

K–2 MULTI-GRADE BRIDGE
Detailed Daily Lesson Plan (DDLPL)
Theme Three Daily Lesson Guide (DLG) – *Deep in the Forest*
Grade K Theme Book Two: *Where Would I Be in an Evergreen Tree?/Living Things*
Character Building Concept: Community – Interdependence

Days 1 – 5 Signing In/Morning Activity

SIGNING IN, p. 110 (DLG)

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

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

Students should already be grouped according to handwriting level (refer to the Signing In Rubric in Appendix C – Assessment Master 0.1). This activity is designed for Kindergarten students. However, there may be 1st and 2nd graders who could also benefit. The students who are proficient at writing their first names could practice writing their first and last names when they sign in. Other Signing In options for a developing writer could include the following: writing a personal street address, birthday, city and state, or phone number. Students who have emerging handwriting skills should use one of the selected activities in the *Stepping Stones (DLG)* every day. Remember to assess student writing monthly to track handwriting progress. Additionally, formal, direct instruction in handwriting should be provided daily for grades K–2 as part of phonics and Language Arts.

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

Day 1 – Circle Time/Morning Meeting

Daily Message 1, p. 111 (DLG)

Modeling Writing and Editing (K–2)

Standard: LA.K–2.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling

1. Teach the lesson according to the **DLG**, or generate a custom message if **DLG** messages have been exhausted.
2. All students should participate in Circle Time/Morning Meeting to promote classroom community. If the message is prewritten by the teacher, 1st and 2nd graders may help sound out words or read the message. When the teacher is writing the message



with the students, 1st and 2nd graders may also assist the teacher with writing the message by using learned phonics skills and language conventions

3. Differentiate for 1st and 2nd grade by leaving punctuation out of **DLG** Daily Message 1.
 - *“There are some important things missing from the daily message that make it difficult to read.”* (Model reading the message again, but read it this time rapidly with no punctuation pauses.)
 - *“What is wrong with the way this message sounds?”* (Let students respond.)
 - *“We need to use a comma after a greeting and somewhere at the end of the message. Does anyone know where those should be placed? How many sentences do you think we have in this message?”*
 - Reread the message, pausing between sentences. *“Can you tell where the sentences end? Where should the periods be placed? How about the comma?”*
 - *“Now let’s read the message again and see if it sounds clearer.”* (Reread the message. Emphasize the punctuation this time.)

Days 1 – 5 Daily Oral Language (DOL)

Grammar & Writing Mechanics

Scaffolding (2nd), Editing (2nd)

Standards:	LA.2.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing
	LA.2.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling
	LA.2.L.3	Use knowledge of language and its conventions when writing

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

Day 1 – Language Arts

READING WORKSHOP, pp. 107 – 110 (DLG)

Granola Fruit Kabobs

Concept Connect Activity (K–2)

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

1. Follow the recipe below to have students make “Granola Fruit Kabobs.” Please take care to note if any students have nut allergies and obtain peanut-free granola. The teacher should demonstrate how to make a kabob and then proceed with students making them. Be certain to assemble the ingredients in order so students can simply follow the line and assemble their fruit kabobs. Once they are finished and begin eating their creation, introduce the theme concept, Interdependence.
2. In advance, ask each student to bring one ingredient for the recipe. Explain that in order for the recipe to be a success, it needs to include all the listed ingredients. (If it isn’t possible for students to bring items, the teacher may supply the ingredients.)
3. As you guide the students in this food preparation activity, lead them in an ongoing discussion about the concept of interdependence in a community, using the following guiding questions:
 - *“What do you think this recipe will taste like?”*
 - *“What do you think it will look like?”*
 - *“What ingredients do you think are important?”*
 - *“How might the recipe change if we skipped some of the ingredients?”*
 - *“What would happen to the granola if you didn’t have any yogurt to coat the fruit? Why do you think that might happen?”*
 - *“Why do you think you need toothpicks? What would happen if the toothpicks were missing?”*



- *“Why do you think the recipe calls for three kinds of fruit? What if we only had one type of fruit? How might that change the taste of our recipe?”*
4. Lead the students to the realization that it takes all ingredients to make this tasty recipe. They are interdependent on each other and no one single ingredient can produce the recipe by itself.
 - *“The recipe wouldn’t be very tasty or look very nice if it were missing ingredients.”*
 - *“This recipe depends on all the ingredients to make the very best, most delicious fruit kabob. If just one of the ingredients were missing, then the treat wouldn’t have been its very best.”*
 5. Students might enjoy experimenting with the recipe by leaving out the yogurt or other ingredients to illustrate the concept of interdependence.
 6. Important Concept: If students provided ingredients, point out what might have happened if some “forgot” to bring their ingredient for the recipe supplies. Each person was responsible to the rest of the group for bringing a specific part of the recipe.
 - *“What might have happened if someone had forgotten to bring their ingredient for the recipe?”*
 - *“What would happen if we left an ingredient out when making this recipe?”*
 - *“We all depended on each other to do our part to make this tasty treat. If one person did not do their part, the entire group would have been affected. We call that **interdependence**.”*
 7. After making and eating the granola fruit kabobs, introduce the new theme book, Where Would I Be in an Evergreen Tree?.
 - *“Tomorrow we will be reading a book about living things that are interdependent on each other in the forest. When living creatures live, work, and help each other in the same area, we call this a **community**.”*
 - *“Interdependence means depending on each other. Just like we needed all the ingredients to make a delicious fruit kabob, communities depend on each other to be their very best. Can you repeat the word interdependent?”*



GRANOLA FRUIT KABOBS

Serves 8

INGREDIENTS:

- 2 cups granola cereal
- 2 medium unpeeled apples cut in chunks
- 2 small bananas cut in chunks
- 1 cup fresh or canned pineapple chunks (or other fruit)
- 1½ cup fruit flavored “Greek – style” yogurt (thick yogurt)
- Toothpicks
- 1 shallow bowl
- 1 flat platter or tray
- Small paper plates
- Napkins

DIRECTIONS:

1. Put the granola in a shallow bowl.
2. Place one piece of each fruit chunk onto the toothpick to create a fruit kabob.
3. Dip the fruit kabob into the yogurt, coating all sides.
4. Roll the dipped fruit kabob in the granola.
5. Enjoy!

