

K–2 MULTI-GRADE BRIDGE
Detailed Daily Lesson Plan (DDLPL)
Theme 5 Daily Lesson Guide (DLG) – *We Are Family*
Grade K Theme Book Two: *Grandfather Counts*/Friends and Family
Character Building Concept: Families Connect

Days 1 – 5 Signing In/Morning Activity

SIGNING IN, pp. 176 – 177 (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 CONNECT CONCEPT CONNECT

Concept Connect Activity (K–2)

Standard: B.1-4.BF.14 Make connections between a Bible passage and personal experience (8, 11)

1. Gather students in a circle on the carpet meeting area and introduce them to the concept that families make connections.
 - *“Good morning, boys and girls. I have a need this morning and I would like for someone to be my helping hands.”*



- *“I will whisper what I need to the student next to me and that student will whisper the message I shared with the student sitting next to him/her. Please keep the message going until it reaches the very last student in our circle. When the last student hears the message, I need that student to do what the message says.”*
2. Use the following message – ‘Please get my cell phone from my teacher desk.’ Ensure that a cell phone is actually sitting on the teacher’s desk. If you do not want students to handle your personal cell phone, have a toy cell phone available on the desk for this activity.
 3. Start the message and encourage the students to whisper in the ear of the next person in the circle.
 4. Wait to see if the last student knows what to do. If the correct action is carried out, congratulate the class for their good communication. If the message is not correctly shared with the last student, make the point that sometimes messages become mixed up. *“When we are trying to get a message to a person far away, there must be a good connection.”*
 5. Hold up the cell phone and proceed with the following questions:
 - *“Has anyone ever used a cell phone to call another person?”*
 - *“Where were you when you used the cell phone?”* (outside, in a car, in a house, etc.)
 - *“How did you know what number to call to reach that person?”*
 - *“Why did you use the cell phone?”* (needed help, needed to go home, lost, etc.)
 - *“What happened when you called?”*
 - *“Cell phones can be very helpful and useful. However, are they helpful if we keep dialing the wrong number for the person we want to reach?”* (No! You must know the right phone number to make a connection.)
 - *“Did you know God wants us to call Him? He even gives us His number!”*
 - *“We can’t just call any number to reach God. We have to know how to connect.”*
 - *“The Bible says in John 14:6, ‘I am the way, the truth and the life...’ Once we know Jesus, we can connect with Him anytime and anywhere. We don’t even need a cell phone.”*



- *“The Bible also says in Jeremiah 29:12, ‘Then you will call upon me and come and pray to me, and I will listen to you.’”*
- *“Boys and girls, we can have a phone and we can know someone’s number, but until we choose to actually dial the number, we will never connect.”*
- *“It’s our choice to connect with God. It’s our choice to connect with our families, and it’s our choice to connect with our classmates.”*
- *“When we learn to connect to others, we learn how to trust, love, and help each other.”*
- *“This week our lessons will teach us how we can make connections with our families, classmates, and with God.”*

Days 1 – 5 Daily Oral Language (DOL)

Grammar & Writing Mechanics

Scaffolding (2nd), Editing (2nd)

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

1. Daily oral language activities are designed for 1st and 2nd grade. Since this unit is taught early in the school year, most 1st graders have not been introduced to editing skills. Thus, only 2nd graders will engage in this month’s DOL activities. First graders will join in DOL editing activities beginning with the 4th theme, *Spiritual Journey/Giving Gifts*.
2. The suggested sentences for group editing are found in the BRIDGE Appendix D (DOL, Theme 5 – Book 2) for your convenience and are intended as a teacher directed activity at this time of year. Introduce students to the Common Editing Marks as they are used to make corrections in the sentences. It is suggested that the teacher make an enlarged poster copy of the Common Editing Marks and post it in the room for easy student reference. The Common Editing Marks chart is found in Appendix D only in the following: Theme 1 – Book 1, *This is Our House* and in Theme 4 – Book 1, *Winter’s Gift*. Use two sentences each day and correct mistakes together using the Common Editing Marks. These sentences are designed to correlate with each unit theme book.
3. During this activity Kindergartners and 1st graders may engage in another age appropriate center activity. However, advanced 1st graders may either listen as they gradually acquire writing knowledge throughout the year, or those who are ready may fully participate in this 2nd grade editing activity. The teacher should use knowledge of their 1st grade students to select those who are ready to engage in this editing activity this early in the school year from those who are not.



Day 1 – Language Arts

READING WORKSHOP, pp. 170 – 176 (DLG)

Before Reading, p. 170 – 171 (DLG)

Concept Nugget (K–2)

Standards:	B.1-4.BF.14	Make connections between a Bible passage, personal experience, and other reading selections (8, 11)
	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

1. Reference the lesson in the **DLG**.
2. Before instructing students to create the trifold houses, review the concept connect.
 - *“We will write the word love inside our homes because love is what connects a family.”*
 - *“How do you think love connects your family?”*
 - *“I John 4:8 says, ‘God is love.’”*
 - *“When God connects our families, it doesn’t matter what our differences may be. We can learn to love each other in the way God loves us.”*
3. Kindergartners should draw their family members with ‘love’ written in the center of the house foldable.
4. First and 2nd graders should write ‘I love my family because_____’ in the center of the paper and fill in a reason why they love their families. Then they should proceed to draw the members of their family inside the house foldable.
5. When students have completed their house foldable, allow students to share with a neighbor and tell one reason why they love their families.

