

K–2 MULTI-GRADE BRIDGE
Detailed Daily Lesson Plan (DDLPL)
Theme 9 Daily Lesson Guide (DLG) – I’m on a Mission
Grade K Theme Book One: Jalapeño Bagels/Social Issues and Culture
Character Building Concept: Discovering Personal Identity

Days 1 – 5 Signing In/Morning Activity

SIGNING IN, p. 72 (DLG)

Standards: LA.1/2.W.7
LA.1/2.W.10

Apply common conventions of manuscript writing (e.g., left-to-right, uppercase and lowercase letters, etc.)
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

CONCEPT CONNECT: DISCOVERING PERSONAL IDENTITY

Concept Connect Activity (K–2)

Standards: LA.1/2.SL.1
SS.K-4.IDI.2
SS.K-4.IDI.3
SS.K-4.IDI.11

Participate in collaborative conversations in diverse groups: follow agreed-upon rules
Identify the qualities that make individuals unique and equip them for their place in God’s overall plan
Define concepts such as: growth, change, learning, self, family, and groups
Explore factors that contribute to personal identity such as physical attributes, gender, race, and culture

1. Concept Connect Activity: Call students to Circle Time. Introduce the concept of Discovering Personal Identity by reading Psalm 139:14 – “I praise you because you made me in an amazing and wonderful way. What you have done is wonderful. I know this very well.”
 - *“Did you know that each one of us is totally different from anyone else? There is no one in the whole world just like you! Who can tell me some of the ways all people are different from each other?”* (Guide students in discovering things such as eye patterns, fingerprints, DNA, etc.)
 - *“You all have things that make you who you are. You have your own thoughts, you like different things, you have special talents...these things give you your very own personal identities.”*
 - *“There are some things that are part of my personal identity—part of who I am.”* (Share with students some personal identity information about yourself (e.g., heritage, family background, favorite things, talents, etc.).)
 - *“We are going to play a little game. I’m going to go first so you can learn how to play. I am going to silently act out some things that I have discovered are part of my own personal identity. I want you to raise your hand and guess what I am doing. The person who guesses correctly will come up and silently act out something they have discovered about their own personal identity! You may act out things you like or things you are great at doing. You can act out anything that shows your own personal identity. Let’s chant, ‘I am discovering my personal identity!,’ before we begin.”*
2. Model something students will easily recognize as a part of your personal identity. Guide students as they act out something about their personal identity. Have students whisper in your ear what they are going to act out so you may assist them if they need help.
3. At the end of this activity, summarize what personal identity means:
 - *“Can anyone share what they think personal identity means?”* (Allow a few students to answer.)
 - *“God made each of us with our own personal identities. Think about all the different animals, all the different flowers and plants—even all the different snowflakes! God treasures each and every thing He created. He especially loves His very own children. He gave each of us our own precious personal identities!”*

Days 1 – 5 Daily Oral Language (DOL)

Grammar & Writing Mechanics

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

DDLP – *I’m On a Mission*
July, 2021 (Revised)

Book 1 – Jalapeño Bagels
Page 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
	LA.1/2.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 1, 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. 65 – 71 (DLG)

During Reading—First Time, pp. 65 – 66 (DLG)

Background Knowledge (1st/2nd), Text-to-Self Connections (K–2)

Standards:	LA.1.SL.3	Ask and answer questions about what a speaker says to gather additional information or to clarify meaning
	LA.2.SL.3	Ask and answer questions about what a speaker says to clarify, gather additional information, or deepen understanding
	LA.K.RL.10	Make connections between a text and personal life experiences
	LA.1.RL.11	Make connections between a text and personal life experiences
	LA.2.RL.12	Make connections between a text and personal life experiences
	B.K.RO.16	Recognize that God gives special gifts and talents to everyone
	B.1-4.RO.16	Recognize that each person has been given unique talents and spiritual gifts by God



1. Begin teaching according to the **DLG**. However, before reading through the book, discuss the following:
 - *“In our new theme book Jalapeño Bagels, Pablo is having a hard time choosing a treat from his parent’s bakery to bring to his class’ International Day. He wants something that represents the heritage of both his parents.”*
 - *“What do you think heritage means?”* (Guide students in sharing what heritage means to them. Direct the discussion to include the meaning of heritage – e.g., property that is handed down to an heir; something acquired from the past.)
 - *“Pablo’s heritage is part of his personal identity. Where our families’ ancestors come from is part of our personal identity.”* (Share some of your personal heritage with the class.)
 - *“Do any of you want to share some of your personal heritage with the class?”* (Guide students in sharing.)
 - *“We will have fun finding out what Pablo chooses for his treat!”*
2. Continue teaching the lesson according to the **DLG**. Before inviting children to try some bagels, review text-to-self connections:
 - *“Throughout this year, we have talked about making personal connections with a book or story. Does anyone remember what we call that kind of a connection?”* (We call it text-to-self connections.)
 - *“That’s right! When we make personal connections between what happens in a book or story and our own lives, we call that text-to-self connections. Let’s think about Jalapeño Bagels. Are there any text-to-self connections you can make with this book?”*
3. Allow students to share their text-to-self connections. If they are struggling, use guided questions to help them see connections they can make with the book. For example:
 - *“Do you have more than one culture in your family?”*
 - *“Are there any special things that just your Mom does or just your Dad does?”*
 - *“Does your family do anything special that is unique?”*
 - *“When we can make text-to-self connections with a book, it helps us to understand the story better and to appreciate the story more. It also helps us to become excited about the book because we have personal experiences that are similar to the characters in the book. It’s sort of like finding a new friend that you have things in common with.”*



