

WEEK 1

At a Glance

Standards, Activities, and Resources

K - 2 BRIDGE

First Grade Cycle Pathways 2.0

A Tree is a Plant ~ Unit 3 ~ Week 1

Word Study – Approximately 40 minutes/day			
VOCABULARY			
Day	Kindergarten	First Grade	Second Grade
1	<p>Standard: Meaning of words and phrases in informational text (LA.K.RL.4)</p> <p>Activity: Introduce Anchor Text Vocabulary</p> <p>Resources:</p> <ul style="list-style-type: none"> Week 1 Vocabulary Words (Appendix A) 	<p>Standard: Meaning of words and phrases in informational text (LA.R1.L.4)</p> <p>Activity: Introduce Anchor Text Vocabulary</p> <p>Resources:</p> <ul style="list-style-type: none"> Week 1 Vocabulary Word Cards (Appendix A) 	<p>Standard: Meaning of words and phrases in informational text (LA.R2.L.4)</p> <p>Activity: Introduce Anchor Text Vocabulary</p> <p>Resources:</p> <ul style="list-style-type: none"> Week 1 Vocabulary Word Cards (Appendix A)
2	<p>Activity: Fill in the Blank</p> <p>Resources:</p> <ul style="list-style-type: none"> Week 1 Vocabulary Words (Appendix A) 	<p>Activity: Fill in the Blanks</p>	<p>Activity: Description</p>
3	<p>Activity: Vocabulary Headbands</p> <p>Resources:</p> <ul style="list-style-type: none"> Vocabulary Headbands (Appendix A) Week 1 Vocabulary Words (Appendix A) 	<p>Activity: Introduce Academic Vocabulary</p> <p>Resources:</p> <ul style="list-style-type: none"> Vocabulary Headbands (Appendix A kindergarten) 8 ½" x 11 card stock markers 	<p>Activity: Description</p> <p>Resources:</p> <ul style="list-style-type: none"> Vocabulary Headbands (Appendix A kindergarten) 8 ½" x 11 card stock markers
4	<p>Activity: Concentration Memory Game</p> <p>Resources:</p> <ul style="list-style-type: none"> Multiple sets of cut apart Week 1 Vocabulary Words (Appendix A) 	<p>Activity: Dictionary Author</p> <p>Resources:</p> <ul style="list-style-type: none"> Academic Vocabulary Dictionary (Appendix A) 	<p>Activity: Dictionary Author</p> <p>Resources:</p> <ul style="list-style-type: none"> Academic Vocabulary Dictionary (Appendix A)
5	<p>Activity: Weekly Vocabulary Assessment</p> <p>Resources:</p>	<p>Activity: Weekly Vocabulary Assessment</p> <p>Resources:</p>	<p>Activity: Weekly Vocabulary Assessment</p> <p>Resources:</p>

<ul style="list-style-type: none"> • Week 1 Vocabulary Assessment (Appendix A) 	<ul style="list-style-type: none"> • Weekly Vocabulary Assessment: Dictate, Write and Draw (Appendix C) 	<ul style="list-style-type: none"> • Weekly Vocabulary Assessment: Dictate, Write and Draw (Appendix C)
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PHONEMIC AWARENESS/PHONICS/SPELLING

Note: See Daily Lesson Guide, Week 1 Day 1 for instructions.

Reading Workshop – Approximately 80 minutes/day

WHOLE GROUP INSTRUCTION (20 minutes)
Note: Three days are devoted to Shared Read-Aloud and Comprehension Mini-Lessons. Those mini-lessons can be extended for other days of the week, or the time can be added to small-group instruction and individual work.

