

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

## Vocabulary

<b>OBJECTIVE:</b>	Form regularly plural nouns orally by adding/s/ or /es/ (LA.K-2.L.3 Use common singular and plural nouns correctly (K.PS1)
<b>ACTIVITY:</b>	Vocabulary Introduction/Introduce Anchor Text Vocabulary

### Anchor Text Vocabulary Words:

1. <b>dish</b>	an item used for cooking and eating
2. <b>dishes</b>	items used for cooking and eating
3. <b>soldier</b>	a person in military service
4. <b>soldiers</b>	people in military service
5. <b>spot</b>	a sore or blemish
6. <b>spots</b>	many sores or blemishes
7. <b>time</b>	a moment, hour, day, or year as shown by a clock or calendar
8. <b>times</b>	moments, hours, days, or years as shown by a clock or calendar

Teach according to the DLG, *Little Maid*, p.80.

#### Differentiated Kindergarten Activity:

- Use *Kindergarten Vocabulary Word Cards* printable (Appendix A).

## Phonological Awareness/Phonics

See instructions for this section on **Week 1 Day 1**.

## Shared Read Aloud

<b>OBJECTIVE:</b>	Ask and answer questions about key ideas (LA.K-2.SL.2)
<b>ACTIVITY:</b>	Text-Dependent Questions - Part 1

Teach according to the DLG, *Little Maid*, p. 84.

## Comprehension Mini-lesson

<b>OBJECTIVE:</b>	Identify and describe story elements (LA.K-2.RL.7)
<b>ACTIVITY:</b>	Introducing Story Elements - Part 1

## Teach/Model/Guided Practice

### Differentiated Kindergarten Activity:

- Gather students together. Begin by letting the students know that identifying story elements is key to understanding the story—and the main idea!
- Characters are the stars of the story. They'll be the ones you think of as you read or listen to a story and they are important when trying to figure out the main idea. The main characters may be the stars of the story, but the setting is the stage. Every star needs a stage. The setting paints a picture in your head of when the story takes place and where your characters are. Great readers always set the stage when they begin to read.
- Distribute to each student a copy of the printable *Little Maid: Storyboard Elements* activity (Appendix A).

Teach according to the DLG, *Little Maid*, p. 85 to 1st and 2nd grade.

## Independent Practice

Teach according to the DLG, *Little Maid*, p. 86 to 1st and 2nd grade.

### Differentiated Kindergarten Activity:

- Kindergarteners will complete a center activity.

DAY 1

## Reading Workshop Small-Group

### Guided Reading - Differentiate According to Standards

<b>OBJECTIVE:</b>	Read on-level text with purpose and understanding (L.A.K-2.RF.4) Use silent reading strategies (LA.K-2.RF.4)
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*Begin small groups in Unit 2 and continue throughout the year. Differentiate for all ability levels.*

*This small group time can be used to expand, review, and support Phonological Awareness and Phonics skills. Use Observations and assessments to guide your instructional choices. Remember that groups will change throughout the year based on student progress.*

Use the *Reading A-Z* guided reading format or another format selected by the teacher. Most Kindergarten students will not be ready for small-group instruction. They should engage in center time activities during this time.

### Independent Reading/Literacy Centers

<b>OBJECTIVE:</b>	Demonstrate understanding of the basic features of print (LA.K-2.RF.1) Read informational texts on topics of interest (LA.K-2.RI.14)
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Emerging readers may select books to enjoy. Look for proper handling of the book; book is right side up, starting at the front of the book and going to the back, “reading” by retelling the story while looking at the pictures.

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 & Use transition words

### 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 it 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.

- Review last week's topic about informational writing.
- Show students the numbered list for the peanut butter & jelly sandwich.
- Then remind them how they used the numbered list to write using transition words.
- Tell students to look at the list of topics they had created and the numbered list they made with the topic they chose.
- Today, they will use the numbered list to write with a beginning, transition words, and an ending.
- Send students to start their writing.
- Leave the organization frame on the board where students can see it.
- Call attention to the frame so students can see the transition words.
- **Differentiated for Kindergarten:** To better differentiate for Kindergarten students, look at how much of the list they completed the last time. The students can rewrite their numbered list or circle another favorite topic from the list of topics, and start a new numbered list. They can draw pictures with each number. Students will be at different stages: pictures, sounds, or sentences. Support them wherever they are, to get better as they go forward.

