

**K–2 MULTI-GRADE BRIDGE**  
**Detailed Daily Lesson Plan (DDLPL)**  
**Theme Four Daily Lesson Guide (DLG) – Giving Gifts**  
**Grade K Theme Book One: Winter’s Gift/Spiritual Journey**  
**Character Building Concept: Giving Gifts of Hope**

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

**SIGNING IN, pp. 64 – 65 (DLG)**

**Standards:** LA.1/2.W.7 Apply common conventions of manuscript writing (e.g., left-to-right, uppercase and lowercase letters, etc.)  
LA.1/2.W.10 With support, write routinely for a range of tasks, purposes, and audiences

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

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

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

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

**GIVING GIFTS OF HOPE CONCEPT CONNECT**

*Concept Connect Activity*

**Standards:** B.K.BK.15 Recognize that because of Jesus’ sacrifice, all can receive God’s gift of eternal life  
B.1-4.BK.15 Recognize the value of accepting Jesus as a personal Savior who paid the penalty for sin so that all can choose to be saved and spend eternity with Him in Heaven

1. Before class begins, prepare two or more gift bags or boxes with materials to complete various unit art projects **(DLG, pp. 106 –**



**116)** or special treats (see suggestions on the Extension Materials List). Leave one or more gift bags or boxes empty. These packages will be opened throughout the day in order for students to experience the concept of hope and loss.

2. Show students the prepacked gift boxes or bags. Discuss the following questions while pausing to elicit student responses:
  - *“Raise your hand if you can tell me what I have here?”*
  - *“What are some things you think I may have inside these gift bags/boxes?”*
  - *“What are some things you want to receive for Christmas this year?”*
  - *“How will you feel if you don’t receive what you want this Christmas?”*
3. Connect to the concept of hope with the following discussion:
  - *“When we really want something, and we look forward to getting it. This is called hope.”*
  - *“You may hope to get some special gift for Christmas. Perhaps there is a toy that you have been wanting for a long time and you really hope to get it as a gift for Christmas.”*
  - *“Did you know that we can hope for many different things other than toys and treats?”*
  - *“What are some things that you hope for that are not toys or treats?”*
  - *“I hope you all will grow to become hardworking students. I hope you like me as your teacher. I hope you will have a merry Christmas. I hope that you will come to know and love Jesus.”*
  - *“There are many things that we hope for every day. Some things we hope for are more special to us than other things.”* (This is a good time to share a personal experience of hope with the class.)
  - *“Turn to your neighbor and tell them something that you are hoping for right now.”* (Allow time for student responses.)
4. Hold up one of the prepackaged gifts and begin to connect the concept of hope to the gifts. Be sure it is a gift with a treat or fun project materials inside.
  - *“Before we open our first present, I want to hear what you are hoping is inside. Let’s do our best to answer, using complete sentences. For example, ‘I hope there are cookies inside this present.’”* (Pause for student responses. Then open the gift.)



- *“Look! Raise your hand if this gift was something you hoped it would be.”*
- *“Now raise your hand if this was not the gift which you hoped it would be.”*
- *“How does God want us to respond when we don’t get the things for which we hope?”* (Allot time for student responses.)
- *“God wants us to continue to hope even when we don’t receive what we want. God wants us to always rely on Him no matter what we are going through in our lives. We will open the rest of these gifts together throughout the day. There is much for which we can have hope! This week we will read stories of hope and we will learn about the greatest gift of all.”*

5. Display the prepackaged boxes as a focal point in the classroom where students can see them throughout the day.

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

### Grammar & Writing Mechanics

*Think-Pair-Share (1<sup>st</sup>/2<sup>nd</sup>), Editing (1<sup>st</sup>/2<sup>nd</sup>)*

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.2.L.3	Use knowledge of language and its conventions when writing

1. This daily activity is designed for 1<sup>st</sup> and 2<sup>nd</sup> graders. First graders are formally introduced to DOLs in Theme 4. At any time in the year the teacher may also include some Kindergarten students who can read the sentences and might be ready for this type of activity.
2. The suggested sentences for group editing are found in Appendix D (DOL Master, Theme 4 – Book 1) for your convenience. These are designed to correlate with each unit theme and are intended as a teacher directed activity. An enlarged poster copy of the Common Editing Marks should be posted in the room for easy student reference. DOL Common Editing Marks are also listed for student reference in Appendix D only in the following: Theme 1 – Book 1, *This is Our House* and in Theme 4 – Book 1, *Winter’s Gift*.
3. Review with children some of the Common Editing Marks and basic DOL procedures (check for capitalization, ending punctuation, spelling, etc.).
4. Students will pair with classmates and discuss how to correct each sentence. Monitor student discussion by walking around the room and “listening in” to each discussion. Correct misunderstandings when necessary.
5. Call on student pairs to come to the board and correct the sentences. Review corrections as a class and decide if they should be



accepted or corrected.

6. Scaffold DOL procedures for 1<sup>st</sup> graders, such as:

*“Good writers edit and refine their writing to correct mistakes in capitalization, punctuation, and language use. They make their writing better. As young writers, you will also practice editing your writing this year to make it even better. Everyday we’re going to take two sentences and correct any mistakes we find in each sentence. As we do this every day, you will gradually become better at correcting your own mistakes on the pieces of writing you will create.”*

7. Project DOL Master – Theme 4 – Book 1 on an overhead projector, Smartboard, Elmo, or copy on to a whiteboard.

*“Today we’re going to look at two sentences. Let’s look at the first one together.”* (Read sentence aloud to students, or ask for a student volunteer to read.)

8. Ask students to help identify the mistakes until both sentences are complete and correct. Afterwards, the teacher may ask students to copy the corrected sentences in their journals or other language notebook to practice the writing of Standard English conventions.

