

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

Vocabulary

OBJECTIVE:	Make real-world connections to words (LA.K.L.3) (LA.1-2.L.4) (K.AW1)
ACTIVITY:	Yes/No Statements

Anchor Text Vocabulary Words:

<ol style="list-style-type: none"> 1. bark 2. covered 3. kind 4. warms 	<p>the outside covering of the trunk, branches, and roots of a tree</p> <p>to place or spread something over</p> <p>a particular type, category, or class</p> <p>gives off heat</p>
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Teach according to the DLG, *A Tree Is a Plant*, pp.118-119.

Differentiated Kindergarten Activity:

- Kindergarten will use the printable *Week 4 Vocabulary Words* printable (Appendix A) to participate in the anchor vocabulary activity in the DLG.
- Kindergarten will use the Yes/No Cards (Appendix A 1st grade) for the “Yes/No” activity.

See instructions for this section on Week 1.

Phonological Awareness/Phonics

Shared Read Aloud

OBJECTIVE:	Participate in readers theater (LA.1.SL.7) (LA.2.SL.6)
ACTIVITY:	Readers' Theater

Differentiated Kindergarten Activity:

- Have kindergarten watch Walt Disney's Legend of Johnny Appleseed 1948 – YouTube (18 minutes), while grades 1–2 are working on their Readers' Theater script rehearsal.

Comprehension Mini-lesson

OBJECTIVE:	Sequence Information (LA.K-2.RI.3) (K-2.GN1)
ACTIVITY:	Sequence–Part 1

Teach according to the DLG, *A Tree Is a Plant*, pp. 123 - 124.

Teach/Model

Differentiated Kindergarten Activity:

- Include kindergarten in the Teach/Model activities. They will have a differentiated activity for the Independent Practice.

Guided Practice

Independent Practice

Differentiated Kindergarten Activity:

- Distribute *Food Chain* printable (Appendix B) to kindergarten.
- Students will cut out the pictures at the bottom and arrange them in order on the food chain.

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.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-2.RF.1) Read informational texts on topics of interest (LA.1.RI.14)
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DAY 1

Writing Workshop

Grammar MiniLesson

OBJECTIVE:	Identify proper use of articles: a, an, the (LA.K-2.L.1)
ACTIVITY:	Using a, an, The

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.

Guided Practice

- Teach according to the DLG on pages 130 - 131 with the following suggestions:
- Go through the Teach/Model process.
- Go through the Guided Practice.
- Alternate between complex instruction for first and second graders and simple instruction for Kg.
- Specify that students are more likely to use /the/ for something they know and /a/ or /an for something they don't know too well. For example: *There's the cat sleeping under the couch!* or *There's a cat sleeping under the couch!*
- Send students to continue their writing from last week.
- Review as needed so students know that they are still working on their descriptive piece.
- Tell students to be sure that they have used the correct article in front of nouns of places, things, animals, and people.

Differentiated Kg Activity:

- Kg students need to be able to identify the articles. They might use short phrases as the apple, an apple, the animal, an animal, the baby, a baby

Additional Activity for 1st and 2nd graders:

If time permits, mix groups of first and second graders to complete the worksheet in Appendix B36.

Do the first article or most of the first articles with students then let them work in group together.

Be sure the groups are mixed with 1st and 2nd graders.

Some 2nd graders might want to work alone. You will provide guidelines and guidance for the process.

Vocabulary

OBJECTIVE:	ake real-world connections to words (LA.K.L.3) (LA.1-2.L.4) (K.AW1)
ACTIVITY:	True or False

Anchor Text Vocabulary Words:

<ol style="list-style-type: none"> 1. bark 2. covered 3. kind 4. warms 	<p>the outside covering of the trunk, branches, and roots of a tree</p> <p>to place or spread something over</p> <p>a particular type, category, or class</p> <p>gives off heat</p>
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Teach according to the DLG, *A Tree Is a Plant*, pp.127-128.

Differentiated Kindergarten Activity:

- Kindergarten will use *Week 4 Vocabulary Words* printable (Appendix A) to participate in the anchor vocabulary activity.

