

K–2 MULTI-GRADE BRIDGE
Lesson at a Glance (LAG)
Theme Four Daily Lesson Guide (DLG) – *Giving Gifts*
Grade K Theme Book One: *Winter's Gift*/Spiritual Journey
Character Building Concept: Giving Gifts of Hope

Important Reminders:

- Send home Parent Letter (Activity Master 4.1.0a, b, or c). Choose the letter that coordinates with the Culminating Activity chosen for week three.
- Students will need to start collecting cans this week to prepare for a Concept Connect Activity in week two.
- First graders are introduced to Daily Oral Language this week. Be prepared to provide explicit instruction, scaffolding, and direction for this skill until 1st grade students are accustomed to the editing process.
- Prepackage gift bags or boxes before class begin on Bible Day 1. (See Mystery Box in the DDLP.)
- The Unit Culminating Activity will take place in week three. During week one choose an activity from the options listed below. Begin making necessary arrangements and preparations for the selected activity.

The suggested activity options are as follows:

- *Option #1* – Food Bank Visit: For this Unit Culminating Activity, students will take the cards made in Circle Time/Morning Meeting Day 5 (Collecting for..., p. 52 (DDLP), week one) and canned goods referenced in the Parent Letter (Activity Master 4.1.0) and visit the local Food Bank. Donate the canned goods and share the Christmas cards with the community members there.
- *Option #2* – School Christmas Program: For this Unit Culminating Activity, students should have already used the cards created in Writing by Children – Design a Christmas Card, p. 68 (DDLP), week one to invite community members to their Christmas program. Here they can display or present writing samples and artwork they have created throughout the unit. Special mention should be made to visitors during the Christmas program, if this option is chosen. Ask visitors to stand so students can pass out faith literature or thank you notes with information about the church and/or the true meaning of Christmas.
- *Option #3* – Service Program: This Unit Culminating Activity should be planned and practiced during weeks one and two of this unit. Students will go to a center (e.g., nursing home, town center, fire station, Salvation Army, etc.) to perform a short Christmas program. Students can sing Christmas carols, share writing samples, and display their created art, or lead out in a simple holiday craft for the community members at the chosen location.



Day 1 – 5 – Signing In/Morning Activity

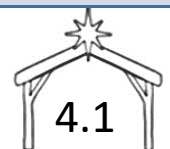
Kindergarten	1 st Grade	2 nd Grade
<p><u>SIGNING IN, pp. 64 – 65 (DLG)</u> <i>This is primarily a Kindergarten activity. The teacher should select one activity daily from the DLG for students to complete as they arrive in the morning.</i></p>	<p><i>This activity is not designed for 1st grade. However, 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>HOPE CONCEPT CONNECT (DDL) <i>Concept Connect Activity</i> Materials: Prepacked and packaged gift boxes or bags</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>

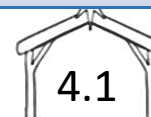
Day 1 – Bible

Kindergarten	1 st Grade	2 nd Grade
<p><u>INTRODUCING THE BIBLE STORY, pp. 44 – 45 (DLG)</u> <i>*** Complete Activity 1 and one additional activity. ***</i></p> <p>Activity 1: Mystery Box, p. 44 (DLG) Materials: Gift box, hay, miniature toy donkey</p> <p>Activity 2: Scented Play Dough Ornaments, p. 44 (DLG) Materials: Flour, salt, baby shampoo, cream of tartar, cookie cutters, paperclip, yarn or ribbon hanger, paint or markers</p> <p>Activity 3: “Puppies Are Presents,” pp. 44 – 45 (DLG) Materials: Lapbook – <i>Jesus is God’s Best Gift</i></p> <p>Activity 4: Theme Song, p. 45 (DLG) Materials: Kindergarten Stepping Stones Music CD, sentence strips or chart paper</p>	<p><i>No Differentiation – Same as Kindergarten</i></p> <p><i>No Differentiation – Same as Kindergarten</i></p> <p><i>No Differentiation – Same as Kindergarten</i></p> <p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p> <p><i>No Differentiation – Same as Kindergarten</i></p> <p><i>No Differentiation – Same as Kindergarten</i></p> <p><i>No Differentiation – Same as Kindergarten</i></p>



