

**K–2 MULTI-GRADE BRIDGE**  
**Detailed Daily Lesson Plan (DDLp)**  
**Theme Eight Daily Lesson Guide (DLG) – *Moving On***  
**Grade K Theme Book Two: *A Day on the Prairie*/Yesterday**  
**Character Building Concept: Appreciating Nature**

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

**SIGNING IN, p. 147 (DLG)**

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

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

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

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

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

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

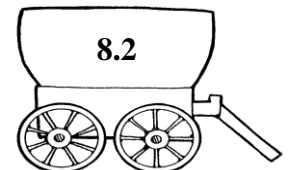
**APPRECIATING NATURE CONCEPT CONNECT**

*Concept Connect Activity (K–2)*

*Standard:* S.K-2.LS.7

Make observations of plants and animals to compare the diversity of life in different habitats.

\*\*\* *Prepare nature boxes ahead of time, (one for each small group of students) and the Daily Message written below before beginning this lesson. Each nature box (small shoe box with lid) should contain items found in a garden or nature that students can feel or smell, such as a pine cone,*



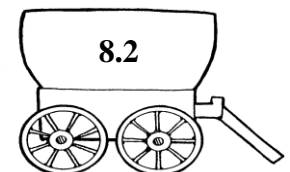
flowers, leaves, seeds, tree bark, pebbles, etc. Students will wear blindfolds and try to guess the items in the box by feeling or smelling each. \*\*\*

1. Organize students into small groups (no more than four to five students per group).
2. Gather prepared nature boxes and distribute one box to each group. Prompt students to put on their blindfolds. Encourage groups to help one another.
3. Once students have blindfolded themselves, allow them to take turns touching and smelling the items in their nature boxes. Listen to any predictions about what the items are that the students will make. Allow the students time to enjoy this sensory activity before they remove their blindfolds.
  - *“Are you surprised by what you see in your box?”*
  - *“Were your predictions correct?”*
  - *“Using one complete sentence, who wants to share what the items are in your box?”*
4. After the students have had time to share, introduce this week’s following concept: *“Today we will begin a special journey through nature. Last week we learned to appreciate change in our book, Papa and the Pioneer Quilt. Who remembers what appreciate means? (Pause for answers.) Appreciation is when we understand the full value of something. There are so many things to appreciate in nature. I appreciate the cool breeze in the morning because it brings me peace. I also appreciate the sunshine because it warms my skin and gives me light. What are some things in nature that you appreciate? (Pause for answers. If possible, add a personal story of a time you were appreciative of something in nature, like a beautiful landscape.)*
5. After the students have had ample time to share ways in which they appreciate nature, read the Daily Message below (the message should be written before class):

Dear Class,

This week we will appreciate nature through the use of our senses. Do you know all of the five senses? What are they? I am so excited about learning to appreciate nature with you this week.

Your teacher,



6. Allow the students time to answer the questions in the Daily Message. Since this might be a new concept for younger students, use a tactile mnemonic strategy to help them remember the five senses. Have students pinch thumb and forefingers together to help them remember the sense of touch. Then have them touch the appropriate parts on their faces in order to help them remember the other four senses: mouth (taste), nose (smell), eyes (sight), and ears (hear). Ask children to repeat this several times until the kinesthetic motions become automatic as they say the name of the sense associated with the body part.

## Days 1 – 5 Daily Oral Language

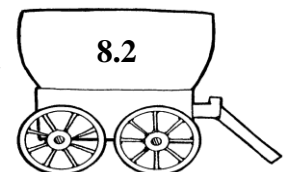
### Grammar & Writing Mechanics

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

**Standards:**

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

1. This daily activity is designed for 1<sup>st</sup> and 2<sup>nd</sup> graders. First graders are formally introduced to DOLs in Theme 4. At any time in the year the teacher may also include some Kindergarten students who can read the sentences and might be ready for this type of activity.
2. The suggested sentences for group editing are found in Appendix D (DOL Master, Theme 8 – Book 2) 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 – Bible

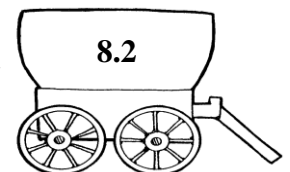
### ALTERNATE ROCKS ACTIVITY

(Introduction of Worship Theme)

Standard: B.1-4.RG.21 Explore a variety of ways to communicate with God  
B.1-4.RG.7 Explore nature to discover what it tells us about God the Creator

1. Introduce the week's Bible topic of Worship by asking the following discussion questions:

- *“This week we will discover that God is happy when His people come together to worship Him. We will see that God gave His servants very specific instructions about how to worship Him.”*
  - *“What do you think it means to worship God?”*
  - *“What kinds of things do we do when we worship God?”*
  - *“What does it mean to praise someone? What kinds of things do we do when we praise God?”*
  - *“Is prayer a way to worship God? Why?”*
  - *“Why do we close our eyes when we pray? Does God become mad if we don't close our eyes?”*
  - *“Why do you think God commands us to worship Him?”*
  - *“How are we blessed when we worship God as He commands?”*
- *“When a person wanted to worship God in the Old Testament, they would build an altar made with medium sized rocks. They built the altar to serve as a sign that God was worshipped on that spot, and others should keep the memory of that spot as special and perhaps worship there, too. Even in our time today, people will sometimes set up a little pile of rocks to mark a special place or special memory. To help us remember that God wants us to worship Him with reverence and respect, we will build our own personal altars this week, much like in the story we will read about tomorrow. Therefore, today we will go outside and take a few minutes to collect a small pile of seven to eight medium sized rocks. Try to find rocks that are smooth – the smoother the better! When you find a rock you want to keep, place it inside this paper bag. We will write our names on the bags to use the rocks later this week. When we go inside, we will write words of worship on each of our rocks.”*



