

**K-2 MULTI-GRADE BRIDGE**  
**Detailed Daily Lesson Plan (DDLPL)**  
**Theme Nine Daily Lesson Guide (DLG) – I'm on a Mission!**  
**Grade K Theme Book Five: Beatrice's Goat/Social Issues and Culture**  
**Character Building Concept: Witnessing – Optimism**

**Days 1 – 5 Signing In/Morning Activity**

**SIGNING IN, p. 458 (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 1<sup>st</sup> and 2<sup>nd</sup> 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, 1<sup>st</sup>, and 2<sup>nd</sup> grade years. Kindergarten and 1<sup>st</sup> 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 2<sup>nd</sup> grade. \*\*\**

**Day 1 – Circle Time/Morning Meeting**

**OPTIMISM CONCEPT CONNECT**

*Concept Connect Activity (K–2), Unit Culminating Activity Preparation (K–2)*

**Standards:** B.1-4.BK.23 Articulate that one of God's purposes for us is to be witnesses of His love  
B.K.BK.23 Tell how God wants us to be good examples to others



1. Fill a clear drinking glass halfway with water. Ask students if the glass is half full or half empty. Allow time for responses.
2. Say, *"The amount of water is really the same. The difference in whether it looks half full or half empty depends on if you focus on what is there, the positive, or if you focus on what is missing, the negative. When you see the glass as half full you see the positive side of things; you are optimistic."*
3. *"Let's do one more activity with water."*
4. With a marker, draw an arrow on a sticky note and post the sticky note on a vertical surface.
5. Completely fill the second clear drinking glass with water.
6. Say, *"The arrow on the sticky note represents our thoughts. Notice that the arrow is pointing in one direction. Let's pretend that the direction it's pointing is a path to negative thoughts. Often times our thoughts can start to dwell on sad, hurtful or negative things. While it's healthy to have a variety of feelings, we don't want to let negative thoughts take over. We can begin to think only about the bad."*
7. Slowly move the glass in front of the sticky note with the arrow. Students will note that the arrow appears to face the other direction when viewed through the water.
8. Say, *"We can learn to change our perspective so that even while there are hard or negative things happening, we can choose hope and joy. We can choose to be positive and optimistic. We can choose to see the good in things. Optimism involves a positive outlook; it is the hope that something good will happen in the future. Optimism is a synonym for or is comparable to hopefulness. Does anyone remember when we learned about hope?"* (Allow students to recall the concept of hope learned in Theme 4 – Book 1.)
9. *"This week we will learn about and experience optimism during our lessons. How can you practice optimism this week?"* (Allow students to share.)



\*\*\* Unit Culminating Activity Preparation: To prepare for the Unit Culminating Activity at the end of the week, students will create their witnessing t-shirts to wear to the chosen organization. \*\*\*

10. *"We will begin working this week on our special witnessing t-shirts for our big community project to be conducted at the end of the week. We want the people we meet to see our witness, whether we are talking to them or not. One way to share a message of God's love is by putting it on things we wear."*
11. *"Today we will make t-shirts with a special witnessing message. The message on the front will say, 'Become a member of God's family.' The back of the t-shirt will say, 'It will save your life!' If people pass us now, before we can say any words, our t-shirts can share an important message. We want everyone to know that they can be a part of God's family. Let's decide what we would add to make our t-shirts."*
12. Lead the students in creating a design on plain paper before putting the design on t-shirts.
13. The message to be printed or painted on the t-shirts will be:

***Become a Member of God's Family (front)***

***It Will Save Your Life! (back)***

14. White t-shirts are recommended for this project.
15. Plan and decide what option will be best for creating the t-shirts.
  - Use fabric paints, fabric markers, and/or fabric pens for students to write the messages on the front and back of the t-shirts in class, or choose a capable parent(s) to print the messages on the shirts.
  - Find a print shop to have the messages printed on the front and back.
  - Take the design created by the class and recreate it using your computer to scan and print on t-shirt transfers. Recommendation: Avery T-shirt Transfers for Inkjet Printers-Light Fabrics (located on Amazon)
  - If the shirt's message is printed or transferred, have students to personalize their shirts afterward with designs of their choice using fabric paints, fabric markers, or fabric pens. This will encourage students to decorate around the message rather than covering the whole shirt, leaving no room for the message.
16. Take the message design and get it on the t-shirts before Day 3 Morning Message time. Days 3 and 4 Morning Messages will be devoted to decorating the t-shirts so they will be ready for the witnessing activity at the end of the week.

