

K - 2 BRIDGE

First Grade Cycle Pathways 2.0

The Art Lesson ~ Unit 7 ~ Week 1

Word Study – Approximately 40 minutes/day			
VOCABULARY			
Day	Kindergarten	First Grade	Second Grade
1	<p>Standard: Define and use the prefix re- (LA.K.L.3)</p> <p>Activity: Introduce Anchor Text Vocabulary Words</p> <p>Resources:</p> <ul style="list-style-type: none"> Vocabulary Words (Appendix A) Scissors 	<p>Standard: Define and use the prefix re- (LA.1.L.3)</p> <p>Activity: Introduce Anchor Text Vocabulary Words</p> <p>Resources:</p> <ul style="list-style-type: none"> Vocabulary Word Cards (Appendix A 1st grade) 	<p>Standard: Define and use the prefix re- (LA.2.L. 4)</p> <p>Activity: Introduce Anchor Text Vocabulary Words</p> <p>Resources:</p> <ul style="list-style-type: none"> Vocabulary Word Cards (Appendix A 1st grade)
2	<p>Activity: Demonstrate Vocabulary</p> <p>Resources:</p> <ul style="list-style-type: none"> Vocabulary Picture Cards (from Day 1) Paper and crayons Blocks or box of miscellaneous items 	<p>Activity: Guess My Word</p>	<p>Activity: Guess My Word</p> <p>Resources:</p> <ul style="list-style-type: none"> Prefix re- and Base Word for 2nd grade (Appendix A) pencil
3	<p>Activity: Anchor Text practice</p> <p>Resources:</p> <ul style="list-style-type: none"> Learning Centers Anchor Text Vocabulary Words Supply of blocks, crayons, paper, and a collection. 	<p>Activity: Introduce Academic Vocabulary</p> <p>Resources:</p> <ul style="list-style-type: none"> 8 ½" x11" cardstock markers 	<p>Activity: Introduce Academic Vocabulary</p> <p>Resources:</p> <ul style="list-style-type: none"> 8 ½" x11" cardstock markers

4	Activity: Review vocabulary words Resources: <ul style="list-style-type: none"> • Vocabulary Picture Cards • Paper, pencil, crayons 	Activity: Dictionary Author Resources: <ul style="list-style-type: none"> • Academic Vocabulary • Dictionary (Appendix A, 1st grade) 	Activity: Dictionary Author Resources: <ul style="list-style-type: none"> • Academic Vocabulary • Dictionary (Appendix A, 1st grade)
5	Activity: Weekly Vocabulary Assessment Resources: <ul style="list-style-type: none"> • Vocabulary Assessment (Appendix C) 	Activity: Weekly Vocabulary Assessment Resources: <ul style="list-style-type: none"> • Dictate, Write, Draw: Weekly Vocabulary Assessment (Appendix C, 1st grade) 	Activity: Description Resources: <ul style="list-style-type: none"> • Dictate, Write, Draw: Weekly Vocabulary Assessment (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: Participate in collaborative conversations. (LA.K.SL.1, LA.K.SL.7, LA.2.SL.8) Activity: Model Conversation Resources: <ul style="list-style-type: none"> • Chart paper & markers 	Standard: Participate in collaborative conversations. (LA.1.SL.1, LA.1.SL.8) Activity: Model Conversation Resources: <ul style="list-style-type: none"> • Chart paper & markers 	Standard: Participate in collaborative conversations. (LA.2.SL.1, LA.2.SL.7) Activity: Model Conversation Resources: <ul style="list-style-type: none"> • Chart paper & 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	Activity: Practice Conversation Resources: Imaginary ball (see lesson)	Activity: Practice Conversation Resources: Scoring guide (see lesson)	Activity: Practice Conversation Resources: Scoring guide (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	Activity: DescriptionHold a Collaborative Conversation	Activity: Hold a Collaborative Conversation	Activity: Hold a Collaborative Conversation

