

Vocabulary

OBJECTIVE:	Distinguish shades of meaning among verbs and adjectives (LA.K-2.L..5)
ACTIVITY:	Introduce Anchor Text Vocabulary

Anchor Text Vocabulary Words:

1. angry	feeling or showing great annoyance or displeasure
2. clever	having a quick, inventive mind
3. heavy	having great weight
4. light	having little weight; not heavy

Teach according to the DLG, Galimoto, pp.8-9.

Differentiated Kindergarten Activity:

- Use Week 1 *Vocabulary Words Set 1* (Appendix 1).
- Kindergarten students will only focus on the words and definition for heavy, angry, and light.
- Use *My Picture Journal* (Appendix 1) started in Unit 1 to draw a picture of vocabulary words.

Differentiated First Grade Activity:

- To support first grade in completing this activity provide the synonym word group for students instead of having them sort words independently. Example: have students place delicate, slender, and light into a group and then put them in order by shades of meaning. Continue the other three groups by telling students what words to place in groups, then order them by shades of meaning.

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

OBJECTIVE:	Speak in complete sentences. (LA.K-2.SL.6)
ACTIVITY:	Introduce Galimoto

Teach according to the DLG Galimoto p. 10.

Comprehension Mini-Lesson

OBJECTIVE:	Retell stories including main idea and key details (LA.K-2.RL.2)
ACTIVITY:	Retelling

Teach/Model

Teach according to the DLG Galimoto pp. 11-12.

Guided Practice

Differentiated Kindergarten Activity:

- Introduce the activity with the text Galimoto.
- Omit distributing scoring guide for Kindergarten students.
- Display Retelling Anchor Chart created during Teach/Model. (Example on p. E-3 in the DLG). Highlight retelling expectations for Kindergarten students (Who & Where).
- Distribute student copies of Galimoto. Students will take a picture walk through the book as they identify the story elements and practice retelling the story.

Differentiated First Grade Activity:

- Introduce the activity with the text Galimoto.
- Omit distributing scoring guide for First Grade students.
- Display retelling expectations and highlight the goals for First Grade.
- Highlight retelling expectations for First Grade students (Who, Where, & What).
- Distribute student copies of Galimoto. Students will take a picture walk through the book as they identify the story elements and practice retelling the story.

Independent Practice

- Omit activity for Kindergarten and First Grade students. Allow students to focus on retelling Galimoto with a partner.

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:	Persuasive essay: drafting and revising (LA.K-2.W.1)
ACTIVITY:	I Believe

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.

- This lesson is about the Organization Trait in an opinion piece.
- Say: Today, we are starting a piece of writing called persuasive writing. It is a piece based on our opinion, but we share facts to tell why our opinion is important. Great writers know how to organize their writing – no matter if it’s a story piece or narrative, an information or informational, or an opinion or persuasive to make it interesting and in the case of a persuasive writing, great writers would want their readers to be convinced and to believe in what they have to say. Great writers use bold beginning (lead); lots of details and examples (mighty middle); and excellent ending (conclusion). The end of the writing or conclusion, should tell readers that the piece has come to an end and leave them to believe, to decide, to share with others, etc.
- Follow the Teach/Model step by step with the following suggestions:
- Use a chart paper instead of the board so the piece can remain as an anchor.
- Write and describe each part:
Our school should have a bigger playground.
Students will be more interested in playing outside because there will be new, fun, and safer equipment. Fresh air and exercise will help students become healthier.
Students will be less likely to get hurt because there will be more room. If there is plenty of room, students would not crash into each other when they are running.
Our school should build a bigger playground to help students to be active, safe, and healthy!
- Tell students it’s their turn to write a persuasive piece or essay about the school. What is one thing they think the school should have or should do? They will write to the principal or assistant principal. Remind students of the parts of the writing: Introduction or lead or beginning, the body of the piece or middle with examples and facts, then the end of the piece or conclusion.
- Write the parts on a chart paper: Introduction, Body with Examples and Facts, and Conclusion.
- Write next to the Introduction: Our school should
- Give students examples: let students play chess, get a soda machine, wear regular clothes on their birthday, have a garden, etc.

- Tell students to just write and they will have time to revise or make the piece better later.

Differentiated Kindergarten Activity:

- Focus the Kindergarten students on the introduction stem: The school should and ask them to think about what the school should do. Teachers may write the stem and let students complete it with pictures, sounds, invented spelling, or a sentence.

Differentiated First Grade Activity:

- Based on their current writing progress, first graders may write a few or many sentences. Differentiate based on product or volume of writing.
- Circulate and conference with students.

DAY 2

Word Study

Vocabulary

OBJECTIVE:	Distinguish shades of meaning among verbs and adjectives (LA.2.L.5)(LA.1.L.4)(LA.K.L.4)(K.AW1)
ACTIVITY:	Shades of Meaning

Anchor Text Vocabulary Words:

1. angry	feeling or showing great annoyance or displeasure
2. clever	having a quick, inventive mind
3. heavy	having great weight
4. light	having little weight; not heavy

Teach according to the DLG, Galimoto, p. 14.

Differentiated Kindergarten Activity:

- Kindergarten students will only focus on the words and definition for heavy and light.
- Place a collection of objects in the literacy center that are heavy and light in weight. eg. a large rock, paper weight, box of crayons, stapler, a feather, paper clip, water bottle cap, unifix cube, and any other objects readily available. Strive to have two categories, one that is clearly heavy and the other that is clearly light.
- On sheets of 8 ½ X 11" paper write: "Heavy" and "Light". (Draw an Icon on each paper if students need help distinguishing these two words).
- Students will sort the objects onto these papers.
- Next students will complete the printable, *Shades of Meaning* (Appendix 1).

Differentiated First Grade Activity:

- To support first grade in completing this activity provide the synonym word group for students. During the discussion for example, show only the words "mad" and "furious" when talking about "angry".

Phonological Awareness/Phonics/Spelling

See Specific instructions for this section in Week 1 Day 2.

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:	Identify regular and irregular past-tense verbs (LA. K- 2. L.1)
ACTIVITY:	Irregular and Regular Past-Verbs Tenses

Teach/ModelPractice

Teach according to the DLG, Galimoto, p. 16.

- After the Teach/Model and Guided Practice, send students to work on their piece from yesterday.
- Circulate and conference with students.

Differentiated for Kindergarten and First Grade Activity::

- During the Guided Practice, add regular past-tense words such as wanted, helped, played, waited, looked, and said on the board or a chart paper along with the irregular verbs. Use one color of marker for the regular past-tense and a different color marker for the irregular past-tense verbs.
- Make a copy of the printable *Verb Sort* (Appendix 2) for students to complete.
- Extra sets of both printables may be copied on cardstock and laminated and used at Centers for students to do individually or in pairs/groups. It is recommended to copy each set in different colors of cardstock for ease of use.

Vocabulary

OBJECTIVE:	Distinguish shades of meaning among verbs and adjectives. (LA.2.L.5)(LA.1.L.4)(LA.K.L.4)(K.AW1)
ACTIVITY:	Introduce Academic Vocabulary

Teach according to the DLG, Galimoto, pp. 17-18.

Academic Text Vocabulary Words:

1. persuasive	able to cause people to do or believe something
2. narrative	writing or speaking that includes all the elements of a story
3. rhythm	a regular, repeated pattern of beats of sounds
4. suffix	a letter, or a group of letters, that is added to the end of a word to change its meaning or to form a different word

Differentiated Kindergarten Activity:

- This lesson is a great opportunity for Kindergarten students to be exposed to the academic vocabulary of the lesson. When creating vocabulary posters collaboratively, make sure to include visuals for Kindergarten students. Kindergarten students will not be assessed on these academic vocabulary words.

Differentiated First Grade Activity:

- While first grade students are being exposed to all academic vocabulary, they will only be assessed on narrative and rhythm.

Phonological Awareness/ Phonics/Spelling

See specific instructions for this section in Week 1 Day 3.

Shared Read Aloud

OBJECTIVE:	Speak in complete sentences. (LA.K-2.SL.6)
ACTIVITY:	Galimoto Text - Dependent Questions Part 1

Teach according to the DLG, Galimoto, pp. 19-21.

Differentiated Kindergarten/First Grade Activity:

- The use of sentence frames will support Kindergarten/First Grade students in answering text dependent questions in complete sentences.
- Text Dependent Question: What is inside the old shoe box?
 - Sentence Frame: _____ are inside the old shoe box.
- Text Dependent Questions: What does Kondi tell his brother?
 - Sentence Frame: Kondi tells his brother _____ .
- It is important to keep in mind the type of question as well as how many questions are being asked to Kindergarten and First Grade students. To support differentiation, students can be grouped by grade level. Pre-select the questions that will be asked to each grade level.

Comprehension Mini-Lesson

OBJECTIVE:	Retell stories, including main ideas and key details (LA.K-2.RL.2)
ACTIVITY:	Retelling Practice

Teach/Model

Teach according to the DLG, Galimoto, pp. 21-22.

Guided Practice

Differentiated Kindergarten Activity:

- Kindergarten students will practice retelling Galimoto by focusing on Main Characters, Setting, and Problem.
- When distributing retelling bookmarks, ensure that Kindergarten bookmarks have been highlighted to show the areas of retelling students will focus on. Ex: Main Characters, Setting, Problem.

Differentiated First Grade Activity:

- First Grade students will practice retelling Galimoto by focusing on Main Characters, Setting, Problem/Solution.
- When distributing retelling bookmarks, ensure that First Grade bookmarks have been highlighted to show the areas of retelling students will focus on. Ex: Main Characters, Setting, Problem/Solution.

Independent Practice

Differentiated Kindergarten and First Grade Activity:

- Allow students to focus on retelling Galimoto with a partner.

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)

Writing Mini-Lesson

OBJECTIVE:	Revise a persuasive essay (LA.K-2.W.1)
ACTIVITY:	Revising a Persuasive Essay

Teach/Model/Practice

- Follow the Teach/Model part of the lesson on pp 22-23 with the following suggestions:
- Say: We have been writing a persuasive piece of writing which is an opinion to share what we think. We share facts and examples to help our readers to understand why our opinion is good or valid. Today, we are going to revise our writing to be sure we make it better. Great writers love to revise to make their writing better and better. We use the trait of conventions to revise and make our writing better.
- In the example of the Teach/Model about how to improve the writing, add one more example for students to use: Add a sentence, a third reason/fact that supports the introduction or topic sentence. Replace one or two words that could be more specific or interesting.
- Add transition words to make the writing more organized.
- Write this ahead of time to show the students how the last anchor chart has been revised.
Ex: *Our school, [Add school name] should have a bigger playground.*
First, Students will be more interested in playing outside because there will be new, fun, and safer equipment.
Next, fresh air and exercise will help students become healthier and more focused on their learning. That would make them smarter.
Also, Students will be less likely to get hurt because there will be more room. If there is plenty of room, students would not crash into each other when they are running.
Finally, students would get along better if they're happy and safe on the playground.
Our school, [Add school name] should build a bigger playground to help students to be active, safe, healthy, and smart!
- Send students to write and revise their piece.
- Tell them to read the piece as soon as they get to their seat. That's the first thing they should do.
- Read the piece to hear how it sounds in their ear (that's the trait of Sentence Fluency)
- Circulate and conference with students. Help them to change a word, choose a more sparkly adjective (describing word) or a stronger verb (action word). Help students to think through and to make some changes – even one – to their writing.

Differentiated Kindergarten Activity:

- Students should look at their pictures to be sure that their pictures show what they want to say and add something to make it better. They can write a sight word or change a word to another better word with the teacher's help.
- The expectation for Kindergarten is that they will attempt writing. This may be scribble writing, strings of letters, a letter for the initial sound or emergent phonetic writing. Some students will need the help of a partner or teacher. Others will do this independently.

DAY 4

Word Study

Vocabulary

OBJECTIVE:	Distinguish shades of meaning among verbs and adjectives. (LA.2.L.5)(LA.1.L.4)(LA.K.L.4)(K.AW1)
ACTIVITY:	Introduce Academic Vocabulary

Academic Text Vocabulary Words:

1. persuasive	able to cause people to do or believe something
2. narrative	writing or speaking that includes all the elements of a story
3. rhythm	a regular, repeated pattern of beats of sounds
4. suffix	a letter, or a group of letters, that is added to the end of a word to change its meaning or to form a different word

Teach according to the DLG, Galimoto, p. 24.

Differentiated Kindergarten Activity:

- Students will complete the printable, *Which One? heavy, light* (Appendix 1).

Differentiated First Grade Activity:

- Students will complete the *Frayer Model narrative, rhythm* (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 regular and irregular past-tense verbs (LA. K- 2. L.1)
ACTIVITY:	Regular and Irregular past-verb tenses

Teach/Model/Practice

- **Teach according to the DLG, Galimoto, p. 25.**
- Follow the Teach/Model and the Guided Practice only.
- Send students to work on their persuasive piece.
- Remind students that they are working to make their writing a bit better even if they change just one thing from what they wrote before.
- Invite students to think of a change they might make and to ask the teacher for help on how to make the change.
- Circulate and conference with students.

Differentiated Kindergarten Activity:

- Kindergarten students can continue with their writing and pictures and get help to make their writing better.

DAY 5

Word Study

Vocabulary

OBJECTIVE:	Distinguish shades of meaning among verbs and adjectives.
ACTIVITY:	Weekly Vocabulary Assessment

Anchor Text Vocabulary Words:

1. angry	feeling or showing great annoyance or displeasure
2. clever	having a quick, inventive mind
3. heavy	having great weight
4. light	having little weight; not heavy

Differentiated Kindergarten Activity:

- Kindergarten students will complete the Week 1 *Vocabulary Assessment* (Appendix 1).

Differentiated First Grade Activity:

- First grade students will complete the assessment as written on pp. 26-27.

Phonological Awareness/Phonics/Spelling

See specific instructions for this section in Week 1 Day 5.

DAY 5

Reading Workshop Whole-Group

Shared Read Aloud

OBJECTIVE:	Speak in complete sentences. (LA.K-2.SL.6)
ACTIVITY:	Galimoto Text-Dependent Questions - Part 2

Teach according to the DLG, Galimoto, pp. 28-29.

Differentiated Kindergarten/First Grade Activity

- It is important to keep in mind the type of question as well as how many questions are asked to Kindergarten and First Grade students. To support differentiation, students can be grouped by grade level. Pre-select the questions that will be asked to each grade level.

Comprehension Mini-Lesson

OBJECTIVE:	Retell stories, including main ideas and key details (LA.K-2.RL.2)
ACTIVITY:	Retelling Performance

Teach/Model

Teach according to the DLG, Galimoto, p. 29.

Guided Practice

Differentiated Kindergarten/First Grade Activity

- Students will use bookmarks to retell Galimoto.

Independent Practice

Teach according to the DLG, Galimoto, p. 29.

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)

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

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

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

Independent Reading/Literacy Centers

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

Author's Chair and Wrap-up

OBJECTIVE:	Wrap Up, Publish, Share
ACTIVITY:	Complete Revisions in the First Draft

Sharing Writing

Differentiated Kindergarten/First Grade Activity

Use this time to add more writing or revise the writing for this week. Have students share one thing they did to make their writing better. Clap and compliment the students who share.