

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

## Vocabulary

<b>OBJECTIVE:</b>	Determine the meaning of unknown and multiple-meaning words (LA.K-2.L.3) (K.AW1)
<b>Activity:</b>	Introduce Anchor Text Vocabulary

### Anchor Text Vocabulary Words:

<ol style="list-style-type: none"> <li>1. <b>experiment</b></li> <li>2. <b>invent</b></li> <li>3. <b>training</b></li> <li>4. <b>research</b></li> </ol>	<p>the process of testing in order to discover something</p> <p>to create or produce for the first time</p> <p>to teach others to do something new</p> <p>to search for information</p>
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Teach according to the DLG, Ellen Ochoa, p. 108.

#### Differentiated Kindergarten Activity:

- Use Week 4 *Vocabulary Words* (Appendix A).

## Phonological Awareness/Phonics

See specific instructions for this section in Week 2 Day1.

## Shared Read Aloud

<b>OBJECTIVE:</b>	Ask and answer questions about key details in a text read aloud. (LA. K-2.SL.2) (1.AMI3)
<b>ACTIVITY:</b>	Reading Pictures

Teach according to the DLG, Ellen Ochoa, p.111.

### Differentiated Kindergarten through 2nd Grade Activity:

- Use the question word cards on page 2 of the *Wh Questions Anchor Chart* (Appendix B) saved from last week to reinforce the kind of words used to begin a question.
- Display these cards up front.
- As students take turns asking a question about the chosen painting, the corresponding question word card will be removed. When all of the “what” cards are removed, for example, students will have to think of other questions that start with one of the remaining words. This will challenge students to engage in a larger variety of questions. You may want to let kindergarten students go first, so that they will have a broader choice of words.
- Keep in mind the content of your chosen painting. If there are no people or animals, then the “who” cards should be removed.

## Comprehension Mini-Lesson

<b>OBJECTIVE:</b>	Use illustrations and details to describe key ideas. (LA.K-2.RI.7) (K-1.TF1) (2.TF2)
<b>ACTIVITY:</b>	Illustration/Text Match

## Teach/Model

Teach according to the DLG, Ellen Ochoa, p. 112 Teach/Model only.

## Guided Practice

Make copies of the *Illustration Text Match* printable (Appendix B). The kindergarten sheet is page 1 and the 1st & 2nd grade sheet is page 2.

**Differentiated Kindergarten Activity:**

- Show the kindergarten sheet (*Illustration Text Match*)
- Say: What does the word tell you about the picture? (what it is) I want you to cut out your cards and then cut the words apart from the picture on the dotted lines. (model if necessary) Mix up your cards and put them back together. Each word piece only fits with its correct picture. So pay attention to the shapes of your pieces. It's like a puzzle.
- Release kindergarteners to cut apart their puzzles and put them back together.
- Early finishers can color the pictures.

**Differentiated First & Second Grade Activity:**

- Show the 1st & 2nd grade sheet (*Illustration Text Match*).
- Say: 1st and 2nd grade, you have some pictures to look at. There are lots of things going on in these pictures. Look closely at the details. Can you write something that will make the meaning of each picture clear?
- Make your descriptions complete and clear. If you have done this, the reader should get a picture in their mind from just the words. If you have done a really good job, the picture the reader gets should look a lot like the picture you are writing about.
- Let's practice describing the first picture together.
- Give students time to describe the camping scene. Reinforce appropriate responses and redirect when needed.
- Remind students to capitalize the first word in a sentence and add punctuation at the end.
- Pass out the 1st & 2nd grade printable and release students to work independently.

## Share

**Differentiated Kindergarten through 2nd Grade Activity:**

- If time allows, have 1st and 2nd grade students share their description of one of the pictures.
- All grades can participate in giving feedback by telling one thing that they like about what the reader shared. If they are able, they can also explain why they liked that particular thing.

DAY 1

## Reading Workshop Small-Group

### Guided Reading - Differentiate According to Standards

<b>OBJECTIVE:</b>	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

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

## Writing Workshop

### Writing Mini-Lesson

<b>OBJECTIVE:</b>	Brainstorm Ideas and Plan a Class Book (LA.K-2.W.3)
<b>ACTIVITY:</b>	Class Book

### Teach/Model

**\*\*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, Ellen Ochoa, pp.113-114.

**Differentiated Kindergarten through Second Grade Activity:**

- For their page in the class book, students can choose anyone as a hero: mom, dad, teacher, grandparents, etc.
- Kindergarten students will draw a picture of the hero and write the name with the teacher's help. You might model-write this sentence on the board or chart paper: My \_\_\_\_\_ is my hero. Probe students to share different words that they might write about their hero, and you can write them down for them.
- Remind students that they only need to write the word for the hero they're writing about - not all the words on the chart.
- Differentiate the complexity of the sentences for the first and second graders. For example: You might have a sentence for the first graders to fill out key words. My \_\_\_\_\_ is my \_\_\_\_\_ because \_\_\_\_\_
- Second graders can write several sentences and will edit for punctuation and capitalization.

