

WEEK 1

At a Glance

Standards, Activities, and Resources

K - 2 BRIDGE

First Grade Cycle Pathways 2.0

The Doorbell Rang ~ Unit 5 ~ Week 1

Word Study – Approximately 40 minutes/day			
VOCABULARY			
Day	Kindergarten	First Grade	Second Grade
1	Standard: Shades of meaning: adjectives different in intensity (LA.K.L.4) Activity: Introduce Anchor Text Vocabulary Resources: <ul style="list-style-type: none">Week 1 Vocabulary Words (Appendix A)	Standard: Shades of meaning: adjectives different in intensity (LA.1.L.4) Activity: Introduce Anchor Text Vocabulary Resources: <ul style="list-style-type: none">Week 1 Vocabulary Word Cards (Appendix A)Shades of Meaning Cards (Appendix A)	Standard: Shades of meaning: adjectives different in intensity (LA.2.L.4) Activity: Introduce Anchor Text Vocabulary Resources: <ul style="list-style-type: none">Week 1 Vocabulary Word Cards (Appendix A)Shades of Meaning Cards (Appendix A)
2	Activity: Synonym Illustrations Resources: <ul style="list-style-type: none">Chart paper	Activity: Shades of Meaning	Activity: Shades of Meaning
3	Activity: Vocabulary Picture Label Resources: <ul style="list-style-type: none">Synonym Chart created yesterdayShades of Meaning Anchor Chart	Activity: Introduce Academic Vocabulary Resources: <ul style="list-style-type: none">8 ½" x 11 card stock and markers	Activity: Introduce Academic Vocabulary Resources: <ul style="list-style-type: none">8 ½" x 11 card stock and markers
4	Activity: Compare Vocabulary Resources: <ul style="list-style-type: none">Opposites (Appendix A)	Activity: Dictionary Author Resources: <ul style="list-style-type: none">Academic Vocabulary Dictionary (Appendix A)	Activity: Dictionary Author Resources: <ul style="list-style-type: none">Academic Vocabulary Dictionary (Appendix A)
5	Activity: Weekly Vocabulary Assessment Resources:	Activity: Weekly Vocabulary Assessment Resources:	Activity: Weekly Vocabulary Assessment Resources:

• Week 1 Vocabulary Assessment (Appendix A)	• Dictate, Write, Draw: Weekly Vocabulary Assessment (Appendix C)	• Dictate, Write, Draw: Weekly Vocabulary Assessment (Appendix C)
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PHONEMIC AWARENESS/PHONICS/SPELLING

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

Reading Workshop – Approximately 80 minutes/day

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

SHARED READ-ALoud			
Day	Kindergarten	First Grade	Second Grade
1	Standard: Speak in complete sentences (LA.K SL.6) Activity: Introduce The Doorbell Rang	Standard: Speak in complete sentences (LA.1 SL.6) Activity: Introduce The Doorbell Rang Resources: • <i>The Doorbell Rang</i> , one copy per student	Standard: Speak in complete sentences (LA.2 SL.6) Activity: Introduce The Doorbell Rang Resources: • <i>The Doorbell Rang</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: The Doorbell Rang Text-Dependent Questions- Part 1	Activity: The Doorbell Rang Text-Dependent Questions- Part 1	Activity: The Doorbell Rang Text-Dependent Questions- Part 1
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 Doorbell Rang Text- Dependent Questions -Part 2	Activity: The Doorbell Rang Text- Dependent Questions -Part 2	Activity: The Doorbell Rang Text- Dependent Questions -Part 2

