

K-2 MULTI-GRADE BRIDGE
Detailed Daily Lesson Plan (DDLPL)
Theme Nine Daily Lesson Guide (DLG) – I'm on a Mission
Grade K Theme Book Two: A Box for Jairo/Social Issues and Culture
Character Building Concept: Sharing Makes a Difference

Days 1 – 5 Signing In/Morning Activity

SIGNING IN, pp. 161 – 162 (DLG)

Standards: LA.1/2.W.7 Apply common conventions of manuscript writing (e.g., left-to-right, uppercase and lowercase letters, etc.)
LA.1/2.W.10 With support, write routinely for a range of tasks, purposes, and audiences

Students should already be grouped according to handwriting level (refer to the Signing In Rubric in Appendix C – Assessment Master 0.1).

This activity is designed for Kindergarten students. However, there may be 1st and 2nd graders who could also benefit. The students who are proficient at writing their first names could practice writing their first and last names when they sign in. Other Signing In options for a developing writer could include the following: writing a personal street address, birthday, city and state, or phone number. Students who have emerging handwriting skills should use one of the selected activities in the *Stepping Stones (DLG)* every day. Remember to assess student writing monthly to track handwriting progress. Additionally, formal, direct instruction in handwriting should be provided daily for grades K-2 as part of phonics and Language Arts.

**** The standards for the Signing In activity will be developed throughout the Kindergarten, 1st, and 2nd grade years. Kindergarten and 1st grade students are not expected to have these standards mastered by the end of the year. Mastery of these standards is anticipated by the end of 2nd grade. ****

Day 1 – Circle Time/Morning Meeting

WITNESSING: SHARING CONCEPT CONNECT

Concept Connect Activity (K-2)

Standards:	B.1-4.RO.10	Exhibit appropriate verbal and non-verbal responses that demonstrates caring Christian behavior
	BK.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.K.RO.4	Practice treating others as we would like to be treated
	B.1-4.RO.4	Identify and demonstrate important personal values

1. This activity will introduce children to this week's concept of sharing. Begin by separating the students into two groups. One group should be larger than the other.
2. The smaller group will receive a large quantity of a special treat. The larger group will be given significantly less than the first group.

Example: Give the smaller group three quarters of a chocolate bar and give the larger group of students only one quarter of a chocolate bar. (Possible treat options: Smoothies, doughnuts, large chocolate bar, trail mix, banana bread with spread, etc.)

3. Tell each group to divide the treat as they see fit.
 - *"I have brought in a special treat to share with you all this morning!"*
 - *"I will give you the treat, but then you will decide how to spilt it with your classmates."*
4. The smaller group that receives the biggest portion may gloat over their larger share.
5. The larger group that receives the smallest portion may say that it isn't fair that the other group has a larger portion.
6. Allow this process to take place as naturally as possible without much feedback from the teacher.
7. When the treat is gone, bring the children together and begin the following discussion:
 - *"Did everyone enjoy their treat this morning?"*
 - *"How did the dividing of the treat work in your group?"*
 - *"Describe how you felt when you were in your group and the portions were being divided."*
 - *"How did it feel when you realized that your group had more/less than the other group?"*
 - *"What would you say about how things could have been done differently?"*
 - *"Did anyone share their portion with someone in the other group?"*
 - *"What do you think you could learn from this experience?"*

- *“Let’s think about other situations that don’t always seem fair.”*
- *“Some children may have many, many toys at home while some children may only have a few.”*
- *“Some children may have a large number of friends, and some may have only one or two friends.”*
- *“The reality is that what we have is not really that important to Jesus. However, what we do with what we have is very important.”*
- *“We want to focus this week on the importance of showing Jesus’ love by sharing what we have.”*
- *“When we find that we have more and see that someone else has less, it’s important to share what we have.”*
- *“There is verse in the Bible that says, “Anyone who has two shirts should share with the one who has none, and anyone who has food should do the same.” Luke 3:11”*
- *“Why do you think God would want us to share what we have with others?”*
- *“In our story this week we will read about a boy who has very little. We will learn how he became excited because an organization decided to share what they have with children like him. In turn the boy will learn about sharing as well.”*

Days 1 – 5 Daily Oral Language (DOL)

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 2) 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

Jigsaw Protocol (K–2), Vocabulary (K–2)

Standards: LA.K/1.L.3 Determine the meaning of unknown words and phrases
LA.2.L.4 Determine the meaning of unknown words and phrases

1. Today's activity will introduce vocabulary words to all grades using the Jigsaw Protocol.
2. Before class begins, prepare vocabulary cards using Blackline H (Kindergarten) and Vocabulary Master 9.2 (1st/2nd). Cut apart the vocabulary sentences from Activity Master 9.2.1.
3. Jigsaw Protocol:
 - Divide students into small groups of three to four children.
 - Kindergarten students should be grouped together.
 - 1st and 2nd grade students should be grouped together.
 - Provide different vocabulary words to each group.
 - Kindergarten: Distribute two to three vocabulary cards from Blackline H
 - 1st and 2nd Grade: Distribute one to two vocabulary cards from Vocabulary Master 9.2 and corresponding Vocabulary

Sentences from Activity Master 9.2.1.

- Invite each group to select a Scribe and a Reporter. The Scribe will be responsible for writing down the definition the group decides on for the word(s) provided. The Reporter will share the definitions with the entire class in the final portion of the activity.
- Give the students five minutes to discuss the pronunciation of their assigned vocabulary word(s) and the contextual meaning. Allow students to use the dictionary as needed. During this time the children should come to an agreement as to the possible definition of their assigned word. The Scribe will neatly write their definition on a sentence strip.
- Gather the class in the group meeting area. Provide time for each group's Reporter to share their group's vocabulary word(s) and definition(s) with the class. Clarify and redefine each word as necessary. When a final definition is achieved, write the definition on chart paper or a sentence strip to place in a pocket chart.
- Display the completed chart with each vocabulary word and the definition for reference throughout the week.

