

DAY 1

# Word Study

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

## Vocabulary

<b>OBJECTIVE:</b>	Identify words and phrases in stories and poems suggesting feelings (LA.K-2.RL.4)
<b>ACTIVITY:</b>	Introduce Anchor Text Vocabulary

### Anchor Text Vocabulary Words:

1. horrible	extremely bad
2. no good	having no worth or chance of success
3. terrible	strongly repulsive
4. very bad	disagreeable, unpleasant

Teach lesson according to the DLG, *The Doorbell Rang*, pp. 66

#### Differentiated Kindergarten Activity:

- Give each student the *Kindergarten Vocabulary Word Cards* 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.

DAY 1

# Reading Workshop Whole-Group

## Shared Read Aloud

<b>OBJECTIVE:</b>	Ask and answer questions about key ideas from the information presented through other media (LA.K-2.SL.2)
<b>ACTIVITY:</b>	Ask and Answer

Teach lesson according to the DLG, *The Doorbell Rang*, p. 70

**Differentiated Kindergarten Activity:**

- Be careful to choose a story that will be appropriate for Kindergarten.

## Comprehension Mini-lesson

<b>OBJECTIVE:</b>	Describe story elements: characters (LA.K-2.RL.3)(K.AN2)
<b>ACTIVITY:</b>	Identity Character Traits

Teach lesson according to the DLG, *The Doorbell Rang*, pp. 71-72

## Teach/Model

## Guided Practice

## Independent Practice

**Differentiated Kindergarten Activity:**

- Students will draw a picture of Alexander or a character chosen from an alternative book.
- Students will share character traits with the group as they share their illustrations of the character.

**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.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

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

## Writing Mini-Lesson

<b>OBJECTIVE:</b>	Write sentences about yourself (LA. K-2. W.3)
<b>ACTIVITY:</b>	Sentences about You

## 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.

- Teach according to the DLG, *The Doorbell Rang*, pp. 48 & 72 with the following suggestions:
- Read the Teach/Model of the DLG on p. 48 for background.
- Then go to p. 72 for the lesson.
- Start the lesson with a brief grammar lesson about pronouns. Review the pronouns: I, me, you, we, us, they, them.
- Say: This week, we are going to write non-fiction or real sentences about ourselves. These sentences will go together to make a nonfiction story about us. When someone writes about himself or herself, it is called an autobiography. Before we start writing sentences, I want to be sure you remember the pronouns and introduce you to the action word or verb of being. For example, “I am mad”, is a pronoun with a verb of being that tells us, I am (being) mad. I am currently mad. I am now mad.
- Use the words from the DLG p. 48, *To Be...Cards* (Appendix B) or write them on a chart paper.
- Discuss the idea that if it’s one person (singular) it’s / am/ for now and /was/ for the past. If it’s many people, it’s /are/ for now, and /were/ for the past. Write down: I am, you are, he is, she is, we are, they are, I was, he was, she was, we were, they are , they were.
- Say: the verbs of being, help us to write about ourselves. Listen to this story.
- Read the Teach/Model on page 72 for background and information for this part of the lesson.
- Display or write on chart paper, the *Nonfiction Narrative Sentences about You Model 1* printable (Appendix B).
- Read it to the students.
- Now, follow the Guided Practice on the DLG, p. 73 and do this part together.
- For writing time, follow the Independent Practice of the DLG on p. 73 to partner the students together and to write a topic sentence about a place, event, or activity that the class participated in. They may write on a paper or white board, etc. Younger students can partner with older ones, or more advanced writers might partner with growing writers. In that case, the advanced writer can write the sentence in collaboration with the growing writer.
- Review the best way to work with a partner: listen, ask questions, consider ideas, and decide what to write.

**DAY 2**

## Word Study

## Vocabulary

<b>OBJECTIVE:</b>	Identify words and phrases in stories and poems suggesting feelings (LA.K-2.RL.4)(K.AW1)
<b>ACTIVITY:</b>	Synonym Match

### Anchor Text Vocabulary Words:

1. <b>horrible</b>	extremely bad
2. <b>no good</b>	having no worth or chance of success
3. <b>terrible</b>	strongly repulsive
4. <b>very bad</b>	disagreeable, unpleasant

#### Differentiated Kindergarten Activity:

- Create a chart with the Kindergarten Vocabulary Word cards included for Kindergarten students to relate a picture to each written vocabulary word.
- This will help each Kindergarten students be able to successfully match the vocabulary word to its meaning.

Teach lesson according to the DLG, *The Doorbell Rang*, pp. 74

## 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

<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. 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

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

## Writing Workshop

### Grammar Mini-Lesson

<b>OBJECTIVE:</b>	Identify, write, and punctuate interrogative sentences correctly (LA.K-2.L.1 &2)
<b>ACTIVITY:</b>	What Is It?

### Teach/ModelPractice

- Teach according to the DLG, The Doorbell Rang, pp. 77 & 73.
- Use the Teach/Model and the Guided Practice on p. 77.
- Use the Independent Practice of the DLG, on p.73 to prepare students for writing.

Lesson:

- Use the Teach/Model on p. 77 and omit the word “whom” for now.
- Follow the Guided Practice on p. 77 and in addition to those questions listed, try to add a couple of questions with the verbs of being such as: Are you sad? Were they surprised?
- Before sending students to write, go over the Independent Writing of the DLG on p. 73.
- Remind students about the sentences they wrote yesterday (Keep the chart visible for the students)
- Send students to write sentences about themselves.
- They should write one topic sentence today.

**Differentiate for Kindergarten:**

- Kindergarten students can choose a place and write simple sentences using sounds, words, or short sentences. They can also draw pictures and dictate to the teacher to write the topic sentence along with them.

**DAY 3**

Word Study

## Vocabulary

<b>OBJECTIVE:</b>	Identify words and phrases in stories and poems suggesting feelings (LA.K-2.RL.4)(K.AW3)
<b>ACTIVITY:</b>	Opposite Feelings/Introduce Academic Vocabulary

### Anchor Text Vocabulary Words:

1. <b>horrible</b>	extremely bad
2. <b>no good</b>	having no worth or chance of success
3. <b>terrible</b>	strongly repulsive
4. <b>very bad</b>	disagreeable, unpleasant

**Teach lesson according to the DLG, The Doorbell Rang, pp. 78-79 fo 1st and 2nd grade**

**Differentiated Kindergarten Activity:**

- Students will continue to study the Anchor text vocabulary.
- Review the negative feelings Alexander expressed in the story.
- Ask students to think of the opposite feelings to what Alexander expressed.
- Discuss how feelings can be negative or positive.
- Create a chart of opposite feelings. Use the Anchor text vocabulary to guide the creation of the chart. (Accept all reasonable responses from students)
  - horrible-wonderful
  - very bad-very good
  - no good-nice
  - terrible-enjoyable
- Explain to students that sometimes we may have good days and sometimes we may have bad days. It is important to know that how we feel is important and knowing what to do with those feelings is also very important.
- Give each student the *Feelings* printable (Appendix A).
- Students will listen to each scenario and draw a happy face for positive feelings and a sad face for negative feelings.

## Phonological Awareness/ Phonics/Spelling

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



### Shared Read Aloud

<b>OBJECTIVE:</b>	Ask and answer questions about key ideas from the information presented through other media (LA.K-2.SL.2) (K.SR1)
<b>ACTIVITY:</b>	Taking Notes

Teach lesson according to the DLG, *The Doorbell Rang*, pp. 81-82

**Differentiated Kindergarten Activity:**

- Kindergarten will listen to the oral discussion and give feedback instead of writing notes



## Comprehension Mini-Lesson

<b>OBJECTIVE:</b>	Describe story elements: characters (LA.K-2.RL.3) (K.AN2)
<b>ACTIVITY:</b>	Identify Character Traits

Teach lesson according to the DLG, *The Doorbell Rang*, pp. 82-83

### Teach/Model

### Guided Practice

### Independent Practice

#### Differentiated Kindergarten Activity:

- Give each student the *Who Am I?* printable (Appendix B)
- Explain how they will give details for the main character in two different ways.
  - Students will complete the portrait of the main character and include the correct facial expression for how the main character feels
  - Students will illustrate actions made by the main character of the story.

Teach lesson according to the DLG, *The Doorbell Rang*, pp. 82-83 for 1st and 2nd grade



## 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. 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

<b>OBJECTIVE:</b>	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

<b>OBJECTIVE:</b>	Write Sentences about Yourself (LA. K-2. W.3)
<b>ACTIVITY:</b>	Punctuating Sentences about You

## Teach/Model/Practice

- Teach according to the DLG, *The Doorbell Rang*, pp. 83 - 84 with the following directions:
- Before the lesson, copy the *Sentences about Me: Writing Frame 1*, printable (Appendix B) on chart paper or use the printable (to use during Guided Practice).
- Follow the Teach/Model of the DLG on p. 83.
- Follow the Guided Practice of the DLG on p. 84 and use bullet one and two, to write a story about a trip or event on the chart paper or the printable.
- Keep that story as an anchor chart.
- Send students to write sentences in their journal.
- Students should continue to write sentences about themselves from the topic sentence they started yesterday.
- Circulate and conference with students to see how they are progressing.

**Differentiate for Kindergarten:**

Kindergarten students can choose a place and write simple sentences using sounds, words, or short sentences. They can also draw pictures and dictate to the teacher to write sentences for them.

**DAY 4**

## Word Study

### Vocabulary

<b>OBJECTIVE:</b>	Identify words or phrases in stories and poems suggesting feelings (LA.K-2.RI.4) Demonstrate understanding of the basic features of print (LA.K.RF.1) (K.TF1)
<b>ACTIVITY:</b>	Vocabulary Word Search/Dictionary Author

### Anchor Text Vocabulary Words:

<b>1. horrible</b>	extremely bad
<b>2. no good</b>	having no worth or chance of success
<b>3. terrible</b>	strongly repulsive
<b>4. very bad</b>	disagreeable, unpleasant

Teach lesson according to the DLG, *The Doorbell Rang*, pp. 84-85 for 1st and 2nd grade

#### Differentiated Kindergarten Activity:

- Review the Anchor text vocabulary.
- Students will independently complete the *Vocabulary Word Search* printable (Appendix A)

### 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

<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. 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

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

## Writing Workshop

### Grammar Mini-Lesson

<b>OBJECTIVE:</b>	Identify, write, and punctuate interrogative sentences correctly (LA.K-2. L.1&2)
<b>ACTIVITY:</b>	What Could it Be?

## Teach/Model/Practice

- Teach according to the DLG, *The Doorbell Rang*, p. 87.
- Follow the Teach/Model and Guided Practice on page 87.
- Send students to write from the piece they've been working on.
- Tell students to be sure to use periods for statements, and question marks for any question they have in their writing.
- Say: For example, if in your writing you're talking about going to the beach, and you wonder when is the next time your family will go back, you might write "I wonder when mom and dad will take us back to the beach?"
- Circulate and conference with students.

### Differentiate for Kindergarten:

- Kindergarten students can choose a place and write simple sentences using sounds, words, or short sentences. They can also draw pictures and dictate to the teacher to write sentences for them.

**DAY 5**

## Word Study

## Vocabulary

<b>OBJECTIVE:</b>	Understanding words or phrases suggesting feeling (LA.K-2.RL.4) (K.AW1)
<b>ACTIVITY:</b>	Weekly Vocabulary Assessment

### Anchor Text Vocabulary Words:

1. <b>horrible</b>	extremely bad
2. <b>no good</b>	having no worth or chance of success
3. <b>terrible</b>	strongly repulsive
4. <b>very bad</b>	disagreeable, unpleasant

Teach according to the DLG, *The Doorbell Rang*, p. 88 for 1st and 2nd grade.

**Differentiated Kindergarten Activity:**

- Give to each student the Kindergarten *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

<b>OBJECTIVE:</b>	Ask and answer questions about key ideas from information presented through other media (LA.1-2.SL.2)
<b>ACTIVITY:</b>	Taking Notes: Formative Assessment

Teach according to the DLG, *The Doorbell Rang*, pp. 89-90.

### Comprehension Mini-Lesson

<b>OBJECTIVE:</b>	Describe story elements: characters (LA.K-2.RL.3) (K.AN2)
<b>ACTIVITY:</b>	Identify Character Traits: Assessment

Teach lesson according to the DLG, *The Doorbell Rang*, pp. 90

### Teach/Model

### Guided Practice

## Independent Practice

### Differentiated Kindergarten Activity:

- Students will choose a center to work on independently.

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.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

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

## Writing Workshop

## Author's Chair and Wrap-up

<b>OBJECTIVE:</b>	Author's chair
<b>ACTIVITY:</b>	Sharing time

### Sharing Writing

Use this time for students to share what they have written about themselves so far.