

Word Study

DAY 1

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

Vocabulary

OBJECTIVE:	Identify meaning of words or phrases in informational text (LA.K-2.R1.4) (K.AW1)
ACTIVITY:	Introduce Anchor Chart Vocabulary

Anchor Text Vocabulary Words:

<ol style="list-style-type: none">1. few2. lies3. plant4. seeds	not many but few to stay or remain inactive a living thing that grows in the ground usually has leaves or flowers and needs sun and water to grow small objects produced by the plant from which a new plant can grow
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Teach according to the DLG, *A Tree Is a Plant*, pp.8-9.

Differentiated Kindergarten Activity:

- Teach with the DLG and use *Week 1 Vocabulary Words* printable (Appendix A) with the kindergarten students.

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:	Provide descriptions with key details (LA.K-2.SL.4) (1.GN2)
ACTIVITY:	Introduce <i>A Tree is a Plant</i>

Teach according to the DLG, *A Tree Is a Plant*, pp. 12- 13.

Differentiated Kindergarten Activity:

- While 1st and 2nd grade complete The KWL Chart, kindergarten will color *Seasons of an Apple Tree* printable (Appendix B).
- When students are finished coloring, they can kid write or dictate one thing they learned about trees.

Comprehension Mini-lesson

OBJECTIVE:	Identify connections between two pieces of information (LA.K-2.RI.3) (K.CT1)
ACTIVITY:	Compare and Contrast

Teach/Model

Teach according to the DLG, *A Tree Is a Plant*, p.13.

Guided Practice

Differentiated Kindergarten Activity:

- Differentiate the Guided Practice for Kindergarten by bringing an actual apple and pear to cut open, so kindergarteners can see the insides of the fruit to draw in the box on their printable. They should notice the difference in the overall shape of apples and pears and the seeds which are very similar. Take some seeds out to see if there are subtle differences such as color, flatness, and hardness.
- After exploring these fruits, distribute *Look Inside* printable (Appendix B).
- Release the kindergarten students make detailed drawings in the boxes showing the differences and similarities in each fruit.
- While 1st and 2nd grade are completing their Independent Practice, walk around and ask Kindergarteners to dictate their own ideas on how apples and pears are alike, and how they are different. Some students may just share how the fruits are alike. Record their dictations on *Look Inside* printable (Appendix B). Collect the printables for use on Day 5.

Independent Practice

DAY 1

Reading Workshop Small-Group

Guided Reading

OBJECTIVE:	Read on-level text with purpose and understanding (L.A.K-2.RF.4) Use silent reading strategies (LA.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.1-2.RI.14)
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DAY 1

Writing Workshop

Writing Mini-Lesson

OBJECTIVE:	Writing a thank-you note (LA.1-2.W.2)
ACTIVITY:	Letter writing

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 they 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.

- Use the DLG on pp. 15 - 16 with the following suggestions:
- Go through the activity under the Teach/Model.
- Go through the activity under the Guided Practice: Write a thank-you note to friends together.
- Move to writing time. Use the direction from the Independent Writing using these additional directions:
- Use a chart paper and copy Thank you Note - Frame B (Do not give students the frame)
- Say: Today, you are going to write a note to your mom, dad, or the adult who takes care of you. Think for a moment about something that one of the most important adults in your life has done for you. Something you are thankful for and you'd like for the adult to know. You will write the note in your writing notebook as a draft and then later, after conferencing and revising, you will write the final draft and give it to the adult.
- Send students to write.
- Conference with each child today and the days ahead so the writing can be revised and edited appropriately.
- **Differentiate for Kg:** These students will go through the same process, but the product can be a picture of what the adult did with the words "Thank you, ____" Love, (student name)
- Students may like the idea of writing to other adults, so you might use the Thank-You Note frame A for students to write in pairs during centers or other times. This is a great time for older students to pair with younger students to write a letter to the principal, to the previous teacher, or another adult in the school. Show students how to sign both names in the letter.

DAY 2

Word Study

Vocabulary

OBJECTIVE:	Identify meaning of words or phrases in informational text (LA.K-2.RI.4) (K.AW1)
ACTIVITY:	Fill in the Blank

Anchor Text Vocabulary Words:

<ol style="list-style-type: none">1. few2. lies3. plant4. seeds	<p>not many but some</p> <p>to stay or remain inactive</p> <p>a living thing that grows in the ground, usually has leaves or flowers, and needs sun and water to grow</p> <p>small objects produced by the plant from which a new plant can grow</p>
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Teach according to the DLG, *A Tree Is a Plant*, pp. 16-17

Differentiated Kindergarten Activity:

- Kindergarten students will answer the questions using their *Week 1 Vocabulary Words* (Appendix A)

Phonological Awareness/Phonics

See instructions for this section on Week 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

OBJECTIVE:	Read on-level text with purpose and understanding (L.A.K-2.RF.4) Use silent reading strategies (LA.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.R1.14)
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DAY 2

Writing Workshop

Grammar Mini-Lesson

OBJECTIVE:	Generate complete sentences(LA.K-2.L.2) Capitalize months, days, and holidays (LA.1-2.L.2) Edit for Capitalization (LA.2.L.2)
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ACTIVITY:	Capitalizing Months, Days, and Holidays
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Teach/Model/Practice

- Teach according to the DLG on page 20 only.
- Use the name of the school where you teach instead of *Duluth Adventist Christian School*.
- Use the name of the state and city where you live instead of *Atlanta*.
- You might want to create the anchor chart from the Independent Practice ahead of time, and review it with the students and post it as they watch you, so they can use it as a reference.
- Send students to continue to write their notes in their journal.
- Tell students that the first thing they should do is to check if the first letters of the day and month are capitalized.
- Circulate and conference with students to revise their writing.
- During conferencing, work with students to revise for adjectives and verbs that sparkle.

DAY 3

Word Study

Vocabulary

OBJECTIVE:	Identify meaning of words or phrases in informational text (LA.K-2.RI.4) (K.AW1)
ACTIVITY:	Introduce Academic Words

Academic Vocabulary Words:

1. antonym	a word of opposite meaning
2. description	a statement that tells or describes how something or someone looks or sounds; words that describe
3. relationship	the way in which two or more people or things are connected
4. synonym	a word that has the same meaning as another word in the same language

Teach according to the DLG, *A Tree Is a Plant*, pp. 21-22.

Differentiated Kindergarten Activity:

- This activity can be done with all grades.
- Use saved *Vocabulary Headbands* (Appendix A) or make them now for each student.

- The headband can have a clear pocket to insert a vocabulary word or Velcro dots to stick and remove vocabulary cards.
- Use the *Week 1 Vocabulary Words* (Appendix A) cut apart.
- Gather the students together to complete this activity using the headbands and the Anchor Text Vocabulary words from Appendix A.
- Each student will receive a headband.
- Take turns calling students to go up and place a vocabulary word card on the student’s headband for the student to guess the word on the headband.
- Students in the audience will give clues in order for the student with the headband to guess the word.
- Continue until all students have received a turn.
- The teacher will store headbands for future vocabulary activities. Be sure to place the name of each child on his/her headband.

Phonological Awareness/ Phonics

See instructions for this section on Week 1.



Shared Read Aloud

OBJECTIVE:	Provide descriptions with key details (LA.K-2.SL.4) (1.GN2)
ACTIVITY:	Text Dependent Questions

Teach according to the DLG, *A Tree Is a Plant*, pp.24-26

Note: Include the Kindergarteners in the DLG Shared Read-Aloud Activity - you might consider pairing them with a second grader.

Comprehension Mini-Lesson

OBJECTIVE:	Identify connections between two pieces of information (LA.K-2.RI.3) (K.CT1)
ACTIVITY:	Cause and Effect

Teach/Model

Teach according to the DLG, *A Tree Is a Plant*, pp. 26-27.

Differentiated Kindergarten Activity:

- Include Kindergarteners in the **oral** DLG Teach/Model activities only.

Guided Practice



Guided Reading

OBJECTIVE:	Read on-level text with purpose and understanding (L.A.K-2.RF.4) Use silent reading strategies (LA.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.1-2.R1.14)
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DAY 3

Writing Workshop

Writing Mini-Lesson

OBJECTIVE:	Write a thank-you note (LA.K-2.W.2)
ACTIVITY:	Drafting a Thank -You Note

Teach/Model/Practice

- Teach according to the DLG, A Tree is a Plant, p. 28.
- Go through the Teach/Model process.
- Go through the Guided Practice Paper.
- Send students to write.
- Say: Today in your writing, I want you to go to your seat and read the note you are writing to your adult. If you have conferenced with me before and you are ready to write the final draft of your note to your adult, I will pass out the paper for you to do so. You will rewrite the note with your best handwriting and with no smudges. Then you will set it aside and together, we will prepare it for you to bring to your adult. Once you are done, you can start a new note to someone else or you can work on the writing piece you started in pairs.
- Conference with students and be sure their writing is on point for delivery on Friday.

DAY 4

Word Study

Vocabulary

OBJECTIVE:	Identify meaning of words or phrases in informational text (LA.K-2.RI.4) (K.AW1)
ACTIVITY:	Concentration Memory Game/Dictionary Author

Academic Vocabulary Words:

<ol style="list-style-type: none"> 1. antonym 2. description 3. relationship 4. synonym 	<p>a word of opposite meaning</p> <p>a statement that tells or describes how something or someone looks or sounds; words that describe the way in which two or more people or things are connected</p> <p>a word that has the same meaning as another word in the same language</p>
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Teach according to the DLG, *A Tree Is a Plant*, p.30.

Differentiated Kindergarten Activity:

- Students will partner together to combine their cut apart *Week 1 Vocabulary Words* (Appendix A) and play a concentration memory game.
- They will turn cards face down on the floor and mix them.
- They will take turns turning over two cards at a time. If the cards match, the student says the vocabulary word to keep the cards. If the cards aren't a match, students will return each card to its original place. Students will take turns after each try. They will continue the game until all cards are matched.

Phonological Awareness/Phonics

See instructions for this section on Week 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.

Guided Reading

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

OBJECTIVE:	Use commas to write dates properly (LA.K-2.L.2)
ACTIVITY:	Using Commas in Dates

Teach/Model/Practice

- Teach according to the DLG, A Tree is a Plant, on pp. 32-33.
- Go through the Teach/Model process.
- Go through the Guided Practice.
- During the Guided Practice, include the other form of writing dates.
- Say: Sometimes, you will see the date written this way. For example, July 4, 1996 might look like this: 7-4-96. 7 is for the 7th month (count to July); 4 is for the day (what's the 4th day of the month?) and 96 is a short way to write the year of 1996. Use a child's birthday as an example here.
- Send students to continue their writing from yesterday.
- Tell students to read their writing again and be sure there's a comma after the day.
- Students should continue to revise, edit, and write the final draft of the thank-you note.
- Letters will go home tomorrow with students according to your process.

Note: The Independent Practice worksheet Adding Commas to Dates (Appendix B) may be used in Centers,

Vocabulary

OBJECTIVE:	Identify meaning of words or phrases in informational text (LA.K-2.RI.4) (K.AW1)
ACTIVITY:	Weekly Vocabulary Assessment

Anchor Text Vocabulary Words:

1. few	not many but few
2. lies	to stay or remain inactive
3. plant	a living thing that grows in the ground, usually has leaves or flowers, and needs sun and water to grow
4. seeds	small objects produced by the plant from which a new plant can grow

Teach according to the DLG, *A Tree Is a Plant*, pp.33-34

Differentiated Kindergarten Activity:

- Distribute copies of the Kindergarten *Week 1 Vocabulary Assessment printables* (Appendix A).
- Students will circle the correct vocabulary word as it is dictated by the teacher.

Phonological Awareness/Phonics

See instructions for this section on Week 1.

Shared Read Aloud

OBJECTIVE:	Provide descriptions with key details (LA.K-2.SL.4) (1.GN2)
ACTIVITY:	Text Dependent Questions

Teach according to the DLG, *A Tree Is a Plant*, p.36

Comprehension Mini-Lesson

OBJECTIVE:	Identify connections between two pieces of information (LA.K-2.RI.3) (K.CT1)
ACTIVITY:	Venn Diagram

Teach/Model

Teach according to the DLG, *A Tree Is a Plant*, p.37

Differentiated Kindergarten Activity:

- Redistribute copies of the *Look Inside* printable (Appendix B), and review the activity **orally** with the students. Work together with the students to decide where the information on their sheets would fit in the Venn Diagram.
- Give each student a copy of the *Identify Connections: Venn Diagram* printable (Appendix B 1st grade).
- Instruct them to draw a pear at the top of one circle and an apple at the top of the other circle.
- Explain the three areas of a venn diagram. You may have to model where to put information. For example; color a green dot or write “green” on the pear side and color a red dot or write “red” on the apple side. You might color white or write “white” in the shared area since they are both white inside.
- Once students understand the activity, release them to complete the diagram independently.
- Students should complete this diagram by drawing or writing differences and similarities in the correct areas.

Guided Practice

Independent Practice

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.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.1-2.RI.14)
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DAY 5

Writing Workshop

Author's Chair and Wrap-up

OBJECTIVE:	
ACTIVITY:	Wrap Up, Publish, & Deliver

Teach/Model

Use this time for students to complete their final draft and send the letter to the adult it's meant for. If it's not too costly, it's nice to mail it if possible. Use the child's name above, then the school's name and its address.