

**K-2 MULTI-GRADE BRIDGE**  
**Detailed Daily Lesson Plan (DDL P)**  
**Theme Two Daily Lesson Guide (DLG) – *Who’s My Neighbor?***  
**Grade K Theme Book Four: *Career Day/My World and Others***  
**Character Building Concept: Appreciating Diversity**

**Days 1 – 5 Signing In/Morning Activity**

**SIGNING IN, pp. 425 – 427 (DLG)**

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

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

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

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

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

**Daily Message 1, pp. 427 – 428 (DLG)**

*Modeling Writing and Editing (K–2)*

**Standard:** LA.K-2.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling

1. Teach the lesson according to the **DLG**, or generate a custom message if **DLG** messages have been exhausted.
2. All students should participate in Circle Time/Morning Meeting to promote classroom community. If the message is prewritten by



the teacher, 1<sup>st</sup> and 2<sup>nd</sup> graders may help sound out words or read the message. When the teacher is writing the message with the students, 1<sup>st</sup> and 2<sup>nd</sup> graders may also assist the teacher with writing the message by using learned phonics skills and language conventions.

## Day 1 – Bible

### **INTRODUCING THE BIBLE STORY, pp. 399 – 400**

#### **What We Need, p. 399 (DLG)**

Discussion Questions (K–2)

Standards:	B.K.RO.10	Demonstrate proper verbal and non –verbal responses to positive and negative feelings
	B.1-4.RO.10	Exhibit appropriate verbal and non –verbal responses that demonstrate caring Christian behavior (7, 11, 22)
	SS.K-4.PDC.3	Distinguish the difference between needs and wants

1. Teach the lesson according to the **DLG**.
2. Extend the lesson with the following discussion:
  - *“Many times we see things that we want. It may be a special toy, a new doll, a trip to Disney, or a cool shirt.”*
  - *“Sometimes we don’t get the things we want right away or we may not get them at all. How do we respond or act when we don’t get what we want?”* (Elicit responses from students and invite them to share feelings and experiences.)
  - *“Do you think it is alright to become angry or lose control just because we don’t get something that we want? Why might our parents say ‘No!’ to something we want?”* (Allow students to discuss how various children respond to parents saying “No!” to something they want. If students do not bring it up, plan to introduce the concept of ‘Self-Control’ as a necessary part of growing up.)
  - *“One positive way to respond is to remember that we should be thankful for what we have. By being thankful, we show that we appreciate the things that we have. God has provided each of us with the things we need, and even some of the extra things we want. He loves us and wants to give good things to us.”* (Provide examples from personal experiences as you were growing up to which children can relate. Help children think about ways to show appreciation to their parents for the things they have.)

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

### **Grammar & Writing Mechanics**

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

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

Book 4 – Career Day  
Page 2



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

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

## Day 1 – Language Arts

### READING WORKSHOP, pp. 421 – 425 (DLG)

#### Before Reading

Concept Nugget (K–2), Vocabulary Introduction (K–2)

- 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.C.2 | Identify concepts such as: similarities, differences, beliefs, values, cohesion, and diversity   |

1. Concept Nugget:
  - *“This is the last week of our unit on diversity. Thus far, we have talked about diversity – tolerance, accepting diversity. This week we will discuss appreciating diversity.”*
  - *“What does it mean to appreciate something or someone?”* (Elicit answers from students.) *“To appreciate something means to be grateful and express thankfulness. Let’s repeat the meaning of appreciation.”* (Children repeat: Appreciation means to



be grateful and thankful.)

- *“A community is the place where you live. Many people work to make your community a safe, clean, and nice place to live. What types of jobs do you know about that help a community stay safe, clean, and fun?”* (Allow students to respond.)
- *“This week we will be learning to appreciate the many diverse talents of the people who work in our communities.”*

2. Place the vocabulary word cards (Vocabulary Master 2.4, Blackline O) in a pocket chart and conduct a vocabulary picture walk. As each word is introduced in the sentence context, ask students what they think the word might mean.

