

K–2 MULTI–GRADE BRIDGE
Detailed Daily Lesson Plan (DDL P)
Theme Six Daily Lesson Guide (DLG) – Brrrr! It’s Cold!
Grade K Theme Book Four: *The Emperor’s Egg*/Environment
Character Building Concept: Family Relationships

Days 1 – 5 Signing In/Morning Activity

SIGNING IN, p. 218 (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

Standards: LA.K-2.SL.1
SS.K-4.IDI.3

Participate in collaborative conversations in diverse groups
Define concepts such as: growth, change, learning, self, family, and groups

1. Before class begins, prepare several paper “snowballs”. Write one family task in the center of each piece of paper. When finished, crumble all of the pages into individual “snowballs”. Be sure to create enough “snowballs” for each student to have at least one.



Possible family tasks:

- Buy groceries
- Cook meals
- Lead family devotions
- Say prayer
- Help carry bags into the house
- Wash laundry
- Clean the dishes
- Pack school lunches
- Drive the car
- Read books
- Tell jokes and stories
- Sweep the floors
- Put a bandage on a skinned knee

2. Gather students in a circle in the large group meeting area. Place “snowballs” in a pile in the center of the group.

- *“Good morning class! We have been learning about cold weather habitats and I thought it would be fun to start off our morning with snowballs.”*
- *“When I say, “Go!,” you will grab a snowball out of the center of our circle. Take the snowball back to your spot in the circle and quietly read what it says inside.”*



- *“When I say, “Toss!,” you will gently toss your snowball to a classmate and pick up another snowball near you. Open it and read what is written inside.”*
 - *“Ready? “Go!”* (Allow students to play several rounds. Be sure to be available to help emergent readers as necessary.)
3. Invite students to place the “snowballs” back in the center of the circle. Finish with the following discussion:
- *“What are some of the messages you read in the snowballs?”*
 - *“Did you know that there is a lot that has to be done to keep your family healthy and safe?”*
 - *“Many of the tasks that you read in the snowballs are things that different family members do to take care of your family.”*
 - *“What do you think would happen if only one person did absolutely everything to take care of the family?”*
 - *“Would you be able to do all of the things needed to take care of your family?”*
 - *“Are you able to do some of the things to take care of your family?”*
 - *“Family members need to help each other.”*
 - *“What are some ways that your family takes care of you?”*
 - *“What are some ways that you help take care of your family?”*
 - *“We learned a lot about families last week. This week we will continue to learn about ways that families work together and help each other.”*

Days 1 – 5 Daily Oral Language (DOL)

Grammar & Writing Mechanics

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

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|------------|------------|--|
| 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 4) 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. 215 – 218 (DLG)

Before Reading—Picture Walk, p. 215

Predicting (K–2)

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| Standards: | LA.K.RI.6 | With prompting, name and define the role of the author and illustrator |
| | LA.K.RI.10 | Predict outcomes using pictures and illustrations |
| | LA.1.RI.10 | Predict content using pictures and illustrations |
| | LA.2.RI.10 | Predict content and outcomes using pictures and illustrations |

1. Conduct a picture walk as written in the **DLG**. Lead students to make predictions with the following discussion questions:
 - *“What will this story will be about? What evidence do you have to support your thinking?”*
 - *“What do you think you may learn about in this story? Why?”*
2. After the picture walk, dismiss students to record their predictions on top portion of Activity Master 6.4.1.



*** The bottom portion of Activity Master 6.4.1 will be completed in **During Reading – First Time.** ***

During Reading—First Time, p. 215

Checking Predictions (K–2)

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|------------|------------|---|
| Standards: | LA.K.RI.10 | Predict outcomes using pictures and illustrations |
| | LA.1.RI.10 | Predict content using pictures and illustrations |
| | LA.2.RI.10 | Predict content and outcomes using pictures and illustrations |

1. Read *The Emperor's Egg* as written in the **DLG**.
2. After reading, invite students to review the top portion of their copy of Activity Master 6.4.1 that was completed during **Before Reading – Picture Walk**. Discuss whether student's predictions were correct, or not.
 - *"What predictions did you make that were correct?"*
 - *"Did you make any incorrect predictions? How could you adjust your incorrect predictions?"*
 - *"What were you able to learn from this book?"*
3. Dismiss students to independently complete the bottom portion of Activity Master 6.4.1.

After Reading—Comprehension Questions, p. 216 (DLG)

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

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|------------|-------------|--|
| 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 |
| | S.K-2.LS.3 | Make observations to determine patterns in behavior of parents and offspring that help offspring survive |

1. Teach the lesson according to the **DLG** after the first reading of the book.
2. Ask the following additional extension questions:
 - *"Would you enjoy being a penguin in Antarctica? Why?"*
 - *"How would it feel to be unable to eat for months at a time?"*
 - *"How are penguin families like human families? How are they different?"*



3. Finish the lesson with the following Concept Nugget:

- *“It is amazing that God created families in so many different ways. In a penguin family, the father cares for the egg until it hatches while the mother goes out to hunt. In other animal families, the opposite happens. The mother cares for the egg, or baby, while the father goes out to hunt. In human families, the mother cares for the baby before it is born, and then both parents care for the baby after it is born. Animals provide milk and food for babies in different ways as well. Every type of family is special and wonderfully made by our heavenly Father.”*
- *“What makes your family special?”*
- *“Give close attention this week to your family at home. Notice how your family takes care of and supports each other. See if you notice anything your family does that might be different or special.”*

