

K–2 MULTI-GRADE BRIDGE
Detailed Daily Lesson Plan (DDLp)
Theme Four Daily Lesson Guide (DLG) – Giving Gifts
Grade K Theme Book: *The Best Present*/Spiritual Journey
Character Building Concept: Giving God’s Best Gift

Days 1 – 5 Signing In/Morning Meeting

SIGNING IN, pp. 237 – 238 (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

Concept Connect: Giving God’s Best Gift

Standards: K-2.SL.1 Participate in collaborative conversations
LA.K/1.SL.8 Demonstrate reverence when listening to God’s Word
LA.2.SL.7 Demonstrate reverence when listening to God’s Word
B.K-2.BK.14 Tell that God loves us so much that He gave His Son Jesus to die for all
B.K-2.BK.19 Retell the major events in the life of Jesus (birth)

1. Have the students sit in a large group area in the classroom. *“We have been talking about giving gifts for the past few weeks. Today we will continue learning about giving gifts. I have a special gift to give each of you.”*
2. Pass out gifts to each student. Allow the children to open their gifts and enjoy them for a few minutes.



Continue the lesson with the following dialogue:

- *“How did it feel to receive a gift that was picked especially for you?”*
 - *“Receiving a gift is always special because it leaves you feeling loved. We’ve all been given a special gift from God and it is the best gift of all.”*
 - *“There are two texts in the Bible that help us to know about the greatest gift God has given us.”*
 - *“Ephesians 2:8 says: ‘I mean that you have been saved by grace because you believe. You did not save yourselves. It was a gift from God.’ Can anyone guess God’s best gift?”*
 - *“John 3:16 says: ‘For God loved the world so much that he gave his only Son.’ God gave his Son so that whoever believes in him may not be lost, but have eternal life. This gift is God’s best gift!”*
 - *“Jesus was given to us by God. This gift was not something we asked for because a gift is freely given. We need to be saved from sin and death. Therefore, God freely gave His Son Jesus because He loves us. He gave His only Son so we may someday live with Him forever.”*
 - *“Who is grateful for Jesus, God’s best gift? Since we are thankful for the gift of Jesus, let’s give Jesus to others.”*
3. *“We will now make special gifts to tell others about the free gift of Jesus and what He has done for each of us.”*

Kindergarteners and 2nd graders will use Activity Master 4.3.1 to draw a picture from the Bible stories they have heard during the unit theme that shows God’s gift.

4. Give each child a small box, wrapping paper, and a bow. Have students fold the completed artwork and place it in the box they have gift wrapped. Say: *“You can now give the best gift to someone you love, the gift of Jesus!”*

Day 1 – Bible

INTRODUCING THE BIBLE STORY, pp. 217 – 218 (DLG)

Worshiping God, pp. 217 – 218 (DLG)

Standards:	B.K-2.RG.16	Recognize that worshiping together strengthens our character and equips us to serve others
	B.K-2.RG.18	Participate in prayer and worship of God
	LA.K/1.SL.8	Demonstrate reverence when listening to God’s Word
	LA.2.SL.7	Demonstrate reverence when listening to God’s Word



1. Teach the lesson according to the **DLG**.
2. Extend the lesson with the following discussion questions:
 - *“What are some ways we can worship God?”* (We can worship Him by praying, singing, etc.)
 - *“Why do we worship God?”* (We worship God to show Him that we love Him.)
 - *“How do we benefit from worshipping God?”* (Worshipping Him helps us to have a better relationship with Him. It also makes us better people and it gives us a desire to serve others.)
 - *“Let’s pray and ask God to be in our hearts as we worship Him this morning”*

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 4 – 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 in the following: 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.



