

Vocabulary

OBJECTIVE:	Use context to identify multiple-meaning words (LA.2.L.4, LA.K-1.L.3)
ACTIVITY:	Introduce Anchor Text Vocabulary

Anchor Text Vocabulary Words:

1. patent	a legal document that protects an inventor's work from being copied a hard shiny leather
2. sound	a noise that can be heard, solid a long passage of water that connects two larger bodies of water
3. well	in good health a hole in the ground for water
4. step	to move by raising the foot, moving it forward, then putting it back down an individual rest for the foot on a staircase

Teach according to the DLG, *Odd Boy Out* pp. 94-95.

Differentiated Kindergarten Activity

Teach the first meaning for each word.

- Use the Kindergarten printable, *Week 4 Vocabulary Words* (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.

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:	Recount and describe key ideas of details (LA.K-2.SL.2)
ACTIVITY:	Reading, Recounting, and Describing

Teach according to the DLG, *Odd Boy Out* pp. 96-97.

Differentiated Kindergarten and First Grade Activity:

- During Guided and Independent Practice, use *Readers' Workshop* anchor chart (Appendix 2).
- During Guided Practice, choose a picture book to read aloud. Pause after each page to let students share one "I heard", "I think", and "I wonder" (as shown on *Reader's Workshop* Anchor Chart).
- Group students by shoulder partners.
- Show a picture from the book.
- Allow students to share their "I think" and "I wonder" based on the illustration with their shoulder partner.
- Repeat as time allows.

Comprehension Mini-Lesson

OBJECTIVE:	Explain how illustrations contribute to and clarify text (LA.K-2.RI.7)
ACTIVITY:	Illustration and Text Match

Teach/Model

Teach according to the DLG, *Odd Boy Out* pp. 97-98.

Guided Practice

Teach According to the DLG, Odd Boy Out p. 98.

Independent Practice

Teach according to the DLG, Odd Boy Out p. 98.

Differentiated Kindergarten Activity:

Provide Kindergarten students with plain paper and have them draw a picture that could be added to the book *Model Rockets* or your chosen informational book. Kindergarten students who are able should label their picture or write a brief sentence about it.

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

Writing Mini-Lesson

OBJECTIVE:	Plan and write a nonfiction narrative (LA.K-2.W.3)
ACTIVITY:	Author's Purpose

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.

Display the *Author's Purpose* anchor chart (Appendix 2). Briefly discuss the three reasons for writing. Say: Today we are going to talk about writing a nonfiction narrative - a true story. We will choose an event that has a beginning, middle, and end and that is a small, manageable event like "My First Day of School" or "My Best Day Ever".

Send students back to their seats to start work on a personal narrative.

Circulate and conference with students. Watch that they're using descriptive and sparkle words.

Differentiated Kindergarten Activity:

- Students will go through the same process, but the product can be a picture of what the activity or the topic is. The expectation for Kindergarten is that they will attempt writing. This may be scribble writing, strings of letters, a letter for the initial sound or emergent phonetic writing. Some students will need the help of a partner or teacher. Others will do this independently.

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:	Yes/No Voting

Anchor Text Vocabulary Words:

1. patent	a legal document that protects an inventor's work from being copied a hard shiny leather
2. sound	a noise that can be heard solid a long passage of water that connects two larger bodies of water
3. well	in good health a hole in the ground for water
4. step	to move by raising the foot, moving it forward, then putting it back down an individual rest for the foot on a staircase

Teach according to the DLG, *Odd Boy Out* pp, 101-102.

Differentiated Kindergarten Activity:

- Use printable *Yes/No* questions cards (Appendix 2 or B).
- Allow Kindergarten to answer questions that pertain to the first definition of each word.

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)

DAY 2

Writing Workshop

Grammar Mini-Lesson

OBJECTIVE:	Define and identify present-tense action verbs (LA.K-2.L.1)
ACTIVITY:	Present-Tense Action Verbs

Teach/ModelPractice

Read “Kites Sail High-A Book About Verbs” by Ruth Heller.

Explain that verbs are words that we use to describe what is happening. They are action words.

On a piece of chart paper, make a list of verbs and allow students to act out each verb.

Send students back to their seats to work on their writing.

Circulate and conference with students. Help them to focus on verbs and find one verb to change to a more powerful, vivid action word.

Differentiated Kindergarten Activity:

- Students will go through the same process, but the product can be a picture of what the activity or the topic is. The expectation for Kindergarten is that they will attempt writing. This may be scribble writing, strings of letters, a letter for the initial sound or emergent phonetic writing. Some students will need the help of a partner or teacher. Others will do this independently.

DAY 3

Word Study

Vocabulary

OBJECTIVE:	Use multiple-meaning words in context (LA.2.L.4, LA.K-1.L.3)
ACTIVITY:	Introduce Academic Vocabulary/Review Anchor Text Vocabulary

Academic Vocabulary Words:

1. information text	texts that present information to readers
2. key details	facts, statements, and examples that support the main idea
3. main idea	what the text is about
4. proofread	to read over and fix mistakes

Differentiated Kindergarten Activity:

Alternate Words for Kindergarten:

- **patent**-a legal document that protects an inventor's work from being copied
- **sound**- a noise that can be heard
- **well**-in good health
- **step**-to move by raising the foot, moving it forward, then putting it back down

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.

