

K–2 MULTI-GRADE BRIDGE
Lesson at a Glance (LAG)
Theme Five Daily Lesson Guide (DLG) – *We Are Family*
Grade K Theme Book 2: *Grandfather Counts/Friends and Family*
Character Building Concept: Families Connect

Days 1 – 5 Signing In/Morning Activity

Kindergarten	1 st Grade	2 nd Grade
<p>SIGNING IN, pp. 176 – 177 (DLG) <i>This is primarily a Kindergarten activity. The teacher should select one activity daily from the DLG for students to complete as they arrive in the morning.</i></p>	<p><i>This activity is not designed for 1st grade. However, if teachers wish to include 1st graders in this daily activity process, extension activity suggestions appropriate for 1st grade differentiation are provided in the DDLP. First graders need formal instruction in Handwriting.</i></p>	<p><i>This activity is not designed for 2nd grade. However, if teachers wish to include 2nd graders in this daily activity process, extension activity suggestions appropriate for 2nd grade differentiation are provided in the DDLP. Second graders need formal instruction in Handwriting.</i></p>

Day 1 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
<p>FAMILIES CONNECT CONCEPT CONNECT (DDL P) <i>Concept Connect Activity (K–2)</i> Materials: Cell phone</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. 152 – 153 (DLG) *** Complete all activities. *** Activity 1: What’s This?, p. 152 (DLG) Materials: Pillowcase, household objects such as comb, sponge, spoon, toy, dishtowel, trash bag</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>



<p>Activity 2: Hard Work!, pp. 152 – 153 (DLG) Materials: Lapbook – <i>God Gives Us Families</i>, Internet access, large rocks, pictures or models of pyramids, light-colored dirt, grass or straw, rectangular ice cube mold</p> <p>Activity 3: Theme Song, p. 153 (DLG) Materials: <i>Kindergarten Stepping Stones Music</i> CD</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 5 – Book 2; 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 <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. 164 – 165 (DLG) Level 1 – Thumbs Up!, p. 164</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. 165 – 169 (DLG) Ww – Walls of W’s, p. 165 (DLG) Materials: Blackline 2.5, white board or chart paper, markers</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. 170 – 176 (DLG) <i>*** Complete both activities. ***</i></p> <p>Activity 1: Before Reading, pp. 170 – 171 (DLG) (DDL) <i>Concept Nugget</i> Materials: <i>Grandfather Counts</i>, sentence strips, pocket chart, paper, pencils or crayons</p> <p>Activity 2: Vocabulary (DDL) <i>Word Web, Vocabulary</i> Materials: White board or chart paper</p>	<p><i>No Differentiation – Same as Kindergarten</i></p> <p>Activity 2: Vocabulary (DDL) <i>Word Web, Vocabulary</i> Materials: White board or chart paper, copy paper (optional)</p>	<p><i>No Differentiation – Same as Kindergarten</i></p> <p><i>No Differentiation – Same as 1st Grade</i></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, pp. 178 – 181 (DLG) Welcoming New Friends, p. 179 (DLG) Materials: Chart paper or white board</p>	<p>WRITING WORKSHOP, pp. 178 – 181 (DLG) Welcoming New Friends. p. 179 (DLG) (DDL) <i>Brainstorming, Drafting, Opinion Writing</i> Materials: Chart paper or white board, sticky notes, Writing Folders</p>	<p><i>No Differentiation – Same as 1st Grade</i></p>

Day 1 – Science

Kindergarten	1 st Grade	2 nd Grade
<p>Day or Night?, pp. 224 – 225 (DLG) (DDL) <i>Daylight Observation</i> Materials: Globe, flashlight, stickers, <i>Kindergarten Day USA and China</i> by Trish Marx, paper plates, black marker, crayons, Power Point presentation or printed pictures of places where the sun never sets</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 st Grade	2 nd Grade
<p>*** Complete both activities. ***</p> <p>Activity 1: Continent Box – Asia, pp. 232 – 233 (DLG) (DDL P) <i>Concept Nugget</i> Materials: <i>Welcome to China</i> by Caryn Jenner, box containing objects related to China, such as: toy panda, bamboo, silk, tangrams, jacks, puzzles, books about China, chopsticks, Chinese flag, china dish, toy bicycle</p> <p>Activity 2: Comparing Flags, pp. 236 – 237 (DLG) Materials: Blackline 2.34, your national flag, China flag, water, glue, bowl, red and yellow tissue paper, paint brushes, white paper, clothesline or display cord, white board or chart paper</p>	<p><i>No Differentiation – Same as Kindergarten</i></p> <p>Activity 2: Comparing Flags, pp. 236 – 237 (DLG) (DDL P) <i>Venn Diagram</i> Materials: Blackline 2.34, your national flag, China flag, water, glue, bowl, red and yellow tissue paper, paint brushes, white paper, clothesline or display cord, white board or chart paper, Activity Master 5.2.2a or 5.2.2b</p>	<p><i>No Differentiation – Same as Kindergarten</i></p> <p><i>No Differentiation – Same as 1st Grade</i></p>

Day 2 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
<p>Daily Message 1, p. 178 Materials: Board or chart tablet paper</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>

Day 2 – Bible

Kindergarten	1 st Grade	2 nd Grade
<p>PRESENTING THE BIBLE STORY, pp. 154 – 155 (DLG) *** Complete all activities. ***</p> <p>Activity 1: Making Connections, p. 154 (DLG) (DDL P) <i>Bible Memorization</i> Materials: White board or chart paper, Activity Master 5.2.3, small basket, student Bibles</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>



<p>Activity 2: Reading, “Working Together”, p. 154 (DLG) Materials: Lapbook – <i>God Gives Us Families</i>, red, yellow, and orange cellophane</p> <p>Activity 3: Introducing the Bible Verse, pp. 154 – 155 (DLG) Materials: Blacklines 2.2a – g, assorted colors of multicultural construction paper, pocket chart, Bible</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 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 6 – Book 2; 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 <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.164 – 165 (DLG) Level 2 – How Many?, p. 164</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 165 – 169 (DLG) Activity 2: Ww – What Is This?, p. 166 <i>Word Study</i> Materials: Board or chart paper, marker</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. 170 – 176 (DLG) During Reading – First Time, p. 172 Materials: <i>Grandfather Counts</i>, chopsticks, kite, rice, KWL chart on chart paper</p>	<p>READING WORKSHOP, pp. 170 – 176 (DLG) (DDL) During Reading – First Time, p. 172 <i>Activate Prior Knowledge, Graphic Organizer, Picture Walk</i> Materials: <i>Grandfather Counts</i>, chopsticks, kite, rice, KWL chart on chart paper, Activity Master 5.2.4</p>	<p>No Differentiation – Same as 1st Grade</p>



GUIDED READING (Small Group Instruction)

Use a conference approved leveled reading series and running records' assessments to place students in proper homogenous instructional ability reading levels for small group instruction. Possible Options: Reading A-Z, Seedlings, Wright Group, etc. Small group instruction for most Kindergarten students will focus on phonemic awareness and sound-letter recognition during the first semester of the year, while 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, pp. 154 – 157 (DLG)

I Can Help, p. 179

Materials: Chart paper

WRITING WORKSHOP (DDL P)

Opinion Writing – Drafting, part 1

Opinion Writing, Drafting

Materials: Writing Folders, sticky notes from Day 1, Activity Master 5.2.1a – b

No Differentiation – Same as 1st Grade

Day 2 – Science

Kindergarten	1 st Grade	2 nd Grade
Cooking Rice, p. 225 (DLG) Materials: Different types of rice, rice cookers, paper plates, forks or disposable chopsticks, book or Internet information on how rice is grown, salt, water, <i>Optional:</i> butter, ketchup, soy sauce	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>

Day 2 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
Population Comparison, pp. 233 – 235 (DLG) (DDL P) <i>Map Skills, Comparison</i> Materials: Blacklines 2.33a – e, world map or globe, Internet access, measuring cups, measuring spoons, play sand, <i>Optional:</i> laminator	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>



Day 3 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
<p>Daily Message 2, pp. 178 – 179 (DLG) Materials: White board or chart tablet paper</p>	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten

Day 3 – Bible

Kindergarten	1 st Grade	2 nd Grade
<p>REVIEWING THE BIBLE STORY, pp. 155 – 156 (DLG) *** Complete Activities 1 and 3. Activity 2 is optional. ***</p> <p>Activity 1: Comprehension Questions, pp. 155 – 156 (DLG) Materials: Lapbook – <i>God Gives Us Families</i>, artificial tree or plant; red, yellow, and orange tissue paper, <i>Optional:</i> brown butcher paper, green paper leaves</p> <p>Activity 2: Act It Out, p. 156 (DLG) Materials: Sturdy boxes, chalk or paints, Bible drama T-shirts or other dress-up clothes</p> <p>Activity 3: Bible Verse Practice, p. 156 (DLG) (DDL) <i>Concept Nugget</i> Materials: Latex glove, music</p>	<p>Activity 1: Comprehension Questions, pp. 155 – 156 (DLG) (DDL) <i>Comprehension</i> Materials: Lapbook – <i>God Gives Us Families</i>, artificial tree or plant; red, yellow, and orange tissue paper, <i>Optional:</i> brown butcher paper, green paper leaves</p> <p>No Differentiation – Same as Kindergarten</p> <p>Activity 3: Bible Verse Practice, p. 156 (DLG) (DDL) <i>Concept Nugget</i> Materials: Latex glove, music, Activity Master 5.2.5</p>	<p>No Differentiation – Same as 1st Grade</p> <p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as 1st Grade</p>

Day 3 – Language Arts

Kindergarten	1 st Grade	2 nd Grade
<p>Daily Oral Language (DOL) <i>This is primarily a 1st/2nd grade activity. Kindergarten students can listen or engage in a separate center activity during this time.</i></p>	<p>Grammar & Writing Mechanics (DDL) <i>Think-Pair-Share, Editing</i> Materials: DOL Master (Appendix D), Theme 5 – Book 2; enlarged printout of Common Editing Marks (Appendix D) Theme 4 – Book 1</p>	No Differentiation – Same as 1 st Grade



<p><u>STAIRWAY TO READING</u> <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><u>PHONEMIC AWARENESS, pp.164 – 165 (DLG)</u> Level 3 – Magnet Movement, p. 164 Materials: Magnetic board, magnet</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><u>SOUND LETTER ACTIVITIES, pp. 164 – 169 (DLG)</u> Ww – Wallpaper Snipping, p. 167 Materials: Blacklines 2.6, construction paper or card stock, sheets of wallpaper, scissors, glue</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><u>READING WORKSHOP, pp. 170 – 176 (DLG)</u> Reading Workshop: During Reading – Second Time, p. 173 (DLG) Materials: Blackline D, Grandfather Counts, KWL Chart</p>	<p><u>READING WORKSHOP, pp. 170 – 176 (DLG)</u> Reading Workshop: During Reading – Second Time, p. 173 (DLG) (DDL P) Character Mapping Materials: Blackline D, Grandfather Counts, KWL Chart, Activity Master 5.2.6</p>	<p>No Differentiation – Same as 1st Grade</p>
<p><u>GUIDED READING (Small Group Instruction)</u></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><u>WRITING WORKSHOP, pp. 178 – 181 (DLG)</u> Family Webs, p. 180 (DLG) Materials: Chart paper, drawing paper</p>	<p><u>WRITING WORKSHOP</u> Opinion Writing – Drafting, part 2 <i>Opinion Writing, Drafting</i> Materials: Writing Folders, Activity Master 5.2.1 (partially completed by students on Day 2)</p>	<p>No Differentiation – Same as 1st Grade</p>



Day 3 – Science

Kindergarten	1 st Grade	2 nd Grade
<p>Animals of Asia, p. 226 (DLG) Materials: Blacklines 2.3a – c, pictures of Asian animals, card stock, <i>Optional:</i> laminator</p>	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten

Day 3 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
<p>*** Complete Activity 1. Activities 2 and 3 are optional. ***</p> <p>Activity 1: Technology Helps (DDLDP) <i>Concept Nugget, Communication</i> Materials: Computer, Internet access, someone to connect to online</p> <p>Activity 2: Who's in My Family, p. 239 (DLG) Materials: Black construction paper, colored construction paper, scissors, glue, white crayons or colored pencils</p> <p>Activity 3: Families Help Each Other, p. 239 (DLG) Materials: <i>Grandfather Counts</i>; cards with the words <i>How? Where? Why? When?</i> written on them, board or chart paper</p>	<p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p>

Day 4 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
<p>Daily Message 3, p. 179 (DLG) Materials: White board or chart tablet paper</p>	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten



Day 4 – Bible

Kindergarten	1 st Grade	2 nd Grade
<p>PRACTICING THE BIBLE STORY, pp. 156 – 158 (DLG) *** Complete Activity 1. Activities 2 and 3 are optional. ***</p> <p>Activity 1: Retelling the Bible Story (DDL P) <i>Retell, Concept Nugget</i> Materials: Activity Masters 5.2.7a – b</p> <p>Activity 2: My Helping Hands, p. 157 (DLG) Materials: Blackline 2.3, assorted colors of construction paper, paper plates, scissors, glue</p> <p>Activity 3: I Get by with a Little Help from My Friends, pp. 157 – 158 (DLG) Materials: Tissues, 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>

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 P) <i>Think-Pair-Share, Editing</i> Materials: DOL Master (Appendix D), Theme 5 – Book 2; 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 <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. 164 – 165 (DLG) Level 4 – Cut it Off, p. 165</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. 165 – 169 (DLG) Ww - Walk the W, p. 167 (DLG) Materials: Masking tape; smiley face, arrow or a GO sign</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. 170 – 176 (DLG) After Reading – Comprehension Questions, pp. 173 – 174 (DLG) (DDL P) <i>Comprehension</i> Materials: Grandfather Counts, craft sticks, markers, yarn, cloth, glue, scissors</p>	<p>READING WORKSHOP, pp. 170 – 176 (DLG) After Reading – Comprehension Questions, pp. 173 – 174 (DLG) (DDL P) <i>Comprehension, Main Idea & Details</i> Materials: Grandfather Counts, Activity Master 5.2.8</p>	<p>No Differentiation – Same as 1st Grade</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, pp. 178 – 181 (DLG) Beginning, Middle, End, p. 181 (DLG) Materials: Blackline 2.12</p>	<p>WRITING WORKSHOP Opinion Writing – Drafting, part 3 <i>Opinion Writing, Drafting</i> Materials: Writing Folders, Activity Master 5.2.1a – b (partially completed on Days 2-3), primary lined paper</p>	<p>No Differentiation – Same as 1st Grade</p>

Day 4 – Science

Kindergarten	1 st Grade	2 nd Grade
<p>Giant Pandas and Bamboo, p. 227 (DLG) Materials: Bathroom scale; panda book, paper plates; black construction paper; large craft sticks; cup; scissors; glue, tape, or stapler, <i>Optional:</i> elastic cord, googly eyes</p>	<p>Giant Pandas and Bamboo, p. 227 (DLG) (DDL P) <i>Observation</i> Materials: Bathroom scale; panda book, paper plates; black construction paper; large craft sticks; cup; scissors; glue, tape, or stapler, <i>Optional:</i> elastic cord, googly eyes, nonfiction books about pandas, 3x5 index cards</p>	<p>No Differentiation – Same as 1st Grade</p>