\*\*\* Page numbering begins on the first page with illustrations and story. \*\*\*

- **Bulldozer** – Found on page 4. Read the sentence that contains the vocabulary word and show the picture on page 5. Allow students to give definitions.
- **Courtroom** – Found on page 6. Read the sentence that contains the vocabulary word and show the picture on page 7. Allow students to give definitions.
- **Judge** – Found on page 6. Read the sentence that contains the vocabulary word and show the picture on page 7. Allow students to give definitions.
- **Orchestra** – Found on page 8. Read the sentence that contains the vocabulary word and show the picture on page 9. Allow students to give definitions.
- **Paleontologist** – Found on page 12. Read the sentence that contains the vocabulary word and show the picture on page 13. Allow students to give definitions.
- **Nurse** – Found on page 16. Read the sentence that contains the vocabulary word and show the picture on page 17. Allow students to give definitions.
- **Veterinarian** – Found on page 18. Read the sentence that contains the vocabulary word and show the picture on page 19. Allow students to give definitions.
- **Sanitation** – Found on page 20. Read the sentence that contains the vocabulary word and show the picture on page 21. Allow students to give definitions.
- **Recycle** – Found on Page 20. Read the sentence that contains the vocabulary word and show the picture on page 21. Allow students to give definitions.



- **Manager** – Found on page 24. Read the sentence that contains the vocabulary word and show the picture on page 25. Allow students to give definitions.

*“Some of our vocabulary words were not found in Career Day.”*

- *“What does a musician do?”*
- *“What does an artist do?”*
- *“What does a teacher do?”*

### **WRITING WORKSHOP, pp. 427 – 431 (DLG)**

#### **Writing with Children – Predictable Chart, p. 430, Day 1**

*Graphic Organizer – Teacher Modeling (K–2)*

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

1. Kindergarten – Teach lesson according to **DLG** Day 1. Then dismiss students to engage in a center activity.
2. 1<sup>st</sup>/2<sup>nd</sup> Graders – Proceed with the following lesson (need document camera or overhead projector):
  - *“This week, we are going to write a new narrative. What is narrative writing?”* (Narrative writing tells a real or pretend story.)
  - *“You will write about what you want to be when you grow up. 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 2.4.1 so that all students can see the organizer.)
  - *“We used this graphic organizer last week. Therefore, let’s review. What goes in the top box?”* (In the top box is the introduction sentence.) *“The introduction is a short sentence telling what I am going to write about. I am already a teacher. However, for this example, I will pretend that I want to be a baker when I grow up. My introduction will say, ‘When I grow up I want to be a baker.’”* (Model writing a sentence in the projected graphic organizer.)
  - *“What are the next two boxes for?”* (They are for details.) *“On this organizer I need to write only two details. Second graders, you will be writing three details. My details will be reasons I want to be in my chosen career. I’m going to think about why I want to be a baker. Hmm, I think bakeries always smell good! For now, I’m going to write one word or a phrase for each detail. In Detail 1 box, I’m going to write ‘bakery smells,’ because I like the smells in a bakery.”* (Model writing phrase in the projected graphic organizer.)



- *“Another detail I want to add to my writing piece is that bakers provide food for people. I’m going to add ‘provide food’ in Detail 2 box.”* (Model writing phrase in the projected graphic organizer.)
- *“Last week we learned about conclusion sentences. What does a conclusion do?”* (A conclusion wraps up a narrative piece.) *“Authors often use different words to restate their introduction in their conclusion sentence. Since I am writing about what I want to be when I grow up, I’m going to say, ‘I think I will like being a baker when I grow up.’”* (Write the sentence on the graphic organizer.)
- *“Now you will have a chance to practice using this graphic organizer to plan your narrative. Remember that the topic for this narrative is what you want to be when you grow up. Before you choose a career, stop to think about why you want to do that job. What is it about that career seems fun or important to you?”*
- *“Do your very best in your writing pieces. At the end of the week, we will choose some of you to read your finished writing pieces during our unit celebration in front of your parents. This will allow your parents to see what wonderful writers you are becoming!”*
- Distribute Activity Masters 2.4.1a (1<sup>st</sup> grade), 2.4.1b (2<sup>nd</sup> grade). Assist students as needed.
- Collect the completed Activity Masters, or instruct students to place the completed Activity Masters in their writing folders.

