

K-2 MULTI-GRADE BRIDGE

Lessons at a Glance (LAG)

Theme Eight Daily Lesson Guide (DLG) – *Moving On*

Grade K Theme Book Two: *A Day on the Prairie*/Yesterday

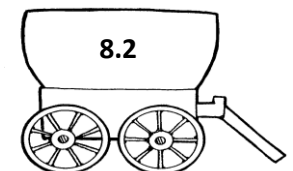
Character Building Concept: Appreciating Nature

Important Reminders:

- Prepare nature boxes (one for each small group of students) and the Day 1 Circle Time/Morning Meeting Daily Message before beginning the unit. (See the DDLP.)
- Make two handprints for each child during Day 2 – Bible Activity 2: Handprint Oak Tree, p. 125. The second set of handprints will be used for a Bible activity later in the week.
- Preserve the Handprint Oak Tree that will be created this week. It will be displayed during the Unit's Culminating Activity.
- Due to time restrictions, Writing by Children – Butterfly Journal, p. 150 (DLG), Observing the Butterfly Life Cycle, p. 171 (DLG), and Life Cycle of a Butterfly, pp. 171 – 172 (DLG) have been excluded from this unit. However, if the teacher would like the class to experience this activity, a butterfly growing kit and larvae must be purchased before launching the unit. (See Observing the Butterfly Cycle, p. 171.)

Days 1 – 5 Signing In/Morning Activity

Kindergarten	1 st Grade	2 nd Grade
<p>SIGNING IN, p. 147 (DLG)</p> <p><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 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><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. Second graders need formal instruction in Handwriting.</i></p>



Day 1 – Circle Time/Morning Meeting

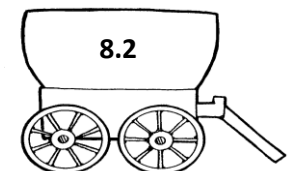
Kindergarten	1 st Grade	2 nd Grade
APPRECIATING NATURE CONCEPT CONNECT (DDL P) <i>Concept Connect Activity</i> Materials: Nature boxes, board or chart paper, markers, pointer, blindfolds	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>

Day 1 – Bible

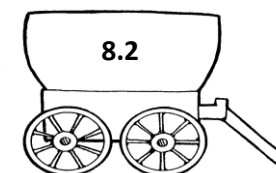
Kindergarten	1 st Grade	2 nd Grade
INTRODUCING THE BIBLE STORY, pp. 123 – 124 (DLG) <i>*** Choose Activity 1a or 1b, and complete Activity 2. ***</i> Activity 1a: Rocks, p. 123 (DLG) Materials: Empty tissue boxes, gray paint, paint brushes, small bowls, cups, paint shirts, optional: balloons, newspaper, liquid starch or Paper Mache' recipe Activity 1b: Alternate Rocks Activity (DDL P) Materials: Small paper bags, markers Activity 2: Theme Song, p. 124 (DLG) Materials: Blackline 1.2b, <i>Kindergarten Stepping Stones</i> Music CD, chart paper or sentence strips of second verse 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, Theme 8 – Book 2, enlarged printout of DOL Common Editing Marks (Appendix D) Theme 4 – Book 1	<i>No Differentiation – Same as 1st Grade</i>



<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.	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.
<u>PHONEMIC AWARENESS, p. 134 (DLG)</u> <u>Level 1 – I Spy (Rhyming Words Application), p. 134 (DLG)</u>	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.
<u>SOUND–LETTER ACTIVITIES, pp. 135 – 142 (DLG)</u> *** Complete both activities. *** Activity 1: Aa–Thumbprint Animals, p. 135 (DLG) Materials: Blacklines 2.3a – b; stamp pads or paint, paper plates, pen or pencil Activity 2: Aa–Freestyle Paper-Plate Animals, p. 136 (DLG) Materials: 9 inch (23 cm) and 7 inch (18 cm) colored paper plates, colored construction paper, scissors, glue, yarn, stapler, markers or crayons, <i>Optional:</i> prairie animal pictures	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.
<u>READING WORKSHOP, pp. 142 – 146 (DLG)</u> *** Complete both activities. *** Activity 1: Before Reading – Discussion, p. 142 (DLG) Materials: A Day on the Prairie, chart paper, plastic or stuffed toy animals Activity 2: During Reading – First Time, p. 142 (DLG) Materials: A Day on the Prairie	<u>READING WORKSHOP, pp. 142 – 146 (DLG)</u> *** Complete both activities. *** Activity 1: Before Reading – Discussion, p. 142 (DLG) (DDL P) KWL Chart Materials: Sticky notes No Differentiation – Same as Kindergarten	No Differentiation – Same as 1 st Grade No Differentiation – Same as Kindergarten
<u>GUIDED READING (Small Group Instruction)</u> 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. 148 – 151 (DLG) Writing to and with Children – Factual Report, pp. 149 – 150 (DLG) (DDL) <i>Brainstorming</i> Materials: <i>A Day on the Prairie</i> , chart paper, marker, nonfiction prairie books, Activity Master 8.2.1	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>
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Day 1 – Science

