

K–2 MULTI-GRADE BRIDGE
Lesson at a Glance (LAG)
Theme Four Daily Lesson Guide (DLG) – *Giving Gifts*
Grade K Theme Book Two: *Christmas Day in the Morning/Spiritual Journey*
Character Building Concept: Giving Gifts of Service

Important Reminders:

- Winter Birds science activity from Theme 4, Book 1 (DDL) is extended across this unit. Continue to allow students to observe and record their observations at the science station.
- First graders are introduced to Daily Oral Language this unit. Be prepared to provide explicit instruction, scaffolding, and direction for this skill until 1st grade students are accustomed to the editing process.
- The Unit Culminating Activity will take place in week three. During week two continue the 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 (DDL), week one and the canned goods that are 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 (DDL), 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>SIGNING IN, p. 161 (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 each 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>GIVING GIFTS OF SERVICE CONCEPT CONNECT (DDLp) <i>Concept Connect Activity</i> Materials: None</p> <p>Unit Culminating Activity Option #1: Food Bank Visit: Non-perishable canned goods, Activity Master 4.2.1, colored paper, glue, art supplies: markers, glitter, or stickers</p> <p>Alternate Activity: Supplies will vary based on the school service project selected by the class</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 BIBLE STORY, pp. 133 – 134 (DLG) *** Complete Activities 1–3. Other activities are optional. ***</p> <p>Activity 1: Mystery Box, p. 134 (DLG) Materials: Glitter, cotton balls; <i>optional:</i> Lapbook – <i>Jesus is God’s Best Gift</i></p> <p>Activity 2: Bible Verse, p.134 (DLG) Materials: Gold garland halos, Bible</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>Activity 3: Theme Song, p. 134 (DLG) Materials: Kindergarten Stepping Stones Music CD, chart paper or pocket chart and sentence strips of “God’s Best Gift”</p> <p>Activity 4: Whisper a Message, pp. 133 – 134 (DLG) Materials: None</p> <p>Activity 5: Ways to Give Messages, p.134 (DLG) Materials: Items showing how messages can be delivered, such as: phone, email, text message, written note</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>
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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>Grammar & Writing Mechanics (DDL P) <i>Think-Pair-Share, Editing</i> Materials: DOL Master (Appendix D), Theme 4 – Book 2; enlarged printout of Common Editing Marks (Appendix D) Theme 4 – Book 2</p>	<p>No Differentiation – Same as 1st Grade</p>
<p>STAIRWAY TO READING <i>Follow Stairway to Reading Phonics/Reading program or other conference approved Phonics/Reading curriculum. Phonemic awareness and sound-letter activities in the DLG should also be utilized in the phonics program for Kindergarten students.</i></p>	<p><i>Follow 1st grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 1st grade are optional in addition to the separate curriculum adoption.</i></p>	<p><i>Follow 2nd grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 2nd grade are optional in addition to the separate curriculum adoption.</i></p>
<p>PHONEMIC AWARENESS, pp. 146 – 147 (DLG) Level 1 – “Christmas Box,” pp. 146 – 147 (DLG) Materials: Wrapped box with removable lid or basket, bear, doll, sock, game, car</p>	<p><i>Follow 1st grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 1st grade are optional in addition to the separate curriculum adoption.</i></p>	<p><i>Follow 2nd grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 2nd grade are optional in addition to the separate curriculum adoption.</i></p>
<p>SOUND-LETTER ACTIVITIES, pp. 148 – 154 (DLG) *** Choose one activity. ***</p> <p>Activity 1: Mm-M-m-m – Mini Marshmallows, p. 148 (DLG) Materials: Blackline 2.5, book about sheep, glue, mini marshmallows</p> <p>Activity 2: Mm – Milk from Cows, pp. 148 – 149 (DLG) Materials: Blackline 2.5, <i>The Milk Makers</i></p>	<p><i>Follow conference approved, explicit, sequential, multisensory phonics program adoption for 1st grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</i></p>	<p><i>Follow conference approved, explicit, sequential, multi-sensory phonics program adoption for 2nd grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</i></p>



