

**K–2 MULTI-GRADE BRIDGE**  
**Detailed Daily Lesson Plan (DDL P)**  
**Theme Seven Daily Lesson Guide (DLG) – *Wonderfully Made***  
**Grade K Theme Book One: *The Growing Story*/Growth and Feelings**  
**Character Building Concept: Growth/Patience**

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

**SIGNING IN, p. 47 (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 1<sup>st</sup> and 2<sup>nd</sup> graders who could also benefit. The students who are proficient at writing their first names could practice writing their first and last names when they sign in. Other Signing In options for a developing writer could include the following: writing a personal street address, birthday, city and state, or phone number. Students who have emerging handwriting skills should use one of the selected activities in the *Stepping Stones (DLG)* every day. Remember to assess student writing monthly to track handwriting progress. Additionally, formal, direct instruction in handwriting should be provided daily for grades K–2 as part of phonics and Language Arts.

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

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

**GROWTH/PATIENCE CONCEPT CONNECT**

*Concept Connect Activity (K–2)*

*Standard:* SS.K-4.IDI.1

Discuss how the study of individual development and identity helps us know who we are and how we change.

1. In preparation for this lesson, ask each student to bring a baby picture and a recent picture in a sealed envelope. (If you have recent pictures of your students, you may use them instead.)



2. Collect samples of students' work from the beginning of the year and a few recent examples.
3. Using a two-pocket folder, place the most recent work on the right side and the other samples on the left. Tape two large poster boards to the whiteboard. Tape the baby pictures on one poster board. Be sure to leave space under each picture for the name cards. Randomly, place all recent pictures on the other poster board. Consider including your own photos, also!
4. Create name cards by cutting 3x5 cards in half. Write each student's name on a card. Place a small piece of double-sided tape or poster putty on each name card.
5. Place all the name cards for each student in a basket. Have everyone select a name card and try to match it with the correct baby picture. Students will place name cards under pictures of their choice.
6. Choose a student to share his/her selection and match. Draw the class' attention to the significant differences in the pictures. Begin the following discussion on growth:
  - *“Wow! Don't our baby pictures look different than our pictures shared during this year? Tell me some of the differences you see between the two pictures.”*
  - *“How much time do you think has passed between the first and the second picture? Time was passing while you were growing.”*
  - *“Your parents had to be patient while you were growing.”*
  - *“What an important word **patience** is! Patience means waiting until it's time without getting upset.”*
  - *“Your parents had to wait until it was your birthday to celebrate your growth.”*
  - *“All of you have grown academically in this class. You have all become smarter! During your growth process, you had to be patient while you were learning new things. Let's take a look at how much we have grown.”*
7. Give each student their personal folder to compare work samples.
  - *“Look at your work samples. Notice the difference in what you did compared to the things you are able to do now. Do you see a big difference? Did you know you had made this much growth?”*



- *“Time has allowed you to learn new things and as a result, you are able to do things better than before. It took time to experience growth.”*
- *“Jesus is the creator of the growing process. He created living things with the ability to grow at a certain pace. We must be patient with God’s timing.”*
- *“Sometimes we want things to happen right away and we become upset when we have to wait. That is the opposite of being patient. When we are patient, we wait for something we may want to happen or something we want without getting upset that it is not coming fast enough.”*

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

### Grammar & Writing Mechanics

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

Standards:	LA.1/2.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing
	LA.1/2.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling
	LA.2.L.3	Use knowledge of language and its conventions when writing

1. This daily activity is designed for 1<sup>st</sup> and 2<sup>nd</sup> graders. First graders are formally introduced to DOLs in Theme 4. At any time in the year the teacher may also include some Kindergarten students who can read the sentences and might be ready for this type of activity.
2. The suggested sentences for group editing are found in Appendix D (DOL Master, Theme 7 – Book 1) for your convenience. These are designed to correlate with each unit theme and are intended as a teacher directed activity. An enlarged poster copy of the Common Editing Marks should be posted in the room for easy student reference. DOL Common Editing Marks are also listed for student reference in Appendix D only in the following: Theme 1 – Book 1, *This is Our House* and in Theme 4 – Book 1, *Winter’s Gift*.
3. Review with children some of the Common Editing Marks and basic DOL procedures (check for capitalization, ending punctuation, spelling, etc.).
4. Students will pair with classmates and discuss how to correct each sentence. Monitor student discussion by walking around the room and “listening in” to each discussion. Correct misunderstandings when necessary.



5. Call on student pairs to come to the board and correct the sentences. Review corrections as a class and decide if they should be accepted or corrected.