WRITING WORKSHOP

A Sharing Story – Day 1

Narrative Writing (K–2), Prewriting (K–2), Concept Nugget (K–2)

Standards:	LA.K.W.3	Use a combination of drawing, dictating, and writing to narrate a single event, tell events in sequence, and provide a reaction
	LA.1.W.3	Write narratives that recount two or more appropriately sequenced events, include details using temporal words to signal sequence, and provide some sense of closure
	LA.2.W.3	Write narratives that recount a well-elaborated event or short sequence of events, include details, temporal words to signal sequence, and provide a sense of closure
	LA.K.W.10	With support, write routinely for a range of tasks, purposes, and audiences.
	LA.1/2.W.10	Write routinely for a range of tasks, purposes, and audiences

1. This week's writing will provide an opportunity for students to choose to review narrative writing. For this review, gather anchor charts from writing lessons on narrative writing from previous themes.
2. Gather students together to review Narrative Writing:
 - *“This week you will have the opportunity to write a personal narrative. Before you begin writing, let's review **narrative writing**. Who can tell me the purpose of writing a narrative?”* (It's a story that you write or tell to someone, usually in great detail. Often a narrative is meant to include the "whole story".)

- *“When we write a narrative, what kind of details do we need to include to tell the whole story?”* (We should use who, where, and the sequence of events – first, next, then, and last).
 - *“What kinds of narratives can we write?”* (Fiction or nonfiction stories can be included as narratives.)
 - *“This week I would like you to write a true narrative. Who can tell me what we call a story that is true?”* (A **nonfiction** story is a true story.)
 - *“When we write nonfiction, we want to be sure all of our details are accurate and true.”*
3. Introduce the topic for this week’s writing assignment. In the following discussion, students will have the opportunity to tell their story aloud to a partner before moving on to the prewriting phase. The teacher may choose to assign partners, or students may quickly select a partner before beginning the following portion of the lesson:
- *“This week we are learning that one way to spread the message about God’s love is by sharing with those around us.”*
 - *“Can you think of a time you were able to share with someone in need? I want you to close your eyes and try to remember a time when you shared. It might have been something big or it could have been something small that you shared. However, try to picture that time in your mind.”* (Allow students time to think before moving to remaining questions.)
 - *“Now I want you to turn to a partner to share the answers to remaining questions. Sometimes telling your story aloud can help you prepare to write. Be sure to listen to your partner as well. Both of you will have an opportunity to share your answers before I move on to the next question.”*
 - *“How did you feel when you realized that the other person had a need that you could meet?”*
 - *“Did you decide to share? How did you feel when you shared?”*
 - *“What happened after you shared?”*
 - *“Do you think you were able to show God’s love in the way you shared?”*
4. During the remainder of this class period, students should work on planning their narrative writing piece.
- *“Before you begin writing your narrative piece, you will complete your Narrative Prewriting Sheet. This organizer will help you think through your story and all the details before you begin writing your first draft.”*

- *“First write your topic in the space provided at the top of your prewriting sheet. In the appropriate boxes, you will then write who is in your story and where your story takes place. Lastly, you will list the events of your narrative in the appropriate boxes on the bottom of your prewriting sheet.”*
 - *“Kindergarteners, you will use pictures and words to complete your organizer. First and 2nd graders, you will write short sentences to complete your organizer.”*
 - *“You will use this sheet tomorrow when you begin your first draft. Be sure to include all the details you want to tell in your narrative story about sharing.”*
5. Kindergarten: Distribute a copy of the Narrative Prewriting in Pictures Sheet (Activity Master 9.2.2) to each student.
 6. 1st and 2nd Grade: Distribute a copy of the Narrative Prewriting Sheet (Activity Master 9.2.3) to each student.
 7. Dismiss students to begin their prewriting activity. Circulate around the room to offer guidance and support as needed.

Day 1 – Science

Four Levels of the Rainforest, pp. 189 – 191 (DLG)

Rainforest Report – First Layer (K–2)

Standards: S.K-2.LS.4 Conduct investigation, determine if plants need sunlight and water
 S.K-2.LS.7 Make observations of plants and animals, compare diversity in different habitats
 S.K-2.ES.6 Use model to show relationship between different plant and animal needs and their habitats

1. This lesson from the **DLG** will be extended throughout the week. One of the four layers of the rainforest will be covered each day. Students will learn about a layer of the rainforest. Kindergarten students will color a picture of animals from that layer. Meanwhile, 1st and 2nd graders will be given opportunity to research an animal from that rainforest layer. Each day the 1st and 2nd graders will be researching a different animal. For this reason, make enough copies of Activity Master 9.2.5 for each student to have a new copy each day. Be sure to have a wide variety of books from the bibliography available in the Kindergarten Stepping Stones **DLG** (Theme 9) for students to research information. Books about rainforest animals will be very helpful for this week.
2. Introduce the rainforest by telling students some of the information in the first paragraph of the **DLG** activity. Continue by sharing the first layer of the rainforest – **Forest Floor** – as it is written in the **DLG**.
3. Place a copy of Blackline 2.24a under a document camera, or enlarge it so that all students can see the animals in the picture.
4. Provide students with Activity Master 9.2.4. After looking at the animals on Blackline 2.24a, instruct students to write the names

of two animals found on the Forest Floor.

5. Kindergarten students will each color a copy of Blackline 2.24a while the lesson is extended for 1st and 2nd grade.
6. Provide 1st and 2nd graders each with a copy of the Animal Research Report organizer (Activity Master 9.2.5). Invite students to review the animals that live on the forest floor, and select one of these animals to conduct additional research.
7. Provide students with a variety of rainforest animal books to aid in their research.
8. Monitor as children begin to research and record information. Be sure that they are only researching the forest floor animals today.
9. Save the completed copies of Blackline 2.24a and Activity Master 9.2.4. The students will be creating an animal poster at the end of the week.

Day 1 – Social Studies

Off to Columbia, pp. 201 – 203 (DLG)

Research Information (1st/2nd)

Standards: SS.K-4.C.1 Define culture as referring to the behaviors, beliefs, values, traditions, institutions, and ways of living together
SS.K-4.C.4 Demonstrate respect for people with different religious beliefs, different ages, backgrounds, and ethnicity

1. Introduce students to some background about the country of Columbia by teaching the lesson according to the **DLG**.
2. First and 2nd graders will “travel to South America” with the Kindergarteners. Additionally, the 1st and 2nd graders will complete a Columbia Fact Sheet (Activity Master 9.2.6 and 9.2.7).