<p>READING WORKSHOP, pp. 155 – 161 (DLG) ***Complete all activities. ***</p> <p>Activity 1: During Reading – First Time, p. 155 (DLG) (DDL) (DDL) <i>Comprehension</i> Materials: <i>Christmas Day in the Morning</i>, coins</p> <p>Activity 2: During Reading – Second Time, pp. 155 – 156 (DLG) (DDL) (DLG) (DDL) <i>Vocabulary</i> Materials: Blackline F, <i>Christmas Day in the Morning</i>, Post-it tape or another removable sticky product, pocket chart</p> <p>Activity 3: Predictable Chart – “At Christmas, I...”: Day 1, pp. 157 – 158 (DLG) (DLG) Materials: Chart paper or sentence strips, markers, scissors, glue, resealable bag, paper, construction paper, crayons</p>	<p>READING WORKSHOP, pp. 155 – 161 (DLG) *** Complete all activities. ***</p> <p><i>No Differentiation – Same as Kindergarten</i></p> <p>Activity 2: During Reading – Second Time, pp. 155 – 156 (DLG) (DDL) (DLG) (DDL) <i>Vocabulary</i> Materials: Vocabulary Master 4.2, pocket chart</p> <p><i>No Differentiation – Same as Kindergarten</i></p>	<p>READING WORKSHOP, pp. 155 – 161 (DLG) *** Complete all activities. ***</p> <p><i>No Differentiation – Same as Kindergarten</i></p> <p><i>No Differentiation – Same as 1st Grade</i></p> <p>Activity 3: Quick Write (DDL) <i>Reading Response</i> Materials: Chart paper or white board, journal writing paper, pencils</p>
<p>GUIDED READING (Small Group Instruction)</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 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></p>		
<p>WRITING WORKSHOP Writing a “How-To” Book, Part 6 <i>Informational Writing</i> Materials: Teacher modeled draft sheet from previous week, student completed copies of Activity Master 4.1.7 from previous week, board or chart paper, markers, Activity Masters 4.2.2, 4.2.3a – d</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>

Day 1 – Science

Kindergarten	1 st Grade	2 nd Grade
<p>SCIENCE, pp. 181 – 186 (DLG) Farm Animal Families, p. 184 (DLG) <i>Sort and classify</i> Materials: Blacklines 2.23a – c, cardstock, farm animal books; <i>optional:</i> laminator</p>	<p>Farm Animal Families, p. 184 (DLG) (DDL) <i>Sort and classify</i> Materials: Activity Master 2.4.4, cardstock, farm animal books, crayons; <i>optional:</i> laminator</p>	<p><i>No Differentiation – Same as 1st Grade</i></p>



Day 1 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
<p><u>SOCIAL STUDIES, pp. 187 – 191 (DLG)</u> <u>Farm Jobs, pp. 188 – 189 (DLG) (DDL)</u> <i>KWL Chart</i> Materials: White board or chart paper, markers, <i>Jobs on a Farm</i> by Nancy Dickman</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>

Day 2 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
<p>Daily Message 1, p. 162 (DLG) Materials: Board or 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.</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.</i></p>

