

K–2 MULTI-GRADE BRIDGE
Detailed Daily Lesson Plan (DDLDP)
Theme Two Daily Lesson Guide (DLG) – *Who’s My Neighbor?*
Grade K Theme Book Three: *Be My Neighbor/My World and Others*
Character Building Concept: Accepting Diversity

Days 1 – 5 Signing In/Morning Activity

SIGNING IN, pp. 310 – 312 (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

ACCEPTING DIVERSITY CONCEPT CONNECT

Concept Connect Activity (K–2)

Standards: SS.K-4.C2 Identify concepts such as: similarities, differences, beliefs, values, cohesion, and diversity
SS.K-4.C4 Demonstrate respect for people with different religious beliefs, different ages, backgrounds, and ethnicity

1. The goal of this activity is to introduce the character concept that will be tied to the core book students will be reading this week, *Be My Neighbor*. The character development concept focus for this week is Accepting Diversity. Although students have not read the book yet, this activity is designed to introduce them to the concept in an experiential manner so that they can better relate that experience to the concept once the book is read and the concept is further discussed throughout the week. The



teacher should refer to this experiential activity once the book is read to illustrate how this concept relates to the story and is applicable in our everyday lives.

2. Provide some type of international food snack that is uncommon in your area, but would be appetizing to most kids. Depending on your area and your school's population, pick something that most students in your class would probably not have tried yet. Here are some examples, but you can certainly visit the ethnic section of your grocery store, or google ethnic food restaurants in your area:
 - Hispanic: Crackers with guava paste and cream cheese, cheese enchiladas, pico de gallo, cheese arepas, cheese, empanadas, corn tamales, ripe plantains, guacamole and chips, etc.
 - Asian: Dishes with bean sprouts, vegetable egg rolls dipped in sweet/sour sauce, miniature corn, snap pea, & water chestnut dishes, egg foo young patties, etc. eaten with chop sticks
 - Middle Eastern: Pita bread and hummus, tabouleh salad, berber bread. Moroccan Ksra, Moroccan Lentil Soup, Harira
3. Provide a few taste test options for kids to try without telling them what it is initially. Encourage everyone to participate and at least taste test a bite of each unfamiliar food during this activity. After initial tasting, tell students what the food is and what part of the world it is associated. Using chart paper or a white board, develop a Like/Dislike chart to record and graph the number of students who like or dislike a particular food. Then lead the following discussion to introduce the week's concept, Accepting Diversity:
 - *“What would you think if I told you that in some places of the world, eating ants and other bugs is considered a delicacy, a really delicious treat?”* (Most students will respond with expressions of disgust or laughter, or both! Begin the discussion by showing students the picture in Activity Master 2.3.1.) *“This picture shows foods sold in the streets of some countries on the other side of our world. What do you see here?”*
 - *“Even though most of us would not think that eating bugs is delicious, we need to respect and accept that many people around the world would disagree. In this picture of an outdoor market, you can see that it is very common for food vendors to sell fried insect snacks like grasshoppers, ants, and other bugs to people as they walk about the streets of their city. While we may be shocked by this idea, people in other parts of the world consider this as a normal part of their lives.”*
 - *“What did you think about the foods we tasted today? Some of us liked some of the items and some of us didn't. Is there anything wrong with having individual likes and dislikes of certain things?”* (No) *“Should we ever make fun of someone who has different likes/dislikes or habits than we do?”*
 - *“God created us as individuals. No one person is completely the same as another, not even look-alike twins! Even in those cases, there are individual differences that make us unique and special to God. So if God designed us this way, is that a*



problem or a benefit?" (Lead students in a discussion to help them understand that accepting individual differences in people and in other cultures are all part of God's plan.)

- *"The main point from today's taste test lesson that we need to remember is that being different in the way we think, how we look, dress and talk, where we live, or what we eat is not a bad thing. God made us all to be different and diverse, whether we live here in America or halfway around the world. Like the many colors of a rainbow, accepting and embracing differences in others is what God wants us to do."*

Days 1 – 5 Daily Oral Language (DOL)

Grammar & Writing Mechanics

Scaffolding (2nd), Editing (2nd)

Standards:	LA.2.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing
	LA.2.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling
	LA.2.L.4	Determine the meaning of unknown and multiple-meaning words and phrases

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 3) 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 in the following: Theme 1 – Book 1, *This is Our House* and in Theme 4 – Book 1, *Winter's Gift*. Use two sentences each day and correct mistakes together using the Common Editing Marks. These sentences are designed to correlate with each unit theme book.
3. During this activity Kindergartners and 1st graders may engage in another age appropriate center activity. However, advanced 1st graders may either listen as they gradually acquire writing knowledge throughout the year, or those who are ready may fully participate in this 2nd grade editing activity. The teacher should use knowledge of their 1st grade students to select those who are ready to engage in this editing activity this early in the school year from those who are not.

