

WEEK 1

At a Glance

Standards, Activities, and Resources

K - 2 BRIDGE

Second Grade Cycle Pathways 2.0

On the Same Day in March ~ Unit 2 ~ Week 1

Word Study – Approximately 40 minutes/day			
VOCABULARY			
Day	Kindergarten	First Grade	Second Grade
1	<i>Standard:</i> LA.1-2.L.2, LA2.L.4, LA.1.L.3 <i>Activity:</i> Introduce Anchor Text Vocabulary <i>Resources:</i> <ul style="list-style-type: none">Week 1 Vocabulary Words (Appendix 1)	<i>Standard:</i> LA.1-2.L.2, LA2.L.4, LA.1.L.3 <i>Activity:</i> Introduce Anchor Text Vocabulary <i>Resources:</i> <ul style="list-style-type: none">Week 1 Vocabulary Word Cards (Appendix A)Alphabet strips	<i>Standard:</i> LA.1-2.L.2, LA2.L.4, LA.1.L.3 <i>Activity:</i> Introduce Anchor Text Vocabulary <i>Resources:</i> <ul style="list-style-type: none">Week 1 Vocabulary Word Cards (Appendix A)Alphabet strips
2	<i>Activity:</i> Fill in the Blank <i>Resources:</i> <ul style="list-style-type: none">Letter Cards (Appendix 2)	<i>Activity:</i> Fill in the Blank	<i>Activity:</i> Fill in the Blank
3	<i>Activity:</i> Introduce Academic Vocabulary <i>Resources:</i> <ul style="list-style-type: none">My Picture Journal (Appendix 1)	<i>Activity:</i> Introduce Academic Vocabulary <i>Resources:</i> <ul style="list-style-type: none">Card stock (8 ½" x 11") and markers	<i>Activity:</i> Introduce Academic Vocabulary <i>Resources:</i> <ul style="list-style-type: none">Card stock (8 ½" x 11") and markers
4	<i>Activity:</i> Dictionary Author <i>Resources:</i> <ul style="list-style-type: none">Kindergarten Week 1 Vocabulary Words printable (Appendix 1)	<i>Activity:</i> Dictionary Author <i>Resources:</i> <ul style="list-style-type: none">1st grade Academic Academic Vocabulary Organizer (Appendix 1)	<i>Activity:</i> Dictionary Author <i>Resources:</i> <ul style="list-style-type: none">Academic Vocabulary Dictionary (Appendix A)
5	<i>Activity:</i> Weekly Vocabulary Assessment <i>Resources:</i> <ul style="list-style-type: none">Weekly Vocabulary Assessment (Appendix 1)	<i>Activity:</i> Weekly Vocabulary Assessment <i>Resources:</i> <ul style="list-style-type: none">Frayer Model (Appendix 1)	<i>Activity:</i> Weekly Vocabulary Assessment <i>Resources:</i> <ul style="list-style-type: none">Weekly Vocabulary Assessment (Appendix C)

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: LA.1-2.SL.6 Activity: Introduce Anchor Text Resources: <ul style="list-style-type: none">On the Same Day in March: A Tour of the World's Weather, one copy per studentChart paper and markersMain Idea Sort (Appendix 2)	Standard: LA.1-2.SL.6 Activity: Introduce Anchor Text Resources: <ul style="list-style-type: none">On the Same Day in March: A Tour of the World's Weather, one copy per studentChart paper and markers	Standard: LA.1-2.SL.6 Activity: Introduce Anchor Text Resources: <ul style="list-style-type: none">On the Same Day in March: A Tour of the World's Weather, one copy per studentChart 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: Text Dependent Questions	Activity: Text Dependent Questions	Activity: Text Dependent Questions
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: Text-Dependent Questions	Activity: Text-Dependent Questions	Activity: Text-Dependent Questions

COMPREHENSION MINI-LESSON

Day	Kindergarten	First Grade	Second Grade
1	Standard: LA.1-2.RI.2 Activity: Identify Main Ideas and Topics Resources: <ul style="list-style-type: none"> Find the Main Ideas Anchor Chart (Appendix 2) Harp Seals (Appendix B) Main Topic (Appendix B) What's the Main Idea (Appendix 2) Chart paper and markers 	Standard: LA.1-2.RI.2 Activity: Identify Main Ideas and Topics Resources: <ul style="list-style-type: none"> Find the Main Ideas Anchor Chart (Appendix 2) Harp Seals (Appendix B) Main Topic (Appendix B) What's the Main Idea (Appendix 2) Chart paper and markers 	Standard: LA.1-2.RI.2 Activity: Identify Main Ideas and Topics Resources: <ul style="list-style-type: none"> Find the Main Ideas Anchor Chart (Appendix 2) Harp Seals (Appendix B) Main Topic (Appendix B) 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: Identify Main Ideas and Topic Resources: <ul style="list-style-type: none"> Main Idea Sort (Appendix 2) 	Activity: Identify Main Ideas and Topic Resources: <ul style="list-style-type: none"> Find the Main Ideas and Topic (Appendix B) 	Activity: Identify Main Ideas and Topic Resources: <ul style="list-style-type: none"> Find the Main Ideas and Topic (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: Identify Main Ideas and Topic Resources: <ul style="list-style-type: none"> What's the Big Idea (Appendix 3) 	Activity: Identify Main Ideas and Topic Resources: <ul style="list-style-type: none"> Main Ideas and Topic—The Storm (Appendix B) 	Activity: Identify Main Ideas and Topic Resources: <ul style="list-style-type: none"> Main Ideas and Topic—The Storm (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: LA.K-2.W.3</p> <p>Activity: Drafting a True Story</p> <p>Resources:</p> <ul style="list-style-type: none"> • Shark Lady by Jess Keating • True Story Frame (Appendix B)
2	<p>Standard: LA.K-2.L.1</p> <p>Activity: Review Adjectives</p> <p>Resources:</p> <ul style="list-style-type: none"> • Colorful Adjective Adventures (Appendix 2)
3	<p>Standard: LA.2.W.3</p> <p>Activity: Revising</p>
4	<p>Standard: LA.K-2.L.1</p> <p>Activity: Use Adjectives to Describe</p> <p>Resources:</p> <ul style="list-style-type: none"> • Add Adjectives (Appendix B)
5	<p>Activity: Author's Chair</p>

WEEK 2

At a Glance

Standards, Activities, and Resources

K - 2 BRIDGE

Second Grade Cycle Pathways 2.0

On the Same Day in March ~ Unit #2 ~ Week 2

Word Study – Approximately 40 minutes/day			
VOCABULARY			
Day	Kindergarten	First Grade	Second Grade
1	Standard: LA.1-2.RL.4 Activity: Introduce Anchor Text Vocabulary Resources: <ul style="list-style-type: none"> Week 2 Vocabulary Words (Appendix 1) 	Standard: LA.1-2.RL.4 Activity: Introduce Anchor Text Vocabulary Resources: <ul style="list-style-type: none"> Week 2 Vocabulary Word Cards (Appendix A) 	Standard: LA.1-2.RL.4 Activity: Introduce Anchor Text Vocabulary Resources: <ul style="list-style-type: none"> Week 2 Vocabulary Word Cards (Appendix A)
2	Activity: Guess My Word	Activity: Guess My Word	Activity: Guess My Word
3	Activity: Introduce Academic Vocabulary Resources: <ul style="list-style-type: none"> My Picture Journal (Appendix 1) 	Activity: Introduce Academic Vocabulary Resources: <ul style="list-style-type: none"> Card stock (8 ½" x 11") and markers 	Activity: Introduce Academic Vocabulary Resources: <ul style="list-style-type: none"> Card stock (8 ½" x 11") and markers
4	Activity: Dictionary Author Resources: <ul style="list-style-type: none"> Week 2 Vocabulary Words printable (Appendix 1) 	Activity: Dictionary Author Resources: <ul style="list-style-type: none"> 1st grade Academic Journal (Appendix 1) 	Activity: Dictionary Author Resources: <ul style="list-style-type: none"> Academic Vocabulary Dictionary (Appendix A)
5	Activity: Weekly Vocabulary Assessment Resources: <ul style="list-style-type: none"> Weekly Vocabulary Assessment (Appendix 1) 	Activity: Weekly Vocabulary Assessment Resources: <ul style="list-style-type: none"> Weekly Vocabulary Assessment (Appendix C) 	Activity: Weekly Vocabulary Assessment Resources: <ul style="list-style-type: none"> Weekly Vocabulary Assessment (Appendix C)

