

K–2 MULTI-GRADE BRIDGE
Detailed Daily Lesson Plan (DDLp)
Theme Eight Daily Lesson Guide (DLG) – *Moving On*
Grade K Theme Book One: *Papa and the Pioneer Quilt*/Yesterday
Character Building Concept: Appreciating Sacrifice

Days 1 – 5 Signing In/Morning Activity

SIGNING IN, pp. 52 – 53 (DLG)

Standards: LA.1/2.W.7
LA.1/2.W.10

Apply common conventions of manuscript writing (e.g., left-to-right, uppercase and lowercase letters, etc.)
With support, write routinely for a range of tasks, purposes, and audiences

Students should already be grouped according to handwriting level (refer to the Signing In Rubric in Appendix C – Assessment Master 0.1). This activity is designed for Kindergarten students. However, there may be 1st and 2nd graders who could also benefit. The students who are proficient at writing their first names could practice writing their first and last names when they sign in. Other Signing In options for a developing writer could include the following: writing a personal street address, birthday, city and state, or phone number. Students who have emerging handwriting skills should use one of the selected activities in the *Stepping Stones* (DLG) every day. Remember to assess student writing monthly to track handwriting progress. Additionally, formal, direct instruction in handwriting should be provided daily for grades K–2 as part of phonics and Language Arts.

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

Day 1 – Circle Time/Morning Meeting

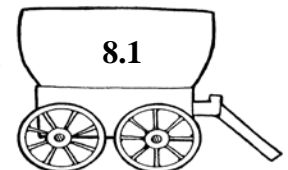
APPRECIATING SACRIFICE CONCEPT CONNECT

Concept Connect Activity (K–2)

Standards: B.1-4.BK.15
B.K.BK.15

Recognize the value of accepting Jesus as a personal Savior who paid the penalty for sin
Recognize that because of Jesus' sacrifice, all can receive God's gift of eternal life

1. Before class begins, create a "Sacrifice Jar". This can be a small jar that is decorated with glitter or stickers. Create a label that says, Sacrifice Jar, to attach to the outside of the jar.
2. Write the following message on chart paper:

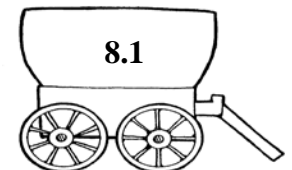


Dear Class,

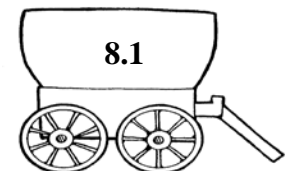
We are going to learn about the value of sacrifice this week. Something that is valuable is important, and God values sacrifice. God tells us in Acts 20:35 that it is better to give than to receive. God made the ultimate sacrifice when He sent His Son to die for our sins. Because of His sacrifice, we are able to live with Him in Heaven someday! Let's practice sacrifice this week so we can become more like Jesus.

Your Teacher,

3. Gather all students in the large group meeting area. Connect to the concept of sacrifice with the following experience:
 - *“Good morning, class! Today I have a special treat that you can enjoy during our Circle Time Morning Meeting. (Begin passing out snacks. There should be only enough snacks for most of the students to receive one during the initial distribution (leave 3-5 students out). Start looking for more snacks when the last package has been given. Look through cupboards, bags, cabinets, etc., in an “attempt” to find the lost snacks.)*
 - *“(Gasp!) Oh no, boys and girls! I don’t think I brought enough snacks for everyone. I don’t know how this happened! I counted the snacks many times before coming to school today. They must’ve fallen out of my bag somehow. I’m so sorry there isn’t enough for you.”* (Direct your comment to students who did not receive snacks.)
4. Allow the students one minute to eat their snacks before attending to this experience. Observe the class during this time and take note of any students that shared (sacrificed) some or all of their snack with students who did not receive a snack.
5. Begin the following discussion regarding the activity:
 - Refer to a student who did not receive a snack. *“How did you feel knowing that I didn’t have a snack to give to you? What was it like watching other students enjoy their snack?”*
 - Direct this question to a student who shared/sacrificed their snack, if applicable. *“Why did you decide to give some/all of your snack to someone else? How did that make you feel?”*



- If a student does share some of his/her snack with another, praise him/her for this good deed (e.g., *“Today I did not have enough snacks for everyone. I appreciate _____ for sharing with _____ so he/she could enjoy a snack, too.”*).
 - If a student sacrifices his/her entire snack for another, place a counter in the Sacrifice Jar, and praise him/her for making a sacrifice (e.g., *“It really warmed my heart to see _____ share his/her snack with _____. You did more than shared your snack; you sacrificed your snack so your friend wouldn’t be without a treat.”*).
 - *“Raise your hand if you’ve heard the word sacrifice before.”* (Pause). *“What do you think a **sacrifice** is?”* (Solicit answers and clarify any misunderstanding.)
 - *“When we give up something important for the sake of something or someone else, this is called a sacrifice. A snack is valuable because it’s yummy and makes our tummies feel good. However, people and friendships are even more valuable because they’re gifts from God that will last a lifetime.”*
 - *“These snacks will rot someday and won’t have any lasting value. However, a true friend will care about us for a lifetime. Friends are made by God and he wants us to value our friendships and care about other people. They are more important than snacks.”*
6. Pass out the remaining snacks to students who did not receive one or sacrificed their snack or a portion for a friend. Then read the Daily Message that was written on chart paper before class began.
 7. After reading, allow students to answer the question in the Daily Message and explain the Sacrifice Jar before students are dismissed.
 - *“This week I will be rewarding the sacrifices I see you making in school. Each time you make a sacrifice or give up something to benefit someone else, I will place a counter in our Sacrifice Jar.”* (Display the Sacrifice Jar.)
 - *“If you see someone in the classroom who you believe is making a sincere sacrifice, you can tell me. I may allow you to place a counter in the Sacrifice Jar, also. Remember that a sacrifice is giving up something valuable for something or someone else.”*
 - *“Our goal is to fill our Sacrifice Jar by the end of the week. There is an extra special class reward, if we are able to reach our goal.”*
 8. Plan a special celebration at the end of the week if students are able to fill their class’ Sacrifice Jar. Be sure to reinforce this concept throughout the week by reminding students of the collective project. Suggestions for a special celebration are listed below. One or more suggestions can be combined for a memorable occasion as listed below:



- Pizza Party
- Ice Cream Party
- Extra Recess Time
- Movie Day
- Fun Field Trip
- Bible Character Day (Students may dress up like a Bible/History character.)

*** Be sure to look for opportunities to reward students that are making sacrifices throughout the week. ***

Day 1 – Bible

INTRODUCING THE BIBLE STORY, pp. 34 – 35 (DLG)

What Will I Pack?, p 34 (DLG)

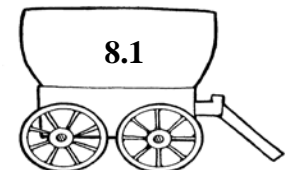
Concept Nugget (K–2)

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

1. Teach the lesson according to the **DLG**.
2. Connect to the concept of sacrifice with the following discussion:
 - “Let’s imagine that during our vacation we see a homeless family living on the side of the road.”
 - “If you had to sacrifice one of our vacation items to give to the homeless family, which item(s) would you sacrifice and why?”
 - “What item would you not sacrifice and why?”

*** Some students may share that they would be hesitant to sacrifice their belongings because their family doesn’t have much money to buy new items. Be sensitive to this valid concern. Invite students to remember that God wants us to have faith in Him to provide for our needs, even when we don’t have much to give. ***

3. Invite a student to read the story of the Good Samaritan in Luke 10:25–37. Be sure to pause after each question below to allow students to respond.



- “Why do you think Jesus shared this story with the people?”
- “What does this story tell us about right choices?”
- “What sacrifices did the Good Samaritan make for the man on the side of the road?”
- “Why do you think the Good Samaritan made those sacrifices for the injured man even though he was a stranger?”
- “What does this story teach us about sacrifice?”
- “How will you apply this story to your life?”