Day 1 – Language Arts

READING WORKSHOP, pp. 305 – 310 (DLG)

Before Reading – Discussion, p. 305 (DLG)

During Reading – First Time, p. 305 (DLG)

Prior Knowledge (K–2), Fiction and Nonfiction (K–2), Concept Nugget

DDL P – Who's My Neighbor
July, 2020 (Revised)

Book 3 – Be My Neighbor
Page 3



Standards:	LA.K.RL.1	With prompting, ask and answer questions about key details
	LA.1.RL.1	Ask and answer questions about key details
	LA.2.RL.1	Demonstrate understanding of key details by asking and answering questions
	LA.K.RL.5	Recognize common types of texts
	LA.1.RL.5	Differentiate between informational and story books
	LA.2.RL.11	Distinguish between fantasy and reality, right and wrong, fact or opinion
	SS.K-4.C.2	Identify concepts such as: similarities, differences, beliefs, values, cohesion, and diversity

1. Teach both lessons according to the **DLG**. While reading the book in the **During Reading – First Time** lesson, read only the green and white major headings and take time to look at the pictures closely with the students. Take time to read the countries for each of the pictures. The main body of the text will be read another day.
2. Fiction and Nonfiction quick review:
 - *“What do we call **books that are make believe?**”* (Fiction)
 - *“Earlier we discussed books that give us real information. We called those ‘fact’ books. Another name for a book with real information is **nonfiction**. It’s the opposite of fiction. What do we call books that give us real information?”* (Accept both “fact” and “nonfiction” as responses, but encourage the 1st/2nd grade students to use the new term “nonfiction”.)
 - Using a handful of books from your classroom library, show a few titles and ask the children to classify them as fiction or nonfiction.
3. Concept Nugget (K-2): Accepting Diversity (Review previous weeks’ concepts that lead to this week’s focus.)
 - *“For the past two weeks we’ve talked about diversity and tolerance. Can someone remind us what **diversity** means?”* (Diversity is the understanding that each individual or group of people in the world is unique, and we recognize and value our individual or group differences.)
 - *“What is the definition of **tolerance?**”* (Tolerance is when we learn to handle things that we don’t like or that are different than what is customary. It is the willingness to accept feelings, habits, customs, or beliefs that are different from your own.)
 - *“This week we are reading about our neighbors from around the world. We have already seen some similarities and differences in our neighbors and will explore ways to experience and accept those differences. Accepting differences means welcoming someone who is different than you and including them in your activities. Let’s repeat the definition of accepting differences together.”* (Accepting differences means welcoming someone who is different than you and including them in your activities.)



- *“We will talk more about accepting diversity as we continue to discuss our book throughout the week.”*

WRITING WORKSHOP, pp. 312 – 317 (DLG)

Writing with Children – Planning Narrative Writing

Graphic Organizer (1st/2nd)

Standard: LA.1/2.W.10

Write routinely for a range of tasks, purposes, and audiences

1. Graphic Organizer – Teacher Modeling (K-2): The focus of this lesson is to model for students how to use a graphic organizer as a prewriting tool. This activity is primarily for 1st/2nd grade students. Kindergarten students may listen to the mini lesson, or begin working on their booklets.
 - *“This week, we are going to be writing a new narrative. Who can tell me what **narrative writing** is?”* (It tells a real or pretend story.)
 - *“We will write about something we enjoy doing in our neighborhood. Let’s see. I enjoy walking in my neighborhood, so I will write about that. However, you might perhaps enjoy doing something else in your neighborhood, like riding your bike, skating, or playing with your friends. Begin thinking about what you enjoy doing in your neighborhood so that you can write about that.”*
 - *“Before we begin writing, we need to organize our ideas. One way to organize our writing ideas is by using a graphic organizer like this one.”* (Project Activity Master 2.3.2a so that all students can see the document on which you have begun work.)
 - *“The top box is for the introduction sentence. An **introduction** is a short sentence that tells the main idea of what I am going to write about. Since I am writing about walking through my neighborhood, I’m going to write, ‘Last night I took a walk through my neighborhood’ in my introduction sentence box.”* (Model writing sentence in the projected graphic organizer.)
 - *“The next two boxes are the detail boxes. On this organizer, I need to write just two details. Second graders, you will write three details. My details will be about things I would see as I walk through my neighborhood. I’m going to think about what I have seen in my neighborhood. For now, I’m going to write just a word or phrase for each detail instead of a complete sentence. In the Detail 1 box, I’m going to write ‘many homes’ because I see many homes in my neighborhood.”* (Model writing the phrase in the projected graphic organizer.)
 - *“Another detail I want to add to my writing piece is that I see a big park in my neighborhood during my walk. Therefore, I’m going to add ‘big park’ to my Detail 2 box.”* (Model writing phrase in the projected graphic organizer.)
 - *“When we write narratives, we want to finish our narrative with a conclusion sentence. Authors often use different words to restate their introduction in their conclusion sentence. Since my introduction says, ‘Last night I took a walk through my*



neighborhood,' my conclusion sentence will be, 'I enjoyed my walk through my neighborhood.'" (Write the sentence on the graphic organizer.)

