

**K–2 MULTI-GRADE BRIDGE**  
**Detailed Daily Lesson Plan (DDLPL)**  
**Theme Seven Daily Lesson Guide (DLG) – *Wonderfully Made***  
**Grade K Theme Book Two A: *The Busy Body Book*/Personal Feelings and Growth**  
**Character Building Concept: Healthy Living**

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

**Signing In, p. 114 (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**

**HEALTHY LIVING**

**CONCEPT CONNECT ACTIVITY (K–2)**

|                             |  |
|-----------------------------|--|
| <i>Standards:</i> 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       |
| S.K-2.HS.8                  | Ask questions and obtain information about God’s plan for healthy living |



The Concept Connect for Theme 7, Book 2 is “Healthy Living”. The following group activity ties this concept to the new theme book, *The Busy Body Book*.

\*\*\* Before this lesson begins, collect bubbles, jump ropes, and kid-size weights so that each child in the class will be able to pick an item for the activity. \*\*\*

1. Put bubbles, jump ropes, and kid-size weights in a basket. Explain to students that they will do an activity using the items in the basket.
2. Ask each student to choose an item from the basket. Place students in groups based on what was chosen – bubbles, jump ropes, or kid-size weights.
3. Once the game begins, give each group thirty-five seconds to complete their chosen activity. Use a regular timer, or [www.onlinestopwatch.com](http://www.onlinestopwatch.com) if you have a SMARTboard.
4. Say: *“We will take turns as a group using the items that you selected. The order will be jump ropes, bubbles, and kid-size weights.”*
  - *“Jump rope group, it’s time for you to start jumping. You will have thirty-five seconds to skip using the jump ropes. If you are not sure how to jump rope, do your best.”* (Get the students’ attention and set the timer.) *“Ready, set, go!”* (After thirty-five seconds, ask that group to sit on the mat.)
  - *“Those of you with bubbles, I want you to open your container and prepare to blow your bubbles when I say go.”* (Get the students’ attention and set the timer.) *“Ready, set, go!”* (After thirty-five seconds, ask that group to sit on the mat.)
  - *“Kid-size weights group, it’s your turn. You will do biceps curls for thirty-five seconds.”* (Demonstrate this. Get the students’ attention and set the timer.) *“Ready, set, go!”* (After thirty-five seconds, ask that group to sit on the mat.)
5. Gather students on the mat for a discussion. Record their responses on a white board or chart paper.

*“Last week we read a book titled The Growing Story. In that story we learned that everything grows, but it takes patience and time. We also learned that we can grow mentally, physically, and spiritually. While we have to wait patiently for things and people to grow, there are things that we can do so that healthy growth can take place. Think about the things in the basket. How can the activities you just did help you stay healthy?”*
6. Continue asking students about what was done in each group and record responses. Guide the students in recognizing that the following are needed for healthy living:



- *“The things placed in our basket are samples of what is needed for healthy growth. When we do exercises or relaxing activities such as blowing bubbles, we are doing healthy things that our bodies need for growth. This week we will talk in detail about growing in health by living a healthy life and how a healthy life affects our bodies.”*
- *“Our Bible story and our Reading Workshop theme books will share more about the topic of healthy living and how important it is for our bodies. God made our bodies to be busy. Being busy helps us to stay healthy. Being healthy means we are able to do more things that we like. It also means that we honor God in what we do. I look forward to doing healthy things with you this week while we learn about different parts of our body. Let’s plan on being a healthy class!”*

## Day 1 – Bible

### Introducing the Bible Story, p. 90 (DLG)

#### My Plate, p. 90 (DLG)

Concept nugget (K–2)

|            |            |  |
|------------|------------|--|
| Standards: | B.K.RO.1   | Recognize that I am valuable because I am a child of God   |
|            | B.1-4.RO.1 | Determine that self-worth comes from recognizing that God paid a high price for us and that He wants to spend eternity with us |

\*\*\* Before class begins, go to <https://www.choosemyplate.gov/browse-by-audience/view-all-audiences/children/kids> for activity sheets, videos, exercises, challenges, and other resources that may be used to enhance this week’s Bible lesson. \*\*\*

1. Teach the lesson according to the **DLG**.
2. Connect to the character-building concept of healthy living by asking the following questions:
  - *“What has God provided for us to care for our bodies?”*
  - *“How does having a plate with fruits, grains, vegetables, and protein promote a healthy lifestyle?”*
  - *“Why do you think dessert is not on the plate?”*
  - *“What can be used as dessert that is already on the plate?”*
  - *“God cares for us so much that he wants for us to have a healthy life. We are valuable to Him. Because of this, He made sure to provide us with foods that have the proper nutrients needed for good health. It’s up to us to make the right choice!”*



## 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 2A) 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.

### READING WORKSHOP, pp. 103 – 114 (DLG)

#### Before Reading – Introducing the Book, p.103 (DLG)

*Concept Map, Pair Share, Picture Walk, Predicting (K–2)*

|            |             |  |
|------------|-------------|--|
| Standards: | LA.K.RL.9   | Predict story outcomes using picture clues   |
|            | LA.1.RL.9   | Predict story events and outcomes using picture clues                                  |
|            | LA.2.RL.10  | Predict story elements and outcomes using picture clues and texts                      |
|            | LA.K.SL.6   | Speak audibly and express thoughts, feelings, and ideas clearly                        |
|            | LA.1/2.SL.1 | Participate in collaborative conversations in diverse groups: follow agreed-upon rules |

This lesson will help build background knowledge as students use a concept map and take a picture walk through *The Busy Body Book* to form



predictions.