## Day 1 – Language Arts

### READING WORKSHOP, pp. 61 – 64 (DLG)

#### During Reading – First Time, p. 61

*Vocabulary (K–2), Comprehension (K–2)*

Standards:	LA.K.L.3	Determine the meaning of unknown and multiple-meaning words and phrases: identify and apply new meanings for familiar words; use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word
	LA.1.L.3	Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies: use sentence-level context and affixes; identify frequently occurring root words
	LA.2.L.4	Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies: use sentence-level context; determine the meaning of a word when a known prefix is added to a known word; use a known root word as a clue to the meaning of an unknown word; use knowledge of the meaning of individual words to predict the meaning of compound words; use print and digital glossaries or dictionaries to determine the meaning of words and phrases
	LA.K.RL.1	With prompting, ask and answer questions about key details
	LA.1.RL.1	Ask and answer questions about key details
	LA.2.RL.1	Demonstrate understanding of key details by asking and answering questions



1. Before class begins, print vocabulary word cards (Vocabulary Master 4.1) on card stock, or write the following words on index cards:

Vocabulary Words for 1<sup>st</sup> and 2<sup>nd</sup> Graders

blizzard	Firewood	nestled
cardinals	Darting	chickadees
glistened	Symbol	swirling
clearing	Nicker	lantern
whinny	Coaxed	nuzzled

2. Begin the lesson by introducing students to the vocabulary words.

- *“Sometimes when you are reading you may see a word that you do not recognize or understand. One way to determine the meaning of new words is to use context clues. You can read the whole sentence and sometimes that context can help you understand what the word means. What other strategy can help you understand a word you don’t know?”*

Below are some possible strategies:

- Look at the picture.
  - Think about what the story is about so far to find clues for what the word might mean.
  - Ask for clarification.
- *“Before we read the story today, let’s review the vocabulary words. Some of these words you may know, but others you might not know yet.”*
3. Place the vocabulary word cards in a pocket chart for the children to see. Ask for a volunteer to read each word, or read the word aloud for students and ask the them to repeat the word. Ask the children if they are familiar with that word and invite volunteers to share their understanding of the word. If children are unfamiliar with the word, assure them that they will learn the meaning of all these words while reading the story together.
  4. Introduce students to *Winter’s Gift* as outlined in the **DLG**. Feel free to share the Author Information found in **DLG**, p. 33 to



introduce them to the author.

5. Read the story aloud to the class. During the reading of the story, encourage 1<sup>st</sup> and 2<sup>nd</sup> graders to use context clues to determine the meanings of each new vocabulary word as it is introduced in the story.
6. After reading, lead students in the brief discussion below about the story:
  - *“The story says that the man “lost” his wife. What does that mean?”*
  - *“How do you think the man felt in the days and weeks leading up to Christmas?”*
  - *“How do you think the man felt about Christmas before his wife died?”*
  - *“What may have happened if the horse did not find its way to the man’s home?”*
  - *“Why did the man decide to take the horse into his barn?”*
  - *“How will the next Christmas be different for the man?”*
7. Using an overhead projector, document camera, or smartboard, model for students how to complete Activity Master 4.1.1 and 4.1.2. Complete two or three words as a class, or until students show understanding.
8. Kindergarten – Students will choose one or two vocabulary words from Blackline E. Invite the children to copy the selected word on to the front of an index card and draw an illustration of the word on the opposite side of the index card.
9. 1<sup>st</sup> Grade – Students will use Activity Master 4.1.1 to illustrate, define, and write a sentence for one new vocabulary word that was not used as an example.
10. 2<sup>nd</sup> Grade – Students will use Activity Master 4.1.2 to copy the context sentence from *Winter’s Gift*. Illustrate, define, and write a sentence for one vocabulary word that was not used as an example.

## **WRITING WORKSHOP**

### **Writing a “How-To” Book, Part 1**

*Informational 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 and include facts about the topic and provide a sense of closure



\*\*\* For the next two weeks, the Writing Workshop lessons are written for all students (K-2). The students will be creating a Christmastime “How-To” book. Writing Workshop activities listed in the **DLG** for Kindergarten could be incorporated into a writing center, or could be used during the Language Arts block as deemed appropriate. \*\*\*

1. Before class begins, make copies of Activity Master 4.1.3 (Christmas Tree Template) on green construction paper.
2. Introduce the lesson in this manner:
  - *“There are many fun activities that I like to do at Christmastime. One of my favorite things to do is to make ornaments!”*
  - *“Writers, today I am going to show you how to make a tree ornament.”*
3. Begin making a Christmas tree ornament from Activity Master 4.1.3 (Christmas Tree Template). Explain the following steps during the demonstration so students will understand the procedure:
  - Cut out the tree.
  - Punch a hole at the top.
  - Make a line of glue going down the tree in a zigzag line that looks like a garland.
  - Sprinkle glitter on the glue.
4. Next, allow time for students to create their own Christmas Tree Ornament.
5. When students have completed their ornament creation, brainstorm other Christmas themed activities as a group they may already know how to do. Write this list on chart paper or the white board so that students can refer to the list when they compose their own brainstorming ideas on Activity Master 4.1.4 (Things I Know How to do). Use the following questions to focus student thinking:
  - *“Have you ever made any crafts at Christmastime?”*
  - *“What games do you play at Christmastime?”*
  - *“Do you make any special foods at Christmastime?”*



- *“Do you have any special activities you always do at Christmas?”*
6. After creating the group brainstorming list, students will independently complete Activity Master 4.1.4 (Things I Know How to do).
    - Kindergarten – Complete at least two boxes with simple sketches.
    - 1<sup>st</sup> Grade – Complete at least three boxes with simple sketches and two or three words describing the sketches.
    - 2<sup>nd</sup> Grade – Complete at least four boxes with a sentence or two. (Simple sketch is optional for these students.)
  7. Save the completed copies of Activity Master 4.1.4 (Things I Know How to do) for Writing Workshop Day 2.

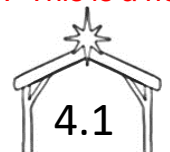
### LISTENING/SPEAKING, p. 71 (DLG)

#### Guess the Christmas Gift, p. 71

Concept Nugget (K–2)

Standards:	LA.K.SL.1	Participate in collaborative conversations in diverse groups: follow agreed-upon rules
	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
	B.K.BK.15	Recognize that because of Jesus’ sacrifice, all can receive God’s gift of eternal life
	B.1-4.BK.15	Recognize the value of accepting Jesus as a personal Savior who paid the penalty for sin so that all can choose to be saved and spend eternity with Him in Heaven

1. Teach the lesson according to the **DLG**. Use the prepacked gift boxes/bags from the **Mystery Box** Bible activity.
2. After the class discussion about the tradition of gift-giving, open another prepackaged (empty) present.
3. Connect to the concept of loss with the following discussion:
  - *“I’m sure no one was hoping for an empty box/bag. How should we respond when we don’t get the things we had hoped?”* (Guide student discussion into an understanding that their attitudes should remain positive even in negative or disappointing circumstances.)
  - *“The Bible tells us in Psalm 147:11 – ‘The Lord delights in those who put their hope in His unfailing love.’”*
  - *“This means that even when we don’t receive the things we hope for on this Earth, we can still depend on God. He loves us so much that He sent his only Son, the best gift of all, Jesus Christ, to die for our sins so we may live eternally. This is a hope that we can all rely on because God has never made an untrue promise.”*