- *"Now you will get a chance to practice using this graphic organizer to plan your narrative. Remember that we are all writing about something we enjoy doing in our neighborhood. Let's close our eyes and take a minute to think of some things that you do in your neighborhood. When you think you have it, put your thumb up in the air."* (Provide one to two minutes of think time until most students have their thumbs in the air. Pair students with a partner to share the topic they have chosen. Assist any student who still cannot think of a topic.)
2. Distribute Activity Master 2.3.2a to 1st grade and 2.3.2b to 2nd grade. Have students begin working on completing their graphic organizers. Walk around and assist students as needed. Collect graphic organizers or instruct students to keep them in their writing folders to use on Day 2.

Day 1 – Social Studies

Continent Boxes, pp. 345 – 346 (DLG)

Map Skills—Globe (K–2), Locating Countries in North America (1st/2nd)

Standard: SS.K-4.PPE.3 Utilize tools such as maps, globes, and geospatial technologies in investigating relationships among people, places, and environments

1. North America Lesson

- Have a globe to show to students. *"Does anyone remember what we call what I have in my hands?"* (A globe)
- *"Remember that a **globe** is a round, or spherical, model of the Earth. Last month we talked about how we can see where land and water are on the Earth by looking at a globe or a world map. We also talked about the different continents and countries on the globe. Today we are going to review some of the information we learned. Does anyone know on which continent we live?"* (North America)
- *"Who can tell me the name of the country where we live?"* (United States of America also known as the USA. Allow a student to point to the USA on the globe.)
- *"There are other countries in North America too: Greenland, Canada, Bermuda, and Mexico. These aren't the only countries in North America, but these are the only countries we will be talking about today. Take a close look at the globe and see if you can find these four countries."* (Allow students to come close to the globe and point out where Canada, Greenland, and Bermuda are. If they have a hard time locating them, point out the countries to them, especially Bermuda since it is a small island.)
- *"Does anyone remember seeing pictures from Canada, Greenland, Bermuda, or Mexico in our new book, Be My Neighbor?"*



Let's take a look through our book and find them so we can see what we can learn about those countries just from looking at the pictures." (Leaf through the book, allowing students to come up one at a time to see if the pictures on that page are from one of the countries in North America. As they find the pages, reread some of the interesting facts from these countries.)

- *"Who remembers the name of our continent?"* (North America)
- *"Who remembers what four countries we talked about that are part of North America?"* (Canada, Greenland, Bermuda, and Mexico)

2. Teach the portion of the lesson from the **DLG** that compliments this lesson on North America.

Day 2 – Circle Time/Morning Meeting

Daily Message 1, pp. 312 – 313 (DLG)

Editing (1st/2nd), Writing Extension (K–2)

Standards: LA.1/2.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing
LA.1/2.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling

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

Day 2 – Language Arts

READING WORKSHOP, pp. 305 – 310 (DLG)

During Reading – Second Time, p. 306 (DLG)

KWL Chart (K–2), Concept Nugget (K–2), Vocabulary (1st/2nd)



Standards:	LA.1.RI.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
	LA.2.RI.4	Determine the meaning of words and phrases in a text
	SS.K-4.IDI.7	Develop a respect for others

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

2. Concept Nugget:

- *“We have read in our book this week about many different types of people from all over the world who live their lives differently than we do. They may be from a different race or culture, speak a different language, or have very different beliefs than we do. However, on the inside we have more things in common than we have differences. What do you think are some things that all boys and girls across the world have in common? In what ways are we all the same?”* (Allow children to respond and write a brief summary of each answer on chart paper for reference.)
- *“We all need love and care from our parents, family, and friends. We all need good food to eat, a home, clothes to wear, and we all need to feel safe and happy. No matter where we live in the world, we have many more things in common than we have differences.”*
- *“God carefully created each one of us. He understands how wonderful diversity can be and wanted us to experience it in so many ways. God made each of us unique, or different, and wants us to accept one another. God accepts us for who we are because He loves us. Your neighbors are not just people who live next to you. God considers people all over the world also as our neighbors. They are all different and special because God created them that way. We need to learn to accept all of our neighbors from different races of cultures just as they are, just as God accepts us just as we are.”*
- *“As you go throughout the week, if there is a neighbor on your street, someone in your church, or in your class that you find difficult to accept, say a prayer and ask God to show you how to be loving to that individual. You may choose to make a card or write a note to that person as a way to connect and show kindness. Doing kind things for others who are difficult to tolerate is one way to begin building the character skill of acceptance and becoming more like Jesus.”*

3. Vocabulary: Copy Vocabulary Master 2.3 and Activity Master 2.3.3 on cardstock and precut before class begins. Keep the originals on hand for the lesson. Kindergarteners may participate, but they have a separate activity with different vocabulary words another day.

