

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

Days 1 – 5 Signing In/Morning Activity

SIGNING IN, p. 187 (DLG)

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

Students should already be grouped according to handwriting level (refer to the Signing In Rubric in Appendix C – Assessment Master 0.1).

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

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

Day 1 – Circle Time/Morning Meeting

HEALTHY LIVING CONCEPT CONNECT

Concept Connect Activity (K–2)

Standards: S.K-2.HS.1 Read texts, use media, identify principles of health and healthy behavior
S.K-2.HS.8 Ask questions and obtain information about God’s plan for healthy living



*** Check the LAG prior to this lesson to make sure all materials are acquired before this activity. ***

1. Three stations will need to be set up for this activity and are described below.
2. Make sure that you have enough items at each station to accommodate one third of your class.
3. The teacher will model all three stations to the group before releasing students to try each activity. Before releasing students, decide on a rotation procedure. Let students know where they will start and the order of movement to the next two stations.
4. First Station Activity: Find a partner. Toss a tennis ball to your partner who will toss it back to you. After a few tries, each partner will put one hand behind his/her back and toss the ball a few more times.
5. Second Station Activity: Place a ping pong ball on the floor at the starting point (tape line), and move it to the goal by blowing (tape line approximately 5-8 feet from the first tape line). After accomplishing this, place a strip of painter's tape over your mouth, and figure out another way to move the ping pong ball between the two tape lines.
6. Third Station Activity: Get a bowl of pom poms and an empty bowl. Move the pom poms from the first bowl to the second bowl with the strawberry huller or small tongs. Next, put on the "fly eyes" glasses and attempt to move all the pom poms back to the first bowl.
7. Once all students have completed each station, bring the class back for a group discussion.
8. Give students the opportunity to discuss each activity. Let them talk about which version of each station was easier and why they think it was easier.
9. Help students conclude that different body parts are more efficient for performing some tasks. When one part does not work the way it is supposed to, things are more difficult.
10. Conclude with the following questions to help students to think about the importance of healthy living:
 - *"Why is it important to take care of our bodies?"*
 - *"What can happen to your body when you don't take care of it?"*
 - *"Name something specific that you can do to take care of your body."* (Guide students to the ideas of healthy diet, rest, exercise, balance in activities (not too much time with TV or computer games, etc.)



Day 1 – Bible

INTRODUCING THE BIBLE STORY, pp. 163 – 165 (DLG)

“Daniel in the Lion’s Den,” p. 164

Activating Prior Knowledge (K–2), Concept Nugget (K–2)

Standards:	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.K/1.W.9	With support, recall experiences or gather information from provided sources to answer a question
	LA.2.W.9	Recall experiences or gather information from provided sources to answer a question

1. Teach the lesson according to the **DLG**.
2. Extend the lesson with the following Concept Nugget discussion:
 - *“What do you imagine when you hear the phrase ‘a den full of lions’?”*
 - *“How did you feel when I said the story for tomorrow is about a den full of lions?”*
 - *“Did it give you a little shiver of fear?”*
 - *“Fear is a natural emotion. God designed us to be afraid of danger. Why do you think it is a good thing to be frightened when we feel things are becoming dangerous?”*
 - *“That’s right! It’s God’s way of warning us to be careful, or to run away from danger. This is one way God helps us to have a long, safe, and healthy life.”*

Days 1 – 5 Daily Oral Language (DOL)

Grammar & Writing Mechanics

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

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

1. This daily activity is designed for 1st and 2nd graders. First graders are formally introduced to DOLs in Theme 4. At any time in the year the teacher may also include some Kindergarten students who can read the sentences and might be ready for this type of activity.



