

WEEK 1

At a Glance

Standards, Activities, and Resources

K - 2 BRIDGE

Second Grade Cycle Pathways 2.0

Helen Keller ~ Unit 9 ~ Week 1

Word Study – Approximately 40 minutes/day			
VOCABULARY			
Day	Kindergarten	First Grade	Second Grade
1	Standard: Identify word relationships: homonyms and homographs (LA.K.L.4) Activity: Introduce Anchor Text Vocabulary Words Resources: <ul style="list-style-type: none"> Week 1 Vocabulary Words (Appendix 1) 	Standard: Identify word relationships: homonyms and homographs (LA.1.L.4) Activity: Introduce Anchor Text Vocabulary Words Resources: <ul style="list-style-type: none"> Week 1 Vocabulary Words - 1st Grade (Appendix 1) 	Standard: Identify word relationships: homonyms and homographs (LA.2.L.5) Activity: Introduce Anchor Text Vocabulary Words Resources: <ul style="list-style-type: none"> Vocabulary Word Cards (Appendix A)
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"> Week 1 Vocabulary Words (Appendix 1) 	Activity: Guess My Word Resources: <ul style="list-style-type: none"> Vocabulary Word Cards (Appendix A)
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"> Academic Vocabulary Words (Appendix 1) 8 1/2"x11" card stock and markers 	Activity: Introduce Academic Vocabulary Resources: <ul style="list-style-type: none"> 8 1/2"x11" card stock and markers
4	Activity: Assess Academic Vocabulary	Activity: Assess Academic Vocabulary Resources: <ul style="list-style-type: none"> First Grade Academic Vocabulary Organizer (Appendix 1) 	Activity: Assess Academic Vocabulary Resources: <ul style="list-style-type: none"> Academic Vocabulary Assessment (Appendix C)
5	Activity: Academic Vocabulary Assessment	Activity: Academic Vocabulary Assessment	Activity: Academic Vocabulary Assessment

	Resources: <ul style="list-style-type: none"> Vocabulary Assessment (Appendix 3) 	Resources: <ul style="list-style-type: none"> Weekly Vocabulary Assessment: Square or Web (Appendix C) 	Resources: <ul style="list-style-type: none"> Weekly Vocabulary Assessment: Square or Web (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: Ask and answer questions to deepen understanding. (LA.K-2.SL.3) Activity: Ask and Answer Questions - Part 1 Resources: <ul style="list-style-type: none"> Chart paper and markers 	Standard: Ask and answer questions to deepen understanding. (LA.K-2.SL.3) Activity: Ask and Answer Questions - Part 1 Resources: <ul style="list-style-type: none"> Chart paper and markers 	Standard: Ask and answer questions to deepen understanding. (LA.K-2.SL.3) Activity: Ask and Answer Questions - Part 1 Resources: <ul style="list-style-type: none"> 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: Ask and Answer Questions – Part 2 Resources: <ul style="list-style-type: none"> Chart paper and markers Teacher-selected informational text or video (see lesson) 	Activity: Ask and Answer Questions – Part 2 Resources: <ul style="list-style-type: none"> Chart paper and markers Teacher-selected informational text or video (see lesson) 	Activity: Ask and Answer Questions – Part 2 Resources: <ul style="list-style-type: none"> Chart paper and markers Teacher-selected informational text or video (see lesson)
4	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>
5	Activity: Ask and Answer Questions - Part 3 Resources: <ul style="list-style-type: none"> Chart paper and markers A presentation on any topic by a guest speaker, teacher, or student is required 	Activity: Ask and Answer Questions - Part 3 Resources: <ul style="list-style-type: none"> Chart paper and markers A presentation on any topic by a guest speaker, teacher, or student is required 	Activity: Ask and Answer Questions - Part 3 Resources: <ul style="list-style-type: none"> Chart paper and markers A presentation on any topic by a guest speaker, teacher, or student is required

	for this lesson.	for this lesson.	for this lesson.
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COMPREHENSION MINI-LESSON			
Day	Kindergarten	First Grade	Second Grade
1	<p>Make connections between a text and personal life experiences. (LA.K.RL.10)</p> <p>Activity: Make Connections - Part 1</p> <p>Resources:</p> <ul style="list-style-type: none"> Chart paper, blank paper, and markers Helen Keller: Courage in the Dark by J. Hurwitz 	<p>Make connections between a text and personal life experiences. (LA.1.RL.11)</p> <p>Activity: Make Connections - Part 1</p> <p>Resources:</p> <ul style="list-style-type: none"> Chart paper, blank paper, and markers Helen Keller: Courage in the Dark by J. Hurwitz 	<p>Make connections between a text and personal life experiences. (LA.2.RL.12)</p> <p>Activity: Make Connections - Part 1</p> <p>Resources:</p> <ul style="list-style-type: none"> Chart paper, blank paper, and markers Helen Keller: Courage in the Dark by J. Hurwitz
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: Make Connections - Part 2</p> <p>Resources:</p> <ul style="list-style-type: none"> Chart paper, blank paper, and markers Helen Keller: Courage in the Dark by J. Hurwitz 	<p>Activity: Make Connections - Part 2</p> <p>Resources:</p> <ul style="list-style-type: none"> Chart paper, blank paper, and markers Helen Keller: Courage in the Dark by J. Hurwitz 	<p>Activity: Make Connections - Part 2</p> <p>Resources:</p> <ul style="list-style-type: none"> Chart paper, blank paper, and markers Helen Keller: Courage in the Dark by J. Hurwitz
4	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>
5	<p>Activity: Make Connections - Part 3</p> <p>Resources:</p> <ul style="list-style-type: none"> Chart paper, blank paper, and markers Teacher-selected narrative text (see Day 1 for a list of suggested texts). 	<p>Activity: Make Connections - Part 3</p> <p>Resources:</p> <ul style="list-style-type: none"> Chart paper, blank paper, and markers Teacher-selected narrative text (see Day 1 for a list of suggested texts). 	<p>Activity: Make Connections - Part 3</p> <p>Resources:</p> <ul style="list-style-type: none"> Chart paper, blank paper, and markers Teacher-selected narrative text (see Day 1 for a list of suggested texts).

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: Write a story response paragraph (LA.K-2.W.1) Activity: Drafting an Opinion Resources: <ul style="list-style-type: none"> • Chart paper and markers • Helen Keller: Courage in the Dark by J. Hurwitz • Opinion Writing: Story Response Paragraph (Appendix 2)
2	Standard: Identify and use possessive nouns (LA. K-2.L.1) Activity: Is This Yours? Resources: <ul style="list-style-type: none"> • Possessive Nouns Anchor Chart (see Unit 1) • Yours or Mine (Appendix B)
3	Standard: Writing a story response paragraph. (LA.K-2.W.1) Activity: Drafting a Story Response Paragraph Resources: <ul style="list-style-type: none"> • Chart paper and markers • Opinion Writing: Story Response Paragraph (Appendix 2) • Story Response Writing Frame (Appendix B)
4	Standard: Identify and use possessive nouns. (LA.K-2.L.1) Activity: Yours, Mine, or Ours Resources: <ul style="list-style-type: none"> • Possessive Noun Cards: Nouns (Appendix B) • Possessive Noun Cards: Objects (Appendix B)
5	Standard: Wrap Up, Publish & Share Activity: Complete Story Response Paragraph

WEEK 2

At a Glance

Standards, Activities, and Resources

K - 2 BRIDGE

Second Grade Cycle Pathways 2.0

Helen Keller ~ Unit 9~ Week 2

Word Study – Approximately 40 minutes/day

VOCABULARY

Day	Kindergarten	First Grade	Second Grade
1	Standard: Identify and apply new meaning for familiar words with prefixes pre- and un- (LA.K-1.L.3) Activity: Introduce Anchor Text Vocabulary Words Resources: <ul style="list-style-type: none"> Week 2 Vocabulary Words (Appendix 1) 	Standard: Identify and apply new meaning for familiar words with prefixes pre- and un- (LA.K-1.L.3) Activity: Introduce Anchor Text Vocabulary Words Resources: <ul style="list-style-type: none"> Week 2 Vocabulary Word Cards (Appendix A) 	Standard: Identify and apply new meaning for familiar words with prefixes pre- and un- (LA.K-1.L.3) Activity: Introduce Anchor Text Vocabulary Words Resources: <ul style="list-style-type: none"> Week 2 Vocabulary Word Cards (Appendix A)
2	Activity: Prefixes Resources: <ul style="list-style-type: none"> Manipulatives (blocks, clay, or pipe cleaners) 	<ul style="list-style-type: none"> Activity: Prefixes Resources: <ul style="list-style-type: none"> Manipulatives (blocks, clay, or pipe cleaners) 	Activity: Prefixes Resources: <ul style="list-style-type: none">
3	Activity: Introduce Academic Vocabulary Words Resources: <ul style="list-style-type: none"> My Picture Journal (Appendix 1) 	Activity: Introduce Academic Vocabulary Words Resources: <ul style="list-style-type: none"> 8 1/2"x11" card stock and markers 	Activity: Introduce Academic Vocabulary Words Resources: <ul style="list-style-type: none"> 8 1/2"x11" card stock and markers
4	Activity: Assess Academic Vocabulary	Activity: Assess Academic Vocabulary Resources: <ul style="list-style-type: none"> First Grade Academic Vocabulary Organizer (Appendix 1) 	Activity: Assess Academic Vocabulary Resources: <ul style="list-style-type: none"> Academic Vocabulary Assessment (Appendix C)

5	Activity: Weekly Vocabulary Assessment Resources: <ul style="list-style-type: none"> Vocabulary Assessment (Appendix 3) 	Activity: Weekly Vocabulary Assessment Resources: <ul style="list-style-type: none"> Weekly Vocabulary Assessment: Square (Appendix C) 	Activity: Weekly Vocabulary Assessment Resources: <ul style="list-style-type: none"> Weekly Vocabulary Assessment: 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: Add visual displays to descriptions when appropriate. (LA.K-1.SL.5) Activity: Add an Illustration Resources: <ul style="list-style-type: none"> Teacher-selected informational text or video on topic where students will generate questions. 	Standard: Add visual displays to descriptions when appropriate. (LA.K-1.SL.5) Activity: Add an Illustration Resources: <ul style="list-style-type: none"> Teacher-selected informational text or video on topic where students will generate questions. 	Standard: Add visual displays to descriptions when appropriate. (LA.K-1.SL.5) Create digital recordings. (LA.2.SL.5) Activity: Add an Illustration Resources: <ul style="list-style-type: none"> Teacher-selected informational text or video on topic where students will generate questions.
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: Find the Right Image Resources: <ul style="list-style-type: none"> Teacher-selected texts and illustrations from a fictional narrative and from an informational text on the same topic. 	Activity: Find the Right Image Resources: <ul style="list-style-type: none"> Teacher-selected texts and illustrations from a fictional narrative and from an informational text on the same topic. 	Activity: Find the Right Image Resources: <ul style="list-style-type: none"> Teacher-selected texts and illustrations from a fictional narrative and from an informational text on the same topic.
4	<i>This time may be used for completing reading</i>	<i>This time may be used for completing reading</i>	<i>This time may be used for completing reading</i>

	<i>activities as needed.</i>	<i>activities as needed.</i>	<i>activities as needed.</i>
5	Activity: Show and Tell Illustrations	Activity: Show and Tell Illustrations	Activity: Show and Tell Illustrations Resources: <ul style="list-style-type: none">Digital recorder

COMPREHENSION MINI-LESSON			
Day	Kindergarten	First Grade	Second Grade
1	Standard: Retell stories, including key details. (LA.K-1.RL.2) Retell stories from diverse cultures. (LA.2.RL.2) Activity: Retelling Diverse Stories - Part 1 Resources: <ul style="list-style-type: none"> Maforo's Beautiful Daughters by John Steptoe (book or online read-aloud version) Blank paper and crayons 	Standard: Retell stories, including key details. (LA.K-1.RL.2) Retell stories from diverse cultures. (LA.2.RL.2) Activity: Add an Illustration Resources: <ul style="list-style-type: none"> Maforo's Beautiful Daughters by John Steptoe (book or online read-aloud version) Blank paper and crayons 	Standard: Retell stories, including key details. (LA.K-1.RL.2) Retell stories from diverse cultures. (LA.2.RL.2) Activity: Add an Illustration Resources: <ul style="list-style-type: none"> Maforo's Beautiful Daughters by John Steptoe (book or online read-aloud version) Blank paper and crayons
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: Retelling Diverse Stories - Part 2 Resources: <ul style="list-style-type: none"> Teacher-selected fable or folktale for retelling activities. 	Activity: Retelling Diverse Stories - Part 2 Resources: <ul style="list-style-type: none"> Teacher-selected fable or folktale for retelling activities. 	Activity: Retelling Diverse Stories - Part 2 Resources: <ul style="list-style-type: none"> Teacher-selected fable or folktale for retelling activities. Retelling 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: Retelling Diverse Stories - Part 3	Activity: Retelling Diverse Stories - Part 3 Resources: <ul style="list-style-type: none"> Retelling Scoring Guide (Appendix D) 	Activity: Retelling Diverse Stories - Part 3 Resources: <ul style="list-style-type: none"> Retelling Scoring Guide (Appendix D)

