

K–2 MULTI-GRADE BRIDGE
Detailed Daily Lesson Plan (DDLPL)
Theme Zero Daily Lesson Guide (DLG) – Off We Go!
Grade K Theme Book Two: Nico & Lola/Beginning School
Character Building Concept: Kindness

Days 1 – 5 Signing In/Morning Activity

SIGNING IN, pp. 149 – 153 (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

Toothpaste Activity & Teacher/Student Generated Message

Concept Nugget (K-2), Initial Sounds (K/1st), Simple Sentences vs. Run-on (1st/2nd), Capitalization/Punctuation Review (1st/2nd)

Standards: B.K.RO.2 Examine the consequences of wise and unwise choices (11, 22)
B.K.RO.10 Demonstrate proper verbal and non-verbal responses to positive and negative feelings (7, 11, 22)
B.K.RO.11 Show kindness to people who are different or who make us unhappy (7, 11, 22)

*** *Copy and precut Activity Masters 0.2.1a – c and 0.2.2a – d on card stock paper. Place the cut cards in two boxes or baskets prior to this activity. ****

1. Gather students in a circle and review the previous week's concept of Kindness. Tell the children: *"To help us remember to practice kindness with others on a daily basis, we are going to adopt a slogan for the week. Does anyone know what a slogan is?"* (Probe for answers.) *"A slogan is a saying that helps us remember something."* (On a sheet of chart paper or on a prominent place on the board, write the slogan: *"Just Be Kind!"*)

Discuss the slogan with the children and how they could use it to help themselves or each other make kind choices throughout the week.

2. *Optional:* Give each child a name tag to wear with the slogan, "Just Be Kind!"
3. Hold up the tube of toothpaste and ask the students: *"Do you think it is possible to squeeze out the toothpaste and then put it back into the tube?"* (Choose a volunteer to complete this task. When it becomes obvious that the volunteer cannot put the toothpaste back into the tube, take the items from the student. Say:) *"Were you able to get the toothpaste back into the tube?"* (Pause for answers.)
 - *"Is there someone else who thinks you can do it?"* (Give someone else a chance to try.)
 - *"Was ____ able to get the toothpaste back in the tube? Why not?"* (Pause for answers.)
 - *"It just isn't possible! Once you squeeze it out, it won't go back. Let's compare the toothpaste to our words and how we treat one another. Once we say our words, we cannot take them back and tell the words to return to our mouths. Let's experiment with our words."*
 - Ask a volunteer to say to another student, "You are my friend." After it is said, ask: *"Can you make the words go back into your mouth?"*
 - Discuss with students to provide the following visual concept: *"Once we give voice to our words, whether kind or unkind, we cannot take them back. Just like we couldn't put the toothpaste back into the tube, we can't put our words back into our mouths. We can apologize to someone if we say words that hurt their feelings, but the hurtful words cannot be taken back. That is why it is so important to say only kind words to each other."*
4. *"Last week we talked about how important it is to be kind to others, whether they are our friends or not. Who can think of some examples of kind words we can say to one another?"* (List the words students generate on chart paper and title the list, "Kind Words," as students say them. The chart can be posted in the classroom as a visual reference to help prompt students with using the phrases with others.)

5. Tell students: *“The cards in these baskets will either show a picture of someone being kind, or have a word that people generally use to show kindness to others. You will choose a card from one of the baskets and team up with another person. If you choose a Picture Card, look at the picture and tell your partner a short story about the kindness action shown in the picture. If you choose a Kind Word Card, make up a short story to tell your partner, using the kind words.”* (Each child will choose a card from either the Nico & Lola Basket (Picture Cards - Activity Master 0.2.1a – c) or Kind Word Basket (Activity Master 0.2.2a – d). Students will pair with someone who chose a card from the opposite basket. The children will read their cards and make up kindness short stories, or give examples of their pictures or word phrases.)
6. Morning Message: After the activity, ask a couple of volunteers to share their Kindness Word sentences. It is likely that a student will share a run-on sentence, thinking that it is one sentence. Help 1st/2nd graders develop the idea that a simple sentence conveys one thought at a time, since children have a tendency to lump thoughts together. Use their sentences to provide examples to help children differentiate between a run-on sentence with many thoughts strung together and a simple sentence conveying one thought. Once correct sentences are developed using the kindness words, ask a few volunteers to help you write the sentences as the day’s morning message. Students can help dictate the sentences, tell where capital letters should be written, and where ending punctuation should be inserted.
7. Kindergarten students can help write the beginning letter sound of some words. Within this context, develop the following skills:
 - Kindergarten: Initial consonants, capitalization at beginning of a sentence, capital “I”
 - 1st Grade: Simple sentences, capitalization, punctuation, beginning and ending sounds
 - 2nd Grade: Simple sentences vs. run-on, capitalization, punctuation, conventional spelling of CVC and CVCe words
8. **Lesson Summary:** *“As we go through this week, let’s find ways that we can express kind words to each other. Throughout the week we will play ‘I Spied You Being Kind’. We will try to catch others doing acts of kindness. There will be blank index cards in this basket. Each of you will be a Kindness Secret Spy or ‘Super Sleuth’.”* (Students can make Super Sleuth spy hats at some point during the day and wear them when they are looking for random acts of kindness. Refer to Activity Masters 0.2.3a – b, and provide instructions for assembling hats. Be sure to tell students that they can complete Kindness Cards when they see someone’s act of kindness even if they are not wearing their Kindness Super Sleuth hats.) *“Whenever you spy another child being kind to you or someone else, take a card from the basket and write the person’s name on it. Describe in a few words or draw a picture of the kind act you saw the person demonstrate. We will read the cards at the end of each day this week.”*

*** Have all student names displayed somewhere in the room for use during this activity. ***

Day 1 – Language Arts

PHONEMIC AWARENESS, pp. 142 – 143 (DLG)

Formal and Informal Assessment, p. 142 (DLG)

Formal Baseline Assessment (K–2)

Standards:	LA.K.RF.1	Demonstrate understanding of the basic features of print
	LA.1.RF.2	Demonstrate understanding of spoken words, syllables, and phonemes
	LA.2.RF.1	Distinguish between long and short vowels when reading;

4. Continue individual baseline diagnostic testing from previous week to determine each student’s reading readiness or instructional reading level.
2. Formal Assessment for K/1st Graders: “Phonemic Awareness Assessment” (*SSTM*: Section 5, Appendix E – Blackline Masters after p. 163, or the *Off We Go!* **DLG** CD 1.5a – d)
3. Informal Assessment for K/1st Graders: Phonemic Awareness Assessment Activities, Levels 1-4 (**DLG**, pp. 142 – 143), and Free Exploration (**DLG**, p. 143). Choose one to two activities each day this week. Use these activities as an informal assessment, together with formal assessment results to determine skill-level grouping for small group instruction.
4. The following assessment instruments can also be used to establish baseline data for what each child already knows to determine readiness for instruction and small group placement: DIBELS 8 Screening Measures (<https://dibels.uoregon.edu/>); Reading A-Z Early Literacy & Phonics Assessments (www.readinga-z.com)
5. 1st Grade: Beginning Year Assessment - *Jerry Johns Basic Reading Inventory* and/or Running Records for leveled reading small group instructional placement (www.readinga-z.com); DIBELS 8 for tracking early literacy skills (<https://dibels.uoregon.edu/>)
6. 2nd Grade: Beginning Year Assessment - *Jerry Johns Basic Reading Inventory* and/or Running Records/Benchmark Assessments from Leveled Reading Series such as Fountas & Pinnell or Reading A-Z (www.readinga-z.com); DIBELS 8 for tracking early literacy skills (<https://dibels.uoregon.edu/>)

**** All assessments mentioned above require individual administration. Plan to administer both a formal and informal measure for each student during the first two weeks of school, until all students have been assessed. The purpose of this baseline assessment is to place students in appropriate small groups for reading or reading readiness instruction. Continue testing each day during phonics and guided reading periods until all assessments have been completed. Formal instruction should begin around the third or fourth week of school, once students have been grouped appropriately. ****

READING WORKSHOP, pp. 144 – 149 (DLG)

Before Reading – Predicting, p. 144 (DLG)

Prior Knowledge and Predicting (K–2), Concept Nugget (K–2)

Standards:	LA.K.RL.7	With prompting, describe the relationship between illustrations and the story
	LA.K/1.RL.9	Predict story events and outcomes using picture clues
	LA.K.RL.10	Make connections between a text and personal life experiences
	LA.1.RL.11	Make connections between a text and personal life experiences
	LA.2.RL.10	Predict story events and outcomes using picture clues and text

1. Teach the lesson according to the **DLG**. Extend the lesson by conducting a picture walk through the book and inviting the children to make predictions about the story based on the illustrations they see. Say: *“Before we read a book, good readers often browse through the pages of the book to predict what they think the story might be about. Reading the story title can give us a clue about the story; looking at all the pictures in the book before reading the story can also help us make some predictions. Let’s look through the pictures in our book to see what predictions you can make.”* (Invite the children to share their predictions as they look at the pictures throughout the story. Write down their predictions on chart paper or white board.)
2. Extend the lesson: Review concepts of kindness learned last week to access prior knowledge. Then make predictions about the story of Nico and Lola while doing a picture walk. Ask: *“How do you think the lesson we learned this morning about not being able to put our ugly words back into our mouths might apply to this story? Are there any picture clues that support your answer? Explain.”*

READING WORKSHOP, pp. 144 – 149 (DLG)

During Reading – First Time, p. 144 (DLG)

Reader’s Self-talk (K–2)

Standards:	LA.1.RL.1	Ask and answer questions about key details
	LA.1.RL.11	Make connections between a text and personal life experiences
	LA.1.SL.2	Ask and answer questions about key details in a text read aloud or information presented orally
	LA.2.RL.1	Demonstrate understanding of key details by asking and answering questions
	LA.2.RL.12	Make connections between a text and personal life experiences

1. Implement the strategy, “Reader Self-talk,” in conjunction with the *Before Reading – First Time* lesson in **DLG**, p. 144. Teach the lesson according to the **DLG**.
2. Strategy: (“Reader Self-talk”) *“As we read books, we become more involved and may wonder why the author tells us certain things. This is called ‘Reader Self-talk’ because these are thoughts that pop up inside your head. There are times when we are able to answer those questions right away. However, at other times we may have to ask someone, look up the answers for ourselves, or continue reading to find the answer in the story. Some of those questions can be: ‘What if...’, ‘How can...’, ‘Would I...’ As you read this book about Nico and Lola, try asking yourself questions that you would like answered.”*

3. Model this skill for students by reading aloud the first page of *Nico and Lola*. Ask yourself aloud the following questions: *“I wonder if Nico has another dog at home? I wonder if he knows how to take care of a dog? Will he do a good job in taking care of Lola?”* (Write these questions on chart paper and come back to them when the children have finished reading the book.)
4. *“Now as I am reading, I want you to think of questions or thoughts you have. When I finish reading a page I will stop and see if you have thought of any questions or have any suspicions before we go on to the next page.”* (Pause at the end of each page to give the children an opportunity to think about questions or thoughts they may have. If a child has one, take a moment to write it down on the paper. If the children don’t have any, the teacher should again model posing a question or thought and add it to the list.)
5. 2nd Grade (Optional): If there are any 2nd graders who are familiar with Reader Self-talk, they can go to another place in the room and read the story silently. While they are reading, they can use sticky notes to keep track of their questions and thoughts. When they are finished, they can return to the whole group and share their sticky notes’ questions with the class.
6. *“Great job! You did a great job asking questions and sharing your suspicions about what would happen next in the story. Now let’s answer the questions, if we can. If we can’t answer the questions, we will talk about where we can find the answers to them.”* (Ask the children if they know the answer to each question. If they don’t know the answer, talk about where the answer could be found.)
7. *“Reader Self-talk can be used when you are reading any book. It helps you understand the book better when you ask yourself questions and think about what the author is saying as you are reading. Reader Self-talk is a strategy that good readers use often to enjoy the books they read. I hope you will use this strategy often too!”* (Ask students to repeat the name of the strategy to help them remember it.)

WRITING WORKSHOP, pp. 153 – 157 (DLG)

Think Aloud – “I Can Write About...,” p. 155 (DLG)

Graphic Organizer (K–2), Writing Process – Brainstorming (K–2)

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

1. Teach the lesson according to the **DLG**.
2. While teaching the lesson, write down the ideas mentioned in the **DLG** on chart paper or white board so the students can see the brainstorming list. This will help them see how the writing process begins and how one goes about choosing a good writing topic. Once the written list is completed, model how to narrow down the choice to a single topic you want to write about. Use a Think-aloud modeling process to help them understand the internal dialog that should occur when selecting a writing topic. The following sample thought process dialog may be changed to the personal likes/dislikes of the teacher, but should sound something like this:

- *“I could write about the weather, but I don’t have much to say about it. I want to choose a topic from my list that I have lots to write about.”*
 - *“I could write about my pet dog. I have many interesting things I could write about my dog. I will circle that idea and look at the rest of my list to see if there is something I like better.”*
 - *“Next on the list is writing about my car. I love my car, but I don’t have much to say about it, so I’m not going to circle that.”*
 - *“I could write about something we are going to do today. We do have some fun things we are going to do today that I could write about. I’ll circle that too, and we will look at the rest of the list.”*
 - *“Next on the list is writing about going to the doctor. It has been awhile since I have been to the doctor, and I was only there for a short checkup. I don’t have much to say about it, so that wouldn’t be a good choice.”*
 - *“The last thing on my list is writing about who I talked to at recess. I talked to another teacher at recess, but the things we were talking about really wouldn’t interest you. I want to pick a topic that would interest my readers.”*
 - *“Now let me look back at my list and reread the things I circled. I could write about my dog or something we are going to do today. You would probably like to hear about my dog more than something we are going to do today. So I am going to choose that. I am putting a star next to writing about my dog since that is the topic I am choosing to write about.”*
3. After showing the students the process of choosing a topic, say: *“Now it is your turn to go through the same process to think of topics you want to write about. You just saw me go through my thought process as I was trying to decide the title of my topic. Each of you will also use this process to decide what you want to write about. Writing our ideas down is the first step in the writing process. Let’s get started. I want to see some of your writing ideas.”*
 4. Kindergarten: Before time for class, divide a piece of blank sheet of paper into three or four sections. The children will draw a picture of three or four things they could write about. If they are able, include a few words under each picture that describe their writing topic. If they can’t write, they can tell you their writing ideas and you can write a couple of words below each picture that describe their writing topics. Then tell the children to circle the one idea they like best.
 5. 1st/2nd Grade: Students can begin by writing a list of ideas in their writing journal. After they have written at least five ideas, remind them to narrow it down using self-talk, and circle the topic they have chosen. Encourage them to think about which writing topic they could write more about and which topic would be more interesting to their classmates. After they have decided, they should put a check mark or star next to the one writing topic they chose.

6. *“We will be using our list of brainstorming ideas tomorrow. Therefore, keep your list on the white board or save the chart paper you wrote on today.”*

Writing Tip: Journaling is done in class on a daily basis, but should not replace the Writers’ Workshop Mini-lesson where direct instruction is provided on the writing process. Schedule a time during the day for journaling, or it can be used as an “I’m done, so what now?” activity. It is suggested that journaling begin after the second week of school, since there will be many things to model in the first two weeks.

Day 1 – Science

What Do Dogs Need?, p. 174 (DLG)

Needs of Living Things (K–2)

Standard: S.K-2.LS.1 Use observations to describe patterns that all living things need

1. Teach the lesson according to the **DLG**.
2. Along with the items mentioned in the **DLG**, include a balloon with some air in it. This can be used to show students that dogs need air to be able to breathe, just like people.
3. Say: *“In order to survive, animals need four important things: air, water, food, and shelter (protection from predators and the environment). Animals can get these things from different places; it just depends on what type of animal it is and where it lives. Most animals breathe air just like you and I. Can anyone tell me an animal that doesn’t breathe air?” (Pause.) “That’s right! Fish and sharks don’t breathe the air like we do. They breathe through gills in the water. Bears get their food, water, and shelter from the forest. Birds get their food, water, and shelter from trees, bodies of water, and the air. God made each animal different and with different needs. Let’s brainstorm answers to the following questions:”*
 - *“What do animals need to stay alive?”*
 - *“What do you need to stay alive?”*
 - *“What do your pets need to stay alive?”*
 - *“Where do your pets get air, water, food, and shelter?”*
 - *“Where do you get air, water, food, and shelter?”*
 - *“What additional things do people need to stay alive that animals can do without?”*

- *“Great job class! Now we are going to participate in a writing activity that goes along with the four needs of animals.”*
4. K/1st graders will complete Activity Master 0.2.4 independently while 2nd grade students complete Activity Master 0.2.5 independently.

Day 1 – Social Studies

CONNECTING TIME, p. 176 (DLG)

Concept Nugget (K–2), Role Play (K–2), Peer Relationships (K–2)

Standard: SS.K-4.IDI.7 Develop a respect for others

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

**** This activity is a perfect tie-in to the chosen character development concept of Kindness for the two weeks' theme. ***

2. After finishing the role playing activities in the **DLG**, add further depth to the learning by developing the following discussion:
 - *“Now that we have learned what we should do when we hurt someone’s feelings or do something that upsets one of our classmates, we need to think a little deeper about what to do if the other person does not respond the way he/she should.”*
 - *“What do you think should happen if you tell someone, ‘I don’t like it when you take my pencil without asking?’ Instead of saying, ‘I’m sorry,’ suppose he/she laughs at you, ignores you, or says something even meaner? How should you respond then?”* (Allow students time to share their thoughts. If the children respond in negative ways, redirect them to using a positive, but assertive statement as shown below. Many children will decide to tell the teacher at this point. Therefore, probe a bit further in asking what they can do before telling the teacher.)
 - *“When someone hurts us, takes our things without permission, or does something mean or upsetting to us (even after we tell him/her to stop or tell him/her we don’t like it), responding in a kind, but firm way can be really difficult! We can let him/her know how we feel, but sometimes it is just best to walk away!”*
 - (Choose another confident child to do the following role play with the teacher and insert the child’s name in the blanks.) *“Let’s pretend that I was playing ball with _____. Suppose I kicked the ball really hard and it hit _____ on the arm. What should _____ say to me, based on what we just practiced?”* (Wait for the child to respond with the statement previously learned: “I don’t like it when you throw the ball at me so hard.”) *“But instead of saying, ‘I’m sorry, that wasn’t a good choice,’ suppose I say, ‘Oh! Don’t be such a cry baby! You’re always crying about every little thing! That’s why I don’t want to play with you, _____!’ How did you feel when I answered you that way?”* (Pause. Possible answers: confused, mad, hurt, sad. Say:) *“The way I responded to _____ was not very kind at all, was it? But we need to be prepared. We need to know what to do when*

other people don't do the right thing, and when they say things that hurt us even more. In this case, _____ can say to me in a firm tone of voice, 'That was a mean thing to say and do! What you said was not kind. I don't want to act that way!'

- *“At that moment, just walk away and play with someone else. Let's practice saying those words.”* (Repeat the previous bolded words one sentence at a time, and ask students to repeat them more than once, if time allows, until they feel comfortable saying the phrase. Then ask students to practice saying the phrase to a partner. Be prepared as they are likely to giggle through this process since there will be no negative emotion tied to the practice. However, they will be better prepared to use the phrase and respond appropriately next time it is needed in a real life setting.)
- *“Now let's try it again. But this time, _____ will know what to say to me when I respond unkindly.”* (Repeat the previous role play. However, this time prompt the child to respond with the phrase the class just practiced.)

3. **Lesson Summary:** Review the following points with students:

- God always wants us to act kindly with one another. He expects us to be kind, even when other people are not kind to us.
 - In a kind way, we need to let the other person know when he/she hurts or upsets us. Holding it in will only make us angrier and more hurt over time.
 - It helps to know what to say ahead of time before a situation happens. Practice the key phrases learned: “I don't like it when you...” The other person should say, “I'm sorry. That wasn't a good choice.”
 - When a person responds unkindly or doesn't care about the feelings of others, resist the temptation to fight or respond unkindly. Instead, use the phrase learned today and then walk away. It is alright to respond in a kind, but firm way – “That was a mean thing to say/do! What you said was not kind! I don't want to act that way!”
 - Using kindness with others is what makes a family and community work!
4. Review the Kindness Super Sleuth activity that the children have done throughout the day. Take time to read index card notes that each has made, and affirm those who took the time to “spy” kindness in action. Remind the children that this will be an ongoing activity throughout the week.

Day 2 – Circle Time/Morning Meeting

Daily Message 1, p. 153 (DLG)

Spelling (2nd), Capitalization (2nd), Punctuation (2nd)

Standards: LA.1.L.1

With prompting, produce and expand simple and compound, declarative and interrogative sentences

DDLP – Off We Go!

August, 2020 (Revised)

Book 2 – Nico and Lola

Page 10



LA.1/2.L.2
LA.2.L.1

Demonstrates command of conventions of standard English capitalization, punctuation, and spelling
Produce and expand complete simple and compound sentences

1. Teach the lesson according to the **DLG**.
2. Extension for 1st/2nd Grade: When the sentence from the **DLG** is completed, say: *"I need help with writing this sentence."* (Read this sentence as many times as necessary, a couple of words at a time to allow the children to assist with writing and answering the questions below:) *"Being kind is smiling at someone new. Who will you smile at today?"* (Ask the 2nd graders to spell some of the words in the sentences as you write. Let the students tell you where capital letters, spaces, and punctuation should be placed as the sentences are written. Pause on each word and ask the children questions, according to their grade level and skill ability to write the sentences correctly. Use the following as a guide to pose questions:)
 - 1st Grade: Capital letter at beginning of a sentence, punctuation at the end; beginning and ending consonant sounds, CVC short vowel words
 - 2nd Grade: Capital letters on proper names, ending punctuation, complete sentences, conventional spelling of some words. Ask:
 - *"What kind of letter should I write at the beginning of this word? Why?"*
 - *"What kind of punctuation mark do I need at the end of the sentence? Why?"*
 - *"I didn't hear you say to put a space between these two words. Is it ok if I put them close together? Why not?"*
 - *"As we read this sentence, do you hear my voice go up or down at the end of the sentence? What does this usually mean?"*
3. Say: *"Great job in helping me write these sentences! This sentence is used in our book, Nico and Lola. From doing the picture walk and reading our book yesterday, do you have any ideas how this sentence is used in the book? What does this sentence mean to each of you?"*

Day 2 – Bible

PRESENTING THE BIBLE STORY, pp. 131 – 132 (DLG)

Reading "A Second Chance", pp. 131 – 132 (DLG)

Concept Nugget (K–2)

Standards: B.K-4.BF.18
B.K.RG.4

Participate in group discussions about Bible stories (1)
Retell Bible stories that show God is love (3)

DDLP – Off We Go!
August, 2020 (Revised)

Book 2 – Nico and Lola
Page 11



B.K.RO.5	Identify the emotions of characters in Bible stories, and tell how these emotions guided their thinking and behavior (7, 22)
SS.K-4.PAG.10	Identify how God has ultimate control and protection over human affairs, and discuss ways He has led in the past

Before presenting the Bible story, set the purpose for listening by asking students to listen carefully to the story to answer the question: *"How was God kind to Jonah?"* (Present the Bible story lesson as outlined in the **DLG**. Ask students to repeat the memory verse they began learning yesterday. After reading the story, use the following discussion questions to relate the story to the week's concept of Kindness:)

- *"What did God tell Jonah to do?"*
- *"What did Jonah do instead?"*
- *"Why do you think Jonah did not wake up in the midst of such a terrible storm?"*
- *"Why did Jonah tell the sailors to throw him into the ocean in the middle of the storm?"*
- *Was Jonah trying to be kind to the sailors?"*
- *"What happened to the storm when Jonah was thrown overboard?"*
- *"What did God do to help put Jonah back on track?"*
- *"What do you think it was like for Jonah inside the belly of that fish for three days? What do you think he thought about while he was there?"*
- *"What did Jonah decide to do after God rescued him from the belly of the fish?"*
- *"Think carefully about the story. We agreed that Jonah disobeyed God's instructions. Do you think he deserved kind treatment from God? Why or why not?"*
- *"In what ways did God show kindness to Jonah, even though Jonah had disobeyed Him?"*
- *How do you think God wants us to treat people who make mistakes, or act badly at times? How do you know?"*

Swim the Bible Verse, p. 132 (DLG)

Copying the Bible Verse (K-2)

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



1. K/1st Grade: Using the same Fish Blackline 2.2, write the memory verse in pencil before time for class. The children can use a thin tip black marker to outline the pencil writing.
2. 2nd Grade: Using the same Fish Blackline 2.2, draw a couple of horizontal straight lines on the fish to provide lines for the children to practice writing the memory verse. Tell them to write the verse in their best handwriting, using a pencil. When they have finished copying the verse, they can use a thin tip black marker to outline the pencil writing.

K–2nd Joint Activity

1. Distribute a white index card for students to draw, color, and then cut out a picture of Jonah. Once the figure of Jonah is cut out, they can glue him in “the belly of the fish” right above where the memory verse is written.
2. Encourage students to finish decorating the fish with light colored crayons in the body (so Jonah can still be seen), and darker colors for the fins. Provide a finished model for students.
3. Tie a string to the top of the fish using a whole punch or tape, and hang all the fish on a bulletin board mural with the caption, “God’s love and kindness reaches to the depths of the seas!”

Day 2 – Language Arts

READING WORKSHOP, pp. 144 – 149 (DLG)

During Reading – Second Time, p. 145 (DLG)

Vocabulary (K–2)

Standards:	LA.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

*** *During this second reading of the book, stop at the end of each page containing a vocabulary word and discuss its meaning in context. Allow students to guess what each word means based on how it is used in the sentence. All children can participate in the discussion of all the words. However, afterwards K/1st and 2nd graders should be separated for their individual word activities. Notice that K/1st grade words will generally be words already known in the children’s spoken vocabulary, while many words for 2nd grade will probably be unfamiliar to them. ****

1. K–2 Grades: Teach the lesson according to the **DLG**. While all the students are together, introduce the vocabulary words on Blackline F. Display the words so the class can refer to them throughout the week.
2. K/1st Graders: Give each student a copy of Blackline F to use as they work on Activity Master 0.2.6. They will choose five words from the list and use different colors to write the words. The letters in each word should be a different color. Then the students will draw a picture to go along with each word. They can work independently on this while the teacher conducts the 2nd grade vocabulary practice. K/1st words are:

dog, boy, dish, walk, pug, bone, pet, kind

3. 2nd Graders: Go over the vocabulary words with 2nd grade. Post 2nd grade vocabulary words in a separate spot from the K/1st vocabulary words. After going over each word and its meaning, give each student five paint samples like the one pictured. They will use the following pattern on each card:

- a. Write the vocabulary word in the first box.
- b. Write the definition in the second box.
- c. Write a sentence with the word in it in the third box.
- d. Draw a picture that portrays the word in the last box.



The completed paint samples can be stapled together to make a colorful vocabulary book. Students can choose more words and add to their books, if time permits. This activity could also be made into a center where they will continue adding vocabulary words to their books until they have done all of them. Words for 2nd grade are (see Vocabulary Master 0.2):

regular, concern, pudgy, perked, snug, grinned, example, knuckles, patiently, delight, velvety, beamed, tilted

WRITING WORKSHOP, pp. 154 – 157 (DLG)

Think Aloud – “I Can Write About...”, p. 155 (DLG)

Writing Process – Writing (K–2)

Standards: LA.1.W.2 Write informative/explanatory texts that name a topic, include facts about the topic
LA.2.W.3 Write narratives that recount a well-elaborated event or short sequence of events

1. Details of the suggested dialog that follows may be changed to a topic that might be more suitable, if desired by the teacher. Dialogue may be provided in the modeling brainstorming session on the previous day. However, the sample dialog is provided to give the teacher an example of how any topic might be developed to teach the primary writing process. *“Yesterday we each brainstormed a list of writing ideas. After we finished brainstorming, we went through the list and chose the writing topic we liked best. Today we are going to take the topic we chose, write a few sentences about it, and draw a picture that describes it. Let’s look at my topic as an example. I decided to write about my dog. I am going to write, ‘I have a Golden Retriever named Jax. He is still a puppy, so he loves to chew up my children’s toys.’”*
2. (Write this on chart paper or white board, and write it with some common mistakes so you can model the revision process tomorrow. Purposefully make mistakes in the punctuation, spelling, and capitalization.) *“For my picture I am going to draw Jax*

chewing up a toy with me standing next to him saying, 'No!' in a little speech bubble." (Draw a quick picture to go along with your writing.) *"What do you think of that? Were these 'details' I told you about my dog interesting? Did it hold your attention?"*

3. (Pause for answers.) *"I could tell you a lot more about Jax, but that is all we are going to do today. As you write, remember to use simple sentences that tell one thought at a time, with no run-on sentences."* (Write sentences and draw a picture about the topic you chose yesterday so the students can see what is expected.)
4. Kindergartners: The children will use story paper to draw a nice picture to go along with the topic they chose yesterday. Some students will be ready to use kidwriting to write a sentence below the picture. Write a grownup writing "translation" under each student's kidwriting. Other students will need to dictate their sentences and the teacher will write them below the picture. For more information on kidwriting, refer to the *SSTM*, Section 3: "Teaching Language Arts."
5. 1st/2nd Graders: Using their writing journals from yesterday's brainstorming lesson, 1st graders will write one or two sentences about the topics they chose. Second graders will write two to three sentences. When they are finished writing, they will draw a picture to illustrate their stories. Most 1st graders will still be doing various degrees of kidwriting as they try to spell the words phonetically. The teacher can use grownup writing under their sentences. Most 2nd graders will be transitioning from phonetic kidwriting to more conventional spelling. Encourage them to keep it short, with no more than five sentences for this writing exercise.
6. Say: *"Great job on your writing today! I saw some great writing as I was walking around the room. We will be sharing these writing pieces with each other tomorrow."*

Day 2 – Science

Dog Characteristics, pp. 174 – 175 (DLG)

Sorting and Comparing (2nd)

Standards: S.K-2.LS.6 Make observations to construct an evidence-based account that young plants and animals are like
S.K-2.LS.7 Make observations of plants and animals to compare the diversity of life in different habitats.

1. Teach the lesson according to the **DLG**.
2. While K/1st graders are completing the craft paper activity from the **DLG**, 2nd graders will work in pairs to complete the T-Chart on Activity Master 0.2.7. They will choose two different dogs from pet catalogs and/or magazines. They will cut them out and glue them to the top of the T-Chart. Then the students will write characteristics about the dogs that are alike and different on the chart.
3. If computers are available, students can use them to do some research with help from the teacher on the two different dog chosen. The research will provide more information about the dogs so that it will be easier to complete the T-Chart.

Day 3 – Circle Time/Morning Meeting

Daily Message 2, p. 154 (DLG)

Spelling (2nd), Capitalization (2nd), Punctuation (2nd)

Standards: LA.1.L.1 With prompting, produce and expand simple and compound, declarative, and interrogative sentences
LA.1/2.L.2 Demonstrates command of conventions of standard English capitalization, punctuation, and spelling
LA.2.L.1 Produce and expand complete simple and compound sentences

1. Teach the lesson according to the **DLG**.
2. Extension for 2nd Graders – When the sentence from the **DLG** is complete, say: *“I need help with writing this sentence.”* (Read this sentence as many times as necessary, a couple of words at a time to allow students to assist with writing and answering the questions below. Say:) *“Being kind is treating others the way you want to be treated.”* (Ask the students to spell some or all of the words in the sentence as you write. Let the students tell you where capital letters, spaces, and punctuation should be placed as they dictate. As they are dictating, stop and ask questions along the way:)
 - *“What kind of letter should I write at the beginning of this word? Why?”*
 - *“What kind of punctuation mark do I need at the end of the sentence? Why?”*
 - *“I didn’t hear you say to put a space between these two words. Is it ok if I put them close together? Why not?”*
3. Say: *“Great job dictating the sentence and helping me write it! This sentence is used in our book, Nico and Lola. From doing the picture walk and reading our book yesterday, do you have any ideas how this sentence is used in the book? What does this sentence mean to each of you?”*

Day 3 – Language Arts

READING WORKSHOP, pp. 144 – 149 (DLG)

During Reading – Third Time, p. 146 (DLG)

Story Elements (K–2)

Standards: LA.1.RL.3 Describe story elements (characters, settings, and major events) using key details
LA.2.RL.3 Describe how characters in a story respond to major events and challenges

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

2. K/1st Graders: Students will use Blackline 2.6 to tell about the characters and setting of the book. They will draw pictures and use kidwriting to show who the characters are and what the setting is. Encourage students to write a few words that describe the pictures, if they can. Those who are able can use more words to list the characters and describe the setting, in addition to their picture.
3. 2nd Graders: Complete Activity Master 0.2.8 on story elements. Go over some examples of what a problem is in some of the recent stories you have read with the class and what the solution was. Tell the students to reread the first couple of pages in the book *Nico & Lola* to see if they can identify the problem and solution in the story. Discuss this concept with students to make certain everyone has identified the correct problem/solution. Then encourage the children to work on Activity Master 0.2.8 independently.
 - The problem in the story is Aunt Sue needs someone to watch Lola for the weekend while she is gone.
 - The solution is Nico will gladly watch Lola for the weekend.
 - The characters are Nico, Lola, Momma, and Aunt Sue.
 - The setting could be Nico’s farm, in the country, or outside.

WRITING WORKSHOP, pp. 153 – 157 (DLG)

Think Aloud – “I Can Write About...,” p. 155 (DLG)

Writing Process – Revising and Publishing (K–2nd)

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

1. *“Yesterday we wrote a few sentences and drew a picture on a topic of our choice. Today we are going to read over our own writing to correct things that could be improved, share our writing with a partner, and make any changes he/she suggests. Let’s look at my writing first. I am going to read it to you and when I’m finished, I want you to tell me some things you think I should change.”*
2. *“Look for mistakes in my spelling, run-on sentences, and look to see if I used capital letters and punctuation where they are needed.”* (Read your writing to the students and prompt them to tell you where the mistakes are. Begin to use the “Editing Marks” informally so the children can begin to become familiar with these. They will be introduced formally later in the year.) *“Great job! Thank you for helping me correct my mistakes. Now I am going to write the sentences correctly with no mistakes.”* (Take a few minutes to write your sentences without mistakes.) *“Now my piece of writing is all corrected and looks much better.”*

3. *“First, let’s take a few minutes to look over your own writing, and see if you can see any mistakes that need to be changed. Mark the places where those corrections need to be made, just as I did in my writing. After you finish correcting your own writing, I am going to pair you with a partner, and each of you will take turns reading your writing with your partner.”*
4. *“Your partner will help you change any mistakes in your writing. Then you will switch and read your partner’s writing and help correct mistakes you find in his/her writing. After both of you have read your writing and made changes, you will make the corrections and write correctly in your journal or on another sheet of story paper.”* (Partner together the Kindergarten students who aren’t writing. They can share their pictures with each other. If they are able, they can share the dictation/kidwriting below their pictures. If they aren’t able to share what the writing says, they can talk about the topics they chose and what is happening in the pictures.)
5. Students who wrote in their writing journals can write the revised sentences below their first drafts. Students who used story paper can write the revised sentences on another piece of story paper.

Day 4 – Circle Time/Morning Meeting

Daily Message 3, p. 154 (DLG)

Spelling (2nd), Capitalization (2nd), and Punctuation (2nd)

Standards: LA.1.L.1 With prompting, produce and expand simple and compound, declarative, and interrogative sentences
LA.1/2 Demonstrates command of conventions of standard English capitalization, punctuation, and spelling
LA.2.L.1 Produce and expand complete simple and compound sentences

1. Teach the lesson according to the **DLG**.
2. Extension for 2nd Graders – Invite students to make up another sentence about kindness. Remind children that a sentence is a complete thought and encourage them to refrain from using run-on sentences. When the sentence from the **DLG** is complete, choose a volunteer to dictate his/her kindness sentence one word at a time. Ask the students to spell some or all the words in the sentence as you write. Let the students tell you where capital letters, spaces, and punctuation should be placed as they dictate. As they are dictating, stop and ask questions along the way:
 - *“What kind of letter should I write at the beginning of this word? Why?”*
 - *“What kind of punctuation mark do I need at the end of the sentence?”*
 - *“I didn’t hear you say to put a space between these two words. Is it ok if I put them close together?”*

2. *“Great job dictating this sentence! Now how many of you have remembered to be a Kindness Super Sleuth this week? How many of you have filled out cards when you saw someone being kind to another? Who would like to share your cards?”* (Invite children to share their I Spy Kindness Cards and celebrate as a class how well they are encouraging one another to be kind.) *“Let’s all remember to be kind to every member of our class.”*

Day 4 – Language Arts

READING WORKSHOP, pp. 144 – 149 (DLG)

After Reading – Comprehension Questions, p. 146 (DLG)

Concept Nugget (K–2)

Standards:	LA.1.RL.11	Make connections between a text and personal life experiences
	LA.1.SL.2	Ask and answer questions about key details in a text read aloud or information presented orally
	LA.2.RL.12	Make connections between a text and personal life experiences
	LA.2.SL.2	Recount or describe key ideas or details from a text read aloud or information presented

1. Teach the lesson according to the **DLG**.
2. Ask these additional discussion questions:
 - *“We made predictions on the first day about our book. Did your prediction come true?”*
 - *“What was your favorite part of the book and why?”*
 - *“What were some things Nico did to show kindness?”*
 - *“If you were Nico, what would you have done to show kindness?”*
 - *“What are some ways you could show kindness to a pet?”*
 - *“Are there any more questions or suspicions you have about the book that haven’t been answered?”*
 - *“What are some things you have learned about kindness this week?”*
 - *“Has it been difficult or easy being kind with everyone in our class this week?”*
3. Read the statements about kindness at the bottom of each page and ask the students how Nico and Lola illustrated each of the kindness statements. Then ask the children to give examples of how they could illustrate that act of kindness with a friend or family member.

WRITING WORKSHOP, pp. 154 – 157 (DLG)

Kind Kid, p. 156 (DLG)

Concept Nugget (2nd) – Optional: 2nd graders can work independently to do this activity or join the K/1st graders as a whole group activity.

Standard: LA.2.W.9 Recall experiences or gather information from provided sources to answer a question

1. Teach the lesson according to the **DLG**.
2. While helping the K/1st grade students do a group “Kind Kid” activity as outlined in the **DLG**, the 2nd graders can work on this activity with a partner.
3. Group the 2nd graders in pairs to work together. Give each pair one piece of large craft or butcher paper. One student will lie down and the other student will trace the child on the floor. Then the students will work together to write ways to be kind on the inside of the outline and unkind things that kids sometimes do on the outside of the outline. When they have completed the writing, have them share their work with another 2nd grade group. After they have finished sharing, they can cut out their outlines and throw the unkind things in the trash.
4. The “Kind Kids” can be displayed in the hall for other students and parents to see.

Think Aloud – “I Can Write About...”, p. 155 (DLG)

Writing Process – Sharing Writing and Listening (K–2)

Standards: LA.1.SL.1 Follow agreed-upon rules (e.g., listening with care, speaking one at a time; making eye contact)
LA.1/2.W.6 With support and in collaboration with peers, use a variety of tools (e.g., digital, print) to produce writing
LA.2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details

1. Review the writing process that students have used throughout the week, from brainstorming possible topics, narrowing the choices, selecting a topic, writing a first draft, editing to correcting mistakes, recopying to publishing, and now finally sharing writing with classmates.
2. Say: *“This week we have learned how to use the writing process. This is the same process that authors use when they create stories or write books. We will use this same process many times throughout this school year. Let’s review the process we have used this week. Who can remember what we did each day?”* (Prompt students as needed to review the various steps used throughout the week to produce their finished pieces of writing.)
3. *“Today we will ask volunteers to share your finished writing pieces with the class. Many of you have already shared your writing with a partner who helped you to edit and make your writing better. However, today you can choose to share your writing with the class, if you wish. In order to do this, the rest of us will need to be very good listeners and pay close attention to what the readers say. In turn, the reader should read his/her writing loudly and clearly enough so that everyone in the class can hear. Next week we will talk about more things we do when our classmates share their writing. But for now, remembering these two things is a good start. Who would like to share their writing?”* (Provide opportunity for several student volunteers to share their

published pieces. At this point in the year, most children will not know how to ask good questions or provide meaningful feedback. Therefore, the teacher should begin by modeling this process for each child who volunteers to read. Some possible questions and feedback are listed below:)

- *“What was your favorite part of your writing?”*
 - *“What made you pick this topic?”*
 - *“I really liked how you wrote...”*
 - *“My favorite part of your story was...”*
4. Find something positive to affirm each reader, while seeking to build each child’s confidence in sharing his/her writing. Those who are shy and do not yet wish to share will likely do so over time. As the teacher models the process of giving feedback for each child, students will learn to do the same. Eventually, the goal is for students to learn how to provide meaningful feedback for their classmates. All students can share their writing, regardless of the writing stage progress they have attained. Some can share their pictures and tell the class their “picture stories”. Others can “read” the kidwriting words they have written, and fill in their stories with oral information. Those who are able can read their actual writing. This is the goal of sharing writing during Writers’ Workshop.

Day 4 – Social Studies

Kindness Placemats, p. 178 (DLG)

UNIT CULMINATION ACTIVITY, PART 1 (K–2)

Standards:	B.K.RO.12	Develop a desire to help others. (11, 13)
	B.K.RO.14	With support, participate in local service opportunities. (11, 13)
	SS.K-4.IGI.8	Participate in age appropriate outreach and service projects

1. Before doing this activity described in the **DLG**, take pictures of the facility to help the children visualize where their creative placemats will go. Discuss with them what an elderly nursing facility is and why it might be necessary for some elderly or disabled individuals to live there. Answer students’ questions, and encourage them through discussion to do something nice for these residents to brighten their day. Talk to the children about the importance of showing kindness to their neighbors who they don’t know. They could be neighbors at a hospital, shelter, or nursing home. Say: *“One way we can show our kindness is by making something to brighten someone’s day. We don’t have to know the person to show that we care. This is one way we can show Jesus’ love to others.”*
2. Proceed with creating the placemats. After students have personalized and created the placemats, choose one of the following options:

- Prearrange a field trip for the children to visit the facility and personally deliver their mats to one of the residents. With this option, students could learn a couple of songs to perform for the residents. It is suggested that the teacher contact the Activities Director of the facility to arrange the visit. Students would also need to practice how to introduce themselves and what to say to the individuals to whom they will give the placemats. This option will require some coaching from the teacher in order for students to feel comfortable enough for this activity to be a blessing to them and to the facility residents. If this option is chosen, it is suggested that children visit the elderly the following day, and that this activity be used as a unit culminating event. (See Day 5.)
- The teacher could make a pre and post visit to the facility without the students being present, and arrange with the Activities Director of the facility to distribute the children’s placemat gifts to the residents. The teacher could take pictures or a short video clip of the residents using the placemats or when they first receive the placemats. Then show the pictures to the students. If this option is chosen, be prepared to show these pictures to the children the following day as a unit culminating event or unit wrap up. (See Day 5.)
- *Optional:* For smaller facilities, the teacher could obtain a list of residents’ names from the Activities Director, and then ask a specific child to write the resident’s name on his/her placemat to further personalize the experience. This will assist in prearranging and matching an elderly resident with the child who will create his/her personalized placemat.

Day 5 – Language Arts

READING WORKSHOP, pp. 144 – 149 (DLG)

Read-Aloud, p. 146 (DLG)

Readers Self-talk (2nd), Sticky Note Strategy (2nd)

Standard: LA.2.SL.3 Ask and answer questions about what a speaker says to clarify, gather additional information

1. While working with the K/1st grade students on “My Puppy”, the 2nd grade students can go to a designated place in the room and read a story to themselves about kindness or dogs. While they are reading, they should practice “Reader Self-talk”, and use sticky notes to keep track of their questions and thoughts just as they did at the beginning of the week.
2. Encourage students to check their questions and suspicions when they finish reading the book to see if any of their questions were answered. After they have answered as much as they can, students can partner with other 2nd graders and go over their thoughts and questions. By talking with others, they may be able to figure out the answers to questions they weren’t sure about, or questions they had not thought about.
3. If the answer to one of their questions isn’t in the book and talking with classmates don’t reveal the answer, tell them to leave the sticky note with the question on it, and you will try to help them find the answer when you are finished with the K/1st grade

students. When they have completed answering their questions and suspicions, have them stack up their sticky notes and submit them to you so that you can see what kind of questions they have.

WRITING WORKSHOP, pp. 153 – 157 (DLG)

Kindness Book, p. 157 (DLG)

Model Writing (K–2nd)

Standard: LA.K-2.W.10 With support, write routinely for a range of tasks, purposes, and audiences

1. Before Class: For the Kindergarten students, type the entire bottom section described in the **DLG**, using the children’s names. Students will draw a picture to go along with the writing. Depending on the writing ability of the 1st/2nd graders, either type theirs out too, or leave a blank space for them to fill in the kind action they saw another student doing. Start and end the book with you, the teacher. The **DLG** gives a suggestion on how to end the book.

Example:

(Picture of the teacher)	(Picture of Tom picking up someone else’s toys.)	(Picture of Sabrina helping a classmate who’s hurt)	(Picture of Sean sharing crayons)	(Picture of Sherry waiting her turn)	(Picture of Alan doing whatever Sherry writes)
Teacher, Teacher, who do you see? I see Tom picking up someone else’s toys.	Tom, Tom, who do you see? I see Sabrina helping a classmate who’s hurt.	Sabrina, Sabrina, who do you see? I see Sean sharing crayons.	Sean, Sean, who do you see? I see Sherry waiting her turn.	Sherry, Sherry, who do you see? I see Alan _____.	Alan, Alan, who do you see? I see Heather _____.

2. Read the book, *Brown Bear, Brown Bear, What Do You See?*
3. Say: *“Today we are going to practice a type of writing called, ‘Model Writing’. That means we are going to write a book that models the book we just read. In other words, our book will use the same kind of words that were in ‘Brown Bear, Brown Bear’. The difference is that our book is going to talk about us, whereas ‘Brown Bear, Brown Bear’ talked about animals. Since we have been talking about being kind, we will write about each of us doing something kind.”* (Read a couple of examples so they understand how the book is going to flow.)
4. Teach the lesson according to the **DLG**.



5. Use Activity Master 0.2.9. Students will need to work near each other on this book since each page has two students' names. They will need to see what the previous page says so they will know what kind of picture to draw. The teacher will need to organize the activity and keep record of what each child is writing so it will flow properly to the next student. When everyone's work is completed, assemble the book and read it aloud to the class. Keep the book out so the students can read it to themselves or with a partner whenever they have free time.

Day 5 – Social Studies

Sharing Kindness Placemats

UNIT CULMINATION ACTIVITY, PART II (K–2)

Standards:	B.K.RO.12	Develop a desire to help others (11, 13)
	B.K.RO.14	With support, participate in local service opportunities (11, 13)
	SS.K-4.IGI.8	Participate in age appropriate outreach and service projects

Option 1: Schedule a field trip to an elderly facility. Students will share their placemats with the facility residents and perform for them. If this option chosen, use the questions below as a debriefing of the experience and to summarize what they have learned about kindness during the two weeks' theme. (If possible, this option is best for experiential learning and celebrating their learning about kindness.)

Option 2: If a field trip to an elderly facility is not possible, then the teacher can prearrange with a selected facility to deliver the placemats the previous day and take pictures or a short video for students to see. If this option is chosen, use this time to show students pictures of the residents receiving and/or using their placemats. Share a short video clip of the event, if possible. Then use the questions below to summarize what students have learned about kindness during the two weeks' theme.

Unit Culmination Discussion Questions

“We read two books last week and this week that showed how one person can make a difference by choosing to act kindly. We have talked a great deal about kindness these last two weeks, and today we want to put together everything we have learned.” (Lead students in a discussion to summarize what they have learned from the theme using the following open-ended questions, or insert some teacher designed questions.)

- *“What is the most important thing you have learned about kindness during the past two weeks?”*
- *“Was it easy or difficult for you to be kind to others? Why or why not?”*
- *“What did you learn about showing kindness to people who are not your close friends or family?”*
- *“What was it like to show kindness to someone who is usually not kind to you?”*
- *“How did showing kindness to others make you feel inside?”*

- *“What did you enjoy most during these two weeks that we have talked about kindness?”*
- *“As we move on to study other topics this year, what can we do as a class to help us remember to continue to be kind our learning family?”*