Phonological Awareness/Phonics

See instructions for this section on Week 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.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-2.RF.1) Read informational texts on topics of interest (LA.1-2.RI.14)
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DAY 2

Writing Workshop

Writing Mini-Lesson

OBJECTIVE:	Editing and publishing a description (LA.K-2.W.2)
ACTIVITY:	Editing with Friends

Teach/Model

- Teach according to the DLG on pages 124 - 127 with the following suggestions
- Go through the Teach/Model.
- Go Through the Guided Practice using the Editing Practice Model worksheet or any other piece of writing that's appropriate.
- You will not reference the editing anchor chart as this is the first time for editing marks.
- After the Guided Practice, send students to edit their descriptive piece.
- Remind them to edit for capitalization and punctuation.
- Circulate and conference with students.

DAY 3

Word Study

Vocabulary

OBJECTIVE:	Make real-world connections to words (LA.K.L.3) (LA.1-2.L.4) (K.AW1)
ACTIVITY:	Vocabulary Headbands/Introduce Academic Vocabulary

Anchor Text Vocabulary Words:

<ol style="list-style-type: none">1. editing2. prewriting	to correct spelling, punctuation, and usage in writing planning and getting ideas in order before writing
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<p>3. publishing 4. revising</p>	<p>final draft; to make writing available to others to make changes that improve flow and creativity in writing</p>
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Differentiated Kindergarten Activity:

- Use the headbands from Week 1.
- Use the *Week 4 Vocabulary Words* printable (Appendix A).
- Gather the students together to complete this activity using the *Vocabulary Headbands* printable (Appendix A) and the *Week 4 Vocabulary Words* printable (Appendix A).
- Each student will receive a headband.
- Take turns calling students to go up and place a vocabulary word card on the student’s headband for the student to guess the word on the headband.
- Students in the audience will give clues in order for the student with the headband to guess the word.
- Continue until all students have received a turn.
- The teacher will store headbands for future vocabulary activities. Be sure to place the name of each child on his/her headband.

Phonological Awareness/ Phonics

See instructions for this section on Week 1.

DAY 3

Reading Workshop

Whole-Group

Shared Read Aloud

OBJECTIVE:	Participate in reader’s theater (LA.K-2.SL.7)
ACTIVITY:	Telephone Game/Readers’ Theater: Expression

Teach according to the DLG, *A Tree Is a Plant*, pp.135-136

Differentiated Kindergarten Activity:

- Allow time for 1st and 2nd grade to practice their Readers Theater while kindergarten does the following:

- Teach kindergarten to play a version of the “Telephone Game”, where the first person in the chain whispers a question into the second person’s ear, and so it goes to the end of the chain. The last person repeats what they heard out loud. Everyone enjoys hearing what happened to the question.
- The last person then goes to the front of the chain and starts the game again by whispering a question into the second person’s ear, etc.
- Play until everyone has a chance to start the game.

Comprehension Mini-Lesson

OBJECTIVE:	Sequence Information (LA.K-2.RI.3) (K-2.GN1)
ACTIVITY:	Sequence—Part 2

Teach according to the DLG, *A Tree Is a Plant*, pp. 136-137.

Teach/Model

Differentiated Kindergarten Activity:

- Include kindergarten in the **oral** activities only.

Guided Practice

Differentiated Kindergarten Activity:

- Include kindergarten in the **oral** activities in the Guided Practice.

Independent Practice

Differentiation for Kindergarten:

- Include kindergarten in the Independent Practice, including drawing a picture of an apple tree on the *Sequence of the Seasons* printable (Appendix B).
- Some students will only draw, others will want to copy the names of the seasons from the Anchor Text.
- Remind kindergarten students that they colored the *Seasons of an Apple Tree* printable at the beginning of the unit in (Appendix B).

