

DAY 1

Word Study

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

Vocabulary

OBJECTIVE:	Identify and define compound words with frequently used components (e.g., <i>into</i> , <i>something</i>) (LA.K-2.L.3&4) Use familiar parts of words to understand their meanings (LA.K.L.3) (K.AW2)
ACTIVITY:	Introduce Anchor Text Vocabulary

Anchor Text Vocabulary Words:

1. campfire	a fire built outdoors (as at a camp or a picnic)
2. grasslands	an ecological habitat in which the characteristic plants are grasses
3. hillside	a part of a hill between the top and the foot
4. nearby	close at hand

Teach according to the DLG, *We All Went on Safari*, p. 68.

Differentiated Kindergarten Activity:

- Introduce Anchor Text Vocabulary words by displaying the Week 3 Vocabulary Word Picture Cards.
- Be sure to read each word clearly and invite students to repeat the word aloud. Share the definition of each word.
- Include students in the 1st/2nd grade vocabulary discussion as written in the 1st grade DLG.

Phonological Awareness/Phonics/Spelling

DAY 1

Reading Workshop Whole-Group

See instructions for this section on Week 1 Day 1.

Shared Read Aloud

OBJECTIVE:	Give brief oral presentations (LA.K..SL.7) Participate in readers' theater (LA.K-2.SL.4) (2.GN2)
ACTIVITY:	Readers' Theater - Part 1

Teach according to the DLG, *We All Went on Safari*, pp. 72-73.

Differentiated Kindergarten Activity:

- Readers' Theater is an appropriate activity for kindergarten students so long as they are assigned roles that are within their ability level. Be mindful of current reading abilities. If the selected script is too advanced for the kindergarten reading level, consider selecting an alternate poem or song for kindergartners to practice throughout this week's Shared Read Aloud time.

Comprehension Mini-lesson

OBJECTIVE:	Distinguish between fact & opinion (LA.K-2.RI.11) (K.GC1)
ACTIVITY:	Fact or Opinion - Part 1

Teach according to the DLG, *We All Went on Safari*, pp.73-74.

Teach/Model Guided Practice

Independent Practice

Differentiated Kindergarten Activity:

- Kindergarten students do not need to participate in this portion of the lesson. They may move to other grade appropriate centers or activities.

Differentiated Second Grade Activity:

- Second grade students will choose a fact/opinion pair from the board and generate a new fact and opinion to record on their Fact and Opinion printable.

DAY 1

Reading Workshop Small-Group

Guided Reading - Differentiate According to Standards

OBJECTIVE:	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

OBJECTIVE:	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

OBJECTIVE:	Write a personal narrative (LA.K-2.W.3)
ACTIVITY:	Adding Key Details

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, We All Went on Safari, pp. 75- 76.

- Follow the Teach/Model of the DLG on page 75.
- Tell students that this lesson is about the trait of Idea. When writers have an idea or a topic to write about, they want to write all the details about that idea so the reader can come to know, understand, enjoy, and love that idea as well.
- Say: Great writers use details in their writing so the readers can “see” in their minds what the writer is saying. Great writers don’t only tell about things, they show. “Show don’t tell” is a great thing to keep in mind when you are writing.
- For this lesson, it is best to have a copy of the personal narrative (Appendix B -) for each student so they underline or color the details along with the teacher.
- Follow the Guided Practice on page 76. Use a chart paper to list words and phrases that describe the particular place or event that the class is discussing.
- Go through the Independent Practice together as a class. Pair students appropriately with one more advanced and one progressing writer.
- After students have shared and the teacher discusses the important points about revision, ask students to choose a place or an event they attended, to write about (see Independent Writing)
- Remind students that as they write, to remember to include specific details with sparkly describing words (adjectives) and powerful action words (verbs).

Note: The direction in the Independent writing says to have students write key details, this might be beyond both first and second grade. It’s preferable to work in the details within the writing piece itself. Allow the students to start writing their piece.

DAY 2

Word Study

Vocabulary

OBJECTIVE:	Use familiar parts of words to understand their meanings (K.AW2) Identify and define compound words with frequently used components (e.g., <i>into, something</i>) (LA.K-2.L.3&4)
ACTIVITY:	Compound Word Hunt

Anchor Text Vocabulary Words:

<ol style="list-style-type: none">1. campfire2. grasslands3. hillside4. nearby	<p>a fire built outdoors (as at a camp or a picnic)</p> <p>an ecological habitat in which the characteristic plants are grasses</p> <p>a part of a hill between the top and the foot</p> <p>close at hand</p>
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Teach according to the DLG, *We All Went on Safari*, pp.77-78.

Phonological Awareness/Phonics/Spelling

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

OBJECTIVE:	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

OBJECTIVE:	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

OBJECTIVE:	Identify and use prepositions and prepositional phrases correctly (LA.K-2.L.1)
ACTIVITY:	When and Where

Teach/ModelPractice

Teach according to the DLG, *We All Went on Safari*, pp. 79 - 80

- Follow the DLG on page 79.
- Follow the Teach/Model: as far as possible, use hand gestures and body movement to show the prepositions or prepositional phrases. (Ex: Instead of the “gingerman” use a child beside another child. Have the children get up and move about where necessary. Put a cup or bottle on top of the table, under the table. next to a book, etc.
- Follow the Guided Practice on page 80.
- Send students to continue to write on their piece from yesterday.
- Conference should focus on details. Help students to use describing words that “show and don’t tell” what they want the reader to know.

Note: The worksheet to practice using prepositions may be used in pairs of first and second graders during centers (Appendix B-15).

DAY 3

Word Study

Vocabulary

OBJECTIVE:	Use familiar parts of words to understand their meanings (K.AW2) Identify and define compound words with frequently used components (e.g., <i>into, something</i>) (LA.K-2.L.3&4)
ACTIVITY:	Introduce Academic Vocabulary

Academic Vocabulary Words:

1. contractions	words created from two words by the omission of a sound or letter, replaced by an apostrophe
2. intermix	to become mixed together
3. intertwine	to unite by twining one with another
4. preserve	an area restricted for the protection and preservation of natural resources (such as animals or plants)

Teach according to the DLG, *We All Went on Safari*, pp. 80-81.

Differentiated Kindergarten Activity:

- Kindergarten students will continue to practice Anchor Text Vocabulary throughout this week.
 - Anchor Text Vocabulary Words - campfire, grasslands, hillside, nearby
- Review Week 3 Vocabulary Picture Cards with students.
- Provide Week 3 Vocabulary Mini Vocabulary Picture Cards to each student.
- Read the definition outloud and have students hold up the corresponding mini vocabulary card.

Phonological Awareness/ Phonics/Spelling

See instructions for this section on Week 1 Day 1.

Shared Read Aloud

OBJECTIVE:	Give brief oral presentations (LA.K.SL.7) Participate in readers' theater (LA.K-2.SL.4) (2.GN2)
ACTIVITY:	Readers' Theater - Part 2

Teach according to the DLG, *We All Went on Safari*, p.83.

Differentiated Kindergarten Activity:

- You may use the DLG lesson or utilize this time for kindergarten students to practice their alternate poem/song.

Comprehension Mini-Lesson

OBJECTIVE:	Distinguish between fact & opinion (LA.K-2.RI.11) (K.GC1)
ACTIVITY:	Fact or Opinion - Part 2

Teach according to the DLG, *We All Went on Safari*, pp.83-84.

Teach/Model.

Guided Practice

Independent Practice

Differentiated Kindergarten Activity:

- Have students turn and talk with a partner to think of one fact and one opinion they know about any teacher-selected topic (e.g., African animals, math, Bible characters, etc.).
- Allow time for each pair to share their facts and opinions with the class.

DAY 3

Reading Workshop Small-Group

Guided Reading - Differentiate According to Standards

OBJECTIVE:	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

OBJECTIVE:	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

OBJECTIVE:	Write a personal narrative (LA.K-2.W.3)
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ACTIVITY:	Drafting a Personal Narrative
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Teach/Model/Practice

- Remind students that as writers write details in their piece, they also keep in mind the order or organization of the piece of writing. Today, we are focusing on the transition words in this writing example.
- Have students pull out their *Personal Narrative Model* printable in the first grade, *We All Went on Safari* (Appendix B) to circle the transition words.
- Follow the Teach/Model on page 84 to top of p.85.
- Follow the Guided Practice on p. 85. Use a chart paper with the Personal Narrative: Writing Frame (Appendix B) to work as a class.
- Send students to keep working on their piece of writing.
- Tell students to include transition words in appropriate places in their writing,
- Say: You can write the transition words on the side, the margin or your page because this is the first draft. You will publish this piece on a clean sheet on paper next week.
- Circulate and conference with each child. Point to places they might add a transition word or a specific detail.

Note: Give students only one task to do per conference time and only give them another revision task, after they’ve completed the first one.

DAY 4

Word Study

Vocabulary

OBJECTIVE:	Use familiar parts of words to understand their meanings (K.AW2) Identify and define compound words with frequently used components (e.g., <i>into, something</i>) (LA.K-2.L.3&4)
ACTIVITY:	Dictionary Author

Academic Vocabulary Words:

1. contractions	words created from two words by the omission of a sound or letter, replaced by an apostrophe
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<p>2. intermix 3. intertwine 4. preserve</p>	<p>to become mixed together to unite by twining one with another an area restricted for the protection and preservation of natural resources (such as animals or plants)</p>
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Teach according to the DLG, We All Went on Safari, p.86.

Differentiated Kindergarten Activity:

- Kindergarten students will practice Anchor Text Vocabulary for the rest of this week.
 - Anchor Text Vocabulary Words - campfire, grasslands, hillside, nearby
- Have students work in pairs with one set of Week 3 Mini Vocabulary Picture Cards (Appendix A).
- Students will place the stack of cards face down. Students will take turns holding a card up to their forehead while their partner gives them clues about the vocabulary word. When the vocabulary word is correctly guessed, the roles will switch.
- If time allows, students can switch partners and play again.

Differentiated Second Grade Activity:

- Encourage 2nd grade students to personalize their Academic Vocabulary Dictionary printable with a sentence of their own creation.

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 4

Reading Workshop Small-Group

Guided Reading - Differentiate According to Standards

OBJECTIVE:	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

OBJECTIVE:	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 4

Writing Workshop

Grammar Mini-Lesson

OBJECTIVE:	Identify and use prepositions and prepositional phrases correctly (LA.K-2.L.1)
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ACTIVITY:	When and Where
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Teach/Model/Practice

Teach according to the DLG, *We All Went on Safari*, p.88.

- Follow the Teach/Model of the DLG on p. 88.
- Follow the Guided Practice on p. 88.
- Use the Independent Practice worksheet to do as a guided practice with the class.
- Send students to work on their writing piece.

Differentiated for Kindergarten: Use teacher judgment how much Kindergarten students participate in the whole lesson. They may go to their writing as the teacher completes the worksheet with the rest of the class.

Note: The teacher can set up Kindergarten students to continue to work on their piece, or choose another place or event from the list, to write a new piece of writing while finishing the lesson.

Grades 1-2 can also choose to write another piece of writing if they believe they've worked enough on this piece. Teacher will provide guidance on how to move forward. Students can have two personal narrative pieces and choose one to revise and publish.

DAY 5

Word Study

Vocabulary

OBJECTIVE:	Use familiar parts of words to understand their meanings (K.AW2) Identify and define compound words with frequently used components (e.g., <i>into, something</i>) (LA.K-2.L.3&4)
ACTIVITY:	Weekly Vocabulary Assessment

Anchor Text Vocabulary Words:

5. campfire	a fire built outdoors (as at a camp or a picnic)
6. grasslands	an ecological habitat in which the characteristic plants are grasses
7. hillside	a part of a hill between the top and the foot
8. nearby	close at hand

Academic Vocabulary Words:

1. contractions	words created from two words by the omission of a sound or letter, replaced by an apostrophe
2. intermix	to become mixed together
3. intertwine	to unite by twining one with another
4. preserve	an area restricted for the protection and preservation of natural resources (such as animals or plants)

Teach according to the DLG, *We All Went on Safari*, p.89.

Differentiated Kindergarten Activity:

- Students will complete *Week 3 Vocabulary Assessment* printable(Appendix A)

Phonological Awareness/Phonics/Spelling

See instructions for this section on Week 1 Day 1.

DAY 5

Reading Workshop

Whole-Group

Shared Read Aloud

OBJECTIVE:	Give brief oral presentations (LA.K.SL.7) Participate in readers’ theater (LA.K-2.SL.4) (2.GN2)
ACTIVITY:	Readers’ Theater Performance

Teach according to the DLG, *We All Went on Safari*, p.90.

Differentiated Kindergarten Activity:

- Kindergarten students may serve as audience members for the Reader’s Theater and give feedback at the end of the performance such as a compliment “I like”. Or, they can utilize this time for kindergarten students to perform their alternative poem/song.

Comprehension Mini-Lesson

OBJECTIVE:	Distinguish between fact & opinion (LA.K-2.RI.11) (K.GC1)
ACTIVITY:	Fact or Opinion Formative Assessment

Teach according to the DLG, *We All Went on Safari*, p.90.

Teach/Model

Guided Practice

Independent Practice

Differentiated Kindergarten Activity:

- Provide each student with the *Fact or Opinion Assessment* printable (Appendix C)
- Instruct students to draw a picture and dictate/write one fact and one opinion.
- Provide support and guidance as necessary.

DAY 5

Reading Workshop Small-Group

Guided Reading - Differentiate According to Standards

OBJECTIVE:	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.

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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-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

OBJECTIVE:	Writing, revising, and sharing
ACTIVITY:	Writing, Revising, & Sharing

Sharing Writing

Use this time for students to continue to write, add details, add transition words, and share their work in progress.