

K–2 MULTI-GRADE BRIDGE
Lesson at a Glance (LAG)
Theme Two Daily Lesson Guide (DLG) – *Who’s My Neighbor?*
Grade K Theme Book Four: *Career Day/My World and Others*
Character Building Concept: Appreciating Diversity

Important Reminders:

- Send home Parent Invitation Letter – Activity Master 2.4.0.
- Look ahead at Day 5 combined Reading & Writing Workshop and schedule student practice throughout the week for Unit Culmination Performance in front of parents.
- Confirm firefighter and police officer visits for Social Studies Day 3 and 4 (*Optional*) or obtain pre-selected books.
- Select which Social Studies activities from the DLG will be used as a center for students to play the games throughout the week.

Days 1 – 5 Signing In/Morning Activity

Kindergarten	1 st Grade	2 nd Grade
<p>SIGNING IN, pp. 425 – 427 (DLG) <i>This is primarily a Kindergarten activity. Use one or more of the activities daily that best fits students’ needs.</i></p>	<p><i>This activity is not designed for 1st grade. However, if teachers wish to include 1st graders in this daily activity process, extension activity suggestions appropriate for 1st grade differentiation are provided in the DDLP. First graders need formal instruction in Handwriting.</i></p>	<p><i>This activity is not designed for 2nd grade. However, if teachers wish to include 2nd graders in this daily activity process, extension activity suggestions appropriate for 2nd grade differentiation are provided in the DDLP. Second graders need formal instruction in Handwriting.</i></p>

Day 1 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
<p>Daily Message 1, pp. 427 – 428 (DLG) <i>Modeling Writing</i> Materials: Chart tablet paper, markers</p>	<p><i>This activity is not designed for 1st grade. However, extension activity suggestions appropriate for 1st grade differentiation are provided in the DDLP.</i></p>	<p><i>This activity is not designed for 2nd grade. However, extension activity suggestions appropriate for 2nd grade differentiation are provided in the DDLP.</i></p>



Day 1 – Bible

Kindergarten	1 st Grade	2 nd Grade
<p>INTRODUCING BIBLE STORY, pp. 399 – 400 (DLG) *** Complete all activities. ***</p> <p>Activity 1: What We Need, p. 399 (DLG) (DDL P) <i>Extension Activity: Discussion (K–2)</i> Materials: Chart tablet paper or butcher paper, various magazines</p> <p>Activity 2: Bible Verse, p. 400 (DLG)</p> <p>Activity 3: Theme Song, p. 400 (DLG) Materials: Kindergarten Stepping Stones Music CD, Theme Songbook (See Book 1)</p>	<p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p>

Day 1 – Language Arts

Kindergarten	1 st Grade	2 nd Grade
<p>Daily Oral Language (DOL) <i>This is primarily a 1st/2nd grade activity. Kindergarten students can listen or engage in a separate center activity during this time.</i></p>	<p>First graders are introduced to Daily Oral Language (DOL) in Theme 4 (Spiritual Journey/Giving Gifts). They can engage in a separate center during this time. However, some advanced 1st grade students may be ready for this activity and can be included in the lesson for 2nd grade at the teacher's discretion.</p>	<p>Grammar & Writing Mechanics (DDL P) <i>Scaffolding, Editing</i> Materials: DOL Master (Appendix D), Theme 2 – Book 4; enlarged printout of Common Editing Marks (Appendix D) Theme 1 – Book 1</p>
<p>STAIRWAY TO READING <i>Follow Stairway to Reading Phonics/Reading program or other conference approved Phonics/Reading curriculum. Phonemic awareness and sound-letter activities in the DLG should also be utilized in the phonics program for Kindergarten students.</i></p>	<p>Follow 1st grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 1st grade are optional in addition to the separate curriculum adoption.</p>	<p>Follow 2nd grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 2nd grade are optional in addition to the separate curriculum adoption.</p>
<p>PHONEMIC AWARENESS, pp. 412 – 413 (DLG) Level 1 – Rhyming Song, p. 412 (DLG)</p>	<p>Follow 1st grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in the sections for 1st grade are optional in addition to the separate curriculum adoption.</p>	<p>Follow 2nd grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in the sections for 2nd grade are optional in addition to the separate curriculum adoption.</p>

