

K–2 MULTI-GRADE BRIDGE
Detailed Daily Lesson Plan (DDLPL)
Theme One Daily Lesson Guide (DLG) – Let’s Be Friends
Grade K Theme Book Two: One Smile/Heroes
Character Building Concept: Love – Acts of Kindness

Days 1 – 5 Signing In/Morning Activity

SIGNING IN, pp. 153 – 155 (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

Daily Message 1, pp. 156 – 157 (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 1 – Bible

INTRODUCING THE BIBLE STORY, pp. 131 – 133 (DLG)

Love – Acts of Kindness

CONCEPT CONNECT ACTIVITY (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, humility) (22)
	B.K.RO.11	Show kindness to people who are different or who make us unhappy (7, 11, 22)

1. Before teaching the Bible lesson today, write kind notes of affirmation to two or three students in the class. Explain that these two or three students will read their notes and each will then write a kind note to someone else they choose in the class. When the next two or three students receive their notes, they will read them and write notes to other students in the class. This will continue until everyone has received a kind note from someone. Make sure to point out that they can't write a note to someone who has already has a note. Therefore, it is important for everyone to know when a note is written and received by someone. Be sure to include everyone and make sure every student in the class gets a note. Discuss with students that it is important to find something kind to say to the person to whom the note is addressed, even if it is a small thing.
2. *“Let’s look at a little experiment to illustrate how this will work. Here is a container of water. I am going to drop a small rock in it. Watch what happens to the water after I drop the rock in it. What did you see?”* (Pause for students’ answers. Help students conclude that the rock caused rings or ripples.) *“That’s right. The rock caused ripples to go across the container of water. One ripple led to another ripple, which led to another ripple until the ripples hit the edge of the container. Sometimes one act of kindness leads to other acts of kindness that can affect many people. Later today we will read a story together that shows us how that can work. That is what your notes are going to do today. One note of kindness will lead to another note of kindness until everyone receives a special note. I’m excited to see love spread around the classroom as we write notes of kindness to our classmates.”*
3. Follow-up with some questions about this activity at the end of the day:



- *“How did it feel to get a kind note from another student today?”*
 - *“Did you feel loved when you received your kind note?”*
 - *“How was the rock experiment similar to the way the notes of kindness were passed around?”*
 - *“Can we show kindness like this outside the classroom?”*
 - *“How can we show kindness to others outside the classroom?”*
 - *“Could your kindness outside the classroom have a ripple effect? Explain how this could happen.”*
4. *“Let’s practice this week showing love by being kind to our classmates, families, and friends. When you are kind to someone, it has the ripple effect just like the rock hitting the water.”*

What Does a Centurion Do?, p. 132 (DLG)

Dramatizing (K-2), Group Discussion Questions (K-2)

Standards: B.K-4.BF.18 Participate in group discussions about bible study (1)
 LA.K-2.SL.7 Give brief oral presentations (e.g., poems, memory verses, songs)
 LA.K-2.SL.1 Participate in collaborative conversations in diverse groups: follow agreed-upon rules
 LA.K-2.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally

1. Teach the lesson according to the **DLG**.
2. Connect to the character building concept of kindness with the following questions:
 - *“How could you give orders like a centurion and still show kindness?”*
 - *“If a centurion doesn’t show kindness to the other soldiers, what do you think the other soldiers would do?”*
 - *“In what ways could a centurion soldier show kindness to the other soldiers that could have a ripple effect?”*
3. The Centurion’s helmet can be completed during Art or center time if there isn’t enough time to complete it during Bible.



Days 1 – 5 Daily Oral Language (DOL)

Grammar & Writing Mechanics

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 2) 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.

Day 1 – Language Arts

READING WORKSHOP, pp. 151 – 153 (DLG)

During Reading – First Time, p. 151 (DLG)

Concept Nugget (K–2), Picture Walk (K–2), Sequencing Story Elements (K–2)

Standard: LA.1/2.SL.1 Participate in collaborative conversations in diverse groups: follow agreed-upon rules

1. Teach the lesson according to the **DLG**.
2. *Concept Nugget*: After the teacher reads the story, discuss the following questions to connect the concept of how a small act of kindness shows love and affects others:
 - “What caused the young man to look for a job?”



