

K-2 MULTI-GRADE BRIDGE
Detailed Daily Lesson Plan (DDLDP)
Theme Nine Daily Lesson Guide (DLG) – I'm on a Mission!
Grade K Theme Book Four: *Four Feet, Two Sandals*/Social Issues and Culture
Character Building Concept: Witnessing – Selflessness

Days 1 – 5 Signing In/Morning Activity

SIGNING IN, p. 386 (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

SELFLESSNESS CONCEPT CONNECT

Concept Connect Activity (K–2)

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

*** This activity requires preparation and setup at a place outside the classroom. Approval may be needed from school administration before location is finalized. The maintenance technician, parent volunteer, or other available adult in the building should also be asked prior to the activity to return the desks and chairs to the classroom following the event. ***

*** Read **Compassion Alert, p. 357 (DLG)**, before launching this unit. ***

1. Prior to this activity, determine a location beyond the classroom that contrasts with the classroom environment (e.g., cafeteria, field, teacher workroom, storage closet, etc.).
2. At the activity site, set up a few desks and chairs. Secure a place to store a few pencils and writing paper. It is intentional that should not be enough supplies or furniture for every student.
3. Without explanation, guide the students to the prepared “classroom” for the morning meeting and ask them to take their seats. Students will immediately realize that there are not enough seats for everyone. Allow them time to solve this problem on their own as much as possible. Students may argue and complain, but this is part of the process. Pay close attention to those who demonstrate selflessness by giving up their seats or desks, allowing others opportunity to sit or have a writing surface.
4. Once the class is settled, explain the introductory activity. *“Good morning boys and girls! We are going to begin our lesson with a drawing activity. Each of you will use a sheet of paper and coloring utensils to draw the farthest place you have ever traveled. It could be a place where your family has moved, or it could be a place where you went for vacation. Before we get our paper and coloring utensils, let’s talk about some faraway places where we’ve been.”*
5. Give a personal example to the class before allowing students to share their own story. After the class has had ample time to share, dismiss students by twos or threes to get paper, pencil, and coloring utensils for the activity.
6. Students will once again realize that there are not enough supplies for everyone. Allow them time to solve the problem on their own as much as possible. Students may argue and complain, but this is part of the process. Pay close attention to students who demonstrate selflessness by giving up their pencils, coloring utensils, or paper, allowing others opportunity to complete the activity.
7. After approximately ten minutes, stop the students and discuss the experience. *“Boys and girls, I realize that some of us are enjoying this new environment, but there are many of us who aren’t having much fun.”* (Share observations with the class of students who haven’t been able to sit in a chair or use a desk. Share observations of students who weren’t able to complete the drawing activity. Ask those students to share how the experience outside of their normal environment made them feel.)

8. After students have had time to share, continue connecting to the concept of selflessness. *“Even though some of us are having fun, this isn’t the best way to learn, is it? We need chairs and desks for everyone. We need pencils, coloring utensils, and paper for everyone. The good news is we are going to return to our classroom where there are enough materials, desks, and supplies for everyone!”*
9. If there are students who modeled selflessness, take some time to recognize them. *“However, before we go, I want to recognize (# of children) _____ special students who really impressed me this morning.”* (Share the students’ names and allow the other members of the class to guess why these special ones are being recognized.) *“These students are so special because they showed us all what it means to be selfless. Who thinks they know what selfless means?”* (Allow students time to respond.) *“Selflessness is thinking of the needs of others before your own.”*
10. Share examples of how the students who were recognized demonstrated selflessness. Allow students to share how they felt to give of themselves to others. Allow students who were recipients of selfless acts to share as well. *“When we choose to be selfless, we choose to share God’s love with others. He always knows what is best for us even when we need help. A perfect example of this is when He gave Jesus, His one and only Son, to die on the cross for our sins. He didn’t want Jesus to die, but He knew it was necessary for us to have eternal life. Therefore, when we think of others before ourselves and do for others before ourselves, we are modeling the character of God. We can be a witness to others of His awesome love. Today we are going to read a story about a special girl who traveled a long way from her home. Many of you have traveled the same way to a faraway place. This special girl placed the needs of her friend before her own needs. She is a model of selflessness, and we’re going to learn more about her story as well as others like her.”*

