

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

Vocabulary

OBJECTIVE:	Add suffixes to show comparisons (LA.K-2.L.3)(K.AW1,2)
ACTIVITY:	Introduce Anchor Text Vocabulary

Anchor Text Vocabulary Words:

1. hot	having a relatively high temperature
2. little	small in size
3. loud	intensity of sound
4. nice	polite, kind

Teach lesson according to the DLG, *The Doorbell Rang*, pp. 38-39

Differentiated Kindergarten Activity:

- Use Week 2 *Vocabulary Words* printable (Appendix A).

Things to Remember

Kindergarten Phonological Awareness and Phonics activities appear in this section. Use the Phonological Awareness, Phonics, and Spelling outlined in Pathways 2.0 1st Grade and 2nd Grade for students in those grades.

Phonological Awareness/Phonics/Spelling

See specific instructions for this section in Week 1 Day 1.

Shared Read Aloud

OBJECTIVE:	Recount a personal experience (LA.K-2.SL.7)
ACTIVITY:	Time to Share

Teach lesson according to the DLG, *The Doorbell Rang*, p. 41-42

Comprehension Mini-lesson

OBJECTIVE:	Differentiate between fiction and nonfiction books (LA.K-2.RL.5) With prompting, identify similarities and differences between two texts on the same topic (LA.K-2.RI.9)
ACTIVITY:	Compare and Contrast/Differentiate

Teach lesson according to the DLG, *The Doorbell Rang*, pp. 42-43

Teach/Model

Guided Practice

Independent Practice

Differentiated Kindergarten Activity:

- Give each student the *Compare and Contrast* printable (Appendix B)
- Choose two simple items or pictures for the students to practice comparing and contrasting.
- Ensure students know that compare means “the same” and contrast “different”.
- Optional: Students can write about the comparison at the bottom of the worksheet.

Teach lesson according to the DLG, *The Doorbell Rang*, pp. 42-43 to 1st and 2nd grade

DAY 1

Reading Workshop Small-Group

Guided Reading - Differentiate According to Standards

OBJECTIVE:	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. Many 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.RF.1) Read informational texts on topics of interest (LA.1.R1.14/LA .2.R1.14)
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DAY 1

Writing Workshop

Writing Mini-Lesson

OBJECTIVE:	Draft and revise a report (LA.K-2.W.2)
ACTIVITY:	In Conclusion

Teach/Model/Practice

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.

- **This lesson is based, Unit 5, week 1, *The Doorbell Rang* (Book 5).** Most of the lesson for today, has been revised here for a better flow. Please follow this lesson and only use the book when indicated.
- This lesson is about the Organization Trait.
- Say: Great writers know how to organize their writing to make it very interesting. When they write, they use bold beginning (lead); lots of details (mighty middle); and excellent ending (conclusion). The end of the writing or conclusion, should leave the reader satisfied, happy, sad, or surprised.

Last week, we researched and wrote about things that are real. We used the graphic organizer to help us to organize our writing. This week, we're going to put it all together with an excellent ending. We call the ending, the conclusion. Great writers really don't end their writing with "THE END" except for once in a while. They just write in a way that lets their readers know that the writing is finished. Listen to this: (Use Report Writing Drafting and Revising (Appendix B).

- Project the *Report Writing Drafting and Revising* (Appendix B) and read it to the students.
- Circle the topic sentence. Use both terms "topic sentence" and "beginning".
- Underline the details and call them "detail sentences" or "middle".
- Box the conclusion and use both terms "conclusion" and "ending".
- For this next part, use the Guided Practice on page 14 as a guide.
- Use a chart paper to model-write with students.
- Say: Let's try another animal.
- Choose an animal: Tigers
- Choose a topic sentence: I know about tigers OR All about tigers
- List the three characteristics of tigers: They have orange and black fur. They live in the jungle. They eat meat.
- Then model-write the conclusion: Tigers are interesting in many ways. OR Tigers are very interesting mammals! (give a brief explanation why they're mammals)
- Focus on two things: The ending should repeat the topic (tiger) and it should end with a clear conclusion or an excellent ending: Tigers are marvelous creatures!
- Ask students to take their graphic organizer from last week. Tell them they are going to write an ending or a conclusion for the piece they wrote last week.
- Remind them that they have the topic sentence, three facts for details, and today, they are writing the conclusion.
- Students should write their conclusion in the space below the three details about their topic.
- Circulate and conference with students.

Note: Students can write their opinion about how they feel about their topic too. Ex: I like tigers!

Vocabulary

OBJECTIVE:	Add suffixes to show comparisons (LA.K-2.L.3)
ACTIVITY:	Guess My Word

Anchor Text Vocabulary Words:

1. hot	having a relatively high temperature
2. little	small in size
3. loud	intensity of sound
4. nice	polite, kind

Teach lesson according to the DLG, *The Doorbell Rang*, pp. 45

Differentiated Kindergarten Activity:

- The teacher will work with Kindergarten to orally share comparison sentences. Start by sharing several comparison sentences using words other than Anchor text Vocabulary. Examples:
 - pretty-prettier-prettiest
 - large-larger-largest
- Have students begin to use their vocabulary words to compare two things.
- Check in on students arranging vocabulary from weakest to strongest

Phonological Awareness/Phonics/Spelling

See specific instructions for this section in 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

OBJECTIVE:	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. Many 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.RF.1) Read informational texts on topics of interest (LA.1.R1.14/LA.2.R1.14)
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DAY 2

Writing Workshop

Grammar Mini-Lesson

OBJECTIVE:	Identify and use past and present tense verb tenses (LA. 2. L. 2)
ACTIVITY:	Past-and-Present-Tense Verbs

Teach/ModelPractice

- Teach according to the DLG, *The Doorbell Rang*, p. 18.
- After the Teach/Model and Guided Practice, send students to work on their ending/conclusion from yesterday. They should finish writing their conclusion at the bottom of their graphic organizer.
- The worksheet from the Independent Practice may be used at Centers for students to do individually or in pairs/groups.

Differentiate for 2nd grade:

- Second grade students should learn about the three sounds of /ed/
ed: /t/ - helped
ed: /d/ - played
ed: /e-d/ wanted
- Second graders should also learn that the past tense for some words that change entirely:
go - went; see-saw; grow-grew; swim-swam

DAY 3

Word Study

Vocabulary

OBJECTIVE:	Explain a word's meaning by relating to opposites (K.AW3) Add suffixes to show comparisons (LA.K-2.L.3)
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ACTIVITY:	Opposites/or Alike and Different/Introduce Academic Vocabulary
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Anchor Text Vocabulary Words:

1. hot	having a relatively high temperature
2. little	small in size
3. loud	intensity of sound
4. nice	polite, kind

Teach lesson according to the DLG, *The Doorbell Rang*, pp. 49-50 fo 1st and 2nd grade

Differentiated Kindergarten Activity:

- Students will work independently completing the *Spot the Difference* printable (Appendix A).
- Students will find the seven differences in the pictures provided and then color the pictures accordingly.
- There is an additional *Spot the Difference* printable (Appendix A) students can complete for early finishers

Phonological Awareness/ Phonics/Spelling

See specific instructions for this section in Week 1 Day 1.

DAY 3

Reading Workshop

Whole-Group

Shared Read Aloud

OBJECTIVE:	Recount a personal experience (LA.K-2.SL.7)
ACTIVITY:	Recounting practice

Teach lesson according to the DLG, *The Doorbell Rang*, pp. 51-52 for 1st and 2nd grade

Differentiated Kindergarten Activity:

- Give each student a plain sheet of paper.
- Students will think of a time when they shared God’s love with someone.
- Illustrate the story from beginning to end.

Comprehension Mini-Lesson

OBJECTIVE:	Differentiate between fiction and non-fiction books (LA.1.RL.5)
ACTIVITY:	Can You Differentiate?

Teach lesson according to the DLG, *The Doorbell Rang*, pp. 51-52

Teach/Model

Differentiated Kindergarten Activity:

- Students will work in centers sorting nouns into similar categories

Guided Practice

Independent Practice

Differentiated Kindergarten Activity:

- Choose two short Kindergarten appropriate books, one fiction and one non-fiction.
- Display the two books for the students to see.
- Walk through the two books looking at the cover, illustrations, title, and text features.
- Draw a chart to record the similarities and differences as you review the books again.
- Students should orally participate in completing the chart.

DAY 3

Reading Workshop Small-Group

Guided Reading - Differentiate According to Standards

OBJECTIVE:	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. Many 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.RF.1) Read informational texts on topics of interest (LA.1.R1.14/LA.2.R1.14)
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DAY 3

Writing Workshop

Writing Mini-Lesson

OBJECTIVE:	Draft a Report (LA.K-2.W.2)
ACTIVITY:	Drafting a Report

Teach/Model/Practice

- This lesson combines week 1 and week 2 of Unit 5, *The Doorbell Rang*, writing resources.
- As a reference: This lesson is focused on revision, based on the DLG, *The Doorbell Rang*, p. 25; and on editing, based on the DLG, *The Doorbell Rang*, p. 44.
- You will need the Report Writing: Drafting & Revising (Appendix B) and the anchor chart about tigers (from Day 1).
- Say: Great writers read their writing to make sure they are happy with their work. They read their work out loud so their ears can tell them if they are happy with the sound of the writing. After they re-read their writing, great writers decide if they should revise and make the writing better. Sometimes, they change an action word to a more

powerful verb, or they change a describing word (adjective) to a more sparkly adjective. They might cross out words and sentences they don't need in the writing. Sometimes they add transition words to help them with better organization. Today, we are going to revise our writing but first, let's take a look at this:

- Follow the Teach/Model on the DLG, *The Doorbell Rang*, p. 25.
- Read the Report Writing: Drafting and Revising (Appendix B)
- As you read about Ladybugs, underline the phrase “one thing” and “another thing”
- Say: See, we can add phrases such as one thing, or another thing (write that to the piece about tiger). You might choose to add more information to show students how to revise. For example: Tigers are very large cats and they live in the jungle. They have orange and black fur. One thing tigers can do is to run very fast even though they are the biggest cats in the world. They can jump very high. Another thing about tigers is that they are meat eaters. Tigers are large and fast. Tigers are very interesting mammals!
- Send students to write.
- Tell them to read their writing on the organizer first, then add “one thing” or “another thing” in front of their details. Point to the chart as an example.
- Circulate and conference with students.
- Be sure they included “one thing” and “another thing”
- For the next part of the lesson, Read the Teach/Model on p.44 to prepare.
- Now, call students to attention to show them the *Report Editing Checklist* (Appendix B)
- Tell students that now, they have revised their first draft, it is time for them to check that everything is ready to publish.
- Go over the checklist with students as they check their writing.
- Tell students that for the next two days, they will use a clean piece of paper, and write their piece to get it published.
- Have students choose their paper to prepare to write their published piece.

Differentiate for Kindergarten and for the product: For the publishing piece, Kindergarten students can write short sentences and/or draw pictures. The teacher might make a small booklet for students and they can write a fact with a picture on each page. The older grades can also use the product differentiation of a report on a paper or a report in a booklet.

DAY 4

Word Study

Vocabulary

OBJECTIVE:	Add suffixes to show comparisons (LA.K-2.L.3)(K.AW1)
ACTIVITY:	Describe It!/Dictionary Author

Anchor Text Vocabulary Words:

1. hot	having a relatively high temperature
2. little	small in size
3. loud	intensity of sound
4. nice	polite, kind

Teach lesson according to the DLG, *The Doorbell Rang*, pp. 55 for 1st and 2nd grade

Differentiated Kindergarten Activity:

- Give each student the *Describe It* printable (Appendix A)
- Students will cut and paste the matching description of each vocabulary word

Phonological Awareness/Phonics/Spelling

See specific instructions for this section in 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.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. Many 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.RF.1) Read informational texts on topics of interest (LA.1.R1.14/LA.2.R1.14)
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DAY 4

Writing Workshop

Grammar Mini-Lesson

OBJECTIVE:	Identify & use past and present-verb tenses (LA.K-2.L.1)
ACTIVITY:	Add -d or -ed?

Teach/Model/Practice

- Teach according to the DLG, *The Doorbell Rang*, pp. 29-30.
- Follow the Teach/Model and the Guided Practice only.

- You will need a copy of the Report Editing Checklist (Appendix B) for each child.
- Pass out the checklist.
- Remind students that they are ready to publish their report and they need to keep in mind everything on the checklist.
- Send students to write.
- Circulate and conference with students.

Note: The Add - d or -ed? printable (Appendix B) may be used for grades 1-2 in Centers.

Differentiate for Kindergarten:

- Kindergarten students can continue with their writing and pictures or make their small booklet with the facts. The teacher should lead the Kindergarten students to have a title page. Ex: All about Tigers. The next page and so on with one fact per page and the conclusion at the last page.

DAY 5

Word Study

Vocabulary

OBJECTIVE:	Add suffixes to show comparisons (LA.K-2.L.3)(K.AW1)
ACTIVITY:	Weekly Vocabulary Assessment

Anchor Text Vocabulary Words:

<ol style="list-style-type: none"> 1. hot 2. little 3. loud 4. nice 	<p>having a relatively high temperature</p> <p>small in size</p> <p>intensity of sound</p> <p>polite, kind</p>
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Teach lesson according to the DLG, The Doorbell Rang, pp. 58 for 1st and 2nd grade

Differentiated Kindergarten Activity:

- Give each student the Kindergarten Week 2 *Vocabulary Assessment* printable (Appendix A)
- Dictate the words from the *Vocabulary Assessment*
- Students should circle the corresponding picture to match the vocabulary word.

Phonological Awareness/Phonics/Spelling

See specific instructions for this section in Week 1 Day 1.

DAY 5

Reading Workshop Whole-Group

Shared Read Aloud

OBJECTIVE:	Recount a personal experience (LA.K-2.SL.7)
ACTIVITY:	Recounting Performance

Teach lesson according to the DLG, *The Doorbell Rang*, pp. 59

Differentiated Kindergarten Activity:

- Kindergarten students can participate with differentiated expectations. As students are developing in using complete sentences, accept phrases that demonstrate an understanding of the content. Prompt students if necessary, allow them to call on a peer to help them in giving a correct response.
- Use the *Personal Experience Scoring Guide* (Appendix D 1st grade) with different expectations for kindergarten. The first and last benchmarks are appropriate goals for kindergarten.

Comprehension Mini-Lesson

OBJECTIVE:	Differentiate between fiction and non-fiction books (LA.1.RL.5)
ACTIVITY:	Differentiation Assessment

Teach lesson according to the DLG, *The Doorbell Rang*, pp. 59-60

Teach/Model

Guided Practice

Independent Practice

Differentiated Kindergarten Activity:

- Students will make a center choice

DAY 5

Reading Workshop Small-Group

Guided Reading - Differentiate According to Standards

OBJECTIVE:	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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Independent Reading/Literacy Centers

OBJECTIVE:	Demonstrate understanding of the basic features of print (LA.K.RF.1) Read informational texts on topics of interest (LA.1.R1.14/LA.2.R1.14)
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DAY 5

Writing Workshop

Author's Chair and Wrap-up

OBJECTIVE:	Wrap Up, Publish, Share
ACTIVITY:	Complete final piece for publishing

Sharing Writing

Use this time to complete and publish the piece. Share. Publish according to the teacher's plan.