

K–2 MULTI-GRADE BRIDGE
Detailed Daily Lesson Plan (DDLDP)
Theme Eight Daily Lesson Guide (DLG) – *Moving On*
Grade K Theme Book Three: *Iron Horses*/Yesterday
Character Building Concept: Appreciating Progress

Days 1 – 5 Signing In/Morning Activity

SIGNING IN, pp. 225 – 226 (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 Write routinely for a range of tasks, purposes, and audiences

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

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

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

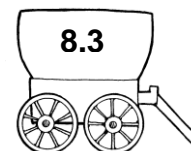
Day 1 – Circle Time/Morning Meeting

APPRECIATING PROGRESS CONCEPT CONNECT

Concept Connect Activity (K–2)

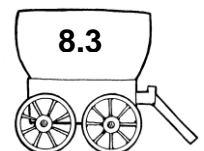
Standards: LA.K/1.SL.4 Describe familiar people, places, things, and events and, with prompting, provide additional detail
SS.K-4.TCC.2 Define key concepts such as: past, present, future, similarity, difference, and change

1. Ahead of time, prepare the classroom for this short-term simulation so students can partially experience what school might have been like for children in the 19th century. Temporarily put away all technology, such as listening centers, personal technology



devices, and place a sheet over any computers and TVs. Also, put away any board games, crayons, etc. Depending on the tolerance level of the group, the teacher may choose to end the simulation at noon, or continue the simulation the entire day.

2. Gather students on the rug for a discussion on progress. *“What do I have here in my hand?”* (Hold up a cellphone for the class to see.) *“What are some things you can do with a cell phone?”* (Pause for answers.) *“This week, we will read about how people lived almost 200 years ago and see what life might have been like then. Many years ago, there were no cellphones. In fact, there were no phones at all. Can you imagine what life would be like without a cell phone? In fact, there was no technology anywhere! There were no computers, no iPads, no iPods, and not even TV. Today we are going to travel back in time and experience what life was like in the past. There are some things we will need to put away if we are going to experience what school was like for children living in the past.”*
3. Prompt students to put away all their “modern” supplies (mechanical pencils, tablets, erasers, pencil sharpeners, crayons, markers, etc.) in their backpacks. Place these away from students’ desks and seating areas until noon, or until the end of the day. The only student supplies during the 1800s were chalkboards and chalk. Therefore, if students are to truly embrace this experience, only chalkboards and chalk should be used during this simulation. If these materials are not available, students may be left with basic supplies, such as a pencil, paper, and eraser.
4. Depending on the length of time chosen for the simulation, the discussion below can occur at the end of the morning just before lunch, or at the end of the school day. Gather students in the morning meeting area to share their experiences.
 - *“What was it like to spend all morning living in the past?”* (Pause for answers.)
 - *“Turn to your partner and share what you liked best.”* (Pause.)
 - *“What were some problems you experienced this morning?”* (Pause for answers. Point out that there were no flushing toilets.)
 - *“There has been so much progress in America since those days that now we don’t have those problems anymore.”*
 - *“Who can name some things we have today that Americans didn’t have in the past?”* (Allow time for response.)
 - *“There have been so many changes in our country since then. It has taken much teamwork, time, and many resources to invent all the wonderful machines and technology devices we use today.”*
 - *“This week we are going to learn how to appreciate progress. We will also see how problem-solving took place in order to make that progress happen.”*



- *“Who has heard the word ‘progress’ before? What do you think it means?”* (Pause for answers.)
- *“Progress happens many times when we move toward a goal or destination. People develop new ideas and think of new ways to do things that will make life easier. Do you have any goals you are progressing towards?”* (Allow time for students’ responses.)
- *“We’re going to have a great time of fun this week as we learn to appreciate progress.”*

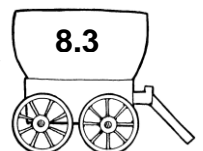
Days 1 – 5 Daily Oral Language

Grammar & Writing Mechanics

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

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

1. This daily activity is designed for 1st and 2nd graders. First graders are formally introduced to DOLs in Theme 4. At any time in the year the teacher may also include some Kindergarten students who can read the sentences and might be ready for this type of activity.
2. The suggested sentences for group editing are found in Appendix D (DOL Master, Theme 8 – Book 3) for your convenience. These are designed to correlate with each unit theme and are intended as a teacher directed activity. An enlarged poster copy of the Common Editing Marks should be posted in the room for easy student reference. DOL Common Editing Marks are also listed for student reference in Appendix D only in the following: Theme 1 – Book 1, *This is Our House* and in Theme 4 – Book 1, *Winter’s Gift*.
3. Review with children some of the Common Editing Marks and basic DOL procedures (check for capitalization, ending punctuation, spelling, etc.).
4. Students will pair with classmates and discuss how to correct each sentence. Monitor student discussion by walking around the room and “listening in” to each discussion. Correct misunderstandings when necessary.
5. Call on student pairs to come to the board and correct the sentences. Review corrections as a class and decide if they should be accepted or corrected.



Day 1 – Language Arts

READING WORKSHOP, pp. 220 – 225 (DLG)

Before Reading – Discussion, p. 220 (DLG)

Background Knowledge (K-2)

Standards:	LA.1.SL.3	Ask and answer questions about what a speaker says to gather additional information to clarify meaning
	LA.2.SL.3	Ask and answer questions about what a speaker says to clarify, gather additional information, or deepen understanding
	LA.1.RI.7	Use illustrations and details to describe key ideas
	LA.2.RI.7	Explain how specific illustrations contribute to and clarify text

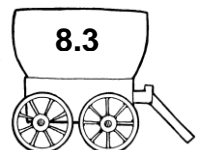
1. Before teaching the lesson in the **DLG**, lead K-2 students in a discussion about the title of the book.
2. Before showing the book *Iron Horses* to students, ask them what they think iron horses are. Allow sufficient time for discussion and possible answers. Once several ideas have been shared, hold up the book and ask for more ideas. Guide students to the idea that “Iron Horses” refers to trains if they don’t think of that idea on their own.
3. The John Paul Getty Museum’s website has a brief article on why the new trains were called “Iron Horses”. Access it at the following link: http://www.getty.edu/education/kids_families/do_at_home/artscoops/iron_horses.html . Use this information to give students background knowledge for this term.
4. Continue teaching the lesson according to the **DLG**.
5. *“As we read our book Iron Horses this week, we will learn how modern inventions can change life very quickly for people. We will decide what parts of the change in people’s lives is for the better and what parts are not. As we think about the changes that modern inventions have made in our own lives and our families, we will try to decide how we should respond to those changes as we look at them through the lens that God wants us to use as Christians.”*

During Reading – First Time, p. 220 – 221 (DLG)

Vocabulary Introduction (1st/2nd)

Standards:	LA.1.L.3	Determine the meaning of unknown and multiple-meaning words and phrases
	LA.2.L.4	Determine the meaning of unknown and multiple-meaning words and phrases

1. Before teaching the lesson, copy and distribute Vocabulary (Activity Master 8.3.1) to 1st and 2nd grade students. Briefly review the words so students develop preliminary awareness of each word’s meaning. *“This is a list of new vocabulary in our book, Iron Horses. Raise your hand if you recognize some of the words or pictures.”* (Pause.) *“This sheet is going to help us during our reading today. While I’m reading the story, you may look at your sheet to see a picture about what we’re reading. Perhaps you*



can even find the picture on the book pages.”

