

## Vocabulary

<b>OBJECTIVE:</b>	Add suffixes to show comparison (LA.K-2.L.4)
<b>ACTIVITY:</b>	Introduce Anchor Text Vocabulary

### Anchor Text Vocabulary Words:

1. <b>hard</b>	not soft
2. <b>large</b>	great or big
3. <b>tight</b>	not slack or loose
4. <b>young</b>	being in the early stage of life, growth, or development

Teach according to the DLG, Galimoto, pp.36-37.

#### Differentiated Kindergarten Activity:

- Use the Kindergarten Week 2 Vocabulary Words (Appendix 1) for the Group Activity.
- Choose a student to share a vocabulary word and its meaning. Once the word is chosen, first and second grade students can generate the comparative and superlative forms of the word.

#### Differentiated First Grade Activity:

- To support first grade in completing this activity use antonym and opposite interchangeably to ensure students understand the questions being asked during this activity.

## Phonological Awareness/Phonics/Spelling

### Note:

The NAD Summer Curriculum Committee has completed its study for best resources that will address the Science of Reading research and has chosen and recommended two resources: UFLI - Foundations (University of Florida Literacy Institute) and Heggerty Phonemic Awareness. UFLI ([UFLI Foundations | UF Literacy Institute](https://uflifoundations.org)) and Heggerty (<https://heggerty.org>), are both research and evidence - based programs that have proven to support students in whole group, tier one instruction, small groups, or as an intervention. UFLI is cost effective, but work intensive as the materials must be printed at the UF site. It works well with the multi-grade classroom and can be used seamlessly in small groups. It is more skills-based.

Heggerty will cost more as the materials are ready-made for purchasing. It can be used in whole or small groups and may serve as a tool for intervention in grades 3 - 6. It is more of a grade-based program. Both resources offer systematic, explicit instruction that will reach students with diagnoses and differences such as dyslexia and English as Second Language (ESL).

Your school or conference may choose from these two options, or you may continue to use your current program for Kindergarten.

### Tips for managing Phonological Awareness, Phonics, and Spelling in a multi-grade classroom:

#### ORGANIZING THE PHONOLOGICAL AWARENESS, PHONICS, AND SPELLING CURRICULUM ACROSS GRADES K - 2

#### Grouping:

- Use the results of the Word Study assessments in Unit 1, Week 1 to group your students by their skills.
- Assessments to use:
  - Phonological Awareness Skills Test (PAST)
  - Alphabet Recognition
  - Letter Sound Identification
  - Decoding
  - Sight Words
- **Grouping students by skills and not by grades** will address individual student needs and strengths and better equip them for the prerequisite skills needed for successful reading.
  - If you are placing a student in a below grade level group, you should also have that student participate in their grade level group. This will give them exposure to their grade level curriculum. Expectations are that they acquire **some** of their grade level skills and begin to catch up.

### **Organizing Your Groups:**

- When teaching in a multigrade classroom, the challenge is always fitting it all in.
- One way to manage groups is to have resources that students know how to use independently while you are instructing a small group. The following resources can be used as an independent rotation:
  - Digital resources such as Lexia, IXL or A-Z Learning.
  - Activities in the literacy center focused on weekly taught skills that can be done during center time.

### **Scheduling:**

- There may not be enough time in the day to teach a complete Phonological Awareness, Phonics, and Spelling lesson each day to each group. Here is a sample schedule:
- Monday:
  - Direct teacher instruction with the two lowest groups (Kindergarten level and 1st Grade level).
  - The 2nd Grade level group should do an independent activity selected from Monday's 2nd Grade Pathways 2.0 Phonics and Spelling lessons. Use this activity as a pre-assessment. This pre-assessment will guide the intensity and focus of your instruction for the rest of the week.
- Tuesday:
  - Direct teacher instruction with 1st and 2nd Grade level groups.
  - Rotation activities after direct instruction for independent work.
  - Kindergarten level group will independently work on skills taught on Monday. This can be a center time activity.
- Wednesday:
  - Direct instruction with the Kindergarten level group and the group needing the most skill review for the week.
  - Rotation activities after direct instruction for independent work.
  - Rotation activities for groups working independently.
- Thursday:
  - Direct instruction with 1st and 2nd Grade level groups.
  - Rotation activities after direct instruction for independent work.
  - Rotation activities for the Kindergarten level group working independently.
- Friday:
  - Assess and Review.
  - Rotation activities after assessment for independent work.