4. End the lesson with prayer asking that God will impress on each heart the importance of sacrifice this week.

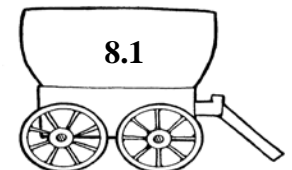
Days 1 – 5 Daily Oral Language (DOL)

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 8 – Book 1) for your convenience. These are designed to correlate with each unit theme and are intended as a teacher directed activity. An enlarged poster copy of the Common Editing Marks should be posted in the room for easy student reference. DOL Common Editing Marks are also listed for student reference in Appendix D only in the following: Theme 1 – Book 1, *This is Our House* and in Theme 4 – Book 1, *Winter’s Gift*.
3. Review with children some of the Common Editing Marks and basic DOL procedures (check for capitalization, ending punctuation, spelling, etc.).
4. Students will pair with classmates and discuss how to correct each sentence. Monitor student discussion by walking around the room and “listening in” to each discussion. Correct misunderstandings when necessary.



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

Day 1 – Language Arts

READING WORKSHOP, pp. 48 – 51 (DLG)

Before Reading–Introduce the Book, p. 48 (DLG)

Concept Nugget (K–2)

Standards:	LA.K.SL.4	Describe familiar people, places, things, and events, with prompting, provide additional detail
	LA.1.SL.7	Give brief oral presentations (e.g., stories, personal experiences, readers theater)
	LA.2.SL.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details

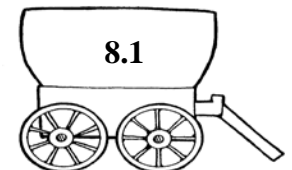
1. Teach the lesson according to the **DLG**.
2. Extend with the following Concept Nugget discussion questions:
 - *“Have you ever had to move to a new place to live?”*
 - *“What did you have to sacrifice when you moved?”*
 - *“For whom did you make that sacrifice?”*
 - *“How did you feel about your sacrifice at the time?”*
 - *“How do you feel about your sacrifice now?”* (This question is only applicable for students who have moved.)
 - *“Do you think God was pleased with your sacrifice? Can you explain?”*
 - *“How can you show appreciation for the sacrifices your family has made for you?”*

During Reading–First Time p. 48 (DLG)

Building Background Knowledge (K–2)

Standards:	LA.K.SL.4	Describe familiar people, places, things, and events, with prompting, provide additional detail
	LA.1.SL.7	Give brief oral presentations (e.g., stories, personal experiences, readers theater)
	LA.2.SL.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details

*** Before class begins, load YouTube Video, “Learn About the History of Quilting and How Quilts Are Made,” from Pottery Barn Kids at the following link: https://www.youtube.com/watch?v=01jcp_p2KxQ . ***



1. Instead of a quilting demonstration or a visit from a quilter as referenced in the **DLG**, introduce the book by playing the *YouTube Video “Learn About the History of Quilting and How Quilts Are Made”* from *Pottery Barn Kids*. This video was loaded before class began to introduce students to quilts and their history.
2. Continue the lesson as written in the **DLG**.

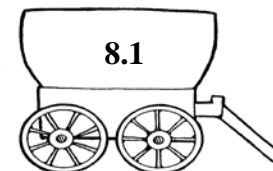
WRITING WORKSHOP

Memory Quilt

Writing Process: Prewrite(1st/2nd)

<i>Standards:</i>	LA.K.W.3	Use a combination of drawing, dictating, and writing to narrate a single event or several events
	LA.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. This week Kindergarteners will be complete **Predictable Chart “I would like to travel to...”**, pp. 54 – 55. This week 1st and 2nd graders will be reviewing the writing process by writing a narrative.
2. Gather 1st and 2nd graders in the large group meeting area for today's lesson.
3. *“During Reading Workshop we read Papa and the Pioneer Quilt today. What did you notice about the quilt in today's story?” (Pause for answers.) “We learned that the patterns in quilts tell us much about the people who made them. Quilts are kind of like a story. The words of a story tell us about the author who wrote them. This week we are going to write and share our own special memories with the class by making our very own quilt squares. At the end of the week, we will collect all of our class memories and use them to design a class quilt, similar to the one created in Papa and the Pioneer Quilt.”*
4. Display The Writing Process (Activity Master 8.1.1).
 - *“Let's review the Writing Process. We need to begin with the **Prewrite** step. This means that we need to organize our ideas. We will to brainstorm to gather our ideas and organize them on paper.”*
 - *“For this activity you will write about a special trip you have taken. Perhaps you have gone to visit family in another state or country. You may have taken a vacation with your parents and want to write about this. You could even write about one of the field trips that we have taken together this year. Turn and talk to your neighbor about where you went on your special trip.”* (Allow thirty seconds to one minute for students to briefly share with a peer.)
5. Display Memory Quilt: Brainstorming (Activity Master 8.1.2a – b).
 - *“Now you will have time to record your brainstorming ideas on an activity master.”*



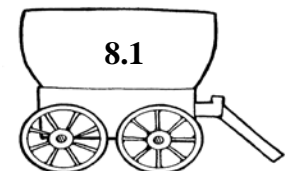
- “You will write where you went for your trip, and then briefly record some of the details of the trip.”
 - “First graders, you will write three details.” (Display Activity Master 8.1.2a.)
 - “Second graders, you will write four details.” (Display Activity Master 8.1.2b.)
 - “Tomorrow we will use these completed Brainstorming Charts to begin drafting your ideas into your rough draft.”
- Distribute grade specific copies of Activity Master 8.1.2a – b.
 - 1st Grade: Activity Master 8.1.2a
 - 2nd Grade: Activity Master 8.1.2b
 - Dismiss students to use the remaining Writing Workshop time to complete their activity masters. Circulate around the room to provide support for all students.
 - Collect completed copies of Activity Master 8.1.2a – b. Students will use these again on Day 2.
 - *** Optional: Write 1st/2nd graders’ names on a clothespin with a permanent marker. At the end of Writing Workshop, clip students’ clothespins at the stage their current progress is indicated by the Writing Process Anchor Chart (Activity Master 8.1.1).

 - *** Before class resumes tomorrow, complete the teacher copy of Activity Master 8.1.2a. An example is provided below. ***

Memory Quilt
Brainstorming

My memorable trip to: Israel

Detail 1:	Detail 2:	Detail 3:
the garden of	where Jesus	where Jesus
gethsemane	was baptized	was Born



Day 1 – Science

*** This week's Science activities regarding flowers have been extended and written as Science Center activities. This will enable students to reinforce prior learning and build on their background knowledge in this area. Students should be able to engage independently and in meaningful ways with the center activities due to prior learning and background knowledge. ***

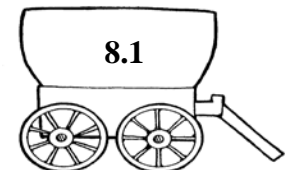
Wildflowers, pp. 82 – 83 (DLG)

Science Center Introduction (K–2)

Standard: S.K-2.LS.1 Use observations and describe patterns in plants and animals

*** Before class begins, refer to Appendix F – Teacher Reference Materials for detailed teacher instructions on how to create the Wildflower Identification Science Center. ***

1. Show the class the field of bluebells and buttercups in the book *Papa and the Pioneer Quilt*. Bluebells and buttercups are two vocabulary terms that have been extended for 1st/2nd graders. This may be a good time to briefly discuss these terms with the class.
2. Share with students the information about wildflowers that is provided in the **DLG**.
3. Introduce students to the Wildflower Identification Science Center.
4. Model how to correctly participate in the Wildflower Identification Science Center.
 - Pocket #1: Remove the flower pictures from the pocket. Study the flower pictures and names.
 - Pocket #2 & Label #3: Remove the flower pictures/flower names from the pocket. Match flower pictures and names. Flip the cards over to see if cards are correctly matched.
 - Pocket #4: Choose a flower card from Pocket #1. Take a reflection paper from Pocket #4. Complete Activity Master 8.1.3.
 - Pocket/Label #5: Turn in your reflection paper (Activity Master 8.1.3).
5. Answer any questions students may have about participation in the Wildflower Identification Center.
6. Explain to students that this activity will be available in the Science Center this week.
7. Review any classroom specific center procedures that should be followed.