WRITING WORKSHOP

Fact and Opinion

Summarizing/Synthesizing (K–2), Opinion-Proof Notes (1st/2nd)

Standards: LA.K.RI.11 With prompting, recognize differences between fantasy and reality, right and wrong, fact and opinion
LA.1/2.RI.11 Distinguish between right and wrong, fact and opinion

1. Before class begins, prepare Fact/Opinion Sticks for each student and the teacher as listed below:

- Directions:
 - Print Activity Masters 6.4.2a – b on two different colors of card stock paper.
 - Cut out and glue one of each card (Fact and Opinion) back-to-back onto a craft stick.
 - The finished product should be a craft stick that students can hold up to show whether a statement is a fact or an opinion.
- Additionally, the teacher will need a Stop and Go stick.
 - To make this object, cut a circle out of red and green construction paper.
 - Glue the circles back-to-back on a craft stick.
 - Write ‘STOP’ on the red circle and the ‘GO’ on the green circle.



*** Watch the following video to preview the Fact and Opinion Game in action:
<https://www.youtube.com/watch?v=4pBBH65x47E>. ***

2. Gather students in a large meeting area. Have students sit on the floor in a straight line facing the teacher.
3. Review the definition of facts and opinions by playing the Fact and Opinion Game:
 - *“We’ve talked about facts and opinions before. Therefore, let’s quickly review the difference between the two. A **fact** is something that is real and can be proven. An **opinion** is what a person thinks or feels.”*
 - *“We are going to play a game. Each of you will have a Fact/Opinion stick. I will make a statement. If you think the statement is a fact, you will hold up the ‘Fact’ side of your stick and say, “Fact!”*
 - *“If you think the statement is an opinion, you will hold up the ‘Opinion’ side of your stick and say, “Opinion!”*
 - *“Next, I will show you the correct answer with my Fact/Opinion stick. When I hold up my ‘Go’ sign, if you held up the correct answer, you may scoot forward until I hold up my ‘Stop’ sign. Once you see the ‘Stop’ sign, you must stop scooting and freeze.”*
 - *“We will play several rounds so that you will become familiar with telling the difference between a fact and an opinion statement.”*
 - Once students understand the rules, begin the game. Use the fact and opinion statements listed below or create different statements:
 - The sun is hot. (Fact)
 - Winter is my favorite season. (Opinion)
 - Dogs are the best pets. (Opinion)
 - Dinosaurs are extinct. (Fact)
 - You are a student. (Fact)
 - My dad’s car is the coolest car ever. (Opinion)



4. After playing several rounds of the Fact and Opinion Game, proceed with the lesson.
 - *“Earlier today we read about emperor penguins. Although we learned many facts about the emperor penguins, I would guess that you have some opinions about the penguins as well.”*
 - *“What are some opinions that you might have after reading about emperor penguins earlier today?”* (Pause to allow time for students to respond. If students are only offering facts, review the difference between a fact and an opinion.)
5. Kindergarten: Distribute Activity Master 6.4.3. Students will use a combination of drawing and kidwriting to tell one fact and one opinion about penguin families.
6. 1st/2nd Grade: While kindergarteners work on Activity Master 6.4.3, teach the following mini-lesson to 1st and 2nd graders. Draw a T-Chart on chart tablet paper. The column headings will be Opinion (left) and Supporting Evidence (right).
 - *“Even though we can’t prove an opinion, we can find support for our opinions using books and other resources.”*
 - *“Today we are going to write down some opinions we have after reading The Emperor’s Egg, and find evidence in the book that supports our opinions. We will do this using Opinion-Proof notes.”*
 - *“After reading the The Emperor’s Egg story, I think father penguins are very devoted. Therefore, I’m going to write that in the column that says ‘Opinion.’”* (Write: “Father penguins are very devoted.” on the left side of the T-Chart.)
 - *“Now I need to look in the book for supporting evidence. The reason I think father penguins are devoted is because they care for their egg for two whole months without eating anything. There are several places in the book that tell us that information, but on pages 16-17 it says, ‘So that means two whole months with an egg on your feet and no dinner or breakfast or lunch or snacks.’ This is supporting evidence for my opinion that father penguins are very devoted. Since these are just notes, I don’t have to write the complete sentence. I will shorten it on my T-Chart by saying, ‘keep eggs warm for two months without eating.’”* (Write: “...keep eggs warm for two months without eating.” on the right side of the T-Chart.)
 - *“Now that you know how to create opinion-proof notes, it’s your turn to try. You will work in groups, but each person will complete his/her own copy of the Activity Master. Each group will have a copy of the book so you can work together to find supporting evidence for your opinions. On your Activity Master you will state three opinions you have about penguins and the supporting evidence for each opinion.”*
 - Divide students into groups of two or three and distribute a copy of *The Emperor’s Egg* to each group. Next, distribute Activity Master 6.4.4 to each student. Monitor groups and redirect, or provide support as needed.