2. Distribute small paper bags and ask children to place their names on the sides of the bag. Then lead the children outside to collect seven or eight medium sized rocks. Once students have collected their rocks and returned to class, distribute magic markers and ask students to write words of worship on each rock. Brainstorm worship words with the students and make a list on the board with their suggestions. Prompt students with questions if they become stuck. Here is a list of possible words to get you started:

- Praise
- Sing aloud
- Pray
- Smile
- Read Bible
- Tell others about Jesus
- Play music

## Day 1 – Language Arts

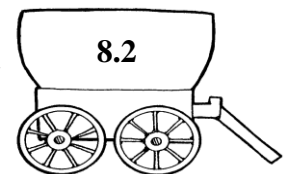
### READING WORKSHOP, pp. 142 – 146 (DLG)

#### Before Reading – Discussion, p. 142 (DLG)

*KWL Chart (1<sup>st</sup>/2<sup>nd</sup>)*

*Standard:* LA.1/2.RI.1      Ask and answer questions about key details

1. Before teaching the lesson, create a KWL chart.
2. Teach the lesson according to the **DLG**.
3. Before asking students what they know about the prairie, gather a group of 1<sup>st</sup>, 2<sup>nd</sup>, and proficient Kindergarten writers together for an extension activity using sticky notes. Distribute two sticky notes to each student in this group.
4. On one sticky note, students will write what they already know about the prairie. On the second sticky note, students will write what they want to learn about the prairie.



5. Continue teaching the lesson according to the **DLG** for the remaining Kindergarten students.
6. Allow the group time to post their sticky notes on the anchor chart and share their posts verbally with the class.
7. Display the anchor chart in a prominent location in the classroom (preferably at the classroom Science Center) so that it can be referred to on a regular basis.
8. As this week's unit progresses, take a few minutes each day to fill in the "L" column of the chart, as children discover new things they learn each day about the prairie environment

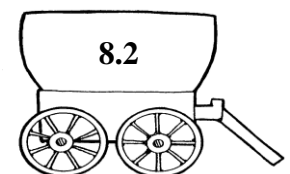
### **WRITING WORKSHOP, pp. 148 – 151 (DLG)**

#### **Writing to and with Children – Factual Report, pp. 149 – 150 (DLG)**

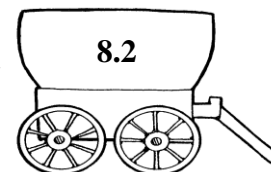
Brainstorming (K–2)

Standard: LA.K-2.W.8 Participate in shared research and writing projects

1. Before beginning the lesson, gather a variety of nonfiction prairie books from the bibliography located at the back of the **DLG (pp. 369 – 376)**. Also, draw an enlarged copy of Activity Master 8.2.1 on chart paper.
2. Gather students in a common area on the rug. *"Writers, today we are beginning a new writing activity that I think you will enjoy. For the next two days, we will write nonfiction. Turn and tell your partner what you think the word 'nonfiction' means."*
3. Have students turn and talk. Begin the following discussion with the class: *"Nonfiction books are books about things that are real, such as animals, plants, places, people, and homes. Most things that are real are items that we can use our senses to experience. Can you give more examples of things that are real?"* (Pause for answers, and correct any misunderstandings.) *Things that are real and that can be proven with the senses are called facts. Authors use facts to write nonfiction books to teach the reader about a topic. There are many different kinds of nonfiction books. We've read some nonfiction books this year, and you've read nonfiction on your own, too. Can anyone remember the topic of a nonfiction book that you've read?"* (Have a few students share aloud.)
4. *"Today, I brought with me a few nonfiction prairie books. I want to give you a chance to explore them. You are going to work in small groups and look through these books. You don't need to read all of the words on every page! Your goal is to look through them as writers, noticing what you see on the pages." (Think aloud as this reading process is modeled for students.) Ask yourself about the kind of text features the author uses (e.g., perhaps photographs, a table of contents, or other things). (Open a book and point to each text feature as this process is explained to students.) You and your small group will make a list of the text features you notice, and then we will work together as a class to make a big list."*



5. Divide students into groups of four or five. Give each group one or two books, a sheet of paper, and a pencil. Give the groups about fifteen to twenty minutes to create a list of things they notice in their books.
6. Bring the class back together as a group seated on the rug. *“Now let’s talk about what you noticed and make a big list. We’ll name our list, ‘Features of Nonfiction’.”*
7. Write “Features of Nonfiction” at the top of the chart paper and have a discussion with students about the things they noticed. Add items to the list as students share. Here are some examples that might be added: real information, photos, drawings, maps, charts, table of contents, glossary, index, headings, page numbers, etc.
8. When the chart is complete, continue with the following dialogue: *“Now it’s your turn to become a nonfiction writer! During our new assignment, you will write a report about an animal on the prairie. At this moment, I want you to think about a prairie animal that you already know about and could share information with another person.”* (Pause.) *Turn and tell your partner all about your prairie animal.”* (Optional Scaffold: If some students have difficulty with deciding a topic, make a list on the board of the animals that might be encountered on the prairie, and ask students to choose their favorite animal on the list.)
9. Have students to pair-share. While students are discussing with a partner, draw a model of Activity Master 8.2.1 on chart paper so that the class can see it clearly.
10. Ask for students’ attention again. Model selecting one topic and writing it in the middle of the web. *“Now I need to think about everything I know about my prairie animal. I’m going to write each fact that I know in a circle.”*
11. Think aloud and look through the book, modeling for students how facts are found and written in the web. Give an example of an opinion that may come to mind. Explain to students why an opinion would not be written into the nonfiction word web. (Opinions will be more explicitly taught later this week.)
12. When the Think Aloud activity is completed, continue with the following: *“Now I have a plan that I can use to write my report about \_\_\_\_\_. Planning is the first stage in the writing process, and that’s what you’ll be doing today. You will write your topic in the middle of your web. Then you will think of everything you can about your topic, and write the facts in the circles.”*
13. Pass out Activity Master 8.2.1. Support students as they fill in their webs. Kindergarten students may use pictures and kidwriting to complete their webs. Help struggling students to focus on just one topic, and help other students find as many facts as possible about their topics. Tell students that they can also write additional information on the back of the activity master, if more space is needed. Early finishers can draw a picture about their topics.



\*\*\* Due to time restrictions, *Writing by Children – Butterfly Journal*, p. 150 (DLG), *Observing the Butterfly Life Cycle*, p. 171 (DLG), and *Life Cycle of a Butterfly*, pp. 171 – 172 (DLG) have been excluded from this unit. However, if there is a desire for the class to experience these activities, a butterfly growing kit and larvae must be purchased before the unit is launched. (See *Observing the Butterfly Cycle*, p. 171.) \*\*\*

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## Day 2 – Bible

### PRESENTING THE BIBLE STORY, pp. 124 – 126 (DLG)

#### Handprint Oak Tree, p. 125 (DLG)

Reminder (K–2)

\*\*\* Make two handprints for each child during this activity. The second set of handprints will be used for a Bible activity later in the week. \*\*\*

## Day 2 – Language Arts

### READING WORKSHOP, pp. 142 – 146 (DLG)

#### During Reading – Second Time, p. 143 (DLG)

Vocabulary Extension (1<sup>st</sup>/2<sup>nd</sup>)

Standard: LA.1/2.L.3 Determine the meaning of unknown and multiple-meaning words and phrases

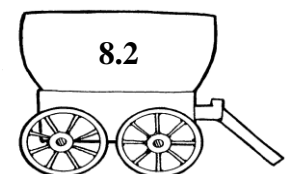
1. Teach the lesson according to the **DLG**.
2. When introducing the vocabulary words on Blackline D, remember to include the extended vocabulary words found on Vocabulary Master 8.2.
3. Review each word and discuss its meaning. After discussion, distribute the vocabulary flash cards randomly so each student has at least one card, but could be more if you have a small class and remaining vocabulary cards. Tell students to waive their word cards in the air when they hear their words read as you begin the second reading of the story.

### WRITING WORKSHOP, pp. 148 – 151 (DLG)

#### Writing to and with Children – Factual Report, pp. 149 – 150 (DLG)

Informative Writing (K–2)

Standards: LA.2.W.7 Apply common conventions of handwriting (e.g. paragraphs; margins)  
LA.K-2.W.8 Participate in shared research and writing projects





1. Bring students to the rug so that they can clearly view the anchor chart created in **Day 1 – Writing Workshop Writing to and with Children – Factual Report, pp. 149 – 150 (DLG)**.
2. Begin with the following dialogue: *“Yesterday we finished our nonfiction planning webs, and now it’s time to start drafting! Remember that drafting is when you begin to write your ideas on paper using complete sentences. Let me show you how I take my web plan and use it to begin writing.”*
3. Think aloud as ideas are written on a blank sheet of chart paper. Show students how you are taking facts from the web and turning them into sentences. Model a sentence or two for students, and then dismiss them to work on their own writing.
4. Distribute grade appropriate lined paper for each student.

\*\*\* Students should complete their nonfiction planning webs before beginning the first draft of their factual report on grade appropriate lined paper. \*\*\*

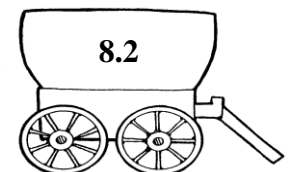
## Day 2 – Social Studies

### Prairie Day Comparison, pp. 176 – 177 (DLG)

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

Standard: SS.K-4.TCC.2 Define key concepts such as: past, present, future, similarity, difference, and change

1. Teach the lesson according to the **DLG**.
2. Do not provide students with Blackline 2.20. Instead, connect to the concept of appreciating nature with the following discussion: *“Yesterday you shared all the ways in which you appreciate nature. (Give some examples from the discussion on appreciating nature from Day 1 – Circle Time/Morning Meeting.) Today we are going to compare ways in which all living things (animals, plants, and people) appreciate nature. Turn and share with your partner ways in which all of God’s creatures appreciate nature.”*
3. Allow several students to share what they discussed with the class. Lead students into an understanding that all living things appreciate nature because God provides basic needs (water, air, food, shelter, and love) through nature.
4. Copy and distribute Activity Master 8.2.2 for all students (K–2). Students will compare and contrast how animals behave in the prairie to how they behave at school, (e.g., prairie animals drink from the stream, but at school I drink from the water fountain; God’s creatures appreciate water!)
5. Continue giving students examples until they are comfortable doing the assignment independently. Refer to the book, *A Day on the Prairie*, if students need more examples or inspiration.



## Day 3 – Bible

### REVIEWING THE BIBLE STORY, pp. 126 – 127 (DLG)

#### We Worship God, p. 127 (DLG)

*Memorization (1<sup>st</sup>/2<sup>nd</sup>)*

*Standard:* B.K.BF.12 Memorize passages of scripture

1. Teach the lesson according to the **DLG**.
2. Copy and distribute Activity Master 8.2.3a to 1<sup>st</sup> graders and 8.2.3b to 2<sup>nd</sup> graders.
3. First graders will cut out, properly sequence, and paste the text in the correct order onto Activity Master 8.2.3c.
4. Second graders will cut out, organize, write the missing memory verse words, and paste the text in the correct order onto Activity Master 8.2.3c.

