

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

Vocabulary

OBJECTIVE:	Understand Relationships: Synonyms (LA.K-2.L.4) (2.AW3)
ACTIVITY:	Introduce Anchor Text Vocabulary

Anchor Text Vocabulary Words:

1. ground	the surface of the Earth
2. soil	the upper layer of Earth in which plants grow; dirt
3. stem	main stalk of a plant that develops buds and shoots and usually grows above ground
4. trunk	the thick main stem of a tree

Teach according to the DLG, *A Tree Is a Plant*, pp.44-45.

Differentiated Kindergarten Activity:

- Kindergarten students will use their picture *Week 2 Vocabulary Words* printable (Appendix A) to participate in the Anchor Vocabulary activity.

Phonological Awareness/Phonics

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 practicing these words before the Friday assessment.

DAY 1

Reading Workshop Whole-Group

Shared Read Aloud

OBJECTIVE:	Ask and answer clarifying questions about a presentation (LA.K-2.SL.3) (2.SR.2)
ACTIVITY:	Ask and Answer Questions

Teach according to the DLG, *A Tree Is a Plant*, pp.48-49.

Differentiated Kindergarten Activity:

- Include kindergarten in the **oral** Shared Read Aloud activity only.

Comprehension Mini-lesson

OBJECTIVE:	Distinguish Information in text or illustrations (LA.K.RI.7) (LA.1-2.RI.6) (K-2.TF1)
ACTIVITY:	Text or Illustrations—Part 1

Teach/Model

Teach according to the DLG, *A Tree Is a Plant*, pp.50-51

Differentiated Kindergarten Activity:

- Include kindergarten in the **oral** Teach/Model activity only.

Guided Practice

Independent Practice

DAY 1

Reading Workshop Small-Group

Guided Reading

OBJECTIVE:	Read on-level text with purpose and understanding (L.A.1.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.RI.14)
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Writing Mini-Lesson

OBJECTIVE:	Write a description (LA.K-2.W.2)
ACTIVITY:	Write a Descriptive Piece

Teach/Model

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.

- Teach according to the DLG up to the Teach/Model part on pages 52- 53.
- Use the following directions:
- Go through the Teach/Model process. Add that a descriptive piece is meant to give information to the reader.
- During the Teach/Model process, build an anchor chart of some of the possible topics that you and students know and would love to write about.
- During Guided Practice, make a list of many different animals that students would like to write about. Do this list together. **Note:** This is a change in the Guided Practice script. Do not make a list of all the possible topics, That was done during the Teach/Model process. Now, you are setting up an anchor chart of many different animals for students to work from during writing time.
- Pair students carefully with one of the pair who is able to lead and the other to support the process.
- Say: We are going to write in pairs for this piece of descriptive writing. When you go to your seats, please open your journal to the next clean page. Write the date and the title *My favorite Animals*. (Point to the chart paper where the title is written from the Guided Practice). You are going to sit and write in pairs, but each person will write in his/her own journal. Go ahead and do that. I'll come around and see when you're ready for the next direction.
- Circulate to see that each child has the date and title written appropriately in the journal.
- Say: Now, you are going to choose 4 animals together from the list and write them in your journal like you see on the chart. Discuss before you choose the animals and agree. Those animals should be your favorites. The ones you would love to write about. You

might know a lot about them, you might have one at home, or you might love them so much that you'd want to read about them, before you write a descriptive piece about them. You might not be able to choose and write 4 of your favorites, but you might agree to choose 2 favorites for each person. When you are done with writing the names of 4 animals, I will tell you what's next.

- Circulate to check if students have 4 animals written in the journal and if the animals are the same for the pairs.
- Say: Now, conference with each other and have a discussion about which animal to write about right now. Don't worry, you can write about the others later on. Just choose one for now. I'll wait for 2 minutes for you to discuss and choose.
- Wait and circulate to hear the discussion. Model outloud appropriate dialogue if students need help.
- Say: Now, circle the animal that you will write about.
- Give partners time to share their list with the group and the one they circled. *For example: In our list we have cat, dog, snake, and frog. We circled the frog.*

DAY 2

Word Study

Vocabulary

OBJECTIVE:	Understand relationships: Synonyms (LA.K-2.L.4) 2.AW3)
ACTIVITY:	Guess My Word

Anchor Text Vocabulary Words:

1. ground	the surface of the Earth
2. soil	the upper layer of Earth in which plants grow; dirt
3. stem	main stalk of a plant that develops buds and shoots and usually grows above ground
4. trunk	the thick main stem of a tree

Teach according to the DLG, *A Tree Is a Plant*, p.54.

Differentiated Kindergarten Activity:

Kindergarten students will use their *Week 2 Vocabulary Words* printable (Appendix A) to participate in the Anchor Vocabulary activity.