Day 1 – Bible

INTRODUCING THE BIBLE STORY, pp. 345 – 347 (DLG)

We Help Others, p. 345 (DLG)

Concept Nugget (K–2)

Standards: B.K.RO.19 Describe various ways of witnessing
B.1-4.BK.23 Articulate that one of God’s purposes for us is to be witnesses of His love

1. Teach the lesson according to the **DLG**.
2. Instead of writing “We Help Others” in the middle of the poster board, write “Our Selfless Acts.”
3. The students will identify ways they can be witnesses by thinking of others before themselves. Proficient writers can write their selfless acts on heart shaped Post-it Notes and place them near their handprints.



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 4) 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. 363 – 367 (DLG)

Before Reading, p. 363 (DLG)

Concept Nugget (K–2), Critical Thinking (K–2), Picture Walk (K–2)

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Standards:	LA.K-1.RL.7	With prompting, describe the relationship between illustrations and the story
	LA.2.RL.8	Use illustrations and words in print or digital text to demonstrate understanding of story elements
	LA.K-1.RL.9	Predict story outcomes using picture clues
	LA.2.RL.10	Predict story events and outcomes using picture clues and text
	B.K.RO.19	Describe various ways of witnessing
	B.1-4.BK.23	Articulate that one of God's purposes for us is to be witnesses of His love

*** The second activity, **During Reading – Second Time, p. 364 (DLG)**, should be completed simultaneously with the activity below: ***

1. Teach the lesson according to the **DLG**.
2. After students are seated with their partners, conduct a picture walk with them. Encourage them to predict story events and outcomes using pictures clues.
 - “Can you explain how wearing one sandal would affect your life positively? Can you explain a negative affect?”
 - “What do you notice about the cover? How is it a visual of selflessness?”
 - “How would you apply what you learned about selflessness this morning to the pictures you see in this book?”
3. Refer to the Story Elements Anchor Chart used in Theme 8, Book 1 – *Papa and the Pioneer Quilt*. Ask students to predict the story elements (characters, setting, plot). “What do you think the “roller coaster ride” will be like in this story?”

During Reading – Second Time, p. 364 (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**.
2. Add the words from Vocabulary Master 9.4 when introducing the vocabulary terms in the story.

Day 1 – Social Studies

My Journey to Afghanistan

Social Studies Project (K–2)

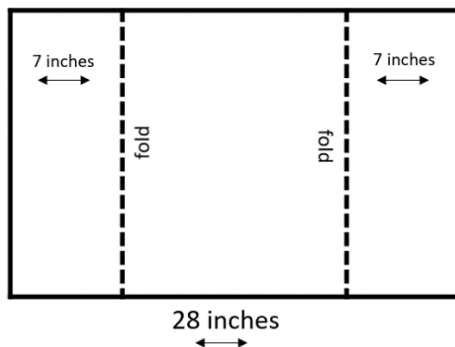
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Standard: SS.K-4.IDI.14 Outline how individual choices are influenced by personal and social factors

1. Before class begins, use the 22 x 28 inch poster board to make a trifold board for each child. Also, for each child, cut two sheets of 8.5 x 11 cardstock paper in half lengthwise. The trifold poster board will be used to form the body of the “child” students will create throughout the week, and the cardstock will form the arms and legs.
2. Make copies of Activity Masters 9.4.1a – f for each student to have a set. These pages will make up the hands, feet, and face of the “child.”
3. Allow time for students to color and cut out each page. They do not have to complete all the coloring and cutting today. Any unfinished work can be placed in a folder for them to complete during their free time throughout the week.
4. Look for references to this project in the days to come and decide on a location in which each artifact can be glued to the trifold poster.



