

K–2 MULTI-GRADE BRIDGE
Lesson at a Glance (LAG)
Theme Six Daily Lesson Guide (DLG) – Brrrr! It’s Cold!
Grade K Theme Book Four: *The Emperor’s Egg*/Environment
Character Building Concept: Family Relationships

Important Reminders:

- **UNIT CULMINATION CELEBRATION:** Ask each family to send in a baby picture of their child and invite them to the Family Celebration on Day 5. Family members in attendance will be asked to share one way their child has changed their life and one way that their child is special. If a family is not able to attend, they may still send in a photo and should be invited to prepare a written statement for the teacher to share on their behalf.
- Look ahead to next week’s unit, *The Growing Story*. Send home Permission Slips this week for afternoon Field Trip on Day 1 Science.

Days 1 – 5 Signing In/Morning Activity

Kindergarten	1 st Grade	2 nd Grade
<p>SIGNING IN, p. 218 (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>Family Relationships Concept Connect (DDL P) <i>Concept Connect Activity</i> Materials: White paper</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. 203 – 204 (DLG) *** Complete both activities. ***</p> <p>Activity 1: Follow the Shepherd, pp. 203 – 204 (DLG) Materials: Pictures of shepherds or Lapbook – <i>Jesus Cares for Me</i>, Kindergarten Stepping Stones Music CD, CD player</p> <p>Activity 2: Theme Song, p. 204 (DLG) Materials: Kindergarten Stepping Stones Music CD, second verse of chorus of “Jesus Cares for Me” printed 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 1 – Language Arts

Kindergarten	1 st Grade	2 nd Grade
<p>Daily Oral Language (DOL) This is primarily a 1st/2nd grade activity. Kindergarten students can listen or engage in a separate center activity during this time.</p>	<p>Grammar & Writing Mechanics (DDL) Think-Pair-Share, Editing Materials: DOL Master (Appendix D), Theme 6 – Book 4; 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 Follow Stairway to Reading Phonics/Reading program or other conference approved Phonics/Reading curriculum. Phonemic awareness and sound-letter activities in the DLG should also be utilized in the phonics program for Kindergarten students.</p>	<p>Follow 1st grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 1st grade are optional in addition to the separate curriculum adoption.</p>	<p>Follow 2nd grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 2nd grade are optional in addition to the separate curriculum adoption.</p>
<p>PHONEMIC AWARENESS, pp. 211 – 212 (DLG) Level 1–Hop and Stop, p. 211 (DLG)</p>	<p>Follow 1st grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 1st grade are optional in addition to the separate curriculum adoption.</p>	<p>Follow 2nd grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 2nd grade are optional in addition to the separate curriculum adoption.</p>
<p>SOUND-LETTER ACTIVITIES, pp. 213 – 215 (DLG) Hh–Huddle, Hop, Hunt, Hide, Halt, p. 213 (DLG) Materials: Masking tape or chalk</p>	<p>Follow conference approved, explicit, sequential, multi-sensory phonics program adoption for 1st grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</p>	<p>Follow conference approved, explicit, sequential, multi-sensory phonics program adoption for 2nd grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</p>



<p>READING WORKSHOP, pp. 215 – 218 (DLG) *** Complete all activities. ***</p> <p>Activity 1: Before Reading—Picture Walk, p. 215 (DLG) (DDL) Predicting Materials: <i>The Emperor’s Egg</i>, Activity Master 6.4.1</p> <p>Activity 2: During Reading—First Time, p. 215 (DLG) (DDL) Checking Predictions Materials: <i>The Emperor’s Egg</i>, partially completed copies of Activity Master 6.4.1 from Activity 1</p> <p>Activity 3: After Reading—Comprehension Questions, p. 216 (DLG) (DDL) Comprehension, Concept Nugget Materials: <i>The Emperor’s Egg</i></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>
<p>GUIDED READING (Small Group Instruction)</p> <p>Use a conference approved leveled reading series and running records’ assessments to place students in proper homogenous instructional ability reading levels for small group instruction. Possible Options: Reading A-Z, Seedlings, Wright Group, etc. Small group instruction for most Kindergarten students will focus on phonemic awareness and sound-letter recognition during the first semester of the year, while 1st and 2nd graders focus on formal reading instruction. Kindergarten students who are ready to read can be included in 1st/2nd grade formal reading groups.</p>		
<p>WRITING WORKSHOP Fact and Opinion (DDL) Summarizing/Synthesizing Materials: Activity Masters 6.4.2a – b, Activity Master 6.4.3, card stock paper (2 different colors), craft sticks, red and green construction paper, glue</p>	<p>WRITING WORKSHOP Fact and Opinion (DDL) Summarizing/Synthesizing, Opinion Proof Notes Materials: Activity Masters 6.4.2a – b, Activity Master 6.4.4, card stock paper (2 different colors), craft sticks, red and green construction paper, glue</p>	<p>No Differentiation – Same as 1st Grade</p>

