

# WEEK 1

## At a Glance

Standards, Activities, and Resources

### K - 2 BRIDGE

Second Grade Cycle Pathways 2.0

## Galimoto ~ Unit 5 ~ Week 1

Word Study – Approximately 40 minutes/day

### VOCABULARY

Day	Kindergarten	First Grade	Second Grade
1	<b>Standard:</b> Distinguish shades of meaning among verbs and adjectives (LA.K-2.L.5) <b>Activity:</b> Introduce Anchor Text Vocabulary <b>Resources:</b> <ul style="list-style-type: none"> <li>Week 1 Vocabulary Words (Appendix 1)</li> </ul>	<b>Standard:</b> Distinguish shades of meaning among verbs and adjectives (LA.K-2.L.5) <b>Activity:</b> Introduce Anchor Text Vocabulary <b>Resources:</b> <ul style="list-style-type: none"> <li>Vocabulary Word Cards (Appendix A)</li> <li>Shades of Meaning Cards (Appendix A)</li> </ul>	<b>Standard:</b> Distinguish shades of meaning among verbs and adjectives (LA.K-2.L.5) <b>Activity:</b> Introduce Anchor Text Vocabulary <b>Resources:</b> <ul style="list-style-type: none"> <li>Vocabulary Word Cards (Appendix A)</li> <li>Shades of Meaning Cards (Appendix A)</li> </ul>
2	<b>Activity:</b> Shades of Meaning <b>Resources:</b> <ul style="list-style-type: none"> <li>Objects for literacy center.</li> <li>Two sheets of 8 ½ X 11” paper labeled: Heavy - Light</li> </ul>	<b>Activity:</b> Shades of Meaning <b>Resources:</b> <ul style="list-style-type: none"> <li>Shades of Meaning Cards (Appendix A)</li> </ul>	<b>Activity:</b> Shades of Meaning <b>Resources:</b> <ul style="list-style-type: none"> <li>Shades of Meaning Cards (Appendix A)</li> </ul>
3	<b>Activity:</b> Introduce Academic Vocabulary <b>Resources:</b> <ul style="list-style-type: none"> <li>8 1/2 x 11 cardstock</li> </ul>	<b>Activity:</b> Introduce Academic Vocabulary <b>Resources:</b> <ul style="list-style-type: none"> <li>8 1/2 x 11 cardstock</li> </ul>	<b>Activity:</b> Introduce Academic Vocabulary <b>Resources:</b> <ul style="list-style-type: none"> <li>8 1/2 x 11 cardstock</li> </ul>
4	<b>Activity:</b> Introduce Academic Vocabulary <b>Resources:</b> <ul style="list-style-type: none"> <li>Week 1 Which One? heavy (Appendix 1)</li> </ul>	<b>Activity:</b> Dictionary Author <b>Resources:</b> <ul style="list-style-type: none"> <li>Frayer Model - narrative, rhythm (Appendix 1)</li> </ul>	<b>Activity:</b> Dictionary Author <b>Resources:</b> <ul style="list-style-type: none"> <li>Academic Vocabulary Dictionary (Appendix A)</li> </ul>
5	<b>Activity:</b> Weekly Vocabulary Assessment <b>Resources:</b> <ul style="list-style-type: none"> <li>Kindergarten Vocabulary Assessment</li> </ul>	<b>Activity:</b> Weekly Vocabulary Assessment <b>Resources:</b> <ul style="list-style-type: none"> <li>Weekly Vocabulary Assessment: Web or</li> </ul>	<b>Activity:</b> Weekly Vocabulary Assessment <b>Resources:</b> <ul style="list-style-type: none"> <li>Weekly Vocabulary Assessment: Web or</li> </ul>



	Week 1 (Appendix 1)	Weekly Vocabulary Assessment: Square, 2 copies per student (Appendix C)	Weekly Vocabulary Assessment: Square, 2 copies per student (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	<b>Standard:</b> Speak in complete sentences. (LA.K-2.SL.6) <b>Activity:</b> Introduce Galimoto <b>Resources:</b> <ul style="list-style-type: none"> <li>Galimoto, one copy per student</li> </ul>	<b>Standard:</b> Speak in complete sentences. (LA.K-2.SL.6) <b>Activity:</b> Introduce Galimoto <b>Resources:</b> <ul style="list-style-type: none"> <li>Galimoto, one copy per student</li> </ul>	<b>Standard:</b> Speak in complete sentences. (LA.K-2.SL.6) <b>Activity:</b> Introduce Galimoto <b>Resources:</b> <ul style="list-style-type: none"> <li>Galimoto, one copy per student</li> </ul>
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	<b>Activity:</b> Galimoto Text-Dependent Questions - Part 1 <b>Resources:</b> <ul style="list-style-type: none"> <li>Galimoto, one copy per student</li> </ul>	<b>Activity:</b> Galimoto Text-Dependent Questions - Part 1 <b>Resources:</b> <ul style="list-style-type: none"> <li>Galimoto, one copy per student</li> </ul>	<b>Activity:</b> Galimoto Text-Dependent Questions - Part 1 <b>Resources:</b> <ul style="list-style-type: none"> <li>Galimoto, one copy per student</li> </ul>
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	<b>Activity:</b> Galimoto Text-Dependent Questions - Part 2 <b>Resources:</b>	<b>Activity:</b> Galimoto Text-Dependent Questions - Part 2 <b>Resources:</b>	<b>Activity:</b> Galimoto Text-Dependent Questions - Part 2 <b>Resources:</b>