4. Finish teaching the lesson according to the **DLG**.

WRITING WORKSHOP, pp. 73 – 75 (DLG)

Writing Process

Procedural Writing (K–2)

Standards:	LA.K.W.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name a topic and include some information
	LA.1.W.2	Write informative/explanatory texts that name a topic, include facts about the topic, and provide some sense of closure
	LA.2.W.2	Write informative/explanatory texts that introduce a topic, use facts to develop the topic, and provide a concluding statement
	LA.K.W.10	With support, write routinely for a range of tasks, purposes, and audiences
	LA.1/2.W.1	Write routinely for a range of tasks, purposes, and audiences

*** Complete all food preparation ahead of time (chopping, slicing, and grating) so that students will only need to assemble their quesadillas. ***

1. This week's writing will provide an opportunity for students to create a class cookbook.
2. Set up a small group cooking activity during center time. This activity will give children some background knowledge about how recipes are written and used before they write one of their family's favorite recipes.
3. During center time call students to the cooking station in small groups. Try to see one third of your class at a time in order to keep center time manageable. The amount of time you have for centers will dictate the number of groups you can accommodate.
4. Display the recipe for "Quesadillas for One Recipe" (Activity Master 9.1.1). Have students work in pairs when they are at the cooking center to complete this recipe which they will split and eat. The recipe is also included below for your convenience:

Quesadillas for One Recipe

1. Ingredients:
 - a. 1 – flour or corn tortilla
 - b. 1/4 C. – grated cheese or refried beans
 - c. 1 Tbs. – sliced olives

- d. 1 Tbs. – chopped tomatoes
- e. 1 tsp. – sour cream or salsa
2. Instructions:
 - a. Sprinkle cheese or spread refried beans on one half of the tortilla
 - b. Sprinkle olives and tomatoes on the cheese or beans
 - c. Fold the tortilla in half
 - d. Heat the quesadilla
 - e. Cut the quesadilla in half
 - f. Dip in sour cream or salsa and enjoy!

*** Ingredient options are given in consideration of students with food allergies. Know which students need to be accommodated before starting this activity! ***

Day 1 – Science

SCIENCE, pp. 97 – 100 (DLG)

Types of Grain, pp. 97 – 98(DLG)

Exploring (K–2), Sorting (K–2)

Standard: S.K-2.PS.1

Plan and conduct an investigation to describe, and classify matter based on observable properties

1. Teach the lesson according to the **DLG**.
2. Extension Activity: Prepare for “Find My Match” activity by printing Activity Masters 9.1.2a – c, cutting out the individual game cards, and laminating the cards for durability (*optional*). Follow the instructions below for this activity:
 - Each student will receive one of the cards (country, food, or grain). Remind them not to show anyone their cards until the activity begins.



- Students will then go around the room and find the two missing matches to their cards (e.g., If a student has the China card, they will try and find the two students that have the rice and sushi cards).
- Once they find their matches, they can discuss in their groups other foods they are familiar with from that country, other foods made with that grain, and whether or not they like the food, etc.
- Mix up the cards and play again as time permits, making sure to leave three to five minutes for small group discussions in each round.

Day 2 – Circle Time/Morning Meeting

Daily Message 1, p. 73 (DLG)

Modeling Writing and Editing (K–2)

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 and 2nd graders may help sound out words or read the message. When the teacher is writing the message with the students, 1st and 2nd graders may help the teacher write the message by using learned phonics skills and language conventions.

Day 2 – Bible

PRESENTING THE BIBLE STORY, pp. 49 – 50 (DLG)

Reading “One Big Family,” p. 49 (DLG)

Connecting Ideas (K–2), Concept Nugget (K–2)

Standards:

B.K.RO.15	Relate that every follower of Jesus is called to have a part in telling the world about Him
B.1-4.RO.15	Articulate that every disciple is called to have a personal part in telling the world about Jesus
B.1-4.BK.23	Articulate that one of God’s purposes for us is to be witnesses of his love
SS.K-4.IDI.1	Discuss how the study of individual development and identity helps us know who we are and how we change

