

K–2 MULTI-GRADE BRIDGE
Detailed Daily Lesson Plan (DDLPL)
Theme Six Daily Lesson Guide (DLG) – Brrrr! It’s Cold!
Grade K Theme Book Three: Alaska Animal Babies/Environment
Character Building Concept: Family Relationships

Days 1 – 5 Signing In/Morning Activity

SIGNING IN, p. 159 (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

FAMILY RELATIONSHIPS CONCEPT CONNECT

Concept Connect Activity (K–2)

Standards: LA.K-2.SL.1 Participate in collaborative conversations in diverse groups
LA.K.SL.4 Describe familiar people, places, things, and events and, with prompting, provide additional detail
LA.1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly

1. Gather students in the large group meeting area.



2. Introduce this week's character-building theme with the following Concept Connect activity:

- *“Good morning, class. This morning I decided to bring my baby doll to school. Do any of you have baby dolls at home?”*
- *“I love my little baby doll so much, and I’m very good at taking care of her. I like to pretend she is a real baby. Oh, no! My baby doll is crying! I think she might be hungry because it’s been a while since she ate. Let me get her some food from my bag.”* (Pull out an apple and put it towards the baby’s mouth. When students begin to giggle or yell out ‘no,’ continue the lesson.)
- *“What’s wrong? My baby is hungry and I’m feeding her!”* (Allow students to respond with reasons why you can’t feed a baby an apple. The baby needs milk.) *“Oh! You’re right! My baby isn’t ready to eat an apple yet. Let me get her a bottle.”* (Pull out a bottle and pretend to feed the doll for a few seconds. Then put the bottle away and continue.)
- *“Well, as I was saying, I love taking care of my sweet baby. Oh no! She’s crying again! Perhaps this time she has a wet diaper. Excuse me for just a minute while I change her diaper, okay?”* (Pull out a new baby diaper and begin to put it on over the old diaper. Children may react stating, “That is not how you change a baby’s diaper!”) *“What did I do wrong this time? I’m putting a fresh, clean diaper on my baby.”* (Allow the children to respond. Answers may include, “You have to take off the dirty diaper and clean the baby before putting on a clean diaper.”)
- *“Wow, I thought I knew how to take care of my baby, but I guess I have a lot to learn. Let me change her diaper the right way.”* (Quickly remove the old diaper and put on the new one.)
- *“Whew! There! Now my baby is happy again. I’m so glad my parents knew how to take care of me when I was a baby. What are some ways your parents take care of you even now that you’re older?”* (Allow students time to share.)
- *“What would happen if we didn’t have our parents to take care of us?”* (Allow students time to share.)
- *“God knew what he was doing when He gave us parents to take care of us and help us grow. He knew that we would need our parents and other family members to help us learn how to survive in this world. Throughout this week, we will talk more about how families help us grow and survive and why our families are so important to us.”*

Days 1 – 5 Daily Oral Language (DOL)

Grammar & Writing Mechanics

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



<i>Standards:</i>	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 3) 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 – Bible

INTRODUCING THE BIBLE STORY, pp. 146 – 147 (DLG)

“Because He Cares for Me”, p. 146 (DLG)

Concept Nugget (K–2)

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

1. Teach according to the **DLG**.
2. End the lesson with the following Concept Nugget discussion about how to take care of the gifts God has given. Be sure to teach the word **stewardship** as part of the discussion.



- *“Wow, God has given us many wonderful gifts! He loves and cares for us very much.”*
- *“God also wants us to take care of the gifts He has given.”*
- *“The big word we use to describe taking care of the gifts God gives to us is **stewardship**. A **steward** is someone who faithfully takes care of and manages what the master puts him/her in charge of.”*
- *“God is our master and He has put us in charge of taking care of the gifts He has given. As we look over our list of gifts God has given, let’s think of ways that we can be good stewards by taking care of each of these gifts.”*
- *“I see the gift of family on our list. Family is one of the beautiful gifts that God gives. We can honor God by being a good steward of our family relationships. This means we can help our families and build stronger and healthier relationships with them.”*
- *“One way I can take care of my family is by making them a meal or helping them clean up a mess. What is another way you could be a good steward of the gift of family?”* (Depending on the size of the class, allow students to share their thoughts with the entire group, or do a pair-share.)
- *“As we learn more about families this week, you will learn about how God gives us families to love and care for us. You will also learn how you can love and care for your family as well!”*

Day 1 – Language Arts

READING WORKSHOP, pp. 156 – 158(DLG)

Arctic Vocabulary Four-Part Card Matching, p. 158

Vocabulary Extension (K–2), Context Clues (1st/2nd)