6. Scaffold the following DOL procedures for 1st graders:

- *“Good writers edit and refine their writing to make it better by correcting mistakes in capitalization, punctuation, and language use. As young writers, we are also going to practice editing and finishing our writing this year to make it even better. Every day we’re going to choose two sentences and correct any mistakes we find in each one. As we do this every day, you will gradually become better at correcting your own mistakes on the pieces of writing you create.”*
- Project DOL Master – Theme 4 – Book 1 on an overhead projector, Smartboard, Elmo, or copy onto the whiteboard.
- *“Today we will look at two sentences. Let’s look at the first one together.”* (Read the sentence aloud to students or select a student volunteer to read).
- Ask students to help identify the mistakes until both sentences are complete and correct. Afterwards, the teacher may ask students to copy the corrected sentences in their journals or other language notebooks to practice the writing of Standard English conventions.

Day 1 – Language Arts

READING WORKSHOP, pp. 233 – 237 (DLG)

During Reading – First Time, p. 233

Picture Walk (K–2), Vocabulary (K–2)

Standards:	LA.K-2.SL.1	Participate in collaborative conversations in diverse groups
	LA.K/1.L.3	Determine meaning of unknown and multiple meaning words and phrases
	LA.2.L.4	Determine meaning of unknown and multiple meaning words and phrases
	B.K-2.BK.14	Recognize that because of Jesus’ sacrifice, all can receive God’s gift of eternal life

1. *“Before reading our book for this week, we will learn some of the new vocabulary words so we can better understand the story.”*
2. *“Listen carefully as I read each of the following sentences:”* (Contextually, review each vocabulary word with the sentences below, or create your own sentences using Activity Master 4.3.2. Allow students to explain the meaning to their classmates using actions, sentences or synonyms. If students do not know the correct meaning of a word, provide the meaning for them.)
 - **Figure** – Michael put the figure of baby Jesus in the manger.
 - **Chuckled** – Mommy chuckled at Michael’s Christmas joke.
 - **Pound** – Mommy asked Michael to pound the candy cane into small pieces.
 - **Zooming** – The police car went zooming by the station.



- **Gulped** – Michael gulped his eggnog quickly.
 - **Pageant** – Mommy wore a pretty dress to the school Christmas pageant.
 - **Beaters** – I will use the beaters to mix the ingredients.
 - **Cutting board** – Daddy used the cutting board to chop fruits for dessert.
 - **Crumpled** – She crumpled the wrapping paper as she unwrapped the gift.
3. *“As we do our picture walk today, pay attention to the different activities the boy and his family do at Christmas time. The title is The Best Present. I wonder what the best present could be? Let’s take a picture walk to see if we can discover the answer.”*
(Conduct a picture walk of the entire book. Pause throughout the book to ask guiding questions.)
 4. *“Now that we have an idea of what this story will be about, let’s begin reading the first chapter!”*
 5. Teach the lesson according to the **DLG**.

WRITING WORKSHOP

How-To Writing – Recipes, Part 1

Brainstorming (K–2)

Standards: LA.K-2.W.9 Participate in shared experiences to gather information to will answer a question
 LA.K-2.W.2 Write explanatory texts

1. *“Boys and girls, last week we completed our first “how-to” books. It is fun to use writing to help tell another person how to do something. I just loved reading your how-to books. We will continue how-to writing this week.”*
2. *“We already know that brainstorming can help us discover a topic we want to use for our work. Christmas is a time when many families make special sweet treats. Do any of your families make special treats at Christmastime?”* (Record brainstorming on chart paper or Activity Master 4.3.3 displayed under the document camera. Be sure to include the type of cookie or snack that will be made today.)
3. *“Before we begin our writing, let’s make a treat together!”*
4. Make the simple cookie recipe below or another simple snack. This week’s lessons are based on the experience of making No Bake Cookies. Please modify the teacher language to accommodate the selected classroom experience.



NO BAKE COOKIES

1/2 c. butter
1/2 c. milk
4 tbsp. cocoa
2 c. sugar
1/2 c. peanut butter
3 c. quick oats

1. Microwave butter, milk, cocoa, and sugar in large bowl on high for 3 minutes.
2. Stir and then microwave for 2 more minutes.
3. Remove from heat.
4. Add peanut butter and stir until melted. Add oats and stir.
5. Drop by spoonfuls onto cookie sheet covered with waxed paper.
6. Refrigerate until cool.