## Day 3 – Language Arts

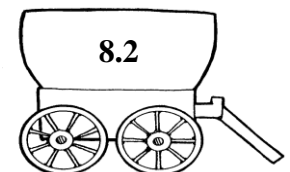
### READING WORKSHOP, pp. 142 – 146 (DLG)

#### Prairie Five Senses, pp. 144 – 145 (DLG)

*Poetry Reading (2<sup>nd</sup>)*

*Standards:* LA.2.RL.14 Read and comprehend stories and poetry of appropriate complexity, with scaffolding as needed  
LA.2.SL.4 Speak audibly in coherent sentences; use appropriate voice level, phrasing, and intonation

1. Teach the lesson according to the **DLG**.
2. While K/1<sup>st</sup> graders are working on their Blacklines, 2<sup>nd</sup> graders will buddy-read a sensory poem.
3. Copy and distribute the sensory poem (Activity Master 8.2.4a – b).
4. Poetry stanzas may be divided evenly among the students. They can use highlighters to emphasize their speaking parts, or they may conduct a choral read of the poem. Allow 2<sup>nd</sup> graders time to practice reading their poems fluently while K/1<sup>st</sup> graders are finishing their assignment.



5. When K/1<sup>st</sup> graders have completed their work, gather the students on the rug to listen to the 2<sup>nd</sup> graders read their poems.
6. This assignment may be included as part of the students' speaking and listening grade.

\*\*\* Use discretion when deciding whether or not to allow students to highlight their speaking parts. Speaking parts may be highlighted before class, depending on students' self-discipline and maturity. \*\*\*

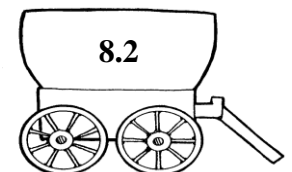
**WRITING WORKSHOP, pp. 148 – 151 (DLG)**

**Writing by Children – Prairie Animals, p. 150 (DLG)**

*Opinion Writing (K–2), Think-Pair-Share (K–2)*

Standard: LA.K-2.W.1 Write opinion pieces that introduce a book, state an opinion, and provide some sense of closure

1. Before class begins, make copies of Activity Master 8.2.5. Cut the copies in half. Proficient writers will use the top half of the sheet (the half with more writing lines under “Reasons”), and the other students will use the bottom half (the half with no writing lines under “Reasons”).
2. Some students may need to use a portion of this period to finish their drafts from **Day 2 – Writing Workshop**. Allow this group time (ten to fifteen minutes) to complete their writing assignment before beginning today's lesson. Students who have completed their work may visit the classroom Writing Center or assist classmates with editing their writing drafts.
3. When students have finished the activity, gather the class on the rug and share this dialogue: *“How many of you wrote your factual reports yesterday about an animal? Raise your hand if you think the animal you wrote your factual report about is the best animal on the prairie.”*
4. If there are students who don't raise their hands, randomly ask two or three to share which animal they believe is the best animal on the prairie. Allow students time to share with their partner reasons why they believe their chosen animal is the best.
5. *“Today we're going to add opinions to our writing. Opinions are ideas that we gather after studying the facts. An opinion is how we feel about something or what we believe about it. As we were writing facts into our drafts yesterday, you may have developed some opinions about those facts. You're now going to write your opinions about why the animal you wrote about is the best animal on the prairie.”*
6. Students should be familiar with opinion writing since it was taught in **Theme 5: We Are Family**. However, a shared writing mini-lesson may be planned to model this writing process to students.
7. *Optional:* Shared Writing Lesson – The teacher will choose one animal from the prairie that he/she believes is the best. Using chart paper, model how students should begin their opinion writing assignment. Think aloud during the brainstorming session,



such as: *"I think \_\_\_\_\_ is the best prairie animal because it \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_. What other reasons make \_\_\_\_\_ the best prairie animal?"*

8. Allow students to respond. Then elicit responses from several students for the shared writing activity. Write short sentences on chart paper as students contribute ideas. An example is provided below:

Opinion	Reasons
The Prairie Dog is the best prairie animal.	They dig burrows. They have large families. They stay together for life.

9. After the mini-lesson, staple the opinion anchor chart to the teacher writing draft created on **Day 2 – Writing Workshop**.
10. Copy and distribute the half sheets of Activity Master 8.2.5 to each writer.
11. Students will use the remaining time to complete their opinion writing half sheets. Staple the opinion writing half sheets to each student's nonfiction planning web.

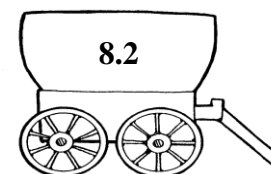
### Day 3 – Science

#### Animal Differences, pp. 173 – 174 (DLG)

Concept Nugget (K–2)

Standards: B.K.BK.22 Relate that God's plan was that no sin ever occur and that He promises to make our world new  
S.K-2.LS.7 Make observations of plants and animals, compare diversity in different habitats

1. Teach the lesson according to the **DLG**.
2. Before inviting the children to pretend to be a herd of bison huddled together, connect to the concept of appreciating nature with the following discussion:
  - *"Why do you think God planned for the bison to have thick fur?"* (The thick fur protects it from the cold prairie winters.)



