

NOTE: NAD Standards are followed by the corresponding Marzano Priority Standard when it is available.

Vocabulary

OBJECTIVE:	Classify and categorize one attribute (LA.K-1.L.4) (LA.2.I.5) (K.AW1)
ACTIVITY:	Introduce Anchor Text Vocabulary

Anchor Text Vocabulary Words:

<ol style="list-style-type: none"> 1. engineer 2. Hispanic 3. International Space Station 4. space shuttle 	<p>a type of profession (job), where one plans, designs, and/or builds things</p> <p>a person who has a background in a Spanish speaking country</p> <p>a kind of structure; the largest ever put into space where people can live and work</p> <p>a kind of spacecraft designed to transport people and cargo between Earth and space</p>
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Teach according to the DLG, Ellen Ochoa, pp. 74-75.

Differentiated Kindergarten Activity:

- Use kindergarten Week 3 *Vocabulary Words* (Appendix A) for kindergarten review.

Phonological Awareness/Phonics

See specific instructions for this section in Week 2 Day 1.

Shared Read Aloud

OBJECTIVE:	Give brief oral presentations, storytelling (LA.K-1.SL.7) Give brief oral presentations, tell a story with key details (LA.2.SL.4) (K.SR1)
Activity:	Introduce <i>Brave Queen Esther</i>

Teach according to the DLG, Ellen Ochoa, p.77.

Comprehension Mini-Lesson

OBJECTIVE:	With prompting, ask and answer questions about unknown words in a text (LA.K.RI.4) Ask and answer questions to clarify meaning of words (LA.1-2.RI.4) (K-2.SR1)
Activity:	Wh Questions/Generate Questions

Teach/Model

Teach according to the DLG, Ellen Ochoa, p.78.

- Use the *Wh Questions Anchor Chart* printable (Appendix B) to enhance this lesson

Guided Practice

Differentiated Kindergarten Activity (appropriate for K-2):

- Cut apart the word cards on page 2 of the *Wh Questions Words* (Appendix B). These cards will be used next week as well.
- Model voice information for asking questions.
- Students will practice asking these questions.
- Say: I am going to call one of you up to ask a question. When I hand you a card, you must ask a question that starts with the word on your card. (read the word to students who don't know what it says).
- Reinforce proper questions or give corrective feedback to students who need help.
- Repeat until you feel that students understand how to ask these questions.

Independent Practice

Differentiated Kindergarten Activity:

- Kindergarten will continue to practice asking questions using the word cards at the literacy center.
- Cards can be placed face down and students will take turns drawing a card and asking a question.
- More capable students can help others read their word card.
- To extend this activity, someone in the group can answer the question that was just asked.
- Rules need to be established for taking turns in order for this activity to be successful.

DAY 1

Reading Workshop Small-Group

Guided Reading - Differentiate According to Standards

OBJECTIVE:	Read on-level text with purpose and understanding (L.A.K-2.RF.4) Use silent reading strategies (LA.2.RF.4)
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Emerging readers may select books to enjoy. Look for proper handling of the book; the book is right side up, starting at the front of the book and going to the back, “reading” by retelling the story while looking at the pictures.

Use the *Reading A-Z* guided reading format or another format selected by the teacher. Most Kindergarten students will not be ready for small-group instruction. They should engage in center time activities during this time.

Independent Reading/Literacy Centers

OBJECTIVE:	Demonstrate understanding of the basic features of print (LA.K-2.RF.1) Read informational texts on topics of interest (LA.K-2.RI.14)
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Writing Mini-Lesson

OBJECTIVE:	Generate complete sentence (LA.K-2.W.1) (K-2.GS1) Use proper end punctuation marks (K.GS2; LA.K-2.L.2)
ACTIVITY:	Identify Complete Sentences

Teach/Model/Practice

****Note**** All Writers Workshop lessons appearing in the Bridge have been written to be used across the grades. When a lesson appears in this document, it should be used instead of the lesson appearing in the Grade 1 Pathways 2.0 Writing Workshop.