Makes 24 large cookies

CHOCOLATE CHIP MICROWAVE COOKIES

1/3 cup + 1/4 cup oat, spelt, or white flour
1/8 tsp salt
1/4 tsp baking soda
1/4 cup brown sugar
1/2 tsp pure vanilla extract
1 tbsp (12g) vegetable or coconut oil
1-3 tbsp milk of choice, as needed

1. In a mixing bowl, stir together all dry ingredients.
2. Add wet ingredients and stir to form a thin dough.
3. Freeze the dough until it is firm enough to form balls.
4. Bake in the microwave or toaster oven.
 - a. Microwave: put each cookie on a separate (greased) plate so they won't run together. Microwave each cookie 1 minute. The cookie will look a bit underdone; so let it cool for at least 15 minutes before touching.
 - b. Toaster oven: Preheat oven to 325F, place 2 cookies on a greased oven tray, and bake 7 minutes. Let cool at least 15 minutes before handling.

Makes 6-7 chocolate chip cookies

These cookies are very soft and thin, almost like chewy lace cookies.

5. Distribute Activity Master 4.3.3. *"We made a list earlier of the many tasty treats our families make at Christmastime. Now I want you to think about your own family. Think of the tasty Christmas cookies/treats your family makes. As you brainstorm, write your ideas on your brainstorm sheet."*

Day 1 – Science

Physical Science – Types of Matter

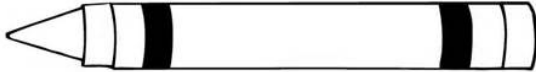
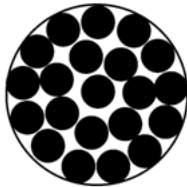
Identifying Solids

Standard: S.K-2.PS.1

Describe and classify different kinds of materials by their observable properties



1. *"This week we will learn about matter. **Matter** is anything that takes up space. Can you think of anything that takes up space?"* (Allow time for discussion.)
2. *"Today we will learn about a type of matter called **solids**. What do you think are some examples of solids?"* (ball, chair, marker, ice cream, etc.)
3. *"Some solids can be bent, twisted, molded, or broken, but they have a shape of their own. The particles inside a solid are packed together very tightly. God has designed each solid with a special shape according to His natural laws."*
4. *"A **property** is a way to describe something. Properties can tell you how something looks, feels, smells, or tastes. A property can be size, shape, color, or something else. Can you think of any other properties?"* (Allow for discussion.)
5. Show students a variety of rocks with different properties (small, large, rough, smooth, various colors, shiny, dull, etc.) As a class, generate a list of the different properties observed from the various rocks. Discuss the various ways the rocks could be sorted or grouped.
6. Students will complete the first row of the State of Matter Activity Sheet. See the table below for a teacher example.
 - Kindergarteners will complete Activity Master 4.3.4a. They will draw a picture of an example and an illustration (tightly packed molecules).
 - First and 2nd graders will complete Activity Master 4.3.4b. They will write a definition and draw a picture of an example and an illustration (tightly packed molecules).

Definition	Example	Illustration
Solids have a shape of their own.		

Day 2 – Circle Time/Morning Meeting

Daily Message 1, pp. 238 – 239 (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 – Language Arts

READING WORKSHOP, pp. 233 – 237 (DLG)

During Reading – Second Time, pp. 233 – 234

Concept Nugget (K–2), Vocabulary (K–2), Text-to-Self Connections (K–2)

Standards:	LA.K-2.SL.1	Participate in collaborative conversations in diverse groups
	LA.K/1.L.3	Determine meaning of unknown and multiple meaning words and phrases
	LA.2.L.4	Determine meaning of unknown and multiple meaning words and phrases
	LA.K.RL.10	Make connections between a text and personal life experiences
	LA.1.RL.11	Make connections between a text and personal life experiences
	LA.2.RL.12	Make connections between a text and personal life experiences
	B.K-2.BK.14	Recognize that because of Jesus' sacrifice, all can receive God's gift of eternal life