- *“Was it in God’s original plan for the prairie dogs to hide from predators?”* (There would be no predators, if it was not for sin.)
  - *“Why aren’t there very many trees in the prairie? Did God want things to be this way?”* (Prairies might have periods of no rain or drought, so there are not many trees. God planned for all things to thrive in the garden He made before sin entered the world.)
3. Encourage students to explain their answers. Lead them to an understanding that because of sin, God has made provisions for the animals to develop natural defenses in order to keep them safe from harm. We can appreciate God’s love and protection despite the effects of sin when we consider the habitats that God created for the animals.
  4. Invite the children to share ways in which God has demonstrated his love and protection in their lives (loving parents, home with all their necessities, warm clothing, food to eat, etc.).
  5. Complete the lesson instruction according to the **DLG**.

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## Day 4 – Bible

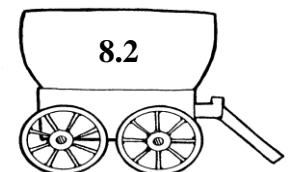
### PRACTICING THE BIBLE STORY, p. 128 (DLG)

#### Worship God 1, p. 128 (DLG)

Concept Nugget (K–2), Think-Pair-Share (K–2)

Standard: B.K.BF.13 Discover what the Bible tells us about God

1. Spread assorted stones on a table or open floor area, and allow the students time to appreciate the complexities of the stones. Encourage students to touch, smell, and observe the stones. Talk about the similarities and differences between the stones.
2. Discuss with students what they appreciate about the stones. *“God has made such beautiful stones for us to enjoy. Turn to your partner and share in a complete sentence what you appreciate most about the stones we’ve seen today.”*
3. Allow time for students to share. *“Did you know that there are over fifty Bible verses that mention rocks or stones? People in the Bible appreciated rocks because they taught them more about the character of God. We can learn so much about who God is and appreciate His love for us when we observe His creation. Let’s read God’s word and discover how God is like a rock.”*
4. If students are adept in locating and reading Bible verses, they may find and recite the scriptures listed below. Otherwise, read the scriptures aloud to the class.



5. Select a few verses from the list below to use as examples to model for students how rocks in the text connect to the character of God, and how we can appreciate His love by appreciating His creation. (e.g., *'But the Lord has been my stronghold, and my God the rock of my refuge.'* Psalm 94:22 *This text teaches me to appreciate God's protection because He is strong like a mighty rock and he will keep me safe when I am in danger.*) After each verse, stop and discuss how the concept of appreciating God's love is demonstrated in the passage.
- Deuteronomy 8:15 (God is our provider.)
  - Nahum 1:6 (God is mighty.)
  - Psalm 95:1 (God is our refuge.)
  - Isaiah 17:10 (God is our source.)

#### Day 4 – Language Arts

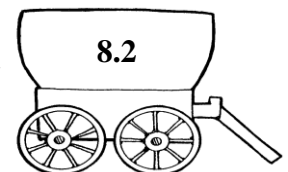
##### READING WORKSHOP, pp. 142 – 146 (DLG)

##### After Reading – Comprehension Questions, pp. 143 – 144 (DLG)

Comprehension (K–2)

Standard: LA.K-2.RL.1                      Ask and answer questions about key details

1. Teach the lesson according to the **DLG**.
2. Include the following questions to extend students' depth of knowledge.
  - *"What do you think 'dewy grass' feels like?"*
  - *"What do you think 'crystal blue sparkling streams' look like?"*
  - *"Do you think the field mouse on p.10 escaped the red-tailed hawk? Why or why not?"*
  - *"Why is the prairie dog hurriedly digging its burrow deep under the prairie soil?"*
  - *"What is the animal rustling in the bushes on p. 21? What makes you think so?"*



- *“Have any of you ever been camping with your parents or church group? How does it make you feel to be outside surrounded by nature?”*
  - *“How does God use the things we see outside in nature to speak to us and tell us more about Himself?”* (Provide personal examples or recount story of a personal experience when God spoke to you through the beauty of nature. Example: a crooked tree that still manages to grow upward towards the sky shows that God helps us overcome challenges.)
3. At the end of the lesson, distribute one sticky note to 1<sup>st</sup>/2<sup>nd</sup> graders. Discuss what students learned about the prairie this week. First and second grade students will write one thing they learned about the prairie and post their sticky notes under the “L” section of the KWL chart. Kindergarteners will use a one-half sheet of paper to draw a picture or use kidwriting to describe what they learned.

### **Turtle Eggs, p. 146 (DLG)**

*Vocabulary Extension (1<sup>st</sup>/2<sup>nd</sup>)*

**Standard:** LA.1/2.L.3 Determine the meaning of unknown and multiple-meaning words and phrases

1. Include ping pong balls with the extended vocabulary words (Vocabulary Master 8.2) in this lesson.
2. Place a Mark-It Dot on the extended vocabulary words to identify them as challenging.
3. Decide on an incentive (golden star, class “whoop”, class cheer, etc.) to encourage all students (K–2) to attempt to define these words. If Kindergarten students aren’t comfortable defining these words, it’s alright. They can return the ball and choose one without a Mark-It Dot. However, 1<sup>st</sup>/2<sup>nd</sup> graders should be encouraged to define these words.
4. Teach the lesson according to the **DLG**.

