

K–2 MULTI-GRADE BRIDGE
Detailed Daily Lesson Plan (DDLp)
Theme Two Daily Lesson Guide (DLG) – *Who’s My Neighbor?*
Grade K Theme Book One: *Me on the Map*/My World and Others
Character Building Concept: Diversity

Days 1 – 5 Signing In/Morning Activity

SIGNING IN, pp. 72-73 (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

DIVERSITY CONCEPT CONNECT

Concept Connect Activity (K–2)

Standards:	SS.K-4.C.2	Identify concepts such as: similarities, differences, beliefs, values, cohesion, and diversity
	SS.K-4.C.4	Demonstrate respect for people with different religious beliefs, different ages, backgrounds, and ethnicity
	SS.K-4.C.6	Describe the value of both cultural unity and diversity within and across groups



(Option 1) Apple Diversity Activity:

1. Obtain different types of apples before class begins: Gala, Washington, Red Delicious, Granny Smith, Golden Delicious, and other varieties in your area. (If apples are not plentiful in your area, another fruit variety may be used as a substitute for this activity.) Place each whole apple variety on a table to display and contrast/compare similarities and differences in each variety. Beside each apple variety, place a dish with pre-cut apple slices for each variety so the children can contrast/compare the taste for each type.
2. Each student should choose an apple from the table. Allow students to pair and share with a partner the similarities and differences of their apples. Prompt student discussion with the following questions:
 - *“What is the name of this fruit?”*
 - *“How is your apple similar to the other apples?”*
 - *“How is your apple different from the other apples?”*
 - *“How is the taste similar or different?”*
 - *“The differences of the fruit cause them to be diverse.”* (Students repeat the new word.) *“Does anyone know what the word diverse means?”* (Allow children to share their thoughts.)
 - *We all recognize We all recognize the fruit as an apple. We know that there are seeds on the inside and when we bite into the apple, the inside is crunchy and white. However, the color on the outside, the size, and the taste may be a little different with each variety. Their differences make these apples diverse.* (Instruct students to repeat the word diverse once again.)
3. Discuss the definition of diversity as a class and ask students to repeat the following summary learning nugget:
 - *“Diversity means that there are many different types or kinds of things. We see diversity in fruit, in animals, flowers, trees, people, and many other things God has created.”*
 - *“Diversity means understanding and recognizing individual differences. God didn’t make only one type of tree. He created many different types of trees to make our world more interesting. God also created diversity in people. God has made each person unique and different from any other person in the world. He created diversity, or differences, in all people. Therefore, we must show respect and accept the differences we see in others because God created us and loves us all! Some of us have light or dark colored hair or eyes. Some of us are tall, while others might be shorter. Some of us speak a different language at home or have different foods we like to eat. An example of diversity is a classroom full of children of different backgrounds.”*



- *“When we talk about different backgrounds, we are referring to the different places from which our families come.”* (Refer to your class’ cultural differences. For example, Toni’s family comes from Jamaica; Robert’s family comes from India. Substitute with your students’ backgrounds.) *“Do you remember last week when we created our special wreath made from our hand prints, The Colors of Us? Just look at all the diverse beautiful colors we have in our classroom!”* (Point to the wreath made last week as a reminder of this unit’s theme of diversity.)
 - Ask children to repeat the summary of the lesson: *“Diversity means we show respect and accept people that are different from us. We will explore this concept of diversity in detail this week and throughout the month.”*
4. Cut your apple and show the children the inside. Then say: *“While each apple has a different color on the outside, on the inside they all look pretty much the same - just like people. We will read a book this week that shows us how God created diversity in people throughout the world.”* (Allow the children to eat their apple pieces as a quick snack.)

(Option 2) Fingerprint Diversity Activity:

1. Distribute a 3X5 white index card for each child. Have available a black or dark blue water soluble inkpad. Demonstrate how to create a fingerprint using your thumb by rolling it on the inkpad first from side to side, and then rolling it once on the index card. Fan the index card in the air to allow it to dry.
2. Next, demonstrate how to use a magnifying glass to look carefully at the lines and ridges created by the fingerprint.
3. Allow time for students to come up and press/roll their own thumbs in the inkpad. Then create their fingerprint cards by rolling their “black/blue thumbs” onto the white index card from one side to the other. Tell students to fan their cards in the air for a minute to dry them.
4. Once dry, assign students to work in pairs and take turns using the magnifying glass to compare/contrast their thumbprint with their partner’s print. Then ask the following questions:
 - *“When looking at your own thumbprint and comparing it to your partner’s, what things did you notice were the same?”* (They all have little lines that roll and swirl in different directions. Without a magnifying glass, they all look the same.)
 - *“What differences did you notice between the two prints?”* (No two prints have the exact same lines that roll and swirl in the same way. There are tiny differences in the way the little lines are arranged.)
 - *“Your fingerprint, the way the little lines roll and swirl on your thumb, is unique only to you. No other person in the world has the exact same print as you do. Even though the fingerprints appear to look the same at first glance, when looking at them more carefully with a magnifying glass, no two prints are exactly the same. The little lines from your thumbprint roll and swirl in a different pattern for every single person. They are diverse. God has made only one of you, and that’s why you are special and dear to His heart.”* (Complete the lesson with the focus on diversity by using the Lesson Summary questions that follow.)



5. As a class, discuss the definition of diversity and ask students to repeat the summary learning nugget:

- *“Diversity means that there are many different types or kinds of things, and God has made each one unique. We see diversity in fruit, in animals, flowers, trees, people, and many other things God has created.”*
- *“Diversity means understanding and recognizing individual differences. God didn’t make only one type of tree. He created many different types of trees to make our world more interesting. God also created diversity in people. God has made each person unique and different from any other person in the world. He created diversity or differences in all people. This means we must show respect and accept the differences we see in others because God created us and loves us all! Some of us have light or dark colored hair or eyes. Some of us are tall, while others might be shorter. Some of us have light skin tones, while others may be darker. Some may speak a different language at home or have different foods we like to eat. An example of diversity is a classroom filled with children of different backgrounds. In many ways we are the same, but in other ways we are all very different.”*
- *“When we talk about different backgrounds we are referring to the different places from which our families come.”* (Refer to your class cultural differences (e.g., Toni’s family comes from Jamaica; Robert’s family comes from India, etc. Substitute examples with your students’ backgrounds.). *“Do you remember last week when we created our special wreath made from our hand prints, The Colors of Us? Just look at all the diverse, beautiful colors we have in our classroom! God sees that as good.”* (Point to the wreath made last week as a reminder of this unit’s theme of diversity.)
- Ask children to repeat the summary of the lesson: *“Diversity means we show respect and accept people that are different from us. We will explore this concept of diversity in detail this week and throughout the month.”*

