

**K-2 MULTI-GRADE BRIDGE**  
**Detailed Daily Lesson Plan (DDLPL)**  
**Theme Eight Daily Lesson Guide (DLG) – *Moving On***  
**Grade K Theme Book Four: *Arbor Day Square/Yesterday***  
**Character Building Concept: Appreciating Fulfillment**

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

**SIGNING IN, p. 306 (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 FULFILLMENT CONCEPT CONNECT**

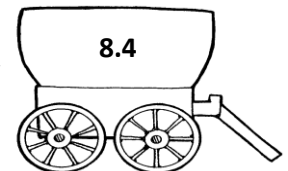
*Concept Connect Activity (K–2)*

**Standards:** B.1-4.RG.15  
B.K.RG.15

Discuss ways that God’s leading has helped us grow more like Him  
Give examples of God’s leading in our individual lives

**DDLPL – *Moving On***  
**July, 2021**

**Book 4 – *Arbor Day Square***  
**Page 1**

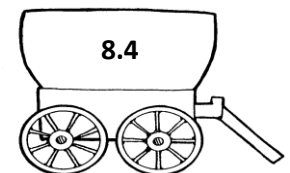


\*\*\* Ensure the Gumdrops Picture Collage created in Book 3 – Iron Horses, Handprint Oak Tree created in Book 2 – A Day on the Prairie, and the Memory Quilt created in Book 1 – Papa and the Pioneer Quilt are displayed for today's appreciation walk. \*\*\*

\*\*\* Using a permanent marker, label smooth flat stones with the names of each student in the class. \*\*\*

\*\*\* Cut a hole large enough for the smooth flat stones to fit through the top slot of the paper gift boxes. Then label the boxes with the following titles, "Memory Quilt: Appreciating Sacrifice," Handprint Oak Tree: Appreciating Nature," Gumdrops Picture Collage: Appreciating Progress." \*\*\*

1. Take the students on an appreciation walk around the classroom as they review all the projects and activities they've completed throughout Unit 8 – *Moving On*. (See reminder above.) After the walk, gather students to the rug.
2. *"I am just amazed at all the beautiful work you've accomplished this month. When I think of the ways in which you've sacrificed for others, experienced God through nature, and progressed through your challenges, it makes my heart feel so full!"*
3. Direct students' attention to the labeled paper gift boxes. Give each student a smooth flat stone with his/her name on it. *"We had so much fun this month appreciating all the wonderful gifts God has given us. We've appreciated our friendships and sacrifices. We've appreciated God's natural creations, and we've appreciated the wonderful minds He's given us that allow us to progress through challenges. I am curious to know which activity you liked the best and why. However, I want this to be a secret vote just like our ice cream voting activity a few weeks ago. When I say 'go', I want you to return to your desk/table and put your head down. Then I'm going to tap the student who's not peeking to come and drop their rock in the box with the activity you liked the best. After you've placed your rock in the box, you may return to the rug and have a seat."*
4. Open all of the lids of the paper boxes and show the students how full the containers are. Read the names of those who placed their smooth flat stones into each paper box. Group students who made the same selection for a collaborative discussion. Designate a location in the classroom for each group to share. All will discuss in their groups why they liked their chosen activity best. A notetaker should be assigned for each group. The notetaker will use the student whiteboard and markers to write down the groups' reasons. Try to encourage groups to make a consensus as to why they liked their chosen activity best. A speaker should also be assigned to share group notes during class.
5. When all groups have reached a conclusion, select each group's speaker to share with the class why their group liked their chosen activity best.
6. *"I can tell we all had something we really enjoyed doing this month. When we work diligently to complete a goal or task, we feel*



*fulfilled when it's finished. Fulfillment is a happy, contented feeling; a feeling of satisfaction. It's a feeling that happens when we develop an ability or our character. It's also a feeling that happens when we achieve something desired or promised. Let me give you an example. If a group enjoyed the Handprint Oak Tree activity because they liked being in nature, then that group finds creation fulfilling. This fulfillment leads us to share God's world with others and develop a positive character"*

Connect each group's reasoning to the concept of fulfillment by completing the blanks in the following sentences:

If a group enjoyed \_\_\_\_\_ because they liked \_\_\_\_\_ then that group finds fulfillment in \_\_\_\_\_. This fulfillment leads us to \_\_\_\_\_ and to develop a \_\_\_\_\_ character.

7. Bring students' attention to the following daily message written on the board or chart paper (The message should be written before class.):

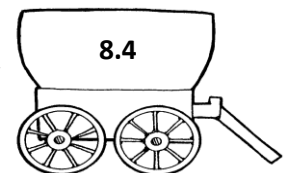
Dear Class,

We are going to learn about fulfillment this week. We find fulfillment in things that make us happy and build our character. Character is described by the choices you make all the time, even when no one is looking. Someone can have good or bad character. Which one do you have? How do you behave when no one is around? This is your character.

Let's pray that the Lord will help us to find fulfillment in doing good things and shining His light to others.

Your teacher

8. Say a prayer of fulfillment over the class.



\*\*\* The **UNIT CULMINATING ACTIVITY ARBOR DAY CELEBRATION** is explained at the end of Day – 5 Social Studies this week. Refer to the suggestions listed on this day in order to plan and schedule appropriate resources and personnel for a seamless event. \*\*\*

## Day 1 – Bible

### **INTRODUCING THE BIBLE STORY, pp. 288 – 290 (DLG)**

#### **Saying “Thank You,” pp. 288 – 289 (DLG)**

*Listing Attributes (1<sup>st</sup>/2<sup>nd</sup>)*

Standard: B.1-4.BK.6 Determine why we were created to be a part of God’s family

1. Teach the lesson according to the **DLG**.
2. Lead students into an understanding that we are part of God’s family with the following discussion:
  - *“Let’s make a list of all the many things God does for us.”* (Allow the students to take turns coming to the board and listing attributes. Once everyone who wants to write has had a turn, continue the discussion.)
  - *“Look at all the ways in which God provides for us each and every day. God is such an important part of our family. Without Him, we would not be able to experience all the wonderful blessings you’ve listed here today.”*
  - *“Did you know that we were created to be a part of God’s family? Just as your mom and dad created you to be a special member of their family, God invites us all to be members of His family as well. If we accept His invitation by believing in Him and trusting Him, He will take care of all our needs. Let’s thank Him again for being such a loving heavenly Father.”*
3. End the lesson with a prayer of appreciation for all the marvelous blessings the Lord bestows upon His children.

