

Sample English Language Arts Learning Plan

Big Idea/Topic

This lesson sets the tone for the entire unit on Good Deeds/Acts of Kindness towards community action. Using the mentor text Be Kind by Pat Zietow Miller students will be introduced to the idea of Acts of Kindness and how that can positively benefit others.

Standard Alignment

ELAGSE1RL1: Ask and answer questions about key details in a text.

ELAGSE1W8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Instructional Design

Opening/Transition To Work Session

In-Class

- With students brainstorm what it means to be kind. Record ideas on an anchor chart titled “What is Kindness?”
- Have students turn and talk with a partner about what kindness means. Share ideas and add to chart.
- Read the story Be Kind by Pat Zietow Miller

Synchronous:

- Present the Jamboard slide (Kind Anchor Chart) What does it mean to be kind? Allow students to post their ideas about what it means to be kind (words/phrases/pictures) on Jamboard:

<https://jamboard.google.com/d/1BbdHZBE2fjI8zLD2e2zvrPyoxQAzqc6NjPet8fUzTXM/copy>

- Watch the online book, Be Kind by Pat Zietow Miller here:

<https://www.youtube.com/watch?v=t6NUJ2JZz50>

Work Session:

In Class:

- After the story partner students in groups of three. Distribute sentence strips (attached to lesson) and have students discuss and write any other ideas/words associated with kindness that they gained from the story or acts of kindness they remembered from their lives.
- Come back to the carpet and have each group share out. Add new ideas to the anchor chart.

Synchronous:

- Share the Jamboard screen online. Review the terms associated with kindness. Ask students if there is anything they might add after reflecting upon the story.

***Extension:** Before adding ideas, put student in small breakout rooms (2-3 students per room) to discuss any other ideas they would like to add to the anchor chart.

- On class google doc. or in the shared chat box have students type in and complete the sentence stems below using the concepts and words from their anchor chart:

1. You are kind if you _____.
2. The character from the story showed kindness by _____.
3. Kindness is when _____.
4. I have been kind by _____.

***Extension:** If students finish early have them add a second sentence including more details.

Asynchronous:

- You may also have students copy sentence stems and complete on their own. They may complete in google docs or using paper/pencil.
- You may also have students find a picture (online or in their home) that shows kindness and write 2 additional sentences describing their picture/act of kindness (e.g., planting a tree, giving a gift, washing a car, etc.).



Evidence of Student Success

- Evaluate students understanding of story/concept of kindness when adding evidence/details to anchor chart.
- Monitor student's writing online and in-person.
- Listen to their discussions of how they found evidence of kindness throughout the story.

Student Learning Supports

- Allow students to continually look back at the anchor chart for writing support.
- Practice purposeful grouping for students that may need extra language support.

Engaging Families

- Encourage students to ask their families about acts of kindness they or their parents participated. Ask students to share the following day in class.



Being kind means _____.

You are kind when _____.

You can show kindness
by _____.



Sample English Language Arts Learning Plan

Big Idea/Topic

Day 2 allows students to find evidence of problems and solutions (acts of kindness) in the mentor text, Be Kind.

Standard Alignment

ELAGSE1RL1: Ask and answer questions about key details in a text.

ELAGSE1W8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Instructional Design

Opening/Transition To Work Session

In-Class

- Review Kindness Anchor Chart from the previous day. Tell students that acts of kindness often go along with helping someone with a problem.
- Tell students to look for any problems they see in the story and how they are solved by an act of kindness.
- Re-read the story Be Kind by Pat Zietow Miller
- Share ideas about the how the main character in Be Kind helped people solve a problem.

