

Vocabulary

OBJECTIVE:	Classify and categorize words by spelling, sound, or meaning. (LA.K-1.L.4) (LA.2.L.5)
ACTIVITY:	Introduce Anchor Text Vocabulary

Anchor Text Vocabulary Words:

1. homemade	made in the home and not in a factory
2. pocketknife	a small knife that has one or more blades that fold into the handle
3. sailboat	a boat equipped with sails
4. upstream	at or toward the beginning of a stream

Teach according to the DLG, *Twice Yours*, pp. 8-9.

Differentiated Kindergarten Activity:

- Review the terms homemade, pocketknife, sailboat, upstream.
- Present the printable, *Vocabulary Words* (Appendix 1).
- Discuss the meaning of each word.
- 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://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 collaborative conversations (LA.K-2.SL.1) (LA.K.SL.8) (LA.1-2.SL.7)
ACTIVITY:	Introduce Twice Yours

Teach according to the DLG, *Twice Yours*, p.10.

Comprehension Mini-Lesson

OBJECTIVE:	Ask and answer questions to clarify details (LA.K-2.RL.1)
ACTIVITY:	Asking Key Questions about Twice Yours

Teach according to the DLG, *Twice Yours*, p. 11.

Guided Practice

Teach according to the DLG, *Twice Yours*, pp. 11-12.

Differentiated Kindergarten Activity:

- Students may complete the printable, *Asking Key Questions about Twice Yours* (Appendix B) by writing questions or drawing pictures.
- Students may work in groups of two.

Independent Practice

Teach according to the DLG, *Twice Yours*, p. 12.

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:	Write a persuasive letter (LA.K-2.W.1)
ACTIVITY:	Stating a Clear Goal

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, Twice Yours, p. 13 with the following suggestions:**
- Remind students that there are different types of writing. Some people write to tell stories, some people write to share information, to teach, or give directions, others write to share their belief and opinion and to help others understand or change their minds about a topic. Some people write and include a bit of all the reasons. This week, we're going to write a persuasive letter. It's called persuasive because we will try to persuade or convince our readers to believe the same as we do and to do what we ask them to do.
- Go through the Teach/Model process.
- Complete the Guided Practice together.
- Give directions for the Independent Practice and give students the time to write in the notebooks.
- You may group 1st and 2nd grade students together and have a Kindergarten student join each group to work with them.
- Have each group share one goal statement that they wrote together. Clap and compliment each group.

Differentiated Kindergarten Activity:

- Tell students to start their writing by drawing a picture of something they'd like to see changed at home. Students who are beginning to write can do so. When you conference with them, they can dictate the goal statement to you, and you will write it or help them to write it. Help students to craft a short sentence properly.
- 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.

Vocabulary

OBJECTIVE:	Classify and categorize words by spelling, sound, or meaning. (LA.K-1.L.4) (LA.2.L.5)
ACTIVITY:	Fill in the Blank

Anchor Text Vocabulary Words:

1. homemade	made in the home and not in a factory
2. pocketknife	a small knife that has one or more blades that fold into the handle
3. sailboat	a boat equipped with sails
4. upstream	at or toward the beginning of a stream

Teach according to the DLG, *Twice Yours*, p. 14.

Differentiated Kindergarten Activity:

- Review compound words by playing “Build a Compound Word,” by providing students picture cards of different words and have them build a compound word by placing two cards together to create a new word (e.g. “sun” + “flower”= sunflower”).
- Students may hold up their Vocabulary Cards to answer fill in the blank questions.

Differentiated First Grade Activity:

- If needed, students may join Kindergarten students and play “Build a Compound Word” game.

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:	Identify and use proper nouns (LA.K-2.L.1)
ACTIVITY:	Proper Nouns– Part 1

Teach/ModelPractice

Teach according to the DLG, *Twice Yours*, pp. 16-17 with the following suggestions:

- Follow the Teach/Model and Guided Practice.
- During Guided Practice, Include words that matter to the students: school name, church name, the state where they live, their names, books you've read together in class, etc.
- In the Guided Practice, instead of asking students to generate additional nouns (last bullet), ask them to call out a few names to write on their piece from the day before.
- For writing time, send students to continue with their group work, or use the writing prompt from the day before on p. 14 for students to write in their notebook.
- Remind students to capitalize proper names such as the name of their pet or a proper place.
- Circulate and conference with students.

Differentiated Kindergarten Activity:

- Be sure to include proper names in the chart that Kindergarten students would know and be able to identify.

DAY 3

Word Study

Vocabulary

OBJECTIVE:	Classify and categorize words by spelling, sound, or meaning. (LA.K-1.L.4) (LA.2.L.5)
ACTIVITY:	Introduce Academic Vocabulary/Review Anchor Text Vocabulary

Academic Vocabulary Words:

1. categorize	to put (someone or something) into a named group of similar people or things
2. classify	to arrange (people or things) into groups based on ways that they are alike
3. collaborative	to work with another person or group to achieve or do something
4. homophone	two or more words pronounced alike but different in meaning, origin or spelling

Teach according to the DLG, *Twice Yours*, pp. 18-20.

Differentiated Kindergarten Activity:

- Students get their vocabulary cards. They write words in *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.



Shared Read Aloud

OBJECTIVE:	Participate in collaborative conversations (LA.K-2.SL.1), (LA.K-1.SL.8), (LA.2.SL.7)
ACTIVITY:	Collaborative Conversations

Teach according to the DLG, *Twice Yours*, pp. 20-22.

Comprehension Mini-Lesson

OBJECTIVE:	Ask and answer questions to clarify key details (LA.K-2.RL.1)
ACTIVITY:	Cite that Evidence

Teach according to the DLG, *Twice Yours*, pp. 22-23.

Guided Practice

Teach according to the DLG, *Twice Yours*, p. 22.

Independent Practice

Teach according to the DLG, *Twice Yours*, p. 23.

Differentiated Kindergarten Activity:

- The teacher may guide the students as they work together to choose an appropriate question for each section of the printable, *Asking Key Questions about Twice Yours* (Appendix B).

Differentiated First Grade Activity:

- Students may work together in groups to complete the printable, *Asking Key Questions about Twice Yours* (Appendix B).

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)

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 3

Writing Workshop

Writing Mini-Lesson

OBJECTIVE:	Write a persuasive letter (LA.K-2.W.1)
ACTIVITY:	Drafting a Persuasive Letter

Teach/Model/Practice

Teach according to the DLG, *Twice Yours*, pp. 23-24 with the following suggestions:

- Follow the Teach/Model.
- Follow the Guided Practice. Use a chart paper to keep as an anchor chart. Be sure to point out the closing/ending statement or conclusion.
- Send students to write in their notebook. They should follow the format from the anchor chart to add details to their goal statement and complete their letter.
- Conference with students to provide support and suggestions.
- As you conference with students, point out a couple of parts they might revise or edit. Let them know that they can start their final draft as soon as they're ready today and work to complete it tomorrow.

DAY 4

Word Study

Vocabulary

OBJECTIVE:	Classify and categorize words by spelling, sound, or meaning. (LA.K-1.L.4) (LA.2.L.5)
ACTIVITY:	Dictionary Author

Academic Vocabulary Words:

1. categorize	to put (someone or something) into a named group of similar people or things
2. classify	to arrange (people or things) into groups based on ways that they are alike
3. collaborative	to work with another person or group to achieve or do something
4. homophone	two or more words pronounced alike but different in meaning, origin, or spelling

Teach according to the DLG, *Twice Yours*, p. 25.

Differentiated Kindergarten Activity:

- Students play Memory Match with vocabulary words 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:	Identify and use proper nouns (LA.K-2.L.1)
ACTIVITY:	Proper Nouns– Part 2

Teach/Model/Practice

Teach according to the DLG, *Twice Yours*, pp. 26-27.

- Follow the Teach/Learn and the Guided Practice.
- For the second bullet in the Guided Reading, have students talk in pairs to produce a new proper noun for you to write on the anchor chart.
- Then send students to continue working on their piece to complete a final draft.
- Note: The printable from the Independent Practice may be used at Centers for students grade 1-2.

DAY 5

Word Study

Vocabulary

OBJECTIVE:	Classify and categorize words by spelling, sound, or meaning. (LA.K-1.L.4) (LA.2.L.5)
ACTIVITY:	Weekly Vocabulary Assessment

Anchor Text Vocabulary Words:

1. homemade	made in the home and not in a factory
2. pocketknife	a small knife that has one or more blades that fold into the handle
3. sailboat	a boat equipped with sails
4. upstream	at or toward the beginning of a stream

Academic Vocabulary Words:

1. categorize	to put (someone or something) into a named group of similar people or things
2. classify	to arrange (people or things) into groups based on ways that they are alike
3. collaborative	to work with another person or group to achieve or do something
4. homophone	two or more words pronounced alike but different in meaning, origin, or spelling

Differentiated Kindergarten Activity:

- Teach according to the DLG, *Twice Yours*, p. 27.
- Have students complete printable, *Vocabulary Word Assessment-Kindergarten* (Appendix 3).

Differentiated First Grade Activity:

- Teach according to the DLG, *Twice Yours*, p. 27.

- 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.



Shared Read Aloud

OBJECTIVE:	Participate in collaborative conversations (LA.K-2.SL.1), (LA.K-1.SL.8), (LA.2.SL.7)
ACTIVITY:	All Right, Stop, Collaborate, and Listen

Teach according to the DLG, *Twice Yours*, p. 29.

Comprehension Mini-Lesson

OBJECTIVE:	Ask and answer questions to clarify key details (LA.K-2.RL.1)
ACTIVITY:	Ask and Answer Questions about a Parable

Teach according to the DLG, *Twice Yours*, p. 30.

Guided Practice

Teach according to the DLG, *Twice Yours*, p. 30.

Independent Practice

Differentiated Kindergarten Activity:

- Students will illustrate their favorite part of the Good Samaritan story, and write a question on the back.

Differentiated First Grade Activity:

- Students will listen to the story read aloud and complete the printable, *Ask and Answer Questions about the Good Samaritan* (Appendix B) collaboratively.

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:	Wrap up writing pieces, share, publish, etc.
ACTIVITY:	Complete writing and other writing activities

Teach/Model

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