

Vocabulary

ACTIVITY:

Oral Vocabulary Assessment

Teach according to the DLG, *Odd Boy Out* pp. 8-10.

Differentiated Kindergarten Activity:

- No Oral Vocabulary Assessment for Kindergarten.

Differentiated First Grade Activity

- Use *Oral Vocabulary Assessment* (Appendix C), Ellen Ochoa (1st Grade).

Phonological Awareness/Phonics/Spelling

ACTIVITY:

Letter Naming Pre Assessment

Differentiated Kindergarten Activity:

- Administer the following assessments (Appendix 3), to Kindergarten students:
 - Make a single copy of the following assessments: *Alphabet Recognition - Uppercase* and *Alphabet Recognition - Lowercase* printables.
 - Make a classroom set of the first page of *Phonological/Phonemic Awareness Assessment* printable. Use this to record student responses.
 - Conduct individual Kindergarten assessments using: *Alphabet Recognition - Uppercase* and *Alphabet Recognition - Lowercase* printables.

****Note** Letter Sound Identification, Decoding Words, and Sight Words printables (1st Grade Ellen Ochoa - Appendix C) are not appropriate at the beginning of the year for Kindergarten and therefore, should not be administered to Kindergarten at the start of the year.**

Differentiated First Grade Activity

- Give each student a sheet of writing paper and number it 1 - 8.
- Read each sentence below one time and ask the student(s) to echo the sentence while holding up one finger per word. Repeat the sentence, then ask the student(s) to write each sentence. If students do not know how to spell a word, remind them to use their phonics skills to sound out and spell the word.

- Do not repeat the sentence a third time unless that accommodation is documented. Inability to complete this task without hearing the sentence more than two times gives insight into a student's ability to focus, hear, and represent simple words.

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|------------------------------|-------------------------|
| 1. Can Mom see the tall man? | 2. She can pet the cat. |
| 3. The hen will see the vet. | 4. Did the men go play? |
| 5. A pig is in the hut. | 6. My hat is not big. |
| 7. The mug is hot. | 8. Will you hop or sit? |

Phonological Awareness, Phonics, & Spelling

The NAD Summer Curriculum Committee has completed its study for best resources that will address the Science of Reading research and has chosen and recommended two resources: UFLI - Foundations (University of Florida Literacy Institute) and Heggerty Phonemic Awareness. UFLI ([UFLI Foundations | UF Literacy Institute](https://ufliliteracyinstitute.org)) and Heggerty (<https://heggerty.org>), are both research and evidence - based programs that have proven to support students in whole group, tier one instruction, small groups, or as an intervention. UFLI is cost effective, but work intensive as the materials must be printed at the UF site. It works well with the multi-grade classroom and can be used seamlessly in small groups. It is more skills-based.

Heggerty will cost more as the materials are ready-made for purchasing. It can be used in whole or small groups and may serve as a tool for intervention in grades 3 - 6. It is more of a grade-based program. Both resources offer systematic, explicit instruction that will reach students with diagnoses and differences such as dyslexia and English as Second Language (ESL).

Your school or conference may choose from these two options, or you may 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 to practice these words before the Friday assessment.

DAY 1

Reading Workshop Whole-Group

Shared Read Aloud

ACTIVITY:

Reading Interest Inventory

Differentiated Second Grade Activity:

Complete printable, *My Reading Interest Inventory - second grade* (Appendix 2).

Differentiated Kindergarten Activity:

- Say: We are going to see what kinds of books you are interested in today.
- Using the printable, *Kindergarten Reading Inventory* (Appendix 2), discuss the different topics with students and get feedback on the kinds of topics they like.
- Say: Now I want you to think of what your most favorites are. Turn to your shoulder partner and tell what your favorites are and why.
- After sufficient time, explain that they will now rate these topics. Explain the star rating system: 4 stars for your most favorites, 3 stars are favorites but not as high as 4 stars, 2 stars are average, and 1 star for least favorites.
- Pass out the printable, *Kindergarten Reading Inventory* (Appendix 2) and have them color in the stars according to their preferences.
- Early finishers can color the pictures as well.

Differentiated First Grade Activity:

- Say: Today, we are going to see what kinds of books you are interested in.

- Using the printable, *My Reading Adventure: First Grade Interest Inventory* (Appendix 2), discuss the different topics with students and get feedback on the kinds of books they like. Allow them to complete inventory with teacher support when needed.