*** Be sure to choose books from the Kindergarten Stepping Stones **DLG** (Theme 9) bibliography that will help the students complete their fact sheet. If they need additional information, allow them to use the Internet to complete their fact sheet. ***

Picture Postcards From Columbia, p. 205 (DLG)

Create a Postcard (K–2)

Standards: SS.K-4.IGI.3 Tell how the Seventh-day Adventist church positively impacts neighborhoods
SS.K-4.GC.3 Demonstrate an understanding of the world missions of the Seventh-day Adventist church
SS.K-4.IGI.7 Show how groups and institutions work to meet individual needs and promote the common good

1. Provide large construction paper for Kindergartners to create oversized picture postcards as written in the **DLG**.

2. Modify the lesson for 1st and 2nd graders by providing them each with a “post card” (Activity Master 9.2.8) and construction paper. The children can paste their post cards onto the colored construction paper and decorate the front of the postcards with pictures from magazines as described in the **DLG**.
3. After their postcards are decorated with pictures, invite 1st and 2nd graders to write a note on their postcards. They should write the postcard to a friend from the perspective of Jairo, or a child that received a care package just as Jairo in the book, *A Box for Jairo*.

For example:

Hola friend!

Today I received the best gift! It was a box full of school supplies.

I am excited to color with my new crayons.

Your friend,

Jairo

Day 2 – Circle Time/Morning Meeting

Daily Message 1, p. 163 (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 also assist the teacher with writing the message by using learned phonics skills and language conventions.

Day 2 – Bible

PRESENTING THE BIBLE STORY, pp. 143 – 144 (DLG)

Reading “Everyone Shares,” p. 143 (DLG)

Higher Order Questioning (K–2), Concept Nugget (K–2)

Standards: B.1-4.RG.25 Explore what it means to be a disciple of Jesus
B.1-4.RG.16 Recognize that worshipping together strengthens our characters and equips us to help others

1. Before reading the Bible story as listed according to the **DLG**, review the concept below of sharing with the class:
 - *Do you remember yesterday when you worked together to build the tall towers? You had to share and take turns in order to build successfully.”*
 - *Sharing is an important part of life. Jesus wants us to share, too.”*
 - *“This week our Bible story will tell us more about how the first disciples of Jesus shared with each other.”*
2. Teach the lesson as outlined in the **DLG**.
3. Extend for all grades with the following discussion questions:
 - *“How would you have participated in giving if you were a part of the very first church?”*
 - *“Have you ever been a part of a group where everyone shared like the people who were a part of the first church?”*
 - *“If you were in Jerusalem during this time, what could you do to help others?”*
 - *“Sometimes people come together and they don’t want to share what they have. Why do you think they feel that way?”*
 - *“It might be fun to sing and worship with people who are so happy and willing to share and care. How would you feel around people like this?”*
 - *“We don’t always take the time to tell others about Jesus. What do you think keeps us from telling others about the wonderful things Jesus has done?”*
 - *“How do you think sharing can be a way to tell people about Jesus?”*

- *“Sharing shows that you care for the people around you, just as Jesus cares about you. Sharing is a practical way to show people that God loves them. As we go through our day today, I want you to try to look for little ways you can share.”*
4. Throughout the day be sure to notice when a child makes an attempt at sharing. Quietly recognize their action and reinforce that Jesus loves when we share with others.

Day 2 – Language Arts

READING WORKSHOP, pp. 157 – 161 (DLG)

After Reading–Comprehension, p. 159 (DLG)

Higher Order Questions (K–2), Concept Nugget (K–2)

Standards:	LA.K.RL.1	With prompting, ask and answer questions about key details
	LA.1.RL.1	Ask and answer questions about key details
	LA.2.RL.1	Demonstrate understanding of key details by asking and answering questions

1. This lesson will take place after the first reading of the story, not the third reading as described in the **DLG**.
2. Extend for all grades with the following comprehension questions:
 - *“What might Jairo have been thinking when he opened the box of supplies?”*
 - *“How would you use the new school supplies if you were Jairo?”*
 - *“Have you ever been shopping for school supplies? How did it feel to get those supplies? Do you think you were feeling the same or different than Jairo?”*
 - *“How would Jairo’s school year have been different without the box from ADRA?”*
 - *“What facts from the book tell you why Jairo received the box of school supplies?”*
 - *“Based on what you know, how would you explain why ADRA sends boxes to children all over the world?”*
 - *“Sometimes giving supplies and items that people need is a good way to show love and kindness. When we give and share with people in need, we love in the way that God has called us to love. Sharing new school supplies is just one way that people are missionaries for Jesus.”*

WRITING WORKSHOP

A Sharing Story – Day 2

Narrative Writing (K–2), First Draft (1st/2nd)

Standards:	LA.K.W.3	Use a combination of drawing, dictating, and writing to narrate a single event, tell events in sequence, and provide a reaction
	LA.1.W.3	Write narratives that recount two or more appropriately sequenced events, include details using temporal words to signal sequence, and provide some sense of closure
	LA.2.W.3	Write narratives that recount a well-elaborated event or short sequence of events, include details, temporal words to signal sequence, and provide a sense of closure
	LA.K.W.10	With support, write routinely for a range of tasks, purposes, and audiences.
	LA.1/2.W.10	Write routinely for a range of tasks, purposes, and audiences

1. Today students will use their completed Narrative Prewriting Sheets (Activity Masters 9.2.2 or 9.2.3) to begin writing their personal narratives.
 - *“Yesterday you had an opportunity to think about a time you were able to share with someone else. You completed your Narrative Prewriting Sheets, and today you will begin writing your Sharing Stories.”*
 - *“As you begin writing, remember to use your Narrative Prewriting Sheet as a tool to help you keep your story organized.”*
 - *“Use everything you have learned about neat handwriting, spacing, and best spelling practices as you write.”*
 - *“Kindergarteners, I would like you to think through your story and draw the pictures before you begin writing the sentences. If you do not finish writing the sentences today, that is alright. You will have time to complete your writing tomorrow.”*
 - *“First and 2nd graders, you will work on your first draft with time provided to edit your work tomorrow.”*
2. Provide students with the necessary writing materials and dismiss them to begin working.
 - Kindergarten: Completed Narrative Prewriting in Pictures Sheets (Activity Master 9.2.2) and A Sharing Story (Activity Master 9.2.9)
 - 1st and 2nd Grade: Completed Narrative Prewriting Sheets (Activity Master 9.2.3) and grade appropriate lined paper
3. Circulate around the room to monitor progress and conference with students as needed.