## Day 1 – Science

### Winter Birds, pp. 97 – 99 (DLG)

*Bird Observation (1<sup>st</sup>/2<sup>nd</sup>)*

Standard: S.K-2.LS.1

Use observations to describe patterns of what plants and animals need to survive

1. Teach the lesson according to the **DLG** for all grades.
2. Extend this lesson for 1<sup>st</sup> and 2<sup>nd</sup> graders by setting up the following center activity to be continued throughout the week:
  - Place birdseed or a birdfeeder outside a window to allow for observation.
  - Create a science observation station near the window with copies of Activity Master 4.1.5 (Bird Observations) and binoculars.
  - Inform students that they will be observing birds at the observation station throughout the week.
  - Provide opportunities for students to collect data on the birds that visit the bird feeder throughout the week using Activity Master 4.1.5. Students may also research the birds that are recorded to find their scientific names and record them on the Activity Master.
  - When a substantial amount of data has been collected, analyze the findings with the class.

*\*\*\* The teacher may choose to extend this observation opportunity throughout the month if there is significant student interest, or if additional data needs to be collected to provide a true data analysis opportunity. \*\*\**

## Day 1 – Social Studies

### Dressing for Winter, p. 101 (DLG)

*Concept Nugget (K–2), Economics (K–2)*

Standards: SS.K-4.PDC.3

Distinguish the difference between needs and wants

SS.K-4.PDC.7

Identify the characteristics and functions of money and its uses

1. Before class begins, display children’s seasonal clothing as suggested in the **DLG** in a “store setting” with the clothes neatly folded, organized, and priced. Also, print, laminate, and cut out Activity Master 4.1.6 (Circumstance Cards).
2. Engage the students in a discussion about appropriate seasonal clothes as written in the **DLG**.
3. Place students in small heterogeneous groupings before continuing with the mini lesson on economics.



4. Conduct the following discussion while displaying the pretend money. Pause after each of the following question to allow for student responses:
  - *“What do I have here? How is money used and why?”*
  - *“What are some clothes you will need to buy if you live some place that is cold in the winter time?”*
  - *“What are some clothes you would not need to buy during the cold winter season?”*
5. Explain to students that circumstances determine how resources (money) are spent.
6. Give each group a Circumstance Card (Activity Master 4.1.6) that they will read and consider as they do their shopping.
7. Distribute money equally among each group and allow groups to “shop” for the things they need according to their assigned Circumstance Card.
8. After the groups have “shopped”, gather the children again for the following discussion:
  - *“How did your circumstance impact what your group decided to buy?”*
  - *“How did the amount of money you had impact your shopping?”*
  - *“How might your shopping have been different if you had more money?”*
  - *“How might your shopping have been different if you had less money?”*
9. Open another prepackaged present. Be sure it is a gift that has a treat or project materials inside.
10. Connect to the concept of hope with the discussion below:
  - *“Look! Raise your hand if this is the gift for which you had hoped.”* (Pause.)
  - *“Now raise your hand if this was not the gift for which you had hoped.”* (Pause.)
  - *“When we are joyful in all circumstances, remember that we are pleasing the Lord. In 1 Thessalonians 5: 16-18 God tells us to rejoice always, pray continuously, and give thanks in all circumstances. Let’s continue to practice having positive attitudes and behaving in a way that pleases the Lord even when we don’t receive what we want.”*



## Day 2 – Circle Time/Morning Meeting

### Daily Message 1, pp. 65 – 66 (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, 1<sup>st</sup> and 2<sup>nd</sup> graders may help sound out words or read the message. When the teacher is writing the message with the students, 1<sup>st</sup> and 2<sup>nd</sup> graders may also assist the teacher with writing the message by using learned phonics skills and language conventions.

## Day 2 – Bible

### PRESENTING THE BIBLE STORY, pp. 45 – 47 (DLG)

#### Reading “Jesus Is Born”, p. 46

Concept Nugget (K–2), Inference (1<sup>st</sup>/2<sup>nd</sup>)

Standards: B.K.RG.8 Tell that because we are sinners, we need God’s forgiveness  
B.1-4.RG.8 Articulate that God offers forgiveness to those who ask, believe, and accept

1. Teach the lesson according to the **DLG**.
2. After reading the story, “Jesus is Born”, extend for 1<sup>st</sup> and 2<sup>nd</sup> grade with the following discussion and comprehension questions:
  - *“God loved Adam and Eve so much that He planned a special time every day to meet with them.”*
  - *“How do you think Adam and Eve felt when they had to leave the Garden of Eden?”*
  - *“How do you think God felt when Adam and Eve had to leave the Garden of Eden?”*
  - *“What do you think Adam and Eve were hoping would happen next?”*
  - *“What did God do for us when Adam and Eve made that poor choice?”*
  - *“Why do you think He sent Jesus as a baby? What was He planning to accomplish?”*



- *“How do you think Mary and Joseph felt when they realized that God’s promise was coming true and He was going to use them to accomplish part of the plan?”*
  - *“In what ways do you think Mary and Joseph shared their joy and hope with those around them?”*
  - *“How does the birth of Jesus give us hope today?”*
3. Give students an opportunity to grapple with these questions as they respond. These are open ended questions and will evoke a variety of responses from students.

## Day 2 – Language Arts

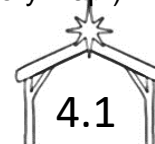
### **READING WORKSHOP, pp. 61 – 64 (DLG)**

#### **After Reading – Comprehension Questions, p. 62**

Story Map (K–2), Concept Nugget, (K–2), Key Ideas and Details (1<sup>st</sup>/2<sup>nd</sup>)

Standards:	LA.K.RL.3	With prompting, identify characters, settings, and major events in a story
	LA.1.RL.2	Retell stories, including key details, and demonstrate understanding of the main idea or lesson
	LA.2.RL.4	Sequence story events
	LA.1.SL.1	Participate in collaborative conversations in diverse groups
	LA.2.SL.1	Participate in collaborative conversations in diverse groups

1. Read *Winter’s Gift* aloud to the class for a second time.
2. Draw a simple story map on the whiteboard or on chart paper. The story map should include: Characters, Setting, Beginning, Middle, End
3. After reading, ask children the discussion questions as listed in the **DLG**. Encourage students to answer, using complete sentences. Extend the lesson to include the following discussion questions for 1<sup>st</sup>/2<sup>nd</sup> grade:
  - *“I am enjoying reading our story this week. Sometimes as a reader you can think of the story elements, and this will help you recall what happened in the story.”*
  - *“Today we will complete a Story Map together to help us remember what happened in the story.”*
  - *“First, let’s figure out who the characters were in the story. Can someone tell me who the characters were?”* (Record the characters on the Story Map.)
  - *“What was the setting of the story? Where and when did the story take place?”* (Record the setting on the Story Map.)



