

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

Vocabulary

OBJECTIVE:	Use common verbs/Action Words correctly (LA.K.L.3)(K.PS2) Identify Base Words and Suffixes (LA.1.L.3) (LA.2.L.4)
ACTIVITY:	Introduce Anchor Text Vocabulary

Anchor Text Vocabulary Words:

1. fading	sinking away; vanishing
2. followed	went, proceeded, or came after
3. grazing	eating grass
4. spied	caught sight of

Teach according to the DLG, We All Went on Safari, pp.8-9.

Differentiated Kindergarten Activity:

- Review the term “verb”. Remind students that a verb is an action word. Invite students to share a few examples of verbs.
- Present the Week 1 Anchor Vocabulary Picture Cards (Appendix A).
- Discuss the meaning of each word. Invite students to share synonyms that help describe the vocabulary words.
- Have students act out the vocabulary words.

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:	Ask & answer questions about what a speaker says to gather additional information (LA.K-2.SL.3) (2.SR2)
ACTIVITY:	Ask and Answer Questions - Part 1

Teach according to the DLG, *We All Went on Safari*, pp. 11-12.

Differentiated Kindergarten Activity:

- Before starting with the DLG, create a chart of Question Words with students. Remind students that one way to ensure they are asking a question, and not making a statement, is to begin their sentence with one of the question words (who, what, where, when, why, how).

Comprehension Mini-lesson

OBJECTIVE:	Ask and answer questions to clarify meaning of words and phrases (LA.K-2.RI.4) (K.D2) Determine meaning of words and phrases in a text (LA.2.RI.4) (2.AW2)
ACTIVITY:	Introduce <i>We All Went on Safari</i>

Teach according to the DLG, *We All Went on Safari*, pp. 12-13.

DAY 1

Reading Workshop Small-Group

Guided Reading - Differentiate According to Standards

OBJECTIVE:	Read on-level text with purpose and understanding (L.A.K-2.RF.4) Use silent reading strategies (LA.K-2.RF.4)
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Begin small groups in Unit 2 and continue throughout the year. Differentiate for all ability levels.

This small group time can be used to expand, review and support Phonological Awareness and Phonics skills. Use Observations and assessments to guide your instructional choices. Remember that groups will change throughout the year based on student progress.

Use the *Reading A-Z* guided reading format or another format selected by the teacher. Many 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:	Write a friendly letter (LA.K-2.W.3)
ACTIVITY:	Letter Format

Teach/Model/Practice

NOTE: Many of the Writing Workshop lessons in the Bridge have been written to be used across the grades. When a lesson appears in this document, it will be noted if it should be used alone or in collaboration with the lesson that is in the Grade 1 Pathways 2.0 Writing Workshop. Page number(s) from the Pathways 2.0 book will be included for your reference.

- Teach according to the DLG, We All Went on Safari, p.14 with the following directions:.
- Follow the Teach/Model.

- Follow the Guided Practice
- Use the Independent Practice to do an example with the class together. After writing the letter to Mr. Hunter in the Guided Practice, lead the class to choose someone else to invite, then model the process of writing the appropriate name and career, so that the letter can fit the appropriate letter receiver.
- Send students to write a letter to someone of their choice. Students can use their journal to write.
- Conference and circulate to be sure students are following the format.

Differentiate for Kindergarten:

- Kindergarten students will enjoy writing letters to their friends, parents, and family members. Follow the readiness of the specific child during conferencing to determine the amount and depth of writing.
- A child may need a conversation prior to writing. Ask questions “Who would you like to send a note to?” “What would you like to say to that person?” Then help the student step by step to write the letter to that person or to draw a picture with a few words for that person.

DAY 2

Word Study

Vocabulary

OBJECTIVE:	Use common verbs/Action Words correctly (LA.K.L.3)(K.PS2) Identify Base Words and Suffixes (LA.1.L.3) (LA.2.L.4)
ACTIVITY:	Guess My Word

Anchor Text Vocabulary Words:

<ol style="list-style-type: none"> 1. fading 2. followed 3. grazing 4. spied 	<p>sinking away; vanishing</p> <p>went, proceeded, or came after</p> <p>eating grass</p> <p>caught sight of</p>
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Teach according to the DLG, We All Went on Safari, p.15.

Differentiated Kindergarten Activity:

- Review the term verb.
- Review the Week 1 Anchor Vocabulary Picture Cards (Appendix A).

- Distribute Week 1 Mini Anchor Vocabulary Picture Cards (Appendix A) to kindergarten students.
- Students should participate in Guess My Word with 1st/2nd grade students as written in the Daily Lesson Guide.

Phonological Awareness/Phonics/Spelling

See instructions for this section on Week 1 Day 1.

DAY 2

Reading Workshop Whole-Group

Shared Read Aloud/Comprehension Mini-lesson

Three days are devoted to Shared Read-Aloud and Comprehension Mini-Lessons. Those mini-lessons can be extended for the other days of the week, or the time can be added to small-group instruction and individual work.

DAY 2

Reading Workshop Small-Group

Guided Reading - Differentiate According to Standards

OBJECTIVE:	Read on-level text with purpose and understanding (L.A.K-2.RF.4) Use silent reading strategies (LA.K-2.RF.4)
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Begin small groups in Unit 2 and continue throughout the year. Differentiate for all ability levels.

This small group time can be used to expand, review and support Phonological Awareness and Phonics skills. Use Observations and assessments to guide your instructional choices. Remember that groups will change throughout the year based on student progress.

Use the *Reading A-Z* guided reading format or another format selected by the teacher. Many 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:	Use Comma in a series (LA.K-2.L.2)
ACTIVITY:	Comma in a Series/In a Letter

Teach/Model/Practice

- Teach according to the DLG, We All Went on Safari, pp. 18- 19.
- Follow the Teach/Model .
- Share with students that using appropriate punctuation is a part of the Conventions trait.
- Say; Great writers use the trait of conventions to make sure that their writing has the right punctuation to help their readers to read the piece correctly, fluently, and beautifully.
- Show students the cover of the Alexander and the Terrible, Horrible, No Good, Very Bad Day as an example of how the author used commas to separate the list (series) of describing words or adjectives.
- Include the fact that commas are also used in letter writing after the salutation or greeting (Dear Mom,) and at the closing (Love, Susan)
- Follow the Guided Practice.
- Send students to continue to write the letter they started yesterday.
- Remind students to read their writing first. If they happen to have a list or a series of three things or more, in a sentence, they need to use a comma after each word in the list.
- Remind them to read their greeting to see if there's a comma after that as well.
- Expect that first graders will take a long time to master this convention skill.
- Circulate and conference with students.

Differentiate for Kindergarten: Kindergarten students may participate in the lesson, but not be required or assessed in their usage of commas in a series. Teacher might instruct Kindergarten students to go

directly to their writing from yesterday and to continue with their letter. During conferencing, the teacher can help the students to place a comma after their greeting.

DAY 3

Word Study

Vocabulary

OBJECTIVE:	Use common verbs/Action Words correctly (LA.K.L.3) (K.PS2) Identify Base Words and Suffixes (LA.1.L.3) (LA.2.L.4)
ACTIVITY:	Introduce Academic Vocabulary

Academic Text Vocabulary Words:

1. analogy	a comparison of things based on ways they are alike
2. crater	a bowl-shaped depression around the opening of a volcano
3. environment	a person's physical surroundings (e.g., climate, soil, living thing)
4. journey	an act or instance of traveling from one place to another

Differentiated Kindergarten Activity:

- Review Anchor Vocabulary Picture Cards. Invite students to briefly act out the words.
- Introduce Academic Text Vocabulary Picture Cards (Appendix A).
- Invite students to repeat the words aloud. Allow students to discuss any relevant prior understanding they may have regarding these new words.
- As a group, create hand motions to facilitate understanding of the vocabulary words.
 - For example:
 - analogy- hold hands out to the side like a balancing scale to show comparison
 - crater- make arms into a circle in front of the body
 - environment- use sweeping arm motions to show the room all around
 - journey- use the pointer and middle finger to make "legs" that walk along the opposite arm
- **Teach according to the DLG, We All Went on Safari, p. 20 for grades 1-2.**

Phonological Awareness/ Phonics/Spelling

See instructions for this section on Week 1 Day 1.

DAY 3

Reading Workshop Whole-Group

Shared Read Aloud

OBJECTIVE:	Ask & answer questions about what a speaker says to gather additional information (LA.K-2.SL.3) (2.SR2)
ACTIVITY:	Ask and Answer Questions - Part 2

- Teach according to the DLG, *We All Went on Safari*, pp.22-23.

Differentiated Second Grade Activity:

- Second grade students will complete *Quality Questions* printable (Appendix B) independently while K/1st participate in the shared chart creation as written in the DLG.

Comprehension Mini-Lesson

OBJECTIVE:	Ask and answer questions to clarify meaning of words and phrases (LA.K-2.RI.4) (K.D2) Determine meaning of words and phrases in a text (LA.2.RI.4) (2.AW2)
ACTIVITY:	<i>We All Went on Safari</i> with Text-Dependent Questions—Part - 1

Teach according to the DLG, *We All Went on Safari*, pp.23-24.

DAY 3

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. Many 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:	Write a friendly letter (LA.K-2.W.3)
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ACTIVITY:	Write a Letter
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Teach/Model/Practice

- Teach according to the DLG, We All Went on Safari, pp.24-25 with the following directions:
- Follow the Teach/Model on page 24.
- Follow the Guided Practice. Use Chart paper as an anchor for students.
- Use the Independent Practice to make a list of people that students can write a letter or have students write a short list on their own in their journal. No need to give students the letter frame. Students need to practice writing the word 'Dear' with a comma on their own.
- Send students to write to a person of their choice.
- Keep the anchor chart visible for student support.
- Circulate and conference with students and decide how much support to give in spelling correction, based on students' writing progress and level.

DAY 4

Word Study

Vocabulary

OBJECTIVE:	Parts of Speech: Use common verbs/Action Words correctly (LA.K.L.3) (K.PS2) Identify Base Words and Suffixes (LA.1.L.3) (LA.2.L.4)
ACTIVITY:	Dictionary Author

Academic Vocabulary Words:

<ol style="list-style-type: none"> 1. analogy 2. crater 3. environment 4. journey 	<p>a comparison of things based on ways they are alike</p> <p>a bowl-shaped depression around the opening of a volcano</p> <p>a person's physical surroundings (e.g., climate, soil, living thing)</p> <p>an act or instance of traveling from one place to another</p>
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Differentiated Kindergarten Activity:

- Say, we have learned that verbs are words that describe an action. Today we will be using verbs to practice our Academic Vocabulary Words.

- Begin by selecting one of the vocabulary words. Invite students to create sentences using vocabulary words and verbs.
- Record one or two sentences for each vocabulary term on chart paper or the whiteboard. Underline or use another color marker to mark the verbs and vocabulary terms.
 - For example
 - analogy - Hands can clap and feet can stomp (this is an example of an analogy)
 - crater - We should hike over to the **crater**.
 - environment - The park is a perfect **environment** to run, jump, and play!
 - journey - We carried snacks for our **journey** from Florida to Mississippi.
- Invite children to act out the different sentences that have been created.
- **Teach according to the DLG, We All Went on Safari, p. 26 to 1st & 2nd grade.**

Phonological Awareness/Phonics/Spelling

See instructions for this section on Week 1 Day 1.

DAY 4

Reading Workshop Whole-Group

Shared Read Aloud/Comprehension Mini-lesson

Three days are devoted to Shared Read-Aloud and Comprehension Mini-Lessons. Those mini-lessons can be extended for the other days of the week, or the time can be added to small-group instruction and individual work.