### **How Many Is One Hundred?, p. 289 (DLG)**

*Navigating Bible References (1<sup>st</sup>/2<sup>nd</sup>)*

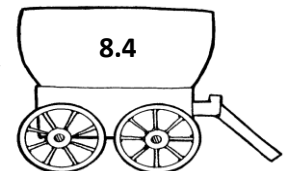
Standard: B.1-4.BF.17 Use secondary resources (e.g., Bible dictionary, concordance) to aid in interpreting Bible passages

\*\*\* Before class, go to the Internet and print any research you discover that aligns with the bullet points in today’s lesson. (See below.) Optional: students may also research directly from Biblical secondary sources, if the books are available. \*\*\*

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

**DDL**P – Moving On  
July, 2021

**Book 4 – Arbor Day Square**  
Page 4



2. While Kindergarteners are completing Blackline 4.2, guide 1<sup>st</sup>/2<sup>nd</sup> graders in researching the ideas presented in this week's Bible story. Below is a list of suggestions for research:
  - Use a Bible dictionary to research the meaning of Abram and Abraham.
  - Use a Bible concordance to research Abraham's timeline.
  - Use a Bible commentary to gather additional details about Abraham's age (Genesis 1:25) and this week's memory text (Psalm 30:12).

## Days 1 – 5 Daily Oral Language

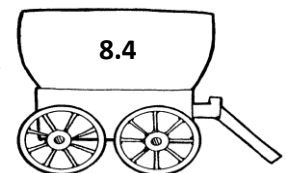
### Grammar & Writing Mechanics

*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.1/2.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 4) 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. 303 – 305 (DLG)

#### During Reading – First Time, p. 303 (DLG)

##### *Picture Walk (K–2)*

Standards: LA.K/1.RL.9 Predict story events and outcomes using picture clues  
LA.2.RL.10 Predict story events and outcomes using picture clues and text

1. Before reading the book, conduct a picture walk with the students. Encourage them to predict story events and outcomes using pictures clues.
2. Refer to the Story Elements Anchor Chart used in Book 1 – *Papa and the Pioneer Quilt*. Ask 2<sup>nd</sup> graders to predict the story elements (characters, setting, plot). *“Do you remember the roller coaster on our Story Elements’ Chart? The beginning started at the bottom, the middle was at the top of the roller coaster and the end was back down at the bottom. What do you think this story’s “roller coaster ride” will be like? Let’s predict what will happen at the beginning, middle, and the end.”*
3. Teach the lesson according to the **DLG**.

### WRITING WORKSHOP, pp. 307 – 309 (DLG)

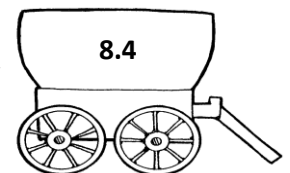
#### Writing with Children – A Tree Is..., p. 308 (DLG)

##### *Brainstorming Procedural Writing (1<sup>st</sup>/2<sup>nd</sup>)*

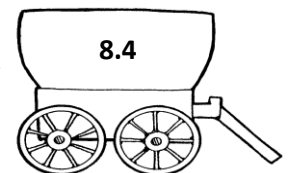
Standards: LA.K/1.W.9 With support, recall experiences or gather information from provided sources to answer a question  
LA.2.W.9 Recall experiences or gather information from provided sources to answer a question

\*\*\* Post the Writing Process Anchor Chart, Activity Master 8.1.1 – *Papa and the Pioneer Quilt*, in the room for student reference during this week’s writing activity. \*\*\*

\*\*\* Review with students the Writing Process Rubric found on the K – 2 BRIDGE website <https://www.adventistedge.com/elementary/curriculum-instruction/multi-grade-bridge/rubrics/>, so they are familiar with the criteria by which the published draft will be assessed. \*\*\*



1. Teach the lesson according to the **DLG**.
2. During the lesson, add a third list to the board or chart paper entitled, “A tree provides...”
3. *“During Reading Workshop today, we read Arbor Day Square. This book is a celebration of trees! Trees are a big blessing from God because they provide for many of our needs. Let’s look over the list we made in today’s lesson.”*
4. If the list created refers to the food that trees provide, move on to Step 6. If not, go to Step 5.
5. After reading over the list, bring students’ attention to the following missing attribute: *“I notice an important thing that some trees provide that isn’t included on our list. Can you guess what it is? I’ll give you a hint. It’s something that’s good for you; it is sweet, and goes in your tummy.* (Pause for answers.) *That’s right! Fruits! What are some different types of fruits that trees provide?”* (Allow a student to list the different fruits that trees provide on the board or chart paper.)
6. *“I am particularly grateful that trees provide fruits. What is your favorite fruit from the list? What types of foods or drinks can we create using these fruits.”* (Invite students to add these foods to the list. Possible answers are: applesauce, jams/preserves, fruit muffins, fruit juices, ciders, and pies.)
7. *“I think you’re really going to love this week’s writing activity because we are going to teach readers how to make recipes using the fruits that come from trees! At the end of the week, we will share our recipes with our friends, family, and people in the community so they can sample our tasty treats. We’ll also be showing a special video to our Arbor Day attendants. You’ll be interviewing each other throughout the week in the writing center. At the end of the week, I’ll be compiling the videos into a special Arbor Day Production! Let’s take some time to practice this writing center activity now.”*
8. Read over the interview questions on Activity Master 8.4.1. Model for students how to go to the video app on the classroom iPad or computer and begin recording. Recite any routines or procedures that should be followed as they record each other. Invite one student to act as a partner while this center is demonstrated to the class.
9. Show students Activity Master 8.4.2 (Tree Recipes). *“In preparing to write, we first need to brainstorm. Who remembers what it means to brainstorm? (Solicit answers and clarify misunderstandings.) Brainstorming is when we gather our ideas and put them on paper. It’s what we do before we begin to write. Who remembers the name of the first stage of writing? (Solicit answers and refer students to the Writing Process Anchor Chart. The five stages are: pre-write, draft, revise, edit, and publish.) For this writing activity, I want you to brainstorm a special fruit tree recipe at home with your parents for homework. If your family has a*



*special fruit recipe, we want to learn how to make it! Remember to bring your completed Activity Master back to school with you tomorrow so you can be prepared to begin your first draft.”*

10. Let students know that they will be making this recipe at home with their parents so that it can be shared at the Arbor Day Celebration at the end of this week.