Day 1 – 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>	Grammar & Writing Mechanics (DDLDP) <i>Think-Pair-Share, Editing</i> Materials: DOL Master (Appendix D), Theme 4 – Book 1; enlarged printout of Common Editing Marks (Appendix D) Theme 4 – Book 1	<i>No Differentiation – Same as 1st Grade</i>
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. 56 – 57 (DLG) Level 1 – Hop and Stop, p. 56 (DLG)	<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. 57 – 60 (DLG) Hh Is for Holly, p. 57 (DLG) Materials: Blackline 1.5, holly punch, glue	<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. 61 – 64 (DLG) During Reading – First Time, p. 61 (DLG) (DDLDP) <i>Vocabulary, Comprehension</i> Materials: <i>Winter's Gift</i> by Jane Monroe Donovan, Blackline E, index cards, crayons, pencils	READING WORKSHOP, pp. 61 – 64 (DLG) During Reading – First Time, p. 61 (DLG) (DDLDP) <i>Vocabulary, Comprehension</i> Materials: <i>Winter's Gift</i> by Jane Monroe Donovan, Activity Master 4.1.1, Vocabulary Master 4.1, crayons, pencils	READING WORKSHOP, pp. 61 – 64 (DLG) During Reading – First Time, p. 61 (DLG) (DDLDP) <i>Vocabulary, Comprehension</i> Materials: <i>Winter's Gift</i> by Jane Monroe Donovan, Activity Master 4.1.2, Vocabulary Master 4.1, crayons, pencils
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 Writing a "How-To" Book, Part 1 (DDLDP) <i>Informational Writing</i> Materials: Activity Masters 4.1.3 and 4.1.4, green paper, scissors, hole punch, glue, glitter, chart paper or white board	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>



<u>LISTENING/SPEAKING, p. 71 (DLG)</u> <i>Concept Nugget</i> Guess the Christmas Gift, p. 71 (DDLp) Materials: Prepackaged empty gift bags or boxes	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten
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Day 1 – Science

Kindergarten	1 st Grade	2 nd Grade
Animals in Winter, pp. 99 – 100 (DLG) Materials: Blacklines 1.25a – b, <i>Winter's Gift</i> by Jane Monroe Donovan, colored construction paper, stapler, scissors, glue	Animals in Winter, pp. 99 – 100 (DDLp) <i>Report Writing</i> Materials: Blacklines 1.25a – b, Activity Master 4.1.5, <i>Winter's Gift</i> by Jane Monroe Donovan, colored construction paper, stapler, scissors, glue, informational books about winter animals, several ice trays, water, pineapple chunks	No Differentiation – Same as 1 st Grade

Day 1 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
Dressing for Winter, p. 101 (DDLp) <i>Concept Nugget</i> Materials: <i>Winter's Gift</i> by Jane Monroe Donovan, a variety of children's seasonal clothing, prepackaged gift boxes or bags from Mystery Box Bible activity, play money, Activity Master 4.1.6	Dressing for Winter, p. 101 (DDLp) <i>Economics and Concept Nugget</i> Materials: <i>Winter's Gift</i> by Jane Monroe Donovan, a variety of children's seasonal clothing, play money, prepackaged gift boxes or bags from Mystery Box Bible activity, play money, Activity Master 4.1.6	No Differentiation – Same as 1 st Grade

Day 2 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
Daily Message 1, pp. 65 – 66 (DLG) Materials: Large chart paper, markers	<i>This activity is not designed for 1st grade. However, extension activity suggestions appropriate for 1st grade differentiation are provided in the DDLp.</i>	<i>This activity is not designed for 2nd grade. However, extension activity suggestions appropriate for 2nd grade differentiation are provided in the DDLp.</i>



Day 2 – Bible

Kindergarten	1 st Grade	2 nd Grade
<p>PRESENTING THE BIBLE STORY, pp. 45 – 47 (DLG) *** Complete Activity 1 and one or more additional activities. ***</p> <p>Activity 1: Reading “Jesus Is Born”, p. 46 (DLG) <i>Concept Nugget</i> Materials: Lapbook – <i>Jesus Is God’s Best Gift</i>, stuffed or plastic farm animals</p> <p>Activity 2: Block Stable, p. 45 (DLG) Materials: Blocks</p> <p>Activity 3: Registering in Bethlehem, p. 46 (DLG) Materials: Large sheet of paper, coins, medium-sized boxes</p> <p>Activity 4: Bible Verse, p. 46 (DLG) Materials: Large jingle bell</p> <p>Activity 5: “It Was a Happy Day,” pp. 46 – 47 (DLG) Materials: <i>Little Voices Praise Him</i>, Optional: bells</p>	<p>PRESENTING THE BIBLE STORY, pp. 45 – 47 (DLG) *** Complete Activity 1 and one or more additional activities. ***</p> <p>Activity 1: Reading “Jesus Is Born”, p. 46 (DLG) (DDL) <i>Concept Nugget, Inference</i> Materials: Lapbook – <i>Jesus Is God’s Best Gift</i>, stuffed or plastic farm animals</p> <p><i>No Differentiation – Same as Kindergarten</i></p> <p><i>No Differentiation – Same as Kindergarten</i></p> <p><i>No Differentiation – Same as Kindergarten</i></p> <p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as 1st Grade</i></p> <p><i>No Differentiation – Same as Kindergarten</i></p> <p><i>No Differentiation – Same as Kindergarten</i></p> <p><i>No Differentiation – Same as Kindergarten</i></p> <p><i>No Differentiation – Same as Kindergarten</i></p>