- *“How did the waitress surprise her children?”*
 - *“Was the youngest grandson scared after he received stickers in the mail?”*
 - *“How did Katie’s act of smiling at the sad man affect all the other people in the story?”*
 - *“Do you think Katie had any idea how many people would benefit from her simple act of love and kindness? Why or why not?”*
3. Sequencing of Story Events: Make a list of how the “Random Acts of Kindness” affected all the people in the story through a graphic sequencing of events. A timeline on chart paper could be used to help children recall and sort through the various characters in the order they appeared in the story. It could also show how each person was affected by Katie’s act of kindness.
- Katie showed love through a smile to the young man at the park.
 - The young man was able to share love by helping the woman with the flat tire.
 - The woman with the flat tire was able to share love with the waitress.
 - The waitress was able to share love by surprising her children.
 - The children were able to share love with the little girl next door.
 - The little girl next door was able to share love with her grandma.
 - The grandma was able to share love with her grandchildren.
 - One of her grandsons was able to share love with a little girl and her dad in the doctor’s office.
 - The little girl’s dad was able to share love with the young man at the park.
 - The young man was able to return love to Katie and her mom by fixing their van so they could go to Katie’s grandpa’s birthday party. *“Wow! One act of love affected so many people!”*

Lesson Summary: *“Let’s remember that just as ripples in the water were made by throwing a stone, when we show love to others through an act of kindness, we help God to spread His goodness in the world. We will probably never know just how many people it will help. So I challenge you today to find ways in which you can show love to others.”*



WRITING WORKSHOP, pp. 156 – 161 (DLG)

Introduction to the Writing Process

Writing Process – Brainstorming (2nd), Flow Chart (2nd)

Standards: LA.2.W.5 With support, respond to questions and suggestions from peers and add details to strengthen writing (W.K.5)
LA.2.W.7 Apply common conventions of manuscript writing

1. Use Activity Master 1.2.1 to brainstorm about a time when the students made someone smile. When children begin thinking about this activity, encourage them to use an experience that was very meaningful for them. Take them through the process of brainstorming. Say: *“Brainstorming is one of the first things we do when we begin to think about topics to write about. It is the first stage in the writing process. When we **brainstorm**, we make a list of all the ideas that come to mind. We allow our brain to become an “idea generator” and we can write as many ideas as we can. There are no bad ideas! We do this so we can choose the best idea or topic to write about. This is what good writers do! Let me show you!”* (The teacher will model using ideas from personal experiences and complete a flow chart (Activity Master 1.2.1). Be sure to briefly describe the situations you are talking about to the children. Example: *“I made my sister smile when I accidentally put the TV remote control in the refrigerator!”* Then write, sister – TV remote in refrigerator. Share the next activity:) *“I want each of you to use Activity Master 1.2.1 to create your own list of ideas about a time when you made someone smile. Remember to use something that happened to you, not someone else.”*
2. Engaging in each stage of the writing process will be a weeklong activity.

Day 1 – Science

Baggie Garden, p. 188 (DLG)

Concept Nugget (K–2)

Standard: B.K.RO.12 Develop a desire to help others. (11, 13)

*** Put the books you have collected about seeds, plants, and flowers in a separate spot in your classroom library so students can look and read through them during the week. ***

1. Teach the lesson according to the **DLG**.
2. Gather materials for the children to create colorful cards. Rotate students through the center throughout the week so that every child has the opportunity to participate.
3. Every card will include a picture of each child smiling, with a single flower in hand.
4. Each student will choose a Bible verse on love to write on the inside of the card. For Kindergarten students, have a couple of different Bible verses about love typed and cut out for them to glue inside their cards.



