

K–2 MULTI-GRADE BRIDGE
Detailed Daily Lesson Plan (DDLPL)
Theme Five Daily Lesson Guide (DLG) – *We Are Family*
Grade K Theme Book One: *Dad and Me in the Morning*/Friends and Family
Character Building Concept: Families Create Special Memories

Days 1 – 5 Signing In/Morning Activity

SIGNING IN, pp. 73 – 74 (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

FAMILIES CREATE SPECIAL MEMORIES CONCEPT CONNECT

Concept Connect Activity (K–2)

Standards: B.1-4.BF.8 Make personal connections between Bible study and its application to daily living
B.K.RG.19 Experience daily time alone with God
B.1-4.RG.19 Experience daily time alone with God to deepen our commitment to Jesus



1. Make multiple copies of Activity Masters 5.1.1 and 5.1.2. Sort the precut phrase and Bible verse cards into six separate baskets.
2. Distribute a pencil and index cards to each student.
3. Proceed with the following discussion:
 - *“Waking up early in the morning can be difficult.”*
 - *“What would be something special that could happen that would make waking up early easier and exciting?”*
 - *“Suppose you could meet with someone very special early in the morning and spend time alone with that individual. Who would that be?”*
 - *“Take time now to write on your index card who that person would be.”*
 - *“Now think about what you would say to that person. I have five options from which you can choose. Please carefully and thoughtfully pick one phrase that says what you would possibly say to that special someone for that special meeting.”*
(Allow students to select a phrase from one of the baskets.)
 - *“I have good news! Jesus wants to spend time alone with you even when you have to wake up early in the morning. He is waiting to talk with you because He loves you and wants you to know you are special.”*
 - *“Now turn your index card over and write the name, J E S U S, on the blank side.”*
 - *“What will you choose to say to Jesus?”*
 - *“If you want to choose something different to say, please come and choose the phrase you would say to Jesus during your special meeting time with Him.”*
 - *“Here is a verse that tells us how important it is to spend special alone time with Jesus”*
 - *“The verse says: ‘The thing you should want most is God’s kingdom and doing what God wants. Then all these other things you need will be given to you.’ Matthew 6:33.”*
4. Give each child a laminated Bible verse cards (Activity Master 5.1.2). *“Please take this Bible verse card home with you today and keep it by your bed to remind you to talk with Jesus when you awake because He has been waiting all night to talk with you.”*



5. **LESSON SUMMARY:** *“This week we will learn how Jesus gives us families to create special memories. Family members also help give us what we need as Jesus promised. We will post some of our special family memories on our Family Memory Tree.”*

*** Create a large tree outline and place it in a central location within the classroom. Students and the teacher will post special family memories on this tree all week. ***

*** Please remember to have the Family Memory Tree in a central location and encourage the students all week to think of special family memories to add to the tree. ***

*** Family dynamics can be more than just a traditional family. It can be school/class family, church family, etc. ***

Day 1 – Bible

INTRODUCING THE BIBLE STORY, pp. 44 – 45 (DLG)

What a Baby Needs p. 44 (DLG)

Showing Care (K–2)

Standards:	B.K.RO.4	Practice treating others as we would like to be treated
	B.K.RO.12	Develop a desire to help others
	B.1-4.13	Develop a strong work ethic that manifests itself in service
	SS.K-2.IGI.1	Describe how this theme shows that people belong to groups and institutions that influence them
	SS.K-2.IGI.6	Assess the impact of families on their lives

1. Refer to lesson in the **DLG**.
2. Continue with the following lesson extension:
 - *“Let us review ways families care for their children.”* (Proceed with discussion according to the **DLG**.)
 - *“Kindergarteners, you will cut and paste the correct phrases under the picture that matches the phrase. If you finish early, you may color the pictures.”* (Distribute Activity Masters 5.1.3a – b.)
 - *“First and 2nd graders, you will write the correct phrase under each picture. If you finish early, you may color the pictures.”* (Distribute Activity Master 5.1.3c.)



Days 1 – 5 Daily Oral Language (DOL)

Grammar & Writing Mechanics

Think-Pair-Share (1st/2nd), Editing (1st/2nd)

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
LA.2.L.3 Use knowledge of language and its conventions when writing

1. This daily activity is designed for 1st and 2nd graders. First graders are formally introduced to DOLs in Theme 4. At any time in the year the teacher may also include some Kindergarten students who can read the sentences and might be ready for this type of activity.
2. The suggested sentences for group editing are found in Appendix D (DOL Master, Theme 5 – Book 1) for your convenience. These are designed to correlate with each unit theme and are intended as a teacher directed activity. An enlarged poster copy of the Common Editing Marks should be posted in the room for easy student reference. DOL Common Editing Marks are also listed for student reference in Appendix D only in the following: Theme 1 – Book 1, *This is Our House* and in Theme 4 – Book 1, *Winter's Gift*.
3. Review with children some of the Common Editing Marks and basic DOL procedures (check for capitalization, ending punctuation, spelling, etc.).
4. Students will pair with classmates and discuss how to correct each sentence. Monitor student discussion by walking around the room and “listening in” to each discussion. Correct misunderstandings when necessary.
5. Call on student pairs to come to the board and correct the sentences. Review corrections as a class and decide if they should be accepted or corrected.

WRITING WORKSHOP

Writing by Children

Respond to Literature (1st/2nd)

Standard: LA.1/2.W.1 Write opinion pieces that introduce a topic or book, state an opinion with a reason for the opinion

1. Gather 1st and 2nd graders in common meeting area. *“Today you will respond to the story, Dad and Me in the Morning. I want you to think back to earlier today when we read our story. Think about your favorite part of the story. I want you to take some time now to picture in your mind the best part of Dad and Me in the Morning.”*



2. After one minute ask: *“Now that you have had some time to remember the story from earlier, think about the best part of the book. I would like you to write and draw what you think is the best part of the entire story.”*
3. Distribute copies of Activity Masters 5.1.4a – b and dismiss students to begin responding to the story.

Day 1 – Science

Abuse Prevention–Stranger Danger

Health and Safety (K–2)

Standards:	S.K-2.HS.3	Role play how to tell a trusted adult if threatened or harmed
	LA.K.SL.6	Speak audibly and express thoughts, feelings, and ideas clearly
	LA.1/2.SL.6	Speak in complete sentences when appropriate to task and situation

*** Science this week will be replaced by a one-week abuse prevention unit. Science activities listed in the **DLG** may be incorporated in centers or another time of the day, but precedence should be given to the lessons written in the **DDL**. ***

*** The following website may provide additional helpful resources when preparing to teach this unit: <http://www.kidsmartz.org/StrangerDanger>. ***

*** Help children become comfortable with the habit of sharing with you by taking time to listen to them on a regular basis. This week’s unit may encourage children to talk about things that are troubling or upsetting. Be sure to react calmly and follow procedures for reporting suspected child abuse or neglect if necessary. ***

1. This science unit is part of an effort to make sure students are aware of how to stay safe when interacting with other people.
 - *“This week we will talk about something very important. At times you may find it difficult to contribute to the discussion. As we talk and learn, please remember that our classroom is a safe space. If you have questions or want to talk more, I will make time to listen to you.”*
 - *“Knowing about Stranger Danger is important. You may have heard a lot about the danger of talking to and going with adults you don’t know. People who care about children may talk to you about Stranger Danger.”*
 - *“Stranger Danger is learning that a stranger is not always a mean, ugly person. He or she could also be a nice person asking you to help find a lost puppy. Knowing that some strangers like store clerks, police officers, or parents with children are often helpful. However, knowing the difference between strangers who may help you is what we will focus on today.”*
 - *“We will role play ways to avoid dangerous situations when interacting with people we don’t know.”*



2. Scenario practice: *“Let’s have some fun practicing being safe at home, school, or in our community.”*
3. Divide the class into three groups and call up each group to role play the following scenario you will read aloud:
 - Group #1:
 - Ask children to pretend they are at the playground.
 - Scenario #1: *“When an adult comes to you and asks for help, what should you do?”*
 - Wait for a response from a student volunteer to role play the scenario.
 - *“Say “no,” walk away, and tell a trusted adult. Adults shouldn’t ask children for help. Adults should seek help from other adults.”*
 - Group #2:
 - Ask children to pretend they are walking home with friends.
 - Scenario #2: *“When one friend wants to leave the group, what should you do?”*
 - Wait for a response from a student volunteer to role play the scenario.
 - *“Remind the friend that it is safer to stay together.”*
 - *“If the friend still leaves, what the you do?”*
 - Wait for a response from a student volunteer to role play the scenario.
 - *“Tell a trusted adult right away.”*
 - Group #3:
 - Have children pretend someone is driving along beside them.
 - Scenario #3: *“A car pulls up beside you and drives slow. The driver asks you to get into the car. What should you do?”*



