

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

Vocabulary

OBJECTIVE:	Determine the meaning of unknown and multiple-meaning words (LA.K-2.L.3) (K.AW1)
ACTIVITY:	Introduce Vocabulary

Anchor Text Vocabulary Words:

<ol style="list-style-type: none"> 1. idol 2. chariot 3. prophet 4. slave 	<p>an image or statue worshiped as a god</p> <p>a vehicle of ancient times that had two wheels; was pulled by horses, and was used in battle, races, or parades</p> <p>a person who utters divinely inspired revelations or messages from God</p> <p>a person who is owned by another person and can be sold at the owner's will</p>
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Teach according to the DLG, *Little Maid*, pp. 8-9.

Differentiated Kindergarten Activity:

- Use *Kindergarten Vocabulary Word Cards* (Appendix A)

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.
- The 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:	Participate in collaborative conversations (LA.K-2.SL.8)
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ACTIVITY:	Introduce Little Maid
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Teach according to the DLG, Little Maid, p. 13.

Comprehension Mini-lesson

OBJECTIVE:	With prompting, answer questions about key details (LA.K-2.RL.1) /Retell details from a text (K.AMI2)
ACTIVITY:	Asking Questions about Little Maid

Teach according to the DLG, Little Maid, p. 13.

Teach/Model

Guided Practice

Differentiated Kindergarten Activity:

- Lead students into a discussion about what happened in the story of Little Maid.
- **Ask students simple questions about the story. Here are a few suggested questions:**
 - What was the title of the story?
 - What was the story about?
 - Why was Little Maid living with Captain and Lady Namaan?
 - What went wrong?
 - What did Little Maid do?
 - How was Captain Namaan healed?
 - Why do you think Little Maid helped Captain Namaan?
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Differentiated Second Grade Activity:

- Students should work independently to complete the activity.

Independent Practice

- Students should work independently to complete the activity.

DAY 1

Reading Workshop Small-Group

K – 2 Bridge for 1st Grade Pathways 2.0 Unit 4 Little Maid Week 1 | 4

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:	Use adverbs to tell how, when, and where (LA.K-2.W.2)
ACTIVITY:	Adverbs in Action

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 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.

- Teach according to the DLG, Little Maid, pp. 16 - 17 with the following suggestions:
- Go through the Teach/Model process.
- Start the Guided Practice by interacting verbally with students before using the printable.
- Say: If I speak to you like this (speak very slowly) I speak and that's a verb. That's an action. But how do I speak? slowly. 'Slowly', tells you how I speak. If you are sitting here and you are focused on listening. How are you listening? Yes, carefully. You are listening carefully.
- You might do the same for when and where. Say if you sleep late. What is the action or verb? sleep. When do you sleep? late. That's the adverb.
- Choose various examples where the students are doing something like a gesture, a sign, movement, dancing, etc.
- Proceed with the Guided Practice.
- For writing time, let students start a new writing piece about one of the animals on their list or anything they'd like to write about.
- Tell students to try to put an adverb in their writing.
- Say: Let's see where we can put an adverb in our writing. If you have a verb in your writing, see if you can include an adverb. If not, that's OK. You will have other chances to do that. When I come around, I'll check to see if you were able to use an adverb. For example, you might write that your cat purrs. Ask yourself: How does she purr? Loudly? Quietly?
- Circulate and conference with students.
- **Kindergarten Differentiation:** Kindergarten can start a new piece with drawing, words, and sentences. They are not expected to use an adverb, but the exposure is fine. The same for first graders. Some will use adverbs, but most will acquire the understanding later on.

DAY 2

Word Study

Vocabulary

OBJECTIVE:	Determine the meaning of unknown and multiple-meaning words (LA.K-2.L.3) Relate words to their real-life meanings (K.AW1)
ACTIVITY:	Fill in the Blank

Anchor Text Vocabulary Words:

1. idol	an image or statue worshiped as a god
2. chariot	a vehicle of ancient times that had two wheels; was pulled by horses, and was used in battle, races, or parades
3. prophet	a person who utters divinely inspired revelations or messages from God
4. slave	a person who is owned by another person and can be sold at the owner's will

Teach according to the DLG, *Little Maid*, p. 18.

Differentiated Kindergarten Activity:

- Use the *Little Maid* Anchor text to give a visual for the questions and discussions.

Phonological Awareness/Phonics

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-2.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:	Identify and use proper nouns (LA.K-2.L.1)
ACTIVITY:	Proper Nouns

Teach/Model

- Teach according to the DLG, Little Maid, p. 21 with the following suggestions:
- During Guided Practice, include words that matter to the students: school name, church name, the state where they live, their names, a book that's in the classroom, etc.
- For writing time, send students to continue in their writing and remind them to capitalize proper names such as the name of their pet or a proper place.

DAY 3

Word Study

Vocabulary

OBJECTIVE:	Determine the meaning of unknown and multiple-meaning words (LA.K-2.L.3) Relate words to their real-life meanings (K.AW1)
ACTIVITY:	Vocabulary Stepping Stones

Anchor Text Vocabulary Words:

<ol style="list-style-type: none">1. idol2. chariot3. prophet4. slave	<p>an image or statue worshiped as a god</p> <p>a vehicle of ancient times that had two wheels; was pulled by horses, and was used in battle, races, or parades</p> <p>a person who utters divinely inspired revelations or messages from God</p> <p>a person who is owned by another person and can be sold at the owner's will</p>
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Teach according to the DLG, *Little Maid*, p.23.

Differentiated Kindergarten Activity:

- Gather students together to take a picture walk through the *Little Maid*.
- Explain how you will take a journey through the book looking for pictures about our vocabulary words.
- Start with the beginning and guide the students by asking “What do you see?”. Students may remember what is happening or not.
- Use vocabulary word cards to guide the students on what to look for. For example, p. 2 has a picture of *Little Maid* who was a slave. If students pick up that she is a slave, discuss the definition of a slave and how she became a slave.
- Look at p. 4. There is a picture of an idol.
- Continue “stepping” through the book until all words have been discovered through the pictures. As you complete the book, some words will be repeated.

- Dismiss Kindergarten students to make a center choice.

Phonological Awareness/ Phonics

See instructions for this section on Week 1 Day 1.

DAY 3

Reading Workshop Whole-Group

Shared Read Aloud

OBJECTIVE:	Participate in collaborative conversations (LA.K-2.SL.1,8)
ACTIVITY:	Collaborative Conversations

Teach according to the DLG, Little Maid, p. 25.

Comprehension Mini-Lesson

OBJECTIVE:	With prompting, answer questions about key details (LA.K-2.RL.1) (K.AMI1)
ACTIVITY:	Cite that Evidence/Little Maid Main Idea Illustration

Teach according to the DLG, Little Maid, pp. 27-28.

Teach/Model

Guided Practice

Differentiated Kindergarten Activity:

- Distribute a copy of the printable *Little Maid: Main Idea Illustration* (Appendix B) for the story Little Maid.
- Students will draw a picture and use their best writing skills to express the main idea in one sentence.
- Optional: Students can dictate and the teacher can record their main idea.

Differentiated First and Second Grade Activity:

- Distribute a copy of the printable *Text Evidence* (Appendix B).
- Teach lesson according to the Little Maid, DLG p. 28 for 1st and 2nd grade

Independent Practice

Differentiated Kindergarten Activity:

- Kindergarten students should choose a center during this independent practice lesson



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 3

Writing Workshop

Writing Mini-Lesson

OBJECTIVE:	Use Adverbs to tell how, when, and where (LA. K-2.W.2)
ACTIVITY:	Drafting Sentences That Inform

Teach/Model

- Review verbs or action words for the Kindergarten students especially.
- Teach according to the DLG, Little Maid, p. 29.
- Go over the Teach/Model.
- Follow the Guided Practice except allow students to continue their writing from Day 1.
- Remind students that they are writing to give information so everything they write about their animal must be true.
- Students can also start a new piece about another animal.

DAY 4

Word Study

Vocabulary

OBJECTIVE:	Determine the meaning of unknown and multiple-meaning words (LA.K-2.L.3) (K.AW1)
ACTIVITY:	Vocabulary ABC

Anchor Text Vocabulary Words:

<ol style="list-style-type: none"> 1. idol 2. chariot 3. prophet 4. slave 	<p>an image or statue worshiped as a god</p> <p>a vehicle of ancient times that had two wheels; was pulled by horses, and was used in battle, races, or parades</p> <p>a person who utters divinely inspired revelations or messages from God</p> <p>a person who is owned by another person and can be sold at the owner's will</p>
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Teach according to the DLG, *Little Maid*, p.30.

Differentiated Kindergarten Activity:

- Distribute copies of printable *Vocabulary ABC Order* (Appendix A) to Kindergarten students.
- Students will cut and paste each vocabulary word card beside the correct beginning letter.
- Draw the students' attention to how the words are in Alphabetical order.

Phonological Awareness/Phonics

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-2.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 proper nouns (LA.K-2.L.1)
ACTIVITY:	Working with Proper Nouns

Teach/Model

- Teach according to the DLG, Little Maid, pp. 33-34.
- Follow the Teach/ Learn and the Guided Practice.
- For the second bullet in the Guided Reading, have students talk in pairs to come up with a new proper noun for you to write on the anchor chart.
- Then send students to continue working on their piece for this week.

Note: The printable from the Independent Practice may be used at Centers for students grades 1 - 2.

DAY 5

Word Study

Vocabulary

OBJECTIVE:	Determine the meaning of unknown and multiple-meaning words (LA.K-2.L.3) (K.AW1)
ACTIVITY:	Week 1 Dictation Vocabulary Assessment

Anchor Text Vocabulary Words:

<ol style="list-style-type: none"> 1. idol 2. chariot 3. prophet 4. slave 	<p>an image or statue worshiped as a god</p> <p>a vehicle of ancient times that had two wheels; was pulled by horses, and was used in battle, races, or parades</p> <p>a person who utters divinely inspired revelations or messages from God</p> <p>a person who is owned by another person and can be sold at the owner's will</p>
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Teach according to the DLG, Little Maid, pp.34-35.

Differentiated Kindergarten Activity:

- Distribute copies of the *Kindergarten Week 1 Vocabulary Assessment* (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 1.



Whole Group Instruction

OBJECTIVE:	Participate in collaborative conversations (LA.K-2.SL.1,8)
ACTIVITY:	Kindness Illustration /All Right, Stop, Collaborate, and Listen

Differentiated Kindergarten Activity:

- Have first and second grade students begin cutting apart the Collaborative Conversation tickets.
- Distribute a sheet of large drawing paper to each Kindergarten student.
- Using the anchor text, Little Maid. Show the students an illustration of Little Maid showing kindness to Captain and Lady Namaan.
- Say, Here is a picture of Little Maid showing kindness. I would like for you to think of ways you can show kindness to others. Little Maid showed kindness to Captain Namaan. Jesus wants us to show kindness to others too. You will draw a picture of you showing kindness to someone. Color your picture.

Differentiated Second Grade Activity:

- Students will cut apart their Collaborative Conversation tickets.

Comprehension Mini-Lesson

OBJECTIVE:	Name and describe the role of the illustrator (LA.K-2. RL.6) Describe the connection between an illustration and the information in a text (K.TF1)
ACTIVITY:	Kindness Illustration/My Favorite Part

Teach/Model/Guided Practice

Teach according to the DLG, Little Maid, p.38.

Differentiated Kindergarten Activity:

- Allow Kindergarten students to finish their drawings and then choose a center.

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.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 5 Writing Workshop

Author's Chair and Wrap-up

OBJECTIVE:	Wrap up writing pieces, share, publish, etc.
ACTIVITY:	Complete writing and other writing activities

Teach/Model

- Use this time to complete, publish, and/or share the piece from this week.
- Students grades 1 - 2 can also work in pairs to work on proper and common nouns while Kindergarten students work in Centers.