2. Teach the lesson according to the **DLG**.
3. While students are focused on a page, remember to mention the extended vocabulary words found in Vocabulary Master 8.3. Allow students to point to any images on the pages that are similar to the image on their activity master.
4. After reading the story, reiterate the key details from this morning’s **Circle Time/Morning Meeting**.
 - *“Before the railroad was built, it took people months to get from one side of the country to the other.”*
 - *“After the construction of the railroad, it only took a few days. That’s progress!”*
 - *“When the congressmen had a problem, they devised a plan to solve it. It took materials and workers who were willing to work as a team to create the railroad system. They put that plan into action until their goal was achieved. You did the same thing today to solve the problem when you built your gumdrop structures. Solving problems is a constant part of life. As you grow older, the problems can become more difficult to solve. However, if you begin to practice solving problems now, you will know how to do it well as you become older.”*
5. Have a discussion to define the extended vocabulary (Vocabulary Master 8.3). Students should use context and picture clues to infer the meaning of each unknown word.

WRITING WORKSHOP

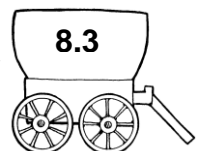
Poetry

Brainstorming (K–2)

Standard: LA.K-2.W.10 With support, write routinely for a range of tasks, purposes, and audiences

*** *Before class begins, write “Things We Notice About Poetry” on chart paper.* ***

1. *“Writers, we will spend this week writing poetry. Does anyone know what a poem is?”* (Pause to give students time to respond.) *“Did you notice that our book, Iron Horses, sounds a little different from other stories that we have read? That’s because it is a poem. The author, Verla Kay, used many rich descriptive phrases to paint a picture of her message rather than write it out as a story. Does that make it more interesting for you? Let’s explore some other poems.”*
2. Read a few other children’s poems. Make sure to read a variety of poems on a variety of topics. (Choose some short and long and some with and without rhyme.) As you read the poems, guide students to notice aspects of poetry such as:



- Poems are shorter than stories.
 - Some poems have rhyming words, whereas others do not.
 - Some have patterns. (*Iron Horses* has a 4-3-4-3 pattern that will be discussed in Reading Workshop Day 2.)
 - Each line of poetry is short.
 - Poems are not written in complete sentences.
 - Some lines have spaces between them.
3. *“Writers of poetry are called **poets**. All of you will have an opportunity this week to try your hand at being a poet. It’s always easier to write about something that you know or is important to you. It could be a special person, thing, or a special place you have visited. It could even be a memory of something. You also usually know a large amount of information about these things. So today you will brainstorm a list of things that are important to you or about a topic you know. Before you begin filling out your brainstorming list, I want you to think of the first two things that you are going to write on your list. What is something that’s important to you? What is a topic you know a lot about?”*
 4. Have students turn and tell their partner two things they plan to write. Then distribute Important Things (Activity Master 8.3.2) and have students begin completing their grids. Kindergarteners may use kidwriting and illustrations to complete their grids.
 5. After independent work time, have students bring their completed brainstorming list to the rug. *“Writers, you have thought of many different things that are special to you. In one minute, you are going to share your list with your partner. You will put the paper between the two of you so that both of you can see it. You might start by saying something like, ‘Some things that are special to me are _____.’ Then switch and let your partner share something from his/her list. Now turn to your partner and share.”*

*** Keep student brainstorming list in an accessible location as they will be used again in future Writing Workshop lessons this week. ***

Day 1 – Science

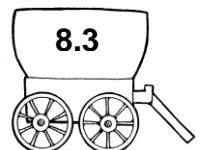
Loud Noises, p. 254 (DLG)

Technology (K–2) Concept Nugget (K–2)

Standard: SS.K-4.STS.4
S.K-2.PS.9

Illustrate how media and technology are a part of every aspect of our lives

Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate



*** Before the week is over, allow students to retrieve their pressed flowers from the phone books in which they were placed two week earlier. (See 8.1 LAG, *Papa and the Pioneer Quilt*, Day 1 – Science, Activity 2.) Show students fresh flowers. Then invite them to compare the differences between the fresh and dried flowers. Guide their observations toward how the moisture in the petals evaporated. (If flowers are not yet dry, leave them in phone books a few more days.) ***

*** Before class begins today, prepare the “Amazing Resonance Experiment” video for viewing. ***

1. Before teaching the lesson according to the **DLG**, gather students on the rug for a special video clip. *“Today we’re going to explore sounds and vibrations. Does anyone know what the word vibrate means?”* (Pause for answers. Use the illustration in Teacher Reference Materials – Appendix F 8.3, p. 1 to explain the hearing process to children in simple terms.) *“When we hear any sounds, our ears must translate the sound waves into a message our brains can understand since it is really our brains that hear.”*
2. *“Since America has made so much progress, we are able to use technology to see sound vibrations. Sound vibrations are cool! Did you know sound vibrations can create art? Let me show you how scientists change the amount of sound waves to create different patterns of art. You will be amazed at how God makes nature do wonderful things!”*
3. Play the “Amazing Resonance Experiment” on YouTube at the following link: <https://youtu.be/wvJAGrUBF4w>.
4. Teach the lesson according to the **DLG**.

Day 1 – Social Studies

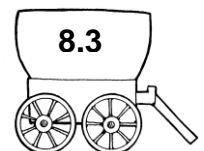
Voting, p. 257 (DLG)

Government Roles (K–2)

Standards:	SS.K-4.CIP.3	Describe civic participation, decision-making, voting, and cooperating to promote civic ideals
	SS.K-4.STS.2	Cite examples of how society often turns to science and technology to solve problems
	SS.K-4.PAG.9	Explain the ways in which governments meet the needs and wants of citizens

*** Ensure that none of the ice cream options listed in this lesson include known allergens. ***

1. Teach the lesson according to the **DLG**.
2. Instead of ending the lesson by voting using secret ballot, deepen the experience of voting with the following activity: *“Voting allows everyone in a community, state, or country to have their voices heard. Since everyone is asked to participate in the vote, all citizens are able to make decisions on choices that matter to them. In our book, *Iron Horses*, the government decided that a transcontinental railroad was the best way to solve their transportation problem. Therefore, Congress took a vote and most of the*



congressmen said yes! Due to this vote, all citizens were able to enjoy the railroad and travel quickly to their destinations. Since then, Congress has made many more votes that have changed our society. Think of all the different ways we can now go from place to place (car, helicopter, plane, space shuttle, etc.). Congress has also voted on many other decisions that have changed the way we live.” (Discuss other things that students of this age can understand such as: standards for food and food preparation, cell phone use, and safety.) “All these decisions were voted for our country to make progress. Today we are going to act like Congress and practice voting on something I’m sure most of us enjoy – ice cream!”

3. Name many (more than five) ice cream flavors the students might enjoy (cookies and cream, chocolate, cotton candy, vanilla, etc.). The students will give a “yay” or “nay” voice vote for each flavor that is orally shared. Write three or four “yay” choices on the board.
4. Then conduct a hand count to narrow the “yay” votes to two flavors. Erase the other options from the board. Allow students to give reasons why one flavor may be better than the other. Explain that in congress, this is called a “debate”.
5. After students have had time to “debate” the final two flavors, pass out small ballots for students to secretly vote on their favorite ice cream flavor. Remind students that secret ballots are private and are not to be shared with others. Testing carrels may be used to create a “voting center” for this part of the lesson. Allow one student at a time to “cast his/her ballot” to simulate an actual voting experience at a polling center.
6. *Optional:* After the school day concludes, tally the votes and bring in the voted ice cream flavor, cups, spoons, and an ice cream scoop for the students to enjoy during a free period the following day.

Day 2 – Circle Time/Morning Meeting

Under Construction

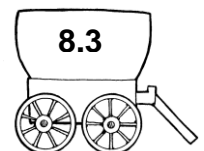
Concept Nugget, Problem Solving

Standards: S.K-2.PS.3
S.K-2.ET.1

Show how an object made of a small set of pieces can be disassembled and made into a new object
Ask questions, make observations, and gather information about a situation people want to change, then
define a simple problem that can be solved through the development of a new or improved object or tool

*** Before class begins, load “The Magic School Bus – Under Construction” video and write the Daily Message on chart paper (see below). ***

1. Students will watch “The Magic School Bus – Under Construction” to connect to the concept of appreciating progress. This video is found on YouTube free of charge at the following link: https://www.youtube.com/watch?v=ubPnq_-ytiM, or it can be purchased on Amazon Video for a reasonable price.