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



2. Concept Nugget: After reading the story, help students connect the story’s main idea to the concept of Discovering Personal Identity through the following discussion.
 - *“What do you think Peter may have wanted to change about his personal identity after Jesus had risen?”* (Possible responses: He was sorry for his bad choices; he was ashamed he pretended not to have known his friend Jesus, etc.)
 - *“Jesus gave the disciples a mission. What did he want them to do?”* (Go and make disciples of all people everywhere. Baptize them and make them part of God’s family. Teach them all the lessons and stories that Jesus had taught them.)
 - *“How do you think this mission would change the personal identities of each of the disciples?”* (Accept all logical answers.)
 - *“Who did Jesus call to tell the world about Him?”* (Accept reasonable answers. However, guide children to articulate that all of us, even children, are called to tell the world about Jesus.)
 - *“Remember how we learned that our personal identities include our thoughts and talents? Sometimes we need Jesus to help us choose better ways to use our thoughts and talents.”*
 - *“Jesus helped Peter to change from being a person who made bad choices to a person who was on a mission to tell others that they belong to God’s family! In what ways can you personally improve that will help you fulfill Jesus’ mission of sharing His love?”*
 - *“In what ways can you use your talents to share God’s love with everyone?”*

Day 2 – Language Arts

READING WORKSHOP, pp. 65 – 71 (DLG)

During Reading – Second Time, pp. 66 – 67 (DLG)

Vocabulary (1st/2nd)

Standards:	LA.K/1.L.3	Determine the meaning of unknown and multiple-meaning words and phrases
	LA.2.L.4	Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of Strategies

1. Teach the lesson according to the **DLG**. Include the 1st and 2nd grade vocabulary words in Appendix B – Vocabulary Master 9.1.
2. Kindergarten: Distribute Blacklines F & G for students to color. Instruct them to cut the words out and create a vocabulary mini-book by stapling the stack of words together.



3. Vocabulary Extension for 1st and 2nd: Distribute Vocabulary Master 9.1 and “My Vocabulary Sentence Mini – Booklet” Activity Master 9.1.3.
 - *“First and second graders, you are going to write your own vocabulary mini-book using the vocabulary cards we just introduced. First graders, you will select three words to include in your vocabulary mini-book. Second graders, you will select five words.”*
 - *“After you cut and paste your words in the mini-booklet, you will write a sentence using the word you pasted onto each page. The sentence needs to show that you know the meaning of your word. For example, if my word is ‘cat,’ I wouldn’t write, ‘I love cats.’ I would write a sentence that shows what I know about cats, like ‘My cat purrs when I pet her.’”*
4. Take time to practice with students how to change opinion sentences into fact sentences to reinforce the type of sentence you want them to write for each word. Write two to three examples on the board of opinion sentences, underlining the sample vocabulary word (e.g., I like bananas. Cookies are yummy., etc.).
 - *“I have written some opinion sentences on the board. I want you to help me change these sentences from opinion to fact.”* Go through each sentence and allow one or two students to give fact sentences for each example on the board, (e.g., Bananas are yellow. Cookies can be hard or soft and chewy., etc.)
 - *“When you write your sentences in your vocabulary mini-book, remember to make them factual sentences like we just practiced.”*
5. Distribute “My Vocabulary Sentence Mini – Booklet” (Activity Master 9.1.3) and Vocabulary Master 9.1 to 1st and 2nd graders. First graders can be given the option of completing through p. 4 of the mini-book or challenging themselves by completing at least through p. 6. Second graders are required to complete through p. 6.

Students will select the vocabulary words they want to use in their mini-book from Vocabulary Master 9.1 and cut them out. Next, have students paste their words into the boxes provided on the Activity Masters. Then students will write a sentence for each word they chose. The final task will be to cut the pages and assemble their booklets.

WRITING WORKSHOP, pp. 73 – 75 (DLG)

Writing Process

Procedural Writing (K–2), Brainstorming (K–2), Drafting (K–2)

Standards:	LA.K.W.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name a topic and include some information
	LA.1.W.2	Write informative/explanatory texts that name a topic, include facts about the topic, and provide some sense of closure
	LA.2.W.2	Write informative/explanatory texts that introduce a topic, use facts to develop the topic, and provide a concluding statement
	LA.K.W.10	With support, write routinely for a range of tasks, purposes, and audiences
	LA.1/2.W.1	Write routinely for a range of tasks, purposes, and audiences

1. Begin with a review of Procedural Writing. A Procedural Writing Anchor Chart can be used for this activity.
 - *“Let’s quickly review procedural writing. What is the purpose of procedural writing? When would we use it?”* (We would use it to tell the reader how to do something he/she may not know how to do.)
 - *“What is the first thing we do when beginning a procedural writing piece?”* (We brainstorm things we know how to do.)
 - *“After we have brainstormed some ideas, we then choose one of our ideas to write about. Once we have chosen our topic, what is our next step?”* (We write out the steps or procedures in the right order.)
 - *“Once we have our procedures written out, what should we do next?”* (We need to peer-edit with someone to make sure the steps are clear, are written in the right order, and have enough detail.)
 - *“Since Mother’s Day is this month, we will create a class recipe book of favorite family recipes.”*
2. Continue this lesson with a brainstorming activity. Ask students to think of a favorite family recipe. As students contribute recipe names, create a list of these recipes on chart paper.
3. Display yesterday’s recipe.
 - *“Let’s talk about the things in this recipe that helped us make a successful Quesadilla:”* (Guide students to include information such as:)
 - Ingredient list
 - How much was needed of each ingredient
 - Steps to create the Quesadilla – noting particularly that there was a certain order