- Wait for a response from a student volunteer to role play the scenario.
 - *“Say, ‘no’ and run away. Tell a trusted adult when you get home.”*
 - *“Very good, boys and girls! You have done an excellent job roleplaying real life situations that you or a friend may experience. Before we close, I want to remind you that Jesus is always listening. Therefore, remember to pray whenever you feel you are not safe, and follow the rules we have discussed today.”*
4. Show the students the cover of the book, *Not in Room 204*.
- *“This book, Not in Room 204, was written to help teach you how to ask for help from a trusted adult if you are ever feeling unsafe.”*
 - *“We will first take a picture walk through the book. Be sure to notice anything that looks unsafe.”*
5. Take a picture walk through the book. Pause to see if students have feedback from the pictures. Answer any questions or listen to any comments.
6. Read the book. Use the following discussion questions to check the students’ comprehension:
- *“What were some of the rules in Room 204?”*
 - *“How would you describe Regina’s behavior in the story?”*
 - *“Tell ways Mrs. Salvador ensured that students followed the rules in Room 204?”*
 - *“Why do you think Regina is so sad and quiet?”*
 - *“Why do you think Regina didn’t tell what was happening to her right away?”*
 - *“How did Regina’s feelings change after she told Mrs. Salvador?”*
 - *“Predict what happened after Regina told Mrs. Salvador what was happening to her.”*
 - *“Who is someone like Mrs. Salvador that you know? Is that a person you could trust to tell if something was making you feel uncomfortable, unsafe, or scared?”*



7. *“We have just read an example of how a child can be hurt and afraid to tell. I want to give you some rules to remember that will help you make good choices if you ever need help or are around people you don’t know.”* (You may choose to write these on chart paper in advance to keep on display during this week.)
 - Rule #1: Don’t go and talk to just anyone. If you need help, look for a police officer with a uniform, a store clerk with a nametag, or a parent with children.
 - Rule #2: Get permission from your parent, teacher, or the person you are with before going anywhere with anyone.
 - Rule #3: Listen to your inside voice when you are feeling uncomfortable around someone or while you are in a situation.
 - Rule #4: Pay attention to what people do. Tell an adult you trust right away if anyone asks you to keep a secret, makes you feel uncomfortable, or tries to get you to go with him/her somewhere.
 8. *“It may be difficult for you to remember all these important rules. But we have a fun chant that will help you remember exactly what to do if you are in an unsafe or uncomfortable situation.”* (Display Activity Master 5.1.5.)
 9. *“Let’s practice these steps together.”* (Lead student through chanting and acting out the steps in Activity Master 5.1.5. This chant will be done daily to ensure students are very comfortable remembering the steps.)
 10. *“Remember, students, safety is not only knowing the rules, but it is also knowing how to act when it matters.”*
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Day 2 – Circle Time/Morning Meeting

Daily Message 1, pp. 74 – 75 (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, 1st and 2nd graders may help sound out words or read the message. When the teacher is writing the message with the students, 1st and 2nd graders may also assist the teacher with writing the message by using learned phonics skills and language conventions.



Day 2 – Bible

PRESENTING THE BIBLE STORY, p. 46 (DLG)

Introducing the Bible Verse p. 46 (DLG)

Concept Nugget (K–2)

Standards:	B.K.RO.4	Practice treating others as we would like to be treated
	B.K.RO.12	Develop a desire to help others
	B.1-4.13	Develop a strong work ethic that manifests itself in service
	LA.K-2.W.4	Produce writing that honors God and affirms the teachings in His Word
	SS.K-2.IGI.6	Assess the impact of families on their lives

1. Prepare an example of a drawing of your spending special time with family.
2. Teach the lesson according to the **DLG**.
3. Extend with the following Concept Nugget:
 - *“Families are very important. We have learned that people in a family help care for each other and do special things together. Today we will start posting special family memories on our Family Memory Tree.”*
 - *“I would like to show you a picture I have drawn of my spending special time with my family.”*
 - *“Now it is your turn to draw a picture of your favorite thing to do with your family.”* (Distribute Activity Master 5.1.6 for students to complete in class.)
4. Collect and post completed Activity Master 5.1.6 on Family Memory Tree, or have tape ready for the students to post on the tree

Day 2 – Language Arts

READING WORKSHOP, pp. 68 – 73 (DLG)

During Reading–Second Time, p. 69 (DLG)

Vocabulary (K–2), Picture Walk (K–2)

Standards:	LA.K-2.L.3	Determine the meaning of unknown and multiple-meaning words and phrases
	S.K-2.PS.9	Plan and conduct investigations to provide evidence that vibrating materials make sound
	S.K-2.PS.10	Make observations to construct an evidence-based account that objects can be seen only when illuminated



