

K–2 MULTI-GRADE BRIDGE
Detailed Daily Lesson Plan (DDL P)
Theme One Daily Lesson Guide (DLG) – Let’s Be Friends
Grade K Theme Book One: *This is Our House/Heroes*
Character Building Concept: Love – Including Others

Days 1 – 5 Signing In/Morning Activity

SIGNING IN, pp. 62 – 66 (DLG)

Standards: LA.1/2.W.7 Apply common conventions of manuscript writing (e.g., left-to-right, uppercase and lowercase letters, etc.)
LA.1/2.W.10 With support, write routinely for a range of tasks, purposes, and audiences

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

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

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

Day 1 – Circle Time/Morning Meeting

LOVE – INCLUDING OTHERS CONCEPT CONNECT

Concept Connect Activity

Standards: B.K.RO.11	Show kindness to people who are different or who make us unhappy (7, 11, 22)
B.1-4.RO.11	Demonstrate kindness toward and acceptance of people which are different from us or who treat us unkindly (7, 11, 22)
SS.K-4.IDI.11	Explore factors that contribute to personal identity such as physical attributes, gender, race, and culture



1. Give each student a piece of drawing paper and allow them to pick out one crayon from a box that is provided.
2. Ask them to draw a picture with only the single crayon.
3. When they are finished, provide each student with another piece of drawing paper. Ask the students to take out their own boxes of crayons and draw another picture. This time they can use as many different colors as they wish.
4. When they are finished, ask the following questions:
 - *“Which picture do you like best? Why?”*
 - *“Which picture would you like to display in our classroom?”*
 - *“Was it hard using only one crayon?”*
 - *“Why was it more fun to use all the crayons instead of just one?”*
5. Next, read to them, *The Crayon Box that Talked* by Shane Derolf. (This book is available for purchase through Amazon, but is also available and read in its entirety on YouTube.)

Amazon Ordering Info: <http://www.amazon.com/The-Crayon-Box-that-Talked/dp/0385373031>

YouTube Link: <https://www.youtube.com/watch?v=H5A0AQs3SCI>

6. Continue with the following discussion questions and comments:
 - *“Wasn’t it silly for the crayons not to like each other just because of their color? Each crayon had something special to offer to the picture – green for the grass, blue for the sky, yellow for the sun. It took all the crayons working together to make a complete and beautiful picture.”*
 - *“Each of you has something special to bring to this classroom. Some of you are good at reading; some are good at math; some of you love to write; others are great at sports, and still others are good in music. It takes all of us together as a team to make a complete classroom!”*
 - *“How did the crayons talk to each other at the beginning of the story?”*
 - *“Do we sometimes hear our classmates talk to each other the same way the crayons were talking to each other?”*



- *“You might hear someone say they don’t like another classmate. You may hear someone being left out of a game. The crayons weren’t being very nice in including each other, just as we sometimes aren’t very nice to each other and leave others out of what we are doing.”*
- *“At the end of the story, the crayons realized they were all unique. Yet, when they worked together and included each other, the picture was more beautiful! It works the same way for people. We need all of our classmates to build a strong classroom where no one feels left out! Do you think we can be more like the crayons at the end of the story?” (Pause) “Can we be nice to each other and include all classmates? Our classroom would be a better place to work and play if we included everyone, wouldn’t it?”*
- *“Before I read the book, I asked you to draw a picture with one crayon. It wasn’t very interesting to draw with only one crayon, just as it isn’t much fun to play all by yourself. You probably had more fun when you drew a picture with all the crayons. Right? The same happens when we work together, play together, and include each other. We all have more fun. It makes our classroom a more enjoyable and fun place to be.”*
- *“We have many differences in this class, just as a box of crayons has many different colors. We look different, we like different things, and we have different talents. God made us that way. If we were all the same, life would be boring with very little excitement, just as drawing with only one crayon made your pictures look dull.”*
- *“We can learn much from a box of crayons. They are all different colors, but their differences are what make the picture more beautiful. God gave us many differences when He created us. Instead of leaving classmates out because they may not look like us or act like us, we need to love and include everyone so no one is left out.”*
- *“Our differences make us special. When we include others in our work and play, we can have a fun and exciting time together. Let’s show God’s love to everyone by including them in our work and play.”*

Day 1 – Bible

INTRODUCING THE BIBLE STORY, pp. 40 – 42 (DLG)

Bible Verse, p. 42 (DLG)

Concept Nugget: Love means including others (K–2)

Standards:	B.K-4.BF.12	Memorize passages of Scripture (1)
	B.K.RO.4	Practice treating others as we would like to be treated (22)
	B.1-4.RO.4	Identify and demonstrate important personal values (e.g. honesty, kindness) (22)
	B.K.RO.11	Show kindness to people who are different or who make us unhappy
	B.1-4.RO.11	Demonstrate kindness toward and acceptance of people who are different from us or who treat us unkindly (7, 11, 22)



1. Teach the lesson according to the **DLG**. The children should repeat the Bible verse.
2. Say: *“We bring so much happiness to ourselves, to God, and those around us when we show love. There are so many different ways we can love others. This entire month we are going to learn several different ways that love can be shared. This week we will talk about how to love others by including everyone in our play, our work, and our lives. Just like the crayons included each other to make a beautiful picture, we are much stronger when we work together to meet our goals. We want to include everyone to show Jesus’ love to each other so no one feels left out. Who can think of some examples of ways you can show love by including others?”* (Encourage students to share specific every day examples with partners or with the whole group.)
3. *We are going to practice John 15:12 every day in our classroom.”*

*** Look for opportunities throughout the unit to reinforce acts of love in the classroom. Praise students who are working to include others. Send home Activity Master 1.1.0 (Parent Letter). ***

Days 1 – 5 Daily Oral Language (DOL)

Grammar & Writing Mechanics

Scaffolding (2nd), Editing (2nd)

Standards:	LA.2.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing
	LA.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. Daily oral language activities are designed for 1st and 2nd grade. Since this unit is taught early in the school year, most 1st graders have not been introduced to editing skills. Thus, only 2nd graders will engage in this month’s DOL activities. First graders will join in DOL editing activities beginning with the 4th theme, Spiritual Journey/*Giving Gifts*.
2. The suggested sentences for group editing are found in the BRIDGE Appendix D (DOL, Theme 1 – Book 1) for your convenience and are intended as a teacher directed activity at this time of year. Introduce students to the Common Editing Marks as they are used to make corrections in the sentences. It is suggested that the teacher make an enlarged poster copy of the Common Editing Marks and post it in the room for easy student reference. The Common Editing Marks chart is found in Appendix D only in the following: Theme 1 – Book 1, *This is Our House* and in Theme 4 – Book 1, *Winter’s Gift*. Use two sentences each day and correct mistakes together using the Common Editing Marks. These sentences are designed to correlate with each unit theme book.
3. During this activity Kindergartners and 1st graders may engage in another age appropriate center activity. However, advanced 1st graders may either listen as they gradually acquire writing knowledge throughout the year, or those who are ready may fully



participate in this 2nd grade editing activity. The teacher should use knowledge of their 1st grade students to select those who are ready to engage in this editing activity this early in the school year from those who are not.

During this activity Kindergartners and 1st graders may engage in another age appropriate center activity. However, advanced 1st graders may either listen, gradually acquiring writing knowledge throughout the year, or participate (if ready) in this 2nd grade editing activity. The teacher should use his/her knowledge of first grade students to select those who are ready to engage in this editing activity this early in the school year from those who are not.