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: LA.2.SL.4, LA.1.SL.7 Activity: How we Celebrate Resources: <ul style="list-style-type: none"> Storytelling Rubric (Appendix 3) 	Standard: LA.2.SL.4, LA.1.SL.7 Activity: How we Celebrate Resources: <ul style="list-style-type: none"> Personal Experience Checklist (Appendix B) Parent Letter (Appendix B) 	Standard: LA.2.SL.4, LA.1.SL.7 Activity: How we Celebrate Resources: <ul style="list-style-type: none"> Personal Experience Checklist (Appendix B) Parent Letter (Appendix B)
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: Model Recounting an Experience Resources: <ul style="list-style-type: none"> My Picture Journal (Appendix 1) Personal Experience Checklist (Appendix B) 	Activity: Model Recounting an Experience Resources: <ul style="list-style-type: none"> Personal Experience Checklist (Appendix B) 	Activity: Model Recounting an Experience Resources: <ul style="list-style-type: none"> Personal Experience Checklist (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: Reader's Theater Resources: Copies of teacher-selected <ul style="list-style-type: none"> List of resources needed 	Activity: Reader's Theater Resources: Copies of teacher-selected <ul style="list-style-type: none"> List of resources needed 	Activity: Reader's Theater Resources: Copies of teacher-selected Readers' Theater scripts (see lesson)

COMPREHENSION MINI-LESSON

Day	Kindergarten	First Grade	Second Grade
1	<p><i>Standard:</i> LA.1-2.RI.5 <i>Activity:</i> Introduce Nonfiction Text Features <i>Resources:</i></p> <ul style="list-style-type: none"> Text Features Anchor Chart (Appendix 2) McGraw-Hill social studies textbook, one per student France from Raz-Kids/ Reading A–Z, optional Chart paper and markers Sticky notes 	<p><i>Standard:</i> LA.1-2.RI.5 <i>Activity:</i> Introduce Nonfiction Text Features <i>Resources:</i></p> <ul style="list-style-type: none"> Text Features Anchor Chart (Appendix 2) McGraw-Hill social studies textbook, one per student France from Raz-Kids/ Reading A–Z, optional Chart paper and markers Sticky notes 	<p><i>Standard:</i> LA.1-2.RI.5 <i>Activity:</i> Introduce Nonfiction Text Features <i>Resources:</i></p> <ul style="list-style-type: none"> Text Features Anchor Chart (Appendix 2) McGraw-Hill social studies textbook, one per student France from Raz-Kids/ Reading A–Z, optional Chart paper and markers Sticky notes
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: Text Features Scavenger Hunt Resources:</p> <ul style="list-style-type: none"> Nonfiction text for each student Nonfiction Text Features Scavenger Hunt (Appendix B) Draw Nonfiction Text Features, 2 pages (Appendix B) Chart paper and markers 	<p>Activity: Text Features Scavenger Hunt Resources:</p> <ul style="list-style-type: none"> Nonfiction text for each student Nonfiction Text Features Scavenger Hunt (Appendix B) Draw Nonfiction Text Features, 2 pages (Appendix B) Chart paper and markers 	<p>Activity: Text Features Scavenger Hunt Resources:</p> <ul style="list-style-type: none"> Nonfiction text for each student Nonfiction Text Features Scavenger Hunt (Appendix B) Draw Nonfiction Text Features, 2 pages (Appendix B) 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	<p>Activity: Nonfiction Text Features Assessment Resources:</p> <ul style="list-style-type: none"> Copy of a nonfiction text (such as France from Raz-Kids/ Reading A–Z), one per student Nonfiction Text Features Anchor Chart (Appendix 2) 	<p>Activity: Nonfiction Text Features Assessment Resources:</p> <ul style="list-style-type: none"> Copy of a nonfiction text (such as France from Raz-Kids/ Reading A–Z), one per student Nonfiction Text Features Anchor Chart (Appendix 2) 	<p>Activity: Nonfiction Text Features Assessment Resources:</p> <ul style="list-style-type: none"> Copy of a nonfiction text (such as France from Raz-Kids/ Reading A–Z), one per student Nonfiction Text Features Anchor Chart (Appendix 2)

