

K–2 MULTI-GRADE BRIDGE
Detailed Daily Lesson Plan (DDLPL)
Theme Four Daily Lesson Guide (DLG) – Giving Gifts
Grade K Theme Book Two: *Christmas Day in the Morning*/Spiritual Journey
Character Building Concept: Giving Gifts of Service

Days 1 – 5 Signing In/Morning Activity

SIGNING IN, p. 161 (DLG)

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

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

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

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

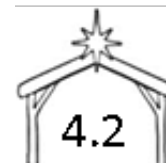
**** The standards for the Signing In activity will be developed throughout the Kindergarten, 1st, and 2nd grade years. Kindergarten and 1st grade students are not expected to have these standards mastered by the end of the year. Mastery of these standards is anticipated by the end of 2nd grade. ****

Day 1 – Circle Time/Morning Meeting

GIVING GIFTS OF SERVICE CONCEPT CONNECT

Concept Connect Activity (K–2)

Standards: B.K.RO.4	Practice treating others as they would like to be treated
B.K.RO.11	Show kindness to people who are different or who make us unhappy
B.1-4.RO.11	Demonstrate kindness toward and acceptance of people who are different from us or who treat us unkindly
B.K.RO.12	Develop a desire to help others
B.1-4.RO.12	Articulate the importance of faith, commitment, and a dynamic relationship with Jesus as a basis for service
B.K.RO.14	With support, participate in local service opportunities



B.1-4.RO.14	Participate with local or national organizations that serve those in need
B.K.RO.15	Relate that every follower of Jesus is called to have a part in telling the world about Jesus
B.1-4.RO.15	Articulate that every disciple is called to have a personal part in telling the world about Jesus
B.K.RO.19	Describe various ways of witnessing
B.1-4.RO.19	Explore various ways of witnessing, including face-to-face and the use of technology

1. Introduce the concept of Gifts of Service with the following discussion questions:

- *“What is a gift?”*
- *“Is a gift always toys and games? Could a gift be something you need?”*
- *“How do you feel when you receive a gift?”*
- *“When you give a gift to someone, how do you think the receiver of your gift feels?”*
- *“What does giving a gift mean? Does it show love? Does it show caring?”*
- *“One type of gift is a gift of **service**. A service is when you do something helpful or kind for another person as a way of showing love.”*
- *“There are many people in our neighborhood who have needs. Can you think of ways that we could show love by serving in our neighborhood?”*
- *“How can you give a gift of service to someone in our classroom?”*
- *“How can we help our school? Who can we help on this campus? Can you think of anything we can do to give the gift of service to our school family?”*
- *“As we talk more about service this week, I imagine that you will begin to see opportunities each and every day to serve those around you.”*

2. Brainstorm a list of gifts of service on chart paper that do not cost money. Post this list in the classroom and continue to add to the list as children recognize new ways they can serve.

3. Complete one of the following Concept Connect activities:

- Complete this activity if the class will participate in Unit Culminating Activity *Option #1: Food Bank Visit* – Before class begins, cut apart the Bible Verses (Activity Master 4.2.1). Invite students to choose one of the verses and glue it to a slip of



colored paper. Provide children with markers, glitter and glue, or stickers to decorate the verse. Then assist children in attaching the decorated Bible verses to the cans that have been collected. By completing this activity, the students will learn the value of giving an extrinsic need (food) in addition to the intrinsic need (Bible verses) of sharing the love of Christ. In the final week of the unit, if this activity is chosen for the Concept Connect, the students will take a field trip to the food bank to personally deliver the canned items.

- Complete this activity if the class will not be participating in the Food Bank Visit: Classroom Christmas Cleaning – As a class, choose another classroom on campus to clean, or surprise a school worker by assisting them in their duties. For example, the students may wash tables for the cafeteria staff, pick up trash for the janitor, dust the library, or clean windows. The key is to do this act of service without the prior knowledge of the staff member or classroom being served. The teacher will emphasize giving without expecting anything in return. This will teach the students to love just as Christ loves us freely and without strings attached.

Days 1 – 5 Daily Oral Language (DOL)

Grammar & Writing Mechanics

Think-Pair-Share (1st/2nd), Editing (1st/2nd)

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 1st and 2nd 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 2) 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 the following DOL procedures for 1st graders:

- *“Good writers edit and refine their writing to correct mistakes in capitalization, punctuation, and language use to make their writing better. As young writers, we are also practice editing and finishing our writing this year to make it even better. Everyday we’re going to take two sentences and correct any mistakes we find in each one. As we do this every day, you will gradually become better at correcting your own mistakes on the pieces of writing you create.”*
- Project DOL Master – Theme 4, Book 2 on an overhead projector, Smartboard, Elmo, or copy onto the whiteboard.
- *“Today we’re going to look at two sentences. Let’s look at the first one together.”* (Read sentence aloud to students or select a student volunteer to read.)
- 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 notebooks to practice the writing of Standard English conventions.

READING WORKSHOP, pp. 155 – 161 (DLG)

During Reading – First Time p. 155

Comprehension (K–2)

Standards:	LA.K.RL1	With prompting, ask and answer question 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. Read *Christmas Day in the Morning* for the first time as described in the **DLG**. Be sure to pause throughout the story to allow the students to make predictions and ask questions.
2. After reading the story, ask the children the questions written in the **DLG**.
3. Extend with the following comprehension questions:
 - *“Why did Rob need to wake up early to help his father every morning?”*
 - *“Do you have any chores that you have to do in your family?”*
 - *“How would you feel if you woke up before the sun every morning to do your chores?”*
 - *“Why do you think Rob wanted the early morning gift of service to be a surprise?”*
 - *“How were Rob’s actions a way to show love to his father?”*



During Reading – Second Time, pp. 155 – 156

Vocabulary (K–2)

Standard: LA.K-2.L.3 Determine the meaning of unknown words and phrases

1. Reference the lesson in the **DLG**, this lesson will focus on vocabulary introduction for all grades.
2. Extend for Kindergarten in the following way:
 - Instruct Kindergarten students to collaboratively look through *Christmas Day in the Morning*. Give students one set of Blackline F that has already been cut apart.
 - Divide the vocabulary word cards evenly among Kindergarten students. Invite children to color their assigned cards.
 - After the cards are colored, students will look through the book. (Assign one student to turn the pages.) When students find a page that has a picture showing evidence for one of their vocabulary word cards, they will place their word cards in the book with Post-it Tape, or some other removable sticky product.
 - Instruct students to communicate with each other as they are placing the vocabulary cards.
 - *“When you find a good spot to place your vocabulary card, show a thumbs up so that the page turner can stop.”*
 - *“Tell the group ‘I am placing my vocabulary card here because’”*
 - *“Be specific and tell as many details about the book picture as you can to show evidence that this is a good spot for your card.”*
 - *“If two people think their vocabulary cards belong on the same page, that’s okay. However, try to find the very best page for your card.”*
 - *“There may be more than one book page that supports your vocabulary card.”*
3. Extend for 1st and 2nd grade students with the following:
 - Before class begins, cut apart the vocabulary word cards (Vocabulary Master 4.2) and place them in a pocket chart.
 - Ask a volunteer to read each word, or read the words aloud and invite students to repeat them.
 - Explain that they will be playing a guessing game together. Let students know that they will be given three clues and will decide which vocabulary word from the list is being described.