## Day 1 – Language Arts

### READING WORKSHOP, pp. 44 – 46 (DLG)

#### Before Reading – Introducing the Book, p. 44 (DLG)

##### Response Cards (K–2)

Standard:	LA.K-2.SL.1	Participate in collaborative conversations in diverse groups: follow agreed-upon rules
	LA.K/1.RL.9	Predict story outcomes using picture clues
	LA.2.RL.10	Predict story events and outcomes using picture clues and text

\*\*\* Bring in different sizes of clothing and/or shoes. Be sure to have baby, child, youth and adult items. \*\*\*

1. Explain that there are all sizes of shoes/clothing in the collection of things received.
2. Give each student a response card (Activity Master 7.1.1).
3. When an item is held up, students will decide who would wear this item (baby, child, youth or adult), and hold up the response card with the word showing their choice. Continue with several items in the same manner.
4. After this activity, continue with the following discussion:
  - *“How did you know which card to hold up?”* (Allow time for response.)
  - *“Have you had only one pair of shoes in your life, or many pairs? Why is that?”*
  - *“What challenges do you face if you try to use shoes or clothes that are too big?”*
  - *“What happens to the clothes and shoes that become too small for you?”*
5. If you already have a growth chart in the room, take measurements of each student during Center time and notice student growth. If you don’t already have a growth chart, begin one and check for student growth later in the year.



## During Reading – First Time, p. 44 (DLG)

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

Standard: LA.K-2.IDI.8 Examine how individuals change over time

1. Reference the lesson in the **DLG**.
2. Before reading, use the following discussion and questions as you move through the book, pausing for student responses:
  - *“Our book this week is The Growing Story by Ruth Krauss. Let’s do a picture walk and see if we can predict what this book is about.”*
  - Page 1: *“How old do you think this boy is?”*
  - Page 3: *“He seems to be thinking of something. About what could he be thinking?”*
  - Page 7: *“Look at the watering can he is carrying to his mother. Do you think that is an easy or difficult task for him? Why do you think it is difficult?”* (Elicit observations that he is not quite big enough to carry that watering can with ease.)
  - Page 13: *“Hmm. He appears to be asking his mother another question as she is looking in the mirror. On the next page he looks as if he might be thinking about his mother’s response to his question.”*
  - Page 16: *“Wow! He sure likes to help his mom. Here he is carrying a load of pears to the basket.”*
  - Pages 23 and 24: *“What has happened to his clothes?”*
  - Pages 28 and 29: *“How do you think he feels about his clothes that are too small?”* (Second grade students should use the words on the last page to refine their predictions.)
  - *“What predictions do you have about this book?”* (Have children turn to pair-share with a neighbor.)
3. Read *The Growing Story* with minimal interruptions.
4. Extend for all grades with the following questions after reading the story:
  - *“Have you ever wondered if you were growing?”*



- *“Why do you suppose you have wondered if you were growing?”*
- *“It takes time to grow and we can’t see it from one day to the next.”*
- *“What are some signs that help you know you are growing?”*
- *“Sometimes there are things that you cannot do when you are small. You have to be patient until you grow bigger. What are some things you want to be able to do, but you have to wait until you grow a bit more?”*
- *“Being patient can be difficult. We must always be patient and willing to wait on God, too. We may ask him for things in our prayers, but we must wait for Him. It isn’t because God ignores our prayers, but waiting can help you also to trust in Him more. Sometimes He has us wait even though we don’t know why. God loves us so much and we must learn to patiently wait for Him.”*

## **WRITING WORKSHOP**

### **The Important Book**

*Details (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 introduce a topic, use facts to develop the topic, and provide a concluding statement
	LA.K-2.W.10	Write routinely for a range of tasks, purposes, and audiences

\*\*\* *This Writing Workshop lesson does not correspond to any lesson in Stepping Stones. Choose this option for Kindergarten also, or choose the Writing Workshop activity in Stepping Stones **DLG**.* \*\*\*

1. While introducing *The Important Book* by Margaret Wise Brown, prepare students to listen for all the different ways that the author describes simple things that are all familiar to us.
2. After reading the book, ask students which objects captured their attention. Give time for students to respond to the following questions:
  - *“Raise your hand if you want to share a page that you especially liked in this book.”*
  - *“What was it about this page that especially captured your attention?”*



- *“Did Margaret Wise Brown use any words that give you a picture in your mind? Which words?”*
  - *“When you have a picture in your mind, do you think the details are more interesting?”*
  - *“Did you notice that Margaret Wise Brown began and ended each page with the same words?”*
  - *“Why do you think she did that?”*
  - *“I think she was telling us that when we are asked about certain objects, we usually start with the obvious feature. For example, what is your first thought when I say the word ‘daisy’? We usually think about its color. However, there is much more to a daisy than just the color. Margaret Wise Brown is helping us to go deeper and think of other things that make a daisy special.”*
  - *“Adding details is one strategy writers use to make their writing more interesting for their readers. We can do the same with our writing. Let’s focus today on using good words to describe the object we are writing about in a new way.”*
3. Show students the various objects in the basket. Invite them to select an object from the basket or another object in the classroom. Write about the object using details.
  4. Devote the remaining time of Writer’s Workshop to writing. Use this time to conduct student conferences. Aim to conference with a fourth of the students each day.
  5. The Assessment Master 7.1 in Appendix C may be used in a cumulative manner at the end of each week throughout the units in this theme as each type of writing is taught.