COMPREHENSION MINI-LESSON			
Day	Kindergarten	First Grade	Second Grade
1	Standard: With prompting, compare and contrast characters (LA.K.RL.8) Activity: Introduce The Art Lesson Resources: <ul style="list-style-type: none"> • The Art Lesson, one copy per student • paper and crayons 	Standard: Identify who is telling the story (LA.1.RL.6 & 7) Activity: Introduce The Art Lesson Resources: <ul style="list-style-type: none"> • The Art Lesson, one copy per student 	Standard: Identify who is telling the story (LA.2. RL. 6 & 7) Activity: Introduce The Art Lesson Resources: <ul style="list-style-type: none"> • The Art Lesson, one copy per student
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: Who is Telling This Story? – Part 1 Resources: <ul style="list-style-type: none"> • List of resources needed 	Activity: Who is Telling This Story? – Part 1 Resources: <ul style="list-style-type: none"> • List of resources needed 	Activity: Who is Telling This Story? – Part 1 Resources: <ul style="list-style-type: none"> • List of resources needed
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: Who is Telling This Story? - Part 2 Resources: <ul style="list-style-type: none"> • Teacher-selected text (see lesson) 	Activity: Who is Telling This Story? - Part 2 Resources: <ul style="list-style-type: none"> • Teacher-selected text (see lesson) 	Activity: Who is Telling This Story? - Part 2 Resources: <ul style="list-style-type: none"> • Teacher-selected text (see lesson)

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: Write story sentences (LA.K-2.W3)</p> <p>Activity: Using Color Words</p> <p>Resources:</p> <ul style="list-style-type: none"> • Book <i>Yesterday I Had the Blues</i> by Jeron Ashford Frame • Chart paper and markers • I had the blues poem (Appendix B) • Kindergarten Poem Outline (Appendix B)
2	<p>Standard: Identify and use subject pronouns (LA.K-2.L.1)</p> <p>Activity: Subject Pronouns - Part 1</p> <p>Resources:</p> <ul style="list-style-type: none"> • Chart paper and markers (for Anchor Chart)
3	<p>Standard: Write story sentences (LA.K-2.W.3)</p> <p>Activity: Using Color Words</p> <p>Resources:</p> <ul style="list-style-type: none"> • I had the blues poem (Appendix B)
4	<p>Standard: Identify and use subject pronouns (LA.2.L.1)</p> <p>Activity: Subject Pronouns - Part 2</p> <p>Resources:</p> <ul style="list-style-type: none"> • Anchor Chart (from Day 2)
5	<p>Standard:</p> <p>Activity: Complete the poem, Share, & Publish</p> <p>Resources:</p>

WEEK 2

At a Glance

Standards, Activities, and Resources

K - 2 BRIDGE

First Grade Cycle Pathways 2.0

The Art Lesson ~ Unit 7 ~ Week 2

Word Study – Approximately 40 minutes/day			
VOCABULARY			
Day	Kindergarten	First Grade	Second Grade
1	<p>Standard: Acquire words and phrases conversationally (LA.K.L.5)</p> <p>Activity: Conjunction game Introduce Anchor Text Vocabulary</p> <p>Resources:</p> <ul style="list-style-type: none"> • Vocabulary Words(Appendix A) 	<p>Standard: Acquire conjunctions conversationally (LA.1.L.5)</p> <p>Activity: Introduce Anchor Text Vocabulary</p> <p>Resources:</p> <ul style="list-style-type: none"> • Week 2 Vocabulary Word Cards (Appendix A. 1st grade) 	<p>Standard: Acquire conjunctions conversationally (LA.2.L.5)</p> <p>Activity: Introduce Anchor Text Vocabulary</p> <p>Resources:</p> <ul style="list-style-type: none"> • Week 2 Vocabulary Word Cards (Appendix A. 1st grade)
2	<p>Activity: Slap It! game</p> <p>Resources:</p> <ul style="list-style-type: none"> • white board and marker • insect swatter or pointer to “slap” words 	<p>Activity: Conjunction Junction</p>	<p>Activity: Conjunction Junction</p>
3	<p>Activity: Introduce Academic Vocabulary</p> <p>Resources:</p> <ul style="list-style-type: none"> • Academic Vocabulary Word Cards (Appendix A) • 	<p>Activity: Introduce Academic Vocabulary</p> <p>Resources:</p> <ul style="list-style-type: none"> • 8 ½” x 11” card stock and markers 	<p>Activity: Introduce Academic Vocabulary</p> <p>Resources:</p> <ul style="list-style-type: none"> • 8 ½” x 11” card stock and markers
4	<p>Activity: Guess the Vocabulary Word</p> <p>Resources:</p> <ul style="list-style-type: none"> • Vocabulary Words (Appendix A) 	<p>Activity: Dictionary Author</p> <p>Resources:</p> <ul style="list-style-type: none"> • Academic Vocabulary • Dictionary (Appendix A, 1st grade) 	<p>Activity: Dictionary Author</p> <p>Resources:</p> <ul style="list-style-type: none"> • Academic Vocabulary • Dictionary (Appendix A, 1st grade)
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"> Vocabulary Assessment (Appendix C) 	<ul style="list-style-type: none"> Dictate, Write, Draw: Weekly Vocabulary Assessment (Appendix C, 1st grade) 	<ul style="list-style-type: none"> Dictate, Write, Draw: Weekly Vocabulary Assessment (Appendix C, 1st grade))
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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: Tell a story/Brief oral presentation (LA.K.SL.7)</p> <p>Activity: Tell Us a Story</p> <p>Resources:</p> <ul style="list-style-type: none"> Model storytelling (see lesson) Personal Feelings and Growth Storytelling Checklist (Appendix B, 1st grade) Chart paper and markers 	<p>Standard: Tell a story/Brief oral presentation (LA.1.SL.7)</p> <p>Activity: Tell Us a Story</p> <p>Resources:</p> <ul style="list-style-type: none"> Model storytelling (see lesson) Personal Feelings and Growth Storytelling Checklist (Appendix B, 1st grade) Chart paper and markers 	<p>Standard: Tell a story/Brief oral presentation (LA.-2.SL.7)</p> <p>Activity: Tell Us a Story</p> <p>Resources:</p> <ul style="list-style-type: none"> Model storytelling (see lesson) Personal Feelings and Growth Storytelling Checklist (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: Sequence a Story</p> <p>Resources:</p> <ul style="list-style-type: none"> pictures from the story 	<p>Activity: Sequence a Story</p> <p>Resources:</p> <ul style="list-style-type: none"> Anchor Text or teacher selected text (see lesson) 	<p>Activity: Sequence a Story</p> <p>Resources:</p> <ul style="list-style-type: none"> Anchor Text or teacher selected text (see lesson)

	<ul style="list-style-type: none"> Anchor Text or teacher selected text (see lesson) Personal Feelings and Growth Storytelling Scoring Guide (Appendix D, 1st grade) The Art Lesson Story Sequence Cards (Appendix B, 1st grade) 	<ul style="list-style-type: none"> Personal Feelings and Growth Storytelling Scoring Guide (Appendix D, 1st grade) The Art Lesson Story Sequence Cards (Appendix B, 1st grade) 	<ul style="list-style-type: none"> Personal Feelings and Growth Storytelling Scoring Guide (Appendix D, 1st grade) The Art Lesson Story Sequence Cards (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: Tell a Story Resources: <ul style="list-style-type: none"> Personal Feelings and Growth Storytelling Scoring Guide (Appendix D, 1st grade) 	Activity: Tell a Story Resources: <ul style="list-style-type: none"> Personal Feelings and Growth Storytelling Scoring Guide (Appendix D, 1st grade) 	Activity: Tell a Story Resources: <ul style="list-style-type: none"> Personal Feelings and Growth Storytelling Scoring Guide (Appendix D, 1st grade)

COMPREHENSION MINI-LESSON			
Day	Kindergarten	First Grade	Second Grade
1	Standard: Predict story outcomes using picture clues (LA.K..RL.9) Activity: Predict Content-Part 1 Resources: <ul style="list-style-type: none"> Mystery bag Teacher.selected fictional text (see lesson) Chart paper and markers 	Standard: Predict story outcomes using picture clues (LA.1..RL.9) Activity: Predict Content-Part 1 Resources: <ul style="list-style-type: none"> Teacher.selected fictional text (see lesson) Chart paper and markers 	Standard: Predict story outcomes using picture clues (LA.2.RL.9 & 10) Activity: Predict Content-Part 1 Resources: <ul style="list-style-type: none"> photographs or illustrations Teacher.selected fictional text (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	Activity: Predict Content-Part 2 Resources: <ul style="list-style-type: none"> Teacher-selected fictional narrative text (see lesson) 	Activity: Predict Content-Part 2 Resources: <ul style="list-style-type: none"> Teacher-selected fictional narrative text (see lesson) 	Activity: Predict Content-Part 2 Resources: <ul style="list-style-type: none"> Teacher-selected fictional narrative 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	Activity: Predict Content-Part 3 Resources: <ul style="list-style-type: none"> Teacher-selected fictional narrative text (see lesson) 	Activity: Predict Content-Part 3 Resources: <ul style="list-style-type: none"> Teacher-selected fictional narrative text (see lesson) 	Activity: Predict Content-Part 3 Resources: <ul style="list-style-type: none"> Teacher-selected fictional narrative text (see lesson)

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: <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>	
WRITING/GRAMMAR MINI-LESSON	
Day	Kindergarten through Second Grade
1	Standard: Write story sentences (LA.K-2.W3.) Activity: Using Similes in Sentences Resources: <ul style="list-style-type: none"> Book: <i>Quick as Cricket</i> by Audrey Wood Chart paper (optional) and markers
2	Standard: Identify and use personal pronouns I and me (LA.2.L.1.) Activity: I or Me? Resources: <ul style="list-style-type: none"> Pronouns Anchor Chart (Week 1) markers

3	<p>Standard: Write story sentences (LA.K-2.W3.)</p> <p>Activity: Using Similes in Sentences</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Chart paper or board, and markers ● Writing paper
4	<p>Standard: Identify and use personal pronouns I and me (LA.K-2.L.1)</p> <p>Activity: Me or I?</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Pronouns Anchor Chart (Week 1) ● markers ● Me or I (Appendix B, 1st grade) ● Writing paper
5	<p>Standard:</p> <p>Activity: Publish a book of similes, Share, Celebrate!</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

The Art Lesson ~ Unit 7 ~ Week 3

Word Study – Approximately 40 minutes/day			
VOCABULARY			
Day	Kindergarten	First Grade	Second Grade
1	<p>Standard: Understand new words from context (LA.K.L.4)</p> <p>Activity: “Sentence Search” game Introduce Anchor Text Vocabulary</p> <p>Resources:</p> <ul style="list-style-type: none"> • Vocabulary Words Cards (Appendix A) 	<p>Standard: Understand new words from context (LA.1.L.4)</p> <p>Activity: Introduce Anchor Text Vocabulary</p> <p>Resources:</p> <ul style="list-style-type: none"> • Week 3 Vocabulary Cards (Appendix A, 1st grade) 	<p>Standard: Understand new words from context (LA.2.L.4)</p> <p>Activity: Introduce Anchor Text Vocabulary</p> <p>Resources:</p> <ul style="list-style-type: none"> • Week 3 Vocabulary Cards (Appendix A, 1st grade)
2	<p>Activity: True or Not True</p> <p>Resources:</p> <ul style="list-style-type: none"> • Vocabulary Word Cards (Appendix A) 	<p>Activity: True or Not True</p>	<p>Activity: True or Not True</p>
3	<p>Activity: Guess the Vocabulary Word</p> <p>Resources:</p> <ul style="list-style-type: none"> • Academic Vocabulary Word Cards (Appendix A) 	<p>Activity: Introduce Academic Vocabulary</p> <p>Resources:</p> <ul style="list-style-type: none"> • 8 ½” x 11” card stock and markers 	<p>Activity: Introduce Academic Vocabulary</p> <p>Resources:</p> <ul style="list-style-type: none"> • 8 ½” x 11” card stock and markers
4	<ul style="list-style-type: none"> • Activity: Guess the Vocabulary Word • Resources: • Academic Vocabulary Word Cards (Appendix A, 1st grade) 	<p>Activity: Dictionary Author</p> <p>Resources:</p> <ul style="list-style-type: none"> • Academic Vocabulary • Dictionary (Appendix A, 1st grade) 	<p>Activity: Dictionary Author</p> <p>Resources:</p> <ul style="list-style-type: none"> • Academic Vocabulary • Dictionary (Appendix A, 1st grade)
5	<p>Activity: Weekly Vocabulary Assessment</p>	<p>Activity: Weekly Vocabulary Assessment</p>	<p>Activity: Weekly Vocabulary Assessment</p>

	Resources: <ul style="list-style-type: none"> Vocabulary Assessment (Appendix C) 	Resources: <ul style="list-style-type: none"> Dictate, Write, Draw: Weekly Vocabulary Assessment (Appendix C, 1st grade) 	Resources: <ul style="list-style-type: none"> Dictate, Write, Draw: Weekly Vocabulary Assessment (Appendix C, 1st grade)
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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	Standard: Ask and answer questions about key details in a text read aloud (LA.K.SL.2) Activity: Description Resources: <ul style="list-style-type: none"> Chart paper and markers 	Standard: Ask and answer questions about key details in a text read aloud (LA.1.SL.2) Activity: Description Resources: <ul style="list-style-type: none"> Chart paper and markers 	Standard: Ask and answer questions about key details in a text read aloud (LA.2.SL.2) Activity: Description Resources: <ul style="list-style-type: none"> 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	Activity: Ask and Answer Questions–Part 2 Resources: <ul style="list-style-type: none"> Questions Cards (Appendix A) 	Activity: Ask and Answer Questions–Part 2 Resources: <ul style="list-style-type: none"> Anchor Text - The Art Lesson 	Activity: Ask and Answer Questions–Part 2 Resources: <ul style="list-style-type: none"> Anchor Text - The Art 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	Activity: Ask and Answer Questions–Part 3	Activity: Ask and Answer Questions–Part 3	Activity: Ask and Answer Questions–Part 3

	Resources: <ul style="list-style-type: none"> Anchor Text - The Art Lesson 	Resources: <ul style="list-style-type: none"> Anchor Text - The Art Lesson 	Resources: <ul style="list-style-type: none"> Anchor Text - The Art Lesson
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COMPREHENSION MINI-LESSON			
Day	Kindergarten	First Grade	Second Grade
1	Standard: Sequence events in a story using pictures (LA.K.RL.3) Activity: Sequencing Resources: <ul style="list-style-type: none"> The Art Lesson Story Sequence Cards (Appendix B, 1st grade) Character Sequencing Cards (Appendix B, 1st grade) 	Standard: Sequence events in a story using pictures (LA.1.RL.3) Activity: Sequencing Resources: <ul style="list-style-type: none"> The Art Lesson Story Sequence Cards (Appendix B, 1st grade) Character Sequencing Cards (Appendix B, 1st grade) 	Standard: Sequence events in a story using pictures (LA.2.RL.3) Activity: Sequencing Resources: <ul style="list-style-type: none"> The Art Lesson Story Sequence Cards (Appendix B, 1st grade) Character Sequencing Cards (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: Sequencing the Story Resources: <ul style="list-style-type: none"> The Name Jar by Yangsook Choi (see lesson) - one teacher copy Chart paper and markers 	Activity: Sequencing the Story Resources: <ul style="list-style-type: none"> The Name Jar by Yangsook Choi (see lesson) - one teacher copy Chart paper and markers 	Activity: Sequencing the Story Resources: <ul style="list-style-type: none"> The Name Jar by Yangsook Choi (see lesson) - one teacher copy 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	Activity: The Name Jar Resources: <ul style="list-style-type: none"> The Name Jar Story Sequence (Appendix B, 1st grade) 	Activity: The Name Jar Resources: <ul style="list-style-type: none"> The Name Jar Story Sequence (Appendix B, 1st grade) 	Activity: The Name Jar Resources: <ul style="list-style-type: none"> The Name Jar Story Sequence (Appendix B, 1st grade)