- Cooking instructions
- *“You will use a “Recipe” draft sheet on which to write the recipe you have chosen.* (Activity Master 9.1.4)
- *“Remember to include as much information as you can so that someone can make your recipe successfully.”* (Refer students to the list they just created.)
- *“You may not know all of the information needed in order to make your recipe. Just write as much as you know. After you have written all that you know, you will have to do some research to complete your draft. Where do you think you will be researching?”* (Lead students to conclude that they will have to ask someone else who knows this recipe. Since it is a Mother’s Day surprise, encourage students to ask an older sibling or other adult who is in the house for help with recipe details and not the person who will be receiving the gift.)
- Make copies of these drafts before sending them home so that there will be a copy for students who forgot to bring it to school the next day.

Day 2 – Science

SCIENCE, pp. 97 – 100 (DLG)

Kitchen Hygiene, p. 99 (DLG)

Recalling (K–2), Sequencing (K–2)

Standard: S.K-2.HS.1

Read texts, use media, identify principles of health and healthy behavior

1. Teach the lesson according to the **DLG**. Complete the following before distributing Blackline 1.26:

- Show students this short video about germs: <https://youtu.be/C4pAif3PsUY>.
- *“When do we need to wash our hands?”* (Possible Answers: We need to wash our hands before we eat, after we play outside, after we eat, when we sneeze, after we blow our noses, etc.)
- *“Why is it important to wash our hands all throughout the day?”* (We need to wash away the germs which we have come in contact.)
- *“How long should we scrub our hands?”* (Wash at least 20 seconds – long enough to sing the *ABC* song once or *Happy Birthday* twice.)



Day 3 – Circle Time/Morning Meeting

Daily Message 2, p. 73 (DLG)

Modeling Writing and Editing (K–2)

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 and 2nd graders may help sound out words or read the message. When the teacher is writing the message with the students, 1st and 2nd graders may help the teacher write the message by using learned phonics skills and language conventions.

Day 3 – Bible

REVIEWING THE BIBLE STORY, pp. 50 – 51 (DLG)

“One Big Family,” pp. 50 – 51 (DLG)

Retelling (K–2); Comprehension (K–2)

Standards: B.K.RO.8 Tell how knowing Jesus and caring for ourselves prepares us to help others
B.K.RG.10 Recognize that Jesus sends the Holy Spirit to change our hearts and to help us become more like Him
B.1-4.RG.10 Recognize the re-creative role of the Holy Spirit to teach us and to help us become more like Jesus

1. Teach the lesson according to the **DLG** for Kindergarten.
2. Invite 1st and 2nd graders to participate in the discussion part of the lesson in the **DLG** and then complete the following activity:
 - *“I want you to pretend you were actually in the room when the flames of fire landed on the disciples’ heads. What were the disciples doing when the flames came?”* (They were praying.)
 - *“What did they hear?”* (They heard a sound from the sky and a strong wind blowing.)
 - *“What special powers did God give to the disciples after the flames came?”* (They were able to speak in different languages they didn’t know before.)
 - *“How do you think the disciples felt after the Holy Spirit came to them?”*



- *“How do you think you would react if you had seen the flames?”*
 - *“Why did Jesus send the Holy Spirit to be with the disciples?”* (Possible answers: to help them carry out the mission He had given them, to change their hearts so they could be more like Jesus, to teach them how to be like Jesus, etc.)
 - *“In what way would the disciples’ lives have been different if Jesus had never sent the Holy Spirit to be with them?”*
 - *“You are going to write at least three sentences describing what you imagined you saw in that room. Draw and color a picture to illustrate your story.”*
3. Distribute “Flames of Fire” (Activity Master 9.1.5). Students might enjoy sprinkling red glitter on the flames they draw in their illustrations (*optional*).

Day 3 – Language Arts

READING WORKSHOP, pp. 65 – 71 (DLG)

After Reading—Comprehension Questions, p. 68 (DLG)

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

Standards:	LA.K/1.SL.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media
	LA.2.SL.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media
	LA.K.RL.13	Actively engage in group reading activities, including stories and poetry, with purpose and understanding
	LA.2.RL.14	Read and comprehend stories and poetry of appropriate complexity, with scaffolding as needed
	SS.K-4.IDI.13	Discuss how people’s interactions with their social and physical surroundings influence individual identity and growth
	SS.K-4.GC.2	Explain how global connection affect the daily life of individuals and those around them
	FA.1-4.D.12	Interpret story elements (e.g. character actions, dialogue) in a guided drama experience

