

K–2 MULTI-GRADE BRIDGE
Lesson at a Glance (LAG)
Theme Zero Daily Lesson Guide (DLG) – Off We Go!
Grade K Theme Book One: Hands as Warm as Toast/Beginning School
Character Building Concept: Kindness

Important Reminder:

Send home Parent Letter (Activity Master 0.1.0) at the end of the day.

Days 1 – 5 Signing In/Morning Activity

Kindergarten	1 st Grade	2 nd Grade
<p>SIGNING IN, pp. 68 – 72 (DLG) (DDL) <i>Handwriting Assessment Rubric</i> Materials: Assessment Master 0.1</p> <p><i>This is primarily a Kindergarten activity. Use one or more of the activities daily that best fits students' needs.</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>KINDNESS ACTIVITY (DDL) Daily Message 1, p. 72 (DLG) (DDL) CONCEPT CONNECT ACTIVITY Materials: Easel/Morning Meeting Board, personalized student letters, student gifts/treats, basket, chart paper, Activity Master 0.1.0</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 1 – Bible

Kindergarten	1 st Grade	2 nd Grade
<p><u>INTRODUCING THE BIBLE STORY, p. 42 (DLG)</u> *** Complete Activities 1 and 2. Activity 3 is optional. ***</p> <p>Activity 1: Bible Verse, p. 42 (DLG) (DDL P) Vocabulary Materials: Chart paper</p> <p>Activity 2: Shadows, p. 42 (DLG)</p> <p>Activity 3: God Loves _____, p. 42 (DLG)</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 1 – Language Arts

Kindergarten	1 st Grade	2 nd 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. 56 – 60 (DLG)</u> Assessment, pp. 56 – 57 (DLG) Materials: Blacklines 1.5a –d *** See SSTM: Section 5, p. 163. ***</p>	<p><u>PHONEMIC AWARENESS, pp. 56 – 60 (DLG)</u> FORMAL AND INFORMAL ASSESSMENT, pp. 56 – 57 (DLG) Materials: Blacklines 1.5a –d *** See SSTM: Section 5, p. 163. ***</p> <p><u>Additional Assessment Instruments for Grade 1:</u></p> <p>Emergent Reading Assessments from Reading A-Z (www.readinga-z.com)</p> <p>Early Reading Assessment, Jerry Johns Basic Reading Inventory</p> <p>DIBELS 8 (Dynamic Indicators of Basic Early Literacy Skills) https://dibels.uoregon.edu/</p>	<p><u>PHONEMIC AWARENESS, pp. 56 – 60 (DLG)</u> FORMAL AND INFORMAL ASSESSMENT, pp. 56 – 57 (DLG) Materials: Blacklines 1.5a –d *** See SSTM: Section 5, p. 163. ***</p> <p><u>Assessment Instruments Appropriate for 2nd Grade:</u></p> <p>Running Records from adopted leveled reading series or from Reading A-Z (www.readinga-z.com)</p> <p>Oral Reading and Comprehension, Jerry Johns Basic Reading Inventory</p> <p>DIBELS 8 (Dynamic Indicators of Basic Early Literacy Skills) https://dibels.uoregon.edu/</p>

<p>READING WORKSHOP, pp. 62 – 68 (DLG) *** Complete both activities. ***</p> <p>Activity 1: Before Reading – Caring for Books, p. 62 (DLG) (DDL) Prior Knowledge Materials: Chart paper, book from bibliography</p> <p>Activity 2: Before Reading – Introducing the Book, p. 63 (DLG) (DDL) Prior Knowledge, Predicting</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 record assessments to place students in proper homogenous instructional ability reading levels for small group instruction. Possible Options: Reading A-Z, Seedlings, Wright Group, Fountas & Pinnell, 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. 72 – 77 (DLG) *** Complete both activities. ***</p> <p>Activity 1: Everyone Reads and Writes, p. 73 (DLG) (DDL) Writing Tips Materials: Various types of written materials (See DLG.)</p> <p>Activity 2: Reason to Write, p. 74 (DLG) (DDL) Writing Tips Materials: Student journals/student portfolios</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>LISTENING/SPEAKING, p. 82 (DLG) Listening Procedure, p. 82 (DLG)</p>	<p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p>

Day 1 – Science

Kindergarten	1 st Grade	2 nd Grade
<p>Healthy Breakfast, p. 100 (DDL) Sorting, Writing Materials: Coloring utensils, drawing paper, variety of real or play breakfast foods, magazine with food pictures, construction paper</p>	<p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p>

Day 1 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
<p>*** Complete both activities. ***</p> <p>Activity 1: Why Procedures are Important, p. 102 (DLG)</p> <p>Activity 2: Procedures, p. 102 (DLG) *** These are ongoing daily procedures. ***</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 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
<p>Daily Message 2, pp. 72 – 73 (DLG)</p>	<p><i>This activity is not designed for 1st grade. However, extension activity suggestions appropriate for 1st grade differentiation are provided in the DDL.</i></p>	<p><i>This activity is not designed for 2nd grade. However, extension activity suggestions appropriate for 2nd grade differentiation are provided in the DDL.</i></p>

Day 2 – Bible

Kindergarten	1 st Grade	2 nd Grade
<p>PRESENTING THE BIBLE STORY, pp. 43 – 44 (DLG) *** Complete all activities. ***</p> <p>Activity 1: Trying to Hide, p. 43 (DLG) (DDL) Concept Nugget</p> <p>Activity 2: Theme Song, p. 44 (DLG)</p> <p>Activity 3: Signing the Bible Verse, p. 44 (DLG)</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>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. 56 – 60 (DLG)</u> <u>Assessment, pp. 56 – 57 (DLG)</u> *** Continue assessments from previous day. *** Materials: Blacklines 1.5a – d *** See SSTM: Section 5. ***</p>	<p>Continue chosen assessments from previous day.</p>	<p>Continue chosen assessments from previous day.</p>
<p><u>READING WORKSHOP, pp. 62 – 68 (DLG)</u> <u>During Reading – First Time, p. 63 (DLG) (DDL)</u> Prior Knowledge, Predicting, Picture Walks Materials: Chart paper from Day 1</p>	<p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p>
<p><u>GUIDED READING (Small Group Instruction)</u></p> <p>Use a conference approved leveled reading series and running record assessments to place students in proper homogenous instructional ability reading levels for small group instruction. Possible Options: Reading A-Z, Seedlings, Wright Group, Fountas & Pinnell, 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><u>WRITING WORKSHOP, pp. 72 – 77 (DLG)</u> <u>Writing to and with Children – Different Writing Types, pp. 74 – 75 (DLG) (DDL)</u> Writing Tips Materials: Chart paper</p>	<p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p>
<p><u>LISTENING/SPEAKING, p. 82 (DLG)</u> <u>Happy Faces, p. 82 (DLG) (DDL)</u> Writing Materials: Yellow construction paper circles</p>	<p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p>

Day 2 – Science

Kindergarten	1 st Grade	2 nd Grade
<p>Hands, p. 100 (DLG) (DDLDP) Brainstorming Materials: Mini magnifying glass for each child, chart paper, paint, index cards, washable ink pad</p>	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten

Day 2 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
<p>*** Choose one activity. *** Activity 1: Tour the Classroom, p. 102 (DLG) Activity 2: Treasure Hunt Cards, p. 103 (DLG) Activity 3: Our School Mural, p. 103 (DLG)</p>	<p>No Differentiation – Same as Kindergarten No Differentiation – Same as Kindergarten No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten No Differentiation – Same as Kindergarten No Differentiation – Same as Kindergarten</p>

Day 3 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
<p>Daily Message 3, p. 73 (DLG)</p>	<p>This activity is not designed for 1st grade. However, extension activity suggestions appropriate for 1st grade differentiation are provided in the DDLDP.</p>	<p>This activity is not designed for 2nd grade. However, extension activity suggestions appropriate for 2nd grade differentiation are provided in the DDLDP.</p>

Day 3 – Bible

Kindergarten	1 st Grade	2 nd Grade
<p>REVIEWING THE BIBLE STORY, pp. 44 – 45 (DLG) *** Complete both activities. ***</p> <p>Activity 1: Jonah Review, p. 44 (DLG) (DDLDP) Concept Nugget</p> <p>Activity 2: Bible Verse Song, p. 45 (DLG)</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>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. 56 – 60 (DLG) *** Choose one activity. ***</p> <p>Activity 1: It's a Whisper, p. 58 (DLG) (Rhyming Words)</p> <p>Activity 2: Names, p. 59 (DLG) (Beginning Sounds)</p> <p>Activity 3: School Tools, pp. 59 – 60 (Beginning Sounds)</p>	<p>Continue chosen assessments from previous day.</p>	<p>Continue chosen assessments from previous day.</p>
<p>SOUND-LETTER ACTIVITIES, pp. 61 – 62 (DLG) Free Exploration, pp. 61 – 62 (DLG)</p>	<p>Continue chosen assessments from previous day.</p>	<p>Continue chosen assessments from previous day.</p>



<p>READING WORKSHOP, pp. 62 – 68 (DLG) *** Complete both activities. ***</p> <p>Activity 1: During Reading – Second Time, p. 63 (DLG) (DDLDP) Vocabulary Review Materials: Blackline E</p> <p>Activity 2: After Reading – Comprehension Questions, p. 64 (DLG)</p>	<p>Activity 1: During Reading – Second Time, p. 63 (DLG) (DDLDP) Vocabulary Extension Materials: Vocabulary Master 0.1</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 record assessments to place students in proper homogenous instructional ability reading levels for small group instruction. Possible Options: Reading A-Z, Seedlings, Wright Group, Fountas & Pinnell, 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. 72 – 77 (DLG) Writing by Children – My Name is..., p. 75 (DLG) (DDLDP) Brainstorm, Listing Materials: Writing folder, chart paper, blank copy paper, Blackline 1.10</p>	<p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p>

Day 3 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
<p>*** Complete Activity 1 with Activity 2 or 3, giving consideration to location. ***</p> <p>Activity 1: Introduce the Flag, p. 103 (DLG) and</p> <p>Activity 2: Pledge of Allegiance – United States, p. 103 (DLG)</p> <p style="text-align: center;">OR</p> <p>Activity 3: Pledge to the Canadian Flag, p. 104 (DLG)</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 4 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
<p>Daily Message Teacher generated message Materials: Chart paper or white board</p>	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten

Day 4 – Bible

Kindergarten	1 st Grade	2 nd Grade
<p>PRACTICING THE BIBLE STORY, pp. 45 – 48 (DLG) *** Complete one or two activities. ***</p> <p>Activity 1: Jonah Tried to Hide, p. 45 (DLG)</p> <p>Activity 2: Paper Plate Faces, p. 46 (DLG)</p> <p>Activity 3: Super Straws, p. 47 (DLG)</p> <p>Activity 4: God Loves Me Forever, p. 48 (DLG)</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> <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>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><u>PHONEMIC AWARENESS, pp. 56 – 60 (DLG)</u> *** Choose one of the following activities. It may be necessary to teach these in small groups and select the activity that is most appropriate for each child's instructional ability. ***</p> <p>Activity 1: Chin Drop, p. 60 (DLG) (Syllable Counting)</p> <p>Activity 2: Hands Up, p. 60 (DLG) (Syllable Segmentation)</p> <p>Activity 3: School Tools, pp. 59 – 60 (DLG) (Phoneme Deletion)</p>	<p>Continue chosen assessments from previous day.</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>Continue chosen assessments from previous day.</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. 61 – 62 (DLG)</u> Free Exploration, pp. 61 – 62 (DLG) *** Continue from previous day, or finish any pending assessments. ***</p>	<p>Continue chosen assessments from previous day.</p>	<p>Continue chosen assessments from previous day.</p>
<p><u>READING WORKSHOP, pp. 62 – 68 (DLG)</u> During Reading – Second Time, p. 64 (DLG) (DDL) Concept Nugget; Comprehension Extension Questions Materials: Chart paper</p>	<p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p>
<p><u>GUIDED READING (Small Group Instruction)</u></p> <p>Use a conference approved leveled reading series and running record assessments to place students in proper homogenous instructional ability reading levels for small group instruction. Possible Options: Reading A-Z, Seedlings, Wright Group, Fountas & Pinnell, 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><u>WRITING WORKSHOP, pp. 72 – 77 (DLG)</u> Writing by Children – My Name is... , p. 75 (DLG)</p>	<p><u>WRITING WORKSHOP, pp. 72 – 77 (DLG)</u> Writing by Children – My Name is..., p. 75 (DLG) (DDL) Informational Writing Materials: Chart paper from Day 3</p>	<p>No Differentiation – Same as 1st Grade</p>

Day 4 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
<p>*** Choose one activity. ***</p> <p>Activity 1: Meaning of the Pledge of Allegiance, p. 104 (DLG)</p> <p>Activity 2: Tour the School, p. 105 (DLG)</p> <p>Activity 3: Emergency Drills, pp. 104 – 105 (DLG)</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 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>	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten

Day 5 – Bible

Kindergarten	1 st Grade	2 nd Grade
<p><u>APPLYING THE BIBLE STORY, pp. 48 – 50 (DLG)</u> *** Complete one activity. ***</p> <p>Activity 1: Jonah’s Ship, p. 48 (DLG) Materials: Blacklines 1.4a – c, blue construction paper</p> <p>Activity 2: Independent Reading, p. 50 (DLG) Materials: Bible Story Readers, 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>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>	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.
<p><u>READING WORKSHOP, pp. 62 – 68 (DLG)</u> Name Activities, pp. 66 – 68 (DLG) *** Select one of the “Name” activities listed in the DLG. ***</p>	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten

GUIDED READING (Small Group Instruction)

Use a conference approved leveled reading series and running record assessments to place students in proper homogenous instructional ability reading levels for small group instruction. Possible Options: Reading A-Z, Seedlings, Wright Group, Fountas & Pinnell, etc. Small group instruction for most Kindergarten students will focus on phonemic awareness and sound-letter recognition during the first semester of the year, while 1st and 2nd graders focus on formal reading instruction. Kindergarten students who are ready to read can be included in 1st/2nd grade formal reading groups.

WRITING WORKSHOP, pp. 72 – 77 (DLG)

*** Complete one activity. ***

Activity 1: Writing – Name Practice, p. 76 (DLG)

Activity 2: Writing – Puffy Paint Names, p. 76 (DLG)

Activity 3: Writing – Journaling, p. 76 (DLG)

Activity 4: Writing – Things I Like, p. 77 (DLG) (DDL P)
Writing Tip

No Differentiation – Same as Kindergarten

No Differentiation – Same as Kindergarten

No Differentiation – Same as Kindergarten

No Differentiation – Same as Kindergarten

No Differentiation – Same as Kindergarten

No Differentiation – Same as Kindergarten

No Differentiation – Same as Kindergarten

No Differentiation – Same as Kindergarten

Day 5 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
Collect Mittens, p. 105 (DLG)	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten

