with parents and others in the community at the end of the week.

*\*\*\* Optional: Create duplicate discs to share with students at the end of the week as an adaptation gift or memoir. \*\*\**

*\*\*\* Remind school teachers, community/church members, and parents that they are invited to the UNIT CULMINATION ACTIVITY celebration at the end of the week. Also, design the “What We Learned about Adaptation” bulletin board using student work samples that were chosen from today’s activity. \*\*\**

## Day 4 – Circle Time/Morning Meeting

### Daily Message 4

*Sequence Writing (K–2)*

**Standard:** LA.K-2.SL.1 Participate in collaborative conversations in diverse groups

- 1 Using writing prompts, “first, then and finally”, write out the water cycle process as a shared writing activity with the students.
- 2 For example – First, the water rises/evaporates. Then, the water freezes/condenses. Finally, the water falls/precipitates to the ground again.



## Day 4 – Bible

### PRACTICING THE BIBLE STORY, p. 32 (DLG)

#### **Chalk Picture, p. 32 (DLG)**

Concept Nugget (K–2), Motor Skills (K–2), Writing (1<sup>st</sup>/2<sup>nd</sup>), Summarizing (2<sup>nd</sup>)

Standards:	B.K.BK.3	Recall the events of creation (6, 20, 23)
	B.K.BK.13	Describe the results of sin (8, 9, 26)
	LA.K-2.W.7	Apply common conventions of manuscript writing
	LA.K-2.W.10	Write routinely for a range of tasks, purposes, and audiences
	LA.K-2.W.4	Produce writing that honors God and affirms the teachings in His Word
	LA.K-2.W.6	With support and in collaboration with peers, use a variety of tools
	SS.K-4.PPE.10	Examine the effects of sin on the environment

1. Before teaching the lesson, discuss God's perfect creation from the Bible story.
2. Explain to students how sin has caused the Earth to change. All living things adapted to changes brought on by sin, such as:
  - *“When Adam and Eve disobeyed God, everything changed! Beautiful roses began to grow sharp thorns. Lovely gardens began to grow weeds.”*
  - *“Adam and Eve who had once picked fruit, vegetables, and nuts from the trees and bushes when they were hungry now had to work hard under the hot sun to grow the food which had been so plentiful before.”*
  - *“The once sunny, mild weather became very hot in certain places and extremely cold in other. Indeed everything changed and Adam and Eve had to adapt in a much harsher and more difficult world!”*
  - *“Adam and Eve were not the only ones who had to adapt after sin entered the world. The animals that had lived in the garden so peacefully before suddenly began attacking and eating other animals! The peaceful lions and tigers started hunting other animals as food. This was a big change in adapting hat animals had. Suddenly the sheep and the deer could no longer play or lie next to a lion or a tiger.”*
  - *“These were some sad adaptations all the animals in our world had to made!”*
3. Pull out artifacts (blanket, ice, rose with thorns, dead leaves). Explain how each item represents ways in which living things have adapted as a result of sin.



4. Use Chalk Picture activity outlined in the **DLG**. Extend the lesson by instructing students to fold their pieces of construction paper in half and draw a picture of the object God created on one side. Then show how the object has adapted in a sinful environment on the other side (e.g., sun vs. clouds, flowers vs. thorns, flower vine vs. poison ivy vine, etc.)
5. First graders can write a short caption below their drawing.
4. 2<sup>nd</sup> Grade – Use Activity Master 3.1.11. Tell students to choose one object to illustrate and write a summary below their drawings. Include the following:
  - State what the object is and the day it was created.
  - Tell how God intended for the object to help the Earth.
  - How the object has had to adapt to a world of sin

### **Seed Collage, pp. 32 – 33 (DLG)**

*Venn Diagram (1<sup>st</sup>/2<sup>nd</sup>)*

**Standards:** B.K-4.BK.3 Recall and describe the events of Creation week (6, 20, 23)  
 LA.1/2.W.6 With support and in collaboration with peers, use a variety of tools

1. Teach the lesson according to the **DLG**.
2. After explicit instructions, Kindergartners will complete the seed collage independently.
3. As a group, 1<sup>st</sup>/2<sup>nd</sup> graders will create a seed Venn Diagram for comparing and contrasting two or three different types of seeds.
4. Model for students the process of creating a Venn Diagram. Demonstrate how to choose seeds for each part of the diagram with similar or different attributes. Discuss what attributes make a seed similar to or different from other seeds. (e.g., color, shape, texture, size)
5. Distribute Activity Master 3.1.10 for students to complete the Venn Diagram with similar and different seeds.

### **Day 4 – Language Arts**

#### **READING WORKSHOP, pp. 41 – 44 (DLG)**

#### **Rainy Day Activities, p. 44 (DLG)**

*Brainstorming (K–2), Text-to-self Connection (1<sup>st</sup>/2<sup>nd</sup>)*



<i>Standards:</i>	LA.1.RL.11	Make connections between a text and personal life experiences
	LA.K.RL.10	Make connections between a text and personal life experiences
	LA.2.RL.12	Make connections between a text and personal life experiences

1. Choose one of the following two options:

- Using the book *When Rain Falls*, review what animals do in the forest on a rainy day and transition the discussion to what children might enjoy doing on rainy days as outlined below.
- Read an alternate book about what people do on rainy days, and discuss the many activities that children like to do when it rains. Teach the lesson according to the **DLG**. Online titles can be identified on Epic.com. Possible hardback book titles appropriate for primary might include:
  - *Blue’s Best Rainy Day* by Deborah Reber and Kevin Cardinali, 2000. Available through Scholastic
  - *A Rainy Day* by Robin Nelson, Lerner Publications Co., 2002. Available through [www.lernerbooks.com](http://www.lernerbooks.com)
  - *The Rainy Day Grump* by Deborah Eaton, Millbrook Press, Inc., 2006. Available through [www.lernerbooks.com](http://www.lernerbooks.com)

2. Divide students into heterogeneous pairs. Introduce the concept of **text-to-self connections** to students:

- *“Good readers make connections between what they are reading and what they think, do, and experience in their own lives. For example, when we read about what animals do during a rainstorm, it makes me think about what I do when I’m home on a rainy day.”* (Share a personal story about a favorite activity on a rainy day.)
- *“This is called **text-to-self connection**.”* (Invite children to repeat this new term). *“Let’s talk about what you like to do on rainy days and what text-to-self connections you made as we read our book.”* (As children share their favorite rainy day activities, continue to use the new term, text-to-self connection, so that the students will become familiar with this language and begin using it themselves (e.g., “Great Suzy! That was an awesome text-to-self connection!”).)

3. Using sticky notes, the 1<sup>st</sup>/2<sup>nd</sup> graders will write the rainy day text-to-self connections they made as the story was read.

4. Kindergartners can participate in this activity by sharing their ideas orally, or drawing pictures of their preferred rainy day activity on the sticky note.

5. Post sticky notes on a Rainy Day activities board with a label, “Reading Strategy: Text-to-Self Connections.”



## **WRITINGWORKSHOP, pp. 46 – 48 (DLG)**

### **Writing by Children – Rainy Day Class Book, p. 47 (DLG)**

*Stretch Writing (1<sup>st</sup>), Editing, Factual Report – Animal Report Final Draft (2<sup>nd</sup>)*

**Standards:** LA.1/2.RI.10 Predict content using pictures and illustrations  
LA.1/2.W.10 Write routinely for a range of tasks, purposes, and audiences

1. Teach the lesson according to the **DLG** to Kindergarten and 1<sup>st</sup> grade children.
2. Distribute Activity Master 3.1.8 to 1<sup>st</sup> graders instead of Blackline 1.8a from the **DLG**.
3. Encourage 1<sup>st</sup> grade students to add to their writing by explaining why they like to do their chosen activity on a rainy day.
4. While Kindergarten and 1<sup>st</sup> graders are working on their activities, 2<sup>nd</sup> graders will complete the activity below:

#### **Factual Report**

Students will use the Editing Checklist (Activity Master 3.1.14) to conduct a self-edit and a peer-edit of the first draft of their animal reports written yesterday. A check should be made for complete sentences, correct spelling, capitalization, and punctuation before writing their final drafts in neat handwriting. Remind students that they can use the same DOL Common Editing Marks they have used on their daily DOL activity to make corrections on the first draft of their report before they produce their final draft.

Students may once again use their completed Concept Web (Activity Master 3.1.1), Topic/Supporting Details Web (Activity Master 3.1.4), and yesterday's Animal Report Template (Activity Master 3.1.13) from previous lessons to help them organize their thoughts. Explain that a final draft is the published, finished product that will be shared with their peers. Remind them they will share their reports with the rest of the class the following day.

Students will work with their partners to create their final draft and will also decide which partner will read each section of the report.

## **Day 4 – Social Studies/Science**

### **Weather Maps, pp. 70 – 71 (DLG)**

*Weather Graphing (K–2) – Part 2*

**Standard:** S.K–2.ES.1 Use and share observations of local weather conditions to describe patterns over time.

1. Beginning of Week: Part 1 – This part of the lesson was taught on Day 1. Students will refer to their recorded weather information from Activity Master 3.1. 2.



2. End of Week: Part 2 – At the end of the week, extend this activity for all grades by generating a bar graph on large chart paper where the class will tally the weather changes they have recorded throughout the week. Before recording the weather for a particular day, ask the students to look at what their results were for each day. Then ask for a consensus of the weather that will be recorded for each specific day (e.g., *“What was our weather like on Monday? How many of you recorded sunny and warm?”*). Once consensus is built, then use that record to build the graph.
3. After building the class weather graph, analyze the graph with students by asking the questions below:
  - *“What type of weather did we have most of the week/month?”*
  - *“What types of adaptations did we need to make throughout the week?”*
  - *“Which weather required the most adaptation?”*
  - *“Which weather did we have to adapt to the least?”*
  - *“What type of weather did we see the least during the week/month?”*
  - *“Who would find this graph useful?”*
  - *“How many more \_\_\_\_\_ days did we have than \_\_\_\_\_ days?”*

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## Day 5 – Bible

### APPLYING THE BIBLE STORY, p. 33 (DLG)

#### Independent Reading, p. 33 (DLG)

Creation Booklet (1<sup>st</sup>/2<sup>nd</sup>)

Standards: B.K-4.BK.3

Recall and describe the events of Creation week (6, 20, 23)

LA.1/2.RL.2

Retell stories, including key details, and demonstrate understanding of the main idea(s) or lesson(s)

1. Teach the lesson according to the **DLG**.
2. Extend the lesson for 1<sup>st</sup> and 2<sup>nd</sup> graders. Students will make a creation booklet describing the things God created each day during creation week (Activity Master 3.1.12a for 1<sup>st</sup> graders and Activity Master 3.1.12b for 2<sup>nd</sup> graders).



3. While 1<sup>st</sup> and 2<sup>nd</sup> graders are creating their booklets, Kindergartners can complete activity, “Can I Create?,” p. 33 independently.

## Day 5 – Writing

### WRITING WORKSHOP

#### Animal Report Presentations

*Listening & Speaking (K-2)*

Standards:	LA.1.RL.12	Choose literature that reflects the teachings in God’s Word
	LA.2.RL.13	Choose literature that reflects the teachings in God’s word
	LA.1.SL.1	Participate in collaborative conversations in diverse groups
	LA.2.SL.2	Recount or describe key ideas or details from a text read aloud or information presented orally

Second graders should share their animal reports with the class. Teach students how to provide constructive feedback by modeling comments and questions after the reading of each report. Possible examples include the following:

- *“I really liked how you wrote...”*
- *“The animal facts you shared in your report were very interesting.”*
- *“I noticed you used what you learned about QAR very effectively in writing animal facts in your report.”*
- *“How do you think you could have made your report even more interesting?”*

## Day 5 – Science

### Choral Rhyming Rap

*UNIT CULMINATION ACTIVITY (K-2)*

Standards:	LA.K/1.SL.7	Give brief oral presentations (e.g., poems, memory verses, songs)
	LA.2.SL.5	Create digital recordings (e.g., stories, poems, songs), with visuals
	S.K-2.LS.1	Use observations, describe patterns, know what plants and animals need to survive

Before visitors arrive, ensure that the room is presentable. The “What We Learned about Adaptation” bulletin board should be complete and full of student work samples that are referenced in the adaptation film that was recorded on **Day 3 – Social Studies, Choral Rhyming Rap**. Be sure that the film is cued and ready to play for visitors. The film can be played continuously or played once during the class period.



After visitors are settled, partner each K–2 student with a child from another class to share what they have learned about adaptation. After students have had time to share, gather the class in front of the room to perform the Choral Rhyming Rap below:

**Rhyming Rap:** (Select a comfortable beat for performance.)

(All) Adaptation, Adaptation!  
(Group 1) Do we need to adapt?  
(Group 2) Yes, we need to adapt!  
(Group 1) Adapt to what?  
(Group 2) Adapt to change!  
(Group 1) What type of change?  
(Group 2) Change in the weather.  
(All) Change in the weather?  
(All) Yes, adapting is clever!

(All) Adaptation, Adaptation!  
(Group 1) Do we need to adapt?  
(Group 2) Yes, we need to adapt!  
(Group 1) Adapt to what?  
(Group 2) Adapt to change!  
(Group 1) What type of change?  
(Group 2) Change in life.  
(All) Change in our lives?  
(All) Yes, adapting is wise!

(All) Adaptation, Adaptation!  
(Group 1) Do we need to adapt?  
(Group 2) Yes, we need to adapt!  
(Group 1) Adapt to what?  
(Group 2) Adapt to change!  
(Group 1) What type of change?  
(Group 2) Change in class!  
(All) Change in class?  
(All) Yes, adapting is a blast!