**DAY 2** **Word Study**

**Vocabulary**

<b>OBJECTIVE:</b>	Kindergarten: Determine the meaning of unknown and multiple-meaning words (LA.K-1.L.3) (LA.2.L.4) (K-2.AW1)
<b>Activity:</b>	True/False Questions

**Anchor Text Vocabulary Words:**

<b>5. experiment</b>	the process of testing in order to discover something
<b>6. invent</b>	to create or produce for the first time
<b>7. training</b>	to teach others to do something new
<b>8. research</b>	to search for information

Teach according to the DLG, Ellen Ochoa, p.115.

## 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

<b>OBJECTIVE:</b>	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

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

<b>OBJECTIVE:</b>	Use present-tense verbs (action words) correctly, use regular and irregular verbs (action words (LA.K-2.L1) (2PS3)
<b>Activity:</b>	Present-Tense verbs (Action Word)

## Teach/ModelPractice

**\*\*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, Ellen Ochoa, pp. 118 - 119.**

- Use the following suggestions for the script:
- Use the word ‘action words’ for verbs so students in kindergarten and first grade understand that verbs are doing and acting words.
- It’s important that the grammar lesson is connected to the writing itself as much as possible and not done in isolation. The worksheets don’t all need to be used and even when they are used, the grammar lesson should refer or connect to the writing itself. Say: What is something that your hero does?
- After the guided practice, students can either draw an action word, write the word, or write a sentence using the word in their writing. For example: My mom is my hero. She drives me to school.
- First and second grade students can go directly in their writing and identify action words from the sentences they wrote.
- Students can continue to work on their page for the class book. They may write one or more new sentences about their hero.

## Vocabulary

<b>OBJECTIVE:</b>	Determine the meaning of unknown and multiple-meaning words (LA.K-1.L.3) (LA.2.L.4) / (K-2.AW1)
<b>ACTIVITY</b>	My Invention/Introduce Academic Vocabulary

### Anchor Text Vocabulary Words:

<ol style="list-style-type: none"> <li>1. <b>experiment</b></li> <li>2. <b>invent</b></li> <li>3. <b>training</b></li> <li>4. <b>research</b></li> </ol>	<p>the process of testing in order to discover something</p> <p>to create or produce for the first time</p> <p>to teach others to do something new</p> <p>to search for information</p>
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### Differentiated Kindergarten Activity:

Before teaching the Academic Vocabulary lesson to 1st and 2nd grade (DLG, Ellen Ochoa, pp. 120-121), do the following activity with kindergarteners:

- Say: one of our words this week is “invent”. What does that word mean? Allow students time to respond. (to make something that hasn’t been made before)
- If you were going to invent something, what would it be?
- After adequate time for students to brainstorm, say: now it’s your turn to draw an invention. It can be anything you dream up. Distribute copies of the *My Invention* printable (Appendix A).
- Students will work independently to complete this activity. In addition to tracing the words “My Invention”, some students may be able to label their invention.

Teach according to the DLG, Ellen Ochoa, pp. 120-121.

## Phonological Awareness/Phonics

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

## Shared Read Aloud

<b>OBJECTIVE:</b>	Ask and answer questions about key details in a text read aloud. (LA. K-2.SL.2) (1.AMI3)
<b>ACTIVITY:</b>	Citing Evidence in Illustrations

Teach according to the DLG, Ellen Ochoa, pp. 123-124.

### Differentiated Kindergarten Activity:

- Kindergarten students and some 1st & 2nd Grade students may have trouble answering the questions in the DLG without having picture support.
- Add the following extra support to the lesson in the DLG in order to help students to focus on the words only:
  - Say: while I read, I want you to close your eyes and try to make a picture in your mind of what I am reading.
  - Encourage students to do their best to answer the questions, even though it would be easier if there was a picture to look at.

## Comprehension Mini-Lesson

<b>OBJECTIVE:</b>	Use illustrations and details to describe key ideas. (LA.K-2.RI.2) (2.TF2)
<b>Activity:</b>	Text + Illustrations = Key Ideas

## Teach/Model

Teach according to the DLG, Ellen Ochoa, pp. 124-125.

## Independent Practice

Release 1st & 2nd Grade to complete the Independent Practice activity. Then do the following with kindergarten:

### Differentiated Kindergarten Activity:

- After teaching the lesson according to the DLG, Introduce the kindergarten independent activity.
- Say: Kindergarten, I want you to think of the part of this story that was the most memorable to you. Who wants to share their most memorable part? (student response)
- Now, I want you to think of all the details you will have to put in a picture that will tell all of what you have just described. Make your picture as interesting as possible.
- Give each student a blank sheet of paper and release them to draw.

**DAY 3** **Reading Workshop** Small-Group

**Guided Reading - Differentiate According to Standards**

<b>OBJECTIVE:</b>	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**

<b>OBJECTIVE:</b>	Demonstrate understanding of the basic features of print (LA.K.RF.1) Read informational texts on topics of interest (LA.K-2.RI.14)
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DAY 3

# Writing Workshop

## Writing Mini-Lesson

<b>OBJECTIVE:</b>	Prepare for a final draft (LA.K-2.W.1) (LA.K-2.W.2)
<b>ACTIVITY:</b>	Class Book

## 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, Ellen Ochoa, pp.126-127.

- If you didn't use the checklist the last time, introduce the students to the checklist.
- Kindergarten students may not need to do a final draft if their drawing and writing are presentable for publication.
- When Kindergarten students are done with the work, they can start a new piece in their journal or browse books to get ideas of things they might write about later.
- First and second graders need to get used to writing a final draft.
- Use teacher judgment in this process for the first graders. Rewriting (writing final draft) might come a bit later in the program or it might come now.

