

K–2 MULTI-GRADE BRIDGE
Lesson at a Glance (LAG)
Theme One Daily Lesson Guide (DLG) – *Let’s Be Friends*
Grade K Theme Book One: *This Is Our House/Heroes*
Character Building Concept: Love – Including Others

Important Reminders:

- Send home Parent Letter (Activity Master 1.1.0) at the end of Day 1. Be certain to select and insert unit theme celebration date before sending the Parent Letter.
- The Unit Theme Connect Activity is scheduled during Circle Time/Morning Meeting on Day 1. Therefore, this week’s morning meeting shared writing activities will begin on Day 2.
- Obtain a large appliance box for students to decorate, play with, and imitate the children in the book they will read about this week. The box can generally be obtained through a large department store or local appliance center. The box is needed for Day 3. See During Reading-Second Time, p. 58 in the DLG for additional information.
- Day 2 Science requires gathering of materials before class begin. Look ahead and plan!
- Read ahead to Day 5 WRITING WORKSHOP month-long activity. Children’s behavior should be observed throughout the week to complete this activity.
- For teaching Book 3, *Winners Never Quit!*, purchase the game “Blockhead” by Pressman. This is available inexpensively through Amazon.com.

Days 1 – 5 Signing In/Morning Activity

Kindergarten	1 st Grade	2 nd Grade
<p>SIGNING IN, pp. 62 – 66 (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 their 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 their 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>INCLUDING OTHERS CONCEPT CONNECT (DDLDP) <i>Concept Connect Activity</i> Materials: Drawing paper, crayons, <i>The Crayon Box that Talked</i> by Shane Derolf</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>

Day 1 – Bible

Kindergarten	1 st Grade	2 nd Grade
<p>INTRODUCING THE BIBLE STORY, pp. 40 – 42 (DLG) *** Complete both activities. ***</p> <p>Activity 1: What Can You Do? What Can You See?, pp. 40 – 42 (DLG) Materials: Blacklines 1.2a – e</p> <p>Activity 2: Bible Verse, p. 42 (DLG) (DDLDP) <i>Concept Nugget: Love means including others</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 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 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 participate with 2nd graders or 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 1 – Book 1; 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. 52 – 53 (DLG) Level 1 – “I’m Going on a House Hunt,” p. 52 (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. 53 – 57 (DLG) Bb – Blue Bbs, pp. 53 – 54 (DLG) Materials: Blue finger paint, pie tin, Blacklines 1.5a – b</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>READING WORKSHOP, pp. 57 – 62 (DLG) *** Complete activities 1 & 2. Activity 3 is optional, if time allows. ***</p> <p>Activity 1: Before Reading (DDL) Extended Vocabulary in Context Materials: Vocabulary Master 1.1</p> <p>Activity 2: Before Reading – Picture Walk, p. 57 (DLG) (DDL) Predicting Story Events Materials: Appliance boxes or small boxes</p> <p>Activity 3: Read Aloud, p. 62 (DLG) (Optional) Materials: Books relating to being kind or being a good friend</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>
<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 and 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>		
<p>WRITING WORKSHOP, pp. 66 – 70 (DLG) Writing with Children – Picture Stories, p. 68 (DLG) (DDL) Narrative Kidwriting Materials: Story paper – Activity Master 1.1.1</p>	<p>No Differentiation – Same as Kindergarten</p>	<p>WRITING WORKSHOP, pp. 66 – 70 (DLG) Narrative Writing Mini-lesson (DDL) Parts of Speech – Nouns Materials: Activity Master 1.1.1, 3x5 card with the word common on one side and proper on the other, writing journals, large chart paper</p>
<p>*** Complete Activity 1. Activity 2 is optional. ***</p> <p>Activity 1: Listening/Speaking, p. 76 (DLG)</p> <p>Activity 2: Who’s There, p. 76 (DLG) Materials: Blindfold (Optional)</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>Paper Airplanes, pp. 73 & 93 (DLG) Materials: Blackline 1.13a – b</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>

Day 1 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
<p>My Favorite Park, pp. 96 – 97 (DLG) Materials: Blank sheets of paper</p>	<p>My Favorite Park, p. 96 (DLG) (DDL P) <i>Map Skills /Chronological Writing</i> Materials: Activity Master 1.1.2a – b</p>	<p><i>No Differentiation – Same as 1st Grade</i></p>

Day 2 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
<p>Daily Message 1, pp. 66 – 67 (DLG) (DDL P) <i>Modeled Writing, Writing Extension</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 2 – Bible

Kindergarten	1 st Grade	2 nd Grade
<p>PRESENTING THE BIBLE STORY, pp. 42 – 43 (DLG) *** Complete Activities 1 – 4, if time allows. *** Activity 1: I Can't See, pp. 42 – 43 (DLG) Materials: Picture of Jesus</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>



<p>Activity 2: Reading God Gives Us Friends, p. 43 (DLG) (DDL) Class Discussion-Concept Nugget Materials: Lapbook – God Gives Us Friends</p> <p>Activity 3: Bible Verse, p. 43 (DLG) Materials: Inflated heart-shaped balloon or pillow</p> <p>Activity 4: Theme Song, p. 43 (DLG) (Optional) Materials: Kindergarten Stepping Stones Music CD</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>
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Day 2 – 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 participate with 2nd grade or 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) Scaffolding, Editing Materials: DOL Master (Appendix D), Theme 1 – Book 1; 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. 52 – 53 (DLG) Level 2 – Mystery Bag, p. 52 (DLG) Materials: Paper bag, various items mentioned in This Is Our House (car, dog, rabbit, box, bed, tire, glasses, can, string)</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. 53 – 57 (DLG) Bb – Blue Jeans, p. 54 (DLG) Materials: Chart paper or poster board, various sizes of denim scraps</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>READING WORKSHOP, pp. 57 – 62 (DLG) During Reading – First Time, p. 57 (DLG) (DDL) Concept Nugget; Comprehension</p>	<p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</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 and 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>WRITING WORKSHOP, pp. 66 – 70 (DLG) Writing with Children – Picture Stories*, p. 68 (DLG) (DDL) Story Elements Summary – Graphic Organizer, Kidwriting Materials: Blank white paper, crayons</p>	<p>No Differentiation – Same as Kindergarten</p>	<p>WRITING WORKSHOP, pp. 66 – 70 (DLG) Writing with Children – Picture Stories*, p. 68 (DLG) (DDL) Sentence Writing and Parts of Speech Materials: Blank white paper, crayons “Parts of Speech” anchor chart and story paper</p>
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Day 2 – Science

Kindergarten	1 st Grade	2 nd Grade
<p>Can Telephone, pp. 93 – 94 (DLG) (DDL) Concept Nugget; Sound Waves Experiment Materials: Pre-made can/string phones; 2 cans, precut string, 2 paper clips for each pair of children</p>	<p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p>

Day 2 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
<p>It's What's Inside That Counts, p. 97 (DLG) Object Lesson Materials: A variety of uncut citrus fruit for each child, large basket or bowl, the book <i>Kindness Is Cooler, Mrs. Ruler</i> by Margery Cuyler or <i>Heartprints</i> by P. K. Hallinan</p>	<p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p>



Day 3 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
<p><u>LISTENING/SPEAKING, p. 76 (DLG)</u> I'm Special to Jesus, p. 76 (DLG) (DDL) <i>Concept Nugget</i> Materials: 3x5 inch cards cut in half, craft sticks</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>
<p>Daily Message 2, p. 67 (DLG) Materials: Chart tablet paper, markers</p>	<p>Daily Message 2, p. 67 (DLG) (DDL) <i>Writing Extension – Conventions/Common Nouns</i> Materials: Chart tablet paper, markers</p>	<p><i>No Differentiation – Same as 1st Grade</i></p>

Day 3 – Bible

Kindergarten	1 st Grade	2 nd Grade
<p><u>REVIEWING THE BIBLE STORY, pp. 43 – 44 (DLG)</u> <i>*** Complete Activity 1, and choose one other. ***</i></p> <p>Activity 1: Zacchaeus Review, p. 43 (DLG) Materials: Lapbook – <i>God Gives Us Friends</i></p> <p>Activity 2: Here is Zacchaeus, p. 44 (DLG) Materials: Sentence strips or chart paper</p> <p>Activity 3: Role-Play the Zacchaeus Story, p. 44 (DLG) Materials: Green balloons, small step stool</p> <p>Activity 4: Up in a Tree, pp. 44 – 45 (DLG) Materials: Cardboard tube, brown paint, paint brush, glue, green tissue paper, Blackline 1.3</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> <p><i>No Differentiation – Same as Kindergarten</i></p> <p><i>No Differentiation – Same as Kindergarten</i></p>



Day 3 – 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 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) <i>Scaffolding, Editing</i> Materials: DOL Master (Appendix D), Theme 1 – Book 1; 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. 52 – 53 (DLG) Level 3 – Break It, p. 53 (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 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. 53 – 57 (DLG) Bb – Boy Stamp, pp. 54 – 55 (DLG) Materials: Blackline 1.6, blue crayon, <i>Optional:</i> boy rubber stamp and ink</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. 57 – 62 (DLG) During Reading – Third Time, p. 58 (DLG) (DDL P) <i>Story Element Plan Notes</i> Materials: Chart paper, blank sheet of paper for each student</p>	<p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</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 and 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. 66 – 70 (DLG) Talking During Writing, pp. 68 – 69 (DLG) (DDL) Self-Editing/Adding Details Materials: Picture story narrative from earlier in the week</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>
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Day 3 – Science

Kindergarten	1 st Grade	2 nd Grade
<p>Where is My House?, p. 94 (DLG) (DDL) Classifying Animal Habitats Materials: 3 shoe boxes, Blacklines 1.18a – d</p>	<p>Where is My House?, p. 94 (DLG) (DDL) Cooperative Learning-Classifying Materials: Small poster boards, Blacklines 1.18a – d</p>	<p><i>No Differentiation – Same as 1st Grade</i></p>

Day 3 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
<p>*** Complete both activities. ***</p> <p>Activity 1: Use Your Words, p. 101 (DLG) Materials: Blacklines 1.20a – b</p> <p>Activity 2: Frustrated Friends, pp. 102 – 104 (DLG) Materials: Blacklines 1.21a – h, two laminated sets of Blacklines 1.2a – b</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 4 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
<p>Daily Message 3, p. 68 (DLG) Materials: Chart paper, markers</p>	<p>Daily Message 3, p. 68 (DLG) (DDL) Writing Extension-Conventions/Parts of Speech Materials: Chart tablet paper, markers</p>	<p><i>No Differentiation – Same as 1st Grade</i></p>



Day 4 – Bible

Kindergarte	1 st Grade	2 nd Grade
<p><u>PRACTICING THE BIBLE STORY, pp. 45 – 46 (DLG)</u> *** Complete both activities. ***</p> <p>Activity 1: Action Song-A Friend Loves at All Times, p. 45 (DLG)</p> <p>Activity 2: Musical Chairs, p. 46 (DLG) Materials: Chairs, music</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 – Language Arts