5. Students can now decorate their cards with flower stickers and extra designs with markers.
6. Each student will choose a special person who is sick or who needs a smile and share his/her decorated card. Another option is to ask the church pastor or church administrative assistant to mail the cards to shut-in church members or others they might know who would benefit from receiving a child's card.

Day 2 – Circle Time/Morning Meeting

Daily Message 2, p. 157 (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, p. 133 (DLG)

Reading “A Soldier Cares,” p. 133 (DLG)

Concept Nugget (K–2), Listening Activity (1st/2nd)

Standards: B.K-4.BF.18 Participate in group discussions about Bible stories (10)
 LA.K-2.W.1 Use a combination of drawing, dictating, and writing to compose opinion pieces about a topic or book
 LA.K-2.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally
 LA.K-2.SL.3 Ask and answer questions to seek help, get information, or clarify meaning (SL.K.3)
 LA.K-2.RI.1 Demonstrate understanding of key details by asking and answering questions (RI.2.1)



LA.K-2.RI.2 Identify the main topic of a multi-paragraph text and of specific paragraphs within the text (RI.2.2.)

1. Teach the lesson according to the **DLG**.
3. While 1st/2nd graders are listening to the story, they will keep track with tally marks on a piece of paper of how many times the word *soldier* is used in the story.
3. *Concept Nugget:* (Discussion Questions)
 - *“This week we have talked about how our acts of love and kindness affect other people. In this story...”*
 - *“What did the centurion do that showed love and regards towards others?”*
 - *“How did the centurion’s simple act of kindness affect others?”*
 - *“List how many people might have been touched by the centurion’s act of love.”*

Some examples include: The Centurion’s family who witnessed the miraculous healing; Jesus’ disciples who also witnessed the miracle; people in the neighborhood whose faith in Jesus grew from hearing about the healing miracle Jesus had performed.

Bible Verse March, p. 133 (DLG)

Memory Verse Practice (K–2)

Standards: B.K.BF.6 Explore a variety of Bible passages from different genre (e.g., poetry, prose) (1)
B.K.BF.12 Memorize passages of Scripture (1)

1. Teach the lesson according to the **DLG**.
2. Kindergarteners: Have the memory verse written down on chart paper and cover certain words with sticky notes. Students will take turns revealing the words that are covered. Once they have identified all the covered words, use the sticky notes to cover different words and do it over again.
3. 1st/2nd Graders: Type the memory verse, cut out the words, and give one set to each student. They will put the words in the correct order and glue them on a blank piece of paper so the memory verse is correctly displayed.



Day 2 – Language Arts

READING WORKSHOP, pp. 151 – 153 (DLG)

During Reading – Second Time: Introduce Vocabulary, p. 151 (DLG)

Context Clues (1st/2nd)

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

1. Teach the lesson according to the **(DLG)**. *“Sometimes you won't understand every word in a story. One thing you can do to figure out new words is to use context clues. The context is the words, sentences, and ideas that come before and after a word or a group of words. When you read a story, pause when you reach any new word you don't understand. Then look in the context to find clues – words or phrases that hint at what the new word means.”*
2. Place the vocabulary word cards in a pocket chart for the children to see (Vocabulary Master 1.2). Ask a volunteer to read each word, or the teacher can read the word and ask the children to repeat it. While reading the story the second time, encourage 1st/2nd graders to use context clues to determine the meanings of each new vocabulary word introduced in the story.
3. 1st/2nd Grade Vocabulary Words: discouraged, inspired, struggling, hesitation, rescue, grateful, homemade, stationary, tucked, nervous, cast, sighed, relief, upset, completing.
4. *Optional:* Copy all vocabulary words to the chart paper and leave space for student-predicted contextual meanings for each word.
5. When rereading the story, refer to each word contextually and check the definition. Copy any revised definitions underneath the previously given definition, perhaps using a different color marker.
6. Give positive feedback for all definitions given correctly, using only the context clues found in the sentences.
7. End by summarizing the lesson: *“We can use context clues to figure out what a word means when we read a story!”* (Ask children to repeat the lesson summary.)