Days 1 – 5 Daily Oral Language (DOL)

Scaffolding (2nd), Editing (2nd)

Standards:	LA.2.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing
	LA.2.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling
	LA.2.L.3	Use knowledge of language and its conventions when writing

1. Daily oral language activities are designed for 1st and 2nd grade. Since this unit is taught early in the school year, most 1st graders have not been introduced to editing skills. Thus, only 2nd graders will engage in this month’s DOL activities. First graders will join in DOL editing activities beginning with the 4th theme, Spiritual Journey/*Giving Gifts*.
2. The suggested sentences for group editing are found in the BRIDGE Appendix D (DOL, Theme 2 – Book 1) for your convenience and are intended as a teacher directed activity at this time of year. Introduce students to the Common Editing Marks as they are used to make corrections in the sentences. It is suggested that the teacher make an enlarged poster copy of the Common Editing Marks and post it in the room for easy student reference. The Common Editing Marks chart is found in Appendix D only in the following: Theme 1 – Book 1, *This is Our House* and in Theme 4 – Book 1, *Winter’s Gift*. Use two sentences each day and



correct mistakes together using the Common Editing Marks. These sentences are designed to correlate with each unit theme book.

3. During this activity Kindergartners and 1st graders may engage in another age appropriate center activity. However, advanced 1st graders may either listen as they gradually acquire writing knowledge throughout the year, or those who are ready may fully participate in this 2nd grade editing activity. The teacher should use knowledge of their 1st grade students to select those who are ready to engage in this editing activity this early in the school year from those who are not.

Review the following DOL procedures:

- *Remember that good writers edit and refine their writing to correct mistakes in capitalization, punctuation, and language use to make their writing better.*
- Project DOL Master 2.1 on an overhead projector, Smartboard, Elmo, or copy onto the whiteboard. *“Today we’re going to look at two sentences. Let’s try the first one together.”* (Read sentence aloud to students or ask a volunteer to read.)
- Ask students to help identify the mistakes until both sentences are complete and correct.
- Afterwards, the teacher may ask student to copy the corrected sentences in their journals or other language notebooks to practice the writing of Standard English conventions.

Day 1 – Language Arts

READING WORKSHOP, pp. 63 – 72 (DLG)

Before Reading – Discussion, p. 63 (DLG)

Brainstorm (K–2), Building Prior Knowledge (K–2), Vocabulary Development (K–2)

Standards:	LA.1.RI.10	Predict content using pictures and illustrations
	LA.2.RI.10	Predict content and outcomes using pictures, illustrations, and text
	LA.1/2.L.3	Determine the meaning of unknown and multiple meaning words and phrases, choosing from a range of strategies

1. Before reading, conduct a brainstorming session with the class. *“This week we will read a book about maps. Before reading a new book, good readers think about the topic of the book and what they already know about it. Thinking about the topic will help the reader understand and enjoy the book more. We will brainstorm today to build our background knowledge. Background knowledge is what we already know about a person, place, or thing.”* (Elicit responses from students regarding information they already know about maps.)



2. Complete the K and W sections on a KWL chart either on the board or on chart tablet paper with Kindergarten and 1st grade students. Include 2nd graders in this part of the activity if you feel they need to review how to do a KWL activity on this topic. If they do not need the review, 2nd grade students should complete sections K and W independently using Activity Master 2.1.1.
3. Students will continue filling out KWL as lessons are taught throughout the week.
4. Teach the lesson according to the **DLG**.
5. Comprehension: Introduce the Picture Walk comprehension strategy through *Me on the Map*. Be certain that children are able to name and recognize this as a comprehension strategy tool that will enhance their understanding of any book they read.
 - *“Today we will read the book, Me on the Map. We have already talked about one important strategy, **brainstorming**. We brainstormed on the topic of maps to build our background knowledge. The more background knowledge we have on a topic before we read about it, the better we will understand and remember the new information. However, there are other strategies good readers use in order to predict what will happen in a book.”*
 - *“One of those strategies that we will use today is called a **Picture Walk**.”* (Have children repeat the name.) *“A picture walk is when we go through a book page by page, looking only at the pictures and not at the words. This will give us a clue of what the story is about and we will be able to make a more detailed prediction of what might happen in the story. We will begin looking at the details of the picture on the front cover and analyze what is happening.”*
 - *“As we look through the book I will ask you questions such as, ‘What is happening on this page? Who do you think is on this page? Why do you think this is happening? When do you think this happened? Where do you think this happened? How do you think this will take place? At the end of the picture walk, we will use the information gathered along with our brainstorming activity to predict or make an informed guess regarding what we think this book will be about.”* (Conduct the picture walk, asking children to make predictions about the essence of the story before moving to the next part of the lesson.)

During Reading – First Time (Part 1), p. 63 (DLG)

Vocabulary Development

1. Teach the first part of this **DLG** lesson associated with vocabulary. Leave the actual reading of the new story until tomorrow.
2. Cut out the vocabulary words listed on Blacklines K-L. Display the cards on a pocket chart or on the floor with the children sitting in a circle around the words. Ask students to help you state what each word means.
 - K/1st Grade: Say a vocabulary word and have students use initial sounds to take turns finding the word.
 - 2nd Grade: Say the definition and have students find the word that matches the definition.



