

**K–2 MULTI-GRADE BRIDGE**  
**Lesson at a Glance (LAG)**  
**Theme Five Daily Lesson Guide (DLG) – *We Are Family***  
**Grade K Theme Book Four: *Mama Panya’s Pancakes* /Friends and Family**  
**Character Building Concept: Families Show Generosity**

***Important Reminders:***

- The Culminating Activity on Day 5 requires preplanning.
- Be sure to review the activity in advance and purchase supplies as needed.
- Additionally, consider inviting families to attend the celebration.

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

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b><u>SIGNING IN, p. 392 (DLG)</u></b>  <i>This is primarily a Kindergarten activity. The teacher should select one activity daily from the <b>DLG</b> 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 <b>DDL</b>. 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 <b>DDL</b>. 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
<b>FAMILIES SHOW GENEROSITY CONCEPT CONNECT (DDL P)</b> <i>Concept Connect Activity</i> <b>Materials:</b> A wrapped gift box with small treats inside (treat ideas: individual packages of crackers or snack mix, small oranges or bananas, fun pencils, stickers, etc.), Generosity Wall supplies: Large single letters to spell GENEROSITY, strong string (yarn, twine, fishing line), clothes pins, 20-30 pre-cut hands	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>

## Day 1 – Bible

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<b><u>INTRODUCING THE BIBLE STORY, pp. 362 – 363 (DLG)</u></b> <i>*** Complete all activities. ***</i>  <b>Activity 1: Take a Peek, p. 362 (DLG)</b> <b>Materials:</b> Tray or cookie sheet, towel, items or pictures of food, water bottle, article of clothing, pet house, family, Bible, Jesus  <b>Activity 2: Who Trusted God?, p. 363 (DLG) (DDL P)</b> <i>Corners Cooperative Learning Strategy, Concept Nugget</i> <b>Materials:</b> Lapbook – God Gives Us Families  <b>Activity 3: Theme Song, p. 363 (DLG)</b> <b>Materials:</b> Kindergarten Stepping Stones Music CD, sentence strips with “God Gave Us Families,” pocket chart or chart paper	<i>No Differentiation – Same as Kindergarten</i>   <i>No Differentiation – Same as Kindergarten</i>   <i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>   <i>No Differentiation – Same as Kindergarten</i>   <i>No Differentiation – Same as Kindergarten</i>

## Day 1 – Language Arts

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<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>	<b>Grammar &amp; Writing Mechanics (DDL P)</b> <i>Think-Pair-Share, Editing</i> <b>Materials:</b> DOL Master (Appendix D), Theme 5 – Book 4; enlarged printout of Common Editing Marks (Appendix D) Theme 4 – Book 1	No Differentiation – Same as 1 <sup>st</sup> Grade
<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>	<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>	<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>
<b>PHONEMIC AWARENESS, pp. 375 – 376 (DLG)</b> <b>Level 1- What's for Lunch? (Rhyming Words Application), p. 375 (DLG)</b> <b>Materials:</b> None	<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>	<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>
<b>SOUND-LETTER ACTIVITIES, pp. 376 – 381 (DLG)</b> <b>*** Complete both activities. ***</b>  <b>Activity 1: Pp-Plates of Food, pp. 376 – 377 (DLG)</b> <b>Materials:</b> Board, magazines or grocery store flyers, paper plates, glue, scissors  <b>Activity 2: Pp-Pancake Match, pp. 377 – 378 (DLG)</b> <b>Materials:</b> Blacklines 4.5a – d; brown card stock or construction paper; platter, plastic plate, or paper plate; glue, brown foam circles; frying pan; spatula	<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>	<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>
<b>READING WORKSHOP, pp. 381 – 391 (DLG)</b> <b>During Reading-First Time, pp. 384 – 385 (DLG)</b> <b>Materials:</b> Blacklines 4.8a – b; <i>Mama Panya's Pancakes</i> ; unifix cubes; squares of construction paper; crayons	<b>During Reading-First Time, pp. 384 – 385 (DLG) (DDL P)</b> <i>Context Clues, Vocab</i> <b>Materials:</b> Vocabulary Master 5.4, dry erase board, dry erase marker, internet access	No Differentiation – Same as 1 <sup>st</sup> Grade