VOCABULARY

Word Web (K–2), Vocabulary (K–2)

Standards:	LA.K/1.L.3	Determine the meaning of unknown words
	LA.2.L.4	Determine the meaning of unknown words

1. Prepare students to hear *Grandfather Counts* in Day 2 – Reading Workshop with the following vocabulary introduction lesson:



“Tomorrow we will read a story about family members who had a small problem. We will learn how they were able to solve their problem quickly by helping each other. Before you hear the story, it is very important that we review a few words that may be difficult to understand.”

2. Draw several small word webs, one web for each of the following vocabulary words, on the white board or chart paper. (Word webs should be one large circle in the middle with approximately four lines drawn coming from the circle with smaller circles drawn at the end of each line)
 - **Wall paper:** paper pasted on a wall for decoration
 - **Wall paper paste:** glue used to help wall paper stick to the wall
 - **Generation:** people born and living about the same time (classmates, same age)
 - **Characters:** some may say people/something talked about in a story. (However, the focus for this word in this book is Asian writing – like symbols for their words or letters).
 - **Engineer:** someone who drives and maintains a machine (train)
 - **Dozed:** to sleep lightly; easy to wake
 - **Gong Gong:** name of a person in a story (Students may say a loud musical instrument.)
 3. Write the first vocabulary word inside the large circle in the center. Ask the students what they already know about that word.
 4. Write the answers that are similar to the actual definition in the smaller circles around the vocabulary word in the center.
 5. Summarize their responses and give a correct class definition for each word.
 6. Repeat this process for each word.
- Optional extension for 1st and 2nd graders:
1. Students can also create a vocabulary picture dictionary to help remember what each word means and use it on Day 2 – Reading Workshop to review before reading the story.



2. Give each student a sheet of copy paper. Fold the paper in half three times to create eight equal squares when unfolded. In the first top square to the left, write the title, My Picture Dictionary, and each student's name. Encourage students to trace over the creases with a crayon or pencil to make defined boxes.
3. Students will write a word at the bottom of each square and draw a picture to remind them of the meaning of the word.

WRITING WORKSHOP, pp. 178 – 181 (DLG)

Welcoming New Friends, p. 179 (DLG)

Brainstorming (1st/2nd), Drafting (1st/2nd), Opinion Writing (1st/2nd)

Standards: LA.1.W.1 Write opinion pieces that introduce a topic, state an opinion with a reason for the opinion, and provide some sense of closure

LA.2.W.1 Write opinion pieces that introduce a topic, state an opinion, include reasons that support the opinion, use linking words, and provide a concluding statement

1. Create Writing Folders for each 1st and 2nd grader. Students will file their drafts written this week in the folders in preparation for final editing next week in Book 3.
2. Today's lesson will model and teach 1st and 2nd graders how to write the introduction of their first draft.
 - *“Last week we learned that our opinions are our feelings and what we think about a certain topic. Our opinions are important. Therefore, we will continue learning how to get ideas together so that we can write to tell others our opinions.”*
 - *“This week we are talking about how important it is to connect with family by making sure they feel welcomed when they are around us. This is true even with friends and new students who may come to our school. Let's brainstorm some of the best ways we could make a newcomer to our school feel comfortable in our classroom by being their friend.”*
3. Reference the lesson in the **DLG**.
4. Create a brainstorm chart either on the white board or on chart paper. Title the chart “The Best Way to Be A Friend”. Be sure to include the idea “play games together”, as it will be used as the model for the following writing lesson.
5. Model how to choose an opinion from the brainstorm chart by circling the idea and writing that idea on a sticky note.
6. Invite students to choose their own opinion idea from the chart, or to create their own opinion and write it on a sticky note. Have students place their sticky notes in their writing folders for tomorrow's lesson.



Day 1 – Science

Day or Night, pp. 224 – 225 (DLG)

Daylight Observations (K–2)

Standard: S.K-2.ES.10

Make observations at different times of year to relate the amount of daylight to the time of year

*** Use PowerPoint, if available, to create a slideshow of different places in the world where the sun either never rises or never sets. If PowerPoint is unavailable, print pictures of the places listed to show to students as discussion takes place. ***

1. Teach the lesson according to the **DLG**.
2. Before reading *Kindergarten Day USA* and *China*, extend the discussion on day and night around the world. Share with the students the following information about places in our world where the sun never sets and where the sun never rises.
 - *“What if you lived where the sun never sets? Would you like never seeing the stars and the moon?”*
 - *“What if you lived in a place where the sun never shines? Would you like never seeing the sun and it was always dark outside?”*
 - *“How might your life be different if you lived in a place where the sun never set?”*
 - *“There are places in our world where children experience this. Let’s look at them now.”*
3. Display the PowerPoint or show pictures of the following places as you share the information below:
 - Place #1: Norway (Arctic Circle) – *“For about seventy-six days from May to end of July, the sun never sets. Norwegian boys and girls wake up to sunshine and go to bed with sunshine.”*
 - Place #2: Iceland (2nd largest island in Europe) – *“The sun shines twenty-four hours a day which means the sun shines all day and all night between May and July. How would you feel if the sun never set for most of your summer days? Would it be difficult to go to sleep?”*
 - Place #3: Canada (The Inuvik and Northwest Territories) – *“Here is another place where the sun shines without stopping for about fifty days in the summer.”*
 - Place #4: Alaska (In the far north) – *“Alaska is one of those places where the sun doesn’t set for months from late May to late July. In winter it’s dark and almost always covered in snow.”*



