Days 1 – 5 Signing In/Morning Activity

**SIGNING IN, p. 99 (DLG)**

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

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

**COMMITMENT CONCEPT CONNECT**

*Concept Connect Activity (K–2)*

<table>
<thead>
<tr>
<th>Standards:</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA.K.SL.1</td>
<td>Participate in collaborative conversations in diverse groups</td>
</tr>
<tr>
<td>LA.K/1.SL.7</td>
<td>Give brief oral presentations</td>
</tr>
<tr>
<td>LA.2.SL.4</td>
<td>Tell a story or recount an experience with appropriate facts and relevant, descriptive details</td>
</tr>
</tbody>
</table>

1. Share personal family photos (baby photos, photos with parents, photos with siblings, etc.) with students. These can be presented in a photo album or PowerPoint presentation.
2. Introduce students to the following concept of family commitment:

- “This week we will talk about commitment. Commitment means making a promise to another person. Many times a commitment is a promise that isn’t said aloud.”

- “Families show commitment to each other by loving each other no matter what happens. When I was born my mom made a commitment to feed me, take care of me when I was sick, and show me love. My dad made a commitment to keep me safe, tell me about Jesus, and love me all the time.”

- “Families keep their commitment to love each other when times are good.” (Show happy family photos.)

- “But families also show commitment to love each other when times are difficult.” (Show difficult family photos - crying, pouting, etc.)

- “How does your family show they are committed to loving you?” (Allow students time to share personal examples of family commitment.)

- “This week’s book is all about a mother’s unconditional love for her child. For the next few weeks we will discuss special family relationships on earth and in heaven. Our Bible story is about a father who shows his son unconditional love.”

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 6 – 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.

Day 1 – Language Arts

**READING WORKSHOP, pp. 96 – 98 (DLG)**

**Before Reading - Picture Walk, Theme Words, p. 96**

**Making Predictions (K–2)**

**Standards:**
- LA.K.RL.9 Predict story outcomes using picture clues
- LA.1.RL.9 Predict story events and outcomes using picture clues
- LA.2.RL.10 Predict story events and outcomes using picture clues
- LA.K/1.L.3 Determine meaning of unknown words
- LA.2.L.4 Determine meaning of unknown words

1. Begin the lesson by introducing the new vocabulary words. Before class begins, prepare Kindergarten vocabulary cards by printing a copy of Blackline C. Cut the cards apart. Also, cut off or whiteout the vocabulary word on each card, leaving only the picture. Then write the vocabulary word on index cards. In addition, print and cut out Activity Master 6.2.1.

2. Display the vocabulary words in a pocket chart. Pass one picture card to each student.

*** Be sure to distribute Kindergarten words to Kindergarteners and 1st/2nd grade vocabulary words to 1st/2nd graders. ***

3. Read the vocabulary word and description aloud. Students should raise their hands if they think they have a match. If the match is correct, display the picture next to the vocabulary word in the pocket chart.

- **Raven** – I am a black bird.
- **Puffin** – I am a bird that is black and white like a penguin. I also have a colorful beak.
- **Ptarmigan** – I am a very special bird. I am the state bird of Alaska. My feathers turn white in the winter but can be brown in the summer.
- **Salmon** – I am a fish.
- **Ermine** – I am a weasel with a long thin body. During the winter my fur turns white. However, the tip of my tail stays black!
- **Lemmings** – I may look like a mouse, but they are actually my cousins. My fur also turns white in the winter!
- **Musk-ox** – I have thick fur that nearly touches the ground. My horns are pretty impressive too!
- **Walrus** – I have flippers and tusks and blubber too!
- **Mama** – I am a person who loves so much. Sometimes I am called mommy or mom.
- **Parka** – I am a big warm coat with a hood. Usually, I have fuzzy fur in the inside to keep my owner warm.
- **Love** – I am the feeling you have for your favorite people and things.
- **Mukluks** – I am a pair of boots that usually have warm fur on the inside to keep my owner’s feet toasty warm.
- **Mittens** – I am not a pair of gloves, so don’t get confused! I will keep your fingers together and warm on a cold day.
- **Umiak** – I am a boat used by the Inuit people.
- **Inuit** – I am the name of a group of people that live in the cold Arctic!
- **Stars** – I twinkle bright in the nighttime sky.

4. When all vocabulary words have been correctly matched with their pictures, review the words and invite the class to practice saying the vocabulary words aloud.

5. Before teaching the lesson in the DLG, introduce students to the new theme book for the week.

> "This week we will read *Mama, Do You Love Me?*. The illustrations, or pictures in the book, give us hints about the story. Today when we do our picture walk we will make predictions about what we think the story will be about. A prediction is like making a good guess based on what we see and already know."

6. Project a copy of Activity Master 6.2.2, or create a similar chart on chart tablet paper.

- Use the following discussion questions to teach the lesson according to the DLG. In addition to a picture walk, the class will work together to make and record predictions on a chart. "Let’s begin our picture walk by looking at the front cover." (Write “Front cover illustrations” in the Detail column of the chart.)
“What predictions can we make as we look at the illustrations on the front cover?” (Write student predictions in the Predictions column. For example, “The setting will be somewhere cold.”)

“What evidence do we have to support our prediction?” (Write “The characters are wearing mittens and coats.” in the Evidence column.)

*** The Confirm/Adjust Prediction column will be addressed on Day 2. ***

- Continue the picture walk and prediction process. Pause to complete the chart with predictions based on the title page, two or three pages from the middle of the story, and the final page.