Day 2 – 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>Grammar & Writing Mechanics (DDL) <i>Think-Pair-Share, Editing</i> Materials: DOL Master (Appendix D), Theme 4 – Book 1; enlarged printout of Common Editing Marks (Appendix D) Theme 4 – Book 1</p>	<p><i>No Differentiation – Same as 1st Grade</i></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>



<u>PHONEMIC AWARENESS, pp. 56 – 57 (DLG)</u> Level 2 – Giving Gifts, p. 56 (DLG)	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. 57 – 60 (DLG)</u> Hh Is for Horse, p. 59 (DLG)	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.
<u>READING WORKSHOP, pp. 61 – 64 (DLG)</u> After Reading – Comprehension Questions, p. 62 (DLG) (DDL) Story Map, Concept Nugget Materials: Winter's Gift by Jane Monroe Donovan, whiteboard or chart paper	<u>READING WORKSHOP, pp. 61 – 64 (DLG)</u> After Reading – Comprehension Questions, p. 62 (DLG) (DDL) Story Map, Concept Nugget, Key Ideas and Details Materials: Winter's Gift by Jane Monroe Donovan, whiteboard or chart paper	No Differentiation – Same as 1 st Grade
<u>GUIDED READING (Small Group Instruction)</u> 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.		
<u>WRITING WORKSHOP</u> Writing a "How-To" Book, Part 2 (DDL) Informational Writing Materials: Activity Master 4.1.7, completed copies of Activity Master 4.1.4, chart paper or document camera	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten

Day 2 – Science

Kindergarten	1 st Grade	2 nd Grade
<u>Animals in Winter, pp. 99 – 100 (DLG)</u> Materials: Blacklines 1.25a – b, Winter's Gift by Jane Monroe Donovan, colored construction paper, stapler, scissors, glue, ice cube trays, pineapple chunks	<u>Animals in Winter, pp. 99 – 100 (DDL)</u> Gathering Information Materials: Blackline 1.25b, Winter's Gift by Jane Monroe Donovan, colored construction paper, stapler, scissors, glue, ice cube trays, pineapple chunks, nonfiction animal books	<u>Animals in Winter, pp. 99 – 100 (DDL)</u> Gathering Information Materials: Winter's Gift by Jane Monroe Donovan, colored construction paper, stapler, scissors, glue, ice cube trays, pineapple chunks, nonfiction animal books, Activity Master 4.1.8



Day 2 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
Bagel Bird Feeders, p. 102 (DLG) Materials: Bagel, peanut butter, birdseed or cereal, knife, yarn, wax paper, string, resealable plastic bag, permanent marker, pie tin or paper plate	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten

Day 3 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
Daily Message 2, p. 66 (DLG) Materials: Large chart paper, markers	This activity is not designed for 1 st grade. However, extension activity suggestions appropriate for 1 st grade differentiation are provided in the DDL .	This activity is not designed for 2 nd grade. However, extension activity suggestions appropriate for 2 nd grade differentiation are provided in the DDL .

