

K–2 MULTI-GRADE BRIDGE
Lesson at a Glance (LAG)
Theme Zero Daily Lesson Guide (DLG) – Off We Go!
Grade K Theme Book Two: Nico & Lola/Beginning School
Character Building Concept: Kindness

Important Reminders:

- Send home Parent Letter (Activity Master 0.2.0) at the end of the day.
- The Unit Culmination Activity requires pre-planning. (See Days 4 & 5 DDLP).

Days 1 – 5 – Signing In/Morning Activity

Kindergarten	1 st Grade	2 nd Grade
<p><u>SIGNING IN, pp. 149 – 153 (DLG) (DDLP)</u> <i>This is primarily a Kindergarten activity. Use one or more of the activities daily that best fits students' needs.</i></p>	<p><u>SIGNING IN, pp. 149 – 153 (DLG) (DDLP)</u> <i>This activity is not designed for 1st grade. However, if teachers wish to include their 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><u>SIGNING IN, pp. 149 – 153 (DLG) (DDLP)</u> <i>This activity is not designed for 2nd grade. However, if teachers wish to include their 2nd graders in this daily activity process, extension activity suggestions appropriate for 2nd grade differentiation are provided in the DDLP. First graders need formal instruction in Handwriting.</i></p>

Day 1 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
<p>Toothpaste Activity (DDLP) <i>Concept Nugget</i> Materials: Activity Masters 0.2.1a – c , 0.2.2a – d (precut on card stock), Activity Masters 0.2.3a – b (card stock or construction paper), travel size toothpaste, paper plate, chart paper, 3 baskets or boxes, name tags, labels, index cards</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. 130 – 131 (DLG)</u> *** Complete Activities 3 and 4, and one other activity. ***</p> <p>Activity 1: Been on a Boat Before?, p. 130 (DLG)</p> <p>Activity 2: Boat on the Water, p. 130 (DLG) Materials: Large tub of water, plastic boats, straws</p> <p>Activity 3: Bible Verse, p. 131 (DLG) Materials: Sentence strips, pocket chart, Bible</p> <p>Activity 4: Theme Song, p. 131 (DLG) Materials: Kindergarten Stepping Stones Music CD, chart paper or sentence strips</p>	<p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p>	<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. 142 – 143 (DLG)</u> Phonemic Awareness Formal and Informal Assessment, pp. 142 – 143 (DLG) (DDL) *** Complete both activities. ***</p> <p>Activity 1: Level 1 – Wiggle Words, p. 142 (DLG)</p> <p>Activity 2: Level 2 – Clap Each Name, p. 143 (DLG) Materials: Jerry Johns Basic Reading Inventory, Blackline 1.5a – d</p>	<p><u>PHONEMIC AWARENESS, pp. 142 – 143 (DLG)</u> Formal and Informal Assessment, pp. 142 – 143 (DLG) (DDL) Beginning Year Assessment, Running records, Materials: Jerry Johns Basic Reading Inventory, Running Records from Leveled Reading Series or Reading A-Z</p>	<p><u>PHONEMIC AWARENESS, pp. 142 – 143 (DLG)</u> Formal and Informal Assessment, pp. 142 – 143 (DLG) (DDL) Beginning Year Assessment, Running Records Materials: Jerry Johns Basic Reading Inventory, Running Records from Leveled Reading Series or Reading A-Z</p>

<p><u>READING WORKSHOP, pp. 144 – 149 (DLG)</u> *** Complete both activities. ***</p> <p>Activity 1: Before Reading – Predicting, p. 144 (DLG) (DDL) <i>Prior Knowledge, Predicting, Concept Nugget</i> Materials: Chart paper</p> <p>Activity 2: During Reading – First Time, p. 144 (DLG) (DDL) <i>Reader's Self-talk</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>During Reading – First Time, p. 144 (DLG) (DDL) <i>Readers Self-talk, Sticky Note Strategy</i> Materials: Sticky notes</p>
<p><u>GUIDED READING (Small Group Instruction)</u></p> <p><i>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, 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. 153 – 157 (DLG)</u> *** Complete both of the following activities. ***</p> <p>Activity 1: Predictable Chart – “Puppies Need...” Days 1 & 2, p. 154 (DLG) Materials: Chart paper or sentence strips</p> <p>Activity 2: Think Aloud – “I Can Write About...,” p. 155 (DLG) (DDL) <i>Writing Process – Brainstorming</i> Materials: Chart paper or white board, ahead of time divide blank paper into 3-4 sections</p>	<p><i>No Differentiation – Same as Kindergarten</i></p> <p>Activity 2: Think Aloud – “I Can Write About...,” p. 155 (DLG) (DDL) <i>Writing Process – Brainstorming</i> Materials: Chart paper or white board, writing journals</p>	<p><i>Not a 2nd grade activity. Work in Writing Center to complete Vocabulary Paint Card activity</i></p> <p><i>No Differentiation – Same as 1st Grade</i></p>
<p><u>LISTENING/SPEAKING, pp. 159 – 160 (DLG)</u> Hot or Cold, p. 159 (DLG) Materials: Dog related objects (leash, bone, stuffed dog, etc.)</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>

