

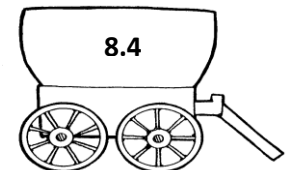
K-2 MULTI-GRADE BRIDGE
Lessons at a Glance (LAG)
Theme Eight Daily Lesson Guide (DLG) – *Moving On*
Grade K Theme Book Four: *Arbor Day Square/Yesterday*
Character Building Concept: Appreciating Fulfillment

Important Reminders:

- Print digital copies of the photos taken during the gumdrop activities in Book 3 – *Iron Horses*.
- Post copies of Writing Process Anchor Chart (Activity Master 8.1.1 – *Papa and the Pioneer Quilt*) and the Writing Process Rubric found on the K-2 BRIDGE website <https://www.adventistedge.com/elementary/curriculum-instruction/multi-grade-bridge/rubrics/> for students to reference during this week’s Writing Workshop.
- The Unit Culminating Activity Arbor Day Celebration is explained at the end of Day – 5 Social Studies. Refer to the suggestions listed there in order to plan and schedule appropriate resources and personnel for a seamless event. If you have invited church and community members to the Arbor Day Celebration, send a reminder of this Friday’s event to the local community center and constituent churches in the area. Also resend the invitation previously sent to parents (Appendix F – Teacher Reference Materials, p. 2).

Days 1 – 5 Signing In/Morning Activity

Kindergarten	1 st Grade	2 nd Grade
<p>SIGNING IN, p. 306 (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>

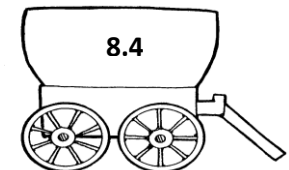


Day 1 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
<p>APPRECIATING FULFILLMENT CONCEPT CONNECT (DDL P) <i>Concept Connect Activity</i> Materials: Gumdrop Picture Collage created in Book 3 – <i>Iron Horses</i>, Handprint Oak Tree created in Book 2 – <i>A Day on the Prairie</i>, Memory Quilt created in Book 1 – <i>Papa and the Pioneer Quilt</i>, clear plastic containers, smooth flat stones, permanent marker, paper gift boxes, labels, student whiteboards/markers</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>

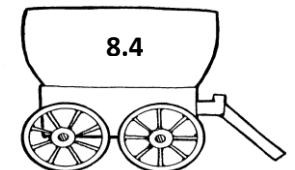
Day 1 – Bible

Kindergarten	1 st Grade	2 nd Grade
<p><u>INTRODUCING THE BIBLE STORY, pp. 288 – 290 (DLG)</u> *** Complete all activities. ***</p> <p>Activity 1: Saying “Thank You”, pp. 288 – 289 (DLG) Materials: Dress-up clothes for different family roles</p> <p>Activity 2: How Many Is One Hundred?, p. 289 (DLG) Materials: Blackline 4.2, card stock, dried beans, bowl</p> <p>Activity 3: Theme Song, p. 289 (DLG) Materials: Blackline 1.2d, <i>Kindergarten Stepping Stones</i> Music CD, sentence strips for fourth verse and chorus of “God Wants Us to Follow Him,” pocket chart</p>	<p><u>INTRODUCING THE BIBLE STORY, pp. 288 – 290 (DLG)</u> *** Complete all activities, if time permits. ***</p> <p>Activity 1: Saying “Thank You,” pp. 288 – 289 (DLG) (DDL P) <i>Listing Attributes</i> Materials: Whiteboard</p> <p>Activity 2: How Many Is One Hundred?, p. 289 (DLG) (DDL P) <i>Navigating Bible References</i> Materials: Internet access, <i>Optional:</i> Bible concordance, Bible dictionary, Bible commentary</p> <p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as 1st Grade</i></p> <p><i>No Differentiation – Same as 1st Grade</i></p> <p><i>No Differentiation – Same as Kindergarten</i></p>



Day 1 – 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 4; 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. 298 – 299 (DLG) Level 1 – Wiggle Words (Whole-Word Discrimination), p. 298 (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>SOUND–LETTER ACTIVITIES, pp. 299 – 302 (DLG) *** Complete both activities. ***</p> <p>Activity 1: Bb–Blanket, p. 299 (DLG) Materials: Blackline 4.4, board, pieces of cloth, yarn, crayons</p> <p>Activity 2: Bb–Bunny Rabbit, p. 300 (DLG) Materials: Arbor Day Square, masking tape</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. 303 – 305 (DLG) *** Complete both activities. ***</p> <p>Activity 1: Before Reading – Trees, p. 303 (DLG)</p> <p>Activity 2: During Reading – First Time, p. 303 (DLG) (DDL P) <i>Picture Walk</i> Materials: Arbor Day Square, blanket, Story Elements Anchor Chart</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>



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. 307 – 309 (DLG)
Writing with Children – A Tree Is..., p. 308 (DLG)
Brainstorming Procedural Writing
Materials: Activity Master 8.4.1 and 8.4.2, chart paper or board, markers

WRITING WORKSHOP, pp. 307 – 309 (DLG)
Writing with Children – A Tree Is..., p. 308 (DLG) (DDL P)
Brainstorming Procedural Writing
Materials: Activity Master 8.4.1 and 8.4.2

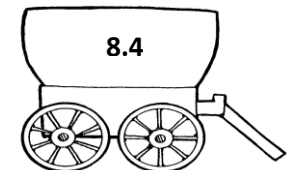
No Differentiation – Same as 1st Grade

Day 1 – Science

Kindergarten	1 st Grade	2 nd Grade
*** Complete both activities. *** Activity 1: A Tree Gives Us..., p. 338 (DLG) Materials: Chart paper or board, brown and green markers, books about things provided by trees Activity 2: Make a Tree, pp. 338 – 339 (DLG) Materials: Blackline 4.23, white paper, green construction paper, large pieces of brown butcher paper, crayons, long brown butcher paper strips 12 inches (30 cm) wide, brown crepe paper, yarn, <i>Optional:</i> pictures of tree bark	No Differentiation – Same as Kindergarten No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten No Differentiation – Same as Kindergarten

Day 1 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
*** Complete both activities. *** Activity 1: Beautify the School, p. 351 (DLG) Materials: Chart paper or board, marker	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten



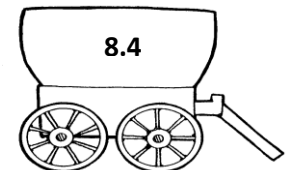
<p>Activity 2: Arbor Day, p. 352 (DLG) (DDLDP) <i>Arbor Day Booklet, Unit Culmination Preparation</i> Materials: Sapling, shovels, books about Arbor Day or trees, Activity Masters 8.4.3a – g</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>
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Day 2 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
<p>Daily Message 1, p. 307 (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>

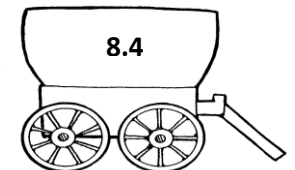
Day 2 – Bible

Kindergarten	1 st Grade	2 nd Grade
<p>PRESENTING THE BIBLE STORY, p. 290 (DLG) *** Complete both activities. ***</p> <p>Activity 1: Reading, “Thank You!”, p. 290 (DLG) (DDLDP) <i>Concept Nugget</i> Materials: Lapbook – <i>God Wants Us to Follow Him</i>, Optional: dolls</p> <p>Activity 2: Bible Verse, p. 290 (DLG) Materials: Bible</p>	<p><i>No Differentiation – Same as Kindergarten</i></p> <p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p> <p><i>No Differentiation – Same as Kindergarten</i></p>



Day 2 – Language Arts

Kindergarten	1 st Grade	2 nd Grade
<p>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 4; 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. 298 – 299 (DLG) Level 2 – Arm Blending (Blending Speech Sounds), p. 298 (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>SOUND–LETTER ACTIVITIES, pp. 299 – 302 (DLG) Bb–Burlap, pp. 299 – 300 (DLG) Materials: <i>Arbor Day Square, burlap, large plastic needles, yarn, black marker, Optional: root ball</i></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. 303 – 305 (DLG) <i>*** Complete both activities. ***</i></p> <p>Activity 1: During Reading – Second Time, p. 303 (DLG) Materials:</p> <p>Activity 2: Read-Aloud, p. 305 (DLG) (DDL P) <i>Silent Reading</i> Materials: <i>Bibliography books, informational books about fruit trees, Silent Reading Anchor Chart, index cards, Optional: chart paper and marker</i></p>	<p>READING WORKSHOP, pp. 303 – 305 (DLG) <i>*** Complete both activities. ***</i></p> <p>Activity 1: During Reading – Second Time, p. 303 (DLG) (DDL P) <i>Vocabulary Extension</i> Materials: <i>Vocabulary Master 8.4, Activity Master 8.4.4</i></p> <p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as 1st Grade</i></p> <p><i>No Differentiation – Same as Kindergarten</i></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, pp. 307 – 309 (DLG)

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

Activity 1: Tree Recipes (DDL)

Drafting Procedural Writing

Materials: Pioneer Recipes by Bobbie Kalman (Bibliography, p. 373) or information book about a fruit tree book read-aloud during READING WORKSHOP, Activity Master 8.4.1, completed Activity Master 8.4.2, Activity Master 8.4.5a – e, enlarged copy of Activity Master 8.4.5a – b, marker, stapler, *Optional:* The Writing Process Anchor Chart, Elmo Document Reader, pencil, clothespins, permanent marker

Activity 2: Writing with Children – Kindness Blooms, p. 308 (DLG)

Materials: Blackline 4.8, colored construction paper

No Differentiation – Same as Kindergarten

No Differentiation – Same as Kindergarten

WRITING WORKSHOP

Tree Recipes (DDL)

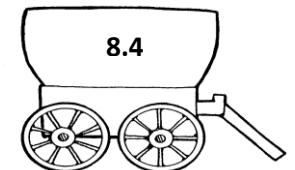
Adding Research, Self-Assessment

Materials: Activity Master 8.4.5c

No Differentiation – Same as Kindergarten

Day 2 – Science

Kindergarten	1 st Grade	2 nd Grade
<p>*** Complete Activity 1. Other activities are optional. ***</p> <p>Activity 1: Roots, pp. 339 – 340 (DLG) DDL <i>Root Definitions, Whole Brain Teaching</i> Materials: Blacklines 4.24a – c, plant roots, crayons, Activity Master 8.4.6, <i>Optional:</i> card stock, laminator scissors, glue</p> <p>Activity 2: Worms! Worms! Worms!, pp. 348 – 349 (DLG) Materials: Blackline 4.31, tan paper, books about worms, large tub, shredded brown paper</p> <p>Activity 3: Worm Observations, p. 347 (DLG) Materials: Blackline 4.30, white paper, aquarium, gravel, damp dirt, cornmeal, dead leaves, vegetable peelings, construction paper, spray bottle, distilled water, magnifying glasses, pencils, stapler, books about worms</p>	<p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p>



Day 2 – Social Studies

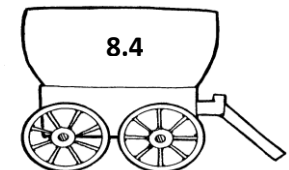
Kindergarten	1 st Grade	2 nd Grade
<p>*** Complete Activity 1. Activity 2 is optional. ***</p> <p>Activity 1: Arbor Day Food, p. 352 (DLG) Materials: Broccoli, sliced cucumbers, pretzel sticks, lunches</p> <p>Activity 2: Whizzing Whirligig, p. 353 (DLG) Materials: Large buttons, string, <i>Optional:</i> cardboard circle</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
<p>Daily Message 2, p. 307 (DLG) Materials: Board or chart paper, markers, pointer</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>