## Day 1 – Science

### Field Trips, p. 66 (DLG)

*Hands on Experience (K–2)*

Standard: S.K-2.LS.7

Make observations of plants and animals, compare diversity

\*\*\* Read the lesson description in the **DLG**. A field trip to a pet store, animal shelter, or other local facility that has at least dogs and cats is recommended instead of a field trip to a chicken farm or feed store as described in the **DLG**. This week’s progression in science will develop the following two ideas: (1) Animals grow and have similar needs as people, and (2) It is possible to compare the length of time it takes for animals and



people to reach adulthood. The idea will be developed that it takes people longer to reach adulthood because the human brain takes more energy to grow and develop. \*\*\*

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## Day 2 – Circle Time/Morning Meeting

### Daily Message 1, pp. 47 – 48 (DLG)

Modeling Writing and Editing (K–2)

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

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

## Day 2 – Bible

### PRESENTING THE BIBLE STORY, pp. 32 – 36 (DLG)

#### Bible Scrolls, pp. 33 – 34 (DLG)

Sequencing the Bible Verse (1<sup>st</sup>/2<sup>nd</sup>)

Standard: B.K/1-4.BF.12 Memorize passages of scripture

1. Teach the lesson according to the **DLG** and extend the discussion by elaborating on the origin and uses of scrolls.
  - *“Bible history is fascinating.”*
  - *“Many stories were passed on from one generation to another.”*
  - *“These stories were copied by scribes on to scrolls and were stored in clay jars for safe keeping.”*
  - *“The priest would read scripture to people from these scrolls.”*



- *“Hearing the scrolls read aloud caused people to change.”*

2. First and 2<sup>nd</sup> graders will use Activity Master 7.1.2. Cut out, unscramble, and glue the words in order to reveal the memory verse.

## Day 2 – Language Arts

### READING WORKSHOP, pp. 44 – 46 (DLG)

#### Vocabulary Lesson

##### Context Clues (K–2)

Standard:	LA.K.L.4	With support, explore word relationships and nuances in word meanings
	LA.1.L.4	With support, demonstrate understanding of word relationships and nuances in word meanings
	LA.2.L.4	Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies

\*\*\* This lesson will help children to recognize strategies to use when they arrive at an unknown word. These strategies can be especially useful with words that children will not encounter because they are dated. \*\*\*

1. While holding up *The Growing Story*, explain the following:

- *“This book was written a long time ago.”* (1947)
- *“Some of the words sound a little old-fashioned. Listen while I read them in the book and see if you can determine what they mean.”*

2. Turn to the pages needed as you read the following sentences in the book. Allow students time to grapple with the questions and give their responses.

- *“We’ll put away your warm **woolen** clothes.”*
  - *“What do you think that means? Is there a word in the sentence that gives you a clue?”* (warm)
  - *“Is there a part of a word in woolen that you recognize?”*
- *“The little boy looked in a **looking-glass**.”*



*“Is there something in the picture that helps you?”*

- *“He turned a **somersault**.”*

*“This one is a bit more difficult. There are no words in the sentence to help, and there are no familiar parts in the word ‘somersault’. The picture only gives a tiny clue to what he’s about to do. However, if we turn the page, we get a better clue! What could this word mean?”*

3. Continue in the same manner with the remaining vocabulary words that are unfamiliar to your students.

## **WRITING WORKSHOP**

### **Fruit Salad**

Adding Details (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 introduce a topic, use facts to develop the topic, and provide a concluding statement
	LA.K-2.W.10	Write routinely for a range of tasks, purposes, and audiences

*\*\*\* This Writing Workshop lesson does not correspond to any lesson in Stepping Stones. Choose this option for Kindergarten also, or choose the Writing Workshop activity in the Stepping Stones **DLG**. \*\*\**

*\*\*\* Before class begins, be sure to have available cutup fruit. \*\*\**

1. This mini lesson involves making a fruit salad during the lesson. There should be enough fruit salad for each student to have a serving.
2. Begin by holding up an orange:
  - *“We are going to make fruit salad today.”*
  - *“I have an orange here. Shall we make fruit salad with just oranges?”*
  - *“Why not?” (Pause for answers.) “You are right! It wouldn’t be very interesting and it would taste bland.”*



3. Combine fruit in a large bowl. As each fruit ingredient is added, ask students to think of good words that describe each one. Remind them of yesterday's activity to search for new ways to describe things. Continue this conversation on descriptive language as you finish making the fruit salad.
4. Give each student a serving of fruit salad. Direct students to wait for instructions before eating their salad.
5. As students respond to questions, write their responses on cutouts of Activity Master 7.1.3, or place them on star-shaped Post-it Notes. These will be used for an interactive bulletin board. Students can use the words on this bulletin board when they are searching for a richer descriptive word ("sparkle word") to use in their writing.
  - *"Now our salad won't be bland and uninteresting!"*
  - *"As you eat your salad, I am going to ask you some questions. Raise your hand, if you want to answer one of these questions."*
  - *"Take a bite. How does your salad taste?"*
  - *"Take another bite. How does it feel in your mouth?"*
  - *"Try a piece of your favorite fruit. How would you describe it?"*
  - *"Why is it your favorite fruit?"*
  - *"What makes it so delicious?"*
  - *"Take a whiff of your fruit salad. How does it smell?"*
  - *"How does your fruit salad look?"*
6. Conclude this discussion by helping students to recognize the value of descriptive words. Adding descriptive words helps a student's writing to be more interesting and not bland.
  - *"Just like adding more fruits to our salad sparked it up, adding more details to our writing sparkles up our writing."*
  - *"All of these great details that have been written on these stars are Sparkle Words."*



- “You may take these words to your desk from the “Sparkle Words” bulletin board when you need a more interesting word in your writing, or you can think of a new word to describe your writing.”
  - “As you write today, try to use a few new Sparkle Words from the board, or think of a new word.”
7. The remaining Writing Workshop time should allow students to write about the experience of making fruit salad, using descriptive words.