COMPREHENSION MINI-LESSON			
Day	Kindergarten	First Grade	Second Grade

1	<p>Standard: Retell stories, including main ideas and key details (LA.1.RL.2)</p> <p>Activity: Retelling</p> <p>Resources:</p> <ul style="list-style-type: none"> • Plain paper 	<p>Standard: Retell stories, including main ideas and key details (LA.1.RL.2)</p> <p>Activity: Retelling</p> <p>Resources:</p> <ul style="list-style-type: none"> • Chart paper and markers 	<p>Retell stories, including main ideas and key details (LA.2.RL.2)</p> <p>Activity: Retelling</p> <p>Resources:</p> <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	<p>Activity: Cookie Details</p> <p>Resources:</p> <ul style="list-style-type: none"> • Chart paper and markers • Cookie Detail (Appendix B) 	<p>Activity: Retelling Practice</p> <p>Resources:</p> <ul style="list-style-type: none"> • Retelling Bookmarks (Appendix B) • Retelling Scoring Guide (Appendix D) • Chart paper and markers 	<p>Activity: Retelling Practice</p> <p>Resources:</p> <ul style="list-style-type: none"> • Retelling Bookmarks (Appendix B) • Retelling Scoring Guide (Appendix D) • 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: Retelling Performance	<p>Activity: Retelling Performance</p> <p>Resources:</p> <ul style="list-style-type: none"> • Retelling Scoring Guide (Appendix D) 	<p>Activity: Retelling Performance</p> <p>Resources:</p> <ul style="list-style-type: none"> • Retelling Scoring Guide (Appendix D)

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: Select a research topic (LA. 2.W.2)</p> <p>Activity: Selecting a topic</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Research Report: Prewriting Graphic Organizer Model (Appendix B 1st grade) ● Student Journal ● Note: This week's lesson is from Unit 4, Week 4, Little Maid.
2	<p>Standard: Reviewing Grammar Concepts</p> <p>Activity: Grammar review in small groups Ongoing writing</p> <p>Resources:</p> <p>Look ahead: Various leveled books for tomorrow (Day 3)</p>
3	<p>Standard: Outline and take notes for a research report LA. 2.W.2)</p> <p>Activity: Taking notes about a topic for research</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Various Leveled books (A-Z reading, Fountas & Pinell, etc.) ● Research Report: Prewriting Graphic Organizer Model (Appendix B 1st grade) ● Research Report: Prewriting Graphic Organizer (Appendix B 1st grade) ● Student Journal
4	<p>Standard: Reviewing Grammar Concepts (LA.2.W.2)</p> <p>Activity: Review - Checking for understanding and reviewing grammar concepts</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Leveled Books ● Research Report: Prewriting Graphic Organizer (Appendix B 1st grade) ● Student Journal
5	<p>Activity: Complete graphic organizer for research</p>

