

K–2 MULTI-GRADE BRIDGE
Lesson at a Glance (LAG)
Theme One Daily Lesson Guide (DLG) – *Let’s Be Friends*
Grade K Theme Book Two: *One Smile*
Character Building Concept: Love – Acts of Kindness

Day 1 – 5 Signing In/Morning Activity

Kindergarten	1 st Grade	2 nd Grade
<p><u>SIGNING IN, pp. 153 – 156 (DLG)</u> <i>This is primarily a Kindergarten activity. The teacher should select one activity daily from the DLG for students to complete as they arrive each morning.</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 DDL. 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 DDL. Second graders need formal instruction in Handwriting.</i></p>

Day 1 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
<p><u>WRITING WORKSHOP</u> <u>Daily Message 1, pp. 156 – 157 (DLG)</u></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 1 – Bible

Kindergarten	1 st Grade	2 nd Grade
<p>CONCEPT CONNECT ACTIVITY: (DDL P) Materials: Rock, large water container or large pan, 2-3 pre-made student notes from teacher, special paper for student written notes</p> <p>INTRODUCING THE BIBLE STORY, pp. 131 – 133 (DLG) *** Complete both activities. ***</p> <p>Activity 1: What Does a Centurion Do?, p. 132 (DLG) Discussion Questions (DDL P)</p> <p>Activity 2: Centurion Helmets, p. 131 (DLG) Materials: Pre-cut gallon milk jugs (one per child), aluminum foil, large feathers (See DLG, p. 3)</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) 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 (DDL P) Scaffolding, Editing Materials: DOL Master (Appendix D), Theme 1 – Book 2; 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. 143 – 144 (DLG) Level 1 – “Rhyming Word Sit-Down”, p. 143 (DLG) Rhyming Words</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>



<u>SOUND-LETTER ACTIVITIES, pp. 144 – 150 (DLG)</u> <u>Kk – Kindness Chart, p. 147 (DLG)</u> Materials: Blackline 2.8	Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 1 st grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.	Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 2 nd grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.
<u>READING WORKSHOP, pp. 151 – 153 (DLG)</u> *** Complete both activities. *** Activity 1: Before Reading – Picture Walk, p. 151 (DLG) Activity 2: During Reading – First Time, p. 151 (DDL P) Concept Nugget	No Differentiation – Same as Kindergarten No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten No Differentiation – Same as Kindergarten
<u>GUIDED READING (Small Group Instruction)</u> 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 1 st and 2 nd graders focus on formal reading instruction. Kindergarten students who are ready to read can be included in 1 st /2 nd grade formal reading groups.		
<u>WRITING WORKSHOP, pp. 156 – 161 (DLG)</u> *** Complete both activities. *** Activity 1: Writing with Children – Orientation of Letters, p. 158 (DLG) Activity 2: Writing with Children – Name on Writing, p. 158 (DLG)	No Differentiation – Same as Kindergarten No Differentiation – Same as Kindergarten	<u>WRITING WORKSHOP, pp. 156 – 161 (DLG)</u> <u>Introduction to the Writing Process (DDL P)</u> Writing Process – Brainstorming, Flow Chart Materials: Activity Master 1.2.1 No Differentiation – Same as Kindergarten

Day 1 – Science

Kindergarten	1 st Grade	2 nd Grade
<u>Baggie Garden, p. 188 (DDL P)</u> Concept Center Activity Materials: Book – <i>Sunflower House</i> by Eve Bunting, paper towels, Ziploc bags, sunflower seeds	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten



Day 1 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
Whose Smile Is It?, pp. 190 – 191 (DLG) Materials: Camera	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten

Day 2 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
WRITING WORKSHOP Daily Message 2, p. 157 (DLG)	<i>This activity is not designed for 1st grade. However, extension activity suggestions appropriate for 1st grade differentiation are provided in the DDL.</i>	<i>This activity is not designed for 2nd grade. However, extension activity suggestions appropriate for 2nd grade differentiation are provided in the DDL.</i>

