

# K–2 MULTI-GRADE **BRIDGE** GUIDE

## TEACHER NOTES

### **BRIDGE** RATIONALE

Recognizing the unique challenges of the K–2 multi-grade teacher, the K–2 Multi-grade **BRIDGE** (**B**uilding **R**esources for **I**nstructional **D**elivery of **G**REAT **E**ducation) is designed to simplify the integration of the Kindergarten *Stepping Stones* curriculum with the existing *Pathways* program for grades 1 & 2. The **BRIDGE** materials integrate the subject areas in both programs to provide the teacher with one lesson plan with extended activities and lessons, which cover the necessary target skills for each grade.

### QUICK ABBREVIATION GUIDE

**DDL**P Detailed Daily Lesson Plan

**DL**G Stepping Stones Daily Lesson Guide

**DOL** Daily Oral Language

**LAG** Lesson at a Glance

**PREP** Pathways Resources for Easy Planning

**PTM** Pathways Teacher Manual

**SSTM** Stepping Stones Teacher Manual

**TN** Teacher Notes

## PREPARING TO TEACH BRIDGE UNITS

There are several components that should be utilized in preparing to teach the BRIDGE. These components are prioritized as follows:

- **LAG:** The teacher should refer to the **LAG** document for an overview of suggested daily activities. It provides a brief listing of the week's lessons for each subject/grade and can serve as the lesson plan for the week. All *Stepping Stones* activities are listed in the **LAG** document. Activities needing differentiation are *italicized* below activity titles in the **LAG** document. All activities should be planned into the classroom schedule. Some **LAG** documents have a list of important reminders near the heading. It is critical that these are reviewed before teaching the lessons for that week.
- **DDL**P: Once activities are reviewed, the teacher should *then refer* to the **DDL**P (**easily identified in bold purple print**) for an expanded look at activities. It provides a sequential, detailed, scripted outline of each lesson that requires differentiation for 1<sup>st</sup> and/or 2<sup>nd</sup> grade skills. Most activities will also refer to the **DLG** for extended information.
- **Activity Masters:** These are extended activities that have been developed for some of the differentiated lessons for each grade. It is suggested that all Activity Masters found in Appendix A for each corresponding unit are printed and available at the beginning of each unit theme. These are separate from Blackline resources located on the *Stepping Stones* CD.
- **Vocabulary Masters:** These extended vocabulary words for 1<sup>st</sup>/2<sup>nd</sup> graders are located in Appendix B. Most of these vocabulary words will be unfamiliar to the children and are probably not within their spoken vocabulary. Vocabulary cards should be printed, laminated, and cut apart for student use and referenced throughout the unit theme.
- **Assessment Masters:** There are several units that contain assessment rubrics to track student progress. These assessments should be printed prior to teaching. Students should be assessed quarterly to ensure target skills and standards are being reached. Assessment Masters are listed in Appendix C.
- **DOL:** DOL strategies should be used to teach grammar and writing conventions. (See page 86 in the 1<sup>st</sup>/2<sup>nd</sup> grade *PTM* for a detailed description on how to use DOLs in the classroom.) The sentences for DOL that correlate with each *Stepping Stones* theme and core book are found in Appendix D of each unit theme. A list of common editing marks can be located in the *Charlie Horse Pathways DLG*, Blackline 30. This Blackline should be enlarged, printed, laminated, and placed at a focal point in the classroom for student reference. It is also suggested that small copies be given to each student for personal use. DOLs for first grade begin in Theme 4, Spiritual Journey/Giving Gifts. DOLs for second grade begin in Theme 1, Heroes/Let's Be Friends. Proofreader's marks are included for teacher modeling and for enhancing instruction. Proofreader's marks begin in Theme 1, Book 1.
- **Extension Materials List:** Each BRIDGE theme has a corresponding extension materials list located in Appendix E. The materials listed are required in order to teach the lessons within each unit. All materials on this list should be on hand.

## Activities

- Activities are written in **bold green print** and can be located in the **LAG** and **DDL**P. Most activities are also referenced in the *Stepping Stones* **DLG**.
- Daily Message activities under the Writing Workshop section are integrated into the “Morning Meeting” or “Circle Time” daily routine.