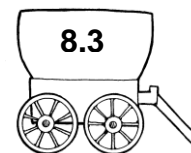
2. After the video, students will have the following discussion: *“Wow! Ms. Frizzle’s students had many obstacles to overcome as they looked for ways to exit the bathroom. The children used **ingenuity** to find ways to solve each problem. Does anyone know what ingenuity means? (Pause for answers.) We use ingenuity when we use our heads to find solutions to problems. I would like you to discuss with your partner some of the problems the children encountered in the video and the ways in which Ms. Frizzle’s class solved them.”*
3. After the students have had time to share, allow several students to respond aloud. *“It takes teamwork, time, trial and error, perseverance, and many resources to solve our problems. In today’s video Ms. Frizzle’s class had to work together in order to move toward their destination, getting to the window and out of the bathroom. They progressed through their problems and eventually reached their goal.”*
4. Use the following questions to stimulate a discussion about problem-solving:
 - *“When the children tried to build the first tower to climb to the toilet rim, did they succeed right away?”*
 - *“When they tried to build the first bridge across the toilet, was this first try successful? Why not?”*
 - *“When their first attempt to build something did not work, what did the children do to solve the problem?”*
 - *“Using ingenuity to solve a problem means that you keep coming back and trying again in a different way if at first you don’t succeed!”*
5. Bring the student’s attention to the daily message written on the chart paper. (The message should be written before class begins.)

Dear Class,

Do you like building? This week we will have the opportunity to appreciate progress by building structures using gumdrops and toothpicks, just like Ms. Frizzle’s students. What a tasty activity! Can you think of other tasty treats we could use to build our structure?

I am so excited about learning to appreciate progress with you this week!

Your teacher



6. Allow the students time to answer the questions in the Daily Message.

Day 2 – Bible

PRESENTING THE BIBLE STORY, pp. 208 – 209 (DLG)

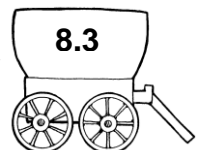
Twinkle Stars, pp. 208 – 209 (DLG)

Comprehension

Standards:	B.1-4.BF.13	Summarize what select Bible passages reveal about God, and identify their practical applications for daily life
	B.1-4.BF.14	Make connections between a Bible passage, personal experience, and other reading/viewing selections
	B.1-4.BF.18	Participate in collaborative discussions about Bible passages
	B.1-4.RG.17	Share examples of how we can grow spiritually by both talking and listening to God in prayer

After reading this week's Bible story, use the following questions to help students obtain a greater depth of understanding. Allow students to provide input for each question before providing an answer that gives clearer understanding. End this session with prayer.

1. *"What promise did God make to Abram?"* (God promised Abram He would bless him with many descendants – children, grandchildren, and great grandchildren – so many that they would be as great in number as the stars in the sky.)
2. *"Why do you suppose God made that promise to Abram?"* (God loved Abram and was pleased that Abram wanted to follow Him. He wanted to bless Abram and make him happy by giving him many descendants.)
3. *"Do you think Abram believed God's promise even though he and his wife Sarah were too old to have children by then? Why?"* (Yes, Abram had learned to trust God's word even when it did not make sense. He trusted in God's power to make unusual things happen even if it seemed impossible. To Abram, God was someone who could make impossible things happen!)
4. *"What does it mean to be a person of strong faith?"* (Strong or deep faith grows when a person obeys God and trusts Him in keeping His promises. A person of strong faith believes in God and His promises even though it may sometimes seem impossible that His promises will come true.)
5. *"How did Abram develop such a strong faith in God?"* (Abram took the time to speak to God every day through prayer. He also took time every day to listen to God speak with him. Over the course of many years, Abram saw God come through for him when it really mattered. He learned to trust God's words and promises regardless of the circumstances.)
6. *"How can each of us develop strong faith in God?"* (Just like Abram did, we must take time to talk with God every day through prayer and develop the habit of listening to God's voice inside our minds. God will impress us of what He wants us to do. Then



we will also become a boy or girl of strong faith as we grow and mature as a believer and follower of Jesus.)

Day 2 – Language Arts

READING WORKSHOP, pp. 220 – 225 (DLG)

During Reading – Second Time, p. 221 (DLG)

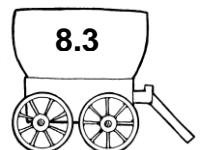
Rhyming Words (K–2), Inflectional Endings (1st/2nd), Vocabulary (1st/2nd), Rhythm (2nd)

Standards: LA.1.L.3 Identify frequently occurring root words and their inflectional forms (e.g., looks, looked, looking)
LA.2.RL.5 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm

*** *Ensure there are word family activities and books in the classroom Reading Center for Kindergarten students. Suggested reading material is listed in the Extensions Materials List. ****

*** <http://www.hubbardscupboard.org/cvc> has free printable CVC word booklets. If the school does not have the resources to provide word family books or activities, this is an excellent resource for the Reading Center. These booklets should be copied and compiled before class for student use. Kindergarteners may read and color these booklets during today's lesson. ***

1. Teach the lesson according to the **DLG**.
2. When introducing the children to the vocabulary words on Blackline E, be sure to include the extended vocabulary words found on Vocabulary Master 8.3.
3. Continue teaching the lesson according to the **DLG**. After the lesson, send Kindergarten students to the classroom Reading Center to practice reading word family books and completing word family activities. CVC decodable word family books or printed booklets from www.hubbardscupboard.org/cvc may be used as a reading center resource. CVC word family center activities can also be purchased for center use.
4. Gather 1st and 2nd graders to the rug for a min lesson on inflectional endings and rhyme. *"In our story, Iron Horses, there were many action words. Who remembers what we call **action words**? (Pause for answers.) An action word is called a verb. Let's look through Iron Horses and find the verbs."*
5. Give students three or four sticky notes and tell them to write one verb on each note. Instruct students to post notes on chart paper. Model for students how to look through the text and find verbs. Most of the verbs in the book have the inflectional ending –ing. *"What do you notice about our list of verbs?" (Allow students to respond.) "Most of them end in '–ing.' When a verb ends in –ing, that means the action is happening right now. Most of the time, we can take –ing off the end of the verb and be left with the base/root word."* (Write a few examples that illustrate this concept on the board, i.e., huff/huffing, think/thinking, howl/howling, etc. Point out that sometimes letters may be added or dropped when the 'ing' ending is added to a word.) *"Let's read through*



our list.” (Pause.) “Good job! Today you’re going to match base/root words with their inflectional endings.”

6. Explain Inflectional Endings (Activity Masters 8.3.3a and 8.3.3b) to 1st grade students and send them to a quiet area to work on this assignment.
7. Keep 2nd graders at the rug for a mini lesson on rhythm and rhyme. *“I noticed while we were reading the list, that all of our words rhyme. Even some of the base/root words rhyme.”* (huff/puff, clang/bang) *“When books have rhyming words, there’s usually a rhythm present in the text. A rhythm is a pattern. Let’s look through our book again and see if we can find the rhythmic pattern in the story.”*
8. The book follows a 4-3-4-3 syllabic rhythm pattern. For example, the first page reads: pier-cing whi-stles, shrie-king wheels. Hot steam his-sing, high-pitched squeals. The first phrase has four syllables, the next phrase has three syllables, and each sentence consists of seven total syllables. Clap the syllables in each stanza to demonstrate this rhythm for students. Discuss the rhythmic patterns found in the text:
 - *“Why do you think the author chose to write this book in short rhyming phrases?”*
 - *“How does the rhythm and rhyme add creativity and beauty to the text?”*
 - *“What are some other rhyming words that could have been included in our book?”*
9. Make a list of the rhyming words on chart paper as students give suggestions. Encourage students to think of verbs and add –ing to the end to make rhythmic rhymes. (i.e., Throw ing blow ing, danc ing round. Pick ing pla cing, tuck ered down.)
10. This list will be used later in the week during Writing Workshop.

