

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 Three: *Jungle Thorn*/Social Issues and Cultures
Character Building Concept: Witnessing – Caring

Days 1 – 5 Signing In/Morning Activity

SIGNING IN, p. 264 (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

WITNESSING-CARING CONCEPT CONNECT

Concept Connect Activity (K–2)

Standard: B.K.RO.10 Exhibit appropriate verbal and nonverbal responses that demonstrates caring Christian behavior

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1. Before class begins, prepare for the role-play cards. Use index cards to write the list of roles listed below. Each role should be written on a separate index card. Place the completed role-play cards in a basket.
 - 1 – Helper/1 – Broken Arm
 - 2 – Helper/2 – Broken Leg
 - 3 – Helper/3 – Blind in both eyes
 - 4 – Helper/4 – Blind in one eye
 - 5 – Helper/5 – Paralyzed
 - 6 – Helper/6 – Deaf
 - 6 – Helper/7 – Deaf and Blind

2. Introduce the Concept Connect Activity this week, I Need You, with the following discussion:
 - *“Have you ever had the opportunity to help someone before?”*
 - *“Have you ever helped someone who was hurt or who needed help getting from one place to another?”*
 - *“Today we will have opportunity to experience what it is like to help and to be helped by another person.”*
 - *“Our activity is titled, “I Need You”. You will partner with another student to role-play how to help someone who may have had an injury, or help someone who cannot help himself/herself due to a disability.”*
 - *“Each person will identify his/her partner by finding the person who has the same number on his/her card as you.”*
 - *“When I give the signal, you will switch roles with your partner.”*



3. Place the role-play cards in a basket and have each student draw a card. Students who draw the same number will partner up carrying out the role the card indicates. If there is an odd number of students, one helper can assist two injured or disabled students.
4. Collect the prop suggestions below for this role-play:
 - Broken Arm: Use a sling or large Ace Bandage to create a sling
 - Broken Leg: Large Ace Bandage or a leg brace
 - Can't Walk: Wheelchair or rolling desk chair
 - Blind: Soft bandage around the head to cover both eyes
 - Blind in one eye: Eye patch or gauze and large bandage over eye
 - Deaf: Ear plugs
 - Deaf and Blind: Ear plugs and soft gauze around head to cover both eyes
5. Students assigned as helpers will take their partners on a trip around the classroom, assisting with caring for them the best way they can. (This activity may be best conducted outside or in an open space in the school. Choose a location that is safe and provides sufficient space for the experience.)
6. After a designated time, have the students switch roles so that both partners can see what it is like to help and to be helped.
7. After both partners have had an opportunity to role-play both roles, gather children for the following closing discussion:
 - *“How did it feel when you were the partner who was helping?”*
 - *“How did it feel to offer help to your partner?”*



- “How did you feel when you were the partner needing help? Was it easy or difficult to accept help from your partner?”
- “What did you notice about how your feelings changed when you switched roles?”
- “What do you think we can learn today about caring for others?”
- “How could helping someone else be a witness for Jesus?”

Days 1 – 5 Daily Oral Language

Grammar & Writing Mechanics

Think-Pair-Share (1st/2nd), Editing (1st/2nd)

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

1. This daily activity is designed for 1st and 2nd graders. First graders are formally introduced to DOLs in Theme 4. At any time in the year the teacher may also include some Kindergarten students who can read the sentences and might be ready for this type of activity.
2. The suggested sentences for group editing are found in Appendix D (DOL Master, Theme 9 – Book 5) 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. 257 – 263 (DLG)

Before Reading, pp. 257 – 258 (DLG)

Interactive Notebook: Maps (K–2)

Standard: LA.1.RL.3 Describe story elements: characters, setting, etc.; sequence story events orally

*** Before proceeding with the lesson, please peruse the tips listed below:

1. *The structure of this week’s Reading Workshop is built around the creating of an Interactive Student Notebooks (ISN). Following the lessons as they are written will require a greater amount of time for Reading Workshop. If your schedule does not allow for this, consider placing some of the ISN activities in centers during your Guided Reading block. This will allow students to complete them as they rotate to those stations. ISN activities have been marked in the daily lessons with either Guided Reading Center Activity or Reading Workshop Activity to guide you.*
2. *If an activity is recommended for a center during Guided Reading, a completed sample should be provided for student support. The purpose of the ISN is to review and reinforce concepts learned. This is more likely to happen if activities are completed correctly.*
3. *Each student will need a spiral notebook for making the Interactive Student Notebooks.*
4. *As each chapter/section in Jungle Thorn is read, students will explore and engage with Interactive Student Notebooks.*
5. *Appendix F includes completed examples of all Interactive Student Notebook pages and can be referenced when you are not sure how the finished page should look.*
6. *Interactive Student Notebooks teach students to organize and synthesize their thoughts and accommodate multiple learning styles. By working with students to create a process for them to organize their thinking, the teacher will be able to teach study*



skills without giving explicit study instruction.

7. When using *Interactive Student Notebooks*, students can build portfolios that allow the teacher to track student growth and progress over time.
8. Please reference this site for additional information regarding how to use *Interactive Student Notebooks*: <http://firstieland.com/5-reasons-why-you-should-use/> ***
 - Introduce students to the location of Borneo as outlined in the **DLG**. Begin by inviting students to locate Columbia on the map. Then show children Borneo on the map. Be sure to point out the ocean and land separating the two locations. Explain that even though the locations are very far apart, they are both tropical rainforests and have many similarities.
 - Introduce students to the *Interactive Student Notebooks*:
 - *“This week as we read our new theme book, you will create a special *Interactive Student Notebook*. This will be a place where you will store your notes, vocabulary words, and much more.”*
 - *“An *Interactive Student Notebook* is a fun way to keep all the information you’ve learned in one place. We will add a little bit to our notebooks each day!”*
 - Give students the map of Malaysia (Activity Master 9.5.1a). They should outline the country with a dark color and then color the country. They should then cut out the map. Model for the class how to paste only the top portion so that it can flip up easily. After the map is secured, students will be able to flip up the map of Malaysia and cut, paste, and color the outline of the island of Borneo underneath. (Reading Workshop Activity)

During Reading – First Time, p. 258 (DLG)

Interactive Notebook: Vocabulary (K–2)

Standard: LA.1.RL.3 Describe story elements: characters, setting, etc.; sequence story events orally

1. Show students the cover of the book, *Jungle Thorn*. Refer to the first paragraph in the **DLG** for the following discussion:
 - *“This book is longer than the books we usually read together. We will read one chapter/section each day. It will take all week*

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to read the entire book!"

