

K–2 MULTI-GRADE BRIDGE
Detailed Daily Lesson Plan (DDLPL)
Theme Three Daily Lesson Guide (DLG) – *Deep in the Forest*
Grade K Theme Book Three: *Good-Night, Owl!*/Living Things
Character Building Concept: Community – Consideration

Days 1 – 5 Signing In/Morning Activity

SIGNING IN, p. 171 (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. 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 *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. 172 (DLG)

Concept Connect (K–2), Editing (1st/2nd), Writing Extension (K–2)

Standards: LA.1/2.L.1
LA.1/2.L.2
LA.K-2.SL.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
Ask and answer questions about key details in a text read aloud or information presented orally or through other media
LA.K.SL.3 Ask and answer questions to seek help, get information, or clarify meaning
LA.1.SL.3 Ask and answer questions about what a speaker says to gather additional information or to clarify meaning
LA.2.SL.3 Ask and answer questions about what a speaker says to clarify, gather additional information, or deepen understanding



All Morning Messages have been altered this week from the **DLG** messages so that the concept of **consideration** can be learned in the context of practicing good manners.

*** *The book suggested in this lesson is written as if the animals are talking. Some schools prefer to avoid books that have talking animals. If it is not appropriate to use the suggested book, search for alternate books that will similarly address the concept of good manners.* ***

1. Reference lesson in the **DLG**. Before class begins, modify the lesson by writing the following Morning Message:

Dear Class,

We will read a book about good manners today. Do you know what good manners are?

Love,

Teacher

2. Introduce *Mind Your Manners, B.B. Wolf*.
 - *“This book is titled Mind Your Manners, B.B. Wolf. Who do you think is B.B. Wolf?”* (Let students respond while showing the front cover. Some students will know about the stories involving the Big Bad Wolf. Encourage them to tell names of characters that encounter the Big Bad Wolf.)
 - Students might also recall stories such as Chicken Little or the Gingerbread Man that involve a fox. Teachers may want to discuss the similarities between the fox and Big Bad Wolf.
3. Read *Mind Your Manners, B.B. Wolf*. At the conclusion, lead the class in the following discussion about the book:
 - *“What do you think about the way B.B. Wolf is acting in this story?”*
 - *“Has B. B. Wolf always been this way?”*
 - *“What did he do to make these changes?”* (Guide students to the conclusion that B.B. Wolf received help from a friend to know what good manners were appropriate for the upcoming Tea. He also made up a song to help himself remember the



things that he had learned.)

- “We are going to talk about good manners this week. When you have **good manners**, you are being considerate of others.”
- “Our concept this week is ‘Consideration’. Repeat that word with me.”
- “This week during Morning Message time, we will learn ways to be **considerate** of others by learning and using good manners.”
- “What are some good manners that you know?” (Write student responses on chart paper. This week’s focus will be: please, thank you, you’re welcome, and I’m sorry.)

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 3) for your convenience and are intended as a teacher directed activity at this time of year. Introduce students to the Common Editing Marks as they are used to make corrections in the sentences. It is suggested that the teacher make an enlarged poster copy of the Common Editing Marks and post it in the room for easy student reference. The Common Editing Marks chart is found in Appendix D only in the following: Theme 1 – Book 1, *This is Our House* and in Theme 4 – Book 1, *Winter’s Gift*. Use two sentences each day and correct mistakes together using the Common Editing Marks. These sentences are designed to correlate with each unit theme book.
3. During this activity Kindergartners and 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

WRITING WORKSHOP

Informational Writing – Define and Model

Detail Web (K–2), Modeled Writing (K–2)

Standards: LA.K/1.W.9 With support, recall experiences or gather information from provided sources to answer a question
LA.2.W.9 Recall experiences or gather information from provided sources to answer a question

1. Teach this lesson to all grades. Students need to see good writing modeled. The focus of this lesson is to help students begin to see how to organize information for informational writing. The teacher will model creating a detail web and then write a brief report. Ahead of time, the teacher should select a short, simple informational book to read to the class. This book should not be about owls, since students will be writing their reports on owls later in the week.
 - *“Today I am going to show you how to organize facts about dogs. Then I will write a report from my details.”*
 - *“Do you know the difference between a story and a report?”* (Students will respond and the teacher will clarify the differences between a story and a report.)
 - *“When you write a report, you will gather information before you write. A story is mostly already in your head, so you don’t need to gather any information.”*
2. Read an informational book. For example, share a book with the class about dogs. When the book is completed, help students to organize the information by asking them to help the teacher complete a group detail web on chart paper. This web will be the outline for the informational writing that will be modeled below:
 - *“What is this book about? That’s right! It’s about dogs. I’m going to write dogs in the circle of my detail web because this is my topic.”*
 - *“Who can remember some facts in this book about dogs?”* (Add student supplied facts on the lines radiating out from the topic circle. If a student supplies an opinion or something that is not in the book, ask a clarifying question:) *“I don’t remember that being in the book. Let’s go back and check.”* (or you may ask,) *“Is that a fact or an opinion?”*
3. A completed detail web about dogs would have or do, such as:
 - Good sense of smell
 - Good sense of hearing



- Live 10 – 14 years
 - Do useful things for people
4. Once the detail web is completed, model how to use the organizer tool to write a brief report.
- *“Now I’m going to use this detail web to write my report about dogs. Let’s see. The word in the circle says ‘dogs’. That is my topic. I will make that my title.”* (Write “Dogs”.)
 - *“I should begin by writing a topic sentence that tells in a general way what I’m going to talk about. The details on my web are interesting, so I am going to begin by writing: ‘Dogs are interesting animals’. I have my topic sentence. Now I need to add the details for my report.”*
 - *“I see two details that could be written together. Do you see two that can go together?”* (Pause for student responses.)
“Yes, there are two facts about dog senses. I think I can write those as one sentence like this: ‘Dogs have a good sense of smell and hearing.’
 - *“I am going to finish with my last two facts like this: ‘Dogs do many useful things for people. Dogs usually live for 10 – 14 years.’”*
5. Read the completed report aloud. Ask:
- *“Is my topic sentence correct?”*
 - *“Do I have all the facts in my report?”*
 - *“Does it make sense?”*
6. If time remains in Writing Workshop, release students to continue working on a free choice writing piece. They will work on a group detail web tomorrow that will be used to write a report about owls.

Day 1 – Science

Science, pp. 186 – 188

Nocturnal Animals, pp. 186 – 187

Life Science (1st/2nd)

Standard: S.K-2.LS.5

Develop a simple model that mimics the function of an animal

DDL P – Deep in the Forest
July, 2020 (Revised)

Book 3 – Good-Night, Owl!
Page 5



1. Reference information about owl vision provided in Reference Materials 3.3 (Appendix F).
2. Teach the lesson according to the **DLG** and extend for 1st and 2nd grades with the following owl vision activity:
 - *“God gave the owl some special abilities that help him since he is a nocturnal animal. Owls have such good eyesight that if they were the size of humans, their eyes would be the size of oranges! Why do you think the owl needs such good eyesight?”*
 - *“Have you ever watched an owl turn its head? It’s almost as if owls can turn their heads clear around. Turn your head one way as far as you can. How far did it go? Owls can turn their heads nearly all the way around because of their flexible necks.”*
 - *“Let’s see how an owl’s eyes function differently than our eyes.”* (Give each student a cardboard tube, such as one from a roll of toilet paper.)
 - *“Use your hand to cover one eye. Hold your other hand about a foot in front of your face.”*
 - *“Keep looking straight ahead while you move your hand to the side. As your hand moves, you should be able to see it out of the corner of your eye even though your eye is looking forward. Stop moving your hand when you can’t see it anymore. How far did it get to the side before it disappeared?”*
 - *“Now let’s hold a tube up to one eye and close the other eye. Look through the tube at your hand in front of your face. Start moving it to the side. How far did it get before it disappeared?”*
 - *“This time you can turn your head as you move your hand. Stop when you get to the point where your hand disappeared in step two. How much did you have to turn your head to see the pencil at that point?”*
 - *“Owls have two eyes and so do we. But the way the owl sees is different. God designed its eyes to be very special and to be able to see in the dark. Can we see in the dark?”*
 - *But an owl’s eyes only look straight ahead. The owl can’t move its eyes like we can. Without moving your head, can you use your eyes to look up? Can you look down? Can you look at a friend nearby? An owl can’t do any of that without moving its head. That is why the owl needs such a flexible neck. The owl needs to be able to turn its entire head to be able to see.”*
 - *“Isn’t it amazing how God created each animal in a special way? God made the owl to be able to see at night and he made its necks to be very flexible. I am so glad God made so many wonderful creatures for our world!”*



Day 2 – Circle Time/Morning Meeting

Daily Message 2, pp. 172 – 173 (DLG)

Concept Nugget (K–2,), Editing (1st/2nd), 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
	LA.K-2.SL.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media
	LA.K.L.4	With support, explore word relationships and nuances in word meanings
	LA.1.L.4	With support, demonstrate understanding of word relationships and nuances in word meanings
	LA.1.L.4	Demonstrate understanding of word relationships and nuances in word meanings
	SS.K-4.IDI.7	Develop a respect for others

1. Reference the lesson in the **DLG**. Before class begins, modify the lesson by writing the following Morning Message:

Dear Class,

Thank you for being such good listeners during our story yesterday. Oh! I just used good manners. Can you find it?

Love,

Teacher

2. After reading the message, show students the “Catch Me at My Best” card from the hotel (Activity Master 3.3.1).
 - *“This is a card from a hotel that says, ‘Catch Me at My Best’. The hotel managers want to know about employees who are considerate of others and use good manners. They know those are the employees who are doing a good job at the hotel. Therefore, they ask the hotel guests to tell them when they see that a hotel worker has been especially kind or courteous. This is an example of how a hotel manager rewards employees who do good jobs with their customers.”*
 - *“Boys and girls, when you grow up and have jobs, your employer will expect you to have consideration for others. It’s good*



manners to be considerate of others.”