1. Seat students in a circle with enough room to move their arms.
 - *“Today we are going to dramatize the action parts of our story as I reread Jalapeño Bagels. Whenever I say action words, I want you to silently act them out with your arms and hands.”*
 - *“For example, when I read on the third page the words, ‘My mother wakes me up.,’ pretend you are shaking someone. When I read, ‘We walk down the street.,’ move your shoulders and arms like you’re walking.”*



2. Practice together using the third page. As you read the book, pause each time you come to action words or phrases. Let the students spontaneously perform their own motions. If they hesitate, you may perform the actions as you read as an example.
3. Continue by teaching the lesson according to the **DLG**. Intersperse the additional more challenging questions for 1st and 2nd graders:
 - *“Why does Pablo’s family have to go to the bakery so early in the morning?”*
 - *“Mama presses the edges of the empanadas with a fork. Why do you think she needs to do this?”*
 - *“When they are making chango bars, why is it funny when Mama says, ‘I put in extra [chocolate] chips.’?”*
 - *“What is Yiddish?”* (Yiddish is a language that is a mixture of several languages, including Hebrew, Aramaic, and German.)
 - *“Why do you think Papa says making challah is a lot like braiding hair?”*
 - *“Why does Mama say Pablo should decide what he wants to take to school before the bakery opens?”*
 - *“Just like Pablo, the jalapeño bagels are a mixture of both of his parents. Can you tell which parts go with each of them?”*

Papa – bagels; Mama – jalapeños

4. Concept Nugget:
 - *“We talked about how people around the world are alike and different. Countries have their own identities, too! There are no two countries or cultures that are exactly alike. The weather, habitats, and cities are different. The animals, plants, and sometimes the languages are different. Even though each country has its own personal identity, there are also things about countries that are the same.”*
 - *“How many of you know some facts about a country that is not the United States? Would anyone like to share what they know?”*
5. Have students select a partner, a country, and then brainstorm the similarities and differences of their chosen country. Each group will pick two things about their country that are different from the USA and two things that are the same. At the end, groups can share their country’s similarities and differences with the class.

- *“Do you think citizens of different countries have to be the same to be part of God’s family?”*
- *“Of course not! God made the whole world and everyone is part of the family of God.”*

WRITING WORKSHOP, pp. 73 – 75 (DLG)

Writing Process

Draft (K–2), Rewrite (K–2), Final Project (K–2)

Standards:	LA.K.W.5	With support, respond to question and suggestions from peers and add details to strengthen writing
	LA.1.W.5	With support, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing
	LA.2.W.5	With adult and peer support, focus on a topic and strengthen writing as needed by revising and editing
	LA.K.W.6	With support and in collaboration with peers, explore a variety of tools to produce and publish writing
	LA.1/2.W.6	With support and in collaboration with peers, use a variety of tools to produce and publish writing

Distribute each student’s partially completed Recipe draft sheets (Activity Master 9.1.4). When students are ready, distribute “Recipe Card” sheets (Activity Master 9.1.6).

1. *“Look at your draft, if it is complete you are dismissed to begin rewriting your draft information on the Final Copy sheet. Be sure to use your best handwriting.”*
2. Release students who remembered to bring their draft sheets to school with all the recipe information they need to write a Recipe Card.
3. Continue to work with those who forgot to bring their drafts from home, and give the following additional instruction:

“If you did not remember to bring your draft from home today, I will help you complete more on the copy I saved here at school. Once you have written what you can, then you can start on your final copy. You will have to be careful to leave blank spaces for the information you still need from your research. For instance, if you know the name of your recipe and all the ingredients, you can write that information in your best handwriting on the final copy and leave the rest blank.”

Day 3 – Science

SCIENCE, pp. 97 – 100 (DLG)

Growing Yeast, pp. 99 – 100 (DLG)

Observation (K–2)



Standard: S.K-2.PS.1 Plan and conduct an investigation to describe matter based on observable properties

*** Follow this Steve Spangler link, “Sugar Yeast Experiment – Sick Science! #229” (<https://www.youtube.com/watch?v=qoxY0z8ukUQ>), for a demonstration of an experiment similar to the one in the **DLG**. The main difference is that different amounts of sugar (0 – 3 teaspoons) are added to four different bottles of yeast in warm water. View in preparation for this lesson. ***

1. *“Do any of you know why bread is fluffy and soft, but crackers are hard and flat? They are both made from wheat flour, so why are they so different?”*

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

Allow students to complete the “This is What We Did” and “What I Think Will Happen” sections of Blackline 1.27 while they wait to see what happens to the balloon. It will take about 20 minutes for the results to show. First and second grade students must write complete explanatory sentences under their drawings.

3. *Optional:* Show the Steve Spangler “Sugar Yeast Experiment – Sick Science! #229” Youtube to students after completing the experiment in the **DLG**. Explain that they will see the effects of different amounts of sugar in the growing of yeast.

