

K–2 MULTI-GRADE BRIDGE
Lessons at a Glance (LAG)
Theme Nine Daily Lesson Guide (DLG) – *I’m on a Mission!*
Grade K Theme Book Five: *Jungle Thorn*/Social Issues and Cultures Character Building
Concept: Witnessing – Caring

Important Reminders:

- Interactive Student Notebooks will be introduced and used all week. Please take some time to read through the suggested resources to become familiar with how to use this instructional tool.
- Students will care for an “egg” baby all week and report on Day 5 how it felt to care for something.
- The Narrative Writing Assessment Rubric Master listed for Day 5 Writing Workshop is located in Appendix C of *Jungle Thorn* and also in the Assessment Rubrics’ section of the BRIDGE index on the BRIDGE website.

Days 1 – 5 Signing In/Morning Activity

Kindergarten	1 st Grade	2 nd Grade
<p>SIGNING IN, p. 264 (DLG) <i>This is primarily a Kindergarten activity. The teacher should select one activity daily from the DLG for students to complete as they arrive in the morning.</i></p>	<p><i>This activity is not designed for 1st grade. However, if teachers wish to include their 1st graders in this daily activity process, extension activity suggestions appropriate for 1st grade differentiation are provided in the DDL. First graders need formal instruction in Handwriting.</i></p>	<p><i>This activity is not designed for 2nd grade. However, if teachers wish to include their 2nd graders in this daily activity process, extension activity suggestions appropriate for 2nd grade differentiation are provided in the DDL. Second graders need formal instruction in Handwriting.</i></p>

Day 1 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
CONCEPT CONNECT: Witnessing-Caring (DDL P) <i>Concept Connect Activity</i> Materials: Index cards, marker, sling, large Ace Bandage, wheel chair or large rolling desk chair, eye patches, gauze bandage, soft bandages, ear plugs	<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. 241 – 242 (DLG) <i>*** Complete all activities. ***</i> Activity 1: Spot the Difference, p. 241 (DLG) Materials: Blackline 3.2 Activity 2: What Is It?, pp. 241 – 242 (DLG) Materials: blindfold, objects Activity 3: Theme Song, p. 242 (DLG) Materials: Kindergarten Stepping Stones Music CD, marker, chart paper or sentence strips, pocket chart	<i>No Differentiation – Same as Kindergarten</i> <i>No Differentiation – Same as Kindergarten</i> <i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i> <i>No Differentiation – Same as Kindergarten</i> <i>No Differentiation – Same as Kindergarten</i>



Day 1 – Language Arts

Kindergarten	1 st Grade	2 nd Grade
Daily Oral Language (DOL) <i>This is primarily a 1st/2nd grade activity. Kindergarten students can listen or engage in a separate center activity during this time.</i>	Grammar & Writing Mechanics (DDL P) <i>Think-Pair-Share, Editing</i> Materials: DOL Master (Appendix D), Theme 9 – Book 5; 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. 252 – 254 (DLG) Level 1 – Rhyming Ball, p. 252 (DLG) Materials: Ball	<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. 254 – 257 (DLG) *** Complete both activities. *** Activity 1: Hh-Hunt for /h/, pp. 254 – 255 (DLG) Materials: Objects that begin with the /h/ sound Activity 2: Hh-Hang from a Vine, p. 255 (DLG) Materials: Something to hang from (such as tree branches, a rope, chin-up bar, or jungle gym), chalk	<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>

<p>READING WORKSHOP, pp. 257 – 263 (DLG) *** Complete both activities. ***</p> <p>Activity 1: Before Reading, pp. 257 – 258 (DLG) (DDLDP) Interactive Notebook: Maps Materials: World map, Interactive Student Notebook (ISN): spiral or composition book, colors, scissors, pencil, Activity Master 9.5.1a.</p> <p>Activity 2: During Reading – First Time, p. 258 (DLG) (DDLDP) Vocabulary/Interactive Notebook Materials: Blackline I, <i>Jungle Thorn</i>, ISN, scissors, pencils, Activity Master 9.5.1b and c,d, or e (depending on level)</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 (DDLDP) Writing Process – Narrative, Brainstorming, Sequencing a Story Materials: Story Planner Activity Master 9.5.2, enlarged copy of Story Planner</p>	<p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p>

