

NOTE: NAD Standards are followed by the corresponding Marzano Priority Standard when it is available.

Vocabulary

OBJECTIVE:	Write a letter or letters (LA.K.L.2) (K.AW1) Arrange words in alphabetical order (LA.1-2.L.4)
ACTIVITY:	Alphabetical Order/Introduce Anchor Text Vocabulary

Anchor Text Vocabulary Words:

1. creek	a stream of water, usually larger than a brook and smaller than a river
2. grain	the seed of plants (e.g., wheat, corn, and rice) that are used for food
3. pudding	a thick, sweet, soft, and creamy food that is usually eaten cold at the end of a meal.
4. waterfall	where running water falls from a high place (e.g., over the side of a cliff)

Teach according to the DLG, *Arroz con leche*, pp. 8-9.

Differentiated Kindergarten Activity:

- Distribute vocabulary words using the Kindergarten *Vocabulary Words* printable (Appendix A).
- Point to the first picture on the kindergarten vocabulary words card and say the word while running your finger under the word. Kindergarten students should demonstrate clear understanding of the vocabulary words, but may not be able to express their understanding in complete sentences.
- Supply kindergarten students with manipulative letters: c,g,p, and w. While 1st and 2nd grade students are putting the vocabulary words in alphabetical order, kindergarten students will match the correct letter with the initial letter in each word.

Differentiated Second Grade Activity:

- Expand at the end by showing how to find a word in a physical dictionary or online dictionary designed for young students.
- At the end of the lesson, 2nd grade students should either use physical classroom dictionaries or an online dictionary designed for young students. They should start with the word that comes first in the alphabet (creek) and find the word in the dictionary. More capable students can participate in the challenge activity of noticing how many definitions the word has and which one is the correct definition in the context of this lesson. If students accept the challenge, they should be given the opportunity to share their findings with the class.

Phonological Awareness/Phonics/Spelling

Note:

The NAD Summer Curriculum Committee is studying the Science of Reading research and looking at published Phonological Awareness, Phonics, and Spelling programs. Once their study is complete, there will be a list of published programs that meet the research criteria. When Kindergarten Pathways 2.0 is written, it will contain a list of approved Phonological Awareness, Phonics and Spelling programs. From this list, your school or conference will choose a specific curriculum for you to use. Until this information is published, continue to use your current program for kindergarten.

Tips for managing Phonological Awareness, Phonics, and Spelling in a multi-grade classroom:

ORGANIZING THE PHONOLOGICAL AWARENESS, PHONICS, AND SPELLING CURRICULUM ACROSS GRADES K - 2

Grouping:

- Use the results of the Word Study assessments in Unit 1, Week 1 to group your students by their skills.
- Assessments to use:
 - Phonological Awareness Skills Test (PAST)
 - Alphabet Recognition
 - Letter Sound Identification
 - Decoding
 - Sight Words
- **Grouping students by skills and not by grades** will address individual student needs and strengths and better equip them for the prerequisite skills needed for successful reading.
 - If you are placing a student in a below grade level group, you should also have that student participate in their grade level group. This will give them exposure to their grade level curriculum. Expectations are that they acquire **some** of their grade level skills and begin to catch up.

Organizing Your Groups:

- When teaching in a multigrade classroom, the challenge is always fitting it all in.
- One way to manage groups is to have resources that students know how to use independently while you are instructing a small group. The following resources can be used as an independent rotation:
 - Digital resources such as Lexia, IXL, or A-Z Learning.
 - Activities in the literacy center focused on weekly taught skills that can be done during center time.

