

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

Vocabulary

OBJECTIVE:	Understand meaning of words and phrases in informational text (LA.K-2.RI.4) (K.AW1)
ACTIVITY:	Introduce Anchor Text Vocabulary

Anchor Text Vocabulary Words:

1. cinnamon sticks	a piece, typically several inches long, peeled, dried, and rolled bark of a cinnamon tree
2. pinch of salt	an amount that can be taken between the thumb and the first finger can be translated as one-eighth teaspoon.
3. tap	a device consisting of a spout and valve attached to the end of a pipe to control the flow of water; faucet
4. whirlpool	an area of water in a river or stream that moves very fast in a circle

Teach according to the DLG, *Arroz Con Leche*, p. 46.

Differentiated Kindergarten Activity:

- Distribute vocabulary words using the kindergarten *Week 2 Vocabulary Words* printable (Appendix A)
- To Introduce the words, point to the first picture on the kindergarten *Vocabulary Words* card and say the word while running your finger under the word. Kindergarten students should demonstrate clear understanding of the vocabulary words, but may not be able to express their understanding in complete sentences.

Phonological Awareness/Phonics

See instructions for this section on Week 1 Day 1.

Shared Read Aloud

OBJECTIVE:	Recount a personal experience (LA.K.1.SL.7) (LA.2.SL.4) (K.A.W1)
ACTIVITY:	My Special Food

Teach according to DLG, *Arroz con leche*, p. 49.

Differentiated Kindergarten Activity:

- Beginning on p. 50, Kindergarten students shared their personal experiences in the discussion with the whole group about their special food, and then they will illustrate them on the activity page, *My Special Food* printable (Appendix B) students may label the picture by writing what they have drawn on the lines below.
- Release kindergarten students to complete the activity.
- Conclude the lesson with 1st and second grade students by teaching p.50 of the DLG.

Comprehension Mini-lesson

OBJECTIVE:	Identify front and back cover and title page (LA.K.RI.5) Know and use the text features in informational text (LA.1-2.RI.5)
ACTIVITY:	Identify Book Features/Introducing Nonfiction Text Features

Before teaching according to the DLG have all students participate in the following:

- Say: Today we are going to talk about our book *Arroz con Leche* (Rice Pudding). Let's look at the book and discuss things that will help us in our reading.
- Help students locate the author and illustrator's names in the front of the book and define their roles.
- Explore the back of the book and discuss the features located there.
- Remind students that pictures help us see what the words describe.
- Release Kindergarten to complete a center activity. Students should use this time to select books for further exploration of these book features.

Teach according to DLG, Arroz con leche, p.49.

Teach/Model

Guided Practice

Independent Practice

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.K-2.RF.4)
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Begin small groups in Unit 2 and continue throughout the year. Differentiate for all ability levels.

This small group time can be used to expand, review and support Phonological Awareness and Phonics skills. Use Observations and assessments to guide your instructional choices. Remember that groups will change throughout the year based on student progress.

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.K-2.RI.14)
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Writing Mini-Lesson

OBJECTIVE:	Using Transition Words to mark order or sequence (LA.K-2.L.1) Write story in sequence using transition words (LA.K-2.W.3)
ACTIVITY:	Use transition words to organize ideas

Teach/Model

NOTE: Many of the Writing Workshop lessons in the Bridge have been written to be used across the grades. When a lesson appears in this document, it will be noted if they should be used alone or in collaboration with the lesson that is in the Grade 1 Pathways 2.0 Writing Workshop. Page number(s) from the Pathways 2.0 book will be included for your reference.

- Use the *Class Story Model* (Appendix B, 1st Grade Pathways) and project it or write it on a chart paper for all students to see.
- Copy it on a chart paper or use it as an example of a story without the focus on “Class Story” and its definition.
- Say: We talked about what great writers do to make their writing bright and beautiful. One special thing that great writers do, is to organize or put order in their writing so the reader can have a picture of the order of the story. For example: If you write a story about what you do in the morning before you go to school, you would not start the story with, I ride the car with my dad and I go to my school and I brush my teeth. What! Did you brush your teeth first or did you brush your teeth when you got to school? The best way to write that story is to order what you do correctly in sequence. First, I get out of my bed and say my prayers. Next, I fix the blankets on my bed, Then, I take a shower, brush my teeth, and comb my hair. After that, I eat my breakfast. Finally, I gather my backpack and get in the car for my dad to drive me to school.
- Discuss the adjectives or describing words.
- Discuss the transition words.
- Tell students that the author of this writing starts the piece with a beginning: *Last week, our class went to the pumpkin patch* then read and discuss the order of the writing. Then the author closes the writing with: *We had an awesome day at the pumpkin patch!*
- For writing time, use a chart paper and label it as the Story Frame or use the *Class Story Frame* (Appendix B) for the students to write their stories.