Day 2 – Circle Time/Morning Meeting

Daily Message 1, p. 368 (DLG)

Concept Nugget (K–2)

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

1. Add additional information to the Morning Message to connect to the concept of selflessness:

Dear Class,

Today we will read the book, *Four Feet, Two Sandals*. The characters in this book show us what it means to be selfless. We will also talk about how we can witness to others through our selfless acts. What are some ways you can begin witnessing today through selflessness? How are we fulfilling God's purpose in our lives through our acts of selflessness?

Let's make a goal today to be a witness to everyone we meet!

Your teacher

2. Allow the students to respond to the message and define the terms, selflessness and witness. Be sure to guide the discussion so students will walk away with a clear understanding of how they can witness through selfless acts.

Day 2 – Language Arts

READING WORKSHOP, pp. 363 – 367 (DLG)

Sentence Strip Sequencing, p. 366 (DLG)

Main Ideas and Details (1st/2nd)

Standards:	LA.1.RL.3	Describe story elements using key details; sequence story events orally
	LA.2.RL.4	Sequence story events
	LA.2.RL.2	Retell stories from diverse cultures and determine the main idea(s) or lesson(s)
	LA.1.RL.2	Retell stories, including key details, and demonstrate understanding of the main idea(s) or lesson(s)

*** Prepare the sentence strips for 1st and 2nd graders (steps 3–5) the prior day to guard instructional time. ***

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Page 7



9.4

1. Teach the lesson according to the **DLG** for Kindergarteners.
2. While Kindergarteners are completing Blackline 4.6, gather 1st/2nd graders for an activity on sequencing, main ideas, and details.
3. Write the following key details on sentence strips. Mix the sentence strips and allow students to put them in order. Guide the process by using the first five strips in the sequence. Allow 2nd graders to finish the last five strips in the sequence as a challenge. First graders who are ready for this activity may participate as well.
 - Lina raced barefoot to the camp entrance where relief workers threw used clothing off the back of a truck.
 - At Lina's feet lay a brand new sandal in the dust, but she could not find the matching sandal.
 - A girl standing nearby wore the matching blue and yellow sandal.
 - "You wear them both today, and I'll wear them tomorrow." Lina smiled. "Four feet, two sandals."
 - Sometimes each girl wore one sandal.
4. Distribute the remaining sentence strips to the group of 1st/2nd graders who are ready for a challenge, and allow the students to sequence the rest of the story.
 - Other children pointed and giggled, but Lina and Feroza didn't care.
 - Lina squinted at the sign, "We're going to America!"
 - Feroza bent down and took off the sandals and said, "You cannot go barefoot to America!"
 - "Mama bought us shoes for America." Lina said. "Here. It's your day to wear the sandals."
 - "Wait!," Feroza called out and handed one sandal to Lina. "Take one sandal to remember me... four feet, two sandals."
5. After the sequencing activity, remind students that a main idea is the central thought of a story. Introduce the following main idea options. (These should already be written on different colored sentence strips.) Allow the students to select the main idea that best supports the details that were sequenced above.

- Lina goes to visit America to have a better life with her family.
 - Lina and Feroza say goodbye to one another and are so sad.
 - Lina and Feroza show God's selfless love with a pair of sandals.
6. Once the majority of students have selected a main idea, ask them to justify their answers using the following discussion questions:
- *"What key details can you gather to support this main idea?"*
 - *"What key details support your selection?"*
 - *"Why is _____ the best main idea for the story?"*

WRITING WORKSHOP

Writing by Children – Wanted, But, So, Then

Outlining Summaries (1st/2nd), Concept Nugget (1st/2nd)

Standards: LA.1-2.W.3 Write narratives that recount two or more appropriately sequenced events
 B.1-4.BK.23 Articulate that one of God's purposes for us is to be witnesses of His love
 B.K.RO.19 Describe various ways of witnessing