*\*\*\* Ensure that Activity Master 8.4.2 is placed in each student’s take-home binder/folder or backpack. An email may be sent to parents reminding them to complete this assignment with their child before the next day. \*\*\**

## Day 1 – Social Studies

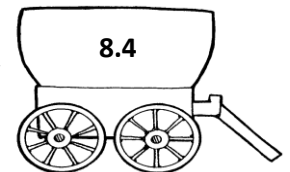
### Arbor Day, p. 352 (DLG)

Arbor Day Booklet (K–2)

Standards:	SS.K-4.TCC.4	Name key people, events, and places associated with the history of the community, nation, and world
	SS.K-4.TCC.7	Identify key symbols and traditions that are carried from the past into the present by diverse cultures
	SS.K-4.CIP.2	Define concepts and ideas such as individual dignity, fairness, freedom, common good, rule of law, civic life

*\*\*\* Please note that students will begin designing and compiling their Arbor Day Booklets today. Activity Master 8.4.3a – g contains multiple copies of detailed information relating the history of Arbor Day. Pages may be selected or discarded at the teacher’s discretion. \*\*\**

1. Read over the lesson in the **DLG**. Incorporate some of the ideas presented in the lesson as preparations are made for the Arbor Day Celebration Unit Culminating Activity on Day 5. If you have invited church and community members to the Arbor Day Celebration, send a reminder of this Friday’s event to the local community center and constituent churches in the area. Also, resend the invitation previously sent to parents (Appendix F – Teacher Reference Materials, p. 2).
2. Students will use Activity Master 8.4.3a – g to create an Arbor Day Booklet this week. Additional activities in science may be used as pages for this booklet. Allow students to pick and choose which pages they would like to include in their booklets from this activity and science activities that follow.
3. Look for references to this booklet in the days to come and decide on a location in which student book pages will be organized until they are compiled at the end of Day 5. Student booklets will be displayed during the Arbor Day Celebration at the end of the week.





## Day 2 – Bible

### PRESENTING THE BIBLE STORY, p. 290 (DLG)

#### Reading, “Thank You!”, p. 290 (DLG)

Concept Nugget (K–2)

Standards: B.1-4.RG.5 Discuss promises and passages in the Bible that show the qualities of God’s character  
B.K.RG.5 Give examples of how God’s character is revealed through-out the Bible

1. Teach the lesson according to the **DLG**.
2. Before prayer, connect to the concept of fulfillment with the following discussion (Allow students to continue to “rock the baby” during the discussion.): *“Abraham and Sarah were so happy about Baby Isaac. Do you think Baby Isaac brought them fulfillment?”* (Students may need a review on the definition of fulfillment. If so, remind them that fulfillment means to be happy with whom we become.) *“What did Abraham and Sarah become that made them fulfilled?”* (Lead students to an understanding that Abraham and Sarah fulfilled a lifelong wish of becoming parents.)
  - *“Who remembers the promise in the stars?”*
  - *“Did God fulfill his promise to Abraham?”*
  - *“What does this story teach us about God?”*

## Day 2 – Language Arts

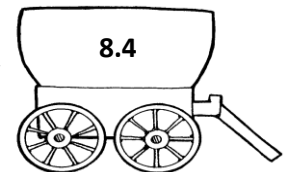
### READING WORKSHOP, pp. 303 – 305 (DLG)

#### During Reading – Second Time, p. 303 (DLG)

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

Standards: LA.1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text  
LA.2.RI.4 Determine the meaning of words and phrases in a text

1. Teach the lesson according to the **DLG**.
2. When introducing the vocabulary words, be sure to also share the extended words for 1<sup>st</sup>/2<sup>nd</sup> grades found in Vocabulary Master



8.4.

3. Add extended words to the theme board wall (found in Activity Master 8.4.4) so that students can visualize and practice vocabulary terms throughout the week.

**Read-Aloud, p. 305 (DLG)**

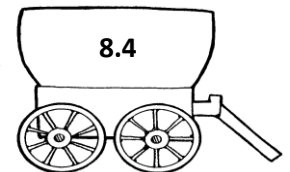
*Silent Reading (K–2), Y-Chart (K–2), Note-Taking (1<sup>st</sup>/2<sup>nd</sup>)*

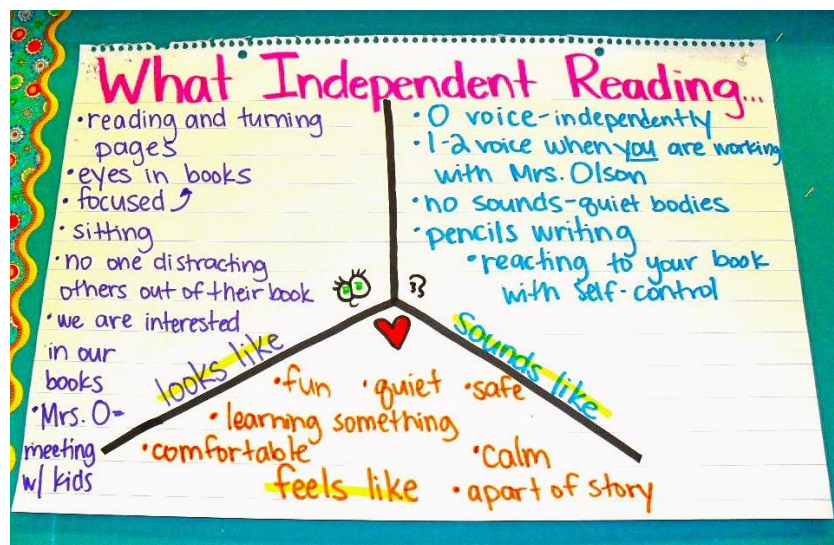
Standards: LA.2.RF.4 Use silent reading strategies  
LA.K.RF.6 Begin to develop silent reading strategies  
LA.K.RF.6 Continue to develop silent reading strategies

\*\*\* Create your own Silent Reading Anchor Chart (Y Chart) before or during the lesson. \*\*\*

\*\*\* Ensure that the classroom library is stocked with books about various fruit trees. A list of suggested books may be found in the Extension Materials List, Appendix E. \*\*\*

