

WEEK 1

At a Glance

Standards, Activities, and Resources

K - 2 BRIDGE

First Grade Cycle Pathways 2.0

We All Went on Safari ~ Unit 6 # ~ Week #1

Word Study – Approximately 40 minutes/day			
VOCABULARY			
Day	Kindergarten	First Grade	Second Grade
1	<p>Standard: Use common verbs/Action Words correctly (LA.K.L.3)</p> <p>Activity: Introduce Anchor Text Vocabulary</p> <p>Resources:</p> <ul style="list-style-type: none"> Week 1 Anchor Vocabulary Picture Cards (Appendix A) 	<p>Standard: Identify Base Words and Suffixes (LA.1.L.3)</p> <p>Activity: Introduce Anchor Text Vocabulary</p> <p>Resources:</p> <ul style="list-style-type: none"> Week 1 Vocabulary Word Cards (Appendix A, 1st grade) 	<p>Standard: Identify Base Words and Suffixes (LA.2.L.4)</p> <p>Activity: Introduce Anchor Text Vocabulary</p> <p>Resources:</p> <ul style="list-style-type: none"> Week 1 Vocabulary Word Cards (Appendix A, 1st grade)
2	<p>Activity: Guess My Word</p> <p>Resources:</p> <ul style="list-style-type: none"> Week 1 Anchor Vocabulary Picture Cards (Appendix A) Week 1 Mini Anchor Vocabulary Picture Cards (Appendix A) 	<p>Activity: Guess My Word</p>	<p>Activity: Guess My Word</p>
3	<p>Activity: Introduce Academic Vocabulary</p> <p>Resources:</p> <ul style="list-style-type: none"> Week 1 Anchor Vocabulary Picture Cards (Appendix A) Academic Text Vocabulary Picture 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</p> <p>Resources:</p>	<p>Activity: Dictionary Author</p> <p>Resources:</p>	<p>Activity: Dictionary Author</p> <p>Resources:</p>

	<ul style="list-style-type: none"> Academic Text Vocabulary Picture Cards (Appendix A) White board and markers 	<ul style="list-style-type: none"> Academic Vocabulary Dictionary (Appendix A. 1st grade) 	<ul style="list-style-type: none"> Academic Vocabulary Dictionary (Appendix A. 1st grade)
5	<p>Activity: Weekly Vocabulary Assessment</p> <p>Resources:</p> <ul style="list-style-type: none"> Academic Vocabulary Sort (Appendix A) 	<p>Activity: Weekly Vocabulary Assessment</p> <p>Resources:</p> <ul style="list-style-type: none"> <i>Dictate, Write Draw: Weekly Assessment Printable</i> (Appendix C, 1st grade)) 	<p>Activity: Weekly Vocabulary Assessment</p> <p>Resources:</p> <ul style="list-style-type: none"> <i>Dictate, Write Draw: Weekly Assessment Printable</i> (Appendix C, 1st grade) markers and crayons

PHONEMIC AWARENESS/PHONICS/SPELLING

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

Reading Workshop – Approximately 80 minutes/day

WHOLE GROUP INSTRUCTION (20 minutes)

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

SHARED READ-ALoud			
Day	Kindergarten	First Grade	Second Grade
1	<p>Standard: Ask & answer questions about what a speaker says to gather additional information (LA.K.SL.3)</p> <p>Activity: Ask and Answer Questions - Part 1</p> <p>Resources:</p> <ul style="list-style-type: none"> Chart paper and markers 	<p>Standard: Ask & answer questions about what a speaker says to gather additional information (LA.1.SL.3)</p> <p>Activity: Ask and Answer Questions - Part 1</p>	<p>Standard: Ask & answer questions about what a speaker says to gather additional information (LA.2.SL.3)</p> <p>Activity: Ask and Answer Questions - Part 1</p>
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	Activity: Ask and Answer Questions - Part 2	Activity: Ask and Answer Questions - Part 2

	Resources: <ul style="list-style-type: none"> Chart paper/board and markers Optional short video or informational text 	Resources: <ul style="list-style-type: none"> Chart paper/board and marker Optional short video or informational text 	Resources: <ul style="list-style-type: none"> Quality Questions (Appendix B)
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