Comprehension Mini-Lesson

ACTIVITY:	Continue Reading Interest Inventory
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DAY 1

Reading Workshop Small-Group

Guided Reading - Differentiate According to Standards

OBJECTIVE:	Pre-Assessment
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Assess for reading readiness using 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. You will want to assess any Kindergarten student that appears to be ready to begin guided reading instruction.

Independent Reading/Literacy Centers

OBJECTIVE:	Continue Guided Reading Pre-Assessment
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Writing Mini-Lesson

OBJECTIVE:	Generating Text Organization and Structure (LA.K-2.W.2) Produce writing that honors God and affirms the teachings of His word (LA.1-2.W.4)
ACTIVITY:	Introduction to Writers Workshop & Beginning of Year Assessment

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 they should be used alone or in collaboration with the lesson that is in the Grade 2 Pathways 2.0 Writing Workshop. Page number(s) from the Pathways 2.0 book will be included for your reference.

Differentiated K-2 Activity:

- Welcome children to the Writing Workshop.
- Prepare a poster with the parts of the Workshop listed below.
- Tell children: Every day we will have Writing Workshop and it will have these parts:
 - 1 - A Mini-lesson (say: this is where I will be teaching you something about writing.)
 - 2 - Writing time and Conferencing (here everyone will be writing and I will go around and talk to you about your writing, sometimes I will talk to one or two of you, if it is not your turn, it is OK, your turn will come in the next day or two).
 - 3 - Sharing time (sometimes I will ask for volunteers at other times I will ask for everyone to share during Writing Workshop time. Other times, we will have specific times to share in the Author's Chair - (have a special chair to show students).
- For our mini-lesson today, I want to explain what we are going to do. Because writers are different, I want to see what you know. So for writing time today you will write about a food that you like. Sometimes, authors write about things that are true. This is called informational writing. Think about a food that you like: what it looks like, how it smells, and even how it tastes. Some of you will draw a picture and some of you will write some words, that's OK.
- When writing time comes, remind children they will work on their own.
- Let them know that you can't help them to know what to write, but if they tell you what they want to write with the picture, you can write it for them (Say: Wait until I come to you, don't shout out or come to me.)
- There are templates for each grade level: *Writing Benchmark Assessment* (Appendix 3).
- Collect these writing pieces and save them. They are your beginning of the year Writing Pre-assessment & Baseline.

Vocabulary

ACTIVITY:

Guess My Word/Oral Vocabulary Routine

Anchor Text Vocabulary Words:

1. grow	to spring up and develop to maturity
2. plant	to put a seed, flower, or plant in the ground to grow
3. seed	a small object produced by a plant from which a new plant can grow
4. kindness	the quality of being kind

Teach according to the DLG, *Odd Boy Out* pp. 15-18.

Differentiated Kindergarten Activity:

- Only four words are selected for Kindergarten. They are more concrete in nature.
- After teaching according to the DLG *Odd Boy Out* pp. 15-18, distribute copies of the Week 1 *Vocabulary Words* printable (Appendix 1).
- Guide Kindergarten students through the process of cutting apart the cards and storing them according to your expectations.
- Have Kindergarten students play “Guess My Word” with the following adjustments: In partners, students will choose a Vocabulary Card, cover the word with their hand, and ask their partner to guess the vocabulary word based on the picture they are seeing.

Phonological Awareness/Phonics/Spelling

OBJECTIVE:	Measure level of understanding of phonological awareness (LA.K.RF.3)
ACTIVITY:	Gathering Routine/Phonological Awareness Pre-assessment

Teach according to the DLG, *Odd Boy Out* pp. 17-18.

Differentiated Kindergarten - Second Grade Activity:

- Make a copy of the *PAST Phonological Awareness Skills Test* for each student and one copy of the *PAST Phonological Awareness Scoring Sheet* (Appendix 3).
- Review the directions for administering and scoring the PAST ahead of time.
- Become familiar with the tasks in the PAST.
- Make a classroom set of the printable, *PAST Phonological Awareness Scoring Sheet* (Appendix 3).
- Begin the *Phonological Awareness Skills Test* (PAST)
- Administer this test individually with each student (K-2) throughout the week.