READING WORKSHOP, pp. 57 – 62 (DLG)

Before Reading Activity

Vocabulary in Context (K–2)

Standards:	LA.K.L.3	Determine the meaning of unknown and multiple-meaning words and phrases
	LA.1.L.3	Determine the meaning of unknown and multiple-meaning words and phrases using sentence-level context
	LA.2.L.4	Determine the meaning of unknown and multiple-meaning words and phrases using sentence-level context

1. Place the vocabulary cards for *This is Our House* (Vocabulary Master 1.1 - *Let's Be Friends* – Appendix B) in a pocket chart.
2. *“This week we will be reading an interesting book entitled, ‘This is Our House’. To make sure we enjoy and understand our book, we must be sure that we understand the meaning of all the vocabulary words first. I am going to point to a word and if you know what it says, raise your hand and tell me. Then everyone will repeat the word. I will use the word in a sentence and I would like you to tell me what you think it means by the way the word is used in the sentence. If you aren’t sure what it means, we will give someone else a chance to tell the class.”*
3. Go over each underlined word and its contextual meaning with the class. Make certain students can pronounce each word. If students get stuck and cannot infer a contextual meaning, ask for an alternate word that might fit.
 - **Jumbo** – *“We flew to Mexico on a jumbo jet that landed on a runway at the airport.”*
 - **Rescue** – *“The firemen climbed the fire engine ladder to rescue the girl from the burning building.”*
 - **Radioed** – *“The policeman radioed for help when the thief stole the car.”*
 - **Tunnel** – *“The carpenter will tunnel through the wall to build a door through to the other side.”*
4. As you read through the book tomorrow, be sure to reference and review the vocabulary terms. Many of the words can be explained by referring to the pictures embedded in the story. After initial introduction, students may use the words in center activities, pocket chart activities, and they can eventually be posted on the theme word wall.



*** The goal is for students to become familiar with these words so they can fully comprehend the text. However, full mastery is not expected at this level. ***

Before Reading – Picture Walk, p. 57 (DLG)

Predicting Story Events (K–2)

Standards:	LA.K.RL.9	Predict story outcomes using picture clues
	LA.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. Teach the lesson according to the **DLG**, asking students to predict what they think the story will be about by looking through the pictures in the book.
2. As the students are making predictions about what will happen in the story, have them refer to the vocabulary words used in the previous activity to guide their thinking. *“The vocabulary words give us a clue about what happens in the story. Take a look at them and see if these words help you make a prediction. We will check our predictions tomorrow when we read the story for the first time.”*
3. Encourage students to use all available clues to predict the main events in the story without actually reading it. As they share their predictions, the teacher should record these on chart paper so they can be referenced after the story is read the next day.

WRITING WORKSHOP, pp. 66 – 70 (DLG)

Writing with Children – Picture Stories*, p. 68 (DLG)

Narrative Kidwriting (K–2); Parts of Speech-Nouns (2nd)

Standards:	LA.K.W.3	Use a combination of drawing, dictating, and writing to narrate a single event
	LA.1.W.3	Write narratives that recount two or more appropriately sequenced events
	LA.2.W.3	Write narratives that recount a well-elaborated event or short sequence of events, including details
	LA.2.L.1	Demonstrate command on the conventions of Standard English grammar and usage when writing

1. Teach the lesson according to the **DLG** for all K–2 students. The “Kidwriting” focus described in the **DLG** is for emergent writers, usually in Kindergarten and beginning 1st graders. Advanced 1st graders and 2nd grade students should be encouraged to write complete sentences along with pictures. Use Activity Master 1.1.1 for this activity. Expand on the **DLG** suggestion by using the following lesson introduction to narrative writing:
 - *“This year we have already begun to read many books with interesting stories. Does anyone remember the title of some of the books we have read?”* (Pause for answers.)
 - *“Those interesting books were written by authors who had stories in mind that they wanted to share with other people.”*



Sometimes stories are long enough to turn them into a book. Other times they can be short with only a few sentences that give the author's message. Either way, authors have something important to say. They want to share their experiences and stories with other people so others can enjoy them too.

- *“This year I want all of you to think of yourselves as young authors. Your voice, the experiences you’ve had in life thus far, the funny things that have happened to you, the exciting and happy things or events, and yes, even some of the sad or disappointing things are all a part of what makes you unique! Therefore, only you can tell stories of things that have happened to you and your feelings about them. These are true stories that you might want to share with others.”*
 - *“Other times authors make up stories about things that ‘could’ happen, but the story might not actually be true. In other words, it is a made-up story that didn’t really happen. However, the story is interesting for others. Authors use their imagination to make up these stories because they think other people might enjoy them. We call these types of stories **fiction**. Everyone say: ‘fiction’.” (Pause for repetition.)*
 - *“Whether a story is fiction or real, either way, we call it a **narrative**. Everyone say: ‘narrative’.” (Pause for repetition and write the word on the whiteboard or chart paper.) “Repeat after me: A narrative is a piece of writing that tells a story.” (Pause again for repetition.)*
 - *“This month we are going to learn how to write interesting narrative stories. Some of you will want to share your stories with others because that is what authors like to do. Whether you create fictional narrative stories or real narrative stories, you all have a voice and something important to say!”*
 - *“Today we will begin by writing picture stories because drawing pictures is a great way of creating narrative stories, also. The more details you add to your picture, the better your narrative story will be. Those of you who have already learned to write will add words and sentences underneath your pictures to write a narrative. The first step is to think of what you want to write about.”*
 - *“Your story can be a **fictional narrative** that you make up, or a true **nonfiction narrative** of something that really happened. Take a few minutes to think about your story and then begin.”*
2. Emergent writers will use story paper to draw a picture that tells a story. If they are capable, they can write a sentence or phrase underneath their pictures. Children’s abilities to write readable text at these ages, no matter the grade level, will vary greatly. So allow those who are ready to write to do so, while others who cannot will tell their stories through pictures.
 3. Developing writers (usually advanced 1st/2nd graders) will use story paper to write three or four complete sentences with their picture narratives. As the week progresses, children will use the stories they create today to learn or review the self-edit and peer editing process. Be certain to collect today’s narratives so children can continue working on them later in the week. As they



peer-edit later in the week, children will share their stories informally with their partner. While K/1st students begin working on their narratives for this assignment, continue the next step for extended 2nd grade lesson.

4. 2nd Graders: Conduct a mini-lesson on nouns for 2nd grade. Explain that a noun is a person, place, or thing. Go over the difference between a common and proper noun. Ahead of class make a 3x5 card for each student with the word proper on one side and common on the other side.
 - *“Today we are going to talk about nouns. There are two types of **nouns**: **common nouns** and **proper nouns**. A common noun is a general person, place, or thing. Some examples of common nouns are words such as: doctor, ocean, chair, teacher, zoo, and book. A proper noun is the name of a particular person, place, or thing, and it always begins with a capital letter. Some examples of proper nouns are: Atlantic Ocean, Dr. Chung, Point Defiance Zoo, Georgia, and Mrs. Smith.”* (Teach the lesson by continuing to provide examples. Write sentences with both common and proper nouns and ask students to identify each. Then continue the lesson.)
 - *“I am going to pass out a card to each of you. This card has the word proper on one side and common on the other side. I am going to say a noun and you will hold up your card so the side facing me tells me what kind of noun I just said.”* (Say several examples of common and proper nouns. Check to make sure students understand the difference.)
 - *“Now I want you to look around the room and tell me some nouns in our classroom. After you tell me the noun, tell me if it’s common or proper.”* (Allow a few minutes for this activity.)
 - *“When you return to your seats, begin working on your picture for your narrative stories. Write three or four sentences for your narratives. When you complete your writing, underline all the common nouns you used in your story and circle all the proper nouns. Don’t forget to write each proper noun with a capital letter at the beginning of the word.”* (Dismiss children to begin writing. Circulate around the room to see if students are on the right track.)