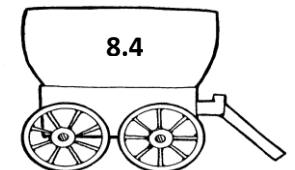
Day 3 – Bible

Kindergarten	1 st Grade	2 nd Grade
<p>REVIEWING THE BIBLE STORY, pp. 290 – 291 (DLG) *** Complete both activities. ***</p> <p>Activity 1: Baby Isaac Craft, pp. 290 – 291 (DLG) Materials: Craft clothespins, gauze, marker, glue, masking tape</p> <p>Activity 2: Sarah and Abraham Had a Baby, p. 291 (DLG) Materials: Clothespin dolls from Reviewing: Baby Isaac Craft or baby dolls</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) <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 4; 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. 298 – 299 (DLG) Level 3 – Syllable March (Syllable Segmentation), p. 298 (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>SOUND-LETTER ACTIVITIES, pp. 299 – 302 (DLG) *** Complete both activities. ***</p> <p>Activity 1: Bb-Baskets, p. 300 (DLG) Materials: Basket, plastic letters</p> <p>Activity 1: Bb-It’s So Beautiful, p. 301 (DLG) Materials: Board, paper, crayons</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. 303 – 305 (DLG) *** Complete both activities. ***</p> <p>Activity 1: After Reading – Comprehension Questions, p. 304 (DLG) (DDL P) <i>Concept Nugget, Recall Key Details, Think-Pair-Share</i> Materials: Arbor Day Square</p> <p>Activity 2: After Reading – Comparison, p. 304 (DLG) Materials: Arbor Day Square, chart paper or board</p>	<p><i>No Differentiation – Same as Kindergarten</i></p> <p><i>No Differentiation – Same as Kindergarten</i></p>	<p>READING WORKSHOP, pp. 303 – 305 (DLG) *** Complete both activities. ***</p> <p>Activity 1: After Reading – Comprehension Questions, p. 304 (DLG) (DDL P) <i>Note-Taking</i> Materials: Index cards, informational books about fruit trees</p> <p><i>No Differentiation – Same as Kindergarten</i></p>



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WRITING WORKSHOP, pp. 307 – 309 (DLG)

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

Tree Recipes (DDL P)

Refining Procedural Writing, Self-Assessment

Materials: The Writing Process Anchor Chart, Activity Master 8.4.5a – e, enlarged copy of Activity Master 8.4.5a – b, marker, *Optional:* Elmo document reader, pen, The Writing Process Anchor Chart, labeled clothespins

Activity 2: Writing by Children – Broadsides, p. 308 (DLG)

Materials: Advertisements, large pieces of paper, crayons or markers

No Differentiation – Same as Kindergarten

No Differentiation – Same as Kindergarten

WRITING WORKSHOP

Tree Recipes (DDL P)

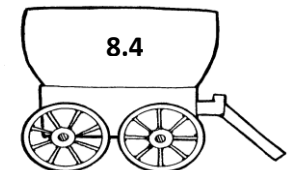
Adding Research, Self-Assessment

Materials: Activity Master 8.4.5c

No Differentiation – Same as Kindergarten

Day 3 – Science

Kindergarten	1 st Grade	2 nd Grade
<p>*** Complete both activities. ***</p> <p>Activity 1: Plants Need Sun, pp. 345 – 346 (DLG) Materials: Blackline 4.28, houseplant, aluminum foil</p> <p>Activity 2: Plants Need Soil, p. 346 (DLG) Materials: Blackline 4.29; clear plastic cups; radish, grass, or other quick-growing seed, sand, soil, cotton balls, paper scraps, compost, bundle of yarn</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

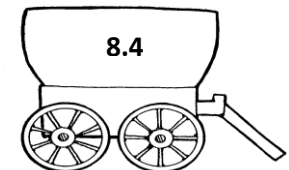
Kindergarten	1 st Grade	2 nd Grade
<p>Oil Paper Windows, p. 353 Materials: Brown paper bags, scissors, paper towels, salad oil, board or chart paper</p>	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten

Day 4 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
<p>Daily Message 3, p. 307 (DLG) Materials: Chart paper or board, colored markers</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>	<i>This activity is not designed for 2nd grade. However, extension activity suggestions appropriate for 2nd grade differentiation are provided in the DDL.</i>

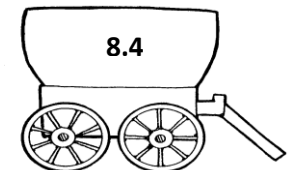
Day 4 – Bible

Kindergarten	1 st Grade	2 nd Grade
<p><u>PRACTICING THE BIBLE STORY, pp. 291 – 292 (DLG)</u> *** Complete both activities. ***</p> <p>Activity 1: Who’s Giving Thanks Forever?, p. 291 (DLG) Materials: Blindfold</p> <p>Activity 2: “Thank You God” Chalk Talk, p. 292 (DLG) (DDL) Concept Nugget Materials: Butcher paper, chalk, crayons, or markers, Bibles, soft instrumental Christian music/nature sounds</p>	<p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as Kindergarten</p>



Day 4 – Language Arts

Kindergarten	1 st Grade	2 nd Grade
<p>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 4; 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. 298 – 299 (DLG) Level 4 – Word Links (Segmentation), pp. 298 – 299 (DLG) Materials: Interlocking cubes</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. 299 – 302 (DLG) *** Complete both activities. ***</p> <p>Activity 1: Bb–Blooms 1, p. 301 (DLG) Materials: Egg cartons, craft sticks, glue, green construction paper, colored muffin liners, colored cotton balls or pompoms, small gift bows, scissors</p> <p>Activity 2: Bb–Blooms 2, p. 302 (DLG) Materials: Blackline 4.5, board colored tissue paper, paper cutter or scissors, 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. 303 – 305 (DLG) After Reading – Sequence Summary, pp. 304 – 305 (DLG) (DDL P) <i>Civic Connection, Concept Nugget</i> Materials: Chart paper or board, markers</p>	<p>No Differentiation – Same as Kindergarten</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, pp. 307 – 309 (DLG)

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

Activity 1: Tree Recipes (DDL P)

Editing Procedural Writing, Peer Assessment

Materials: The Writing Process Anchor Chart, Activity Master 8.4.5a – e, enlarged copy of Activity Master 8.4.5a – b, marker, *Optional:* Elmo document reader, pen, The Writing Process Anchor Chart, labeled clothespins

Activity 2: Writing by Children – Mail-Order Catalogs, p. 309 (DLG)

Materials: Arbor Day Square, catalogs, scissors, glue, paper

No Differentiation – Same as Kindergarten

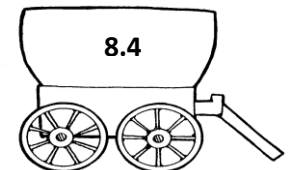
No Differentiation – Same as Kindergarten

No Differentiation – Same as Kindergarten

No Differentiation – Same as Kindergarten

Day 4 – Science

Kindergarten	1 st Grade	2 nd Grade
<p>*** Complete both activities. ***</p> <p>Activity 1: Leaves, pp. 342 – 344 (DLG) (DDL P) Leaf Definitions, Whole Brain Teaching Materials: Blacklines 4.26a – d, Activity Master 8.4.8, leaves of different shapes, crayons, construction paper, <i>Optional:</i> card stock, laminator</p> <p>Activity 2: Plants Need Water, pp. 344 – 345 (DLG) Materials: Blackline 4.27, two glass jars, water, blue and red food coloring, Napa cabbage</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

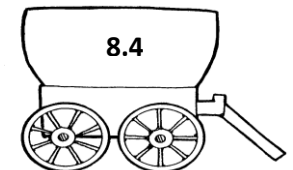
Kindergarten	1 st Grade	2 nd Grade
<p>Silhouettes, pp. 343 – 344 (DLG) Materials: Paper, tape, lamp, stool, <i>Optional:</i> object to trace</p>	No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten

Day 5 – Circle Time/Morning Meeting

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

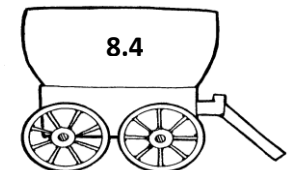
Day 5 – Bible

Kindergarten	1 st Grade	2 nd Grade
<p><u>APPLYING THE BIBLE STORY, pp. 292 – 293 (DLG)</u> *** Complete both activities. ***</p> <p>Activity 1: Independent Reading, p. 292 (DLG) Materials: Lapbook – <i>God Wants Us to Follow Him</i>, Kindergarten Story Readers</p> <p>Activity 2: Thankful Bag, p. 293 (DLG) (DDL) <i>Concept Nugget</i> Materials: Blackline 4.3, see activity for list of objects, <i>Primary Treasurer</i> and/or <i>Our Little Friend</i> Sabbath School Publication</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

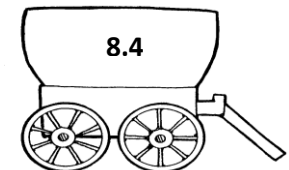
Kindergarten	1 st Grade	2 nd Grade
<p>Daily Oral Language (DOL) <i>This is primarily a 1st/2nd grade activity. Kindergarten students can listen or engage in a separate center activity during this time.</i></p>	<p>Grammar & Writing Mechanics (DDL) <i>Think-Pair-Share, Editing</i> Materials: DOL Master (Appendix D), Theme 8 – Book 4; 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. 298 – 299 (DLG) *** Review concepts from phonics program above. ***</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. 299 – 302 (DLG) *** Complete both activities. ***</p> <p>Activity 1: Bb–Buzzing Bees, p. 302 (DLG) Materials: Black and yellow pipe cleaners, scissors</p> <p>Activity 2: Bb–Tongue Twisters, p. 302 (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>READING WORKSHOP, p. 305 (DLG) “Peter Piper,” p. 305 (DLG) Materials: Chart Paper or sentence strips, markers</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, pp. 307 – 309 (DLG) *** Complete Activity 1. Activity 2 is optional. ***</p> <p>Activity 1: Tree Recipes (DDL P) Collect Activity Masters 8.4.9a – c from students who completed Stage 5 for homework. Create front/back duplicate copies of recipes for Arbor Day Celebration attendees to take home desired recipes.</p> <p>Activity 2: Writing by Children – Journal Writing, p. 309 (DLG) Materials: Board or chart paper, crayons, paper</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>
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Day 5 – Science

Kindergarten	1 st Grade	2 nd Grade
<p>*** Complete activities as time allows. ***</p> <p>Activity 1: Parts of a Tree, pp. 349 – 350 (DLG) Materials: Toilet paper rolls or paper towel tubes, green tissue paper, brown and green construction paper, yarn, white glue, brown pipe cleaners</p> <p>Activity 2: Worms! Worms! Worms!, pp. 348 – 349 (DLG) Materials: Blackline 4.31, tan paper, books about worms, large tub, shredded brown paper</p> <p>Activity 3: Worm Observations, p. 347 (DLG) Materials: Blackline 4.30, white paper, aquarium, gravel, damp dirt, cornmeal, dead leaves, vegetable peelings, construction paper, spray bottle, distilled water, magnifying glasses, pencils, stapler, books about worms</p>	<p><i>No Differentiation – Same as Kindergarten</i></p> <p><i>No Differentiation – Same as Kindergarten</i></p> <p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p> <p><i>No Differentiation – Same as Kindergarten</i></p> <p><i>No Differentiation – Same as Kindergarten</i></p>



Day 5 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
<p>UNIT CULMINATING ACTIVITY ARBOR DAY CELEBRATION (DDL P) <i>Appreciating Fulfillment</i> Materials: Recycling bin, Memory Quilt from Book 1, Handprint Oak Tree from Book 2, Gumdrops Picture Collage from Book 3, Published Tree Recipes from Day 5 – Writing Workshop, small tree, Arbor Day Booklets from Day 5 – Science, plastic portion cups, hand sanitizer, napkins, <i>Optional:</i> small bottled waters</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>