Day 1 – Science

SCIENCE, pp. 238 – 241 (DLG)

Coldest Place on Earth, p. 239 (DLG)

Experimenting (K–2), Recording Data (K–2)

Standard: S.K-2.ES.7 Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to severe weather

1. Assign students to multi-grade groups of three or four. Teach the lesson according to the **DLG**, with the following modifications and extensions:
 - Instead of the teacher measuring the temperature as a class demonstration, kindergarten students will observe while 1st/2nd students measure the temperature of the water in the cups.
 - All students will record the temperatures for each glass of water on their copy of Activity Master 6.4.5.a or b.
2. Dismiss student groups to measure the temperatures and record their data on the top portion of their appropriate Activity Master as listed below: (The Reflection Question will be completed later in the lesson.)
 - Kindergarten: Activity Master 6.4.5a
 - 1st/2nd Grade: Activity Master 6.4.5b
3. After completing the experiment, gather the class again in the large group meeting area for the following discussion:
 - *“How can measuring the temperature of things be useful in our everyday lives?”*
 - *“A meteorologist is a scientist who studies and predicts the weather. Part of a meteorologist’s job is to measure the temperature and tell the weather forecast.”*
 - *“Why is it important for us to know the weather forecast?”* (Accept reasonable answers. Steer discussion so children do not overlook the importance of knowing the weather forecast to prepare and respond to severe weather.)
 - *“Knowing the weather forecast can help us to prepare for a bad thunderstorm, snowstorm, tornado, or many other types of severe weather. If we don’t pay attention to the weather forecast, we are more likely to be unprepared for severe weather.”*



It's also important to have a plan for different types of severe weather so you know how to properly respond when bad weather happens."

4. Read *What is Severe Weather* (A digital copy is available online at this link: <https://www.getepic.com/educators>. This is a free website for teachers.)
 - *"What are some ways we can stay safe in a thunderstorm?"*
 - *"How can we prepare ourselves for a blizzard?"*
 - *"Where is the safest place to be during a tornado?"*
 - *"If you don't have one already, make a plan with your family about what you will do to stay safe in different types of severe weather. This is a way that we can take care of our families and keep them safe."*
 5. Dismiss students to complete the Reflection Question portion of Activity Master 6.4.5a or b.
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Day 2 – Circle Time/ Morning Meeting

Daily Message 1, p. 219 (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, p. 204 (DLG)

Reading “Little Peter,” p. 204 (DLG)

Concept Nugget (K–2)

Standards: B.K.RG.5 Give examples of how God’s character is revealed throughout the Bible
B.1-4.RG.5 Discuss promises and passages in the Bible that show the qualities of God’s character

1. Teach lesson according to **DLG**.
2. After reading the bible story, complete the lesson with the following Concept Nugget:
 - *“In the story, Little Peter, who does the shepherd represent?” (Jesus, God)*
 - *“Who do the sheep represent?” (Us)*
 - *“The shepherd showed how much he cared for Little Peter by going out to look for him right away. He didn’t wait until the next morning. He was worried about Little Peter and he wanted to find him and bring him back to safety. As we think back on our conversations from last week and this week about families, can you see any similarities between the shepherd and his sheep and us and our families?” (Allow students to share their thoughts.)*
 - *“The shepherd cared for his sheep just as parents care for their children, and just like God cares for His children. Jesus told this parable of the shepherd and the lost sheep to show us how much He loves us. He is willing to sacrifice everything to find us and bring us back to safety when we lose our way.”*

Day 2 – Language Arts

READING WORKSHOP, pp. 215 – 218 (DLG)

During Reading – Second Time, pp. 215 – 216 (DLG)

Vocabulary (K–2), 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.3 Ask and answer questions to seek help, get information, or clarify meaning
LA.1.SL.3 Ask and answer questions about what a speaker says to gather additional information or to clarify meaning
LA.2.SL.3 Ask and answer questions about what a speaker says to clarify, gather additional information, or deepen understanding



1. Teach the lesson as written in the **DLG**. In addition to introducing the kindergarten words, introduce the 1st and 2nd grade vocabulary words in context by pausing to discuss the vocabulary words on each page. For example: *“You noticed that we read the word **waddled**. What do you think it means to waddle?”*
2. The following are the 1st and 2nd grade vocabulary words in the order they appear in the book. Pages with more than one vocabulary word on them are listed in a group.
 - waddled
 - hatch
 - snuggle, shuffle, huddled
 - trundles
 - pouch
 - horizon
 - trumpeting, racket
3. Add the vocabulary word cards (Vocabulary Master 6.4) to the Theme Word Board along with the Kindergarten vocabulary word cards (Blackline E).

After Reading—Story Elements Booklet, pp. 216 – 217 (DLG)

Analyzing/Evaluating (K–2), Concept Nugget (K–2)

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| 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 |
| | S.K-2.LS.3 | Make observations to determine patterns in behavior of parents and offspring that help offspring survive |

1. Before class begins, fold and staple the story element booklets according to the directions in the **DLG**.

**** There is no need to reread the book as it is written in the **DLG** because the book was read During Reading – Second Time earlier today. ****

2. Use the following questions to review the story elements as written in the **DLG** lesson:



- *“Who are the characters in this story?”*
 - *“Where is the setting?”*
 - *“There are several problems or challenges in the story. What are some of the problems that you remember?”*
 - *“How are the problems solved?”*
 - *“How does the father emperor penguin handle the challenge of keeping his egg warm so that it won’t die?”*
 - *“What are some of the ways that father emperor penguins keep themselves warm?”* (Their blubber and thick feathers keep them warm. They snuggle up together in a big huddle.)
 - *“How does the father feed the baby penguin when he himself hasn’t eaten in two months and can’t leave the chick to go hunt for food?”* (The father has a pouch deep in his throat where he makes something like milk.)
3. Distribute index cards, Blackline 4.5, and a story element booklet to each student. Direct students how to label their story booklet with the labels from Blackline 4.5.
 4. Dismiss students to create their booklets.
 - Kindergarteners: Students will use pictures and kidwriting to identify the setting, characters, problem, and solution on index cards and place them in the appropriate portion of their story element booklet.
 - First and 2nd Graders: Students will write on index cards to identify the setting, characters, problem, and solution. If time allows, they may illustrate as well. Students should place the completed index cards in the appropriation portion of their story element booklet.
 4. Finish the lesson with the following Concept Nugget:
 - *“Most of the information we read about in The Emperor’s Egg was about penguin family relationships and how they take care of one another. What are some of the ways a father penguin cares for his family?”*
 - *“What are some ways the mother penguin takes care of her family?”*
 - *“What role does the baby chick penguin have in the family?”*