*** After the lesson, create an anchor chart entitled “Parts of Speech.” Add a definition for common nouns and examples for students to reference throughout the year. ***

Day 1 – Social Studies

My Favorite Park, pp. 96 – 97 (DLG)

Drawing – My Favorite Park (K), Think Aloud-Chronological Writing (1st/2nd)

Standards: SS.K-4.PPE.3 Recognize a map as a way of representing a part of the Earth
LA.K-2.W.10 Write routinely for a range of tasks, purposes, and audiences



1. Emergent writers will complete the activity according to the **DLG**. Explain the following: *“Sometimes it is easier to describe a place with a picture than with words. In order to see what a room, a building, or a neighborhood looks like, it is often easier to look at a map.”* (Distribute Activity Master 1.1.2a) *“By looking at a map, it is easy to see where things are located so that we can find the place we want to go and get there easily. Look at the playground map you just received. If we were standing at the park gate, and I wanted to give you directions to the swings following this map, what might I say?”* (Provide support and modeling of directional and sequential language as needed. Teach the use of directional and sequential words, such as:)

Directional Words: Right, left, turn, straight, proceed, between

Sequential Words: First, second, next, then, last, finally

Provide practice by selecting a student to give directions for the rest of the students to walk to specific areas of the park using their park maps and using directional and sequential language words just modeled. Tell students to use their fingers to do the walking, following the directions they hear by the selected students giving directions. Repeat this process as often as needed before proceeding to the next writing activity to allow students to become comfortable using directional and sequential language.

2. Project Activity Master 1.1.2b on an overhead projector, Smartboard, Elmo, or copy onto chart paper. Think aloud as you model how to write in chronological order using the same directional and sequential language students just practiced. Model how to complete the activity together with students.
 - *“Today we are going to practice writing in **chronological order**. This means we are going to write down events in the order that they happen using the directional and sequential language we just practiced. We will write about things that happen at the park and how to get to different areas of the park using our maps. I will use the example of walking to the swings at the park to show you what writing in chronological order looks like.”*
 - Think-Aloud/Modeled Chronological Writing:
 - *“In box 1 I could write, ‘First, I walk straight into the park following Fishy Way’.”*
 - *“In box 2, I could write, ‘Next, I turn left on Sunny Circle, just past the popcorn stand’.*
 - *“Then in box 3, I could say, ‘Then I turn left on Rainy Lane and walk until I find the swings on the right’.*
 - *“Last, I could finish my story by writing, ‘Finally, I will swing high in the sky.’”*
 - *“Then draw some simple pictures to go along with this.”*



- *“When we write how to do something in chronological order, we use special words at the beginning of each sentence to help mark the order of the steps we describe. Can anyone tell me what some of those words might be? (Pause for answers.) “That’s right. We use the words first, next, then, and last or finally at the beginning of each sentence to help keep the steps in the right order, to give your writing meaning.”*
 - *“Now I want you to pick a place at the park and write the directions for how to get there in chronological order, using directional and sequential words just as we practiced.”*
3. Distribute Activity Master 1.1.2b and instruct students to write their own directional-sequential story independently, and draw the path they described on their maps (Activity Master 1.1.2a).
 4. After everyone has finished, bring the whole class together and have them share either their park drawing or their chronological writing with the class. Two class books can be made with all the park drawings and the chronological writing papers to be displayed in the classroom library for students to read later.

Day 2 – Circle Time/Morning Meeting

Daily Message 1, p. 66 – 67 (DLG)

Editing, Writing Extension (K–2)

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

1. Teach the lesson according to the **DLG**.
2. First graders can participate with Kindergarteners and help the teacher by saying where a capital letter should be placed and what kind of ending punctuation is needed. Allow 1st graders to help the teacher spell the words by asking them to provide initial and ending letter sounds in the words, or providing middle vowel sounds. The goal is to tie this quick review of skills to lessons already taught through the phonics, spelling, grammar, and language programs.
3. Second graders can participate with Kindergartners and 1st grade students to help the teacher use conventional spelling of some of the words. They can also help create additional sentences with appropriate and more advanced punctuation. The teacher can call on 2nd graders to indicate capitalization of other proper nouns, etc. The goal is to tie this quick review of skills to lessons already taught through the phonics, spelling, grammar, and language programs.



Day 2 – Bible

PRESENTING THE BIBLE STORY, pp. 42 – 43 (DLG)

Activity 2: Reading God Gives Us Friends, p. 43 (DLG)

Class Discussion – Concept Nugget (K–2)

Standards:	B.K.RO.4	Practice treating others as we would like to be treated (22)
	B.1-4.RO.4	Identify and demonstrate important personal values (e.g. honesty, kindness) (22)
	B.K.RO.11	Show kindness to people who are different or who make us unhappy (7, 11, 22)
	B.1-4.RO.11	Demonstrate kindness toward and acceptance of people who are different from us or who treat us unkindly (7, 11, 22)
	B.K-4.BF.18	Participate in collaborative discussions about Bible passages (1)

1. After reading the Bible story, present the following discussion questions that relate to the story as well as the theme concept of Love – Including Others:
 - *“What was Zacchaeus’ job?”* (Tax collector)
 - *“How do you think most people felt about Zacchaeus and the job he did? Did people like him? How do you know?”* (Most people despised him and thought he was a traitor to the Jews.)
 - *“Do you think Zacchaeus had many friends around town? Why or why not?”*
 - *“Do you think Zacchaeus was ever invited to visit other people’s homes? Do you think many people visited Zacchaeus’ home? Why or why not?”* (Tax collectors were disliked and were considered traitors because they collected taxes, or money, for the Romans. They were not accepted by their own Jewish people. Therefore, Jews did not associate with people like Zacchaeus on friendly terms.)
 - *“Why was Zacchaeus surprised when Jesus told him he was going to eat at his house?”* (He was not used to anyone including him and being friendly. He was used to rejection – being left out.)
 - *“Why do you think Jesus invited himself to Zacchaeus’ house? What message was Jesus trying to give to Zacchaeus by going to his house?”* (Jesus was sending a message to Zacchaeus and to all who heard him that all people are loved and accepted by God. No one should be cast out and rejected. Jesus knew Zacchaeus’ heart, and knew he longed for God’s love and acceptance.)
 - *“If Jesus was here in our classroom, would He include everybody when it was time to play? Why do you think so?”* (Jesus would not want any boy or girl to feel left out. He wants us to know that if God loves and accepts all His children, we should



do the same.)

- *“How do you think Jesus wants us to treat people who are not popular, or who others don’t like?”* (We should be kind to them and include them in our work and play, just as Jesus would do.)

2. Lead children in a short prayer to love and include others throughout this school year. Then continue to the next activity.

