

K-2 MULTI-GRADE BRIDGE

Lesson at a Glance (LAG)

Theme Seven Daily Lesson Guide (DLG) – *Wonderfully Made*

Grade K Theme Book One: *The Growing Story*/Growth and Feelings

Character Building Concept: Growth/Patience

Important Reminders:

- Send home Parent Letter 7.1.0.
- Acquire the following supplemental books before this unit begins:
 - *The Important Book* by Margaret Wise Brown
 - *Animal Life Cycles: Growing and Changing* by Bobbie Kalman
- Finish collecting any outstanding Permission Slips for afternoon field trip for Day 1 Science.
- Assessment Master 7.1 in Appendix C may be used to assess writing in a cumulative manner at the end of each week throughout the first three units in this theme as each type of writing is taught during the month.

Days 1 – 5 Signing In/Morning Activity

Kindergarten	1 st Grade	2 nd Grade
<p>SIGNING IN, p. 47 (DLG)</p> <p><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 DDL. 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 DDL. Second graders need formal instruction in Handwriting.</i></p>



Day 1 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
GROWTH/PATIENCE CONCEPT CONNECT (DDL P) <i>Concept Connect Activity</i> Materials: Student baby and current pictures, two-pocket folders, student work samples, 3x5 cards, double sided tape or poster putty,	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>

Day 1 – Bible

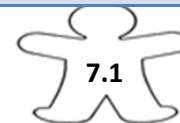
Kindergarten	1 st Grade	2 nd Grade
INTRODUCING THE BIBLE STORY, pp. 32 – 33 (DLG) <i>*** Complete all activities. ***</i> Activity 1: What Can Babies Choose?, pp. 32 – 33 (DLG) Materials: Lapbook – <i>God Helps Me Make Good Choices</i> , parent with baby Activity 2: Daniel Grows Up, p. 33 (DLG) Materials: Lapbook – <i>God Helps Me Make Good Choices</i> Activity 3: Theme Song, p. 33 (DLG) Materials: Stepping Stones Music CD, chart paper or sentence strips, marker, 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 1 – Language Arts

Kindergarten	1 st Grade	2 nd Grade
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>	Grammar & Writing Mechanics (DDL P) <i>Think-Pair-Share, Editing</i> Materials: DOL Master (Appendix D), Theme 7 – Book 1; enlarged printout of Common Editing Marks (Appendix D) Theme 4 – Book 1	<i>No Differentiation – Same as 1st Grade</i>



<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. 40 – 41 (DLG) Level 1 – “Thumbs Up! Food Words”, p. 40 (DLG) <i>Whole Word Discrimination</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. 41 – 43 (DLG) <i>*** Complete both activities. ***</i></p> <p>Activity 1: Uu – Unusual U Prints, pp. 41 – 42 (DLG) Materials: Blacklines 1.5a – b, celery sticks, paint, paper plates, paint shirts, <i>Optional:</i> macaroni</p> <p>Activity 2: Uu – Search Up and Under, p. 42 (DLG) Materials: Paper, marker, tape, Blacklines 1.5a – b</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. 44 – 46 (DLG) <i>*** Complete both activities. ***</i></p> <p>Activity 1: Before Reading – Introducing the Book, p. 44 (DLG) (DDLp) <i>Response Cards</i> Materials: Clothing or shoes in a variety of sizes, Activity Master 7.1.1, <i>Optional:</i> growth chart</p> <p>Activity 2: During Reading – First Time, p. 44 (DLG) (DDLp) <i>Concept Nugget, Predictions</i> Materials: Theme word wall, Blackline C, <i>The Growing Story</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p> <p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p> <p><i>No Differentiation – Same as Kindergarten</i></p>
<p>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 The Important Book (DDLp) <i>Details</i> Materials: <i>The Important Book</i> by Margaret Wise Brown, miscellaneous objects such as: flowers, leaves, twigs, rocks, plastic jewels, and soft fuzzy things, basket, Assessment Master 7.1 in Appendix C</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>



Day 1 – Science

Kindergarten	1 st Grade	2 nd Grade
Field Trips, p. 66 (DLG) (DDL P) <i>Hands on Experience</i> Materials: Completed Permission Slip forms	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten

Day 1 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
Washing Clothes, p. 68 (DLG) <i>Discussion</i> Materials: Handkerchiefs, two washtubs, soap, clothesline, clothespins	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten

Day 2 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
Daily Message 1, pp. 47 – 48 (DLG) Materials: Board or chart paper	<i>This activity is not designed for 1st grade. However, extension activity suggestions appropriate for 1st grade differentiation are provided in the DDL P.</i>	<i>This activity is not designed for 2nd grade. However, extension activity suggestions appropriate for 2nd grade differentiation are provided in the DDL P.</i>

Day 2 – Bible

Kindergarten	1 st Grade	2 nd Grade
PRESENTING THE BIBLE STORY, pp. 33 – 34 (DLG) <i>*** Complete both activities. ***</i> Activity 1: Daniel's Grows Up, p. 33 (DLG) Materials: Lapbook – God Helps Me Make Good Choices	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten



Activity 3: Bible Scrolls, pp. 33 – 34 (DLG) Materials: Blackline 1.2, gray or tan construction paper	Activity 2: Bible Scrolls, pp. 33 – 34 (DLG) (DDL) Sequencing The Bible Verse Materials: Activity Master 7.1.2	No Differentiation – Same as 1 st Grade
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Day 2 – Language Arts

Kindergarten	1 st Grade	2 nd Grade
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>	Grammar & Writing Mechanics (DDL) <i>Think-Pair-Share, Editing</i> Materials: DOL Master (Appendix D), Theme 7 – Book 1; enlarged printout of Common Editing Marks (Appendix D) Theme 4 – Book 1	No Differentiation – Same as 1 st Grade
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>	<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>	<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>
PHONEMIC AWARENESS, pp. 40 – 41 (DLG) Level 2 – Listen to the Echo, p. 41 (DLG) <i>Whole Word Discrimination</i>	<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>	<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>
SOUND-LETTER ACTIVITIES, pp. 41 – 43 (DLG) Uu – Up, Up, in the Air, p. 43 (DLG) Materials: Balloons, marker	<i>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 1st grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</i>	<i>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 2nd grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</i>
READING WORKSHOP, pp. 44 – 46 (DLG) <i>*** Complete both activities. ***</i> Activity 1: Vocabulary Lesson (DDL) <i>Context Clues</i> Materials: Vocabulary words Appendix B Activity 2: During Reading – Second Time, p. 44 (DLG) Materials: <i>The Growing Story</i>	No Differentiation – Same as Kindergarten No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten No Differentiation – Same as Kindergarten
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>		



WRITING WORKSHOP Fruit Salad (DDL P) <i>Adding Details</i> Materials: Variety of fruit, small bowls, large bowl, knife, large spoon, plastic spoons, Activity Master 7.1.3 or star shaped sticky notes, bulletin board display titled "Sparkle Words"	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>
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Day 2 – Science

Kindergarten	1 st Grade	2 nd Grade
Who's Your Baby, p. 67 (DLG) (DDL P) <i>Classification</i> Materials: Plastic animals, felts or cards, <i>Animal Life Cycles: Growing and Changing</i> by Bobbie Kalman, Activity Masters 7.1.4a – c	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>

Day 2 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
Chores at Home, pp. 68 – 69 (DLG) (DDL P) <i>Self-reflection, Concept Nugget</i> Materials: Mat, sheets, blanket, socks, child-sized shirts, child-sized pants, washcloths, towels, washtub, duster, wheelbarrow, garden or orchard foods, broom, dustpan, gardening gloves, Activity Master 7.1.5 or star shaped sticky notes	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>

Day 3 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
Daily Message 2, p. 48 (DLG) Materials: Board or chart paper	<i>This activity is not designed for 1st grade. However, extension activity suggestions appropriate for 1st grade differentiation are provided in the DDL P.</i>	<i>This activity is not designed for 2nd grade. However, extension activity suggestions appropriate for 2nd grade differentiation are provided in the DDL P.</i>



Day 3 – Bible

Kindergarten	1 st Grade	2 nd Grade
REVIEWING THE BIBLE STORY, p. 34 (DLG) *** Complete all activities. *** Activity 1: Daniel's Choices, p. 34 (DLG) Materials: Board or chart paper, markers Activity 2: Soldier Says!, p. 34 (DLG) Materials: None Activity 3: Scrolls, p. 34 (DLG) Materials: Children's scrolls made on Day 2	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 3 – Language Arts

Kindergarten	1 st Grade	2 nd Grade
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>	Grammar & Writing Mechanics (DDLDP) <i>Think-Pair-Share, Editing</i> Materials: DOL Master (Appendix D), Theme 7 – Book 1; enlarged printout of Common Editing Marks (Appendix D) Theme 4 – Book 1	No Differentiation – Same as 1 st Grade
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>	<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>	<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>
PHONEMIC AWARENESS, pp. 40 – 41 (DLG) Level 3 – Syllable March p. 41 (DLG) <i>Whole Word Discrimination</i>	<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>	<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>
SOUND-LETTER ACTIVITIES, pp. 41 – 43 (DLG) Uu – Up and Under Relay, p. 43 (DLG) Materials: Ball	<i>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 1st grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</i>	<i>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 2nd grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</i>



READING WORKSHOP, pp. 44 – 46 (DLG) During Reading – Third Time, p. 44 (DLG) (DDL P) <i>Concept Nugget</i> Materials: <i>The Growing Story</i> , chart paper, painters' tape	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten
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>		
WRITING WORKSHOP Sparkle Sticks/Peer Editing (DDL P) <i>Editing</i> Materials: Activity Master 7.1.6, popsicle sticks, gel pens or colored pencils, glue	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten

Day 3 – Science/Social Studies

Kindergarten	1 st Grade	2 nd Grade
Am I Growing?, Part 1 (DDL P) <i>Contrast and Compare</i> Materials: Activity Master 7.1.7	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten

Day 4 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
Daily Message 3, p. 49 (DLG) Materials: Board or chart paper	<i>This activity is not designed for 1st grade. However, extension activity suggestions appropriate for 1st grade differentiation are provided in the DDL P.</i>	<i>This activity is not designed for 2nd grade. However, extension activity suggestions appropriate for 2nd grade differentiation are provided in the DDL P.</i>



Day 4 – Bible

Kindergarten	1 st Grade	2 nd Grade
<p>PRACTICING THE BIBLE STORY, pp. 34 – 35 (DLG) Good Choice or Not?, pp. 34 – 35 (DLG) (DDL) <i>Role Play, Concept Nugget</i> Materials: Blacklines 1.3a – b, marker, scissors, <i>Optional:</i> Digital Camera, bulletin board display</p>	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten

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 7 – Book 1; enlarged printout of Common Editing Marks (Appendix D) Theme 4 – Book 1</p>	No Differentiation – Same as 1 st Grade
<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. 40 – 41 (DLG) Level 4 – Riddles, p. 41 (DLG) <i>Substitution</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. 41 – 43 (DLG) Uu – Uncover Us, p. 43 (DLG) Materials: Small tub, rice or sand or beans, plastic U's or macaroni</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. 44 – 46 (DLG) After Reading – Comprehension Questions, pp. 45 – 46 (DLG) (DDL) <i>Comprehension</i> Materials: Chart paper</p>	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 1st and 2nd graders focus on formal reading instruction. Kindergarten students who are ready to read can be included in 1st/2nd grade formal reading groups.

WRITING WORKSHOP
Conferencing/Publish (DDL P)
 Edit/Publish

No Differentiation – Same as Kindergarten

No Differentiation – Same as Kindergarten

Day 4 – Science/Social Studies

Kindergarten	1 st Grade	2 nd Grade
Am I Growing?, Part 2 (DDL P) <i>Recall, Observing Growth</i> Materials: One Smile, Winners Never Quit, three or four other theme books	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten

Day 5 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
Teacher Generated Message Materials: Board or chart paper	<i>This activity is not designed for 1st grade. However, extension activity suggestions appropriate for 1st grade differentiation are provided in the DDL P.</i>	<i>This activity is not designed for 2nd grade. However, extension activity suggestions appropriate for 2nd grade differentiation are provided in the DDL P.</i>

Day 5 – Bible

Kindergarten	1 st Grade	2 nd Grade
APPLYING THE BIBLE STORY, pp. 35 – 36 (DLG) *** Complete both activities. *** Activity 1: Independent Reading, p. 35 (DLG) Materials: Lapbook – God Helps Me Make Good Choices, "Daniel Grows Up" from Kindergarten Bible Story Readers	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten



Activity 2: God Helps Me Make Good Choices, p. 36 (DDL) DDL Sharing Faith Materials: Activity Master 7.1.8, Blackline 1.4, card stock, crayons, markers, glitter, scissors	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten
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Day 5 – Language Arts

Kindergarten	1 st Grade	2 nd Grade
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>	Grammar & Writing Mechanics (DDL) <i>Think-Pair-Share, Editing</i> Materials: DOL Master (Appendix D), Theme 7 – Book 1; enlarged printout of Common Editing Marks (Appendix D) Theme 4 – Book 1	No Differentiation – Same as 1 st Grade
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>	<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>	<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>
PHONEMIC AWARENESS, pp. 40 – 41 (DLG) *** Review concepts/activities from Days 1-4. ***	<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>	<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>
SOUND-LETTER ACTIVITIES, pp. 41 – 43 (DLG) Uu – I'm Upses, p. 43 (DLG) Materials: Blackline 1.6, crayons	<i>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 1st grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</i>	<i>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 2nd grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</i>
READING WORKSHOP, pp. 44 – 46 (DLG) Poetry, p. 46 (DLG) Materials: Here's a Little Poem by Polly Dunbar	Identifying Point of View (DDL) <i>Point of View</i> Materials: Chart paper or white board, Activity Master 7.1.9, basket	No Differentiation – Same as 1 st Grade
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>		



WRITING WORKSHOP Author's Chair (DDL P) <i>Presenting</i> Materials: Author's Chair, <i>Optional:</i> play microphone, hat, student's published writing pieces, Assessment Master 7.1 in Appendix C	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>
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Day 5 – Science/Social Studies

Kindergarten	1 st Grade	2 nd Grade
God Made Me Special (DDL P) <i>Inference, Concept Nugget</i> Materials: Activity Master 7.1.10, chart paper or white board	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>