- *"It is fun to read longer stories because they often include more details".*
2. Using the Author Information found in the **DLG**, p. 229, tell students some facts about the author. Explain that the author loved Jesus and that she wrote several stories because she wanted children like them to know about children who live in other parts of the world. She and her husband went as missionaries to tell children like Kondima about Jesus.
 3. Introduce the vocabulary for Chapter/Section 1.
 - *"Before we read our story for today, let's look at a few words that will help us better understand what is happening in the story."*
 - *"We are going to be add these words to our Interactive Students Notebooks."*
 4. Write the following words on the board or place them in a pocket chart. Engage students in a brief discussion about the meanings of the words. Write the provided definitions for the following if students are unclear about the word and its meaning:
 - **vines:** a plant to climb or swing on
 - **monkey:** animal with a long tail that lives in the trees
 - **thorn:** a hard, sharp point on a plant
 - **spring:** water from underground
 5. Distribute Chapter/Section 1, vocabulary (Activity Masters 9.5.1b and c, d, or e. Note—this activity has three different options for three different levels of students). Students will first cut around the outer edges of this activity master.
 6. Demonstrate how to find the next blank page in their ISNs. Model how to paste the Chapter/Section 1, vocabulary tab (Activity Master 9.5.1b) inside the ISN. Then show students how to cut along the dotted line. Lift the flap to illustrate, trace and/or write a



definition for each word (Activity Master 9.5.1c, d, or e). Refer to Appendix F for an example of this completed page. (Guided Reading Center Activity)

7. Allow students time to write the definition for each word as it is defined.
8. After students have added the Chapter/Section 1 vocabulary into their ISNs, briefly introduce *Jungle Thorn* and then read the first section.

- *“In our story today, we will learn about a little girl named Kondima who is pictured on the cover. She and her friends live in the rainforest where she can often see and hear monkeys around their homes. They like to pretend to be monkeys and swing through the trees on vines, too.”*

- *“Let’s read Chapter/Section 1 and see what unfolds for Kondima and her friends.”*

9. After reading the first chapter/section, briefly review the characters and events.

“Now that we know what happened to Kondima, let us review the events from this chapter/section.”

WRITING WORKSHOP

Writing Process: Narrative, Brainstorming, Sequencing a Story (K–2)

Standards:	LA.K.W.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell events in sequence, and provide a reaction
	LA.1.W.3	Write narratives that recount two or more appropriately sequenced events, include details using temporal words to signal sequence, and provide some sense of closure
	LA.2.W.3	Write narratives that recount a well-elaborated event or short sequence of events, include details (e.g., actions, thoughts, feelings), use temporal words to signal sequence, and provide a sense of closure

1. This week’s Writing Workshop is focused on sequencing events in a narrative. To coordinate with the Reading Workshop story, *Jungle Thorn*, ask students to share the events they experienced when they became hurt, or when they helped someone who was hurt.
2. *“I want you to think of a time when you were hurt or when you helped someone else who was hurt.”*



3. *“When I say, ‘Go!’, turn to a shoulder partner and share your experience. Then give your partner an opportunity to share with you.”*
4. *“When you have finished, I will ask you what your partner shared. Therefore, you should listen carefully.”*
5. Write student responses as they are shared.
6. Then share your own experience while modeling how to complete an enlarged version of the Story Planner, Activity Master 9.5.2. Remember to write short phrases, not complete sentences. An example is provided below:

Name: _____ Date: _____

Story Planner

Detail: Come get me. Call 911!	Detail: The Dr. saved his life!
Topic: The Day My Husband Went to the Hospital	
Detail: Met him at the hospital	Detail: Surgery that night

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7. After completing the Story Planner, continue with the following think aloud:



- *“Now that I have all the details I want to include. I only need to put them in the right order. Let’s see. _____ happened first, so I will put a 1 in the circle by this box.”* (Continue until all parts of the story are ordered.)
 - *“It’s your turn now to plan your story on the Story Planner. Remember to write only enough in each box so that you will know what you want to write tomorrow. Number the boxes in the right order.”*
8. Distribute Story Planner, Activity Master 9.5.2 and allow students time to complete their Story Planners. Save these planners for tomorrow’s lesson.

