

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: *Beatrice’s Goat*/Social Issues and Culture
Character Building Concept: Witnessing – Optimism

Important Reminders:

- Continue collecting donated goods for the local service project.
- The students will be participating in a local mission project at the end of the week. Be sure to reach out to a local business or charity center (e.g., community center, thrift store or church community outreach program) chosen for this event to finalize details before the end of the week (See UNIT CULMINATING ACTIVITY – DAY 5.).
- White t-shirts, fabric pens, fabric markers, fabric paints, and cardboard slabs, T-shirt Transfers for Inkjet Printers should be purchased in advance for adequate preparation for the culminating activity for this unit.
- Ask volunteers to come on Day 1 and Day 5 to help prepare for the Unit Culminating Activity Witnessing Local Mission Trip.

Days 1 – 5 Signing In/Morning Activity

Kindergarten	1 st Grade	2 nd Grade
<p>SIGNING IN, p. 458 (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
OPTIMISM CONCEPT CONNECT (DDL P) <i>Concept Connect Activity, Unit Culminating Activity Preparation</i> Materials: Water, two clear drinking glasses, marker, sticky note, white t-shirts, fabric pens, fabric markers, fabric paints, cardboard slabs, Avery T-shirt Transfer Paper for Inkjet Printers (light colored fabric)	<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, p. 435 (DLG) <i>*** Complete all activities. ***</i> Activity 1: Storm!, p. 435 (DLG) Materials: Dishpan, dish detergent, egg beater Activity 2: Storm Fans, p. 435 (DLG) Materials: Paper plates, crayons or markers, large craft sticks, stapler Activity 3: Theme Song, p. 435 (DLG) Materials: Kindergarten Stepping Stones Music CD, chart paper or sentence strips and pocket chart, marker	<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>

<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. 448 (DLG)</u> <u>Level 1 – Sit or Stand? (Whole-Word Recognition), p. 448 (DLG)</u></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. 449 – 452 (DLG)</u> <u>Gg–Goat Goodies, p. 449 (DLG)</u> Materials: Cream cheese or cheese spread, crackers, alfalfa sprouts, large tray</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. 452 – 458 (DLG)</u> *** Complete activities 2 – 4. Activity 1 is optional. ***</p> <p>Activity 1: Before Reading – Discussion, pp. 452 – 453 (DLG) Materials: Glass of goat milk</p> <p>Activity 2: Before Reading – Introducing the Book, p. 454 (DLG) Materials: Beatrice’s Goat</p> <p>Activity 3: During Reading – First Time, p. 454 (DLG) Materials: Beatrice’s Goat, plastic or stuffed toy goat, chart paper</p> <p>Activity 4: After Reading – Comprehension Questions, p. 455 (DLG) Materials: Beatrice’s Goat</p>	<p>No Differentiation – Same as Kindergarten</p> <p>Activity 2: Before Reading – Introducing the Book, p. 454 (DLG) (DDL P) Picture Walk, Think-aloud</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 1st Grade</p> <p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p>
<p><u>GUIDED READING (Small Group Instruction)</u></p> <p>Use a conference approved leveled reading series and running 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, pp. 459 – 461 (DLG) *** Complete Activity 2. Activity 1 is optional. ***</p> <p>Activity 1: Writing with Children – “Walking Through Uganda” Predictable Chart, p. 460 (DLG) Materials: Sentence strips, marker, pocket chart, scissors, resealable bags, glue, paper, crayons</p> <p>Activity 2: Writing with Children – Word Order, p. 461 (DLG) Materials: Blackline 5.11, board, scissors, glue, paper, crayons</p>	<p><i>No Differentiation – Same as Kindergarten</i></p> <p>Activity 2: Writing with Children – Word Order, p. 461 (DLG) (DDLP) Graphic Organizer, Main Ideas Materials: Activity Master 9.5.1</p>	<p><i>No Differentiation – Same as Kindergarten</i></p> <p><i>No Differentiation – Same as 1st Grade</i></p>
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Day 1 – Science

Kindergarten	1 st Grade	2 nd Grade
<p>Black Mamba, pp. 481 – 482 (DLG) Materials: Blackline 5.20, card stock, picture of black mamba, yard/meter stick, scissors, crayons, glue, stapler, paper strips</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>

