

**K–2 MULTI-GRADE BRIDGE**  
**Detailed Daily Lesson Plan (DDLp)**  
**Theme One Daily Lesson Guide (DLG) – Let’s Be Friends**  
**Grade K Theme Book Four: *Bein’ With You This Way*/Heroes**  
**Character Building Concept: Love – Acceptance**

**Days 1 – 5 Signing In (Morning Activity)**

**SIGNING IN, pp. 318 – 321 (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 1<sup>st</sup> and 2<sup>nd</sup> graders who could also benefit. The students who are proficient at writing their first names could practice writing their first and last names when they sign in. Other Signing In options for a developing writer could include the following: writing a personal street address, birthday, city and state, or phone number. Students who have emerging handwriting skills should use one of the selected activities in the *Stepping Stones* (DLG) every day. Remember to assess student writing monthly to track handwriting progress. Additionally, formal, direct instruction in handwriting should be provided daily for grades K–2 as part of phonics and Language Arts.

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

**Day 1 – Circle Time/Morning Meeting**

**CONCEPT CONNECT: Love – Acceptance “Different – But the Same”**

*Concept Connect Activity*

<b>Standards:</b>	B.1-4.RO.1	Determine that self-worth comes from recognizing that God paid a high price for us and that He wants to spend eternity with us (7)
	B.K1-4.RO.4	Identify and demonstrate important personal values (e.g., honesty, kindness, respect, humility) (22)
	SS.K-4.IDI.4	Explain how individuals have characteristics that are both distinct from and similar to others
	SS.K-4.IDI.7	Develop a respect for others



The Concept for Theme 1, Book 4 is “Love means Acceptance”. The following experiential simulation group activity ties this concept to the new theme book, *Bein’ with You This Way*.

1. The teacher will form a small circle with thick yarn in the middle of the room or in an area where all can gather. The children will stand around the outside of the circle as the teacher proceed with the following:
  - *“This is a Friendship Circle. It’s not big enough to fit our entire class. Therefore, I’ve thought of a way to decide who will have opportunity to come into the Friendship Circle. When I call out colors that match your clothes, you can hop right in!”* (You may vary the following based on what your students wear to school. Because the object is to exclude most of the students except for a few who are selected, be certain to choose colors or clothing articles that are not worn by the majority of students.)
  - *“Everyone who is wearing red pants, hop right in!”*
  - *“Everyone who has on a green shirt, hop right in!”*
  - *“Everyone who is wearing a pink dress, come on in to the circle!”*
  - *“Everyone who has on purple socks, come right in!”*
2. As the teacher calls the colors and the type of clothing, be certain to select categories that exclude most students. Try to pick categories that include the same selected students most of the time but excludes others. Most of the class should be excluded from the circle, so change the clothes or colors as needed. The children will realize that not very many people have the “correct” clothes and colors to be included in the Friendship Circle.
3. It is likely that students will begin to complain that their color has not been called when they realize they are excluded from the hop-in/hop-out fun. Allow just a tiny bit of frustration to build while you continue with the lesson and help students process what they have just experienced. Bring the hop-in/hop-out activity to a close and expand the yarn circle, allowing all students to sit together inside the Friendship Circle. Then proceed with the following discussion questions, allowing students to vent their feelings from this activity:
  - *“How did you feel as I called the colors and clothes and you were left out? Why did you feel that way?”*
  - *“Is it fair to keep people out of the circle because of the color of their clothes, or because they are different in some way? Why isn’t it fair?”*
  - *“How do you think a classmate feels when left out of a game, or when others choose not to be a friend?”*



- *"It is always important to treat our classmates in a loving way. Include them in your circle so they don't feel left out of fun things others are doing like some of you felt today. If you see that someone is being left out, what should you do?"*
- *"The title of our new theme book for this week is 'Bein' with You This Way'. The book is about accepting and including everyone no matter what they look like or how different from others they may be."*

Open the week's new theme book to the last two pages and read aloud the following quote: *"We're gonna be like this all the rest of our lives, so come and be with us – we're on our way!"*

- *"In the Bible David, the shepherd boy, wrote these beautiful words: 'Surely goodness and mercy will follow me all the days of my life, and I will dwell in the house of the Lord forever.' Psalm 23:6"*
- *"You are a child of God! Every child of God who loves Him will be in the house of the Lord forever – no matter the color of your clothes, hair, skin or eyes. God will call you to be inside His 'Circle of Friendship' forever."*

## Days 1 – 5 Daily Oral Language (DOL)

### Grammar & Writing Mechanics

*Scaffolding (2<sup>nd</sup>), Editing (2<sup>nd</sup>)*

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 1<sup>st</sup> and 2<sup>nd</sup> grade. Since this unit is taught early in the school year, most 1<sup>st</sup> graders have not been introduced to editing skills. Thus, only 2<sup>nd</sup> graders will engage in this month's DOL activities. First graders will join in DOL editing activities beginning with the 4<sup>th</sup> theme, *Spiritual Journey/Giving Gifts*.
2. The suggested sentences for group editing are found in the BRIDGE Appendix D (DOL, Theme 1 – Book 4) 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 1<sup>st</sup> graders may engage in another age appropriate center activity. However, advanced 1<sup>st</sup> graders may either listen as they gradually acquire writing knowledge throughout the year, or those who are ready may fully



participate in this 2<sup>nd</sup> grade editing activity. The teacher should use knowledge of their 1<sup>st</sup> 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. 313 – 318 (DLG)

#### After Reading-Comprehension Questions, p. 317 (DLG)

*Concept Nugget, Discussion Questions Extension (K–2)*

Standards:	B.K.BK.6	Explain that we were created to be part of God's family (6)
	B.K.RO.4	Practice treating others as we would like to be treated (22)
	LA.K.RL.14	Use picture clues to read a story
	LA.1.RL.4	Identify words and phrases in stories and poems that suggest feelings or appeal to the senses
	LA.2.RI.1	Demonstrate understanding of key details by asking and answering questions
	LA.K.RL.10	Make connections between a text and personal life experiences
	LA.1.RL.11	Make connections between a text and personal life experiences
	LA.2.RL.12	Make connections between a text and personal life experiences

