

Vocabulary

OBJECTIVE:	Use context clues to identify word meanings (LA.K.RF.4, LA.1.RF.5 , LA.1-2.RF.3, LA.2.L.4)
ACTIVITY:	Introduce Anchor Text Vocabulary

Anchor Text Vocabulary Words:

1. brooding 2. fret 3. taunt 4. odd	to think long and anxiously about something to make or become worried to provoke in a mocking or insulting manner different from what is usual or expected
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Teach according to the DLG, *Odd Boy Out* p. 40.

Note: The word *skull* has been replaced by the word *odd*. Activity for this appears in *Word Study Day 2*.

Kindergarten Differentiation:

Alternate words for Kindergarten:

1. **patient**-able to wait without complaining
 2. **fret**- to make or become worried
 3. **taunt**- to provoke in a mocking or insulting manner
 4. **odd**-different from what is usual or expected
- Use the Kindergarten Week 2 *Vocabulary Words* printable (Appendix 1) for the Vocabulary Word Card Introduction Group Activity.
 - Kindergarten students should cut out their cards, or the teacher can pre-cut them ahead of time.
 - These cards should be stored for use throughout the week.

Differentiated First Grade Activity:

Teach according to the DLG *Odd Boy Out* p. 40 and add the following:

- Read each word out loud, pronounce it clearly and slowly. Use the Sound-by-Sound Blending routine of sliding the finger below the word as it is read.
- Ask the students to read each word chorally as the teacher slides a finger under the word.

Phonological Awareness/Phonics/Spelling

Note:

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://ufliliteracy.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

OBJECTIVE:	Participate in collaborative discussions, including prayer (LA.K-2.SL.1, LA.2.SL.7)
ACTIVITY:	Introduce Odd Boy Out: Young Albert Einstein

Teach according to the DLG Odd Boy Out pp. 41-42.

Comprehension Mini-Lesson

OBJECTIVE:	Ask and answer questions about key details (LA.K-2.RI.1)
ACTIVITY:	Citing Evidence - Part 1

Teach According to the DLG, Odd Boy Out pp. 42-43.

Teach/Model

Differentiated Kindergarten Activity:

Using the book Odd Boy Out, students will use pictures to cite evidence to answer the following questions:

- pp. 5-6 Say: People were afraid of little Albert. I know this because.... (Allow students to answer.)
- p. 7 Say: Albert loved to build things. I know this because....
- pp. 11-12 Say: Albert didn't have many friends. I know this because.....

Guided Practice

Teach according to the DLG, Odd Boy Out pp. 42-43.

Independent Practice

Teach according to the DLG, Odd Boy Out p. 43.

Differentiated Kindergarten Activity:

Students use sticky notes to identify the main character and setting. Use a Kindergarten appropriate book.

Differentiated First Grade Activity:

If possible, pair a second grade student with a first grade student to complete printable, *Citing Evidence* (Appendix B).

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)

Emerging readers may select books to enjoy. Look for proper handling of the book; the book is right side up, starting at the front of the book and going to the back, “reading” by retelling the story while looking at the pictures.

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.

Writing Mini-Lesson

OBJECTIVE:	Identify parts of a friendly letter (LA.K-2.W.3)
ACTIVITY:	Friendly Letter Model

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 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.
- Gather the students for the mini lesson.
- Hold the book *Dear Mr. Blueberry*.
- Say: Today, we will learn about writing a friendly letter. When real writers want to share exciting things with others who might be near or far away, they write a friendly letter.
- Use the book *Dear Mr. Blueberry* or any book where characters communicate through letters. As you read, be sure to show each picture clearly.
- Tell the students during writing time, they are going to keep writing letters to their friends or family telling about an exciting event that has taken place.
- Use *Parts of a Friendly Letter* Anchor Chart (Appendix 2) or use chart paper to show students the parts of a friendly letter.
- Work with the Kindergarten students to come up with words to write: Use the board or chart paper to write the words: dear, mom, grandma, grandpa.
- Give students the appropriate paper to write their letters.
- Tell Kindergarten students to write the introduction and signature. They can draw a picture for the body of the friendly letter.
- Call on students to share what they have written.
- Second grade students can write more details in their letters.
- Students can write anything they wish in their letter.

