

**DAY 1**

# Word Study

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

## Vocabulary

<b>OBJECTIVE:</b>	Analyze Words: Relate words to their real life meanings (K.AW1) Use context clues to self-correct word recognition (LA.K-2.RF.3&5)
<b>ACTIVITY:</b>	Introduce Anchor Text Vocabulary

### Anchor Text Vocabulary Words:

<ol style="list-style-type: none"><li><b>1. artist</b></li><li><b>2. barber</b></li><li><b>3. carpenter</b></li><li><b>4. painter</b></li></ol>	a person skilled in one of the fine arts a person whose business is cutting and dressing hair and shaving beards a worker who builds or repairs wooden structures one that paints
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**Teach according to the DLG, The Art Lesson, pp.108-109.**

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

- Have students use the illustrations on the vocabulary cards.
- Hold up the illustrations as you say the sentences for context clues.

## 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>	Speak in complete sentences/Speak audibly and express thoughts, feelings, and ideas clearly (LA.K-2.SL.6)
<b>ACTIVITY:</b>	Dig Deeper

Teach according to the DLG, The Art Lesson, pp.112-113.

**Differentiated Kindergarten Activity:**

- Review the skill of answering questions using complete sentences.
- Have students tell their answer in complete sentences, using words from the question to start their answers.

## Comprehension Mini-lesson

<b>OBJECTIVE:</b>	Identify word and phrases in stories that suggest feelings (LA.K-2.RL.4) Recognize common types of text: script, story, poem/Describe the rhythm and meaning in a story (LA.K-2.RL.5)
<b>ACTIVITY:</b>	Find the Feelings

Teach according to the DLG, The Art Lesson, pp.113-114.

## Teach/Model

**Differentiated Kindergarten Activity:**

- Give the students examples of different text features.
- Have the students find them in magazines.
- Students can then cut out the features and glue them in a page to make a poster.

## Guided Practice

## Independent Practice

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 (LA.K-2.W.3)
<b>ACTIVITY:</b>	Adding a Story or Example in a Story

## 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.

### Reminders & Directions:

- This week's lesson is a continuation of Week 3, and it is written here.
- There were two choices for weeks 3 & 4. If the choice was the written lesson here, then continue.
- If the choice was the DLG, The Art Lesson, , then follow it for this Week 4. Use DLG on pp. 115 and 126-127 up to the Guided Practice.
- The Grammar lessons follow the DLG, The Art Lesson.

Lesson: Adding a story or example inside a story.

- You will need the anchor chart from Day 1 of Week 3.
- Recopy the writing and include a short story or example in there.
- Use a different color marker to show that you have added an example in the story.

***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.***

***Once, mama taught me how to play the Birthday Song. I played it for my grandpa's birthday and my whole family sang the song while I played the piano.***

***My mama has a musical heart, and she shares that heart with me.***

- Before displaying the writing for students to see, say: We learned that great writers write with passion and excitement to share their voice with the reader. They use powerful words to share their voice in their writing. Another thing that great writers do to show their voice, is giving examples or writing a story or memory inside the story that they're writing.
- Display the writing for students to see.
- Read the writing and point to the addition.
- Say: I was thinking about an example or a small story to tell the reader how my mama shares her musical heart with me. Then I remembered that one time when mama taught me the Birthday Song and I played it for the whole family. I remember how that made me feel proud and happy, so I decided to put that in my story. Today, for your writing, use the space between to write an example or story about the person you're writing. It must be an example that's related like I have here. If you don't have space, write it below and draw an arrow from the example to the space where it will be when you write the final draft.
- Send students to write.
- Circulate and conference with students. Be sure to question and encourage students about an example, one-time event, or any detail they can add to their writing.

**Differentiate for Kindergarten:** This week, students can work on refining their writing, checking their spelling, dictating to teacher, drawing, etc. to get the piece ready for Thursday of this week.

**DAY 2**

## Word Study

### Vocabulary

<b>OBJECTIVE:</b>	Analyze Words: Relate words to their real life meanings (K.AW1) Use context clues to self-correct word recognition (LA.K-2.RF.3 & 5)
<b>ACTIVITY:</b>	Listen Carefully

### Anchor Text Vocabulary Words:

5. <b>artist</b>	a person skilled in one of the fine arts
6. <b>barber</b>	a person whose business is cutting and dressing hair and shaving beards
7. <b>carpenter</b>	a worker who builds or repairs wooden structures
8. <b>painter</b>	one that paints

Teach according to the DLG, *The Art Lesson*, pp.116-117.

#### Differentiated Kindergarten Activity:

- Kindergarteners may work in groups of 2 to find incorrect words.

### 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 indefinite pronouns (LA.K-2.L.1)
<b>ACTIVITY:</b>	Indefinite Pronouns - Part 1

## Teach/Model/Practice

- **Teach according to the DLG, The Art Lesson, p. 120.**
- Go through the Teach/Model and Guided Practice.
- Send students to continue with their writing.
- Tell students to continue to work on the story in a story (the example) in their writing.
- Circulate and conference with students.

Note: The Independent Practice worksheet may be used at Centers.

**DAY 3**

## Word Study

## Vocabulary

<b>OBJECTIVE:</b>	Analyze Words: Relate words to their real life meanings (K.AW1) Use context clues to self-correct word recognition (LA.K-2.RF.3)
<b>ACTIVITY:</b>	Introduce Academic Vocabulary

## Academic Vocabulary Words:

<ol style="list-style-type: none"><li>1. <b>convey</b></li><li>2. <b>phrase</b></li><li>3. <b>problem</b></li><li>4. <b>solution</b></li></ol>	make known, expressing a group of two or more words that express a single idea but do not form a complete sentence challenge or conflict in a narrative: something that needs to be solved resolution in a narrative: how the problem is solved
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Teach according to the DLG, The Art Lesson, p.121.

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>	Speak in complete sentences/Speak audibly and express thoughts, feelings, and ideas clearly (LA.K-2.SL.6)
<b>ACTIVITY:</b>	Complete Sentences: Cause and Effect

Teach according to the DLG, The Art Lesson, pp.123-124.

Differentiated Kindergarten Activity:

- Use real life examples like dominoes, light switches, or toy cars on a ramp.
- Demonstrate using these examples.
- Ask students about the cause and effect for each.

### Comprehension Mini-Lesson



<b>OBJECTIVE:</b>	Recognize common types of text: script, story, poem (K.RL.5) Describe the rhythm and meaning in a story (LA.2.RL.5)
<b>ACTIVITY:</b>	Feelings Decoded

Teach according to the DLG, The Art Lesson, pp.124-125.

## Teach/Model

**Differentiated Kindergarten Activity:**

- Choose one of the feelings words and pin it to the back of a volunteer.
- Students will give the volunteer clues to help them guess the word.

## Guided Practice

## Independent Practice

**Differentiated Kindergarten Activity:**

- Have students state in a sentence express their feelings in a statement.



## 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 (LA.K-2.W.3) (LA.K-2.L.2)
<b>ACTIVITY:</b>	Revising & Editing

## Teach/Model/Practice

- This lesson continues from Day 1.
- Today, the students will revise and edit the piece that they've been working on.
- Use the same anchor chart with the writing.
- This time add the title in front of the students.
- Slash a line through the word "good" and put "great" or "terrific".

My Mama Has a Musical Heart

*"My mama has a musical heart and she shares that heart with me.*

*Mom's music is as beautiful as the music of the angels in heaven.*

*She teaches me to play the piano. I am getting ~~good~~ great at it.*

*Once, mama taught me how to play the Birthday Song. I played it for my grandpa's birthday and my whole family sang the song while I played the piano.*

*My mama has a dancing heart and she shares that heart with me."*

- Say: Great writers always think how they can make their writing better, so they revise. They also look to see how they can make the writing correct, so they edit the writing for punctuation, spelling, capitalization, etc. Today, you are going to add your title, edit, and revise at least one word to make it better. You can circle the word and wait for us to conference so I can give you some ideas. When you are done with revising, editing and adding your title, you may begin writing your clean, final draft for publication.
- Send students to write.
- Circulate and conference with students. Conference with any students who need you the most, then go around to the others.

**DAY 4**

Word Study

## Vocabulary

<b>OBJECTIVE:</b>	Analyze Words: Relate words to their real life meanings (K.AW1) Use context clues: self-correct word recognition (LA.K-2.RF.3)
<b>ACTIVITY:</b>	Dictionary Author/End-of-Unit Review

### Academic Vocabulary Words:

<ul style="list-style-type: none"> <li>5. <b>convey</b></li> <li>6. <b>phrase</b></li> <li>7. <b>problem</b></li> <li>8. <b>solution</b></li> </ul>	<p>make known, expressing</p> <p>a group of two or more words that express a single idea but do not form a complete sentence</p> <p>challenge or conflict in a narrative: something that needs to be solved</p> <p>resolution in a narrative: how the problem is solved</p>
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**Teach according to the DLG, The Art Lesson, pp.127-128.**

**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>	Indefinite Pronouns - Part 2

### Teach/Model/Practice

- **Teach according to the DLG, The Art Lesson, p. 131 - top of 132.**
- Go through the Teach/Model and the Guided Practice.
- Send students to write.
- Ask students to look at their writing to see if they have any indefinite pronouns in the writing.
- Say: As soon as you get your writing, when you get to your seat, read quickly at your writing to see if anyone of you has indefinite pronouns in the writing. Raise your hands to share.
- Let students share or tell students to move on to their writing.
- Today, students should complete the final draft and complete the writing with their best presentation: clean, neat, great handwriting, no smudges, etc.

**DAY 5**

## Word Study

### Vocabulary

<b>OBJECTIVE:</b>	Assess vocabulary skills from Unit 7 (K.AW1, K.AW2, LA.K.L.5) Assess vocabulary skills from Unit 7 ((LA.2.RF.3, LA.2.L.4, LA.2.L.6)
<b>ACTIVITY:</b>	End-of-Unit Vocabulary Assessment

### Anchor Text Vocabulary Words:

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Teach according to the DLG, *The Art Lesson*, pp. 132-133.

## Phonological Awareness/Phonics/Spelling

See instructions for this section on Week 1 Day 1.

**DAY 5**

### Reading Workshop Whole-Group

## Shared Read Aloud/Comprehension Mini-Lesson

This time may be used for completing the end-of unit assessments of reading activities as needed.

**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>	Sharing & publishing
<b>ACTIVITY:</b>	Share & Publish a Final Piece

## Sharing Writing

Today, is sharing time. Use the Author's Chair for students to share their piece. Clap. Celebrate. Congratulate one another!