Scheduling:

- There may not be enough time in the day to teach a complete Phonological Awareness, Phonics, and Spelling lesson each day to each group. Here is a sample schedule:
- Monday:

- Direct teacher instruction with the two lowest groups (Kindergarten level and 1st Grade level).
- The 2nd Grade level group should do an independent activity selected from Monday's 2nd Grade Pathways 2.0 Phonics and Spelling lessons. Use this activity as a pre-assessment. This pre-assessment will guide the intensity and focus of your instruction for the rest of the week.
- Tuesday:
 - Direct teacher instruction with 1st and 2nd Grade level groups.
 - Rotation activities after direct instruction for independent work.
 - Kindergarten level group will independently work on skills taught on Monday. This can be a center time activity.
- Wednesday:
 - Direct instruction with the Kindergarten level group and the group needing the most skill review for the week.
 - Rotation activities after direct instruction for independent work.
 - Rotation activities for groups working independently.
- Thursday:
 - Direct instruction with 1st and 2nd Grade level groups.
 - Rotation activities after direct instruction for independent work.
 - Rotation activities for the Kindergarten level group working independently.
- Friday:
 - Assess and Review.
 - Rotation activities after assessment for independent work.

Pathways 2.0 1st and 2nd Grade Phonological Awareness, Phonics, and Spelling Curriculum:

- Lessons are structured to have direct teacher instruction 4 days each week; Monday through Thursday.
- While planning your instruction for the 1st and 2nd Grade level curriculum, look over the week's lessons and choose the activities that are the best and will fit your student's needs.
- Condense these lessons to fit the number of days you have allotted for that level.
- Students will do independent activities after your lesson and while you are teaching another group. These can be a center-time activity.
- Add spelling practice activities to center time to give students ample time to practice these words before the Friday assessment.

DAY 1

Reading Workshop Whole-Group

Shared Read Aloud

OBJECTIVE:	Speak audibly and express thoughts, feelings and ideas clearly (LA.K.SL.6) Speak in complete sentences (LA.K-2.SL.6) (K.GS1)
ACTIVITY:	Introduce Arroz con leche/Rice Pudding

Teach according to the DLG, Arroz Con Leche, pp. 12-13.

Differentiated Kindergarten Activity:

- When introducing the concept of using complete sentences, allow kindergarten students to provide answers that are clear and on topic but do not necessarily follow the example of a complete sentence in the DLG. For example: accept “I like red” or “it’s red”. If a kindergarten student gives a one word answer such as “red” encourage more by asking a clarifying question such as: “tell me more” or “what about red” or model what you want the student to repeat. Continue with the rest of the lesson, looking for answers that are clear and on topic from kindergarten students. Prompt when necessary for clarity.

Comprehension Mini-lesson

OBJECTIVE:	Identify main topic and retell key details(LA.K-2.RI.1) (KAMI1) Identify main topic of a multi-paragraph text (LA.2.RI.1)
ACTIVITY:	Main Topic and Key Details

Teach according to the DLG, Arroz con leche, pp. 13 - 14.

Teach/Model

Guided Practice

Differentiated Kindergarten Activity:

- Expand for Kindergarten by noting that a main topic is like a category. This will make the lesson more concrete for your kindergarten students. Show the picture printable, Say: when we sort things, we separate them by how they are alike in some way. Do you see a way you can separate these pictures? Give students time to respond. When we want to describe how we have sorted things, a word or two will tell what category these pictures belong to. Can you think of a category name for either of these groups?

Independent Practice

Differentiated Kindergarten Activity:

- Once students show understanding of this concept, distribute the *Category Sort* printable (Appendix B) to kindergarteners. Students will choose pictures that go together from the *Category Sort* printable (Appendix B) and glue them to the 1st grade *Main Topic/Key Details* printable (Appendix B) in the 1st grade Pathways 2.0. Once their pictures are on the *Main Topic/Key Details* printable they should write the category or main topic on the line provided. Student writing will reflect their stage of writing development which could be scribble writing, random letters, or a few letters contained in the topic word (fruit or animal). Accept all attempts at writing the main topic. If you have time, write the conventional spelling underneath, so students will have a model of what they wrote. If they chose to cut out and glue fruit to their printable, their main topic would be fruit.

Differentiated Second Grade Activity:

- 2nd grade students will complete and use the 1st grade *Main Topic/Key Details* printable (Appendix B) to write a five sentence paragraph about the main topic and key details they have outlined on their sheet.