1. Hold up *The Busy Body Book* so students can see the cover. Ask students to think about what a “busy body” is.
2. Next, on chart paper draw a large circle with the words BUSY BODY in the center. *“When you think of the phrase, ‘Busy Body’, what comes to your mind?”* (Record student’s responses on line “rays” coming out from the center circle, forming a concept map.)
3. Say: *“You have given me some great words to represent busy bodies. Let’s use those words to create a sentence about busy bodies.”* (Using the words on the concept map, write a group sentence to draw a conclusion about busy bodies.)
4. Ask students to keep that sentence in mind as you do a picture walk to further develop their predictions. *“We are going to do a picture walk in order to gain clues as to what The Busy Body Book is about. We will look at the pictures and formulate a story or idea in our mind. Use your mind as a camera. Take a picture in your mind of each page and predict what you think this page is about. Remember to try to refrain from looking at the words, pictures, and all the details in the pictures. At the end of the picture walk, we will predict what the book is about, based on the movie you created in your mind.”*
5. As the teacher flips from page to page, the children will tell what they believe is happening.
6. At the end of the picture, walk say to the class: *“I want you to turn to your neighbor and use information from our concept map and the picture walk to share what you predict The Busy Body Book is about.”*
7. When they are finished with their pair share, allow as many students as possible to share their predictions with the class.
8. Teach the lesson according to the **DLG**.

### **WRITING WORKSHOP**

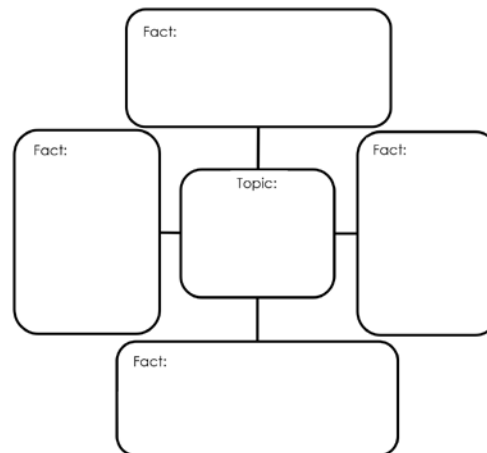
*Writing Process: Research (K–2)*

**Standards:** LA.K-2.W.8 Participate in shared research and writing projects  
LA.K.RI.15 With support, read informational texts on topics of interest  
LA.1/2.RI.14 Read informational texts on topics of interest

1. *“Over the next two weeks, we will write **informative (factual) reports**. An informative report is when you write to tell your audience facts about a topic. You will share important facts about the body with your readers. Before we begin writing our reports, we must first learn about the topic we want to write about. Learning about a topic and taking notes is called doing **research**. Research can be done using many different sources: books, magazines, field trips, videos, online information, and more. Today we will focus on doing research on the Internet.”*



2. *“When we do research on the Internet, we must remember to use Internet safety. This means we will only be looking at websites that the teacher has said are safe and good to use.”* (Model for students how to pull up a prescreened, kid-friendly search engine. Some possible search engines are listed below:
  - [www.kiddle.co](http://www.kiddle.co)
  - [www.kidrex.org](http://www.kidrex.org)
  - [www.factmonster.com](http://www.factmonster.com)
3. *“A **search engine** is a type of website on the Internet that will help us find information about the topic we want to research or learn about. This week we will research and write a report about the skull.”* (Model typing the word skull into the search engine.)  
*“The search engine has given us some different choices on our topic. We will read the title of the different choices to pick one that might give us a large amount of good information about the skull.”* (Model how to read the article titles on the search engine page, and then select one website or article to begin doing research.)
4. *“Now that we have found a good place to learn about our topic, we can begin gathering facts that we will later use to write our own report.”* (Display a premade fact web created on chart paper. To facilitate next week’s Writing Workshop, make your fact web look like Activity Master 7.2B.1. See a small representation of this activity master below.) *“As we conduct our research on the Internet, we will write down any information we learn to help us answer the questions on our organizer.”* (Read the article aloud, or invite 2<sup>nd</sup> graders to read aloud to the class. As you move through the brief article, model how to write learned information under the corresponding header. Notes should be brief phrases, not complete sentences. Keep this chart for tomorrow’s lesson. The next day students will use books to research with a partner.)



5. *“Now that we have learned some good information about the skull, we are better prepared to write an informative report to tell others what we have learned. Tomorrow we will continue our research.”*
6. 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

### Bone Marrow, pp .137 – 138 (DLG)

**Standard:** 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**.
2. To expand student understanding of what bone marrow is and how important it is, show the 5 minute “Operation Ouch” YouTube on bone marrow:  
<https://video.search.yahoo.com/search/video?fr=mcafee&p=operation+ouch+youtube+bone+marrow#id=1&vid=2812a405e79120ef47552a9ead7d1201&action=click>.

