

K–2 MULTI-GRADE BRIDGE
Detailed Daily Lesson Plan (DDLPL)
Theme Seven Daily Lesson Guide (DLG) – *Wonderfully Made*
Grade K Theme Book Three: *Happy, Healthy Me/Personal Feelings and Growth*
Character Building Concept: Making Good Choices

Days 1 – 5 Signing In/Morning Activity

SIGNING IN, p. 258 (DLG)

Standards: LA.1/2.W.7
LA.1/2.W.10

Apply common conventions of manuscript writing (e.g., left-to-right, uppercase and lowercase letters, etc.)
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

MAKING GOOD CHOICES CONCEPT CONNECT

Balance, p. 285, DLG

Concept Connect Activity (K–2)

Standards: B.K.RG.11
B.1-4.RG.11

Accept that the Bible helps us to make right choices in our daily living
Accept that the Bible reveals the standard by which we are to live

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



2. Introduce this week's Character-Building Concept:

- *“This week we will discuss how to make good choices.”*
- *“We all make choices. Sometimes our choices are good, and sometimes they are not so good. Would anyone like to share a choice you have made recently?”* (Give students an opportunity to share some choices they have made.)
- *“God has given us the freedom to make many choices each and every day. One choice we can make is to keep our bodies healthy.”*
- *“The Bible says, ‘You should know that your body is a temple for the Holy Spirit. The Holy Spirit is in you. You have received the Holy Spirit from God. You do not own yourselves. You were bought by God for a price. So honor God with your bodies.’ 1 Corinthians 6:19-20 (ICB)”*
- *“This week we will learn about the many different ways we can make good choices to live a healthy, balanced life that honors God!”*
- *“Throughout this day we will take some ‘healthy living’ breaks. Before we exit for home, we will talk about whether we think those breaks were good choices or not.”*

3. Work these activities into the remainder of the day at times that are logical and convenient:

- Water – Set cups of water at student tables. Have students stop and drink a cup of water.
- Exercise – Remind students to get plenty of exercise during recess.
- Sun – Take a short break to enjoy the sunshine outside.
- Food – Bring in some cut fruit, carrots or celery sticks and have a snack in the afternoon.
- Rest – Take a 5-minute quiet break. Dim the lights and play soothing music. Students may close their eyes, or color quietly.

4. By the end of the day, students will have experienced five of the eight health laws. Be sure to end your day with a class meeting to recall each of the different activities and discuss how they liked practicing these health laws.

- *“Which activity did you enjoy the most? Why?”*



- *“Did these activities change your day in any way? How?”*
- *“Do you feel any different at the end of today? Describe how you feel.”*
- *“This week we will learn all about how to make good choices that keep our bodies healthy and honor God.”*

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.1/2.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 7 – Book 3) for your convenience. These are designed to correlate with each unit theme and are intended as a teacher directed activity. DOL Common Editing Marks are also listed in Appendix D for student reference.
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.

Day 1 – Language Arts

READING WORKSHOP, pp. 249 – 258 (DLG)

Before Reading—Vocabulary, p. 249 (DLG)

Vocabulary (K), Concept Nugget (K–2)



Standards:	LA.K/1.L.3	Determine the meaning of unknown and multiple-meaning words and phrases
	LA.2.L.4	Determine the meaning of unknown and multiple-meaning words and phrases
	SS.K-4.IDI.10	Achieve a balance in work and leisure which encompasses physical, mental, emotional, social, and spiritual activities
	B.K.RG.23	Tell how taking care of my body and mind helps me grow in my relationship with God.

1. Teach the lesson according to the **DLG**.
2. Concept Nugget: After introducing the words on Blackline F, reinforce with the following discussion:
 - *“When we make good choices in these different areas, (Point to the pocket chart pictures of sun, water, exercise, food, fresh air, & rest.), our lives will be balanced. Our body will feel good and our brain will be ready to learn.”*
 - *“How do you think the sun is important for our bodies?”*
 - *“What role do water and food play in helping us live healthy lives?”*
 - *“What kinds of exercise do you enjoy?”*
 - *“Why do you think air is important?”*
 - *“How does sleep help you to feel good?”*
 - *“Prayer and worship help us stay balanced because we are connecting to our friend Jesus. Before we continue our lesson for today, let’s sing a song to worship God and then pray that He will come and be with us today.”* (Choose a song the students know well and close with prayer.)
3. Keep the theme words on display as a reference throughout the week.

During Reading—Introduction, pp. 250 – 251 (DLG)

Response to Literature (K–2)

Standards:	LA.K.RL.1	With prompting, ask and answer questions about key details
	LA.1.RL.1	Ask and answer questions about key details
	LA.2.RL.1	Demonstrate understanding of key details by asking and answering questions

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



- Kindergarten: Students will use Blackline 3.7b as described in the **DLG**.
- 1st/2nd Grade: Students should cut off the words on the left side of Blackline 3.7b and discard them. Students will then cut, paste, and label the picture of the brain on their individual “Happy, Healthy Me” charts.

2. Store the “Happy, Healthy Me” charts and the remaining word/picture cards from Blackline 3.7b for the lesson on Day 2.

WRITING WORKSHOP

Word Choice, Part I

Read aloud (K–2), Similes (K–2)

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 strengthen writing
	LA.2.W.5	With adult and peer support, focus on a topic and strengthen writing as needed by revising and editing
	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

1. Teach this lesson for all grades. Kindergarten Writing Workshop activities from the **DLG** are listed in the LAG and could be incorporated into a writing center to be used during the Language Arts block.
2. Today’s lesson will introduce similes using the book *All the Colors of the Earth*.