1. *“Yesterday we began reading about Michael and his family preparing for Christmas. Before the next part of the story begins, turn to a neighbor and tell them something you usually do with your family to get ready for Christmas time.”*
2. Teach the lesson according to the **DLG**. Read *Ready for Bed* and *Christmas Cookies*.
3. After reading, connect the concept of giving God's best gift with the following discussion:
 - *“Michael and his mommy shared God's love with the police officers. We know that God's very best gift is Jesus. We sometimes learn about the gift of Jesus from our parents and our church. Sometimes children are blessed to learn about Jesus in school.”*
 - *“Christmas is a special time when we focus on God's great gift of love for us – His Son Jesus.”*



- *“What are some ways we can share the gift of Jesus during Christmas and throughout the year?”* (Ex: Tell family and friends Jesus loves them. Sing songs about Jesus, etc.)
4. Vocabulary Review: Play a matching game to review vocabulary from Chapters 1 – 4.
- Present two wrapped boxes with the tops open. Each box will have a set of teacher-created definition cards for each of the vocabulary words.
 - Divide students into two mixed-grade teams.
 - Give each team a set of picture cards from Blackline G and Activity Master 4.3.2.
 - Each team will send one teammate to pull a definition card from their box. The teammate will take it back to his/her group and the team will decide what picture matches the definition card pulled.
 - Teams will repeat until all definitions have been matched with a corresponding picture card.
 - The teacher will then read the definitions that align with each vocabulary term, allowing teams to check their work as definitions are read aloud.
 - The team with the largest number of correct matches wins.

WRITING WORKSHOP

How-To Writing – Recipes, Part 2

Drafting

Standards: LA.K-2.W.9 Participate in shared experiences to gather information to will answer a question
LA.K-2.W.2 Write explanatory texts

1. *“Yesterday we talked about different types of cookies or treats our families make during Christmastime. Does anyone remember what kind of treat we made in class?”*
2. *“Today we will begin writing a recipe. Recipes are a type of how-to writing. A **recipe** tells a person how to cook or bake something. Where have you seen someone use a recipe before?”*
3. *“One thing that makes a recipe different from another type of how-to writing is the ingredient list. Who knows what an ingredient is? What ingredients did we use to make our snack yesterday?”* (Display Activity Master 4.3.5a – b under a document camera or create a similar template on chart paper. Quickly write ingredients and draw a simple picture next to each.)
4. *“Now that we know our ingredients, I will draw a quick sketch to help us to learn each step. Remember that a*



sketch isn't my final picture. I only want to show my ideas quickly with enough detail to help me remember the step." (Display Activity Master 4.3.5a – b under a document camera or create a similar template on chart paper. Probe students with the following questions. Quickly sketch out each step:)

- *"What did we do first?"* (We put butter, milk, cocoa and sugar in a big bowl and microwaved these ingredients for three minutes.)
 - *"What did we do next?"* (We stirred in peanut butter until it was melted.)
 - *"Then what did we do?"* (We mixed in oats.)
 - *"What did we do last?"* (We put the cookies on a tray and placed them in the refrigerator.)
5. *"Yesterday you brainstormed different Christmas cookies and treats that your family makes. Today I want you to choose one cookie and write a recipe. Circle it on your brainstorming chart and then you can begin your recipe! First, write down your ingredients and then begin your quick sketches. You may not know exactly what goes into your cookies, but do your best to remember how your mom/dad/grandma makes them."* (Distribute Activity Master 4.3.5 a – b.)
6. Monitor as students are working. Kindergarten students should complete at least three boxes. First and 2nd graders should complete at least four boxes. Box completion will vary in difficulty: emergent writers may draw a quick sketch only; other writers may draw a quick sketch and add two or three words describing the sketch; more accomplished writers may skip the sketch and fill each box with a sentence or two. Encourage students to think of the ingredients' list and include amounts. They may not know exact amounts or ingredients, but allow them to take ownership of this project. The final project will be a recipe book to take home as Christmas gifts for families.

