

K–2 MULTI-GRADE BRIDGE
Lesson at a Glance (LAG)
Theme Six Daily Lesson Guide (DLG) – Brrrr! It's Cold!
Grade K Theme Book One: *The Bravest Dog Ever: The True Story of Balto*/Environment
Character Building Concept: Perseverance

Important Reminder:

Send home Parent Letter (Activity Master 6.1.0) at the end of Day 1.

Days 1 – 5 Signing In/Morning Activity

Kindergarten	1 st Grade	2 nd Grade
<p>SIGNING IN, p. 42 (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 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 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>PERSEVERANCE CONCEPT CONNECT (DDL P) <i>Concept Connect Activity</i> Materials: Assorted puzzles, Activity Master 6.1.1</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>

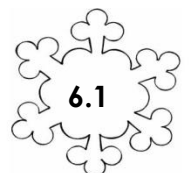


Day 1 – Bible

Kindergarten	1 st Grade	2 nd Grade
<p><u>INTRODUCING THE BIBLE STORY, p. 28 (DLG)</u> *** Complete all activities. ***</p> <p>Activity 1: When I'm Sick, p. 28 (DLG)</p> <p>Activity 2: Bible Verse, p. 28 (DLG)</p> <p>Activity 3: Theme Song, p. 28 (DLG)</p> <p>Activity 4: Herbal Bags, p. 28 (DLG) (DDL P) Concept Nugget Materials: Photos of medicine from the past and present, fabric squares, string pieces ***Keep the herbal bags for another activity later in the week. ***</p>	<p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p>

Day 1 – Language Arts

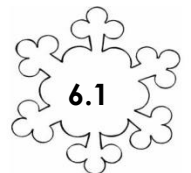
Kindergarten	1 st Grade	2 nd Grade
<p><u>Daily Oral Language (DOL)</u> This is primarily a 1st/2nd grade activity. Kindergarten students can listen or engage in a separate center activity during this time.</p>	<p><u>Grammar & Writing Mechanics (DDL P)</u> Think-Pair-Share, Editing Materials: DOL Master (Appendix D), Theme 6 – Book 1; enlarged printout of Common Editing Marks (Appendix D) Theme 4 – Book 1</p>	<p>No Differentiation – Same as 1st Grade</p>
<p><u>STAIRWAY TO READING</u> Follow Stairway to Reading Phonics/Reading program or other conference approved Phonics/Reading curriculum. Phonemic awareness and sound-letter activities in the DLG should also be utilized in the phonics program for Kindergarten students.</p>	<p>Follow 1st grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 1st grade are optional in addition to the separate curriculum adoption.</p>	<p>Follow 2nd grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 2nd grade are optional in addition to the separate curriculum adoption.</p>
<p><u>PHONEMIC AWARENESS, pp. 35 – 37 (DLG)</u> Level 1–Thumbs Up!, p. 35 (DLG) Materials: Chart paper</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. 38 – 40 (DLG)</u> *** Complete both activities. ***</p> <p>Activity 1: Dd–Balto, the Dog, p. 38 (DLG)</p> <p>Activity 2: Dd–Divide for Dogs, p. 38(DLG)</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><u>READING WORKSHOP, pp. 40 – 42 (DLG)</u> *** Complete both activities. ***</p> <p>Activity 1: Puzzle Activity (DDL P) Concept Nugget</p> <p>Activity 2: Before Reading – Discussion, p. 40 (DLG)</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><u>GUIDED READING (Small Group Instruction)</u></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><u>WRITING WORKSHOP, pp. 43 – 46 (DLG)</u> Writing by Children – Class Book About Pets, p. 46 (DLG) Materials: Blacklines 1.5a – b</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p>Research Activity – Author Research (DDL P) <i>Using a Search Engine</i> Materials: Computer, on-line connection, sticky notes</p>
<p><u>LISTENING/SPEAKING, p. 48 (DLG)</u> Show and Tell, p. 48 (DLG)</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>