*** *The passage is modified to enhance students’ understanding of similes.* ***

- *“Close your eyes as I read aloud a passage from this book. Notice what picture develops in your mind as I read. ‘Children come with hair. Hair that flows. Or hair that curls.’”*
- *“Now open your eyes. What did you imagine when I read those words?”* (Allow students to respond.)
- *“Now close your eyes and listen as I read the same passage again, but with a few additions. ‘Children come with hair like bouncy baby lambs. Or hair that flows like water. Or hair that curls like sleeping cats in snoozy cat colors.’”*
- *“Open your eyes. Now what picture did you imagine when I read?”* (Allow students to respond.)
- *“Which version did you prefer?”* (Give students time to respond. If necessary, guide them to notice the rich descriptive words.)
- *“It’s important to use rich descriptive words in our writing to help the reader create a picture in his/her mind.”*



- *“The author of this book did a wonderful job of using descriptive language.”*
 - *“Did you notice the word ‘like’ right before the word bouncy, or water, or sleeping cats?”*
 - *“When we use the word ‘like’ right before describing words, that is called a **simile**. Let’s say simile together.”*
 - *“Similes are comparisons using the words ‘like’ or ‘as.’ Similes are important to our writing because they help readers to create a picture in their minds.*
 - *“The author of this book uses many similes in her writing. Listen closely as we read.”*
3. Read *All the Colors of the Earth* in its entirety.
- After reading the first and third pages, pause to comment: *“Close your eyes while I read this page again. ‘The roaring browns of bears and soaring eagles.’ Which words helped you create a picture in your mind?”* (Allow students to respond.)
 - *“The words ‘roaring browns’ make me think of something that is bold and strong like a bear. When I hear ‘soaring’ I think of how free it must feel to be able to fly high like an eagle. Look at the boy on the eagle’s back. How do you think he feels?”* (Allow students to respond.)
4. After reading, continue the lesson and explain the writing assignment.
- *“The author, Sheila Hamanaka, did such a wonderful job using similes in her book. Even without the pictures, the reader could really create a picture in his/her mind because the author used such descriptive language.”*
 - *“Remember that similes are comparisons that use the words, ‘like’ or ‘as.’ Similes allow the writer to compare something to something else to help the reader get a richer picture in his/her mind.”*
 - *“Think of yourself for a minute – your hair, your skin, or your eyes. Finish these thoughts about yourself:”* (Allow students to share their answers to each sentence stem below with a partner, or choose 1 – 2 students to share with the class.)
 - *“My hair is like...”*
 - *“My skin is like...”*
 - *“My eyes are as...”*



- *“When you write today, I would like you to try creating a simile by making a comparison using the word ‘like’ or ‘as’. Remember to use rich, descriptive words in your writing so the reader can make a picture in his/her mind.”*
5. Dismiss 1st and 2nd graders to independently complete Activity Master 7.3.1.
 6. Gather Kindergarteners into a small group. Conference with them and provide support as they independently complete their copy of Activity Master 7.3.1. Aim to conference with a fourth of the students each day, Monday – Thursday.
 7. If time allows, students may pair-share their completed Activity Master 7.3.1.

Day 1 – Science

Growing Germs, p. 284 (DLG)

Science as Inquiry (K–2), Observation (K–2)

Standard: S.K-2.HS.1 Read texts, use media, identify principles of health and healthy behavior

1. Teach the lesson according to the **DLG**. Kindergarteners will make their observation notes on Blackline 3.21 as listed in the directions in the **DLG**.
2. Continue with the following 1st/2nd Grade Extension:
 - Project or display Activity Master 7.3.2.
 - *“This week we will observe what happens to the different bowls of soup. First and 2nd graders, you will observe the soup bowls and record your findings on this chart every day.”*
 - *“What do you think you might see by Day 4?”* (Allow students to respond.)
 - Dismiss students to complete their Day 1 observations and recording.

*** Be sure to remind students to record their observations every day in order to have accurate results. ***

Bathing, p. 280 (DLG)

Personal Observation (K–2)

Standards: S.K-2.HS.1 Read texts, use media, identify principles of health and healthy behavior
S.K-2.HS.8 Ask questions and obtain information about God’s plan for healthy living



*** Send home Activity Masters 7.3.3a – b today. ***

1. Teach the lesson according to the **DLG**.
2. Display Activity Master 7.3.3b. Explain to students that they will complete the Activity Master at home and return it to school on Friday.

Day 2 – Circle Time/Morning Meeting

Daily Message 1, p. 259 (DLG)

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

Standards:	LA.K-2.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling
	LA.K.RF.3	Demonstrate understanding of spoken words, syllables, and phonemes
	LA.1.RF.2	Demonstrate understanding of spoken words, syllables, and phonemes: blend sounds to produce one-syllable words
	LA.2.RF.1	Know spelling-sound correspondences for common vowel teams; read grade-appropriate high-frequency sight words

1. Make a chart similar to the chart below. Display the chart and introduce the activity.
 - *“Today I am going to tell you a message, and you will write it on your whiteboards.”*
 - *“Each grade has something specific that I want you to focus on when you write your message.”*

Kindergarten	1 st Grade	2 nd Grade
<ul style="list-style-type: none">• Capital letters• Finger spacing• Punctuation	<ul style="list-style-type: none">• wh digraph• Word Wall Words – are, they	<ul style="list-style-type: none">• Vowel teams – ‘oo’, ‘ow’

2. Review with the student the charted expectations for each grade level.
 - *“Kindergartners, you will need to use capital letters, finger spacing between words, and correct punctuation.”*



- “First graders, you will need to also use the ‘wh’ digraph and spell the word wall words correctly.”
 - “Second graders, you need to pay special attention to the vowel teams in our message.”
3. Teach the lesson according to the **DLG**. Students should write the message on individual white boards or blank paper. After students have written the message, write the correct message on the board.
 4. After reviewing the corrected sentence, invite students to answer the question as written in the **DLG**.

Day 2 – Bible

PRESENTING THE BIBLE STORY, p. 237 (DLG)

“Reading” the Bible Verse, p. 237 (DLG)

Bible Study Skills (1st/2nd)

Standard: B.1-4.BF.12 Memorize passages of Scripture

1. Before class begins, prepare multiple sets of the Bible verse on sentence strips. Cut apart the word cards. Create enough sets so that each 1st and 2nd grade student has a complete set.
2. Display the Bible verse in a pocket chart and choral read the Bible verse according to the **DLG**.
3. Kindergarten students will match the verse cards as written in the **DLG**.
4. First and 2nd graders will independently work to mix and reorder their pre-cut Bible verse cards in their workspace. When completed, students should practice reading the verse aloud.