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.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-2.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:	Editing and publishing a description (LA.K-2.W.2)
ACTIVITY:	Complete Final Draft & Publish

Teach/Model

Teach according to the DLG pages 138 with the following suggestions:
 Read the top of page 138 and decide the most helpful information for you to support the publishing process.
 Go through the Teach/Model process .
 Go through the Guided Practice process.
 Give students appropriate lined paper for each grade level to write their final draft instead of the frame.
 Students will need the edited draft to copy and turn into a final piece.
 Each child in a pair will have a final draft.
 Circulate and conference with students.

DAY 4 **Word Study**

Vocabulary

OBJECTIVE:	Make real-world connections to words (LA.K.L.3) (LA.1-2.L.4) (K.AW1)
ACTIVITY:	Concentration Memory/Introduce Academic Vocabulary

Anchor Text Vocabulary Words:

<ol style="list-style-type: none"> 1. editing 2. prewriting 3. publishing 4. revising 	<p>to correct spelling, punctuation, and usage in writing</p> <p>planning and getting ideas in order before writing</p> <p>final draft; to make writing available to others</p> <p>to make changes that improve flow and creativity in writing</p>
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Teach according to the DLG, *A Tree Is a Plant*, pp.139-140. Choose from the options given in the DLG.

Differentiated Kindergarten Activity:

- Students will partner together to combine their *Week 4 Vocabulary Words* printable (Appendix A) and play a concentration memory game.
- They will turn cards face down on the floor and mix them.
- They will take turns turning over two cards at a time. If the cards match, the student says the vocabulary word to keep the cards. If the cards aren't a match, students will return

each card to its original place. Students will take turns after each try. They will continue the game until all cards are matched.

Phonological Awareness/Phonics

See instructions for this section on Week 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.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-2.RF.1) Read informational texts on topics of interest (LA.K-2.RI.14)
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DAY 4

Writing Workshop

Writing Mini-Lesson

OBJECTIVE:	Editing and publishing a description (LA.K-2.W.2)
ACTIVITY:	Review articles & publish final draft

Teach/Model

- Choose: A quick review of articles in the DLG pages 143 - 144.
- or go directly to writing and publishing.
- If the choice is to review the articles, go through the Read/Model.
- Go through the Guided Practice without the worksheet.
- Send students to write.
- If students are done with the final draft, go to page 138 in the Independent Reading for tips to help students put the title on their piece.
- Tell students below the title, they should write the names of the authors.
- The writer's name should come first.

For example: Title: My friend the Fish

By: Lisa and Rachel or Rachel and Lisa

Vocabulary

OBJECTIVE:	Assess Unit 4 skills
ACTIVITY:	End-of-Unit Assessment

Anchor Text Vocabulary Words:

<ol style="list-style-type: none"> 1. bark 2. covered 3. kind 4. warms 	<p>the outside covering of the trunk, branches, and roots of a tree</p> <p>to place or spread something over</p> <p>a particular type, category, or class</p> <p>gives off heat</p>
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Teach according to the DLG, *A Tree Is a Plant*, pp. 145-146

Differentiated Kindergarten Activity:

- Use *Week 4 Vocabulary Assessment* printable (Appendix A) to assess kindergarten.

Phonological Awareness/Phonics

See instructions for this section on Week 1.

DAY 5

Reading Workshop Whole-Group

Shared Read Aloud

OBJECTIVE:	Participate in a readers' theater ((LA.K-2.SL.7)
ACTIVITY:	Readers' Theater Presentation

Differentiated Kindergarten Activity:

- Kindergarten will be the audience for the K—2 presentation. Say: Remember, that if you are not performing, you are the audience. I know that all of you know how to meet our goals for being a great audience member.
- At the end of the presentation, allow the Kindergarten audience to give feedback. You can use the same process as when they give feedback in writing. Students might say for example: "I like how you read this very clearly!" or any other directions you might choose for them to follow as they share their feedback.

Comprehension Mini-Lesson

ACTIVITY:	End of Unit Assessments
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This time may be used for completing end-of-unit assessments

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.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-2.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

OBJECTIVE:	Editing & publishing a description
ACTIVITY:	Complete Final Draft, Publish, & Share

Teach/Model

Use this time to complete and publish the descriptive piece.