- *“These are our new vocabulary words for the week.”* (Hold up cards in a stack.) *“Why is it important to look at words we don’t know before reading a new book?”* (It’s important to learn the meaning of new words so we can understand what we read.)
- *“Just like last week, I am going to hand out the vocabulary words and sentences with the words in them.”* (Distribute vocabulary word cards and sentence strips to students. If you have more cards than students, give some students more than



one. If you have more students than cards, encourage them to share with a partner.)

- *“I am going to read a vocabulary word aloud. If you have that vocabulary word or sentence with that word in it, please stand quietly until I call on you to read your word or sentence. This week some of our words may have the same or similar definitions, so we will keep those together as a group.”* (i.e., cathedral, mosque, synagogue, and temple are all places of worship)
- Call out vocabulary words one at a time from the original Vocabulary Master 2.3.
- First, ask the student with the vocabulary word card to read the word aloud and have all the students repeat each new word. Since these are difficult words for this age group, be prepared to assist students in pronouncing the words.
- Next, ask the student with the matching word sentence strip to read it and predict/guess the meaning of the new word. Assist with reading as needed, especially with Kindergarten and 1st grade students.
- Review the meaning of the word in context. Repeat the process until you have covered all of the vocabulary words. As each student pair matches the vocabulary word card and the sentence strip, place them side by side in a pocket chart to be displayed and reviewed in a center throughout the week.

WRITING WORKSHOP, pp. 312 – 317 (DLG)

Writing by Children – Narrative Writing

Narrative Writing (K–2)

Standards:	LA.K.W.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell events in sequence
	LA.1.W.3	Write narratives that recount two or more appropriately sequenced events, include details using temporal words to signal sequence, and provide some sense of closure
	LA.2.W.3	Write narratives that recount well-elaborated event or short sequence of events, include details, use temporal words to signal sequence, and provide a sense of closure

1. Kindergarten: Students will continue to work on their booklets. They should be working on the inside pages today. Prepare booklets in advance by folding two pieces of paper and then stapling on the fold. Students will begin creating their booklets by using pictures and kidwriting. They will mainly work on the cover today and then move to the inside pages where they will illustrate and write about two or three things/places they see in their neighborhood.
2. Narrative Writing: The focus of this lesson is to model for students how to transfer the information from their graphic organizers into complete sentences.
 - Distribute completed graphic organizers from Day 1 (Activity Master 2.3.2a and 2.3.2b), or ask students to take them out of



their writing folders.

- *“Today I am going to show you how to take the information from a graphic organizer and use it to create a narrative piece of writing. I remember I was writing about walking in my neighborhood, but each of you wrote about something you enjoyed doing in your neighborhood. Let’s begin by looking at our introduction box. Is this a sentence or a phrase?”* (It is a sentence because it is a complete thought.) *“Since that’s already a sentence, all I need to do is copy it down on my new sheet of paper.”* (Model writing introduction sentence on to either a projected sheet of lined paper or just on the board.)
- *“Now I will look at what I wrote in my Detail 1 box. I wrote ‘many homes’ as my first detail. I need to make it into a sentence. Let me think.”* (Short pause) *“I think I would like to write, ‘I saw many homes as I walked.’”* (Model writing detail sentence #1.)
- *“The next detail I wrote on my graphic organizer is ‘big park.’ I’m going to take these words and write them into a complete sentence for my second detail sentence. Who can help me turn this into a complete sentence?”* (Call on one or two students to compose a complete sentence using the “big park” detail. Example: I passed a big park with many trees. Model writing detail sentence #2.)
- *“Now all I have left is my conclusion sentence. Again, I already have a sentence written on my graphic organizer, so I just need to copy it down on my new sheet of paper. Read your conclusion to a partner to check if it is written in a complete sentence.”* (Wait for students to check their writing, then model writing the conclusion sentence. Provide assistance for students who still have difficulty distinguishing phrases from complete sentences. Point out that each sentence will end with an end mark and begin with a period.)
- *“Today I want you to work on transferring the information from your graphic organizer to create a new narrative piece. You will need the graphic organizer you worked on yesterday and a fresh blank sheet of writing paper. If you finish writing before the end of Writers’ Workshop, you may begin to self-edit your narrative.”*
- Students will need a lined piece of paper appropriate for their grade level. As students are working on their narrative pieces, walk around the room and assist students as needed.

