

# WEEK 1

## At a Glance

Standards, Activities, and Resources

### K - 2 BRIDGE

First Grade Cycle Pathways 2.0

## Little Maid ~ Unit 4 ~ Week 1

Word Study – Approximately 40 minutes/day			
VOCABULARY			
Day	Kindergarten	First Grade	Second Grade
1	Classify and categorize: more than one attribute (LA.K.L.4) <b>Activity:</b> Introduce Anchor Text Vocabulary <b>Resources:</b> <ul style="list-style-type: none"> <li>Vocabulary Words (Appendix A)</li> </ul>	<b>Standard:</b> Classify and categorize: more than one attribute (LA.1.L.4) <b>Activity:</b> Introduce Anchor Text Vocabulary <b>Resources:</b> <ul style="list-style-type: none"> <li>Week 1 Vocabulary Word Cards (Appendix A, 1st grade DLG)</li> </ul>	<b>Standard:</b> Classify and categorize: more than one attribute (LA.2.L.4) <b>Activity:</b> Introduce Anchor Text Vocabulary <b>Resources:</b> <ul style="list-style-type: none"> <li>Week 1 Vocabulary Word Cards (Appendix A, 1st grade DLG)</li> </ul>
2	<b>Activity:</b> Fill in the Blank <b>Resources:</b> <ul style="list-style-type: none"> <li>Little Maid Anchor Text</li> </ul>	<b>Activity:</b> Fill in the Blanks	<b>Activity:</b> Fill in the Blanks
3	<b>Activity:</b> Vocabulary Stepping Stones <b>Resources:</b> <ul style="list-style-type: none"> <li>Little Maid Anchor Text</li> </ul>	<b>Activity:</b> Introduce Academic Vocabulary <b>Resources:</b> <ul style="list-style-type: none"> <li>8 ½" x 11 card stock</li> <li>markers</li> </ul>	<b>Activity:</b> Introduce Academic Vocabulary <b>Resources:</b> <ul style="list-style-type: none"> <li>8 ½" x 11 card stock</li> <li>markers</li> </ul>
4	<b>Activity:</b> Vocabulary ABC <b>Resources:</b> <ul style="list-style-type: none"> <li>ABC Order (Appendix A)</li> <li>scissors and glue stick</li> </ul>	<b>Activity:</b> Dictionary Author <b>Resources:</b> <ul style="list-style-type: none"> <li>Academic Vocabulary Dictionary (Appendix A, 1st grade DLG)</li> </ul>	<b>Activity:</b> Dictionary Author <b>Resources:</b> <ul style="list-style-type: none"> <li>Academic Vocabulary Dictionary (Appendix A, 1st grade DLG)</li> </ul>
5	<b>Activity:</b> Week 1 Dictation Vocabulary Assessment <b>Resources:</b> <ul style="list-style-type: none"> <li>Week 1 Vocabulary Assessment</li> </ul>	<b>Activity:</b> Weekly Vocabulary Assessment <b>Resources:</b> <ul style="list-style-type: none"> <li>Weekly Vocabulary Assessment: Dictate, Write and Draw (Appendix C)</li> </ul>	<b>Activity:</b> Weekly Vocabulary Assessment <b>Resources:</b> <ul style="list-style-type: none"> <li>Weekly Vocabulary Assessment: Dictate, Write and Draw (Appendix C)</li> </ul>