Day 1 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
<p>*** Complete both activities. ***</p> <p>Activity 1: Off to Uganda, pp. 492 – 493 (DLG) Materials: Blacklines B, C, 1.30a, 5.24, world map or globe, books about Uganda, Internet access</p> <p>Activity 2: Maps and Flags, p. 494 (DLG) Materials: Blackline 5.25, picture of Ugandan flag, red, yellow, and black construction paper, scissors, glue</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 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
Daily Message 1, p. 459 (DLG) Materials: Chart paper or board, colored 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
<u>PRESENTING THE BIBLE STORY, pp. 435 – 437 (DLG)</u> <i>*** Complete all activities. ***</i> Activity 1: Sit on the Ship, pp. 435 – 436 (DLG) Materials: Blocks Activity 2: Reading “Safe in the Shipwreck,” pp. 436 – 437 (DLG) (DDL) <i>Concept Nugget</i> Materials: Lapbook – <i>I Can Share the Good News about Jesus</i> , cookie sheet, spray bottle, small boxes, pieces of rope, large anchor cut-outs, saltine crackers Activity 3: Learning the Bible Verse, p. 437 (DLG) Materials: Blacklines 5.2a – 5.2j, colored construction paper, pocket chart, blue sheet, <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> <i>No Differentiation – Same as Kindergarten</i> <i>No Differentiation – Same as Kindergarten</i>

Day 2 – 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 9 – Book 5; enlarged printout of Common Editing Marks (Appendix D) Theme 4 – Book 1	<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.</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. 448 (DLG)</u> Level 2 – Arm Blending (Blending Speech Sounds), p. 448 (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. 449 – 452 (DLG)</u> Gg–Get the Goat Out!, p. 449 (DLG) Materials: Yarn, objects that begin with the sound of /g/</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. 452 – 458 (DLG)</u> *** Complete both activities ***</p> <p>Activity 1: During Reading – Second Time, p. 455 (DLG) Materials: Blackline K, chart paper or board, markers</p> <p>*** Kindergarten students may visit the reading center or read a book silently after they have completed Activity 1. ***</p>	<p><u>READING WORKSHOP, pp. 452 – 458 (DLG)</u> *** Complete both activities ***</p> <p>Activity 1: During Reading – Second Time, p. 455 (DLG) (DDLP) Vocabulary, Context Clues Materials: Vocabulary Master 9.5</p> <p>Activity 2: Compare and Contrast T-Chart Materials: Chart paper or board, marker</p>	<p>No Differentiation – Same as 1st Grade</p> <p>No Differentiation – Same as 1st Grade</p>
<p><u>GUIDED READING (Small Group Instruction)</u></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><u>WRITING WORKSHOP, pp. 459 – 461 (DLG)</u> *** Complete Activity 3. Activities 1 and 2 are optional. ***</p> <p>Activity 1: Writing with Children – “Walking Through Uganda” Predictable Chart, p. 460 (DLG) Materials: Sentence strips, marker, pocket chart, scissors, resealable bags, glue, paper, crayons</p> <p>Activity 2: Writing by Children – Journal, p. 461 (DLG) Materials: Green construction paper, unlined paper, crayons, 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>

Activity 3: I Am Happy When ... (DDL P) Shared Writing, Poetry Materials: Activity Master 9.5.2a – c, writing journals	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>
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Day 2 – Science

Kindergarten	1 st Grade	2 nd Grade
Hippopotamus, pp. 482 – 483 (DLG) Materials: Blackline 5.21, gray construction paper, picture or books of hippos, dinner-size paper plates, gray and pink paint, glue, scissors, wiggly eyes, black markers, large and mini-marshmallows, mirror	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>

Day 2 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
*** Complete both activities. *** Activity 1: Continent Book, p. 491 (DLG) Materials: Blacklines 1.28a – d, 5.23, crayons, scissors, glue, blue construction paper Activity 2: “Continent Song,” pp. 489 – 491 (DLG) Materials: Blacklines 1.28a – d, colored paper, white paper, scissors, glue, blue poster board, <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 3 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
Daily Message 2, p. 459 (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 BIBLE STORY, pp. 438 – 439 (DLG) *** Complete activities 1 – 3. Activity 4 is optional. ***</p> <p>Activity 1: Act It Out!, p. 438 (DLG) Materials: Lapbook – <i>I Can Share the Good News about Jesus</i>, Bible Drama T-shirts or Bible costumes, blue sheet, blocks, props from Presenting: Reading “Safe in the Shipwreck”</p> <p>Activity 2: Questions from the Story, p. 438 (DLG) Materials: Lapbook – <i>I Can Share the Good News about Jesus</i></p> <p>Activity 3: Write Like Paul, pp. 438 – 439 (DLG) Materials: Blackline 5.3, Bible, tan construction paper, scissors, glue</p> <p>Activity 4: Snake in the Sticks, p. 439 (DLG) Materials: Small plastic snakes, large pretzel sticks, heavy string or twine, resealable bags</p>	<p>REVIEWING THE BIBLE STORY, pp. 438 – 439 (DLG) *** Complete activities 1 – 3. Activity 4 is optional. ***</p> <p>No Differentiation – Same as Kindergarten</p> <p>Activity 2: Questions from the Story, p. 438 (DLG) (DDL P) Critical Thinking Questions</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 P) 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>STAIRWAY TO READING Follow Stairway to Reading Phonics/Reading program or other conference approved Phonics/Reading curriculum. Phonemic awareness and sound-letter activities in the DLG should also be utilized in the phonics program for Kindergarten students.</p>	<p>Follow 1st grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 1st grade are optional in addition to the separate curriculum adoption.</p>	<p>Follow 2nd grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 2nd grade are optional in addition to the separate curriculum adoption.</p>

PHONEMIC AWARENESS, p. 448 (DLG) Level 3 – Sounds in the Bag (Phoneme Isolation), p. 448 (DLG) Materials: Paper bag with handles for each group, marker	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. 449 – 452 (DLG) Gg-Galloping Goat, pp. 449 – 450 (DLG) Materials: Blackline 5.5, craft sticks, crayons or markers, scissors, stapler, or 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 2 nd grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.
READING WORKSHOP, pp. 452 – 458 (DLG) During Reading – Third Time, p. 455 (DLG) Concept Nugget Materials: Blackline 5.8, chart paper or board, markers	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. 459 – 461 (DLG) *** Complete Activity 2. Activity 1 is optional. *** Activity 1: Writing with Children – “Walking Through Uganda” Predictable Chart, p. 460 (DLG) Materials: Sentence strips, marker, pocket chart, scissors, resealable bags, glue, paper, crayons Activity 2: Sequence Chain (DDL P) Sequencing Materials: Activity Master 9.5.3a	No Differentiation – Same as Kindergarten Activity 2: Sequence Chain (DDL P) Sequencing Materials: Activity Master 9.5.3b	No Differentiation – Same as Kindergarten No Differentiation – Same as Kindergarten

Day 3 – Science

Kindergarten	1 st Grade	2 nd Grade
*** Complete Activity 2. Activity 1 is optional. *** Activity 1: Nile Crocodiles, p. 484 (DLG) Materials: Pictures or books about Nile crocodiles, cups, straws, water, <i>Optional:</i> Internet access	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten

Activity 2: Stilt House Shades Part I (DDLDP) <i>Creating Curtains and Shades</i> Materials: Blocks or Legos, glow in the dark stars, <i>Beatrice's Goat</i> , fabric squares, popsicle sticks, aluminum, construction paper, cardstock paper, colored paper, clay, playdough, toothpicks, hot glue gun, hot glue sticks, <i>Optional:</i> trays	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>
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Day 3 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
<p>*** Complete Activity 1. Activity 2 is optional. ***</p> <p>Activity 1: Currency in Uganda (DDLDP) <i>Ugandan Economy</i> Materials: Activity Masters 9.5.4, farm animal toy sets, dollar bills, American coins, pictures of Ugandan currency or actual Ugandan currency, <i>Optional:</i> laminating machine</p> <p>Activity 2: Picture Postcards from Uganda, p. 495 (DLG) Materials: Travel magazines and brochures or Internet access, white construction paper, scissors, glue</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 4 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
<p>Daily Message 3, p. 459 (DLG) Materials: Chart paper or board, colored 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 DDLDP.</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 DDLDP.</i></p>

Day 4 – Bible

Kindergarten	1 st Grade	2 nd Grade
<p>Activity 1: Good News Message, p. 440 (DLG) (DDLDP) <i>Concept Nugget</i></p>	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>

Activity 2: Sandy Shore Sea Bottles, p. 440 (DLG) Materials: 1-liter clear bottles, sand, sea shells, small twigs or sticks, small pebbles, red, yellow, and orange raffia, heart beads or sequins, funnel, tablespoon	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>
Activity 3: Write a Letter, p. 441 (DLG) Materials: Paper, crayons, pencils, stickers or rubber stamps and stamp pads, envelopes, stamps, family addresses	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>
Activity 4: “We Are the Church,” Collage, p. 441 (DLG) (DDLp) <i>Concept Nugget</i> Materials: Large church collage from Book 4, magazines, scissors, glue, marker	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>

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 (DDLp) <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, p. 448 (DLG) Level 4 – Hello, Hello (Phoneme Deletion), p. 448 (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. 449 – 452 (DLG) Gg–Gifts from a Goat, pp. 450 – 451 (DLG) Materials: Blacklines 5.6a – b, gold ribbon, gift box wrapped in gold paper, card stock, glittery bow, scissors	<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. 452 – 458 (DLG) *** Complete Activity 1. Activities 2 and 3 are optional. ***</p> <p>Activity 1: Comprehension Questions (DDLPP) Think-Pair-Share</p> <p>Activity 2: A Goat Can..., p. 456 (DLG) Materials: Blackline 5.9, sentence strips, markers, crayons, scissors, toy goats, grass, baskets, <i>Optional:</i> laminator</p> <p>Activity 3: Little Mugisa, p. 457 (DLG) Materials: Blacklines 5.10a – b, sentence strips, pocket chart</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, pp. 459 – 461 (DLG) *** Complete Activity 2. Activity 1 is optional. ***</p> <p>Activity 1: Writing with Children – “Walking Through Uganda” Predictable Chart, p. 460 (DLG) Materials: Sentence strips, marker, pocket chart, scissors, resealable bags, glue, paper, crayons</p> <p>Activity 2: Writing Celebration (DDLPP) Author's Chair Materials: Writing journals</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 – Science

Kindergarten	1 st Grade	2 nd Grade
<p>*** Complete Activity 2. Activity 1 is optional. ***</p> <p>Activity 1: Just My Height, pp. 484 – 485 (DLG) Materials: Pictures or books about chimpanzees, yard/meter stick, toy chimp</p> <p>Activity 2: Stilt House Shades Part II (DDLPP) Assessing Curtains and Shades, Critical Thinking Materials: Completed Stilt Houses and Shades created during Day 3 – Science</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 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
<p>*** Complete both activities. ***</p> <p>Activity 1: Missionaries Then and Now, p. 496 (DLG) Materials: Blackline 5.26, Bibles, ancient suitcases, <i>Little Voices Praise Him</i></p> <p>Activity 2: How Can We Help?, p. 498 (DLG) Materials: ADRA, World Vision, or other gift catalogs</p>	<p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p>

Day 5 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
<p>UNIT CULMINATING ACTIVITY: CHARITABLE GIVING (DDL P) <i>Local Mission Trip, Concept Nugget</i></p> <p>Materials: Individually wrapped mints, colored cardstock paper, laminating machine, stapler, staples, Activity Master 9.5.5</p>	<p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p>

Day 5 – Bible

Kindergarten	1 st Grade	2 nd Grade
<p>APPLYING THE BIBLE STORY, pp. 441 – 443 (DLG) *** Complete activities 1 and 2. Activity 3 is optional. ***</p> <p>Activity 1: Independent Reading, p. 441 (DLG) Materials: Lapbook – <i>I Can Share the Good News about Jesus</i>, Kindergarten Bible Story Readers, Bible Story CD</p> <p>Activity 2: Bible Verse and Wind Chime, p. 442 (DLG) Materials: Blackline 5.4, card stock, polystyrene cup, paint or markers, yarn, paper punch, tape, pipe cleaner, pencil, small bells, crayons</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>

Activity 3: God Wants Me to Care for Others, p. 443 (DLG)	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>
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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) <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, p. 448 (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. 449 – 452 (DLG) <i>*** Complete both activities simultaneously. ***</i> Activity 1: Gg–Goats Eat Grass, p. 451 (DLG) Materials: Butcher paper, some kind of grass (see activity suggestions), glue, marker Activity 2: Gg–Girls in Uganda, p. 452 (DLG) Materials: Blacklines 5.7a – b, card stock, scissors, black construction paper, white crayons	<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. 452 – 458 (DLG) <i>*** Complete both activities. ***</i> Activity 1: Beatrice and the Rest of the Story, p. 458 (DLG) Materials: Internet access Activity 2: Read-Aloud, p. 458 (DLG) Materials: Bibliography books or other teacher selected East African, Uganda, or goat books	<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>



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 1st and 2nd graders focus on formal reading instruction. Kindergarten students who are ready to read can be included in 1st/2nd grade formal reading groups.

WRITING WORKSHOP, pp. 459 – 461 (DLG)

*** Complete Activity 2. Activity 1 is optional. ***

Activity 1: Writing with Children – “Walking Through Uganda” Predictable Chart, p. 460 (DLG)

Materials: Sentence strips, marker, pocket chart, scissors, resealable bags, glue, paper, crayons

Activity 2: Writing by Children – Journaling, p. 461 (DLG)

Materials: Paper, crayons

No Differentiation – Same as Kindergarten

No Differentiation – Same as Kindergarten

No Differentiation – Same as Kindergarten

No Differentiation – Same as Kindergarten

Day 5 – Science

Kindergarten	1 st Grade	2 nd Grade
Chimpanzees Can, Have, Are..., pp. 486 – 487 (DLG) Materials: Blacklines 5.22a – d, dark brown and tan construction paper, books about chimpanzees, scissors, crayons or markers, stapler, glue	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten

Day 5 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
*** Complete both activities. *** Activity 1: Houses on Stilts?, p. 497 (DLG) Materials: Beatrice's Goat, map, blocks, Optional: mosquito net Activity 2: Lake Victoria, pp. 497 – 498 (DLG) Materials: Blackline 5.27, continent map of Africa and North America, old cereal boxes or poster board, hot glue gun, toothpicks, address labels, paint, miniature figures of people, scissors	No Differentiation – Same as Kindergarten No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten No Differentiation – Same as Kindergarten