Day 2 – Social Studies

ADRA, p. 208 (DLG)

Take-Home Book (K–2), Missionary Giving (K–2), Concept Nugget (K–2)

Standards: SS.K-4.IGI.3 Tell how the Seventh-day Adventist church positively impacts neighborhoods
SS.K-4.GC.3 Demonstrate an understanding of the world missions of the Seventh-day Adventist church
SS.K-4.IGI.7 Show how groups and institutions work to meet individual needs and promote the common good

*** Before class begins, load ADRA website “ADRA Impact Areas: Children” at the following link: <https://adra.org/impact-areas/children-orphans/> .

*** Before class begins, load ADRA Website “ADRA’s Gift Catalog” at the following link: <https://giftcatalog.adra.org/#/> . ***

1. Teach the lesson according to the **DLG**. In addition to explaining what ADRA means, write ADRA and Adventist Development and Relief Agency on the board for children to see clearly.
2. Extend the activity written in the **DLG**. Display the ADRA website and show the students how ADRA helps children all over the world.

*** Before class begins, preview the featured stories and the ones archived on the site. Choose the stories that will be the most impactful for your class to share with students during this lesson ***

3. Students will create an ADRA Take-Home Book to share information about the organization with family and neighbors.
4. Provide each student with a prepared copy of Activity Master 9.2.11a – b (All About ADRA Book).

Instructions on how to prepare:

Position Activity Master 9.2.11a and 9.2.11b back to back. Copy and fold in half to make the book complete with four pages.

5. Introduce students to the ADRA Take-Home Book:
 - *“We have learned much about ADRA and all the wonderful things this organization does to share with others all over the world. Let’s review what we have learned by creating a Take-home Book.”*
 - *“You can use this book to share information about ADRA with someone who may have never heard of ADRA and what they do.”*

6. Guide students to complete the cover of the ADRA Take-Home Book.
 - *“To begin, let’s look at the cover. The ADRA logo is a picture of people standing together to spread God’s love all over the world through acts of service.”*
 - *“Color the ADRA logo and write your name on the line.”*
7. After students have completed the cover, guide them through the following inside pages of the ADRA Take-Home Book:
 - *“Open your booklet and look at the picture with the boy sharing his cookies. We have been the learning how important it is to share and how it helps us to witness to others about Jesus.”*
 - *“On this page you will write one way that ADRA helps people who are hungry all over the world. When you have completed your writing, you may color the picture.”* (Give students time to write and color.)
 - *“We will now focus our attention on the man with the hammer.”*
 - *“I would like you to write about how ADRA has helped people whose homes have been broken and destroyed. When you are finished you may also color the picture.”*
8. After students have finished writing their sentences inside the book, show them the catalogue choices listed on the ADRA Gift Catalog website.
 - *“Before we move on to last page of our Take Home Book, I would like to show you how we all can be a part of the work that ADRA does every single day.”*
 - *“We can support ADRA missionaries by giving to special projects that they have on their website.”*
9. Explore a few of the projects listed on the website and explain to the children what each project does and what ADRA is asking for people to give in order to serve the target group of people.

*** Some suggested projects: Homes for Orphans and Feeding Hungry Children ***

- *“ADRA is doing so many wonderful projects to share the love of Jesus with people in need.”*
- *“There are many wonderful projects here. It would be wonderful for our class to choose a project to support. All the projects show a great need and give us an opportunity to **share** what we have with others who may have less than we do.”*

- *“These projects require us to give money so that ADRA can purchase what the people need.”*
- *“We are going to vote on a project that we would like to do as a class. We will each choose how much money we can bring in to contribute. Maybe you can bring in \$5 and that is wonderful! Or maybe you can bring in \$1 and that is great too! God loves a cheerful giver! We can all give a little bit and together our money can help people in need and share the love of Jesus at the same time.”*

10. Lead the students to vote on an ADRA giving opportunity.

**** Be sure to select a project that is economically reasonable for your class community. ****

11. After choosing a project, lead students to complete the final pledge page in the ADRA Take Home Book.

- *“Now that we have decided which project we would like to support, let’s look at the final page for our take home book. The first line reads, ‘I want to raise money to_____.’” (Write on the board the name of the project from the online catalogue.)*
- *“Think about the amount of money you would like to donate to this cause. Write how much money you would like to bring to help. Remember that you can bring any amount. Of course, the more money we raise, the more we will be able to give towards this great project. However, any amount of money you can give with a cheerful heart is **pleasing** to God.”*

**** Be sure to use discretion when completing this portion of the activity. Some children really worry about their family’s financial situation and may not have much to give. Those children can surely find a way to contribute as well. Suggest asking teachers or church members to contribute. Be sensitive to each family’s unique financial situation and emphasize the point of cheerful giving. This should not cause great stress for any child or family. ****

- Allow the students to make a pledge or write on the line how much they will give towards the ADRA project.

12. This activity relies heavily on parental support. Send home a letter to parents (Activity Master 9.2.12) with information about the project chosen by the class. Students can take the letter and their completed ADRA Take Home Book home to share with family and neighbors.

