

**DAY 1**

# Word Study

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

## Vocabulary

<b>OBJECTIVE:</b>	Review vocabulary skills
<b>ACTIVITY:</b>	Review Anchor Text Vocabulary: Prefixes and Conjunctions

### Anchor Text Vocabulary Words:

1. <b>(re) built</b>	to have made by putting together parts or materials
2. <b>(re)collected</b>	to gather from a number of sources
3. <b>(re)drew</b>	to have produced a likeness by making lines on a surface
4. <b>(re)finished</b>	to have come to the end of a task
5. <b>but</b>	except that; unless
6. <b>once</b>	as soon as
7. <b>when</b>	at or during the time that
8. <b>where</b>	at, in, or to what place

Teach according to DLG, *The Warrior Maiden*, pp. 96-97.

#### Differentiated Kindergarten Activity:

- Students will use the *Vocabulary Words* printables from Unit 7, Weeks 1 & 2 (Appendix A).

## 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>	Introduce the Summative Performance Task
<b>ACTIVITY:</b>	Summative Performance Task

### Differentiated Kindergarten Activity:

- Students will choose a center activity.

## Comprehension Mini-lesson

<b>OBJECTIVE:</b>	Ask and answer questions about key details, identify the main topic and retell key details, and predict content using pictures and illustrations
<b>ACTIVITY:</b>	Close Reading - Day 1

Teach according to DLG, *The Warrior Maiden*, pp. 98-100.

### Teach/Model

### 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 opinion sentences (LA.K-2.W.1)
<b>ACTIVITY:</b>	Drafting an Opinion

## 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.101.

- Follow the Teach/Model, Guided Practice, & Independent Practice.
- Send students to write in their journal according to the directions in the Independent Practice.
- Circulate and Conference with students.

**Differentiate for Kindergarten:**

- One option is to use the *Opinion and Fact Organizer – Writing Frame* (Appendix B) for the kindergarten students to organize their opinion piece, or they might use their journal as you can guide them when you circulate and conference.

**DAY 2**

Word Study

## Vocabulary

<b>OBJECTIVE:</b>	Review Vocabulary Skills
<b>ACTIVITY:</b>	Review Anchor Text Vocabulary: Context Clues and Self-Correction

### Anchor Text Vocabulary Words:

<ol style="list-style-type: none"> <li>1. <b>fair</b></li> <li>2. <b>monitor</b></li> <li>3. <b>powder</b></li> <li>4. <b>property</b></li> <li>5. <b>artist</b></li> <li>6. <b>barber</b></li> <li>7. <b>carpenter</b></li> <li>8. <b>painter</b></li> </ol>	<p>not favoring one over another</p> <p>a student appointed to assist a teacher</p> <p>dry material made up of fine particles</p> <p>something owned or possessed</p> <p>a person skilled in one of the fine arts</p> <p>a person whose business is cutting and dressing hair and shaving beards</p> <p>a worker who builds or repairs wooden structures</p> <p>one who paints</p>
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**Teach according to DLG, *The Warrior Maiden*, p. 102.**

**Differentiated Kindergarten Activity:**

- Display the Kindergarten Vocabulary Word cards for Unit 7 Weeks 3 & 4 on the board.

## 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.RF.1) Read informational texts on topics of interest (LA.1.R1.14/LA.2.R1.14)
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DAY 2

# Writing Workshop

## Grammar Mini-Lesson

<b>OBJECTIVE:</b>	Review pronouns, subject, personal, possessive, and indefinite
<b>ACTIVITY:</b>	Unit 7 Review

## Teach/Model/Practice

- Teach according to the DLG, The Warrior Maiden, p. 104.
- Use this lesson to review as needed.
- You might do several rotations to meet with students and review content as needed and meet with students to discuss their writing as well.
- As you meet with students, the rest of the class can keep writing their opinion piece.

**Differentiate based on performance status:** Younger students can add one more reason to their opinion piece, while second graders might add more details and write a complete opinion piece that resembles the sample writing that was used for the lesson on Day 1 (Informational Writing: Opinion (Appendix B, 1st grade)).

DAY 3

# Word Study

## Vocabulary

<b>OBJECTIVE:</b>	Review Vocabulary Skills
<b>ACTIVITY:</b>	Review Anchor Text Vocabulary: Attributes and Shades of Meaning

## Anchor Text Vocabulary Words:

1. <b>Apache</b>	a group of American Indian peoples from the American Southwest
2. <b>Hopi</b>	an American Indian people from northeastern Arizona
3. <b>mesa</b>	a flat-topped hill with steep sides
4. <b>pueblo</b>	an American Indian village of Arizona or New Mexico
5. <b>beat</b>	strike repeatedly (beating of a drum and beating of the heart)
6. <b>hard</b>	difficult to accomplish or resolve
7. <b>search</b>	to look into or over carefully or thoroughly
8. <b>small</b>	having comparatively little size or slight dimensions

Teach according to DLG, *The Warrior Maiden*, pp. 104-105.

**Differentiated Kindergarten Activity:**

- Display the Kindergarten Vocabulary Word cards for Unit 8 Weeks 1 & 2 on the board

## 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

<b>OBJECTIVE:</b>	Describe connections, sequence information, ask and answer questions to clarify meaning, and distinguish between information provided by text or illustrations
<b>ACTIVITY:</b>	Close Reading - Part 2

Teach according to DLG, *The Warrior Maiden*, p. 106-107.

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 opinion sentences (LA.K-2.W.1)
<b>ACTIVITY:</b>	Revising, Editing, and Publishing an Opinion

## Teach/Model/Practice

- Teach according to the DLG, *The Warrior Maiden*, p.107.
- Follow the Teach/Model of the DLG on page 107.



- For Guided Practice, allow students to continue writing the piece from their journal and not the Opinion Writing Frame.
- Remind students about the process of revising and editing.
- Give students the time to complete their opinion piece.
- Allow time for revising and editing individually or in pairs.
- if in pairs, remind students to support and help each other respectfully.
- Tell students that tomorrow, they will write a final draft of their opinion piece.
- Circulate and conference with students to help with revision and editing.
- Give students a regular sheet of paper for their final draft.
- Display the Teach/Model lesson as an anchor to support students in their work.

**Differentiate for Kindergarten Students:** If students were using a graphic organizer, work with them to have a final draft on the appropriate sheet of paper (not the writing frame from the DLG). Work with them to have an ending for their piece.

**DAY 4**

Word Study

## Vocabulary

<b>OBJECTIVE:</b>	Review vocabulary skills
<b>ACTIVITY:</b>	Units 7 and 8 End-of-Unit Review

### Anchor Text Vocabulary Words:

<b>Review Words</b>	Use Anchor Text Vocabulary Words for Units 7 and 8
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**Teach according to DLG, *The Warrior Maiden*, pp. 108-109**

**Differentiated Kindergarten Activity:**

- Use the Kindergarten *Vocabulary Words* cards for Units 7 & 8 to place in the word basket for the review activity

## 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 conjunctions, exclamatory sentences, determiners, and proper capitalization in titles
<b>ACTIVITY:</b>	Unit 8 Review

## Teach/Model/Practice

- Teach according to the DLG, The Warrior Maiden, p.110.
- Use this lesson to review as needed.
- You might do several rotations to meet with students and review content as needed and meet with students to discuss their writing as well.
- As you meet with students, the rest of the class can work on their final draft of their opinion piece for publishing.
- Highlight to the whole class the importance of exclamatory sentences for an opinion piece. Using an exclamation mark shows the writer’s voice and tells the reader that the writer wants them to believe, to be excited, or to be angry - depending on what the writer shares. In an opinion piece, the writer has something very important and dear to say. Closing with an exclamatory sentence helps the writer to do so.

**DAY 5**

# Word Study

## Vocabulary

<b>OBJECTIVE:</b>	Assess skills from Units 7 and 8
<b>ACTIVITY:</b>	Units 7 and 8 End-of-Unit Assessment

## Anchor Text Vocabulary Words:

1. Review Words	Use Anchor Text Vocabulary Words for Units 7 and 8
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Teach according to DLG, *The Warrior Maiden*, pp. 111-112 to 1st and 2nd grade

**Differentiated Kindergarten Activity:**

Note: The assessment for Kindergarten will be for Unit 8 vocabulary only

- Give each student the *Vocabulary Review Assessment* printable (Appendix A)
- Students will draw a line from the picture to match the correct vocabulary word.
- Dictate words to students who will need assistance

## 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

<b>OBJECTIVE:</b>	Use illustrations and details to describe key ideas, identify reasons to support ideas, and identify similarities and differences between two texts on the same topic
<b>ACTIVITY:</b>	Close Reading - Day 3

Teach according to DLG, *The Warrior Maiden*, pp. 113-114

**Differentiated Kindergarten Activity:**

- Choose a center activity instead of creating a short sermon.

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

Use the Author's Chair for students to share their piece. Remember to get feedback from the audience. It may be the whole group just claps, or teacher may choose 3 people to share 1 "I like" ; 1 "I remember"; and 1 "I wonder".