

K–2 MULTI-GRADE BRIDGE
Detailed Daily Lesson Plan (DDLPL)
Theme Five Daily Lesson Guide (DLG) – We Are Family
Grade K Theme Book Three: *Sam and the Lucky Money*/Friends and Family
Character Building Concept: Families are Compassionate

Days 1 – 5 Signing In/Morning Activity

SIGNING IN, pp. 287 – 288 (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

FAMILIES ARE COMPASSIONATE CONCEPT CONNECT

Concept Connect Activity (K–2)

Standards: 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 (e.g., honesty, kindness, respect, humility)

1. Before class begins, prepare several (3-5) shoebox situations. Write the situation scenarios on index cards and tape the cards to the inside top of the shoebox lids. Below are a few examples:



Tennis shoes	“The person wearing these shoes is running out to recess. He/She can’t wait to play soccer with classmates. Upon arrival to the playground, no one wants him/her to play on his/her team.”
Baby shoes	“The little person wearing these shoes just dropped a toy. Now he/she is sad and cries because the toy cannot be found.”
Rain boots	“The person wearing these boots is walking the dog in the rain. Upon returning to the house, he/she is cold and wet.”
Ballet shoes	“The person wearing these shoes has been working hard to learn ballet. When the program begins, he/she feels very nervous and doesn’t want to perform.”
Dress shoes	“The person wearing these shoes just arrived home from work. He/She had a long day at the office and feels tired. When setting his/her bag down, all of the things spilled out onto the kitchen floor.”

2. Introduce children to this week’s following character-building concept – Families are Compassionate:

- *“Students, we are going to learn about compassion this week and how families show compassion. What do you think compassion means?”* (Allow students the opportunity to respond.)
- *“I like to think of compassion as thinking about how I would feel if I were in the same situation as someone with a problem. There is an old Native American proverb that says, ‘Don’t judge a man until you’ve walked a mile in his moccasins.’ We call this putting yourself in someone else’s shoes. We are going to participate in a little activity to help us feel compassion for other people’s problems.”*

3. Show the class the prepared shoeboxes.

“When I select a volunteer, I want that student to come forward and look into one of these shoeboxes. The volunteer can take the shoes out of the shoebox and read the card that is taped inside. Then we will see how we can respond with compassion.”

4. Invite a student volunteer to the front for the first shoebox activity. Be sure to offer support or read the card for beginning or nonreaders. After the student has selected a box and read the enclosed situation card, continue with the following discussion:
- *“Class, how do you think this person is feeling?”*
 - *“If you saw this situation happening, what could you do to make the ‘shoebox’ person feel better?”* (Allow time for students to share and discuss their thoughts about compassion.)
 - *“Remember that we can never fully understand how another person is feeling because we are all different. No two people are the same. However, we should always try to understand.”*
 - *“One way to show compassion is to try to state how the other person may be feeling. We need to put it into words. ‘You must feel _____’ (angry, sad, disappointed, etc.). Finally, we need to do something to help.”*
 - *“In the Bible Jesus gave us the Golden Rule. Say it with me, ‘Do unto others as you would have them do unto you.’ This means that we should treat people as we would like to be treated.”*
 - *“Now we will role play this shoebox scene. Our volunteer holding the shoebox shoes will be the person who needs compassion. He/She will pretend to be wearing the shoes of the person in the situation card. We need another volunteer to be the person who shows compassion. Remember these three steps of compassion:*
 - *“Put yourself in the other person’s shoes.”*
 - *“Acknowledge the person’s feelings”*
 - *“Do something to help.”*
 - *“Ready – Action!”* (Direct the students in a short role-playing scene. After the scene is completed, ask the person who showed compassion and the person who needed compassion how they felt during this activity.)
5. Continue the process with the remaining shoeboxes and situation cards.

**** If time does not allow for multiple shoeboxes to be opened and discussed, spread this activity throughout the day. ****



Day 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 5 – Book 3) 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. 283 – 287 (DLG)

Before Reading – Holiday Memories, p. 283 (DLG)

Building Background Knowledge (K–2), Text-to-Self Connections (K–2)

Standards:	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
	LA.K-2.W.8	Participate in shared research and writing projects



*** Before class begins, load YouTube Video, “China: New Year | Are We There Yet?,” from Nat Geo Kids at the following link:
<https://www.youtube.com/watch?v=6kFymXv6quQ>. ***

1. Introduce children to the celebration of the Chinese New Year by showing them the short Nat Geo Kids video about the topic.
2. After the video, proceed to share information about Chinese New Year as outlined in the **DLG**.
3. Extend the lesson by writing students’ responses on chart paper as they raise their hands to share their favorite Christmas activities as written in the **DLG** lesson.
 - *“Students, this week we will read a book about a boy during Chinese New Year. We learned today that Chinese New Year is the biggest holiday celebrated in China each year.”*
 - *“We recently had a big holiday in North America and that was Christmas.”*
 - *“What are some of your favorite winter holiday activities? Let’s make a list together.”* (Record student responses on chart paper.)
 - *“We will leave this list posted in our classroom this week. We want to compare North American winter holidays with the Chinese New Year celebrations we will read about in our new theme book, Sam and the Lucky Money.”*

READING WORKSHOP, pp. 283 – 287 (DLG)

Before Reading – Vocabulary Introduction, p. 284 (DLG)

Vocabulary (K–2)

Standard: LA.K-2.L.3 Determine the meaning of unknown words and phrases

1. Before class begins, cut apart vocabulary cards for all grades (Blackline E and Vocabulary Master 5.3).
2. Gather students in a seated circle in the floor meeting area. Introduce each new vocabulary word by reading the word and inviting students to repeat the word back.
3. Spread the vocabulary cards in the center of the floor as described in the **DLG**.
4. The teacher should mentally select a vocabulary word and give simple descriptions and definitions for the selected word. Invite children to raise their hands if they think they know which word is being described. The student who correctly identifies the word may select that word card and place it in the pocket chart.