Day 1 – Science

Kindergarten	1 st Grade	2 nd Grade
<p>What Do Dogs Need?, p. 174 (DLG) (DDL) <i>Needs of Living Things</i> Materials: Paper bag, dog food, water bottle, blanket, dog bones, stuffed dog, leash, paper heart, balloon with a little air, Activity Master 0.2.4</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p>What Do Dogs Need?, p. 174 (DLG) (DDL) <i>Needs of Living Things</i> Materials: Paper bag, dog food, water bottle, blanket, dog bones, stuffed dog, leash, paper heart, balloon with a little air, Activity Master 0.2.5</p>



Day 1 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
<p>Connecting Time, p. 176 (DLG) (DDL) <i>Concept Nugget, Role Play, Peer Relationships</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, pp. 142 – 153 (DLG) Materials: Chart paper or white board</p>	<p><i>This activity is not designed for 1st grade. However, extension activity suggestions appropriate for 1st grade differentiation are provided in the DDL.</i></p>	<p><i>This activity is not designed for 2nd grade. However, extension activity suggestions appropriate for 2nd grade differentiation are provided in the DDL.</i></p>

Day 2 – Bible

Kindergarten	1 st Grade	2 nd Grade
<p>PRESENTING THE BIBLE STORY, pp. 131 – 132 (DLG) *** Complete both activities. ***</p> <p>Activity 1: Reading “A Second Chance”, pp. 131 – 132 (DLG) (DDL) <i>Concept Nugget</i> Materials: Lapbook – God Loves Me</p> <p>Activity 2: Swim the Bible Verse, p. 132 (DLG) (DDL) <i>Copying the Bible Verse</i> Materials: Blackline 2.2 with memory verse, white index cards, crayons or thin tip black marker</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>Activity 2: Swim the Bible Verse, p. 132 (DLG) (DDL) <i>Copying the Bible Verse</i> Materials: Blackline 2.2 with handwriting lines, white index cards, crayons or thin tip black marker</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>WORD STUDY, PHONEMIC AWARENESS, SOUND-LETTER, pp. 142 – 143 (DLG)</u> *** Complete both activities. ***</p> <p>Activity 1: Level 3 – Thumbs Up!, p. 143 (DLG)</p> <p>Activity 2: Level 4 – What’s the Name?, p. 143 (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><u>READING WORKSHOP, pp. 144 – 149 (DLG)</u> *** Complete both activities. ***</p> <p>Activity 1: During Reading – Second Time, p. 145 (DLG) Materials: Blackline 2.5, book <i>Nico and Lola</i>, Vocabulary Master 0.2</p> <p>Activity 2: During Reading – Second Time, p. 145 (DLG) (DDL P) <i>Vocabulary Practice - Rainbow Writing</i> Materials: Blackline F, Activity Master 0.2.6, colored markers/crayons/pencils</p>	<p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p> <p>Activity 2: During Reading – Second Time, p. 145 (DLG) (DDL P) <i>Vocabulary Practice</i> Materials: Five paint sample cards per child with 4 colors per sheet (See picture on DDL P.)</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, 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. 154 – 157 (DLG)</u> *** Complete both activities. ***</p> <p>Activity 1: Predictable Chart – “Puppies Need...” Days 1 & 2, p. 154 (DLG) Materials: Chart paper or sentence strips</p>	<p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p>

Activity 2: Think Aloud – “I Can Write About..”, p. 155 (DLG) (DDL) <i>Writing Process – Writing</i> Materials: Story paper, Writing journals	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>
<u>LISTENING/SPEAKING, pp. 159 – 160 (DLG)</u> Trainer Says, p. 160 (DLG)	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>