Day 2 – Science

Physical Science – Types of Matter

Identifying Liquids

Standard: S.K-2.PS.4 Recognize that some changes caused by heating or cooling can be reversed and some cannot

1. *"Yesterday we learned about matter. Who remembers what matter is?"* (Matter is anything that takes up space.) *"What were some of the examples of matter?"* (Accept reasonable responses.)
2. *"Today we will learn about another type of matter – liquids. What have you heard that word used to describe?"* (Liquid soap, drinks, etc.)
3. *"Unlike solids, liquids do not have their own shape. A liquid will take the shape of whatever container in which it is placed. The particles inside a liquid are packed together a little less than in a solid. Can you think of any*





examples of liquids?” (Syrup, glue, water, batter, milkshakes, etc.) “Sometimes a solid can turn into a liquid. Today we will turn a solid into a liquid.”

4. Distribute a baggie with an ice cube inside to each student. *“This ice cube is a solid. Your challenge is to turn this ice cube into a liquid. You may talk to your classmates to get ideas. At the end, we will discuss how you turned the ice cube into a liquid.”*
5. As students complete the experiment, have them complete a teacher created chart similar to the one shown below. Kindergarten students may need to dictate their information.

STUDENT’S NAME	HOW LONG DID IT TAKE?	HOW DID YOU DO IT?

6. After all ice cubes have been melted, dispose of the bags of water and gather children together in a meeting area.
7. *“Were you able to turn your solid into a liquid? What solid did you begin with?”* (Ice Cube) *“What liquid did you end up with?”* (Water) *“How did you turn the solid into a liquid?”* (Melted it)
8. Reference the chart completed during the experiment. *“What made the ice cube melt? Did something make it melt faster?”*
9. *“Solids can often be changed into liquids by using heat. Some people used their warm hands to melt the ice. Some tried putting it under hot water, and others used the microwave.”* (Supply methods students can use to complete the experiment.) *“Heat is a part of all the methods we used.”*
10. *“Today we learned that sometimes matter can be changed with heat. How is a liquid different from a solid?”*
11. Students will complete the first row of the State of Matter activity sheet. See the table below for a teacher example.
 - Kindergarteners will complete Activity Master 4.3.4a. They will draw a picture of an example and an illustration (loosely packed molecules).
 - First and 2nd graders will complete Activity Master 4.3.4b. They will write a definition and draw a picture of an example and an illustration (loosely packed molecules).



DEFINITION	EXAMPLE	ILLUSTRATION
A liquid takes the shape of its container.		

Day 3 – Circle Time/Morning Meeting

Daily Message 2, p. 239 (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. 233 – 237 (DLG)

During Reading

Concept Nugget (K–2), Text-to-Self Connections (K–2)

Standards: LA.K-2.SL.1 Participate in collaborative conversations in diverse groups
 LA.K.RL.10 Make connections between a text and personal life experiences
 LA.1.RL.11 Make connections between a text and personal life experiences
 LA.2.RL.12 Make connections between a text and personal life experiences

1. *“Making connections helps us to enjoy a story and better understand how the characters are feeling. Today*



we will read about Michael's Christmas morning. When I was very young like you, I remember feeling so excited! I just couldn't wait to go into the living room and see the sparkling lights on the tree and the shiny presents waiting to be opened. What are your memories of Christmas morning at your house?" (Allow students time to share their memories with the class.)

