

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

Vocabulary

OBJECTIVE:	Acquire words and phrases conversationally (LA.K.L.5) Acquire conjunctions conversationally (LA.1-2.L.5)
ACTIVITY:	Introduce Anchor Text Vocabulary

Anchor Text Vocabulary Words:

1. but	except that; unless
2. once	as soon as
3. when	at or during the time that
4. where	at, in, or to what place

Teach according to the DLG, *The Art Lesson*, pp. 40 - 41.

Differentiated Kindergarten Activity:

- Play a game where the students are put in pairs and let them both say a sentence at the same time. Then ask the whole class to use conjunction words to link the two sentences up and choose a winner that is either the most funniest or the most surprising.
- Distribute Vocabulary Cards (Appendix A).

Differentiated Second Grade Activity:

- When showing students how the conjunctions work to connect two parts of a sentence and what each conjunction means in context include adverbs:
- Example 1 - We were going to the park, but it **suddenly** rained.
- Example 2 - We will go to recess once we are **finally** done with math.

Phonological Awareness/Phonics/Spelling

See instructions for this section on Week 1 Day 1.

Reading Workshop Whole-Group

DAY 1

Shared Read Aloud

OBJECTIVE:	Tell a story/Brief oral presentation (LA.K-2.SL.7) Tell a story with key ideas (LA. 2.SL.4)
ACTIVITY:	Tell Us a Story

Teach according to the DLG, *The Art Lesson*, pp.43-44.

Differentiated Kindergarten Activity:

- Kindergarten stories should be kept short.
- Tell students they will be taking home a copy of the Storytelling Checklist and letter (teacher created) that describes the assignment.
- Review Storytelling Checklist with students. (Appendix B).

Comprehension Mini-lesson

OBJECTIVE:	Predict story outcomes using picture clues (LA.K-2.RL.9) Predict using picture clues and text (LA.2.RL.10)
ACTIVITY:	Predict Content-Part 1

Teach according to the DLG, *The Art Lesson*, pp.44 - 45.

Teach/Model

Differentiated Kindergarten Activity:

- Use Mystery Bags by placing a few items related to the story in a bag. Ask students to make predictions about the story based on the clues they gather from the objects.

Guided Practice

Independent Practice

- Prediction Pictures may also be used.
- Show students individual photographs or illustrations to predict what might happen next.
- Discuss with students the strategies used to make quality predictions.

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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Writing Mini-Lesson

OBJECTIVE:	Write story sentences (LA.K-2.W3.)
ACTIVITY:	Using Similes in Sentences

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.

- The writing for this week will be written here.
- This is a chance to teach another element of the Word Choice Trait: Simile.
- Say: We have learned about how words matter for writing. We learned that using adjectives or describing words that sparkle and using verbs or actions words that are powerful make the writing beautiful. Great writers are careful how they use words in their writing. One thing great writers use is simile. A simile is when we compare a person or a thing to something else using the word 'as'. Listen to this book as I read and you will hear a lot of similes.
- Read the book Quick as Cricket.
- As you read, stop to focus on the two /as/. Ex: as quiet as a clam.
- When you're done with the reading, write one of the sentences on the board and read it.
- Then ask students to think about a simile that you can write on the board or on chart paper.
- Circle the words 'as' and tell students that some writers sometimes use one or two as for example I am as sad as a basset hound or I am sad as a basset hound. But, for writing time, we're going to write like the writer and use two 'as'.
- Tell students, they're going to think of a simile. For example: I am as tall as a giraffe. Write it and draw a picture that goes with it. Write the sentence first and after editing and revising, they will write it again on a paper that you will give them. Then they can draw a picture that goes with the simile. When everyone is done, we will have a class book of similes.
- Send students to write.
- Circulate and conference with students.

Vocabulary

OBJECTIVE:	Acquire words and phrases conversationally (LA.K.L.5) Acquire conjunctions conversationally (LA.1-2.L.5)
ACTIVITY:	Conjunction Junction

Anchor Text Vocabulary Words:

<ol style="list-style-type: none"> 1. but 2. once 3. when 4. where 	<p>except that; unless</p> <p>as soon as</p> <p>at or during the time that</p> <p>at, in, or to what place</p>
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Teach according to the DLG, *The Art Lesson*, p.47-

Differentiated Kindergarten Activity:

- Play the “Slap It!” game.
- Write vocabulary conjunctions on the board.
- Divide the class into two groups and have one student from each group on the board.
- Teacher can say a sentence and leave the conjunction out.
- The first student to slap the correct word wins that round.

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 personal pronouns I and me (LA.2.L.1.)
ACTIVITY:	I or Me?

Teach/ModelPractice

- **Teach according to the DLG, The Art Lesson, pp. 50 - 51.**
- Follow the Teach/Model on page 50 and top of page 51.
- Continue with the Guided Practice at the bottom of page 51.
- Send students to write on their piece from Day 1.
- Remind students that they are writing a part of a class book of similes and you will come to conference with them.
- Circulate and conference with students.

Differentiate for second graders: Second graders may want to write two sentences with similes. Help them to do so in one page. One simile, then picture and another simile with picture on the same page, so that each child gets a page in the class book.

DAY 3

Word Study

Vocabulary

OBJECTIVE:	Acquire words and phrases conversationally (LA.K.L.5) Acquire conjunctions conversationally (LA.1-2.L.5))
ACTIVITY:	Introduce Academic Vocabulary

Academic Vocabulary Words:

1. articulate	put thoughts or ideas into words
2. event	thing that happens or might happen
3. prewriting	planning and getting ideas in order before writing

4. summarize	present the main points in concise form
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Teach according to the DLG, The Art Lesson, pp.52-53.

Differentiated Kindergarten Activity:

- Students will work in 2 teams.
- One student from each team will give clues to have their team members guess the vocabulary word.
- Distribute *Academic Vocabulary Word Cards* (Appendix A).

Phonological Awareness/ Phonics/Spelling

See instructions for this section on Week 1 Day 1.

DAY 3

Reading Workshop

Whole-Group

Shared Read Aloud

OBJECTIVE:	Tell a story/Brief oral presentation (LA.K-2.SL.7) Tell a story with key ideas (LA. 2.SL.4)
ACTIVITY:	Sequence a Story

Teach according to the DLG, The Art Lesson, pp.55- 56.

Differentiated Kindergarten Activity:

- Using pictures of the story, the students will put the pictures under beginning, middle or end.

Comprehension Mini-Lesson

OBJECTIVE:	Predict story events and outcomes using picture clues (LA.K-2.RL.9) Predict using picture clues and text (LA.2.RL.10)
ACTIVITY:	Predict Content-Part 2

Teach according to the DLG, *The Art Lesson*, pp.56-57.

Teach/Model

Differentiated Kindergarten Activity:

- After showing the cover of the book, have the students turn to a partner.
- Ask them to turn and discuss what they see on the cover.
- Students will come up with ideas of what the book may be about.

Guided Practice

Differentiated Kindergarten Activity:

- Students will come up with ideas of what the book may be about with their partner.

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)
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	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 story sentences (LA.K-2.W3.)
ACTIVITY:	Using Similes in Sentences

Teach/Model/Practice

- Write a simile on the board or display the one from Day 1 if you wrote on a chart paper.
- Remind students that simile is a great trick from the Word Choice trait that great writers use to make their writing more interesting.
- Say: If I wanted to describe Tommy from our book, *The Art Lesson*, with a simile, I can say that Tommy worked as hard as his twin cousins to become a great artist.
- Send students to write.
- Circulate and conference with students to prepare them to write their final piece and draw their pictures by tomorrow.

- Students who are done with the first draft, and have conferenced with you, can move on to the final draft.
- Give students the paper to write their simile and draw their picture for the book of similes.

DAY 4

Word Study

Vocabulary

OBJECTIVE:	Acquire words and phrases conversationally (LA.K.L.5) Acquire conjunctions conversationally (LA.1-2.L.5)
ACTIVITY:	Dictionary Author

Academic Vocabulary Words:

1. articulate	put thoughts or ideas into words
2. event	thing that happens or might happen
3. prewriting	planning and getting ideas to order before writing
4. summarize	present the main points in concise form

Teach according to the DLG, The Art Lesson, p.59.

Differentiated Kindergarten Activity:

- Students will work in 2 teams.
- One student from each team will give clues to have their team members guess the vocabulary word.

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 personal pronouns I and me (LA.K-2.L.1)
ACTIVITY:	Me or I

Teach/Model/Practice

- **Teach according to the DLG, The Art Lesson, pp.62-63.**
- Follow the Teach/Model on page 62.
- Follow the Guided Practice at the top of page 63.
- Send students to write, edit, revise, copy a final draft, and write their pictures.
- Students can take turn reading their piece today or tomorrow.
- Teacher will put the book together and display it in the classroom library or somewhere visible in the class for students to pick up and read on their own.
- **Note:** For Independent Practice: The worksheet in Appendix B might be useful at a center for Second graders to do independently.

Note: This is a great time for collaboration. If a student is having a hard time drawing his/her own picture and another is excelling at drawing, the writer can invite the artist to draw for their piece and give the artist credit. For example:

I am as quick as an airplane.

Picture Here

Written by: Sue

Drawing by: Leo

DAY 5

Word Study

Vocabulary

OBJECTIVE:	Acquire words and phrases conversationally (LA.K.L.5)
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	Acquire conjunctions conversationally (LA.1-2.L.5)
ACTIVITY:	Weekly Vocabulary Assessment

Anchor Text Vocabulary Words:

1. but	except that; unless
2. once	as soon as
3. when	at or during the time that
4. where	at, in, or to what place

Academic Vocabulary Words:

5. articulate	put thoughts or ideas into words
6. event	thing that happens or might happen
7. prewriting	planning and getting ideas to order before writing
8. summarize	present the main points in concise form

Teach according to the DLG, *The Art Lesson*, pp.63-64.

Differentiated Kindergarten Activity:

- Students may work in teams of 2.
- Students complete Vocabulary Assessment (Appendix C).

Phonological Awareness/Phonics/Spelling

See instructions for this section on Week 1 Day 1.

DAY 5

Shared Read Aloud

OBJECTIVE:	Tell a story/Brief oral presentation (LA.K-2.SL.7) Tell a story with key ideas (LA. 2.SL.4)
ACTIVITY:	Tell a Story

Teach according to the DLG, The Art Lesson, p.65.

Comprehension Mini-Lesson

OBJECTIVE:	Predict story outcomes using picture clues (LA.K.RL.9) Predict using picture clues and text (LA.2.RL.10)
ACTIVITY:	Predict Content-Part 3

Teach according to the DLG, The Art Lesson, pp.65-66.

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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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:	Wrap up, share, & publish
ACTIVITY:	Publishing a book of similes

Sharing Writing

Use this time to share the pieces, put the book together, publish, celebrate!