WRITING WORKSHOP, pp.74 – 79(DLG)

Writing with Children – Narrative Introduction, Brainstorming

Prewriting – Brainstorming (K–2)

Standards:	LA.1.W.3	Write narratives that recount two or more appropriately sequenced events
	LA.2.W.3	Write narratives that recount a well-elaborated event or short sequence of events

*** The lessons for this week build progressively from day to day. Therefore, it is important to keep the writing artifacts produced each day for referencing in the next day's lesson. ***

1. *“Last month we learned about how the Writing Workshop time will be set up in our classroom each day. Today we will learn about a specific type of writing called Narrative Writing. Narrative writing tells a story.”* (Have students repeat the term and definition.)
“A narrative can be a pretend, fiction story, or a true, nonfiction story about something that really happened.”
2. *“Before starting a narrative writing piece, good writers brainstorm to get ideas for their story.”* (Begin teacher think-aloud. Feel free to substitute any other personal story for the example provided here.) *“Hmm, let me think of a good story. Oh, I know! Last week I went to the park and I saw the cutest ducks. So I will write that on my chart.”* (e.g., Ducks at the park) *“Ok. What else can I write about? Oh, one time my dog came in from the rain and he ran all over the house and got everything wet! Oh, that was so funny. I will add that to my chart.”* (e.g., Wet dog in my house) *“Last night I saw a T.V. show about a girl who pretended to travel to the moon! That is a fiction, or pretend idea, but I will write it down also.”* (e.g., Girl goes to the moon)
3. *“Now you will have a chance to write down your own brainstorm ideas. I cannot wait to see your ideas!”*
 - Kindergarten: Allow students to draw their ideas on Activity Master 2.1.2a.
 - 1st Graders: Draw their writing topic and use kidwriting to record their ideas on Activity Master 2.1.2b. (e.g., zoo, park, birthday, dog, pizza)
 - 2nd Graders: Students will write to record their ideas on Activity Master 2.1.2c. (Example – Ducks at the park)
 - The completed brainstorming activity masters will be used for tomorrow's Writing Workshop.
 - Collect the completed activity masters, or instruct students to place them in their writing folders.

Day 1 – Social Studies

Homes Around the World, p. 135 (DLG)

Concept Nugget, Compare/Contrast Habitats (K–2)

Standards:	SS.K-4.C.2	Identify concepts such as: similarities, differences, beliefs, values, cohesion, and diversity
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SS.K-4.C.3	Explore and describe similarities and differences in the ways various cultural groups meet similar needs and concerns
SS.K-4.C.4	Demonstrate respect for people with different religious beliefs, different ages, backgrounds, and ethnicity
SS.K-4.C.6	Describe the value of both cultural unity and diversity within and across groups

1. Review the definition of diversity. *"We have learned that diversity means there is a variety or mix of different kinds of people or things. Today we will look at diversity in the homes where people live all over the world."*
2. Extend the lesson by showing pictures of different houses and people from around the world (Activity Masters 2.1.3) to tie into this week's theme of diversity. Help students understand that houses are built according to the materials available in the region. Discuss each picture card with students, noting the differences in houses, people's physical features, and the clothes they wear. For each picture, use a world map to help students identify the area of the world from which each comes. Compare and contrast the similarities and differences of dwellings, materials available to build them, affordability of materials, etc., and tie it into the diversity theme.
 - *"How are houses built in the area where we live? When construction engineers build our homes, what types of building materials are used?"* (Concrete, iron rods for support, wood, sheet metal, bricks, cinder blocks, vinyl, plaster, etc.)
 - *"Now that we have talked about how homes are built where we live, let's take a look at some different houses around the world and the types of people who live there. Look closely to see if you can spot some things in the pictures that give us clues about what area of the world these people and homes might be found."* (Show precut picture cards from Activity Master 2.1.3 and prompt the children to guess what area or region these houses might be found. Then help students locate the correct approximate area on a world map.)
 - *"How are the homes different depending on the place they are located? Why do you think these homes look so different?"*
 - *"What building materials do you think might be used for each type of home? Why are different materials used to build homes around the world? Why not use the same materials we use here in our country?"* (Discuss the concept that certain building materials are not available in some places of the world. Therefore, people use what is in their region with what they can afford to build a dwelling, such as palm leaf thatch, mud, straw, wood, etc.)
 - *"What difference do you notice about the clothes they wear? How are they different from the clothes we wear?"* (Discuss how the climate in an area might affect the clothing people wear.)
 - *"Do people in each of these areas speak the same language? How do people communicate when they don't speak the same language?"*
 - *"In what types of homes would people feel most safe?"* (Discuss the types of building materials and homes that would be safe)



to live in during bad storms.) *“Why is it important for people to feel safe in their homes?”*

- *“What differences do you see in the pictures compared to the home you live in?”*
 - **Lesson Summary:** *“Isn’t it interesting to see the diversity of homes and places around the world? God made diversity in people, animals, plants, and countries. The homes people build usually reflect the country in which they live and are diverse in their design. Although the houses in which we might live, the languages we might speak, and the clothes we wear are very different in many parts of our world, this diversity makes us stronger when we all come together to help and share with one another. No matter our differences, the God who created us loves us all the same way.”*
3. (Optional) The lesson may be continued with the **DLG** activity and Blacklines 1.39a – e. This is an activity that may be done with all K-2 students and ties into this diversity lesson. To help students successfully match the pictures of homes and the people living in them once the photos are cut apart, it is recommended that the teacher use a precut matched set and post it on a world map from the region described in the pictures. Without this assistance, children will not be able to match the pictures successfully.

Day 1 – Science

Solar System Three-Part Cards, pp. 110 – 112 (DLG)

Solar System

Standard: S.K-2.ES.9 Use observations of the sun, moon, and stars to describe patterns that can be predicted

1. Do not teach the lesson according to the **DLG**! Use this lesson instead. Precut the color pictures or enlargements of each picture (Activity Masters 2.1.4a – c) to show children what the real planets look like as you conduct this lesson.
2. Read and discuss the book, *The Planets in Our Solar System*, by Franklin Brandley to help students develop background knowledge for this lesson.
3. Explain the solar system to students as a “galactic neighborhood” with the Sun as the center of the neighborhood. Use a flashlight to represent the Sun and place the shining light on top of a large table. Allow students to gather around the workspace to watch while you demonstrate.
4. Use strings of yarn arranged in small to larger concentric circles around the flashlight to “map” the trajectory of each planet as it revolves around the Sun.
5. Show each planet picture card as you introduce each planet by name and share an interesting fact about it with the children. As you finish talking about each planet, place it on the yarn trajectory in the correct planetary order from the Sun. Here is one of many silly sentences that you can use as a mnemonic strategy to help the children remember the correct order of the planets as they orbit the Sun:



Mnemonic Sentence: My Very Educated Mother Just Swatted Uncle's Nose.
Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune

Another option is to use a song to help children remember planetary names and order with a few interesting facts about each one. Here are a couple of links to a YouTube song:

To learn planet order: <https://www.youtube.com/watch?v=3b2twHNy9L8>
To learn planet order: <https://www.youtube.com/watch?v=iGgZaXlwqI>
Interesting facts about each planet: <https://www.youtube.com/watch?v=9dGwkrmnDZ0>
The solar system and planets: <https://www.youtube.com/watch?v=F2prtmPEjOc>
Fact site showing orbits: <https://www.youtube.com/watch?v=0H0cYRSxyWY>

6. Once you have completed presenting the planets in order, use choral repetition in chunks of 4's in a chant to help the children become familiar with the names and order of them. Besides hearing the names of the planets, it is important that children actually say their names. The following can be chanted or sung to the tune of "Are You Sleeping, Brother John":

Smaller planets: Mercury, Venus, Earth, and Mars (Pause)
Giant planets: Jupiter, Saturn, Uranus, and Neptune (Pause)
These are all the planets, in our solar system
God made them all; God made them all.