2. Read *Christmas Day* and *A Time to Share*.
3. Discuss the following:
 - *"How did Michael feel on Christmas morning?"*
 - *"Why was it difficult for Michael to keep Dad's gift a secret?"*
 - *"Who is the best present?"*
 - *"How did Michael learn that Jesus is the best present?"*
 - *"How can you tell others that Jesus is the best present from God to us?"*

WRITING WORKSHOP

How-To Writing – Recipes, Part 3

Drafting (K–2)

Standards: LA.K-2.W.9 Participate in shared experiences to gather information to will answer a question
LA.K-2.W.2 Write explanatory texts

1. Review the quick write sketches of the group Activity Master 4.3.5a – b from Day 2.
 - *"Who knows what I need to do next? My sketches show me what to do. Now I need to write the words that will explain each sketch.*
 - *These sketches are my outline. The words will give more detail so that the reader will know exactly what to do."*
2. Model looking at your first sketch and thinking aloud the "detailed" words that will describe the sketch while you write in the space provided on Activity Master 4.3.5a – b. Continue in the same way until all sketches are clarified with written instructions. Be sure to include transition words (First, next, then, last).
3. Next, students will complete the detailed writing on their own Activity Master 4.3.5a – b.
4. Circulate and give additional guidance as needed.



Day 3 – Science

Physical Science – Types of Matter


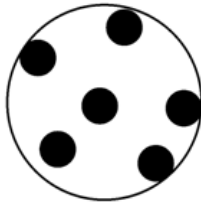
Identifying Gases (K–2)

Standard: S.K-2.PS.1

Describe and classify different kinds of materials by their observable properties

1. *“So far we have learned about two types of matter – solid and liquid. Turn to a partner and share what you know about these types of matter.”* (Monitor conversations and clarify as necessary.)
2. *“Solids have a definite shape and can be described by their properties. A liquid will take the shape of its container. Sometimes a solid can change into a liquid with heat.”*
3. *“Today we will learn about a third type of matter – gas. Where have you heard the word gas before? You may have heard of gas for a car. Gas is part of the word gasoline which is a liquid that easily turns into a gas in the engine of the car.”*
4. *“Gas has no shape of its own. Instead it takes up the space of its container. Gas is usually invisible, but it still takes up space. The particles inside a gas are packed together very loosely.”*
5. Show students a deflated balloon. *“Does this balloon have anything inside it? What could we do to fill it up?”* (Demonstrate blowing up the balloon.) *“What was happening as I blew up the balloon? Is the balloon still empty? The gas (air) has now filled up the balloon, causing it to inflate.”*
6. *“Can you think of other examples of a gas?”* (steam from a teakettle, blowing a bubble, air inside a ball, helium in a balloon, etc.).
7. Students will complete the first row of the State of Matter activity sheet. See the table below for a teacher example.
 - Kindergarten students will complete Activity Master 4.3.4a. They will draw a picture of an example and an illustration (very loosely packed molecules).
 - First and 2nd graders will complete Activity Master 4.3.4b. They will write a definition and draw a picture of an example and an illustration (very loosely packed molecules).



DEFINITION	EXAMPLE	ILLUSTRATION
A gas fills its container.		

Day 3 – Social Studies

Community Helper Cards

Service (K–2)

Standards: SS.K-2.IGI.8 Participate in age appropriate outreach and service projects

1. *“This week we have learned about God’s best gift to us, Jesus. During the Christmas season people often give gifts. To whom do you want to give gifts?”*
2. *“In the story, The Best Present, Michael and his mommy made cookies to take to the police officers working on Christmas Eve. Who are some other community helpers to whom we could give gifts?”* (Make a list on the board or chart paper. The teacher may choose to focus on one particular group of helpers (nurses, firefighters, etc.), or may allow students to choose several individual helpers (mail carrier, pastor, custodian, school nurse, etc.)
3. *“We want to give our community helpers a little gift, but we also want to tell them about the best gift ever given. What gift do you think that is?”* (Jesus is the best gift we can give!) *“Today we will make cards to tell about Jesus, the best gift.”*
4. Provide children with blank paper, stickers, markers, crayons, etc. Encourage them to draw pictures that tell about the gift of Jesus. On the board write, “Jesus is God’s Best Gift!” Encourage students to copy the sentence inside their cards.
5. *“Tomorrow we will make gifts to go with the beautiful cards you have made today.”*