Day 2 – Language Arts

READING WORKSHOP, pp. 57 – 62 (DLG)

During Reading – First Time, p. 57 (DLG)

Concept Connect Activity/Simulation; Comprehension Questions (K–2)

Standards:	LA.K-2.RL.10,11,12	Make connections between a text and personal life experiences
	LA.K.RL.11	With prompting, recognize differences between right and wrong
	LA.1/2.RL.10-11	Distinguish between right and wrong
	LA.2.RL.9	Compare and contrast two or more versions of the same story by different authors
	LA.K/1.RL.1	With prompting, ask and answer questions about key details
	LA.1.RL.2	Demonstrate understanding of the main idea
	LA.2.RL.3	Describe how characters in a story respond to major events and challenges
	SS.K-4.IGI.7	Examine how the rules and norms of groups to which they belong impact their lives

1. Simulation: Intentionally exclude some students from the discussion during the lesson by calling most students to the meeting area, but leave a few pupils in their seats (choose those who have a mild temperament and will behave well despite being unattended or ignored).
 - Briefly review the vocabulary words and their meanings from the previous day with the students. Purposely ignore the excluded students in their seats by not calling on them to answer. After this brief vocabulary review, ask the excluded students to join the group and discuss their experience before reading the story. The purpose of this exclusion activity and the ensuing discussion is to experience a brief simulation that ties into the story experience. Connect to the character building concept of love with the following questions:
 - To students who were excluded: *“First, I want to tell you that you didn’t do anything wrong! I played a trick on you today without telling you. The reason you were not included in the group was to allow you to participate in a little experiment so all of us can discuss how it feels when some people are included in an activity and others are not. How did you feel when I didn’t call you to the meeting area and didn’t call you to answer questions?”* (Allow students to share feelings freely.)



Make certain excluded children understand this activity had to do with today's story, not them personally. Bring to surface implications of feeling left out, rejected, and unfairness into the discussion.)

- To students that were included: *“How did you feel when you were included, but some of your friends weren't?”*
 - Story tie-in: *“The story we will read today is about a boy who did not want to include everyone in his play activity. As we read, think about the little experiment we just conducted and how some of you felt when you were not included. Then we will discuss our thoughts after we finish reading the story.”*
2. Read the story, *This Is Our House*, and teach the lesson according to the **DLG**.
 3. After answering the detail questions listed in the **DLG**, add the following concept questions to the discussion. Be sure to give an example of what inclusion looks like:
 - *“How did George's actions change from the beginning of the story to the end?”*
 - *“Why do you think George changed his mind about including everyone?”*
 - *“Why do you think God wants us to show love by including people even when they don't include us?”*
 - *“What are some examples of love in the story?”*
 - *“Did George solve the problem in a loving way? Why or why not?”*
 - *“Why should we always include everyone? How does this show love?”*
 - *“How is this story similar to the book we read yesterday about the crayons?”*
 4. **Lesson Summary:** *“In our classroom this school year, we want to make sure everyone feels included and no one feels left out, just like George felt at the end of the book. Our classroom is like a learning family, and families take care of one another. When we are in school, we want to work and play together just like the crayons at the end of our story yesterday. It didn't feel good to be excluded from our group earlier. Therefore, we want to remember that lesson and never make someone feel left out ever again! Let's all remember to include others here at school and at home. This is what Jesus would want us to do.”*

WRITING WORKSHOP, pp. 66 – 70 (DLG)

Somebody, Wanted, But-So Story Elements Summary; Graphic organizer (K–2), Mini-lesson, Parts of Speech (2nd)



Standards:	LA.K-2.W.1	Draw, dictate, or write opinion pieces that introduce a topic or book
	LA.K-2.W.10	Write routinely for a range of tasks, purposes and audiences
	LA.2.L.1	Demonstrate command on the conventions of Standard English grammar and usage when writing or speaking

1. K/1st grade students can use a simple graphic organizer to make a picture story summary while 2nd graders write a description of each story element. Instruct students to divide their paper into four sections. This can be done by folding a blank piece of paper in half from left to right, and then again from top to bottom. This will create four squares for each student. Students will label each consecutive box with the words: Somebody, Wanted, But, So... Tell students this is a strategy they can use to draw or write a summary of the story, *This Is Our House*. As each story element is discussed, K–2 students will label each word on their four-box graphic organizer.
2. K/1st graders will draw a story picture to match each story element. First graders will also write one or two words using kidwriting to describe the story element. Second graders will draw a picture and write a short sentence to match each story element. Lead students to conclude the following as they complete their graphic organizer picture story summary:
 - **SOMEBODY** – This is the main character in the story.
“Who is the main character in the book we read today, This Is Our House?” (George)
 Tell students to: (K–2) Draw a picture of George in this box.
 (1st) Write the word that describes the character. (George)
 (2nd) Write a sentence that describes the character. (Example: This story is about George.)
 - **WANTED** – This is the plot of the story. What did the main character want that he could not get?
“What did George want? What did he try to do?” (He wanted to keep the big box house for himself and keep others out.)
 Follow the same pattern as above. K–2 students will draw a picture of the plot. First graders will label the picture with a few words describing the plot. Second graders will write a sentence describing the plot, and will answer the question under WANTED.
 - **BUT** – This is the main problem of the story. It is what happens that gets in the way of what the main character wants.
“Since George wanted to keep everyone out of his house, what continued to occur throughout the story?”
 (Kids kept trying to find ways to play in the box with George, but George wouldn’t let them come in.)
What happened to him eventually?” (Kids eventually stopped trying to play with George and left him alone.)
What problem did he face?” (George was lonely when he didn’t have anyone to play with.)
 - **SO** – This is the resolution to the problem, how things turned out, or what the main character did to fix the problem.
“What did George finally realize at the end of the story? How did he eventually fix his problem?”



(George realized he was lonely because he had chased all his friends away. He changed his mind and opened up the box house for everyone to have an opportunity to play. This made him less lonely and happy again.)

- **Lesson Summary:** To summarize this activity, tell the children that we can use the *Somebody, Wanted, But, So...* strategy any time we want to summarize a narrative story. Help students to put all the elements they have written in their graphic chart together, and read it as the following story summary:

SOMEBODY: *“George....*

WANTED: *wanted to keep the box house only for himself,*

BUT: *but his friends kept trying to get him to share. When George didn’t share, his friends left him alone,*

SO: *so George became lonely and changed his mind. He decided it was more fun to share his box house with all his friends.”*

3. Second graders will conduct a quick review of yesterday’s lesson on common and proper nouns before completing the lesson above.
 - *“Is there someone who can tell me what a common noun is?”* (An appropriate response might be the following: common nouns are not specific names of people, places, or things. Another response might be: common nouns name general things.)
 - *“Great job! Can someone give me a couple of examples of a common noun?”* (Some examples would be words like: boy, house, park.)
 - *“Is there someone who can tell me what a proper noun is and give some examples?”* (An appropriate response might include: a proper noun is the name of a specific person, place, or thing. Some examples would be words like: Adam, Main Street, and Tennessee.)

