

**K–2 MULTI-GRADE BRIDGE**  
**Lesson at a Glance (LAG)**  
**Theme Three Daily Lesson Guide (DLG) – *Deep in the Forest***  
**Grade K Theme Book Two: *Where Would I Be in an Evergreen Tree?*/Living Things**  
**Character Building Concept: Community Interdependence**

**Important Reminders:**

- Send home Parent Letter – Activity Master 3.2.0
- Advanced preparation is important in assembling the ingredients for the food preparation Connect Activity in Day 1 – Reading Workshop. Please read through the lesson beforehand.

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

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b><u>SIGNING IN, p. 110 (DLG)</u></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>. 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>. Second graders need formal instruction in Handwriting.</i></p>

**Day 1 – Bible**

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b><u>INTRODUCING THE BIBLE STORY, p. 94 (DLG)</u></b>  <i>*** Complete both activities. ***</i></p> <p><b>Activity 1: I Spy, p. 94 (DLG)</b></p> <p><b>Activity 2: Theme song, p. 94 (DLG)</b>  <b>Materials:</b> Stepping Stones Music CD</p>	<p><i>No Differentiation – Same as Kindergarten</i></p> <p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p> <p><i>No Differentiation – Same as Kindergarten</i></p>



## Day 1 – Circle Time/Morning Meeting

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<b>Daily Message 1, p. 111 (DLG) (DDLDP)</b> <i>Modeling Writing</i> <b>Materials:</b> Chart tablet paper	<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>DDLDP</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>DDLDP</b>.</i>

## Day 1 – Language Arts

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<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>	<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>	<b>Grammar &amp; Writing Mechanics (DDLDP)</b> <i>Scaffolding, Editing</i> <b>Materials:</b> DOL Master (Appendix D), Theme 3 – Book 2; enlarged printout of Common Editing Marks (Appendix D) Theme 1 – Book 1
<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>	<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>	<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>
<b>PHONEMIC AWARENESS ACTIVITIES pp. 103 – 104 (DLG)</b> <b>Level 1 – The Fox is in the Box, p.103 (DLG)</b> <i>Rhyming words</i>	<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>	<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>
<b>SOUND-LETTER ACTIVITIES pp. 105 – 107 (DLG)</b> <b>Ee-Sway Like an Evergreen, p. 105 (DLG)</b> <b>Materials:</b> Blacklines 2.4a – b, paint or evergreen stamp	<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>	<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><b>READING WORKSHOP, pp. 107 – 110 (DLG) (DDLDP)</b>  <b>Granola Fruit Kabobs (DDLDP)</b>  <i>Concept Connect Activity</i>  <b>Materials:</b> granola cereal, apples, bananas, fresh or canned pineapple chunks (or other fruit), fruit flavored “Greek – style” yogurt (thick yogurt), toothpicks, shallow bowl, flat platter or tray, small paper plates, napkins</p> <p><b>Before Reading – Discussion, p. 107 (DLG)</b>  <i>Mind Map, Predicting</i>  <b>Materials:</b> Chart tablet and markers</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. 111 – 114 (DLG)</b>  <b>We Know This, p. 113 (DLG)</b>  <b>Materials:</b> Blackline 2.6, brown butcher paper</p>	<p><b>WRITING WORKSHOP</b>  <b>Informational Writing: Brainstorming (DDLDP)</b>  <i>Research – Brainstorming</i>  <b>Materials:</b> Brainstorming web drawn on chart paper</p>	<p><i>No Differentiation – Same as 1<sup>st</sup> grade</i></p>

## Day 1 – Science

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b>Introduction to Forest Habitat (DDLDP)</b>  <i>Habitats, Charting Knowledge</i>  <b>Materials:</b> <i>A Forest Habitat</i> by Bobbie Kalman, chart paper, sticky notes</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as 1<sup>st</sup> grade</i></p>

## Day 1 – Social Studies

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b>Forester, p. 129 – 130 (DLG)</b>  <i>Economics</i></p>	<p><i>No Social Studies planned for 1<sup>st</sup>/2<sup>nd</sup> grade in order to fully focus on the week’s science lessons.</i></p>	<p><i>No Social Studies planned for 1<sup>st</sup>/2<sup>nd</sup> grade in order to fully focus on the week’s science lessons.</i></p>



## Day 2 – Circle Time/Morning Meeting

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<b>Daily Message 2, p. 111 (DLG) (DDL)</b> Modeling Writing <b>Materials:</b> Chart tablet paper	<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 2 – Bible