WEEK 2

At a Glance

Standards, Activities, and Resources

K - 2 BRIDGE

First Grade Cycle Pathways 2.0

The Doorbell Rang ~ Unit 1 ~ Week 2

Word Study – Approximately 40 minutes/day			
VOCABULARY			
Day	Kindergarten	First Grade	Second Grade
1	<p>Standard: Suffixes to show comparisons; -er, -est (LA.1.L.3)</p> <p>Activity: Introduce Anchor Text</p> <p>Resources:</p> <ul style="list-style-type: none"> • Week 2 Vocabulary Words (Appendix A) 	<p>Standard: Suffixes to show comparisons; -er, -est (LA.1.L.3)</p> <p>Activity: Introduce Anchor Text Vocabulary</p> <p>Resources:</p> <ul style="list-style-type: none"> • Week 2 Vocabulary Word Cards (Appendix A) • Comparative Adjective Cards (Appendix A) 	<p>Standard: Suffixes to show comparisons; -er, -est (LA.2.L.3)</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) • Comparative Adjective Cards (Appendix A 1st grade)
2	<p>Activity: DGuess My Word</p>	<p>Activity: Guess My Word</p>	<ul style="list-style-type: none"> • Activity: Guess My Word
3	<p>Activity: Opposites/or Alike and Different</p> <p>Resources:</p> <ul style="list-style-type: none"> • Spot the Difference (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: Describe It!</p> <p>Resources:</p> <ul style="list-style-type: none"> • Describe It (Appendix A) 	<p>Activity: Dictionary Author</p> <p>Resources:</p> <ul style="list-style-type: none"> • Academic Vocabulary Dictionary (Appendix A) 	<p>Activity: Dictionary Author</p> <p>Resources:</p> <ul style="list-style-type: none"> • Academic Vocabulary Dictionary (Appendix A 1st grade)
5	<p>Activity: Weekly Vocabulary Assessment</p> <p>Resources:</p> <ul style="list-style-type: none"> • Week 2 Vocabulary Assessment (Appendix A) 	<p>Activity: Weekly Vocabulary Assessment</p> <p>Resources:</p> <ul style="list-style-type: none"> • Dictate, Write, Draw: Weekly Vocabulary Assessment (Appendix C) 	<p>Activity: Weekly Vocabulary Assessment</p> <p>Resources:</p> <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	<p>Standard: Recount personal experiences (LA.1.SL.7)</p> <p>Activity: Time to Share</p> <p>Resources:</p> <ul style="list-style-type: none"> Compare and Contrast (Appendix B) 	<p>Standard: Recount personal experiences (LA.1.SL.7)</p> <p>Activity: Time to Share</p> <p>Resources:</p> <ul style="list-style-type: none"> Personal Experience Scoring Guide (Appendix D) 	<p>Standard: Recount personal experiences (LA.2.SL.7)</p> <p>Activity: Time to Share</p> <p>Resources:</p> <ul style="list-style-type: none"> Personal Experience Scoring Guide (Appendix D 1st grade)
2	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>
3	<p>Activity: Recounting Practice</p> <p>Resources:</p> <ul style="list-style-type: none"> Plain paper 	<p>Activity: Recounting Practice</p> <p>Resources:</p> <ul style="list-style-type: none"> Personal Experience Scoring Guide (Appendix D) Recounting Storyboard (Appendix B) 	<p>Activity: Recounting Practice</p> <p>Resources:</p> <ul style="list-style-type: none"> Personal Experience Scoring Guide (Appendix D 1st grade) Recounting Storyboard (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	<p>Activity: Recounting Performance</p> <p>Resources:</p> <ul style="list-style-type: none"> Personal Experience Scoring Guide (Appendix D 1st grade) 	<p>Activity: Recounting Performance</p> <p>Resources:</p> <ul style="list-style-type: none"> Personal Experience Scoring Guide (Appendix D) 	<p>Activity: Recounting Performance</p> <p>Resources:</p> <ul style="list-style-type: none"> Personal Experience Scoring Guide (Appendix D 1st grade)