## Day 1 – Social Studies

### Baby Pictures, p .143 (DLG)

*Observation, Compare and Contrast, Concept Nugget (K–2)*

**Standards:** SS.K-4.IDI.1 Discuss how the study of individual development and identity helps us know who we are and how we change  
SS.K-4.IDI.3 Describe your personal characteristics including your interests, capabilities, and perceptions.  
LA.K.RL.8 With prompting, compare and contrast characters  
LA.1.RL.8 Compare and contrast stories  
LA.2.RL.9 Compare and contrast two or more versions of the same story

1. Teach the lesson according to the **DLG**.
2. Using Activity Master 7.2A.1, allow students to sort pictures of (1) what they could do as a baby, and (2) things they can do now but couldn’t do when they were a baby.
3. Concept Nugget: *“Our lesson today brought out some key points that we need to consider, such as:”*
  - *The effects of too much junk food*



- *Watching lots of TV*
- *Never exercising*
- *Going to bed late*

*The Bible tells us to do everything in moderation. That means to keep things in balance – not too much of anything. Can you think of anything that we may do too much of?* (Pause for students to answer. Possible responses to their answers may be:)

- *“Soft drinks are filled with sugar which works to make us too active. One of the effects of too much sugar is called **hyperactivity** which means that we always want to stay busy even when we need to sit still.”*
- *“If we only watch TV and never exercise, then we may gain weight and have different health issues.”*
- *“Going to bed late causes us to be tired in the day time. How do you feel when you go to bed really late and get up early the next morning? When we are tired during the day, we lose focus and don’t do as well as we could.”*

**Lesson Summary:** *“In order to take care of our bodies and live healthy lives, we should drink as much water as possible. If we want a sugary drink for a treat, we should choose the option of fruit juice. Decide ahead of time which TV shows you really want to watch, and then turn the TV off, rather than letting it go on and on. We should also take time to exercise. Exercising strengthens our bones and muscles and helps us get a good night’s rest. Going to bed on time and getting enough sleep will help prevent us from making mistakes on our work throughout the day. Living healthy also means living a happy life. Let’s strive to live a healthy, happy life!”*

## Day 2 – Circle Time/Morning Meeting

### Daily Message 1, pp. 114 – 115 (DLG)

*Plural Nouns (1<sup>st</sup>/2<sup>nd</sup>)*

Standard: LA.1/2.L.1

Demonstrate command of the conventions of standard English grammar and usage when writing and speaking

\*\*\* *In this lesson Kindergarten students will need individual white boards.* \*\*\*

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





2. Extend the morning message for 1<sup>st</sup> and 2<sup>nd</sup> grade by adding these extra detailed sentences. “Jesus made our busy bodies because He knew we needed to be active. When we run and play, our arms, legs, and hands are active. What other parts of your body will you keep busy today?”
3. This message will be used when the 1<sup>st</sup> and 2<sup>nd</sup> graders are done with their basic sentences in the **DLG**. Write the “detailed” sentences on chart paper. Place the chart where 1<sup>st</sup> and 2<sup>nd</sup> graders can access it without disturbing the Kindergarteners who are still writing. Provide grade appropriate lined paper.
4. *“Good morning, ‘busy bodies’. It’s a new week and time for new learning. Today our daily message will focus on our bodies. We will write a sentence about our body. First and 2<sup>nd</sup> graders, you will write your sentences on lined paper. Kindergarteners, you will write your sentence on a white board.”*
5. Teach the lesson according to the **DLG**.
6. 1<sup>st</sup> and 2<sup>nd</sup> Graders: *“Today we will review nouns that name more than one. Who can tell me the term used for more than one? Yes, **plural** means more than one person, place, or thing. As we read the sentences on the chart, please think about which words are plural – more than one. You will underline all the words that mean more than one on your paper.”*
7. When 1<sup>st</sup> and 2<sup>nd</sup> grade complete their detailed sentences from extended morning message, they will have underlined plural words on their papers.

## Day 2 – Bible

### **PRESENTING THE BIBLE STORY, pp. 91 – 92 (DLG)**

#### **Reading the Bible Story, p. 92 (DLG)**

Concept nugget (K–2)

Standards: B.K.RG.23

Tell how taking care of my body and mind helps me grow in my relationship with God.

B.1-4RG.23

Demonstrate ways to care for the body and mind as a way of growing in a relationship with God.

1. Teach the lesson according to the **DLG**.
2. At the end of the story, connect the concept of healthy living to the Bible story, “In the King’s Palace”.
3. Concept Nugget:
  - *“This week we will learn about healthy living. Daniel and his friends were in a difficult position. They were chained and walked for many days to the city of Babylon. Being far from home and without their parents in a place where most of the*



*people spoke a different language must have been scary. They must have been sad, tired, and hungry. Close your eyes and think about how you would feel if you were away from your parents, in chains, and in a strange country where people worshipped other gods.” (Give students time to close their eyes and think.) “Now open your eyes and share how you felt.”*

- *After students have shared their comments, summarize the story. “The way you felt may be the same way Daniel and his friends felt. The King had prepared special food for Daniel and his friends. The food was from his table. Daniel and his friends decided not to eat the food because it wasn’t what they were accustomed to, and it wasn’t healthy for them. In order to care for their bodies, they decided to ask one of the king’s servants for vegetables, fruits, nuts, grains, and water instead. Even when it is difficult and we don’t like to do things that will keep us healthy – like eating vegetables or exercising – we should still do it because living healthy honors God.”*
4. Ask and discuss the following questions:
    - *“How was the king’s food different from the food that Daniel and his friends requested?”*
    - *“How did Daniel and his friends differ from the other boys who came from Jerusalem to Babylon?”*
    - *“How did their choice show their relationship to God?”*
    - *“What decision would you make if you were in Daniel’s position?”*
  5. After discussion, allow students to sign the Bible verse again.
  6. Journal Entry: Draw and write about a good choice that you plan to make today that will promote healthy living.
  7. To conclude the lesson, show the video from this link: <http://fruitsandveggies.challengepost.com/submissions/5280-myplate-tip-eating-more-fruits-and-vegetables-when-you-re-eating-away-from-home>.
  8. *“Let’s pray and ask God to help our busy bodies make the right healthy choices.”*

## Day 2 – Language Arts

**READING WORKSHOP, pp. 103 – 114, (DLG)**

**During Reading – First Time, p. 104 (DLG)**

*Analyze Predictions (K–2)*



|                   |           |   |
|-------------------|-----------|---|
| <b>Standards:</b> | LA.K.RL.7 | With prompting, describe the relationship between illustrations and the story                       |
|                   | LA.1.RL.7 | Use illustrations and details to describe story elements  |
|                   | LA.2.RL.8 | Use illustrations and words in print or digital text to demonstrate understanding of story elements |

1. Teach the lesson according to the **DLG**. Remember to skip the information charts about the body systems during the first reading.
2. After reading the book, ask students to analyze their predictions made on the previous day. *“Yesterday we made predictions about the book based on our picture walk and concept map. Now that we have read the book, do you agree with your prediction? If you need to change your prediction, what would you add or take away?”* (Give the children a few minutes to confirm predictions.)

### During Reading – Bones, pp. 104 – 106 (DLG)

Connecting, Concept Nugget (K–2)

|                   |           |   |
|-------------------|-----------|---|
| <b>Standards:</b> | LA.K.RL.7 | With prompting, describe the relationship between illustrations and the story                       |
|                   | LA.1.RL.7 | Use illustrations and details to describe story elements  |
|                   | LA.2.RL.8 | Use illustrations and words in print or digital text to demonstrate understanding of story elements |

1. Teach the lesson according to the **DLG**.
2. Concept Nugget: *“God has given us bones for a specific purpose. Some of our bones act as a guard to parts of our bodies that need protection. Some of our bones hold us up and allow us to stand. It is important that we protect what God has given to us by having a healthy lifestyle. We need to walk, run, sit, stand, and do many things with the help of our bones. Our bones make up the **skeletal system**. We need to keep our bones healthy. As we learn about other body systems this week, think about things that can be done to keep our bodies healthy. Healthy lives equal strong, healthy bodies!”*
3. End the lesson by playing “Dem Bones” at <http://youtu.be/cLi55MV04a8>. As the different bones are listed, tell students to touch those bones on their body.

### **WRITING WORKSHOP**

Writing Process: Research (K–2)

|                   |              |  |
|-------------------|--------------|--|
| <b>Standards:</b> | LA. K-2.W.8  | Participate in shared research and writing projects          |
|                   | LA.K.RI.15   | With support, read informational texts on topics of interest |
|                   | LA.1/2.RI.14 | Read informational texts on topics of interest               |

1. Gather students in a common meeting area and proceed with the following research lesson:
  - *“Yesterday we learned how to use an Internet search engine to find important facts about our topic of the skull. There are*



*many different ways we can research to learn facts about our topic: books, magazines, field trips, videos, online information, and more! Today we will have a chance to read through some books to learn more information to add to our notes. When you and your partner find a fact about the skull that you think is important, write it on a sticky note."*

- Partner students and allow sufficient time for students to read nonfiction books about the skull. If you only have multi-subject nonfiction books available, assist students in finding the part of the book that is relevant to their research about the skull.
2. Gather students back in the meeting area with their various sticky notes. *"I can see that you were all able to gather some good information to add to our notes about the skull. Now we can put all our research together which will help us write a really great report about the skull later this week."*
  3. Have students share their important facts with the class and add their sticky notes to the fact web created in day one. *"Tomorrow we will take all the information we have learned so far this week and begin writing some sentences that will become a part of our report."*

## Day 2 – Science

### Identifying Skeletons – p. 136, (DLG)

*Compare and Contrast (K–2)*

Standard: S.K-2.HS.1

Read texts and use media to determine the dimensions of health (e.g., nutrition, exercise) and patterns of behavior (e.g., eating healthy foods, daily exercise) that impact personal health

1. Teach the lesson according to the **DLG**.
2. Use the book *Bones: Skeletons and How They Work* by Steve Jenkins to show the children pictures of different animal skeletons for the **DLG** science lesson "Identifying Skeletons".