Day 1 – Science

Kindergarten	1 st Grade	2 nd Grade
<p>*** Complete both activities. ***</p> <p>Activity 1: Field Trip to Freezer, p. 60 (DLG)</p> <p>Activity 2: Freeze and Thaw, pp. 61 – 62 (DLG)</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 1 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
<p>Transportation Map, pp. 64–65 (DLG) Materials: Chart paper</p>	<p>Transportation Map, pp. 64 – 65 (DLG) (DDL P) Timeline Materials: Long butcher paper for timeline</p>	<p>No Differentiation – Same as 1st Grade</p>

Day 2 – Circle Time/Morning Meeting

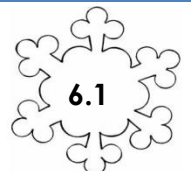
Kindergarten	1 st Grade	2 nd Grade
<p>Daily Message 1, p. 43 (DLG)</p>	<p><i>This activity is not designed for 1st grade. However, extension activity suggestions appropriate for 1st grade differentiation are provided in the DDL P.</i></p>	<p><i>This activity is not designed for 2nd grade. However, extension activity suggestions appropriate for 2nd grade differentiation are provided in the DDL P.</i></p>

Day 2 – Bible

Kindergarten	1 st Grade	2 nd Grade
<p>PRESENTING THE BIBLE STORY, pp. 28 – 29 (DLG) *** Complete both activities. ***</p> <p>Activity 1: Reading “Jesus Makes a Sick Boy Well,” p. 28 (DLG)</p> <p>Activity 2: Shoeprint Path, p. 29 (DLG) (DDL P) Materials: Construction paper, markers, scissors</p>	<p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p>

Day 2 – Language Arts

Kindergarten	1 st Grade	2 nd Grade
<p>Daily Oral Language (DOL) <i>This is primarily a 1st/2nd grade activity. Kindergarten students can listen or engage in a separate center activity during this time.</i></p>	<p>Grammar & Writing Mechanics (DDL P) Think-Pair-Share, Editing Materials: DOL Master (Appendix D), Theme 6 – Book 1; 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> <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><u>PHONEMIC AWARENESS, pp. 35 – 37 (DLG)</u> Level 2 – Arctic Riddles, p. 36 (DLG)</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><u>SOUND-LETTER ACTIVITIES, pp. 38 – 40 (DLG)</u> *** Complete both activities. ***</p> <p>Activity 1: Dd–Dog Show , p. 38 (DLG) Materials: Stuffed animal dogs, masking tape or sidewalk chalk</p> <p>Activity 2: Dd–Lead Dog Song, pp. 38 – 39 (DLG) Materials: Sentence strips with “Lead Dog” song, markers</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><u>READING WORKSHOP, pp. 40 – 42 (DLG)</u> *** Complete all activities. ***</p> <p>Activity 1: Before Reading – Discussion, p. 40 (DLG)</p> <p>Activity 2: Activity Before Reading – Introducing Book, p. 40 (DLG)</p> <p>Activity 3: During Reading – First Time, p. 40 (DLG) (DDL) <i>Comprehension, Concept Nugget</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><u>READING WORKSHOP, pp. 40 – 42 (DLG)</u> *** Complete all activities. ***</p> <p>Activity 1: Before Reading – Discussion, p. 40 (DLG) (DDL) <i>Research Presentation</i></p> <p><i>No Differentiation – Same as Kindergarten</i></p> <p><i>No Differentiation – Same as Kindergarten</i></p>
<p><u>GUIDED READING (Small Group Instruction)</u></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><u>WRITING WORKSHOP, pp. 43 – 46 (DLG)</u> Writing by Children – “When I Am Sick, I Like...,” p. 45 (DLG) Materials: Blacklines 1.4a – b</p>	<p><u>WRITING WORKSHOP, pp. 43 – 46 (DLG)</u> Writing by Children – “When I Am Sick, I Like...,” p. 45 (DLG) (DDL) <i>Extended Writing</i> Materials: Activity Master 6.1.4a</p>	<p><u>WRITING WORKSHOP, pp. 43 – 46 (DLG)</u> Writing by Children – “When I Am Sick, I Like...,” p. 45 (DLG) (DDL) <i>Story Mapping</i> Materials: Activity Masters 6.1.4b – c</p>