Differentiated K - 2 Activities:

For this week, there are two options for lessons to identify and write complete sentences.

Option 1: Use the lesson in the DLG, pp. 80-81.

- In this option, it's important to differentiate the complexity of sentences for each group.
Kindergarten: will sketch a picture and dictate what the picture is about so the teacher can write it in complete sentences for the child to read one word at a time.
Second Grade: Sketch a picture and write as many sentences as possible to describe the picture. Write one sentence at a time and remember to use punctuation and capitalization.

Option 2: Individual Student Booklet

- Teach/Model DLG, p. 80: Use as much of this part of the lesson as possible to teach the students to identify complete sentences.
- Get a copy of the book *When I was little* by Jamie Lee Curtis
- Gather the students and read the book to them.
- Write the sentence stem on a chart paper: *When I was Little*
_____.
- Say: You are going to make your own book about when you were little. We will write complete sentences to express our ideas. We will have one idea per page. For example,

the first page can be, when I was little I cried for my mom. Then use another page for a different idea.

- Prepare the book cover *When I was Little Cover* printable (Appendix B).
- Show students the book cover. Let them know that this will be their book cover. (you'll pass this one out when they've completed the booklet.
- Show them the page with the sentence stem. Tell them you will pass one out to them as they write in their book one page at a time on *When I was Little* printable (Appendix B).
- They will write something that happened when they were little: What they did, how they were, what they liked, etc.
- Show students the page with the sentence stem "When I was Little" _____.
- Go back to the chart paper and write: I liked to drink milk.
- Kindergarten can draw a picture on each page and write sounds, words, and dictate for the teacher to write the complete sentence for them.
- First grade might write a sentence on each page.
- Second grade might write many sentences on one page. For example: When I was little, I cried when I wanted my mom. I loved my mom.
- You'll decide how many pages you'd want the children to use. This lesson can carry on through the next week if necessary.

DAY 2

Word Study

Vocabulary

OBJECTIVE:	Classify and categorize one attribute (LA.K-1.L.4) (LA.2.I.5) (K.AW1)
ACTIVITY:	Yes/No Questions

Anchor Text Vocabulary Words:

<ol style="list-style-type: none"> engineer Hispanic International Space Station space shuttle 	<p>a type of profession (job), where one plans, designs, and/or builds things</p> <p>a person who has a background in a Spanish speaking country</p> <p>a kind of structure; the largest ever put into space where people can live and work</p> <p>a kind of spacecraft designed to transport people and cargo between Earth and space</p>
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Teach according to the DLG, Ellen Ochoa, pp. 82-83.

Phonological Awareness/Phonics

See specific instructions for this section in Week 2 Day 1.

DAY 2

Reading Workshop Whole-Group

Shared Read Aloud/Comprehension Mini-Lesson

Three days are devoted to Shared Read-Aloud and Comprehension Mini-Lessons. Those mini-lessons can be extended for the other days of the week, or the time can be added to small-group instruction and individual work.

DAY 2

Reading Workshop Small-Group

Guided Reading - Differentiate According to Standards

OBJECTIVE:	Read on-level text with purpose and understanding (L.A.K-2.RF.4) Use silent reading strategies (LA.K-2.RF.4)
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Emerging readers may select books to enjoy. Look for proper handling of the book; the book is right side up, starting at the front of the book and going to the back, “reading” by retelling the story while looking at the pictures.

Use the *Reading A-Z* guided reading format or another format selected by the teacher. Most Kindergarten students will not be ready for small-group instruction. They should engage in center time activities during this time.