## Day 2 – Social Studies

### School Pictures p. 143 (DLG)

*Concept Nugget (K–2)*

Standard: SS.K-4.IDI.14

Outline how individual choices are influenced by personal and social factors

*\*\*\* Take a picture of each student prior to this lesson and be prepared to share them in the format of your choice, such as computer screen or smart board). \*\*\**

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



2. Concept Nugget: *“The lesson today pointed out that everyone is allowed to make their own choices. If we follow God’s plan for our lives, we will live a healthy lifestyle. If we are tired and don’t take time to rest, it may be hard for us to follow God’s plan. In Genesis chapter one, we find the story of creation. God created the heavens, earth, birds, bees, man, woman, and everything that is on this earth. He did not work every day of the week. He set an example for us by resting on the seventh day. In Exodus God reminds us to rest on the seventh day of the week. When we rest, we show that we love God’s plan. Resting is a part of being healthy. Be sure to get your rest each night and on the seventh day. Continue to live healthy, restful lives!”*

---

## Day 3 – Circle Time/Morning Meeting

### Daily Message 2, p. 115 (DLG)

Punctuation, capitalization (1/2)

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**.
2. Choral read the completed message below as a whole group:
  - *“It’s time for us to read the completed message. Students, focus your attention on the morning message board. First and 2<sup>nd</sup> graders, I would like you to choral read the message. Ready? Begin.”* (Commend students on their reading.)
  - *“Let’s focus on capitalization and punctuation. Whenever we write a sentence, what is the rule that we must follow at the very beginning?”* (Guide students to conclude where capital letters are needed.) *“I need five volunteers to come to the board one by one and circle a capital letter in the message. Remember that capitals are also found in the greeting and the closing of a letter.”* (Call students one by one to identify and circle the capital letters.)
  - *“When we get to the end of a statement, what do we use to show the reader that the sentence has ended? Yes, we use a period. I need a volunteer to come to the board and underline the period indicating that the sentence has ended.”* (Commend volunteer on the great job of identifying the period.)

## Day 3 – Bible

### REVIEWING THE BIBLE STORY, pp. 92 – 93 (DLG)

#### What Will I Choose?, p. 92 (DLG)

Concept Nugget Discussion (K–2)



**Standards:** B.K.RG.23 Tell how taking care of my body and mind helps me grow in my relationship with God  
B.1-4.RG.23 Demonstrate ways to care for the body and mind as a way of growing in a relationship with God

1. Teach the lesson according to the **DLG**.
2. At the end of the activity, refer the students to the “It’s Up To You” bulletin board created for Bible Day 4 from the previous week. Have them review some of the choices that were made.
  - *“How many of the choices that you made last week reflect healthy living? Would you change any of your choices? Why or why not?”*
  - *“Today I will take pictures of children making healthy choices with food and exercise. At the end of the day, I will place those pictures on the board. Your task is to let me know when you see your friends making the correct choices so I can take the pictures. At the end of the day, we will gather at the board and discuss the choices that were made.”*
  - Remember to reassemble at the end of the day for the discussion.
3. **Concept Nugget:** *“As we look at choices we make each day, we should remember that living a healthy lifestyle is a part of what makes God happy. He wants us to live healthy lives by making the correct choices when we eat.”*
4. End the lesson by showing the following video from the USDA website:  
<http://fruitsandveggies.challengepost.com/submissions/5280-myplate-tip-eating-more-fruits-and-vegetables-when-you-re-eating-away-from-home>.

### **READING WORKSHOP, pp. 103 – 114 (DLG)**

#### **During Reading – Muscles, pp. 106 – 107 (DLG)**

*Interactive Read-Aloud, Concept Nugget (K–2)*

**Standards:** LA.K.RL.13 Actively engage in group reading activities, including stories and poetry, with purpose and understanding  
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 meanings of words or phrases in a text  
LA.2.RI.4 Determine the meaning of words and phrases in a text

1. *“Today we will learn about a new system in our body. That system is called the **Muscular System**. We are going to do a read-aloud of the book Muscles (The Human Body Science Readers), by Christine Dugan. While we listen to this interesting science reader, pat your muscles as we learn what each one does for us! Stand up and act out the muscle activities in the picture.”*
2. Teach the lesson according to the **DLG**.



3. Allow 1<sup>st</sup> and 2<sup>nd</sup> graders to label their wearable parts before putting them on.
4. Concept Nugget: Discuss with students the importance of our muscles and how to keep them healthy. *“The Lord knew that we would need to move, lift, and stretch. Therefore, He gave us muscles. In order for us to become stronger, we need to use our muscles over and over again. What are some things we can do to keep our muscles healthy and strong? What might happen if we don’t use our muscles? What are some ways we can honor God by using our muscles? Let us continue to enhance our healthy living by exercising our muscles daily.”*

## **WRITING WORKSHOP**

### *Writing Process – Drafting (K–2))*

|            |            |   |
|------------|------------|---|
| Standards: | LA.K-2.W.8 | Participate in shared research and writing projects   |
|            | LA.K.W.2   | Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name a topic and some information. |
|            | LA.1.W.2   | Write informative/explanatory texts that name a topic: include facts about the topic, and provide some sense of closure               |
|            | LA.2.W.2   | Write informatory/explanatory texts that introduce a topic, use facts to develop a topic, and provide a concluding statement          |

1. Gather students in common meeting area and proceed with the following research lesson.
  - *“In Writing Workshop over the past few days, we have done some research to learn more facts about the skull. Now that we have our fact web completed, we are ready to start turning our facts into full sentences.”*
  - *“Let’s begin by reading the facts and choosing three that will tell our readers the most important things we have learned about the skull.”* (Read through the facts and as a class decide on the three most important ones. Guide students to distinguish “most important” facts from facts that are not so important.)
2. Display Activity Master 7.2A.2. After choosing three facts, as a class work to generate one sentence for each fact. Write the agreed upon sentences at the bottom of the chart.

*“Now that we have written sentences that will tell our readers the facts we have learned about the skull, we’re getting closer to writing our report about the skull. Tomorrow we will work on writing an introduction sentence and a conclusion sentence.”*

## **Day 3– Social Studies**

### **Health Rules, p. 143 (DLG)**

*Problem Solving (K–2)*

**DDL P – Wonderfully Made**  
**July, 2020 (Revised)**

**Book 2A – The Busy Body Book**  
**Page 15**



**7.2A**

**Standards:** SS.K-4.IDI.14 Outline how individual choices are influenced by personal and social factors  
SS.K-4.IDI.6 Describe how individuals bring specific abilities, interests, and talents in working with others to make decisions and solve problems

1. Teach the lesson according to the **DLG**.
  2. *“We will now write our own class health rules. In order to write these rules, we must ask ourselves:*
    - *What are some rules that would help our classroom be a healthier place?*
    - *What are some rules that would help our classmates have healthier bodies?*
    - *What are some rules that would help our playground be a healthier place?*
  3. As a class, write some health rules on chart paper for the classroom, students, and playground. Keep the chart in the class for the remainder of the school year.
- 

## Day 4 – Circle Time/Morning Meeting

### Daily Message 3, p. 115

*Punctuation, Capitalization (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 **DLG**.
2. While the Kindergarteners are writing the sentence, “My bones support my body.” on the board, extend by having the 1<sup>st</sup> and 2<sup>nd</sup> graders write one or two sentences on individual white boards explaining how bones support their bodies. *“1<sup>st</sup> and 2<sup>nd</sup> graders, while I work with the kindergarteners, I would like for you to write one or two sentences explaining how your bones support your body. Remember to begin your sentences with capitals and end with punctuation. Please share your sentences with the person sitting to your left.”*
3. At the conclusion of the Kindergarten writing task, ask 1<sup>st</sup> and 2<sup>nd</sup> graders to edit the Kindergarteners’ work for capitalization and punctuation.





## Day 4 – Language Arts

### READING WORKSHOP, pp. 103 – 114 (DLG)

#### During Reading – The Lungs, pp. 108 – 109 (DLG)

*Interactive Read-Aloud, Discussion, Concept Nugget (K–2)*

|            |            |   |
|------------|------------|---|
| Standards: | LA.K.RL.13 | Actively engage in group reading activities, including stories and poetry, with purpose and understanding |
|            | 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 meanings of words or phrases in a text          |
|            | LA.2.RI.4  | Determine the meaning of words and phrases in a text  |

1. *“Yesterday we learned about the muscular system. Today we will talk about the **respiratory system**. What do you think the respiratory system includes? Let’s all stand and take a deep breath in. Breathe in, breathe out. Let’s do that again. Breathe in, breathe out. Now please sit down. Can anyone tell me the name of the organ we use when we breathe in and out? Yes, it’s your lungs.*
2. Introduce students to *How Do Your Lungs Work?*, a book in the *Rookie Read about Series* by Don L. Curry and Jayne L. Waddell, RN. *“Today we will read a short science book, How do your Lungs Work? by Curry and Waddell. I want you to pay attention to the interesting pictures and listen to the facts and vocabulary in this book.”*
3. Teach the lesson according to the **DLG**.
4. Concept Nugget: *“On the second day of creation God created air. He knew we would need air not only to survive, but to be healthy. Imagine that you have a cold and you are struggling to breathe. How does that feel to you? Does anyone struggle with asthma? How does it feel when you have trouble getting a breath?”* (Give each student a chance to share how they feel when they struggle with breathing.) *“Air is a gift from God that we need to cherish. Yesterday we learned about our muscles and how we need them to move, lift, and stretch. One thing we need to know is that in order for us to move, lift, and stretch, we need oxygen. It is important for us to go outside and breathe clean air so that we can remain healthy.”*

### WRITING WORKSHOP

*Writing Process – Drafting (K–2)*

|            |            |  |
|------------|------------|--|
| Standards: | LA.K-2.W.8 | Participate in shared research and writing projects  |
|            | LA.K.W.2   | Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name a topic and some information |
|            | LA.1.W.2   | Write informative/explanatory texts that name a topic: include facts about the topic, and provide some sense of closure              |
|            | LA.2.W.2   | Write informatory/explanatory texts that introduce a topic, use facts to develop a topic, and provide a concluding statement         |



1. Display Activity Master 7.2A.2 from the previous day. *“Now that we have written some sentences of important facts about our topic, we are ready to create an introduction and a conclusion.”*
2. Reread sentences created yesterday. *“Let’s think about a good sentence to introduce our readers to the topic. Remember that an **introduction** should tell a little about what we will be writing, but not give away all the important facts.”* (Allow students to brainstorm possible introduction sentences. As a class, decide on the introduction sentence that best fits the report and add it to the chart.)
3. *“Let’s read the sentences we have so far.”* (Read from the introduction all the way through the three facts.) *“When an author is ready to finish a report, they write a **conclusion**. Who can remind us what a conclusion is?”* (Discuss important features of a conclusion sentence.) *“Turn to a partner and talk about what you think a good conclusion sentence could be for our report.”* (Allow students to brainstorm possible conclusion sentences. If students are struggling to identify the features of a concluding sentence, remind them that a concluding sentence is bringing your writing to an end and summarizes what your writing says.)
4. As a class, decide on the conclusion sentence that best fits the report and add it to the chart.
5. *\*\*\* If the class is having trouble with their conclusion, it may be that the sentences in the report are too diverse from each other. Students may need guidance to revisit the body of their writing with an editor’s eye. A sentence may need to be deleted and a new one inserted so that the writing is more focused. If your students need to revisit this process, the extra step will reinforce the value of editing. \*\*\**