7. *Optional:* Blacklines 1.39a – e listed in the **DLG** may be used for children to create a small book to remind them of the planet order they have just learned, rather than the activity suggested in the **DLG**.

Day 2 – Circle Time/Morning Meeting

Daily Message 1, p. 74 (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 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 (DLG)

Comprehension Questions, p. 44 (DLG)

mprehension Questions (K–2)

Standards: B.K.BF.11 With prompting, identify the main idea of Bible story and retell key details (8)
B.K-4.BF.18 Participate in group discussions about Bible stories (1)
SS.K-4.C.2 Identify concepts such as: similarities, differences, beliefs, values, cohesion, and diversity

1. Teach the lesson according to the **DLG**.
2. In addition to the recall questions listed in the **DLG**, use the following questions to develop deeper comprehension. Tie the Bible story to this week's theme of diversity.
 - *"Elisha was not from the same town as the family in our story, but the family accepted Elisha into their home as one of their own. They quickly became good friends. Why do you think the woman and man decided to accept Elisha as a friend even though he wasn't from their hometown?"*
 - *"How do you think Elisha felt when he found out his friends had built him a room just for him?"* (Surprised, honored, grateful, happy to be accepted)
 - *"How is this story a good example of this week's theme of acceptance of diversity?"* (The man and woman accepted Elisha for the man of God that he was. It did not matter that he was from another land different from theirs.)
 - *"Have you ever become friends with a person who was very different from you?"* (Invite children to share their experiences. The teacher should also have a personal illustration available if students do not.)
 - *"Why does God want us to accept others despite our differences?"* (God looks on the inside of all people. He cares about each



person's thoughts, what people are like, and how they treat others. God does not give much attention to other things such as how much money they have, where they live, or what kind of clothes they wear. God only focuses on the important things, and He wants us to do the same.)

Day 2 – Language Arts

READING WORKSHOP, pp. 63 – 72 (DLG)

During Reading – First Time (Part 2), p. 64

Concept Nugget (K–2), Text-to-Self Connection (K–2)

Standards:	LA.1.RI.3	Describe the connection between two individuals, events, ideas, or pieces of information
	LA.2.RI.3	Describe the connection within a series of historical events, scientific ideas, or concepts
	SS.K-4.C.2	Identify concepts such as: similarities, differences, beliefs, values, cohesion, and diversity

1. Review the pre-reading strategies introduced yesterday: Building background knowledge (KWL); Picture Walk to make predictions. Ensure students can identify both strategies to begin building their reading strategies' bank.
2. Review the KWL chart from the previous day. Prompt children to recall their predictions from the picture walk on the previous day.
3. Read *Me on the Map*. Throughout the reading, bring attention to the young girl's community. Ask students to point out how the girl's house, room, and street are different from theirs.
 - *"We have looked at how our rooms, houses, and streets are different. There is a word that we use when things are different. Can anyone remember the word we talked about yesterday?"* (Allow students time to answer.) *"Yes! That word is diversity."* (Ask students to repeat the word.)
 - *"Even though we all live in homes, have our own rooms or shared rooms, and have homes located on a street, there may be things that are different about each. That is what makes life so diverse. Do you remember the pictures of different homes around the world that we looked at yesterday? Do you remember how they were all very different and were made from different materials, depending on where they were located? Again, that is diversity."* (Students should repeat the word.)
 - *"Diversity gives us different colored homes, houses with different shapes, and different sizes. Diversity allows us to wear different clothes so that we don't all look alike. This makes us special and unique by having things that are similar, yet different in other ways. For example, some of us might live in houses made for only one family. Others might live in apartment buildings made for many different families to live. Some of us might live in the country, while others live in the city where there are many people around. These are all homes, but different or diverse."*



4. After reading the book, ask students the following questions:

- *“Was your prediction from yesterday correct?”*
- *“How did the picture walk, brainstorm (KWL), and vocabulary words help you in making a prediction?”* (Seeing the pictures during the picture walk gave us clues about what the story would be. The brainstorming helped us remember what we already know about the topic. The vocabulary helped us know what the story would be about.)
- *“How has this story added to your prior knowledge? What did you learn that you didn’t know before?”* (Possible Answers – Now we know more about maps. Now we know our town is a smaller part of our state.)
- *“How does this story connect with your life? What parts of the story are true in your own life?”* (Prompt students with more probing questions as necessary to elicit answers. For example: I can think about my place on the map. I can make a map of my home. The home where I live is on a map too.)
- To help students understand the difference between cities, states/province, countries, and continents, use a series of six smaller to large nesting boxes where each can fit inside of the next size box. If you have a set of nesting dolls, these will work well also. Label the smallest box Home and work your way up to the largest box in rank order using the following terms:
 - a) Home
 - b) Your Town or City
 - c) Your State/Province
 - d) Your country (United States or Canada)
 - e) Your continent, North America
 - f) Last and biggest box should be labeled World or Planet Earth

As you explain this concept to students, begin with the smallest labeled box, placing each box inside the next size up, working your way to the last and largest World box. Refer to your local maps as you explain. Then ask:

- *“How are the different places on the map connected?”* (A town is inside of a state, and a state is inside of a country, etc. Each one is part of the next. It takes each part to make up the whole world.)
 - *“What things showed diversity in this story?”* (The picture of the United States showed mountains, cities, beaches, and deserts. Our country has a diverse landscape.)
 - *“How were the diverse things similar?”* (People live, work and play in all the different types of homes.)