- Continue in the same fashion with all remaining vocabulary words. to allow Kindergarteners to select kindergarten vocabulary words (Blackline E) and 1st/2nd graders to select their corresponding vocabulary words (Vocabulary Master 5.3).
- Keep the vocabulary words on display in the pocket chart throughout the week. Be sure to refer to the words and remind students regularly of the definitions.

WRITING WORKSHOP

Opinion Writing – Using Transition Words

Temporal Words (1st/2nd)

Standards: LA.1.W.1

Write opinion pieces that introduce a topic or book, state an opinion with a reason for the opinion, and provide some sense of closure

LA.2.W.1

Write opinion pieces that introduce a topic or book, state an opinion, include reasons that support the opinion, use linking words, and provide a concluding statement

- Before class begins, prepare the following sample opinion writing piece on chart paper, or on writing paper if it will be projected:

Soccer is a great game that most kids love to play at recess. Here are some reasons kids like it so much. It is a great way to exercise. You have to be fast when you kick the ball. You learn how to play together as a team. It's a good way to make friends. Soccer is the best. You should try it!

- Introduce students to the temporal words and phrases that will be used in this week's Writing Workshop.

- “Writers, we have been studying opinion writing for the last two weeks. You have learned to write an introduction, reasons for your opinions, and a conclusion. This week we are going to focus on how to improve your opinion writing. One way to make your writing better is to use transition words.”*
- “Transition words are sometimes also called temporal words. However, they refer to special words that help the reader to keep track of his/her ideas and make his/her writing flow smoothly.”* (Write the following words on the board and have students read them aloud:)

TRANSITION WORDS AND PHRASES' LIST

First,	Second,	Last,
First of all,	Also,	Finally,
One reason,	Additionally,	The last reason is,
Next,		



- *“Did you notice that every word in the list had a comma after it? That’s because transition words and phrases are almost always followed by a comma.”*

3. Display or project the prepared sample opinion writing piece below:

- *“I have written an opinion piece here. However, I forgot to use transition words. Allow me to read it to you and we can see how it sounds.”* (Read the piece aloud to the students. After reading, invite students to identify the introduction, reasons, and the conclusion of the piece.)
- *“I think I have a good piece here, but it will sound much smoother if we add a few transition words. I’ll show you how.”* (Read the paragraph quickly without stopping.)
- *“Here I wrote, ‘It is a great way to exercise’. That is the first reason for my opinion. I’m going to add the phrase, ‘First of all,’ to the beginning of this sentence.”* (Model how to add the phrase to the beginning of the sentence, using a colored pencil or pen.)
- *“Now it says, ‘First of all, it is great way to exercise!’ We put in a transition phrase to show that this is the first reason the writer is giving for the opinion.”*
- *“Now we will look for the place where I wrote a new and different reason. I’m going to read slowly. When you hear the second reason, raise your hand.”* (Read slowly. Students should raise their hands when they hear, “You have to be fast when you kick the ball.” If students don’t catch the second reason, be sure to point it out.)
- *“Here is a different reason why soccer is a great game. Let’s look at the list of transition words and phrases in the middle column. Turn and tell your neighbor what transition word or phrase you think we should use in this sentence.”* (Come to an agreement about which word to use. Model again adding the phrase to the beginning of the sentence, using a colored pencil or pen.)
- Repeat the process. For the last reason, “It’s a good way to make friends.”, refer students to the last column of transition words and phrases.
- *“Writers, you helped me add transition words to my opinion piece. Let’s read it one more time with all the transition words. It should sound even better now!”* (Read the completed piece together one final time.)
- *“Now it’s time for you to add transition words to your own opinion pieces. Take out your writing folder and choose an opinion piece you have written during this unit. Raise your hand when you have selected a piece.”* (Allow students time to select an opinion piece written earlier in the unit.)



- *“Take a minute to reread your writing. Read it carefully. After you have read your opinion piece, put your finger on the first ‘reason’ sentence right after your introduction.”*
 - *“Next, pick a transition word or phrase that would be good for your first reason. Use your colored pencil/pen to add the word or phrase to the beginning of your first reason sentence. Remember to put a comma after a transition word or phrase.”*
 - Repeat the process for one or two more reasons. Have students locate each different reason, adding transition words or phrases followed by a comma before each reason. *“From now on, make sure you use transition words in all your opinion pieces so that your ideas are clear and your writing flows smoothly.”*
4. Have students read their pieces aloud to a neighbor. Each neighbor should identify the transition words in the piece. If time allows, let one or two students share their opinion pieces with the whole group. Ask the “audience” to listen for transition words, signaling silently with a “thumbs up” when the transitions are heard.

*** Consider providing a list of transition words and phrases for students to keep in their writing folders. Alternately, display the words and phrases on an anchor chart that is displayed in the classroom throughout the week. ***

Day 1 – Social Studies

Family Celebrations, pp. 325 – 326 (DLG)

Class Discussion (K–2), Personal Narrative (1st/2nd)

Standards:	SS.K-4.C.3	Explore and describe similarities and differences in the ways various cultural groups meet similar needs and concerns
	SS.K-4.TCC.7	Identify key symbols and traditions that are carried from the past into the present by diverse cultures in the United States and the world
	SS.K-4.TCC.10	Show that historical events occurred in times that differed from our own but often have lasting consequences for the present and future
	LA.1.W.3	Write narratives that count two or more appropriately sequenced events
	LA.2.W.3	Write narratives that recount a well-elaborated event or short sequence of events, include details

1. Teach the lesson according to the **DLG**. Before dismissing kindergarten students to begin drawing and kidwriting, engage the class in the following brief group discussion:
 - *“There are many different holidays that families celebrate around the world. Each family has their own unique way of celebrating these special occasions.”*
 - *“Let’s read the list of holidays together again.”* (Review the list created earlier in the lesson.)



