

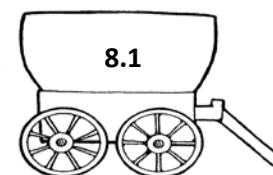
K-2 MULTI-GRADE BRIDGE
Lesson at a Glance (LAG)
Theme Eight Daily Lesson Guide (DLG) – Moving On
Grade K Theme Book One: *Papa and the Pioneer Quilt*/Yesterday
Character Building Concept: Appreciating Sacrifice

Important Reminders:

- Send home Parent Letter (Activity Master 8.1.0) at the end of Day 1.
- *Optional:* Invite a quilter/Pathfinder group to bring a handmade quilt or conduct a demonstration presentation on quilt making for Social Studies this week Day 5.
- A “Sacrifice Jar” is introduced on Day 1 – Circle Time/Morning Meeting, be sure to look for opportunities to reward students that are making sacrifices throughout the week.
- Plan a special celebration at the end of the week if students are able to fill their class “Sacrifice Jar” (Celebration suggestions: Pizza Party, Ice Cream Party, Extra Recess Time, Movie Day, Fun Field Trip, Bible Character Day).
- Post the community invitation (Appendix F – Teacher Reference Materials, p. 5) at the school, in church bulletins, and any other appropriate place. Guests may be invited to the unit activity celebration at the end of Theme 8, Book 4 – Arbor Day Square.

Days 1 – 5 Signing In/Morning Activity

Kindergarten	1 st Grade	2 nd Grade
<p>SIGNING IN, pp. 52 – 53 (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 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

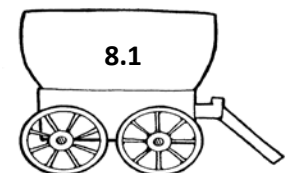
Kindergarten	1 st Grade	2 nd Grade
APPRECIATING SACRIFICE CONCEPT CONNECT (DDL P) <i>Concept Connect Activity</i> Materials: Small clear container labeled “Sacrifice Jar”, counters, individually packaged snacks, board or chart paper, marker	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>

Day 1 – Bible

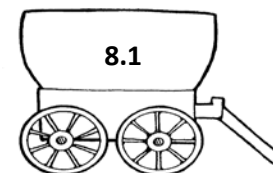
Kindergarten	1 st Grade	2 nd Grade
INTRODUCING THE BIBLE STORY, pp. 34 – 35 (DLG) <i>*** Complete Activity 2. Activities 1 and 3 are optional. ***</i> Activity 1: If You Had to Move, p. 34 (DLG) Materials: Paper, crayons or markers Activity 2: What Will I Pack?, p. 34 (DLG) (DDL P) <i>Concept Nugget</i> Materials: Bibles, small suitcase or duffle bag, toothbrush, comb, shoes, miscellaneous vacation items Activity 3: Theme Song, p. 35 (DLG) Materials: Blackline 1.2a, <i>Kindergarten Stepping Stones</i> Music CD, chart paper or sentence strips of first verse and chorus of “God Wants Us to Follow Him,” pocket chart	<i>No Differentiation – Same as Kindergarten</i> <i>No Differentiation – Same as Kindergarten</i> <i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i> <i>No Differentiation – Same as Kindergarten</i> <i>No Differentiation – Same as Kindergarten</i>

Day 1 – Language Arts

Kindergarten	1 st Grade	2 nd Grade
Daily Oral Language (DOL) <i>This is primarily a 1st/2nd grade activity. Kindergarten students can listen or engage in a separate center activity during this time.</i>	Grammar & Writing Mechanics (DDL P) <i>Think-Pair-Share, Editing</i> Materials: DOL Master (Appendix D), Theme 8 – Book 1; enlarged printout of Common Editing Marks (Appendix D) Theme 4 – Book 1	<i>No Differentiation – Same as 1st Grade</i>



