

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

Vocabulary

OBJECTIVE:	Identify and use words that end in the suffix <i>-ly</i> (LA.K-2.L.3)
ACTIVITY:	Introduce the Anchor Text Vocabulary

Anchor Text Vocabulary Words:

<ol style="list-style-type: none"> 1. carefully 2. cleverly 3. perfectly 4. properly 	<p>made, done, or said with care</p> <p>showing wit or imagination</p> <p>in a manner without fault</p> <p>correctly or suitably</p>
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Teach according to DLG, *Cleversticks*, p. 70.

Differentiated Kindergarten Activity:

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

Things to Remember

Kindergarten Phonological Awareness and Phonics activities appear in this section. Use the Phonological Awareness, Phonics, and Spelling outlined in Pathways 2.0 1st Grade and 2nd Grade for students in those grades.

Phonological Awareness/Phonics/Spelling

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

Shared Read Aloud

OBJECTIVE:	Participate in readers' theater (LA.K-2.SL.7)
ACTIVITY:	Introduce Readers' Theater

Teach according to DLG, *Cleversticks*, pp. 73-74.

Differentiated Kindergarten Activity:

Note: Since this is the last unit, write in parts for Kindergarten to participate in the Readers' Theater. They can have parts that will consist of one or two words or making sounds as a group at certain parts of the story. Allowing Kindergarten to join in with this theater will also help to increase their listening and comprehension skills as they wait for their part.

Comprehension Mini-lesson

OBJECTIVE:	Sequence events in a story (LA.K-2.RL.3)
ACTIVITY:	Sequencing a Story - Part 1

Teach according to DLG, *Cleversticks*, p. 74.

Teach/Model

Guided Practice

Independent Practice

Differentiated Kindergarten Activity:

- Allow 1st and 2nd graders to work in groups to sequence. Read aloud the *Sequence Cards* (1st Grade DLG Appendix B).
- Allow kindergarten students to work collaboratively with you to put the cards in the correct order.

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:	Write an opinion piece (LA.K-2.W.1)
ACTIVITY:	Drafting an Opinion Paragraph

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 DIG, Cleversticks, pp. 75 - 76.
- Follow the Teach/Model on p. 75.
- For the Guided Practice, use the Writing Frame to use on a chart paper, leaving room for a conclusion.
- Go through the Guided Practice and have students record the paragraph in their journal.
- For Writing time, have students choose something they'd like to share an opinion about. It could be a movie, a class, a person in their lives, etc.
- Leave the Guided Practice page on the board and remind students to mirror it for their writing.
- Let students know that they will revise and edit on Day 3 to be ready to publish.
- Circulate and conference with students.

DAY 2

Word Study

Vocabulary

OBJECTIVE:	Identify and use words that end in the suffix <i>-ly</i> (LA.K-2.L.3)
ACTIVITY:	True or False

Anchor Text Vocabulary Words:

<ol style="list-style-type: none"> 1. carefully 2. cleverly 	<p>made, done, or said with care</p> <p>showing wit or imagination</p>
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3. perfectly	in a manner without fault correctly or suitably
4. properly	

Teach according to DLG, Cleversticks, p. 77.

Note: As a final review please remember to

- Say the word aloud.
- Students repeat the word.
- Use an illustration in the story to illustrate or provide context.
- Define the 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

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, produce, and expand sentences (LA.K- 2.L.1.)
ACTIVITY:	Four Types of Sentences

Teach/ModelPractice

- Teach according to the DLG, *Cleversticks*, pp. 79 - 80.
- Follow the Teach/Model on page 79.
- Go through the Guided Practice.
- Send students to work on their opinion piece.
- Tell them as they write, to think about the type of sentences they're writing.
- Ask students to share (just for fun) if they have an exclamatory sentence yet in their piece.
- Remind students that they will revise and edit their piece tomorrow.
- Circulate and conference with students.

DAY 3

Word Study

Vocabulary

OBJECTIVE:	Identify and use words that end in the suffix <i>-ly</i> (LA.K-2.L.3)
ACTIVITY:	Review Academic Vocabulary

Anchor Text Vocabulary Words:

1. carefully	made, done, or said with care
2. cleverly	showing wit or imagination
3. perfectly	in a manner without fault
4. properly	correctly or suitably

Teach according to DLG, *Cleversticks*, pp. 80-81.

Differentiated Kindergarten Activity:

- Use printable *Kindergarten Vocabulary Word Cards* (Appendix A) for Kindergarten review.
- Repeat review steps from Day 2.

Phonological Awareness/ Phonics/Spelling

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

DAY 3 **Reading Workshop** Whole-Group

Shared Read Aloud

OBJECTIVE:	Participate in readers' theater (LA.K-2.SL.7)
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ACTIVITY:	Practice Readers' Theater
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Teach according to DLG, *Cleversticks*, pp. 82-83.

Differentiated Kindergarten Activity:

- Create a simple part for Kindergarten to be included in the Reader's Theater. A choral response or as prop holders.

Comprehension Mini-Lesson

OBJECTIVE:	Sequence events in a story (LA.K-2.RL.3)
ACTIVITY:	Sequencing a Story - Part 2

Teach according to DLG, *Cleversticks*, p.83.

Teach/Model

Guided Practice

Independent Practice

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) 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:	Revise an opinion paragraph (LA.K-2.W.1)
ACTIVITY:	Revising an Opinion Paragraph

Teach/Model/Practice

- Teach according to the DLG, *Cleversticks*, p. 84.
- Follow the Teach/Model on page 84.
- Follow the Guided Practice except the writing from Day 1 is in the student notebook.
- Review the principles of revising together.
- Give students the appropriate words to use and the appropriate actions to take or not to take while revising with their classmates.
- Send students to write their revised paragraph on appropriate lined paper for a second draft.
- Let students know that they will edit this piece next week to prepare for the final draft to publish.
- Circulate to provide support and feedback to students.

Vocabulary

OBJECTIVE:	Identify and use words that end in the suffix <i>-ly</i> (LA.K-2.L.3)
ACTIVITY:	Concentration/Assess Academic Vocabulary

Anchor Text Vocabulary Words:

<ol style="list-style-type: none"> 1. carefully 2. cleverly 3. perfectly 4. properly 	<p>made, done, or said with care</p> <p>showing wit or imagination</p> <p>in a manner without fault</p> <p>correctly or suitably</p>
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Differentiated Kindergarten Activity:

- Students will use their set of vocabulary word cards to play a game of concentration for review of the anchor text.
- Review the definition of each anchor text vocabulary word by having students demonstrate the actions of each vocabulary word. For example:
 - Button *carefully*
 - Use chopsticks *cleverly*
 - Tie their shoes *perfectly*
 - Write their names *properly*

Phonological Awareness/Phonics/Spelling

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

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:	Produce and expand sentences. (LA.K-2.L.1)
ACTIVITY:	Produce and Expand Sentences

Teach/Model/Practice

- Teach according to the DLG, Cleversticks, p. 88.
- Follow the Teach/Model and the Guided Practice.
- Send students to continue to write their second draft.
- Circulate and check on students.

DAY 5

Word Study

Vocabulary

OBJECTIVE:	Identify and use words that end in the suffix <i>-ly</i> (LA.K-2.L.3)
ACTIVITY:	Weekly Vocabulary Assessment

Anchor Text Vocabulary Words:

1. carefully	made, done, or said with care
2. cleverly	showing wit or imagination
3. perfectly	in a manner without fault
4. properly	correctly or suitably

Differentiated Kindergarten Activity:

- Distribute *Kindergarten Vocabulary Assessment* printable(Appendix C) 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:	Participate in readers' theater (LA.K-2.SL.7)
ACTIVITY:	Readers' Theater Performance

Teach according to DLG, Cleversticks, p.91.

Comprehension Mini-Lesson

OBJECTIVE:	Sequence events in a story (LA.K-2.RL.3)
ACTIVITY:	Sequencing a Story - Part 3

Teach/Model

Guided Practice

Independent Practice

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:	Revision sharing
ACTIVITY:	Share the Process of Revision

Sharing Writing

Use this time for students to share one thing they did during the revision process and how that has helped to make their writing better. It's important for students to appreciate and express the process of revision. It helps with metacognition (thinking about one's own thinking) and discussing how their effort yields better results (growth mindset).

Note: For Week 4, plan to have the first two days for editing and publishing and the rest of the week for assessment. When assessing students in writing, give them the one day to write the first and only draft and the next day to continue, revise, edit, and conference on their own mind, and finish the writing. This is especially helpful for the second graders who will likely test in writing for 3rd grade if the school has a writing assessment program such as the WrAP (Writing Assessment Program). Each writing session can be 30 - 35 minutes.