

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

Important Reminders:

- Post parent volunteer sign-up for cultural day (Culminating Activity for Book 4, Day 5).
- The taste-test ethnic foods activity described in Circle Time/Morning Meeting for Day 1 requires advance preparation.

Days 1 – 5 Signing In/Morning Activity

Kindergarten	1 st Grade	2 nd Grade
<p>SIGNING IN, pp. 310 – 312 (DLG) <i>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.</i></p>	<p><i>This activity is not designed for 1st grade. However, if teachers wish to include 1st graders in this daily activity process, extension activity suggestions appropriate for 1st grade differentiation are provided in the DDLP. First graders need formal instruction in Handwriting.</i></p>	<p><i>This activity is not designed for 2nd grade. However, if teachers wish to include 2nd graders in this daily activity process, extension activity suggestions appropriate for 2nd grade differentiation are provided in the DDLP. Second graders need formal instruction in Handwriting.</i></p>

Day 1 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
<p>CONCEPT CONNECT ACTIVITY (DDL P) Accepting Diversity <i>Concept Connect and Introduction (K–2)</i> Materials: Various ethnic foods for taste test, chart paper, markers, Activity Master 2.3.1</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. 286 – 287 (DLG) *** Complete all activities. ***</p> <p>Activity 1: Spot Cleaners, p. 286 (DLG) Materials: Variety of cleaners or spot removers</p> <p>Activity 2: My Neighbors, p. 287 (DLG) Materials: Paper, crayons</p> <p>Activity 3: Theme Song, p. 287 (DLG) Materials: Stepping Stones Music CD, <i>Everything I Need</i> songbook-Book 1</p>	<p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p>

Day 1 – Language Arts

Kindergarten	1 st Grade	2 nd Grade
<p>Daily Oral Language (DOL) <i>This is primarily a 1st/2nd grade activity. Kindergarten students can listen or engage in a separate center activity during this time.</i></p>	<p>First graders are introduced to Daily Oral Language (DOL) in Theme 4 (Spiritual Journey/Giving Gifts). They can engage in a separate center during this time. However, some advanced 1st grade students may be ready for this activity and can be included in the lesson for 2nd grade at the teacher's discretion.</p>	<p>Grammar and Writing Mechanics (DDL P) <i>Scaffolding, Editing</i> Materials: DOL Master (Appendix D), Theme 2 – Book 3; 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. 299 – 300 (DLG) Level 1 – I Spy, p. 299 (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. 300 – 305 (DLG) *** Choose one activity. ***</p> <p>Activity 1: Nn–N Riddles, pp. 300 – 301 (DLG) Materials: Board or chart paper</p> <p>Activity 2: Nn–Names of Your Neighbors, p. 301 (DLG) Materials: Blackline 3.5</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. 305 – 310 (DLG) *** Complete both activities. ***</p> <p>Activity 1: Before Reading – Discussion, p. 305 (DLG)</p> <p>Activity 2: During Reading – First Time, p. 305 (DLG) (DDLDP) <i>Literature Classification, Concept Nugget</i></p> <p>Materials: <i>Be My Neighbor</i>, 4-5 fiction and nonfiction books from the classroom library</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. 312 – 317 (DLG) *** Complete Activity 1. Activity 2 is optional. ***</p> <p>Activity 1: Writing with Children – Writing Mini-Lessons: Picture-and-Words Match, p. 314 (DLG) Materials: Paper, pencils</p> <p>Activity 2: Writing with Children – “Hello” Around the World Book, p. 314 (DLG) Materials: 12 X 18-inch paper, crayons or markers</p>	<p>Activity 1: Writing with Children (DDLDP) <i>Planning Narrative Writing</i> Materials: Activity Master 2.3.2a</p> <p>Activity not Designed for 1st Grade</p>	<p>Activity 1: Writing with Children (DDLDP) <i>Planning Narrative Writing</i> Materials: Activity Master 2.3.2b</p> <p>Activity not Designed for 2nd Grade</p>

Day 1 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
<p>*** Complete Activity 1 and 2. Activity 3 is optional. ***</p> <p>Activity 1: Continent Boxes, pp. 345 – 346 (DLG) (DDLDP) <i>Map Skills—Globes, Locating Countries in North America</i> Materials: Blacklines 3.19a – g, assortment of boxes, objects to include in each box (see activity in DLG)</p> <p>Activity 2: A Neighborhood Has Homes, pp. 346 – 348 (DLG) Materials: Blacklines 3.20a – e, board, construction paper, glue</p> <p>Activity 3: Continent Action Songs pp. 343 – 345 (DLG) Materials: Large world map</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 – Science

Kindergarten	1 st Grade	2 nd Grade
<p>Major Neighborhoods, pp. 336 – 339 (DLG) Materials: Blacklines 3.18a – h, cardstock, <i>optional:</i> laminator</p>	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten

Day 2 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
<p>Daily Message 1, pp. 312 – 313 (DLG) <i>Modeling writing</i> Materials: Chart tablet paper, markers</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>	<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
<p><u>PRESENTING THE BIBLE STORY, pp. 287 – 288 (DLG)</u> *** Complete all activities. ***</p> <p>Activity 1: Reading “Seven Dips in the Muddy Water,” pp. 287 – 288 (DLG) Materials: Lapbook – <i>God Gives Me Everything I Need</i>, baby powder, wipes or damp paper towels</p> <p>Activity 2: Sing the Story, p. 288 (DLG) Materials: Lapbook – <i>God Gives Me Everything I Need</i>, <i>Little Voices Praise Him</i></p> <p>Activity 3: Bible Verse Introduction, p. 288 (DLG) Materials: Bible</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 2 – Language Arts

Kindergarten	1 st Grade	2 nd Grade
<p>Daily Oral Language (DOL) <i>This is primarily a 1st/2nd grade activity. Kindergarten students can listen or engage in a separate center activity during this time.</i></p>	<p>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 and Writing Mechanics (DDL P) <i>Scaffolding, Editing</i> Materials: DOL Master (Appendix D), Theme 2 – Book 3; enlarged printout of Common Editing Marks (Appendix D) Theme 1 – Book 1</p>
<p>STAIRWAY TO READIN 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. 299 – 300 (DLG) Level 2 – Chin Drop, p. 300 (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. 300 – 305 (DLG) *** Choose one activity. ***</p> <p>Activity 1: Nn–Noodles on an N, pp. 301 – 302, (DLG) Materials: Blackline 3.5, cooked spaghetti, dried noodles</p> <p>Activity 2: Nn–Nice Notes to Neighbors, p. 302 (DLG) Materials: Blackline 3.6, construction paper folded in half to make notes, scissors, glue, markers 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>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. 305 – 310 (DLG) During Reading – Second Time, p. 306 (DLG) (DDL P) <i>Concept Nugget</i> Materials: Be My Neighbor, chart tablet paper, markers</p>	<p>No Differentiation – Same as Kindergarten</p> <p>Activity 2: Vocabulary Introduction (DDL P) Materials: Vocabulary Master 2.3 (pre-cut into cards), Activity Master 2.3.3 (pre-cut into sentence strips), pocket chart</p>	<p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as 1st Grade</p>
<p>GUIDED READING (Small Group Instruction)</p> <p>Use a conference approved leveled reading series and running records' assessments to place students in proper homogenous instructional ability reading levels for small group instruction. Possible Options: Reading A-Z, Seedlings, Wright Group, etc. Small group instruction for most Kindergarten students will focus on phonemic awareness and sound-letter recognition during the first semester of the year while 1st 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. 312 – 317 (DLG) *** Complete Activity 1. Activities 2 and 3 are optional. ***</p> <p>Activity 1: Writing by Children (DDLDP) <i>Narrative Writing</i> Materials: Booklets made from white paper (prepare ahead of time)</p> <p>Activity 2: Writing by Children – Cards for Neighbors, p. 315 (DLG) Materials: Paper, crayons, markers</p> <p>Activity 3: Writing by Children – Environmental Print Book, p. 316 (DLG) Materials: Blackline 3.10, environmental print from home, glue</p>	<p>Activity 1: Writing by Children (DDLDP) <i>Narrative Writing</i> Materials: Lined writing paper, completed Activity Master 2.3.2a from previous day</p> <p><i>Activity not Designed for 1st Grade</i></p> <p><i>Activity not Designed for 1st Grade</i></p>	<p>Activity 1: Writing by Children (DDLDP) <i>Narrative Writing</i> Materials: Lined writing paper, completed Activity Master 2.3.2b from previous day</p> <p><i>Activity not Designed for 2nd Grade</i></p> <p><i>Activity not Designed for 2nd Grade</i></p>
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Day 2 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
<p>*** Choose Activity 1 or 2. Activity 3 is optional. ***</p> <p>Activity 1: Homes of Brick, Sticks, and Straw, p. 350 (DLG) Materials: <i>Be My Neighbor</i>, making bricks: gelatin or small shoebox, wax paper, dirt, sand, grass, weeds, straw, flour, water, table knife; house of sticks: small milk carton, small twigs and sticks, glue, construction paper, scissors; house of straw: grass, paper filters, scissors, glue</p> <p>Activity 2: Where is the Food From?, pp. 350 – 356 (DLG) Materials: Blacklines 3.22a – h, cardstock, large world map, hummus and pita chips, tortilla chips and salsa, or carrot sticks and apple slices</p> <p>Activity 3: Where Are They From?, p. 348 (DLG) Materials: Blacklines 3.21a – e, world map</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 2 – Science

