

**K–2 MULTI-GRADE BRIDGE**  
**Lesson at a Glance (LAG)**  
**Theme Six Daily Lesson Guide (DLG) – Brrrr! It's Cold!**  
**Grade K Theme Book Three: Alaska Animal Babies/Environment**  
**Character Building Concept: Family Relationships**

**Important Reminder:**

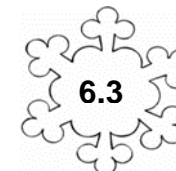
Use the following website for books about baby animal books: <https://www.getepic.com/educators>. This site is free for educators.

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

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b>SIGNING IN, p. 159 (DLG)</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
<p><b>FAMILY RELATIONSHIPS CONCEPT CONNECT (DDL)</b>  <i>Concept Connect Activity</i>  <b>Materials:</b> Baby doll, bag, apple, baby bottle, two diapers for the baby doll</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>INTRODUCING THE BIBLE STORY, pp. 146 – 147 (DLG)</b>            *** Complete Activities 1 and 2. Activity 3 is optional. ***</p> <p><b>Activity 1: God Gives Me ..., p. 146 (DLG)</b>  <b>Materials:</b> Blackline 3.2 white construction paper, Kindergarten Stepping Stones Music CD, CD player</p> <p><b>Activity 2: “Because He Cares for Me”, p. 146 (DLG) (DDLP)</b>  <b>Concept Nugget</b>  <b>Materials:</b> Chart paper, markers</p> <p><b>Activity 3: Theme Song p. 147 (DLG)</b>  <b>Materials:</b> Kindergarten Stepping Stones music CD, second verse and chorus of “Jesus Cares for Me” written on sentence strips, pocket chart</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 1 – Language Arts

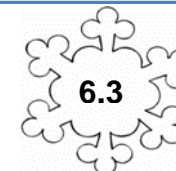
Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b>Daily Oral Language (DOL)</b>            This is primarily a 1<sup>st</sup>/2<sup>nd</sup> grade activity. Kindergarten students can listen or engage in a separate center activity during this time.</p>	<p><b>Grammar &amp; Writing Mechanics (DDLP)</b>            Think-Pair-Share, Editing  <b>Materials:</b> DOL Master (Appendix D), Theme 6 – Book 3; 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>            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. 153 – 154 (DLG)</b>  <b>Level 1—Poetry Words, p. 153 (DLG)</b>  <b>Materials:</b> Here’s a Little Poem by Jane Yolen, or poems about Alaska or Alaskan animals</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><u>SOUND-LETTER ACTIVITIES, pp. 154 – 155 (DLG)</u></b>  <b><u>Oo—Otters, p. 154 (DLG)</u></b>  <b>Materials:</b> Sandpaper O, crayons, scissors, glue, O-shaped cereal or hole reinforcers, markers, large piece of butcher or bulletin board 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><u>READING WORKSHOP, pp. 156 – 158 (DLG)</u></b>  <b>*** Complete all activities. ***</b></p> <p><b>Activity 1: Before Reading—Introducing the Book p. 156 (DLG)</b>  <b>Materials:</b> Alaska Animal Babies, marker board, markers, photograph of an Alaskan animal</p> <p><b>Activity 2: Arctic Vocabulary Four-Part Card Matching, p. 158 (DLG) (DDLDP)</b>  Vocabulary Extension  <b>Materials:</b> Blacklines 3.4.a – c, Vocabulary Master 6.3, cardstock, Alaska Animal Babies</p> <p><b>Activity 3: During Reading—First Time, p. 156 (DLG)</b>  <b>Materials:</b> Alaska Animal Babies</p>	<p><i>No Differentiation – Same as Kindergarten</i></p> <p><b>Activity 2: Arctic Vocabulary Four-Part Card Matching, p. 158 (DLG) (DDLDP)</b>  Vocabulary Extension, Context Clues  <b>Materials:</b> Vocabulary Master 6.3, cardstock, Alaska Animal Babies</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 1<sup>st</sup> Grade</i></p> <p><i>No Differentiation – Same as Kindergarten</i></p>
<p><b><u>GUIDED READING (Small Group Instruction)</u></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><u>WRITING WORKSHOP</u></b>  <b>Circular Poems—Part I</b>  Brainstorming  <b>Materials:</b> The Important Book by Margaret Wise Brown, Activity Master 6.3.1a, projection capability or chart tablet paper, markers</p>	<p><b><u>WRITING WORKSHOP</u></b>  <b>Circular Poems—Part I</b>  Brainstorming  <b>Materials:</b> The Important Book by Margaret Wise Brown, Activity Master 6.3.1b, projection capability or chart tablet paper, markers</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><u>SCIENCE, pp. 181 – 186 (DLG)</u></b>  <b>*** Choose one activity. ***</b></p> <p><b>Activity 1: Field Trip to Zoo, p. 181 (DLG)</b>  <b>Materials:</b> Yarn, card stock, blackline master 3.10, hole punch, crayons</p> <p><b>Activity 2: Look At That!, p. 183 (DLG)</b>  <b>Materials:</b> Binoculars, tray, small objects, small tongs or tweezers</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 – Circle Time/Morning Meeting

