

K–2 MULTI-GRADE BRIDGE
Detailed Daily Lesson Plan (DDL P)
Theme Two Daily Lesson Guide (DLG) – *Who’s My Neighbor*
Grade K Theme Book Two: *Adèle & Simon/My World and Others*
Character Building Concept: Tolerance

Days 1 – 5 Signing In/Morning Activity

SIGNING IN, pp. 73 – 74 (DLG)

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

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

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

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

Day 1 – Circle Time/Morning Meeting

TOLERANCE CONCEPT CONNECT

Concept Connect Activity (K–2)

Standards: LA.1/2.SL.1	Participation in collaborative conversations in diverse groups
B.1-4.RO.9	Clarify how friendship with Jesus positively influences our relationships with others (14, 12, 23)
B.1-4.RO.11	Demonstrate kindness toward and acceptance of people who are different from us or who treat us unkindly (7, 11, 22)
SS.K-4.IDI.7	Develop respect for others



1. Divide the students into pairs and give instructions before handing out the materials needed (a feather for each pair). *“I have a feather for each pair to share. I will give the feather to the tallest (or oldest, one with first birthday, etc.) person in each pair. Hold your feather at your side until every pair has a feather and I give the next direction. If you choose not to follow directions, the feather will be taken away.”* (Hand out feathers to each pair of students.)
2. *“When I say ‘tickle,’ I want the person with the feather to tickle your partner with the feather on the inside of their wrist or the tip of their nose.”* (Show students where the sensitive spot on the inside of the wrist is, and model what an appropriate wrist or nose tickle with a feather would look like.)
3. *“You can only tickle them on the wrist or tip of the nose. The person being tickled should try and put up with the tickling as long as possible. When you can’t take it anymore and it tickles too much for you to stand still, tell your partner kindly, ‘Please stop.’ Then sit down with your partner quietly until everyone is done. Is everyone ready? Tickle!”* (Make a quick note of who sat down first and last for referral during the discussion to follow.)
4. *“Now give the feather to your partner and we will do the same thing again so that everyone will have a chance to experience both roles.”* (Allow students time to switch the feather to the next partner.) *“Ready? Tickle!”* (Remember to make a quick note of who sat down first and last for referral during the discussion to follow.)
5. After students have finished, collect the feathers and direct students to meet you at your group meeting area to briefly discuss this experience. Help students to process by asking the following questions:
 - *“How did you feel when your partner was tickling you?”* (Possible answers: annoyed, ticklish, felt like laughing, wanted to push the feather off my wrist/nose, liked it, etc.)
 - *“Were you able to put up with the tickling for a short or long amount of time?”* (Answers may vary. You may want to point out certain students you noticed who didn’t react at all or those who were able to put up with the tickling for the longest amount of time.)
 - *“Sometimes when things annoy or bother us like a feather touching our wrist or nose, we have to find ways to put up with or tolerate them so that we can make it through difficult situations. Tickling with a feather may be somewhat annoying, but not really so difficult. However, there are other things in life which might be much tougher to tolerate.”*

Concept Connect Activity Discussion

1. Review Previous Week’s Concept
 - *“Last week we talked about the concept of diversity. Share with a partner the definition of diversity.”* (Pause and allow



time for students to share ideas with their partners.)

- *“What is the definition you and your partner discussed?”* (Allow as many responses as time permits.)

2. New Concept Discussion

- *“There are times when we don’t immediately like people or things that are different than what is routine for us. Sometimes when people are very different from us, we become annoyed or bothered because we don’t understand why they are different or act differently. Therefore, we tolerate or put up with things we don’t like in others.”*
- *“This is a bit like the feather activity we just completed. We had to try to tolerate our partner tickling us with a feather even when we felt we couldn’t stand it anymore. For example, we might become annoyed but tolerate a younger brother or sister carrying out a task because they are little and don’t know how to do things well yet. We might put up with something we don’t like about our best friend because there are other things about them that we really like. Most of the time, we tolerate things we don’t like in other people because we don’t want to fight with them and we value other things about that person.”* (The teacher can insert a personal illustration of an example of tolerance to further clarify the new concept.) *“Can anyone think of another example that describes something you don’t particularly like, but you tolerate in another person?”* (Pause for answers.)
- *“Do you think that other people might have to tolerate us when we do things differently than they?”* (Pause for answers.)
- *“Doing things differently is not necessarily a bad thing. We use poor judgement when we do things differently that hurt other people. There is someone who loves and accepts us even though we make mistakes. Do you know whom I’m talking about?”* (God) *“God does not like it when we disobey Him or do things that hurt others, but He still loves us and shows His love by giving His Son’s life to pay for our sins.”*
- *“God is tolerant. He accepts everyone even with all of our differences and mistakes. Even though we don’t like or understand everyone, God wants us to accept all people just like He accepts us. If we take the time to look very carefully, we can always find something special about people, places, and things that we see as different.”*
- *“Our new concept for this week is tolerance. Can we all say this word together?”* (Students repeat the word tolerance.) *“Tolerance is when we put up with things that we don’t like or that are different than what we are accustomed. You may not like a person, place, or thing. However, because God made all things, we must be willing to tolerate differences we find around us. In our book we will see someone who displays the character trait of tolerance. As we go through this week, take time to recognize differences you find that are annoying to you and make a decision to tolerate them as you learn to appreciate diversity. Jesus is tolerant with us!”*



Day 1 – Bible

INTRODUCING THE BIBLE STORY, pp. 169 – 170 (DLG)

Finding Families, p. 169 (DLG)

Story & Concept Comprehension (1/2)

Standards:	B.K.BF.13	Make connections between Bible stories and personal life experiences (1, 8, 11)
	B.K.BK.6	Explain that we were created to be a part of God’s family (6)
	B.1-4.BK.6	Determine why we were created to be a part of God’s family (6)
	B.K.RO.12	Develop a desire to help others (11, 13)