DAY 4

# Word Study

## Vocabulary

<b>OBJECTIVE:</b>	Determine the meaning of unknown and multiple-meaning words (LA.K-2.L.3) (K.AW1)
<b>ACTIVITY:</b>	Concentration Memory Game/Multiple-Meaning Word Puzzle

## Anchor Text Vocabulary Words:

<ol style="list-style-type: none"><li>1. <b>experiment</b></li><li>2. <b>invent</b></li><li>3. <b>training</b></li><li>4. <b>research</b></li></ol>	<p>the process of testing in order to discover something</p> <p>to create or produce for the first time</p> <p>to teach others to do something new</p> <p>to search for information</p>
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### Differentiated Kindergarten Activity:

Before teaching academic vocabulary to 1st and 2nd grade (DLG, Ellen Ochoa, pp. 128-129), instruct kindergarten.

- Say: today you will work at the literacy center with your vocabulary words. They have been cut apart for you and are in sets. You and your partner will need a set of words to play the memory game. Place all the cards, face down and mix them up. Take turns trying to find a match. When you get a match you may keep those cards.
- Students will partner together and play a concentration memory game.
- When students are done playing the game, they may work on other activities in the literacy center.

Teach according to the DLG, Ellen Ochoa, pp. 128-129 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

<b>OBJECTIVE:</b>	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

<b>OBJECTIVE:</b>	Demonstrate understanding of the basic features of print (LA.K.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

<b>OBJECTIVE:</b>	Define and identify present-tense verbs (action words) correctly (LA.K-2.L.1) (K.PS2) (2PS3)
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<b>ACTIVITY:</b>	Present-tense Verbs (Action Words)
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### Teach/Model

**\*\*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, Ellen Ochoa, p.131.**

- Use the following suggestions:
- While engaging in the Guided Practice activity, using the enhanced *Noun Sort Kindergarten and Noun Sort 1st and 2nd Grade* printables (Appendix B) that includes animals.
- After that, students will continue working on their page for the class book.
- Circulate and conference with students to provide support and feedback on their writing.
- Compile student pages to create the Hero booklet.

**DAY 5**

## Word Study

### Vocabulary

<b>OBJECTIVE:</b>	Kindergarten: Determine the meaning of unknown and multiple-meaning words (LA.K.L.3) / Relate words to their real-life meanings (K.AW1)
<b>ACTIVITY:</b>	Vocabulary Bingo/End-of-Unit Assessment

### Anchor Text Vocabulary Words:

<ol style="list-style-type: none"> <li>1. <b>experiment</b></li> <li>2. <b>invent</b></li> <li>3. <b>training</b></li> <li>4. <b>research</b></li> </ol>	<p>the process of testing in order to discover something</p> <p>to create or produce for the first time</p> <p>to teach others to do something new</p> <p>to search for information</p>
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**Teach according to the DLG, Ellen Ochoa, pp. 132-133.**

### Differentiated Kindergarten through Second Grade Activity:

- All grades can participate in the Vocabulary Bingo game.

- Make a class set of *Unit 1 Vocabulary Bingo* printables (Appendix A).
- Instruct students to cut out the vocabulary pictures and paste them to their Bingo card in random order so that the Bingo cards are different from each other.
- Once they have completed their Bingo cards, give each student chips to play the game.
- The teacher will call out the vocabulary words.
- Play until someone has made a Bingo.
- These cards can be placed in the Literacy Center for future play.

**Differentiated Kindergarten Activity:**

- Distribute copies of the Kindergarten Week 4 *Vocabulary Assessment* (Appendix A).
- Students will circle the correct vocabulary word as it is dictated by the teacher.

## Phonological Awareness/Phonics

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

**DAY 5**

## Reading Workshop Whole-Group

## Shared Read Aloud

Assess according to the DLG, Ellen Ochoa, p.135.

**Differentiated Kindergarten Activity:**

- There is no cumulative assessment for Kindergarten.
- Use this time to complete other kindergarten assessments if needed.

**DAY 5**

## Reading Workshop Small-Group

## Guided Reading - Differentiate According to Standards

<b>OBJECTIVE:</b>	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

<b>OBJECTIVE:</b>	Demonstrate understanding of the basic features of print (LA.K.RF.1) Read informational texts on topics of interest (LA.K-2.RI.14)
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DAY 5

# Writing Workshop

## Author’s Chair

<b>OBJECTIVE:</b>	Apply Common Conventions of handwriting (LA.K-2.W.7)
<b>ACTIVITY:</b>	Wrap-up this Week’s Writing

## 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 let each student read their page in the Hero booklet. This booklet can then be placed in the Literacy Center for repeated reading.