

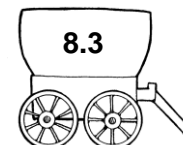
K–2 MULTI-GRADE BRIDGE
Lesson at a Glance (LAG)
Theme Eight Daily Lesson Guide (DLG) – *Moving On*
Grade K Theme Book Three: *Iron Horses*/Yesterday
Character Building Concept: Appreciating Progress

Important Reminders:

- Invite students to begin gathering rocks and bring them to school in preparation for Day 5 – Science: My Rock, pp. 252 – 253 (DLG).
- *Optional* – Invite a local immunologist to give a brief presentation on preventing communicable diseases for Day 3 – Social Studies/Science Diet from Home, pp. 259 – 260 (DLG).
- Collect photographs of students working on gumdrop structures and stars this week as they connect to the concept of appreciating progress. Students will select samples from this collection to use in the Unit’s Culminating Activity.
- Ensure that a reading center is supplied with decodable CVC books and resources. Activity suggestions can be found on the Extension Materials List, Appendix E. Learning A-Z also has a collection of decodable and early readers on a wide range of topics.
- Before the week is over, allow students to retrieve their pressed flowers from the phone books in which they were placed two week earlier. (See 8.1 LAG, *Papa and the Pioneer Quilt*, Day 1 – Science, Activity 2.) Show students fresh flowers and then invite them to compare the differences between the fresh and dried flowers. Guide their observations toward how the moisture in the petals evaporated. (If flowers are not yet dry, leave them in phone books a few more days.)

Days 1 – 5 Signing In/Morning Activity

Kindergarten	1 st Grade	2 nd Grade
<p>SIGNING IN, pp. 225 – 226 (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 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

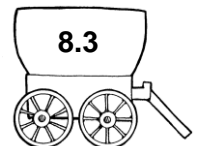
Kindergarten	1 st Grade	2 nd Grade
<p>APPRECIATING PROGRESS CONCEPT CONNECT (DDL P) <i>Concept Connect Activity</i> Materials: <i>Optional:</i> individual chalkboards and chalk</p>	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten

Day 1 – Bible

Kindergarten	1 st Grade	2 nd Grade
<p><u>INTRODUCING THE BIBLE STORY, pp. 207 – 208 (DLG)</u> *** Complete both activities. ***</p> <p>Activity 1: Stars in the Sky, p. 207 (DLG) Materials: Blackline 3.2, card stock, poster board, foil paper, hole puncher, fishing line</p> <p>Activity 2: Theme Song, p. 208 (DLG) Materials: Blackline 1.2c, <i>Kindergarten Stepping Stones</i> Music CD, sentence strips of third verse and chorus of “God Wants Us to Follow Him,” 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>

Day 1 – Language Arts

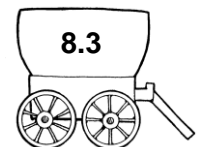
Kindergarten	1 st Grade	2 nd Grade
<p><u>Daily Oral Language (DOL)</u> <i>This is primarily a 1st/2nd grade activity. Kindergarten students can listen or engage in a separate center activity during this time.</i></p>	<p>Grammar & Writing Mechanics (DDL P) <i>Think-Pair-Share, Editing</i> Materials: DOL Master (Appendix D), Theme 8 – Book 3; enlarged printout of Common Editing Marks (Appendix D) Theme 4 – Book 1</p>	No Differentiation – Same as 1 st Grade
<p><u>STAIRWAY TO READING</u> <i>Follow Stairway To Reading Phonics/Reading program or other conference approved Phonics/Reading curriculum. Phonemic awareness and sound-letter activities in the DLG should also be utilized in the phonics program for Kindergarten students.</i></p>	<p><i>Follow 1st grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 1st grade are optional in addition to the separate curriculum adoption.</i></p>	<p><i>Follow 2nd grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 2nd grade are optional in addition to the separate curriculum adoption.</i></p>



<p>PHONEMIC AWARENESS, pp. 215 – 216 (DLG) Level 1 – Basket Rhyme, p. 215 (DLG) Materials: Basket, prairie stuffed animals</p>	<p>Follow 1st grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 1st grade are optional in addition to the separate curriculum adoption.</p>	<p>Follow 2nd grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 2nd grade are optional in addition to the separate curriculum adoption.</p>
<p>SOUND–LETTER ACTIVITIES, pp. 217 – 219 (DLG) Ww–Wood to Burn, p. 217 (DLG) Materials: Iron Horses, poster board, small sticks, glue</p>	<p>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 1st grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</p>	<p>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 2nd grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</p>
<p>READING WORKSHOP, pp. 220 – 225 (DLG) *** Complete both activities. ***</p> <p>Activity 1: Before Reading – Discussion, p. 220 (DLG) (DDL) Materials: Iron Horses, chart paper; <i>Optional:</i> model or wooden train, tracks</p> <p>Activity 2: During Reading – First Time, pp. 220 – 221 (DLG) Materials: Iron Horses</p>	<p>READING WORKSHOP, pp. 220 – 225 (DLG) *** Complete both activities. ***</p> <p>No Differentiation – Same as Kindergarten</p> <p>Activity 2: During Reading – First Time, pp. 220 – 221 (DLG) (DDL) <i>Vocabulary Introduction</i> Materials: Vocabulary Master 8.3, Activity Master 8.3.1</p>	<p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as 1st Grade</p>
<p>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.</p>		
<p>WRITING WORKSHOP Poetry (DDL) <i>Brainstorming (K-2)</i> Materials: Iron Horses, Activity Master 8.3.2, children's poetry books</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 Activity 1. Activity 2 is optional. ***</p> <p>Activity 1: Loud Noises, p. 254 (DLG) (DDL) <i>Technology, Concept Nugget</i> Materials: Ear plugs or ear muffs, whistle or bell, Appendix F – Teacher Reference Materials 8.3, p. 1</p>	<p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p>



Activity 2: Train Whistle, pp. 253 – 254 (DLG) Materials: Train whistle or clean plastic bottles	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>
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Day 1 – Social Studies

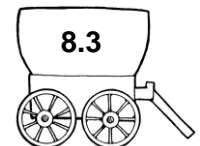
Kindergarten	1 st Grade	2 nd Grade
<p>*** Complete Activity 1. Activity 2 may be done if time allows. ***</p> <p>Activity 1: Voting, p. 257 (DLG) (DDL P) <i>Government Roles</i> Materials: Chart, small ballots, testing carrels, <i>Optional:</i> cups, spoons, ice cream scoop, winning ice cream flavor</p> <p>Activity 2: Government Leaders, p. 258 (DLG) Materials: Books about Abraham Lincoln or Sir John Macdonald</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
<p>Under Construction (DDL P) <i>Concept Nugget, Problem Solving</i> Materials: Chart paper, marker</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>

Day 2 – Bible

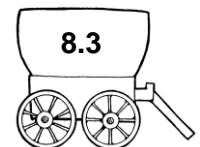
Kindergarten	1 st Grade	2 nd Grade
<p>PRESENTING THE BIBLE STORY, pp. 208 – 209 (DLG) *** Complete all activities. ***</p> <p>Activity 1: Promise in the Stars, p. 208 (DLG) Materials: Lapbook – <i>God Wants Us to Follow Him</i></p> <p>Activity 2: Twinkle Stars, pp. 208 – 209 (DLG) (DDL P) Materials: Lapbook – <i>God Wants Us to Follow Him</i>, mini-flashlights, hanging foil stars from <i>Introducing: Stars in the Sky</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>Activity 3: Star the Words, p. 209 (DLG) Materials: Blackline 3.3, marker, chart paper or sentence strips and pocket chart, crayons, scissors, large craft sticks, stapler, glue or tape</p>	<p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p>
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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 3; enlarged printout of Common Editing Marks (Appendix D) Theme 4 – Book 1</p>	<p>No Differentiation – Same as 1st Grade</p>
<p>STAIRWAY TO READING <i>Follow Stairway To Reading Phonics/Reading program or other conference approved Phonics/Reading curriculum. Phonemic awareness and sound-letter activities in the DLG should also be utilized in the phonics program for Kindergarten students.</i></p>	<p><i>Follow 1st grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 1st grade are optional in addition to the separate curriculum adoption.</i></p>	<p><i>Follow 2nd grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 2nd grade are optional in addition to the separate curriculum adoption.</i></p>
<p>PHONEMIC AWARENESS, pp. 215 – 216 (DLG) Level 2 – Counting Syllables, p. 216 (DLG) Materials: Chairs</p>	<p><i>Follow 1st grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 1st grade are optional in addition to the separate curriculum adoption.</i></p>	<p><i>Follow 2nd grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 2nd grade are optional in addition to the separate curriculum adoption.</i></p>
<p>SOUND-LETTER ACTIVITIES, pp. 217 – 219 (DLG) Ww-Water-Sprayed W, p. 217 (DLG) Materials: Blackline 3.5, Iron Horses, washable markers, spray bottle</p>	<p><i>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 1st grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</i></p>	<p><i>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 2nd grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</i></p>
<p>READING WORKSHOP, pp. 220 – 225 (DLG) *** Complete both activities. ***</p> <p>Activity 1: During Reading – Second Time, p. 221 (DLG) (DDL P) <i>Rhyming Words</i> Materials: Blackline E, Iron Horses, word families board, chart paper, marker, CVC decodable word family books or printed booklets from www.hubbardscupboard.org/cvc, CVC word family centers, sticky notes</p> <p>Activity 2: Noisy Words, p. 222 (DLG) Materials: Iron Horses, chart paper</p>	<p>READING WORKSHOP, pp. 220 – 225 (DLG) *** Complete both activities. ***</p> <p>Activity 1: During Reading – Second Time, p. 221 (DLG) (DDL P) <i>Vocabulary Reminder, Inflectional Endings</i> Materials: Activity Masters 8.3.3a – b, Vocabulary Master 8.3</p> <p>No Differentiation – Same as Kindergarten</p>	<p>READING WORKSHOP, pp. 220 – 225 (DLG) *** Complete both activities. ***</p> <p>Activity 1: During Reading – Second Time, p. 221 (DLG) (DDL P) <i>Vocabulary Reminder, Inflectional Endings, Rhythm</i></p> <p>No Differentiation – Same as Kindergarten</p>



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

Poetry (DDL P)

Descriptive Words, Drafting (K-2)

Materials: Iron Horses, completed Activity Masters 8.3.2, Activity Master 8.3.4

No Differentiation – Same as Kindergarten

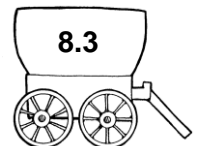
No Differentiation – Same as Kindergarten

Day 2 – Science

Kindergarten	1 st Grade	2 nd Grade
<p>*** Complete both activities, if time allows. ***</p> <p>Activity 1: Pulleys and Levers, p. 254 (DLG) Materials: Pulleys, mini-blinds, levers, board, pile of books</p> <p>Activity 2: Rocks, p. 252 (DLG) Materials: Marble, granite, sandstone, candy melts or chocolate chips, heat source to melt chocolate, play dough, sand, soil, small pebbles, jar with lid, 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 2 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
<p>*** Complete both activities. ***</p> <p>Activity 1: Chinese Workers, p. 258 (DLG) (DDL P) Materials: Blackline 3.25, world map, crayons; <i>Optional:</i> scissors, glue, construction paper</p> <p>Activity 2: Irish Workers, p. 259 (DLG) (DDL P) <i>Venn Diagram</i> Materials: Blackline 3.26, world map, crayons; <i>Optional:</i> scissors, glue, construction paper</p>	<p>*** Complete both activities. ***</p> <p>Activity 1: Chinese Workers, p. 258 (DLG) (DDL P) <i>Information Recall</i> Materials: Board, markers, Activity Master 8.3.5</p> <p>Activity 2: Irish Workers, p. 259 (DLG) (DDL P) <i>Information Recall, Venn Diagram</i> Materials: Board or chart paper, marker, Activity Master 8.3.6</p>	<p>No Differentiation – Same as 1st Grade</p> <p>No Differentiation – Same as 1st Grade</p>



Day 3 – Circle Time/Morning Meeting

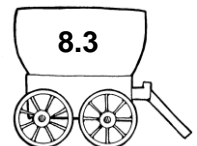
Kindergarten	1 st Grade	2 nd Grade
<p>Gumdrop Structures (DDL P) <i>Concept Nugget</i> Materials: Gumdrops, toothpicks; <i>Optional:</i> Lego Men and containers, measuring cup</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>

Day 3 – Bible

Kindergarten	1 st Grade	2 nd Grade
<p>REVIEWING THE BIBLE STORY, p. 209 (DLG) Star Pictures, p. 209 (DLG) (DDL P) <i>Concept Nugget</i> Materials: Use Blackline 3.3 instead of 3.4, use craft sticks instead of toothpicks, dark medium point markers, glue, scissors, various colors of glitter glue</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>

Day 3 – Language Arts

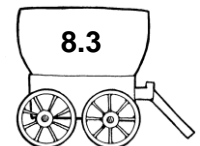
Kindergarten	1 st Grade	2 nd Grade
<p>Daily Oral Language (DOL) <i>This is primarily a 1st/2nd grade activity. Kindergarten students can listen or engage in a separate center activity during this time.</i></p>	<p>Grammar & Writing Mechanics (DDL P) <i>Think-Pair-Share, Editing</i> Materials: DOL Master (Appendix D), Theme 8 – Book 3; enlarged printout of Common Editing Marks (Appendix D) Theme 4 – Book 1</p>	<p><i>No Differentiation – Same as 1st Grade</i></p>
<p>STAIRWAY TO READING <i>Follow Stairway To Reading Phonics/Reading program or other conference approved Phonics/Reading curriculum. Phonemic awareness and sound-letter activities in the DLG should also be utilized in the phonics program for Kindergarten students.</i></p>	<p><i>Follow 1st grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 1st grade are optional in addition to the separate curriculum adoption.</i></p>	<p><i>Follow 2nd grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 2nd grade are optional in addition to the separate curriculum adoption.</i></p>



<p>PHONEMIC AWARENESS, pp. 215 – 216 (DLG) Level 3 – Pack It Up!, p. 216 (DLG) Materials: Suitcase, prairie objects</p>	<p>Follow 1st grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 1st grade are optional in addition to the separate curriculum adoption.</p>	<p>Follow 2nd grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 2nd grade are optional in addition to the separate curriculum adoption.</p>
<p>SOUND-LETTER ACTIVITIES, pp. 217 – 219 (DLG) Ww–“Working” to Make a Ww, p. 218 (DLG) Materials: Blackline 3.6, play dough, golf tees, pie tin</p>	<p>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 1st grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</p>	<p>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 2nd grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</p>
<p>READING WORKSHOP, pp. 220 – 225 (DLG) *** Complete both activities. ***</p> <p>Activity 1: Alphabet Cars, p. 224 (DLG) Materials: Blacklines 3.9a – n, card stock (two colors), alphabet chart; <i>Optional:</i> laminator</p> <p>Activity 2: Read-Aloud, p. 225 (DLG) Materials: Bibliography books</p>	<p>READING WORKSHOP, pp. 220 – 225 (DLG) *** Complete both activities. ***</p> <p>Activity 1: Alphabet Cars, p. 224 (DLG) (DDL P) <i>Alphabetizing, Vocabulary Review</i> Materials: Activity Masters 8.3.7a – b</p> <p>No Differentiation – Same as Kindergarten</p>	<p>READING WORKSHOP, pp. 220 – 225 (DLG) *** Complete both activities. ***</p> <p>No Differentiation – Same as 1st Grade</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 Poetry (DDL P) <i>Descriptive Words, Drafting (K-2)</i> Materials: Hello Ocean by Pam Munoz Ryan, Activity Master 8.3.8, popcorn, popper, butter, salt, napkins, cups, large bowl</p>	<p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p>

Day 3 – Science

Kindergarten	1 st Grade	2 nd Grade
<p>*** Complete both activities. ***</p> <p>Activity 1: Vibrations, p. 254 (DLG) Materials: Guitar, tuning fork</p> <p>Activity 2: Force and Motion 1, p. 255 (DLG) Materials: Iron Horses, books, skateboard or other rolling platform</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 – Social Studies

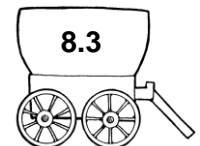
Kindergarten	1 st Grade	2 nd Grade
<p>Diet from Home, pp. 259 – 260 (DLG) (DDL P) <i>Prevent Disease</i> Materials: Microscope, pond water, water purifier, chart paper, marker; <i>Optional:</i> poster board</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>

Day 4 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
<p>Daily Message (DDL P) <i>Asking and Answering Questions, Grammar Usage</i> Materials: Board or chart paper, marker</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>

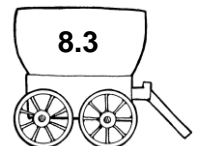
Day 4 – Bible

Kindergarten	1 st Grade	2 nd Grade
<p><u>PRACTICING THE BIBLE STORY, p. 210 (DLG)</u> *** Complete both activities. ***</p> <p>Activity 1: Impossible? No!, p. 210 (DLG) Materials: Gallon resealable bags, water, sharpened pencils</p> <p>Activity 2: Star Bottles, p. 210 (DLG) Materials: Empty water bottles, star confetti or stars punched from aluminum foil, blue food coloring, water, hot glue gun; <i>Optional:</i> corn syrup</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 – 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 8 – Book 3; enlarged printout of Common Editing Marks (Appendix D) Theme 4 – Book 1</p>	<p>No Differentiation – Same as 1st Grade</p>
<p>STAIRWAY TO READING 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>PHONEMIC AWARENESS, pp. 215 – 216 (DLG) Level 4 – Row Your Boat, p. 216 (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>SOUND-LETTER ACTIVITIES, pp. 217 – 219 (DLG) Ww-Wagon, p. 218 (DLG) Materials: Blackline 3.5, Iron Horses, wagon-wheel pasta, glue</p>	<p>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 1st grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</p>	<p>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 2nd grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</p>
<p>READING WORKSHOP, pp. 220 – 225 (DLG) *** Complete both activities. ***</p> <p>Activity 1: After Reading – Comprehension Questions, p. 221 (DLG) (DDL) Materials: Iron Horses</p> <p>Activity 2: Color Words, pp. 222 – 223 (DLG) Materials: Blacklines 3.8a – j, Freight Train, crayons or markers; Optional: letter tiles</p>	<p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p>	<p>READING WORKSHOP, pp. 220 – 225 (DLG) *** Complete both activities. ***</p> <p>No Differentiation – Same as Kindergarten</p> <p>Activity 2: Color Words, pp. 222 – 223 (DLG) (DDL) Synonyms Materials: Activity Master 8.3.9, Thesaurus</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 Poetry (DDL) Revising (K-2) Materials: Activity Master 8.3.10</p>	<p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p>



Day 4 – Science

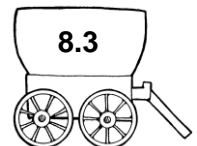
Kindergarten	1 st Grade	2 nd Grade
<p>*** Complete both activities. ***</p> <p>Activity 1: Force and Motion 2, p. 255 (DLG) Materials: Blocks, wooden train track, train cars, sign, toy animals</p> <p>Activity 2: Force and Motion 3, p. 256 (DLG) Materials: Wooden train track, plastic bin, blocks, toy animals</p>	<p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p>	<p>*** Complete both activities. ***</p> <p>Activity 1: Force and Motion 2, p. 255 (DLG) (DDL) Scientific Inquiry Materials: Activity Master 8.3.11</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: Comparing Trains and Train Cars, pp. 260 – 261 (DLG) Materials: Pictures or models of trains from different eras; <i>Optional:</i> Internet access</p> <p>Activity 2: Transportation, p. 261 (DLG) Materials: Board or chart paper, markers, books and/or pictures of different types of transportation</p>	<p>*** Complete both activities. ***</p> <p>No Differentiation – Same as Kindergarten</p> <p>Activity 2: Transportation, p. 261 (DLG) (DDL) <i>Historical Progression, Concept Nugget</i> Materials: Activity Masters 8.3.12a – e</p>	<p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as 1st Grade</p>