1. Teach the lesson according to the **DLG**.
2. Extend the lesson by including the following comprehension questions for 1st and 2nd grade:
 - *“Why do you think God created families?”* (Lead children to the idea that God created families to help one another in life and to help children grow up. It is the unit God designed to help children grow, learn, and develop into adults.)
 - *“What activities do you think families do together?”* (Accept reasonable answers.)
 - *“Do you remember a time when you and your family helped someone else?”* (Answers will vary.)
 - *“Name something special God has done for you and your family.”* (Explain that God has a big worldwide family which includes different nationalities of people. All people are accepted into God’s big family.)
 - *In what ways is your family important to you?* (Accept reasonable answers. Be sensitive that some children in your classroom may not have ideal, supportive families and that their concept of a family may not be inclusive of love and support. This week’s lessons will help even those children to understand what God designed a family to be.)

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 2 – 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.
4. Scaffold DOL procedures:
 - *“Who remembers why we practice editing with two sentences every day?”* (Pause for answers.) *“That’s right! Good writers always edit their writing to catch their mistakes, and we are all in the process of becoming good writers. We will practice editing two sentences daily so you will gradually become better at correcting your own mistakes on the pieces of writing you create during Writer’s Workshop.”*
 - Project DOL Master – Theme 2 – Book 2 on an overhead projector, Smartboard, Elmo, or copy onto the whiteboard.
 - Ask students to help identify the mistakes until both sentences are complete and correct. Afterwards, the teacher may ask students to copy the corrected sentences in their journals or other language notebook to practice the writing of Standard English conventions.
 - Repeat this process daily with the next two sentences. When conducting Writing Workshop, remind students to use their developing editorial skills.

Day 1 – Language Arts

READING WORKSHOP, pp. 187 – 192 (DLG)

Before Reading – Where in the World is Paris?, p. 187 (DLG)

Activating Prior Knowledge, Picture Walk Strategy, Predicting (K–2)

DDL – *Who’s My Neighbor?*
June, 2020 (Revised)

Book 2 – Adèle and Simon
Page 5



Standards:	LA.1.RI.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
	LA.2.RI.4	Determine the meaning of words and phrases in a text
	LA.1.RI.10	Predict content using pictures and illustrations
	LA.2.RI.10	Predict content and outcomes using pictures, illustrations, and text

1. Activating Prior Knowledge (K-2)

- Introduce the new book to students. Remind students that readers use strategies to get an idea of the content before beginning to read a new book. *“Today we will learn a strategy we can use before reading a book. The strategy is called Activating Prior Knowledge. Can we all say ‘Activating Prior Knowledge’ together?”* (Students repeat “Activating Prior Knowledge.”)
- *“Prior knowledge is information that we already know. The book we are going to look at today takes place in Paris. Let’s see. What do we already know about Paris? Has anyone ever heard of that place before, or has anyone been there?”* Provide opportunity for students to contribute what they might know about Paris, its location, language, culture, etc. Though it is unlikely that K-2 students will have much prior knowledge about Paris, it is possible that some students may know someone from there. As students contribute ideas, write their ideas on a chart tablet for later reference and verification.

2. Teach the lesson according to the DLG.

Review strategy one more time: *“What is the strategy called when we think about what we already know about a topic before reading a book?”* (Activating Prior Knowledge)

3. Activity 3: Picture Walk and Prediction

- *“We are going to do a picture walk through our new book Adèle and Simon. Remember that when we do a picture walk, we are only looking at the pictures and not the words.”*
- Open the book and turn to the first page. As you look through the pages, pause and ask, “I Wonder,” questions. (i.e., I wonder if Adèle and Simon stopped to talk to the grocer every day to get an apple.) Allow students to share questions and get feedback from classmates as you lead students through a picture walk of the book. If students miss specific details, the teacher can model how to notice these details and ask, “I wonder/self-talk questions” to model the picture walk strategy. Continue to model this strategy with most books read to the class until students gain confidence in conducting their own picture walks of books before reading them.
- *“Now that we have finished our picture walk, let’s make some predictions about what we think this book will be about. Remember that a prediction is a guess. Sometimes we are correct and other times we are incorrect. Remember to use your*



prior knowledge, the picture walk information we just discussed, and title to make your best guess. What do you think this book will be about?" (Allow students to make predictions and make a list of these on another chart tablet page or on the board.)

WRITING WORKSHOP

Bedtime Routines Brainstorm, p. 196 (DLG) – Part 1

Sequential Writing Using Temporal Words, Shared Writing (K–2)

Standards: LA.1/2.SL.1 Participate in collaborative conversations in diverse groups
SS.K-4.IDI.4 Explain how individuals have characteristics that are both distinct from and similar to those of others

1. Show students the last page of *Adèle and Simon*. Since students haven't heard the story yet, only talk about the picture.
 - *"What do we see Adèle and Simon doing on the last page of the book?"* (Lying in bed)
 - *"Adèle and Simon probably have a bedtime routine just like most of us do. A routine is a series of things you do one after another. For example, my routine in the morning is to wake up, brush my teeth, wash my face, get dressed, brush my hair, eat breakfast, and have worship. It is a routine because I do these things in that particular order almost every day. At night, I have a different routine with specific things I do before going to bed."*
 - *"Raise your hand if there are things that you do every night before you go to bed?"* (No verbal responses are necessary at this time.)
 - *"Turn to a partner and name at least three things you do every night before you go to bed? (Wait for pair/share.) I'm sure some of you do the same things before going to bed. What were some of the things you and your partner do before bed that were the same?"* (Allow each group to share one thing.)
 - *"Tell me something you do that your partner doesn't do?"* (Allow students who raise their hands to answer.)
 - *"Do we all do the same things in the same order, or do we sometimes do things in a different order?"* (Wait for pair/share.)
 - *"Is it alright for people to have routines that are different from others?"* (Yes, it is.) *"Why?"* (There is no set way to do a routine that is right or wrong. It is a good routine if it works and helps a person to get things done.)
2. After the discussion, use Blackline 2.9 and the outline suggested in the **(DLG)** to conduct a shared writing lesson. If possible, enlarge the blackline using a document camera, or project it on a screen so all students can see. Before starting the shared writing lesson, ask students the following:



- *“When we write to describe the list of things we do in a routine, it is important that we write them in the order which they occur. This is called a “Sequence”. When we write sentences to describe a sequence, we begin each sentence with words that help us follow that order. Does anyone know what some of these words might be?”* (Allow students the opportunity to share some familiar temporal words. If they draw a blank, write the words in order on the whiteboard: First, Next, Then, Last. Discuss how these words used at the beginning of each sentence might help the reader to easily follow the order of a routine or sequence.)
 - *“We are going to write four sentences, each describing one thing that might be done in a bedtime routine. I will ask for volunteers to make a sentence for each bedtime routine we will write about. We can get some of our ideas from what we just discussed in our pair/share groups. Remember that each sentence will begin with a temporal word.”* (Ask children to read and repeat the temporal words written on the board several times so that they can learn and use them easily in their independent writing.)
3. As student volunteers construct sentences for a bedtime routine, help children remember that each must be a complete thought. If students give you a sentence that is a phrase, help them revise it so that it expresses a complete thought. Use this opportunity to model how to write complete sentences using temporal words. Use this shared writing lesson to model good writing using temporal words to describe an ordered sequence. Students will use this modeled shared writing lesson to construct their individual bedtime routines’ writing piece in tomorrow’s Writing Workshop time.

Day 1 – Social Studies

Long Ago Discussion, pp. 240 – 241 (DLG)

Similarities and Differences, Past and Present

Standards: SS.K-4.TCC.1 Explain that the study of the past is the story of communities, nations, and the world
 SS.K-4.TCC.2 Define key concepts such as: past, present, future, similarity, differences, and change

1. Teach the lesson introduction according to the **DLG**. Be sure to guide the discussion to point out differences in objects between then and now (past and present), making a list as outlined in the **DLG**. However, do not spend too much time on the “long ago vs. today” card sorting activity. This fun card sorting activity can be done by the children at a center by placing the same color code on the back of each set of matching cards. Matching alphabet letters would also work. This would make it a self-checking activity that students can do independently, allowing you to spend more time on the extension activity below.
2. Extensions (K-2)
 - Typically, young children have not yet developed enough perspective to fully understand the passage of time as it relates to historical events which have occurred in the past. Point out that Adèle and Simon’s story takes place in the early 1900’s,



roughly 100 years ago (a whole century away from our present day)! This lesson is designed to help students clarify their thinking on that perspective and to begin to understand that evidences of the past are likely to be all around them.

- *“When we talk about how things used to be in the past, we often refer to things that happened long, long ago, or things that happened fairly recently. For example, our story this week of Adèle and Simon describe what life was like for children living in Paris, France in the recent past which was not that long ago. However, the city where they lived and some of the things that surrounded them are much older than Adèle and Simon. even much older than Adèle and Simon’s parents, grandparents, and even great-grandparents. Now that’s pretty old!”*
- *“When we study history, we are really just telling true stories of real things that happened to people in the past in a particular community, country, or a specific part of the world in which they live. For example, here in the United States of America where we live, we celebrate Independence Day each year on the 4th of July during the summer. We do this to remember that over two hundred years ago, our country fought a war with England to set our nation free. Because of that war, we have the freedom today to think and speak without fear that someone will put us in jail because they don’t like what we think or say. Although that story took place a long time ago in our country, the things that happened then made it possible for us to enjoy the freedom we have today.”*
- *“But there are other stories that happened in the past to the people of other countries like Adèle and Simon. Does anyone remember what city and country they lived?”* (Pause for answers. Remind children that the story took place in Paris, France. Show the students a world map and locate the town, state, and country where you live. Then locate Paris, France so students can see how far away it is. Point out that one must cross the entire Atlantic Ocean in order to visit Paris, France.)
“Adèle and Simon live in a city and country that is much older than our country, the United States of America. Because their city is much older, as they walked around they constantly passed by buildings and objects that were very old and were built in the past. For example, the great big church you saw in the picture is Notre Dame which was built a long time before our own country was even born. Therefore, as they walk around their city, Adèle and Simon can see many old buildings from the past.”

**** Show the picture of Notre Dame Cathedral on the Acrobat page of the book. This French Gothic treasure is over 800 years old located on the small island called Ile de la Cite in the middle of the River Seine. The building of the cathedral was completed over the course of 200 years. Construction began in 1163 during the reign of King Louis VII and was completed in 1345. ****
- *“Today we are going to do an activity that helps us to see the difference between what things were like in the past a long time ago, and what they are like today which is the present. But what I want you to remember most about this lesson is that the study of the past is the story of communities, nations, and the world.”* (Ask students to repeat this last phrase as the lesson summary.)



- Kindergarten – Distribute Activity Master 2.2.1a. Students should pick one of the things that was different in the book from what we see today. Then have them draw “then and now” pictures of what they chose (i.e., cars, clothes, streets).
- 1st Grade – Distribute Activity Master 2.2.1b. Students need to choose three things that were different during the time Adèle and Simon lived from how we live today. Draw three pictures in the boxes provided that Adèle and Simon would see as they walk around their city. Ask the students to think of three things children today would see and have them draw pictures in the boxes provided.
- 2nd Grade – Distribute Activity Master 2.2.1c. Students will complete the two sides of the Activity Master contrasting differences in items they saw in Adèle and Simon’s world of the past and items they would see in today’s present day world.