Day 2 – Bible

Kindergarten	1 st Grade	2 nd Grade
<u>PRESENTING THE BIBLE STORY, p. 133 (DLG)</u> *** Complete both activities. *** Activity 1: Reading “A Soldier Cares”, p. 133 (DLG) Concept Nugget Materials: Lapbook – <i>God Gives Us Friends</i> Activity 2: Bible Verse March, p. 133 (DDL) Materials: Chart paper, sticky notes	<u>PRESENTING THE BIBLE STORY, p. 133 (DLG)</u> *** Complete both activities. *** Activity 1: Reading “A Soldier Cares”, p. 133 (DDL) Materials: Paper and pencil, Lapbook – <i>God Gives Us Friends</i> Activity 2: Bible Verse March, p. 133 (DDL) Materials: Typed and cut up pieces of the memory verse	No Differentiation – Same as 1 st Grade No Differentiation – Same as 1 st Grade



Day 2 – Language Arts

Kindergarten	1 st Grade	2 nd Grade
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>	<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>	Grammar & Writing Mechanics (DDL P) <i>Scaffolding, Editing</i> Materials: DOL Master (Appendix D), Theme 1 – Book 2; enlarged printout of Common Editing Marks (Appendix D) Theme 1 – Book 1
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>	<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>	<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>
PHONEMIC AWARENESS, pp. 143 – 144 (DLG) Level 3 – “It’s at the Beginning”, p. 144 (DLG) <i>Phoneme Isolation</i>	<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>	<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>
SOUND-LETTER ACTIVITIES, pp. 144 – 150 (DLG) Kk – Keys, p. 145 (DLG) Materials: Dominos, a key, Blackline 2.7	<i>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 1st grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</i>	<i>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 2nd grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</i>
READING WORKSHOP, pp. 151 – 153 (DLG) *** Complete both activities. *** Activity 1: During Reading – Second Time, p. 151 (DLG) Materials: Blackline F Activity 2: During Reading – Third Time, p. 152 (DLG)	READING WORKSHOP, pp. 151 – 153 (DLG) *** Complete both activities. *** During Reading – Second Time, p. 151 (DDL P) <i>Introduction: Context clues</i> Materials: Vocabulary Master 1.2, (optional: chart paper, markers) No Differentiation – Same as Kindergarten	No Differentiation – Same as 1 st Grade No Differentiation – Same as Kindergarten
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>		



WRITING WORKSHOP, pp. 156 – 161 (DLG) Writing with Children – Our Caring Acts, p. 159 (DLG) Kidwriting Materials: Chart paper, white 8 ½ x 11 paper	<i>No Differentiation – Same as Kindergarten</i>	WRITING WORKSHOP, pp. 156 – 161 (DLG) Introduction to the Writing Process (DDL P) Writing Process – Drafting Materials: Grade-appropriate lined paper, flow chart from day one writing workshop activity
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Day 2 – Science

Kindergarten	1 st Grade	2 nd Grade
Parts of a Flower, p. 188 (DDL P) Materials: Uprooted flower, book – <i>Jack’s Garden by Henry Cole</i> , Activity Master 1.2.2	Parts of a Flower, p. 188 (DDL P) Materials: Uprooted flower, book – <i>Jack’s Garden by Henry Cole</i> , Activity Master 1.2.3	Parts of a Flower, p. 188 (DDL P) Materials: Uprooted flower, book – <i>Jack’s Garden by Henry Cole</i> , Activity Masters 1.2.4a – b

Day 2 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
How Can I Help?, p. 191 (DLG)	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>

Day 3 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
WRITING WORKSHOP Daily Message 3, pp. 157 – 158 (DLG)	<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>	<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>



