

DAY 1

Word Study

NOTE: NAD Standards are followed by the corresponding Marzano Priority Standard when it is available.

Vocabulary

OBJECTIVE:	Identify and use words with the prefix <i>un-</i> (LA.K-2.L.3)
ACTIVITY:	Introduce Anchor Text Vocabulary

Anchor Text Vocabulary Words:

1. unbuttoned	not buttoned
2. undone	not done; not performed or finished
3. unhappy	not happy; not cheerful or glad
4. untied	not tied; freed from something that ties

Teach according to DLG, *Cleversticks*, p. 40.

Differentiated Kindergarten Activity:

- Use printable *Kindergarten Vocabulary Word Cards* (Appendix A) for Kindergarten review.

Phonological Awareness/Phonics/Spelling

- See instructions for this section on Week 1 Day 1.

DAY 1

Reading Workshop Whole-Group

Shared Read Aloud

OBJECTIVE:	Add drawings or other visuals to descriptions (LA.K-2.SL.5)
ACTIVITY:	Add an Illustration

Teach according to DLG, *Cleversticks*, pp. 43-44.

Comprehension Mini-lesson

OBJECTIVE:	Demonstrate an understanding of main idea(s) in a story (LA.K-2.RL.2)
ACTIVITY:	Cleversticks: Main Idea/Identify the Main Idea - Part 1

Teach according to DLG, *Cleversticks*, pp. 44-45.

Teach/Model

Guided Practice

Independent Practice

Differentiated Kindergarten Activity:

- Give each student a copy of the *Cleversticks: Main Idea* printable (Appendix B).
- Students will draw a picture of the character and the main idea of the *Cleversticks* story.
- Use this assignment as a formative assessment to determine if they are understanding how to identify the main idea.
- Ensure that each student captures the main idea of the story in their illustrations.

DAY 1

Reading Workshop Small-Group

Guided Reading - Differentiate According to Standards

OBJECTIVE:	Read on-level text with purpose and understanding (L.A.K-2.RF.4) Use silent reading strategies (LA.K-2.RF.4)
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Begin small groups in Unit 2 and continue throughout the year. Differentiate for all ability levels.

This small group time can be used to expand, review and support Phonological Awareness and Phonics skills. Use Observations and assessments to guide your instructional choices. Remember that groups will change throughout the year based on student progress.

Use the *Reading A-Z* guided reading format or another format selected by the teacher. Many Kindergarten students will not be ready for small-group instruction. They should engage in center time activities during this time.

Independent Reading/Literacy Centers

OBJECTIVE:	Demonstrate understanding of the basic features of print (LA.K-2.RF.1) Read informational texts on topics of interest (LA.K-2.RI.14)
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DAY 1

Writing Workshop

Writing Mini-Lesson

OBJECTIVE:	Write opinion sentences (LA.K-2.W.1)
ACTIVITY:	Give an Opinion About a Book

Note: In the DLG, this week's lesson continues onto Week 3. However, it is suggested and written here for students to publish the opinion piece this week and start a new piece next week and publish that too.

Teach/Model/Practice

NOTE: Many of the Writing Workshop lessons in the Bridge have been written to be used across the grades. When a lesson appears in this document, it will be noted if it should be used alone or in collaboration with the lesson that is in the Grade 1 Pathways 2.0 Writing Workshop. Page number(s) from the Pathways 2.0 book will be included for your reference.

- Teach according to the DLG, *Cleversticks*, pp. 46-47.
- Go through the Teach/Model, Guided Practice, and Independent Practice.
- For the Independent Practice, emphasize that each group will likely have different opinions from the different members as different people will have different opinions about the book and that is fine.
- Follow the Independent Writing directions to send students to write.
- Display books that are familiar to students. Books that were read in class throughout the year, all around the class: By the board, on top of bookcases, etc.
- Before students start writing, show them where to choose the book to review.
- Send students to write in their notebook.
- Students can come up to see the book or bring the book to their seats.
- If two students choose the same book, they can sit next to each other on the floor or anywhere they can look at the book together and take notes.
- Use a chart paper to write the *Opinion Paragraph: Prewriting* (Appendix B) to include an end. Write:
My Opinion
First reason:
Because:

Second reason:
Because:

Ending or Conclusion
- Circulate and conference with students.

DAY 2

Word Study

Vocabulary

OBJECTIVE:	Identify and use words with the prefix <i>un-</i> (LA.K-2.L.3)
ACTIVITY:	Opposites

Anchor Text Vocabulary Words:

1. unbuttoned	not buttoned
2. undone	not done; not performed or finished
3. unhappy	not happy; not cheerful or glad
4. untied	not tied; freed from something that ties

Teach according to DLG, Cleversticks, p. 48.

Phonological Awareness/Phonics/Spelling

- See instructions for this section on Week 1 Day 1.

