

WEEK 1

At a Glance

Standards, Activities, and Resources

K - 2 BRIDGE

Second Grade Cycle Pathways 2.0

Cactus Hotel ~ Unit 3 ~ Week 1

Word Study – Approximately 40 minutes/day			
VOCABULARY			
Day	Kindergarten	First Grade	Second Grade
1	Standard: Ask and answer questions to clarify the meaning of words. (LA.K-1.RI.4) Activity: Introduce Anchor Text Vocabulary Words Resources: <ul style="list-style-type: none"> Vocabulary Words (Appendix 1) 	Standard: Ask and answer questions to clarify the meaning of words. (LA.K-1.RI.4) Activity: Introduce Anchor Text Vocabulary Words Resources: <ul style="list-style-type: none"> Vocabulary Word Cards (Appendix A) 	Standard: Determine the meaning of words and phrases in a text. (LA. 2.RI.4) Activity: Introduce Anchor Text Vocabulary Words Resources: <ul style="list-style-type: none"> Vocabulary Word Cards (Appendix A)
2	Activity: Fill in the Blank Resources: <ul style="list-style-type: none"> Vocabulary Words (Appendix 1) 	Activity: Fill in the Blank Resources: <ul style="list-style-type: none"> Vocabulary Word Cards (Appendix 1) 	Activity: Fill in the Blank Resources: <ul style="list-style-type: none"> Vocabulary Word Cards (Appendix 1)
3	Activity: Introduce Academic Vocabulary Resources: <ul style="list-style-type: none"> My Picture Journal (Appendix 1) 8 1/2 x 11 cardstock crayons or markers 	Activity: Introduce Academic Vocabulary Resources: <ul style="list-style-type: none"> 8 1/2 x 11 cardstock crayons or markers 	Activity: Introduce Academic Vocabulary Resources: <ul style="list-style-type: none"> 8 1/2 x 11 cardstock crayons or markers
4	Activity: Dictionary Author Resources: <ul style="list-style-type: none"> Blank paper 	Activity: Dictionary Author Resources: <ul style="list-style-type: none"> First 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 Resources:	Activity: Weekly Vocabulary Assessment Resources:	Activity: Weekly Vocabulary Assessment Resources:

	<ul style="list-style-type: none"> Vocabulary Word Assessment (Appendix 1) 	<ul style="list-style-type: none"> Vocabulary Web Assessment (Appendix C) 	<ul style="list-style-type: none"> Vocabulary Web 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 details in a text read aloud or information presented orally or through other media. (LA.K-1.SL.2)</p> <p>Activity: Introduce <i>Cactus Hotel</i></p> <p>Resources:</p> <ul style="list-style-type: none"> <i>Cactus Hotel</i>, one text per student K-W-L Chart drawn on board Chart paper and markers 	<p>Standard: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (LA.K-1.SL.2)</p> <p>Activity: Introduce <i>Cactus Hotel</i></p> <p>Resources:</p> <ul style="list-style-type: none"> <i>Cactus Hotel</i>, one text per student K-W-L Chart (Appendix B) drawn on board Yarn or ribbon, measuring tapes, sticky notes (see lesson) Chart paper and markers 	<p>Standard: Provide descriptions with key details. (LA.2.SL.2)</p> <p>Activity: Introduce <i>Cactus Hotel</i></p> <p>Resources:</p> <ul style="list-style-type: none"> <i>Cactus Hotel</i>, one text per student K-W-L Chart (Appendix B) drawn on board Yarn or ribbon, measuring tapes, sticky notes (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: <i>Cactus Hotel</i> Text-Dependent Questions–Part 1</p> <p>Resources:</p> <ul style="list-style-type: none"> <i>Cactus Hotel</i> 	<p>Activity: <i>Cactus Hotel</i> Text-Dependent Questions–Part 1</p> <p>Resources:</p> <ul style="list-style-type: none"> <i>Cactus Hotel</i> 	<p>Activity: <i>Cactus Hotel</i> Text-Dependent Questions–Part 1</p> <p>Resources:</p> <ul style="list-style-type: none"> <i>Cactus Hotel</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: <i>Cactus Hotel</i> Text-Dependent Questions-Part 2 Resources: <ul style="list-style-type: none"> • <i>Cactus Hotel</i> 	Activity: <i>Cactus Hotel</i> Text-Dependent Questions-Part 2 Resources: <ul style="list-style-type: none"> • <i>Cactus Hotel</i> 	Activity: <i>Cactus Hotel</i> Text-Dependent Questions-Part 2 Resources: <ul style="list-style-type: none"> • <i>Cactus Hotel</i>
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COMPREHENSION MINI-LESSON			
Day	Kindergarten	First Grade	Second Grade
1	Standard: Describe connections between two pieces of Information. (LA.K-1.RI.3) Activity: Life Cycle of a Saguaro Cactus Resources: <ul style="list-style-type: none"> • Saguaro Cactus Life Cycle (Appendix 2) 	Standard: Describe connections between two pieces of Information. (LA.K-1.RI.3) Activity: Life Cycle of a Saguaro Cactus Resources: <ul style="list-style-type: none"> • Life Cycle of a Saguaro Cactus (Appendix B) • Draw the Life Cycle of the Saguaro Cactus (Appendix B) 	Standard: Describe connections in a scientific concept. (LA.2.RI.3) Activity: Life Cycle of a Saguaro Cactus Resources: <ul style="list-style-type: none"> • Life Cycle of a Saguaro Cactus (Appendix B) • Draw the Life Cycle of the Saguaro Cactus (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: Identify Connections: Interdependence	Activity: Identify Connections: Interdependence	Activity: Identify Connections: Interdependence
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 Connections: Cause and Effect Resources: <ul style="list-style-type: none"> • Blank paper folded in two. • Saguaro Cactus: Cause and Effect (Appendix B) 	Activity: Identify Connections: Cause and Effect Resources: <ul style="list-style-type: none"> • Saguaro Cactus: Cause and Effect (Appendix B) 	Activity: Identify Connections: Cause and Effect Resources: <ul style="list-style-type: none"> • Saguaro Cactus: Cause and Effect (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: Drafting and revising an informational paragraph (LA.1-2.W.2)</p> <p>Activity: Draft a Descriptive Paragraph</p> <p>Resources:</p> <ul style="list-style-type: none"> • Descriptive Paragraph Model. Elf Owl (Appendix B) • Descriptive Paragraph Frame A (Appendix B) or use chart paper • Descriptive Paragraph Frame B (Appendix B) or use chart paper • Descriptive Paragraph Model– For Various Units, (Appendix 2)
2	<p>Standard: Use commas properly after a transition word (LA.K-2.L.2)</p> <p>Activity: Commas After Transition Words</p> <p>Resources:</p> <ul style="list-style-type: none"> • Board or chart paper • Sentence Sort (Appendix B)
3	<p>Standard: Revise a descriptive paragraph (LA.K-2.W.2)</p> <p>Activity: Revising a Descriptive Paragraph</p> <p>Resources:</p> <ul style="list-style-type: none"> • Four Types of Sentences (Appendix B)
4	<p>Standard: Use commas properly after a transition word (LA.K-2.L.2)</p> <p>Activity: Commas After Transition Words</p> <p>Resources:</p> <ul style="list-style-type: none"> • Chart paper from Tuesday • Four Types of Sentences (Appendix B)
5	<p>Activity: Wrap Up, Publish & Share</p>