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.1-2.RI.14)
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DAY 2

Writing Workshop

Grammar Mini-Lesson

OBJECTIVE:	Use proper punctuation for declarative sentences (LA.K-2.RF.1; LA.K-2.L.1)
ACTIVITY:	Declarative Sentence Detectives

Teach/Model/Practice

- Teach according to the DLG on pages 58 only.
- Go through the Teach/Model process.
- For Guided Practice, read the suggested script only from the Guided Practice.
- Take the Declarative Sentence Detective worksheet (Appendix B) and choose a few of the various types of sentences. Write them on a chart paper.
- Say: Remember we just learned that there are four purposes or reasons to write sentences: to ask questions (What time is it now?); to give commands (Go clean your room! [change your voice with a period and exclamation]) ; to show excitement (I'm going to the park on Sunday!) and to make a statement (My mom works at the library.)
- Use the chart with the sentences and take the students through the process of identifying the various sentences.
- Send students to sit and take their journal out.
- Say: You are going to write a declarative statement to start your piece. (ask the pairs which animal they will write about). Choose one of the animals and model-write on the board or chart paper the declarative sentence. For example: *Meet my pet hamster.*

Additional Activity:

- If time permits, assign students books at various complexity and levels (Choose informational books)
- Pair students to work together.
- Each child will choose a sentence to read in the book with the help of each other

- The Kg students should partner with older children or partner 2 Kg students with one student who is able to read a simple sentence.
- Ask students to choose a sentence. Read it and ask two questions: 1. Does it give information? (Does it just say something without needing an answer) 2. Does it end with a period?
- Each child will choose a sentence and discuss it with the partner.
- Discuss if it's a declarative sentence based on the two reasons.
- Close out by asking each child to read the sentence they chose.

DAY 3

Word Study

Vocabulary

OBJECTIVE:	Word Relationships: Synonyms (LA.K-2.L.4) (K.AW2)
ACTIVITY:	Vocabulary Headbands/Introduce Academic Vocabulary

Academic Vocabulary Words:

1. ground	the surface of the Earth
2. soil	the upper layer of Earth in which plants grow; dirt
3. stem	main stalk of a plant that develops buds and shoots and usually grows above ground
4. trunk	the thick main stem of a tree

Teach according to the DLG, *A Tree Is a Plant*, p.60.

Differentiated Kindergarten Activity:

- Use the headbands from Week 1.
- Use the *Week 2 Vocabulary Words* (Appendix A).
- 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:	Ask and answer clarifying questions (LA.K-2.SL.3) Ask questions about a text (K-2SR1)
ACTIVITY:	Active Listening

Teach according to the DLG, *A Tree Is a Plant*, pp. 63-64

Differentiated Kindergarten Activity:

Include kindergarten in the **oral** activities in the Shared Read-aloud only.

Comprehension Mini-Lesson

OBJECTIVE:	Distinguish Information in text or illustrations (LA.K.RI.7) (LA.1-2.RI.6) (K-2.TF1)
ACTIVITY:	Text or Illustrations—Part 2

Teach/Model

Teach according to the DLG, *A Tree Is a Plant*, pp. 64-66.

Differentiated Kindergarten Activity:

- Include kindergarten in **oral** Teach/Model activities only.

Guided Practice

Independent Practice

Differentiated Kindergarten Activity:

- While 1st and 2nd grade are completing the Independent Practice, read *A Tree is a Plant*, pp. 20-21 with the kindergarteners.
 - Distribute drawing paper. Have them place their non - dominant hand on the paper.
 - Instruct them to hold their fingers together tightly. Trace their “leaf shape” hand.
 - Have them color the leaf green, because it is making food from the water and air.
 - Draw the bare branches and trunk of a tree on chart paper, with a visible root system, a water table, and a sun in the sky with yellow arrows radiating out.
 - Have kindergartners cut out their “hand leaves” and glue them on the bare tree branches.
 - Then let them draw “arrows”. Some white arrows will go down from the “hand leaves” to the trunk, some will go up the trunk to the “hand” leaves. Some blue arrows will go up from the water table to the roots.

DAY 3

Reading Workshop Small-Group

Guided Reading - Differentiate According to Standards

OBJECTIVE:	Read on-level text with purpose and understanding (LA.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.RI.14)
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DAY 3

Writing Workshop

Writing Mini-Lesson

OBJECTIVE:	Writing a description (LA.1.W.2)
ACTIVITY:	Brainstorming Sensory Words - Graphic Organizer

- Teach according to the DLG, A Tree is a Plant, on page 67 only.
- Read the “note” for your information.
- Go through the Teach/Model part.
- Discuss the adjectives and the sensory words on the form Descriptive Paragraph: Prewriting Graphic Organizer Model (Appendix B)
- Discuss with the students what sense goes with each description on the Graphic Organizer.
- Now, use the blank Prewriting Graphic Organizer to model and work together with the students.
- Use elephant or any animal you’d like as an example.
- Work with the students to complete the graphic organizer.
- You might use the elephant ears, body, trunk, tail, feet as characteristics.
- Choose the adjectives that they could use to describe those characteristics: large, long, skinny, huge, rough, etc.
- For writing time, pass out the same Graphic Organizer to each child (Appendix B).
- Have the partners from day 1 to work together to describe the animal that they chose.
- Tell students to complete the Graphic Organizer with their animal by choosing 4 characteristics of their animal and the adjectives and sensory words that would go with those characteristics.

- Circulate and conference with each pair to discuss their animal, characteristics, and sensory words.
- Be sure each pair has the same information.
- Refer to DLG page 68 under the Independent Writing part for more insights.

DAY 4

Word Study

Vocabulary

OBJECTIVE:	Word relationships: synonyms (LA.K-2.L.4) (2.AW3)
ACTIVITY:	Concentration Memory Game/Dictionary Author

Academic Vocabulary Words:

1. ground	the surface of the Earth
2. soil	the upper layer of Earth in which plants grow; dirt
3. stem	main stalk of a plant that develops buds and shoots and usually grows above ground
4. trunk	the thick main stem of a tree

Teach according to the DLG, A Tree Is a Plant, p69.

Differentiated Kindergarten Activity:

- Students will partner together to combine their picture Week 2 Vocabulary Words 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.

DAY 4

Reading Workshop Small-Group

Guided Reading - Differentiate According to Standards

OBJECTIVE:	Read on-level text with purpose and understanding (L.A.1.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.RI.14)
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Grammar Mini-Lesson

OBJECTIVE:	Identify and use proper punctuation in declarative sentences (LA.K-2.RF.1) Drafting a description (LA.K-2.W.2)
ACTIVITY:	Create & Compare Topic Sentences

Teach/Model/Practice

- **Note:** For a smooth and seamless progress of these writing activities, lessons have been combined from Week 2 Day 4(this lesson) to the end of unit 3 with no regards to Grammar or Writing days.
- This lesson combines today’s DLG on page 72 with Week 3 Day 1 DLG on page 88.
- Teach according to the DLG as a review on page 72 for Teach/Model only.
- For Guided Practice, use DLG on week 3 Day one on page 88.
- Discuss topic sentence and add that the last time they wrote a declarative sentence with their partner on their animal piece. Say: That declarative statement was the topic sentence. It tells the reader what the writing is going to be about. Since we use topic sentences to start our descriptive writing, we want to be thoughtful about how we write that sentence. We want to tell our reader what the piece is going to be about, but we also want the readers to be interested and curious about our writing so they can want to read about our topic. Today, we are going to write one or two other topic sentences so we can decide which one we like the best.
- tell students that topic sentence can also be called “the lead” or “the beginning”.
- Use the Teach/Model of Week 3 Day 1 on page 88.
- Write a few sentences as examples: My aunt Sally bought a fancy poodle. My birthday gift was a gecko. My best friend is my pet fish Willy.
- Send students in the same pairs to write one sentence topic below the last one they wrote.
- Circulate, conference, and ask students to share aloud what they have so far.
- Ask students to write another one and have them share.
- Tell students to take turns reading their topic sentences. When one partner reads, the other closes his/her eyes and vice and versa.
- Ask students: How do the statements sound? Which one do you like the best?
- Tell pairs of students to decide and circle which topic sentence they like best.

Vocabulary

OBJECTIVE:	Word relationships: synonyms (LA.K-2.L.4) (2.AW3)
ACTIVITY:	Weekly Vocabulary Assessment

Anchor Text Vocabulary Words:

<ol style="list-style-type: none"> 1. ground 2. soil 3. stem 4. trunk 	<p>the surface of the Earth</p> <p>the upper layer of Earth in which plants grow;dirt</p> <p>the main stalk of a plant that develops buds and shoots usually grows above ground</p> <p>the thick main stem of a tree</p>
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Teach according to the DLG, *A Tree Is a Plant*, p.73

Differentiated Kindergarten Activity:

Distribute copies of *Week 2 Vocabulary Assessment* printable (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:	Ask and answer clarifying questions (LA.K-2.SL.3) Ask questions about a text K-2SR1)
ACTIVITY:	Interview a Friend

Teach according to the DLG, *A Tree Is a Plant*, p.75.

Differentiated Kindergarten Activity:

- Include kindergarten in the Shared Read-Aloud **oral** activity only.

Comprehension Mini-Lesson

OBJECTIVE:	Distinguish Information in text or illustrations (LA.K.RI.7) (LA.1-2.RI.6) (K-2.TF1)
ACTIVITY:	Text or Illustration–Part 3

Teach/Model

Teach according to the DLG, *A Tree Is a Plant*, p.76.

Differentiated Kindergarten Activity:

- Include kindergarten in **oral** Teach/Model activities only.

Guided Practice

Differentiated Kindergarten Activity:

- Differentiate for kindergarten by pairing them with a grade 1–2 student for the **oral** activity in the Guided Practice.

Independent Practice

Differentiated Kindergarten Activity:

- Differentiate for kindergarten by including them in the **oral** and **drawing** activity in the 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.1.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.RI.14)
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DAY 5

Writing Workshop

Author's Chair and Wrap-up

OBJECTIVE:	Wrap Up, Share, Work on descriptive piece
ACTIVITY:	Wrap Up, Share, Work on descriptive piece

Teach/Model

Use the time today to continue to write from yesterday's writing, wrap up the week's work, share, etc.