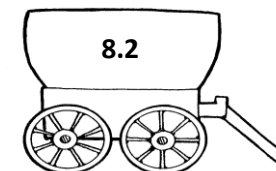
Kindergarten	1 st Grade	2 nd Grade
Prairie Dog Lunches, p. 171 (DLG) Materials: Salad greens, salad dressing, plates	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>

Day 1 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
North, South, East and West, p. 177 (DLG) Materials: Play dough, small rocks, twigs, miniature toy animals, small artificial flowers, compass, paper	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>

Day 2 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
Daily Message 1, p. 148 (DLG) Materials: Board or chart paper, markers, pointer	<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>

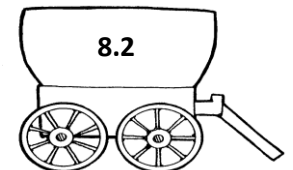


Day 2 – Bible

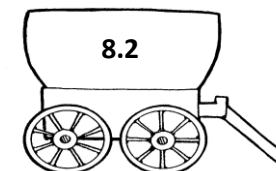
Kindergarten	1 st Grade	2 nd Grade
<p>PRESENTING THE BIBLE STORY, pp. 124 – 126 (DLG) *** Complete all activities. ***</p> <p>Activity 1: Stop and Worship, p. 124 (DLG) Materials: Lapbook – God Wants Us to Follow Him</p> <p>Activity 2: Handprint Oak Tree, p. 125 (DLG) (DDL P) Reminder Materials: Lapbook – God Wants Us to Follow Him, brown craft paper bag or grocery bags, green construction paper, scissors, tape</p> <p>Activity 3: Bible Verse Altar, pp. 125 – 126 (DLG) Materials: Gray “rocks” from Introducing: Rocks, <i>Optional:</i> construction paper or use decorated rocks from Day 1 – Activity 1b.</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>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 P) <i>Think-Pair-Share, Editing</i> Materials: DOL Master (Appendix D), Theme 8 – Book 2; 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>



PHONEMIC AWARENESS, p. 134 (DLG) Level 2 – Counting Syllables, p. 134 (DLG) Materials: Chairs	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. 135 – 142 (DLG) *** Complete both activities. *** Activity 1: Aa–Jesus Made the Animals, pp. 136 – 137 (DLG) Materials: Blackline 2.4, highlighter, sentence strips, crayons or markers, <i>Optional:</i> stuffed prairie animals Activity 2: Aa–Antelope and Pronghorns, pp. 137 – 138 (DLG) Materials: “Home on the Range” recording, pictures or pronghorns and antelope	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. 142 – 146 (DLG) *** Complete both activities. *** Activity 1: During Reading – Second Time, p. 143 (DLG) Materials: Blackline D, <i>A Day on the Prairie</i> , <i>Little Voices Praise Him</i> , sentence strips, pocket chart, sticky notes Activity 2: Read-Aloud, p. 146 (DLG) Materials: Bibliography books or other theme-related books	READING WORKSHOP, pp. 142 – 146 (DLG) *** Complete both activities. *** Activity 1: During Reading – Second Time, p. 143 (DLG) (DDL P) Vocabulary Extension Materials: Vocabulary Master 8.2 No Differentiation – Same as Kindergarten	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, pp. 148 – 151 (DLG) Writing to and with Children – Factual Report, pp. 149 – 150 (DLG) (DDL P) Informative Writing Materials: <i>A Day on the Prairie</i> , chart paper, marker, Activity Master 8.2.1 from Day 1 – Writing Workshop , grade appropriate lined paper	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten



Day 2 – Science

Kindergarten	1 st Grade	2 nd Grade
Killdeer Protection, p. 173 (DLG) Materials: Killdeer Video, rocks or pebbles	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten

Day 2 – Social Studies

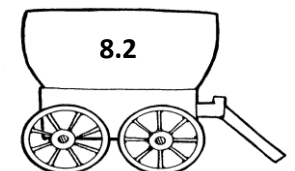
Kindergarten	1 st Grade	2 nd Grade
Prairie Day Comparison, pp. 176 – 177 (DLG) (DDL) <i>Compare and Contrast, Concept Nugget</i> Materials: A Day on the Prairie, crayons, Activity Master 8.2.2	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten

Day 3 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
Daily Message 2, p. 148 (DLG) Materials: Board or chart paper, markers, pointer	<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

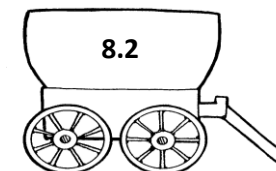
Kindergarten	1 st Grade	2 nd Grade
REVIEWING THE BIBLE STORY, pp. 126 – 127 (DLG) <i>*** Choose Activity 2 and one other. ***</i> Activity 1: Making Camp, pp. 126 – 127 (DLG) Materials: Sheets or blankets, tables and blocks	REVIEWING THE BIBLE STORY, pp. 126 – 127 (DLG) <i>*** Complete all activities. ***</i> No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten



Activity 2: We Worship God, p. 127 (DLG) Materials: Blacklines 2.2a – b, construction paper, red, orange, and yellow tissue paper Activity 3: “Read” the Bible Verse, p. 127 (DLG) Materials: Chart paper or board, markers	Activity 2: We Worship God, p. 127 (DLG) (DDLDP) <i>Memorization</i> Materials: Activity Masters 8.2.3a, 8.2.3c <i>No Differentiation – Same as Kindergarten</i>	Activity 2: We Worship God, p. 127 (DLG) (DDLDP) <i>Memorization</i> Materials: Activity Masters 8.2.3b, 8.2.3c <i>No Differentiation – Same as Kindergarten</i>
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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 (DDLDP) <i>Think-Pair-Share, Editing</i> Materials: DOL Master (Appendix D), Theme 8 – Book 2; 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, p. 134 (DLG) Level 3 – What’s the Secret Sound?, p. 134 (DLG)	<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. 135 – 142 (DLG) <i>*** Complete both activities. ***</i> Activity 1: Aa–Antlers, pp. 138 – 139 (DLG) Materials: Blackline 2.5, brown construction paper, stapler Activity 2: Aa–Antlers Activity, p. 139 (DLG) Materials: Plastic letter a’s or small cards with a’s printed on them	<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>



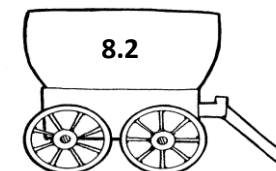
READING WORKSHOP, pp. 142 – 146 (DLG) *** Complete Activity 1. Activity 2 is optional. *** Activity 1: Prairie Five Senses, pp. 144 – 145 (DLG) Materials: Blackline 2.8a – d, A Day on the Prairie, board or chart paper, markers, scissors, glue Activity 2: A Little Turtle, p. 146 (DLG) Materials: Sentence strips, pocket chart	No Differentiation – Same as Kindergarten No Differentiation – Same as Kindergarten	READING WORKSHOP, pp. 142 – 146 (DLG) *** Complete Activity 2, if time permits. *** Activity 1: Prairie Five Senses, pp. 144 – 145 (DLG) (DDLDP) Poetry Reading Materials: Activity Master 8.2.4a – b, Optional: highlighters 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. 148 – 151 (DLG) Writing by Children – Prairie Animals, p. 150 (DLG) (DDLDP) Opinion Writing, Think-Pair-Share Materials: Activity Master 8.2.5, board or chart paper	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten

Day 3 – Science

Kindergarten	1 st Grade	2 nd Grade
*** Complete both activities. *** Activity 1: Animal Differences, pp. 173 – 174 (DLG) (DDLDP) Concept Nugget Activity 2: Animal Life Cycles, p. 173 (DLG) Materials: Blackline 2.19, books about animal life cycles	No Differentiation – Same as Kindergarten No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten No Differentiation – Same as Kindergarten

