

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

Day 1 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
<p>Adjusted Morning Message 1 – Mind Your Manners (DDLP) <i>Unit Connect – Consideration</i> Materials: Chart paper, markers, <i>Mind Your Manners B.B.</i> <i>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>INTRODUCING THE BIBIE , pp. 153 – 154 <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</p> <p>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>
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Day 1 – Language Arts

Kindergarten	1 st Grade	2 nd Grade
<p>Daily Oral Language (DOL) <i>This is primarily a 1st/2nd grade activity. Kindergarten students can listen or engage in a separate center activity during this time.</i></p>	<p>First graders are introduced to Daily Oral Language (DOL) in Theme 4 (Spiritual Journey/Giving Gifts). They can engage in a separate center during this time. However, some advanced 1st grade students may be ready for this activity and can be included in the lesson for 2nd grade at the teacher's discretion.</p>	<p>Grammar & 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</p>
<p>STAIRWAY TO READING Follow Stairway to Reading Phonics/Reading program or other conference approved Phonics/Reading curriculum. Phonemic awareness and sound-letter activities in the DLG should also be utilized in the phonics program for Kindergarten students.</p>	<p>Follow 1st grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 1st grade are optional in addition to the separate curriculum adoption.</p>	<p>Follow 2nd grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 2nd grade are optional in addition to the separate curriculum adoption.</p>
<p>PHONEMIC AWARENESS, pp. 162 – 163 (DLG) Level 1 – Wiggle Words, p. 162 Word Study</p>	<p>Follow 1st grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 1st grade are optional in addition to the separate curriculum adoption.</p>	<p>Follow 2nd grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 2nd grade are optional in addition to the separate curriculum adoption.</p>
<p>SOUND LETTER ACTIVITIES, pp. 163 – 166 (DLG) Activity 1: Gg-Creating Green, p.163 Word Study Materials: Blackline 3.3</p>	<p>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 1st grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</p>	<p>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 2nd grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</p>
<p>READING WORKSHOP, pp. 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>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) <i>Writing Workshop Informational Writing</i> 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. 186 – 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) 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) <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 1st 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 2 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
<p>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</p>	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten

Day 2 – Bible

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

Day 2 – Language Arts

Kindergarten	1 st Grade	2 nd Grade
<p>Daily Oral Language (DOL) This is primarily a 1st/2nd grade activity. Kindergarten students can listen or engage in a separate center activity during this time.</p>	<p>First graders are introduced to Daily Oral Language (DOL) in Theme 4 (Spiritual Journey/Giving Gifts). They can engage in a separate center during this time. However, some advanced 1st grade students may be ready for this activity and can be included in the lesson for 2nd grade at the teacher's discretion.</p>	<p>Grammar & Writing Mechanics (DDL P) Scaffolding, Editing 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 Follow Stairway to Reading Phonics/Reading program or other conference approved Phonics/Reading curriculum. Phonemic awareness and sound-letter activities in the DLG should also be utilized in the phonics program for Kindergarten students.</p>	<p>Follow 1st grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 1st grade are optional in addition to the separate curriculum adoption.</p>	<p>Follow 2nd grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 2nd grade are optional in addition to the separate curriculum adoption.</p>



<p>PHONEMIC AWARENESS, pp. 162 – 163 (DLG) Level 2 – Clap or Tap, pp. 162 – 163 Word Study</p>	<p>Follow 1st grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 1st grade are optional in addition to the separate curriculum adoption.</p>	<p>Follow 2nd grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 2nd grade are optional in addition to the separate curriculum adoption.</p>
<p>SOUND LETTER ACTIVITIES, pp. 163 – 166 (DLG) Activity 2: Gg – Good-Night Booklet, p. 164 Word Study Materials: Blacklines 3.4a – b</p>	<p>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 1st grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</p>	<p>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 2nd grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</p>
<p>READING WORKSHOP, pp. 166 – 171 (DLG) During Reading – Second Time, p. 167 (DLG) Materials: Blackline D, Good-Night, Owl!</p>	<p>During Reading – Second Time, p. 167 (DDL) Vocabulary Materials: Vocabulary Master 3.3, YouTube segment: www.youtube.com/watch?v=7oNlj7R1f8</p>	<p>No Differentiation – Same as 1st Grade</p>
<p>GUIDED READING (Small Group Instruction)</p> <p>Use a conference approved leveled reading series and running records' assessments to place students in proper homogenous instructional ability reading levels for small group instruction. Possible Options: Reading A-Z, Seedlings, Wright Group, etc. Small group instruction for most Kindergarten students will focus on phonemic awareness and sound-letter recognition during the first semester of the year, while 1st and 2nd graders focus on formal reading instruction. Kindergarten students who are ready to read can be included in 1st/2nd grade formal reading groups.</p>		
<p>WRITING WORKSHOP, pp. 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</p>	<p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p>