<p>STAIRWAY TO READING 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. 44 – 45 (DLG) Level 1–I Spy (Rhyming Words Application), p. 44 (DLG) Materials: Papa and the Pioneer Quilt</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. 45 – 47 (DLG) *** Complete both activities. ***</p> <p>Activity 1: Qq–Qq on the Quilt, p. 45 (DLG) Materials: Blackline 1.4, alphabet cards or plastic letters, quilt</p> <p>Activity 2: Qq–Quill Writing, p. 46 (DLG) Materials: Blackline 1.5, quill, black paint, paper</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. 48 – 51 (DLG) *** Complete both activities. ***</p> <p>Activity 2: Before Reading–Introduce the Book, p. 48 (DLG) (DDL) Concept Nugget Materials: Papa and the Pioneer Quilt</p> <p>Activity 3: During Reading–First Time, p. 48 (DLG) (DDL) Building Background Knowledge Materials: Papa and the Pioneer Quilt, Internet access</p>	<p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p>
<p>GUIDED READING (Small Group Instruction)</p> <p>Use a conference approved leveled reading series and running records' assessments to place students in proper homogenous instructional ability reading levels for small group instruction. Possible Options: Reading A-Z, Seedlings, Wright Group, etc. Small group instruction for most Kindergarten students will focus on phonemic awareness and sound-letter recognition during the first semester of the year, while 1st and 2nd graders focus on formal reading instruction. Kindergarten students who are ready to read can be included in 1st/2nd grade formal reading groups.</p>		
<p>WRITING WORKSHOP, pp. 53 – 56 (DLG) *** Complete both activities. ***</p> <p>Activity 1: Writing with Children–Predictable Chart “I would like to travel to...” Day 1, p. 54 (DLG) Materials: Chart paper, board, sentence strips, glue, resealable bags, paper</p>	<p>WRITING WORKSHOP *** Complete Activity 1. Activity 2 is optional. ***</p> <p>Activity 1: Memory Quilt (DDL) Writing Process – Prewrite Materials: Activity Masters 8.1.1, 8.1.2a</p>	<p>WRITING WORKSHOP *** Complete Activity 1. Activity 2 is optional. ***</p> <p>Activity 1: Memory Quilt (DDL) Writing Process – Prewrite Materials: Activity Masters 8.1.1, 8.1.2b</p>



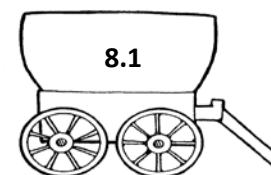
Activity 2: Writing by Children—Journals, pp. 55 – 56 (DLG) Materials: Journal, paper bags, paper, stapler, crayons, white copy paper	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>
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Day 1 – Science

Kindergarten	1 st Grade	2 nd Grade
<p>*** Complete both activities. ***</p> <p>*** These activities should be made available for students in the Science Center throughout the week. ***</p> <p>Activity 1: Wildflowers, pp. 82 – 83 (DLG) (DDLDP) Science Center Introduction Materials: Trifold presentation board, Blacklines 1.13a – e, cardstock, flower pictures from Appendix F – Reference Material, p. 3 or wildflower seed packets, glue, laminator, Activity Master 8.1.3, small tray or basket</p> <p>Activity 2: Pressing Wildflowers, p. 84 (DLG) (DDLDP) Science Center Introduction Materials: Sturdy poster board or trifold presentation board, fresh flowers, vase, phonebooks, 8 ½" X 14" white paper folded in half, Activity Master 8.1.4, pencils, small tray or basket</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 1 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
<p>*** Complete all activities. ***</p> <p>Activity 1: Mapping our Journey, p. 87 (DLG) Materials: U.S. map, Oregon Trail map, highlighters, brown paper bags or brown butcher paper</p> <p>Activity 2: Where Do I Live?, p. 87 (DLG) Materials: Local map, student addresses, self-adhesive arrows, <i>Optional:</i> Internet access</p> <p>Activity 3: Landforms on the Trail, p. 88 (DLG) Materials: Map showing landforms, globe</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><i>No Differentiation – Same as Kindergarten</i></p> <p><i>No Differentiation – Same as Kindergarten</i></p>