Day 3 – Bible

Kindergarten	1 st Grade	2 nd Grade
<p>REVIEWING THE BIBLE STORY, pp. 134 – 135 (DLG) *** Complete all of the following activities. ***</p> <p>Activity 1: A Sick Servant Fingerplay, p. 134 (DLG)</p> <p>Activity 2: Who Said It?, p. 134 (DLG) Materials: Craft sticks, blindfold</p> <p>Activity 3: Role-Play “A Soldier Cares”, p. 134 (DLG) Materials: Small mat or blanket, Bible drama t-shirts or robes</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 1 – Book 2; 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. 143 – 144 (DLG) Level 2 – “Syllable March”, p. 143 (DLG) Syllable Counting</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. 144 – 150 (DLG) Kk – Key Resist, p. 144 (DLG) Materials: Collection of old keys, Blackline 2.6</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. 151 – 153 (DLG)</p> <p>Activity 1: After Reading – Comprehension Questions, p. 152 (DLG) Materials: Blackline 2.10</p> <p>Activity 2: Daddy Shoes, Baby Shoes (DDLp) Concept Nugget Materials: Two pairs of shoes – one small pair (baby) and one adult pair (man)</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. 156 – 161 (DLG) Mailing a Letter Sequence, p. 159 (DLG) Sequencing Materials: Blackline 2.11, envelopes, pictures of students, paper, stickers</p>	<p>No Differentiation – Same as Kindergarten</p>	<p>WRITING WORKSHOP, pp. 156 – 161 (DLG) Introduction to the Writing Process (DDLp) Writing Process-Editing/Revising Materials: First draft from Day 2 Writing Workshop activity, grade appropriate lined paper</p>

Day 3 – Science

Kindergarten	1 st Grade	2 nd Grade
<p>What Flowers Need, p. 189 (DDLp) Materials: Four potted flowers, Activity Master 1.2.5</p>	<p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p>

Day 3 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
<p>Car Care, p. 191 (DLG)</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
Teacher generated message	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten

Day 4 – Bible

Kindergarten	1 st Grade	2 nd Grade
<p><u>REVIEWING & PRACTICING THE BIBLE STORY, pp. 134 – 137 (DLG)</u> *** Complete one activity with Activity 2. ***</p> <p>Activity 1: Put It in Order, p. 135 (DLG) Materials: Blackline 2.2, construction paper</p> <p>Activity 2: Care for One Another, p. 136 (DDL P) Concept Nugget Materials: Blacklines 2.3a – b, CD <i>Little Voices Praise Him</i>, #262</p> <p>Activity 3: I Spy, p. 137 (DLG) Materials: Tube from a roll of paper towels, Blackline 2.4, heart stickers</p>	<p><u>REVIEWING & PRACTICING THE BIBLE STORY, pp. 134 – 137 (DLG)</u></p> <p>Put It in Order, p. 135 (DDL P) Materials: Blackline 2.2, construction paper</p> <p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as 1st Grade</p> <p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p>

Day 4 – 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 (DDL P) Scaffolding, Editing Materials: DOL Master (Appendix D), Theme 1 – Book 2; enlarged printout of Common Editing Marks (Appendix D) Theme 1 – Book 1</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.	Follow 1 st 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 1 st grade are optional in addition to the separate curriculum adoption.	Follow 1 st 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 1 st grade are optional in addition to the separate curriculum adoption.
PHONEMIC AWARENESS, pp. 144 – 145 (DLG) Level 4 – “Change-a-Name Game”, p. 144 (DLG) Phoneme Substitution, Beginning Sound	Follow 1 st 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 1 st grade are optional in addition to the separate curriculum adoption.	Follow 1 st 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 1 st grade are optional in addition to the separate curriculum adoption.
SOUND-LETTER ACTIVITIES, pp. 144 – 150 (DLG) Kk – Where, Oh Where, Have My Kittens Gone?, p. 148 (DLG) Materials: Blacklines 2.9a – c	Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 1 st grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.	Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 1 st grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.
READING WORKSHOP, pp. 151 – 153 (DLG) After Reading – Identifying Characters, pp. 152 – 153 (DLG) Materials: Blackline 2.10, various props listed in the DLG	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten
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 1 st and 2 nd graders focus on formal reading instruction. Kindergarten students who are ready to read can be included in 1 st /2 nd grade formal reading groups.		
WRITING WORKSHOP, pp. 156 – 161 (DLG) Writing By Children – Coupon Books, p. 160 (DDL) Writing Suggestion Materials: Coloring supplies, Blacklines 2.12a – b	No Differentiation – Same as Kindergarten	WRITING WORKSHOP, pp. 156 – 161 (DLG) Introduction to the Writing Process (DDL) Writing Process – Editing/Revising Materials: Written draft from day three writing activity, grade appropriate story paper