- *“Raise your hand if you have special memories about one of these holidays?”*
 - *“Think about just one of these holidays. What makes it so special to you? Is there special food? Is there music? Are there activities?”*
 - *“Let’s take a couple of minutes to share your favorite holiday with the person sitting next to you. Make sure you listen to what your partner has to say, too.”* (Allow one to two minutes for students to share with a partner. Circulate around the room and offer probing questions if children struggle to think of exactly what they like about their selected holiday.)
2. Dismiss Kindergarten students to draw and kidwrite as written in the **DLG** lesson.
 3. Extend the lesson for 1st and 2nd graders by having them write a short personal narrative about their favorite holiday. Students will use Activity Master 5.3.1 (My Favorite Holiday) to write about their favorite holiday. Encourage students to think about their five senses if they are struggling to articulate exactly what it is that makes their selected holiday so special.
 - *“First and 2nd graders, you will write a personal narrative about what you enjoy most about your favorite holiday celebration, using ‘My Favorite Holiday’”* (Activity Master 5.3.1). *“Remember to tell what holiday you have selected as your favorite, and then write about why it is your favorite celebration.”*
 - *“Think about all five senses and write details that will help your reader experience your feelings and enjoy reading about the celebration you will describe.”*
 - *“When you have completed your writing, you may draw a picture of your favorite holiday in the blank box.”*
 4. If time allows, students should briefly share the completed drawing/writing about their favorite holidays.

Day 2 – Circle Time/Morning Meeting

Daily Message 1, pp. 288 – 289 (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. 267 – 268 (DLG)

Reading “Through the Sea”, pp. 267 – 268 (DLG)

Concept Nugget (K–2), Group Discussion (K–2)

Standards: B.1-4.BF.18 Participate in collaborative discussions about Bible passages
B.K.RO.4 Practice treating others as we would like to be treated

1. Read the Bible story according to the **DLG** lesson.
2. After reading, extend for all grades with the following Concept Nugget discussion:
 - *“In our Bible story this morning, we learned about the tall cloud that led the Israelites out of Egypt.”*
 - *“What did Moses tell the Israelites about the cloud?”* (Moses told the people that God was in the cloud and that God was leading them.)
 - *“Why do you think Moses wasn’t worried about where they were going?”*
 - *“As the night grew darker, what happened to the cloud?”* (The cloud became bright and warm.)
 - *“How was the night time cloud a demonstration of God’s compassion on the Israelites?”* (It gave them light to see and it kept them warm.)
 - *“It seemed like the Israelites were helpless when Pharaoh’s army came after them. They really needed help.”*
 - *“How did God show compassion on the Israelites when the army came?”*
 - *“God saw the Israelites in great need of help when they were trapped between the sea and Pharaoh’s army. God is our Heavenly Father and He had compassion for the Israelites. When we see someone in great need, it should stir us to be compassionate as well. We may be unable to part a sea, but there are many ways we can show compassion to others.”*
 - *“Yesterday we learned that one of the steps of showing compassion was to do something to help.”*



- *“Can you think of a time recently that someone was compassionate toward you?”*
 - *“Has there been a time recently that you have shown compassion toward someone else?”*
3. Conclude the lesson with a prayer thanking God for His compassion and ask Him to fill each heart with compassion for the needs of others.

Day 2 – Language Arts

READING WORKSHOP, pp. 283 – 287 (DLG)

After Reading – Comprehension Questions, p. 285 (DLG)

Concept Nugget (K–2), Inference and Analysis (1st/2nd)

Standards:	LA.K-2.RL.10-12	Make connections between a text and personal life experiences
	LA.K/1.RL.8	Compare and contrast characters
	LA.1.RL.3	Describe story elements (characters, settings, etc.)
	LA.2.RL.3	Describe how characters in a story respond to major events and challenges
	SS.K-4.IDI.6	Describe how individuals bring specific abilities, interests and talents in working with others to make decisions and to solve problems

1. After reading the book the first time, help children build their comprehension by asking the questions for all grade levels as written in the **DLG** lesson.
2. Extend the comprehension lesson for 1st and 2nd graders to include the following analysis and inference questions:
 - *“Why was Sam especially excited about his lucky money this year?”*
 - *“Why did Sam think about the old man when he saw the tray of New Year’s cookies?”*
 - *“Why do you think Sam decided he wasn’t hungry after all when he went to the bakery?”*
 - *“Why do you think the author compared the festival lion to a giant centipede?”*
 - *“To what would you have compared the festival lion?”*
 - *“What did the author mean when she said ‘...the lion devoured the leisee all in an eye blink...’?”*
 - *“How do you think Sam’s mother felt when she was scrunching up her eyes as she guided him out the door?”*



3. At the conclusion of the comprehension question activity, conduct the following Concept Nugget extension for grades K – 2. Feel free to use the theme book for reference if students need to be visually reminded of what happened in the story.
 - *“In our story Sam was startled when he saw the old man’s feet. ‘Bare feet in winter,’ Sam thought. ‘Where are his shoes?’ That was the beginning of the awakening of compassion in Sam’s mind. He saw the great need of the old man.”*
 - *“When he was in the bakery and saw the flat pleated tails of the New Year fish cookies that looked like little toes, ‘He couldn’t help but think about the old man again. Sam decided he wasn’t hungry after all.’ This reminder stirred Sam to compassion. He felt it! It made him lose his appetite for sweets.”*
 - *“He put himself in the old man’s ‘lack of’ shoes when he looked down at his own feet,’ warm and dry in his boots’. Then he took action and did something to help the situation. He thrust his lucky money into the old man’s hands.”*
 - *“What did Sam tell the man?”*
 - *“Why did Sam know he was the lucky one?”*
 - *“How do you think Sam’s mother felt when Sam was compassionate?”*
 - *“How does God feel when He sees us being compassionate towards others?”*

WRITING WORKSHOP

Opinion Writing – Combining with Linking Words

Using Conjunctions (1st/2nd)

Standards:	LA.1.W.1	Write opinion pieces that introduces a topic or book, state an opinion with a reason for the opinion, and provide some sense of closure
	LA.1.L.1	Demonstrate a command of the conventions of standard English grammar and usage when writing or speaking: Conjunctions (e.g., and, but, or, so, because)
	LA.2.W.1	Write opinion pieces that introduce a topic or book, state an opinion, include reasons that support the opinion, use linking words, and provide a concluding statement

1. Before class begins, prepare the following sentences and conjunctions on separate sentence strips and/or index cards. Be sure to print with large enough font for all to see.
 - Soccer is a great way to exercise.
 - You have to be fast when you kick the ball.



