

K-2 MULTI-GRADE BRIDGE
Lessons at a Glance (LAG)
Theme Nine Daily Lesson Guide (DLG) – I’m on a Mission!
Grade K Theme Book Four: Four Feet, Two Sandals/Social Issues and Culture
Character Building Concept: Witnessing – Selflessness

Important Reminders:

- Day 1 Selflessness Concept Connect requires preparation and set up in a location outside the classroom. Approvals may be needed from administration before setup begins.
- Read Compassion Alert, p. 357 (DLG) before launching this unit.
- Students will complete a Social Studies Project this week. Look for asterisked social studies activities that will be included in the project.

Days 1 – 5 Signing In/Morning Activity

Kindergarten	1 st Grade	2 nd Grade
SIGNING IN, p. 386 (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>	<i>This activity is not designed for 1st grade. However, if teachers wish to include their 1st graders in this daily activity process, extension activity suggestions appropriate for 1st grade differentiation are provided in the DDL. First graders need formal instruction in Handwriting.</i>	<i>This activity is not designed for 2nd grade. However, if teachers wish to include their 2nd graders in this daily activity process, extension activity suggestions appropriate for 2nd grade differentiation are provided in the DDL. Second graders need formal instruction in Handwriting.</i>

Day 1 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
SELFLESSNESS CONCEPT CONNECT (DDL) <i>Concept Connect Activity</i> Materials: Desks, paper, pencils, chairs, coloring utensils	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>

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Day 1 – Bible

Kindergarten	1 st Grade	2 nd Grade
<u>INTRODUCING THE BIBLE STORY, pp. 345 – 347 (DLG)</u> *** Complete all activities. *** Activity 1: We Help Others, p. 345 (DLG) (DDL P) Concept Nugget Materials: Heart shaped post it notes, poster board, marker, paint, paint brush, small bowl Activity 2: Introducing the Bible Verse, pp. 345 – 346 (DLG) Materials: Blacklines 4.2a – e; crayons, pocket chart, scissors Activity 3: Theme Song, p. 347 (DLG) Materials: Kindergarten Stepping Stones Music CD, chart paper or sentence strips and pocket chart, marker	No Differentiation – Same as Kindergarten No Differentiation – Same as Kindergarten No Differentiation – Same as Kindergarten	No Differentiation – Same as Kindergarten No Differentiation – Same as Kindergarten No Differentiation – Same as Kindergarten

Day 1 – Language Arts

Kindergarten	1 st Grade	2 nd Grade
<u>Daily Oral Language (DOL)</u> This is primarily a 1 st /2 nd grade activity. Kindergarten students can listen or engage in a separate center activity during this time.	Grammar & Writing Mechanics (DDL P) Think-Pair-Share, Editing Materials: DOL Master (Appendix D), Theme 9 – Book 4; enlarged printout of Common Editing Marks (Appendix D) Theme 4 – Book 1	No Differentiation – Same as 1 st Grade
<u>STAIRWAY TO READING</u> Follow Stairway to Reading Phonics/Reading program or other conference approved Phonics/Reading curriculum. Phonemic awareness and sound-letter activities in the DLG should also be utilized in the phonics program for Kindergarten students.	Follow 1 st grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 1 st grade are optional in addition to the separate curriculum adoption.	Follow 2 nd grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 2 nd grade are optional in addition to the separate curriculum adoption.
<u>PHONEMIC AWARENESS, pp. 358 – 359 (DLG)</u> Level 1 – Odd Word Out (Rhyming Words Recognition), p. 358 (DLG)	Follow 1 st grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 1 st grade are optional in addition to the separate curriculum adoption.	Follow 2 nd grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 2 nd grade are optional in addition to the separate curriculum adoption.