- *“Now that we know the characters and setting, let’s remember what happened in the story. What happened at the beginning of the story?”* (Record on the Story Map.)
  - *“What happened in the middle of the story?”* (Record on the Story Map.)
  - *“How did the story end?”* (Record on the Story Map.)
4. Complete the lesson by discussing the message of hope that the author offers at the end of the book.
- *“Why do you think the author decided to write this story?”*
  - *“What is the lesson the author wants us to learn?”*
  - *“The old man had lost all hope. How did he find hope again?”* (Read the last page of the story aloud to the class again.)
  - *“What was the gift that the old man received?”*
  - *“Hope is a special gift. It gives us something to look forward to in the future.”*
  - *“What hope did God give to us when he sent Jesus?”*
  - *“Turn to your neighbor and share how you can share that hope with someone you know.”*

## **WRITING WORKSHOP**

### **Writing a “How-To” Book, Part 2**

*Informational 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 and include facts about the topic and provide a sense of closure
	LA.2.W2	Write informative/explanatory texts that introduce a topic, use facts to develop the topic and provide a concluding statement

1. Begin today’s lesson with a review discussion of how the Christmas tree ornament was created. Intentionally use transition words as the conversation unfolds.
- *“Yesterday we made a Christmas tree ornament. Who remembers what we did **first**?”*



- *“What did we do **next**?”*
  - *“**Then** what did we do?”*
  - *“What was the **last** step in making the tree ornament?”*
2. Create an enlarged version of Activity Master 4.1.7 (“How-to” Draft Sheet) on chart paper, or place a copy of the Activity Master under a document camera to allow all students to see the drafting process. Keep this copy to serve as the teacher model during Writing Workshop this week.
  3. Make a quick sketch of each step on the teacher model of Activity Master 4.1.7 (“How-to” Draft Sheet). Retell the following steps below while pointing to the sketches:
    - *“Let’s go back and make sure my sketches make sense.”*
    - *“Someone who doesn’t know how to make a Christmas tree ornament will know how to do it now! We just did something called ‘How-to’ writing. We took something we knew how to do and explained it.”*
  4. Explain how students should proceed for the rest of the writing period.
    - *“This week and next week, you are going to write a ‘How-to’ book of your own. To get started you will need to choose an activity you know how to do very well.”*
    - *“Do you remember the brainstorming list you each created yesterday? Today you will get to look at your list of things you know how to do and pick the one you would like to make into a ‘How-to’ book.”*
    - *“After you have chosen your topic, you will make quick sketches on your ‘How-to’ Draft Sheet just like I did for the Christmas tree ornament.”*
    - *“Did you notice how quickly I drew my pictures? That’s called a sketch. My drawing is still neat and clear, but I didn’t spend too long on each detail. I wanted to just show my ideas as quickly as I could. Since this is not my final picture, I don’t have to be sure to write all the details. I will do that later.”*
    - *“When you draw your sketches today, I want you to make quick sketches too. You need to draw just enough to help you remember what that step is.”*
  5. Dismiss students to use their completed copies of Activity Master 4.1.4 (Things I Know How to Do) to choose the topic for their own “How-to” book by circling one of the topics they wrote in Writing Workshop Day 1.



6. Students will use the remainder of Writing Workshop to draw quick sketches on their copy of Activity Master 4.1.7 (“How-to” Draft Sheet). Be sure to circulate around the room to offer support and guidance as needed.
7. Save student copies of Activity Master 4.1.7 (“How-to” Draft Sheet) for Writing Workshop Day 3.

## Day 2 – Science

### Animals in Winter, pp. 99 – 100 (DLG)

#### Gathering Information (1<sup>st</sup>/2<sup>nd</sup>)

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

1. Prior to class, gather a collection of easy reading nonfiction animal books with information about adaptation in winter. Make these books available in the Science or Library Center. See Extension Materials List for a bibliography of possible book selections.
2. Prepare the accordion-fold books for K/1<sup>st</sup> graders as outlined in the **DLG**.
3. In advance, fill several ice trays with water and drop a small pineapple chunk into each section. Allow the water to freeze.
4. When winter's cold temperatures and ice arrive, food becomes scarce for animals in the wild. Reinforce this concept with students through this easy classroom experiment:
  - Provide one frozen pineapple ice cube to each child.
  - Ask students to smell their ice cubes. *“Can you smell the pineapple?”*
  - Challenge students to eat the pineapple chunks out of their ice cubes. *“How difficult is it to eat the fruit out of the ice?”*
5. After the ice activity, discuss how wintry conditions make it hard for animals to find and gather food. Also, explain that because of the low food supply in winter, hibernating animals eat all summer and fall to fatten their bodies. The stored fat provides fuel to help the animals survive during their winter hibernation which can last as long as six or seven months.
6. Tell students that God cares about the animals, and He made a way for animals to be able to survive during the winter season. Some animals hibernate, some change color, some animals migrate, and other animals hide food.
7. Kindergarten – Students will use Blackline 1.25a – b to complete the accordion style animal book as written in the **DLG**.



8. 1<sup>st</sup> Grade – Students will look through the books in the Science Center to complete an accordion style animal book. They will paste the pictures from Blackline 1.25b into their accordion book as shown on **DLG**, p. 100. Then students will write the name of the animal and a brief sentence describing how that animal survives during winter.
9. 2<sup>nd</sup> Grade – Students will look through the books in the Science Center to answer the questions on Activity Master 4.1.8 (How do Animals Adapt in Winter?). Students should find animals that are not already featured on Blackline 1.25a – b.