- Place #5: Sweden – *“The sun sets around midnight and it rises again at 4:30 am from early May till late August. Therefore, the people only get approximately four hours of darkness. Do you think it would be difficult to sleep when it is only dark for a few hours?”*
- Place #6: Finland (Land of a Thousand Lakes and Islands) – *“In most parts of Finland, the sun shines for a straight seventy-three days during summer. During the winter Finland is covered in darkness with no daylight to be seen.”*

Day 1 – Social Studies

Continent Box – Asia, pp. 232 – 233 (DLG)

Concept Nugget (K–2)

Standards:	SS.K-4.C.5	Explain how culture may change in response to changing needs and concerns
	SS.K-4.C.6	Relate how individuals learn the elements of their culture through interactions with other members of the culture group
	SS.K-4.IGI.1	Describe how this theme shows that people belong to groups and institutions that influence them and by which they are influenced

1. Teach the lesson according to the **DLG**.
2. Extend with the following Concept Nugget:
 - *“How were some of the items we saw in the box familiar to you?”*
 - *“Were there any items that seemed unusual or different to you? What were your thoughts when you saw the unusual or different items in the box?”*
 - *“Why do you think some of these items were unfamiliar to you?”*
 - *“What items in our classroom do you think might be unusual or unfamiliar to a student in China?”*
 - *“When we connect with family or people from other countries, we may find that some of our interests or traditions are different. However, there are many things that are similar usually.”*
 - *“As we continue to look at how families connect, we read this morning about how families sometimes can learn to connect even if they speak different languages.”*



- *"In Grandfather Counts, the grandfather, Gong Gong, and granddaughter, Helen, found a connection when they saw that they both shared the same interests even though they were from different places."*
- *"How were Gong Gong and Helen able to connect despite their language differences?"*
- *"They realized that when they connected by teaching each other a little of their own language, they could meet the need of understanding each other."*

Comparing Flags, pp. 236 – 237 (DLG)

Venn Diagram (1st/2nd)

Standard: SS.K-4.C.2 Identify concepts such as: similarities, differences, beliefs, values, cohesion, and diversity

1. Reference the lesson in the **DLG**.
2. Extend for 1st and 2nd graders by having them independently complete their own Venn diagram for their national flag and the flag of China on Activity Master 5.2.2a or 5.2.2b.
3. Consider creating a classroom display with the completed flags (Blackline 2.34) and the completed Venn diagrams. (Select Activity Master 5.2.2a or 5.2.2b based on where your school is located.)

Day 2 – Circle Time/Morning Meeting

Daily Message 1, p. 178 (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, pp. 154 – 155 (DLG)

Making Connections, p. 154 (DLG)

Bible Memorization (K–2)

Standards: B.1-4.BF.5 Memorize the books of the Bible in order and locate specific Bible passages by book, chapter, and verse (1)
B.1-4.BF.6 Distinguish between various genres of writing in the Bible (1)

1. Teach the lesson according to the **DLG**.
2. Extend the lesson.
 - *“God’s plan for Moses included many amazing things. Part of God’s plan for Moses included writing books of the Bible.*
 - *Moses wrote the first five books of the Bible. The Hebrew word for the first five books of the Bible is **Pentateuch** (pronounced: /pen/-/tu/-/took/).”*
3. Write the first five books of the Bible on the white board or chart paper. *“Let’s review the names of the books that Moses wrote:*
 - Genesis
 - Exodus
 - Leviticus
 - Numbers
 - Deuteronomy
4. Repeat the names of the books that Moses wrote several times and encourage students to memorize these books of the Bible. Remember that one of the special plans God had for Moses was to write and share with the world.
5. Precut Activity Master 5.2.3 and place cards in a basket. Kindergartners may take turns pulling the cards out of the basket and reading the book, chapter and verse aloud to the class. First and 2nd grade students should quickly turn in their Bibles to find the correct text. When the correct text is found by the first student, that student should stand and read the verse aloud to the class. Repeat until all verses have been found and read audibly.