WRITING WORKSHOP, pp. 156 – 161 (DLG)

Writing with Children – Our Caring Acts, p. 159 (DLG)

Writing Process – Drafting (2nd)



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

1. K/1st Graders: Teach the lesson according to the **DLG**.
2. 2nd Graders: Students will use their brainstorming activity to begin writing a first draft of their stories about a time when they made someone smile.

*** When students begin writing their first draft, encourage them to focus on putting their thoughts on paper. ** *

*** Circulate around the room to be sure every student has chosen an experience that is meaningful and easy to write about. **

Day 2 – Science

Parts of a Flower, p. 188 (DLG)

Technology (1st/2nd), Plant Labeling (K–2)

Standards: LA.2.L.6 Use words and phrases, including adjectives and adverbs, acquired through conversations
LA.2.W.6 Production and Distribution of Writing
S.K–2.ET.2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object functions

1. Teach the beginning part of the lesson according to the **DLG**. Save the last half of the lesson for Art time.
2. K–2nd Graders: After reading *Jack’s Garden* to the class, show the children the uprooted flower (referenced in the **DLG**). Tape it down to chart paper and draw lines to the plant parts: flower, petal, stem, leaf, and roots. Lead the children in the following interactive discussion: *“Let’s talk about what each part of this flower does.”*
 - **Roots:** *“Can anyone tell me what the roots do? That’s right; they anchor the flower in the soil. The roots can also take water and minerals from the soil to the rest of the plant.”*
 - **Stem:** *“What about the stem? What is its job? The stem supports the upper parts of the plant. Water and dissolved nutrients from the soil travel up the stem in a system of tubes. Food can also travel from the leaves down the stems to the roots. Stems also store food for the plant. The stems do a great work, don’t they?”*
 - **Leaves:** *“Now what about the leaves? Their job is a little harder to understand. Leaves make food by using photosynthesis. Everyone, say: ‘photosynthesis’.”* (Pause to allow time for students to say the word.) *“Leaves take in carbon dioxide from the air, water from the soil, and energy from the sunlight. During photosynthesis the leaves use light energy to change carbon dioxide and water into food. (Sugar)”*



- Petals/Flower: *“Does anyone know what the flower and petals do? I’ll give you a clue; they work together.”* (Pause for students’ answers.) *“Those are some great ideas. Inside the flower is pollen, and that is used to make more plants. Flower petals and the smell of the flower attract insects and bees to pollinate the flower. The petals have bright colors which attract pollinators like insects and bees, and this helps in the process of pollinating plants.”*
 - Seeds: *“After pollination, the petals fall off and seeds develop. The seeds can be blown by the wind and wherever they land, new plants will start to grow. Isn’t it amazing how God created this beautiful flower to do all these important jobs?”*
3. Kindergarteners will use Activity Master 1.2.2 to cut out the plant parts and glue them to the correct spot around the picture of the flower. The first letter of each word is already there to give students a clue about where the words should be placed. They will cut and paste the whole word over the single letter that is in the box. Then they can color the picture.
 4. First graders will use Activity Master 1.2.3 to label the different parts of the plant. Then they can color the picture.
 5. Second graders will use Activity Master 1.2.4a and 1.2.4b to label the different parts of the plant. Then they will cut out the definitions and paste them under the correct parts of the plant. They can complete this activity by coloring the picture.
 6. *Optional:* 1st/2nd graders will use the paint program on the computer to draw a flower that includes the following parts: flower, leaf, petal, stem, and roots. When they are finished, the teacher can print the picture and have the students label the parts on their papers, or they can use the computer to label the parts of the plant.
 7. *Optional:* 1st/2nd graders can play this online game on how to make a plant grow. There is a quiz button at the end of the game with age appropriate questions. http://www.bbc.co.uk/schools/scienceclips/ages/7_8/plants_grow_fs.shtml.

Day 3 – Circle Time/Morning Meeting

Daily Message 3, pp. 157 – 158 (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 3 – Language Arts

READING WORKSHOP, pp. 151 – 153 (DLG)

After Reading – Comprehension Questions, p. 152 (DLG)

Teach the lesson according to the **DLG**. Then continue with the following activity below:

Daddy Shoes and Baby Shoes Activity: <http://ministry-to-children.com/gods-big-love-object-lessons>

Concept Nugget (K–2)

Standards: LA.K/1.RL.11 Make connections between a text and personal life experiences
LA.2.RL.13 Choose literature that reflects the teachings in God’s Word

1. Show God’s “bigness” by showing first the baby shoes. Keep the big ones hidden. Talk about how small the shoes are and compare them to our hearts. *“When we show love to someone, we think that love is really big. But compared to God’s love, our love is very small.”* (Show the second pair of shoes.) *“These shoes are like God’s big love.”* (Place them next to the small shoes.) *“See how small our love is compared to God’s? God’s love is so big that He can love everyone at one time. Can you do that?”*
2. Review the week’s theme concept using the following discussion questions:
 - *“How many of you enjoyed sending kind notes to your classmates earlier this week?”*
 - *“When someone does an unexpected kind action for you, how does it make you feel?”*
 - *“Can you share something that a friend, a parent, or other family member has done for you that makes you feel loved?”*
 - *“When a person feels loved, how do they behave towards others?”*



- *“If a person does not feel loved, how might he behave? How might their behavior change towards others?”*
- *“How does our love compare to God’s love towards us?”*
- *“How can we help someone who does not feel loved experience God’s love?”*

Encourage the children to continue expressing love to their classmates throughout the week by affirming others and performing acts of kindness.

WRITING WORKSHOP, pp. 156 – 161 (DLG)

Introduction to the Writing Process: Editing/Revising

Writing Process – Revising (2nd)

Standards: LA.2.W.7 Apply common conventions of manuscript writing
 LA.2.W.5 With support, focus on a topic, respond to questions and suggestions from peers

1. Explain to students by sharing: *“Good authors review their writing many times before the writing is good enough to share with others. Authors must look at ways their writing can be improved many times before they are ready to publish and share their work. The first step in that process is called ‘Revising’. When authors revise their writing, they look at such things as:*

- *Is my writing clear enough for others to understand?*
- *Are the thoughts in the right order so others can follow what I want to say?*
- *Did I use interesting words to catch the reader’s attention?*
- *Are the words spelled correctly so others can read them?*
- *Did I use capital letters, periods, question marks, and exclamation points in all the right places?*

Today you will begin by looking at the stories you wrote yesterday. Ask yourself all these questions about your story so that you can make it better. Use a ___ colored pen and use the Proofreader’s Marks on the chart we talked about earlier this week to mark your changes.”

2. Before students begin working on a self-edit of their stories, explain the other editing steps they will follow. Each student will do a self-edit, a peer-edit, and a teacher-edit before recopying his/her story and sharing it with the class. Explain to students: *“Why do you suppose real authors look at and think about their writing many times before they publish it?”* (Lead student discussion to conclude that all pieces of writing must be looked at many times to make it the best before it is shared with others.)



