

**DAY 1**

# Word Study

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

## 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 Review

### Anchor Text Vocabulary Words:

1. <b>few</b>	not many but some
2. <b>lies</b>	to stay or remain inactive
3. <b>plant</b>	a living thing that grows in the ground, usually has leaves or flowers, and needs sun and water to survive
4. <b>seeds</b>	small objects produced by a plant from which a new plant can grow
5. <b>ground</b>	the surface of the Earth
6. <b>soil</b>	the upper layer of Earth in which plants grow; dirt
7. <b>stem</b>	the main stalk of a plant that develops buds and shoots and usually grows above ground
8. <b>trunk</b>	the thick main stem of a tree

Teach according to the DLG, *Little Maid*, DLG p. 114.

#### Differentiated Kindergarten Activity:

- Use Kindergarten Vocabulary Words from Unit 3 Week 1 and Week 2 in Appendix A for this week's review.

## 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>	Assess student learning over Units 3 and 4
<b>ACTIVITY:</b>	Summative Performance Task

Teach according to the DLG, Little Maid, p. 117 to 1st and 2nd grade

### Differentiated Kindergarten Activity:

- Students should choose a center during this lesson for 1st and 2nd grade

## Comprehension Mini-lesson

<b>OBJECTIVE:</b>	Ask and answer questions about key details; predict content using illustrations
<b>ACTIVITY:</b>	Close Reading Day 1

## Teach/Model/Guided Practice/Independent Practice

Teach according to the DLG, Little Maid, p. 117.

**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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DAY 1

# Writing Workshop

## Writing Mini-Lesson

<b>OBJECTIVE:</b>	Sentences that inform: Writing a Main Idea and Details (LA.K-2.W.2)
<b>ACTIVITY:</b>	Writing a Main Idea and Details

## 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.

- Use **Week 3** lesson - Writing Main Idea and Details
- Teach according to the DLG, *Little Maid*, pp. 87 - 88 with the following directions:
- First, tell students that great writers write about what they love and what they're interested in. writers focus on the things they write about and give lots of details so the reader can understand and become interested as well.
- Follow the Teach//Model on p. 87.
- Then follow the Guided Practice on p. 87 and do the activity as a group.
- Use the Independent Practice on p. 88 to give students directions for their writing.

- Ask students to think first. Then choose an animal that they really care about to write and give details about. Ask them to choose that animal.

**Differentiate for Kindergarten:**

- Students can draw the animal, use sounds, words, or sentences with teacher support.

**DAY 2**

Word Study

## Vocabulary

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

### Anchor Text Vocabulary Words:

<ol style="list-style-type: none"> <li>1. <b>country</b></li> <li>2. <b>center</b></li> <li>3. <b>near</b></li> <li>4. <b>alive</b></li> <li>5. <b>bark</b></li> <li>6. <b>covered</b></li> <li>7. <b>kind</b></li> <li>8. <b>warms</b></li> </ol>	<p>open rural land away from big towns and cities</p> <p>the middle part of something</p> <p>close to (someone or something)</p> <p>having life</p> <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, Little Maid, pp. 122-123.**

**Differentiated Kindergarten Activity:**

- Use Kindergarten Vocabulary Word Cards from Unit 3 Week 3 and Week 4 in Appendix A for this week’s review.

## 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>	Identify proper subject-verb agreement (LA. K-2.L.1)
<b>ACTIVITY:</b>	Does it Work?

## Teach/Model

- Teach according to the DLG, Little Maid, pp. 92-93.
- Follow the Teach Model part of the lesson on page 92.
- Go through the Guided Practice on page 93.
- Send students to write from the piece they started yesterday.
- Before students leave to write, provide the following directions:  
Students should first read what they wrote so far.  
They should check to see if they need to change any subject-verb agreement.  
Provide example: Say: If your topic was a dog and you wrote that dogs bark when they see strangers. That's correct. But if you wrote that dogs barks when they see strangers, you would cross out the /s/ in barks because only one dog barks. Many dogs bark. (this direction may be used for the first and second grader if teacher wishes to send the Kindergarten students to write directly)
- As students write, circulate and conference with them.
- Use the worksheet in the Independent Writing for grades 1-2 to practice in Centers.

### Differentiate for Kindergarten:

- Students can choose their animal and with teacher's help, they can write words or short sentences.
- Students can choose another animal to write about in a new piece.

Note: Students who are English Student Learner (ESL) and those with Language delays and Hearing Impairment may not be ready to grasp the concept of subject-verb agreement or use it properly in their writing. Allow students to write and to progress where they are.

## 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 Review

### Anchor Text Vocabulary Words:

<ol style="list-style-type: none"> <li>1. idol</li> <li>2. chariot</li> <li>3. prophet</li> <li>4. slave</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>
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Teach according to the DLG, *Little Maid*, p. 127.

#### Differentiated Kindergarten Activity:

- For the second half of the lesson, have Kindergarten work in centers with **Vocabulary review** cards. Suggestions: Pair with a partner and play a word picture match or the concentration memory game; Create a listening center for students to listen to the book *Little Maid* on audio or video from YouTube

## Phonological Awareness/ Phonics

See instructions for this section on Week 1 Day 1.

DAY 3

## Reading Workshop Whole-Group

### Shared Read Aloud/Comprehension Mini-Lesson

<b>OBJECTIVE:</b>	Describe connections between two individuals, events, ideas, or pieces of information; sequence information orally; ask and answer questions to clarify meaning
<b>ACTIVITY:</b>	Close Reading Day 2

Teach according to the DLG, *Little Maid*, pp. 128-130.

#### Differentiated Kindergarten Activity:

- Give each student the *Sequence the Story* printable (Appendix A)

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.1.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

<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>	Write Sentences that inform: Writing a Main Idea and Details (LA. K-2.W.2)
<b>ACTIVITY:</b>	“All About” Paragraph

### Teach/Model

- Teach according to the DLG, Little Maid, p.99.
- Use the Teach/Model only.
- Go through the lesson and use a chart paper for the ALL ABOUT CAT writing model.
- Keep the chart paper as an anchor for students to see as they continue to write their own sentences.
- Send students to complete their writing from yesterday.
- Before they start writing, ask students to read their piece and check if everything they’ve written so far is fact or true.
- If students write an opinion, let it be. Teacher might simply tell the second graders that this is an opinion and not a fact as they conference with them.
- Don’t ask students to remove the opinion. It’s enough to point it out to the second graders.
- Let students know that they need to ready this piece to write a final draft.
- Conference with students and if they had two different drafts, direct them to choose one for the final draft.

**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>	Headbands Game

### Anchor Text Vocabulary Words:

<b>Review Words</b>	Use vocabulary words for First Grade Units 3 and 4 to review
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#### Differentiated Kindergarten, First, & Second Activity:

- Gather the students together to play the Vocabulary Headbands activity.
- Students will use the *Vocabulary Headbands* from Units 1 & 3 with vocabulary word cards with Velcro dots to stick and remove vocabulary word cards.
- Place a vocabulary word card on each student's headband for them to guess.
- Select one student at a time to go up front to guess what word they are wearing.
- Students will give clues for classmates to guess what word is on their heads.
- 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 their headband.

## Phonological Awareness/Phonics

See instructions for this section on Week 1 Day 1.

**DAY 4**

**Reading Workshop** Whole-Group

## Shared Read Aloud/Comprehension Mini-lesson

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

DAY 4

## Reading Workshop Small-Group

### Guided Reading - Differentiate According to Standards

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

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

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

### Independent Reading/Literacy Centers

<b>OBJECTIVE:</b>	Demonstrate understanding of the basic features of print (LA.K-2.RF.1) Read informational texts on topics of interest (LA.K-2.R1.14)
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DAY 4

## Writing Workshop

## Grammar Mini-Lesson

<b>OBJECTIVE:</b>	Sentences that inform: Writing a Main Idea and Details (LA. K-2.W.2)
<b>ACTIVITY:</b>	“All About” Paragraph

### Teach/Model

- Remind students that they have been writing sentences to give information about an animal that they chose.
- Remind them that information about their animal must be true. Say: For example, we can’t write that a chicken has scales and fins or that it gives birth to live babies.
- Tell students that they should be working on the final draft today and tomorrow.
- Pass out the Descriptive Writing: “All About” Frame (Appendix B) or give students a plain piece of paper to write without the sentence stems.
- Let Grades 1 - 2 choose with papers they’d like to use. Kindergarten children might use plain paper to publish their last draft.

Note: Be sure that students are allowed to write their piece whether there’s opinion in that piece. Some students might write facts about their animal, then end the piece with “I love dogs!” Please encourage them to do so. These skills will be reinforced throughout the writing years. Some students will write all facts, but most will write facts and opinions. Please evaluate the writing as a whole and not for facts and opinions.

**DAY 5**

## 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>	Comprehensive Unit 3 and Unit 4 Vocabulary Assessment

### Anchor Text Vocabulary Words:

<b>Review Words</b>	Use vocabulary words for First Grade Unit 3 and Unit 4 to review
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**Differentiated Kindergarten Activity:**

- Use Kindergarten Vocabulary Word Cards from Unit 3 and Unit 4 in Appendix A for this week’s assessment review.

**Teach according to the DLG, Little Maid, pp. 136-137 for 1st and 2nd grade.**

## Phonological Awareness/Phonics

See instructions for this section on Week 1 Day 1.

DAY 5

Reading Workshop

Whole-Group

## Comprehension Mini-Lesson

<b>OBJECTIVE:</b>	Use illustrations and details to describe key ideas; identify reasons an author gives to support ideas; identify similarities and differences between two texts
<b>ACTIVITY:</b>	Close Reading Day 3

**Teach according to the DLG, Little Maid, pp. 138-139.**

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>	Final Draft & Publishing
<b>ACTIVITY:</b>	"All About" Paragraph

Use this time to complete draft, share, and publish.