Day 2 – Language Arts

READING WORKSHOP, pp. 249 – 258 (DLG)

During Reading—Story One, pp. 251 – 252 (DLG)

Comprehension (1st/2nd)

<i>Standards:</i> LA.K.RI.1	With prompting, ask and answer questions about key details
LA.1.RI.1	Ask and answer questions about key details
LA.2.RI.1	Demonstrate understanding of key details by asking and answering questions
LA.K.RI.11	With prompting, recognize the differences between right and wrong
LA.1/2.RI.11	Distinguish between right and wrong



1. Teach the lesson according to the **DLG**. Do not have students add the “Balance” word/picture to their “Happy, Healthy Me” chart. They will do that in Activity 2.
2. Ask the following additional comprehension questions:
 - *“How did Hero help his father at the grocery store?”*
 - *“Do you ever help your parents shop for food?”*
 - *“What foods do you like to get at the grocery store?”*
 - *In our story today, Father said, ‘Some foods give you energy to help you move. Some foods give you energy to grow, and some foods give you energy to think.’ Did you know that food is important?”*
 - *“The food we eat helps keep our bodies healthy.”*
 - *“What are some healthy foods that you like to eat?”*

During Reading—Story Two, p. 252 (DLG)

Comprehension (K–2),

Standards:	LA.K.RI.4	With prompting, ask and answer questions about unknown words in a text
	LA.1.RI.4	Ask and answer questions to help determine or clarify the meaning of words and phrases
	LA.2.RI.4	Determine the meaning of words and phrases in a text

1. Read Story Two as written in the **DLG**. After reading, ask students the following comprehension questions:
 - *“Hero had many choices to make at the park. He made many good choices.”*
 - *“What are some of the good choices that Hero made at the park?”*
 - *“Fresh air, exercise, and water are all good choices for keeping our bodies healthy.”*
 - *“What are some good choices you have made to keep your body healthy so far today?”*
2. Continue the lesson according to the **DLG**. Before doing the Japanese and English food word match, have students complete their “Happy Healthy Me” charts.



- Kindergarteners: Return copies of Blackline 3.7b. Students will trace the words “Balance and Food” and color the pictures of the balance and vegetables. Next, students will cut and paste the word and the picture onto their individual “Happy, Healthy Me” charts.
 - 1st/2nd Graders: Return copies of Blackline 3.7b. Students will cut, paste, and label their own picture of the balance and vegetables on their individual “Happy, Healthy Me” charts just as they did in Day 1 with the brain picture.
3. Collect and store the remaining picture for “Exercise” on Blackline 3.7b to use in a future lesson.
 4. Continue the lesson with the Japanese and English food word match as written in the **DLG**.

WRITING WORKSHOP

Word Choice, Part II

Similes (K–2)

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 strengthen writing
	LA.2.W.5	With adult and peer support, focus on a topic and strengthen writing as needed by revising and editing
	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

1. Teach this lesson for all grades. Kindergarten Writing Workshop activities from the **DLG** are listed in the LAG and could be incorporated into a writing center to be used during the Language Arts block.
2. Review similes:
 - *“Yesterday we began learning about similes. Let’s review what a simile is and why we use it.”*
 - *“When we use the words ‘like’ or ‘as’ to make a comparison, we are using a simile. Why would a writer choose to use a simile in their writing?”* (Allow students to respond.)
 - *“Let’s practice writing some similes now. Touch the leg of your pants. How would you describe them?”* (Give a few students the opportunity to share. Write their descriptions on chart tablet paper, such as the following:
Examples:
 - My pants are as stiff as a board.
 - My pants are stretchy like a rubber band.



- My pants are as bumpy as a waffle.
- *“I’m going to give you a marshmallow to take back to your seat. I want you to smell it and gently touch it, but don’t eat it yet! Think of ways to describe your marshmallow and write them on your paper. Don’t forget to use the words ‘like’ or ‘as’ in your description.”*

Examples:

- As fluffy as a cloud
 - As white as snow
 - As soft as cotton
 - Like a pillow
 - Smells as sweet as cotton candy
3. Distribute grade appropriate Activity Masters.
 - Kindergarteners: Activity Master 7.3.4a
 - 1st Graders: Activity Master 7.3.4b
 - 2nd Graders: Activity Master 7.3.4c
 4. Dismiss students to begin working. Circulate around the room to conference with students and provide support as needed. Aim to conference with a fourth of the students each day, Monday – Thursday.
 5. If time allows, gather students to pair-share their completed Activity Master.

Day 2 – Science

Washing Hands, pp. 281 (DLG)

Personal Hygiene (K–2), Concept Nugget(K–2)

Standards: S.K-2.HS.1 Read texts, use media, identify principles of health and healthy behavior
 S.K-2.HS.8 Ask questions and obtain information about God’s plan for healthy living



*** Be sure to provide opportunity for students to observe the soup from the **Growing Germs** experiment on Day 1. Students should record their observations on Blackline 3.21 or Activity Master 7.3.2 ***

1. Before class begins, cut slits on the dotted lines of Activity Masters 7.3.5a. Prepare one copy for each student.
2. Teach the lesson according to the **DLG**.
3. Extend with the following discussion:
 - *“It’s important to wash our hands several times throughout the day to prevent the spread of germs. There are certain times when we should always wash our hands. Can you think of a time that you should always wash your hands?”* (Allow students to respond. Record the responses on chart paper. Clarify as necessary. Be sure to mention the following occasions that require hand washing, such as before eating, after sneezing and using a tissue, after using the bathroom, after recess, before preparing food.)
 - *“Why is it important to wash our hands frequently?”*
 - *“What can you do if there is no sink available for you to wash your hands?”*
4. Teach the correct procedure for hand washing:
 - **Step 1:** Wet hands.
 - **Step 2:** Apply soap.
 - **Step 3:** Lather well. Rub hands vigorously for at least twenty seconds. Teach students that singing the ABC song takes about twenty seconds. They should sing this song while washing their hands to get an idea of how long their handwashing should be. Washing hands right before lunch and after recess are times when students can be reminded to sing the ABC song in order to establish this habit.
 - **Step 4:** Rinse hands.
 - **Step 5:** Dry hands.
5. Lead students to practice what they have been taught with the following words and hand motions:
 - **Step 1:** Wet hands. Mimic holding hands under the faucet, with hands out and palms up.