- *“In every family each person has a role. For example, in the penguin family the father’s role is to care for the egg to keep the chick inside alive. The mother’s role is to go hunt and eat so she can return and feed the chick once it hatches. The chick’s role is to stay close to the parents to stay warm, safe, and be fed. As the chick gets older, the roles may change slightly, but everyone still has certain things for which they are responsible. The same is true in our families. We all have roles and those roles may change as we grow older just as they do in penguin families.”*

WRITING WORKSHOP

Opinion Writing—Planning Web

Analyzing/Evaluating (K–2)

Standards: LA.K.W.1

Use a combination of drawing, dictating, and writing to compose opinion pieces about a topic or book and state a preference about the topic or book

LA.1.RL.11

Make connections between a text and personal life experiences

LA.2. RL.12

Make connections between a text and personal life experiences

1. Planning Web Mini Lesson:

- *“Yesterday we reviewed facts and opinions. With 1st and 2nd graders, we also worked on finding supporting evidence for our opinions using Opinion-Proof Notes.”*
- *“Today we will only focus on opinions. We are going to begin planning for our next piece of writing.”*
- *“As we have learned, penguin moms, dads, and chicks all have different roles in the penguin family. The mother’s role is to get lots of food in her belly so she can feed her baby chick when she returns home. The father’s role is to keep the egg and then chick safe and warm. The baby chick has the opportunity to stay cozy in mom or dad’s pouch and enjoy the food brought to them.”*
- *“Kindergarteners, your opinion piece today will be answering the question, ‘Would you want to be a Daddy penguin?’ You will begin your opinion with either ‘I would’ or ‘I would not’. Be sure to think about the reason why you have that opinion. You will also draw and color a picture to illustrate your writing.”* (Distribute Activity Master 6.4.6 and dismiss Kindergarten students to begin working independently.)
- Continue the following mini lesson with 1st/2nd grade:
 - *“To plan for our opinion writing piece, we are going to make an Opinion Writing Web. Imagine that you could choose to be a member of a penguin family; which role would you pick? In your web you will write which member of the penguin family you think is the best (mom, dad, or chick) and give reasons, or supporting evidence, to support your opinion.*
 -



Remember we do not have to use complete sentences in this Opinion Writing Web because these are just notes to help us organize our thoughts before we write.” (Display a copy of Activity Master 6.4.7a.)

- *“You will complete your Opinion Writing Web by writing ‘penguin mom’, ‘penguin dad’, or ‘penguin chick’ in the ‘My Opinion’ box.”*
 - *“I think that the mom penguin has the best role in the penguin family because she gets to go swimming with all her friends. I am going to choose that as the topic for my opinion piece.” (Model completing Activity Master 6.4.7a by writing ‘Penguin Mom’ in the ‘My Opinion’ box.)*
 - *“Next, in the boxes labeled ‘Reasons,’ you will write your reasons for choosing that member of the penguin family as the best.”*
 - *“One reason that I think the mom penguin is the best is because she gets to swim with all the other mom penguins. That sounds like so much fun! I will write that as one of my reasons.” (Model completing Activity Master 6.4.7a by writing ‘Swims with other mom penguins’ in one of the ‘Reason’ boxes.)*
 - *“I will fill out the other Reason boxes later today. However, it is your turn to get started on your own Opinion Writing Web.”*
 - *“You may share a copy of the book The Emperor Lays and Egg with your group as a reference, but you will be working individually to complete your own Opinion Writing Web.”*
 - Distribute grade appropriate Activity Masters listed below and dismiss students to complete their web for the remaining portion of the class period:
 - 1st Grade: Students will use 6.4.7a to record their opinion and two supporting reasons.
 - 2nd Grade: Students will use 6.4.7b to record their opinion and four supporting reasons.
2. Circulate around the room to monitor all grades as they work independently to complete their assigned Activity Masters. Provide support as needed.
 3. Collect completed student copies of Activity Master 6.5.7a – b, or have students place the Activity Master in their Writing Folder for tomorrow’s lesson.
 4. Before class tomorrow, be sure to write an additional reason in the ‘Reason’ boxes of the teacher’s copy of Activity Master 6.4.7a. (Possible additional reason: “The mom penguin feeds the chick.”)