1. As you refer to the lesson in the **DLG**, take time to introduce the following vocabulary words with the guiding questions below:
“Dad and Me in the Morning is a great book. There is much to learn about people who are deaf. Today I would like to take a picture walk through the book now that we are familiar with the story. Let’s make some important stops at words that may have been a little difficult to understand yesterday.”
 - Page 1: Vocabulary Word – Hearing Aids
 - *“Do you remember what Jacob, the boy in the story, is reaching for in this picture?”*
 - *“Hearing aids – These are little devices that fit in or on the ear of a person who can only hear very little. These hearing aids help the person to hear well.”*
 - Page 2: Vocabulary Word – Lip Reading
 - *“Why did Jacob flick on the flashlight and point it to his dad’s lips?”*
 - *“Why did Jacob need the flashlight? How did it make it easier for him to communicate?”*
 - *“In this picture why do you think the dad just “mouths” the words to Jacob?”*
 - *“Lip reading is when someone looks at a person’s lips while they talk and try to figure out what he/she is saying.”*
 - Page 2: Vocabulary Word – Speech-reading
 - *“Jacob can also speech-read, which means he could read his/her lips. He could also read the expressions on the individual’s face and any hand motions as he was talking.”*
 - Page 3: Vocabulary Word – Vibrations
 - *“Did you notice here that Jacob knew his father was coming down the stairs because he could ‘feel’ the clomp of Dad’s feet coming down the stairs?”*
 - *“Many of the movements we make create sounds – stomping, tapping, knocking, and much more. But those actions not only make a sound, they also make vibrations. The vibrations are actually what make the sound. People who are deaf may not be able to hear the sound, but they can feel the vibrations. This is another way that they can learn what is happening around them.”*



- Page 4: Vocabulary Word – Signing
 - *“What is Jacob doing to help his father know and understand what he wants?”*
 - *“Signing is a language that people who are deaf use to talk to other people. They use their hands to make special motions and shapes to communicate with other people.”*
2. Continue with the lesson as outlined in the **DLG**.

WRITING WORKSHOP

Writing by Children

Introduction to Opinion Writing (1st/2nd)

Standard: LA.1/2.W.1 Write opinion pieces that introduce a topic or book, state an opinion with a reason for the opinion

1. Students will be introduced to opinion writing with the following lesson:
 - *“First and 2nd graders, what you think and how you feel is very important. This is called your opinion. Your opinion is what you think or how you feel about something. People can have different opinions. For example, some people may love chocolate and some may not like chocolate at all. That’s their opinion.”*
 - *“One way we can share our opinions with others is by writing about them. When someone is writing or talking about their opinions, there are certain phrases they may use to tell their opinions.”* (Display the following phrases on the board or chart paper:)
 - What I like...
 - I believe...
 - I think...
 - The best...
 - My favorite...
 - *“Turn to a neighbor and share your opinion about recess. Use the phrase, ‘I think...’, to help you begin.”* (Allow students sufficient time to share opinions with neighbors.)



2. Check comprehension by asking which statement in the following is an opinion:
 - *“Listen carefully as I tell you two statements. See if you can tell which is an opinion.”*
 - *“I think dogs are so cute.”*
 - *“Dogs have fur and a tail.”*
 - *“Which of those was the opinion?”* (Allow time for discussion.)
3. Display a copy of Activity Master 5.1.7c (second grade form). *“Now that we know what an opinion is, we can brainstorm topics we may have opinions about. We may have opinions about our favorite things, or about things we are very knowledgeable.”*
4. *“In the topic box I will write, ‘Our favorite foods’. We then should think about what our favorite foods are.”* (Allow students think time.) *“Let’s write our favorite foods in the opinion box.”* (Write several suggestions shared by students about their favorite foods in the opinion box.)
5. *“Wow! We have a large number of favorite foods! Now that we have a good bank of our opinions, we can pick one on which we will focus.”* (Circle one opinion out of the list of generated ideas. Choose a food that most of the children said they liked.) *“Now that we are focused on one of our favorite foods, we can think of the reasons why that is our favorite food.”* (Allow students time to think about why that is their favorite food.)
6. *“We are going to write short reasons why it is our favorite food. Later we can turn those ideas into full sentences. Until then, our ideas are just little notes to help us remember the reasons for our opinion.”* (Allow students time to generate reasons and jot down three reasons on Activity Master 5.1.7c.)
7. *“Now that we have practiced writing an opinion about our favorite food together, you are going to think of an opinion about your own topic. Remember to use one of our opinion phrase stems (reference chart or phrases on the board) to get your ideas flowing.”*
8. Distribute Activity Masters – Kindergarten (5.1.7a), 1st grade (5.1.7b), 2nd grade (5.1.7c).
9. Walk around the room to monitor students as they generate topics, opinions, and reasons (1st and 2nd grade only).