Day 2 – Science

Kindergarten	1 st Grade	2 nd Grade
Liquid/Solid, p. 61 (DLG)	Liquid/Solid, p. 61 (DLG) (DDL) Identify and Sort States of Matter Materials: Activity Masters 6.1.6a	Liquid/Solid, p. 61 (DLG) (DDL) Identify and Sort States of Matter Materials: Activity Masters 6.1.6a,

Day 2 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
<p>*** Complete both activities. ***</p> <p>Activity 1: Where is Nome?, p. 65 (DLG)</p> <p>Activity 2: Medicines Past and Present (DDL) T-Chart Materials: Magazines, scissors, construction paper, glue sticks, photos of medicines from past and present</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 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
Daily Message 2, p. 43 (DLG)	This activity is not designed for 1 st grade. However, extension activity suggestions appropriate for 1 st grade differentiation are provided in the DDL.	This activity is not designed for 2 nd grade. However, extension activity suggestions appropriate for 2 nd grade differentiation are provided in the DDL.

Day 3 – Bible

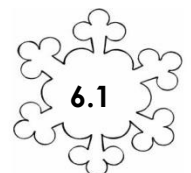
Kindergarten	1 st Grade	2 nd Grade
<p>REVIEWING THE BIBLE STORY, pp. 29 – 30 (DLG)</p> <p>*** Complete one of the following activities and Activity 4. ***</p> <p>Activity 1: Role-Playing “Jesus Makes a Sick Boy Well,” p. 29 (DLG)</p> <p>Materials: Play props</p>	<p>No Differentiation – Same as Kindergarten</p>	<p>REVIEWING THE BIBLE STORY, pp. 29 – 30 (DLG)</p> <p>*** Complete one of the following activities and Activity 4. ***</p> <p>No Differentiation – Same as Kindergarten</p>



<p>Activity 2: Finger play, pp. 29 – 30 (DLG)</p> <p>Activity 3: “Read” the Bible Verse, p. 30 (DLG) Materials: Pre-made sentence strips, pocket chart</p> <p>Activity 4: Discussion Questions (DDLDP) <i>Concept Nuqaet</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: “Read” the Bible Verse, p. 30 (DLG) (DDLDP) <i>Letter Writing</i> Materials: Envelopes, story paper, sick and shut in information</p> <p><i>No Differentiation – Same as Kindergarten</i></p>
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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 (DDLDP) <i>Think-Pair-Share, Editing</i> Materials: DOL Master (Appendix D), Theme 6 – Book 1; 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. 35 – 37 (DLG) Level 3 – Alike Animal Names, p. 36 (DLG) Materials: Blacklines 1.2a – b</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. 38 – 40 (DLG) Dd–Snow Diamond, p. 40 (DLG) Materials: Precut small glitter diamond shapes, construction paper, glue</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. 40 – 42 (DLG) *** Complete all activities. *** Activity 1: During Reading – Second Time, p. 41 (DLG)</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>



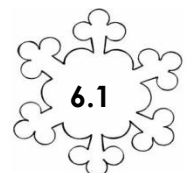
<p>Activity 2: During Reading – Third Time, p. 41 (DLG)</p> <p>Activity 3: After Reading – Comprehension Questions, p. 41 (DLG)</p> <p>Activity 4: Fine Motor Skills, pp. 47 – 48 (DLG) <i>*** K/1st graders will work on fine motor skills centers independently while teacher works with 2nd graders on Two-Column Notes and Selective Underlining. ***</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 2: Two-Column Notes and Selective Underlining (DDL) <i>Comprehension</i> Materials: Chart paper or document camera or overhead projector, Activity Masters 6.1.2a – b, Appendix F – Teacher Reference Materials 6.1, pp. 1 – 3</p> <p><i>No Differentiation – Same as Kindergarten</i></p> <p><i>*** Work on Two-Column Notes and Selective Underlining ***</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, pp. 43 – 46 (DLG) Writing with Children – Wanted, But, So, p. 44 (DLG) Materials: Chart paper</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p>WRITING WORKSHOP, pp. 43 – 46 (DLG) Writing by Children – “When I am Sick, I Like...,” p. 45 (DLG) (DDL) <i>Writing Process</i> <i>*** Work on “When I am Sick” editing and refining draft for the remainder of the period. ***</i></p>