COMPREHENSION MINI-LESSON			
Day	Kindergarten	First Grade	Second Grade
1	Standard: Ask and answer questions to clarify meaning of words and phrases (LA.K.RI.4) Activity: Introduce <i>We All Went on Safari</i> Resources: <ul style="list-style-type: none"> <i>We All Went on Safari</i>, one copy per student 	Standard: Ask and answer questions to clarify meaning of words and phrases (LA.1.RI.4) Activity: Introduce <i>We All Went on Safari</i> Resources: <ul style="list-style-type: none"> <i>We All Went on Safari</i>, one copy per student 	Standard: Ask and answer questions to clarify meaning of words and phrases (LA.2.RI.4) Activity: Introduce <i>We All Went on Safari</i> Resources: <ul style="list-style-type: none"> <i>We All Went on Safari</i>, 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: We All Went on Safari with Text-Dependent Questions—Part - 1 Resources: <ul style="list-style-type: none"> Chart paper and markers 	Activity: We All Went on Safari with Text-Dependent Questions—Part - 1 Resources: <ul style="list-style-type: none"> Chart paper and marker 	Activity: We All Went on Safari with Text-Dependent Questions—Part - 1 Resources: <ul style="list-style-type: none"> Chart paper and marker
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: We All Went on Safari with Text-Dependent Questions—Part - 2	Activity: We All Went on Safari with Text-Dependent Questions—Part - 2	Activity: We All Went on Safari with Text-Dependent Questions—Part - 2 Resources: <ul style="list-style-type: none"> Ask and Answer (Appendix B)

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 friendly letter (LA.K-2.W.3) Activity: Letter Format Resources:</p> <ul style="list-style-type: none"> ● Narrative Writing: Friendly Letter (Appendix B) ● Chart paper and markers
2	<p>Standard: Use Comma in a series (LA.K-2.L.2) Activity: Comma in a Series/In a Letter Resources:</p> <ul style="list-style-type: none"> ● Chart Paper and markers ● Commas Anchor Chart Example (Appendix E) ● Book Cover: <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i> by Judith Viorst
3	<p>Standard: Write a friendly letter (LA.K-2.W.3) Activity: Write a Letter Resources:</p> <ul style="list-style-type: none"> ● Narrative Writing: Friendly Letter (Appendix B) ● Chart paper and markers
4	<p>Standard: Use commas in a series (LA.K-2.L.2) Activity: Using Commas in a Series/In a letter Resources:</p>

	<ul style="list-style-type: none">• Commas Anchor Chart (from Day 2)
5	<p>Standard:</p> <p>Activity: Publish final draft of letter, Share, Prepare for delivering</p> <p>Resources: Envelope, Posting stamps, or folder</p>

WEEK 2

At a Glance

Standards, Activities, and Resources

K - 2 BRIDGE

First Grade Cycle Pathways 2.0

We All Went on Safari ~ Unit 6 ~ Week 2

Word Study – Approximately 40 minutes/day			
VOCABULARY			
Day	Kindergarten	First Grade	Second Grade
1	<p>Standard: Identify word relationships: synonyms, antonyms, and analogies (LA. K.L.4)</p> <p>Activity: Introduce Anchor Text Vocabulary</p> <p>Resources:</p> <ul style="list-style-type: none"> Week 2 Vocabulary Picture Cards (Appendix A) 	<p>Standard: Identify word relationships: synonyms, antonyms, and analogies (LA.1.L.4)</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) Word Relationship Cards (Appendix A, 1st grade) 	<p>Standard: Identify word relationships: synonyms, antonyms, and analogies (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) Word Relationship Cards (Appendix A, 1st grade)
2	<p>Activity: Guess My Word</p> <p>Resources:</p> <ul style="list-style-type: none"> Week 2 Vocabulary Picture Cards (Appendix A) Week 2 Mini Vocabulary Picture Cards (Appendix A) 	<p>Activity: Guess My Word</p>	<p>Activity: Guess My Word</p>
3	<p>Activity: Anchor Text Vocabulary Words/Concentration Memory Game</p> <p>Resources:</p> <ul style="list-style-type: none"> Week 2 Mini Vocabulary Picture 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</p>	<p>Activity: Dictionary Author</p>	<p>Activity: Dictionary Author</p>