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### Day 3 – Circle Time/Morning Meeting

#### Daily Message 2, p. 66 (DLG)

*Modeling Writing (K–2), Editing (1<sup>st</sup>/2<sup>nd</sup>)*

*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, 1<sup>st</sup>/2<sup>nd</sup> graders may help sound out words or read the message. When the teacher is writing the message with the students, 1<sup>st</sup>/2<sup>nd</sup> graders may help the teacher write the message by using learned phonics skills and language conventions.

### Day 3 – Bible

#### REVIEWING THE BIBLE STORY, pp. 47 – 49 (DLG)

##### A Special Gift, p. 49

*Bible Verse Practice*

*Standards:* B.K.BK.14 Tell how God loves us so much that He gave His Son Jesus to die for all  
B.K.BK.19 Recall the major events in the life of Jesus  
B.1/2.BK.19 Retell the major events in the life of Jesus (e.g., birth, life, death, resurrection) and determine how they relate to the plan of salvation

1. Teach the lesson according to the **DLG** for Kindergarten students. While the kindergartners are making their booklets, extend the lesson for 1<sup>st</sup> and 2<sup>nd</sup> graders with the following Bible verse activity.
2. Gather 1<sup>st</sup> and 2<sup>nd</sup> graders in a circle or meeting area. Lead the group in a short discussion about gifts. Invite children to tell about the best gift they have received.





- *“I love getting gifts! Perhaps you received a special gift for your birthday or for Christmas. What is the best gift you remember getting?”*
  - *“This week we are learning about the very best gift that has ever been given, Jesus! God gave us Jesus as a little baby. He was a gift to the world!”*
  - *“Today you are going to write and draw about a gift you have received, and then you will write the Bible verse for this week and draw a picture of the very best gift ever, Jesus!”*
3. Show children how to fold a blank piece of copy paper in half to create a simple card. On the front of the paper, instruct students to draw a picture of their favorite gift that they have received, and write a sentence or two underneath their drawing to describe the event.
  4. After children have drawn their favorite gift on the front, instruct the students to open up their card and write this week’s Bible verse (“A child has been born – for us! The gift of a son – for us!” Isaiah 9:6) along with a drawing of the nativity or baby Jesus.
  5. Display the completed cards or send them home for children to share with their families.

### Day 3 – Language Arts

#### READING WORKSHOP, pp. 61 – 64 (DLG)

#### During Reading – Third Time, p. 62

##### Concept Nugget (K–2)

Standards:	B.K.BK.15	Recognize that because of Jesus’ sacrifice, all can receive God’s gift of eternal life
	B.1-4.BK.15	Recognize the value of accepting Jesus as a personal Savior who paid the penalty for sin so that all can choose to be saved and spend eternity with Him in Heaven
	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
	LA.K/1.RL.12	Choose literature that reflects the teachings in God’s Word
	LA.2.RL.13	Choose literature that reflects the teachings in God’s Word
	LA.K-2.SL.1	Participate in collaborative conversations in diverse groups

1. Show the children a star Christmas tree topper or ornament and begin a discussion about stars as outlined in the **DLG**.
  - *“Where have you seen a star like this before? When you see this tree topper/ornament, what do you think about?”*



- *“Let’s look at our book this week and see what the Christmas tree star meant to the old man and his wife.”* (Reread and show children the page from *Winter’s Gift* of the couple putting the star on their Christmas tree.)
- *“Why did the wife say that the star was the most important part of the tree?”*
- *“Do you put anything special on your Christmas tree that is a symbol of hope?”*
- *“After the old man’s wife died, he was losing hope.”* (Read the page from *Winter’s Gift* immediately following the page that shows the couple putting the star on their Christmas tree.)
- *“Do you think that God knows when we lose hope?”*
- *“What can we do when we feel like we are losing hope?”*
- *“Let’s see what happened to help the old man find hope again.”* (Read the page from *Winter’s Gift* that discusses the star on the foal’s head.)
- *“How did the birth of the foal give the old man the gift of hope for Christmas?”*
- *“God’s gift gave us the greatest hope of all. Raise your hand if you know what that hope is?”*
- *“Because God gave us His Son, we have the hope of eternal life. Unfortunately, God had to experience a great loss before we could receive this hope. Raise your hand if you know what the great loss was.”*
- *“Jesus died on the cross for our sins so that we could receive eternal life.”*
- *“I’m so happy that God gave us the greatest gift of all, so we can one day live with Him forever and never experience loss again. I pray that He will fulfill your hopes so that we can all experience joy this Christmas.”*
- *“Christmas is a wonderful time of year to remember all that God has done and will do to give us hope of a forever life with Him!”*

2. Complete the lesson by allowing the children to decorate Blackline 1.6 as outlined in the **DLG**.

### **WRITING WORKSHOP**

#### **Writing a “How-To” Book, Part 3**

*Informational Writing (K–2)*

**DDL**P – *Giving Gifts*  
July, 2020 (Revised)

**Book 1 – *Winter’s Gift***  
**Page 18**



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 and include facts about the topic and provide a 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

1. In today's lesson students will add written details to the sketches they created on Activity Master 4.1.7 ("How-to" Draft Sheet) during Writing Workshop Day 2.
2. Gather students together to review the teacher model of Activity Master 4.1.7 ("How-to" Draft Sheet). "Read" the sketches to remind students of each step that was taken to create the tree ornament.
  - *"I drew these sketches yesterday. Do these sketches tell the reader enough information? What should I do next?"*
  - *"My sketches remind me of the different steps. Now I need to write the words that will explain each sketch."*
  - *"These sketches are my outline. The words that I write will give more detail so that the reader will know exactly what to do."*
3. Model looking at the first sketch and thinking aloud the detailed words that describe the sketch. Model writing those words in the space provided on Activity Master 4.1.7 ("How-to" Draft Sheet). Continue in the same way until all sketches are clarified with written instructions.
4. Distribute the partially completed copies of Activity Master 4.1.7 ("How-to" Draft Sheet). Dismiss students to independently complete the detailed writing portion of Activity Master 4.1.7 ("How-to" Draft Sheet).
5. Circulate around the room and provide additional support or guidance as needed.

### Day 3 – Science

#### Facts about Horses, p. 95 (DLG)

*Drawing Conclusions (1<sup>st</sup>/2<sup>nd</sup>)*

Standard: S.K-2.LS.1 Use observations, describe patterns, know what plants and animals need to survive

1. Teach the lesson according to the **DLG** for all students.
2. After creating the chart and reviewing the facts about horses, kindergarten students may look at the animal books in the Science Center or complete **Horse Puzzles, p. 93**. Extend the lesson for 1<sup>st</sup> and 2<sup>nd</sup> grade students.