<p>SOUND-LETTER ACTIVITIES, pp. 414 – 420 (DLG) *** Choose one activity. ***</p> <p>Activity 1: Jj—Judge’s Job, p. 414 (DLG) Materials: Blackline 4.3, black crayons, markers, pencils</p> <p>Activity 2: Jj—Jackets, p. 415 (DLG) Materials: Blacklines 4.4a – b, scissors, glue</p>	<p><i>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 1st grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</i></p>	<p><i>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 2nd grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</i></p>
<p>READING WORKSHOP, pp. 421 – 425 (DLG) *** Complete Activity 1. Activity 2 is optional. ***</p> <p>Activity 1: Before Reading (DDL P) <i>Concept Nugget, Vocabulary Introduction</i> Materials: Vocabulary Master 2.4, Blackline O</p> <p>Activity 2: Before Reading, p. 421 Materials: Career costumes and/or props</p>	<p>No Differentiation – Same as Kindergarten</p> <p>Activity not Designed for 1st Grade</p>	<p>No Differentiation – Same as Kindergarten</p> <p>Activity not Designed for 2nd Grade</p>
<p>GUIDED READING (Small Group Instruction)</p> <p><i>Use a conference approved leveled reading series and running records’ assessments to place students in proper homogenous instructional ability reading levels for small group instruction. Possible Options: Reading A-Z, Seedlings, Wright Group, etc. Small group instruction for most Kindergarten students will focus on phonemic awareness and sound-letter recognition during the first semester of the year, while 1st/2nd graders focus on formal reading instruction. Kindergarten students who are ready to read can be included in 1st/2nd grade formal reading groups.</i></p>		
<p>WRITING WORKSHOP, pp. 427 – 431 (DLG) Writing with Children– Predictable Chart, Day 1, p. 430 (DDL P) Materials: Chart paper, markers</p>	<p>WRITING WORKSHOP, pp. 427 – 431 (DLG) Writing with Children (DDL P) Materials: Activity Master 2.4.1a, document camera or overhead projector</p>	<p>WRITING WORKSHOP, pp. 427 – 431 (DLG) Writing with Children (DDL P) Materials: Activity Master 2.4.1b, document camera or overhead projector</p>

Day 1 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
<p>*** Complete Activity 1. Activity 2 is optional or may be turned into a center for students to do throughout the week. ***</p> <p>Activity 1: Economics (DDL P) <i>Goods and Services</i> Materials: Brain Pop Jr. Video or <i>What Do We Buy? A Look at Goods and Services</i> by Robin Nelson, T-Chart created on chart tablet paper, markers</p> <p>Activity 2: Helping Hands Sort, pp. 467 – 469 (DLG) Materials: Blacklines 4.20a – h, scissors</p>	<p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p>

Day 1 – Science

Kindergarten	1 st Grade	2 nd Grade
<p>*** Choose one activity. ***</p> <p>Activity 1: Recycling, pp. 460 – 461 (DLG) Materials: Recyclable items</p> <p>Activity 2: Precycling, p. 461 (DLG) Materials: Individual and large food packages</p>	<p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p>

Day 2 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
<p>Daily Message 2, p. 428 (DLG) Modeling Writing Materials: Chart tablet paper, markers</p>	<p><i>This activity is not designed for 1st grade. However, extension activity suggestions appropriate for 1st grade differentiation are provided in the DDL.</i></p>	<p><i>This activity is not designed for 2nd grade. However, extension activity suggestions appropriate for 2nd grade differentiation are provided in the DDL.</i></p>

Day 2 – Bible

Kindergarten	1 st Grade	2 nd Grade
<p>PRESENTING THE BIBLE STORY, pp. 400 – 403 (DLG) *** Complete both activities. ***</p> <p>Activity 1: Reading “Good News from Lepers”, pp. 400 – 401 (DLG) Materials: Lapbook – <i>God Gives Me Everything I Need</i></p> <p>Activity 2: Musical Needs, pp. 401 – 403 (DLG) Bible verse practice Materials: Blacklines 4.2a – h copied on construction paper (one page per child)</p>	<p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p>

Day 2 – Language Arts

Kindergarten	1 st Grade	2 nd Grade
<p>Daily Oral Language (DOL) <i>This is primarily a 1st/2nd grade activity. Kindergarten students can listen or engage in a separate center activity during this time.</i></p>	<p><i>First graders are introduced to Daily Oral Language (DOL) in Theme 4 (Spiritual Journey/Giving Gifts). They can engage in a separate center during this time. However, some advanced 1st grade students may be ready for this activity and can be included in the lesson for 2nd grade at the teacher's discretion.</i></p>	<p>Grammar & Writing Mechanics (DDL) <i>Scaffolding, Editing</i> Materials: DOL Master (Appendix D), Theme 2 – Book 4; enlarged printout of Common Editing Marks (Appendix D) Theme 1 – Book 1</p>
<p>STAIRWAY TO READING <i>Follow Stairway to Reading Phonics/Reading program or other conference approved Phonics/Reading curriculum. Phonemic awareness and sound-letter activities in the DLG should also be utilized in the phonics program for Kindergarten students.</i></p>	<p><i>Follow 1st grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 1st grade are optional in addition to the separate curriculum adoption.</i></p>	<p><i>Follow 2nd grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 2nd grade are optional in addition to the separate curriculum adoption.</i></p>
<p>PHONEMIC AWARENESS, pp. 412 – 413 (DLG) Level 2 – Unlocking the Code, p. 413 (DLG) Materials: Keys, box or container</p>	<p><i>Follow 1st grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in the sections for 1st grade are optional in addition to the separate curriculum adoption.</i></p>	<p><i>Follow 2nd grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in the sections for 2nd grade are optional in addition to the separate curriculum adoption.</i></p>
<p>SOUND-LETTER ACTIVITIES, pp. 414 – 420 (DLG) <i>*** Choose one activity. ***</i></p> <p>Activity 1: Jj—Jacket Jobs, p. 416 (DLG) Materials: Blacklines 4.5a – b, stapler, crayons</p> <p>Activity 2: Jj—Jacket Poem, pp. 416 – 418 (DLG) Materials: Blacklines 4.6a – e, sentence strips, stapler, crayons</p>	<p><i>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 1st grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</i></p>	<p><i>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 2nd grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</i></p>
<p>READING WORKSHOP, pp. 421 – 425 (DLG) During Reading- First Time, p. 422 (DDL) <i>Concept Nugget, Main Idea and Details</i> Materials: Chart tablet paper, markers, story paper</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>
<p>GUIDED READING (Small Group Instruction)</p> <p><i>Use a conference approved leveled reading series and running records' assessments to place students in proper homogenous instructional ability reading levels for small group instruction. Possible Options: Reading A-Z, Seedlings, Wright Group, etc. Small group instruction for most Kindergarten students will focus on phonemic awareness and sound-letter recognition during the first semester of the year, while 1st/2nd graders focus on formal reading instruction. Kindergarten students who are ready to read can be included in 1st/2nd grade formal reading groups.</i></p>		



<p>WRITING WORKSHOP, pp. 427 – 431 (DLG) Writing by Children (DDL P) <i>Writing Narratives</i> Materials: Activity Master 2.4.2a, crayons</p>	<p>WRITING WORKSHOP, pp. 427 – 431 (DLG) Writing with Children (DDL P) <i>Writing Narratives</i> Materials: Completed Activity Master 2.4.1a, writing paper, document camera or overhead projector</p>	<p>WRITING WORKSHOP, pp. 427 – 431 (DLG) Writing with Children (DDL P) <i>Writing Narratives</i> Materials: Completed Activity Master 2.4.1b, writing paper, document camera or overhead projector</p>
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Day 2 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
<p>*** Complete Activity 1. Activity 2 is optional. ***</p> <p>Activity 1: Economics (DDL P) <i>Goods and Services</i> Materials: Activity Master 2.4.3a</p> <p>Activity 2: Who Uses These, pp. 470 – 471 (DLG) Materials: Blacklines 4.21a – e, scissors</p>	<p>Activity 1: Economics (DDL P) <i>Goods and Services</i> Materials: Activity Masters 2.4.3b – c</p> <p><i>No Differentiation – Same as Kindergarten</i></p>	<p>Activity 1: Economics (DDL P) <i>Goods and Services</i> Materials: Activity Master 2.4.3d</p> <p><i>No Differentiation – Same as Kindergarten</i></p>