Kindergarten	1 st Grade	2 nd Grade
<p>Continents and Animals, pp. 340 – 341 (DLG) (DDLDP) Materials: Book(s) about beavers, Activity Masters 2.3.4a – c, <i>optional materials:</i> continent maps, puzzles, plastic animals</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>



Day 3 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
<p>Daily Message 2, p. 313 (DLG) Modeling writing Materials: Chart tablet paper, markers</p>	<p><i>This activity is not designed for 1st grade. However, extension activity suggestions appropriate for 1st grade differentiation are provided in the DDL.</i></p>	<p><i>This activity is not designed for 2nd grade. However, extension activity suggestions appropriate for 2nd grade differentiation are provided in the DDL.</i></p>

Day 3 – Bible

Kindergarten	1 st Grade	2 nd Grade
<p>REVIEWING THE BIBLE STORY, pp. 288 – 291 (DLG) *** Complete Activity 1 and choose one additional activity. ***</p> <p>Activity 1: Comprehension Questions, p. 290 (DLG)</p> <p>Activity 2: Washing in the Jordan, p. 288 (DLG) Materials: Lapbook – <i>God Gives Me Everything I Need</i>, Bible Time costumes, blue bed sheet or blue butcher paper, wood blocks, baby powder</p> <p>Activity 3: Naaman Was Sick, p. 289 (DLG)</p> <p>Activity 4: Dipping Naaman, pp. 288 – 289 (DLG) Materials: Blackline 3.2, cardstock, crayons, miniature white sticky dots, craft sticks, 5 oz. (150 ml) bathroom cups, blue 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> <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) <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 and Writing Mechanics (DDL) <i>Scaffolding, Editing</i> Materials: DOL Master (Appendix D), Theme 2 – Book 3; 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. 299 – 300 (DLG) Level 3 – Hands and Feet Up, p. 300 (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. 300 – 305 (DLG) *** Choose one activity. ***</p> <p>Activity 1: Nn–Musical Notes of Kindness, pp. 302 – 303 (DLG) Materials: Blacklines 3.7a – b or note punches, scissors, glue</p> <p>Activity 2: Nn–Neighbors Around the World, pp. 303 – 304 (DLG) Materials: Blacklines 3.8a – b, scissors, glue, construction paper</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. 305 – 310 (DLG) *** Complete both activities. ***</p> <p>Activity 1: During Reading – Third Time, p. 306 (DLG) (DDL P) <i>Concept Nugget, Comprehension Discussion, Compare/Contrast</i> Materials: Be My Neighbor</p> <p>Activity 2: After Reading–Vocabulary, p. 307 (DLG) Materials: Blackline Master K, N</p>	<p>No Differentiation – Same as Kindergarten</p> <p>Activity 2: After Reading–Vocabulary, p. 307 (DDL P) <i>Alphabetical Order</i> Materials: Vocabulary Master 2.3. (enough for each group of students)</p>	<p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as 1st Grade</p>
<p>GUIDED READING (Small Group Instruction)</p> <p>Use a conference approved leveled reading series and running records’ assessments to place students in proper homogenous instructional ability reading levels for small group instruction. Possible Options: Reading A-Z, Seedlings, Wright Group, etc. Small group instruction for most Kindergarten students will focus on phonemic awareness and sound-letter recognition during the first semester of the year while 1st 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. 312 – 317 (DLG) *** Complete Activity 1. Activities 2 and 3 are optional. ***</p> <p>Activity 1: Writing by Children (DDL P) <i>Narrative Writing, Editing</i> Materials: Writing artifacts</p> <p>Activity 2: Writing by Children – Class Post Office, p. 316 (DLG) Materials: Containers for “mailboxes,” paper, envelopes, stickers, post office tour (optional)</p> <p>Activity 3: Writing by Children – Writing “Real” Letters, p. 316 (DLG) Materials: Addressed and stamped envelope from home, paper</p>	<p>Activity 1: Writing by Children – Narrative Writing, Editing (DDL P) Materials: Writing artifacts</p> <p>Activity not Designed for 1st Grade</p> <p>Activity not Designed for 1st Grade</p>	<p>No Differentiation – Same as 1st Grade</p> <p>Activity not Designed for 2nd Grade</p> <p>Activity not Designed for 2nd Grade</p>