DAY 4

Reading Workshop Small-Group

Guided Reading - Differentiate According to Standards

OBJECTIVE:	Read on-level text with purpose and understanding (L.A.K-2.RF.4) Use silent reading strategies (LA.K-2.RF.4)
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Begin small groups in Unit 2 and continue throughout the year. Differentiate for all ability levels.

This small group time can be used to expand, review and support Phonological Awareness and Phonics skills. Use Observations and assessments to guide your instructional choices. Remember that groups will change throughout the year based on student progress.

Use the *Reading A-Z* guided reading format or another format selected by the teacher. Many 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:	Use commas in a series (LA.K-2.L.2)
ACTIVITY:	Using Commas in a Series/In a letter

Teach/Model/Practice

- Teach according to the DLG, *We All Went on Safari*, p. 28.
- Follow the Teach/Model and the Guided Practice only.

Differentiate the Independent Practice:

- Send Kindergarten to work on their writing from yesterday.

- For first and 2nd graders who need: do the Independent Practice as a group, using turn-and-talk strategies for students to tell you when to add commas.
- Have students place the commas in the sentences where appropriate.
- Second graders can go on and complete the worksheet as you work with first graders if necessary.
- Send students to work on their letter from yesterday.
- Conference and circulate and help students to complete their draft letter today so they can begin with a clean sheet of paper to write the final draft.

DAY 5

Word Study

Vocabulary

OBJECTIVE:	Parts of Speech: Use common verbs/Action Words correctly (LA.K.L.3 (K.PS2) Identify Base Words and Suffixes (LA.1.L.3) (LA.2.L.4)
ACTIVITY:	Weekly Vocabulary Assessment

Anchor Text Vocabulary Words:

5. fading	sinking away; vanishing
6. followed	went, proceeded, or came after
7. grazing	eating grass
8. spied	caught sight of

Academic Text Vocabulary Words:

1. analogy	a comparison of things based on ways they are alike
2. crater	a bowl-shaped depression around the opening of a volcano
3. environment	a person's physical surroundings (e.g., climate, soil, living thing)
4. journey	an act or instance of traveling from one place to another

Teach according to the DLG, *We All Went on Safari*, p. 29.

Differentiated Kindergarten Activity:

- Review Academic Vocabulary Cards from previous lessons.
- Distribute copies of Academic Vocabulary Sort (Appendix A).
- Provide support as students work independently to sort the vocabulary pictures.
- If time allows, review the Anchor Text Vocabulary Cards from earlier in the week and students to use other verbs to describe the vocabulary terms.

Differentiated Second Grade Activity:

- In addition to the DLG lesson, 2nd grade students should generate their own sentences to record and illustrate in their copy of *Dictate, Write Draw: Weekly Assessment* Printable (Appendix C)

Phonological Awareness/Phonics/Spelling

See instructions for this section on Week 1 Day 1.

DAY 5 **Reading Workshop** Whole-Group

Shared Read Aloud

OBJECTIVE:	Ask & answer questions about what a speaker says to gather additional information (LA.K-2.SL.3) (2.SR2)
ACTIVITY:	Ask and Answer Questions—Part 3

Teach according to the DLG, *We All Went on Safari*, p.31.

Comprehension Mini-Lesson

OBJECTIVE:	Ask and answer questions about unknown words in a text (LA.K-2.RI.4) (K.D2) Determine meaning of words and phrases in a text (LA.2.RI.4)(2.AW2)
ACTIVITY:	<i>We All Went on Safari</i> with Text-Dependent Questions - Part 2

Teach according to the DLG, *We All Went on Safari*, pp.31-32.

Guided Practice

Differentiated Second Grade Activity:

- Second graders will participate in the group discussion for spreads 1-4.
- Distribute *Ask and Answer* printable (Appendix B) for students to complete independently or with a partner for the remaining spreads of the book.

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. Many 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:	Complete letters
ACTIVITY:	Publish final draft, Share, Prepare for delivering, etc.

Sharing Writing

Use this time to complete the final draft, share, and help students to put the letter in an envelope or a folder depending if they're delivering the letter at home, at school, or mailing it to someone.