

## Vocabulary

<b>OBJECTIVE:</b>	Understand word relationships: synonyms (LA.K-1.L.4, LA.2.L.5)
<b>ACTIVITY:</b>	Introduce Anchor Text Vocabulary

### Anchor Text Vocabulary Words:

1. gnaws	bite or chew on with the teeth
2. high	having a specified height
3. seedling	a young plant grown from seed
4. sprouts	grow, spring up, or come forth as a sprout

Teach according to the DLG, *Cactus Hotel* pp. 42-43.

#### Differentiated Kindergarten and First Grade Activity:

- To introduce synonyms, and review for all the grades, have the students use the Think, Pair, Share strategy.
- Students will spend five minutes answering the following questions:
  - Have you ever heard of the word "synonym"?
  - How would you define "synonym" in your own words?
  - Can two different words mean the same thing? If so, can you think of any examples?
  - Brainstorm three synonyms for the word: happy
  - What's the purpose of using one word over another if they both mean the same thing?
- Pose these questions and have the students use the Think, Pair, Share strategy.
- After answering the questions, the students will pair and reflect on what ideas they had in common.
- The pair will choose one major idea or answer, and can share it with the class.

#### Differentiated Kindergarten Activity:

- Distribute the Week 2 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.

**DAY 1**

## Reading Workshop Whole-Group

### Shared Read Aloud

<b>OBJECTIVE:</b>	Ask and answer clarifying questions about a presentation. (LA.1-3.SL.3)
<b>ACTIVITY:</b>	Ask and Answer Questions

Teach according to the DLG, *Cactus Hotel*, pp. 45-47.

### Comprehension Mini-Lesson

<b>OBJECTIVE:</b>	Distinguish between information provided by pictures and by words (LA.K.RI.7, LA.1.RI.6) Identify the main purpose of the text, including the author's intent (LA.2.RI.6)
<b>ACTIVITY:</b>	Why Did I Write It?--Part 1

### Teach/Model

Teach according to the DLG, *Cactus Hotel*, pp. 47-48.

### Guided Practice

Teach according to the DLG, *Cactus Hotel*, p. 49.

## Independent Practice

Teach according to the DLG, Cactus Hotel, p. 49.

### Differentiated Kindergarten Activity:

- After sending the groups to work, guide the Kindergarten students as they discuss the different genres to find the Author's Purpose.

**DAY 1**

## Reading Workshop Small-Group

### Guided Reading - Differentiate According to Standards

<b>OBJECTIVE:</b>	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

<b>OBJECTIVE:</b>	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

<b>OBJECTIVE:</b>	Write an informational paragraph that gives step-by-step directions (LA.K-2.W.2)
<b>ACTIVITY:</b>	Planning for Materials

## 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

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**Teach according to the DLG, Cactus Hotel. pp. 50-51.**

- Go through the Teach/Model.
- Go through the Guided Practice.
- Go through the Independent Practice.
- Send students off to list in their journals the ideas they generated in their groups collaboratively. They may also add to the list, activities that can be completed on the playground or in the gym (e.g., games, sports) if they will have time during recess to practice the activity.
- Have students write a list of all materials for the activity, practice it, and ensure that the list is complete.
- Circulate and conference with the students to be sure that they are completing the list with everything that is needed.

### **Differentiated Kindergarten Activity:**

- Students will go through the same process, but the product can be pictures showing the steps or they may dictate the steps.

**DAY 2**

# Word Study

## Vocabulary

<b>OBJECTIVE:</b>	Understand word relationships: synonyms (LA.K-1.L.4, LA.2.L.5)
<b>ACTIVITY:</b>	Guess My Word!

### Anchor Text Vocabulary Words:

1. gnaws	bite or chew on with the teeth
2. high	having a specified height
3. seedling	a young plant grown from seed
4. sprouts	grow, spring up, or come forth as a sprout

Teach according to the DLG, *Cactus Hotel*, p. 52.

#### Differentiated Kindergarten Activity:

- Students will hold up their Vocabulary Cards to answer the questions.