1. Teach the lesson according to the **DLG**. Extend the lesson to include higher order thinking questions that connect to this week's concept of Love – Acceptance. The following may be used:
  - *“What are some of the ways the children showed love through acceptance of each other in this story?”* The children all played together and accepted each other even though they were all different.
  - *“Have you ever heard a story where people did not accept someone because of something ‘unusual’ about that person’s body, clothes, speech, or action?”* (Keep it to a “yes” or “no” answer.)
  - *“How did it make you feel? How do you think that person felt?”* (Answers will vary.)
  - *“When people treat other people disrespectfully because they are different in some way, are the disrespectful people bullies? How do you think it feels to be bullied or unaccepted as you are?”* (Answers will vary.)
  - *“Why do you think some people act like bullies?”* (Answers will vary. Possible reasons: They may feel powerful by putting someone else down; they may feel badly about themselves. Some act like bullies because they can!)
  - *“What can our class do to help children learn to be accepting of each other?”* (Children should repeat and practice these answers. Possible responses: If you see or hear someone being mean to someone else, tell them:)



- That is a mean thing to say.
- You are not being kind right now.
- You are not showing love and acceptance.
- You are not acting like Jesus.
- In our class, we don't treat people that way. We are family!

### **WRITING WORKSHOP, pp. 323 – 326 (DLG)**

#### **Writing with Children – Using the Word Wall to Help Write Words: Part 1**

*Procedures, Introducing Resources (K–2)*

**Standards:** LA.K.PF.4 Demonstrate one-to-one letter-sound correspondence, associate long and short vowel sounds with the common graphemes (spellings), read grade-appropriate high frequency sight words

LA.1.RF.3 Encode one and two syllable words; read and write grade appropriate high frequency sight words

1. Explain to the students that writers use all kinds of resources to help them do their best work. Use the following discussion points and questions:

- *“What are some resources you can use in our classroom to help you when you are writing?”* (environmental print, word wall, dictionaries, sounding out words, etc.)
- *“One of the resources we have in this classroom is the word wall. Our word wall has words we use all the time in both our reading and writing. We don’t have very many words on the wall today because it is the beginning of the school year. However, as the school year continues, we will add more and more words to our wall.”*
- Use an example of a student who used the word wall and tell a story about it. Use your own story or the one provided here:

*“A while ago a boy named Israel was writing about a jumping fish he saw when he went camping this summer. He wanted to write, ‘I saw a rainbow fish,’ but he had a problem. He didn’t know how to spell ‘saw’. Therefore, he did something really smart. He knew he had seen the word somewhere and then he decided to check the word wall. He knew it started with an ‘s’, so he went to the word wall and looked below the letter ‘s’ and found the word.”*

2. Model writing a story. First, write the following sentences Israel wrote on the chart paper:



I went camping this summer. I saw a rainbow fish jump out of the water.  
 I smiled and jumped in, too.

- *“The next part of the story is: I smiled and jumped in, too.”*
  - *“Oh, that’s easy. It’s an ‘I’, and just to check – oh, it is on the word wall!”* (Model checking the word wall and thinking aloud as you do it.)
  - Smiled – *“I’ll sound it out, /s/ /m/ /i/ /l/ /d/.”*
  - And – *“That’s a word we use a lot, so I think it might be on the word wall. I hear the /a/ sound. I’ll look under ‘A’ on the word wall and see if my word is there. There it is! I’ll copy it down.”*
  - Jumped in – *“I’ll sound it out.”* (Quickly stretch it and write it down.)
  - Too – *“I know that’s a word we use very often. Too – it begins with the letter ‘t,’. Therefore, I’m going to the word wall and I’ll look under the ‘T’. There are two words listed. I think I’ll use the second one since it’s at the end. There it is!”* (Quickly write it down.)
3. Continue modeling this process with one more sentence, developing a short four or five sentence story. Ask a volunteer to provide a closing sentence. Then call on students to help you spell each word by either sound stretching it, or looking it up on the word wall. *“We’re done. Let’s read the whole story to make sure it makes sense.”* (Ask a volunteer to read one sentence at a time.)
- Lesson Summary:** *“You will be writing your own short story during our next Writer’s Workshop. Today we learned how the word wall can help us to write words we don’t know how to spell yet. Now it is time for you to write your own short story using the word wall to help you.”*
4. Distribute writing paper, or use student journals for today’s writing assignment. Tell students they can write about anything they wish. For those who are stuck, use a writing prompt. Allow students to write while you provide help and support as you walk around the room. Encourage students to listen to the sounds and use kidwriting for words they do not see on the word wall. This assignment will continue tomorrow.

## Day 1 – Science

### Healthy vs. Unhealthy Foods, p. 350 (DLG)

Concept Nugget (K–2)

Standards:	S.K-2.HS.6	Use a model to differentiate between situations when a health-related decision can be made individually or when assistance is needed
	S.K-2.HS.8	Ask questions and obtain information about God’s plan for healthy living
	B.K-4.RO.3	Support the claim that our bodies are the temple of God (22)

1. Teach the lesson according to the **DLG**.
2. The teacher will follow up with the following concept nugget discussion:
  - *“When you choose good healthy foods instead of unhealthy foods, you make great choices that may help you to feel full of energy. How do you think you would feel if you only ate things from the unhealthy foods’ column? What could happen to your teeth? What could happen to your muscles? What could happen to your hair? What could happen to your skin?”*
  - *“When you are happy, life can be great! What might happen to your body if you ate only foods that were not good for you? How could what you eat affect the way you feel and act?”*
  - *“God would like for His children to have the best things in life. God tells us in the bible that our bodies are the temple of His Holy Spirit, and He wants to live in a body that is healthy and strong! Give three cheers if you want to make better choices in selecting the wonderful healthy food He has created for us!”*
3. Divide the class into teams of three to four students. Distribute a large piece of construction paper to each team and instruct the children to fold the paper in half and draw a T-Chart labeled Healthy Foods on one half and Unhealthy Foods on the other half. Pass around magazines and instruct the children to find and cut out pictures that are examples of healthy and unhealthy foods. Glue each on the appropriate half of the construction paper. When finished, encourage the children to share with the rest of the class the foods they classified as healthy vs. unhealthy and why. Display work from each team on bulletin board.

