

**K – 2 Detailed Daily Lesson Plans (DDLDP)**  
**Theme Six: Brrrr! It's Cold!**  
**Grade K/Theme Book: *Balto*/Environment**  
**Character Building Concept: *Perseverance***

**Day 1 – Circle Time/ Morning Meeting - Concept Discussion (During Reading Workshop)**

**CONNECT: Puzzle Activity**

*Concept Connection (K-2)*

*Standard: 2C.9 Recalls, compares, contrasts, analyzes, and evaluates details, ideas, and concepts*

Part 1 - Students assemble easy puzzles and discuss and rate the difficulty of assembling the puzzle using the 3 point rubric (Activity Master 1.1).

Part 2 - Students assemble a more difficult puzzle and rate the difficulty again using Activity Master 1.1.

Part 3 - Process the experience through class discussion during Reader's Workshop.

Possible questions:

- What did it take to finish the puzzle?
- What areas did you struggle with?
- What strategies did you use to complete the easy puzzle? ... the hard puzzle?
- Can anyone think of another time, perhaps at home, on the playground with your friends, playing sports or a musical instrument, or at school... when something was really hard, and at first, you thought you could not do it, but then you kept trying and surprised yourself when you did it? (Invite students to share a few experiences.)
- When something is hard to do, what helps people to refuse to stop trying?

Part 4 - This week we are going to learn about a character who wouldn't give up. This is called **perseverance**. Everyone, please repeat - **perseverance**. Let's clap the syllables. **Perseverance** is what we do when something is really hard, but we refuse to give up! It shows we are strong inside!

\*\* Send home Parent Letter - Activity Master 1.0 in student folders \*\*

\*\* Watch for opportunities that may arise to identify and affirm the practice of perseverance in individual students or as a group. \*\*

**Red** Teacher Language  
**Green** Activities

**Standards' Codes**  
**Black** - K-2   **Blue** -1<sup>st</sup> Grade   **Brown** - 2<sup>nd</sup> Grade

## Day 1 – Bible

### Introducing the Bible Story, p. 28 (DLG)

#### Introduction Activities: When I'm Sick, Bible Verse, and Theme Song, p. 28 (DLG)

Teach according to DLG

### Herbal Bags, p. 28

*Concept Connection (K-2)*

- 1) Introduce the Bible story with a discussion about how students feel when they are sick.
- 2) After discussion, provide students with visual aids of medicine used to cure common colds, headaches, flu, and stomach aches.
- 3) Discuss the medication with students:
  - How does it taste?
  - How does it make you feel?
  - Why do we take medicine?
  - Do we take medication because of the taste or because it makes us feel better? Wait for student response.
  - When we are sick, even though we don't like the taste of the medicine, we persevere in taking it because we know it will help us to feel better.
- 4) After discussion, teach lesson according to the DLG.

## Day 1 – Language Arts

### Phonemic Awareness, pp. 35-37 (DLG) (Optional Extension Activity for 1<sup>st</sup>/2<sup>nd</sup>)

#### Level 1 – Thumbs Up! p. 35

*Rhyming (K), Synonyms (1<sup>st</sup>) and Antonyms (2<sup>nd</sup>)*

*Standard: 4B.23 Reads, spells, and writes synonyms, antonyms and homophones*

- 1) Using large chart paper, create 3 columns with the headings *rhyme, synonym, and antonym*.
- 2) Use the words in the DLG to differentiate for the class as follows:
  - Kindergarteners will elicit rhyming words (i.e. day – may)
  - 1<sup>st</sup> graders will elicit synonyms (i.e. sick – ill)
  - 2<sup>nd</sup> graders will elicit antonyms (i.e. day – night)
- 3) Encourage students (especially 2<sup>nd</sup> graders) to assist you in spelling suggestions as you transcribe them onto large chart paper.

**Red** Teacher Language  
**Green** Activities

**Standards' Codes**  
**Black - K-2** **Blue - 1<sup>st</sup> Grade** **Brown - 2<sup>nd</sup> Grade**  
July 30, 2012 -7:43pm

## Writing Workshop – Research Activity – Author Research

Using a search engine (2<sup>nd</sup>)

Standard: **3A.2 Uses reference resources, including electronic media**

- 1) Using the steps for researching on the Internet, 2<sup>nd</sup> graders will research additional information about *Balto*\_author Natalie Standiford.
- 2) Students may work independently or in pairs to discover and write down 3-4 interesting facts on sticky notes.
- 3) Second graders will share their findings with K/1 students next day during Reader' Workshop.

## Day 1 – Social Studies

Transportation Map, pp. 64-65 (DLG)

Timeline (1<sup>st</sup>/2<sup>nd</sup>)

Standards: **2.1.1 Order events by using designation of time periods such as ancient times and modern times**

**2.1.3 Develop a simple timeline of events important in each student's life**

**2.1.5 Identify changes that have occurred in technology, i.e. tools and transportation**

- 1) Teach the lesson according to the DLG.
- 2) **1<sup>st</sup>/2<sup>nd</sup> Extension Activity:** Create a transportation timeline identifying the changes in transportation - past and present.

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## Day 2 – Bible

**PRESENTING THE BIBLE STORY, pp. 28-29 (DLG)**

Jesus Makes a Sick Boy Well, p. 28 (DLG)

Lapbook: "Jesus Cares for Me"

Shoeprint Path Bible Verse Activity (p. 29)

## Day 2 – Language Arts

**Phonemic Awareness, pp. 35-37 (DLG) – (Optional for 1<sup>st</sup>/2<sup>nd</sup>)**

**Level 2 – Arctic Riddles DLG p. 36**

Brainstorming (K-2), Blends (1<sup>st</sup>), Syllables (2<sup>nd</sup>)

Red Teacher Language

Green Activities

Standards' Codes

Black - K-2

Blue -1<sup>st</sup> Grade

Brown - 2<sup>nd</sup> Grade

July 30, 2012 -7:43pm

Standards: **4A.3 Associates pictures and words with the beginning sounds**  
**4A.4 Recognizes sound/letter associations**  
**4B.3 Hears, reads, and writes initial consonants**

- 1) Teach the lesson according to the DLG (whole group). After the lesson, brainstorm other arctic terms that can be put into riddles. Use the list from which students brainstormed to extend for 1st and 2nd grade as follows:
  - **1<sup>st</sup> Extension Activity:** Provide each student with Activity Master 1.3. Using the Activity Master, students will develop their own riddles and illustrations to share with the class.
  - **2<sup>nd</sup> Extension Activity:** Provide each student with Activity Master 1.3b. Using the Activity Master, students will develop their own riddles, divide words into syllables and draw illustrations to share with the class.
- 2) While 1st and 2nd graders are working on their riddles, Kindergartners may work independently (or in a small group) on **Phonemic Awareness: Level 3 – Alike Animal Names, (p. 36)**.

**Sound-Letter Activities, pp. 38-40 (DLG)**

**Dd – Lead Dog Song, pp. 38, 39**

*Persuasive Writing (2<sup>nd</sup>)*

Standard: **1C.8 Writes for various purposes and audiences**

- 1) Teach lesson according to the DLG (whole group).
- 2) **2<sup>nd</sup> Extension Activity:** Discuss with students the concept of **persuasion**, convincing someone to do something you want. Say:
  - **Persuasion is the art of convincing someone to do something we want! For example, how many of you have ever tried to persuade your parents to allow you to do something they said you could not do...maybe spending the night at a friend's house, watching a favorite TV show, or staying up at night just a little longer than usual? (Allow children to share responses.) While it is not a good idea to try to persuade your parents to bend the rules all the time, there are special occasions where this might be appropriate.**
  - **What are some things you might say when you are trying to persuade someone to do something you want? (Discuss using reason and logic.)**
  - **In reality, grown-ups use persuasion all the time! When people place ads in a newspaper or magazine, or when advertisers place commercials in the middle of your favorite TV shows, they are trying to persuade people to buy something, try something, or do something they want. (Show various ads from magazine or newspaper and discuss how they are written to convince the reader to buy the product.)**
- 3) Model persuasive writing, noting the descriptive language needed to convince the buyer. Provide a copy of Activity Master 1.4. Tell students they will write a persuasive ad in order to try and sell their pet to someone else. Talk about what a newspaper ad might say in order to persuade someone to buy something.

**Red** Teacher Language  
**Green** Activities

**Standards' Codes**  
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July 30, 2012 -7:43pm

## **READING WORKSHOP, pp. 40-42 (DLG)**

### **Before Reading – Discussion & Introducing the Book, p. 40**

Teach according to DLG

*\*\* 2<sup>nd</sup> graders will share their Author Research from **Research Activity** on Day 1. \*\**

### **During Reading – First Time, p. 40 (DLG) \*\***

*Concept Connection (K-2)*

After reading the story, ask:

- What characters showed **perseverance** in this story?
- How did they show **perseverance**?
- What would happen if they had quit when things became very difficult?
- What lesson can we learn from Balto & Gunnar?

*\*\* Optional Reading: Allow advanced 2<sup>nd</sup> graders who read fluently to read selected portions of the story to model successful reading to younger students. \*\**

## **WRITING WORKSHOP, pp. 43-46 (DLG)**

### **Writing by Children – “When I Am Sick, I Like...”, p. 45 (DLG)**

*Extended Writing (1<sup>st</sup>), Story Mapping (2<sup>nd</sup>)*

*K & 1 Standards: **1C.2 Writes phrases and sentences beginning with inventive spelling***

***1C.3a Indents first sentence in a paragraph***

***1C.6 Uses the writing process***

***1C.12 Writes using story elements***

- 1) Teach the lesson according to the DLG (whole group). After the lesson Kindergartners and first graders will receive Blackline Master 1.4a and Kindergartners will additionally receive Blackline Master 1.4b.
- 2) **Extend for 1st grade** by providing each student with Activity Master 1.4a instead of Blackline Master 1.4b.
- 3) **Extend for 2nd grade** 2-day Extension Activity: Provide each student with Activity Master 1.5 (story map). The students will brainstorm details of a sick experience. After story map is complete, students will write a rough draft about a time when they were sick on Activity Master 1.4b, using their story map. Tomorrow they will move forward with editing and refining their drafts until a final product is produced.

- Develop story map on topic: “When I Was Sick”.
- Write rough draft using story map.
- Edit and rewrite final draft later in the week.

4) Optional Extension - Form a class book using line master.

## Day 2 – Science

### States of Matter: Liquid/Solid, p. 61 (DLG)

Identify & Sort States of Matter (1<sup>st</sup> /2<sup>nd</sup>)

Standards: **2.2A.1 Understand forms and properties of matter**

**2.2A.2 Identify and compare physical and chemical change**

- 1) After teaching the DLG States of Matter: Liquid/Solid lesson, further explain the following to 1<sup>st</sup>/2<sup>nd</sup> graders:
  - Everything we see around us is made up of **matter**. All the “stuff” we see in our classroom is made of tiny particles of **solid** matter. (Illustrate using various classroom objects, ie. paper, scissors, pencil, etc.)
  - Some things in our classroom are made up of **liquid** matter, like the juice we drink at lunchtime, or the water we drink from the water fountain when we are thirsty, or the rain that falls from the sky.
  - But there is one more state of matter that we have not talked about. Matter can also turn into **gas**. As a matter of fact, we have **gas** matter all around us, and we fill our lungs with it every time we breathe. Can anyone guess what this **gas** matter might be? (Allow responses)
  - Even though we cannot see air, we know that it has matter because we can feel it and see what happens to objects when we put air inside them. **Watch what happens when I blow up this balloon!** (Blow air into a small balloon to illustrate the idea that air has **mass** and is a form of **gas** matter.)
- 2) Distribute Activity Master 1.6a and explain the pictures on the first page, and the categorizing assignment which the children will complete independently or in cooperative groups.
- 3) **2<sup>nd</sup> Grade Optional Extension Activity:** Distribute Activity Master 1.6b. Children may be given the additional task of walking about the classroom, identifying objects in the room and categorizing them as one of the three states of matter: Solid, Liquid, or Gas (Obviously, the “Solid” column will have more entries than the others.).

## Social Studies

### Medicines Past and Present

T-Chart (K-2)

Standards: **2A.1 Uses picture clues to gain meaning**

**2C.9 Recalls, compares, contrasts, analyzes, and evaluates details, ideas, and concepts**

**Red** Teacher Language

**Green** Activities

**Standards’ Codes**

**Black - K-2**

**Blue -1<sup>st</sup> Grade**

**Brown - 2<sup>nd</sup> Grade**

July 30, 2012 -7:43pm

- 1) To begin the lesson, refer back to the herbal bag introduction (do not repeat the activity): **Do you remember when we discussed medicines from the past and made our herbal bags? Today we are going to create charts, comparing medicine from the past with medicines we use today.**
- 2) As a class (whole group), construct a T-Chart comparing medicine from the past and medicine today.
- 3) After whole group activity, K-2 students will construct their own T-Chart using a sheet of large construction paper, magazine, scissors, and glue sticks. Pair students in heterogeneous groups; students will fold a large piece of construction paper in half, write "past" on one side and "present" on the other. Give each student a magazine to find medicine examples to glue on their T-Chart.