Standards:	LA.K.RI.4	With prompting, ask and answer questions about unknown words in a text
	LA.1.RI.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
	LA.2.RI.4	Determine the meaning of words and phrases in a text
	LA.K.SL.6	Speak audibly and express thoughts, feelings, and ideas clearly
	LA.1/2.SL.6	Speak in complete sentences when appropriate to task and situation

1. Kindergarten students should complete the vocabulary lesson as written in the **DLG**, or they may participate in the 1st and 2nd grade extension activity and complete the **DLG** lesson as written during center time.
2. 1st and 2nd Grade Vocabulary Extension Preparation: Before class begins, copy Vocabulary Master 6.3 on cardstock and cut



apart the word cards. Separate the words needed for today's lesson and save the remaining cards for Days 2-3 of Reading Workshop. The following words are needed for today's activity: swoop, grasp, keratin, tundra, descendant, breach, pod, scrubby

3. 1st and 2nd Grade Vocabulary Extension: Students will work in multi-grade groups. Select groups ahead of time and ask students to sit in their groups before beginning the lesson.
- *“Today we will be learning some new vocabulary words.”*
 - *“In the past we’ve discussed how important it is to look at words we don’t know before reading a new book so that we can understand the book better.”*
 - *“The book we are going to read this week has many words that may be unfamiliar to you. We will spend some time each day learning about these new words.”*
 - *“Listen closely as I read a sentence from the book with our first vocabulary word. When I finish reading the sentence, talk in your group about what you think the word means.”*
 - Use the list below to introduce vocabulary words. Read the bolded word and then read the corresponding sentence. In parenthesis notice the animal page that uses the vocabulary word. Be sure to show the picture in the book to students to provide additional context clues. Give groups about thirty seconds to one minute to determine a prediction for the vocabulary word meaning. Call on groups to share their predictions with the entire class. After predictions have been shared, discuss the actual meaning of the word and notice which group was the closest in their prediction. Repeat the process until all the vocabulary words for Day 1 have been addressed.
 - **swoop** – More of these handsome birds **swoop** and soar over Alaska than over the other forty-nine states combined. (Bald Eagle)
 - **grasp** – When they fall asleep at sea, otters may **grasp** each other’s paws in the same way we hold hands. (Sea Otter)
 - **keratin** – When she’s older; she’ll grow horns made of **keratin**. Your fingernails are made of **keratin**, too. (Dall Sheep)
 - **tundra** – His short legs and chubby body keep him warm on the treeless **tundra**. (Arctic Fox)
 - **descendant** – If you have a dog, it’s probably a **descendant** of the wolf. (Gray Wolf)
 - **breach** and **pod** – The babies would rather **breach**, slap, and dive, but they learn to wait for a whale in their **pod** to give the “wake-up call” before they start to play. (Orca)



- **scrubby** – Cubs love to wrestle, swim, and climb **scrubby** willow trees. (Grizzly Bear)

WRITING WORKSHOP

Circular Poems—Part I

Brainstorming (K–2)

<i>Standards:</i>	LA.K.RI.1	With prompting, ask and answer questions about key details
	LA.1.RI.1	Ask and answer questions about key details
	LA.2.RI.1	Demonstrate understanding of key details by asking and answering questions
	LA.K-2.W.9	With support, recall experiences or gather information from provided sources to answer a question

1. Begin today's lesson by reading *The Important Book* by Margaret Wise Brown aloud to the class.
2. After reading, continue the lesson as follows:
 - *“Did anyone notice a pattern that Margaret Wise Brown used on each page?”* (Allow students to respond. Guide them as necessary to identify the circular ending on each page.)
 - *“Each page started with ‘The important thing about _____ is...’ and ended with ‘But the important thing about _____ is...’ The author chose what she felt was the most important thing about each object and made sure she stated the most important thing at the beginning and again at the end. Why do you think she did that?”* (Possible answers: She wanted to reemphasize what she thought was the most important thing; she wanted us to remember the most important thing about each object, etc.)
 - *“When we tie things up at the end of a story or poem by going back to what we said in the beginning, we call that a **circular ending**. A circular ending is like going out the same door you came in. You start and end at the same place. Margaret Wise Brown has chosen to use a circular ending on each page by restating the important thing about the subject of each page. Her circular endings really helped me to notice what she felt was most important about each item.”*
 - *“This week we are focusing on things that are special or important about our families and how we take care of one another. We are going to work on a class book titled The Important Book about Families. Our class book will follow the same circular pattern that Margaret Wise Brown used in her book.”*
 - *“Today we will begin the first step by brainstorming some ideas about what is important about our families. You may want to write about someone in your family, a special food your family enjoys, a family tradition, or anything you think is important about your family.”*
 - *“For example, three ideas I have about my family are: (1) We take care of each other; (2) We eat dinner together every night,*



and (3) we say sorry when we hurt each other's feelings. Turn to your partner and share three important things about your family following my example. Don't think about the details yet. Just say three important things about your family." (Allow thirty seconds to one minute to share with a partner. Listen to several groups as they talk to make sure students understand what they are supposed to be sharing.)