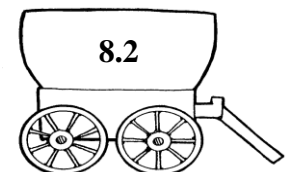
*\*\*\* This activity could be moved to the classroom Reading Center for students to enjoy throughout the unit. Additional vocabulary words such as ping pong balls can be added as new words are introduced during the theme. \*\*\**

### **Writing to and with Children – Using a Thesaurus, p. 149 (DLG)**

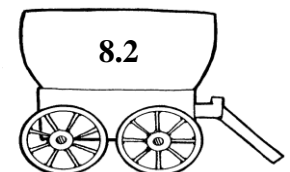
*Descriptive Writing, Concept Nugget, Editing (K–2)*

**Standard:** LA.K-2.W.5 With support, respond to questions and suggestions from peers and add details to strengthen writing

*\*\*\* The words generated in this lesson will be used to add descriptive details to each student’s factual report. Therefore, ensure students are using the thesaurus to find words to describe the prairie animals they are writing about in their informative factual writing reports. See outline of next writing lesson. \*\*\**



1. Teach the lesson according to the **DLG** to introduce students to a thesaurus.
2. Model how to find more interesting words by using a thesaurus. Tell students that when they use the same plain descriptive words all the time, it makes the writing boring. Therefore, instead of using those “tired words” over and over again, challenge them to find more interesting, colorful words to edit their writing today.
3. The students will connect to the concept of appreciating nature through the following discussion: *“We’re going to stand on the shoulders of the Killdeer Countryside Third Graders and write our descriptive words from the thesaurus to demonstrate our true appreciation for God’s creation. We have spent a week exploring God’s wonderful world and finding beautiful ways to describe His work. We have discovered that we can learn more about the character of God by spending time in nature. Today we are going to use our thesaurus ideas to add details to our writing.”*
4. Give each student two or three sticky notes. Provide students with several examples of ways in which they can use their sticky notes to add descriptive language to their factual reports and opinion drafts. Model this process on the stapled teacher draft created on the previous day.
5. Distribute the completed, stapled informative and opinion writing assignment from **Day 3 – Writing Workshop** to each student. Students may work in partner groups to support each other in generating ideas for their sticky notes.
6. If time allows after students have finished adding their descriptive words, begin editing their writing pieces and then rewrite the final draft of their informative and opinion writing reports. Students will edit any gaps they may have in their writing from the lessons prior (draft, opinion sentences, descriptive sticky notes). Proficient writers should also use this time to edit their rough drafts and correct any misspelled words and missing punctuation before they rewrite their final draft for publication into a class book. If they do not finish today, there will be additional time to complete the final draft tomorrow.
7. Distribute Activity Master 8.2.9a for K/1<sup>st</sup> graders and struggling writers, and 8.2.9b for advanced 1<sup>st</sup> graders and average 2<sup>nd</sup> graders and proficient writers. Students should be familiar with writing final drafts by this time of the year.
8. For those needing additional support, model for students how to take the teacher draft (with stapled opinion draft and sticky notes) and write a final draft onto a blank sheet of chart paper. Remember to think aloud while teaching this writing stage. Ensure that opinions are written first as an introduction to the factual body of the report, and a closure is included at the end. Examples are provided below:





2 <sup>nd</sup> Grade Example	1 <sup>st</sup> Grade Example	Kindergarten Example
I think the fluffy, brown Prairie Dog is the best animal on the prairie. The Prairie Dog digs deep burrows. These burrows keep them safe from harm. The Prairie Dog also has a huge family. Prairie Dog families stay together for life! I think the Prairie Dog is so little and cute. That's why the Prairie Dog is the best animal on the prairie!	I think the fluffy brown Prairie Dog is the best animal on the prairie. The Prairie Dog digs deep burrows. These burrows keep them safe from harm. The Prairie Dog also has a huge family. I think the Prairie Dog is so little and cute.	I think the brown Prairie Dog is the best. The Prairie Dog digs deep burrows. The Prairie Dog is so cute.

## Day 4 – Science

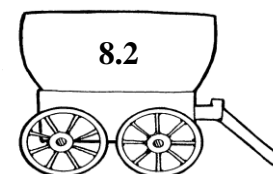
### Compare the Grasses, p. 174 (DLG)

*Compare and Contrast (1<sup>st</sup>/2<sup>nd</sup>)*

**Standard:** S.K-2.LS.7

Make observations of plants and animals to compare the diversity of life in different habitats

1. Teach the lesson according to the **DLG**.
2. After the lesson Kindergarten students may visit the classroom Science Center, or the teacher may provide tongs and tweezers for Kindergartners to refine their motor skills. Students will use the tongs or tweezers to pick up grasses and place them into small bowls. Tell students to pretend they are little ants that can only carry one blade of grass at a time.
3. First and 2<sup>nd</sup> graders will write sensory details to classify and compare the different grasses in the lesson.
4. Allow students to feel, touch, smell and observe the real and artificial grasses. Discuss ways in which we can appreciate the real grass found in nature and the artificial grass found in the craft store. Lead the students to an understanding that animals appreciate real grass because it provides food and protection (camouflage). People appreciate artificial grass because it looks beautiful, doesn't die, and reminds them of nature.
5. Copy and distribute Activity Master 8.2.6 to 1<sup>st</sup>/2<sup>nd</sup> grade students. Then generate a list of sensory descriptions on the board that students might use to describe the grasses (e.g., sweet, fresh, green, hard, soft, smooth, fluffy, flat, plain, prickly, small, wide, etc.).



6. Students will copy the sensory descriptions under their respective categories on the activity master, and write one sentence to describe how they can appreciate different types of grass. If there is no prairie grass in your area, students will use their imagination and illustrations from informative prairie books to deduce what prairie grass might smell like, look like, and feel like.

### How Seeds Grow, pp. 174 – 175 (DLG)

*Scientific Inquiry, Concept Nugget (1<sup>st</sup>/2<sup>nd</sup>)*

**Standard:** S.K-2.LS.4 Plan and conduct an investigation to determine if plants need sunlight and water to grow

1. Teach the lesson according to the **DLG**.
2. Ensure there is one lima bean that is given no water or sunlight during the experiment. Place the other lima bean planted seeds where there is access to light.
3. Copy and distribute Activity Master 8.2.7 to 1<sup>st</sup>/2<sup>nd</sup> grade students. Students will write their hypotheses and draw an illustration for Week 1. This experiment will take several weeks to complete.
4. The lima beans from today's activity should be placed in the classroom Science Center for students to observe over time. Each week students will add an illustration to their scientific data on Activity Master 8.2.7. At the end of the experiment, students will write a one sentence conclusion based on their observations.
5. **Concept Nugget:** As students conduct this observation over the next few weeks, they will notice the difference between the plants that receive water and sunlight, and those that do not. Discuss with students that we are very much like plants. When we read God's word, speak with Him in prayer, notice His handywork through nature, and thank him for the blessings He gives us each day, we become like the plants that receive water and sunlight. We thrive because we are connected to the source and giver of life. When we do not seek God out and do not make time to talk with Him or have much to do with Him, we deprive ourselves of the source of blessings that come from having a relationship with our Creator. Our lives become like the seed that does not receive water or light. We do not thrive spiritually.

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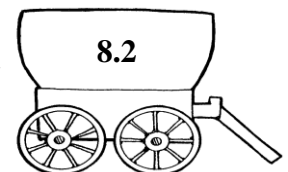
## Day 5 – Bible

### APPLYING THE BIBLE STORY, p. 128 (DLG)

#### Prayer Walk Around the Campus, p. 128 (DLG)

*Concept Nugget (K–2)*

**Standard:** B.K.BF.8 Explore how studying the Bible leads to knowing God



1. Teach the lesson according to the **DLG**.
2. Extend the lesson by taking the students outside to appreciate nature. During the nature walk, stop at key places around the school campus to appreciate God's love through nature.
3. If your school is in an urban area and you don't have much nature to observe, another option is to show children landscape pictures of national parks in your state and express appreciation for the beauty of nature. See [Find a Park \(U.S. National Park Service\) \(nps.gov\)](https://www.nps.gov/learn/activities/find-a-park). Find something special in each picture to praise God for and follow the suggestions in the following steps.
4. For example, stop at a tree and recite this prayer: *"Dear Lord, thank you for making the trees. We appreciate the trees because they provide shade when we're hot, food when we're hungry, wood to build our homes, paper for us to learn, and pencils used for writing. Trees also provide shade, food, and shelter for the animals. The tree reminds us that you provide for all our needs. Amen."*
5. At each stop (or picture - grass, an animal, stream, etc.), discuss ways in which that natural element showcases the character of God. Allow students time to share ways in which we appreciate each natural element. Encourage students to pray at each location. Prayers may have to be modeled throughout the activity until the students feel comfortable praying on their own.
6. After the nature prayer walk, distribute the second set of handprints made during the **Day 2 – Bible, Activity 2: Handprint Oak Tree, p. 125 (DLG)**. Distribute each handprint to students.
7. Students will write their names on one side of the handprint. On the other side, students will write one way they appreciated God during the nature prayer walk.
8. Add these handprints to the Handprint Oak Tree bulletin board.

\*\*\* Preserve the Handprint Oak Tree throughout the unit. It will be displayed during the culminating activity at the end of Book 4. \*\*\*

## Day 5 – Language Arts

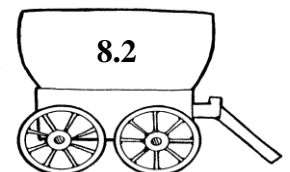
### READING WORKSHOP, pp. 142 – 146 (DLG)

#### Mind Map, p. 144 (DLG)

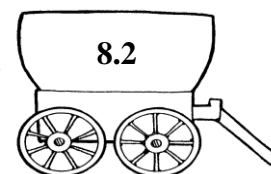
Main Ideas and Details (K–2), Shuffle-Pair-Share (K–2)

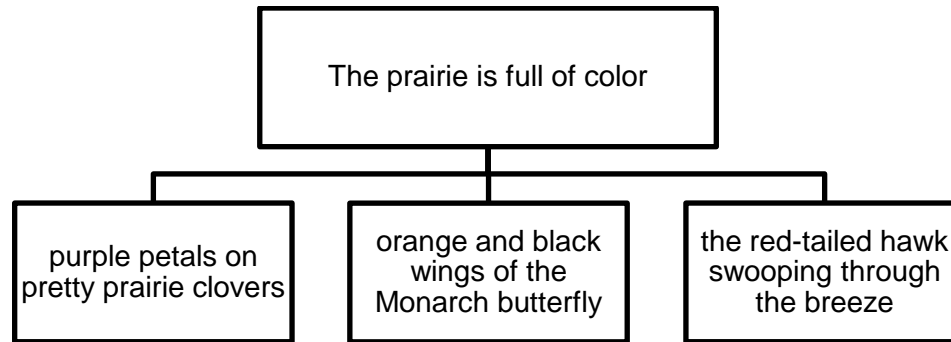
Standard: LA.K-2.RL.2 Ask and answer questions about key details