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## Day 2 – Circle Time/Morning Meeting

### Daily Message 1, p. 321 (DLG)

Editing, Writing Extension (K–2)



<b>Standards:</b>	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 1<sup>st</sup> 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 1<sup>st</sup> 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 2<sup>nd</sup> 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

### Activity 1: Reading “Forever Friends,” pp. 298 – 299 (DLG)

#### Concept Nugget, Discussion Questions

<b>Standards:</b>	B.K.BF.13	Discover what the Bible tells us about God
	B.1-4.BF.13	Summarize what selected Bible passages reveal about God and identify their practical applications for daily life
	B.K.BF.14	Make connections between Bible stories and personal life experiences
	B.1-4.BF.14	Make connections between a Bible passage, personal experience, and other reading selections
	B.K.RG.9	Consider an invitation to accept Jesus as a personal Savior and trust Him as Lord
	B.1-4.RG.9	Consider an invitation to accept Jesus as a personal Savior and trust Him as Lord, recognizing that this is a personal decision (10, 15)
	SS.K-4.IDI.4	Explain how individuals have characteristics that are both distinct from and similar to those of others

1. Read the story and teach the lesson according to the **DLG**. Use the following comprehension questions and extend the lesson to ensure students understand important elements of the Bible story and how it applies to this week’s concept of Love – Acceptance:

- “What things were important to Martha? What did she worry about most?”

Martha worried about tending to her guests. While these things are indeed important, they are not the most important. She wanted to do the practical things that would make her guests comfortable and happy by providing food, drink, and ensuring that the house was clean.





- *“What things were important to Mary? What did she want to do most?”*

Mary was only concerned about being in the presence of Jesus.

- *“How were Mary and Martha different from each another? How were they alike?”*

Martha worried about the everyday things in life to be done so other people's needs could be filled. Mary wanted to sit and learn from Jesus and forget about things like food and drink. She wanted to enjoy Jesus' company and spend time with Him. Both Martha and Mary were good loyal friends of Jesus who loved Him and enjoyed His visits to their home.

- *“Why did Martha become frustrated with her sister, Mary?”*

Martha thought that Mary should be helping her to prepare the meal for their guests instead of just sitting around listening to Jesus.

- *“How did Jesus care for both of these friends?”*

He loved both of His friends. Jesus knew that Martha needed to slow down to enjoy the same blessing that Mary received from His visit. However, she needed to sit and listen to Him. Even though they were very different, Jesus wanted a blessing for both of His friends.

- *“Why did Jesus tell Martha not to worry about the things that kept her so busy?”*

Jesus knew that Martha needed to slow down, sit, and listen to enjoy the blessings of His company just as Mary.

- *“Even though both Martha and Mary were so different from each other, how did Jesus show He accepted both of His friends?”*

Even though he told Martha to focus on the more important things, He continued to speak to and care for both of His friends.

- *“How does Jesus want us to treat our friends that are different from us? Can you give some examples?”*

Jesus wants us to love and accept our friends even though they may be very different from us, might make different choices than we do, and may be interested in different things other than our interests.

2. Conclude the day's lesson by inviting the children to accept Jesus as their “Forever Friend” and personal Savior. Invite them to stand up as a signal to Jesus that they accept His unconditional friendship and love. Complete this important discipleship moment with a special prayer for the commitments these young children make.



*“How many of you would like to ask Jesus to be your special forever friend? Who would like to invite Him to speak to you throughout the day?”*

This is a perfect opportunity to extend this invitation for children to choose Jesus as their Savior and friend. Young children typically want to do this. Briefly and simply, explain what this means. You may use the suggested script that follows, or use your own words to help students understand this important concept:

*“Jesus loves children and wants you as His special friends. When we ask Jesus to be our Savior and friend and invite Him to speak to us, He will often put kind thoughts in our minds and provide the opportunity for us to make good choices every day. When we don’t listen or we are distracted by less important things in life like Martha, Jesus will keep speaking to us by putting those same thoughts in our mind just as He did with Martha when she missed an opportunity to choose to be with Jesus. If we make time every day to be quiet, still, and invite Jesus to speak to us, He will! Let’s ask Jesus to do this right now!”*

3. Close today’s lesson with a prayer of commitment.

## Day 2 – Language Arts

### **READING WORKSHOP, pp. 313 – 318 (DLG)**

#### **During Reading – Second Time, p. 314 (DLG)**

*Vocabulary, ABC Order (1<sup>st</sup>/2<sup>nd</sup>)*

Standards:	LA.1.RI.4	Ask and Answer questions to help determine or clarify the meanings of words and phrases in a text
	LA.1.RI.6	Distinguish between information provided by pictures or other illustrations and information provided by words
	LA.2.RI.4	Determine the meanings of words and phrases in a text
	LA.2.L.2	Demonstrate command of conventions; consult reference materials (e.g., beginning dictionary)
	LA.1/2.RI.5	Know and use various text features (e.g. glossaries, dictionary) to locate key facts or information

1. Before teaching the lesson, distribute all of the *Bein’ With You This Way* vocabulary cards (Vocabulary Master 1.4) to the 1<sup>st</sup>/2<sup>nd</sup> graders. Give each child a different word card until all the cards are distributed. Since there are not many words listed for this week’s Grade 1-2 vocabulary, you may need to pull from vocabulary words already reviewed in previous books (depending on the number of students in your class) so that all children have at least one card for this activity. (*Optional:* The teacher can also pass out the vocabulary cards (Blackline H) to all Kindergarten students and include them in this lesson or teach the K lesson separately using the words on Blackline H. The teacher will explain the process as follows:
  - *“Let’s take turns reading the words on the cards. Who can read the first word?”* (Ensure that all students can pronounce the words.)
  - *“Before we read ‘Bein’ with You This Way’ for the second time, we are going to place all of our vocabulary cards in a special*



*order. We will use the letters of the alphabet to order them. Does anyone know what this special order is called?"*

- *"Yes, this order is called alphabetical order, or ABC order." (Ask children to repeat this new term.) "This is the way people find names in the phone book or words in the dictionary. There are many other uses for this order. Can you think of some other ways ABC order is used?" (Glossaries, encyclopedias, lists, etc.)*
  - *"We are going to play an alphabetical order game with our vocabulary cards. What is the first letter in your word? When I call that letter, you will come to the pocket chart. I will start with the letter 'A' and end with the letter 'Z'. For example, when I call the letter 'A', the student with a vocabulary word that starts with 'A' will place their card in the top pocket."*
  - *"We will continue with all the letters. If we have more than one word beginning with the same letter, then all those students will bring their word cards to place in the chart."*
2. Conclude the lesson by reminding students that they will be asked to put words in this special ABC or alphabetical order again, or use this knowledge to find specific words in some of the books they described earlier.
  3. Continue with the second reading of this week's story. As you conduct the second reading of the book, go over the meanings of the vocabulary words in context. Many of the word meanings can be explained by referring to the pictures embedded in the story. For example, "Wow, those are thick arms! Hey, those are thin arms!"

### **WRITING WORKSHOP, pp. 323 – 326 (DLG)**

#### **Writing with Children – Using the Word Wall to Help Write Words: Part 2**

*Procedures, Introducing Resources (K–2)*

Standards: LA.K.PF.4 Demonstrate one-to-one letter-sound correspondence, associate long and short vowel sounds with the common graphemes (spellings), read grade-appropriate high frequency sight words

LA.1.RF.3 Decode one and two syllable words; read grade appropriate high frequency sight words

1. This lesson is a continuation of yesterday's Part 1 – Using the Word Wall to Help Write Words. Begin with the following:
  - *"Writer, when you think of a word that you don't know how to spell today, begin with the first sound and then go to the word wall. Look for the letter that makes that sound and see if your word is there. If it isn't, you can use some of the other strategies we discussed in our last lesson."*
  - *"If you use a word from the word wall in your writing today, you may write your name and the word you found on a sticky note and place it right below the story we wrote on the chart yesterday. If you have already used a word from the word wall, try to find another one. We have lots of sticky notes!"*



- *“You may write about anything you wish today. If you can’t think of something, here are some ideas: Write about a favorite activity you do for fun, something fun you did with your family, something funny that happened to you, or write about something fun you did with your best friend.”*
2. Distribute writing paper or use student journals for this activity. As students begin, encourage them to sound-out words they cannot find on the word wall. They may use kidwriting for words they don’t know as you circulate around the room. Provide support for students who are stuck getting started.
  3. At the end of the writing period, ask students who used the word wall for finding words to read to the class. Share their experiences of looking for the words, finding them, and writing them down.
  4. Remind students who say they are finished about last week’s lesson – writers are never finished! Prompt them to move to the next step of the writing process and begin editing and adding details to their stories.

## Day 2 – Science

### Our Bodies are Alike and Different Collage, p. 350 (DLG)

#### Concept Nugget (K–2) (DDLDP)

Standards:	S.K-2.LS.6	Make observations to construct an evidence-based account ( <i>of differences and similarities</i> ) in organisms
	S.K-2.LS.8	Apply scientific principles to begin to construct a personal model that explains how life began on earth and acknowledge God as the creator
	B.K.RO.1	Recognize that I am valuable because I am a child of God
	SS.K-4.IDI.11	Explore factors that contribute to personal identity such as physical attributes, gender, race, and culture

1. Teach the lesson according to the **DLG**.
2. After students complete their poster activity, continue the discussion, introducing the thought that God loves and accepts each of us just the way He created us. While admiring the five Facial Characteristics’ posters created by the children, start an observation discussion with the following questions:
  - *“What do you notice that’s the same about all these beautiful pictures you have found for each of the categories on our posters? What do you notice that’s different about them?”*
  - *“Why do you think God made human eyes in so many colors and shapes? What do you think about our hair? In what ways can hair be different?”*



- *“Who in your family has the same color of eyes as you? When you see pictures when your family was young, who had hair like yours? Who in your family has a nose shaped like yours?”*
- *“Why is it wrong to make fun of how someone looks? How do you think God feels when someone makes fun of another person because of how that person looks?”*

**Lesson Summary:** *“Our characteristics are hereditary. God planned it all when He created us. The color of our eyes, hair, and skin are called heredity traits. This means that we all have inherited some traits that make us just like our parents and family. We are all part of God’s family. We should love all our family members. We accept with joy our beautiful faces that God has created, ‘And we’re gonna be like this all the rest of our lives, so come and be with us...we’re on our way! HEY!’ ”*

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### Day 3 – Circle Time/Morning Meeting

#### Daily Message 2, p. 322 (DLG)

*Editing, Writing Extension (K–2)*

Standards: LA.1/2.L.1  
LA.1/2.L.2

Demonstrate command of the conventions of Standard English grammar and usage when writing  
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 1<sup>st</sup> 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 1<sup>st</sup> 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 2<sup>nd</sup> 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. 313 – 318

#### During Reading-Third Time, p. 317 (DLG)

*Fluency, Choral Reading, Readers' Theater Using Rhythm, Author's Craft Discussion (K–2)*

Standards:	LA.K.RL.13	Actively engage in group reading activities, including stories and poetry, with purpose and understanding
	LA.1.RL.13	Read stories and poetry of appropriate complexity
	LA.2.RL.14	Read and comprehend stories and poetry of appropriate complexity, with scaffolding, as needed
	LA.2.RL.5	Describe how words and phrases (e.g. regular beats, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song