Day 2 – Science

Four Levels of the Rainforest, pp. 189 – 191 (DLG)

Rainforest Report – Second Layer (K–2)

<i>Standards:</i>	S.K-2.LS.4	Conduct investigation, determine if plants need sunlight and water
	S.K-2.LS.7	Make observations of plants and animals, compare diversity in different habitats
	S.K-2.ES.6	Use model to show relationship between different plant and animal needs and their habitats

*** Be sure to have animal books identified in the Kindergarten Stepping Stones **DLG** (Theme 9) bibliography available for students to refer as they research. Books including Rainforest animals will be very helpful for this week. ***

1. This lesson extends from the activity in the **DLG**. One layer of the rainforest is being explored each day. Today share the information in the **DLG** about the second rainforest layer – **Understory**.
2. Place a copy of Blackline 2.24b under a document camera or enlarge it so that all students can see the animals in the picture.
3. Provide students with Activity Master 9.2.10. After looking at the animals on Blackline 2.24b, instruct students to write the names of two animals found in the understory.
4. Kindergarten students will each color a copy of Blackline 2.24b while the lesson is extended for 1st and 2nd grade.
5. Provide 1st and 2nd graders each with a new copy of the Animal Research Report organizer (Activity Master 9.2.5). Invite students to review the animals that live in the understory and select one of these animals to research further.
6. Provide students with a variety of rainforest animal books to aid in their research.
7. Monitor as children begin to research and record information. Be sure that they are only researching the understory animals today.
8. Save the completed copies of Blackline 2.24b and Activity Master 9.2.10. The students will be creating an animal book at the end of the week.

Day 3 – Circle Time/Morning Meeting

Daily Message 2, p. 163 (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 also assist the teacher with writing the message by using learned phonics skills and language conventions.

Day 3 – Bible

REVIEWING THE BIBLE STORY, pp. 144 – 145 (DLG)

Half as Much, pp. 144 – 145 (DLG)

Concept Nugget (K–2)

Standard: B.1-4.RO.10

Exhibit appropriate verbal and non-verbal responses that demonstrate caring Christian behavior

1. Draw a large heart on a piece of blank poster board. Invite the children to make a handprint inside of the heart outline as explained in the **DLG**. When the handprints are dry, display the words “Sharing is Caring” above the painted heart handprint poster on a bulletin board.

“Let’s reflect on the activity in which we just participated. Tell me some of the ways you choose to share, or how someone shared with you.” (Allow students to share their responses.)

2. Extend the activity for all grades. Write the following sentence stems on the board: “I shared” and “Someone shared”. Students will use these sentence stems to complete a copy of Activity Master 9.2.13.
3. Distribute one copy of Activity Master 9.2.13 to each student.
 - *“On your activity master there are three hearts. Inside each heart you will write about a time when you shared with someone, or a time when someone shared with you.”* (Model how to write a phrase or sentence for each of the sentence stems.)
 - *“After you finish writing, trace your words with a dark-colored marker and color your heart with a light-colored crayon or colored pencil to decorate your heart. Then cut out the hearts so we can add them to our ‘Sharing is Caring’ display.”*
4. Encourage Kindergarten students to use kidwriting and pictures. First and 2nd graders should write their responses as a phrase or a complete sentence. Remind them to write small enough so that their writing will fit inside the heart.
5. Display all of the completed hearts around the heart handprint poster on a bulletin board.

Day 3 – Language Arts

READING WORKSHOP, pp. 157 – 161 (DLG)

During Reading – Second Time, p. 159 (DLG)

Vocabulary Recap (1st/2nd)

Standards:	LA.K/1.L.3	Determine the meaning of unknown words and phrases
	LA.2.L.4	Determine the meaning of unknown words and phrases

1. Read *A Box for Jairo* a second time. Upon encountering a vocabulary word, refer to the Vocabulary Chart that was created on Reading Workshop Day 2 for vocabulary words and definitions.
2. Be sure to reference Kindergarten vocabulary words (Blackline H), and 1st/2nd grade vocabulary words (Vocabulary Master 9.2).

After Reading–School Supplies, p. 160 (DLG)

Retelling (1st/2nd)

Standards:	LA.1.RL.3	Describe story elements using key details
	LA.2.RL.4	Sequence story events

1. Before teaching the lesson according to the **DLG** to Kindergarteners, invite 1st and 2nd graders to complete a retelling of *A Box for Jairo*.
 - Distribute Activity Master 9.2.14, “Box It Up!,” to 1st and 2nd graders.
 - Students will reflect back on the details of the story. Each student will complete the five retell sections (characters, setting, beginning, middle-problem, and end-solution) listed on the Box It Up (Activity Master 9.2.14).
2. While 1st and 2nd graders are independently completing their retell activity, gather kindergarteners and teach the lesson as outlined in the **DLG**.
3. When all grade levels have completed their respective activities, gather the class together in the group meeting area. Invite Kindergarteners to share the story they created together.

WRITING WORKSHOP

A Sharing Story – Day 3

Narrative Writing (K–2), Editing (1st/2nd)

<i>Standard:</i>	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

1. Today students will continue their work on their narrative writing pieces about a time they shared with another person. Kindergarten will likely need to continue their writing from the previous day. First and 2nd graders will be ready to move on to the editing process.
2. Review the editing process with students before dismissing them to begin writing.
 - *“Today you will spend some time editing your writing. When your first draft is completed, you will want to look at your Narrative Writing Checklist to ensure that you have put forth your best work. Read carefully to check for spelling, spacing, word choice, and clarity. Make note of any changes you need to make in your final draft.”*
 - *“Once your self-edit is complete, find a classmate and do a peer-edit. Ask your peer to read your writing and give you feedback. Perhaps something is confusing to them and you need to make it clearer. Perhaps they noticed a word you misspelled and you want to fix it for your final draft.”*
 - *“Spending time doing a self-edit and a peer-edit will ensure that you are submitting your very best writing at the end of the week.”*
3. Provide time for students to complete their writing from the previous day. (Kindergarten – Activity Master 9.2.9; 1st and 2nd Graders – First Draft)
4. As students complete their first drafts, provide them with the self and peer-edit checklist (Activity Master 9.2.15).
5. Monitor the work in the classroom. Students may be at several different steps in the writing process and may need guidance or conferencing to progress successfully to the next step. Conference and provide support as needed.