- **Step 2:** Apply soap. Pat fingers onto each palm alternately.
 - **Step 3:** Lather well and sing the ABC's. Rub hands together vigorously while singing.
 - **Step 4:** Rinse hands. Mimic holding hands under the faucet, with hands out and palms up.
 - **Step 5:** Dry hands off. Brush your palms on the back of each hand.
6. Distribute prepared Activity Masters 7.3.5a – b to all students.

Directions:

- Students will draw and write the procedures for washing hands in the boxes on Activity Master 7.3.5b.
 - Next, students will cut around the dotted lines of Activity Master 7.3.5b. Emphasize that they should not cut the solid lines that separate each box.
 - Finally, students will glue the two strips of boxes together on the tab that says, "GLUE TOGETHER HERE," and pull the strips through the slits of Activity Master 7.3.5a.
7. Finish with the following Concept Nugget:

"When you take time to wash your hands, you are choosing to take care of your body. You are also helping to protect yourself and others. When you wash your hands, you prevent germs from spreading and making yourself and others sick. It is always a good choice to wash your hands and stay healthy!"

Day 2 – Social Studies

Koi Kite, pp. 289 – 290 (DLG)

Concept Nugget (K–2); Individuals Society and Culture (K–2)

Standards: SS.K-4.C.1 Define culture as referring to the behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people

SS.K-4.PPE.8 Analyze factors that contribute to similarities and differences among peoples locally and in places across the world including ethnicity, language, and religious beliefs.

Create the Koi Kite in the DLG to use as a visual aide to teach students the symbolism of Koi in Japanese culture.



*** Optional: Each student may make a Koi Kite, if time allows. ***

1. *“Raise your hand if you know what Koi are.”* (Choose volunteers to answer until someone gives the correct answer. Koi are fish. Show students the Koi Kite, or have a picture of Koi so students can visualize this fish.)
2. *“Koi are very beautiful fish and they live a long time. In some Asian cultures, Koi are special. In Japan, people believe that Koi bring good fortune, or good luck. Do you think that this fish can bring you good luck? Pair-share with a partner regarding your thoughts.”* (Give students time to share with their partners.)
3. Guide students to the understanding that a fish cannot bring good luck. We recognize Jesus as the giver of all good things.
4. *“Other Asian cultures think the Koi is responsible for perseverance. To have **perseverance** means not giving up when something is difficult. Who helps us to keep going when we may want to give up?”* (Jesus does!)
5. *“Jesus can help us to persevere when things are difficult or scary. In one Asian religion, there is the belief that Koi can help you to be courageous, too. Who gives you courage when you are afraid? Jesus does!”*
6. *“Pair-share with a partner and tell about a time when you were afraid and Jesus helped you to be brave. Be sure that you and your partner have a chance to share.”* (Give students time to share.)
7. *“When I understand other people’s culture, it makes it easier to share my faith with them. How would knowing about the symbolism of the Koi help me to share Jesus with a person from Japan?”* (Allow students time to share. Guide them to the understanding that perseverance, courage, spirituality, love, and friendship are all characteristics found in the Christian life.)

Day 3 – Bible

REVIEWING THE BIBLE STORY, p. 238 (DLG)

What a Dream!, p. 238 (DLG)

Applying Knowledge (K–2)

Standard: B.K.BK.29

Describe Heaven and the New Earth

B.1-4.BK.29

Describe how God will end sin, re-create the Earth, and restore those who love Him to their original moral and physical perfection, thus demonstrating His character of love to the universe for eternity

1. Teach the lesson according to the **DLG**. Before dismissing students to draw their pictures of heaven, engage students in the following discussion:
 - *“I love imagining what heaven will be like!”*



- *“When you close your eyes, what do you dream heaven will look like?”*
 - *“Now you will have a chance to show your dream. You will use your Activity Master to draw a picture of what you imagine when you dream or think about heaven.”*
 - *“Try to use interesting descriptive words in your sentences, describing your picture of heaven. This week we have been learning about similes in Writing Workshop. Therefore, you may want to even try using a simile in your description as well.”*
 - *“Who can tell me what a simile is?”* (Allow students to respond and briefly review if necessary.)
2. Instead of students drawing on blank paper as written in the **DLG**, distribute the appropriate Activity Master for each grade level.
 - Kindergarteners: Students will use a combination of drawing and kidwriting to complete Activity Master 7.3.6a.
 - 1st/2nd Grade Extension: Students will use a combination of drawing and writing to complete Activity Master 7.3.6b.
 3. If time allows, invite students to share their completed Activity Master 7.3.6a or b with the class.