Day 2 – Circle Time/Morning Meeting

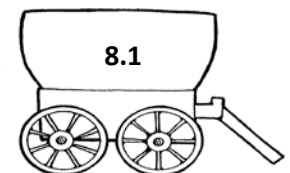
Kindergarten	1 st Grade	2 nd Grade
Daily Message 1, p. 53 (DLG) Materials: Board or chart paper, markers	<i>This activity is not designed for 1st grade. However, extension activity suggestions appropriate for 1st grade differentiation are provided in the DDL P.</i>	<i>This activity is not designed for 2nd grade. However, extension activity suggestions appropriate for 2nd grade differentiation are provided in the DDL P.</i>

Day 2 – Bible

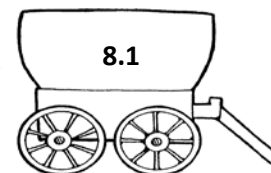
Kindergarten	1 st Grade	2 nd Grade
PRESENTING THE BIBLE STORY, pp. 35 – 36 (DLG) <i>*** Complete activities 1 and 2. Activity 2 is optional. ***</i> Activity 1: Reading “A Big Move,” p. 35 (DLG) (DDL P) <i>Express Reverence, Understand Bible History, Concept Nugget</i> Materials: Lapbook <i>God Wants Us to Follow Him</i> , Bible, scroll and reed pen, or Activity Master 8.1.5, Christian instrumental music or nature sounds Activity 2: Follow the Footsteps, p. 36 (DLG) (DDL P) <i>Memorizing Scripture</i> Materials: Shoe, colored construction paper, scissors, marker, tape, Activity Masters 8.1.6a – b Activity 3: God Is So Good, p. 36 (DLG) Materials: <i>Little Voices Praise Him</i>	<i>No Differentiation – Same as Kindergarten</i> <i>No Differentiation – Same as Kindergarten</i> <i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i> <i>No Differentiation – Same as Kindergarten</i> <i>No Differentiation – Same as Kindergarten</i>

Day 2 – Language Arts

Kindergarten	1 st Grade	2 nd Grade
Daily Oral Language (DOL) <i>This is primarily a 1st/2nd grade activity. Kindergarten students can listen or engage in a separate center activity during this time.</i>	Grammar & Writing Mechanics (DDL P) <i>Think-Pair-Share, Editing</i> Materials: DOL Master (Appendix D), Theme 8 – Book 1; enlarged printout of Common Editing Marks (Appendix D) Theme 4 – Book 1	<i>No Differentiation – Same as 1st Grade</i>