- You learn how to play together as a team.
 - It's a good way to make friends.
 - Soccer is the best.
 - You should try it!
2. Additionally, prepare a list of common conjunctions on chart paper or on the white board.
- And
 - but
 - or
 - because
 - so
3. Introduce students to the idea of combining sentences to make writing more interesting.
- *“Yesterday we learned how to use transition words to make opinion writing flow more smoothly.”*
 - *“Today I want to teach you a method that will help make your paragraphs more interesting. You will learn how to combine sentences.”*
 - *“There are special words that we use all the time to combine similar sentences. These special words are called conjunctions. Repeat that word with me – conjunctions.”*
 - *“There are many different conjunctions that writers can use in their writing. I have written a few of these on the board for us today.”* (Review the list of conjunctions and encourage students to read along as well.)
4. Lead students through a mini lesson on using conjunctions to combine sentences.
- Invite two volunteers to come to the board or pocket chart. Have one student hold a sentence strip that reads, “Soccer is a great way to exercise.” Have the other volunteer hold a sentence strip that says, “You have to be fast when you kick the ball.”



- *“Students, here are two different, complete sentences. Let’s read them.”* (Read the two sentences aloud as a class.)
 - *“These sentences are alright by themselves, but we can make a more interesting sentence by putting them together, or combining them.”*
 - *“Let’s put the word ‘because’ between these two sentences.”* (Call a third volunteer to stand between the two sentences and hold a card that says “because”.)
 - Arrange volunteers so the sentence reads, “Soccer is a great way to get exercise because you have to be fast to kick the ball.” Have students read the new sentence together.
 - *“These two ideas are connected – soccer is a great way to exercise and you have to be fast to kick the ball. That’s why we can put these two sentences together with the word ‘because’. Both sentences are about the same topic – reasons to play soccer. Help me combine these sentences on the board.”* (Model how to write the combined new sentence on fresh chart paper or on the white board. Point out the need to omit the period in the first sentence and begin the word, soccer, with a capital letter. Thank the volunteers and have them return to their seats.)
 - *“‘Because’ is one word we can use to combine two sentences together. Let’s look at our opinion sentences and find a different word we can use to combine two sentences.”*
5. Repeat the process, using the “and” conjunction card and the following sentence strips:
- You learn how to play together as a team.
 - It’s a good way to make friends.
6. Repeat the process for a final time with the “so” conjunction card and the following sentence strips:
- Soccer is the best.
 - You should try it!
7. Wrap up the conjunction mini lesson.

“We have practiced putting sentences together by using conjunctions. As you review your writing today, see if you can combine some sentences using conjunctions in your own work.”

- Dismiss students to return to their seats and take out the opinion piece they worked on yesterday with transition words. Instruct students to look through their pieces and see if there are any sentences they can combine using one of the displayed conjunction words.

**** First and 2nd graders may not fully master conjunctions the first time they are presented. However, encourage students and provide support as they make their first attempt at this important writing skill. ****

- If time allows, invite one or two students who were successful with adding conjunctions to demonstrate to their peers how they combined the sentences using them.

Day 2 – Science

Narcissus Bulbs in Pots, pp. 317 – 318 (DLG)

Planting and Observation (K–2), Describing Details (1st/2nd)

Standard: S.K-2.LS.1 Use observations, describe patterns, know what plants and animals need to survive

**** The narcissus bulbs may take 4-6 weeks to fully bloom. ****

- Teach the lesson according to the **DLG**.
- Kindergarteners will record their plant observations on Blackline 3.28a. First and 2nd graders will use Activity Master 5.3.2 (My Narcissus Bulb Observation Form) to record their observations.
 - “First and 2nd graders, draw a picture in the first box of your Observation Form of what the plant looks like today. Then write a short sentence describing the picture.”* (Activity Master 5.3.2)
 - “We will keep these papers safe so that you can revisit and update your observation form each week.”*
 - “What kinds of changes do you think you will notice in your plant’s life cycle?”*
 - “How long do you think it will take for your narcissus bulb to bloom?”*
- Collect the partially completed copies of Blackline 3.28a and Activity Master 5.3.2. Allow time each week for students to observe their plants and record their observations.

Day 3 – Circle Time/Morning Meeting

Daily Message 2, p. 289 (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. 268 – 270 (DLG)

Parting the Red Sea, pp. 268 – 269 (DLG)

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

Standards: B.K.BK.17 Identify Bible stories that show God’s love for people even when they disobeyed him.
B.K.RG.2 Recognize that God is everywhere, all powerful, and all knowing.
B.1-4.RG.2 Discuss how God is everywhere, all powerful, and all knowing.

1. Teach the lesson according to the **DLG**.
2. After children have answered the questions and all students have “crossed the Red Sea”, engage children in the following Concept Nugget discussion:
 - *“This week we will talk about compassion and how families are compassionate to each other and to others as well.”*
 - *“How did the characters in our Bible story show compassion?”* (Characters: God, Moses, Aaron, the Israelites)
 - *“We serve a loving and compassionate God. Can you think of a time He has been compassionate to your family?”*
 - *“Showing compassion can sometimes set off a domino effect. This means that one act of compassion will encourage a person to show compassion to someone else and so on. Has someone ever shown compassion to you? How did their act of compassion make you want to be compassionate to another individual?”*



Day 3 – Language Arts

READING WORKSHOP, pp. 283 – 287 (DLG)

After Reading – Five Senses, p. 286 (DLG)

Mind Map (1st/2nd)

Standards:	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
	LA.1.RL.4	Identify words and phrases in stories and poems that suggest feelings or appeal to the senses
	LA.1/2.W.10	Write routinely for a range of tasks, purposes, and audiences

1. Review each of the five senses with students while drawing a mind map on the white board as described in the **DLG**.
2. Before teaching the lesson to Kindergarteners as written in the **DLG**, give the following introduction and directions to 1st/2nd grade students:
 - *“First and 2nd graders, today while I am working with the kindergartners, you are going to make your own mind map.”*
 - *“Use your imagination and what we have learned about the Chinese New Year to write words to describe what you might smell, taste, hear, touch and see during a Chinese New Year celebration on your ‘Chinese New Year Mind Map’.”* (Activity Master 5.3.3)
 - *“If you are struggling with one of the senses, try closing your eyes and imagine what it would be like to walk down the street with Sam!”*
3. Dismiss 1st and 2nd graders to begin their work on Activity Master 5.3.3.
4. Create a mind map with Kindergartners as written in the **DLG** lesson.