DAY 1

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)
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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. 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

OBJECTIVE:	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)
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DAY 1

Writing Workshop

Writing Mini-Lesson

OBJECTIVE:	Including Details in Writing (LA. K-2.W. 2; LA.K-2.W.3)
ACTIVITY:	Add Details to Ideas

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 1 Pathways 2.0 Writing Workshop. Page number(s) from the Pathways 2.0 book will be included for your reference.

Differentiated K-2 Lesson

- Gather students for Writing Workshop
- Say: When we have an idea and we want to share it. We write about it so we can tell others about it. Sometimes, we want to tell about something interesting that we like to do, or that happened to us. We write for different reasons, but great writers want to make sure that their stories are complete and that they tell as much as they can so their readers can use their imagination to picture exactly what the writing is telling them. One way to do that is to add details to our story. So you don't only tell the story, but you show it using details.
- Write on a chart paper using blue or black marker: *My cat is nice.*
- Discuss with the children if they think this sentence gives a clear picture about the cat. Ask wondering questions. "I wonder what the cat looks like. I wonder what's the name of the cat."
- Then go to the next line, use a red marker and write *My beautiful black and white Siamese cat, Missy, is wonderful. She cuddles with me after school.*

- Use the same chart paper or a new one. Say: Let’s try another one: What if my idea is to write a story about a new game I played with my family. I can write. *We played a game. It was fun.* What questions do you have after you read this? What do you wonder about?
- Give opportunity for student response.
- Now, write: *We played a fun new game last week. It was a special type of tag.*
- Say: What new detail do you see? Yes, it tells you when we played the game. It says that the game was new and fun, and it was a special type of tag. Way more details than the first one.
- For writing time: Help students to choose something that they can write about: Something they do with their family, a place they visited, or anything they’d like to write about. Many children might write about their pets if they have some. Before they leave the mini lesson, ask each child what he or she will write or draw about. Then send them to write.
- Write for a couple of minutes in your own journal to give the students the chance to settle in their writing and to provide a live model of a writer to the students. Then circulate and conference with children.
- Say: What did you decide to write about? How is it going? What help do you need? Start using these kinds of collaborative discourse in the Writing Workshop.

DAY 2

Word Study

Vocabulary

OBJECTIVE:	Write a letter or letters (LA.K.L.2) (K.AW1) Arrange words in alphabetical order (LA.1-2.L.4)
ACTIVITY:	Arroz con leche ABC Order Trace/Fill in the Blank

Anchor Text Vocabulary Words:

<ol style="list-style-type: none"> 1. creek 2. grain 3. pudding 4. waterfall 	<p>a stream of water, usually larger than a brook and smaller than a river</p> <p>the seed of plants (e.g., wheat, corn, and rice) that usually</p> <p>a thick sweet soft and creamy food that is usually eaten cold at the end of a meal.</p> <p>where running water falls from a high place (e.g., over the side of a cliff)</p>
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Teach according to the DLG, Arroz con leche, p 17.

Differentiated Kindergarten Activity:

- Distribute copies of *ABC Order Trace* printable (Appendix A).

- Remind students that the initial/ first letter of a word helps us to decide on its order. Once they have completed the *ABC Trace printable* (Appendix A) they should practice saying the initial sound of each picture.
- Instruct kindergarten students to go to the literacy center after completing *ABC Trace* and match pictures to the *Large Cut Apart Alphabet Strip* printable (Appendix A) in the literacy center. Print the *Large Cut Apart Alphabet Strip* on card stock for durability. Cut it into strips and put it together to form one long alphabet strip. Kindergarten students can cut their picture cards out and place them above the correct letter on the Alphabet Strip according to their initial sound.

Differentiated Second Grade Activity:

- Using copies of *Arroz con leche*, find the vocabulary word “creek” in the book. Read the sentence and model by thinking aloud, how the sentence helped you understand the word. Pair students to find the remaining words and discuss how the sentence helps them understand the word. It may be helpful to pair a more capable student with a less capable student. As students pair share, they should each write one of the words in the *Words in Context* printable (Appendix A) and write how the sentence helped them understand the word. Each student should complete this with a different word.

Phonological Awareness/Phonics/Spelling

See instructions for this section on **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)
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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. 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

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

Writing Workshop

Grammar Mini-Lesson

OBJECTIVE:	Define and Identify Adjectives of Size and Shape (LA.K-2.L.4)
ACTIVITY:	Using Adjectives (Describing Words) in Writing

Teach/Model/Practice

Teach according to the DLG, of *Arroz Con Leche*, pp. 20 - 21 for additional insights from the Teach/Model and the Guided Practice section, use the following:

- Say: Yesterday, we talked about adding details to our writing so our readers can picture exactly what our writing is saying to them. To do that, it's important to pay attention to the words we use in our writing. Word choice is very important to great writers. They know to choose just the right word to put in their writing. We talked about nouns or naming words. They name people, animals, places, and things. Today, we are focusing on words that describe the nouns. Words such as big (big building), tall (tall trees), wide (wide room), round (round table), small (small bird), etc. These words are called adjectives. Adjectives are words that describe nouns by telling their size, shape, color, or number. Adjectives are describing words. You can use either term.
- Together make a list of nouns and adjective phrases on a chart paper.
- Review the list and circle the adjectives
- Send students to continue writing on their piece from yesterday.

DAY 3

Word Study

Vocabulary

OBJECTIVE:	Write a letter or letters (LA.K.L.2) (K.AW1) Arrange words in alphabetical order (LA.1-2.L.4)
ACTIVITY:	ABC Order/Introduce Academic Vocabulary

Academic Vocabulary Words:

<ol style="list-style-type: none"> 1. alphabetical 2. compare 3. determine 4. voice 	<p>arranged in the order of the letters of the alphabet</p> <p>a look at (two or more things) closely in order to see what is similar</p> <p>to decide based on information presented or discovered</p> <p>when one’s writing has characteristic word choices, patterns, and style</p>
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Teach according to the DLG, Arroz con leche, p. 22.

Differentiated Kindergarten Activity:

- In place of introducing Academic Vocabulary Words, Kindergarten will continue to work on the Anchor Text Vocabulary Words.
- Kindergarten will complete *ABC Order and ABC Order Coloring* printables (Appendix A).

Phonological Awareness/ Phonics/Spelling

See instructions for this section on Week 1 Day 1.

DAY 3 **Reading Workshop** Whole-Group

Shared Read Aloud

OBJECTIVE:	Speak audibly and express thoughts, feelings and ideas clearly (LA.K.SL.6) Speak in complete sentences (LA.K-2.SL.6) (K.GS1)
ACTIVITY:	<i>Arroz con leche/Rice Pudding</i> Text-Dependent Questions

Teach according to the DLG, *Arroz Con Leche*, p. 26.

Differentiated Kindergarten Activity:

- Allow kindergarten students to provide answers that are clear and on topic but do not necessarily follow the example of a complete sentence in the DLG. Prompt students if necessary, allow them to call on a peer to help them in giving a correct answer. Ask follow-up questions for example: How did you know that?

Comprehension Mini-Lesson

OBJECTIVE:	Identify main topic and retell key details(LA.K-2.RI.1) Identify main topic of a multi-paragraph text (LA.2.RI.1) (KAMI1)
ACTIVITY:	Main Topic and Key Details

Teach according to the DLG, *Arroz con leche*, p. 28.

Teach/Model

Guided Practice

Differentiated Kindergarten Activity:

- All students may participate in this differentiated activity.
- Before teaching according to the DLG, *Arroz Con Leche* p. 28, distribute the 1st page of *Steps to Make Rice Pudding* printable (Appendix B).

- Invite students to tell what they think these pictures are about. Students should notice that it looks like rice pudding in the bowl and there are pictures of how to make rice pudding.
- Say: What is the main idea of these pictures? (rice pudding) What are the steps or details of how to make rice pudding? Give students time to respond. Are they in order? (no) Your job is going to be to put the rice pudding in the top box of this sheet (page 2) and arrange the details of how to make rice pudding in the bottom four boxes in sequential order.
- Release kindergarten students to work independently on this while you continue to teach according to the DLG, Arroz Con Leche, p. 28 with 1st and 2nd grade students.

