

**K–2 MULTI-GRADE BRIDGE**  
**Lesson at a Glance (LAG)**  
**Theme Five Daily Lesson Guide (DLG) – *We Are Family***  
**Grade K Theme Book One: *Dad and Me in the Morning*/Friends and Family**  
**Character Building Concept: Families Create Special Memories**

**Important Reminders:**

- Please note that Science this week will focus on abuse prevention. Science activities from the DLG may be incorporated during center time or another time during the day.
- Invite a person with a disability or a person who works with disabled persons to speak to the class during Social Studies – Day 4.

**Days 1 – 5 Signing In/Morning Activity**

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b>SIGNING IN, pp. 73 – 74 (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>FAMILIES CREATE SPECIAL MEMORIES CONCEPT CONNECT (DDL P)</b>  <i>Concept Connect Activity</i>  <b>Materials:</b> Activity Masters 5.1.1, 5.1.2, baskets or containers, index cards, pencils</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, pp. 44 – 45 (DLG)</u></b>            *** Complete all activities. ***</p> <p><b>Activity 1: What a Baby Needs, p. 44 (DLG) (DDL P)</b>  <i>Showing Care</i>  <b>Materials:</b> Doll, doll blanket, and other baby accessories, Activity Masters 5.1.3a – b</p> <p><b>Activity 2: Theme Song, pp. 44 – 45 (DLG)</b>  <b>Materials:</b> <i>Stepping Stones</i> Music CD, sentence strips, “God’s Gives Us Families”, dress up clothes, pocket chart or chart paper</p> <p><b>Activity 3: Baby Moses, Baby Us!, p. 45 (DLG)</b>  <b>Materials:</b> Blacklines 1.2a – b, baby pictures sent from home, bulletin board, space</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 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b><u>Daily Oral Language (DOL)</u></b>            This is primarily a 1<sup>st</sup>/2<sup>nd</sup> grade activity. <i>Kindergarten students can listen or engage in a separate center activity during this time.</i></p>	<p><b>Grammar &amp; Writing Mechanics (DDL P)</b>  <i>Think-Pair-Share, Editing</i>  <b>Materials:</b> DOL Master (Appendix D), Theme 5 – Book 1; enlarged printout of Common Editing Marks (Appendix D) Theme 4 – Book 1</p>	<p><i>No Differentiation – Same as 1<sup>st</sup> Grade</i></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. 59 – 60 (DLG)</u></b>  <b>Level 1–Goin’ to the Beach, p. 59 (DLG)</b></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. 61 – 68 (DLG)</b>  <b>Ss–Sun, p. 61 (DLG)</b>  <b>Materials:</b> Yellow paper plates or paper-plate-sized circles, yellow or orange construction paper, board, scissors, glue</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. 68 – 73 (DLG)</b>  *** Complete both activities. ***</p> <p><b>Activity 1: Before Reading–Being Deaf, p. 68 (DLG)</b>  <b>Materials:</b> Socks, sand, plastic sea star, crab, seaweed, seashells, rocks, <i>Dad and Me in the Morning</i></p> <p><b>Activity 2: During Reading–First Time: “I Noticed...”, pp. 68 – 69 (DLG)</b>  <b>Materials:</b> <i>Dad and Me in the Morning</i>, board 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><b>GUIDED READING (Small Group Instruction)</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>WRITING WORKSHOP, pp. 76 – 78 (DLG)</b>  <b>Writing with Children–“At the Beach, I See...”, p. 76 (DLG)</b>  <b>Materials:</b> Blacklines 1.11a – b, pictures of beach scenes, marker; stapler</p>	<p><b>WRITING WORKSHOP</b>  <b>Writing by Children (DDL P)</b>  <i>Respond to Literature (1<sup>st</sup>/2<sup>nd</sup>)</i>  <b>Materials:</b> Activity Master 5.1.4</p>	<p><i>No Differentiation – Same as 1<sup>st</sup> Grade</i></p>

## Day 1 – Science

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b>Abuse Prevention–Stranger Danger (DDL P)</b>  <i>Health and Safety</i>  <b>Materials:</b> Chart paper or whiteboard, Activity Master 5.1.5, <i>Not in Room 204</i> by Shannon Riggs and Jaime Zollars</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>