WRITING WORKSHOP

Opinion Writing – Personal Opinion

Self-Expression (1st/2nd), Writing process (1st/2nd)



Standards:	LA.1.W.1	Write opinion pieces that introduces a topic or book, state an opinion with a reason for the opinion, and provide some sense of closure
	LA.1.L.1	Demonstrate a command of the conventions of standard English grammar and usage when writing or speaking: Conjunctions (e.g., and, but, or, so, because)
	LA.2.W.1	Write opinion pieces that introduce a topic or book, state an opinion, include reasons that support the opinion, use linking words, and provide a concluding statement
	SS.K-4.IDI.3	Describe your personal characteristics, including your interests, capabilities, and perceptions

1. Before class begins, write a simple opinion writing outline on chart paper or on the white board as displayed below:

OPINION WRITING OUTLINE

Introduction

Reason Sentences
1st grade – At least one reason
2nd Grade – Three reasons

Conclusion

ALSO
Use transition words!
Use a conjunction word (and, but, or, so, because)

2. Today’s lesson will allow students the opportunity to practice using what they have learned about opinion writing, transition words, and conjunctions. Students will begin a new writing pieces today and will use the remaining Wring Workshop time this week to edit/revise their work.
 - *“So far this week we have worked on adding transition and conjunction words to your opinion writing pieces.”*
 - *“Today we are going to begin a new opinion writing piece. This will be an opinion piece about yourself. I want you to give your opinion on something about yourself.”*
 - *“Your opinion piece may be about something you are interested in, or something you are able to do very well. You will put all the knowledge you have gained over the last few weeks into this piece.”*



- *“You will introduce the topic, give reasons for your opinion, and use transition words in front of your reasons to help the piece flow smoothly. Add a few conjunctions to link some sentences together. Finally, you will write a conclusion.”* (Refer to the Opinion Writing Outline chart as you remind students of the requirements.)
- *“I’m going to show you what I mean. I am a teacher. So that’s something in which I have an interest. I also think I’m a capable teacher. So my final, ‘In My Opinion’, might look like this.”* (Project a blank copy of Activity Master 5.3.4, In My Opinion, and write the following words, or something very similar while reading aloud:)

I have always wanted to be a teacher ever since I began kindergarten. Here are some of the reasons I think being teacher is great. First of all, I love children and my students are so much fun! Also, I enjoy reading all kinds of books. In addition, I like to draw, write, and decorate. So as you can see, teaching is the best job in the world for me!

- *“I hope you have fun writing about yourself. We will begin this piece today and then spend the rest of the week editing and revising the piece during Writing Workshop. When we are all finished, I will collect the completed pieces and combine them into a class book that will be presented at our unit culmination celebration.”*
 - *“Before I dismiss you to begin writing, I would like you to close your eyes and think of what topic you are going to write about. What is something you are passionate about? What can you do really good? Close your eyes and think carefully about what you want to write about.”* (Allow a few moments for children to close their eyes and focus on a topic.)
 - *“Now turn to your neighbor and share what you are going to write about today. Make sure you are also a good listener when your partner is sharing.”* (Allow approximately one minute for students to pair share their writing topic ideas. Use this time to listen in to students’ topics and offer redirection as needed.)
3. Distribute Activity Master 5.3.4 (In My Opinion) to all 1st and 2nd graders. Dismiss students to begin the writing process. Be sure to circulate around the room and provide support where needed. Reteach and conference with students as necessary.

Day 4 – Circle Time/Morning Meeting

Daily Message 3, p. 290 (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



3. 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 – Bible

PRACTICING THE BIBLE STORY, pp. 270 – 272 (DLG)

Role-Playing, p. 270 (DLG)

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

Standards: B.K.BK.17 Identify Bible stories that show God’s love for people even when they disobeyed him.
B.K.RG.2 Recognize that God is everywhere, all powerful, and all knowing.
B.1-4.RG.2 Discuss how God is everywhere, all powerful, and all knowing.

1. Teach the lesson according to the **DLG**.
2. After role playing, gather children in the meeting area and extend for all grade levels with the following Concept Nugget:
 - *“There are many examples of compassion shown in the Bible.”*
 - *“We know that God showed His compassion for his human family by sending his only Son, Jesus, to save us from our sins.”*
 - *“We also know Pharaoh’s daughter, the princess, had compassion on baby Moses when she found him floating in the bulrushes hidden in his little basket.”*
 - *“Last week we also learned that God had compassion on Moses when He sent Aaron to help Moses speak in front of Pharaoh.”*
 - *“How do you think we have seen compassion in our Bible story this week?”*
 - *“How do you think the Israelites felt when they saw Pharaoh’s army coming to get them and they had nowhere to go?”*
 - *“In what way did God show compassion for the Israelites when they were trapped between Pharaoh’s army and the Red Sea?”*
 - *“Moses also had compassion on the Israelites. He recognized how they were feeling and said, ‘Don’t be afraid.’ Then Moses did something to help them. He reminded them that God would take care of them. He said, ‘Watch and see how God will take care of us.’”*



- “What did God tell Moses to do?”
 - “When Pharaoh and his army began chasing the Israelites through the Red Sea, what else did God do to take care of his people?”
3. Conclude this lesson by inviting children to sing a song of praise to God just as the Israelites praised God at the end of this week’s story. (Ex. “How Great is our God”, “Praise Him, Praise Him”, or another class favorite)

Day 4 – Language Arts

READING WORKSHOP, pp. 283 – 287 (DLG)

After Reading – Sequencing, p. 287 (DLG)

Sequencing (K–2), Concept Nugget (K–2), Character Analysis (1st/2nd)

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

1. Teach the lesson according to the **DLG**.
2. After sequencing the events in the story, invite children to think about the main character, Sam.