<table>
<thead>
<tr>
<th>Detail</th>
<th>Prediction</th>
<th>Evidence</th>
<th>Confirm/Adjust Prediction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eg., Front cover illustrations</td>
<td>Eg., The setting will be somewhere cold.</td>
<td>Eg., The characters are wearing mittens and coats.</td>
<td>This column will be addressed in Reading Workshop -- Day 2.</td>
</tr>
</tbody>
</table>

7. Keep the partially completed prediction chart for Reading Workshop Day 2.

**WRITING WORKSHOP**

**Poetry – Five Senses, Part 1**

*Poetry (K–2), Prewriting- Brainstorm (K–2)*

Standards:  
- LA.K.RL.13 Actively engage in group reading activities, including poetry, with purpose and understanding  
- LA.1.RL.13 Read poetry of appropriate complexity  
- LA.2.RL.14 Read and comprehend poetry of appropriate complexity, with scaffolding as needed  
- LA.K.RL.5 Recognize common types of text  
- LA.1.RL.4 Identify words in poems that appeal to the senses  
- LA.2.RL.5 Describe how words supply meaning in a poem  
- LA.K.W.10 With support, write routinely for a variety of tasks, purposes, and audiences  
- LA.1/2.10 Write routinely for a variety of tasks, purposes, and audiences

1. Students will learn about Acrostic and Free Verse poetry this week. Circular poetry will be taught next week.

- “Boys and girls, during the next two weeks we will learn about poetry. Poetry is a type of writing just like how-to books, opinion, or narrative writing.”
• “There are many different types of poetry. Some poems are long and some are short. Some poems have rhyming words, but others do not rhyme at all.”

2. Read aloud three to five poems. Be sure to select a variety of poems to show the diversity of poetry. Below are some suggestions from Here’s a Little Poem:

- “Just Watch”, p. 17
- “Soggy Greens”, p. 19
- “Cat Kisses”, p. 32
- “Grandpa”, p. 38
- “Ice Cream Cone”, p. 52
- “Kick a Little Stone”, pp. 68 – 69
- “Late Last Night”, p. 91
- “Stargazing”, pp. 98 – 99

3. Invite students to reflect on the poems they have heard with the following discussion:

- “What did you notice about the poems we read today?”
- “Which poem did you like the best? Why do you think you liked that poem?”
- “Now that we have heard some poems, let’s think about what we already know about poetry, or what we have learned from listening to the poems this morning.” (Record student responses on a teacher created chart titled, “What Do We Know About Poetry?”)
- “People who write poems are called poets. Poets write about things that are interesting or important to them. You will be poets this week! Before you begin writing poems, you will need to think of some topics for your poems.”

4. Model completing two brainstorm boxes on the Poetry Brainstorm organizer (Activity Master 6.2.3). In each section draw a quick sketch (beach, chocolate ice cream, field trip, etc.), and label each drawing.
5. Distribute Poetry Brainstorm (Activity Master 6.2.3) to all students. Dismiss students to sketch and label four possible topics for their poems that will be created tomorrow.

6. Circulate around the room to conference with students or provide support and guidance as needed.

7. Collect the completed Poetry Brainstorm organizers, or have students store them in their writing folders.

Day 1 – Science

Disappearing Icebergs, p. 119 (DLG)
Climate Change (K–2), Scientific Process (1st/2nd)
Standard: S.K-2.ES.11 Use information from several sources to provide evidence that Earth events can occur quickly or slowly

1. Begin the lesson by introducing 1st and 2nd grade students to the scientific method using Activity Master 6.2.4.
   - “Today we are going to practice a process that all scientists use called the scientific method.”
   - “Before a scientist begins an experiment, he/she makes a prediction, or a guess, of what will happen in the experiment. This is called making a hypothesis.”
   - “Today we will place drops of colored water and a sprinkle of salt onto a piece of ice. I want you to make a prediction of what will happen to the ice after we put drops of colored water and sprinkles of salt on to it.”
   - “We should begin our prediction with ‘I think or I believe.’” (Write these phrases on the board and allow time for students to complete the “My Hypothesis” portion of Activity Master 6.2.4).

2. Lead students to conduct the simple iceberg experiment as written in the DLG.
   - While Kindergartners complete Blackline 2.14, 1st and 2nd grade students will complete Activity Master 6.2.4.
   - Following the experiment, 1st and 2nd graders will write a conclusive statement on their activity sheets.
   - Be sure to share information about the melting of the polar caps. Some possible books to share with students about climate change include the following:
     - Why Are the Ice Caps Melting?
     - The Polar Bears’ Home: A Story About Global Warming
3. Conclude the lesson with the following discussion:

- “As you can see, the polar ice caps are melting at an alarming rate.”
- “This means that many Arctic animals are losing their habitat.”
- “There are ways that we can help! We can recycle and reduce the garbage we create. We can also plant trees and plants.”
- “God wants us to take care of our planet and that means we should also care about the ice caps!”

Day 1 – Social Studies

My Culture
Organizing Information- Flipbook (K–2)
Standard: SS.K-2.C.1 Define culture as referring to the behaviors, beliefs, and ways of living together of a group of people

1. Introduce students to the concept of culture below:

- “Sometimes when learning about people from around the world, you will hear the word culture. Culture is the way a group of people believe, live, and play together. Our country has a culture, but so do each of your families. A culture has special food, clothing, games, and ways to move around.”
- “Today you will think about your own culture.”
- “Let’s begin by thinking about the food that you eat. Think of something that your family likes to eat regularly. Is there a special dish that someone cooks that you really enjoy eating?” (Give students one or two minutes to turn and tell a partner about special food that is part of their family’s culture.)
- “Now let’s think about clothing. Are there any special pieces of clothing that your family wears often? For example, does your family all wear a specific sports jersey on the same day? Do you all wear matching pajamas on Christmas Eve? Perhaps the clothes you wear to church on Sabbath are a part of your family’s culture. Take a minute to talk with your neighbor about your family’s clothing.” (Give students one or two minutes to turn and tell a partner about the clothing that is part of their family’s culture.)
- “Games are also a big part of culture. Some families play games together, and other families watch people play games like sports. What games are a part of your family’s culture?” (Give students one or two minutes to turn and tell a partner about the games that are part of their family’s culture.)
“Finally, I want you to think about transportation, or the way your family moves from one place to another. Some families take public transportation such as busses and trains. Other families drive their own car or van to get around. Some people may walk or ride bicycles to get where they need to go. How does your family travel around?” (Give students one or two minutes to turn and tell a partner about how their families travel.)

“Now you will each have the chance to record these unique parts of your family culture in a special My Family Culture Flipbook. Each tab of the book has a place for you to write and draw about an aspect of your family culture – Food, Clothing, Games, and Transportation.”

2. Model how to create a personal family flipbook using My Family Culture Flipbook (Activity Master 6.2.5).

3. While students are working, circulate around the room to provide support as needed.

4. Collect completed flipbooks, or have students place them in a safe location for future use. Students will use the completed flipbooks again on Day 4.

Day 2 – Circle Time/Morning Meeting

Daily Message 1, pp. 99 – 100 (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. 87 – 88 (DLG)
Reading “A Loving Father,” p. 87
Concept Nugget (K–2)

Standards:
B.K-2.RG.4 Retell promises and stories in the Bible that show God’s love for us
B.K-2.BF.7 Identify the central theme of the Bible as the unfolding story of God’s love for us
B.K-2.RO.2 Examine how personal choices and behaviors affect well-being
1. Prepare students for the story.

“Our Bible story this week is a parable that Jesus told His followers while He was here on Earth. A **parable** is a story that helps people get a better understanding of someone or something. Jesus enjoyed teaching people about God through parables.”

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

3. Connect the concept of commitment with the following discussion. Remember to pause periodically to allow students to reflect and respond:

   - “Who does the father in the parable represent? Who does the son represent?”
   - “What can we learn about God from this parable?”
   - “What does this parable teach us about God’s commitment to us?”
   - “God is our Heavenly father. In the story the father loves his son so much that he welcomes him back home, even after the son made poor choices and left the family.”
   - “If an earthly father can love his son that much and be so committed to him, think how much more God loves you and is committed to you!”

**Day 2 – Language Arts**

**READING WORKSHOP, pp. 96 – 98 (DLG)**

**During Reading – First Time, p. 97 (DLG)**

**Vocabulary Review (K-2), Revising Predictions (K–2)**

**Standards:**
- LA.K.RL.9 Predict story outcomes using picture clues
- LA.1.RL.9 Predict story events and outcomes using picture clues
- LA.2.RL.10 Predict story events and outcomes using picture clues
- LA.K/1.L.3 Determine meaning of unknown words
- LA.2.L.4 Determine meaning of unknown words

1. Before teaching the **DLG** lesson, give students time to the review vocabulary words in the following ways:

   - Kindergarteners will work independently to draw illustrations for each vocabulary word on Activity Master 6.2.6.
   - First and Second graders should use Activity Master 6.2.7 to illustrate and define the vocabulary words in their own words. Students may choose to use classroom dictionaries or web searches to define the vocabulary words.
2. Display Activity Master 6.2.2 (or the teacher created version on chart paper) from Reading Workshop Day 1. Review the predictions that were recorded on the prediction chart.

- “Yesterday we did a picture walk through Mama, Do You Love Me?. We made predictions based on the pictures we saw.” (Review predictions made from previous day.)
- “Today we will read the story and check our predictions.”

3. After reviewing the predictions, read Mama, Do You Love Me? as written in the DLG.

4. After reading, complete the Confirm/Adjust Prediction column of the chart as a group. See example below:

<table>
<thead>
<tr>
<th>Book Title: Mama, Do You Love Me?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Detail</strong></td>
</tr>
<tr>
<td>Eg., Front cover illustrations</td>
</tr>
</tbody>
</table>

**WRITING WORKSHOP**

**Poetry – Five Senses, Part 2**

*Poetry (K–2), Prewriting- Idea Mapping (K–2)*

**Standards:**
- LA.K.RL.13 Actively engage in group reading activities, including poetry, with purpose and understanding
- LA.1.RL.13 Read poetry of appropriate complexity
- LA.2.RL.14 Read and comprehend poetry of appropriate complexity, with scaffolding as needed
- LA.K.RL.5 Recognize common types of text
- LA.1.RL.4 Identify words in poems that appeal to the senses
- LA.2.RL.5 Describe how words supply meaning in a poem
- LA.K.W.10 With support, write routinely for a variety of tasks, purposes, and audiences
- LA.1/2.10 Write routinely for a variety of tasks, purposes, and audiences

*** Before class begins, load YouTube Video, “Kids Book Read Aloud: Hello Ocean,” by Pam Muñez Ryan and Mark Astrella from Story Time at Awnie’s House at the following link: [https://www.youtube.com/watch?v=NMbN3INUqyg](https://www.youtube.com/watch?v=NMbN3INUqyg). ***

1. Introduce the following writing lesson for today:
• “Yesterday we read several different poems and you brainstormed some topics for your own poetry. Today you will become poets!”

• “As you write your poems today, I want you to use describing words that will paint a picture in the reader’s mind. As a poet you can do that by using words that make a person think about their five senses. Can you remember the five senses? What are they?”

• “The book we will read today is like a poem. The author uses many describing words to tell how the ocean looks, feels, smells, tastes, and sounds. As I read, listen carefully for the five senses being used.”

2. Read Hello Ocean, or play the preloaded video version of the story.

3. Display Activity Master 6.2.8, or create a similar chart on chart tablet paper. As a class, complete the chart to reflect five senses describing words that were used in Hello Ocean.

4. Distribute Activity Master 6.2.8 to all students. Have students pull out their completed Poetry Brainstorm (Activity Master 6.2.3) from Day 1.

   • “Yesterday you brainstormed four different topics that are interesting or important to you. Today you are going to choose one of those topics as the topic for your first poem.”

   Kindergarten students will select one topic from their brainstorming organizer and use words/pictures to complete their Five Senses Organizer (Activity Master 6.2.8).

   First and 2nd graders will select one topic from their brainstorming sheets and use words to complete their Five Senses Organizer (Activity Master 6.2.8).

5. Circulate around the classroom to monitor and provide support as needed.

6. Collect the completed Five Senses Organizers, or have students store them in their writing folders for tomorrow’s lesson.

Day 2 – Social Studies

Inuit Culture, Part 1
Organizing Information- Flipbook (K–2)

Standards:    SS.K-2.C.1 Define culture as referring to the behaviors, beliefs. . . and ways of living together of a group of people
              SS.K-2.C.4 Demonstrate respect for people with difference beliefs, backgrounds, and ethnicity

DDLP – Brrrr! It’s Cold!
July, 2020 (Revised)
*** Before class begins, load YouTube Video, “Inuit Video,” from VictoriaMok at the following link: https://www.youtube.com/watch?v=6UlrgAFW3aQ. ***

1. Introduce students to today’s lesson about Inuit culture.
   - “Yesterday we learned about culture. Who remembers what culture means?” (Culture is the way a group of people believe, live, and play together.)
   - “Today we will begin learning about the culture of the Inuit people. They are a group of people that are native to the Arctic. The Inuit people have many interesting foods, clothing, games, and transportation methods.”

2. Play Inuit Video. At the conclusion of the video, deepen the concept of culture with the following discussion:

   “It is so interesting to learn about the culture of different people groups. The Inuit people have a special culture. Now you will have opportunity to write and draw what you learned about Inuit culture today in your Inuit Culture Flipbook. We will be adding more information to this flipbook later this week as we learn more about their culture.”

3. Model how to create an Inuit Culture Flipbook (Activity Master 6.2.9). Students will be given the opportunity to add to the sections again tomorrow.

4. Students will use these flipbooks again on Days 3 and 4. Collect completed flipbooks or have students place them in a safe location for future use.

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**Day 3 – Circle Time/Morning Meeting**

*Daily Message 2, p. 100 (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 3 – Bible

REVIEWING THE BIBLE STORY, pp. 88 – 89 (DLG)
Role-playing “A Loving Father,” p. 88
Retelling (K–2), Concept Nugget (K–2)

Standards:
- B.K.BF.7  Show how stories in the Bible point to Jesus and His love for us
- B.1/2.BF.7  Identify the central theme of the Bible as the unfolding story of God’s love for us
- B.K.RO.2  Examine the consequences of wise and unwise choices
- B.1/2.RO.2  Examine how personal choices and behaviors affect well-being

1. Teach the lesson as written in the DLG, but extend with the following modifications:

   • After the block structures are built, divide 1st and 2nd graders into three multi-grade teams. Assign each team to a different block structure. First and 2nd grade students will act as narrators to retell the events of the story as Kindergarteners move around the room acting out the narrated events.

   • Give teams time (1-2 minutes) to create and rehearse a brief narration to retell their portion of the Bible story. Encourage students to be as detailed as possible. For example: (at the building) “I had bunches of fun here with my friends buying new things, going to parties, and spending money. Soon I forgot about God and all my money was gone.”

   • Kindergarten students will act out the story in teams of two as written in the DLG while 1st and 2nd graders narrate the main events.

2. After the role-playing activity, gather students to close the lesson. Invite students to recall the main idea of the parable.

   • “What does God want us to learn from this story?” (Listen to student responses and correct any misunderstandings.)

   • “How did the father show commitment to his son?”

   • “How do you think the son felt when his father came out to see him?”

   • “Why do you think the father accepted his son back into his life so easily?”

   • “How do we know the father forgave his son?”

   • “How do you think the son felt when his father forgave him?”

   • “How does this parable help us understand God’s commitment to us?”
Day 3 – Language Arts

READING WORKSHOP, pp. 96 – 98 (DLG)
During Reading – Second Time, p. 97
Story Elements (K–2), Comprehension (K–2), Concept Nugget (K–2)

Standards:
- LA.K.RL.3 With prompting, identify characters, settings, and major events in a story
- LA.1.RL.3 Describe story elements using key details
- LA.2.RL.3 Describe how characters respond to major events in a story

1. Teach the lesson according to the DLG.
   - Kindergarteners will complete the whole group activity as outlined in the DLG.
   - First and 2nd graders will participate in the whole group activity with Kindergarteners while independently completing their own grid on construction paper as outlined in the DLG.