## Day 4 – Science

### READING WORKSHOP, pp. 103 – 114 (DLG)

#### **During Reading – The Heart and Blood Vessels, pp. 109 – 110 (DLG)**

*Interactive Read-Aloud, Experimenting, Discussion (K–2)*

|            |            |   |
|------------|------------|---|
| Standards: | S.K-2.HS.8 | Ask questions and obtain information about God’s plan for healthy living.                                 |
|            | LA.K.RL.13 | Actively engage in group reading activities, including stories and poetry, with purpose and understanding |
|            | 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 meanings of words or phrases in a text          |
|            | LA.2.RI.4  | Determine the meaning of words and phrases in a text  |

*\*\*\* This Reading Workshop activity is being taught during science because of the science experiments it includes. Elements of “Science: Pumping Heart,” DLG, p. 140 align with this Reading Workshop lesson and are included here. \*\*\**



1. *“We have learned about body systems this week. Can anyone give me a name of a system we have studied?”* (Prompt students, if needed, to say skeletal, muscular, and respiratory systems.) *“Now we will learn about a system that we usually think about whenever we talk about love. We enjoy drawing pictures of this organ when we write notes to our parents or friends. Can anyone predict the name of this organ? Yes, it’s our heart. Along with the heart we will also learn about our blood vessels. Our heart and blood vessels make up the circulatory system. When we talk about the **circulatory system**, we are talking about your circulation. If you have good circulation, your fingers and toes will have a healthy look. Let’s find out why.”*
  2. Instruct children to turn to the purple page in *The Busy Body Book*. *“I want you to study this chart carefully. What do you think the blue and red lines mean? Talk to your neighbor about the picture.”* (Allow students to share their thoughts with the group.) *“These lines are called blood vessels. They carry blood in two different directions – away from and back to the heart and lungs.”*
  3. Introduce students to the book, *Squirt: The Most interesting Book You’ll Ever Read About Blood*, a book in the *Mysterious You Series* by Trudee Romanek. *“First, we will read this science book together and find out more about our heart and blood vessels. Then we will do some experiments to see for ourselves how the heart and blood vessels work together to keep us alive.”* (Do an interactive read-aloud of the book.)
  4. Split the class into two even groups. Tell children to pretend that they are blood vessels. To make this concept more concrete, the teacher will tape a life size cut-out of a child’s body on the floor in a central location, with Blackline cut-outs of the heart and lungs attached. The teacher will sit behind the floor cut-out with a clear tub of red colored water and a turkey baster. As the baster squeezes the red water out, students will walk away from the “heart”. When the baster is released and water returns to the tub, students will walk back toward the “heart”. Students will walk away from and back to the heart and lungs each time the “heart” pumps. Repeat the activity over and over for at least one minute.
  5. *“Did you know that our hearts are the strongest muscle in our body? Our hearts beat more than forty-seven times per minute.”* (Instruct students to stand and place their hand over their heart until they feel it beating. Next, have them do forty-seven jumping jacks. Then have students place their hand over their hearts again. Pose this question: *“Were you able to do forty-seven jumping jacks? How tired were you? Forty-seven beats is about how many times your heart beats in one minute if you are standing still. Why do you think your heart was beating faster after you exercised? How fast do you think your heart was beating when you finished jumping?”*
  6. Teach the lesson according to the **DLG**.
  7. Allow 1<sup>st</sup> and 2<sup>nd</sup> graders to label their wearable parts before putting them.
- 



## 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, p. 94 (DLG)

#### Independent Reading, p. 94 (DLG)

#### *Journaling (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.  
LA.K-2.W.10 Write routinely for a range of tasks, purposes, and audiences.

1. Teach the lesson according to the **DLG**.
2. Students will journal about the kind of food they should choose in order to have a healthy lifestyle. *“This week we spent time discussing what should be on our plate. We have watched video clips, read a story, and sang songs about being healthy. We learned that we always have a choice because the Lord made us with the option to choose. Now that we know about a healthy lifestyle, I want you to recall and retell by writing in your journal what you learned about the kind of foods we should choose to live a healthy lifestyle.”*

## Day 5 – Language Arts

### READING WORKSHOP, pp. 103 – 114 (DLG)

#### During Reading – Vocabulary, p. 111 (DLG)

#### *Vocabulary Review (K–2)*



|                   |          |  |
|-------------------|----------|--|
| <i>Standards:</i> | LA.K.L.5 | Use words and phrases acquired through conversations, reading and being read to, and responding to texts   |
|                   | LA.1.L.5 | Use words and phrases, including frequently occurring conjunctions acquired through conversations, reading, and being read to, and responding to texts |
|                   | LA.2.L.6 | Use words and phrases, including adjectives and adverbs, acquired through conversations, reading and being read to, and responding to texts            |

