

K–2 MULTI-GRADE BRIDGE
Detailed Daily Lesson Plan (DDLDP)
Theme Zero Daily Lesson Guide (DLG) – Off We Go!
Grade K Theme Book One: *Hands as Warm as Toast*/Beginning School
Character Building Concept: Kindness

Days 1 – 5 Signing In/Morning Activity

SIGNING IN, pp. 44 – 45 (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. ****

My Name Means..., p. 69 (DLG)

Name Meanings (K-2)

Standard: B.K.RG.5 Give examples of how God's character is revealed throughout the Bible (1, 2, 3)

1. Conduct a mini-lesson on name meanings.
2. Connect name meanings with famous Bible names and their meanings.
Possible Examples: Abraham (Father of many Nations); Isaac (Laughter); David (Beloved or Friend); Anna and Hannah (Grace or Favor); Dorcas (Gazelle); Esther (Star); Eve (Life); Matthew (Gift of God); Paul (Small/Humble); Peter (Rock); Jesus (Savior - God is my Salvation)

Hollow Letters & Copying the Letters, p. 69 (DLG)

Letter Sizing (1st/2nd)

Standard: LA.1/2.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling

1. Give 1st graders templates with their first and last names.
2. Challenge 2nd graders to write their names in smaller size letters.

Just the Beginning Sound, pp. 69 – 70 (DLG)

Signing In Fun (1st/2nd)

Standard: LA.1/2.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling

1. Buddy Signatures – Challenge 1st graders to learn how to spell and write the first few sounds of a friend’s name and for that friend to write theirs. If they arrive on time, they can sign each other’s names.
2. Allow 2nd graders to write their full names in glue and glitter.

Colorful Names, p. 71 (DLG)

Colored Signing In (1st/2nd)

Standard: LA.1/2.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling

First and 2nd graders can write their first and last names with colorful highlighters/markers/pens/pencils.

Day 1 – Circle Time/Morning Meeting

Daily Message 1, p. 72 (DLG) CONCEPT

CONNECT ACTIVITY (K–2)

Standards: B.K.RO.11 Show kindness to people who are different or who make us unhappy (7, 11, 22)
SS.K-4.IDI.7 Develop a respect for others
SS.K-4.IDI.8 Examine how individuals change over time

1. Gather students in a circle and welcome them to the class. For the morning routine, prepare a personal letter to the class about teacher expectations for them during this school year, or use Daily Message 1, p. 72 (DLG).
2. Give each student a personalized letter with a special treat/gift. The children should be told that their teacher cares about them and wants them to be comfortable and safe in school in the following manner:
 - *“Each person in this class is a member of our learning family for the entire year because we will all be learning things*

together. Sometimes we will learn things from each other.”

- *“Every person in our learning family is very important! Families take care of one another. Therefore, it will be our job this year to take care of all the members of our learning family.”*
3. Before class begins, put each special gift package in a basket. As you pull each name, present the gift to each student along with a hug, welcoming each to the new school year.
 4. Let students know that sometimes it takes just one act of kindness to show someone they care or to make someone feel special. Ask the children: *“How do you feel when someone does a kind act unexpectedly?”*
 5. Share a personal story about an unexpected kind act you experienced. Then invite a few students to share an experience when someone was unexpectedly kind to them. Share with them the practice of “Random Acts of Kindness” as a way of building up others.
 6. On large chart paper, list ways that the children can make others feel special throughout the week through random acts of kindness. Be certain that children don’t connect acts of kindness with expensive gift-giving. Encourage students to refer to the list as they go through the week and choose to do something special for a friend. Continue adding to the list as the week progresses and ask children to report what they have done. Challenge students to perform acts of kindness for someone they don’t know well or someone they do not consider a close friend. Say:
 - *“This week we will read a book about a child who was afraid. When someone showed her kindness, it helped her to get over her fear. As we go through this week, let’s find ways that we can be kind to our friends and family.”*
 - *“Let’s also think about ways we might show random acts of kindness to classmates we don’t know very well, or to those who are generally not our close friends.”*
 7. Refer again to the concept of random acts of kindness and encourage the children to intentionally look for opportunities to help others and show kindness.
 8. *** Send home Activity Master 0.1.0 (Parent Letter) in student folders. ***