Day 1 – Science

Kindergarten	1 st Grade	2 nd Grade
<p>*** Complete activities 1 and 2. Activity 3 is optional. ***</p> <p>Activity 1: Frogs and Toads, pp. 296 – 298 (DLG) Materials: Blacklines 3.21a – c; books or pictures about frogs and toads, card stock, dried green peas or lentils, glue, scissors, paper fasteners, clear contact paper, markers or crayons</p>	<p>Frogs and Toads, pp. 298 – 298 (DDLDP) Materials: Activity Master 9.5.3</p>	<p>No Differentiation – Same as 1st Grade</p>



<p>Activity 2: Frog and Toad Skin, p. 299 (DLG) Materials: Blackline 3.22, books or pictures about frogs and toads, 8-ounce (250 ml) bottles of school glue, bowl, water, borax powder, food coloring, measuring cup and spoons, disposable plastic plates, resealable, plastic bags-</p> <p>Activity 3: My Rainforest Animal Book, pp. 295 – 296 (DLG) Materials: Blacklines 3.20a – b, construction paper, stapler</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>
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Day 1 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
<p>Maps and Flags p. 314 (DLG) (DDL) <i>Witnessing, Concept Nugget</i> Materials: Chart paper or board, marker, sticky notes, pencils</p>	<p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p>

Day 2 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
<p>Daily Message 1, p. 265 (DLG) Materials: Board or chart paper, markers</p>	<p><i>This activity is not designed for 1st grade. However, extension activity suggestions appropriate for 1st grade differentiation are provided in the DDL.</i></p>	<p><i>This activity is not designed for 2nd grade. However, extension activity suggestions appropriate for 2nd grade differentiation are provided in the DDL.</i></p>

Day 2 – Bible

Kindergarten	1 st Grade	2 nd Grade
<p><u>PRESENTING THE STORY, pp. 242 – 243 (DLG)</u> *** Complete all activities. ***</p> <p>Activity 1: Reading “Saul Meets Jesus”, p. 242 (DLG) Materials: Lapbook – <i>I Can Share the Good News About Jesus</i>, flashlights</p> <p>Activity 2: After Reading “Saul Meets Jesus”, p. 242 (DLG) (DDL P) <i>Respond to an Invitation</i> Materials: Lapbook – <i>I Can Share the Good News About Jesus</i>, Activity Master 9.5.4a – b, pencils, crayons</p> <p>Activity 3: Loving Others Balloon Pass, pp. 242 – 243 (DLG) Materials: Bible, heart-shaped balloons or balloons and permanent marker, sentence strips</p>	<p><i>No Differentiation – Same as Kindergarten</i></p> <p><i>No Differentiation – Same as Kindergarten</i></p> <p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p> <p><i>No Differentiation – Same as Kindergarten</i></p> <p><i>No Differentiation – Same as Kindergarten</i></p>

Day 2 – Language Arts

Kindergarten	1 st Grade	2 nd Grade
<p><u>Daily Oral Language (DOL)</u> <i>This is primarily a 1st/2nd grade activity. Kindergarten students can listen or engage in a separate center activity during this time.</i></p>	<p>Grammar & Writing Mechanics (DDL P) <i>Think-Pair-Share, Editing</i> Materials: DOL Master (Appendix D), Theme 9 – Book 5; enlarged printout of Common Editing Marks (Appendix D) Theme 4 – Book 1</p>	<p><i>No Differentiation – Same as 1st Grade</i></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.	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, pp. 252 – 254 (DLG)</u> <u>Level 2 – Down the Slide, p. 253 (DLG)</u> Materials: Magnetic surface, magnetic letters	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. 254 – 257 (DLG)</u> *** Complete both activities. *** Activity 1: Hh-Bandage on Her Head p. 255 (DLG) Materials: Blackline 3.5, board, marker, gauze, glue Activity 2: Hh-Kondima's Hut, p. 256 (DLG) Materials: Blackline 3.6, board, marker, dry grass, raffia or Easter grass	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>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.		
<u>WRITING WORKSHOP</u> Writing Process Narrative Writing Materials: Activity Master 9.5.5a – b, pencil	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten

Day 2 – Science

Kindergarten	1 st Grade	2 nd Grade
Sunda Clouded Leopard, pp. 300 – 301 (DLG) Materials: Blackline 3.23, pictures of Sunda clouded leopard or Internet access	Sunda Clouded Leopard, pp. 300 – 301 (DDL P) Materials: Stationery or writing paper, envelopes, postage	<i>No Differentiation – Same as 1st Grade</i>