NOTE: The *Phonological Awareness Skills Test (PAST)* measures all levels of phonological awareness. It is organized from the simplest to the most complex skill. K-2 grade level benchmarks are also noted. It is recommended that this assessment be used for all K-2 students instead of the Phonological/Phonemic Awareness Assessment Tasks 4-7. The PAST will give a more complete picture of the class. Teachers will see the phonological awareness strengths and needs of their students. This information will provide focused direction as they plan for the phonological awareness needs of the class.

DAY 2

Reading Workshop Whole-Group

Shared Read Aloud

ACTIVITY:	Gathering Routines
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Teach according to the DLG, *Odd Boy Out* pp. 18-19.

Comprehension Mini-Lesson

ACTIVITY:	If You Plant a Seed - Day 1
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Teach according to the DLG, *Odd Boy Out* pp. 19-20.

Teach/Model

Teach According to the DLG, *Odd Boy Out* pp. 20-21.

Differentiated Kindergarten -Second Grade Activity:

- Omit Guided Practice and Independent Practice from the DLG, *Odd Boy Out* p. 21.

DAY 2

Reading Workshop Small-Group

Guided Reading - Differentiate According to Standards

ACTIVITY:	Pre-Assessment and Guided Reading Leveling
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Assess for reading readiness using 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. You will want to assess any Kindergarten student that appears to be ready to begin guided reading instruction.

Independent Reading/Literacy Centers

Activity:	Continue Guided Reading Pre-Assessment
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DAY 2

Writing Workshop

Writing Mini-Lesson

OBJECTIVE:	With support, write routinely for a range of tasks, purposes, and audiences (LA.K-2.W.10)
ACTIVITY:	Organizing the Writing Workshop

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 they should be used alone or in collaboration with the lesson that is in the Grade 2 Pathways 2.0 Writing Workshop. Page number(s) from the Pathways 2.0 book will be included for your reference.

- Welcome children to Writer's Workshop.
- Tell children: Every day we will have Writing Workshop and it will have these parts:
 - 1 - A Mini-lesson: say: This is where I will be teaching you something about writing.
 - 2 - Writing time and Conferencing: say: Here, everyone will be writing and I will go around and talk to you about your writing. Sometimes I will talk to one or two of you, if it is not your turn, it is OK, your turn will come in the next day or two.
 - 3 - Sharing time: say: Sometimes I will ask for volunteers or everyone to share during Writing Workshop time. Other times, we will have specific times to share during Author's Chair - (have a special chair to show students).
- For our mini-lesson today I want to explain how we will use the materials during the Writing Workshop.
- Give students a tour of where the resources are located in the room and where they should return their writing materials after they're done.
- It is recommended that each student have a journal where most of their writing, revising, and editing will be done.
- Teacher or student should date each writing entry.
- Students must be taught to work through their journal sequentially and not skip pages.

- Most of the time, students will publish their writing pieces on separate paper.
- This journal can be an ongoing document of student writing progress.
- For writing time today, say: You will write about yourself. Some of you will draw a picture and write your name, some of you may write the sentence: "My name is ____." Others of you will write your name and lots more after that. You might write your age, something about your family, something you like to do or anything else you want us to know. (write on the board or on chart paper: My name is ____.)
- When writing time comes, remind children that you will come around to see about them and they don't need to call for you or stand up.
- Call on a couple of students to share what they have so far from their writing (Author's chair will be later after you have a mini lesson about it).

DAY 3

Word Study

Vocabulary

ACTIVITY:	Vocabulary Word Review
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Anchor Text Vocabulary Words:

1. grow	to spring up and develop to maturity
2. plant	to put a seed, flower, or plant in the ground to grow
3. seed	a small object produced by a plant from which a new plant can grow
4. kindness	the quality of being kind

Teach according to the DLG, *Odd Boy Out*, pp.23-24.

Differentiated Kindergarten Activity:

- Choose one of the following:
 - Apply the Word Activities listed from the DLG, *Odd Boy Out* p. 24.
 - Guess My Word
 - One Example, Two Nonexamples

Phonological Awareness/Phonics

OBJECTIVE:	Measure level of understanding of phonological awareness (LA.K.RF.3)
ACTIVITY:	Phonological Awareness Pre-assessment

Differentiated Kindergarten - Second Grade Activity:

- Continue *PAST Phonological Awareness Skills Test* from Day 2 (Appendix 3).