Day 1 – Bible

INTRODUCING THE BIBLE STORY, p. 42 (DLG)

Bible Verse, p. 42 (DLG)

Vocabulary (K–2)

Standards: B.K.BK.24 Name and practice the Fruit of the Spirit (5, 17, 18, 22)
LA.2.RI.4 Determine the meaning of words and phrases in a text
LA.K-2.W.10 Write routinely for a range of tasks, purposes, and audiences

1. Before teaching this lesson, introduce the word “dear” to students. Write the word “dear” in large print on chart paper. Ask students to guess what the word means. Elicit meanings from students and write them on chart paper. If the children are having problems giving the definition or giving a different meaning from the definition needed for this lesson, use the word in a sentence and ask them to try to guess the meaning (e.g., My mom is dear to me.). Share with students the following:
 - *“When someone is dear to you, you treat the person with love and respect. You are kind to the person. You want to show the person that you treasure them.”*
 - *“Today in our Bible verse we will learn that we are dear to God. That is awesome! God treasures us. He cares for us. He loves us and He is kind to us.”*
2. Teach the lesson according to the **DLG**.
3. Kindness Treasure Hunt – Challenge students to perform an act of kindness towards someone, either in class or at home. Say:
 - *“As you go through this day, think about someone who is dear to you and do something kind for that person.”*
 - *“It can be someone in class or someone at home.”*

Day 1 – Language Arts

PHONEMIC AWARENESS, pp. 56 – 60 (DLG)

Assessment, pp. 56 – 57 (DLG) Formal

Baseline Assessment (K–2)

Standards: LA.1/2.RI.13 Read and comprehend informational texts (e.g., history/social studies, science, technical texts)
LA.K.RF.3 Demonstrate understanding of spoken words, syllables, and phonemes (sounds)

1. Before beginning formal phonics and Guided Reading programs, take the time to conduct individual phonics and reading assessments for all students during the first two weeks of school. The purpose of these assessments is to determine mastery of previously taught phonics skills, oral reading fluency, word recognition ability, and general comprehension. This data will also assist in appropriate instructional placement of each child for small group leveled reading instruction. Use this time and the Guided Reading period to conduct these assessments until all students have been assessed. Options for differentiated assessments across grade levels may include:

- Kindergarten/1st Grade: “Phonemic Awareness Assessment” (SSTM – Section 5, Appendix E – Blackline after p. 163, or the *Off We Go!* **DLG CD 1.5a – 1.5d**)
 - 1st Grade: Reading A-Z Early Literacy & Phonics Assessments at this link: www.readinga-z.com
 - 2nd Grade: Reading A-Z Benchmark Leveled Reading Assessments at this link: www.readinga-z.com
2. The following assessment instruments can also be used to establish baseline data for what each child already knows and to determine readiness for instruction and small group placement:
- DIBELS 8th Edition Screening Measures at this link: <https://dibels.uoregon.edu/>
 - *Jerry John Basic Reading Inventory* and/or Running Records from Leveled Reading Series such as Fountas & Pinnell
3. *** *All assessments mentioned above require individual administration. Plan to administer both a formal and informal measure for each student during the first two weeks of school until all students have been assessed. The purpose of this baseline assessment is to place students in appropriate small groups for reading instruction. Continue testing each day until all assessments have been completed. Formal instruction should begin around the third week of school once students have been grouped appropriately.* ***

READING WORKSHOP, pp. 62 – 68 (DLG)

Before Reading – Caring for Books, p. 62 (DLG)

Before Reading – Introducing the Book, p. 63 (DLG)

Prior Knowledge (K–2), Predicting (K–2)

Standard: LA.K-2.RI.12 Choose informational text that affirms the teachings in God’s Word

1. Teach the lessons according to the **DLG**. Say:
- *“Before we read a book, there are certain strategies that we always use to help us connect to and understand the book. One strategy is called ‘Prior Knowledge’.”*
 - *“Prior knowledge is when you think about the things you know about a topic. For example, if we choose a book about kindness, I would ask you to list some things you know about kindness.”*
 - *“You would probably say that God is kind.”*
 - *“What are some other things you can tell me about kindness?”* (Ask students.)