Day 2 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
Caregivers! (DDL P) <i>Role-play, Concept Nugget</i> Materials: Hardboiled eggs or plastic eggs and sand, small boxes or gift bags, cotton or poly fill, permanent marker	<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. 265 (DLG) Materials: Board or chart paper, markers	<i>This activity is not designed for 1st grade. However, extension activity suggestions appropriate for 1st grade differentiation are provided in the DDL P.</i>	<i>This activity is not designed for 2nd grade. However, extension activity suggestions appropriate for 2nd grade differentiation are provided in the DDL P.</i>



Day 3 – Bible

Kindergarten	1 st Grade	2 nd Grade
<p>REVIEWING THE STORY, pp. 243 – 244 (DLG) *** Complete activities 1 and 2. Activity 3 is optional. ***</p> <p>Activity 1: I'm Blind, p. 243 (DLG) (DDL) Concept Nugget Materials: Blackline 3.3, self-adhesive dots, elastic, scissors, blank note cards and envelopes, pencils, Bible</p> <p>Activity 2: Sometimes I'm Afraid, p. 244 (DLG) (DDL) Concept Nugget</p> <p>Activity 3: Act It Out, p. 244 (DLG) Materials: Flashlights, Bible Drama T-shirts, simple bathrobes or Bible costumes</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 3 – Language Arts

Kindergarten	1 st Grade	2 nd Grade
<p>Daily Oral Language (DOL) 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 9 – Book 5; enlarged printout of Common Editing Marks (Appendix D) Theme 4 – Book 1</p>	<p>No Differentiation – Same as 1st 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.	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, pp. 252 – 254 (DLG)</u> <u>Level 3 – Singing Sounds p. 253 (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. 254 – 257 (DLG)</u> *** Complete both activities. *** Activity 1: Hh-Tuan's House, p. 256 (DLG) Materials: Blackline 3.7, board, craft sticks, glue, markers, interlocking blocks, wooden blocks or play dough Activity 2: Hh-Helping Hands p. 257 (DLG) Materials: Butcher paper, colored construction paper, scissors, glue	Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 1 st grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.	Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 1 st grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.
<u>READING WORKSHOP, pp. 257 – 263 (DLG)</u> <u>During Reading – Second Time, p. 259 (DLG) (DDLDP)</u> Vocabulary, Questioning Materials: Jungle Thorn, ISN, scissors, glue sticks, pencils, Activity Masters 9.5.1 and 9.5.f – k	No Differentiation – Same as Kindergarten	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.		
<u>WRITING WORKSHOP</u> Writing Process Narrative Writing Materials: Activity Master 9.3.5a – b, pencil	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten



Day 3 – Science

Kindergarten	1 st Grade	2 nd Grade
Bomeo Elephant, pp. 301 – 302 (DLG) Materials: Blacklines 3.24, picture of Bomeo elephant or Internet access, gray paint, black markers, black yarn, scissors, glue, colored construction paper, paper plate	Bomeo Elephant, pp. 301 – 302 (DDLDP) Materials: Internet access, Activity Master 9.5.6	<i>No Differentiation – Same as 1st Grade</i>

Day 3 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
Missionaries Then and Now, pp. 317 – 318 (DLG) (DDLDP) <i>Discussion, Missionaries</i> Materials: Blacklines 3.31a – c, <i>Little Voices Praise Him</i> , Bible, ancient suitcase, Internet access, board or chart paper, marker	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>

Day 4 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
Daily Message 3, p. 265 (DLG) Materials: Board or chart paper, markers	<i>This activity is not designed for 1st grade. However, extension activity suggestions appropriate for 1st grade differentiation are provided in the DDLDP.</i>	<i>This activity is not designed for 2nd grade. However, extension activity suggestions appropriate for 2nd grade differentiation are provided in the DDLDP.</i>

