

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

Important Reminders:

- Prepare for the Unit Culmination Activity in week 4. Please see Book 3: *Happy, Healthy Me*, Day 5 Culminating Activity (DDL). Allow time during weeks one to four for planning/practicing as needed.
- Before class begins, create Fabric Cards for Day 5 Science. Instructions are included in Day 5 Science.
- Acquire copies of the following additional children’s books: *Gregory the Terrible Eater* by Mitchell Sharnat, *Brains* by Kate Lennard, *Look, Listen, Taste, Touch, and Smell* by Pamela Hill, and miscellaneous informational books about the body for children.
- 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><u>SIGNING IN, p. 187 (DLG)</u> <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
<p>Healthy Living Concept Connect (DDL P) <i>Concept Connect Activity (K–2)</i> Materials: Tennis balls, painter’s tape, ping pong balls, plastic or disposable bowls, pom poms, strawberry huller or small tongs, “Fly Eyes” glasses</p>	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten

Day 1 – Bible

Kindergarten	1 st Grade	2 nd Grade
<p>INTRODUCING THE BIBLE STORY, pp. 163 – 165 (DLG) *** Complete all activities. ***</p> <p>Activity 1: Lion Manes, pp. 163 – 164 (DLG) Materials: Paper plates, scissors, orange and yellow construction paper, glue, large craft sticks, <i>optional:</i> black construction paper, strips of thin elastic</p> <p>Activity 2: Daniel in the Lion’s Den, p. 164 (DLG) (DDL P) <i>Activate Prior Knowledge (K–2), Concept Nugget (K–2)</i> Materials: Lapbook – <i>God Helps Me Make Good Choices</i></p> <p>Activity 3: Theme Song, pp. 164 – 165 (DLG) Materials: Kindergarten Stepping Stones Music CD, chart paper or sentence strips of third verse of “I’m Wonderfully Made”, pocket chart</p>	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten

Day 1 – 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 P) <i>Think-Pair-Share, Editing</i> Materials: DOL Master (Appendix D), Theme 7 – Book 2B; enlarged printout of Common Editing Marks (Appendix D) Theme 4 – Book 1</p>	No Differentiation – Same as 1 st Grade



<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. 173 – 174 (DLG) Level 1 – Y-E-S! (Rhyming Words Recognition), p. 173 (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. 174 – 175 (DLG) Sound-Letter Activity: li-/l/ Investigation, p. 174 (DLG) Materials: Alphabet cards, extra "l" cards, magnifying glasses</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. 176 – 187 (DLG) Before Reading – Discussion 1, p. 176 (DLG) (DDL P) Interactive Read-Aloud (K–2), Main Idea and Details (K–2), Discussion (K–2), Materials: Look, Listen, Taste, Touch, and Smell by Pamela Hill, two walnuts in the shell, nutcracker</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 P) Writing Process – Research (K–2) Materials: Computers or tablets with internet access, informational body books</p>	<p>WRITING WORKSHOP (DDL P) Writing Process – Research (K–2) Materials: Activity Master 7.2B.1, Computers or tablets with internet access, informational body books</p>	<p>No Differentiation – Same as 1st Grade</p>

Day 1 – Science

Kindergarten	1 st Grade	2 nd Grade
<p>*** Complete both activities.**** Activity 1: Skull, pp. 209 – 210 (DLG) (DDL P) Materials: Puzzle, play dough, resealable bag, plastic bowl, book</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 (DDL P) <i>Think-Pair-Share, Editing</i> Materials: DOL Master (Appendix D), Theme 7 – Book 2B; 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. 173 – 174 (DLG) Phonemic Awareness: Level 2 – Food Sort (Syllable Counting), p. 173 (DLG) Materials: Plastic fruits and vegetables or pictures of fruits and vegetables, index cards</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. 174 – 175 (DLG) Sound-Letter Activity: li-Inchworm, p. 174 (DLG) Materials: Blackline 2B.4, green pipe cleaners</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. 176 – 187 (DLG) During Reading – The Brain and Nerves, pp. 177 – 178 (DLG) (DDL P) <i>Interactive Read-Aloud (K–2), Main Idea and Details (K–2), Concept Nugget (K–2)</i> Materials: Brains by Kate Lennard, pre-created main idea and detail web on chart paper or whiteboard, <i>The Busy Body Book</i>, Blackline 2B.6a, glue, scissors, wearable: Blackline 2B.6b, tape, scrap strips of paper</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 (DDL P) <i>Kidwriting (K), Writing Process – Drafting (K-2), Sequencing (K-2)</i> Materials: Activity Master 7.2B.2</p>	<p>WRITING WORKSHOP (DDL P) <i>Writing Process – Drafting, Sequencing (K-2)</i> Materials: Activity Master 7.2B.3 (Partially completed on Day 1)</p>	<p>No Differentiation – Same as 1st Grade</p>
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Day 2 – Science

Kindergarten	1 st Grade	2 nd Grade
<p>*** Complete all activities. ***</p> <p>Activity 1: What Do I see? p. 212 (DLG) (DDL P) Materials: Tray, ten items, cloth to cover tray, windmill wand</p> <p>Activity 2: Mystery Bags, p. 213 (DLG) Materials: Paper or cloth bags, brush, toothbrush, soap, spoon, stuffed animal, plastic animal, silk flower, etc.</p> <p>Activity 3: Paper Drop, p. 213 (DLG) Materials: Paper</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 3 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
<p>Daily Message 2, pp. 188 – 189 (DLG) <i>Modeling Writing (K-2)</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 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 3 – Bible

Kindergarten	1 st Grade	2 nd Grade
<p><u>REVIEWING THE BIBLE STORY, p. 166 (DLG)</u> *** Complete both activities ***</p> <p>Activity 1: “Hungry Lions”, p. 166 (DLG) Materials: Lion Manes (from Day 1), masking tape or blocks, Kindergarten Stepping Stones Bible Story Readers</p> <p>Activity 2: Hungry Lions Poem, p.166 (DLG) Materials: Sentence strips or chart paper of poem “Hungry Lions”, 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 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><u>Grammar & Writing Mechanics (DDL)</u> Think-Pair-Share, Editing Materials: DOL Master (Appendix D), Theme 7 – Book 2B; 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. 173 – 174 (DLG)</u> Level 3 – The Last Sound (Phoneme Isolation), pp. 173 – 174 (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. 174 – 175 (DLG)</u> Sound-Letter Activity: <i>Ii-Tightrope Walk</i>, p. 175 (DLG) Materials: Painter’s tape</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. 176 – 187 (DLG) After Reading – Comprehension Questions, pp. 178 – 179 (DLG) (DDL) <i>Exploration (K–2), Categorization (K–2), Concept Nugget (K–2)</i> Materials: Blackline 2B.7, feely bags, opaque jars, tray, blindfolds, letters or shapes, things for children to touch, taste, and smell, voice recordings of people from your school</p>	<p>READING WORKSHOP, pp. 176 – 187 (DLG) After Reading – Comprehension Questions, pp. 178 – 179 (DLG) (DDL) <i>Exploration (K–2), Categorization (K–2), Concept Nugget (K–2)</i> Materials: Activity Master 7.2B.4, feely bags, opaque jars, tray, blindfolds, letters or shapes, things for children to touch, taste, and smell, voice recordings of people from your school</p>	<p>No Differentiation – Same as 1st Grade</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 – Kidwriting (K)</i> Materials: Activity Master 7.2B.2 (Partially completed in Day 2)</p>	<p>WRITING WORKSHOP (DDL) <i>Writing Process – Transition Words (1st/2nd), Revision (1st/2nd)</i> Materials: Activity Master 7.2B.3 (Partially completed in Days 1-2), Activity Master 7.2B.5, sticky notes, nonfiction body books</p>	<p>No Differentiation – Same as 1st Grade</p>

Day 3 – Science

Kindergarten	1 st Grade	2 nd Grade
<p>Match the Smells, p. 212 (DLG) Materials: Cotton balls, small jars with lids, (resealable bags), lemon juice, pickle juice, perfume, vanilla extract, ground nutmeg, ground cinnamon, blindfold, <i>Optional:</i> brown paper lunch bags</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. 189 (DLG) <i>Modeling Writing (K–2)</i> Materials: Chart paper or white board</p>	<p>This activity is not designed for 1st grade. However, extension activity suggestions appropriate for 1st grade differentiation are provided in the DDL.</p>	<p>This activity is not designed for 2nd grade. However, extension activity suggestions appropriate for 2nd grade differentiation are provided in the DDL.</p>



Day 4 – Bible

Kindergarten	1 st Grade	2 nd Grade
<p><u>PRACTICING THE BIBLE STORY, pp. 166 – 167 (DLG)</u> *** Complete both activities. ***</p> <p>Activity 1: I Will be with You, pp. 166 – 167 (DLG) Materials: Butcher paper or construction paper, stapler, tape</p> <p>Activity 2: Angels, p. 167 (DLG) Materials: Plastic spoons, paper, tape, markers, crayons, glitter</p>	<p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p>

Day 4 – Language Arts

Kindergarten	1 st Grade	2 nd Grade
<p><u>Daily Oral Language (DOL)</u> <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 2B; 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> <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>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. 173 – 174 (DLG)</u> Level 4 – Change-a-Name Game (Phoneme Substitution Beginning Sound), p. 174 (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. 174 – 175 (DLG)</u> Sound-Letter Activity: <i>li-Imagination Is</i>, p. 175 (DLG) Materials: Blacklines 2B.5a – b</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. 176 – 187 (DLG) After Reading – Story “A Walk with Grandma”, pp. 183 – 186 (DLG) (DDLDP) <i>Close Reading (K–2), Vocabulary (K–2), Concept Connect (K–2)</i> Materials: Activity Master 7.2B.6 (K–2), Blacklines 2B.8a – b, highlighters (blue, green, yellow, pink, orange)</p>	<p>READING WORKSHOP, pp. 176-187 (DLG) After Reading – Story “A Walk with Grandma”, pp. 183 – 186 (DLG) (DDLDP) <i>Close Reading (K–2), Vocabulary (K–2), Concept Connect (K–2)</i> Materials: Blacklines 2B.9a – g, highlighters (blue, green, yellow, pink, orange), Activity Master 7.2B.6</p>	<p>No Differentiation – Same as 1st Grade</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 (DDLDP) <i>Writing Process – Peer Editing (K–2), Final revision (K–2)</i> Materials: Assessment Master C 7.2B, document camera or overhead projector, Activity Masters 7.2B.2 (final draft nonfiction report), 7.2B.7</p>	<p>WRITING WORKSHOP (DDLDP) <i>Writing Process – Peer Editing (K–2), Final revision (K–2)</i> Materials: Assessment Master C 7.2B, document camera or overhead projector, Activity Masters 7.2B.3 (final draft nonfiction report), 7.2B.7</p>	<p>No Differentiation – Same as 1st Grade</p>

Day 4 – Science

Kindergarten	1 st Grade	2 nd Grade
<p>Tasting Time, p. 212 (DLG) (DDLDP) Materials: Apple, raw potato, carrot, and/or lunch-sized fruit – pears, peaches, pineapple and/or lemonade mix, unsweetened chocolate or cocoa powder, mustard, salt, sugar, Q-tip, water, cups, paper plates</p>	<p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p>

Day 4 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
<p>Our Gifted Hands, pp. 214 – 215 (DLG) Materials: Pictures of Ben Carson, <i>Gifted Hands</i>, skin-tone construction paper, white construction paper, scissors, glue, stapler</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 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. 168 (DLG) *** Complete Activity 1. Activity 2 is optional. ***</p> <p>Activity 1: “Trust God” Visor, p. 168 (DLG) (DDL) Discussion (K–2), Concept Nugget (K–2) Materials: Blackline 2B.3, card stock, crayons, markers, glitter glue, yarn or elastic string, hole punch</p> <p>Activity 2: Independent Reading, p. 168 (DLG) Materials: Lapbook – God Helps Me Make Good Choices, Kindergarten Bible Story Readers</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 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) Think-Pair-Share, Editing Materials: DOL Master (Appendix D), Theme 7 – Book 2B; 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>READING WORKSHOP, pp. 176 – 187 (DLG) “I Like to Eat...”, p. 186 (DLG) (DDL) <i>Interactive Read-Aloud (K–2), Sentence Writing (K–2), Concept Nugget (K–2)</i> Materials: <i>Gregory the Terrible Eater</i>, by Mitchell Sharnat, sentence strips, pocket chart, construction paper, glue, crayons</p>	<p>READING WORKSHOP, pp. 176 – 187 (DLG) “I Like to Eat...”, p. 186 (DLG) (DDL) <i>Interactive Read-Aloud (K–2), Sentence Writing (K–2), Concept Nugget (K–2)</i> Materials: <i>Gregory the Terrible Eater</i>, by Mitchell Sharnat, Activity Master 7.2B.8</p>	<p>No Differentiation – Same as 1st Grade</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: <i>Reading A-Z, Seedlings, Wright Group, etc.</i> 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>Author’s Chair (K–2)</i> Materials: Author Chair, Activity Master 7.2B.2 (Completed)</p>	<p>WRITING WORKSHOP (DDL) <i>Author’s Chair (K–2)</i> Materials: Author Chair, Activity Master 7.2B.3 (Completed)</p>	<p>No Differentiation – Same as 1st Grade</p>

Day 5 – Science

Kindergarten	1 st Grade	2 nd Grade
<p>Which is Most Like Skin, p. 213 (DLG) (DDL) Materials: Cling wrap, tissue, bandage, tape, bowl, water, fabric cards, feely bag, Activity Master 7.2B.9</p>	<p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p>