2. Make a list on chart paper of their responses. After the students have given enough responses to your question, tell them:
 - *“This is a list of our prior knowledge on the topic of kindness.”*
 - *“We will use this strategy to help us connect with books that we read this year.”*
3. Continue the lesson, “Introducing the Book”, according to the **DLG**. After the lesson, discuss with students:
 - *“We have learned that **prior knowledge** is when you use things you already know about a topic to help you connect to what you will read.”*
 - *“Today we will practice that with the book we will read this week, Hands as Warm as Toast. What do you think of when you hear ‘as warm as toast’?”*
4. Elicit answers from students. If they are struggling, guide them to give answers such as:
 - *“What do you know about hands? How do your hands feel sometimes?”*
 - *“What do you think the title, Hands as Warm as Toast, means?”*
5. Write their answers on chart paper. Students will use answers tomorrow to help make reading predictions.

WRITING WORKSHOP, pp. 72 – 77 (DLG)

Everyone Reads and Writes, pp. 73 – 74 (DLG) Reason to Write, p. 74 (DLG)

Writing Tips (K–2)

<i>Standards:</i>	LA.K/1.RL.13	Read stories and poetry of appropriate complexity
	LA.K-2.W.4	Produce writing that honors God and affirms the teachings in His Word
	LA.2.RL.14	Read stories and poetry of appropriate complexity

1. Tip #1: Journaling should be done on a daily basis. It should be treated as a special time where children have opportunity to share their thoughts and tell others about things they think, feel, or experience. Schedule a specific time during the day for writing. Additionally, provide a “writing center” where children can use a variety of materials, methods, and products for writing. You can choose to begin journaling after the second week, as you will have many things to model in the first two weeks.
2. Tip #2: Introduce student writing folders and portfolios at this time. Let students know that as the year progresses, they will choose completed pieces to be included in their portfolios. Ask children to personalize their writing folders by drawing a picture that shows a writing activity.

Day 1 – Science

Healthy Breakfast, p. 100 (DLG)

Sorting (K–2), Writing (K–2)

Standards: LA.1/2.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling
LA.1.RL.13 Read stories and poetry of appropriate complexity
S.K–2.HS.1 Read texts and use media to determine the dimensions of health

1. Teach lesson according to the **DLG**.
2. On chart tablet paper, make two columns labeled Healthy Food vs. Unhealthy Food. Ask the children to sort the breakfast food accordingly. Discuss what makes certain foods healthy and others unhealthy. Real or play food choices may be used for this activity.
 - Kindergarten: On drawing paper, Kindergarteners will draw their favorite breakfast foods that gives them energy and label them.
 - 1st Graders: On drawing paper, 1st graders will draw their favorite breakfast foods that gives them energy and label them. Write one sentence that tells why they like the particular food item.
 - 2nd Graders: On drawing paper, 2nd graders will draw their favorite breakfast foods that gives them energy and label them. They are to write two reasons why it is important to eat a healthy breakfast.
3. *Alternate Option:* Instead of drawing their favorite breakfast foods as listed above, provide a variety of magazines that children can look through to identify and cut out breakfast foods. Ask each student to find three healthy breakfast food items and three that are not healthy. Fold a piece of construction paper in half to make two columns, and label Healthy vs. Unhealthy Foods. Ask students to sort their food item pictures according to the two columns. Write a sentence below each column, as described above.