1. While Kindergarteners are completing the **Writing by Children – Writing Using the Pashto Alphabet, p. 370 (DLG)**, bring 1st and 2nd graders together for a mini lesson on outlining summaries.
2. Remind the students of the writing activity they completed during **Day 1 – WRITING WORKSHOP**. Show the students the anchor chart created during the **Writing with Children – Wanted, But, So, p. 369 (DLG)** activity.
3. Project Activity Master 9.4.2 on an overhead projector, or copy to chart paper.
4. Bring students' attention to the "Then" box on the chart. Explain that this is an additional section that they will use to bring closure to their summaries.
5. Refer back to the **Wanted, But, So** anchor chart created in **Day 1 – WRITING WORKSHOP**. Add a "Then" column to the table. Think aloud as you add the following closures to the anchor chart:

Then
... then families were chosen to live in America.
... then they became good friends.
... then their story was used to write a book about selflessness.

6. Review the enlarged copy of Activity Master 9.4.2. Have students think aloud and complete the activity based on a personal time when something was wanted, but a selfless decision was made. An example is provided below:

- *“First, I’m going to think of three experiences when I really wanted something, but decided to be selfless instead.”*
- *“Once I gave my last cookie to my husband.”* (Write “cookie to husband” on the chart paper or projected Activity Master.)
“There was another time when I paid for the family meal at a restaurant.” (Write “paid for meal” on the white board or projected Activity Master.) *“Finally, there was a time when I gave all my scholarship money to my brother.”* (Write “gave my money” on the whiteboard.)
- *“Now I need to decide which experience to use to complete my activity master. Hmm.... I think I’m going to choose the last one.”*

7. Continue writing as you think aloud to complete Activity Master 9.4.2.

Somebody	Wanted
Ms. Jane Doe	To save money
But	So
Her brother needed money for school.	Ms. Jane Doe gave her brother money to put toward his school bill.
Then	
Her brother was able to pay for college.	

8. Distribute Activity Master 9.4.2 to the students. Allow them time to think of three selfless experiences (brainstorm) before completing their Activity Masters. Students may work in groups or partners to complete this activity. Collect the activity masters for reference during the writing activity tomorrow.

Day 2 – Science

Sand Dunes, p. 395 (DLG)

Scientific Inquiry (1st/2nd), Critical Thinking (1st/2nd)

Standard: S.K-2.PS.2 Test different materials and analyze data to determine which have properties best suited for intended purpose

1. Before teaching the lesson according to the **DLG**, provide 2nd graders and capable 1st graders with a copy of Activity Master 9.4.3.
 2. Teach the lesson according to the **DLG**. Stop periodically to allow students time to complete their activity masters while conducting the experiment.
 3. After repeating the experiment again, discuss why sand is the best material to use to create dunes. Ask the students the following questions:
 - *“Why didn’t the twigs, grass, and small stones create a dune?”*
 - *“What is the purpose of sand dunes?”*
 - *“Can sand dunes be created without wind? How?”*
 - *“Are there comparable landforms that are made out of stone, twigs, or grass? What are they? How are they the same? How are they different?”*
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Day 3 – Bible

REVIEWING THE BIBLE STORY, p. 348 (DLG)

Questions, p. 348 (DLG)

Concept Nugget (K–2)

Standard: B.K.RO.19 Describe various ways of witnessing

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Book 4 – Four Feet, Two Sandals
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9.4

1. Teach the lesson according to the **DLG**.
2. Add the following discussion points to connect to the concept of selflessness:
 - List ways that Tabitha was selfless.
 - How is the story of Tabitha related to the book *Four Feet, Two Sandals*?
 - How was Tabitha a witness of God's selfless love?
 - How can we use Tabitha's story to witness to others?