<p>STAIRWAY TO READING 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. 44 – 45 (DLG) Level 3–What’s the Secret Sound? (Phoneme Isolation), p. 45 (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. 45 – 47 (DLG) Qq–Quilt, pp. 46 – 47 (DLG) Materials: Blackline 1.6, shaped sponges, construction paper, paint, paper plates, 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. 48 – 51 (DLG) *** Complete Activity 1. Activity 2 is optional. *** Activity 1: During Reading–Second Time, p. 49 (DLG) (DDLp) Vocabulary Extension Materials: Blackline B and C, scissors, small plastic baggies, <i>Papa and the Pioneer Quilt</i> Activity 2: Wandering Feet, p. 51 (DLG) Materials: Internet access or books with idioms</p>	<p>READING WORKSHOP, pp. 48 – 51 (DLG) *** Complete Activity 1. Activity 2 is optional. *** Activity 1: During Reading–Second Time, p. 49 (DLG) (DDLp) Vocabulary Extension Materials: Vocabulary Master 8.1, Activity Masters 8.1.7a – b, scissors, small plastic baggies, <i>Papa and the Pioneer Quilt</i> No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as 1st Grade No Differentiation – Same as Kindergarten</p>
<p>GUIDED READING (Small Group Instruction) Use a conference approved leveled reading series and running records’ assessments to place students in proper homogenous instructional ability reading levels for small group instruction. Possible Options: Reading A-Z, Seedlings, Wright Group, etc. Small group instruction for most Kindergarten students will focus on phonemic awareness and sound-letter recognition during the first semester of the year, while 1st and 2nd graders focus on formal reading instruction. Kindergarten students who are ready to read can be included in 1st/2nd grade formal reading groups.</p>		
<p>WRITING WORKSHOP, pp. 53 – 56 (DLG) *** Complete both activities. *** Activity 1: Writing with Children–Predictable Chart “I would like to travel to…” Day 2, p. 54 (DLG) Materials: Chart paper, board, sentence strips, glue, resealable bags, paper</p>	<p>WRITING WORKSHOP *** Complete Activity 1. Activity 2 is optional. *** Activity 1: Memory Quilt (DDLp) Writing Process – Rough Draft Materials: Activity Master 8.1.1, completed student Activity Master 8.1.2a from Day 1, teacher completed copy of Activity Masters 8.1.2a, 8.1.8a, <i>Optional:</i> clothespins, permanent marker</p>	<p>WRITING WORKSHOP *** Complete Activity 1. Activity 2 is optional. *** Activity 1: Memory Quilt (DDLp) Writing Process – Rough Draft Materials: Activity Master 8.1.1, completed student Activity Master 8.1.2b from Day 1, teacher completed copy of Activity Masters 8.1.2a, 8.1.8b, <i>Optional:</i> clothespins, permanent marker</p>



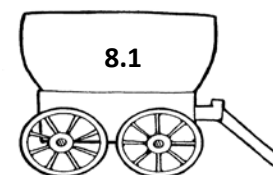
Activity 2: Writing by Children–Journal Prompts, p. 56 (DLG) Materials: Paper	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>
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Day 2 – Science

Kindergarten	1 st Grade	2 nd Grade
<p>*** Complete Activity 1. Activity 2 is optional. ***</p> <p>Activity 1: Drying Wildflowers, pp. 84 – 85 (DLG) (DDL P) <i>Explore Qualities of Fresh Wildflowers</i> Materials: Fresh flowers, chart paper, rubber bands, kitchen scale, blank paper</p> <p>Activity 2: Importance of Water, p. 85 (DLG) Materials: Pictures of plains and mountains</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 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
<p>*** Complete both activities. ***</p> <p>Activity 1: Trading for Goods, p. 88 (DLG) Materials: <i>Papa and the Pioneer Quilt</i>, sports cards, toys, crayons</p> <p>Activity 2: Pioneer Tools, p. 88 (DLG) (DDL P) <i>Concept Nugget</i> Materials: Pictures of actual pioneer tools, Internet access, projection capability & <i>Papa and the Pioneer Quilt</i>, or chart paper, small sticky notes</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 3 – Circle Time/Morning Meeting

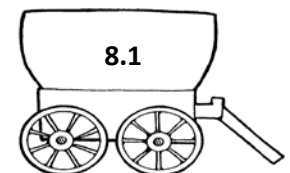
Kindergarten	1 st Grade	2 nd Grade
Daily Message 2, p. 53 (DLG) Materials: Board or chart paper, markers	<i>This activity is not designed for 1st grade. However, extension activity suggestions appropriate for 1st grade differentiation are provided in the DDL.</i>	<i>This activity is not designed for 2nd grade. However, extension activity suggestions appropriate for 2nd grade differentiation are provided in the DDL.</i>

Day 3 – Bible

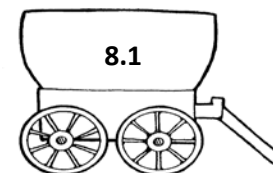
Kindergarten	1 st Grade	2 nd Grade
REVIEWING THE BIBLE STORY, pp. 36 – 37 (DLG) <i>*** Complete all activities, if time permits. ***</i> Activity 1: Traveling Caravan #1, p. 36 (DLG) Materials: Trail mix (nuts, dry cereal, dried fruit), resealable plastic bags Activity 2: Traveling Caravan #2, pp. 36 – 37 (DLG) Materials: Bible Drama T-shirts or other dress-up clothes Activity 3: Bible Verse Review, p. 37 (DLG) Materials: Bible verse on "Follow the Footsteps," Lapbook – God Wants Us to Follow Him	<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 – Language Arts

Kindergarten	1 st Grade	2 nd Grade
Daily Oral Language (DOL) <i>This is primarily a 1st/2nd grade activity. Kindergarten students can listen or engage in a separate center activity during this time.</i>	Grammar & Writing Mechanics (DDL) <i>Think-Pair-Share, Editing</i> Materials: DOL Master (Appendix D), Theme 8 – Book 1; enlarged printout of Common Editing Marks (Appendix D) Theme 4 – Book 1	<p>No Differentiation – Same as 1st 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.	Follow 1 st 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 1 st grade are optional in addition to the separate curriculum adoption.	Follow 2 nd 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 2 nd grade are optional in addition to the separate curriculum adoption.
PHONEMIC AWARENESS, pp. 44 – 45 (DLG) Level 2–Hop to It! (Blending Speech Sounds), p. 44 (DLG)	Follow 1 st 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 1 st grade are optional in addition to the separate curriculum adoption.	Follow 2 nd 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 2 nd grade are optional in addition to the separate curriculum adoption.
SOUND-LETTER ACTIVITIES, pp. 45 – 47 (DLG) Qq–Quilt Q, p. 46 (DLG) Materials: Blackline 1.5, <i>Papa and the Pioneer Quilt</i> , colorful construction paper strips or scrapbook paper, glue	Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 1 st grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.	Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 2 nd grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.
READING WORKSHOP, pp. 48 – 51 (DLG) *** Complete Activity 1. Activity 2 is optional. *** Activity 1: After Reading–Comprehension Questions, p. 49 (DLG) (DDLp) Concept Nugget Materials: <i>Papa and the Pioneer Quilt</i> Activity 2: Comforting Quilt, p. 51 (DLG) Materials: <i>The Quilt Story</i> by Tony Johnston	READING WORKSHOP, pp. 48 – 51 (DLG) *** Complete Activity 1. Activity 2 is optional. *** Activity 1: After Reading–Comprehension Questions, p. 49 (DLG) (DDLp) Narrator Identification, Identifying Story Elements Materials: Story Elements Anchor Chart No Differentiation – Same as Kindergarten	No Differentiation – Same as 1 st Grade No Differentiation – Same as Kindergarten
GUIDED READING (Small Group Instruction) Use a conference approved leveled reading series and running records’ assessments to place students in proper homogenous instructional ability reading levels for small group instruction. Possible Options: Reading A-Z, Seedlings, Wright Group, etc. Small group instruction for most Kindergarten students will focus on phonemic awareness and sound-letter recognition during the first semester of the year, while 1 st and 2 nd graders focus on formal reading instruction. Kindergarten students who are ready to read can be included in 1 st /2 nd grade formal reading groups.		
WRITING WORKSHOP, pp. 53 – 56 (DLG) *** Complete both activities. *** Activity 1: Writing with Children–Predictable Chart “I would like to travel to...” Day 3, p. 54 (DLG) Materials: Chart paper, board, sentence strips, glue, resealable bags, paper Activity 2: Writing by Children–Color Words, p. 55 (DLG) Materials: <i>Papa and the Pioneer Quilt</i> , paper	WRITING WORKSHOP *** Complete Activity 1. Activity 2 is optional. *** Activity 1: Memory Quilt (DDLp) Writing Process – Revise Materials: 8.1.1, teacher completed copy of Activity Master 8.1.8a, student completed copies of Activity Master 8.1.8a, colored marker/pen, <i>Optional:</i> document reader No Differentiation – Same as Kindergarten	WRITING WORKSHOP *** Complete Activity 1. Activity 2 is optional. *** Activity 1: Memory Quilt (DDLp) Writing Process – Revise Materials: 8.1.1, teacher completed copy of Activity Master 8.1.8a, student completed copies of Activity Master 8.1.8b, colored marker/pen, <i>Optional:</i> document reader No Differentiation – Same as Kindergarten

