

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

## Vocabulary

<b>OBJECTIVE:</b>	Understand new words from context (LA.K-2.L.4) Analyze Words: Relate words to their real life meanings (K.AW1) Concept words that imply sets and subsets(LA.2.L.5)
<b>ACTIVITY:</b>	Introduce Anchor Text Vocabulary

### Anchor Text Vocabulary Words:

1. <b>fair</b>	not favoring one over another
2. <b>monitor</b>	a student appointed to assist a teacher
3. <b>powder</b>	dry material made up of fine particles
4. <b>property</b>	something owned or possessed

Teach according to the DLG, *The Art Lesson*, pp.72-73.

#### Differentiated Kindergarten Activity:

- Play “Sentence Search” to help introduce context clues by having the students fill in the missing words.
- Example - Hana was the youngest \_\_\_\_\_ in her family. She had two sisters and one \_\_\_\_\_. The family \_\_\_\_\_ in a little house.
- Distribute Vocabulary Cards (Appendix A).

## Phonological Awareness/Phonics/Spelling

See instructions for this section on Week 1 Day 1.

## Shared Read Aloud

<b>OBJECTIVE:</b>	Ask and answer questions about key details in a text read aloud (LA.K-2.SL.2)
<b>ACTIVITY:</b>	Ask and Answer Questions–Part 1

Teach according to the DLG, *The Art Lesson*, pp.76-78.

### Differentiated Kindergarten Activity:

- As you read the story, model sample questions that you are thinking aloud as examples for the students. Ask questions that are deeper.

## Comprehension Mini-lesson

<b>OBJECTIVE:</b>	Sequence events in a story using pictures (LA.K-2.RL.3) Sequence events in a story (LA.2.RL.4)
<b>ACTIVITY:</b>	Sequencing

Teach according to the DLG, *The Art Lesson*, pp.78-80.

## Teach/Model

### Differentiated Kindergarten Activity:

- Review sequencing concept by discussing the steps to make spaghetti.
- First fill a pot with water, then boil the water, add a little salt, and then add the pasta.

## Guided Practice

## Independent Practice

- Students may work with a partner putting the sequence cards in order.

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 narrative story (LA.K-2.W.3)
<b>ACTIVITY:</b>	Write Like the Author/Using Your Own Words

## 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.**

- For the next two weeks, you have two options:
  - Option 1:**
    - One is to teach according to the DLG of The Art Lesson, and teach the Writing Workshop for this week 3 and next week 4.
    - For both weeks, follow the Teach/Model only and make sure that students write in their journal.
  - Option 2:**
    - The second option for writing will be written here.
    - We will follow the DLG of The Art Lesson, for the grammar lessons.
    - These lessons for this week and the next are written to emphasize the trait of voice in writing and to give students the chance to explore the gifts and talents around them and to write with flair about arts and creativity.

Lesson: This lesson will go on for week 3 and the next week 4.

- You will need a copy of the book *My Mama had a Dancing Heart* by Libba Moore Gray
- You will need *sample writing* on chart paper (Appendix B).
- Say: During writing, we have shared many things that great writers do to make their writing beautiful, interesting, and captivating. When writers choose the best words and use all the best writing tools, their voice comes through and they make the reader feel something. The voice of the writer speaks to the reader and makes the reader react, smile, laugh, cry. When you use voice in a narrative story, the writing is honest, from the heart, personal, and powerful. Listen to this book as the little girl talks about her mama. We can share after the book how the writing made us feel. How we feel is the voice of the writer speaking to us.
- Read the book.
- Ask students questions: What are some things that your mom does with you that you like very much? That makes you very happy? Maybe for some of you, it's not a mom, but someone else does something very special with you like a dad, or grandma/grandpa. Whoever it is, think about someone in your life who does something important with you.
- Take a few hands to share.
- Tell the students that for writing time, they are going to try to write like the author.

- They can write about something that their moms do with them or they can choose someone else to write about.
- Give students ideas: Say: In this book, the mama had a dancing heart. What kind of heart does your mama have? Mine had a musical heart. What about your mama?
- Display the sample writing, *My mama has a musical heart* (Appendix B) or copy it on chart paper:  
***“My mama has a musical heart and she shares that heart with me.  
 Mom sings as beautifully as the angels in heaven.  
 She teaches me to play the piano. I am getting good at it.  
 My mama has a musical heart and she shares that heart with me.”***
- Read it and before you send students to write, reflect a bit about their mamas. What kind of heart do their mamas have? Cooking heart? Helping heart? Swimming heart?
- Tell the students they’re going to write like the author writes about her mom.
- Tell students they’re going to choose someone to write about. If it’s not their mom, they can choose someone who is close to them. They should spend the next few minutes thinking and writing notes about that person they choose.
- Write in the journal. Write the person they’re going to write about and a list of three things the person does with them.
- Tell students that some of them may already know what they’re going to write, and they should just start their writing.
- Ask students to write and to leave space between lines so they can revise the piece next week. If they don’t leave space, they still can revise and edit the piece for publishing.
- Circulate and conference with students.

**Differentiate for Kindergarten:**

Kindergarten students can write a shorter piece or write and draw to show what their mama likes to do. If necessary, pull the Kindergarten students to probe and review the directions for the writing. Let them know that their writing may sound a bit different. For example, they might write: ***My mama likes to write with me. She has a writing heart.*** (Write on a small board in front of the students).

**Differentiate for 2nd grade:**

Second grade students should be expected to write with more sophistication, larger vocabulary, and greater flair in this piece. Hold higher expectations for this group of students and encourage and challenge them, so their effort would result in greater volume and depth of writing.

DAY 2

Word Study

## Vocabulary

<b>OBJECTIVE:</b>	Understand new words from context (LA.1-2.L.4)
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	Analyze Words: Relate words to their real life meanings (K.AW1) Concept words that imply sets and subsets(LA.2.L.5)
<b>ACTIVITY:</b>	True or Not True

### Anchor Text Vocabulary Words:

1. <b>fair</b>	not favoring one over another
2. <b>monitor</b>	a student appointed to assist a teacher
3. <b>powder</b>	dry material made up of fine particles
4. <b>property</b>	something owned or possessed

Teach according to the DLG, The Art Lesson, p.82.

Differentiated Kindergarten Activity:

- Distribute *Vocabulary Word Cards* (Appendix A)

## 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

<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 possessive pronouns (LA.K- 2.L.1.)
<b>ACTIVITY:</b>	Whose Is This?

## Teach/ModelPractice

- Teach according to the DLG, *The Art Lesson*, pp. 85-86.
- Go through the Teach/Model on page 85 and add the following:
- Go over the subject pronouns and use sign language for emphasis:  
Using the **pointing finger** (of the dominant hand):  
me: point to self.  
you: point to the person in front of you.

you (plural) point to a group in a sweeping motion. Instead of pointing to each person separately, point-drag the pointing from left to right.

he/she: point on the side at an invisible person.

they: do the same as he/she except in a sweeping motion as in you (plural) to the the side

- Go over through the Guided Practice on p. 86 and use Sign Language for emphasis:

Using the **open palm** (of the dominant hand):

mine: touch the chest with open hand.

yours: point open palm at the person in front.

yours (plural) with open palm, sweep over many people in front of the body.

his/hers/her: use open palm on the side of the body to a person on the side or to an invisible person.

their/theirs: use open palm on the side with a sweeping motion at a group.

- After the Guided Practice, send students to write.
- Remind students that they are writing about the heart of their mamas or the heart of somebody who is very close to them and who does something special with them or for them.
- Circulate and conference with students.

Note: Place the worksheet from the Independent Practice in Centers for students to practice in pairs or alone.

**DAY 3**

## Word Study

### Vocabulary

<b>OBJECTIVE:</b>	Understand new words from context (LA.1-2.L.4) Analyze Words: Relate words to their real life meanings (K.AW1) Concept words that imply sets and subsets(LA.2.L.5))
<b>ACTIVITY:</b>	Introduce Academic Vocabulary

### Academic Vocabulary Words:

<b>1. feelings</b>	an emotional state or reaction
<b>2. possessive</b>	a grammatical case that shows ownership
<b>3. self-correct</b>	correcting one's own mistakes
<b>4. sequence</b>	the order in which things are or should be connected



Teach according to the DLG, The Art Lesson, pp.87-88.

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.



## Shared Read Aloud

<b>OBJECTIVE:</b>	Ask and answer questions about key details in a text read aloud (LA.K-2.SL.2)
<b>ACTIVITY:</b>	Ask and Answer Questions—Part 2

Teach according to the DLG, The Art Lesson, pp.89-91.

Differentiated Kindergarten Activity:

- Review the importance of asking and answering questions to help understand a story.
- Use question cards to model questions you are thinking while reading a story aloud.
- Questions Cards (Appendix A)

## Comprehension Mini-Lesson

<b>OBJECTIVE:</b>	Sequence events in a story using pictures (LA.K-2.RL.3 & 4)
<b>ACTIVITY:</b>	Sequencing the Story

Teach according to the DLG, The Art Lesson, pp.91-92.

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>	Write a narrative story (LA.K-2.W.3)
<b>ACTIVITY:</b>	Write Like the Author/Using Your Own Words

## Teach/Model/Practice

- This lesson continues from Day 1.
- Display and read *My mama has a musical heart* (Appendix B).
- Remind students to take their time to write this piece so their voice can be powerful.
- Tell them that this writing is personal and important and they want to be sure that their reader can tell that. They will have time next week to revise, edit, and write a final piece of the writing for publishing.
- Send students to write.
- Circulate and conference with students.

**DAY 4**

## Word Study

## Vocabulary

<b>OBJECTIVE:</b>	Analyze Words: Relate words to their real life meanings (K.AW1) Concept words that imply sets and subsets(LA.2.L.5)
<b>ACTIVITY:</b>	Dictionary Author

## Academic Vocabulary Words:

1. <b>feelings</b>	an emotional state or reaction
2. <b>possessive</b>	a grammatical case that shows ownership
3. <b>self-correct</b>	correcting one's own mistakes
4. <b>sequence</b>	the order in which things are or should be connected

Teach according to the DLG, *The Art Lesson*, p.94.

**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 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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DAY 4

## Writing Workshop

### Grammar Mini-Lesson

<b>OBJECTIVE:</b>	Identify and use possessive pronouns (LA.K-2.L.1)
<b>ACTIVITY:</b>	Yours or Mine?

### Teach/Model/Practice

- **Teach according to the DLG, The Art Lesson, p.97.**
- As necessary, review the possessive pronouns using Sign Language.
- Use pages from the book, *My mama had a dancing heart*, and ask students: Yours or Mine questions. Example: My mama had a dancing heart. Whose mama? (mine). Your mama has a cooking heart. Whose mama? (yours). Her mama has a preaching heart. Whose mama? (hers).
- Send students to continue with their writing.
- Ask students questions: What are we working on in writing this week? What does using the trait of Voice do to our writing? What does it do for our readers? How do we share our voice in our writing? (point that we share our voice in our writing by being honest, open, using powerful words, taking chances, and by being excited about the writing so our readers can be too, etc.)
- Send students to write. Let them know that next week, they'll have the chance to revise, edit, and write a final piece of the writing for publishing.
- Let students know that next Friday, writing time will be sharing time for everyone to share this piece (this is a great time to let students know if you are inviting parents for sharing time).

DAY 5

## Word Study

## Vocabulary

<b>OBJECTIVE:</b>	Analyze Words: Relate words to their real life meanings (K.AW1) Concept words that imply sets and subsets(LA.2.L.5)
<b>ACTIVITY:</b>	Weekly Vocabulary Assessment

### Anchor Text Vocabulary Words:

1. <b>fair</b>	not favoring one over another
2. <b>monitor</b>	a student appointed to assist a teacher
3. <b>powder</b>	dry material made up of fine particles
4. <b>property</b>	something owned or possessed

### Academic Vocabulary Words:

5. <b>feelings</b>	an emotional state or reaction
6. <b>possessive</b>	a grammatical case that shows ownership
7. <b>self-correct</b>	correcting one's own mistakes
8. <b>sequence</b>	the order in which things are or should be connected

Teach according to the DLG, *The Art Lesson*, p.98.

Differentiated Kindergarten Activity:

- Distribute *Vocabulary Assessment* (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>	Ask and answer questions about key details in a text read aloud (LA.K-2.SL.2) Recount or describe key ideas from a text read aloud (LA.2.SL.20)
<b>ACTIVITY:</b>	Ask and Answer Questions—Part 3

Teach according to the DLG, *The Art Lesson*, p.99-100.

### Comprehension Mini-Lesson

<b>OBJECTIVE:</b>	Sequence events in a story using pictures (LA.K-2.RL.3) Sequence events in a story (LA.2.RL.4)
<b>ACTIVITY:</b>	The Name Jar

Teach according to the DLG, *The Art Lesson*, pp. 100- 101.

### Teach/Model

### Guided Practice

### Independent Practice

**Differentiated Kindergarten Activity:**

- Kindergarten will choose one of the events to illustrate.

**DAY 5**

## 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 5

# Writing Workshop

## Author's Chair and Wrap-up

<b>OBJECTIVE:</b>	Mid point sharing
<b>ACTIVITY:</b>	Partner Sharing

## Sharing Writing

Use this time for students to stop and share what they have so far with a partner. Each partner listens carefully. Then after the reading, the partner gives 3 points of feedback;

"I remember" (you said that your mom had a singing heart).

"I like " ( how you used this powerful word. It's a great action word or describing word).

"I wonder" ( I wonder if you might use the word 'has'since your mom still has the dancing heart).



Review with students that it must be a great experience for the both of them. They should be thoughtful in what they remember, what they like, and what they wonder about that can make the writing better. The writer does not have to listen or take the advice, but the writer does have to say “thank you, I will look at it” or “thank you, can you help me with it?”

The writer must be in possession of the writing at all times. Even if the partner gives some help, the pattern can write it on a Post-it or spell it out for the writer, but the partner can not take the piece or write on it.

Send students to share in pairs or threes.

Circulate and conference with partners as they share their work. Watch for appropriate language, tone, and attitude toward the collaboration.