Vocabulary

OBJECTIVE:	Use context as a clue to the meaning of a word or phrase (LA.K.RF.4, LA.1.RF.5, LA.1-2.RF.3, LA.2.L.4)
ACTIVITY:	Guess My Word

Anchor Text Vocabulary Words:

1. brooding 2. fret 3. taunt 4. odd	to think long and anxiously about something to make or become worried to provoke in a mocking or insulting manner different from what is usual or expected
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Teach according to the DLG Odd Boy Out p. 45 with the following alteration for all grades:

- In the title of this book the word “odd” is crucial to the understanding of the story.
- Replace the word skull with the word odd.
- Draw students’ attention to the book title: Odd Boy Out.
- Discuss the meaning of the word odd. It is something that is different. Notice evidence in this book that shows Albert is different from the other children in his class.
- Like the boy in the book, others might be different from you, but Jesus loves us all the same. Everyone deserves kindness, love, and respect.
- Transition to the idea that there is another meaning for the word odd that has to do with numbers.
- Demonstrate with objects (counters, unifix cubes, etc.). Hold three objects in your hand and place them in two separate piles. Ask students if there is the same amount in each pile? (no) Repeat with five objects.
- Then hold 4 objects in your hand and separate them into two piles to show the difference between an odd amount and an even amount.
- Partner children to play “One for Me and One for You”. One student will take a handful of counters and split the counters with his partner by playing “One for Me and One for You”. Once the counters have been divided, partners will determine if the amount was even or odd. (Caution: keep the total number of counters to ten or less). Repeat; allowing the other student to take the next handful. Continue play as time allows.

- At the end of the game, summarize with students: When a number is odd, it means that it can't be shared equally.

Differentiated Kindergarten Activity:

Alternate words for Kindergarten:

1. **patient**-able to wait without complaining
2. **fret**- to make or become worried
3. **taunt**- to provoke in a mocking or insulting manner
4. **odd**-different from what is usual or expected

Alternate clues for Guess My Word

1. This word means you're able to wait patiently without complaining.
2. This is what you do when you are very worried.
3. This is what you do when you say unkind words to someone.
4. Not the same as others.

Phonological Awareness/Phonics/Spelling

See Specific instructions for this section in 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.RF.1) Read informational texts on topics of interest (LA.1-2.RI.14)
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Emerging readers may select books to enjoy. Look for proper handling of the book; the book is right side up, starting at the front of the book and going to the back, “reading” by retelling the story while looking at the pictures.

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.

DAY 2

Writing Workshop

Grammar Mini-Lesson

OBJECTIVE:	Define and Identify Collective Nouns (LA.K-2.L.1)
ACTIVITY:	Introduce Collective Nouns

Teach/Model Practice

Teach according to the DLG, *Odd Boy Out* pp. 47-48 with the following suggestions:

- Read *Herd of Cows! Flock of Sheep* by Rick Walton.
- Remind students that collective nouns are names that we use to refer to groups of nouns. Have students “Turn and Talk” about the collective nouns they heard in the book. At the end of two or three minutes, ask students to share their responses.
- Display Anchor Chart *Collective Nouns* (Appendix 2).

Follow the DLG, Odd Boy Out, p. 48 for the Guided Practice and Independent Practice.

Send students to continue to write their friendly letter.

Differentiated Kindergarten Activity:

- Allow students to share collective nouns they would like to illustrate on the printable *Collective Nouns* (Appendix 2).
- More capable students can label them.

Send students back to their seats to work on their writing. Encourage them to add a collective noun to their writing.

Circulate and conference with students.

DAY 3

Word Study

Vocabulary

OBJECTIVE:	Use context as a clue to the meaning of a word (LA.K.RF.4, LA.1.RF.5, LA.1-2.RF.3, LA.2.L.4)
ACTIVITY:	Introduce Academic Vocabulary/Review Academic Vocabulary (Kindergarten)

Academic Vocabulary Words:

1. biography	the story of a real person’s life written by someone other than that person
2. category	a group of people or things that are similar in some way
3. cite evidence	mention as an example or proof of an idea or opinion
4. context clues	hints in a sentence that help define the meaning of a challenging word

Teach according to the DLG Odd Boy Out p. 49.

Differentiated Kindergarten Activity:

Alternate words for Kindergarten:

1. **patient**-able to wait without complaining
2. **fret**- to make or become worried
3. **taunt**- to provoke in a mocking or insulting manner, jeer at
4. **odd**-different from what is usual or expected

Students get their vocabulary word cards. They write the words in their *My Picture Journal* (Appendix 1). Students draw and color illustrations for each word.

Phonological Awareness/ Phonics/Spelling

See specific instructions for this section in Week 1 Day 1.

DAY 3

Reading Workshop Whole-Group

Shared Read Aloud

OBJECTIVE:	Participate in collaborative discussions, including prayer (LA.K-2.SL.1, LA.2.SL.7)
ACTIVITY:	Text-Dependent Questions

Teach according to the DLG, *Odd Boy Out* pp. 50-51.

Comprehension Mini-Lesson

OBJECTIVE:	Ask and answer questions about key details (LA.K-2.RI.1)
ACTIVITY:	Generating Questions

Teach/Model

Teach According to the DLG, *Odd Boy Out* pp. 51-52.

Use 5 W's Anchor Chart (Appendix 2).

Guided Practice

Teach according to the DLG, *Odd Boy Out* p. 52.

Differentiated Kindergarten Activity:

- Kindergarten students will participate in discussion and then dictate a question using one of the 5 W's words - who, what, when, where, or why.

Independent Practice

Teach according to the DLG, Odd Boy Out p. 52.

Differentiated Kindergarten Activity:

- Students will draw a picture to answer the question dictated in the Guided Practice.

Differentiated First Grade Activity:

- Work with a partner to complete one question on printable *Ask the Right Questions!* (Appendix B).

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.RF.1) Read informational texts on topics of interest (LA.1-2.RI.14)
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DAY 3

Writing Workshop

Writing Mini-Lesson

OBJECTIVE:	Identify parts of a friendly letter (LA.K-2.W.3)
ACTIVITY:	Write a Friendly Letter

Read two pages from *Dear Mr. Blueberry* by Simon James to review letter writing.

Teach according to the DLG, Odd Boy Out pp. 53-54.

Use Anchor Chart *Parts of a Friendly Letter (appendix 2)* to review the parts of a friendly letter.
Provide appropriate papers for students to write their letters.

Teach/Model/Practice

Differentiated Kindergarten Activity:

As a group, work together to compose a letter to another teacher in the school or the pastor of the church.

DAY 4

Word Study

Vocabulary

OBJECTIVE:	Use context as a clue to the meaning of a word or phrase (LA.K.RF.4, LA.1.RF.5, LA.1-2.RF.3, LA.2.L.4)
ACTIVITY:	Dictionary Author/Review Anchor Text

1. biography 2. category 3. cite evidence 4. context clues	the story of a real person’s life written by someone other than that person a group of people or things that are similar in some way mention as an example or proof of an idea or opinion hints in a sentence that help define the meaning of a challenging word
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Academic Vocabulary Words:

Differentiated Kindergarten Activity:

Alternate words for Kindergarten:

1. **patient**-able to wait without complaining
2. **fret**- to make or become worried
3. **taunt**- to provoke in a mocking or insulting manner, jeer at
4. **odd**-different from what is usual or expected

Students will play the Memory Game. Use two sets of the *Week 2 Vocabulary Words* (Appendix 1). More capable students can cut the words from the pictures and match a word to a picture to increase word recognition and meanings.

Differentiated First Grade Activity:

- Use the *Academic Vocabulary Organizer* (Appendix 1).
- Students will choose two academic vocabulary words to complete the organizer.

Phonological Awareness/Phonics/Spelling

See specific instructions for this section in 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.RF.1)
	Read informational texts on topics of interest (LA.1-2.RI.14)

DAY 4

Writing Workshop

Grammar Mini-Lesson

OBJECTIVE:	Define and Identify Collective Nouns (LA.K-2.L.1)
ACTIVITY:	Collective Nouns

Teach according to the DLG, *Odd Boy Out* p. 57.

Teach/Model/Practice

Differentiated Kindergarten and First Grade Activity:

Use the printable, *Collective Nouns* (Appendix 2).

Teacher reads each sentence slowly to the Kindergarteners and emergent readers in first grade. When the students hear the collective noun, they will give a thumbs up. Teacher can choose one student to say the collective noun. Repeat with each sentence.

Independent Writing

Students continue working on their friendly letters. Circulate and conference with students.

DAY 5

Word Study

Vocabulary

OBJECTIVE:	Create a vocabulary web (LA.K.RF.4, LA.1.RF.5, LA.1-2.RF.3, LA.2.L.4)
ACTIVITY:	Weekly Vocabulary Assessment

Anchor Text Vocabulary Words:

<ol style="list-style-type: none">1. brooding2. fret3. taunt4. odd	<p>to think long and anxiously about something</p> <p>to make or become worried</p> <p>to provoke in a mocking or insulting manner</p> <p>different from what is usual or expected</p>
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Differentiated Kindergarten Activity:

Alternate words for Kindergarten:

1. **patient**-able to wait without complaining
2. **fret**- to make or become worried
3. **taunt**- to provoke in a mocking or insulting manner
4. **odd**-different from what is usual or expected

Students will use the *Week 2 Vocabulary Assessment* (Appendix 1) to match vocabulary words with corresponding pictures.

Differentiated First Grade Activity:

- Introduce the printable *Frayer Model* (Appendix 1).
 - Complete together as a class using *brooding* and *fret* as examples.
 - Students then work collaboratively to complete using *taunt* and *odd*.

Phonological Awareness/Phonics/Spelling

See specific instructions for this section in Week 1 Day 1.

DAY 5

Reading Workshop Whole-Group

Shared Read Aloud

OBJECTIVE:	Participate in collaborative discussions, including prayer (LA.K-2.SL.1, LA.1.RF.5, LA.2.RF.3, LA.K-1.SL.8, LA.2.SL.7)
ACTIVITY:	Text-Dependent Questions

Teach according to the DLG, *Odd Boy Out* pp. 59-60.

Comprehension Mini-Lesson

OBJECTIVE:	Ask and answer questions about key details (LA.K-2.RI.1)
ACTIVITY:	Ask? Answer. Cite!

Teach according to the DLG, *Odd Boy Out* p. 60.

Differentiated Kindergarten Activity:

- Recreate the printable *Ask? Answer. Cite!* (Appendix B) on chart paper.
- Brainstorm as a class and complete one row.
- Kindergarten can participate in the ask and answer portion.

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.RF.1)
	Read informational texts on topics of interest (LA.1-2.RI.14)

- **Author's Chair and Wrap-up**

ACTIVITY:	Wrap up writing, sharing time
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Teach/Model

- Say: We are all incredible authors. Today after each author shares, we are going to take turns sharing one thing we liked about their story and one thing we wonder about. For example, I might say "I like how Brittney said black cat instead of just cat". If there is a question you have about the story you might say "I wonder what color the dog was in Jack's story?".
- Use this time to complete writing from the week and/or sharing/publishing the work the students are working on.