

Vocabulary

OBJECTIVE:	Understand meaning of words and phrases in an informational text (LA.K-2.RI.4)
ACTIVITY:	Introduce Anchor Text Vocabulary

Anchor Text Vocabulary Words:

1. boulevard	a wide, usually major street, often having strips with trees, grass, or flowers planted along its center or sides
2. Medicine Hat	a Canadian city in southeast Alberta
3. twister	a tornado; a violent whirling wind accompanied by a cloud that is shaped like a funnel and moves overland in a narrow path
4. willy-willies	an Australian word for dust devils

Teach according to the DLG, *On the Same Day in March* pp. 42-43.

Differentiated Kindergarten Activity:

- 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.

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://uflifoundations.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.

Shared Read Aloud

OBJECTIVE:	Recount a personal experience (LA.2.SL.4, LA.K-1.SL.7)
ACTIVITY:	How we Celebrate

Teach according to the DLG, *On the Same Day in March* pp. 44-45.

Differentiated Kindergarten Activity:

- Students participate in the DLG, *On the Same Day in March* pp. 44-45.
- Use the *Kindergarten Storytelling Rubric* (Appendix 3).

Comprehension Mini-Lesson

OBJECTIVE:	Know and use text features (LA.K-2.RI.5)
ACTIVITY:	Introduce Nonfiction Text Features

Teach according to the DLG, *On the Same Day in March* pp. 45-46.

Teach/Model

- Use the anchor *Nonfiction Text Features Anchor Chart* (Appendix 2) to introduce text features.
- This activity can be done with the whole group.

Guided Practice

Teach according to the DLG, *On the Same Day in March* p. 45.

Differentiated Kindergarten Activity:

- Pair Kindergarten students with second graders who are reading fluently on second grade reading level if possible.

Independent Practice

Teach according to the DLG, *On the Same Day in March* pp. 45-46.

DAY 1

Reading Workshop Small-Group

Guided Reading - Differentiate According to Standards

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

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

Use the *Reading A-Z* guided reading format or another format selected by the teacher. Many Kindergarten students will not be ready for small-group instruction. They should engage in center time activities during this time.

Independent Reading/Literacy Centers

OBJECTIVE:	Demonstrate understanding of the basic features of print (LA.K.RF.1) Read informational texts on topics of interest (LA.1-2.RI.14)
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DAY 1

Writing Workshop

Writing Mini-Lesson

OBJECTIVE:	Choosing a topic (LA.K-2.W.4)
ACTIVITY:	Choosing a topic

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.

Read *Ralph Tells a Story* by Abby Hanlon.

Discuss with the class the many ways writers can choose a topic.

Some possibilities:

- Write about something you've done or felt.
- Choose a topic based on a recent experience: such as a weekend trip, birthday party, or school event
- Write about a favorite book, movie, or video game
- Share about hobbies or sports
- Dreams or things they wonder about

Allow students time to work on a new story or continue working on one previously started.

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 with sounds, words, and sentences with the help of the partner and teacher.

DAY 2

Word Study

Vocabulary

OBJECTIVE:	Use context as a clue to the meaning of a word or phrase (LA.K-2.RI.4)
ACTIVITY:	Guess My Word

Anchor Text Vocabulary Words:

1. boulevard	a wide usually major street, often having strips with trees, grass, or flowers planted along its center or sides
2. Medicine Hat	a Canadian city in southeast Alberta
3. twister	a tornado; a violent whirling wind accompanied by a cloud that is shaped like a funnel and moves overland in a narrow path
4. willy-willies	an Australian word for dust devils; strong, well-formed, and relatively long-loved whirlwinds

Teach according to the DLG, *On the Same Day* in March p. 48.

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:	Identify and generate adjectives that modify (LA.K-2.L.1)
ACTIVITY:	Adjectives that modify

Teach/Model Practice

Read “The Way I Feel” by Janan Cain.

Say: We have learned that adjectives are describing words, but they can also be feeling words. What are some of the feelings we read about in this book? Create a class chart listing different feelings. Send students back to their seat to work on their writing. Encourage them to add a feeling word to their stories.

Circulate and conference with students. Note any writer who is using feeling words, great descriptive words, or action words. Seek to encourage writers for their effort.

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 with sounds, words, and sentences with the help of the partner and teacher.

DAY 3

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:	Introduce Academic Vocabulary/Review Anchor Text Vocabulary

Academic Vocabulary Words:

1. analyze	to study carefully to understand how things work or how they are connected
2. author's purpose	the reason the author wrote the text; to persuade, inform, or entertain
3. shades of meaning	small differences between similar words or phrases that escalate meaning
4. synonym	a word that has the same meaning as another word

Teach according to the DLG, *On the Same Day in March* p. 52.

Differentiated Kindergarten Activity:

- Continue using Vocabulary Words from Week 2 Day 1.
- 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:	Recount a personal experience (LA.2.SL.4, LA.K-1.SL.7)
ACTIVITY:	Model Recounting an Experience

Teach according to the DLG, *On the First Day in March* p. 54.

Comprehension Mini-Lesson

OBJECTIVE:	Know and use text features (LA.1-2.RI.5)
ACTIVITY:	Text Features Scavenger Hunt

Teach/Model

Teach according to the DLG, *On the Same Day in March* pp. 54-55.

Guided Practice

Teach according to the DLG, *On the Same Day in March* p. 55.

Differentiated Kindergarten Activity:

- Pair Non-Readers with a partner to complete activity as directed in the DLG.

Independent Practice

Teach according to the DLG, *On the Same Day in March* p. 55.

- Give students an opportunity to share the text features they found in the book.

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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Writing Mini-Lesson

OBJECTIVE:	Learn basic editing skills (LA.K-2.W.10, LA.K-2.W.7)
ACTIVITY:	Practice basic editing skills

Teach/Model/Practice

Read “The Little READ Hen” by Diane De Las Casas.

Discuss with students that writing a story takes time and patience. Use the printable *Proofreading Basics* (Appendix 2) to show basic editors marks.

Explain that editing is an important part of writing.

Send students back to their seats to read over a piece of their writing. Encourage the students to use editors marks to make one or two edits.

Circulate to check on the students' work. Discuss as you go along and help students find one thing to edit.

Take time to let students share one edit they made in their writing. Celebrate their editing work.

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 with sounds, words, and sentences with the help of the partner and teacher. Teacher can help students to fix a word, use spacing, add punctuation, or color empty spaces in their pictures.

Vocabulary

OBJECTIVE:	Identify the meaning of words or phrases (LA.1-2.RI.4); 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 Vocabulary

Academic Vocabulary Words:

1. analyze	to study carefully to understand how things work or how they are connected
2. author's purpose	the reason the author wrote the text; to persuade, inform, or entertain
3. shades of meaning	small differences between similar words or phrases that escalate meaning
4. synonym	a word that has the same meaning as another word

Teach according to the DLG, *On the Same Day in March* p. 58.

Differentiated Kindergarten Activity:

- Alternate words for Kindergarten:
 - boulevard:** a wide, usually major street, often having strips with trees, grass, or flowers planted along its center or sides
 - Medicine Hat:** a Canadian city in southeast Alberta
 - twister:** a tornado: a violent whirling wind accompanied by a cloud that is shaped like a funnel
 - willy-willies:** an Australian word for dust devils; strong well-formed, and relatively long-lived whirlwinds

Students play memory match with word cards to increase word recognition and meanings.

Differentiated First Grade Activity:

- Use the *1st grade Academic Vocabulary Organizer* (Appendix 1) to collaboratively add words according to the directions.

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)
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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 4

Writing Workshop

Grammar Mini-Lesson

OBJECTIVE:	Identify and generate adjectives that modify (LA.K-2.L.1)
ACTIVITY:	Adjectives that Modify

Teach according to the DLG, *On the Same Day in March* p 60.

Complete *Generating Adjective* (Appendix B) printable, together as a class.

Send students back to their seat to work on writing. Encourage them to add or to notice the adjectives in their writing.

Remind them to make their writing sparkle.

Circulate and conference with students.

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 with sounds, words, and sentences with the help of the partner and teacher. Teacher may ask Kindergarten students to name a describing words or help students to write an adjective in their writing. For example, if there's a picture or story about a dog, help the student add the words, beautiful, friendly, or great big, etc.

DAY 5

Word Study

Vocabulary

OBJECTIVE:	Demonstrate knowledge of Anchor Text Vocabulary (LA.K-2.RI.4)
ACTIVITY:	Weekly Vocabulary Assessment

Anchor Text Vocabulary Words:

1. boulevard	a wide, usually major street, often having strips with trees, grass, or flowers planted along its center or sides
2. Medicine Hat	a Canadian city in southeast Alberta
3. twister	a tornado; a violent whirling wind accompanied by a cloud that is shaped like a funnel and moves overland in a narrow path
4. willy-willies	an Australian word for dust devils; strong, well formed and relatively long-lived whirlwinds

Teach according to the DLG, On the Same Day in March p. 61.

Differentiated Kindergarten Activity:

- Use *Weekly Vocabulary Assessment* (Appendix 1).

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:	Recount a personal experience (LA.2.SL.4, LA.1.SL.7)
ACTIVITY:	Reader's Theater

Teach according to the DLG, On the Same Day in March pp. 62-63.

Teacher may choose to use the same *Reader's Theater- Let's Go to the Zoo* from unit 1 (Appendix 2) or find one that uses repetitive language.

Comprehension Mini-Lesson

OBJECTIVE:	Know and use text features (LA1-.2.RI.5)
ACTIVITY:	Nonfiction Text Features Assessment

Teach/Model

Teach according to the DLG, *On the Same Day in March* p. 63.

Guided Practice

Teach according to the DLG, *On the Same Day in March* pp. 63-64.

Independent Practice

Teach according to the DLG, *On the Same Day in March* p. 64.

Differentiated Kindergarten Activity:

- Kindergarteners meet with the teacher as a group to identify text features.
- Use the anchor chart *Nonfiction Text Features* (Appendix 2) to point out a text feature.
- Have the students look through a nonfiction book to find a text feature.

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

Author's Chair and Wrap-up

OBJECTIVE:	Wrap Up, Publish & Share
ACTIVITY:	Author's Chair

Sharing Writing

Allow students to share writing from the week.