## Days 1 – 5 Daily Oral Language

### Grammar & Writing Mechanics

*Think-Pair-Share (1<sup>st</sup>/2<sup>nd</sup>), Editing (1<sup>st</sup>/2<sup>nd</sup>)*

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

1. This daily activity is designed for 1<sup>st</sup> and 2<sup>nd</sup> graders. First graders are formally introduced to DOLs in Theme 4. At any time in the year the teacher may also include some Kindergarten students who can read the sentences and might be ready for this type of activity.
2. The suggested sentences for group editing are found in Appendix D (DOL Master, Theme 9 – Book 3) for your convenience. These are designed to correlate with each unit theme and are intended as a teacher directed activity. An enlarged poster copy of the Common Editing Marks should be posted in the room for easy student reference. DOL Common Editing Marks are also listed for student reference in Appendix D only in the following: Theme 1 – Book 1, *This is Our House* and in Theme 4 – Book 1, *Winter's Gift*.
3. Review with children some of the Common Editing Marks and basic DOL procedures (check for capitalization, ending punctuation, spelling, etc.).
4. Students will pair with classmates and discuss how to correct each sentence. Monitor student discussion by walking around the room and “listening in” to each discussion. Correct misunderstandings when necessary.
5. Call on student pairs to come to the board and correct the sentences. Review corrections as a class and decide if they should be accepted or corrected.

## Day 1 – Language Arts

**READING WORKSHOP, pp. 452 – 458 (DLG)**

**Before Reading – Introducing the Book, p. 454 (DLG)**

*Picture Walk (1<sup>st</sup>/2<sup>nd</sup>), Think Aloud (1<sup>st</sup>/2<sup>nd</sup>)*

**Standards:** LA.1.RL.9 Predict story events and outcomes using picture clues  
LA.2.RL.3 Describe how characters in a story respond to major events and challenges

**DDL P – I'm On a Mission!**  
July, 2021

**Book 5 – Beatrice's Goat**  
Page 4



1. Teach the lesson according to the **DLG**.
2. Students should identify the main character as Beatrice.
3. Extend the lesson for 1<sup>st</sup> and 2<sup>nd</sup> graders to include the following think-aloud discussion:
  - *“As you look at the main character in the story, let’s look and see if she went from being sad and discouraged to being happy and encouraged.”*
  - *“Does it seem like the story takes her on a journey of seeing the positive, of being optimistic?”*
  - *“We can tell much about a person or situation by looking at facial expressions.”*
  - *“Let’s go back through the pages before we read and see if we can see a change in the main character and/or other characters.”*
  - *“Look to see if you notice any changes from sad to happy. Tell me what you think is causing the changes.”*
4. Do a second picture walk and listen for students’ responses.

**WRITING WORKSHOP, pp. 459 – 461 (DLG)**

**Writing with Children – Word Order, p. 461 (DLG)**

Graphic Organizer (1<sup>st</sup>/2<sup>nd</sup>), Main Ideas (1<sup>st</sup>/2<sup>nd</sup>)

Standards: LA.1.W.2 Write informative/explanatory texts that name a topic, include facts about the topic, and provide some sense of closure

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

1. Remind the students of the story of Beatrice’s Goat. Review how she received a gift that helped her in a way she never thought possible.
2. Students will think of a time when they were given a special gift.
3. First and 2<sup>nd</sup> graders will use Activity Master 9.5.1 to organize their thoughts and write.



4. Kindergarteners will complete the lesson as outlined in the **DLG**. *“Let’s review the story of Beatrice’s goat. What was the special gift she received? How many of you have ever received a special gift? How did you feel? What did you do with it? Did you show gratitude for receiving it? Did you receive the gift when you were feeling sad?”*
5. Give 1<sup>st</sup> and 2<sup>nd</sup> grade students Activity Master 9.5.1 to do a quick-write about their experience: *“Write about your experience, using this graphic organizer. Begin with your topic sentence and follow with important details that describe your experience. Write a closing sentence to end your writing. I will come around and check your topic sentence. When your topic sentence has been approved and your assignment completed, write your final draft in your writing journal.”*

\*\*\* All Writing Workshop activities this week are based on previously learned writing skills. Students will file these projects in their writing journal so that they can be used as formative assessment data. This enables teachers to evaluate student progress in Writing Workshop. \*\*\*