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 a story response essay. (LA.K-2.W.1)</p> <p>Activity: Planning a Response Essay</p> <p>Resources:</p> <ul style="list-style-type: none"> • Chart paper and markers • Mufaro's Beautiful Daughters by John Steptoe • Response Essay: Prewriting (Appendix B)
2	<p>Standard: Identify and use contractions. (LA.2.L.2)</p> <p>Activity: Contractions - Part 1</p> <p>Resources:</p> <ul style="list-style-type: none"> • Chart paper and markers • Contractions (Appendix B)
3	<p>Standard: Write a story response essay. (LA.K-2.W.1)</p> <p>Activity: Include Examples from the Text</p> <p>Resources:</p> <ul style="list-style-type: none"> • Response Essay: Prewriting Organizer (Appendix B) • Response Essay: Prewriting (Appendix B)
4	<p>Standard: Identify and use contractions. (LA.2.L.2)</p> <p>Activity: Contractions - Part 2</p> <p>Resources:</p> <ul style="list-style-type: none"> • Contraction Cards (Appendix B) • Contractions Cut and Paste (Appendix B)
5	<p>Standard: Wrap Up, Publish, Share</p> <p>Activity: Share Response Essay with evidence</p>

WEEK 3

At a Glance

Standards, Activities, and Resources

K - 2 BRIDGE

Second Grade Cycle Pathways 2.0

Helen Keller ~ Unit 9 ~ Week 3

Word Study – Approximately 40 minutes/day

VOCABULARY

Day	Kindergarten	First Grade	Second Grade
1	Standard: Identify base words and endings. (LA.K-2.L.4) Activity: Introduce Anchor Text Vocabulary Resources: <ul style="list-style-type: none"> Vocabulary Words K-1 (Appendix 1) 	Standard: Identify base words and endings. (LA.K-2.L.4) Activity: Introduce Anchor Text Vocabulary Resources: <ul style="list-style-type: none"> Vocabulary Words K-1 (Appendix 1) 	Standard: Identify base words and endings. (LA.K-2.L.4) Activity: Introduce Anchor Text Vocabulary Resources: <ul style="list-style-type: none"> Week 3 Vocabulary Words (Appendix B)
2	Activity: True or False Resources: <ul style="list-style-type: none"> Week 3 Vocabulary Words (Appendix 1) 	Activity: True or False Resources: <ul style="list-style-type: none"> Week 3 Vocabulary Words (Appendix B) 	Activity: True or False Resources: <ul style="list-style-type: none"> Week 3 Vocabulary Words (Appendix B)
3	Activity: Introduce Academic Vocabulary Resources: <ul style="list-style-type: none"> My Picture Journal (Appendix1) 	Activity: Introduce Academic Vocabulary Resources: <ul style="list-style-type: none"> 8 1/2"x11" card stock and markers 	Activity: Introduce Academic Vocabulary Resources: <ul style="list-style-type: none"> 8 1/2"x11" card stock and markers
4	Activity: Assess Academic Words	Activity: Assess Academic Words Resources: <ul style="list-style-type: none"> First Grade Academic Vocabulary Organizer (Appendix1) 	Activity: Assess Academic Words Resources: <ul style="list-style-type: none"> Academic Vocabulary Assessment (Appendix C)
5	Activity: Weekly Vocabulary Assessment	Activity: Weekly Vocabulary Assessment Resources: <ul style="list-style-type: none"> Academic Vocabulary Assessment Web or Square (Appendix C) 	Activity: Weekly Vocabulary Assessment Resources: <ul style="list-style-type: none"> Academic Vocabulary Assessment; Web or Square (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 readers’ theater. (LA.K-1.SL.7, LA.2.SL.4) Activity: Introduce Readers’ Theater Resources: <ul style="list-style-type: none"> Teacher-selected readers’ theater scripts “Readers’ Theater: Love, Faith, and Education” (Appendix B) 	Standard: Participate in readers’ theater. (LA.K-1.SL.7, LA.2.SL.4) Activity: Introduce Readers’ Theater Resources: <ul style="list-style-type: none"> Teacher-selected readers’ theater scripts “Readers’ Theater: Love, Faith, and Education” (Appendix B) 	Standard: Participate in readers’ theater. (LA.K-1.SL.7, LA.2.SL.4) Activity: Introduce Readers’ Theater Resources: <ul style="list-style-type: none"> Teacher-selected readers’ theater scripts “Readers’ Theater: Love, Faith, and Education” (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: Practice Readers’ Theater	Activity: Practice Readers’ Theater Resources: <ul style="list-style-type: none"> Readers’ Theater Scoring Guide (Appendix D) 	Activity: Practice Readers’ Theater 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 Performance	Activity: Readers’ Theater Performance Resources: <ul style="list-style-type: none"> Readers’ Theater Scoring Guide (Appendix D) 	Activity: Readers’ Theater Performance Resources: <ul style="list-style-type: none"> Readers’ Theater Scoring Guide (Appendix D)

COMPREHENSION MINI-LESSON			
Day	Kindergarten	First Grade	Second Grade
1	Standard: Sequence events in a story. (LA.K-1.RL.3, LA.2.RL.4) Activity: Sequencing a Story - Part 1 Resources: <ul style="list-style-type: none"> Put the Story in Order (Appendix 2) 	Standard: Sequence events in a story. (LA.K-1.RL.3, LA.2.RL.4) Activity: Sequencing a Story - Part 1 Resources: <ul style="list-style-type: none"> Put the Story in Order (Appendix 2) 	Standard: Sequence events in a story. (LA.K-1.RL.3, LA.2.RL.4) Activity: Sequencing a Story - Part 1 Resources: <ul style="list-style-type: none"> Helen Keller Sequence Cards (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: Sequencing a Story - Part 2 Resources: <ul style="list-style-type: none"> Teacher selected narrative text Chart paper and markers 	Activity: Sequencing a Story - Part 2 Resources: <ul style="list-style-type: none"> Teacher selected narrative text Chart paper and markers 	Activity: Sequencing a Story - Part 2 Resources: <ul style="list-style-type: none"> Teacher selected narrative text Chart paper and markers
4	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>
5	Activity: Sequencing a Story - Part 3 Resources: <ul style="list-style-type: none"> Teacher-selected narrative text Story Sequence (Appendix 2) 	Activity: Sequencing a Story - Part 3 Resources: <ul style="list-style-type: none"> Teacher-selected narrative text Story Sequence (Appendix B) 	Activity: Sequencing a Story - Part 3 Resources: <ul style="list-style-type: none"> Teacher-selected narrative text Story Sequence (Appendix B) Create a Story Sequence (Appendix B)

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: Draft a response essay. (LA.K-2.W.1) Activity: Drafting a Response Essay Resources: <ul style="list-style-type: none"> Students' Prewriting Graphic Organizers from Week 1 or Week 2 Opinion Writing Response Essay (Appendix B) Response Essay Writing Frame (Appendix 2) Response Essay Writing Frame (Appendix B)
2	Standard: Produce and expand a complete sentence. ((LA.K.L.1) Expand and rearrange compound sentences (LA.1-2.L.1) Activity: Expand and Rearrange Compound Sentences - Part 1 Resources: <ul style="list-style-type: none"> Expand and Rearrange Compound Sentences (Appendix B)
3	Standard: Revise a response essay. (LA.K-2.W.1) Activity: Revising a Response Essay Resources: <ul style="list-style-type: none"> Students' Response Essay Writing Frame (Appendix 2) from Day 1 Students' Response Essay Writing Frame (Appendix B) from Day 1 Opinion Writing: Response Essay (Appendix B) from Day 1
4	Standard: Produce and expand a complete sentence. ((LA.K.L.1) Expand and rearrange compound sentences (LA.1-2.L.1) Activity: Expand and Rearrange Compound Sentences - Part 2 Resources: <ul style="list-style-type: none"> Grammar (Appendix 2)
5	Standard: Wrap Up, Publish & Share Activity: Completing a Response Essay

WEEK 4

At a Glance

Standards, Activities, and Resources

K - 2 BRIDGE

Second Grade Cycle Pathways 2.0

Helen Keller ~ Unit 9 ~ Week 4

Word Study – Approximately 40 minutes/day

VOCABULARY

Day	Kindergarten	First Grade	Second Grade
1	Activity: End-of-Year Assessment Resources: <ul style="list-style-type: none"> End-of-Year Vocabulary Assessment - Kindergarten (Appendix 3) 	Activity: End-of-Year Assessment Resources: <ul style="list-style-type: none"> Grade 2 Vocabulary Assessment (Appendix C) 	Activity: End-of-Year Assessment Resources: <ul style="list-style-type: none"> Grade 2 Vocabulary Assessment (Appendix C) Oral Vocabulary Assessment (see Unit 1, Appendix D) Grade 2 Vocabulary Assessment (see Unit 1, Appendix D) as needed Grade 3 Beginning-of-Year Vocabulary Assessment (see Grade 3, Unit 1, Appendix C) as needed Grade 3 Beginning-of-Year Vocabulary Assessment (see Grade 3, Unit 1, Appendix C) as needed
2	Activity: End-of-Year Assessment Resources: <ul style="list-style-type: none"> End-of-Year Vocabulary Acquisition Assessment - Kindergarten (Appendix 3) 	Activity: End-of-Year Assessment Resources: <ul style="list-style-type: none"> End-of-Year Vocabulary Acquisition Assessment - 1st Grade (Appendix 3) 	Activity: End-of-Year Assessment Resources: <ul style="list-style-type: none"> End-of-Year Vocabulary Acquisition Assessment (Appendix C) End-of-Year: Grammar (Appendix C)

3	<i>This time may be used for completing end-of-year assessment as needed.</i>	<i>This time may be used for completing end-of-year assessment as needed.</i>	<i>This time may be used for completing end-of-year assessment as needed.</i>
4	<i>This time may be used for completing end-of-year assessment as needed.</i>	<i>This time may be used for completing end-of-year assessment as needed.</i>	<i>This time may be used for completing end-of-year assessment as needed.</i>
5	<i>This time may be used for completing end-of-year assessment as needed.</i>	<i>This time may be used for completing end-of-year assessment as needed.</i>	<i>This time may be used for completing end-of-year assessment as needed.</i>

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	Activity: End-of-Year Assessment Resources: <ul style="list-style-type: none"> End-of-Year Grammar Assessment (Appendix 3) 	Activity: End-of-Year Assessment Resources: <ul style="list-style-type: none"> End-of-Year Grammar Assessment (Appendix 3) 	Activity: End-of-Year Assessment Resources: <ul style="list-style-type: none"> The End-of-Year Assessment: Grammar (Appendix C) End-of-Year Assessment: Vocabulary Acquisition (Appendix C)
2	<ul style="list-style-type: none"> This time may be used for completing end-of-year assessment as needed. 	<ul style="list-style-type: none"> This time may be used for completing end-of-year assessment as needed. 	<ul style="list-style-type: none"> This time may be used for completing end-of-year assessment as needed.
3	Activity: Close Reading Day 2 Resources: <ul style="list-style-type: none"> Ada’s Violin: The Story of the Recycled Orchestra of Paraguay by S.Hood Chart paper and markers 	Activity: Close Reading Day 2 Resources: <ul style="list-style-type: none"> Ada’s Violin: The Story of the Recycled Orchestra of Paraguay by S.Hood Chart paper and markers 	Activity: Close Reading Day 2 Resources: <ul style="list-style-type: none"> Ada’s Violin: The Story of the Recycled Orchestra of Paraguay by S.Hood Chart paper and markers

4	<i>This time may be used for completing end-of-year assessment as needed.</i>	<i>This time may be used for completing end-of-year assessment as needed.</i>	<i>This time may be used for completing end-of-year assessment as needed.</i>
5	<i>This time may be used for completing end-of-year assessment as needed.</i>	<i>This time may be used for completing end-of-year assessment as needed.</i>	<i>This time may be used for completing end-of-year assessment as needed.</i>

COMPREHENSION MINI-LESSON			
Day	Kindergarten	First Grade	Second Grade
1	Standard: Choose literature that reflects the teachings of God’s Word. (LA.K-1.RL.12, LA.2.RL.13) Activity: Close Reading Day 1 Resources: <ul style="list-style-type: none"> • <u>Ada’s Violin: The Story of the Recycled Orchestra of Paraguay</u> by S.Hood • Document camera (only for large classes) • Chart paper and markers 	Standard: Choose literature that reflects the teachings of God’s Word. (LA.K-1.RL.12, LA.2.RL.13) Activity: Close Reading Day 1 Resources: <ul style="list-style-type: none"> • <u>Ada’s Violin: The Story of the Recycled Orchestra of Paraguay</u> by S.Hood • Document camera (only for large classes) • Chart paper and markers 	Standard: Choose literature that reflects the teachings of God’s Word. (LA.K-1.RL.12, LA.2.RL.13) Activity: Close Reading Day 1 Resources: <ul style="list-style-type: none"> • <u>Ada’s Violin: The Story of the Recycled Orchestra of Paraguay</u> by S.Hood • Document camera (only for large classes) • Chart paper and markers
2	<i>This time may be used for completing end-of-year assessment as needed.</i>	<i>This time may be used for completing end-of-year assessment as needed.</i>	<i>This time may be used for completing end-of-year assessment as needed.</i>
3	Activity: Close Reading Day 2 Resources: <ul style="list-style-type: none"> • <u>Ada’s Violin: The Story of the Recycled Orchestra of Paraguay</u> by S.Hood • Chart paper and markers 	Activity: Close Reading Day 2 Resources: <ul style="list-style-type: none"> • <u>Ada’s Violin: The Story of the Recycled Orchestra of Paraguay</u> by S.Hood • Chart paper and markers 	Activity: Close Reading Day 2 Resources: <ul style="list-style-type: none"> • <u>Ada’s Violin: The Story of the Recycled Orchestra of Paraguay</u> by S.Hood • Chart paper and markers
4	<i>This time may be used for completing end-of-year assessment as needed.</i>	<i>This time may be used for completing end-of-year assessment as needed.</i>	<i>This time may be used for completing end-of-year assessment as needed.</i>
5	Activity: Close Reading Day 3 Resources: <ul style="list-style-type: none"> • <u>Ada’s Violin: The Story of the Recycled Orchestra of Paraguay</u> by S.Hood • Online video source (Appendix E) 	Activity: Close Reading Day 3 Resources: <ul style="list-style-type: none"> • <u>Ada’s Violin: The Story of the Recycled Orchestra of Paraguay</u> by S.Hood • Online video source (Appendix E) 	Activity: Close Reading Day 3 Resources: <ul style="list-style-type: none"> • <u>Ada’s Violin: The Story of the Recycled Orchestra of Paraguay</u> by S.Hood • Online video source (Appendix E)

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: Edit a response essay. (LA.K-2.W.1)</p> <p>Activity: Editing Your Essay</p> <p>Resources:</p> <ul style="list-style-type: none">• Response Essay Editing Checklist (Appendix B)• Response Essay Peer Editing Checklist (Appendix B)• Editing Anchor Chart (see Unit 2)
2	<p>Activity: End-of-Year Assessment</p> <p>Resources:</p> <ul style="list-style-type: none">• Lined paper that is developmentally appropriate for grade levels
3	<p>Standard: Publish a response essay. (LA.K-2.W.1)</p> <p>Activity: Get Published!</p> <p>Resources:</p> <ul style="list-style-type: none">• Editing Marks Anchor Chart (see Unit 2)
4	<i>This time may be used for completing end-of-year assessment as needed.</i>
5	<i>This time may be used for completing end-of-year assessment as needed.</i>