4. Lead students in a discussion to explain the effects of sugar on yeast.

Day 3 – Social Studies

SOCIAL STUDIES, pp. 101 – 112 (DLG)

Missionaries Then and Now, pp. 111 – 112 (DLG)

Outreach (K–2), Concept Nugget (K–2)

Standards: SS.K-4.GC.2 Explain how global connections affect the daily life of individuals and those around them
SS.K-4.IGI.8 Participate in age appropriate outreach and service projects

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

2. Concept Nugget: **** For this activity, it is helpful to know that International Children’s Care (ICC), an Adventist based, self-supporting, charitable organization operates childrens’ homes for orphaned and abandoned children all over the world using a unique children’s village model. This includes the El Oasis Children’s Village in Baja, Mexico. All correspondence must be sent through the International Children’s Care organization’s central office so that the local children’s village administration in Mexico does not become overwhelmed in receiving uncoordinated mail from the states randomly. You are encouraged to read through the web information to become more familiar with the El Oasis Children’s Village and the work of ICC so that you can explain it*



better to the students. Please see <https://forhiskids.org/category/mexico/>. Please send all correspondence together in one envelope to: ***

Sharon Fleck, Children's Services Director
International Children's Care
P.O. Box 820610
Vancouver, WA 98682-0013

3. Additionally, it is suggested that you encourage your students to bring in financial donations as a witnessing project, and send funds along with the student correspondence to the ICC headquarters. The *El Oasis* Children's Village struggles to meet its budget to provide for the care of the children each month. Therefore, any donations, however small that add to their existing resources, would be a blessing for the children who live there and are taught Adventist Christian principles. This would communicate to the children that there is a God who loves and cares for them, despite their often traumatic life experiences.
4. Guide children to complete the following activity:
 - *"In our lesson today, we learned that some of the people in Mexico need our help. International Children's Care, an Adventist based organization, has a children's home in Mexico for orphaned and abandoned children. Who can tell me what the word 'orphan' means?"* (This word refers to children who don't have parents.)
 - *"The children live in a place called El Oasis Children's Village. (If possible, show students an internet picture of El Oasis so they can have a visual idea of the place of which you reference.) Most of the children who live there have lost their parents, or in some cases, have been abandoned by parents that could not raise them or support them. Many of these children felt lost and alone when they were suddenly separated from their parents. However, when they come to live at El Oasis Children's Village, many of them for the first time begin to experience what life can be like when surrounded by people who love and care for them. God loves those children and He wants us to help them know about His love."*
 - *"You are going to use your own personal talents and thoughts to design a one-of-a-kind card. You will write a personal note to send to one of God's children living at El Oasis in Mexico! When we have all completed our cards, I will send them to El Oasis so each child living in this Children's Village will receive the personal notes each of you wrote. How do you think the child receiving your card might feel?"*
 - *"What are some things you could write to the children in Mexico to express God's love for them?"* (Write students' suggestions/ideas on the board or chart tablet.)
 - *"What are some thoughts you could share to encourage them and to show your love?"*

- Distribute “My Personal Way to Share” (Activity Master 9.1.7; two designs have been provided from which you may choose your preferred design). *“First, fold the page in half so the lines are in the inside and the blank side forms the front and back of the card. Next, draw and color a beautiful picture or design on the front and back of your card. Think of something that shows who you are—something that you like to do. When you have completed the front and back, open the card. Draw a picture or paste a photo of yourself in the box. Begin by writing things that will help the child who receives your note get to know you. Then write your words of encouragement.”*
 - *“We also learned that some people in Mexico live in poverty. What do you think about the idea of our class raising or collecting some money to send to the children of El Oasis? Do you think sending them money to buy things they might need would help them to feel loved?”* (Discuss ways the class could raise funds to send to the El Oasis Children’s Village. This would indeed be very helpful and would help this home provide for the children’s needs.)
5. Mail all note cards from the class in one large envelope to the address listed above with a brief note from you, the teacher. Introduce yourself and share with them information about your class, the school, and its location. If available, send them a picture of your class as a group. Knowing more about your school and the children in your class would help the *El Oasis* children make a personal connection with the person whose card they receive.
 6. Finally, before sealing the envelope with the children’s cards and the financial donation, print and complete the school information section. Attach the background information letter found in 9.1 Appendix F – Teacher Reference Materials, and place it on top of the pile of student cards you are sending. Though this project has been pre-approved, this background information letter will help remind the International Children’s Care administrators about this project so that they can direct the correspondence to the El Oasis Children’s Village.