Day 3 – Language Arts

READING WORKSHOP, pp. 363 – 367 (DLG)

After Reading – Comprehension Questions, p. 365 (DLG)

Critical Thinking (2nd)

Standards: LA.2.RL.8 Use illustrations and words in print or digital text to demonstrate understanding of story elements
LA.2.RL.12 Make connections between a text and personal life experiences

1. Teach the lesson according to the **DLG**.
2. Add the following discussion questions in order to challenge 2nd graders to think more critically:
 - *“How is your life similar to life in the refugee camp? How is your life different from life in the refugee camp?”*
 - *“On a scale of 1-5, how would you rate the safety of the refugee camp? Explain why you gave this safety rating to the refugee camp.”*
 - *“Can you list some reasons why Lina and Feroza wanted to come to America?”*
 - *“What would you do to improve life for those living in Afghanistan?”*

WRITING WORKSHOP, pp. 368 – 370 (DLG)

Writing by Children – Sharing, p. 370 (DLG)

Concept Nugget (K–2)

Standards:	B.K.RO.19	Describe various ways of witnessing
	B.1-4.BK.23	Articulate that one of God's purposes for us is to be witnesses of His love
	LA.K.W.9	With support, recall experiences or gather information from provided sources to answer a question

1. Teach the lesson according to the **DLG** for Kindergarteners.
2. While Kindergartners are receiving instruction, allow 1st/2nd graders time to complete Activity Master 9.4.2, if they were unable to do so on yesterday.
3. Instead of using “sharing” as a base, use “selflessness” to connect to the character concept for this unit. Possibilities include:
 - Write about a time you thought of the needs of a friend before your own, or when you gave to a friend before taking for yourself.
 - Think of a time when someone gave something special to you that you know he/she really wanted for himself/herself. What do you have that you can give to others? What are ways you can be selfless in your giving?
 - Selflessness does not always mean giving things. Friends can be selfless with their time by playing together, going for a walk, or just talking to one another. How are you selfless with your friends?

WRITING WORKSHOP

Writing by Children – Wanted, But, So, Then

Drafting Summaries (1st/2nd), Concept Nugget (K–2)

Standards:	LA.1-2.W.3	Write narratives that recount two or more appropriately sequenced events
	B.1-4.BK.23	Articulate that one of God's purposes for us is to be witnesses of His love
	B.K.RO.19	Describe various ways of witnessing

1. While Kindergarteners are completing the **Writing by Children – Sharing, p. 370 (DLG)**, bring 1st/2nd graders together for a mini lesson on drafting summaries.
2. Remind the students of the writing activity they completed during **Day 2 – WRITING WORKSHOP**.

3. Project completed Activity Master 9.4.2 on an overhead projector or copy to chart paper. Have a clean sheet of chart paper available beside the completed activity master.
4. Think aloud while writing a rough draft from the outline created, using Activity Master 9.4.2. *"Today we are going to complete a rough draft from the brainstorming activity we did yesterday. Who remembers what a rough draft is?"* (If students don't remember, refer them to The Writing Process Anchor Chart created in Theme 8 – Book 4.)
5. Think aloud as you transfer the outline created to a rough draft on chart paper. An example is provided below:

ms. jane doe wanted to save muneey, but her bruder needed money for school. So ms. jane doe give her bruder muneey for his school bill. Then her bruder was able to pay for college

mistakes in the rough draft are intentional

6. Provide each student with a sheet of grade-leveled lined paper to complete their rough drafts. Collect the drafts at the end of the lesson for use in the lesson tomorrow.

Day 3 – Social Studies

Missionaries Then and Now, pp. 404 – 405 (DLG)

Concept Nugget (K–2), Defining Concepts (1st/2nd)

Standards: SS.K-4.IGI.2 Define concepts such as community, culture, role, competition, cooperation, rules, and norms
B.1-4.BK.23 Articulate that one of God's purposes for us is to be witnesses of His love

*** Before the lesson, laminate Activity Masters 9.4.4a – d. ***

1. Before the lesson begins, bring students' attention to the laminated activity masters. Invite students to describe what they see in the pictures. How are they the same? How are they different?
2. Read the definitions from Activity Master 9.4.4d to the class. Invite students to match each definition with the correct picture.

