

K–2 MULTI-GRADE BRIDGE
Lesson at a Glance (LAG)
Theme Four Daily Lesson Guide (DLG) – Giving Gifts
Grade K Theme Book Three: *The Best Present*/Spiritual Journey
Character Building Concept: Giving God’s Best Gifts

Important Reminder:

Plan for students to perform a Unit Culminating Activity in Day 5. Choose an option listed in the Day 5 Language Arts and allow time for planning/practicing as needed.

Days 1 – 5 – Signing In/Morning Activity

Kindergarten	1 st Grade	2 nd Grade
SIGNING IN, pp. 237 – 238 (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>	<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>	<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>

Day 1 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
GIVING GOD’S BEST GIFT CONCEPT CONNECT (DDL) <i>Concept Connect Activity</i> Materials: Small, wrapped gifts for each student (pencils, erasers, trinkets, etc), wrapping paper, gift bows, small gift boxes, Activity Master 4.3.1	GIVING GOD’S BEST GIFT CONCEPT CONNECT (DDL) <i>Concept Connect Activity</i> Materials: Small, wrapped gifts for each student (pencils, erasers, trinkets, etc), wrapping paper, gift bows, small gift boxes, Activity Master 4.3.1 or classroom writing paper	<i>No Differentiation – Same as 1st Grade</i>

Day 1 – Bible

Kindergarten	1 st Grade	2 nd Grade
<p><u>INTRODUCING THE BIBLE STORY, pp. 217 – 218 (DLG)</u> *** Complete Activities 1,2, & 4. Activity 3 is optional. ***</p> <p>Activity 1: Theme Song, p. 218 (DLG) Materials: Kindergarten Stepping Stones Music CD, chart paper or pocket chart and sentence strips of “God’s Best Gift”</p> <p>Activity 2: Worshiping God, pp. 217 – 218 (DLG) (DDL)</p> <p>Activity 3: Glittering Star, p. 217 (DLG) Materials: Cardboard stars for each student, aluminum foil, yarn or ribbon, glitter glue</p> <p><u>PRESENTING THE BIBLE STORY, pp. 218 – 219 (DLG)</u> Activity 4: Reading Jesus Is God’s Best Gift, p. 218 (DLG) Materials: Lapbook – Jesus Is God’s Best Gift</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>Daily Oral Language (DOL)</u> This is primarily a 1st/2nd grade activity. Kindergarten students can listen or engage in a separate center activity during this time.</p>	<p>Grammar & Writing Mechanics (DDL) Think-Pair-Share, Editing Materials: DOL Master (Appendix D), Theme 4 – Book 3; enlarged printout of Common Editing Marks (Appendix D) Theme 4 – Book 1</p>	<p>No Differentiation – Same as 1st Grade</p>
<p><u>STAIRWAY TO READING</u> Follow Stairway to Reading Phonics/Reading program or other conference approved Phonics/Reading curriculum. Phonemic awareness and sound-letter activities in the DLG should also be utilized in the phonics program for Kindergarten students.</p>	<p>Follow 1st grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 1st grade are optional in addition to the separate curriculum adoption.</p>	<p>Follow 2nd grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 2nd grade are optional in addition to the separate curriculum adoption.</p>
<p><u>PHONEMIC AWARENESS, pp. 229 – 230 (DLG)</u> Level 1 – I’m Thinking of the Baby Jesus Story, p. 229 (DLG) Rhyming Words</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>



SOUND-LETTER ACTIVITIES, pp. 230 – 232 (DLG) Cc-Candy Cane Stripes, p. 230 (DLG) Materials: Blackline 3.4, crayons, glue, cotton balls	<i>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 1st grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</i>	<i>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 2nd grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</i>
READING WORKSHOP, pp. 233 – 237 (DLG) (DDL) During Reading – First Time, p. 233 (DLG) <i>Picture Walk, Vocabulary</i> Materials: Blackline G, Activity Master 4.3.2	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten
GUIDED READING (Small Group Instruction) <i>Use a conference approved leveled reading series and running records' assessments to place students in proper homogenous instructional ability reading levels for small group instruction. Possible Options: Reading A-Z, Seedlings, Wright Group, etc. Small group instruction for most Kindergarten students will focus on phonemic awareness and sound-letter recognition during the first semester of the year, while 1st and 2nd graders focus on formal reading instruction. Kindergarten students who are ready to read can be included in 1st/2nd grade formal reading groups.</i>		
WRITING WORKSHOP (DDL) "How-To" Writing – Recipes, Part 1 <i>Brainstorming</i> Materials: Cookie recipe ingredients, chart tablet paper or document camera, Activity Master 4.3.3	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten

Day 1 – Science

Kindergarten	1 st Grade	2 nd Grade
Physical Science – Types of Matter (DDL) <i>Identifying Solids</i> Materials: Variety of rocks, Activity Master 4.3.4a	Physical Science – Types of Matter (DDL) <i>Identifying Solids</i> Materials: Variety of rocks, Activity Master 4.3.4b	No Differentiation – Same as 1 st Grade

Day 2 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
Daily Message 1, pp. 238 – 239 (DLG) <i>Modeling Writing</i> Materials: Chart tablet 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 2 – Bible

Kindergarten	1 st Grade	2 nd Grade
<p><u>INTRODUCING THE BIBLE STORY, pp. 217 – 218 (DLG)</u> *** Complete Activities 1 & 3. Activities 2 & 4 are optional. ***</p> <p>Activity 1: Mystery Box, p. 217 (DLG) Materials: Small star, gold coins, scented oils or perfumes, spice tea bag, gift box</p> <p>Activity 2: Theme Song, p. 218 (DLG) Materials: Kindergarten Stepping Stones Music CD, chart paper or pocket chart and sentence strips of “God’s Best Gift”</p> <p><u>PRESENTING THE BIBLE STORY, pp. 218 – 219 (DLG)</u> Activity 3: Star Outline, p. 218 (DLG) Materials: Masking tape, blocks, lapbook – <i>Jesus Is God’s Best Gift</i></p> <p>Activity 4: Pass the Gift, pp. 218 – 219 (DLG) Materials: Gift wrapped box, words to the Bible Verse on 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 2 – Language Arts

Kindergarten	1 st Grade	2 nd Grade
<p><u>Daily Oral Language (DOL)</u> This is primarily a 1st/2nd grade activity. Kindergarten students can listen or engage in a separate center activity during this time.</p>	<p>Grammar & Writing Mechanics (DDL P) Think-Pair-Share, Editing Materials: DOL Master (Appendix D), Theme 4 – Book 3; enlarged printout of Common Editing Marks (Appendix D) Theme 4 – Book 1</p>	<p>No Differentiation – Same as 1st Grade</p>
<p><u>STAIRWAY TO READING</u> Follow Stairway to Reading Phonics/Reading program or other conference approved Phonics/Reading curriculum. Phonemic awareness and sound-letter activities in the DLG should also be utilized in the phonics program for Kindergarten students</p>	<p>Follow 1st grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 1st grade are optional in addition to the separate curriculum adoption.</p>	<p>Follow 2nd grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 2nd grade are optional in addition to the separate curriculum adoption.</p>

PHONEMIC AWARENESS, pp. 229 – 230 (DLG) Level 2 – Clap Gifts, p. 229 (DLG) Syllable Counting	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. 230 – 232 (DLG) Cc- Christmas Cookies, p. 231 (DLG) Materials: Blacklines 3.5a – b, chart paper, glue, sprinkles	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. 233 – 237 During Reading – Second Time, pp. 233 – 234 (DLG) (DDLp) Vocabulary, Text-to-Self Connections, Concept Nugget Materials: Nativity costumes and props, Blackline G, Activity Master 4.3.2	No Differentiation – Same as Kindergarten	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 "How-To" Writing – Recipes, Part 2 Drafting Materials: Chart tablet paper or document camera, Activity Master 4.3.3, Activity Master 4.3.5a – b	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten

Day 2 – Science

Kindergarten	1 st Grade	2 nd Grade
Physical Science – Types of Matter (DDLp) Identifying Liquids Materials: Small plastic baggies, ice cubes, Activity Master 4.3.4a	Physical Science – Types of Matter (DDLp) Identifying Liquids Materials: Small plastic baggies, ice cubes, Activity Master 4.3.4b	No Differentiation – Same as 1 st Grade

Day 3 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
Daily Message 2, p. 239 (DLG) <i>Modeling Writing</i> Materials: Chart tablet 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. 219 – 221 (DLG) <i>*** Complete both activities. ***</i> Activity 1: Follow the Light, p. 219 (DLG) Materials: Star from Introducing: Glittering Star Activity 2: Story in a Bag, p. 220 (DLG) Materials: Nativity set with plastic and wooden pieces, bag	<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 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 4 – Book 3; enlarged printout of Common Editing Marks (Appendix D) Theme 4 – Book 1	<i>No Differentiation – Same as 1st Grade</i>
STAIRWAY TO READING <i>Follow Stairway to Reading Phonics/Reading program or other conference approved Phonics/Reading curriculum. Phonemic awareness and sound-letter activities in the DLG should also be utilized in the phonics program for Kindergarten students.</i>	<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>	<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>