Day 2 – Science

Kindergarten	1 st Grade	2 nd Grade
Dog Characteristics, p. 174 (DLG) Materials: Pet catalogs or magazines, craft paper, glue, scissors	<i>No Differentiation – Same as Kindergarten</i>	Dog Characteristics, p. 174 (DLG) (DDL) <i>Sorting, Comparing, T-Chart</i> Materials: Activity Master 0.2.7, pet catalogs or magazines

Day 2 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
It Was an Accident, p. 176 (DLG)	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>

Day 3 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
Daily Message 2, p. 154 (DLG) Materials: Chart paper or white board	<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
<p><u>REVIEWING THE BIBLE STORY, pp. 132 – 133 (DLG)</u> *** Complete one activity. ***</p> <p>Activity 1: In the Belly, p. 132 (DLG) Materials: Quilt, spray water bottle, tin of sardines or smelly fish, painter’s tape or blocks</p> <p>Activity 2: Happy/Sad Faces, p. 133 (DLG) Materials: (Advanced preparation) – Play-Doh for Jonah for each child, cookie cutter</p>	<p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p>

Day 3 – Language Arts

Kindergarten	1 st Grade	2 nd Grade
<p><u>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>WORD STUDY, PHONEMIC AWARENESS, SOUND-LETTER, pp. 142 – 143 (DLG)</u> *** Continue with Day 1 Baseline Assessments. ***</p> <p>“I Spy” Assessment Game, SSTM, Sect. 3, Teaching Phonics, Determining Readiness, p. 53</p>	<p>*** Continue with Day 1 Baseline Assessments. ***</p>	<p>*** Continue with Day 1 Baseline Assessments. ***</p>
<p><u>READING WORKSHOP, pp. 144 – 149 (DLG)</u> During Reading – Third Time, p. 146 (DLG) (DDL P) Story Elements Materials: Blackline 2.6</p>	<p>No Differentiation – Same as Kindergarten</p>	<p><u>READING WORKSHOP, pp. 144 – 149 (DLG)</u> During Reading – Third Time, p. 146 (DLG) (DDL P) Story Elements Materials: Activity Master 0.2.8</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, 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. 154 – 157 (DLG)</u> *** Complete both activities. ***</p> <p>Activity 1: Predictable Chart – “Puppies Need...” Day 3, p. 155 (DLG) Materials: Chart paper or sentence strips from yesterday</p> <p>Activity 2: Think Aloud – “I Can Write About...,” p. 155 (DLG) (DDL) Writing Process – Revising/Publishing Materials: Story paper from yesterday</p>	<p><u>WRITING WORKSHOP, pp. 154 – 157 (DLG)</u> *** Complete both activities. ***</p> <p><i>No Differentiation – Same as Kindergarten</i></p> <p>Activity 2: Think Aloud – “I Can Write About...,” p. 155 (DLG) (DDL) Writing Process – Revising/Publishing Materials: Writing journals or story paper</p>	<p><i>Engage in another center activity during this time.</i></p> <p><i>No Differentiation – Same as 1st Grade</i></p>
<p><u>LISTENING/SPEAKING, pp. 159 – 160 (DLG)</u> How Do Pets Talk, p. 160 (DLG)</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>

Day 3 – Science

Kindergarten	1 st Grade	2 nd Grade
<p>Sensory Exploration, p. 175 (DLG)</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>Modeling Class Procedures, p. 177 (DLG)</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. 154 (DLG) Materials: Chart paper or white board</p>	<p><i>This activity is not designed for 1st grade. However, extension activity suggestions appropriate for 1st grade differentiation are provided in the DDL.</i></p>	<p><i>This activity is not designed for 2nd grade. However, extension activity suggestions appropriate for 2nd grade differentiation are provided in the DDL.</i></p>



Day 4 – Bible

Kindergarten	1 st Grade	2 nd Grade
<p><u>PRACTICING THE BIBLE STORY, pp. 134 – 136 (DLG)</u> *** Complete one activity. ***</p> <p>Activity 1: Fish Windsock, p. 134 (DLG) Materials: Blackline 2.3 copied on construction paper, crepe paper streamers</p> <p>Activity 2: Story Puppets, pp. 135 – 136 (DLG) Materials: Blacklines 2.4a – c on construction paper, craft stick, crayons, glue</p> <p>Activity 3: Bubbles, p. 136 (DLG) Materials: Soap bubble solution and bubble maker</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><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>WORD STUDY, PHONEMIC AWARENESS, SOUND-LETTER pp. 143 – 144 (DLG)</u> *** Continue with Day 1 Baseline Assessments. ***</p>	<p>*** Continue with Day 1 Baseline Assessments. ***</p>	<p>*** Continue with Day 1 Baseline Assessments. ***</p>
<p><u>READING WORKSHOP, pp. 144 – 149 (DLG)</u> After Reading – Comprehension Questions, p. 146 (DLG) (DDL P) Concept Nugget</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, 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. 154 – 157 (DLG)</u> *** Complete Activity 3 and one other activity. ***</p> <p>Activity 1: Predictable Chart – “Puppies Need...” Day 4, pp. 154 – 155 (DLG) Materials: Ahead of time, write a couple of sentences from yesterday on sentence strips and cut the words apart</p> <p>Activity 2: Kind Kid, p. 156 (DLG) Materials: Large craft or butcher paper, markers</p> <p>Activity 3: Think Aloud – “I Can Write About...”, p. 155 (DLG) (DDL) Writing Process – Sharing & Listening Materials: Stories written previous day</p>	<p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p>	<p><u>WRITING WORKSHOP, pp. 154 – 157 (DLG)</u> *** Complete Activity 3 and one other activity. ***</p> <p>Engage in another center activity during this time.</p> <p>Activity 2: Kind Kid, p. 156 (DLG) (DDL) Concept Nugget Materials: Large craft paper, markers</p> <p>No Differentiation – Same as Kindergarten</p>
<p><u>LISTENING/SPEAKING, pp. 159 – 160 (DLG)</u> I Can Write About...”, p. 155 (DLG) *** Share published writing piece from Day 3 writing activity ***</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>Kindness Placemats, p. 178 (DLG) (DDL) UNIT CULMINATION ACTIVITY, PART 1 Materials: White construction paper 9X12, colored construction paper 12X14, glue, colored markers/pencils/crayons</p>	<p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p>

Day 5 – Circle Time/Morning Meeting

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

Day 5 – Bible

Kindergarten	1 st Grade	2 nd Grade
<p><u>APPLYING THE BIBLE STORY, pp. 136 – 137 (DLG)</u> *** Complete Activity 1 or 2. Activity 3 is optional, if time permits, or set up as a center. ***</p> <p>Activity 1: God Forgives Us, p. 136 (DLG)</p> <p>Activity 2: Forgiveness Prayer, p. 137 (DLG)</p> <p>Activity 3: Independent Reading, p. 137 (DLG) Materials: Lapbook – God Loves Me, audio recording of the Bible story</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 – 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>WORD STUDY, PHONEMIC AWARENESS, SOUND-LETTER: (DLG)</u> *** Continue with Day 1 Baseline Assessments. ***</p>	<p>*** Continue with Day 1 Baseline Assessments. ***</p>	<p>*** Continue with Day 1 Baseline Assessments. ***</p>
<p><u>READING WORKSHOP, pp. 144 – 149 (DLG)</u> My Puppy, pp. 147 – 149 (DLG) Materials: Blacklines 2.7a – o, 2.7p – s, 2.7t – w</p>	<p>No Differentiation – Same as Kindergarten</p>	<p><u>READING WORKSHOP, pp. 144 – 149 (DLG)</u> Read-aloud, p. 146 (DLG) (DDL) Readers Self-talk, Sticky Note Strategy Materials: Leveled books on dogs and kindness, sticky notes</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, 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. 154 – 157 (DLG) Predictable Chart – “Puppies Need...” Day 5, p. 155 (DLG) Materials: Ahead of time, type out each child’s sentence, large blank pieces of construction paper, glue, markers/crayons</p> <p>Kindness Book, p. 157 (DLG) (DDL P) <i>Model Writing</i> Materials: Ahead of time, typed story paper, Activity Master 0.2.9, the book – <i>Brown Bear, Brown Bear, What Do You See?</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p> <p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>Engage in another center activity during this time.</i></p> <p><i>Engage in another center activity during this time.</i></p>
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Day 5 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
<p>Perform: Sharing Kindness Placemats (DDL P) UNIT CULMINATION ACTIVITY, PART II *** Field trip to elderly facility to deliver placemats or teacher delivers without students present; follow-up discussion questions for unit culmination. ***</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>