COMPREHENSION MINI-LESSON			
Day	Kindergarten	First Grade	Second Grade
1	<p>Standard: not bolded, no italics</p> <p>Activity: Compare and Contrast</p> <p>Resources:</p> <ul style="list-style-type: none"> Two items to compare (see lesson) Differentiate: Venn Diagram (Appendix B) Chart paper and markers Compare and Contrast (Appendix B) 	<p>Standard: Differentiate between story and informational book (LA.1.RL.5)</p> <p>Activity: Differentiate</p> <p>Resources:</p> <ul style="list-style-type: none"> Two items to compare (see lesson) Differentiate: Venn Diagram (Appendix B) Chart paper and markers 	<p>Standard: Differentiate between story and informational book (LA.2.RL.5)</p> <p>Activity: Differentiate</p> <p>Resources:</p> <ul style="list-style-type: none"> Two items to compare (see lesson) Differentiate: Venn Diagram (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: Can you Differentiate</p> <p>Resources:</p> <ul style="list-style-type: none"> Literacy Center activities related to this week's focus 	<p>Activity: Can you Differentiate</p> <p>Resources:</p> <ul style="list-style-type: none"> Four teacher-selected books (see lesson) Differentiation Diagram (Appendix B) 	<p>Activity: Can you Differentiate</p> <p>Resources:</p> <ul style="list-style-type: none"> Four teacher-selected books (see lesson) Differentiation Diagram (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	<p>Activity: Differentiation Assessment</p> <p>Resources:</p> <ul style="list-style-type: none"> Chart paper and markers 	<p>Activity: Differentiation Assessment</p> <p>Resources:</p> <ul style="list-style-type: none"> Differentiate: Venn Diagram (Appendix B) Differentiation Diagram (Appendix B) 	<p>Activity: Differentiation Assessment</p> <p>Resources:</p> <ul style="list-style-type: none"> Differentiate: Venn Diagram (Appendix B 1st grade) Differentiation Diagram (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) <i>Note: Two days are Writing Mini-Lessons; two days are Grammar Mini-Lessons. Mini-lessons should be no more than ten minutes, with the rest of the time devoted to independent writing.</i>	
WRITING/GRAMMAR MINI-LESSON	
Day	Kindergarten through Second Grade
1	<p>Standard: Draft and revise a report (LA.K-2.W.2)</p> <p>Activity: In Conclusion</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Report Writing: Drafting and Revising (Appendix B 1st grade) ● Chart paper & marker ● Student Graphic Organizer (from week 1) <p>Note: This lesson is from Unit 5, Week 1 of The Doorbell Rang.</p>
2	<p>Standard: Identify and use past and present tense verb tenses (LA. 2. L. 2)</p> <p>Activity: Past-and-Present-Tense Verbs</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Chart paper and markers ● Present Tense or Past Tense? (Appendix B 1st grade)
3	<p>Standard: Draft a Report (LA.K-2.W.2)</p> <p>Activity: Drafting a Report</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Report Writing: Drafting & Revising (Appendix B 1st grade) ● Anchor Chart about Tigers (Day 1) ● Report Editing Checklist (Appendix B 1st grade) ● Writing paper
4	<p>Standard: Identify & use past and present-verb tenses (LA.K-2.L.1)</p> <p>Activity: Add -d or -ed?</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Report Editing Checklist (Appendix B 1st grade) ● Writing paper
5	<p>Activity: Complete final piece for publishing</p>

WEEK 3

At a Glance

Standards, Activities, and Resources

K - 2 BRIDGE

First Grade Cycle Pathways 2.0

The Doorbell Rang ~ Unit 5 ~ Week 3

Word Study – Approximately 40 minutes/day			
VOCABULARY			
Day	Kindergarten	First Grade	Second Grade
1	<p>Standard: Ask and answer questions about unknown words (LA.K.RL.4)</p> <p>Activity: Introduce Anchor Text Vocabulary</p> <p>Resources:</p> <ul style="list-style-type: none"> • Week 3 Vocabulary Words (Appendix A) 	<p>Standard: Words and phrases in stories and poems suggesting feelings (LA.1.RL.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) 	<p>Standard: Words and phrases in stories and poems suggesting feelings (LA.2.RL.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)
2	<p>Activity: Synonym Match</p> <p>Resources:</p> <ul style="list-style-type: none"> • Chart paper for Kindergarten vocabulary chart 	<p>Activity: Synonym Match</p>	<ul style="list-style-type: none"> • Activity: Synonym Match
3	<p>Activity: Opposite Feelings</p> <p>Resources:</p> <ul style="list-style-type: none"> • Chart paper and markers • Feelings (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: Vocabulary Word Search</p> <p>Resources:</p> <ul style="list-style-type: none"> • Vocabulary Word Search (Appendix A) 	<p>Activity: Dictionary Author</p> <p>Resources:</p> <ul style="list-style-type: none"> • Academic Vocabulary Dictionary (Appendix A) 	<p>Activity: Dictionary Author</p> <p>Resources:</p> <ul style="list-style-type: none"> • Academic Vocabulary Dictionary (Appendix A)
5	<p>Activity: Weekly Vocabulary Assessment</p> <p>Resources:</p>	<p>Activity: Weekly Vocabulary Assessment</p> <p>Resources:</p>	<p>Activity: Weekly Vocabulary Assessment</p> <p>Resources:</p>