8. Each student will be completing Activity Master 8.1.3 during center time throughout the week.

Pressing Wildflowers, p. 84 (DLG)

Science Center Introduction (K–2)

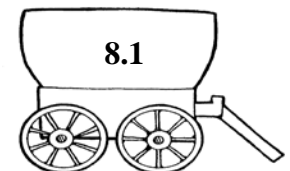
Standard: S.K-2.LS.7 Make observations of plants and animals

**** Refer to Appendix F – Teacher Reference Materials for detailed teacher instructions on how to create the Pressing Wildflowers Science Center before class begins. Please note that this center will require two to four weeks for completion. ****

1. Share with students the information about pressing wildflowers that is provided in the **DLG**.
2. Introduce students to the Pressing Wildflowers Science Center.
3. Model how to correctly participate in the Pressing Wildflowers Science Center as listed below:

Suggested Steps (in the order listed)

- Select a flower from the vase.
 - Place the flower between a folded paper.
 - Write your name on this paper beside the flower.
 - Next, put your flower between the pages of a phone book.
 - Carefully close the book.
 - Complete a copy of Activity Master 8.1.4 and place it in the basket.
4. Explain to students that this activity will be available in the Science Center all week. Also, explain to students that once the flower is in the book, it will need to remain pressed inside the book for approximately two weeks. This is an activity that requires patience which is something that the pioneers needed to exercise often!
 5. Answer any questions students have about the activity.
 6. Review any additional center procedures that should be followed.



7. At the end of two weeks, mount each student's wildflower on a white cardstock bookmark, write his/her name and laminate.
Additional Option: Place the dried flower and student's name in a zipper bag for him/her to examine and take home.

Day 2 – Bible

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

Reading “A Big Move,” p. 35 (DLG)

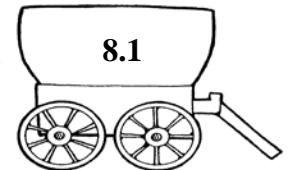
Express Reverence (K–2), Understand Bible History (K–2), Concept Nugget (K–2)

Standards:	B.K.BF.4	Demonstrate reverence and honor for the Bible because it is God's word
	B.1-4.BF.4	Outline ways that God has protected His Word throughout history
	B.K.BF.5	Discover the way the Bible is organized (e.g., Old and New Testaments, books, chapters, verses)
	B.1-4.BF.5	Locate specific Bible passages by book, chapter, and verse
	B.1-4.BF.1	Trace the development of the Bible from oral traditions to print
	B.K.BF.1	Describe how children studied the Bible in Old and New Testament times
	B.K.BF.2	Recognize that the original Bible was not written in English
	B.1-4.BF.2	Identify the major events that led to the translation of the Bible from Hebrew and Greek into English

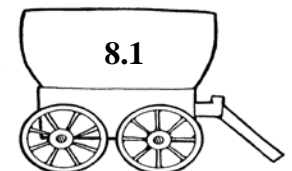
*** Before class begins, load YouTube Video, “The Bible Explored: A Brief History,” from the Canadian Bible Society at the following link:

https://www.youtube.com/watch?v=r0Zm8_B_4wA&t=164s. ***

1. Before teaching the lesson according to the **DLG**, gather the students on the rug and lead them into a discussion on Bible history. Show students the Bible.
 - “Do you think Abram and Sarai took a Bible with them to their new home?”
 - “The story of Abram and Sarai was written in the Old Testament. The setting of the Old Testament was in ancient times. The Bible had not yet been written at that time.”
 - “How do you think people shared the important Bible stories during the time of Abram?”
 - Guide students into an understanding that people shared the Bible orally. “Since the Bible had not been written, people told stories of God to those around them. This is called an oral tradition. **Oral** means by word of mouth. Families shared oral stories with their children. When their children became older, they shared the same stories with their children. We participate in oral traditions every time we tell a Bible story from memory.”



2. Show students the real scroll and reed pen, or display a copy of Activity Master 8.1.5.
 - *“Raise your hand if you’ve seen this before. This is called a scroll. During the time of Moses, God’s people started copying oral traditions onto scrolls like these. Stories were copied using reed pens.”*
 - *“What do you notice about the scroll and reed pen?”* (Pause to allow students to examine the scroll and reed pen closely and respond about what they noticed.)
 - *“Scrolls were made from animal skins and reed pens were made from straw or bamboo. People used scrolls for many years before the Bible was created. Even Jesus read from scrolls when he was here on Earth.”*
 - *“I have a video I’d like to share with you. This video will show us the history of the Bible from oral traditions, to written scrolls, and finally to the Bible we use today. Let’s have a look!”*
3. Play YouTube Video *“The Bible Explored: A Brief History”* from the Canadian Bible Society that was loaded before class.
4. Lead students into a class discussion regarding information learned in the video. Be sure to pause after each question to allow all students to respond.
 - *“What are some of the ways that God’s people protected the word of God throughout history?”*
 - *“How did God’s people know to protect the Bible?”*
 - *“What sacrifices did God’s people make to protect the word of God?”*
 - *“Why is the word of God worthy of sacrifice?”*
 - *“Why is the word of God so valuable today?”*
 - *“It’s clear that the word of God is a very valuable book. Since it is so valuable, we should treat the Bible with reverence.”*
 - *“**Reverence** means we show a deep respect for someone or something. What are some ways we can be reverent with the Bible?”* (Solicit answers and clarify misunderstandings.)
 - *“Let’s practice Bible reverence by creating a special setting for our Bible reading.”*



5. Create a calm and reverent setting in the classroom. For example, the lights may be turned down and Christian instrumental music or nature sounds may be played in the background. Consider inviting students to sing a soft prayer song and pray before the Bible reading.
6. Assign students into pairs, at least one student per pair should be a proficient reader. Provide a Bible to each pair of students. Remind the students that the Bible is organized by book, chapter, and verse. Invite students to search for this week's Bible verse and read it aloud with their partner.
7. Teach the lesson according to the **DLG**.

Follow the Footsteps, p. 36 (DLG)

Memorizing Scripture (K-2)

Standard: B.K-4.BF.12 Memorize passages of Scripture

1. Teach the lesson according to the **DLG**.
2. After all students have had the opportunity to walk along the path, dismiss students to independently sequence the Bible verse using Activity Master 8.1.6a – b.

Day 2 – Language Arts

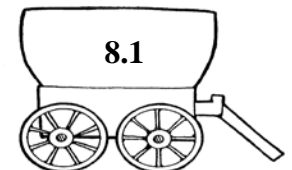
READING WORKSHOP, pp. 48 – 51 (DLG)

During Reading–Second Time, p. 49 (DLG)

Vocabulary Extension (K-2)

Standard: LA.1/2.L.4 With support, demonstrate understanding of word relationships and nuances in word meanings

1. Before class begins, prepare sets of vocabulary word cards. One set of cards should be made for each pair of students. Kindergarten partners will each receive a set of Blacklines B and C. First and 2nd grade partners will each get a set of words from Activity Master 8.1.7a – b. Cut apart the word cards and place each set in a separate plastic baggie.
2. Before reading the book, introduce Kindergarten vocabulary words from Blacklines B and C and the extended vocabulary words for 1st/2nd graders found on Vocabulary Master 8.1.
3. Place students with a partner from their same grade level. Provide Kindergarten partners each with a set of word cards from Blackline B and C. Provide 1st and 2nd grade partners each with a set of word cards from Activity Master 8.1.7a – b.
4. Invite each student to work with his/her partner to define each vocabulary word by looking at the picture clues or recalling background knowledge. Students should work for three to five minutes to define the vocab words.