Day 4 – Circle Time/Morning Meeting

Daily Message 3, p. 74 (DLG)

Modeling Writing and Editing (K–2)

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 and 2nd graders may help sound out words or read the message. When the teacher is writing the message with

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

Day 4 – Bible

PRACTICING THE BIBLE STORY, pp. 52 – 53 (DLG)

I'm on a Mission! Badge, p. 52 (DLG)

Defining Mission (K–2); Actualizing Mission (1st/2nd)

Standards: B.K.AH.12 Observe that children can have an active role in the church
B.1-4.AH.12 Observe that everyone can have an active role in the church

1. Teach the lesson according to the **DLG**.
2. While Kindergarten students are coloring and cutting out Blackline 1.4, acquire a “Parts of a Friendly Letter” Anchor Chart for this lesson. First and second graders will complete “Welcome to God’s Family” (Activity Master 9.1.8). Instruct 1st and 2nd grade students as follows:
 - *“You are going to make a beautiful invitation to share God’s love and care. You will decorate and color the cover of your invitation. Then write a short friendly letter inviting your special friend to join God’s family.”*
 - Use the Parts of a Friendly Letter Anchor Chart or other teaching device to remind students of the parts of a friendly letter: date, greeting, body and closing.
 - Distribute Welcome to God’s Family (Activity Master 9.1.8). Students might enjoy some stickers to decorate the inside of their cards after they have written their letters. More capable Kindergarten students may do this Activity Master as well.

Day 4 – Language Arts

READING WORKSHOP, pp. 65 – 71 (DLG)

Bagel Sequence, pp. 68 – 69

Sequencing (K–2)

Standards: LA.K.RL.3 With prompting, identify characters, settings, and major events in a story; sequence story events using pictures
LA.1.RL.3 Describe story elements using key details; sequence story events orally
LA.2.RL.4 Sequence story events

1. Teach Kindergarteners the lesson according to the **DLG**.
2. 1st/2nd Extension Activity: Students will work in groups of at least three to four students. Make enough copies of “Sequencing Sentences” (Activity Masters 9.1.9a – c) so that each group will have a set of all nine sentences. Either cut out the sentence strips before class begins, or have students cut them out in their groups.
 - *“First and second graders, you will put these sentences in the order that they happened in the story. You will work together in groups. Please take turns reading the sentences and make sure everyone has a turn reading at least two sentences.”*
 - *“After you have the sentences in the order you think they happened, look through the book Jalapeño Bagels to check your answers. If anything is out of order, make the necessary changes.”*
3. Separate students into their groups of at least three or four persons. If you elected to have the students cut the sentence strips, instruct them to do so.
4. *Optional* activity: Time permitting, allow each group to act out the sentences in order. Even though the groups are acting out the same sentences, each group will do it differently and put their own spin on it.

WRITING WORKSHOP, pp. 73 – 75 (DLG)

Rewrite Final Project (K–2)

Standards: LA.K.W.6 With support and in collaboration with peers, explore a variety of tools to produce and publish writing
 LA.1/2.W.6 With support and in collaboration with peers, use a variety of tools to produce and publish writing

1. Students should finish their Recipe Card (Activity Master 9.1.6) today. When their writing is completed, they should draw a picture of the recipe in the picture box of this Activity Master.
2. Collect all recipes at the end of this lesson. If some students did not finish, make time for them to do this during Center Time. Make enough copies of each recipe to create a book for each student to take home. On cardstock, make copies of the Recipe Book Cover (Activity Master 9.1.10)
3. Before tomorrow’s Writing Workshop, make enough copies of each recipe to create a book for each student to take home. On cardstock, make copies of the Recipe Book Cover (Master 9.1.10).
4. Staple or spiral bind each book



Day 4 – Science

SCIENCE, pp. 97 – 100 (DLG)

Mmmmm, Smell!, p. 100 (DLG)

Analyzing (K–2)

Standard: S.K-2.LS.1 Use observations to describe patterns of what plants and animals (including humans) need to survive

1. Teach the lesson according to the **DLG**.
2. Discussion:
 - *“God created us with not just one sense, but five! Which sense did we just use in our activity?”* (We used our sense of smell.)
 - *“What are the other four senses that God gave us?”* (He gave us the sense of taste, sight, touch, and hearing.)
 - *“Why do you think God gave us five senses instead of just one or two?”* (Possible responses: He wanted us to experience more things; each sense helps us do and experience different things; they help us know God better, etc.)
 - *“In Psalm 139:14 God says, ‘I praise you because you made me in an amazing and wonderful way. What you have done is wonderful. I know this very well.’ This shows us that God made us to be special. Each of our senses help us in our lives.”*
 - *“How do you think a baker’s job might be different without a sense of taste?”*
 - *“What challenges do you think you might face without the sense of sight?”*
 - *“What dangers might the sense of smell help you avoid?”*
 - *“How do you use the sense of touch each day?”*
 - *“Can you think of any jobs that would be more challenging without the sense of smell?”*
 - *“If you could only choose one sense to have, which sense would you choose and why?”*
 - *“Our senses help us experience many wonderful things. However, they can also help protect us from dangerous things. God has shown His love and protection for us by creating us with all five senses. What a wonderful God we serve!”*



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 and 2nd graders may help sound out words or read the message. When the teacher is writing the message with the students, 1st and 2nd graders may help the teacher write the message by using learned phonics skills and language conventions.