Day 2 – Bible

Kindergarten	1 st Grade	2 nd Grade
<p><u>PRESENTING THE BIBLE STORY, pp 135, 136 (DLG)</u> *** Complete Activities 1 & 2. Other activities are optional. ***</p> <p>Activity 1: Reading “Shepherds at the Stable,” p. 135 (DLG) Materials: Lapbook – <i>Jesus Is God’s Best Gift</i>, miniature nativity set, small flashlights</p> <p>Activity 2: Shepherd Walk, p. 135 (DLG) (DDL) <i>Concept Nugget</i> Materials: CD with Christmas carols</p> <p>Activity 3: Living Christmas Tree, p. 136 Materials: Garland, CD with Christmas carols</p>	<p><u>PRESENTING THE BIBLE STORY, pp 135, 136 (DLG)</u> *** Complete Activities 1 & 2. Other activities are optional. ***</p> <p><i>No Differentiation – Same as Kindergarten</i></p> <p>Activity 2: Shepherd Walk, p. 135 (DLG) (DDL) <i>Concept Nugget</i> Materials: CD with Christmas carols, Activity Master 4.2.5</p> <p><i>No Differentiation – Same as Kindergarten</i></p>	<p><u>PRESENTING THE BIBLE STORY, pp 135, 136 (DLG)</u> *** Complete Activities 1 & 2. Other activities are optional. ***</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>Activity 4: Sheep in the Stable, pp. 135 – 136 (DLG) Materials: Blackline 2.2, white construction paper, cotton balls, Glue, book about raising sheet; <i>optional: nativity bulletin board set</i></p>	<p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p>
<p>Activity 5: “It Was a Happy Day”, p. 136 (DLG) Materials: <i>Little Voices Praise Him</i>; <i>optional: bells</i></p>	<p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</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 P) <i>Think-Pair-Share, Editing</i> Materials: DOL Master (Appendix D), Theme 4 – Book 2; enlarged printout of Common Editing Marks (Appendix D) Theme 4 – Book 2</p>	<p>No Differentiation – Same as 1st Grade</p>
<p>STAIRWAY TO READING <i>Follow Stairway to Reading Phonics/Reading program or other conference approved Phonics/Reading curriculum. Phonemic awareness and sound-letter activities in the DLG should also be utilized in the phonics program for Kindergarten students.</i></p>	<p><i>Follow 1st grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 1st grade are optional in addition to the separate curriculum adoption.</i></p>	<p><i>Follow 2nd grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 2nd grade are optional in addition to the separate curriculum adoption.</i></p>
<p>PHONEMIC AWARENESS, pp. 146 – 147 (DLG) Level 2 – “Clap Christmas Words,” p. 147 (DLG) <i>Syllable Counting</i> Materials: None</p>	<p><i>Follow 1st grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 1st grade are optional in addition to the separate curriculum adoption.</i></p>	<p><i>Follow 2nd grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 2nd grade are optional in addition to the separate curriculum adoption.</i></p>
<p>SOUND-LETTER ACTIVITIES, pp. 148 – 154 (DLG) <i>*** Complete one or both of the activities. ***</i></p> <p>Activity 1: Mm-Moo, pp. 149 – 150 (DLG) Materials: Blacklines 2.6a – b or Mm flashcards, crayons, scissors, glue, small brown paper lunch bags</p> <p>Activity 2: Mm – Discovery Bottle, p. 150 (DLG) Materials: Blackline 2.7, 1-liter plastic water bottle, dark-colored sand, miniature objects that begin with /m/</p>	<p><i>Follow conference approved, explicit, sequential, multi-sensory phonics program adoption for 1st grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</i></p>	<p><i>Follow conference approved, explicit, sequential, multi-sensory phonics program adoption for 2nd grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</i></p>



<p>READING WORKSHOP, pp. 155 – 161 (DLG) *** Complete both activities, ***</p> <p>Activity 1: After Reading – Comprehension Questions, p. 157 (DLG) Materials: <i>Christmas Day in the Morning</i></p> <p>Activity 2: Predictable Chart – “At Christmas, I...”: Day 2, pp. 157 – 158 (DLG) Materials: Chart paper or sentence strips, markers, scissors, glue, resealable bag, paper, construction paper, crayons</p>	<p>READING WORKSHOP, pp. 155-161 (DLG) *** Complete both activities. ***</p> <p>Activity 1: After Reading – Comprehension Questions, p. 157 (DLG) (DDL) <i>Comprehending Within and Beyond the Text</i> Materials: <i>Christmas Day in the Morning</i></p> <p><i>No Differentiation – Same as Kindergarten</i></p>	<p>READING WORKSHOP, pp. 155 – 161 (DLG) *** Complete both activities. ***</p> <p><i>No Differentiation – Same as 1st Grade</i></p> <p>Activity 2: Quick Write (DDL) <i>Reading Response</i> Materials: Journal writing paper, pencils</p>
<p>GUIDED READING (Small Group Instruction)</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 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></p>		
<p>WRITING WORKSHOP Writing a “How-To” Book, Part 7 <i>Peer Editing</i> Materials: Student completed copies of Activity Master 4.1.7 from previous week, board or chart paper, markers, partially completed student copies of Activity Masters 4.2.3a – d, Activity Master 4.1.6</p>	<p>WRITING WORKSHOP Writing a “How-To” Book, Part 7 <i>Peer Editing</i> Materials: Student completed copies of Activity Master 4.1.7 from previous week, board or chart paper, markers, partially completed student copies of Activity Master 4.2.2, Activity Master 4.1.6</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>

