

**K–2 MULTI-GRADE BRIDGE**  
**Lesson at a Glance (LAG)**  
**Theme Three Daily Lesson Guide (DLG) – *Deep in the Forest***  
**Grade K Theme Book Four: *When We Go Camping/Living Things***  
**Character Building Concept: Community – Responsibility**

**Day 1 – Signing In/Morning Activity**

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b>SIGNING IN, p. 229 (DLG)</b>  <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 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 DDLP. 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 DDLP. Second graders need formal instruction in Handwriting.</i></p>

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

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b>CONCEPT CONNECT ACTIVITY (DDL P)</b>  <i>Concept Connect</i>  <b>Materials:</b> Large brown paper bags, scissors, crayons, markers, stickers</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>



## Day 1 – Bible

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b><u>INTRODUCING THE BIBLE STORY, p. 211, (DLG)</u></b>            *** Complete both activities. ***</p> <p><b>Activity 1: Let’s Feed the Birds, p. 211 (DLG) (DDLP)</b>  <i>Concept Nugget</i>  <b>Materials:</b> Pine cones, peanut butter or vegetable shortening, birdseed, string, craft sticks, paper plates, wax paper, Responsibility Vests, Activity Master 3.4.1, crayons, glue</p> <p><b>Activity 2: Theme Song, p. 211 (DLG)</b>  <b>Materials:</b> Kindergarten Stepping Stones Music CD, sentence strips of fourth verse and chorus of “God Made our World”, pocket chart or chart paper</p>	<p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p>

## Day 1 – Language Arts

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b><u>Daily Oral Language (DOL)</u></b>  <i>This is primarily a 1<sup>st</sup>/2<sup>nd</sup> grade activity. Kindergarten students can listen or engage in a separate center activity during this time.</i></p>	<p><i>First graders are introduced to Daily Oral Language (DOL) in Theme 4 (Spiritual Journey/Giving Gifts). They can engage in a separate center during this time. However, some advanced 1<sup>st</sup> grade students may be ready for this activity and can be included in the lesson for 2<sup>nd</sup> grade at the teacher’s discretion.</i></p>	<p><b>Grammar &amp; Writing Mechanics (DDLP)</b>  <i>Scaffolding, Editing</i>  <b>Materials:</b> DOL Master (Appendix D), Theme 3– Book 4; enlarged printout of Common Editing Marks (Appendix D) Theme 1 – Book 1</p>
<p><b><u>STAIRWAY TO READING</u></b>  <i>Follow Stairway to Reading Phonics/Reading program or other conference approved Phonics/Reading curriculum. Phonemic awareness and sound-letter activities in the DLG should also be utilized in the phonics program for Kindergarten students.</i></p>	<p><i>Follow 1<sup>st</sup> grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 1<sup>st</sup> grade are optional in addition to the separate curriculum adoption.</i></p>	<p><i>Follow 2<sup>nd</sup> grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 2<sup>nd</sup> grade are optional in addition to the separate curriculum adoption.</i></p>
<p><b><u>PHONEMIC AWARENESS, pp. 219 – 221 (DLG)</u></b>  <b>Level 1 – Warm Those Hands, p. 219 (DLG)</b>  <i>Rhyming Words Recognition</i>  <b>Materials:</b> Blocks, other props to make a pretend fire</p>	<p><i>Follow 1<sup>st</sup> grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 1<sup>st</sup> grade are optional in addition to the separate curriculum adoption.</i></p>	<p><i>Follow 2<sup>nd</sup> grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 2<sup>nd</sup> grade are optional in addition to the separate curriculum adoption.</i></p>