Day 1 – Science

Frogs and Toads, pp. 296 – 298 (DLG)

Differentiating Between Frogs and Toads

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

1. Teach according to the **DLG**.
2. Release Kindergarteners to assemble their frogs on Blacklines 3.21b – c.
3. Continue with a short lesson for 1st/2nd graders, showing pictures of three frogs that are specific to Borneo. A Google search will give you many pictures of these frogs which you can display. Remind students that these are just three of the 150 frogs and toads living in Borneo. Discuss how scientists who study these creatures identify them. Accurate pictures are important. Distribute Frog Pictures, Activity Master 9.5.3. and supply students with colored pencils to accurately color these frogs. Keep the pictures of these frogs on display so students can refer to them while they color.
 - Malay Leaf Frog
 - Green Bellied Waterfall Frog
 - Bornean Gliding Leopard Tree Frog

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Day 1 – Social Studies

Maps and Flags, p. 314 (DLG)

Witnessing Role-play (K-2), Concept Nugget (K-2)

Standards: SS.K-4.PPE.1 Explain that the theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings

SS.K-4.IGI.3 Tell how the SDA Church positively impacts neighborhoods

1. Teach the lesson according to the **DLG**.
2. Introduce the following concept of witnessing:
 - *“Since Borneo’s official religion is Islam, many people living there do not know about Jesus. That’s why it is a place many missionaries go to witness about Jesus.”*
 - *“Do you have to go to a foreign country to be a missionary?”* (Guide students to conclude that they can witness and be a missionary right where they live. There are always people around us who don’t know about Jesus.)
 - *“When we become friends with Jesus, we want to then become witnesses for Him. Witnessing means to tell others about Jesus.”*
 - *“Sometimes it may be difficult to tell others about Jesus, especially when you don’t know if they will accept what you have to say.”*
 - *“However, when Jesus changes our lives we become kind, caring, loving, and helpful. When other people see our changed lives, they can be changed as well.”*
3. Read some of the following examples of how some real children have decided to be brave and share Jesus with others, sometimes even with perfect strangers:



- **Story 1**

A couple of years ago, Josh went to the bank with his father. As he spoke with the teller about the Lord, he discovered that she loved and followed Jesus. Heading home, Josh said, “Dad, she is a Christian, isn’t she?” “She sure is.” he replied. Impressed that the teller spoke so openly about Jesus, Josh said, “Wow, Dad! No one talks about Jesus like that in public – well, no one except you.” While his father was glad Josh saw a positive example of consistent witnessing in his life, he was struck by his recognition that witnessing was not the normal part of the everyday life of most believers.

- **Story 2**

In the second grade, Hannah asked every single child in her classroom if they knew Jesus in a personal way. She also made invitations for all her classmates to come and witness her baptism, and this was her idea! Baptism is one way we show the world that Jesus has changed our lives and we want the world to know.

- **Story 3**

Josh led his little sister to Jesus Christ when he was ten. He was equipped to be a witness for the Lord because the children’s pastor at church had helped him to know what to say. When Josh went into the youth group, one of the first things he wanted to do was to take the youth evangelism classes his church offers. In approximately six months, Josh led three adults to Christ. Several other friends have had similar experiences.

- **Story 4**

Larry Caldwell is a father who had a passion for helping disabled people. He built ramps outside their homes to provide easy access with their wheelchairs. He brought his three children along with some young people from his church when he began several of these projects. His children and the youth were excited to help in whatever little jobs they were given. They sawed wood, sanded down the pieces, hammered nails, etc. They also had the opportunity to give the people little storybooks about Jesus, tell Bible stories to the children in the homes, and share Jesus with many families. As a result, something great happened! Larry’s children and the young people involved in these projects said they wanted to be missionaries to share Jesus with others and to witness for Christ.



4. Watching others witness for Jesus inspires us to do something ourselves.
5. Invite the children to *Witness City!* They now will be given an opportunity to practice witnessing about Jesus.
6. Students will be given different places they can share Jesus with the people they meet.
7. Write on chart paper or the whiteboard the words, “Witness City”. Consider drawing a few simple pictures to make the board space look like a little city. Choose some of the titles below for the students to think about how they could witness to people they may meet. Write them as sub-headings for the children to place their sticky notes. Give each student a sticky note. Students will write words they could say or things they could do to share Jesus with others. Repeat this process again so the children can choose another place to share Jesus with others.
 - Park/playground
 - Grocery Store
 - Library
 - Church
 - Restaurant
 - Doctor’s Office
 - Museum
 - Amusement Park
 - Pool
 - Sports Practice



Day 2 – Circle Time/ Morning Meeting

Daily Message 1, p. 265 (DLG)

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

Standard: LA.K-2.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling

1. Teach the lesson according to the **DLG**, or generate a custom message if **DLG** messages have been exhausted.
2. All students should participate in Circle Time/Morning Meeting to promote classroom community. If the message is prewritten by the teacher, 1st/2nd graders may assist sounding out words or reading the message. When the teacher is writing the message with the students, 1st/2nd graders may help the teacher write the message by using learned phonics skills and language conventions.

Day 2 – Bible

PRESENTING THE STORY, p. 242 – 243 (DLG)

After Reading – “Saul Meets Jesus,” p. 242 (DLG)

Respond to an Invitation (K–2)

Standards: B.1-4.RG.17 Share examples of how we can grow spiritually by both talking and listening to God in prayer
B.1-4.RO.9 Clarify how friendship with Jesus positively influences our relationship with others

1. Teach the lesson according to the **DLG**.
2. Extend the lesson by inviting students to love Jesus and follow Him as their best friend.
 - *“Jesus has a very special invitation for each of us. He invites us to accept His love and make a decision to be His best friend.”*
 - *“Do you want to accept that invitation? It is so special to be friends with Jesus. He loves us all so much. He is the most kind*

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and caring friend you will ever have!”

- *“Will you pray with me as we accept Jesus’ invitation of friendship?”*
 - *“Dear Father in heaven, thank you for loving us so much. Thank you for sending your Son, Jesus to this earth. Thank you for the special invitation to be best friends with you. We want to love and follow you in all that we do. We want to be friends with Jesus. Thank you again for this very special gift of friendship. In Jesus’ name we pray, Amen!”*
3. Before class begins, prepare the invitations by copying Activity Masters 9.5.4a – b front to back. Then write each student’s name on the cover of the invitation. Fold the invitation in half and give each student their own personalized invitation.
 - Kindergarten/1st Graders: Draw a picture of yourself holding hands with Jesus and write one sentence accepting the invitation.
 - Second Graders: Draw a picture of themselves holding hands with Jesus and write two or more sentences that express they accept the invitation. Also, tell what you would like to do to show you love Jesus.
 4. After students have completed their invitations, gather them in the group meeting area. Invite the children to have prayer with their shoulder partners to thank Jesus for the invitation of friendship. Also, ask Him to help them to tell others about the friendship invitation that He offers to everyone.