Day 2 – Science

Continents and Animals, pp. 340 – 341 (DLG)

North American Animals

Standard: S.K-2.ES.2

Construct an argument supported by evidence for how plants and animals can change the environment to meet their needs.

1. Teach the lesson according to the **DLG** for North America on p. 340. Use the pictures on Activity Master 2.3.4a – c to assist with



the class discussion. Note that a picture of a beaver has been added to the list of animals to fulfill the standard requirement. The beaver is a North American animal that drastically changes its environment wherever it makes a home. The dams it creates alter the stream or river and affects the other members of the biome.

- *“This week we have talked about countries in North America. Today we will look at some of the animals that live in North America and how they shape their environment to create the things they need to live. Although there are many animals that live in North America, we will look at the buffalo or bison, Canadian geese, Gila monster, California Sea Lion, and the beaver. Let’s take a look at these pictures so that we can see what these animals look like.”*
- For each animal listed, ask the children to tell facts they know about each. Then supplement with the information below.
“How does each animal affect or change its environment to meet its needs?”
 - **Buffalo or Bison** – Large herds of buffalo affect the land by eating the grass on the plains. They are the lawn mowers of the plains. By eating the grass, they keep the plains clear and do not allow forests to form in that area.
 - **Canadian Geese** provide several ecological benefits that may aid other plants and animals. They can serve as seed dispersers by eating plants in one area and then depositing seeds in another area when defecating. Goose feces, in moderation, can contribute to soil fertility by adding nutrients to the soil, which in turn, produces more vegetation for them to eat.
 - **Gila Monsters** are the largest lizards native to the United States. The colorful, beadlike skin of the Gila monster helps with camouflage. Its claws are used for digging burrows and for digging out other animals' eggs. Its tongue helps it to hunt and to receive information about its surroundings by picking up the scents in the air. They taste the air with their tongues. They also can store fat in their tails. Gila monsters are well adapted to a desert environment, and they adjust their behavior based on the weather.
 - **California Sea Lions** live in the cold Pacific Ocean of the west coast of North America. In energy-rich environments, such as the surface of sea lion feces, bacteria are able to release excess nutrients they don't use for their own growth into the surrounding water, making them available for phytoplankton, the primary producers in the marine ecosystem. In other words, Sea Lion poo produces nutrients that make plankton, the tiny organisms that small fish feed on. More fish live in plankton filled waters, and in turn, the sea lions eat the big fish.
 - Ecologists call the **Beaver** "ecosystem engineers" because these animals physically change their surrounding habitats by cutting down trees, building dams in free-flowing waterways, digging canals, and building lodges. In doing so, beavers change the distribution and abundance of many other animals and plants, mostly by indirect interactions. The two most common problems associated with beavers are flooding that results from blocked structures (such as culverts) and damage caused to trees.



2. Read a book about beavers and continue to discuss how this animal affects and changes its environment. Discuss with students what beavers need from its particular environment. The teacher may choose from a variety of titles listed on Amazon, Epic, or Reading A-Z. One particularly good option is: *My First Book About Beavers* by John Davidson and Molly Davidson.

Day 3 – Circle Time/Morning Meeting

Daily Message 2, p. 313 (DLG)

Editing (1st/2nd), 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. 305 – 310 (DLG)

During Reading – Third Time, pp. 306 – 307 (DLG)

After Reading – Vocabulary, p. 307 (DLG)

Vocabulary (K–2), Comprehension Discussion (K–2), Compare/Contrast, Concept Nugget (K–2)

Standards: LA.K.RI.7 With prompting, describe the relationship between illustrations and the text
LA.1.RI.7 Use illustrations and details to describe key ideas
LA.2.RI.7 Explain how specific illustrations contribute to and clarify text
SS.K-4.C.4 Demonstrate respect for people with different religious beliefs, ages, backgrounds, and ethnicities

1. Teach the **During Reading – Third Time** lesson according to the **DLG**.
2. Comprehension Discussion Questions, Compare/Contrast (K–2):