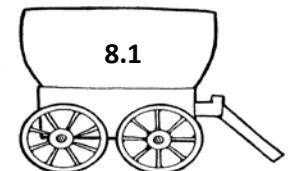


Day 3 – Science

Kindergarten	1 st Grade	2 nd Grade
<p>*** Complete Activity 1. Activities 2 is optional. ***</p> <p>Activity 1: Seasons, p. 80 (DLG) (DDLDP) <i>Observing Changes in Daylight and Time</i> Materials: Books about seasons, globe, flashlight, Internet access, construction paper, magazines, scissors, glue,</p> <p>Activity 2: Shooting Stars, p. 85 (DLG) Materials: <i>The Quilt Story</i>, pictures of stars and shooting stars</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 3 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
<p>*** Complete Activities 1 and 2. Activity 3 is optional. ***</p> <p>Activity 1: Transportation Comparison, p. 89 (DLG) (DDLDP) <i>Recognizing Time Progressions</i> Materials: <i>Papa and the Pioneer Quilt</i>, mural paper, crayons, markers</p> <p>Activity 2: Obstacles, p. 89 (DLG) (DDLDP) <i>Concept Nugget</i> Materials: <i>Papa and the Pioneer Quilt</i>, wheelbarrows, crates, logs, blocks, wagon wheel, sack of corn, jugs of water, "Sacrifice Jar"</p> <p>Activity 3: Ride or Walk, pp. 89 – 90 (DLG) Materials: Wagon</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><i>No Differentiation – Same as Kindergarten</i></p> <p><i>No Differentiation – Same as Kindergarten</i></p>



Day 4 – Circle Time/Morning Meeting

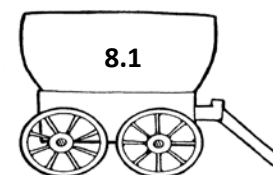
Kindergarten	1 st Grade	2 nd Grade
<p>Daily Message 3, p. 54 (DLG) Materials: Board or chart paper, markers</p>	<p><i>This activity is not designed for 1st grade. However, extension activity suggestions appropriate for 1st grade differentiation are provided in the DDL.</i></p>	<p><i>This activity is not designed for 2nd grade. However, extension activity suggestions appropriate for 2nd grade differentiation are provided in the DDL.</i></p>