Differentiated First Grade Activity:

Follow the first two (2) bullet points in the DLG, Odd Boy Out p. 105.

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:	Recount and describe key ideas or details (LA.K-2.SL.2)
ACTIVITY:	Reading, Recounting, and Describing

Teach according to the DLG, Odd Boy Out pp, 106-107.

Differentiated Kindergarten and First Grade Activity:

- During Think Aloud, model using the book illustrations as a tool to recount information as well as rereading text.

Comprehension Mini-Lesson

OBJECTIVE:	Explain how illustrations contribute to and clarify text (LA.K-2.RI.7)
ACTIVITY:	Text+Illustrations=Main Ideas and Key Details

Teach/Model

Teach according to the DLG, *Odd Boy Out*, p. 107.

Guided Practice

Teach according to the DLG, *Odd Boy Out*, p. 107.

Independent Practice

Teach according to the DLG, *Odd Boy Out*, p. 108.

Differentiated Kindergarten Activity:

Students can complete the picture on the *Diagram Survey* (Appendix B) independently. Students can pair with a classmate to explain how the diagram helps them to better understand the topic. Ex: This diagram helps me because...

Students who are able, can write as well.

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.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:	Plan and write a nonfiction narrative (LA.K-2.W.3)
ACTIVITY:	Bold Beginnings

Teach/Model/Practice

Say: This week we have been working on Personal Narratives- true stories about ourselves. Today, we are going to focus on ways to hook our readers by starting with Bold Beginnings. How we start our writing helps the readers to choose if they're interested in our writing or not. If they think the writing will be great or not so good. Beginnings are very important to capture the readers' interest, so we want to start with Bold Beginnings!

Show *Bold Beginnings* Anchor Chart (Appendix 2).

Read through the examples for each of the four Bold Beginnings.

Say: Now I want you to go back and look at your Personal Narrative and add a Bold Beginning. You can write it on top of the first beginning. You don't need to erase what you had first. You can decide which one sounds better in your ears after you read them both.

Send students back to work on their narratives. The teacher walks around the room checking for understanding and offering suggestions where necessary. You might choose to share a couple of great examples from students and describe how the child had one beginning, but changed it to a bold beginning.

Differentiated Kindergarten Activity:

- Students will go through the same process, but the product can be a picture of what the activity or the topic is. The expectation for Kindergarten is that they will attempt writing. This may be scribble writing, strings of letters, a letter for the initial sound or emergent phonetic writing. Some students will need the help of a partner or teacher. Others will do this independently.

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:	End-of-Unit Review

Teach according to the DLG, **Odd Boy Out pp. 110-111.**

Differentiated Kindergarten Activity:

- Kindergarten students will spend this week reviewing past vocabulary words in small groups or centers.
- Some review activities include: concentration memory game, ABC order, drawing pictures for selected words, guessing the word (one partner holds the card on their head and the other partner gives clues until pattern number one guesses correctly), or matching vocabulary words to their picture cards.

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 present tense action verbs (LA.K-2.L1)
ACTIVITY:	Present-Tense Action Verbs

Teach/Model/Practice

Teach according to the DLG Odd Boy Out pp.112-113.

Differentiated Kindergarten Activity:

- Have students act out actions for classmates to ensure proper usage of present tense verbs.
- Have students guess the answer in the following manner:
 - He sits.
 - She writes.

Send students to write and complete their personal narratives.

Circulate and conference with students. Help them to choose one verb to change to a more powerful one.

Differentiated First Grade Activity:

- Check for understanding by completing the printable *Action Words: Present Tense Verbs* (Appendix 2).

DAY 5

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:	End of Unit Assessment

Teach according to the DLG, Odd Boy Out pp. 113-114.

Differentiated Kindergarten Activity:

- Kindergarten students will spend this week reviewing past vocabulary words in small groups or centers.
- Some review activities include: concentration memory game, ABC order, drawing pictures for selected words, guess the word (one partner holds the card on their head and the other partner gives clues until pattern number one guesses correctly), or matching vocabulary words to their picture cards.

Differentiated First Grade Activity:

- Orally administer *End of Unit Assessment Unit 1* (Appendix C) numbers 1-8 only.

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:	Assess students' reading and comprehension skills from Unit 1 (LA.2.RI.1, LA.2.RI.4, LA.2.RI.7, LA.K-2.SL.1, LA.K-2.SL.2LA.2.SL.4, LA.2.SL.7)
ACTIVITY:	Complete End-of-Unit Assessment

Differentiated Kindergarten:

- Give: *What's the Missing Word?* (Appendix 3) end of unit assessment.

Differentiated First Grade Activity:

- First graders who need more support may also take *What's the Missing Word?*.

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.RF.1) Read informational texts on topics of interest (LA.1-2.RI.14)
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Author's Chair and Wrap-up

ACTIVITY:	Author's Chair
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Sharing Writing

- Use this time to complete writing from the week and/or sharing/publishing the work the students are working on.