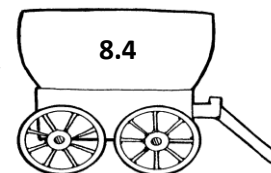
1. Teach the lesson according to the **DLG**.
2. This week during Writing Workshop, 1<sup>st</sup>/2<sup>nd</sup> grade students will be writing about a specific fruit tree. Plan intentional silent reading periods throughout the week so that they can gather and research facts during reading time.
3. Conduct a mini-lesson to model silent reading expectations for all students. Consider using the book, *Pioneer Recipes* by Bobbie Kalman (found in the Bibliography of the **DLG, p. 373**), or another book about a fruit tree. Bring students' attention to the Silent Reading Anchor Chart (example below) created before or during the lesson. Write in student suggestions as they're shared. If the chart is not created during the lesson, point to the list of silent reading expectations on the Reading Anchor Chart (Y Chart) as they're being modeled.





K. (2014, July 1). What Independent Reading... [Y-Chart]. Retrieved June 25, 2018, from <http://firstyearteachingtales.blogspot.com/2014/07/tips-to-tame-em-week-2-ll-sl-fl.html>

4. *"Today we are going to talk about our silent reading behaviors. What should it look like during silent reading? If Principal \_\_\_\_\_ walked into our room, what would he/she see?"* (Put ideas for both what the teacher is doing and what they are doing as students. Try to phrase things in the positive. Therefore, if a student says, "Students don't play with toys during silent reading," help them state it in this positive way:) *"Students may come with note-taking materials to silent reading."* (Every now and then something may be written without realizing that it is a negative. If this happens, just return and adjust the wording so that it is positive.)
5. *"What should it sound like during silent reading?"* (This is the perfect time to talk about appropriate times to talk during this part of the day. For example, while the teacher is doing guided reading, it shouldn't sound quiet because a group is discussing at the table. However, when the teacher isn't meeting with a group at the table, it should be quiet because everyone is focused on his/her book.)
6. *"What should it feel like during read aloud?"* (This one is important (and is often omitted) because it sets the expectations for student body language and movements, while also setting a mood. If students suggest that we all



should feel calm, then talk about what a calm body looks like. This way they will have a clearer understanding of proper expectations.)

7. After the Y-Chart has been covered, model for students what silent reading should look like. Be sure to model independent note-taking during this time as well. First and 2<sup>nd</sup> graders should be encouraged to write three interesting facts on index cards about their chosen fruit tree during silent reading time throughout the week.
8. If time permits, allow students to practice silent reading strategies.

\*\*\* Provide index cards near the classroom library for students to use as they discover facts about their fruit trees during silent reading time. \*\*\*

## **WRITING WORKSHOP**

### **Tree Recipes**

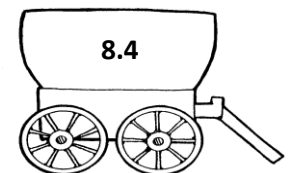
*Drafting Procedural Writing (1<sup>st</sup>/2<sup>nd</sup>), Concept Nugget (1<sup>st</sup>/2<sup>nd</sup>)*

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

\*\*\* Create an enlarged copy of Activity Master 8.4.5a – b on chart paper, or use an Elmo document reader to project the worksheet during the lesson. \*\*\*

\*\*\* Decide on a fruit tree recipe to share with the class. \*\*\*

1. Bring students together to begin their Writing Workshop assignment for this week. Show students the book read-aloud during **READING WORKSHOP, Read-Aloud, p. 305 (DLG)**.
2. *“Today during Reading Workshop, we read books about pioneer recipes and fruit trees. This book was fulfilling for me because it taught me about the things pioneers used to make their favorite foods! Now I know even more recipes that I can use to be a blessing to others! Guess what? This week you are going to make your very own recipe that we are going to use to bless others during our Arbor Day Celebration!”*
3. Students will need to pull out completed Activity Master 8.4.2 (tree recipe) that was yesterday’s homework. Ensure that Activity Master 8.4.2 has been completed. If not, allow 5-10 minutes for them to complete this task. Two students who completed their Activity Master 8.4.2 may move to the writing center and record their Tree Recipe Interviews while others make entries in their journals in the **Writing by Children – Journal Writing, p. 309 (DLG)** activity. Use this time to conference with students who have not completed the writing process.



4. When everyone has completed Activity Master 8.4.2, continue the writing process: *“Yesterday we completed the first stage in the writing process. Give me a thumbs up if you remember what writers do during the first stage of the writing process? Let’s recite this step together.”* (By this time in the school year, students (especially 1<sup>st</sup>/2<sup>nd</sup> graders) have expounded upon the writing process. Use this time to conduct an informal class observation as to who is/is not grasping the concept. Use observations to adjust the lesson as needed. A review of The Writing Process Anchor Chart created in Book 1 – *Papa and the Pioneer Quilt* may be needed.)
5. *“Today we are going to move on to the second stage of the writing process as we begin our tree recipes. Raise your hand if you know what writers do during the second stage of the writing process.”* (Take note of students who still don’t understand, particularly 1<sup>st</sup>/2<sup>nd</sup> graders.)
6. Using your fruit tree recipe and the enlarged copy of Activity Master 8.4.5a – b (rough draft), model for students how to complete their rough drafts by filling the fields on the enlarged copy. Intentionally make a few grammatical errors that can be edited on Day 4. The errors will also reinforce the idea that a rough draft isn’t perfect, and mistakes are an expectation.
7. Allow students time to complete Activity Master 8.4.5a – b. Allow Kindergartners and less capable writers to use kidwriting as they complete their drafts. Second graders will be given Activity Master 8.4.5c (Fruit Tree Facts). They should work independently as they gather fruit tree facts while Kindergarten and 1<sup>st</sup> grade students receive additional support on their drafting assignment.
8. Students who have not completed writing process Stage 2 should take Master 8.4.5a – b (recipe and draft) home to complete before tomorrow.