## Day 2 – Science

### Who’s Your Baby, p. 67 (DLG)

Classification (K–2)

Standard: S.K-2.LS.7

Make Observations of plants and animals, compare diversity

\*\*\* Before class begins, acquire *Animal Life Cycles: Growing and Changing* by Bobbie Kalman for this lesson. \*\*\*

\*\*\* Review the following background information at the following link: <http://www.iflscience.com/brain/why-do-humans-grow-so-slowly/>. This information will be helpful as you discuss why humans take longer to become adults than animals. The information below has been copied from this site. Visit the site for additional information. \*\*\*

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“Human children are slow growers in comparison to our closest animal relatives. We spend around twice as long in childhood and adolescence as chimpanzees, gibbons and macaques, but scientists never knew why. Many believed that this may have something to do with the fact that our brains are so energy hungry that less glucose is available to fuel the development of the rest of the body, but this has been tricky to prove. Now, a new study conducted by Northwestern University anthropologists has finally found strong evidence to support this theory. The study has been published in *Proceedings of the National Academy of Sciences of the United States of America*.

To find out how much glucose our brains guzzle from birth to adulthood, the researchers used previously gathered PET and MRI brain scan data and compared this with body growth rate. PET scans are used to measure glucose uptake, whereas MRI scans can determine brain volume. As predicted, they found that body growth slows when the brain consumes a lot of glucose. Furthermore, the brain was found to be hungriest when children are around 4 years old, which coincided with a period when body growth was slowest. At this time, the brain consumes more than 40% of the body’s total energy expenditure. According to lead author Christopher Kuzawa, brain cell connections “max out” at this age because we learn so many new things that are critical to becoming successful humans. This means that there are less resources available for the rest of the body to use to facilitate growth of other body parts.”



1. Teach the lesson according to the **DLG** and then expand for all grades. A student set of Activity Masters 7.1.4a – b should be copied on card stock. Copy Activity Master 7.1.4c on colored paper. These are the answer cards and should be placed in Ziploc bags so that they can be given to students after they have completed the activity.
2. Before class begins, have enlarged pictures of the animals on Activity Master 7.1.4a cut apart and available for students. Ask students to sequence the animals according to how long they predict it takes for them to become adults. Tape these animals on chart paper in the order suggested by students. They will refer to their predictions throughout the lesson.
3. Read *Animal Life Cycles: Growing and Changing* by Bobbie Kalman. Give particular attention to the time it takes for each animal to grow to adulthood.
4. Supplemental information on length of time to maturity for the animals can be found on the following websites:
  - <https://www.thespruce.com/stages-of-puppy-development-2804675>
  - <http://s-hamilton.us/BiologyHomepage/Term4-98/COstremChimpanzees/life.htm>
  - <http://www.parrot-parrots.com/important-stages-life-parrot.php> (This website provides much information. Be selective and summarize the information for students)
  - <https://www.thespruce.com/changes-during-main-life-stages-554305>
5. *“Now that we have read Animal Life Cycles by Bobbie Kalman, let’s look at our predictions and see if we need to make any changes.”*
6. Allow students time to rearrange the animals on the chart paper until they guess the sequence correctly. Once the sequence is correct, label the length of time to become an adult to the right of each picture.
7. Give each student a copy of Activity Masters 7.1.4a – b. Students should realistically color their animals. Once coloring is completed, students will cut out the cards on both activity masters, mix them up, and match each animal to the length of time to adulthood. Once students have matched their cards, they may open the Ziploc bag with the answer cards copied on colored paper (Activity Master 7.1.4c) to check their answers.
8. All cards can be placed in the Ziploc bag at the end of the activity and saved so students can sequence these cards again at center time if they choose.



\*\*\* The only animal on the Activity Master that is not in the book is the Chimpanzee. The Chimpanzee is included since it is the human's closest relative and has a more developed brain. Make students aware of the fact that the Chimpanzee takes almost as long as humans to reach adulthood. \*\*\*

## Day 2 – Social Studies

### Chores at Home, pp. 68 – 69 (DLG)

Self-reflection (K–2) Concept Nugget (K–2)

Standard: SS.K-4.IGI.7 Examine how the rules and norms of groups to which they belong impact their lives

1. Teach the lesson according to the **DLG** and extend the activity to include classroom jobs.
2. Discuss the importance of classroom jobs (job chart jobs).
  - *“Being helpful in our classroom is a good choice you can make. Each week we choose who will do the jobs on our classroom job chart. It’s important to do your job conscientiously.”*
  - *“What does it mean to do a job conscientiously?”*
  - *“Can you think of reasons why you need to do your job well?”* (Record student responses on chart paper or the white board.)
  - *“Do you like doing some jobs better than others?”*
  - *“How do you feel when you get a job you don’t particularly like? How do you feel when you get your favorite job?”*
  - *“Being patient, while waiting for your favorite job, shows you are growing in your patience!”*
  - *“Is it important to do a job even when it’s not very interesting?”*
  - *“What would happen if no one straightened the library books all week?”*
3. Continue to develop the idea that all classroom jobs are important and students need to each do their part to keep the classroom in good order. Introduce *It’s a 5 Star Job!*, Activity Master 7.1.5.



