

K–2 MULTI-GRADE BRIDGE
Lesson at a Glance (LAG)
Theme Seven Daily Lesson Guide (DLG) – *Wonderfully Made*
Grade K Theme Book Two A: *The Busy Body Book*/Personal Feelings and Growth
Character Building Concept: Healthy Living

Important Reminders:

- Plan for students to perform a Unit Culminating Activity in week four. Please see Book 3: *Happy, Healthy Me*, Day 5 Culminating Activity (DDL). Allow time during weeks one to four for planning/practicing as needed.
- 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.

Day 1 – 5 Signing In/Morning Activity

Kindergarten	1 st Grade	2 nd Grade
<p>SIGNING IN, p. 114 (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 each 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
<p>HEALTHY LIVING CONCEPT CONNECT (DDL) <i>Concept Connect Activity (K–2)</i> Materials: Bubbles, jump rope, kid-sized weights, basket, timer</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><u>INTRODUCING THE BIBLE STORY, p. 90 (DLG)</u> *** Complete both activities. ***</p> <p>Activity 1: My Plate, p. 90, (DLG) (DDLDP) Concept Nugget Materials: Blackline 2A.2, playdough in food colors, computer, https://www.choosemyplate.gov/browse-by-audience/view-all-audiences/children/kids</p> <p>Activity 2: Theme Song, p. 90 (DLG) Materials: Kindergarten Stepping Stones Music CD, chart paper, sentence strips</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 (DDLDP) Think-Pair-Share, Editing Materials: DOL Master (Appendix D), Theme 7 – Book 2A; enlarged printout of Common Editing Marks (Appendix D) Theme 4 – Book 1</p>	<p>No Differentiation – Same as 1st Grade</p>
<p><u>STAIRWAY TO READING</u> 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><u>PHONEMIC AWARENESS, pp. 98 – 99</u> Level 1 – Mystery Body Part, p. 98 (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><u>SOUND-LETTER ACTIVITIES, pp. 100 – 103 (DLG)</u> Xx – Toothpick X-rays p. 100 (DLG) Materials: Blackline 2A.3, black marker, toothpicks, glue</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. 103 – 114 (DLG) Before Reading – Introducing the Book, p. 103 (DLG) (DDL) <i>Concept Map, Pair Share, Picture Walk, Predicting (K–2)</i> Materials: <i>The Busy Body Book</i>, chart paper</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 (DDL) <i>Writing Process – Research (K–2)</i> Materials: Computer with internet access, chart paper or whiteboard with a teacher drawn fact web</p>	<p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p>

Day 1 – Science

Kindergarten	1 st Grade	2 nd Grade
<p>*** Complete both activities. ***</p> <p>Activity 1: Bone Marrow, pp. 137 – 138 (DLG) (DDL) <i>Physical Science</i> Materials: Chicken or cow leg bone cut in half, disposable gloves, https://video.search.yahoo.com/search/video?fr=mcafee&p=operation+ouch+youtube+bone+marrow#id=1&vid=2812a405e79120ef47552a9ead7d1201&action=click</p> <p>Activity 2: Build a Spine, p. 138 (DLG) <i>Science as Inquiry</i> Materials: <i>The Busy Body Book</i>, marshmallows, sandwich cookies, Blackline 2A.18</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 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
<p>Baby Pictures, p. 143 (DLG) (DDL) <i>Observation, Compare and Contrast, Concept Nugget (K–2)</i> Materials: Baby pictures, Activity Masters 7.2A.1</p>	<p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p>



Day 2 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
<p>Daily Message 1, pp. 114 – 115 (DLG) <i>Plural Nouns (1st/2nd)</i> Materials: Chart paper, grade appropriate lined paper, pencils, personal white boards</p>	<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></p>	<p><i>This activity is not designed for 2nd grade. However, extension activity suggestions appropriate for 2nd grade differentiation are provided in the DDL.</i></p>

Day 2 – Bible

Kindergarten	1 st Grade	2 nd Grade
<p>PRESENTING THE BIBLE STORY, p. 91 – 92 (DLG) *** Complete both activities. *** Activity 1: Signing the Bible Verse, p. 91 (DLG) Materials: Lapbook – <i>God Helps Me Make Good Choice</i> Activity 2: Reading the Bible Story, p. 92 (DLG) (DDL) Concept Nugget Materials: Lapbook – <i>God Helps Me Make Good Choices</i></p>	<p><i>No Differentiation – Same as kindergarten</i></p> <p><i>No Differentiation – Same as kindergarten</i></p>	<p><i>No Differentiation – Same as kindergarten</i></p> <p><i>No Differentiation – Same as kindergarten</i></p>

Day 2 – Language Arts

Kindergarten	1 st Grade	2 nd Grade
<p>Daily Oral Language (DOL) This is primarily a 1st/2nd grade activity. <i>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 2A; enlarged printout of Common Editing Marks (Appendix D) Theme 4 – Book 1</p>	<p><i>No Differentiation – Same as 1st Grade</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. 98 – 99 (DLG)</u> Level 2 – Down the Slide (Blending Speech Sounds), pp. 98 – 99 (DLG) Materials: Magnetic white board, lower case magnetic letters</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. 100 – 103 (DLG)</u> *** Complete both activities. *** Activity 1: Xx – X Covers the Scrape, p. 100, (DLG) Materials: Blackline 2CA.4, markers, box of bandages Activity 2: Xx – Body X, p.101, (DLG) Materials: Chalkboard, marker</p>	<p><i>Follow a 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 a conference approved explicit, sequential, multi-sensory phonics program adoption for 2nd grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</i></p>
<p><u>READING WORKSHOP, pp. 103 – 114 (DLG)</u> *** Complete both activities. *** Activity 1: During Reading – First Time, p. 104 (DLG) (DDL P) Read-Aloud (K–2) Materials: <i>The Busy Body Book</i>, Class Concept Map from Day 1 Activity 2: During Reading – Bones, pp. 104 – 106 (DLG) (DDL P) Connecting, Concept Nugget (K–2) Materials: Computer, butcher paper, scissors, markers, ruler, Blacklines 2A.8a – f, glue, tape</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><u>GUIDED READING (Small Group Instruction)</u> <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 (DDL P)</u> <i>Writing Process – Research (K–2)</i> Materials: Nonfiction books about the skull, teacher created fact web from day one, sticky notes</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>



Day 2 – Science

Kindergarten	1 st Grade	2 nd Grade
<p>*** Complete both activities. ***</p> <p>Activity 1: Identifying Skeletons, p. 136 (DLG) (DDL) <i>Compare and Contrast (K–2)</i> Materials: <i>Bones: Skeletons and How They Work</i> by Steve Jenkins</p> <p>Activity 2: Studying Shapes and Sizes of Bones, p. 137 (DLG) <i>Physical Science</i> Materials: Chicken wings, small disposable gloves</p>	<p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p>

Day 2 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
<p>School Pictures, p. 143 (DLG) (DDL) <i>Concept Nugget (K–2)</i></p>	<p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p>

Day 3 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
<p>Daily Message 2, p. 115 (DLG) (DDL) <i>Punctuation, Capitalization (1st/2nd)</i> Materials: Chart paper</p>	<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></p>	<p><i>This activity is not designed for 2nd grade. However, extension activity suggestions appropriate for 2nd grade differentiation are provided in the DDL.</i></p>



Day 3 – Bible

Kindergarten	1 st Grade	2 nd Grade
<p><u>REVIEWING THE BIBLE STORY, pp. 92 – 93 (DLG)</u> *** Complete both activities. ***</p> <p>Activity 1: What Will I Choose?, p. 92 (DLG) (DDL P) Concept Nugget Discussion (K–2) Materials: “Silver” plates, clear cups, table cloth, a variety of healthy/unhealthy foods, pitcher of water, camera</p> <p>Activity 2: Healthy Choices, pp. 92 – 93 (DLG) Materials: Lapbook – <i>God Helps Me Make Good Choices</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>

Day 3 – Language Arts

Kindergarten	1 st Grade	2 nd Grade
<p><u>Daily Oral Language (DOL)</u> 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 P) <i>Think-Pair-Share, Editing</i> Materials: DOL Master (Appendix D), Theme 7 – Book 2A; enlarged printout of Common Editing Marks (Appendix D) Theme 4 – Book 1</p>	<p>No Differentiation – Same as 1st Grade</p>
<p><u>STAIRWAY TO READING</u> 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><u>PHONEMIC AWARENESS, pp. 98 – 99 (DLG)</u> Level 3 – Gobble It Up (Approximation), p. 99 (DLG) Materials: Puppet, plastic food</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><u>SOUND-LETTER ACTIVITIES, pp. 100 – 103 (DLG)</u> Xx – Chicken Pox, p. 101 Materials: Backlines 2A.5a – b, red marker</p>	<p>Follow a conference approved explicit, sequential, multi-sensory phonics program adoption for 1st grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</p>	<p>Follow a 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. 103 – 114 (DLG) During Reading – Muscles, pp. 106–107 (DLG) (DDL) Interactive read-aloud, Concept Nugget (K–2) Materials: <i>The Busy Body Book, Muscles</i> by Christine Dugan, paper body outlines, Blackline 2A.9a – b, crayons, scissors, tape, glue</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 (DDL) Writing process – Drafting (K–2) Materials: Activity Master 7.2A.2</p>	<p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p>

Day 3 – Science

Kindergarten	1 st Grade	2 nd Grade
<p>Where Are My Muscles?, p. 140 (DLG) Moving Muscles (K–2) Materials: Mirror, rubber bands</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>Health Rules, p. 143 (DLG) (DDL) Problem Solving (K–2) Materials: Chart paper</p>	<p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p>



Day 4 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
<p>Daily Message 3, p. 115 (DLG) (DDL P) Capitalization, Punctuation (1/2) Materials: White boards</p>	<p><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></p>	<p><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></p>

Day 4 – Bible

Kindergarten	1 st Grade	2 nd Grade
<p>PRACTICING THE BIBLE STORY, p. 93 (DLG) Grocery Cart Upset, p. 93 (DLG) Materials: Classroom chairs</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>

Day 4 – Language Arts

Kindergarten	1 st Grade	2 nd Grade
<p>Daily Oral Language (DOL) This is primarily a 1st/2nd grade activity. <i>Kindergarten students can listen or engage in a separate center activity during this time.</i></p>	<p>Grammar & Writing Mechanics (DDL P) <i>Think-Pair-Share, Editing</i> Materials: DOL Master (Appendix D), Theme 7 – Book 2A; 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, p. 99 (DLG) Level 4 – What’s the Name? (Segmentation), p. 99</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. 100 – 103 (DLG) Xx – X – Ray Hand, p. 102 (DLG) Materials: Blackline 2A.6, plastic straws, black paper, white crayon, glue, scissors</p>	<p><i>Follow a 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 a 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. 103 – 114 (DLG) During Reading – Lungs, pp. 108– 109 (DLG) (DDL P) <i>Interactive Read-Aloud, Discussion, Concept Nugget (K–2)</i> Materials: <i>The Busy Body Book, How Do Your Lungs Work?</i> by Curry and Waddell, Blackline 2A.10, crayons, markers, paper body outlines</p>	<p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p>
<p>GUIDED READING (Small Group Instruction)</p> <p><i>Use a conference approved leveled reading series and running records’ assessments to place students in proper homogenous instructional ability reading levels for small group instruction. Possible Options: Reading A-Z, Seedlings, Wright Group, etc. Small group instruction for most Kindergarten students will focus on phonemic awareness and sound-letter recognition during the first semester of the year, while 1st and 2nd graders focus on formal reading instruction. Kindergarten students who are ready to read can be included in 1st/2nd grade formal reading groups.</i></p>		
<p>WRITING WORKSHOP (DDL P) <i>Writing Process – Drafting (K–2)</i> Materials: Partially completed Activity Master 7.2A.2 from Day 3</p>	<p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p>

Day 4 – Science

Kindergarten	1 st Grade	2 nd Grade
<p>READING WORKSHOP, pp. 103 – 114 (DLG) During Reading – The Heart and Blood Vessels, p. 109 – 110 (DLG) (DDL P) <i>Interactive Read-Aloud, Experimenting, Discussion (K–2)</i> Materials: <i>The Busy Body Book, Squirt: The Most Interesting Book You’ll Ever Read About Blood</i> by Trudee Romanek, turkey baster, clear tub, Blackline 2A.11a – b</p>	<p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p>



Day 5 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
<p>Daily Message Teacher Generated Message <i>Modeled Writing (K – 2), Editing (1st/2nd)</i> Materials: Chart paper or white board</p>	<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></p>	<p><i>This activity is not designed for 2nd grade. However, extension activity suggestions appropriate for 2nd grade differentiation are provided in the DDL.</i></p>

Day 5 – Bible

Kindergarten	1 st Grade	2 nd Grade
<p>APPLYING THE BIBLE STORY, p. 94 (DLG) Independent Reading, p. 94 (DLG) (DDL) <i>Journaling (K–2)</i> Materials: Lapbook – <i>God Helps Me Make Good Choices</i>, journal or grade appropriate lined paper, <i>Kindergarten Bible Story Readers</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>

Day 5 – Language Arts

Kindergarten	1 st Grade	2 nd Grade
<p>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. 99 – 100 (DLG) *** Review concepts/activities from Days 1-4. ***</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. 100 – 103 (DLG)</u> *** Complete both activities. ***</p> <p>Activity 1: Xx – Voice Box, p.102 (DLG)</p> <p>Activity 2: Xx – X Marks the Spot on Me, p.103 (DLG) Materials: Blackline 2A.7, x-ray, craft sticks, card stock, glue</p>	<p><i>Follow a 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 a conference approved explicit, sequential, multi-sensory phonics program adoption for 2nd grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</i></p>
<p><u>READING WORKSHOP, pp. 103 – 114 (DLG)</u> <u>During Reading – Vocabulary, p. 111 (DLG) (DDL P)</u> <i>Vocabulary Review</i> Materials: Blackline D, cardstock, markers, scissors</p>	<p><u>READING WORKSHOP, pp. 103 – 114 (DLG)</u> <u>During Reading – Vocabulary, p. 111 (DLG) (DDL P)</u> <i>Vocabulary Review (1/2)</i> Materials: Activity Master 7.2A.3a – b, cardstock, markers, scissors, glue</p>	<p>No Differentiation – Same as 1st Grade</p>
<p><u>GUIDED READING (Small Group Instruction)</u></p> <p><i>Use a conference approved leveled reading series and running records' assessments to place students in proper homogenous instructional ability reading levels for small group instruction. Possible Options: Reading A-Z, Seedlings, Wright Group, etc. Small group instruction for most Kindergarten students will focus on phonemic awareness and sound-letter recognition during the first semester of the year, while 1st and 2nd graders focus on formal reading instruction. Kindergarten students who are ready to read can be included in 1st/2nd grade formal reading groups.</i></p>		
<p><u>WRITING WORKSHOP (DDL P)</u> <i>Writing Process – Brainstorming (K–2)</i> Materials: Chart paper</p>	<p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p>

Day 5 – Science

Kindergarten	1 st Grade	2 nd Grade
<p><u>READING WORKSHOP, pp. 103 – 114 (DLG)</u> *** Complete all activities. ***</p> <p>Activity 1: During Reading – The Stomach and the Intestines, pp. 111 – 113 (DLG) (DDL P) <i>Interactive Read-Aloud, Experimenting, Concept Nugget (K–2)</i> Materials: <i>The Busy Body Book, Your Digestive System Works!</i> by Flora Brett, soda crackers, Blacklines 2A.12a – e, paper body outlines, brass fasteners</p> <p><u>SCIENCE, pp. 136 – 142 (DLG)</u> Activity 2: Food to Stomach, p. 140 (DLG) <i>Science as Inquiry</i> Materials: Tube of toothpaste and toothbrush</p> <p>Activity 3: Blend It Up, p. 141 (DLG) <i>Science as Inquiry</i> Materials: Blender, knife, apple, water</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>