Kindergarte	1 st Grade	2 nd Grade
<p><u>Daily Oral Language (DOL)</u> This is primarily a 1st/2nd grade activity. Kindergarten students can listen or engage in a separate center during this time.</p>	<p>First graders are introduced to Daily Oral Language (DOL) in Theme 4 (Spiritual Journey/Giving Gifts). They can participate with 2nd graders or 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) Scaffolding, Editing Materials: DOL Master (Appendix D), Theme 1 – Book 1; enlarged printout of Common Editing Marks (Appendix D) Theme 1 – Book 1</p>
<p><u>STAIRWAY TO READING</u> 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><u>PHONEMIC AWARENESS, pp. 52 – 53 (DLG)</u> Level 4 – High-Five, p. 53 (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. 53 – 57 (DLG) Bb – Letter BBungalow, p. 56 (DLG) Materials: Large appliance box, markers</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. 57 – 62 (DLG) After Reading – Comprehension Questions, p. 59 (DLG) (DDL P) <i>Concept Nugget</i></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 and 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. 66 – 70 (DLG) <i>*** Complete Activity 1. Activity 2 is optional. ***</i></p> <p>Activity 1: Talking During Writing, pp. 68 – 69 (DLG) (DDL P) <i>Peer- Editing/Adding Details/Giving Feedback</i> Materials: Picture/written stories from previous day</p> <p>Activity 2: This is My House!, p. 69 (DLG) (DDL P) <i>Writing Class Book</i> Materials: Story Paper, Blackline 1.11</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 4 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
<p>Acting Friendly, pp. 99 – 100 (DLG) Materials: Backlines 1.19a – d</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>



Day 5 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
<p>Daily Message Teacher generated message Materials: Chart paper or white board</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><u>APPLYING THE BIBLE STORY, pp. 46 – 47 (DLG)</u> *** Complete Activity 2 and one other activity. ***</p> <p>Activity 1: Independent Reading, p. 46 (DLG) Materials: Lapbook – God Gives Us Friends, Bible Story CD</p> <p>Activity 2: Friends Are Kind, p. 46 (DLG) (DDL) Concept Nugget – Think-Aloud – Response Writing Materials: Activity Master 1.1.3a – b</p> <p>Activity 3: Table Tents, p. 47 (DLG) Materials: Blackline 1.4</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 5 – 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 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 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) Scaffolding, Editing Materials: DOL Master (Appendix D), Theme 1 – Book 1; 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. 52 – 53 (DLG) <i>*** Review concepts from phonics program above. ***</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 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. 53 – 57 (DLG) Bb – /b/b/b/b/b/ Box, pp. 56 – 57 (DLG) Materials: Blacklines 1.7a – b, Velcro, box from yesterday’s activity, basket</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. 57 – 62 (DLG) After Reading – Act It Out, pp. 60 – 61 (DLG) Materials: Blacklines 1.8a-f, props such as a toy jet, car, tin-can phone, and appliance box</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) <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 and 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. 66 – 70 (DLG) <i>*** Complete Activity 2. Activity 1 is optional. ***</i></p> <p>Activity 1: Who’s in My House?, p. 70 (DLG) <i>(Optional)</i> Materials: Blackline 1.12</p> <p>Activity 2: Character Building Nugget: Love Reflection (DDL P) <i>Journaling – Reflective Writing</i> Materials: Story paper or Activity Master 1.1.1</p>	<p><i>No Differentiation – Same as Kindergarten</i></p> <p><i>No Differentiation – Same as Kindergarten</i></p>	<p>WRITING WORKSHOP, pp. 66 – 70 (DLG) <i>*** Complete Activity 2. Activity 1 is optional. ***</i></p> <p>Activity 1: Who’s in My House?, p. 70 (DLG) (DDL P) <i>(Optional) Independent Writing – Picture Stories</i> Materials: Story paper</p> <p><i>No Differentiation – Same as Kindergarten</i></p>



Day 5 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
<p>*** Complete both activities. ***</p> <p>Activity 1: Kind Watchers, p. 98 (DLG) (DDL P) Think-Aloud – List It – Rule Creation Materials: Chart paper</p> <p>Activity 2: Working with Friends, p. 98 (DLG) (DDL P) Think-Aloud – List It – Rule Creation Materials: Chart paper</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>

