

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

Vocabulary

OBJECTIVE:	Review Vocabulary Skills
ACTIVITY:	Review Anchor Text Vocabulary

Unit 5, Weeks 1 & 2 Anchor Text Vocabulary Words:

1. good	agreeable, pleasant
2. enormous	extraordinarily great in size, number, or degree
3. plenty	a full supply
4. starving	suffering or dying from lack of food
5. hot	having a relatively high temperature
6. little	small in size
7. loud	intensity of sound
8. nice	polite, kind

Teach according to the DLG, *We All Went on Safari*, p.96.

Differentiated Kindergarten Activity:

- Kindergarten students will spend this week reviewing past vocabulary words in small groups or centers.
- Some review possibilities include: concentration memory game, ABC order, drawing pictures for selected words, guess the word (one partner holds the card on their head and the other partner gives clues until pattern number one guesses correctly), or matching vocabulary words to their picture cards.

Phonological Awareness/Phonics/Spelling

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

Shared Read Aloud

OBJECTIVE:	Assess student learning over Units 5 and 6
ACTIVITY:	Summative Performance Task

Teach according to the DLG, *We All Went on Safari*, p.97.

Differentiated Kindergarten Activity:

- The Summative Performance Task for Units 5 and 6 can be modified to meet younger students' ability levels.
- Some students will be able to complete the task as written in the 1st grade Daily Lesson Guide with parent/guardian assistance. Other students may need more assistance with the completion of the assignment. Consider the learners in the classroom and determine if the task should be sent home as written in the 1st grade Daily Lesson guide, or if the task would be better completed as a small group project together in class.
- Whether the project will be completed at home or in class, students will need ample guidance and support as they prepare their museum exhibit.
- Review lesson as written in the 1st grade DLG, P. 97.
- Prepare documents listed in the 1st grade DLG with the following substitutions:
 - *Kindergarten Units 5 and 6 Summative Performance Task Student Checklist* printable (Appendix C).
 - *Kindergarten Units 5 and 6 Summative Performance Task Scoring Guide* (Appendix D)

Comprehension Mini-lesson

OBJECTIVE:	Review
ACTIVITY:	Close Reading - Day 1

*Note: The lesson written in the 1st grade Daily Lesson Guide has extensive discussion questions for each page of *Wangari's Trees of Peace: A True Story from Africa* by Jeanette Winter. Consider breaking the lesson into smaller parts to span several days. Another option would be to pull kindergarten students into a small group to do a close reading of the text using a scaled down version of the questions provided in the Daily Lesson Guide.*

Teach according to the DLG, We All Went on Safari, pp.98-102.

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:	Edit a personal narrative (LA.K-2.W.3)
ACTIVITY:	Edit a Personal Narrative

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.102-103.**
 - In the script for the Teach/Model, include some directions for pictures for the group and especially the Kindergarten students. Say: pictures should be neat and they should match the topic or idea that we are writing about.
 - Send students to continue their writing and to edit.
 - At this point, if some students had two pieces, they must choose one piece to take through the editing process.
 - It's good for each child to have his/her own Personal Narrative Editing Checklist (Appendix B).
 - Circulate and conference with each child over the next couple of days to get them prepared to publish.
- Note:** A great idea is to have hats that say the word "Editor" on them for each child - even paper hats to reinforce the idea that editing is serious work.

DAY 2

Word Study

Vocabulary

OBJECTIVE:	Review vocabulary skills
ACTIVITY:	Guess My Word

Unit 5, Weeks 3 and 4 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
5. donated	contributed to a charitable cause
6. emotions	a state of feeling
7. feat	an act showing courage, strength, or skill
8. recite	to repeat from memory

Teach according to the DLG, *We All Went on Safari*, pp.104-105.

Differentiated Kindergarten Activity:

- Kindergarten students will spend this week reviewing past vocabulary words in small groups or centers.
- Some review possibilities include: concentration memory game, ABC order, drawing pictures for selected words, guess the word (one partner holds the card on their head and the other partner gives clues until pattern number one guesses correctly), or matching vocabulary words to their picture cards.

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 present and past-tense verbs, verbs of being, and imperative an compound sentences
ACTIVITY:	Review/Reteach

Teach/ModelPractice

Teach according to the DLG, We All Went on Safari, p.106.

- Follow the DLG to review the various skills with students in small groups based on needs. Remember to meet with the Kindergarten students to address needs that are specific to them.

During this workshop, students might rotate between meeting with the teacher and reading and editing their piece, or starting to write the clean piece for publishing (a real workshop).

DAY 3

Word Study

Vocabulary

OBJECTIVE:	Review vocabulary skills
ACTIVITY:	Synonyms and Antonyms

Unit 6, Weeks 1 and 2 Anchor Text Vocabulary Words:

1. fading	sinking away, vanishing
2. followed	went, proceeded, or came after
3. grazing	eating grass
4. spied	caught sight of
5. across	from one side to the other, opposite
6. ancient	very old; having lived or existed for a very long time
7. begun	past-perfect tense of begin; must be used with an auxiliary verb (e.g., <i>had, has, or have</i>)
8. safari	journey or expedition, especially in eastern Africa

Teach according to the DLG, *We All Went on Safari*, pp.106-107.

Differentiated Kindergarten Activity:

- Kindergarten students will spend this week reviewing past vocabulary words in small groups or centers.
- Some review possibilities include: concentration memory game, ABC order, drawing pictures for selected words, guess the word (one partner holds the card on their head and the other partner gives clues until pattern number one guesses correctly), or matching vocabulary words to their picture cards.

Phonological Awareness/ Phonics/Spelling

See instructions for this section on Week 1 Day 1.

DAY 3

Reading Workshop Whole-Group

Shared Read Aloud/Comprehension Mini-Lesson

OBJECTIVE:	Review
ACTIVITY:	Close Reading - Day 2

Teach according to the DLG, *We All Went on Safari*, p.108.

Differentiated Kindergarten Activity:

- When using the lesson in the DLG, be mindful of age appropriate expectations for attention spans. Kindergartners should participate in the read aloud portion of the lesson and as much of the close reading discussion as possible.
- If younger students' attention spans begin to wane, consider dismissing kindergarten students to centers or other age appropriate activities while the lesson is completed with 1st/2nd grade students.

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:	Publish a personal narrative (LA.K-2.W.3)
ACTIVITY:	Get Published

Teach/Model/Practice

- **Teach according to the DLG, We All Went on Safari, p.109.**
- Use as much of the lesson as you need to explain and discuss the process of publishing.
- Tell students that publishing is a part of the Trait of presentation. Show students various books that they enjoy. Let them know that these books were published after the writer wrote, revised, and edited their work. Then they made sure that they presented a beautiful finished piece of writing.
- Send students to write their published piece.
- Remember to give students appropriate papers to write one according to their handwriting stage.

- Circulate and conference with students to be sure they are focused and careful.

DAY 4 **Word Study**

Vocabulary

OBJECTIVE:	Review vocabulary skills
ACTIVITY:	End-of-Unit Review

Teach according to the DLG, *We All Went on Safari*, p.110.

Differentiated Kindergarten Activity:

- Kindergarten students will spend this week reviewing past vocabulary words in small groups or centers.
- Some review possibilities include: concentration memory game, ABC order, drawing pictures for selected words, guess the word (one partner holds the card on their head and the other partner gives clues until pattern number one guesses correctly), or matching vocabulary words to their picture cards.

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

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 commas in a series (or a letter), future-tense verbs, and prepositions/prepositional phrases
ACTIVITY:	Review

Teach/Model/Practice

- **Teach according to the DLG, We All Went on Safari, p.112.**
- Conduct the workshop as a rotation much like Day 2.
- In addition to the skills listed in the DLG, include skills for Kindergarten students to review based on their needs.
- Send students to complete their publishing personal narrative to share tomorrow.

DAY 5

Word Study

Vocabulary

OBJECTIVE:	Assess skills from Units 5 and 6
ACTIVITY:	End-of-Unit Assessment

Teach according to the DLG, We All Went on Safari, pp.113-114.

Differentiated Kindergarten Activity:

- Kindergarten students will spend this week reviewing past vocabulary words in small groups or centers.
- Some review possibilities include: concentration memory game, ABC order, drawing pictures for selected words, guess the word (one partner holds the card on their head and the other partner gives clues until pattern number one guesses correctly), or matching vocabulary words to their picture cards.

Phonological Awareness/Phonics/Spelling

See instructions for this section on Week 1 Day 1.

Reading Workshop Whole-Group

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DAY 5

Shared Read Aloud/Comprehension Mini-Lesson

OBJECTIVE:	Review
ACTIVITY:	Close Reading - Day 3

Teach according to the DLG, *We All Went on Safari*, pp.115-116.

Differentiated Kindergarten Activity:

- Kindergarten students should participate in the rereading of *Wangari's Trees of Peace* and group discussion questions as written in the 1st grade DLG.
- Students should be dismissed to work in centers or other grade appropriate tasks and **NOT** complete the sequencing activity listed in the DLG.

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.

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 5

Writing Workshop

Author's Chair and Wrap-up

OBJECTIVE:	Sharing time
ACTIVITY:	Share Published Pieces

Sharing Writing

Use this time for students to share in pairs, or individually in the Author's Chairs, or present to another class.

Display students work where others can see their pieces.