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

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

#### **WRITING WORKSHOP, pp. 393 – 399 (DLG)**

\*\*\* Complete Activity 1. Activity 2 is optional. \*\*\*

##### **Activity 1: Sticky Note Details (DDL P)**

*Respond to Literature: Sequencing*

**Materials:** Sticky notes, pencils, chart paper, marker

##### **Activity 2: Writing with Children-Pancake Favorites, pp. 395 – 396 (DLG)**

**Materials:** Blacklines 4.12a – b; board or chart paper; scissors; brass fasteners; crayons

#### **WRITING WORKSHOP, pp. 393 – 399 (DLG)**

\*\*\* Complete Activity 1. Activity 2 is optional. \*\*\*

##### **Activity 1: Sticky Note Details (DDL P)**

*Respond to Literature: Sequencing*

**Materials:** Sticky notes, pencils, chart paper, marker

*No Differentiation – Same as Kindergarten*

#### **WRITING WORKSHOP, pp. 393 – 399 (DLG)**

\*\*\* Complete Activity 1. Activity 2 is optional. \*\*\*

##### **Activity 1: Sticky Note Details (DDL P)**

*Respond to Literature: Sequencing*

**Materials:** Sticky notes, pencils, chart paper, marker

*No Differentiation – Same as Kindergarten*

## **Day 1 – Science**

<b>Kindergarten</b>	<b>1<sup>st</sup> Grade</b>	<b>2<sup>nd</sup> Grade</b>
*** Complete Activity 1. Activity 2 is optional. ***  <b>Activity 1: Plant Needs, Part 1 (DDL P)</b> <i>Photosynthesis Experiment, Concept Nugget</i> <b>Materials:</b> Simple photosynthesis chart (created or purchased), access to an outdoor plant or tree with leaves, plastic sandwich bags, twist ties (optional), labels (optional) Activity Master 5.4.1a  <b>Activity 2: National Parks, p. 426 (DLG)</b> <b>Materials:</b> <i>Mama Panya's Pancakes</i> , board, large paper, paper, crayons or markers	<i>No Differentiation – Same as Kindergarten</i>          <i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>          <i>No Differentiation – Same as Kindergarten</i>

## **Day 1 – Social Studies**

**LAG – Friends and Family**  
**July, 2020**

**Book 4 – Mama Panya's Pancakes**  
**Page 4**



Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p>*** Complete both activities. ***</p> <p><b>Activity 1: Map Activity, pp. 433 – 434 (DLG)</b>  <b>Materials:</b> Large map of Africa (buy or make), colored spinner</p> <p><b>Activity 2: The Kenya Flag, p. 434 (DLG) (DDL P)</b>  <b>Concept Nugget, Class Flag</b>  <b>Materials:</b> Blackline 4.25, crayons, Activity Master 5.4.2a</p>	<p><i>No Differentiation – Same as Kindergarten</i></p> <p><b>Activity 2: The Kenya Flag, p. 434 (DLG) (DDL P)</b>  <b>Concept Nugget, Class Flag</b>  <b>Materials:</b> Blackline 4.25, crayons, Activity Master 5.4.2b</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, p. 393 (DLG)</b>  <b>Materials:</b> Chart paper, marker, sentences strips</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 P</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 P</b>.</i></p>

## Day 2 – Bible

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b>PRESENTING THE BIBLE STORY, pp. 363 – 364 (DLG)</b>  *** Complete both activities. ***</p> <p><b>Activity 1: Reading “Desert Surprises”, pp. 363 – 364 (DLG)</b>  <b>Materials:</b> Lapbook – God Gives Us Families, sheet, sandpaper or sand, sandals, sweetened corn flakes or crispy rice cereal, small paper cups, tablecloth</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>

<b>Activity 2: Introducing the Bible Verse, p. 364 (DLG) (DDL)</b> <i>Trust Fall</i> <b>Materials:</b> Brown balloon, permanent marker, music recordings	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten
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## Day 2 – Language Arts