Day 2 – Science

Kindergarten	1 st Grade	2 nd Grade
<p>*** Choose one activity. ***</p> <p>Activity 1: Showing Emotions, p. 461 (DLG)</p> <p>Activity 2: Dinosaur Teeth, p. 462 (DLG) Materials: Blackline 4.16, construction paper cut into one inch triangles and squares</p>	<p><i>No Differentiation – Same as Kindergarten</i></p> <p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p> <p><i>No Differentiation – Same as Kindergarten</i></p>

Day 3 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
<p>Daily Message 3, pp. 428 – 429 (DLG) <i>Modeling Writing</i> Materials: Chart tablet paper, markers</p>	<p><i>This activity is not designed for 1st grade. However, extension activity suggestions appropriate for 1st grade differentiation are provided in the DDL P.</i></p>	<p><i>This activity is not designed for 2nd grade. However, extension activity suggestions appropriate for 2nd grade differentiation are provided in the DDL P.</i></p>

Day 3 – Bible

Kindergarten	1 st Grade	2 nd Grade
<p>REVIEWING THE BIBLE STORY, pp. 403 – 404 (DLG) *** Complete Activities 1 & 3. Activity 2 is optional. ***</p> <p>Activity 1: “Good News from Lepers” Questions, p. 403 (DLG) (DDLDP) Concept Nugget, Comprehension Questions Materials: Lapbook – God Gives Me Everything I Need</p> <p>Activity 2: “Four Lepers”, p. 404 (DLG)</p> <p>Activity 3: Bible Verse Practice, p. 404 (DLG) Materials: Plastic food items</p>	<p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p>

Day 3 – Language Arts

Kindergarten	1 st Grade	2 nd Grade
<p>Daily Oral Language (DOL) This is primarily a 1st/2nd grade activity. Kindergarten students can listen or engage in a separate center activity during this time.</p>	<p>First graders are introduced to Daily Oral Language (DOL) in Theme 4 (Spiritual Journey/Giving Gifts). They can engage in a separate center during this time. However, some advanced 1st grade students may be ready for this activity and can be included in the lesson for 2nd grade at the teacher’s discretion.</p>	<p>Grammar & Writing Mechanics (DDLDP) Scaffolding, Editing Materials: DOL Master (Appendix D), Theme 2 – Book 4; enlarged printout of Common Editing Marks (Appendix D) Theme 1 – Book 1</p>
<p>STAIRWAY TO READING Follow Stairway to Reading Phonics/Reading program or other conference approved Phonics/Reading curriculum. Phonemic awareness and sound-letter activities in the DLG should also be utilized in the phonics program for Kindergarten students.</p>	<p>Follow 1st grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 1st grade are optional in addition to the separate curriculum adoption.</p>	<p>Follow 2nd grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 2nd grade are optional in addition to the separate curriculum adoption.</p>
<p>PHONEMIC AWARENESS, pp. 412 – 413 (DLG) Level 3 – Sounds in Silly Sentences, p. 413 (DLG)</p>	<p>Follow 1st grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 1st grade are optional in addition to the separate curriculum adoption.</p>	<p>Follow 2nd grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 2nd grade are optional in addition to the separate curriculum adoption.</p>

<p>SOUND-LETTER ACTIVITIES, pp. 414 – 420 (DLG) <i>*** Choose one activity. ***</i></p> <p>Activity 1: Jj—Jay Walk, p. 419 (DLG) Materials: Stop sign or laminated red circle, poster or paper to make a letter j, sidewalk chalk</p> <p>Activity 2: Jj—Sponging, p. 419 (DLG) Materials: Construction paper, J shaped sponges, tempera paint or finger paint</p>	<p><i>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 1st grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</i></p>	<p><i>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 2nd grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</i></p>
<p>READING WORKSHOP, pp. 421 – 425 (DLG) Read Aloud (DDL P) <i>Tree Diagram</i> Materials: Chart tablet paper, markers, nonfiction book about firefighters or plan a firefighter visit with the class</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>
<p>GUIDED READING (Small Group Instruction)</p> <p><i>Use a conference approved leveled reading series and running records' assessments to place students in proper homogenous instructional ability reading levels for small group instruction. Possible Options: Reading A-Z, Seedlings, Wright Group, etc. Small group instruction for most Kindergarten students will focus on phonemic awareness and sound-letter recognition during the first semester of the year, while 1st/2nd graders focus on formal reading instruction. Kindergarten students who are ready to read can be included in 1st/2nd grade formal reading groups.</i></p>		
<p>WRITING WORKSHOP, pp. 427 – 431 (DLG) Writing by Children <i>Adding Details</i> Materials: Completed Activity Master 2.4.2a from Day 2</p>	<p>WRITING WORKSHOP, pp. 427 – 431 (DLG) Writing by Children <i>Adding Details</i> Materials: Completed writing artifact from Day 2, Document camera or overhead projector</p>	<p>WRITING WORKSHOP, pp. 427 – 431 (DLG) Writing by Children <i>Editing</i> Materials: Completed writing artifact from Day 2, Document camera or overhead projector</p>

Day 3 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
<p><i>*** Complete Activity 1. Activity 2 is optional or can be set up as a center for students to use throughout the week. ***</i></p> <p>Activity 1: Economics (DDL P) <i>Goods and Services</i> Materials: Activity Masters 2.4.4a, 2.4.5a</p> <p>Activity 2: Acting Out Jobs, p. 472 (DLG) Materials: Blacklines 4.20a – h, scissors</p>	<p>Activity 1: Economics (DDL P) <i>Goods and Services</i> Materials: Activity Masters 2.4.4a, 2.4.5a</p> <p><i>No Differentiation – Same as Kindergarten</i></p>	<p>Activity 1: Economics (DDL P) <i>Goods and Services</i> Materials: Activity Masters 2.4.4b, 2.4.5b</p> <p><i>No Differentiation – Same as Kindergarten</i></p>



Day 3 – Science

Kindergarten	1 st Grade	2 nd Grade
<p>*** Choose one activity. ***</p> <p>Activity 1: Pet Care, pp. 340 – 341 (DLG) Materials: Butcher paper, markers, magazines, pet catalogs, scissors, glue</p> <p>Activity 2: Sanded Wood, p. 463 (DLG) Materials: Squares of scrap pine wood, permanent marker, coarse and extra-fine sandpaper, goggles, gloves</p>	<p>No differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p>	<p>No differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p>

Day 4 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
<p>*** Optional teacher generated message or no message. ***</p> <p><i>Modeling Writing, Editing</i> Materials: Chart tablet paper, markers</p>	<p>This activity is not designed for 1st grade. However, extension activity suggestions appropriate for 1st grade differentiation are provided in the DDL.</p>	<p>This activity is not designed for 2nd grade. However, extension activity suggestions appropriate for 2nd grade differentiation are provided in the DDL.</p>

Day 4 – Bible

Kindergarten	1 st Grade	2 nd Grade
<p>PRACTICING THE BIBLE STORY, pp. 404 – 405 (DLG) *** Complete Activity 2. Activity 1 is optional. ***</p> <p>Activity 1: All We Need, pp. 404 – 405 (DLG) Materials: Box or bag with plastic food items, picture of rain, picture of sun or yellow ball, resealable plastic bag with dirt inside, stalk of wheat or picture of wheat, piece of wood, plastic bag with sand, miniature house, small article of clothing, piece of wool or toy sheep, piece of cotton or cotton ball, little people from dollhouse, small water bottle</p>	<p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p>



<p>Activity 2: Who Helps Us, p. 405 (DLG) (DDLDP) Concept Nugget Materials: Chart paper</p>	<p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p>
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Day 4 – Language Arts