Synchronous:

- Review the vocabulary relating to the Kindness Jam board Anchor Chart from the previous day.
- Tell students to look for any problems they see in the story and how they are solved by an act of kindness. After watching the story, students will need to use the sticky note feature on Jamboard to post a problem/solution they saw in the story. Students will be given a number and their job is to use the sticky note feature to poste their ideas in the numbered box. Show them the Jot Spot Jamboard beforehand and model a response.
- Jot Spot Jamboard: <https://jamboard.google.com/d/1-pTUVm11iqnh5IJXlp44UUebSGKjSrNVBkJEiAl-0hU/copy>
- Watch the online book, Be Kind by Pat Zietow Miller here: <https://www.youtube.com/watch?v=t6NUJ2JZz50>
- Allow students time to fill out their ideas on the Jamboard Jot Spot.

Work Session:

In Class:

- Display Be Kind Visual Literacy Jamboard. This Jamboard will be used for Day 2 and Day 3 lessons.
- With students, walk through the Be Kind Visual Literacy Jamboard. Using the pictures and text from the story the teacher will guide students through examining details from the story to identify problems characters encountered and solutions of kindness.
- Remind students that pictures can reveal evidence of character's feelings.
- While walking through the story, students will fill out the Problem Solution graphic organizer recording the problems and solutions (acts of kindness) presented in the story Be Kind.

Synchronous:

- Review students Problems/Solutions that they posted on the jamboard.
- Tell students that they will be going back into the text to specifically identify problems and solutions (acts of kindness) presented in the story.
- Present the Be Kind Visual Literacy Jamboard: <https://jamboard.google.com/d/1sk-PcXKf2oM-GZkMwjfr1Ytpl4u-3RJ5hyHaEuNzDLE/copy>
- Using the pictures and text from the story the teacher will guide students through examining details from the story to identify problems characters encountered and solutions of kindness.
- The teacher and students can use the Jamboard sticky notes to record their evidence of problems and solutions onto the Be Kind Visual Literacy Jamboard. This process will continue into Day 3.

Asynchronous:

- Students can watch the Be Kind online story and record their evidence of problems and solutions (acts of kindness) on the paper/pencil graphic organizer provided for Day 2. The teacher may also offer students a chance to record their thoughts on a google doc virtual Problem Solution graphic organizer here: <https://docs.google.com/document/d/11kQps1-VI8CtTQu8jZfPwDAjdbdjxaV-f9CofawuyO8/copy>

Closing:

- As a class review some individual slides from the Jamboard. Solicit feedback on how student's identified problems and solutions.



Evidence of Student Success

- Ensure all students participate by checking the Synchronous Jot Spot Jamboard numbers, making sure each student has posted a note according to their number.
- Monitor student's writing online and in-person.
- Listen to their discussions of how they found evidence of kindness throughout the story.

Student Learning Supports

- During the In Class Work Session the teacher may need to model recording problems and solutions on a large anchor chart so students can easily copy or follow along.
- During the Synchronous Work Session, students unable to type onto a sticky note will verbally tell their teacher what they are seeing. The teacher can then record their ideas onto a sticky note for them.

Engaging Families

- Allow students to share their families acts of kindness in class. Connect these acts of kindness to ideas/concepts presented in the story Be Kind.



Problem

Solution (acts of kindness)



Sample English Language Arts Learning Plan

Big Idea/Topic

Day 3 continues to allow students to find evidence of problems and solutions (acts of kindness) in the mentor text, Be Kind.

Standard Alignment

ELAGSE1RL1: Ask and answer questions about key details in a text.

ELAGSE1W8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Instructional Design

Opening/Transition To Work Session

In-Class

- Remind students that they will be continuing to find evidence within the text Be Kind by Pat Zietow Miller of how characters solved problems with solutions of being kind.
- In class display the Be Kind Visual Literacy Jamboard from the previous day.

Synchronous:

- Remind students that they will be continuing to find evidence within the text Be Kind by Pat Zietow Miller of how characters solved problems with solutions of being kind.
- In class display the Be Kind Visual Literacy Jamboard from the previous day.

Work Session:**In Class:**

- With students continue walk through the Be Kind Visual Literacy Jamboard. Using the pictures and text from the story the teacher will continue to guide students through examining details from the story to identify problems characters encountered and solutions of kindness.
- Students will continue to add to their Problem Solution graphic organizer by recording the problems and solutions (acts of kindness) presented in the story Be Kind.

Synchronous:

- Present the Be Kind Visual Literacy Jamboard from the previous day. Using the pictures and text from the story the teacher will continue to guide students through examining details from the story to identify problems characters encountered and solutions of kindness.
- The teacher and students can use the Jamboard sticky notes to continue record their evidence of problems and solutions onto the Be Kind Visual Literacy Jamboard.

Asynchronous:

- Students can continue to watch the Be Kind online story and record their evidence of problems and solutions (acts of kindness) on the paper/pencil graphic organizer provided for Day 2. The teacher may also offer students a chance to record their thoughts on a google doc virtual Problem Solution graphic organizer here: <https://docs.google.com/document/d/11kQps1-Vl8CtTQu8jZfPwDAjdbdixaV-f9CofawuyO8/copy>
- After students are finished completing their graphic organizer, the teacher may then offer feedback on student's evidence from text.
- Extend student's writing by having them complete the sentence stems below (with paper/pencil or google doc.):
“ I see that _____. This means that _____.”
“It says that the character is _____. This means _____”.

Closing:

- Allow students to read some of their sentences they created from the work session either to the whole class or in individual break-out groups.



Evidence of Student Success

- Monitor students' writing online and in-person reviewing graphic organizer work.
- Evaluate students' ability to pull evidence from mentor text.

Student Learning Supports

- During the In Class Work Session the teacher may need to model recording problems and solutions on a large anchor chart so students can easily copy or follow along.
- During the Synchronous Work Session, students unable to type onto a sticky note will verbally tell their teacher what they are seeing. The teacher can then record their ideas onto a sticky note for them.
- Use sentence stems to extend students writing.

Engaging Families

- Continue to allow students to share their families acts of kindness in class. Connect these acts of kindness to ideas/concepts presented in the story Be Kind.



Sample English Language Arts Learning Plan

Big Idea/Topic

Day 4 allows students to connect text to self. They will use their prior work with the story Be Kind to relate to their real life lived experiences conducting acts of kindness. Today's activity will allow students a chance to brainstorm and organize their thoughts before writing.

Standard Alignment

ELAGSE1RL2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.

ELAGSE1W6: With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.

Instructional Design

Opening/Transition To Work Session

In-Class

- Have students take out their Problem and Solution Graphic organizer from the day before.
- Connect that acts of kindness can be individual (person-to-person), they can be done within your family, or community.

Synchronous:

- Have students take out their Problem and Solution Graphic organizer from the day before.
- Connect that acts of kindness can be individual (person-to-person), they can be done within your family, or community (i.e., school, etc.).

Work Session:**In Class:**

- Using their Problem Solution graphic organizer, have them color code acts of kindness that were individual based, family based, or community based within the story. For example, the teacher might say, “using your green crayon, underline all of the acts of kindness that were done by the main character for one other person in the story.”
- Ask students to choose one example they color coded and relate it to an act of kindness they have done in their life. For example, within the story the main character takes food to an old man (community-based kindness). If the student chooses this act of kindness recorded from the story, ask the student, “Have you ever brought someone food? Why? How was that an act of kindness for your community?”
- Provide students the 5 W’s graphic organizer (who, what, where, when, why)
- Have them expand their writing by adding in details about their act of kindness. Have them answer: who, what, when, and why questions in connecting text and concepts of kindness to their prior experience.

Synchronous:

- Present the Be Kind Sorting Jamboard: <https://jamboard.google.com/d/1qbskt6W-VHwLs3E6Xmszz6SuRzhDzKlbMldz4Pq2Kww/copy>
- With students discuss which acts of kindness are done individually (person-to-person), at school, or in the community.
- Sort the picture from the story with students’ help.

Asynchronous:

- Have students choose one image they connect with based upon prior experience. In a google doc provide the following prompts from them to complete:
- Provide students the 5 W’s Graphic Organizer.
- Have them expand their writing by adding in details about their act of kindness. Have them answer who, what, when, and why questions in connecting text and concepts of kindness to their prior experience.



Evidence of Student Success

- Evaluate student's understanding of connecting text to self.
- Use group and individual discussions to mine for details about personal experiences being kind.

Student Learning Supports

- Model thinking aloud/brainstorming before writing.
- During the In Class Work Session the teacher may need to model connecting text to self. Provide a writing sample for students to see.
- During the Synchronous/Asynchronous Work Session, students unable to type could use Flipgrid respond to prompts as pre-writing activity.

Engaging Families

- Allow students to share their writing with their families at home. Encourage them to get feedback to add details in their writing for the next day.



5 W's Graphic Organizer

WHO?

WHAT?

WHERE?

WHEN?

WHY?



Sample English Language Arts Learning Plan

Big Idea/Topic

Day 5 is a continuation of Day 4's writing activity. Students will continue to develop their writing by adding details and connecting to concepts from the book Be Kind.

Standard Alignment

ELAGSE1W8: With guidance and support from adults, recall information from experience or gather information from provided sources to answer a question.

Instructional Design

Opening/Transition To Work Session

In-Class

- Have students take out their 5 W's Graphic Organizer. Review how to connect ideas from the story Be Kind to kindness actions they have practiced in real life.

Synchronous:

- Have students take out their 5 W's Graphic Organizer. Review how to connect ideas from the story Be Kind to kindness actions they have practiced in real life.

Work Session:

In Class:

- Have students fill in the remainder of their 5 W's graphic organizer.
- Allow students to share their graphic organizer with a partner in class. Have them discuss their different acts of kindness.
- Provide students a sheet of writing paper. Give them the prompt:
"Like the story Be Kind, I _____(reference some sort of individual, family, or community kindness act).
"I helped ___(who)____(when/where)___ because ___(why)_____."
"This shows kindness because _____."
- Allow students to expand their writing adding details as needed.
- Have students illustrate their story. Remind them to use details in their illustration to convey problems and solutions like in the story Be Kind.

Synchronous:

- Have students fill in the remainder of their 5 W's Graphic Organizer via google doc.
- Allow students to share their graphic organizer with a partner in a small group break out room. Have them discuss their different acts of kindness.
- On the class google doc provide the prompt:
"Like the story Be Kind, I _____(reference some sort of individual, family, or community kindness act).
"I helped ___(who)____(when/where)___ because ___(why)_____."
"This shows kindness because _____."
- Show students how to use their graphic organizer to fill in the writing prompts.
- Allow students to expand their writing adding details as needed.
- Have students find a picture online that illustrates their story.

Asynchronous:

- Provide students with sentence frames they can copy using paper/pencil or via google doc
- Allow them to use their 5 W's Graphic Organizer to help fill in and complete their sentence frames.
- Tell students to illustrate their story. Remind them to use details in their pictures to support their writing.
- If completed digitally, allow students to find an image online and add it to their google doc story.

Closing:



- Allow students to share their completed sentences in a small group or break-out room.

Evidence of Student Success

- Evaluate student's writing by monitoring completion of sentence frames.

Student Learning Supports

- Model thinking aloud/brainstorming before writing.
- During the Work Sessions the teacher may need to model how to use the 5 W's Graphic Organizer to fill in sentence frames.

Engaging Families

- Allow students to share their writing with their families at home. Encourage them to get feedback to add details in their writing for the next day.



Sample English Language Arts Learning Plan

Big Idea/Topic

Day 6 expands on acts of kindness by adding a new text, Ordinary Mary's Extraordinary Deed by Emily Pearson. Students will add to their understanding of kind acts by expanding their vocabulary to include the term "Good Deed". Also, students will begin to brainstorm about ways they can complete an act of kindness/good deed for an individual, school, or their community.

Standard Alignment

ELAGSE1W8: With guidance and support from adults, recall information from experience or gather information from provided sources to answer a question.

Instructional Design

Opening/Transition To Work Session

In-Class

- Add the word Deed to the Kindness Anchor Chart. Review that the phrase "doing a good deed" can mean the same thing as showing kindness
- Read the book: Ordinary Mary's Extraordinary Deed by Emily Pearson

Synchronous:

- Add the word Deed to the Kindness Anchor Chart. Review that the phrase "doing a good deed" can mean the same thing as showing kindness
- Read the book: Ordinary Mary's Extraordinary Deed by Emily Pearson:
<https://www.youtube.com/watch?v=k965-YGcL4I>

Work Session:**In Class:**

- Distribute the [Good Deed Frayer Model](#) to students.
- With students complete the Good Deed Frayer Model helping guide students using examples from the story and previous lessons.
- Use the Frayer Model to connect to concepts from their Kindness Anchor Chart.
- Remind students that they can complete acts of kindness or good deeds individually, at school or in their community (this will connect to the closing activity).

Synchronous:

- Display Good Deed Frayer Model Jamboard:
[https://jamboard.google.com/d/1wm0jTSqjNVOPGC5Vvp5LFqZHgQPXJEb1JtgRLRd-
yo/copy](https://jamboard.google.com/d/1wm0jTSqjNVOPGC5Vvp5LFqZHgQPXJEb1JtgRLRd-
yo/copy)
- With students complete the Good Deed Frayer Model helping guide students using examples from the story and previous lessons.
- Use the Frayer Model to connect to concepts from their Kindness Anchor Chart.
- Remind students that they can complete acts of kindness or good deeds individually, at school or in their community (this will connect to the closing activity).

Asynchronous:

- Provide students the Good Deed Frayer Model (either on Jamboard or docx).
- Using the online story, the students will complete the Frayer Model.
- Remind students that they can complete acts of kindness or good deeds individually, at school or in their community.
- Provide students with guidance on completing the Good Deed Brainstorm Sheet (see closing activity). They will complete with the help of their family and turn in for review.

Closing:

- Provide students the [Good Deed Brainstorm Sheet](#).
- Tell students that tonight they must go home and brainstorm ideas for a good deed or act of kindness they can complete for an individual, school, or community. Review how usually a good deed or act of kindness starts with identifying a problem and then a solution.
- Remind students to bring back their sheet to class completed for the next day.



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Evidence of Student Success

- Evaluate student’s understanding of the new vocabulary term “Good Deed” when helping them complete Frayer model.
- Review Good Deed Frayer Models when students complete.

Student Learning Supports

- Model thinking aloud and connecting to prior work with Kindness Anchor Chart and Be Kind story.
- Walk students through closing homework activity (Good Deed Brainstorm sheet) to ensure understanding.

Engaging Families

- Students will complete the Good Deeds Brainstorming Sheet with their family.



Sample English Language Arts Learning Plan

Big Idea/Topic

Days 7 & 8 allow students to choose an idea from their previous Good Deed Brainstorming Sheet to create an Action Plan so they may eventually implement their Good Deed/Act of Kindness. Students will work on their Action Plan for over two days.

Standard Alignment

ELAGSE1W7: Participate in shared research and writing projects (e.g., exploring a number of “How-To” books on a given topic and use them to write a sequence of instructions).

Instructional Design

Opening/Transition To Work Session

In-Class

- Ask students to take out their Good Deed Brainstorming Sheet that they completed for homework.
- On an anchor chart (the same Good Deed Brainstorming Sheet made beforehand by the teacher) tell students that they will pick one idea from their Good Deed Brainstorming sheet and create an action plan to carry it out in real life. Remind them that this is a way to show kindness and help someone.
- Encourage them to pick something that they could accomplish either by themselves or with the help of their family.
- More information will be modeled and discussed in the work session.

Synchronous:

- Ask students to take out their Good Deed Brainstorming Sheet that they completed for homework.
- On an anchor chart (the same Good Deed Brainstorming Sheet made beforehand by the teacher) tell students that they will pick one idea from their Good Deed Brainstorming sheet and create an action plan to carry it out in real life. Remind them that this is a way to show kindness and help someone.
- Encourage them to pick something that they could accomplish either by themselves or with the help of their family.
- More information will be modeled and discussed in the work session.

Work Session:

In Class:

- Model choosing one idea from the teacher's Good Deed Brainstorming Anchor Chart (and individual, school, or community act of kindness). For example, you could use an idea from the be kind book such as bringing food to an elderly person who is sick.
- Have students pair up with a partner and share their Good Deed Brainstorms.
- Then have students circle one Good Deed/Act of Kindness they would like to carry out in real life. This will be the basis of their Action plan.
- The teacher will model how to transfer her idea from the Good Deed Brainstorming Chart to the [Action Plan Graphic Organizer](#).
- Using the Action Plan Graphic Organizer, the teacher will model how to think through the process of carrying out their good deed. The teacher will explain how to use transition words on graphic organizer to think through and plan for their Good Deed/Act of Kindness.
- Students will be able to begin work on their action plan. The teacher will assist as needed. The action Plan will take approximately two days to fill out.

Synchronous:

- Model choosing one idea from the teacher's Good Deed Brainstorming Anchor Chart (and individual, school, or community act of kindness). For example, you could use an idea from the be kind book such as bringing food to an elderly person who is sick.
- Have students pair up with a partner and share their Good Deed Brainstorms.
- Then have students highlight one Good Deed/Act of Kindness they would like to carry out in real life. This will be the basis of their Action plan.
- The teacher will model how to transfer her idea from the Good Deed Brainstorming Chart to the Action Plan Graphic Organizer (available as google doc: <https://docs.google.com/document/d/1KjnEg5Tq5os56QD1Tn-CdO-CJ6-88fTPBzZ7piHRjjw/copy>)
- Using the Action Plan Graphic Organizer the teacher will model how to think through the process of carrying out their good deed. The teacher will explain how to use transition words on graphic organizer to think through and plan for their Good Deed/Act of Kindness.
- Students will be able to begin work on their action plan. The teacher will assist as needed. The action Plan will take approximately two days to fill out.



Asynchronous:

- Provide students Action Plan Graphic Organizer (either on google doc or docx).
- Students will work on completing the Action Plan Graphic organizer through day 7 and 8.
- Allow students to work on this with a family member.

Closing:

- The Action Plan Graphic organizer will be completed over two days; however, students may take the organizer home and work on it with a family member over the two-day period.

Evidence of Student Success

- Assess students understanding of choosing a good deed/act of kindness from their graphic organizer that they can complete.
- Review their Action Plan Graphic Organizer for logical planning.

Student Learning Supports

- Model choosing a good deed/act of kindness and applying it to the Action Plan Graphic Organizer.
- Model thinking through sequential steps needed to carry out the Action Plan.
- Students may work collaboratively in pairs to give feedback on each other's Action Plan.

Engaging Families

- Students can work on their Action Plan Graphic Organizer with their family.



Sample English Language Arts Learning Plan

Big Idea/Topic

Day 9 & 10 requires students to put their Action Plan into a “How-To” book format. This allows them to practice their writing skills, but also encourages them to carry out the plan at home. Once students fulfill their Good Deed/Act of Kindness they are encouraged to complete their book, come back to class, and share their stories. Families’ should be contacted about the project. Additional days may be required.

Standard Alignment

ELAGSE1W7: Participate in shared research and writing projects (e.g., exploring several “how-to” books on a given topic and use them to write a sequence of instructions).

Instructional Design

Opening/Transition To Work Session

In-Class

- Tell students will begin work on creating a Good Deed or Act of Kindness Book.
- They will start creating their book using their Action Plan as a guide.

Synchronous:

- Tell students will begin work on creating a Good Deed or Act of Kindness Book.
- They will start creating their book using their Action Plan as a guide.

Work Session:**In Class:**

- Using their Action Plan Graphic Organizer, they will begin creating a “How-to” book regarding their Good Deed or Act of Kindness.
- Students will transfer their ideas from the graphic organizer to their “How-to” book. Make sure students write in complete sentences using a logical sequential progression. Book Template: <https://docs.google.com/presentation/d/1KWUtT9Od3leK4y-uMws49d3BCAbSS40wEANdwqhtOgs/copy>
- This book will take approximately 2 days to complete (except for the last page).
- Once students complete their story, they will be encouraged to take it home and complete their Good Deed or Act of Kindness.
- They will then complete the last page where they reflect on their Good Deed/Act of Kindness.
- They can bring their stories back to class and share.

Synchronous:

- Using their Action Plan Graphic Organizer, they will begin creating a “How-to” book regarding their Good Deed or Act of Kindness.
- Students will transfer their ideas from the graphic organizer to their “How-to” book. Make sure students write in complete sentences using a logical sequential progression. Book Template: <https://docs.google.com/presentation/d/1KWUtT9Od3leK4y-uMws49d3BCAbSS40wEANdwqhtOgs/copy>
- This book will take approximately 2 days to complete (except for the last page).

Asynchronous:

- Students may work on their story at home with a family member.
- Once students complete their story, they will be encouraged to take it home and complete their Good Deed or Act of Kindness.
- They will then complete the last page where they reflect on their Good Deed/Act of Kindness.
- They can bring their stories back to class and share.

Closing:

- After students complete their Good Deed/Act of Kindness and reflect (completing the last page of their book) they can come back to class and share their stories and reflections.



Evidence of Student Success

- Review student writing in How-To book making sure it follows a logical sequential plan.
- Evaluate student's ability to carry out their plan in real life by providing an Act of Kindness or Good deed in an individual, school, or community setting.

Student Learning Supports

- Model choosing a good deed/act of kindness and applying it to the Action Plan Graphic Organizer.
- Model thinking through sequential steps needed to carry out the Action Plan.
- Students may work collaboratively in pairs to give feedback on each other's Action Plan.

Engaging Families

- The teacher will reach out to families informing them of their student's Good Deed/Act of Kindness Action Plan. Families will be encouraged to help their child complete the plan and book.



Grade 1 Digital Resources:

Day 1:

See starters attached.

<https://jamboard.google.com/d/1BbdHZBE2fjI8zLD2e2zvrPyoxQAzqc6NjPet8fUzTXM/copy>

Day 2:

Jot Spot:

<https://jamboard.google.com/d/1-pTUVm11iqnh5IJXIp44UUebSGKjSrNVBkJEiAI-0hU/copy>

Visual Literacy Be Kind Jamboard (also used in Day 3):

<https://jamboard.google.com/d/1sk-PcXKf2oM-GZkMwifr1Ytpl4u-3RJ5hyHaEuNzDLE/copy>

Google Doc Problem Solution Graphic Organizer (also used in Day 3):

<https://docs.google.com/document/d/11kQps1-VI8CtTQu8jZfPwDAjdbdixaV-f9CofawuyO8/copy>

Day 4:

Be Kind Sorting Jamboard: <https://jamboard.google.com/d/1qbskt6W-VHwLs3E6Xmszz6SuRzhDzKlbMldz4Pq2Kww/copy>

5 W's Graphic Organizer (google doc):

https://docs.google.com/document/d/1482cW8h5XmrfRy0ZFijTo7ZDXfWZjRFkVanwSI6Ca_Q/copy

Day 6:

Online Book: Ordinary Mary's Extraordinary Deed By Emily Pearson

<https://www.youtube.com/watch?v=k965-YGcL4I>

Good Deed Frayer Model:

<https://jamboard.google.com/d/1wm0jTSqjNVOPGC5Vvp5LFqZHgQPXJEB1JtgRLRd-yo/copy>

Good Deed Brainstorm sheet docx.

Days 7 & 8:

Good Deed Action Plan: <https://docs.google.com/document/d/1KjnEg5Tq5os56QD1Tn-CdO-CJ6-88fTPBzZ7piHRjjw/copy>

Days 9 & 10:

“How-To” Book Template:

<https://docs.google.com/presentation/d/1KWUtT9Od3IeK4y-uMws49d3BCAbSS40wEANdwqhtOgs/copy>