Day 3 – Science

Kindergarten	1 st Grade	2 nd Grade
<p><i>*** Complete Activity 2. ***</i></p> <p>Activity 1: Liquid/Solid (continued), p. 61 (DLG)</p> <p>Activity 2: Basic Needs, p. 63 (DLG)</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 3 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
<p>Working Animals Map, pp. 65 – 66 (DLG)</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

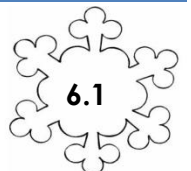
Kindergarten	1 st Grade	2 nd Grade
<p>Daily Message 3, pp. 43 – 44 (DLG) (DDL) <i>Concept Nugget</i></p>	<p><i>This activity is not designed for 1st grade. However, extension activity suggestions appropriate for 1st grade differentiation are provided in the DDL.</i></p>	<p><i>This activity is not designed for 2nd grade. However, extension activity suggestions appropriate for 2nd grade differentiation are provided in the DDL.</i></p>

Day 4 – Bible

Kindergarten	1 st Grade	2 nd Grade
<p>PRACTICING THE BIBLE STORY, p. 30 (DLG) *** Complete both activities. ***</p> <p>Activity 1: Bandages for Boo-Boos!, p. 30 (DLG) Materials: Butcher paper, markers, pretend Band-Aids®</p> <p>APPLYING THE BIBLE STORY, p. 30 (DLG) Activity 2: Independent Reading, p. 31 (DLG) Materials: SS Bible Story Readers</p>	<p><i>No Differentiation – Same as Kindergarten</i></p> <p><i>No Differentiation – Same as Kindergarten</i></p>	<p>PRACTICING THE BIBLE STORY, p. 30 (DLG) *** Complete both activities. ***</p> <p><i>No Differentiation – Same as Kindergarten</i></p> <p>APPLYING THE BIBLE STORY, p. 30 (DLG) Activity 2: Independent Reading, p. 31 (DLG) (DDL) <i>Retell Story Parts</i> Materials: White construction paper, markers, crayons</p>

Day 4 – Language Arts 1st/2nd

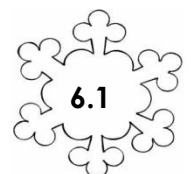
Kindergarten	1 st Grade	2 nd Grade
<p>Daily Oral Language (DOL) <i>This is primarily a 1st/2nd grade activity. Kindergarten students can listen or engage in a separate center activity during this time.</i></p>	<p>Grammar & Writing Mechanics (DDL) <i>Think-Pair-Share, Editing</i> Materials: DOL Master (Appendix D), Theme 6 – Book 1; 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. 35 – 37 (DLG) Level 4 – Drop the Ending Sound, p. 37 (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. 38 – 40 (DLG) Dd–Doggie Directions, p. 39 (DLG)</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. 40 – 42 (DLG) After Reading – Vocabulary, p. 41 (DLG) Materials: Thesaurus</p>	<p>No Differentiation – Same as Kindergarten</p>	<p>READING WORKSHOP, pp. 40 – 42 (DLG) After Reading – Vocabulary, p. 41 (DLG) (DDL) Vocabulary, Two-Column Notes Comprehension Strategy Materials: Activity Masters 6.1.8 a – b, vocabulary folders, Vocabulary Master 6.1, Activity Masters 6.1.2a – b</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. 43 – 46 (DLG) *** Complete both activities. ***</p> <p>Activity 1: Writing by Children – Sequencing Events, p. 44 (DLG) Materials: Wanted, But, So chart, 4 ¼ x 11 paper strips, crayons</p> <p>Activity 2: Writing by Children – Think About It Again, pp. 44–45 (DLG) (DDL) Concept Nugget</p>	<p>WRITING WORKSHOP, pp. 43 – 46 (DLG) *** Complete both activities. ***</p> <p>Activity 1: Writing by Children – Sequencing Events, p. 44 (DLG) (DDL) Sentence Writing Materials: Folded paper strips, student sized sentence strips, glue</p> <p>No Differentiation – Same as Kindergarten</p>	<p>WRITING WORKSHOP, pp. 43 – 46 (DLG) *** Complete both activities. ***</p> <p>Activity 1: Writing by Children–Sequencing Events, p. 44 (DLG) (DDL) Sentence Writing Materials: Folded paper strips, student sized sentence strips, glue, Activity Master 6.1.5</p> <p>Activity 2: Writing by Children – Think About It Again, pp. 44 – 45 (DLG) (DDL) Paragraph Writing, Summarizing Materials: 2nd grade writing paper</p>