Kindergarten	1 st Grade	2 nd Grade
<p>Daily Oral Language (DOL) <i>This is primarily a 1st/2nd grade activity. Kindergarten students can listen or engage in a separate center activity during this time.</i></p>	<p><i>First graders are introduced to Daily Oral Language (DOL) in Theme 4 (Spiritual Journey/Giving Gifts). They can engage in a separate center during this time. However, some advanced 1st grade students may be ready for this activity and can be included in the lesson for 2nd grade at the teacher's discretion.</i></p>	<p>Grammar & Writing Mechanics (DDLDP) <i>Scaffolding, Editing</i> Materials: DOL Master (Appendix D), Theme 2 – Book 4; enlarged printout of Common Editing Marks (Appendix D) Theme 1 – Book 1</p>
<p>STAIRWAY TO READING <i>Follow Stairway to Reading Phonics/Reading program or other conference approved Phonics/Reading curriculum. Phonemic awareness and sound-letter activities in the DLG should also be utilized in the phonics program for Kindergarten students.</i></p>	<p><i>Follow 1st grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 1st grade are optional in addition to the separate curriculum adoption.</i></p>	<p><i>Follow 2nd grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 2nd grade are optional in addition to the separate curriculum adoption.</i></p>
<p>PHONEMIC AWARENESS, pp. 412 – 413 (DLG) Level 4 – To Market, To Market, p. 413 (DLG)</p>	<p><i>Follow 1st grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 1st grade are optional in addition to the separate curriculum adoption.</i></p>	<p><i>Follow 2nd grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 2nd grade are optional in addition to the separate curriculum adoption.</i></p>
<p>SOUND-LETTER ACTIVITIES, pp. 414 – 420 (DLG) *** Choose one activity. ***</p> <p>Activity 1: Jj—J Actions, p. 420 (DLG) Materials: Chart tablet paper</p> <p>Activity 2: Jj—Paleontologist J Search, p. 419 (DLG) Materials: Damp sand, brushes, plastic Js and other letters</p>	<p><i>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 1st grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</i></p>	<p><i>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 2nd grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</i></p>
<p>READING WORKSHOP, pp. 421 – 425 (DLG) Read Aloud (DDLDP) <i>Tree Diagram</i> Materials: Chart tablet paper, markers, nonfiction book about police officers or plan a police officer visit with the class</p>	<p>No Differentiation – Same as Kindergarten</p>	<p>READING WORKSHOP, pp. 421 – 425 (DLG) Read Aloud (DDLDP) <i>Tree Diagram</i> Materials: Activity Master 2.4.6, nonfiction book about police officers or have a police officer visit the class</p>

GUIDED READING (Small Group Instruction)

Use a conference approved leveled reading series and running records' assessments to place students in proper homogenous instructional ability reading levels for small group instruction. Possible Options: Reading A-Z, Seedlings, Wright Group, etc. Small group instruction for most Kindergarten students will focus on phonemic awareness and sound-letter recognition during the first semester of the year, while 1st/2nd graders focus on formal reading instruction. Kindergarten students who are ready to read can be included in 1st/2nd grade formal reading groups.

WRITING WORKSHOP, pp. 427 – 431 (DLG)

Writing by Children

Sequencing Words

Materials: Predictable chart from Day 2, completed Activity Master 2.4.2a from Day 2, Activity Master 2.4.2b, scissors, glue

WRITING WORKSHOP, pp. 427 – 431 (DLG)

Writing by Children

Sequencing Words

Materials: Completed draft from Day 3, Document camera or overhead projector

No Differentiation – Same as 1st Grade

Day 4 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
<p>*** Complete Activity 1. Activity 2 is optional or can be set up as a center for students to use throughout the week. ***</p> <p>Activity 1: Economics (DDLDP) Needs and Wants Materials: Activity Master 2.4.7a</p> <p>Activity 2: Church Jobs, p. 472 (DLG) Materials: Blacklines 4.21a – e, scissors</p>	<p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p>	<p>Activity 1: Economics (DDLDP) Goods and Services Materials: Activity Master 2.4.7b</p> <p>No Differentiation – Same as Kindergarten</p>

Day 4 – Science

Kindergarten	1 st Grade	2 nd Grade
<p>*** Choose one activity. ***</p> <p>Activity 1: Pumpkin Lifecycle, p. 463 – 464 (DLG) Materials: Blacklines 4.17a – c, book about pumpkins, orange construction paper, scissors, glue</p> <p>Activity 2: Pumpkin Three-Part Cards, pp. 464 – 465 (DLG) Materials: Blacklines 4.18a – d, cardstock</p>	<p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p>

Day 5 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
<p>*** Optional teacher generated message or no message ***</p> <p><i>Modeling Writing, Editing</i></p> <p>Materials: Chart tablet paper, markers</p>	<p><i>This activity is not designed for 1st grade. However, extension activity suggestions appropriate for 1st grade differentiation are provided in the DDL.</i></p>	<p><i>This activity is not designed for 2nd grade. However, extension activity suggestions appropriate for 2nd grade differentiation are provided in the DDL.</i></p>