<p><b><u>SOUND-LETTER ACTIVITES, pp. 221 – 226 (DLG)</u></b>  <b>*** Choose one activity. ***</b></p> <p><b>Activity 1: Aa – Tent A's, p. 221 (DLG)</b>  <b>Materials:</b> Straws or craft sticks, Blackline 4.2</p> <p><b>Activity 2: Aa – Animal Actions, pp. 221 – 222 (DLG)</b>  <b>Materials:</b> List of Animals</p>	<p><i>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 1<sup>st</sup> grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</i></p>	<p><i>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 2<sup>nd</sup> grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</i></p>
<p><b><u>READING WORKSHOP, pp. 226 – 228 (DLG)</u></b>  <b>*** Complete both activities. ***</b></p> <p><b>Activity 1: Before Reading – Discussion, p. 226 (DLG) (DDL)</b>  <i>Background Knowledge</i>  <b>Materials:</b> Backpack with camping items, sleeping bag, tent, chart paper</p> <p><b>Activity 2: During Reading – First Time, p. 227 (DLG) (DDL)</b>  <i>Comprehension Discussion</i>  <b>Materials:</b> <i>When We Go Camping</i> by Margriet Ruurs</p>	<p><b><u>READING WORKSHOP, pp. 226 – 228 (DLG)</u></b></p> <p><b>Activity 1: Before Reading – Discussion, p. 226 (DLG) (DDL)</b>  <i>Background Knowledge</i>  <b>Materials:</b> Backpack with camping items, sleeping bag, tent, Activity Master 3.4.2</p> <p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as 1<sup>st</sup> Grade</i></p> <p><i>No Differentiation – Same as Kindergarten</i></p>
<p><b><u>GUIDED READING (Small Group Instruction)</u></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><u>WRITING WORKSHOP</u></b>  <b>Publishing: Day 1 – Selecting A Writing Piece (DDL)</b>  <i>Publishing</i>  <b>Materials:</b> Teacher modeled writing pieces from Theme 3, publishing medium (Microsoft Word, My Story School eBook Maker, or other publishing app/website/software), Activity Master 3.4.3, student informational writing from Theme 3</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>

**Day 1 – Science**

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b><u>SCIENCE, pp. 246 – 257 (DLG)</u></b>  <b>*** Complete both activities. ***</b></p>		



<p><b>Activity 1: “Who’s in the Forest” Game?, p. 247 (DLG)</b>  <b>Materials:</b> Blacklines 4.17a – e</p>	<p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p>
<p><b>Activity 2: What Do I Eat?, p. 249 (DLG) (DDL)</b>  <i>Animal Sort</i>  <b>Materials:</b> Backlines 4.18a – b, large pieces of construction paper for each child, glue</p>	<p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p>

**Day 2 – Signing In/Morning Activity**

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b>SIGNING IN, p. 229 (DLG)</b>  <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 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 DDL. 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 DDL. Second graders need formal instruction in Handwriting.</i></p>

**Day 2 – Bible**

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b>PRESENTING THE BIBLE STORY, pp. 211 – 212 (DLG)</b>  <i>*** Complete both activities. ***</i>   <b>Activity 1: Reading “Caring for Our World”, p. 211 (DLG) (DDL)</b>  <i>Concept Nugget</i>  <b>Materials:</b> Lapbook – <i>God Made our World</i>, chart paper, Responsibility Vests, Activity Master 3.4.4, crayons, glue   <b>Activity 2: Bible Verse, p. 212 (DLG)</b>  <b>Materials:</b> Bible, blue construction paper</p>	<p>No Differentiation – Same as Kindergarten</p>          <p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p>          <p>No Differentiation – Same as Kindergarten</p>

## Day 2 – Circle Time/Morning Meeting

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b>Daily Message 1, p. 230 (DLG)</b>  <b>Materials:</b> Chart paper</p>	<p><i>This activity is not designed for 1<sup>st</sup> grade. However, extension activity suggestions appropriate for 1<sup>st</sup> grade differentiation are provided in the <b>DDL</b>.</i></p>	<p><i>This activity is not designed for 2<sup>nd</sup> grade. However, extension activity suggestions appropriate for 2<sup>nd</sup> grade differentiation are provided in the <b>DDL</b>.</i></p>