5. Ask students if they have anything new to add to the class’ KWL chart.

6. *Optional* – Reader’s response



- Kindergarten: *"In your journal draw or write about one thing that was different in the girl's room from your room at home."*
- 1st Grade: *"In your journal write about one thing in the girl's room that was different from yours. Did you like that thing? Why or why not?"*
- 2nd Grade: *"In your journal write how reading Me on the Map helps you learn to appreciate diversity."*

WRITING WORKSHOP, pp. 74 – 79 (DLG)

Writing by Children – Narrative Writing

Writing Narratives (K–2)

Standards:	LA.1.W.3	Write narratives that recount two or more appropriately sequenced events
	LA.2.W.3	Write narratives that recount a well-elaborated event or short sequence of events

1. Begin the lesson with a short review. *"Does anyone remember what we call the type of writing that tells a story?"* (Narrative Writing)
2. Model picking a topic and writing a simple story: *"To begin writing, I will look at my brainstorming topics (story starter) I did yesterday. I want to choose an idea that is interesting and that other people might find interesting, too. I will write about the ducks at the park. I will draw a picture at the top of my page. (Model drawing a duck picture.) Now I am ready to write. I know that I should always remember to start my sentences with a capital letter and end with a period."* (e.g., Last week I went to the park. I saw cute ducks in the pond. I fed breadcrumbs to the ducks. They came running and ate every bite.)
3. *"Now it is your turn to pick a topic for your narrative writing piece. Look at your story starter topics (2.1.2a – c) from yesterday. Look at your ideas. Take a moment to decide which idea you will use for your writing today."* (Give students time to select their topic.) *"Turn to your shoulder partner and share the topic you chose. Remember that narrative stories can be true or make believe. Don't worry if you don't know how to spell all the words. Listen to the first sound of the word, then the next sound, and do your best to write the sounds you hear in the word. Keep going with your story. Don't allow one word to stop you from writing your story. I look forward to reading your narrative stories."*
4. Dismiss students to begin their writing pieces. Distribute writing paper or story paper.
 - Kindergarten: At this point in the year, most kindergarten students are not ready to begin formal writing. Encourage them to draw a detailed picture to tell their story. They can also dictate one sentence for the teacher to write about their story.
 - 1st Grade: Students should be encouraged to write one or two short sentences with proper punctuation using kidwriting.
 - 2nd Grade: Students should be encouraged to write three or four sentences and provide more details about their stories.



5. Collect student writing or instruct students to place their writing in their writing folders. Tomorrow the students will be adding details and editing their pieces.

Day 2 – Social Studies

SOCIAL STUDIES, pp. 128 – 138 (DLG)

Earth Is My Home, pp. 130 – 131 (DLG)

Art Activity - Globe Creation (K), Map Skills- Globe Creation (1st/2nd), Concept Nugget

Standards: SS.K-4.C.2 Identify concepts such as: similarities, differences, beliefs, values, cohesion, and diversity
SS.K-4.PPE.3 Utilize tools such as maps, globes, and geospatial technologies
S.K-2.ES.4 Develop a model to represent the shapes and kinds of land and bodies of water in an area

1. Show the children how Earth looks from space using Google Earth or pictures from Activity Master 2.1.4a – c.
2. Show the students a globe. Locate the United States, Bermuda, and the town where you live. Spin the globe and remind students of the diversity that exists in our world. *“This is called a globe and it is yet another way to make a map that is more like our round earth. A globe is a round model of our world that tells us where all the countries and regions are in our planet.”*
3. Kindergarten: Teach the lesson according to the **DLG**.
4. 1st/2nd Grade: Extension Activity – The teacher should model each step of the activity described in the Cooperative Learning Cards (Activity Master 2.1.3) before directing students to engage in the activity below. Be certain to model how much Play-doh to use for each color and how to use a rolling pin. Referring back to the globe, model how to shape the green Play-doh in the approximate shape of the large continents. If desired, a straight pin attached to a string can be placed on each globe so they can be hung and displayed after completed. Plan ahead to have all materials readily available for distribution.
 - Group students in triads. Pass out the Cooperative Learning Cards (Activity Master 2.1.3) and assign roles. Instruct students to follow the directions to complete the activity.
 - After students complete the activity, ask them to locate the United States on their globe model. Display student globes in the classroom.
5. Concept Nugget:
 - *“Diversity means that there are many different kinds of things. We see diversity in fruit, animals, flowers, trees, and many other things God has created.”*



- *“Appreciating diversity means we understand and recognize individual differences. We see diversity in things God has created, including people. God has made each person unique and different from any other person in the whole world.”*
- *“God created diversity or differences in all people, so we must show respect and accept the differences we see in others. Remember that we should respect all of God’s creation and creatures!”*
- *“There is diversity in our solar system as well. All planets have something that makes each different. As far as we know, planet Earth is the only planet where humans can live. Our home, planet Earth, is a special planet. Today you will be working in groups to make a model of Earth.”*

Day 2 – Science

I Am a Planet, p. 112 (DLG)

Solar System Simulation

Standard: S.K-2.ES.9 Use observations of the sun, moon, and stars to describe patterns that can be predicted.

Outside Simulation Activity: To further reinforce what the students have just learned about planetary orbits around the Sun and their order, the following activity can be done as a class outside during a portion of recess:

1. Take the children outside and assemble them into a circle. Use the biggest ball you have available and place it in the center of the circle to represent the Sun.
2. Using different colors of playground chalk for each circle, draw 8 concentric circles around “the Sun” from small to large to represent the orbit of each planet. Draw each circle in a different color approximately two or three feet apart and larger than the previous one. Place an “X” on each circle line to indicate where the planet should begin its orbit. These can be at different places for each line, not necessarily next to the starting point of the next closest orbit line.
3. Select 8 students to “carry the planet banner” to represent each planet. Distribute an enlarged copy of the planet cards from Activity Master 2.1.4a – c. Punch two holes on each top corner of the enlarged planet card and tie the end of a precut string to each hole. The string should be long enough to allow the planet card to be worn around the neck and hung in front of the child.
4. Once the children have been given the planet cards of the planets they represent, they will need to figure out which orbit circle line to stand on, based on the planet order they learned in class.
5. When all students are standing on the “X” spot of their correct orbit line, the teacher can blow a whistle as a “go signal” for each “student planet” to slowly begin their journey around the Sun. Before beginning, tell each student they will make one complete revolution or orbit around the Sun until they reach the “X” spot where they began.