## Day 1 – Social Studies

### Economics

#### Goods and Services (K–2)

Standard: SS.K-4.PDC.11 Compare and contrast the goods and services produced in the market and those produced by the government

*“Many people in our community have jobs that either provide a **good** (something that people need and want to buy) or a service. This week we will be learning about goods and services.”*

1. Watch free “Brain Pop Jr.” video, <https://www.youtube.com/watch?v=uRcAFS-0wpE&feature=share>, or read *What Do We Buy? A Look at Goods and Services* by Robin Nelson. *“Our diverse skills and talents can be used in many different careers. Some people offer services, while others offer goods.”*
2. *“Let’s make a chart of the different careers that offer either goods or services.”* (Use chart tablet paper to create a T–Chart to compare.)
  - *“What do we mean when we say that some careers offer ‘services’?”* (A service is an action that a person does for someone else.)



- *What are some careers that offer services?* (**Services** are actions, such as haircuts and car repair. Service careers include a barber/hairdresser, nurse/doctor, teacher, veterinarian, crossing guard, fire fighters, policeman, etc.)
- *“Careers that provide ‘goods’ are those that make the things that we want to buy at the store. What are some careers that offer goods?”* (Example: A farmer sells fruits & vegetables; a grocer sells food items and housed items; the baker sells bread, etc.)
- *“How can we appreciate the diversity of skills God has given people who work in our communities?”* (We can give thanks to God that we live in a country where there is plenty of food in the grocery stores. Many services are provided for our needs that help us to stay safe, be happy, and live well.)

## Day 2 – Circle Time/Morning Meeting

### Daily Message 2, p. 428 (DLG)

*Editing, Writing Extension (K–2)*

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

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

## Day 2 – Language Arts

### READING WORKSHOP, pp. 421 – 424(DLG)

#### During Reading – First Time, p. 422

*Concept Nugget (K–2), Main Idea and Detail Concept Map (K–2)*

Standards: LA.1.RI.2 Identify the main topic and retell key details  
 LA.2.RI.6 Identify the main purpose of a text

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



1. Teach the lesson according to the **DLG**.
2. Discussion:
  - *“Why do people choose different careers?”* (Lead the students in a discussion that help students understand that people generally choose careers for things they enjoy or are good at. Example: Teachers generally enjoy working with children and explaining things. Discuss the talents that might be involved in some of the careers mentioned in the story.)
  - *“What would happen to a community if everyone wanted to be a doctor or nurse? Why do we need all these different careers?”*
  - *“Which career from our story in “Career Day” is most interesting to you and why?”*
  - *“Can you think of any other careers that help the community that were not mentioned in our book today?”*
  - *“How can we show appreciation to the people of diverse careers?”*
3. The focus for the remainder of this lesson is to model how to complete a main idea and detail concept map as a post reading strategy.
  - *“Today we will create a main idea and details’ concept map to help us remember what we learned from the reading of our book. Creating a concept map is one way to help organize the information you learn when you read an information book like this one.”* (Show students the premade concept map on chart tablet paper.)
  - *“The **main idea** is what the story is mostly about. What was Career Day about?”* (The story is about careers.) *“We will write the main idea in the middle of the concept map.”* (Model writing the main idea in the middle circle of the concept map.)
  - *“Now we need to figure out the details. **Details** are pieces of the story that support the main idea. Since the main idea of this book is about careers, what might be some of the details?”* (Encourage students to remember the careers from *Career Day*: construction worker/bulldozer driver, judge, bass player, author, paleontologist, crossing guard, nurse, veterinarian, sanitation truck driver, carpenter, manager, professor)
  - *“Each of the careers discussed in our book are the details. We will write one detail about each career in each bubble around the main idea.”* (Model completing the concept map until all details are listed.)

*Optional – Reader’s response:* (Use story paper for this activity.)

  - Kindergarten – Draw a picture of the career that you most appreciate from the story.