Day 4 – Science

Kindergarten	1 st Grade	2 nd Grade
<p>*** Complete both activities. ***</p> <p>Activity 1: Ramps and Pipes, p. 6 (DLG)</p> <p>Activity 2: Staying Healthy, p. 62 (DLG)</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
Housebound, p. 66 (DLG)	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten

Day 5 – Circle Time/Morning Meeting

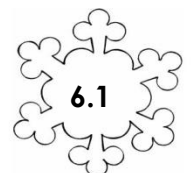
Kindergarten	1 st Grade	2 nd Grade
Daily Message Teacher generated message Materials: Chart paper or white board	<i>This activity is not designed for 1st grade. However, extension activity suggestions appropriate for 1st grade differentiation are provided in the DDL.</i>	<i>This activity is not designed for 2nd grade. However, extension activity suggestions appropriate for 2nd grade differentiation are provided in the DDL.</i>

Day 5 – Bible

Kindergarten	1 st Grade	2 nd Grade
<u>APPLYING THE BIBLE STORY, p. 31 (DLG)</u> *** Complete both activities: *** Activity 1: Get Well Cards, p. 31 (DLG) Activity 2: Sing “Jesus Cares for Me,” p. 31 (DLG)	No Differentiation – Same as Kindergarten No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten No Differentiation – Same as Kindergarten

Day 5 – Language Arts

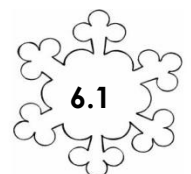
Kindergarten	1 st Grade	2 nd Grade
<u>Daily Oral Language (DOL)</u> <i>This is primarily a 1st/2nd grade activity. Kindergarten students can listen or engage in a separate center activity during this time.</i>	Grammar & Writing Mechanics (DDL) Think-Pair-Share, Editing Materials: DOL Master (Appendix D), Theme 6 – Book 1; enlarged printout of Common Editing Marks (Appendix D) Theme 4 – Book 1	No Differentiation – Same as 1 st Grade



<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. 35 – 37 (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. 38 – 40 (DLG) Dd-Dozen Doggie Bones, p. 39 (DLG) Materials: Various food and utensils needed (see DLG)</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. 40 – 42 (DLG) Read-Aloud, p. 42 (DLG) *** Read a book with an arctic setting that connects with the concept of perseverance. ***</p>	<p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</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, pp. 43 – 46 (DLG) *** Complete both activities. ***</p> <p>Activity 1: Writing by Children – Journaling #1, p. 46 (DLG)</p> <p>Activity 2: Writing by Children – Journaling #2, p. 46 (DLG)</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 – Science

Kindergarten	1 st Grade	2 nd Grade
<p>*** Choose one activity. ***</p> <p>Activity 1: Cover Coughs and Sneezes, pp. 62 – 63 (DLG)</p>	<p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p>



Activity 2: Field Trip to Humane Society or Pet Store, p. 63 (DLG)	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>
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Day 5 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
Iditarod Race, p. 66 (DLG)	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>

Day 5 – Physical Education (Perform/Celebrate)

Kindergarten	1 st Grade	2 nd Grade
Relay Races, p. 68 (DLG) (DDLDP) Unit Culmination Activity Materials: <i>Optional:</i> Medicine bottles, dummy, sick bed, Activity Master 6.1.7, jump ropes, boxes/bag of potatoes, basketball/beach ball/scooter, hula hoops/sidewalk chalk, <i>Optional:</i> certificates	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>