*** Encourage students to note which Bible stories they notice are found in the books Moses wrote (Moses and the burning bush, exploration of Canaan, Ten Commandments, etc.). ***

Day 2 – Language Arts

READING WORKSHOP, pp. 170 – 176 (DLG)

During Reading – First Time, p. 172 (DLG)

Activate Prior Knowledge (K–2), Graphic Organizer (1st/2nd), Picture Walk (K–2)

Standards: LA.1.RL.1 Ask and answer questions about key details
LA.2.RI.1 Demonstrate understanding of key details by asking and answering questions

1. Reference the lesson in the **DLG**.
2. All grades will participate in the object demonstration, the K (What do we **K**now?) and W (What we **W**ant to Know) portions of the KWL chart created on the white board or chart paper, the picture walk and the first, uninterrupted read of *Grandfather Counts*.
3. Kindergarteners will continue to participate in the whole group creation of the L (What we **L**earned) portion of the KWL chart.
4. First and 2nd graders will work independently to complete the I Learned and I Wonder T-Chart (Activity Master 5.2.4).
5. Use Activity Master 5.2.4 as a comprehension tool to informally assess how well the students are listening and thinking.

WRITING WORKSHOP

Opinion Writing – Drafting, Part 1

Opinion Writing (1st/2nd), Drafting (1st/2nd)

Standards: LA.1.W.1 Write opinion pieces that introduce a topic, state an opinion with a reason for the opinion, and provide some sense of closure
LA.2.W.1 Write opinion pieces that introduce a topic, state an opinion, include reasons that support the opinion, use linking words, and provide a concluding statement

1. Extend the lesson for 1st and 2nd graders in this manner:

“Last week we learned how to choose the best topic, ideas, and reasons to help tell what we are thinking and how we are feeling. This week we will learn how to take our brainstormed ideas and turn them into a first draft. We will put an idea and the reasons we think that way into sentences to tell others our opinion.”



2. Students will use Activity Master 5.2.1a – b (Opinion Draft Organizer) while the teacher writes on large chart paper or the whiteboard. Alternately, display a copy of Activity Master 5.2.1a – b under a document camera as the teacher writes on the Activity Master to model.
3. Model how to choose an opinion idea from the brainstorm list and give reasons why you chose that idea.
 - *“Yesterday we brainstormed together about the best way to be a friend. We also chose our opinion from that list and wrote it on a sticky note.”*
 - *“Today we are ready to write the introduction for our piece.”*
 - *“An introduction is the very first part of your writing. When I write, I want to use words that will “hook” the reader. The introduction should make people want to read more of what I have written. For example: An introduction can be a question such as – ‘Did you know that some people feel afraid when they go to a new school?’”* (Write this sentence on the “Hook” line of the displayed copy of Activity Master 5.2.1a – b or on a similar teacher created chart on the white board or chart paper.)
 - *“This question connects the person reading to what you are about to say in your writing.”*
 - *“Next, you should name the topic that you will be writing about. For example: ‘I know the best way to make a new friend.’”* (Write this sentence on the “Topic” line of the displayed copy of Activity Master 5.2.1a – b, or on a similar teacher created chart on the white board or chart paper.)
 - *“The final part of writing the introduction is to tell your opinion. You can use the sticky note from yesterday to remind you of which opinion you chose. For example: ‘You should play games together.’”* (Write this sentence on the “Opinion” line of the displayed copy of Activity Master 5.2.1a – b or on a similar teacher created chart on the white board or chart paper.)
 - *“These are the three sentences that will make up the introduction.”*
 - *“Now it is time for you to write your introduction on your own Opinion Draft Organizer (Activity Master 5.2.1a – b). Follow these three easy steps:*
 - Step #1: Think of a hook question and write it on the line.
 - Step #2: Write a sentence about our topic.
 - Step #3: Write your opinion in a sentence.

- *“After you have completed all three steps, raise your hand and I will review what you have written.”*
4. After reviewing the students’ work, direct them to place their Opinion Draft Organizer (Activity Master 5.2.1a – b) into their Writing Folders for future Writing Workshop lessons.

Day 2 – Social Studies

Population Comparison, pp. 233 – 235 (DLG)

Map Skills (K–2), Comparison (K–2)

Standards: SS.K-4.C.2 Identify concepts such as: similarities, differences, beliefs, values, cohesion, and diversity
SS.K-4.IGI.7 Examine how the rules and norms of groups to which they belong impact their lives

1. Reference the lesson in the **DLG**.
2. Below are suggested questions to help guide the discussion on p. 234. Elicit responses from the students with regards to challenges they may think of regarding large populations.
 - *“How would you compare the population between China and other countries?”*
 - *“What do you think are some challenges that can occur with a larger population?”*
 - *“If houses are built very close together and the children do not have backyards, where do you think the children will play?”*
 - *“What could be a solution to not having a yard?”*
 - *“What about food and water? With a larger population, do you see any potential challenges?”*
 - *“How do you think life may be different in a country with a large population?”*
 - *“How might the rules be different in a country with a large population?”*
 - *“Based on what you know, what do you think you would enjoy about living in a country with a large population?”*

Day 3 – Bible

REVIEWING THE BIBLE STORY, pp. 155 – 156 (DLG)

Comprehension Questions, pp. 155 – 156 DLG

Comprehension (1st/2nd)

Standard: B.1-4.BF.18 Participate in collaborative discussions about Bible passages (1)

1. Teach the lesson according to the **DLG**.
2. Extend for 1st and 2nd graders by asking the following questions to deepen their understanding:
 - “How do you think Moses felt living in the palace where everyone worshiped false gods?”
 - “How would you describe what happened at the bush?”
 - “What question would you ask Moses about the burning bush?”
 - “What may have happened if Aaron had not chosen to help Moses?”
 - “Would it have been better if Moses was born as a prince instead of being born a Jew?”

Bible Verse Practice, p. 156 (DLG)

Concept Nugget (K–2)

Standards: B.1-4.BF.10 Make connections between prayer and Bible study (11)
B.K-2.BF.12 Memorize passages of Scripture (1)

1. Teach the lesson according to the **DLG**.
 - “Prayer helps us connect with God. Our memory verse this week is Galatians 6:12: ‘Offer each other a helping hand.’ We can pray and ask God to help us to see ways we can be helpful.”
 - “Praying for our family members and others can help us to be connected by God even when we are apart.”
 - “Being helpful is a way you can connect with your family members. If you ask Him, God can help you to have helping hands at home.”
2. Extend for 1st and 2nd graders by having students write a prayer to God using Activity Master 5.2.5.



“Write a letter to God and ask Him to help you offer helping hands to each other and at home.”

Day 3 – Circle Time/Morning Meeting

Daily Message 2, pp. 178 – 179 (DLG)

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

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. 170 – 176 (DLG)

During Reading-Second Time, p. 173 (DLG)

Compare Contrast (1st/2nd), Character Map (1st/2nd)

Standards: LA.1.RL.3 Describe story elements using key details
LA.1.RL.8 Compare and contrast characters
LA.2.RL.3 Describe how characters in a story respond to major events and challenges

1. Teach the lesson according to the **DLG**.
2. Extend for 1st and 2nd graders by distributing Activity Master 5.2.6 and instructing students to compare the two main characters from *Grandfather Counts*.
 - *“Think of the characters from our story: Gong Gong, the grandfather, and Helen, the granddaughter.”*
 - *“On your Character Map, (Activity Master 5.2.6) think of words that describe each character and write the description below each name.”*
 - *“Be sure to think about how each of the main characters responded to things that happened in the story. How were they alike and how were they different?”*



- *“When you are finished thinking of description words, you may draw a picture of the corresponding character in the circle on your Character Map.”*
3. Upon completion, ask 1st and 2nd graders to orally present their compare and contrast of the two characters, Helen and Gong Gong. Be sure to include Kindergarten in the discussion.

WRITING WORKSHOP

Opinion Writing – Drafting, Part 2

Opinion Writing (1st/2nd), Drafting (1st/2nd)

Standards: LA.1.W.1

Write opinion pieces that introduce a topic, state an opinion with a reason for the opinion, and provide some sense of closure

LA.2.W.1

Write opinion pieces that introduce a topic, state an opinion, include reasons that support the opinion, use linking words, and provide a concluding statement

1. In today’s lesson the teacher will model and show students how to write the reason sentences for their first draft.
2. Before the lesson begins, have students take out their partially completed Opinion Draft Organizer (Activity Master 5.2.1a – b) from their Writing Folders.
3. Use the partially completed teacher Opinion Draft Organizer to model for the students how to write the reasons for their opinion. Use the same brainstorming chart paper from Day 1 to show and remind students of the reasons you chose to support your opinion.
 - *“Yesterday we finished the first part of our opinion draft, the introduction. Now I will show you how to add the sentences that will tell the reasons for your opinion. This will be the second part of our Opinion Draft.”*
 - *“My opinion is: ‘You should play games together.’ Let’s look at the possible reasons for my opinion and turn those into full sentences.”*
 - *“My first reason is: laugh.”* (Write: We will laugh together.)
 - *“My second reason is: learn their name.”* (Write: We will learn each other’s name.)
 - *“My third reason is: learn something new.”* (Write: I can learn a new game from them.)
 - *“Now it is time for you to write sentences to show why you believe your opinion is correct. First graders, you must choose one reason and write one sentence. You are welcomed to write three sentences, if you feel up to a challenge. Second graders,*



you will choose three reasons and write one sentence for each reason. After you have completed your work, please raise your hand for me to review your work.”

4. After reviewing completed student sentences, direct students to place their drafts in their Writing Folders for future Writing Workshop lessons.

Day 3 – Social Studies

Technology Helps

Concept Nugget (K–2)

Showing Care (K–2)

Standards: SS.K-4.GC.2
SS.K-4.GC.6
SS.K-4.IGI.6

Explain how global connections affect the daily life of individuals and those around them

Evaluate how the pace of global change has quickened in recent times

Assess the impact of families, schools, religious institutions, government agencies, financial institutions, and civic groups on their lives

1. This lesson will introduce students to the idea that communication has become easier in recent years thanks to technology advances. Students will learn that making familiar connections is easier today due to the ease of communication.
 - *“As we continue to look at how families connect, we read this morning that families sometimes can learn how to connect even if they speak different languages.”*
 - *“In Grandfather Counts, the grandfather, Gong Gong, and granddaughter, Helen, found a connection when they saw that they both shared the same interests even though they were from very different places.”*
 - *“In the book, Grandfather Counts, grandpa had to travel by plane all the way to the USA in order to see and spend time with his granddaughter and her family. Before airplanes were invented, it would have been a very long journey by boat for grandfather to reach his family in the United States.”*
 - *“Technology today makes it easier for families to stay connected if they live close or even far away in another country.”*
 - *“Today we are going to connect with a person who lives far away. We will have an instant connection with our guest, be able to ask questions, and get to know our guest better.”*
 - *“What questions do you have for our technology guest today?”*



2. Connect to a friend or family member who lives in another country or even just on the other side of the country. (Skype, Facetime, or other video conferencing technology will be suitable for this activity.) Allow students to introduce themselves and briefly get to know the other person. Allow students the opportunity to ask questions about what life may be like where that person lives.
3. **Lesson Summary:** *“Technology is everywhere. We have computers and the Internet. You may have technology at your home that you use to help you solve problems or use a tool to help you do other things. Using technology helps families learn about each other in ways that would have been impossible years ago.”*
4. *“How do you think technology has helped improve family connections?”*
5. *“Why do you think connecting with family is so important?”*
6. *“What can these long distance connections do to impact your life?”*
7. *“What are some examples of how we can stay connected with our families using technology?”* (Possible responses:)
 - *Skype (video face to face and chat)*
 - *Facetime (video face to face)*
 - *What’s App (type text)*
 - *Kik App (type text)*
 - *Facebook (post pictures and videos, text)*
 - *Instagram (post picture/texts)*
 - *Twitter (post pictures/“tweets”)*

Day 4 – Circle Time/Morning Meeting

Daily Message 3, p. 179 (DLG)

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

LAG – Friends and Family
July, 2020 (Revised)

Book 2 – Grandfather Counts
Page 18



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

Retelling the Bible Story

Retell (K–2), Concept Nugget (K–2)

Standard: B.1-4.RO.5 In the context of the lives of Biblical characters, analyze healthy responses to positive and negative feelings in a variety of situations (7, 11, 22)

1. Review this week’s Bible story with the following discussion questions:
 - *“Boys and girls, this week we learned about Moses after he had grown up. God had big plans for Moses. However, Moses was afraid. Of what was Moses afraid? How did God help Moses move beyond his fear?”*
 - *“Aaron and Moses were able to connect in the wilderness after living apart for many years. How do you think Moses felt to be connected again with his brother?”*
 - *“How do you think Moses felt when God asked him to speak to Pharaoh?”*
 - *“As you are working today, think about how helping others – your family, friends, or classmates – can help you feel more connected to them.”*
2. Distribute Activity Master 5.2.7a. Students should draw and write in the top box what the Bible story was about.
3. After they have drawn and written about the story, the students will draw and write about a time they have helped someone else on Activity Master 5.2.7b.
4. If time allows, permit students to share their example of a time they helped another person. Encourage them to explain how it made them feel more connected to the other person.



Day 4 – Language Arts

READING WORKSHOP, pp. 170 – 176 (DLG)

After Reading-Comprehension Questions, pp. 173 – 174 (DLG)

Comprehension (K–2), Main Idea & Details (1st/2nd)

Standards: LA.1.RL.2 Retell stories, including key details, and demonstrate understanding of the main idea
LA.2.RL.2 Retell stories from diverse cultures and determine the main idea
SS.K-4.IDI.3 Define concepts such as: growth, change, learning, self, family, and groups

1. Teach the lesson according to the **DLG**.
2. Extend with the following comprehension questions:
 - *“Why did Gong Gong want to stay in his room?”*
 - *“What could the family have done before Grandfather arrived to make him more comfortable?”*
 - *“Why do you think Gong Gong came to live with Helen?”*
 - *“Predict what will happen if Helen and Gong Gong keep spending time together.”*
 - *“How could the children connect with their grandfather if they couldn’t communicate?”*
 - *“How do you connect with visitors when they come to your home?”*
 - *“In what ways did Helen change because of her time with Gong Gong?”*
 - *“Have you ever changed or learned something from a family member who visited you? How did it make you feel to learn something new from that person?”*
3. While kindergarten makes the craft stick family as described in the **DLG**, p. 174, 1st and 2nd graders will complete a story map on Activity Master 5.2.8.
 - *“Think of what Grandfather Counts is about. This is called the main idea.”*
 - *“Write the main idea in the center of the story map by completing the sentence starter.”*



- *“In the circles around the main idea, write the story details to help tell the story. Details help explain the main idea.”*

WRITING WORKSHOP

Opinion Writing – Drafting, Part 3

Opinion Writing (1st/2nd), Drafting (1st/2nd)

Standards: LA.1.W.1

Write opinion pieces that introduce a topic, state an opinion with a reason for the opinion, and provide some sense of closure

LA.2.W.1

Write opinion pieces that introduce a topic, state an opinion, include reasons that support the opinion, use linking words, and provide a concluding statement

