

WEEK 1

At a Glance

Standards, Activities, and Resources

K - 2 BRIDGE

First Grade Cycle Pathways 2.0

Arroz con leche ~ Unit 2 ~ Week 1

Word Study – Approximately 40 minutes/day			
VOCABULARY			
Day	Kindergarten	First Grade	Second Grade
1	<p>Standard: Write a letter or letters(LA.K.L.2)</p> <p>Activity: Alphabetical Order/Introduce Anchor Text Vocabulary</p> <p>Resources:</p> <ul style="list-style-type: none">• Week 1 Vocabulary Words (Appendix A).• Manipulative letters: c,g,p,w	<p>Standard: Arrange words in alphabetical order (LA.1-2.L.4)</p> <p>Activity: Introduce Anchor Text Vocabulary</p> <p>Resources:</p> <ul style="list-style-type: none">• Week 1 Vocabulary Word Cards (Appendix A)• Alphabet Strip(s)	<p>Standard: Arrange words in alphabetical order (LA.1-2.L.4)</p> <p>Activity: Introduce Anchor Text Vocabulary</p> <p>Resources:</p> <ul style="list-style-type: none">• Week 1 Vocabulary Word Cards (Appendix A 1st grade)• Physical Dictionary/Online Dictionary
2	<p>Activity: Arroz con leche ABC order trace</p> <p>Resources:</p> <ul style="list-style-type: none">• ABC Order Trace (Appendix A)• Large Cut Apart Alphabet Strip (Appendix A)	<p>Activity: Fill in the Blank</p>	<p>Activity: Fill in the Blank</p> <p>Resources:</p> <ul style="list-style-type: none">• Book: Arroz con leche• Words in Context (Appendix A 1st grade)
3	<p>Activity: ABC Order</p> <p>Resources:</p> <ul style="list-style-type: none">• ABC Order and ABC Order Coloring (Appendix A)	<p>Activity: Introduce Academic Vocabulary</p> <p>Resources:</p> <ul style="list-style-type: none">• Week 1 Vocabulary Word Cards (Appendix A)• 8 ½" x 11" card stock• Markers	<p>Activity: Introduce Academic Vocabulary</p> <p>Resources:</p> <ul style="list-style-type: none">• Week 1 Vocabulary Word Cards (Appendix A 1st grade)• 8 ½" x 11" card stock• Markers

4	Activity: Dictionary Author Resources: <ul style="list-style-type: none"> Blank paper 	Activity: Dictionary Author Resources: <ul style="list-style-type: none"> Academic Vocabulary Dictionary (Appendix A and Appendix D) 	Activity: Dictionary Author Resources: <ul style="list-style-type: none"> Academic Vocabulary Dictionary (Appendix A and Appendix D 1st grade) Grade-appropriate lined paper
5	Activity: Literacy Center Resources: <ul style="list-style-type: none"> Manipulative letter activities 	Activity: Weekly Vocabulary Assessment Resources: <ul style="list-style-type: none"> Academic Vocabulary Assessment: Dictate, Write, and Draw (Appendix C) 	Activity: Weekly Vocabulary Assessment Resources: <ul style="list-style-type: none"> Weekly Vocabulary Assessment: Dictate, Write, and Draw (Appendix C 1st grade)

PHONEMIC AWARENESS/PHONICS/SPELLING

Note: See Daily Lesson Guide, Week 1 Day 1 for instructions.

Reading Workshop – Approximately 80 minutes/day

WHOLE GROUP INSTRUCTION (20 minutes)

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

SHARED READ-ALoud

Day	Kindergarten	First Grade	Second Grade
1	Standard: Speak audibly and express thoughts, feelings, and ideas clearly (LA.K.SL.6) Activity: Introduce Arroz con leche/Rice Pudding Resources: <ul style="list-style-type: none"> Arroz con leche/Rice pudding, one copy per student Chart Paper and markers 	Standard: Speak in complete sentences (LA.1.SL.6) Activity: Introduce Arroz con leche/Rice Pudding Resources: <ul style="list-style-type: none"> Arroz con leche/Rice pudding, one copy per student Chart Paper and markers 	Standard: Speak in complete sentences (LA.2.SL.6) Activity: Introduce Arroz con leche/Rice Pudding Resources: <ul style="list-style-type: none"> Arroz con leche/Rice pudding, one copy per student Chart Paper and markers

2	This time may be used for completing reading activities as needed.	This time may be used for completing reading activities as needed.	This time may be used for completing reading activities as needed.
3	Activity: Arroz con leche/ Rice Pudding Text Dependent Questions	Activity: Arroz con leche/ Rice Pudding Text Dependent Questions	Activity: Arroz con leche/ Rice Pudding Text Dependent Questions
4	This time may be used for completing reading activities as needed.	This time may be used for completing reading activities as needed.	This time may be used for completing reading activities as needed.
5	Activity: Arroz con leche/ Rice Pudding Text Dependent Questions	Activity: Arroz con leche/ Rice Pudding Text Dependent Questions	Activity: Arroz con leche/ Rice Pudding Text Dependent Questions

COMPREHENSION MINI-LESSON			
Day	Kindergarten	First Grade	Second Grade
1	<p>Standard: Identify main topic and retell key details(LA.K.RI.1)</p> <p>Activity: Main Topic and Key Details</p> <p>Resources:</p> <ul style="list-style-type: none"> • Category sort (Appendix B) • Chart paper and markers 	<p>Standard: Identify main topic and retell key details(LA.1.RI.1)</p> <p>Activity: Main Topic and Key Details</p> <p>Resources:</p> <ul style="list-style-type: none"> • Main Topic Pictures- Sets 1 and 2, one copy to display (Appendix B) • Chart paper and markers • Main Topic/Key Details (Appendix B) 	<p>Standard: Identify main topic and retell key details(LA.2.RI.1)</p> <p>Identify main topic of a multi-paragraph text (LA.2.RI.1)</p> <p>Activity: Main Topic and Key Details</p> <p>Resources:</p> <ul style="list-style-type: none"> • Main Topic Pictures- Sets 1 and 2, one copy to display (Appendix B 1st grade) • Chart paper and markers • Main Topic/Key Details (Appendix B 1st grade)
2	This time may be used for completing reading activities as needed.	This time may be used for completing reading activities as needed.	This time may be used for completing reading activities as needed.
3	<p>Activity: Main Topic and Key Details</p> <p>Resources:</p> <ul style="list-style-type: none"> • Steps to Make Rice Pudding (Appendix B) 	<p>Activity: Main Topic and Key Details</p> <p>Resources:</p> <ul style="list-style-type: none"> • Main Topic and Key Details (Appendix B) • Chart paper and markers 	<p>Activity: Main Topic and Key Details</p> <p>Resources:</p> <ul style="list-style-type: none"> • Main Topic and Key Details (Appendix B) • Chart paper and markers

4	This time may be used for completing reading activities as needed.	This time may be used for completing reading activities as needed.	This time may be used for completing reading activities as needed.
5	<p>Activity: <i>Arroz con Leche/Rice Pudding</i> Text Dependent Questions</p> <p>Resources:</p> <ul style="list-style-type: none"> Literacy Center: miscellaneous objects - (See Daily Lesson Plan Day 5) 	<p>Activity: <i>Arroz con Leche/Rice Pudding</i> Text Dependent Questions</p>	<p>Activity: <i>Arroz con Leche/Rice Pudding</i> Text Dependent Questions</p>

SMALL-GROUP INSTRUCTION (60 minutes)

Note: Students will participate in **Guided Reading** and **Independent Reading/Literacy Centers** during this time that are scheduled simultaneously. Select texts according to the students' instructional levels, using the Teacher Manual for instructional support. In addition to the Reading Foundations standards, apply strategies taught in Whole-Group Instruction to Guided Reading texts.

****Many Kindergarten students will not be ready for Guided Reading and should work on developmentally appropriate activities provided in Independent Reading/Literacy Centers.**

Writing Workshop – Approximately 40 minutes/day	
Writing (30 minutes)	
Note: Two days are Writing Mini-Lessons; two days are Grammar Mini-Lessons. Mini-lessons should be no more than ten minutes, with the rest of the time devoted to independent writing.	
WRITING/GRAMMAR MINI-LESSON	
Day	Kindergarten through Second Grade
1	<p>Standard: Including Details in Writing (LA. K-2.W. 2; LA.K-2.W.3)</p> <p>Activity: Add Details to Ideas</p> <p>Resources:</p> <ul style="list-style-type: none"> Chart Paper, colored markers
2	<p>Standard: Define and Identify Adjectives of Size and Shape (LA.K-2.L.4)</p> <p>Activity: Using Adjectives (Describing Words) in Writing</p> <p>Resources:</p> <ul style="list-style-type: none"> Chart Paper, Colored Markers

3	<p>Standard: Revising for Adjectives (Describing Words) (LA.K-2.L.4)</p> <p>Activity: Using Powerful Adjectives (Describing Words)</p> <p>Resources:</p> <ul style="list-style-type: none">● Chart Paper, Colored Markers
4	<p>Standard: Identify and Use Adjectives of Size and Shape (LA.K-2.L.1)</p> <p>Activity: Use adjective to describe size and shape (Describing Words)</p> <p>Resources:</p> <ul style="list-style-type: none">● Chart Paper, Colored Markers
5	<p>Activity: Conferencing & Sharing Ongoing Work</p> <p>Resources:</p> <ul style="list-style-type: none">● Anchor Chart for Sharing in the Writing Workshop (Appendix B)

WEEK 2

At a Glance

Standards, Activities, and Resources

K - 2 BRIDGE

First Grade Cycle Pathways 2.0

Arroz con leche/Rice Pudding ~ Unit 2 ~ Week 2

Word Study – Approximately 40 minutes/day			
VOCABULARY			
Day	Kindergarten	First Grade	Second Grade
1	<p>Standard: Understand meaning of words and phrases in informational text (LA.K .RI.4)</p> <p>Activity: Introduce Anchor Text Vocabulary</p> <p>Resources:</p> <ul style="list-style-type: none"> • Week 2 Vocabulary Words (Appendix A) 	<p>Standard: Understand meaning of words and phrases in informational text (LA.1.RI.4)</p> <p>Activity: Introduce Anchor Text Vocabulary</p> <p>Resources:</p> <ul style="list-style-type: none"> • Week 2 Vocabulary Word Cards (Appendix A) 	<p>Standard: Understand meaning of words and phrases in informational text (LA.2.RI.4)</p> <p>Activity: Introduce Anchor Text Vocabulary</p> <p>Resources:</p> <ul style="list-style-type: none"> • Week 2 Vocabulary Word Cards (Appendix A, First grade)
2	<p>Activity: Guess My Word</p>	<p>Activity: Guess My Word</p>	<p>Activity: Guess My Word</p>
3	<p>Activity: Trace and Match</p> <p>Resources:</p> <ul style="list-style-type: none"> • Trace and Match(Appendix A) 	<p>Activity: Introduce Academic Vocabulary</p> <p>Resources:</p> <ul style="list-style-type: none"> • 8 ½"x 11" card stock • Markers 	<p>Activity: Introduce Academic Vocabulary</p> <p>Resources:</p> <ul style="list-style-type: none"> • 8 ½"x 11" card stock • Markers
4	<p>Activity: Arroz con leche Trace and Color</p> <p>Resources:</p> <ul style="list-style-type: none"> • ABC Trace and write (Appendix A) 	<p>Activity: Dictionary Author</p> <p>Resources:</p> <ul style="list-style-type: none"> • Academic Vocabulary Dictionary (Appendix A) 	<p>Activity: Dictionary Author</p> <p>Resources:</p> <ul style="list-style-type: none"> • Academic Vocabulary Dictionary (Appendix A)
5	<p>Activity: Weekly Vocabulary Assessment</p> <p>Resources:</p> <ul style="list-style-type: none"> • Week 2 Vocabulary Assessment (Appendix A) • Alphabet Tracing Practice (Appendix A) 	<p>Activity: Weekly Vocabulary Assessment</p> <p>Resources:</p> <ul style="list-style-type: none"> • Weekly Vocabulary Assessment: Dictate, Write, and Draw (Appendix C) 	<p>Activity: Weekly Vocabulary Assessment</p> <p>Resources:</p> <ul style="list-style-type: none"> • Weekly Vocabulary Assessment: Dictate, Write, and Draw (Appendix C, First grade)

PHONEMIC AWARENESS/PHONICS/SPELLING

Note: See Daily Lesson Guide, Week 1 Day 1 for instructions.

Reading Workshop – Approximately 80 minutes/day

WHOLE GROUP INSTRUCTION (20 minutes)

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

SHARED READ-ALoud			
Day	Kindergarten	First Grade	Second Grade
1	<p>Standard: Recount a personal experience (LA.K.SL.7)</p> <p>Activity: My Special Food</p> <p>Resources:</p> <ul style="list-style-type: none"> My Special Food (Appendix B) 	<p>Standard: Recount a personal experience (LA.1.SL.7)</p> <p>Activity: My Special Food</p> <p>Resources:</p> <ul style="list-style-type: none"> Personal Experience Checklist (Appendix B) Parent Letter (Appendix B) 	<p>Standard: Recount a personal experience (LA.2.SL.4)</p> <p>Activity: My Special Food</p> <p>Resources:</p> <ul style="list-style-type: none"> Personal Experience Checklist (Appendix B 1st grade) Parent Letter (Appendix B 1st grade)
2	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>
3	<p>Activity: Model Recounting an Experience</p> <p>Resources:</p> <ul style="list-style-type: none"> Personal Experience Scoring Guide - first and last benchmarks only (Appendix D 1st grade) 	<p>Activity: My Special Food</p> <p>Resources:</p> <ul style="list-style-type: none"> Personal Experience Scoring Guide (Appendix D) 	<p>Activity: My Special Food</p> <p>Resources:</p> <ul style="list-style-type: none"> Personal Experience Scoring Guide (Appendix D 1st grade)
4	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>
5	Activity: Reader’s Theater	Activity: Reader’s Theater	Activity: Reader’s Theater
		Resources:	Resources:

		<ul style="list-style-type: none"> Teacher-selected reader's theater script 	<ul style="list-style-type: none"> Teacher-selected reader's theater script
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COMPREHENSION MINI-LESSON			
Day	Kindergarten	First Grade	Second Grade
1	<p>Standard: Identify front and back cover and title page (LA.K.RI.5)</p> <p>Activity: Identify Book Features</p> <p>Resources:</p> <ul style="list-style-type: none"> Arroz con leche/Rice Pudding 	<p>Standard: Know and use the text features in informational text. (LA.1.RI.5)</p> <p>Activity: Introducing Nonfiction Text Features</p> <p>Resources:</p> <ul style="list-style-type: none"> ByDesign science textbook sticky notes 	<p>Standard: Know and use the text features in informational text. (LA.2.RI.5)</p> <p>Activity: Introducing Nonfiction Text Features</p> <p>Resources:</p> <ul style="list-style-type: none"> ByDesign science textbook sticky notes
2	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>
3	<p>Activity: Text Features I SPY</p> <p>Resources:</p> <ul style="list-style-type: none"> Arroz con leche/Rice Pudding Miscellaneous picture books 	<p>Activity: Text Features Scavenger Hunt</p> <p>Resources:</p> <ul style="list-style-type: none"> Nonfiction Text Features Scavenger Hunt (Appendix B) Draw Nonfiction Text Features (Appendix B) 	<p>Activity: Text Features Scavenger Hunt</p> <p>Resources:</p> <ul style="list-style-type: none"> Nonfiction Text Features Scavenger Hunt (Appendix B) Draw Nonfiction Text Features (Appendix B), First grade)
4	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>
5	<p>Standard: Sequence information using pictures. (LA.K.RI.3)</p> <p>Activity: Sequencing</p> <p>Resources:</p> <ul style="list-style-type: none"> Washing My Hands (Appendix B) Daily Routine (Appendix B) 	<p>Activity: Nonfiction Text Features Assessment</p> <p>Resources:</p> <ul style="list-style-type: none"> Nonfiction texts Sticky notes, crayons, or highlighters (see lesson) 	<p>Activity: Nonfiction Text Features Assessment</p> <p>Resources:</p> <ul style="list-style-type: none"> Nonfiction texts Sticky notes, crayons, or highlighters (see lesson)

SMALL-GROUP INSTRUCTION (60 minutes)

Note: Students will participate in **Guided Reading** and **Independent Reading/Literacy Centers** during this time that are scheduled simultaneously. Select texts according to the students' instructional levels, using the Teacher Manual for instructional support. In addition to the Reading Foundations standards, apply strategies taught in Whole-Group Instruction to Guided Reading texts.

****Many Kindergarten students will not be ready for Guided Reading and should work on developmentally appropriate activities provided in Independent Reading/Literacy Centers.**

Writing Workshop – Approximately 40 minutes/day

Writing (30 minutes)

Note: Two days are Writing Mini-Lessons; two days are Grammar Mini-Lessons. Mini-lessons should be no more than ten minutes, with the rest of the time devoted to independent writing.

WRITING/GRAMMAR MINI-LESSON

Day	Kindergarten through Second Grade
1	<p>Standard: 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)</p> <p>Activity: Use transition words to organize ideas</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Class Story Model (Appendix B, 1st Grade Pathways) ● Class Story Frame (Appendix B)
2	<p>Standard: 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)</p> <p>Activity: Work with Adjectives that describe color and number/Write with Adjectives and Transition Words</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Chart papers, markers
3	<p>Standard: Research Resources for Writing (LA.K-2.W.6)</p> <p>Activity: Find information in books or Word Wall to use in writing</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Chart paper with writing about avocado

	<ul style="list-style-type: none"> Alphabet book
4	<p>Standard: Define and identify adjectives as words that describe a noun (LA.K-2.L.1)</p> <p>Activity: Adjective Hunt/Publish a piece of writing</p> <p>Resources:</p> <ul style="list-style-type: none"> Writing paper for publishing
5	<p>Standard: Publishing & Author's Chair</p> <p>Activity: Complete Draft, Publish, & Share</p> <p>Resources:</p> <ul style="list-style-type: none"> Writing pieces, Author's Chair

K - 2 BRIDGE

First Grade Cycle Pathways 2.0

Arroz con leche/Rice Pudding ~ Unit 2 ~ Week 3

Word Study – Approximately 40 minutes/day			
VOCABULARY			
Day	Kindergarten	First Grade	Second Grade
1	<p>Standard: Arrange words in order of intensity to create shades of meaning (LA.K-1. L.4)</p> <p>Activity: Introduce Anchor Text Vocabulary</p> <p>Resources:</p> <ul style="list-style-type: none"> • Week 3 Vocabulary Words (Appendix A) • Synonym Anchor Chart Cards (Appendix A) • Chart paper • Markers • Text: <i>Alexander, and The Terrible, Horrible, No Good, Very Bad Day</i> by Judith Viorst 	<p>Standard: Arrange words in order of intensity to create shades of meaning (LA.1. L.4)</p> <p>Activity: Introduce Anchor Text Vocabulary</p> <p>Resources:</p> <ul style="list-style-type: none"> • Week 3 Vocabulary Cards (Appendix A) • Shades of Meaning Word Cards (Appendix A) 	<p>Standard: Arrange words in order of intensity to create shades of meaning (LA.2.L5)</p> <p>Activity: Introduce Anchor Text Vocabulary</p> <p>Resources:</p> <ul style="list-style-type: none"> • Week 3 Vocabulary Cards (Appendix A) • Shades of Meaning Word Cards (Appendix A1st grade)
2	<p>Activity: Sparkle Words Synonyms</p> <p>Resources:</p> <ul style="list-style-type: none"> • Sparkle Words (Appendix A) 	<p>Activity: Shades of Meaning</p>	<p>Activity: Shades of Meaning</p>
3	<p>Activity: Shades of Meaning Sort</p> <p>Resources:</p> <ul style="list-style-type: none"> • Shades of Meaning Sort (Appendix A) 	<p>Activity: Introduce Academic Vocabulary</p> <p>Resources:</p> <ul style="list-style-type: none"> • 8 ½" x 11" card stock • Markers 	<p>Activity: Introduce Academic Vocabulary</p> <p>Resources:</p> <ul style="list-style-type: none"> • 8 ½" x 11" card stock • Markers
4	<p>Activity: Unit 2 Vocabulary Review</p> <p>Resources: Unit 1 and 2 Vocabulary Reading Review (Appendix A)</p> <ul style="list-style-type: none"> • Counters 	<p>Activity: Dictionary Author</p> <p>Resources: Academic Vocabulary Dictionary</p> <p>Resources: Academic Vocabulary Dictionary (Appendix A)</p>	<p>Activity: Dictionary Author</p> <p>Resources: Academic Vocabulary Dictionary (Appendix A 1st grade)</p>

	<ul style="list-style-type: none"> Unit 1 and 2 Vocabulary Reading Review Bingo (Appendix A) 		
5	Activity: Weekly Vocabulary Assessment Resources: <ul style="list-style-type: none"> Week 3 Vocabulary Assessment (Appendix A) 	Activity: Weekly Vocabulary Assessment Resources: <ul style="list-style-type: none"> Weekly Vocabulary Assessment: Dictate, Write, and Draw (Appendix C) 	Activity: Weekly Vocabulary Assessment Resources: <ul style="list-style-type: none"> Weekly Vocabulary Assessment: Dictate, Write, and Draw (Appendix C 1st grade)

PHONEMIC AWARENESS/PHONICS/SPELLING

Note: See Daily Lesson Guide, Week 1 Day 1 for instructions.

Reading Workshop – Approximately 80 minutes/day

WHOLE GROUP INSTRUCTION (20 minutes)
Note: Three days are devoted to Shared Read-Aloud and Comprehension Mini-Lessons. Those mini-lessons can be extended for other days of the week, or the time can be added to small-group instruction and individual work.

SHARED READ-ALoud			
Day	Kindergarten	First Grade	Second Grade
1	Standard: Ask and answer questions about an oral presentation or story (LA.K-2.SL.2) Activity: Listen and Draw Resources: <ul style="list-style-type: none"> Follow Directions (Appendix B, First grade) Crayons 	Standard: Ask and answer questions about an oral presentation or story (LA.K-2.SL.2) Activity: Listen and Draw Resources: <ul style="list-style-type: none"> Follow Directions (Appendix B) Crayons 	Standard: Ask and answer questions about an oral presentation or story (LA.K-2.SL.2) Activity: Listen and Draw Resources: <ul style="list-style-type: none"> Follow Directions (Appendix B, First grade) Crayons
2	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>
3	Activity: Our Guest Speaker	Activity: Our Guest Speaker Resources: <ul style="list-style-type: none"> Show and Tell Checklist (Appendix B) Letter to Parents (Appendix B) 	Activity: Our Guest Speaker Resources: <ul style="list-style-type: none"> Show and Tell Checklist (Appendix B 1st grade) Letter to Parents (Appendix B 1st Grade)

4	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>
5	Activity: Show and Tell Resources: <ul style="list-style-type: none"> Show and Tell Scoring Guide (Appendix D 1st grade) 	Activity: Show and Tell Resources: <ul style="list-style-type: none"> Show and Tell Scoring Guide (Appendix D) 	Activity: Show and Tell Resources: <ul style="list-style-type: none"> Show and Tell Scoring Guide (Appendix D)

COMPREHENSION MINI-LESSON			
Day	Kindergarten	First Grade	Second Grade
1	Standard: Identify author’s purpose (LA.K-2.RI.8) Activity: Why Did I Write It? Resources: <ul style="list-style-type: none"> Literacy Center Activity 	Standard: Identify author’s purpose (LA.K-2.RI.8) Activity: Why Did I Write It? Resources: <ul style="list-style-type: none"> Teacher-selected examples of books (see lesson) Chart paper and markers 	Standard: Identify author’s purpose (LA.K-2.RI.8) (K.2.ACR1) Activity: Why Did I Write It? Resources: <ul style="list-style-type: none"> Teacher-selected examples of books (see lesson) Chart paper and markers
2	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>
3	Activity: Author’s Purpose Resources: <ul style="list-style-type: none"> Literacy Center Activity 	Activity: Author’s Purpose Resources: <ul style="list-style-type: none"> Author’s Purpose Cards, one copy per small group (Appendix B) Selection of various books for each group 	Activity: Author’s Purpose Resources: <ul style="list-style-type: none"> Author’s Purpose Cards, one copy per small group (Appendix B) Selection of various books for each group
4	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>
5	Activity: Author’s Purpose Resources: <ul style="list-style-type: none"> Literacy Center Activity 	Activity: Author’s Purpose Resources: <ul style="list-style-type: none"> Author’s Purpose Sort (Appendix B) Scissors and glue 	Activity: Author’s Purpose Resources: <ul style="list-style-type: none"> Author’s Purpose Sort (Appendix B) Scissors and glue

SMALL-GROUP INSTRUCTION (60 minutes)

Note : Students will participate in **Guided Reading** and **Independent Reading/Literacy Centers** during this time that are scheduled simultaneously.. Select texts according to the students’ instructional levels, using the Teacher Manual for instructional support. In addition to the Reading Foundations standards, apply strategies taught in Whole-Group Instruction to Guided Reading texts.

****Many Kindergarten students will not be ready for Guided Reading and should work on developmentally appropriate activities provided in Independent Reading/Literacy Centers.**

Writing Workshop – Approximately 40 minutes/day

Writing (30 minutes)

Note: Two days are Writing Mini-Lessons; two days are Grammar Mini-Lessons. Mini-lessons should be no more than ten minutes, with the rest of the time devoted to independent writing.

WRITING/GRAMMAR MINI-LESSON

Day	Kindergarten through Second Grade
1	<p>Standard: Write sentences that describe (LA.K-2.W.2)</p> <p>Activity: Descriptive Sentences</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Sentences that Describe Model (Appendix B 1st grade) ● Writing paper
2	<p>Standard: Capitalizing the beginning of a sentence (LA.K-2.L.2)</p> <p>Activity: Capitalize This!</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Ongoing student writing work
3	<p>Standard: Write a complete thought (LA.K-2.W.1) (LA.K-2.W.2)</p> <p>Activity: Drafting Descriptive Sentences</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Book: <i>All The Places to Love</i> by Patricia Maclachlan ● Chart paper and markers ● Ongoing student work
4	<p>Standard: Begin sentences with a capital letter (LA.K-2.L.1) (LA.K-2.L.2)</p> <p>Activity: Is it Capitalized?</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Ongoing student work
5	<p>Standard: Final draft of piece of writing</p> <p>Activity: Publishing and sharing</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Author’s Chair

WEEK 4

At a Glance

Standards, Activities, and Resources

K - 2 BRIDGE

First Grade Cycle Pathways 2.0

Rice Pudding/ Rice Pudding ~ Unit 2 ~ Week 4

Word Study – Approximately 40 minutes/day			
VOCABULARY			
Day	Kindergarten	First Grade	Second Grade
1	Standard: Review Activity: Definitions- Yes/No Resources: <ul style="list-style-type: none"> Yes/No Cards (Appendix A, First grade) 	Standard: Review Activity: Definitions- Yes/No Resources: <ul style="list-style-type: none"> Yes/No Cards (Appendix A) 	Standard: Review Activity: Definitions- Yes/No Resources: <ul style="list-style-type: none"> Yes/No Cards (Appendix A, First grade)
2	Activity: Review Definitions- True/False	Activity: Review Definitions- True/False	Activity: Review Definitions- True/False
3	Activity: Review Definitions-Guess My Word:	Activity: Review Definitions-Guess My Word	Activity: Review Definitions-Guess My Word
4	Activity: Vocabulary Review Game Resources: <ul style="list-style-type: none"> Unit 1 and 2 Vocabulary Reading Review/Bingo Cards (Appendix A) Counters/or Bingo Chips scissors & glue stick 	Activity: Vocabulary Review Resources: <ul style="list-style-type: none"> Unit 1 and 2 Anchor Text Vocabulary Cards, one copy (Appendix A) 	Activity: Description Resources: <ul style="list-style-type: none"> Unit 1 and 2 Anchor Text Vocabulary Cards, one copy (Appendix A, First grade)
5	Activity: Review Activity: Vocabulary Review Game/ Partner Reading BINGO Resources:	Activity: End-of-Unit Assessment Resources: <ul style="list-style-type: none"> End of Unit Assessment - Units 1 and 2 (Appendix C and D) 	Activity: End-of-Unit Assessment Resources: <ul style="list-style-type: none"> End of Unit Assessment - Units 1 and 2 (Appendix C and D)

<ul style="list-style-type: none"> ● Cut apart Vocabulary Words (Unit 1 weeks 1-4 and Unit 2, weeks 1-3)) ● Student-created Bingo Cards ● Counters 	<ul style="list-style-type: none"> ● Spelling and Phonics Assessment- Unit 1 and 2 (Appendix C and D) 	<ul style="list-style-type: none"> ● Spelling and Phonics Assessment- Unit 1 and 2 (Appendix C and D)
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PHONEMIC AWARENESS/PHONICS/SPELLING

Note: See Daily Lesson Guide, Week 1 Day 1 for instructions.

Reading Workshop – Approximately 80 minutes/day

WHOLE GROUP INSTRUCTION (20 minutes)

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

SHARED READ-ALoud			
Day	Kindergarten	First Grade	Second Grade
1	<p>Standard: Review</p> <p>Activity: Review</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Literacy Center 	<p>Standard: Review</p> <p>Activity: Introduce Summative Performance Task</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Summative Performance Task Letter to Parents/Guardians, Summative Performance Task Outline, Summative Performance Task Scoring Guide, Summative Performance Task Research Notes (Appendix C) 	<p>Standard: Review</p> <p>Activity: Introduce Summative Performance Task</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Summative Performance Task Letter to Parents/Guardians, Summative Performance Task Outline, Summative Performance Task Scoring Guide, Summative Performance Task Research Notes (Appendix C, First grade)
2	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>
3	Activity: Literacy Center.	Activity: Summative Performance Task	Activity: Summative Performance Task

4	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>
5	Activity: Review Resources: <ul style="list-style-type: none"> Literacy Center 	Activity: Close Reading, Day 3: What Does the Text Mean?	Activity: Close Reading, Day 3: What Does the Text Mean?

COMPREHENSION MINI-LESSON			
Day	Kindergarten	First Grade	Second Grade
1	Standard: Review Activity: Close Reading, Day 1: What Does the Text Say? Resources: <ul style="list-style-type: none"> Fernando's Gift by Douglas Keister, one copy Reading Detective Badges (Appendix B) 	Standard: Review Activity: Close Reading, Day 1: What Does the Text Say? Resources: <ul style="list-style-type: none"> Fernando's Gift by Douglas Keister, one copy Reading Detective Badges (Appendix B) 	Standard: Review Activity: Close Reading, Day 1: What Does the Text Say? Resources: <ul style="list-style-type: none"> Fernando's Gift by Douglas Keister, one copy Reading Detective Badges (Appendix B)
2	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>
3	Activity: Close Reading, Day 2: How Does the Text Work? Resources: <ul style="list-style-type: none"> Sequence of Events Storyboard (Appendix B) 	Activity: Close Reading, Day 2: How Does the Text Work? Resources: <ul style="list-style-type: none"> Sequence the Story Cards (Appendix B) Sequence the Story: Fernando's Gift (Appendix B) 	Activity: Close Reading, Day 2: How Does the Text Work? Resources: <ul style="list-style-type: none"> Sequence the Story Cards (Appendix B 1st grade) Sequence the Story: Fernando's Gift (Appendix B 1st grade)
4	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>
5	Activity: Close Reading, Day 3: What Does the Text Mean?	Activity: Close Reading, Day 3: What Does the Text Mean?	<ul style="list-style-type: none"> Activity: Close Reading, Day 3: What Does the Text Mean?

SMALL-GROUP INSTRUCTION (60 minutes)

Note : Students will participate in **Guided Reading** and **Independent Reading/Literacy Centers** during this time that are scheduled simultaneously.. Select texts according to the students’ instructional levels, using the Teacher Manual for instructional support. In addition to the Reading Foundations standards, apply strategies taught in Whole-Group Instruction to Guided Reading texts.

****Many Kindergarten students will not be ready for Guided Reading and should work on developmentally appropriate activities provided in Independent Reading/Literacy Centers.**

Writing Workshop – Approximately 40 minutes/day	
Writing (30 minutes)	
Note: Two days are Writing Mini-Lessons; two days are Grammar Mini-Lessons. Mini-lessons should be no more than ten minutes, with the rest of the time devoted to independent writing.	
WRITING/GRAMMAR MINI-LESSON	
Day	Kindergarten through Second Grade
1	<p>Standard: Use rhyming words (LA.K-2.W.3)</p> <p>Activity: Rhyme Time</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Poetry Model (Appendix B 1st grade) ● Rhymes: Mother Goose, Twinkle Twinkle Little Star, & Miscellaneous Rhymes, Thomas Hardy, A Popular Personage at Home ● Paper for writing poems
2	<p>Standard: Identify nouns and verbs (LA.K-2.L.1)</p> <p>Activity: Review nouns and verbs (Naming Words and Action Words)</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Nouns and Verbs Match (Appendix B 1st grade) ● Student poetry work from Day 1
3	<p>Standard: Draft poetry (LA.K-2.W.1) (LA.K-2.W.2)</p> <p>Activity: Write a Poem</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Student Journal ● Student poetry work or new paper for writing poems
4	<p>Standard: Identify adjectives and proper punctuation in sentences (LA.K-2.L.2) (LA.K-2.L.4)</p> <p>Activity: Adjectives and Punctuation</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Fix My Sentences (Appendix B 1st Grade) ● Student poetry work
5	<p>Standard: Wrap up poem, share, & publish</p> <p>Activity: Complete poem writing and drawing, share, publish</p>

Resources:

- Student poetry work & Author's Chair