

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

## Vocabulary

<b>OBJECTIVE:</b>	Review Vocabulary skills from Units 1 and 2
<b>ACTIVITY:</b>	Review Definitions - Yes/No

### Anchor Text Vocabulary Words:

NO NEW WORDS	Unit 1 and 2 Anchor Text Vocabulary Words
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- Teach according to the DLG, Arroz con leche, pp. 114-115.

## Things to Remember

Kindergarten Phonological Awareness and Phonics activities appear in this section. Use the Phonological Awareness and Phonics outlined in Pathways 2.0 1st Grade and 2nd Grade for students in those grades.

**NOTE:** 2nd Grade Pathways 2.0 curriculum does not include Phonological Awareness activities. 2nd Grade students who need more practice with phonological awareness skills, need to participate in 1st Grade Phonological Awareness activities.

## Phonological Awareness/Phonics

See instructions for this section on Week 1 Day 1.

**DAY 1**

## Reading Workshop Whole-Group

### Shared Read Aloud

<b>ACTIVITY:</b>	Introduce Summative Performance Task
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#### Differentiated Kindergarten Activity:

- Kindergarten students will not participate in this activity and should work independently in a center, while 1st and 2nd grade students attend to the task.

Teach according to the DLG, *Arroz con leche*, pg. 117.

### Comprehension Mini-lesson

<b>OBJECTIVE:</b>	Review
<b>ACTIVITY:</b>	Close Reading Day 1: What Does The Text Say?

Teach according to the DLG, *Arroz con leche*, pp. 118-120.

**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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# DAY 1 Writing Workshop

## Writing Mini-Lesson

<b>OBJECTIVE:</b>	Use rhyming words (LA.K-2.W.3)
<b>ACTIVITY:</b>	Rhyme Time

## 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, p. 121 with the following suggestions:
- Before the Teach/Model, choose a couple of Mother Goose rhymes to recite with the students.
- Choose Twinkle, Twinkle Little Star, One Two Buckle My Shoe, or any other rhyme.
- Go through the Teach/Model process.
- For the Guided Practice, you might use the poem in the DLG or you might use a different one.
- For example: you might change the poem to the one by Thomas Hardy to personalize it.

Original: Thomas Hardy, A Popular Personage at Home

*I live here. "Wessex" is my name  
I am a dog known rather well  
I guard the house but how that came  
to be my whim I cannot tell.*

Change to use a child's pet's name:

*I live here. Lucky is my name  
I am a dog known very well  
I feed the baby but how that came  
to be my job I cannot tell*

- For writing time, ask the students to choose an animal.
- Tell them to follow the poetry model to write their own.
- They can try to rhyme, but if it doesn't rhyme, that's OK.
- Let them know you can help them during conference time.

**Differentiate for Kindergarten:**

- Send first and second grade to write and stay a couple of minutes with kindergarten.
- Tell students that they can try with just two lines or two rhyming words with a picture.
- Write in front the example below or another simple poem in front of them.
- Use a real pet name. It may be your pet or a student's pet.
- Students can write the pet's name and another word that rhymes with a picture.
- Students can draw their pets and use sounds, words, or dictate a sentence to you
- Write an example for students to see:
- *This is Tabby. She is my cat  
And I am glad about that*
- You might also use the suggested sample below or use students' pets' names to write a short poem.

*This is Tabby  
She is my cat  
and I am happy  
about that*

**DAY 2**

## Word Study

### Vocabulary

<b>OBJECTIVE:</b>	Review Vocabulary skills from Units 1 and 2
<b>ACTIVITY:</b>	Review Definitions - True/ False

### Anchor Text Vocabulary Words:

<b>NO NEW WORDS</b>	<b>Unit 1 and 2 Anchor Text Vocabulary Words</b>
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Teach according to the DLG, Arroz con leche, pp. 122-124.

### 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>	Identify nouns and verbs (LA.K-2.L.1)
<b>ACTIVITY:</b>	Review nouns and verbs (Naming Words and Action Words)

### Teach/Model

- Teach according to the DLG, Arroz con leche, p. 126 only.
- After the Guided Practice, send students to write and draw for their poems from the last workshop.
- Circulate and conference with students.
- Choose to quick share as you see students who can model for others.

**DAY 3**

## Word Study

### Vocabulary

<b>OBJECTIVE:</b>	Review Vocabulary skills from Units 1 and 2
<b>ACTIVITY:</b>	Review Definitions-Guess My Word

### Anchor Text Vocabulary Words:

<b>NO NEW WORDS</b>	<b>Unit 1 and 2 Anchor Text Vocabulary Words</b>
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Teach according to the DLG, Arroz con leche, p. 128.

### Phonological Awareness/ Phonics

See instructions for this section on Week 1 Day 1.

## Shared Read Aloud

<b>ACTIVITY:</b>	Summative Performance Task
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### Differentiated Kindergarten Activity:

- Kindergarten students will not participate in this activity and should work independently in the literacy center, while 1st and 2nd grade students attend to the task.

Teach according to the DLG, *Arroz con leche*, p. 130.

## Comprehension Mini-Lesson

<b>OBJECTIVE:</b>	Review
<b>ACTIVITY:</b>	Close Reading, Day2: How Does the Text Work?

## Teach/Model

Teach according to the DLG, *Arroz con leche*, pp. 130-131.

### Differentiated Kindergarten Activity:

- While 1st and 2nd grade students complete the Sequence the Story Cards and Story: Fernando's Gift. (DLG p.131) Kindergarten will complete a retelling using the *Sequence of Events Story Board* printable (Appendix B) to draw or write about the beginning, middle, and end of the story: Fernando's Gift.



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>	Draft poetry (LA.K-2.W.1) (LA.K-2.W.2)
<b>ACTIVITY:</b>	Write a Poem

## Teach/Model

- Teach according to the DLG, Arroz con leche, pp. 132 - 133 up to the Guided Practice.
- After the Guided Practice, send students to continue with the piece they started before.
- Students can also start a new poem based on the Guided Practice activity.
- They can write in their journal instead of the pre-printed sheet.
- Circulate and conference with students.

DAY 4

## Word Study

### Vocabulary

<b>OBJECTIVE:</b>	Review Vocabulary skills from Units 1 and 2
<b>ACTIVITY:</b>	Vocabulary Review Game

### Anchor Text Vocabulary Words:

<b>NO NEW WORDS</b>	<b>Unit 1 and 2 Anchor Text Vocabulary Words</b>
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Teach according to the DLG, Arroz con leche pp. 134- 135 1st and 2nd grade Vocabulary Review Game

#### Differentiated Kindergarten Activity:

- Distribute copies of the Ellen Ochoa and Arroz con leche *Vocabulary Review* printable (Appendix A) and 12 counters per student
- Start with the *Ellen Ochoa Vocabulary Review*.
- With a partner, students can take turns reading a word from the review printable and place a chip on each word until each word is covered.
- Repeat with *Arroz con leche Vocabulary Review*.
- After reviewing both sets of words, students will create their Bingo cards according to the instructions below:
  - BINGO INSTRUCTIONS: Using the *Review Bingo* printable (Appendix A), invite students to cut and paste the review sheet squares to make their bingo cards. Instruct students not to put them in any particular order to create an original game card.
  - They should cut some pictures from both Vocabulary Reviews.

- When bingo cards are complete, each student should write their name on their Bino card.
- These cards should be saved for tomorrow’s Bingo game.

## 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>	Identify adjectives and proper punctuation in sentences (LA.K-2.L.2) (LA.K-2.L.4)
<b>ACTIVITY:</b>	Adjectives and Punctuation

## Teach/Model

- Teach according to the DLG, *Arroz con leche*, p. 137 with the following suggestions:
- Before writing the boring words under the Guided Practice:
- Say: Great writers are careful about using details about nouns and using sparkly adjectives to make our writing interesting, we also use great verbs or action words to make our writing pop! We talked about adjectives that are tired, but verbs can be tired too. Verbs like saw, went, ate, and walk can be tired. Let’s think about words that we can use instead of these words.
- Make a chart and the words saw, went, ate, said.
- Guide students to add the words: saw: noticed, spied, recognized, spotted, etc  
went: (say: went is to go in the past. How did you go?) visited, jogged, rode, walked, tip-toed, ran, etc  
ate: devoured, gobbled, tasted, chewed on, savored, etc.  
said: hollered, whispered, yelled, declared, screamed, etc
- Now, move on to rewriting the three sentences under the Guided Practice
- Send students to continue to write their poems with the same differentiation in place for Kindergarten .

**Note:** First and second graders can work on the Fix My Sentences together in Centers or a time of teacher’s choosing. Go over it according to the DLG, but it should not replace the students writing their piece in their journal.

**DAY 5** **Word Study**

**Vocabulary**

<b>OBJECTIVE:</b>	Assess student learning of skills taught in Units 1 and 2
<b>ACTIVITY:</b>	Vocabulary Bingo/End of Unit Assessment - Units 1 and 2

**Anchor Text Vocabulary Words:**

<b>NO NEW WORDS</b>	<b>Unit 1 and 2 Anchor Text Vocabulary Words</b>
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Teach according to the DLG, Arroz con leche pp. 138-139.

**Differentiated Kindergarten Activity:**

- No Vocabulary Assessment for Kindergarten
- Kindergarten students will play Bingo with the cards that they created on Day 4.
- A set of cut apart Vocabulary Words from Units 1 & 2 all weeks and bingo chips will be needed to play the game.
- Place these words face down in a pile.
- As cards are drawn and the word is called out, students will place a chip on their card if they have that word on their card.

**Phonological Awareness/Phonics**

See instructions for this section on Week 1 Day 1.

DAY 5

## Reading Workshop Whole-Group

### Shared Read Aloud/Comprehension Mini-Lesson

<b>OBJECTIVE:</b>	Identify similarities and differences between two text on the same topic
<b>ACTIVITY:</b>	Close Reading Day 3: What does the Text Mean?

Teach according to the DLG, Arroz con leche, p. 140.

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.*

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### 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>	Wrap up poem, share, & publish
<b>ACTIVITY:</b>	Complete poem writing and drawing, share, publish

### Teach/Model

Use this time to wrap up and complete, share, and publish writing pieces, or work on the summative performance.