DAY 3

Reading Workshop

Whole-Group

Shared Read Aloud

ACTIVITY:	Practice Routines
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Teach according to the DLG, *Odd Boy Out* p. 25.

Comprehension Mini-Lesson

OBJECTIVE:	Use illustrations and words in print or digital text to demonstrate understanding of story elements. (LA.K-2.RL.7)
ACTIVITY:	If You Plant a Seed - Day 2

Teach according to the DLG, *Odd Boy Out* p. 25.

DAY 3

Reading Workshop Small-Group

Guided Reading - Differentiate According to Standards

ACTIVITY:

Pre-Assessment and Guided Reading Leveling

Continue to assess for reading readiness using 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. You will want to assess any Kindergarten student that appears to be ready to begin guided reading instruction.

Independent Reading/Literacy Centers

Activity:

Continue Guided Reading Pre-Assessment

DAY 3

Writing Workshop

Writing Mini-Lesson

OBJECTIVE:

Establishing Writing Workshop (LA.K-2.W.10)

ACTIVITY:

Writing about Summer Vacation

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 they should be used alone or in collaboration with the lesson that is in the Grade 2 Pathways 2.0 Writing Workshop. Page number(s) from the Pathways 2.0 book will be included for your reference.

- Welcome children to Writer’s Workshop.
- Tell children: Every day we will have Writing Workshop and it will have these parts:
 - 1 - A Mini-lesson: say: This is where I will be teaching you something about writing.
 - 2 - Writing time and Conferencing: say: Here, everyone will be writing and I will go around and talk to you about your writing. Sometimes, I will talk to one or two of you, if it is not your turn, it is OK, your turn will come in the next day or two.
 - 3 - Sharing time: say: Sometimes, I will ask for volunteers to share during Writing Workshop time. Other times, we will have specific times to share in the Author's Chair - (point to the special chair to show students.)
- For our mini-lesson today, I want to talk about what great writers do. Use *Writing Workshop* (Appendix 2) Anchor Chart to teach this lesson. You might ask students for input as well.
- For writing time, tell students that they will write about their summer vacation! Write this sentence on a page. My summer vacation was _____.
- Give students choices: Kindergarten students can draw a picture. First graders can write a sentence and write something else. For example (It was fun. I went swimming. I played games.) Second graders can do the same and write as much as they want. Everyone can draw pictures along with the writing.

DAY 4

Word Study

Vocabulary

ACTIVITY:	Vocabulary Word Review
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Anchor Text Vocabulary Words:

1. grow 2. plant 3. seed 4. kindness	to spring up and develop to maturity to put a seed, flower, or plant in the ground to grow a small object produced by a plant from which a new plant can grow the quality of being kind
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Teach according to the DLG, *Odd Boy Out* pp. 28-29.

Differentiated Kindergarten Activity:

- Use printable, *My Picture Journal* (Appendix 1) to draw a picture of each vocabulary word.

Phonological Awareness/Phonics/Spelling

OBJECTIVE:	Measure level of understanding of phonological awareness (LA.K.RF.3)
ACTIVITY:	Phonological Awareness Pre-assessment

Differentiated Kindergarten - Second Grade Activity:

- Continue *PAST Phonological Awareness Skills Test* from Day 2 (Appendix 3)

DAY 4

Reading Workshop Whole-Group

Shared Read Aloud

Teach according to the DLG, *Odd Boy Out* p. 29.

Comprehension Mini-Lesson

ACTIVITY:	Rereading for Connections
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Teach according to the DLG, *Odd Boy Out* pp. 29-30.

DAY 4

Reading Workshop Small-Group

Guided Reading - Differentiate According to Standards

ACTIVITY:	Pre-Assessment and Guided Reading Leveling
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Continue to assess for reading readiness using 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. You will want to assess any Kindergarten student that appears to be ready to begin guided reading instruction.

Independent Reading/Literacy Centers

ACTIVITY:	Continue Guided Reading Pre-Assessment
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DAY 4

Writing Workshop

Writing Mini-Lesson

OBJECTIVE:	Establishing Writing Workshop (LA.K-2.W.10)
ACTIVITY:	Introducing Sharing Time

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 they should be used alone or in collaboration with the lesson that is in the Grade 2 Pathways 2.0 Writing Workshop. Page number(s) from the Pathways 2.0 book will be included for your reference.

- Welcome children to Writer's Workshop.