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<p><u>SOUND-LETTER ACTIVITIES, pp. 359 – 363 (DLG)</u> <u>Yy–Yellow Sand, pp. 359 – 360 (DLG)</u> Materials: Blackline 4.5, <i>Four Feet, Two Sandals</i>, liquid glue, paint brush, yellow tempura paint, salt, resealable bag, bowl</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. 363 – 367 (DLG)</u> *** Complete both activities simultaneously. ***</p> <p>Activity 1: Before Reading, p. 363 (DLG) (DDLp) <i>Concept Nugget, Critical Thinking, Picture Walk</i> Materials: Story Elements Anchor Chart used in Theme 8, Book 1 – <i>Papa and the Pioneer Quilt</i>, <i>Four Feet, Two Sandals</i>, sandals, basket or crate</p> <p>Activity 2: During Reading – Second Time, p. 364 (DLG) Materials: Blackline J, <i>Four Feet, Two Sandals</i>, map or globe</p>	<p><i>No Differentiation – Same as Kindergarten</i></p> <p>Activity 2: During Reading – Second Time, p. 364 (DLG) (DDLp) <i>Vocabulary Extension</i> Materials: Vocabulary Master 9.4</p>	<p><i>No Differentiation – Same as Kindergarten</i></p> <p><i>No Differentiation – Same as 1st Grade</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. 368 – 370 (DLG)</u> <u>Writing with Children – Wanted, But, So, p. 369 (DLG)</u> Materials: Chart paper or board, markers *** Use chart paper during this activity for use during Day 2 – WRITING WORKSHOP. Leave space to add a “Then” column on Day 2. ***</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><u>Protection from the Sun, pp. 393 – 394 (DLG)</u> Materials: Blacklines 4.21a – c, <i>Four Feet, Two Sandals</i>, sentence strips and pocket chart, markers, sunglasses, hats, sunscreen, salt, glue, colored water, eye droppers, cups, scissors</p>	<p><i>No Differentiation – Same as Kindergarten</i></p>	<p><i>No Differentiation – Same as Kindergarten</i></p>

Day 1 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
<p>*** Complete activities 1 and 2. Activity 3 is optional. ***</p> <p>Activity 1: My Journey to Afghanistan (DDLDP) <i>Social Studies Project</i> Materials: Activity Masters 9.4.1a – f, 22 x 28 inch Poster Board for each student, 2 sheets of cardstock paper for each student, glue, scissors, coloring utensils, folders</p> <p>Activity 2: Off to Afghanistan, pp. 401 – 402 (DLG) Materials: Blacklines A, C, 1.30a, 4.25, world map or globe, books about Afghanistan, crayons</p> <p>Activity 2: Afghan Food, pp. 405 – 406 (DLG) Materials: Examples of Afghan food (refer to the activity for food list), frozen white or whole-wheat bread, flour, rolling pins, plastic knives, cooking spray, baking sheet, <i>Optional:</i> melted butter. *** Optional: Photos of this activity can be taken and glued to the students' social studies projects. ***</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 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
<p>Daily Message 1, p. 368 (DLG) (DDLDP) <i>Concept Nugget (K–2)</i> 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><u>PRESENTING THE BIBLE STORY, p. 347 (DLG)</u> *** Complete both activities. ***</p> <p>Activity 1: Reading, “Peter Helps Tabitha,” p. 347 (DLG) Materials: Lapbook – <i>I Can Share the Good News about Jesus</i></p> <p>Activity 2: Around the Circle, p. 347 (DLG) Materials: Bible verse cards, pocket chart, piece of clothing</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><u>Daily Oral Language (DOL)</u> This is primarily a 1st/2nd grade activity. Kindergarten students can listen or engage in a separate center activity during this time.</p>	<p>Grammar & Writing Mechanics (DDL P) Think-Pair-Share, Editing Materials: DOL Master (Appendix D), Theme 9 – Book 4; 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. 358 – 359 (DLG)</u> Level 2 – Mystery Words, p. 358 (DLG)</p>	<p>Follow 1st grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 1st grade are optional in addition to the separate curriculum adoption.</p>	<p>Follow 2nd grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 2nd grade are optional in addition to the separate curriculum adoption.</p>
<p><u>SOUND-LETTER ACTIVITIES, pp. 359 – 363 (DLG)</u> Yy–Yellow Sandals, p. 360 (DLG) Materials: Four Feet, Two Sandals; paper, crayons or markers, <i>Optional:</i> multicultural-colored crayons</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>