Day 2 – Science

Kindergarten	1 st Grade	2 nd Grade
<p>SCIENCE, pp. 181 – 186 (DLG) *** Complete Activity 1 and one additional activity. ***</p> <p>Activity 1: Dairy Cow Facts, p. 186 (DLG) (DDL) <i>Organizing Facts</i> Materials: Activity Masters 4.2.8</p> <p>Activity 2: Milk a Cow (DDL) <i>Milking Activity</i> Materials: Rubber or latex gloves, milk or water, bucket</p> <p>Activity 3: Making Butter, p. 191 (DLG) (DDL) <i>Milking Activity</i> Materials: Heavy whipping cream, jar with lid, marble, plastic knives, wooden spoon or craft sticks, salt, bread</p>	<p>SCIENCE, pp. 181 – 186 (DLG) *** Complete Activity 1 and one additional activity. ***</p> <p>Activity 1: Dairy Cow Facts, p. 186 (DLG) (DDL) <i>Organizing Facts</i> Materials: Activity Masters 4.2.7 and 4.2.8</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>



Day 2 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
<p><u>SOCIAL STUDIES, pp. 187 – 191 (DLG)</u> Farm Machines, pp. 189- 190 (DLG) (DDL) <i>Group Discussion</i> Materials: KWL chart from Social Studies Day 1, chart paper, <i>Farm Machines</i>, toy tractors, toy farm machines, books about farm machinery</p>	<p>Farm Machines, pp. 189 – 190 (DLG) (DDL) <i>Group Discussion, Graphic Organizer</i> Materials: KWL chart from Social Studies Day 1, chart paper, <i>Farm Machines</i>, toy tractors, toy farm machines, books about farm machinery, Activity Masters 4.2.9 and 4.2.10, scissors, glue</p>	<p><i>No Differentiation – Same as 1st Grade</i></p>

Day 3 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
<p>Daily Message Teacher Generated Message – Service Acrostic (DDL) <i>Concept Nugget</i> Materials: Chart paper or whiteboard, markers</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><u>REVIEWING & PRACTICING THE BIBLE STORY, pp. 136 – 139 (DLG)</u> *** <i>Complete Activities 1 & 2. Other activities are optional. ***</i></p> <p>Activity 1: Full-Size Angels, pp. 136 – 137 (DLG) Materials: Butcher paper, markers, crayons; optional, paint, glue, glitter</p> <p>Activity 2: Tell the Good News – Jesus Is Born!, pp. 138 – 139 (DLG) Materials: Blacklines 2.3a – b, construction paper, crayons or colored pencils, glue sticks, scissors, gold and brown yarn</p> <p>Activity 3: Shepherd’s Crook, p. 137 (DLG) Materials: Pipe cleaners, red ribbon, masking tape</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>



Activity 4: “God’s Great Love” Fingerplay, p. 138 (DLG) Materials: Sentence strips or chart paper, markers	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>
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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 (DDLPI) <i>Think-Pair-Share, Editing</i> Materials: DOL Master (Appendix D), Theme 4 – Book 2; enlarged printout of Common Editing Marks (Appendix D) Theme 4 – Book 2	<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. 146 – 147 (DLG) Level 3 – “Roll Your Hands,” p. 147 (DLG) <i>Phoneme Isolation</i> Materials: None	<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. 148 – 154 (DLG) <i>*** Choose one activity. ***</i> Activity 1: Mm-Moon, p. 151 (DLG) Materials: Blackline 2.5, dark blue or black paper, paint shirts, white or yellow paint, pie tins or paper plates, corks, paper, white crayons Activity 2: Mm – What Mice Like to Munch, pp. 151 – 152 (DLG) Materials: Blackline 2.8, small brown paper lunch bags, glue sticks, crayons or colored pencils	<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>



