

DAY 1

Word Study

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

Vocabulary

OBJECTIVE:	Identify words that convey shades of meaning: verbs (manner) and adjectives (intensity) (LA.K-2.L.4)
ACTIVITY:	Introduce Anchor Text Vocabulary

Anchor Text Vocabulary Words:

1. beat	strike repeatedly (beating of a drum and beating of the heart)
2. hard	difficult to accomplish or resolve
3. search	to look into or over carefully or thoroughly
4. small	having comparatively little size or slight dimensions

Teach according to DLG, *The Warrior Maiden*, pp. 38.

Differentiated Kindergarten Activity:

- Use printable *Kindergarten Vocabulary Word Cards* (Appendix A) for Kindergarten review.

Phonological Awareness/Phonics/Spelling

See instructions for this section on Week 1 Day 1.

DAY 1

Reading Workshop Whole-Group

Shared Read Aloud

OBJECTIVE:	Ask and answer questions about key ideas from information presented orally or through other media (LA.K-2.SL.2)
ACTIVITY:	Ask and Answer Questions

Teach according to DLG, *The Warrior Maiden* pp. 42-43.

Comprehension Mini-lesson

OBJECTIVE:	Describe story elements: settings, major events (LA.K-2.RL.3)(K.AN2)
ACTIVITY:	Story Elements: Settings

Teach according to DLG, *The Warrior Maiden* pp.43-44.

Teach/Model

Guided Practice

Independent Practice

Differentiated Kindergarten Activity:

- Give each student a copy of the *Story Elements: Character/Setting* printable (Appendix B).
- Students will draw a picture of Huh-ay-ay and the setting of the story.
- Students will use color to bring out the landscapes, homes, sun positions, etc.
- Students will exclude people when drawing the setting.

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 story (LA.K-2.W.3, LA.2.W.6)
ACTIVITY:	Editing 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.

- Teach according to the DLG, *The Warrior Maiden*, p.45.
- Follow the DLG on page 45.
- Go through the Mini Lesson.

- Emphasize that editing makes the writing correct: Correct spelling, punctuation, homophones, possessions, etc.
- Ask students if they remember what revising does for the writing. Say, revising makes the writing _____. (better).
- Follow the Independent Writing direction.
- Circulate and conference with students.

Differentiate for Kindergarten: Students from Kindergarten should be able to use spacing between words, spell regularly used sight words for the grade level, and spell typical sound combinations correctly. It’s important to set the criteria based on the current performance status of the Kindergarten students so they are challenged and able to attain goals with effort, but without frustration.

DAY 2

Word Study

Vocabulary

OBJECTIVE:	Identify words that convey shades of meaning: verbs (manner) and adjectives (intensity) (LA.K-2.L.4) (K.AW1)
ACTIVITY:	Vocabulary Illustration/Guess My Word

Anchor Text Vocabulary Words:

<ol style="list-style-type: none"> 1. beat 2. hard 3. search 4. small 	<p>strike repeatedly (beating of a drum and beating of the heart)</p> <p>difficult to accomplish or resolve</p> <p>to look into or over carefully or thoroughly</p> <p>having comparatively little size or slight dimensions</p>
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Teach according to DLG, The Warrior Maiden, pp. 46-47.

Differentiated Kindergarten Activity:

- At the end of the lesson, students will complete the *Vocabulary Illustration* printable (Appendix A).
- Students will cut and paste the correct vocabulary word above the correct word and trace.
- Review the meaning of each vocabulary word.

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 exclamatory sentences, including end punctuation (LA.K-2.L.1)
ACTIVITY:	Exclamatory Sentences

Teach/Model/Practice

- Teach according to the DLG, *The Warrior Maiden*, p.49.
- Follow the Teach/Model and Guided Practice.
- Send students to continue with their editing.
- You might pair students to conference about their editing with a partner.
- Tell students as they edit their piece, to find where they can change one period to an exclamation point. Say, I can help you or you might ask your partner to help you find the best place where you might use an exclamation point instead of a period. If you can't find one, that's fine too.
- Remind students to be helpful to each other. Each partner might give one suggestion to the other partner. For example, a partner might say, "I wonder if you'd look at that word and edit it for spelling? It actually spelled ..." and the partner writes the correct spelling on a POST IT, or says it aloud. Partners should not write on each other's piece or take the piece from its owner.
- Circulate and conference with students.

Differentiate for second graders: Second graders should follow the editing checklist closely and should use words at their grade level. Both the revising and editing piece should be challenging in substance and process for the second graders.

Note: The worksheet in the Independent Practice, *Exclamatory?* (Appendix B) may be used in Centers.

DAY 3

Word Study

Vocabulary

OBJECTIVE:	Identify words that convey shades of meaning: verbs (manner) and adjectives (intensity) (LA.K-2.L.4) (K.AW1)
ACTIVITY:	Vocabulary Sort/Introduce Academic Vocabulary

Anchor Text Vocabulary Words:

1. beat	strike repeatedly (beating of a drum and beating of the heart)
2. hard	difficult to accomplish or resolve
3. search	to look into or over carefully or thoroughly
4. small	having comparatively little size or slight dimensions

Teach according to DLG, *The Warrior Maiden* p. 50.

Differentiated Kindergarten Activity:

- Students will choose a center while lesson is being taught to 1st and 2nd graders
- Give each student a copy of the *Vocabulary Sort* printable (Appendix A).
- Students will cut out each picture and then sort and paste them into the correct category.

Phonological Awareness/ Phonics/Spelling

See instructions for this section on Week 1 Day 1.



Shared Read Aloud

OBJECTIVE:	Ask and answer questions about key ideas from information presented orally or through other media (LA.K-2.SL.2)
ACTIVITY:	Recording Key Ideas

Teach according to DLG, The Warrior Maiden pp. 52-53.

Differentiated Kindergarten Activity:

- Students will draw pictures to take notes according to their ability.

Comprehension Mini-Lesson

OBJECTIVE:	Describe major events (LA.K-2.RL.3)
ACTIVITY:	Story Elements: Major Events

Teach according to DLG, The Warrior Maiden pp. 53-54.

Teach/Model

Guided Practice

Differentiated Kindergarten Activity:

- Extend the lesson to have the students give a response for the SWBST summarizing tool using the teacher selected narrative text.

Independent Practice

- Choose a center activity.



A blue banner with a rounded right edge. On the left, there is an orange rounded rectangle containing the text "DAY 3" in white. To the right of this, the text "Reading Workshop" is written in a large, white, serif font, and "Small-Group" is written in a smaller, white, sans-serif font to its right.

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 story (LA.K-2.W.3, LA. K-2.W.6)
ACTIVITY:	Publishing a Story

Teach/Model/Practice

- Teach according to the DLG, *The Warrior Maiden*, p.55.
- Follow the DLG on page 55 and use what's needed to prepare the students to publish their piece.
- Pass out the editing checklist and go over it with the students.
- Tell students to keep in mind everything the final draft needs to have to be a great published piece.
- Let students know to write their final piece and be sure they keep the checklist close by to check off everything.
- Send students to write their final piece.
- Let students know to take their time and not rush the work. It must be their best handwriting and presentable piece of writing.

- Tell students to think about the best title for their piece. They might want to think about two different titles and choose the best one for the piece.

Differentiate for Kindergarten:

Students from Kindergarten should be able to use spacing between words, spell regularly used sight words for the grade level, and spell typical sound combinations correctly. Teacher should establish the best criteria for publishing based on the Kindergarten students' current level of performance. Consider students' needs based on their progress and performance, instead of their grade level.

Note for K-2:

As in a true workshop, children's work might be different. The second graders should be writing a final draft of the second draft they edited. Younger students might be writing a final draft from the writing they wrote, revised, and edited in their journal.

DAY 4

Word Study

Vocabulary

OBJECTIVE:	Identify words that convey shades of meaning: verbs (manner) and adjectives (intensity) (LA.K-2.L.4)
ACTIVITY:	Headbands/Dictionary Author

Anchor Text Vocabulary Words:

<ol style="list-style-type: none"> 1. beat 2. hard 3. search 4. small 	<p>strike repeatedly (beating of a drum and beating of the heart)</p> <p>difficult to accomplish or resolve</p> <p>to look into or over carefully or thoroughly</p> <p>having comparatively little size or slight dimensions</p>
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Differentiated Kindergarten Activity:

- Students will play the Headbands game to review the anchor text. Use the headbands from prior units to review.

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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Writing Workshop

DAY 4

Grammar Mini-Lesson

OBJECTIVE:	Identify and use determiners (LA.K-2.L.1.2)
ACTIVITY:	Determiners

Teach/Model/Practice

- Teach according to the DLG, The Warrior Maiden, pp. 58-59.
- Follow the Teach/Model on pages 58 and top of 59.
- Follow the Guided Practice on page 59.
- Send students to continue working on their published piece.
- Circulate to encourage and check on students.

DAY 5

Word Study

Vocabulary

OBJECTIVE:	Identify words that convey shades of meaning: verbs (manner) and adjectives (intensity) (LA.K-2.L.4)
ACTIVITY:	Weekly Vocabulary Assessment

Anchor Text Vocabulary Words:

1. beat	strike repeatedly (beating of a drum and beating of the heart)
2. hard	difficult to accomplish or resolve
3. search	to look into or over carefully or thoroughly
4. small	having comparatively little size or slight dimensions

Differentiated Kindergarten Activity:

- Distribute *Kindergarten Vocabulary Assessment* printable(Appendix A) to each student
- Dictate the words from the *Vocabulary Assessment*
- Students should circle the corresponding picture to match the vocabulary word.

Phonological Awareness/Phonics/Spelling

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

DAY 5

Reading Workshop Whole-Group

Shared Read Aloud

OBJECTIVE:	Ask and answer questions about key ideas from information presented orally or through other media (LA.K-2.SL.2)
ACTIVITY:	Taking Notes: Formative Assessment

Teach according to DLG, *The Warrior Maiden* pp. 61-62.

Comprehension Mini-Lesson

OBJECTIVE:	Describe story elements: settings, major events (LA.K-2.RL.3)
ACTIVITY:	Story Elements: Setting and Major Events

Teach according to DLG, *The Warrior Maiden* pp. 62-63.

Teach/Model

Guided Practice

Independent Practice

- Students will choose a center activity

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:	Wrap up, share, & publish
ACTIVITY:	Publishing a Story

Sharing Writing

Use this time to share the pieces and publish according to the teacher's process. It's a great idea for students to share what they did through the editing process. Sharing out loud, helps the students to reflect and appreciate the process of editing (making their writing correct). In this case, students wouldn't share their piece of writing, but instead they would share how they made their writing correct.

For example: During the editing process, I edited the word /there/ for /their/. I needed to use the word that showed that was their book (possessive). I added an exclamation point to show excitement in my writing.