

### K - 2 BRIDGE

#### First Grade Cycle Pathways 2.0

## The Warrior Maiden ~ Unit 8 ~ Week 1

Word Study – Approximately 40 minutes/day			
VOCABULARY			
Day	Kindergarten	First Grade	Second Grade
1	<p><b>Standard:</b> Define words by category: attributes (LA.K.L.4)</p> <p><b>Activity:</b> Introduce Anchor Text Vocabulary</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Kindergarten Vocabulary Word Cards (Appendix A)</li> </ul>	<p><b>Standard:</b> Define words by category: attributes (LA.1.L.4)</p> <p><b>Activity:</b> Introduce Anchor Text Vocabulary</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Week 1 Vocabulary Word Cards (Appendix A)</li> </ul>	<p><b>Standard:</b> Define words by category: attributes (LA.2.L.4)</p> <p><b>Activity:</b> Introduce Anchor Text Vocabulary</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Week 1 Vocabulary Word Cards (Appendix A)</li> </ul>
2	<p><b>Activity:</b> Vocabulary Match</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Vocabulary Match (Appendix A)</li> </ul>	<p><b>Activity:</b> Guess My Word</p>	<p><b>Activity:</b> Guess My Word</p>
3	<p><b>Activity:</b> Vocabulary Matching Game</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>2 sets Kindergarten Vocabulary Word Cards (Appendix A) 2 sets</li> </ul>	<p><b>Activity:</b> Introduce Academic Vocabulary</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>8 ½" x 11" card stock and markers</li> </ul>	<p><b>Activity:</b> Introduce Academic Vocabulary</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>8 ½" x 11" card stock and markers</li> </ul>
4	<p><b>Activity:</b> What is a Legend?</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Popular legend (see DLP for options)</li> </ul>	<p><b>Activity:</b> Dictionary Author</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Academic Vocabulary</li> <li>Dictionary (Appendix A)</li> </ul>	<p><b>Activity:</b> Dictionary Author</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Academic Vocabulary</li> <li>Dictionary (Appendix A)</li> </ul>
5	<p><b>Activity:</b> Weekly Vocabulary Assessment</p> <p><b>Resources:</b></p>	<p><b>Activity:</b> Weekly Vocabulary Assessment</p> <p><b>Resources:</b></p>	<p><b>Activity:</b> Weekly Vocabulary Assessment</p> <p><b>Resources:</b></p>

<ul style="list-style-type: none"> <li>Kindergarten Vocabulary Assessment (Appendix A)</li> <li>Pencil</li> </ul>	<ul style="list-style-type: none"> <li>Dictate, Write, Draw: Weekly Vocabulary Assessment (Appendix C, 1st grade DLG)</li> </ul>	<ul style="list-style-type: none"> <li>Dictate, Write, Draw: Weekly Vocabulary Assessment (Appendix C, 1st grade DLG)</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>			
<b>Day</b>	<b>Kindergarten</b>	<b>First Grade</b>	<b>Second Grade</b>
<b>1</b>	<p><b>Standard:</b> Recount a personal experience (LA.K.SL.7)</p> <p><b>Activity:</b> Let Me Tell You a Story</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Model recounting (see lesson)</li> </ul>	<p><b>Standard:</b> Recount a personal experience (LA.1.SL.7)</p> <p><b>Activity:</b> Let Me Tell You a Story</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Model recounting (see lesson)</li> <li>Personal Experience Scoring Guide(Appendix D, 1st grade)</li> </ul>	<p><b>Standard:</b>Recount a personal experience (LA.2.SL.7)</p> <p><b>Activity:</b> Let Me Tell You a Story</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Model recounting (see lesson)</li> <li>Personal Experience Scoring Guide(Appendix D, 1st grade)</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> Storyboarding</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Paper and pencils/markers/crayons</li> </ul>	<p><b>Activity:</b> Storyboarding</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Personal Experience Scoring Guide(Appendix D, 1st grade)</li> <li>Recounting Storyboard (Appendix B, 1st grade)</li> </ul>	<p><b>Activity:</b> Storyboarding</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Personal Experience Scoring Guide(Appendix D, 1st grade)</li> <li>Recounting Storyboard (Appendix B, 1st grade)</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> Recounting Performance <b>Resources:</b> <ul style="list-style-type: none"> <li>Paper and pencils/markers/crayons</li> </ul>	<b>Activity:</b> Recounting Performance <b>Resources:</b> <ul style="list-style-type: none"> <li>Personal Experience Scoring Guide(Appendix D, 1st grade)</li> </ul>	<b>Activity:</b> Recounting Performance <b>Resources:</b> <ul style="list-style-type: none"> <li>Personal Experience Scoring Guide(Appendix D, 1st grade)</li> </ul>