Day 4 – Circle Time/Morning Meeting

Daily Message 3, p. 239 (DLG)

Modeling Writing and Editing (K–2)

DDL P – Giving Gifts
August, 2020 (Revised)

Book 3 – The Best Present
Page 15



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 – Bible

APPLYING THE BIBLE STORY, pp. 222 – 223 (DLG)

The Christmas Story Line, p. 223

Sequencing (K–2)

Standards: B.K-4.BK.19 Retell the major events in the life of Jesus

1. Teach the lesson according to the **DLG**.
2. First and 2nd graders will also write a description using transition words to tell the story of Jesus' birth.

Day 4 – Language Arts

READING WORKSHOP, pp. 233-237 (DLG)

After Reading – The Best Present Booklet, p. 236

Retelling (K–2)

Standards: LA.K/1.RL.2 Retell familiar stories including key details and/or main ideas
LA.K/1.RL.3 Sequence story events
LA.2.RL.4 Sequence story events
LA.K-2.SL.1 Participate in collaborative conversations in diverse groups

1. Teach the lesson according to the **DLG**.
2. Kindergarteners will complete Activity Master 4.3.6a – b. Invite children to use a combination of words and pictures to retell main events from the story.
3. First and 2nd graders will complete Activity Masters 4.3.6a and 4.3.6c. Invite students to use pictures and sentences to retell the main events of the story.



WRITING WORKSHOP

How-To Writing – Recipes, Part 4

Pair-Share (K–2), Self-Evaluation with Rubric (K–2)

Standards: LA.K-2.W.5 Strengthen writing as needed by revising and editing with peer and adult support
LA.K-2.W.2 Write explanatory texts

1. Allow time for students to complete writing their recipe on Activity Master 4.3.5a – b before proceeding with the lesson.
2. *“Today you will have the opportunity to pair-share our recipes with a partner to determine if we have done a good job explaining how to make our cookies. As you listen to your partner, you should make helpful comments like these”:*
 - *“I don’t understand this step. Could you make it clearer?”*
 - *“I really like this part. I know exactly what to do.”*
 - Remind students of sharing etiquette.
3. *“While you are sharing, your partner may not understand part of your writing. Add more details to your writing and check with your partner to see if it is clearer now.”*
4. Dismiss students to pair-share.
5. *“Now that you have had the chance to pair-share, you will be ready to complete your writing rubric. Remember to look carefully at your writing as you answer each portion of the rubric.”*
6. Dismiss students to complete the Writing Rubric (Activity Master 4.3.7). Kindergartners and emergent readers may need teacher assistance to read and complete this portion of the lesson.

Day 4 – Science

Physical Science – Changes in Matter

Physical and Chemical Changes (K–2)

Standard: S.K-2.PS.4 Observe that some changes caused by heating or cooling can be reversed and some cannot

1. *“Matter can change how it looks. Earlier this week we talked about how a solid ice cube could turn into a liquid. However, if we put that liquid back into the freezer, it would turn back into ice. This kind of change is called a physical change. It could easily return to its original form.”*
2. *“In our story, The Best Present, Michael and his Mommy worked together to make cookies. They mixed*



ingredients together and then baked them in the oven to make them turn into cookies. Let's look at his recipe to see what kind of matter they used to make the tasty cookies!" (The recipe is found on the last page of *The Best Present*.)

3. As you read the ingredients, have the class decide if the item is a solid, liquid, or gas ingredient. Write the name of the ingredient in the appropriate column of the teacher prepared chart. See examples below:

SOLID	LIQUID	GAS
butter shortening confectioner's sugar salt flour crushed candy canes sugar	egg almond extract red food coloring	

4. *"Michael and his Mommy mixed solid and liquid ingredients. Did they have cookies yet? No, they did not! What did they do next to make them change into cookies?"* (They baked them in the oven.) *"We learned this week that heat sometimes causes a change to happen in the matter. In this case, the mixture of the different solid and liquid ingredients turned into yummy cookies! This is called a chemical change because the ingredients worked together to make a whole new thing."*
5. Complete the activity according to the **DLG**.
6. *"When we were working, what type of matter did we have? How do we know that the matter had a chemical change?"* (The water and powdered sugar mixed together to make something new all together. Also, the ingredients cannot easily return to their original forms)