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

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

Reading Workshop – Approximately 80 minutes/day

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

SHARED READ-ALoud			
Day	Kindergarten	First Grade	Second Grade
1	<p>Standard: Ask and answer questions about key ideas from information presented through other media (LA.K.SL.2)</p> <p>Activity: Ask and Answer</p> <p>Resources:</p> <ul style="list-style-type: none"> Presentation (see lesson) chart paper and marker 	<p>Standard: Ask and answer questions about key ideas from information presented through other media (LA.1.SL.2)</p> <p>Activity: Ask and Answer</p> <p>Resources:</p> <ul style="list-style-type: none"> Presentation (see lesson) chart paper and marker 	<p>Standard: Ask and answer questions about key ideas from information presented through other media (LA.2.SL.2)</p> <p>Activity: Ask and Answer</p> <p>Resources:</p> <ul style="list-style-type: none"> Presentation (see lesson) chart paper and marker
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: Taking Notes</p> <p>Resources:</p> <ul style="list-style-type: none"> Vocabulary Picture Label (Appendix A) 	<p>Activity: Taking Notes</p> <p>Resources:</p> <ul style="list-style-type: none"> Presentation (see lesson) Paper or 4"x 6" note cards 	<p>Activity: Taking Notes</p> <p>Resources:</p> <ul style="list-style-type: none"> Presentation (see lesson) Paper or 4"x 6" note cards
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: Taking Notes: Formative Assessment</p> <p>Resources:</p>	<p>Activity: Taking Notes: Formative Assessment</p> <p>Resources:</p>	<p>Activity: Taking Notes: Formative Assessment</p> <p>Resources:</p>

● Paper or 4"x 6" note cards	● Paper or 4"x 6" note cards	● Paper or 4"x 6" note cards
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COMPREHENSION MINI-LESSON			
Day	Kindergarten	First Grade	Second Grade
1	<p>Standard: Describe story elements: characters (LA.K.RL.3)</p> <p>Activity: Description</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Drawing paper ● pencils and markers/crayons 	<p>Standard: Describe story elements: characters (LA.1.RL.3)</p> <p>Activity: Identify Character Traits</p> <p>Resources:</p> <ul style="list-style-type: none"> ● <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i>, one teacher copy ● Book boxes or library access (see lesson) ● Chart paper and markers 	<p>Standard: Describe story elements: characters (LA.2.RL.3)</p> <p>Activity: Identify Character Traits</p> <p>Resources:</p> <ul style="list-style-type: none"> ● <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i>, one teacher copy ● Book boxes or library access (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	<p>Activity: Identify Character Traits</p> <p>Resources:</p> <ul style="list-style-type: none"> ● List of resources needed 	<p>Activity: Identify Character Traits</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Two books (see lesson) ● Character Study (Appendix B) 	<p>Activity: Identify Character Traits</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Two books (see lesson) ● Character Study (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	<p>Activity: Identify Character- Traits</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Who Am I? (Appendix B) 	<p>Activity: Identify Character- Traits Assessment</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Teacher selected book (see lesson) ● Character Study (Appendix B) 	<p>Activity: Identify Character- Traits Assessment</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Teacher selected book (see lesson) ● Character Study (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)