2. After reading the story and completing the story elements chart, lead students to build comprehension by asking the following questions:
   - “What does the girl ask her Mama?”
   - “How does Mama respond to the girl’s questions?”
   - “How would Mama respond if the little girl made some bad choices?”
   - “Why do you think the little girl is asking Mama so many questions?”
   - “How do Mama’s responses to her daughter show commitment?”
   - “Who do you know that loves you this much?”
   - “Can you think of a time that you made a bad choice, but your parents still showed you their commitment to loving you?”
   - “Did you know that God loves you even more than Mama loves this little girl? It’s true! God loves you so much. He is committed to loving you no matter what you do.”
   - “How can you show commitment to the people you love in your family?”
WRITING WORKSHOP
Poetry – Five Senses, Part 3
Writing Poetry (K–2)

Standards:
- LA.K.RL.13 Actively engage in group reading activities, including poetry, with purpose and understanding
- LA.1.RL.13 Read poetry of appropriate complexity
- LA.2.RL.14 Read and comprehend poetry of appropriate complexity, with scaffolding as needed
- LA.K.RL.5 Recognize common types of text
- LA.1.RL.4 Identify words in poems that appeal to the senses
- LA.2.RL.5 Describe how words supply meaning in a poem
- LA.K.W.10 With support, write routinely for a variety of tasks, purposes, and audiences
- LA.1/2.10 Write routinely for a variety of tasks, purposes, and audiences

1. Before class begins, complete a copy of the Five Senses Organizer (Activity Master 6.2.8), or create a similar chart on chart paper. Chocolate cake will be the poem topic for this lesson. The teacher copy should have words and drawings that reference chocolate cake.

*** A different topic may be selected, if desired. ***

2. Display a teacher completed copy of the Five Senses Organizer (Activity Master 6.2.8) and a blank copy of the My Five Senses Poem (Activity Master 6.2.10), or create similar charts on chart paper.

3. Lead students through the process of creating a poem using their completed copy of the Five Senses Organizer and the My Five Senses Poem organizer (Activity Master 6.2.10).

   • “Yesterday you chose a topic for your poem and began completing your Five Senses Organizer. Today I want to show you how to turn a topic into a poem.”

   • “I have decided that chocolate cake will be the topic of my poem. I will start by giving my poem an introduction.” (Write: “Chocolate cake is super tasty!”.)

   • “Now I will look at my Five Senses Organizer to help me write the other lines in my poem.”

   • What do I see when I look at cake? My mom’s cakes are always beautifully frosted. Therefore, I will say that.” (Write: “My mom’s cake is beautifully frosted on a plate”.)

   • “What sounds would I hear when looking at a slice of cake? My belly usually rumbles because I want to eat some! I will write that.” (“My belly rumbles, wanting a taste.”.)
• “How does it smell? It smells so sweet, especially when it is fresh from the oven.” (Write: “Sweet smells fill the air.”.)

• “How does it taste? Well, I know it will taste like chocolate, and it is very sweet.” (Write: “It tastes chocolaty and sugary sweet.”.)

• “How does it feel when I eat it? Oh, I love when my cake is gooey and soft.” (Write: “My cake is gooey and soft.”.)

• “Now that I have used my senses to describe my topic, I will write a conclusion. Hmm! How should I end this poem about cake? What might I think about after eating cake? My belly would be full, but I may still want another slice. I will write, ‘One slice will never be enough!’.”

4. Dismiss students to begin working on their own Five Senses Poem.

• Kindergarteners will use their completed Five Senses Organizer (Activity Master 6.2.8) and kidwriting to complete their My Five Senses Poem (Activity Master 6.2.10).

• First and 2nd graders will use their completed Five Senses Organizer (Activity Master 6.2.8) to complete My Five Senses Poem (Activity Master 6.2.10).

5. Circulate around the room to provide support as needed.

Day 3 – Listening/ Speaking

LISTENING/SPEAKING, p. 104 (DLG)
Oral Storytelling, p. 104
Concept Nugget (K–2)
Standard: LA.K-2.SL.1 Participate in collaborative conversations in diverse groups

1. Before class begins, explain the unit concept of commitment to guest speakers. Request that each speaker explain ways their family shows commitment during cultural celebrations and special family traditions, such as marriage, baby dedications, and baptism. Christmas celebrations would also tie in well with the unit concept.

2. Teach the lesson according to the DLG.

3. After guests leave, invite students to think-pair-share something that they learned from today’s guest presentations.

4. Lead students in the following discussion to deepen their understanding of celebrations and how they can build family commitment. Be sure to pause as appropriate to allow students time to answer and discuss.
• “Have you ever been to a wedding? Where was the wedding held?”

• “Sometimes people have their pastor perform the wedding ceremony. Why do you think people might want to have their pastor perform their wedding?”

• “To whom are the bride and groom making a commitment when they become married?” (Lead students to understand that couples make a commitment to each other and to God during a wedding ceremony.)

• “Have you ever seen a baby dedication ceremony? What do you think dedicate means? Why do you think parents bring their babies to be dedicated?” (Lead students to understand that parents commit to raising their children to love and obey God, and the church family commits to helping them along the way.)

• “What do you think it means to be baptized?”

• “Have you ever seen a baptism? What is the person committing to when they choose to be baptized?” (Lead students to understand that the person being baptized is making a commitment to follow God.)

• “Why do you think the relatives and friends often stand up while the person is being baptized?” (Lead students to understand that family and friends often stand to show that they are committed to helping the person follow their commitment to God.)

• “Why do you think it is important for families to celebrate weddings, baby dedications, and baptisms together?”

Day 3 – Science

Camouflage, Part 1

Research (K–2)

Standards:

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

*** Before class, load YouTube Video “Camouflage: Animal Hide & Seek” from SciShow Kids at the following link: https://www.youtube.com/watch?v=YOIRciOCKzg. ***

1. Introduce the camouflage lesson:

   “God cares for all the creatures He has created. He has given some animals the ability to hide from their predators. Camouflage is a way that animals can hide in plain sight. As we watch this video, think about how camouflage would be helpful for animals in the Arctic.”
2. Show students the “Camouflage: Animal Hide & Seek” video.

3. Distribute a copy of Activity Master 6.2.11 to each student. Invite students to choose a place in the room to use as an inspiration for their animal’s camouflage. Dismiss students to color and cut out the various animal cards.

   *** The colored animal pictures do not need to reflect the animal’s true color in nature. The objective is for students to understand how animals use camouflage to blend in with their environment. ***

4. Collect the completed Arctic animal cards (Activity Master 6.2.11). Before the lesson begins tomorrow, tape the completed animal cards around the room. Be sure to camouflage some of the animals very well and make other animals obvious.

Day 3 – Social Studies

Inuit Culture, Part 2
Organizing Information- Flipbook (K–2)

Standards:
SS.K-2.C.1 Define culture as referring to the behaviors, beliefs, and ways of living together of a group of people
SS.K-2.C.4 Demonstrate respect for people with difference beliefs, backgrounds, and ethnicity

1. Introduce today’s lesson by reviewing what was learned about the Inuit culture on Day 2.

   • “Yesterday we learned some information about the culture of the Inuit people. What are some parts of their culture that were interesting to you?”

   • “Today we will learn more about the Inuit people and their unique culture. As we read the story, listen for new information that you would like to add to your Inuit Culture Flipbook.”

2. Read Houses of Snow, Skin, and Bones.

3. After reading the story, give students time to reflect and discuss any new information that they learned.

   • “Learning about new cultures is fascinating! God made many interesting and unique people in our world.”

   • “What new information did you learn about Inuit culture from our book today?” (Give time for students to share some of the information learned from the book, Houses of Snow, Skin, and Bones.)

   • “Now that we have learned more about the Inuit people, you will have time to add more details to your Inuit Culture Flipbook.”

4. Allow sufficient time for students to add new information about Inuit people to their Inuit Culture Flipbooks (Activity Master 6.2.9).
Day 4 – Circle Time/Morning Meeting

**Daily Message 3, p. 100 (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

**APPLYING THE BIBLE STORY, p. 90 (DLG)**

Independent Reading, p. 90 (DLG)

**Retelling (K–2), Fluency (1st/2nd)**

**Standards:**

B.K.BF.11  With prompting, identify the main idea of a Bible story and retell key details

B.1/2.BF.11 Determine the main idea of a Bible passage and explain how it is supported by key details; summarize the passage and share with others

B.K.BF.7  Show how stories in the Bible point to Jesus and His love for us

B.1/2.BF.7 Identify the central theme of the Bible as the unfolding story of God’s love for us

B.K.RO.2  Examine the consequences of wise and unwise choices

B.1/2.RO.2 Examine how personal choices and behaviors affect well-being

1. Place students in mixed grade pairs. Proceed with the lesson as written in the DLG. Encourage students to take turns reading the booklet to their partner.

2. *** Alternative Option: If the Kindergarten Bible Story Readers are not available at the school, use a different version of the story. The following link has a free mini book about the prodigal son that is similar to the Kindergarten Bible Story Readers that can be printed and assembled: [http://freesundayschoolcurriculum.weebly.com/uploads/1/2/5/0/12503916/lesson_53_the_lost_son.pdf](http://freesundayschoolcurriculum.weebly.com/uploads/1/2/5/0/12503916/lesson_53_the_lost_son.pdf). The 1st/2nd grade students will read the mini book of the prodigal son to a Kindergarten student. ***

Day 4 – Language Arts

**READING WORKSHOP**

Read Aloud: *On Mother’s Lap*

Story Elements (K–2), Concept Nugget (K–2)

**DDLP – Brrrr! It’s Cold!**
Standards:  
LA.K.RL.3  With prompting, identify characters, settings, and major events in a story  
LA.1.RL.3  Describe story elements using key details  
LA.2.RL.3  Describe how characters in a story respond to major events and challenges  
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. Introduce students to the following lesson for today:
   - “Earlier this week we read *Mama, Do You Love Me?*. The mother in the story promises to be committed to loving her little daughter no matter what.”
   - “Today we are going to read another story about a mother and her children.”

2. Read *On Mother’s Lap*, or play a digital recording of the story found online.

3. At the conclusion of the story, complete a story element chart similar to the chart created on Day 3 (Four quadrants with the labels – setting, characters, problem, solution).
   - Kindergarteners will participate in a whole group activity completion of the story element chart.
   - First and 2nd graders will participate in the whole group activity with Kindergarteners while independently completing their own chart on construction paper.

4. After completing the story element chart, close the lesson with the following discussion and Concept Nugget:
   - “How does the boy feel when he is sitting in his mother’s lap? How do you know?”
   - “What happens when the baby sister cries?”
   - “How does the boy feel when she cries? Why does he feel this way?”
   - “This week we have been talking about commitment. Who remembers what commitment means?”
   - “Is there anyone in this story who shows commitment?”
   - “How do you think Mother shows her commitment to both of her children?”
   - “Have you had any experiences like the boy in this story?”
“Families are committed to loving each other. Love is not a feeling that is lessened if we share it with more than one person. We can feel love for our entire family at the same time. Being committed to each other means we show love to each other and help each other even when there are problems.”

**WRITING WORKSHOP**

**Acrostic Poetry**

**Writing Poetry (K–2)**

**Standards:**
- LA.K.RL.5 Recognize common types of text
- LA.1.RL.4 Identify words in poems that appeal to the senses
- LA.2.RL.5 Describe how words supply meaning in a poem
- LA.2.RL.14 Read and comprehend poetry of appropriate complexity, with scaffolding as needed
- LA.K.W.10 With support, write routinely for a variety of tasks, purposes, and audiences
- LA.1/2.10 Write routinely for a variety of tasks, purposes, and audiences
- LA.2.W.6 With support and in collaboration with peers, use a variety of tools to produce and publish writing
- LA.2.SL.5 Create digital recordings, with visuals when appropriate to clarify meaning

1. Today’s lesson will introduce students to acrostic poetry.

   - “This week we have been learning about poetry. We know that there are many different types of poetry.” (Reference ‘What We Know About Poetry’ chart from Day 1.)