- *“Since you are all young authors, we will learn to use some of the same steps that great authors use before they publish a book. So whenever we write a story this year, we will always follow three editing steps. First, we will do a ‘Self-edit’ to think about how to make our own writing better. This will help us catch our own mistakes and think of ways to improve our writing. It is like taking a second look at a story to make it better.”* (Ask children to repeat the term “self-edit”.)
 - *“The next step is to do a ‘Peer-edit’. This is when we ask classmates to look at our stories and give constructive feedback. This step is like asking a fresh set of eyes to read what we have written and see if they understand what we really want to say.”* (Ask children to repeat the term peer-edit.) *“If a classmate asks you to do a peer-edit, that means you will stop what you are doing, read his/her story, and then give constructive feedback or ideas about how the story could be improved. If you are asked to do a peer-edit, what are some things you should look for in someone’s writing? How can you make suggestions about how to improve one’s writing in a kind way?”* (Lead the class in a discussion about the peer-editing process, and how to provide specific, constructive feedback to a classmate in a way that is respectful and kind. Model this process for students by adopting the role of a peer-editor using a volunteer’s story. The teacher should also continue to model this many times throughout the year to slowly build students’ understanding of how to provide constructive feedback. This may be done during Shared Writing time after a student reads a story, allowing the teacher and class to provide comments.)
 - *“The third or final step we will use to make our writing better is to do a ‘Teacher-edit’. In this step, I will look at your writing with you and help you catch things that neither you nor your classmate thought about. When I look at your writing, it will be like having a third set of fresh eyes to look at your story and give you suggestions to make it the best piece of writing! We will do this so that when you are ready to share your story with the class at the end of the week, you can be confident and proud that you have made your story the best it can be!”*
 - *“Let’s review now. What are the three steps we will use in the revising process? Who can name them?”* (Self-edit, peer-edit, teacher-edit.) *“Today we will begin by doing a self-edit with the stories you wrote yesterday. Once you have completed making changes to your story, you will choose a classmate to do a peer-edit. You will then go back and make some of the changes suggested. When you have completed these two steps, I will read your story with you for a teacher-edit review. Then tomorrow we will recopy our stories and make all the suggested changes in our best handwriting to share with the class.”*
3. Students will begin working on their stories, reviewing corrections, and making revisions on first draft copies. The teacher may wish to pre-assign peer-editing partners so the process will flow smoothly. While children are editing, the teacher should circulate about the room, providing assistance as needed. As they complete the self-editing step and move into peer-editing, the teacher should provide coaching as needed to support the peer-editor should he/she become stuck and does not know what to suggest. Make the point that all writing, no matter how good, can improve.



4. The teacher will begin editing the first draft with each student and continue into the next day, as time permits. If time allows, children can begin writing their second drafts.

Day 3 – Science

What Flowers Need, p. 189 (DLG)

Making Predictions (K–2)

Standards:	LA.K/1.RL.9	Predict story events and outcomes using picture clues
	LA.1.RL.10	Distinguish between fantasy and reality, right and wrong, fact and opinion
	LA.K.RL.11	Distinguish between fantasy and reality, right and wrong, fact and opinion
	LA.2.RL.10	Predict content and outcomes using pictures, illustrations, and text
	LA.2.RL.11	Distinguish between fantasy and reality, right and wrong, fact and opinion

1. Teach the lesson according to the **DLG**.
2. After showing the class the four plants and explaining the conditions in which each will be planted, talk about what they predict will happen to each of the plants. Call on a couple of students so that their opinions can be shared with the class.
3. Kindergarteners: Work with the children to provide a prediction for each plant. Give Activity Master 1.2.5 to the children for drawing pictures of what they think the plants will look like after being planted in those conditions. For those who can, tell them to use kidwriting to explain what is happening in their pictures.
4. 1st/2nd Graders: Students will work independently on Activity Master 1.2.5. They are to write a complete sentence about what their predictions are for each plant, and draw pictures that describe their predictions for each plant.
5. Bring all the plants together and look at them daily to check for correct student predictions. Continue to do this until it is clear what is happening to each of the plants. When you feel like it is clear what the outcome of each is, hand out the prediction sheet to each student. *“Let’s look at what happened to each plant. How does plant #1 look? What were some of your predictions? How does plant #2 look? What were some of your predictions?”* (Continue to do this until you have gone through all the plants and heard a variety of responses from the students. Make sure students aren’t changing their pictures or predictions to make them “correct.” Tell students if their predictions were not the same as what actually happened to the plants, that it is alright because a prediction is just a guess of what they think will happen. There is not a right or wrong answer when you are predicting.



