

WEEK1

At a Glance

Standards, Activities, and Resources

K - 2 BRIDGE

Second Grade Cycle Pathways 2.0

Odd Boy Out~ Unit 1 ~ Week 1

Word Study – Approximately 40 minutes/day			
VOCABULARY			
Day	Kindergarten	First Grade	Second Grade
1	No Oral Assessment for Kindergarten	Standard: Pre-Assessment and teaching classroom routines Activity: Oral Vocabulary Assessment Resources: <ul style="list-style-type: none">Oral Vocabulary Assessment DLG, Ellen Ochoa (Appendix C)	Standard: Pre-Assessment and teaching classroom routines Activity: Oral Vocabulary Assessment Resources: <ul style="list-style-type: none">Grade 2 Vocabulary Assessment Tasks (Appendix D)
2	Activity: Guess My Word Resources: <ul style="list-style-type: none">Week 1 Vocabulary Words (Appendix 1)	Activity: Guess My Word Resources: <ul style="list-style-type: none">Vocabulary Word Cards Appendix A	Activity: Guess My Word Resources: <ul style="list-style-type: none">Vocabulary Word cards (Appendix A)
3	Activity: Vocabulary Word Review	Activity: Vocabulary Word Review	Activity: Vocabulary Word Review
4	Activity: Vocabulary Word Review Resources: <ul style="list-style-type: none">My Picture Journal (Appendix 1)	Activity: Vocabulary Word Review	Activity: Vocabulary Word Review
5	Activity: Vocabulary Assessment Resources: <ul style="list-style-type: none">Week 1 Vocabulary Assessment (Appendix 1)	Activity: Vocabulary Assessment Resources: <ul style="list-style-type: none">Week 1 Vocabulary Assessment (Appendix 1)	Activity: Vocabulary Assessment Resources: <ul style="list-style-type: none">Complete the Sentence (Appendix A)

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: Pre-Assessments and teaching classroom routines Activity: Reading Interest Inventory Resources: <ul style="list-style-type: none"> Kindergarten Reading Inventory (Appendix 2) 	Standard: Pre-Assessments and teaching classroom routines Activity: Reading Interest Inventory Resources: <ul style="list-style-type: none"> First Grade Reading Inventory (Appendix 2) 	Standard: Pre-Assessments and teaching classroom routines Activity: Reading Interest Inventory Resources: <ul style="list-style-type: none"> My Reading Interest Inventory - second grade (Appendix 2)
2	Activity: Gathering Routine Resources: <ul style="list-style-type: none"> Chart paper and markers 	Activity: Gathering Routine Resources: <ul style="list-style-type: none"> Chart paper and markers 	Activity: Gathering Routine Resources: <ul style="list-style-type: none"> Chart paper and markers
3	Activity: Practice Routines	Activity: Practice Routines	Activity: Practice Routines
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: Practice Routines	Activity: Practice Routines	Activity: Practice Routines

COMPREHENSION MINI-LESSON

Day	Kindergarten	First Grade	Second Grade
1	Activity: Continue Reading Interest Inventory	Activity: Continue Reading Interest Inventory	Activity: Continue Reading Interest Inventory
2	Activity: If You Plant a Seed-Day 1 Resources:	Activity: If You Plant a Seed-Day 1 Resources:	Activity: If You Plant a Seed-Day 1 Resources:

	<ul style="list-style-type: none"> ● If You Plant a Seed by Kadir Nelson ● Sticky Notes 	<ul style="list-style-type: none"> ● If You Plant a Seed by Kadir Nelson ● Sticky Notes 	<ul style="list-style-type: none"> ● If You Plant a Seed by Kadir Nelson ● Sticky Notes
3	<ul style="list-style-type: none"> ● Activity: If You Plant a Seed-Day 2 	<ul style="list-style-type: none"> ● Activity: If You Plant a Seed-Day 2 	Standard: Use illustrations and words in print or digital text to demonstrate understanding of story elements. (LA.2.RL.8) <ul style="list-style-type: none"> ● Activity: If You Plant a Seed-Day 2
4	Activity: If You Plant a Seed-Day 3 Resources: <ul style="list-style-type: none"> ● <i>If You Plant a Seed</i> (one digital or paper copy) 	Activity: If You Plant a Seed-Day 3 Resources: <ul style="list-style-type: none"> ● <i>If You Plant a Seed</i> (one digital or paper copy) 	Activity: If You Plant a Seed-Day 3 Resources: <ul style="list-style-type: none"> ● <i>If You Plant a Seed</i> (one digital or paper copy)
5	Activity: Apply the Lesson Resources: <ul style="list-style-type: none"> ● Great Students Anchor Chart (Appendix 2) ● Chart paper and markers 	Activity: Apply the Lesson Resources: <ul style="list-style-type: none"> ● Great Students Anchor Chart (Appendix 2) ● Chart paper and markers 	Activity: Apply the Lesson Resources: <ul style="list-style-type: none"> ● Great Students Anchor Chart (Appendix 2) ● Chart paper and markers

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: Generating Text Organization and Structure (LA.K-2.W.2) Produce writing that honors God and affirms the teachings of His word (LA.1-2.W.4) Activity: Introduction to Writers Workshop & Beginning of Year Assessment Resources: <ul style="list-style-type: none"> Writing Benchmark Assessments (Appendix 3)
2	Standard: With support, write routinely for a range of tasks, purposes, and audiences (LA.K-2.W.10) Activity: Organizing the Writing Workshop
3	Standard: Establishing Writing Workshop (LA.K-2.W.10) Activity: Write about Summer Vacation Resources: <ul style="list-style-type: none"> Writers Workshop - strategies for good writers (Appendix 2)
4	Standard: Establishing Writing Workshop (LA.K-2.W.10) Activity: Introducing Sharing Time Resources: <ul style="list-style-type: none"> Writers Workshop - strategies for good writers (Appendix 2) Response to Sharing (Appendix 2)
5	Activity: Wrap-up & Author's Chair

WEEK 2

At a Glance

Standards, Activities, and Resources

K - 2 BRIDGE

Second Grade Cycle Pathways 2.0

Odd Boy Out ~ Unit 1 ~ Week 2

Word Study – Approximately 40 minutes/day			
VOCABULARY			
Day	Kindergarten	First Grade	Second Grade
1	Standard: Use context clues to identify word meanings (LA.K.RF.4) Activity: Introduce Anchor Text Vocabulary Resources: <ul style="list-style-type: none"> Week 2 Vocabulary Words (Appendix 1) 	Standard: Use context clues to identify word meanings (LA.1.RF.5, LA.1-2.RF.3) Activity: Introduce Anchor Text Vocabulary Resources: <ul style="list-style-type: none"> Week 2 Vocabulary Words (Appendix A) 	Standard: Use context clues to identify word meanings (LA.1-2.RF.3,LA.2.L.4) Activity: Introduce Anchor Text Vocabulary Resources: <ul style="list-style-type: none"> Week 2 Vocabulary Words (Appendix A)
2	Standard: Use context as a clue to the meaning of a word or phrase (LA.K.RF.4) Activity: Guess My Word	Standard: Use context as a clue to the meaning of a word or phrase (LA.1.RF.5, LA.1-2.RF.3) Activity: Guess My Word	Standard: Use context as a clue to the meaning of a word or phrase (LA.1-2.RF.3, LA.2.L.4) Activity: Guess My Word
3	Activity Review Anchor Text Resources: <ul style="list-style-type: none"> My Picture Journal (Appendix 1) 	Activity: Introduce Academic Vocabulary Resources: <ul style="list-style-type: none"> 8 ½ X 11 Cardstock 	Activity: Introduce Academic Vocabulary Resources: <ul style="list-style-type: none"> 8 ½ X 11 Cardstock
4	Standard: Use context as a clue to the meaning of a word or phrase (LA.K.RF.4) Activity: Dictionary Author Resources: <ul style="list-style-type: none"> Two sets of Week 2 Vocabulary Words cut apart (Appendix 1) 	Standard: Use context as a clue to the meaning of a word or phrase (LA.1.RF.5, LA.1-2.RF.3) Activity: Dictionary Author Resources: <ul style="list-style-type: none"> First Grade Academic Vocabulary Organizer (Appendix 1) 	Standard: Use context as a clue to the meaning of a word or phrase (LA.1-2.RF.3,LA.2.L.4) Activity: Dictionary Author Resources: <ul style="list-style-type: none"> Academic Vocabulary Dictionary (Appendix D)
5	Activity: Weekly Vocabulary Assessment Resources:	Activity: Weekly Vocabulary Assessment Resources:	Activity: Weekly Vocabulary Assessment Resources:

• Week 2 Vocabulary Assessment (Appendix 1)	• Frayer Model (Appendix 1)	• Vocabulary Web (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: Participate in collaborative discussions, including prayer (LA.K-2.SL.1) Activity: Introduce Odd Boy Out: Young Albert Einstein Resources: <ul style="list-style-type: none"> • <i>Odd Boy Out</i> - one copy per student 	Standard: Participate in collaborative discussions, including prayer (LA.K-2.SL.1) Activity: Introduce Odd Boy Out: Young Albert Einstein Resources: <ul style="list-style-type: none"> • <i>Odd Boy Out</i> - one copy per student 	Standard: Participate in collaborative discussions, including prayer (LA.K-2.SL.1, LA.2.SL.7) Activity: Introduce Odd Boy Out: Young Albert Einstein Resources: <ul style="list-style-type: none"> • <i>Odd Boy Out</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	Standard: Participate in collaborative discussions, including prayer (LA.K-2.SL.1) Activity: Text-Dependent Questions Resources: <ul style="list-style-type: none"> • <i>5 W's Anchor Chart (Appendix 2)</i> 	Standard: Participate in collaborative discussions, including prayer (LA.K-2.SL.1) Activity: Text-Dependent Questions Resources: <ul style="list-style-type: none"> • <i>5 W's Anchor Chart (Appendix 2)</i> 	Standard: Participate in collaborative discussions, including prayer (LA.K-2.SL.1, LA.2.SL.7) Activity: Text-Dependent Questions Resources: <ul style="list-style-type: none"> • <i>5 W's Anchor Chart (Appendix 2)</i>
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: Ask and answer questions about key details (LA.K-2.RI.1) Activity: Citing Evidence Resources: <ul style="list-style-type: none"> ● Citing Evidence (Appendix B) ● Sticky Notes ● Chart paper and markers 	Standard: Ask and answer questions about key details (LA.K-2.RI.1) Activity: Citing Evidence Resources: <ul style="list-style-type: none"> ● Citing Evidence (Appendix B) ● Sticky Notes ● Chart paper and markers 	Standard: Ask and answer questions about key details (LA.K-2.RI.1) Activity: Citing Evidence Resources: <ul style="list-style-type: none"> ● Citing Evidence (Appendix B) ● Sticky Notes ● 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: Generating Questions Resources: <ul style="list-style-type: none"> ● 5 W's Anchor Chart (Appendix 2) 	Activity: Generating Questions Resources: <ul style="list-style-type: none"> ● 5 W's Anchor Chart (Appendix 2) 	Activity: Generating Questions Resources: <ul style="list-style-type: none"> ● 5 W's Anchor Chart (Appendix 2) ● Ask the Right 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	Standard: Ask and answer questions about key details (LA.K-2.RI.1) Activity: Ask? Answer. Cite! Resources: <ul style="list-style-type: none"> ● Ask? Answer. Cite! (Appendix B) ● Chart Paper/Markers 	Standard: Ask and answer questions about key details (LA.K-2.RI.1) Activity: Ask? Answer. Cite! Resources: <ul style="list-style-type: none"> ● Ask? Answer. Cite! (Appendix B) ● Chart Paper/Markers 	Standard: Ask and answer questions about key details (LA.K-2.RI.1) Activity: Ask? Answer. Cite! Resources: <ul style="list-style-type: none"> ● Ask? Answer. Cite! (Appendix B) ● Chart Paper/Markers