- Read the three clues to describe a vocabulary word and allow students to decide which word has been described. Provide additional clues or a context sentence if students are not able to guess the word.

Waked <ul style="list-style-type: none"> • to get up in the morning • to wake up • awake 	Nowadays <ul style="list-style-type: none"> • right now • these days • currently 	Brisk <ul style="list-style-type: none"> • quickly • to say something in a sharp manner • to be snappy 	tie <ul style="list-style-type: none"> • long piece of fabric • worn around the neck • sometimes worn by men to church or work
mince pie <ul style="list-style-type: none"> • a round pastry • baked in the oven • an old-fashioned Christmas food 	ten-cent store <ul style="list-style-type: none"> • a place to buy items • costing only one dime • old-fashioned 	Dagger <ul style="list-style-type: none"> • sharp • a short knife • has a jagged edge 	placidly <ul style="list-style-type: none"> • peaceful • calm • quiet
Loitering <ul style="list-style-type: none"> • standing around • moving without purpose • taking frequent breaks or pauses 	Fetches <ul style="list-style-type: none"> • to go and get something • to pick up something • to collect 	Barred <ul style="list-style-type: none"> • to close • to lock up • to latch 	hark <ul style="list-style-type: none"> • listen • pay attention • notice

Quick Write

Reading Response (2nd)

Standards: LA.2.W.9
LA.1/2.SL.1

Recall experiences or gather information from provided sources to answer a question
Ask and answer questions about key details in a text read aloud or information presented orally or through other media

LA.2.SL.3 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media

*** This week 2nd grade students will extend what they are learning from Christmas Day in the Morning by entering their thoughts in a journal. ***

1. The Quick Write journaling activity is a literacy strategy that is designed to give students the opportunity to reflect upon their learning or experiences. This writing assignment is meant to be quick and should only take five to ten minutes.
2. While Kindergarteners and 1st graders are completing the **Predictable Chart – “At Christmas, I...”: Day 1, pp. 157 – 158 (DLG)**, instruct 2nd graders to do a Quick Write. Tell students that Quick Write is an opportunity for them to take a sentence stem and use it to jump start a short writing piece. The activity should only take about five to ten minutes each day. Encourage students to write at least three sentences during their Quick Write time.



3. Give the following instruction to help 2nd grade students to focus their writing.
 - *“Today I want you to think about Christmas morning. What does Christmas morning look like for you?”*
 - *“What do you look forward to? Does your family have any Christmas morning traditions?”*
 - *“As you reflect on your past Christmas experiences, begin your Quick Write today with the writing stem, ‘On Christmas morning...’ You have five minutes to complete your journal entry.”*
4. Write “On Christmas Morning...” on chart paper or the white board and display it so that 2nd grade students can easily see the sentence stem. Invite students to begin writing independently in their journals.
5. If time allows, invite students to pair-share their journal entries with a peer.

WRITING WORKSHOP

Writing a “How-To” Book, Part 6

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.W.2	Write informative/explanatory texts that introduce a topic, use facts to develop the topic and provide a concluding statement

*** This week all students will continue the Christmastime “How-To” book they began in the previous week. Students will take a final look at their writing from last week with an editor’s eye and begin to transform their draft into a finalized “How-To” book. ***

*** Additional 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 determined appropriate. ***

1. Review with students the writing process below that began in the previous week, and introduce students to this week’s task:
 - *“Writers, do you remember what type of writing we began last week?”*
 - *“What were some of the steps we took to begin our How-To writing?”*
 - *“I have noticed that because you are writing so many important and interesting details, sometimes you have to scrunch your words close together. Those draft pages just aren’t big enough to tell all the important information!”*
 - *“This week we will take the draft you wrote last week and turn your writing into an entire How-To book!”*



2. Display the teacher modeled writing from last week, How to Make a Tree Ornament, and a blank copy of Activity Master 4.2.2 (How-To Book Template).
3. Model while writing the first page of the How-To Book on Activity Master 4.2.2 (How-To Book Template). Be sure to model rereading the top half of the Draft Sheet (Activity Master 4.1.7) from the previous week.
 - *“I have read my first draft for page one and I think it has all the details I need.”*
 - *“First, I am going to write a ‘1’ on the page line so I can remember this is page 1.”*
 - *“In my best handwriting I will begin my writing, making sure I put spaces between my words.”*
 - *“Before I begin explaining the steps, I am going to tell the reader what he/she will be reading.”* (Write: “This is a book about how to make a Christmas Tree Ornament.”)
 - *“This is my first step. Do I have the correct transition word taped to this draft?”*
 - *“This is the end of my sentence. What kind of letter should I use in the next word?”*
 - *“For the remainder of the Writing Workshop period today, you will begin writing your own book using your draft sheet from last week as a guide.”*
 - *“What are some things you need to remember when writing a final draft?”*
 - Use best handwriting.
 - Put spaces between words.
 - Check for punctuation and capitalization.
 - Decide if a transition word is needed. (Kindergarten’s How-To Book Template Activity Masters 4.2.3a – d will provide transition words as sentence starters.)
4. Dismiss students to use remainder of Writing Workshop time to begin writing a final draft on Activity Master 4.2.2 (1st and 2nd grade) or Activity Master 4.2.3a – d (Kindergarten). Be sure to also distribute the completed copies of Activity Master 4.1.7 (Draft Sheet).
5. Circulate around the room to provide support as students begin the final draft process.



*** Since Kindergarten book pages have transition words supplied, the teacher will have to distribute these pages to the students one at a time. Track each Kindergarten student's progress so that he/she can receive the next page needed in his/her book. ***

6. Make sure students store their completed pages in a safe place so that all work can be found when it is time to assemble their book.

Day 1 – Science

SCIENCE, pp. 181 – 186 (DLG)

Farm Animal Families, p. 184 (DLG)

Sort and Classify (K–2)

Standard: S.K-2.LS.6

Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like their parents

1. Introduce farm animal families using pictures or plastic farm animal as described in the **DLG**.
2. Read one of the children's literature books suggested in the Extension Materials List – Appendix E.
3. After reading a farm animal book, invite Kindergarten students to color the baby animal cards on Blackline 2.3 a – c. Encourage students to do their best coloring so that the cards can be cut apart and laminated for a three-part card activity as described in the **DLG**.