Day 4 – Circle Time/Morning Meeting

Daily Message 3, pp. 157 – 158 (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 4 – Bible

REVIEWING THE BIBLE STORY, pp. 134 – 135 (DLG)

Put It in Order, p. 135 (DLG)

Sequencing (1st/2nd)

Standards: LA.1/2.W.3 Write narratives that recount two or more appropriately sequenced events
LA.1.RL.3 Describe story elements (characters, settings, and major events) using key details
LA.2.RL.4 Sequence story events

1. Teach the lesson according to the **DLG**.
2. After 1st/2nd graders glue the pictures in the correct order, they will write a description below each picture about what is happening. They should use transition words like “first, next, then, last” to help it flow like a story.



PRACTICING THE BIBLE STORY, pp. 136 – 137 (DLG)

Care for One Another, p. 136 (DLG)

Concept Nugget (K–2)

Standards: B.K.BK.24 Name and practice the Fruit of the Spirit (5, 17, 18, 22)
B.K-2.RO.12 Develop a desire to help others. (11, 13)

1. Teach the lesson according to the **DLG**.
2. After the class has discussed what is happening in the pictures on Blacklines 2.3a and 2.3b, pair each student with a partner to discuss a caring deed they could act out in front of the class. The rest of the class can guess what caring act is being dramatized. Allow time for the partners to discuss and get the necessary props to demonstrate their caring act.
3. End the lesson by singing the song, “Care for One Another” from the CD, *Little Voices Praise Him*.

Day 4 – Language Arts

WRITING WORKSHOP, pp. 156 – 161 (DLG)

Writing by Children – Coupon Books, p. 160 (DLG)

Writing Process – *Revising (2nd)*, *Proofreading (2nd)*, *Publishing (2nd)*

Standards: LA.2.W.10 Write routinely for a range of tasks, purposes, and audiences
LA.2.SL.1 Participate in collaborative conversations in diverse groups: follow agreed-upon rules
LA.2.L.4 Determine the meaning of unknown and multiple-meaning words and phrases

1. K/1st Graders: Teach the lesson according to the **DLG**.
2. Suggestion: K/1st grade students should cut out and color coupons on Blackline 2.12a, 2.12b. The teacher can help them put them together like a book.
3. 2nd Graders: Students will write final drafts of their stories on story paper, including the revisions made through self, peer, and teacher edits from yesterday. Allow some time for students who did not complete the editing process yesterday to do so before beginning their final drafts. Remind students that this draft of the story is for publishing and is to be shared with others. Remind them to use their best handwriting to produce neat work. When students complete the final drafts of their stories, encourage them to draw pictures that illustrate their writing. Tell students that they will have an opportunity to share with the rest of the class on tomorrow.
If time allows, provide a “practice run” for students to read their stories, using the following process:
 - Students can be paired with different partners from the previous day and read their stories to each other.



- The teacher should model the process with a volunteer and show students how to ask appropriate questions about the story and affirm the author.
- Allow partner teams to begin. Each student will take turns reading his/her story and act as the “listening audience.”
- The listener will be given the opportunity to ask questions about the story and tell what he/she liked best.
- The teacher should circulate around the room “listening in” to each partner team, providing coaching as needed.

Day 5 – Bible

APPLYING THE BIBLE STORY, pp. 137 – 138 (DLG)

Independent Reading, p. 137 (DLG)

Reading Aloud (K–2)

<i>Standards:</i>	LA.K/1.SL.8	Demonstrate reverence when listening to God’s Word and participating in prayer
	LA.K/1.SL.7	Give brief oral presentations (e.g., stories, personal experiences, Readers Theater)
	LA.K-2.SL.1	Participate in collaborative conversations in diverse groups: follow agreed-upon rules

1. Teach the lesson according to the **DLG**.
2. Partner the students in pairs or small groups so that there are one or two students who like to read in each group. Older readers will read the Bible story to other students who can’t read. The children who aren’t reading should follow along in the book as the story is being read.