- 1<sup>st</sup> Graders – Choose a career in the book. Draw a picture of the career you most appreciate, and write one sentence that describes what they do to help the community.
- 2<sup>nd</sup> Graders – Choose a career in the book. Write what the responsibilities are of that job. How can you show appreciation for that career?

### **WRITING WORKSHOP, pp. 427 – 431 (DLG)**

#### **Writing by Children – Narrative Writing**

##### *Writing Narratives (K–2)*

Standards: LA.1.W.3

Write narratives that recount two or more appropriately sequence events and provide some sense of closure

LA.2.W.3

Write narratives that recount well-elaborated event or short sequence of events, include details, and provide a sense of closure

1. Kindergarten – Reread the predictable chart from Day 1.
  - Distribute Activity Master 2.4.2a.
  - Instruct students to draw a picture of what they want to be when they grow up.
  - Encourage the students to use details in their drawings (background, clothes, hair, etc.).
  - Instruct students to leave the bottom blank. They will add words to the bottom lines on Day 4.
2. 1<sup>st</sup>/2<sup>nd</sup> Grade – Continue modeling narrative writing with the lesson below: (Need a document camera or overhead projector)
  - Return the completed graphic organizer from the previous day (Activity Masters 2.4.1a – b) The teacher should also use yesterday’s “Baker” graphic organizer to model today’s writing.
  - *“Today we will review how to take the information from the graphic organizer you completed yesterday and use it to create a narrative piece of writing. Let’s begin by looking at our introduction box. Since that’s already a complete sentence, all I need to do is copy it down on my new sheet of paper.”* (Model writing introduction sentence onto either a projected sheet of lined paper or just on the board, while displaying the information on yesterday’s graphic organizer.)
  - *“Now I will look at what I wrote in my Detail 1 box. I wrote ‘bakery smells’ as my first detail. I need to make that into a sentence. Let me think.”* (Short pause) *“I think I will write, ‘As a baker, I will smell fresh bread all day. Yum!’”* (Model writing detail sentence #1.) *“Who can remind me what kind of letter will go in the first word of my sentence?”* (Capital letter) *“What kind of mark should go at the end of my sentence?”* (Period)



- *“How many of you noticed that I did not begin my sentence on a new line? I just began my detail sentence right after my first sentence was completed! You will want to do that on your paper, too.”*
- *“The next detail I wrote on my graphic organizer is ‘provide food.’ I’m going to write, ‘I will make bread for hungry people.’ for my second detail sentence. Notice how I’m turning the word phrase I wrote yesterday into a complete sentence that makes sense in the story. I’m starting my next sentence right where my last sentence ended.”* (Model writing detail sentence #2.)
- *“All that is left to be completed is to write my conclusion sentence. Because I already have a sentence written on my graphic organizer, I only need to copy it down on my new sheet of paper.”* (Model writing conclusion sentence.)
- *“Now it’s your turn! Today you will transfer the information from your graphic organizer to create a new narrative piece. You will need the graphic organizer from yesterday and a fresh blank sheet of writing paper. If you finish writing before the end of writer’s workshop, you may begin to self-edit your narrative. Remember to do your best work. Your parents will see your writing piece at the end of this week.”*
- Dismiss students to begin writing. Walk around the room and assist students as needed.
- Collect student writing artifacts, or instruct students to place their writing artifacts in their writing folders. Tomorrow the students will be adding details and editing their pieces.

## Day 2 – Social Studies

### Economics

*Goods and Services (K–2)*

*Standard:* SS.K-4.PDC.11 Compare and contrast the goods and services produced in the market and those produced by the government

*“Yesterday we began talking about goods and services. Today you will have the opportunity to create your own graphic organizer of careers that give goods or services.”*

1. Kindergarten – Distribute Activity Master 2.4.3a. Students should draw a picture and use kidwriting to label a career that provides a good and a career that provides a service.
2. 1<sup>st</sup> Grade – Distribute Activity Master 2.4.3b. Students should use the vocabulary words and picture boxes to sort careers that provide goods and careers that provide services. Then paste them on the appropriate side of the T-Chart careers that provide services. First grade students may need further elaboration to distinguish between goods and services. The teacher may elect to do this activity together as a learning experience.