Day 2 – Science

SCIENCE, pp. 238 – 241 (DLG)

Blubber Glove, pp. 239 – 240 (DLG)

Experimenting (K–2)

Standard: S.K-2.LS.1

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

1. Distribute Activity Master 6.4.8 to 1st/2nd grade. Students will complete the first two portions of the activity master during the experiment. The remaining portion will be completed after the class discussion.
2. Teach the lesson according to **DLG**. Additionally, time how long each student was able to hold their hand in the ice water both times. Invite 1st and 2nd graders to record how long they were able to hold their hand both times on their copy of Activity Master 6.4.8.
3. Extend the discussion below about insulation for all grades:
 - *“When we put our hand inside the plastic bag that had shortening in it, our hand was insulated. Insulation reduces, or stops, heat, sound, or electricity from entering what the insulation is protecting. In our experiment the insulation was protecting our hands from the cold, just as penguins blubber protects its body from the cold.”*
 - *“What else do we use that is insulated to keep things cold or hot?”* (Possible answers: insulation in our coats, insulation in our homes, insulated lunchboxes, etc.)
 - *“Insulation is a way we can protect ourselves from our environment whenever there are severe weather conditions. Animals also use insulation to protect themselves and survive in their environment.”*
 - *“God knew that some animals would need a way to stay warm in extremely cold environments. Isn’t it amazing how He thought of such an interesting way to care for His creation?”*
4. Finish the lesson by dismissing students to complete their grade appropriate activity master.
 - Kindergarteners: Distribute Activity Master 6.4.9. Students will color the penguin and trace the sentence below the picture.
 - 1st/2nd Graders: Students will answer the remaining two questions on Activity Master 6.4.8.



Day 3 – Circle Time/ Morning Meeting

Daily Message 2, p. 219 (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. 204-206 (DLG)

Where is Little Peter?, pp. 204 – 205 (DLG)

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

Standards: B.K.BF.11 With prompting, identify the main idea of a Bible story and retell key details
B.1-4.BF.11 Determine the main idea of a Bible passage and explain how it is supported by key details
B.K.RG.13 Tell stories from the Bible that show God’s grace
B.1-4.RG.13 Cite evidences of God’s grace as found in the Bible and other reading/viewing selections, making personal applications
LA.K-2.SL.1 Participate in collaborative conversations in diverse groups

1. Teach according to **DLG**. Before class begins, prepare the sheep hats.
2. In addition to the questions written in the **DLG**, ask the following extension questions for all grades:
 - *“Why did the sheep follow the shepherd?”* (They trusted him.)
 - *“Why do you think Little Peter hid behind a large gray rock instead of following the shepherd and the other sheep?”* (He wanted to play by the water; he wanted to stay a little longer; he became distracted, etc.)
 - *“How do you think Little Peter felt when it became dark and he realized he was all alone?”* (scared, lonely, hurt, etc.)



- *“What part of the story helped you figure out how he felt?”* (It was dark; he was cold; he was alone; wild animals howled and growled in the hill; he cried while looking for the shepherd; the stones bruised him; the thorns scratched him; and the night noises frightened him.)
- *“How would you have felt if you were Little Peter?”*
- *“How do you think the shepherd felt when he realized Little Peter was missing?”*
- *“Why do you think the shepherd decided to go find Little Peter?”*
- *“How do you think the shepherd felt when he found Little Peter?”*
- *“When we don’t follow the rules given to us by God, we are like Little Peter when he decided to stay behind while the shepherd and the other sheep headed home. We can get lost when we don’t obey God. However, God loves us so much that He comes and looks for us when we lose our way. More than anything, He wants to bring us back home where we will be safe and warm like the shepherd took Little Peter back to the safe, warm sheepfold.”*

3. Close the lesson with the following Concept Nugget:

“The way God cares for us is the way earthly fathers should care for their children. That doesn’t always happen. Sometimes earthly fathers make mistakes. Sometimes we can’t count on our earthly fathers to always protect us, provide for us, and love us. But the great news is that God is everyone’s Heavenly Father! He is a Father to the fatherless and He is a Father to us when our earthly fathers make mistakes. I’m so thankful to have God as my father, aren’t you?”

Day 3 – Language Arts

READING WORKSHOP

Read Aloud – *The Emperor’s Egg*

T-Chart (K–2)

| | | |
|------------|-------------|--|
| Standards: | LA.K/1.RI.2 | With prompting, identify the main topic and retell key details |
| | LA.K.RL.5 | Recognize common types of texts |
| | LA.1.RL.5 | Differentiate between informational and story books |
| | LA.1.RI.2 | Identify the main topic and retell key details |
| | LA.2.RI.6 | Identify the main purpose of a text |



1. Before class begins, make a T-Chart on chart tablet paper similar to the chart below. The T-Chart will be used to compare *The Emperor's Egg* with *The Emperor Lays an Egg*. Only *The Emperor's Egg* side of the T-Chart will be completed in today's lesson.

| The Emperor's Egg | The Emperor Lays an Egg |
|-------------------|-------------------------|
| | |

2. Read *The Emperor's Egg* aloud to the class for a final time. After reading each page, pause to allow students to share facts they learned on that page. Record student responses on the left side of the T-Chart.
3. After reading *The Emperor's Egg*, close the lesson with the following discussion:
 - *“What kind of book is The Emperor's Egg? Does it have informational facts, or does it tell a story?”*
 - *“What clues did you see that made you conclude that this is an informational book?”*
 - *“Why is it important to read informational books?”*
 - *“When choosing informational books, we should choose books on topics we are interested in learning more about. For example, if I really like elephants and want to know more about them, I would search for interesting informational books that tell me about elephants. What are some topics you would like to know more about?”*
4. If time permits, allow students to spend time looking in the classroom or school library for books about the topic they want to learn more about. Encourage students to read those informational books during free time or at home.