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<p>READING WORKSHOP, pp. 363 – 367 (DLG) *** Complete both activities. ***</p> <p>Activity 1: During Reading – First Time, p. 363 – 364 (DLG) Materials: Four Feet, Two Sandals</p> <p>Activity 2: Sentence Strip Sequencing, p. 366 (DLG) Materials: Blackline 4.6, sentence strips, markers</p>	<p>READING WORKSHOP, pp. 363 – 367 (DLG) *** Complete both activities. ***</p> <p>No Differentiation – Same as Kindergarten</p> <p>Activity 2: Sentence Strip Sequencing, p. 366 (DLG) (DDLDP) Main Ideas and Details Materials: Sentence strips, markers</p>	<p>No Differentiation – Same as Kindergarten</p> <p>No Differentiation – Same as 1st Grade</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. 368 – 370 (DLG) Writing by Children – Writing Using the Pashto Alphabet, p. 370 (DLG) Materials: Blackline 4.8</p>	<p>WRITING WORKSHOP Writing by Children – Wanted, But, So, Then (DDLDP) Outlining Summaries, Concept Nugget Materials: Activity Master 9.4.2, <i>Optional:</i> Elmo, chart paper, marker</p>	<p>No Differentiation – Same as 1st Grade</p>

Day 2 – Science

Kindergarten	1 st Grade	2 nd Grade
<p>Sand Dunes, p. 395 (DLG) Materials: Sand, small boxes, plastic tubs or cardboard, straws, small rocks, twigs, or grass</p>	<p>Sand Dunes, p. 395 (DLG) (DDLDP) Scientific Inquiry, Critical Thinking Materials: Activity Master 9.4.3</p>	<p>No Differentiation – Same as 1st Grade</p>

Day 2 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
<p>*** Complete both activities. ***</p> <p>Activity 1: Maps and Flags, p. 403 (DLG) Materials: Blackline 4.26, world map or globe, pictures of Afghan Flag, black, red, and green paint, white crayons, scissors *** Cut out and glue map to social studies project. ***</p>	<p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p>

Activity 2: Picture Postcards from Afghanistan, p. 404 (DLG) Materials: Travel magazines and brochures, white construction paper, scissors, glue <i>*** Students will glue post card to social studies project. ***</i>	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>
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Day 3 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
Daily Message 2, p. 369 (DLG) Materials: Board or chart paper, markers, pointer	<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 3 – Bible

Kindergarten	1 st Grade	2 nd Grade
<u>REVIEWING THE BIBLE STORY, p. 348 (DLG)</u> <i>*** Complete both activities. ***</i> Activity 1: Questions, p. 348 (DLG) (DDL) <i>Concept Nugget</i> Materials: Lapbook – <i>I Can Share the Good News about Jesus</i> Activity 2: Stick Puppets, p. 348 (DLG) Materials: Blacklines 4.3a – b, crayons or markers, scissors, craft sticks, stapler	<i>No Differentiation – Same as Kindergarten</i> <i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i> <i>No Differentiation – Same as Kindergarten</i>

Day 3 – Language Arts

Kindergarten	1 st Grade	2 nd Grade
Daily Oral Language (DOL) <i>This is primarily a 1st/2nd grade activity. Kindergarten students can listen or engage in a separate center activity during this time.</i>	Grammar & Writing Mechanics (DDL P) <i>Think-Pair-Share, Editing</i> Materials: DOL Master (Appendix D), Theme 9 – Book 4; enlarged printout of Common Editing Marks (Appendix D) Theme 4 – Book 1	<i>No Differentiation – Same as 1st Grade</i>
STAIRWAY TO READING <i>Follow Stairway to Reading Phonics/Reading program or other conference approved Phonics/Reading curriculum. Phonemic awareness and sound-letter activities in the DLG should also be utilized in the phonics program for Kindergarten students.</i>	<i>Follow 1st grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 1st grade are optional in addition to the separate curriculum adoption.</i>	<i>Follow 2nd grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 2nd grade are optional in addition to the separate curriculum adoption.</i>
PHONEMIC AWARENESS, pp. 358 – 359 (DLG) Level 3 – Chain It Up! (Phoneme Isolation), p. 359 (DLG)	<i>Follow 1st grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 1st grade are optional in addition to the separate curriculum adoption.</i>	<i>Follow 2nd grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 2nd grade are optional in addition to the separate curriculum adoption.</i>
SOUND–LETTER ACTIVITIES, pp. 359 – 363 (DLG) *** Complete both activities. *** Activity 1: Yy–Y Names, p. 360 (DLG) Materials: Yellow poster board, marker Activity 2: Yy–Crayon Etching, pp. 360 – 361 (DLG) Materials: Unlined index cards, yellow and black crayons, sticks or toothpicks	<i>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 1st grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</i>	<i>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 2nd grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</i>
READING WORKSHOP, pp. 363 – 367 (DLG) After Reading – Comprehension Questions, p. 365 (DLG) Materials: Four Feet, Two Sandals	<i>No Differentiation – Same as Kindergarten</i>	READING WORKSHOP, pp. 363 – 367 (DLG) After Reading – Comprehension Questions, p. 365 (DLG) (DDL P) Critical Thinking
GUIDED READING (Small Group Instruction) <i>Use a conference approved leveled reading series and running records' assessments to place students in proper homogenous instructional ability reading levels for small group instruction. Possible Options: Reading A-Z, Seedlings, Wright Group, etc. Small group instruction for most Kindergarten students will focus on phonemic awareness and sound-letter recognition during the first semester of the year while 1st and 2nd graders focus on formal reading instruction. Kindergarten students who are ready to read can be included in 1st/2nd grade formal reading groups.</i>		