3. 2<sup>nd</sup> Grade – Distribute Activity Master 2.4.3d. Students should use the vocabulary words to list careers that provide goods and careers that provide services. Write them under the correct heading on the T-Chart. Then, using background knowledge, add a few more on their own to finish the columns on both sides of the T-Chart.

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## Day 3 – Circle Time/Morning Meeting

### Daily Message 3, pp. 428 – 429 (DLG)

*Editing, Writing Extension (K–2)*

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

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

## Day 3 – Bible

### REVIEWING THE BIBLE STORY, pp. 403 – 404

#### **“Good News from Lepers” Questions, p. 403**

*Concept Nugget (K–2), Comprehension Questions (K–2)*

**Standards:** B.K-2.RO.11 Show kindness to people who are different or who make us unhappy (7, 11, 22)  
SS.K-4.IDI.7 Develop a respect for others including senior citizens and individuals with disabilities

1. Teach the lesson according to the **DLG**.
2. Concept Nugget
  - *“How do you think the Israelites felt when the lepers told them the good news?”*



- *“The Israelites appreciated the discovery the lepers made. Even though the lepers were not living inside the walls of the city, the lepers were happy to help. God used the diversity of the lepers to provide for the people of Israel. Sometimes God uses the people we least expect to provide for our needs. We can show appreciation for those who are different from us.”*
- *“Can anyone think of a time where someone that you thought of as very different from you showed you kindness, or helped you or your family in an unexpected way?”* (Allow children some time to share their experiences. If no one shares, be prepared to share your own experience to illustrate how someone from a diverse background – different culture, lifestyle, or exceptionality – showed you kindness or helped you in some way.)

## Day 3 – Language Arts

### READING WORKSHOP, pp. 42 – 424 (DLG)

#### Read Aloud

*Tree Diagram (K–2)*

Standards:	LA.1.SL.4	Describe people with relevant details
	LA.2.SL.2	Recount or describe key ideas or details from a text read aloud
	SS.K-4.IGI.6	Assess the impact of families, schools, religious institutions, government agencies, financial institutions, and civic groups on their lives

1. This lesson will allow students the opportunity to learn more information about the specific tasks a firefighter does to keep the community safe. Using a Tree Map will help them organize the information they learn.
2. *“Firefighters are a wonderful part of our community. They work hard to keep people safe.”*
3. *“Today we are going to learn more about what a firefighter does every day. Let’s see how many things you can remember!”*
4. Invite a local firefighter to visit the class and tell more about his career, or read a nonfiction book about firefighters (from your local library, school library, purchase online, or read from internet site, such as EPIC).
5. *“Now we will use a Tree Diagram to show what we learned about firefighters. Using a Tree Diagram will help us organize our information.”*
6. Use a premade firefighters’ tree chart to lead the class in discussing what firefighters can do, who they are, and what they have. Refer back to the firefighter book if children become stuck on a particular branch. See example at the following link:  
<http://pencilsglueandtyingshoes.blogspot.com/2011/10/fire-safety-week-and-big-alan.html> .





## **WRITING WORKSHOP, pp. 427– 431 (DLG)**

### **Writing by Children – Narrative Writing, Editing**

*Adding Details (K-2), Editing (2<sup>nd</sup>)*

**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 from yesterday and add more details to your story.”*** Return yesterday’s first draft narrative to students. Using a document camera or overhead projector, model how to add details to the “Baker” piece the teacher has been using to model writing each day this week. Model using the proofreader’s “upside-down caret mark” to add more descriptive details to each sentence. Then invite the students to do the same to their writing pieces.
  - Kindergarten – Encourage students to label the various parts of their pictures using their knowledge of beginning sounds.
  - First Grade – Encourage students to add a few more describing words to add details.
  - Second Grade – Encourage students to self-edit their papers as they did in the previous weeks. If they have already finished the self-edit process, they may begin to peer edit with a classmate.
2. Collect student writing artifacts or have students place their writing artifacts in their writing folders. Tomorrow students will use

sequence words (K) and do a final edit before finishing their writing piece for publishing for the Author's chair that will include parents at the end of this week (1<sup>st</sup>/2<sup>nd</sup>).

### Day 3 – Social Studies

*Goods and Services (K–2)*

**Standard:** SS.K-4.PDC.11 Compare and contrast the goods and services produced in the market and those produced by the government

*“We have learned about many different careers this week. Today you will apply what you have been learning about careers that offer goods and services.”*

1. *“Let’s review. What careers provide goods?”* (Pause.) *“What careers provide services?”* (Pause.)
2. Distribute Activity Masters
  - Kindergarten and 1<sup>st</sup> Grade – Activity Masters 2.4.4a and 2.4.5a. Draw and label three businesses that offer goods. Draw and label three businesses that offer services. Ask students to share the names of some of the stores they may visit with their parents and tell the class what goods or services they buy there.
  - 2<sup>nd</sup> Grade – Activity Masters 2.4.4b and 2.4.5b. Draw and label three businesses that offer goods. Choose one business to write a sentence explaining the goods offered at that business. Draw and label three businesses that offer services. Choose one business to write a sentence explaining the services offered at that business.

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### Day 4 – Circle Time/Morning Meeting

#### Daily Message

*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

*\*\*\* Optional teacher generated message or no message \*\*\**

1. Teach the lesson according to the **DLG**.
2. First graders can participate with Kindergarteners and help the teacher by saying where a capital letter should be placed and what kind of ending punctuation is needed. Allow 1<sup>st</sup> graders to help the teacher spell the words by asking them to provide initial



and ending letter sounds in the words, or providing middle vowel sounds. The goal is to tie this quick review of skills to lessons already taught through the phonics, spelling, grammar, and language programs.

3. Second graders can participate with Kindergartners and 1<sup>st</sup> grade students to help the teacher use conventional spelling of some of the words. They can also help create additional sentences with appropriate and more advanced punctuation. The teacher can call on 2<sup>nd</sup> graders to indicate capitalization of other proper nouns, etc. The goal is to tie this quick review of skills to lessons already taught through the phonics, spelling, grammar, and language programs.

## Day 4 – Bible

### PRACTICING THE BIBLE STORY, pp. 404 – 405

#### Who Helps Us?, p. 405

##### Concept Nugget (K–2)

Standards:	B.K-4.BF.18	Participate in collaborative discussions about Bible passages (1)
	B.K-4.RO.16	Recognize that each person has given unique talents and spiritual gifts by God (17, 21)
	B.K.RO.17	Identify a spiritual talent or gift that God has given to me (17)
	SS.K-4.IDI.2	Identify the qualities that make individuals unique and equip them for their place in God's overall plan

#### 1. Concept Nugget: Service

- *“God gives us everything we need. He knows that each person has a unique set of talents, skills, and interests. What have we learned about the diversity of careers thus far this week? How does each person’s talents, skills, and interests help them provide services needed in their community?”*
- *“What are some of your unique talents, skills, and interests? What career do you think you might want to choose someday?”*
- *“Adults have the opportunity to apply their diverse skills in the careers they choose.”*
- *“Many careers help people in the community because they provide a service. Can you think of a career you appreciate and for which you are thankful?” (Example: bus driver, nurse, dentist, farmer, etc.)*
- *“Why do you appreciate that career? How does a person who chose that career serve their community?”*
- *“We can appreciate and be thankful for the diversity that God has created.”*

#### 2. Teach the lesson according to the **DLG**.



## Day 4 – Language Arts

### READING WORKSHOP, pp. 421 – 424(DLG)

#### Read Aloud

##### Tree Diagram (K–2)

Standards	LA.1.SL.4	Describe people with relevant details
	LA.2.SL.2	Recount or describe key ideas or details from a text read aloud
	SS.K-4.IGI.6	Assess the impact of families, schools, religious institutions, government agencies, financial institutions, and civic groups on their lives

