

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

## Vocabulary

<b>OBJECTIVE:</b>	Arrange words in order of intensity to create shades of meaning (LA. K-1. L.4) (LA.2.L.5) (K-1.AW2) (2.AW3)
<b>ACTIVITY:</b>	Introduce Anchor Text Vocabulary

### Anchor Text Vocabulary Words:

1. <b>boil</b>	to heat or become heated to the temperature (boiling point) at which bubbles rise and break the surface
2. <b>flowing</b>	to move on, come, or go continuously in one direction
3. <b>good</b>	of somewhat high but not excellent quality
4. <b>spark</b>	a small particle of a burning substance

#### Differentiated Kindergarten Activity:

- Distribute *Vocabulary Words* printable (Appendix A).
- Teach Introduction of vocabulary words according to DLG p.80 ONLY
- Print and cut out *Synonym Anchor Chart Cards* printable (Appendix A).
- **Suggested Script:** When words have similar or the same meaning we call these words synonyms. These words make our work sparkle! These words can also help us say exactly what we mean.
- Say: I'd like for you to meet Alexander. In this story, (Show students the book cover) things are not going well. In order to give us more information Alexander is using synonyms to tell us just how badly things are going.
- Read the book: *Alexander and the Terrible, Horrible, No Good Very Bad Day* by Judith Viorst
- Build the anchor chart with students after reading the story. You may choose to color the letters in special crayons or colors to make them stand out or sparkle.
- Use the word Synonyms as the chart title. Place the definition next to the title.
- Place Alexander to the left and on the right side paste the synonyms that tell about his day.
- Use the anchor chart to show that synonyms have the same meaning and can be used to share exactly what we mean.

#### Differentiated Second Grade Activity:

- Students can participate in this introductory activity in preparation for the Shade of Meaning lesson on day 2.

## Phonological Awareness/Phonics

See instructions for this section on Week 1 Day 1.

DAY 1

## Reading Workshop Whole-Group

### Shared Read Aloud

<b>OBJECTIVE:</b>	Ask and answer questions about an oral presentation or story (LA.K-2.SL.2)
<b>ACTIVITY:</b>	Listen and Draw

Teach according to the DLG, *Arroz con leche*, pp.84-85.

#### Differentiated Kindergarten Activity:

- Read the following directions out loud for all students to begin. Only require kindergarten students to complete the first three steps.
- 1. Write your name next to the star. 2. Color the bus yellow. 3. Draw the road under the bus.
- *Note:* This activity has 12 steps. Allow Kindergarten students who would like to continue through steps 4-12 to continue on to work with the group or color their drawing.

### Comprehension Mini-lesson

<b>OBJECTIVE:</b>	Identify author's purpose (LA.K-2.RI.8) (K.2.ACR1)
<b>ACTIVITY:</b>	Why Did I Write It?

Teach according to the DLG, *Arroz con leche*, p. 86.

### Teach/Model

#### Differentiated Kindergarten Activity:

- Support kindergarten students with an understanding of an opinion as one's idea about something when teaching about the concept of persuading.
- Explain that to inform means to share information and facts.
- Provide additional examples and non-examples of text used to persuade, entertain, and inform to reinforce learning.

## Guided Practice

## Independent Practice

- Kindergarten will complete a center activity.

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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*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

<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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## Writing Mini-Lesson

<b>OBJECTIVE:</b>	Write sentences that describe (LA.K-2.W.2)
<b>ACTIVITY:</b>	Descriptive Sentences

## 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.

- Teach according to the DLG, Arroz con leche, pp. 87 - 88 up to the Independent Practice.
- Use the following suggestions/additions with the DLG:
- At the end of the suggested script on page 87, say: To make our writing more descriptive and to help people see, feel, hear, smell, and taste our writing, we use our senses. What are our senses? God gives us our senses to understand and appreciate our world. We have the sense of sight. We see our world with our eyes. We use our eyes to see how things look. We have the sense of touch. We touch so we can feel. We feel with our hands and our whole bodies. When you cuddle with a teddy bear or a pet, you feel how soft they are. We have the sense of taste. We taste with our tongue. We taste if something is hot, spicy, sweet, sour, salty, or bitter. We have a sense of smell. We smell with our noses. Our senses help us to describe things in our writing so the reader can visualize or see in their imagination what we are sharing in our writing.

### Differentiated K-2 Writing

- Tell students they are going to write descriptive sentences about an object. They can do like the poem and use their senses to write their sentences. Sometimes, they may use the words I hear, or it sounds like. Other times, they may use adjectives to describe their object.
- Pass out one M&M's to each child. Tell her/him not to eat it yet. "Don't eat the project!"
- We can write about the look (have the children describe the color, size, & shape), the feel (how does it feel?); the smell (does it have a smell? If not, then leave it out.); the taste (now you can taste it. How does it taste?)
- Now, you're going to write about one of the objects we have here.
- Place objects on display for students to choose one per group.
- Students can also choose an object that's not in the class to write about (cat, dog, park, farm)
- Use sentences to write about the object.

- Remember to discuss how students are to write: one paper for the group, each child writes the same sentences in their writing notebook, etc.
- Differentiate for kindergarten. They can draw their picture and write a sentence with teacher’s help.

**DAY 2**

Word Study

## Vocabulary

<b>OBJECTIVE:</b>	Arrange words in order of intensity to create shades of meaning (LA. K-1. L.4) (LA.2.L5) (K-1.AW2) (2.AW3)
<b>ACTIVITY:</b>	Sparkle Words Synonyms/Shades of Meaning

### Anchor Text Vocabulary Words:

<b>1. boil</b>	to heat or become heated to the temperature (boiling point) at which bubbles rise and break the surface
<b>2. flowing</b>	to move on, come or go continuously in one direction
<b>3. good</b>	of somewhat high but not excellent quality
<b>4. spark</b>	a small particle of a burning substance

#### **Differentiated Kindergarten Activity:**

- Return to the Synonym anchor chart from Day 1 (DLG p.81).
- Review the definition of a synonym. Add to the chart using the *Synonyms Cards* printable (Appendix A) showing words that have the same meaning.
- Distribute copies of *Sparkle Words* printable (Appendix A).
- Release kindergarten students to independently complete the activity.
- RETURN to Word Study Day 1 to create an anchor chart that further illustrates the Shades of Meaning concept for 1st and 2nd-grade students.
- Lead students to arrange the Anchor Text Vocabulary Cards and Shades of Meaning cards from Appendix A as outlined in the DLG.

#### **Differentiated Second Grade Activity:**

- Teach Shades of Meaning according to the DLG p.81
- Review the meaning of each word, discussing how the words on the shades of meaning cards are either stronger or weaker words.

- After arranging the words, ask students to support their arrangement of their words, explaining the reason for their placements.

## 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

<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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***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

<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 2**

# Writing Workshop

### Grammar Mini-Lesson

<b>OBJECTIVE:</b>	Capitalizing the beginning of a sentence (LA.K-2.L.2)
<b>ACTIVITY:</b>	Capitalize This!

### Teach/Model

- Teach according to the DLG, Arroz con leche, pp. 92- 93 up to Guided Reading.
- The Independent Practice might be used during centers in pairs with the first and second graders
- After the Guided Reading, send students to write.
- Tell them that the first thing they need to do is to look at their sentences and be sure their first letter in the sentence is capitalized. If they have several sentences, after each period, the next letter must be capitalized, and the first letter of a person’s name must be capitalized.

**Differentiated Kindergarten Activity:**

- Conference with Kindergarten to help them capitalize the first letter of their sentence - if there is a sentence.

**Differentiated Second Grade Activity:**

- Tell them that when a sentence ends with an exclamation point or question mark, the first letter of the next word is also capitalized.
- Tell students to continue to write from their ongoing work.

## Vocabulary

<b>OBJECTIVE:</b>	Arrange words in order of intensity to create shades of meaning (LA. K-1. L.4) (LA.2.L5) (K-1.AW2) (2.AW3)
<b>ACTIVITY:</b>	Shades of Meaning Sort/Introduce Academic Vocabulary

### Anchor Text Vocabulary Words:

1. <b>boil</b>	to heat or become heated to the temperature (boiling point) at which bubbles rise and break the surface
2. <b>flowing</b>	to move on, come or go continuously in one direction
3. <b>good</b>	of somewhat high but not excellent quality
4. <b>spark</b>	a small particle of a burning substance

#### Differentiated Kindergarten Activity:

- Say: When words have similar meanings like synonyms, we can arrange the words in order from weakest to strongest.
- Introduce shades of meaning. Give the example of (nibble, eat, devour) give a description of each to explain the intensity.
- Students may benefit and enjoy an enactment of you eating an apple at each intensity.
- Say: As readers when we use words at different intensities, it helps us write or say exactly what we mean.
- Students can then complete the *Shades of Meaning Sort* printable (Appendix A) to place action words into categories.

Teach Academic Vocabulary Words according to DLG p. 94 to 1st and 2nd Grade

## Phonological Awareness/ Phonics

See instructions for this section on Week 1 Day 1.



## Shared Read Aloud

<b>OBJECTIVE:</b>	Ask and answer questions about an oral presentation (LA.K-2.SL.2)
<b>ACTIVITY:</b>	Our Guest Speaker

Teach according to the DLG, *Arroz con leche* p. 97.

### Differentiated Kindergarten Activity:

- Kindergarten students can participate with differentiated expectations. As students are developing in using complete sentences, accept phrases that demonstrate an understanding of the content. Prompt students if necessary, allow them to call on a peer to help them in giving a correct response.
- Use the *Show and Tell Scoring Guide* (Appendix D 1st grade) with different expectations for kindergarten. The first and last benchmarks are appropriate goals for kindergarten.

## Comprehension Mini-Lesson

<b>OBJECTIVE:</b>	Identify author's purpose (LA.K-2.RI.8) (K.2.ACR1)
<b>ACTIVITY:</b>	Author's Purpose Sort

## Teach/Model

Teach according to the DLG, *Arroz Con Leche*, pp.98-99.

## Independent Practice

### Differentiated Kindergarten Activity:

- Kindergarten students will complete a center activity.

**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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*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

<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>	Write a complete thought (LA.K-2.W.1) (LA.K-2.W.2)
<b>ACTIVITY:</b>	Drafting Descriptive Sentences

## Teach/Model

- Teach according to the DLG, *Arroz con leche*, p. 100 up to the Guided Practice: *Work with students to add adjectives to these sentences.*
- Send students to write to continue with their writing or they can start a new writing piece about a place that they love.

- Remind them to use adjectives and sensory words to make their writing interesting.

**Differentiated Kindergarten Activity:**

- Students can continue to draw and dictate sentences about their object or choose a new object to write about. They can also draw a place they love to draw and write about.

Suggested Alternate Lesson without using the DLG:

- You will need a copy of the book *All the Places to Love* by Patricia Maclachlan.
- Gather the students for a Mini Lesson.
- Read the book to students without stopping.
- Go back to discuss some of the adjectives and the descriptive sentences from the book: “sweet smelling”, “dark and cool”, “soft sound of cow chewing”, etc.
- Write in front of students about your favorite place. Ex: The library is my favorite place. There’s a library near my house in Orlando. I love to go there alone on Friday afternoons to search for my favorite books. Sometimes, I can’t wait to get home to start reading the books, so I sit at a table or in a corner to read. I have to watch the time so I don’t stay there too long. I love the library. It is my happy place!
- Send students to write about their favorite place.
- Write on the chart paper. My favorite place is \_\_\_\_\_.
- Tell students to copy the sentence stem and write their favorite place in the blank then continue to write what makes the place so special.
- Let students know that the sentence stem is just to help them get started, but if they don’t need it, they should start their writing as they want. For example, some people might use the sentence stem, or might write I love going to the park. Or: The beach is the place I love.
- Say: Describe the place. Who do you go there with? What do you do there? What do you see? How do you feel when you are there?”

**Differentiated Kindergarten Activity:**

- Kindergarten students can choose a place and draw a picture and use words and sentences with the teacher's help.

DAY 4

# Word Study

## Vocabulary

<b>OBJECTIVE:</b>	Arrange words in order of intensity to create shades of meaning (LA. K-1. L.4) (LA.2.L5) (K-1.AW2) (2.AW3)
<b>ACTIVITY:</b>	Unit 2 Vocabulary Review/Dictionary Author

## Anchor Text Vocabulary Words:

1. <b>boil</b>	to heat or become heated to the temperature (boiling point) at which bubbles rise and break the surface
2. <b>flowing</b>	to move on, come or go continuously in one direction
3. <b>good</b>	of somewhat high but not excellent quality
4. <b>spark</b>	a small particle of a burning substance

### Differentiated Kindergarten Activity:

- Distribute copies of the *Unit 1 and 2 Vocabulary Reading Review Bingo* printable (Appendix A) and 12 counters per student.
- With a partner, students can take turns reading a word and place a chip on each word until each word is covered.

Teach according to the DLG, *Arroz con leche*, p. 101 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

<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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*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

<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>	Begin sentences with a capital letter (LA.K-2.L.1) (LA.K-2.L.2)
<b>ACTIVITY:</b>	Is it Capitalized?

## Teach/Model

Teach according to the DLG, *Arroz con leche*, pp. 87 -88 up to the Guided Practice.

- After the Guided Practice activity, send students to continue to write their pieces.
- Tell students to check for capitalization.
- Repeat that it must be at the beginning of the sentence and after a period.
- Students should always capitalize I when it's a pronoun.
- Circulate and conference with students.

DAY 5

# Word Study

## Vocabulary

<b>OBJECTIVE:</b>	Arrange words in order of intensity to create shades of meaning (LA. K-1. L.4) (LA.2.L5) (K-1.AW2) (2.AW3)
<b>ACTIVITY:</b>	Weekly Vocabulary Assessment

### Anchor Text Vocabulary Words:

1. <b>boil</b>	to heat or become heated to the temperature (boiling point) at which bubbles rise and break the surface
2. <b>flowing</b>	to move on, come, or go continuously in one direction
3. <b>good</b>	of somewhat high but not excellent quality
4. <b>spark</b>	a small particle of a burning substance

#### Differentiated Kindergarten Activity:

- Distribute copies of the Kindergarten *Week 3 Vocabulary Assessment* printable (Appendix A)
- Dictate the words from the Vocabulary Assessment.
- Students should circle the corresponding picture to match the vocabulary word.

Teach according to the DLG, *Arroz con leche* p. 106 1st and 2nd grade.

## Phonological Awareness/Phonics

See instructions for this section on Week 1 Day 1.

**DAY 5**

## Reading Workshop Whole-Group

### Shared Read Aloud

<b>OBJECTIVE:</b>	Ask and answer questions about oral presentations (LA.K-2.SL.2)
<b>ACTIVITY:</b>	Show and Tell

Teach according to the DLG, *Arroz con leche*, pp.104-105.

#### Differentiated Kindergarten Activity:

- Allow Kindergarten students to share without the use of the Show and Tell Scoring Guide to evaluate their presentation.

### Comprehension Mini-Lesson

<b>OBJECTIVE:</b>	Identify author's purpose (LA.K-2.RI.8) (K.2.ACR1)
<b>ACTIVITY:</b>	Author's Purpose Sort

### Teach/Model

- Teach according to the DLG, *Arroz con leche*, p. 108.

### Independent Practice

#### Differentiated Kindergarten Activity:

- Kindergarten students will complete a center activity.

**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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*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

<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 and Wrap-up

<b>OBJECTIVE:</b>	Final draft of piece of writing
<b>ACTIVITY:</b>	Publishing & Sharing

## Teach/Model

Use this time to complete ongoing work, share, and publish.