- Let students write about a place they have visited. For example: My family and I visited the Sanford Zoo last Sunday. First, Next, Finally, and close.
- Circulate and conference with students.

DAY 2

Word Study

Vocabulary

OBJECTIVE:	Understand meaning and phrases in informational text. (LAK-2. RI.4) (K.AW2)
ACTIVITY:	Guess My Word

Anchor Text Vocabulary Words:

1. cinnamon sticks	a piece, typically several inches long, peeled, dried, and rolled bark of a cinnamon tree
2. pinch of salt	an amount that can be taken between the thumb and the first finger, can be translated as one-eighth teaspoon
3. tap	a device consisting of a spout and valve attached to the end of a pipe to control the flow of water; faucet
4. whirlpool	an area of water in a river or stream that moves very fast

Teach according to the DLG, *Arroz Con Leche* p.54.

Differentiated Kindergarten Activity:

- Kindergarten students may also make up clues if they can, but can otherwise guess the correct responses to 1st and 1nd grade clues.

Phonological Awareness/Phonics

See instructions for this section on Week 1 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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Begin small groups in Unit 2 and continue throughout the year. Differentiate for all ability levels.

This small group time can be used to expand, review and support Phonological Awareness and Phonics skills. Use Observations and assessments to guide your instructional choices. Remember that groups will change throughout the year based on student progress.

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.K-2.RI.14)
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DAY 2

Writing Workshop

Grammar Mini-Lesson

OBJECTIVE:	Define and Identify adjectives of color and number (LA.K-2.L.1) Write story in sequence using transition words (LA.K-2.W.3)
ACTIVITY:	Work with Adjectives that describe color and number Write with Adjectives and Transition Words

Teach/Model

- Use the DLG Arroz con leche from pages 57 to the top of 58 ending with the Guided Practice.
- Quickly remind the students about their writing from yesterday.
- Send students to write.
- Conference with students.
- Let students share as they go along in their writing.

DAY 3

Word Study

Vocabulary

OBJECTIVE:	Understand meaning of words and phrases in informational text (LA 1-2.RI.4) Write a letter or letters for most consonants and short vowel sounds (LA.K.RF.4) (K.AW2)
ACTIVITY:	Trace and Match/ Introduce Academic Vocabulary

Anchor Text Vocabulary Words:

1. cinnamon sticks	a piece, typically several inches long, peeled, dried, and rolled bark of a cinnamon tree
2. pinch of salt	an amount that can be taken between the thumb and the first finger, can be translated as one-eighth teaspoon
3. tap	a device consisting of a spout and valve attached to the end of a pipe to control the flow of water; a faucet
4. whirlpool	an area of water in a river or stream that moves very fast

Differentiated Kindergarten Activity:

- Distribute copies of *Trace and Match* (Appendix A).
- Review the vocabulary words. Draw attention to the first letter of each word.
- Remind students that the alphabet always stays in the same order.
- Invite students to locate the initial letters of this week’s vocabulary words on an alphabet strip.
- Complete the worksheet by tracing the letters and connecting the dots from the words to the beginning letter.

Teach according to the DLG, *Arroz con leche*, p.59 1st and 2nd Grade Academic Vocabulary

Phonological Awareness/ Phonics

See instructions for this section on Week 1 Day 1.

DAY 3

Reading Workshop

Whole-Group

Shared Read Aloud

OBJECTIVE:	Recount a personal experience (LA.K.1.SL.7) (LA.2.SL.4) (K.A.W1)
ACTIVITY:	Model Recounting an Experience

Teach according to the DLG, *Arroz Con Leche* pp 62-63.

Differentiated Kindergarten Activity:

- The *Personal Experience Scoring Guide* (Appendix D 1st Grade) can be used for all grades.
- Keep in mind that expectations will be lower for kindergarten students.
- The first and last benchmarks in this scoring guide are appropriate expectations for kindergarteners.

Comprehension Mini-Lesson

OBJECTIVE:	Identify front and back cover and title page (LA.K.RI.5) Know and use the text features in informational text. (LA.1-2.RI.5)
ACTIVITY:	Text Features I SPY/Text features Scavenger Hunt

Teach/Model

Teach according to the DLG, *Arroz con leche*, p. 64.

Guided Practice

Differentiated Kindergarten Activity:

- As 1st and 2nd graders are completing the scavenger hunt activity, engage kindergarten students in I SPY activity below.
- Gather several available classroom texts for students to access. Each student can have a book to hold and examine. Focus on the text features that appear on the front and back of the book.
- Say: Let's play a game! We will name parts of the book cover.
- I spy words that tell the name of a book (TITLE) students can point or call out the text feature.
- I spy another place where the title is (TITLE PAGE)
- I spy something that helps me see or visualize the story (PICTURE)
- I spy the name of the person who wrote the book (AUTHOR)
- I spy the person who draws the pictures. (ILLUSTRATOR)
- Support students in recognizing the features of a book cover.
- Explore what features are on the back cover of a book (this may vary depending on the book)
- Show students the title page.

Independent Practice

- Kindergarten students will complete a center activity.

DAY 3

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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Begin small groups in Unit 2 and continue throughout the year. Differentiate for all ability levels.

This small group time can be used to expand, review, and support Phonological Awareness and Phonics skills. Use Observations and assessments to guide your instructional choices. Remember that groups will change throughout the year based on student progress.

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.K-2.RI.14)
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DAY 3

Writing Workshop

Writing Mini-Lesson

OBJECTIVE:	Research Resources for Writing (LA.K-2.W.6)
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ACTIVITY:

Find information in books or Word Wall to use in writing

Teach/Model

- Prepare a chart paper with the writing about Avocado and save it for later in the lesson: *I love avocados! Sometimes, I eat them with bread or in my salad. Other times, I eat them in guacamole when I go to restaurants that serve Spanish foods. Did you know that avocado is a fruit? Most people think it's a vegetable, but it's a fruit. Sometimes, avocado is also called alligator pear, but I just call it yummy in my tummy. I love avocados. They are delicious!*
- Introduce the idea of research to the students.
- Say: Great writers get help to make their writing better. Sometimes, you might use the computer, other times, you might use books for ideas, to help you find just the right words, or for information. Sometimes, you can use the Word Wall to help you spell the words you need to write in your stories. Sometimes, you ask people for ideas too.
- Use the Eating the Alphabet book to model. Say: For example, if I want to write about avocados because I love them so much, but I don't know much about it besides the fact that I eat it a lot. I can take this book because it is a book about fruits and vegetables. I look in the book and find avocado. Now, I know just how to spell it. I'll just add an 's' to make it avocados. Then I go to the back of the book and I notice a Glossary. I know that a Glossary is a list that is in ABC order and it gives information about what's in the book. So I would think it's very likely that I'd find more information about avocados. So I go in the back, and look under A for avocado. and I read about it (read the glossary). Now, I can use any of the information I want to write my story like this: *I love avocados! Sometimes, I eat them with bread or in my salad. Other times, I eat them in guacamole when I go to restaurants that serve Spanish foods. Did you know that avocado is a fruit? Most people think it's a vegetable, but it's a fruit. Sometimes, avocado is also called alligator pear, but I just call it yummy in my tummy. I love avocados. They are delicious!*
- Tell students that as they write, they might remember where they saw something that might help them find information or a word, or they might search for books that can help them with information. You might mention the classroom and the school libraries as places to look. They can also ask you or a friend, or look at the Word Wall, posters, or books you've read.
- Send students to continue to work on their writing
- Circulate and conference with students

DAY 4

Word Study

Vocabulary

OBJECTIVE:	Understand meaning of words and phrases in informational text (LA 1-2.RI.4) Write a letter or letters for most consonants and short vowel sounds. (LA.K.RF.4) (K.AW2)
ACTIVITY:	Arroz con leche Trace and Color/Dictionary Author

Anchor Text Vocabulary Words:

1. cinnamon sticks	a piece, typically several inches long, peeled, dried, and rolled bark of a cinnamon tree
2. pinch of salt	an amount that can be taken between the thumb and the first finger, can be translated as one-eighth teaspoon
3. tap	a device consisting of a spout and valve attached to the end of a pipe to control the flow of water; a faucet
4. whirlpool	an area of water in a river or stream that moves very fast

Differentiated Kindergarten Activity:

- Before teaching according to DLG Arroz con leche p.67
- Review the concept of alphabetic order (ABC order), and sing the alphabet song.
- Remind students that the initial/ first letter of a word helps us to decide on its order.
- Distribute copies of *ABC Trace and Write* (Appendix A).
- Release kindergarten students to independently complete the activity page.

Teach Academic Vocabulary Words according to the DLG, Arroz con leche, p.67 1st and 2nd Grade

Phonological Awareness/Phonics

See instructions for this section on Week 1 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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Begin small groups in Unit 2 and continue throughout the year. Differentiate for all ability levels.

This small group time can be used to expand, review, and support Phonological Awareness and Phonics skills. Use Observations and assessments to guide your instructional choices. Remember that groups will change throughout the year based on student progress.