WEEK 2

At a Glance

Standards, Activities, and Resources

K - 2 BRIDGE

Second Grade Cycle Pathways 2.0

Cactus Hotel ~ Unit 3 ~ Week 2

Word Study – Approximately 40 minutes/day

VOCABULARY

Day	Kindergarten	First Grade	Second Grade
1	Standard: Understand word relationships: synonyms (LA.K-1.L.4, LA.2.L.5) Activity: Introduce Anchor Test Vocabulary Resources: <ul style="list-style-type: none"> Cactus Hotel Week 2 Vocabulary Words (Appendix 1) Chart paper 	Standard: Understand word relationships: synonyms (LA.K-1.L.4, LA.2.L.5) Activity: Introduce Anchor Test Vocabulary Resources: <ul style="list-style-type: none"> Cactus Hotel Week 2 Vocabulary Cards (Appendix A) Chart paper 	Standard: Understand word relationships: synonyms (LA.K-1.L.4, LA.2.L.5) Activity: Introduce Anchor Test Vocabulary Resources: <ul style="list-style-type: none"> Cactus Hotel Week 2 Vocabulary Cards (Appendix A) Chart paper
2	Activity: Guess My Word! Resources: <ul style="list-style-type: none"> Week 2 Vocabulary Words (Appendix 1) 	Activity: Guess My Word! Resources: <ul style="list-style-type: none"> Week 2 Vocabulary Cards (Appendix 1) 	Activity: Guess My Word! Resources: <ul style="list-style-type: none"> Week 2 Vocabulary Cards (Appendix 1)
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"> First Grade Academic Vocabulary Graphic Organizer (Appendix 1) 	Activity: Introduce Academic Vocabulary Resources: <ul style="list-style-type: none"> Card stock
4	Activity: Dictionary Author Resources: <ul style="list-style-type: none"> Blank paper 	Activity: Dictionary Author Resources: <ul style="list-style-type: none"> Academic Vocabulary Dictionary printable First Grade (Appendix 1) 	Activity: Dictionary Author Resources: <ul style="list-style-type: none"> Academic Vocabulary Dictionary printable (Appendix 1)
5	Activity: Weekly Vocabulary Assessment Resources:	Activity: Weekly Vocabulary Assessment Resources:	Activity: Weekly Vocabulary Assessment Resources:

	<ul style="list-style-type: none"> Vocabulary Assessment (Appendix 1) 	<ul style="list-style-type: none"> Vocabulary Square Assessment (Appendix C) 	<ul style="list-style-type: none"> Vocabulary Square 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 clarifying questions about a presentation. (LA.1-3.SL.3)</p> <p>Activity: Ask and Answer Questions</p> <p>Resources:</p> <ul style="list-style-type: none"> Cactus Hotel K-W-L printable (Appendix 2) Chart paper 	<p>Standard: Ask and answer clarifying questions about a presentation. (LA.1-3.SL.3)</p> <p>Activity: Ask and Answer Questions</p> <p>Resources:</p> <ul style="list-style-type: none"> Cactus Hotel K-W-L printable (Appendix 2) Chart paper 	<p>Standard: Ask and answer clarifying questions about a presentation. (LA.1-3.SL.3)</p> <p>Activity: Ask and Answer Questions</p> <p>Resources:</p> <ul style="list-style-type: none"> Cactus Hotel K-W-L printable (Appendix 2) Chart paper
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: Ask and Answer Questions: Active Learning</p> <p>Resources:</p> <ul style="list-style-type: none"> Chart paper 	<p>Activity: Ask and Answer Questions: Active Learning</p> <p>Resources:</p> <ul style="list-style-type: none"> Chart paper My Questions printable (Appendix 2) 	<p>Activity: Ask and Answer Questions: Active Learning</p> <p>Resources:</p> <ul style="list-style-type: none"> Chart paper My Questions printable (Appendix 2)
4	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>

5	Activity: Presentations and Questioning Resources: <ul style="list-style-type: none"> Active Listeners Anchor Chart created on Day 3 	Activity: Presentations and Questioning Resources: <ul style="list-style-type: none"> Active Listeners Anchor Chart created on Day 3 	Activity: Presentations and Questioning Resources: <ul style="list-style-type: none"> Active Listeners Anchor Chart created on Day 3
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COMPREHENSION MINI-LESSON			
Day	Kindergarten	First Grade	Second Grade
1	Standard: Distinguish between information provided by pictures and by words (LA.K.RI.7, LA.1.RI.6) Activity: Why Did I Write It?--Part 1 Resources: <ul style="list-style-type: none"> Author's Purpose Anchor Chart from Unit 2 Examples of texts in various genres (one book per student) 	Standard: Distinguish between information provided by pictures and by words (LA.K.RI.7, LA.1.RI.6) Activity: Why Did I Write It?--Part 1 Resources: <ul style="list-style-type: none"> Author's Purpose Anchor Chart from Unit 2 Examples of texts in various genres (one book per student) 	Standard: Identify the main purpose of the text, including the author's intent (LA.2.RI.6) Activity: Why Did I Write It?--Part 1 Resources: <ul style="list-style-type: none"> Author's Purpose Anchor Chart from Unit 2 Examples of texts in various genres (one book 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: Why Did I Write It? Part 2 Resources: <ul style="list-style-type: none"> Chart paper Create a Three Kinds of Writing Anchor Chart 	Activity: Why Did I Write it?--Part 2 Resources: <ul style="list-style-type: none"> Chart paper Create a Three Kinds of Writing Anchor Chart 	Activity: Why Did I Write it?--Part 2 Resources: <ul style="list-style-type: none"> Chart paper Create a Three Kinds of Writing Anchor Chart
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: Why Did I Write it?--Part 3 Resources: <ul style="list-style-type: none"> Three Kinds of Writing Anchor Chart from Day 3 	Activity: Why Did I Write it?--Part 3 Resources: <ul style="list-style-type: none"> Three Kinds of Writing Anchor Chart from Day 3 The Three Rs (Appendix B) 	Activity: Why Did I Write it?--Part 3 Resources: <ul style="list-style-type: none"> Three Kinds of Writing Anchor Chart from Day 3 The Three Rs (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	Standard: Write an informational paragraph that gives step-by-step directions (LA.K-2.W.2) Activity: Planning for Materials Resources: <ul style="list-style-type: none">● Procedural Paragraph: Prewriting (Appendix B)● Four Types of Sentences (Appendix B)
2	Standard: Identify properly punctuated sentences (LA.K-2.L.2, LA.2.K-2.L.3) Activity: Complete Sentence Sort Resources: <ul style="list-style-type: none">● Sentence Sort printable (Appendix 2), at the Writing Center.
3	Standard: Write an informational paragraph that gives step-by-step directions. (LA.K-2.W.2.) Activity: Using Numbered Steps or Sentences Resources: <ul style="list-style-type: none">● Procedural Paragraph: Prewriting printable (Appendix 2)
4	Standard: Identify, and use proper punctuation in declarative sentences. (LA.K-1.L.2) (LA.2.L.3) Activity: Using Proper Punctuation Resources: <ul style="list-style-type: none">● Four Types of Sentences printable, 2 pages, (Appendix 2) to be completed in Writing Center
5	Standard: Wrap up writing pieces, share, publish, etc. Activity: Complete writing and other writing activities

WEEK 3

At a Glance

Standards, Activities, and Resources

K - 2 BRIDGE

Second Grade Cycle Pathways 2.0

Cactus Hotel ~ Unit 3 ~ Week 3

Word Study – Approximately 40 minutes/day			
VOCABULARY			
Day	Kindergarten	First Grade	Second Grade
1	Standard: Understanding word relationships: antonyms (LA. K-1.L.4) Activity: Introduce Anchor Text Vocabulary and Antonyms Resources: <ul style="list-style-type: none"> Chart Paper Week 3 Vocabulary Words (Appendix 1) 	Standard: Understanding word relationships: antonyms (LA. K-1.L.4) Activity: Introduce Anchor Text Vocabulary and Antonyms Resources: <ul style="list-style-type: none"> Chart Paper Week 3 Vocabulary Word Cards(Appendix A) 	Standard: Understanding word relationships: antonyms (LA.2.L.5) Activity: Introduce Anchor Text Vocabulary and Antonyms Resources: <ul style="list-style-type: none"> Chart Paper Week 3 Vocabulary Word Cards(Appendix A)
2	Activity: Antonym Match Resources: <ul style="list-style-type: none"> Chart Paper or Board Antonym Match (Appendix 1) 	Activity: Antonym Match Resources: <ul style="list-style-type: none"> Chart Paper or Board 	Activity: Antonym Match Resources: <ul style="list-style-type: none"> Chart Paper or Board
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 1/2 x 11" Markers 	Activity: Introduce Academic Vocabulary Resources: <ul style="list-style-type: none"> Card stock 8 1/2 x 11" Markers
4	Activity: Dictionary Author Resources: <ul style="list-style-type: none"> Blank Paper 	Activity: Dictionary Author Resources: <ul style="list-style-type: none"> Academic Vocabulary Dictionary printable First Grade.(Appendix 1) 	Activity: Dictionary Author Resources: <ul style="list-style-type: none"> Academic Vocabulary Dictionary printable (Appendix 1)

5	Activity: Weekly Vocabulary Assessment Resources: <ul style="list-style-type: none"> Vocabulary Assessment (Appendix 1) 	Activity: Weekly Vocabulary Assessment Resources: <ul style="list-style-type: none"> Vocabulary Assessment - Web or Square (Appendix C) 	Activity: Weekly Vocabulary Assessment Resources: <ul style="list-style-type: none"> Vocabulary Assessment - Web or Square(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: Give brief oral presentation (e.g. poems, memory verse, songs, readers theater) (LA.K-1.SL.7) Activity: Comprehend and Get Fluent! Resources: <ul style="list-style-type: none"> Digital Recording and Visual Representation Scoring Guide (Appendix D) Copies of text selection for each student (see lesson) The Random House Book of Poetry for Children Chart paper and markers 	Standard: Give brief oral presentation (e.g. poems, memory verse, songs, readers theater) (LA.K-1.SL.7) Activity: Comprehend and Get Fluent! Resources: <ul style="list-style-type: none"> Digital Recording and Visual Representation Scoring Guide (Appendix D) Copies of text selection for each student (see lesson) The Random House Book of Poetry for Children Chart paper and markers 	Standard: Create a digital recording with an accompanying visual display. (LA.2.SL.5) Activity: Comprehend and Get Fluent! Resources: <ul style="list-style-type: none"> Digital Recording and Visual Representation Scoring Guide (Appendix D) Copies of text selection for each student (see lesson) The Random House Book of Poetry for Children 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: Get Expressive!	Activity: Get Expressive!	Activity: Get Expressive!

	Resources: <ul style="list-style-type: none"> Poem for demonstration (see lesson) Digital Recording and Visual Representation Scoring Guide (Appendix D) 	Resources: <ul style="list-style-type: none"> Poem for demonstration (see lesson) Digital Recording and Visual Representation Scoring Guide (Appendix D) 	Resources: <ul style="list-style-type: none"> Poem for demonstration (see lesson) Digital Recording and Visual Representation Scoring Guide (Appendix D)
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: Make a recording	Activity: Make a recording	Activity: Make a recording

COMPREHENSION MINI-LESSON			
Day	Kindergarten	First Grade	Second Grade
1	Standard: Compare and contrast two texts of the same topic (LA.K-2.RI.9) Activity: Make the Connection Resources: <ul style="list-style-type: none"> What Do You Find on a Saguaro Cactus? - one teacher copy Book boxes or library access Author Purpose Anchor Chart (from Unit 2) 	Standard: Compare and contrast two texts of the same topic (LA.K-2.RI.9) Activity: Make the Connection Resources: <ul style="list-style-type: none"> What Do You Find on a Saguaro Cactus? - one teacher copy Book boxes or library access Author Purpose Anchor Chart (from Unit 2) 	Standard: Compare and contrast two texts of the same topic (LA.K-2.RI.9) Activity: Make the Connection Resources: <ul style="list-style-type: none"> What Do You Find on a Saguaro Cactus? - one teacher copy Book boxes or library access Author Purpose Anchor Chart (from Unit 2)
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 Right Book for the Job	Activity: The Right Book for the Job	Activity: The Right Book for the Job
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: Similarities and Differences Resources: <ul style="list-style-type: none"> Similarities and Differences printable (Appendix B) Two books of different genre on the same topic (see lesson) 	Activity: Similarities and Differences Resources: <ul style="list-style-type: none"> Similarities and Differences printable (Appendix B) Two books of different genre on the same topic (see lesson) 	Activity: Similarities and Differences Resources: <ul style="list-style-type: none"> Similarities and Differences printable (Appendix B) Two books of different genre on the same topic (see lesson)

SMALL-GROUP INSTRUCTION (60 minutes)

Note : Students will participate in **Guided Reading** and **Independent Reading/Literacy Centers** during this time that are scheduled simultaneously.. Select texts according to the students' instructional levels, using the Teacher Manual for instructional support. In addition to the Reading Foundations standards, apply strategies taught in Whole-Group Instruction to Guided Reading texts.

****Many Kindergarten students will not be ready for Guided Reading and should work on developmentally appropriate activities provided in Independent Reading/Literacy Centers.**

Writing Workshop – Approximately 40 minutes/day

Writing (30 minutes)

Note: Two days are Writing Mini-Lessons; two days are Grammar Mini-Lessons. Mini-lessons should be no more than ten minutes, with the rest of the time devoted to independent writing.

WRITING/GRAMMAR MINI-LESSON

Day	Kindergarten through Second Grade
1	<p>Standard: Write an informational paragraph that gives step-by-step directions (LA.K-2.W.2)</p> <p>Activity: Writing Step-by-Step Directions</p> <p>Resources:</p> <ul style="list-style-type: none"> • Chart paper • Procedural Paragraph Model printable (Appendix B)
2	<p>Standard: Identify and use irregular plural nouns (LA.K-2.L.1)</p> <p>Activity: Irregular Plural Nouns</p> <p>Resources:</p> <ul style="list-style-type: none"> • “I Have...Who Has?(Appendix B) 4 pages, (see lesson) • Irregular Plural Noun Sort: Cards printable (Appendix B) • Irregular Plural Noun Sort: Form printable (Appendix B) • Nouns Anchor Chart (previously used in Units 1 and 2)
3	<p>Standard: Write a procedural paragraph that gives step-by-step directions (LA.K-2.W.2)</p> <p>Activity: Drafting Instructions</p> <p>Resources:</p> <ul style="list-style-type: none"> • Procedural Paragraph Model printable (Appendix B) • Procedural Paragraph Frame printable (Appendix B) • Procedural Paragraph - How To (Appendix 2)
4	<p>Standard: Identify and use irregular plural nouns (LA.K-2.L.1)</p>

	<p>Activity: Irregular Plural Nouns</p> <p>Resources:</p> <ul style="list-style-type: none"> • Irregular Plural Nouns (Appendix B) • Irregular Plural Nouns Anchor Chart created on Day 2 (Appendix B).
5	<p>Standard: Wrap up writing pieces, share, publish, etc.</p> <p>Activity: Complete writing and other writing activities</p>

WEEK 4

At a Glance

Standards, Activities, and Resources

K - 2 BRIDGE

Second Grade Cycle Pathways 2.0

Cactus Hotel ~ Unit 3 ~ Week 4

Word Study – Approximately 40 minutes/day

VOCABULARY

Day	Kindergarten	First Grade	Second Grade
1	Standard: Make real-world connections to words. (LA.K.L.4) Activity: Yes/No Statements Resources: <ul style="list-style-type: none"> Vocabulary Words (Appendix 1) Yes/No Cards (Appendix A) 	Standard: Make real-world connections to words. (LA.1.L.4) Activity: Yes/No Statements Resources: <ul style="list-style-type: none"> Week 4 Vocabulary Word Cards (Appendix A) Yes/No Cards (Appendix A) 	Standard: Make real-world connections to words. (LA.2.L.5) Activity: Yes/No Statements Resources: <ul style="list-style-type: none"> Week 4 Vocabulary Word Cards (Appendix 1) Yes/No Cards (Appendix A)
2	Activity: True/False	Activity: True/False	Activity: True/False
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"> 8 ½ "x 11" card stock markers 	Activity: Introduce Academic Vocabulary Resources: <ul style="list-style-type: none"> 8 ½ "x 11" card stock markers
4	Activity: Dictionary Author End-of-Unit Review	Activity: Dictionary Author End-of-Unit Review Resources: <ul style="list-style-type: none"> Frist Grade Academic Vocabulary Organizer (Appendix 1) 	Activity: Dictionary Author End-of-Unit Review Resources: <ul style="list-style-type: none"> Academic Vocabulary Dictionary (Appendix A) Unit 3 Anchor Text Vocabulary Cards (Appendix A)

5	Activity: End-of-Unit Assessment Resources: <ul style="list-style-type: none"> Unit 3:End-of-Unit Assessment (Appendix 3) 	Activity: End-of-Unit Assessment Resources: <ul style="list-style-type: none"> Unit 3:End-of-Unit Assessment (Appendix 3) 	Activity: End-of-Unit Assessment Resources: <ul style="list-style-type: none"> Unit 3:End-of-Unit Assessment (Appendix C and Appendix D)
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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: Participate in Reader’s Theater (LA.K.SL.7) Activity: Readers’ Theater Resources: <ul style="list-style-type: none"> “Let Every Living Thing” (Appendix B) or other Readers’ Theater script (see lesson) 	Standard: Participate in Reader’s Theater (LA.1.SL.7) Activity: Readers’ Theater Resources: <ul style="list-style-type: none"> “Let Every Living Thing” (Appendix B) or other Readers’ Theater script (see lesson) 	Standard: Participate in Reader’s Theater (LA.2.SL.4) Activity: Readers’ Theater Resources: <ul style="list-style-type: none"> “Let Every Living Thing” (Appendix B) or other Readers’ Theater script (see lesson)
2	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>
3	Activity: Readers’ Theater Expression Resources: <ul style="list-style-type: none"> Readers’ Theater Scoring Guide (Appendix D) 	Activity: Readers’ Theater Expression Resources: <ul style="list-style-type: none"> Readers’ Theater Scoring Guide (Appendix D) 	Activity: Readers’ Theater Expression Resources: <ul style="list-style-type: none"> Readers’ Theater Scoring Guide (Appendix D)
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: Readers’ Theater Presentation	Activity: Readers’ Theater Presentation	Activity: Readers’ Theater Presentation

	Resources: <ul style="list-style-type: none"> Readers' Theater Scoring Guide (Appendix D) 	Resources: <ul style="list-style-type: none"> Readers' Theater Scoring Guide (Appendix D) 	Resources: <ul style="list-style-type: none"> Readers' Theater Scoring Guide (Appendix D)
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COMPREHENSION MINI-LESSON			
Day	Kindergarten	First Grade	Second Grade
1	Standard: Identify the main topic of multi-paragraph text and the main idea of paragraphs (LA.K.RI.2) Activity: Identify Main Ideas and Main Topic–Part 1 Resources: <ul style="list-style-type: none"> Mystery Bags game Find the Main Idea (Appendix 2) 	Standard: Identify the main topic of multi-paragraph text and the main idea of paragraphs (LA.1.RI.2) Activity: Identify Main Ideas and Main Topic–Part 1 Resources: <ul style="list-style-type: none"> Nonfiction, multi-paragraph text (see lesson) Find the Main Ideas and Main Topic (Appendix B) 	Standard: Identify the main topic of multi-paragraph text and the main idea of paragraphs (LA.2.RI.2) Activity: Identify Main Ideas and Main Topic–Part 1 Resources: <ul style="list-style-type: none"> Nonfiction, multi-paragraph text (see lesson) Find the Main Ideas and Main Topic (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: Identify Main Ideas and Main Topic–Part 2 Resources: <ul style="list-style-type: none"> Main Idea Match (Appendix 2) 	Activity: Identify Main Ideas and Main Topic–Part 2 Resources: <ul style="list-style-type: none"> Main Ideas and Main Topic Harris Antelope Squirrel (Appendix B) 	Activity: Identify Main Ideas and Main Topic–Part 2 Resources: <ul style="list-style-type: none"> Main Ideas and Main Topic Harris Antelope Squirrel (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: Use this time to complete the Unit 3: End-of-Unit Assessment.	Activity: Use this time to complete the Unit 3: End-of-Unit Assessment.	Activity: Use this time to complete the Unit 3: 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	<p>Standard: Use a combination of drawing, and writing to compose informational/explanatory texts that name a topic and include some information. (LA.K.W.2) Edit and publish a procedural paragraph. (LA.1-2.W.2)</p> <p>Activity: Editing with Friends</p> <p>Resources:</p> <ul style="list-style-type: none"> • Procedural Paragraph Editing Checklist (Appendix B) • Procedural Paragraph Editing Practice (Appendix B) • My Editing Checklist printable Kindergarten (Appendix 2)
2	<p>Standard: Use a combination of drawing, and writing to compose informational/explanatory texts that name a topic and include some information. (LA.K.W.2) Edit and publish a procedural paragraph. (LA.1-2.W.2)</p> <p>Activity: Adverbs Ahoy!</p> <p>Resources:</p> <ul style="list-style-type: none"> • Chart Paper to list action words (verbs) • Adverbs Ahoy! (Appendix B)
3	<p>Standard: Use a combination of drawing, and writing to compose informational/explanatory texts that name a topic and include some information. (LA.K.W.2) Edit and publish a procedural paragraph. (LA.1-2.W.2)</p> <p>Activity: Publish!</p>
4	<p>Standard: Use a combination of drawing, and writing to compose informational/explanatory texts that name a topic and include some information. (LA.K.W.2) Edit and publish a procedural paragraph. (LA.1-2.W.2)</p> <p>Activity: Adding Adverbs</p> <p>Resources:</p> <ul style="list-style-type: none"> • Adding Adverbs (Appendix B)
5	<p>Activity: Use this time to complete the Unit 3: End-of-Unit Assessment.</p>