Day 2 – Circle Time/Morning Meeting

Daily Message 1, p. 194 (DLG)

Editing, Writing Extension (K–2)

Standards: LA.1/2.L.1
LA.1/2.L.2

Demonstrate command of the conventions of Standard English grammar and usage when writing

Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling

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

Day 2 – Language Arts

During Reading – First Time, p. 187 (DLG)

Vocabulary Extension, Reading for a Purpose, Concept Nugget (K–2)



Standards:	LA.1.RI.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
	LA.2.RI.4	Determine the meaning of words and phrases in a text
	LA.1.RF.5	Use context to confirm or self-correct word recognition and understanding, rereading as necessary
	LA.2.RF.3	Use context to confirm or self-correct word recognition and understanding, rereading as necessary

1. Vocabulary Extension

- Make one copy of Vocabulary Master 2.2 on card stock paper and cut into cards. Make one copy of Activity Master 2.2.2 on card stock and cut into sentence strips. Keep the originals of both masters on hand for the lesson. Group students who are good readers into pair teams who can help non-readers for this activity. When distributing vocabulary sentence strips, ensure they are given to children who can read them. Give the vocabulary single word cards to 1st graders or Kindergarteners, making certain that an older child who can read is on their team and is ready to help them read the word.
- *“Today we are going to read the book, ‘Adèle and Simon’. This book has some new words we may not know. We are going to take a look at these words because it is important to learn what unfamiliar words mean so we can understand them while we read the book. These will be our vocabulary words for this week. I am going to hand out the vocabulary words and sentences with the words in them.”* (Distribute vocabulary word cards and sentence strips to students. If you have more cards than students, give some students more than one card/strip. If you have more students than cards, encourage them to share with a partner.)
- *“I am going to read a vocabulary word aloud. If you have that vocabulary word or a sentence with that word in it, please stand quietly until I call on you to read your word or sentence. If you have difficulty reading the words on your card or sentence strip, ask your team mate for help.”*
- Call out vocabulary words one at a time from the original Vocabulary Master 2.2.
- First, ask the student with the vocabulary word card to read the word aloud and predict/guess the meaning.
- Next, ask the student with the sentence strip to read the sentence. Assist with reading as needed, especially with Kindergarten and 1st graders.
- Review the meaning of the word in context, each time asking all students to repeat the word to gain familiarity. Repeat these steps until you have covered all the vocabulary words and talked about each in the context of each sentence. As each student pair team stands to read and explain their word, place each vocabulary card with its corresponding sentence on a pocket chart for reference throughout the week. It should be noted that the goal is exposure and familiarity with each word so students can better comprehend the story when it is read. The goal is not complete mastery of all vocabulary words.



2. Teach lesson according to the **DLG**. In addition to the uninterrupted reading of the story, set the purpose for reading by asking the following:

“As you listen to the story of Adèle and Simon, see if you can find examples of how Adèle showed tolerance with her little brother, Simon. Be ready to share those examples when we finish reading the story.” After the reading of the story, ask children to cite examples of Adèle’s tolerance.

3. Concept Nugget

- *“Before they fell asleep that night, Simon asked Adèle if she would pick him up from school the following day and bring him home. Adèle’s response was yes, but she sighed. What does her sigh imply? What do you think it meant?”* (She knew that she would have to tolerate Simon losing his things yet again or doing other actions that would frustrate or annoy her.)
- *“Why was she willing to pick Simon up, even though she sighed?”* (She loved him, so she was able to look past the frustrating things he did.)
- *“Now that we have read the book, how was the trait of tolerance displayed?”* (Adèle had to tolerate Simon always losing his things.) Adèle never gave up on Simon or turned away from him. She was always willing to lend a helping hand. She demonstrated her love for him.
- *“In what ways do we need to show tolerance to our family and friends?”* (Accept reasonable answers.)
- *“How do we show tolerance for new people we meet who are different than we are?”* (Accept reasonable answers.)
- *“Sometimes we continue to do things for someone even though we find those things tiring or difficult. We do them just because we love the person. After all, that is exactly what God does for us. He tolerates the bad choices that we sometimes make. This shows how much God loves us. He shows that He loves us even more because He was willing to allow His only Son, Jesus, to die for us.”*

WRITING WORKSHOP

Bedtime Routine – Part 2

Sequential Writing Using Temporal Words (K–2)

Standards: LA.1.W.3

Write narratives that recount two or more appropriately sequenced events, include details using temporal words to signal sequence, and provide some sense of closure

LA.2.W.3

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



1. Review the term “routine” from yesterday’s discussion and the temporal words modeled in yesterday’s shared writing lesson. Then, tell the children that today they will write their own bedtime routines list using the temporal words at the beginning of each sentence.
2. Distribute the following Activity Masters to each grade with the following instructions:
 - Kindergarten – Activity Master 2.2.3a – Students will draw three steps of their bedtime routine. Point out the temporal words (first, next, last) on the Activity Master so students start to become familiar with these words.
 - 1st Grade – Activity Master 2.2.3b – Students will use kidwriting to share their bedtime routine using the temporal words provided on the Activity Master (first, next, then, last). They can use the shared writing modeled by the teacher in yesterday’s lesson and the previous list compiled by the class for bedtime routines to help them construct their writing today. Remind them that they need to write complete sentences with proper punctuation and capitalization.
 - 2nd Grade – Activity Master 2.2.3c – Students will write complete sentences about their bedtime routines. They must begin their sentences with temporal words (first, next, then, last) on each of the four lines provided. Have students self-edit their sentences by checking for conventions (capitalization, spelling, punctuation, and proper sequencing of ideas, etc.).