Independent Practice

Differentiated Kindergarten Activity:

- Complete the Steps to Make Rice Pudding printable (Appendix B).



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)
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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. 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

OBJECTIVE:	Demonstrate understanding of the basic features of print (LA.K.RF.1) Read informational texts on topics of interest (LA.1.R1.14/LA.2.R1.14)
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DAY 3

Writing Workshop

Writing Mini-Lesson

OBJECTIVE:	Revising for Adjectives (Describing Words) (LA.K-2.L.4)
ACTIVITY:	Using Powerful Adjectives (Describing Words)

Teach/Model/Practice

- Prepare a chart paper to write the adjectives and their powerful partners.
- Say: We’ve talked about adjectives. Can you remember what adjectives do? Yes, they describe nouns. They tell the size, shape, color, or number of people, animals, places, and things. For example: tiny, rectangular, blue, or two are all adjectives. Adjectives also describe people in terms of character traits such as kind, nice, fast, or loud. Today, we are going to focus on powerful adjectives. Describing words that pop in our writing. I have three words here. They are OK to use, but sometimes, we use them too much and they become tired. Let’s find more sparkle words to use instead. So we don’t use these tired words all the time.
- Put the chart paper up with: big, fun, nice.
- Make a list of sparkle words with the students. For example: big: huge, gigantic, enormous; fun: marvelous, fantastic, interesting, fabulous; nice: wonderful, kind, lovely, beautiful, breathtaking, etc.
- Say: Sometimes, when I write, I choose the word ‘nice’ and later when I read my story again, I change the word to make my writing sparkle. So if I wrote my cat is nice, I’d put a line on nice to cross it out,, and write the word beautiful so my writing can sparkle. I don’t erase, I just write it on top, like this___.
- Send students to continue to write their story. Say: You may continue writing your story, but first, read it and decide if there’s one describing word or adjective you might want to change. Don’t erase. Just put a line through it lightly, then write the sparkle word you want on top. Circulate and conference with students. They may or may not identify a word that they can change. Let them continue to write.
- Differentiate for format, length, and complexity of ideas for Kindergarten and second grade

Kindergarten Differentiation:

- Look at each child’s work to see if they have words with their pictures. You might lead them to add more color, cover areas that show white/blank spaces, or use describing words with your help.

DAY 4 **Word Study**

Vocabulary

OBJECTIVE:	Write a letter or letters (LA.K.L.2) (K.AW1) Arrange words in alphabetical order (LA.1-2.L.4)
ACTIVITY:	Dictionary Author

Academic Vocabulary Words:

1. alphabetical	arranged in the order of the letters of the alphabet a look at (two or more things) closely in order to see what is similar to decide based on information presented or discovered when one’s writing has characteristic word choices, patterns, and style
2. compare	
3. determine	
4. voice	

Teach according to the DLG, Arroz con leche, p 31.

Differentiated Kindergarten Activity:

- Kindergarten will not participate in the academic vocabulary lesson.
- Distribute a plain sheet of paper to kindergarten students.
- Ask them to write all the letters they know. Save this as an assessment of current alphabet knowledge.
- Have another literacy activity in a center for students who finish early.
- Release kindergarten students to complete this activity.

Phonological Awareness/Phonics/Spelling

See instructions for this section on 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)
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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. 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

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

Writing Workshop

Grammar Mini-Lesson

OBJECTIVE:	Identify and Use Adjectives of Size and Shape (LA.K-2.L.1)
ACTIVITY:	Use adjective to describe size and shape (Describing Words)

Teach/Model/Practice

- Use the Teach/Model part of the First Grade DLG, Arroz Con Leche on page 34 with the additional suggestions:
- Prepare a chart with two columns labeled : Size/Shape.
- After the activity from the Teach/Model, say: today, we are going to focus on words that describe size and shape. Can you tell me a word that describes size? (small or tiny). How about a word that describes shape? (round). Let's continue to make our chart to write words under size and shape
- For writing time: Students continue writing their story or finishing it.

