

K–2 MULTI-GRADE BRIDGE
Lesson at a Glance (LAG)
Theme Two Daily Lesson Guide (DLG) – *Who’s My Neighbor*
Grade K Theme Book Two: *Adèle & Simon/My World and Others*
Character Building Concept: Tolerance

Important Reminders:

- Send home Parent Letter on Day 1 – Activity Master 2.2.0.
- Look ahead to Optional Day 5 – Reading Workshop Read-Aloud activity to pre-order the suggested book titles from Amazon.
- Day 1 Science requires the *Dinosaur Explorer* (book from DLG bibliography). Most science activities this week require extensive advanced preparation of materials, selection, and reading in advance.
- Look ahead at next week’s unit, *Be My Neighbor*, and read through the Concept Connect activity for Day 1 – Circle Time/Morning Meeting to gather the items needed for the taste test activity before beginning instruction.

Days 1 – 5 Signing In/Morning Activity

Kindergarten	1 st Grade	2 nd Grade
SIGNING IN, pp. 192 – 193 (DLG) This is primarily a Kindergarten activity. The teacher should select one activity daily from the DLG for students to complete as they arrive in the morning.	This activity is not designed for 1 st grade. However, if teachers wish to include 1 st graders in this daily activity process, extension activity suggestions appropriate for 1 st grade differentiation are provided in the DDL . First graders need formal instruction in Handwriting.	This activity is not designed for 2 nd grade. However, if teachers wish to include 2 nd graders in this daily activity process, extension activity suggestions appropriate for 2 nd grade differentiation are provided in the DDL . Second graders need formal instruction in Handwriting.

Day 1 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
TOLERANCE CONCEPT CONNECT (DDL) Concept Connect Activity Materials: Feathers	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten

Day 1 – Bible

Kindergarten	1 st Grade	2 nd Grade
<p>INTRODUCING THE BIBLE STORY, pp. 169 – 170 (DLG) *** Complete both activities. ***</p> <p>Activity 1: Finding Families, pp. 169 – 170 (DLG) (DDL) Materials: Magazine picture cut-outs of families, poster board, scissors</p> <p>Activity 2: Theme Song, p. 170 (DLG) Materials: SS CD, sentence strips from Book 1, pocket chart, “Everything I Need” songbook made with Book 1</p>	<p>Activity 1: Finding Families, pp. 169 – 170 (DLG) (DDL) Comprehension Questions Materials: Magazine picture cut-outs of families, poster board, scissors</p> <p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as 1st Grade</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) Scaffolding, Editing Materials: DOL Master (Appendix D), Theme 2 – 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. 180 – 181 (DLG) Level 1 – Stand If the Same, p. 180 (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. 182 – 186 (DLG) *** Choose one activity. ***</p> <p>Activity 1: Cc-In Paris p. 182 (DLG) Materials: Blacklines 2.4a – b, scissors</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>

Day 2 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
Daily Message 1, p. 194 (DLG) <i>Modeling writing</i> Materials: Chart tablet paper, markers	<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. 170 – 171 (DLG)</u> <i>*** Complete all activities. ***</i> Activity 1: Theme Song, p. 170 (DLG) Materials: SS CD, sentence strips from Book 1, pocket chart, "Everything I Need" songbook made with Book 1 Activity 2: Reading "Elisha Helps a Family," p. 170 (DLG) Materials: Lapbook – God Gives Me Everything I Need Activity 3: Crazy Stand-ups pp. 170 – 171 (DLG)	<i>No Differentiation – Same as Kindergarten</i> <i>No Differentiation – Same as Kindergarten</i> <i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i> <i>No Differentiation – Same as Kindergarten</i> <i>No Differentiation – Same as Kindergarten</i>

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) <i>Scaffolding, Editing</i> Materials: DOL Master (Appendix D), Theme 2 – 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>

<p>PHONEMIC AWARENESS, pp. 180 – 181 (DLG) Level 2 – Down the Slide, pp. 180 – 181 Materials: Magnetic surface, magnetic letters</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. 182 – 186 (DLG) *** Choose one activity. ***</p> <p>Activity 1: Cc–Cat Sentences p. 183 (DLG) Materials: Paper, markers, blank sentence strips</p> <p>Activity 2: Cc–Colorful Cats p. 184 (DLG) Materials: White paper folded in fourths, crayons or colored 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>No Differentiation – Same as Kindergarten</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>No Differentiation – Same as Kindergarten</p>
<p>READING WORKSHOP, pp. 187 – 192 (DLG) During Reading Reading – First Time, p. 187 (DLG) (DDL) Vocabulary Extend, Reading for Purpose, Concept Nugget Materials: Adèle & Simon, Vocabulary Master 2.2, Activity Master 2.2.2</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. 194 – 197 (DLG) *** Complete Activity 1. Activity 2 is optional. ***</p> <p>Activity 1: Bedtime Routines (DDL) Sequential Writing Using Temporal Words Materials: Activity Master 2.2.3a</p> <p>Activity 2: Writing to and with Children – Writing Letters of the Alphabet They Know, p. 196 (DLG) Materials: Paper</p>	<p>Activity 1: Bedtime Routines (DDL) Sequential Writing Using Temporal Words Materials: Activity Master 2.2.3.b</p> <p>Activity Not Designed for 1st Grade.</p>	<p>Activity 1: Bedtime Routines (DDL) Sequential Writing Using Temporal Words Materials: Activity Master 2.2.3c</p> <p>Activity Not Designed for 2nd Grade.</p>