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<b>Daily Message 1, pp. 159 – 160 (DLG)</b> <i>Model writing</i> <b>Materials:</b> Chart tablet paper, markers	<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>	<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>

## Day 2 – Bible

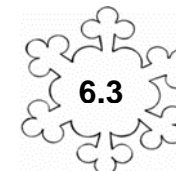
Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<b>PRESENTING THE BIBLE STORY, p. 147 (DLG)</b> <i>*** Complete all activities. ***</i>  <b>Activity 1: Reading “Jesus Feeds Many People,” p. 147 (DLG)</b> <b>Materials:</b> Blocks, Lapbook – <i>Jesus Cares for Me</i>  <b>Activity 2: Bible Verse Bounce, p. 147 (DLG)</b> <b>Materials:</b> Bible  <b>REVIEWING THE BIBLE STORY, p. 147 – 148 (DLG)</b> <b>Activity 3: Fingerplay, p. 148 (DLG)</b> <b>Materials:</b> Fingerplay written on sentence strips, pocket chart	<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 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 6 – Book 3; 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 <b>DLG</b> 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>



<p><b>PHONEMIC AWARENESS, pp. 153 – 154 (DLG)</b>  <b>Level 2—Take a Bow!, p. 153 (DLG)</b>  <b>Materials:</b> Paper, marker</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. 154 – 155 (DLG)</b>  <b>Oo—Os to Eat, p. 154 (DLG)</b>  <b>Materials:</b> Flavored O cereals, bagels, donuts, circle pretzels, breadstick dough, cinnamon, sugar, cookie sheets, spatula, pot holders, access to an oven</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. 156 – 158 (DLG)</b>          *** Complete both activities. ***</p> <p><b>Activity 1: Vocabulary Extension (DDL P)</b>  <i>Context Clues</i>  <b>Materials:</b> Vocabulary Master 6.3, cardstock, <i>Alaska Animal Babies</i></p> <p><b>Activity 2: During Reading—Second Time, p. 156 (DLG) (DDL P)</b>  <i>Concept Nugget</i>  <b>Materials:</b> <i>Alaska Animal Babies</i>, Theme Word Board words, Blackline D</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</b>  <b>Circular Poems—Part II (DDL P)</b>  <i>Brainstorming</i>  <b>Materials:</b> Teacher created copy of Activity Master 6.3.1b, partially completed copies of Activity Master 6.3.1a from Day 1, projection capability or chart tablet paper, markers</p>	<p><b>WRITING WORKSHOP</b>  <b>Circular Poems—Part II (DDL P)</b>  <i>Brainstorming</i>  <b>Materials:</b> Teacher created copy of Activity Master 6.3.1b, partially completed copies of Activity Master 6.3.1a from Day 1, projection capability or chart tablet paper, markers</p>	<p><i>No Differentiation – Same as 1<sup>st</sup> Grade</i></p>



## Day 2 – Science

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b>SCIENCE, pp. 181 – 186 (DLG)</b>            *** Complete one activity. ***</p> <p><b>Activity 1: Smells Near and Far, p. 182 (DLG)</b>  <b>Materials:</b> Food pieces frozen in ice cubes, a variety of foods to smell, small containers</p> <p><b>Activity 2: What's That Smell?, p. 182 (DLG)</b>  <b>Materials:</b> Small opaque containers with lids, chocolate, onion, perfume, cinnamon, peanut butter</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 3 – Circle Time/Morning Meeting

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b>Daily Message 2, p. 160 (DLG)</b>            Modeling writing  <b>Materials:</b> Chart tablet paper, markers</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</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</b>.</p>