## Day 1 – Social Studies

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b>Craft Stick Family, p. 122 (DLG)</b>  <b>Materials:</b> Book about different kinds of families, craft sticks, markers, google eyes, yarn in various hair colors, glue, construction paper</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 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b>Daily Message 1, pp. 74 – 75 (DLG) (DDLDP)</b>  <i>Modeling Writing and Editing</i>  <b>Materials:</b> Chart paper or whiteboard</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>DDLDP</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>DDLDP</b>.</i></p>

## Day 2 – Bible

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b>PRESENTING THE BIBLE STORY, p. 46 (DLG)</b>            *** Complete both activities. ***</p> <p><b>Activity 1: Reading, “A Baby in a Basket,” p. 46 (DLG)</b>  <b>Materials:</b> Lapbook – <i>God Gives Us Families</i>, woven basket</p> <p><b>Activity 2: Introducing the Bible Verse, p. 46 (DLG) (DDLDP)</b>  <i>Concept Nugget</i>  <b>Materials:</b> Bible, baby doll, music, large Family Memory Tree displayed in classroom, Activity Master 5.1.6, <i>Optional:</i> 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>

## 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><b>Grammar &amp; Writing Mechanics (DDLDP)</b>  <i>Think-Pair-Share, Editing</i>  <b>Materials:</b> DOL Master (Appendix D), Theme 5 – Book 1; enlarged printout of Common Editing Marks (Appendix D) Theme 4 – Book 1</p>	<p><i>No Differentiation – Same as 1<sup>st</sup> Grade</i></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. 59 – 60 (DLG)</b> <b>Level 2–Clap or Tap, p. 60 (DLG)</b></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. 61 – 68 (DLG)</b> <b>Ss–Seagulls, p. 64 (DLG)</b> <b>Materials:</b> Blacklines 1.6a – b, crayons, sand, green tissue paper strips, glue, scissors</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. 68 – 73 (DLG)</b> <b>During Reading–Second Time, p. 69 (DDL P)</b> Vocabulary, Picture Walk <b>Materials:</b> Blacklines B – C, <i>Dad and Me in the Morning</i></p>	<p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</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, pp. 76 – 78 (DLG)</b> *** Complete Activity 1. Activity 2 is optional. ***</p> <p><b>Activity 1: Writing with Children (DDL P)</b> Introduction to Opinion Writing <b>Materials:</b> Chart paper or whiteboard, Activity Masters 5.1.7a – c</p> <p><b>Activity 2: Writing with Children–Sentence Fill-ins, p. 77 (DLG)</b> <b>Materials:</b> Sentence strips, <i>Optional:</i> laminator, dry erase marker</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 – Science

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b>Abuse Prevention–I Said NO! (DDLDP)</b>  <i>Health and Safety</i>  <b>Materials:</b> Chart paper or whiteboard, Activity Master 5.1.5, /  <i>Said No!</i> by Zack and Kimberly King</p>	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>

## Day 2 – Social Studies

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b>Tools for the Handicapped, p. 123 (DLG)</b>  <b>Materials:</b> Toy handicapped people or books about people with handicaps, Braille card, cane, walker, hearing aid</p>	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>

## Day 3 – Circle Time/Morning Meeting

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b>Daily Message 2, p. 75 (DLG) (DDLDP)</b>  <i>Modeling Writing and Editing</i>  <b>Materials:</b> Chart paper or whiteboard</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 DDLDP.</i>	<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>

## Day 3 – Bible

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b>REVIEWING THE BIBLE STORY, pp. 47 – 49 (DLG)</b>            *** Choose 3 of the 4 activities. ***   <b>Activity 1: Role–Playing, p. 47 (DLG)</b>  <b>Materials:</b> Basket, doll, blanket, blue sheet, green crepe paper,  <i>Optional:</i> Bible-time costumes</p>	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>