3. Display a copy of Activity Master 6.3.1b, or create a similar chart on chart paper. Model how to fill in the Brainstorming Organizer.
 - *"Now we are going to organize our ideas by writing them down on paper."*
 - *"There is space on my organizer for three ideas. Therefore, I will write the three important things about my family that I shared with you earlier." (Model writing the following three ideas: "We take care of each other"; "We eat dinner together every night"; "We say we're sorry when we hurt each other's feelings." Keep this brainstorming chart paper for Writing Workshop Days 2-4.)*
 - *"Now it is your turn to record your ideas about why you think your family is important. You will write one idea in each box. We will fill in the detail boxes tomorrow."*
 - *"Kindergarteners, you will use drawing and kidwriting to write two ideas about what makes your family important."*
 4. Distribute the appropriate version of Activity Masters 6.3.1a – b to each student and dismiss students to begin their work as listed below:
 - Kindergarten: Activity Master 6.3.1a
 - 1st and 2nd Grade: Activity Master 6.3.1b
 5. Circulate around the room to provide support and clarification as needed.
 6. Collect completed copies of Activity Master 6.3.1a – b, or have students store them in their Writing Folders for tomorrow.
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Day 2 – Circle Time/ Morning Meeting

Daily Message 1, pp. 159 – 160 (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

DDL – *Brrrr! It's Cold!*
July, 2020 (Revised)

Book 3 – Alaska Animal Babies
Page 7



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 – Language Arts

READING WORKSHOP, pp.156 – 158 (DLG)

Vocabulary Extension

Context Clues (K–2)

Standards:	LA.K.RI.4	With prompting, ask and answer questions about unknown words in a text
	LA.1.RI.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
	LA.2.RI.4	Determine the meaning of words and phrases in a text
	LA.K.SL.6	Speak audibly and express thoughts, feelings, and ideas clearly
	LA.1/2.SL.6	Speak in complete sentences when appropriate to task and situation

*** This lesson will focus primarily on 1st and 2nd grade vocabulary words. Kindergartners are encouraged to participate as appropriate, or engage in learning centers. ***

1. Preparation: Use precut vocabulary cards set aside from the Day 1 Reading Workshop lesson. The following words are needed for today’s activity: wary, stalking, springing, pouncing, mollusks, serrated, clumps, craft, garments, plodding, keen, and shorebirds. Save the remaining cards for Reading Workshop Day 3.
2. Students will work in groups again today. They may be placed in the same multi-grade groups as they were on Day 1, or new groups may be created.
 - *“Yesterday as we moved through a portion of our book, we learned some new vocabulary words. Today we will read our book again and learn even more vocabulary words that will help us add meaning to the text.”*
 - *“Just as you did yesterday, listen closely as I read to you a sentence from the book with a vocabulary word. When I finish reading the sentence, you will talk with your group about what you think the word means.”*
 - Use the list below to introduce vocabulary words. Read the bolded word and then read the corresponding sentence. Notice the animal page in parenthesis that uses the vocabulary word. Be sure to show the picture in the book to students to provide



additional context clues. Give groups about thirty seconds to one minute to determine a prediction for the vocabulary word meaning. Call on groups to share their predictions with the entire class. After predictions have been shared, discuss the actual meaning of the word and notice which group was closest in their prediction. Repeat the process until all the vocabulary words for Day 2 have been addressed.

- **wary** – Red fox kits peer out from their den, curious but **wary**. (Red Fox)
- **stalking, springing, and pouncing** – Fox kits learn to hunt by **stalking, springing, and pouncing** on their prey. (Fox Kits)
- **mollusks** – Mergansers love to eat eels, fish, and **mollusks**. (Merganser)
- **serrated** – Their long bills have **serrated** edges like kitchen knives to help them catch their food. (merganser)
- **clumps, craft, and garments** – Musk oxen rub against bushes and rocks, leaving **clumps** of fur that people gather to **craft** into soft, warm **garments**. (Musk ox)
- **plodding** – **Plodding** over snow and ice, these polar bear cubs follow in their mother’s tracks. (Polar Bear)
- **keen** – Along the way, they’ll learn to hunt, using their **keen** noses to smell animals from far, far away. (Polar Bear)
- **shorebirds** – Kittiwake chicks share rocky cliffs in Southeast Alaska with millions of **shorebirds**. (Kittiwake)

During Reading—Second Time, p. 156 (DLG)

Concept Nugget (K–2)

Standards:	LA.K/1.RI.1	With prompting, ask and answer questions about key details
	LA.2.RI.1	Demonstrate understanding of key details by asking and answering questions
	LA.K.RI.13	Actively engage in group reading activities with purpose and understanding
	S.K-2.LS.3	Make observations to determine patterns in behavior of parents and offspring that help offspring survive

1. Read *Alaska Animal Babies* for a second time as written in the **DLG**.
2. After reading, complete the lesson with the following Concept Nugget:
 - “As we remember the animals we’ve read about in our book, let’s think about ways the animal’s parents take care of their babies. Think about the bald eagle. How do you think bald eagles take care of their babies?” (Accept reasonable responses: They bring food to their babies. They lay over them to keep them warm.)



- *“What about the sea otters? How do you think they care for their babies?”* (Accept reasonable responses.) *“Sea otter mothers nurse floating on their backs and hold their babies on their chests to feed them. They also teach them how to swim and hunt. Sea otters like to stay with their family. They will float in groups of less than ten to over one hundred. They also wrap themselves in kelp to make sure they don’t drift away from the group. Since the babies haven’t learned how to wrap themselves, the mother otter will wrap her babies in kelp to keep them safe.”*
- *“Even animal families take care of one another. What would happen if a mama eagle or mama sea otter didn’t take care of her babies?”* (Accept reasonable responses.)
- *“God made all creatures to love and care for one another. Animal and human families help each other survive. That is why God created families, so we could love and care for one another.”*

WRITING WORKSHOP

Circular Poems—Part II

Brainstorming (K–2)

Standard: LA.K-2.W.9

With support, recall experiences or gather information from provided sources to answer a question

1. Display the teacher created copy of Activity Master 6.3.1b, or the similar teacher created chart from Writing Workshop Day 1.
2. Introduce students to today’s lesson below:
 - *“Yesterday we each wrote down what we believe makes our families important. Today we are going to continue filling out our Brainstorming Organizer.”*
 - *“Let’s begin by looking at the ideas listed on our Brainstorming Organizer. My three ideas about why my family is important are: (1) We take care of each other; (2) We eat dinner together every night, and 3) We say sorry when we hurt each other’s feelings.”* (Refer to the teacher created copy of Activity Master 6.3.1b, or the similar teacher created chart from Day 1.)
 - *“I’m going to look at my first idea, ‘We take care of each other’. Under this idea, I’m going to list ways that my family takes care of each other. The first thing that comes to my mind about taking care of my family is that we help with chores. Therefore, I’m going to write that under ‘We take care of each other.’”* (Write the detail on the teacher copy of Activity Master 6.3.1b, or the similar chart created on chart paper.)
 - *“Another thought that comes to mind is that we clean up messes together. I’m going to write that as another detail.”* (Write: “We clean up messes together.” on the second detail portion of the teacher copy of Activity Master 6.3.1b, or the similar chart created on chart paper.)



- *“The last thing I think of is that we hug each other.”* (Write: “We give each other hugs.” on the teacher copy of Activity Master 6.3.1b or the similar chart created on chart paper.)
- *“After I write three details for the first idea on my list, I will go to my second idea and write three details about it. Finally, I will do the same thing for the third idea on my list.”*

**** It is not necessary to model writing all the details for each idea. Simply model how to write the details for the first idea. However, before class begins tomorrow, be sure to fill in the remaining details with relevant content. ****

“Kindergarteners, you will use pictures and writing to tell the details of why your family is important.”

3. Dismiss the students to begin working. Circulate and conference with students as needed.
4. Collect completed copies of Activity Master 6.3.1a – b, or instruct students to place them in their Writing Folders for Writing Workshop Day 3.

Day 3 – Circle Time/ Morning Meeting

Daily Message 2, p. 160 (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. 147 – 148 (DLG)

Something Fishy, p. 147 (DLG)

Comprehension Questions (K–2), Concept Nugget (K–2)



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

1. Teach the lesson according to the **DLG**.
2. In addition to the questions written in the **DLG**, extend the discussion with the following questions for all grades:
 - *“Why do you think the people stayed to listen to Jesus even though they were hungry?”*
 - *“How might you have reacted if you were one of the helpers and Jesus told you to find food for all those people?”*
 - *“Who do you think packed the little boy’s lunch?”*
 - *“How do you think the boy felt when he realized he was the only person with a lunch to eat?”*
 - *“Why do you think the boy offered his lunch?”*
 - *“How might the story have been different if the boy hadn’t chosen to share his lunch?”*
 - *“What can we learn about family from this story?”*
 - *“Jesus knows and cares about all of our needs.”*
 - *“How does Jesus set an example of stewardship with His actions in this Bible story?”*
3. Complete the lesson with the following Concept Nugget:
 - *“Someone loved the little boy enough to pack him a lunch.”*
 - *“You have people who love and take care of you, too.”*
 - *“One way that families take care of each other is by preparing food.”*
 - *“Families can also take care of each other by observing the needs of their family members and helping them to solve a problem. That is exactly what the little boy did in our story. He saw that the people around him were hungry and he offered*



to share his lunch. Jesus was very happy that the boy was so generous and willing to meet the needs of the people around him. Jesus blessed the little boy's offering and He multiplied it!"

Day 3 – Language Arts

Reading Workshop

Vocabulary Extension

Context Clues (K–2)

Standards:	LA.K.RI.4	With prompting, ask and answer questions about unknown words in a text
	LA.1.RI.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
	LA.2.RI.4	Determine the meaning of words and phrases in a text
	LA.K.SL.6	Speak audibly and express thoughts, feelings, and ideas clearly
	LA.1/2.SL.6	Speak in complete sentences when appropriate to task and situation

*** This lesson will primarily focus on 1st and 2nd grade vocabulary words. Kindergartners are encouraged to participate as appropriate, or engage in learning centers. ***

1. Preparation: Use precut vocabulary cards from Day 1. The following word cards are needed for today's activity: launching, haunting, species, masquerade, scurry, periscopes, eelgrass, crowberries, magnificent, amble.
2. Students will work in groups again today. Students may be placed in the same multi-grade groups from previous days, or new groups may be created.
 - *“This week we have been learning about Arctic animals. Today we will finish our book and learn some more vocabulary words that will help us add meaning to the text.”*
 - *“You will need to listen closely again today as I read to you a sentence from the book with our vocabulary word. When I finish reading the sentence, you will talk to your group about what you think the word means.”*
3. Use the list below to introduce vocabulary words. Read the bolded word and then read the corresponding sentence. Notice the animal page in parenthesis that uses the vocabulary word. Be sure to show the picture in the book to students to provide additional context clues. Give groups about thirty seconds to one minute to determine a prediction for the vocabulary word meaning. Call on groups to share their predictions with the entire class. After predictions have been shared, discuss the actual meaning of the word and notice which group was closest in their prediction. Repeat the process until all the vocabulary words for Day 3 have been addressed.
 - **launching** – His flippers flare like wings when he breaches, **launching** his huge body from the water. (Humpback Whale)



- **haunting** – Humpback whales sing in **haunting** tones as they swim north. (Humpback Whale)
- **species** – Sandhill cranes are among the tallest and oldest bird **species** in the world. (Sandhill Cranes)
- **masquerade** – These ptarmigans are masters of **masquerade**. (Ptarmigans)
- **scurry** – In the winter, ptarmigan turn almost pure white, growing feathers on their legs and feet to help them **scurry** across the snow. (Ptarmigans)
- **periscopes** – This moose calf can swivel his ears like **periscopes**, listening for sounds of trouble. (Moose)
- **eelgrass** and **crowberries** – **Eelgrass**, anyone? How about some tasty sea lettuce or **crowberries**? (Emperor Goose)
- **magnificent** – Now that we protect the Alaskan wetlands where swans are born, there are more that 16,000 of these **magnificent** birds. (Trumpeter Swan)
- **amble** – With spreading hooves and strong front legs, these goats **amble** over the tall mountains of Glacier Bay National Park. (Mountain Goat)

Habitat Concept Maps

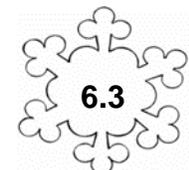
Graphic Organizer (K–2), Concept Nugget (K–2)

Standards:	LA.K.L.4	With support, explore word relationships and nuances in word meanings: Sort common objects into categories
	LA.1.L.4	With support, demonstrate understanding of word relationships and nuances in word meanings: sort words into categories
	LA.2.L.5	Demonstrate understanding of word relationships and nuances in word relationships and nuances in word meanings: identify real-life connections between words and their use
	S.K-2.LS.7	Make observations of plants and animals, compare diversity in different habitats

1. Read *Alaska Animal Babies* again to the class.
2. After reading, display a copy of Activity Master 6.3.2, or create a similar concept map on chart paper.
3. Model how to complete a concept map using the “think-aloud” strategy.
 - *“Today we are going to learn how to organize information using a concept map. In Alaska Animal Babies, we read about many different animals. As you think back on some of the animals from the book, what were some of the places they lived?”* (land, sea, air)