5. Display all vocabulary words (Blackline B and C, Vocabulary Master 8.1) on the theme word board or chart.
6. Teach the lesson according to the **DLG**. Pause while reading to invite students to offer vocabulary definitions. As words are found, encourage students (especially 1st/2nd graders) to use context clues to define any words they were unable to define during the pre-lesson. Be sure to clarify as needed.
7. After reading the book, extend with the following vocabulary activity:
 - *“Now we are going to group our vocabulary cards into categories. I see vocabulary words describing places, actions, and people. Are there any other ways we can categorize our words?”* (Pause for answers and accept additional categories that are applicable.)
 - *“You will work again with your partner. This time you will sort the vocabulary words into different categories.”* (An example of possible categories is provided below:)

Places	Flowers	Actions (Verbs)	Made with Fabric	People	Animals	Things	Adjectives
Oregon	bluebells	Work	Shirt	Pioneer	Ox	Seeds	pesky
Prairie	buttercups	Walk	Sunbonnet	Papa	Prairie dogs	Fence	strewn
River		Travel	Quilt	Scamp		Wagon	
		Trudged	Britches			Scraps	
			Tatters			Kettle	
						Trunk	

8. Walk around the room to monitor students as they work with their partners to sort the word cards. Provide support or redirection as necessary.

WRITING WORKSHOP

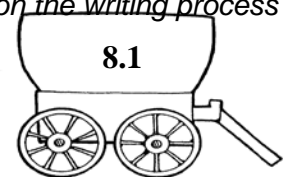
Memory Quilt

Writing Process: Rough Draft (1st/2nd)

Standards:	LA.1.W.3	Write narratives that recount two or more appropriately sequenced events, include details
	LA.2.W.3	Write narratives that recount a well-elaborated event or short sequence of events, include details
	LA.2.W.9	Recall experiences or gather information from provided sources to answer a question

*** Create an enlarged copy of Activity Master 8.1.8a on chart paper, or use a document reader to project the worksheet during the lesson. ***

*** The writing process was introduced and explicitly taught during Units 0-3 of BRIDGE. The following lesson should be a review for students. However, the pace of this lesson may need to be adjusted to meet student needs. Students may benefit from a mini-lesson on the writing process



using the Writing Process Anchor Chart as a guide. Use student feedback and observations to structure lesson objectives. ***

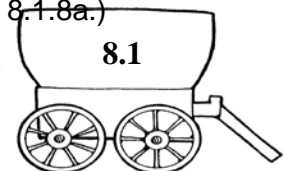
1. Before class begins, complete a teacher copy of 8.1.2a. An example is provided below:

Memory Quilt
Brainstorming

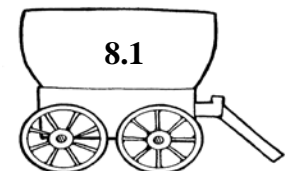
My memorable trip to: Israel

Detail 1:	Detail 2:	Detail 3:
the garden of	where Jesus	where Jesus
gethsemane	was baptized	was Born

2. Gather 1st and 2nd graders to begin their Writing Workshop lesson.
3. Display The Writing Process (Activity Master 8.1.1).
 - “Yesterday we completed the first step in the writing process. Does anyone remember what writers do during the first step of the writing process?” (Pause for answers and clarify misunderstandings. Encourage students to refer to The Writing Process – Activity Master 8.1.1.)
 - “Today we will move to the second step of the writing process as we begin our memory quilt drafts. Raise your hand if you know what writers do during the second stage of the writing process.” (Pause for answers and clarify misunderstandings. Remind students that handwriting, spelling, capitalization, and punctuation are not the most important at this stage. The main goal is to get their ideas on paper.)
4. Model for students how to begin their drafts using an enlarged copy of Activity Master 8.1.8a.
 - “I’m going to begin by looking at the memorable family trip I chose and brainstormed about yesterday.” (Display the enlarged teacher completed copy of Activity Master 8.1.2a.)
 - “I chose to write about my family’s trip to Israel. Did you know that Israel is where Jesus lived? The first part of my rough draft is my introduction. Remember that an **introduction** will tell the reader what my piece will be all about. The introduction should be interesting and “hook” the reader. My introduction will be, ‘My feet have walked in the land where Jesus walked. My family went to Israel!’” (Record this on the introduction line of the enlarged copy of Activity Master 8.1.8a.)



- *“Now I need to write the body of my story. I will use the details I wrote on my brainstorming chart to create these three points.”* (Refer to the teacher completed copy of Activity Master 8.1.2a.)
 - *“My details say, ‘the garden of gethsemane, where Jesus was baptized, and where Jesus was born’.”*
 - *“I will start by taking the first detail and turning that into my first body sentence. I remember that the tour guide said that Jesus prayed in the garden. I will make sure that I include that in my sentence.”* (Write, “First, we went to the garden of gethsemane where Jesus prayed.” on the enlarged copy of Activity Master 8.1.8a.)
 - *“I will finish writing all my detail sentences later today. However, it is your turn now to begin your rough draft. Be sure to refer to the brainstorming chart you completed yesterday as you begin to write the body sentences for your story.”*
 - *“After writing all the body sentences, you may write your conclusion. Remember that the **conclusion** is a way to complete the writing piece and tell the reader that the story is finished.”*
5. Distribute grade specific copies of Activity Master 8.1.8a – b and student completed copies of Activity Master 8.1.2a – b.
 - 1st Grade: 8.1.8a
 - 2nd Grade: 8.1.8b
 6. Dismiss students to use the remainder of Writing Workshop to complete their rough draft introduction and conclusion sentences. Circulate around the room to provide support for all students.
 7. Collect completed copies of Activity Master 8.1.8a – b. Students will use these again on Day 3.
 8. *** Optional: Write 1st/2nd graders’ names on a clothespin with a permanent marker. At the end of Writing Workshop, clip students’ clothespins at the stage their current progress is indicated by the Writing Process Anchor Chart (Activity Master 8.1.1). ***
 9. *** Before class begins tomorrow, continue completing the remainder of the teacher copy, Activity Master 8.1.8a. Intentionally make a few grammatical errors that can be edited on Day 4. The errors will also reinforce the idea that a rough draft isn’t perfect and mistakes are an expectation. An example is provided below: ***



Memory Quilt
Rough Draft

Introduction	My feet have walked in the land where Jesus walked. My family went to Israel!
First,	we went to the garden of gethsemane where Jesus prayed.
Next,	we traveled to the Jordan River where Jesus was baptized.
Finally,	we went to visit bethlehem and see where Jesus was born.
Conclusion	My trip is a memory i'll never forget

Day 2 – Science

*** Be sure to provide time each day for students to participate in the Wildflower Identification Science Center and the Pressing Wildflowers Science Center. ***

Drying Wildflowers, pp. 84 – 85 (DLG)

Explore Qualities of Fresh Wildflowers

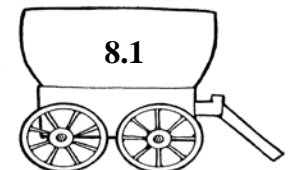
Standard: S.K-2.LS.7 Make observations of plants and animals

1. Invite students to examine a fresh bunch of wildflowers. As students respond to the questions below, create a list of words on chart paper to describe the flowers' qualities:

- *"I have brought in a fresh bunch of wildflowers for us to enjoy today."*
- *"How would you describe these flowers?"* (Initial responses will most likely include words such as: pretty, good, nice, and sweet. Challenge students to use more specific descriptive words. Create a word bank on chart paper as students contribute words. Possible word bank words: bright, vivid, faded, pale, soft, bendable, moist, pungent.)

*** Keep this word bank chart for use again on Day 5. ***

- *"Flowers are such a beautiful way to make a room feel bright and happy. I am thankful that God made flowers!"*



- “What do you think will happen to these flowers now that they are in my vase and no longer growing in the ground?”
2. Teach the lesson according to the **DLG**. Record the weight on the whiteboard and leave it written down until Day 5. Be sure to hang the flowers in the room out of student reach, but where the flowers can be observed while drying.
 3. Invite students to create their own T-Chart. (Sample is shown below.) Students should work independently to list several descriptive words about the fresh flowers on the left side of their chart. They may refer to the word bank that was created on chart paper earlier in the lesson.

Fresh Wildflowers	
Soft	
Bright	
Bendable	

4. Circulate around the room as students work. Provide support as needed.
5. Collect or store the student T-Charts to be completed on Science Day 5.