Day 3 – Science

Four Levels of the Rainforest, pp. 189 – 191 (DLG)

Rainforest Report – Third Layer (K–2)

<i>Standards:</i>	S.K-2.LS.4	Conduct investigation, determine if plants need sunlight and water
	S.K-2.LS.7	Make observations of plants and animals, compare diversity in different habitats
	S.K-2.ES.6	Use model to show relationship between different plant and animal needs and their habitats

*** Be sure to have animal books available from the bibliography in the Stepping Stones Kindergarten **DLG** (Theme 9) for the students to refer as they research. Books including Rainforest animals will be very helpful for this week. ***

1. This lesson extends from the activity in the **DLG**. One layer of the rainforest is being explored each day. Today share the information in the **DLG** about the third rainforest layer – **Canopy**.
2. Place a copy of Blackline 2.24c under a document camera, or enlarge it so that all students can see the animals in the picture.
3. Provide students with Activity Master 9.2.16. After looking at the animals on Blackline 2.24c, instruct students to write the names of two animals found in the canopy.
4. Kindergarten students will each color a copy of Blackline 2.24c while the lesson is extended for 1st and 2nd graders.
5. Provide 1st and 2nd graders each with a new copy of the Animal Research Report organizer (Activity Master 9.2.5). Invite students to review the animals that live in the canopy, and select one of these animals for additional research.
6. Provide students with a variety of rainforest animal books to aid in their research.
7. Monitor as children begin to research and record information. Be sure that they are only researching the canopy animals today.
8. Save the completed copies of Blackline 2.24c and Activity Master 9.2.16. The students will be creating an animal book at the end of the week.

Day 3 – SOCIAL STUDIES

Missionaries Then and Now, p. 206 (DLG)

Venn Diagram (K–2)

Standards:	SS.K-4.IGI.3	Tell how the Seventh-day Adventist church positively impacts neighborhoods
	SS.K-4.GC.3	Demonstrate an understanding of current world missions of the Seventh-day Adventist Church
	SS.K-4.TCC.11	Read and retell Bible and church history stories that portray how God works through people to help make the community a better place.

*** Before class begins, load YouTube Video “Acts of the Apostles: Paul’s Journey” from the What’s in the Bible series at the following link: <https://www.youtube.com/watch?v=Hy4K1pP408Y>. ***

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

- *“Just like the believers in our Bible story this week, “Everyone Shares”, Paul took all the good things Jesus shared with people all over the world.”*
 - *“Paul preached and taught people in many different places where many different languages were spoken.”*
 - *“Let’s take look at a video that shows just how far Paul travelled to share the message of Jesus (over 2,700 miles!).”*
2. Play the *Acts of the Apostles: Paul’s Journey* video on YouTube.
 3. After watching the video clip together, lead the class in the following discussion:
 - *“Paul is an example from the Bible of someone who would go far to help share the love of God with people around the world.”*
 - *“Anybody who loves Jesus and wants to help others in need can be a **missionary**.”*
 - *“There are many ways people become involved in missionary work – building homes, giving medical care, providing food and clean water, and many other ways!”*
 - *“There are different opportunities for missionary work that Adventists and other organizations solicit help for those in need.*
Most importantly, the missionary’s job is to share the love of Jesus with the world.”

**** The more students learn about the awesome work that missionaries do, the more they will understand that they also can be a missionary. ****

4. Create a Venn diagram on the board or on chart paper. Label the diagram: Missionary: Paul / Missionary: Today
 - *“Let’s look at the missionary work of Paul and compare it with the work of missionaries today.”*
 - *“First, let’s think of ways that the missionary work of Paul and the work of missionaries today is the same.”*
 - *“What did Paul do as a missionary? What do missionaries do today?”* (Write the students’ responses in the middle portion of the Venn diagram.)
 - *“How did Paul travel to tell others about Jesus? How did he help others in need? Is this the same or different than missionaries today?”* (Write the students’ responses as appropriate.)

- *“What are some differences between how Paul served as a missionary and how people serve as missionaries today? Think about what we have learned about ADRA and other missionary groups this week. How are these organizations different than they were when Paul was a missionary?”* (Write the students’ responses as appropriate in the Venn diagram.)
 - *“We have listed information about the missionary work of Paul many, many years ago and the work of missionaries today. In some ways, the work is different. However, in many ways, the work is exactly the same – telling the world about Jesus and His love for us.”*
 - *“We learned today that we can all be missionaries for Jesus. We may not all be missionaries in the same way, but we can all choose to share the love of Jesus with the people we meet!”*
5. *Optional:* If time allows, the “Torchlighters” series offer a fascinating video that students are sure to love about an Irish missionary to India, Amy Carmichael.

A streaming version is available for rent at the “Torchlighters” website at the following link: <https://torchlighters.org/heroes/amy-carmichael/> and a free version can be found on YouTube at the following link: https://www.youtube.com/watch?v=q_IQckKy2_4.

Day 4 – Circle Time/Morning Meeting

Daily Message 1, pp. 163 – 164 (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 also assist the teacher with writing the message by using learned phonics skills and language conventions.

Day 4 – Language Arts

READING WORKSHOP, pp. 157 – 162 (DLG)

Sequence A Box for Jairo, p. 160 (DLG)

Main Idea-Graphic Organizer (1st/2nd)

Standards: LA.2.RL.2 Retell stories from diverse cultures and give main idea
LA.1.RL.2 Retell stories, including key details, and demonstrate understanding of the main idea or lesson

1. Teach the lesson according to the **DLG** for all students.
2. After sequencing the sentence strips, invite the children to answer the following review questions with a shoulder partner. Ask a question to the group, and then invite children to turn to the person sitting next to them to answer the question. Circulate around the group to hear the responses of different partners. After students have briefly talked with their partner, invite one or two students to share their answers with the whole group.
 - *“Who is this story overall about?”*
 - *“Where does the story take place?”*
 - *“Why do you think the author told this story?”*
 - *“What happened at the beginning of the story?”*
 - *“What happened in the middle?”*
 - *“How did the story end?”*
 - *“What is the most important message in the story, A Box for Jairo? What feelings do you have after reading the story?”*
3. First and 2nd graders will continue this extension by completing the Main Idea: Graphic Organizer (Activity Master 9.2.17).
 - *“Now that we have discussed the events and characters in A Box for Jairo, I would like you to think carefully about the main idea of the book.*
 - *“How can we summarize the most important message from the book in a single sentence?”*
 - *“Once you have written down the main idea of the book, you will write out three supporting details. Remember that these details need to be something specific that you can point to in the book. You cannot just make up the details. They need to be present in the book.”*
 - *“I will leave a copy of A Box for Jairo here at the front of the room. If you need to refresh your memory about the specific details, feel free to come up to look through the pages of the book.”*

- Dismiss 1st and 2nd graders to begin completing Activity Master 9.2.17. Circulate around the room to offer clarification and support as needed.