<p><b>Activity 2: Rock-a-Bye Moses, p. 48 (DLG)</b></p> <p><b>Activity 3: Fingerplay-Little Baby Moses, p. 48 (DLG)</b>  <b>Materials:</b> <i>Optional:</i> Sentence strips or chart paper</p> <p><b>Activity 4: Bible Verse Practice, p. 49 (DLG)</b>  <b>Materials:</b> Bible, picture of a family, music</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 3 – 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><b>Grammar &amp; Writing Mechanics (DDL P)</b>  <i>Think-Pair-Share, Editing</i>  <b>Materials:</b> DOL Master (Appendix D), Theme 5 – Book 1; enlarged printout of Common Editing Marks (Appendix D) Theme 4 – Book 1</p>	<p>No Differentiation – Same as 1<sup>st</sup> Grade</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. 59 – 60 (DLG)</b>  <b>Level 3-Hands and Feet Up, p. 60 (DLG)</b></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. 61 – 68 (DLG)</b>  <b>Ss-Paper-Plate Seagulls, pp. 65 – 66 (DLG)</b>  <b>Materials:</b> Blacklines 1.7a – b, board, cardstock, white paper plates, yellow or orange 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. 68 – 73 (DLG)</b>  *** Complete both activities. ***</p> <p><b>Activity 1: During Reading-Third Time: Signing Words, p. 70 (DLG) (DDL P)</b>  <i>Concept Nugget</i>  <b>Materials:</b> Blacklines 1.8a – c, <i>Dad and Me in the Morning</i>, camera</p>	<p><b>READING WORKSHOP, pp. 68 – 73 (DLG)</b>  *** Complete both activities. ***</p> <p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p>



<p><b>Activity 2: During Reading–Fourth Time: Order of Events, p. 71 (DLG)</b>  <b>Materials:</b> Dad and Me in the Morning, board or chart paper</p>	<p><b>Activity 2: During Reading–Fourth Time: Order of Events, p. 71 (DLG) (DDL P)</b>  <i>Sequencing</i>  <b>Materials:</b> Activity Master 5.1.8</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>Writing by Children (DDL P)</b>  <i>Introduction to Opinion Writing</i>  <b>Materials:</b> Chart from day 2, Activity Master 5.1.7a</p>	<p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p>

### Day 3 – Science

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b>Abuse Prevention–I Said NO! (DDL P)</b>  <i>Health and Safety</i>  <b>Materials:</b> Chart paper or whiteboard, Activity Master 5.1.5, <i>I Said No!</i> by Zack and Kimberly King</p>	<p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p>

### Day 3 – Social Studies

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b>How to Treat the Handicapped, p. 124 (DLG)</b>  <b>Materials:</b> <i>Now One Foot, Now the Other</i> by Tomie dePaola</p>	<p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p>





## Day 4 – Circle Time/Morning Meeting

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b>Daily Message 3, pp. 75 – 76 (DLG) (DDL)</b>  <i>Modeling Writing and Editing</i>  <b>Materials:</b> Chart paper or whiteboard</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 4 – Bible

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b>PRACTICING THE BIBLE STORY, pp. 49 – 51 (DLG)</b>            *** Complete Activities 1 &amp; 2. Activity 3 is optional. ***</p> <p><b>Activity 1: Baby in a Basket, p. 49 (DLG) (DDL)</b>  <i>Concept Nugget</i>  <b>Materials:</b> Activity Master 5.1.9, small balloons, small lunch bags, permanent markers, scissors, tape, tissue</p> <p><b>Activity 2: Find Baby Moses, p. 50 (DLG)</b>  <b>Materials:</b> Doll, small blanket</p> <p><b>Activity 3: “My Family Cares for Me” Mobile, p. 51 (DLG)</b>  <b>Materials:</b> Blacklines 1.3a – b, cardstock, clothes hangers, yarn, crayons or markers, scissors, single hole punch</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 <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><b>Grammar &amp; Writing Mechanics (DDL)</b>  <i>Think-Pair-Share, Editing</i>  <b>Materials:</b> DOL Master (Appendix D), Theme 5 – Book 1; enlarged printout of Common Editing Marks (Appendix D) Theme 4 – Book 1</p>	<p><i>No Differentiation – Same as 1<sup>st</sup> Grade</i></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, p. 60 (DLG)</b>  <b>Level 4–To the Beach, p. 60 (DLG)</b>  <b>Materials:</b> Pail, hat, shell, wood, bug, sun, soda can</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. 61 – 68 (DLG)</b>  <b>Ss–Silly Sentences, p. 67 (DLG)</b>  <b>Materials:</b> Board, markers, paper</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. 68 – 73 (DLG)</b>  <b>After Reading–Comprehension Questions, p. 71 (DLG)</b></p>	<p><b>READING WORKSHOP, pp. 68 – 73 (DLG)</b>  <b>After Reading–Comprehension Questions, p. 71 (DLG)</b>  <b>(DDL P)</b>  <b>Think Pair Share</b>  <b>Materials:</b> Index cards, pencils</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, pp. 76 – 78 (DLG)</b>  <b>Writing by Children–Write a Postcard, p. 78 (DLG) (DDL P)</b>  <b>Materials:</b> Postcards, postcard-size card stock, magazine or calendar pictures, scissors, glue, whiteboard or chart paper</p>	<p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p>