Day 2 – Language Arts

READING WORKSHOP, pp. 257 – 258 (DLG)

During Reading – Second Time, p. 259 (DLG)

Vocabulary/Questioning (K–2)

Standards:	LA.1.RL.1	Ask and answer questions about key details
	LA.2.RL.1	Demonstrate understanding of key details by asking and answering questions
	LA.1.RL.3	Describe story elements: characters, setting, etc.; sequence story events orally
	LA.2.RL.4	Sequence story events

1. Briefly review the characters and events from yesterday’s chapter/section:

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- *“Now that we know what happened to Kondima, let us review the events from this chapter/section.”*
 - *“Let’s review the characters in the story and recall events that happened with each.”*
 - Kondima
 - Mookit,
 - Mother
 - Father
2. After reviewing the characters and events, give each student his/her ISN and Activity Master 9.5.1f – g to list an event that involves each character. Students can color each character’s name as time allows. (Guided Reading Center Activity)
 3. Teach the lesson according to the **DLG**, up to the reading of Chapter/Section 2. In addition to the questions listed, also ask the following:
 - *“How did the characters show care to Kondima after her eye was hurt?”*
 - *“Why do you think Kondima stopped running and playing with her friends even after the thorn came out of her eye?”*
 - *“What do you think is going to happen to Kondima in this section?”*
 4. Before reading Chapter/Section 2, introduce the Chapter/Section 2 vocabulary words (Activity Masters 9.5.1h – k) for the students to add to their ISNs. (Guided Reading Center Activity) Listed below are the words:
 - **Tuan:** any missionary from USA
 - **durian tree:** big tree with spiny fruit



- **Guru:** a special teacher
 - **Singapore:** an island in Asia
 - **brother-in-law:** the brother of someone's wife or husband
 - **ship:** a large boat for carrying things or people
5. Read Chapter/Section 2, Tuan's Plan.
 6. After reading, students will review and recall information from Chapter/Section 2 by creating questions to ask their peers. This review activity focuses on creating questions about the events that took place in Chapter/Section 2. After writing questions, students will switch notebooks with peers and answer the questions written in each other's ISNs.
 - *"Now that we have read Chapter/Section 2 of Jungle Thorn, we want to think about what is happening thus far in the story. Kondima is hurting and she needs help. Tuan has a plan and he tries to get Kondima's parents to trust that this plan will work to help save Kondima's eye."*
 - *"Today you will write questions in your Interactive Student Notebooks. Your classmates will write the answers to your questions in their notebooks while you answer their questions."*
 - *"I will write some question stems on the board. Use the question stems to help you think of questions to ask your peers. Make sure your questions ask about events or facts from Chapter/Section 2."*
 - *"After you have written your questions, you will exchange your notebook with a classmate. You will answer the questions written in his/her notebook, and your partner will write answers to the questions in your notebook."*
 7. Write the questions stems from Activity Master 9.5.11 on the board. Model writing a question on the board using one of the sentence stems. Invite a student to come to the front of the class and answer the question by writing the answer on the line.



- Kindergarteners and 1st graders will have two question stems to complete. Afterwards, they will exchange with other K/1 students.
 - Second graders will have three question stems to complete and will then exchange with other 2nd graders.
8. Distribute Activity Master 9.5.11 and dismiss students to begin working. Encourage students to be creative in their questions. (Reading Workshop Activity)
 9. Circulate around the room to monitor student progress. Provide support and clarification as needed.

WRITING WORKSHOP

Writing Process: Narrative Writing (K–2)

<i>Standards:</i> LA.K.W.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell events in sequence, and provide a reaction
LA.1.W.3	Write narratives that recount two or more appropriately sequenced events, include details using temporal words to signal sequence, and provide some sense of closure
LA.2.W.3	Write narratives that recount a well-elaborated event or short sequence of events, include details (e.g., actions, thoughts, feelings), use temporal words to signal sequence, and provide a sense of closure

1. Model writing a rough draft from your enlarged completed Story Planner from the previous day. Complete your draft on an enlarged copy of Rough Draft, Activity Master 9.5.5a – b. Be intentional about pointing out the importance of getting the details in the correct order so that the timeline is correct. Note how helpful the numbers in the circles by the boxes are in helping to sequence this story.
2. *“Now it’s time for you to write your rough draft. Remember to put your details in the right order and write a complete sentence for each detail. Don’t worry about your introduction and conclusion today. We will work on them tomorrow.”*
3. Distribute Rough Draft, Activity Master 9.5.5a – b and release students to work.

Sunda Clouded Leopard, pp. 300 – 301 (DLG)

Wildlife and the Environment

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

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*** Locate the addresses of businesses and corporations for students' letters. ***

1. Teach the lesson according to the **DLG**.
2. Differentiate the last activity in the **DLG** as a letter writing activity for 1st/2nd grade students. Use the Friendly Letter Anchor Chart to review parts of a letter. While 1st/2nd graders are writing their letters, Kindergarten students can draw pictures of the Sunda Clouded Leopard and write a short sentence. Kindergarten "picture letters" can be included with a 1st/2nd grader's more formal letter.
3. More capable writers can address their own envelopes while you assist others with their envelopes.
4. Mail students' letters to your selected businesses and corporations.

Day 2 – Social Studies

Caregivers!

