

Vocabulary

OBJECTIVE:	Make real-world connections to words. (LA.K-1.L.4, LA.2.L.5)
ACTIVITY:	Yes/No Statements

Anchor Text Vocabulary Words:

1. bores	makes (a cylindrical hole) by boring or digging away material
2. signal	a sound, gesture, or object that conveys notice or warning
3. ton	a measure of weight equal to 2,000 pounds
4. weatherproof	protected from the effects of the sun, wind, and rain

Teach according to the DLG, *Cactus Hotel*, pp. 106.

Differentiated Kindergarten Activity:

- Review the terms: bores, signal, ton, and weatherproof.
- Present the printable, *Vocabulary Words* (Appendix A).
- Discuss the meaning of each word.
- Distribute the printable, *Vocabulary Words* (Appendix A).
- 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://ufliliteracy.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:	Participate in Reader's Theater (LA.K-1.SL.7), (LA.2.SL.4)
ACTIVITY:	Reader's Theater

Teach according to the DLG, *Cactus Hotel*, pp. 108-109.

- For the multigrade classroom, teachers may choose one Readers' Theater script for all grades to participate.
- It would be beneficial to pair younger and older students together to allow older students to mentor the younger students.

Comprehension Mini-Lesson

OBJECTIVE:	Identify the main topic of multi-paragraph text and the main idea of paragraphs (LA.K-2.RI.2)
ACTIVITY:	Identify Main Ideas and Main Topic—Part 1

Teach/Model

Teach according to the DLG, *Cactus Hotel*, p. 110.

Differentiated Kindergarten Activity:

- Review identifying the main idea by doing a Picture Walk of a short story.
- Ask students to describe what they see in each picture and predict what the story might be about.

Guided Practice

Teach according to the DLG, *Cactus Hotel*, pp. 110-111.

Differentiated Kindergarten Activity:

- Students will play the game "Mystery Bags." Place in a brown paper bag, a variety of objects or pictures that are all related to one topic. In groups, students pull out the objects and try to identify the main idea that encompasses all of them.

Differentiated First Grade Activity:

- Students will complete the printable, *Find the Main Ideas and Main Topic* (Appendix B) in groups of two. Pair a more capable student with a student who may struggle with this activity.

Independent Practice

Teach according to the DLG, *Cactus Hotel*, p. 111.

Differentiated Kindergarten Activity:

- Students will complete the Kindergarten printable, *Main Idea* (Appendix 2). They can choose the story that was read or use the items from the “Mystery Bags” game. Students may draw or write their answers.

Differentiated First Grade Activity:

- Students will complete the printable *Find the Main Ideas and Main Topic* (Appendix B) 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:	Use a combination of drawing, and writing to compose informational/explanatory texts that name a topic and include some information. (LA.K.W.2) Edit and publish a procedural paragraph. (LA.1-2.W.2)
ACTIVITY:	Editing with Friends

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.

Teach according to the DLG, *Cactus Hotel*, pp. 112-114.

- Go through the Teach/Model.
- Go through the Guided Practice.
- If students struggle with identifying the errors in the model text, find other writing samples online (or create a few) to use to continue to practice this skill.
- Go through Independent Practice.
- Give each student a copy of the printable, *Procedural Paragraph Editing Checklist* (Appendix B) and send them to work with their writing partners.
- Go through Independent Writing.
- Conference with the groups and monitor their progress.

Differentiated Kindergarten Activity:

- Students will complete the Kindergarten printable, *My Editing Checklist* (Appendix 2) to edit their writing.

DAY 2

Word Study

Vocabulary

OBJECTIVE:	Make real-world connections to words. (LA.K-1.L.4, LA.2.L.5)
ACTIVITY:	True/False

Anchor Text Vocabulary Words:

1. bores	makes (a cylindrical hole) by boring or digging away material
2. signal	a sound, gesture, or object that conveys notice or warning
3. ton	a measure of weight equal to 2,000 pounds
4. weatherproof	protected from the effects of the sun, wind, and rain

Teach according to the DLG, *Cactus Hotel*, p. 115.

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)
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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 a combination of drawing, and writing to compose informational/explanatory texts that name a topic and include some information. (LA.K.W.2) Edit and publish a procedural paragraph. (LA.1-2.W.2)
ACTIVITY:	Adverbs Ahoy!

Teach/ModelPractice

Teach according to the DLG, *Cactus Hotel*, pp. 117-118.

- Go through Teach/Model.
- Review the concept of verbs before introducing adverbs.
- Play “Simon Says” with action words.
- Brainstorm a list of action words with the students to use for the game.
- Play “Simon Says” using the action words and non action words.
- Go through Guided Practice.
- Go through Independent Practice. Place the printable, *Adverbs Ahoy!* (Appendix B) in the writing center for students to use during reading rotations.
- Send students to write. They may go to an older writing piece to see if they can add adverbs or begin a new piece and use adverbs where appropriate in the story.

DAY 3

Word Study

Vocabulary

OBJECTIVE:	Make real-world connections to words. (LA.K-1.L.4, LA.2.L.5)
ACTIVITY:	Introduce Academic Vocabulary/Review Anchor Text Vocabulary

Academic Vocabulary Words:

1. editing 2. publishing 3. punctuation 4. revise	to correct spelling, punctuation, and usage in writing final draft, to make writing available to others the marks (such as periods and commas) in a piece of writing make changes to improve the flow and creativity of one's writing
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Teach according to the DLG, *Cactus Hotel*, p. 119.

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:	Participate in Reader's Theater (LA.K-1.SL.7), (LA.2.SL.4)
ACTIVITY:	Readers' Theater Expression

Teach according to the DLG, Cactus Hotel, pp. 120-121.

Comprehension Mini-Lesson

OBJECTIVE:	Identify the main topic of multi-paragraph text and the main idea of paragraphs (LA.K-2.RI.2)
ACTIVITY:	Identify Main Ideas and Main Topic—Part 2

Teach/Model

Teach according to the DLG, Cactus Hotel, p. 121.

Guided Practice

Teach according to the DLG, Cactus Hotel, p. 122.

Independent Practice

Differentiated Kindergarten Activity:

- Students will complete the printable, *Main Idea Match* (Appendix 2).

Differentiated First Grade Activity:

- Students will complete the printable, *Main Ideas and Main Topic: Harris Antelope Squirrel* (Appendix B) in groups of two.
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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:	Use a combination of drawing, and writing to compose informational/explanatory texts that name a topic and include some information. (LA.K.W.2) Edit and publish a procedural paragraph. (LA.1-2.W.2)
ACTIVITY:	Publish!

Teach/Model/Practice

Teach according to the DLG, Cactus Hotel, pp. 123-124.

- Go through the Teach/Model.
- Go through the Guided Practice.
- Go through Independent Practice.
- Go through Independent Writing.
- Send the students to publish their procedural paragraph.

DAY 4

Word Study

Vocabulary

OBJECTIVE:	Make real-world connections to words. (LA.K-1.L.4, LA.2.L.5)
ACTIVITY:	Dictionary Author/Review Anchor Text Vocabulary

Academic Vocabulary Words:

1. editing	to correct spelling, punctuation, and usage in writing
2. publishing	final draft, to make writing available to others
3. punctuation	the marks (such as periods and commas) in a piece of writing
4. revise	make changes to improve the flow and creativity of one's writing

Teach according to the DLG, Cactus Hotel, pp. 124-125.

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 a combination of drawing, and writing to compose informational/explanatory texts that name a topic and include some information. (LA.K.W.2) Edit and publish a procedural paragraph. (LA.1-2.W.2)
ACTIVITY:	Adding Adverbs

Teach/Model/Practice

Teach according to the DLG, *Cactus Hotel*, pp. 127-128.

- Go through the Teach/Model.
- Go through the Guided Practice.
- Go through Independent Practice.
- Go through Independent Writing. Have the students choose five adverbs from printable, *Adding Adverbs* (Appendix B) and compose sentences.
- This assignment could be used as part of the Unit 3: End-Of-Assessment
- Send students to write.

Differentiated Kindergarten Activity:

- Students will choose two adverbs to compose sentences and illustrate them.

DAY 5

Word Study

Vocabulary

OBJECTIVE:	Use context as a clue to the meaning of a word or phrase
ACTIVITY:	End-of-Unit Assessment

Teach according to the DLG, *Cactus Hotel*, pp. 129-130.

Differentiated Kindergarten Activity:

- Students will complete Unit 3: *End-of-Unit Assessment Kindergarten* (Appendix 3).

Differentiated First Grade Activity:

- Students will complete *Cactus Hotel Unit 3: End-of-Unit Assessment* First Grade (Appendix 3). The Assessment follows the first 14 questions on the second grade End-of-Unit Assessment. The number of answer choices has been modified! Follow the DLG to score this assessment.

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:	Participate in Reader's Theater (LA.K-1.SL.7), (LA.2.SL.4)
ACTIVITY:	Readers' Theater Presentation

Teach according to the DLG, *Cactus Hotel*, p. 132.

Comprehension Mini-Lesson

OBJECTIVE:	
ACTIVITY:	Complete Unit 3: End-of-Unit Assessment

Teach/Model

Differentiated Kindergarten Activity:

- Students will complete printable, *Unit 3: End-of-Unit Assessment* Kindergarten (Appendix 3).

Differentiated First Grade Activity:

- Students will complete printable, *Cactus Hotel Unit 3: End-of-Unit Assessment* Grade 1 (Appendix 3).

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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DAY 5

Writing Workshop

Author's Chair and Wrap-up

OBJECTIVE:	
ACTIVITY:	Use this time to complete the Unit 3: End-of-Unit Assessment

Differentiated Kindergarten Activity:

- Students will complete Assessment: *Procedural Paragraph - How To* printable (Appendix 3).

Differentiated First Grade Activity:

- Students will complete Assessment: *How To* printable (Appendix 3).