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## Day 3 – Bible

### REVIEWING THE BIBLE STORY, pp. 29-30 (DLG)

*Standards:* **1C.4 Writes and creates visual media from a Christ-centered perspective**  
**1C.8 Writes for various purposes and audiences**  
**1D.4 Writes legibly in manuscript with proper form and size**

### Choose one of the first three activities and #4

- 1) **Role-playing “Jesus Makes a Sick Boy Well” p. 29 – No Differentiation**
- 2) **Finger Play Activity, pp.29-30 – No Differentiation**
- 3) **“Read” the Bible Verse Choral Reading Activity, p. 30 (K-1)**

### 2<sup>nd</sup> Outreach Extension Activity: "Read" the Bible Verse, p. 30

- Provide students with story paper so they can copy and illustrate the memory verse.
- Obtain a list of sick church members from your local pastor. Share children's pictures and handwritten Bible verse with a sick and shut-in church member.
- Integrate with Handwriting by reviewing letter formation and size.
- Integrate with Language Arts by learning to address an envelope and writing a friendly letter.

#### 4) Discuss and draw out the Father's Perseverance in the story. (K-2)

- What stages of sickness did the little boy go through?
- How did his father persevere until his son was well?
- What might have happened if the father had just given up on finding Jesus?
- Say: When we give up, we will never know what great things we are missing!

### Day 3 – Language Arts

**Sound-Letter Activities, pp. 38-40 (DLG)**

**Dd - Snow Diamonds, p. 40 (DLG) (Optional 1<sup>st</sup>/2<sup>nd</sup>)**

*Alliterations (1<sup>st</sup>), Descriptive Writing (2<sup>nd</sup>)*

**Standards: 3A.2 Uses reference resources, including electronic media**

**4B.2 Recognizes poetic devices**

\*\* Prior to the lesson, have students punch out snowflakes in a center, art activity, or "when you're done task". \*\*

- 1) Teach lesson according to the DLG (whole group).
- 2) 1st graders will write a "D" alliteration below their "Dazzling D".
- 3) 2<sup>nd</sup> graders will write 2-3 sentences using descriptive words below their "Dazzling D".

### **READING WORKSHOP, pp. 40-42 (DLG)**

**Standards for Activity #4: 2.1.2 Use vocabulary related to chronology, including past, present, and future**

**2B.1 Develops 2 column notes and charts**

**2B.5 Uses graphic organizers**

- 1) **During 2<sup>nd</sup>/3<sup>rd</sup> Reading, p. 41 (DLG) (K-2)**
  - Introduce theme words.
  - Add words to Theme Word Board.
- 2) **After Reading - Comprehension Questions, p. 41 (DLG) (K-2)**
- 3) Theme-related center activities for (K-1); (This can be done independently while 2<sup>nd</sup> grade has teacher directed target skill lesson.)



4) **Introduce Target Skills for 2<sup>nd</sup> Grade – Selective Underlining and Two Column Notes** - Comprehension Strategy (Gr. 1-2 Pathways Teachers' Manual p. 56-57). Introduce this strategy as a way of organizing information after reading an article, text or book. Students refer to 2<sup>nd</sup> grade *Writer's Handbook* (p. 52).

- Use Activity Master 1.2a "Medicine Through Time" as a whole group sample to teach/model Selective Underlining and Two Column Notes.
- Later in the week: Use the article, "Bibles to the Arctic" for students to practice Selective Underlining and Two Column Notes in small cooperative groups using Activity Master 1.2b.

### **WRITING WORKSHOP, pp. 43-46 (DLG)**

**"When I am Sick..." - Writing Process** - 2-day Extension Activity: (2<sup>nd</sup> Grade)

- Edit draft from yesterday's first draft.
- Rewrite final draft from yesterday's first draft.