Day 2 – Circle Time/Morning Meeting

Daily Message 2, pp. 72 – 73 (DLG)

Editing, Writing Extension (K–2)

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

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

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

Day 2 – Bible

PRESENTING THE BIBLE STORY, pp. 43 – 44 (DLG)

Trying to Hide, p. 43 (DLG)

Concept Nugget (K–2)

Standards:	B.K-4.BF. 18	Participate in group discussion about Bible stories (1)
	LA.K/1.RL.12	Choose literature that reflects the teachings in God’s Word
	LA.K-2.W.4	Produce writing that honors God and affirms the teachings in His Word LA.2.RL.13
	LA.2.RL.13	Choose literature that reflects the teachings in God’s Word

1. After presenting the Bible story according to the **DLG**, discuss with students the struggles that Jonah had in doing what God asked him to do. Ask students, *“Why do you think Jonah did not want to do as God asked? How did he feel when he disobeyed God?”* (Point out that even though Jonah did not want to do what God asked, God was still kind to him.)
2. Say to students:
 - *“Think of a time when someone did something you did not like. How did you react? Did you still show kindness to that person? We can ask Jesus to help us to be kind to others when they are not kind to us.”*
 - *“Sometimes it is really hard to be kind to others, but through this story we learn that being kind does not depend on what others do.”*

Day 2 – Language Arts

READING WORKSHOP, pp. 62 – 68 (DLG)

During Reading – First Time, p. 63 (DLG)

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

Standards:	LA.K/1.RL.13	Read stories and poetry of appropriate complexity	LA.2.RL.14	Read stories and poetry of appropriate complexity
	LA.2.RL.14	Read stories and poetry of appropriate complexity		
	B.K.BF.15	Develop the habit of listening to and learning from the Bible daily (1, 8, 11)		
	B.K-4.BF.18	Participate in group discussions about Bible stories (1)		

1. Before teaching the lesson according to the **DLG**, review prior knowledge skills with students.
2. K–2 Extension: *“Yesterday we listed our prior knowledge using the title, Hands as Warm as Toast. Let’s review our thoughts.”* (Using the chart, review answers from yesterday.) *“Today we will do a ‘Picture Walk’.”* (Ask students to repeat the term.)
 - *“A picture walk means that we look at the pictures in a book before reading the words to see if we can guess or predict what the book will be about and what will happen in the story.”*
 - *“Let’s look through the pictures from our book for this week to see if we can guess what this book is about. While I turn the pages, imagine in your mind what the story is about.”*
3. Show children the pictures, stopping periodically to ask, *“What do you think will happen in the story when you look at these pictures?”*
4. At the end, say:
 - *“Now that you have seen the pictures and we have gone over our prior knowledge of the title, I think you are ready to make a ‘Prediction’.”* (Ask the children to repeat the word.)
 - *“A prediction is making a guess about what you think might happen in the story based on prior knowledge and the picture walk we just conducted. Let’s try to remember these three important strategies.”*
5. Ask students to repeat the words: prior knowledge, picture walk, and prediction. Refer to these often as you read books with children. Ask the children to describe what the three new terms mean.
6. Teach the remainder of the lesson according to the **DLG**. Ask: *“Which of our predictions were correct?”*

WRITING WORKSHOP, pp. 72 – 77 (DLG)

Writing to and with Children – Different Writing Types, pp. 74 – 75 (DLG)

Writing Tips (K–2)

Standards:	LA.K-2.W.6	With support and in collaboration with peers, explore a variety of tools (e.g., digital, print)
	SS.K-4.IDI.8	Examine how individuals change over time

1. Teach the lesson according to the **DLG**. Share the different expectations for Kindergarten, 1st, and 2nd grade writing skills. Using chart paper, differentiate this lesson for 1st/2nd graders by pointing out how they would write as expressed below:
 - *“When we enter first grade, we have a better understanding of sounds and letters.”*
 - *“Therefore, a first grader’s sentence may look like this.”*
2. Write a sentence on chart paper/board. *“This is my /haos/ or /hus/.”* (It may be difficult for 1st graders to hear the vowel team of /ou/ in the word house. Say:)
 - *“When we move to second grade, we become more confident in letter-sound relationships.”*
 - *“A 2nd grader’s sentence may look like this.”*
3. Write sentence, “This is my house” on chart paper/board.