Day 3 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
Adopt a Mess, p. 178 (DLG)	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten



Day 4 – Circle Time/Morning Meeting

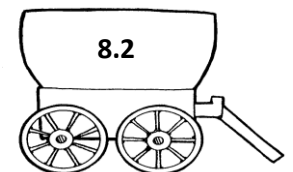
Kindergarten	1 st Grade	2 nd Grade
Daily Message 3, p. 149 (DLG) Materials: Board or chart paper, markers, pointer	<i>This activity is not designed for 1st grade. However, extension activity suggestions appropriate for 1st grade differentiation are provided in the DDL.</i>	<i>This activity is not designed for 2nd grade. However, extension activity suggestions appropriate for 2nd grade differentiation are provided in the DDL.</i>

Day 4 – Bible

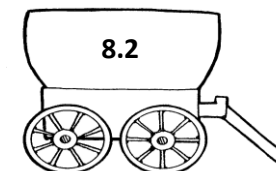
Kindergarten	1 st Grade	2 nd Grade
<u>PRACTICING THE BIBLE STORY, p. 128 (DLG)</u> *** Complete both activities. *** Activity 1: Worship God 1, p. 128 (DLG) (DDL) <i>Concept Nugget, Think-Pair-Share</i> Materials: Assorted stones Activity 2: Worship God 2, p. 128 (DLG) Materials: Rhythm instruments, CDs with praise and worship songs	No Differentiation – Same as Kindergarten No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten No Differentiation – Same as Kindergarten

Day 4 – Language Arts

Kindergarten	1 st Grade	2 nd Grade
<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>	Grammar & Writing Mechanics (DDL) <i>Think-Pair-Share, Editing</i> Materials: DOL Master (Appendix D), Theme 8 – Book 2; enlarged printout of Common Editing Marks (Appendix D) Theme 4 – Book 1	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, p. 134 (DLG)</u> Level 4 – Head, Tummy, Toes, p. 134 (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. 135 – 142 (DLG)</u> *** Complete both activities. ***</p> <p>Activity 1: Aa–Animals on the Prairie, pp. 140 – 141 (DLG) Materials: Blacklines 2.6a – d; construction paper</p> <p>Activity 2: Aa–Aster, p. 142 (DLG) Materials: Blackline 2.7, silk asters, foamboard, crayons or 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><u>READING WORKSHOP, pp. 142 – 146 (DLG)</u> *** Complete both activities. ***</p> <p>Activity 1: After Reading – Comprehension Questions, pp. 143 – 144 (DLG) (DDL P) Comprehension Materials: A Day on the Prairie, ½ sheets of white paper</p> <p>Activity 2: Turtle Eggs, p. 146 (DLG) Materials: Ping-Pong balls, fine-point marker</p>	<p><u>READING WORKSHOP, pp. 142 – 146 (DLG)</u> *** Complete both activities. ***</p> <p>Activity 1: After Reading – Comprehension Questions, pp. 143 – 144 (DLG) (DDL P) Comprehension Materials: Sticky notes</p> <p>Activity 2: Turtle Eggs, p. 146 (DLG) (DDL P) Vocabulary Extension Materials: Mark-It Dot Stickers, Vocabulary Master 8.2</p>	<p>No Differentiation – Same as 1st Grade</p> <p>No Differentiation – Same as 1st Grade</p>
<p><u>GUIDED READING</u> (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>		



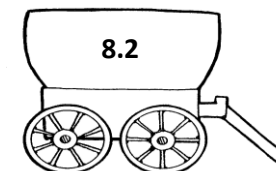
WRITING WORKSHOP, pp. 148 – 151 (DLG) Writing to and with Children – Using a Thesaurus, p. 149 (DLG) (DDLp) <i>Descriptive Writing, Concept Nugget, Edit Writing</i> Materials: Thesaurus, paper, markers, student writing from Days 2 & 3, sticky notes, Activity Masters 8.2.9a – b, chart paper, marker	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>
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Day 4 – Science