DAY 2

## Word Study

### Vocabulary

<b>OBJECTIVE:</b>	Form regularly plural nouns orally by adding/s/ or /es/ (LA.K-2.L.3)/ Use common singular and plural nouns correctly (K.PS1)
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**ACTIVITY:**

True or False

**Anchor Text Vocabulary Words:**

1. <b>dish</b>	an item used for cooking and eating
2. <b>dishes</b>	items used for cooking and eating
3. <b>soldier</b>	a person in military service
4. <b>soldiers</b>	people in military service
5. <b>spot</b>	a sore or blemish
6. <b>spots</b>	many sores or blemishes
7. <b>time</b>	a moment, hour, day, or year as shown by a clock or calendar
8. <b>times</b>	moments, hours, days, or years as shown by a clock or calendar

Teach according to the DLG, *Little Maid*, p. 88.

**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-2.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>	Writing Step-by-step directions - Informational & Procedural (LA.K-2.W.2)
<b>ACTIVITY:</b>	Types of Beginning

## Teach/Model

- Prepare the *Examples of beginning (lead)* (Appendix B) ahead of time. Write them on chart paper for the lesson or display the printable.
- Read the types of beginning to students.

- Say: Great writers are careful to choose the best beginning or lead for their writing so they can grab the attention of the readers quickly. Sometimes, writers may write two or three leads and decide which one is best for their writing. Today, you are going to look at how you started your writing and you are going to write a new beginning for the writing. Write it on top of the first beginning. You might start with a question: “Do you want to know how to make pancakes?” You might write an exciting statement: “I know how to make pancakes!” You might want to use a time beginning: “Last week, my grandma and I made pancakes together.” Or you might start with the setting of the story. “My grandma’s kitchen is my favorite place.”
- Send students to write and circulate to be sure that they’re grasping the idea of writing a new beginning on top of their first one.
- Pair students together and ask them to share the first beginning then the new one.
- Tell each pair to ask the partner “What do you think?”
- Tell each partner to offer their opinion about the first and the second beginning (lead).
- Let the pairs know that they should thank their partner for their opinion, but they will decide which beginning (lead) they prefer.
- After students finish their pair- share, if there’s more time, allow them to keep writing the body of the piece.

**Differentiated for Kindergarten:**

- The students can rewrite their numbered list and draw pictures to match each item on the list.

**DAY 3**

**Word Study**

**Vocabulary**

<b>OBJECTIVE:</b>	Form regularly plural nouns orally by adding/s/ or /es/ (LA.K-2.L.1)/ Use common singular and plural nouns correctly (K.PS1)
<b>ACTIVITY:</b>	Vocabulary Concentration Memory Game/Introduce Academic Vocabulary

**Anchor Text Vocabulary Words:**

1. <b>dish</b>	an item used for cooking and eating
2. <b>dishes</b>	items used for cooking and eating
3. <b>soldier</b>	a person in military service
4. <b>soldiers</b>	people in military service
5. <b>spot</b>	a sore or blemish

6. spots	many sores or blemishes
7. time	a moment, hour, day, or year as shown by a clock or calendar
8. times	moments, hours, days, or years as shown by a clock or calendar

**Differentiated Kindergarten Activity:**

- Students will partner together to combine their vocab word cards 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.

Teach according to the DLG, Little Maid, p. 94 to 1st and 2nd grade.

## 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>	Ask and answer questions about key ideas (LA.K-2.SL.2)
<b>ACTIVITY:</b>	What Do You Infer?

Teach according to the DLG, Little Maid, p. 97.