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<b>PRESENTING THE BIBLE STORY, pp. 94 – 95 (DLG)</b> *** Complete activities 1 and 3. Activity 2 is optional. ***  <b>Activity 1: Reading “Animals for Our World”, p. 94 (DLG)</b>  <b>Activity 2: Walk and Talk, p. 94 (DLG)</b>  <b>Activity 3: Pass the Animal, pp. 94 – 95 (DLG) (DDL)</b> Concept Nugget	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
<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>	<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>	<b>Grammar &amp; Writing Mechanics (DDL)</b> Scaffolding, Editing <b>Materials:</b> DOL Master (Appendix D), Theme 3 – Book 2; enlarged printout of Common Editing Marks (Appendix D) Theme 1 – Book 1



<p><b><u>STAIRWAY TO READING</u></b>  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.</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><u>PHONEMIC AWARENESS, pp.103 – 104 (DLG)</u></b>  <b>Level 2 – Syllable Soldiers, p. 103 (DLG)</b>  Syllable Counting</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><u>SOUND LETTER ACTIVITIES, pp.105 – 107 (DLG)</u></b>  <b>Ee-Evergreens, p. 106 (DLG)</b>  <b>Materials:</b> Blackline 2.5, green construction paper, scissors</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><u>READING WORKSHOP, pp. 107 – 110 (DLG)</u></b>  *** Complete all activities. ***</p> <p><b>Activity 1: Before Reading – Introducing the Book, p. 107 (DLG)</b> Picture Walk</p> <p><b>Activity 2: During Reading – First Time, p. 108 (DLG)</b></p> <p><b>Activity 3: After Reading – Comprehension Questions, p. 109 (DLG) (DDLP)</b>  Comprehension, Concept Nugget</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><b><u>GUIDED READING</u> (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><u>WRITING WORKSHOP, pp. 111 – 114 (DLG)</u></b>  <b>Pair-Share, p. 112 (DLG)</b>  <b>Materials:</b> Journals or original stories by children, two chairs</p>	<p><b><u>WRITING WORKSHOP</u></b>  <b>Informational Writing: Concept Map (DDLP)</b>  Research – Concept Mapping  <b>Materials:</b> Brainstorming chart from Writing Workshop Day 1, Activity Master 3.2.1, chart paper</p>	<p>No Differentiation – Same as 1<sup>st</sup> Grade</p>

## Day 2 – Science

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<b>Food Chain pp. 123 – 124 (DLG) (DDL P)</b> <i>Science Vocabulary, Concept Nugget</i> <b>Materials:</b> Blackline 2.10, Internet access	<b>Food Chain pp. 123 – 124 (DLG) (DDL P)</b> <i>Science Vocabulary, Concept Nugget</i> <b>Materials:</b> Internet access, Activity Masters 3.2.2a – d, pocket chart, Activity Master 3.2.3 (center activity)	<i>No Differentiation – Same as 1<sup>st</sup> Grade</i>

## Day 2 – Social Studies

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<b>3-D Forest Map, p. 130 (DLG)</b> <i>Geography-Maps</i> <b>Materials:</b> Large piece of cardboard; green, blue and brown paint; paint brushes; brown paper shopping bags; toilet paper tubes; green construction paper	<i>No Social Studies planned for 1<sup>st</sup>/2<sup>nd</sup> grade in order to fully focus on the week's science lessons.</i>	<i>No Social Studies planned for 1<sup>st</sup>/2<sup>nd</sup> grade in order to fully focus on the week's science lessons.</i>

## Day 3 – Circle Time/Morning Meeting

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<b>Daily Message 3, p. 112 (DLG) (DDL P)</b> <i>Modeling Writing</i> <b>Materials:</b> Chart tablet paper	<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 DDL P.</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 DDL P.</i>



## Day 3 – Bible

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b>REVIEWING THE BIBLE STORY, p. 95 (DLG)</b>            *** Complete both activities. ***</p> <p><b>Activity 1: World Puzzle, p. 95 (DLG)</b>  <b>Materials:</b> Overhead projector, large piece of paper (at least 36 inches in diameter)</p> <p><b>Activity 2: Animal Search, p. 95 (DLG)</b>  <b>Materials:</b> Pictures of trees, plants and creatures; various forest animal toys</p>	<p><b>Activity 1: World Puzzle, p. 95 (DLG) (DDLDP)</b>            Bible Story Review, Sentence Writing  <b>Materials:</b> Overhead projector or document camera, large piece of paper (at least 36 inches in diameter), <i>Optional:</i> poster board</p> <p><i>No Differentiation – Same as Kindergarten</i></p>	<p><b>Activity 1: World Puzzle, p. 95 (DLG) (DDLDP)</b>            Bible Story Review, Sentence Writing  <b>Materials:</b> Overhead projector or document camera, large piece of paper (at least 36 inches in diameter), <i>Optional:</i> poster board</p> <p><i>No Differentiation – Same as Kindergarten</i></p>

## Day 3 – Language Arts

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b>Daily Oral Language (DOL)</b>            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.</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 (DDLDP)</b>            Scaffolding, Editing  <b>Materials:</b> DOL Master (Appendix D), Theme 3 – Book 2; enlarged printout of Common Editing Marks (Appendix D) Theme 1 – Book 1</p>
<p><b>STAIRWAY TO READING</b>            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 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.103 – 104 (DLG)</b>  <b>Level 3 – Check the Sound, p. 104 (DLG)</b>  <b>Materials:</b> Chart paper or board</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>

<b><u>SOUND-LETTER ACTIVITIES, pp. 105 – 107 (DLG)</u></b> <b><u>Ee-EGGstimating!, p.106 (DOL)</u></b> <b>Materials:</b> Mung beans, wiggle eyes, plastic bird eggs, jar with Ee on the side, sticky notes, Internet access	<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>	<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>
<b><u>READING WORKSHOP, pp. 107 – 110 (DLG)</u></b> <b><u>During Reading – Second Time, p. 108 (DLG)</u></b> <b>Materials:</b> Blackline C	<b><u>READING WORKSHOP, pp. 107 – 110 (DLG)</u></b> <b><u>During Reading – Second Time, p. 108 (DDL P)</u></b> Vocabulary <b>Materials:</b> Appendix B, envelopes, 3x5 index cards, sentence strips	No Differentiation – Same as 1 <sup>st</sup> Grade
<b><u>GUIDED READING (Small Group Instruction)</u></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>		
<b><u>WRITING WORKSHOP, pp. 111 – 114 (DLG)</u></b> <b><u>My Forest Favorite, p. 113 (DLG)</u></b> <b>Materials:</b> <i>Where Would I Be in an Evergreen Tree?</i>	<b><u>WRITING WORKSHOP</u></b> <b>Informational Writing: Topic Sentence (DDL P)</b> <b>Develop Topic Sentence</b> <b>Materials:</b> Completed concept web from Writing Workshop Day 2 (chart paper), chart paper, enlarged copy of Activity Master 3.2.4	<b><u>WRITING WORKSHOP</u></b> <b>Informational Writing: Topic Sentence (DDL P)</b> <b>Develop Topic Sentence</b> <b>Materials:</b> Completed concept webs from Writing Workshop Day 2 (Activity Master 3.2.1), Activity Master 3.2.4

### Day 3 – Science

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<b><u>Tree Homes, p. 124 (DLG) (DDL P)</u></b> <i>Habitats, Exploration</i> <b>Materials:</b> pieces of decomposing trees, dirt, mosses, lichens, fungi, leaf litter, twigs, plastic insects, small garden gloves, magnifying glass, dishpan	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten

### Day 3 – Social Studies

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<b><u>Conservation, p. 129 (DLG) (DDL P)</u></b> <i>Conservation, Concept Nugget</i>	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten



## Day 4 – Circle Time/Morning Meeting

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<b>Daily Message (DDL P)</b> Teacher Generated Message <b>Materials:</b> Chart paper or white board	<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 4 – Bible

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<b>PRACTICING THE BIBLE STORY, pp. 96 – 98 (DLG)</b> <b>Animal Masks/Headbands, pp. 96 – 97 (DLG) (DDL P)</b> Concept Nugget <b>Materials:</b> Blacklines 2.2a – f, heavy paper, crayons	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten

## Day 4 – Language Arts

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<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>	<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>	<b>Grammar &amp; Writing Mechanics (DDL P)</b> Scaffolding, Editing <b>Materials:</b> DOL Master (Appendix D), Theme 3 – Book 2; enlarged printout of Common Editing Marks (Appendix D) Theme 1 – Book 1
<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>	<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>	<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>



<b>PHONEMIC AWARENESS, pp. 103 – 104 (DLG)</b> <b>Level 4 – This Whole Class, p.104 (DLG)</b>	<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>	<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>
<b>SOUND-LETTER ACTIVITIES, pp.105 – 107 (DLG)</b> <b>Ee-Eggs, p.107 (DLG)</b> <b>Materials:</b> Blackline 2.4a, metal pans, plastic eggs, variety of paint colors in shallow bowls	<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>	<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>
<b>READING WORKSHOP, pp. 107 – 110 (DLG)</b> <b>During Reading – Third Time, p. 108 (DLG)</b>	<b>Reading Workshop, pp. 107 – 110 (DLG)</b> <b>During Reading – Third Time, p. 108 (DLG) (DDL P)</b> <i>Ask and Answer Questions from Text</i>	<i>No Differentiation – Same as 1<sup>st</sup> Grade</i>
<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>		
<b>WRITING WORKSHOP, pp. 111 – 114 (DLG)</b> <b>Journaling, p. 114 (DLG)</b> <b>Materials:</b> Paper, crayons	<b>WRITING WORKSHOP</b> <b>Informational Writing: Closing Sentence (DDL P)</b> <i>Informational Writing, Develop Closing Sentence</i> <b>Materials:</b> Partially completed organizer from Writing Workshop Day 3 (chart paper), Activity Master 3.2.4	<i>No Differentiation – Same as 1<sup>st</sup> Grade</i>

## Day 4 – Science

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<b>*** Complete Activity 1. Activities 2 and 3 are optional. ***</b>  <b>Activity 1: Parts of a Tree, p. 126 (DLG) (DDL P)</b> <b>Materials:</b> Blackline 2.12, Activity Master 3.2.5, green leaves, clear plastic cups, water, small magnifying glasses  <b>Activity 2: Leaf Press, p. 125, (DLG)</b> <b>Materials:</b> Wax paper, iron, colorful leaves	<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>

<b>Activity 3: Hidden Leaf Colors, p. 125 (DLG)</b> <b>Materials:</b> Green leaves, plastic bowl, sand, rubbing alcohol, rock, glass jar, paper, paper clips	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten
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## Day 5 – Circle Time/Morning Meeting

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<b>Daily Message (DDLp)</b> Teacher Generated Message <b>Materials:</b> Chart paper or white board	<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>DDLp</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>DDLp</b>.</i>

## Day 5 – Bible

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<b><u>APPLYING THE BIBLE STORY, pp. 98 – 99 (DLG)</u></b> <b>Thank You God, p. 99 (DLG) (DDLp)</b> <i>Illustrations</i> <b>Materials:</b> Balloons, Blackline 2.3, Activity Master 3.2.6a, crayons, glue	<b><u>APPLYING THE BIBLE STORY, pp. 98 – 99 (DLG)</u></b> <b>Thank You God, p. 99 (DLG) (DDLp)</b> <i>Illustrations, Praise Sentence</i> <b>Materials:</b> Balloons, Blackline 2.3, Activity Master 3.2.6b, crayons	<b><u>APPLYING THE BIBLE STORY, pp. 98 – 99 (DLG)</u></b> <b>Thank You God, p. 99 (DLG) (DDLp)</b> <i>Illustrations, Praise Sentence</i> <b>Materials:</b> Balloons, Blackline 2.3, Activity Master 3.2.6c, crayons

## Day 5 – Language Arts

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<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>	<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>	<b>Grammar &amp; Writing Mechanics (DDLp)</b> <i>Scaffolding, Editing</i> <b>Materials:</b> DOL Master (Appendix D), Theme 3 – Book 2; enlarged printout of Common Editing Marks (Appendix D) Theme 1 – Book 1

<b><u>STAIRWAY TO READING</u></b> 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.	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.	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.
<b><u>PHONEMIC AWARENESS, pp. 103 – 104 (DLG)</u></b> *** Review concepts/activities from Days 1-4 ***	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.	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.
<b><u>SOUND-LETTER ACTIVITIES, pp.105 – 107 (DLG)</u></b> *** Review concepts/activities from Days 1-4. ***	Follow conference approved, explicit, sequential, multi-sensory phonics program adoption for 1 <sup>st</sup> grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.	Follow conference approved, explicit, sequential, multi-sensory phonics program adoption for 2 <sup>nd</sup> grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.
<b><u>READING WORKSHOP, pp. 107 – 110 (DLG)</u></b> <b><u>Read Aloud, p. 110 (DLG)</u></b> <b>Materials:</b> The Tree in the Ancient Forest, book from the bibliography or other forest books	No Differentiation – Same as Kindergarten	No differentiation – Same as Kindergarten
<b><u>GUIDED READING (Small Group Instruction)</u></b> 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.		
<b><u>WRITING WORKSHOP, pp. 111 – 114 (DLG)</u></b> <b><u>Writing by Children-Journaling, p. 114 (DLG)</u></b> <b>Materials:</b> Paper, crayons	<b><u>WRITING WORKSHOP</u></b> <b><u>Author's Chair (DDLp)</u></b> Sharing Informational Writing, Oral Presentation. Speaking and Listening <b>Materials:</b> Completed organizer from Writing Workshop Days 3 and 4, Completed Activity Master 3.2.4, Assessment Master 3.2	<b><u>WRITING WORKSHOP</u></b> <b><u>Author's Chair (DDLp)</u></b> Sharing Informational, Oral Presentation. Speaking and Listening <b>Materials:</b> Completed Activity Master 3.2.3 from Writing Workshop Days 3 and 4, Assessment Master 3.2

## Day 5 – Science

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p>*** Choose one activity. ***</p> <p><b>Activity 1: What's The Smell, p. 128 (DLG)</b>  <b>Materials:</b> Box, bark, dirt, strong smelling leaves, fruit</p> <p><b>Activity 2: Tree Sap Demonstration, p. 127 (DLG)</b>  <b>Materials:</b> Clear plastic cups, red food coloring, celery stalks</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>