## Day 2 – Language Arts

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b>Daily Oral Language (DOL)</b>  <i>This is primarily a 1<sup>st</sup>/2<sup>nd</sup> grade activity. Kindergarten students can listen or engage in a separate center activity during this time.</i></p>	<p><i>First graders are introduced to Daily Oral Language (DOL) in Theme 4 (Spiritual Journey/Giving Gifts). They can engage in a separate center during this time. However, some advanced 1<sup>st</sup> grade students may be ready for this activity and can be included in the lesson for 2<sup>nd</sup> grade at the teacher's discretion.</i></p>	<p><b>Grammar &amp; Writing Mechanics (DDL)</b>            Scaffolding, Editing  <b>Materials:</b> DOL Master (Appendix D), Theme 3 – Book 4; enlarged printout of Common Editing Marks (Appendix D) Theme 1 – Book 1</p>
<p><b>STAIRWAY TO READING</b>  <i>Follow Stairway to Reading Phonics/Reading program or other conference approved Phonics/Reading curriculum. Phonemic awareness and sound-letter activities in the <b>DLG</b> should also be utilized in the phonics program for Kindergarten students.</i></p>	<p><i>Follow 1<sup>st</sup> grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 1<sup>st</sup> grade are optional in addition to the separate curriculum adoption.</i></p>	<p><i>Follow 2<sup>nd</sup> grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 2<sup>nd</sup> grade are optional in addition to the separate curriculum adoption.</i></p>
<p><b>PHONEMIC AWARENESS, pp. 219 – 221 (DLG)</b>  <b>Level 2 – Camping Code, pp. 219 – 220 (DLG)</b>            Blending Speech Sounds</p>	<p><i>Follow 1<sup>st</sup> grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 1<sup>st</sup> grade are optional in addition to the separate curriculum adoption.</i></p>	<p><i>Follow 2<sup>nd</sup> grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 2<sup>nd</sup> grade are optional in addition to the separate curriculum adoption.</i></p>
<p><b>SOUND-LETTER ACTIVITIES, pp. 221 – 226 (DLG)</b>            *** Choose one activity. ***  <b>Activity 1: Aa – Animal Crackers, p. 222 (DLG)</b>  <b>Materials:</b> Animal crackers, Blackline 4.3  <b>Activity 2: Aa – Ant Colony, p. 223 (DLG)</b>  <b>Materials:</b> Blackline 4.4</p>	<p><i>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 1<sup>st</sup> grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</i></p>	<p><i>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 2<sup>nd</sup> grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</i></p>



<p><b>READING WORKSHOP, pp. 226 – 228 (DLG)</b>  <b>During Reading – Second Time, p. 227, (DLG)</b>  <b>Materials:</b> <i>When We Go Camping</i>, by Margriet Ruurs, Blackline E</p>	<p><b>READING WORKSHOP, pp. 226 – 228 (DLG)</b>  <b>During Reading – Second Time, p. 227, (DLG) (DDL)</b>  <b>Vocabulary</b>  <b>Materials:</b> Activity Masters 3.4.5a – b, Vocabulary Master (Appendix B)</p>	<p>No Differentiation – Same as 1<sup>st</sup> Grade</p>
<p><b>GUIDED READING (Small Group Instruction)</b></p> <p>Use a conference approved leveled reading series and running records' assessments to place students in proper homogenous instructional ability reading levels for small group instruction. Possible Options: Reading A-Z, Seedlings, Wright Group, etc. Small group instruction for most Kindergarten students will focus on phonemic awareness and sound-letter recognition during the first semester of the year, while 1<sup>st</sup> and 2<sup>nd</sup> graders focus on formal reading instruction. Kindergarten students who are ready to read can be included in 1<sup>st</sup>/2<sup>nd</sup> grade formal reading groups.</p>		
<p><b>WRITING WORKSHOP</b>  <b>Publishing: Day 2 – Editing (DDL)</b>  <i>Publishing, Editing Checklist</i>  <b>Materials:</b> Publishing medium (Microsoft Word, My Story School eBook Maker, or other publishing app/website/software), Activity Master 3.4.3, student informational writing from Theme 3</p>	<p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p>

## Day 2 – Science

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b>SCIENCE, pp. 246 – 257 (DLG)</b>  *** Complete both activities. ***</p> <p><b>Activity 1: Classifying Animals, p. 250 (DLG) (DDL)</b>  <i>Classification</i>  <b>Materials:</b> Blacklines 4.19a – e, or plastic animals</p> <p><b>Activity 2: Mammal Classification, p. 251 (DLG)</b>  <b>Materials:</b> plastic animals, stuffed animals, or a live mammal</p>	<p><b>SCIENCE, pp. 246 – 257 (DLG)</b>  *** Complete both activities. ***</p> <p><b>Activity 1: Classifying Animals, p. 250 (DLG) (DDL)</b>  <i>Classification</i>  <b>Materials:</b> Blacklines 4.19a – e, or plastic animals, blank copy paper</p> <p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as 1<sup>st</sup> Grade</p> <p>No Differentiation – Same as Kindergarten</p>



### Day 3 – Signing In/Morning Activity

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b>SIGNING IN, p. 229 (DLG)</b>  <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 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 DDLP. 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 DDLP. Second graders need formal instruction in Handwriting.</i></p>

### Day 3 – Bible

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b>REVIEWING THE BIBLE STORY, p. 212 (DLG)</b>            *** Complete both activities. ***</p> <p><b>Activity 1: World-Class Volleyball, p. 212 (DLG)</b>  <b>Materials:</b> Inflatable globe</p> <p><b>Activity 2: “Read” the Bible Verse, p. 212 (DLG)</b>  <b>Materials:</b> Bible verse sentence strips, pocket chart</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 3 – Circle Time/Morning Meeting

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b>Daily Message 2, p. 230 (DLG)</b>  <b>Materials:</b> Chart paper</p>	<p><i>This activity is not designed for 1<sup>st</sup> grade. However, extension activity suggestions appropriate for 1<sup>st</sup> grade differentiation are provided in the DDLP.</i></p>	<p><i>This activity is not designed for 2<sup>nd</sup> grade. However, extension activity suggestions appropriate for 2<sup>nd</sup> grade differentiation are provided in the DDLP.</i></p>



## Day 3 – Language Arts

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><u>Daily Oral Language (DOL)</u> 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 (DDL P)</b> Scaffolding, Editing <b>Materials:</b> DOL Master (Appendix D), Theme 3 – Book 4; 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 <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>PHONEMIC AWARENESS, pp. 219 – 221 (DLG)</b> <b>Level 3 – Hands Up, p. 220 (DLG)</b> Syllable Segmentation</p>	<p>Follow 1<sup>st</sup> grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 1<sup>st</sup> grade are optional in addition to the separate curriculum adoption.</p>	<p>Follow 2<sup>nd</sup> grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 2<sup>nd</sup> grade are optional in addition to the separate curriculum adoption.</p>
<p><b>SOUND-LETTER ACTIVITIES, pp. 221 – 226 (DLG)</b> *** Complete one activity. ***</p> <p><b>Activity 1: Ant Homes and Food, pp. 223 – 224 (DLG)</b> <b>Materials:</b> Butcher or bulletin board paper, Blackline 4.5 or ant stamps</p> <p><b>Activity 2: Aa – Apple Slices, p. 224 (DLG)</b> <b>Materials:</b> Apple slicer, apples, plate, cutting board</p>	<p>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 1<sup>st</sup> grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</p>	<p>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 2<sup>nd</sup> grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</p>
<p><b>READING WORKSHOP, pp. 226 – 228 (DLG)</b> *** Complete both activities. ***</p> <p><b>Activity 1: During Reading – Third Time, p. 227 (DLG)</b> <b>Materials:</b> When We Go Camping, by Margriet Ruurs</p> <p><b>Activity 2: After Reading – Hidden Pictures, p. 227 (DLG)</b> <b>Materials:</b> When We Go Camping by Margriet Ruurs</p>	<p>No Differentiation – Same as Kindergarten</p> <p><b>Activity 2: After Reading – Hidden Pictures, p. 227 (DLG)</b> Sequencing <b>Materials:</b> When We Go Camping by Margriet Ruurs, Activity Master 3.4.6</p>	<p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as 1<sup>st</sup> Grade</p>





### **GUIDED READING (Small Group Instruction)**

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

### **WRITING WORKSHOP**

#### **Publishing: Day 3 – Publishing Software (DDL P)**

*Publishing, Technology*

**Materials:** Publishing medium (Microsoft Word, My Story School eBook Maker, or other publishing app/website/software), student informational writing from Theme 3