WRITING WORKSHOP

A Sharing Story – Day 4

Narrative Writing (K–2), Final Draft (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

- Today students will rewrite their edited writing piece into a final polished draft. The final version of their narrative will be shared during Writing Workshop Day 5 – Author’s Chair.
- Review the final draft process with students.
 - “Yesterday you had an opportunity to self-edit and participate in a peer-edit of your narrative. You went through the checklist to make sure that your writing is your very best work. However, when you erase and cross out words, it can make your paper look very messy. You may have noticed that now your words are squished together too closely, or they don’t look as neat as you would like. That is why we are doing a final draft today!”*
 - “Your final draft is a chance for you to take all the corrections and edits from yesterday and rewrite your narrative on a fresh sheet of paper.”*
 - “Today you will rewrite your story using your very best handwriting. Give close attention to your word spacing and spelling. Go a bit slower and make sure you are making this draft your very best work.”*
 - “Your final draft should be completed today. We will take time to share our pieces tomorrow in Author’s Chair.”*
- Dismiss students to begin writing their final draft.
 - Kindergarten: Fresh copy of Activity Master 9.2.9
 - 1st and 2nd Grade: Grade appropriate lined paper
- Circulate around the room as the children complete their writing pieces. Some students may need additional support or guidance. Conference and provide support as needed.
- Optional:* If students finish early, they may use a blank sheet of copy paper to illustrate part of their story.

Day 4 – Science

Levels of the Rainforest, pp. 189 – 191 (DLG)

Rainforest Report – Fourth Layer (K–2)

Standards:	S.K-2.LS.4	Conduct investigation, determine if plants need sunlight and water
	S.K-2.LS.7	Make observations of plants and animals, compare diversity in different habitats
	S.K-2.ES.6	Use model to show relationship between different plant and animal needs and their habitats

*** Be sure to have animal books available from the bibliography in the Kindergarten Stepping Stones **DLG** (Theme 9) for the students to refer as they research. Books including Rainforest animals will be very helpful for this week. ***

1. This lesson extends from the activity in the **DLG**. One layer of the rainforest is being explored each day. Today share the information in the **DLG** about the fourth rainforest layer – **Emergent**.
2. Place a copy of Blackline 2.24d under a document camera, or enlarge it so that all students can see the animals in the picture.
3. Provide students with Activity Master 9.2.18. After looking at the animals on Blackline 2.24d, instruct students to write the names of two animals found in the emergent.
4. Kindergarten students will each color a copy of Blackline 2.24d while the lesson is extended for 1st and 2nd graders.
5. Provide 1st and 2nd graders each with a new copy of the Animal Research Report organizer (Activity Master 9.2.5). Invite students to review the animals that live in the emergent, and select one of these animals for additional research.
6. Provide students with a variety of rainforest animal books to aid in their research.
7. Monitor as children begin to research and record information. Ensure that they are only researching the emergent animals today.
8. Save the completed copies of Blackline 2.24d and Activity Master 9.2.18. The students will be creating an animal book tomorrow.

How Can We Share?, p. 208 (DLG)

Read Aloud (K–2), Story Map (K–2), Concept Nugget (K–2)

Standards:	SS.K-4.IDI.14	Outline how individual choices are influenced by personal and social factors
	SS.K-4.GC.2	Describe examples in which language can facilitate global understanding or cause misunderstanding

*** Before class begins, load YouTube Video CHANGEministry Story Time “The Pineapple Story” by Otto Konig” from CHANGE Ministry at the following link: <https://www.youtube.com/watch?v=g0e1YRhurbU>. ***

As children bring donated items for the culminating activity, encourage them to also bring school supplies as written in the **DLG**.

1. Extend the lesson to include the following discussion and activity:
 - *“I would like to read a special missionary story to you. This story is about a missionary who had a difficult time sharing.”*
 - *“Can you imagine someone travelling a long distance from home to be a missionary, and upon their arrival, they don’t want to share with the people in that country?”*
 - *“Well, believe it or not. That is exactly what happened in the story we are going to read!”*
 - *“This is a longer story, but it is very interesting.”*
 - *“Let’s read to find out why this missionary showed such strange behavior. I will stop a few times as we read the story to see if you can predict what happens next. I also want to make sure you are understanding the story.”*
2. Read *The Pineapple Story* to the students, or allow them to watch the video from YouTube.
3. After the story is complete, lead the students in a whole group discussion and through the completion of a Story Map to review the story.
4. Draw a simple story map on the board and write the following in each section in the order listed:
 - Title:
 - Characters:
 - Setting:
 - Problem:
 - Solution:
 - Conclusion:

5. Review the story elements one at a time and record the students' responses.
6. After completing the story map together, wrap up the lesson with the following dialogue:
 - *"In order to be a missionary for Jesus, we must treat others just as Jesus would treat them. This includes sharing what God has given us."*
 - *"It is not always easy for us to share. Sometimes sharing can actually be very difficult. However, when we share, we are doing what Jesus wants us to do."*

Day 5 – Circle Time/Morning Meeting

Teacher Generated Message

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 also assist the teacher with writing the message by using learned phonics skills and language conventions.