On the white board or on chart paper, draw a simple chart similar to the one shown below:

SAM		
Beginning	Middle	End
Feelings:	Feelings:	Feelings:
Actions:	Actions:	Actions:



3. Lead students through a discussion about Sam and how he reacted throughout the story. Use the book for reference if students are unsure, or should they forget the feelings/actions depicted throughout the story.

**** This is primarily a 1st/2nd grade focused activity, but Kindergarten students can also benefit from the collaborative conversation and character reflection. ****

- *“When we sequenced the story, we saw that in the beginning Sam received leisees from his grandparents. Then his mother took him shopping.”*
- *“How did Sam feel during this part of the story?”* (Record the responses as appropriate – ex. happy, excited, hopeful, etc.)
- *“We said that Sam was _____ (happy, excited, etc.). How do we know that is how he was feeling? The characters’ actions help us to understand how they are feeling. What actions did Sam do in the first part of the story?”* (Allow students time to discuss and share their responses. Record as appropriate.)
- *“Now let’s move into the middle part of our story. Sam was out shopping with his mother and he saw the old man with no shoes. He also went into several stores to look at things to buy.”*
- *“How were Sam’s feelings different during the middle part of the story?”* (Record the responses as appropriate – ex. sad, confused, frustrated, annoyed, etc.)
- *“Think about his actions too. What was Sam doing during this part of the story?”* (Allow students time to discuss and share their responses. Record as appropriate.)
- *“Finally, we will think about the ending of the story. This is the good part.”*
- *“As Sam and his mother finished their shopping trip and headed home, Sam saw the old man again. Think about what he did when he saw the man this last time.”*
- *“How did Sam’s feeling change at the end of the story?”* (Record the responses as appropriate – ex. surprised, thankful, generous, compassionate, lucky. etc.)
- *“How do we know his feelings were different now? What actions show us his new feelings?”* (Allow students time to discuss and share their responses. Record as appropriate.)

4. Conclude the lesson with the following Concept Nugget for all grade levels:



- *“By the end of the story, Sam saw the need of the old man and realized he could do something to help him. He was compassionate to the old man and decided to give his special money to him.”*
- *“When we see a need, we can do something to show compassion even if it is just a small act of kindness.”*

WRITING WORKSHOP

Opinion Writing – Commands and Questions

Imperative and Interrogative T-Chart (1st/2nd)

Standards:	LA.1.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: ... use conjunctions (e.g., and, but, or, so, because)... with prompting, produce and expand ... interrogative... and imperative ... sentences
	LA.1/2.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling
	LA.1.W.1	Write opinion pieces that introduces a topic or book, state an opinion with a reason for the opinion, and provide some sense of closure
	LA.2.W.1	Write opinion pieces that introduce a topic or book, state an opinion, include reasons that support the opinion, use linking words, and provide a concluding statement

1. Before class begins, prepare imperative and interrogative sentence flashcards. A pocket chart may be used instead of chart paper for this activity.
 - Draw a two-column T-Chart on some chart paper, or use a pocket chart. Label one side of the T-Chart “COMMAND” and the other side “QUESTION”.
 - Make enough cards for each student to have at least one card. Write simple imperative (command) sentences on half the cards and simple interrogative (question) sentences on the rest. Below are examples of some possible sentences:

COMMAND	QUESTION
<ul style="list-style-type: none"> - Sit down! - Go clean your room. - Shut the door. - Stop talking! - Go home. 	<ul style="list-style-type: none"> - Where did Malachi go? - Isn't it too hot to play outside? - Who rang the doorbell? - When did Mrs. Smith get here? - James, what did you pack for lunch?



2. Teach the following mini lesson about command vs. question sentences:

- *“Did you know that there are different types of sentences? It’s true! There are actually four different types of sentences. Today we will talk about two of the four kinds of sentences – commands and questions.”*
- *“What do you think is meant by a command sentence?” (Allow time for students to respond.) “Yes, you are right! A command sentence tells a person to do something. Sometimes command sentences are short sentences such as: ‘Sit down!’. Sometimes they tell to whom the command is directed such as: ‘Tom, shut the door!’ Sometimes command sentences are polite – ‘Please be quiet!’.”*
- *“There is a secret clue that lets you know if the sentence is a command. You can tell if a sentence is a command if it’s a ‘You’ sentence. That means if you can pretend there’s an invisible ‘you’ at the beginning of a sentence, it is probably a command sentence. For example, ‘[You] Stop that right now!’”*
- *“What about questions? How do we know a sentence is a question?” (Allow time for students to respond.) “Yes, it does ask something, and the ending punctuation is a question mark.”*
- *“Questions usually begin with one of these five words: Who, What, When, Where, and Why. We call these the five ‘W’s’.” (Write these words on the board or chart paper.)*
- *“Questions can be short: ‘Why?’. They can also begin with a name before the five ‘W’ words such as: ‘Tina, **who** did it?’*
- *“Questions don’t always have to start with one of the five ‘W’s”. For example, ‘**How** about this?’, or ‘**Don’t** you know?’ So be careful with the five W’s clue.”*
- *“Now we are going to participate in a little activity to help us know the difference between command and question sentences.” (Display the T-Chart that was created before class. Invite a student to come to the board, draw a sentence card, and read the sentence aloud, or ask someone to read it for them. Then invite the student to decide if the sentence card read was a command or question sentence. If the student is unsure, share tips or clues taught in the lesson.)*
- Play the game until everyone has a chance to participate.

3. Transition students to the writing portion of Writing Workshop in the following manner:

- *“Writers, yesterday you began writing your opinion piece about yourself. As I walked around, I saw that some of you were writing about your skills and talents while others were writing about passions and interests.”*



- *“Today you will have a chance to complete your writing piece. However, before you begin your work, try thinking about your piece and see if there is a place you could write a command or a question sentence.”*
4. Dismiss students to allow them to complete their opinion writing piece on Activity Master 5.3.4. Use this time to hold writing conferences with individual students or small groups of students. Provide support and encouragement as students try new writing techniques and skills.

Day 4 – Science

Bulbs Cycle Story, p. 321 (DLG)

Sequencing (K–2), Temporal Words (1st/2nd)

Standards:	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 record a well elaborated event or short sequence of events, include details (e.g., actions, thoughts, feelings), use temporal words to signal sequence, and provide a sense of closure
	S.K-2.LS.1	Use observations, describe patterns, know what plants and animals need to survive

*** Post the list of temporal words (first, first of all, also, second, then, next, finally) or refer students to their work in progress folders from Writing Workshop. ***

1. Teach the lesson according to the **DLG**. Before dismissing students to begin ordering their bulb pictures, extend the activity for 1st and 2nd graders with the following instructions:
 - *“First and 2nd graders, you will also write describing sentences during this sequencing activity.”*
 - *“Before you glue the pictures from Blackline 3.30 on to the construction paper, make sure you leave some space to write a complete describing sentence under each of the five pictures.”*
 - *“After gluing the pictures in order, write one sentence under each picture to describe what has happened to the bulb. Be sure to use some of the sequencing words that we have learned this week. I will post these words on the board for your reference.”*
 - *“After you have written your sentences, you will see a timeline of your bulb’s growth, such as what happened first, second, next, and on up to the final picture.”*
2. Dismiss all students to begin sequencing using Blackline 3.30. Circulate around the room to offer support and additional guidance as needed.



Day 4 – Social Studies

I Want/I Need, pp. 330 – 331 (DLG)

Sorting (K–2), Concept Nugget (K–2)

Standard: SS.K-2.PDC.3 Distinguish the difference between needs and wants

1. Introduce this lesson by reminding students that in the theme book this week, Sam is looking to buy something that he really wants. However, by the end of the story he ends up giving his special money to a man in need.
2. Create a chart as described in the **DLG** lesson. On chart paper make two columns and label one column “Needs”, and the other column “Wants”. Continue with the lesson as written in the **DLG**.
3. Extend the lesson for all grades by giving students the opportunity to do their own Needs/Wants sort. Provide children with a blank sheet of paper and invite them to create a chart with two columns, one titled Needs and the other titled Wants.
4. Next, give students magazines and store flyers. Invite the children to look through the advertisements and cut out a few pictures to glue in each column of their paper.

**** Review the magazines and flyers prior to the activity to ensure content is appropriate. ****

5. As students are working, circulate around the room to observe how children are sorting their pictures. Ask children to explain how they decided which category to place a few of their pictures. Accept all reasonable responses.
6. When children have completed their sorting activity, gather the group in the meeting area for the following closing Concept Nugget:
 - *“I noticed that there were several items that showed up in most of your papers on the Need category (food, clothes, cleaning supplies, etc.).”*
 - *“There are some people who do not have access to these important things. One way that we can show compassion to those in need is to collect these basic supplies and donate to people who need our help.”*
 - *“All this week you have been bringing in these important supplies. Tomorrow we will have opportunity to put some backpacks together with these things you have brought that will be given to people in need.”*
 - *“God loves and provides for His children. Sometimes He uses big miracles such as the one when He parted the Red Sea for the Israelites. However, at other times, God uses regular people like you and me to show compassion to those who are in*



- *need. God provides opportunity to demonstrate His love to others.”*

Day 5 – Circle Time/Morning Meeting

Daily 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 – Language Arts

READING WORKSHOP, pp. 283 – 287 (DLG)

Read – Aloud, p. 287 (DLG)

Compare and Contrast (K–2)

Standards: LA.2.RL.9 Compare and contrast two or more versions of the same story by different authors or from different cultures
LA.K/1.RI.9 Identify similarities and differences between two texts on the same topic
LA.K.RI.13 Actively engage in group reading activities with purpose and understanding
SS.K-4.TCC.8 Compare and contrast differing stories or accounts about the past events, people, places, or situations and offer possible reasons for the differences.

1. Choose a bibliography book or another book about Chinese New Year as suggested in the **DLG**.

*** *This Next New Year*, by Janet S. Wong (**DLG** p. 463) is one book suggested in the bibliography that would work well for this activity. ***

“We have now read two different books about the same holiday, Chinese New Year.”

2. After reading the selected book, extend by leading students through the creation of a Venn Diagram to compare the story to *Sam and the Lucky Money*.



- *“One way to compare and contrast books is to create a Venn diagram.”*
 - *“I will work with Kindergarten students to fill in a diagram together. First and 2nd graders, you will fill in your own diagram.”*
3. Distribute Activity Master 5.3.5 to 1st and 2nd grade students.
- “First and 2nd graders, you may choose to join the Kindergartners and me in our discussion. You may copy the ideas and work on your own copy of the Chinese New Year Venn Diagram as I work with the Kindergartners. You may also choose to return to your seat to think and work independently.”*
4. Either draw a Venn diagram on the white board, or use a device to project Activity Master 5.3.5 on the screen.
- *“Kindergarten students, can you help me fill in our Venn diagram?”*
 - *“First, I need to make sure that both book titles are on our diagram. Sam and the Lucky Money is already written for us. However, we need to write the title of the book we read today, _____, in the other circle.”*
 - *“Who can tell me some things you noticed that were definitely different in each book?”* (Write students’ replies on the correct section of the Venn diagram.)
 - *“Wow! You can see there are some different details about Chinese New Year in the book we read today compared to Sam and the Lucky Money!”*
 - *“Now that we have written some of the ways the books are different, it is time for us to think about how the books are the same.”*
 - *“Can you think of any ways these books are similar?”* (Write students’ replies on the correct section of the Venn diagram.)
 - *“It’s been fun comparing and contrasting these two books that were written by different authors. Yet, both were about the same topic – Chinese New Year. It’s good to get information from more than one source when you want to learn new things.”*
5. If 1st and 2nd graders have chosen to work independently, invite them to join the group and share some of the ways their Venn diagram is similar or different than the diagram created with Kindergarten. Add their ideas to the Venn diagram created by the group as appropriate.