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.K-2.RI.14)
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DAY 4

Writing Workshop

Grammar Mini-Lesson

OBJECTIVE:	Define and identify adjectives as words that describe a noun (LA.K-2.L.1)
ACTIVITY:	Adjective Hunt/Publish a piece of writing

Teach/Model

Teach according to the DLG, *Arroz con leche*, p. 70 only.

- You might partner younger children with older ones.
- After the Adjective Hunt activity, send students to complete their writing and to start publishing.
- Students will choose one piece from this week and last week, to make better and publish
- Kindergarten students may check their drawings, be sure to color blank areas and make sure the writing is neat without smudges.
- Students will write a final draft of one of the pieces for publication.
- If you have not done so, start displaying students writing on doors, bulletin boards, or other places in the classroom.

DAY 5

Word Study

Vocabulary

OBJECTIVE:	Understand meaning of words and phrases in informational text (LA 1-2.RI.4) Write a letter or letters for most consonants and short vowel sounds. (LA.K.RF.4) (K.AW2)
ACTIVITY:	Weekly Vocabulary Assessment

Anchor Text Vocabulary Words:

1. cinnamon sticks	a piece, typically several inches long, peeled, dried, and rolled bark of a cinnamon tree
2. pinch of salt	an amount that can be taken between the thumb and the first finger, can be translated as one-eighth teaspoon; also a phrase that can mean to be skeptical of what one hears from a particular person
3. tap	a device consisting of a spout and valve attached to the end of a pipe to control the flow of water; a faucet
4. whirlpool	an area of water in a river or stream that moves very fast

Differentiated Kindergarten Activity:

- Distribute copies of the Kindergarten *Vocabulary Assessment* (Appendix A).
- Dictate the words from the *Vocabulary Assessment*
- Students should circle the corresponding picture to match the vocabulary word.
- Distribute the *Alphabet Tracing Practice* (Appendix A).
- Students will review that the alphabet is a series of letters we use in writing and reading. The order of the letters does not change. We use this order to organize words in ABC or alphabetic order.
- Have students trace the letters on the traceable page after singing the alphabet song while pointing to each letter.
- This activity can be kept to show student progress as their handwriting improves throughout the school year.
- Students can further practice arranging alphabet letter cards in ABC order in a designated center.

Teach according to the DLG Arroz con leche, p.71 1st and 2nd Grade.

Phonological Awareness/Phonics

See Week 1 Day 1 for notes and suggestions on this section.

A blue banner with rounded corners. On the left, there is an orange rounded rectangle containing the text "DAY 5". To the right of this, the text "Reading Workshop" is written in a large, white, serif font. To the right of "Reading Workshop", the text "Whole-Group" is written in a smaller, white, sans-serif font.

Shared Read Aloud

OBJECTIVE:	Recount a personal experience (LA.K.1.SL.7) (LA.2.SL.4) (K.A.W1)
ACTIVITY:	Reader's Theater

Teach according to DLG, Arroz con leche, pp.73 -74 for 1st and 2nd Grade

Differentiated Kindergarten Activity:

Kindergarten students will serve as the audience for the reader theater. Choose students to give feedback at the end of the performance. They will use the same compliment as in the Writing Workshop "I like..."

Comprehension Mini-Lesson

OBJECTIVE:	Sequence information using pictures. (LA.K.RI.3) Know and use the text features in informational text. (LA.1-2.RI.5)
ACTIVITY:	Sequencing/Non-fiction Text Features Assessment

Teach according to DLG Arroz con leche, p. 74 1st and 2nd Grade.

Teach/Model

Guided Practice

Independent Practice

Differentiated Kindergarten Activity

- Students will complete a sequencing activity to share a personal experience.
- Say: When we recount a personal experience it is important for us to stay organized.
- We are going to share today how we wash our hands starting with the first thing that we do, the next thing, and the final step to wash our hand or organize the picture to show a daily routine.
- Distribute copies of *Washing My Hands or Daily Routine* printables (Appendix B)
- **Note:** Help students organize their pictures and then orally recount how they wash their hands or their daily routine in a sequence that makes sense. Accept logical sequences. Students may select which activity to complete.

DAY 5

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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Begin small groups in Unit 2 and continue throughout the year. Differentiate for all ability levels.

This small group time can be used to expand, review and support Phonological Awareness and Phonics skills. Use Observations and assessments to guide your instructional choices. Remember that groups will change throughout the year based on student progress.

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.K-2.RI.14)
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A blue banner with rounded corners contains the text "Writing Workshop" in white serif font. To the left of the banner is an orange rounded rectangle containing the text "DAY 5" in white sans-serif font.

Author's Chair and Wrap-up

OBJECTIVE:	Publishing & Author's Chair
ACTIVITY:	Complete Draft, Publish, & Share

Teach/Model

Use this time to complete the last draft, publish, and share in the Author's Chair.