*No Differentiation – Same as Kindergarten*

*No Differentiation – Same as Kindergarten*

## **Day 3 – Science**

<b>Kindergarten</b>	<b>1<sup>st</sup> Grade</b>	<b>2<sup>nd</sup> Grade</b>
<p><b>SCIENCE, pp. 246 – 257 (DLG)</b> *** Complete Activity 1. Activity 2 is optional. ***</p> <p><b>Activity 1: Dirt – Alike and Different, p. 253 (DLG) (DDL P)</b> <i>Concept Nugget, Investigation</i> <b>Materials:</b> Activity Master 3.4.7, two kinds of dirt (silt/clay/loam/sand), jars, magnifying glass, paper plates, Responsibility Vests, crayons, glue</p> <p><b>Activity 2: Dirt Cake, p. 253 (DLG)</b> <i>Following a Recipe (K–2)</i> <b>Materials:</b> Chocolate cake, chocolate pudding, gummy worms, lollipops, clear plastic cups, spoons, plastic wrap</p>	<p><b>Activity 1: Dirt – Alike and Different, p. 253 (DLG) (DDL P)</b> <i>Concept Nugget, Investigation</i> <b>Materials:</b> Activity Masters 3.4.7, 3.4.8, two kinds of dirt (silt/clay/loam/sand), jars, magnifying glass, paper plates, Responsibility Vests, crayons, glue</p> <p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as 1<sup>st</sup> Grade</i></p> <p><i>No Differentiation – Same as Kindergarten</i></p>

## **Day 3 – Social Studies**

<b>Kindergarten</b>	<b>1<sup>st</sup> Grade</b>	<b>2<sup>nd</sup> Grade</b>
<p><b>SOCIAL STUDIES, p. 258 (DLG)</b> <b>Recycling, p. 258 (DLG)</b> <b>Materials:</b> Recycle bin, recyclables, trash</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>



## Day 4 – Signing In/Morning Activity

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b>SIGNING IN, p. 229 (DLG)</b>  <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 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 DDLP. 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 DDLP. Second graders need formal instruction in Handwriting.</i></p>

## Day 4 – Bible

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b>APPLYING THE BIBLE STORY, pp. 213 – 214 (DLG)</b>            *** Complete both activities. ***</p> <p><b>Activity 1: Hopscotch Prayers, p. 213 (DLG)</b>  <b>Materials:</b> Hopscotch game or masking tape, bean bag</p> <p><b>Activity 2: Create a Recycle Box, p. 214 (DLG) (DDL P)</b>  <i>Concept Nugget, Oral Presentations</i>  <b>Materials:</b> Different types of paper (newsprint, construction paper, lined paper, printer paper), a medium-sized box or trashcan, Responsibility Vests, Activity Master 3.4.9, crayons, glue</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 4 – Circle Time/Morning Meeting

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b>Daily Message 3, p. 230 (DLG)</b>  <b>Materials:</b> Chart paper</p>	<p><i>This activity is not designed for 1<sup>st</sup> grade. However, extension activity suggestions appropriate for 1<sup>st</sup> grade differentiation are provided in the DDLP.</i></p>	<p><i>This activity is not designed for 2<sup>nd</sup> grade. However, extension activity suggestions appropriate for 2<sup>nd</sup> grade differentiation are provided in the DDLP.</i></p>