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) 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: Identify parts of a friendly letter (LA.K-2.W.3) Activity: Friendly Letter Model Resources: <ul style="list-style-type: none"> Read Aloud <i>Dear Mr. Blueberry</i> by Simon James Parts of a Friendly Letter Anchor Chart (Appendix 2)
2	Standard: Define and Identify Collective Nouns (LA.K-2.L.1) Activity: Introduce Collective Nouns Resources: <ul style="list-style-type: none"> <i>Herd of Cows! Flock of Sheep</i> by Rick Walton Collective Nouns Anchor Chart (Appendix 2) Collective Nouns printable (Appendix B) Chart paper and markers
3	Standard: Identify parts of a friendly letter (LA.K-2.W.3) Activity: Write a Friendly Letter Resources: <ul style="list-style-type: none"> <i>Dear Mr. Blueberry</i> by Simon James Parts of a Friendly Letter Anchor Chart (Appendix 2)
4	Standard: Define and Identify Collective Nouns (LA.K-2.L.1) Activity: Collective Nouns Resources: <ul style="list-style-type: none"> Find Collective Nouns printable (Appendix B) Collective Nouns printable (Appendix 2) for K-1.
5	Activity: Wrap up writing, sharing time

WEEK 3

At a Glance

Standards, Activities, and Resources

K - 2 BRIDGE

Second Grade Cycle Pathways 2.0

Odd Boy Out ~ Unit 1 ~ Week 3

Word Study – Approximately 40 minutes/day			
VOCABULARY			
Day	Kindergarten	First Grade	Second Grade
1	Standard: Classify and categorize words based on context (LA.K-1.L.4) Activity: Introduce Anchor Text Vocabulary Resources: <ul style="list-style-type: none"> Week 3 Vocabulary Words (Appendix 1) 	Standard: Classify and categorize words based on context (LA.K-1.L.4) Activity: Introduce Anchor Text Vocabulary Resources: <ul style="list-style-type: none"> Week 3 Spelling and Vocabulary Word Cards (Appendix A) 	Standard: Classify and categorize words based on context (LA.2.L.5) Activity: Introduce Anchor Text Vocabulary Resources: <ul style="list-style-type: none"> Week 3 Spelling and Vocabulary Word Cards (Appendix A)
2	Activity: Classify and categorize words based on context (LA.K-1.L.4) Resources: <ul style="list-style-type: none"> Yes/No Cards (Appendix 1) 	Activity: Classify and categorize words based on context (LA.K-1.L.4) Resources: <ul style="list-style-type: none"> Yes/No Cards (Appendix 1) 	Activity: Classify and categorize words based on context (LA.2.L.5) Resources: <ul style="list-style-type: none"> Yes/No Cards (Appendix 1)
3	Activity: Classify and categorize words based on context (LA.K-1.L.4) Resources: <ul style="list-style-type: none"> My Picture Journal (Appendix 1) 	Activity: Classify and categorize words based on context (LA.K-1.L.4) Resources: <ul style="list-style-type: none"> Card Stock and markers 	Activity: Classify and categorize words based on context (LA.2.L.5) Resources: <ul style="list-style-type: none"> Card Stock and markers
4	Activity: Dictionary Author Resources: <ul style="list-style-type: none"> 2 copies Week 3 Vocabulary Words (Appendix 1) 	Activity: Dictionary Author Resources: <ul style="list-style-type: none"> First Grade Academic Vocabulary Graphic Organizer (Appendix 1) 	Activity: Dictionary Author Resources: <ul style="list-style-type: none"> Academic Vocabulary Dictionary printable (Appendix A)
5	Activity: Weekly Vocabulary Assessment Resources:	Activity: Weekly Vocabulary Assessment Resources:	Activity: Weekly Vocabulary Assessment Resources:

<ul style="list-style-type: none"> Week 3 Vocabulary Assessment (Appendix 1) 	<ul style="list-style-type: none"> Frayer Model (Appendix 1) 	<ul style="list-style-type: none"> Vocabulary Web (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: Tell a story with key details (LA.2.SL.4) Activity: Tell a Story Resources: <ul style="list-style-type: none"> Storytelling Checklist (Appendix B) Letter to Parents (Appendix B) 	Standard: Tell a story with key details (LA.2.SL.4) Activity: Tell a Story Resources: <ul style="list-style-type: none"> Storytelling Checklist (Appendix B) Letter to Parents (Appendix B) 	Standard: Tell a story with key details (LA.2.SL.4) Activity: Tell a Story Resources: <ul style="list-style-type: none"> Storytelling Checklist (Appendix B) Letter to Parents (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: How to Tell a Story Resources: <ul style="list-style-type: none"> Sequencing (Appendix 2) - two choices 	Activity: How to Tell a Story Resources: <ul style="list-style-type: none"> Sequencing (Appendix 2) - two choices 	Activity: How to Tell a Story Resources: <ul style="list-style-type: none"> Sequence a Story (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: <ul style="list-style-type: none"> Reader's Theater (Appendix 2) 	Activity: Reader's Theater Resources: <ul style="list-style-type: none"> Reader's Theater (Appendix 2) 	Activity: Reader's Theater Resources: <ul style="list-style-type: none"> Reader's Theater (Appendix 2)

COMPREHENSION MINI-LESSON			
Day	Kindergarten	First Grade	Second Grade
1	Standard: Determine meaning of key words and details (LA.1-2.RI.4) Activity: Text-Dependent Questions Resources: <ul style="list-style-type: none"> Read and Circle (Appendix 2) 	Standard: Determine meaning of key words and details (LA.1-2.RI.4) Activity: Text-Dependent Questions Resources: <ul style="list-style-type: none"> First Context Clues Task Cards (Appendix 2) 	Standard: Determine meaning of key words and details (LA.1-2.RI.4) Activity: Text-Dependent Questions Resources: <ul style="list-style-type: none"> Use Context Clues (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: Ask and Answer Questions Resources: <ul style="list-style-type: none"> Context Clues for Kindergarten # 1-3 (Appendix 2) 	Activity: Ask and Answer Questions Resources: <ul style="list-style-type: none"> Context Clues for Kindergarten # 1-3 (Appendix 2) Context Clues (what do these pictures have in common) (Appendix 2) 	Activity: Ask and Answer Questions Resources: <ul style="list-style-type: none"> Grade 2 By Design Science Textbook k3 X 5" cards - 3 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	Activity: Context Clues Assessment Resources: <ul style="list-style-type: none"> Context Clues for Kindergarten (Appendix 1) 	Activity: Context Clues Assessment Resources: <ul style="list-style-type: none"> Context Clues for Kindergarten (Appendix 1) 	Activity: Context Clues Assessment Resources: <ul style="list-style-type: none"> Context Clues Assessment (Appendix C)

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: Using Descriptive Language in Writing (LA.K-2.L.1) Activity: Identify Descriptive Language Resources: <ul style="list-style-type: none"> • <i>Max's Words</i> by Kate Banks
2	Standard: Define and identify singular and plural possessive nouns (LA.K-2.L.2) Activity: Identify Singular and Plural Possessive Nouns Resources: <ul style="list-style-type: none"> • Possessive Nouns Class Book (Appendix 2) • Possessive Noun Statements (Appendix B)
3	Standard: Using Descriptive Language in Writing (LA.K-2.L.1) Activity: Identify Descriptive Language in Writing Resources: <ul style="list-style-type: none"> • <i>Hair Love</i> by Matthew Cherry • Chart Paper
4	Standard: Define, identify, and write possessive nouns (LA.2.L.2) Activity: Possessive Nouns Resources: <ul style="list-style-type: none"> • Possessive Noun Class Book (Appendix 2) • Possessive Nouns Chart printable (Appendix B)
5	Activity: Author's Chair

WEEK 4

At a Glance

Standards, Activities, and Resources

K - 2 BRIDGE

Second Grade Cycle Pathways 2.0

Odd Boy Out ~ Unit 1 ~ Week 4

Word Study – Approximately 40 minutes/day			
VOCABULARY			
Day	Kindergarten	First Grade	Second Grade
1	Standard: Use context to identify multiple-meaning words (LA.2.L.4, LA.1.L.3) Activity: Introduce Anchor Text Vocabulary Resources: <ul style="list-style-type: none"> Week 4 <i>Vocabulary Words</i> (Appendix 1) 	Standard: Use context to identify multiple-meaning words (LA.2.L.4, LA.1.L.3) Activity: Introduce Anchor Text Vocabulary Resources: <ul style="list-style-type: none"> Week 4 Vocabulary Word Cards (Appendix A) 	Standard: Use context to identify multiple-meaning words (LA.2.L.4, LA.1.L.3) Activity: Introduce Anchor Text Vocabulary Resources: <ul style="list-style-type: none"> Week 4 Vocabulary Word Cards (Appendix A)
2	Standard: Use context to identify multiple meaning words (LA.1.L.3) Activity: Yes/No Voting Resources: <ul style="list-style-type: none"> Yes/No Cards (Appendix 2 or B) 	Standard: Use context to identify multiple meaning words (LA.1.L.3) Activity: Yes/No Voting Resources: <ul style="list-style-type: none"> Yes/No Cards (Appendix 2 or B) 	Standard: Use context to identify multiple meaning words (LA.2.L.4, LA.1.L.3) Activity: Yes/No Voting Resources: <ul style="list-style-type: none"> Yes/No Cards (Appendix 2 or B)
3	Standard: Use multiple-meaning words in context (LA.1.L.3) Activity: Review Anchor Text Vocabulary Resources: <ul style="list-style-type: none"> My Picture Journal (Appendix 1) 	Standard: Use multiple-meaning words in context (LA.1.L.3) Activity: Introduce Academic Vocabulary	Standard: Use multiple-meaning words in context (LA.2.L4, LA.1.L.3) Activity: Introduce Academic Vocabulary
4	Standard: Use context as a clue to the meaning of a word or phrase (LA.1.L.3) Activity: End-of-Unit Review Resources:	Standard: Use context as a clue to the meaning of a word or phrase (LA.1.L.3) Activity: End-of-Unit Review Resources:	Standard: Use context as a clue to the meaning of a word or phrase (LA.2.L4) Activity: End-of-Unit Review Resources:

	<ul style="list-style-type: none"> Vocabulary Words Weeks 1-4 (Appendix1) 	<ul style="list-style-type: none"> Anchor Text Vocabulary Cards (Appendix A Weeks 2-4) # 1-8 only 	<ul style="list-style-type: none"> Anchor Text Vocabulary Cards (Appendix A Weeks 2-4)
5	<p>Standard: Assess using context clues, classify or categories words, and multiple meaning words (LA.2.L.4, LA.2.L.5, LA.2.RF3))</p> <p>Activity: End of Unit Assessment</p> <p>Resources:</p> <ul style="list-style-type: none"> Center games for vocabulary review 	<p>Standard: Assess using context clues, classify or categories words, and multiple meaning words (LA.2.L.4, LA.2.L.5, LA.2.RF3))</p> <p>Activity: End of Unit Assessment</p> <p>Resources:</p> <ul style="list-style-type: none"> End of Unit Assessment Unit 1 (Appendix C) 	<p>Standard: Assess using context clues, classify or categories words, and multiple meaning words (LA.2.L.4, LA.2.L.5, LA.2.RF3))</p> <p>Activity: End of Unit Assessment</p> <p>Resources:</p> <ul style="list-style-type: none"> End of Unit Assessment Unit 1 (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	<p>Standard: Recount and describe key ideas of details (LA.1-2.SL.2)</p> <p>Activity: Reading, Recounting, and Describing</p> <p>Resources:</p> <ul style="list-style-type: none"> Reader's Workshop Anchor Chart (Appendix 2) Teacher selected narrative text Sticky Notes 	<p>Standard: Recount and describe key ideas of details (LA.1-2.SL.2)</p> <p>Activity: Reading, Recounting, and Describing</p> <p>Resources:</p> <ul style="list-style-type: none"> Reader's Workshop Anchor Chart (Appendix 2) Teacher selected narrative text Sticky Notes 	<p>Standard: Recount and describe key ideas of details (LA.1-2.SL.2)</p> <p>Activity: Reading, Recounting, and Describing</p> <p>Resources:</p> <ul style="list-style-type: none"> Reader's Workshop Anchor Chart (Appendix 2) Teacher selected narrative text 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: Reading, Recounting, and Describing</p> <p>Resources:</p>	<ul style="list-style-type: none"> Teacher selected narrative text 	<ul style="list-style-type: none"> Teacher selected narrative text

	<ul style="list-style-type: none"> Teacher selected narrative text Sticky Notes 	<ul style="list-style-type: none"> Sticky Notes 	<ul style="list-style-type: none"> 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	Activity: Complete End-of-Unit Assessment Resources: <ul style="list-style-type: none"> What's the Missing Word (Appendix 3) 	Activity: Complete End-of-Unit Assessment Resources: <ul style="list-style-type: none"> What's the Missing Word (Appendix 3) 	Activity: Complete End-of-Unit Assessment Resources: <ul style="list-style-type: none"> End-of-Unit Assessment - Unit 1 (Appendix C)

COMPREHENSION MINI-LESSON			
Day	Kindergarten	First Grade	Second Grade
1	Standard: Explain how illustrations contribute to and clarify text (LA.1-2.RI.7) Activity: Illustration and Text Match Resources: <ul style="list-style-type: none"> plain paper Copies of Model Rockets or similar informational text 	Standard: Explain how illustrations contribute to and clarify text (LA.1-2.RI.7) Activity: Illustration and Text Match Resources: <ul style="list-style-type: none"> Add an Illustration (Appendix B) Copies of Model Rockets or similar informational text 	Standard: Explain how illustrations contribute to and clarify text (LA.1-2.RI.7) Activity: Illustration and Text Match Resources: <ul style="list-style-type: none"> Add an Illustration (Appendix B) Copies of Model Rockets or similar informational text
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	Standard: Explain how illustrations contribute to and clarify text (LA.1-2.RI.7) Activity: Text+Illustrations=Main Ideas and Key Details Resources: <ul style="list-style-type: none"> Diagram Survey (Appendix B) Copies of Model Rockets or similar informational text 	Standard: Explain how illustrations contribute to and clarify text (LA.1-2.RI.7) Activity: Text+Illustrations=Main Ideas and Key Details Resources: <ul style="list-style-type: none"> Diagram Survey (Appendix B) Copies of Model Rockets or similar informational text 	Standard: Explain how illustrations contribute to and clarify text (LA.1-2.RI.7) Activity: Text+Illustrations=Main Ideas and Key Details Resources: <ul style="list-style-type: none"> Diagram Survey (Appendix B) Copies of Model Rockets or similar informational text
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: Continue End of Unit Assessment	Activity: Continue End of Unit Assessment	Activity: Continue End of Unit Assessment

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: Plan and write a nonfiction narrative (LA.K-2.W.3) Activity: Author's Purpose Resources: <ul style="list-style-type: none">● Author's Purpose Anchor Chart (Appendix B)
2	Standard: Define and identify present-tense action verbs (LA.K-2.L.1) Activity: Present-Tense Action Verbs Resources: <ul style="list-style-type: none">● <i>Kites Sail High-A Book About Verbs</i> by Ruth Heller
3	Standard: Plan and write a nonfiction narrative (LA.K-2.W.3) Activity: Bold Beginnings Resources: <ul style="list-style-type: none">● Bold Beginnings Anchor Chart (Appendix 2)
4	Standard: Define and identify present tense action verbs (LA.K-2.L1) Activity: Present-Tense Action Verbs Resources: <ul style="list-style-type: none">● Action Words: Present-Tense Verb (Appendix 2)● Present-Tense Verbs: Create a Sentence (Appendix B)
5	Activity: Author's Chair