

Vocabulary

OBJECTIVE:	Ask and answer questions to clarify the meaning of words. (LA.K-1.RI.4) Determine the meaning of words and phrases in a text. (LA. 2.RI.4)
ACTIVITY:	Introduce Anchor Text Vocabulary Words

Anchor Text Vocabulary Words:

1. clinging	to hold fast or stick closely to a surface
2. desert	a dry land with a few plants and a little rainfall
3. evening	the final part of the day and early part of the night
4. skitters	to glide or skip lightly or quickly

Teach according to the DLG, *Cactus Hotel*, pp. 8-9.

Differentiated Kindergarten Activity:

- Review the terms clinging, desert, evening, skitters.
- Present the printable, *Vocabulary Words* (Appendix 1).
- Discuss the meaning of each word.
- Demonstrate clinging by having children cling to one another.
- Demonstrate skitters by having children skip lightly then quickly.
- Distribute the printable, *Vocabulary Words* (Appendix 1).
- Have students cut their words apart and save for activities 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:	Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (LA.K-1.SL.2) Provide descriptions with key details. (LA.2.SL.2)
ACTIVITY:	Introduce <i>Cactus Hotel</i>

Teach according to the DLG, *Cactus Hotel*, pp. 10-11.

Comprehension Mini-Lesson

OBJECTIVE:	Describe connections between two pieces of Information. (LA.K-1.RI.3) Describe connections in a scientific concept. (LA.2.RI.3)
ACTIVITY:	Life Cycle of a Saguaro Cactus

Teach/Model

Teach according to the DLG, *Cactus Hotel*, p. 12.

Differentiated Kindergarten Activity:

- Review the following questions to help children enhance the meaning of connections.
 - What does this remind me of in my life?
 - How is this similar to my life?
 - How is this different from my life?
 - Has something like this ever happened to me?
 - What were my feelings when I read this story?
- Discuss ways the questions connect to the students.

Guided Practice

Teach according to the DLG, *Cactus Hotel*, pp 12-13.

Differentiated Kindergarten Activity:

- Teach according to the DLG, *Cactus Hotel*, pp 12-13.
- Draw a copy of the printable *Life Cycle of the Saguaro Cactus* (Appendix B) on the board.
- Lead class to complete the chart using *Cactus Hotel* to find descriptions together.

Independent Practice

Differentiated Kindergarten Activity:

- Distribute copies of the printable, *Saguaro Cactus Life Cycle* (Appendix 2).
- Kindergarteners will cut and paste the pictures in the correct boxes showing 4 stages of the Life Cycle.

Differentiated First Grade Activity:

- Teach according to the DLG, *Cactus Hotel*, p.13.
- Have the students work in groups of two.

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:	Drafting and revising an informational paragraph (LA.1-2.W.2)
ACTIVITY:	Draft a Descriptive 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.

Use the DLG, Cactus Hotel, pp. 14-15 with the following suggestions:

- Go through the activity under the Teach/Model p. 14.
- Read the *Descriptive Paragraph Model: Elf Owl* (Appendix B).
- Use or enlarge on chart paper the graphic organizer, *Descriptive Paragraph Model* (Appendix 2). Model completing the graphic organizer using the think aloud strategy.
- Ask students what other interesting facts they learned about the Elf Owl. Give students a chance to respond.
- Distribute copies of the blank template printable, *Descriptive Paragraph Model* (Appendix 2).
- Release students to complete the template with their own details.

Differentiated Kindergarten Activity:

- Students will go through the same process, but the product can be a picture of the activity. 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 2

Word Study

Vocabulary

OBJECTIVE:	Ask and answer questions to clarify the meaning of words. (LA.K-1.RI.4) Determine the meaning of words and phrases in a text. (LA. 2.RI.4)
ACTIVITY:	Fill in the Blank

Anchor Text Vocabulary Words:

1. clinging	to hold fast or stick closely to a surface
2. desert	a dry land with a few plants and a little rainfall
3. evening	the final part of the day and early part of the night
4. skitters	to glide or skip lightly or quickly

Teach according to the DLG, Cactus Hotel, p. 16.

Differentiated Kindergarten Activity:

- Students will retrieve their *Vocabulary Words* (Appendix 1) for this activity.
- Students will identify and display the correct Vocabulary Word picture to match the definition given.

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.

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 2

Writing Workshop

Grammar Mini-Lesson

OBJECTIVE:	Use commas properly after a transition word (LA.K-2.L.2)
ACTIVITY:	Commas After Transition Words

Teach/Model Practice

Note: This lesson derives from the standards in the DLG, but it's formatted to meet the writing for the week.

- Follow this lesson here.
- Say: Today, we are going to take a look at commas in our writing and how we use them after transition words. Great writers use transition words to keep their writing organized and in the order that things happen, or in the order that the writer wants to share the information with the reader. Transition words are connecting or transitional words that connect sentences, so the sentences are smooth and easy to read and follow. We use commas after transition words to

allow the reader to pause and move on to the idea of the writing. Commas help to separate the transition words from the next idea so the reader can read fluently and with great expression. For example, let's practice reading this sentence: First, I will go to the grocery store to pick up the ingredients for the chocolate cake. You see how you pause after the word first? The comma helps us to remember to pause and to read in a relaxed and steady manner.

- List a number of transition words on the board or chart paper and read them with a comma. Then, Next, Finally, Last, For example, In addition, etc.
- Send students to write.
- Remind students that they are writing a descriptive paragraph from yesterday, and the first thing they need to do when they go to write, is to read their piece to see if they have any transition words. If they do, they should go ahead and place a comma after the transition word.
- Circulate and conference with students to revise their writing.
- During conferencing, work with students to add a transition word or comma after a transition word.
- Choose student-volunteers to share if they had to add a comma after a transition word.

Differentiated Kindergarten and First Grade Activity:

- Adjust the expectations for younger students in the use of commas. They should not be evaluated based on their use of commas.

DAY 3

Word Study

Vocabulary

OBJECTIVE:	Ask and answer questions to clarify the meaning of words. (LA.K-1.RI.4) Determine the meaning of words and phrases in a text. (LA. 2.RI.4)
ACTIVITY:	Introduce Academic Vocabulary/Review Anchor Text Vocabulary

Academic Vocabulary Words:

1. analyze	to study carefully to understand how things work, how they are connected
2. compare and contrast	to note what is similar and different about two (or more) things
3. connections	links that demonstrate a relationship between two or more things or people
4. digital	using computer technology to produce or save information

Teach according to the DLG, *Cactus Hotel*, pp. 19-20.

Differentiated Kindergarten Activity:

- Students get their vocabulary word cards. They 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 1 Day 1.

DAY 3

Reading Workshop Whole-Group

Shared Read Aloud

OBJECTIVE:	Ask and answer questions about key details in a text read aloud or information presented orally or through other media (LA.K-1.SL.2) Provide descriptions with key details (LA.2.SL.2)
ACTIVITY:	<i>Cactus Hotel</i> Text-Dependent Questions–Part 1

Teach according to the DLG, *Cactus Hotel*. pp. 21-24.

Differentiated Kindergarten Activity:

- Have students answer in fewer sentences.

Comprehension Mini-Lesson

OBJECTIVE:	Describe connections between two pieces of Information (LA.K-1.RI.3) Describe connections in a scientific concept (LA.2.RI.3)
ACTIVITY:	Identify Connections Interdependence

Teach/Model

Teach according to the DLG, *Cactus Hotel*. p. 24.

Differentiated Kindergarten and First Grade Activity:

- Have students play the *Web Game*.
- Students will sit in a circle to create a web of yarn to represent the interconnected web of life.

- Each student chooses an animal or plant to be in the web, holds their end of the yarn, and tosses the yarn to someone else.
- When everyone has joined the web, ask students to pull the web taut and decide if they can feel the pull on their yarn.

Guided Practice

Differentiated Kindergarten Activity:

Teach according to the DLG, Cactus Hotel. p. 24.

- Draw a copy of the Saguaro Cactus Interdependence chart (25) on the board without listing the information in the columns.

Independent Practice

Differentiated Kindergarten Activity:

Teach according to the DLG, Cactus Hotel p. 25.

- Have students draw two animals or plants that are interdependent on each other.



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:	Revise a descriptive paragraph (LA.K-2.W.2)
ACTIVITY:	Revising a Descriptive Paragraph

Teach/Model/Practice

- Teach according to the DLG, *Cactus Hotel*, p. 26.
- Go through the Teach/Model.
- Go through the Guided Practice.
- Make sure all students have a copy of their complete *Descriptive Paragraph* outline for Elf Owls.
- Say: Today, you are going to use your *Descriptive Paragraph* outline to write what you have learned about elf owls. You may work with a partner to discuss your facts and details but everyone must write in their own journal. Remember to use transition words. Later this week, we will revise the paragraph to make it better before we publish it.
- Note that some students may want to use some details shared by the teacher's model; no matter what they decide to write about, they must be sure that they provide information with facts and details for the reader to learn from their writing.
- Send students to write.
- Circulate and conference with each pair to be sure they are sharing ideas appropriately. Let students know that the writing is a collaboration, and it belongs to both people, so it's fine for the papers to read the same or a bit different. They need to share and support each other to write this piece of writing. The last draft will say both names.
- Send students to write.

Differentiated Kindergarten Activity:

- Decide how to best support individual students based on what they have done so far. If they're working with pictures, they might add labels to that picture or better coloring white spaces. If they have sounds, you might help them to get closer to the correct spelling, and so on. Take each student at their current level, and challenge them with compassion and courage to do a little more.

Vocabulary

OBJECTIVE:	Ask and answer questions to clarify the meaning of words. (LA.K-1.RI.4) Determine the meaning of words and phrases in a text. (LA. 2.RI.4)
ACTIVITY:	Dictionary Author/Review Anchor Text Vocabulary

Academic Vocabulary Words:

1. analyze	to study carefully to understand how things work, how they are connected
2. compare and contrast	to note what is similar and different about two (or more) things
3. connections	links that demonstrate a relationship between two or more things or people
4. digital	using computer technology to produce or save information

Teach according to the DLG, *Cactus Hotel*, pp. 27-28.

Differentiated Kindergarten Activity:

Students play Memory Match with vocabulary 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)

DAY 4

Writing Workshop

Grammar Mini-Lesson

OBJECTIVE:	Use commas properly after a transition word (LA.K-2.L.2)
ACTIVITY:	Commas After Transition Words

Teach/Model/Practice

Note: This lesson continues from Day 2 grammar lesson which is written here and not in the DLG.

- Follow this lesson here.
- Use the chart paper from Day 2 or write transition words on the board.
- Tell students that the trait of Organization helps the writer to be organized and to write in a smooth and orderly manner. The trait of Conventions helps writers to remember to use appropriate punctuation. Great writers use the punctuation of a comma, after a transition word.
- Read the list of transition words and remind students to check if they have a comma after their transition words in their piece of writing.
- Send students to continue with their revising and final drafting.
- Circulate and conference with students to be sure that they are on the appropriate timeline to complete the final draft.
- Check that both names are on each final draft.

DAY 5

Word Study

Vocabulary

OBJECTIVE:	Ask and answer questions to clarify the meaning of words. (LA.K-1.RI.4) Determine the meaning of words and phrases in a text. (LA. 2.RI.4)
ACTIVITY:	Weekly Vocabulary Assessment

Anchor Text Vocabulary Words:

1. clinging	to hold fast or stick closely to a surface
2. desert	a dry land with a few plants and a little rainfall
3. evening	the final part of the day and early part of the night
4. skitters	to glide or skip lightly or quickly

Teach according to the DLG, *Cactus Hotel*, pp. 30-31.

Differentiated Kindergarten Activity:

- Have students complete the printable, *Vocabulary Assessment* - Kindergarten (Appendix 1).

Differentiated First Grade Activity:

- Students may choose to complete one vocabulary word in the printable, *Vocabulary Web Assessment* (Appendix C).

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:	Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (LA.K-1.SL.2) Provide descriptions with key details. (LA.2.SL.2)
ACTIVITY:	<i>Cactus Hotel</i> Text-Dependent Questions–Part 2

Teach according to the DLG, *Cactus Hotel*, pp. 32-33.

Differentiated Kindergarten and First Grade Activity:

- Play the game *I Spy* with the students using adjectives to describe items around the classroom.
- Tell students the words you are using to help them guess are called adjectives.
- Explain to the students that in this activity they will use adjectives and illustrations to give further details about the story.

Comprehension Mini-Lesson

OBJECTIVE:	Describe connections between two pieces of Information.(LA.K-1.RI.3) Describe connections in a scientific concept. (LA.2.RI.3)
ACTIVITY:	Identify Connections: Cause and Effect

Teach according to the DLG, *Cactus Hotel*, p. 33.

Teach/Model

Differentiated Kindergarten Activity:

- Extend review of cause and effect by using any of the following examples.
- Blow bubbles and have the students clap them.
- Have students turn on/off the light switch or flashlight.
- Have students fold paper to make creases.
- Discuss the relationship of cause/effect after activities.

Differentiated First Grade Activity

- Use cause/effect review above if needed.

Guided Practice

Teach according to the DLG, *Cactus Hotel*, pp. 33-35.

Differentiated Kindergarten Activity:

- Draw the *Saguaro Cactus: Cause and Effect* (Appendix B) anchor chart on the board.

Independent Practice

Teach according to the DLG, *Cactus Hotel*, pp. 33-35.

Differentiated Kindergarten Activity:

- Have students choose a cause and effect pair from the board and illustrate them.

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:	
ACTIVITY:	Wrap Up, Publish & Share

Teach/Model

Use this time for students to complete their final draft and share. One student might read the piece, and the other student might share briefly how it felt to collaborate with a partner in a piece. If it wasn't helpful, students might simply say "it's OK to work in pairs, but I prefer writing alone because I go faster or I think quietly." Do this sharing pattern only if students have learned to speak positively and kindly to each other and about various topics. Otherwise, one student can read a part, and the other can finish the rest. Both students should thank each other before they go back to their seats.