

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

Vocabulary

OBJECTIVE:	Analyzing Words: Use familiar parts of words to understand their meanings. (K.AW2) Define and use the prefix re- (LA.K-2.L.3 & 4)
ACTIVITY:	Introduce Anchor Text Vocabulary Words

Anchor Text Vocabulary Words:

1. (re)built	to have made by putting together parts or materials
2. (re)collected	to gather from several sources
3. (re)drew	to have produced a likeness by making lines on a surface
4. (re)finished	to come to the end of a task

Teach according to the DLG, *The Art Lesson*, p.8.

Differentiated Kindergarten Activity:

- Review the terms built, rebuilt, drew, redrew.
- Present the *Vocabulary Words* printable (Appendix A).
- Discuss the meaning of each word.
- Demonstrate by using blocks to show built and rebuilt.
- Demonstrate redrawing a picture from a simple line drawing of an object such as a cat..
- Have students participate in the activity.
- Distribute *Vocabulary Words* printable (Appendix A).
- Have students cut their words apart and save for activities throughout the week.

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.1, LA.K-1.SL.8) LA.2.SL.7)
ACTIVITY:	Model Conversation

Teach according to the DLG, The Art Lesson, pp.11-12.

Differentiated Kindergarten Activity:

- As you present the explicit instruction, include that they will practice taking turns in conversation by pretending to throw and catch an imaginary ball.
- Practice using a ball, to have each student tell a sentence about themselves.
- When they have the imaginary ball it is their time to talk.

Comprehension Mini-lesson

OBJECTIVE:	With prompting, compare and contrast characters (LA.K.RL.8) Identify who is telling the story (LA.1-2. RL. 6 &7)
ACTIVITY:	Introduce The Art Lesson

Teach according to the DLG, The Art Lesson, pp.12-13.

Teach/Model

Guided Practice

Differentiated Kindergarten Activity:

- As you teach according to the DLG, The Art Lesson, p. 13, define the words spiritually, emotionally, intellectually, physically from the Unit Essential Question.

Independent Practice

- Kindergarten will draw a picture to describe how the Unit Big Idea answers the Unit Essential Question.

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)
-------------------	---

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)
-------------------	---

DAY 1

Writing Workshop

Writing Mini-Lesson

OBJECTIVE:	Write story sentences (LA.K-2.W3)
ACTIVITY:	Using Color Words

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.

- The writing lessons for this week will be written here. The grammar lessons will follow the DLG, The Art Lesson, and the pages will be included here.
- This lesson will focus on the Voice Trait.
- You will need the book *Yesterday I Had the Blues* by Jeron Ashford Frame
- Read the book for the first time without stopping.
- Use the following scripts to share as you choose:
Say: Great writers share their voice with their readers. They use great words to show their emotions. They may be sad, happy, excited, or scared. They write to share their voice and to make the readers feel the emotions. Writing with voice is honest, open, filled with whatever the writer is feeling. In this book, the little boy uses colors to show his emotions. Let's listen to the book.
- Discuss the book and re-read a couple of pages as you discuss.
Say: This book is filled with emotions. The little boy starts with the blues (he may be down, depressed, or plain blue (get it!)), then he moved on to having the greens (he may be positive, or cheerful), he shares his family members' emotions too: his dad has the grays (nervous), his mama has the reds (maybe mad, or bothered), his sister has the pinks (she's joyful or happy), Talia has the indigos (creative, carefree, artsy), and Gram has the yellows (encouraging, caring, comforting). The boy has feelings and so do the people in his house. This book is fun and free with color words that describe emotion or feelings. The author chooses just the right words to make the book sound like beauty. Like poetry. Like it's alright to talk about our feelings and use colors to describe them.
- Prepare an anchor chart with the *I had the blues poem* (Appendix B). Read it to students and tell them they are going to write their own poem using color to describe their feelings.
***Yesterday I had the blues. The kind of blues that pushed me to holler. Scream. Shout!
Today, I got the greens. The kind of greens that invite me to dance. Twirl. Prance.
Tomorrow, maybe I will have the reds, the pinks, or even the yellows.
But my mom says "It's Okay, I still love you."***
- Talk to students about the anchor poem. Emphasize the tense for yesterday (I had), today (I got), tomorrow (I will have)...
- Point to the quotation marks. Let students know that these marks are used to show that someone else is speaking. In this poem, the mom is the one talking, so the quotation marks show what mom said.
- Point to the verbs. Say: Remember how great writers use powerful verbs or action words. Listen to these verbs: "holler" & "prance" (beautiful verb choice).
- Send students to write in their journal.