	<ul style="list-style-type: none"> <li>Galimoto, one copy per student</li> </ul>	<ul style="list-style-type: none"> <li>Galimoto, one copy per student</li> </ul>	<ul style="list-style-type: none"> <li>Galimoto, one copy per student</li> </ul>
--	--	--	--

COMPREHENSION MINI-LESSON			
Day	Kindergarten	First Grade	Second Grade
1	<b>Standard:</b> Retell stories including main idea and key details (LA.K-2.RL.2) <b>Activity:</b> Retelling <b>Resources:</b> <ul style="list-style-type: none"> <li>Chart paper</li> <li>markers</li> <li>Retelling Anchor Chart (Who, Where)</li> </ul>	<b>Standard:</b> Retell stories including main idea and key details (LA.K-2.RL.2) <b>Activity:</b> Retelling <b>Resources:</b> <ul style="list-style-type: none"> <li>Chart paper</li> <li>markers</li> <li>Retelling Anchor Chart (Who, Where, What)</li> </ul>	<b>Standard:</b> Retell stories including main idea and key details (LA.K-2.RL.2) <b>Activity:</b> Retelling <b>Resources:</b> <ul style="list-style-type: none"> <li>Retelling Scoring Guide (Appendix D)</li> <li>Chart paper</li> <li>markers</li> <li>Retelling Anchor Chart</li> </ul>
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	<b>Activity:</b> Retelling Practice <b>Resources:</b> <ul style="list-style-type: none"> <li>Retelling bookmarks(Appendix B)</li> </ul>	<b>Activity:</b> Retelling Practice <b>Resources:</b> <ul style="list-style-type: none"> <li>Retelling bookmarks(Appendix B)</li> </ul>	<b>Activity:</b> Retelling Practice <b>Resources:</b> <ul style="list-style-type: none"> <li>Retelling bookmarks(Appendix B)</li> </ul>
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	<b>Activity:</b> Retelling Performance <b>Resources:</b> <ul style="list-style-type: none"> <li>Retelling bookmarks(Appendix B)</li> </ul>	<b>Activity:</b> Retelling Performance <b>Resources:</b> <ul style="list-style-type: none"> <li>Retelling bookmarks(Appendix B)</li> </ul>	<b>Activity:</b> Retelling Performance <b>Resources:</b> <ul style="list-style-type: none"> <li>Retelling Scoring Guide (Appendix D)</li> </ul>

SMALL-GROUP INSTRUCTION (60 minutes)
<p><b>Note :</b> Students will participate in <b>Guided Reading</b> and <b>Independent Reading/Literacy Centers</b> 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><b>**Many Kindergarten students will not be ready for Guided Reading and should work on developmentally appropriate activities provided in Independent Reading/Literacy Centers.</b></p>



Writing Workshop – Approximately 40 minutes/day	
<b>Writing</b> (30 minutes) <b>Note:</b> 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	<b>Standard:</b> Persuasive essay: drafting and revising (LA.K-2.W.1) <b>Activity:</b> I Believe <b>Resources:</b> <ul style="list-style-type: none"> <li>• Chart paper</li> <li>• Markers</li> <li>• Persuasive Essay Editing Checklist (Appendix B)</li> </ul>
2	<b>Standard:</b> Identify regular and irregular past-tense verbs (LA. K- 2. L.1) <b>Activity:</b> Irregular and Regular Past-Verbs Tenses <b>Resources:</b> <ul style="list-style-type: none"> <li>• Chart paper</li> <li>• Markers</li> <li>• Verb Sort (Appendix 2)</li> </ul>
3	<b>Standard:</b> Revise a persuasive essay (LA.K-2.W.1) <b>Activity:</b> Revising a Persuasive Essay <b>Resources:</b> <ul style="list-style-type: none"> <li>• Persuasive Essay Editing Checklist (Appendix B)</li> </ul>
4	<b>Standard:</b> Identify regular and irregular past-tense verbs (LA. K- 2. L.1) <b>Activity:</b> Regular and Irregular past-verb tenses
5	<b>Standard:</b> Wrap Up, Publish, Share <b>Activity:</b> Complete Revisions in the First Draft