Day 3 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
<p>*** Choose Activity 1 or 2. (Complete two activities, if time permits.) Activity 3 is optional. ***</p> <p>Activity 1: We All Keep Cool, p. 357 (DLG) Materials: Globe, flashlight, <i>Be My Neighbor</i>, paper plates, markers or colored pencils, large craft sticks, stapler</p> <p>Activity 2: We All Keep Warm, p. 358 (DLG) Materials: Blackline 3.23, <i>Be My Neighbor</i>, glue, magazines, catalogs, scissors</p> <p>Activity 3: Signs, p. 358 (DLG) Materials: Purchased sign flashcards or photographs of signs</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 – Science

Kindergarten	1 st Grade	2 nd Grade
<p>Continents and Animals, pp. 340 – 341 (DLG) (DDL P) Materials: Book(s) about an Asian or African animal, <i>optional materials:</i> continent maps, puzzles, plastic animals</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. 313 (DLG) <i>Modeling writing</i> Materials: Chart tablet paper, markers</p>	<p><i>This activity is not designed for 1st grade. However, extension activity suggestions appropriate for 1st grade differentiation are provided in the DDL P.</i></p>	<p><i>This activity is not designed for 2nd grade. However, extension activity suggestions appropriate for 2nd grade differentiation are provided in the DDL P.</i></p>



Day 4 – Bible

Kindergarten	1 st Grade	2 nd Grade
<p><u>PRACTICING THE BIBLE STORY, pp. 291 – 292 (DLG)</u> *** Complete both activities. ***</p> <p>Activity 1: God Gives Me Friends and Neighbors, pp. 291 – 292 (DLG) (DDL) Concept Nugget Materials: Blacklines 3.3a – c, scissors, stapler, markers, crayons</p> <p>Activity 2: Bible Verse Match-Up, p. 292 (DLG) Bible Verse Memorization Materials: Sentence Strips (two colors), markers, pocket chart, pointer, laminator (optional)</p>	<p>No Differentiation – Same as Kindergarten</p> <p>Activity 2: Bible Verse Match-Up, p. 292 (DLG) (DDL) Bible Verse Memorization Materials: Activity Master 2.3.5, dry erase boards, dry erase markers, dry erase erasers</p>	<p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as 1st Grade</p>

Day 4 – Language Arts

Kindergarten	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 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 and Writing Mechanics (DDL) Scaffolding, Editing Materials: DOL Master (Appendix D), Theme 2– Book 3; 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. 299 – 300 (DLG)</u> Level 4 – Clap Off the Beginning Sound (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><u>SOUND-LETTER ACTIVITIES, pp. 300 – 305 (DLG)</u> *** Choose one activity. ***</p> <p>Activity 1: Nn–Newspaper Clippings, p. 304 (DLG) Materials: Blackline 3.5, newspapers, scissors, glue</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>Activity 2: Nn–Speedster N’s, p. 305 (DLG)</p> <p>Activity 3: Nn–Cover the N’s, p. 305 (DLG) Materials: Masking tape, chart paper, manipulatives such as pattern blocks</p>		
<p>READING WORKSHOP, pp. 305 – 310 (DLG) *** Complete Activity 1 and choose one additional activity. ***</p> <p>Activity 1: After Reading–Comprehension Questions, p. 308 (DLG) Comprehension Questions Materials: Lunch containers, chart tablet paper</p> <p>Activity 2: After Reading — “Neighbor, Neighbor,” pp. 308 – 309 (DLG) Materials: “Neighbor, Neighbor” poem written on sentence strips</p> <p>Activity 3: After Reading —“Neighbor, Neighbor” with Book, p. 309 (DLG) Materials: <i>Be My Neighbor</i>, “Neighbor, Neighbor” poem written on sentence strips, <i>Optional:</i> KWL chart from During Reading—Second Time</p>	<p>Activity 1: After Reading–Comprehension Questions, p. 308 (DLG) (DDL P) Extended Comprehension Questions Materials: Lunch containers, chart tablet 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>
<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. 312 – 317 (DLG) *** Complete Activity 1. Activities 2 and 3 are optional. ***</p> <p>Activity 1: Writing by Children (DDL P) Labeling, Editing Materials: Writing artifacts</p> <p>Activity 2: Writing with Children – Park Experiences, p. 317 (DLG) Letter Writing Materials: Blackline 3.11, crayons, markers</p> <p>Activity 3: Writing with Children – Changes in the Neighborhood, p. 317 (DLG) Letter Writing Materials: Simplified map of school community, sticky notes, laminator (<i>optional</i>)</p>	<p>Activity 1: Writing by Children (DDL P) Labeling, Editing Materials: Writing artifacts, writing paper</p> <p>Activity not Designed for 1st Grade</p> <p>Activity not Designed for 1st Grade</p>	<p>No Differentiation – Same as 1st Grade</p> <p>Activity not Designed for 2nd Grade</p> <p>Activity not Designed for 2nd Grade</p>