- Say: Every day we will have Writing Workshop and it will have these parts:
 - 1 - A mini-lesson: say: This is where I will be teaching you something about writing.
 - 2 - Writing time and conferencing: Say: Here, everyone will be writing and I will go around and talk to you about your writing. Sometimes, I will talk to one or two of you, if it is not your turn, it is OK, your turn will come in the next day or two.
 - 3 - Sharing time: say: Sometimes I will ask for volunteers or everyone to share during Writing Workshop time. Other times, we will have specific times to share in the Author's Chair - (have a special chair to show students).
- Say: For our mini-lesson today, we will talk about sharing. Sometimes, we will quickly share a small part about our writing. When we do that, we will stop and look quietly at the person who is sharing. We will clap and move on. Other times, we will publish or complete a story and we will use our Author's Chair to share our work. During those times, the speaker will sit upright, look at the audience to be sure they're ready to listen, then speak using a speaker or teacher's voice. The listeners will sit and listen as the audience. When the speaker is finished, I will choose some people to give feedback. It will go like this: 1. I remember. 2. I like. 3. I wonder. Example: I remember you said that you have 3 people in your family. I like that you have a baby in your family. I wonder what the name of the baby is.
- Use *Response to Sharing* Anchor Chart (Appendix 2) to show students.
- For Writing time, Tell the students, they can continue their writing from Day 2 or 3 or they can start a piece about their families.
- Write a short piece in front of students about your family. Example: My family is beautiful. There are four people in my family. I have a husband -----, a daughter -----, and a son,------. I also have two cats. They are a part of my family too. In my family, we love each other and have a lot of fun!
- Tell children to draw a picture of their families or write and draw about their families.
- Call on students to share what they have written so far to practice sharing quickly.
- Remind the listeners to listen carefully and clap for the writer.

Vocabulary

ACTIVITY:	Vocabulary Assessment
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Anchor Text Vocabulary Words:

<ol style="list-style-type: none"> 1. grow 2. plant 3. seed 4. kindness 	<p>to spring up and develop to maturity</p> <p>to put a seed, flower, or plant in the ground to grow</p> <p>a small object produced by a plant from which a new plant can grow</p> <p>the quality of being kind</p>
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Teach according to the DLG, *Odd Boy Out* pp.31-32.

Differentiated Kindergarten and First Grade Activity:

- Use *Vocabulary Assessment* (Appendix 1).
- Students will circle the correct picture when defining each vocabulary word.

Phonological AwarenessPhonics

OBJECTIVE:	Measure level of understanding of phonological awareness (LA.K.RF.3)
ACTIVITY:	Phonological Awareness Pre-assessment

Differentiated Kindergarten - Second Grade Activity:

- Continue *PAST Phonological Awareness Skills Test* from Day 2 (Appendix 3).

DAY 5

Reading Workshop Whole-Group

Shared Read Aloud

ACTIVITY:	Practice Routines
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Teach according to the DLG, *Odd Boy Out* p. 33.

Comprehensive Mini-Lesson

ACTIVITY:	Apply the Lesson
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Teach according to the DLG, *Odd Boy Out* pp. 33-34.

DAY 5

Reading Workshop Small-Group

Guided Reading - Differentiate According to Standards

ACTIVITY:	Pre-Assessment and Guided Reading Leveling
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Continue to assess for reading readiness using 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. You will want to assess any Kindergarten student that appears to be ready to begin guided reading instruction.

Independent Reading/Literacy Centers

ACTIVITY:	Continue Guided Reading Pre-Assessment
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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.

DAY 5

Writing Workshop

Author's Chair and Wrap-up

OBJECTIVE:	Establish Writing Workshop
ACTIVITY:	Wrap-up & Author's Chair

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 they should be used alone or in collaboration with the lesson that is in the Grade 2 Pathways 2.0 Writing Workshop. Page number(s) from the Pathways 2.0 book will be included for your reference.

- Use this time to wrap up writing from the week and/or use Author's Chair for sharing. Practice with the Sharing Chart.
- Decide on what process you will use for sharing. Depending on the number of students, all or some can share, and the rest can share the next sharing day. In addition to the students sharing quickly at their seats, there might be a sharing day where students share their published piece using the Author's Chair. Establish a sharing routine for students to develop the joy of reading their writing, sharing with others, and speaking in public.