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<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>	<b>Grammar &amp; Writing Mechanics (DDL)</b> <i>Think-Pair-Share, Editing</i> <b>Materials:</b> DOL Master (Appendix D), Theme 5 – Book 4; enlarged printout of Common Editing Marks (Appendix D) Theme 4 – Book 1	No Differentiation – Same as 1 <sup>st</sup> Grade
<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>	<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>	<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>
<b>PHONEMIC AWARENESS, pp. 375 – 376 (DLG)</b> <b>Level 2-A Cook's Job (Blending Speech Sounds), p. 375 (DLG)</b> <b>Materials:</b> Mixing bowl, large spoon, foil pie pan, manipulatives, chef's hat or apron; optional: crackers or mini-muffins	<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>	<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>
<b>SOUND-LETTER ACTIVITIES, pp. 376 – 381 (DLG)</b> <i>*** Complete both activities. ***</i> <b>Activity 1: Pp-Pancakes with Toppings, p. 379 (DLG)</b> <b>Materials:</b> Blackline 4.6, card stock, board, scissors, markers or crayons <b>Activity 2: Pp-Pancakes, p. 379 (DLG)</b> <b>Materials:</b> Board, pancake batter, electric griddle, squeeze bottle, pancake turner, plates, forks; optional: pancake toppings	<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>	<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><b>READING WORKSHOP, pp. 381 - 391 (DLG)</b>  <b>During Reading – Second Time p. 385 (DLG) (DDL)</b>  <i>Critical Thinking</i>  <b>Materials:</b> Blackline F, white board or poster paper, index cards or craft sticks, <i>Mama Panya's Pancakes</i>, Activity Master 5.4.3, scissors</p>	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten
<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>  *** Complete both activities. ***</p> <p><b>Activity 1: Thank You Notes (DDL)</b>  <i>Concept Nugget</i>  <b>Materials:</b> Activity Master 5.4.4a, Generosity Word: GRATITUDE</p> <p><b>Activity 2: I Know Why! (DDL)</b>  <i>Respond to Literature: Author's Purpose</i>  <b>Materials:</b> Activity Masters 5.4.5a – b, projector or chart paper</p>	<p><b>WRITING WORKSHOP</b>  *** Complete both activities. ***</p> <p><b>Activity 1: Thank You Notes (DDL)</b>  <i>Concept Nugget</i>  <b>Materials:</b> Activity Master 5.4.4b, Generosity Word: GRATITUDE</p> <p><b>Activity 2: I Know Why! (DDL)</b>  <i>Respond to Literature: Author's Purpose</i>  <b>Materials:</b> Activity Masters 5.4.5a – b, projector or chart paper</p>	<p>No Differentiation – Same as 1<sup>st</sup> Grade</p> <p><b>Activity 2: I Know Why! (DDL)</b>  <i>Respond to Literature: Author's Purpose</i>  <b>Materials:</b> Activity Masters 5.4.5a – b</p>

## Day 2 – Science

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p>*** Complete Activity 1. Activity 2 is optional. ***</p> <p><b>Activity 1: Plant Needs, Part 2 (DDL)</b>  <i>Photosynthesis Experiment, Concept Nugget</i>  <b>Materials:</b> Disposable cups, straws, water, optional: drink flavoring, Activity Masters 5.4.1b and 5.4.6</p> <p><b>Activity 2: Acacia Trees p. 430 (DLG)</b>  <b>Materials:</b> Blackline 4.24, sentence strips, crayons, scissors, glue, stapler, pictures of acacia trees, pictures of animals mentioned in paragraph; optional: Internet access</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 – Social Studies

LAG – *Friends and Family*  
July, 2020

Book 4 – *Mama Panya's Pancakes*  
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Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p>*** Complete both activities. ***</p> <p><b>Activity 1: Footsteps through Kenya, p. 434 (DLG)</b>  <b>Materials:</b> None</p> <p><b>Activity 2: Life in Kenya; Life in North America, p. 435 (DLG) (DDL P)</b>  Venn Diagram, Data Analysis  <b>Materials:</b> Mama Panya's Pancakes, Activity Master 5.4.7, enlarged copy of 5.4.8 or chart paper</p>	<p>No Differentiation – Same as Kindergarten</p> <p><b>Activity 2: Life in Kenya; Life in North America, p. 435 (DLG) (DDL P)</b>  Venn Diagram, Data Analysis  <b>Materials:</b> Mama Panya's Pancakes, Activity Master 5.4.7, enlarged copy of 5.4.8 or chart paper</p>	<p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as 1<sup>st</sup> Grade</p>

### Day 3 – Circle Time/Morning Meeting

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b>Daily Message 2, p. 394 (DLG)</b>  <b>Materials:</b> Chart paper, marker, sentences strips</p>	<p>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 P</b>.</p>	<p>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 P</b>.</p>

### Day 3 – Bible

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b>REVIEWING THE BIBLE STORY, pp. 364 – 365 (DLG)</b>  *** Complete Activities 1 and 2. Activity 3 is optional. ***</p> <p><b>Activity 1: Living in Tents, p. 364 (DLG)</b>  <b>Materials:</b> Sheets or blankets; poster board; white polyester; red, orange, and yellow tissue paper</p>	<p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p>



<b>Activity 2: Comprehension Questions, pp. 364 – 365 (DLG)</b> <b>Materials:</b> Lapbook – <i>God Gives Us Families</i> , tents from Living in Tents  <b>Activity 3: Bible Verse Blocks, p. 365 (DLG)</b> <b>Materials:</b> Blackline 4.2, blocks, tape	<b>Activity 2: Comprehension Questions, pp. 364 – 365 (DLG) (DDLp)</b> <i>Higher-Order Thinking</i> <b>Materials:</b> Lapbook – <i>God Gives Us Families</i> , tents from Living in Tents  <i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as 1<sup>st</sup> Grade</i>  <i>No Differentiation – Same as Kindergarten</i>
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## Day 3 – Language Arts

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<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>	<b>Grammar &amp; Writing Mechanics (DDLp)</b> <i>Think-Pair-Share, Editing</i> <b>Materials:</b> DOL Master (Appendix D), Theme 5 – Book 4; enlarged printout of Common Editing Marks (Appendix D) Theme 4 – Book 1	<i>No Differentiation – Same as 1<sup>st</sup> Grade</i>
<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>	<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>	<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>
<b>PHONEMIC AWARENESS, pp. 375 – 376 (DLG)</b> <b>Level 3-/p/, /p/, Pancakes (Phoneme Isolation), p. 376 (DLG)</b> <b>Materials:</b> None	<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>	<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>
<b>SOUND-LETTER ACTIVITIES, pp. 376 – 381 (DLG)</b> <b>Pp-Pancake Flipping, p. 379 (DLG)</b> <b>Materials:</b> Medium-size frying pans, cardboard, black marker, brown paint, paint brushes	<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>	<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><b>READING WORKSHOP, pp. 381 – 391 (DLG)</b>  <b>*** Complete both activities. ***</b></p> <p><b>Activity 1: During Reading-Third Time, pp. 386 – 387 (DLG) (DDL)</b>  <b>Vocabulary:</b> Nouns/Verbs  <b>Materials:</b> Blacklines 4.9a – d, <i>Mama Panya's Pancakes</i>; card stock, pocket chart; optional: laminator, Blackline F, dry erase board, dry erase marker</p> <p><b>Activity 2: Social Event Planner, pp. 390 – 391 (DLG) (DDL)</b>  <b>Planning the Culminating Activity</b>  <b>Materials:</b> Blacklines 4.10a – c; board or chart paper; markers; construction paper</p>	<p><b>READING WORKSHOP, pp. 381 – 391 (DLG)</b>  <b>*** Complete both activities. ***</b></p> <p><b>Activity 1: During Reading-Third Time, pp. 386 – 387 (DLG) (DDL)</b>  <b>Vocabulary:</b> Nouns/Verbs  <b>Materials:</b> Blacklines 4.9a – d, <i>Mama Panya's Pancakes</i>; card stock, pocket chart; optional: laminator, Blackline F, dry erase board, dry erase marker, Activity Master 5.4.9</p> <p><b>Activity 2: Social Event Planner, pp. 390 – 391 (DLG) (DDL)</b>  <b>Planning the Culminating Activity</b>  <b>Materials:</b> Blacklines 4.10a – c; board or chart paper; markers; construction paper, optional – age appropriate document creation computer software</p>	<p>No Differentiation – Same as 1<sup>st</sup> Grade</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. 393 – 399 (DLG)</b>  <b>Writing with Children-"I Wonder..." , pp. 396 – 397 (DLG) (DDL)</b>  <b>Respond to Literature: Questioning</b>  <b>Materials:</b> Sentence strips, markers</p>	<p><b>WRITING WORKSHOP, pp. 393 – 399 (DLG)</b>  <b>Writing with Children-"I Wonder..." , pp. 396 – 397 (DLG) (DDL)</b>  <b>Respond to Literature: Questioning</b>  <b>Materials:</b> Activity Master 5.4.10</p>	<p>No Differentiation – Same as 1<sup>st</sup> Grade</p>

### Day 3 – Science

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b>*** Complete Activity 1. Activity 2 is optional. ***</b></p> <p><b>Activity 1: Animal Survival (DDL)</b>  <b>Plant/Animal Relationships</b>  <b>Materials:</b> Activity Master 5.4.11, crayons or markers,</p>	<p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p>

<b>Activity 2: The “Big Five”, pp. 426 – 428 (DLG)</b> <b>Materials:</b> Blacklines 4.23a – g; stuffed or toy lions, leopards, elephants, rhinoceros, water buffalo; DVD or online video clip about Eastern African animals; card stock; crayons or markers; glue; construction paper	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten
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### Day 3 – Social Studies

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<b>Kiswhalili Greetings, p. 435 (DLG) (DDL P)</b> <i>Concept Nugget</i> <b>Materials:</b> Generosity Word: FAITHFUL	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten

### Day 4 – Circle Time/Morning Meeting

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<b>Daily Message 3, p. 394 (DLG)</b> <b>Materials:</b> Chart paper, marker, sentences strips	<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 P</b>.</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 <b>DDL P</b>.</i>

### Day 4 – Bible

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<b>PRACTICING THE BIBLE STORY, pp. 366 – 367 (DLG)</b> <i>*** Complete Activity 1 and choose one additional activity. ***</i>  <b>Activity 1: I Trust in God, p. 367 (DLG) (DDL P)</b> <i>Concept Nugget</i> <b>Materials:</b> Blackline 4.3, markers, crayons, pencils, Generosity Word: UNSELFISH <b>Activity 2: Finding Manna, p. 366 (DLG)</b>	No Differentiation – Same as Kindergarten   No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten   No Differentiation – Same as Kindergarten

<b>Materials:</b> Dinner-size paper plates, crayons, stapler, paper <b>Activity 3: Bible Verse Practice, p. 366 (DLG)</b> <b>Materials:</b> Tablecloth, oyster crackers, small paper cups <b>Activity 4: Ready for Sabbath, p. 366 (DLG)</b> <b>Materials:</b> None	No Differentiation – Same as Kindergarten  No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten  No Differentiation – Same as Kindergarten
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## Day 4 – Language Arts

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<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>	<b>Grammar &amp; Writing Mechanics (DDLp)</b> <i>Think-Pair-Share, Editing</i> <b>Materials:</b> DOL Master (Appendix D), Theme 5 – Book 4; enlarged printout of Common Editing Marks (Appendix D) Theme 4 – Book 1	No Differentiation – Same as 1 <sup>st</sup> Grade
<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>	<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>	<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>
<b>PHONEMIC AWARENESS, pp. 375 – 376 (DLG)</b> <b>Level 4-A Place Your Order (Phoneme Substitution Beginning Sound), p. 376 (DLG)</b> <b>Materials:</b> Apron, paper pad, pencil	<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>	<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>
<b>SOUND-LETTER ACTIVITIES, pp. 376 – 381 (DLG)</b> <b>Pp-Pancakes Slapping, p. 380 (DLG)</b> <b>Materials:</b> Blacklines 4.5a – d; brown construction paper or card stock, spatulas, two plates; optional: laminator, brown foam, marker	<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>	<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><b>READING WORKSHOP, pp. 381 – 391 (DLG)</b>  <b>*** Complete both activities. ***</b></p> <p><b>Activity 1: After Reading-Making Comparisons, p. 389 (DLG) (DDL)</b>  <b>Concept Nugget, Character Comparisons</b>  <b>Materials:</b> Mama Panya's Pancakes, Optional: chart paper, markers, Activity Master 5.4.12</p> <p><b>Activity 2: After Reading-Comprehension Questions, p. 388 (DLG) (DDL)</b>  <b>Concept Nugget, Character Comparisons</b>  <b>Materials:</b> Mama Panya's Pancakes</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><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. 398 – 399 (DLG)</b>  <b>Writing by Children-All About Mom, pp. 398 – 399 (DLG)</b>  <b>Materials:</b> Blacklines 4.13a – e; pencils, markers, or crayons</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>*** Complete Activity 1. Activity 2 is optional. ***</p> <p><b>Activity 1: Plant/Animal Relationships (DDL)</b>  <b>Plant/Animal Match, Concept Nugget</b>  <b>Materials:</b> Activity Master 5.4.13 (precut), blank paper, crayons</p> <p><b>Activity 1: Rainbow Lizard, p. 429 (DLG)</b>  <b>Materials:</b> Mama Panya's Pancakes, lizards from Art: Rainbow Lizard</p>	<p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p>

## Day 4 – Social Studies

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<b>Activity 1: Variety of Pancakes, p. 435 (DLG)</b> <b>Materials:</b> Mama Panya's Pancakes, tortillas, crepes, American pancakes	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten

## Day 5 – Bible

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<b><u>APPLYING THE BIBLE STORY, pp. 368 – 369 (DLG)</u></b> <b>*** Complete all activities. ***</b>  <b>Activity 1: Trust Visors, p. 368 (DLG)</b> <b>Materials:</b> Blackline 4.4, construction paper or card stock, crayons, markers, yarn, hole punch, scissors  <b>Activity 2: Sabbath Fun, p. 369 (DLG)</b> <b>Materials:</b> Chart paper, marker  <b>Activity 4: “We Will Trust God” Banner, p. 369 (DLG)</b> <b>Materials:</b> Butcher paper or fabric, fabric paint or markers, construction paper, scissors, glue	No Differentiation – Same as Kindergarten   No Differentiation – Same as Kindergarten   No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten   No Differentiation – Same as Kindergarten   No Differentiation – Same as Kindergarten

## Day 5 – Language Arts

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

<b><u>STAIRWAY TO READING</u></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.	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.	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.
<b><u>PHONEMIC AWARENESS, pp. 375 – 376 (DLG)</u></b> **Review concepts from Days 1-4**	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.	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.
<b><u>SOUND-LETTER ACTIVITIES, pp. 376 – 381 (DLG)</u></b> <b>Pp-Pangolin, pp. 380-381 (DLG)</b> <b>Materials:</b> Blackline 4.7, card stock, board, crayons, scissors, tacks, brass fasteners, picture of a pangolin, carpet sample or classroom carpet	Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 1 <sup>st</sup> grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.	Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 2 <sup>nd</sup> grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.
<b><u>READING WORKSHOP</u></b> <b>Those Shoes (DDLp)</b> Literature Comparison, Concept Nugget <b>Materials:</b> Those Shoes, Activity Master 5.4.14, marker, chart paper	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten
<b><u>GUIDED READING (Small Group Instruction)</u></b> 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.		
<b><u>WRITING WORKSHOP, pp. 393 – 399 (DLG)</u></b> <b>Writing by Children-Journal Prompts, p. 399 (DLG)</b> <b>Materials:</b> Paper, crayons	<b><u>WRITING WORKSHOP</u></b> <b>Invitation Story (DDLp)</b> Sequential Narrative <b>Materials:</b> Writing Journals	No Differentiation – Same as 1 <sup>st</sup> Grade

## Day 5 – Science

LAG – *Friends and Family*  
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Book 4 – *Mama Panya's Pancakes*  
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Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<b>Baobab Tree. p. 431 (DLG)</b> <b>Materials:</b> <i>Mama Panya's Pancakes</i> , book about baobab trees	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>

## Day 5 – Social Studies

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<b>UNIT CULMINATING ACTIVITY (DDL P)</b> <i>Agape Feast</i> <b>Materials:</b> Agape Feast Event Program outline, class book-opinion piece project, food items (suggestions: fruit, veggies, crackers, finger sandwiches, cheese, small pastries, punch or lemonade), eating utensils, serving utensils, plates, napkins, decorations (suggestions: ivy or vases with flowers, tea light candles, large platters or bowls, framed pictures of families if families are unable to attend)	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>