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: LA.K-2.W.4</p> <p>Activity: Choosing a topic</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Ralph Tells a Story by Abby Hanlon
2	<p>Standard: LA.2.L.1</p> <p>Activity: Adjectives that modify</p> <p>Resources:</p> <ul style="list-style-type: none"> ● “The Way I Feel” by Janan Cain
3	<p>Standard: LA.K-2.W.10, LA.K-2.W.7</p> <p>Activity: Practice basic editing skills</p> <p>Resources:</p> <ul style="list-style-type: none"> ● “The Little READ Hen” by Diane De Las Casas ● Proofreading Basics Anchor Chart (Appendix 2)
4	<p>Standard: LA.K-2.L.1</p> <p>Activity: Adjectives that Modify</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Generating Adjective worksheet (Appendix B)
5	<p>Activity: Author’s Chair</p>

WEEK 3

At a Glance

Standards, Activities, and Resources

K - 2 BRIDGE

Second Grade Cycle Pathways 2.0

On the Same Day in March ~ Unit 2 ~ Week 3

Word Study – Approximately 40 minutes/day			
VOCABULARY			
Day	Kindergarten	First Grade	Second Grade
1	Standard: LA.1.L.4, LA.2.L5 Activity: Introduce Anchor Text Vocabulary Resources: <ul style="list-style-type: none">Kindergarten Week 3 <i>Vocabulary Words</i> printable (Appendix 1)	Standard: LA.1.L.4, LA.2.L5 Activity: Introduce Anchor Text Vocabulary Resources: <ul style="list-style-type: none">Week 3 Vocabulary Word Cards (Appendix A)Shades of Meaning Word Cards (Appendix A)	Standard: LA.1.L.4, LA.2.L5 Activity: Introduce Anchor Text Vocabulary Resources: <ul style="list-style-type: none">Week 3 Vocabulary Word Cards (Appendix A)Shades of Meaning Word Cards (Appendix A)
2	Activity: Shades of Meaning Resources: <ul style="list-style-type: none">Shades of Meaning Sort (Appendix 2)	Activity: Shades of Meaning	Activity: Shades of Meaning
3	Activity: Introduce Academic Vocabulary Resources: <ul style="list-style-type: none">My Picture Journal (Appendix 1)	Activity: Introduce Academic Vocabulary Resources: <ul style="list-style-type: none">Card stock (8½" x 11") and markers	Activity: Introduce Academic Vocabulary Resources: <ul style="list-style-type: none">Card stock (8½" x 11") and markers
4	Activity: Dictionary Author Resources: <ul style="list-style-type: none">Kindergarten Week 3 <i>Vocabulary Words</i> printable (Appendix 1)	Activity: Dictionary Author Resources: <ul style="list-style-type: none">1st grade Academic Vocabulary Organizer (Appendix 1)	Activity: Dictionary Author Resources: <ul style="list-style-type: none">Academic Vocabulary Dictionary (Appendix A)
5	Activity: Weekly Vocabulary Assessment	Activity: Weekly Vocabulary Assessment	Activity: Weekly Vocabulary Assessment

	Resources: <ul style="list-style-type: none"> Weekly Vocabulary Assessment (Appendix 1) 	Resources: <ul style="list-style-type: none"> Weekly Vocabulary Assessment (Appendix C) 	Resources: <ul style="list-style-type: none"> 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: LA.1-2.SL.2 Activity: 3-2-1 Strategy Resources: <ul style="list-style-type: none"> Chart paper and markers 	Standard: LA.1-2.SL.2 Activity: Description Resources: <ul style="list-style-type: none"> Chart paper and markers 	Standard: LA.1-2.SL.2 Activity: Description Resources: <ul style="list-style-type: none"> Chart paper and markers
2	Activity: Introduce the Summative Performance Task Resources: <ul style="list-style-type: none"> Home Project - Country Study (Appendix 3) Kindergarten Storytelling Rubric (Appendix 3) 	<i>This time may be used for completing reading activities as needed.</i> Resources: <ul style="list-style-type: none"> Parent Letter (Appendix C) Units 1 and 2 Summative Performance Task Outline (Appendix C) Units 1 and 2 Summative Performance Task Scoring Guide (Appendix D) Units 1 and 2 Summative Performance Task Student Checklist (Appendix C) Summative Performance Task Research 	<i>This time may be used for completing reading activities as needed.</i> Resources: <ul style="list-style-type: none"> Parent Letter (Appendix C) Units 1 and 2 Summative Performance Task Outline (Appendix C) Units 1 and 2 Summative Performance Task Scoring Guide (Appendix D) Units 1 and 2 Summative Performance Task Student Checklist (Appendix C) Summative Performance Task Research

		Notes (Appendix C)	Notes (Appendix C)
3	Activity: 3-2-1 Strategy Day	Activity: 3-2-1 Strategy Day	Activity: 3-2-1 Strategy Day
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: Weekly Vocabulary Assessment Resources: <ul style="list-style-type: none"> Weekly Vocabulary Assessment (Appendix 1) 	Activity: Weekly Vocabulary Assessment Resources: <ul style="list-style-type: none"> Weekly Vocabulary Assessment (Appendix C) 	Activity: Weekly Vocabulary Assessment Resources: <ul style="list-style-type: none"> Weekly Vocabulary Assessment (Appendix C)

COMPREHENSION MINI-LESSON			
Day	Kindergarten	First Grade	Second Grade
1	Standard: LA.1-2.RI.8 Activity: Why Did I Write It? Resources: <ul style="list-style-type: none"> Chart paper and markers Three teacher-selected books (one each for the three types of writing—persuade, inform, entertain) Library books (see lesson) 	Standard: LA.1-2.RI.8 Activity: Why Did I Write It? Resources: <ul style="list-style-type: none"> Chart paper and markers Three teacher-selected books (one each for the three types of writing—persuade, inform, entertain) Library books (see lesson) 	Standard: LA.1-2.RI.8 Activity: Why Did I Write It? Resources: <ul style="list-style-type: none"> Chart paper and markers Three teacher-selected books (one each for the three types of writing—persuade, inform, entertain) Library books (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	Activity: Author's Purpose Sort Resources: <ul style="list-style-type: none"> Author's Purpose Cards, one copy per small group (Appendix B) Selection of various books for each group to sort (see lesson) 	Activity: Author's Purpose Sort Resources: <ul style="list-style-type: none"> Author's Purpose Cards, one copy per small group (Appendix B) Selection of various books for each group to sort (see lesson) 	Activity: Author's Purpose Sort Resources: <ul style="list-style-type: none"> Author's Purpose Cards, one copy per small group (Appendix B) Selection of various books for each group to sort (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: Author's Purpose-Inform Resources: <ul style="list-style-type: none"> Author's Purpose Sort (Appendix B) Scissors and glue 	Activity: Author's Purpose-Inform Resources: <ul style="list-style-type: none"> Author's Purpose Sort (Appendix B) Scissors and glue 	Activity: Author's Purpose-Inform Resources: <ul style="list-style-type: none"> Author's Purpose Sort (Appendix B) Scissors and glue

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	Standard: LA.K-2.W.2 Activity: Planning for Writing an Informational Paragraph Resources: <ul style="list-style-type: none"> "If You Were a Penguin" by Wendell and Florence Minor
2	Standard: LA.K-2.L.2 Activity: Capitalize This! Resources: <ul style="list-style-type: none"> Capitalization Anchor Chart (Appendix 2) Capital Letter Cards (Appendix 2) Heading and Title Cards (Appendix B)

	<ul style="list-style-type: none"> ● Capitalize Headings and Titles (Appendix B) ● Chart paper and markers ● The Random House Book of Poetry, Seventh-day Adventist Hymnal, assorted picture books (see lesson)
3	<p>Standard: LA.K-2.W.2</p> <p>Activity: Planning for Writing an Informational Paragraph</p> <p>Resources:</p> <ul style="list-style-type: none"> ● “Chameleons are Cool” by Martin Jenkins ● Informational Paragraph—Frame A (Appendix B) ● Informational Paragraph—Frame B (Appendix B)
4	<p>Standard: LA.K-2.L.2</p> <p>Activity: Is It Capitalized?</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Is It Capitalized? (Appendix B)
5	<p>Activity: Author’s Chair</p>

WEEK 4

At a Glance

Standards, Activities, and Resources

K - 2 BRIDGE

Second Grade Cycle Pathways 2.0

On the Same Day in March ~ Unit 2 ~ Week 4

Word Study – Approximately 40 minutes/day

VOCABULARY

Day	Kindergarten	First Grade	Second Grade
1	Standard: LA.1-2.RI.4 Activity: Review Definitions Resources: <ul style="list-style-type: none">Weeks 1-3 Vocabulary Words (Appendix 1)	Standard: LA.1-2.RI.4 Activity: Review Definitions	Standard: LA.1-2.RI.4 Activity: Review Definitions
2	Activity: Review Definitions	Activity: Review Definitions	Activity: Review Definitions
3	Activity: Guess My Word!	Activity: Guess My Word!	Activity: Guess My Word!
4	Activity: Review Game	Activity: Review Game Resources: <ul style="list-style-type: none">Units 1 and 2 Anchor Text Vocabulary Cards (Appendix A), one copy	Activity: Review Game Resources: <ul style="list-style-type: none">Units 1 and 2 Anchor Text Vocabulary Cards (Appendix A), one copy
5	Activity: End-of-Unit Assessment Resources: <ul style="list-style-type: none">Use Assessments from Weeks 1-3 to check for mastery	Activity: End-of-Unit Assessment Resources: <ul style="list-style-type: none">End-of-Unit Assessment (Appendix C and Appendix D)	Activity: End-of-Unit Assessment Resources: <ul style="list-style-type: none">End-of-Unit Assessment (Appendix C and Appendix D)

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/COMPREHENSION MINI-LESSON

Day	Kindergarten	First Grade	Second Grade
1	Standard: LA.1-2.RI.1 Activity: Close Reading Resources: <ul style="list-style-type: none"> Matisse: The King of Color (Appendix 2), one teacher copy Reading Detective Badges (Appendix B) 	Standard: LA.1-2.RI.1 Activity: Close Reading Resources: <ul style="list-style-type: none"> Matisse: The King of Color (Appendix 2), one teacher copy Reading Detective Badges (Appendix B) 	Standard: LA.1-2.RI.1 Activity: Close Reading Resources: <ul style="list-style-type: none"> Matisse: The King of Color (Appendix 2), one teacher copy Reading Detective Badges (Appendix B)
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 Resources: <ul style="list-style-type: none"> Sequence the Story Cards (Appendix B) Matisse: The King of Color (Appendix B) 	Activity: Close Reading Resources: <ul style="list-style-type: none"> Sequence the Story Cards (Appendix B) Matisse: The King of Color (Appendix B) 	Activity: Close Reading Resources: <ul style="list-style-type: none"> Sequence the Story Cards (Appendix B) Matisse: The King of Color (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: Close Reading—Part 3	Activity: Close Reading—Part 3	Activity: Close Reading—Part 3

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: LA.K-2.W.2</p> <p>Activity: Make Facts Interesting</p> <p>Resources:</p> <ul style="list-style-type: none"> Informational Paragraph Model—Bee Hummingbirds (Appendix B)
2	<p>Activity: Review Nouns and Verbs</p> <p>Resources:</p> <ul style="list-style-type: none"> Noun and Verb Picture Sort (Appendix 2) Find the Correct Verbs (Appendix B) Noun Sort Cards and Noun Sort Form (Appendix B)
3	<p>Standard: LA.K-2.W.2</p> <p>Activity: Write an Informational Paragraph</p> <p>Resources:</p> <ul style="list-style-type: none"> Informational Paragraph—Frame C (Appendix B) Informational Paragraph—Frame D (Appendix B) My Sequency Story (Appendix 2)
4	<p>Activity: Review: Adjectives, Capitalization, and Punctuation</p> <p>Resources:</p> <ul style="list-style-type: none"> Fix My Sentences (Appendix B)
5	<p>Activity: Author’s Chair</p>

