

K–2 MULTI-GRADE BRIDGE
Lesson at a Glance (LAG)
Theme Three Daily Lesson Guide (DLG) – *Deep in the Forest*
Grade K Theme Book Three: *Good-Night, Owl!*/Living Things
Character Building Concept: Community

Days 1 – 5 Signing In/Morning Activity

Kindergarten	1 st Grade	2 nd Grade
<p><u>SIGNING IN, p. 171 (DLG)</u> <i>This is primarily a Kindergarten activity. The teacher should select one activity daily from the DLG for students to complete as they arrive 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 DDL. First graders need formal instruction in Handwriting.</i></p>	<p><i>This activity is not designed for 2nd grade. However, if teachers wish to include 2nd graders in this daily activity process, extension activity suggestions appropriate for 2nd grade differentiation are provided in the DDL. Second graders need formal instruction in Handwriting.</i></p>

Day 1 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
<p>Adjusted Morning Message 1 – Mind Your Manners (DDL) <i>Unit Connect – Consideration</i> Materials: Chart paper, markers, <i>Mind Your Manners B.B. Wolf</i> by Judy Sierra</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><u>INTRODUCING THE BIBLE , pp. 153 – 154</u> <i>*** Complete Activity 2 and one additional activity. ***</i></p> <p>Activity 1: Interview, p. 153 (DLG) Materials: Microphone or toilet paper tube</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>



<p>PRESENTING THE BIBLE, pp. 154 – 155 Activity 2: Creating People, p. 154 (DLG) Materials: Lapbook – God Made Our World</p> <p>Activity 3: Play Dough People, p. 154 (DLG) Materials: Lapbook – God Made Our World</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><i>First graders are introduced to Daily Oral Language (DOL) in Theme 4 (Spiritual Journey/Giving Gifts). They can engage in a separate center during this time. However, some advanced 1st grade students may be ready for this activity and can be included in the lesson for 2nd grade at the teacher's discretion.</i></p>	<p>Grammar & Writing Mechanics (DDLDP) <i>Scaffolding, Editing</i> Materials: DOL Master (Appendix D), Theme 3 – 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. 162 – 163 (DLG) Level 1 – Wiggle Words, p. 162 <i>Word Study</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>SOUND LETTER ACTIVITIES, pp. 163 – 166 (DLG) Activity 1: Gg-Creating Green, p.163 <i>Word Study</i> Materials: Blackline 3.3</p>	<p><i>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 1st grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</i></p>	<p><i>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 2nd grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</i></p>
<p>READING WORKSHOP, pp. 166 – 171 (DLG) <i>*** Complete all activities. ***</i></p> <p>Activity 1: Before Reading – A Nest of Facts, p. 166 (DLG) Materials: Brown craft paper, brown construction paper, paper</p> <p>Activity 2: Before Reading – Introducing the Book, p. 167 (DLG) Materials: Good-Night, Owl!</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>READING WORKSHOP, pp. 166 – 171 (DLG) *** Complete all activities. ***</p> <p>Activity 1: Before Reading – A Nest of Facts, p. 166 (DLG) Materials: Brown craft paper, brown construction paper, paper</p> <p>Activity 2: Before Reading – Introducing the Book, p. 167 (DLG) Materials: Good-Night, Owl!</p> <p>Activity 3: During Reading – First Time, p. 167 (DLG) Materials: Good -Night. Owl!</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>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. 172 – 175 (DLG) Writing with Children – Informational Writing – Define and Model (DDL P) Writing Workshop Informational Writing Materials: Chart paper, markers, simple informational book</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>Nocturnal Animals, pp. 1861 – 187 (DLG) Materials: Miniature forest animals, shoe boxes, brown play dough, twigs, toilet paper tubes, green stems, ferns, leaves, small yogurt containers, construction paper</p>	<p>Nocturnal Animals, pp. 186 – 187 (DDL P) Materials: Toilet paper tube</p>	<p>No Differentiation – Same as 1st Grade</p>