2. The suggested sentences for group editing are found in Appendix D (DOL Master, Theme 7 – Book 2B) 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. 176 – 187 (DLG)

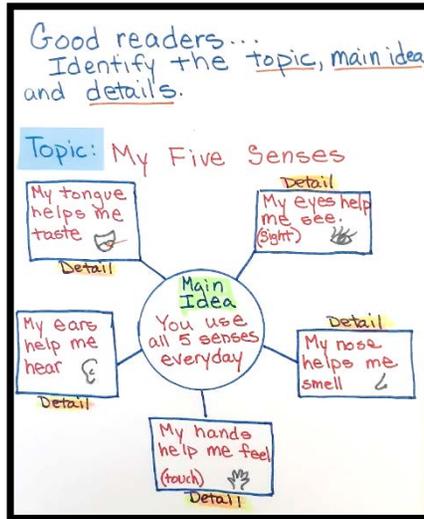
Before Reading – Discussion 1, p. 176

Interactive Read-Aloud (K–2), Main Idea and Detail (K–2), Discussion (K–2)

Standards: LA.K.RI.2 With prompting, identify the main topic and retell key details
LA.1.RI.2 Identify main topic and retell key details
LA.K.RI.2 Identify the main topic of a multi-paragraph text

1. Conduct an interactive read-aloud of *Look, Listen, Taste, Touch, and Smell: Learning About Your Five Senses* by Pamela Hill.
2. After reading, display a teacher created main idea and detail chart on the whiteboard, or chart paper similar to the one below.





- *“We will use some of the information we just read and talked about to do the following activities. As you follow my directions and act out the commands, I want a volunteer to raise your hand and tell us which of the five senses we are acting out.”*
- *“For example, when I say, ‘Wiggle your toes,’ I want you to think as you wiggle your toes what “sense” fits with this action. Does anyone want to tell us? Yes, you are right – the sense of touch! You can ‘feel’ your toes wiggle and you can ‘feel’ them bumping against your shoes!”*

3. Continue with the following action commands:

- Scratch your head.
- Sniff a crayon.
- Clap your hands.
- Touch your toes.
- Take a deep breath through your nose.



- Hum “Jesus loves me”.
4. Teach the lesson according to the **DLG**.
 5. Extend with the following discussion and demonstration:
 - *“How many nerve cells, or neurons, do you think are in your brain? There are one hundred billion neurons in your brain. That’s a lot of brain power! Use you ‘brain power’ to answer some questions.”*
 - *“Do you think your brain is made out of solid or liquid matter? Let’s look at something that will help you understand what your brain looks like.”* (Bring a walnut in its shell out of your pocket.) *“I’m going to carefully crack the shell of this walnut, and I want you to observe the kernel of nutmeat inside.”* (Crack the shell down the center. Have spare walnuts in case the shell splinters.)
 - *“What do you notice about the surface of this walnut?”*
 - *“Is it smooth or wrinkled? Did you know your brain looks similar to this walnut? Your brain is wrinkled and folded just like this walnut.”*
 - *“What part of your body is like the walnut shell? That’s right! Your skull protects your brain just as the shell protects the nutmeat.”*

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
	SS.K-4.STS.2	Cite examples of how society often turns to science and technology to solve problems

1. *“Last week you chose a topic for your body report and some of you even began recording facts on your planning web. Today you will take some time to complete our research. You will use a search engine on the Internet and the informational books about the body from our library. Some of the books and websites you’ll use in your research might have some difficult words. Don’t worry. You can learn a lot of information from looking at pictures and reading the words you know. I’m going to show you what I mean.”* (Take out a book on your topic and model using pictures, captions, and key words to find facts. Demonstrate strategies that a Kindergartener or first grader might use when reading text above their reading level.)



2. Give students a Research Planning Web (Activity Master 7.2B.1). *“First and 2nd graders you will use the planning web to record your facts like we did together last week. Kindergartners will work together with me to do our research.”*
3. Dismiss 1st and 2nd graders to finish their research and complete the fact portion of their planning web. Kindergartners will participate in a shared research project. Lead them through research on both a search engine and informative books. Complete a fact web on chart paper similar to the chart used last week during Writing Workshop Day 1.
4. 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

SCIENCE, pp. 209 – 213 (DLG)

Skull, p. 209

Hearing, p. 210

Sense of Hearing Experiment

Standard: S.K-2 .LS.8

Apply scientific principles, construct personal model, explain how life began, acknowledge God as Creator

*** You will need a purchased model of the ear or make your own following the step by step instructions on the following website:

<https://sciencing.com/make-model-ear-children-5833451.html>. ***

1. Teach the “Skull” lesson according to the **DLG**.
2. Expand by explaining that the brain is the command center for the whole body. Every other part would not function without the brain. More will be taught about the brain on Day 2 in Reading Workshop.
3. Continue teaching the “Hearing” lesson according to the **DLG**.
4. Show a model of the ear and explain how the ear works. A simple explanation follows:
The eardrum vibrations caused by sound waves move the chain of tiny bones in the middle ear. The sound vibrations continue into the cochlea of the inner ear which is where vibrations are converted into meaningful sound.
5. Next demonstrate how this works with the Music Wands by tapping them gently on a hard surface. If you have two sizes of the same shaped wand, they will each create a different tone. The smaller wand will make a higher tone. The higher pitch is a faster and shorter wave or vibration. The lower pitch is a slower and longer wave or vibration. If you don't have Music Wands, this can also be demonstrated with empty Snapple type glass bottles filled with different amounts of colored water. Once you



have filled the bottles line them up, one next to the other from the least to the greatest amount of water. Blow across the top of each bottle and hear the change in tone.

6. Place these items in the Science Center for further student exploration.
7. Conclude this lesson by having students create their own wearable ear models. (Blacklines 2B.16a and 2B.16b)

Day 2 – Circle Time/Morning Meeting

Daily Message 1, p. 188 (DLG)

Modeling Writing and Editing (K–2)

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

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

Day 2 – Bible

PRESENTING THE BIBLE STORY, p. 165 (DLG)

Daniel in the Lion’s Den, p. 165

Discussion (K–2)

Standards:

B.K.BF.18	Participate in group discussions about Bible stories
B.1-4.BF.18	Participate in collaborative discussions about Bible passages
B.K.RO.7	Explain why it is more important to do what is right than to do what others may want us to do
B.1-4.R O.7	Give examples of how it is more important to make right choices than to have peer approval

1. Teach the lesson according to the **DLG**.
2. Discuss these comprehension questions:
 - “Why did King Darius use Daniel as his special helper?”



- “Why didn’t some of the other special helpers like Daniel?”
- “These men plotted to get rid of Daniel, but they ran into a major problem. What was it?”
- “How did these men plan to trick King Darius? How did their plan trick him?”
- “How did King Darius feel about being tricked? How do you know?”
- “Why do you think King Darius went to the lions’ den early in the morning?”
- “What did Daniel say when the king asked, ‘Was your God able to save you?’ Be specific.”
- “Why do you think the author said, ‘When we choose to trust God, we don’t need to be afraid?’”
- “Do you think Daniel was afraid in the lions’ den?”
- “How did Daniel show his trust in God?”
- “How can you trust God when you are afraid?”
- “Can you think of a time when you were afraid, but did the right thing anyway?” (Give students time to share their responses to this final clarifying question. This may be best done by turning to a shoulder partner so that all students have a chance to respond to this question. If time allows, let students share their partner’s response with the group. Help students conclude that it is more important to do the right thing than to have peer approval.)

Day 2 – Language Arts

READING WORKSHOP, p. 176 – 187 (DLG)

During Reading – The Brain and Nerves, p. 177

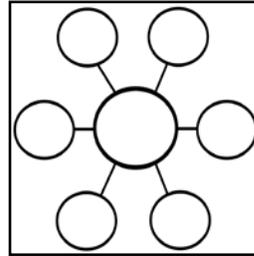
Interactive Read-Aloud (K–2), Main Idea and Details (K–2) Concept Nugget (K–2)

Standards:	LA.K-2.SL.2	Ask and answer questions about key details in a text read-aloud or in information presented orally or through other media
	LA.1.RI.2	Identify the main topic and retell key details
	LA.2.RI.6	Identify the main purpose of a text

1. Conduct an interactive read-aloud of the Young Genius series book *Brains* by Kate Lennard.



2. After reading, proceed with the following main idea and detail lesson: *“God made our brains to be truly amazing! Now we are going to discuss the main idea of the book we just read. Remember that the main idea is the overall message the author is trying to tell us. What do you think the main idea of this book is?”* (Allow class time to discuss the possible main ideas.)
3. Display a pre-created main idea and detail web similar to the one below:



4. As a class, decide on the main idea to write in the center circle and at least four supporting details to write in the surrounding circles.
5. Teach the lesson according to the **DLG**.
6. Extend the lesson with the following Concept Nugget:
 - *“Our lesson tells us that Jesus made us very special. He made our brains so we can trust Him and follow Him. How can following Jesus help us live healthy lives?”*
 - *“How did trusting God help Daniel live a long, healthy life? He lived to serve three different kings while he was in captivity. That was almost seventy years. Why do you think the many different kings trusted Daniel so much?”*
 - *“Did you know that you can be a person who trusts God in all things like Daniel? You can dare to make the right choices for your health while you are young, just as Daniel and his friends did when they first arrived in Babylon when they were boys.”*

WRITING WORKSHOP

Writing Process – Kidwriting (K) Drafting (1st/2nd), Sequencing (1st/2nd)

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



- 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
- LA.K–2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

1. *“Yesterday you completed research on your topic, and 1st and 2nd graders recorded facts on your planning web.”* (Activity Master 7.2B.1)
2. *“Today you will write an introduction sentence and then begin taking the informational facts, using them to write sentences for your own informational report. After you have finished writing your main sentences, you will be ready to write your introduction and conclusion sentences.”*
3. *“First, you need to look at your facts and decide in what order you will present them as you write your report. For example, what will you write about first? What will you write about next? You may number the fact boxes in the order you want to write. That is called sequencing information. Each fact from your web will be part of a sentence in your report!”*
4. *“I would like everyone to get your planning web. Read the facts on your web to a partner and discuss how you will sequence your facts as you write the main sentences for your report.”*
5. Dismiss 1st and 2nd graders to read their facts to a partner and begin writing the sentences in Activity master 7.2B.3 for their report. Kindergartners will complete Activity Master 7.2B.2 to draw and label a picture to tell a fact based on the research completed yesterday.

Day 2 – Science

SCIENCE, pp. 209 – 213 (DLG)

What Do I See?, p. 212

Sense of Sight Experiment

Standard: S.K-2.LS.8 Apply scientific principles, construct personal model, explain how life began, acknowledge God as Creator

1. Teach the lesson according to the **DLG**.
2. Show the 5-minute YouTube showing how the eyes work: <https://www.youtube.com/watch?v=syaQgmx5i0>.
3. After watching the YouTube, show students the Windmill Wand. Turn it on and let them watch for a few seconds.



4. After the video clip, have the following discussion:
 - *“What did you notice about the Windmill Wand when I turned it on?”* (Give students a chance to respond.)
 - Help them clarify the observation that the wand appeared to change from two spokes to a continuous circle.
 - *“Why do you think this happened? Did it really change shape?”*
 - After students have grappled with this puzzle, explain that our brain holds on to an image that we have just seen for a split second, while we are seeing the next part. This is why the Windmill Wand appeared to change shape.
 - *“God created our bodies to do many amazing things!”*
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Day 3 – Circle Time/Morning Meeting

Daily Message 2, pp. 188 – 189 (DLG)

Modeling Writing and Editing (K–2)

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

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

Day 3 – Language Arts

READING WORKSHOP, pp. 176 – 187 (DLG)

After Reading – Comprehension Questions, pp. 178 – 179

Exploration (K–2), Categorization (K–2), Concept Nugget (K–2)

Standards: S.K-2.PS.1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties
LA.K/1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media



1. Teach the lesson according to the **DLG**.
2. While the Kindergarteners complete Blackline 2B.7, extend the lesson for 1st and 2nd graders by having them complete Activity Master 7.2B.4, Rebus Sentence Frames. The students will draw the five body parts they use to “sense” things around them in the blank ovals. Then they will complete the rebus sentences by writing what they can sense with the body parts they drew. For example: “I use my HANDS (draw hands in oval) to feel my cat’s fur”. (Finish the rebus sentence frame in their own words.)
3. Extend the lesson with the following concept nugget discussion:
 - *“How do our senses give us information to make healthy safe choices for our bodies?”*
 - *“I’m going to ask you how each of the five senses (smell, taste, sight, touch, and hearing) give us information to make safe and healthy choices for our bodies. This information will help us live safe and healthy lives.”*
 - Ask this question five times, changing the sense each time. For example: “How does the sense of smell give us information to make safe and healthy choices for our bodies?” (smell spoiled food, smell fire, etc.)
 - *“People and animals use their senses to find out about the world around them. The senses collect information from outside the body and then nerves take the messages to the brain. Our brains interpret each message that we are experiencing to help us make good choices. God provided a wonderful way to protect our bodies and keep them safe and healthy!”*