Day 2 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
<p>*** Complete Activity 1. Activity 2 is optional. ***</p> <p>Activity 1: Le Tricolore pp. 242 – 243 (DLG) Materials: Blackline 2.33, construction paper, glue, straws, stapler</p> <p>Activity 2: Guest Speaker, p. 245 (DLG)</p>	<p>Activity 1: The US Flag (DDL P) National and Patriotic Symbols of the USA Materials: Activity Master 2.2.7, crayons, glue, straws, stapler, small white sticker stars</p> <p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as 1st Grade</p> <p>No Differentiation – Same as Kindergarten</p>

Day 2 – Science

Kindergarten	1 st Grade	2 nd Grade
<p>*** Choose one activity. ***</p> <p>Activity 1: Chipping Away pp. 229 – 230 (DLG) Materials: Chocolate chip cookies, toothpicks, paper plates or napkins</p> <p>Activity 2: Digging for Dinos, p. 230 (DLG) Materials: Air-drying clay, chicken bones, hammer, large nail</p> <p>Activity 3: Be a Paleontologist, pp. 230 – 231 (DLG) Materials: Blackline 2.27, Bones, Bones, Dinosaur Bones, dried chicken and/or turkey bones, large tub, sand or dirt, small shovels or craft sticks, small paint brushes, toothbrushes, construction paper, scissors, glue</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 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
<p>Daily Message 2, pp. 194 – 195 (DLG) Modeling writing 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>	<p>This activity is not designed for 2nd grade. However, extension activity suggestions appropriate for 2nd grade differentiation are provided in the DDL P.</p>



Day 3 – Bible

Kindergarten	1 st Grade	2 nd Grade
<p>REVIEWING THE BIBLE STORY, pp. 171 – 172 (DLG) *** Complete all activities. ***</p> <p>Activity 1: Story Sequencing, p. 171 (DLG) (DDLDP) Materials: Blacklines 2.2a – b, Lapbook – <i>God Gives Me Everything I Need</i>, colored pencils or thin markers, scissors, stapler, <i>Optional:</i> sentence strips, glue, resealable bags</p> <p>Activity 2: Comprehension Questions, p. 172 (DLG) (DDLDP) Materials: Lapbook – <i>God Gives Me Everything I Need</i></p> <p>Activity 3: Pass the Heart, p. 172 (DLG) <i>Memory Verse Practice</i> Materials: Three 6 – 8 inch laminated red construction paper hearts with a smiley face in the middle</p>	<p>Activity 1: Story Sequencing, p. 171 (DLG) (DDLDP) <i>Sequencing</i> Materials: Activity Masters 2.2.4a – b</p> <p>Activity 2: Comprehension Questions, p. 172 (DLG) (DDLDP) <i>Comprehension Questions (K–2)</i> Materials: Lapbook – <i>God Gives Me Everything I Need</i></p> <p>No Differentiation – Same as Kindergarten</p>	<p>Activity 1: Story Sequencing, p. 171 (DLG) (DDLDP) <i>Sequencing</i> Materials: Activity Masters 2.2.4c – d</p> <p>No Differentiation – Same as 1st Grade</p> <p>No Differentiation – Same as Kindergarten</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 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 (DDLDP) <i>Scaffolding, Editing</i> Materials: DOL Master (Appendix D), Theme 2 – Book 2; 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. 180 – 181 (DLG) Level 3 – Where Are You Going?, p. 181</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>SOUND-LETTER ACTIVITIES, pp. 182 – 186 (DLG)</u> *** Choose one activity. ***</p> <p>Activity 1: Cc–Paris Cats, p. 185 (DLG) Materials: Blackline 2.5, theme book <i>Adèle & Simon</i>, crayons, construction paper, pencils, scissors, glue</p> <p>Activity 2: Cc–Cat Book, p. 185 (DLG) Materials: Blackline 2.6, crayons, copies of Renoir paintings <i>Julie Manet with Cat, Geraniums and Cats</i>, or other cat paintings</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>No Differentiation – Same as Kindergarten</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><i>No Differentiation – Same as Kindergarten</i></p>
<p><u>READING WORKSHOP, pp. 187 – 192 (DLG)</u> During Reading – Second Time, pp. 187 – 188 (DLG) (DDL P) (Combine with Social Studies) <i>Text-to-Self Connections, Concept Nugget, Sequencing</i> Materials: Blacklines 2.8a – b</p>	<p>During Reading – Second Time, pp. 187 – 188 (DLG) (DDL P) (Combine with Social Studies) <i>Text-to-Self Connections, Concept Nugget, Sequencing</i> Materials: Activity Masters 2.2.5a – b, construction paper cut in half (hamburger style) to make 6x9 in pieces</p>	<p>During Reading – Second Time, pp. 187 – 188 (DLG) (DDL P) (Combine with Social Studies) <i>Text-to-Self Connections, Concept Nugget, Sequencing</i> Materials: Activity Masters 2.2.5c – d, construction paper cut in half (hamburger style) to make 6x9 in pieces</p>
<p><u>GUIDED READING (Small Group Instruction)</u></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><u>WRITING WORKSHOP, pp. 194 – 197 (DLG)</u> *** Complete Activity 1. Activity 2 is optional. ***</p> <p>Activity 1: How I Get Ready for School Booklet (DDL P) Materials: Activity Master 2.2.6a</p> <p>Activity 2: Writing by Children – Journal Prompts, p. 197 (DLG) Materials: Paper</p>	<p>Activity 1: How I Get Ready for School Booklet (DDL P) Materials: Activity Masters 2.2.6b – c</p> <p><i>No Differentiation – Same as Kindergarten</i></p>	<p>Activity 1: How I Get Ready for School Booklet (DDL P) Materials: Activity Master 2.2.6d</p> <p><i>No Differentiation – Same as Kindergarten</i></p>

Day 3 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
<p>Paris Map Walk, pp. 241 – 242 (DLG) (DDL P) <i>Map Skills</i> (Combine with Reading Workshop) Materials: Blacklines 2.32a – b, scissors, glue, crayons, markers or colored pencils</p>	<p><i>No Differentiation – Same as Kindergarten</i></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: The Long and Short of It, pp. 235 – 237 (DLG) Materials: Blackline 2.28, rulers, yardsticks, or meter sticks</p> <p>Activity 2: All About Dinosaurs, p. 237 (DLG) Materials: Blacklines 2.29a – f</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>Daily Message 3, p. 195 (DLG) Modeling writing 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, p. 172 – 174 (DLG) *** Complete Activity 1 and choose one additional activity. ***</p> <p>Activity 1: Role Playing “Elisha Helps a Family,” p. 172 (DLG) Materials: Bible drama t-shirt, props</p> <p>Activity 2: Kindness Ball, p. 172 – 173 (DLG) Materials: Playground ball</p> <p>Activity 3: I Can Help!, p. 173 – 174 (DLG) Materials: Blacklines 2.3a – h, multicultural-colored construction paper, basket or bag</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 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 (DDL P) <i>Scaffolding, Editing</i> Materials: DOL Master (Appendix D), Theme 2 – Book 2; 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. 180 – 181 (DLG) Level 4 – It Str-e-t-ch-es!, p. 181 Materials: Slinky®, rubber band, elastic (or other item that stretches)</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. 182 – 186 (DLG) <i>*** Choose one activity. ***</i></p> <p>Activity 1: Cc–Food Booklet, p. 186 (DLG) Materials: Prepare blank booklets (white paper stapled together)</p> <p>Activity 2: Cc–Cupcakes, p. 186 (DLG) Materials: Blackline 2.7, construction paper, hole punch, glue, scissors</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>No Differentiation – Same as Kindergarten</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><i>No Differentiation – Same as Kindergarten</i></p>
<p>READING WORKSHOP, pp. 187 – 192 (DLG) <i>*** Complete Activity 2. Activity 1 is optional. ***</i></p> <p>Activity 1: During Reading – Third Time, pp. 188 – 189 (DLG) <i>Visual Discrimination, Concentration</i> Materials: Multiple copies of Adèle & Simon</p> <p>Activity 2: After Reading–Comprehension Questions, p. 190 (DLG) (DDL P) <i>Text-to-Self Connections, Concept Nugget</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>

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.