## Day 4 – Language Arts

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b>Daily Oral Language (DOL)</b>  <i>This is primarily a 1<sup>st</sup>/2<sup>nd</sup> grade activity. Kindergarten students can listen or engage in a separate center activity during this time.</i></p>	<p><i>First graders are introduced to Daily Oral Language (DOL) in Theme 4 (Spiritual Journey/Giving Gifts). They can engage in a separate center during this time. However, some advanced 1<sup>st</sup> grade students may be ready for this activity and can be included in the lesson for 2<sup>nd</sup> grade at the teacher's discretion.</i></p>	<p><b>Grammar &amp; Writing Mechanics (DDL P)</b>  <i>Scaffolding, Editing</i>  <b>Materials:</b> DOL Master (Appendix D), Theme 3 – Book 4; enlarged printout of Common Editing Marks (Appendix D) Theme 1 – Book 1</p>
<p><b>STAIRWAY TO READING</b>  <i>Follow Stairway to Reading Phonics/Reading program or other conference approved Phonics/Reading curriculum. Phonemic awareness and sound-letter activities in the DLG should also be utilized in the phonics program for Kindergarten students.</i></p>	<p><i>Follow 1<sup>st</sup> grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 1<sup>st</sup> grade are optional in addition to the separate curriculum adoption.</i></p>	<p><i>Follow 2<sup>nd</sup> grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 2<sup>nd</sup> grade are optional in addition to the separate curriculum adoption.</i></p>
<p><b>PHONEMIC AWARENESS, pp. 219 – 221 (DLG)</b>  <b>Level 4 – It's in My Backpack, pp. 220 – 221 (DLG)</b>  <i>Phoneme Deletion</i>  <b>Materials:</b> Backpack, camping objects</p>	<p><i>Follow 1<sup>st</sup> grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 1<sup>st</sup> grade are optional in addition to the separate curriculum adoption.</i></p>	<p><i>Follow 2<sup>nd</sup> grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 2<sup>nd</sup> grade are optional in addition to the separate curriculum adoption.</i></p>
<p><b>SOUND-LETTER ACTIVITIES, pp. 221 – 226 (DLG)</b>  <b>*** Complete one activity. ***</b></p> <p><b>Activity 1: Aa – Apple Seeds, p. 225 (DLG)</b>  <b>Materials:</b> Red, yellow, or green posterboard, black marker, green and brown construction paper, apple seeds</p> <p><b>Activity 2: Aa – Animal Shapes, p. 225 (DLG)</b>  <b>Materials:</b> Blackline 4.6, variety of construction paper</p>	<p><i>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 1<sup>st</sup> grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</i></p>	<p><i>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 2<sup>nd</sup> grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</i></p>
<p><b>READING WORKSHOP, pp. 226 – 228 (DLG)</b>  <b>During Reading – Second Time, p. 227 (DLG)</b>  <i>Vocabulary Introduction</i>  <b>Materials:</b> <i>When We Go Camping</i> by Margriet Ruurs, Blackline E</p>	<p><b>READING WORKSHOP, pp. 226 – 228 (DLG) (DDL P)</b>  <b>During Reading – Second Time, p. 227</b>  <i>Sequencing and Comprehension</i>  <b>Materials:</b> <i>When We Go Camping</i> by Margriet Ruurs</p>	<p>No Differentiation – Same as 1<sup>st</sup> Grade</p>



### **GUIDED READING (Small Group Instruction)**

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

### **WRITING WORKSHOP**

**Publishing: Day 4 – Author Biographies (DDL P)**

*Author Biography*

**Materials:** *When We Go Camping* by Margriet Ruurs, Activity Master 3.4.10a

**Publishing: Day 4 – Author Biographies (DDL P)**

*Author Biography*

**Materials:** *When We Go Camping* by Margriet Ruurs, Activity Master 3.4.10b

**Publishing: Day 4 – Author Biographies (DDL P)**

*Author Biography*

**Materials:** *When We Go Camping* by Margaret Ruurs, Activity Master 3.4.10c

## **Day 4 – Science**

<b>Kindergarten</b>	<b>1<sup>st</sup> Grade</b>	<b>2<sup>nd</sup> Grade</b>
<p><b>SCIENCE, pp. 246 – 257 (DLG)</b> *** Complete all activities. ***</p> <p><b>Activity 1: What Are Stars?, p. 255 (DLG)</b> <i>Comparing (K–2)</i> <b>Materials:</b> Quarter</p> <p><b>Activity 2: Constellations, p. 256 (DLG)</b> <i>Observation (K–2)</i> <b>Materials:</b> Gold star stickers, black paper, Blacklines 4.20a – b</p> <p><b>Activity 3: Where Do Stars Go?, p. 257 (DLG)</b> <i>Experiment (K–2)</i> <b>Materials:</b> Flashlight</p>	<p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p>

## **Day 4 – Social Studies**

<b>Kindergarten</b>	<b>1<sup>st</sup> Grade</b>	<b>2<sup>nd</sup> Grade</b>
<p><b>SOCIAL STUDIES, p. 258 (DLG)</b> <b>Forest Careers, p. 258 (DLG)</b> <i>Observation (K–2)</i></p>	<p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p>



## Day 5 – Signing In/Morning Activity

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b>SIGNING IN, p. 229 (DLG)</b>  <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 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 DDLP. 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 DDLP. Second graders need formal instruction in Handwriting.</i></p>

## Day 5 – Bible/ Theme Culmination Celebration

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b>APPLYING THE BIBLE STORY, pp. 213 – 214 (DLG)</b>            *** Complete both activities. ***</p> <p><b>Activity 1: Independent Reading, p. 213 (DLG)</b>  <b>Materials:</b> Lapbook – God Made Our World, Kindergarten Bible Story Readers</p> <p><b>Activity 2: Caring for Our School, p. 214 (DLG) (DDL P)</b>            Concept Nugget, Community Service  <b>Materials:</b> Gather materials that are necessary for the project that was selected by the class during Bible Day 2 (some possibilities include—gloves, plastic bags, buckets, rags, flowers or flower seeds, potting soil, etc.), Responsibility Vests</p>	<p><i>No Differentiation – Same as Kindergarten</i></p> <p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p> <p><i>No Differentiation – Same as Kindergarten</i></p>