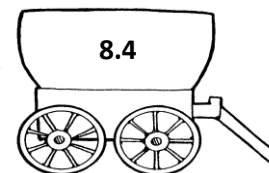
## Day 2 – Science

### Roots, pp. 339 – 340 (DLG)

*Root Definitions (K–2), Whole Brain Teaching (K–2)*

Standard: S.K-2.LS.2 Mimic how plants and animals use their parts to survive, grow, meet needs

1. Teach the lesson according to the **DLG**.
2. Before providing the students with copies of the Blacklines, review the root systems using the Whole Brain Teaching Method. Students will recite and repeat the words, sounds, and actions for each bullet (actions may be modified to fit classroom needs):



- “*The roots* (spread fingers to look like roots) *of a plant have root hair* (wiggle fingers) *that absorb water and minerals* (create a suction sound) *from the soil* (spread hands over ground).”
  - “*The root caps* (put an imaginary hat on finger) *protect* (cover fingers) *the root* (spread fingers to look like roots) *when it bumps into hard things* (bump into the wall) *underground* (swoop fingers low to the ground).”
  - “*The roots* (spread fingers to look like roots) *of a plant always grow* (bring fingers slowly above head) *toward water* (create water sounds).”
  - “*Roots* (spread fingers to look like roots) *keep soil* (spread hands over ground) *in place* (stand straight and tall) *so it is not washed away* (swoosh!) *in heavy rain* (drip, drop, drip, drop).”
3. Students who would like an added challenge may be given Activity Master 8.4.6 (roots). They will cut out the strips and glue them at the top of the corresponding Blackline.
  4. As students are working on their booklet pages, send them in pairs to the writing center to conduct their Tree Recipe Interviews. They will use Activity Master 8.4.1 to interview each other about their tree recipes.
  5. Allow students to select pages they would like to include in their Arbor Day Booklets from this activity.

\*\*\* This is a good time to send students in pairs to the writing center to conduct their Tree Recipe Interviews. \*\*\*

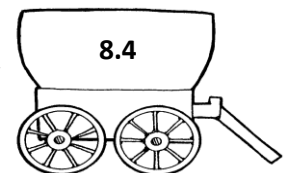
## Day 3 – Language Arts

### READING WORKSHOP, pp. 303 – 305 (DLG)

#### After Reading – Comprehension Questions, p. 304 (DLG)

Concept Nugget (K–2), Recall Key Details (K–2), Think-Pair-Share (K–2), Note-Taking (2<sup>nd</sup>)

Standards: LA.K–2.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally  
 LA.1/2.RI.14 Read informational texts on topics of interest  
 LA.K.RI.15 With support, read informational texts on topics of interest



1. Teach the lesson according to the **DLG**.
2. Add the following discussion questions in order to connect to the concept of fulfillment and key standards:
  - *“What examples can you find of fulfillment in the book, Arbor Day Square?”*
  - *“What proof do we have that the trees brought a sense of fulfillment to the town’s people?”*
  - *“Can you identify the story elements in the book?”*
  - *“What would be the result if the town didn’t have the money to buy the trees?”*
  - *“How would you use vocabulary words to retell the story?”*
3. Allow students to think-pair-share the final question with a shoulder partner. Walk around the room “listening in” on story retells. Allow several in the class to share their vocabulary retelling with the class.
4. After the discussion, send 2<sup>nd</sup> grade students to the classroom library to read books about their chosen fruit tree. Second graders that are creating recipes from the same fruit may work on their notes together, but should create their own note cards.
5. Kindergarten and 1<sup>st</sup> grade students may go to the Reading Center, or join the 2<sup>nd</sup> graders in the library. Second graders should use this time to take notes on three interesting facts about their fruit trees. Conference with any struggling readers as they search to find facts.

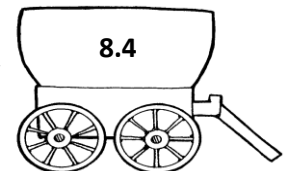
## **WRITING WORKSHOP**

### **Tree Recipes**

*Revising & Editing Procedural Writing (K–2), Self-Assessment (K–2), Adding Research (2<sup>nd</sup>), Peer Assessment (K–2)*

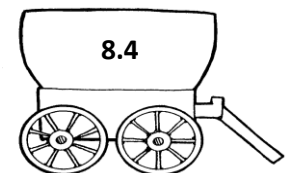
**Standards:** LA.K–2.W.5 With support, respond to questions and suggestions from peers and add details to strengthen writing  
 LA.K–2.W.8 Participate in shared research and writing projects  
 LA.K–2.W.7 Apply common conventions of manuscript writing (e.g., uppercase and lowercase letters, spacing)

1. Ensure that K/1<sup>st</sup> grade students have completed Activity Master 8.4.5a – b (draft) and 2<sup>nd</sup> graders have completed Activity Master 8.4.5c (tree facts). If not, allow 5-10 minutes for them to complete this task. Two K/1<sup>st</sup> grade students who have completed the Activity Master may move to the writing center and record their Tree Recipe Interviews while other K/1<sup>st</sup> graders



make entries in their journals in the **Writing by Children – Journal Writing, p. 309 (DLG)** activity. Use this time to conference with K/1<sup>st</sup> grade students who have not completed the writing process.

2. When all 2<sup>nd</sup> graders have their three fruit tree facts, begin Writing Workshop with 2<sup>nd</sup> graders only. Be sure they bring their index cards with their tree facts research with them.
3. *“You were asked to take notes on your chosen fruit tree today during Reading Workshop. We are now going to use these notes to add research to our tree recipes.”* (Refer 2<sup>nd</sup> grade students to the “Did You Know” circles on Activity Master 8.4.5c.) *“When I say ‘go’, you’re going to copy the notes you made on your index cards onto the circles of your Activity Master. ‘Go!’”*
4. Allow 2<sup>nd</sup> graders time to complete this task while ensuring that all K/1<sup>st</sup> graders are at the correct stage in the writing process. If not, use this time to continue conferencing with K/1<sup>st</sup> graders who might need additional help.
5. When everyone has completed Activity Master 8.4.5a – c, continue the writing process: *“Yesterday we completed the second stage in the writing process, the drafting stage! Today we are going to move on to the third stage of the writing process as we continue working on our tree recipes. Raise your hand if you remember what writers do during the third stage of the writing process.”* (Allow time for students to process the questions. The goal is for all 1<sup>st</sup>/2<sup>nd</sup> grade students to raise their hands. Take note of students who still don’t understand. Refer to The Writing Process Anchor Chart for those who may need a reminder.) *“Let’s recite it together.”*
6. Using Activity Master 8.4.5d, “Revising My Writing,” model for students how to assess your created rough draft of Activity Master 8.4.5a – b from Day 2 Writing Workshop to determine how to revise their drafts. Use a different colored pen (if using Elmo document reader) or marker (if using an enlarged copy of Activity Master 8.4.5a – b) to guide them in this process.
7. Direct students to use Activity Master 8.4.5d as a self-assessment to determine how to revise their drafts. Conference with and support them as needed, especially Kindergarteners. Please note that Kindergarteners and less capable writers may continue to use kidwriting at this stage in the writing process.
8. When everyone is ready for Step 4, continue the writing process: *“Now we are going to move on to the fourth stage of the writing process as we continue working on our tree recipes. Raise your hand if you remember what writers do during the fourth stage of the writing process.”* (Allow some time to pass as students process the question. The goal is for all 1<sup>st</sup>/2<sup>nd</sup> graders to raise their hands. Take a mental note of students who still don’t understand. Refer to The Writing Process Anchor Chart, Activity Master 8.1.1 – *Papa and the Pioneer Quilt*, for those who may need a reminder.) *“Let’s recite it together.”*





9. Using the enlarged revised copy of Activity Master 8.4.5a – b, model for students how to edit their revised drafts. Use a different colored pen (if using Elmo document reader) or marker (if using an enlarged copy of Activity Master 8.4.5a – b) to guide them in this process.
10. Allow students time to edit their drafts. Conference with and support them as needed, especially Kindergarteners. Allow students to peer-edit each other’s draft using Activity Master 8.4.5e. They should be partnered homogeneously for the peer-editing portion of this activity.
11. Students who have not completed Stages 3 and 4 of the writing process should take Activity Master 8.4.5a – e home to complete before tomorrow.

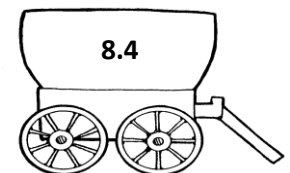
### Day 3 – Science

#### Stems (Trunks), pp. 340 – 342 (DLG)

*Stem Definitions (K–2), Whole Brain Teaching (K–2)*

Standard: S.K-2.LS.2 Mimic how plants and animals use their parts to survive, grow, meet needs

1. Teach the lesson according to the **DLG**.
2. Before providing the students with copies of the Blacklines, review the main jobs of stems using the Whole Brain Teaching Method. Students will recite and repeat the words, sounds, and actions for each bullet (actions may be modified to fit classroom needs):
  - *“The stem (hold arm up) supports (flex bicep on other arm) the leaves (put fingers together and flap) flowers (open fingers to simulate a bloom) and fruit (bit and imaginary apple, Chomp!) of the plant.”*
  - *“The stem (hold arm up) is a highway (run around the room in parallel lines) bringing water and nutrients (simulate pulling up a bucket with the “stem” arm) to the plant.”*
  - *“The stem (hold arm up) stores food (simulate putting items on a cabinet, using stem arm) for the plant.”*
  - *“The stem (hold arm up) supports the leaves (flex bicep on other arm, put fingers together and flap) so they can catch sunlight (bring fingers together and pop open).”*



- *“The stem (hold arm up) produces new living tissue (Achoo!) for the plant.”*
3. Students who would like an added challenge may be given Activity Master 8.4.7. They will cut out the strips and glue them at the top of the corresponding Blackline.
  4. Allow students to select pages they would like to include in their Arbor Day booklets from this activity.

\*\*\* This is a good time to send students in pairs to the writing center to conduct their Tree Recipe Interviews. \*\*\*

## Day 4 – Bible

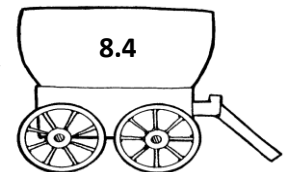
### PRACTICING THE BIBLE STORY, p. 291 – 292 (DLG)

#### “Thank You God” Chalk Talk, p. 292 (DLG)

Concept Nugget (K–2)

Standards:	B.K.BK.27	Identify Jesus’ Second Coming as a fulfillment of His promise to His followers
	B.1-4.BK.27	Explore the rewards of Jesus’ Second Coming as a fulfillment of His promises to His followers
	B.K.BF.10	Develop the habit of praying before Bible study
	B.1-4.BF.10	Make connections between prayer and Bible study
	B.1-4.BF.9	Refer to details and examples when explaining a Bible passage or drawing inferences
	B.K.BF.9	With prompting, ask and answer questions about key details in Bible passages

1. Teach the lesson according to the **DLG**.
2. After students have finished drawing, connect to the concept of fulfillment with the following discussion: *“There is something for which I am most thankful. Who thinks they know what it is... Jesus! Why do you think I am most thankful for Jesus? (Allow students to answer.) “I am just so thankful that God sent his Son to die on the cross for our sins, and I am fulfilled by this sacrifice. Who knows the promises that were fulfilled when Jesus died on the cross for our sins? (Lead students to an understanding of the following fulfillments:)*
  - The gift of eternal life (Romans 6:19-23, John 3:16)



- Living with God in heaven when Jesus returns to take us home (John 14:1-3)
  - No longer needing to sacrifice a lamb for sins (Hebrews 10:8-25)
  - Prayer as a direct connection with God (Ephesians 2:15-22)
  - Grace, mercy, and forgiveness simply by asking for it (2 John 1:2-3)
3. *“What must we do in order to receive these promises? How can we be sure?”* (Students should be led to an understanding that only by studying the word of God can we know the answers. Pray, sing a song of meditation, and play soft instrumental Christian music or nature sounds as you demonstrate reverence for the word of God. Allow proficient readers to locate the verses in the Bible that correspond with each promise listed above. After each verse is read, discuss with the students the actions we must take in order to fulfill each promise. Suggested promptings are listed below:
- *“What is God asking/expecting of us in this passage?”*
  - *“What must we do to fulfill this particular promise?”*
  - *“What examples can you give of someone fulfilling this promise? What does it look like, sound like, feel like?”*
4. End with closing prayer according to the **DLG**.