Day 2 – Science

Can Telephone, pp. 93 – 94 (DLG)

Concept Nugget; Sound Waves (K–2)

Standards: S.K-2.PS.12 Use tools and materials to build a device that uses sound to solve the problem of communication
B.K-4.RG.21 Explore a variety of ways to communicate with God (e.g. Prayer, song, journaling) (11)

1. Teach the lesson according to the **DLG**.
2. After the lesson, conduct a short discussion with students about the experience:



- *“In order to hear clearly what your partner was saying, what did you have to do?”* (Pull the string tight between the phones because it is more difficult to hear with a sag string line, listen carefully, and refrain from becoming distracted by other voices, etc. Accept other logical answers, or prompt students for them.)
- Comparison Activity: Compare the can telephone sound wave activity with how God seeks to communicate with us. The teacher should prompt the students by using the following questions. Incorporate answers into a comparison T-Chart. The following is an example of what might be developed:
- *“Why does the can telephone work? Why can we hear the other person’s voice even though they are far away?”* (Our voices create sound waves that travel through the string all the way to the can on the other side.)
- *“How tight or lax must the string be in order to hear your partner clearly?”* (The tighter the string, the faster the voice sound waves can travel. Sound waves get “lost” with a lax string connection.)
- *“What happened if you were paying attention to something else in the room when your partner was trying to send you a message? Could you hear the message well?”* (Even if the string connection was tight enough, it was important to listen carefully and not allow anything else in the room to distract you. Otherwise, you might miss what your partner says.)

	Can Telephone Communication	Communication with God
1.	A “tight” string between the cans is needed so sound waves can reach the other side to hear the other person clearly.	When we read the Bible, pray to Jesus, worship God, and think about what God wants us to do, we develop a “tight” connection with God by keeping our minds open to God’s Holy Spirit.
2.	Place the can right to your ear to listen carefully in order to hear the other person clearly.	When we read the Bible and ask God to speak to us, it is like placing the phone can close to our ear. We may not hear a voice like ours on the can phone, but God will put thoughts in our mind about things He wants us to do.
3.	Don’t get distracted by other people’s conversations or with other things going on in the room because you will miss what your partner is saying.	By setting aside quiet time alone with God, turning off video games, TV, music, and other distractions, God can communicate with us more clearly
4.	Using a can phone to listen to your partner was fun!	God has fun when He communicates with us because He loves us. There is nothing He loves more than spending time with each one of us!

3. **Lesson Summary** - Say: *“This can telephone activity teaches us something about how God communicates with each one of us. First, we must make sure our connection with God is as tight as possible so we can hear Him speak clearly to us. We can do this by thinking about God often, asking Him questions, and thinking about what He wants us to do and how He wants us to act.*



Then we must make certain we're listening carefully by having a quiet place where we can go and read our Bibles without other distractions. Otherwise, we might miss what He wants to tell us! Finally, God loves it when we want to speak with Him and when we ask Him to speak to us because He loves us. He wants us to love others the same way that He loves us."

Day 3 – Circle Time/Morning Meeting

LISTENING/SPEAKING, p. 76 (DLG)

I'm Special to Jesus, p. 76 (DLG)

Concept Nugget (K–2)

Standards: LA.K-2.SL.1 Participate in collaborative conversations in diverse groups
SS.K-4.IDI.2 Identify the qualities that make individuals unique and equip them for their place in God's overall plan

1. Teach the lesson according to the **DLG**.
2. Connect to the concept of love by asking students to share their favorite way to show love to others during sharing time.
3. *"How does it feel when someone is showing love to you by including you in a game, birthday party, or other activity?" (Pause for responses.) "Doesn't it feel awesome? That is what Jesus wants us to do. It makes Him happy and makes Him smile down on us when He sees us including others and working together as a group. When we leave others out and say mean things to each other like the crayons did in our story earlier this week, it makes Jesus sad. We want to love each other like Jesus loves us. Even when we're mad at someone, or when someone is being difficult, we still need to include them and show love to them like Jesus would want us to do."*
4. Invite students to share with the group about a time they showed love or kindness to someone who was being difficult.

Daily Message 2, p. 67 (DLG)

Review of Common Nouns (1st/2nd)

Standards: LA.1/2.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
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. Teach the lesson according to the **DLG**.
2. When writing the daily message, add the following sentences after the weather sentence written in the **DLG**:



- I should wear (noun) so I can play in the (noun) .
 - Today for lunch I have (noun) and (noun) .
3. First graders can participate with Kindergarteners. They can help the teacher by saying where a capital letter should be written and what kind of ending punctuation is needed. They can also provide initial and final consonant sounds to help spell the words.
 4. Second graders can participate with K/1st graders. They can help the teacher by providing conventional spelling of some of the words. They can also help with beginning proper nouns with capital letters and placing ending punctuation at the end of a sentence. Ask students: *“Who can remind us what a noun is?”* (Review the definition of a noun. Students should be able to add and identify nouns in the morning message.)

Day 3 – Language Arts

READING WORKSHOP, pp. 57 – 62 (DLG)

During Reading – Third Time, pp. 58 – 59 (DLG)

Story Elements Plan Notes (K–2)

Standards:	LA.K.RL.3	With prompting, identify characters, settings, and major events in a story
	LA.1.RL.3	Describe story elements...characters, settings, and major events, using key details
	LA.2.RL.3	Describe how characters in a story respond to major events and challenges

1. Skip the “During Reading-Second Time” activity in the **DLG**. This was covered in **Day 1** activities. Teach this lesson according to the **DLG**.
2. *“Yesterday in our writing class, we learned how to use the ‘Somebody, Wanted, But, So...’ strategy to summarize the important parts of this week’s story, ‘This Is Our House’. Our lesson today is similar to yesterday’s, but yet a little different. Today we will talk about the four main elements in narrative stories. Repeat after me: characters, setting, problem, solution.”* (Pause for repetition.) *“These are the four main parts that all good narrative stories have in common. They are somewhat similar to the strategy we learned yesterday, except for one part. Does anyone recognize the part that is different today that we did not talk about yesterday?”* (If necessary, prompt students with questions to help them recognize that the setting was not part of the Somebody, Wanted, But, So...strategy they learned yesterday.)
3. As the teacher discusses each story element with the students, help children recognize that all narrative stories (fiction and nonfiction) contain these elements. Help students to define each element, and keep referring to these throughout the year as you discuss various stories read. (The more children hear their teacher using this language, the more comfortable they will be and more apt to use the language of story elements themselves.) Distribute plain paper to students for developing their own story



element plans as the teacher demonstrates the think-aloud. Emerging writers (K/1st) can draw pictures for each section, while developing writers (1st/2nd) can write a description of each story element in addition to the pictures.

4. Fold and divide a piece of chart paper into four sections and ask students to do the same with their own blank sheets of paper. Display the folded chart paper in front of the class. Ask the second graders to name the four elements of a story. Label each section on the chart paper with the words – Characters, Setting, Problem, and Solution.
5. Think aloud as you define each term and model to students how to complete the chart with the four elements of a story based on the book, *This is Our House*. Be certain they understand the different story elements. The teacher should model how to complete the chart while 2nd graders do the same on their own story elements' sheet.
6. Place the anchor chart somewhere in the room so students can refer to it throughout the year.

WRITING WORKSHOP, pp. 68 – 69 (DLG)

Talking During Writing, pp. 68 – 69 (DLG)

Self-Editing Lesson, Adding Details (K–2)

Standards:	LA.K.W.5	With support, respond to questions and suggestions from peers and add details to strengthen writing
	LA.1.W.5	With support, focus on a topic, respond to questions/suggestions from peers, and add details
	LA.2.W.5	With adult and peer support, focus on a topic and strengthen writing as needed by revising and editing

K–2 Students:

Continue to write/draw and improve upon the picture and written stories from **Day 1**. Review the concept of self-edit as a tool authors use to improve their narrative stories. To begin the self-edit process, share the following:

1. *“Earlier this week we began writing and drawing narrative stories. Some of you made fictional narratives and others chose nonfictional narratives, or stories that are true. We have made a great start with our narrative stories, but now we must do the next step that authors use to create the very best stories they can make. Does anyone know what we call the next step?”* (Editing)
2. *“When we edit our narrative stories, we begin by looking at our pictures and our writing carefully. We should also look for more details we can add to make our stories more interesting, exciting, and meaningful. We can ask ourselves the questions: ‘What more can I add to this story? What can I add that will make my story more interesting and exciting?’* (The teacher should model the self-editing process by referring back to the picture story and written story done earlier in the week. Add additional details that were not there before. For example: If there was a tree in the picture, add fruit, clouds in the sky, more details to people’s clothing, etc.) Add descriptive words to the written stories and fix sentence structure errors. After modeling, allow K/1st students



to begin revising their picture/word stories from **Day 1**. While K/1st students are completing this task, the following mini-lesson can be extended for 2nd grade.)