Day 5 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
<p>Daily Message 3, p. 227 (DLG) Materials: Board or chart paper, marker</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 1st grade. However, extension activity suggestions appropriate for 1st grade differentiation are provided in the DDL.</i></p>

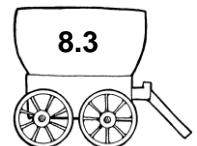


Day 5 – Bible

Kindergarten	1 st Grade	2 nd Grade
<p>APPLYING THE BIBLE STORY, pp. 210 – 211 (DLG) *** Complete both activities. ***</p> <p>Activity 1: Independent Reading, pp. 210 – 211 (DLG) Materials: Lapbook – God Wants Us to Follow Him, Kindergarten Bible Story Readers</p> <p>Activity 2: Hop Up for Promises, p. 211 (DLG) Materials: Bible</p>	<p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p>

Day 5 – Language Arts

Kindergarten	1 st Grade	2 nd Grade
<p>Daily Oral Language (DOL) 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 8 – Book 3; enlarged printout of Common Editing Marks (Appendix D) Theme 4 – Book 1</p>	<p>No Differentiation – Same as 1st Grade</p>
<p>STAIRWAY TO READING 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>PHONEMIC AWARENESS, pp. 215 – 216 (DLG) *** Review concepts from phonics program above. ***</p>	<p>Follow 1st grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 1st grade are optional in addition to the separate curriculum adoption.</p>	<p>Follow 2nd grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 2nd grade are optional in addition to the separate curriculum adoption.</p>
<p>SOUND-LETTER ACTIVITIES, pp. 217 – 219 (DLG) Ww–East to West, pp. 218 – 219 (DLG) Materials: Blackline 3.7, wooden blocks, wooden spool, wagon-wheel pasta, paint, black poster board, cotton balls, mini craft sticks; <i>Optional:</i> gold, glitter</p>	<p>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 1st grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</p>	<p>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 2nd grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</p>



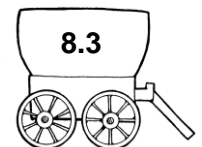
<p>READING WORKSHOP, pp. 220 – 225 (DLG) Sequencing, pp. 224 – 225 (DLG) (DDL) <i>Sequencing, Summarizing, Concept Nugget</i> Materials: <i>Iron Horses</i>; sentence strips; pocket chart; red, orange, green, blue, and purple markers, cardstock; <i>Optional:</i> laminator, pocket chart, Activity Master 8.3.13</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>
<p>GUIDED READING (Small Group Instruction)</p> <p><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></p>		
<p>WRITING WORKSHOP Poetry (DDL) <i>Editing, Publishing, Author's Chair (K-2)</i> Materials: Activity Master 8.3.10</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>

Day 5 – Science

Kindergarten	1 st Grade	2 nd Grade
<p>*** Complete either activity. ***</p> <p>Activity 1: My Rock, pp. 252 – 253 (DLG) Materials: Blackline 3.24, rocks, magnifying glasses, books about rocks, paper</p> <p>Activity 2: Extreme Weather, p. 253 (DLG) Materials: <i>Iron Horses</i>, board or chart paper, weather safety tips</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 5 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
<p>*** Complete Activity 2. Activity 1 is optional ***</p> <p>Activity 1: Railroad Careers, p. 261 (DLG)</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>



Activity 2: Cowcatcher Ride, p. 260 (DLG) (DDL)

Understanding Authority

Materials: Book or pictures of Canadian scenery, paper, doll, toy train, crayons, Appendix F – Teacher Reference Materials 8.3 pp. 2 – 7

No Differentiation – Same as Kindergarten

No Differentiation – Same as Kindergarten