Day 5 – Bible

APPLYING THE BIBLE STORY, pp. 54 – 55 (DLG)

God's Family, p. 55 (DLG)

Concept Nugget (K–2)

Standards:	B.K-4.RG.25	Explore what it means to be a disciple of Jesus
	B.K.RO.16	Recognize that God gives special gifts and talents to everyone
	B.1-4.RO.16	Recognize that each person has been given unique talents and spiritual gifts by God
	B.K.RO.19	Describe various ways of witnessing
	B.1-4.RO.19	Explore various ways of witnessing, including face-to-face and the use of technology
	B.1-4.RO.2	Examine how personal choices and behaviors affect spiritual, mental, physical, and social well-being
	SS.K-4.IGI.5	Elaborate on how individuals, groups, and institutions share common elements and also have unique characteristics

1. Teach the lesson according to the **DLG**.
2. Concept Nugget:
 - *"We've learned about how our church family is a wonderful gift that God has given us. We learned that part of God's plan is for us to continue to grow to be more like Him. When we love Jesus and have His Holy Spirit working in us, Jesus will guide*



us to discover how our personal choices and talents can be used to help other people. The Holy Spirit influences our thoughts. Therefore, we can choose to be kind, loving, and caring to others.”

- *“What personal talents can you use to show love for your church?”* (Possible answers: music, leadership, etc.)
- *“What are some kind things you could do for people in your church?”* (Possible answers: visit shut-ins, sing for seniors, greet people, etc.)
- *“How can you show that you care about your church?”* (Possible answers: stewardship, reverence, respect for property, etc.)

Day 5 – Language Arts

READING WORKSHOP, pp. 65 – 71 (DLG)

Read-Aloud, p. 71

Interactive Read-Aloud (K–2)

Standards: LA.K/1.SL.2

Ask and answer questions about key details in a text read aloud or information presented orally or through other media

LA.2.SL.2

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media

1. Teach the lesson according to the **DLG**. Use the following suggested read-aloud selection from the **DLG** Bibliography, p. 517, *Going Home* by Eve Bunting.
2. After the read-aloud, ask and discuss the following questions.
 - *“Who is the narrator of this story?”*
 - *“What does Mama mean when she says, ‘Home is here, but it is there, too.’?”*
 - *“Why did Father say he and Mama left their village five years ago?”*
 - *“How many days did the family drive to get to their parents’ village in Mexico?”*
 - *“What holiday is being celebrated in their parents’ village? How do you know?”*
 - *“How do you know Nora is shy?”*

- “How did their parents help the family back in Mexico while they were working in America?”
- “Why do you think Carlos said, ‘I think I’m beginning to understand something.,’ when he and Delores were talking the night they first arrived in the village?”
- “Why do you think their parents seemed to forget their sore shoulders and bad knees?”

*** If you cannot get a copy of the book Going Home by Eve Bunting, you can access a video reading of it at <https://vimeo.com/24379456>. The reader is engaging, but the picture quality is fuzzy. The story is just over eleven minutes long. ***

WRITING WORKSHOP, pp. 73 – 75 (DLG)

Author’s Chair

Sharing and Presentation (K–2)

Standard: LA.1/2.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 (pictures, kidwriting) with the other children. Remind the children that when they sit in the Author’s Chair, they need to use a “teacher voice” so the other children can hear and understand the story. Review Author’s Chair rules and procedures as needed, using language from Theme 2.
2. Students will color the front page and then read their recipe during Author’s Chair today. Afterwards, students will wrap their book to take home.
3. Use the Informational Writing Assessment Master found in Assessment Rubrics tab under the K–2 Multi-Grade Bridge heading to evaluate final writing.

Day 5 – Social Studies

SOCIAL STUDIES, pp. 101 – 112 (DLG)

Picture Postcards from Mexico, pp. 110 – 111 (DLG)

Modeling (1st/2nd)

Standard: SS.K-4.GC.5 Point out how all cultures have similar needs but meet those needs in different ways that may influence or be influenced by global connections

1. Teach the lesson according to the **DLG**.
2. Extension Activity for 1st/2nd :



- *“As you collect pictures showing what life is like in Mexico for your giant postcard, think about what you could say to describe your pictures.”*
 - *“Where were they taken?”*
 - *“What do they show?”*
 - *“Why would you want to send this postcard to your friends?”*
 - *“Did you know that real postcards usually have captions on the back that tell something interesting about the picture? You are going to create captions for the pictures on your giant postcard.”*
3. Distribute “Captivating Captions” (Activity Master 9.1.11) to 1st and 2nd grade students.
- *“On this paper you have four caption strips.”*
 - *“Each of you will choose one or more caption strips to add to your giant postcard. Choose a picture on your giant postcard that you want to describe. Write your description on one of the caption strips. Cut your strip out and glue it to the back of your giant postcard.”*
 - *“Remember to write a complete sentence, and make your sentence interesting! What else do we need to remember when writing a complete sentence?”* (Always begin with a capital letter and end with a punctuation mark.)