3. Explain to the class that they will learn how missionaries fulfill an important role in God's kingdom by demonstrating selflessness while witnessing to communities in different cultures.
4. Teach the lesson according to the **DLG**.
5. After the lesson, conduct a brief discussion to reinforce the following concepts introduced in the lesson:
 - What role do missionaries play in Afghanistan?
 - Why is their role so important?
 - What role do missionaries serve in God's plan for the world?
 - How is the community in Afghanistan different from our community?
 - How is the culture in Afghanistan different from our culture?
6. Be sure to refer back to the activity masters to guide students to a correct understanding of the terms presented, if needed.

Donate Shoes, p. 410 (DLG)

Social Studies Project (K–2)

Standards: SS.K-4.PDC.1
SS.K-4.IGI.7

Demonstrate how people and communities deal with scarcity of resources

Examine how the rules and norms of groups to which they belong impact their lives

1. Teach the lesson according to the **DLG**.
2. Spend more time discussing how rules and norms are different in the community of Afghanistan than the local community.
3. Distribute activity master 9.4.5. Invite the children to write how people in the community of Afghanistan compensate for shoe scarcity. Some examples are provided below:
 - They take donated shoes.
 - They do not attend school if they don't have shoes.

- They limit outdoor activities in the wintertime.
 - They share shoes.
4. Students will use the activity master to write how the people of Afghanistan compensate for shoe scarcity.
 5. After students have completed their writing, save their Activity Masters for use in **Day 5 – Social Studies**.

*** This activity will be glued to the My Journey to Afghanistan Social Studies project on Day 5. ***

Day 4 – Bible

PRACTICING THE BIBLE STORY, pp. 349 – 351 (DLG)

Sewing Clothes, p. 349 (DLG)

Memorizing Scripture (1st/2nd)

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

1. Teach the lesson according to the **DLG**.
2. Instead of giving 2nd graders a copy of Blackline 4.4b, distribute Activity Master 9.4.6 to them. First graders who are ready to write the text from memory can receive Activity Master 9.4.6 as well.
3. Second graders and capable 1st graders will write the text into the hearts from memory.

“We Are the Church, p. 351 (DLG)

Concept Nugget (K–2)

Standards: B.1-4.BK.23 Articulate that one of God’s purposes for us is to be witnesses of His love
B.K.RO.19 Describe various ways of witnessing

1. Teach the lesson according to the **DLG**.
2. Instead of adding the words, “We Help Others,” add the words, “We Put Others First,” to the church collage.

3. Students will use the magazines to find pictures of selfless acts to add to the collage.

Day 4 – Language Arts

WRITING WORKSHOP

Writing by Children – Wanted, But, So, Then

Editing/Revising Summaries (1st/2nd), Concept Nugget (1st/2nd)

Standards: LA.1-2.W.3 Write narratives that recount two or more appropriately sequenced events
B.1-4.BK.23 Articulate that one of God's purposes for us is to be witnesses of His love
B.K.RO.19 Describe various ways of witnessing

1. While Kindergarteners are completing the **Writing by Children – Journal Prompts, p. 370 (DLG)**, bring 1st/2nd graders together for a mini lesson on editing and revising summaries.
2. Remind the students of the rough draft they completed during **Day 3 – WRITING WORKSHOP**.
3. Pull out the teacher's rough draft that was completed on chart paper yesterday.
4. Think aloud as you begin to edit and revise the draft. *"Today we are going to add details and make edits to the rough draft we created yesterday. Who remembers what edit and revise means?"* (If students don't remember, refer them to The Writing Process Anchor Chart created in Theme 8 – Book 4.)
5. Think aloud as you make edits and revisions to the rough draft. Encourage students to add adjectives and phrases to their writing to make it more detailed. Use a different colored marker so the students can see the additions and changes made. An example is provided below:

Ms. Jane Doe wanted to save money to buy a new car, but her brother needed money for school. So Ms. Jane Doe gladly gave her brother money for his college school bill. Then her brother was able to pay for college and graduate with good grades!

6. Distribute the rough drafts completed on **Day 3 – WRITING WORKSHOP** to each student. Allow time for them to make edits and refine their drafts. Students may work in pairs to review each other's writing and ensure there are no mistakes.
7. Collect edited drafts at the end of the lesson for reference during **Day 5 – WRITING WORKSHOP**.

Day 4 – Science

Afghan Leopard Gecko, p. 398 (DLG)

Board Game (K–2)

Standard: S.K-2.LS.2 Design solutions to problems, mimic how plants and animals use their parts to survive, grow, meet needs

*** *Laminate Activity Masters 9.4.7a – c for durability.* ***

*** *Activity Masters 9.4.7b and 9.4.7c should be printed on different colored cardstock and the labels, “DIET” and “GECKO FACT,” should be written on the back of each card respectively.* ***

1. Teach the lesson according to the **DLG**.
2. After students have completed the activity, introduce them to the “Afghan Leopard Board Game”. (Activity Master 9.4.7a—Note: A color game board option is provided on p. 1 and a black and white game board option is provided on p. 2.)
3. Place the laminated game board (Activity Master 9.4.7a) and the “DIET” and “GECKO FACT” card stacks (Activity Masters 9.4.7b – c) in the science center.
4. HOW TO PLAY: The goal of the game is for each student to move their gecko to the end of the board to be adopted by an Afghan family. Students should gather in groups of 2 – 5, select a gecko, and roll the dice to determine who will play first. The player who rolls the highest number goes first, and the others take turns clockwise. The players will continue taking turns rolling the dice, moving around the board, and picking up cards when they land on the appropriate spaces. The player with the most points at the end of the game wins!
5. This activity will provide practice for students to solve “gecko issues” at the end of the lesson. After students have had time to play the game, gather students on the rug to discuss solutions to the following problems:
 - Problem: Your gecko has come upon a large wall. There's no way to get around it! What can your gecko do?

- Solution: Turn back and find a different route. Geckos can't climb walls!
- Problem: Your gecko is hungry. There are birds' eggs, lizards, snails, and centipedes around. What should your gecko eat?
- Solution: Lizards and centipedes are great food for geckos!
- Problem: Your gecko is tired. The sun is about to set. What should your gecko do?
- Solution: Hunt and go to bed when the sun rises!
- Problem: Your gecko needs a place to sunbathe. In the distance there is a sand dune, a cliff, and a grassy patch. Where should your gecko rest?
- Solution: Geckos should rest on the cliff or grassy patch. Geckos avoid sand!
- Problem: Your gecko's tail is thin. How can this be? What can be done to solve this problem?
- Solution: The tail is thin because the gecko hasn't stored food. He needs to hunt at night to store food and water in the tail.

**** Not every student will have time to play the board game today. However, every student should stop and participate in solving the "gecko issues" at the end of the lesson when it's time. Leave the game at the science center for students who were not able to play to enjoy during their free time. ****

Day 4 – Social Studies

Children at Work, pp. 410 – 411 (DLG)

Social Studies Project (K–2)

Standards:	SS.K-4.IGI.6	Assess the impact of families, schools, religious institutions, and civic groups on their lives
	SS.K-4.IGI.7	Examine how the rules and norms of groups to which they belong impact their lives

1. Teach the lesson according to the **DLG**.
2. Spend more time discussing how rules and norms are different in the community of Afghanistan than local communities.

3. Distribute Activity Master 9.4.8. Invite the children to draw a picture of children at work in Afghanistan. After the students have drawn their pictures, each will write a rule or norm for children in the Afghanistan community below the photo. Kindergartners may use kidwriting on their activity master.

*** This activity will be glued to the My Journey to Afghanistan Social Studies project on Day 5. ***

Day 5 – Bible

APPLYING THE BIBLE STORY, pp. 352 – 353 (DLG)

Weave a Placemat, p. 352 (DLG)

Concept Nugget (K–2)

Standards: B.1-4.BK.23 Articulate that one of God's purposes for us is to be witnesses of His love
B.K.RO.19 Describe various ways of witnessing

1. Teach the lesson according to the **DLG**.
2. After the students have woven their placemats, encourage them to be a witness by giving the mat to someone who needs to feel the love of God.
3. Discuss options with the children of people who would feel loved by receiving the mat. Identify people who may lack love in their lives. Encourage the children to think of others outside of their homes, churches, or friendship circles. When we give to others, we are spreading God's love through our selfless acts.

*** Remind students not to give to strangers without the presence of an adult. Some students may suggest giving their mats to a homeless person, or someone on the street. Let them know that they should have a trusted adult with them while they give. ***

Day 5 – Language Arts

WRITING WORKSHOP

Writing by Children – Wanted, But, So, Then

Publishing Summaries (1st/2nd), Concept Nugget (K–2)

Standards: LA.1-2.W.3 Write narratives that recount two or more appropriately sequenced events
B.1-4.BK.23 Articulate that one of God's purposes for us is to be witnesses of His love
B.K.RO.19 Describe various ways of witnessing

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1. Allow Kindergarteners to visit the writing center, draw, or participate in freewriting while 1st/2nd graders complete their writing workshop activity.
2. Remind the students of the edited/revised drafts they completed during **Day 4 – WRITING WORKSHOP**.
3. Pull out the teacher edited/revised draft that was previously completed on chart paper.
4. Think aloud as the final draft is completed. *“Today we will finalize our papers by publishing the edited and revised drafts we did yesterday. Who remembers what publishing means?”* (If students don’t remember, refer them to The Writing Process Anchor Chart created in Theme 8 – Book 4.)
5. Think aloud as the edited and revised draft is published to a new sheet of chart paper. Be intentional about making the handwriting as neat as possible. Explain to the students that the final draft is the best draft because it is the version others will read.
6. Distribute the edited/revised drafts completed in **Day 4 – WRITING WORKSHOP** and Activity Master 9.4.9 to each student. Allow them time to finalize their drafts for publishing.
7. If time permits, gather all students on the rug so 1st/2nd graders can read their writing to the class. Ask students to identify the selfless act in each summary.
8. Published drafts can be displayed on a bulletin board or sent home.

Day 5 – Social Studies

My Journey to Afghanistan

Social Studies Project (K–2)

Standard: SS.K-4.IDI.14

Outline how individual choices are influenced by personal and social factors

1. Distribute each student’s social studies project as well as the following completed activity pages:
 - My Journey to Afghanistan (Title Cut Out) – Day 1
 - *Optional:* Afghan Food Photos – Day 1

- Maps and Flags – Day 2
 - Picture Postcards from Afghanistan – Day 2
 - Donate Shoes – Day 3
 - Children at Work – Day 4
2. Students will take time today to finalize their Social Studies projects. Each page should be glued on the cover or inside the trifold poster. Allow students to decide where each “artifact” is placed. Guide the students in organizing their projects so the content is neat.
 3. Once projects are completed, allow students to take a “gallery walk” around the room to view each other’s projects. If you choose to structure the gallery walk, first have students to number off. When you are ready to begin, signal for students to rotate sequentially to the next display. Allow them a designated amount of time to view each display. Then signal when it is time for them to rotate to the next display. Continue until each has returned to his/her own display. If desired, students may provide feedback or pose questions on a comment sheet next to each display.