WRITING WORKSHOP

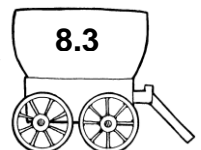
Poetry

Descriptive Words, Drafting (K–2)

Standard: LA.K-2.W.10 With support write routinely for a range of tasks, purposes, and audiences

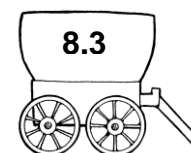
*** Students will need their brainstorming lists (Activity Master 8.3.2) from yesterday’s activity. ***

1. *“Verla Kay, the author of our book, Iron Horses, is a poet. She wrote about the transcontinental railroad because it was important to her. All poets write poems about special places, special people, special animals, and special times in their lives. Yesterday you made a list of things that are special or important to you.”*



2. Writers will use the brainstorming list today that was created during **Day 1 – Writing Workshop**. *“Writers, yesterday you thought of many ideas about things that you love and things that are special to you. Today I am going to show you how to take one of those ideas and turn it into a poem.”*
3. Take out the book, *Iron Horses*. *“Sometimes poets write to describe a topic, just as our poet Verla Kay described the work on the transcontinental railroad. Today when you write, you will write a describing poem, too. I’m going to show you a fun way to make a describing poem.”*
4. Show Poetry Cards (Activity Master 8.3.4). *“These are cards that we will use to write describing words, phrases, or sentences. Today I think I’m going to write about ice cream. While I’m writing, I’m going to do my best to follow the 4-3-4-3 rhythmic pattern that Verla Kay uses in Iron Horses.”*
5. Write “Ice Cream” on the framed “Topic” card. *“One way I can describe ice cream is by saying that it is very cold. This is a phrase with 3 syllables.”* (Clap the syllables as you say the phrase for students – ‘Ve-ry cold’.) *“I can use this phrase in my poem because it matches the 4-3-4-3 syllabic pattern I want to create.”*
6. On one of the cards, write “very cold.” *“What other words and phrases can I use to describe ice cream, or what it is like to eat ice cream?”*
7. Have students come up with some ideas. Ideas that follow the 4-3-4-3 syllabic pattern should be written down on separate cards. Encourage students to create longer phrases and sentences. After some of the cards have been filled, continue the lesson with the following instructions: *“Now I can take my cards and arrange them to make a poem. I’ll put them in an order that I think might sound good, and then I’ll read them aloud. I’ll change the cards around to make the poem sound the best that I can.”*
8. Model how to arrange the cards (in any order), read the poem aloud, and then rearrange the cards to make the poem sound even better. Here is an example of what your poem might be like when it’s finished:

Ice Cream	
Freezing, feeling	very cold
Dripping dropping,	on my clothes
Many flavors,	melts in mouth



9. Kindergarten students and emergent writers will need assistance in writing their word cards and may not completely understand the 4-3-4-3 syllabic pattern. They may be paired with proficient writers, or brought to the kidney table to generate a poem as a group. Before sending students to start their independent work, give the following instructions: *“Writers, today you are going to write your own descriptive poem. First, you should choose a topic from the list you made yesterday. Topic is what your poem is going to be about.”*
10. Distribute Important Things (Activity Master 8.3.2) from Day 1 – Writing Workshop. *“Turn and tell the person sitting next to you what you think you are going to write about today.”*
11. Have students turn and talk. Pass out Poetry Cards (Activity Master 8.3.4). Then ask for students’ attention again. *“Remember that you can use these line cards to write describing words and phrases about your topic. Put them in an order that sounds good just as we did together.”*
12. Challenge students, especially 2nd graders and proficient writers, to use the 4-3-4-3 syllabic rhyming pattern that Verla Kay uses in *Iron Horses*. Have students begin working with their line cards. Encourage students to read their poems aloud to themselves or a partner, and rearrange the cards to make them sound better. When each student is happy with his/her arranged poem, he/she will copy the cards onto grade appropriate lined paper.
13. During sharing time today, have students share their poems with their partners. Then have one or two students to share aloud with the entire class. If time allows, students can draw pictures to illustrate their poems.

*** Keep students’ brainstorming lists in an accessible location as they will be used again in future Writing Workshop lessons this week. ***

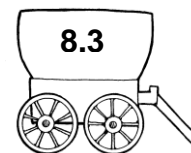
Day 2 – Social Studies

Chinese Workers, p. 258 (DLG)

Information Recall (1st/2nd)

Standards:	SS.K-4.PDC.6	Explain how economic incentives affect people’s behavior
	SS.K-4.PDC.4	Investigate what people and communities gain and give up when they make a decision
	SS.K-4.STS.7	Compare and contrast how science and technology can have positive and negative impacts
	SS.K-4.PPE.11	Compare and contrast benefits and problems resulting from the discovery and use of resources

1. Teach the lesson according to the **DLG** for all students.
2. During the lesson, use Chinese Workers (Activity Master 8.3.5) as a guide to outline important facts about Chinese Workers on chart paper.



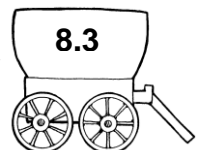
3. After the lesson, lead students in the following discussion, summarizing what happened and why:
 - *“Why do you think Chinese workers were willing to risk their lives to do the dangerous jobs when the railroad was built?”*
 - *“Why do you think other people in the country were not so willing to do those jobs?”*
 - *“Do we have any similar situations like this happening in our country now with other groups of people?”*
 - *“Why do you think so many different people groups risk their lives to come to America?”*
4. Kindergarten will complete Blackline 3.25.
5. First and 2nd graders will use the outline of facts to write short sentences to answer the questions on Chinese Workers (Activity Master 8.3.5).

Irish Workers, p. 259 (DLG)