- *“This week we will keep track of how well we do our jobs.”*
  - *“Have you ever heard of a 5 star hotel or restaurant?”*
  - *“What does that mean?”* (Give students time to respond and develop the idea that five stars means the best.)
  - *“We are going to decorate our 3 and 5 star cards. You can decorate your 5 star card with glitter because it means ‘the best’. Color your 3 star cards yellow. They are alright, but not the best. I have kept the 1 star cards. We will not color them at all because they mean a job was not done very well.”*
  - *“At the end of each day, we will come together and discuss the quality of our work. When it’s time for your job, you can tell what kind of card your job deserves.”*
4. Have students decorate 3 and 5 star cards and submit them to you. These can be laminated for ease of use. A small piece of Velcro can be attached to the backs of the cards with corresponding Velcro on the job chart where the cards will be placed at the end of each day. This will allow ease of changing the cards each day. If these cards are not laminated, it is recommended to print the activity master on card stock so that they will hold up for the week.
  5. Each day students will ask for input from their peers to see if they agree with their self-assessment. This step will require great coaching and role playing to ensure that students can respectfully disagree and take constructive input from their peers. Creating specific standards for 3 and 5 star ratings will be important so that students can evaluate jobs fairly.
  6. A dialog might look something like this for the classroom library:
    - Teacher: *“(student’s name), how well do you feel you did your job today?”*
    - Student: *“I should get a 5 star card because the library looks nice.”*
    - Teacher: *“Does everyone agree?”*
    - Student: *“I respectfully disagree because there are a few books on the floor. I think it is a 3 star job.”*
    - Teacher: *“\_\_\_\_\_ would you like to go and take care of the books on the floor so that you can earn a 5 star rating today?”*
  7. Give students the opportunity to correct things so that they can earn a 5 star card.



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## Day 3 – Circle Time/Morning Meeting

### Daily Message 2, p. 48 (DLG)

Modeling Writing and Editing (K–2)

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

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

## Day 3 – Language Arts

### READING WORKSHOP, pp. 44 – 46 (DLG)

#### During Reading-Third Time, p. 44 (DLG)

Concept Nugget

Interactive Graph (K–2)

Standards: LA.K/1.SL.3 Ask and answer questions to seek help, get information or clarify meaning  
LA.2.SL.3 Ask and answer questions about what a speaker says to clarify, gather additional information, or deepen understanding  
LA.1.RL.4 Identify words and phrases in stories and poems that suggest feelings.

\*\*\* Before class begins, create the graph shown below. \*\*\*

1. Prior to teaching the lesson according to the **DLG**, extend for all students with the following Interactive Graphing Activity:
  - Prepare a space in your room by placing a line on the floor with painters tape long enough to accommodate all students. A small distance from the line, create a box with painters tape to accommodate a majority of students.
  - Start with all students standing on the line and explain that we all grow at different rates and are able to do some things sooner than others. To illustrate this, play the game, *Get in the Square*. The teacher will describe several developmental



things. Each time something is described, students must decide if they can or can't do the task. If they can't, they will step into the box. Students left standing should be counted. The teacher will graph the students left standing on the line with a premade graph on chart paper. The graph will look something like this:

9									
8									
7									
6									
5									
4									
3									
2									
1									
	Tie Shoes	Skip	Jump Rope	Gallop	Ride a Bike	Catch a Ball	Whistle	Snap Fingers	Wink

2. Concept Nugget:

*“Do you ever wish you could just do all these things now? Sometimes it’s hard to be patient when you’re growing up.”*

3. Turn to the last page in the book and discuss how the boy feels about his own growth. Particularly note the words on the last page:

- *“Do these words give you any clues about how the boy is feeling?”* (Read it without expression first and then read expressively.)
- *“Which way do you think the author means for us to read it?”*



- *“Why?”* (Expressions on the boy’s face and the size of the words provide clues.)
- *“Just as the boy in the story is excited that he grew bigger, you will be excited too when you are finally able to do a task that you have been patiently waiting and practicing to do.”*

## **WRITING WORKSHOP**

### **Sparkle Sticks/Peer Editing**

Editing (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 introduce a topic, use facts to develop the topic, and provide a concluding statement
	LA.K-2.W.10	Write routinely for a range of tasks, purposes, and audiences

\*\*\* This Writing Workshop lesson does not correspond to any lesson in *Stepping Stones*. Choose this option for Kindergarten also, or choose the Writing Workshop activity in *Stepping Stones DLG*. \*\*\*