3. Using the factual information provided in the **DLG**, challenge 1<sup>st</sup> and 2<sup>nd</sup> grade students to draw conclusions as to why God created foals with special abilities/gifts. A sample discussion is provided below. Pause after each question to allow time for student responses.
  - *“Today we learned that foals can stand within an hour after birth and can follow the herd within several hours. That is amazing! When a human baby is born they can’t even crawl until they are several months old. Why do you think God create foals with this fast ability to stand and follow?”*
  - *“What would happen if foals didn’t have the ability to walk so soon?”*
4. During the discussion model how to respond, using complete sentences. Depending on the ability level of the class, there may need to be several examples that are completed as a whole group.
5. When students demonstrate understanding, they should be placed in heterogeneous groups of two to three students to complete Activity Master 4.1.9 (Drawing Conclusions). Students may write down the same answers within their group.

### Parts of a Horse, pp. 95 – 96 (DLG)

Sentence Writing (1<sup>st</sup>), Glossary and Dictionary Skills (2<sup>nd</sup>)

Standards: LA.1.W.2 Write informative/explanatory texts that name a topic, include facts about the topic, and provide some sense of closure

S.K-2.LS.3 Make observations, determine patterns in parent/offspring

1. Introduce the parts of a horse as outlined in the **DLG**.
2. Kindergarten – Students will complete the horse booklet using Blacklines 1.22a – d as outlined in the **DLG**.
3. 1<sup>st</sup> Grade – Students will create a booklet using Blacklines 1.22a – d and will write a sentence on each of the Blacklines describing the function of each body part. (Ex: The mane is hair that grows on a horse.)
4. 2<sup>nd</sup> Grade – Students will complete a horse booklet using Blacklines 1.22a – d. Additionally, students will use Activity Master 4.1.10 (Glossary) to create a glossary page for their booklet. Students can look up definitions online or use a textbook dictionary. Encourage students to paraphrase long definitions when needed. Monitor and provide additional guidance and support as needed.

\*\*\* If taking a Horse Field Trip, these activities may be more meaningful done afterwards. \*\*\*

## Day 4 – Circle Time/Morning Meeting

### Daily Message 3, p. 66 (DLG)

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

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, 1<sup>st</sup>/2<sup>nd</sup> graders may help sound out words or read the message. When the teacher is writing the message with the students, 1<sup>st</sup>/2<sup>nd</sup> graders may help the teacher write the message by using learned phonics skills and language conventions.

## Day 4 – Language Arts

### READING WORKSHOP, pp. 61 – 64 (DLG)

#### Blue Horse, p. 64 (DLG)

Read Aloud (K–2), Group Discussion (K–2), Concept Nugget (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  
LA.K-2.SL.1 Participate in collaborative conversations in diverse groups

1. Create the color word cards as described in the **DLG**. In the same way, create animal word cards (horse, crocodile, cow, rabbit, lion, elephant, fox, polar bear, donkey).
2. Distribute the color word cards to Kindergarten and 1<sup>st</sup> graders. Distribute the animal word cards to 2<sup>nd</sup> graders.
3. Read *The Artist Who Painted a Blue Horse* and invite children to stand up with their word card when their word is read as written in the **DLG**.
4. After reading, explore the message in the book by asking these open-ended questions:
  - “What’s going on in this story?”
  - “Is there anything interesting or unique about the artist in this story?”
  - “Why do you think this artist painted the animals in unusual colors?”



- *“Have you ever wanted to do something that was different from the way others were doing?”*
  - *“Is it okay for us to be different?”*
  - *“How does God see us?”* (different or all the same)
5. Continue with the following concept nugget about hope:
- *“God gives us each unique gifts and talents. He loves us and our differences because that is the way He created us.”*
  - *“Can you think of any special gifts or talents that God has given to you?”*
  - *“God wants us to use the gifts and talents He has given us as a way to share hope with the people around us.”*
  - *“When we sing songs about Jesus, we are sharing hope. When we are kind and loving to people in need, we are sharing hope.”*
  - *“Can you think of any way you can use the gifts and talents that God has given you to share hope with someone?”*
6. Complete the lesson by praying and thanking God for the unique and special gifts that God has given to each child.

## **WRITING WORKSHOP**

### **Writing a “How-To” Book, Part 4**

*Informational Writing (K–2), Peer Conferencing (K–2)*

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

1. Begin the lesson by reviewing the importance of getting feedback from a peer.
- *“Yesterday we wrote the detailed words and sentences to help explain the sketches on our How-to Draft Sheet.”*
  - *“Sometimes when we are writing, the words make sense to us. However, another person may read the same words and be confused or ask for clarification.”*
  - *“As a writer, it is a good idea to ask a partner to read what you have written. This will help you fix any parts that are unclear. Feedback from a partner can be very helpful.”*



- *“Today you will work with a partner to see if the how-to steps you have written are clear to the reader.”*
  - *“When you are the listening partner, be sure to be kind and make helpful comments like these.”*
    - *“I don’t understand what you mean here. Can you add more details?”*
    - *“I really get this part. I have a picture in my head of what I should do.”* (Remind students to use the sharing etiquette, or quiet voices, and polite words.)
  - *“If you are sharing your writing with your partner and they don’t understand something you have written, add details to your writing and then check with your partner to see if the new details make the writing clearer.”*
2. Assign partners and distribute students’ completed copies of Activity Master 4.1.7 (“How-to” Draft Sheet). Dismiss students to begin getting feedback from their partner. Encourage students to add to their Draft Sheet as they see where more details are needed.
  3. As students are working, circulate around the room to offer support and to model sharing feedback as needed.

## Day 4 – Science

### Face Markings, p. 97 (DLG)

*Labeling and Defining (1<sup>st</sup>/2<sup>nd</sup>)*

Standard: S.K-2.LS.3

Make observations, determine patterns in parent/offspring

1. Introduce the horse facial markings as described in the **DLG**.
2. While kindergartners are coloring the markings on their horse pictures, invite 1<sup>st</sup> and 2<sup>nd</sup> graders to work in pairs to search the Internet for the description/definition of each marking. Students will write the descriptions/definitions on the back of Blackline 1.23b.

## Day 5 – Circle Time/Morning Meeting

### Teacher Generated Message

#### Design a Christmas Card, p. 68 (DLG)

*Concept Nugget (K–2)*

Standards: B.K.RO.19

Describe various ways of witnessing

B.1-4.RO.19

Explore various ways of witnessing, including face-to-face and use of technology

**DDL**P – *Giving Gifts*  
July, 2020 (Revised)

**Book 1 – Winter’s Gift**  
Page 23



\*\*\* The following Morning Message aligns with Unit Culminating Activity Option 2: School Christmas Program and should only be utilized if students will invite community members to their Christmas or service program. \*\*\*

Dear Class,

This morning you will make a Christmas card to invite someone who may be lonely to our Christmas program.

Your teacher

\*\*\* The following Morning Message does not align with any specific Unit Culmination Activity and should be used if the class will not be participating in Unit Culminating Activity Option 2: School Christmas Program. \*\*\*

Dear Class,

This morning you will make a Christmas card. In your card you can tell about the best gift ever – Jesus!

Your teacher

1. Read the selected Morning Message aloud with the class.
  - *“A Christmas card can be a great way to help share the message of hope that we have been learning about this week, Jesus is God’s best gift!”*
  - *“Today you will get to make a card that will share the hopeful message of Jesus’ birth.”*
2. Invite children to create Christmas Cards as outlined in the **DLG** lesson. Encourage children to write/draw about God’s best gift, Jesus, inside their card.

\*\*\* Unit Culmination Activity Option 2: School Christmas Program – Students will write a Christmas message on the left side of their cards and paste Activity Master 4.1.11 (Program Invites) on the right side of their Christmas cards. Write the program date, time, and address on the board for





students to copy onto their Activity Masters. Students with beginning writing skills should have a prewritten template that they can paste to their cards. \*\*\*

## Day 5 – Bible

### APPLYING THE BIBLE STORY, pp. 51 – 52 (DLG)

#### Collecting for..., p. 52

Concept Nugget (K–2), Service Activity (K–2)

Standards:	B.K.BK.15	Recognize that because of Jesus' sacrifice, all can receive God's gift of eternal life (9, 10, 24)
	B.1-4.BK.15	Recognize the value of accepting Jesus as a personal Savior who paid the penalty for sin so that all can choose to be saved and spend eternity with Him in Heaven (9, 10)
	B.K.RO.14	With support, participate in local service opportunities (11, 13)
	B.1-4.RO.14	Participate with local or national organizations that serve those in need (11, 13)
	SS.K-4.IDI.16	Embrace and cultivate a personal relationship with Christ.
	SS.K-4.IGI.8	Participate in age appropriate outreach and service projects

\*\*\* This activity aligns with Unit Culminating Activity Option 1: Food Bank Visit (See **DDL** week three.) \*\*\*

1. Begin the lesson by discussing the food bank the class is collecting for this month as outlined in the **DLG**. If there is a list of items the food bank particularly needs, discuss why they might have put these things on their list.
  - *“Imagine the food bank could have anything they wanted.”*
  - *“What’s something you would like to get at a food bank if you needed to shop there for food?”*
  - *“People hope for things. People that don’t have much money still hope for special things to eat at Christmas.”*
  - *“Do you think these are things the food bank really hopes to get? Why do you think they are hoping for these specific items?”*
2. Provide children with the appropriate Blackline or Activity Master as listed below:
  - Kindergarten will use Blackline Master 1.4a and 1.4b to copy the message, “Jesus Is the Best Gift,” as outlined in the **DLG**.
  - First graders will use Activity Master 4.1.12a and b to write this week’s Bible verse (“A child has been born – for us! The gift of a son – for us!” Isaiah 9:6).



- Second graders will also use Activity Master 4.1.12a and b (Message Boxes) and they will write their own message of hope. (Ex: Jesus gives us the gift of eternal life.)
3. Collect the completed cards and store them safely until they are needed during the Unit Culmination Activity in week three.
  4. Close the lesson by connecting God’s best gift to the gift of salvation and the hope of eternal life.
    - “This week as we are collecting cans of food to give to the food bank, we are preparing to give a small gift to people in need.”
    - “The people that pick food up at the food bank have hope that people will be generous and give food to help them in their time of need.”
    - “We have the opportunity to help fulfill that hope and show a little bit about how God loves and provides for our needs.”
    - “God sees our needs and He knows how to take care of us, too. He sent his son, Jesus, as a tiny baby. God knew that the people of the world needed hope and needed to be saved from sin. Therefore, He sent the very best gift ever. Because of Jesus, we now have the hope of living life forever in Heaven with Him.”

### APPLYING THE BIBLE STORY, pp. 51 – 52 (DLG)

#### Jesus in a Manger, p. 51 (DLG)

##### *Sequencing (1<sup>st</sup>/2<sup>nd</sup>)*

<i>Standards:</i>	B.K.BK.14	Tell how God loves us so much that He gave His Son Jesus to die for all
	B.K.BK.19	Recall the major events in the life of Jesus (e.g., birth, life, death, and resurrection)
	B.1-4.BK.14	Find evidence from the Bible that Jesus died for all of us, because of our infinite value to Him to fulfill the plan of redemption developed before Creation
	B.1-4.BK.19	Retell the major events in the life of Jesus and determine how they relate to the plan of salvation

1. Teach the lesson according to the **DLG** for Kindergarten students.
2. While kindergartners are working on Blackline 1.3, extend the activity for 1<sup>st</sup> and 2<sup>nd</sup> graders.
3. First and 2<sup>nd</sup> grade students will sequence and retell the story of the birth of Jesus. Provide each student with a copy of Activity Master 4.1.13a and two copies of 4.1.13b. Instruct students to color and cut apart the pictures on Activity Master 4.1.13a.
4. Next, students should sequence the event pictures of the birth of Jesus. Once students have the correct sequence, they will glue these in order on Activity Master 4.1.13b.
5. Finally, students will write a sentence or two describing each event. Encourage students to use transition words in their writing since they are learning to use these words in Writing Workshop this week.