Day 3 – Language Arts

READING WORKSHOP, pp. 249 – 258 (DLG)

During Reading—Story Three, p. 253 (DLG)

Comprehension(K–2)

Standard: S.K-2.HS.8 Ask questions and obtain information about God’s plan for healthy living

1. Begin the lesson with the following activity:

Lazy Eights: Extend one arm straight out in front, with the thumb pointing up toward the ceiling (thumbs-up sign). In the air, smoothly and slowly trace the shape of a large figure, 8, horizontally. While drawing the 8, focus on the thumb, the head should remain upright, facing forward and moving only slightly. Do three full figure 8’s with the right hand, three with the left hand, and finally three with both hands clasped together.
2. Read Story Three as written in the **DLG**. Before dismissing students to create their “Happy, Healthy Me” charts, lead students in the following comprehension discussion:
 - *“Hero had many choices to make at the park. He made many good choices.”*



- *“What are some of the good choices that Hero made at the park?”*
 - *“Fresh air, exercise, and water are all good choices for keeping our bodies healthy.”*
 - *“What are some good choices you have made to keep your body healthy so far today?”*
3. Reference the remainder of the lesson as written in the **DLG**. Continue with the following modifications:
 - Kindergarten: Return copies of Blackline 3.7b and distribute Blackline 3.7c. Students will trace the words *fresh air*, *exercise*, *water*, and *sun*. Then color the pictures. Finally, students will cut and paste the word and the picture onto their individual “Happy, Healthy Me” charts.
 - 1st/2nd Grade: Return copies of Blackline 3.7b and distribute Blackline 3.7c. Students will cut, paste, and label their own pictures of the fresh air, exercise, water, and sun on their individual “Happy, Healthy Me” charts, just as they did on Day 1 with the brain picture.
 4. Collect and store the remaining picture for “rest” on Blackline 3.7c to use in a future lesson.

WRITING WORKSHOP

Word Choice, Part III

Similes (K–2)

<i>Standards:</i>	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 strengthen writing
	LA.2.W.5	With adult and peer support, focus on a topic and strengthen writing as needed by revising and editing
	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

1. Teach this lesson for all grades. Kindergarten Writing Workshop activities from the **DLG** are listed in the LAG and could be incorporated into a writing center to be used during the Language Arts block.
2. Review the definition of similes and why they are important to writing.
 - *“We have been talking about word choice this week. This means using rich words in our writing such as similes. Why is it important to use rich descriptive words in our writing?”* (Let students respond.)
 - *“Yes, we want our writing to be interesting to others. By using rich words and similes, we paint pictures with words.”*



Remember that a simile uses 'like' or 'as' to make an interesting comparison. I am going to share some sentences that I have written using similes and rich words."

- Model by writing some sentences on chart tablet paper. Below are some examples:
 - I was as hot as the fiery sun.
 - My class is like a peaceful river.
 - The class bunny is white as snow and fluffy like a cloud.
- 3. Invite students to read through some old writing pieces in their Writing Journals and find a sentence they could improve by adding a simile.
- 4. Devote the rest of Writing Workshop to student writing and revision of older writing pieces.
- 5. Circulate around the classroom to conference with students as needed. Aim to conference with a fourth of your students each day, Monday – Thursday.

Day 3 – Science

Making Healthy Decisions

Sorting (K–2), Concept Nugget (K–2)

Standard: S.K-2.HS.6 Use model to differentiate between health decisions made individually and health decisions needing assistance

**** Be sure to provide opportunity for students to observe the soup from the **Growing Germs** experiment on Day 1. Students should record their observations on Blackline 3.21 or Activity Master 7.3.2 ****

1. In advance, copy Activity Master 7.3.7a – c on cardstock. Cut apart the Heading Cards and Choice Cards to use in a pocket chart for the lesson. Place Heading Cards (I Can Do It by Myself, I Need an Adult to Help) in the pocket chart. Shuffle the Choice Cards before the activity.
2. Begin the lesson with the following Concept Nugget:
 - *"This week we've been talking about making healthy choices. Sometimes you can do things on your own to keep yourself healthy and strong. Other times, you need your parents or another adult to help you stay healthy and strong."*



- *“For example, earlier this week we talked about how washing your hands helps keep you clean and healthy. Do you need help washing your hands, or is that something you can do on your own?”* (Allow students to respond.)
- *“You can go to the sink and follow the steps for washing your hands all on your own. You don’t need your parents or me to come and turn the water on for you (unless the sink is too high). Some of you may not need any help putting soap on your hands, scrubbing your hands, rinsing your hands, or drying your hands anymore!”*
- *“You needed help when you were younger, but now you can do it on your own. That’s an example of something you can do by yourself to keep your body healthy.”*
- *“What are some other ways that you can keep your body healthy on your own?”* (Allow students to respond.)
- *“It feels good when we can do things without help from others. However, sometimes you need to ask an adult to help you do things to stay healthy. For example, you probably are not allowed to use the stove by yourself to cook a healthy meal for the family. That is something you need an adult to do for you. You can help adults cook, but it’s not something that is safe for you to do on your own yet.”*
- *“What is something else that may require help from an adult to keep your body healthy?”* (Allow students to respond.)
- *“On our pocket chart, there are two columns. One column says, ‘I Can Do It Alone,’ and the other says, ‘I Need an Adult to Help.’ I have some cards in my hand that I want you to help me read. After we read each card, I will call on one of you to tell me if you think the card says something you can do alone, or if it is something that requires an adult to help. I also want you to explain your answer. Then I will let you come and place the card in the pocket chart.”* (Some students may choose to put a card in a different column than expected. Allow them to share their reasons for their choices as they may have valid reasons for making that choice.)
- Below are the expected answers but accept all reasonable responses.

I Can Do It Alone	I Need an Adult to Help
<ul style="list-style-type: none"> • Play ball outside • Brush teeth • Take a bath • Eat fruit for a snack • Pray to God • Drink water 	<ul style="list-style-type: none"> • Make a doctor’s appointment • Take medicine • Bandage a bad cut • Buy healthy food • Cook a healthy meal • Take a walk in the park



3. Read the Choice Cards until each card is placed in one of the columns of the pocket chart.
 - *“It is important to learn to make healthy choices as often as possible to help us stay strong and live a long, happy life. Do as many healthy things as you can on your own. However, remember that it is alright to ask for help when you need it.”*
 - *“As you grow older, you will be able to do more and more things on your own. There are still many things you can already do on your own to keep your body healthy, happy, and strong!”*

Day 3 – Social Studies

Japanese Vocabulary, p. 288 (DLG)

Individuals, Society and Culture (1st/2nd)

Standards: SS.K-4.C.4 Demonstrate respect for people with different religious beliefs, different ages, backgrounds, and ethnicity
SS.K-4.PPE.8 Analyze factors that contribute to similarities and differences among peoples locally and in places across the world including ethnicity, language, and religious beliefs

1. Teach the lesson according to the **DLG**.
2. 1st/2nd Grade Extension: Place the following materials in a center:
 - Make an enlarged copy of the vocabulary chart in the back of *Happy, Healthy Me* so that the Japanese characters are large enough to use as a model for writing.
 - Provide students with a Japanese water painting board or Japanese water writing paper (See extension materials for more detail.), a Fode (Japanese calligraphy brush), and a small container for water.
 - Students will go to this center during Center Time to practice writing the Japanese characters for each of the foods in Story Two of *Happy, Healthy Me*.

Day 4 – Bible

PRACTICING THE BIBLE STORY, pp. 238 – 239 (DLG)

What Do You Want to Do in Heaven?, p. 238 (DLG)

Discussion (K–2), Concept Nugget (K–2)



Standards:	B.K.BK.29	Describe Heaven and the New Earth
	B.1-4.BK.29	Describe how God will end sin, re-create the Earth, and restore those who love Him to their original moral and physical perfection, thus demonstrating His character of love to the universe for eternity
	LA.K-2.SL.1	Participate in collaborative conversations in diverse groups

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

2. Lead students in the following discussion:

- *“How do you think Daniel felt after God showed him the great war between Satan and God?”*
- *“How do you think he felt when he saw Jesus coming back and taking all who choose to follow God back to heaven?”*
- *“We learned that someday God will make a new earth. Why do you think He will make it fresh and new?”*
- *“The Bible tells us that there will be no more sickness, no more tears, and no more dying. How does that make you feel?”*
- *“What will you be most excited to do when you get to heaven?”*
- *“When a person chooses to follow Jesus, does it mean that he/she will always make perfect choices in life?”*
- *“What can we do if we make a bad choice?”*
- *“Who can you tell the good news that Jesus is coming again to take us to heaven?”*

3. Finish the lesson with the following Concept Nugget and prayer:

“Each of us has the opportunity to choose to love and accept Jesus. Sometimes people make bad choices and choose not to follow God. However, we have learned about how much God loves us. We know that He wants us to be in heaven with Him and to live with Him forever. We have to make the good choice to love and accept Jesus. Making the choice to follow Jesus doesn’t mean that we will never make a mistake, but it does mean that we love Him and want to do our best for Him. He is making a special place for us right now. I choose Jesus and I cannot wait to spend life forever with Him!”



Dear heavenly Father,

Thank you for loving us so much. Thank you for sending Jesus to our earth to teach us more about you. We want to make good choices and we want to follow you. Help us today to choose to follow you. Help us to be kind and helpful. Help us to offer forgiveness to others. Help us to love those around us, just as you love them. Thank you for preparing a place for us in heaven. We are so excited to spend forever with you!

*In Jesus' name,
Amen*

Day 4 – Language Arts

READING WORKSHOP, pp. 249 – 258 (DLG)

During Reading—Story Four, pp. 254 – 255 (DLG)

Comprehension(K–2), Sequencing (K–2)

Standards: LA.K.RL.3 With prompting, sequence story events using pictures
LA.1.RL.3 Sequence story events orally
LA.2.RL.4 Sequence story events

1. Teach the lesson according to the **DLG**. Before students draw the pictures for Hero's bedtime routine, student should add "rest" to their "Happy, Healthy Me" chart.
 - Kindergarten: Return copies of Blackline 3.7c. Students will trace the word rest and color the picture. Next, students will cut and paste the word and the picture onto their individual "Happy, Healthy Me" charts.
 - 1st/2nd Grade: Return copies of Blackline 3.7c. Students will cut, paste, and label their own picture of rest on their individual "Happy, Healthy Me" charts, just as they did on Day 1 with the brain picture.



2. Collect and store the “Happy, Healthy Me” charts for tomorrow’s lesson.
3. Continue with the lesson in the **DLG**. Students will discuss and sequence Hero’s bedtime routine.
 - Kindergarten: Students will use a combination of drawing and kidwriting to sequence Hero’s bedtime routine.
 - 1st/2nd Grade: Students will write a brief description of each step of Hero’s bedtime routine. They may draw pictures, if time allows.

WRITING WORKSHOP

Word Choice, IV

Similes (K–2)

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 strengthen writing
	LA.2.W.5	With adult and peer support, focus on a topic and strengthen writing as needed by revising and editing
	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

1. Review similes again today.
 - *“This week we have been practicing using similes to make our writing more interesting.”*
 - *“When we use the words ‘like’ or ‘as’ to make a comparison, we are using a simile. Similes make a writing piece more interesting.”*
 - *“I want you to think of your favorite food. Close your eyes and imagine it.”*
 - *“I want you to now think of a simile to describe that tasty food to your neighbor.”* (Allow students to pair-share for thirty seconds to one minute.)
2. Display Activity Master 7.3.8a – c.
 - *“Today you will have opportunity to write a short story about weather. It can be a true story about a time you experienced a particular type of weather, or it can be a fictional story. It is up to you.”*
 - *“But you need to use similes in your writing. Kindergarten will need to use a least one simile. First and 2nd graders, you will*



use at least two similes. When you have finished writing, you may draw a picture to illustrate your story.”

3. Allow students to choose which Activity Master they would like to use: Activity Master 7.3.8a, b, or c.
4. Dismiss students to write.
5. Circulate around the room to conference with students and provide support as needed. Aim to conference with a fourth of your students each day, Monday – Thursday.