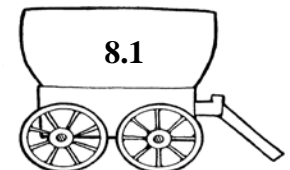
Day 2 – Social Studies

Pioneer Tools, p. 88 (DLG)

Concept Nugget (K–2)

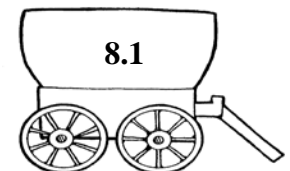
Standards: SS.K-4.PPE.6 Identify the factors influencing community, state, and regional patterns of human settlement
 SS.K-4.PDC.6 Explain how economic incentives affect people's behavior

1. Before teaching the lesson according to the **DLG**, ensure students understand that pioneers often bartered tools or services in order to obtain all the resources they would need to settle in a new land.
2. Enlarge and project the page in *Papa and the Pioneer Quilt* when the family arrives in Oregon. You may choose to create a simple illustration that shows the prairie, river, fields, and trees similar to the page in *Papa and the Pioneer Quilt* where the family arrives in Oregon.
3. Ask students what useful resources they see on the page that Rebecca and her family could use to build their new life. For example: Lead the students to recognize the river that could be used to gather water, the trees could be used for wood, the field



could be used to plant crops, and the prairie could be used as flat land to build a home. Add details to the illustration as students respond.

4. *"Now I can see why Papa wanted to move his family to Oregon. It's a beautiful place with mountains, rivers, trees, and plenty of land! Do Rebecca and her family have everything they need in order to settle in their new home?" (Pause for answers.) "No, they don't. They need a place to live! Papa is going to need many tools in order to build a house. Papa will need to barter for goods and services in order to build the family home. Let's discuss the goods and services Papa should barter."*
5. Teach the lesson according to the **DLG**.
6. Give each student several small sticky notes. Students will write or draw to show what tools are needed. Students will then place their sticky notes on the projected page from *Papa and the Pioneer Quilt* or the similar simple illustration next to the related resource (i.e., a bucket could be placed next to the river, a shovel could be placed next to the field, an ax could be placed next to the trees, etc.).
7. End the lesson with a brief discussion on the concept of sacrifice.
 - *"Pioneer people had to make many sacrifices when they moved into new land."*
 - *"What are some of the items that Papa would have to sacrifice in order to barter for the tools needed in order to settle in Oregon?"*
 - *"What are some of the items the family has already had to sacrifice (clothing, mama's china, etc.) in order to complete the journey. What do they have left to give?"*
 - *"Why would people be interested in making such difficult sacrifices?"*
 - *"Sometimes people sacrifice items to help them reach a goal. In this case, Rebecca and her family have sacrificed many items in order to make Papa's dream of moving to this new land a reality."*
 - *"Your family has probably made some sacrifices for you, too."*
 - *"Can you think of a time that someone made a sacrifice for you?"*
 - *"Can you think of a time that you had to make a sacrifice for someone you love?"*



Day 3 – Language Arts

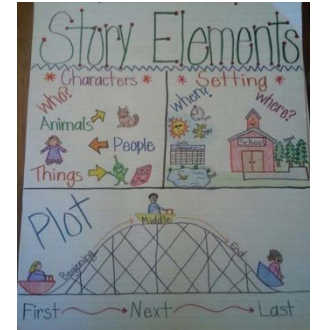
READING WORKSHOP, pp. 48 – 51 (DLG)

After Reading–Comprehension Questions, p. 49 (DLG)

Concept Nugget (K–2), Story Elements (1st/2nd)

Standards:	LA.K.RL.1	With prompting, ask and answer questions about key details
	LA.1.RL.6	Identify who is telling the story
	LA.2.RL.6	Describe the overall structure of a story, including how the beginning introduces the story

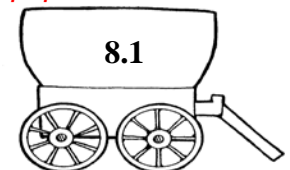
*** Before class begins, create (or purchase) a Story Elements Anchor Chart that can be used as a reference for students throughout the remainder of the school year. An example is provided. ***



1. Teach the lesson according to the **DLG**.
2. After reading, extend with the following Concept Nugget questions:
 - “Who is telling the story?”
 - “How do you know Rebecca is telling the story?”
 - “What examples can you find of sacrifice throughout the story?”
 - “Rebecca had to sacrifice to make the move across the country. However, she seemed to do it with a happy heart. How can we respond when we are asked to make a sacrifice?”
 - “How would Jesus want us to respond if He called us to sacrifice for Him?”
3. Gather 1st/2nd graders for a lesson on story elements.

*** Kindergarten students may sit in on the lesson, silently read, or be dismissed to the Reading Center at this time. ***
4. “Raise your hand if you’ve been on a roller coaster before.” (Allow several students to share. Encourage them to give details about the setting, who they were with, and how they felt on the roller coaster. After students have shared, explain a personal roller coaster experience. An example is provided:)

“The first time I rode a roller coaster is a time I can remember the theme park workers strapping me into the seat. I was with my cousins and we were all nervous about the ride because we didn’t know what it was going to be like. The roller coaster was indoors and it was dark! I thought it was going to be scary! We began going very slowly up the ramp. I tried to think about how many loops and drops we would go around and how fast the ride would be. I really didn’t want anything to pop out and scare me.



As soon as we reached the top of the coaster, we shot down so fast that I felt my stomach rise into my chest! We twirled and twisted all around in the dark! I couldn't see where I was going! Before I knew it, the ride was over. It happened so fast! After that ride, I knew that I liked to ride roller coasters."

5. *"Reading a story is very much like riding a roller coaster. First, you're introduced to the characters. This is like when you see a roller coaster for the first time with your friends or family. Then you learn the setting of the story, just as when you sit down in the train car and look around to see what the coaster looks like. After that, you begin your journey up the ramp. This is the same as learning the key details in the story that bring you into the excitement. Suddenly, you're at the most exciting part – the top of the hill. This is when a reader learns how a story turns out! Finally, the ride ends – the same as in a story."*
6. Bring students' attention to the Story Elements Anchor Chart. Ask students to identify the story elements in *Papa and the Pioneer Quilt* during a picture walk of the story.

WRITING WORKSHOP

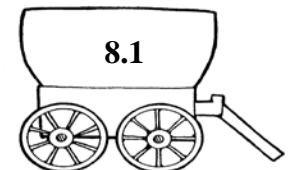
Memory Quilt

Writing Process: Revise (1st/2nd)

Standards: LA.1.W.5 With support, focus on a topic, 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

1. Before class begins, complete a teacher copy of 8.1.8a. An example is provided below:

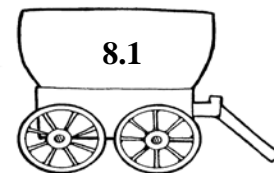
Memory Quilt <i>Rough Draft</i>	
Introduction	My feet have walked in the land where Jesus walked. My family went to Israel!
First,	we went to the garden of gethsemane where Jesus prayed.
Next,	we traveled to the Jordan River where Jesus was baptized.
Finally,	we went to visit bethlehem and see where Jesus was born.
Conclusion	My trip is a memory i'll never forget



2. Display The Writing Process (Activity Master 8.1.1).
3. Gather 1st and 2nd grade students to a designated meeting area.
 - *“Yesterday you wrote your rough draft of your story about a trip you have taken. Today we are ready for the third step of the writing process. The third step is ‘Revise’. Can someone help us remember what it means to revise?”* (Allow a student to share step three – revise – with the class.)
 - *“When a writer revises their rough draft, they need to focus on word choices to make their writing more descriptive. The writer may change, add, or switch words around in order to make their writing better.”*
 - *“I finished my rough draft yesterday as well. I am going to show you how I do some revisions to improve my piece.”*
4. *** Optional: Direct students to move their clips to the correct stage on the writing process as they finish each step. ***
5. Model the revision process using an enlarged copy of the teacher completed rough draft, Activity Master 8.1.8a. Using a different colored marker or pen, find sentences in the rough draft that can be revised. An example of revisions is included below:

Memory Quilt <i>Rough Draft</i>	
Introduction	My feet have walked in the land where Jesus walked. My family was blessed went to visit Israel!
First,	we went to the beautiful garden of gethsemane where Jesus prayed to God .
Next,	we traveled to the Jordan River where Jesus was baptized in water that was a dirty brown .
Finally,	we went to visit bethlehem and see where Jesus was born in a stable .
Conclusion	My trip is a memory i’ll never forget

6. Distribute student copies of Activity Master 8.1.8a – b that were completed on Day 2.



7. Dismiss students to use the remaining Writing Workshop time to complete revisions on their rough drafts. Circulate around the room to provide support for all students.
8. Collect completed copies of Activity Master 8.1.8a – b. Students will use these again on Day 4.
9. *** *Optional: At the end of Writing Workshop, clip students' clothespins at the stage their current progress is indicated by the Writing Process Anchor Chart (Activity Master 8.1.1).* ***

Day 3 – Science

*** *Be sure to provide time each day for students to participate in the Wildflower Identification Science Center and the Pressing Wildflowers Science Center.* ***

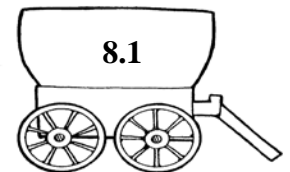
Seasons, p. 80 (DLG)

Observing Changes in Daylight and Time (K–2)

Standard: S.K-2.ES.10 Make observations about the amount of daylight at different times of year

*** *Optional: Before class begins, load and watch the YouTube Video, “Why the Days are Shorter in the Winter and Longer in the Summer,” from A. Hughman at the following link: <https://youtu.be/drujlxWmxyc>. This video will help reinforce the concepts that will be taught in today’s lesson. Be aware that the narrator mentions history of sun worship and reference to millions of years in time.* ***

1. Teach the first portion of the lesson according to the **DLG**. Read a book about the four seasons. Then use a globe and flashlight to show how the tilt of the Earth affects the way the sun hits the Earth at various times.
2. Draw students’ attention to the equator line on the globe. The equator is an imaginary line that divides the Earth into two hemispheres (the Northern Hemisphere and the Southern Hemisphere). Locate where the school is on the globe. Direct students to the fact that the school is located in the Northern Hemisphere.
3. Use the globe and flashlight to demonstrate how the tilt of the Earth affects the amount of sunlight that hits the Earth at various times of the year. Discuss what the students notice about the locations on the globe where the flashlight (sun) is/is not shining.
4. The tilt of the Earth drastically changes during the winter solstice (December 21) and summer solstice (June 21). Demonstrate this concept by keeping the flashlight still and tilting the globe so the Northern Hemisphere points away from the flashlight. Contrast this concept by keeping the flashlight and globe parallel and allowing the students to see that there is no light difference unless the globe is tilted.



5. Encourage the students to notice what time the sun sets tonight and rises tomorrow morning. Students will observe changes in time during tomorrow's lesson.
6. *Optional:* Play the YouTube video - "Why the Days are Shorter in the Winter and Longer in the Summer".

*** *Be aware that the narrator mentions history of sun worship and reference to millions of years in time in the video.* ***

7. Continue the lesson by having students complete the four seasons posters as written in the **DLG**.

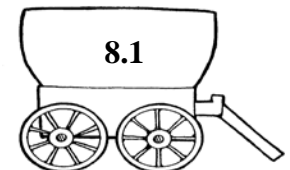
Day 3 – Social Studies

Transportation Comparison, p. 89 (DLG)

Recognizing Time Progressions (K–2)

Standards: SS.K-4.STS.6 Demonstrate how science leads to new technology in areas such as transportation
SS.K-4.STS.5 Discuss the ways in which scientific findings and technology influence our daily lives

1. Teach the lesson according to the **DLG**.
2. Before inviting the children to draw a picture mural, discuss ways in which technology and science have influenced modes of transportation over time. During the discussion, lead students into an understanding that our current modes of transportation were invented due to breakthroughs in science and technology. Be sure to pause after each question to allow students time to respond.
 - *"How has transportation changed since the pioneer days?"*
 - *"What caused such a big change in transportation?"*
 - *"What modes of transportation did science help create?"*
 - *"What science skills were needed to create this mode of transportation?"*
 - *"How is science related to technology?"*
 - *"Could the invention of technology happen without science?"*
 - *"What modes of transportation did technology help create?"*
 - *"What technology resources or skills were used to create this mode of transportation?"*
 - *"How would life be different today if transportation had not changed?"*



3. Invite the children to draw a picture mural according to the **DLG**.

Obstacles, p. 89 (DLG)

Concept Nugget (K–2)

Standard: SS.K-4.PDC.4 Investigate what people and communities gain and give up when they make a decision

1. Teach the lesson according to the **DLG**.
2. Encourage the students to connect to the concepts of sacrifice during the discussion on obstacles the pioneers faced. Lead the students into an understanding that sacrifices are not always things we give up, but they can be comforts we give up, too.
 - *“After pushing that load around the playground, do you understand a little better how difficult it was to live the life of a pioneer?”*
 - *“How do you think the pioneers felt when something went wrong during their travel?”*
 - *“How might their lives have been different if they never set out to the West?”*
 - *“I have seen many of you making sacrifices here in our classroom this week. How would you compare/contrast the sacrifices you’ve made this week to the sacrifices the pioneers made?”*
 - *“Would you describe the pioneer’s obstacles as sacrifices? Why or why not?”*
 - *“What facts or ideas show that the pioneer’s sacrifices were worth it?”* (cultivation of the West)
3. Remind students that they have two more days to fill the class “Sacrifice Jar” to earn a special reward.

Day 4 – Bible

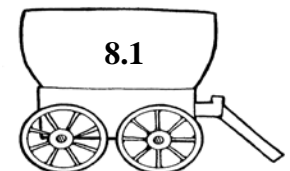
PRACTICING THE BIBLE STORY, pp. 37 – 38 (DLG)

I Trust God, pp. 37 – 38 (DLG)

Concept Nugget (K–2)

Standards: B.K-4.BF.14 Make connections between a Bible passage, personal experience, and other reading/viewing
B.1-4.BF.13 Summarize what selected Bible passages reveal about God and identify their practical applications
B.K.BF.13 Discover what the Bible tells us about God

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



2. Include the following discussion questions to connect to the concept of sacrifice:
 - *“What did you have to sacrifice in order to follow the directions in today’s activity?”*
 - *“What must we sacrifice in our daily lives in order to follow God’s instructions?”*
 - *“What would you recommend others to do to follow God’s instructions?”*
 - *“Based on what you know, how would you summarize the importance of sacrifice?”*
 - *“How does sacrifice improve our relationship with God and others?”*
3. Remind students to fill the class “Sacrifice Jar” throughout the day.

Day 4 – Language Arts

READING WORKSHOP

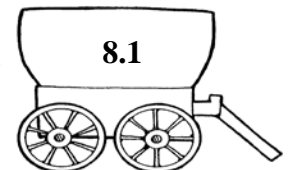
Story Elements

Outlining Story Elements (1st/2nd)

Standards: LA.1.RL.6 Identify who is telling the story
LA.2.RL.6 Describe the overall structure of a story, including how the beginning introduces the story

*** Before class, load the YouTube Video, “Story Elements,” from Leigha Nunnally at the following link: https://youtu.be/b--Ndkp9_40. This video will help reinforce the concepts being taught. ***

1. While Kindergarteners are working on their collages in the **Environmental Print** activity, gather 1st/2nd graders to continue learning about story elements.
2. Play the YouTube Video, “Story Elements” from Leigha Nunnally that was loaded before class began. This video will help reinforce and review the concepts that were taught in yesterday’s lesson.
3. Bring student attention back to the Story Elements Anchor Chart from Day 3. Review together the story elements in *Papa and the Pioneer Quilt*.
4. Provide students a copy of Activity Master 8.1.9a – b. Students may work in pairs or independently to outline the story elements in *Papa and the Pioneer Quilt*.
5. Monitor all students during this time. Provide support and additional instruction as needed.