PHONEMIC AWARENESS, pp. 229 – 230 (DLG) Level 3- Break It! p. 229 (DLG) Syllable Segmentation	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. 230 – 232 (DLG) Cc- Crunchy Cereal, p. 231 (DLG) Materials: Crunchy cereal, glue, paper	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. 233 – 237 (DLG) During Reading (DDLp) Concept Connect, Text-to-Self Connections Materials: Christmas story costumes and props, Blackline G, Activity Master 4.3.2	No Differentiation – Same as Kindergarten	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 "How-To" Writing – Recipes, Part 3 Brainstorming Materials: Chart tablet paper or document camera, Activity Masters 4.3.5a – b	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten

Day 3 – Science

Kindergarten	1 st Grade	2 nd Grade
Physical Science – Types of Matter (DDLp) Identifying Gases Materials: Deflated balloon, Activity Master 4.3.4a	Physical Science – Types of Matter (DDLp) Identifying Gases Materials: Deflated balloon, Activity Master 4.3.4b	No Differentiation – Same as 1 st Grade

Day 3 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
Community Helper Cards (DDL P) Service Materials: Construction paper, crayons, markers, Christmas stickers	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten

Day 4 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
Daily Message 3, p. 239 (DLG) Modeling Writing Materials: Chart tablet paper, markers	This activity is not designed for 1 st grade. However, extension activity suggestions appropriate for 1 st grade differentiation are provided in the DDL P .	This activity is not designed for 2 nd grade. However, extension activity suggestions appropriate for 2 nd grade differentiation are provided in the DDL P .

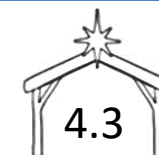
Day 4 – Bible

Kindergarten	1 st Grade	2 nd Grade
PRACTICING THE BIBLE STORY, pp. 221 – 222 (DLG) *** Complete Activities 1 & 4. Activities 2 & 3 are optional. *** Activity 1: Thank You, God, p. 221 (DLG) Concept Nugget Materials: A wrapped gift box Activity 2: Christmas Stars, pp. 221 – 222 (DLG) Materials: Blackline 3.2, wax paper, large colored craft sticks, craft glue, sequins, jewels, rhinestones, glitter, string or yarn APPLYING THE BIBLE STORY, pp. 222 – 223 (DLG) Activity 3: Independent Reading, p. 222 (DLG) Materials: Lapbook – Jesus is God's Best Gift	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

Activity 4: The Christmas Story Line, p. 223 (DLG) (DDLDP) Sequencing Materials: Blacklines 3.3a – b, red and green construction paper, scissors, crayons, glue	Activity 4: The Christmas Story Line, p. 223 (DDLDP) Sequencing Materials: Blacklines 3.3a – b, red and green construction paper, scissors, pencil, crayons, glue	No Differentiation – Same as 1 st Grade
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Day 4 – 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 (DDLDP) Think-Pair-Share, Editing Materials: DOL Master (Appendix D), Theme 4 – Book 3; enlarged printout of Common Editing Marks (Appendix D) Theme 4 – Book 1	No Differentiation – Same as 1 st Grade
STAIRWAY TO READING <i>Follow Stairway to Reading Phonics/Reading program or other conference approved Phonics/Reading curriculum. Phonemic awareness and sound-letter activities in the DLG should also be utilized in the phonics program for Kindergarten students</i>	<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>	<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>
PHONEMIC AWARENESS, pp. 229 – 230 (DLG) Level 4 – It's a Surprise, p. 230 (DLG) Phoneme Substitution, Beginning Sound Materials: Christmas gift bag, ball, book, light, bow card, tag, bell, gift, heart	<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>	<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>
SOUND-LETTER ACTIVITIES, pp. 230 – 232 (DLG) Cc- Cameras p. 232 (DLG) Materials: Blackline 3.6, heavy paper/cardstock, crayons, scissors, items that begin /c/, whiteboard	<i>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 1st grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</i>	<i>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 2nd grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</i>
READING WORKSHOP, pp. 233 – 237 (DLG) *** Complete Activity 1. Activities 2 & 3 are optional. *** Activity 1: After Reading – The Best Present Booklet, p. 236 (DLG) (DDLDP) Retelling Materials: Activity Masters 4.3.6a – b Activity 2: After Reading The Legend of the Candy Cane, p. 237 (DLG) Materials: The Legend of the Candy Cane by Lori Walburg, candy canes	Activity 1: After Reading – The Best Present Booklet, p. 236 (DLG) (DDLDP) Retelling Materials: Activity Masters 4.3.6a.a and 4.3.6c No Differentiation – Same as Kindergarten	No Differentiation – Same as 1 st Grade No Differentiation – Same as Kindergarten