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



2. Discuss the main idea and key details of the book, *A Day on the Prairie*. *“The authors told us many things about prairie animals and what life is like on the prairie. However, the authors never told us what the entire book was about. Authors will often write an entire book and expect the reader to discover what the book was about. What the book is about is called the main idea. The main idea is what an entire book is about, or a lesson the reader learns after reading the book. For instance, the main idea of the Bible is how to live a Christian life. The main idea of our Bible Lapbook this week is how Abraham worshipped God. Who thinks they know what the main idea is for A Day on the Prairie? What is the entire book about and how do you know?”*
3. Since there can be several main ideas from this book, the teacher may conduct a Shuffle-Pair-Share to generate ideas. To do this, students will shuffle around the room for a period of time. (Music can be played during the shuffle.) Then the teacher will shout pair (or stop the music), students will high five the student closest to them, and begin to share their thoughts with this partner. Copy student responses after the shuffle on the board or chart paper.
4. Shuffle-Pair-Share may be repeated several times until the students have generated at least three possible main ideas. Examples of possible main ideas are listed below:
  - There are many plants and animals on the prairie.
  - The prairie is colorful.
  - The prairie is full of wonders.
  - I use my senses to explore the prairie.
  - God uses nature to teach us about Himself.
5. Students will work with their last shuffle partner to complete Activity Master 8.2.8. Each group will choose one main idea from the board/chart and work together to write three supporting details for the main idea. Main ideas and details have been taught to 2<sup>nd</sup> graders in **Theme 0: Off, We Go!** and **Theme 3: Deep in the Forest**. However, this process will need to be modeled for K/1<sup>st</sup> graders, or a 2<sup>nd</sup> grader can be included in each group, if class size allows.
6. *Optional:* Modeled Writing – Copy Activity Master 8.2.8 on chart paper. Choose one of the topics from the list of main ideas above. Think aloud as you fill in supporting details for the selected main idea on to the board or chart paper. Use details from the book to model this process to students. An example is provided below:





7. Allow students, especially Kindergarteners and struggling writers, to copy the example or use illustrations to complete the supporting detail boxes of their activity master.

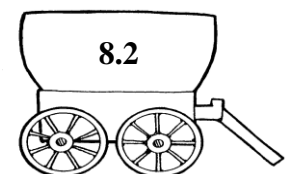
### WRITING WORKSHOP, pp. 148 – 151 (DLG)

#### **Writing by Children – Final Draft**

*Final Draft, Publishing, Author's Chair (K–2)*

**Standards:** LA.K-2.W.6 With support and in collaboration with peers, explore a variety of tools to produce and publish writing  
 LA.K.SL.7 Give brief oral presentations (e.g., poems, memory verses, songs)

1. If students did not complete editing and recopying their final drafts on the previous day onto Activity Master 8.2.9a – b, allow time at the beginning of this period for final publications to be completed. When finished, today the students will share a final draft report of the writing assignment they've worked on this week.
2. If necessary, allow time (ten to fifteen minutes) to assist struggling writers and Kindergarteners in this editing and rewriting process. Monitor students as they convert their rough drafts into final drafts.
3. After students have completed their writing pieces for publication, have this dialogue: *"You all have worked so conscientiously as writers this week, and you have experienced what it's like to be a real author. It takes a great amount of time and major effort to progress through a writing assignment. In fact, most authors take six months to two years to finish writing and publishing their books! I'm just thrilled because you have become authors. Today we are ready to move to the final stage of our writing process. We are going to share what we've written this week with others and then publish your writing pieces into a class book!"*
4. When students are close to finishing, share the following: *"Writers, you are going to share your final drafts with the class in just a few moments. Each author will sit in the author's chair and read his/her final draft to the class. We are going to listen quietly to the person who sits in the author's chair."*



5. Students will take turns sitting in the author's chair and presenting their final drafts. Encourage students to speak loudly enough for all to hear, stand tall, and make eye contact periodically.
6. After students have had ample time to share, compile all the completed activity masters (8.2.9a – b) into a class book with a construction paper cover and back. Title this book, *What We Learned About Prairie Animals*.

## Day 5 – Science

### How Seeds Move, p. 175 (DLG)

Concept Nugget (K–2)

Standard: S.K-2.LS.5                      Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants

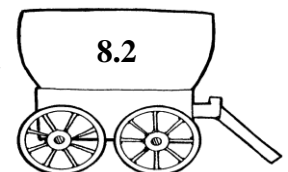
1. Allow students time to explore different types of assorted seeds. Ensure that students are using as much of their senses as possible to explore this small wonder of God's creation. Provide fruit seeds for the students to taste (pumpkin, sunflower seeds, etc.).
2. After the students have enjoyed the seeds, lead them into the following class discussion: *"It's amazing to think that all the plants we see in nature begin from these tiny seeds. What are some things we can appreciate about seeds?"* (Pause for answers.) *"The seeds remind me that God can grow small things into wondrous works of art."* (The teacher may add any additional connections that the students did not mention.) *"Like this seed, you are small now. However, as you grow in God's word and allow Him to nourish you, like the water and sunlight nourished our lima bean seeds, you too will grow into a wondrous work of art. I know God will use each of you to do great things."*
3. Teach the lesson according to the **DLG**.
4. When the lesson is finished, show the students how to complete Activity Master 8.2.10. Place the laminated cards in the classroom Science Center for students to classify.

\*\*\* Additional copies of Activity Master 8.2.10 can be copied, laminated, and cut prior to the lesson. If time allows, students can spend time during science class categorizing the seeds in small groups or with a partner. \*\*\*

### Which Objects Will Move, p. 175 (DLG)

Scientific Inquiry (1<sup>st</sup>/2<sup>nd</sup>)

Standard: S.K-2.LS.4                      Plan and conduct an investigation to determine if plants need sunlight and water to grow



1. Copy and distribute Activity Master 8.2.11 to 1<sup>st</sup>/2<sup>nd</sup> grade students. Students will read the question and write their hypotheses before the experiment begins. Kindergarten students may explore the objects as they wait.
2. Teach the lesson according to the **DLG**.
3. After the lesson, students will draw an illustration of the item that blew the farthest and write a conclusion.