Day 4 – Science

Kindergarten	1 st Grade	2 nd Grade
The Reason for a Flower, p. 189 (DLG) Materials: Book – <i>The Reason for a Flower</i> , magnifying glasses, several different flower seed packets,	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten



Day 4 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
Handshaking Etiquette, p. 191 (DLG)	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten

Day 5 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
Teacher-generated message	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten

Day 5 – Bible

Kindergarten	1 st Grade	2 nd Grade
<u>APPLYING THE BIBLE STORY, pp. 137 – 138 (DLG)</u> *** Complete both activities. *** Activity 1: Independent Reading, p. 137 (DDL P) Materials: Lapbook – God Gives Us Friends Activity 2: Friends Care Mini-Poster, p. 138 (DLG) Materials: Blackline 2.5	No Differentiation – Same as Kindergarten No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten No Differentiation – Same as Kindergarten

Day 5 – Language Arts

Kindergarten	1 st Grade	2 nd Grade
<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.	Follow 1 st 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 1 st grade are optional in addition to the separate curriculum adoption.	Follow 1 st 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 1 st grade are optional in addition to the separate curriculum adoption.



<u>PHONEMIC AWARENESS, pp. 143 – 144 (DLG)</u> *** Review concepts from phonics program. ***	Follow 1 st 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 1 st grade are optional in addition to the separate curriculum adoption.	Follow 1 st 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 1 st grade are optional in addition to the separate curriculum adoption.
<u>SOUND-LETTER ACTIVITIES, pp. 144 – 150 (DLG)</u> Kk – Kick to the Letters Kk, p. 147 (DLG) Materials: Painter's Tape, yarn, Nerf or soccer ball	Follow a conference approved explicit, sequential, multi-sensory phonics program adoption for 1 st grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.	Follow a conference approved explicit, sequential, multi-sensory phonics program adoption for 2 nd grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.
<u>READING WORKSHOP, pp. 151 – 153 (DLG)</u> Read-Aloud, p. 153 (DDLp) Concept Nugget, Reading Extension Materials: The books, <i>Lots of Feelings</i> by Shelley Rotner and <i>Special People, Special Ways</i> by Arlene Maguire, Activity Master 1.2.6	No Differentiation – Same as Kindergarten	<u>READING WORKSHOP, pp. 151 – 153 (DLG)</u> Read-Aloud, p. 153 (DDLp) Concept Nugget, Reading And Writing Extension Materials: The books, <i>Lots of Feelings</i> by Shelley Rotner and <i>Special People, Special Ways</i> by Arlene Maguire, Activity Master 1.2.7
<u>GUIDED READING (Small Group Instruction)</u> 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 1 st and 2 nd graders focus on formal reading instruction. Kindergarten students who are ready to read can be included in 1 st /2 nd grade formal reading groups.		
<u>WRITING WORKSHOP, pp. 156 – 161 (DLG)</u> Writing by Children: "I Feel..." , p. 161 (DLG) Materials: Magazines, Blackline 2.13	No Differentiation – Same as Kindergarten	<u>WRITING WORKSHOP, pp. 156 – 161 (DLG)</u> Introduction to the Writing Process (DDLp) Writing Process – Sharing/Publishing Materials: Final draft from day four, chart paper, author's chair

Day 5 – Science

Kindergarten	1 st Grade	2 nd Grade
<u>Bird Feeders, p. 189 (DLG)</u> Materials: Fishing line, ring-shaped cereal	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten



Day 5 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
Using Nice Words, pp. 191 – 192 (DLG) Materials: Blacklines 2.22a-b	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten