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 sentences about yourself (LA. K-2. W.3)</p> <p>Activity: Sentences about You</p> <p>Resources:</p> <ul style="list-style-type: none">● To Be...Cards (Appendix B 1st grade)● Nonfiction Narrative Sentences about You Model 1(Appendix B 1st grade)
2	<p>Standard: Identify, write, and punctuate interrogative sentences correctly (LA.K-2.L.1&2)</p> <p>Activity: What Is It?</p> <p>Resources:</p> <ul style="list-style-type: none">● Mystery items (see lesson)● Mystery Box (Appendix B 1st grade 1st grade)
3	<p>Standard: Write Sentences about Yourself (LA. K-2. W.3)</p> <p>Activity: Punctuating Sentences about You</p> <p>Resources:</p> <ul style="list-style-type: none">● Nonfiction Narrative Sentences about You Model 1 (Appendix B 1st grade)● Sentences about Me: Writing Frame 1 (for teacher’s use)● Chart paper and markers● Student Journal
4	<p>Standard: Identify, write, and punctuate interrogative sentences correctly (LA.K-2. L.1&2)</p> <p>Activity: What Could it Be?</p> <p>Resources:</p> <ul style="list-style-type: none">● Four types of Sentences Anchor Chart from Unit 4 (see lesson)● Mystery Box items (see lesson)
5	<p>Activity: Sharing time</p> <p>Resources:</p> <ul style="list-style-type: none">● Student writing● Author’s Chair

WEEK 4

At a Glance

Standards, Activities, and Resources

K - 2 BRIDGE

First Grade Cycle Pathways 2.0

The Doorbell Rang ~ Unit 5 ~ Week 4

Word Study – Approximately 40 minutes/day			
VOCABULARY			
Day	Kindergarten	First Grade	Second Grade
1	<p>Standard: Context clues: sentence-level context (LA.1.L.3)</p> <p>Activity: Introduce Anchor Text Vocabulary</p> <p>Resources:</p> <ul style="list-style-type: none"> • Week 4 Vocabulary Words (Appendix A) 	<p>Standard: Context clues: sentence-level context (LA.1.L.3)</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: Context clues: sentence-level context (LA.2.L.3)</p> <p>Activity: Introduce Anchor Text Vocabulary</p> <p>Resources:</p> <ul style="list-style-type: none"> • Week 4 Vocabulary Word Cards (Appendix A 1st grade)
2	<p>Activity: Multiple Meaning Words</p> <p>Resources:</p> <ul style="list-style-type: none"> • Multiple Meaning Words Review (Appendix A) 	<p>Activity: Sentence-Level Context</p>	<ul style="list-style-type: none"> • Activity: Sentence-Level Context
3	<p>Activity: Picture Clue Match</p> <p>Resources:</p> <ul style="list-style-type: none"> • Picture Clue Match (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: Literacy Center</p> <p>Resources:</p> <ul style="list-style-type: none"> • Appropriate Literacy Center activities to support this week's vocabulary. 	<p>Activity: Dictionary Author/End of Unit Review</p> <p>Resources:</p> <ul style="list-style-type: none"> • Academic Vocabulary Dictionary (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)
5	<p>Activity: End-of-Unit Assessment</p> <p>Resources:</p> <ul style="list-style-type: none"> • Week 4 Vocabulary Assessment (Appendix A) 	<p>Activity: End-of-Unit Assessment</p> <p>Resources:</p> <ul style="list-style-type: none"> • End-of-Unit Assessment, 3 pages (Appendix C) 	<p>Activity: End-of-Unit Assessment</p> <p>Resources:</p> <ul style="list-style-type: none"> • End-of-Unit Assessment, 3 pages (Appendix C 1st grade)

PHONEMIC AWARENESS/PHONICS/SPELLING

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

Reading Workshop – Approximately 80 minutes/day

WHOLE GROUP INSTRUCTION (20 minutes)