# WEEK 2

## At a Glance

Standards, Activities, and Resources

### K - 2 BRIDGE

Second Grade Cycle Pathways 2.0

## Galimoto ~ Unit 5 ~ Week 2

Word Study – Approximately 40 minutes/day

### VOCABULARY

Day	Kindergarten	First Grade	Second Grade
1	<b>Standard:</b> Add suffixes to show comparison (LA.K-2.L.4) <b>Activity:</b> Introduce Anchor Text Vocabulary <b>Resources:</b> <ul style="list-style-type: none"> <li>Week 2 Vocabulary Words (Appendix 1)</li> </ul>	<ul style="list-style-type: none"> <li><b>Standard:</b> Add suffixes to show comparison (LA.K-2.L.4)</li> <li><b>Activity:</b> Introduce Anchor Text Vocabulary</li> <li><b>Resources:</b> <ul style="list-style-type: none"> <li>Vocabulary Word Cards (Appendix A)</li> <li>Comparative Adjective Cards (Appendix A)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Standard:</b> Add suffixes to show comparison (LA.K-2.L.4)</li> <li><b>Activity:</b> Introduce Anchor Text Vocabulary</li> <li><b>Resources:</b> <ul style="list-style-type: none"> <li>Vocabulary Word Cards (Appendix A)</li> <li>Comparative Adjective Cards (Appendix A)</li> </ul> </li> </ul>
2	<b>Activity:</b> Guess My Word <b>Resources:</b> <ul style="list-style-type: none"> <li>Week 2 Vocabulary Words (Appendix 1)</li> </ul>	<ul style="list-style-type: none"> <li><b>Activity:</b> Guess My Word</li> <li><b>Resources:</b> <ul style="list-style-type: none"> <li>Galimoto Set 2 Vocabulary Word Cards (Appendix A)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Activity:</b> Guess My Word</li> <li><b>Resources:</b> <ul style="list-style-type: none"> <li>Vocabulary Word Cards (Appendix A)</li> </ul> </li> </ul>
3	<b>Activity:</b> Introduce Academic Vocabulary <b>Resources:</b> <ul style="list-style-type: none"> <li>8½ x 11 cardstock</li> </ul>	<b>Activity:</b> Introduce Academic Vocabulary <b>Resources:</b> <ul style="list-style-type: none"> <li>8½ x 11 cardstock</li> <li>Vocabulary Word Cards: differentiate and elaborate (Appendix A)</li> </ul>	<b>Activity:</b> Introduce Academic Vocabulary <b>Resources:</b> <ul style="list-style-type: none"> <li>8½ x 11 cardstock</li> </ul>
4	<b>Activity:</b> Dictionary Author	<b>Activity:</b> Dictionary Author <b>Resources:</b> <ul style="list-style-type: none"> <li>First Grade Academic Vocabulary Organizer (Appendix A)</li> </ul>	<b>Activity:</b> Dictionary Author <b>Resources:</b> <ul style="list-style-type: none"> <li>Comparative Adjective Cards (Appendix A)</li> </ul>
5	<b>Activity:</b> Weekly Vocabulary Assessment	<ul style="list-style-type: none"> <li><b>Activity:</b> Weekly Vocabulary Assessment</li> </ul>	<ul style="list-style-type: none"> <li><b>Activity:</b> Weekly Vocabulary Assessment</li> </ul>



	<b>Resources:</b> <ul style="list-style-type: none"> <li>Week 2 Vocabulary Assessment (Appendix 1)</li> </ul>	<b>Resources:</b> <ul style="list-style-type: none"> <li>Weekly Vocabulary Assessment Template (Appendix C)</li> </ul>	<b>Resources:</b> <ul style="list-style-type: none"> <li>Weekly Vocabulary Assessment Template (Appendix C)</li> </ul>
--	---	--	--