WRITING WORKSHOP, pp. 368 – 370 (DLG) Writing by Children – Sharing, p. 370 (DLG) (DDLDP) <i>Concept Nugget</i> Materials: Paper, pencils	WRITING WORKSHOP Writing by Children – Wanted, But, So, Then (DDLDP) <i>Drafting Summaries, Concept Nugget</i> Materials: Completed Activity Master 9.4.2 from Day 2 – WRITING WORKSHOP, <i>Optional:</i> Elmo, chart paper, marker, grade level lined paper	<i>No Differentiation – Same as 1st Grade</i>
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Day 3 – Science

Kindergarten	1 st Grade	2 nd Grade
Palestine Yellow Scorpion, p. 369 (DLG) Materials: Blacklines 4.22a – b, card stock, Internet access, dried beans, glue, scissor, <i>Optional:</i> natural-colored aquarium rocks, large tub	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>

Day 3 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
<p>*** Complete both activities. ***</p> <p>Activity 1: Missionaries Then and Now, pp. 404 – 405 (DLG) (DDLDP) <i>Concept Nugget</i> Materials: Brown paper bags, scissors, paper towels, salad oil, board or chart paper</p> <p>Activity 2: Donate Shoes, p. 410 (DLG) <i>Social Studies Project</i> Materials: Blackline 4.30, <i>Four Feet, Two Sandals</i>, rice sock, white construction paper, crayons or markers, scissors, Activity Master 9.4.5 *** Students will glue the activity master to their social studies project. ***</p>	<p>*** Complete both activities. ***</p> <p>Activity 1: Missionaries Then and Now, pp. 404 – 405 (DLG) (DDLDP) <i>Defining Concepts</i> Materials: Activity Masters 9.4.4a – d</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>

Day 4 – Circle Time/Morning Meeting

Kindergarten	1 st Grade	2 nd Grade
Daily Message 3, p. 369 (DLG) Materials: Chart paper or board, colored markers	<i>This activity is not designed for 1st grade. However, extension activity suggestions appropriate for 1st grade differentiation are provided in the DDL.</i>	<i>This activity is not designed for 2nd grade. However, extension activity suggestions appropriate for 2nd grade differentiation are provided in the DDL.</i>

Day 4 – Bible

Kindergarten	1 st Grade	2 nd Grade
PRACTICING THE BIBLE STORY, pp. 349 – 351 (DLG) *** Complete activities 1 and 4. Activities 2 and 3 are optional. *** Activity 1: Sewing Clothes, p. 349 (DLG) Materials: Blacklines 4.4a – b, card stock, hole punch, yard, tape, scissors, plastic safety needles, crayons or markers Activity 2: Prayer for Others, p. 350 (DLG) Activity 3: Giant Prayer Cards, pp. 350 – 351 (DLG) Materials: Poster board, paint, markers Activity 4: “We Are the Church,” p. 351 (DLG) (DDL) Concept Nugget Materials: Large church collage from Book 3, magazines, scissors, glue, marker	PRACTICING THE BIBLE STORY, pp. 349 – 351 (DLG) *** Complete Activities 1 and 4. Activities 2 and 3 are optional. *** Activity 1: Sewing Clothes, p. 349 (DLG) (DDL) Memorizing Scripture Materials: Activity Master 9.4.5 No Differentiation – Same as Kindergarten No Differentiation – Same as Kindergarten No Differentiation – Same as Kindergarten	No Differentiation – Same as 1 st Grade No Differentiation – Same as Kindergarten No Differentiation – Same as Kindergarten No Differentiation – Same as Kindergarten