WRITING WORKSHOP

Memory Quilt

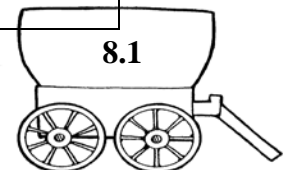
Writing Process: *Edit* (1st/2nd)

Standard: LA.1/2.W.7

Apply Common conventions of manuscript writing (e.g., uppercase and lowercase letters, spacing)

1. Gather 1st and 2nd graders into the large group meeting area.
 - “Today we are ready for step four of the writing process. We will ‘**Edit**’ our rough drafts. Would someone like to remind our group what it means to edit?” (Pause to allow students to offer explanations.)
 - “Yesterday we had time to revise our drafts. Today we will be editing. When a writer edits a revised draft, they proofread and correct the mistakes in their writing to make it clear for readers. They also make sure appropriate words are capitalized, spelled correctly, and they look for correct punctuation marks in order to make their writing better.”
2. Model the editing process using an enlarged copy of the revised teacher completed draft (Activity Master 8.1.8a) that was created in class on **Day 3 – Writing Workshop**. Use a different colored marker or pen to find sentences in the revised draft that need to be edited. An example is included below:

Memory Quilt Rough Draft	
Introduction	My feet have walked in the land where Jesus walked. My family was blessed went to visit Israel!
First,	we went to the beautiful garden of G ethsemane where Jesus prayed to God .
Next,	we traveled to the Jordan River where Jesus was baptized in water that was a dirty brown .
Finally,	we went to visit B ethlehem and see saw where Jesus was born in a stable .
Conclusion	My trip is a memory I ’ll never forget!



3. Distribute student copies of Activity Master 8.1.8a – b that were revised on **Day 3 – Writing Workshop**.
4. Dismiss students to use the remaining Writing Workshop time to edit their rough draft. Circulate around the room to provide support for all students.
5. Collect edited copies of Activity Master 8.1.8a – b. Students will use these again on **Day 5 – Writing Workshop**.
6. *** *Optional: At the end of Writing Workshop, clip students' clothespins at the stage their current progress is indicated by the Writing Process Anchor Chart (Activity Master 8.1.1).* ***

Day 4 – Science

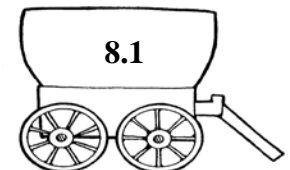
*** Be sure to provide time each day for students to participate in the Wildflower Identification Science Center and the Pressing Wildflowers Science Center. ***

Daylight Saving Time

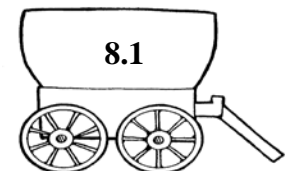
Articulate Changes in Daylight and Time (K–2)

Standard: S.K-2.ES.10 Make observations about the amount of daylight at different times of year

1. Before class begins, load the Sunrise and Sunset Calculator for the city in which the school is located from the following website: <https://www.timeanddate.com/sun/>.
2. Invite a pair of students to use a globe and flashlight to review the following concepts from yesterday's lesson:
 - Locate the equator and the Southern and Northern Hemispheres. Share their significance.
 - Locate the school's location in the Northern Hemisphere.
 - Model how the Earth rotates around the sun, so it "rises" and "sets" each day.
 - Show how the tilt of the Earth affects the amount of sunlight that hits the Earth at various times throughout the year.
 - Model how the tilt of the Earth drastically changes during the winter solstice (December 21) and summer solstice (June 21).
3. Lead the class into the following discussion about daylight hours:



- *“Today we are going to learn more about how daylight changes between the winter and summer solstice. Raise your hand if you know what time the sun set last night and what time it rose this morning.”* (Pause for answers.)
 - *“If we assume that the sun will set at a similar time tonight, let’s count how many hours of daylight we will have today.”*
 - *“Do you think we have more or less daylight now than we had during the winter? Fall? Summer? Let’s look at a sunset data chart for our city and track the changes in daylight over time.”* (Bring students’ attention to the Sunrise and Sunset Calculator that was loaded before class began.)
 - *“What month had the most daylight? Why?”*
 - *“What month had the least amount of daylight? Why?”*
 - *“What season has the most daylight? Why?”*
 - *“What season has the least amount of daylight? Why?”*
4. During the discussion, verify that students understand that there is more daylight during the spring and summer months because the Northern Hemisphere is tilted closer to the sun. The most daylight occurs in June which is the month of the summer solstice. There is less daylight during the fall and winter months because the Northern Hemisphere is tilted away from the sun. The least amount of daylight occurs in December, the month of the winter solstice. Use the flashlight and globe again to model this concept, if necessary.
5. Lead the class into a discussion on daylight saving time.
- *“Raise your hand if you’ve heard of daylight saving time.”*
 - *“What happens during daylight saving time?”* (Pause for answers and clarify any misunderstandings.)
 - *“Between the summer and winter solstice, our clocks have to “fall back” one hour in order to match the shorter amount of daylight hours. If we didn’t move our clock back one hour, it would be dark at 4 pm on some winter days!”*
 - *“Between the winter and summer solstice, our clocks have to “spring forward” one hour in order to match the longer amount of daylight hours. If we didn’t spring our clocks forward one hour, it would be dark at 8 am on some summer days!”*



6. Complete the lesson by inviting students to stand and simulate the concept of daylight saving time by springing forward (tilt forward, jumping forward/up) when spring and summer months are called out and falling back (tilt back, jump back, crouch down) when fall and winter months are called out.

Day 5 – Circle Time/Morning Meeting

Daily Message

Concept Celebration (K–2)

Standard: B.K.BK.15

Recognize that because of Jesus' sacrifice, all can receive God's gift of eternal life

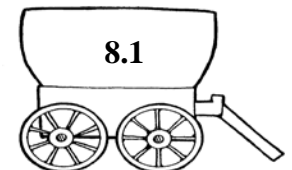
1. Before class begins, write the following morning message on chart paper:

Dear Class,

I enjoyed practicing the value of sacrifice with you this week. Never forget that God values sacrifice. Sometimes this means that we aren't left with much, but God tells us in Acts 20:35 that it is better to give than to receive. Let's continue to be like Jesus, who made the ultimate sacrifice when He died for our sins. If we accept His sacrifice, we will be able to live with Him in Heaven eternally someday!

Your Teacher,

2. Bring students' attention to the "Sacrifice Jar." If the jar is full, go to step 3. If the jar is *not* full, go to step 4.
3. IF THE JAR IS FULL: *"We all worked very diligently this week practicing the concept of sacrifice. I appreciate all the ways in which you shined the light of Christ for those in our class and school community. You experienced a little bit of what it means to live like Jesus this week. Every time we gave up our time, supplies, or comforts for another, we brought a smile to God's face. I am so proud of each of you!"* (Choose a special reward from **Day 1 – Circle Time/Morning Meeting**, or a different class incentive.)
4. IF THE JAR IS NOT FULL: *"Some of you worked really hard practicing the concept of sacrifice this week. I appreciate_____"* (Highlight a few specific examples.) *"You experienced a little bit of what it means to live like Jesus this week. Every time you*



gave up your time, supplies, or comforts for another, you brought a smile to God's face. We didn't quite make our goal. However, I am so proud of you and the efforts that you all made this week."

5. Bring the students' attention to the Daily Message written on the board or chart paper. (The message should be written before class begins.) Read the message together as a class.