Day 4 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
<p>Chinese Cultural Exploration (DDL P) <i>Cultural Comparison</i> Materials: <i>My First Book of Chinese Words: An ABC Rhyming Book of Chinese Language and Culture</i> by Faye-Lynn Wu or another book about Chinese culture, various audio clips of traditional Chinese music, photos of traditional Chinese art, blank copy paper, crayons or colored pencils, scissors</p>	<p>Chinese Cultural Exploration (DDL P) <i>Cultural Comparison</i> Materials: <i>My First Book of Chinese Words: An ABC Rhyming Book of Chinese Language and Culture</i> by Faye-Lynn Wu or another book about Chinese culture, various audio clips of traditional Chinese music, photos of traditional Chinese art, blank copy paper, crayons or colored pencils, scissors</p>	<p><i>No Differentiation – Same as 1st Grade</i></p>

Day 5 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
<p>Daily Message <i>Teacher generated message</i> Materials: Chart paper or white board</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>

Day 5 – Bible

Kindergarten	1 st Grade	2 nd Grade
<p><u>APPLYING THE BIBLE STORY, pp. 158 – 159 (DLG)</u> *** Complete all activities. ***</p> <p>Activity 1: Independent Reading, p. 158 (DLG) <i>T-Chart, Concept Nugget</i> Materials: Lapbook – <i>God Gives Us Families</i>, Kindergarten Bible Story Readers, Bible Story CD, white board or chart paper, sticky notes</p> <p>Activity 2: Hands That Help, p. 158</p> <p>Activity 3: You Can Count on Me, p. 159 Materials: Blackline 2.4, crayons or markers</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 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 (DDLDP) <i>Think-Pair-Share, Editing</i> Materials: DOL Master (Appendix D), Theme 5 – Book 2; 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 <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>SOUND LETTER ACTIVITIES, pp. 165 – 169 (DLG) Ww- Cooking in a Wok, pp. 168 Materials: Blacklines 2.7a – b, crayons, scissors, glue</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. 170 – 176 (DLG) Read-Aloud, p. 176 (DLG) Materials: <i>Living In...China</i> by Chloe Perkins or other informational books about China</p>	<p>READING WORKSHOP, pp. 170 – 176 (DLG) Read-Aloud, p. 176 (DLG) (DDLDP) Materials: <i>Living In...China</i> by Chloe Perkins or other informational books about China, Activity Master 5.2.9 scissors, glue</p>	<p>No Differentiation – Same as 1st Grade</p>
<p>WRITING WORKSHOP, pp. 178 – 181 Journal Prompts, p. 181 (DLG) Materials: Student Writing Journals or writing paper</p>	<p>WRITING WORKSHOP Author’s Chair <i>Author’s Chair</i> Materials: Writing Folders, completed opinion writing pieces,</p>	<p>No Differentiation – Same as Kindergarten</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>		



Day 5 – Science

Kindergarten	1 st Grade	2 nd Grade
<p>Golden Snub-nosed Monkeys, p. 228 (DLG) Materials: Blackline 2.32, paper plates, photos and/or video of golden snub-nose monkeys, heavy white paper, paint, markers or crayons, glue, tape or stapler, scissors, large craft sticks</p>	<p>Golden Snub-nosed Monkeys, p. 228 (DLG) (DDL P) <i>Observation</i> Materials: Blackline 2.32, paper plates, photos and/or video of golden snub-nose monkeys, heavy white paper, paint, markers or crayons, glue, tape or stapler, scissors, large craft sticks</p>	<p><i>No Differentiation – Same as 1st Grade</i></p>

Day 5 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
<p>At My School, p. 238 (DLG) Materials: Blackline 2.35, <i>Kindergarten Day USA and China</i> by Trish Marx, crayons or markers, <i>Optional:</i> map or globe</p>	<p>At My School, p. 238 (DLG) (DDL P) <i>Compare and Contrast</i> Materials: Blackline 2.35, <i>Kindergarten Day USA and China</i> by Trish Marx, crayons or markers, <i>Optional:</i> map or globe, Activity Master 5.2.10</p>	<p><i>No Differentiation – Same as 1st Grade</i></p>