## Day 5 – Language Arts

### READING WORKSHOP, pp. 61 – 64 (DLG)

#### Poetry: “Puppies Are Presents,” p. 63 (DLG)

##### Poetry Craft and Structure (K–2)

Standards:	LA.1.RL.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
	LA.2.RL.5	Describe how words and phrases supply rhythm and meaning in a story, poem, or song
	LA.K-2.SL.1	Participate in collaborative conversations in diverse groups

1. Write the poem, “Puppies Are Presents,” on sentence strips and read the poem aloud as written in the **DLG**.
2. Extend the lesson for all grades with the following discussion:
  - *“One type of writing that an author may write is called poetry.”*
  - *“Sometimes author’s write poems to connect writing to a reader’s senses and feelings in a beautiful way. Your senses are what you can see, feel, touch, taste, and smell.”* (Touch each respective body part as the senses are mentioned.)
  - *“What are some phrases in this poem that connects to our senses?”* (Pause.)
  - *“Most poems also include rhythm and rhyme. Raise your hand if you notice any rhyming words in this poem.”*
  - *“What do you think the author wants us to feel after reading this poem?”* (Encourage students to answer using complete sentences.)
  - *“What do you think the author want us to learn after reading this poem?”*
  - *“Can you think of any other presents that God gives to us*

### Poetry, pp. 63 – 64

##### Concept Nugget (K–2)

Standards:	B.K.RG.24	Restate that God wants us to take care of the gifts He has given us
	B.1-4.RG.24	Describe and practice stewardship

1. Write the final verse of “In the Bleak Midwinter” according to the lesson in the **DLG**.
2. Play a recording of the song found online or sing the verse acapella for the class to hear.
  - *“Sometimes poetry can be turned into a song.”*



- *“In the Bible there are several poems that were written to be sung aloud.”*
  - *“This song was first written as a poem. Later a musician wrote music to go along with the words.”*
  - *“Singing beautiful poems allows the author’s message to be enjoyed in a special way.”*
3. Before reading the last verse of the poem as a class, share the following concept discussion:
- *“Other than Jesus, the greatest gift of all, what are some gifts or talents that God has given you?”* (Allow students to respond. Then share some personal gifts and talents from the Lord.)
  - *“How can we use the gifts God has given us to give hope to others?”*

## **WRITING WORKSHOP**

### **Writing a “How-To” Book, Part 5**

*Informational Writing (K–2), Transition Words (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 and include facts about the topic and provide a 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.K.W.5	With support, respond to questions and suggestions from peers and add details to strengthen writing
	LA.1.W.5	With support, focus on a topic, respond to questions and suggestions from peers, and add details to writing
	LA.2.W.5	With adult and peer support, focus on a topic and strengthen writing as needed by revising and editing

1. This lesson will draw attention to the importance of transition words. Before class begins, make copies of Activity Masters 4.1.14a – c (Transition Words) on the color of paper indicated on each master.
2. Before converting their “How-to” drafts into a finished book, students need to be reminded of the importance of transition words. Write these transition words on chart paper in the following colors:
  - First – green
  - Then, next, after – yellow
  - Finally, last – red



3. Gather students and call attention to the transition words written on the board or chart paper. Let students know that these words are called “transition words”. They have the special role of helping the reader to understand the sequence of the writing. This helps to clarify the message. These words also connect the writing and help it flow. Explain why the transition words are written on the board in different colors.
  - *“I have written some transition words here in different colors.”*
  - *“These words are called “transition words” because they help the reader know after you’ve completed one detail, you move or transition on to the next detail.”*
  - *“The green word, “first”, is your starter word because it lets you know this is the beginning.*
  - *“The yellow words, “then, next and after,” are words that you would use in the middle portion of your writing. You can choose which of these words you prefer for your how-to writing piece.”*
  - *“The red words, “finally and last”, are the ending words. They tell the reader you have completed the writing piece.”*
  - *“These transition words are especially important in how-to writing because the reader needs to know the exact order to follow.”*
  - *“Today we will practice adding transition words to your how-to draft sheets.”*
4. Model taping a transition word to each step on the teacher modeled copy of Activity Master 4.1.7 (“How-to” draft of Christmas tree ornament). These words will need to be included in students’ writing as they begin to write their books next week.
5. Give students cut up transition words on colored paper (Activity Master 4.1.14a – c). Review what each color means. Students will choose and tape a transition word card to each step on their completed copy of Activity Master 4.1.7 (“How-to” draft).
6. Save the completed student work for Writing Workshop the following week.

## Day 5 – Science

### Visit a Christmas Tree Farm, pp. 94 – 95 (DLG)

Concept Nugget (K–2), KWL Chart (K–2), Scientific Procedure (2<sup>nd</sup>)

Standards: LA.1.SL.1

Participate in collaborative conversations in diverse groups: follow agreed-upon rules (e.g., gaining the floor in respectful ways, listening with care, speaking one at a time; making eye contact); 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 (e.g., gaining the floor in respectful ways, listening with care, speaking one at a time; making eye contact); link comments to others' remarks; ask for clarification and further explanation
- S.K-2.LS.7 Make observations of plants and animals to compare the diversity of life in different habitats

\*\*\* If the class will not be taking a field trip, before class load YouTube Video, "How Does a Christmas Tree Grow - Christmas 2012," from GeoBeats at the following link: <https://www.youtube.com/watch?v=GGSBEQHhQhA>. \*\*\*

1. Before class begins, gather nonfiction books about Christmas tree farms, pine trees, and pinecones.
2. If possible, schedule a visit to a local Christmas tree farm as suggested in the **DLG**.
3. Create a K-W-L chart on the whiteboard or chart paper. Lead students through the K (What I **K**now) and W (What I **W**onder) portions of the chart.
  - "What do you already know about Christmas trees and how they grow?" (Write down responses in the K portion of the chart.)
  - "What are some things you wonder about Christmas trees or Christmas tree farms?" (Write down responses in the W portion of the chart.)
4. Introduce Activity Master 4.1.15 (Scientific Procedure) to 2<sup>nd</sup> graders. Provide time for them to complete the Question portion of the Activity Master before the field trip departure, or before reading and watching videos about Christmas trees.

\*\*\* If the class is not completing a field trip, continue with the following portion of the lesson. \*\*\*

- Play the video clip, "How Does a Christmas Tree Grow - Christmas 2012".
- Read aloud a nonfiction book about Christmas tree farms or the growth of a pine tree.

\*\*\* Consider using the free teacher website, [www.getepic.com](http://www.getepic.com), to share a variety of quality nonfiction eBooks on this topic. \*\*\*

5. When students return from the field trip, or upon finishing the videos and/or books, reflect on the experience and complete the L (What I **L**earned) portion of the K-W-L chart.
6. Allow 2<sup>nd</sup> graders to complete the remaining portion of Activity Master 4.1.15.