1. In today’s lesson the teacher will model and show students how to write the conclusion for their opinion draft. They will also begin transferring their drafted sentences from the Opinion Draft Organizer into a first draft on primary lined paper.
2. Direct students to take their partially completed Opinion Draft Organizer out of their Writing Folder for the following lesson:
 - *“We are almost finished with our first opinion draft. We have our introduction sentences that name our topic and tell our opinion. We also have our reason sentences to tell why we believe this way. Today we will now write our conclusion.”*
 - *“A conclusion is the last part of your opinion writing. You can think of a conclusion as the cherry on top. It is the final touch to finish your writing. When you write a conclusion, you will have one sentence that states your opinion again and another sentence that gives a final thought.”* (Write the following conclusion on the displayed chart or Opinion Draft Organizer (Activity Master 5.2.1a – b): ‘This is why playing games is the best way to make a friend.’)
 - *“If you choose to add a final thought, you can write something that will help the reader want to agree with your opinion.”* (Write the following final thought on the displayed chart or Opinion Draft Organizer (Activity Master 5.2.1a – b): ‘It will make someone feel very special.’)
 - *“My opinion sentence draft is complete. Now it is time for you to write your conclusion sentences. I would encourage you to begin your conclusion sentence with this sentence starter: ‘This is why_____ is the best way to make a friend.’”*
 - *“If you would like to write a final thought, write it on the second line as your final sentence.”*
 - *“After you have completed your work, please raise your hand for me to review your work.”*
3. After students have completed their conclusion sentences on their Opinion Draft Organizer, distribute primary lined paper for students to begin creating their first draft.



- *“We have now finished organizing our thoughts about our opinions and we are ready to put all of our sentences together in a first draft. On your primary lined paper, begin writing each sentence from the Opinion Sentence Draft in the correct order, starting with the introduction sentences and ending with the conclusion sentence or sentences.”*
 - *“When you are writing your first draft, use your best handwriting, but don’t worry about changing words or spelling. You will have time to correct spelling and make word changes later. When you are writing, make sure your words are finger spaced apart and each sentence follows the other.”*
4. Model writing the sentences from your Opinion Draft Organizer on to another part of the whiteboard or fresh sheet of chart paper to show students how to format their draft. Alternately, display the teacher completed copy of Activity Master 5.2.1a – b under a document camera and model transferring to primary lined paper.
 5. Review students’ work and provide support as needed. Instruct students to place their Opinion Draft Organizer and partially completed first draft inside their Writing Folders for Writing Workshop the following week (Book 3).

**** Students should keep their first opinion writing draft in their Writing Folder. Next week (Book 3) students will be able to choose either piece drafted this week to edit and publish as their final opinion writing piece. ****

Day 4 – Science

Giant Pandas and Bamboo, p. 227 (DLG)

Observation (1st/2nd)

Standard: S.K-2.LS.7 Make observations of plants and animals to compare the diversity of life in different habitats

1. Teach the lesson according to the **DLG**.
2. Extend for 1st and 2nd graders by inviting them to browse nonfiction books about pandas.
3. Have the students write down three facts they have learned about pandas (either from the information shared, or from browsing the nonfiction books) on a 3x5 index card.
4. Tape or glue the card to the back of their completed panda mask.
5. If time allows, have students share their newly learned facts with a partner.



Day 4 – Social Studies

Chinese Cultural Exploration

Culture Comparison (K–2)

Standards: SS.K-2.GC.1

Discuss how global connections may be of various types including cultural exchange, trade, political, economic, or travel

SS.K-2.IGI.2

Define concepts such as community, culture, role, competition, cooperation, rules, and norms

1. Read *My First Book of Chinese Words: An ABC Rhyming Book of Chinese Language and Culture*, or another book about Chinese Culture.
 2. Play a few samples of traditional Chinese music and show pictures of traditional Chinese art.
 3. Lead students in a discussion about new information they have learned. Add to the KWL chart (created on Day 2 of Reading Workshop) as appropriate.
 - *“Did you make any new observations about Chinese culture?”*
 - *“All cultures have music and art, but each culture is unique. In what ways are Chinese traditional music and art different or unique?”*
 - *“Making connections with other cultures can actually change you or help you learn how to solve problems. How do you think our culture has been changed or impacted by making connections to Chinese culture? Are there any inventions or traditions that you think our country has learned from China?”* (bamboo pipes, dominoes, kites, paper, umbrellas, silk, etc.)
 4. Have students create flipbooks by folding a piece of construction paper in half lengthwise. Instruct students to cut three slits in the paper from the edge to the crease to create three flaps. Have children label the front of the flipbook with three categories: Music, Art, Fun and Games.
 5. All students should draw an example of something that is unique to Chinese culture. First and 2nd graders should also write a short description of how their selected example is different but also similar to their own culture. For example: Flying a kite is a traditional Chinese game. We fly kites in the United States also. Chinese kites are often unique designs like dragons!
 6. If time allows, have students share their work with a partner.
-



Day 5 – Circle Time/Morning Meeting

Teacher Generated Message

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

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 – Bible

APPLYING THE BIBLE STORY, pp. 158 – 159 (DLG)

Independent Reading, p. 158 (DLG)

T-Chart (K–2), Concept Nugget (K–2)

Standard: B.1-4.RO.9 Clarify how friendship with Jesus positively influences our relationship with others (14, 22, 23)

1. Teach the lesson according to the **DLG** to Kindergarten.
2. Create a T-Chart on large chart paper or white board. Label one side “I Learned...” and label other side “I Will...”.
3. Give each student two sticky notes to write a response to each side of the T-Chart.