<p>READING WORKSHOP, pp. 155-161 (DLG) *** Complete both activities. ***</p> <p>Activity 1: During Reading – Third Time, pp. 156 – 157 (DLG) Materials: Blacklines 2.9a – b, toy barn, toy nativity set, <i>Christmas Day in the Morning</i>, construction paper, glue</p> <p>Activity 2: Predictable Chart – Day 3, pp. 157-158 (DLG) Materials: Chart paper or sentence strips, markers, scissors, glue, resealable bag, paper, construction paper, crayons</p>	<p>READING WORKSHOP, pp. 155-161 (DLG) *** Complete both activities. ***</p> <p>Activity 1: During Reading – Third Time, pp. 156 – 157 (DLG) (DDL P) <i>Venn Diagram</i> Materials: Blacklines 2.9a – b, toy barn, toy nativity set, <i>Christmas Day in the Morning</i>, glue, Activity Master 4.2.11</p> <p><i>No Differentiation – Same as Kindergarten</i></p>	<p>READING WORKSHOP, pp. 155-161 (DLG) *** Complete both activities. ***</p> <p><i>No Differentiation – Same as 1st Grade</i></p> <p>Activity 2: Quick Write (DDL P) <i>Reading Response</i> Materials: Journal writing paper, pencils</p>
<p>GUIDED READING (Small Group Instruction)</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 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></p>		
<p>WRITING WORKSHOP Writing a “How-To Book”, Part 8 <i>Final Edit, Publishing</i> Materials: Completed student copies of Activity Masters 4.2.3a – d, Activity Master 4.2.6, construction paper and/or markers</p>	<p>WRITING WORKSHOP Writing a “How-To Book”, Part 8 <i>Final Edit, Publishing</i> Materials: Completed student copies of Activity Masters 4.2.2a, Activity Master 4.2.6, construction paper and/or markers</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>

Day 3 – Science

Kindergarten	1 st Grade	2 nd Grade
<p>SCIENCE Chickens on the Farm (DDL P) <i>Vocabulary</i> Materials: Activity Master 4.2.12, internet access, plastic eggs</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>

Day 3 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
<p>SOCIAL STUDIES What Happens to the Food that Farmers Produce? (DDL P) <i>Concept Nugget</i> Materials: <i>Before We Eat: From Farm to Table</i> by Pat Brisson</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

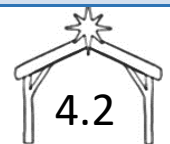
Kindergarten	1 st Grade	2 nd Grade
<p>Daily Message 2, p. 162 (DLG) <i>Writing Extension</i> Materials: Board or chart paper, markers</p>	<p><i>This activity is not designed for 1st grade. However, extension activity suggestions appropriate for 1st grade differentiation are provided in the DDL.</i></p>	<p><i>This activity is not designed for 2nd grade. However, extension activity suggestions appropriate for 2nd grade differentiation are provided in the DDL.</i></p>

Day 4 – Bible

Kindergarten	1 st Grade	2 nd Grade
<p><u>PRACTICING & APPLYING THE BIBLE STORY, pp. 138-140 (DLG)</u> *** Complete Activity 1. Other activities are optional. ***</p> <p>Activity 1: Ring the Bells!, p. 138 (DLG) (DDL) <i>Concept Nugget, Object Lesson</i> Materials: Bells, sink or tub of water, cookie sprinkles, marshmallows, toothpicks, stone, tiny cups</p> <p>Activity 2: Deliver a Christmas Card, p. 140 (DLG) Materials: Blacklines 2.4, construction paper, Christmas card pictures, markers or crayons, stickers, fancy scissors, scissors, glue</p> <p>Activity 3: “Go Tell It on the Mountain”, p. 139 (DLG) Materials: <i>Seventh-day Adventist Hymnal</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 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>Grammar & Writing Mechanics (DDL) <i>Think-Pair-Share, Editing</i> Materials: DOL Master (Appendix D), Theme 4 – Book 2; enlarged printout of Common Editing Marks (Appendix D) Theme 4 – Book 2</p>	<p><i>No Differentiation – Same as 1st Grade</i></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. 146 – 147 (DLG) Level 4 – “Word Links,” p. 147 (DLG) Segmentation Materials: Linking letter cubes</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 the sections 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 the sections for 2nd grade are optional in addition to the separate curriculum adoption.</p>
<p>SOUND-LETTER ACTIVITIES, pp. 148 – 154 (DLG) *** Choose one activity. ***</p> <p>Activity 1: Mm - Mice in the Barn, pp. 152 – 153 (DLG) Materials: Blacklines 2.6a or /m/ picture cards from Stairway to Reading, index cards or card stock, tape, gray or brown crayons, black markers, gray yarn</p> <p>Activity 2: Mm – Mince Pies, pp. 153 – 154 (DLG) Materials: Refrigerated biscuit dough, apples, apple juice, raisins, currants, brown sugar, candied fruit, nutmeg, cinnamon, muffin tins, pastry, brush, knife, baking rack, stove, oven</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. 155 – 161 (DLG) *** Complete both activities. ***</p> <p>Activity 1: Reading the Preface – Text to Self (DDL P) Compare and Contrast Materials: Christmas Day in the Morning, chart paper or white board</p> <p>Activity 2: Predictable Chart – Day 4, pp. 157 – 158 (DLG) Materials: Chart paper or sentence strips, markers, scissors, glue, resealable bag, paper, construction paper, crayons</p>	<p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p>	<p>READING WORKSHOP, pp. 155 – 161 (DLG) *** Complete both activities. ***</p> <p>No Differentiation – Same as Kindergarten</p> <p>Activity 2: Quick Write (DDL P) Reading Response Materials: Journal writing paper, pencils</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 Writing a “How-To Book”, Part 9 Self-Assessment Materials: Completed and bound student How-To books, Assessment Master 4.2</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
SCIENCE Pets on the Farm (DDL P) <i>Read Aloud, Group Discussion</i> Materials: Internet access	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>