1. This week's book lends itself well to rereading, using rhythm, chants, and subgroups of choral reading. The **DLG** provides Blacklines of the phrases used in various segments of the book with much repetition as the story progresses. Before this third reading, the teacher should pre-read the book and develop a rhythm and beat that works before reading it with the students.
2. An alternate option for the pocket chart activity described in the **DLG** is to have students stand and line up across the classroom in the order their phrases are introduced in the book. While the book is read, they will hold up their cards and say their words as those specific words are read and repeated throughout the story (e.g., The child holding the phrase "Short legs" would repeat their phrase each time that segment is used in the story). As the story progresses, more children holding cards will join in. Select a repetitive phrase that all children can repeat in a group choral reading as you read it.
3. Read the book several times this way so students catch on to the rhythm and flow of the reading sequence. They will become better with the rhythm each time. If they enjoy this activity, you could even arrange a class performance of the choral reading to another class in your building.
4. To conclude this activity, summarize the experience using the following suggested questions:
  - "Why do you think the author chose to write the book this way, arranging the words to use rhythm to tell the story?"
  - "How did the rhythm used in the reading of the story make it more fun? Was it more fun as we practiced and became better?"
  - "Did the story almost feel like a poem at times? Why?"
  - "Why do you think the author kept repeating some of the phrases?"

**Lesson Summary:** *"As we have seen today, many times authors will write books or stories using specific tricks to make the reading more fun or to emphasize important points. As you write some of your stories, remember that you too can do that. We are all growing authors in this class. Therefore, experiment using different ways to write something. You might have as much fun as this author did!"*



## WRITING WORKSHOP, pp. 323 – 326 (DLG)

### Writing With and By Children – Legible Writing

Word Counting, Word Space-Holders, Word Spacing (K/1)

Standards: LA.K-2.W.7 Apply common conventions of manuscript writing (e.g., Spacing between letters)  
LA.K.RF.1 Demonstrate understanding of the basic concepts of print: words separated by spaces in print

The teacher will present this process lesson to K/1<sup>st</sup> graders by leading the students in discussions, sharing writing samples, and asking questions. Second graders who struggle with writing and need a review of these K-1 skills should also be included in this lesson. Second graders who have mastered these skills can do the independent journal assignment which follows this activity. Develop the lesson as follows:

- *“Have you ever noticed when you try to read your own writing that sometimes it is difficult to read? Authors want people to read what they have written. It has to be legible so others can read it, including yourself. One very important tip is to use good spacing. When we have spaces between our words, it makes it easier for other people to read our writing.”*
- The teacher will model appropriate writing as such: *“When I write, I need to think about sounds. I also need to be sure my reader knows which sounds (letters) need to be close together. However, my reader needs to know where my word ends and a new word begins. I show them this by putting spaces between my words.”*

Share two writing samples (one with spaces between words, one with no spaces between words) to emphasize how much easier it is to read when spaces are present. Also, show two of the same sentences from a simple leveled reader, one with proper spacing and one with the letters running together.

- *“Let’s try to read these two sentences. Notice how they are different. Is one of these sentences easier to read than the other? Why?”*
- As a student or two respond, confirm their answers: *“You’re right. This one is so difficult to read because it doesn’t have any spaces between the words. This other one is so much easier to read!”*
- *“Watch while I write a sentence. I’ll put the sounds (letters) of a word together and use my finger to leave a nice big space between words.”*
- Model writing two or three short sentences with finger spaces in between words. *“I’m going to add to a story I have written. First, I’ll read what I wrote:”*

As you write each sentence, first demonstrate how to count out the number of words in each sentence and draw a blank on the writing paper as a place-holder for each word. Many children skip words when they write because they don’t have the skill of word-counting. Modeling this process, write: I slipped on my bike. I cut my hand.





- *“Now, I want to add: I got blood on it. I cried and cried!”*
- *“Watch closely as I count the words in my sentences, draw lines on the paper to help me remember, and then write my words.”* (Model thinking aloud about how, for example, all the letters in ‘got’ go together because they are one word. Emphasize when you don’t hear any more sounds in that word, you need to make a space to write your next word.)
- *“Turn and talk to a friend about the finger spacing you saw me use.”* (Invite a couple of students to come over to the chart paper to demonstrate counting words in sentences, drawing place-holder lines, and using finger spaces between words with simple sentences. )

Guided Practice: Distribute small student-sized white boards and ask children to write one sentence with proper wording and spacing. Circulate about the room and examine each child’s product, or approximations. Provide extra support for those children who need it.

Independent Practice: *“As you write today, remember that letters in a word need to be close together. When you don’t hear any more sounds in that word, you are finished with that word. You will then need to make a space and write your next word. You may want to use your finger to help you make spaces between words.”*

Monitor students’ independent work, reminding them about word counting, word space-holders, and spacing. After students are finished, have them save their work to share during Author’s Chair – Day 5.

### Journal Writing – Making Connections

*Concept Connection, Composition Writing (2)*

**Standard:** LA.2.W.3 Write narratives that recount a well elaborated event of short sequence of events, with details, and provide a sense of closure

Second graders who write legibly and have mastered the K-1 skills in the lesson above can do this journal writing activity independently using their writing journals or Activity Master 1.4.1. This reviews skills previously taught in 1<sup>st</sup> grade. Write or project the following writing prompt on the board:

Write about this week’s concept: Showing Love through Acceptance

Begin your writing today with a good opening sentence which states the main idea of your writing.

Paragraph 1: What can you do to show love through acceptance at home? Give two examples.

Paragraph 2: What can you do to show love through acceptance here at school? Give two examples.  
Write a good closing sentence that summarizes your topic.





Briefly review the concepts of using a topic sentence, separate paragraphs, indenting the first line, and concluding with a summary sentence. Then ask students to do this assignment independently. When they finish, they may pick a partner to do a peer edit.