- *“This book makes us look at neighbors in a new way. Neighbors aren’t just the people who live next door to us or even people in our community. Who else does the book say are our neighbors?”* (People all around the world are our neighbors.)
- Using chart paper, create a large Venn diagram to record student answers for the similarities and differences they noticed between their lives here in America and those of families described in this week’s reading, *Be My Neighbor*.
- *“Today we are going to think about ways in which our lives here in America is different than the families we read about in our book. Additionally, we will also notice ways in which we are the same. We are going to record our observations in these two circles I have drawn here which are called Venn diagrams. We are going to list ways in which we are different on the outer edges of the two circles and in the middle where the two circles overlap. We will list the things we notice are the same or things we have in common. We will create our Venn diagram together as a class.”*
- *“Let’s think. In what ways are we like the neighbors from around the world that we saw in our book? What things do we have in common?”* (Answers may vary. Allow students to refer back to the pictures in the book to look for similarities. Write down students’ contributions in the middle section of the overlapping circles. Prompt with questions if students are not noticing similarities: Regardless of where they live, what are things that all people in the world need in order to live?)
- *“Next, let’s notice the differences between our lives here in America from families who live in other parts of the world. What did you notice that is different about our neighbors?”* (Answers may vary. Allow students to refer back to the pictures in the book to look for differences. Prompt with questions as needed.)
- *“Think about the things we have identified as different about us and our neighbors. Are any of the things we noticed bad or dangerous?”* (No. They are just different.)

3. Concept Nugget:

- *“We just finished discussing some of the places and things in our neighborhood and how they are different or similar to neighborhoods around the world. We also shared some places that are special to us, what we like to do outside, how we arrive to school in the morning, and so many more things. I noticed that you all had different favorite things, and that not all of you do things in the same way. What does that tell us about our class?”* (Answers may vary, but try to lead the children to recognize that the class is very diverse.) *“What is a good word that we can use to describe when people or things are different?”* (Diversity)
- *“Just like many of us had different likes and dislikes when we taste tested the food earlier this week, it was alright for us to have those differences and still accept each other as friends. This is what our concept of the week is all about, accepting diversity. We accept that our neighbors from around the world may be different than we are in many ways, but we also know that we have many things in common which show how we are all the same. This is perfectly alright.”*
- *“I’m so thankful that God made us unique. I enjoy learning different ways of doing things and trying different kinds of foods.”*



The world would be so boring if we were all the same. Even though sometimes accepting differences is easy and fun, sometimes it can be difficult. Think about some of the differences we identified in our book. What are some differences that you would have an easy time accepting? (Accept reasonable answers.)

- *“What are some differences that are more difficult to accept?”* (Possible answers: Someone who talks differently and is difficult to understand, someone who says mean things and is impolite, spending the night in a friend’s house that has dirt floors, eating foods that are uncommon to us such as bugs, etc.)
 - *“What are some ways we can show acceptance for differences that are hard to accept?”* (Possible answers: pray for God’s help to be accepting, do something nice for someone who is mean to us, not complaining when we don’t like something that is different than what we are used to, etc.)
 - *“God has shown us acceptance by loving us no matter how we act, what we say, or what we do. We’ve talked a lot in the past two weeks about why God accepts us all the time. Who can remind us of the reason?”* (God accepts us because He loves us.)
 - *“Jesus says in several places in the Bible that we should love our neighbors. If we can learn to love our neighbors the way that God loves us, we will have an easier time accepting our differences.”*
4. Teach **After Reading – Vocabulary** lesson according to the **DLG** to Kindergarten only.
 5. 1st/2nd Grades: While the teacher is working with Kindergarten students, pair 1st and 2nd graders together to work on putting their vocabulary words in alphabetical order. Use the words listed in the pocket chart from yesterday’s vocabulary lesson, or distribute a copy of Vocabulary Master 2.3 for each student pair.

WRITING WORKSHOP, pp. 312 – 317 (DLG)

Writing by Children – Narrative Writing, Editing

Adding Details (K/1st), Editing (2nd)

Standards:	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. *“Today I want you to go back to your narrative writing piece and add more details to your story. Who can remind us what we look for when we edit our stories? Yes, fix any word that is not spelled correctly, and check for capital letters and periods.”*
 - Kindergarten: Encourage students to add detail to their picture writing (trees, flowers, people, hair and clothes on people, etc.) and color.



- 1st Grade: Encourage students to add a few more words describing details.
 - 2nd Grade: Encourage students to self-edit their papers as they did in the previous two weeks. If they have already finished the self-edit process, they may find a classmate to peer-edit their writing.
2. Collect student writing or instruct all to place their writing in their writing folders.

Day 3 – Science

Continents and Animals, pp. 340 – 341 (DLG)

Asian and African Animals

Standard: S.K-2.ES.2 Construct an argument supported by evidence for how plants and animals can change the environment to meet their needs

1. Teach the lesson according to the **DLG** for Asia and Africa on p. 340.
2. Read a book about an Asian or African animal. Discuss with students what that animal needed from its particular environment. Also, discuss if the animal made any changes to its environment to meet its needs. Follow the same question leads as in Day 2 Science, but with the animals listed for Asia and Arica in the **DLG**.

Day 4 – Circle Time/Morning Meeting

Daily Message 3, p. 313 (DLG)

Editing (1st/2nd), 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. 291 – 292 (DLG)

God Gives Me Friends and Neighbors, pp. 291 – 292 (DLG)

Bible Verse Match-Up, p. 292 (DLG)

Memory Verse Practice

Standards:	B.K.RO.11	Show kindness to people who are different or who make us unhappy
	B.1-4.RO.11	Demonstrate kindness toward and acceptance of people who are different from us or who treat us unkindly (7, 11, 22)
	B.K.RO.18	Describe the ways in which Biblical characters witnessed to their faith
	B.1-4.RO.18	Discuss different ways that Biblical characters witnessed to their faith and the results of their witness (1)

1. Teach the **God Gives Me Friends and Neighbors** lesson according to the **DLG**.
2. Concept Nugget:
 - *“In our Bible story this week we learned about Captain Naaman. Captain Naaman’s wife had a servant girl who was not from their neighborhood. The people from the servant girl’s neighborhood were different from Captain Naaman and his wife because they believed in and worshipped God. Captain Naaman and his wife worshiped idols instead of God. There may have been some other differences too. How do you think Captain Naaman felt when the servant girl suggested that he visit her old neighbor, Elisha, so that God could use Elisha to make Naaman well again?”* (Possible answers: hopeful, nervous, excited, etc.)
 - *“Even though Captain Naaman was from a different neighborhood and had different beliefs, he was willing to visit Elisha and ask for help to be cured from his illness. When Elisha told him he had to wash in the muddy Jordan River seven times to be healed, what was Captain Naaman’s response?”* (Possible answers: He was angry; he didn’t want to do it; he didn’t believe it would work, etc.)
 - *“Captain Naaman’s soldiers talked him into at least giving it a try. They were more accepting of Elisha and what Elisha said. Captain Naaman decided to give it a try even though he wasn’t happy about doing so. By doing what Elisha told him to do, he was being accepting of someone who was different than he was. Captain Naaman’s situation ended wonderfully and he was healed because he had an open mind to accept the word of a man who was very different than everything he knew!”*
 - *“But things could have turned out very differently if Captain Naaman had chosen not to accept or trust Elisha. What are some possible ways that the story could’ve ended if he had not accepted Elisha and his message?”* (Possible answers: He would not have been healed; he would have gone home and died from leprosy. At that time, there was no known cure for that disease.)



- *“There will be times when we may have to accept people who are different than we are even though we don’t like what they say or do. In those times, we need to always remember that everyone is our neighbor and God has asked us to love and accept all of them.”*
3. Teach **Bible Verse Match-Up** according to the **DLG**.
 4. 1st/2nd Grades’ Bible Verse Extension Activity: Distribute Activity Master 2.3.5.
 - Students will write the complete Bible memory verse on the Activity Master.
 - Students will work with a partner. Each group will need a dry erase board, marker, and eraser. With a partner, students will write the Bible memory verse again on the white board. Next, one student at a time will remove one word anywhere in the verse. Then the student will repeat the entire verse including the word(s) that should be placed in the blank. Repeat this until the entire text is gone. The partners can take turns going through the process or complete it one at a time until they both have completed the activity once independently.

Day 4 – Language Arts

READING WORKSHOP, pp. 305 – 310 (DLG)

After Reading – Comprehension Questions, p. 308 (DLG)

Comprehension Questions (K–2)

Standards:	LA.K.RL.2	With prompting, identify the main topic and retell key details
	LA.1.RL.2	Retell stories, including key details, and demonstrate understanding of main idea(s) or lesson(s)
	LA.2.RL.2	Retell stories from diverse cultures and determine the main idea(s) or lesson(s)

1. Teach the lesson according to the **DLG**.
2. Extend the following Comprehension Questions for 1st and 2nd grades:
 - *“How would you feel if you had to move away from your neighborhood?”* (Accept reasonable answers.)
 - *“What do you think is one of the most important places in your neighborhood? Why?”* (Accept reasonable answers.)
 - *“What would happen if your neighborhood didn’t have a firehouse?”* (Accept reasonable answers.)

WRITING WORKSHOP, pp. 312 – 317 (DLG)

Writing by Children – Labeling, Editing

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



Standard: LA.1/2.W.6 With support and in collaboration with peers, use a variety of tools to produce and publish writing

1. Labeling (K) and Editing (1st/2nd):

- *“Today is the final day we will be working on this week’s narrative writing piece about what we enjoy doing in our neighborhood. I see many of you have done a very good job editing your narrative writing pieces thus far. Today we will rewrite our stories on clean writing paper with the changes we made yesterday and the ones we will make today to produce our very best writing to share with our classmates tomorrow. Look at your detail sentences and see if you can add a word or two that will make your details more interesting. Also, check for capitals, ending marks, and correct spelling.”*
- Kindergarten: Dismiss students to label their pictures in their booklets and finish coloring.
- 1st Grade: Distribute a new writing paper for each student. Dismiss students to begin editing.
- 2nd Grade: Distribute a new writing paper for each student. 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 the teacher can tell which changes were self-edits vs. peer-edits. The students should make revisions as necessary. Dismiss students to finish editing.

2. Collect student writing or instruct the class to place their writing in their writing folders. Tomorrow the students will be sharing in the Author’s Chair.

Day 4 – Social Studies

Where I Live/Where I Want to Live, p. 360 (DLG)

Standard: SS.K-4.PPE.4 Correlate physical and human characteristics of the school, community, state, and region and the interactions of people in these places and environment

1. Teach the lesson according to the **DLG**.
2. Kindergarten: In addition to the pictures they will be drawing, students should use kidwriting to write the name of where they live and where they want to live.
3. 1st Grade: In addition to the pictures they will be drawing, students will write the name of the country where they live and where they want to live on Blackline 3.25. For more advanced students, have them write a sentence about where they live and one about where they want to live.
4. 2nd Grade: In addition to the pictures they will be drawing, students will write why they like living where they live and why they



think they might like living in the other country they chose where they want to live. One sentence is acceptable since this is not for writing workshop.

Day 4 – Science

Continents and Animals, pp. 340 – 341 (DLG)

Animals from Europe, Australia, and Antarctica

Standard: S.K-2.ES.2 Construct an argument supported by evidence for how plants and animals can change the environment to meet their needs

1. Teach the lesson according to the **DLG** for animals from Europe, Australia, and Antarctica on p. 341.
2. Read a book about an animal from Europe, Australia, or Antarctica. Discuss with students what that animal needed from its particular environment. Also, discuss if the animal made any changes to its environment to meet its needs.

Day 5 – Circle Time/Morning Meeting

Daily Message 3, p. 313 (DLG)

Editing (1st/2nd), 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 – Language Arts

READING WORKSHOP, pp. 305 – 310 (DLG)

Read-Aloud, p. 310 (DLG)

Concept Nugget (K–2), Read Aloud Snapshot (K–2)



<i>Standards:</i>	LA.1.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**.

2. Concept Nugget:

- *“Can anyone name the concept we have been talking about this week?”* (Acceptance of Diversity or Differences)
- *“That’s right - acceptance. What does accepting differences mean?”* (It means welcoming someone who is different than you and including them in your activities. It means looking at an idea with an open mind.)
- *“Has anyone had to accept differences this week? If so, what did you do to show acceptance?”* (Allow students to share.)
- *“As we’ve seen throughout this week, God created so many wonderful and different people. We dress differently, eat different foods, enjoy different kinds of music, do different activities for fun, but we all have something in common. God created us and loves us all. He has asked us to love each other and accept all the differences that make us unique. Let’s remember to keep this in mind as we go through each day so that we can honor God through accepting others.”*

3. Read-Aloud Snapshot:

- Kindergarten: Students will choose a country mentioned in the book that stood out to them the most. On a piece of paper, they will draw a picture of what they liked about that country that was different from ours.
- 1st/2nd Grades: They will do the same as Kindergarten. Additionally, they will write the most interesting difference between our country and the other country they selected from what they noticed in the text.

WRITING WORKSHOP, pp. 312 – 317 (DLG)

Writing by Children – Author’s Chair

Sharing and Presenting (K–2)

<i>Standards:</i>	LA.K/1.SL.7	Give brief oral presentations
	LA.2.SL.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details; speak audibly in coherent sentences; use appropriate voice level, phrasing, and intonation

1. Remind the children that when they sit in the Author’s Chair, they need to use a “teacher voice” so the other children can hear and understand the story. Tell the children that they need to be good listeners while another student is sharing his/her writing with the class. They must learn to give constructive feedback to the author whose writing is shared. The teacher should model



once or twice before asking children to give feedback. Since this is the third week of Author's Chair, student's feedback should be improving.

- *"In Author's Chair we are going to share the narratives you have been working on during Writing Workshop.*
 - *"Remember that when we gather at the Author's Chair, only the person sitting in the chair can talk. This means that the rest of us need to be good listeners by keeping our eyes and ears focused on the author. We keep our mouths and hands quiet, making sure we don't disturb anyone around us. When the author is finished sharing his/her writing, we show appreciation by clapping for the author. What should we do after showing our appreciation?"* (We should 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, remember to use words that are encouraging, helpful, and kind. Let's begin."*
2. Allow students to share their writing. Model constructive feedback as needed before allowing students to share their feedback. As time permits, allow the author to choose one or two students to share feedback.

