

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

## Vocabulary

<b>OBJECTIVE:</b>	Understand word relationships (LA.K-2.L.4) ( K.AW3; 2.AW3)
<b>ACTIVITY:</b>	Antonym Match

### Anchor Text Vocabulary Words:

1. <b>country</b>	open rural land away from big towns and cities
2. <b>center</b>	the middle part of something
3. <b>near</b>	close to (something or someone)
4. <b>alive</b>	having life

Teach according to the DLG, *A Tree Is a Plant*, p.82.

#### Differentiated Kindergarten Activity:

Kindergarten will use their picture *Week 3 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.

## Shared Read Aloud

<b>OBJECTIVE:</b>	Use visuals with descriptions (LA.K-2.SL.5) (K.TF1) (1.2.TF2)
<b>ACTIVITY:</b>	Add an Illustration

Teach according to the DLG, *A Tree Is a Plant*, pp.85-86.

### Differentiated Kindergarten Activity:

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

## Comprehension Mini-lesson

<b>OBJECTIVE:</b>	Identify similarities and differences in texts on the same topic (LA.K-2.RI.9)
<b>ACTIVITY:</b>	Same or Different?

## Teach/Model

Teach according to the DLG, *A Tree Is a Plant*, pp.86-87.

### Differentiated Kindergarten Activity:

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

## Guided Practice

### Differentiated Kindergarten Activity:

- Include the kindergarten in the **oral** activities in Guided Practice only.

## Independent Practice

### Differentiated Kindergarten Activity

- Pair kindergarteners with an older buddy. The buddy may help the kindergartener pick two books on the same topic.

## Share

### Differentiated Kindergarten Activity:

- The buddy from Independent Practice may help the kindergartener explain why they believe the books they have chosen are on the same topic.

DAY 1

# 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.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

<b>OBJECTIVE:</b>	Demonstrate understanding of the basic features of print (LA.K-2.RF.1) Read informational texts on topics of interest (LA.1-2.R1-2.14)
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## Writing Mini-Lesson

<b>OBJECTIVE:</b>	Identifying and using singular and plural nouns (LA.K-2.L.1)
<b>ACTIVITY:</b>	Which Noun

## 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.

- **Note:** For a smooth and seamless progress of these writing activities, lessons have been combined from Week 2 Day 4 to the end of unit 3 with no regards to Grammar or Writing days.
- Teach according to DLG pages 93-94.
- Go through the Read/Model process.
- **Note** the advice about ESL students. This will be an ongoing process for them and that's fine.
- **Note:** Share with students that sometimes people may speak differently than how they write. Say: sometimes, people might say "she love it!" when they speak., but there's a way that schools have agreed that we should speak and write. That's called conventional language (people agree by convention). At school, you would learn to say and write "she loves it!". You may not always match your nouns to verbs appropriately, it's a learning process. You will learn as you grow.
- After the Read/Model, use the worksheet *Which Noun?* (Appendix B 1st grade) and in discussion with the class, complete about 6 lines with the class. Demonstrate and discuss the reasons for each sentence - with focus on capitalization, punctuation, and end of the verb based on the singular or plural noun. For example: He runs. Friends read.
- Ask students to complete the last 2 lines.
- They should follow the same process and choose one noun to match with a verb and make a sentence. Remember the period at the end.
- You might let students choose to work in pairs or alone, or whatever you choose.

- Once this is done, if time allows, Tell students to go back to their topic sentences and read the one that’s circled (from Week 2 Day 4 - the last writing lesson)
- Tell students to be sure the first letter is capitalized and check if they have a period at the end of the topic sentence.

**DAY 2**

## Word Study

### Vocabulary

<b>OBJECTIVE:</b>	Understand word relationships (LA.K-2.L.4) ( K.AW3; 2.AW3)
<b>ACTIVITY:</b>	Antonym Match/Introduce Academic Vocabulary

### Anchor Text Vocabulary Words:

1. <b>country</b>	open rural land away from big towns and cities
2. <b>center</b>	the middle part of something
3. <b>near</b>	close to (something or someone)
4. <b>alive</b>	having life

Teach according to the DLG, *A Tree Is a Plant*, p.90.

#### Differentiated Kindergarten Activity:

- Kindergarten will use their picture *Week 3 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 - Differentiate According to Standards

<b>OBJECTIVE:</b>	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

<b>OBJECTIVE:</b>	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

<b>OBJECTIVE:</b>	Draft and revise a description (LA.K-2.W.2)
<b>ACTIVITY:</b>	Drafting a Description

## Teach/Model/Practice

- Teach according to the DLG on page 101 Teach/Model only.
- During the Teach/Model, use a chart paper and walk students through the process of adding details to the topic statement: *I saw a baby tiger at the zoo.*
- Model-Write and show the students that after the topic sentence, they might write about the way the tiger looks, what it is, what it has, and a closing sentence.
- Keep the chart on the board and ask the students to continue to write about the animal that they chose in pairs.
- First, write about how their animal looks, then something about how it sounds, what it feels like to hold the animal if it's a pet.
- Circulate and conference with students about their writing
- Pairs of students should discuss and share about their writing as each child writes in his/her journal.
- **Kindergarten Differentiation:** If needed, work with students to draw and write sounds, words, or short sentences about their animals. They can also ask their partners for help. If they were partnered with an older child or more advanced writing, they can ask their partners questions or help too. Their writing will just be more grade appropriate and dependent on their current writing skills.

DAY 3

# Word Study

## Vocabulary

<b>OBJECTIVE:</b>	Understand word relationships (LA.K-2.L.4) ( K.AW3; 2.AW3)
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**ACTIVITY:**

Vocabulary Headbands/Introduce Academic Vocabulary

**Anchor Text Vocabulary Words:**

<ol style="list-style-type: none"><li>1. <b>country</b></li><li>2. <b>center</b></li><li>3. <b>near</b></li><li>4. <b>alive</b></li></ol>	<p>open rural land away from big towns and cities</p> <p>the middle part of something</p> <p>close to (something or someone)</p> <p>having life</p>
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Teach according to the DLG, *A Tree Is a Plant*, p. 95.

**Differentiated Kindergarten Activity:**

- Use the headbands from Week 1.
- Use the *Week 3 Vocabulary Words* printable (Appendix A).
- Gather the students together to complete this activity using the *Vocabulary Headbands* printable (Appendix A) and the *Week 3 Vocabulary Words* printable (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

<b>OBJECTIVE:</b>	Use visuals with descriptions (LA.K-2.SL.5) (K.TF1) (1.2.TF2)
<b>ACTIVITY:</b>	Draw and Label/Find the Right Illustration

Teach according to the DLG, *A Tree Is a Plant*, pp.97-98.

### Differentiated Kindergarten Activity:

- Include kindergarten in the Shared Reading **oral** activities only.
- While 1st and 2nd grade are writing their descriptive paragraphs, instruct kindergarten for the following activity:
  - Say: we are going to draw a detailed picture of something. It could be an animal, a plant, a tree or something else in nature.
  - Model drawing something such as a flower. Make it detailed and label each part.
  - Now it's your turn, what do you think you would like to draw? Give time for students to respond. Encourage different answers.
  - Distribute plain paper and give students time to draw and label their picture during the Comprehension Mini-Lesson for 1st and 2nd grade.

## Comprehension Mini-Lesson

<b>OBJECTIVE:</b>	Identify similarities and differences in texts on the same topic (LA.K-2.RI.9)
<b>ACTIVITY:</b>	The Right Book for the Job

Teach according to the DLG, *A Tree Is a Plant*, p.99 for 1st and 2nd grade.

## Teach/Model

## Guided Practice

## Independent Practice

DAY 3

# Reading Workshop Small-Group

## Guided Reading

<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)
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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

<b>OBJECTIVE:</b>	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

<b>OBJECTIVE:</b>	Identify and using singular and plural nouns (LA.K-2.L.1)
<b>ACTIVITY:</b>	Noun/Verb Agreement

## Teach/Model

- Teach according to the DLG Teach/Model on page 106.
- Use a couple of examples from the Guided Practice on page 106.
- Send students to continue to write their descriptive piece.
- Put the anchor chart from yesterday for students' reference.
- Go over the writing from yesterday and remind students to continue to work on their descriptive piece.
- Tell students to check if their nouns agree with their verbs as they write. For example: My dog has brown fur and not my dog have brown fur.
- Circulate and conference with students.

**DAY 4**

# Word Study

## Vocabulary

<b>OBJECTIVE:</b>	Understand word relationships (LA.K-2.L.4) ( K.AW3; 2.AW3)
<b>ACTIVITY:</b>	Dictionary Author

## Anchor Text Vocabulary Words:

1. <b>country</b>	open rural land away from big towns and cities
2. <b>center</b>	the middle part of something
3. <b>near</b>	close to (something or someone)
4. <b>alive</b>	having life

Teach according to the DLG, *A Tree Is a Plant*, pp. 102-103.

**Differentiated Kindergarten Activity:**

- Students will partner together to combine their *Week 3 Vocabulary Words* printable (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.

DAY 4

## 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.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

<b>OBJECTIVE:</b>	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 4

## Writing Workshop

### Grammar Mini-Lesson

<b>OBJECTIVE:</b>	Writing a description (LA.K-2.W.2)
<b>ACTIVITY:</b>	Using sparkly adjectives and strong verbs

### Teach/Model

- Review strong and sparkly adjectives and verbs.
- Say: Great writers are very careful about the words they use when they write. We have talked about describing words or Adjectives and action words or Verbs that make our writing sparkle. When you write, take your time to read what you write and listen to yourself. Check to see if you are using the very best words. It's fine for you to make a line on a word and write another word that's better when you are writing a draft. Then you can have a clean copy later when you write your final piece. Today, as you continue to write, be sure to read what you write and check to see if there's any word you'd like to change for a more sparkly one.
- Put the chart up from the descriptive piece about the tiger.
- Remind students that they are continuing to write their descriptive piece about animals with their partner
- Circulate and conference with students.

**DAY 5**

## Word Study

### Vocabulary

<b>OBJECTIVE:</b>	Understand word relationships (LA.K-2.L.4) ( K.AW3; 2.AW3)
<b>ACTIVITY:</b>	Weekly Vocabulary Assessment

### Anchor Text Vocabulary Words:

1. <b>country</b>	open rural land away from big towns and cities
2. <b>center</b>	the middle part of something
3. <b>near</b>	close to (something or someone)
4. <b>alive</b>	having life

**Teach according to the DLG, A Tree Is a Plant, p. 107.**

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

- Distribute copies of the Kindergarten *Week 3 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.

**DAY 5** **Reading Workshop** Whole-Group

## Shared Read Aloud

<b>OBJECTIVE:</b>	Use visuals with descriptions (LA.K-2.SL.5) (K.TF1) (1.2.TF2) (K.TF2)
<b>ACTIVITY:</b>	Show and Tell: Illustrations

Teach according to the DLG, *A Tree Is a Plant*, p.110.

### Differentiated Kindergarten Activity:

The Kindergarten students will share their pictures from Day 3.

## Comprehension Mini-Lesson

<b>OBJECTIVE:</b>	Add drawings or other visuals to descriptions (LA.K-2.SL.5)
<b>ACTIVITY:</b>	Choosing the Right Book

Teach according to the DLG, *A Tree Is a Plant*, p.111.

**Note:** Kindergarten students will participate in the lesson Teach/Model & Guided Practice only. Then release students to look at books in the Literacy Center. Plan to have several books related to this unit available.

## Teach/Model

## Guided Practice

## Independent Practice

## Guided Reading - Differentiate According to Standards

<b>OBJECTIVE:</b>	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

<b>OBJECTIVE:</b>	Demonstrate understanding of the basic features of print (LA.K-2.RF.1) Read informational texts on topics of interest (LA.1.RI.14)
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## Author's Chair and Wrap-up

<b>OBJECTIVE:</b>	Wrap up, Author's Chair, Share in Pair
<b>ACTIVITY:</b>	Partner Feedback

### Teach/Model

Use this time for students to continue their writing or share.

Have pairs of students share their descriptive piece and get feedback from each other. 1 "I remember"; 1 "I like" and 1 "I wonder".

Students can choose to use I remember, like, or wonder depending on what feedback they'd like to give each other. For example, when two partners are sharing with each other, one student may share and the partner might choose to respond with "I remember" or "I like" or "I wonder" and not all three.

Circulate to monitor how students are sharing. Monitor for appropriate tone and content of the feedback.