Role-play (K-2), Concept Nugget (K-2)

Standard: SS.K-4.IGI.7 Show how groups and institutions work to meet individual needs and promote or fail to promote the common good

*** Before class begins, prepare materials for imaginary babies. ***

1. This activity will provide the students an opportunity to show care to an imaginary baby.
2. Begin a discussion about the story, *Jungle Thorn*.
 - *"In our story, Jungle Thorn, Tuan is a missionary from the USA. Tuan is a friend of Jesus. When we are friends with Jesus, we act like Him."*
 - *"When Tuan saw Kondima's eye, he didn't turn away in disgust. Nor did he say mean words about the way she looked. He touched her gently and spoke to her kindly. It was important that Tuan treat her kindly because he wanted to show all the children and all of the people in Durian Village that he lived the way Jesus wants all of us to live."*



- *“When Kondima’s father saw how gently Tuan held her on his lap, he trusted that Tuan could care for Kondima by taking her and getting the help she needed for her eye.”*
 - *“Being gentle and using kinds words help others trust us to do things that requires special care and attention. Today you will care for something very fragile and special.”*
3. Give each student a plastic egg filled with sand. Tell students that they will be asked to care for these egg “babies” for the rest of the week.
 4. Give each student a handful of cotton or poly fill, a small little box or gift bag, and a black permanent marker.
 - *“This week you will have opportunity to pretend that these eggs are precious little babies. These imaginary babies are given to you to practice what we have been learning about caring.”*
 - *“Place the cotton inside the box or bag to serve as the bed for the baby.”*
 - *“Take time to name your egg, write the name on the box or bag, and create a face for your baby.”*
 - *“You will keep the babies beside you until the teacher tells you to put them down to rest in their special places.”*
 5. The students should be given time to pick up their eggs and encouraged to role-play talking to their babies so that the babies can know they are special.
 6. Emphasize all week the importance of caring for others in a gentle way is how we witness to others about Jesus.
 7. This activity is meant to be a fun way to keep the concept of caring in students’ minds in a more practical way. Every day students should be given time to spend with their babies. This is ideal for center time.
-



Day 3 – Circle Time/ Morning Meeting

Daily Message 2, p. 265 (DLG)

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

Standard: LA.K-2.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling

1. Teach the lesson according to the **DLG**, or generate a custom message if **DLG** messages have been exhausted.
2. All students should participate in Circle Time/Morning Meeting to promote classroom community. If the message is prewritten by the teacher, 1st/2nd graders may assist sounding out words or reading the message. When the teacher is writing the message with the students, 1st/2nd graders may help the teacher write the message by using learned phonics skills and language conventions.

Day 3 – Bible

REVIEWING THE STORY, p. 243 – 244 (DLG)

I'm Blind, p. 243 (DLG)

Concept Nugget (K-2)

Standards: B.1-4.RO.4

Identify and demonstrate important personal values

B.1-4.RO.6

Explain how accepting God's forgiveness frees us from guilt and prepares us to forgive others

1. Allow students to create glasses using Blackline 3.3 as outlined in the **DLG**. Keep these in the classroom for use again in Bible Day 4.
2. Before asking questions listed in the **DLG**, invite children to imagine they are Saul. Continue with the questions as listed in the **DLG**.
3. Extend the conversation with the following Concept Nugget:
 - *"What may have happened if Ananias had chosen not to obey?"*
 - *"Accepting God's forgiveness frees us from guilt and prepares us to forgive others."*

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- *“Saul was forgiven by God and was then ready to forgive others who were treating people poorly.”*
 - *“When we choose to follow Jesus, we may find ourselves caring for people that we never thought we would offer care. Those people may have treated us unkindly, or they may not look like someone we would normally think who needs help.”*
 - *“No matter what, showing that we care for all people is one way to show the world that Jesus cares for them.”*
4. Read Matthew 25:34 – 40 to students.
- “When we show care for others, we are show that we love Jesus. It is a good way to help share the message that God is love.”*
5. Lead the students in closing prayer.

Sometimes I’m Afraid, p. 244 (DLG)

Concept Nugget (K–2)

Standards: B.1-4.RO.11 Demonstrate kindness toward and acceptance of people who are different from us or who treat us unkindly
 B.1-4.RO.19 Explore various ways of witnessing including face-to-face and the use of technology

1. Allow students to share stories about times they have been afraid as written in the **DLG**.
2. After discussing Saul’s conversion as written in the **DLG**, extend with the following conversation:
 - *“Fear sometimes keeps us from caring for one another.”*
 - *“When Jesus came into Saul’s life, he was different. People did not have to be afraid of what he would try to do to them.”*
 - *“When people change from making poor choices to good choices, it makes it easier for us to show that we care. Saul began to care for those who believed in Jesus instead of trying to capture and arrest them.”*
 - *“Have you ever known someone who used to make poor choices, but now they make choices that are good and right?”* (Give students the opportunity to share their experiences of watching someone who changed their behavior.)



3. Care Cards: Give materials for each student to create a Care Card. Each one will write a message of love to a person he/she has seen changed. Provide assistance regarding how to use kind and caring words in their Care Cards, and share the example below:
 - “I am so glad we can play together now on the playground. I like the way you make games fun.”
 - “I like the way you showed me how to kick the ball straight. You are a great teacher.”
4. When the students have completed their cards, allow them time to give it to the individual. if they are present, or take home to give to someone they may have chosen outside of school.