Day 4 – Social Studies

Oatmeal Cookies in a Jar, pp. 264 – 265

Concept Nugget (K–2), Making Gifts for Community Helpers (K–2)

Standard: SS.K-2.IGI.8 Participate in age appropriate outreach and service projects

1. *"Yesterday we made cards for some helpers in our community. Today we will make a special treat to go along with the cards you have made."*
2. Teach lesson according to the **DLG**.



3. After students have completed creating their gift bags, gather students for the following discussion:
 - *“When we give gifts, we have the chance to tell others about the best gift ever – Jesus!”*
 - *“Why do we say that Jesus is God’s best gift?”*
 - *“When Jesus came to live on our planet, what gift did we receive?”*
 - *“What would you say to someone who may not know about the gift of life we have through Jesus?”*
4. The teacher may choose to have students place their completed cards and gifts in gift bags, or simply attach them with ribbon. If possible, students can personally deliver the gifts. If not, the teacher can deliver the gifts and take pictures to share with students about the reaction of the recipients to their presents.

Day 5 – Circle Time/Morning Meeting

Writing to and with Children

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 – Language Arts

Standard: B.K-2.RO.19 Participate in various ways of witnessing

UNIT CULMINATING ACTIVITY: Hope, Service, and Giving God’s Best Gift

*** Please note that there is no Science, Social Studies or Reading Workshop on this day to allow sufficient time for the Unit Culminating Activity. ***

Choose one culminating activity from the following *options* listed below:

- *Option #1 – Food Bank Visit:* For this unit culminating activity, students will take the cards made in **Collecting for... , p. 52 (DDL P)** during week 1 the canned goods that are referenced in the Parent Letter (Activity Master



4.1.0), and visit the local Food Bank. Donate the canned goods and share the Christmas cards with the community members there.

- **Option #2 – School Christmas Program:** For this unit culminating activity, students should have already used the cards created in **Writing by Children – Design a Christmas Card, p. 68 (DDL P)** during week 1 to invite community members to their Christmas program. Here they can display or present writing samples and artwork they have created throughout the unit theme. Special mention should be made to visitors during the Christmas program, if this option is chosen. Ask visitors to stand so that students can pass out faith literature or thank you notes with information about the church and/or the true meaning of Christmas.
- **Option #3 – Service Program:** This unit culminating activity should be planned and practiced during weeks 1 and 2 of this unit theme. Students will go to a center (Ex: nursing home, town center, fire station, Salvation Army, etc) to perform a short Christmas program. They can sing Christmas carols, share writing samples, and present art to the community members at the chosen location.

WRITING WORKSHOP

How-To Writing – Recipes, Part 5

Author's Chair (K–2)

Standards:	LA.K-2.W.10	Write routinely for a variety of tasks, purposes, and audiences.
	LA.K-2.W.2	Write explanatory texts
	LA.K-2.SL.1	Participate in collaborative conversations in diverse groups

1. *“During this week Author's Chair will be your opportunity to share your completed recipe with the class. Remember that when you sit in the Author's Chair, you must use a clear, loud ‘teacher voice’. As the audience, we should show respect by being good listeners. After the author has read his/her recipe, you may be asked to share your comments or questions. Be sure to use constructive feedback in your response.”*
2. You may choose to collect student recipes after Author's Chair so that you can copy and bind into a class book. (Some suggested class books to consider are: “Just How Mommy Makes It”, “Family Favorite Cookie Recipes”, etc.). The class recipe book can make an endearing keepsake for parents. Suggested recipe titles, “Mommy's Super Yummy Peanut Butter Cookies” as told by Caleb”, “Grandpa's Chocolate Fudge as shared by Allison”, etc.