SHARED READ-ALoud			
Day	Kindergarten	First Grade	Second Grade
1	<p>Standard: Provide descriptions with key details (LA.K.SL.4)</p> <p>Activity: Introduce A Tree is a Plant</p> <p>Resources:</p> <ul style="list-style-type: none"> • <i>Seasons of an Apple Tree</i> printable (Appendix B). 	<p>Standard: Provide descriptions with key details (LA.1.SL.4)</p> <p>Activity: Introduce A Tree is a Plant</p> <p>Resources:</p> <ul style="list-style-type: none"> • <i>A Tree is a Plant</i>, one copy per student • KWL Chart (Appendix B) • Chart paper and markers 	<p>Standard: Provide descriptions with key details (LA.1.SL.4)</p> <p>Activity: Introduce A Tree is a Plant</p> <p>Resources:</p> <ul style="list-style-type: none"> • <i>A Tree is a Plant</i>, one copy per student • KWL Chart (Appendix B 1st grade) • Chart paper and markers
2	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>
3	<ul style="list-style-type: none"> • Activity: Text- Dependent Questions 	Activity: Text- Dependent Questions	<ul style="list-style-type: none"> • Activity: Text- Dependent Questions
4	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>
5	<ul style="list-style-type: none"> • Activity: Text- Dependent Questions 	Activity: Text- Dependent Questions	<ul style="list-style-type: none"> • Activity: Text- Dependent Questions

COMPREHENSION MINI-LESSON			
Day	Kindergarten	First Grade	Second Grade
1	<p>Standard: Identify connections between two pieces of informational text (LA.K.RI.3)</p> <p>Activity: Compare and Contrast</p> <p>Resources:</p> <ul style="list-style-type: none"> ● <i>Look Inside</i> (Appendix B) 	<p>Standard: Identify connections between two pieces of informational text (LA.1.RI.3)</p> <p>Activity: Compare and Contrast</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Apples and Pears (Appendix B) ● Find Connections: Apples and Pears (Appendix B) ● Chart Paper and Markers 	<p>Standard: Identify connections between two pieces of informational text (LA.1.RI.3)</p> <p>Activity: Compare and Contrast</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Apples and Pears (Appendix B 1st grade) ● Find Connections: Apples and Pears (Appendix B 1st grade) ● Chart Paper and Markers
2	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>
3	<p>Activity: Cause and Effect</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Find the Connections: Cause and Effect ● Chart paper and markers 	<p>Activity: Cause and Effect</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Find the Connections: Cause and Effect ● Chart paper and markers 	<p>Activity: Cause and Effect</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Find the Connections: Cause and Effect ● Chart paper and markers
4	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>
5	<p>Activity: Venn Diagram</p> <p>Resources:</p> <ul style="list-style-type: none"> ● <i>Student completed Look Inside</i> from Day 1 ● Identify the Connections: Venn Diagram (Appendix B 1st grade) ● Chart paper and markers 	<p>Activity: Venn Diagram</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Identify the Connections: Venn Diagram (Appendix B) ● Chart paper and markers 	<p>Activity: Venn Diagram</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Identify the Connections: Venn Diagram (Appendix B 1st grade) ● Chart paper and markers

SMALL-GROUP INSTRUCTION (60 minutes)
<p>Note : <i>Students will participate in Guided Reading and Independent Reading/Literacy Centers during this time that are scheduled simultaneously.. Select texts according to the students’ instructional levels, using the Teacher Manual for instructional support. In addition to the Reading Foundations standards, apply strategies taught in Whole-Group Instruction to Guided Reading texts.</i></p> <p>**Many Kindergarten students will not be ready for Guided Reading and should work on developmentally appropriate activities provided in Independent Reading/Literacy Centers.</p>

Writing Workshop – Approximately 40 minutes/day

Writing (30 minutes)

Note: Two days are Writing Mini-Lessons; two days are Grammar Mini-Lessons. Mini-lessons should be no more than ten minutes, with the rest of the time devoted to independent writing.

WRITING/GRAMMAR MINI-LESSON

Day	Kindergarten through Second Grade
1	<p>Standard: Writing a thank-you note (LA.1-2.W.2)</p> <p>Activity: Letter writing</p> <p>Resources:</p> <ul style="list-style-type: none">● Chart paper● Thank-You Note Model (Appendix B 1st grade)● Thank-You Note - Frame A (Appendix B 1st grade)
2	<p>Standard: Generate complete sentences(LA.K-2.L.2), Capitalize months, days, and holidays (LA.1-2.L.2), Edit for Capitalization (LA.2.L.2)</p> <p>Activity: Capitalizing Months, Days, and Holidays</p> <p>Resources:</p> <ul style="list-style-type: none">● Anchor Chart with 12 months, major US holidays, and days of the week● Student Journal
3	<p>Standard: Write a thank-you note (LA.K-2.W.2)</p> <p>Activity: Drafting a Thank -You Note</p> <p>Resources:</p> <ul style="list-style-type: none">● Thank-You Note Model (Appendix B)● Thank-You Note Frame (Appendix B)● Chart Papers, markers, and writing paper
4	<p>Standard: Use commas to write dates properly (LA.K-2.L.2)</p> <p>Activity: Using Commas in Dates</p> <p>Resources:</p> <ul style="list-style-type: none">● Adding Commas to Dates (Appendix B 1st grade)● Student writing
5	<p>Activity: Wrap up writing, Publish, & Deliver</p> <p>Resources:</p> <ul style="list-style-type: none">● Student notes● postage stamps & envelopes (optional)

WEEK 2

At a Glance

Standards, Activities, and Resources

K - 2 BRIDGE

First Grade Cycle Pathways 2.0

A Tree is a Plant ~ Unit 3 ~ Week 2

Word Study – Approximately 40 minutes/day			
VOCABULARY			
Day	Kindergarten	First Grade	Second Grade
1	Standard: Word relationships synonyms (LA.K.L.4) Activity: Introduce Anchor Text Vocabulary Resources: <ul style="list-style-type: none">Week 2 Vocabulary Words (Appendix A)	Standard: Word relationships synonyms (LA.1.L.4) Activity: Introduce Anchor Text Vocabulary Resources: <ul style="list-style-type: none">Week 2 Vocabulary Word Cards (Appendix A)	Standard: Word relationships synonyms (LA.2.L.4) Activity: Introduce Anchor Text Vocabulary Resources: <ul style="list-style-type: none">Week 2 Vocabulary Word Cards (Appendix A)
2	Activity: Guess My Word Resources: <ul style="list-style-type: none">Week 2 Vocabulary Words (Appendix A)	Activity: Guess My Word	Activity: Guess My Word
3	Activity: Vocabulary Headbands Resources: <ul style="list-style-type: none">Vocabulary Headbands (Appendix A)	Activity: Introduce Academic Vocabulary Resources: <ul style="list-style-type: none">8 ½" x 11 card stockmarkers	Activity: Introduce Academic Vocabulary Resources: <ul style="list-style-type: none">8 ½" x 11 card stockmarkers
4	Activity: Concentration Memory Game Resources: <ul style="list-style-type: none">Week 2 Vocabulary Words (Appendix A)	Activity: Dictionary Author Resources: <ul style="list-style-type: none">Academic Vocabulary Dictionary (Appendix A)	Activity: Description Resources: <ul style="list-style-type: none">List of resources needed
5	Activity: Weekly Vocabulary Assessment Resources: <ul style="list-style-type: none">Week 2 Vocabulary Assessment (Appendix A)	Activity: Weekly Vocabulary Assessment Resources: <ul style="list-style-type: none">Weekly Vocabulary Assessment: Dictate, Write and Draw (Appendix C)	Activity: Weekly Vocabulary Assessment Resources: <ul style="list-style-type: none">Weekly Vocabulary Assessment: Dictate, Write and Draw (Appendix C 1st grade)

PHONEMIC AWARENESS/PHONICS/SPELLING

Note: See Daily Lesson Guide, Week 1 Day 1 for instructions.

Reading Workshop – Approximately 80 minutes/day

WHOLE GROUP INSTRUCTION (20 minutes)

Note: Three days are devoted to Shared Read-Aloud and Comprehension Mini-Lessons. Those mini-lessons can be extended for other days of the week, or the time can be added to small-group instruction and individual work.

SHARED READ-ALoud

Day	Kindergarten	First Grade	Second Grade
1	<p>Standard: Ask and answer questions to clarify what the speaker says (LA. K.SL.3)</p> <p>Activity: Ask and Answer Questions</p> <p>Resources:</p> <ul style="list-style-type: none"> • Video or informational presentation (see lesson) 	<p>Standard: Ask and answer questions to clarify what the speaker says (LA. 1.SL.3)</p> <p>Activity: Ask and Answer Questions</p> <p>Resources:</p> <ul style="list-style-type: none"> • Video or informational presentation (see lesson) 	<p>Standard: Ask and answer questions to clarify what the speaker says (LA. 1.SL.3)</p> <p>Activity: Ask and Answer Questions</p> <p>Resources:</p> <ul style="list-style-type: none"> • Video or informational presentation (see lesson)
2	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>
3	Activity: Active Listening	<p>Activity: Active Listening</p> <p>Resources:</p> <ul style="list-style-type: none"> • My Interview Questions (Appendix B) • Interview Scoring Guide (Appendix D) 	<p>Activity: Active Listening</p> <p>Resources:</p> <ul style="list-style-type: none"> • My Interview Questions (Appendix B) • Interview Scoring Guide (Appendix D)
4	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>
5	Activity: Interview a Friend	<p>Activity: Interview a Friend</p> <p>Resources:</p> <ul style="list-style-type: none"> • Interview Scoring Guide (Appendix D) 	<p>Activity: Interview a Friend</p> <p>Resources:</p> <ul style="list-style-type: none"> • Interview Scoring Guide (Appendix D)

COMPREHENSION MINI-LESSON			
Day	Kindergarten	First Grade	Second Grade
1	<p>Standard: Distinguish Information in text or illustrations (LA.K.RI.7)</p> <p>Activity: Text or illustrations- Part 1</p> <p>Resources:</p> <ul style="list-style-type: none"> Teacher-selected informational text (see lesson) 	<p>Standard: Distinguish Information in text or illustrations (LA.K.RI.7) (LA.1-2.RI.6)</p> <p>Activity: Text or illustrations- Part 1</p> <p>Resources:</p> <p>Teacher-selected informational text (see lesson)</p> <p>Text or Illustrations? (Appendix B)</p>	<p>Standard: Distinguish Information in text or illustrations (LA.K.RI.7) (LA.1-2.RI.6)</p> <p>Activity: Text or illustrations- Part 1</p> <p>Resources:</p> <ul style="list-style-type: none"> Teacher-selected informational text (see lesson) Text or Illustrations? (Appendix B 1st grade)
2	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>
3	<p>Activity: Text Illustrations- Part 2</p> <p>Resources:</p> <ul style="list-style-type: none"> Plain paper 	<p>Activity: Text Illustrations- Part 2</p> <p>Resources:</p> <ul style="list-style-type: none"> Teacher selected informational text (see lesson) 	<p>Activity: Text Illustrations- Part 2</p> <p>Resources:</p> <ul style="list-style-type: none"> Teacher selected informational text (see lesson)
4	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>
5	<p>Activity: Text or Illustrations- Part 3</p> <p>Resources:</p> <ul style="list-style-type: none"> Plain paper 	<p>Activity: Text or Illustrations- Part 3</p> <p>Resources:</p> <ul style="list-style-type: none"> Illustration or Text? (Appendix B) 	<p>Activity: Text or Illustrations- Part 3</p> <p>Resources:</p> <ul style="list-style-type: none"> Illustration or Text? (Appendix B)

SMALL-GROUP INSTRUCTION (60 minutes)
<p>Note : Students will participate in Guided Reading and Independent Reading/Literacy Centers during this time that are scheduled simultaneously.. Select texts according to the students' instructional levels, using the Teacher Manual for instructional support. In addition to the Reading Foundations standards, apply strategies taught in Whole-Group Instruction to Guided Reading texts.</p> <p>**Many Kindergarten students will not be ready for Guided Reading and should work on developmentally appropriate activities provided in Independent Reading/Literacy Centers.</p>

Writing Workshop – Approximately 40 minutes/day

Writing (30 minutes)

Note: Two days are Writing Mini-Lessons; two days are Grammar Mini-Lessons. Mini-lessons should be no more than ten minutes, with the rest of the time devoted to independent writing.

WRITING/GRAMMAR MINI-LESSON

Day	Kindergarten through Second Grade
1	<p>Standard: Write a description (LA.K-2.W.2)</p> <p>Activity: Write a Descriptive Piece</p> <p>Resources:</p> <ul style="list-style-type: none">● Descriptive Paragraph:Prewriting Graphic Organizer Model (Appendix B)● My Topics (Appendix B 1st grade)● Student Journal
2	<p>Standard: Use proper punctuation for declarative sentences (LA.K-2.RF.1; LA.K-2.L.1)</p> <p>Activity: Declarative Sentence Detectives</p> <p>Resources:</p> <ul style="list-style-type: none">● Declarative Sentence Detective (Appendix B 1st grade)● Chart paper, marker● Various non-fiction (informational) books for additional activity● Student Journal
3	<p>Standard: Writing a description (LA.1.W.2)</p> <p>Activity: Brainstorming Sensory Words - Graphic Organizer</p> <p>Resources:</p> <ul style="list-style-type: none">● Descriptive Paragraph: Prewriting Graphic Organizer Model (Appendix B 1st grade)● Prewriting Graphic Organizer (Appendix B 1st grade)● Graphic Organizer (Appendix B) for student to write
4	<p>Standard: Identify and use proper punctuation in declarative sentences (LA.K-2.RF.1) Drafting a description (LA.K-2.W.2)</p> <p>Activity: Create & Compare Topic Sentences</p> <p>Resources:</p> <ul style="list-style-type: none">● Descriptive Paragraph Model (Appendix B 1st grade)● Chart paper or board abd marker● Student Journal
5	<p>Activity: Wrap Up, Share, Work on descriptive piece</p> <p>Resources:</p> <ul style="list-style-type: none">● Student Writing

WEEK 3

At a Glance

Standards, Activities, and Resources

K - 2 BRIDGE

First Grade Cycle Pathways 2.0

A Tree is a Plant ~ Unit 3 ~ Week 3

Word Study – Approximately 40 minutes/day			
VOCABULARY			
Day	Kindergarten	First Grade	Second Grade
1	<p>Standard: Word relationships (LA.K.L.4) Activity: Introduce Anchor Text Vocabulary Resources:</p> <ul style="list-style-type: none"> Week 3 Vocabulary Words (Appendix A) 	<p>Standard: Word relationships (LA.1.L.4) Activity: Introduce Anchor Text Vocabulary Resources:</p> <ul style="list-style-type: none"> Week 3 Vocabulary Word Cards (Appendix A) 	<p>Standard: Word relationships (LA.2.L.4) Activity: Introduce Anchor Text Vocabulary Resources:</p> <ul style="list-style-type: none"> Week 3 Vocabulary Word Cards (Appendix A 1st grade)
2	<p>Activity: Antonym Match Resources:</p> <ul style="list-style-type: none"> Week 3 Vocabulary Words (Appendix A) 	<p>Activity: Antonym Match</p>	<ul style="list-style-type: none"> Activity: Antonym Match
3	<p>Activity: Antonym Match Resources:</p> <ul style="list-style-type: none"> Week 3 Vocabulary Words (Appendix A) 	<p>Activity: Introduce Academic Vocabulary Resources:</p> <ul style="list-style-type: none"> 8 ½" x 11 card stock markers 	<p>Activity: Introduce Academic Vocabulary Resources:</p> <ul style="list-style-type: none"> 8 ½" x 11 card stock markers
4	<p>Activity: Vocabulary Headbands Resources:</p> <ul style="list-style-type: none"> Week 3 Vocabulary Words (Appendix A) 	<p>Activity: Dictionary Author Resources:</p> <ul style="list-style-type: none"> Academic Vocabulary Dictionary (Appendix A) 	<p>Activity: Dictionary Author Resources:</p> <ul style="list-style-type: none"> Academic Vocabulary Dictionary (Appendix A 1st grade)
5	<p>Activity: Weekly Vocabulary Assessment Resources:</p> <ul style="list-style-type: none"> Week 3 Vocabulary Assessment (Appendix A) 	<p>Activity: Weekly Vocabulary Assessment Resources:</p> <ul style="list-style-type: none"> Weekly Vocabulary Assessment: Dictate, Write and Draw (Appendix C) 	<p>Activity: Weekly Vocabulary Assessment Resources:</p> <ul style="list-style-type: none"> Weekly Vocabulary Assessment: Dictate, Write and Draw (Appendix C 1st grade)

PHONEMIC AWARENESS/PHONICS/SPELLING

Note: See Daily Lesson Guide, Week 1 Day 1 for instructions.

Reading Workshop – Approximately 80 minutes/day**WHOLE GROUP INSTRUCTION** (20 minutes)

Note: Three days are devoted to Shared Read-Aloud and Comprehension Mini-Lessons. Those mini-lessons can be extended for other days of the week, or the time can be added to small-group instruction and individual work.

SHARED READ-ALoud

Day	Kindergarten	First Grade	Second Grade
1	Standard: Use visuals with descriptions (LA.K.SL.5) Activity: Add an illustration	Standard: Use visuals with descriptions (LA.1.SL.5) Activity: Add an illustration	Standard: Use visuals with descriptions (LA.2.SL.5) Activity: Add an illustration
2	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>
3	Activity: Draw and Label Resources: ● Plain paper	Activity: Find the Right Illustration Resources: ● Descriptive Paragraph Model (Appendix B)	Activity: Find the Right Illustration Resources: ● Descriptive Paragraph Model (Appendix B 1st grade)
4	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>
5	Activity: Show and Tell: Illustrations Resources: ● Student work from Day 3	Activity: Show and Tell: Illustrations	Activity: Show and Tell: Illustrations

COMPREHENSION MINI-LESSON

Day	Kindergarten	First Grade	Second Grade
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1	<p>Standard: Identify similarities and differences between texts on the same topic (LA.K.RI.9)</p> <p>Activity: Same or Different</p> <p>Resources:</p> <ul style="list-style-type: none"> • <i>The Secret Life of Trees</i> by Chiara Chevallier (or other teacher-selected informational text) 	<p>Standard: Identify similarities and differences between texts on the same topic (LA.1.RI.9)</p> <p>Activity: Same or Different</p> <p>Resources:</p> <ul style="list-style-type: none"> • <i>The Secret Life of Trees</i> by Chiara Chevallier (or other teacher-selected informational text) 	<p>Standard: Identify similarities and differences between texts on the same topic (LA.2.RI.9)</p> <p>Activity: Same or Different</p> <p>Resources:</p> <ul style="list-style-type: none"> • <i>The Secret Life of Trees</i> by Chiara Chevallier (or other teacher-selected informational text)
2	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>
3	Activity: Draw and Label	Activity: The Right Book For the Job Resources:	Activity: The Right Book For the Job Resources:
		<ul style="list-style-type: none"> • <i>The Secret Life of Trees</i>, one teacher copy 	<ul style="list-style-type: none"> • <i>The Secret Life of Trees</i>, one teacher copy
4	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>
5	Activity: Choosing the Right Book Resources:	Activity: Choosing the Right Book Resources:	Activity: Choosing the Right Book Resources:
	<ul style="list-style-type: none"> • Selection of picture books related to the topic of this unit. 	<ul style="list-style-type: none"> • Similarities and Differences (Appendix B) • Teacher-selected books 	<ul style="list-style-type: none"> • Similarities and Differences (Appendix B 1st grade) • Teacher-selected books

SMALL-GROUP INSTRUCTION (60 minutes)

Note : Students will participate in **Guided Reading** and **Independent Reading/Literacy Centers** during this time that are scheduled simultaneously.. Select texts according to the students' instructional levels, using the Teacher Manual for instructional support. In addition to the Reading Foundations standards, apply strategies taught in Whole-Group Instruction to Guided Reading texts.

****Many Kindergarten students will not be ready for Guided Reading and should work on developmentally appropriate activities provided in Independent Reading/Literacy Centers.**

Writing Workshop – Approximately 40 minutes/day

Writing (30 minutes)

Note: Two days are Writing Mini-Lessons; two days are Grammar Mini-Lessons. Mini-lessons should be no more than ten minutes, with the rest of the time devoted to independent writing.

WRITING/GRAMMAR MINI-LESSON	
Day	Kindergarten through Second Grade
1	<p>Standard: Identifying and using singular and plural nouns (LA.K-2.L.1)</p> <p>Activity: Which Noun</p> <p>Resources:</p> <ul style="list-style-type: none"> • Which Noun? (Appendix B 1st grade)
2	<p>Standard: Draft and revise a description (LA.K-2.W.2)</p> <p>Activity: Drafting a Description</p> <p>Resources:</p> <ul style="list-style-type: none"> • White board or chart paper and markers to create an anchor chart
3	<p>Standard: Identify and using singular and plural nouns (LA.K-2.L.1)</p> <p>Activity: Noun/Verb Agreement</p> <p>Resources:</p> <ul style="list-style-type: none"> • Yesterday's Anchor Chart
4	<p>Standard: Writing a description (LA.K-2.W.2)</p> <p>Activity: Using sparkly adjectives and strong verbs</p> <p>Resources:</p> <ul style="list-style-type: none"> • Tiger Description Chart
5	<p>Standard: Wrap up, Author's Chair, Share in Pair</p> <p>Activity: Partner Feedback</p> <p>Resources:</p> <ul style="list-style-type: none"> • Sharing Anchor Chart (Appendix B)

WEEK 4

At a Glance

Standards, Activities, and Resources

K - 2 BRIDGE

First Grade Cycle Pathways 2.0

Little Maid~ Unit 3 ~ Week 4

Word Study – Approximately 40 minutes/day			
VOCABULARY			
Day	Kindergarten	First Grade	Second Grade
1	<p>Standard: Identify real-world connections with words and their uses (LA.K.L.3)</p> <p>Activity: Yes/No Statements</p> <p>Resources:</p> <ul style="list-style-type: none"> Week 4 Vocabulary Words (Appendix A) 	<p>Standard: Identify real-world connections with words and their uses (LA.1.L.4)</p> <p>Activity: Yes/No Statements</p> <p>Resources:</p> <ul style="list-style-type: none"> Week 3 Vocabulary Word Cards (Appendix A) Yes/No Cards (Appendix A) 	<p>Standard: Identify real-world connections with words and their uses (LA.2.L.4)</p> <p>Activity: Yes/No Statements</p> <p>Resources:</p> <ul style="list-style-type: none"> Week 3 Vocabulary Word Cards (Appendix A) Yes/No Cards (Appendix A 1st grade)
2	<p>Activity: True or False</p> <p>Resources:</p> <ul style="list-style-type: none"> Week 4 Vocabulary Words (Appendix A) 	<p>Activity: True or False</p>	<p>Activity: True or False</p>
3	<p>Activity: Vocabulary Headbands</p> <p>Resources:</p> <ul style="list-style-type: none"> Week 4 Vocabulary Words (Appendix A) Vocabulary Headbands (Appendix A) 	<p>Activity: Introduce Academic Vocabulary</p> <p>Resources:</p> <ul style="list-style-type: none"> 8 ½" x 11 card stock markers 	<p>Activity: Introduce Academic Vocabulary</p> <p>Resources:</p> <ul style="list-style-type: none"> 8 ½" x 11 card stock markers
4	<p>Activity: Concentration Memory</p> <p>Resources:</p> <ul style="list-style-type: none"> Multiple sets of Week 4 Vocabulary Words (Appendix A) 	<p>Activity: Dictionary Author</p> <p>Resources:</p> <ul style="list-style-type: none"> Academic Vocabulary Dictionary (Appendix A) Unit 3 Anchor Text Vocabulary Cards (Appendix A) 	<p>Activity: Dictionary Author</p> <p>Resources:</p> <ul style="list-style-type: none"> Academic Vocabulary Dictionary (Appendix A 1st grade) Unit 3 Anchor Text Vocabulary Cards (Appendix A 1st grade)
5	<p>Activity: Description</p>	<p>Activity: End-of Unit Assess</p>	<p>Activity: End-of Unit Assess</p>

Resources: ● Week 4 Vocabulary Assessment (Appendix A)	Resources: ● End-of-Unit Assessment (Appendix C and Appendix D)	Resources: ● End-of-Unit Assessment (Appendix C and Appendix D)
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PHONEMIC AWARENESS/PHONICS/SPELLING

Note: See Daily Lesson Guide, Week 1 Day 1 for instructions.

Reading Workshop – Approximately 80 minutes/day

WHOLE GROUP INSTRUCTION (20 minutes)
Note: Three days are devoted to Shared Read-Aloud and Comprehension Mini-Lessons. Those mini-lessons can be extended for other days of the week, or the time can be added to small-group instruction and individual work.

SHARED READ-ALoud			
Day	Kindergarten	First Grade	Second Grade
1	Activity: Johnny Appleseed Resources: ● Walt Disney’s Legend of Johnny Appleseed 1948 – YouTube	Standard: Participate in reader’s theater (LA.1.SL.7) Activity: Reader’s Theater Resources: ● Creation and/or Johnny Appleseed (Appendix B)	Standard: Participate in reader’s theater (LA.1.SL.6) Activity: Reader’s Theater Resources: ● Creation and/or Johnny Appleseed (Appendix B 1st grade)
2	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>
3	Activity: Telephone Game	Activity: Reader’s Theater Expression Resources: ● Reader’s Theater Scripts (Appendix B)	Activity: Reader’s Theater Expression Resources: ● Reader’s Theater Scripts (Appendix B 1st grade)
4	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>
5	Activity: Reader’s Theater Presentation	Activity: Reader’s Theater Presentation Resources:	Activity: Reader’s Theater Presentation Resources:

		<ul style="list-style-type: none"> • Reader’s Theater Scoring Guide (Appendix D) 	<ul style="list-style-type: none"> • Reader’s Theater Scoring Guide (Appendix D)
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COMPREHENSION MINI-LESSON			
Day	Kindergarten	First Grade	Second Grade
1	<p>Standard: Sequence information (LA.K.RI.3)</p> <p>Activity: Description</p> <p>Resources:</p> <ul style="list-style-type: none"> • Food Chain (Appendix B) 	<p>Standard: Sequence information (LA.1.RI.3)</p> <p>Activity: Sequence- Part 1</p> <p>Resources:</p> <ul style="list-style-type: none"> • The Food Chain from Reading A-Z or other teacher-selection • Sequence the Food Chain, two pages (Appendix B) 	<p>Standard: Sequence information (LA.1.RI.3)</p> <p>Activity: Sequence- Part 1</p> <p>Resources:</p> <ul style="list-style-type: none"> • The Food Chain from Reading A-Z or other teacher-selection • Sequence the Food Chain, two pages (Appendix B 1st grade)
2	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>
3	<p>Activity: Sequence-Part 2</p> <p>Resources:</p> <ul style="list-style-type: none"> • Sequence of the Seasons (Appendix B 1st grade) 	<p>Activity: Sequence-Part 2</p> <p>Resources:</p> <ul style="list-style-type: none"> • The Food Chain or other previously selected text • Sequence the Seasons (Appendix B) 	<p>Activity: Sequence-Part 2</p> <p>Resources:</p> <ul style="list-style-type: none"> • The Food Chain or other previously selected text • Sequence the Seasons (Appendix B 1st grade)
4	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>
5	<ul style="list-style-type: none"> • <i>This time may be used for completing the end-of-unit assessments.</i> 	<i>This time may be used for completing the end-of-unit assessments.</i>	<i>This time may be used for completing the end-of-unit assessments.</i>

SMALL-GROUP INSTRUCTION (60 minutes)
<p>Note : Students will participate in Guided Reading and Independent Reading/Literacy Centers during this time that are scheduled simultaneously.. Select texts according to the students’ instructional levels, using the Teacher Manual for instructional support. In addition to the Reading Foundations standards, apply strategies taught in Whole-Group Instruction to Guided Reading texts.</p>

****Many Kindergarten students will not be ready for Guided Reading and should work on developmentally appropriate activities provided in Independent Reading/Literacy Centers.**

Writing Workshop – Approximately 40 minutes/day

Writing (30 minutes)

Note: Two days are Writing Mini-Lessons; two days are Grammar Mini-Lessons. Mini-lessons should be no more than ten minutes, with the rest of the time devoted to independent writing.

WRITING/GRAMMAR MINI-LESSON

Day	Kindergarten through Second Grade
1	<p>Standard: Identify proper use of articles: a, an, the (LA.K-2.L.1)</p> <p>Activity: Using a, an, The</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Find the articles (Appendix B)- Optional ● Student writing
2	<p>Standard: Editing and publishing a description (LA.K-2.W.2)</p> <p>Activity: Editing with Friends</p> <p>Resources:</p> <ul style="list-style-type: none"> ● My Editing Flip Book (Appendix B) ● Editing Checklist ● Single hole punch and brads (optional)
3	<p>Standard: Editing and publishing a description (LA.K-2.W.2)</p> <p>Activity: Complete Final Draft & Publish</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Paper to publish ● Student Writing
4	<p>Standard: Editing and publishing a description (LA.K-2.W.2)</p> <p>Activity: Review articles a, an, the & publish final draft</p>
5	<p>Activity: Complete Final Draft, Publish, & Share</p>