Day 2 – Science

Abuse Prevention–*I Said No!*

Health and Safety (K–2)

Standards: S.K-2.HS.3
B.1-4.RG.2

Role play how to tell a trusted adult if threatened or harmed
Discuss how God is everywhere, all- powerful, and all-knowing

***The following website may provide the teacher with additional resources for presenting today’s lesson:

<http://www.schoolcounselingbyheart.com/2014/04/15/fourth-grade-lessons-for-sexual-abuse-prevention/>***

1. This science unit is part of an effort to make sure students are aware of how to stay safe whenever they are interacting with other people.
 - *“Yesterday we learned about Stranger Danger. We also learned some important rules to remember when talking to people we don’t know.”* (Review rules from previous day’s lesson.)
 - *“It may be difficult to remember all these important rules. Therefore, let’s practice our chant that will help you remember exactly what to do if you are in an unsafe or uncomfortable situation.”* (Display Activity Master 5.1.5.)
 - *“Let’s practice these steps together!”* (Lead students through chanting and acting out the steps in Activity Master 5.1.5. This chant will be done daily to ensure students are very comfortable remembering the steps.)
 - *“Students, remember that safety is not only knowing the rules, but also knowing how to act when it matters.”*
 - *“It’s not always strangers who may try and touch you in ways you do not want to be touched, or take you to a place that is not safe. Children are sometimes hurt or taken to unsafe places by dangerous strangers and even sometimes by someone they know. That is why we are learning ways to find trusted adults to talk to whenever we feel threatened or harmed.”*
2. Divide the book, *I Said No!*, by Kimberly King into three days. This book covers a wide range of important concepts and topics and will need to be spread out over the course of the week for the concepts to be understood and retained.
 - *“Let’s continue learning about how to know when we are in danger of someone hurting us and how to get help right away.”*
 - *“Today’s book is called, I Said No!, and it will help us to understand much information about our bodies. Even though we may be curious sometimes and want to know more about other people’s bodies, we want to remember that we are to keep private parts private.”*



- *“We will only look at some of the book today and take time to discuss what we are learning. We will look at the other part tomorrow. So let’s begin!”*
3. The teacher will read sections one and two of the book and take time for discussion with the class. The children may have many questions. Prayerfully answer each one, while emphasizing the concepts they have just learned. Encourage them to continue listening as more of the book is revealed throughout the week.
- Section #1: pp. 1 – 3 (Private Parts)/Discussion
 - Be sure to have references available that are age/grade appropriate to help guide any discussion that addresses human anatomy.
 - Section #2: pp. 4 – 6 (Special Rules)/Discussion
 - Give students the opportunity to begin making a mental list of their “green flag people”.
 - Go to the following link and print a copy of the “Your Body Belongs to You” worksheet for the students to color to end the lesson: <http://www.schoolcounselingbyheart.com/2013/03/07/second-grade-lessons-for-sexual-abuse-prevention/>.
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Day 3 – Circle Time/Morning Meeting

Daily Message 2, p. 75 (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, 1st and 2nd graders may help sound out words or read the message. When the teacher is writing the message with the students, 1st and 2nd graders may also assist the teacher with writing the message by using learned phonics skills and language conventions.



Day 3 – Language Arts

READING WORKSHOP, pp. 68 – 73 (DLG)

During Reading–Third Time: Signing Words, p. 70 (DLG)

Concept Nugget (K–2)

Standards:	LA.K.SL.6	Speak audibly and express thoughts, feelings, and ideas clearly
	LA.1/2.SI.6	Speak in complete sentences when appropriate to task and situation
	SS.K-2.IGI.6	Assess the impact of families on their lives

1. While students participate in today’s activity, the teacher will take photographs of all while they sign in and participate as an audience to post on the Family Memory Tree. This is done to show special memories created with the class family.
2. Teach the lesson according to the **DLG**.
3. Extend with the following Concept Nugget:
 - *“We practiced signing some common words with our hands that we say with our mouths all the time.”*
 - *“We are a class family and we spend time with each other every school day.”*
 - *“Let’s have some fun today and make special class family memories.”*
 - *“I will take pictures of you and post them on our Family Memory Tree.”*
4. Students will volunteer to stand and demonstrate ways to respond to situations that the teacher will dictate. Explain that they can respond verbally with sounds or nonverbally with only expressions made just as someone who is deaf might respond.
 - *“You are excited to see your best friend who’s been away on a long trip.”*
 - *“You are hungry.”*
 - *“Someone asks you how to do something that you don’t know how to do.”*
 - *“You see someone who is crying and all alone.”*
 - *“You just won a million dollars!”*



During Reading—Fourth Time: Order of Events, p. 71 (DLG)

Sequencing (1st/2nd)

Standards:	LA.1.RL.2	Retell stories, including key details, and demonstrate understanding of the main idea or lesson
	LA.2.RL.4	Sequence story events

1. Reference the lesson in the **DLG**.
2. First and 2nd graders will extend the lesson by drawing a picture of the beginning, middle, and end of the story on Activity Master 5.1.8.
3. After drawing the pictures for each part of the story, students should write one or two sentences on the lines provided to tell what was happening during that portion of the story.
4. Collect these completed activity masters, or have students save them for their Reading Workshop activity on Day 5.

WRITING WORKSHOP

Writing by Children

Introduction to Opinion Writing (K–2)

Standards:	LA.K.W.1	Use a combination of drawing, dictating, and writing to compose opinion pieces about the topic or book
	LA.1.W.1	Write opinion pieces that introduce a topic or book, state an opinion with a reason for the opinion
	LA.2.W.1	Write opinion pieces that introduce a topic or book, state an opinion, include reasons that support the opinion

1. *“Yesterday we learned that an opinion is what we think or feel. We learned we can share our opinions with others by using certain phrases.”* (Refer to opinion phrases from Day 2 Writing Workshop.) *“We also learned to brainstorm ideas to express our opinion.”*
2. *“Today we will continue to practice brainstorming ideas to write an opinion. Our topic today is about the beach.”*
3. Kindergarten (Activity Master 5.1.7a) – *“You will draw two or three pictures and label what you feel is the best part about going to the beach.”*
4. 1st Grade (Activity Master 5.1.7b) – *“You will brainstorm ideas of what you feel are the best parts about going to the beach. Then you will choose one idea from your brainstorming list and write one reason why you feel it is the best.”*
5. 2nd Grade (Activity Master 5.1.7c) – *“You will brainstorm ideas of what you feel are the best parts about going to the beach. Then you will choose one idea and write three reasons that you feel it is the best.”*



6. Walk around the room to monitor students as they generate topics, opinions, and reasons (1st and 2nd only).

Day 3 – Science

Abuse Prevention–*I Said No!*

Health and Safety (K–2)

Standards: S.K-2.HS.3 Role play how to tell a trusted adult if threatened or harmed
B.1-4.RG.2 Discuss how God is everywhere, all-powerful, and all-knowing

1. Display *I Said No!* under a document camera. Read sections three and four of *I Said No!*, allowing time for discussion. As you read through these sections, have the children choral read words in red. Model the first few times how to put emphasis reading the words in red to help familiarize the children with what to say and how to say it. Use caution with the word “heck” and perhaps use another word that is appropriate.
2. The children may have questions. Prayerfully answer each one, while emphasizing the concepts they have just learned. Encourage student to continue listening as you discuss the remainder of the book on tomorrow.
3. Section #3: pp. 7 – 13 (Red and Green Flags)/Discussion. Go to the following link and print a copy of the Green Flag worksheet for the students to take home to complete with their parents: <http://www.schoolcounselingbyheart.com/2013/03/07/second-grade-lessons-for-sexual-abuse-prevention/>.
4. Section #4: pp. 14 – 19 (What Ifs)/Discussion. Students will take part in this section of the read-aloud and choral read what is written in red.
5. Review rules for safety from previous days. *“These rules are very important. But we have a short way to help you remember what you can do if you feel unsafe or uncomfortable.”* (Display Activity Master 5.1.5 and practice chant with students.)

Day 4 – Circle Time/Morning Meeting

Daily Message 3, pp. 75 – 76 (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, 1st and 2nd graders may help sound out words or read the message. When the teacher is writing the message with the students, 1st and 2nd graders may also assist the teacher with writing the message by using learned phonics skills and language conventions.

Day 4 – Bible

PRACTICING THE BIBLE STORY, pp. 49 – 51 (DLG)

Baby in a Basket, p. 49 (DLG)

Concept Nugget (K–2)

Standards:	B.K.RO.4	Practice treating others as we would like to be treated
	B.K.RO.12	Develop a desire to help others
	B.1-4.13	Develop a strong work ethic that manifests itself in service
	SS.K-2.IGI.6	Assess the impact of families on their lives

1. Prepare an example of a drawing of you being cared for by a family member.
2. Teach the lesson according to the **DLG**.
3. Extend with the following Concept Nugget:
 - *“We have been learning about how families care for each other and create special memories by spending time together. When families spend time together they can appreciate God’s gift of family to us. We’ve also learned how families care for us when we need help. Today we will post more memories on our Family Memory Tree. Let’s think about ways our families have cared for us when we needed help.”*
 - *“I would like to show you a picture I have drawn (or photograph) of my being cared for by my family.”*
 - *“Now it’s your turn to draw a picture of how your family cares for you when you need help. Remember that we are a part of many different kinds of families. We have our family at home, a school family, a church family, and any group who you feel has made you a part of their family.”* (Distribute Activity Master 5.1.9 and allow students to complete in class.)
4. Collect and post completed Activity Master 5.1.9 on Family Memory Tree, or have tape ready and allow students to post on the tree.