## Day 3 – Bible

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b>REVIEWING THE BIBLE STORY, pp. 147 – 148 (DLG)</b>            *** Complete both activities. ***</p> <p><b>Activity 1: Something Fishy, p. 147 (DLG) (DDL)</b>            Comprehension Questions  <b>Materials:</b> Fish crackers, puffed wheat cereal, small cups, blanket, Lapbook – <i>Jesus Care for Me</i></p> <p><b>Activity 2: “Reading” the Bible Verse p. 148 (DLG)</b>  <b>Materials:</b> Bible verse written on sentence strips, pocket chart</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 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 (DDLDP)</b> <i>Think-Pair-Share, Editing</i> <b>Materials:</b> DOL Master (Appendix D), Theme 6 – Book 3; 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. 153 – 154 (DLG)</b> <b>Level 3—Head-Tummy-Toes, p. 154 (DLG)</b>	<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. 154 – 155 (DLG)</b> <b>Oo—Otter Opposites, p. 155 (DLG)</b> <b>Materials:</b> Large tongue depressors, brown construction paper, black crayon or marker, pipe cleaner for whiskers, paper	<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</b> <i>*** Complete both activities. ***</i>  <b>Activity 1: Vocabulary Extension (DDLDP)</b> <i>Context Clues</i> <b>Materials:</b> Vocabulary Master 6.3, cardstock, <i>Alaska Animal Babies</i>  <b>Activity 2: Habitat Concept Maps (DDLDP)</b> <i>Graphic Organizer, Concept Nugget</i> <b>Materials:</b> <i>Alaska Animal Babies</i> , Activity Master 6.3.2, projector or chart paper	<i>No Differentiation – Same as Kindergarten</i>   <b>Activity 2: Habitat Concept Maps (DDLDP)</b> <i>Graphic Organizer, Concept Nugget</i> <b>Materials:</b> <i>Alaska Animal Babies</i> , Activity Master 6.3.2, projector or chart paper	<i>No Differentiation – Same as Kindergarten</i>   <i>No Differentiation – Same as 1<sup>st</sup> Grade</i>
<b>GUIDED READING (Small Group Instruction)</b>  <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>		



<b>WRITING WORKSHOP</b> <b>Circular Poems – Part III (DDL P)</b> <i>Poetry Drafting</i> <b>Materials:</b> Teacher created copy of Activity Master 6.3.1b, completed copies of Activity Master 6.3.1a, Activity Master 6.3.3, Activity Master 6.3.4, projection capability or chart paper, markers, highlighters	<b>WRITING WORKSHOP</b> <b>Circular Poems – Part III (DDL P)</b> <i>Poetry Drafting</i> <b>Materials:</b> Teacher created copy of Activity Master 6.3.1b, completed copies of Activity Master 6.3.1b, Activity Master 6.3.3, Activity Master 6.3.4, projection capability or chart paper, markers, highlighters	<i>No Differentiation – Same as 1<sup>st</sup> Grade</i>
--	--	--

### Day 3 – Science

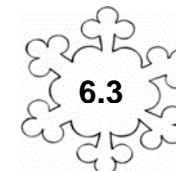
Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<b>SCIENCE, pp. 181 – 186 (DLG)</b> <i>*** Choose one activity. ***</i>  <b>Activity 1: Animal Camouflage, p. 182 (DLG)</b> <b>Materials:</b> <i>Where in the World</i> , plastic or stuffed animals  <b>Activity 2: Pipe Cleaner Search, p. 183 (DLG)</b> <b>Materials:</b> Assorted colored pipe cleaners	<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 3 – Social Studies

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<b>SOCIAL STUDIES, p. 187 (DLG)</b> <b>Holding Hands Children, p. 187 (DLG)</b> <b>Materials:</b> Blackline 3.12, a variety of media, scissors, glue	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>

### Day 4 – Circle Time/Morning Meeting

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<b>Daily Message 3, p. 160 (DLG)</b> Modeling writing <b>Materials:</b> Chart tablet paper, markers	<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, p. 148 (DLG)</b> <b>Lunch Baskets, p. 148 (DLG)</b> <b>Materials:</b> Assorted colors of play dough	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten

## 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 (DDL P)</b> <i>Think-Pair-Share, Editing</i> <b>Materials:</b> DOL Master (Appendix D), Theme 6 – Book 3; 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. 153 – 154 (DLG)</b> <b>Level 4—Clap Off the Beginning Sound, p. 154 (DLG)</b>	<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. 154 – 155 (DLG)</b> <b>Oo—O Toss, p. 155 (DLG)</b> <b>Materials:</b> Five clear one-liter bottles, black permanent marker, plastic lids	<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. 156 – 158 (DLG)</b> <b>After Reading—Comprehension Questions, pp. 156 – 157 (DLG) (DDL P)</b> <i>Comprehension, Concept Nugget</i> <b>Materials:</b> Alaska Animal Babies	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten



**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****Circular Poems—Part IV (DDL P)***Editing*

**Materials:** Completed copies of Activity Master 6.3.3 from Day 3, teacher completed copy of Activity Master 6.3.3 or the similar teacher created chart, Activity Master 6.3.4, additional copies of Activity Master 6.3.3, book binding materials of choice

*No Differentiation – Same as Kindergarten*

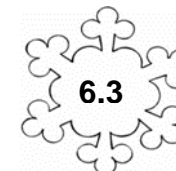
*No Differentiation – Same as Kindergarten*

**Day 4 – Science**

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<b>SCIENCE, pp. 181 – 186 (DLG)</b> *** Choose one activity. ***  <b>Activity 1: Animal Reports, pp. 183 – 184 (DLG)</b> <b>Materials:</b> Blacklines 3.11a – c, white paper, light blue paper, dark blue paper, scissors  <b>Activity 2: Air, Land, or Sea?, p. 185 (DLG)</b> <b>Materials:</b> Blacklines 3.8a – c, resealable bag, three pocket charts or other containers labeled “Air,” “Land,” and “Sea”	<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 – Social Studies**

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<b>SOCIAL STUDIES, p. 187 (DLG)</b> <b>Arctic Landforms, p. 187 (DLG)</b> <b>Materials:</b> Website with webcams about Arctic landforms/animals	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>



## Day 5 – Circle Time/Morning Meeting

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<b>Daily Message</b> <b>Teacher Generated Message</b> <b>Materials:</b> Chart paper or white board	<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>	<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>

## Day 5 – Bible (Chapel or Complete Activity Below)

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<b>APPLYING THE BIBLE STORY, p. 149</b> *** Complete both activities. ***  <b>Activity 1: Independent Reading, p. 149 (DLG)</b> <b>Materials:</b> “Jesus Feeds Many People” from Kindergarten Bible Story Readers  <b>Activity 2: “Jesus Gives Me Everything I Need,” p. 149 (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

## Day 5 – 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 6 – Book 3; 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 <b>DLG</b> 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>



<p><b><u>PHONEMIC AWARENESS, pp. 153 – 154 (DLG)</u></b>  <b>*** Review concepts/activities from Days 1-4. ***</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><u>SOUND-LETTER ACTIVITIES, pp. 154 – 155 (DLG)</u></b>  <b>*** Review concepts/activities from Days 1-4. ***</b></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. 156 – 158 (DLG)</b>  <b>Read-Aloud Arctic Tale, p. 157 (DLG) (DDLDP)</b>  <i>Applying Knowledge, Concept Nugget</i>  <b>Materials:</b> Pictures of toy walrus and polar bear, <i>Arctic Tale</i> book and/or DVD (or another book about ecological responsibility, such as <i>Save the Arctic</i>), Activity Master 6.3.5b</p>	<p><b>READING WORKSHOP, pp. 156 – 158 (DLG)</b>  <b>Read-Aloud Arctic Tale, p. 157 (DLG) (DDLDP)</b>  <i>Applying Knowledge, Concept Nugget</i>  <b>Materials:</b> Pictures of toy walrus and polar bear, <i>Arctic Tale</i> book and/or DVD (or another book about ecological responsibility, such as <i>Save The Arctic</i>), Activity Masters 6.3.5b</p>	<p><b>READING WORKSHOP, pp. 156 – 158 (DLG)</b>  <b>Read-Aloud Arctic Tale, p. 157 (DLG) (DDLDP)</b>  <i>Applying Knowledge, Concept Nugget</i>  <b>Materials:</b> Pictures of toy walrus and polar bear, <i>Arctic Tale</i> book and/or DVD (or another book about ecological responsibility, such as <i>Save The Arctic</i>), Activity Masters 6.3.5c</p>
<p><b><u>GUIDED READING (Small Group Instruction)</u></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><u>WRITING WORKSHOP</u></b>  <b>Author's Chair (DDLDP)</b>  <i>Sharing and Presentation</i>  <b>Materials:</b> Class book <i>The Important Thing About Families</i> by Margaret Wise Brown, projection capability</p>	<p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p>

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b>SCIENCE, pp. 181 – 186 (DLG)</b>            *** Complete Activity 1. Activity 2 is optional. ***</p> <p><b>Activity 1: Where Am I?, p. 186 (DLG) (DDLp)</b>            Graphic Organizer- 3- 2-1  <b>Materials:</b> Books/websites about endangered/threatened Artic animals, pictures of endangered/threatened Arctic animals, a large number of small plastic animals or other small manipulatives, timer or stopwatch, Activity Master 6.3.6</p> <p><b>Activity 2: Is Snow Clean?, pp. 181 – 182 (DLG)</b>  <b>Materials:</b> Chart paper, markers, clear plastic cups, 4" X 4" (10cm X 10 cm) pieces of white pantyhose for each child, rubber bands, snowballs</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>

