

DAY 1

Word Study

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

Vocabulary

OBJECTIVE:	Using context clues: sentence-level context (LA.K-2.L.3)(K.AW1)
ACTIVITY:	Introduce Anchor Text Vocabulary

Anchor Text Vocabulary Words:

1. donated	contributed to a charitable cause
2. emotions	a state of feeling
3. feat	an act showing courage, strength, or skill
4. recite	to repeat from memory

Teach lesson according to the DLG, *The Doorbell Rang*, pp. 96

Differentiated Kindergarten Activity:

- Give each student the Kindergarten Week 4 *Vocabulary Words* printable (Appendix A)

Phonological Awareness/Phonics/Spelling

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

DAY 1

Reading Workshop Whole-Group

Shared Read Aloud

OBJECTIVE:	Provide descriptions with relevant details and key ideas (LA.K-2.SL.4)
ACTIVITY:	Snapshot Show and Tell

Teach lesson according to the DLG, *The Doorbell Rang*, pp. 99-100

Differentiated Kindergarten Activity:

- Allow students to draw what they see on the note cards provided if they choose
- When all students share, 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 *Snapshot Show and Tell 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:	Compare and contrast characters (LA.K-2.RL.8)
ACTIVITY:	Comparing Characters

Teach lesson according to the DLG, *The Doorbell Rang*, pp. 101-102

Teach/Model

Guided Practice

Differentiated Kindergarten Activity:

- Give each student the *How Are We Alike?* printable (Appendix B)
- Students will first draw a person within their family. Tell students they can choose to draw a self-portrait with the understanding that they will be comparing themselves with someone else.
- Students will then draw another person within their family.

Independent Practice

Share

Differentiated Kindergarten Activity:

- Students will orally share the similarities and differences of their two chosen family members.

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:	Drafting sentences about yourself (LA.K-2.W.3)
ACTIVITY:	Drafting 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*, p. 104 with the following directions:
- Follow the Teach/Model on page 104.
- Include a closing line to the sample paragraph in the Teach/Model section.
“Last weekend my family went to the zoo. First, we stopped to look at the zebras. Then we petted the elephants. After that, we had a picnic lunch near the monkeys. **My family and I love to go to the zoo.**”
- Follow the Guided Practice on page 104 with the following modifications: Use a chart paper with the lead, transition words and a conclusion. Use *Class Story Frame* printable (Appendix B). It’s important that students include a conclusion to their writing. The printable used on p. 104-Sentences about Me: Writing Frame 2 (Appendix B), does not include a conclusion), it is therefore best for the teacher to use a chart paper as anchor for this lesson in order to add a conclusion section or simply display the *Class Story Frame* (Appendix B).
- Have another chart paper with the writing frame on it for students to follow. For example:
 - My family....
 - First,
 - Next,
 - Finally,
 - Conclusion
- Send students to write about a place that they visited with their family. Let students write in their journal.
- Remind students to follow the frame so their writing can be organized and in order. Great writers use transition words to organize their writing.
- Conference and circulate to give students tips and tricks for their writing pieces.

Vocabulary

OBJECTIVE:	Determine the meaning of unknown and multiple-meaning words and phrases; use sentence-level context (LA.K-2.L.3)
ACTIVITY:	Multiple Meaning Words/Sentence Level Context

Anchor Text Vocabulary Words:

<ol style="list-style-type: none"> 1. donated 2. emotions 3. feat 4. recite 	<p>contributed to a charitable cause</p> <p>a state of feeling</p> <p>an act showing courage, strength, or skill</p> <p>to repeat from memory</p>
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- NOTE: Review using context clues for multiple-meaning words with the students before starting the lesson in the DLG.
- Write the word **rock** on the board. Ask students to share what they know about the word “rock”. Allow a few students to answer.
- Show the students the **rock** you brought in from home. Say, "Some of you may have thought “rock” is a hard object from the ground. Other students may have thought that “rock” was something you do to put a baby to sleep. Some of you may have thought it is loud music with guitars. Repeat some responses students may have said that were not in this list of possible thoughts. What is right? Can words mean more than one thing?"
- Allow students to share their reasoning for answering yes or no.
- Explain to the students that some words, like the word rock, have multiple meanings. Explain that **multiple-meaning words** are words that have more than one meaning
- Write the following learning goal on the board and read it aloud:
 - Say, Today we will define words with multiple meanings using illustrations and movement.
 - Use this list of words for students to practice giving meaning to words that could have multiple meanings:
 - **light, play, bark, ring, foot, glasses, pen, jam, trunk**

- When appropriate, have the students stand and act out any actions to define the word.

Differentiated Kindergarten Activity:

- Give each student the *Multiple Meaning Words Review* printable (Appendix A). Students will color as you review some words.
- Students will independently complete the *Multiple Meaning Words Worksheet* printable (Appendix A)

Differentiated Second Grade Activity:

- Continue the lesson for 1st and 2nd grade:
- Say...Now that we have reviewed multiple-meaning words, let's talk about how the meaning of a word gives us context on how to use the word. Sometimes we will read words we have never seen before, or maybe we have seen the word before, but do not know the meaning of the word. This is when we use clues in the sentence to help us understand the correct meaning of an unknown word. As we have learned and reviewed, there are a lot of words that have more than one meaning, and the best way to decide which definition of the word is correct is to pay careful attention to the words around it.

Teach lesson according to the DLG, *The Doorbell Rang*, pp. 105-106 to 1st and 2nd grade

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:	Produce and expand compound sentences (LA.K-2.L.1)
ACTIVITY:	Simple or Compound?

Teach/ModelPractice

- Teach according to the DLG, *The Doorbell Rang*, pp. 108 - 109.

- Follow the Teach/Model and Guided Practice on pages 108 - top of 109.
- In addition to the DLG, let students know that great writers change their sentences to make their writing more interesting. This trait is called Sentence Fluency. In a great piece of writing, some sentences will be simple, and others will be compound sentences.
- As much as possible, write example sentences with students' names or with topics that are familiar to them.
- After the lesson, send students to continue with their piece from yesterday.
- Ask students to think about the lesson and read their piece to see if there's a sentence they might change, just like they just did together in the Guided Practice of pp. 108 - top 109.
- Circulate and conference with students.

Note: This will be an ongoing learning for first graders. Use statements such as: some sentences are pretty short, and others are longer. As you conference, check that the second graders understand the concept of simple and compound sentences.

DAY 3

Word Study

Vocabulary

OBJECTIVE:	Use picture clues to read information (LA.K.RI.14) Determine the meaning of unknown and multiple-meaning words and phrases; use sentence-level context (LA.1-2.L.3)
ACTIVITY:	Picture Clue Match/Academic Vocabulary

Anchor Text Vocabulary Words:

<ol style="list-style-type: none"> 1. donated 2. emotions 3. feat 4. recite 	<p>contributed to a charitable cause</p> <p>a state of feeling</p> <p>an act showing courage, strength, or skill</p> <p>to repeat from memory</p>
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Teach lesson according to the DLG, The Doorbell Rang, pp. 109-110 to 1st and 2nd grade

Differentiated Kindergarten Activity:

- Give each student the *Picture Clue Match* printable (Appendix A).

Phonological Awareness/ Phonics/Spelling

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



Shared Read Aloud

OBJECTIVE:	Provide descriptions with relevant details and key ideas (LA.K-2.SL.4)
ACTIVITY:	Snapshots - Part 2

Teach lesson according to the DLG, *The Doorbell Rang*, pp. 111-112

Differentiated Kindergarten Activity:

- Pair Kindergarten students with 1st or 2nd graders to complete the Snapshot (DLG p. 112) Activity

Comprehension Mini-Lesson

OBJECTIVE:	Compare and contrast characters (LA.K-2.RL.8)
ACTIVITY:	Comparing and Contrast Bible Characters

Teach lesson according to the DLG, *The Doorbell Rang*, pp. 112-113 to 1st and 2nd grade

Teach/Model

Guided Practice

Independent Practice

Differentiated Kindergarten Activity:

- Students will draw illustrations of the two Bible characters introduced and include similarities and differences in their drawings.

- Allow students to pair-share their illustrations.

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.R.1.14/LA.2.R.1.14)
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DAY 3

Writing Workshop

Writing Mini-Lesson

OBJECTIVE:	Revise sentences about yourself (LA.K-2.W.3)
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ACTIVITY:

Revising Sentences

Teach/Model/Practice

- Start by talking to the students about the importance of revision. Great writers take time to make their writing better. They do that through revision. They brainstorm ideas, choose an idea to write a first draft about, then they revise the first draft to make their writing better.
- Teach according to the DLG, *The Doorbell Rang*, p. 114.
- Follow the Teach/Model of page 114.
- Follow the Guided Practice on page 114.
- Send students to work on their piece.
- Direct students to first read their piece and decide where they might put more details so the piece can be more interesting and powerful with details. Students should choose one sentence to improve at first.
- Circulate and conference with students.
- Let students know that they will write the final piece starting tomorrow.

Differentiate for Kindergarten:

Kindergarten students can understand the idea of details. As you conference, read the work of the Kindergarteners and help them to include color, size, number, names, etc. For example: “I saw a lion.” (What kind of lion? Give details about the lion.) “I saw a huge lion” or I saw a ferocious lion” written with the help of the teacher.

DAY 4

Word Study

Vocabulary

OBJECTIVE:	Using context clues; sentence-level context (LA.K-2.L.3)
ACTIVITY:	Dictionary Author/End-of-Unit Review

Anchor Text Vocabulary Words:

1. donated	contributed to a charitable cause
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2. emotions	a state of feeling
3. feat	an act showing courage, strength, or skill
4. recite	to repeat from memory

Teach lesson according to the DLG, *The Doorbell Rang*, pp. 115-116 to 1st and 2nd grade

Differentiated Kindergarten Activity:

- Students will review Anchor text vocabulary with a center activity

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:	Produce and expand compound sentences (LA.K-2.L.1)
ACTIVITY:	Make it Compound

Teach/Model/Practice

- Teach according to the DLG, pp. 118 - 119.
- Follow the Teach/Model of the DLG on p. 118.
- Follow the Guided Practice on p. 118 and top of 119.
- Use chart paper so the exercise can remain as an anchor for students learning.
- Before sending students to write, tell them to read each sentence that they wrote to see if there's one sentence they might change. Perhaps combining two simple sentences together to make a compound sentence.
- Then they can start writing their final piece to publish.
- Circulate and conference with students to address specific needs and questions.

Differentiate for Kindergarten:

At any point of this lesson, Kindergarten students can continue their writing from yesterday depending on the teacher's plan.

Note about 2nd graders:

It's important to connect grammar lessons to the writing that the students are doing instead of using worksheets. In conferencing with the second grade students in particular, guide them to convert two simple sentences into a compound sentence.

DAY 5

Word Study

Vocabulary

OBJECTIVE:	Assess students' ability on Unit 5 vocabulary, reading comprehension, grammar, and writing skills (LA.K-2.RL) (LA.K-2.L.3 & 4)
ACTIVITY:	End-of-Unit Assessment

Anchor Text Vocabulary Words:

1. donated	contributed to a charitable cause
2. emotions	a state of feeling
3. feat	an act showing courage, strength, or skill
4. recite	to repeat from memory

Teach lesson according to the DLG, *The Doorbell Rang*, pp. 119-120 to 1st and 2nd grade

Differentiated Kindergarten Activity:

- Give each student the *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:	Provide descriptions with relevant details and key ideas (LA.K-2.SL.4)
ACTIVITY:	Snapshot: Show and Tell Assessment

Teach lesson according to the DLG, *The Doorbell Rang*, p. 121.

Comprehension Mini-Lesson

Teach lesson according to the DLG, *The Doorbell Rang*, p. 122.

Differentiated Kindergarten Activity:

- Students will choose a center activity

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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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 5

Writing Workshop

Author's Chair and Wrap-up

OBJECTIVE:	Wrap-up, share, publish, & assess
ACTIVITY:	Share, publish & assess student progress

Sharing Writing

Use this time for students to complete their published piece, to share, or use for assessment.