Day 4 – Science

Eating Healthy Foods, pp. 282 – 283 (DLG)

Healthy Lifestyle Choices (K–2), Concept Nugget (K–2)

Standards:	S.K-2.HS.1	Read texts, use media, identify principles of health and healthy behavior
	S.K-2.HS.5	Construct an argument that media influences personal decisions relating to healthy choices
	S.K-2.HS.8	Ask questions and obtain information about God’s plan for healthy living

*** Be sure to provide opportunity for students to observe the soup from the **Growing Germs** experiment on Day 1. Students should record their observations on Blackline 3.21 or Activity Master 7.3.2. ***

1. Teach the lesson according to the **DLG**.
2. Extend with the following Concept Nugget:
 - Discuss the kinds of foods advertised on TV. *“When you watch TV, do you ever notice commercials about food? What kind of food is advertised?”* (Record students’ responses on chart paper.)
 - After several foods have been named, use different colored markers to group foods into these categories: – fruit, vegetable, grain, protein, dairy. Likely, many of the foods listed will not fall into any of those categories.
 - *“What do you think we should do with foods that don’t fall into any of our food categories?”* (Allow students to respond.)
 - *“Do you think there is a reason that foods such as chips, cookies, candy, and sugary drinks are not a part of healthy food groups?”*
 - *“Foods that are not a part of the plan that God created (fruit, vegetables, grains, protein, dairy) don’t really help your body to grow healthy and strong.”*



- *“Daniel knew that his body needed healthy food to be at his very best. Therefore, he and his friends made the choice to only eat healthy foods.”*
- *“Our meals should be filled with the healthy, yummy food that God created for us!”*
- *“Sometimes we eat too many snacks and foods that really aren’t healthy. Commercials on TV often times show us foods that do not help our bodies grow healthy and strong. If those are the only foods that we choose, then our health habit of eating healthy foods becomes out of balance.”*
- *“If we fill our plates with good, healthy food choices, it will be easier to be balanced and only eat those foods on commercials that are good for us. What are some of the healthy food choices that you make at home?”* (Give students time to pair-share.)

Day 4 – Social Studies

How My Parents Learned to Eat – Part I

Read Aloud (K–2), Map Skills (K–2)

Standards:	SS.K-4.C.2	Identify concepts such as: similarities, differences, beliefs, values, cohesion, and diversity
	SS.K-4.C.4	Demonstrate respect for people with different religious beliefs, different ages, backgrounds, and ethnicity
	SS.K-4.PPE.3	Utilize tools such as maps, globes, and geospatial technologies in investigating relationships among people, places, and environments

*** *How My Parents Learned to Eat* by Ina R. Friedman has been added to this unit to enrich the social studies content. It is a delightful story of the merging of two cultures in one family. It should be noted there is a picture of a bottle of wine in the restaurant scenes and the characters eat meat.

1. Before class begins, prepare rice in a rice cooker, or bring cooked rice from home.
2. Introduce the book *How My Parents Learned to Eat* by discussing how families are often made up of many cultures.
3. Read *How My Parents Learned to Eat*.
4. After reading the book, give each student a paper cup filled with cooked rice and let them enjoy eating rice with chopsticks.
 - *“The characters in the book we read today had two different cultures. But the little girl now gets to learn both cultures. How much fun that must be!”*
 - *“Your family may have more than one cultural background as well. Do you have any customs or traditions in your family?”* (Allow students to share.)



- Hold up *Me on the Map* (Theme 2, Book 1). *“Do you remember this story? It was all about what part of the world we are from.”*
 - Display Activity Master 7.3.9. *“Tonight, I want you to talk with your family about your cultural background. Find out what country or countries your family is from and mark it on the map with a dot. Bring the Activity Master back tomorrow and we will mark your dots on our large map of the world so that we can see the different places we are all from.”*
5. Send home Activity Master 7.3.9 for students to complete at home with their families.

Day 5 – Circle Time/Morning Meeting

Teacher Generated 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. Generate a custom message since the **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, p. 239 (DLG)

Animals in Heaven, p. 239 (DLG)

Reflection (1st/2nd)

Standard: B.1-4.BK.29

Describe how God will end sin, re-create the Earth, and restore those who love Him to their original moral and physical perfection, thus demonstrating His character of love to the universe for eternity

1. Teach the lesson according to the **DLG**.
2. 1st/2nd Grade Extension: In addition to making an animal picture as written in the **DLG**, instruct students to write a sentence to tell what animal they will play with in heaven.



Day 5 – Language Arts

READING WORKSHOP, pp. 249 – 258 (DLG)

During Reading—Story Five, pp. 255 – 256 (DLG)

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

Standards: LA.K.RI.1 With prompting, ask and answer questions about key details
LA.1.RI.1 Ask and answer questions about key details
LA.2.RI.1 Demonstrate understanding of key details by asking and answering questions

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

- Kindergarten: Distribute Blackline 3.7d. Students will trace the phrase “trust in God” and color the picture. Next, students will cut and paste the words and the picture onto their individual “Happy, Healthy Me” charts. Give time for students to also read, trace, and glue the remaining boxes onto their “Happy, Healthy Me” charts.
- 1st/2nd Grade: Distribute Blackline 3.7d. Students will cut, paste, and label their own picture for the phrase “trust in God” and color the picture into their “Happy, Healthy Me” charts. Also give time for students to read, trace, and glue the remaining boxes onto their “Happy, Healthy Me” charts.