COMPREHENSION MINI-LESSON			
Day	Kindergarten	First Grade	Second Grade
1	<b>Standard:</b> Distinguish between fantasy and reality, right, and wrong (LA.K.RL.10) <b>Activity:</b> Reality or Fantasy <b>Resources:</b> <ul style="list-style-type: none"> <li>Reality or Fantasy (Appendix B, 1st grade)</li> </ul>	<b>Standard:</b> Distinguish between fantasy and reality, right, and wrong (LA.1.RL.10) <b>Activity:</b> What Happened? <b>Resources:</b> <ul style="list-style-type: none"> <li>Reality or Fantasy (Appendix B, 1st grade)</li> </ul>	<b>Standard:</b> Distinguish between fantasy and reality, right, and wrong (LA.2.RL.10) <b>Activity:</b> What Happened? <b>Resources:</b> <ul style="list-style-type: none"> <li>Reality or Fantasy (Appendix B, 1st grade)</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> Fantasy or Reality? <b>Resources:</b> <ul style="list-style-type: none"> <li>Drawings from Day 1</li> <li>Reality or Fantasy Sort (Appendix B, 1st grade) see DLP for directions</li> </ul>	<b>Activity:</b> Fantasy or Reality? <b>Resources:</b> <ul style="list-style-type: none"> <li>Selected texts to sort</li> <li>Reality or Fantasy Sort (Appendix B, 1st grade)</li> </ul>	<b>Activity:</b> Fantasy or Reality? <b>Resources:</b> <ul style="list-style-type: none"> <li>Selected texts to sort</li> <li>Reality or Fantasy Sort (Appendix B, 1st grade)</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> Right or Wrong?	<b>Activity:</b> Right or Wrong?	<b>Activity:</b> Right or Wrong?

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> Draft a story (LA.K-2.W.3)  <b>Activity:</b> Drafting a Story  <b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Narrative Writing: Story (Appendix B, 1st grade)</li> <li>● Chart paper &amp; markers</li> <li>● Class Story Frame (Appendix B)</li> <li>● Student Journal</li> </ul>
2	<p><b>Standard:</b> Identify and use conjunctions and, but, or, so, because (LA. K-2.1, LA.2.5)  <b>Activity:</b> Conjunctions - Part 1  <b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Anchor Text, The Warrior Maiden</li> <li>● Chart paper and marker</li> </ul>
3	<p><b>Standard:</b> Revise a story (LA.K-2.W.3)  <b>Activity:</b> Revising a Story  <b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Student Journal</li> <li>● Writing paper</li> </ul>
4	<p><b>Standard:</b> Identify and use conjunctions and, but, or, so, because (LA. K-2.1, LA.2.5)  <b>Activity:</b> Conjunctions - Part 2  <b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Student Journal</li> <li>● Writing paper</li> </ul>
5	<p><b>Activity:</b> Sharing the process of revision  <b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Student writing</li> </ul>



# WEEK 2

## At a Glance

Standards, Activities, and Resources

### K - 2 BRIDGE

First Grade Cycle Pathways 2.0

## The Warrior Maiden ~ Unit 8 ~ Week 2

Word Study – Approximately 40 minutes/day			
VOCABULARY			
Day	Kindergarten	First Grade	Second Grade
1	<p><b>Standard:</b> Identify words that convey shades of meaning: verbs (manner) and adjectives (intensity) (LA.K.L.4)</p> <p><b>Activity:</b> Introduce Anchor Text Vocabulary</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Kindergarten Vocabulary Word Cards (Appendix A)</li> </ul>	<p><b>Standard:</b> Identify words that convey shades of meaning: verbs (manner) and adjectives (intensity) (LA.1.L.4)</p> <p><b>Activity:</b> Introduce Anchor Text Vocabulary</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Week 2 Vocabulary Word Cards (Appendix A, 1st grade)</li> <li>Week 2 Shades of Meaning Cards (Appendix A, 1st grade)</li> </ul>	<p><b>Standard:</b> Identify words that convey shades of meaning: verbs (manner) and adjectives (intensity) (LA.2.L.4)</p> <p><b>Activity:</b> Introduce Anchor Text Vocabulary</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Week 2 Vocabulary Word Cards (Appendix A, 1st grade)</li> <li>Week 2 Shades of Meaning Cards (Appendix A, 1st grade)</li> </ul>
2	<p><b>Activity:</b> Vocabulary Illustration</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Vocabulary Illustration (Appendix A)</li> <li>Scissors, glue, &amp; pencils</li> </ul>	<p><b>Activity:</b> Guess My Word</p>	<p><b>Activity:</b> Guess My Word</p>
3	<p><b>Activity:</b> Vocabulary Sort</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Vocabulary Sort (Appendix A)</li> <li>Scissors and glue</li> </ul>	<p><b>Activity:</b> Introduce Academic Vocabulary</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>8 ½"x11" card stock and markers</li> </ul>	<p><b>Activity:</b> Introduce Academic Vocabulary</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>8 ½"x11" card stock and markers</li> </ul>
4	<p><b>Activity:</b> Headbands</p> <p><b>Resources:</b></p>	<p><b>Activity:</b> Dictionary Author</p> <p><b>Resources:</b></p>	<p><b>Activity:</b> Dictionary Author</p> <p><b>Resources:</b></p>

	<ul style="list-style-type: none"> <li>Headbands from prior units</li> </ul>	<ul style="list-style-type: none"> <li>Academic Vocabulary</li> <li>Dictionary (Appendix A)</li> </ul>	<ul style="list-style-type: none"> <li>Academic Vocabulary</li> <li>Dictionary (Appendix A)</li> </ul>
5	<b>Activity:</b> Weekly Vocabulary Assessment <b>Resources:</b> <ul style="list-style-type: none"> <li>Kindergarten Vocabulary Assessment (Appendix A)</li> </ul>	<b>Activity:</b> Weekly Vocabulary Assessment <b>Resources:</b> <ul style="list-style-type: none"> <li>Dictate. Write, Draw: Weekly Vocabulary Assessment (Appendix C, 1st grade)</li> </ul>	<b>Activity:</b> Weekly Vocabulary Assessment <b>Resources:</b> <ul style="list-style-type: none"> <li>Dictate. Write, Draw: Weekly Vocabulary Assessment (Appendix C, 1st grade)</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.

### SHARED READ-ALoud

Day	Kindergarten	First Grade	Second Grade
1	<b>Standard:</b> Ask and answer questions about key ideas from information presented orally or through other media (LA.K..SL.2) <b>Activity:</b> Ask and Answer Questions <b>Resources:</b> <ul style="list-style-type: none"> <li>Presentation (see lesson)</li> <li>Chart paper and markers</li> </ul>	<b>Standard:</b> Ask and answer questions about key ideas from information presented orally or through other media (LA.1.SL.2) <b>Activity:</b> Ask and Answer Questions <b>Resources:</b> <ul style="list-style-type: none"> <li>Presentation (see lesson)</li> <li>Chart paper and markers</li> </ul>	<b>Standard:</b> Ask and answer questions about key ideas from information presented orally or through other media (LA.2.SL.2) <b>Activity:</b> Ask and Answer Questions <b>Resources:</b> <ul style="list-style-type: none"> <li>Presentation (see lesson)</li> <li>Chart paper and marker</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> Recording Key Ideas <b>Resources:</b> <ul style="list-style-type: none"> <li>Paper, pencil, markers/crayons</li> </ul>	<b>Activity:</b> Recording Key Ideas <b>Resources:</b> <ul style="list-style-type: none"> <li>Presentation (see lesson)</li> </ul>	<b>Activity:</b> Recording Key Ideas <b>Resources:</b> <ul style="list-style-type: none"> <li>Presentation (see lesson)</li> </ul>