   - “Today we will learn how to make a type of poetry called acrostic poetry. Let’s practice saying that together. Say: ‘acrostic’. An acrostic poem is a poem that has a word down the side of a page. The poet then starts each line of poetry with a letter from the word.”

2. Display Activity Master 6.2.12.

   “This is an acrostic poem about a girl named Susan. The name ‘Susan’ is written down the side of the page in big letters. Then the poet started each line with a word that begins with a letter from her name. Let’s read it together.”

   - **Smiles at friends each morning**
   - **Usually likes to run at recess**
   - **Sings like a songbird**
   - **A beautiful braid ties back her hair**
   - **Never gives up and always tries her best**
3. Display a copy of My Acrostic Poem (Activity Master 6.2.13). Model writing a name acrostic.
   
   - “Today you will get to create an acrostic poem of your name.”
   - “Your poem should tell the reader about you. As you are writing, be sure to think about what makes you unique.”
   - “I will show you how to make an acrostic using my name as an example. First, I will write each letter of my name down the left side of my organizer.” (Write one letter per box of the name down the left side of My Acrostic Poem – Activity Master 6.2.13.)
   - “Now I will think of things that make me unique, or things that I like to do, that will begin with each letter of my name.” (Use short phrases to complete the poem.)
   - “Now it is your turn to make an acrostic from your name!”

4. Distribute Activity Master 6.2.13 to all students. Dismiss students to work on their acrostic poem for the remainder of the period.

5. Circulate around the room to monitor and provide support as needed.

6. *** Optional 2nd Grade Extension: Have students create digital recordings of their poems with appropriate art/visuals. (i.e., PowerPoint with recording and pictures, claymation video of a character reciting the poem, or video recording of the student reciting the poem) ***

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Day 4 – Science

**Camouflage, Part 2**

*Animal Search (K–2), Concept Nugget (K–2)*

**Standards:**

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

1. In advance, hide the Arctic animal cards (Activity Master 6.2.11) that were created on Day 3, around the classroom. Be sure to hide some of the cards very well, and hide other cards in various obvious locations.

2. Introduce students to today’s lesson.

   - “Yesterday we learned about animal camouflage. Who remembers something that we learned?”
• “Throughout the room I have hidden the animal pictures that you colored yesterday. Your job will be to find the camouflaged animals! You will get a recording sheet to help you keep track of all the animals. When you find an animal, make a tally mark on the right side of your paper.” (Display Activity Master 6.2.14.) “When you have found each animal, come back to the meeting area with your recording sheet.”

3. Distribute Activity Master 6.2.14. Dismiss students to find the camouflaged animals. Students may choose to work individually or in pairs.

4. After all students have completed the activity, gather the class together in the large group meeting area.

• “Did you enjoy the animal search?”

• “Were some animals easier to spot than others? Why do you think that was?”

• “Did it make a difference where the animal was hiding?”

• “God knew that some animals needed to blend into their environments. That is why He created them to be camouflaged.”

• “Animals in the Arctic are often brown or gray during the warm months, but their fur or feathers turn white in the cold months. Why do you think that happens?”

• “Aren’t you glad we serve a God that has thought of so many brilliant details. Creating animals with camouflage is a way He shows His love for them. If God is that committed to animals, just think how much more He loves and is committed to us!”

Day 4 – Social Studies

Compare and Contrast Culture

Venn Diagram (K–2)

Standards:
SS.K-2.C.2 Identify similarities and differences
SS.K-2.C.4 Demonstrate respect for people with difference beliefs, backgrounds, and ethnicity

1. Introduce today’s lesson.

• “This week we have learned about the Inuit culture. What does the word culture mean?” (Culture is the way a group of people believe, live, and play together.)

• “Now that we have our flipbooks finished, we will compare our culture with the Inuit culture.”

2. Invite students to bring both of their completed flipbooks (Activity Masters 6.2.5 and 6.2.9) to the whole group meeting area.
3. Create a large Venn diagram on the white board or on chart paper. Lead students to compare and contrast the Inuit culture with the students’ family culture.

- “This is a Venn diagram. We can use a Venn diagram to compare and contrast two things. Today we will use the diagram to compare and contrast our culture and the Inuit culture. Parts of our culture are the same as the Inuit people, but other parts are very different.”

- “Let’s begin with the parts of our culture that are the same as the Inuit culture. Do you see where these circles overlap in the middle? This is where we will write the parts of our culture that are the same. Look through your two flipbooks.” (Activity Masters 6.2.5 and 6.2.9) “When you think you know something that should go in this middle area, raise your hand and I will write the similarities on the diagram.” (Record student responses.)

- “Now we can contrast, or find the differences between our culture and the Inuit culture. You will use your flipbooks again. This time you will find parts of our culture and the Inuit culture that are different. Raise your hand when you find unique differences and I will write those on the diagram.” (Record student responses.)

- “God has created so many unique people and cultures. It is fun to experience other cultures. Tomorrow we will have opportunity to experience some parts of the Inuit culture!”

Day 5 – Circle Time/Morning Meeting

Daily Message

Teacher Generated Message (K–2), Concept Nugget (K–2)

Standards:  
B.K-2.RG.21 Explore a variety of ways to communicate with God  
LA.K-2.W.4 Produce writing that honors God and affirms the teachings in His word

1. Write the following letter to the class:
2. Invite students to discuss ways in which they can build strong relationships with both their earthly and heavenly family.

   - “What do I mean by ‘strong relationships’? How do we build strong relationships with our families on Earth?”
   - “Who is your Heavenly Father? How can we build a strong relationship with our Father in heaven?”
   - “How can we show we love and are committed to God?”