Day 4 – Language Arts

Kindergarten	1 st Grade	2 nd Grade
Daily Oral Language (DOL) <i>This is primarily a 1st/2nd grade activity. Kindergarten students can listen or engage in a separate center activity during this time.</i>	Grammar & Writing Mechanics (DDL) Think-Pair-Share, Editing Materials: DOL Master (Appendix D), Theme 8 – Book 4; enlarged printout of Common Editing Marks (Appendix D) Theme 4 – Book 1	No Differentiation – Same as 1 st Grade

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<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. 358 – 359 (DLG)</u> Level 4 – It's Me Again!, p. 359 (DLG)</p>	<p>Follow 1st grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 1st grade are optional in addition to the separate curriculum adoption.</p>	<p>Follow 2nd grade curriculum for Chall-Popp Phonics, Foundations, or other conference approved explicit, sequential, multi-sensory phonics program adoption. Differentiated phonics activities listed in this section for 2nd grade are optional in addition to the separate curriculum adoption.</p>
<p><u>SOUND-LETTER ACTIVITIES, pp. 359 – 363 (DLG)</u> *** Complete both activities. ***</p> <p>Activity 1: Yy-Yarn on Sandpaper, p. 362 (DLG) Materials: Yarn, 60-grit sandpaper, flue, poster board or cardboard</p> <p>Activity 2: Yy-Yogurt Yys, pp. 362 – 363 (DLG) Materials: Yogurt cups, yellow squares of construction paper</p>	<p>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 1st grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</p>	<p>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 2nd grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</p>
<p><u>READING WORKSHOP, pp. 363 – 367 (DLG)</u> *** Complete both activities. ***</p> <p>Activity 1: How Is My Home Different?, p. 367 (DLG) Materials: Optional: tent, bucket, water</p> <p>Activity 1: Read-Aloud, p. 367 (DLG) Materials: Bibliography books</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><u>GUIDED READING (Small Group Instruction)</u></p> <p>Use a conference approved leveled reading series and running records' assessments to place students in proper homogenous instructional ability reading levels for small group instruction. Possible Options: Reading A-Z, Seedlings, Wright Group, etc. Small group instruction for most Kindergarten students will focus on phonemic awareness and sound-letter recognition during the first semester of the year while 1st and 2nd graders focus on formal reading instruction. Kindergarten students who are ready to read can be included in 1st/2nd grade formal reading groups.</p>		
<p><u>WRITING WORKSHOP, pp. 368 – 370 (DLG)</u> Writing by Children – Journal Prompts, p. 370 (DLG) Materials: Paper, crayons</p>	<p><u>WRITING WORKSHOP</u> Writing by Children – Wanted, But, So, Then (DDL P) Editing/Revising Summaries, Concept Nugget Materials: Rough drafts from Day 3 – WRITING WORKSHOP, chart paper, marker</p>	<p>No Differentiation – Same as 1st Grade</p>

Day 4 – Science

Kindergarten	1 st Grade	2 nd Grade
Afghan Leopard Gecko, p. 398 (DLG) <i>Board Game</i> Materials: Blacklines 4.22a – b, card stock, Internet access, dried beans, glue, scissors, <i>Optional:</i> natural-colored aquarium rocks, large tub, Activity Masters 9.4.7a – c, dice, rubber gecko toys, <i>Optional:</i> laminating machine, colored cardstock paper (2 different colors), permanent marker	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>