Day 4 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
<p>*** Choose one activity. ***</p> <p>Activity 1: Rural, Suburban, or Urban, p. 359 (DLG) Materials: Long butcher paper, magazines, scissors, glue</p> <p>Activity 2: Neighborhood Search, p. 359 (DLG) Materials: Blackline 3.24, letter to parents, clipboards (optional)</p> <p>Activity 3: Where I Live/Where I Want to Live, p. 360 (DLG) (DDL P) Materials: Blackline 3.25, markers</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 – Science

Kindergarten	1 st Grade	2 nd Grade
<p>Continents and Animals, pp. 340 – 341 (DLG) (DDL P) Materials: Books about a European or Australian animal or an animal from Antarctica, optional materials: continent maps, puzzles, plastic animals</p>	<p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p>

Day 5 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
<p>Daily Message <i>Teacher Generated Message</i> Materials: Chart paper or white board</p>	<p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p>



Day 5 – Bible (Chapel or Complete Activity Below)

Kindergarten	1 st Grade	2 nd Grade
<p>APPLYING THE BIBLE STORY, p. 293 (DLG) *** Complete both activities. ***</p> <p>Activity 1: Independent Reading, p. 293 (DLG) Materials: Lapbook – <i>God Gives Me Everything I Need</i>, Kindergarten Bible Story Readers, SS Bible Story CD</p> <p>Activity 2: I'm Glad We're Neighbors, p. 293 (DLG) Witnessing Activity Materials: Blackline 3.4, cardstock, markers, crayons, scissors, Optional: laminator</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 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 and Writing Mechanics (DDL) Scaffolding, Editing Materials: DOL Master (Appendix D), Theme 2 – Book 3; 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. 299 – 300 (DLG) *** Review concepts/activities from Days 1 – 4. ***</p>	<p>Follow 1st grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 1st grade are optional in addition to the separate curriculum adoption.</p>	<p>Follow 2nd grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 2nd grade are optional in addition to the separate curriculum adoption.</p>
<p>SOUND-LETTER ACTIVITIES, pp. 300 – 305 (DLG) *** Review concepts/activities from Days 1 – 4. ***</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. 305 – 310 (DLG) *** Complete Activity 1 and choose one additional activity. ***</p> <p>Activity 1: Read-Aloud, p. 310 (DLG) (DDL P) <i>Concept Nugget, Read Aloud Snap Shot</i> Materials: <i>A School Like Mine</i> or <i>Children Just Like Me</i>, bibliography books, other books about children in neighborhoods around the world, paper</p> <p>Activity 2: After Reading – Neighborhood ABC’s, pp. 309 – 310 (DLG) Materials: Camera, covers for book, binding for books, <i>Optional:</i> laminator</p> <p>Activity 3: Library Visit, p. 310 (DLG) Materials: Library arrangements, permission slip</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><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. 312 – 317 (DLG) *** Complete Activity 1. Activity 2 is optional. ***</p> <p>Activity 1: Writing by Children – Author’s Chair (DDL P) <i>Sharing and Presenting</i> Materials: Completed writing pieces edited this week</p> <p>Activity 2: Writing by Children – Neighborhoods Objects, p. 317 (DLG) <i>Letter Writing</i> Materials: Simplified map of school community, sticky notes, <i>Optional:</i> laminator</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>