Day 2 – Science

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



Day 3 – Signing In/Morning Activity

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

Day 3 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
<p>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)</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>

Day 3 – Bible

Kindergarten	1 st Grade	2 nd Grade
<p>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</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>

Day 3 – Language Arts

Kindergarten	1 st Grade	2 nd Grade
<p>Daily Oral Language (DOL) <i>This is primarily a 1st/2nd grade activity. Kindergarten students can listen or engage in a separate center activity during this time.</i></p>	<p><i>First graders are introduced to Daily Oral Language (DOL) in Theme 4 (Spiritual Journey/Giving Gifts). They can engage in a separate center during this time. However, some advanced 1st grade students may be ready for this activity and can be included in the lesson for 2nd grade at the teacher's discretion.</i></p>	<p>Grammar & 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</p>



<p>STAIRWAY TO READING Follow <i>Stairway to Reading Phonics/Reading</i> program or other conference approved <i>Phonics/Reading</i> curriculum. Phonemic awareness and sound-letter activities in the DLG should also be utilized in the phonics program for Kindergarten students.</p>	<p>Follow 1st grade curriculum for <i>Chall-Popp Phonics, Foundations</i>, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 1st grade are optional in addition to the separate curriculum adoption.</p>	<p>Follow 2nd grade curriculum for <i>Chall-Popp Phonics, Foundations</i>, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 2nd grade are optional in addition to the separate curriculum adoption.</p>
<p>PHONEMIC AWARENESS, pp. 162 – 163 (DLG) Level 3 – Where Are You Going?, p. 163 Word Study</p>	<p>Follow 1st grade curriculum for <i>Chall-Popp Phonics, Foundations</i>, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 1st grade are optional in addition to the separate curriculum adoption.</p>	<p>Follow 2nd grade curriculum for <i>Chall-Popp Phonics, Foundations</i>, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 2nd grade are optional in addition to the separate curriculum adoption.</p>
<p>SOUND LETTER ACTIVITIES, pp. 163 – 166 (DLG) Activity 3: Gg – Goofy Goggles, p. 165 Word Study Materials: Blacklines 3.5a – b</p>	<p>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 1st grade instruction. Possible Options: <i>Chall-Popp Phonics, Foundations</i>, etc.</p>	<p>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 2nd grade instruction. Possible Options: <i>Chall-Popp Phonics, Foundations</i>, etc.</p>
<p>READING WORKSHOP, pp. 166 – 171 (DLG) After Reading – Add-on Story, p. 168 (DLG) Materials: Sentence strips or chart paper, pocket chart</p>	<p>READING WORKSHOP, pp. 165 – 171 (DLG) After Reading – Add-on Story, p. 168 (DDL P) Main Idea & Supporting Details Materials: Activity Master 3.3.4</p>	<p>No Differentiation – Same as 1st Grade</p>
<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: <i>Reading A-Z, Seedlings, Wright Group</i>, 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) <i>Writing by Children – Informational Writing – Writing a Report (DDL P)</i> Materials: Completed Activity Master 3.3.3</p>	<p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p>

Day 3 – Science

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



Day 4 – Signing In/Morning Activity

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

Day 4 – Circle Time/Morning Meeting

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

Day 4 – Bible

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

Day 4 – Language Arts

Kindergarten	1 st Grade	2 nd Grade
<p>Daily Oral Language (DOL) <i>This is primarily a 1st/2nd grade activity. Kindergarten students can listen or engage in a separate center activity during this time.</i></p>	<p><i>First graders are introduced to Daily Oral Language (DOL) in Theme 4 (Spiritual Journey/Giving Gifts). They can engage in a separate center during this time. However, some advanced 1st, grade students may be ready for this activity and can be included in the lesson for 2nd grade at the teacher's discretion.</i></p>	<p>Grammar & Writing Mechanics (DDL P) <i>Scaffolding, Editing</i> Materials: DOL Master (Appendix D), Theme 3 – Book 3; enlarged printout of Common Editing Marks (Appendix D) Theme 1 – Book 1</p>



<p>STAIRWAY TO READING Follow Stairway to Reading Phonics/Reading program or other conference approved Phonics/Reading curriculum. Phonemic awareness and sound-letter activities in the DLG should also be utilized in the phonics program for Kindergarten students.</p>	<p>Follow 1st grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 1st grade are optional in addition to the separate curriculum adoption.</p>	<p>Follow 2nd grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 2nd grade are optional in addition to the separate curriculum adoption.</p>
<p>PHONEMIC AWARENESS, pp. 162 – 163 (DLG) Level 4 – Head, Tummy, Toes, p. 163 Word Study</p>	<p>Follow 1st grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 1st grade are optional in addition to the separate curriculum adoption.</p>	<p>Follow 2nd grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 2nd grade are optional in addition to the separate curriculum adoption.</p>
<p>SOUND LETTER ACTIVITIES, pp. 163 – 166 (DLG) Activity 4: Gg - Guess Who, p. 165 Word Study</p> <p>Activity 5: Gg - Glittery G, p. 165 Word Study Materials: Blackline 3.6</p>	<p>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 1st grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</p>	<p>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 2nd grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</p>
<p>READING WORKSHOP, pp. 165 – 171 (DLG) After Reading – Comprehension Questions, p. 168 (DLG) Materials: Good Night Owl</p>	<p>READING WORKSHOP, pp. 165 – 171 (DLG) After Reading – Comprehension Questions, p. 168 (DDL P)</p>	<p>No Differentiation – Same as 1st Grade</p>
<p>GUIDED READING (Small Group Instruction)</p> <p>Use a conference approved leveled reading series and running records’ assessments to place students in proper homogenous instructional ability reading levels for small group instruction. Possible Options: Reading A-Z, Seedlings, Wright Group, etc. Small group instruction for most Kindergarten students will focus on phonemic awareness and sound-letter recognition during the first semester of the year, while 1st and 2nd graders focus on formal reading instruction. Kindergarten students who are ready to read can be included in 1st/2nd grade formal reading groups.</p>		
<p>WRITING WORKSHOP, pp. 172 – 175 (DLG) Writing by Children – Informational Writing – Closure (DDL P) Writing Workshop Informational Writing Materials: Activity Master 3.3.5</p>	<p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p>

Day 4 – Science

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



Day 5 – Signing In/Morning Activity

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

Day 5 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
<p>Adjusted Morning Message 5 – We are Considerate (DDL P) <i>Unit Connect – Consideration</i> Materials: Chart paper, markers</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>

Day 5 – Bible (Chapel or Complete Activity Below)

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

Day 5 – Language Arts

Kindergarten	1 st Grade	2 nd Grade
<p>Daily Oral Language (DOL) <i>This is primarily a 1st/2nd grade activity. Kindergarten students can listen or engage in a separate center activity during this time.</i></p>	<p><i>First graders are introduced to Daily Oral Language (DOL) in Theme 4 (Spiritual Journey/Giving Gifts). They can engage in a separate center during this time. However, some advanced 1st, grade students may be ready for this activity and can be included in the lesson for 2nd grade at the teacher's discretion.</i></p>	<p>Grammar & Writing Mechanics (DDL P) Scaffolding, Editing 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 Follow Stairway to Reading Phonics/Reading program or other conference approved Phonics/Reading curriculum. Phonemic awareness and sound-letter activities in the DLG should also be utilized in the phonics program for Kindergarten students.</p>	<p>Follow 1st grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 1st grade are optional in addition to the separate curriculum adoption.</p>	<p>Follow 2nd grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 2nd grade are optional in addition to the separate curriculum adoption.</p>
<p>SOUND LETTER ACTIVITIES, pp. 163 – 166 (DLG) Activity 6: Gg – Good-Morning/Good-Night Sort, p. 166 Word Study</p>	<p>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 1st grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</p>	<p>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 2nd grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</p>
<p>READING WORKSHOP, pp. 166 – 171 (DLG) After Reading – Sequence Creatures or Sounds, p. 169 (DLG) Materials: Sentence strips, pocket chart</p>	<p>COMBINED READING AND WRITING WORKSHOP, pp. 166 – 171 (DLG) After Reading – Sequence Creatures or Sounds, p. 169 (DLG) (DDL) Text Structure: Summarizing and Sequencing Materials Needed: Chart paper, Activity Master 3.3.6a</p>	<p>Combined READING and WRITING WORKSHOP, pp. 166 – 171 (DLG) After Reading – Sequence Creatures or Sounds, p. 169 (DLG) (DDL) Text Structure: Summarizing and Sequencing Materials Needed: Chart paper, Activity Master 3.3.6b</p>
<p>GUIDED READING (Small Group Instruction) Use a conference approved leveled reading series and running records' assessments to place students in proper homogenous instructional ability reading levels for small group instruction. Possible Options: Reading A-Z, Seedlings, Wright Group, etc. Small group instruction for most Kindergarten students will focus on phonemic awareness and sound-letter recognition during the first semester of the year, while 1st and 2nd graders focus on formal reading instruction. Kindergarten students who are ready to read can be included in 1st/2nd grade formal reading groups.</p>		
<p>WRITING WORKSHOP Writing Workshop – Responding to the Author (DDL) Conferencing – Author's Chair Materials: Student reports</p>	<p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p>

Day 5 – Science/Social Studies

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