	Resources: <ul style="list-style-type: none"> Week 2 Vocabulary Picture Cards (Appendix A) 	Resources: <ul style="list-style-type: none"> Academic Vocabulary Dictionary (Appendix A) 	Resources: <ul style="list-style-type: none"> Academic Vocabulary Dictionary (Appendix A)
5	Activity: Weekly Vocabulary Assessment Resources: <ul style="list-style-type: none"> Week 2 Vocabulary Assessment 	Activity: Weekly Vocabulary Assessment Resources: <ul style="list-style-type: none"> Dictate, Write, Draw: Weekly Vocabulary Assessment (Appendix C, 1st grade DLG) 	Activity: Weekly Vocabulary Assessment Resources: <ul style="list-style-type: none"> Dictate, Write, Draw: Weekly Vocabulary Assessment (Appendix C, 1st grade DLG)

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: Add visual displays to descriptions as desired (LA.K.SL.5) Activity: Add Illustrations Resources: <ul style="list-style-type: none"> Blank drawing paper and drawing/writing tools 	Standard: Add visual displays to descriptions as desired (LA.1.SL.5) Activity: Add Illustrations Resources: <ul style="list-style-type: none"> Chart paper and markers 	Standard: Add visual displays to descriptions as desired (LA.2.SL.5) Activity: Add Illustrations 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: Evaluate Illustrations Resources: <ul style="list-style-type: none"> Illustrations on a single topic (see lesson) 	Activity: Evaluate Illustrations Resources: <ul style="list-style-type: none"> Illustrations on a single topic (see lesson) 	Activity: Evaluate Illustrations Resources: <ul style="list-style-type: none"> Illustrations on a single topic (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: Add Illustrations Resources: <ul style="list-style-type: none"> Resources for research (see lesson) Facts about Tanzania Cards (Appendix B, 1st grade) 	Activity: Add Illustrations Resources: <ul style="list-style-type: none"> Resources for research (see lesson) Facts about Tanzania Cards (Appendix B, 1st grade) 	Activity: Add Illustrations Resources: <ul style="list-style-type: none"> Animal drawings and index cards from Comprehension Mini-Lesson, Day 1

COMPREHENSION MINI-LESSON			
Day	Kindergarten	First Grade	Second Grade
1	Standard: Predict content and outcomes using pictures, illustrations, and text (LA.K.RI.10) Activity: Predict Content - Part 1 Resources: <ul style="list-style-type: none"> <i>Do You Want to Be My Friend?</i> By Eric Carle (see lesson) 	Standard: Predict content and outcomes using pictures, illustrations, and text (LA.1.RI.10) Activity: Predict Content - Part 1 Resources: <ul style="list-style-type: none"> <i>Do You Want to Be My Friend?</i> By Eric Carle (see lesson) 	Standard: Predict content and outcomes using pictures, illustrations, and text (LA.2.RI.10) Activity: Predict Content - Part 1 Resources: <ul style="list-style-type: none"> Variety of images and informational texts from books, magazines, and the Internet about the animals from the section of the Anchor Text entitled “<i>Animals of Tanzania.</i>”
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"> Narrative Text (see lesson) 	Activity: Predict Content - Part 2 Resources: <ul style="list-style-type: none"> Narrative Text (see lesson) 	Activity: Predict Content - Part 2 Resources: <ul style="list-style-type: none"> 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"> Narrative Text (see lesson) 	Activity: Predict Content - Part 3 Resources: <ul style="list-style-type: none"> Narrative Text (see lesson) 	Activity: Predict Content - Part 3 Resources: <ul style="list-style-type: none"> 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: 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 personal narrative (LA.K-2.W.3) Activity: In Order Resources:</p> <ul style="list-style-type: none"> ● Personal Narrative: Prewriting Model (Appendix B) ● Chart paper and markers
2	<p>Standard: Identify and use future tense verbs (LA.K-2.L.1) Activity: What Will Happen? Resources:</p> <ul style="list-style-type: none"> ● Chart paper and markers ● Verbs: Present, Past, and Future (Appendix B)
3	<p>Standard: Plan a personal narrative (LA.K-2.W.3) Activity: Planning a Personal Narrative Resources:</p> <ul style="list-style-type: none"> ● Personal Narrative: Prewriting Model (Appendix B) ● Anchor Chart from Day 1 ● Chart paper & markers
4	<p>Standard: Identify and use future-tense verbs (LA.K-2.L.1) Activity: What Will Happen? Resources:</p> <ul style="list-style-type: none"> ● Chart paper and markers (optional)

5	<p>Standard:</p> <p>Activity: Write & Share</p> <p>Resources:</p> <ul style="list-style-type: none">● Student writing
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WEEK 3

At a Glance

Standards, Activities, and Resources

K - 2 BRIDGE

First Grade Cycle Pathways 2.0

We All Went on Safari ~ Unit 6 ~ Week #3

Word Study – Approximately 40 minutes/day			
VOCABULARY			
Day	Kindergarten	First Grade	Second Grade
1	<p>Standard: Use familiar parts of words to understand their meanings (LA.K.L.3)</p> <p>Activity: Introduce Anchor Text Vocabulary</p> <p>Resources:</p> <ul style="list-style-type: none"> Week 3 Vocabulary Word Picture Cards (Appendix A) 	<p>Standard: Identify and define compound words with frequently used components (e.g., <i>one, thing</i>) (LA.1..L.3)</p> <p>Activity: Introduce Anchor Text Vocabulary</p> <p>Resources:</p> <ul style="list-style-type: none"> Week 3 Vocabulary Word Cards (Appendix A, 1st grade) 	<p>Standard: Identify and define compound words with frequently used components (e.g., <i>one, thing</i>) (LA.2.L.4)</p> <p>Activity: Introduce Anchor Text Vocabulary</p> <p>Resources:</p> <ul style="list-style-type: none"> Week 3 Vocabulary Word Cards (Appendix A, 1st grade)
2	<p>Activity: Compound Word Hunt</p>	<p>Activity: Compound Word Hunt</p>	<p>Activity: Compound Word Hunt</p>
3	<p>Activity: Anchor Text Vocabulary</p> <p>Resources:</p> <ul style="list-style-type: none"> Week 3 Vocabulary Picture Cards (Appendix A) Week 3 Vocabulary Mini Vocabulary Picture 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: Anchor Text Vocabulary</p> <p>Resources:</p> <ul style="list-style-type: none"> Week 3 Mini Vocabulary Picture Cards (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>Activity: Weekly Vocabulary Assessment</p>	<p>Activity: Weekly Vocabulary Assessment</p>

Resources:	Resources:	Resources:
<ul style="list-style-type: none"> Week 3 Vocabulary Assessment (Appendix A) 	<ul style="list-style-type: none"> Dictate, Write, Draw: Weekly Vocabulary Assessment (Appendix C, 1st grade DLG) 	<ul style="list-style-type: none"> Dictate, Write, Draw: Weekly Vocabulary Assessment (Appendix C, 1st grade DLG)