Day 5 – Bible

Kindergarten	1 st Grade	2 nd Grade
<p>APPLYING THE BIBLE STORY, pp. 406 – 407 (DLG)</p> <p>*** Complete Activity 2 and one additional activity. ***</p> <p>Activity 1: Independent Reading, p. 406 (DLG)</p> <p>Materials: Lapbook – <i>God Gives Me Everything I Need</i>, Kindergarten Bible Story Readers</p> <p>Activity 2: “Thank You” Cards, p. 406 (DLG)</p> <p>Materials: List of community helpers from Day 4 Bible, colored construction paper, crayons, markers</p> <p>Activity 3: Let’s Give Praise!, pp. 406 – 407 (DLG)</p> <p>Materials: Rhythm instruments</p>	<p><i>No Differentiation – Same as Kindergarten</i></p> <p><i>No Differentiation – Same as Kindergarten</i></p> <p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p> <p><i>No Differentiation – Same as Kindergarten</i></p> <p><i>No Differentiation – Same as Kindergarten</i></p>

Day 5 – Language Arts

Kindergarten	1 st Grade	2 nd Grade
<p>Daily Oral Language (DOL)</p> <p><i>This is primarily a 1st/2nd grade activity. Kindergarten students can listen or engage in a separate center activity during this time.</i></p>	<p><i>First graders are introduced to Daily Oral Language (DOL) in Theme 4 (Spiritual Journey/Giving Gifts). They can engage in a separate center during this time. However, some advanced 1st grade students may be ready for this activity and can be included in the lesson for 2nd grade at the teacher’s discretion.</i></p>	<p>Grammar & Writing Mechanics (DDL)</p> <p><i>Scaffolding, Editing</i></p> <p>Materials: DOL Master (Appendix D), Theme 2 – Book 4; enlarged printout of Common Editing Marks (Appendix D) Theme 1 – Book 1</p>

<p>STAIRWAY TO READING Follow Stairway to Reading Phonics/Reading program or other conference approved Phonics/Reading curriculum. Phonemic awareness and sound-letter activities in the DLG should also be utilized in the phonics program for Kindergarten students.</p>	<p>Follow 1st grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 1st grade are optional in addition to the separate curriculum adoption.</p>	<p>Follow 2nd grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 2nd grade are optional in addition to the separate curriculum adoption.</p>
<p>PHONEMIC AWARENESS, pp. 412 – 413 (DLG) *** Review concepts/activities from Days 1-4. ***</p>	<p>Follow 1st grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 1st grade are optional in addition to the separate curriculum adoption.</p>	<p>Follow 2nd grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 2nd grade are optional in addition to the separate curriculum adoption.</p>
<p>SOUND-LETTER ACTIVITIES, pp. 414 – 420 (DLG) *** Choose one activity. ***</p> <p>Activity 1: Jj—J Tongue Twisters, p. 420 (DLG) Materials: List of J actions from Day 4</p> <p>Activity 2: Jj—Juice Lid J’s, p. 420 (DLG) Materials: Juice lids or empty juice boxes, paper, pencils</p>	<p>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 1st grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</p>	<p>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 2nd grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</p>
<p>UNIT CULMINATION ACTIVITY (DDL P) Combined Reading and Writing Workshop Performance</p> <p>READING WORKSHOP, pp. 421 – 425 (DLG) Diversity Day Materials: Students’ work, cultural decorations, costumes, music, food from various cultures represented in class.</p> <p>WRITING WORKSHOP, pp. 427 – 431 (DLG) Writing with Children – Author’s Chair (DDL P) Sharing and Presenting Materials: Completed Activity Master 2.4.2a</p>	<p>UNIT CULMINATION ACTIVITY (DDL P) Combined Reading and Writing Workshop Performance</p> <p>No Differentiation – Same as Kindergarten</p> <p>WRITING WORKSHOP, pp. 427 – 431 (DLG) Writing with Children – Author’s Chair (DDL P) Sharing and Presenting Materials: Completed narrative writing piece</p>	<p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as 1st Grade</p>
<p>GUIDED READING (Small Group Instruction)</p> <p>Use a conference approved leveled reading series and running records’ assessments to place students in proper homogenous instructional ability reading levels for small group instruction. Possible Options: Reading A-Z, Seedlings, Wright Group, etc. Small group instruction for most Kindergarten students will focus on phonemic awareness and sound-letter recognition during the first semester of the year, while 1st/2nd graders focus on formal reading instruction. Kindergarten students who are ready to read can be included in 1st/2nd grade formal reading groups.</p>		

