

Vocabulary

OBJECTIVE:	Arrange words in order of intensity to create shades of meaning (LA.K-1.L.4, LA.2.L5)
ACTIVITY:	Introduce Anchor Text Vocabulary

Anchor Text Vocabulary Words:

1. scrambling	to move or climb hastily
2. sipping	to take a sip of something repeatedly
3. sparkles	to give off or reflect bright moving points of light
4. stalking	to hunt for food

Teach according to the DLG, *On the Same Day in March* pp. 70-71.

Note: The definition of “stalking” is altered to make it more appropriate for the grade and age of students. It is also accurate to the book content.

Differentiated Kindergarten Activity:

- Use the Kindergarten Week 3 *Vocabulary Words* (Appendix 1) printable 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 or describe key details about an oral presentation (LA.K-2.SL.2)
ACTIVITY:	3-2-1 Strategy - Part 1

Teach according to the DLG, *On the Same Day in March* pp. 73-74.

Comprehension Mini-Lesson

OBJECTIVE:	Identify Author's Purpose (LA.K-2.RI.8)
ACTIVITY:	Why Did I Write It?

Teach/Model

Teach according to the DLG, *On the Same Day in March* p. 74.

- Use language and texts appropriate for each grade level.

Guided Practice

Teach according to the DLG, *On the Same Day in March* p. 75.

Independent Practice

Teach according to the DLG, *On the Same Day in March* p. 75.

Differentiated Kindergarten Activity:

- Give students a book box with fiction and nonfiction books. Have them sort them into those two categories. Model for students to say the words “nonfiction” and “fiction” as they make the two piles of books.

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:	Planning an informational paragraph (LA.K-2.W.2)
ACTIVITY:	Planning for Writing an Informational Paragraph

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 *If You Were a Penguin* by Wendell and Florence Minor.

Say: This week we are going to be writing an informational story. As you listen to our Read Aloud today, notice how our authors share facts and information about Penguins.

Say: As you go back to your seat, think of something you would like to share information about. It needs to be something you know a lot about. It could be your favorite person, a family member, your favorite sport or game, or your favorite animal.

Send students back to their seats to begin writing their informational story.

Circulate and conference with students. Help individual students to brainstorm possible topics if they're not starting to write right away. Make suggestions based on your knowledge of the students. Do they play a sport, play an instrument, etc.

Differentiated Kindergarten Activity:

- Kindergarteners will share information in a series of pictures using inventive spelling to describe each drawing.
- Students who are writing should use familiar words to write their piece.

DAY 2

Word Study

Vocabulary

OBJECTIVE:	Arrange words in order of intensity to create shades of meaning (LA.K-1.L.4, LA.2.L.5)
ACTIVITY:	Shades of Meaning

Anchor Text Vocabulary Words:

1. scrambling	to move or climb hastily
2. sipping	to take a sip of something repeatedly
3. sparkles	to give off or reflect bright moving points of light
4. stalking	to hunt for food.

Teach according to the DLG, *On the Same Day in March* pp. 77-78.

Note: The definition of “stalking” is altered to make it more appropriate for the grade and age of students. It is also accurate to the book content.

Differentiated Kindergarten Activity:

- Make copies of *Shades of Meaning Sort* (Appendix 2). Have students cut them out and place them in order from weakest to strongest.

Phonological Awareness/Phonics/Spelling

See Specific instructions for this section in Week 3 Day 2.



Shared Read Aloud/Comprehension Mini-Lesson

Teach according to the DLG, *On the Same Day in March* p. 79.

Note: Determine a due date for this project and schedule it in your lesson plans.

Differentiated Kindergarten Activity:

- Send home the *Home Project - Country Study* (Appendix 3) printable.
- When students make their presentations, assess them with *Kindergarten Storytelling Rubric* (Appendix 3).

Differentiated First Grade Activity:

- Use the *Units 1 and 2 Summative Performance Task Scoring Guide* (Appendix D) for 1st grade with the following alterations:
- Focus on four areas with the limited expectations described below:
 - Section 1 - Student makes eye contact with the audience
 - Section 2 - Student uses complete sentences
 - Section 3 - Student's information stays on topic

- Section 4 - As an audience member, the student is attentive and respectful during the presentations of others. The student can ask appropriate questions about information presented.

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:	Capitalize the beginning of sentences, titles, and headings (LA.K-2.L.2)
ACTIVITY:	Capitalize This!

Teach/ModelPractice

Teach according to the DLG, On the Same Day in March p. 80.

Follow Teach/Model only.

Use the anchor chart *Capitalization* (Appendix 2).

Send students back to their seats to work on their writing. Remind them to make sure they are using capital letters when necessary.

Circulate and conference with students.

Differentiated Kindergarten Activity:

- Optional activity: Use *Capital Letter Cards* (Appendix 2) to help form capital letters with play doh after writing time or during centers.

