

**K-2 MULTI-GRADE BRIDGE**  
**Lesson at a Glance (LAG)**  
**Theme Three Daily Lesson Guide (DLG) – *Deep in the Forest***  
**Grade K Theme Book One: *When Rain Falls/Living Things***  
**Character Building Concept: Adaptation**

**Important Reminders:**

- Send home Parent Letter (Activity Master 3.1.0) at the end of the day.
- Obtain a digital recording device (e.g., video recorder, webcam, iPad, iPhone, etc.) to record student presentations (Day 3 – Social Studies/Science, Choral Rhyming Rap).
- Social Studies Day 4 (*optional activity*) requires prearrangement of a guest speaker (DLG, p. 71).

**Days 1 – 5 Signing In (Morning Activity)**

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b>SIGNING IN, pp. 44 – 45 (DLG)</b>  <i>This is primarily a Kindergarten activity. The teacher should select one activity daily from the <b>DLG</b> for students to complete as they arrive in the morning.</i></p>	<p><i>This activity is not designed for 1<sup>st</sup> grade. However, if teachers wish to include 1<sup>st</sup> graders in this daily activity process, extension activity suggestions appropriate for 1<sup>st</sup> grade differentiation are provided in the <b>DDL</b>P. First graders need formal instruction in Handwriting.</i></p>	<p><i>This activity is not designed for 2<sup>nd</sup> grade. However, if teachers wish to include 2<sup>nd</sup> graders in this daily activity process, extension activity suggestions appropriate for 2<sup>nd</sup> grade differentiation are provided in the <b>DDL</b>P. Second graders need formal instruction in Handwriting.</i></p>

**Day 1 – Circle Time/Morning Meeting**

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b>Daily Message 2, p. 46 (DLG)</b></p>	<p><i>This activity is not designed for 1<sup>st</sup> grade. However, extension activity suggestions appropriate for 1<sup>st</sup> grade differentiation are provided in the <b>DDL</b>P.</i></p>	<p><i>This activity is not designed for 2<sup>nd</sup> grade. However, extension activity suggestions appropriate for 2<sup>nd</sup> grade differentiation are provided in the <b>DDL</b>P.</i></p>



## Day 1 – Bible

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b>CONCEPT CONNECT (DDL)</b>  <i>Bible Sensory Adaptation</i>            Concept Connect Activity &amp; Discussion  <b>Materials:</b> Bandannas, ear muffs/ear plugs, ribbon, Activity Master 3.1.0, list of edible plants – <i>Optional</i></p> <p><b>INTRODUCING BIBLE STORY, p. 30 (DLG)</b>            *** Choose activity 2 or both activities, if time permits. ***</p> <p><b>Activity 1: Balloon Worlds, p. 30 (DLG)</b>  <b>Materials:</b> Green &amp; blue tissue paper, glue mixture, inflated balloons</p> <p><b>Activity 2: Theme Song, p. 30 (DLG)</b>  <b>Materials:</b> Stepping Stones Music CD</p>	<p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p>

## Day 1 – Language Arts

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b>Daily Oral Language (DOL)</b>  <i>This is primarily a 1<sup>st</sup>/2<sup>nd</sup> 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 1<sup>st</sup> grade students may be ready for this activity and can be included in the lesson for 2<sup>nd</sup> grade at the teacher's discretion.</p>	<p><b>Grammar &amp; Writing Mechanics (DDL)</b>  <i>Scaffolding, Editing</i>  <b>Materials:</b> DOL Master (Appendix D), Theme 3 – Book 1; enlarged printout of Common Editing Marks (Appendix D) Theme 1 – Book 1</p>
<p><b>STAIRWAY TO READING</b>  <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 1<sup>st</sup> 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<sup>st</sup> grade are optional in addition to the separate curriculum adoption.</p>	<p>Follow 2<sup>nd</sup> 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<sup>nd</sup> grade are optional in addition to the separate curriculum adoption.</p>
<p><b>PHONEMIC AWARENESS, pp. 37 – 38 (DLG)</b>  <b>Level 2 – I See a _____, p. 38</b>  <i>Sound Blending</i>  <b>Materials:</b> Stuffed animals/pictures</p>	<p>Follow 1<sup>st</sup> 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<sup>st</sup> grade are optional in addition to the separate curriculum adoption.</p>	<p>Follow 2<sup>nd</sup> 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<sup>nd</sup> grade are optional in addition to the separate curriculum adoption.</p>