DAY 2

Reading Workshop

Whole-Group

Shared Read Aloud/Comprehension Mini-lesson

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

DAY 2

Reading Workshop

Small-Group

Guided Reading - Differentiate According to Standards

OBJECTIVE:	Read on-level text with purpose and understanding (L.A.K-2.RF.4) Use silent reading strategies (LA.K-2.RF.4)
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Begin small groups in Unit 2 and continue throughout the year. Differentiate for all ability levels.

This small group time can be used to expand, review and support Phonological Awareness and Phonics skills. Use Observations and assessments to guide your instructional choices. Remember that groups will change throughout the year based on student progress.

Use the *Reading A-Z* guided reading format or another format selected by the teacher. Many Kindergarten students will not be ready for small-group instruction. They should engage in center time activities during this time.

Independent Reading/Literacy Centers

OBJECTIVE:	Demonstrate understanding of the basic features of print (LA.K-2.RF.1) Read informational texts on topics of interest (LA.K-2.RI.14)
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DAY 2

Writing Workshop

Grammar Mini-Lesson

OBJECTIVE:	Identify and use contractions (LA.K-2.L.1 & 2)
ACTIVITY:	Contractions with Not

Teach/Model/Practice

- Teach according to the DLG, *Cleversticks*, p. 51.
- Follow the Teach/Model and Guided Practice on page 51.
- Send students to continue writing in their notebooks from Day 1.
- Circulate and conference with students.

Note: Place the worksheet from the Independent Practice in Centers for students to complete alone or in pairs.

DAY 3

Word Study

Vocabulary

OBJECTIVE:	Identify and use words with the prefix <i>un-</i> (LA.K-2.L.3)(K.AWI)
ACTIVITY:	Vocabulary Illustrations/Review Academic Vocabulary

Anchor Text Vocabulary Words:

1. unbuttoned	not buttoned
2. undone	not done; not performed or finished
3. unhappy	not happy; not cheerful or glad
4. untied	not tied; freed from something that ties

Teach according to DLG, Cleversticks, p. 52 to 1st and 2nd grade.

Differentiated Kindergarten Activity:

- Review the definitions of the anchor text vocabulary words
- Give each student a copy of *Vocabulary Illustrations* printable (Appendix A)
- Students will cut and paste the correct vocabulary picture beside the correct word and trace.

Phonological Awareness/ Phonics/Spelling

- See instructions for this section on Week 1 Day 1..

DAY 3 **Reading Workshop** Whole-Group

Shared Read Aloud

OBJECTIVE:	Add drawings or other visuals to descriptions (LA.K-2.SL.5)
ACTIVITY:	Find the Right Image

Teach according to DLG, Cleversticks, pp. 54-55.

Differentiated Kindergarten Activity:

- Prepare ahead of time the descriptive text illustrations for Kindergarten. They can all draw a picture to describe different parts of the descriptive text.

Comprehension Mini-Lesson

OBJECTIVE:	Demonstrate an understanding of main idea(s) in a story (LA.K-2.RL.2)
ACTIVITY:	Identify the Main Idea - Part 2

Teach according to DLG, Cleversticks, pp. 55-56.

Teach/Model

Guided Practice

Independent Practice

Differentiated Kindergarten Activity:

- Students will choose a center activity.



Guided Reading - Differentiate According to Standards

OBJECTIVE:	Read on-level text with purpose and understanding (L.A.K-2.RF.4) Use silent reading strategies (LA.K-2.RF.4)
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Begin small groups in Unit 2 and continue throughout the year. Differentiate for all ability levels.

This small group time can be used to expand, review and support Phonological Awareness and Phonics skills. Use Observations and assessments to guide your instructional choices. Remember that groups will change throughout the year based on student progress.

Use the *Reading A-Z* guided reading format or another format selected by the teacher. Many Kindergarten students will not be ready for small-group instruction. They should engage in center time activities during this time.

Independent Reading/Literacy Centers

OBJECTIVE:	Demonstrate understanding of the basic features of print (LA.K-2.RF.1) Read informational texts on topics of interest (LA.K-2.RI.14)
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DAY 3 Writing Workshop

Writing Mini-Lesson

OBJECTIVE:	Write an opinion (LA.K-2.W.1)
ACTIVITY:	Use Supporting Details

Teach/Model/Practice

- Teach according to the DLG, *Cleversticks*, p. 57.
- Go through the Teach/Model.
- Display the *Opinion Paragraph Prewriting* (Appendix B) or the Anchor Chart with the conclusion part from Day 1.
- Go through the Guided Practice on page 57.
- Use the *Opinion Paragraph: Prewriting Organizer* to draw or write on a chart paper to include a conclusion.
- Send students to complete their opinion piece in their notebook.
- Display the chart and remind students about the parts of the writing:
Opinion

First reason:

Because:

Second reason:

Because:

Ending or Conclusion

- Circulate and conference with students.

DAY 4

Word Study

Vocabulary

OBJECTIVE:	Identify and use words with the prefix <i>un-</i> (LA.K-2.L.3)
ACTIVITY:	Concentration/Assess Academic Vocabulary

Anchor Text Vocabulary Words:

1. unbuttoned	not buttoned
2. undone	not done; not performed or finished
3. unhappy	not happy; not cheerful or glad
4. untied	not tied; freed from something that ties

Teach according to DLG, *Cleversticks*, p. 58 to 1st and 2nd grade.

Differentiated Kindergarten Activity:

- Students will use their set of vocabulary word cards to play a game of concentration for review of the anchor text.
- Review the definition of each anchor text vocabulary word.

Phonological Awareness/Phonics/Spelling

- See instructions for this section on Week 1 Day 1.

DAY 4

Reading Workshop Whole-Group

Shared Read Aloud/Comprehension Mini-lesson

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

DAY 4

Reading Workshop Small-Group

Guided Reading - Differentiate According to Standards

OBJECTIVE:	Read on-level text with purpose and understanding (L.A.K-2.RF.4) Use silent reading strategies (LA.K-2.RF.4)
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Begin small groups in Unit 2 and continue throughout the year. Differentiate for all ability levels.

This small group time can be used to expand, review and support Phonological Awareness and Phonics skills. Use Observations and assessments to guide your instructional choices. Remember that groups will change throughout the year based on student progress.

Use the *Reading A-Z* guided reading format or another format selected by the teacher. Many Kindergarten students will not be ready for small-group instruction. They should engage in center time activities during this time.

Independent Reading/Literacy Centers

OBJECTIVE:	Demonstrate understanding of the basic features of print (LA.K-2.RF.1) Read informational texts on topics of interest (LA.K-2.RI.14)
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DAY 4

Writing Workshop

Grammar Mini-Lesson

OBJECTIVE:	Identify and use personal pronouns (LA.K-2.L.1 & 2)
ACTIVITY:	Pronouns

Teach/Model/Practice

- Teach according to the DLG, Cleversticks, pp. 60-61.
- Go through the Teach/Model on page 60.
- Go through the Guided Practice on page 60 and top of page 61.
- Send students to write.
- Students should write, revise, and edit their piece to begin to write the last draft on a sheet of paper.

DAY 5

Word Study

Vocabulary

OBJECTIVE:	Identify and use words with the prefix <i>un-</i> (LA.K-2.L.3)
ACTIVITY:	Weekly Vocabulary Assessment

Anchor Text Vocabulary Words:

1. unbuttoned	not buttoned
2. undone	not done; not performed or finished
3. unhappy	not happy; not cheerful or glad
4. untied	not tied; freed from something that ties

Teach according to DLG, Cleversticks, p. 61 to 1st and 2nd grade.

Differentiated Kindergarten Activity:

- Distribute *Kindergarten Vocabulary Assessment* printable (Appendix C) to each student.
- Dictate the words from the *Vocabulary Assessment*.
- Students should circle the corresponding picture to match the vocabulary word.

Phonological Awareness/Phonics/Spelling

- See instructions for this section on Week 1 Day 1.

DAY 5 **Reading Workshop** Whole-Group

Shared Read Aloud

OBJECTIVE:	Add drawings or other visuals to descriptions (LA.K-2.SL.5)
ACTIVITY:	Show and Tell Illustrations

Differentiated Kindergarten Activity:

- Kindergarten will only present their illustrations as the picture selected is held up for the class to see.

Comprehension Mini-Lesson

OBJECTIVE:	Demonstrate an understanding of main idea(s) in a story (LA.K-2.RL.2)
ACTIVITY:	Identify the Main Idea - Part 3

Teach according to DLG, *Cleversticks*, p. 63-64.

Teach/Model

Guided Practice

Independent Practice

DAY 5

Reading Workshop Small-Group

Guided Reading - Differentiate According to Standards

OBJECTIVE:	Read on-level text with purpose and understanding (L.A.K-2.RF.4) Use silent reading strategies (LA.K-2.RF.4)
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Begin small groups in Unit 2 and continue throughout the year. Differentiate for all ability levels.

This small group time can be used to expand, review and support Phonological Awareness and Phonics skills. Use Observations and assessments to guide your instructional choices. Remember that groups will change throughout the year based on student progress.

Use the *Reading A-Z* guided reading format or another format selected by the teacher. Many Kindergarten students will not be ready for small-group instruction. They should engage in center time activities during this time.

Independent Reading/Literacy Centers

OBJECTIVE:	Demonstrate understanding of the basic features of print (LA.K-2.RF.1) Read informational texts on topics of interest (LA.K-2.RI.14)
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DAY 5

Writing Workshop

Author's Chair and Wrap-up

OBJECTIVE:	Wrap up, share, & publish
ACTIVITY:	Publishing Opinion About a Book

Sharing Writing

Use this time to share and publish the opinion piece.