## The LAG, **DDL**P, and **DLG**

The Lesson at a Glance (**LAG**) and the Detailed Daily Lesson Plan (**DDL**P) documents are the major components designed to aid teachers in scheduling, planning, and implementing differentiated *Stepping Stones* instruction in an early childhood K–2 or K/1<sup>st</sup> classroom. These documents should be used together with the *Stepping Stones* Daily Lesson Guide (**DLG**). These two documents, the **LAG** and **DDL**P, are the driving force of the K–2 Multi-grade **BRIDGE**.

## Standards

- Differentiated standards are listed below each activity on the **DDL**P.
- Target Skills identification found in the *PTM* indicate the following: (Ex. 1.23) The first number identifies the grade level and the second number indicates the target skill number for the specified grade level.
- The Language Arts standards are included and have the same alpha-numeration identification as listed in the Language Arts Standards’ document. The Language Arts standards begin with “LA” in the **DDL**P and reflect Adventist philosophy and national standards.
- Science standards are listed under “Science” in the **DDL**P and are identified according to the same number listed in the Science Standards’ document and the 2008 Science Curriculum Guide. Standards are aligned with the *By Design* science curriculum.
- Social Studies standards reflect the Social Studies Target Skills listed in the *SSTM* and the 2005 Social Studies Curriculum Guide. Standards are located under “Social Studies” in the **DDL**P.

## Subjects

- All subjects are written in large bold print each day in the **LAG** and **DDL**P.
- Math and Phonics are not included for 1<sup>st</sup>/2<sup>nd</sup> grades; teachers should focus on the North American Division or local conference recommended math and phonics curriculum.
- Art, Music, and Technology activities in the **DLG** can be used as written without differentiation for K–2.
- Fine Motor Skills (*SSTM*, pp. 49 – 51) and Dramatic Play activities (*SSTM*, p. 80) can be utilized as centers for Kindergarten students.

## Reoccurring Subject Sections

- **DLG** sections are underlined.
- **DLG** sections are written in bold **green** print in the **LAG** and **DDL**.

## Instructional Resource Materials

- Activity Masters are teacher created templates that are designed as extensions for 1<sup>st</sup>/2<sup>nd</sup> grade **BRIDGE K-2 DLG** activities.
- Activity Masters are found in Appendix A and are referenced in the **DDL** and **DLG**.
- Activity Master identification indicates the following: (Ex. 1.2.7) 1<sup>st</sup> Number – Theme Number; 2<sup>nd</sup> Number – Book Number; 3<sup>rd</sup> Number – Activity Master Number. The Parent Letter (Activity Master Number) is included with the Activity Masters at the beginning of each month's theme. The ending number of the Parent Letter will always be .0. All other Activity Masters will end with a number in sequential order.
- Assessment Masters, DOLs, Vocabulary Masters, and the Extension Materials List are identified as such: (Ex. 0.2) The first number – Theme Number; 2<sup>nd</sup> Number – Book Number in that specific theme.
- Blacklines refer to activities and resources found on the CD in the back of the *Stepping Stones* **DLG**.

## Appendices

- Appendix A – Activity Masters
- Appendix B – Vocabulary Masters
- Appendix C – Assessment Masters
- Appendix D – Daily Oral Language (DOL)
- Appendix E – Extension Materials List

## TEACHING BRIDGE UNITS

There are several planning resources that are needed during BRIDGE instruction. The LAG, DDLP, DLG, and all unit masters (Activity, Blackline, Vocabulary, DOL, etc.) should be opened and readily available for use during instruction.

- **BRIDGE Concepts:** One major goal of BRIDGE is to teach students social skills that build Christian character. Research shows that the best way to teach social skills to students is through modeling. Therefore, remember to model the unit concept while teaching the lesson. Students are aware of body language as well as verbal communication. Teach with the intent to enhance student character through personal actions. Look for “teachable moments” throughout the day to connect with the unit concept. This is easily done during recess, on field trips, and during lunch periods.
- **Parent Letter:** Book one of every unit theme has a parent letter that is to be sent home with each student during the first day of the new unit. These are designed to create awareness for parents of the major character building concepts students are learning each week. Some unit themes will have more than one parent letter. Check the LAG and DDLP of the unit being taught to ensure parent letters are sent home in a timely manner.
- **Teacher Language:** The teacher’s specific, scripted dialogue to the class is included in the DDLP. Suggested teacher language is written in red, *italicized*, and with “quotation marks”.