## Day 4 – Language Arts

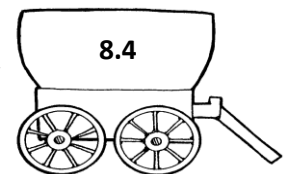
### READING WORKSHOP, pp. 303 – 305 (DLG)

#### After Reading – Sequence Summary, pp. 304 – 305 (DLG)

*Civic Connection (K–2), Concept Nugget (K–2)*

Standards: LA.K–2.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally  
 SS.K-4.CIP.3 Describe how practices in a democratic society include civic participation based on studying community issues, planning, decision-making, voting, and cooperating to promote civic ideals

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



2. Encourage the students to make intentional connection to civic practices in the book, *Arbor Day Square*. *“Wow! The people on the prairie were able to accomplish much! What made the town so successful?”* (Lead students to an understanding that teamwork, problem-solving, cooperation, and perseverance were needed in order for the town to fulfill their goal.)
3. Consider adding these key details to today’s summary.

## **WRITING WORKSHOP**

### **Tree Recipes**

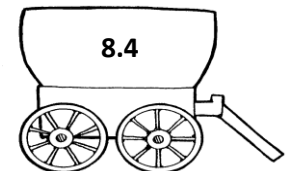
*Publishing Procedural Writing (K–2), Concept Nugget (K–2), Summative Assessment (K–2)*

Standards: LA.K–2.W.8 Participate in shared research and writing projects  
 LA.K–2.W.6 With support and in collaboration with peers, use a variety of tools (e.g., digital, print) to produce and publish

\*\*\* Create an enlarged copy of Activity Master 8.4.9a on chart paper, or use an Elmo document reader to project the worksheet during the lesson.

\*\*\*

1. Allow students who are ready for Stage 5 in the writing process to make entries in their journals during the **Writing by Children – Journal Writing, p. 309 (DLG)** activity. Use this time to conference with those who have not mastered anticipated goals.
2. When everyone is ready for Stage 5, continue the lesson: *“Yesterday we completed the third and fourth stages in the writing process, the revising and editing stages! Today we will move on to the fifth and final stage of the writing process as we complete our tree recipes. Raise your hand if you remember what writers do during the last stage of the writing process.”* (Allow some time to pass as students process the question. The goal is for all 1<sup>st</sup>/2<sup>nd</sup> graders to raise their hands. Take note of 1<sup>st</sup>/2<sup>nd</sup> grade students who still don’t understand. Refer to The Writing Process Anchor Chart, Activity Master 8.1.1 – *Papa and the Pioneer Quilt*, for those who may need a reminder. *“Let’s recite it together.”*
3. Using the enlarged edited copy of Activity Master 8.4.5a, model for students how to publish their edited drafts onto the enlarged copy of Activity Master 8.4.9a.
4. Give students copies of Activity Master 8.4.9a – b, and give 2<sup>nd</sup> graders 8.4.9c. Allow them time to publish their drafts. Conference with and support students as needed, especially Kindergarteners. Use the Writing Process Rubric on the K–2 BRIDGE website <https://www.adventistedge.com/elementary/curriculum-instruction/multi-grade-bridge/rubrics/> to evaluate writing when they have completed publishing their drafts.
5. Celebrate the concept of fulfillment with the students as they complete the Stage 5 and grow closer to becoming skilled writers.



Students who have not completed Stage 5 should take Activity Master 8.4.5a – e and 8.4.9a – c home to complete before the Arbor Day Celebration on Day 5.

\*\*\* Remind students to help parents make their recipes when they get home and to bring their homemade foods to school tomorrow for the Arbor Day Celebration. Create front/back duplicate copies of recipes for Arbor Day Celebration attendees to take home desired recipes. \*\*\*

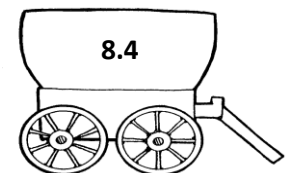
## Day 4 – Science

### Leaves, pp. 342 – 344 (DLG)

Leaf Definitions (K–2), Whole Brain Teaching (K–2)

Standard: S.K-2.LS.2 Mimic how plants and animals use their parts to survive, grow, meet needs

1. Teach the lesson according to the **DLG**.
2. Before providing students with copies of the Blacklines, review the main jobs of stems using the Whole Brain Teaching Method. Students will recite and repeat the words, sounds, and actions for each bullet (actions may be modified to fit classroom needs):
  - “*The Petiole* (wrap index and thumb around wrist) *is the narrow, hard* (knock on wrist) *part of the leaf* (put fingers together and flap) *that joins the blade* (drag finger from wrist down the arm) *to the stem.*”
  - “*The Blade* (point to the wrist) *is the flat part* (flatten hand and press it against the wrist) *of a leaf* (put fingers together and flap) *that grows* (swirl finger from the arm to the wrist) *from the stem.*”
  - “*The Middle Vein* (drag finger from middle finger, down to wrist of the flattened “leaf” hand) *is the backbone* (stiffen “leaf” hand) *and circulatory system* (twirl around) *of the leaf.*”
  - “*Side veins* (drag finger from center of palm to outer extremities of the flattened “leaf” hand) *is the skeletal system* (extend arms, drop head, and bend elbows like a skeleton) *and circulatory system* (twirl around) *of the leaf.*”
  - “*The Stipules are tiny leaflets at the base of the petiole* (simulate tiny pinches beside the wrist of the “leaf” hand) *that may be joined* (connect tiny pinches together) *or separated* (separate tiny pinches).”
  - “*The Margin is the outside edge or rim of the leaf* (drag finger along the outside of the “leaf” hand).”



- *“The Apex is the tip or point of the leaf”* (point to the top of the “leaf” hand).”
3. Students who would like an added challenge may be given Activity Master 8.4.8. They will cut out the strips and glue them at the top of the corresponding Blackline.
  4. Allow students to select pages they would like to include in their Arbor Day Booklets from this activity.