Day 3 – Language Arts

READING WORKSHOP, pp. 257 – 263 (DLG)

During Reading – Third Time, p. 260 (DLG)

Sequencing Events (K-2), Story Web (K-2)

Standards: LA.1.RL.3 Describe story elements: characters, setting, etc.; sequence story events orally
LA.2.RL.4 Sequence story events

1. Teach the lesson according to the **DLG**. The review questions listed are appropriate for all grades.
2. Before reading Chapter/Section 3 as written in the **DLG**, introduce the Chapter/Section 3 vocabulary words (Activity Master 9.5.1m – p) where students can add to their ISNs. As previously done, guide students in defining the words and recording the definitions in their ISNs. The words and their definitions are listed below: (Guided Reading Center Activity)
 - **House of Sickness:** a place for sick people to be healed
 - **bus:** a vehicle to take many people to a lace
 - **nurse:** a person who cares for the sick
 - **doctor:** a person who knows how to heal the sick

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- **treatment:** care or medicine given to the sick
3. Read Chapter/Section 3, “Beyond the Mountain”.
 4. After reading the story, have the students join into a big circle. Lead the students in the sequencing the activity, Story Vines.
 5. Activity Description:
 - The object of the game is to have the students verbally share the events of the story in sequential order.
 - The teacher will join the circle and begin the activity with a large ball of yarn or string (something that can be stretched or unraveled while thrown from one person to the next).
 - The teacher will say what happened first in the story. (Ex: Mookit invited Kondima to go with friends to pick mushrooms.) When the teacher has completed sharing what happened first, he/she will then say to the group, “What happened next?”
 - The student who knows what happened next will say, ‘I know what happened!’
 - The teacher will continue to hold on to the end of the string or yarn while tossing the ball of yarn to the student who responded. That student will say what the next event is, and the process should be repeated.
 - After every child has had an opportunity to say an event, the activity can rotate to another student who has already answered. This person will now hold on to the string in two ways. Continue until all of the main events in the story are shared.

WRITING WORKSHOP

Writing Process: Planning Topics (K-2), Drafting (K-2)

Standards: LA.K-1.W.7 Apply common conventions of manuscript writing
 LA.2.W.7 Apply common conventions of handwriting

1. Focus on creating an introduction and a conclusion to your story. Model with a think-aloud:



- *“My story is almost complete. I only need an introduction and a conclusion. I want to capture my reader’s attention right away so that he/she will want to keep reading.”*
 - This is a story about someone who was hurt and will probably have some elements of emergency or tenseness. Help students capture that they should focus on rich words in their introduction to describe the beginning of the emergency, and use punctuation such as exclamation marks.
2. After the introduction is complete, move to the conclusion. Elements of thankfulness and relief may be appropriate parts of a conclusion for this type of story.
 3. Distribute Rough Draft, Activity Master 9.5.5a – b and release students to work on their introductions and conclusions.

Day 3 – Science

Borneo Elephant, pp. 301 – 302 (DLG)

Wildlife and the Environment

Standard: S.K-2.LS.7

Make observations of plants and animals and compare diversity in different habitats

*** *Acquire at least one Field Guide for this lesson, preferably one that is focused on animals.* ***

1. Teach the lesson according to the **DLG**.
2. Show the Field Guide to students and explain how it is helpful to people who like to study animals in nature. The picture of the animal along with a description, habitat, diet, and other information are included to help with identification. This information will serve as a model for the activity 1st/2nd graders will do next.
3. Following the lesson, 1st/2nd graders will research Borneo Elephants on the website: www.kiddle.com. The specific address for Borneo is currently:
<https://kids.kiddle.co/Borneo#:~:text=Borneo%20is%20the%20third%20largest,centre%20of%20maritime%20southeast%20Asia.&text=Indonesia's%20region%20of%20Borneo%20is,East%20Malaysia%20or%20Malaysian%20Borneo.>
4. After students have researched the Borneo Elephant, they will complete the Field Guide Activity Master 9.5.6.



Day 3 – Social Studies

Missionaries Then and Now, pp. 317 – 318 (DLG)

Discussion-Missionaries (K–2)

Standard: SS.K-4.TCC.6 Identify the first SDA missionaries

1. Teach the lesson according to the **DLG**.
 2. Add the following information about the first “SDA Missionaries”:
 - “The Seventh-day Adventist world church has missions that reach over 200 countries. Adventist missionary stories for children teach about the denomination’s fundamental beliefs and those who carry them out through their actions. The stories also offer insight into the different Seventh-day Adventist church missions, giving children ideas about how they may apply biblical principles to their own lives and in service to others. Below is listed the site to find these stories mentioned. (<https://howtoadult.com/seventhday-adventist-missionary-stories-children8760785.html>)”
 - *Optional:* Share an additional missionary story about a young missionary: <https://am.adventistmission.org/v7n2-4>
 3. Lead the discussion by using a T-Chart to compare missionaries from long ago to missionaries today.
-

Day 4 – Circle Time/ Morning Meeting

Daily Message 3, p. 265 (DLG)

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

Standard: LA.K-2.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling

1. Teach the lesson according to the **DLG**, or generate a custom message if **DLG** messages have been exhausted.
2. All students should participate in Circle Time/Morning Meeting to promote classroom community. If the message is prewritten by the teacher, 1st/2nd graders may assist sounding out words or reading the message. When the teacher is writing the message

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with the students, 1st/2nd graders may help the teacher write the message by using learned phonics skills and language conventions.

Day 4 – Bible

PRACTICING THE STORY, pp. 245 – 246 (DLG)

Who's Calling?, p. 245 (DLG)

Story Events (K–2)

Standard: B.1-4.RO.8

Discuss how developing a relationship with God and maintaining a balanced life prepares us for the most effective service to others

1. Before class begins, prepare Who's Calling? cards for the game that will be played in this lesson. Make cards by copying Activity Master 9.5.7a – c on one side and back with Activity Master 9.5.7d. Each card should read, Who's Calling?, on the outside and have a story fact or clue on the inside of the card.
2. Bring all the students together in a circle.
3. Students will wear the masks they created during Bible Day 3.
4. Adjust the execution of the **DLG** lesson by using the Who's Calling? cards to communicate important facts and information from this week's Bible story to each student. Ensure that each student knows to keep his/her Who's Calling? card closed until instructed to open it.
 - *"We will now play the game, Who's Calling?."*
 - *"Jesus was able to get Saul's attention with a bright light. He asked Saul to follow Him and tell others about Him as well. Saul answered, 'Yes,' to the call, and his life was changed."*
 - *"Each of you will receive a Who's Calling? card with facts about the story. Keep it closed until it is your time to read it aloud to the class."*

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9.3

- *“I will quietly choose three or four of you to join me here in the front of the class. Then I will pick one of you to read aloud. Everyone who is not chosen during that round, will remain at their seat with their eyes closed.”*
 - *“When I say, ‘Who’s calling?,’ open your eyes and try to guess who read the Bible story fact about the time when Saul met Jesus.”*
 - *“Everyone will have opportunity to be a reader. You must keep your eyes closed until after the person has finished reading.”*
5. Distribute the Who’s Calling? cards to all students.