2. Continue with the following Concept Nugget:

- *“How do we know if our choices are good or not?”* (Allow students to respond. Guide them to understand that God gave us the Holy Spirit to help us know whether or not we are making good choices.)
- *“Have you ever just had a feeling that you shouldn’t be doing something?”*
- *“Where do you think that feeling comes from?”* (The Holy Spirit lets us know when we have done something wrong.)
- *“Yes, it is the Holy Spirit trying to keep us safe. When I choose to go to bed on time, I feel better and my brain is more alert. Then I remember that I just made a choice that God wants me to make and this makes me feel good.”*
- *“Do you think I am going to trust that God knows what is best for me? Of course! It then just becomes easier to make the next good choice. I am going to choose to trust God to help me to make good choices. What about you?”*

WRITING WORKSHOP

Writing by Children – Author’s Chair

Sharing and Presentation (K–2)

DDLP – *Wonderfully Made*

July, 2020

Book 3 – *Happy, Healthy Me*
Page 27



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

1. Author's Chair is the place where students may share their writing (pictures, kidwriting) with the other children. Remind the children that when they sit in the Author's Chair, they need to use a "teacher voice" so that the other children can hear and understand. Review Author Chair rules and procedures as needed, using language from Theme 2.
 - *"In Author's Chair you are going to share your favorite simile you have written this week. I'm going to give you a few minutes to look through your notebooks and choose your favorite simile."*
 - Allow students one to two minutes to find their favorite simile (Activity Master 7.3.1; Activity Master 7.3.4a, b, or c; Activity Master 7.3.6a or b; Activity Master 7.3.8a, b, or c).
2. Allow students to share their writing. If needed, model constructive feedback before allowing students to share their feedback. As time permits, allow the author to choose one to two students to share feedback.
3. During Author's Chair, keep notes on Appendix C – Assessment Master 7.3.

Day 5 – Science

UNIT CULMINATING ACTIVITY

Health Fair (K–2)

Standard: S.K-2.HS.8 Ask questions and obtain information about God's plan for healthy living

Wrap up Theme 4, Wonderfully Made, with a Health Fair to celebrate all the things students have learned. This activity will be longer in duration than the usual time allotted for Science each day. Some activities for Day 5 in other subject areas may be shortened in order to have this celebration. The activities students have been working on this month are springboards for the stations in the Health Fair. Organize the Health Fair into stations and choose a student or two to be in charge of each station. Invite another class and/or parents to the Health Fair. Guests may rotate through the stations and participate in the activities provided. Incorporate the described activities below:

1. **Baby Picture Display:**

- **Materials:** One baby picture of each student, index cards, marker
- **Set Up:** Write one student's name per index card. Place the index cards and baby pictures on the table. Title this station, "Whose Picture is It?"
- **Directions:** Visitors will try to match up student names to the correct baby picture. The student in charge will match up the correct names to the pictures after each visitor has made an attempt.



2. Planting Station:

- **Materials:** Small plastic pots or paper cups, potting soil, gardening gloves, seeds, a hand shovel.
- **Directions:** A student will lead visitors to plant a seed in a small pot. Visitors may take the plant home to watch it grow.

3. Healthy Café:

- **Materials:** Paper plates, napkins, forks, variety of cut fruit (bananas, strawberries, grapes, watermelon, etc.), bamboo kabob sticks, tongs, hand sanitizer

**** Be aware of any possible food allergies. ****

- **Setup:** Place each type of fruit in a separate container with tongs. Make hand sanitizer easily available.
- **Directions:** Visitors will prepare a simple healthy fruit kabob snack. They should first clean their hands with hand sanitizer. A student will lead visitors to prepare their own fruit kabob. Visitors should place one piece of each type of fruit on their plate and then thread it onto the kabob stick and enjoy!

4. Hand Washing:

- **Materials:** A completed copy of Activity Master 7.3.5a – b from Science Day 2, access to a sink, soap, paper towels
- **Setup:** This station needs to be near a sink. Make soap and paper towels readily available.
- **Directions:** The student at this station will explain the proper handwashing procedures, using their copy of Activity Master 7.3.5a – b created on Day 2. The student will then invite the visitors to try washing their hands while the group sings the ABC song to help them understand how long they should wash.

5. Germs Growing in Soup:

- **Materials:** Growing Germs experiment display (the three bowls of soup that were started on Science Day 1). A student's completed copy of Activity Master 7.3.2 or Blackline 3.21, hand sanitizer
- **Setup:** Display the three bowls of soup. Label which soup was the control bowl, which had mouth germs, and which had hand germs.
- **Directions:** A student will be present to explain the experiment and to show their Activity Master as a way to explain how the



soup changed over the course of the week. Visitors should be given the opportunity to sanitize their hands before leaving.

6. Exercise Area:

- **Materials:** Jump rope, balance beam, paper cups, water
- **Setup:** This station needs to be in a large, open area.
- **Directions:** The student at this station will instruct visitors how to do the following activities: jump rope for one minute, walk across the balance beam, do twenty jumping jacks, and try the Lazy Eight activity from Reading Workshop Day 3. When visitors are finished, they will be served a cup of water by the students.

7. Choose My Plate:

- **Materials:** Plastic pretend food (fruits, vegetables, grains, protein and dairy), or printed and laminated pictures, Blackline 2A.2, or the My Plate coloring page (<https://choosemyplate-rod.azureedge.net/sites/default/files/audiences/ColoringSheet.pdf>). If this link doesn't work, go to www.choosemyplate.gov. Click on the Audience tab at the top of the page. Next, click on Children and select Kids. Lastly, click on Activity Sheets and click on the My Plate Coloring Sheet, English 1 link.), certificates from Activity Master 7.3.10, small basket
- **Setup:** Place the pretend food, or the printed food pictures, in a basket. Also, lay out several copies of Blackline 2A.2, or the My Plate coloring page
- **Directions:** A student will lead visitors to sort the pretend food onto the coloring page. Visitors who complete their plate will receive a certificate (Activity Master 7.3.10).

Day 5 – Social Studies

How My Parents Learned to Eat – Part II

Map Skills (K–2)

Standards:	SS.K-4.C.2	Identify concepts such as: similarities, differences, beliefs, values, cohesion, and diversity
	SS.K-4.C.4	Demonstrate respect for people with different religious beliefs, different ages, backgrounds, and ethnicity
	SS.K-4.PPE.3	Utilize tools such as maps, globes, and geospatial technologies in investigating relationships among people, places, and environments

1. Display a large map of the world.
2. Collect completed copies of Activity Master 7.3.9. Invite students and mark (using a sticker or crayon) where their family is from



on the large map.

3. After all students have marked on the map, guide students to notice the following:
 - Students who are from the same places
 - Students who are from North America
 - Students who are from places on other continents
 - Students who are from places the farthest from the school