## Day 2 – Bible

### **PRESENTING THE BIBLE STORY, pp. 435 – 437 (DLG)**

#### **Reading “Safe in a Shipwreck,” pp. 436 – 437 (DLG)**

Concept Nugget (K–2)

Standards:	B.1-4.RO.4	Identify and demonstrate important personal values
	B.K.RO.4	Practice treating others as we would like to be treated
	B.1-4.RO.18	Discuss different ways that Biblical characters witnessed to their faith and the results of their witness

1. Teach the lesson according to the **DLG**.
2. After reading the story, extend the lesson to include a discussion on optimism.
3. Understand the positive impact that optimism has on witnessing.
4. Prepare an activity to introduce a method of improving negative behavior by turning negative thinking or pessimistic thinking into positive thinking or optimistic thinking:
  - *“Yesterday we talked about being optimistic. In our story today, Paul had optimistic news for everyone on the ship. He gave encouragement in the middle of a storm! Why? An angel told him in a dream that no one would die. Paul believed the message from God. That’s how optimism works. The angel brought an encouraging message to Paul so that he could give*



*an encouraging message to those who were afraid. Being optimistic comes from believing that things will become better and will work out for good."*

- *"The Bible says, 'and we know that for those who love God all things work together for good, for those who are called according to His purpose'." Romans 8:28*
  - *"This verse is very important to remember especially when you feel there is no hope. As you learn to love God, He will show you many good things He has in store for you."*
  - *But what do you do when you're having a hard time at school or even at home. What do you do when the only thing you see is how things are not going your way? What do you do when things that are happening to you seem to be unfair? (Give students time to respond.)*
  - *"Today I would like for us to try a new way of looking at the positive side of any situation so that we can be an encouragement to someone else."*
  - *"It's called, 'Turn Around'. What you have to do is just that simple – turn around. When you are feeling irritated, frustrated, upset, sad, etc., just turn around in a circle. When you turn around, think of something positive, or think about how you can bring the positive out of your negative situation. This can be difficult sometimes to do on our own. However, we can help each other by suggesting to each other to stop and turn around!"*
5. Here are some examples to say to the class: *"Perhaps you may say at home, 'I don't want those vegetables for dinner.' After one twirl or turn around, an improvement to say would be, 'I'm glad we have food to eat tonight. Perhaps mom will let me have just a small portion of the vegetables, if I ask nicely'."*
6. Here's another idea. *"Perhaps you may say, 'They always get to the swings before I do. I always have to wait!' An improvement would be, 'I'm so glad I am able to play on the playground. I will ask before recess if I could have a turn on the swings first.' There are so many ways to turn around the gloom and look on the bright side. We can be optimistic! One author once said, 'Don't cry because it is over. Smile because it happened.'"*
7. Have the students to practice turn-around and change their way of thinking and speaking negatively to positive thinking and speaking.

## Day 2 – Language Arts

### READING WORKSHOP, pp. 452 – 458 (DLG)

#### During Reading – Second Time, p. 455 (DLG)

*Vocabulary (1<sup>st</sup>/2<sup>nd</sup>), Context Clues (1<sup>st</sup>/2<sup>nd</sup>), Compare and Contrast (K-2)*

Standards: LA.1.L.3 Determine the meaning of unknown and multiple-meaning words  
LA.2.L.4 Determine the meaning of unknown and multiple meaning words

1. Teach the lesson according to the **DLG**.
2. Refer to Vocabulary Master 9.5 for 1<sup>st</sup>/2<sup>nd</sup> graders and Blackline K for Kindergarten words. Make a copy of these masters, and cut the words apart.
3. Students will each receive a different vocabulary word from the list. Pair non-readers with readers to assist reading the words.
4. Distribute all the words to the class. Be sure to give Kindergarteners only Kindergarten words unless they are advanced in their reading skills. Encourage students to look at each of their words and ensure that they know what each says. Assist those who may need help.