Day 4 – Bible

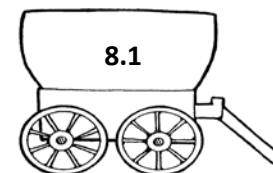
Kindergarten	1 st Grade	2 nd Grade
<p><u>PRACTICING THE BIBLE STORY, pp. 37 – 38 (DLG)</u> *** Complete Activity 1. Activity 2 is optional. ***</p> <p>Activity 1: I Trust God, pp. 37 – 38 (DLG) (DDLP) <i>Concept Nugget</i> Materials: Blindfold, “Sacrifice Jar”</p> <p>Activity 2: Footprints, p. 38 (DLG) Materials: Graham crackers, peanut butter, raisins or chocolate chips, plastic knives, <i>Optional:</i> spreadable cream cheese or frosting</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><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^P) <i>Think-Pair-Share, Editing</i> Materials: DOL Master (Appendix D), Theme 8 – Book 1; 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>PHONEMIC AWARENESS, pp. 44 – 45 (DLG) Level 3–What’s the Secret Sound? (Phoneme Isolation), p. 45 (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. 45 – 47 (DLG) Qq–Quiet Game, p. 47 (DLG) Materials: Blackline 1.4</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. 48 – 51 (DLG) *** Complete both activities. ***</p> <p>Activity 1: After Reading–Fourth Time, p. 50 (DLG) Materials: Papa and the Pioneer Quilt, fabric samples, sentence strips</p> <p>Activity 2: Environmental Print, p. 51 (DLG) Materials: Magazines, advertisements/signs (McDonalds®, stop sign), construction paper, scissors, glue)</p>	<p>READING WORKSHOP *** Complete both activities. ***</p> <p>No Differentiation – Same as Kindergarten</p> <p>Activity 2: Story Elements (DDL P) Outlining Story Elements Materials: Internet access, Story Elements Anchor Chart from Day 3, Activity Masters 8.1.9a – b, Papa and the Pioneer Quilt</p>	<p>No Differentiation – Same as Kindergarten</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. 53 – 56 (DLG) *** Complete both activities. ***</p> <p>Activity 1: Writing with Children–Predictable Chart “I would like to travel to…” Day 4, p. 55 (DLG) Materials: Chart paper, board, sentence strips, glue, resealable bags, paper</p> <p>Activity 2: Writing by Children–Comfort Items, p. 55 (DLG) Materials: Writing Paper</p>	<p>WRITING WORKSHOP *** Complete Activity 1. Activity 2 is optional. ***</p> <p>Activity 1: Memory Quilt (DDL P) Writing Process – Edit Materials: Activity Master 8.1.8a, student completed copies of Activity Master 8.1.8a, colored marker/pen, <i>Optional:</i> document reader</p> <p>No Differentiation – Same as Kindergarten</p>	<p>WRITING WORKSHOP *** Complete Activity 1. Activity 2 is optional. ***</p> <p>Activity 1: Memory Quilt (DDL P) Writing Process – Edit Materials: Activity Master 8.1.1, teacher completed copy of Activity Master 8.1.8a, student completed copies of Activity Master 8.1.8b, colored marker/pen, <i>Optional:</i> document reader</p> <p>No Differentiation – Same as Kindergarten</p>



Day 4 – Science

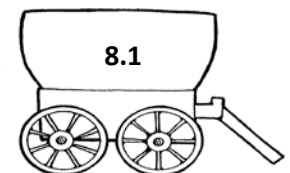
Kindergarten	1 st Grade	2 nd Grade
Daylight Saving Time (DDL P) <i>Articulate Changes in Daylight and Time</i> Materials: Internet access, globe, flashlight	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>

Day 4 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
*** Complete both activities. *** Activity 1: Sewing Then and Now, p. 90 (DLG) Materials: Burlap, yarn, large plastic needles, scissors, permanent marker, <i>Optional:</i> fabric store field trip or sewing machine demonstration Activity 2: Heirlooms and Antiques, p. 90 (DLG) Materials: Heirlooms or Antiques	<i>No Differentiation – Same as Kindergarten</i> <i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i> <i>No Differentiation – Same as Kindergarten</i>

Day 5 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
Daily Message (DDL P) <i>Concept Celebration</i> Materials: Board or chart paper, "Sacrifice Jar", suggested celebration rewards (if applicable)	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>

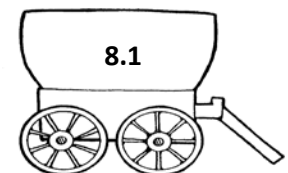


Day 5 – Bible

Kindergarten	1 st Grade	2 nd Grade
<p><u>APPLYING THE BIBLE STORY, pp. 38 – 39 (DLG)</u></p> <p>Kindergarten Bible Story Readers, p. 38 (DLG) Materials: Kindergarten Bible Story Readers, Lapbook – God Wants Us to Follow Him, Bible Story CD</p>	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten

Day 5 – Language Arts

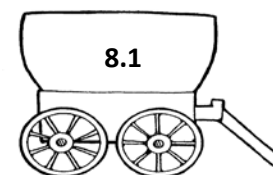
Kindergarten	1 st Grade	2 nd Grade
<p><u>Daily Oral Language (DOL)</u> This is primarily a 1st/2nd grade activity. Kindergarten students can listen or engage in a separate center activity during this time.</p>	<p>Grammar & Writing Mechanics (DDLDP) Think-Pair-Share, Editing Materials: DOL Master (Appendix D), Theme 8 – Book 1; enlarged printout of Common Editing Marks (Appendix D) Theme 4 – Book 1</p>	No Differentiation – Same as 1 st Grade
<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. 44 – 45 (DLG)</u> Level 4–Head, Tummy, Toes (Segmentation), p. 45 (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. 45 – 47 (DLG)</u> Qq–Quick Grab, p. 47 (DLG) Materials: Set of jacks</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. 48 – 51 (DLG) *** Complete both activities. ***</p> <p>Activity 1: Read Aloud, p. 51 (DLG) (DDLDP) Materials: Pioneer Girl: The Story of Laura Ingalls Wilder or a digital reading found online</p> <p>Activity 2: Label Pioneer Objects, p. 50 (DLG) Materials: Pioneer toys and other items used by pioneers, cards</p>	<p>READING WORKSHOP, pp. 48 – 51 (DLG) *** Complete Activity 1. Activity 2 is optional. ***</p> <p>Activity 1: Read Aloud, p. 51 (DLG) (DDLDP) Materials: Pioneer Girl: The Story of Laura Ingalls Wilder or a digital reading found online, Activity Masters 8.1.9a – b</p> <p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as 1st Grade</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, pp. 53 – 56 (DLG) *** Complete both activities. ***</p> <p>Activity 1: Writing with Children–Predictable Chart “I would like to travel to...” Day 5, p. 55 (DLG) (DDLDP) Writing Quilt Materials: Chart paper, board, sentence strips, glue, resealable bags, paper, 12" X 12" decorative scrapbook paper, glue, hole punch and string, or masking tape</p> <p>Activity 2: Writing by Children–Pioneer Life, p. 56 (DLG) Materials: Paper, crayons</p>	<p>WRITING WORKSHOP *** Complete Activity 1. Activity 2 is optional. ***</p> <p>Activity 1: Memory Quilt (DDLDP) Writing Process – Publish Materials: Teacher completed model of the Memory Quilt Square, completed student copies of Activity Master 8.1.8a, grade appropriate writing paper, 12" X 12" decorative scrapbook paper, glue, hole punch and string, or masking tape</p> <p>No Differentiation – Same as Kindergarten</p>	<p>WRITING WORKSHOP *** Complete Activity 1. Activity 2 is optional. ***</p> <p>Activity 1: Memory Quilt (DDLDP) Writing Process – Publish Materials: Teacher completed model of the Memory Quilt Square, completed student copies of Activity Master 8.1.8b, grade appropriate writing paper, 12" X 12" decorative scrapbook paper, glue, hole punch and string, or masking tape</p> <p>No Differentiation – Same as Kindergarten</p>

Day 5 – Science

Kindergarten	1 st Grade	2 nd Grade
<p>*** Complete Activity 1. Activity 2 is optional. ***</p> <p>Activity 1: Dried Wildflowers Materials: Dried bouquet of wildflowers, word bank chart created on Day 2, student T-Charts created on Day 2</p> <p>Activity 2: Physical Properties, p. 85 (DLG) Materials: Items to describe, such as rocks, pinecones, beans, marshmallows, blocks, felt, cotton balls</p>	<p>*** Complete Activity 1. Activity 2 is optional. ***</p> <p>Activity 1: Dried Wildflowers Materials: Dried bouquet of wildflowers, word bank chart created on Day 2, student T-Charts created on Day 2, Activity Master 8.1.10</p> <p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as 1st Grade</p> <p>No Differentiation – Same as Kindergarten</p>



Day 5 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
Historic Quilt Patterns, pp. 90 – 91 (DLG) (DDL P) <i>Quilt Traditions</i> Materials: Blacklines 1.14a – b, pictures of a variety of quilt patterns, crayons, markers, <i>Optional:</i> 12" X 12" scrapbook papers, quilter or Pathfinder demonstration presentation	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>

