

K–2 MULTI-GRADE BRIDGE
Lesson at a Glance (LAG)
Theme Seven Daily Lesson Guide (DLG) – *Wonderfully Made*
Grade K Theme Book Three: *Happy, Healthy Me*/Personal Feelings and Growth
Character Building Concept: Making Good Choices

Important Reminders:

- Send home Activity Master 7.3.3a – b on Day 1.
- Invite families and prepare materials for the Unit Culminating Activity (Health Fair) on Day 5.

Day 1 – 5 Signing In/Morning Activity

Kindergarten	1 st Grade	2 nd Grade
<p>SIGNING IN, p. 258 (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>MAKING GOOD CHOICES CONCEPT CONNECT (DLG) (DDL) Balance, p. 258 (DLG) <i>Concept Connect Activity</i> Materials: Balance beam, blocks, small paper cups, cut fruit, carrots, or celery, small paper plates, soothing music</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, pp. 236 – 237 (DLG)</u> *** Complete both activities. ***</p> <p>Activity 1: Picture Surprises, pp. 236 – 237 (DLG) Materials: Chalk, white paper, white crayons</p> <p>Activity 2: Theme Song, p. 237 (DLG) Materials: Kindergarten Stepping Stones Music CD, chart paper or 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><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) Think-Pair-Share, Editing Materials: DOL Master (Appendix D), Theme 7 – Book 3; 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. 244 – 245 (DLG)</u> Level 1—Rhyming Clock Race, p. 244 (DLG) Materials: Clock or watch with second hand</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. 246 – 249 (DLG)</u> Vv—Veggie Stamping, p. 246 (DLG) Materials: Blacklines 3.3a – b, carrot, potato, celery, green pepper, paint, paper plates, paint shirts</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><u>READING WORKSHOP, pp. 249 – 258 (DLG)</u> *** Complete all activities. ***</p> <p>Activity 1: Before Reading—Vocabulary, p. 249 (DLG) (DDL) <i>Concept Nugget, Vocabulary</i> Materials: Blackline F, pocket chart</p> <p>Activity 2: Before Reading—Discussion, p. 250 (DLG) Materials: Blackline 3.7a, chart tablet paper, large pieces of construction paper, glue, scissors, crayons, colored pencils or markers</p> <p>Activity 3: During Reading—Introduction, pp. 250 – 251 (DLG) Materials: Blackline 3.7b, Bible, <i>Happy, Healthy Me</i>, “Happy, Healthy Me” chart, large pieces of construction paper from Before Reading—Discussion activity, glue, scissors, crayons, colored pencils or markers</p>	<p><u>READING WORKSHOP, pp. 249 – 258 (DLG)</u> *** Complete all activities. ***</p> <p>Activity 1: Before Reading—Vocabulary, p. 249 (DLG) (DDL) <i>Concept Nugget</i> Materials: Blackline F, pocket chart</p> <p style="text-align: center;"><i>No Differentiation – Same as Kindergarten</i></p> <p>Activity 3: During Reading—Introduction, pp. 250 – 251 (DLG) (DDL) <i>Response to Literature</i> Materials: Blackline 3.7b, Bible, <i>Happy, Healthy Me</i>, “Happy, Healthy Me” chart, large pieces of construction paper from Before Reading—Discussion activity, glue, scissors, crayons, colored pencils or markers</p>	<p style="text-align: center;"><i>No Differentiation – Same as 1st Grade</i></p> <p style="text-align: center;"><i>No Differentiation – Same as Kindergarten</i></p> <p style="text-align: center;"><i>No Differentiation – Same as 1st Grade</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, pp. 259 – 262 (DLG)</u> *** Complete Activity 1. Activity 2 is optional. ***</p> <p>Activity 1: Word Choice, Part I (DDL) <i>Read Aloud, Similes</i> Materials: <i>All the Colors of the Earth</i> by Sheila Hamanaka, Activity Master 7.3.1</p> <p>Activity 2: Good Choices Class Book, p. 260 (DLG) Materials: Paper, crayons or markers, scissors, glue</p>	<p><u>WRITING WORKSHOP</u> *** Complete Activity 1. ***</p> <p>Activity 1: Word Choice, Part I (DDL) <i>Read Aloud, Similes</i> Materials: <i>All the Colors of the Earth</i> by Sheila Hamanaka, Activity Master 7.3.1</p> <p style="text-align: center;">***Primarily a Kindergarten Activity***</p>	<p style="text-align: center;"><i>No Differentiation – Same as 1st Grade</i></p> <p style="text-align: center;">***Primarily a Kindergarten Activity***</p>



Day 1 – Science

Kindergarten	1 st Grade	2 nd Grade
<p>*** Complete both activities. ***</p> <p>Activity 1: Growing Germs, p. 284 (DLG) (DDL) <i>Science as Inquiry, Observation</i> Materials: Blackline 3.21, tomato soup, spoons, bowls, plastic wrap, rubber bands</p> <p>Activity 2: Bathing, pp. 280 – 281 (DLG) (DDL) <i>Personal Observation</i> Materials: Activity Masters 7.3.3a – b</p>	<p>Growing Germs, p. 284 (DLG) (DDL) <i>Science as Inquiry, Observation</i> Materials: Tomato soup, spoons, bowls, plastic wrap, rubber bands, Activity Master 7.3.2</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>

Day 1 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
<p>*** Complete both activities. ***</p> <p>Activity 1: Japanese Flag, p. 287 (DLG) Materials: Blackline 3.22</p> <p>Activity 2: Locating Japan, p. 291 (DLG) Materials: World map and/or map of Japan</p>	<p><i>No Differentiation – Same as Kindergarten</i></p> <p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p> <p><i>No Differentiation – Same as Kindergarten</i></p>

Day 2 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
<p>Daily Message 1, p. 259 (DLG) (DDL) <i>Modeling Writing</i> Materials: Chart tablet paper, markers, individual student white boards or blank paper</p>	<p>Daily Message 1, p. 259 (DLG) (DDL) <i>Modeling Writing, Editing</i> Materials: Chart tablet paper, markers, individual student white boards or blank paper</p>	<p><i>No Differentiation – Same as 1st Grade</i></p>



Day 2 – Bible

Kindergarten	1 st Grade	2 nd Grade
<p><u>PRESENTING THE BIBLE STORY, p. 237 (DLG)</u> *** Complete Activity 1 and 2. Activity 3 is optional. ***</p> <p>Activity 1: Reading “Jesus is Coming Again!,” p. 237 (DLG) Materials: Lapbook – <i>God Helps Me Make Good Choices</i></p> <p>Activity 2: “Reading” the Bible Verse, p. 237 (DLG) Materials: Sentence strips, marker, pocket chart</p> <p>Activity 3: “Pass the Cloud,” p. 237 (DLG) Materials: Hairnet, polyester batting</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 2 – 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 3; 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><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. 244 – 245 (DLG)</u> Level 2—Tap the Syllables, p. 245 (DLG) Materials: Rhythm instruments</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. 246 – 249 (DLG)</u> Vv—Veggie Puzzle, p. 247 (DLG) Materials: Blackline 3.4, crayons, scissors</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 1st grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</i></p>



<p>READING WORKSHOP, pp. 249 – 258 (DLG) *** Complete both activities. ***</p> <p>Activity 1: During Reading—Story One, pp. 251 – 252 (DLG) (DDL) Comprehension Materials: Balance scale, M&Ms, raw vegetables, <i>Happy, Healthy Me</i></p> <p>Activity 2: During Reading—Story Two, p. 252 (DLG) (DDL) Comprehension, Concept Nugget Materials: Blacklines 3.7b, 3.7e, <i>Happy, Healthy Me</i>, pocket chart, “Happy, Healthy Me” chart, large pieces of construction paper from Before Reading – Discussion Activity, glue, scissors, crayons, colored pencils or markers</p>	<p>READING WORKSHOP, pp. 249 – 258 (DLG) *** Complete both activities. ***</p> <p style="text-align: center;"><i>No Differentiation – Same as Kindergarten</i></p> <p>Activity 2: During Reading—Story Two, p. 252 (DLG) (DDL) Comprehension, Concept Nugget Materials: Blackline 3.7b, <i>Happy, Healthy Me</i>, “Happy, healthy Me” chart, large pieces of construction paper from Before Reading – Discussion Activity, glue, scissors, crayons, colored pencils or markers</p>	<p style="text-align: center;"><i>No Differentiation – Same as Kindergarten</i></p> <p style="text-align: center;"><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, pp. 259 – 262 (DLG) *** Complete Activity 1. Activity 2 is optional. ***</p> <p>Activity 1: Word Choice, Part II (DDL) Similes Materials: Marshmallows, Activity Master 7.3.4a</p> <p>Activity 2: Health Contract, pp. 260 – 261 (DLG) (DDL) Materials: Blackline 3.10</p>	<p>WRITING WORKSHOP *** Complete Activity 1. ***</p> <p>Activity 1: Word Choice, Part II (DDL) Similes Materials: Marshmallows, Activity Master 7.3.4b</p> <p style="text-align: center;"><i>*** Primarily a Kindergarten Activity ***</i></p>	<p style="text-align: center;"><i>No Differentiation – Same as 1st Grade</i></p> <p style="text-align: center;"><i>*** Primarily a Kindergarten Activity ***</i></p>

Day 2 – Science

Kindergarten	1 st Grade	2 nd Grade
<p>Washing Hands, p. 281 (DLG) (DDL) Personal Hygiene, Concept Nugget Materials: Lotion, glitter, hand soap, chart tablet paper, Activity Masters 7.3.5a – b</p>	<p style="text-align: center;"><i>No Differentiation – Same as Kindergarten</i></p>	<p style="text-align: center;"><i>No Differentiation – Same as Kindergarten</i></p>



Day 2 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
<p>Koi Kite, pp. 289 – 290 (DLG) (DDL) <i>Individuals, Society and Culture, Concept Nugget</i> Materials: Blackline 3.24, paint, construction paper or paper bag, scissors, markers, hole punch, kite string, crepe paper, streamers, tape, dowel</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>

Day 3 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
<p>Daily Message 2, p. 259 (DLG) (DDL) <i>Model Writing</i> Materials: Chart tablet paper, marker</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>REVIEWING THE BIBLE STORY, p. 238 (DLG) *** Complete both activities. ***</p> <p>Activity 1: What a Dream!, p. 238 (DLG) (DDL) <i>Applying Knowledge</i> Materials: Activity Masters 7.3.6a</p> <p>Activity 2: When Jesus Comes, p. 238 (DLG) Materials: None</p>	<p>REVIEWING THE BIBLE STORY, p. 238 (DLG) *** Complete both activities. ***</p> <p>What a Dream!, p. 238 (DLG) (DDL) <i>Applying Knowledge</i> Materials: Activity Master 7.3.6b</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>



Day 3 – 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 3; 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. 244 – 245 (DLG) Level 3—Roll Your Hands, p. 245 (DLG)</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. 246 – 249 (DLG) Vv—Vegetable V, p. 247 (DLG) Materials: Carrots, celery, paper towels, ranch dressing</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. 249 – 258 (DLG) During Reading—Story Three, p. 253 (DLG) <i>Comprehension</i> Materials: Blacklines 3.7b – c, <i>Happy, Healthy Me</i>, “Happy, Healthy Me” chart, large pieces of construction paper from Before Reading – Discussion Activity, glue, scissors, crayons, colored pencils or markers</p>	<p>READING WORKSHOP, pp. 249 – 258 (DLG) During Reading—Story Three, p. 253 (DDL) <i>Comprehension</i> Materials: Blacklines 3.7b – c, <i>Happy, Healthy Me</i>, “Happy, Healthy Me” chart, large pieces of construction paper from Before Reading – Discussion Activity, glue, scissors, crayons, colored pencils or markers</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, pp. 259 – 262 (DLG) <i>*** Complete Activity 1. Activity 2 is optional. ***</i></p> <p>Activity 1: Word Choice, Part III (DDL P) <i>Similes</i> Materials: Chart tablet paper, markers, students' Writing Journals</p> <p>Activity 2: Rainbow Foods, p. 261 (DLG) Materials: 4¼ x 11inch paper</p>	<p>WRITING WORKSHOP <i>*** Complete Activity 1. ***</i></p> <p>Activity 1: Word Choice, Part III (DDL P) <i>Similes</i> Materials: Chart tablet paper, markers, students' Writing Journals</p> <p><i>*** Primarily a Kindergarten Activity ***</i></p>	<p><i>No Differentiation – Same as 1st Grade</i></p> <p><i>*** Primarily a Kindergarten Activity ***</i></p>
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Day 3 – Science

Kindergarten	1 st Grade	2 nd Grade
<p>Healthy Decisions (DDL P) <i>Sorting, Concept Nugget</i> Materials: Activity Masters 7.3.7a – c, cardstock, pocket chart</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>

Day 3 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
<p>Japanese Vocabulary, p. 288 (DLG) Materials: Blacklines 3.23a – b, pictures of different foods</p>	<p>Japanese Vocabulary, p. 288 (DLG) (DDL P) <i>Individuals, Society, and Culture</i> Materials: Blacklines 3.23a – b, pictures of different foods, Japanese Writing Paper or Board, Fode (Japanese calligraphy paint brush), enlarged copy of vocabulary chart from <i>Happy, Healthy Me</i>, small container for water</p>	<p><i>No Differentiation – Same as 1st Grade</i></p>



Day 4 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
<p>Daily Message 3, pp. 259 – 260 (DLG) <i>Model Writing</i> Materials: Chart tablet paper, markers, paper, pencils, sentence strips</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 4 – Bible

Kindergarten	1 st Grade	2 nd Grade
<p>PRACTICING THE BIBLE STORY, pp. 238 – 239 (DLG) *** Complete Activity 1. Activity 2 is optional. ***</p> <p>Activity 1: What Do You Want to Do in Heaven?, p. 238 (DLG) (DDL) <i>Discussion, Concept Nugget</i> Materials: Board</p> <p>Activity 2: “Always”, p. 239 (DLG) Materials: <i>Little Voices Praise Him</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 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 3; 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. 244 – 245 (DLG) Level 4—Let’s Say a New Word, p. 245 (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. 246 – 249 (DLG) Vv—No, Thank You, p. 248 (DLG) Materials: Blacklines 3.5a – b, scissors, 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. 249 – 258 (DLG) During Reading—Story Four, pp. 254 – 255 (DLG) (DDL) <i>Comprehension, Sequencing</i> Materials: Blackline 3.7c, <i>Happy, Healthy Me</i>, “Happy Healthy Me” chart, large pieces of light-colored construction paper, large pieces of construction paper from Before Reading – Discussion Activity, glue, scissors, crayons, colored pencils or markers</p>	<p>READING WORKSHOP, pp. 249 – 258 (DLG) During Reading—Story Four, pp. 254 – 255 (DLG) (DDL) <i>Comprehension, Sequencing</i> Materials: Blackline 3.7c, <i>Happy, Healthy Me</i>, “Happy Healthy Me” chart, large pieces of light-colored construction paper, large pieces of construction paper from Before Reading – Discussion Activity, glue, scissors, crayons, colored pencils or markers</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, pp. 259 – 262 (DLG) *** Complete Activity 1. Activity 2 is optional. ***</p> <p>Activity 1: Word Choice, Part IV (DDL) <i>Similes</i> Materials: Activity Masters 7.3.8a – c</p> <p>Activity 2: Write a Book, p. 261 (DLG) Materials: White paper, colored paper, crayons</p>	<p>WRITING WORKSHOP *** Complete Activity 1. ***</p> <p>Activity 1: Word Choice, Part IV (DDL) <i>Similes</i> Materials: Activity Masters 7.3.8a – c</p> <p>*** Primarily a Kindergarten Activity ***</p>	<p>No Differentiation – Same as 1st Grade</p> <p>*** Primarily a Kindergarten Activity ***</p>

Day 4 – Science

Kindergarten	1 st Grade	2 nd Grade
<p>Eating Healthy Foods, pp. 282 – 283 (DLG) (DDL) <i>Healthy Lifestyle Choices, Concept Nugget</i> Materials: Blackline 2A.2, cottage cheese, pretzels, nuts, carrot sticks, berries, bananas, grapes, beans, bread, equal parts cutouts (from Math: Large Group: Equal Parts), chart tablet paper, different colored markers</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>How My Parents Learned to Eat—Part I (DDL P) <i>Read Aloud, Map Skills</i> Materials: <i>How My Parents Learned to Eat</i> by Ina R. Friedman, cooked rice, paper cups, chopsticks, markers, <i>Me on the Map</i> (Theme 2, Book 1), Activity Master 7.3.9</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>

Day 5 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
<p>Daily Message <i>Teacher Generated Message</i> Materials: Chart tablet 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 5 – Bible

Kindergarten	1 st Grade	2 nd Grade
<p>APPLYING THE BIBLE STORY, p. 239 (DLG) *** Complete Activity 1. Activity 2 is optional. ***</p> <p>Activity 1: Animals in Heaven, p. 239 (DLG) Materials: Blackline 3.2, stuffed animals, <i>Little Voices Praise Him, Heaven is for Kids</i> CD, paper</p> <p>Activity 2: Independent Reading, p. 239 (DLG) Materials: Lapbook – <i>God Gives Us Friends, Kindergarten Bible Story Readers</i></p>	<p>APPLYING THE BIBLE STORY, p. 239 (DLG) ***Complete Activity 1. Activity 2 is optional. ***</p> <p>Activity 1: Animals in Heaven, p. 239 (DLG) (DDL P) <i>Reflection</i> Materials: Blackline 3.2, stuffed animals, <i>Little Voices Praise Him, Heaven is for Kids</i> CD, paper</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>



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 7 – Book 3; 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. 244 – 245 (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>SOUND-LETTER ACTIVITIES, pp. 246 – 249 (DLG) Vv—Veggie Estimate, pp. 248 – 249 (DLG) Materials: Blacklines 3.6a – b, bag of potatoes, small resealable bags, peas, green beans, corn</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. 249 – 258 (DLG) During Reading—Story Five, pp. 255 – 256 (DLP) (DDL) <i>Comprehension, Concept Nugget</i> Materials: Blackline 3.7d, <i>Happy, Healthy Me</i>, “Happy, Healthy Me” chart, large pieces of construction paper from Before Reading—Discussion Activity, glue, scissors, crayons, colored pencils or markers</p>	<p>READING WORKSHOP, pp. 249 – 258 (DLG) During Reading—Story Five, pp. 255 – 256 (DLP) (DDL) <i>Comprehension, Concept Nugget</i> Materials: Blackline 3.7d, <i>Happy, Healthy Me</i>, “Happy, Healthy Me” chart, large pieces of construction paper from Before Reading—Discussion Activity, glue, scissors, crayons, colored pencils or markers</p>	<p>No Differentiation – Same as Kindergarten</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 – Author’s Chair (DDLDP) <i>Sharing and Presentation</i> Materials: Completed simile writing from Writing Workshop Days 1-4 (Activity Master 7.3.1, Activity Master 7.3.4a, b, or c, Activity Master 7.3.6a or b, Activity Master 7.3.8a, b, or c, or students’ Writing Journals where they practiced writing similes)</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>
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Day 5 – Science

Kindergarten	1 st Grade	2 nd Grade
<p>UNIT CULMINATING ACTIVITY <i>Health Fair</i> Materials: Student baby pictures, index cards, marker, paper plates, napkins, forks, variety of cut fruit, bamboo kabob sticks, hand sanitizer, completed copy of Activity Masters 7.3.3a – b, sink, soap, paper towels, Growing Germs experiment display, student completed copy of 7.3.2 or Blackline 3.21, jump rope, balance beam, paper cups, water, pretend plastic food or printed and laminated food pictures, Blackline 2A.2 or My Plate coloring page, small basket, Activity Master 7.3.10</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>How My Parents Learned to Eat—Part II (DDLDP) <i>Map Skills</i> Materials: Completed Activity Master 7.3.9, large map of the world- or a projected copy of Activity Master 7.3.9, stickers or crayon</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>