VOCABULARY WORDS	
<i>Kindergarten List</i>	<i>1<sup>st</sup>/2<sup>nd</sup> Grade List</i>
Milk	Crossroads
Goat	Groves
School	Sturdy
Uniform	Knobby
Twins	Hoe
Jumper	Cassava



Shirt	Jackfruit
Kid	Copybook
	Lashed
	Banana fibers
	Elephant grass
	Pigeon trees
	Lab vines

5. Do a second read of the book, *Beatrice's Goat*. Ask students to pause the story when their words are read by calling out the word.
6. When the story is paused, the student will lead the class in defining his/her word by using context clues. This process will be repeated until the story is completed and all words have been identified.
  - *"The first time you hear your word in the story, I want you to pause the story by saying your word aloud."*
  - *"For example, if my word was "village" and the word village was read in the story, then I would shout out "village!" and the story would be paused."*
  - *"Once you call out your word, you will use the context clues in the story to tell what you think the word means. Sometimes you may have to use the picture to help you define your word."*
  - *"We will work together to find the meaning of all the words."*
7. Read the book, pausing for each vocabulary word.

### Compare and Contrast T-Chart (1<sup>st</sup>/2<sup>nd</sup>)

**DDL**P – I'm On a Mission!  
July, 2021

**Book 5 – Beatrice's Goat**  
Page 9



**Standards:** 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

1. First and 2<sup>nd</sup> graders will participate in a discussion comparing/contrasting Beatrice's life to their lives.
2. Create a T-Chart on the board or on chart paper and pre-select some of the vocabulary words from the list to help lead the children to compare and contrast Beatrice's life to their own. The focus for each word is in parentheses:
  - Groves (neighborhood appearance)
  - Uniform (school clothes)
  - Jackfruit trees (classroom)
  - Work clothes/play clothes (amount of clothing possessed)
  - Elephant grass (local bushes/landscape)
3. Lead the students in a discussion of comparing and contrasting.

### **WRITING WORKSHOP**

#### **I Am Happy When ...**

*Shared Writing (K–2), Poetry (K–2)*

**Standards:** LA.K-1.W.9 With support, recall experiences or gather information from provided sources to strengthen writing  
LA.2.W.9 Recall experiences or gather information from provided sources to answer a question

1. Model writing a poem using the shared-writing strategy.
2. After the shared writing, students will write a poem independently on a given topic.
3. Give each student Activity Master 9.5.2a (Kindergarten), 9.5.2b (1<sup>st</sup> grade), and 9.5.2c (2<sup>nd</sup> grade) to complete as you use an enlarged copy on the board or chart paper.
4. Write the title in the large bubble and say: *"Our title/topic for our poem will be, 'What if I Were a Tree.' Please copy this title in the large bubble just as I have shown you here."*



5. *"Think about what it would be like to be a tree. What do trees do? In our top 'detail' bubble, we will decide as a class one important thing trees do."* (Pause for responses. Write responses down in a different area to review after all ideas are given. Decide as a class what will be written in the top "detail" bubble. Ex: Give shade to people.)
6. *"Ok...now that we have what trees do, what are trees used for?"* (Pause for responses. Write responses down to review after all ideas are given. Decide as a class what will be written in the middle "detail" bubble. Ex: Make houses, boats, etc.)
7. *"We are almost finished gathering details to write a complete poem. My next question is: How can trees be used to make something special for a friend or family member?"* (Pause for responses. Write responses down to review after all ideas are given. Decide as a class what will be written in the last "detail" bubble. Ex: Paper to make a drawing. Some students may use their imaginations and say something make-believe.)
8. *"We now have three details to begin creating our poem. Let's write it to see what it will look like in poetry form:"*
  - If I Were A Tree...
  - I would make... shade for people
  - I would make... houses for people
  - I would make... a special drawing for my daddy
9. The students should be encouraged to go deeper into their writing. Lead them to give more information to add further details by asking the question, *"Why? I like our poem, but I think it needs more information to make it our best."*
10. *"Let's gather some more information. Why do we want to make ... shade for people?"* (Pause for responses. Write responses down in a different area. Decide as a class what will be written in the bubble beside the top "details" bubble. Ex: ...so they won't be hot anymore.)
11. *"Why do we want to make...houses for people?"* (Pause for responses. Write responses down to review after all ideas are given. Decide as a class what will be written in the bubble below. Ex: ...so they won't be homeless.)
12. *"Why do we want to make a painting for Daddy?"* (Pause for responses. Write responses down to review after all ideas are given. Decide as a class what will be written in the bubble below. Ex: ...so he can smile all day.)