*** Spell all words correctly. However, omit the period. ***

 - *“Sometimes when we become a little older, we rush to write. We may forget to punctuate our sentences properly.”*
 - *“This year we will work on becoming great writers, and we will be proud of our work!”*
4. As you write, ask 2nd graders to help you spell the words in the sentence.

LISTENING/SPEAKING, p. 82 (DLG) Happy

Faces, p. 82 (DLG)

Writing (K–2)

Standards:	LA.K/1.RL.13	Read stories and poetry of appropriate complexity
	LA.K-2.W.6	With support and in collaboration with peers, explore a variety of tools (e.g., digital, print)
	LA.2.RL.14	Read stories and poetry of appropriate complexity

1. Extension for each grade:
 - Kindergartners: Students will draw what they like on the backs of their smiley faces.
 - 1st Graders: Students will write one thing that they like about school on the backs of their smiley faces.



- 2nd Graders: Students will write one thing that they like about school and tell why they like it on the backs of their smiley faces.

Day 2 – Science

Hands, p. 100 (DLG)

Brainstorming (K–2)

Standards:	S.K-2.LS.7	Make observations of plants and animals, compare diversity
	LA.K-2.SL.1	Participate in collaborative conversations in diverse groups: follow agreed-upon rules
	SS.K-4.IDI.2	Identify the qualities that make individuals unique and equip them for their place in God’s overall plan
	SS.K-4.IDI.4	Explain how individuals have characteristics that are both distinct from and similar to those of others

1. Before teaching this lesson, do a mini-lesson on brainstorming. For information on teaching kids to brainstorm, see: <http://howtoteachkids.info/2009/01/teach-kids-to-brainstorm-part-one>.
2. Teach the lesson according to the **DLG**. After completing handprint, talk about the unique fingerprints God has given each person and how He has made every person “one-of-a kind.” Say:
 - *“God made you to be unique and special. No one else in the whole wide world is like you! You are one-of-a-kind!”*
 - *“Although we have many things that are the same, and in many ways we are alike, yet God made us all just a little bit different from anyone else.”*
 - *“Only you can be the very best person God made you to be! When you are, you can make others around you happy.”*
3. Distribute index cards and demonstrate for children how to roll a finger or thumb on the washable ink pad and then roll that same finger on the index card to make a fingerprint. After each child has made a fingerprint card, distribute a mini magnifying glass to each child. Allow them to compare their own fingerprints to those of others. Continue discussion on the uniqueness of each fingerprint and the uniqueness of each person. Say:
 - *“It will be up to us this year to help one another discover the ways each person is special and unique and how each person makes our learning family better because they are here.”*

Day 3 – Circle Time/Morning Meeting

Daily Message 3, p. 73 (DLG) *Editing,*

Writing Extension (K–2)

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

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

Day 3 – Bible

REVIEWING THE BIBLE STORY, pp. 44 – 45 (DLG)

Jonah Review, p. 44 (DLG)

Concept Nugget (K–2)

Standards: B.K-4.BF. 18 Participate in group discussion about Bible stories (1)
B.K.BK.14 Tell how God loves us so much that He gave His Son Jesus to die for all (8, 9)
B.K.BK.24 Name and practice the Fruit of the Spirit (5, 17, 18, 22)
B.K.RO.11 Show kindness to people who are different or who make us unhappy (7, 11, 22)