WRITING WORKSHOP

Writing Process – Kidwriting (K), Transition Words (1st/2nd), Revision (1st/2nd)

Standards:	LA.1.W.3	Write narratives that recount two or more appropriately sequenced events, include details using temporal words to signal sequence, and provide some sense of closure
	LA.2.W.3	Write narratives that recount a well-elaborated event or short sequence of events, include details, use temporal words to signal sequence, and provide a sense of closure

1. Kindergartners can use kidwriting to write a sentence to tell about the facts they have learned.
2. Continue with the following lesson for 1st and 2nd graders.
 - *“Students, in the past we have talked about using transitional words to make our writing easier to read and understand. We have used words like ‘first’, ‘next’, and ‘last’. Did you know that nonfiction writers also use transitional words? I am going to give you a list of transition words and phrases used in nonfiction or factual writing to keep in your writing folder.”* (Hand out the Transitional Words and Phrases Chart (Activity Master 7.2B.5) to each student. Review the words and phrases on the chart with the class.)



- *“We are going to play a transition word game! I have some nonfiction or factual books that you are going to search through for transitional words and phrases. You will work with a partner. If you find a word or phrase from your Transition Words and Phrases Chart, or another word or phrase you think is transitional, write the word or phrase on a sticky note. We will see how many of these words and phrases we can find!”* (Pair students with multi-age partners. Give each pair a nonfiction book and sticky notes. Pairs who finish early may switch books and continue searching. After about ten minutes, discuss the transitional words and phrases students found.)
- *“Today you will review the planning web for your nonfiction report. You will place a sticky note between your sequenced sentences you wrote yesterday to show where you’d like to put a transition word or phrase tomorrow when you work on your final draft. You may look at your chart to help you remember and spell transition words and phrases.”* (Support 1st and 2nd grade students as they continue working on their first drafts, and assist those who need scaffolding to determine where to add transition words.)

Day 4 – Circle Time/Morning Meeting

Daily Message 3, p. 189 (DLG)

Modeling Writing and Editing (K–2)

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

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

Day 4 – Language Arts

READING WORKSHOP, pp. 176 – 187 (DLG)

After Reading – Story “A Walk with Grandma”, pp. 183 – 186

Close Reading (K–2), Vocabulary (K–2), Concept Nugget (K–2)

Standards:	LA.1.RL.4	Identify words and phrases in stories and poems that suggest feelings or appeal to the senses
	LA.2.RL.5	Describe how words and phrases supply rhythm and meaning in a story, poem, or song
	B.K.RO.2	Examine the consequences of wise and unwise choices
	B.1-4.RO.2	Examine how personal choices and behaviors affect spiritual, mental, physical, and social well-being
	S.K-2.HS.8	Ask questions and obtain information about God’s plan for healthy living



1. Begin lesson with the following Concept Nugget:

- *“Jesus planned the amazing way our bodies work to gather, carry, and store information. How many smells do you think your nose can detect? You are correct if you said four thousand smells! Just think – a dog’s sense of smell is about one million times stronger than humans.*
- *“How many different shades of color can our eyes see? Eight million different shades of color is an extraordinary number! No wonder Jesus made flowers and birds in so many different shades of color.”*
- *“What sensations does touch include, besides ‘touching’ something?” (pressure, pain, heat, and cold)*
- *“What tastes do the taste buds at the tip of your tongue detect? Sweetness and saltiness! Maybe that’s why we like to lick popsicles.”*
- *“All this information could really be distracting. That’s why God gave us the power of choice. We can choose to put on our gloves when our hands are cold. We can choose to go out in nature to enjoy the colorful butterflies and tropical fish. We can choose to enjoy the sweetness of fresh fruit and the smell of bread baking. God not only gave us our five senses to keep us safe. He also gave them to us so we may choose to enjoy living a happy, healthy life!”*

1. Teach the lesson according to the **DLG**. After the read-aloud in the lesson, give Kindergarten students Blacklines 2B.8a – b to color and cut out. They will create with teacher help a six-page mini-booklet, “I Have Five Senses”. (This project is taken from After Reading – Poem “I Have Five Senses”, **DLG** p. 182. Follow the directions on p. 182 to assemble these booklets.)
2. While Kindergarteners are working on their “I Have Five Senses” mini-booklet, extend the lesson for 1st and 2nd grade with Blacklines 2B.9a – 2B.9g (7 pages). They will make their own “Walk with Grandma” books. Follow the directions in the **DLG** p. 184 to assemble the books.
3. Next, extend this lesson for all students by having them “highlight,” or underline all the “Five Senses” words or phrases in their respective books with the five different colors shown on Activity Master 7.2B.6. This is a Close Reading activity. Give all students, K – 2, Activity Master 7.2B.6, Close Reading Annotations on the Five Senses, to use as a color guide.

*“When you come to words or phrases in your books that you can ‘sense’ with your body, highlight them in the appropriate color as shown on your activity master, ‘Close Reading Annotations on the Five Senses.’ For example, on page 1 in the 1st and 2nd grade book, they will highlight the phrase ‘warm and sunny’ with what color? Look at your activity master. Yes, that’s right. Orange is the color to annotate, or show, the sense of **touch** because you feel warmth from the sun! The Kindergarten students may find the five senses vocabulary words that match the words on the activity master and highlight those words in their mini-book. For example, on page 3 in the Kindergarten mini-book, they will highlight the word ‘smell’ with what color? Look at your*



*activity master. Yes, that's right. Yellow is the color to annotate, or show, the sense of **smell** because you smell the warm food with your nose!"*

4. While students are working on their Close Reading activity, ask them to share how they think these "Senses" books show that
5. one of the reasons God gave us our senses is so we can enjoy our healthy lives.

**** This is an open-ended classification activity with a grade for completing the assignment as directed, not for "correct" answers. Packets of five highlighters in the colors mentioned on the "Close Reading Annotations on the Five Senses," Activity Master 7.2B.6, are available from Sharpie Accent Highlighters, HI-LITER Highlighters, etc. ****

WRITING WORKSHOP

Writing Process – Peer Editing (K–2), Final revision (K–2)

Standards:	LA.K.W.5	With support, respond to questions and suggestions from peers and add details to strengthen writing
	LA.1.W.5	With support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing
	LA.2.W.5	With adult and peer support, focus on a topic and strengthen writing as needed by revising and editing

1. Conduct the following editing lesson:

- *"Students, you have been doing your personal best while writing your nonfiction reports. Today I'm going to show you how to work with a partner as you revise and edit your report. Is there someone who will volunteer to let me use their draft to show the class how a partner helps you revise and edit?"* (Pick one student (an average writer) to participate in the mini-lesson.)
- Display the Nonfiction Report Rubric (Activity Master 7.2B.7). *"This rubric tells us what we should include in our factual report. We will look at it together."* (Project the rubric for all to see, and go over it with the class.)
 - *"Our volunteer is going to read the report to me. I will pretend to be a partner. As my partner reads to me, I'm going to give compliments. I'm going to mention things I like about their writing. I'm going to be specific. I won't say, 'It's nice.' I will give reasons why it's a good report."*
 - *"I'm also going to make suggestions about things I think should be fixed or changed. I might ask, 'Did you use transition words?'"*
 - As the volunteer reads the report, give specific compliments and make constructive suggestions. When finished modeling, say, *"Thank you for sharing your report with us! Now, if we were really partners working together today, I would read my report and my partner would give me compliments and suggestions as well. Then we both would return to our seats to 'edit' or fix our reports."*



2. Distribute Nonfiction Report Rubric (Activity Master 7.2B.7).

“Today you are going to work with your partner to revise and edit your nonfiction report. Just like in our ‘pretend’ mini-lesson, you will read your draft to your partner and your partner will give compliments and suggestions. You will use the report rubric I gave you to remember specific things to complement him/her about his/her writing. It will also help you see what your partner needs to fix as you make specific suggestions to help him/her complete the report edits.”

3. Support students as they work with their multi-age partners to revise and edit. Encourage students to take the time to do their personal best. They may illustrate their reports in the space provided at the top of the differentiated Report Organizer (Activity Masters 7.2B.2 or 7.2B.3).

Day 4 – Science

SCIENCE, pp. 209 – 213 (DLG)

Tasting Time, p. 212

Sense of Taste Experiment

Standard: S.K-2.LS.8

Apply scientific principles, construct personal model, explain how life began, acknowledge God as Creator

1. Teach the lesson according to the **DLG**, holding the tasting activity for the end.
2. Expand the lesson with the following explanation of taste buds:
 - *“Taste buds are sensory organs found on your tongue. When your taste buds send messages to your brain, you know if something tastes sweet, salty, sour or bitter.”*
 - *“How exactly do your taste buds work? Turn to your shoulder partner and stick out your tongue. Look at your partner’s tongue. Do you see all those bumps? They are called papillae (puh-PILL-ee) and that’s where your taste buds are.”*
 - *“Each taste bud has tiny hairs called microvilli (mye-kro-VILL-eye). These hairs send messages to the brain about how something tastes.”*
 - *“Raise your hand if you would like to guess how many taste buds you think are on your tongue.”* (Allow students time to respond.) *“The average person actually has ten thousand taste buds* (Write this number on the board.), *and they’re replaced about every two weeks.”*
 - *Before you give taste buds all the credit, let’s also think about the sense we studied yesterday.* (Smell)



- *Olfactory receptors in your nose have special cells that also help you smell. The olfactory receptors work together with your taste buds to create a sensation of the true flavor of that juicy apple by telling your brain all about it.*
- Conclude by having students consider how their food tastes when they have a cold, or when they plug their nose to take an unpleasant tasting medication.

Give each student a plate full of foods to taste representing at least one from each category: (sweet, salty, sour, bitter) Students should have a second plate that has been divided into four sections with one taste category word written in each quadrant. Avoid using regular markers, they will run and stain wet foods. The most difficult food category to bring will be bitter. Unsweetened chocolate or cocoa powder and mustard are both bitter.

Day 5 – Circle Time/Morning Meeting

Daily Message

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

Day 5 – Bible

APPLYING THE BIBLE STORY, p. 168 (DLG)

“Trust God” Visor, p. 168

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

Standards: BK.RG.15 Give examples of God’s leading in our daily lives
 B.1-4.RG.15 Discuss ways that God’s leading has helped us grow more like Him
 LA.K-2.SL.1 Participate in collaborative conversations in diverse groups: follow agreed upon rules

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



2. After students finish decorating their visors and have discussed choosing to trust God, extend the lesson with the following Concept Nugget:
 - *“We’ve talked before about the fact that fear is a normal feeling God designed to help protect us from danger. However, when the danger is over, that fear should disappear. Sometimes this doesn’t happen and people can feel afraid most of the time. It isn’t healthy for humans to be constantly worried, stressed, and afraid. Worry can make it difficult for people to sleep. They may have trouble concentrating on their work, or sometimes they don’t feel like eating.”*
 - *“If you ever have some of these feelings and they don’t go away, talk to your parents or your teacher about how you feel. There are special people who can help you learn not to worry so much, and they may work with you and your family so you won’t feel so worried or afraid.”*
 - *“God loves you, and He will help you and your family discover ways to live a happier, healthier, unstressed life.”*

Day 5 – Language Arts

READING WORKSHOP, pp. 176 – 187 (DLG)

“I Like to Eat . . .,” p. 186

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

Standards:	LA.K.RL.10	Make connections between text and personal life experiences
	LA.1.RL.11	Make connections between text and personal life experiences
	LA.2.RL.10	Predict story events and outcomes using picture clues and text
	LA.K-2.RL.11	Recognize differences between fantasy and reality, right and wrong, fact and opinion
	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
	S.K-2.HS.7	Identify a short-term personal health goal and a plan to attain that goal

1. Begin lesson with the following Concept Nugget:
 - *“When we began this week, we learned how Jesus made our brains so we could use our senses to make good choices for our safety, mental well-being, and enjoyment. Today we will talk about how we can use our brain and senses to make healthy choices about the foods we like to eat.”*
 - Show students the front cover of *Gregory the Terrible Eater* by Mitchell Sharnat. *“Turn to a partner and discuss what you think this book will be about.”*