Kindergarten	1 st Grade	2 nd Grade
<p>*** Choose one activity. ***</p> <p>Activity 1: Compare the Grasses, p. 174 (DLG) Materials: Different types of grasses, book about prairie grasses, <i>Optional:</i> tongs and tweezers</p> <p>Activity 2: How Seeds Grow, pp. 174 – 175 (DLG) Materials: Soaked lima beans, magnifying glasses, resealable bag, paper towels, plastic cups, potting soil</p>	<p>*** Choose one activity. ***</p> <p>Activity 1: Compare the Grasses, p. 174 (DLG) (DDLp) <i>Compare and Contrast</i> Materials: Activity Master 8.2.6, small bowls, informative books about the prairie from the bibliography, board</p> <p>Activity 2: How Seeds Grow, pp. 174 – 175 (DLG) (DDLp) <i>Scientific Inquiry, Concept Nugget</i> Materials: Activity Master 8.2.7</p>	<p><i>No Differentiation – Same as 1st Grade</i></p> <p><i>No Differentiation – Same as 1st Grade</i></p>

Day 4 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
<p>Find the Prairie, p. 178 (DLG) Materials: Blackline 2.21, book about prairie grasses, North America map</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>

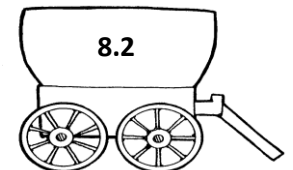


Day 5 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
Daily Message Teacher generated message 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>

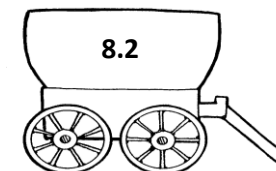
Day 5 – Bible

Kindergarten	1 st Grade	2 nd Grade
APPLYING THE BIBLE STORY, p. 128 (DLG) *** Complete activities 1 and 2. Activity 3 is optional. *** Activity 1: Independent Reading, p. 128 (DLG) Materials: Lapbook – God Wants Us to Follow Him, Kindergarten Story Readers, Bible Story CD Activity 2: Prayer Walk Around the Campus, p. 128 (DLG) (DDL) Concept Nugget Materials: Second set of handprints made during Day 2 – Bible, Handprint Oak Tree, p. 125 (DLG), Optional – pictures of national parks Activity 3: Build an Altar, p. 128 (DLG) Materials: Miniature wheat biscuit cereal, peanut butter or cream cheese, paper plates, craft sticks or plastic knives	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 – 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 2; 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, p. 134 (DLG) <i>*** Review concepts from phonics program above. ***</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>
SOUND-LETTER ACTIVITIES, pp. 135 – 142 (DLG) Aa–Prairie Animal Alphabet, p. 141 (DLG) Materials: Board or chart paper	<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. 142 – 146 (DLG) Mind Map, p. 144 (DLG) (DDL P) <i>Main Ideas and Details, Shuffle-Pair-Share</i> Materials: A Day on the Prairie, board or chart paper, markers, Activity Master 8.2.8	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>
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, pp. 148 – 151 (DLG) Writing by Children – Final Draft (DDL P) <i>Final Draft, Publishing, Author's Chair</i> Materials: Chair, Activity Master 8.2.9a – b and writing assignment from Day 4 – Writing Workshop , construction paper	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten
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Day 5 – Science

Kindergarten	1 st Grade	2 nd Grade
<p>*** Complete Activity 1. Activity 2 is optional. ***</p> <p>Activity 1: How Seeds Move, p. 175 (DLG) (DDL P) <i>Concept Nugget</i> Materials: Assorted seeds or pictures of seeds, dandelion puff, Activity Master 8.2.10, laminator</p> <p>Activity 2: Which Objects Will Move, p. 175 (DLG) Materials: Electric fan, pencil, polystyrene cup or plate, ball, inflated balloon, handkerchief, chart or board</p>	<p>*** Complete 1 and Activity 2, if time permits. ***</p> <p>No Differentiation – Same as Kindergarten</p> <p>Activity 2: Which Objects Will Move, p. 175 (DLG) (DDL P) <i>Scientific Inquiry</i> Materials: Activity Master 8.2.11</p>	<p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as 1st Grade</p>

Day 5 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
<p>Landforms and Outlines, p. 178 (DLG) Materials: North America map, board, marker or highlighter, drawing paper or Internet regional outline</p>	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten