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: Write a narrative story (LA.K-2.W.3)</p> <p>Activity: Write Like the Author/Using Your Own Words</p> <p>Resources:</p> <ul style="list-style-type: none"> • Book: <i>My Mama had a Dancing Heart</i> by Libba Moore Gray • My mama has a musical heart (Appendix B) • Chart paper and markers (optional) • Student Journal • Small white board (optional)
2	<p>Standard: Identify and use possessive pronouns (LA.K- 2.L.1)</p> <p>Activity: Whose Is This?</p> <p>Resources:</p> <ul style="list-style-type: none"> • Whose Is It? (Appendix B, 1st grade)
3	<p>Standard: Write a narrative story (LA.K-2.W.3)</p> <p>Activity: Write Like the Author/Using Your Own Words</p> <p>Resources:</p> <ul style="list-style-type: none"> • My mama has a musical heart (Appendix B)
4	<p>Standard: Identify and use possessive pronouns (LA.K-2.L.1)</p> <p>Activity: Yours or Mine?</p> <p>Resources:</p> <ul style="list-style-type: none"> • Book: <i>My Mama had a Dancing Heart</i> by Libba Moore Gray
5	

Activity: Partner Sharing

Resources:

- Student Writing

WEEK 4

At a Glance

Standards, Activities, and Resources

K - 2 BRIDGE

First Grade Cycle Pathways 2.0

The Art Lesson ~ Unit 7 ~ Week 4

Word Study – Approximately 40 minutes/day			
VOCABULARY			
Day	Kindergarten	First Grade	Second Grade
1	<p>Standard: Use context clues to self-correct word recognition (LA.K.RF.3&5)</p> <p>Activity: Introduce Anchor Text Vocabulary</p> <p>Resources:</p> <ul style="list-style-type: none"> Week 4 Vocabulary Word Cards (Appendix A) 	<p>Standard: Use context clues to self-correct word recognition (LA.1.RF.3&5)</p> <p>Activity: Introduce Anchor Text Vocabulary</p> <p>Resources:</p> <ul style="list-style-type: none"> Week 4 Vocabulary Word Cards (Appendix A) 	<p>Standard: Use context clues to self-correct word recognition (LA.2.RF.3&5)</p> <p>Activity: Introduce Anchor Text Vocabulary</p> <p>Resources:</p> <ul style="list-style-type: none"> Week 4 Vocabulary Word Cards (Appendix A)
2	<p>Activity: Listen Carefully</p>	<p>Activity: Listen Carefully</p>	<p>Activity: Listen Carefully</p>
3	<p>Activity: Introduce Academic Vocabulary</p> <p>Resources:</p> <ul style="list-style-type: none"> Academic Vocabulary Word Cards (Appendix A) 	<p>Activity: Introduce Academic Vocabulary</p> <p>Resources:</p> <ul style="list-style-type: none"> 8 ½" x 11" card stock and markers 	<p>Activity: Introduce Academic Vocabulary</p> <p>Resources:</p> <ul style="list-style-type: none"> 8 ½" x 11" card stock and markers
4	<p>Activity: Dictionary Author/End-of-Unit Review</p> <p>Resources:</p> <ul style="list-style-type: none"> Academic Vocabulary Word Cards (Appendix A) 	<p>Activity: Dictionary Author/End-of-Unit Review</p> <p>Resources:</p> <ul style="list-style-type: none"> Academic Vocabulary Dictionary (Appendix A, 1st grade) Unit 7 Anchor Text Vocabulary Cards (Appendix A, 1st grade), one teacher copy 	<p>Activity: Dictionary Author/End-of-Unit Review</p> <p>Resources:</p> <ul style="list-style-type: none"> Academic Vocabulary Dictionary (Appendix A, 1st grade) Unit 7 Anchor Text Vocabulary Cards (Appendix A, 1st grade), one teacher copy
5	<p>Activity: End-of-Unit Vocabulary Assessment</p>	<p>Activity: End-of-Unit Vocabulary Assessment</p>	<p>Activity: End-of-Unit Vocabulary Assessment</p>

Resources: <ul style="list-style-type: none">Unit 7: End-of-Unit Assessment, 2 pages (Appendix C and Appendix D)	Resources: <ul style="list-style-type: none">Unit 7: End-of-Unit Assessment, 2 pages (Appendix C and Appendix D)	Resources: <ul style="list-style-type: none">Unit 7: End-of-Unit Assessment, 2 pages (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	Standard: Speak in complete sentences/Speak audibly and express thoughts, feelings, and ideas clearly (LA.K.SL.6) Activity: Dig Deeper Resources: <ul style="list-style-type: none"> The Name Jar, one teacher copy 	Standard: Speak in complete sentences/Speak audibly and express thoughts, feelings, and ideas clearly (LA.1.SL.6) Activity: Dig Deeper Resources: <ul style="list-style-type: none"> The Name Jar, one teacher copy 	Standard: Speak in complete sentences/Speak audibly and express thoughts, feelings, and ideas clearly (LA.2.SL.6) Activity: Dig Deeper Resources: <ul style="list-style-type: none"> The Name Jar, one teacher copy
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: Complete Sentences: Cause and Effect Resources: <ul style="list-style-type: none"> real life examples like dominoes, light switches, or toy cars on a ramp The Name Jar, one teacher copy 	Activity: Complete Sentences: Cause and Effect Resources: <ul style="list-style-type: none"> The Name Jar, one teacher copy 	Activity: Complete Sentences: Cause and Effect Resources: <ul style="list-style-type: none"> The Name Jar, 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	<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>

COMPREHENSION MINI-LESSON			
Day	Kindergarten	First Grade	Second Grade
1	<p>Standard: Identify word and phrases in stories that suggest feelings (LA.K.RL.4)</p> <p>Activity: Find the Feelings</p> <p>Resources:</p> <ul style="list-style-type: none"> • magazines • scissors, glue stick, paper poster • The Name Jar, one teacher copy 	<p>Standard: Identify word and phrases in stories that suggest feelings (LA.1.RL.4)</p> <p>Activity: Find the Feelings</p> <p>Resources:</p> <ul style="list-style-type: none"> • The Name Jar, one teacher copy 	<p>Standard: Identify word and phrases in stories that suggest feelings (LA.2.RL.4)</p> <p>Activity: Find the Feelings</p> <p>Resources:</p> <ul style="list-style-type: none"> • The Name Jar, one teacher copy
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: Feelings Decoded</p> <p>Resources:</p> <ul style="list-style-type: none"> • feeling words, paper, markers, pins 	Activity: Feelings Decoded	Activity: Feelings Decoded
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	<i>This time may be used for completing wind-of-unit assessments or reading activities as needed.</i>	<ul style="list-style-type: none"> • <i>This time may be used for completing wind-of-unit assessments or reading activities as needed.</i> 	<ul style="list-style-type: none"> • <i>This time may be used for completing wind-of-unit assessments or reading activities as needed.</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: Write a Narrative (LA.K-2.W.3) Activity: Adding a Story or Example in a Story Resources:</p> <ul style="list-style-type: none"> ● My mama has a musical heart - A Story Inside a Story (Appendix B)
2	<p>Standard: Identify and use indefinite pronouns (LA.K-2.L.1) Activity: Indefinite Pronouns - Part 1 Resources:</p> <ul style="list-style-type: none"> ● Student writing ● Indefinite Pronouns (Appendix B, 1st grade) - Optional
3	<p>Standard: Write a Narrative (LA.K-2.W.3) (LA.K-2.L.2) Activity: Revising & Editing Resources:</p> <ul style="list-style-type: none"> ● My Mama has a Musical Heart - Revising and Editing (Appendix B)
4	<p>Standard: Identify and use possessive pronouns (LA.K-2.L.1) Activity: Indefinite Pronouns - Part 2 Resources:</p> <ul style="list-style-type: none"> ● Student writing
5	<p>Activity: Share & Publish a Final Piece Resources:</p> <ul style="list-style-type: none"> ● Student writing