

Vocabulary

OBJECTIVE:	Review vocabulary skills (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:	Review Definitions

Anchor Text Vocabulary Word Review:

1. brooding	to think long and anxiously about something
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
5. compass	a kind of navigation tool that indicates directions
6. photoelectric	a kind of energy created by light shining on matter
7. polytechnic	a kind of college that focuses on technical subjects
8. violin	a kind of musical instrument with four strings and played with a bow

Differentiated Kindergarten Activity:

- Kindergarten students should have their weeks 1-3 Vocabulary Words (Appendix 1) to help them remember definitions.
- When clues are given, they can hold up the card they think is correct for the clue just given.

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](#)) 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/Comprehension Mini-Lesson

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

Teach according to the DLG, *On the Same Day* in March pp. 100-104.

Differentiated Kindergarten Activity:

After reading the story from start to finish the first time, Kindergarteners can use the printable *Mattise: The King of Color* (Appendix 2) to draw in each box one thing they noticed from listening to the story.

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:	Writing interesting facts (LA.K-2.W.2)
ACTIVITY:	Make Facts Interesting

Teach/Model/Practice

Teach according to the DLG, On the Same Day in March pp. 105-106.

After the lesson, students may go to their seats to start a new piece of writing.

Remind students that they are still writing informational stories.

They may choose another topic they know very well to write about.

Differentiated Kindergarten Activity:

- During Independent Practice, allow Kindergarteners to draw illustrations for their groups presentation.

DAY 2

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:	Review Definitions

Anchor Text Vocabulary Words:

1. patent	a hared, shiny leather, a legal document that protects an inventor and their invention from being copied
2. sound	a noise that can be heard; solid; a long passage of water that connects two larger bodies of water
3. step	to move by raising the foot, moving it forward, then putting it back down
4. well	in good health; a hole in the ground for water in good health
5. Arctic	relating to the North Pole or the region around it
6. chinook	a warm, moist southwest wind off the coast from Oregon northward
7. huddled	to wrap closely in (as clothes)
8. vanish	to pass quickly from sight; disappear

Teach according to the DLG, *On the Same Day in March* pp. 106-108.

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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DAY 2

Writing Workshop

Grammar Mini-Lesson

OBJECTIVE:	Identify nouns and verbs (LA.K-2.L.1)
ACTIVITY:	Review Nouns and Verbs

Teach/ModelPractice

Teach according to the DLG, On the Same Day in March pp. 110.

Use the remaining time to work on their informational writing piece.

Differentiated Kindergarten Activity:

- Use *Noun and Verb Picture Sort* (Appendix 2) .

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. 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 devil's; strong, well-formed and relatively long-lived whirlwinds
5. scrambling	to move or climb hastily
6. sipping	to take a sip of something repeatedly
7. sparkles	to give off or reflect bright moving points of light
8. stalking	to pursue quarry or prey stealthily

Teach according to the DLG, *On the Same Day in March* pp. 112-113.

Differentiated Kindergarten Activity:

- Use the vocabulary cards from previous weeks.

Phonological Awareness/ Phonics/Spelling

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

DAY 3**Reading Workshop** Whole-Group**Shared Read Aloud/Comprehension Mini-Lesson**

OBJECTIVE:	Sequence story events (LA.K-2.RI.3)
ACTIVITY:	Close Reading

Teach according to the DLG, *On the Same Day in March* pp. 114-115.

Differentiated Kindergarten Activity:

- Use printable *Matisse: The King of Color* (Appendix 2).
- Have students draw four pictures on the sequencing squares.
- Pictures must be in order of how they happened in the story.

Differentiated First Grade Activity:

- Students can work in pairs with second graders, or complete with teachers in a small group.

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:	Draft an informational paragraph (LA.K-2.W.2)
ACTIVITY:	Write an Informational Paragraph

Introduce sequencing words using the printable *My Sequence Story* (Appendix 2) as a model for sequence words.

Use events from the day to model using sequencing words in a paragraph or story.

Add other sequencing words as you write the paragraph or story. Words such as: finally, then, and after that.

Send students to work on a piece of writing. Encourage them to find appropriate places in their stories to write a sequence word or more.

Students can write sequence words in an existing story or a new story.

Teach/Model/Practice

Differentiated Kindergarten Activity:

- Kindergarten students may use the printable *My Sequence Story* (Appendix 2).

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:	Review Game

Teach according to the DLG, *On the Same Day in March* p. 118.

Differentiated Kindergarten Activity:

- Allow Kindergarteners to use the picture vocabulary cards while playing the game with the older students.

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 adjectives and proper punctuation in sentences (LA.K-2.L.1)
ACTIVITY:	Review: Adjectives, Capitalization, and Punctuation

Teach/Model/Practice

Teach according to the DLG, *On the Same Day* in March pp. 120-121.

Send students to continue writing their stories.

Circulate and conference with students. Check for sequencing, capitalization, adjectives, and punctuation.

Differentiated Kindergarten Activity:

- Read simple boring sentences and have students orally share ways they might add adjectives to make it more interesting.

DAY 5

Word Study

Vocabulary

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

End of Unit Assessment

Differentiated Kindergarten Activity

- Use Assessments from Weeks 1-3 to check for mastery.

Phonological Awareness/Phonics/Spelling

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

DAY 5

Reading Workshop Whole-Group

Shared Read Aloud/Comprehension Mini-Lesson

OBJECTIVE:	Identify the main purpose of a text and supporting details LA.2.RI.6, LA.K-1.RI.2)
ACTIVITY:	Close Reading

Teach according to the DLG, *On the Same Day* in March pp. 124-125.

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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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 5

Writing Workshop

Author's Chair and Wrap-up

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

Students share a piece of writing of their choice to the class using the Author's Chair.