Day 5 – Bible

APPLYING THE BIBLE STORY, pp. 147 – 148 (DLG)

Independent Reading, p. 147 (DLG)

Concept Nugget (K–2)

Standards:

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.K.RO.4	Practice treating others as we would like to be treated
B.1-4.RO.4	Identify and demonstrate important personal values

1. After students have the opportunity to read their *Bible Story Readers* to review the story as written in the **DLG**, extend with the following concept nugget:

- *“The early church members shared everything they had with each other and with those around them. How do you think sharing made them feel?”*
- *“Why do you think the members of the early church were so eager to share?”*
- *“This week we have learned much about missionaries and the work that they do around the world to help people come to know and love Jesus.”*
- *“It would be very difficult for most of us to pack up our homes and move to a faraway country. Some of you may be chosen by God to be a missionary in other countries. You don’t have to wait until you become older. You can actually begin your life sharing as a missionary right where you are today!*
- *“When you take the time to share with people, you are showing the love of Christ.”*
- *“When you give eagerly and with a cheerful heart, you are sharing just as Jesus would have you to do.*
- *“Food, clothing, medical supplies, school materials, and toys are all wonderful things that we can share with people in need. But when we share these items, we also have the opportunity to tell the people about Jesus and His great love for all of us. The gift of telling another person about Jesus is the very best thing we could ever give.”*

WRITING WORKSHOP

Author’s Chair

Sharing and Presentation (K–2)

Standards: LA.K/1.SL.7
LA.2.SL.4

Give brief oral presentations

Tell a story or recount an experience with appropriate faces and relevant, descriptive details, speaking clearly at an understandable pace

1. Author’s chair is the time for students to share their writing with their peers. Remind the children that when they sit in the Author’s Chair, they need to use a “teacher voice” so that the other students can hear and understand their story. Review Author’s Chair rules and procedures, as needed, using language from Theme 2.

“In Author’s Chair today we are going to share our writing pieces that we worked on this week. You will each be sharing a personal story about a time you were able to share with someone else. I am so excited to hear these stories. Let’s begin.”

2. Allow students to share their completed writing. If needed, model constructive feedback before allowing students to share their feedback. As time permits, allow the author to choose one or two students to share feedback. If students weren’t able to write their final polished draft, allow them to read from their draft. They must submit a final polished draft for a grade.

3. Use the Narrative Writing Assessment Master found in Assessment Rubric link under the K-2 Multi-grade BRIDGE heading to evaluate final writing.

Day 5 – Science

Four Levels of the Rainforest, pp. 189 – 191 (DLG)

Rainforest Report – Final Posters (K–2)

Standards:	S.K-2.LS.4	Conduct investigation, determine if plants need sunlight and water
	S.K-2.LS.7	Make observations of plants and animals, compare diversity in different habitats
	S.K-2.ES.6	Use model to show relationship between different plant and animal needs and their habitats

1. In this lesson students will use their completed copies of Blackline 2.24a – d, or Activity Master 9.2.7,12,16,18 to create Layers of the Forest poster.
2. Review each layer of the forest that has been discussed his week. Allow students to share what they have learned about each layer of the rainforest. Below are a few key points if students are struggling to remember the layers:
 - Layer 1: Forest Floor – Dark and wet; ants, wood turtles, and anacondas live here.
 - Layer 2: Understory – Low sunlight; spider monkeys, snakes, and birds live here.
 - Layer 3: Canopy – Most rainforest animals live here; three-toed sloths, macaws, and butterflies live here.
 - Layer 4: Emergent – This is the tallest layer of trees; birds of prey live here
3. After reviewing each layer of the rainforest, invite Kindergarten students to create a rainforest poster as described in the final paragraph of the **DLG** activity. Additionally, encourage the Kindergarten children to label the different layers. Advanced students may want to write a sentence telling one interesting fact about each layer.
4. While Kindergartners are creating their posters, 1st and 2nd graders will also create a poster with the following extension activity:
 - Provide each student with large sheets of construction paper or poster board. Instruct the students to divide their paper/posters into four equal quadrants by drawing a line down the middle both vertically and horizontally.
 - Next, students should glue their completed copies of the Forest Layer sheets in the correct order. There should be sufficient room in each quadrant for students to be able to illustrate as well.

- Students will illustrate each quadrant of their paper/poster to show what they have learned about that layer of the rainforest. They may choose to draw the animals or the plants that are found in that layer.

5. Completed posters may be displayed in the classroom.

Day 5 – Social Studies

Street Children of Columbia, p. 207 (DLG)

Role Play: Puppet Show

Standards: SS.K-4.IGI.7

Show how groups and institutions work to meet individual needs and promote the common good

SS.K-4.IDI.15

Identify people, groups, and institutions that contribute to development

1. Before class begins, prepare the role-play situations by cutting apart the Missionary Situations (Activity Master 9.2.19) and place them in a hat.
2. Before teaching the lesson according to the **DLG**, be sure to preview the content. Use discretion when deciding which portions of information are appropriate to share with the class.
3. Share the information about the street children in Columbia and lead students through the questions as outlined in the **DLG**.
4. Extend the lesson with a role-play activity. Distribute a paper bag and Activity Master 9.2.20 to each student. Allow students to create their missionary puppet before beginning the role play activity.
5. Explain the role-play activity to students.
 - *“How would you help the street children if you were a missionary in Columbia?”*
 - *“We have learned a large amount of information about what a missionary is and what he/she does to help others in need. We have learned how they share the good news about Jesus Christ our Lord to those who have never heard about Him before.”*
 - *“Now I would like for you to imagine you are a missionary for Jesus like Paul in the Bible or Amy Carmichael, or even like someone who delivers boxes from ADRA as discussed in our story this week, A Box for Jairo.”*
 - *“We are going to make paper bag puppets to role-play what we would do if we were in a situation that would require help as a missionary.”*
 - *“You will pull a situation from the situation box and read what is happening. There will be several ways to respond to the*

prompt. All the possible responses will be listed on the board for you to choose the best words to say for your situation. Remember that a missionary represents God and His love. Therefore, our responses will always involve caring, sharing, and giving respect.”

6. Invite the children to sit next to a partner for this role-play activity. Children will use their puppets to take turns thinking and responding to the different situations.
7. Read each Missionary Situation aloud and pause to give the partners time to role-play how they would respond.
8. Close the lesson by reminding the children that regardless of the situation, with God they all can do the impossible and help someone in need no matter where they are. Invite the children to join in prayer for the street children living in Columbia and the missionaries who are working to help them.