### Day 3 – Science

#### What is Sand?, p. 350 (DLG)

##### Exploration-Rock Hunt (K–2)

Standards:	S.K-2.PS.1	Plan and conduct an investigation to describe, and classify matter based on observable properties
	S.K-2.PS.5	Plan and conduct an investigation to compare the effects of different strengths or directions of pushes and pulls on the motion of an object
	S.K-2.PS.7	Make observations to determine the effect of sunlight ( <i>and water</i> ) on Earth’s surface (e.g., sand, soil, rocks, water)

1. Teach according to the **DLG**.
2. While Kindergarteners are playing in the sandbox or with other manipulatives, the 1<sup>st</sup>/2<sup>nd</sup> grade students will go on a hunt for rocks, pebbles, seashells, or as many of these objects as can be found in your area.
3. Before class, the teacher should “hide” these objects around the classroom in places where students will be able to find them, or in a contained area outside, weather permitting.
4. After all of the “hidden” objects are found, the students will gather with Kindergarteners to continue the lesson as outlined in the **DLG**. Continue the discussion with the following prompts:
  - “How are these objects similar? How are they alike?”
  - “What causes rocks, pebbles, or seashells to fall apart and eventually become grains of sand?”
  - “What did you notice as you looked at these objects through the magnifying glass?”

### Day 3 – Social Studies

#### Being a Friend, p. 545 (DLG)

##### Concept Nugget

Standards:	SS.K-4.IDI.7	Develop a respect for others including senior citizens and individuals with disabilities
	B.K.BK.23	Tell how God wants us to be good examples to others (11, 22)
	B.1-4.BK.23	Articulate that one of God’s purposes for us is to be witnesses of His love (22)
	B.K.RO.11	Show kindness to people who are different or who make us unhappy



1. Teach the lesson according to the **DLG**.
  2. Begin the activity by discussing some ways you “caught” students accepting others this week.
  3. Discuss with students afterwards ways in which they have experienced love through acceptance this week, such as:
    - *“Raise your hand if you’d like to share a way in which you’ve accepted a friend in a loving way this week.”*
    - *“How did someone on the playground or in the classroom accept you?”*
- 

## Day 4 – Circle Time/Morning Meeting

### Daily Message 3, pp. 322 – 323 (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 1<sup>st</sup> 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 1<sup>st</sup> 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 2<sup>nd</sup> 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

### PRACTICING THE BIBLE STORY, pp. 302 – 303 (DLG)

#### What’s Most Important?, p. 303 (DLG)

*Concept Nugget (K–2)*



Standards:	B.K.RG.10	Recognize that Jesus sends the Holy Spirit to change our hearts and to become more like Him (2, 5, 11)
	B.1-4.RG.10	Recognize the re-creative role of the Holy Spirit to teach us and to help us become more like Jesus (2, 5, 11)
	B.K.RG.11	Accept that the Bible helps us make right choices in our daily living (1, 11, 19)
	B.1-4.RG.11	Accept that the Bible reveals the standard by which we are to live (1, 11, 19)
	SS.K-4.IDI.9	Evaluate how physical, intellectual, and emotional growth affects individual identity, growth, and interaction with others

1. Teach the lesson according to the **DLG**.
2. Extend the lesson with the following teacher-led discussion questions on the concept of loving acceptance:
  - *“Sometimes love can be shown by doing the right thing, even when we want our own way. Can you think of a time when you did the right thing even when you wanted to do something else?”*
  - *“How does obeying your parents or your teacher help you show love? How will accepting their request help you more than if they just let you do whatever you wanted to do?”*
  - *“Since we have been learning how to make friends and how to be a good friend, we need to realize that it is important to accept our parents’ and teacher’s advice because they love us so much and want God’s best for us. It is not easy to accept what someone else tells us to do if we want to do something different. What can you do instead of getting angry or showing a negative attitude when a parent or teacher asks you to do something you don’t really want to do?”*

### **Friendship Cards, p. 302 (DLG)**

Standards:	B.K-4.BF.12	Memorize passages of Scripture (1)
	B.K-4.BF.14	Make connections between Bible stories and personal life experiences (8, 11)

1. Teach the lesson according to the **DLG**.
2. First and 2<sup>nd</sup> graders will write the memory verse on Activity Master 1.4.1. They may copy 1 Corinthians 1:4 from their Bibles. The teacher may write it or project it on the board large enough for them to see as students copy it. Students can then decorate the inside and outside of their friendship cards.

## **Day 4 – Language Arts**

### **WRITING WORKSHOP, pp. 323 – 326 (DLG)**

#### **Writing With and By Children – Writing Complete Sentences**

*Subject-Predicate, Sentence Fragments, Capitalization, Punctuation (K–2)*



Standards: LA.K-2.L.2  
LA.1.RF.1

Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling  
Recognize the beginning and ending of a sentence

The teacher will introduce ending punctuation and differentiation between complete sentences and fragments through modeling and asking questions. The sample sentences may be written on the board, or Activity Master 1.4.2c can be cut apart and used as sentence strips in a pocket chart. Keep in mind that it is difficult for young children to distinguish sentence fragments from complete thoughts because so much of their spoken language and typical daily communication with others include sentence fragments. This lesson is designed to show them the difference between the two, using positive examples (complete sentences) and non-examples (fragments) so they can tell the difference.

- *"We've been learning about professional authors and how they write. We have also learned how to write a complete sentence. Have you noticed that professional authors always use an ending mark at the end of their complete sentences? Today we will talk about how to tell a complete sentence from one that is not complete. We will also include when and where to use periods."*

Model: Show a mentor text (with available technology – such as a smart board) to illustrate that professional authors use periods. (Tip: Make sure the example you use has all complete sentences. In the real world, we often write fragments.)

- *"To write a complete sentence we need to write about 'who' or 'what' and 'what they did'. We call both of these parts Subject and Predicate." (Ask children to repeat the words.) "How many of you have heard these words before?" (Pause.) "The subject tells us who or what, and the predicate tells us what they did."*
- *If we have written something and it has both of these pieces, a subject and a predicate, then we are ready to use a period (one of the ending punctuations) to show that the sentence is finished because it is a complete thought. Help me as I write."*
- Write: My dog
- Think aloud: *"Let's see if I have a complete sentence yet. Did I tell 'who'?" (Pause.) "Yes. I have the subject part. Did I tell 'what they did'?" (Pause.) "No. So is this sentence finished?" (Pause.) "No! I only have the subject. The 'who or what' part is complete, but I don't have what my dog did. Therefore, I don't have a complete sentence and I can't use a period yet. I still need to write what my dog did."*
- Continue writing the second part of the sentence: My dog chased the ball.
- *The word 'chased' is the predicate. Now I can put a period at the end of this sentence."*
- *"When we have only one part of the sentence written and the other part is missing, we cannot call it a sentence because it is not a complete thought. We have a special name for it. We call it a 'Fragment'. Let's all say that word together. (Students repeat the word, fragment.) "A fragment is only a part of a sentence, not the whole complete thought. Fragments are alright to use*



*when we talk to each other. We use them all the time when we speak, but they are not appropriate to use when we write.”*

- Think aloud using Activity Master 1.4.2a (K-1) and 1.4.2b (Grade 2). Use the “Complete Sentence Chart” for a visual reference for the class. Write another sentence or two to demonstrate the differences between subjects, predicates, fragments, and complete sentences.
- Next, conduct some guided practice: *“Writers, I have some sentence strips here with ‘Who or What’ and ‘What they Did’ written on them. Let’s read them together and put them together to make some complete sentences that are ready for periods.”*
- Make up a simple story that pertains to your class or use the following examples that are already printed on Activity Master 1.4.2c:

<b>My mom</b>	<b>forgot to pack my lunch__</b>
<b>So I</b>	<b>had to buy my lunch__</b>
<b>Lunch</b>	<b>was yummy__</b>

- Be sure to illustrate that each part is either a subject or predicate. When a subject or predicate is by itself, it is a fragment. When both parts are together, it makes a complete sentence, ready for punctuation at the end. The story should read as follows:

**My mom forgot to pack my lunch. So I had to buy my lunch.  
Lunch was yummy!**

Additional Guided Practice: After the group organizes the story, adds the periods (and/or exclamation mark) that are on the separate sentence strips, conduct the following additional guided practice to ensure students understand the concept of using complete sentences in writing. (All sentences end with a period or other ending punctuation. Some sentences may end with a question mark or exclamation point.)

**the squirrel** (Sentence or Fragment? – Subject or Predicate?)

*“What does it need to be a complete sentence?”* (Predicate) *“Who can tell us how to finish it?”*

**fell off the table** (Sentence or Fragment? – Subject or Predicate?)

*“What does it need to be a complete sentence?”* (Subject) *“Who can tell us how to finish it?”*

**my friends will come to my birthday party** (Incomplete Sentence or Fragment? – Subject or Predicate?)

*“What does it need to be a complete sentence?”* (Punctuation) *“Who can tell us how to finish it?”*

**are going to the park** (Sentence or Fragment? – Subject or Predicate?)

*“What does it need to be a complete sentence?”* (Subject) *“Who can tell us how to finish it?”*



**the boys** (Sentence or Fragment? – Subject or Predicate?)

*“What does it need to be a complete sentence?”* (Predicate) *“Who can tell us how to finish it?”*

**our family went to the park to play soccer** (Incomplete Sentence or Fragment? – Subject or Predicate?)

*“What does it need to be a complete sentence?”* (Punctuation) *“Who can tell us how to finish it?”*

K/1<sup>st</sup> students will complete Activity Master 1.4.2a using K-1 writing paper. Second graders will complete Activity Master 1.4.2b. If time allows, use the rest of the period for free writing and work individually with students who are not transferring these skills to the application level when they write. Transition students to the following independent practice: *“When you are writing today, remember to use a period at the end of a complete sentence. Use the Complete Sentence Chart to know when you are ready for a period.”*

## Day 4 – Science

### What’s the Difference?, p. 351 (DLG)

*Sensory Observation; Similarities and Differences (K–2)*

**Standard:** S.K-2.PS.1 Plan and conduct an investigation to describe, and classify matter based on observable properties

1. Read the lesson for K-2 in the **DLG**. In addition to using magnifying glasses, also use a microscope with prepared slides of soil and sand, if one is available at your school. However, after reading the short **DLG** overview, use the following link for a more detailed, complete lesson description. Follow the lesson outline as described at the AGI (American Geoscience Institute) site. It is suggested that you configure students into groups of 3-4, with each group having a mixture of K, 1<sup>st</sup>, and 2<sup>nd</sup> grade students. The older, more capable students can be the “scribes” for their group. Use Activity Masters 1.4.3a and 1.4.3b for this activity. Be certain to read and explain the safety rules to students and lead them through the steps of the inquiry process as described in the lesson outline:  
<http://www.k5geosource.org/2activities/1invest/soil/pg1.html>
2. Investigation Essential Question: In what ways are soil and sand similar and how are they different? Show students samples of the various items they might find in soil and sand.
3. After students have had an opportunity to thoroughly examine samples of soil and sand, each group can use their completed Sensory Observation Record (Activity Master 1.4.3b) to report to the group. To summarize the lesson and answer the essential question, the teacher can use one of the following options:
  - Reproduce the Venn Diagram (Activity Master 1.4.3c) on chart paper to create a class summary of the similarities and differences noted between soil and sand.
  - Create a giant Y-chart on chart paper where the students will record observations of similarities and differences between the two materials. Title the chart, “Soil and Sand”. Then label the top of the Y “Similarities” and the other two opposite sides of



the Y “Soil” and “Sand.” Ask volunteers to describe their observations as the teacher writes the similarities and differences in the appropriate section of the Y-chart. If the children cannot think of many observations on their own, prompt them with questions.

- A sample of what can be included in either the Venn Diagram or the Y-chart summary is provided in the following chart:

Soil and Sand		
Similarities	Soil	Sand
Plants can grow in both	More variety of plants grow	Fewer plants grow
Both can hold water	Soil is a mixture of many different particles and materials	Sand particles are all similar
Both feel “grainy”	Soil is made up of minerals, rocks, clay, dying and living plants and animals	Sand is made mostly of fine crystal particles of mica, quartz, and seashells
	Soil is found in areas with more rainfall	Sand is found in drier climates
	Dirt is dark brown, red, or black	Sand is white, grey, beige, or light brown

## Day 5 – Bible

### APPLYING THE BIBLE STORY, pp. 303 – 304 (DLG)

#### Friendship Frames, p. 303-304 (DLG)

#### CONCEPT NUGGET (K-2)

Standards:	B.K-4.BF.14	Make connections between Bible Stories and personal life experiences
	B.K-4.RG.9	Consider an invitation to accept Jesus as a personal Savior and trust Him as Lord.
	SS.K-4.IDI.4	Explain how individuals have characteristics that are both distinct from and similar to those of others
	SS.K-4.IDI.7	Develop a respect for others

1. Teach the lesson according to the **DLG** at the end of the Bible lesson. Before beginning the friendship picture frame project, extend the **DLG** lesson with the discussion questions below. After the discussion questions, proceed to the Friends Forever letter writing activity that follows. Finally, return to complete the picture frame project as described in the **DLG**, using the pictures taken this week.



2. The teacher will discuss the concept of accepting differences between friends with the following question prompts:

- *"Name some things that make your friend different from everyone else."*
- *"What are some things that make you different from your friends?"*
- *"If everyone was exactly alike, how would you pick people to be your friends?"*
- *"Is it sometimes uncomfortable to accept people who look, dress, speak, or act differently than what you are accustomed? Why do you think that happens?"*
- *"What should you do if you see someone making fun of a person because they look, dress, speak, or act differently?"*
- *"What makes your friend's love for you special?"*

### **Friends Forever, p. 305 (DLG)**

*Writing – Thank You Letters (1<sup>st</sup>/2<sup>nd</sup>)*

**Standards:** LA.1/2.W.4 Produce writing that honors God and affirms the teachings in His word  
B.K-4.RG.21 Explore a variety of ways to communicate with God (e.g., journaling) (11)  
B.K-4.RG.9 Consider an invitation to accept Jesus as a personal Savior and trust Him as Lord (10, 15)

1. Teach the lesson according to the **DLG**. Below is an important follow-up activity to the commitment to Jesus invitation conducted on Day 2. The commitment prayer activity may be extended for grades 1-2 using the following suggestions:
2. 1<sup>st</sup> Grade: Using Activity Master 1.4.4a, students will write a thank you note to Jesus with at least two sentences stating ways they appreciate having Jesus as a friend.
3. 2<sup>nd</sup> Grade: Using Activity Master 1.4.4b, students will write a thank you note to Jesus with at least four sentences stating ways they appreciate having Jesus as a friend.

## **Day 5 – Language Arts**

### **WRITING WORKSHOP, pp. 321- 326 (DLG)**

**Writing by Children – Responding to the Author**

*Author's Chair*





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

1. To review procedures for conducting Author's Chair with the children, refer to prior Day 5 – Author's Chair lessons in Theme 1 – *Let's Be Friends*.
2. In this week's Writer's Workshop - Day 3, the teacher was asked to save students' writing for Author's Chair – Day 5. The teacher will provide a special chair for the "Authors" and begin the process. At this point in the year, students need the teacher to model how to give feedback appropriately for those who want to share their writing pieces with others.

## Day 5 – Social Studies

### The Colors of You and Me, p. 356 (DLG)

Theme Culmination Celebration/Concept Nugget (K–2)

Standards:	SS.K-4.PPE.8	Analyze factors that contribute to similarities and differences among peoples
	SS.K-4.IDI.7	Develop a respect for others including senior citizens and individuals with disabilities
	B.K.BK.6	Know that we were created to be part of God's family

\*\*\* This theme culmination activity is extended from the **DLG** Social Studies activity on p. 356. Use the **DLG** Teacher Notes for this activity to generate a discussion with the children regarding the geographical characteristics of skin color and the acceptance of all people as children of God. However, after the discussion, replace the actual activity listed in the **DLG** with this more cohesive group activity designed to promote class unity. \*\*\*

## INTRODUCING THE CULMINATING ACTIVITIES

The teacher will give each child a paper plate while explaining the culminating activities' schedule: *"We are going to prepare an art activity to celebrate the theme we've just completed – Let's Be Friends! First, we will begin with an art project that we will finish at the end of our celebration. Next, we will do a read-aloud of a great picture book, The Colors of Us, written by Karen Katz. Then we will eat some special snacks inspired by our read-aloud book. Finally, we will finish our group art project!"*

## ART PROJECT PREPARATION

- Put red, yellow, black, and white tempera paint into separate pie pans or plastic containers.
- Provide a paper plate and paint brush for each child.



- The teacher will give the following directions: *“You are going to mix a tiny amount of all these colors together until you make a shade of brown that matches your skin tone. You can use your paper plate for a palette to mix the colors. When you are happy with the color you created, paint that color all over your paper plate. We will let the plates dry while we do our next activity.”*

### **COLORS OF US READ-ALoud**

(DLG Bibliography, p. 382)

- Read *The Colors of Us* by Karen Katz to the class.
- Follow the discussion prompts on p. 356 in the DLG.

### **CULMINATION CELEBRATION SNACKS**

\*\*\* Omit #9 if there are children with peanut allergies. \*\*\*

- The teacher will have asked parents to bring a few of the following snacks to represent some of the food items mentioned in *The Colors of Us*:

1. French Toast “Fingers” (bite-sized strips)
2. Chocolate Cup Cakes
3. Butterscotch Candies
4. Toffee Candies
5. Pizza Bites or Slices
6. Ginger Snap Cookies
7. Peach Nectar, Juice, Slices, etc.
8. Chocolate Milk, Hot Cocoa, etc.
9. Creamy Peanut Butter\*\*\*
10. Honey
11. Crackers for Spreading Toppings
12. Snickerdoodle Cookies Sprinkled with Cinnamon

### **FINISH GROUP ART PROJECT**

- When the different colors of brown tempera paint have dried on the paper plates, the children will trace their own hand in the middle of the painted plate and cut out their hand print.



- The children will help the teacher arrange their *The Colors of Us* handprints in a wreath shape around a class photograph. This wreath may be displayed on a bulletin board or poster. A caption such as the following may be used: Come, Join Us!, Let's Be Friends!, The Colors of Us, or a title the class chooses.