## PHONEMIC AWARENESS/PHONICS/SPELLING

**Note:** See Daily Lesson Guide, Week 2 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	<b>Standard:</b> Recount a personal experience (LA.K-2.SL.4) <b>Activity:</b> Time to Share	<ul style="list-style-type: none"> <li><b>Standard:</b> Recount a personal experience (LA.K-2.SL.4)</li> <li><b>Activity:</b> Time to Share</li> <li><b>Resources:</b></li> <li>Story Map (Appendix B)</li> </ul>	<ul style="list-style-type: none"> <li><b>Standard:</b> Recount a personal experience (LA.K-2.SL.4)</li> <li><b>Activity:</b> Time to Share</li> <li><b>Resources:</b></li> <li>Story Map (Appendix B)</li> </ul>
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	<b>Activity:</b> Recounting Practice <b>Resources:</b> <ul style="list-style-type: none"> <li>Recount the Story (Appendix 2)</li> </ul>	<ul style="list-style-type: none"> <li><b>Activity:</b> Recounting Practice</li> <li><b>Resources:</b></li> <li>Recount the Story (Appendix 2)</li> </ul>	<ul style="list-style-type: none"> <li><b>Activity:</b> Recounting Practice</li> <li><b>Resources:</b></li> <li>Recounting Storyboard (Appendix B)</li> </ul>
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	<b>Activity:</b> Recounting Performance <b>Resources:</b>	<b>Activity:</b> Recounting Performance <b>Resources:</b>	<b>Activity:</b> Recounting Performance <b>Resources:</b> <ul style="list-style-type: none"> <li>Personal Experience Story Guide</li> </ul>



	<ul style="list-style-type: none"> <li>• Story Map (Appendix 2)</li> </ul>	<ul style="list-style-type: none"> <li>• Story Map (Appendix 2)</li> </ul>	(Appendix C)
--	--	--	--------------

COMPREHENSION MINI-LESSON			
Day	Kindergarten	First Grade	Second Grade
1	<b>Activity:</b> Story Structure – Part 1	<b>Standard:</b> Differentiate between story and informational books (LA.1.RL.5) <b>Activity:</b> Story Structure – Part 1 <b>Resources:</b> <ul style="list-style-type: none"> <li>• Story Map (Appendix B)</li> </ul>	<b>Standard:</b> Explain story structure (LA.K-2.RL.6) <b>Activity:</b> Story Structure – Part 1 <b>Resources:</b> <ul style="list-style-type: none"> <li>• Story Map Template (Appendix B)</li> </ul>
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	<b>Activity:</b> Story Structure – Part 2 <b>Resources:</b> <ul style="list-style-type: none"> <li>• Recount the Story (Appendix 2)</li> </ul>	<b>Activity:</b> Story Structure – Part 2 <b>Resources:</b> <ul style="list-style-type: none"> <li>• Story Map Template (Appendix B)</li> </ul>	<b>Activity:</b> Story Structure – Part 2 <b>Resources:</b> <ul style="list-style-type: none"> <li>• Story Map Template (Appendix B)</li> </ul>
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	<b>Activity:</b> Story Mapping Assessment <b>Resources:</b> <ul style="list-style-type: none"> <li>• Teacher-selected narrative text</li> <li>• Story Map (Appendix 2)</li> </ul>	<b>Activity:</b> Story Mapping Assessment <b>Resources:</b> <ul style="list-style-type: none"> <li>• Teacher-selected narrative text</li> <li>• Story Map (Appendix B)</li> </ul>	<b>Activity:</b> Story Mapping Assessment <b>Resources:</b> <ul style="list-style-type: none"> <li>• Teacher-selected narrative text</li> <li>• Story Map (Appendix B)</li> </ul>

SMALL-GROUP INSTRUCTION (60 minutes)
<p><b>Note :</b> Students will participate in <b>Guided Reading</b> and <b>Independent Reading/Literacy Centers</b> 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><b>**Many Kindergarten students will not be ready for Guided Reading and should work on developmentally appropriate activities provided in Independent Reading/Literacy Centers.</b></p>



Writing Workshop – Approximately 40 minutes/day	
<b>Writing</b> (30 minutes) <b>Note:</b> 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	<b>Standard:</b> Edit and publish a persuasive essay (LA.K-2.W.1) <b>Activity:</b> Editing a Persuasive Essay <b>Resources:</b> <ul style="list-style-type: none"> <li>Persuasive Essay Editing Checklist (Appendix B)</li> </ul>
2	<b>Standard:</b> Identify and use forms of the verbs “be” (LA.K-2.L.1) <b>Activity:</b> To Be or Not to Be – Part 1
3	<b>Standard:</b> Edit and publish a persuasive essay (LA.K-2.W.1) <b>Activity:</b> Revising a Persuasive Essay <b>Resources:</b> <ul style="list-style-type: none"> <li>Publishing paper, title suggestions</li> </ul>
4	<b>Standard:</b> Identify and use verbs of being: am, is, are, was, were (LA. K- 2. L.1) <b>Activity:</b> To Be or Not To Be – Part 2
5	<b>Standard:</b> Wrap Up, Publish, Share <b>Activity:</b> Share published piece



# WEEK 3

## At a Glance

Standards, Activities, and Resources

### K - 2 BRIDGE

Second Grade Cycle Pathways 2.0

## Galimoto~ Unit 5 ~ Week 3

Word Study – Approximately 40 minutes/day

### VOCABULARY

Day	Kindergarten	First Grade	Second Grade
1	<b>Standard:</b> Identify words and phrases that supply rhythm and meaning (LA.K-2.RL.5) <b>Activity:</b> Introduce Anchor Text Vocabulary Description <b>Resources:</b> <ul style="list-style-type: none"> <li>Week 3 Vocabulary Words (Appendix 1)</li> <li>Teacher-selected poem (see lesson)</li> </ul>	<b>Standard:</b> Identify words and phrases that supply rhythm and meaning (LA.K-2.RL.5) <b>Activity:</b> Introduce Anchor Text Vocabulary Description <b>Resources:</b> <ul style="list-style-type: none"> <li>Week 3 Vocabulary Word Cards (Appendix A)</li> <li>Teacher-selected poem (see lesson)</li> </ul>	<b>Standard:</b> Identify words and phrases that supply rhythm and meaning (LA.K-2.RL.5) <b>Activity:</b> Introduce Anchor Text Vocabulary Description <b>Resources:</b> <ul style="list-style-type: none"> <li>Week 3 Vocabulary Word Cards (Appendix A)</li> <li>Teacher-selected poem (see lesson)</li> </ul>
2	<b>Activity:</b> Rhythm and Meaning <b>Resources:</b> <ul style="list-style-type: none"> <li>Teacher-selected poem</li> <li>Paper</li> </ul>	<b>Activity:</b> Rhythm and Meaning <b>Resources:</b> <ul style="list-style-type: none"> <li>Teacher-selected poem</li> <li>Paper</li> </ul>	<b>Activity:</b> Rhythm and Meaning <b>Resources:</b> <ul style="list-style-type: none"> <li>Teacher-selected poem</li> <li>Paper</li> </ul>
3	<b>Activity:</b> Introduce Academic Vocabulary <b>Resources:</b> <ul style="list-style-type: none"> <li>My Picture Journal (Appendix 1)</li> </ul>	<b>Activity:</b> Introduce Academic Vocabulary <b>Resources:</b> <ul style="list-style-type: none"> <li>8 1/2 x 11 cardstock</li> </ul>	<b>Activity:</b> Introduce Academic Vocabulary <b>Resources:</b> <ul style="list-style-type: none"> <li>8 1/2 x 11 cardstock</li> </ul>
4	<b>Activity:</b> Dictionary Author <b>Resources:</b> <ul style="list-style-type: none"> <li>Which One? Trembling...(Appendix 1)</li> </ul>	<b>Activity:</b> Dictionary Author <b>Resources:</b> <ul style="list-style-type: none"> <li>Frayer Model for Compound (Appendix 1)</li> </ul>	<b>Activity:</b> Dictionary Author <b>Resources:</b> <ul style="list-style-type: none"> <li>Academic Vocabulary Dictionary (Appendix A)</li> </ul>
5	<b>Activity:</b> Weekly Vocabulary Assessment <b>Resources:</b>	<b>Activity:</b> Description <b>Resources:</b>	<b>Activity:</b> Description <b>Resources:</b>



	<ul style="list-style-type: none"> <li>Week 3 Vocabulary Assessment (Appendix 1)</li> </ul>	<ul style="list-style-type: none"> <li>Weekly Vocabulary Assessment Square (Appendix C)</li> </ul>	<ul style="list-style-type: none"> <li>Weekly Vocabulary Assessment Square (Appendix C)</li> </ul>
--	---	--	--

## 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><b>Standard:</b> Recount and describe key ideas from information presented through other media (LA.K-2.SL.2)</p> <p><b>Activity:</b> Recount or Describe</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Teacher-selected media presentation (see lesson)</li> </ul>	<p><b>Standard:</b> Recount and describe key ideas from information presented through other media (LA.K-2.SL.2)</p> <p><b>Activity:</b> Recount or Describe</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Teacher-selected media presentation (see lesson)</li> </ul>	<p><b>Standard:</b> Recount and describe key ideas from information presented through other media (LA.K-2.SL.2)</p> <p><b>Activity:</b> Recount or Describe</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Teacher-selected media presentation (see lesson)</li> </ul>
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><b>Activity:</b> Taking Notes</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Teacher-selected media presentation (see lesson)</li> <li>Paper or note cards</li> </ul>	<p><b>Activity:</b> Taking Notes</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Teacher-selected media presentation (see lesson)</li> <li>Paper or note cards</li> </ul>	<p><b>Activity:</b> Taking Notes</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Teacher-selected media presentation (see lesson)</li> <li>Paper or note cards</li> </ul>
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	<b>Activity:</b> Taking Notes: Formative Assessment <b>Resources:</b> <ul style="list-style-type: none"> <li>Teacher-selected media presentation (see lesson)</li> <li>Paper or note cards</li> </ul>	<b>Activity:</b> Taking Notes: Formative Assessment <b>Resources:</b> <ul style="list-style-type: none"> <li>Teacher-selected media presentation (see lesson)</li> <li>Paper or note cards</li> </ul>	<b>Activity:</b> Taking Notes: Formative Assessment <b>Resources:</b> <ul style="list-style-type: none"> <li>Teacher-selected media presentation (see lesson)</li> <li>Paper or note cards</li> </ul>
---	--	--	--