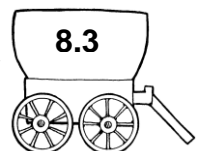
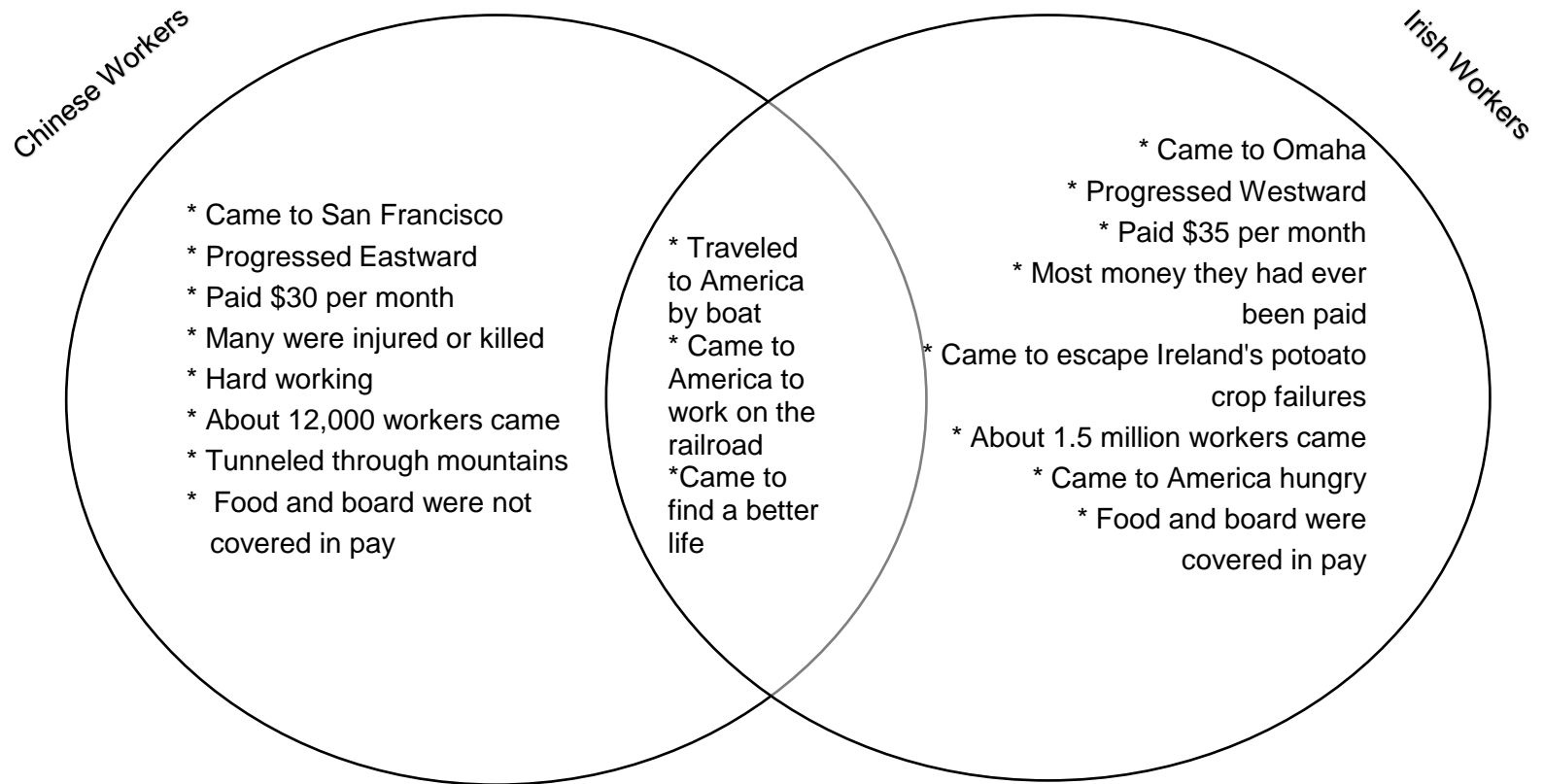
Information Recall (1st/2nd), Venn Diagram (K–2)

Standards:	SS.K-4.PDC.6	Explain how economic incentives affect people's behavior
	SS.K-4.PDC.4	Investigate what people and communities gain and give up when they make a decision
	SS.K-4.STS.7	Compare and contrast how science and technology can have positive and negative impacts

1. Teach the lesson according to the **DLG** for all students.
2. During the lesson, use Irish Workers (Activity Master 8.3.6) as a guide to outline important facts about Irish Workers on chart paper as the **DLG** lesson facts are presented.
3. After the lesson, lead students in a discussion summarizing what happened and why.
 - *“Why did Irish workers leave their homeland to come to America?”*
 - *“Why did so many of them want to work for the railroad?”*
 - *“What kinds of dangers did they face while working for the railroad?”*
 - *“Who received better wages, the Chinese or the Irish workers?”*
4. Kindergarteners will complete Blackline 3.26.



5. First and 2nd graders will use the outline of facts to write short sentences to answer the questions about Irish Workers (Activity Master 8.3.6).
6. After students have completed their activity masters and colored their blacklines, lead them into a discussion to compare and contrast the Irish and Chinese workers.
7. Using the board or chart paper, draw a Venn Diagram to compare and contrast the workers. An example is provided below:



Day 3 – Circle Time/Morning Meeting

Gumdrop Structures

Concept Nugget (K–2)

Standards: S.K-2.PS.3
S.K-2.ET.1

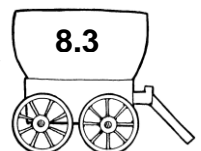
Show how an object made of a small set of pieces can be disassembled and made into a new object
Ask questions, make observations, and gather information about a situation people want to change, then
define a simple problem that can be solved through the development of a new or improved object or tool

*** Before class begins, load “The Magic School Bus – Under Construction” video (optional), and write the Daily Message on chart paper (see below). ***

*** Make an example of a gumdrop tower that can be used during today’s lesson. ***

*** Take photos of the class in all stages of creating their gumdrop structures in this activity. Pictures can be made into a collage and displayed during the Unit 4 Culminating Activity. ***

1. Optional – Begin playing “The Magic School Bus – Under Construction”. After the scene of the gumdrop structure has ended, pause the video for the following discussion: *“Today we’re going to practice making our own gumdrop structures to solve problems. Just as Ms. Frizzle’s students used their gumdrop structures to create a bridge to get across the toilet, and the railroad workers used their tools to connect the railway across the country, we will use our gumdrop structures to solve problems.”*
2. Organize the class into small groups of three to four students. Ensure that students understand that they should not eat the gumdrops during today’s lesson. A consequence may need to be enforced, depending on the behavioral dynamics of the class. Give each group about a cup of gumdrops and about ten toothpicks. To begin, challenge the students to make a tower. Show students the pre-made gumdrop tower. Discuss what students notice about the construction of the tower. Model for students how to use the toothpicks and gumdrops to make a strong base for their structures.
3. Once students have had time to make a structure, create challenges for the students to solve. *“Now that we understand how to build structures with our toothpicks, I have some problems that I would like your groups to solve. Before we begin solving problems, you’ll need to gently take your towers apart. Be careful not to destroy your toothpicks or gumdrops because you won’t have tools to solve your next problem!”*
4. While the students are taking their towers apart, put one Lego Man into each of the containers. Give each group a container with a Lego Man inside (one container and one Lego Man per group). *“The Lego Man needs to get out of the container, but he’s too small. He can’t jump or climb out of the container because the walls are too high! Work with your group to create a ladder for your Lego Man to use to climb out of the container.”*



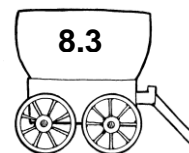
5. Encourage students to collaborate in finding ways to solve the problem. Remind groups that are having a difficult time making a decision that a vote can be made to choose one solution.
6. After most groups have been able to construct their ladders, gather the students on the rug to discuss the activity.
 - *“How did your group build the ladder that got the Lego Man out of the container?”*
 - *“Did you make a plan before you began building?”*
 - *“How did the goal of building a ladder help you make a plan?”*
 - *“Did your group experience any problems as you progressed toward your goal?”*
 - *“What did you notice about the gumdrops and toothpicks before and after the activity?”*
 - *“How did your structures change during the beginning, middle, and end of our lesson?”*
 - *“How was our gumdrop activity similar to the construction of the transcontinental railroad in Iron Horses?”*
7. There may be students in the class who have never built towers or ladders before. Lead students to appreciate the progress they made during today’s lesson. Help them to understand the concept that small pieces/tools can be used to create big things.
8. Bring the students’ attention to the daily message written on the chart paper. (The message should be written before class begins.)

Dear Class,

I hope you appreciate the progress we made in learning how to build our ladders to solve problems today! If you were not able to save your Lego Man, that’s okay! You are learning how to make progress toward your goal, and I know you will become a better builder each day.

We will be building with our gumdrops and toothpicks again tomorrow.

Your teacher



Day 3 – Bible

REVIEWING THE BIBLE STORY, p. 209 (DLG)

Star Pictures, p. 209 (DLG)

Concept Nugget (K–2)

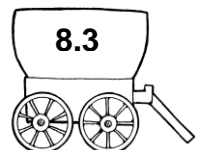
Standards: B.K.BF.14
B.1-4.BF.14

Make connections between Bible stories and personal life experiences

Make connections between a Bible passage, personal experience and other reading/viewing selections

*** Instead of using Blackline 3.4 as directed in the (DLG), follow the directions below to create this alternate activity for all K-2 students using Blackline 3.3. ***

1. Review Learning: *“You all have progressed so well in learning how to build structures this week. You’ve also learned so much about the transcontinental railroad system. You’ve watched structures being built; you’ve practiced building structures; you’ve even solved problems with your gumdrop structures. In what ways can we appreciate the progress we’ve made this week not only in our building skills, but in learning all these new facts in our book, Iron Horses, as well?”*
2. Guide students to an understanding that there were many things they didn’t know and couldn’t do at the beginning of the week. However, now they can. *“I’m so glad you can appreciate the progress you have made. In our Bible story, Abraham was told he was going to have many children, but he had none at the time that God made that promise to him. Abraham had a goal to have a big family, but Sarah was so old and she didn’t believe that she could have a baby at her age. Sometimes we have to appreciate progress even when we don’t see it. Abraham had faith that he would have a big family even though he didn’t see any progress toward his goal. Each time Abraham looked up at the stars, he was reminded of the promise God made to him that starry night.”* (Hold up a sample Bible verse craft stick star.) *“Today we’re going to make a craft stick star with our Bible verse in the middle to remind us that God can always be trusted and that His promises are true.*
3. Follow these steps to create the Bible verse stars:
 - Distribute a new copy of Blackline 3.3 used earlier in the week.
 - Ask students to write or trace the Bible verse in the middle of the star with a dark, medium tip marker so it can be seen.
 - Once finished, they can lightly color the inside of each star.
 - Give each child ten craft sticks. Show them how to glue the sticks on the outside lines of the star.
 - Decorate the top of each craft stick with glitter to make it sparkle.



- Allow time for glue and glitter to dry. Later in the day after the glue has dried, instruct students to cut around the outside of the craft sticks. Use tape to fasten a piece of yarn or string to hang each star in the classroom.
- 4. After students have completed their stars, lead them into the following discussion:
 - *“In Chapter 11 of the book of Hebrews, God tells us that ‘Faith is being sure of what we hope for and certain of what we do not see’ (NIV) Abraham believed God’s promise that he would have as many children as the stars he could see in the sky, (although he had no children at all at the time and his wife Sarah was now too old to have a baby). However, because Abraham had faith in God’s promise and he had learned to trust God, he chose to believe that God could do the impossible to make His promise come true.”*
 - *“Sometimes, things in our lives can go wrong and unexpected sad things can happen. When these things occur, some people become discouraged and unhappy. Sometimes they begin to wonder why God allows these things to happen.” (Provide a personal example.) “But if we can always remember the Bible memory verse we learned this week, we can choose to believe God’s promises, no matter what!”* (Invite students to repeat the week’s memory verse: “Trust the Lord with all your heart.” Prov. 3:5)
 - *“What can you say to yourself to help you remember to trust God, even during tough times?”*
 - *“In what way is the star a reminder that God is able to help us, no matter what happens?”*
 - End today’s lesson with prayer.

Day 3 – Language Arts

READING WORKSHOP, pp. 220 – 225 (DLG)

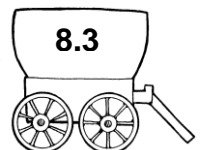
Alphabet Cars, p. 224 (DLG)

Alphabetizing (2nd) Vocabulary Review (2nd)

Standard: LA.2.L.2 Demonstrate command of the conventions of English to consult reference materials (e.g., beginning dictionary)

*** Before the lesson begins, make copies of Alphabet Cars (Activity Master 8.3.7a and 8.3.7b) on any color cardstock and laminate them. ***

1. Teach the lesson according to the **DLG** for Kindergarteners and at risk 1st graders.
2. First graders who are on grade level may join 2nd graders for Alphabet Cars (Activity Master 8.3.7a and 8.3.7b) instead of Blacklines 3.9a – n. Students will connect the train cars to the engine in alphabetical order. Activity Master 8.3.7b requires



students to alphabetize several words that begin with “b” and should be given to students who are ready for this challenge. Briefly review how to alphabetize words using the second letter.

3. This activity may also be moved into the classroom Reading Center after today's lesson.

WRITING WORKSHOP

Poetry

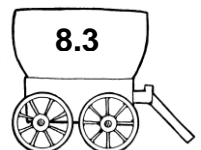
Descriptive Words, Drafting (K–2)

Standard: LA.K-2.W.10 With support write routinely for a range of tasks, purposes, and audiences

*** You will need Hello Ocean by Pam Munoz Ryan for today's lesson. ***

*** Bring popcorn, salt, butter, and a popper for today's activity. ***

1. Introduce this lesson by reading *Hello Ocean* by Pam Munoz Ryan. A YouTube of this book is available at the following link: <https://www.youtube.com/watch?v=qeftLWKrfLQ>. *“What did the girl in the story mean when she said, ‘I’m here with the five of me again.’?”* (Guide students to notice that the ocean is being described, using the five senses in this poem.)
2. *“Today I want to teach you another way to use descriptive words in your poetry to paint a picture in the reader’s mind. One way to do that is to talk about the five senses. Can you name the five senses?”* (Remind students of last week’s mnemonic strategy. Write student answers on chart paper or board until all five are listed.)
3. *“As we make popcorn, begin thinking of what you see, hear, and smell.”*
4. Pop the popcorn. Ask students to give rich descriptive words to tell what they saw, heard, and smelled while the corn was popping.
5. Apply salt and butter and share the popcorn with students to taste.
6. Conclude by writing students’ “taste” and “feel” ideas on the chart.
7. *“Today you will pick a new idea for a poem from your brainstorming list (Activity Master 8.3.2). Then, you will think of five senses’ words to describe your idea. You may not always be able to use all of the five senses, but use as many as you can. Right now, go to your seats, take out your brainstorming list, and choose an idea to write about today.”* (Have students return to their seats and select an idea from their brainstorming list. Pass out the Five Senses (Activity Master 8.3.8), and help students to begin completing them.)



8. Once students complete the Five Senses (Activity Master 8.3.8), bring them together to model using the words from the activity master to write a poem. Model this by writing a poem about popcorn from the five senses' words students contributed for the popcorn activity.
9. Now students are ready to begin writing their own poems using their Five Senses Activity Master.

Day 3 – Social Studies

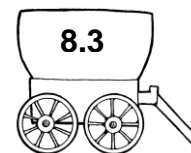
Diet from Home, pp. 259 – 260 (DLG)

Prevent Disease (K–2)

Standards:	SS.K-4.PPE.7	Explore cultural patterns and their interactions within and across places
	S.K-2.HS.2	Demonstrate ways to prevent communicable disease and reduce accidental injuries
	SS.K-4.C.3	Tell how cultural beliefs, behaviors, and values allow human groups to solve problems of daily living

*** Optional – Invite a local immunologist (a doctor or nurse will also suffice) to give a brief presentation on preventing communicable diseases. ***

1. Teach the lesson according to the **DLG**, or gather students on the rug to listen to a presentation from a local immunologist.
2. After the lesson and/or immunologist presentation, create an anchor chart that details ways in which we can prevent communicable diseases. Below is a list of suggested questions to generate ideas for the anchor chart:
 - *“It stated in our lesson that many Irish workers became sick because they drank water from ponds and streams that were contaminated by humans or animals. If we are ever out in nature camping, what can be done to ensure that water from streams is safe to drink? What did the Chinese workers do with their water that helped them from becoming sick?”*
 - *“How can we prevent spreading germs?”*
 - *“What tools can we use to prevent the spread of germs?”*
 - *“How can we help each other to be germ free?”*
3. The anchor chart may be displayed in the classroom Science Center or transcribed onto poster board paper and displayed in the school bathroom. (Permission may need to be obtained for this option.)



Day 4 – Circle Time/Morning Meeting

Daily Message

Ask and Answer Questions (K–2), Grammar Usage (K–2)

Standards: LA.K-2.SL.3 Ask and answer questions to seek help, get information, or clarify meaning
LA.K-2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling

*** Before class begins, write the Daily Message on chart paper or board. (See below.) Do not use the Daily Message written in the **DLG**. Allow students time to correct the capitalization, punctuation, and misspelled words in the Daily Message before prompting students to ask and answer the questions. ***

Dear Class,

We have progressed through this week, and you've learned so much about building structures and the transcontinental railroad. Does anyone have any questions about the things we've learned thus far? Raise your hand, if you have a question. We're going to work together to help answer it for you.

Your teacher

Day 4 – Language Arts

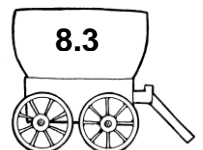
READING WORKSHOP, pp. 220 – 225 (DLG)

Activity 1: After Reading – Comprehension Questions, p. 221 (DLG)

Comprehension Extension, Concept Nugget (K-2)

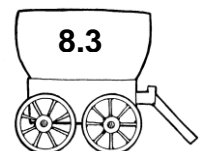
Standard: LA.1-2.RL.11-12 Make connections between a text and personal life experiences

1. Teach the beginning of the lesson according to the **DLG** using knowledge level questions.
2. Continue with the following higher order questions to deepen the learning and review the week's concept of Appreciating Progress:



- *“How do you think the railroad arrival changed the lives of the people who lived in the towns where the trains stopped?”*
(More people came to visit, businesses grew, farmers shipped their crops to places farther away, people grew wealthier, towns grew larger as more people moved to railroad towns.)
- *“When something new is invented like the railroad, it brings progress into people’s lives. However, some people appreciate that progress more than others. Progress brings about change in people’s lives. Some people like it and others do not like it as much.”* (Using chart paper, make a T- Chart using the next two questions, and display as an anchor learning chart for the rest of the week. Use this discussion to help students gain a deeper understanding that while progress is generally a good thing, it also brings about challenges for people.)
- *“Why would most people be happy with the changes the railroad brought to their lives?”*
- *“Why would some people be unhappy with the changes the railroad brought to their lives?”*

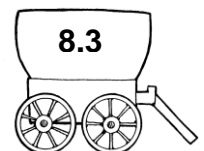
INVENTION OF THE RAILROAD	
POSITIVE CHANGES	CHALLENGES
<ol style="list-style-type: none"> 1. Faster transportation; long trip made shorter. 2. Connected the country; cities and towns easier to visit. 3. Helped businesses grow; mad it easy to ship products. 4. More business made railroad towns grow fast. 5. More people moved to railroad town. 	<ol style="list-style-type: none"> 1. Noise and environmental pollution. 2. Many strangers visiting; some were good and others were bad. 3. Made other businesses disappear such as the Pony Express. 4. Other towns disappeared because people moved away to railroad towns. 5. Some people did not like losing the small-town life.



- *“Let’s think of another modern invention that changed people’s lives dramatically in our present day. Even though ‘smart’ cell phones have been around since before all of you were born, this is a relatively new invention. A few years ago people did not have ‘smart’ cell phones. Most people today can’t live without them! Before smart cell phones were invented, people did not have Google to answer questions. They did not play games on their phones, and they did not have GPS to help drivers go wherever they wanted to go! These are all areas of progress brought about by the invention of the smart phones we use every day. However, just like anything else that is invented and brings progress into people’s lives, there are good changes that we can appreciate, and other changes that are not so good.”* (Using chart paper, make a second T-Chart using the next two questions, and display both as anchor learning charts for the rest of the week.)
- *“What are some of the good changes that smart phones have brought to our lives?”*
- *“What are some changes brought about by smart phones that are not so good that we must all learn to manage?”*

INVENTION OF SMART PHONES	
POSITIVE CHANGES	CHALLENGES
1. Information so much easier to get; ask Google.	1. Hard to know what is real vs fake information.
2. Easy for people to communicate; call, text, tweet, etc.	2. No rest! Too easy for people to communicate with us.
3. GPS makes it easy to find places.	3. People don’t know how to read road maps any more.
4. Entertainment; play video games, watch videos, music.	4. People too distracted; rude to play games and ignore others.
5. Faster communication with larger numbers of people.	5. Less face-to-face with important people.

- *“When something new is invented, we must be wise in how we use it in our lives. We should ask ourselves the question: ‘How would God want me to use this responsibly?’ The answer gives us a good starting point to appreciate the positive changes it can bring, while refraining from the possible negative challenges.”*



Activity 2: Color Words, pp. 222 – 223 (DLG)

Synonyms (2nd)

Standard: LA.2.L.5 Distinguish shades of meaning among related adjectives (e.g., thin, slender, skinny)

1. Teach the lesson according to the **DLG** for K/1st graders.
2. Extend for 2nd graders by providing them with My List of Color Words (Activity Master 8.3.9) instead of Blacklines 3.8a – b. Second grade students may use the Thesaurus to write synonyms for each color word.
3. Students may work together to complete this activity.

WRITING WORKSHOP

Poetry

Revising (K–2)

Standard: LA.K.W.5 With support and collaboration with peers, explore a variety of tools to produce and publish writing
LA.1.W.5 With support, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing
LA.2.W.5 With adult and peer support, focus on a topic and strengthen writing as needed by revising and editing
LA.K-2.W.10 With support write routinely for a range of tasks, purposes, and audiences
LA.K/1.L.5 Use words and phrases acquired through conversations, reading and being read to, and responding to texts
LA.2.L.5 Demonstrate understanding of word relationships and nuances in word meanings

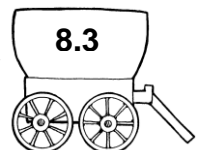
1. *“Writers, today you will complete your poem and then confer with a partner to make sure your work is the best it can be. You will use this Writing a Poem Checklist (Activity Master 8.3.10).”* (Model revising your Popcorn poem and request a volunteer to come towards the teacher and go through the checklist with the instructor.) *“Remember once one poem has been revised, switch with your partner and revise the other poem.”*
2. As students finish their poems, pair them with a partner for conference. Students will use the Writing a Poem Checklist (Activity Master 8.3.10) while they confer.
3. Have students save their poems for tomorrow’s editing activity.

Day 4 – Science

Force and Motion 2, p. 255 (DLG)

Scientific Inquiry (2nd)

Standard: S.K-2.PS.6 Analyze data as intended to change the speed or direction of an object with a push or a pull



1. Teach the lesson according to the **DLG** until the releasing of the train.
2. Before inviting a volunteer to release a train down the ramp, distribute Force and Motion (Activity Master 8.3.11) to 2nd graders. Ask 2nd graders to write a hypothesis that answers the question on the activity master.
3. Continue teaching the lesson according to the **DLG**. Be sure that 2nd graders are drawing pictures to track their data as the experiment progresses.
4. After the lesson, 2nd graders should write a one sentence conclusion on their activity master.

Day 4 – Social Studies

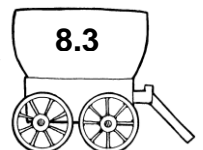
Transportation, p. 261 (DLG)

Historical Progression (1st/2nd), Concept Nugget (K–2)

Standards: SS.K-4.TCC.10 Show that historical events occurred in times that differed from our own
 SS.K-4.GC.6 Evaluate how the pace of global change has quickened in recent times

*** Optional: Before class begins, load the “Here to There: An Animated History of Transportation” video, or purchase the book, On the Go, by Anne Morris. (There is also a read-aloud for this book on YouTube). ***

1. Teach the lesson according to the **DLG**.
2. If there is still access to the transportation timeline, Unit 6: Theme Book 1 – *The True Story of Balto*, it may be referred to in this lesson.
3. Optional – Gather students on the rug to watch a short video clip on progressive transportation, “Here to There: An Animated History of Transportation”, at the following link: <https://www.youtube.com/watch?v=FaLCQo8NJFA> . You may choose to read aloud the story, On the Go, by Anne Morris. After the video or book, lead the students into the following discussion:
 - “How has transportation progressed through the years?” (Make a list of the various modes of modern transportation.)
 - “How has transportation helped our country grow?”
 - “What problems would we have if transportation had not progressed?”
 - “Why is it important to create solutions to problems?”



- *“In what new ways do you appreciate progress after watching the video clip and reading the book?”*
- 4. After the discussion, place students into small groups (2-3 students per group). Each group will work collaboratively to create a flipbook using Transportation (Activity Masters 8.3.12a – f). Students will write chronological information about the mode of transportation under the flaps of their books. Kindergarten students may also participate in this activity, or they may be dismissed to the classroom Social Studies Center.
- 5. *“Today we’re going to make our own miniature timeline flipbooks about transportation. You’re going to work with your group to color, cut, fold, and write information into your flipbooks using **chronological transition words**. Chronological transitions words tell us when things happened. Some examples are first, next, then and last.”*
- 6. Choose one of the Transportation Activity Masters in this lesson (8.3.12a – f) to demonstrate to students how they will cut, fold, write, and color onto their flipbooks. Each student in the group should have their own copy of one of the activity masters to complete. After the group finishes their sheets, they should be combined to make one flipbook. If Kindergarten students are elected to participate in this activity, they may color, cut, and fold their activity masters. Kidwriting may be used for their chronological sentences. Second graders should be encouraged to write more details on their flipbook pages (e.g., Then the helicopter was invented in 1939. It could carry more people than the hot air balloon, and it went much faster!)
- 7. Place completed flipbooks in a center so students can reread them.

Day 5 – Language Arts

READING WORKSHOP, pp. 220 – 225 (DLG)

Sequencing, pp. 224 – 225 (DLG)

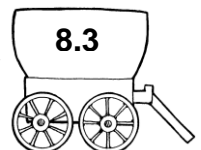
Summarizing (K–2), Concept Nugget (K–2)

Standard: LA.K-2.RL.3 With prompting, identify characters, settings, and major events in a story; sequence story events using pictures

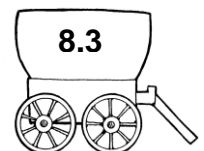
*** Before class begins, copy, cut, and laminate (optional) “Sequencing” (Activity Master 8.3.13) onto cardstock paper. ***

*** Before class begins, write the phrases on pp. 224 – 225 in the **DLG** on sentence strips in the following colors: phrases 1-3 green, phrases 4-8 blue, and phrases 9 and 10 red. Mark these phrases in the book with small sticky notes for ease in conducting this lesson. **

1. Distribute the colored sentence strips to students. If there are more students than sentence strips, give strips to pairs of students and give them the following instructions:



- *“Today we will read Iron Horses one last time. I have given you sentence strips. Each strip has some part of the story.”*
 - *“When I get to your sentence strip in the story, come and place your sentence strip in the next position on the floor.”*
 - *“When we are done, we will have a summary of the story.”*
2. Sequencing Activity: While the teacher is reading the story, students should come and place their sentence strips on the floor or pocket chart from left to right. Pause if someone misses their cue to come to the activity area. Help them, if necessary. Once you are finished, the parts will be in sequence. The beginning of the story phrases will be green, middle will be blue and the end will be red.
 3. Summarizing Activity: Transition to this sequencing/story summary activity using the statements from Activity Master 8.3.13 which have been previously cut apart. Engage students in the following discussion:
 - *“Do you notice that our sentence strips are grouped by color? That’s because our story has a beginning, a middle and an ending. We can summarize our beginning, middle, and ending with these statements.”* (Place the laminated summary statements from Activity Master 8.3.13 in random order in a place where all students can see them.)
 - *“Two of these statements summarize the green phrases at the beginning of the story. Raise your hand if you think you can find one of these summary statements.”* (Have the student to come forward and place the chosen statements with the phrases in green. Give corrective feedback if the student has incorrectly identified a summary statement.)
 - Continue with the remaining statements until all cards are placed.
 - Beginning summary statements matching the green phrases: “First, they had an idea. Then they made a plan to progress toward a goal.”
 - Middle summary statements matching blue phrases: “Next, they began to work and progress toward their goal. It was very difficult work and they needed many workers.”
 - Ending summary statement matching red phrases: “Finally, the railroad was completed!”
 4. End the lesson with the discussion below on the concept of appreciating progress.
 - *“Now that we have summarized our story, let’s share ways in which the railroad workers progressed.”*
 - *“In what ways did they appreciate their progress?”*



- *“How can we appreciate the progress that the railroad workers made?”*
- *“How did the story change from the beginning to the ending?”*

WRITING WORKSHOP

Poetry

Editing, Publishing, Author’s Chair (K–2)

Standards:	LA.K-2.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling
	LA.K-2.W.6	With support and collaboration with peers, use a variety of tools to produce and publish writing
	LA.K-2.W.10	With support write routinely for a range of tasks, purposes, and audiences

1. Students will confer with a partner again today using Writing a Poem Checklist (Activity Master 8.3.10) to edit their poems and create their final draft.
2. Use the remaining Writing Workshop time for students to read their poems with the group and celebrate their success as poets.

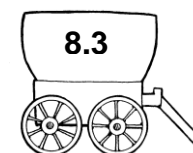
Day 5 – Social Studies

Cowcatcher Ride, p. 260 (DLG)

Understanding Authority (K–2)

Standard:	SS.K-4.PAG.4	Give examples of people who have the authority to make and enforce rules
-----------	--------------	--

1. Before teaching the **DLG** lesson, show students the pictures of train engines with cowcatcher found in Appendix F – Teacher Reference Materials 8.3, p. 2. Discuss with students why having such a thing might have been necessary in the early days of the railroad.
2. Briefly refer to the **DLG** lesson as an introduction to this story. The fully detailed story of Lady Agnes McDonald riding on the train cowcatcher is much more entertaining. It can be read to students along with must-see pictures found in Appendix F – Teacher Reference Materials 8.3 pp. 3 – 7. Additionally, here are other write-ups about this unusual bit of history:
[Lady Agnes and The Cowcatcher - Experience \(experiencemountainparks.com\)](#)
[History Corner - 1887 - Lady Agnes Macdonald | Yorkton This Week](#)
3. Follow story with the following discussion on authority and rule enforcement:
 - *“What part of this true-life story did you like best?”*
 - *“Why was Lady Agnes MacDonald permitted to ride on the cowcatcher?”*



- *“Do you think anyone else was allowed to ride on the cowcatcher?”*
 - *“Was it fair to allow Agnes MacDonald to ride on the cowcatcher? Why or why not?”*
 - *“Do you ever get special permission to do something you enjoy even though it breaks a rule?”*
4. Lead students into an understanding that people of authority have the right to make and enforce rules. *“Sometimes people in authority allow those they love to have special privileges.”* (Share a personal story, if applicable). *“Your parents have authority over you to make and enforce rules until you become an adult. What are some rules you have in your home?”* (Pause for answers.) *“Sometimes your parents may allow you to break one of their rules in order to do something you enjoy, such as eating dessert before your vegetables, or allowing you to stay up late on special nights. When you grow older, you will be able to choose who has authority over you to make and enforce rules. This person of authority at your job will be your leader. The person of authority in your town, state and country will be the mayor, governor, and the president. Who remembers how community leaders are chosen?”* (Allow students time to respond.) *“One day you will choose your community leaders by voting. It is important to vote for those who will make and enforce rules in your community.”*

