

**DAY 1**

# Word Study

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

## Vocabulary

<b>OBJECTIVE:</b>	Explain a word’s meaning by relating it to opposites (K.AW3) Identify word relationships: synonyms, antonyms, and analogies (LA. K-2.L.4 &5) (2.AW3)
<b>ACTIVITY:</b>	Introduce Anchor Text Vocabulary

### Anchor Text Vocabulary Words:

1. <b>across</b>	from one side to the other; opposite
2. <b>ancient</b>	very old; having lived or existed for a very long time
3. <b>begun</b>	past-perfect tense of begin; must be used with an auxiliary verb (had, has, or have)
4. <b>safari</b>	journey or expedition, especially in eastern Africa

**Teach according to the DLG, *We All Went on Safari*, pp. 38-39.**

#### Differentiated Kindergarten Activity:

- Introduce the Week 2 Vocabulary Picture Cards (Appendix A)
- Pronounce each word clearly and invite students to repeat the words aloud. Share the definition of each word.

## Phonological Awareness/Phonics/Spelling

See instructions for this section on Week 1 Day 1.

**DAY 1**

# Reading Workshop Whole-Group

## Shared Read Aloud

<b>OBJECTIVE:</b>	Add visual displays to descriptions as desired (LA.K-2.SL.5) (SL.K.5) Create digital recording with visuals (LA.2.SL.5)
<b>ACTIVITY:</b>	Add Illustrations

Teach according to the DLG, *We All Went on Safari*, p. 41-42.

### Differentiated Kindergarten Activity:

- Review the Essential Question, the Big Idea, and Faith Connections as written in the 1st grade Daily Lesson Guide.
- Have each kindergarten student choose an animal from the back of the Anchor Text.
- Distribute blank drawing paper and drawing/writing tools.
- Students will write the selected animal name at the top of their paper and then draw a detailed picture of their selected animal.
- If time allows, students may choose to write or dictate a sentence of information about their selected animal.

## Comprehension Mini-lesson

<b>OBJECTIVE:</b>	Predict content and outcomes using pictures, illustrations, and text (LA.K-2.RI.10) (2.SR2) (K.GC1)
<b>ACTIVITY:</b>	Predict Content - Part 1

Teach according to the DLG, *We All Went on Safari*, pp. 42-43.

## Guided Practice

### Differentiated Second Grade Activity:

**NOTE:** Prior to teaching the lesson, collect a variety of images and informational texts from books, magazines, and the Internet about the animals from the section of the Anchor Text entitled “Animals of Tanzania.”

- In addition to drawing an animal as outlined in the 1st grade DLG, *We All Went on Safari*, second grade students should write two clues about their selected animal on an index card.

- Provide students with the teacher collected resources for them to utilize in the creation of their animal clues.
- When it is time for the presentations, second grade students will first read their written clues and ask classmates to make predictions about their animal.
- After a few guesses, the student may display half of their drawing and allow for additional predictions before revealing the full drawing.
- Collect the completed drawings and index cards. These will be used again in Shared Reading on Day 5.

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. 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-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>	Write a personal narrative (LA.K-2.W.3)
<b>ACTIVITY:</b>	In Order

### 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.

- Tell students that this lesson is about the trait of Organization. Say: Great writers organize their writing by using the trait of organization to write great leads (topic sentences, or beginnings), lots of details (or middle), and excellent ending (or conclusion). They even write great titles! Great writers always keep their writing in order or sequence. They use transition words to keep their writing in order.
- Teach according to the DLG, *We All Went on Safari*, p. 44.
- Follow the Teach/Model.
- Instead of the worksheet, you might use a chart paper, so you can include the beginning and conclusion as well.
- Follow the Guided Practice. Some examples of sentences:  
We went to the chapel.  
Mom dropped us off to school very early.  
We had Writing Workshop today.

Or:

I brushed my teeth.  
Got in the car to go to school.  
I put my clothes on.

- Use the Independent Practice to have the students play-act together.
- Send students to write. Tell them to think about something that happened to them and write it in order. Say: Just like Alexander, I'm sure you've had a bad day. Write about what made the day so bad. Give the students an example of when you had a bad day. Use first, then, and last or finally to share quickly.

- Students might wish to write a different story and that’s fine too. Tell students that they can write about a great day that they had.
- Circulate and conference with students.

**DAY 2**

Word Study

## Vocabulary

<b>OBJECTIVE:</b>	Identify word relationships: synonyms, antonyms, and analogies (LA.K-2.L. 4&5) (K.AW3) (2.AW3)
<b>ACTIVITY:</b>	Guess My Word

### Anchor Text Vocabulary Words:

<ol style="list-style-type: none"> <li>1. <b>across</b></li> <li>2. <b>ancient</b></li> <li>3. <b>begun</b></li> <li>4. <b>safari</b></li> </ol>	<p>from one side to the other; opposite</p> <p>very old; having lived or existed for a very long time</p> <p>past-perfect tense of begin; must be used with an auxiliary verb (had, has, or have)</p> <p>journey or expedition, especially in eastern Africa</p>
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**Teach according to the DLG, We All Went on Safari, pp. 45-46.**

#### **Differentiated Kindergarten Activity:**

- Review the Week 2 Vocabulary Picture Cards (Appendix A).
- Distribute Week 2 Mini Vocabulary Picture Cards (Appendix A) to kindergarten students.
- Select a vocabulary word and read the definition aloud. Invite students to hold up the Mini Vocabulary Picture Card that matches the definition.

## Phonological Awareness/Phonics/Spelling

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

## 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. 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-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 and use future tense verbs (LA.K-2.L.1)
<b>ACTIVITY:</b>	What Will Happen?

## Teach/ModelPractice

Teach according to the DLG, *We All Went on Safari*, pp. 48-49.

- Follow the Teach/Model on the DLG on pages 48 - 49.
- Follow the Guided Practice on page 49.
- Send students to continue to write on their piece from yesterday.
- Tell them that all the skills they learn are good to use in their writing. If they get the chance to use future action words in their writing, they should today or any other time in any other pieces of writing.
- Circulate and conference with students.

Note: The worksheet for Independent Practice might be used in Centers for practice with 1st and 2nd grade students.

**DAY 3**

# Word Study

## Vocabulary

<b>OBJECTIVE:</b>	Identify word relationships: synonyms, antonyms, and analogies (LA.K-2.L.4&5) (K.AW3)(2.AW3)
<b>ACTIVITY:</b>	Introduce Academic Vocabulary

### Academic Vocabulary Words:

<ol style="list-style-type: none"> <li>1. <b>Africa</b></li> <li>2. <b>manipulating</b></li> <li>3. <b>preposition</b></li> <li>4. <b>settlement</b></li> </ol>	<p>one of the seven continents</p> <p>using or changing information (e.g., numbers) in a skillful way or for a particular purpose</p> <p>a part of speech that indicates the relationship, often spatial, of one word to another (e.g., <u>on</u> the stage, <u>after</u> dinner)</p> <p>a small village</p>
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Teach according to the DLG, *We All Went on Safari*, p.50.

**Kindergarten Activity:**

- Kindergarten students will continue to practice the Anchor Text Vocabulary Words - across, ancient, begun, safari
- Students will partner together to combine their Week 2 Mini Vocabulary Picture Cards and play a concentration memory game.
- They will turn cards face down on the floor and mix them.
- They will take turns flipping 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.
- If time allows, students may switch partners and play the game again.

## Phonological Awareness/ Phonics/Spelling

See instructions for this section on Week 1 Day 1.



## Shared Read Aloud

<b>OBJECTIVE:</b>	Add visual displays to descriptions as desired (LA.K-2.SL.5) (SL.K.5) Create digital recording with visuals (LA.2.SL.5)
<b>ACTIVITY:</b>	Evaluate Illustrations

Teach according to the DLG, *We All Went on Safari*, pp.52-53.

## Comprehension Mini-Lesson

<b>OBJECTIVE:</b>	Predict outcomes using pictures and illustrations LA.K.RI.10 (K.GC1) Predict content and outcomes using pictures, illustrations, and text (LA.2.RI.10) (2.SR2)
<b>ACTIVITY:</b>	Predict Content - Part 2



Teach according to the DLG, We All Went on Safari, p. 53.

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. 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-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>	Plan a personal narrative (LA.K-2.W.3)
<b>ACTIVITY:</b>	Planning a Personal Narrative

## Teach/Model/Practice

- Teach according to the DLG, We All Went on Safari, pp. 54 - 55 with the following directions:
- Follow the Teach/Model of the DLG on page 54.
- Use the anchor from day 1 - the worksheet or the anchor chart.
- Follow the Guided Practice on page 54.
- Use a chart paper to do the Guided Practice with the class.
- For Independent Writing (p.55), write on a chart paper before students go to write: "Write 3 things in time-order sequence that tell what you do when you get home from school."
- Read the writing prompt to students.
- Remind students to use transition words.
- Send students to write in their journal.
- Remind students to follow the format from the Guided Practice.
- Circulate, conference, and give individual direction or guidance to students as they write.
- Have each student share 1 thing they do after school from what they wrote.

### Differentiate for Kindergarten:

- Kindergarten students can list words, pictures, or short phrases or sentences. As you circulate and conference with students, you can provide guidance for these students based on their current progress in writing.

**DAY 4**

## Word Study

### Vocabulary

<b>OBJECTIVE:</b>	Identify word relationships: synonyms, antonyms, and analogies (LA.K-2.L.4&5) (K.AW3) (2.AW3)
<b>ACTIVITY:</b>	Dictionary Author

### Academic Vocabulary Words:

1. <b>Africa</b>	one of the seven continents
2. <b>manipulating</b>	using or changing information (e.g., numbers) in a skillful way or for a particular purpose
3. <b>preposition</b>	a part of speech that indicates the relationship, often spatial, of one word to another (e.g., <u>on</u> the stage, <u>after</u> dinner)
4. <b>settlement</b>	a small village

Teach according to the DLG, *We All Went on Safari*, p. 55.

**Differentiated Kindergarten Activity:**

- Kindergarten students will continue to practice the Anchor Text Vocabulary Words - across, ancient, begun, safari
- Review Anchor Text Vocabulary Words and their definitions.
- Say: Today we will be discussing opposites. Understanding a word’s opposite can help us better understand the meaning of the word. Let’s think of a few opposites together...(allow students to give examples of opposite words). Now we are going to use opposite words to learn more about our Anchor Vocabulary Words.
- Display the Week 2 Vocabulary Picture Cards. Read the following opposite words and allow students to determine which vocabulary word corresponds.
  - beside, next to (across)
  - new, fresh (ancient)
  - stopped, finished (begun)
  - stay, remain (safari)

**Differentiated Second Grade Activity:**

- Encourage 2nd grade students to personalize their Academic Vocabulary Dictionary (Appendix A, 1st grade) with a sentence of their own creation.

## Phonological Awareness/Phonics/Spelling

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. 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-2.RF.1) Read informational texts on topics of interest (LA.K-2.RI.14)
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## Writing Workshop

DAY 4

## Grammar Mini-Lesson

<b>OBJECTIVE:</b>	Identify and use future-tense verbs (LA.K-2.L.1)
<b>ACTIVITY:</b>	What Will Happen?

## Teach/Model/Practice

- Teach according to the DLG, We All Went on Safari, p. 58.
- Follow the Teach/Model on page 58.
- Follow the Guided Practice on page 58.
- Send students to continue on their piece about three things they do after they come home from school.
- Circulate and conference with students.

### Differentiate for 2nd grade:

- Help 2nd grade students to add a topic sentence and conclusion to this piece. For example, start with : “When I come home from school.” and end with “These are the things I do when I come home from school. They should complete this piece tomorrow.

**DAY 5**

## Word Study

## Vocabulary

<b>OBJECTIVE:</b>	Identify word relationships: synonyms, antonyms, and analogies (LA.K-2.L.4&5) (K.AW3) (2.AW3)
<b>ACTIVITY:</b>	Weekly Vocabulary Assessment

### Anchor Text Vocabulary Words:

<b>1. across</b>	from one side to the other; opposite
<b>2. ancient</b>	very old; having lived or existed for a very long time
<b>3. begun</b>	past-perfect tense of begin; must be used with an auxiliary verb (had, has, or have)
<b>4. safari</b>	journey or expedition, especially in eastern Africa

## Academic Vocabulary Words:

1. <b>Africa</b>	one of the seven continents
2. <b>manipulating</b>	using or changing information (e.g., numbers) in a skillful way or for a particular purpose
3. <b>preposition</b>	a part of speech that indicates the relationship, often spatial, of one word to another (e.g., <u>on</u> the stage, <u>after</u> dinner)
4. <b>settlement</b>	a small village

Teach according to the DLG, *We All Went on Safari*, pp. 59-60.

### Differentiated Kindergarten Activity:

- Distribute Week 2 Vocabulary Assessment. Read each vocabulary term out loud and students will circle the corresponding picture.

### Differentiated Second Grade Activity:

- You will follow the DLG, but the 2nd grade students should generate their own sentences to record and illustrate in their copy of the *Dictate, Write Draw: Weekly Assessment* printable in the first grade, *We All Went on Safari* (Appendix C)

## Phonological Awareness/Phonics/Spelling

See instructions for this section on Week 1 Day 1.

DAY 5

## Reading Workshop Whole-Group

### Shared Read Aloud

<b>OBJECTIVE:</b>	Add visual displays to descriptions as desired (LA.K-2.SL.5) (SL.K.5) Create digital recording with visuals (LA.2.SL.5)
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<b>ACTIVITY:</b>	Add Illustrations
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Teach according to the DLG, *We All Went on Safari*, p.61.

**Differentiated Second Grade Activity:**

- Review the Essential Question, Big Idea, and Faith Connections as written in the 1st grade Daily Lesson Guide.
- Instead of creating illustrations for the Facts about Tanzania Cards, second grade students will create a digital presentation.
- Distribute the animal drawings and index cards from Comprehension Mini-Lesson, Day 1.
- Invite students to elaborate and complete a mini report about their selected animal.
- Provide a way for students to digitally record their animal facts while displaying their animal drawing. Be sure to provide support as they work through the process.
- Give students an opportunity to share their digital presentations with the class.

## Comprehension Mini-Lesson

<b>OBJECTIVE:</b>	Predict content and outcomes using pictures, illustrations, and text (LA.K-2.RI.10) (2.SR2)
<b>ACTIVITY:</b>	Predict Content - Part 3

Teach according to the DLG, *We All Went on Safari*, pp. 62-63.

### Teach/Model

### Guided Practice

### Independent Practice

**Differentiated Second Grade Activity:**

- Invite second graders to make the necessary corrections and/or adjustments on the chart with teacher support and the input of their fellow classmates.

## 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. 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-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>	Wrap Up, Complete Piece, Share
<b>ACTIVITY:</b>	Write & Share

## Sharing Writing

Use this time to complete the work from yesterday and share from the piece out of the journal.