WRITING WORKSHOP

Opinion Writing—Introduction and Body

Analyzing/Evaluating (K–2), Drafting (1st/2nd)

| | | |
|------------|----------|--|
| Standards: | LA.K.W.1 | Use a combination of drawing, dictating, and writing to compose opinion pieces about a topic or book and state a preference about the topic or book |
| | LA.1.W.1 | Write opinion pieces that introduce a topic or book, state an opinion with a reason for the opinion, and provide some sense of closure |
| | LA.2.W.1 | Write opinion pieces that introduce a topic or book, state an opinion, include reasons that support the opinion, use linking words, and provide a concluding statement |

1. Before class begins, be sure to write three additional reasons in the ‘Reason’ boxes of the teacher’s copy of Activity Master 6.4.7a. (Possible additional reason: ‘The mom penguin feeds the chick.’)
2. Introduce today’s lesson.
 - *“Yesterday we worked on writing our opinions. Kindergarteners, you wrote about whether or not you would want to be a father penguin. First and 2nd graders, chose which member of the penguin family you think is the best and give some reasons for your choice. Today we will continue to write our opinions about penguin families.”*
 - *“Kindergarteners, your opinion piece today will be answering the question, ‘Would you want to be a penguin chick?’ You will begin your opinion with either ‘I would’ or ‘I would not’. Be sure to think about the reason why you have that opinion. You will also draw and color a picture to illustrate your writing.”* (Distribute Activity Master 6.4.10 and dismiss Kindergarten students to begin working independently.)
3. Display the teacher copy of Activity Master 6.4.7a that was created on Day 2. Continue with the following writing extension for 1st and 2nd graders:
 - *“Today we will use the Opinion Writing Web that was created yesterday to begin writing an opinion piece.”*
 - *“First, we will need to write an introduction. Let’s review how to write a strong introduction.”*
 - *“Where does the introduction belong in our writing?”* (It belongs at the beginning of a writing piece.)
 - *“What does an introduction do? Why is it important to include an introduction in your writing?”* (Possible responses: It tells what the writing piece will be about; it gives the reader a preview of the topic; it expresses the author’s opinion on a topic.)
 - *“Who remembers the three different ways we learned to write a strong introduction?”* (1. Ask a question; 2. Tell an interesting fact, or 3. Share a strong feeling.)



- *“After you write an introduction, you will state your opinion and the reasons for your opinion. Use your Opinion Writing Web as a guide. However, remember to use complete sentences since this is your actual writing piece.”*
 - Draw students’ attention to the teacher copy of Activity Master 6.4.7a. Also, display a blank piece of writing paper, or use chart paper.
 - *“Yesterday I decided that my opinion is that the mom penguin is the best. I wrote my opinion and my reasons here on my copy of the Opinion Writing Web. Now I will use those notes to begin my writing piece.”*
 - *“I will start my introduction by telling an interesting fact about emperor penguins. This will make the reader want to keep reading my piece. I know where emperor penguins live, so I will use that as my fact.”* (Write: ‘Did you know that emperor penguins live in Antarctica? Emperor penguins are interesting animals. I think that emperor penguin moms are the best member of an emperor penguin family.’)
 - *“Now it is your turn to write an introduction for your piece.”*
 - Distribute blank writing paper and students’ Opinion Writing Webs (Activity Master 6.4.7a or b) that were created on Day 2. Instruct students to begin writing their introductions.
4. Circulate around the room to provide support to all grade levels. Conference with 1st and 2nd graders as needed while they write their introductions.
 5. Gather 1st and 2nd graders again to review how to write the body of their opinion writing piece.
 - *“Now that we have all written our introductions, it is time to begin writing the body of the piece. The body of the opinion writing piece will be the supporting reasons that you wrote on your Opinion Writing Web.”*
 - *“One of the reasons that I wrote down on my Opinion Writing Web is that the mom penguin gets to swim with the other mom penguins. I will now write that reason in the body of my piece.”* (On the teacher’s example writing paper or chart paper write, ‘Mom penguins are the best because they get to swim with all the other mom penguins and that sounds like fun.’)
 - *“Now you may begin writing the reason sentences for the body of your writing piece. First graders, you will need to write two reason sentences, and 2nd graders, you will write four reason sentences. I will be conferencing with you as you work.”*



6. Dismiss 1st and 2nd grade students to begin writing their reason sentences. Circulate around the room to conference and provide support with students as necessary.
7. Collect student drafts or have them stored in students' Writing Folders for tomorrow's lesson.
8. Before class tomorrow, write an additional reason sentence on the teacher's writing example. Write, 'The mom penguin feeds her chick after her long hunting trip.'

Day 3 – Science

SCIENCE, pp. 238 – 241 (DLG)

How Penguins Swim, p. 240 (DLG)

Experimenting and Observation (K–2), Concept Nugget (K–2)

Standard: S.K-2.IS.1 Use observations to describe patterns of what plants and animals need to survive

*** Before class begins, load YouTube Video, "Saving a Species: Penguins –Underwater World" from SeaWorld Parks & Entertainment at the following link: <https://www.youtube.com/watch?v=UpkIK2uNPOE>. ***

1. Teach lesson according to the **DLG**.
2. After the demonstration, prepare students for the SeaWorld video.
 - *It was interesting to learn that the weight of a penguin helps it sink lower into the water. It was difficult to push the empty container down into the water. It was much easier to sink the container with sand into the water. Why do you think that was?"*
 - *"There are many interesting facts about how a penguin is able to swim so well. Today we will watch a short video that will show us some of the features and behaviors of penguins that help them survive and function in their environment. These are called adaptations. Let's watch and see what we can learn!"*
3. Play the SeaWorld video that was loaded before class.