6. While the students are traveling around the Sun on their orbit lines, the rest of the students can sing one of the planet songs they learned earlier in the day.
 7. After all students have completed one revolution on their orbit around the Sun, explain that one complete orbit for a planet is equal to an entire year. Some planets revolve more slowly than others around the Sun. Use the following discussion questions to help students understand this concept:
 - “Which planet had the shortest orbit around the Sun?”
 - “Which planet had the longest orbit around the Sun?”
 - “Since one complete orbit around the Sun is equal to one year, which planet would have the longest year?”
 - “Which two planets have a shorter year than our own planet Earth?”
 - “Name two planets that have a longer year than we do on Earth.”
 8. If time allows, select another set of 8 students from the outside circle to represent each planet and conduct another revolution around the Sun. Repeat the process again until all students have had a chance to revolve around the Sun.
 9. If you want to have even more fun with this activity, you can add the concept of rotating and revolving around the Sun. Explain that one complete rotation equals an entire day. The teacher can demonstrate how planets rotate and revolve around the Sun. But word of caution is added – if deciding to add the rotation element, you might want to limit the amount of times students rotate and revolve at the same time. Otherwise, you might end up with dizzy students!
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Day 3 – Circle Time/Morning Meeting

Daily Message 2, pp. 74 – 75 (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. 63 – 72 (DLG)

After Reading – Comprehension Questions, p. 65 (DLG)

Concept Nugget (K–2), Text-to-Self Connection (K–2)

Standards:	LA.1.RI.3	Describe the connection between two individuals, events, ideas, or pieces of information
	LA.2.RI.3	Describe the connection within a series of historical events, scientific ideas, or concepts
	SS.K-4.C.2	Identify concepts such as: similarities, differences, beliefs, values, cohesion, and diversity

1. Teach the lesson according to the **DLG**.
2. Extend the lesson with the following questions:
 - *“How is your room different from the girl’s room in our story?”*
 - *“In what ways are all of our homes the same? In what ways might they be diverse?”*
 - *“How might a home in our town be different than a home in another country?”*
3. *“We have learned that each of us has a different place on the map. The places we call home can be very diverse. Today we will begin creating a book about your place on the map.”* (Explain the activity and demonstrate how to complete for K/1. This is a three-day activity. Collect the student papers or have students keep their papers in a folder each day.)
 - Kindergarten: Choose Blacklines 1.14a – e or Activity Master 2.1.6a – c. (Complete three pages.) Draw a picture.
 - 1st Grade: Activity Master 2.1.7a – c (Complete three pages.) Draw a picture and write one sentence. (e.g., My town is Pensacola.)
 - 2nd Grade: Activity Master 2.1.8a – c (Complete three pages.) Draw a picture and write two sentences. (e.g., My town is



Pensacola. Pensacola is near the beach.)

4. **Optional – Reader’s Response**

In your journal write:

- Write or draw how you are different from the girl on the map. (Kindergarteners)
- How are “you” on the map different from the girl on the map? (1st/2nd graders)

WRITING WORKSHOP, pp. 74 – 79 (DLG)

Writing by Children – Narrative Writing, Editing

Adding Details (K–2), Editing (2nd)

Standards:	LA.1.W.3	Write narratives that recount two or more appropriately sequenced events
	LA.1.W.5	With support, focus on a topic and add details to strengthen writing
	LA.2.W.3	Write narratives that recount a well-elaborated event or short sequence of events
	LA.2.W.5	With adult and peer support, focus on a topic and strengthen writing by revising and editing

1. Distribute the previous day’s writing artifact. *“Today we will learn to add details to make our stories more interesting. I was looking at the story I wrote yesterday and I realized that I forgot to write a really funny part. Good writers go back and add details to their writing to make it better. The first thing I will do is reread my story.”* (Post or project teacher modeled writing from Day 2.) *“Last week I went to the park. I saw cute ducks in the pond. I fed breadcrumbs to the ducks. The funny part was that the ducks were so excited to eat the bread that they kept bumping into each other on the water. I will add that to the end of my story.”* (e.g., The silly ducks bumped into each other while trying to eat the bread.)
2. *“Hmm. Let’s see. What other details could I add to make my writing better? I know! I can add more describing words to the sentences I already wrote yesterday. I can add the words ‘black and red’ in my second sentence to describe the ducks I saw.”* (Insert “black and red” in the second sentence using Common Editing Marks upside down caret which 2nd graders should have familiarity.) *“And I can add the word ‘dried’ to describe the breadcrumbs I fed them. Now my story has more details and sounds more interesting.”* (Insert the word “dried” in the third sentence using the upside down caret.)
3. *“So today I want you to go back to your narrative writing piece and add more details to your story.”*
 - Kindergarteners: Encourage students to add detail to their picture writing. (trees, flowers, people, hair and clothes on people, etc.)
 - 1st Graders: Encourage students to add one more sentences to their writing and a few more words describing details.



- 2nd Graders: Continue with the following extension.

4. Second Grade Extension

- *“Good writers edit their stories to make them better and to be ready for publishing. Let’s review.”*
- *“What are some things you should look for when you are doing a self-edit?”* (List the ideas: Is my writing clear? Are words spelled correctly? Did I use a capital letter and punctuation correctly? Are my sentences complete?)
- *“As you finish your writing today, I want you to begin with the self-editing process, just as we do when we are editing the sentences during DOL time.”*
- *“When you have finished the self-edit, ask another second grader to peer-edit your piece.”*
- *“If someone asks you to do a peer-edit and you politely accept, what type of feedback can you give?”*
- *“Finally, you should bring your narrative writing piece to me for the teacher-edit.”*

5. Dismiss students to finish writing and begin the editing process. Listen as children engage in the peer editing process and provide
6. support, as needed. While students are working, the teacher should circulate to provide support for reluctant writers, encouraging them to try.
7. Collect student writing or have students place their writing in their writing folders. Tomorrow the students will be labeling (K) and editing (1st/2nd).

Day 3 – Social Studies

My Map, p. 131 (DLG)

Map Skills (K–2)

Standard: SS.K-4.PPE.3 Utilize tools such as maps, globes, and geospatial technologies

1. Teach the lesson according to the **DLG**.
2. This can be a whole group activity. While kindergartners are coloring, cutting and decorating their houses, conduct a map- making lesson with 1st/2nd graders.
 - Kindergarten: Follow lesson according to **DLG**.



- 1st Grade: Follow lesson according to **DLG**. When finished, students should write their address on a sentence strip to accompany their decorated house.
- 2nd Grade: Provide students with a variety of simple maps for reference. Each student will create a simple map of the school or classroom, including a key for their map symbols.