Day 1 – Science

Kindergarten	1 st Grade	2 nd Grade
<p>SCIENCE, pp. 238 – 241 (DLG) *** Complete both activities. ***</p> <p>Activity 1: Breathing, pp. 238 – 239 (DLG)</p> <p>Activity 2: Coldest Place on Earth, p. 239 (DLG) (DDL) Experimenting, Recording Data Materials: Student safe thermometers, glasses of tap water, glasses of ice water, glasses of warm water, Activity Master 6.4.5a, <i>What is Severe Weather</i> (or a digital copy of the book)</p>	<p>SCIENCE, pp. 238 – 241 (DLG) *** Complete both activities. ***</p> <p>No Differentiation – Same as Kindergarten</p> <p>Activity 2: Coldest Place on Earth, p. 239 (DLG) (DDL) Experimenting, Recording Data Materials: Student safe thermometers, glasses of tap water, glasses of ice water, glasses of warm water, Activity Master 6.4.5b, <i>What is Severe Weather</i> (or a digital copy of the book)</p>	<p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as 1st Grade</p>



Day 2 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
<p>Daily Message 1, p. 219 (DLG) <i>Model Writing</i> Materials: Chart tablet paper, markers</p>	<p><i>This activity is not designed for 1st grade. However, extension activity suggestions appropriate for 1st grade differentiation are provided in the DDLP.</i></p>	<p><i>This activity is not designed for 2nd grade. However, extension activity suggestions appropriate for 2nd grade differentiation are provided in the DDLP.</i></p>

Day 2 – Bible

Kindergarten	1 st Grade	2 nd Grade
<p>PRESENTING THE BIBLE STORY, p. 204 (DLG) *** Complete both activities. ***</p> <p>Activity 1: Reading “Little Peter”, p. 204 (DLG) (DDLP) <i>Concept Nugget</i> Materials: Chairs, blanket, Lapbook – <i>Jesus Cares for Me</i></p> <p>Activity 2: Balloon Sheep, p. 204 (DLG) Materials: White balloons</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 – 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 (DDLP) <i>Think-Pair-Share, Editing</i> Materials: DOL Master (Appendix D), Theme 6 – Book 4; 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. 211 – 212 (DLG) Level 2–Tap, Tap, Tap, p. 212 (DLG) Materials: Pencils</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. 213 – 215 (DLG) Hh–Hearts, p. 213 (DLG) Materials: Bubble letter Hh for each child, heart stamps, heart stickers, and heart cutouts</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. 215 – 218 (DLG) *** Complete both activities. ***</p> <p>Activity 1: During Reading – Second Time, pp. 215 – 216 (DLG) (DDL P) <i>Vocabulary, Context Clues</i> Materials: <i>The Emperor’s Egg</i>, Blackline E, Vocabulary Master 6.4</p> <p>Activity 2: After Reading—Story Elements, p. 216 (DLG) (DDL P) <i>Analyzing/Evaluating, Concept Nugget</i> Materials: <i>The Emperor’s Egg</i>, colored construction paper, index cards, crayons or markers, stapler, Blackline 4.5</p>	<p>READING WORKSHOP, pp. 215 – 218 (DLG) *** Complete both activities. ***</p> <p><i>No Differentiation – Same as Kindergarten</i></p> <p>Activity 2: After Reading—Story Elements, p. 216 (DLG) (DDL P) <i>Analyzing/Evaluating, Concept Nugget</i> Materials: <i>The Emperor’s Egg</i>, colored construction paper, index cards, crayons or markers, stapler, Blackline 4.5</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 Opinion Writing—Planning Web (DDL P) <i>Analyzing/Evaluating</i> Materials: Activity Master 6.4.6</p>	<p>WRITING WORKSHOP Opinion Writing—Planning Web (DDL P) <i>Analyzing/Evaluating</i> Materials: Activity Master 6.4.7a</p>	<p>WRITING WORKSHOP Opinion Writing—Planning Web (DDL P) <i>Analyzing/Evaluating</i> Materials: Activity Masters 6.4.7a – b</p>

Day 2 – Science

Kindergarten	1 st Grade	2 nd Grade
<p>SCIENCE, pp. 238 – 241 (DLG) *** Complete Activity 1. Activity 2 is optional. ***</p> <p>Activity 1: Blubber Glove, pp. 239 – 240 (DLG) (DDL P) <i>Experimenting</i> Materials: Bowl of ice water, two resealable bags, shortening, Activity Master 6.4.9</p> <p>Activity 2: Seasons, p. 240 (DLG) Materials: Book about seasons</p>	<p>SCIENCE, pp. 238 – 241 (DLG) *** Complete Activity 1. Activity 2 is optional. ***</p> <p>Activity 1: Blubber Glove, pp. 239 – 240 (DLG) (DDL P) <i>Experimenting</i> Materials: Bowl of ice water, two resealable bags, shortening, Activity Master 6.4.8</p> <p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as 1st Grade</i></p> <p><i>No Differentiation – Same as Kindergarten</i></p>



<p><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. 211 – 212 (DLG)</u> Level 3–Crack It Open, p. 212 (DLG) Materials: Blackline 4.4, pencils, scissors</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. 213 – 215 (DLG)</u> Hh–Holey Hearts, p. 214 (DLG) Materials: Poster board heart patterns, construction paper, crayons or markers, hole puncher</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</u> Read Aloud – <i>The Emperor’s Egg</i> (DDL P) <i>T-Chart</i> Materials: <i>The Emperor’s Egg</i>, chart tablet paper, markers</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></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</u> Opinion Writing—Introduction and Body (DDL P) <i>Analyzing/Evaluating</i> Materials: Activity Master 6.4.10</p>	<p><u>WRITING WORKSHOP</u> Opinion Writing—Introduction and Body (DDL P) <i>Analyzing/Evaluating, Drafting</i> Materials: Competed student copies of Activity Master 6.4.7a from Day 2, teacher completed copy of Activity Master 6.4.7a from Day 2, lined writing paper, projection capability and/or chart paper</p>	<p><u>WRITING WORKSHOP</u> Opinion Writing—Introduction and Body (DDL P) <i>Analyzing/Evaluating, Drafting</i> Materials: Competed student copies of Activity Masters 6.4.7b from Day 2, teacher completed copy of Activity Master 6.4.7a from Day 2, lined writing paper, projection capability and/or chart paper</p>



Day 3 – Science

Kindergarten	1 st Grade	2 nd Grade
<p>SCIENCE, pp. 238 – 241 (DLG) *** Complete Activity 1. Activity 2 is optional. ***</p> <p>Activity 1: How Penguins Swim, p. 240 (DLG) (DDLDP) <i>Experimenting and Observation, Concept Nugget</i> Materials: Two containers with lids, sand, large tub of water, Internet access</p> <p>Activity 2: Penguins Keep Warm and Dry, p. 240 (DLG) Materials: Blackline 4.16</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 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
<p>SOCIAL STUDIES, pp. 242 – 243 (DLG) Globe Skills and Vocabulary, p. 243 (DLG) Materials: Grapefruit or orange, knife, cutting board, knitting needle, globe, Blackline 4.17, scissors</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, pp. 219 – 220 (DLG) <i>Model Writing</i> Materials: Chart tablet paper, markers</p>	<p><i>This activity is not designed for 1st grade. However, extension activity suggestions appropriate for 1st grade differentiation are provided in the DDLDP.</i></p>	<p><i>This activity is not designed for 2nd grade. However, extension activity suggestions appropriate for 2nd grade differentiation are provided in the DDLDP.</i></p>

Day 4 – Bible

Kindergarten	1 st Grade	2 nd Grade
<p>PRACTICING THE BIBLE STORY, pp. 206 – 207 (DLG) “Sheepish” Prints, pp. 206 – 207 (DLG) Materials: Blackline 4.3, white construction paper, brown tempera paint, glue, paint brush, cotton balls</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) <i>Think-Pair-Share, Editing</i> Materials: DOL Master (Appendix D), Theme 6 – Book 4; enlarged printout of Common Editing Marks (Appendix D) Theme 4 – Book 1</p>	<p><i>No Differentiation – Same as 1st Grade</i></p>
<p>STAIRWAY TO READING <i>Follow Stairway to Reading Phonics/Reading program or other conference approved Phonics/Reading curriculum. Phonemic awareness and sound-letter activities in the DLG should also be utilized in the phonics program for Kindergarten students.</i></p>	<p><i>Follow 1st grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 1st grade are optional in addition to the separate curriculum adoption.</i></p>	<p><i>Follow 2nd grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 2nd grade are optional in addition to the separate curriculum adoption.</i></p>
<p>PHONEMIC AWARENESS, pp. 211 – 212 (DLG) Level 4–It’s a Surprise, p. 212 (DLG) Materials: Bag, book, pail, fish, bear, hat, sap, coat match</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. 213 – 215 (DLG) Hh–Hatching Eggs, p. 214 (DLG) Materials: Drawing paper, crayons or markers, pictures of newly hatched penguin chicks</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 Read Aloud – The Emperor Lays an Egg (DDL) <i>T-Chart, Concept Nugget</i> Materials: <i>The Emperor Lays an Egg</i> (or a digital version found online), T-Chart created on Day 3</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>
<p>GUIDED READING (Small Group Instruction) <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. 219 – 222 (DLG) Circle Story of Penguins, p. 222 Materials: Large bowls, circles traced on large pieces of paper, scissors, crayons or markers</p>	<p>WRITING WORKSHOP Opinion Writing—Conclusion (DDL) <i>Drafting, Editing</i> Materials: Partially completed opinion pieces from Day 3, teacher example piece from Day 3</p>	<p><i>No Differentiation – Same as 1st Grade</i></p>