WRITING WORKSHOP, pp. 194 – 197 (DLG)

*** Complete Activity 1. Activity 2 is optional or may be done during worship. ***

Activity 1: Publishing Stories (DDLDP)

Materials: Activity Master 2.2.6a (from yesterday), scissors, staples

Activity 2: Writing with Children – Chain of Kindness, p. 197 (DLG)

Materials: 2 X 6 inch construction paper strips, basket, glue or staples, markers

Activity 1: Publishing Stories (DDLDP)

Materials: Activity Masters 2.2.6b – c (from yesterday), new copy of same Activity Masters 2.2.6b – c, scissors, glue, staples

No Differentiation – Same as Kindergarten

Activity 1: Publishing Stories (DDLDP)

Materials: Activity Master 2.2.6d (from yesterday), new copy of same Activity Master 2.2.6d, scissors, glue, staples

No Differentiation – Same as Kindergarten

Day 4 – Social Studies

Kindergarten	1st Grade	2nd Grade
*** Choose one activity. *** Activity 1: Who Helped Simon?, p. 245 (DLG) Activity 2: “While I Grow Up”, p. 246 (DLG) Materials: SS Book 1: “Social Studies: While I Grow Up” poem	<i>No Differentiation – Same as Kindergarten</i> <i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i> <i>No Differentiation – Same as Kindergarten</i>

Day 4 – Science

Kindergarten	1st Grade	2nd Grade
*** Choose one activity. *** Activity 1: Dinosaur Skeletons, p. 233 (DLG) Materials: Variety of pasta, play dough, plastic plates Activity 2: Apatosaurus Footprint, p. 233 (DLG) Materials: Poster board or craft paper, thick marker, construction paper, scissors, tape	<i>No Differentiation – Same as Kindergarten</i> <i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i> <i>No Differentiation – Same as Kindergarten</i>

Activity 3: Dinosaur Eggs, p. 235 (DLG) Materials: Large cardboard box, box cutter, dirt, grass, straw twigs, water, balloons, brown grocery bags, scissors, liquid starch or thinned glue, paint	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten
--	---	---

Day 5 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
Daily Message Teacher Generated Message Materials: Chart paper or white board	<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 5 – Bible (Chapel or Complete Activity Below)

Kindergarten	1 st Grade	2 nd Grade
<u>APPLYING THE BIBLE STORY, p. 174 (DLG)</u> *** Complete one activity. *** Activity 1: Independent Reading, p. 174 (DLG) Materials: Lapbook – God Gives Me Everything I Need, Kindergarten Bible Story Readers, Bible Story CD, CD player Activity 2: Helping Hands p. 174 (DLG) Materials: Lapbook – God Gives Me Everything I Need, multicultural-colored construction paper, colored construction paper, markers, colored pasta (rubbing alcohol, food coloring, re-sealable bag, wax paper, cookie sheet), or stickers	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>Daily Oral Language (DOL)</u> <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) Scaffolding, Editing Materials: DOL Master (Appendix D), Theme 2 – Book 2; enlarged printout of Common Editing Marks (Appendix D) Theme 1 – Book 1

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 2 nd 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 2 nd grade are optional in addition to the separate curriculum adoption.
PHONEMIC AWARENESS, pp. 180 – 181 (DLG) *** Review concepts/activities from Days 1-4. ***	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 2 nd 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 2 nd grade are optional in addition to the separate curriculum adoption.
SOUND-LETTER ACTIVITIES, pp. 182 – 186 (DLG) *** Review concepts/activities from Days 1-4. ***	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.
READING WORKSHOP, pp. 187 – 192 (DLG) *** Complete both activities. *** Activity 1: After Reading – Vocabulary, p. 189 (DLG) (DDLDP) Concept Nugget Materials: Blacklines K and M Activity 2: Read-Aloud, p. 192 (DLG) (Optional) Materials: Optional book titles listed in Appendix E – Extension Materials List	Activity 1: After Reading – Vocabulary, p. 189 (DLG) (DDLDP) Vocabulary, Concept Nugget Materials: Activity Master 2.28a No Differentiation – Same as Kindergarten	Activity 1: After Reading – Vocabulary, p. 189 (DLG) (DDLDP) Vocabulary, Concept Nugget Materials: Activity Master 2.28b 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. 194 – 197 (DLG) *** Complete Activity 1. Activity 2 is optional. *** Activity 1: Writing with Children – Author’s Chair (DDLDP) Materials: Completed student writing Activity 2: Writing by Children – Family Objects Drawings, p. 197 (DLG) Materials: Paper, crayons	No Differentiation – Same as Kindergarten No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten No Differentiation – Same as Kindergarten

Day 5 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
Community Helpers, pp. 245 – 246 (DLG) (DDL P) Materials: Piece of paper, crayons/markers	Community Helpers, p. 245 (DLG) (DDL P) Materials: Activity Master 2.2.9	<i>No Differentiation – Same as 1st Grade</i>

Day 5 – Science

Kindergarten	1 st Grade	2 nd Grade
Fall and the Five Senses, p. 238 (DLG) Materials: Blackline 2.30, crayons, markers	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>

