

## Vocabulary

<b>OBJECTIVE:</b>	Classify and categorize words based on context (LA.K-1.L.4, LA.2.L.5)
<b>ACTIVITY:</b>	Introduce Anchor Text Vocabulary

### Anchor Text Vocabulary Words:

1. <b>compass</b>	a kind of navigation tool that indicates directions
2. <b>photoelectric</b>	a kind of energy created by light shining on matter
3. <b>polytechnic</b>	a kind of college that focuses on technical subjects
4. <b>violin</b>	a kind of musical instrument with four strings played with a bow

Teach according to the DLG p. 66.

#### Kindergarten Differentiation:

Alternate words for Kindergarten:

1. **compass**- a kind of navigation tool that indicates direction
  2. **violin**- a kind of musical instrument with four strings played with a bow
  3. **tilt**- to move or shift so as to slant or tip
  4. **independence**-freedom from outside control or support
- To introduce vocabulary words, follow the first three vocabulary activities from the DLG, Odd Boy Out. p. 66.
  - Use the Kindergarten printable *Vocabulary Words* (Appendix 1).
  - Kindergarten students should cut out their cards, or the teacher can pre-cut them ahead of time.
  - These cards should be stored for use throughout the week.

#### First and Second Differentiation:

- To introduce vocabulary words, follow the first three vocabulary activities from the DLG, Odd Boy Out. p. 66.

## Shared Read Aloud

<b>OBJECTIVE:</b>	Tell a story with key details (LA.K-2.SL.4)
<b>Activity:</b>	Tell a Story

Teach according to the DLG, *Odd Boy Out* pp. 68-69.

## Comprehension Mini-Lesson

<b>OBJECTIVE:</b>	Determine meaning of key words and details (LA.K-2.RI.4)
<b>Activity:</b>	Text-Dependent Questions

## Teach/Model

Teach according to the DLG, *Odd Boy Out* p. 69.

## Guided Practice

Teach according to the DLG, *Odd Boy Out* pp. 69-70.

## Independent Practice

### Differentiated Kindergarten Activity:

- Use printable *Read and Circle* (Appendix 2).
- In small groups, use the Point and Read strategy to read each sentence aloud.
- Encourage students to read along with you as they begin to recognize a pattern.
- Students will circle the correct answer for each sentence.

### Differentiated First Grade Activity:

- Make a copy of *First Grade Context Clues Task Cards* (Appendix 2).
- In small groups, read each card to students and allow them to answer.

## Guided Reading - Differentiate According to Standards

<b>OBJECTIVE:</b>	Read on-level text with purpose and understanding (L.A.K-2.RF.4)
	Use silent reading strategies (LA.2.RF.4)

*Emerging readers may select books to enjoy. Look for proper handling of the book; the book is right side up, starting at the front of the book and going to the back, “reading” by retelling the story while looking at the pictures.*

Use the *Reading A-Z* guided reading format or another format selected by the teacher. Most Kindergarten students will not be ready for small-group instruction. They should engage in center time activities during this time.

## Independent Reading/Literacy Centers

<b>OBJECTIVE:</b>	Demonstrate understanding of the basic features of print (LA.K-2.RF.1)
	Read informational texts on topics of interest (LA.K-2.RI.14)

Three days are devoted to Shared Read-Aloud and Comprehension Mini-Lessons. Those mini-lessons can be extended for the other days of the week, or the time can be added to small-group instruction and individual work.

## Writing Mini-Lesson

<b>OBJECTIVE:</b>	Using Descriptive Language in Writing (LA.K-2.L.1)
<b>ACTIVITY:</b>	Identify Descriptive Language

## Teach/Model/Practice

**NOTE:** Many of the Writing Workshop lessons in the Bridge have been written to be used across the grades. When a lesson appears in this document, it will be noted if it should be used alone or in collaboration with the lesson that is in the Grade 2 Pathways 2.0 Writing Workshop. Page number(s) from the Pathways 2.0 book will be included for your reference.

### Read Max's Words by Kate Banks

Say: Writing is communicating. Today we are going to talk about writing sentences that describe. When we write sentences that describe, the listener can picture what the author is saying. Close your eyes and listen to the following sentence:

The dog sleeps.

What does the dog look like? Where is he sleeping?

- Allow students to answer, pointing out that everyone is picturing a different scenario.

Now Listen to this sentence:

The small, white, and fluffy dog sleeps in front of the fireplace.

- Point out that now students are all picturing a similar example.

Make a class chart listing commonly used “describing words” such as bad, sad, big, etc. Tell students those words are used so often that they don’t sparkle. We can say that words that describe beautifully really sparkle.

Send students back to their seats to work on a previously started or new piece of writing. Tell them to remember to use describing or “sparkle” words to describe nouns in their writing.

Circulate and conference with students. For sharing time, have a few students share their sparkle words and clap.

### Differentiated Kindergarten Activity:

- Students will go through the same process, but the product can be a picture of what the activity or the topic is with sounds, words, and sentences with the help of a partner or teacher.

**DAY 2**

## Word Study

### Vocabulary

<b>OBJECTIVE:</b>	Classify and categorize words based on context (LA.K-1.L.4, LA.2.L.5)
<b>ACTIVITY:</b>	Yes/No Questions

## Anchor Text Vocabulary Words:

1. <b>compass</b>	a kind of navigation tool that indicates directions
2. <b>photoelectric</b>	a kind of energy created by light shining on matter
3. <b>polytechnic</b>	a kind of college that focuses on technical subjects
4. <b>violin</b>	a kind of musical instrument with four strings played with a bow

Teach according to the DLG, *Odd Boy Out* pp. 72-73.

### Differentiated Kindergarten Activity:

1. **compass**- a kind of navigation tool that indicates direction
2. **violin**- a kind of musical instrument with four strings played with a bow
3. **tilt**- to move or shift so as to slant or tip
4. **independence**-freedom from outside control or support

## Phonological Awareness/Phonics/Spelling

See Specific instructions for this section in Week 1 Day 1.

**DAY 2**

## Reading Workshop Whole-Group

## Shared Read Aloud/Comprehension Mini-Lesson

Three days are devoted to Shared Read-Aloud and Comprehension Mini-Lessons. Those mini-lessons can be extended for the other days of the week, or the time can be added to small-group instruction and individual work.

**DAY 2**

## Reading Workshop Small-Group

## Guided Reading - Differentiate According to Standards

### OBJECTIVE:

Read on-level text with purpose and understanding (L.A.K-2.RF.4)  
Use silent reading strategies (LA.K-2.RF.4)

***Begin small groups in Unit 2 and continue throughout the year. Differentiate for all ability levels.***

***This small group time can be used to expand, review, and support Phonological Awareness and Phonics skills. Use Observations and assessments to guide your instructional choices. Remember that groups will change throughout the year based on student progress.***

Use the *Reading A-Z* guided reading format or another format selected by the teacher. Many Kindergarten students will not be ready for small-group instruction. They should engage in center time activities during this time.

## Independent Reading/Literacy Centers

<b>OBJECTIVE:</b>	Demonstrate understanding of the basic features of print (LA.K.RF.1) Read informational texts on topics of interest (LA.1-2.RI.14)
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**DAY 2**

## Writing Workshop

### Grammar Mini-Lesson

<b>OBJECTIVE:</b>	Define and identify singular and plural possessive nouns (LA.K-2.L.2)
<b>ACTIVITY:</b>	Identify Singular and Plural Possessive Nouns

### Teach/ModelPractice

**Teach according to the DLG, *Odd Boy Out* pp. 75-76.**

Send students to continue with their writing.

Circulate and conference with students.

#### **Differentiated Kindergarten and First grade Activity:**

- Kindergarten and First grade will be responsible to learn the concept of singular possessive nouns only (Jack's book).
- Use printable *Possessive Nouns Class Book* (Appendix 2).
- Each student will complete a page.
- Teacher will make these pages into a book.

## Vocabulary

<b>OBJECTIVE:</b>	Classify and categorize words based on context (LA.K-1.L.4, LA.2.L.5)
<b>ACTIVITY:</b>	Introduce Academic Vocabulary/Review Anchor Text Vocabulary

### Academic Vocabulary Words:

1. <b>classify</b>	to arrange in or assign to classes or categories
2. <b>definition</b>	a statement of the meaning of a word
3. <b>narrative</b>	a story that is told or written
4. <b>nonfiction</b>	literature that is not fiction

Teach according to the DLG, *Odd Boy Out* pp. 76-77.

Alternate words for Kindergarten:

1. **compass**- a kind of navigation tool that indicates direction
2. **violin**- a kind of musical instrument with four strings played with a bow
3. **tilt**- to move or shift so as to slant or tip
4. **independence**-freedom from outside control or support

#### Differentiated Kindergarten Activity:

Students get their vocabulary word cards. They write the words in their *My Picture Journal* (Appendix 1). Students draw and color illustrations for each word.

## Phonological Awareness/ Phonics/Spelling

See specific instructions for this section in Week 1 Day 1.

## Shared Read Aloud

<b>OBJECTIVE:</b>	Give brief oral presentations (LA.K.SL.7); Tell a story including key details (LA.K1-2.SL.4)
<b>ACTIVITY:</b>	How to Tell a Story

Teach according to the DLG, *Odd Boy Out* pp. 78-79.

### Differentiated Kindergarten and First Grade Activity:

- After reading the suggested script from the DLG, *Odd Boy Out* p. 78, distribute printable *Sequencing* (Appendix 2).
- There are two sequencing printables, one is simple, the other is more advanced. Choose one or both at your discretion and based on your knowledge of individual student abilities.
- Have students complete the activity.

## Comprehension Mini-Lesson

<b>OBJECTIVE:</b>	Determine meaning of key words and phrases in a text (LA.K-2.RI.4)
<b>ACTIVITY:</b>	Ask and Answer Questions

## Teach/Model

### Differentiated Kindergarten First Grade Activity:

- Students may work in small groups with the teacher or in partners to complete the *Context Clues for Kindergarten* (Appendix 2) numbers 1 - 3 only. Numbers 4-6 will be given as an assessment on day 5.
- Even though the printable states “for Kindergarten” it is appropriate for First Grade as well.

### Differentiated First Grade Activity:

- Copy printable *Context Clues Task Cards* (Appendix 2) and read the cards aloud.
- Discuss the meaning of the bolded word on each task card and how they came to understand the meaning.

## Guided Reading - Differentiate According to Standards

<b>OBJECTIVE:</b>	Read on-level text with purpose and understanding (L.A.K-2.RF.4) Use silent reading strategies (LA.K-2.RF.4)
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*Begin small groups in Unit 2 and continue throughout the year. Differentiate for all ability levels.*

*This small group time can be used to expand, review, and support Phonological Awareness and Phonics skills. Use Observations and assessments to guide your instructional choices. Remember that groups will change throughout the year based on student progress.*

Use the *Reading A-Z* guided reading format or another format selected by the teacher. Many Kindergarten students will not be ready for small-group instruction. They should engage in center time activities during this time.

## Independent Reading/Literacy Centers

<b>OBJECTIVE:</b>	Demonstrate understanding of the basic features of print (LA.K.RF.1) Read informational texts on topics of interest (LA.1-2.RI.14)
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## Writing Mini-Lesson

<b>OBJECTIVE:</b>	Using Descriptive Language in Writing (LA.K-2.L.1)
<b>ACTIVITY:</b>	Identify Descriptive Language in Writing

**Read “Hair Love” by Matthew Cherry.** Stop after each page to highlight descriptive language. On chart paper, write the word DOG in big letters at the top. You may want to show pictures of different breeds of dogs. As a class, make a list of words you can use to describe dogs. Examples: big, small, fluffy, cuddly, white, brown etc.

Send students back to their seats to work on a new piece of writing or to continue on a piece they have previously worked on. Encourage them to add descriptive language to their writing. You may want to give each student a highlighter to highlight descriptive words in their writing.

#### **Differentiated Kindergarten Activity:**

Students may use their writing journals to draw a picture of their favorite animal. Teacher may meet with them in small groups to help write a list of words they would use to describe their animal.

**DAY 4**

## **Word Study**

### **Vocabulary**

<b>OBJECTIVE:</b>	Classify and categorize words ((LA.K-1.L.4, LA.2.L.5)
<b>ACTIVITY:</b>	Dictionary Author/Review Anchor Text Vocabulary

### **Academic Vocabulary Words:**

<ol style="list-style-type: none"> <li><b>1. classify</b></li> <li><b>2. definition</b></li> <li><b>3. narrative</b></li> <li><b>4. nonfiction</b></li> </ol>	<p>to arrange in or assign to classes or categories</p> <p>a statement of the meaning of a word</p> <p>a story that is told or written</p> <p>literature that is not fiction</p>
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#### **Differentiated Kindergarten Activity:**

Alternate words for Kindergarten:

- 1. compass-** a kind of navigation tool that indicates direction
- 2. violin-** a kind of musical instrument with four strings played with a bow
- 3. tilt-** to move or shift so as to slant or tip
- 4. independence-**freedom from outside control or support

Use two copies of the *Week 3* printable *Vocabulary Words*.(Appendix 1). Students will play Memory Match with word cards to increase word recognition and meanings.

**Differentiated First Grade Activity:**

Use printable *Academic Vocabulary Organizer* (Appendix 1) to collaboratively add words according to directions.

## Phonological Awareness/Phonics/Spelling

See specific instructions for this section in Week 1 Day 1.

**DAY 4**

### Reading Workshop Whole-Group

## Shared Read Aloud/Comprehension Mini-Lesson

Three days are devoted to Shared Read-Aloud and Comprehension Mini-Lessons. Those mini-lessons can be extended for the other days of the week, or the time can be added to small-group instruction and individual work.

**DAY 4**

### Reading Workshop Small-Group

## Guided Reading - Differentiate According to Standards

**OBJECTIVE:**

Read on-level text with purpose and understanding (L.A.K-2.RF.4)  
Use silent reading strategies (LA.K-2.RF.4)

***Begin small groups in Unit 2 and continue throughout the year. Differentiate for all ability levels.***

***This small group time can be used to expand, review, and support Phonological Awareness and Phonics skills. Use Observations and assessments to guide your instructional choices. Remember that groups will change throughout the year based on student progress.***

Use the *Reading A-Z* guided reading format or another format selected by the teacher. Many Kindergarten students will not be ready for small-group instruction. They should engage in center time activities during this time.

## Independent Reading/Literacy Centers

<b>OBJECTIVE:</b>	Demonstrate understanding of the basic features of print (LA.K.RF.1) Read informational texts on topics of interest (LA.1-2.RI.14)
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**DAY 4**

## Writing Workshop

### Grammar Mini-Lesson

<b>OBJECTIVE:</b>	Define, identify, and write possessive nouns (LA.K-2.L.1.2)
<b>ACTIVITY:</b>	Possessive Nouns

### Teach/Model/Practice

Teach according to the DLG, *Odd Boy Out* pp. 84-85.

**Differentiated Kindergarten Activity:**

Have each child share his/her page in the *Possessive Nouns* class book.

The remainder of class time may be used for composing a new piece of writing or working to complete an unfinished piece of writing.

Circulate and conference with students and help them to be ready to publish their piece.

## Vocabulary

<b>OBJECTIVE:</b>	Create a vocabulary web (LA.K-1.L.4, LA.2.L.5)
<b>ACTIVITY:</b>	Weekly Vocabulary Assessment

### Anchor Text Vocabulary Words:

1. <b>compass</b>	a kind of navigation tool that indicates directions
2. <b>photoelectric</b>	a kind of energy created by light shining on matter
3. <b>polytechnic</b>	a kind of college that focuses on technical subjects
4. <b>violin</b>	a kind of musical instrument with four strings played with a bow

#### Differentiated Kindergarten Activity:

Alternate words for Kindergarten:

1. **compass**- a kind of navigation tool that indicates direction
2. **violin**- a kind of musical instrument with four strings played with a bow
3. **tilt**- to move or shift so as to slant or tip
4. **independence**-freedom from outside control or support

Students will use the *Week 3 Vocabulary Assessment* (Appendix 1) to match vocabulary words with corresponding pictures.

#### Differentiated First Grade Activity:

- Review the *Fray Model* (Appendix 1).
  - Complete as a class using *photoelectric* and *polytechnic* as examples.
  - Students work collaboratively or independently to complete the model using *compass* and *violin*.

## Phonological Awareness/Phonics/Spelling

See specific instructions for this section in Week 1 Day 1.

## Shared Read Aloud

<b>OBJECTIVE:</b>	Tell a story including key details (LA.K-2.SL.4)
<b>ACTIVITY:</b>	Readers' Theater

Teach according to the DLG, *Odd Boy Out*, p. 87.

- Use the printable, *Reader's Theater: Let's Go to The Zoo!* (Appendix 2).

## Comprehension Mini-Lesson

<b>OBJECTIVE:</b>	Ask and answer questions to clarify meaning (LA.K-2.RI.4)
<b>ACTIVITY:</b>	Context Clues Assessment

## Teach/Model

Teach according to the DLG, *Odd Boy Out* p. 87.

## Guided Practice

**Differentiated Kindergarten and First Grade Activity:**

- Read script from the DLG, *Odd Boy Out* p. 88.
- Give printable, *Context Clues for Kindergarten* and First Grade (Appendix 2) Numbers 4-6.
- Numbers 1-3 have been given on a prior day for practice.
- Even though the printable title states "for Kindergarten", this activity is appropriate for 1st grade as well.

**DAY 5**

## Reading Workshop Small-Group

### Guided Reading - Differentiate According to Standards

<b>OBJECTIVE:</b>	Read on-level text with purpose and understanding (L.A.K-2.RF.4) Use silent reading strategies (LA.K-2.RF.4)
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*Begin small groups in Unit 2 and continue throughout the year. Differentiate for all ability levels.*

*This small group time can be used to expand, review, and support Phonological Awareness and Phonics skills. Use Observations and assessments to guide your instructional choices. Remember that groups will change throughout the year based on student progress.*

Use the *Reading A-Z* guided reading format or another format selected by the teacher. Many Kindergarten students will not be ready for small-group instruction. They should engage in center time activities during this time.

### Independent Reading/Literacy Centers

<b>OBJECTIVE:</b>	Demonstrate understanding of the basic features of print (LA.K.RF.1) Read informational texts on topics of interest (LA.1-2.RI.14)
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**DAY 5**

## Writing Workshop

### Author's Chair and Wrap-up

<b>OBJECTIVE:</b>	Wrap Up, Publish, & Share
<b>ACTIVITY:</b>	Author's Chair and Publishing

- Use Author's Chair time for students to share their writing from the week.
- Publish according to publishing processes.