\*\*\* Be sure to place the Sparkle Words up on the interactive bulletin board for student use. Make copies of Activity Master 7.1.6 on card stock. Cut apart individual star shapes to have one for each student. Have gel pens or colored pencils available for this project. \*\*\*

1. Begin this lesson by having students design their own Sparkle Star. Have a variety of gel pens or colored pencils available. Once stars are decorated, they should be cut out and glued to a popsicle stick.
2. While sticks are drying, explain to students that they will be using their Sparkle Stars while they peer-edit. When a partner finds a place where writing could use richer detail, the Sparkle Star can point to that spot on the writing. Model this interaction:
  - *“When you have found a place to put your Sparkle Star on your partner’s writing, lay it down at that spot and say, ‘I see a place where a Sparkle Word can be added. What do you think?’”*
  - *“If your partner agrees, then talk about words that might be good there.”*
  - *“Remember that if you have trouble thinking of a word, you can see if you can find one on the bulletin board.”*
  - *“Ask your partner; ‘Which word would you like to use?’”*



- *“Remember that it’s their writing and they should choose the word.”*
  - *“When you’re finished, switch roles.”*
3. Allow students to choose either their writing piece from Monday or Tuesday for this edit.
  4. Circulate around the room, helping teams to begin, if necessary.
  5. Allow five to ten minutes for this activity. You may allow longer if students are engaged and productive.
  6. When students have completed peer editing, they can go to their writing places and begin to make changes with the remaining Writing Workshop time.

### Day 3 – Science/Social Studies

#### Am I Growing?, Part 1

*Contrast and Compare (K–2)*

Standard: S.K-2.LS.7                      Make Observations of plants and animals, compare diversity  
 SS.K-4.IDI.3                              Define concepts such as; growth, change, learning, self, family, and groups

\*\*\* *Science and Social Studies will be combined for Days 3 – 5. The purpose is to allow sufficient time for students to develop an understanding of growth as it pertains to their personal development and their physical development. Additional activities are available in the **DLG**, if desired. \*\*\**

1. This lesson is not found in the **DLG**. The concept of academic growth will be explored to further develop the idea of growth.
  - *“In The Growing Story you will remember that the boy was so excited that he was finally growing. About what kind of growing was he excited?”* (Guide students to the understanding that the story refers to physical growth.)
  - *“Did you know that there are other ways that you are growing?”* (Allow students time to grapple with this idea and give some suggestions of other ways they might be growing.)
  - *“Today we are going to talk about how you have been growing mentally this year. Raise your hand if you can think of something you have learned this year.”*



2. Pair students and introduce Activity Master 7.1.7. A student who is already reading should be paired with a non-reader so that all students can self-assess their abilities.

*“Work with your partner on the I Am Growing Mentally! activity sheet. If you need help reading it, your partner will help you. There are things on this sheet that you can already do. When you discover that this is true, mark the ‘Already Learned This’ column. The things that you cannot do should be marked in the ‘Will Learn This Later’ column. Remember that there may also be things that you are beginning to learn, but that you are still growing toward. When this is true, you will mark the ‘Learning This’ column.”*

3. After students have completed their forms together, they should share with their partner one thing they can do now that they couldn’t do at the beginning of the year. Partners should congratulate each other on a job well done. If time permits, students can come together and take turns sharing one thing that their partner has accomplished this year

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## Day 4 – Circle Time/Morning Meeting

### Daily Message 3, p. 49 (DLG)

Modeling Writing and Editing (K–2)

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

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

## Day 4 – Bible

### PRACTICING THE BIBLE STORY, pp. 32 – 36 (DLG)

#### Good Choice or Not, pp. 34 – 35 (DLG)

Role Play (K–2), Concept Nugget (1/2)

Standards: B.K.RG.11 Accept that the Bible helps us to make right choices in our daily living  
B.1-4.RG.11 Accept that the Bible reveals the standard by which we are to live



1. In preparation for the lesson, design a bulletin board entitled, “It’s Up To You”. Teach the lesson according to the **DLG**.
2. Divide the class into groups and role play any one of the given scenarios.
3. Lead the class in the following discussion:
  - *“Is it always easy to make the good choice?”*
  - *“Why do you think it can be challenging to make good choices?”*
  - *“How might your choices change depending on the friends you have around you?”*
4. Concept Nugget: Develop the concept that it takes practice and time.
  - *“How do you practice patience with yourself and others when you are learning something new?”*
  - *“Why do you have to be so patient?”*
  - *“That’s right. You’re still learning!”*
5. *Optional:* Use a digital camera to take pictures of the students making good choices. Ask students write a description of their good choice using no more than two sentences. Place the pictures and the short descriptions on the bulletin board.

## Day 4 – Language Arts

### READING WORKSHOP, pp. 44- 46 (DLG)

#### After Reading – Comprehension Questions, pp. 45 – 46 (DLG)

##### *Comprehension*

<i>Standard:</i>	LA.2.RL.12	Make connections between a text and personal life experiences
	LA.1.RL.11	Make connections between a text and personal life experiences
	LA.1/2.RL.1	Ask and answer questions about key details

1. After teaching the lesson in the **DLG**, extend for all students with the following inference questions. Allow student response time after each question.



- *“Why do you think the boy was afraid that he wasn’t growing?”*
- *“Why was growing so important to him?”*
- *“Is growing important to you? Why?”*
- *“Have you ever felt like you weren’t growing either?”*
- *“How might the boy have felt if he had not seen the animals growing up around him?”*
- *“What things might the boy be able to do now that he is bigger?”*
- *“What would you tell the boy at the beginning of the story?”*
- *“Can you think of a time you felt the same way as the boy at the beginning of the story? What about the boy at the end of the story?”*
- *“What lesson can we learn from this story about patience?”*

## **WRITING WORKSHOP**

### **Conferencing/Publish**

Editing and Publishing (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 introduce a topic, use facts to develop the topic, and provide a concluding statement
	LA.K-2.W.10	Write routinely for a range of tasks, purposes, and audiences

*\*\*\* This Writing Workshop lesson does not correspond to any lesson in Stepping Stones. Choose this option for Kindergarten also, or choose the Writing Workshop activity in Stepping Stones **DLG**. \*\*\**

*\*\*\* Be sure to look over student’s writing progress on this project the day before this lesson. Choose student pieces that show a need for an additional teacher conference session. Make a point to meet with those students today during writing workshop. \*\*\**



1. No new mini lesson will be taught today. Students will complete final edits and publish their writing piece. Note that students may choose their writing piece about object description (Day 1), or about their description of making fruit salad (Day 2).
2. Remind students that their goal is to get their piece published today so that it can be shared tomorrow during Author's Chair.
3. Spend writing time conferencing with students who need it most.

## Day 4 – Science/Social Studies

### Am I Growing?, part 2

Recall (K–2), Observing Growth (K–2)

Standards: S.K-2.LS.7      Make observations of plants and animals, compare diversity  
SS.K-4.IDI.3      Define concepts such as; growth, change, learning, self, family, and groups

\*\*\* This lesson is not found in the **DLG**. The concept of academic growth will be explored to further develop the idea of growth. Social/Emotional growth will be explored from the perspective of things learned throughout the school year relating to the theme concepts. \*\*\*

1. Gather theme books from past units: *One Smile*, *Winners Never Quit*, and three or four other books that were classroom favorites. *One Smile* and *Winners Never Quit* will be modeled here:
  - *“We have talked about how we have grown physically and mentally. What part of your body is responsible for mental growth?”* (Give students time to respond, guiding them to the fact that the brain is responsible for mental growth.)
  - *“Yesterday we talked about some things we have learned this year. That is mental growth. Today we will think of another type of mental growth that has happened to you this year.”*
  - *“Let’s think of some books we have read this year and talk about the things we have learned. (Hold up One Smile.) “Who remembers this book? Let’s recall some of the kind acts that happened in this story.”* (Do a picture walk through this book as you recall the simple acts of kindness in this story.) *“Turn to your shoulder partner and share one kind thing you have done recently. Have you grown in kindness this year?”*
  - *“In Winners Never Quit, Mia Hamm grew in another way. Do you recall how she grew? Yes, she learned not to give up. We used the big word ‘determination’ to describe that skill. Turn to your shoulder partner again and share something that you didn’t give up on this year. Have you grown in determination this year?”*



2. Continue with three or four other theme books that were classroom favorites this year.
3. Conclude by reminding students that they have grown socially and emotionally this year and that this growth is shown in the way they act and treat others.

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## Day 5 – Circle Time/Morning Meeting

### Teacher Generated Message

*Modeling Writing and Editing (K–2)*

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

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

## Day 5 – Bible

### APPLYING THE BIBLE STORY, pp. 35 – 36 (DLG)

#### God Helps Me Make Good Choices, p. 36 (DLG)

*Sharing Faith (K–2)*

**Standards:** B.K.RG.11 Accept that the Bible helps us to make right choices in our daily living  
B.1-4.RG.11 Accept that the Bible reveals the standard by which we are to live  
B.K/1-4.RG.18 Participate in prayer and worship of God  
B.1-4.RO.19 Explore various ways of witnessing

\*\*\* Before class begins, make copies of Activity Master 7.1.8 on cardstock and cut them apart. \*\*\*

1. Teach the lesson according to the **DLG**.
2. Discuss with students the effects of making good choices. Ask the following questions:



- *“What are the results of making good choices?”*
  - *“How do good choices affect your thinking?”*
  - *“How might good choices affect how you feel?”*
  - *“Do good choices help us in our relationship with Jesus?”*
3. Share with students the importance of encouraging others to make good choices, too.
  4. Choose another classroom to share words of encouragement. Students will choose and color a bookmark from Activity Master 7.1.8. On the back of the master, 1<sup>st</sup> and 2<sup>nd</sup> grade students should write: “I am praying for you.” and sign their names. Kindergarten students who are not able to write this can draw praying hands and sign their names.

## Day 5 – Language Arts

### READING WORKSHOP

#### Identifying Point of View

*Point of View (1<sup>st</sup>/2<sup>nd</sup>)*

Standards: LA.1.RL.6 Identify who is telling the story  
 LA.2.RL.7 Differentiate characters’ points of view, including voice adaptation when reading dialogue aloud

1. Before class begins, create a T-Chart on chart paper or on the whiteboard. Also, copy and cut apart Activity Master 7.1.9. Place the cutup sentences in a basket.
2. Introduce students to the concept of point of view.
  - *“Today we are going to learn about point of view. Raise your hand, if you have ever heard that term before.”*
  - *“Point of view tells the reader who is telling the story. When an author writes a story, he/she always choose a point of view.”*
  - *“Have you ever seen a sports game on TV? There is usually an announcer who is telling the television audience what is happening in the game. The actual sports players are not telling you about the goals or touchdowns, but the announcer is telling the audience all about the game. That announcer is similar to the **narrator** in a story. A narrator is an outside point of view that tells the reader what is happening in the story. Stories with a narrator point of view use words like he, she, or they.”*



- *“Another point of view that an author might choose is the **character** point of view. This is when the character in the story tells the reader about what is happening. For example, if I were to tell you this: ‘One time I took my dog for a walk in the park. However, it began to rain and we became soaked!’ That would be the character telling the story because I was the character and I told you about what happened to me.”*
  - *“Now we are going to play a game where we will read sentences and decide if it is the character or narrator telling the story!”*
3. Have students take turns pulling a sentence out of the basket and reading it aloud (provide support as needed). As a class, decide if it should be placed in the character or narrator column. Tape or glue the sentence in the appropriate column. Emphasize the pronouns as the reason for where the sentence belongs. (Narrator = He, She, They; Character = I, Me, We)
  4. After the sentences have been sorted, proceed with the following lesson:
    - *“You have done a great job determining the difference between the character and narrator point of view. Now we are going to talk about how different characters might see the same situation.”*
    - *“Think about the mom from The Growing Story. She is an adult and has seen many children grow from babies to children to adults. How is her point of view going to be different than the little boy’s?”*
    - *“Why do you think the boy asks his mother if the chicks will grow?”*
    - *“Why do you think the mother replies, ‘Of course.’ when the boy asks if he will grow?”*
    - *“When the winter clothes are removed from the shelf, how do you think the mother and little boy’s points of view will differ? What might the mother think when the clothes don’t fit? What might the little boy think?”*
    - *“How does age change the point of view of these characters?”*

## **WRITING WORKSHOP**

### **Author’s Chair**

Presenting (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 introduce a topic, use facts to develop the topic, and provide a concluding statement



LA.K-2.W.10

Write routinely for a range of tasks, purposes, and audiences

\*\*\* This Writing Workshop lesson does not correspond to any lesson in *Stepping Stones*. Choose this option for Kindergarten also, or choose the Writing Workshop activity in *Stepping Stones DLG*. \*\*\*

1. In preparation for the lesson, place a special chair in the front of your meeting area. (*Optional:* Have available a play microphone or hat that children can use while sitting in the chair).
2. Students who have published their writing piece should have opportunity to share.
3. If necessary, remind students of the respectful procedures that have been established for responding to the author.
4. Make time early in the following week for students whose pieces were not published to complete this step.
5. Making time for these students to share their published writing pieces at some other point in the following week or during next Friday's Author's Chair will motivate some students to complete their work.
6. The Assessment Master 7.1 in Appendix C may be used in a cumulative manner at the end of each week throughout the units in this theme as each type of writing is taught.

## Day 5 – Science/Social Studies

### God Made Me Special

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

Standard:	SS.K-4.IDI.2	Identify the qualities that make individuals unique and equip them for their place in God's overall plan
	SS.K-4.IDI.8	Examine how individuals change over time
	S.K-2.LS.3	Make observations to determine patterns in behavior of parents and offspring that help offspring survive

1. Review with students the different types of growth discussed this week. Concepts learned are:
  - People and animals all grow and develop to adulthood.
  - People take longer to become adults because their brains have greater capacity than animals
  - People grow in the following ways: physically, academically, and emotionally



2. Lead students in the following Concept Nugget:

- *“When God created us, He took special care to make us. Our brains have the ability to do things that animals’ brains cannot do.”*
- *“Why do you think God made our brains to do more than the animal’s brains?”*
- *“How does your growth help you serve God?”*
- *“Because our brains use more energy to develop, it takes us longer to grow physically.”*
- *“It often takes patience to wait to grow up. However, it is worth the wait.”*
- *“As you are waiting patiently to grow up, how do your parents show patience to you also?”*
- *“When a baby is first learning to walk, do the parents get upset at the baby if he falls down? No! They are excited that the baby is learning! God is patient with you, also. He knows you are still learning and growing so he lovingly and patiently teaches you. Your parents are patient, too. They are excited to see you grow and learn new things! They are also waiting patiently for you to grow up.”*

3. Continue the discussion:

- *“Think of ways you have grown physically this year.”* (Allow students time to share as you list these on chart paper under the heading of “Physical”.)
- *“Now think of ways you have grown in learning.”* (Add student contributions to chart paper under the heading of “Learning”.)
- *“Last, think of ways you have grown in feelings.”* (Add student contributions to chart paper under the heading of “Feelings”.)

4. Once the chart paper is complete, give students Activity Master 7.1.9 to complete independently.