	(Appendix A)		
	<ul style="list-style-type: none"> <li>pencils</li> </ul>		

**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.*

<b>SHARED READ-ALoud</b>			
<b>Day</b>	<b>Kindergarten</b>	<b>First Grade</b>	<b>Second Grade</b>
<b>1</b>	<p><b>Standard:</b> Participate in collaborative conversations (LA.K.SL.8)</p> <p><b>Activity:</b> Introduce Little Maid</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Little Maid, One copy per student</li> </ul>	<p><b>Standard:</b> Participate in collaborative conversations (LA.1.SL.8)</p> <p><b>Activity:</b> Introduce Little Maid</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Little Maid, One copy per student</li> </ul>	<p><b>Standard:</b> Tell a story (LA.2.SL.7)</p> <p><b>Activity:</b> Tell Us a Story</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Oral storytelling model (see lesson)</li> </ul>
<b>2</b>	<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>
<b>3</b>	<p><b>Activity:</b> Collaborative Conversations</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Chart papers and markers</li> </ul>	<p><b>Activity:</b> Collaborative Conversations</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Chart papers and markers</li> </ul>	<p><b>Activity:</b> Collaborative Conversations</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Chart papers and markers</li> </ul>
<b>4</b>	<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>
<b>5</b>	<p><b>Activity:</b> Kindness Illustration</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Large drawing paper sheet</li> </ul>	<p><b>Activity:</b> All Right, Stop, Collaborate, and Listen</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Collaborative Conversation Tickets (Appendix B)</li> </ul>	<ul style="list-style-type: none"> <li><b>Activity:</b> Tell Me a Story</li> <li><b>Resources:</b></li> <li>Walking with God Storytelling Scoring Guide (Appendix D)</li> </ul>

COMPREHENSION MINI-LESSON			
Day	Kindergarten	First Grade	Second Grade
1	<p><b>Standard:</b> Ask and answer questions (LA.K.RL.1)</p> <p><b>Activity:</b> Asking Questions about Little Maid</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>List of questions about Little Maid (See DLP for examples)</li> </ul>	<p><b>Standard:</b> Ask and answer questions (LA.1.RL.1)</p> <p><b>Activity:</b> Asking Questions about Little Maid</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Asking Key Questions about Little Maid (Appendix B)</li> </ul>	<p><b>Standard:</b> Ask and answer questions (LA.2.RL.1)</p> <p><b>Activity:</b> Asking Questions about Little Maid</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Asking Key Questions about Little Maid (Appendix B)</li> </ul>
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><b>Activity:</b> Little Maid Main Idea Illustration</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Little Maid: Main Idea Illustration (Appendix B)</li> <li>pencil and markers</li> </ul>	<p><b>Activity:</b> Cite that Evidence</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Citing Evidence (Appendix B)</li> </ul>	<p><b>Activity:</b> Cite that Evidence</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Citing Evidence (Appendix B)</li> </ul>
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><b>Activity:</b> Kindness Illustration</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Large drawing paper sheet (continued)</li> </ul>	<p><b>Activity:</b> My Favorite Part</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Illustrate Little Maid (Appendix B)</li> </ul>	<p><b>Activity:</b> My Favorite Part</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Illustrate Little Maid (Appendix B)</li> </ul>

**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><b>Standard:</b> Use adverbs to tell how, when, and where (LA.K-2.W.2)</p> <p><b>Activity:</b> Adverbs in Action</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"><li>● Sentences that Inform Model (Appendix B)</li></ul>
2	<p><b>Standard:</b> Identify and use proper nouns (LA.K-2.L.1)</p> <p><b>Activity:</b> Proper Nouns</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"><li>● Board or chart paper</li><li>● Student writing</li></ul>
3	<p><b>Standard:</b> Use Adverbs to tell how, when, and where (LA. K-2.W.2)</p> <p><b>Activity:</b> Drafting Sentences That Inform</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"><li>● Sentences that Inform Frame (Appendix B)</li><li>● Chart paper and markers</li><li>● Student writing</li></ul>
4	<p><b>Standard:</b> Identify and use proper nouns (LA.K-2.L.1)</p> <p><b>Activity:</b> Working with Proper Nouns</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"><li>● Student writing</li><li>● Proper or Common Nouns (Appendix B)</li></ul>
5	<p><b>Standard:</b></p> <p><b>Activity:</b> Complete writing and other writing &amp; center activities Grades 1 - 2: Proper Nouns Kindergarten: Centers</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"><li>● Common and Proper Noun Sort (Appendix B)</li><li>● Common and Proper Noun Sort Cards (Appendix B)</li><li>● Proper or Common Nouns (Appendix B)</li></ul>