- *“The place where an animal lives is called a **habitat**. I’m going to show you how to do a concept map about one of the habitats shown in our book. Since the Orca is one of my favorite animals, I’m going to choose ‘sea’ as the habitat for my concept map. In the middle of my concept map, I will write ‘sea’.* (Write ‘sea’ in the large middle box.)
 - *“Now that I have my habitat ‘sea’ written in the center of my concept map, I’m going to go through the book and find all the animals that live in the sea.”* (Open *Alaska Animal Babies* to the Sea Otter page.) *“The first sea animal I found in the book is the Sea Otter. I’m going to write the word ‘sea otter’ in one of the outer boxes.”*
 - Continue modeling how to fill out the concept map about sea animals by flipping through the pages in the book and stopping at sea animal pages. Write the remaining sea animals on the outer boxes of the concept map. The remaining sea animals in the order they appear in the book are: orca, merganser, northern fur seal, river otter, humpback whale, and trumpeter swan. Remind students that although some animals may live in more than one type of habitat, students should consider the habitat where the animals spend most of their time.
4. After completing the model of the sea animal concept map, write the names of the remaining animals in the book on the board in list format as a reference for the rest of the activity.
 5. Divide students into small groups, ensuring that each group is multi-grade. Assign each group a habitat (land or air) to use for their concept map. Students will work together to identify the animals that belong on their assigned Habitat Concept Map. Each student will complete their own copy of Activity Master 6.3.2.
 - Kindergartners should write the animal names and draw a picture of the animal.
 - First and 2nd graders should write the animal names and one fact about the animal.
 6. As the groups are working, circulate around the room to provide support as needed.
 7. When groups have completed their Habitat Concept Maps, allow students to pair-share with a partner from a different habitat group.
 8. Complete the lesson with the following Concept Nugget:
 - *“Think about the animals that live in each of the different Alaskan habitats. What kinds of things do you think they have to do to survive in their habitat?”* (Accept reasonable answers: They have to hunt for food. They must learn to hide from predators. They must make a home., etc.)



- *“What kinds of things do we have to do to survive in our habitat?”* (Accept reasonable answers.) *“How can we help each other survive?”*
- *“Families help each other survive. We have our immediate family members – parents and siblings. We also have extended family members – grandparents, aunts and uncles, and cousins. However, we also have families in other places too. Can anyone think of another family you have besides your relatives?”* (Accept reasonable answers, but guide students to think about church family and school family.)
- *“We have a family at church, and we have another family right here in our school. We have a special family right here in our very own classroom. We are so blessed to have so many families who love and care for us!”*

WRITING WORKSHOP

Circular Poems – Part III

Poetry Drafting (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.1/2.W.2

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

1. Today’s writing lesson will allow students to begin turning the brainstorming ideas and details from Activity Master 6.3.1a – b into a circular poem for the class book.
2. Begin by modeling how to turn ideas and details into a circular poem. Display the teacher completed copy of Activity Master 6.3.1b, or a similar chart created on chart paper. Also, display a blank copy of Activity Master 6.3.3, or a similar chart created on chart paper.
 - *“Yesterday we wrote the details for our ideas on our Brainstorming Organizer. Now we will choose one of those ideas and begin to transform it into a circular poem to be included in our class book.”* (Display the teacher completed copy of Activity Master 6.3.1b, or a similar teacher created chart.)
 - *“I have three different ideas about why my family is important. I really like the way my family takes care of each other. I am going to choose that idea and set of details to transform into a poem.”* (Model drawing a box around the first idea and details with a highlighter on the teacher copy of Activity Master 6.3.1b.)
 - *“Now that I have narrowed down my ideas to just one, I can begin to write my circular poem.”* (Draw student attention to the blank copy of Activity Master 6.3.3, or a similar teacher created chart.)



- *“First, I will state my main idea in the first sentence, using the same structure as Margaret Wise Brown. I will write the main important idea in black marker in the first box.”* (Write the following in the first box on the teacher copy of Activity Master 6.3.3, or a similar teacher created chart: The important thing about family is we take care of each other.)

*** Use two different color markers so that students will know where to write their main important idea, and the additional details. ***
- *“Now I can begin to write in the details about how my family takes care of each other. I am going to write the details in a green marker so that you can easily tell the difference between the main idea and the details of my poem. When you write your own poem, you will just use pencil.”* (Write the following in the second box on the teacher copy of Activity Master 6.3.3, or a similar teacher created chart: **We help with chores.**)
- *“Okay I have written my first detail. I can now write my last two details. Let me look back at my Brainstorming Organizer to remind myself of the details. Ah yes! I remember now. We clean up messes together and we give lots of hugs. I am now ready to write these details in my poem.”* (Write the following in the third and fourth boxes on the teacher copy of Activity Master 6.3.3, or a similar teacher created chart: **We clean up messes together. We give each other hugs.**)
- *“Finally, I know that I need to write the circular ending just as Margaret Wise Brown. I will reword my main idea to be the ending line of my poem. Since I am going back to my main idea, I will switch back to my black marker. Remember that this is just to help you see the difference between the main idea and the details. When it is your turn to write, you will use your regular pencil for all of the writing.”* (Write the following in the final box on the teacher copy of Activity Master 6.3.3, or a similar teacher created chart: **However, the important thing about family is we take care of each other.**)

4. Distribute the completed copies of Activity Master 6.3.1a or b and blank copies of Activity Master 6.3.3. Dismiss students to work on their poetry drafts for the remaining time available. If time permits, students should be encouraged to begin self-editing using Activity Master 6.3.4.
3. Circulate around the room to provide support and conference with students as needed.
4. Collect the completed copies of Activity Master 6.3.3, or have students save them in their Writing Folders for the Writing Workshop lesson on Day 4.



Day 4 – Circle Time/ Morning Meeting

Daily Message 3, p. 160 (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 – Language Arts

Reading Workshop, pp. 156 – 158 (DLG)

After Reading—Comprehension Questions, pp. 156 – 157 (DLG)

Comprehension (K–2), Concept Nugget (K–2)

Standards: LA.K.RI.1 With prompting, ask and answer questions about key details
LA.1.RI.1 Ask and answer questions about key details
LA.2.RI.1 Demonstrate understanding of key details by asking and answering questions

1. Read *Alaska Animal Babies* aloud to the class for a final time as written in the **DLG**.
2. Extend with the following discussion questions:
 - *“Why do you think the author wrote this book?”*
 - *“What are some of the ways that Alaskan animals adapt to survive the cold winter months?”*
 - *“How would you compare the animals that live in Alaska to the animals that live near you?”*
 - *“Would you ever like to visit Alaska to see these animals? Why or why not?”*
3. Close the lesson with the following Concept Nugget:



- *“Animal babies need their parents to help them grow and thrive. Animals need our help too. As part of God’s family, we must look for ways to help the animals on our planet and each other.”*
- *“What are some ways we can help animals by taking care of our planet?”*
- *“What are some ways we can help our classroom family?”* (Some possible answers: We can help a classmate who is struggling with schoolwork. We can pick up the teacher’s pen if she drops it. We can make sure no one is playing alone at recess, etc.)
- *“God didn’t create us to be alone all the time. He wanted us to have family who will laugh with us, play with us, eat with us, and take care of us. He knew we would need family to survive. In what ways do your classmates help you survive in the classroom?”* (Accept reasonable answers.)
- *“I want us to commit to looking for opportunities to help our families at home, church, school, or anywhere!”*

WRITING WORKSHOP

Circular Poems—Part IV

Editing (K–2)

<i>Standards:</i>	LA.K.W.5	With support, respond to question 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 strengthen 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 lesson today will allow students time to begin or continue the editing process, following procedures established in Theme 2. Students should do a self-edit of their work, peer-edit, and teacher-edit as time permits.
2. Review possible editing strategies.
 - *“Yesterday you wrote your circular poem. Today you will have the opportunity to edit your poem before it is added to our class book.”* (Display a copy of Activity Master 6.3.4)
 - *“You will use an editing checklist to edit your poem. You will check for capital letters, punctuation, and finger spacing.”*
 - *“You will also have the opportunity to check for the use of interesting adjectives in your poem. As you edit, you may want to add some describing words (adjectives) to make your poem more interesting to the reader.”* (Display the teacher completed copy of Activity Master 6.3.3, or the similar teacher created chart.)



- *“Let’s look at my poem as an example. One of my details says, ‘We give each other hugs.’ I will edit it to read, ‘We give each other **many loving** hugs.’ I added the words ‘many’ and ‘loving’ as a way to describe the hugs and also to make a more interesting sentence.”*
 - *“When you edit your poem today, think about how you could add adjectives to make your sentences just a bit more interesting as well!”*
 - *“After you finish doing a self-edit, you should find a partner in the class and have them read your poem as well. They can offer you feedback that will help you improve your poem.”*
 - *“When you have finished making the improvements that your classmate suggests, you will bring your poem to me and I will give you some suggestions as well.”*
 - *“At the conclusion of class today, you will have a great poem to add to our class book!”*
3. Distribute student completed copies of Activity Master 6.3.3 from Day 3. Also distribute a blank copy of Activity Master 6.3.4 to each student.
 4. Dismiss students to complete their edits. Circulate around the room to offer support and hold conferences as students are ready for the teacher-edit portion of the assignment.
 5. When students have completed the editing process, they can write their polished final draft on a blank copy of Activity Master 6.3.3 and illustrate their poem in the drawing box.
 6. Collect all completed copies of Activity Master 6.3.3. Before class begins on Day 5, organize and bind all poems into a class book.