3. Show students how to fold a piece of construction paper to create a card. Invite students to write a letter to their heavenly Father on the inside of the card. If possible, take the children outside (weather permitting) to connect with God through nature. If the weather is inclement, students can choose a quiet place in the room, just as Jesus did. Students may illustrate their card after they have written their letter.

Day 5 – Language Arts

READING WORKSHOP

Read-Aloud

Venn Diagram – Compare and Contrast (K–2)

Standards:  
LA.K/1.RL.8 Compare and contrast  
LA.2.RL.9 Compare and contrast

1. Review how to compare and contrast stories.

   - “We have read Mama, Do You Love Me? and On Mother’s Lap this week in Reading Workshop. Both stories had wonderful examples of family commitment. Today we will be comparing and contrasting the two books.”

Dear Class,

Today I want to build a stronger relationship with my heavenly Father. I want to spend time with Him. I want my heavenly Father to know that I love Him and am committed to Him.

Sincerely,

Your teacher
• “When we compare two stories, we are thinking about the parts of the story that were similar, or the same.”

• “When we contrast two stories, we are thinking of the parts of the story that were different.”

2. Put students into mixed-grade teams with three to four students per team.

   “As you work with your team, you will decide two things from the story that were similar and two things that were different. Use words/pictures to write your ideas on sentences strips/index cards. Then we will come together to sort the similarities and differences.”

3. Monitor teams and provide clarification and support as needed. Allow Kindergarten students to participate by using kidwriting or drawing pictures of the examples written by the older students in their teams.

4. When teams have finished writing their examples of similarities and differences between the two books, gather students in a circle in the large group meeting area. In the center of the student circle, display two hula-hoops set up as a Venn diagram. Display both story books at the top of the contrast section of each hula-hoop.

   • “We will use a Venn diagram today to show how the books we read this week were the same and different.”

   • “The space in the middle is where we show the parts of the stories that are similar, or the same. The parts on the outside are where we show the parts that are different and unique to each story.”

5. Go around the circle and allow teams to present their strips/cards and place them inside the diagram in the correct location. Provide guidance and support as needed. Allow students to share their thinking as they determine where to place their cards.

WRITING WORKSHOP

Poet’s Chair

Author’s Chair – Presenting Poetry (K–2)

Standards: LA.K.W.10 With support, write routinely for a variety of tasks, purposes, and audiences
LA.1/2.10 Write routinely for a variety of tasks, purposes, and audiences
LA.K/1.SL.7 Give brief oral presentations
LA.K-2.SL.1 Participate in collaborative conversations in diverse groups
*** LA.2.W.6 With support and in collaboration with peers, use a variety of tools to produce and publish writing ***
*** LA.2.SL.5 Create digital recordings, with visuals when appropriate to clarify meaning ***

1. “Today we will have Poet’s Chair. You have created two different poems this week. You may choose which poem you would like to share with the class.”
2. Give students time to select which poem they would like to share with the class. Assist students in selecting a poem, if necessary.

3. Gather students in the large group meeting area for Poet’s Chair.
   - “Our expectations will be the same as our expectations in Author’s Chair.” (Review expectations for speaker and audience as needed.)
   - “You have all worked diligently this week and I am looking forward to hearing you read your poetry to our class.”

4. Allow time for all students to share their selected poems. Complete a copy of the Poetry Rubric (Assessment Master 6.2) for each student as an assessment.

5. **Optional 2nd Grade Extension: If 2nd graders have created digital versions of their poems, they could share those instead of reading during Poet’s Chair.**

**Day 5 – Social Studies**

**Mukluks, p. 123 (DLG)**

Inuit Cultural Celebration (K–2)

*Standards:*

SS.K-2.C.1 Define culture as referring to the behaviors, beliefs, and ways of living together of a group of people

SS.K-2.C.4 Demonstrate respect for people with difference beliefs, backgrounds, and ethnicity

***If possible, recruit volunteers (parents or older students) to help with the celebration and rotations.***

1. Split the class into three groups. Each group will have time to complete all three activities.
   
   ***Splitting the class will allow for smaller groups and more organization.***

2. Consider playing traditional Inuit music in the background as students rotate through the activities. Do an internet search for Inuit music or use this link: [https://www.youtube.com/watch?v=Q005EIC2Ew](https://www.youtube.com/watch?v=Q005EIC2Ew).

3. Rotations (10-15 minutes per rotation)
   - Inuit Art
     - Before class begins, conduct an internet search to find images of inukshuk. Print or project the inukshuk images.
• Students will create inukshuk inspired paintings. Show students the inukshuk images. Students will first use watercolors to create a background. When the background is completed, students will use gray tempera paint and sponges to create an inukshuk in the center of their art.

• For an explanation of the inukshuk statues, see: https://www.cbc.ca/kidscbc2/the-feed/do-you-know-what-an-inukshuk-is.

• Supplies: Images of inukshuk (printed or projected), watercolors, blank white art paper, sponges cut to resemble rectangular stones, gray tempera paint, paint brushes.

• Inuit Ice Cream

• Before class begins, prepare and freeze a large batch of Inuit ice cream for students to sample.

• Each group will prepare a small batch of Inuit ice cream and then sample the finished ice cream that has prepared in advance.

• Supplies: One batch – 1 cup vegetable shortening, 1 cup granulated sugar, ½ cup warm water or berry juice, 2 cups frozen or fresh berries, small bowls, spoons

• Directions: Mix together shortening and sugar until it is fluffy. Next, add in berry juice. Fold in berries. Freeze until firm.

• Making Mukluks

• Teach the lesson according to the DLG.

• Additionally, students may draw designs on their mukluks as time allows.

• Supplies: Internet access or pictures of mukluks, brown paper lunch bags, cotton balls, glue sticks, yarn, crayons or markers