1. Teach the lesson according to the **DLG**.
2. Present the following additional questions to address the concept theme and explore God's treatment of wayward individuals:
 - *“Yesterday we talked about how God was kind to Jonah. Who remembers some of the things God did to show kindness to Jonah? Do you think Jonah deserved God's kindness? Why or why not?”*

- *“Even though Jonah complained and argued about everything God asked him to do, God did not let that stop Him from showing kindness to him. Why do you think God showed kindness to Jonah, even though he did not deserve it?”*
2. Steer the discussion to make the following points:
 - God’s eternal love for all of His children is constant and does not depend on our actions, but rather on His character and nature.
 - God sent His Son Jesus to pay for our sins because of His great love for us, even though we do not deserve it.
 - God models kindness and love towards us so that we can learn to treat each other the same way. Say: *“Let’s think for a minute. When someone does something to make you angry, is it easy to show him/her kindness? Should we be kind to others even though they don’t deserve it? Why or why not? In what way has God been kind to you? How have you shown kindness this week?”*
 3. Challenge students to continue to look for opportunities to show kindness towards their classmates. Remind them of the random acts of kindness they began earlier in the week. Review how it has made them feel about their classmates thus far. Point out that when others treat us with kindness, it makes us feel safe and cared for. Tell the children that this will be one of the classroom rules this year: Treat others with kindness and respect. (Add this rule to the rule chart being developed throughout the first week of school.) *“By doing this, we take care of each other. It is easier for us to learn and grow when we know we will be safe and cared for by others around us.”*

Day 3 – Language Arts

READING WORKSHOP, pp. 62 – 68 (DLG)

During Reading – Second Time, p. 63 (DLG)

Vocabulary Extension (1st/2nd)

Standard: LA.1/2.RI.4 Determine the meaning of words and phrases in a text

1. Teach the lesson according to the **DLG** using Blackline E.
2. Extend vocabulary for 1st/2nd graders by helping them become familiar with the meanings of more challenging words used in the story. (Use Vocabulary Master 0.1.) Distribute precut word cards (Vocabulary Master 0.1). Provide each child with one or two words. As you rotate around the room, help each child read his/her words. Then write each word on chart paper. Ask the child to share with the class what the word means. Other children may provide assistance if the word “owner” does not know the meaning of his/her word. If no one knows the word meaning, the teacher can provide a synonym or simple definition and use it in a sentence.

3. Before rereading the story, tell the children to listen carefully, and be on the lookout to hear their words read in the story. When each hears his/her word, give instructions to wave the word card in the air and tell the others what it means.

WRITING WORKSHOP, pp. 72 – 77 (DLG)

Writing by Children – My Name Is..., p. 75 (DLG)

Brainstorm (K–2), Listing (K–2)

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

1. K–2 Extension: Before teaching the lesson, give students their writing folders. Tell students:
 - *“The first thing a great writer does before writing is to do what is called ‘Brainstorm’.”*
 - *“Brainstorming is when you put your ideas together in an organized way. Today we will write about our names. Watch me as I brainstorm about this topic.”*
2. Make a simple list on the board with all your names, including nicknames.

Example:

Topic: Name
Amber
Simone
Taylor
Sim
Ms. Taylor

3. As you model the brainstorming process and write your names, think out loud so students know what you are doing.

Amber – That’s my first name.

Simone – That’s my middle name.

Taylor – That’s my last name.

Sim – That’s my nick name.

Ms. Taylor – That’s what my students call me.

4. Give each student a sheet of blank paper to create a brainstorming list of his/her name. Kindergarteners can use kidwriting to generate their lists. However, encourage each child who is able to spell and write his/her first

name. At the end of the brainstorming exercise, allow students to put their brainstorming papers in their folders. Tell students that they will use their papers tomorrow to write their stories.

Day 4 – Circle Time/Morning Meeting

Teacher Generated Message *Editing,* *Writing Extension (K–2)*

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

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

Day 4 – Language Arts

READING WORKSHOP, pp. 62 – 68 (DLG) **During Reading – Second Time, p. 64 (DLG)**

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

Standards: LA.K-2.RI.2 Identify the main topic of a multi-paragraph text and of specific paragraphs within the text
LA.K-2.SL.4 Describe familiar people, places, things, and events and, with prompting, provide additional detail

1. Review and reread some of the children’s favorite parts of *Hands as Warm as Toast*. Prompt students to tap into their prior knowledge of their first day of school experience earlier in the week. Ask them to reflect on instances when someone showed them kindness and also when they showed kindness to others.
2. Teach the remainder of the lesson according to the **DLG**. Extend the lesson by posing the following questions:

3. Extended Comprehension Questions

- *Hands as Warm as Toast* is told by:
 - Libby
 - Ms. Darling
 - Janelle
 - The Author
 - Answer: Libby
- This story was mainly about:
 - A special job
 - A gift from Libby
 - Mrs. Darling's birthday
 - Libby's teacher helping her to be comfortable
 - Answer: Libby's teacher helping her to be comfortable
- Personal Application and Concept Review Questions:
 - *How did you feel about coming to school earlier this week? Were any of you a little bit worried, perhaps even scared?"*
 - *"Did those feelings change later in the week? If your feelings changed, what caused the change?"*
 - *"What can you do to help a classmate who is feeling uncomfortable or unsure about school?"*
 - *"How have random acts of kindness changed you this week?"* (List responses to this question on chart paper titled, "Being Kind Has Changed Me...")
 - *"How can a kind action touch the life of more than one person?"*

WRITING WORKSHOP, pp. 72 – 77 (DLG)

Writing by Children – My Name Is..., p. 75 (DLG)

Information Writing (1st/2nd)

Standard: LA.1/2.W.10

Write routinely for a range of tasks, purposes, and audiences

1. Students will use their brainstorming skills' list from the previous day to write their "Name Story". Model this process for students by writing your own Name Story. Example: I love my Name! It is Amber Simone Taylor. My friends call me Sim and my students call me Ms. Taylor. My dad named me when I was a baby. It is a wonderful name.
2. Distribute Blackline 1.10 to Kindergarteners.
3. Distribute to 1st/2nd graders lined paper or story paper to respective grade level students.
4. First and 2nd graders will write an informational piece about their names. Students can use the teacher's written example as a guide.
5. Allow students enough time to write their stories. Provide assistance for 1st graders as needed.
6. Let them know that this is just a draft. A draft is the first time we write our stories. We will read over our stories tomorrow and edit.

Day 4 – Circle Time/Morning Meeting

Teacher Generated Message *Editing,*

Writing Extension (K–2)

Standards: LA.1/2.L.1

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

LA.1/2.L.2

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

1. Teach the lesson according to the **DLG**.
2. First graders can participate with Kindergarteners and help the teacher by saying where a capital letter should be placed and what kind of ending punctuation is needed. Allow 1st graders to help the teacher spell the words by asking them to provide initial and ending letter sounds in the words, or providing middle vowel sounds. The goal is to tie this quick review of skills to lessons already taught through the phonics, spelling, grammar, and language programs.

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

Day 5 – Language Arts

WRITING WORKSHOP, pp. 72 – 77 (DLG)

Writing by Children – Name Practice, Puffy Paint Names, Journaling, & Things I Like, pp. 76 – 77 (DLG)

Writing Tip (K–2)

Standard: LA.K-2.W.5 With support, respond to questions and suggestions from peers and add details to strengthen writing

1. Teach students how to edit for upper case letters in their names. Edit together and have students make corrections. Publish students' writings by making a class book. If time allows, take a picture of each student and attach each student's picture at the top of his/her "Name Story". Students will enjoy reading the various entries in their class' book as each child is given the opportunity to share his/her writing with the class.
2. Kindergarten students should be given opportunity to practice fine motor skills as suggested in *SSTM*, pp. 77 – 81. Manipulating various nuts and bolts also helps to develop fine motor skills.