Independent Reading/Literacy Centers

OBJECTIVE:	Demonstrate understanding of the basic features of print (LA.K-2.RF.1) Read informational texts on topics of interest (LA.K-2.RI.14)
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DAY 2

Writing Workshop

Grammar Mini-Lesson

OBJECTIVE:	Use common singular and plural nouns correctly (LA.K-2.L.1) Define and identify possessive nouns (LA.2.L.1) (K.PS1)
ACTIVITY:	Identify possessive nouns

Teach/Model/Practice

****Note** All Writers Workshop lessons appearing in the Bridge have been written to be used across the grades. When a lesson appears in this document, it should be used instead of the lesson appearing in the Grade 1 Pathways 2.0 Writing Workshop.**

- Teach according to the DLG on pages 85 - 86 with the following suggestions:
- Instead of the worksheet, use the student's writing to practice using possessive nouns
- Use an example of a possessive noun that can go in the booklet. Example: When I was little, I loved to go to my grandma's house.
- Give second grade students a page to write a sentence that contains a possessive noun in their booklet

Kindergarten: differentiate for the Kindergarten students as they draw their pictures and use some words. Circulate to write for them as they dictate to you.

First & Second grade: Ask the first and second graders to think of a sentence with a possessive noun and try to write on the next page of their book. (It's Ok if some students don't use it in their writing today. Circulate to give feedback and encouragement)

Vocabulary

OBJECTIVE:	Classify and categorize one attribute (LA.K-1.L.4) (LA.2.L.5) (K.AW1)
ACTIVITY:	Read-Aloud for Context /Introduce Academic Vocabulary

Anchor Text Vocabulary Words:

<ol style="list-style-type: none"> 1. engineer 2. Hispanic 3. International Space Station 4. space shuttle 	<p>a type of profession (job), where one plans, designs, and/or builds things</p> <p>a person who has a background in a Spanish speaking country</p> <p>a kind of structure; the largest ever put into space where people can live and work</p> <p>a kind of spacecraft designed to transport people and cargo between Earth and space</p>
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Differentiated Kindergarten through Second Grade Activity:

- Gather students and re-read aloud the anchor text *Ellen Ochoa*.
- Take each vocabulary word and discuss the contextual meaning of each word using the book.
- Allow students to ask questions about each vocabulary word to ensure comprehension

Teach according to the DLG, *Ellen Ochoa*, p. 87 to 1st & 2nd Grade.

Phonological Awareness/Phonics

See specific instructions for this section in Week 2 Day 1.

Shared Read Aloud

OBJECTIVE:	Give brief oral presentations, storytelling (LA.K-1.SL.7) Give brief oral presentations, tell a story with key details (LA.2.SL.4) (K.SR1)
ACTIVITY:	Storytelling Model

Teach according to the DLG, Ellen Ochoa, pp. 90-91.

Comprehension Mini-Lesson

OBJECTIVE:	Ask and answer questions to clarify meaning of words (LA.K-2.RI.4) (K-2.SR1)
Activity:	Ask and answer questions.

Teach according to the DLG, Ellen Ochoa, p. 91 to 1st & 2nd Grade.

Teach/Model

Differentiated Kindergarten Activity:

- Before teaching according to the DLG, Ellen Ochoa, p.91, do the following with K-2:
 - Say: we have been learning about Queen Esther. This story involved bravery, a problem, and a solution.
 - Ask the following questions and give time for student responses.
 - How was Queen Esther brave?
 - Have you ever had to be brave? How did you do that?
 - What was Queen Esther’s problem?
 - Have you ever had a problem? What was it?
 - How did Queen Esther solve her problem? Remind students that she prayed first.
 - How did you solve your problem?
 - I want you to choose one of these things to draw and write about: bravery, a problem, or a solution. It can be about Queen Esther or it can be about yourself. Ask students to tell you what they have decided to write about so that they will have an easier time getting started.
 - Release kindergarteners to complete the Independent Practice activity while you continue teaching 1st and 2nd grade.

- o On a blank sheet of paper, kindergarteners will draw a picture of their chosen topic and do kid writing to explain their picture.

Guided Practice

Independent Practice

Differentiated First and Second Grade Activity:

- 1st and 2nd grade students should choose one question and write both the question and the answer on appropriate writing paper.
- When they are finished with the writing, they can illustrate their writing.
- This will give you time to circle back to the kindergartners. They will tell you what they have drawn and written. Add teacher writing to their writing so that they can have a model of their words in conventional spelling.
- Save their work, so that they can share with their classmates on Friday.



Guided Reading - Differentiate According to Standards

OBJECTIVE:	Read on-level text with purpose and understanding (L.A.K-2.RF.4) Use silent reading strategies (LA.K-2.RF.4)
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Emerging readers may select books to enjoy. Look for proper handling of the book; the book is right side up, starting at the front of the book and going to the back, “reading” by retelling the story while looking at the pictures.

Use the *Reading A-Z* guided reading format or another format selected by the teacher. Most Kindergarten students will not be ready for small-group instruction. They should engage in center time activities during this time.

Independent Reading/Literacy Centers

OBJECTIVE:	Demonstrate understanding of the basic features of print (LA.K-2.RF.1) Read informational texts on topics of interest (LA.K-2.RI.14)
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Writing Mini-Lesson

OBJECTIVE:	Generate complete sentence (LA.K-2.W.1) (K-2.GS1) Use proper end punctuation marks (LA.K-2.L.2) (K-2.GS2)
ACTIVITY:	Drafting Sentences

Teach/Model/Share

****Note**** All Writers Workshop lessons appearing in the Bridge have been written to be used across the grades. When a lesson appears in this document, it should be used instead of the lesson appearing in the Grade 1 Pathways 2.0 Writing Workshop.

Differentiated activity for Kindergarten through 2nd Grade:

Look back at Day 1:

If the choice was option 1, teach this lesson according to the DLG on pages 92-93 with differentiation for Kindergarten.

Differentiate for Kindergarten:

Kindergarten students can draw a picture about an event and use sounds, words, or dictate a sentence to the teacher. Some Kindergarten students might even try to dictate a sentence with possessive nouns.

If the choice was option 2, use the Teach/Model section on page 92 and be sure to place great emphasis on punctuation. Let students continue to write pages for their book. Remember to use your organization process to keep pages in order for each student.

Alternate K - 2 Activity for punctuation:

Need: a copy of the book *Yo! Yes?* by Chris Raschka

Do: Write the whole book on chart paper without any punctuation.

- Gather the students for writing workshop and tell them you have a story to read to them.
- Read the words very quickly that you have written on chart paper with exaggerated breath as someone who is running and tired toward the end.
- Ask the students if this was a great story.
- Call on volunteers to explain why it's not a good story.

- Then show them the book.
- Choose a reader in your class to read the book with you (Choose the most fluent reader).
- Call the child up front and the two of you will model the reading with punctuation.
- Explain to the students that punctuation helps the writing to be interesting and gives direction to the reader about when to stop, (period); when to pause (comma); when to voice a question (question mark), and when to be excited or surprised (exclamation point).
- Tell the students when they write in their books, to be sure to end their sentences with a period. You can help them with exclamation points - especially the second graders during conferencing.

Note: A lot of differentiation can be done at conferencing. Ex: the class is working on periods, but during conferencing with individual students or a small group, teacher might briefly discuss exclamation with the second graders.

Writing time: Students will continue to work on their booklet.

DAY 4

Word Study

Vocabulary

OBJECTIVE:	Classify and categorize one attribute (LA.K-1.L.4) (LA.2.I.5) (K.AW1)
ACTIVITY:	Vocabulary Headbands/Dictionary Author

Anchor Text Vocabulary Words:

<ol style="list-style-type: none"> 1. engineer 2. Hispanic 3. International Space Station 4. space shuttle 	<p>a type of profession (job), where one plans, designs, and/or builds things</p> <p>a person who has a background in a Spanish speaking country</p> <p>a kind of structure; the largest ever put into space where people can live and work</p> <p>a kind of spacecraft designed to transport people and cargo between Earth and space</p>
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Differentiated Kindergarten through Second Grade Activity:

- Gather the students together to complete the *Vocabulary Headbands* activity. *Vocabulary Headbands* printable (Appendix A) should already be made if you used them in a prior lesson.
- Students will receive a headband with clear pockets to insert vocabulary word cards or Velcro dots to stick and remove vocabulary word cards.
- Place a vocabulary word card on each student’s headband for him/her to guess.
- Select one student at a time to go up front to guess what word he/she is wearing.
- Students will give clues in order for classmates to guess what word is on his/her head.
- Continue until all students have had a turn.
- The teacher will store headbands for future vocabulary activities. Be sure to place the name of each child on his/her headband.
- Release kindergarteners to work independently color their vocabulary cards and practice saying the vocabulary word that goes with each picture.

Teach according to the DLG, Ellen Ochoa, p. 94 to 1st & 2nd Grade.

Phonological Awareness/Phonics

See specific instructions for this section in Week 2 Day 1.

DAY 4

Reading Workshop Whole-Group

Shared Read Aloud/Comprehension Mini-Lesson

Three days are devoted to Shared Read-Aloud and Comprehension Mini-Lessons. Those mini-lessons can be extended for the other days of the week, or the time can be added to small-group instruction and individual work.

DAY 4

Reading Workshop Small-Group

Guided Reading - Differentiate According to Standards

OBJECTIVE:	Read on-level text with purpose and understanding (L.A.K-2.RF.4) Use silent reading strategies (LA.K-2.RF.4)
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Emerging readers may select books to enjoy. Look for proper handling of the book; the book is right side up, starting at the front of the book and going to the back, “reading” by retelling the story while looking at the pictures.

Use the *Reading A-Z* guided reading format or another format selected by the teacher. Most Kindergarten students will not be ready for small-group instruction. They should engage in center time activities during this time.

Independent Reading/Literacy Centers

OBJECTIVE:	Demonstrate understanding of the basic features of print (LA.K-2.RF.1) Read informational texts on topics of interest (LA.K-2.RI.14)
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DAY 4 Writing Workshop

Grammar Mini-Lesson

OBJECTIVE:	Use common singular and plural nouns correctly (LA.K-2.L.1) Define and identify possessive nouns (LA.2.L.1) (K.PS1)
ACTIVITY:	Possessive Noun Sort

Teach/Model/Practice

****Note**** All Writers Workshop lessons appearing in the Bridge have been written to be used across the grades. When a lesson appears in this document, it should be used instead of the lesson appearing in the Grade 1 Pathways 2.0 Writing Workshop.

Teach this lesson according to the DLG pages 97 - 98.

- Kindergarten students will use *Plural Noun Sort* printable to sort pictures.

Differentiated Kindergarten Activity:

- At the start of the whole lesson, review nouns. Say: There are singular and plural nouns. We add /s/ to some words when they show many. For example: one cat, two cats. Kindergarten students will be looking at some pictures and decide if they are singular (one) or plural (many).
- Then move on to the teaching of possessive nouns for the other groups with something like: We add apostrophe s for the nouns that show ownership. For example: My mom’s shoes. The shoes belong to mom.
- Follow the lesson on pp. 97-98.
- Use *Possessive Noun Sort* printable (Appendix B 1st grade), Ellen Ochoa, for the first and second grade students.
- Use the *Plural Noun Sort* printable (Appendix B) for the Kindergarten students.

DAY 5

Word Study

Vocabulary

OBJECTIVE:	Classify and categorize one attribute (LA.K-1.L.4) (LA.2.L.5) (K.AW1)
ACTIVITY:	Weekly Vocabulary Assessment

Anchor Text Vocabulary Words:

<ol style="list-style-type: none">1. engineer2. Hispanic3. International Space Station4. space shuttle	<p>a type of profession (job), where one plans, designs, and/or builds things</p> <p>a person who has a background in a Spanish speaking country</p> <p>a kind of structure; the largest ever put into space where people can live and work</p> <p>a kind of spacecraft designed to transport people and cargo between Earth and space</p>
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Teach according to the DLG, Ellen Ochoa, p. 98. 1st & 2nd Grade.

Differentiated Kindergarten Activity:

- Distribute copies of the Kindergarten *Week 3 Vocabulary Assessment* (Appendix A).
- Students will circle the correct vocabulary word as it is dictated by the teacher.

Phonological Awareness/Phonics

See specific instructions for this section in Week 2 Day 1.



Shared Read Aloud

OBJECTIVE:	Give brief oral presentations, storytelling (LA.K-1.SL.7) Give brief oral presentations, tell a story with key details (LA.2.SL.4) (K.SR1)
ACTIVITY:	Sequencing Assessment/Storytelling Sequence

Differentiated Kindergarten Activity:

- Have several sets of sequencing cards for this activity. These cards should be in sets of three to follow the format of beginning, middle, and end that is being taught in the lesson. They are available for sale, and there are also free sequencing cards online.
- Teach according to the DLG, Ellen Ochoa, p.101 first bullet point only (introduce).
- Say: Let’s look at some pictures that go together. These cards seem to all have something in common.
- Show the three cards (chicken pictures for example). Be intentional about not putting the cards in order.
- Say: what do you think the topic is for these three cards? (students respond) Yes, we know the topic is: _____. Now, if we put these cards in order, they will tell a story that we can all understand.
- Organize the cards and then have students participate in telling the information in order: beginning, middle, and end. Be sure that all kindergarten students have an opportunity to participate, so that you will know when they can be released to work independently.
- After sufficient practice, release kindergarteners to center time. There should be several sets of sequencing cards in the center.

- After kindergarteners have sequenced the physical cards, they will choose one of the *Sequencing Assessment* printables (Appendix B) to complete. This will serve as a record of the student’s understanding of sequencing a story.
- While kindergarten students work in centers, continue teaching according to the DLG, Ellen Ochoa, p. 101 for 1st and 2nd grade.

Comprehension Mini-Lesson

OBJECTIVE:	With prompting, ask and answer questions about unknown words in a text (LA.K.RI.4) Ask and answer questions to clarify meaning of words (LA.1-2.RI.4) (K-2.SR1)
ACTIVITY:	Share Pictures/Ask the Right Questions

Teach/Model

Teach according to the DLG, Ellen Ochoa, p. 102.

Differentiated Kindergarten Activity:

- Say: our kindergarten friends wrote answers to one of these questions on Wednesday. They would like to share these with you now.
- Allow time for kindergarteners to share their pictures and writing from Day 3 Independent Practice.
- Release kindergarten students to practice the literacy center activities for this week.



Guided Reading - Differentiate According to Standards

OBJECTIVE:	Read on-level text with purpose and understanding (L.A.K-2.RF.4) Use silent reading strategies (LA.K.2.RF.4)
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Emerging readers may select books to enjoy. Look for proper handling of the book; the book is right side up, starting at the front of the book and going to the back, “reading” by retelling the story while looking at the pictures.

Use the *Reading A-Z* guided reading format or another format selected by the teacher. Most Kindergarten students will not be ready for small-group instruction. They should engage in center time activities during this time.

Independent Reading/Literacy Centers

OBJECTIVE:	Demonstrate understanding of the basic features of print (LA.K.RF.1) Read informational texts on topics of interest (LA.1.R1.14/LA.2.R1.14)
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DAY 5 Writing Workshop

Author's Chair and Wrap-up

OBJECTIVE:	
ACTIVITY:	Wrap up/ Finish book and add cover/Author's Chair

Sharing Writing

****Note** All Writers Workshop lessons appearing in the Bridge have been written to be used across the grades. When a lesson appears in this document, it should be used instead of the lesson appearing in the Grade 1 Pathways 2.0 Writing Workshop.**

- Use this time to add a cover to the booklet and/or anything to wrap up the week.
- Each booklet should now be completed with a cover.
- Use Author's Chair time for students to share their booklets.