\*\*\* If necessary, send students in pairs to the writing center to conduct their Tree Recipe Interviews during this time. \*\*\*

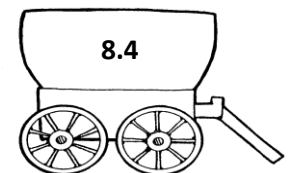
## Day 4 – Social Studies

### Arbor Day Ecology, p. 353 (DLG)

Concept Nugget (K–2), Personal Challenge (K–2)

Standards: SS.K-4.PPE.5 Describe the Christian’s responsibility for the environment  
SS.K-4.CIP.1 Explain that the theme of civic ideals and practices helps us know how we can influence the way people live

1. Complete the lesson according to the **DLG**.
2. Connect to the concept of fulfillment and give the class a personal challenge. Gather the students on the grass in an area where they have a good view of the park/school grounds they just cleaned for the following discussion: *“I don’t know about you, but I feel most fulfilled looking out at the good work we completed today. When we first came outside, there was…”* (Mention specific trash items that were cleaned up.) *Now everyone who comes to visit can appreciate the beauty of the park/school. Also, the plants and animals that God created to live here have a clean home. How does this make you feel?”* (Lead students to an understanding that serving others is fulfilling because it brings us closer to reflecting the character of God.)
3. *Optional:* During the lesson capture moments of service with a digital camera and use them to compile a slideshow that can be shared during the Arbor Day Celebration.
4. Before students leave for the day, remind them of tomorrow’s Arbor Day Celebration.



## Day 5 – Bible

### APPLYING THE BIBLE STORY, p. 292 – 293 (DLG)

#### Thankful Bag, p. 293 (DLG)

Concept Nugget (K–2)

Standards: B.1-4.AH.15 Study and reflect on an age-appropriate Adventist publication  
B.K.AH.15 Discuss an age-appropriate Adventist publication

\*\*\* If a Primary Treasure or Our Little Friend Sabbath School publication is unavailable, the site, [www.primarytreasure.com](http://www.primarytreasure.com), may be utilized to peruse for today's lesson. \*\*\*

1. Before providing students with a copy of Blackline 4.3, show them a *Primary Treasurer* or *Our Little Friend* Sabbath School Lesson Guide.
2. ***“Raise your hand if you've read a story before in this magazine.”*** (Allow students to share their experiences in Sabbath School with the class. This may be a good time for them to witness to those in the class who have never been to Sabbath School or church.)
3. Do a picture walk of the *Primary Treasure* or *Our Little Friend* and allow the students to enjoy the pictures and activities throughout the magazine. ***“This magazine is very special because it teaches boys and girls like you the love of Jesus. I am thankful for this magazine and all the blessings it gives to children. Today I want to share a story from Primary Treasure or Our Little Friend about fulfillment. (Show students the pictures in the selected story.) During the read-aloud I want you to think about who or what is being fulfilled in the story and how the characters change as a result of their fulfillment. Before we begin reading, let's make a prediction. Who do you think is going to experience fulfillment in this story? In what ways will he/she be fulfilled?”***
4. Read the selected story to the students. After the read-aloud, verify whether or not student predictions were correct.
5. Continue teaching the lesson according to the **DLG**.

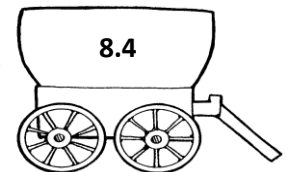
## Day 5 – Language Arts

### WRITING WORKSHOP

#### Tree Recipes

**DDL**P – *Moving On*  
July, 2021

**Book 4 – Arbor Day Square**  
Page 23



\*\*\* Collect Activity Masters 8.4.9a – c from students who completed Stage 5 for homework. Create front/back duplicate copies of recipes for Arbor Day Celebration attendees to take home desired recipes. \*\*\*

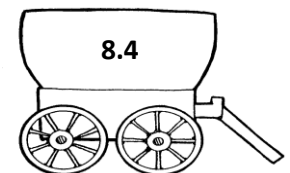
## Day 5 – Social Studies

### UNIT CULMINATING ACTIVITY ARBOR DAY CELEBRATION

*Appreciating Fulfillment*

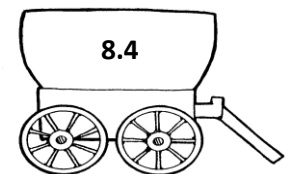
Standard: SS.K-4.STS.3 Design a project using technology to serve the church and community

1. Ensure the following displays and resources are completed and appropriately placed in the event's location prior to the start of the Arbor Day Celebration:
  - Recycling bin
  - Memory Quilt from Book 1 – *Papa and the Pioneer Quilt*
  - Handprint Oak Tree from Book 2 – *A Day on the Prairie*
  - Gumdrop Picture Collage from Book 3 – *Iron Horses*
  - Arbor Day Booklets from Book 4 – *Arbor Day Square*
  - Digital Slideshow of **Arbor Day Ecology** – *Arbor Day Square*
  - Published Tree Recipes from Book 4 – *Arbor Day Square*
  - Front/back duplicate copies of published recipes for attendees to take home desired recipes
  - Tree Recipe Interview Video
  - Homemade Tree Recipe Foods





- Plastic portion cups
  - Hand sanitizer
  - Napkins
  - *Optional:* Small water bottles
  - Small tree for planting
  - Shovel
2. Consider creating a bulletin/program to guide visitors during the event. Sample information to assist with program planning is listed below.
- 1-5 minutes: Welcome and Student Introductions
    - Give a brief overview of why attendees are gathered.
    - Allow each student to share his/her name, grade, and the name of their Fruit Tree Recipe.
  - 5 minutes: Brief History of Arbor Day
    - A fluent reader may be selected to read aloud the history pages of their *Arbor Day* Book.
    - Consider playing *National Arbor Day* by The Jonsteen Company found on YouTube at <https://youtu.be/2wRf5X6I4IM>.
  - 1-5 minutes: Arbor Day Displays
    - Explain each display and the purpose behind it.
    - Describe the concept taught each week.



- 5 minutes: Gallery Walk
  - Allow visitors to walk around the room and look at displays.
  - Students may be stationed at each display in order to describe it to attendees during the gallery walk.
- 10 minutes: *Arbor Day Square* Read-Aloud
  - Consider asking a parent or the pastor to do this.
  - Ensure the chosen reader is expressive and able to hold the audience's attention.
- 5 minutes: Tree Planting
  - Before time, gather several planters to dig the hole in which the tree will be dropped.
  - You will need to get approval from your principal and school board on the tree's location.
- 5 minutes: Tree Recipe Sampling
  - Explain the activity and any procedures that must be followed for sampling.
  - Ensure there are multiple front and back copies of students' recipes alongside each sampling station.
  - Play the Tree Recipe Interview while people are sampling recipes (The video may need to be played in another room to ensure there's no competition with other conversations happening around the sampling stations.)

3. Total Event Time: less than 45 minutes