## Day 5 – Circle Time/Morning Meeting

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b>Daily Message</b>            Teacher Generated Message  <b>Materials:</b> Chart paper or white board</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 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b>Daily Oral Language (DOL)</b>  <i>This is primarily a 1<sup>st</sup>/2<sup>nd</sup> grade activity. Kindergarten students can listen or engage in a separate center activity during this time.</i></p>	<p><i>First graders are introduced to Daily Oral Language (DOL) in Theme 4 (Spiritual Journey/Giving Gifts). They can engage in a separate center during this time. However, some advanced 1<sup>st</sup> grade students may be ready for this activity and can be included in the lesson for 2<sup>nd</sup> grade at the teacher's discretion.</i></p>	<p><b>Grammar &amp; Writing Mechanics (DDL P)</b>            Scaffolding, Editing  <b>Materials:</b> DOL Master (Appendix D), Theme 3 – Book 4; enlarged printout of Common Editing Marks (Appendix D) Theme 1 – Book 1</p>
<p><b>STAIRWAY TO READING</b>  <i>Follow Stairway to Reading Phonics/Reading program or other conference approved Phonics/Reading curriculum. Phonemic awareness and sound-letter activities in the DLG should also be utilized in the phonics program for Kindergarten students.</i></p>	<p><i>Follow 1<sup>st</sup> grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 1<sup>st</sup> grade are optional in addition to the separate curriculum adoption.</i></p>	<p><i>Follow 2<sup>nd</sup> grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 2<sup>nd</sup> grade are optional in addition to the separate curriculum adoption.</i></p>
<p><b>SOUND-LETTER ACTIVITIES, pp. 221 – 226 (DLG)</b>  <b>Aa – Deer Antlers, p. 226 (DLG)</b>  <b>Materials:</b> Blackline 4.7, brown construction paper</p>	<p><i>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 1<sup>st</sup> grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</i></p>	<p><i>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 2<sup>nd</sup> grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</i></p>
<p><b>READING WORKSHOP, pp. 226 – 228 (DLG) (DDL P)</b>  <b>Read Aloud, p. 228</b>            Nonfiction Text  <b>Materials:</b> Nonfiction camping related book of choice</p>	<p><b>READING WORKSHOP, pp. 226-228 (DLG) (DDL P)</b>  <b>Read Aloud, p. 228</b>            Nonfiction Text, Graphic Organizer, Comprehension  <b>Materials:</b> Nonfiction camping related book of choice, Activity Master 3.4.11</p>	<p>No Differentiation – Same as 1<sup>st</sup> Grade</p>
<p><b>GUIDED READING (Small Group Instruction)</b>  <i>Use a conference approved leveled reading series and running records' assessments to place students in proper homogenous instructional ability reading levels for small group instruction. Possible Options: Reading A-Z, Seedlings, Wright Group, etc. Small group instruction for most Kindergarten students will focus on phonemic awareness and sound-letter recognition during the first semester of the year, while 1<sup>st</sup> and 2<sup>nd</sup> graders focus on formal reading instruction. Kindergarten students who are ready to read can be included in 1<sup>st</sup>/2<sup>nd</sup> grade formal reading groups.</i></p>		
<p><b>WRITING WORKSHOP</b>  <b>Publishing: Day 5 – Publishing Party (DDL P)</b>            Oral Presentation  <b>Materials:</b> Completed Author Biographies (Activity Master 3.4.10a – c), photos of students for the biographies, students' completed and published informational writing pieces, simple snacks (fruit tray, vegetables and dip, crackers, etc.), simple decorations (balloons or streamers), <i>Optional:</i> tablecloths</p>	<p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p>



## Day 5 – Science

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b>SCIENCE, pp. 246 – 257 (DLG)</b> <b>Fire Safety, p. 257 (DLG) (DDLDP)</b> <i>Concept Nugget, Camping Safety Posters</i> <b>Materials:</b> Internet access, chart paper, large sheets of construction paper, drawing materials, Responsibility Vests, Activity Master 3.4.12, glue</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>