Day 4 – Circle Time/Morning Meeting

Daily Message 3, p. 75 (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

PRACTICING THE BIBLE STORY, pp. 45 – 48 (DLG)

Practicing: God Provides My Home pp. 47 – 48 (DLG)

Art activity (K–2), Writing activity (1st/2nd)

Standards: B.K.RG.2 Know that God is everywhere, all-powerful, and all-knowing
B.1-4.RG.2 Discuss how God is everywhere, all-powerful, and all-knowing (2, 3, 4, 5)

1. Teach lesson according to the **DLG**.
2. Kindergarten: Complete Blacklines 1.6a – d.
3. 1st Grade: Complete Activity Master 2.1.9a. Students will color and fill in the blank for the different types of weather from which



God protects their house.

4. 2nd Grade: Complete Activity Master 2.1.9b. Students will draw the different elements for a house and write about the different types of weather from which God protects their house.

Day 4 – Language Arts

READING WORKSHOP, pp. 63 – 72 (DLG)

After Reading – Book Rating System, p. 65 (DLG)

Critique Literature (K–2), Concept Nugget (K–2), Text-to-Self Connection (K–2)

Standards: LA.1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information
LA.2.RI.3 Describe the connection within a series of historical events, scientific ideas, or concepts

1. Teach lesson according to the **DLG**. Reinforce the week's theme of diversity using the following discussion:
 - *“Isn’t it interesting to see how we rated the book differently? God gave us each unique interests and opinions. Our diverse interests and opinions make our classroom more interesting!”*
 - *“How did you feel when someone gave the book a different rating than you?”*
 - *“How does Jesus want us to respond to people with diverse opinions?”*
 - *“Today we will continue creating a book about your place on the map.”* (This is a three-day activity. Collect the students’ papers or have students keep their papers in a folder each day.)
 - Kindergarten: Choose Blacklines 1.14a – e or Activity Master 2.1.6d – f. (Complete three pages.) Draw a picture.
 - 1st Grade: Activity Master 2.1.7d – f (Complete three pages.) Draw a picture and write one sentence. (e.g., My town is Pensacola.)
 - 2nd Grade: Activity Master 2.1.8d – f (Complete three pages.) Draw a picture and write two to three sentences. (e.g., My town is Pensacola. Pensacola is near the beach.)
2. **Optional – Reader’s Response:** We have rated the book, *Me on the Map*. In your journal, tell the rating you gave. Why did you give it that rating?



Day 4 – Language Arts

WRITING WORKSHOP, pp. 74 – 79 (DLG)

Writing by Children – Labeling, Editing

Labeling (K), Editing (1st/2nd)

Standards: LA.1.W.5

With support, focus on a topic and add details to strengthen writing

LA.2.W.5

With adult and peer support, focus on a topic and strengthen writing by revising and editing

1. *“Today is the final day we will be working on this week’s narrative writing piece. Can someone tell me what narrative writing means?”* (Narrative writing tells a story)
 - 2nd Grade: Students should finish the editing process (self-edit, peer-edit, and teacher-edit). It is suggested that you instruct students to use a different color pencil for each step of the editing process so that the teacher can tell which changes were self-edits vs. peer edits. The students should make revisions as necessary. Once the teacher-edit has been completed, tell students to recopy their stories to a new, clean sheet of writing paper. However, instruct them to keep their original picture. This is the last step needed for publishing their stories. Then dismiss students to finish editing.
 - 1st Grade: *“Yesterday you added details to your narrative piece. Today you will be going through your piece to edit. Editing means correcting mistakes in your writing to make it better. You will go back to check that each sentence starts with a capital letter and ends with a period, as we do during Circle Time writing. If you find a mistake in your piece, just erase the mistake and write it correctly. Good writers know that editing makes their writing better.”*
 - Dismiss students to begin editing.
 - Kindergarten: *“We have been learning about letters and sounds. When you write you can use pictures and your knowledge about letters and sounds to tell a story. Today I am going to show you how to use letters and sounds to label the things in your picture.”*
 - Use the teacher modeled writing from Day 2. Show children how to point to something in their picture and slowly say the word. *“Since my story is about ducks, I think I should label the ducks. I will point to the duck and say it slowly. Did anyone hear any sounds they recognized?”* (Allow students to give suggestions.) *“The first sound I heard was /d/. What letter makes that sound? D! I will write the letter ‘d’ right beside the duck. Do you hear any other sounds? I heard /k/ at the end. What letter makes the /k/ sound? K! I will write the letter ‘k’ beside the letter, ‘d’. Duck. Great! What else can I label in my picture?”* (Continue for two or three other items in the picture.)
 - Dismiss students to label their pictures.
2. Collect student writing or have students place their writing in their writing folders. Tomorrow the students will be sharing in the



Day 4 – Social Studies

SOCIAL STUDIES, pp. 128 – 138 (DLG)

Our Town, pp. 133 – 134 (DLG)

Map Skills (K–2)

Standard: SS.K-4.PPE.3 Utilize tools such as maps, globes, and geospatial technologies

1. Kindergarten: Teach lesson according to the **DLG**.
2. 1st Grade: Teach lesson according to the **DLG**. Extension: Have students make a simple map of the town the class has created.
3. 2nd Grade: Teach lesson according to the **DLG**. Extension: Have students make a simple map with symbols and a key for the town the class has created.

Activity 2: Treasure Hunt, p. 134 (DLG)

Map Skills (K–2)

Standard: SS.K-4.PPE.3 Utilize tools such as maps, globes, and geospatial technologies

1. K/1st Grade: Teach lesson according to the **DLG**.
2. 2nd Grade: Extension
 - *“Today you will learn how to use a compass to find treasure. A compass is a tool used to help people read a map or to find their way.”*
 - *“There are four main parts of a compass: N means north, E means east, S means south, and W means west.”*
 - *“You should hold your compass in the palm of your hand and in front of your body. As you turn or move, the arrow will spin to tell you which direction you are heading.”*
 - Distribute one compass to each student. *“Let’s try one together. Everyone, turn to face north.”* (Allow students time to practice finding each compass direction in the classroom.)
 - *“Now you will have a chance to use your compass skills to find treasure. I will give you a list of directions. Each direction will tell you two things. First, you will read which direction to go, following your compass. Then you will read how many steps you should go to find the treasure.”* (e.g., 1. Start at the classroom door. 2. Walk north for 10 steps. 3. Walk west for 30 steps.)



- Distribute the treasure clues. (A short list of three to five clues will be sufficient.) After students complete the treasure hunt, they can discuss the successes or challenges they faced using the compass.