Day 3 – Bible

Kindergarten	1 st Grade	2 nd Grade
REVIEWING THE BIBLE STORY, pp. 47 – 49 (DLG) *** Complete Activity 1; other activities listed are optional. *** Activity 1: A Special Gift, p. 49 (DLG) Materials: Blacklines 1.2a – b, crayons, glue, scissors Activity 2: “Las Posadas,” p. 47 (DLG) Materials: Internet access Activity 3: Pretzel or Craft-Stick Manger, pp. 47 – 48 (DLG) Materials: Pretzel sticks, peanut butter, baby carrots or two large craft sticks per child, hay, white paper, large circle punch, skin-colored paper, glue	REVIEWING THE BIBLE STORY, pp. 47 – 49 (DLG) *** Complete Activity 1; other activities listed are optional. *** Activity 1: A Special Gift, p. 49 (DLG) (DDL) Bible Verse Practice Materials: Blank copy paper, crayons, pencils No Differentiation – Same as Kindergarten No Differentiation – Same as Kindergarten	No Differentiation – Same as 1 st Grade 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>	Grammar & Writing Mechanics (DDL) <i>Think-Pair-Share, Editing</i> Materials: DOL Master (Appendix D), Theme 4 – Book 1; enlarged printout of Common Editing Marks (Appendix D) Theme 4 – Book 1	<i>No Differentiation – Same as 1st Grade</i>
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. 56 – 57 (DLG) Level 3 – Thumbs Up! p. 57 (DLG)	<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. 57 – 60 (DLG) Hh Is for Hay, p. 59 (DLG) Materials: Blackline 1.5, hay, glue	<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. 61 – 64 (DLG) During Reading – Third Time, p. 62 (DLG) (DDL) <i>Concept Nugget</i> Materials: <i>Winter's Gift</i> by Jane Monroe Donovan, Blackline 1.6, crayons, markers, glue, card stock, glitter, paper clips or ornament hangers, star tree topper or ornament	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>
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 Writing a "How-To" Book, Part 3 (DDL) <i>Informational Writing</i> Materials: Partially completed copies of Activity Master 4.1.7	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>



Day 3 – Science

Kindergarten	1 st Grade	2 nd Grade
<p>*** Complete both activities. ***</p> <p>Activity 1: Facts About Horses, p. 95 (DLG) Materials: Toy horses, corral, board or poster paper, <i>Optional:</i> horse puzzles</p> <p>Activity 2: Parts of a Horse, pp. 95 – 96 (DLG) Materials: Blacklines 1.22a – d, stapler, scissors</p>	<p>*** Complete both activities. ***</p> <p>Activity 1: Facts About Horses, p. 95 (DLG) (DDL P) <i>Drawing Conclusions</i> Materials: Toy horses, corral, board or poster paper, Activity Master 4.1.9, board</p> <p>Activity 2: Parts of a Horse, pp. 95 – 96 (DDL P) <i>Sentence Writing</i> Materials: Blacklines 1.22a – d, stapler, scissors, pencils</p>	<p>*** Complete both activities. ***</p> <p><i>No Differentiation – Same as 1st Grade</i></p> <p>Activity 2: Parts of a Horse, pp. 95 – 96 (DDL P) <i>Glossary and Dictionary Skills</i> Materials: Blacklines 1.22a – d, stapler, scissors, pencils, Activity Master 4.1.10</p>

Day 3 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
<p>Horse Field Trip, p. 102 (DLG) Materials: Field trip forms and procedures</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 st Grade	2 nd Grade
<p>Daily Message 3, p. 66 (DLG) Materials: Large chart paper, markers</p>	<p><i>This activity is not designed for 1st grade. However, extension activity suggestions appropriate for 1st grade differentiation are provided in the DDL P.</i></p>	<p><i>This activity is not designed for 2nd grade. However, extension activity suggestions appropriate for 2nd grade differentiation are provided in the DDL P.</i></p>



Day 4 – Bible

Kindergarten	1 st Grade	2 nd Grade
<p>PRACTICING THE BIBLE STORY, p. 50 (DLG) *** Complete one or more of the following activities. ***</p> <p>Activity 1: Ringing Bells, p. 50 (DLG) Materials: Jingle bells, sparkly pipe cleaners</p> <p>Activity 2: Jesus Is God's Gift, p. 50 (DLG) Materials: Pocket chart, sentence strips</p> <p>Activity 3: Bagel Wreaths, p. 50 (DLG) Materials: Bagels, soft cream cheese spread, green food coloring, maraschino cherries, candied cherries or dried cranberries, paper plates, knives</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 – 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>Grammar & Writing Mechanics (DDL) Think-Pair-Share, Editing Materials: DOL Master (Appendix D), Theme 4 – Book 1; enlarged printout of Common Editing Marks (Appendix D) Theme 4 – Book 1</p>	<p>No Differentiation – Same as 1st Grade</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. 56 – 57 (DLG) Level 4 – Hello, Hello, p. 57 (DLG)</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>



<u>SOUND-LETTER ACTIVITIES, pp. 57 – 60 (DLG)</u> Hh-Clouded H, p. 59 (DLG) Materials: Dry erase markers, mirror	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.
<u>READING WORKSHOP, pp. 61 – 64 (DLG)</u> Blue Horse, p. 64 (DLG) (DDL) Read Aloud, Group Discussion, Concept Nugget Materials: The Artist Who Painted a Blue Horse by Eric Carle, sentence strips that are cut apart, Optional: laminator, color-coordinated objects	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten
<u>GUIDED READING (Small Group Instruction)</u> 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.		
<u>WRITING WORKSHOP</u> Writing a "How-To" Book, Part 4 (DDL) Informational Writing, Peer Conferencing Materials: Completed copies of Activity Master 4.1.7	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten

Day 4 – Science

Kindergarten	1 st Grade	2 nd Grade
Face Markings, p. 97 (DLG) Materials: Blacklines 1.23a – b, Winter's Gift by Jane Monroe Donovan, brown paper, pictures of face markings on horses	Face Marking, p. 97 (DDL) Labeling and Defining Materials: Blacklines 1.23a – b, Winter's Gift by Jane Monroe Donovan, brown paper, pictures of face markings on horses, pencils	No Differentiation – Same as 1 st Grade



Day 5 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
Teacher Generated Message Design a Christmas Card, p. 68 (DLG) (DDL P) Materials: Large chart paper, markers, colored and white construction paper or cardstock, Christmas stamps, punches, crayons, Activity Master 4.1.11	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten

Day 5 – Bible

Kindergarten	1 st Grade	2 nd Grade
<u>APPLYING THE BIBLE STORY, pp. 51 – 52 (DLG)</u> <i>*** Complete Activity 1 if the class will be participating in the Food Bank Visit for the Unit Culmination in week three. If the class is not completing the Food Bank Visit in week three, select any of the following activities to complete today. ***</i> Activity 1: Collecting for..., p. 52 (DDL P) Concept Nugget, Service Activity Materials: Blacklines 1.4a – b, crayons Activity 2: Jesus in a Manger, p. 51 (DLG) Materials: Blackline 1.3, gold, yellow and brown yarn, paper, construction paper, markers or crayons, fabric, white glue Activity 3: Independent Reading, p. 51 (DLG) Materials: Lapbook – <i>Jesus Is God's Best Gift</i> , Kindergarten Bible Story Readers, Bible Story CD	<u>APPLYING THE BIBLE STORY, pp. 51 – 52 (DLG)</u> <i>*** Complete Activity 1 if the class will be participating in the Food Bank Visit for the Unit Culmination in week three. If the class is not completing the Food Bank Visit in week three, select any of the following activities to complete today. ***</i> Activity 1: Collecting for..., p. 52 (DDL P) Concept Nugget, Service Activity Materials: Activity Master 4.1.12a – b, crayons Activity 2: Jesus in a Manger, p. 51 (DDL P) Sequencing Materials: Activity Master 4.1.13a – b (two copies per student), scissors, glue, crayons No Differentiation – Same as Kindergarten	<u>APPLYING THE BIBLE STORY, pp. 51 – 52 (DLG)</u> <i>*** Complete Activity 1 if the class will be participating in the Food Bank Visit for the Unit Culmination in week three. If the class is not completing the Food Bank Visit in week three, select any of the following activities to complete today. ***</i> No Differentiation – Same as 1 st Grade No Differentiation – Same as 1 st Grade No Differentiation – Same as Kindergarten



Day 5 – Language Arts

[illegible]

WRITING WORKSHOP Writing a “How-To Book”, Part 5 (DDL P) <i>Informational Writing, Transition Words</i> Materials: Completed copies of Activity Master 4.1.7, Activity Masters 4.1.14a – c	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>
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Day 5 – Science

Kindergarten	1 st Grade	2 nd Grade
Visit a Christmas Tree Farm, pp. 94 – 95 (DDL P) <i>Concept Nugget, Predicting, Scientific Procedure</i> Materials: <i>From Pinecone to Pine Tree</i> by Ellen Weiss, camera, field trip forms	Visit a Christmas Tree Farm, pp. 94 – 95 (DDL P) <i>Concept Nugget and Scientific Procedure</i> Materials: <i>From Pinecone to Pine Tree</i> by Ellen Weiss, camera, field trip forms, Activity Master 4.1.15	<i>No Differentiation – Same as 1st Grade</i>