<p><b>SOUND-LETTER ACTIVITIES, pp. 38 – 40 (DLG)</b>  <b>Rr – Raindrops with Glitter, p. 38 (DLG)</b>  <b>Materials:</b> Blackline 1.4, glitter, glue, scissors</p>	<p><i>Follow conference approved, explicit, sequential, multi-sensory phonics program adoption for 1<sup>st</sup> grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</i></p>	<p><i>Follow conference approved, explicit, sequential, multi-sensory phonics program adoption for 2<sup>nd</sup> grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</i></p>
<p><b>READING WORKSHOP, pp. 41 – 44 (DLG)</b>  *** Complete both activities. ***  <b>Before Reading – Discussion, p. 41 (DLG)</b>  <b>Materials:</b> Spray bottle filled with water  <b>Before Reading – Introducing the Book, p. 41 (DDL P K–2)</b>  <i>Making Predictions, Picture Walk, Vocabulary Introduction</i>  <b>Materials:</b> Large chart paper, Vocabulary Master 3.1</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><b>GUIDED READING (Small Group Instruction)</b></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 1<sup>st</sup> and 2<sup>nd</sup> graders focus on formal reading instruction. Kindergarten students who are ready to read can be included in 1<sup>st</sup>/2<sup>nd</sup> grade formal reading groups.</i></p>		
<p><b>WRITING WORKSHOP, pp. 46 – 48 (DLG)</b>  <b>Writing to and with Children – Copying Print in Room, p. 47 (DLG)</b></p>	<p><i>No Differentiation – Same as Kindergarten; some students in 1<sup>st</sup> grade will be ready to begin writing a short sentence story about their pictures.</i></p>	<p><b>WRITING WORKSHOP, pp. 46 – 48 (DLG)</b>  <b>Writing to and with Children – (DDL P)</b>  <i>Brainstorming, Concept Web, Questioning</i>  <b>Materials:</b> Activity Masters 3.1.1, teacher-generated wild forest animal articles</p>
<p><b>LISTENING/SPEAKING, p. 51</b>  <b>Listening to Poetry, p. 51 (DLG)</b></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>

**Day 1 – Social Studies/Science**

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b>Weather Maps, pp. 70 – 71 (DDL P – Part 1)</b>  <i>Weather Graphing</i>  <b>Materials:</b> Activity Master 3.1.2, large chart paper, markers</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>



## Day 1 – Physical Education

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<b>Animal Walks, p. 72 (DDL P)</b> <i>(Optional Fun Activity)</i> Relay Race <b>Materials:</b> Baton: <i>Optional</i>	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten

## Day 2 – Circle Time/Morning Meeting

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<b>Daily Message 1, p. 46 (DLG)</b>	<i>This activity is not designed for 1<sup>st</sup> grade. However, extension activity suggestions appropriate for 1<sup>st</sup> grade differentiation are provided in the <b>DDL P</b>.</i>	<i>This activity is not designed for 2<sup>nd</sup> grade. However, extension activity suggestions appropriate for 2<sup>nd</sup> grade differentiation are provided in the <b>DDL P</b>.</i>

## Day 2 – Bible

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<b><u>PRESENTING THE BIBLE STORY, pp. 30 – 31 (DLG)</u></b> *** Complete all activities. ***  <b>Activity 1: Goop, p. 30 (DLG)</b> Introduce Memory Verse <b>Materials:</b> Corn starch, water  <b>Activity 2: Reading God Made Our World, p. 30 (DLG)</b> <b>Materials:</b> Lapbook – God Made Our World  <b>Activity 3: Inflatable Globe Toss, p. 31 (DLG)</b> Memory Verse practice activity <b>Materials:</b> Inflatable globe	No Differentiation – Same as Kindergarten   No Differentiation – Same as Kindergarten   No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten   No Differentiation – Same as Kindergarten   No Differentiation – Same as Kindergarten



## Day 2 – Language Arts

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b>Daily Oral Language (DOL)</b>  <i>This is primarily a 1<sup>st</sup>/2<sup>nd</sup> 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 1<sup>st</sup> grade students may be ready for this activity and can be included in the lesson for 2<sup>nd</sup> grade at the teacher's discretion.</i></p>	<p><b>Grammar &amp; Writing Mechanics (DDL)</b>            Scaffolding, Editing  <b>Materials:</b> DOL Master (Appendix D), Theme 3 – Book 1; enlarged printout of Common Editing Marks (Appendix D) Theme 1 – Book 1</p>
<p><b>STAIRWAY TO READING</b>  <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 1<sup>st</sup> 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<sup>st</sup> grade are optional in addition to the separate curriculum adoption.</i></p>	<p><i>Follow 2<sup>nd</sup> 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<sup>nd</sup> grade are optional in addition to the separate curriculum adoption.</i></p>
<p><b>PHONEMIC AWARENESS, pp. 37 – 38 (DLG)</b>  <b>Level 3 – Singing Sounds, p. 38 or (DDL Variation Activity)</b>  <i>Initial Sounds</i>  <b>Materials:</b> Activity Master 3.1.3a, “Bacon”</p>	<p><b>PHONEMIC AWARENESS, pp. 37 – 38 (DLG) – (Optional)</b>  <b>Level 3 – Singing Sounds p. 38 (DDL)</b>  <i>Initial Sounds or Blends</i>  <b>Materials:</b> Activity Masters 3.1.3a – b, “Bacon”</p>	<p><b>PHONEMIC AWARENESS, pp. 37 – 38 (DLG) – (Optional)</b>  <b>Level 3 – Singing Sounds p. 38 (DDL)</b>  <i>Digraphs</i>  <b>Materials:</b> Activity Master 3.1.3b, “Bacon”</p>
<p><b>SOUND-LETTER ACTIVITIES, pp. 38 – 40</b>  <b>Rr – Raindrops with Streamers, p. 39 (DLG)</b></p>	<p><i>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 1<sup>st</sup> grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</i></p>	<p><i>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 2<sup>nd</sup> grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</i></p>
<p><b>READING WORKSHOP, pp. 41 – 44 (DLG)</b>  <b>During Reading – First Time, p. 41 (DDL)</b>  <i>Concept Nugget</i>  <i>(No extension Materials)</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><b>READING WORKSHOP, pp. 41 – 44 (DLG)</b>  <b>During Reading – First Time, p. 41 (DDL)</b>  <i>Concept Nugget, Question-Answer Relationships Strategy</i>  <b>Materials:</b> Activity Master 3.1.9a – b, Teacher Reference Material 3.1</p>
<p><b>GUIDED READING (Small Group Instruction)</b>  <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 1<sup>st</sup> and 2<sup>nd</sup> graders focus on formal reading instruction. Kindergarten students who are ready to read can be included in 1<sup>st</sup>/2<sup>nd</sup> grade formal reading groups.</i></p>		
<p><b>WRITING WORKSHOP, pp. 46 – 48 (DLG) (DDL) – 2nd</b>  <b>Writing by Children – Factual Report, p. 48 (DLG)</b></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><b>WRITING WORKSHOP, pp. 46 – 48 (DLG)</b>  <b>Writing by Children – Factual Report, p. 48 (DDL)</b>  <i>Topic/Details Web, Questioning, Expository Writing</i>  <b>Materials:</b> Activity Master 3.1.4, large chart paper, computer, student journals</p>



<b><u>LISTENING/SPEAKING, p. 51</u></b> <b>Presenting Factual Reports, p. 51 (DLG)</b>	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten
---	---	---

**Day 2 – Social Studies/Science**

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p>*** Complete both activities: ***</p> <p><b>Activity 1: Homes/Habitats, p. 70 (DLG)</b> <b>Materials:</b> State topographical map, library books showing various habitats discussed in theme book, “When Rain Falls”</p> <p><b>Activity 2: <u>READING WORKSHOP (Tie-in), pp. 43 – 44 (DLG)</u></b> <b>“Where Do I Live?”, pp. 43 – 44 (DLG)</b> <b>Materials:</b> Blacklines 1.6a – b</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 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<b>Daily Message 3, p. 46 (DLG)</b>	<i>This activity is not designed for 1<sup>st</sup> grade. However, extension activity suggestions appropriate for 1<sup>st</sup> grade differentiation are provided in the <b>DDL</b>.</i>	<i>This activity is not designed for 2<sup>nd</sup> grade. However, extension activity suggestions appropriate for 2<sup>nd</sup> grade differentiation are provided in the <b>DDL</b>.</i>

**Day 3 – Bible**

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b><u>REVIEWING THE BIBLE STORY, p. 31 (DLG)</u></b> *** Complete one or two activities. ***</p> <p><b>Activity 1: What Do You See?, p. 31 (DDL)</b> <i>Writing</i> <b>Materials:</b> Activity Master 3.1.5a, magnifying glasses</p>	<p><b>What Do You See?, p. 31 (DDL)</b> <i>Writing and Journaling</i> <b>Materials:</b> Activity Master 3.1.5b, magnifying glasses</p>	<p>No Differentiation – Same as 1<sup>st</sup> Grade</p>



<p><b>Activity 2: Bean Bag Toss, p. 31 (DLG) or (DDLDP)</b>  <i>Creation Upset – Variation of Bean Bag Toss activity</i>  <b>Materials:</b> Bean bag, Activity Master 3.1.6</p> <p><b>Activity 3: Review Boxes, p. 31 (DLG)</b>          (This activity may be used as a center throughout the week)  <b>Materials:</b> See <b>DLG</b>, shoe boxes, toy objects</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 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b>Daily Oral Language (DOL)</b>  <i>This is primarily a 1<sup>st</sup>/2<sup>nd</sup> 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 (<b>DOL</b>) in Theme 4 (Spiritual Journey/Giving Gifts). They can engage in a separate center during this time. However, some advanced 1<sup>st</sup> grade students may be ready for this activity and can be included in the lesson for 2<sup>nd</sup> grade at the teacher’s discretion.</p>	<p><b>Grammar &amp; Writing Mechanics (DDLDP)</b>  <i>Scaffolding, Editing</i>  <b>Materials:</b> DOL Master (Appendix D), Theme 3 – Book 1; enlarged printout of Common Editing Marks (Appendix D) Theme 1 – Book 1</p>
<p><b>STAIRWAY TO READING</b>  <i>Follow Stairway to Reading Phonics/Reading program or other conference approved Phonics/Reading curriculum. Phonemic awareness and sound-letter activities in the <b>DLG</b> should also be utilized in the phonics program for Kindergarten students.</i></p>	<p>Follow 1<sup>st</sup> 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<sup>st</sup> grade are optional in addition to the separate curriculum adoption.</p>	<p>Follow 2<sup>nd</sup> 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<sup>st</sup> grade are optional in addition to the separate curriculum adoption.</p>
<p><b>PHONEMIC AWARENESS, pp. 37 – 38 (DLG)</b>  <b>Level 1 – Rhyming Clock Race p. 37 (DLG)</b></p>	<p>Follow 1<sup>st</sup> 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<sup>st</sup> grade are optional in addition to the separate curriculum adoption.</p>	<p>Follow 2<sup>nd</sup> 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<sup>st</sup> grade are optional in addition to the separate curriculum adoption.</p>
<p><b>SOUND-LETTER ACTIVITIES, pp. 38 – 40 (Optional)</b>  <b>Rr – Running Rock Relay Races, p. 40 (DLG)</b>  <b>Materials:</b> Small rock for relay race</p>	<p>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 1<sup>st</sup> grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</p>	<p>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 2<sup>nd</sup> grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</p>
<p><b>READING WORKSHOP, pp. 41 – 44 (DLG)</b>  <b>During Reading – Second Time, p. 42 (DDLDP)</b>  <i>Vocabulary Review – Familiar &amp; Unfamiliar Words</i>  <b>Materials:</b> Blackline B, Story Paper, glue, scissors, coloring utensils</p>	<p>No Differentiation – Same as Kindergarten</p>	<p><b>READING WORKSHOP, pp. 41 – 44 (DLG)</b>  <b>During Reading – Second Time, p. 42 (DDLDP)</b>  <i>Vocabulary Review – Familiar &amp; Unfamiliar Words</i>  <b>Materials:</b> Vocabulary Master 3.1, Activity Master 3.1.7</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 1<sup>st</sup> and 2<sup>nd</sup> graders focus on formal reading instruction. Kindergarten students who are ready to read can be included in 1<sup>st</sup>/2<sup>nd</sup> grade formal reading groups.

**WRITING WORKSHOP, p. 46 – 48 (DLG)**  
**Writing by Children – Under the Umbrella, p. 48 (DLG)**  
**Materials:** Blackline 1.9, Crayons, colored paper, scissors, glue

**WRITING WORKSHOP, pp. 46 – 48 (DLG)**  
**Writing by Children – Under the Umbrella, p. 48 (DDL P)**  
*Sentence Writing*  
**Materials:** Activity Master 3.1.8, lined paper

**WRITING WORKSHOP, pp. 46 – 48 (DLG) (DDL P)**  
*First Draft Report Writing*

**Day 3 – Social Studies/Science**

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<b>Choral Rhyming Rap (DDL P)</b> <i>Presentation Recordings</i>	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>

**Day 4 – Circle Time/Morning Meeting**

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<b>Daily Message 4 (DDL P) (DDL P K-2)</b> <i>Sequence Writing</i> <b>Materials:</b> Circle time easel/morning meeting board	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>





## Day 4 – Bible

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b><u>PRACTICING THE BIBLE STORY, p. 32 (DLG)</u></b>            *** Complete Activities 1 and 3. ***</p> <p><b>Activity 1: Chalk Picture, p. 32 (DLG) (DDL)</b>  <i>Motor Skills, Concept Nugget</i>  <b>Materials:</b> Blanket, ice, rose w/ thorns, dead leaves, black construction paper, colored chalk, hair spray</p> <p><b>Activity 2: Frisbee Flyers, p. 32 (DLG) (Optional)</b>  <b>Materials:</b> Blackline 1.2</p> <p><b>Activity 3: Seed Collage, pp. 32 – 33 (DLG)</b>  <i>Fine Motor Activity</i>  <b>Materials:</b> Blackline 1.3, assortment of seeds and beans</p>	<p><b><u>PRACTICING THE BIBLE STORY, p. 32 (DLG)</u></b>            *** Complete Activity 3 and one other activity, if time permits. ***</p> <p><b>Activity 1: Chalk Picture, p. 32 (DDL)</b>  <i>Writing, Motor Skills, Concept Nugget</i>  <b>Materials:</b> Blanket, ice, rose w/ thorns, dead leaves, black construction paper, colored chalk, hair spray</p> <p><b>Activity 2: No Differentiation – Same as Kindergarten</b></p> <p><b>Activity 3: Seed Collage, pp. 32 – 33 (DDL)</b>  <i>Target Skill: Venn Diagram</i>  <b>Materials:</b> Activity Master 3.1.10, assortment of seeds and beans</p>	<p><b><u>PRACTICING THE BIBLE STORY, p. 32 (DLG)</u></b>            *** Complete Activity 3 and one other activity, if time permits. ***</p> <p><b>Activity 1: Chalk Picture, p. 32 (DDL)</b>  <i>Writing, Motor Skills, Summarizing, Concept Nugget</i>  <b>Materials:</b> Blanket, ice, rose w/ thorns, dead leaves, black construction paper, colored chalk, hair spray, Activity Master 3.1.11</p> <p><b>Activity 2: No Differentiation – Same as Kindergarten</b></p> <p><b>Activity 3: No Differentiation – Same as 1<sup>st</sup> Grade</b></p>

## Day 4 – Language Arts

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b><u>Daily Oral Language (DOL)</u></b>  <i>This is primarily a 1<sup>st</sup>/2<sup>nd</sup> 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 1<sup>st</sup> grade students may be ready for this activity and can be included in the lesson for 2<sup>nd</sup> grade at the teacher's discretion</i></p>	<p><b>Grammar &amp; Writing Mechanics (DDL)</b>  <i>Scaffolding, Editing</i>  <b>Materials:</b> DOL Master (Appendix D), Theme 3 – Book 1; enlarged printout of Common Editing Marks (Appendix D) Theme 1 – Book 1</p>
<p><b><u>STAIRWAY TO READING</u></b>  <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 1<sup>st</sup> 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<sup>st</sup> grade are optional in addition to the separate curriculum adoption.</i></p>	<p><i>Follow 2<sup>nd</sup> 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<sup>nd</sup> grade are optional in addition to the separate curriculum adoption.</i></p>



<p><b>PHONEMIC AWARENESS, pp. 37 – 38 (DLG)</b>  <b>Level 4 – High-Five (Segmentation) p. 38 (DLG)</b></p>	<p>Follow 1<sup>st</sup> 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<sup>st</sup> grade are optional in addition to the separate curriculum adoption.</p>	<p>Follow 2<sup>nd</sup> 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<sup>nd</sup> grade are optional in addition to the separate curriculum adoption.</p>
<p><b>SOUND-LETTER ACTIVITIES, pp. 38 – 40</b>  <b>Rr – Rocks, p. 40 (DLG)</b>  /R/ sound  <b>Materials:</b> Pea gravel and Blacklines 1.5a – b</p>	<p>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 1<sup>st</sup> grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</p>	<p>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 2<sup>nd</sup> grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</p>
<p><b>READING WORKSHOP, pp. 41 – 44 (DLG)</b>  *** Complete Activity 1 and one additional activity, if time permits. ***</p> <p><b>Activity 1: Rainy Day Activities, p. 44 (DDL P)</b>  Brainstorming, Text-to-self Connections  <b>Materials:</b> Sticky notes, chart tablet</p> <p><b>Activity 2: During Reading – Third Time, p. 42 (DLG)</b></p> <p><b>Activity 3: Read-Aloud, p. 44 (DLG)</b></p>	<p><b>Activity 1: Rainy Day Activities, p. 44 (DDL P)</b>  Brainstorming, Text-to-self Connections, Writing,  <b>Materials:</b> Sticky notes, chart tablet</p> <p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as 1<sup>st</sup> Grade</p> <p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p>
<p><b>GUIDED READING (Small Group Instruction)</b></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 1<sup>st</sup> and 2<sup>nd</sup> graders focus on formal reading instruction. Kindergarten students who are ready to read can be included in 1<sup>st</sup>/2<sup>nd</sup> grade formal reading groups.</p>		
<p><b>WRITING WORKSHOP, pp. 46 – 48 (DLG)</b>  <b>Writing by Children – Rainy Day Class Book, p. 47 (DLG)</b>  Kidwriting Mini-lesson  <b>Materials:</b> Blacklines 1.8a – b</p>	<p><b>WRITING WORKSHOP, pp. 46 – 48 (DLG)</b>  <b>Writing by Children – Rainy Day Class Book, p. 47 (DDL P)</b>  Stretch Writing  <b>Materials:</b> Activity Master 3.1.8</p>	<p><b>WRITING WORKSHOP, pp. 46 – 48 (DLG)</b>  <b>Factual Report (DDL P)</b>  Animal Report Final Draft  <b>Materials:</b> Editing Checklist Activity Master 3.1.14 and completed Activity Masters 3.1.1, 3.1.4, and 3.1.13 for use as reference</p>



## Day 4 – Science

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p>*** Complete Activity 1. Activity 2 is optional. ***</p> <p><b>Activity 1: Weather Maps, pp. 70 – 71 (DDL - Part 2)</b>  <i>Weather Graphing</i>  <b>Materials:</b> Completed Activity Master 3.1.2 from beginning of week, large chart paper, markers</p> <p><b>Activity 2: Electrical Company Worker, p. 71 (DLG)</b>  <i>(Optional) This option requires prearrangement of a guest speaker.</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 5 – Circle Time/Morning Meeting

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
*** Optional teacher generated message or no message ***	*** Optional teacher generated message or no message ***	*** Optional teacher generated message or no message ***

## Day 5 – Bible

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b><u>APPLYING THE BIBLE STORY, p. 33 (DLG)</u></b>            *** Choose one activity. ***</p> <p><b>Activity 1: Independent Reading, p. 33 (DLG)</b>  <i>Retelling a story</i>  <b>Materials:</b> Kindergarten Bible Story Readers</p> <p><b>Activity 2: Can I Create?, p. 33 (DLG)</b>  <b>Materials:</b> Play-Doh</p>	<p><b>Activity 1: Independent Reading, p. 33 (DDL)</b>  <i>Creation Booklet</i>  <b>Materials:</b> Activity Master 3.1.12a, coloring utensils</p> <p><i>No Differentiation – Same as Kindergarten</i></p>	<p><b>Activity 1: Independent Reading, p. 33 (DDL)</b>  <i>Creation Booklet</i>  <b>Materials:</b> Activity Master 3.1.12b, coloring utensils</p> <p><i>No Differentiation – Same as Kindergarten</i></p>



## Day 5 – Language Arts

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b>Daily Oral Language (DOL)</b>  <i>This is primarily a 1<sup>st</sup>/2<sup>nd</sup> 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 1<sup>st</sup> grade students may be ready for this activity and can be included in the lesson for 2<sup>nd</sup> grade at the teacher's discretion.</i></p>	<p><b>Grammar &amp; Writing Mechanics (DDL)</b>  <i>Scaffolding, Editing</i>  <b>Materials:</b> DOL Master (Appendix D), Theme 3 – Book 1; enlarged printout of Common Editing Marks (Appendix D) Theme 1 – Book 1</p>
<p><b>STAIRWAY TO READING</b>  <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 1<sup>st</sup> 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<sup>st</sup> grade are optional in addition to the separate curriculum adoption.</i></p>	<p><i>Follow 2<sup>nd</sup> 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<sup>st</sup> grade are optional in addition to the separate curriculum adoption.</i></p>
<p><b>PHONEMIC AWARENESS, pp. 37 – 38 (DLG)</b>  <i>*** Review concepts from phonics program. ***</i></p>	<p><i>Follow 1<sup>st</sup> 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<sup>st</sup> grade are optional in addition to the separate curriculum adoption</i></p>	<p><i>Follow 2<sup>nd</sup> 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<sup>nd</sup> grade are optional in addition to the separate curriculum adoption.</i></p>
<p><b>SOUND-LETTER ACTIVITIES, pp. 38 – 40 (DLG)</b>  <i>*** Review concepts from phonics program. ***</i></p>	<p><i>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 1<sup>st</sup> grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</i></p>	<p><i>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 2<sup>nd</sup> grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</i></p>
<p><b>READING WORKSHOP, pp. 41 – 44 (DLG)</b>  <b>Activity 3: During Reading – Fourth Time, pp. 42 – 43 (DLG)</b>  <b>Materials:</b> Copy of poem (DLG p. 43) on chart paper or interactive board</p>	<p>No Differentiation – Same as Kindergarten.</p>	<p>No Differentiation – Same as Kindergarten.</p>
<p><b>GUIDED READING (Small Group Instruction)</b>  <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 1<sup>st</sup> and 2<sup>nd</sup> graders focus on formal reading instruction. Kindergarten students who are ready to read can be included in 1<sup>st</sup>/2<sup>nd</sup> grade formal reading groups.</i></p>		
<p><b>WRITING WORKSHOP</b>  <i>Kindergarteners will practice listening as the audience as 2<sup>nd</sup> graders present animal reports to the class.</i></p>	<p><b>WRITING WORKSHOP</b>  <i>While 2<sup>nd</sup> graders will present animal reports to the class. First graders will practice speaking and listening skills as the audience.</i></p>	<p><b>WRITING WORKSHOP</b>  <i>Second graders will present animal reports to the class.</i></p>



## Day 5 – Social Studies/Science

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<b>Unit Culmination Activity – (DDL P)</b> <i>Best Work Display and Performance (Choral Rhyming Rap)</i> <b>Materials:</b> Prearranged bulletin board title, Rhyming Rap written on chart paper or projected on blank wall	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>