Day 4 – Bible

Kindergarten	1 st Grade	2 nd Grade
<p><u>PRACTICING THE STORY, pp. 245 – 246 (DLG)</u> *** Complete both activities. ***</p> <p>Activity 1: Who's Calling?, p. 245 (DLG) (DDLDP) Story Events Materials: Optional: Masks from Reviewing – I'm Blind, Activity Masters 9.5.7a – d</p> <p>Activity 2: We're All Special, pp. 245 – 246 (DLG) Materials: Chart paper, marker, glue</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>Daily Oral Language (DOL)</u> This is primarily a 1st/2nd grade activity. Kindergarten students can listen or engage in a separate center activity during this time.</p>	<p>Grammar & Writing Mechanics (DDLDP) Think-Pair-Share, Editing Materials: DOL Master (Appendix D), Theme 9 – Book 5; 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. 252 – 254 (DLG) Level 4 – Everyone’s a Winner!, p. 254 (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. 254 – 257 (DLG) Hh-Hiss Like a Snake, p. 257 (DLG) Materials: Blackline 3.8, board, markers, scissors, glue, wiggle eyes, red yarn	<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. 257 – 263 (DLG) During Reading – Fourth Time, p. 261 (DLG) (DDL P) <i>Vocabulary Scoot Game/Comprehension</i> Materials: <i>Jungle Thorn</i> , pictures of ocean liners, Painter’s Tape, Activity Masters 9.5.1q - y	<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 <i>Writing Process – Final Edit</i> Materials: Activity Masters 9.5.8a – b	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>

Day 4 – Science

Kindergarten	1 st Grade	2 nd Grade
<p>*** Complete all activities. ***</p> <p>Activity 1: Orangutans, p. 303 (DLG) Materials: Blacklines 3.25a – b, pictures of orangutans or Internet access, orange or brown construction paper, large craft sticks, stapler, scissors, red, orange, and brown yarn, crepe paper or tissue paper, world map or globe</p> <p>Activity 2: Four Hands?, pp. 304 – 305 (DLG) Materials: Blacklines 3.26, containers with screw-on lids, paper clips, beads or marbles, tennis ball, bananas</p> <p>Activity 3: Orangutans and Tools, pp. 305 – 306 (DLG) Materials: Fork, spoon, table knife, vegetable peeler, umbrella, ruler, pencil, crayon, broom, dust pan, mop, screwdriver</p>	<p>Activity 1: Orangutans, p. 303 (DLG) (DDL) <i>Wildlife and the Environment</i> Materials: Activity Master 9.5.6</p> <p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as 1st Grade</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>Jesus is My Friend!, p. 318 (DLG) (DDL) <i>Witnessing, Concept Nugget</i> Materials: Paper, black, red, white, and yellow construction paper or crayons, stapler, scissors or marker</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
Daily Message <i>Teacher Generated Message</i> Materials: Board or chart paper, markers	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>

Day 5 – Bible

Kindergarten	1 st Grade	2 nd Grade
<u>APPLYING THE BIBLE STORY, pp. 246 – 247 (DLG)</u> *** Complete both activities. *** Activity 1: Independent Reading, p. 246 (DLG) Materials: Lapbook – <i>I Can Share the Good News About Jesus</i> , Kindergarten Bible Story Readers, Bible Story CD Activity 1: Map Hearts, pp. 246 – 247 (DLG) Materials: Blackline 3.4, card stock, map, scissors, hole punch, yarn, <i>Optional:</i> laminator	<i>No Differentiation – Same as Kindergarten</i> <i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i> <i>No Differentiation – Same as Kindergarten</i>

Day 5 – 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 9 – Book 5; 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>
READING WORKSHOP, pp. 257 – 263 (DLG) During Reading – Fifth Time, pp. 261 – 262 (DLG) (DDL P) <i>Comprehension, Concept Nugget</i> Materials: Jungle Thorn, paper, pencil, Activity Master 9.5.1z - za	<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 <i>Author's Chair, Sharing, and Presentation</i> Materials: Narrative Writing Rubric Assessment Master (Appendix C)	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>



Day 5 – Science

Kindergarten	1 st Grade	2 nd Grade
<p>*** Complete both activities. ***</p> <p>Activity 1: Durian, p. 308 (DLG) Materials: Frozen durian, board, knife, cutting board</p> <p>Activity 2: Carnivorous Plants, pp. 309 – 310 (DLG) Materials: Blacklines 3.27a – b, tropical plants such as bromeliads, Venus flytrap, ferns, philodendrons, pitcher plant, sundews, pothos, books about carnivorous plants, paper plants, red and green paint, light green or tan construction paper, scissors, glue, paint brushes, plastic bag</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 Social Studies

Kindergarten	1 st Grade	2 nd Grade
<p>*** Complete Activity 1. Activity 2 is optional. ***</p> <p>Activity 1: Baby Care Report (DDL P) Role-play Discussion Materials: Egg babies</p> <p>Activity 2: Needs and Wants, pp. 316 – 317 (DLG) Materials: Blackline 3.30, food items, clothing, water bottle, picture of house, blanket, family figures, video games, desserts, doll, soccer ball, magazines, scissors, glue, paper, marker</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>