13. *"Now let's take another look at our poem with all the new details we have added."*

- If I Were A Tree...
- I would make... shade for people
- So they won't be hot anymore
- I would make... houses for people
- So they won't be homeless
- I would make... a special drawing for my daddy
- So he can smile all day

14. Ask the students to take out their writing journals and prepare to write their own poems.

15. Give each student another copy of Activity Master 9.5.2a (Kindergarten), 9.5.2b (1<sup>st</sup> grade), 9.5.2c (2<sup>nd</sup> grade). Write the topic, "I am Happy When ..." on the board or chart paper. *"You will now write your own poem. Follow the steps for writing your poem, using your graphic organizer. I have written the topic on the board, and you will decide on the title for your poem. I will walk around and give assistance as you move through each step."*

16. More capable students can extend their poems all the way through the last tier of bubbles (the why). Less capable writers may only be able to have a title and three details (just the first tier of bubbles).

17. All final poems are to be written in their writing journals.

---

### Day 3 – Bible

#### REVIEWING THE BIBLE STORY, pp. 438 – 439 (DLG)

#### Questions from the Story, p, 438 (DLG)

*Critical Thinking Questions (1<sup>st</sup>/2<sup>nd</sup>)*

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

**DDL**P – *I'm On a Mission!*

July, 2021

**Book 5 – Beatrice's Goat**  
**Page 12**



9.5

1. Teach lesson according to the **DLG**.
2. Extend the lesson in the **DLG** to include these additional comprehension questions:
  - How can you describe the way the people may have responded to Paul when he told them to eat and not worry while they were in the middle of a storm?
  - What other examples can you find that showed Paul witnessing optimism while he was being held a prisoner?
  - What is the problem with always thinking about the negative and not believing that things will become better?
  - Paul was a missionary. This means he travelled greatly, encouraging many people. What are the positives that can be seen when someone is moving around and meeting new people all the time?

### Day 3 – Language Arts

#### **READING WORKSHOP, pp. 452 – 458 (DLG)**

#### **During Reading – Third Time, p. 455 (DLG)**

*Story Elements (1<sup>st</sup>/2<sup>nd</sup>), Recall (1<sup>st</sup>/2<sup>nd</sup>), Concept Nugget (K-2)*

Standards:	LA.K.RL.2	With prompting, retell familiar stories, including key details
	LA.1.RL.3	Describe story elements using key details
	LA.2.RL.3	Describe how characters in the story respond to major events and challenges
	B.K.RO.19	Describe various ways of witnessing
	B.1-4.RO.19	Explore various ways of witnessing, including face-to-face and the use of technology

1. Modify the lesson in the **DLG** to include a review of the story. Use the pictures in the book for review.
2. Lead the class in a whole group discussion. Ask the following questions:
  - *“Who are the characters in the story?”*
  - *“What places are mentioned in the story?”*
  - *“What problems did the characters face?”*

- *“How were the problems solved in the story?”*
  - *“What is your favorite part of the story?”*
3. After reviewing the story, give each student Blackline 5.8 as outlined in the **DLG**.
  4. With minimal assistance, allow the students to complete the activity from what they can remember.
  5. After the activity, connect to the concept of optimism with the following discussion: *“As we think about what happened with Beatrice, let’s remember that if we trust Jesus and think about the positive, we will see that good things can happen. It was difficult for Beatrice to see other children heading to school with their uniforms and books. She wanted to have that experience for herself, but her family could not afford it. Beatrice didn’t know how her situation could change, but still she chose to hope that one day she would.”*
  6. *“Receiving Mugisa didn’t appear that it would help her family. However, when she chose to look at the joy that Mugisa brought, she saw that this little goat was used to bring her hope to reality. Therefore, let us remember to always look on the bright side and think about all the good things that can come from what seems to be only a bad situation. Pray and ask Jesus to help you to think positively, and find ways to encourage someone else. If Jesus can make a way for Beatrice, He can make a way for you.”*

## **WRITING WORKSHOP**

### **Sequence Chain**

Sequencing (K–2)

Standards: LA.K.W.3 Use a combination of drawing, dictating, and writing to tell events in sequence and provide a reaction  
 LA.2.W.3 Write narratives that recount two or more appropriately sequenced events and provide some sense of closure

1. Give the students options to choose this week’s story or one of the prior weeks’ stories in Theme 9 to recall events.
2. Students will use Activity Master 9.5.3a (Kindergarten) and 9.5.3b (1<sup>st</sup>/2<sup>nd</sup> grade) to sequence events from the story of their choice. *“This month we have read many interesting stories that are worth remembering for a lifetime. They all have taught us to think positively and to share Jesus in ways that people can know just how much He loves them.”*
3. Students will choose a story that they can still remember.
  - *“Each of you have been given a sequence chain.”*

- *“To complete this activity, you will have to recall important events that took place in the story of your choice.”*
- *“Remember to put all the details in order and be sure to include what happens at the beginning and end of the story.”*
- *“At the end of this activity, you will write a sentence telling why you chose this book.”*

4. Walk around and help those who may have difficulty recalling stories.

## Day 3 – Science

### Stilt House Shades. Part I

*Creating Curtains and Shades (K–2)*

**Standard:** S.K-2.PS.8 Use tools and materials to design and build a structure that will reduce the warming effect of sunlight

*\*\*\* This activity should be placed in the sun. Therefore, students will need to build their stilt homes in a sunny area in the classroom, or on a tray that can be moved to the windowsill after the activity. \*\*\**

1. Observe the houses in the book, *Beatrice’s Goat*. Discuss how homes in Uganda are the same as homes in America and how they are different. Notice that the houses in Uganda have no windows, curtains, or blinds. Discuss the challenges the people in Uganda may experience by not having curtains or blinds on their homes (e.g., no privacy, unable to take naps, unable to find relief from sun rays, etc.).
2. Remind students of what they learned about the sun and temperature in Uganda from **Day 1 – Social Studies, Off to Uganda, p. 492 (DLG)**.
3. *“Since there are no curtains or blinds to cover the window frame on the stilt homes, people in Uganda aren’t able to go to bed before the sun goes down. They cannot receive heat relief from the sun’s rays because there’s nothing in their homes to block the sun! So today we are going to solve that problem by building our own stilt houses using Legos/blocks. Each group is going to create curtains or blinds for their stilt house.”*
4. Organize students in groups of 2-5, depending on the size of the class. Give each group a pile of Legos or blocks to build their house on stilts.
5. After the stilt homes have been built, explain that the students will be challenged to create curtains or blinds for their stilt homes. Remind the students that the curtains/blinds must block the sun’s rays. Provide a variety of materials such as fabric squares, a



variety of paper, aluminum, clay, playdough, toothpicks, and Popsicle sticks that the students can use to create their curtains. Discuss the different fabrics and why one type of fabric may be more useful in blocking the sunlight than another.

6. Teachers will apply hot glue for students who may need adhesion.
7. After the curtains/blinds have been installed on each stilt home, place a glow in the dark star inside each home and ensure the stilt home is left in a sunny place in the classroom to be tested the next day.
8. If time permits, allow the students to predict which home will be the most protected from the sun rays and why.

### Day 3 – Social Studies

#### Currency in Uganda

##### Ugandan Economy (K–2)

Standards:	SS.K-4.PDC.2	Explain uses of God's gift of natural resources for meeting human needs
	SS.K-4.PDC.7	Identify the characteristics and functions of money and its uses
	SS.K-4.PDC.9	Examine the efforts of the Seventh-day Adventist church to alleviate social problems

\*\*\* Before beginning the activity, cut out and laminate (optional) Activity Master 9.5.4. Hide the cards around the room for a scavenger hunt. \*\*\*

1. Discuss the form of currency used in the book, *Beatrice's Goat*. Look through the book, if necessary, to remind the students of the ways in which Beatrice and her family were able to receive funds. Bring the students to an understanding that livestock and the resources produced from livestock was their main form of currency.

\*\*\* People in Uganda also have bills and coins that they use as currency. However, they're worth much less than the currency in America (\$1 USD = \$3,715 Ugandan Shilling). Pictures of Ugandan currency can be researched on the Internet and printed to show the children during the activity. \*\*\*

2. *"People in Uganda had to work, hunt, barter, and trade for the materials they needed to survive. However, there were some people, like the people who gave the goat to Beatrice's family, who gave of their resources without asking anything in return. This is an act of selflessness. We learned about selflessness last week."*
3. Spend some time discussing the importance of natural resources to the people in Uganda. Celebrate God's provision for the people there. Because God provides the resources, they are able to meet their needs. Discuss what would happen if God's resources were not available to the people of Uganda. What would be the effect? What would have happened to Beatrice and her family if they had not gotten Mugisa? How would their lives be different?





4. Compare and contrast Ugandan currency with American currency. Show the class a stack of American currency, a stack of Ugandan printed currency, and farm animal toys. Decide which form of currency is better and why.
5. After the discussion, organize the students in groups of 2-5 for an experiential activity to help them understand the Ugandan economy better.
6. Give each group of students a couple of farm animals. Be sure groups don't receive an equivalent amount of "livestock." Give one group more chickens than another; give another group no goats; give another group one or two sheep, etc.
7. Next, allow students time (less than 10 minutes) to enjoy a scavenger hunt as they search for the laminated cards (Activity Master 9.5.4) hidden around the classroom.
8. After all the cards have been found, have the children return to their groups to look over their "resources." Spend some time discussing the resources, their functions, and importance.
  - The water is used to quench the animals' thirst so that they can stay alive.
  - The hay is used to feed the livestock so they're able to produce milk and live healthy.
  - The shears are used to shear the sheep and create clothing.
  - The wood is used to build shelters to protect the livestock from predators.
  - The bucket is used to hold milk.
  - The Ugandan Shilling can be used to purchase small items (\$50 Ugandan Shilling = \$0.01 USD).
9. *"Now that we have our resources, we are ready to begin our simulation. We are going to pretend that we are families living in Beatrice's village in Uganda. We have to work diligently to take care of our families. Some of us have many resources with which to care for our families. Some of us will need to trade and barter for the resources we need. I'm going to read five problem cards. When I read each problem, your family will have two minutes to find the resources needed to solve the problem and survive the night."* (Items needed are in parentheses. However, students may think of some logical reason for another needed item. If the item is justified, allow for variance in this activity.)
  - A family needs warm clothes to sleep comfortably through the cold night. (sheep, shears)

- There's pollution in the local watering hole, but your family is thirsty! What can they drink? (cow or goat, bucket)
  - There's a jaguar in the area and he's hungry! (wood)
  - Your family is hungry! (chicken, goat, cow, shilling)
  - The cows and goats are not producing milk! (hay, water)
10. Read each problem card. Allow the students' time to barter with other groups for the resources they need to solve the problem. After two minutes have passed, students should return to their groups and determine whether or not they were able to gather the resources needed to make it through the night.

## Day 4 – Bible

### PRACTICING THE BIBLE STORY, p. 440 (DLG)

#### Good News Message, p. 440 (DLG)

Concept Nugget (K–2)

Standards: B.1-4.RO.4 Identify and demonstrate important personal values  
B.1-4.BF.8 Make personal connections between Bible study and its application to daily living

1. Teach the lesson according to the **DLG**.
2. Extend the lesson to include these additional messages:
  - Jesus gives us hope so we can encourage others.
  - Smile! Always look at the positive.
  - Love more, worry less.
  - Jesus has prepared a special place for us where we will soon live with Him.

### **“We are the Church” Collage, p. 441 (DLG)**

Concept Nugget (K–2)

**DDL**P – *I'm On a Mission!*  
July, 2021

**Book 5 – Beatrice's Goat**  
**Page 18**



**Standards:** B.1-4.RO.4 Identify and demonstrate important personal values  
B.1-4.BF.8 Make personal connections between Bible study and its application to daily living

1. Teach lesson according to the **DLG**.
2. If there is space remaining on the collage, have the students add the words, "Encourage others."
3. Have the students also look for pictures that show people happy and feeling good.
4. Students will add those pictures to the "We Are the Church" collage.

## Day 4 – Language Arts

### READING WORKSHOP

#### Comprehension Questions

*Think-Pair-Share (K–2)*

<b>Standards:</b>	LA.1.RI.2	Identify the main topic and retell key details
	LA.2.RI.2	Identify the main topic of a multi-paragraph text
	LA.1/2.SL.1	Participate in collaborative conversations in diverse groups
	LA.K.RI.13	Actively engage in group reading activities with purpose and understanding
	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.12	Make connections between a text and personal life experiences

1. Reread *Beatrice's Goat*.
2. Students will pair-share with elbow partners and think aloud to respond to the following higher order inference questions:
  - "How would you describe Beatrice?"
  - "How is Beatrice's life similar to and/or different from yours?"
  - "What are some reasons a goat might be good for Beatrice's family?"
  - "What are some lessons you might learn from this book?"



- *“What did you take away from this book? Show your understanding.”*

## **WRITING WORKSHOP**

### **Writing Celebration**

#### *Author's Chair (K–2)*

Standards:	LA.K-2.W.10	Writes routinely for a range of tasks, purposes, and audiences
	LA.K-1.SL.7	Give brief oral presentations
	LA.2.SL.4	Tell a story with appropriate facts and relevant descriptive details

1. Students will share their writing from their writing journals: Writing from Days 1, 2, and 3.
2. Have students choose which writing piece they would like to share with the class.
3. After the students have shared, have them write independently on the topic, “I Can Be a Missionary.”

- *“Now I would like for you to add to your writing journals another short narrative.”*
- *“We have learned much about missionaries as we have gone through our different stories. Missionaries are very important.”*
- *“Missionaries are always helping those in need and sharing Jesus while they are meeting the needs of others.”*
- *“We can all be missionaries wherever we are.”*
- *“If you were a missionary, what would you do? How would you help others in need? How would you share Jesus?”*

4. Students will write in their writing journals.

## **Day 4 – Science**

### **Stilt House Shades Part II**

#### *Assessing Curtains and Shades (K–2), Critical Thinking (K–2)*

Standard: S.K-2.PS.8 Use tools and materials to design and build a structure that will reduce the warming effect of sunlight



1. Turn off all the lights and close the blinds in the classroom to make the environment as dark as possible.
  2. Inform children that the stars in each stilt house are the glow in the dark stars. However, their glow is only charged when there is sunlight. Therefore, a stilt house with a brightly glowing star means that the sun's rays were able to penetrate through the curtain/blinds created. However, a dim star means that less sunlight was able to pierce through the curtain/blind the group created.
  3. Invite groups of students to take a walk along the windowsill or whatever location the stilt houses were placed, and observe the stars inside each house.
  4. Pay attention to the stars that have no glow and the houses that have brightly glowing stars.
  5. Bring the students together on the rug to draw conclusions from the activity by responding to the following:
    - How did the house with the \_\_\_\_\_ (name of material) curtains/blinds create the greatest shield from the sun?
    - How did the house with the \_\_\_\_\_ (name of material) curtains/blinds create the least amount of shield from the sun?
    - What is it about the \_\_\_\_\_ material that caused the sun rays to be blocked?
    - What is it about the \_\_\_\_\_ material that caused the sun rays to go through the house?
    - Do you think this material would work on an actual stilt house in Uganda? Why or why not?
    - If you could design your curtains/blinds again, what would you do differently? Why?
- 

## Day 5 – Circle Time/Morning Meeting

### UNIT CULMINATING ACTIVITY: CHARITABLE GIVING

*Local Mission Trip (K–2)*

Standards: B.1-4.BK.23  
B.K.BK.23

Articulate that one of God's purposes for us is to be witnesses of His love  
Tell how God wants us to be good examples to others

**DDL**P – *I'm On a Mission!*  
July, 2021

**Book 5 – Beatrice's Goat**  
Page 21



\*\*\* Before the lesson, cut Activity Master 9.5.5 in half so that each student can receive one half sheet. \*\*\*

\*\*\* Confirm that volunteers are able to assist in preparation for the afternoon trip. \*\*\*

1. Remind students that they will be going to witness at a local charity organization this afternoon.
2. Spend some time getting materials prepared for this event.
3. Pair students and distribute the half sheets from Activity Master 9.5.5 to each student.
4. Students will write, "You Were 'Mint' to be a Part of God's Family," or "Joining God's Family is a Life Saver" on their Activity Master. These phrases should be visible in writing for students who need to copy.
5. When students are finished, gather them on the rug for the following preparation discussion on the witnessing activity: *"Today we are going to be active witnesses for God. Throughout the month we have learned how to be a witness. We have practiced witnessing to one another, and we have done small projects that have allowed us to witness to others. However, today's trip will be unlike any other because we are going to be missionaries for God!"*
6. *"Being a missionary is a blessing because we are able to share the good news about God through our personal identity in Christ, sharing, caring, selflessness, and showing an optimistic attitude."*
7. *"You should know that there are some things about witnessing that may surprise you. Some people may not be friendly; some people may smell strange; some people may look differently, and some may say silly things. How does God want us to react to these encounters?"*
8. Allow students time to think-pair-share before calling on students to answer the question. Guide students to an understanding that God wants us to treat everyone with love and care just as Jesus did when He was here on Earth.
9. During the lesson, ask an adult volunteer to make multiple copies of the handwritten messages on to colored cardstock paper and laminate each message.
10. Staple a mint on each laminated message.
11. Gather student t-shirts, messages with mints, and donated items into boxes for the local mission trip. Finalize the details for the venue. and enjoy a wonderful afternoon of witnessing!