*** The teacher will write each animal baby's name on the back of the picture card before laminating. ***

4. Extend for 1st and 2nd grade students.
 - Distribute copies of Activity Master 4.2.4 (Farm Animal Babies).
 - Provide students with a variety of farm animal books. Invite students to look through the books and find baby farm animals. If there are not enough books available for each student, organize students so that books can be shared.
 - Once students have located a baby farm animal in their books, they will write the name of the animal in a name card box and draw a picture of this animal in a picture card box on their copy of Activity Master 4.2.4 (Farm Animal Babies).
5. The completed cards from all grades should be collected and laminated by the teacher.
6. Place the completed cards in the Science Center for students to complete a matching activity or three-part card activity.
7. Additional copies of Activity Master 4.2.4 should be placed in the Science Center along with the farm animal resource books so that students may choose to make more cards throughout the week.



Day 1 – Social Studies

SOCIAL STUDIES, pp. 187 – 191 (DLG)

Farm Jobs, pp. 188 – 189

KWL Chart (K–2)

Standards: SS.K-4.IGI.4
SS.K-4.IGI.5

Identify characteristics that identify individuals

Elaborate on how individuals, groups, and institutions share common elements and also have unique characteristics

1. Before class begins, create a KWL chart on the white board or a large sheet of chart paper.
 2. Introduce the lesson on farm jobs by singing the songs as written in the **DLG**.
 3. After singing, continue and extend the lesson for all grades in the following manner:
 - *“This week we will be studying farms and some of the jobs that farmers have.”*
 - *“What do you already know about the jobs on a farm?”* (Record student answers on the “K” portion of the KWL chart.)
 - *“Is there anything you wonder about jobs on the farm?”* (Record student answers on the “W” portion of the KWL chart.)
 4. Read *Jobs on a Farm* by Nancy Dickmann.

“Raise your hand if you can tell one new thing you learned about jobs that farmers do.” (Record student responses on the “L” portion of the KWL chart. Guide students in this conversation in order to generate at least the following responses:)

 - Farmers use machinery.
 - Farmers grow and harvest crops.
 - Farmers sell their crops
 5. Place web accessible books and physical books about farms and farmer’s jobs in the social studies center. Refer to the bibliography in the Extension Materials List – Appendix E.
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Day 2 – Circle Time/Morning Meeting

Daily Message 1, p. 161 (DLG)

Modeling Writing and Editing (K–2)

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

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

Day 2 – Bible

PRESENTING THE BIBLE STORY, pp. 135 – 136 (DLG)

Shepherd Walk, p. 135, (DLG)

Concept Nugget (K–2)

Standards:

B.K.RO.12	Develop a desire to help others
B.1-4.RO.12	Articulate the importance of faith, commitment, and a dynamic relationship with Jesus as a basis for service
B.K.RO.19	Describe various ways of witnessing
B.1-4.RO.19	Explore various ways of witnessing, including face-to-face and the use of technology

1. Before class begins, make copies of the Bible Reader's Theater: The Shepherds Encounter (Activity Master 4.2.5) for 1st and 2nd grade students.
2. Teach the lesson according to the **DLG** for all students.
3. Extend the lesson for 1st and 2nd graders by reading the script from Bible Reader's Theater, The Shepherds Encounter (Activity Master 4.2.5), as a whole group.
4. When students are familiar with the script, divide them into two groups. One group will read the part of the angels and the other will read the part of the shepherds. Invite Kindergarten students to observe the Reader's Theater performance as audience members.
5. Invite students to chorally read their assigned parts of the script.
6. Conclude the lesson with the following Concept Nugget discussion:



- *“A shepherd’s job is to take good care of his/her flock of sheep.”*
- *“After this group of shepherds heard the good news from the angels, how do you think they may have been changed?”*
- *“Do you think the shepherds felt special for being told the news of the birth of Jesus?”*
- *“Did you know that the Bible talks about the work we do? In Colossians 3:23 it says: ‘In all the work you are doing, work the best you can. Work as if you were working for the Lord, not for men.’”*
- *“I imagine that after meeting and worshipping baby Jesus, the shepherds returned to work in the fields and performed their jobs with a new passion in their hearts. The Bible actually tells us that they told everyone they met the good news about the birth of Jesus.”*
- *“The love and news about Jesus can be shared with people through our words and our actions. Serving and working hard is one way that we can spread the love of Jesus!”*

*** Teachers may choose to have students practice and perfect this Reader’s Theater script to perform in another classroom. ***

Day 2 – Language Arts

READING WORKSHOP, pp. 155 – 161 (DLG)

After Reading – Comprehension Questions, p. 157

Comprehending Within and Beyond the Text

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.RL1	With prompting, ask and answer question 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. Read *Christmas Day in the Morning* for the second time. Pause throughout the book to ask questions as suggested in the **DLG**.
2. After reading, extend for 1st and 2nd grade with the following additional questions:
 - *“Why are the illustrations dark in this story?”* (It’s the middle of the night.)
 - *“The author, Pearl S. Buck, uses a technique to go back in time called a flashback. Do you know what a flashback is?”* (Give students time to attempt a definition. Clarify if necessary.)



- “Do you have any special memories that pop into your brain from time to time?”
- “Why do you think Rob was excited about his surprise?”
- “How do you show that you love your parents?”
- “How do your parents show that they love you?”
- “Have you ever made a gift of true love for someone? What was it? Who was it for?”
- “The Bible says in Matthew 7:11 – ‘Even though you are bad, you know how to give good gifts to your children. So surely your Heavenly Father will give good things to those who ask Him.’ (International Children’s Bible)
- “What kind of good things does God want to give us?”

3. End the lesson with a prayer of thanksgiving to God for all the blessings He gives.

Quick Write

Reading Response (2nd)

Standards:	LA.2.W.9	Recall experiences or gather information from provided sources to answer a question
	LA.1/2.SL.1	Ask and answer questions about key details in a text read aloud or information presented orally or through other media
	LA.2.SL.3	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media

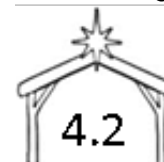
1. Second graders will complete again today a Quick Write while Kindergarten and 1st graders complete the **Predictable Chart – “At Christmas, I...”**: **Day 2, pp. 157 – 158 (DLG)**.
2. Before class begins, write today’s sentence stem, “A Christmas memory I have...” , on chart paper or the white board.
3. Invite students to read the sentence stem and begin their independent Quick Write in their journals.
4. If time allows, students should be allowed to pair-share their journal entries.