Differentiate for Kindergarten: Write the words on the board or point to the words from the chart: Yesterday, Today, and Tomorrow.

- Tell Kindergarten students to choose their color for yesterday, today and tomorrow. They can write yesterday, I had the _____, today, I got the _____, tomorrow, I will have _____. My _____ says “It’s Okay. I love you!” Use the *Kindergarten Poem Outline* (Appendix B)
- Let students know that it’s a poem and it’s not real. So they can choose anyone to quote.

Additional /Optional Script :

- Write the words on the board: mornin’, runnin’, lookin’, hangin’, hummin’, somethin’.
- Then say: Sometimes, great writers use different spelling called unconventional spelling because it’s not usually how we write in all the books. Conventional means that the majority of people have agreed to spell the words one way, but the writer chooses to write it in a different or unconventional way for style, fun, or to show how a particular little boy from a specific group of people might say the words. In the African-American or Black community, it’s possible for a little boy to say the words the way the author writes it. This language is called African-American Vernacular English or AAVE. In this language, people drop the /g/in ing and say words like runnin’ and somethin’. Other people who are not African Americans also use those words especially when they’re telling a great and funny story. This book is fun and free with color words that describe emotion or feelings. The author chooses just the right words and fun spelling to show the emotions to the reader.

DAY 2

Word Study

Vocabulary

OBJECTIVE:	Analyzing Words: Use familiar parts of words to understand their meanings. (K.AW2) Define and use the prefix re- (LA.1-2.L.3 & 4)
ACTIVITY:	Demonstrate Vocabulary/Guess My Word

Anchor Text Vocabulary Words:

<ol style="list-style-type: none"> 1. (re)built 2. (re)collected 3. (re)drew 4. (re)finished 	<p>to have made by putting together parts or materials</p> <p>to gather from several sources</p> <p>to have produced a likeness by making lines on a surface</p> <p>to come to the end of a task</p>
--	--

Teach according to the DLG, The Art Lesson, p.15.

Differentiated Kindergarten Activity:

- Use the Vocabulary Picture Cards for (re)built, (re)drew, (re) collected.
- Have the students choose a card and demonstrate the meaning using blocks, a box of miscellaneous items that could be collected, or crayons and paper.
- For instance, if recollected is drawn, then a student will collect miscellaneous items, put them back and then collect them again.

Differentiated Second Grade Activity:

- Review the concepts prefix and base word.
- Distribute copies of *Prefix re- and Base Word* printable for 2nd grade (Appendix A), instruct the students to write the words showing the prefix and the base word in the correct column.

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)
-------------------	---

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)
-------------------	---

DAY 2

Writing Workshop

Grammar Mini-Lesson

OBJECTIVE:	Identify and use subject pronouns (LA.K-2.L.1)
ACTIVITY:	Subject Pronouns - Part 1

Teach/ModelPractice

- **Teach according to the DLG, The Art Lesson, p. 18 - 19** with the following additions:
- Follow the Teach/Model on page 18.
- Include the title of the book in this discussion: *Yesterday I had the blues* (where’s the pronoun?)
- Follow the Guided Practice on page 18 and top of page 19.
- Send students to continue with their writing from yesterday.
- Remind them that they are writing about their feelings in a poem form using color.
- Tell students, like in the Art Lesson, they are also artists. Writers use the art of writing to make people laugh, cry, giggle, sing, hope, dream, believe, etc.

- Remind students that writing is everywhere: in poetry, movies, commercials, signs, books, articles, songs, etc.
- Circulate and conference with students to encourage and assist where needed.

Note: The worksheet for the Independent Practice in the DLG p.19, *Find the Subject Pronouns* (Appendix B) can be used for the first and second graders during centers to use together or individually.

DAY 3

Word Study

Vocabulary

OBJECTIVE:	Analyzing Words: Use familiar parts of words to understand their meanings. (K.AW2) Define and use the prefix re- (LA.1-2.L.3 & 4)
ACTIVITY:	Anchor Text practice/Introduce Academic Vocabulary

Academic Vocabulary Words:

1. (re)built	to have made by putting together parts or materials
2. (re)rcollected	to gather from several sources
3. (re)drew	to have produced a likeness by making lines on a surface

Teach according to the DLG, The Art Lesson, pp.19-20.

Differentiated Kindergarten Activity:

- Kindergarten will not participate in the Academic Vocabulary lesson.
- Send kindergarten students to the Literacy Center to practice Anchor Text Vocabulary Words. Have a supply of blocks, crayons, paper, and a collection.
- Students may work in partners: one student will build and another will rebuild, one student will collect and another student will collect the same things, one student will draw and another student will redraw what the partner drew.

Phonological Awareness/ Phonics/Spelling

See instructions for this section on Week 1 Day 1.

Shared Read Aloud

OBJECTIVE:	Participate in collaborative conversations (LA.K-2.SL.1, LA.K.SL.8, LA.2.SL.7)
ACTIVITY:	Practice Conversation

Teach according to the DLG, *The Art Lesson*, pp.22-23.

Differentiated Kindergarten Activity:

Review the concept of taking turns in conversation by pretending to throw and catch an imaginary ball.

Comprehension Mini-Lesson

OBJECTIVE:	Identify who is telling the story (LA.1-2.RL.6) With prompting, compare and contrast characters (LA.K.RL.8)
ACTIVITY:	Who is Telling This Story? – Part 1

Teach according to the DLG, *The Art Lesson*, pp. 23- 25.

Teach/Model

Differentiated Kindergarten Activity:

- Use Anchor Text to look at the character's expressions in the story.
- Have students copy expressions and come up with words to describe them.
- Make a Chart to list the expressions and words.
- Have students discuss the differences of the characters and what they may be feeling.

Guided Practice

Differentiated Kindergarten Activity:

- Have students choose an expression and draw a picture of their favorite character.

Independent Practice

Differentiated grades 1 - 2 Activity:

- Have students write two lessons Tommy learned from his life experiences in *The Art Lesson*
- Kindergarten students can move on to centers.

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)
-------------------	---

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)
-------------------	---

DAY 3

Writing Workshop

Writing Mini-Lesson

OBJECTIVE:	Write story sentences (LA.K-2.W.3)
ACTIVITY:	Using Color Word

Teach/Model/Practice

- Continue with the lesson from Day 1.
- Display the anchor chart with the poem “Yesterday I had...”
- Remind students to continue writing.
- Tell students to be sure to wrap up their poem today so they can revise and rewrite tomorrow for publishing and sharing on Friday.
- Circulate and conference with students.
- During conferencing, look for verbs that you might help students to choose better. Look for color words and compliment the students . Look for any quote, and have students use the marks appropriately.

Note: **Differentiate during conferencing.** See which students are ready to push or encourage. The goal of this poem is for students to use color to explore feelings and express emotions in powerful language.

Differentiate for Kindergarten students. Each child should be able to have three sentences with colors. Help them with the words: ‘Yesterday, Today, and Tomorrow’, Ask students questions. Be sure that they choose the colors. Say: What color do you think you are today? What will you be tomorrow? Foster ownership of writing even in the youngest child.

DAY 4

Word Study

Vocabulary

OBJECTIVE:	Analyzing Words: Use familiar parts of words to understand their meanings. (K.AW2) Define and use the prefix re- (LA.K-2.L.3 & 4)
ACTIVITY:	Dictionary Author

Academic Vocabulary Words:

1. (re)built	to have made by putting together parts or materials
2. (re)collected	to gather from several sources
3. (re)drew	to have produced a likeness by making lines on a surface

Teach according to the DLG, *The Art Lesson*, p. 27.

Differentiated Kindergarten Activity:

- Review vocabulary words.
- Have students choose 2 words to illustrate meanings.

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)
-------------------	---

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)
-------------------	---

DAY 4 Writing Workshop

Grammar Mini-Lesson

OBJECTIVE:	Identify and use subject pronouns (LA.2.L.1)
ACTIVITY:	Subject Pronouns - Part 2

Teach/Model/Practice

- Teach according to the DLG, The Art Lesson, p. 29.
- Go through the Teach/Model on p. 29.

- When going through the Guided Practice on p. 29, have students look at their writing and share a sentence. Then ask students what is the subject pronoun in that sentence?
- Send students to write and to revise their writing.
- Say: Today, we are continuing with our writing using color. If you have already conferenced with me and you're ready to write your final piece, go ahead and use this paper (show students what to use). You may use color crayon to show your color. For example, if you have "Yesterday I had the blues, write that sentence in dark blue so it can be visible in blue. Or you may write the sentence, then lightly color or shade over with blue. Do the same with the other colors. In case you use black as a color, it's best to write with it instead of shading the writing with it, because it may cover the whole writing.
- Give students whatever directions you need to help them be creative and for the writing to be pretty.
- Circulate and conference with students. Help students to complete their piece.
- As usual, worksheets may be useful at centers.

Differentiate for Kindergarten students. Each child should be able to have three sentences with colors. Help them with the words: 'Yesterday, Today, and Tomorrow and any other words they might need to write.

DAY 5

Word Study

Vocabulary

OBJECTIVE:	Analyzing Words: Use familiar parts of words to understand their meanings. (K.AW2) Define and use the prefix re- (LA.1-2.L.3 & 4)
ACTIVITY:	Weekly Vocabulary Assessment

Anchor Text Vocabulary Words:

<ol style="list-style-type: none"> 1. (re)built 2. (re)collected 3. (re)drew 4. (re)finished 	<p>to have made by putting together parts or materials</p> <p>to gather from several sources</p> <p>to have produced a likeness by making lines on a surface</p> <p>to come to the end of a task</p>
--	--

Teach according to the DLG, The Art Lesson, p.30.

Differentiated Kindergarten Activity:

- Have students work in groups of 2.
- Let them choose a word to illustrate the meaning.
- Complete *Vocabulary Assessment* (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:	Participate in collaborative conversations (LA.K-2.SL.1, LA.K.SL.8, LA.2.SL.7)
ACTIVITY:	Hold a Collaborative Conversation

Teach according to the DLG, *The Art Lesson*, p.32.

Comprehension Mini-Lesson

OBJECTIVE:	Identify who is telling the story (LA.1-2.RL.6) With prompting, compare and contrast characters (LA.K.RL.8)
ACTIVITY:	Who is Telling This Story? - Part 2

Teach according to the DLG, *The Art Lesson*, pp. 33-34.

Teach/Model Guided Practice

Independent Practice

DAY 5

Reading Workshop Small-Group

Guided Reading - Differentiate According to Standards

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

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)
-------------------	---

DAY 5

Writing Workshop

Author's Chair and Wrap-up

OBJECTIVE:	Publishing & Sharing
ACTIVITY:	Complete the poem

Use this time for students to wrap up their writing and to share with the class. Publish according to your process for this piece.