“Now everyone please close your eyes. If you feel me tap you on the shoulder, quietly go to the front of the class.”
 6. Once all students have been chosen for the first round, ask the guessers to listen carefully to the voice reading the important facts about Saul. Touch the student you desire to read. (The others at the front of the class are to remain quiet while the student reads).
 7. Say, *“Who’s Calling?,”* aloud to the class. Invite students to raise their hands to be called, if they think they know which student read the card.
 8. Repeat this process until all students have been called upon as a reader.

Day 4 – Language Arts

READING WORKSHOP, pp. 257 – 263 (DLG)

During Reading – Fourth Time, p. 261 (DLG)

Vocabulary Scoot Game (K-2), Comprehension (K-2)

Standard: LA.1.RL.3 Describe story elements: characters, setting, etc.; sequence story events orally
 LA.2.RL.4 Sequence story events

1. Teach the lesson according to the **DLG**. The review questions listed in the **DLG** are appropriate for all grades. Additionally, ask the following questions:



- *“How do you think Kondima’s parents felt about her traveling so far away?”*
 - *“What made them decide to allow Kondima to travel with Tuan?”*
 - *“How did the family know that Tuan would take good care of Kondima?”*
2. Before reading Chapter/Section 4 as written in the **DLG**, introduce Chapters/Sections 4 and 5 vocabulary words listed below (Activity Master 9.5.1q – t) for students to add to their ISNs. As previously done, guide students in defining the words and recording the definitions in their ISNs. (Guided Reading Center Activity)
- **wharf:** a place where boats and ships come to shore
 - **seasickness:** stomach upset caused by rolling motion
 - **hospital:** a place where sick or hurt go to find care
 - **surgery:** operation done to fix the body or remove body parts
 - **glass eye:** a fake eye made from glass
3. Read Chapter/Section 4, “The House of Sickness”.
4. Review activity: Vocabulary Game – Scoot
- Post vocabulary builder cards (Activity Master 9.5.1u – y) around the classroom or on each student’s desk.
 - Each vocabulary builder card is numbered.
 - Students will be given thirty seconds to one minute to answer the vocabulary builder card in front of them. Students should record their answers in their ISNs on the Vocabulary Scoot Answer Sheet (Activity Master 9.5.1y).



- After the designated time has passed, the teacher will announce, “*Scoot!*,” and the students will rotate to the next task card available.
 - Continue as described until all task cards have been completed. (Reading Workshop Activity)
5. After playing Scoot, gather children with their ISNs. Review their answers on the vocabulary Scoot answer sheet. Provide the correct definitions and allows students to self-check and make changes as necessary.

WRITING WORKSHOP

Writing Process: Final Edit (K-2)

Standards: LA.K-2.W.5 With support, respond to questions and suggestions from peers and add details to strengthen writing
 LA.K-1.W.7 Apply common conventions of manuscript writing
 LA.2.W.7 Apply common conventions of handwriting

1. Peer-edit.

- *“Today you will spend your time doing a peer-edit. Once you have completed your peer-edit, you will write your final paper making all corrections from both your self-edit and peer-edit. This will get your writing piece ready for sharing.”*
- Use a Writing Checklist Anchor Chart to remind students of the qualities of a final paper.

2. While some students are working, conference with others who may need teacher coaching. For some students, a teacher edit may be needed before they begin their final paper.

3. As students finish editing, distribute Final Copy, Activity Master 9.5.8a – b. Students will write their finished piece, using the Writing Checklist Anchor Chart to make it their best and be ready to share during Author’s Chair tomorrow.

Day 4 – Science

Orangutans, p. 303 (DLG)

Wildlife and the Environment (1st/2nd)

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

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*** Acquire at least one Field Guide for this lesson, preferably one that is focused on animals. ***

1. Introduce the lesson with this YouTube on Orangutans: https://www.youtube.com/watch?v=lls9zKqob_4
2. Teach the lesson according to the **DLG**.
3. Show the Field Guide to students and explain how it is helpful to people who like to study animals in nature. The picture of the animal along with a description, habitat, diet, and other information are included to help with identification. This information will serve as a model for the activity 1st/2nd graders will do next.
4. Following the lesson, 1st/2nd graders will research Orangutans on the website: www.kiddle.com. The specific address for Borneo is currently:
<https://kids.kiddle.co/Borneo#:~:text=Borneo%20is%20the%20third%20largest,centre%20of%20maritime%20southeast%20Asia.&text=Indonesia's%20region%20of%20Borneo%20is,East%20Malaysia%20or%20Malaysian%20Borneo.>
5. After students have researched Orangutans, they will complete the Field Guide, Activity Master 9.5.6.