Day 5 – Language Arts

READING WORKSHOP, pp. 48 – 51 (DLG)

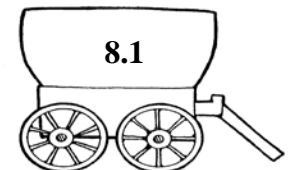
Read Aloud, p. 51 (DLG)

Story Elements (K–2)

Standard: LA.2.RL.6

Describe the overall structure of a story, including how the beginning introduces the story

1. Review the story elements that were taught earlier in the week.
 - *"Yesterday we discussed and outlined the story elements from 'Papa and the Pioneer Quilt'. Today we are going to outline the story elements in another story."*
 - *"Who remembers what we outline when we are discussing story elements?"* (We outline the characters, setting, plot – beginning, middle, and end.)
 - *"Pay close attention as we read our story today. Afterwards 1st and 2nd graders will be charting the story elements from this book."*
2. Read *Pioneer Girl: The Story of Laura Ingalls Wilder* or play a digital reading of the book found online.
3. After reading ask the following brief comprehension questions:
 - *"What an interesting life! Do you think you would have liked to live a life as a pioneer like Laura and her family?"*
 - *"Who were some of the characters in this story?"*
 - *"What was the setting?"*
 - *"Remember that the plot of a story is a bit like a rollercoaster. It has a beginning, middle and an end."*
 - *"Turn to a partner and discuss what happened at the beginning of the story."* (Pause to allow students thirty seconds to one minute to share.)



- *“What happened at the middle, or climax of the story?”* (Pause to allow thirty seconds to one minute for student discussion.)
 - *“Finally, what happened at the end of this story?”* (Pause to allow students thirty seconds to one minute for discussion.)
4. Distribute clean copies of Activity Master 8.1.9a – b to 1st and 2nd graders. Students may work independently or with a partner to complete their activity masters.
 5. Kindergarten students may be dismissed to learning centers or may move onto the **Label Pioneer Objects** Activity.

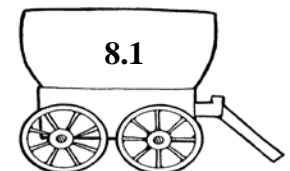
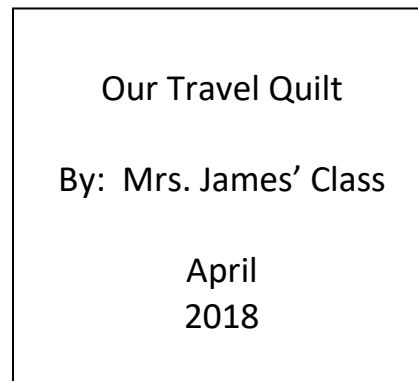
WRITING WORKSHOP

Predictable Chart “I Would Like to Travel to ...” Day 5, p. 55 (DLG)

Writing Quilt (K)

Standard: LA.K.W.6 With support and in collaboration with peers, explore a variety of tools to produce and publish writing

1. Teach the lesson according to the **DLG**. Instead of creating a class book, the students’ writing will be combined to create a quilt.
2. When students have finished writing and illustrating their sentence, the completed writing piece may be mounted on 12” X 12” decorative scrapbook paper to make the finished product look more like a quilt square.
3. Punch holes on the edges of each “Quilt Piece” so that they can be sewn together, or attach all “Quilt Pieces” with masking tape on the back side.
4. If an extra square is needed to complete the quilt, make a square identifying the project such as:



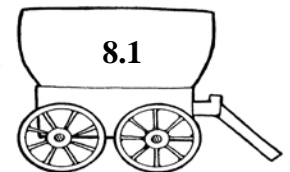
Memory Quilt

Writing Process: Publish (1st/2nd)

Standard: LA.1/2.W.6

With support and in collaboration with peers, use a variety of tools to produce and publish writing

1. Gather 1st/2nd grade students in the large group meeting area.
 - *“Today we are ready for the final step of the writing process – Publishing!”*
 - *“So far this week you have completed revisions and edited your rough draft. Now you are ready to transfer that into a final published piece.”*
 - *“When writers publish an edited draft, they use their very best handwriting and add illustrations to their work. Illustrations will be important to this piece since the finished product will be a quilt. Writers take their time and work slowly to ensure their work is the very best possible.”*
2. Model the publishing process using the teacher edited draft (Activity Master 8.1.8a) created in class on **Day 4 – Writing Workshop** and writing paper. After the piece is written, model how to attach the writing sample to a 12” x 12” piece of scrap book paper to create a Memory Quilt. An example of a published draft is included below:



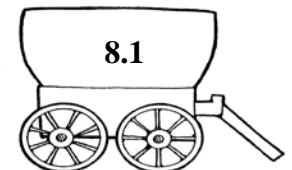


The Land Where Jesus Walked

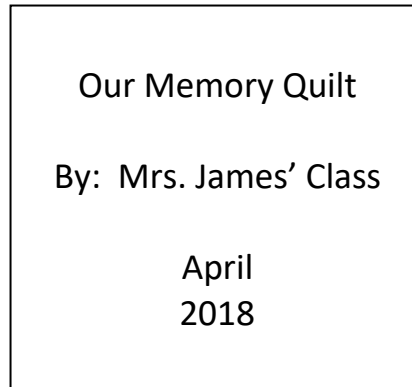
By: _____

My feet have walked in the land where Jesus walked. My family was blessed to visit Israel! First, we went to the beautiful garden of Gethsemane where Jesus prayed to God. Next, we traveled to the Jordan River where Jesus was baptized in water that was a dirty brown. Finally, we went to visit Bethlehem and saw where Jesus was born in a stable. My trip is a memory I'll never forget!

3. Allow 1st and 2nd grade students time to publish their final drafts independently on grade appropriate writing paper. When students have finished writing their final draft, the completed writing piece may be mounted on 12" X 12" decorative scrapbook papers to make the finished product look more like a quilt square.
4. Punch holes on the edges of each "Memory Quilt Piece" so that they can be sewn together, or attach all "Memory Quilt Pieces" with masking tape on the back side.



5. If an extra square is needed to complete the quilt, make a square identifying the project such as:



Day 5 – Science

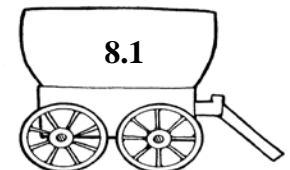
*** Be sure to provide time each day for students to participate in the Wildflower Identification Science Center and the Pressing Wildflowers Science Center. ***

Dried Wildflowers

Explore Qualities of Fresh Wildflowers (K–2)

Standard: S.K-2.LS.7 Make observations of plants and animals

1. Invite students to examine the dried bunch of wildflowers. As students respond to the questions below, create a list of words on chart paper to describe the flowers' qualities.
2. Invite students to examine a fresh bunch of wildflowers. As students respond to the questions below, create a list of words on chart paper to describe the flowers' qualities.
 - *“Earlier this week we observed this bouquet of fresh flowers. Let’s review the words we used to describe the flowers at that time.”* (Read some of the words from the word bank chart that was created on Day 2.)
 - *“Now let’s look at the flowers today. How would you describe these flowers?”* (Record student responses in a different color marker on the word bank chart that was created on Day 2. Possible word bank words: dull, faded, pale, hard, crunchy, stiff.)
3. Weigh the flowers again today. Record the weight on the whiteboard and compare the weight to the weight that was recorded on Day 2.



4. Invite students to complete the right side of the T-Chart. (Sample is shown below.) Students should work independently to list several descriptive words about the fried flowers on the right side of their chart. They may refer to the word bank that was created on chart paper earlier in the lesson.

Fresh Wildflowers	Dried Wildflowers
Soft	Dull
Bright	Crunchy
Bendable	Stiff

5. Circulate around the room as students work. Provide support as needed.
6. 1st and 2nd Grade Extension: Students should work with a partner to complete their own copy of Activity Master 8.1.10.

Day 5 – Social Studies

Historic Quilt Patterns, pp. 90 – 91 (DLG)

Quilt Traditions (K–2)

Standard: SS.K-4.C.1 Define culture as referring to the behaviors, beliefs, values, traditions, institutions, and ways of living

1. The teacher may elect to schedule a quilter or Pathfinder group to conduct a demonstration presentation on quilting. Quilting is a Pathfinder honor and several churches have quilting ministries in which prayer quilts are made for evangelism purposes.
2. Bring the students to an understanding that quilting is a longstanding tradition that is still being practiced in many parts of the country today.
3. If a quilter or Pathfinder group cannot be scheduled, teach the lesson according to the **DLG**.