1. *“This week we have talked about appreciating diversity. Can someone remind us what it means to appreciate diversity?”* (Appreciating diversity means being thankful for the differences we all have because our diverse differences make our communities better.)
2. *“Police officers are another wonderful part of our community. They work hard each day to make sure people are safe.”*
3. *“Today we are going to learn more about what a police officer does every day. Let’s see how many things you can remember about what you learn.”*
4. Invite a local police officer to visit the class and tell more about his career, or read a nonfiction book about police officers (from your local library, school library or purchase online).
5. *“Yesterday we created a tree chart about firefighters. Today we will use a Tree Diagram to show what we learned about police officers. Who remembers our reason for using a Tree Diagram?”* (It helps us organize new information we learn.)
  - Kindergarten and 1<sup>st</sup> Grade – Use a premade police officer tree chart to lead the class in discussing what police officers can do, who they are, and what they have. Refer back to the police officer book if children become stuck on a particular branch.
  - 2<sup>nd</sup> Grade – Students can work independently to complete their Tree Diagram (Activity Master 2.4.6).

### WRITING WORKSHOP, pp. 427 – 431 (DLG)

#### Writing by Children – Editing

##### Sequencing Words (K), Editing (1<sup>st</sup>/2<sup>nd</sup>)

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

This lesson will allow kindergarten students to sequence words on the bottom of their writing Activity Master to match the predictable chart from Day 1. First and second grade students will do a final edit to their writing artifacts, check for spelling errors, and recopy their writing with all the edited changes to publish their final piece.



*“Today is the final day we will work on this week’s narrative writing piece about what you want to be when you grow up. Remember that some of you may be asked to read your published story during our unit celebration. Your parents will have opportunity to see what wonderful writers you are becoming! Therefore, do your best work today. Don’t forget your capital letters, periods, and do your best to spell all the words correctly.”*

1. Return the previous day’s edited writing to students and distribute a new sheet of writing paper. Using a document camera or overhead projector, model one last time how to recopy the “Baker” edited draft into a final, published document. Model how to transfer the inserted details from yesterday’s writing into the final version.
  - Kindergarteners:
    - Reread the predictable chart from Day 1, modeling how to carefully point to each word as it is read. Allow students to reread their sentence from the chart.
    - Distribute their completed Activity Masters 2.4.2a from Days 2 and 3. Also distribute Activity Master 2.4.2b.
    - Show students how to cut apart the words and sequence them to match the predictable chart. Have students arrange the sequenced words on the bottom lines of Activity Master 2.4.2a.
    - Check each child’s sequencing before allowing them to glue the words on their paper. Have students complete the sentence by using kidwriting to fill in the blank.
  - 1<sup>st</sup> Graders: Dismiss students to begin editing.
  - 2<sup>nd</sup> Graders: Students should complete the editing process that may have been unfinished from the previous day (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 them to finish editing their final pieces.
2. Collect student writing or have students place their writing in their writing folders. Plan to review each child’s writing before the period ends, and have them practice reading it in advance. If you have a large class and time does not permit for all students to read their writing, pre-select the students who will share their writing. Ensure that all students have prepared their published pieces to share with their parents and guests tomorrow, whether they are selected to read them for the Author’s Chair celebration or not.

## **Day 4 – Social Studies**

*Needs and Wants (K–2)*

*Standard:* SS.K-4.PDC.3 Distinguish the difference between needs and wants

**DDLP – Who’s My Neighbor**  
**July, 2020 (Revised)**

**Book 4 – Career Day**  
**Page 17**



1. Conduct the following whole group discussion:

- *“In our lesson about different careers, we have learned that people have special talents that make them good at their job as a provider of goods or services. What is a **good**?”* (Goods are items that you buy at the store or online, such as food, clothing, shoes, toys, furniture, and toothpaste.)
- *“What careers provide goods?”* (Answers should provide a review of discussions and activities done throughout the week.)
- *“What is a **service**?”* (A service is an action that a person does for someone else.)
- *“What careers provide services?”* (Services are actions, such as haircuts and car repair, which also satisfy people's wants.)
- *“Adults have careers to earn money. What types of things do your parents buy with money?”* (Accept sensible answers.)
- *“Money can be used to purchase different goods and services. Some goods and services are things we need to survive. We could not live safely or stay well without them. Things we want are things that make us happy, but we don't really need them to live.”*
- *“What are some examples of things we need?”* (Food, water, clothes, a home to provide shelter from the weather, etc.)
- *“What are some examples of things we want?”* (Video games, toys, tablets, TV, bike, etc.)
- *“Do you think it is more important for adults to buy goods or services to meet the family's needs or wants first? Why?”*

2. As a class, work to sort the objects into piles under the headings: Needs, Wants

3. Dismiss students to complete their independent follow up activity:

- Kindergarten and 1<sup>st</sup> Graders: Distribute Activity Master 2.4.7a. Students should sort pictures onto the T-Chart.
- 2<sup>nd</sup> Graders: Distribute Activity Master 2.4.7b. Students should write needs and wants with a short justification for the category choice.



## Day 5 – Circle Time/Morning Meeting

### Daily Message

*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

\*\*\* *Optional teacher generated message or no message* \*\*\*

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

## Day 5 – Language Arts

### Unit Culminating Activity: Reading and Writing Workshop - Combined

*Experiential Learning (K–2), Concept Culmination (K–2), Performance (K–2)*

Standards: LA.1.W.10 Write routinely for a range of tasks, purposes, and audiences  
LA.2.W.10 Write routinely for a range of tasks, purposes, and audiences  
LA.1.SL.7 Give brief oral presentations  
LA.2.SL.4 Speak audibly in coherent sentences; use appropriate voice level, phrasing, and intonation  
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, ages, backgrounds, and ethnicity

Host a Cultural Celebration to finish this unit. This event can be held during school hours on Friday, or on a Sunday afternoon. Invite families and friends to attend/participate in the celebration. Invite students to dress in clothing that represents their culture or a career that interests them. Ask parents to provide a dish, music and/or artifacts that represent the chosen culture or career. Display completed student projects from the month's unit.



During the week distribute the lines below to select groups of students. Help them practice, memorize their lines, and recite a choral response at the appropriate time in response to the teacher's question. Students will perform the recitation of their lines for their parents as evidence of concepts learned in this unit throughout the month.

For this celebration of learning, Writing Workshop will also be incorporated into the performance. Select students can be assigned to share their pieces of writing during the celebration in front of their parents. All student writing should be featured or displayed for this celebration in some way.

### PERFORMANCE: CHORAL RECITATION

Lead the class through the following performance (Teacher reads the red writing and students or student groups will recite the writing in bold black):

- *"This month we have read several books about diversity. Our first book was Me on the Map. We learned that we each have a unique place on the map and that we are all diverse. What does diversity mean?"*
- Students: **"Diversity means that people and the cultures from which they come are all unique and different. We have different beliefs, ways of behaving, likes/dislikes, talents, and interests. Our diversity makes us stronger."**
- *"Our second book was Adele & Simon. In that book we learned the concept of tolerance. What does tolerance mean?"*
- Students: **Tolerance means learning to live with some things we do not like, or things that are different than what we do or like.**
- *"The book we read last week was Be My Neighbor. Last week we learned to accept diversity. What does acceptance of diversity mean?"*
- Students: **Acceptance is welcoming someone who is different than you and including them in your activities.**
- *"This week we read Career Day. We learned about the concept of appreciating diversity. What does it mean to appreciate diversity?"*
- Students: **Appreciation means to be grateful and thankful. We are grateful and thankful for people who choose different careers to serve our community.**
- *"God created a world filled with diversity. How can diversity be a good thing for our community?"*



- Students: **Diversity makes our communities more interesting. Diversity helps us learn new cultures. Diversity allows people to use their unique skills and talents.**
- *“What is the most important thing you have learned about diversity this month?”*
- Students: **Diversity makes us stronger! God made us all different and unique, and that’s just great!**

**AUTHOR’S CHAIR: STUDENTS WILL SHARE THEIR PUBLISHED WRITING.**