- *“Today we will talk about saying, ‘Thank You’. How are you being considerate of someone else when you say, ‘Thank you?’”* (Give students a chance to respond. Point out that when someone says, “Thank you!”, they are showing appreciation. That is considerate behavior.)
 - *“When are some times you could say, ‘Thank You!?’”* (Guide students to the understanding that it is considerate to verbally thank the person who does the following: gives them a gift, holds the door, shares an item, lines up politely, or does any other unexpected act of kindness, etc.)
3. Use Activity Master 3.3.2 (Accordion Book). The teacher may want to precut and glue the two pieces of this master together. Once the Activity Master is in one long strip, accordion fold into a book with the book title on top. Students should write their names on the line of the cover title. In the first fold, students will draw a picture of a time when they expressed thanks to someone.
- Kindergarteners will label their pictures with the words, “Thank You.”. Have these words available on slips of paper for ease of copying by Kindergarten students.
 - First and 2nd graders will write a short sentence or two that identifies the situation in the picture that they will draw.
4. Students will continue to add to the accordion book throughout the week. Collect and keep the books for additional activities.

**** The teacher should acquire some small stickers or stamps that indicate a job well done. Use these to place a sticker or stamp on the back of this accordion book when students are caught using good manners or exhibiting considerate behavior throughout the day. Write a brief note by the sticker that tells specifically what the child has done to earn a sticker or stamp. Be sure to find at least one considerate thing for each child throughout the week. ****

Day 2 – Bible

PRESENTING THE BIBLE STORY, pp. 154 – 155 (DLG)

Presenting: The 7th Day, p. 154

Concept Nugget (K–2)

Standards: B.K.BK.4

Distinguish the Sabbath, the seventh day of Creation week, as God’s gift of love to us for rest, worship, and fellowship

B.K-4.RG.18

Participate in prayer and worship of God

1. Teach the lesson according to the **DLG**. Extend for all students to develop the concept of consecration.



2. After reading the story, engage the students in a discussion about why God created the Sabbath.
 - *“Why do you think God stopped to rest on the seventh day? Was He tired?”* (Give students enough time to discuss a variety of possibilities. If students have not discovered the answers on their own that it was for Adam and Eve - all people in general, ask:) *“Could He have had us in mind when He set aside an entire day for rest?”*
 - *“Do you become tired after a full week of school? How would you feel if you had to go to school on Saturday and Sunday too?”*
 - *“When God set aside the Sabbath for us, He was doing one of the nicest things for us! Yesterday we learned what the word consideration means. I think God was being really considerate of us when He made the Sabbath. Don’t you?”*
 - *“Let’s say a prayer of thanks to God for His gift of the Sabbath!”*

Day 2 – Language Arts

READING WORKSHOP, pp. 166 – 171 (DLG)

During Reading – Second Time, p. 167

Vocabulary (1st/2nd)

Standards:	LA.1.L.3	Determine the meaning of unknown and multiple meaning words and phrases
	LA.2.L.4	Determine the meaning of unknown and multiple meaning words and phrases

*** Before class begins, load YouTube Video “Mourning Dove Song Coo Call Sounds - Amazing Close-Up” from the MyBackyardBirding at the following link: <https://www.youtube.com/watch?v=3Km-jtXueTw>. ***

1. Teach the lesson according to the **DLG** for Kindergarten. Extend for 1st and 2nd grade with the vocabulary lesson.
2. Before reading the book, introduce the extended vocabulary words for 1st and 2nd grade Vocabulary Master 3.3 in Appendix B.
 - *“Do you ever hear the birds outside? I love to hear the birds outside in the morning.”*
 - *“Do all birds sound the same?”*
 - *“Did you know that each type of bird has its own unique voice? We call all those different bird voices “bird calls.”*



- *“In this book there are many sound words for the sounds that the animals make. You know many sound words for different animals. Let’s try a few. I will say an animal’s name and then you make the sound word for that animal: Cow (moo), duck (quack), horse (neigh). (Continue with a few more animals.)*
3. Load the YouTube segment of Dove Cooing.
- *“What sound does a dove make?”* (Pause to allow students to give their dove calls.)
 - *“Let’s listen to the sound the dove makes.”* (The suggested audio clip is 11 minutes long. Play only 30 – 60 seconds of the audio.)
 - *“Wasn’t that a pretty bird call? There’s a word in the book that describes the dove’s call. Let’s find it in the book. How would you say that word?”* (Call on one of your capable readers to pronounce “croo”.)
 - *“When writers make up words to describe sounds, we call that **Onomatopoeia**.”* (Pronounce the word slowly so children can repeat it.) *“Say that word with me: onomatopoeia.”*
 - *“Let’s look at some more sound words in this book.”* (Skip to the page with the crows.) *“The crows croaked, ‘caw caw’. Give me a thumbs up if you have ever heard crows. Is that a good onomatopoeia word to describe the sound crows make?”* (Continue with the rest of the vocabulary words that describe animal sounds in this way.)
 - *“Now let’s look at one more word. It’s on the very last page. I’ll read this page and if you know what the word ‘woke’ means, give me a thumbs up.”*
4. Read the last page of the book. Call on a student with their thumbs up. If they’re incorrect, call on others until a student describes “woke” as the act of going from being asleep to awake.
5. Read the book in its entirety. Cover these remaining vocabulary words: starlings, cuckoo, and sparrows. Pause at the pages with these vocabulary words to point out the birds in the pictures and recognize that they are all different types of birds with unique bird calls. Ask students to share what sounds they think those birds might make.

WRITING WORKSHOP

Informational Writing – Using a Detail Web

Modeled Writing (K–2), Detail Web (K–2)

Standards:	LA.K-2.W.8	Participate in shared research and writing projects
	LA.K/1.W.9	With support, recall experiences or gather information from provided sources to answer a question
	LA.2.W.9	Recall experiences or gather information from provided sources to answer a question



One of the most direct ways to teach students about writing is to write with them and model the process. Shared writing focuses on composing and helps students see different possibilities for writing. Shared writing is a relaxed social time when students help write.

Detail webs are a quick way to summarize information. Mapping the details encourages students to organize their thinking. As a result, writing will be more focused. This lesson is meant to reinforce using a detail web and give students practice using this skill.

1. Teach this lesson for all grades.
 - *“Today we will work on writing a detail web together.”*
 - *“Sometimes as writers we want to write a piece, and we either have too much or too little to say about it. To write our report we need to check to see if we have the right amount of information. You will need to write four facts in your report. First, I will read the book, Owls, and then we will fill out a detail web together.”*
2. Read the book, *National Geographic Readers: Owls*, by Laura Marsh.
3. Give 1st and 2nd grade students Activity Master 3.3.3 (Detail Web) to complete as the class contributes to a group detail web. The teacher will construct this web on chart paper at the same time. Ask questions to help students contribute to the detail web.

Examples of Questions:

- *“What is the topic of this book?”*
 - *“What facts or details do you remember?”*
 - *“Was that really in the book? Let’s check.”*
 - *“Is that a fact or an opinion?”*
4. Collect completed detail webs. The webs will be used as students write their reports on Writing Workshop Day 3.

**** Review each student’s detail web before Writing Workshop the next day to ensure the information the student has written is complete enough to write a report. Confer with students whose detail web suggests that they will need help before starting to write their reports. ****



Day 2 – Science

Science, pp. 186 – 188

Bird Calls – Including Owls, p. 187

Life Science (K–2)

Standard: S.K-2.LS.7

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

*** Before class begins, load “Owl Calls & Sounds” from The Owl Pages at the following link: <http://www.owlpages.com/circle>. ***

1. Teach the lesson according to the **DLG**.
2. Arrange students on the floor in a circle. Extend with the following activity:
 - *“An owl’s hearing is much, much better than ours. Let’s play a little game called ‘Owl is Calling’. One person will stand in the middle of the circle and wear a blindfold. When that person says, ‘Who’, the person I have selected ahead of time will respond ‘Who, Who’. The blindfolded person will walk towards where they hear ‘Who, Who’. The blindfolded person can say ‘Who’ as many times as he/she wants and the person selected always needs to answer. When the person in the middle finds who is responding, it will be his/her time to sit down. The person who answered the call will now have a turn to go into the middle.”* (Continue until all have had a turn.)
 - *“Was it difficult or easy for you to play ‘Owl is Calling’? If we were all owls playing this game, we would have only had to hear ‘Who, Who’ once and we could zoom right to the spot of the person answering even if he/she were very far away! Not only can owls hear sounds that are far away, but they can even tell how far away from where the sound is coming and exactly where it is.”*
 - *“Our ears stick out from our head, but an owl’s are designed very differently. An owl hears with two ear holes that are behind its flat face, or face disc. These ear holes are covered with feathers. The face disc, because of its shape, lets sound into the feather-covered openings to the ear hole.”*
 - *“Why do you think owls need such good hearing?”* (Owls rely on their ears to be able to hunt at night.)
3. End the lesson by playing several of the owl calls from the internet audio clip for students to hear.

Day 3 – Circle Time/Morning Meeting

Daily Message 3, p. 173 (DLG)

Concept Nugget (K–2), Editing (1st/2nd), Writing Extension (K–2)

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

Book 3 – Good-Night, Owl!
Page 12



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
	SS.K-2.IDI.7	Develop a respect for others

1. Reference the lesson in the **DLG**. Before class begins, modify the lesson by writing the following Morning Message:

Dear Class,

Who will I catch at their best today?

Please practice good manners.

Love,

Teacher

2. After reading the Morning Message, lead the students in the following concept discussion:

- *“Can anyone find a good manners word in the Morning Message? Yes, ‘Please’ is a polite way to ask for something.”*
- *“Think of a time when you asked your parent or family for something. Did you say, ‘Please’?”*
- *“I’m going to give a pencil to some of the students in class. When I say, ‘Watch your manners!”, students who don’t have a pencil need to ask for one from someone who has a pencil. What considerate word will you remember to use? (Please.) The person asking for a pencil will say, ‘May I have a pencil, please?’”*
- *“What good manners words did we learn yesterday?” (Thank you.) “Would you be able to use thank you as well? Yes! That is what we say to let someone know that we appreciate what we have been given. There are even two other words that the person who gives the pencil can say after a thank you has been shared. Do you know what those two words are? Yes! They are, ‘You’re welcome.’”*
- *“Let’s practice saying all three of these sets of good manners words.”* (Use the following as a guide. Invite children to respond chorally.)
 - *“Watch your manners.”*



- “May I have a pencil, **please?**”
 - “**Yes.**”
 - “**Thank you!**”
 - “**You’re welcome!**”
3. After students have had an opportunity to chorally use the good manner words, switch the roles and repeat.
 4. Students will add a picture to their accordion book begun on yesterday (Activity Master 3.3.2 Accordion Book). This time they will focus on all three aspects of this lesson.
 - Kindergarten students can write either “Please” or “You’re welcome.”, with their picture. Provide these words on paper so they can copy more easily.
 - First and 2nd grade students will add speech bubbles to show all three exchanges of good manners.
 5. Continue catching students at their best and add stickers/stamps to the back of their accordion books.

Day 3 – Bible

PRACTICING THE BIBLE STORY, p. 156

Practicing: God Made Me Special, p. 156 (DLG)

Concept Nugget (K–2)

Standards:	B.K.RO.16	Recognize that God gives special gifts and talents to everyone
	B.K.RO.17	Identify a spiritual gift or talent that Jesus has given to me
	SS.K-4.IDI.2	Identify the qualities that make individuals unique and equip them for their place in God’s overall plan

1. Reference lesson in the **DLG**. Use multicultural construction paper instead of pudding.
2. Extend for 1st/2nd grade students by having them write one God-given character trait that they possess on their banner along with their cut-out handprint.
 - *“Boys and girls, God considered who you would be even before you were born!”*
 - *“He has gifted each of us with talents. Do we all have the same talents? Of course not. That would be boring!”*



- *“Some of us love to get up front and entertain people. Others are quieter, and some are good at seeing when somebody needs help. These are all God-given talents.”*
- *“I want you to close your eyes and think about one thing that you do well, or think of one thing that is special about you.”*
- *“Open your eyes. Do you have something in mind? Good! I want you to write this on the banner with your handprint.”*

Day 3 – Language Arts

READING WORKSHOP, pp. 166 – 171 (DLG)

After Reading – Add on Story, p. 168

Main Idea & Supporting Details (1st/2nd)

Standards:	LA.1.RL.2	Retell stories, including key details, and demonstrate understanding of the main idea or lesson
	LA.2.RL.2	Retell stories from diverse cultures and determine the main idea or lesson

1. Teach the lesson according to the **DLG**.
2. Extend for 1st and 2nd graders with a lesson on identifying the main idea and supporting details in the story. First grade students will participate in the class concept map during the lesson. Second graders will create their own concept map after the lesson. Concept maps are a quick way to organize information and become natural tools for reports and oral presentations.
 - *“If you could only tell a friend one thing about the book, Good-Night, Owl!, what would you say?”* (Write all student responses on chart paper without giving input on correct/incorrect answers.)
 - *“Sometimes the author will repeat the main idea many times. This tells the reader that it is important. The main idea of a book tells us what the story is mainly about. Pat Hutchins has done this in Good-Night, Owl!. Let’s reread this book to see if we can find the main idea.”*
3. Read the book, pausing on the second page for the following dialogue:
 - *“Does anyone think they know what the main idea is yet?”* (If students identify one of the responses listed on chart paper, mark it.)
 - *“That was one of our predictions of the main idea. Let’s mark it.”*
4. Read the next page.



- *“Did Pat Hutchins write anything on this page that you’ve already heard on the previous pages? Yes! ‘Owl tried to sleep.’ Is that one of our predictions for the story’s main idea? Let’s mark it.”*
 - *“I am going to read the rest of the story now. If you hear ‘Owl tried to sleep.’, give me a thumbs up and I will mark it by the main idea that we have predicted is correct.”*
5. Continue reading to the end of the book, pausing to mark each time the main idea is stated.
 6. After reading, begin creating a concept map for the main idea and supporting details on a fresh sheet of chart paper.
 - *“Pat Hutchins wrote, ‘Owl tried to sleep.’ many times. She actually wrote that phrase eleven times! Do you think she wanted the reader to know that idea was really important? I think we found the main idea. This book is mostly telling us the story about Owl trying to sleep. This is the story’s main idea because it’s what the story is mostly about!”*
 - *“Let’s draw a bubble and write the main idea inside.”* (Do this on the chart paper.)
 - *“Another thing that good authors do is write details that support the main idea.”* (Draw three lines extending out from the bubble to make a concept map.)
 - *“In this story the details tell what is preventing Owl from sleeping. Can someone tell me one thing that is preventing Owl from sleeping?”* (Let students respond.)
 - *“Now let’s find that detail in the book. If it’s not in the book, it can’t be a supporting detail.”* (Write the detail on one of the extended lines. Continue in this way until three details are written on the concept map.)
 - *“Now we have made a picture of the main idea and three of the supporting details. This is called a concept map. Second graders, I want you to make your own concept map of Good-Night, Owl!. Be sure to write the main idea in the bubble at the top and give three supporting details. Find different details than the ones that are in our class concept map. There are many more details in the story from which you can choose.”* (Second grade students should complete independently
Concept Map – Activity Master 3.3.4.)

WRITING WORKSHOP

Informational Writing – Writing a Report

Report Writing (K–2)

Standards: LA.K.W.2

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name a topic and include some information

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 about the topic and provide a concluding statement

1. Teach this mini lesson for all grades. Display the completed detail web from Writing Workshop Day 2. Model writing the owl report on chart paper.
 - *“Yesterday we created a detail web about owls. Today we will use those detail webs to begin writing our owl reports.”*
 - *“What is the first step in writing a report? Yes, we need to write our title at the top.”*
 - *“Now we need to introduce the topic with a sentence telling that our report is about owls.”*
 - *“Next, we are ready to begin writing our detail sentences!”*
2. Give the completed detail webs back to all 1^s and 2nd grade students.
3. Write the following steps on the board or chart paper:
 - Write a title.
 - Write an opening topic sentence.
 - Write a sentence for each detail.

*** *First graders should write three detail sentences.* ***

*** *Second graders should write four detail sentences.* ***
4. Release 2nd grade students who are ready to begin writing, and give further instruction to those showing they need more teacher support. *“As you begin writing today, you can use the steps written on the board to guide your writing.”*
5. Gather 1st graders in a small group to provide support as they begin writing their reports. Encourage the students to write one sentence at a time. Be sure to read and provide feedback for each sentence before allowing them to move to the next step.
6. Circulate among students to monitor progress and offer support as needed.
7. Collect the partially completed owl reports. Students will finish their report writing on Writing Workshop Day 4.



Day 4 – Circle Time/Morning Meeting

Morning Message – Catch Me at My Best

Concept Nugget (K–2), Editing (1st/2nd), 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
SS.K-2.IDI.7 Develop a respect for others

1. Before class begins, write the following Morning Message:

Dear Class,

Can you guess what our last good manners words are?
They are ex_____ m_____.

Love,

Teacher

2. Ask students to help solve the missing words: excuse me. Lead students in a discussion about a time they may use the words, “Excuse me.”. List the ideas on chart paper. Some possible student responses: when you bump into someone, knock something over, when you need to reach over someone to get something, or when you need to interrupt a conversation between two people.
3. Invite students to sit in a circle on the floor. Partner more capable readers with emerging readers.
 - *“Today we will practice identifying all of the good manners we have been learning this week. Raise your hand if you would like to share one of the good manners’ words we have talked about this week?”* (Pause for student answers.)
 - *“I am going to give each person a situation story on paper. When you get your paper, read it over carefully.”* (Pass out situation stories.)
 - *“When the ball rolls to you, it is your turn. If you need help reading your situation, ask your partner to whisper the story to you. Say your situation and roll the ball to someone who still has a paper. That person will identify the correct manners’*



words to use in your situation and then read their situation and roll the ball to the next person. Be sure to pick a team that hasn't had a turn yet." (Continue until each team has a turn.)

4. At the conclusion of the game, instruct students to draw one more picture in their Accordion Book (Activity Master 3.3.2) showing an example of when to use, "Excuse me."
 - Kindergarten will copy the words, "Excuse me.," somewhere in their picture.
 - First and 2nd graders will write a sentence or two to describe when it is appropriate to use the words, "Excuse Me.," with their drawing.
5. Send accordion books home with students so they can share what they have learned with someone at home.

Day 4 – Language Arts

READING WORKSHOP, pp. 166 – 171 (DLG)

After Reading – Comprehension Questions, p. 168

Author's Purpose (K–2), Concept Nugget (K–2)

Standards:	LA.K.RL.13	Actively engage in group reading activities, including stories and poetry, with purpose and understanding
	LA.1.RL.13	Read stories and poetry of appropriate complexity
	LA.2.RL.14	Read and comprehend stories and poetry of appropriate complexity, with scaffolding as needed

1. Teach the lesson according to the **DLG**.
2. Extend the comprehension questions with the following discussion focused on discovering the author's purpose:
 - *"When an author writes a book, he/she has a lesson or message he/she wants to give to the reader. This is called the **author's purpose**. Why do you think Pat Hutchings wrote this book?"*
 - *"Is this book just about animals in the tree being noisy, or do you think there might be another message?"*
 - *"What do you think the other message could be?"*
 - *"What do all these animals have in common?"* (They all live in the tree. They are all part of a community.)
 - *"How did the different animal noises impact the rest of the tree community?"*
 - *"How do you think Owl would have described his animal neighbors? Would he have said they were considerate?"*



- *“What could the animals have done to be more considerate?”*
- *“Why is it important to be considerate to others in your community?”*
- *“Can you think of a lesson you can learn from this book that will help you to be more considerate of the people in our classroom community?”*
- *“What other messages do you think Pat Hutchins may have wanted to communicate?”*
- *“Some of the best books have many lessons and messages for us to think about that might not be obvious the first time we read them. That’s what makes it fun to read these books over and over again. It is fun to have a deeper look and find new messages in a book.”*

WRITING WORKSHOP

Informational Writing – Closure

Closing Sentence (K–2), Peer Review (K–2)

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

One way to support student growth in writing is for them to read what they have written to adults and other students. Peer conferences will encourage longer, more thoughtful and detailed pieces. The focus of this lesson is to provide closure to the report by checking the piece to see that it stays on topic, covers all the facts, and does not contain any opinions. Students will peer-review their reports with a partner.