WRITING WORKSHOP

Writing a “How-To” Book, Part 7

Peer Editing (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 LA.K.L2	With adult and peer support, focus on a topic and strengthen writing as needed by revising and editing Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling: capitalize the first word in a sentence, own name and the pronoun I; recognize and name end punctuation; write a letter or letters for most consonants and short vowel sounds; spell words phonetically
LA.1.L2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling: capitalize dates and names of people; use end punctuation, use commas in dates and to separate words in a series; use conventional spellings for words with common spelling patterns and frequently occurring irregular words; spell unknown words phonetically
LA.2.L2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling: capitalize proper nouns and initials; use commas in greetings and closings of letters; use apostrophes to form contractions and possessives; generalize learned spelling patterns; consult reference materials as needed to check spellings

1. Introduce Activity Master 4.2.6 (Peer Edit Rubric).

- *“Writers, now that you have written the first few pages of your book, it’s time to look at your work with a partner.”*
- Model peer editing with one of the more capable writers who is willing and able to edit his/her work in front of the class.
- *“I’m going to peer edit with _____ today while the rest of you watch. Give close attention to how we interact and the way he/she uses the rubric.”*
- *“_____, what does this rubric say we need to check first?”*
- *“That’s right – handwriting. Do you think this is your best handwriting? Great! Then check it off the list!,”* or *“What do you need to fix so that it will be your best handwriting?”* (Give time to make the correction.) *“Great! Now check it off the list!”*
- Continue through the Peer Edit Rubric (Activity Master 4.2.6), modeling each point. Remind students to use helpful and polite words when editing with a peer.

2. Dismiss 1st and 2nd grade students to work with a peer to use the rubric on the completed pages they completed yesterday. After checking their writing against the Peer Edit Rubric with their partner, students will make any final changes and then illustrate the first pages.

**** Teachers may want to consider editing with specific 1st and 2nd grade students who may not be able to manage this rubric in a peer-to-peer situation until they are more familiar with the process. ****

3. While 1st and 2nd graders are peer editing, the teacher should complete the peer edit with individual Kindergarten students. Some editing expectations may need to be adjusted according to each student’s capabilities. The idea is to introduce children to the



editing process, but not to overwhelm them with their writing shortcomings. Be sure to pick only one or two things for students to edit who may become overwhelmed with checking for all items on the rubric.

4. After completing the initial peer edit, the remainder of Writing Workshop will be devoted to finishing their remaining final draft pages, peer editing with a partner, and illustrating the remaining pages.
5. Make sure students store their completed pages in a safe place so that all work can be found when it is time to assemble their book.

Day 2 – Science

SCIENCE, pp. 181 – 186 (DLG)

Dairy Cow Facts, p. 186

Organizing Facts (K–2)

Standards: S.K-2.LS.1
S.K-2.LS.7

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

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

1. Give 1st and 2nd graders each a copy of Activity Master 4.2.7 (Cow Facts). Invite students to take turns reading the cow facts aloud, or read them aloud as students listen as written in the **DLG**.
2. Extend for all students with Activity Master 4.2.8 (Cow Organizer).
 - Kindergarten: Students will use a combination of drawing and writing to fill in each box of the graphic organizer.
 - 1st and 2nd Graders: Students will write at least one complete sentence to fill each box of the graphic organizer. Students may also illustrate the boxes if time allows.

Milk a Cow

Milking Activity (K–2)

Standard: SS.K-4.PDC.2

Explain uses of God’s gift of natural resources for meeting human needs

1. Make pinholes in the fingers of a rubber or latex glove (be aware of any latex allergies). Fill the glove with milk (or water) and tie the opening of the glove until fully closed.
2. Hold the glove and allow each child to take a turn to make milk come out of the glove into a bucket. Invite the children to estimate how many “squeezes” it would take to fill up a glass of milk.



Making Butter, p. 191 (DLG)

Milking Activity (K–2)

Standard: SK.K-2.PS.1

Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties

*** This lesson is taken from the Social Studies portion of the DLG, but it ties in nicely with today's Science lesson. ***

Teach the lesson according to the DLG. While shaking the butter containers, teach the children this fun chant (sung to the tune of "Twinkle, Twinkle Little Star").

Making Butter Boogie

Shake it up
Shake it down
Shake it, shake it all around.

Shake it high
Shake it low
Shake it, shake it to and fro.

Shake it over
Shake it under
Pretty soon, you will have butter!

Day 2 – Social Studies

Social Studies, pp. 187 – 191 (DLG)

Farm Machines, pp. 189 – 190 (DLG)

Group Discussion (K–2), Graphic Organizer (1st/2nd)

Standard: SS.K-4.STS.2 Cite examples of how society often turns to science and technology to solve problems

1. Introduce students to the concept of farm equipment and their functions.
 - *"Yesterday we wrote on our KWL chart that 'Farmers use machinery.'"*
 - *"Today we will read a book to find out more about the kinds of machinery farmers use to do their jobs."*



2. Read *Farm Machines* by Nancy Dickmann.
3. After reading the book about farm machinery, show children the collection of toy farm machines as described in the **DLG**. Encourage children to recall the names of the different machines and recall the jobs that each machine does. As the discussion unfolds, record the machine names and jobs on chart paper for reference. Below is a sample chart:

<u>MACHINE</u>	<u>JOB</u>
Tractor	Pulls other machines
Plow	Digs the dirt to get ready for planting
Cultivator	Digs up weeds
Combine	Harvests grain crops
Baler	Makes hay into bales that are easy to store
Potato Digger	Brings potatoes up to the top of the dirt

4. Conclude this lesson by focusing on man's ingenuity in using science and technology to design these different types of equipment.
 - *"There are so many different kinds of farm machines."*
 - *"The people who designed them were smart and creative."*
 - *"How do you think their ideas began?"* (They thought of how something could be improved, or they saw a need for something that didn't exist.)
 - *"Do you think God helped some of these people to think of these creative ideas?"*
 - *"God gives us the ability to see a problem and use our knowledge to solve the problem in creative ways!"*
5. Extend this lesson for 1st and 2nd grade.



- Students will complete Activity Master 4.2.9 (Farm Machine Graphic Organizer). Students will choose four pictures from Activity Master 4.2.10 (Farm Machine Pictures), cut them out, and glue them to Activity Master 4.2.9 (Farm Machine Graphic Organizer).
- Then students will use the information outlined on the group chart during the class discussion to write the job of each machine they have chosen on Activity Master 4.2.9 (Farm Machine Graphic Organizer).

Day 3 – Circle Time/Morning Meeting

Teacher Generated Message – Service Acrostic

Concept Nugget (K–2)

Standards:	B.K.RO.13	Discover ways to be helpful in the home
	B.1-4.RO.13	Develop a strong work ethic that manifests itself in service
	B.K.RO.19	Describe various ways of witnessing
	B.1-4.RO.19	Explore various ways of witnessing, including face-to-face and the use of technology
	LA.K-2.W.10	Write routinely for a range of tasks, purposes, and audiences

1. Write the word “SERVICE” as an acrostic on the whiteboard. Explain that today the teacher will make an acrostic with the word “SERVICE”.
2. Define **acrostic**: *“An acrostic is a poetic device in which a word is capitalized and written vertically. Each letter is the first letter of a new word or phrase that relates to the original word.”*
3. As a group, brainstorm a list of service acts or words that begin with each letter in the word “SERVICE”. For example, words for the letter “S” could be sweeping, singing at a nursing home, sorting clothes for the laundry, surprise, etc. For the letter “V” an example could be vacuum; for “C” it could be caring, courteous, cooking, cleaning; “E” could be exciting, envelope for writing letters to soldiers on deployment, empathy, etc.