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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> Taking Notes: Formative Assessment <b>Resources:</b> • Presentation (see lesson)	<b>Activity:</b> Taking Notes: Formative Assessment <b>Resources:</b> • Presentation (see lesson)	<b>Activity:</b> Taking Notes: Formative Assessment <b>Resources:</b> • Presentation (see lesson)

COMPREHENSION MINI-LESSON			
Day	Kindergarten	First Grade	Second Grade
1	<b>Standard:</b> Describe story elements: settings, major events (LA.K.RL.3) <b>Activity:</b> Story Elements: Settings <b>Resources:</b> • Story Elements: Character/Setting (Appendix B) • Pencil/crayons/markers	<b>Standard:</b> Describe story elements: settings, major events (LA.1.RL.3) <b>Activity:</b> Story Elements: Settings <b>Resources:</b> • Teacher-selected narrative texts (see lesson) • Chart paper and markers	<b>Standard:</b> Describe story elements: settings, major events (LA.2.RL.3) <b>Activity:</b> Story Elements: Settings <b>Resources:</b> • Teacher-selected narrative texts (see lesson) • 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	<b>Activity:</b> Story Elements: Major Events <b>Resources:</b> • Teacher-selected narrative texts (see lesson) • SWBST Summarizing Tool	<b>Activity:</b> Story Elements: Major Events <b>Resources:</b> • Teacher-selected narrative texts (see lesson)	<b>Activity:</b> Story Elements: Major Events <b>Resources:</b> • Teacher-selected narrative texts (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	<b>Activity:</b> Story Elements: Setting and Major Events <b>Resources:</b> • Teacher-selected narrative texts (see lesson)	<b>Activity:</b> Story Elements: Setting and Major Events <b>Resources:</b> • Teacher-selected narrative texts (see lesson)	<b>Activity:</b> Story Elements: Setting and Major Events <b>Resources:</b> • Teacher-selected narrative texts (see lesson)



● Plot Summary (Appendix B, 1st grade)	● Plot Summary (Appendix B, 1st grade)	● Plot Summary (Appendix B, 1st grade)
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**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.**

<b>Writing Workshop – Approximately 40 minutes/day</b>	
<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>	
<b>WRITING/GRAMMAR MINI-LESSON</b>	
<b>Day</b>	<b>Kindergarten through Second Grade</b>
<b>1</b>	<p><b>Standard:</b> Edit a story (LA.K-2.W3, LA.2.W.6)</p> <p><b>Activity:</b> Editing a story</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Narrative Writing Checklist (Appendix B, 1st grade)</li> </ul>
<b>2</b>	<p><b>Standard:</b> Identify and use exclamatory sentences, including end punctuation (LA.K-2.L.1)</p> <p><b>Activity:</b> Exclamatory Sentences</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Teacher-selected text about exclamation marks (see lesson)</li> <li>● Exclamatory? (Appendix B, 1st grade) optional</li> </ul>
<b>3</b>	<p><b>Standard:</b> Publish a story (LA.K-2.W3, LA. K-2.W.6)</p> <p><b>Activity:</b> Publishing a Story</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Student writing</li> </ul>
<b>4</b>	<p><b>Standard:</b> Identify and use determiners (LA.K-2.L.1.2)</p> <p><b>Activity:</b> Determiners/Publishing</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Chart paper and markers</li> </ul>

	<ul style="list-style-type: none"> <li>● Types of Determiners example (Appendix F, 1st grade)</li> <li>● Student Writing</li> <li>● Determiners Sort Cards (Appendix B, 1st grade)</li> <li>● Determiners Sort Form (Appendix B, 1st grade)</li> </ul>
5	<p><b>Activity:</b> Publish/Share about the Editing Process</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Student Writing</li> <li>● Narrative Writing Checklist (Appendix B. 1st grade) Optional</li> </ul>

# WEEK 3

## At a Glance

Standards, Activities, and Resources

### K - 2 BRIDGE

First Grade Cycle Pathways 2.0

## Unit Name ~ Unit 8~ Week 3

Word Study – Approximately 40 minutes/day			
VOCABULARY			
Day	Kindergarten	First Grade	Second Grade
1	<p><b>Standard:</b> Define words by category: attributes (LA.K.L.4)</p> <p><b>Activity:</b> Introduce Anchor Text Vocabulary</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Kindergarten Vocabulary Word Cards (Appendix A)</li> </ul>	<p><b>Standard:</b> Define words by category: attributes (LA.1.L.4)</p> <p><b>Activity:</b> Introduce Anchor Text Vocabulary</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Week 3 Vocabulary Word Cards (Appendix A, 1st grade)</li> </ul>	<p><b>Standard:</b> Define words by category: attributes (LA.2.L.4)</p> <p><b>Activity:</b> Introduce Anchor Text Vocabulary</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Week 3 Vocabulary Word Cards (Appendix A, 1st grade)</li> </ul>
2	<p><b>Activity:</b> Words in Context</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Anchor Text: <i>The Warrior Maiden</i></li> </ul>	<p><b>Activity:</b> Words in Context</p>	<p><b>Activity:</b> Words in Context</p>
3	<p><b>Activity:</b> Introduce Academic Vocabulary</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>8 ½" x 11" card stock and markers</li> </ul>	<p><b>Activity:</b> Introduce Academic Vocabulary</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>8 ½" x 11" card stock and markers</li> </ul>	<p><b>Activity:</b> Introduce Academic Vocabulary</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>8 ½" x 11" card stock and markers</li> </ul>
4	<p><b>Activity:</b> Real or Fantasy Sort</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Real or Fantasy Sort (Appendix A)</li> </ul>	<p><b>Activity:</b> Dictionary Author</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Academic Vocabulary</li> <li>Dictionary (Appendix A, 1st grade)</li> </ul>	<p><b>Activity:</b> Dictionary Author</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Academic Vocabulary</li> <li>Dictionary (Appendix A, 1st grade)</li> </ul>
5	<p><b>Activity:</b> Weekly Vocabulary Assessment</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Kindergarten Vocabulary Assessment (Appendix A)</li> </ul>	<p><b>Activity:</b> Weekly Vocabulary Assessment</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Dictate, Write, Draw: Weekly Vocabulary Assessment (Appendix C, 1st grade)</li> </ul>	<p><b>Activity:</b> Weekly Vocabulary Assessment</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Dictate, Write, Draw: Weekly Vocabulary Assessment (Appendix C, 1st grade)</li> </ul>

	<ul style="list-style-type: none"> <li>• Pencils</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>			
<b>Day</b>	<b>Kindergarten</b>	<b>First Grade</b>	<b>Second Grade</b>
<b>1</b>	<p><b>Standard:</b> Provide descriptions with key ideas (LA.K..SL.4)</p> <p><b>Activity:</b> Describe a Character: Model</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Model character description (see lesson)</li> </ul>	<p><b>Standard:</b> Provide descriptions with key ideas (LA.1.SL.4)</p> <p><b>Activity:</b> Describe a Character: Model</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Model character description (see lesson)</li> </ul>	<p><b>Standard:</b> Provide descriptions with key ideas (LA.2.SL.4)</p> <p><b>Activity:</b> Describe a Character: Model</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Model character description (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> My Character</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• My Character (Appendix B)</li> <li>• Paper and pencil/markers/crayons</li> </ul>	<p><b>Activity:</b> Describe a Character: Practice</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Character Description Scoring Guide (Appendix D, 1st grade)</li> <li>• Character Description (Appendix B, 1st grade)</li> </ul>	<p><b>Activity:</b> Describe a Character: Practice</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Character Description Scoring Guide (Appendix D, 1st grade)</li> <li>• Character Description (Appendix B, 1st grade)</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>	<b>Activity:</b> Learning Centers	<b>Activity:</b> Describe a Character: Presentations	<b>Activity:</b> Describe a Character: Presentations

		<ul style="list-style-type: none"> <li>Character Description Scoring Guide (Appendix D, 1st grade)</li> </ul>	<ul style="list-style-type: none"> <li>Character Description Scoring Guide (Appendix D, 1st grade)</li> </ul>
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COMPREHENSION MINI-LESSON			
Day	Kindergarten	First Grade	Second Grade
1	<p><b>Standard:</b> Identify words or phrases in poems that suggest feelings or appeal to the senses (LA.K.R.4)</p> <p><b>Activity:</b> Poem Analysis - Part 1</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Rhyme Time (Appendix A).</li> </ul>	<p><b>Standard:</b> Identify words or phrases in poems that suggest feelings or appeal to the senses (LA.1.R.4)</p> <p><b>Activity:</b> Poem Analysis - Part 1</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>“It Fell in the City” by Eve Merriam, or other teacher-selected poem (see lesson)</li> <li>Chart paper and markers</li> </ul>	<p><b>Standard:</b> Identify words or phrases in poems that suggest feelings or appeal to the senses (LA.2.R.4)</p> <p><b>Activity:</b> Poem Analysis - Part 1</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>“It Fell in the City” by Eve Merriam, or other teacher-selected poem (see lesson)</li> <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	<b>Activity:</b> Poem Analysis - Part 2	<b>Activity:</b> Poem Analysis - Part 2	<b>Activity:</b> Poem Analysis - Part 2
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> Poem Analysis - Part 3</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Examples of poem for example (see lesson)</li> <li>Chart paper and markers</li> </ul>	<p><b>Activity:</b> Poem Analysis - Part 3</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Examples of poem for example (see lesson)</li> <li>Chart paper and markers</li> </ul>	<p><b>Activity:</b> Poem Analysis - Part 3</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Examples of poem for example (see lesson)</li> <li>Chart paper and markers</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>

**\*\*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> Write opinion sentences (LA. K-2.W.1)  <b>Activity:</b> Fact versus Opinion  <b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Opinion Writing Model (Appendix B, 1st grade)</li> <li>● Opinion-Fact Organizer Sample Writing (Appendix B)</li> <li>● Opinion and Fact Organizer-Writing Frame (Appendix B)</li> </ul>
2	<p><b>Standard:</b> Capitalize Titles (LA.K-2.L.2)  <b>Activity:</b> Capitalize Titles - Part 1  <b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Title Cards (Appendix B, 1st grade)</li> <li>● Capitalize Titles (Appendix B, 1st grade)</li> </ul>
3	<p><b>Standard:</b> Write opinion sentences (LA. K-2.W.1)  <b>Activity:</b> Drafting an Opinion  <b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Opinion Writing Model (Appendix B, 1st grade)</li> <li>● Opinion Writing Frame (Appendix B, 1st grade)</li> <li>● 5-Finger Writing Sample (Appendix B)</li> <li>● 5-Finger Writing Frame (Appendix B)</li> </ul>
4	<p><b>Standard:</b> Capitalize Titles (LA.K-2.L.2)  <b>Activity:</b> Capitalize Titles - Part 2  <b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Chart paper and markers</li> <li>● Writing paper</li> <li>● Is it Capitalized? (Appendix B, 1st grade) optional</li> </ul>
5	<p><b>Activity:</b> Publishing an Opinion  <b>Resources:</b></p>

- Student writing

# WEEK 4

## At a Glance

Standards, Activities, and Resources

### K - 2 BRIDGE

First Grade Cycle Pathways 2.0

## The Warrior Maiden~ Unit 8 ~ Week 4

Word Study – Approximately 40 minutes/day			
VOCABULARY			
Day	Kindergarten	First Grade	Second Grade
1	<p><b>Standard:</b> Review vocabulary skills  <b>Activity:</b> Review Anchor Text Vocabulary: Prefixes and Conjunctions  <b>Resources:</b></p> <ul style="list-style-type: none"> <li>Vocabulary Words from Unit 7, Weeks 1 &amp; 2 (Appendix A)</li> </ul>	<p><b>Standard:</b> Review vocabulary skills  <b>Activity:</b> Review Anchor Text Vocabulary: Prefixes and Conjunctions</p>	<p><b>Standard:</b> Review vocabulary skills  <b>Activity:</b> Review Anchor Text Vocabulary: Prefixes and Conjunctions</p>
2	<p><b>Activity:</b> Review Anchor Text Vocabulary: Context Clues and Self-Correction  <b>Resources:</b></p> <ul style="list-style-type: none"> <li>Kindergarten Vocabulary Word cards for Unit 7 Weeks 3 &amp; 4</li> </ul>	<p><b>Activity:</b> Review Anchor Text Vocabulary: Context Clues and Self-Correction</p>	<p><b>Activity:</b> Review Anchor Text Vocabulary: Context Clues and Self-Correction</p>
3	<p><b>Activity:</b> Review Anchor Text Vocabulary: Attributes and Shades of Meaning  <b>Resources:</b></p> <ul style="list-style-type: none"> <li>Kindergarten Vocabulary Word cards for Unit 8 Weeks 1 &amp; 2</li> </ul>	<p><b>Activity:</b> Review Anchor Text Vocabulary: Attributes and Shades of Meaning</p>	<p><b>Activity:</b> Review Anchor Text Vocabulary: Attributes and Shades of Meaning</p>
4	<p><b>Activity:</b> Units 7 and 8 End-of-Unit Review  <b>Resources:</b></p>	<p><b>Activity:</b> Units 7 and 8 End-of-Unit Review  <b>Resources:</b></p>	<p><b>Activity:</b> Units 7 and 8 End-of-Unit Review  <b>Resources:</b></p>



	<ul style="list-style-type: none"> <li>Kindergarten Vocabulary Words cards for Units 7 &amp; 8</li> </ul>	<ul style="list-style-type: none"> <li>Unit 7 Anchor Text Vocabulary Cards (Appendix A, 1st grade)</li> <li>Unit 8 Anchor Text Vocabulary Cards (Appendix A, 1st grade)</li> </ul>	<ul style="list-style-type: none"> <li>Unit 7 Anchor Text Vocabulary Cards (Appendix A, 1st grade)</li> <li>Unit 8 Anchor Text Vocabulary Cards (Appendix A, 1st grade)</li> </ul>
5	<p><b>Activity:</b> Unit 8 End-of-Unit Assessment</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Vocabulary Review Assessment (Appendix A)</li> <li>pencils or markers</li> </ul>	<p><b>Activity:</b> Units 7 and 8 End-of-Unit Assessment</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Units 7 and 8 End-of-Unit Assessment, 3 pages (Appendix C &amp; Appendix D, 1st grade)</li> </ul>	<p><b>Activity:</b> Units 7 and 8 End-of-Unit Assessment</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Units 7 and 8 End-of-Unit Assessment, 3 pages (Appendix C &amp; Appendix D, 1st grade)</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.

### SHARED READ-ALoud

Day	Kindergarten	First Grade	Second Grade
1	<p><b>Activity:</b> Learning Centers</p>	<p><b>Activity:</b> Summative Performance Task</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Units 7 and 8 Summative Performance Task Outline for Teachers (Appendix C, 1st grade)</li> <li>Units 7 and 8 Summative Performance Task Outline for Students, Letter to Parents/Guardians, Summative Performance Task Research Notes, Units 7</li> </ul>	<p><b>Activity:</b> Summative Performance Task</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Units 7 and 8 Summative Performance Task Outline for Teachers (Appendix C, 1st grade)</li> <li>Units 7 and 8 Summative Performance Task Outline for Students, Letter to Parents/Guardians, Summative Performance Task Research Notes, Units 7</li> </ul>

		and 8 Summative Performance Task Student Checklist (Appendix C, 1st grade) <ul style="list-style-type: none"> <li>Units 7 and 8 Summative Performance Task Performance Task Scoring Guide (Appendix D, 1st grade)</li> </ul>	and 8 Summative Performance Task Student Checklist (Appendix C, 1st grade) <ul style="list-style-type: none"> <li>Units 7 and 8 Summative Performance Task Performance Task Scoring Guide (Appendix D, 1st grade)</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> Close Reading - Part 2 <b>Resources:</b> <ul style="list-style-type: none"> <li>Preaching to the Chickens</li> </ul>	<b>Activity:</b> Close Reading - Part 2 <b>Resources:</b> <ul style="list-style-type: none"> <li>Preaching to the Chickens</li> </ul>	<b>Activity:</b> Close Reading - Part 2 <b>Resources:</b> <ul style="list-style-type: none"> <li>Preaching to the Chickens</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 - Part 3 <b>Resources:</b> <ul style="list-style-type: none"> <li>Preaching to the Chickens</li> </ul>	<b>Activity:</b> Close Reading - Part 3 <b>Resources:</b> <ul style="list-style-type: none"> <li>Preaching to the Chickens</li> </ul>	<b>Activity:</b> Close Reading - Part 3 <b>Resources:</b> <ul style="list-style-type: none"> <li>Preaching to the Chickens</li> </ul>

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>Preaching to the Chickens by Jabari Asim, one teacher copy</li> <li>Chart paper and markers</li> </ul>	<b>Standard:</b> Review <b>Activity:</b> Close Reading - Day 1 <b>Resources:</b> <ul style="list-style-type: none"> <li>Preaching to the Chickens by Jabari Asim, one teacher copy</li> <li>Chart paper and markers</li> </ul>	<b>Standard:</b> Review <b>Activity:</b> Close Reading - Day 1 <b>Resources:</b> <ul style="list-style-type: none"> <li>Preaching to the Chickens by Jabari Asim, one teacher copy</li> <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	<b>Activity:</b> Close Reading - Part 2 <b>Resources:</b> <ul style="list-style-type: none"> <li>Preaching to the Chickens</li> </ul>	<b>Activity:</b> Close Reading - Part 2 <b>Resources:</b> <ul style="list-style-type: none"> <li>Preaching to the Chickens</li> </ul>	<b>Activity:</b> Close Reading - Part 2 <b>Resources:</b> <ul style="list-style-type: none"> <li>Preaching to the Chickens</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 - Part 3 <b>Resources:</b> <ul style="list-style-type: none"> <li>● Preaching to the Chickens</li> </ul>	<b>Activity:</b> Close Reading - Part 3 <b>Resources:</b> <ul style="list-style-type: none"> <li>● Preaching to the Chickens</li> </ul>	<b>Activity:</b> Close Reading - Part 3 <b>Resources:</b> <ul style="list-style-type: none"> <li>● Preaching to the Chickens</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.**

<b>Writing Workshop – Approximately 40 minutes/day</b>	
<b>Writing (30 minutes)</b>	
<b>Note:</b> <i>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>	
<b>WRITING/GRAMMAR MINI-LESSON</b>	
<b>Day</b>	<b>Kindergarten through Second Grade</b>
1	<b>Standard:</b> Write opinion sentences (LA.K-2.W.1) <b>Activity:</b> Drafting an Opinion <b>Resources:</b> <ul style="list-style-type: none"> <li>● Informational Writing: Opinion (Appendix B, 1st grade)</li> <li>● Opinion and Fact Organizer - Writing Frame</li> </ul>
2	<b>Standard:</b> Review pronouns, subject, personal, possessive, and indefinite <b>Activity:</b> Unit 7 Review
3	<b>Standard:</b> Write opinion sentences (LA.K-2.W.1) <b>Activity:</b> Revising, Editing, and Publishing an Opinion <b>Resources:</b>

	<ul style="list-style-type: none"> <li>• Writing paper</li> <li>• Student Writing</li> </ul>
4	<p><b>Standard:</b> Identify and use conjunctions, exclamatory sentences, determiners, and proper capitalization in titles</p> <p><b>Activity:</b> Unit 8 Review</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Student writing</li> </ul>
5	<p><b>Activity:</b> Share and Publish a Final Piece</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Student Writing</li> </ul>