“Think about how important it is to connect with God and our families. We have learned much about why this is important. Please write on your sticky note one sentence about what you’ve learned and place it under the side labeled, ‘I Learned...’”

4. Give students sufficient time to complete. Review as a class what they have written and posted on the “I Learned...” portion of the chart.
 - *“Think about what you will do now that you have learned so much. When we learn new information, we can make changes in our lives and perhaps do some things differently.”*
 - *“What will you do differently now with the information you have learned?”*



- *“How do you think your connection with God will change your connection with your family and friends?”*
- *“How will you become more helpful?”*
- *“How will you connect with God and your family?”*
- *“Please write on your other sticky note one sentence about what you will do now that you have learned so much. Place that sticky note under the side labeled, ‘I Will...’”*

5. Give students time to complete. Review as a class what they have written and posted on the “I Will...” portion of the chart.

Day 5 – Language Arts

READING WORKSHOP, pp. 170 – 176 (DLG)

Read Aloud, p. 176 (DLG)

Compare and Contrast (1st/2nd)

Standards: LA.1.RL.5 Differentiate between story and informational books
LA.2.RL.11 Distinguish between fantasy and reality

1. Teach the lesson according to the **DLG**. Read *Living in...China* by Chloe Perkins, or another informational book about how families live in China.
2. Extend the lesson for 1st and 2nd graders to teach the difference between story and informational books.

“Authors choose to write books for a variety of reasons. Sometimes an author writes a book to entertain the reader. Other times an author might write a book to teach the reader.”

3. Show students *Grandfather Counts* and *Living in...China* by Chloe Perkins, or another informational book about China.
 - *“Now that we have read both of these books, which book do you think is a storybook? What clues does the book give that it is a fictional storybook?”*
 - *“How can you tell if a book is informational? Turn to your neighbor and tell them one way that you know if a book is informational and true.”*
4. Distribute Activity Master 5.2.9. Invite the children to cut and sort the cards on their organizer. Check students’ work before allowing them to glue.



5. When students have finished the task, invite children to gather on the carpet or meeting area to discuss how they can tell the difference between storybooks and informational books. Students may choose to use their completed copy of Activity Master 5.2.9 to contribute to the class discussion.

- *“You all did a wonderful job figuring out some of the characteristics of storybooks and informational books!”*
- *“Informational books teach us new information. Therefore, if you want to learn about a topic, you would look for an informational book that will give true information.”*
- *“A storybook tells a story about something. The story may be a true story or a make-believe, fiction story. This is the kind of book you should choose if you want to be entertained.”*

WRITING WORKSHOP

Writing Workshop: Author’s Chair

Authors Chair (1st/2nd)

Standards:	LA.K.W.5	With support, respond to questions and suggestions from peers and add details to strengthen writing
	LA.1.W.5	With support, focus on a topic, respond to questions and suggestions from peers, and add details to writing
	LA.2.W.5	With adult and peer support, focus on a topic and strengthen writing as needed by revising and editing

1. Invite students to gather in the group meeting area with their completed opinion writing pieces.
2. Remind students of the procedures of Author’s Chair.
3. Allow sufficient time for students to share their writing pieces from this week.

**** Students should keep their first opinion writing draft in their Writing Folder. Next week (Book 3) students will be able to choose either piece drafted this week to edit and publish as their final opinion writing piece. ****

Day 5 – Science

Golden Snub-nose Monkeys, p. 228 (DLG)

Observation (1st/2nd)

Standard: S.K-2.LS.7 Make observations of plants and animals to compare the diversity of life in different habitats

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



2. Show video clips and photos of the golden snub-nose monkeys.
3. Extend by having 1st and 2nd graders write down three facts they have learned about golden snub-nose monkeys (either from the information shared, or from the photos and video) on a 3x5 index card.
4. Tape or glue the card to the back of their completed mask.
5. If time allows, have students share their new learning with a partner, or consider displaying the completed work with the informational cards beside their completed masks.

Day 5 – Social Studies

At My School, p. 238, (DLG)

Compare and Contrast (1st/2nd)

Standards: SS.K-4.C.2

Identify concepts such as similarities and differences

SS.K-4.C.7

Recall how people from different cultures develop different values and ways of interpreting experiences

1. Teach the lesson according to the **DLG**.
2. Extend the activity for 1st and 2nd graders.
 - *“In what ways is the school day in China similar to the days we have in our classroom?”*
 - *“What question would you ask a student going to school in China?”*
 - *“First and 2nd graders, after you have drawn a picture to compare and contrast schools in the USA and in China, you will write a sentence or two to tell about your picture. Write the sentence at the bottom of the picture on your Blackline 2.35.”*

*** Instructions for “Compassion Backpacks” ***

Today send the Parent Letter (Activity Master 5.2.10) home with students asking parents to send something for the “Compassion Backpacks” that students will be creating in next week’s unit. Possible items to collect for these backpacks are listed in the Extension Materials list for Sam and The Lucky Money (Theme 5, Book 3). If you choose to include a Bible in the backpacks, ask your community for used Bible donations to make this an affordable option.