# WEEK 2

# At a Glance

Standards, Activities, and Resources

## K - 2 BRIDGE

First Grade Cycle Pathways 2.0

## Little Maid ~ Unit 4 ~ Week 2

Word Study – Approximately 40 minutes/day			
VOCABULARY			
Day	Kindergarten	First Grade	Second Grade
1	<b>Standard:</b> Word relationships: homophones (LA.K.L.4) <b>Activity:</b> Anchor Text Vocabulary <b>Resources:</b> <ul style="list-style-type: none"><li>• Vocabulary Words (Appendix A) Week 1</li><li>• pencil and markers</li></ul>	<b>Standard:</b> Word relationships: homophones (LA.1.L.4) <b>Activity:</b> Introduce Anchor Text Vocabulary <b>Resources:</b> <ul style="list-style-type: none"><li>• Week 2 Vocabulary Cards (Appendix A)</li></ul>	<b>Standard:</b> Word relationships: homophones (LA.1.L.4) <b>Activity:</b> Introduce Anchor Text Vocabulary <b>Resources:</b> <ul style="list-style-type: none"><li>• Week 2 Vocabulary Cards (Appendix A)</li></ul>
2	<b>Activity:</b> In the Beginning <b>Resources:</b> <ul style="list-style-type: none"><li>• In the Beginning (Appendix A)</li><li>• Scissors and glue stick</li></ul>	<b>Activity:</b> Anchor Text Homophones	<ul style="list-style-type: none"><li>• <b>Activity:</b> Anchor Text Homophones</li></ul>
3	<b>Activity:</b> Vocabulary Helpers <b>Resources:</b> <ul style="list-style-type: none"><li>• <i>Vocabulary Helpers</i> (Appendix A)</li><li>• pencils and markers/crayons</li></ul>	<b>Activity:</b> Introduce Academic Vocabulary <b>Resources:</b> <ul style="list-style-type: none"><li>• 8 ½" x 11 card stock</li><li>• markers</li></ul>	<b>Activity:</b> Introduce Academic Vocabulary <b>Resources:</b> <ul style="list-style-type: none"><li>• 8 ½" x 11 card stock</li><li>• markers</li></ul>
4	<b>Activity:</b> Vocabulary Word Search <b>Resources:</b> <ul style="list-style-type: none"><li>• Little Maid Word Search (Appendix A)</li></ul>	<b>Activity:</b> Dictionary Author <b>Resources:</b> <ul style="list-style-type: none"><li>• Academic Vocabulary Dictionary (Appendix A)</li></ul>	<b>Activity:</b> Dictionary Author <b>Resources:</b> <ul style="list-style-type: none"><li>• Academic Vocabulary Dictionary (Appendix A)</li></ul>
5	<b>Activity:</b> Week 2 Matching Vocabulary Assessment	<b>Activity:</b> Weekly Vocabulary Assessment <b>Resources:</b>	<b>Activity:</b> Weekly Vocabulary Assessment <b>Resources:</b>

<b>Resources:</b>	<ul style="list-style-type: none"> <li>Week 2 Kindergarten Vocabulary Assessment (Appendix A)</li> </ul>	<ul style="list-style-type: none"> <li>Weekly Vocabulary Assessment: Dictate, Write and Draw (Appendix C)</li> </ul>	<ul style="list-style-type: none"> <li>Weekly Vocabulary Assessment: Dictate, Write and Draw (Appendix C)</li> </ul>
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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.

<b>SHARED READ-ALoud</b>			
Day	Kindergarten	First Grade	Second Grade
1	<p><b>Standard:</b> Tell a story (LA.K.SL.7)</p> <p><b>Activity:</b> Tell Us a Story</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Oral storytelling model (see lesson)</li> </ul>	<p><b>Standard:</b> Tell a story (LA.1.SL.7)</p> <p><b>Activity:</b> Tell Us a Story</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Oral storytelling model (see lesson)</li> </ul>	<p><b>Standard:</b> Tell a story (LA.1.SL.7)</p> <p><b>Activity:</b> Tell Us a Story</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Oral storytelling model (see lesson)</li> </ul>
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><b>Activity:</b> Sequence a Story</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Walking with God Storytelling Scoring Guide (Appendix D)</li> <li>Sequencing a story -Little Maid (Appendix B)</li> </ul>	<p><b>Activity:</b> Sequence a story</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Walking with God Storytelling Scoring Guide (Appendix D)</li> <li>Sequencing a story -Little Maid (Appendix B)</li> </ul>	<p><b>Activity:</b> Sequence a story</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Walking with God Storytelling Scoring Guide (Appendix D)</li> <li>Sequencing a story -Little Maid (Appendix B)</li> </ul>
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	<b>Activity:</b> Tell Me a Story <b>Resources:</b> <ul style="list-style-type: none"> <li>Walking with God Storytelling Scoring Guide (Appendix D)</li> </ul>	Tell Me a Story <b>Resources:</b> <ul style="list-style-type: none"> <li>Walking with God Storytelling Scoring Guide (Appendix D)</li> </ul>	Tell Me a Story <b>Resources:</b> <ul style="list-style-type: none"> <li>Walking with God Storytelling Scoring Guide (Appendix D)</li> </ul>
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COMPREHENSION MINI-LESSON			
Day	Kindergarten	First Grade	Second Grade
1	<b>Standard:</b> Identify Words in poems that appeal to the senses (LA.K.RL.4) <b>Activity:</b> Sensory Treats <b>Resources:</b> <ul style="list-style-type: none"> <li>Copy of Body Picture</li> <li>Whole apple</li> <li>Slices of apple</li> <li>My Senses: Your Five Senses (Appendix A)</li> <li>Scissors</li> </ul>	<b>Standard:</b> Identify Words in poems that appeal to the senses (LA.1.RL.4) <b>Activity:</b> Sensory Survey <b>Resources:</b> <ul style="list-style-type: none"> <li>Treat (see lesson)</li> <li>Teacher-selected poem (see lesson)</li> </ul>	<b>Standard:</b> Identify Words in poems that appeal to the senses (LA.2.RL.4) <b>Activity:</b> Sensory Survey <b>Resources:</b> <ul style="list-style-type: none"> <li>Treat (see lesson)</li> <li>Teacher-selected poem (see lesson)</li> </ul>
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	<b>Activity:</b> Sensory Poem <b>Resources:</b> <ul style="list-style-type: none"> <li>Pop! Pop! Popcorn (Appendix B)</li> <li>Collaborative Poem Model (Appendix B)</li> </ul>	<b>Activity:</b> Sensory Poem <b>Resources:</b> <ul style="list-style-type: none"> <li>Pop! Pop! Popcorn (Appendix B)</li> <li>Collaborative Poem Model (Appendix B)</li> <li>Collaborative Poem (Appendix B)</li> </ul>	<b>Activity:</b> Sensory Poem <b>Resources:</b> <ul style="list-style-type: none"> <li>Pop! Pop! Popcorn (Appendix B)</li> <li>Collaborative Poem Model (Appendix B)</li> <li>Collaborative Poem (Appendix B)</li> </ul>
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	<b>Activity:</b> Poetry in Motion <b>Resources:</b> <ul style="list-style-type: none"> <li>My Sensory Poem (Appendix B)</li> </ul>	<b>Activity:</b> Poetry in Motion <b>Resources:</b> <ul style="list-style-type: none"> <li>My Sensory Poem (Appendix B)</li> </ul>	<b>Activity:</b> Poetry in Motion <b>Resources:</b> <ul style="list-style-type: none"> <li>My Sensory Poem (Appendix B)</li> </ul>

**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	
<b>Writing</b> (30 minutes) <b>Note:</b> 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><b>Standard:</b> Writing Step-by-step directions - Informational &amp; Procedural (LA. K - 2. W.2)</p> <p><b>Activity:</b> Write directions in sequence</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Procedural Writing: Step-by-Step Direction Model (Appendix B)</li> <li>● My Topics (Appendix B)</li> <li>● Student Journal</li> </ul>
2	<p><b>Standard:</b> Use proper punctuation for imperative sentences (LA. K-2. L.2)</p> <p><b>Activity:</b> Introducing Imperative</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Four Types of Sentences Anchor Chart for example(Appendix E)</li> </ul>
3	<p><b>Standard:</b> Write step-by-step directions (LA.K-2.W.2)</p> <p><b>Activity:</b> Drafting Step-by-Step directions</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Step-by-Step Directions Frame (Appendix B)</li> <li>● Chart paper with the Step-by-Step Directions Frame copied)</li> <li>● Student Journal or Step-by-Step Directions Frame (Appendix B)</li> </ul>
4	<p><b>Standard:</b> Use proper punctuation for imperative sentences ( LA. K-2. L.2)</p> <p><b>Activity:</b> Punctuation</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Four Types of Sentences Anchor Chart</li> </ul>
5	<p><b>Standard:</b></p> <p><b>Activity:</b> Completing writing</p>



**Resources:**

- list of topics from day 1 & 2 (for next week)
- Step -by- Step directions that the students wrote on day 1 and 2 of this week (for next week).

# WEEK 3

# At a Glance

Standards, Activities, and Resources

## K - 2 BRIDGE

First Grade Cycle Pathways 2.0

## Little Maid ~ Unit 4 ~ Week 3

Word Study – Approximately 40 minutes/day			
VOCABULARY			
Day	Kindergarten	First Grade	Second Grade
1	<b>Standard:</b> Base words and endings -s,-es, (LA.K.L.3) <b>Activity:</b> Vocabulary Introduction <b>Resources:</b> <ul style="list-style-type: none"><li>Kindergarten Vocabulary Word (Appendix A)</li></ul>	<b>Standard:</b> Base words and endings -s,-es, (LA.1.L.3) <b>Activity:</b> Introduce Anchor Text Vocabulary <b>Resources:</b> <ul style="list-style-type: none"><li>Week 3 Vocabulary Word Cards (Appendix A)</li></ul>	<b>Standard:</b> Base words and endings -s,-es, (LA.2.L.3) <b>Activity:</b> Introduce Anchor Text Vocabulary <b>Resources:</b> <ul style="list-style-type: none"><li>Week 3 Vocabulary Word Cards (Appendix A)</li></ul>
2	<b>Activity:</b> True or False <b>Resources:</b>	<b>Activity:</b> True or False	<b>Activity:</b> True or False
3	<b>Activity:</b> Vocabulary Concentration Memory Game <b>Resources:</b> <ul style="list-style-type: none"><li>Kindergarten Vocabulary Words (Appendix A)</li></ul>	<b>Activity:</b> Introduce Academic Vocabulary <b>Resources:</b> <ul style="list-style-type: none"><li>8 ½" x 11 card stock</li><li>markers</li></ul>	<b>Activity:</b> Introduce Academic Vocabulary <b>Resources:</b> <ul style="list-style-type: none"><li>8 ½" x 11 card stock</li><li>markers</li></ul>
4	<b>Activity:</b> It's One and More than One <b>Resources:</b> <ul style="list-style-type: none"><li>Kindergarten Vocabulary Words (Appendix A)</li></ul>	<b>Activity:</b> Dictionary Author <b>Resources:</b> <ul style="list-style-type: none"><li>Academic Vocabulary Dictionary (Appendix A)</li></ul>	<b>Activity:</b> Dictionary Author <b>Resources:</b> <ul style="list-style-type: none"><li>Academic Vocabulary Dictionary (Appendix A)</li></ul>
5	<b>Activity:</b> Week 3 Cut and Paste Vocabulary Assessment	<b>Activity:</b> Weekly Vocabulary Assessment <b>Resources:</b>	<b>Activity:</b> Weekly Vocabulary Assessment <b>Resources:</b>

<b>Resources:</b> <ul style="list-style-type: none"> <li>• Week 3 Cut and Paste Vocabulary Assessment (Appendix A)</li> <li>• Scissors and stick glue</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Vocabulary Assessment: Dictate, Write and Draw (Appendix C)</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Vocabulary Assessment: Dictate, Write and Draw (Appendix C)</li> </ul>
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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.*

<b>SHARED READ-ALoud</b>			
Day	Kindergarten	First Grade	Second Grade
1	<b>Standard:</b> Ask and answer questions about key ideas (LA.K.SL.2) <b>Activity:</b> Text- Dependent Questions -Part 1	<b>Standard:</b> Ask and answer questions about Key ideas from a text read aloud. (LA.1 SL.2) <b>Activity:</b> Text- Dependent Questions -Part 1	<b>Standard:</b> Ask and answer questions about Key ideas from a text read aloud. (LA.2. SL.2) <b>Activity:</b> Text- Dependent Questions -Part 1
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	<b>Activity:</b> What Do you Infer? <b>Resources:</b>	<b>Activity:</b> What Do you Infer?	<b>Activity:</b> What Do you Infer?
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	<b>Activity:</b> I Learned <b>Resources:</b>	<b>Activity:</b> I Learned <b>Resources:</b>	<b>Activity:</b> I Learned <b>Resources:</b>

<ul style="list-style-type: none"> <li>● Little Maid: Storyboard Characters printable (Appendix B)</li> <li>● markers, crayons, pencil</li> </ul>	<ul style="list-style-type: none"> <li>● Learning from Little Maid (Appendix B, 1st grade DLG)</li> </ul>	<ul style="list-style-type: none"> <li>● Learning from Little Maid (Appendix B, 1st grade DLG)</li> </ul>
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COMPREHENSION MINI-LESSON			
Day	Kindergarten	First Grade	Second Grade
1	<p><b>Standard:</b> not bolded, no italics</p> <p><b>Activity:</b> Introducing Story Elements - Part 1</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Little Maid: Storyboard Elements activity (Appendix A).</li> <li>●</li> </ul>	<p><b>Standard:</b> Describe story elements (LA.1.RL.7)</p> <p><b>Activity:</b> Introducing Story Elements- Part 1</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Chart paper and markers</li> </ul>	<p><b>Standard:</b> Describe story elements (LA.2.RL.7)</p> <p><b>Activity:</b> Introducing Story Elements- Part 1</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Chart paper and markers</li> </ul>
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><b>Activity:</b> Introducing Story Elements- Part 2</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Chart paper and markers</li> <li>● Sticky note</li> </ul>	<p><b>Activity:</b> Introducing Story Elements- Part 2</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Chart paper and markers</li> <li>● Sticky notes</li> </ul>	<p><b>Activity:</b> Introducing Story Elements- Part 2</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Chart paper and markers</li> <li>● Sticky notes</li> </ul>
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><b>Activity:</b> Presenting the Story Elements</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Story Elements Sort Cards, 3 pages (Appendix B), one set</li> </ul>	<p><b>Activity:</b> Presenting the Story Elements</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Story Elements Sort Cards, 3 pages (Appendix B), one set</li> </ul>	<p><b>Activity:</b> Presenting the Story Elements</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Story Elements Sort Cards, 3 pages (Appendix B), one set</li> </ul>

SMALL-GROUP INSTRUCTION (60 minutes)
<p><b>Note :</b> Students will participate in <b>Guided Reading</b> and <b>Independent Reading/Literacy Centers</b> 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><b>**Many Kindergarten students will not be ready for Guided Reading and should work on developmentally appropriate activities provided in Independent Reading/Literacy Centers.</b></p>

Writing Workshop – Approximately 40 minutes/day	
<b>Writing</b> (30 minutes) <i>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.</i>	
WRITING/GRAMMAR MINI-LESSON	
Day	Kindergarten through Second Grade
1	<p><b>Standard:</b> Writing Step-by-step directions - Informational &amp; Procedural LA. K - 2. W.2)</p> <p><b>Activity:</b> Write directions in sequence &amp; use transition words</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Class generated steps about peanut butter &amp; jelly sandwich (from week 2)</li> <li>• Step-by-Step Directions Frame (Appendix B)</li> <li>• Chart paper with the Step-by-Step Directions Frame copied from week 2)</li> </ul>
2	<p><b>Standard:</b> Writing Step-by-step directions - Informational &amp; Procedural LA. K - 2. W.2</p> <p><b>Activity:</b> Types of Beginning</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Examples of Beginning (Lead) (Appendix B)</li> <li>• Chart paper &amp; markers</li> </ul>
3	<p><b>Standard:</b> Writing Step-by-step directions - Informational &amp; Procedural LA. K - 2. W.2)</p> <p><b>Activity:</b> Writing a Final Draft</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Examples of Beginning (Lead) (Appendix B)</li> <li>• Student writing</li> <li>• Paper to publish</li> </ul>
4	<p><b>Standard:</b> Writing Step-by-step directions - Informational &amp; Procedural LA. K - 2. W.2)</p> <p><b>Activity:</b> Complete Final Draft</p> <p><b>Resources:</b> Student writing</p> <ul style="list-style-type: none"> <li>• Paper to publish</li> </ul>
5	<p><b>Standard:</b> Writing Step-by-step directions - Informational &amp; Procedural (LA. K - 2. W.2)</p> <p><b>Activity:</b> Completing Final Draft, Sharing, &amp; Publish</p>

# WEEK 4

## At a Glance

Standards, Activities, and Resources

### K - 2 BRIDGE

First Grade Cycle Pathways 2.0

## Little Maid ~ Unit 4 ~ Week 4

Word Study – Approximately 40 minutes/day			
VOCABULARY			
Day	Kindergarten	First Grade	Second Grade
1	<p><b>Standard:</b> Review</p> <p><b>Activity:</b> Vocabulary Review</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Kindergarten Vocabulary Words from Unit 3 Week 1 and Week 2 (Appendix A)</li> </ul>	<p><b>Standard:</b> Review</p> <p><b>Activity:</b> Anchor Text Vocabulary Review</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>unit 3 and 4 Spelling and Vocabulary Words (Appendix A) optional</li> </ul>	<p><b>Standard:</b> Review</p> <p><b>Activity:</b> Anchor Text Vocabulary Review</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>unit 3 and 4 Spelling and Vocabulary Words (Appendix A) optional</li> </ul>
2	<p><b>Activity:</b> Vocabulary Review</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Kindergarten Vocabulary Words from Unit 3 Week 3 and Week 4 (Appendix A)</li> </ul>	<p><b>Activity:</b> Review Anchor Text Vocabulary</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Yes/No Cards (Appendix A)</li> </ul>	<p><b>Activity:</b> Review Anchor Text Vocabulary</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Yes/No Cards (Appendix A)</li> </ul>
3	<p><b>Activity:</b> Review Vocabulary</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Kindergarten Vocabulary Words</li> <li>Audio Book or YouTube:: Little Maid</li> </ul>	<p><b>Activity:</b> Review Anchor Text Vocabulary</p>	<ul style="list-style-type: none"> <li><b>Activity:</b> Review Anchor Text Vocabulary</li> </ul>
4	<p><b>Activity:</b> Review Game</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Unit 3 Anchor text vocabulary Words (Appendix A)</li> <li>Unit 4 Anchor Text Vocabulary Words (Appendix A)</li> </ul>	<p><b>Activity:</b> Review Game</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Unit 3 Anchor text vocabulary Cards (Appendix A)</li> <li>Unit 4 Anchor Text Vocabulary Cards (Appendix A)</li> </ul>	<p><b>Activity:</b> Review Game</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Unit 3 Anchor text vocabulary Cards (Appendix A)</li> <li>Unit 4 Anchor Text Vocabulary Cards (Appendix A)</li> </ul>

5	<p><b>Activity:</b> Comprehensive Unit 3 and Unit 4 Vocabulary Assessment</p> <p><b>Resources:</b> Kindergarten Vocabulary Words from Unit 3 and Unit 4 in Appendix A</p>	<p><b>Activity:</b> Units 3 and 4: End-of-Unit Assessment</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Units 3 and 4: End-of-Unit Assessment, 3-pages (Appendix C)</li> </ul>	<p><b>Activity:</b> Units 3 and 4: End-of-Unit Assessment</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Units 3 and 4: End-of-Unit Assessment, 3-pages (Appendix C)</li> </ul>
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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.

<b>SHARED READ-ALoud</b>			
Day	Kindergarten	First Grade	Second Grade
1	<p><b>Activity:</b> Learning Centers</p>	<p><b>Standard:</b> Review</p> <p><b>Activity:</b> Summative Task Performance</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Summative performance Task outline, Letter to Parents/Guardians Summative Performance Task Collaborative Conversation Cards, My Service Reflection</li> <li>Summative Performance Task Scoring Guide (Appendix D)</li> </ul>	<p><b>Standard:</b> Review</p> <p><b>Activity:</b> Summative Task Performance</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Summative performance Task outline, Letter to Parents/Guardians Summative Performance Task Collaborative Conversation Cards, My Service Reflection</li> <li>Summative Performance Task Scoring Guide (Appendix D)</li> </ul>
2	<p><i>This time may be used for completing reading activities as needed.</i></p>	<p><i>This time may be used for completing reading activities as needed.</i></p>	<p><i>This time may be used for completing reading activities as needed.</i></p>
3	<p><b>Activity:</b> Close Reading Day 2</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Sequence the Story (Appendix A)</li> </ul>	<p><b>Activity:</b> Close Reading Day 2</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Sequence Story Cards (Appendix B)</li> </ul>	<p><b>Activity:</b> Close Reading Day 2</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Sequence Story Cards (Appendix B)</li> </ul>

		<ul style="list-style-type: none"> <li>● Sequence the Story: Those Shoes</li> </ul>	<ul style="list-style-type: none"> <li>● Sequence the Story: Those Shoes</li> </ul>
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	<b>Activity:</b> Learning Centers	<i>This time may be used to complete end unit assessments as needed</i>	<i>This time may be used to complete end unit assessments as needed</i>

COMPREHENSION MINI-LESSON			
Day	Kindergarten	First Grade	Second Grade
1	<b>Standard:</b> Review <b>Activity:</b> Close Reading Day 1 <b>Resources:</b> <ul style="list-style-type: none"> <li>● <i>Those Shoes</i> by Maribeth Boelts</li> <li>● Reading Detective Badges (Appendix B)</li> </ul>	<b>Standard:</b> Review <b>Activity:</b> Close Reading Day 1 <b>Resources:</b> <ul style="list-style-type: none"> <li>● <i>Those Shoes</i> by Maribeth Boelts</li> <li>● Reading Detective Badges (Appendix B)</li> </ul>	<b>Standard:</b> Review <b>Activity:</b> Close Reading Day 1 <b>Resources:</b> <ul style="list-style-type: none"> <li>● <i>Those Shoes</i> by Maribeth Boelts</li> <li>● Reading Detective Badges (Appendix B)</li> </ul>
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"> <li>● <b>Activity:</b> Close Reading Day 2</li> <li>● <b>Resources:</b></li> <li>● Sequence the Story Cards (Appendix B)</li> </ul>	<b>Activity:</b> Close Reading Day 2 <b>Resources:</b> <ul style="list-style-type: none"> <li>● Sequence the Story Cards (Appendix B)</li> </ul>	<b>Activity:</b> Close Reading Day 2 <b>Resources:</b> <ul style="list-style-type: none"> <li>● Sequence the Story Cards (Appendix B)</li> </ul>
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	<b>Activity:</b> Close Reading Day 3	<b>Activity:</b> Close Reading Day 3	<b>Activity:</b> Close Reading Day 3

SMALL-GROUP INSTRUCTION (60 minutes)
<p><b>Note :</b> Students will participate in <b>Guided Reading</b> and <b>Independent Reading/Literacy Centers</b> 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><b>Standard:</b> Sentences that inform: Writing a Main Idea and Details (LA. K-2.W.2)</p> <p><b>Activity:</b> Writing a Main Idea and Details</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Descriptive Writing: Sentence that Inform Model (Appendix B)</li> <li>● Chart paper &amp; markers</li> </ul>
2	<p><b>Standard:</b> Identify proper subject-verb agreement (LA. K-2.L.1)</p> <p><b>Activity:</b> Does It Work?</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Does It Work? (Appendix B) for Centers</li> </ul>
3	<p><b>Standard:</b> Write Sentences that inform: Writing a Main Idea and Details (LA. K-2.W.2)</p> <p><b>Activity:</b> "All About" Paragraph</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Descriptive Writing: Sentence that Inform Model (Appendix B)</li> </ul>
4	<p><b>Standard:</b> Sentences that inform: Writing a Main Idea and Details (LA. K-2.W.2)</p> <p><b>Activity:</b> "All About" Paragraph</p> <p><b>Resources:</b></p> <p>Options:</p> <ul style="list-style-type: none"> <li>● Descriptive Writing: "All About" Frame (Appendix B)</li> <li>● Writing paper</li> </ul>
5	<p><b>Standard:</b></p> <p><b>Activity:</b> Final Draft &amp; Publishing: "All About" Paragraph</p> <p><b>Resources:</b></p> <p>Option of Writing paper or Descriptive Writing: "All About" Frame (Appendix B)</p>