## Day 4 – Science

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b>Abuse Prevention–I Said NO! (DDL P)</b>  <b>Health and Safety</b>  <b>Materials:</b> Chart paper or whiteboard, Activity Master 5.1.5, <i>I Said No!</i> by Zack and Kimberly King, <i>Optional:</i> document camera</p>	<p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p>

## Day 4 – Social Studies

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b>Exploring Different Disabilities, p. 123 (DLG) (DDL P)</b>  <b>Guest Speaker</b></p>	<p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p>



## Day 5 – Circle Time/Morning Meeting

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b>Daily Message (DDL)</b> Modeling Writing and Editing <b>Materials:</b> Chart paper or white board</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 5 – Bible

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b>APPLYING THE BIBLE STORY, pp. 52 – 53 (DLG)</b> *** Complete Activity 1 and one additional activity. ***</p> <p><b>Activity 1: Independent Reading, p. 52 (DLG)</b> <b>Materials:</b> Kindergarten Bible Story Readers, Bible Story CD, Lapbook – God Gives Us Families</p> <p><b>Activity 2: Heart Baskets, p. 52 (DLG)</b> <b>Materials:</b> Blackline 1.4, envelopes, scissors, paper, crayons, Optional: camera</p> <p><b>Activity 3: Family Worship, p. 53 (DLG)</b> <b>Materials:</b> Blackline 1.5</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 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><b>Grammar &amp; Writing Mechanics (DDL)</b> <i>Think-Pair-Share, Editing</i> <b>Materials:</b> DOL Master (Appendix D), Theme 5 – Book 1; enlarged printout of Common Editing Marks (Appendix D) Theme 4 – Book 1</p>	<p>No Differentiation – Same as 1<sup>st</sup> Grade</p>



<p><b>STAIRWAY TO READIN</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, p. 60 (DLG)</b> *** Review concepts from phonics program above. ***</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. 61 – 68 (DLG)</b> <b>Ss–“S” Pictures, p. 68 (DLG)</b> <b>Materials:</b> Paper, marker, butcher paper, glue, or tape</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. 68 – 73 (DLG)</b> *** Complete both activities. ***</p> <p><b>Activity 1: After Reading–Nonverbal Communication, p. 72 (DLG)</b> <b>Materials:</b> Blacklines 1.9a – b</p> <p><b>Activity 2: What is it Like to Be Deaf?, p. 72 (DLG)</b> <b>Materials:</b> <i>I Have a Sister-My Sister is Deaf</i> by Jeanne Whitehouse Peterson</p>	<p><b>READING WORKSHOP</b> *** Complete both activities. ***</p> <p>No Differentiation – Same as Kindergarten</p> <p><b>Activity 2: Retell It (DDLp)</b> <i>Main Idea and Details, Retelling</i> <b>Materials:</b> Completed Activity Master 5.1.8 from Day 3, Primary lined paper</p>	<p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as 1<sup>st</sup> Grade</p>
<p><b>GUIDED READING d(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, pp. 74 – 78 (DLG)</b> <b>Writing by Children–Journaling p. 78 (DLG) (DDLp)</b> <i>Concept Nugget</i> <b>Materials:</b> Pencils, crayons, Activity Master 5.1.10</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>Abuse Prevention–Some Secrets Should Never Be Kept (DDL P)</b>  <i>Health and Safety</i>  <b>Materials:</b> <i>Some Secrets Should Never Be Kept</i> by Jayneen Sanders, Activity Masters 5.1.11a – c, 5.1.5</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>

## Day 5 – Social Studies

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b>Corners, p. 124 (DLG)</b>  <b>Materials:</b> Board</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>