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## **DAY 4 – Circle Time/Morning Meeting**

**Writing with Children: Daily Message 3, pp. 43-44 (DLG)**

*Concept Connection (K-2)*

As the teacher writes the message, make the connection of bravery to the unit concept of "**perseverance**". Make the following points:

- Was Balto **brave**? How? What do you remember from the story that supports your answer?  
Possible answers: I think Balto persevered! He didn't give up!
- When a person perseveres despite all obstacles, are they **brave**? Does **perseverance** require **bravery**?

## **DAY 4 – Bible**

**Independent Reading, p. 31 (DLG) – (2<sup>nd</sup> Grade Extension Activity)**

*Standard: 2C.6 Sequences events*

Construct a booklet to retell the story parts. Students will write a sentence on each page describing the beginning, middle, and ending parts of the story.

## DAY 4 – Language Arts

### READING WORKSHOP, pp. 40-42 (DLG)

#### After Reading – Vocabulary, p. 41

Vocabulary (2<sup>nd</sup>)

Standard: **4B.36 Uses new vocabulary in concept maps, sentences, and discussions**

**2<sup>nd</sup> Grade - Extension Activity: Vocabulary Map** (DLG p. 41) Spend some time reviewing the book, *Balto*, paying particular attention to other unknown vocabulary words in the book. Select 2-3 words to use in Vocabulary Map activity (Activity Master 1.8a and 1.8b). Model how to complete the Vocabulary Map for at least one word. Ask students to complete additional maps for the words they have selected. Place maps in a vocabulary folder and add to these on a weekly basis.

#### 2<sup>nd</sup> Grade - Practice Activity: Two Column Notes and Selective Underlining Practice

Practice target skill introduced yesterday with “Bibles to the Arctic” (Blackline Master 1.13) article introduced earlier in Social Studies.

### WRITING WORKSHOP, pp. 43-46 (DLG)

#### Writing By Children, p. 44 (DLG) (K-2 Whole Group)

Standards: 2C.6 Sequences events

**1C.3 Writes paragraphs with main idea & details**

**2B.2 Writes summaries**

- 1) Sequencing Activity, p. 44 (DLG)** - Use “Wanted, But, So” chart developed yesterday as a reference to sequence story events (K-2).

All students will complete the paper strip, sequencing the story.

#### Extension Activity: Sequencing (Gr. 1-2)

Write one sentence about the event that matches the drawing on sentence strips, glue to drawing and place in sequential order.

#### Extension Activity: Sequencing (Gr. 2)

In addition to the K-1<sup>st</sup> sequential drawing activity, 2<sup>nd</sup> graders will turn the sentences into a paragraph written in sequential order describing the events in the story. Model paragraph writing process using transition words to summarize events.

## 2) Think About It Again, p. 44-45 (DLG) (K-2 Whole Group)

Create different story endings. Review concept and ask:

- What could have happened if Gunnar and Balto became too tired and failed to persevere?
- What could have happened if no one in Alaska cared that the people of Nome were ill?
- What happens in life if you see someone in need and decide to do nothing about it?

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## DAY 5 – Physical Education Celebrate/Perform Event

### Relay Races, p. 68 (DLG) (K-2 Whole Group)

*Perseverance thru performance (K-2)*

Standard: **2D.2 Listens to and follows instructions**

- 1) Each student will be given a medicine bottle at the start of the course. They are responsible for keeping their bottles safe until they get to "Nome" at the end of the course (you can set up a dummy in a sick bed to make the experience more realistic). Explain that each child will need to get the medicine to Nome before time runs out (see Activity Master 1.7). Take students through the steps of the obstacle course, reminding them not to drop their medicine bottle.
- 2) Course stop #1: jump rope
  - Modify for K/1 by laying a large rope on the ground for them to jump back and forth from 5 times.
  - Second graders should be able to jump rope 5 times.
- 3) Course stop #2: transfer station
  - Find something that can be easily transferred by a student (boxes, small bag of potatoes, etc.).
  - Students will pick up the bag/box and drop it off at course stop #3.
- 4) Course stop #3: 5 jumping jacks
- 5) Course stop #4: roll
  - Find something that can be easily rolled by a student (basketball, large beach ball, scooter, etc.).
  - Students will use their hands to roll the object and leave at course stop #5.

6) Course stop #5: hula hoop

- Use hula-hoops or sidewalk chalk.
- Create circles for the students to hop through to the end of the course.

\*\* Optional: Provide certificates of perseverance for students. \*\*