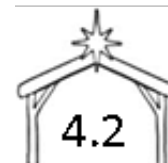
Day 3 – Language Arts

READING WORKSHOP, pp. 155 – 161 (DLG)

During Reading – Third Time pp. 156 – 157

Venn Diagram (1st/2nd)

Standard:	LA.K.RL.8	With prompting, compare and contrast characters
	LA.1.RL.8	Compare and contrast characters
	LA.2.RL.9	Compare and contrast two or more versions of the same story



1. Before class begins, make reduced copies of Blackline 2.9a – b so that the pictures will fit in the Venn Diagram (Activity Master 4.2.11) for 1st and 2nd grade.
2. Discuss the similarities and differences between a barn and a stable with all students as written in the **DLG**. Invite Kindergarten students to sort the pictures (Blackline 2.9a – b) as described in the **DLG**.
3. While Kindergarten students complete their sorting activity, proceed with the following 1st and 2nd grade extension:
 - Students will glue the reduced barn and stable pictures (Blackline 2.9a) to the top of the circles of their Venn Diagram (Activity Master 4.2.11).
 - Next, students will color and cut out the pictures (Blackline 2.9b) and glue them in the appropriate Venn diagram circles. Some items may be found in both a barn and a stable and should be glued in the overlapping section of the diagram.
 - As the students are working, circulate around the room and ask them to explain and support their reason for gluing some of the various items in the overlapping section of the Venn Diagram (Activity Master 4.2.11).
4. If time allows, invite children to pair with a peer to share their completed sort or Venn diagram, and explain their rationale behind a few of their picture placements.

Quick Write

Reading Response (2nd)

Standards: LA.2.W.9

LA.1/2.SL.1

Recall experiences or gather information from provided sources to answer a question

Ask and answer questions about key details in a text read aloud or information presented orally or through other media

LA.2.SL.3

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media

1. Second graders will complete a Quick Write again today while kindergarten and 1st graders complete the **Predictable Chart – “At Christmas, I...”: Day 3, pp. 157 – 158 (DLG)**.
2. Before class begins, write today’s sentence stem, “A thoughtful gift that I could give...”, on chart paper or the white board.
3. Invite students to read the sentence stem and begin their independent Quick Write in their journals.
4. If time allows, students should be allowed to pair-share their journal entries.

WRITING WORKSHOP

Writing a “How-To” Book, Part 8

Final Edit (K–2), Publishing (K–2)

DDL – Giving Gifts
July, 2020 (Revised)

Book 2 – Christmas Day in the Morning
Page 19



Standards:	LA.K.W2	Use a combination of drawing, dictating and writing to compose informative/explanatory texts that name a topic and include some information
	LA.1.W2	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
	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. The Writing Workshop time today should be spent with students finalizing all pages of their final draft, completing necessary peer-edits, and illustrating the pages of their book.
2. After students have completed all pages of their book, they may begin the final publishing steps. The last page each student will complete will be the front cover. Provide children with colored construction paper or bright markers to allow them to appropriately decorate the front cover of their books.
3. Once the front cover is completed, students will put their pages in order and bind them together.

Day 3 – Science

Chickens on the Farm

Vocabulary (K–2)

Standards:	S.K-2.LS.1	Use observations to describe patterns of what plants and animals need to survive
	LA.K.L.4	With support, explore word relationships and nuances in word meanings: sort common objects into categories; demonstrate understanding of verbs and adjectives by relating them to their antonym; identify real-life connections between words and their use
	LA.1.L.4	With support, demonstrate understanding of word relationships and nuances in word meanings: sort words into categories; define words by category and by one or more attributes
	LA.2.L.5	Demonstrate understanding of word relationships and nuances in word meanings: identify real-life connections between words and their use.

*** Before class begins, load the eBook, *Farm Animals: Chickens*, by Cecilia Minden from the free Get Epic website at the following link:

<https://www.getepic.com> ***

1. Before class begins, copy Activity Master 4.2.12 (Glossary Words). Cut apart the words from the definitions and place either a word or a definition in a plastic egg until all words and their definitions are used. A maximum of twenty plastic eggs will be needed for this activity. Create just enough eggs to have one egg for each student to find. If there is an odd number of students, the teacher can collect one egg.



*** The Activity Master is in color with the glossary words in red and the definitions in black so that students will be clear when matching a word to a definition. ***

2. Hide the eggs around the classroom or outside before beginning the activity with students.
3. Share the following eBook with students, *Farm Animals: Chickens* by Cecilia Minden.
4. After reading the book, extend with the following lesson on glossary words:
 - Draw student's attention to the bolded words in the book.
 - *"Did you hear any words in this book that describe things that are only about chickens?"*
 - Look through the book pointing out the bolded words.
 - *"When a word is bold like this, it is a hint to let you know it is an important word that is specific to the topic."*
 - *"What is the topic we are learning about today? Chickens!"*
 - *"Usually these words are found at the back of the book in a section called the glossary. Let's see if this book has a glossary."*
5. After sharing the concept of a glossary with students, conduct an egg hunt. Tell students to collect only one egg each.
6. When the egg hunt is completed, students should open their eggs and find the person who has either a word or definition that corresponds with their own word or definition.
7. Students should return to the group meeting area when they have found their corresponding word/definition partner.
8. Devote time for each partner group to share their word and definition.
9. If there is a mismatch between a word and its' definition, use the eBook glossary to confirm and make partner corrections as needed.
10. Encourage students to find additional eBooks on the Get Epic site in the Science Center to learn more about chickens or other farm animals.

Day 3 – Social Studies

What Happens to the Food that Farmers Produce?

Concept Nugget (K–2)

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

Book 2 – *Christmas Day in the Morning*
Page 21



Standard: SS.K-4.PDC.10 Describe the characteristics of a market economy

1. Introduce students to the idea that much of the food produced on farms is in the grocery store for our consumption.
 - *“Do you ever wonder what farmers do with all the food they produce?”* (Help students draw the conclusion that farmers sell their products, and much of it lands in the grocery store.)
 - *“Why do you think they work so hard to grow food on their farm?”*
 2. Read *Before We Eat: From Farm to Table* by Pat Brisson and then lead the class in the following discussion:
 - *“When you say the blessing at your table, do you ever think of the all the good things you have to eat because of a farmer?”*
 - *“Farmers actually provide a very important service.”*
 - *“What would happen if farms stopped producing or couldn’t produce for some reason?”*
 - *“Can you think of any reasons farms might not get a good crop on some years?”* (weather, pests, etc.)
 - *“What food are you most thankful for? Why?”* (If a child says they are thankful for a processed food, stop to distinguish the difference between processed and fresh food in the following dialogue:
 - *“Do granola bars grow on farms?”*
 - *“What do you think might be in a granola bar that comes from a farm?”* (oats, wheat, nuts, etc.)
 3. End this lesson for with a prayer of thanks to God for the farmer’s gifts of service in providing us with food to eat.
-

Day 4 – Circle Time/Morning Meeting

Daily Message 2, p. 162 (DLG)

Modeling Writing and Editing (K–2)

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

1. Teach the lesson according to the **DLG**, or generate a custom message if **DLG** messages have been exhausted.



2. All students should participate in Circle Time/Morning Meeting to promote classroom community. If the message is prewritten by the teacher, 1st and 2nd graders may help sound out words or read the message. When the teacher is writing the message with the students, 1st and 2nd graders may also assist the teacher with writing the message by using learned phonics skills and language conventions.

Day 4 – Bible

PRACTICING THE BIBLE STORY, pp. 138 – 139 (DLG)

Ring the Bells!, p. 138

Concept Nugget (K–2), Object Lesson (K–2)

Standards:	B.1-4.RO.11	Demonstrate kindness toward and acceptance of people who are different from us or who treat us unkindly
	B.K.RO.12	Develop a desire to help others
	B.1-4.RO.12	Articulate the importance of faith, commitment, and a dynamic relationship with Jesus as a basis for service
	B.K.RO.13	Discover ways to be helpful in the home
	B.1-4.RO.13	Develop a strong work ethic that manifests itself in service
	B.K.RO.19	Describe various ways of witnessing
	B.1-4.RO.19	Explore various ways of witnessing, including face-to-face and the use of technology

1. Before class begins, collect and prepare the following materials: large clear container filled with water, rocks, marshmallows, toothpicks and sprinkles.
2. Teach the lesson according to the **DLG**.
3. Extend the lesson for all grades with the following Concept Nugget object lesson:
 - *“Do you remember in Christmas Day in the Morning when we read about the boy on the farm who surprised his father by doing the farm chores Christmas morning? That was a true act of service.”*
 - *“If the angels ring bells to announce our gifts of service, I imagine they were ringing bells that day! Do you think that act of service helped just his father, or do you think others were blessed by this act of service?”*
 - *“By helping his father, who or what else do you think felt the benefit of that kindness? What about the boy’s mother? Do you think it made her heart happy watching her son be helpful? Do you think the siblings enjoyed having their father with them when they opened gifts around the Christmas tree?”*
4. Display the prepared object lesson materials to the students and lead them in the lesson and the following discussion:
 - *“Let’s do a little experiment to see how different acts of service affect others.”*



- *“Let’s imagine that our world was, in fact, water in this container. Let’s then imagine that these different objects that we have are acts of service.”*
 - *“Now there are two questions we need to answer. First, if small acts of service create ripples, can there be an act of service that is too small to create ripples? Secondly, can many small acts of service together create as many ripples as a large one?” (Pause for student responses.) “Let’s find out!”*
 - *“First, let’s take the stone. We’ll say the stone is a big act of service like pulling weeds in the yard without being asked. Now let’s drop it in the water.” (The stone will of course make a big splash.)*
 - *“Now let’s try a marshmallow. The marshmallow is like a regular-sized act of service. It could be helping your mom set the table or filling your dog’s water dish. Let’s drop the marshmallow and see what happens.” (The marshmallow will make ripples.)*
 - *“Next, let’s try the toothpick. The toothpick is a small act of service like writing a note to cheer someone up or passing out papers for your teacher. Okay. Let’s drop the toothpick into the water.” (The toothpick makes even smaller ripples.)*
 - *“Finally, let’s try a sprinkle. A sprinkle could be a tiny act of service like holding a door open for someone. Drop the sprinkle in the water. Wow! Even one tiny sprinkle can cause a ripple in the water!”*
 - *“Now what if we did many of these tiny acts of service each and every week. Would might happen? Let’s try it!”*
5. Hand one student a small cup of sprinkles, another student a cup of toothpicks, and still another child a cup of marshmallows. Instruct each student to follow your directions one at a time. Continue in the same way with each of the items.
- “Drop your cup of _____. Wow! Did that make a bigger ripple effect than just one all by itself? It sure did!”*
6. Conclude the object lesson.
- *“The things that you do for others make a big difference in the world around you.”*
 - *“We saw that even the small things we do can have a lasting impact on the world. Many small, little acts of service can still make a really big splash!”*
 - *“What are some things you could do or have already done that are gifts of service?” (Invite students to come to the front of the class one at a time to tell one thing they could do or have done, and ring the bell after each child responds.)*



Day 4 – Language Arts

READING WORKSHOP

Reading the Preface – Text to Self

Compare and Contrast (K–2)

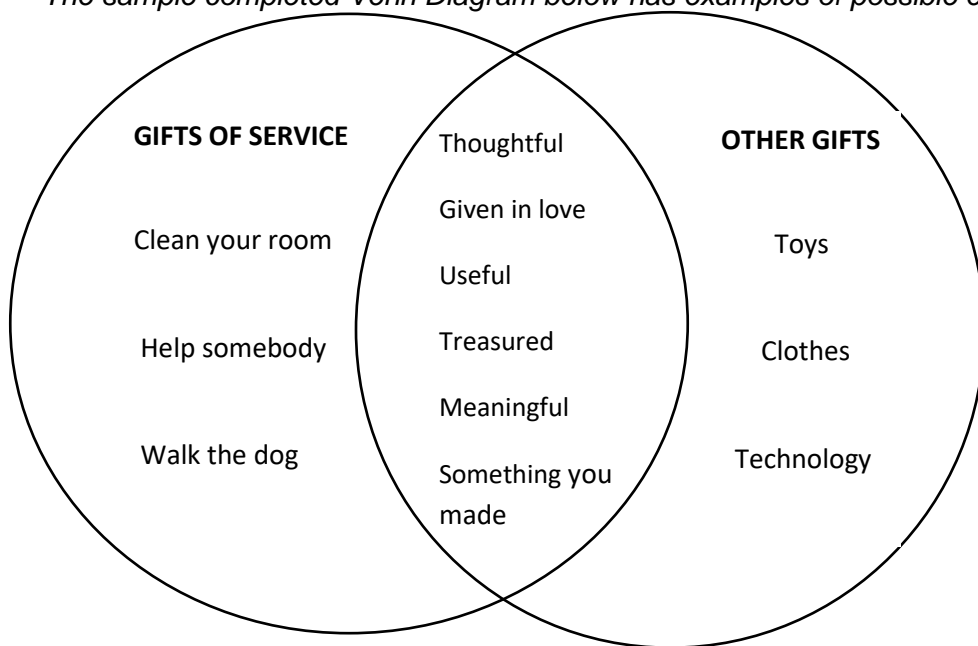
Standards:	LA.K.RL.10	Make connections between a text and personal life experiences
	LA.1.RL.11	Make connections between a text and personal life experiences
	LA.2.RL.12	Make connections between a text and personal life experiences
	LA.K.RL.8	With prompting, compare and contrast characters
	LA.1.RL.8	Compare and contrast characters
	LA.2.RL.9	Compare and contrast two or more versions of the same story

1. This compare and contrast lesson will serve as an extension for all grade levels. Students will broaden their understanding of gift giving by comparing gifts of service to other gifts which are typically tangible.
2. Before class begins, create a blank Venn Diagram on chart paper or on the white board. Write “Gifts of Service” at the top of one circle and “Other Gifts” at the top of the second circle.
3. Read the personal narrative by the illustrator, Mark Buehner, located just after the title page of *Christmas Day in the Morning*.
4. After reading the narrative preface, ask the following questions:
 - *“How is the author’s personal story similar to the main story, Christmas Day in the Morning?”*
 - *“Today we work on a Venn diagram to compare and contrast gifts of service and other types of gifts.”*
 - *“When you hear the word ‘gift’, of what do you think?”* (Begin filling in the “Other Gifts” side of the Venn Diagram with student responses as appropriate.)
 - *“Why do these gifts excite you?”*
 - *“Have you ever received a gift you really wanted and then lost interest or felt disappointed with it later? Why do you think that happened?”*
 - *“Do you think Cara and Grant’s parents ever felt disappointed with their gift? Why?”*
 - *“How is the gift they were given different from the gifts we mentioned earlier?”* (Guide students to the understanding that there is a difference between gifts of service and other gifts.)



- *“What are some possible gifts of service?”* (Begin filling in the “Gifts of Service” side of the Venn Diagram with student responses.)
- *“Do these two kinds of gifts have anything in common?”* (Begin filling in the overlapping section of the Venn Diagram with student responses.)

*** The sample completed Venn Diagram below has examples of possible entries. ***



5. Consider displaying the completed Venn diagram in the classroom for reference throughout the unit.

Quick Write

Reading Response (2nd)

Standards:	LA.2.W.9	Recall experiences or gather information from provided sources to answer a question
	LA.1/2.SL.1	Ask and answer questions about key details in a text read aloud or information presented orally or through other media
	LA.2.SL.3	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media

1. Second graders will complete a Quick Write while kindergarten and 1st graders complete the **Predictable Chart – “At Christmas, I...”**: **Day 4, pp. 157 – 158 (DLG)**.



2. Before class begins, write today's sentence stem, "A gift of service I could give...", on chart paper or the white board.
3. Invite students to read the sentence stem and begin their independent Quick Write in their journals.
4. If time allows, students should be allowed to pair-share their journal entries.

WRITING WORKSHOP

Writing a "How-To" Book, Part 9

Self Assessment (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. Introduce the How-To Writing Rubric (Assessment Master 4.2 – Appendix C).
 - *"Writers, you have spent this week publishing your How-To book."*
 - *"Good writers spend time reading and assessing their own writing."*
 - *"Today you will look at a rubric and see if you did your best on the different assessment areas."*
2. Model assessing the completed teacher modeled writing. Reread the teacher's writing and then model going through each step of the rubric. Below are a few comments to consider sharing with the children:
 - *"I really covered all the steps. I think the reader will really know how to make a tree ornament. I'm going to circle the happy face."*
 - *"I have good details on these pages, but I think I could have added a few more details here. I'm going to circle the straight face."*
 - *"Yes, I have all my transition words. This means I should circle another happy face!"*
 - *"The last thing to check is spacing, capital letters and punctuation. I think I can remember to check everything if I take these one at a time. First, I will check for spacing between my words and then move to the next item to check."*
3. Distribute a How-To Writing Rubric (Assessment Master 4.2) to each student. Allow students sufficient time to read and assess their own books.



4. Once students have assessed their work, allow them two to four minutes to discuss the rubric with an elbow partner.
 - *“Now that you have assessed your book, turn to your elbow partner and discuss how you marked your rubric. Give one reason for each mark that you chose.”*
 - *“As your partner shares, be sure to listen to what he/she says, and make encouraging remarks.”*

Day 4 – Science

Pets on the Farm

Read Aloud (K–2), Group Discussion (K–2)

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

*** Before class, load the eBook, *Farm Animals: Dogs*, by Cecilia Minde from the free Get Epic website at the following link:

<https://www.getepic.com> ***

1. Introduce the lesson about pets on a farm with the following discussion:
 - *“How many of you have pets?”*
 - *“What kind of pets do you have?”*
 - *“Do your pets have jobs?”*
 - *“Why don’t you expect your pet to have a job?”*
 - *“Today we will read a book about dogs on the farm. These dogs have important jobs to do. Sometimes an animal that we consider to be just a pet may have an important job to do on the farm.”*
2. Read the eBook, *Farm Animals: Dogs*, by Cecilia Minden.
3. After reading the eBook, continue with the following discussion:
 - *“What kinds of jobs do dogs do at farms?”* (Give students an opportunity to share what they have learned from the story.)
 - *“Do any of you have a dog at home?”*
 - *“Does your dog know how to do any of the things that we just read in the story?”*



- *“Why do you think your dog doesn’t know how to do any of these things?”*
 - *“How are dogs valuable to farmers?”*
 - *“Can you think of any other environment in which dogs have jobs?”* (There are service dogs.)
 - *“Can you think of any other animals that we consider to be pets that could also be helpful on a farm?”* (Cats and horses are some examples of some pets that can be helpful.)
 - *“What kinds of jobs do you think these animals have on the farm?”* (Allow students time to respond. Some possible answers might include the following:)
 - Cats help control rodents.
 - Horses can pull equipment, take farmers around the property to check things such as fences that might need mending, and show at the fair.
4. If time allows, conclude the lesson by playing “Squeak, Squeak, Mouse”. The rules for the game are the same as “Duck, Duck, Goose”. However, in this instance, the cat is chasing a mouse.

Day 4 – Social Studies

Farm to Table

Food Distribution (K–2)

Standard: SS.K-4.PDC.10 Describe the characteristics of a market economy

1. The lesson today will build on the concepts introduced earlier in the week and will introduce students to the concept of food distribution.
2. Review the “L” portion of the KWL chart created earlier in the week.
 - *“This week we learned that farmers have many jobs.”*
 - *“Let’s review our KWL chart to see what we have discussed.”*
 - *“Is there anything that we have learned that we need to add to our chart?”*
 - *“Today we will discover more about some of the different kinds of food that farmers grow.”*



3. Read *Plants on a Farm* and *Food from Farms* by Nancy Dickmann.
4. After reading the book, lead students in the following discussion about food that comes from a farm:
 - “Wow! There are many things that farmers grow.”
 - “Can you remember some of the foods that grow on farms?”
 - “Why is that good news for us that farmers grow so many different types of foods?” (Guide students to the understanding that this is why we have so many different kinds of foods in the grocery store.)
 - “Do we have to go to the farm to get these delicious foods?”
 - “Where can we go to find food that is grown on a farm?”
5. Distribute a grocery store ad and Activity Master 4.2.13 (Food Groups) to each student. Students will look through the grocery store ad and cut out food selections for each category to glue onto Activity Master 4.2.13.
6. After all students have completed their sorting activity, invite children to pair-share with a peer. Encourage children to describe if the food items they have sorted came directly from a farm, or if they needed to be processed before being sent to the grocery store to be sold (i.e., apples vs. applesauce pouches).

Day 5 – Circle Time/Morning Meeting

Daily Message 3, pp. 162 – 163 (DLG)

Modeling Writing and Editing (K–2)

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

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



Day 5 – Bible

APPLYING THE BIBLE STORY, p. 140 (DLG)

Christmas Caroling, p. 140 (DLG)

Concept Nugget (K–2)

Standards:	B.K.RO.4	Practice treating others as they would like to be treated
	B.K.RO.11	Show kindness to people who are different or who make us unhappy
	B.1-4.RO.11	Demonstrate kindness toward and acceptance of people who are different from us or who treat us unkindly
	B.K.RO.12	Develop a desire to help others
	B.1-4.RO.12	Articulate the importance of faith, commitment, and a dynamic relationship with Jesus as a basis for service
	B.K.RO.13	Discover ways to be helpful in the home
	B.1-4.RO.13	Develop a strong work ethic that manifests itself in service
	B.K.RO.14	With support, participate in local service opportunities
	B.1-4.RO.14	Participate with local or national organizations that serve those in need
	B.K.RO.19	Describe various ways of witnessing
	B.1-4.RO.19	Explore various ways of witnessing, including face-to-face and the use of technology
	B.K.BK.23	Tell how God wants us to be good examples to others
	B.1-4.BK.23	Articulate that one of God’s purposes for us is to be witnesses of His love
	B.K-4.RG.25	Explore what it means to be a disciple of Jesus

1. Take the children caroling either in the school or neighborhood as described in the **DLG**.
2. After caroling, invite the class to the rug. (Play soft instrumental Christmas music, gather the flashlight and mirror, and turn off the lights.) Lead the children into a state of quiet and reverence.
3. Hold the mirror while one student holds the flashlight. Ask the student to shine the flashlight down on the mirror. Change the angle of the mirror to reflect the light into the darkest corner of the room. Continue this activity until every student has had a turn to hold either the flashlight or the mirror.
 - *“Who do you think the light represents?”* (Pause for responses.)
 - *“Who do you think the mirror represents?”* (Pause again and allow the children to share.)
 - *“The light represents Jesus and the mirror represents us, the people. The light, or the power to bring light to the dark places, does not begin with the mirror. The mirror only reflects the light into different places.”*
 - *“When we practice acts of service for others like the boy in our story, we are reflecting God’s love, or light, into those dark places of sadness, or loneliness, or despair. Did you know that?”*



- *“You shine Jesus’ light into this world when you make your bed, or pick up trash, or simply open someone’s water bottle without being asked.”*
 - *“I challenge you to find ways every single day to make Jesus’ light shine brightly into all of the world. “*
4. Close the lesson with prayer.

“Dear Jesus, please help me to be the mirror that shines your light into the world today. Help me to think of ways that I can help others without being asked. I want to be your reflection. In Jesus’ name, amen.”

Day 5 – Language Arts

READING WORKSHOP, pp. 155 – 161 (DLG)

Poetry: “Puppies are Presents”, p. 161 (DLG)

Poetry (K–2)

Standards:	LA.K.RL.13	Actively engage in group reading activities, including poetry, with purpose and understanding
	LA.1.RL.4	Identify words and phrases in poems that suggest feelings or appeal to the senses
	LA.2.RL.5	Describe how words and phrases supply rhythm and meaning in a poem
	LA.1.RL.13	Read poems of appropriate complexity
	LA.2.RL.14	Read and comprehend poetry of appropriate complexity, with scaffolding as needed

1. This lesson will invite the children to listen to a poem and use their imagination to create pictures based on the language used in the poem.
2. Before class begins, write the poem from Book 1, Reading Workshop: Poetry, “Puppies Are Presents,” on large chart paper.
3. Read the poem through several times. Invite the students to join in the reading as described in the **DLG**.
4. Invite children to close their eyes and listen as the poem is read aloud for a final time.
5. After the final reading, provide children with Activity Master 4.2.14 (Puppies Are Presents).
6. Encourage the students to use their highlighter to select one stanza from the poem that they find most interesting or appealing.
7. Invite students to illustrate their selected portion of the poem in the box alongside the poem.
8. If time allows, students may pair-share their selected poem stanza and accompanying illustration.



Quick Write

Reading Response (2nd)

Standards:	LA.2.W.9	Recall experiences or gather information from provided sources to answer a question
	LA.1/2.SL.1	Ask and answer questions about key details in a text read aloud or information presented orally or through other media
	LA.2.SL.3	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media

1. Second graders will complete a Quick Write while kindergarten and 1st graders complete the **Predictable Chart – “At Christmas, I...”**: **Day 5, pp. 157 – 158 (DLG)**.
2. Before class begins, write today's sentence stem, “What Christmas means to me,” on chart paper or white board.
3. Invite students to read the sentence stem and begin their independent Quick Write in their journals.
4. If time allows, students should be allowed to pair-share their journal entries.

WRITING WORKSHOP

Writing a “How-To” Book: Author’s Chair

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
	LA.2.SL.4	Tell a story or recount an experience with appropriate faces and relevant, descriptive details; speak audibly in coherent sentences; use appropriate voice level, phrasing, and intonation

1. Students will practice the skills of presenting their work, being attentive listeners when a peer is presenting, and responding with helpful comments to the author.
2. If necessary, remind students of the following etiquette of Author’s Chair:
 - *“Remember to be attentive when an author is sharing his/her book. An encouraging smile can help your classmates feel confident to read their work aloud.”*
 - *“When it is time to give the author feedback, be specific in your responses to the author. Remember there are three types of responses that will help authors. They are: ‘I like ..., I noticed ..., or I was wondering ...’”*
 - *“When it is your turn to share your book, use a clear and loud voice so that your classmates can hear you.”*



3. Begin inviting children one at a time to sit up front and read their completed How-To books aloud to their classmates. Provide support and encouragement as needed.