Day 4 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
SOCIAL STUDIES (DDL P) Farm to Table (DDL P) <i>Food Distribution</i> Materials: <i>Plants on a Farm, Food From Farms, Grocery store ads, Activity Master 4.2.13, scissors, glue</i>	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>

Day 5 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
Daily Message 3, p. 163 (DLG) Materials: Board or 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 DDL P.</i>	<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>

Day 5 – Bible

Kindergarten	1 st Grade	2 nd Grade
APPLYING THE BIBLE STORY, p. 140 (DLG) Christmas Caroling, p. 140 (DLG)(DDL P) <i>Concept Nugget</i> Materials: CD of Christmas carols; optional: Christmas cards from "Applying: Deliver a Christmas Card", flashlight, mirror	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>



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>Grammar & Writing Mechanics (DDL P) <i>Think-Pair-Share, Editing</i> Materials: DOL Master (Appendix D), Theme 4 – Book 2; enlarged printout of Common Editing Marks (Appendix D) Theme 4 – Book 2</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>
<p>PHONEMIC AWARENESS, pp. 146 – 147 (DLG) *** Review concepts from Days 1-4. ***</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 the sections 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 the sections for 2nd grade are optional in addition to the separate curriculum adoption.</i></p>
<p>SOUND-LETTER ACTIVITIES, pp. 148 – 154 (DLG) Mm-Manger, p. 154 (DLG) Materials: Large craft sticks, hay or brown construction paper, skin-colored and black crayons, white cloth, Internet access</p>	<p><i>Follow conference approved, explicit, sequential, multi-sensory phonics program adoption for 1st grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</i></p>	<p><i>Follow conference approved, explicit, sequential, multi-sensory phonics program adoption for 2nd grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</i></p>
<p>READING WORKSHOP, pp. 155 – 161 (DLG) *** Complete Activities 1 and 2. Activity 3 is optional. ***</p> <p>Activity 1: Poetry: “Puppies Are Presents”, p. 161 (DLG) (DDL P) <i>Poetry</i> Materials: Charted poem from Book 1: “Puppies Are Presents”, pointer, Activity Master 4.2.14, highlighters, crayons or colored pencils</p> <p>Activity 2: Predictable Chart – Day 5, pp. 157 – 158 (DLG) Materials: Chart paper or sentence strips, markers, scissors, glue, resealable bag, paper, construction paper, crayons</p> <p>Activity 3: Read Aloud Materials: Bibliography books, other Christmas books</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>READING WORKSHOP, pp. 155-161 (DLG) ***Complete Activities 1 and 2. Activity 3 is optional. ***</p> <p><i>No Differentiation – Same as Kindergarten</i></p> <p>Activity 2: Quick Write (DDL P) <i>Reading Response</i> Materials: Journal writing paper, pencils</p> <p><i>No Differentiation – Same as Kindergarten</i></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.

WRITING WORKSHOP

Writing a "How-To" Book: Author's Chair

Author's Chair

Materials: Completed copies of each student's "How-To" book

No Differentiation – Same as Kindergarten

No Differentiation – Same as Kindergarten

Day 5 – Science

Kindergarten	1 st Grade	2 nd Grade
<p>SCIENCE, pp. 182 – 186 (DLG) Caring for Animals, p. 183 (DLG) Materials: Construction paper, magazines, stickers, markers</p>	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten

Day 5 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
<p>SOCIAL STUDIES, pp. 187 – 191 (DLG) Grocery Store Field Trip, p. 190 (DLG) Materials: None</p>	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten

