

Vocabulary

OBJECTIVE:	Understand word relationships: homophones. (LA.K,2.L5) (LA.1.L.4)
ACTIVITY:	Introduce Anchor Text Vocabulary

Anchor Text Vocabulary Words:

1. piece/peace	a part of a whole; agreement and harmony among people
2. sight/site/cite	the act of looking at; to place or build (something) in a particular location/to quote as an example, authority, or proof
3. through/threw	from one side or end to another; past tense of throw
4. tied/tide	past tense of tie; the alternate rising and falling of the surface of the ocean and of water bodies

Teach according to the DLG, *Twice Yours*, pp. 36-37.

Differentiated Kindergarten Activity:

- Students will play the Homophones Run and Touch game. Hang different pictures of various homophones and their different meanings around the classroom. Shout out the word and its meaning and have the students run and touch the correct spelling.
- Distribute printable, *Vocabulary Words* (Appendix 1).

Differentiated First Grade Activity:

- Students may play the Homophones Run and Touch game for review.

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:	Tell a story with key ideas (LA.K-1.SL.7) (LA.2.SL.4)
ACTIVITY:	Tell Us a Story!

Teach according to the DLG, *Twice Yours*, pp.39-40.

Differentiated Kindergarten Activity:

- Have students engage in partner retelling to support each other's recall. Use picture aids to recall key events, and use phrases like first, next, then, and last to guide with retelling.

Comprehension Mini-Lesson

OBJECTIVE:	Describe rhythm and meaning in a poem (LA.K, 2.RL.5) Identify words in poems that appeal to the senses (LA. 1.RL.4)
ACTIVITY:	Rhythm, Rhyme, and Alliteration—Part 1

Teach according to the DLG, *Twice Yours*, pp. 40-41.

Guided Practice

Teach according to the DLG, *Twice Yours*, p. 41.

Independent Practice

Teach according to the DLG, *Twice yours*, p. 41.

Differentiated Kindergarten Activity:

- Students will complete the printable, *Alliteration Action* (Appendix 2).

Differentiated First Grade Activity:

- Students may work in groups of two to complete the printable, *Alliteration Adventure* (Appendix B).

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 persuasively & state an opinion (LA.K-2.W.1)
ACTIVITY:	Persuasive Writing—Stating an Opinion

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*, pp. 42-43 with the following suggestions:

- Review with 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 1-2 together and leave Kindergarten students to work with them, or you may group the whole class.
- Have each group share one goal statement that they wrote together. Clap and compliment each group.

Differentiated Kindergarten Activity:

- Use the categories under the Guided Practice. The students will choose one of the categories: food, books, or hobbies and draw a picture showing two opinion statements, one negative and one positive. When you come to confer with them, you can help them to craft a short sentence properly.

DAY 2

Word Study

Vocabulary

OBJECTIVE:	Understand word relationships: homophones. (LA.K,2.L5) (LA.1.L.4)
ACTIVITY:	Guess My Word!

Anchor Text Vocabulary Words:

1. piece/peace	a part of a whole, agreement and harmony among people
2. sight/site/cite	the act of looking at; to place or build (something) in a particular location/to quote as an example, authority, or proof
3. through/threw	from one side or end to another; past tense of throw
4. tied/tide	past tense of tie; the alternate rising and falling of the surface of the ocean and of water bodies

Teach according to the DLG, *Twice Yours*, p. 44.

Phonological Awareness/Phonics/Spelling

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

DAY 2

Reading Workshop Whole-Group

Shared Read Aloud/Comprehension Mini-Lesson

Three days are devoted to Shared Read-Aloud and Comprehension Mini-Lessons. Those mini-lessons can be extended for the other days of the week, or the time can be added to small-group instruction and individual work.

DAY 2

Reading Workshop Small-Group

Guided Reading - Differentiate According to Standards

OBJECTIVE:

Read on-level text with purpose and understanding (L.A.K-2.RF.4)
Use silent reading strategies (LA.K-2.RF.4)

Begin small groups in Unit 2 and continue throughout the year. Differentiate for all ability levels.

This small group time can be used to expand, review and support Phonological Awareness and Phonics skills. Use Observations and assessments to guide your instructional choices. Remember that groups will change throughout the year based on student progress.

Use the *Reading A-Z* guided reading format or another format selected by the teacher. Many Kindergarten students will not be ready for small-group instruction. They should engage in center time activities during this time.

Independent Reading/Literacy Centers

OBJECTIVE:	Demonstrate understanding of the basic features of print (LA.K.RF.1) Read informational texts on topics of interest (LA.1-2.RI.14)
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DAY 2 Writing Workshop

Grammar Mini-Lesson

OBJECTIVE:	Produce and expand simple sentences (LA.K-2.L.1)
ACTIVITY:	Expanding sentences

Teach/ModelPractice

- Teach according to the DLG, *Twice Yours*, p. 46 with the following suggestions:
- Go through the Teach/Model process.
- Complete the Guided Practice together.
- Give directions for the Independent Practice. Give the students the time to write in their notebooks. They may write a short story, focusing on writing complete sentences using adjectives and adverbs to make their sentences more exciting.

The printable, *Ban Boring Sentences!* (Appendix B) may be added to the Writing Center to be completed during Reading Rotations.

Differentiated Kindergarten Activity:

- Students may draw a picture, dictate their sentences during conference time, or write their stories.

Vocabulary

OBJECTIVE:	Understand word relationships: homophones. (LA.K,2.L5) (LA.1.L.4)
ACTIVITY:	Introduce Academic Vocabulary/Review Anchor Text Vocabulary

Academic Vocabulary Words:

1. key ideas	the most important ideas in a piece of text
2. opinion	a belief based on experience and on certain facts but not amounting to sure knowledge
3. parable	a short story that teaches a moral or spiritual lesson, especially one of the stories told by Jesus Christ and recorded in the Bible
4. persuasive writing	writing that states a clear opinion with supporting reasons and specific examples, the purpose of which is to influence others

Teach according to the DLG, *Twice Yours*, p. 47.

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.

Shared Read Aloud

OBJECTIVE:	Tell a story with key ideas (LA.K-1.SL.7) (LA.2.SL.4)
ACTIVITY:	Sequence a Story

Teach according to the DLG, *Twice Yours*, p. 49.

Differentiated Kindergarten Activity:

- After discussing How to Tell a Story Anchor Chart, send students to complete the printable, *Sequencing* (Appendix 2).

Differentiated First Grade Activity:

- Students may complete the printable, *Sequence a Story: Twice Yours* (Appendix B) in pairs.

Comprehension Mini-Lesson

OBJECTIVE:	Describe rhythm and meaning in a poem (LA.K, 2.RL.5) Identify words in poems that appeal to the senses (LA. 1.RL.4)
ACTIVITY:	Rhythm, Rhyme, and Alliteration–Part 2

Teach/Model

Teach according to the DLG, *Twice Yours*, p. 50.

Guided Practice

Teach according to the DLG, *Twice Yours*, p. 50.

Independent Practice

Teach according to the DLG, *Twice Yours*, p. 50.

Differentiated Kindergarten Activity:

- Students will complete the printable, *Alliteration Action-2* (Appendix 2).

Differentiated First Grade Activity:

- Students may work with partners to complete the printable, *Rhyme Time* (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)
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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:	Write persuasively. state an opinion (LA.K-2.W.1)
ACTIVITY:	Drafting an Opinion Paragraph

Teach/Model/Practice

- Teach according to the DLG, Twice Yours, pp. 51-52 with the following suggestions:
- Review the statement of opinion. Lead students to notice that the body of the text is filled with reasons that support and explain the opinion.
- Go through the Teach/Model process.
- Complete the Guided Practice together. Include all students in supplying valid reasons to explain and support the opinion that has been stated.
- Give directions for the Independent Practice and give students the time to write in the notebooks.