Day 4 – Language Arts

READING WORKSHOP, pp. 68 – 73 (DLG)

After Reading–Comprehension Questions, p. 71 (DLG)

Think Pair Share (1st/2nd)

Standards: LA.K/1.SL.2 Ask and answer questions about key details in a text read aloud
LA.2.SL.2 Recount and describe key ideas or details from a text read aloud

1. Kindergarten – Teach the lesson according to the **DLG**.
2. Extend the lesson for 1st and 2nd graders.
 - *“First and 2nd graders, you will think about and create questions that can be answered based on the story.”*
 - *“Create at least two or three questions based on information in the story. Write your questions on your index card so you won’t forget.”* (Allow students time to create their questions and write them on the index cards.)
 - Pair students to allow them opportunity to ask and answer questions together. *“Now that you have thought of some questions from the story, you will pair with a partner and ask your questions and then answer your partner’s questions.”*

WRITING WORKSHOP, pp. 76 – 78 (DLG)

Writing by Children–Write a Postcard, p. 78 (DLG)

Opinion Writing (K–2)

Standards: LA.K.W.1 Use a combination of drawing, dictating, and writing to compose opinion pieces about the topic or book
LA.1.W.1 Write opinion pieces that introduce a topic or book, state an opinion with a reason for the opinion
LA.2.W.1 Write opinion pieces that introduce a topic or book, state an opinion, include reasons that support the opinion

1. Teach lesson according to the **DLG**.
2. Extend with the following lesson to guide students to write their opinions as a message on the postcard.
3. Write the following sentence starters on the white board or chart paper:
 - The best thing about the beach was _____.
 - The worst thing about the beach was _____.



4. Students will use the sentence starters to write and fill in the blanks with their opinions on their post cards.
 - *“Now that you have written the greeting on your postcards, you will add a message to share your opinion. You can use these sentence starters to help you begin writing your opinion.”* (Refer to sentence starters listed on the board or chart paper.)
 - *“Remember that your opinion is what you think or how you feel. Therefore, choose your best words to tell people your thoughts and feelings.”*
5. Dismiss students to begin working. Monitor students as they write their opinions. Provide support as needed.

Day 4 – Science

Abuse Prevention – *I Said No!*

Health and Safety (K–2)

Standards: S.K-2.HS.3 Role play how to tell a trusted adult if threatened or harmed
 B.1-4.RG.2 Discuss how God is everywhere, all- powerful, and all-knowing

1. Display *I Said No!* under a document camera. Read sections five and six of *I Said No!* and allow time for class discussion. As you read through these sections, have the children choral read words in red. Model the first few times how to put emphasis reading the words in red to help familiarize the children with what to say and how to say it. Use caution with the word “heck” and perhaps use another word that is appropriate.
2. The children may have many questions. Prayerfully answer each one, while emphasizing the concepts they have just learned.
3. Section #5: pp. 20 – 26 (Threats)/Discussion. Students will practice what to say by responding, “You always tell!”, after every situation question.
4. Section #6: pp. 27 – 33 (Tell Someone You Trust)/Discussion. Students will practice what to say by responding, “You always tell!”, after every situation question.
5. *“God is everywhere and knows everything. He is with you and will help you to know the right thing to do when you feel unsafe. Always pray and always tell!”*
6. Review rules for safety from previous days. *“These rules are very important. But we have a short way to help you remember what you can do if you feel unsafe or uncomfortable.”* (Display Activity Master 5.1.5 and practice chant with students.)



Day 4 – Social Studies

Exploring Different Disabilities, p. 123 (DLG)

Guest Speaker (K–2)

Standard: SS.K-2.IGI.1

Describe how this theme shows that people belong to groups and institutions that influence them

1. Follow guidelines within the **DLG** in preparation for a guest to come to the class and speak about either having a disability or working with people with disabilities.
 2. The 1st and 2nd graders will be assigned to ask the following questions to the guest speaker. There are two sets of questions to be asked to the appropriate guest speaker. The following is a list of questions for a speaker with a disability:
 - *“Do you have friends with a disability?”*
 - *“Is there a special place you can go to learn how to do things even if you have a disability?”*
 - *“Do you have any special memories of when someone made you feel special?”*
 - *“How do you handle things that are difficult to do with your disability?”*
 3. A guest speaker who works with people with disabilities could be asked the following questions:
 - *“What makes a person disabled?”*
 - *“What are some things you say to people with disabilities to help them feel good?”*
 - *“Is there a special place you can go to learn how to help people with disabilities?”*
 - *“Do you have any special memories you can share of when you helped to make someone with a disability feel special?”*
 - *“How do you teach people with disabilities to handle things that are difficult for them to do?”*
-



Day 5 – Circle Time/Morning Meeting

Daily Message

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

Day 5 – Language Arts

READING WORKSHOP

Retell It

Main Idea and Details (1st/2nd), Retelling (1st/2nd)

Standards: LA.1.RL.2 Retell stories, including key details, and demonstrate understanding of the main idea or lesson
LA.2.RL.4 Sequence story events

First and 2nd graders will review *Dad and Me in the Morning* by retelling the story in their own words.

- *“Earlier this week you had the opportunity to draw and write the beginning, middle, and end of the story, Dad and Me in the Morning. One way that good readers remember what they have read is by retelling a story they have heard before.”*
- *“Today I would like you to look over the beginning, middle, and end pictures you drew earlier this week and remember the story we have been learning. Then I would like you to use primary lined paper to retell the story using your own words.”*
- *“Try thinking of retelling as telling the story to your friend, little brother, or sister on the way home from school. How would you help them to know what happened in the story?”*
- *“Think about the overall idea of the story. Add details to make it more interesting. Also, try to write in order the events that happened in the book. You may use your beginning, middle, and end organizer should you need help.”*



WRITING WORKSHOP, pp. 76 – 78 (DLG)

Writing by Children–Journaling, p. 78 (DLG)

Concept Nugget (K–2)

Standards:	LA.K.W.10	With support, write routinely for a range of tasks, purposes, and audiences
	LA.1/2.W.10	Write routinely for a range of tasks, purposes, and audiences
	B.K.BF.14	Make connections between Bible stories and personal life experiences
	B.1-4.BF.14	Make connections between a Bible passage, personal experience and other reading/viewing selections
	SS.K-2.IGI.6	Assess the impact of families on their lives

1. Prepare a drawing of your creating a special memory with Jesus.

- *“We have made it to the end of the week and have posted so many wonderful and special memories on our Family Memories Tree. When we began the week, we talked about spending special time alone with Jesus. He gives us what we need.”*
- *“Jesus gives us our families to help provide the things we need. He also cares for us when we need help. Jesus gave us a promise that we can always remember. It is found in Matthew 28:20 and it says: ‘Lo, I am with you always, even unto the end of the world.’”*
- *“Isn’t it great to know that when we feel like we are all alone, Jesus has given us a promise that He will be with us always even until He comes?”*
- *“I am looking forward to creating special memories with our heavenly family. All of heaven is waiting for the day when Jesus will come and take us from this world to spend an eternity, creating special memories with us.”*
- *“For our final posts on our Family Memory Tree, let us think of special memories we can create with Jesus when we are in heaven with Him. I have an example to share with you of what special memory I would like to create with my heavenly family.”*

2. Reference the lesson in the **DLG**.

- *“What special time would you like to spend with Jesus?”*
- *“Draw your idea on your Family Memory post paper.”* (Distribute Activity Master 5.1.10.)
- *“After you post your memory idea on the Family Memory Tree, say a little prayer to Jesus. We can thank Him for the gift of family to create special memories on earth and also in heaven when He come to take us there.”*



Day 5 – Science

Abuse Prevention–*Some Secrets Should Never Be Kept*

Health and Safety (K–2)

Standard: S.K-2.HS.3

Role play how to tell a trusted adult if threatened or harmed

*** *The book for today paints a vivid picture of how an offender may take advantage of a child and cause him/her to feel “yucky” and guilty about what they have experienced. A suggestion is to pre-read this book before sharing with the students and then decide if you will tell the story to the class, or read the book as is it written. ****

1. *“Today we will continue learning how to be safe and what to do if we have been threatened or have experienced harm. It is important that I teach you how to keep your body safe and how to speak up if you are ever touched in the wrong way.”*
2. Show the cover of the book and read the title – *Some Secrets Should Never Be Kept*.
3. Ask these questions:
 - Question #1: Who do think this little boy is?
 - Question #2: How do you think he is feeling?
 - Question #3: Why do you think he is feeling this way?
4. Read or tell the story to the students and go straight to the discussion questions at the back of the book. If you are telling the story, be sure to ask questions that are relevant to the information you shared.
5. Ask for volunteers to role play the following situations.

*** *Do not force any children to participate as an actor in the role play. This could be very uncomfortable and counterproductive for a child who has experienced abuse. ****

“You will read a sentence that states what someone might say if they were Regina and told a trusted adult that he/she has been hurt or harmed.” (Precut Activity Master 5.1.11a – c.)

- Card #1: I feel better because I ran away from the person who was hurting me.



- Card #2: Now I know I can be brave and say when I am hurting.
 - Card #3: I am so happy Jesus made me brave.
 - Card #4: I went from not feeling brave to really feeling brave!
 - Card #5: It was difficult telling an adult, but I think it was definitely a good thing because it was for my safety.
 - Card #6: I learned that people are there for me and many want to make certain I am safe.
6. *“God is everywhere and knows everything. He is with you and will help you to know the right thing to do when you feel unsafe. If a person ever hurts you, remember that it is never your fault. So always pray and always tell!”*
 7. Review rules for safety from previous days. *“These rules are very important. But we have a short way to help you remember what you can do if you feel unsafe or uncomfortable.”* (Display Activity Master 5.1.5 and practice chant with students.)

