

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

## Vocabulary

<b>OBJECTIVE:</b>	Understand word relationships: homophones (LA.K-2.L.4) Determine the meaning of unknown and multiple-meaning words (LA.K-2.L.3) Relate words to their real-life meanings (K.AW1)
<b>ACTIVITY:</b>	Vocabulary Review

### Anchor Text Vocabulary Words:

1. <b>idol</b>	an image or statue worshiped as a god
2. <b>chariot</b>	a vehicle of ancient times that had two wheels; was pulled by horses, and was used in battle, races, or parades
3. <b>prophet</b>	a person who utters divinely inspired revelations or messages from God
4. <b>slave</b>	a person who is owned by another person and can be sold at the owner's will

Teach according to the DLG, *Little Maid*, p. 44.

#### Differentiated Kindergarten Activity:

**Note:** This week's vocabulary focus for Kindergarten will be the same as Week 1.

- Students will continue to use the *Vocabulary Words* (Appendix A) from Week 1.
- Students will use their vocabulary word cards to independently illustrate a retelling of the story of *Little Maid*.
- Optional Activity: Distribute a copy of the vocabulary word cards in black and white for students color and trace the vocabulary words

## 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>	Tell a story with appropriate details (LA.K-2.SL.7)
<b>ACTIVITY:</b>	Tell Us a Story

Teach according to the DLG, Little Maid, p.48.

### Comprehension Mini-lesson

<b>OBJECTIVE:</b>	Participate in collaborative conversations in diverse groups (LA.K-2.SL.1) Describe familiar things (K.GN2)
<b>ACTIVITY:</b>	Sensory Treats/Sensory Survey

### Teach/Model

#### Differentiated Kindergarten Activity:

- Introduce Kindergarten students to sensory words by using the following introductory lesson.
- Display a copy of the body with major sensory parts to refer to.
- Take out a whole apple and slices of apple to use as a demonstration.
- *Say, I have in front of me a delicious apple. I want to use my senses to evaluate my apple.*
- *We use our senses to determine what something is like.*
- *I am going to ask myself some questions and I will answer them aloud so you can hear my responses.*

- *When I look at the apple, what do I see?*
- *I see the color. It is red. I used my eyes to see the color.*
- *When I feel the apple, how does it feel? It is smooth, cool, and hard. I used my hands to feel the apple.*
- *When I bite into the apple, what do I hear? I hear a crunching sound. I used my ears to hear the sound.*
- *When I take another bite, how does it taste? It tastes sweet. I used my mouth to taste the sweetness.*
- *When I smell my apple, what does it smell like? It smells sweet. I used my nose to smell the sweetness.*
- Allow the students to make the connection between the sense and the organ that is used in that sense. This activity helps the students to make basic connections between the topic we are covering today and something familiar to them (eating an apple). This is especially important for students with English as a Second Language (ESL).

## Guided Practice

### Differentiated Kindergarten Activity:

- Students will complete the printable *My Senses: Your Five Senses* (Appendix B).
- Students will use the My Senses Game as a center activity
  - Cut apart all picture cards for the students to match with the 5 senses playmats
  - Students can play with a partner or independently

### Differentiated Second Grade Activity:

- Teach according to the DLG, Little Maid, p. 50 for 1st and 2nd grade

## Independent Practice

Teach according to the DLG, Little Maid, pp. 50 to 1st and 2nd grade.

**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)
-------------------	---

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

**DAY 1**

# Writing Workshop

## Writing Mini-Lesson

<b>OBJECTIVE:</b>	Writing Step-by-step directions - Informational & Procedural(LA.K-2.W.2)
<b>ACTIVITY:</b>	Write directions in sequence

## 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.

- This lesson may be carried over to the next week depending on the pacing.

Note: This is an activity that involves the students learning how to make a peanut butter and Jelly sandwich. The DLG does not indicate whether or not this should be a hands-on practice with the students actually making the sandwich and eating it. If the teacher decides to make it practical, it may

not be possible to use peanut butter in the classroom or in the whole school. In this case, the teacher may choose a different topic such as step-by-step directions to cleaning the desk using shaving cream.

- Teach according to the DLG, Little Maid, pp. 51 - 52 or choose a different topic than peanut butter & jelly sandwich.
- Go through the Teach/Model.
- On page 52, for the Guided Practice, discuss the last two bullets and the script. It's important for students to know that writing directions is a form of giving information about something specific. Say: Great writers write about specific things and keep their writing focused or tight so the reader can receive true, correct, and orderly information.
- Send students to write 4-5 topics that they know very well and that they can give directions about.
- Grades 1 -2 Students may write in their journal or in the “ My topics” worksheet (Appendix B).
- Kindergarten students can draw in their journal or use sounds, and words with the teacher's help.

**DAY 2**

Word Study

## Vocabulary

<b>OBJECTIVE:</b>	Determine the meaning of unknown and multiple-meaning words (LA.K-2.L.3) (K.AW1)
<b>ACTIVITY:</b>	In The Beginning/ Anchor Text Homophones

### Anchor Text Vocabulary Words:

<ol style="list-style-type: none"> <li>1. <b>idol</b></li> <li>2. <b>chariot</b></li> <li>3. <b>prophet</b></li> <li>4. <b>slave</b></li> </ol>	<p>an image or statue worshiped as a god</p> <p>a vehicle of ancient times that had two wheels; was pulled by horses, and was used in battle, races, or parades</p> <p>a person who utters divinely inspired revelations or messages from God</p> <p>a person who is owned by another person and can be sold at the owner’s will</p>
---	--

Teach according to the DLG, *Little Maid*, pp. 53-54.

**Differentiated Kindergarten Activity:**

- Distribute copies of the printable *In the Beginning* (Appendix A).
- Students will identify the beginning letter and sound of each vocabulary word.
- Two levels of ability: Activity A: Dictate to the student the name of each vocabulary picture. Students will match the picture with the correct beginning letter. Activity B: Using their vocabulary cards, students will cut and paste each vocabulary word picture above the correct beginning letter.

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)
-------------------	---

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

DAY 2

# Writing Workshop

## Grammar Mini-Lesson

<b>OBJECTIVE:</b>	Use proper punctuation for imperative sentences (LA.K-2.L.2)
<b>ACTIVITY:</b>	Introducing Imperative

## Teach/Model

- Teach according to the DLG, *Little Maid*, pp. 57- 58 to the Guided Practice with these additional steps:
- Display the numbered list from yesterday. Review it and remind students of the work they did.
- Tell students that they will continue their writing today by first completing their list of topics they know how to do very well (They started the topics yesterday).
- When the list or drawing of topics is completed, ask students to circle a topic or a picture to list and number step-by-step directions about that topic.
- Use the Independent Writing on the DLG, p. 53 to give students directions.

**Kindergarten Differentiation:**

- Teacher can work with Kindergarten students to come up with a simpler list of topics to draw or write.
- Topics may include: brushing teeth, putting toys away, washing hands before eating, etc...
- Students can draw their list or use sounds or single words with the teacher's help.

**DAY 3** **Word Study**

**Vocabulary**

<b>OBJECTIVE:</b>	Understand word relationships: homophones (LA.K-2.L.4) Determine the meaning of unknown and multiple-meaning words (LA.K-2.L.3) Relate words to their real life meanings (K.AW1)
<b>ACTIVITY:</b>	Vocabulary Helpers/ Introducing Academic Vocabulary

**Anchor Text Vocabulary Words:**

<ol style="list-style-type: none"><li>1. <b>idol</b></li><li>2. <b>chariot</b></li><li>3. <b>prophet</b></li><li>4. <b>slave</b></li></ol>	<p>an image or statue worshiped as a god</p> <p>a vehicle of ancient times that had two wheels; was pulled by horses, and was used in battle, races, or parades</p> <p>a person who utters divinely inspired revelations or messages from God</p> <p>a person who is owned by another person and can be sold at the owner's will</p>
--	--

Teach according to the DLG, Little Maid, p. 59.

**Differentiated Kindergarten Activity:**

- Distribute copies of printable *Vocabulary Helpers* (Appendix A).



- Review the instructions with students. Students will practice tracing, writing, and coloring the vocabulary words and pictures.

## Phonological Awareness/ Phonics

See instructions for this section on Week 1 Day 1.

DAY 3

# Reading Workshop

Whole-Group

### Shared Read Aloud

<b>OBJECTIVE:</b>	Tell a story including key details (LA.K-2.SL.7)
<b>ACTIVITY:</b>	Sequence a Story

Teach according to the DLG, *Little Maid*, p. 63.

### Comprehension Mini-Lesson

<b>OBJECTIVE:</b>	Identify and use sensory words in poems (LA.K-2.RL.4)
<b>ACTIVITY:</b>	Sensory Poem

Teach according to the DLG, *Little Maid*, p. 64.

### Teach/Model

## Guided Practice

## Independent Practice

### Differentiated Kindergarten Activity:

- Students will participate in center activities reviewing rhyming words.

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)
-------------------	---

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

DAY 3

## Writing Workshop

## Writing Mini-Lesson

<b>OBJECTIVE:</b>	Write step-by-step directions (LA.K-2.W.2)
<b>ACTIVITY:</b>	Drafting step-by-step directions

### Teach/Model

- Read the DLG, Little Maid, pp. 66-67 and follow these directions:
- Before starting, copy the Step-by-Step Directions Frame (Appendix B) on a chart paper.
- Remind students that great writers use transition words to organize or put their writing in the correct sequence or order.
- Review a few transition words: First, next, last, then...
- Display and review the numbered list from day 1 about the peanut butter & jelly sandwich.
- Say: Today, we are going to use the list to write the directions without the numbers. We will use transition words to organize our writing.
- Display the step-by-step frame from the chart paper and go over the organization of the writing
- Share that great writers use bold beginnings that catch the reader's attention, great middle with all the transition words, and powerful endings that let the reader know that the writing is complete and helps the reader to decide, think, smile, cry, act, etc.
- Tell students that there's a beginning, the steps for the directions using transition words, and a closing.
- Use the numbered list for the peanut butter & jelly sandwich, and together, create a paragraph using the chart paper with the beginning, transition words, and closing.
- Pass out the frame to students or simply have them copy on their own paper or journal the piece that the class just wrote together on the chart paper.
- **Differentiated for Kindergarten:** Kindergarten students who may not be able to copy and write: help them to make a step by step list or a numbered list with pictures, words, or simple sentences for this assignment. Some students may be able to copy and write, others may not be ready.

DAY 4

## Word Study

## Vocabulary

<b>OBJECTIVE:</b>	Determine the meaning of unknown and multiple-meaning words (LA.K-2.L.3) Relate words to their real-life meanings (K.AW1)
<b>ACTIVITY:</b>	Vocabulary Word Search/Dictionary Author

### Anchor Text Vocabulary Words:

<ol style="list-style-type: none"><li>1. <b>idol</b></li><li>2. <b>chariot</b></li><li>3. <b>prophet</b></li><li>4. <b>slave</b></li></ol>	<p>an image or statue worshiped as a god</p> <p>a vehicle of ancient times that had two wheels; was pulled by horses, and was used in battle, races, or parades</p> <p>a person who utters divinely inspired revelations or messages from God</p> <p>a person who is owned by another person and can be sold at the owner's will</p>
--	--

Teach according to the **DLG, Little Maid, p. 67.**

#### Differentiated Kindergarten Activity:

- Review vocabulary with all students highlighting the contextual meaning of each word.
- Distribute copies of printable *Vocabulary Word Search* (Appendix A).
- Students will find each vocabulary word in the word puzzle.

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)
-------------------	---

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

**DAY 4**

## Writing Workshop

### Grammar Mini-Lesson

<b>OBJECTIVE:</b>	Use proper punctuation for imperative sentences ( LA. K-2. L.2)
-------------------	---

<b>ACTIVITY:</b>	Punctuation
------------------	-------------

## Teach/Model

- Teach according to the DLG, Little Maid, pp. 70 - 71 up to the Guided Practice.
- Send students to continue their writing from the day before if they did not finish the copying.
- Tell students to look over their writing to be sure they have a period or an exclamation point.
- Share that the exclamation point is very likely going to be at the closing for this piece, if it's an exciting closing.

**Differentiate for Kindergarten:**

- Students should stay with periods if they write sentences or the teacher can help with exclamation if students dictate a sentence for the teacher to write.

**DAY 5**

# Word Study

## Vocabulary

<b>OBJECTIVE:</b>	Understand word relationships: homophones (LA.K-.L.4) Determine the meaning of unknown and multiple-meaning words (LA.K-2.L.3) Relate words to their real-life meanings (K.AW1)
<b>ACTIVITY:</b>	Week 2 Matching Vocabulary Assessment/ Weekly Vocabulary Assessment

### Anchor Text Vocabulary Words:

<ol style="list-style-type: none"> <li>1. <b>idol</b></li> <li>2. <b>chariot</b></li> <li>3. <b>prophet</b></li> <li>4. <b>slave</b></li> </ol>	<p>an image or statue worshiped as a god</p> <p>a vehicle of ancient times that had two wheels; was pulled by horses, and was used in battle, races, or parades</p> <p>a person who utters divinely inspired revelations or messages from God</p> <p>a person who is owned by another person and can be sold at the owner's</p>
---	---

	will
--	------

Teach according to the DLG, Little Maid, p.71.

**Kindergarten Activity:**

- Distribute copies of the Kindergarten Week 2 Vocabulary Assessment printable (Appendix A).
- Students will match the correct vocabulary word with the correct picture.

## 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>	Tell a story with appropriate key details and proper sentences (LA.K-2.SL.7)
<b>ACTIVITY:</b>	Tell Me a Story

Teach according to the DLG, Little Maid, p.73.

## Comprehension Mini-Lesson

<b>OBJECTIVE:</b>	Participate in collaborative conversations in diverse groups (LA.K-2.SL. 3); Describe familiar places, things with prompting, provide additional detail (LA.K.SL.4)
<b>ACTIVITY:</b>	Poetry in Motion

Teach according to the DLG, Little Maid, p.74.

## Teach/Model

## Guided Practice

## Independent Practice

### Differentiated Kindergarten Activity:

- Gather students together.
- Invite students to go to the playground and use senses to answer sensory questions.
- Kindergarten can share orally as the 1st and 2nd graders complete the lesson.

## Share

- Share poems with the entire class.

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)
-------------------	---

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

**DAY 5**

# Writing Workshop

## Author’s Chair and Wrap-up

<b>OBJECTIVE:</b>	Wrap up, complete writing, share
<b>ACTIVITY:</b>	Completing writing

### Teach/Model

- This time can be used for more conferencing, completing the writing for this week, and sharing.
- **This topic will continue into week 3.** You will need the list of topics and the step by step directions that the students wrote on day 1 and 2 of this week (2).