WRITING WORKSHOP

Informational Writing: Brainstorming

Research – Brainstorming (1st/2nd)

Standards: LA.1.W.2

Write informative/explanatory texts that name a topic, include facts about the topic, and provide some sense of closure

LA.2.W.2

Write informative/explanatory texts that introduce a topic, use facts to develop the topic, and provide a concluding statement

LA.1.W.8

Participate in shared research and writing projects

LA.1/2.W.10

Write routinely for a range of tasks, purposes, and audiences



1. This week the writing lessons will continue to develop students' understanding of informational writing. First graders will be included and will participate in shared writing with the teacher. Second graders will work independently after each mini lesson.
2. Review the difference between informational and narrative writing. Inform students this week they will continue working on informational writing.
 - *“Last week we started learning about informational writing. Who can remind us how informational writing is different than narrative writing?”*
 - *“This week we will continue our informational writing practice.”*
 - *“Before we begin writing, we need to decide about what we should write. A good way to figure out a writing topic is to do a brainstorm!”*
3. Write “The Forest” in the center of a pre-drawn brainstorming web on chart paper. Encourage children to think of possible topics within the theme of “The Forest”. Write down the ideas as students participate. If the students are struggling to think of topics for the brainstorm, proceed with the following guiding questions.
 - *“When we think of the forest, what are some of the things we might see on the ground? In the sky? Around us?”*
 - *“Who do you think lives in the forest? Where would they live?”*
 - *“What do you think people would want to know about the forest?”*
 - *“How do forest areas help our planet?”*
 - *“What can people do to take care of forest areas?”*
4. Keep the completed brainstorming chart for Writing Day 2. Second grade students may be interested in completing their own separate brainstorming chart.

Day 1 – Science

Introduction to Forest Habitat

Habitats (K–2), Charting Knowledge (K–2)

Standard: S.K-2.LS.7 Make observations of plants and animals; compare diversity in different habitats



1. This lesson will introduce students to the forest habitat.
2. Read aloud *A Forest Habitat* by Bobbie Kalman. Pause as needed to allow students to ask questions.
3. Discuss what students learned from the book.
 - *“A forest is a very interesting habitat. This week we will be learning all about the forest and the animals that live there.”*
 - *“What new information did you learn about the forest?”*
 - *“Animals and plants in the forest need each other to survive and thrive. They are interdependent! When one type of animal begins to die off, it affects a whole chain of animals!”*
 - *“The way the plants and animals live, eat, and work together makes the forest a fascinating habitat to explore.”*
 - *“Today we will make a chart to show what we have already learned about the forest!”*
4. Create a chart together as a class on large chart paper. Divide the chart into three columns.

<i>Forest Habitat</i>		
What is a forest?	What lives in a forest?	What grows in a forest?

5. Invite children to contribute their preexisting and new knowledge about forests to the chart.
 - Kindergarten: Dictate their contribution for the teacher to write on the chart.
 - First Grade: Write two contributions (one per sticky note) for the category of their choice.
 - Second Grade: Write one contribution for each of the three categories (one per sticky note).
6. Review the completed chart together as a class. Make corrections, as needed.



7. Post the completed chart in the classroom for students to reference throughout the week.

Day 2 – Circle Time/Morning Meeting

Daily Message 2, p. 111 (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 1st 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 1st 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 2nd 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.
4. Differentiate for 1st and 2nd grade by leaving punctuation out of the **DLG** Daily Message 2.
 - *“Yesterday we discovered that punctuation helps us to read and understand our message. There are some important things missing in our message again today. Let’s see if you can find them.”*
 - Model reading the message again, making your voice rise at the end of the question: *“Did you hear my voice go up at one point? Why did my voice do that?”* (Allow students to respond.)
 - *“Yes, my voice went up because I was asking a question. What does a question mark look like? Where does it go?”*
5. To close the lesson, have a student come to the front to insert the question mark. Encourage the rest of the students to practice writing a question mark in the air using their finger. Review the skill taught.



Day 2 – Bible

Pass the Animal, pp. 94 – 95 (DLG)

Concept Nugget (K–2)

Standards: B.K.BK.1 Identify the Godhead as the Creator of all living things
B.K.RO.12 Develop a desire to help others

1. Teach the lesson according to the **DLG**.
2. Extend with a concept discussion about community interdependence. Discuss how all the things each animal needed to stay alive were given to the animal when it was created. Each animal's community had the food, water and shelter they needed to survive. God made it so! For example, the ground squirrel had nice soft earth to dig its burrow and crunchy seeds to store and eat.
3. Have students brainstorm other animals God made that might live in the forest community. After children provide various examples, discuss how each animal is part of the forest community. Ask the following concept questions:
 - *“How are the animals in the forest community like human beings? In what ways are they similar to us? How are they different?”*
 - *“What does it take to make a community?”*
 - *“How do the animals in the forest community help each other? How do people in our community help each other? How do we help each other in our classroom community?”*
4. In the discussion, bring out the idea of an individual's interdependence within a community. Point out how the class is a learning community made up of individuals who must help and take care of each other in order to grow and thrive!

Day 2 – Language Arts

READING WORKSHOP, pp. 107 – 110 (DLG)

After Reading – Comprehension Questions p. 109 (DLG)

Comprehension, Concept Nugget (K–2)

Standard: LA.1/2.RL.11 Make connections between a text and personal life experiences

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



2. Extend the activity to enhance the concept of community interdependence by asking students to close their eyes and imagine the following:
- *“Yesterday we said that community is made up of living things that live, work, play, and help each other in the same space or area. A community can be made up of people or animals. If you were in the community of the forest, what would you see?”*
 - *“What would you hear in this community? Do you hear anything?”*
 - *“What do you smell while you are near the evergreen tree?”*
 - *“How does the bark on the evergreen tree feel against your fingers?”*
 - *“Yesterday we said that living things in a community are interdependent on each other for survival. Can we all say the word ‘interdependent’? What do you think it means to be interdependent?”*
 - *“Animals in the forest community depend on one another for their survival. For example, a woodpecker likes to make holes in trees to hide its food to eat later. Over time, the holes it makes become larger and larger. Eventually the hole becomes big enough for other animals to use for shelter and to build nests to raise their babies. So if an owl makes its nest in the tree from a hole originally started by a woodpecker, how are these two animals interdependent?”*
 - *“If you could be any animal in the forest, what animal would you choose to be? Why?”*
 - *“Think about the animal you chose. Do you live in the tree or somewhere else in the forest? If so, where in the tree do you live?”*
 - *“Why do you live there? How does the tree benefit you? How are you interdependent with the tree? What do you do to help the tree?”*
 - *“How are you interdependent on the other animals that live around you? How do you help the other animals?”*
 - *“How do you think the plants and trees are interdependent on the different animals?”*
 - *“Now let’s shift our focus to people. How are people in a community interdependent on each other?”*
 - *“We often say that our classroom is a community of learners. How are we as the members of our classroom community interdependent on one another? What can we do to make the interdependence of our learning community better?”*



WRITING WORKSHOP

Informational Writing: Concept Map

Research – Concept Mapping (1st/2nd)

Standards:	LA.1.W.2	Write informative/explanatory texts that name a topic, include facts about the topic, and provide some sense of closure
	LA.2.W.2	Write informative/explanatory texts that introduce a topic, use facts to develop the topic, and provide a concluding statement
	LA.1.W.8	Participate in shared research and writing projects
	LA.1/2.W.10	Write routinely for a range of tasks, purposes, and audiences

This week students will research a specific animal with a partner in Science. For this reason, encourage students to select a broader topic for their informational writing piece.

1. Begin the lesson by reviewing the brainstorming chart from the previous day (Writing Day 1). Lead the students to narrow the topics and choose one topic to focus on for this week's Informational writing piece.
 - *“Yesterday we listed some very interesting topics about the forest. Today we will need to look at all the ideas and choose one to focus on for the week. Let's look at what we wrote yesterday.”*
 - *“Remember that informational writing is always true and tells the reader interesting facts and information. Which of these different ideas that we have listed do we already know something about? Which one could we write about this week?”*
(Some possible topics: animals of the forest, trees in a forest, plants that grow on the forest floor, how forest areas help our world, etc. Allow students to select the topic they are most interested in and does not repeat the science animal research project from the previous week.)
 - *“Now that we have selected the topic we will focus on for the week, we need to do some research. Today we will also organize our thoughts on a concept map, so we will know what specific ideas we want to include in our writing on this topic. We will gather facts that we think are important or interesting about our topic and write them in our concept map so we don't forget to include them when we write our informational reports.”*
2. Second graders can be dismissed at this point to begin completing the Concept Web (Activity Master 3.2.1) independently or in buddy groups. First graders will remain with the teacher and share the research experience as a group. The teacher will record the informational facts on an enlarged copy of Activity Master 3.2.1 created on chart paper. The teacher will demonstrate how to gather facts for the topic from different sources. If your computer is connected to a smart board, demonstrate how to use child-friendly sites on the internet to gather information about the given topic.
3. Keep the completed Concept Web for Day 3 Writing.



Day 2 – Science

Food Chain, pp. 123 – 124

Science Vocabulary, Concept Nugget (K–2)

Standards: S.K-2.LS.7 Make observations of plants and animals; compare diversity in different habitats
S.K-2.LS.1 Use observations, describe patterns; know what plants and animals need to survive

*** Before class, load YouTube Video “Food Chains for Kids: Food Webs, the Circle of Life, and the Flow of Energy” by Free School at the following link: <https://www.youtube.com/watch?v=hLq2datPo5M>. ***

1. This lesson will provide students with an introduction to food chains. Teach the lesson according to the **DLG**.
2. Continue the lesson by showing the video clip or reading a selected book.
3. Discussion and review:
 - *“The food chain is a way to see how animals and plants are connected in a habitat. Food chains show how living things in a habitat or community are interdependent.”*
 - *“All food chains need the sun! The sun is what gives energy to the very beginning of every food chain. Who can tell us what is usually at the beginning of every food chain?”* (Plants, plant seeds, nuts)
 - *“Who can tell us what follows in other food chains?”*
 - *“We just learned some important new words that will help us understand food chains.”*
4. Dismiss Kindergarten students to complete the activity according to the **DLG** using Blackline 2.10.

Lesson Extension for Grades 1 and 2:

5. Reproduce Activity Master 3.2.2a on card stock and cut the words apart. Place the words (underlined and bolded below), one at a time, as a column header across a pocket chart as they are introduced in the lesson below, and discuss abbreviated definitions to help students understand the role of living things in a Food Chain. Ask children to repeat each of the unfamiliar terms aloud as they are introduced.
 - *“**Producers** are living things that make their own food and get their energy from the sun. A good example of a producer is grass. What might be some other producers?”* (Leaves, berries, nuts, shrubs, flowers)



- *“So who eats the producer? The **consumer!** There can be several consumers in a food chain. The first consumer is always an animal that eats only plants or things the plants produce. This type of consumer is called an **herbivore**. One example is a grasshopper. Who can think of other animals that are herbivores?”* (White tailed deer, elk, mule deer, kangaroo rat, etc.)
 - *“Next up on the food chain are the animals that eat plants and other animals. These are called **omnivores**. An example of an omnivore is a mouse. Can anyone think of other omnivores?”* (Some birds, wild pigs, badgers, bears, hedgehogs, opossums, skunks, sloths, squirrels, raccoons, chipmunks, mice, and rats.)
 - *“Of course, a mouse is a small animal that other animals eat as well. So on the food chain there are also animals that eat only other animals. These meat eaters are called **carnivores**. An example of a carnivore in the forest is an owl. Can anyone think of other carnivores in the forest?”* (owls, hawks, eagles, wolves, lynx, mountain lion, snakes, weasels, marten)
6. Reproduce Activity Masters 3.2.2b – c on card stock and cut apart. If possible, print the pictures in color, laminate, and keep for future years. The vocabulary category cards (Activity Master 3.2.2a) should be placed as column headers on the top of the chart as described in #5. Show students a collection of word/picture cards (Activity Master 3.2.2b – c). Divide students into pairs. Distribute two picture cards to each pair. Students will decide which category their word/picture card would fall under, and will place the cards under the correct column. Allow partner pairs to come up to the pocket chart one at a time to place their word/picture cards under the correct column heading. If students place a card incorrectly, as the whole group if they agree with the placement choice.
 7. *“You will work with a partner to figure out what producer/consumer category each of these animals might go under in a food chain. Each partner team will come up and place your cards under that category you think it should go. It’s alright if you don’t get it right. The rest of the class group will help.”*
 8. After completing the pocket chart activity, students will complete the independent activity individually or continue working with their pair buddy to complete Activity Master 3.2.2d. Encourage the pairs to organize their food chain pictures and request teacher approval before gluing the pictures onto the Activity Master boxes.

**** This additional science center activity may be created to reinforce concepts of the food chain after the lesson. Cut out the animal pictures on Activity Master 3.2.3. Write the name of each animal on the rim of several Styrofoam cups (see image for an example using different animals). Children will stack the cups in order from producers to consumers. A number may be placed on the inside of each cup to make the activity self-checking. ****





Day 3 – Circle Time/Morning Meeting

Daily Message 3, p. 112 (DLG)

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 1st 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 1st 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 2nd 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.
4. Differentiate for 1st and 2nd grade by reviewing punctuation in the Daily Message 3 sentence. Add to the sentence given in the **DLG** activity so that 1st and 2nd graders will have additional opportunities to practice punctuation.

5. Invite children to complete each sentence with animals that might live in a tree. For example: A _____ lives in a tree. Does a _____ live in a tree trunk?
 - *“Let’s review the punctuation we have been using this week. As we write the sentences, see if you can help me determine where the periods and question marks should go.”*
 - Model reading the message again, making your voice rise at the end of the question sentence: *“Did you hear my voice go up at one point? Why did my voice do that?”*
 - *“Yes, my voice went up because I was asking a question. What does a question mark look like? Where does it go?”*
6. Repeat process for sentences ending with periods.
 - *“Did you notice my voice go down at the end of the sentence?”*
 - *“What does this mean?”*
7. To close the lesson, have a student come to the front to insert the question mark or period for each sentence. Review the skill taught.

Day 3 – Bible

REVIEWING THE BIBLE STORY, p. 95 (DLG)

World Puzzle, p. 95 (DLG)

Bible Story Review, Sentence Writing (1st/ 2nd)

Standards: B.K.BK.3 Recall the events of Creation week
 B.1-4.BK.3 Describe the events of Creation week in sequential order
 LA.1/2.W.4 Produce writing that honors God and affirms the teachings in His Word

1. Reference lesson in the **DLG**.
2. Create enough puzzle pieces for each student to have their own piece.
3. Differentiate the activity by cutting the puzzle pieces large enough for the 1st and 2nd graders to write sentences on them.
4. Students will draw a picture of something that God created. First graders should write one sentence to tell the day of Creation represented in their puzzle piece drawing; 2nd graders should write two or three sentences to tell the day of Creation represented in their puzzle piece drawing and describe their drawing.



- The completed puzzle may be glued on a poster board for display at the unit culminating activity.

Day 3 – Language Arts

READING WORKSHOP, pp. 107 – 110 (DLG)

During Reading – Second Time, p. 108 (DLG)

Vocabulary (1st/2nd)

- Standards: LA.1.RI.4 Ask and answer questions to determine the meaning or clarify the meaning of words and phrases in a text
 LA.2.RI.4 Determine the meaning of words and phrases in a text

- Make two copies of Vocabulary Master 3.2 so that you have two sets of word cards. Use one set to place grouped words on a pocket chart to discuss their meanings. Use the second set to group words according to the chart below and place each group of words in a separate envelope.

Groups of Words

<ul style="list-style-type: none"> delicate, truffles, 	<ul style="list-style-type: none"> canopy, lustrous, boughs, stirred
<ul style="list-style-type: none"> tender, mosses, lichens, nurse log 	<ul style="list-style-type: none"> rustling, murmur
<ul style="list-style-type: none"> misty, swirl, bark flap 	<ul style="list-style-type: none"> flit, glides, aloft
<ul style="list-style-type: none"> enormous, fir, centuries 	<ul style="list-style-type: none"> fragrant, conifers, spirals
<ul style="list-style-type: none"> sonar, species 	<ul style="list-style-type: none"> supple, needles, slender

- Before conducting the vocabulary activity, display the first group of word cards on a pocket chart and talk about the meaning of each word. Continue the same pattern with each subsequent group of word cards. Tell the children to use a thumbs-up sign when they hear one of the words read in the second reading of the story. As each extension word is read in the story and children display the thumbs-up sign, stop briefly to help children discuss the word meanings again in context. Incorporate the Kindergarten word cards in the second reading of the story as described in the **DLG**.
- Model taking word cards out of one of the envelopes and creating a sentence using all the words in the envelope. Be certain to demonstrate how to add other words not included in the envelope in order to make a sentence that makes sense. Example: The misty fog swirled around the trees.
- Group students by mixed ability and give each group an envelope. As a group, students will look at their words and create a sentence by gluing their words on sentence strips and writing the extra filler words to complete their sentences.



5. When groups have finished, bring children together and share their sentence strips with the whole group. Be certain to correct any incorrect uses of the words.

WRITING WORKSHOP

Informational Writing: Topic Sentence

Develop Topic Sentence (1st/2nd)

Standards:	LA.1.W.2	Write informative/explanatory texts that name a topic, include facts about the topic, and provide some sense of closure
	LA.2.W.2	Write informative/explanatory texts that introduce a topic, use facts to develop the topic, and provide a concluding statement
	LA.1.W.8	Participate in shared research and writing projects
	LA.1/2.W.10	Write routinely for a range of tasks, purposes, and audiences

1. Gather first and second graders for a mini lesson on topic sentences.
 - *“When we write we must tell the reader right away what we are going to be writing about so it will catch the reader’s interest to keep reading. We want to introduce our readers to our topic in the very first sentence we write. This first sentence is called a **topic sentence**. (Have students repeat the term, topic sentence.) It will give the reader a sneak peek about what they are going to read, so it is important that we make this first sentence as interesting as possible!”*
 - *“If I were writing about animals that lived at the zoo, I might write ‘Many interesting animals live in the zoo.’ If we were writing about the library we could write, ‘The library is an exciting and interesting place to visit. So, in our first topic sentence, we will not write about any specific facts yet. We will write one interesting sentence to introduce our topic.”*
2. Before continuing the lesson, allow students to practice developing topic sentences to insure they have grasped the concept. Give them the following topics and ask students to give a topic sentence that introduces the topic. Students may think of topic sentences individually or work in pairs to develop a topic sentence for the given topics. Provide prompting and assistance as necessary, or reteach if necessary.

Practice Topics

- Favorite Sport
- A Day at the Beach
- Caring for a Pet



- Best Friend
 - Cleaning Your Room
3. Review the completed Concept Web from Writing Day 2.
 - *“Yesterday we did some research about our topic and we wrote down some interesting facts we found. Today we are going to look at all the facts we wrote on our Concept Web and we are going to pick out three of the most important and most interesting facts. Then, we will turn those facts into sentences when we begin writing!”*
 - *“First graders let’s look at the Concept Web we completed together yesterday. Second graders, please pull out your Concept Webs. Now look carefully at all the facts you wrote down yesterday. You need to circle the facts that a reader would find important and interesting. Many of your facts may be very interesting! But this week we only have time to focus on three. Therefore, make sure that you are selecting the most important and interesting facts to write about. Remember to begin each of your sentences with a capital letter and place an ending mark at the end of each sentence.”*
 4. Second Grade: Dismiss second graders to select their three facts and begin writing their topic sentences and fact sentences. Circulate around the room to provide support and guidance as needed. If there are some second graders who need a guided writing approach, they may be included in the group lesson with the first graders.
 5. First Grade: Guide first graders as they select three facts from the group list created on Writing Day 2. Then lead first graders to generate an appropriate topic sentence and record it on the enlarged copy of Activity Master 3.2.4. Guide students to develop a fact sentence for each of the facts they decide to include in the shared writing. Students may then return to their seats to copy the topic sentence on their individual copy of Activity Master 3.2.4. They can also begin writing their fact sentences.
 6. Keep the partially completed Activity Masters 3.2.4 for the lesson on Writing Day 4.

Day 3 – Social Studies

Conservation, p. 129 (DLG)

Conservation, Concept Nugget (K–2)

Standards:	LA.K/1.SL.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media
	LA.2.SL.3	Ask and answer questions about what a speaker says to clarify, gather additional information, or deepen understanding
	S.K-2.LS.1	Use observations, describe patterns, know what plants and animals need to survive
	SS.K-4.PPE.5	Describe the Christian’s responsibility for the environment



1. Teach the lesson according to the **DLG**.
2. At the end of the conservation discussion, extend to develop the idea that animals which make their homes in forest trees have an interdependency with each other and the trees in which they live.
 - *“What kinds of animals live in the evergreen tree in our unit book, Where Would I Be in an Evergreen Tree?”*
 - *“These animals you named from our book are interdependent on each other. They are also interdependent on the evergreen tree in which they take shelter. Most of them can’t live without each other, and they can’t live without an evergreen tree. If one species begins to die off due to the changing weather, it affects the other animals in its food chain. Eventually, all the animals in its food chain will also die off.”*
 - *“The tree needs these animals too! For example, the evergreen’s roots feed Indian Pipe Fungi. The fungi is interdependent with the tree. It helps the tree by getting its food from the deep duff under the tree.”*
 - *“How might the animals that live in the evergreen tree be interdependent with the tree? How are they interdependent on other animals? You may look back in the book for clues.”* (Animals that eat seeds from the tree’s cones scatter the seeds throughout the forest, either by hiding the seeds in the ground or through their poo. They help the tree grow new baby trees when its seeds are scattered. The tree helps the animals by providing shelter against the wind and cold in its branches and in the holes in its trunk. It gives the animals a place to build nests to raise its young. It also provides food for some of the animals and shade against the sun.)
 - *“When a forest of trees is cut down for wood, what do you think happens to the animals that made their homes in those trees?”* (Loss of habitat means they lose their home and source of food.)
 - *“What might happen to those animals during the many years it takes for newly planted trees to grow?”* (The animals that need a forest to live, eat, and raise its’ young will leave the area for good. Therefore, many species normally found in a particular forest area will no longer survive there.)
 - *“How will those animals find food in their new community? Where will they build their homes?”* (Those who don’t die will move on to find another forest area where they can make new homes and find food.)
 - *“What might happen if they can’t find the same kind of tree they lived in before?”* (If they cannot live in the area they are used to, some may adapt to living somewhere else, but many other animals will die.)
 - *“What do you think their new lives will be like?”* (Answers will vary. Accept any reasonable answer.)



- *“In a way, our class is like the evergreen tree community. Can you think of some ways we are interdependent on each other in class? For example, you might have a room job. What would happen if no one did their job for several days? What would happen to the classroom? How would it look? How would it smell? Would you be happy coming to school and having to stay in a dirty classroom like that?”*
- *“What if our class had to move to a different classroom in this school? What would that feel like?”* (Everything in the room would seem unfamiliar for quite some time. It would be hard to concentrate at first until we could become familiar with our new surroundings.)
- *“What changes would we have to make? How could we help each other to fit in? How would our daily lives at school change?”* (Answers will vary. Accept any reasonable answer.)
- *“Would you like it if we had to move out of our classroom because it was torn down? Why or why not?”* (Answers will vary. Accept any reasonable answer.)
- *“As Christians the Bible tells us that we should take care of the world God created. What responsibility do you think we have to the trees and animals in the forests?”* (As students discuss and share their answers, develop the thought that God expects us to be good stewards of the world He created for us. He wants us to care for our environment and replenish the resources we use so other generations that come after us can also enjoy the bounties of the world God created for us.)

Day 3 – Science

Tree Homes, p. 124 (DLG)

Habitats (K–2) Exploration (K–2)

Standard: S.K-2.LS.1

Use observations, describe patterns, know what plants and animals need to survive

*** Before class begins collect large pieces of dead wood for this lesson. Try to find pieces that have moss, lichens, or fungi growing on the wood.

1. Teach the lesson according to the **DLG**.
2. Trees in their living state and decomposed state provide homes for animals. A live pine tree habitat will be compared with a tree snag (dead decomposing tree) to understand that a tree provides habitat in both its' living and dead state.
3. Discuss these nine animals that depend on pine trees (a common type of evergreen):
 - Chipmunks climb trees and enjoy tasty meals of pine nuts which they carry around in their cheek pouches.



- The black-capped chickadee uses the holes of pine trees as a home and eats pine nuts as well.
 - Deer are camouflaged in pine forests and eat pine bark.
 - Woodpeckers like to make holes in pine trees because the wood is so soft. These holes later become homes for a host of other animals.
 - Squirrels jump through the branches and shelter in them.
 - Owls roost in the tops of evergreen trees.
 - Black bears eat the bark and often strip a tree trunk bare.
 - Rabbits are camouflaged in pine needle-covered forest floors and eat pine nuts.
 - Eagles live on the tops of tall evergreens. Almost 80% of all bald eagles nest in pine trees.
4. The listed website below has full color pictures of these animals. If using a projector or interactive board, project the picture of each animal as it is presented. If this technology is not available, print a color version of the full size picture to show to students as each animal is presented via the following link:
- <https://www.thedodo.com/animals-and-christmas-trees-885506984.html>
5. Next, show students a large piece of decomposed wood collected before the lesson. Engage the class in the following dialogue:
- *“Do you think anything can live in a piece of dead wood?”* (Give students opportunity to respond to this question.)
 - Ask students to give reasons for their answer. Write these responses on chart paper or board.
 - If you have collected wood with plant growth or suspected animals inside the wood, take time to explain and show students the life that exists.
6. Help students draw the conclusion that trees, dead or alive, are important habitats for other living things.
7. Tree snags also provide the following:
- All those insects living in dead wood are an excellent source of food and protein for birds, bears, and other animals.



- Mosses, lichens, and fungi are a food source for animals.
 - Upright tree snags are excellent look-outs for birds – especially raptors/ birds of prey as they search for potential prey.
 - Mosses, lichens, and fungi that grow on snags aid in the return of vital nutrients to the soil.
 - Decaying logs on the forest floor also act as “nurse logs” for new seedlings where baby trees can grow.
8. Watch the following You Tube video for more information on tree snags: <https://www.youtube.com/watch?v=vujJqi8dQas>.
9. At the end of the lesson, model the activity below that will be placed in a center for further exploration:
- Put some dirt, leaf litter, twigs and a large piece of decomposing wood in a dishpan.
 - Acquire some moss, lichens, or fungi (if your wood doesn’t already have this) and put it in the dishpan.
 - Include the following items for students to explore and experiment with:
 - Plastic insects – for hiding in and under the wood
 - Small garden gloves (for those who don’t like to get their hands messy or to protect them from the little creatures in the wood)
 - Magnifying glasses – for looking closely at the wood
 - Encourage students to “open up” the decomposing wood to see what is inside.
 - Replace the decomposing wood each day so that students can continue to fully explore.

Day 4 – Circle Time/Morning Meeting

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 1st 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 1st 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 2nd 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. 96 – 98 (DLG)

Animal Masks/Headbands, pp. 96–97 (DLG)

Concept Nugget (K–2)

Standards:	B.K.BK.1	Identify the Godhead as the Creator of all living things
	B.K.BK.3	Recall the events of Creation week
	SK.2.LS.7	Make observations of plants and animals to compare the diversity of life in different habitats
	LA.K.SL.1	Participate in collaborative conversations in diverse groups; follow agreed-upon rules; continue a conversation through multiple exchanges
	LA.1.SL.1	Participate in collaborative conversations in diverse groups; follow agreed-upon rules; respond appropriately to the comments of others; ask questions to clarify
	LA.2.SL.1	Participate in collaborative conversations in diverse groups; follow agreed-upon rules; link comments to others' remarks; ask for clarification and further explanation

1. Teach the lesson according to the **DLG**.
2. Connect the week's concept to this activity by asking these questions to help students think about community interdependence:
 - *"If you were a deer, where would you live in the Evergreen community? Why would you live there?"*
 - *"If you were a bat, where would you live in the Evergreen community? How would living there meet your needs?"*
 - *"Why did God create the bear in the Evergreen community? Where do you think the bear lives during winter?"*
 - *"Why did God create the bat in the Evergreen community? What contribution does the bat make to the forest community?"*



- *“How do these different animals depend on each other within their forest community?”*
- *“How do we depend on each other in our classroom community?”*
- *“How do people depend on each other in the community where they live?”*

3. Students’ responses may be recorded on the board or a chart.

Day 4 – Language Arts

During Reading –Third Time, p. 108 (DLG)

Ask and Answer Questions from Text (1st/ 2nd)

Standards: LA.1.SL.1 Participate in collaborative conversations in diverse groups; follow agreed-upon rules; respond appropriately to the comments of others; ask questions to clarify

LA.2.SL.1 Participate in collaborative conversations in diverse groups; follow agreed-upon rules; link comments to others’ remarks; ask for clarification and further explanation

*** Before class begins, make a copy of each group’s sentences from Reader’s Workshop Day 3. Make enough copies so that each member of the group has their own copy of the sentences. ***

1. Teach lesson according to the **DLG** and reread the story. Tell students to think of questions they might have as they story is read aloud again.
2. Extend for 1st and 2nd graders with the following lesson: Asking Questions about Text.
 - *“Sometimes as a reader you will read something in the text that makes you think of a question. If you ask your question and you can get an answer from the text, you might better understand what you will have just read!*
 - *For example, as I was reading our book, ‘Where Would I Be in an Evergreen Tree?’, the text mentioned a nurse log.” What in the world is a nurse log? I wondered what that term could be? Then as I read the book again, I remembered reading on the first page of our story that the seed from the cone fell onto the wood on a mossy log. That mossy log where the tree first began to grow must be the nurse log they are talking about later in the story. Therefore, a **nurse log** must be an old log that a tree seed begins to grow on as it grows into a baby tree. Later, when the tree becomes larger, the nurse log disintegrates over time and falls apart. The new tree has gotten its start and no longer needs the nurse log! When we wonder and have a question about something we read, we must think about other parts of the story that might answer our questions.”*



- *“Now did any of you think of some questions or wonder about any parts of the story?”*

If students pose questions about the story, lead them to other parts of the story where the answer might be implied or stated outright. Engage students in a discussion that leads them to discover that many times a story text contains the answers they are seeking which is the objective of this lesson. If students pose questions about the new vocabulary in the story, help them to examine the context clues that might give them a hint regarding the meaning of the word.

If students do not have questions ready, the teacher can prompt their curiosity by asking the following “I wonder...” questions. Then ask students if they can find suggested answers within the story text such as:

- *“I wonder how fast the baby evergreen tree grew into a big tree?”* (The text states, “Centuries came and centuries went...”, implying that it takes an evergreen tree several hundred years to grow into a big tree.)
 - *“I wonder how big an evergreen tree grows?”* (The text states, “Its slender young trunk so supple and small, would someday be over two hundred feet tall.”)
 - *“I wonder if the flying squirrel can fly like a bird?”* (The text states, “...the flying squirrel glides through the crowns of the trees.” The picture in the book shows the squirrel jumping from one tree branch and opening its wing flaps to glide and land on another tree branch. It doesn’t really fly upward like a bird, but it can glide downward.)
3. **Lesson Summary:** *“Asking questions is a good way to clarify, or better understand, what has been read. Sometimes we are lucky enough to find the answers right in the text if you read it again and know where to look!”*

WRITING WORKSHOP

Informational Writing: Closing Sentence

Informational Writing, Develop Closing Sentence (1st/2nd)

Standards:	LA.1.W.2	Write informative/explanatory texts that name a topic, include facts about the topic, and provide some sense of closure
	LA.2.W.2	Write informative/explanatory texts that introduce a topic, use facts to develop the topic, and provide a concluding statement
	LA.1.W.8	Participate in shared research and writing projects
	LA.1/2.W.10	Write routinely for a range of tasks, purposes, and audiences

1. Teach a mini lesson to 1st and 2nd graders about closing sentences.

- *“All week we have been working diligently to write our informational pieces. Today we will be finishing our writing.”*



- *“Yesterday you wrote introduction sentences to help the reader have an idea what the writing was going to be about. Who remembers what we call this special first sentence?” (Topic Sentence) “Today we will write sentences for the three facts we selected and we will also write a closing sentence to tell readers that the writing piece is ending.”*
 - *“For example, if we had written a piece about the zoo, we might write: ‘Many animals live in the zoo and it is an interesting place to visit.’ If we had written about the library, we might end by saying, ‘You can find many different books and learn a lot at the library.’ Therefore, a closing sentence is almost like another topic sentence. It summarizes the facts we have written. So if you think about a piece of writing being like a walking path, the topic sentence would be the opening gate at the beginning of the path, and the closing sentence would be the gate at the end of the path. The facts we write about would be the stepping stones we find along the path.” (Illustrate this on the board so students have a visual of this analogy.)*
2. Before continuing the lesson, allow students to practice developing closing sentences to ensure they have grasped the concept. Give them the same practice topics they had yesterday and ask students to give a closing sentence that summarizes or closes the writing. Students may think of closing sentences individually or work in pairs to develop a closing sentence for the given topics. Help students to see that closing sentences are very much like topic sentences, but not exactly the same. Provide prompting and assistance as necessary, or reteach if necessary.

Practice Topics

- Favorite Sport
 - A Day at the Beach
 - Caring for a Pet
 - Best Friend
 - Cleaning Your Room
3. Once students have grasped the concept of developing a closing sentence, finish the lesson:
- *“Today when you return to your seats, finish writing a sentence for the three facts we selected yesterday.”*
 - *“Then before writing your closing sentence, I want you to first go through and read all the sentences you have written so far – topic sentence and all the fact sentences, too. This will give you a good idea how to end your writing piece.”*
4. Distribute partially completed Activity Master 3.2.4 from Writing Day 3. Dismiss 2nd graders to finish writing their facts and closing sentences. Circulate around the room to provide support and guidance as needed.



5. Lead 1st graders to work together to finish creating their fact sentences and a closing sentence for the shared writing piece on the enlarged copy of Activity Master 3.2.4 on chart paper. After finishing the shared writing, they may copy it on their individual copy of Activity Master 3.2.4.
6. Keep completed copies of Activity Master 3.2.4 for Author's Chair on Writing Day 5.

Day 4 – Science

Parts of a Tree, p. 126 (DLG)

Photosynthesis Leaf Experiment (K–2)

Standard: S.K-2.LS.8 Apply scientific principles, construct personal model, explain how life began, acknowledge God as Creator

**** At least one hour before Science class, set up the experiment. Make enough models of this for each group to have one cup with a leaf to observe. ****

1. Teach the first part of the lesson according to the **DLG**. Discuss parts of a tree and the purpose of each part as outlined in the **DLG** lesson. Skip the art activity described in the second paragraph and conduct the following experiment and science lesson instead.



2. To set up the science experiment, you will need:
 - Green leaf for each group
 - Clear plastic cups (one for each group)

- Water
 - Sunlight
3. Pre-lesson Set-up – Make certain this preparation is done at least one hour before science class:
 - Cut green leaves off a plant and fill enough glasses with water so that each group can have a glass with a leaf and can observe this closely.
 - Float one leaf on the water in each glass and put the glass in a sunny location.
 4. Science Lesson – Explain the process of photosynthesis and the interdependency between human beings and plants (see #8 below). Model what was done in the set up with a leaf and glass of water while you explain to students that they will see if they can prove that the leaves of plants really do give off oxygen.
 - Explain that other cups with leaves were set up earlier so that they would have time to do something special.
 - Ask students to predict what they will see. Write these predictions on chart paper.
 - Stress the importance of “looking” to observe and not “touching” so that the bubbles will not rise to the surface and pop.
 5. Distribute Activity Master 3.2.5. Send student groups (3 – 4 children) to tables where they can look at the cups with a magnifying glass and share with their group what they observe. Remind them to observe carefully and record their findings on Activity Master 3.2.5.
 6. You should be able to see lots of tiny bubbles that have formed on the edges of the leaf and on the sides of the glass. If you are having a difficult time seeing the bubbles you might get a small magnifying glass to observe the edges of the leaf.
 7. Bring students together to discuss what they observed and further explain the process of photosynthesis. Compile group observations and add these to the class chart paper. After the lesson, use this as an anchor chart to remind students about the new learning.
 8. Share with students the following Science principles behind the experiment:
 - The bubbles observed on the leaf and sides of the glass are oxygen bubbles.
 - Leaves take in carbon dioxide that people breathe out and give off oxygen that people can breathe in. God designed this system to sustain life on planet Earth. So humans are dependent on plants to produce the oxygen we need to breathe in, and plants are dependent on humans to take in the carbon dioxide people breathe out. What a perfect relationship!



- When the sun shines on the leaves of plants, through the process of photosynthesis, they create food for the plant.
- Oxygen is a by-product of this and goes into the air. The air we breathe contains 21% oxygen produced by plants. Without plants, we would not have enough oxygen to live. God takes care of our needs with something as plentiful and simple as leaves!

Day 5 – Circle Time/Morning Meeting

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 1st 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 1st 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 2nd 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 5 – Bible

APPLYING THE BIBLE STORY, pp. 98 – 99 (DLG)

Applying: Thank You, God, p. 99 (DLG)

Illustrations (K–2)

Standards: B.K-4.RG.18 Participate in prayer and worship of God
 LA.1/2.W.10 Write routinely for a variety of tasks, purposes, and audiences

1. Follow the directions given in the **DLG** for the “Thank You God” activity.
2. Kindergarteners will paste the sentence strip found in the balloon they popped onto Activity Master 3.2.6a and illustrate it in the space provided.



3. Differentiate for 1st grade (Activity Master 3.2.6b) by having students trace over the sentence lettering and fill in the missing animal word from the sentence strip found in the balloon they popped. Students should extend the sentence to give a reason for their thankfulness. For example: “*Thank you, God, for clouds because they give us shade on hot days.*” After writing the sentence and extension, students may illustrate in the space provided.
4. Differentiate for 2nd grade (Activity Master 3.2.6c) by having students copy the sentence on the strip found in the balloon they popped onto Activity Master 3.2.5c. Students should extend the sentence to give a reason for their thankfulness. For example: “*Thank you, God, for clouds because they give us shade on hot days.*” After writing the sentence and extension, students may illustrate in the space provided.
5. This activity may be displayed at the unit culminating celebration.

Day 5 – Language Arts

WRITING WORKSHOP

Author’s Chair

Sharing Informational Writing, Oral Presentation, Speaking and Listening (1st/2nd)

Standards: 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
LA.1.SL.7 Give brief oral presentations

1. Author’s Chair provides a means of getting feedback from peers. With repeated peer feedback, the writer will start to anticipate reader questions and will write with more detail. At this point in the year, the Author’s Chair should be an established routine in the classroom. There is no need to have a mini lesson on Author’s Chair unless student behavior shows a need to reteach certain routines of Author’s Chair. In this case, refer to prior Author’s Chair lessons for guidelines. Refer to Assessment Master 3.2 in Appendix C to assist in determining students’ level of mastery when conducting Author’s Chair Shared Writing.
2. Students will share their finished informational writing pieces today (completed Activity Master 3.2.4).