## 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

<b>OBJECTIVE:</b>	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

<b>OBJECTIVE:</b>	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

<b>OBJECTIVE:</b>	Identify properly punctuated sentences (LA.K-2.L.2, LA.2.K-2.L.3)
<b>ACTIVITY:</b>	Complete Sentence Sort

### Teach/Model/Practice

Teach according to the DLG, *Cactus Hotel*, pp. 54-56.

- Go through Teach/Model.
- Go through Guided Practice.



- Go through Independent Practice. Have students complete the printable, *Sentence Sort* (Appendix B) at the Writing Center.

#### **Differentiated Kindergarten Activity:**

- Students must practice what makes a complete sentence before moving on to write one.
- Students will build silly sentences.
- Split the students into two groups. One group will be subjects and the other will be predicates.
- Students will “stitch” together complete sentences by choosing a subject: a person, place, thing, or animal.
- Students will pick a predicate: what is happening in the sentence.
- One student from the subject group will pair with a student from the predicate group.
- Help the students read the silly sentences and discuss what makes them complete sentences.

Send students to write sentences that show steps to getting ready for school, or steps to brushing teeth, using transition words: Then, Next, Finally, Last, For example, In addition, etc. Be sure that students write in complete sentences according to their current writing level.

### **DAY 3**

## **Word Study**

### **Vocabulary**

<b>OBJECTIVE:</b>	Explain a word’s meaning by relating it to opposites, (K.L.4) Understand word relationships: synonyms (LA.1.L.4, LA.2.L.5)
<b>ACTIVITY:</b>	Introduce Academic Vocabulary/Review Anchor Text Vocabulary

### **Academic Vocabulary Words:**

<b>1. examine</b> <b>2. interpret</b> <b>3. predict</b> <b>4. represent</b>	to look at something closely and carefully to learn more about it to explain or tell the meaning of to declare in advance; foretell on the basis of observation or experience to present a picture, image, or likeness of
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**Teach according to the DLG. Cactus Hotel, pp. 56-58.**

#### **Differentiated Kindergarten Activity:**

- 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

<b>OBJECTIVE:</b>	Ask and answer clarifying questions about a presentation. (LA.1-3.SL.3)
<b>ACTIVITY:</b>	Ask and Answer Questions: Active Listening

## Teach/Model

Teach according to the DLG, Cactus Hotel, pp. 58-59.

### Differentiated Kindergarten Activity:

- After other students are sent to write their three questions, use chart paper to write down the questions of the Kindergarteners. They may come up with the three questions as a group.

## Comprehension Mini-Lesson

<b>OBJECTIVE:</b>	Distinguish between information provided by pictures and by words (LA.K.RI.7, LA.1.RI.6) Identify the main purpose of the text, including the author's intent (LA.2.RI.6)
<b>ACTIVITY:</b>	Why Did I Write it?--Part 2

## Teach/Model

Teach according to the DLG, Cactus Hotel, pp. 59-60.

## Guided Practice

Teach according to the DLG, Cactus Hotel, pp. 60-61.

## Independent Practice

Teach according to the DLG, Cactus Hotel, p. 61.

### Differentiated Kindergarten Activity:

- Have students work in groups of two to find two books on the same topic.

**DAY 3**

## Reading Workshop Small-Group

### Guided Reading - Differentiate According to Standards

<b>OBJECTIVE:</b>	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

<b>OBJECTIVE:</b>	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

<b>OBJECTIVE:</b>	Write an informational paragraph that gives step-by-step directions (LA.K-2.W.2)
<b>ACTIVITY:</b>	Writing Step-by-Step Directions

## Teach/Model/Practice

**Teach according to the DLG, Cactus Hotel. pp. 62-63.**

- Go through Teach/Model.
- Go through Guided Practice.
- Go through Independent Practice. Keep the printables, *Four Types of Sentences* - 2 pages (Appendix B), for students to do at the Writing Center.
- Go through Independent Writing.
- Send students to write.
- Circulate and conference with the students to be sure that they are completing the title, a list of materials needed, and the first three numbered steps of a simple household procedure (e.g., making a bed, brushing teeth).

### **Differentiated Kindergarten Activity:**

- Students will work with their partners to complete the assignment. Students will go through the same process, but the product can be pictures showing the steps or they may dictate the steps.

## Vocabulary

<b>OBJECTIVE:</b>	Explain a word's meaning by relating it to opposites, (K.L.4) Understand word relationships: synonyms (LA.1.L.4, LA.2.L.5)
<b>ACTIVITY:</b>	Dictionary Author/Review Anchor Text Vocabulary

## Academic Vocabulary Words:

<b>1. examine</b> <b>2. interpret</b> <b>3. predict</b> <b>4. represent</b>	to look at something closely and carefully to learn more about it to explain or tell the meaning of to declare in advance; foretell on the basis of observation or experience to present a picture, image, or likeness of
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Teach according to the DLG, Cactus Hotel. pp. 64-65.

### 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

<b>OBJECTIVE:</b>	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

<b>OBJECTIVE:</b>	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

<b>OBJECTIVE:</b>	Identify, and use proper punctuation in declarative sentences. (LA.K-1.L.2) (LA.2.L.3)
<b>ACTIVITY:</b>	Using Proper Punctuation

## Teach/Model/Practice

Teach according to the DLG, *Cactus Hotel*, pp. 66-68.

- Go through Teach/Model.
- Go through Guided Practice.
- Go through Independent Practice. Students may complete the *Four Types of Sentences* printable, 2 pages, (Appendix B) in the Writing Center.
- Go through Independent Writing. Have the students check in their writing to see if they have used the four types of sentences, and that they have used the proper punctuation.
- Circulate and conference with the students to be sure they are identifying and using proper punctuation.

### Differentiated Kindergarten Activity:

- Have students write or dictate a declarative sentence. The students may then illustrate their sentence.

**DAY 5**

# Word Study

## Vocabulary

<b>OBJECTIVE:</b>	Explain a word's meaning by relating it to opposites, (K.L.4) Understand word relationships: synonyms (LA.1.L.4, LA.2.L.5)
<b>ACTIVITY:</b>	Weekly Vocabulary Assessment

## Anchor Text Vocabulary Words:

1. gnaws	bite or chew on with the teeth
2. high	having a specified height
3. seedling	a young plant grown from seed
4. sprouts	grow, spring up, or come forth in a sprout

Teach according to the DLG, Cactus Hotel, p. 68.

### Differentiated Kindergarten Activity:

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

### Differentiated First Grade Activity:

- Students may choose to complete one vocabulary word on the *Vocabulary Square Assessment* printable (Appendix B)

## Phonological Awareness/Phonics/Spelling

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



## Shared Read Aloud

<b>OBJECTIVE:</b>	Ask and answer clarifying questions about a presentation. (LA.1-3.SL.3)
<b>ACTIVITY:</b>	Presentations and Questioning

Teach according to the DLG, Cactus Hotel, p. 70.

## Comprehension Mini-Lesson

<b>OBJECTIVE:</b>	Distinguish between information provided by pictures and by words (LA.K.RI.7, LA.1.RI.6) Identify the main purpose of the text, including the author's intent (LA.2.RI.6)
<b>ACTIVITY:</b>	Why Did I Write It?--Part 3



## Teach/Model

Teach according to the DLG, Cactus Hotel, p. 71.

## Guided Practice

Teach according to the DLG, Cactus Hotel p. 71.

## Independent Practice

Teach according to the DLG, Cactus Hotel, p. 72.

### Differentiated Kindergarten Activity:

- Students may listen to *The Three Rs* printable (Appendix B) and decide with a partner what the author's intent or point of view is in the text. Students will decide if this text is written to inform or to persuade.

DAY 5

## Reading Workshop Small-Group

## Guided Reading - Differentiate According to Standards

<b>OBJECTIVE:</b>	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

<b>OBJECTIVE:</b>	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

<b>OBJECTIVE:</b>	Wrap up writing pieces, share, publish, etc.
<b>ACTIVITY:</b>	Complete writing and other writing activities

- Use this time to complete, publish, and/share the piece from this week.
- Students grade 1-2 can also work in pairs to work on the four types of sentences, while Kindergarten students work in Centers.