Day 4 – Science

Kindergarten	1 st Grade	2 nd Grade
<p>SCIENCE, pp. 238 – 241 (DLG) Penguin Book, p. 241 Materials: Poster board, paper, books about penguins, Internet access, pencils, crayons or markers</p>	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten

Day 4 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
<p>SOCIAL STUDIES, pp. 242 – 243 (DLG) Map of Southern Hemisphere, p. 243 (DLG) Materials: Globe or world map, penguin stickers</p>	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten

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>	<i>This activity is not designed for 1st grade. However, extension activity suggestions appropriate for 1st grade differentiation are provided in the DDL.</i>	<i>This activity is not designed for 2nd grade. However, extension activity suggestions appropriate for 2nd grade differentiation are provided in the DDL.</i>

Day 5 – Bible

Kindergarten	1 st Grade	2 nd Grade
<p>APPLYING THE BIBLE STORY, p. 207 (DLG) *** Complete both activities. ***</p> <p>Activity 1: Independent Reading, p. 207 (DLG) (DDL) <i>Concept Nugget, Fluency, Retelling</i> Materials: “Little Peter” from <i>Kindergarten Bible Story Readers</i> or a similar mini-book version of the lost sheep parable</p> <p>Activity 2: “Jesus Gives Me,” p. 207 (DLG) Materials: “Sheepish” prints</p>	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten



Day 5 – Language Arts

Kindergarten	1 st Grade	2 nd Grade
<p>Daily Oral Language (DOL) <i>This is primarily a 1st/2nd grade activity. Kindergarten students can listen or engage in a separate center activity during this time.</i></p>	<p>Grammar & Writing Mechanics (DDL) <i>Think-Pair-Share, Editing</i> Materials: DOL Master (Appendix D), Theme 6 – Book 4; enlarged printout of Common Editing Marks (Appendix D) Theme 4 – Book 1</p>	<p><i>No Differentiation – Same as 1st Grade</i></p>
<p>STAIRWAY TO READING <i>Follow Stairway to Reading Phonics/Reading program or other conference approved Phonics/Reading curriculum. Phonemic awareness and sound-letter activities in the DLG should also be utilized in the phonics program for Kindergarten students.</i></p>	<p><i>Follow 1st grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 1st grade are optional in addition to the separate curriculum adoption.</i></p>	<p><i>Follow 2nd grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 2nd grade are optional in addition to the separate curriculum adoption.</i></p>
<p>PHONEMIC AWARENESS, pp. 211 – 212 (DLG) <i>*** Review concepts/activities from Days 1-4. ***</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. 213 – 215 (DLG) <i>*** Choose one activity. ***</i></p> <p>Activity 1: Hh–Heating Hands, p. 213 (DLG) Materials: Drawing paper, crayons or markers</p> <p>Activity 2: Hh–Happy Hello, p. 215 Materials: Markerboard, markers, drawing paper, crayons or markers, happy face stamps and stickers</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 Read Aloud (DDL) <i>Responding to Literature, Graphic Organizer</i> Materials: Emperor penguin book of choice from Bibliography (DLG, pp. 255 – 262), Activity Master 6.4.11a, completed T-Chart from Days 3-4</p>	<p>READING WORKSHOP Read Aloud (DDL) <i>Responding to Literature, Graphic Organizer</i> Materials: Emperor penguin book of choice from Bibliography (DLG, pp. 255 – 262), Activity Master 6.4.11b, completed T-Chart from Days 3-4</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 Author's Chair (DDL P) <i>Writing Celebration</i> Materials: Completed copies of Activity Master 6.4.6 or Activity Master 6.4.10</p>	<p>WRITING WORKSHOP Author's Chair (DDL P) <i>Writing Celebration</i> Materials: Completed copies of opinion writing</p>	<p><i>No Differentiation – Same as 1st Grade</i></p>
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Day 5 – Science

Kindergarten	1 st Grade	2 nd Grade
<p>SCIENCE, p. 238 – 241 (DLG) Take Care of the Environment, p. 241 (DLG) Materials: Bible, pictures of pollution and climate change, poster board, markers</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>

Day 5 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
<p>SOCIAL STUDIES UNIT CULMINATION CELEBRATION <i>Family Celebration</i> Materials: Student baby pictures, completed acrostic name poems from Theme 6.2 (<i>Mama, Do You Love Me?</i>), The Important Thing About Families Class Book from Theme 6.3 (<i>Alaska Animal Babies</i>), fresh flowers, <i>Optional:</i> card making materials, refreshments</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>