Day 4 – Social Studies

Jesus Is My Friend, p. 318 (DLG)

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

Standards: SS.K-4.IGI.3 Tell how the SDA Church positively impacts neighborhoods
SS.K-4.IDI.16 Embrace and cultivate a personal relationship with Christ

1. Teach according to the **DLG**.
2. Extend for all students and deepen the concept of witnessing through the following:
 - *“When we become friends with Jesus, we want to then become witnesses for Him. Witnessing means to tell others about Jesus.”*
 - *“Sometimes it is difficult to tell others about Jesus, especially when you don’t know if they will accept what you have to say.”*

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9.3

- *“However, when Jesus changes our lives and we become kind, caring, loving, and helpful because He made us to be, we want to see other people changed as well.”*

**** If the teacher can help children discover that knowing Jesus is the most important thing in the world, they'll soon conclude that the most important thing they can do is to tell others. ****

3. Students will have the opportunity to create a Wordless Witness Book. Demonstrate how to create the book following the steps below. Students can follow along or watch and then complete independently.

- On a sheet of white paper, draw and color a large black heart in the middle of the paper.
- On a second sheet, draw and color a large red cross.
- On a third sheet, paste a white paper heart on black paper.
- On a fourth sheet of paper, draw and color a large yellow circle.
- Create a separate page for the cover, and then staple all pages together to create a book.

4. Explain the Wordless Witness Book.

“This book can help you to share why Jesus is so special. This book will have no words because you will be the one talking. Using the pictures, you will learn to tell the exciting news about Jesus’ love.”

5. With excitement and expression, read the book to the students. Then have several volunteers to come to the front and practice telling the story to the class as well. (The words the student uses while retelling the story does not have to be exactly the same as the words written below. A general idea of what the children may say is shared in the following:)

Wordless Witness Book

- **Black Heart** – My heart is full of sin. Sometimes I do wrong things and I disobey.



- **Red Cross** – But Jesus came and died for me on the cross by shedding His blood.
- **White Heart** – Jesus cleansed me, and He makes my heart as white as snow.
- **Yellow Circle** – Someday Jesus will bring us to live in the beautiful city in heaven with streets made of gold!

6. After modeling with one student, pair students and allow time for each student to share with their partner.

Day 5 – Circle Time/ Morning Meeting

Daily Message

Teacher Generated Message

Standard: LA.K-2.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling

1. Teach the lesson according to the **DLG**, or generate a custom message if **DLG** messages have been exhausted.
2. All students should participate in Circle Time/Morning Meeting to promote classroom community. If the message is prewritten by the teacher, 1st/2nd graders may assist sounding out words or reading the message. When the teacher is writing the message with the students, 1st/2nd graders may help the teacher write the message by using learned phonics skills and language conventions.

Day 5 – Language Arts

READING WORKSHOP, pp. 257 – 263 (DLG)

During Reading – Fifth Time, pp. 261 – 262 (DLG)

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

Standards: LA.1.RL.3 Describe story elements: characters, setting, etc.; sequence story events orally
 LA.2.RL.4 Sequence story events orally
 B.I-4.RO.4 Identify and demonstrate important personal values

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1. Before reading the final section of *Jungle Thorn*, ask the questions listed in **DLG**, p. 26.
2. Read Chapter/Section 5, “Home Again”.
3. After reading the final section, ask students the questions listed in **DLG**, p. 262.
4. ISN Event Log: Students will sequence events from Chapters/Sections 4 and 5 (Activity Master 9.5.1z) (Guided Reading Center Activity).
5. ISN Event Log: Students will list events from Chapters/Sections 4 and 5 (Activity Master 9.5.1z)
6. The “Who Cares?” activity will conclude the lesson on *Jungle Thorn*.
 - Students will place “Who Cares?” (Activity Master 9.5.1za) in their ISNs.
 - This activity will help to conclude the discussion on witnessing through caring. Introduce with the following discussion:
 - *“Let’s paste our final activity into our ISN today. This is one last look at who was caring in our story for this week.”*
 - *“Think about what happened and who took time to care for those who were sick or hurt.”*
 - *“Let’s always remember that just as in our story, Jesus will always cares for us. He sends people into our lives to show us what it means to care and be cared for as well.”*
 - Be sure to guide the children through this Care Check by taking them step-by-step. Allow time for the children to write their responses. This can be a whole group activity while each student writes his/her own responses.
 - Go through the Who Cares Check. End the class period with a prayer to thank Jesus for His care and to help us all to take time to care for those around us. (Reading Workshop Activity)



WRITING WORKSHOP

Author's Chair, Sharing and Presentation (K–2)

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

1. Author's Chair is the place where students may share their writing with the class. Remind students that when they sit in the Author's Chair, they need to use a "teacher voice" so that others can hear and understand the story. Review Author's Chair rules and procedures as needed.
 - *"In Author's Chair we will share our writing pieces that we have worked on this week. Let's begin..."*
 - Allow students to share their writing. If needed, model constructive feedback before allowing students to share their opinions. As time permits, allow the author to select one or two students to share feedback.
2. Use the Narrative Writing Assessment Master found in Appendix C of *Jungle Thorn* and also in the Assessment Rubrics tab under the K-2 Multi-Grade BRIDGE heading located on the web to evaluate final writing.

Day 5 – Social Studies

Baby Care Report

Role-play Discussion (K–2)

Standard: SS.K-4.IGI.7 Show how groups and institutions work to meet individual needs and promote or fail to promote the common good

1. Have the students to get their bags or little boxes with their babies and bring them to the circle to report how it felt being a caretaker all week.
 - *"I am so glad you decided to take on this little care challenge."*
 - *"How did it feel to be responsible for these little egg babies?"*
 - *"Was it different than you expected?"*



- *“What can you learn about caring for others from this activity?”*
 - *“Being gentle and using kinds words help others trust us to do things that requires special care and attention. When people trust us, it gives us the opportunity to share what we know about Jesus with them.”*
2. Give the students an opportunity to talk about their experiences and any funny situations that may have occurred while they were taking care of their babies.

Allow students to take their babies home or leave at school for you to discard.