1. Teach this mini lesson for all grades.
 - *“Yesterday we had a chance to use our detail webs to begin writing our reports about owls.”*
 - *“Today we are ready to finish our reports.”*
 - *“When writing an informational report, it is important for a writer to end with a closing sentence. This will tell the reader that the report is complete.”*
 - *“Let’s read what we wrote together yesterday.”* (Read the report written on chart paper on Writing Workshop Day 3.)
 - *“Now let’s think about a sentence we could write that would be a good ending to our report.”* (Allow for student input and write an appropriate closing sentence on the chart paper.)



2. Extend the lesson for 1st/2nd graders with a peer review time.
 - *“Writers, yesterday you worked on writing your reports. Today you will ensure that your report is complete. First, you will write a closing sentence for your report.”*
 - *“Then you will peer-review with a partner. You will have an opportunity to read your report to your partner. Then you will discuss the checklist with him/her. Decide together if your report has included everything on the checklist. Then it will be time to switch and listen to your partner’s report and help your partner by going over the checklist for his/her writing as well.”*
 - *“Let’s read over the checklist together so you can understand how to use it.”*
3. Provide students with a copy of the Factual Report Checklist (Activity Master 3.3.5).
4. Go through the Factual Report Checklist (Activity Master 3.3.5) point by point. Check for understanding and clarify so that students will understand the terminology in this student rubric.
5. Distribute the partially completed reports from the previous day. Dismiss 1st/2nd graders to write their closing sentences and to conduct peer reviews.
6. Circulate around the room to provide support and clarification as needed.
7. By the end of Writing Workshop today, students should have completed and peer-reviewed their reports. They will be ready to share their writing tomorrow.

Day 4 – Science

Science, pp. 186 – 188

Life Cycle of an Owl, p. 188

Life Science (1st/2nd)

Standard: S.K-2.LS.3

Make observations to determine patterns in behavior of parents and offspring that help offspring survive

*** Before class begins, load YouTube Video, “See How We Grow: Owls,” from DK Preschool at the following link:

<https://www.youtube.com/watch?v=PXfy4Cb9thQ>. ***

1. Teach the lesson according to the **DLG**.
2. Extend by sharing *See How They Grow: Owls* with students. This age appropriate book will enhance the understanding of the owl’s life cycle. This can be shown after the activity in the **DLG** is conducted and can be made available for children to reread at



various points in the day (Reading Workshop, Center Time, etc.). The teacher may wish to acquire a copy of this book and read it to the class, or the teacher may simply play the video from the clip provided.

Day 5 – Circle Time/Morning Meeting

Morning Message – We Are Considerate!

Concept Nugget (K–2), Editing (1st/2nd), 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
	SS.K-4.IDI.7	Develop a respect for others
	LA.K.SL.3	Ask and answer questions to seek help, get information, or clarify meaning
	LA.1.SL.3	Ask and answer questions about what a speaker says to gather information, or clarify meaning
	LA.2.SL.3	Ask and answer questions about what a speaker says to clarify meaning, gather additional information, or deepen understanding

1. Before class begins, write the following Morning Message:

Dear Class,

You have been practicing good manners this week. You are showing that you know what it means to be considerate!

Love,

Teacher

2. Today's Morning Message will focus on what students have learned this week about consideration. Allowing students to summarize what they have been practicing reinforces the concepts learned.
 - *"I caught many of you at your best this week! Raise your hand if you remember one of the good manners' words that we have been practicing."* (Write student responses on the chart paper below the morning message in a color that is different than the morning message so that these words will stand out. Continue until all of the good manners' words are on the chart.)



- *“How did you feel about practicing these manners?”*
- *“Why do you think these manners are important?”*
- *“What was the most important thing that you learned?”*
- *“Share one thing that you especially liked when you used good manners.”*

Day 5 – Language Arts

COMBINED READING AND WRITING WORKSHOP, pp. 166 – 171 (DLG)

After Reading – Sequence Creatures or Sounds, p. 169

Text Structure: Sequence (1st/2nd)

Standards:	LA.K.RL.3	With prompting, identify characters, settings and major events in a story
	LA.1.RL.3	Describe story elements (characters, settings, and major events) using key details
	LA.2.RL.4	Sequence story events

Summarizing and sequencing is one of many skills that contributes to students’ ability to comprehend what they read. In this lesson, we will combine these two reading comprehension skills with an integrated writing lesson.

1. Teach the lesson according to the **DLG** for Kindergarten.
2. Extend for 1^s and 2nd graders with the following sequencing activity:
 - *“1^{sr} and 2nd graders, you will write a summary of this book. Who can tell me what a summary is? (Allow children to answer and explain.) A summary is like telling a short version of the story so that the reader can understand quickly what it is about without reading the story. Authors often write a short summary of the book’s story on the book jacket cover to give readers an idea of what the story is about. This allows readers to decide if they want to read the full book. Let’s look at our book, Good-Night, Owl!. Notice the short summary of the book that the author has written on the back cover.”*
 - *“When we write a summary, it is important to put information in sequential order. Do you know what ‘sequential’ means?” (Allow the children to respond.) “Putting things in **sequence** means to tell things in the order that happened in the story.”*
 - *“Can someone tell me what happened first in this story?” (Listen to the children’s responses. Use the book to review the story events, if needed.) “Yes, Owl couldn’t sleep. Yesterday we learned that this was the main idea of the story. So we will write this first.” (Write on chart paper: “In the story, Good-Night, Owl!, Owl couldn’t sleep.”)*
 - *“Then what happened?” (Students will respond with a variety of animals that were noisy. Help them to find which creature is listed first - bees.)*



- *“I want to tell the reader that this was the first thing that happened. Therefore, I am going to start my sentence with the word, ‘First’.”* (Write on chart paper: “First, the bees kept Owl awake.”)
- *“I have a decision to make now. I don’t want to continue writing sentence after sentence about each animal that kept Owl awake. I need to think of a way to group many of those animals together. What type of animal kept Owl awake the most? Yes, they are birds. I think I will write ‘other animals and many birds’.”*
- *“I’m going to start this sentence with ‘Next’ because this is what happened next.”* (Write on chart paper: “Next, other animals and many birds kept Owl awake.”)
- *“Now I need to write an end to the summary. What happened last? Oh, that’s right! Nighttime came and Owl woke up! Since this is the last thing that happened, I am going to start this sentence with ‘Finally’.”* (Write on chart paper: “Finally, Owl woke up and the other animals couldn’t sleep!”) *“I ended this sentence with an exclamation mark to show some excitement to the end of the story.”*
- *“Notice that we began most of these sentences with special words we call **temporal words**. Let’s say that new term together.”* (Ask students to repeat the term.) *“Temporal words such as **First, Next, Then, and Finally** help the reader to follow the order of things that happened when we are retelling the story.”* (Write the list of temporal words on the board or chart paper for the children to reference when writing their summaries. Ask children to repeat the list of temporal words several times so that they become familiar with them.)
- *“There is only one sentence in our summary that we did not begin with a temporal word. Who can tell me in which sentence we did not use a temporal word?”* (It is the first sentence.) *“Why do you suppose we did not start that first sentence with a temporal word?”* (Pause for answers.) *“Ahh, that’s right! The first sentence is our main idea or topic sentence! It tells us what the entire story was about!”*
- *“Now it’s your turn. You will retell the story using your own words. Be sure to use **temporal words** at the beginning of your sentences.”*
- *First graders, you will have a sheet that organizes the temporal words for you. Second graders, use the temporal words written on the board so that you will remember to sequence the sentences in your summary. Be sure to begin each sentence after the main idea with a temporal word.”* (Distribute Activity Master 3.3.6a to 1st graders and 3.3.6b to 2nd graders. Take the example written on chart paper down so that student work will reflect what they are able to do independently after scaffolding.)

WRITING WORKSHOP, pp. 173 – 175

Responding to the Author

Author’s Chair (K–2)



- Standards:**
- LA.K.W.5 With support, respond to questions and suggestions from peers and add details to strengthen writing
 - LA.1.W.5 With support, focus on a topic, respond to questions and suggestions from peers, and add details to writing
 - LA.2.W.5 With adult and peer support, focus on a topic and strengthen writing as needed by revising and editing
 - LA.K/1.SL.7 Give brief oral presentations

1. Teach this lesson for all grades.
2. 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. By now 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.
3. Allow students time to share their finished reports today.

Day 5 – Science/Social Studies

*** If the teacher has access to a Raptor or Bird Rescue Center, please take the students on a field trip (Social Studies activity: **Raptor Center, p. 189**) in lieu of the science activities listed on Day 5. ***

Science, pp. 186 – 188

Different Beaks/Feet, p. 188

Life Science (1st/2nd)

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

1. Teach the lesson according to the **DLG**.
2. Extend for 1st/2nd grade with the following activity:
 - *“This week we have learned many things about owls. I have some riddles to share with you. What is a riddle?”*
 - *“In a riddle there is a first part, or clue, and a second part, or an answer. Sometimes this answer is a play on words. See if you can recognize the play on words in this first riddle. I will read the clue. Raise your hand if you think you know the answer.”*
3. Read the following riddles:



- *“What is an owl's favorite subject?”* (Answer: Owlgebra!)
 - *“Knock, knock!”*
 - Who's there?
 - *“Whoo.”*
 - Whoo, who?
 - *“You don't whoo? Owls do!”*
4. Invite students to create their own riddle or share an owl fact.
- *“Now it's your turn. You can choose to write a riddle or joke about owls like the ones I just told you. If not, you may choose to write an interesting fact that you have learned about owls this week.”*
 - *“You will fold a sheet of paper in half so that you can write the clue, riddle, or fact on the outside. When you have completed your writing on the outside, you will write the answer on the inside. If you are choosing to write an owl fact on the outside, you may draw on the inside to illustrate the fact.”* (Model by writing the clue, ‘What is an owl’s favorite subject?’ on the outside and ‘Owlgebra!’ on the inside. Add a simple picture to the inside.)

After all students have completed their riddles or facts, gather students together and allow them to share their work with the class.