DAY 3

Word Study

Vocabulary

OBJECTIVE:	Arrange words in order of intensity to create shades of meaning (LA.K-1.L.4, LA.2.L.5)
ACTIVITY:	Introduce Academic Vocabulary

Academic Vocabulary Words:

1. headings	words or phrases that are placed at the top of a page or passage
2. informational writing	a type of nonfiction writing that conveys information
3. irregular	not following custom or rule
4. title	the name given to something

Teach according to the DLG, On the Same Day in March pp. 81-82.

Differentiated Kindergarten Activity:

- Students get their vocabulary word cards and write 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 3 Day 3.

DAY 3

Reading Workshop Whole-Group

OBJECTIVE:	Recount or describe key details about an oral presentation (LA.K-2.SL.2)
ACTIVITY:	3-2-1 Strategy Day

Shared Read Aloud

Teach according to the DLG, On the Same Day in March p. 83.

Comprehension Mini-Lesson

OBJECTIVE:	Identify author's purpose (LA.K-2.RI.8)
ACTIVITY:	Author's Purpose Sort

Teach/Model

Teach according to the DLG, On the Same Day in March pp. 83-84.

Guided Practice

Teach According to the DLG, On the Same Day in March p. 84.

Independent Practice

Teach according to the DLG, On the Same Day in March p. 84.

Differentiated Kindergarten Activity:

- Give Kindergarten a book box of fiction and non-fiction books and have them sort them into two piles.
- Have students choose one book from each pile and skim through both books and decide which one they like best. Students should write a sentence about their book. Ex : I like ____ (book title) the best.
- Some students might just draw a picture.

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:	Planning an informational paragraph (LA.K-2.W.2)
ACTIVITY:	Planning for Writing an Informational Paragraph

Teach/Model/Practice

Read *Chameleons are Cool* by Martin Jenkins.

Say: Today we are going to continue our informational stories. As you listen to our Read Aloud today, notice how the author shares facts and information about Chameleons.

Send students back to their seats to continue writing their informational story.

Circulate and conference with students.

Help students to edit their writing and plan to complete and publish according to your process.

Differentiated Kindergarten Activity:

- Kindergarteners will share information in a series of pictures using inventive spelling to describe each drawing.
- Students who are writing should use familiar words to write their piece.

DAY 4

Word Study

Vocabulary

OBJECTIVE:	Arrange words in order of intensity to create shades of meaning (LA.K-1.L.4, LA.2.L.5)
ACTIVITY:	Dictionary Author

Academic Vocabulary Words:

1. headings	words or phrases that are placed at the top of a page or passage
2. informational writing	a type of nonfiction writing that conveys information
3. irregular	not following custom or rule
4. title	the name given to something

Differentiated Kindergarten Activity:

- Students play Memory Match with word cards to increase word recognition and meanings.

Differentiated First Grade Activity:

- Have students choose two words to use for the activity.
- Distribute copies of printable, *First Grade Academic Vocabulary Organizer* (Appendix 1).

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)
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DAY 4

Writing Workshop

Grammar Mini-Lesson

OBJECTIVE:	Use capital letters in headings and titles (LA.K-2.L.2)
ACTIVITY:	Is It Capitalized?

Teach/Model/Practice

Teach according to the DLG, On the Same Day in March pp. 88-89.

Follow Teach/Model and Guided Practice.

Send students to continue with their informational piece.

Remind students to look in their writing for names of people to be sure the first letter is capitalized.

Circulate and conference with students.

Give students new paper to rewrite their piece if they're ready.

DAY 5

Word Study

Vocabulary

OBJECTIVE:	Arrange words in order of intensity to create shades of meaning (LA.K-1.L.4, LA.2.L.5)
ACTIVITY:	Weekly Vocabulary Assessment

Teach according to the DLG, On the Same Day in March p. 88-89.

Differentiated Kindergarten Activity:

- Use Weekly Vocabulary Assessment (Appendix 1).

Phonological Awareness/Phonics/Spelling

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



Shared Read Aloud

OBJECTIVE:	Recount or describe key details in an oral presentation (LA.K-2.SL.2)
ACTIVITY:	3-2-1 Strategy

Teach according to the DLG, On the Same Day in March p. 91.

Comprehension Mini-Lesson

OBJECTIVE:	Identify author's purpose (LA.K-2.RI.8)
ACTIVITY:	Author's Purpose-Inform

Teach/Model

Teach according to the DLG, On the Same Day in March, p. 92.

Guided Practice

Teach according to the DLG, On the Same Day in March, p. 92.

Independent Practice

Differentiated Kindergarten Activity:

- Using the student book boxes, work with students one on one or in a small group.
- Have students sort books fiction and nonfiction.
- Use new titles if possible.

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)
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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

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

Sharing Writing

- Allow students to share writing from the week.
- Share and publish.