Day 5 – Language Arts

READING WORKSHOP, pp. 151 – 153 (DLG)

Read-Aloud, p. 153 (DLG)

Concept Nugget (K–2), Response Writing (2nd)

<i>Standards:</i>	LA.K-2.W.10	Write routinely for a range of tasks, purposes, and audiences
	LA.1/2.W.6	With support and in collaboration with peers, use a variety of tools (e.g., digital, print)
	SS.K-4.IDI.9	Evaluate how physical, intellectual, emotional growth affects individual identity, growth, and interaction with others

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



2. K–2nd Graders: Read the suggested books given in the **DLG** to the class. Talk about the terms for different emotions the children are feeling. Discuss the four emotions: sad, mad, happy, and scared. Use the following questions to generate a discussion about feelings:
 - *“Is it ok to be mad? Is it ok to be sad or scared?”*
 - *“What does our face look like when we are sad, mad, happy, and scared? How do we show these four emotions?”*
 - *“There are many other emotions that were talked about in these books. Can you think of other emotions and show me the faces that goes along with them?”*
 - *“It is good to show our emotions and tell people how we are feeling. If you are mad about something, talk to the person who hurt you, or to an adult. If someone hurts your feelings and you are sad, talk to the person who hurt you. If something at home scared you, talk to your mom or dad about it so you can work it out with them. If you are happy about something, tell a friend or family member how happy you are. It always helps to share your feelings with others.”*
3. K/1st Graders: Students will use Activity Master 1.2.6 on feelings to show what mad, sad, happy, and scared look like. They will use the graphic organizer to draw a scenario that portrays that emotion, or draw a face that shows the emotion. Encourage them to write a caption in the picture or a speech bubble to help readers understand the emotion that is in the picture.
4. 2nd Graders: Students will use Activity Master 1.2.7 to share about a feeling they have now and with whom they would share that emotion. Then they can draw a picture to go along with their writing.

WRITING WORKSHOP, pp. 156 – 161 (DLG)
Writing by Children – “I Feel...,” p. 161 (DLG)

Writing Process – Publishing (2nd)

Standards: LA.2.W.10 Write routinely for a range of tasks, purposes, and audiences
 LA.2.SL.1 Participate in collaborative conversations in diverse groups: follow agreed-upon rules

*** Choose one or both of the following options for students to share their work. ***

1. *Option 1:* Give each child the opportunity to read his/her finished story to the entire K–2 class. If a student does not want to read the story in front of others this early in the year, encourage him to do so, but do not use force. This means that the child needs more time to develop confidence and feel safe enough to take the necessary risk to share publicly. When it is his/her turn, the student can either come to the front or sit in a special “Author’s Chair” to read his/her story, or simply say, “I pass.”

Before beginning the “Shared Writing” activity, discuss with students the role of the listeners during the sharing process. The following questions can help guide the discussion:



- *“When someone is reading his/her story in front of the class, he/she is sharing a personal part of self with the rest of us. We all need to honor that person and show respect by giving him/her our attention. This is the kind and loving thing to do with our classmates.”*
- *“So what is the job the rest of us should be doing while someone is sitting in the Author’s Chair reading his/her story?”*
- *“What does respectful listening look and sound like?”* (The teacher can use a T-chart to write what the listeners should look and sound like during each story reading.)
- *“After the reader is finished, we should give that person feedback about the story he/she worked so hard to create. What might be appropriate feedback?”* (Tell them the part you liked best, compliment their choice of words, etc.)
- Remind students: *“When we give each author affirmations about his/her writing, remember to stay on the topic of his/her story, not yours. This is not a good time to start sharing another story that happened to you. We can do this at another time.”*

As each child takes his/her turn in the Author’s Chair, the teacher should model the process of giving affirmation and constructive feedback. Since this is the first time children are sharing their stories, keep the feedback positive. Introduce things they might change or do differently a bit later in the quarter, once children are more comfortable with the sharing process. As the teacher models how to provide appropriate feedback, students will gradually learn how to do the same throughout the school year. For now, allow two or three students to provide affirming comments to readers, followed by a round of applause for their sharing.

2. *Option 2:* The teacher can collect the children’s stories and bind them into a class book titled, “Love – Acts of Kindness” illustrating the week’s theme concept.