*** There is brief mention of evolutionary adaptation around 3:35. ***
4. Continue with the following discussion questions:
 - *"What did you learn today about what makes penguins such wonderful swimmers?"*



- *“I love how God gave each living creature characteristics that help them survive and function in the environment where they live. Our God loves and cares for all living things, and He cares about every little detail that will help support survival.”*
- *“What are some adaptations He has provided for us to survive in our environment?”*

5. Finish the lesson with the following Concept Nugget:

- *“This week we have learned about how penguin parents care for and protect their babies. What are some of the ways you remember?”*
- *“The penguin community is very close to one another. In fact, they are really like one, big family. The mothers go hunting together and the fathers stay behind to keep the eggs safe and warm. When the fathers become too cold, they huddle together to help each other to stay warm. Penguins seem to do everything together.”*
- *“Our families do things together, too. What are some things your family does together?”*
- *“What are some things you can learn about family relationships from penguins?”*
- *“How are penguin families like human families?”*
- *“Doing things together helps our family relationships become stronger. We know we can count on our families because they have been there for us in the past.”*

Day 4 – Circle Time/ Morning Meeting

Daily Message 3, pp. 219 – 220 (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

Read Aloud – *The Emperor Lays an Egg*

T-Chart (K–2), Concept Nugget (K–2)

| | | |
|------------|------------|--|
| Standards: | LA.K.RI.9 | With prompting, identify similarities and differences between two texts on the same topic |
| | LA.1.RI.9 | Identify similarities and differences between two texts on the same topic |
| | LA.2.RI.9 | Compare and contrast the most important ideas in two texts on the same topic |
| | S.K-2.LS.3 | Make observations to determine patterns in behavior of parents and offspring that help offspring survive |

1. Display the T-Chart that was created on Day 3. The right side of the chart will be completed in today's lesson.
2. Read *The Emperor Lays an Egg*, or play a digital version found online. While reading, pause at the end of each page and ask students to share facts that they learned on that page. Record student responses on the right side of the T-Chart.
3. After completing the T-Chart, encourage students to notice similarities and differences between the facts given in the two different texts. Below are just a few examples:
 - Both books mention the emperor penguin living in Antarctica.
 - In *The Emperor Lays an Egg*, the story begins with the mother laying an egg and keeps it warm before giving it to the father.
 - In *The Emperor's Egg*, the story begins with the father penguin already taking care of the egg.
 - *The Emperor Lays an Egg* has more details on each page than *The Emperor's Egg*.
 - Both books discuss how father emperor penguins huddle together when it is too cold. Again, *The Emperor Lays an Egg* has more detail than *The Emperor's Egg*.
4. End the lesson with the following Concept Nugget:
 - *“Today we discovered even more about penguin families and how they relate to one another. The penguin community is truly one big family. It reminds me of God's family. We are all God's children and part of His great, big family. It's important for us to remember that and always look for ways to care for God's children. After all, they are part of our Heavenly family.”*



WRITING WORKSHOP

Opinion Writing—Conclusion

Drafting (1st/2nd), Editing (1st/2nd)

Standards: LA.K.W.5

LA.1.W.5

LA.2.W.5

With support, respond to questions and suggestions from peers and add details to strengthen writing

With support, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing

With adult and peer support, focus on a topic and strengthen writing as needed by revising and editing

1. While kindergarteners are working on their **Circle Story of Penguins (DLG, p. 222)**, review how to write a conclusion with 1st and 2nd graders.
 - *“So far this week you have had an opportunity to write the introduction and body of your opinion piece about the best role in a penguin family.”*
 - *“Today we are going to write the conclusion for our writing pieces. What is the role of the conclusion in a writing piece?”* (Lead students to understand that the conclusion wraps up the writing piece and restates the opinion from the introduction.)
 - Display the teacher example of the opinion piece from Day 3.
 - *“Before I write my conclusion, I am going to read what I have already written in my introduction and body. I wrote two reason sentences in my example. However, second graders you will have four sentences. Now let me read my piece ...”* (Read the teacher example piece.)

Did you know that emperor penguins live in Antarctica? Emperor penguins are interesting animals. I think that emperor penguin moms are the best member of an emperor penguin family.

Mom penguins are the best because they get to swim with all the other mom penguins and that sounds like fun. The mom penguin feeds her chick after her long hunting trip.



- *“Now I am ready to write my conclusion. This will wrap up my opinion piece. I will briefly restate my reasons and the opinion I have about the mom penguin.”* (Write: ‘The emperor penguin mom has fun swimming and she feeds her chick. She is a good mom and is the best member of the penguin family.’)
 - *“My draft is complete! It is your turn to write your conclusion. Remember to always restate your opinion in the conclusion of your opinion piece. Keep this in mind as you work on your conclusions today.”*
2. Circulate around the room to conference with students as needed.
 3. If time allows, encourage students to do a self-edit of their piece.