COMPREHENSION MINI-LESSON			
Day	Kindergarten	First Grade	Second Grade
1	<b>Standard:</b> Describe how characters respond to major events and challenges (LA.K-2.RL.3) <b>Activity:</b> Meet our Main Character <b>Resources:</b> <ul style="list-style-type: none"> <li>Stellaluna by Janell Cannon or other teacher-selected book (see lesson)</li> <li>Chart paper and markers</li> </ul>	<b>Standard:</b> Describe how characters respond to major events and challenges (LA.K-2.RL.3) <b>Activity:</b> Meet our Main Character <b>Resources:</b> <ul style="list-style-type: none"> <li>Stellaluna by Janell Cannon or other teacher-selected book (see lesson)</li> <li>Chart paper and markers</li> </ul>	<b>Standard:</b> Describe how characters respond to major events and challenges (LA.K-2.RL.3) <b>Activity:</b> Meet our Main Character <b>Resources:</b> <ul style="list-style-type: none"> <li>Stellaluna by Janell Cannon or other teacher-selected book (see lesson)</li> <li>Chart paper and markers</li> </ul>
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	<b>Activity:</b> Main Character <b>Resources:</b> <ul style="list-style-type: none"> <li>Character Analysis Anchor Chart</li> <li>Note cards</li> <li>Crayons or markers</li> </ul>	<b>Activity:</b> Main Character <b>Resources:</b> <ul style="list-style-type: none"> <li>Character Analysis Anchor Chart</li> <li>Note cards</li> <li>Crayons or markers</li> </ul>	<b>Activity:</b> Main Character <b>Resources:</b> <ul style="list-style-type: none"> <li>Character Analysis Anchor Chart</li> <li>Note cards</li> <li>Crayons or markers</li> </ul>
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	<b>Activity:</b> Character Analysis <b>Resources:</b> <ul style="list-style-type: none"> <li>8 ½ X 11" plain paper</li> </ul>	<b>Activity:</b> Character Analysis <b>Resources:</b> <ul style="list-style-type: none"> <li>Week 3 Character Analysis (Appendix 2)</li> </ul>	<b>Activity:</b> Character Analysis <b>Resources:</b> <ul style="list-style-type: none"> <li>Character Analysis (Appendix B)</li> </ul>

SMALL-GROUP INSTRUCTION (60 minutes)
<b>Note :</b> Students will participate in <b>Guided Reading</b> and <b>Independent Reading/Literacy Centers</b> 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><b>Standard:</b> Write a narrative paragraph (LA.K-2.W.3)</p> <p><b>Activity:</b> Narrative Structure</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Text: I Am America, student journals</li> </ul>
2	<p><b>Standard:</b> Identify, write, and punctuate interrogative sentences (LA.K-2.L.2)</p> <p><b>Activity:</b> What Is It?</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Mystery Items (see lesson), Mystery Box (Appendix B), Questions? (Appendix B)</li> </ul>
3	<p><b>Standard:</b> Writing a page for a narrative (LA.K-2.W.3)</p> <p><b>Activity:</b> Writing the First Page of a Narrative</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Text: I Am America, student journals</li> </ul>
4	<p><b>Standard:</b> Identify, write, and punctuate interrogative sentences correctly (aligned with LA.K-2.L.2)</p> <p><b>Activity:</b> What Could It Be?</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Mystery Box Item (see lesson), Questions or Answers? (Appendix B)</li> </ul>
5	<p><b>Standard:</b> Apply common conventions of handwriting. (LA.K-2.W.7)</p> <p><b>Activity:</b> Completing writing activities as needed</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Student journals</li> </ul>



# WEEK 4

## At a Glance

Standards, Activities, and Resources

### K - 2 BRIDGE

Second Grade Cycle Pathways 2.0

## Galimoto ~ Unit 5 ~ Week 4

Word Study – Approximately 40 minutes/day

### VOCABULARY

Day	Kindergarten	First Grade	Second Grade
1	<b>Standard:</b> Context clues: sentence-level context (LA.K-2.L.4) <b>Activity:</b> Introduce Anchor Text Vocabulary <b>Resources:</b> <ul style="list-style-type: none"> <li>Week 4 Vocabulary Words (Appendix 1)</li> <li>Context Paragraph (Appendix A)</li> </ul>	<b>Standard:</b> Context clues: sentence-level context (LA.K-2.L.4) <b>Activity:</b> Introduce Anchor Text Vocabulary <b>Resources:</b> <ul style="list-style-type: none"> <li>Week 4 Vocabulary Word Cards (Appendix A)</li> <li>Context Paragraph (Appendix A)</li> </ul>	<b>Standard:</b> Context clues: sentence-level context (LA.K-2.L.4) <b>Activity:</b> Introduce Anchor Text Vocabulary <b>Resources:</b> <ul style="list-style-type: none"> <li>Week 4 Vocabulary Word Cards (Appendix A)</li> <li>Context Paragraph (Appendix A)</li> </ul>
2	<b>Activity:</b> Sentence Level Context	<b>Activity:</b> Sentence Level Context	<b>Activity:</b> Sentence Level Context
3	<b>Activity:</b> Introduce Academic Vocabulary <b>Resources:</b> <ul style="list-style-type: none"> <li>My Picture Journal (Appendix 1)</li> <li>crayons or markers</li> </ul>	<b>Activity:</b> Introduce Academic Vocabulary <b>Resources:</b> <ul style="list-style-type: none"> <li>8 1/2 x 11 cardstock</li> <li>crayons or markers</li> </ul>	<b>Activity:</b> Introduce Academic Vocabulary <b>Resources:</b> <ul style="list-style-type: none"> <li>8 1/2 x 11 cardstock</li> <li>crayons or markers</li> </ul>
4	<b>Activity:</b> Dictionary Author	<b>Activity:</b> Dictionary Author <b>Resources:</b> <ul style="list-style-type: none"> <li>Fray Model for Conclude and Examine (Appendix 1)</li> </ul>	<b>Activity:</b> Dictionary Author <b>Resources:</b> <ul style="list-style-type: none"> <li>Academic Vocabulary Dictionary (Appendix A)</li> </ul>
5	<b>Activity:</b> Comprehensive Review <b>Resources:</b> <ul style="list-style-type: none"> <li>Vocabulary Cards Set 1-3</li> </ul>	<b>Activity:</b> Comprehensive Review <b>Resources:</b> <ul style="list-style-type: none"> <li>Vocabulary Cards Set 1-3</li> </ul>	<b>Activity:</b> End-of-Unit Assessment <b>Resources:</b> End-of Unit Assessment, 3 pages <ul style="list-style-type: none"> <li>End-of Unit Assessment, 3 pages (Appendix C and D)</li> </ul>



**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	<b>Standard:</b> Provide descriptions with relevant details and key ideas (LA.K-2.SL.2) <b>Activity:</b> Snapshot - Part 1 <b>Resources:</b> <ul style="list-style-type: none"> <li>● (K-1)Snapshot (Appendix 2)</li> <li>● Parent Letter (Appendix B)</li> <li>● Snapshot Show and Tell Checklist (Appendix B)</li> </ul>	<b>Standard:</b> Provide descriptions with relevant details and key ideas (LA.K-2.SL.2) <b>Activity:</b> Snapshot - Part 1 <b>Resources:</b> <ul style="list-style-type: none"> <li>● (K-1) Snapshot (Appendix 2)</li> <li>● Parent Letter (Appendix B)</li> <li>● Snapshot Show and Tell Checklist (Appendix B)</li> </ul>	<b>Standard:</b> Provide descriptions with relevant details and key ideas (LA.K-2.SL.2) <b>Activity:</b> Snapshot - Part 1 <b>Resources:</b> <ul style="list-style-type: none"> <li>● Snapshot (Appendix B)</li> <li>● Parent Letter (Appendix B)</li> <li>● Snapshot Show and Tell Checklist (Appendix B)</li> <li>● Checklist (Appendix B)</li> <li>● Snapshot Show and Tell Scoring Guide (Appendix D)</li> </ul>
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	<b>Activity:</b> Snapshots - Part 2 <b>Resources:</b> <ul style="list-style-type: none"> <li>● Food Item (see lesson)</li> <li>● Snapshot (Appendix 2), 2 copies per student</li> </ul>	<b>Activity:</b> Snapshots - Part 2 <b>Resources:</b> <ul style="list-style-type: none"> <li>● Food Item (see lesson)</li> <li>● Snapshot (Appendix 2), 2 copies per student</li> </ul>	<b>Activity:</b> Snapshots - Part 2 <b>Resources:</b> <ul style="list-style-type: none"> <li>● Food Item (see lesson)</li> <li>● Snapshot (Appendix B), 2 copies per student</li> <li>● Snapshot Show and Tell Scoring Guide (Appendix D)</li> </ul>
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	<b>Activity:</b> Snapshot: Show and Tell Assessment <b>Resources:</b> <ul style="list-style-type: none"> <li>Snapshot Checklist (Appendix B)</li> </ul>	<b>Activity:</b> Snapshot: Show and Tell Assessment <b>Resources:</b> <ul style="list-style-type: none"> <li>Snapshot Checklist (Appendix B)</li> </ul>	<b>Activity:</b> Snapshot: Show and Tell Assessment <b>Resources:</b> <ul style="list-style-type: none"> <li>Snapshot Checklist (Appendix B)</li> <li>Snapshot Show and Tell Scoring Guide (Appendix D)</li> </ul>
---	--	--	---

COMPREHENSION MINI-LESSON			
Day	Kindergarten	First Grade	Second Grade
1	<b>Standard:</b> Compare and Contrast two or more versions of the same story (LA.K-2.RL.9) <b>Activity:</b> Compare and Contrast Texts <b>Resources:</b> <ul style="list-style-type: none"> <li>Two teacher-selected texts (see lesson)</li> <li>Compare and Contrast: Venn Diagram (Appendix B)</li> <li>Chart paper and markers</li> </ul>	<b>Standard:</b> Compare and Contrast two or more versions of the same story (LA.K-2.RL.9) <b>Activity:</b> Compare and Contrast Texts <b>Resources:</b> <ul style="list-style-type: none"> <li>Two teacher-selected texts (see lesson)</li> <li>Compare and Contrast: Venn Diagram (Appendix B)</li> <li>Chart paper and markers</li> </ul>	<b>Standard:</b> Compare and Contrast two or more versions of the same story (LA.K-2.RL.9) <b>Activity:</b> Compare and Contrast Texts <b>Resources:</b> <ul style="list-style-type: none"> <li>Two teacher-selected texts (see lesson)</li> <li>Compare and Contrast: Venn Diagram (Appendix B)</li> <li>Chart paper and markers</li> </ul>
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	<b>Activity:</b> Comparing and Contrasting <b>Resources:</b> <ul style="list-style-type: none"> <li>Two texts or more versions of the same story</li> <li>Compare and Contrast: Venn Diagram (Appendix B)</li> </ul>	<b>Activity:</b> Comparing and Contrasting <b>Resources:</b> <ul style="list-style-type: none"> <li>Two texts or more versions of the same story</li> <li>Compare and Contrast: Venn Diagram (Appendix B)</li> </ul>	<b>Activity:</b> Comparing and Contrasting <b>Resources:</b> <ul style="list-style-type: none"> <li>Two texts or more versions of the same story</li> <li>Compare and Contrast: Venn Diagram (Appendix B)</li> </ul>
4	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>
5	<i>This time may be used for completing the end-of-unit assessments or for completing reading activities as needed.</i>	<i>This time may be used for completing the end-of-unit assessments or for completing reading activities as needed.</i>	<i>This time may be used for completing the end-of-unit assessments or for completing reading activities as needed.</i>

SMALL-GROUP INSTRUCTION (60 minutes)
<b>Note :</b> Students will participate in <b>Guided Reading</b> and <b>Independent Reading/Literacy Centers</b> 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><b>Standard:</b> Narrative paragraph: revising and publishing (LA.K-2.W.3)</p> <p><b>Activity:</b> Peer Editing</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Peer Editing Checklist (Appendix 2)</li> <li>• Narrative Paragraph Peer Editing Checklist (Appendix B)</li> <li>• Student writing samples</li> <li>• Chart paper and markers</li> </ul>
2	<p><b>Standard:</b> Use verbs of being: <i>am, is, are, was, were</i> in writing and speaking. (LA.K-2.L.1)</p> <p><b>Activity:</b> Who Are You?</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Text: I Am America</li> <li>• Chart and Markers</li> </ul>
3	<p><b>Standard:</b> Revise and add to draft of narrative writing (LA.K-2.W.3).</p> <p><b>Activity:</b> Add more “I am” Statements in journals</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Journals</li> </ul>
4	<p><b>Standard:</b> Use descriptive adjectives to add detail (LA.K-2.L.1).</p> <p><b>Activity:</b> Checking for Adjectives Before Publishing</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Journals &amp; Sparkly Adjectives</li> <li>• I am Booklet (Appendix 2)</li> <li>• Crayons and markers</li> </ul>
5	<p><b>Activity:</b> Author’s Chair: Publish &amp; Share</p>