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: Participate in readers’ theater (LA.K.SL.4)</p> <p>Activity: Readers’ Theater - Part 1</p> <p>Resources:</p> <ul style="list-style-type: none"> Teacher-selected readers’ theater script (see lesson) 	<p>Standard: Participate in readers’ theater (LA.1.SL.4)</p> <p>Activity: Readers’ Theater - Part 1</p> <p>Resources:</p> <ul style="list-style-type: none"> Teacher-selected readers’ theater script (see lesson) 	<p>Standard: Participate in readers’ theater (LA.2.SL.4)</p> <p>Activity: Readers’ Theater - Part 1</p> <p>Resources:</p> <ul style="list-style-type: none"> Teacher-selected readers’ theater script (see lesson)
2	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>
3	<p>Activity: Readers’ Theater - Part 2</p> <p>Resources:</p> <ul style="list-style-type: none"> See DLP for options 	<p>Activity: Readers’ Theater - Part 2</p> <p>Resources:</p> <ul style="list-style-type: none"> Readers Theater Scoring Guide (Appendix D, 1st grade) 	<p>Activity: Readers’ Theater - Part 2</p> <p>Resources:</p> <ul style="list-style-type: none"> Readers Theater Scoring Guide (Appendix D, 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	<p>Activity: Readers’ Theater Performance/Audience</p> <p>Resources:</p> <ul style="list-style-type: none"> See DLP for options 	<p>Activity: Readers’ Theater Performance</p> <p>Resources:</p> <ul style="list-style-type: none"> Readers Theater Scoring Guide (Appendix D, 1st grade) 	<p>Activity: Readers’ Theater Performance</p> <p>Resources:</p> <ul style="list-style-type: none"> Readers Theater Scoring Guide (Appendix D, 1st grade)
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COMPREHENSION MINI-LESSON			
Day	Kindergarten	First Grade	Second Grade
1	<p>Standard: Distinguish between fact & opinion (LA.K.RI.11)</p> <p>Activity: Fact or Opinion - Part 1</p> <p>Resources:</p> <ul style="list-style-type: none"> Fact and Opinion Cards (Appendix B, 1st grade) one set Fact and Opinion (Appendix B, 1st grade) 	<p>Standard: Distinguish between fact & opinion (LA.1.RI.11)</p> <p>Activity: Fact or Opinion - Part 1</p> <p>Resources:</p> <ul style="list-style-type: none"> Fact and Opinion Cards (Appendix B, 1st grade) one set Fact and Opinion (Appendix B, 1st grade) 	<p>Standard: Distinguish between fact & opinion (LA.2.RI.11)</p> <p>Activity: Fact or Opinion - Part 1</p> <p>Resources:</p> <ul style="list-style-type: none"> Fact and Opinion Cards (Appendix B, 1st grade) one set Fact and Opinion (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: Fact or Opinion - Part 2/Pair-Share	Activity: Fact or Opinion - Part 2	Activity: Fact or Opinion - 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>Activity: Fact or Opinion Formative Assessment</p> <p>Resources:</p> <ul style="list-style-type: none"> Fact or Opinion Assessment (Appendix C) Drawing tools 	<p>Activity: Fact or Opinion Formative Assessment</p> <p>Resources:</p> <ul style="list-style-type: none"> Is It Fact or Opinion? (Appendix B, 1st grade) 	<p>Activity: Fact or Opinion Formative Assessment</p> <p>Resources:</p> <ul style="list-style-type: none"> Is It Fact or Opinion? (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 personal narrative (LA.K-2.W.3)</p> <p>Activity: Adding Key Details</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Personal Narrative: Model (Appendix B) ● Chart paper and markers ● Student Journal
2	<p>Standard: Identify and use prepositions and prepositional phrases correctly (LA.K-2.L.1)</p> <p>Activity: When and Where</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Chart paper and markers ● Prepositions examples (Appendix E)
3	<p>Standard: Write a personal narrative (LA.K-2.W.3)</p> <p>Activity: Drafting a Personal Narrative</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Personal Narrative: Model (Appendix B) ● Chart paper & markers ● Personal Narrative: Writing Frame (Appendix B)
4	<p>Standard: Identify and use prepositions and prepositional phrases correctly (LA.K-2.L.1)</p> <p>Activity: When and Where</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Pages from favorite books ● Prepositions Anchor Chart (from Day 2)

	<ul style="list-style-type: none">• Chart paper and markers
5	<p>Standard:</p> <p>Activity: Writing, Revising, & Sharing</p> <p>Resources:</p> <ul style="list-style-type: none">• Student writing

WEEK 4

At a Glance

Standards, Activities, and Resources

K - 2 BRIDGE

First Grade Cycle Pathways 2.0

We All Went on Safari ~ Unit 6 ~ Week 4

Word Study – Approximately 40 minutes/day			
VOCABULARY			
Day	Kindergarten	First Grade	Second Grade
1	Standard: Review Vocabulary Skills Activity: Review Anchor Text Vocabulary	Standard: Review Vocabulary Skills Activity: Review Anchor Text Vocabulary	Standard: Review Vocabulary Skills Activity: Review Anchor Text Vocabulary
2	Activity: Learning Centers/Vocabulary Review See DLP for options	Activity: Guess My Word	Activity: Guess My Word
3	Activity: Learning Centers/Vocabulary Review See DLP for options	Activity: Synonyms and Antonyms	Activity: Synonyms and Antonyms
4	Activity: Learning Centers/Vocabulary Review See DLP for options	Activity: End-of-Unit Review Resources: <ul style="list-style-type: none">Unit 5 Anchor Text Vocabulary Word Cards (Appendix A, 1st grade), one copyUnit 6 Anchor Text Vocabulary Word Cards (Appendix A, 1st grade), one copy	Activity: End-of-Unit Review Resources: <ul style="list-style-type: none">Unit 5 Anchor Text Vocabulary Word Cards (Appendix A, 1st grade) one copyUnit 6 Anchor Text Vocabulary Word Cards (Appendix A, 1st grade) one cop
5	Activity: Learning Centers/Vocabulary Review See DLP for options	Activity: End-of-Unit Assessment Resources: <ul style="list-style-type: none">Units 5 and 6; End-of-Unit Assessment, 3 pages (Appendix C and Appendix D, 1st grade)	Activity: End-of-Unit Assessment Resources: <ul style="list-style-type: none">Units 5 and 6; End-of-Unit Assessment, 3 pages (Appendix C and Appendix D, 1st grade)