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

Day 5 – Bible

APPLYING THE BIBLE STORY, p. 207 (DLG)

Independent Reading, p. 207 (DLG)

Concept Nugget (K–2), Fluency (K–2), Retelling (K–2)

Standards: B.K.BF.11 With prompting, identify the main idea of a Bible story and retell key details
 B.1-4.BF.11 Determine the main idea of a Bible passage and explain how it is supported by key details
 LA.K.RF.5 Read emergent-reader texts with purpose and understanding
 LA.1/2.RF.4 Read on-level text with purpose and understanding

1. Begin the lesson with the following Concept Nugget:



“I’ve really enjoyed spending two weeks learning about families and how they relate to one another. How about you? God has given us such a great gift by creating families. He knew we would need people in our lives to care for us, worry about us, love us, and protect us. We serve such a wonderful God. He knows our every need before we even ask. He is the best Father! He will always look out for us and protect us. His love knows no limit.”

2. Place students in multi-grade pairs or small groups. Teach the lesson according to the **DLG**.

**** If the Kindergarten Bible Story Readers are not available at the school, use a different version of the story for students to read to each other. The following link includes a free mini book version of the lost sheep parable that is similar to the “Little Peter” story in the Kindergarten Bible Story Readers:*

http://freesundayschoolcurriculum.weebly.com/uploads/1/2/5/0/12503916/lesson_52_the_lost_sheep.pdf.

Day 5 – Language Arts

READING WORKSHOP

Read Aloud

Responding to Literature (K–2), Graphic Organizer (K–2)

Standards: LA.K.RI.11 With prompting, recognize differences between fantasy and reality, right and wrong, fact and opinion
LA.1/2.RI.11 Distinguish between right and wrong, fact and opinion

1. Read another book about emperor penguins from the Bibliography (**DLG, pp. 255 – 262**).
2. After reading, invite students to pair-share about what they have learned about emperor penguins this week.
 - *“This week we have learned a lot of information about emperor penguins. God has made so many interesting animals for us to learn about!”*
 - *“Turn to your neighbor and share one of the most interesting things you have learned about emperor penguins this week.”*
3. *Display Activity Master 6.4.11b:*
 - *“Now you will have the opportunity to organize some of the facts you have learned about emperor penguins.”*
 - *“Our graphic organizer today will help you think of what emperor penguins **are, can, and have.**”*
 - *“For example, I know that penguins **are** birds.” (Write, ‘birds’ in the first column of Activity Master 6.4.11b)*



- *“I also know that emperor penguins **can** survive long winters.”* (Write: ‘survive long winters’ in the middle column of Activity Master 6.4.11b.)
 - *“In the last column I will write something that emperor penguins **have**. Ah! I remember learning that emperor penguins **have webbed feet**.”* (Write: ‘webbed feet’ in the third column of Activity Master 6.4.11b.)
 - *“While you are completing your graphic organizer, you may refer to the T-Chart that was created earlier this week.”*
4. Distribute the appropriate activity master to each student and dismiss them to begin working.
 - Kindergarteners: Students will use a combination of drawing and kidwriting to complete their copy of Activity Master 6.4.11a.
 - 1st/2nd Graders: Students will use words to complete their copy of Activity Master 6.4.11b.
 5. Display the T-Chart created in Days 3 and 4 for students to reference as needed.
 6. Circulate around the room to provide support and redirection as needed.
 7. If time allows, permit students to pair-share their completed activity masters.

WRITING WORKSHOP

Author’s Chair

Writing Celebration

| | | |
|-------------------|-------------|--|
| <i>Standards:</i> | 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. Review Author’s Chair procedures as needed. Remind students to speak audibly and clearly so that their peers may easily hear. If necessary, model or review ways to giving helpful feedback to the author and participate respectfully as an audience member.
2. Invite students to share their opinion pieces that were created earlier this week. The pieces may not have been edited, but students should be permitted to share their draft. Kindergarten students may select any of the pieces that they have created this week to share during today’s Author Chair.



Day 5 – SOCIAL STUDIES

UNIT CULMINATION CELEBRATION

Family Celebration (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 |
| | SS.K-4.C.4 | Demonstrate respect for people with different religious beliefs, different ages, backgrounds, and ethnicity |

1. Before class begins, invite families to send a baby picture of their child and to prepare a statement to share about how their child changed their lives, and one way their child is special.

**** If the family member is unable to attend in person, allow them to send in the picture and a written statement about one way their child has changed their life and one way their child is special. ****

2. Set up: Display the baby pictures, completed acrostic name poems from Theme 6.2 (*Mama, Do You Love Me?*), and The Important Thing About Families Class Book from Theme 6.3 (*Alaska Animal Babies*).
3. Begin by welcoming any guests that are in attendance.
 - *“This month our class has enjoyed learning about families. We learned about commitment and family relationships.”*
 - *“Our class learned that God created human and animal families. As a part of a family, we have the responsibility to take care of each other, to encourage each other, and to pray for each other.”*
 - *“The class learned that they are each special and a part of their family in their home, their church family, school and classroom family, and most importantly God’s heavenly family.”*
 - *“Today we will celebrate family and will share some of the poems that the students have written during this unit.”*
4. Invite a student to lead the class in prayer.
5. For each student, the teacher will invite the student to read their completed acrostic name poem from Theme 6.2 (*Mama, Do You Love Me?*) followed by inviting their family member to show their child’s baby picture and speak about a way their child has changed his/her life and how he/she child is special.

**** If a family member isn’t in attendance, the teacher will show the baby picture and share the written statement from the family member. ****



6. Next, introduce guests to The Important Thing About Families Class Book. Invite each student to read their poem from the book.
7. Finally, students will give flowers to those family members in attendance.

**** If family members are unable to attend, students may create simple cards to give their family. Cards and flowers may be taken home to their family member at the end of the day. ****

8. *Optional* – Invite families to enjoy refreshments with their children.