*\*\*\* This is a Vocabulary Review Activity in two parts, Kindergarten Extension and 1<sup>st</sup>/2<sup>nd</sup> Grade Extension. They may be conducted simultaneously due to the nature of the activities. Students may share their finished games with both groups of classmates. \*\*\**

### **Kindergarten Extension**

1. Copy Blackline D on cardstock.
2. The students will color the illustrations on Blackline D before they carefully cut the cards apart. Two sets of cards will be used to play a memory game with a partner (theirs and their partner's). The object of the game is to pick a card, then try to find the matching card by a random pick. There is a strategy involved as the players try to memorize where all the cards are located.
3. Game directions:
  - Partners will shuffle their two sets of vocabulary cards together.
  - Lay all the cards face down on a table or the floor without looking at the printed side of the cards.
  - Partners will take turns flipping over two random cards.
  - If the two cards match, the player has to point to where that body part is on their own body. For example: if the card shows blood, point to blood vessels under their skin on their wrist.
  - If the cards are not a match, the cards are returned to their face down position, and the other player will takes a turn.

*\*\*\* Due to the small number of cards, each player will have only one pick each turn. (Traditionally, if there's a match, the player gets another pick). \*\*\**

  - When the cards are all matched, students will separate their sets of cards and move on to play with a different partner.



## 1<sup>st</sup> and 2<sup>nd</sup> Grade Extension

1. Copy Activity Master 7.2A.3a, Inside My Body, on cardstock. Copy Activity Master 7.2A.3b, Vocabulary Flap Cards, on copy paper. This is a “Lift the Flap” game.
2. The students will carefully cut out the vocabulary word “boxes” on Activity Master 7.2A.3b.

*\*\*\* The dotted line inside each “flap” box is a fold line. Students will fold the flap down over the vocabulary word. \*\*\**

3. The “flap” boxes will be glued on the line beside the matching “body part” on Activity Master 7.2A.3a, Inside My Body. Warn students that there are some extra flap boxes. They may need to use *The Busy Body Book* to verify their choices before gluing them in place.
4. When students have finished creating the Vocabulary Flap Game, they may go around the room, challenging each other to name the body part. Then they will lift the flap to check their answer.

## WRITING WORKSHOP

### *Writing Process – Brainstorming (K–2)*

|            |              |  |
|------------|--------------|--|
| Standards: | LA.K-2.W.8   | Participate in shared research and writing projects          |
|            | LA.K.RI.15   | With support, read informational texts on topics of interest |
|            | LA.1/2.RI.14 | Read informational texts on topics of interest               |

1. *“This week we have practiced researching facts and then turning those facts into a report. This skill is important when telling our audience important information. Now we will make a list of other topics that you can write about. Think about the body systems in our theme book. What body systems or body parts do you remember? Raise your hand to share some topics that would be interesting to research. I’ll write your ideas on this chart.”* (Encourage each student to contribute at least one topic. Write the list on chart paper. Save the chart list for next week’s lesson.)
2. First and 2<sup>nd</sup> graders will each pick a research topic from the chart list. Kindergarten will decide on a topic to complete as a group. *“Now you have a new topic to research. We will start our new writing projects next week.”* (Write each child’s name on the chart next to their chosen body system or part. Save the chart for next week’s lessons.)
3. 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

### **READING WORKSHOP, pp. 103 – 114 (DLG)**

#### **During Reading – The Stomach and Intestines, pp. 111 – 113 (DLG)**

*Interactive Read-Aloud, Experimenting, Concept Nugget (K–2)*

|            |            |   |
|------------|------------|---|
| Standards: | S.K-2.HS.8 | Ask questions and obtain information about God’s plan for healthy living                                  |
|            | LA.K.RL.13 | Actively engage in group reading activities, including stories and poetry, with purpose and understanding |
|            | LA.K.RL.10 | Make connections between a text and personal life experiences   |
|            | LA.1.RL.11 | Make connections between a text and personal life experiences   |
|            | LA.2.RL.12 | Make connections between a text and personal life experiences   |

\*\*\* This Reading Workshop activity is being taught during science because of the science information it includes. \*\*\*

1. *“This week we spent time learning about our body and how it is important to live a healthy lifestyle. Our last system for the week is the **digestive system**. The stomach and intestines make up our digestive system. Today we will be reading a great First Facts book about our digestive system, Your Digestive System Works!, by Flora Brett. As we read through this book, be sure to look closely at the pictures and pay attention to the details in this informational book.*
2. Do an interactive read-aloud of *Your Digestive System Works!*, pausing to discuss and clarify as needed.
3. Teach the lesson according to the **DLG**.
4. Concept Nugget: *“Our bodies are uniquely ours, but we all have the same parts and systems. How we take care of them is up to each of us. The Lord wants us to present ourselves to him as a living sacrifice, holy, and acceptable. When we think of our skeleton, muscles, lungs, heart, blood vessels, stomach and intestines, it may not be easy to think about how to keep them healthy. We have learned that in order to keep our body healthy, it is important to exercise. It may be as simple as playing tag or climbing the jungle gym. We also learned that walking outside gives us fresh air. Our lungs and blood will be very happy if we walk outside daily. Finally, we learned about food and the importance of what we eat. In order to have energy, we must eat food. Healthy food and lots of exercise is what powers our body and makes it strong. Let us make a pledge that we will live a healthy lifestyle so that we can take care of the body God gave to us.”*