2nd Grade Mini-Lesson:

1. Conduct a short review of common and proper nouns learned earlier in the week. *“When we add details to make a narrative story better, it is often helpful to think of words that can describe nouns. Who remembers the two kinds of nouns we talked about earlier this week and what each means?”* (Allow students to respond.)
2. *“Words that describe nouns are called adjectives. Repeat after me: ‘Adjectives are words that describe nouns.’ Adjectives tell us what a noun looks like, feels like, tastes like, or sounds like. We use adjectives to add details to make our narrative stories more interesting.”* (Using the piece of writing from earlier in the week, model how to add adjectives to describe nouns and add details to the original writing piece. Demonstrate how to use the Common Editing Marks used during DOL to add details and descriptive words to the writing.)
3. Model writing basic sentences that would match the picture story from **Day 1**. Be sure to use nouns in each sentence.
 - Example: This is Pam and Bob. They are walking a little brown dog. Pam and Bob walk the dog every day by the giant oak tree.
 - Remember: Think aloud when modeling writing for students. Point to places where capitals are needed at the beginning of sentences, when periods should be placed at the end of sentences, and where periods are needed when a sentence makes a complete thought, etc.
 - Ask students to come to the board and underline the nouns used. Then circle the adjectives that describe these nouns.

Writing Time

1. Students begin self-editing their writing from **Day 1**. Allow students to edit for as long as they can stay on task (approximately ten minutes during this time of year). Challenge students, especially those with developing writing skills, to include nouns and adjectives in their story editing today.
2. The teacher should circulate around the room, providing individual help as needed. As you monitor students, point out and/or highlight the nouns they use in their stories, such as: *“Hi, Jill. I see that you’ve included the noun ‘boat’ in your sentence. Can you find a good adjective that describes the boat?”*
3. At the end of the writing period, say: *“Tomorrow we will continue editing, but in a different way.”*



Day 3 – Science

Where is My House?, p. 94 (DLG)

Classifying Animal Habitats (K–2)

Standard: S.K-2.LS.7

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

1. Gather K–2 students for a mini-lesson on classifying.
 - Discussion of Habitats – Say:
 - *“People are not the only living creatures that live in houses. Animals have houses too. An animal’s home is called a habitat.”* (Instruct students to repeat the word, habitat.)
 - *“Why do animals need homes?”*
 - *“What are some different types of animal homes? Where does a bear live? A bird? A snake? etc.”*
 - *“Today we are going to group animals according to their habitat, or where they make their home.”*
 - Briefly discuss each habitat and the types of animals that live there.
 2. Kindergarten students will participate in a cooperative learning activity after the mini-lesson and follow the lesson according to the **DLG**.
 3. 1st/2nd grade students will participate in a cooperative learning activity on classifying animals according to their habitat.
 4. Divide 1st/2nd grade students into three equal groups. Give each group one habitat card (Blackline 1.18a), one small poster board, and a set of animals. (Before class time, cut out three sets of Blacklines 1.18b, 1.18c, 1.18d and mix them all up for the three groups.)
 5. Students will glue their habitat cards to the center of their poster boards. After that, they will work together to identify, color, and separate the animals that live in their habitat and glue them to their poster boards. When they are finished they should identify three additional animals that live in that habitat and either draw them or write the names of the animals.
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Day 4 – Circle Time/Morning Meeting

Daily Message 3, p. 68 (DLG)

Reviewing Parts of Speech (1st/2nd)

Standards:	LA.1/2.L.1	Demonstrate command of the conventions of Standard English grammar & usage when writing or speaking
	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. Teach the lesson according to the **DLG**.
2. When writing the daily message, include the following sentences after “The weather is _____.”
 - We will get to play (in the gym/on the playground) today.
 - _____(proper noun)_____ and _____(proper noun)_____ will _____(verb)_____ during recess.
3. First graders can participate with Kindergarteners. They can help the teacher by saying where a capital letter should be written and what kind of ending punctuation is needed. They can also provide initial and final consonant sounds to help spell the words.
4. Second graders can participate with K/1st graders. They can help the teacher with conventional spelling of some of the words. They can also help with capital letters of proper nouns and ending punctuation. Review the term “Proper Nouns” with students.
“Who remembers and can tell us what is a proper noun? Who can remind us what a verb is?”

*** *This is not meant as a full lesson, but merely as a short review of topics which most 2nd graders covered in 1st grade. Students should be able to add and identify common nouns, proper nouns, and verbs in the morning message. ****

Day 4 – Language Arts

READING WORKSHOP, pp. 57 – 62 (DLG)

After Reading – Comprehension Questions, p. 59 (DLG)

Concept Nugget (K–2)

Standards:	LA.K.RL.13	Actively engage in group reading activities...with purpose and understanding
	LA.1.RL.11	Make connections between a text and personal life experiences
	LA.2.RL.14	Read and comprehend stories...of appropriate complexity with scaffolding, as needed

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



2. Add the following concept questions to the discussion:

- *“If you were the main character, George, how would you have shown love to others?”*
- *“How would you change some of George’s responses from hurtful to loving?”*
- *“Would it be hard or easy to show love to George when he was treating others so rudely?”*
- *“What would you have done to make everyone feel included?”*
- *“If you were a red crayon in the crayon box, what would be a nice thing you could say to the other crayons?”*

WRITING WORKSHOP, pp. 66 – 70 (DLG)

Talking During Writing, pp. 68 – 69 (DLG)

Peer Editing – Adding Details – Giving Feedback (K–2)

Standards:	LA.K.W.5	With support, respond to questions and suggestions from peers and add details to strengthen writing
	LA.1.W.5	With support, focus on a topic, respond to questions/suggestions from peers, and add details
	LA.2.W.5	With adult and peer support, focus on a topic and strengthen writing as needed by revising and editing

1. Teach the lesson according to the **DLG**. All the students will share their writing with a partner and give suggestions to one another. (See step #5 for suggestions on pairing students.) The teacher should model how to provide constructive feedback before asking students to do it. *“Yesterday we reviewed how to make our writing better by doing a self-edit and adding details. Who remembers what we call words that describe nouns?”* (Pause for students to answer, or provide prompt.)
2. *“When real authors are writing narrative stories, there is another way they edit their writing. They may ask someone else to read what they wrote and ask the person to tell them what they think might make their story more interesting. Today we will review how to do a peer edit.”* (Ask students to repeat the following:) *“Peer-editing means we read another person’s story and give suggestions about how to make it better.”*
3. *“When doing a peer-edit, we want to look carefully at someone’s picture narrative or written story and tell the writer the parts we like best. We can also suggest ways more details can be added to improve the story. People who can draw well usually have lots of details in their picture stories and can show others how to draw those details.”*
4. *“We can also suggest adding details to a written story. Perhaps you might think of a detail the other person might not have remembered. However, there is one very important thing we must always do when we are giving a classmate feedback on his writing. We must be kind! When we suggest a detail to add to the story, it is up to the author to say ‘yes’ or ‘no’, because it is the author’s story. After we finish with the peer-edit, each person will go back and recopy his story on fresh story paper, making all*



the changes that make the narrative better.”

5. Model how to give appropriate feedback during the peer-editing process. Ask for a volunteer who would allow their story to be read aloud or displayed through an overhead projector or document camera. Always begin by giving positive feedback and comment on something you liked about the story. Then model how to give appropriate feedback and suggest additional details to add.
6. After the process has been modeled thoroughly, allow students to select partners to begin the peer-editing process. Another option is for the teacher to assign partners based on students' strengths and challenges. For example, match a student who has difficulty drawing details in his picture story with someone who draws well. When matching pairs of students for written peer edits, this can be done by matching students with similar writing ability or by matching students with diverse skills, where one child is a stronger writer than the other.
7. When pairs are finished with the editing process, provide individual work time for students who have written pieces to write their final drafts with all the detail and grammatical changes they want to make. After the children learn the steps of this process well, they can do it again and again during the Writers' Workshop time block.

Writing by Children – This Is My House!, p. 69 (Optional)

Shared Writing – Picture Stories (K–2)

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

1. Teach the lesson according to the **DLG** for Kindergarten students.
2. Students that demonstrate emergent writing abilities (usually K/1st) will complete Blackline 1.11 and those who have developing writing skills (2nd grade) will use story paper to draw a picture of their house and write descriptive sentences about it.

Day 5 – Bible

APPLYING THE BIBLE STORY, pp. 46 – 47 (DLG)

Friends Are Kind, p. 46 (DLG)

Concept Nugget -Think-aloud – Response Writing (1st/2nd)

Standards:

B.K.RO.4	Practice treating others as we would like to be treated
B.1-4.RO.4	Identify and demonstrate important personal values (e.g. honesty, kindness) (22)
B.K.RO.11	Show kindness to people who are different or who make us unhappy
B.1-4.RO.11	Demonstrate kindness toward and acceptance of people who are different from us or who treat us unkindly (7, 11, 22)



1. Teach the lesson according to the **DLG** for K–2. Then continue the rest of the activity with 1st/2nd graders.
2. Model a writing response to the question, “*How do our everyday actions of being kind show that we are following what Jesus teaches in John 15:12?*”
3. Think aloud as you model writing a simple response to this question. Be sure to include wording from the question in your modeled answer. Engage students by asking them to contribute ideas in a complete sentence and help spell and write words. For example: “*When we are kind to others, we are showing love. Jesus was kind to everyone. We are like Jesus when we show kindness.*”
4. Instruct 1st grade students to trace the modeled writing on Activity Master 1.1.3a, tracing first with their pencil, and then with a dark Sharpie marker. Second graders will copy the modeled writing on Activity Master 1.1.3b. When they finish, students can color, decorate their hearts, and cut them out. As they complete this activity, encourage students to share their hearts with their parents, family members, or friends as a witnessing activity. *Optional:* The teacher may wish to post them on a bulletin board entitled, “We are like Jesus.”

Day 5 – Language Arts

WRITING WORKSHOP, pp. 66 – 70 (DLG)

Activity 1: Writing by Children – Who’s in My House?, p. 70 (DLG) (*Optional – To be done only if yesterday’s optional lesson was completed*)

Independent Writing – Picture Stories (K–2)

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

1. Teach the lesson according to the **DLG**.
2. As students are finishing the journal prompt, pass out their picture stories from yesterday from *This Is My House* activity. Pair the students and allow them to share their picture stories with each other until everyone is done with the journal prompt. When the whole class is finished, bring those together and let students share their picture stories with the class.
3. Encourage students to share their picture stories, but don’t insist if someone doesn’t want to share. Give positive feedback to the student up front and encourage the other students to give kind feedback.

Activity 2: Love Reflection

Concept Nugget, Journaling - Reflective Writing (K–2)

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

1. At the end of the unit students will be compiling a class book about the meaning of love.



2. Begin the activity by discussing ways in which you “caught” students including others and showing love this week.
3. Afterwards, discuss ways in which students have experienced love through inclusion this week, such as:
 - *“Raise your hand if you’d like to share a way in which you’ve included a friend this week.”*
 - *“How were you included in other activities on the playground or in the classroom?”*
 - *“Were you included in a group activity like the crayons were all included to make the beautiful picture?”*
 - *“Today we are going to start a class book about love. Our book is going to be filled with your pictures and journal entries. We are going to start our book today. When you return to your seats, you’re going to use this story paper to draw a picture about how you showed loved this week by including others. After you’ve drawn your picture, write a sentence or two describing who showed you love and how.”*
- Distribute story paper, or use Activity Master 1.1.1.
- Emergent K/1st grade writers can draw their pictures and then dictate sentences for the teacher to describe their pictures.
- Some 1st graders will be able to use kidwriting or inventive spelling to write their messages.
- Before students complete this activity independently, draw an example on the board using one of your captured moments.
- After the activity, collect all the written samples and use a few or all of them to include in the class book at the end of the month.
- Try to collect at least one or two samples from each student each week.

Day 5 – Social Studies

Option 1: Kind Watchers, p. 98 (DLG)

Think-aloud, List It; Rule Discussion (K–2)

Standards:	SS.K-4.PAG.1	Justify how rules and laws can serve to support order and protect individual rights.
	SS.K-4.PAG.7	Discuss the rights and responsibilities of citizens in the school and the community
	SS.K-4.CIP.2	Define concepts and ideas such as individual dignity, fairness, freedom, common good, rule of law, civic life, rights, and responsibilities



1. Before teaching the **DLG** lesson, conduct a mini lesson to remind students why it is important to have and follow rules daily in school. Use the questions below to stimulate a whole group discussion on the rights and responsibilities of each member of the class to contribute to a safe, peaceful classroom community by agreeing to follow the rules.
 - *“We have already developed the rules we want to follow here in our classroom. Can anyone tell us why do we need rules in school? What might happen if you came to school and there were no rules at all?”*
 - *“Why do you think some people don’t like to follow rules?”*
 - *“We have discussed before that our class is like a family – a learning family. Being part of a family has privileges and responsibilities. Family members give up some things they may want for themselves in order to help the entire family accomplish a goal. Here in school you may be asked as a learning family to stay away from doing something you really want to do, or you may be asked to do something you really don’t want to do. However, because we are all a part of this learning family, we agree to give up some things we might want personally in order to make Jesus happy. For example, we must all agree to stop and clean up after ourselves at the end of our learning center time. If one person decides to continue when it is time to stop and clean up, that would not be fair to all the other members of our learning family. It would create unhappiness. If someone is unkind to another and says hurtful things to them, it would cause hurt feelings and would disrupt our happy learning family. That would not be fair to our classroom community. Can anyone else think of another example of how following our classroom rules helps our entire learning family?”*
2. Next, teach the lesson according to the **DLG** about “Kind Watching.” If this is not usually a problem in your classroom with your students, substitute another “problem topic” and follow the same lesson format using similar “think-aloud” questions as those below. For example, if tattling among students is a bigger problem in your classroom than children being annoyed by others watching them, then modify the lesson to cover what children should do instead of tattling when they see others not obeying the rules. Use this opportunity to discuss a behavioral topic that is slowly becoming a problem. Address it before it becomes worse. If you change the topic, modify the questions or “think-aloud” thoughts below to cover the new topic you have chosen.
3. During the lesson think aloud how the students’ thoughts can be listed on chart paper, such as:
 - *“Let’s make a list of kind watching tips that we should follow when we want to watch a friend work. First, we should give our list a title. Let’s entitle it, ‘Kind Watchers.’”* (Write the title at the top of the chart paper.)
 - *“Now I’m going to skip the next line on my paper because I don’t want my list to be too close to my title. I want readers to clearly see what the list is about.”* (Skip the next line.)
 - *“I’m going to write number one here and a period after it. This will tell my readers that this is the first rule that kind watchers should remember.”*



- *“Kind watchers should remember to ask for permission before watching. So I’m going to write, ‘Ask for permission before watching after my period’.”* (While writing, remember to mention spacing in between words.)
 - *“I didn’t put a period after watching because I am writing phrases in my list, not sentences.”*
4. Continue the think-aloud in this manner until you’ve completed all the kind watching rules you feel are necessary for your group of students. Then continue developing the lesson standards as follows:
- *“Why is it important to develop rules before we begin working together in an activity?”*
(Everyone should know what to do when they work together.)
 - *“How do rules help us carry out an activity in a fun a safe way?”*
(Rules help people agree on how everyone should behave so there will be fewer disagreements.)
 - *“What might happen if we began working on an activity without first agreeing to follow a set of rules?”*
(All might have their own ideas of how to behave. Therefore, more disagreements would happen. Anything goes!)
 - *“In order for our rules to work, what things should every member of the group remember to do?”*
(Follow the rules! Everyone is responsible to follow the rules all agreed to when working together.)
 - *“Do these things apply to rules we see outside of our classroom? Give examples.”*
(Yes. Our school has rules for all classrooms to follow. Our community has rules that all people follow, such as driving rules, business rules, and other rules that help people live and work together. When people break the rules, such as stealing things in a store without paying for them, it is not fair to the store owner who loses money or to others who obey the rules. Citizens of a community, state, or country have the responsibility to obey the rules and laws so everyone can live and work together safely.)
 - *“Why do you suppose God decided to give us the set of rules we know as the Ten Commandments?”*
(God knew people would need to follow a set of rules by which to live so everyone can live and work together in a safe and happy way without being afraid. Without rules people could do anything they wanted without regard for the rights, happiness, and safety of others. God wants us to follow His rules in order to live free, happy, safe, and healthy lives, while still behaving in a way that is fair to the rights of others.)

Option 2: Working with Friends, p. 98 (DLG)

Think-aloud, List It (K–2)



Standards:	SS.K-4.PAG.1	Justify how rules and laws can serve to support order and protect individual rights.
	SS.K-4.PAG.7	Discuss the rights and responsibilities of citizens in the school and the community
	SS.K-4.CIP.2	Define concepts and ideas such as individual dignity, fairness, freedom, common good, rule of law, civic life, rights, and responsibilities

- Before teaching the **DLG** lesson, conduct a mini lesson to remind students why it is important to have and follow rules daily in school. Use the questions below to stimulate a whole group discussion on the rights and responsibilities of each member of the class to contribute to a safe, peaceful classroom community by agreeing to follow the rules.
 - “We have already developed the rules we want to follow here in our classroom. Can anyone tell us, why do we need rules in school? What might happen if you came to school and there were no rules at all?”*
 - “Why do you think some people don’t like to follow rules?”*
 - “We have discussed before that our class is like a family – a learning family. Being part of a family has privileges and responsibilities. Family members give up some things they may want for themselves in order to help the entire family accomplish a goal. Here in school you may be asked as a learning family to stay away from doing something you really want to do, or you may be asked to do something you really don’t want to do. However, because we are all a part of this learning family, we agree to give up some things we might want personally in order to make Jesus happy. For example, we must all agree to stop and clean up after ourselves at the end of our learning center time. If one person decides to continue when it is time to stop and clean up, that would not be fair to all the other members of our learning family. It would create unhappiness. If someone is unkind to another and says hurtful things to them, it would cause hurt feelings and would disrupt our happy learning family. That would not be fair to our classroom community. Can anyone else think of another example of how following our classroom rules helps our entire learning family?”*
- Next, teach the lesson according to the **DLG** about “Working with Friends.” If this is not usually a problem in your classroom with your students, substitute another “problem topic” and follow the same lesson format using similar “think-aloud” questions as those listed in #3. For example, if tattling among students is a bigger problem in your classroom than children being annoyed by others joining them in an activity, then modify the lesson to cover what children should do instead of tattling when they see others not obeying the rules. Use this opportunity to discuss a behavioral topic that is slowly becoming a problem. Address it before it becomes worse! If you change the topic, modify the questions, or “think-aloud” below to cover the new topic you have chosen.
- During the lesson think aloud with the students on how their thoughts can be listed on chart paper, such as:
 - “Let’s make another list of buddy working tips that we should follow when we want to work with a friend. Who remembers the first thing we should write before we begin making our list? That’s right, we need a title. Let’s entitle it, ‘Buddy Work’. How does that sound?”* (Write the title at the top of the chart paper.)



- *“Now I’m going to skip the next line on my paper because I don’t want my list to be too close to my title. I want readers to clearly see what the list is about.”* (Skip the next line.)
 - *“What should I write now on my next line? Correct! I need to write number one with a period after it to show that this is the first phrase in my list.”*
 - *“Buddy workers should ask for permission to work together. So I’m going to write ‘buddy permission to work together’. Does that sound ok?”* (While writing, remember to mention spacing in between words.)
 - *“Should I include a period? Why not? Exactly! I’m not writing sentences in this list – only phrases. I didn’t put a period after the word ‘together’ because I am writing phrases in my list, not sentences.”*
4. Continue the think-aloud in this manner until you’ve completed the list of buddy working rules for your classroom. Then continue developing the lesson standards as follows:
- *“Why is it important to develop rules before we begin working together in an activity?”* (Everyone should know what to do when working together.)
 - *“How do rules help us carry out an activity in a fun a safe way?”* (Rules help people agree on how everyone should behave so there will be fewer disagreements.)
 - *“What might happen if we began working on an activity without first agreeing to follow a set of rules?”* (All might have their own ideas of how to behave. Therefore, more disagreements would happen. Anything goes!)
 - *“In order for our rules to work, what things should every member of the group remember to do?”* (Follow the rules! Everyone is responsible to follow the rules all agreed to when working together.)
 - *“Do these things apply to rules we see outside of our classroom? Give examples.”* (Yes. Our school has rules for all classrooms to follow. Our community has rules that all people follow, such as driving rules, business rules, and other rules that help people live and work together. When people break the rules, such as stealing things in a store without paying for them, it is not fair to the store owner who loses money or to others who obey the rules. Citizens of a community, state, or country have the responsibility to obey the rules and laws so everyone can live and work together safely.)
 - *“Why do you suppose God decided to give us the set of rules we know as the Ten Commandments?”* (God knew people would need to follow a set of rules by which to live so everyone can live and work together in a safe and happy way without being afraid. Without rules, people could do anything they wanted without regard for the rights, happiness, and safety of



others. God wants us to follow His rules in order to live free, happy, safe, and healthy lives, while still behaving in a way that is fair to the rights of others.)