Day 2 – Social Studies

Le Tricolore, p. 242 – 243 (K)

The US Flag (1/2)

Standard: SS.K-4.PAG.7

Describe fundamental values of democracy: the common good, liberty, justice, equality, and individual dignity

1. Teach the Kindergarten lesson according to the **DLG**.
2. 1st/2nd Graders – Instead of discussing the French flag with Kindergarten, 1st/2nd graders will learn about the American flag.
 - Discuss with students the American flag and what it means to us as Americans. Although young children have difficulty understanding abstract terms, they can understand simple symbols. Include in your dialogue with students the following:
 - Talk about why countries around the world honor their flag as a symbol of the best things they value about their country
 - Discuss the meaning of the colors on the American Flag
 - Red-hardiness and valor or courage/ boldness



- White-purity and innocence
 - Blue-vigilance/watchfulness or alertness, perseverance and justice
 - Discuss the meaning of the stars and stripes
 - Stars – One for each of the 50 states in the United States
 - Stripes – One to represent each of the original 13 colonies that fought a war with England to gain their independence and become a new nation.
 - Talk about Flag Day and its meaning. In the United States, Flag Day is celebrated on June 14. It commemorates the adoption of the flag of the United States which happened on June 14, 1777 by resolution of the Second Continental Congress.
 - Discuss what the American flag means to military men and women who have fought for our country in many wars throughout the years. Explain why the flag is treated with respect.
 - Distribute Activity Master 2.2.7. Students will use the Activity Master to make an American Flag. Have them color the stripes red and white and the square blue. Then they may use white star stickers and place them on the blue square for the fifty states. Allow them to compare how the French and American flags are alike and different. (If you don't have white star stickers, you may have students draw fifty white stars.)
 - The children will staple a straw to the left-hand side of their flags to use as a handle to wave their flags. Play the national anthem from your computer, if possible.
-

Day 3 – Circle Time/Morning Meeting

Daily Message 2, pp. 194 – 195

Editing, Writing Extension (K–2)

Standards: LA.1/2.L.1
LA.1/2.L.2

Demonstrate command of the conventions of Standard English grammar and usage when writing

Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling

1. Teach the lesson according to the **DLG**.
2. First graders can participate with Kindergarteners and help the teacher by saying where a capital letter should be placed and



what kind of ending punctuation is needed. Allow 1st graders to help the teacher spell the words by asking them to provide initial and ending letter sounds in the words, or providing middle vowel sounds. The goal is to tie this quick review of skills to lessons already taught through the phonics, spelling, grammar, and language programs.

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

Day 3 – Bible

REVIEWING THE BIBLE STORY, pp. 171 – 172 (DLG)

Story Sequencing, p. 171 (DLG)

Standard: B.K.BF.11 With prompting, identify the main idea of a Bible story and retell key details

1. Teach lesson according to the **DLG**.
2. *“When we retell a story, we try to remember the order of the events. The events, or what takes place in the story, help us to understand where the story begins and ends. When we put events in order, it is called sequencing. (Ask students to repeat the word.) We can use the temporal words – first, next, and last – like we learned in Writing Workshop, or use numbers to sequence events in the story. (Write the temporal words on the board. Provide an example story. Ask students to retell the example story using the temporal words.)*
3. Differentiate the following extended activities:
 - Kindergarten – Use Blacklines 2.2a – b as directed in the **DLG**.
 - 1st Grade – Use Activity Masters 2.2.4a – b. Instruct students to create a mini booklet. Children should color the pictures, use kidwriting to write a sentence for each picture that describes that part of the story, and assemble the Elisha booklet in sequential order of events.
 - 2nd Grade – Use Activity Masters 2.2.4c – d. Instruct students to create a mini booklet. Children should color the pictures, write two sentences describing the story event that takes place in each picture, and assemble the Elisha booklet in sequential order of events.

Comprehension Questions, p. 172 (DLG)

Standards: B.K.BF.11 With prompting, identify the main idea of a Bible story and retell key details (8)
B.K-4.BF.18 Participate in group discussions about Bible stories (1)



1. Teach the lesson according to the **DLG**. Use the comprehension questions provided in the **DLG**.
2. Extend the lesson by including the following higher order comprehension questions for K–2:
 - *“In what ways did the Shunammite woman make Elisha feel accepted as part of her family?”*
 - *“What did the special room in the Shunammite woman’s house provide for Elisha?”* (It made him feel safe, like he belonged, provided a place to rest, etc.)
 - *“Name some things the Shunamite woman did for Elisha to make him feel special.”*
 - *“What do your parents do to make you feel special? What do they do to make you feel like a valuable member of your family?”*
 - *“How do you feel when you do acts of kindness for others?”*
 - *“What do you get personally from performing acts of kindness towards others?”* (Personal satisfaction)
 - *“Should we demonstrate kindness just to make someone like us? Why or why not?”*

Day 3 – Language Arts

READING WORKSHOP, pp. 187 – 192 (DLG)

During Reading – Second Time, pp. 187 – 188 (DLG) and Paris Map Walk, pp. 241 – 242

Text-to-Self Connections, Concept Nugget, Sequencing

Standards:	LA.1.RL.3	Describe story elements using key details; sequence story events orally
	LA.2.RL.4	Sequence story events
	LA.1.RL.11	Make connections between a text and personal life experiences
	LA.2.RL.12	Make connections between a text and personal life experiences
	SS.K-4.PPE.3	Utilize tools such as maps, globes, and geospatial technologies in investigating relationships among people, places, and environments

*** A portion of this lesson will integrate social studies and reading skills. ***

1. **PART 1:** Making Connections While Reading



- *“Today we will reread the book Adèle and Simon and try to find a connection between ourselves and the characters in the story. Simon always seems to lose something. Have you ever lost something?”* (If time permits, allow students to share short answers about an item they have lost and where they lost it.)
- *“How did you feel when you lost something?”* (Have students share their responses with a partner.)
- *“How do you think Simon felt each time he realized he lost something yet again?”* (Point out that some people may become more upset than others when they lose an item that is important to them. Simon didn’t seem to mind losing his things at all!)
- *“Were you more careful after you lost your item to be certain you did not lose anything else?”* (Pause for answers.) *“Do you think Simon was more careful after losing his first item?”* (Simon did not seem too upset and did not learn from the experience of his first lost item. Point out that young children often have difficulty with organization and lose things often. As children grow older, they develop better organizational skills and are usually able to keep track of things better.)
- *“Thinking about a time when we lost something helps us make a connection with Simon. When we connect an experience we’ve had to one of the characters in a story, it usually helps us understand and enjoy the story better. This is called a ‘Text-to-Self’ connection.”* (Ask students to repeat this term several times.)
- As you read through the book with students, model how they can connect with the characters. Allow students to share connections they are making once you have modeled several of your own connections. Teach them to place sticky notes near the text where they make a connection with a character so they can find the reference easily and share it with others. Ask students to repeat the term “Text-to-Self” connection, so they will remember the term and show ownership of the strategy. As the teacher shares books with students throughout this year and as the older children read books on their own, you will want to reference this strategy often.

2. Concept Nugget

- *“You know while reading this book again, I really made a connection with Adèle. She had to put up with Simon losing something everywhere they went. When I was young, I had to put up with things my sister did that bugged me all the time. But just like Adèle, I tolerated the annoying things my sister did because I loved her.”* (Feel free to change this personal illustration with one of your own as long as it illustrates the same point.)
- *“How did Adèle respond to Simon losing all his things?”* (She was patient with Simon, but was also frustrated with him.)
- *“Has anyone here had a similar experience with a family member or friend? Was there a time that someone you cared about did something that annoyed you and you had to tolerate that person’s actions?”* (Allow students to share experience as time permits.)



- *“Did you lose your patience with them or did you tolerate what they did because of your love for them?”*
3. **PART 2:** For the next part of this lesson about recalling and correctly sequencing the details of the story, it is suggested that this portion be combined with the Day 3 Social Studies lesson since it deals with essentially the same topic. The rest of this lesson may be continued during this Reading period or the teacher may decide to conduct the remainder of this lesson during the Social Studies period. While the social studies lesson involves some map skills, the activity still involves recalling and correctly sequencing story details.
 4. Teach this portion of the reading lesson according to the **DLG, pp. 187 – 188.** (combined with Social Studies activity)
 5. 1st/2nd Grade Sequencing Extension
 - While Kindergarten is doing the last part of the **DLG** lesson with sequencing, distribute Activity Masters 2.2.5a – b to 1st and 2.2.5c – d to 2nd grade. Instruct students to color the pictures and write down the name of each item. Second graders will also write the place where each item was lost. While students are coloring, write the following word bank in a mixed-up sequence on the board/whiteboard to help students spell the names of items and places while the story is reviewed.

Item	cat drawing	books	scarf	gloves	hat	crayons	knapsack	Coat	sweater
Place Lost	grocer	park/ garden	Natural History Museum	Metro station & Puppet Show Park	parade route	art museum	pastry shop	acrobat show square	street by postman

- Lead the children through this activity by conducting a review of the story, paying close attention to the items and places where Simon lost each of his things. As you conduct the review, pause briefly after each page, allowing students to choose from the word bank on the board to fill in the item and place where it was lost. As you reread the story, use Blacklines 2.32a and 2.32b from the Social Studies portion of the lesson to allow students to follow the path Adèle And Simon took as they walked around the city. The map will help them pinpoint the location where each of Simon’s items was lost as the story is read.
- After completing the assignment, direct students to cut out the separate boxes and put them in the sequential order that Simon lost his items. When students are finished, they can check their accuracy by leafing through the pages of the book or looking at the illustration in the “next to last page” of the book where all of Simon’s friends are lined up at his door returning his things. Once their pictures are in order, staple the pages together to make a book. Distribute construction paper halves to create a book cover, and direct children to title their booklet, “Simon’s Lost Things.”

WRITING WORKSHOP

How I Get Ready for School Booklet

Sequential Writing Using Temporal Words Extension (K–2)

Standards:	LA.1.W.3	Write narratives that recount two or more appropriately sequenced events, include details using temporal words to signal sequence, and provide some sense of closure
	LA.2.W.3	Write narratives that recount a well-elaborated event or short sequence of events, include details, use temporal words to signal sequence, and provide sense of closure

1. Review sequential writing and the temporal word markers students learned earlier in the week. Ask children to recall and repeat the temporal words (first, next, then, last) and write these on the board. In conducting the review, use the work product students created yesterday (Activity Masters 2.2.3 a – c), and point out any common errors students made that must be corrected when doing today’s assignment (eg., I noticed that many of you did not write complete sentences. How can we turn this sentence that _____ wrote into a complete thought? Or, I noticed that some of you forgot to write your bedtime routines in the correct order. What would be the correct order for _____?). The teacher can use any common mistakes students made to help them correct these errors before doing today’s assignment.
2. Help students brainstorm today’s topic by asking the class to list some of the things they do each morning to get ready for school. The teacher should list these on the board to help students organize their thinking for the next step of the independent writing activity.
3. Distribute Activity Masters to each grade with the following instructions:
 - Kindergarten – Activity Master 2.2.6a
 - Students will begin creating a booklet by drawing the three steps of their morning routine they complete for school each day. They should focus on adding more details to their pictures than they did on the first day. They should also use kidwriting to label their pictures.
 - Point out the temporal words (first, next, last) on the page so students continue to become familiar with these words and draw their pictures in sequential order.
 - When most students are finished, they can share their pictures with a partner and describe the details of their morning routine.
 - 1st Grade – Activity Master 2.2.6b – c



- Students will write four sentences in sequential order about their morning routine to get ready for school (one sentence per half page).
- Students should self-edit their sentences by making sure there are capital letters at the beginning of each sentence and a period at the end, and that their sentences express a complete thought.
- Once finished, students will also peer-edit following the procedures outlined in writing workshop last week.
- 2nd Grade – Activity Master 2.2.6d
 - Students will write a paragraph (four to five sentences) in sequential order about their morning routine to get ready for school using appropriate temporal marker words.
 - Students will self-edit and then peer-edit, following the procedures outlined in writing workshop last week.
 - After completing peer editing, they will rewrite their edited sentences onto the Activity Master. They must write their sentences in paragraph format and not one sentence per line.

Day 3 – Social Studies

Paris Map Walk, pp. 241 – 242 (DLG) Combine with: During Reading – Second Time, pp. 187 – 188 (DLG)

Standards:	SS.K-4.PAG.7	Describe fundamental values of democracy: the common good, liberty, justice, equality, and individual dignity
	SS.K-4.PPE.3	Utilize tools such as maps, globes, and geospatial technologies in investigating relationships among people, places, and environments
	LA.2.RL.4	Sequence story events

1. Combine this lesson with Part 2 of the Day 3 **READING WORKSHOP** lesson. Modify the social studies **DLG** lesson by using Activity Masters 2.2.5a – b for 1st grade and 2.2.5c – d for 2nd grade.

*** *The answer key to places Simon lost each item is found on the chart listed under the **READING WORKSHOP** lesson – Part 2.*

2. Distribute Blacklines 2.32a and 2.32b to all K-2 students, and have them glue the two parts of the Paris map together to form one map. The teacher may want to have one already assembled to demonstrate how it should look. If you have a document camera or a projector, it would be helpful to project the map on a screen. As you begin to reread the story, trace the path Adèle and Simon followed as they walked about the city and as you describe each stop in the story. As you read each page, use a different marker color to denote their movement from one location to another. Stop the story at the appropriate places in order to trace



their journey on the map. The teacher will model as students trace the same route on their own maps.

3. While the story is read and students are tracing the route taken by Adèle and Simon, at each stop have the children complete the name of the item that was lost and the place where Simon lost it (Activity Masters 2.2.5a – b for 1st grade and 2.2.5c – d for 2nd grade). Refer to the chart in Part 2 of the **READING WORKSHOP** lesson for the order in which Simon lost his things.

Day 4 – Circle Time/Morning Meeting

Daily Message 3, p. 195

Editing, Writing Extension (K–2)

Standards: LA.1/2.L.1
LA.1/2.L.2

Demonstrate command of the conventions of Standard English grammar and usage when writing

Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling

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

Day 4 – Language Arts

READING WORKSHOP, pp. 187 – 192 (DLG)

During Reading – Third Time, pp. 188 – 189 (DLG)

After Reading – Comprehension Questions, p. 190 (DLG)

Visual Discrimination, Concentration, Text-to-Self Connections, Comprehension, Concept Nugget

Standards: LA.1.RL.1
LA.2.RL.1
LA.1.RL.11
LA.2.RL.12

Ask and answer questions about key details

Demonstrate understanding of key details by asking and answering questions

Make connections between a text and personal life experiences

Make connections between a text and personal life experiences



1. Teach both lessons according to the **DLG**. Review the term “Text-to-Self” connection introduced in the previous day’s discussion when asking the comprehension questions outlined in the **DLG**.
2. Extend the Discussion Questions’ lesson with the following Concept Nugget:
 - *“This week we have discussed the concept of tolerance. We said that Adèle showed this quality of character in the way she responded to Simon. Although she became frustrated with him because he kept losing his things, she did not stay upset long and still treated him kindly.”*
 - *“Who can tell us what tolerance means?”* (Allow students to state in their own words their understanding of tolerance. Correct misunderstandings as needed.)
 - *“What do you suppose is the opposite of being tolerant?”* (A person who holds a grudge or becomes easily upset with others who are different or when they make mistakes)
 - Teacher Modeling: Tell of a time when you had to tolerate something you did not like as a child or as an adult. Be sure to model for students by giving an example of when you showed tolerance.
 - Explain how your tolerance experience is connected to the love of Jesus. *“When we are forgetful and make mistakes, Jesus still loves us and tolerates or overlooks our mistakes. He accepts us as a part of the family of God.”*
 - Debrief with students about times they have shown tolerance this week or any other time they remember. Allow each student to respond. *“How can we connect our experiences with the love of Jesus?”*

WRITING WORKSHOP

Publishing (K–2)

Standards: LA.1.W.3

Write narratives that recount two or more appropriately sequenced events, include details using temporal words to signal sequence, and provide some sense of closure

LA.2.W.3

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

1. Help students to understand that we write for the purpose of sharing what we want to say to others. But before we can share our finished stories, we must “clean them up” and correct mistakes. This process, “Publishing”, is the last step in the writing process.
2. Once a piece of writing is finished, we can begin a new story and the process begins all over again. In this activity, students will take the writing piece they began yesterday and recopy them on a new, clean Activity Master 2.2.6 b – d, correcting the mistakes they self-edited and peer-edited yesterday.



- Kindergarten – Students may add additional details to their pictures. They will then color their pictures, cut out the three pages, and staple the pages in order as a booklet. They may use kidwriting to label each picture or dictate the label to the teacher who will write it for them. Their booklets will be ready to share during Author’s Chair.
- 1st Grade – Once students have completed editing their sentences, they may add additional details to their pictures and sentences. Then they will color their pictures, cut out the four pages, and staple the pages in order as a booklet. If a new activity master page is used for recopying, instruct the children to cut out yesterday’s picture and simply paste it in the appropriate spot on the new activity master they used to recopy. Their booklets will be ready to share during Author’s Chair.
- 2nd Grade – When the children have completed editing their story, they will recopy the story and correct the mistakes. They may add details to their pictures and color their pictures to finalize their stories for Author’s Chair. If a new activity master page is used for recopying, instruct the children to cut out yesterday’s picture and simply paste it in the appropriate spot on the new activity master they used to recopy.

Day 5 – Circle Time/Morning Meeting

Daily Message

Editing, Writing Extension (K–2)

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

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



Day 5 – Language Arts

Reading Workshop, pp. 187 – 192 (DLG)

After Reading – Vocabulary, p. 189 (DLG)

Read-Aloud, p. 192 (DLG)

Vocabulary Extension (1st/2nd)

Concept Nugget/Comprehension Discussion, Shared Reading (K–2)

Standards: LA.1/2.L.3 Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies

LA.1/2.SL.1 Participate in collaborative conversations in diverse groups

1. Teach the Vocabulary lesson for Kindergarten according to the **DLG**. Extend and review the Vocabulary presented earlier in the week for 1st/2nd grade:
 - 1st Grade – Distribute Activity Master 2.2.8a. Instruct students to draw a line to match the vocabulary word with the picture on the right.
 - 2nd Grade – Distribute Activity Master 2.2.8b. Assign a vocabulary word to each student. Instruct students to write their word, definition, sentence from the book, and their own sentence on the Activity Master. Compile the completed worksheets from all the students to make a book titled, *New Words We Learned*.
2. Concept Nugget/Comprehension Discussion
 - *“One of our vocabulary words this week is ‘scold.’ Does anyone remember what scold means?”* (Scold means to speak to someone angrily because they did something that you felt was wrong or annoying.)
 - *“Simon kept doing things to distract Adèle so she wouldn’t scold him. Why do you think Simon was worried that Adèle would scold him?”* (Because she told him not to lose any of his things on the way home, but everywhere they stopped, he would lose something)
 - *“Why didn’t Adèle scold Simon when he kept losing things after he promised he wouldn’t?”* (Because she loved Simon and tolerated his behavior even though it was frustrating to her. She knew he didn’t intend to lose things. He was younger and had not yet learned to keep track of his things. Explain the term “absent-minded” as it relates to Simon in this story.)
 - *“Adèle loved her brother so much that she was willing to tolerate him losing his things. Even though it still bothered her, she controlled her frustration and showed tolerance. It probably wasn’t easy, just as it isn’t easy for us to tolerate some of the*



things people do that bother us. But when we remember how God has, because of His love, tolerated our behavior, we can tolerate others behavior better, instead of becoming angry and scolding them.”

3. (Optional) Complete the lesson by conducting a Read Aloud story that expands students’ knowledge about France and French culture. Optional titles are listed in Appendix E – Extension Materials.

WRITING WORKSHOP

Writing by Children – Author’s Chair

Sharing and Presentation (K–2)

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 stories or conventional stories) with the other children. Remind the children that when they sit in the Author’s Chair, they should use a “teacher voice” so the other children can hear and understand the story. Tell the children in the audience that they should be good listeners while another student is sharing their writing with the class, and they will learn to give constructive feedback to the author who shares their writing. Teacher should plan to model this for a few weeks before asking children to begin giving feedback.
 - *“In Author’s Chair we are going to share the narratives of your “Getting Ready for School” routine that you have been working on during Writing Workshop. Remember that Author’s Chair is a special place that allows a writer to share his/her writing with others.”*
 - *“Let’s go over the rules of Author’s chair again. When we gather at the Author’s Chair, only the person sitting in the chair can talk which means the rest of us need to be good listeners by keeping our eyes and ears focused on the author. We keep our mouths and hands quiet, making sure we don’t disturb anyone around us. When the author is finished sharing his/her writing, we show appreciation by clapping. We will listen carefully and quietly while authors share their writing. We will then give them ‘constructive feedback’ on the parts we liked best and share what they might think of doing to make their writing even better next time. I will show you how to do this. When you share feedback or comments, be sure that your words are encouraging, helpful, and kind. For example, “Your story was really exciting and I liked how you described your house. I think your parents will like your story.” (Ask children to repeat the term “constructive feedback”.) Let’s begin.”*
2. Allow students to share their writing if they wish. Do not force those who are not yet confident enough or ready to share. Simply encourage them to do so next time by letting them know that their voice and ideas are important to the rest of the students. Model constructive feedback before allowing students to share their feedback.



Day 5 – Social Studies

Community Helpers, p. 245

Standards: SS.K-4.IGI.2 Define concepts such as community, culture, role, competition, cooperation, rules, and norms
SS.K-4.PDC.11 Compare and contrast the goods and services produced in the market and those produced by the government

1. Teach the lesson according to the **DLG**.
2. Kindergarten – Have students draw a community worker in action in their community. Have them label their drawing in kidwriting stating the community helper they drew.
3. 1st/2nd Graders – Distribute Activity Master 2.2.9. Have students identify a community helper and write that worker in the middle of the concept web. Next, students should write things they know about that community helper in the bubbles stemming from the main circle. Then write 2-3 sentences about how the community worker helps the community. (You may have them use a separate piece of paper or write on the back of the Activity Master.) Allow students to work in heterogeneous groups to accomplish this task (mix 1st and 2nd graders).