Day 5 – Circle Time/ Morning Meeting

Daily Message

Teacher Generated Message

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 – Language Arts

Reading Workshop, pp. 156 – 158 (DLG)

Read-Aloud *Arctic Tale*, p. 157 (DLG)

Applying Knowledge (K–2), Concept Nugget (K–2)

Standards:	LA.K.SL.6	Speak audibly and express thoughts, feelings and ideas clearly
	LA.1/2.SL.6	Speak in complete sentences when appropriate to task and situation
	LA.K.RI.13	Actively engage in group reading activities with purpose and understanding
	LA.1.RI.8	Identify the reasons an author gives to support ideas
	LA.2.RI.8	Explain how an author uses reasons to support ideas
	S.K-2.ES.8	Communicate solutions to reduce human impact on land, water, air, plants and animals

1. Read *Arctic Tale* by Rebecca Baines as written in the **DLG**. Alternately, choose another book that discusses ecological responsibility such as *Save The Arctic* by Bethany Stahl. Be sure to facilitate appropriate discussion about global warming and the impact that it has on arctic animals.
2. After reading the selected book, distribute grade appropriate copies of I Care for My Planet (Activity Master 6.3.5a – c).
 - Kindergarten: Using Activity Master 6.3.5a, students will draw a picture showing a way they can be ecologically responsible.
 - First Grade: Using Activity Master 6.3.5b, students will draw a picture showing a way they can be ecologically responsible. Students will also write about their drawing and briefly describe how they will put their learning into practice in their own life.
 - Second Grade: Using Activity Master 6.3.5c, students will draw a picture showing a way they can be ecologically responsible. Students will briefly write to describe how they will put their learning into practice in their own life. Additionally, students will write an explanation of how their actions will help animals in the arctic survive.
3. Complete the lesson with the following Concept Nugget:
 - *“Throughout this week we’ve been talking about families and the ways that families work together to survive. We began by talking about how humans take care of babies. Then we talked about how animals care for their young. We even came up*



with ways we can change our daily lives to help animals survive. Of course, we can't forget about how we are a family and how we care for each other in our very own classroom."

- *"What are some ways you've helped someone in your family this week? It could be your family at home or here at school." (Allow several students to share.)*
- *"Now I want you to turn to your partner and share how you have felt cared for or protected by your family this week." (Allow time for partners to share experiences.)*
- *"We will continue to talk about family relationships next week. Over the weekend spend some time thinking of new ways to care for your family at home, church, or school."*

WRITING WORKSHOP

Author's Chair

Sharing and Presentation (K–2)

Standard:	LA.1/2.W.10	Write routinely for a range of tasks, purposes, and audiences
	LA.K.SL.6	Speak audibly and express thoughts, feelings, and ideas clearly
	LA.1/2.SL.6	Speak in complete sentences when appropriate to task and situation

1. Author's Chair is the place where students may share their writing (pictures, kidwriting) with their peers. Remind the children that when they sit in the Author's Chair, they should speak loudly enough for their audience to hear. Review Author's Chair rules and procedures as needed using language from Theme 2.

"Today in Author's Chair we are going to share the circular poems we created this week. I have put all the poems together in a class book, The Important Book About Families. When we get to your poem, you will have the opportunity to read your poem to the class. Let's begin."

2. Project or display the completed class book, *The Important Book About Families*. Allow students to share their poems. If needed, model constructive feedback before allowing students to share their feedback. As time permits, allow the author to choose one or two students to share feedback.

**** If students weren't able to write their final polished draft, allow them to read from their first draft. Students must submit a final polished draft to be evaluated by the teacher. ****

3. Consider adding the completed class book to the class library at the conclusion of the lesson for students to access in the future.



Day 5 – Science

Where Am I?, p. 186 (DLG)

Graphic Organizer – 3,2,1 (K–2)

Standards: S.K-2.LS.1

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

*** Before class begins, load YouTube Video “Exploring the Arctic for Kids: Arctic Animals and Climates for Children” from Free School at the following link: <https://www.youtube.com/watch?v=kA-aro3ll>. ***

1. In today’s lesson students will be watching an informative video about the Arctic instead of reading books about endangered animals as written in the **DLG**.
2. Begin the lesson by playing the hide and seek activity as written in the **DLG**.
3. Display and introduce the Arctic Learning 3-2-1 Graphic Organizer (Activity Master 6.3.6).
 - *“Today we will learn more about the Arctic and the animals that live there. As we watch this video, you will need to be listening very closely.”*
 - *“When we have finished watching the video, you will write down three new facts that you have learned. You will also write two questions that you still have after watching the video. Finally, you will draw one picture to show what you visualize when you think about the information you have learned.”*
4. Play the *Exploring the Arctic for Kids* video that was loaded before class.
5. After viewing the video, distribute Arctic Learning 3-2-1 Graphic Organizer (Activity Master 6.3.6) to all students.
6. Dismiss students to complete all portions of the Activity Master. Circulate around the classroom to provide support as needed.
7. If time allows, invite students to pair-share their completed Activity Masters.