WRITING WORKSHOP

Opinion Writing – Revising and Editing

Revision (1st/2nd), Editing (1st/2nd)

Standards: 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 and editing by revising and editing

1. Students have been learning how to write strong opinion pieces during this unit. This week they have been working on transitions and conjunctions. Today students will have the opportunity to use rubrics to assess their personal writing piece.
2. Model for students how to use the Editing and Revising Rubrics (Assessment Master 5.3a – b).
 - *“Students, this week you have written a personal opinion piece about a passion or a skill that you have. After a writer creates his/her draft in Writing Workshop, the draft will need to be revised and edited for a final product.”*
 - *“**Revising** has to do with the words you wrote. Make sure you have included an introduction, reasons, and a conclusion to your opinion piece. You also used transition words so your piece was easy to understand and it flowed smoothly.”*
 - *“**Editing** means fixing smaller mistakes like capitalization, spelling, and punctuation. Today you will look at the mechanics of your writing – the nuts and bolts that hold your words together and help everything make sense.”*
 - *“You have an editing and revising rubrics to use today (Assessment Master 5.3a – b). These rubrics will be a tool to help you assess your writing and find out how you can make it better.”*
 - *“Before you begin working, I’m going to review with you what to do as you revise and edit your opinion piece with a partner. Would anyone like to volunteer to be my partner and allow me to give you some ideas about your writing?”* (Have one student, an average writer, to come before the class and bring his/her personal opinion piece draft.)
 - *“I’m going to have my volunteer read his/her work aloud to me. Then we will use the rubric to talk about our volunteer’s writing.”*
 - Project the “My Opinion Writing Rubric – Revising”, (Assessment Master 5.3a), with a projection device. Have the student volunteer read his/her work aloud as the other students listen quietly.
 - Model reviewing the rubric while guiding the student through marking the rubric for his/opinion piece. Both partners should pause and check before marking an answer on the rubric.
 - This modeled activity will show students how to do the ratings. When the marking is complete, use the rubric to make a few suggestions for revisions. Model how partners should write their suggestions on sticky notes and place them where the



- corrections are needed (ex. a missing transition word).
 - Give the student volunteer a compliment on one thing he/she has done well according to the rubric.
 - Next, project the “My Opinion Writing Rubric – Nuts and Bolts”, (Assessment Master 5.3b), with a projection device. Have the student volunteer read his/her work aloud as the other students listen quietly.
 - Model reviewing the rubric while guiding the student through marking the rubric for his/her opinion piece.
 - After reviewing the volunteer’s work. thank him/her for sharing the opinion writing piece. Ask the class to clap as an expression of thanking the volunteer for sharing.
 - *“Students, as you can see, this rubric will help you give compliments and make suggestions to your partner when you are revising.”*
 - *“Class, if we were really partners, we would switch now and I would read my work. Then my partner would help me mark my rubric and give me a compliment about something I rated with a ‘happy face’. My partner would make some suggestions and put a sticky note on my opinion piece at the place where revisions are needed. Then we would both finish our revisions, while thinking about the conversation that had just taken place. This is exactly what we will do today.”*
3. Distribute student copies of Assessment Master 5.3a – b for each student to use as edits and revisions of opinion piece are shared with a partner. Dismiss students to begin working with a partner on editing and revising their personal opinion writing pieces.
 4. Be sure to circulate while the partners are working to provide support and reteaching as necessary.

Day 5 – Social Studies

Compassion Bags

Concept Nugget (K–2), Service Project (K–2)

Standards:	B.K.RO.11	Show kindness to people who are different or who make us unhappy
	B.1-4.RO.11	Demonstrate kindness toward and acceptance of people who are different from us or treat us unkindly
	B.K.RO.14	With support, participate in local service opportunities
	B.1-4.RO.14	Participate with local or national organizations that serve those in need
	SS.K-4.PDC.1	Demonstrate how people and communities deal with scarcity of resources

**** Before class begins, arrange to distribute the “Compassion Bags” through a local nonprofit organization, such as a safe house, foster care agency, social service agency, etc. ****



1. Before class begins, gather and organize all of the donated items that families have sent for this service project. Create a procedure for having students fill the “Compassion Bags” with each type of item in a different area of the room. Label each area with a number for student easy assembly of placing one of each item in every backpack. The children will fill backpacks today with these collected items.
2. Present the following Concept Nugget to introduce the lesson:
 - *“This week we read Sam and the Lucky Money during Reader’s Workshop. We discovered why Sam knew he was the lucky one. From our Concept Nugget, we learned Sam had compassion for the old man with no shoes.”*
 - *“We also learned about compassion through this week’s Bible Story, ‘Through the Sea’. We learned that God had compassion on the Israelites when they were trapped between the Red Sea and Pharaoh’s Army.”*
 - *“Would anyone like to share something else they’ve learned about compassion this week?”* (Allow time for students to respond and share what they have learned during the week.)
 - *“Now you will have the opportunity to take the different items you have been bringing from home to fill backpacks. Once we have all the backpacks filled, they will be given to people in need at _____ (the local organization of choice). This is our chance to show compassion to people, just as compassion was shown by God toward the Israelites and Sam to the old man.”*
3. Group students into pairs or small teams. Provide each group with a backpack to fill. Explain that the children will need to select one item from each of the different categories around the room.
4. When the groups have filled all of the backpacks, invite the children to make cards of encouragement to add to the backpacks. Students may choose to draw pictures, write a positive message of hope, or to write this week’s Bible verse in their cards. Place at least one completed card in each backpack.
5. If possible, take a class field trip to deliver the backpacks. Otherwise, drop the backpacks off at the selected location. Permit the children to share about this experience afterwards.