### Comprehension Mini-Lesson

<b>OBJECTIVE:</b>	With prompting, identify characters, settings in a story (LA.K-2.RL.3) /Identify the characters and settings in a narrative text (K.AN2)
<b>ACTIVITY:</b>	Introducing Story Elements



## Teach/Model

### Differentiated Kindergarten Activity:

- Review with students:
- Identifying story elements is key to understanding the story—and the main idea! Characters are the stars of the story. They'll be the ones you think of as you read or listen to a story and they are important when trying to figure out the main idea. The main characters may be the stars of the story, but the setting is the stage. Every star needs a stage. The setting paints a picture in your head of when the story takes place and where your characters are. Great readers always set the stage when they begin to read.

Teach according to the DLG, *Little Maid*, p. 97.

## Guided Practice

### Differentiated Kindergarten Activity:

- Partner a kindergarten student with 1st and 2nd graders to complete the lesson

Teach according to the DLG, *Little Maid*, p. 98.

## Independent Practice

Teach according to the DLG, *Little Maid*, p. 98.

**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-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

<b>OBJECTIVE:</b>	Writing Step-by-step directions - Informational & Procedural (LA.K-2.W.2)
<b>ACTIVITY:</b>	Writing a Final Draft

## Teach/Model

- Review the type of leads with students again and send them to continue to write their piece.
- Conference with students and help them to complete their writing.
- Ask students to go back to the writing the first day of the week and decide which lead they will keep for their final draft.
- Have students draw a line on the lead they will not be using.
- As students conference with you, help them to prepare to write a final draft.

### **Differentiated for Kindergarten:**

- The students can continue with their numbered list and draw pictures to match each item on the list. Help students to complete their work and to publish.

## Vocabulary

<b>OBJECTIVE:</b>	Form regularly plural nouns orally by adding/s/ or /es/ (LA.K-2.L.1)/ Use common singular and plural nouns correctly (K.PS1)
<b>ACTIVITY:</b>	It's One and More Than One

## Anchor Text Vocabulary Words:

1. <b>dish</b>	an item used for cooking and eating
2. <b>dishes</b>	items used for cooking and eating
3. <b>soldier</b>	a person in military service
4. <b>soldiers</b>	people in military service
5. <b>spot</b>	a sore or blemish
6. <b>spots</b>	many sores or blemishes
7. <b>time</b>	a moment, hour, day, or year as shown by a clock or calendar
8. <b>times</b>	moments, hours, days, or years as shown by a clock or calendar

## Differentiated Kindergarten Activity:

- Start with simply showing a vocabulary word card (for example spot). Ask the students if you would say, "I have three spot." They'll giggle and say nooo, so you'll ask them what you should say. "Spots!" Repeat, "Ohh spotSSSS. What did we add to the end of spot?" and hopefully they say "S!" If not, reinforce the "s" sound quickly. Introduce the "spots" card. Have them look at the 2 cards. Ask them how the words are different. They'll point out the S and you can explain how, with many words, all you have to do is add an S to the end to make it mean more than one. Tell them that is called *plural*. Plural is when there is more than one of something.
- Repeat this with a few more words. Look at each vocab word card and picture for examples.
- If you can read spot, you can read spots!" so now you know 2 words. Let them know that *sometimes* you add -es to a word to make it mean more than one. Say we have one vocabulary word that is different than the rest but teaches us an important lesson. Say, "dishes" and ask if

they hear "dishes" or "dishES" - repeat dishS or dishES. Let them hear the "es" and the difference to "spots." Say "spotES" and ask them if that sounds correct. Be silly, they'll love it :) Break "es" into short e + ssss so they hear essss. They should know the rule where, typically, if a word ends in X, S, SH, CH... you add -es to make it plural.

- Use other words if necessary to help them understand the rule.
- Now, have them sort the PLURAL cards as to whether they have "s" at the end or "es."
- To review, hold up a vocab word card and have students volunteer to bring the plural or the singular match from their set of word cards.

## 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

**OBJECTIVE:**

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)
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DAY 4

# Writing Workshop

## Grammar Mini-Lesson

<b>OBJECTIVE:</b>	Writing Step-by-step directions - Informational & Procedural (LA.K-2.W.2)
<b>ACTIVITY:</b>	Complete Final Draft

## Teach/Model

- Briefly remind students that they're writing their final draft with the best lead that they chose.
- Send students to write and continue to conference.
- As students complete their final draft, display their work according to your publishing process.

### Differentiate for Kindergarten:

- Kindergarten students should complete their list and picture and write a title to their piece before publishing.

## Vocabulary

<b>OBJECTIVE:</b>	Form regularly plural nouns orally by adding/s/ or /es/ (LA.K-2.L.1)/ Use common singular and plural nouns correctly (K.PS1)
<b>ACTIVITY:</b>	Week 3 Cut and Paste Vocabulary Assessment/Weekly Vocabulary Assessment

### Anchor Text Vocabulary Words:

1. <b>dish</b>	an item used for cooking and eating
2. <b>dishes</b>	items used for cooking and eating
3. <b>soldier</b>	a person in military service
4. <b>soldiers</b>	people in military service
5. <b>spot</b>	a sore or blemish
6. <b>spots</b>	many sores or blemishes
7. <b>time</b>	a moment, hour, day, or year as shown by a clock or calendar
8. <b>times</b>	moments, hours, days, or years as shown by a clock or calendar

#### Differentiated Kindergarten Activity:

- Distribute a copy of the *Week 3 Cut and Paste Vocabulary Assessment* (Appendix A).
- Students will cut apart all vocabulary words and paste the correct words under the correct column. (Singular, Plural -s, Plural -es)

## Phonological Awareness/Phonics

See instructions for this section on Week 1 Day 1.

## Shared Read Aloud

<b>OBJECTIVE:</b>	With prompting, identify characters, settings in a story (LA.K-2.RL.3) (K.AN2)
<b>ACTIVITY:</b>	I Learned...

### Differentiated Kindergarten Activity:

- Give each student the *Little Maid: Storyboard Characters* printable (Appendix B)
- Ask the students to think about the characters and setting for the beginning, middle, and end of the story.
- Students will illustrate what characters were in the story at the beginning, in the middle, and at the end. They will also illustrate the setting for each part of the story.

Teach according to the DLG, *Little Maid*, p. 107.

## Comprehension Mini-Lesson

<b>OBJECTIVE:</b>	With prompting, identify characters, settings in a story (LA.K-2.RL.3) /Identify the characters and settings in a narrative text (K.AN2)
<b>ACTIVITY:</b>	Presenting the Story Elements

## Teach/Model

Teach according to the DLG, *Little Maid*, p. 107.

## Guided Practice

Teach according to the DLG, *Little Maid*, DLG p. 107.

### Differentiated Kindergarten Activity:

- Partner Kindergarten students with 1st and 2nd grade

## Independent Practice

Teach according to the DLG, *Little Maid*, p. 108.

### Differentiated Kindergarten Activity:

- Partner Kindergarten students with 1st and 2nd grade

DAY 5

## Reading Workshop Small-Group

### Guided Reading - Differentiate According to Standards

<b>OBJECTIVE:</b>	Read on-level text with purpose and understanding (L.A.K-2.RF.4) Use silent reading strategies (LA.K-2.RF.4)
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*Begin small groups in Unit 2 and continue throughout the year. Differentiate for all ability levels.*

*This small group time can be used to expand, review and support Phonological Awareness and Phonics skills. Use Observations and assessments to guide your instructional choices. Remember that groups will change throughout the year based on student progress.*

Use the *Reading A-Z* guided reading format or another format selected by the teacher. Most Kindergarten students will not be ready for small-group instruction. They should engage in center time activities during this time.

### Independent Reading/Literacy Centers

<b>OBJECTIVE:</b>	Demonstrate understanding of the basic features of print (LA.K-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

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

Completing Final Draft, Sharing, &amp; Publishing

Use this time to complete the final draft, share, & publish or move on to other writing activities if students have completed, shared, and published their final draft.