Differentiated Kindergarten Activity:

- After choosing one of the categories: food, books or hobbies from the previous lesson, the students will choose the negative or positive opinion to write about. The students will draw two or three reasons for their opinion. They can use inventive spelling, sounds, letters, and words. When you come to confer with them, they can dictate the sentences and you can help them to craft the sentences properly.

DAY 4

Word Study

Vocabulary

OBJECTIVE:	Understand word relationships: homophones. (LA.K,2.L5) (LA.1.L.4)
ACTIVITY:	Dictionary Author

Academic Vocabulary Words:

1. key details	the most important ideas in a piece of text
2. opinion	a belief based on experience and on certain facts but not amounting to sure knowledge
3. parable	a short story that teaches a moral or spiritual lesson, especially one of the stories told by Jesus Christ and recorded in the Bible
4. persuasive	writing that states a clear opinion with supporting reasons and specific examples, the purpose of which is to influence others

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)
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DAY 4

Writing Workshop

Grammar Mini-Lesson

OBJECTIVE:	Produce and expand simple sentences (LA.K-2.L.1)
ACTIVITY:	Combining Sentences

Teach/Model/Practice

- Teach according to the DLG, *Twice Yours*, p. 54 with the following suggestions:
- Go through the Teach/Model process.
- Complete the Guided Practice together.
- Give directions for the Independent Practice. Allow time for the students to write in their notebooks. They may write a short story, focusing on writing complete sentences using adjectives and adverbs to make their sentences more exciting.

The printable, *Combine the Sentences!* (Appendix B) may be used for rotations in the writing center.

Differentiated Kindergarten Activity:

- Students may draw pictures or write sound, letters, and words. They will refine their work during conference time with the teacher.

Vocabulary

OBJECTIVE:	Understand word relationships: homophones. (LA.K,2.L5) (LA.1.L.4)
ACTIVITY:	Weekly Vocabulary Assessment

Anchor Text Vocabulary Words:

<ol style="list-style-type: none"> 1. piece/peace 2. sight/site/cite 3. through/threw 4. tied/tide 	<p>a part of a whole; agreement and harmony among people</p> <p>the act of looking at; to place or build (something) in a particular location/to quote as an example, authority, or proof</p> <p>from one side or end to another; past tense of throw</p> <p>past tense of tie; the alternate rising and falling of the surface of the ocean and of water bodies</p>
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Academic Vocabulary Words:

<ol style="list-style-type: none"> 1. key details 2. opinion 3. parable 4. persuasive writing 	<p>the most important ideas in a piece of text</p> <p>a belief based on experience and on certain facts but not amounting to sure knowledge</p> <p>a short story that teaches a moral or spiritual lesson, especially one of the stories told by Jesus Christ and recorded in the Bible</p> <p>writing that states a clear opinion with supporting reasons and specific examples, the purpose of which is to influence others</p>
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Teach according to the DLG, *Twice Yours*, p. 55.

Differentiated Kindergarten Activity:

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

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:	Tell a story with key ideas (LA.K-1.SL.7) (LA.2.SL.4)
ACTIVITY:	Tell me a story!

Teach according to the DLG, *Twice Yours*, p. 56.

Comprehension Mini-Lesson

OBJECTIVE:	Describe rhythm and meaning in a poem (LA.K, 2.RL.5) Identify words in poems that appeal to the senses (LA. 1.RL.4)
ACTIVITY:	Analyzing Poetry

Teach according to the DLG, *Twice Yours*, pp. 56-57.

Guided Practice

Teach according to the DLG, *Twice Yours*, p. 57.

- Assign students in small, mixed grades groups, as the older students may guide the group.

Independent Practice

Teach according to the DLG, *Twice Yours*, p. 57.

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 producing and expanding simple sentences, while Kindergarten students work in Centers.