- *“The read-aloud book we will enjoy tells about someone who learns to make a few more healthy choices than he was used to making in regards to the food he ate. He was a terrible eater. This is a funny, silly book. After we read Gregory’s story, I will ask you some questions about it.”*
2. Conduct an interactive read-aloud of the book *Gregory the Terrible Eater*.
- *“Well, what do you think about the story of Gregory?”*
 - *“It was very silly, wasn’t it? Do you think that even a goat could have really eaten some of the things Gregory liked to eat? Why not?”*
 - *“Is this a true-to-life story or make-believe? How do you know?”*
 - *“Give some examples of make-believe foods Gregory ate. Do you think these crazy things help the reader to enjoy the book? Why?”*
 - *“Why do you think the author wrote this story? Was it just to be silly, or was he trying to teach us something? What do you think he was trying to teach his readers?”*
 - *“Why do you think I chose this book to read to you at the beginning of Reader’s Workshop today?”*
3. Teach the lesson according to the **DLG**.
4. Extend the lesson for 1st and 2nd grade by having them complete Activity Master 7.2B.8.
- *“Sometimes we are like Gregory, and we only want to eat certain foods. Sometimes those things aren’t so good for us.”*
 - *“For this activity, I want you to think of something you like to eat that is good for you. Write that food in the first sentence frame on your Activity Master, I Like to Eat..., I Don’t Care for... Then write your own sentence below, telling a specific reason why you like to eat that healthy food. When you’ve finished writing what you like to eat, do the same thing for something you don’t care to eat”*
 - *“For example, I could write: ‘I like to eat apricots because I like how juicy and sweet they are and I love their flavor!’ I could write: ‘I don’t care for okra, because it feels so slimy in my mouth.’”*
 - *“After you write your specific detailed sentences, you may draw and color the foods you chose in the empty plates.”*



WRITING WORKSHOP

Author's Chair (K–2)

Standards: LA.K/1.SL.7 Give brief oral presentations
LA.K-2.W.10 Write routinely for a range of tasks, purposes, and audiences

1. Gather the class for an Author's Chair presentation of their revised and edited, final copy nonfiction reports.

“For today’s Author’s chair, you are going to share the nonfiction reports you have been working on during Writer’s Workshop. Remember to speak loudly and clearly so everyone can hear and understand your report. Also, don’t forget to be a good audience while your classmates are presenting their reports. When the author has finished speaking, you will have a chance to make some positive comments. Be specific about what you liked. Give details. For example, don’t just say ‘I liked your report’; tell exactly what you liked about it. When you share comments, be sure your words are encouraging, helpful, and kind.”

2. Proceed with Author's Chair. Allow the author to choose one or two students to share feedback.
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

SCIENCE, pp. 209 – 213 (DLG)

Which is Most Like Skin, p. 213

Sense of Taste Experiment

Standard: S.K-2.LS.8 Apply scientific principles, construct personal model, explain how life began, acknowledge God as Creator

**** Before class begins, fabric cards should be made for this activity. Instructions for creating fabric cards are listed. ****

INSTRUCTIONS FOR CREATING FABRIC CARDS

You will need:

1. 1 sheet of heavy tagboard cut into 3” squares
2. 8 – 10 different scraps of fabric in a variety of textures from smooth to rough
3. Spray adhesive – the permanent type



4. Scissors

5. Ruler

- Cut two 2" squares of each fabric.
- Mount each square on a 3" square of tagboard.
- Order the squares from smoothest to roughest.
- Starting with the smoothest, write #1 on the backs of the first pair.
- Continue numbering each pair from smoothest to roughest.

You can mount fabrics on mat board squares or squares of wood if you want your set to be more durable.

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

2. Extend the lesson with more in-depth information about the sense of touch.

3. The following overview is for the teacher's information:

- The most common different types of touch can be categorized as:
 - Hot/cold
 - Dull/sharp
 - Rough/smooth
 - Wet/dry
- The skin is packed with many sense receptors. These receptors send messages to the brain and this allows one to describe what is being felt.

4. Give students the opportunity to see how well they can focus on rough and smooth things.



5. The experiment will focus on the touch category of rough to smooth.
6. Place one fabric card in the feely box and place 3 – 5 fabric cards on the table (one should match the one in the feely box)
7. Let students take turns, feeling an object in the feely box and finding its' match on the table.
8. Put these materials in the Science Center for additional exploration with Activity Master 7.2B.9 (How Does it Feel?). Science Center instructions can also include directions for ordering fabric squares from smoothest to roughest. Numbers on the backs of the cards can be used as a self-checking device.