Activity 3: Read-Aloud, p. 237 (DLG) Materials: Bibliography books or other Christmas books	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten
GUIDED READING (Small Group Instruction) <i>Use a conference approved leveled reading series and running records' assessments to place students in proper homogenous instructional ability reading levels for small group instruction. Possible Options: Reading A-Z, Seedlings, Wright Group, etc. Small group instruction for most Kindergarten students will focus on phonemic awareness and sound-letter recognition during the first semester of the year, while 1st and 2nd graders focus on formal reading instruction. Kindergarten students who are ready to read can be included in 1st/2nd grade formal reading groups.</i>		
WRITING WORKSHOP "How-To" Writing – Recipes, Part 4 <i>Pair-Share, Self-Evaluation with Rubric</i> Materials: Chart tablet paper or document camera, Activity Masters 4.3.5a – b, Activity Master 4.3.7	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten

Day 4 – Science

Kindergarten	1 st Grade	2 nd Grade
Physical Science – Changes in Matter (DDL P) <i>Physical and Chemical Changes</i> Materials: Chart tablet paper, markers, Activity Master 4.3.4a, powdered sugar, milk, food coloring (optional), graham crackers or sugar cookies, paper cups, eye droppers, craft sticks	Physical Science – Changes in Matter (DDL P) <i>Physical and Chemical Changes</i> Materials: Chart tablet paper, markers, Activity Master 4.3.4b, powdered sugar, milk, food coloring (optional), graham crackers or sugar cookies, paper cups, eye droppers, craft sticks	No Differentiation – Same as 1 st Grade

Day 4 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
Oatmeal Cookies in a Jar, pp. 264 – 265 (DLG) <i>Concept Nugget</i> Materials: Blackline 3.22, quart jars, see activity for list of ingredients, measuring cups and spoons, Christmas fabric, pinking shears, hole punch, ribbon, scissors, paper	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten



Day 5 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
<p>*** Optional teacher generated message or no message *** <i>Modeling Writing, Editing</i> Materials: Chart tablet 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 5 – Bible (Chapel or Complete Activity Below)

Kindergarten	1 st Grade	2 nd Grade
<p>REVIEWING THE BIBLE STORY, pp. 219 – 221 (DLG) *** Complete one activity. ***</p> <p>Activity 1: Follow the Star, p. 219 (DLG) Materials: Flashlight</p> <p>Activity 2: Wise Men Fingerplay, p. 221 (DLG) Materials: Sentence strips, chart paper, or board and markers</p> <p>APPLYING THE BIBLE STORY, pp. 222 – 223 (DLG) Activity 3: Apple Star, p. 223 (DLG) Materials: Apples, gingerbread men cookies</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>Daily Oral Language (DOL) <i>This is primarily a 1st/2nd grade activity. Kindergarten students can listen or engage in a separate center activity during this time.</i></p>	<p>Grammar & Writing Mechanics (DDL) <i>Think-Pair-Share, Editing</i> Materials: DOL Master (Appendix D), Theme 4 – Book 3; enlarged printout of Common Editing Marks (Appendix D) Theme 4 – Book 1</p>	<p>No Differentiation – Same as 1st Grade</p>
<p>STAIRWAY TO READING <i>Follow Stairway to Reading Phonics/Reading program or other conference approved Phonics/Reading curriculum. Phonemic awareness and sound-letter activities in the DLG should also be utilized in the phonics program for Kindergarten students.</i></p>	<p><i>Follow 1st grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 1st grade are optional in addition to the separate curriculum adoption.</i></p>	<p><i>Follow 2nd grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 2nd grade are optional in addition to the separate curriculum adoption.</i></p>

<p>PHONEMIC AWARENESS, pp. 229 – 230 (DLG) *** Review concepts/activities from Days 1-4. ***</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. 230 – 232 (DLG) Cc- Camels, p. 232 (DLG) Materials: Blackline 3.7, brown or yellow markers</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 Unit Culmination Activity (DDL P) *** Select one option. ***</p> <p>Option 1: Food Bank Visit</p> <p>Option 2: School Christmas Program</p> <p>Option 3: Service Program</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>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 "How-To" Writing – Recipes, Part 5 Author's Chair Materials: Completed student recipes</p>	<p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p>