DAY 5

Word Study

Vocabulary

OBJECTIVE:	Write a letter or letters (LA.K.L.2) (K.AW1) Arrange words in alphabetical order (LA.1-2.L.4)
ACTIVITY:	Literacy Center/Weekly Vocabulary Assessment

Differentiated Kindergarten Activity:

- Kindergarten students should work in the literacy center with manipulative letter activities.

Differentiated Second Grade Activity:

- Assess according to the DLG, Arroz con leche, p.71.

- Instruct 2nd Grade students to write a definition for two of the vocabulary words from the Anchor Text Vocabulary Words.
- Students will complete the assessment independently for both words, draw a line to split the picture box and draw a picture on each side, and write one sentence for each picture. *Weekly Vocabulary Assessment* printable in the 1st grade Pathways 2.0 resources for this unit.

Phonological Awareness/Phonics/Spelling

See instructions for this section on Week 1 Day 1.



Shared Read Aloud

OBJECTIVE:	Speak audibly and express thoughts, feelings and ideas clearly (LA.K.SL.6) Speak in complete sentences (LA.K-2.SL.6) (K.GS1)
ACTIVITY:	<i>Arroz con leche/Rice Pudding</i> Text Dependent Questions

Teach according to the DLG, *Arroz con leche* p. 38.

Differentiated Kindergarten Activity:

- Add the following enhancement for kindergarten: Prompt for using descriptive language by re-reading a sentence or phrase from the book leaving out the descriptive words. For example: “cinnamon sticks float in the pot”. Say: what descriptive words are missing? List student responses where they can see. Say: Let’s read it again with these descriptive words; “cinnamon sticks float like rafts on the pot’s sky sea. Is this poem more interesting with the descriptive words? Do you get better pictures in your mind when it is read with the descriptive words? How will using descriptive words when you write improve your writing? Give time for students to respond.

Comprehension Mini-Lesson

OBJECTIVE:	Identify main topic and retell key details(LA.K-2.RI.1) (KAMI1) Identify main topic of a multi-paragraph text (LA.2.RI.1)
ACTIVITY:	<i>Arroz con Leche/Rice Pudding</i> Text Dependent Questions

Teach/Model

Teach according to the DLG, *Arroz con leche*, p. 39.

Differentiated Kindergarten Activity:

- Add “Main Category” language into your examples and relate this to the picture sort that kindergarten students did earlier in the week.
- Continue using “Main Category” language.
- At the end, give time for kindergarten students to share their picture sort from the beginning of the week.
- Students should explain what their main category is (fruit or animals) and tell the specific pictures that are in that category.

Guided Practice

Independent Practice

Differentiated Kindergarten Activity:

- Kindergarten students will work in the literacy center sorting miscellaneous objects that you have placed in a container. These objects should fit into 3 or 4 categories. Possible categories:
 - School supplies - scissors, crayons, markers, erasers, etc.
 - Rhythm instruments that you have in your room
 - Math manipulatives
 - Manipulative alphabet letters
- Once students have sorted their objects, they can explain one of their main categories and list the specific items that are in that category. Students may sort these objects in ways that are different than you intended. (color, size, shape) If their sort makes sense, accept their unique answer and comment that these things can be sorted in a lot of different ways.

DAY 5

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)
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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. 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

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

Writing Workshop

Author's Chair and Wrap-up

OBJECTIVE:	Conferencing & Sharing
ACTIVITY:	Sharing Ongoing Work

Sharing Writing

- Today, students can share what they have so far. They can discuss how they exchange a tired adjective for a sparkly one. Prepare the students who are going to share ahead of time during conferencing. Use the Author’s Chair.
- Use the anchor chart to remind students how the process of sharing for both the speaker and the audience looks.
- The audience will use: “I remember” “I like” and “I wonder” to respond to the writer/speaker.