PHONEMIC AWARENESS/PHONICS/SPELLING

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

Reading Workshop – Approximately 80 minutes/day

WHOLE GROUP INSTRUCTION (20 minutes)

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

SHARED READ-ALoud

Day	Kindergarten	First Grade	Second Grade
1	<p>Standard: Assess student learning over Units 5 and 6</p> <p>Activity: Summative Performance Task</p> <p>Resources:</p> <ul style="list-style-type: none"> Kindergarten Units 5 and 6 Summative Performance Task Student Checklist printable (Appendix C) Kindergarten Units 5 and 6 Summative Performance Task Scoring Guide (Appendix D) 	<p>Standard: Assess student learning over Units 5 and 6</p> <p>Activity: Summative Performance Task</p> <p>Resources:</p> <ul style="list-style-type: none"> Units 5 and 6 Summative Performance Task Outline for Teachers (Appendix C). Letter to Parents/Guardians, Units 5 and 6 Summative Performance Task Outline for Students, Summative Performance Task Research Notes, Units 5 and 6 Summative Performance Task Student Checklist (Appendix C) Units 5 and 6 Summative Performance Task Scoring Guide (Appendix D) 	<p>Standard: Assess student learning over Units 5 and 6</p> <p>Activity: Summative Performance Task</p> <p>Resources:</p> <ul style="list-style-type: none"> Units 5 and 6 Summative Performance Task Outline for Teachers (Appendix C). Letter to Parents/Guardians, Units 5 and 6 Summative Performance Task Outline for Students, Summative Performance Task Research Notes, Units 5 and 6 Summative Performance Task Student Checklist (Appendix C) Units 5 and 6 Summative Performance Task Scoring Guide (Appendix D)
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: Close Reading - Day 2	Activity: Close Reading - Day 2	Activity: Close Reading - Day 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	Activity: Close Reading - Day 3 Resources: <ul style="list-style-type: none"> • Story Timeline (Appendix B, 1st grade) 	Activity: Close Reading - Day 3 Resources: <ul style="list-style-type: none"> • Story Timeline (Appendix B, 1st grade) 	Activity: Close Reading - Day 3 Resources: <ul style="list-style-type: none"> • Story Timeline (Appendix B, 1st grade)
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COMPREHENSION MINI-LESSON			
Day	Kindergarten	First Grade	Second Grade
1	Standard: Review Activity: Close Reading - Day 1 Resources: <ul style="list-style-type: none"> • <i>Wangari's Trees of Peace. A True Story from Africa</i> by Jeanette Winter, one teacher copy 	Standard: Review Activity: Close Reading - Day 1 Resources: <ul style="list-style-type: none"> • <i>Wangari's Trees of Peace. A True Story from Africa</i> by Jeanette Winter, one teacher copy 	Standard: Review Activity: Close Reading - Day 1 Resources: <ul style="list-style-type: none"> • <i>Wangari's Trees of Peace. A True Story from Africa</i> by Jeanette Winter, 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: Close Reading - Day 2	Activity: Close Reading - Day 2	Activity: Close Reading - Day 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	Activity: Close Reading - Day 3 Resources: <ul style="list-style-type: none"> • Story Timeline (Appendix B, 1st grade) 	Activity: Close Reading - Day 3 Resources: <ul style="list-style-type: none"> • Story Timeline (Appendix B, 1st grade) 	Activity: Close Reading - Day 3 Resources: <ul style="list-style-type: none"> • Story Timeline (Appendix B, 1st grade)

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

Writing Workshop – Approximately 40 minutes/day	
Writing (30 minutes) <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	Standard: Edit a personal narrative (LA.K-2.W.3) Activity: Edit a Personal Narrative Resources: <ul style="list-style-type: none"> • Personal Narrative Editing Checklist (Appendix B)
2	Standard: Identify present and past-tense verbs, verbs of being, and imperative and compound sentences Activity: Review/Reteach Resources: <ul style="list-style-type: none"> • Student writing
3	Standard: Publish a personal narrative (LA.K-2.W.3) Activity: Get Published Resources: <ul style="list-style-type: none"> • Student writing
4	Standard: Identify and use commas in a series (or a letter), future-tense verbs, and prepositions/prepositional phrases Activity: Review Resources: <ul style="list-style-type: none"> • Student writing
5	Standard: Activity: Share published pieces Resources: <ul style="list-style-type: none"> • Student writing