Day 2 – Signing In/Morning Activity

Kindergarten	1 st Grade	2 nd Grade
<p>SIGNING In, p. 171 (DLG) This is primarily a Kindergarten activity. The teacher should select one activity daily from the DLG for students to complete as they arrive in the morning.</p>	<p>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 DDL P. First graders need formal instruction in Handwriting.</p>	<p>This activity is not designed for 2nd grade. However, if teachers wish to include 1st graders in this daily activity process, extension activity suggestions appropriate for 2nd grade differentiation are provided in the DDL P. Second graders need formal instruction in Handwriting.</p>



Day 2 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
Adjusted Morning Message 2 - Catch Me at My Best (DDL P) Unit Connect – Consideration Materials: Chart paper, markers, glue sticks, Activity Masters 3.3.1 and 3.3.2	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten

Day 2 – Bible

Kindergarten	1 st Grade	2 nd Grade
PRESENTING THE BIBLE STORY, pp. 154 – 155 Concept Nugget - Consideration The 7th Day, p. 154 (DDL P) Materials: Lapbook – God Made Our World	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten

Day 2 – Language Arts

Kindergarten	1 st Grade	2 nd Grade
Daily Oral Language (DOL) This is primarily a 1 st /2 nd grade activity. Kindergarten students can listen or engage in a separate center activity during this time.	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 st grade students may be ready for this activity and can be included in the lesson for 2 nd grade at the teacher's discretion.	Grammar & Writing Mechanics (DDL P) Scaffolding, Editing Materials: DOL Master (Appendix D), Theme 3 – Book 3; enlarged printout of Common Editing Marks (Appendix D) Theme 1 – Book 1
STAIRWAY TO READING Follow Stairway to Reading Phonics/Reading program or other conference approved Phonics/Reading curriculum. Phonemic awareness and sound-letter activities in the DLG should also be utilized in the phonics program for Kindergarten students.	Follow 1 st grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 1 st grade are optional in addition to the separate curriculum adoption.	Follow 2 nd grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 2 nd grade are optional in addition to the separate curriculum adoption.
PHONEMIC AWARENESS, pp. 162 – 163 (DLG) Level 2 – Clap or Tap, pp. 162 – 163 Word Study	Follow 1 st grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 1 st grade are optional in addition to the separate curriculum adoption.	Follow 2 nd grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 2 nd grade are optional in addition to the separate curriculum adoption.



SOUND LETTER ACTIVITIES, pp. 163 – 166 (DLG) Activity 2: Gg – Good-Night Booklet, p. 164 Word Study Materials: Blacklines 3.4a – b	Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 1 st grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.	Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 2 nd grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.
READING WORKSHOP, pp. 166 – 171 (DLG) During Reading – Second Time, p. 167 (DLG) Materials: Blackline D, Good Night, Owl	During Reading – Second Time, p. 167 (DDL P) Vocabulary Materials: Vocabulary Master 3.3, YouTube segment: www.youtube.com/watch?v=7oNlj7R1f8	No Differentiation – Same as 1 st Grade
GUIDED READING (Small Group Instruction) Use a conference approved leveled reading series and running records' assessments to place students in proper homogenous instructional ability reading levels for small group instruction. Possible Options: Reading A-Z, Seedlings, Wright Group, etc. Small group instruction for most Kindergarten students will focus on phonemic awareness and sound-letter recognition during the first semester of the year, while 1 st and 2 nd graders focus on formal reading instruction. Kindergarten students who are ready to read can be included in 1 st /2 nd grade formal reading groups.		
WRITING WORKSHOP, pp. 172 – 175 (DLG) Writing with Children – Informational Writing – Using a Detail Web Materials: Chart paper, markers, Activity Master 3.3.3, National Geographic Readers: Owls by Laura Marsh	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten

Day 2 – Science

Kindergarten	1 st Grade	2 nd Grade
Bird Call- Including Owls, p. 187 (DDL P) Life Science Materials: Internet access, bird calls on CD, or little stuffed birds with calls, blindfold	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten

Day 3 – Signing In/Morning Activity

Kindergarten	1 st Grade	2 nd Grade
SIGNING In, p. 171 (DLG) This is primarily a Kindergarten activity. The teacher should select one activity daily from the DLG for students to complete as they arrive in the morning.	This activity is not designed for 1 st grade. However, if teachers wish to include 1 st graders in this daily activity process, extension activity suggestions appropriate for 1 st grade differentiation are provided in the DDL P . First graders need formal instruction in Handwriting.	This activity is not designed for 2 nd grade. However, if teachers wish to include 1 st graders in this daily activity process, extension activity suggestions appropriate for 2 nd grade differentiation are provided in the DDL P . First graders need formal instruction in Handwriting.



Day 3 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
Adjusted Morning Message 3 – Continuing Manners (DDL P) <i>Unit Connect – Consideration</i> Materials: Chart paper, markers, glue sticks, accordion book (Activity Master 3.3.2)	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten

Day 3 – Bible

Kindergarten	1 st Grade	2 nd Grade
PRACTICING THE BIBLE STORY, p. 156 (DLG) <i>Concept Nugget – Consideration</i> God Made Me Special, p. 156 (DDL P) Materials: Multicultural colors of construction paper, glue stick, markers for writing, butcher paper	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten

Day 3 – Language Arts

Kindergarten	1 st Grade	2 nd Grade
Daily Oral Language (DOL) <i>This is primarily a 1st/2nd grade activity. Kindergarten students can listen or engage in a separate center activity during this time.</i>	<i>First graders are introduced to Daily Oral Language (DOL) in Theme 4 (Spiritual Journey/Giving Gifts). They can engage in a separate center during this time. However, some advanced 1st grade students may be ready for this activity and can be included in the lesson for 2nd grade at the teacher's discretion.</i>	Grammar & Writing Mechanics (DDL P) <i>Scaffolding, Editing</i> Materials: DOL Master (Appendix D), Theme 3 – Book 3; enlarged printout of Common Editing Marks (Appendix D) Theme 1 – Book 1
STAIRWAY TO READING <i>Follow Stairway to Reading Phonics/Reading program or other conference approved Phonics/Reading curriculum. Phonemic awareness and sound-letter activities in the DLG should also be utilized in the phonics program for Kindergarten students.</i>	<i>Follow 1st grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 1st grade are optional in addition to the separate curriculum adoption.</i>	<i>Follow 2nd grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 2nd grade are optional in addition to the separate curriculum adoption.</i>
PHONEMIC AWARENESS, pp. 162 – 163 (DLG) Level 3 – Where Are You Going?, p. 163 <i>Word Study</i>	<i>Follow 1st grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 1st grade are optional in addition to the separate curriculum adoption.</i>	<i>Follow 2nd grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 2nd grade are optional in addition to the separate curriculum adoption.</i>



SOUND LETTER ACTIVITIES, pp. 163 – 166 (DLG) Activity 3: Gg – Goofy Goggles, p. 165 <i>Word Study</i> Materials: Blacklines 3.5a – b	<i>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 1st grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</i>	<i>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 2nd grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</i>
READING WORKSHOP, pp. 166 – 171 (DLG) After Reading – Add-on Story, p. 168 (DLG) Materials: Sentence strips or chart paper, pocket chart	READING WORKSHOP, pp. 165 – 171 (DLG) After Reading – Add-on Story, p. 168 (DDL P) <i>Main Idea & Supporting Details</i> Materials: Activity Master 3.3.4	No Differentiation – Same as 1 st Grade
GUIDED READING (Small Group Instruction) <i>Use a conference approved leveled reading series and running records' assessments to place students in proper homogenous instructional ability reading levels for small group instruction. Possible Options: Reading A-Z, Seedlings, Wright Group, etc. Small group instruction for most Kindergarten students will focus on phonemic awareness and sound-letter recognition during the first semester of the year, while 1st and 2nd graders focus on formal reading instruction. Kindergarten students who are ready to read can be included in 1st/2nd grade formal reading groups.</i>		
WRITING WORKSHOP, pp. 172 – 175 (DLG) Writing by children – Informational Writing – Writing a Report (DDL P) Materials: Completed Activity Master 3.3.3	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten

Day 3 – Science

Kindergarten	1 st Grade	2 nd Grade
Owl Pellets, p. 187 (DLG)	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten

Day 4 – Signing In/Morning Activity

Kindergarten	1 st Grade	2 nd Grade
SIGNING In, p. 171 (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>	<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 DDL P. First graders need formal instruction in Handwriting.</i>	<i>This activity is not designed for 2nd grade. However, if teachers wish to include 1st graders in this daily activity process, extension activity suggestions appropriate for 2nd grade differentiation are provided in the DDL P. First graders need formal instruction in Handwriting.</i>



Day 4 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
Adjusted Morning Message 4 – Catch Me at My Best (DDL P) Unit Connect – Consideration Materials: Chart paper, markers, glue sticks, accordion books (Activity Master 3.3.2)	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten

Day 4 – Bible

Kindergarten	1 st Grade	2 nd Grade
PRACTICING THE BIBLE STORY, p. 156 (DLG) Talent Show, p. 156 (DLG) Materials: Blackline 3.2	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten

Day 4 – Language Arts

Kindergarten	1 st Grade	2 nd Grade
Daily Oral Language (DOL) This is primarily a 1 st /2 nd grade activity. Kindergarten students can listen or engage in a separate center activity during this time.	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 st , grade students may be ready for this activity and can be included in the lesson for 2 nd grade at the teacher's discretion.	Grammar & Writing Mechanics (DDL P) Scaffolding, Editing Materials: DOL Master (Appendix D), Theme 3 – Book 3; enlarged printout of Common Editing Marks (Appendix D) Theme 1 – Book 1
STAIRWAY TO READING Follow Stairway to Reading Phonics/Reading program or other conference approved Phonics/Reading curriculum. Phonemic awareness and sound-letter activities in the DLG should also be utilized in the phonics program for Kindergarten students.	Follow 1 st grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 1 st grade are optional in addition to the separate curriculum adoption.	Follow 2 nd grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 2 nd grade are optional in addition to the separate curriculum adoption.
PHONEMIC AWARENESS, pp. 162 – 163 (DLG) Level 4 – Head, Tummy, Toes, p. 163 Word Study	Follow 1 st grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 1 st grade are optional in addition to the separate curriculum adoption.	Follow 2 nd grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 2 nd grade are optional in addition to the separate curriculum adoption.



<u>SOUND LETTER ACTIVITIES, pp. 163 – 166 (DLG)</u> Activity 4: Gg - Guess Who, p. 165 <i>Word Study</i> Activity 5: Gg - Glittery G, p. 165 <i>Word Study</i> Materials: Blackline 3.6	<i>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 1st grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</i>	<i>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 2nd grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</i>
<u>READING WORKSHOP, pp. 165 – 171 (DLG)</u> After Reading – Comprehension Questions, p. 168 (DLG) Materials: <i>Good Night Owl</i>	<u>READING WORKSHOP, pp. 165 – 171 (DLG)</u> After Reading – Comprehension Questions, p. 168 (DDL P)	<i>No Differentiation – Same as 1st Grade</i>
<u>GUIDED READING (Small Group Instruction)</u> <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>		
<u>WRITING WORKSHOP, pp. 172 – 175 (DLG)</u> <i>Writing by Children – Informational Writing – Closure (DDL P)</i> <i>Writing Workshop Informational Writing</i> Materials: Activity Master 3.3.5	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>

Day 4 – Science

Kindergarten	1 st Grade	2 nd Grade
<u>Life Cycle of an Owl, p. 188 (DDL P)</u> <i>Life Science</i> Materials Needed: <i>See How They Grow: Owl</i> by Mary Ling and/or YouTube book same title	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>

Day 5 – Signing In/Morning Activity

Kindergarten	1 st Grade	2 nd Grade
<u>Signing In, p. 171 (DLG)</u> <i>This is primarily a Kindergarten activity. The teacher should select one activity daily from the DLG for students to complete as they arrive in the morning.</i>	<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 DDL P. First graders need formal instruction in Handwriting.</i>	<i>This activity is not designed for 2nd grade. However, if teachers wish to include 1st graders in this daily activity process, extension activity suggestions appropriate for 2nd grade differentiation are provided in the DDL P. First graders need formal instruction in Handwriting.</i>



Day 5 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
Adjusted Morning Message 5 – We are Considerate (DDLDP) Unit Connect – Consideration Materials: Chart paper, markers	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten

Day 5 – Bible (Chapel or Complete Activity Below)

Kindergarten	1 st Grade	2 nd Grade
APPLYING THE BIBLE STORY, p.157 (DLG) Independent Reading, p. 157, (DLG) Materials: Lapbook – God Made Our World, Kindergarten Bible Story Readers	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten

Day 5 – Language Arts

Kindergarten	1 st Grade	2 nd Grade
Daily Oral Language (DOL) This is primarily a 1 st /2 nd grade activity. Kindergarten students can listen or engage in a separate center activity during this time.	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 st , grade students may be ready for this activity and can be included in the lesson for 2 nd grade at the teacher's discretion.	Grammar & Writing Mechanics (DDLDP) Scaffolding, Editing Materials: DOL Master (Appendix D), Theme 3 – Book 3; enlarged printout of Common Editing Marks (Appendix D) Theme 1 – Book 1
STAIRWAY TO READING Follow Stairway to Reading Phonics/Reading program or other conference approved Phonics/Reading curriculum. Phonemic awareness and sound-letter activities in the DLG should also be utilized in the phonics program for Kindergarten students.	Follow 1 st grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 1 st grade are optional in addition to the separate curriculum adoption.	Follow 2 nd grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 2 nd grade are optional in addition to the separate curriculum adoption.
SOUND LETTER ACTIVITIES, pp. 163 – 166 (DLG) Activity 6: Gg – Good-Morning/Good-Night Sort, p. 166 Word Study	Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 1 st grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.	Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 2 nd grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.
READING WORKSHOP, pp. 166 – 171 (DLG) After Reading – Sequence Creatures or Sounds, p. 169 (DLG) Materials: Sentence strips, pocket chart	COMBINED READING AND WRITING WORKSHOP, pp. 166 – 171 (DLG) After Reading – Sequence Creatures or Sounds, p. 169 (DLG) (DDLDP) Text Structure: Summarizing and Sequencing Materials: Chart paper, Activity Master 3.3.6a	Combined READING and WRITING WORKSHOP, pp. 166 – 171 (DLG) After Reading – Sequence Creatures or Sounds, p. 169 (DLG) (DDLDP) Text Structure: Summarizing and Sequencing Materials: Chart paper, Activity Master 3.3.6b



GUIDED READING (Small Group Instruction)

Use a conference approved leveled reading series and running records' assessments to place students in proper homogenous instructional ability reading levels for small group instruction. Possible Options: Reading A-Z, Seedlings, Wright Group, etc. Small group instruction for most Kindergarten students will focus on phonemic awareness and sound-letter recognition during the first semester of the year, while 1st and 2nd graders focus on formal reading instruction. Kindergarten students who are ready to read can be included in 1st/2nd grade formal reading groups.

WRITING WORKSHOP

Writing Workshop – Responding to the Author (DDL^P)

Conferencing – Author's Chair

Materials: Student reports

No Differentiation – Same as Kindergarten

No Differentiation – Same as Kindergarten

Day 5 – Science/Social Studies

Kindergarten	1 st Grade	2 nd Grade
Activity 1: Different beaks/feet, p. 188 (DDL^P) Materials: Sunflower seeds, yarn “worms”, small plastic insects, cups, juice, straws, paper, markers	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>
Activity 2: Preening, p. 188 (DLG) Materials: Different types of feathers	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>
Activity 3: Raptor Center, p. 189 (DLG)	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>