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

SHARED READ-ALoud

Day	Kindergarten	First Grade	Second Grade
1	<p>Standard: Provide descriptions with key ideas (LA.1.SL.4)</p> <p>Activity: Snapshot: Show and Tell</p> <p>Resources:</p> <ul style="list-style-type: none"> Note cards Snapshot Show and Tell Scoring Guide (Appendix D 1st grade) 	<p>Standard: Provide descriptions with key ideas (LA.1.SL.4)</p> <p>Activity: Snapshot: Show and Tell</p> <p>Resources:</p> <ul style="list-style-type: none"> Snapshot (Appendix B) Parent letter (Appendix B) Snapshot Show and Tell Scoring Guide (Appendix D) Chart paper and markers 	<p>Standard: Provide descriptions with key ideas (LA.2.SL.4)</p> <p>Activity: Snapshot: Show and Tell</p> <p>Resources:</p> <ul style="list-style-type: none"> Snapshot (Appendix B 1st grade) Parent letter (Appendix B 1st grade) Snapshot Show and Tell Scoring Guide (Appendix D 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: Snapshots-Part 2</p> <p>Resources:</p> <ul style="list-style-type: none"> Food items (see lesson) Snapshot (Appendix B 1st grade), 2 copies per student 	<p>Activity: Snapshots-Part 2</p> <p>Resources:</p> <ul style="list-style-type: none"> Food items (see lesson) Snapshot (Appendix B), 2 copies per student 	<p>Activity: Snapshots-Part 2</p> <p>Resources:</p> <ul style="list-style-type: none"> Food items (see lesson) Snapshot (Appendix B 1st grade), 2 copies per student
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: Snapshot: Show and Tell Assessment</p> <p>Resources:</p>	<p>Activity: Snapshot: Show and Tell Assessment</p> <p>Resources:</p>	<p>Activity: Snapshot: Show and Tell Assessment</p> <p>Resources:</p>

	<ul style="list-style-type: none"> ● Snapshot: Show and Tell Scoring Guide (Appendix D 1st grade) 	<ul style="list-style-type: none"> ● Snapshot: Show and Tell Scoring Guide (Appendix D) 	<ul style="list-style-type: none"> ● Snapshot: Show and Tell Scoring Guide (Appendix D 1st grade)
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COMPREHENSION MINI-LESSON			
Day	Kindergarten	First Grade	Second Grade
1	<p>Standard: Compare and contrast characters (LA.1.RL.8)</p> <p>Activity: Comparing Characters</p> <p>Resources:</p> <ul style="list-style-type: none"> ● How Are We Alike? (Appendix B) 	<p>Standard: Compare and contrast characters (LA.1.RL.8)</p> <p>Activity: Comparing Characters</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Two teacher-selected books (see lesson) ● Double-Bubble Thinking Map (Appendix B) ● Chart paper and markers 	<p>Standard: Compare and contrast characters (LA.2.RL.8)</p> <p>Activity: Comparing Characters</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Two teacher-selected books (see lesson) ● Double-Bubble Thinking Map (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: Comparing and Contrasting Bible Characters</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Plain paper 	<p>Activity: Comparing and Contrasting Bible Characters</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Book Boxes ● Sticky notes 	<p>Activity: Comparing and Contrasting Bible Characters</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Book Boxes ● Sticky notes
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 the end-of-unit assessments or for completing reading activities as needed.</i>	<i>This time may be used for completing the end-of-unit assessments or for completing reading activities as needed.</i>	<i>This time may be used for completing the end-of-unit assessments or for completing 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> <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: Drafting sentences about yourself (LA.K-2.W.3) Activity: Drafting Sentences about You Resources: <ul style="list-style-type: none"> ● Nonfiction Narrative Sentences about You Model 2 (Appendix B 1st grade) ● Chart paper and markers ● Sentences about Me: Writing Frame 2 (Appendix B 1st grade) ● Class Story Frame (Appendix B)
2	Standard: Produce and expand compound sentences (LA.K-2.L.1) Activity: Simple or Compound? Resources: <ul style="list-style-type: none"> ● markers
3	Standard: Revise sentences about yourself (LA.K-2.W.3) Activity: Revising Sentences Resources: <ul style="list-style-type: none"> ● Nonfiction Narrative: Sentences about You Model 2 (Appendix B 1st grade)
4	Standard: Produce and expand compound sentences (LA.K-2.L.1) Activity: Make it Compound Resources: <ul style="list-style-type: none"> ● Chart Paper and markers
5	Activity: Share, publish & assess student progress Resources: Student Writing