Day 4 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
<p>*** Complete Activity 1. Activities 2 and 3 are optional. ***</p> <p>Activity 1: Children at Work, pp. 410 – 411 (DLG) (DDLDP) <i>Social Studies Project</i> Materials: <i>Armando and the Blue Tarp School, Gift Days, or Listen to the Wind, Activity Master 9.4.8</i> *** Students will glue the activity master to their Social Studies Project. ***</p> <p>Activity 2: Muslims, pp. 406 – 407 (DLG) Materials: Books about Ramadan</p> <p>Activity 3: Kite Flying, pp. 408 – 409 (DLG) Materials: Blacklines 4.28a – b, paper, tape, straws or skewers, paper punch, string, crepe paper, books about kites</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 – 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, pp. 352 – 353 (DLG)</u> *** Complete Activity 2. Activities 1 and 3 are optional. *** Activity 1: Independent Reading, p. 352 (DLG) Materials: Lapbook – <i>I Can Share the Good News about Jesus</i> , Kindergarten Bible Story Readers, Bible Story CD Activity 2: Weave a Placemat, p. 352 (DLG) (DDL) Concept Nugget Materials: Construction paper, paper cutter, scissors, glue Activity 3: Helping Grab Bag, p. 353 (DLG) Materials: Bag, phone, Bible, <i>Little Friend</i> , garden shovel, trash bag, pet bowl, artificial flowers, poster from <i>Introducing: We Help Others</i>	No Differentiation – Same as Kindergarten No Differentiation – Same as Kindergarten 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 9 – Book 4; enlarged printout of Common Editing Marks (Appendix D) Theme 4 – Book 1	No Differentiation – Same as 1 st Grade

LAG – *I’m On a Mission!*
 July, 2021

Book 3 – *Four Feet, Two Sandals*
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<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. 298 – 299 (DLG)</u> *** 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><u>SOUND–LETTER ACTIVITIES, pp. 359 – 363 (DLG)</u> *** Complete both activities. ***</p> <p>Activity 1: Yy–Maze, p. 363 (DLG) Materials: Yellow tape or sidewalk chalk</p> <p>Activity 2: Yy–Footprints, p. 363 (DLG) Materials: Yellow construction paper</p>	<p>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 1st grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</p>	<p>Follow conference approved explicit, sequential, multi-sensory phonics program adoption for 2nd grade instruction. Possible Options: Chall-Popp Phonics, Foundations, etc.</p>
<p><u>READING WORKSHOP, pp. 363 – 367 (DLG)</u> Who Are the Characters?, p. 366 (DLG) Materials: Blackline 4.7; Four Feet, Two Sandals</p>	<p>No Differentiation – Same as Kindergarten</p>	<p>No Differentiation – Same as Kindergarten</p>
<p><u>GUIDED READING (Small Group Instruction)</u></p> <p>Use a conference approved leveled reading series and running records' assessments to place students in proper homogenous instructional ability reading levels for small group instruction. Possible Options: Reading A-Z, Seedlings, Wright Group, etc. Small group instruction for most Kindergarten students will focus on phonemic awareness and sound-letter recognition during the first semester of the year while 1st and 2nd graders focus on formal reading instruction. Kindergarten students who are ready to read can be included in 1st/2nd grade formal reading groups.</p>		
<p><u>WRITING WORKSHOP, pp. 368 – 370 (DLG)</u> *** Visit the writing center, draw, or enjoy freewriting. ***</p>	<p><u>WRITING WORKSHOP</u> Writing by Children – Wanted, But, So, Then (DDL P) Publishing Summaries, Concept Nugget Materials: Revised drafts from Day 4 – WRITING WORKSHOP, chart paper, marker, Activity Master 9.4.9</p>	<p>No Differentiation – Same as 1st Grade</p>

Day 5 – Science

Kindergarten	1 st Grade	2 nd Grade
Date Palms, p. 399 (DLG) Materials: Blackline 4.24, dates, milk, ice cream, blender, small cups, plastic knives	<i>No Differentiation – Same as Kindergarten</i>	<i>No Differentiation – Same as Kindergarten</i>

Day 5 – Social Studies

Kindergarten	1 st Grade	2 nd Grade
<p>*** Complete both activities. ***</p> <p>Activity 1: My Journey to Afghanistan (DDL P) <i>Social Studies Project</i> Materials: Completed Activity Masters 9.4.1a – f; 22 x 28 inch Poster Board for each student, 2 sheets of cardstock paper for each student, glue, scissors, coloring utensils</p> <p>Activity 2: Needs and Wants, p. 409 (DLG) Materials: Blackline 4.29, <i>Those Shoes</i> or another book about needs and wants, board or chart 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>