Day 5 – Circle Time/Morning Meeting

Writing to and with Children (1st/2nd)

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 5 – Bible

APPLYING THE BIBLE STORY, pp. 49 – 50 (DLG)

Applying: I Love My Home, pp. 49 – 50 (DLG)

Concept Nugget (K–2), Writing by Children (1st/2nd)

Standards: B.K.BF.14 Make connections between Bible stories and personal life experiences.
SS.K-4.C.2 Identify concepts such as: similarities, differences, beliefs, values, cohesion, and diversity

1. Teach the lesson according to the **DLG**.
2. Lead students in the following discussion:
 - “God gave each of us a different, safe place to live. Each family does things differently. Some families read together. Some go for walks outside or sing silly songs in the car. Each family is a little different. What is the word we have been learning about that means accepting our differences?” (Diversity)



- *“What are some different things you do in your family that makes you and your family special and diverse?”*
- First graders will complete the lesson using Blackline 1.7a – b.
- Second graders will complete the lesson using Activity Master 2.1.10.

Day 5 – Language Arts

READING WORKSHOP, pp.63 – 72 (DLG)

After Reading – Discussion, p. 65 (DLG)

Text-to-Self Connection, Comprehension Strategy Review (K–2)

Standards:	LA.1.RI.3	Describe the connection between two individuals, events, ideas, or pieces of information
	LA.2.RI.3	Describe the connection within a series of historical events, scientific ideas, or concepts
	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. Briefly teach lesson according to the **DLG**. However, allow the majority of the lesson time to focus on a review of the reading comprehension strategies learned throughout the week. Conduct a mini overview completion of the “L” column of the KWL chart started at the beginning of the week. As the review is conducted, ensure that students can name the strategy and how it is used. Then complete the KWL chart with the students, reviewing the content they have learned.
2. *“This week we have learned and used several comprehension strategies that good readers use before they even begin reading the book. Does anyone remember the name of these strategies and how good readers use them?”* (Prompt students as necessary, making sure to review the important points of each strategy.)
 - KWL organizer is used to help us remember things we already know about a topic before we begin reading the book. It helps us remember background knowledge which will help us understand the story better. It helps us ask questions of things we want to know more about as we read the story.
 - Picture Walk is something we do to help us predict what might happen in the story. By looking at only the pictures, we can get a good sense of what might happen in the story and when it might happen in the story.
3. *“Good readers use both of these strategies before they begin to actually read a story so they can understand and enjoy the story better. Now that you have learned these strategies, let’s remind one another to use them as often as we can when we read other stories in the future.”*
4. *“Today we will finish creating our book about your place on the map.”* (This is the final day for this activity. Model how to draw your state, continent, and a globe of the world for students. It is also acceptable to cut and paste a simple outline shape for each



of these, if you prefer. Staple the pages together at the end of the lesson to create a booklet for them to take home.)

- Kindergarten: Choose Blacklines 1.14a – e or Activity Masters 2.1.6g – i (Final pages). Draw a picture.
- 1st Grade: Activity Masters 2.1.7g – i (Final three pages). Draw a picture and write one sentence. (e.g., My country is the United States/Canada.)
- 2nd Grade: Activity Masters 2.1.8g – i (Final three pages). Draw a picture and write two sentences. (e.g., My country is the United States. It lies between the Atlantic and Pacific Oceans in the northern hemisphere.)

Optional – Reader’s Response: In your journal choose one place you could live on the map. How might that place be different or diverse from where you live now?

Day 5 – Social Studies

SOCIAL STUDIES, pp. 128- 138 (DLG)

Our Town, pp. 133 – 134 (DLG)

Map Skills (K–2)

Standard: SS.K-4.PPE.3 Utilize tools such as maps, globes, and geospatial technologies

1. If this activity was chosen on Day 4, continue working on it today. Assist students in deciding what additional types of building their town should have to meet the needs of its citizens.
2. Kindergarten: Teach the lesson according to the **DLG**.
3. 1st Grade: Teach the lesson according to the **DLG**. Extension – Have students make a simple map of the town the class has created.
4. 2nd Grade: Teach the lesson according to the **DLG**. Extension – Have students make a simple map with symbols and a key for the town the class has created.

WRITING WORKSHOP, pp.74 – 79 (DLG)

Writing by Children – Author’s Chair

Sharing and Presenting (K–2)

Standard: LA.1/2.W.10 Write routinely for a range of tasks, purposes, and audiences

1. Author’s Chair is the place where students may share their writing (pictures, kidwriting) with the class. Remind the children that when they sit in the Author’s Chair, a “teacher voice” should be used so that the other children can hear and understand the story.



Tell the children that they need to be good listeners when other students are sharing their writing with the class. Remind them to give constructive, specific feedback to the author whose writing is shared. (A lesson was taught for this in *Winners Never Quit*). The teacher should plan to model this again to help students develop the skill of giving peers appropriate, specific, constructive feedback.

- *“In Author’s Chair today we are going to share the narratives you have been working on during Writing Workshop. Remember that the Author’s Chair is a special place that allows a writer to share his/her writing with others. As writers, you all have something important to share with others. The narrative stories you have created are diverse because they are uniquely created by you. Remember that we learned this week that there is no one in the whole world quite like you. Therefore, your voice and what you have to say is important.”*
 - *“When we gather at the Author’s Chair, only the person sitting in the chair can talk. This means the rest of us must to be good listeners by keeping our eyes and ears focused on the author. We keep our mouths and hands quiet, making sure not to disturb anyone around us. When the author is finished sharing his/her writing, we show appreciation by clapping for the author. We will listen carefully while authors share their writing. We will then give them constructive feedback on the parts we liked best and what they might think of doing to make their writing even better next time. When you share feedback or comments, be sure that your words are encouraging, helpful, kind, and specific. For example, ‘Your story was really exciting and I liked how you described your house. ‘I think your parents will like your story.’ Who remembers how we begin the three types of feedback?”* (Refer back to the chart you posted several weeks ago, Activity Master 1.3.5.) *“Let’s begin.”*
2. Allow students to share their writing. Model constructive feedback for a few weeks before allowing students to share their feedback. As time permits, allow the author to choose one or two students to share feedback. If time does not allow for all children to share their stories, continue with the process at a later time. Do not force children who are not yet ready to share their stories publicly to do so with others. Allow those students to “sit this one out” until they feel more comfortable as this process will be repeated throughout the year. Provide encouragement to share, but do not force the issue. Children will share when they feel safe and are ready.

Sun: <https://www.youtube.com/watch?v=9dGwkrmnDZ0>