### **Pathways 2.0 1st and 2nd Grade Phonological Awareness, Phonics, and Spelling Curriculum:**

- Lessons are structured to have direct teacher instruction 4 days each week; Monday through Thursday.

- While planning your instruction for the 1st and 2nd Grade level curriculum, look over the week's lessons and choose the activities that are the best and will fit your student's needs.
- Condense these lessons to fit the number of days you have allotted for that level.
- Students will do independent activities after your lesson and while you are teaching another group. These can be a center time activity.
- Add spelling practice activities to center time to give students ample time to practice these words before the Friday assessment.

## DAY 1

# Reading Workshop Whole-Group

## Shared Read Aloud

<b>OBJECTIVE:</b>	Recount a personal experience (LA.K-2.SL.4)(2.GN2)
<b>ACTIVITY:</b>	Time to Share

Teach according to the DLG Galimoto pp. 38-39.

### Differentiated Kindergarten Activity:

- Omit Personal Experience Scoring Guide.

### Differentiated First Grade Activity:

- First grade students focus on three skills on the Personal Experience Scoring Guide. Highlight the following skills before you pass out the rubric to first graders.
  - Student makes eye contact with the audience. Student speaks clearly and loudly enough for everyone to hear.
  - Student tells a story in proper sequence: beginning, middle, and end (introduction, body, conclusion).
  - Student stays on topic and uses interesting details to tell a short story about a time they persisted to overcome a challenge or learn something difficult.

## Comprehension Mini-Lesson

<b>OBJECTIVE:</b>	Explain story structure (LA.K-2.RL.6)
<b>ACTIVITY:</b>	Story Structure - Part 1

## Teach/Model

Teach according to the DLG Galimoto pp. 39-40.

### Differentiated Kindergarten Activity:

- Students will focus on defining the role of the author and illustrator in the chosen text.

### Differentiated First Grade Activity:

- Students will use the printable *Story Map* (Appendix B).

## Guided Practice

Teach according to the DLG, Galimoto, p. 41.

## Independent Practice

Teach according to the DLG, Galimoto, p. 41.

DAY 1

## Reading Workshop Small-Group

## Guided Reading - Differentiate According to Standards

<b>OBJECTIVE:</b>	Read on-level text with purpose and understanding (L.A.K-2.RF.4)
	Use silent reading strategies (LA.K-2.RF.4)

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

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

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

## Independent Reading/Literacy Centers

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

**DAY 1**

# Writing Workshop

## Writing Mini-Lesson

<b>OBJECTIVE:</b>	Edit and publish a persuasive essay (LA.K-2.W.1)
<b>ACTIVITY:</b>	Editing a Persuasive Essay

## 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, Galimoto, pp. 41-42.
- This lesson is about the Conventions Trait.
- Use as much as you need from the lesson to lead the students to edit their piece.
- Say: We have been sharing our opinion in a persuasive piece of writing. Now, it's time for us to edit the writing to be sure it is correct before we write a clean copy to publish. Great writers use the trait of conventions to edit their writing and make sure the spelling is correct, the punctuations are just right, and the title is appealing.
- Send students to work on editing their pieces.
- Circulate and conference with students.

### Differentiate for Kindergarten:

- Depending on the work that Kindergarten students have done, the teacher can lead them to color the empty spaces, write a title, spell sight words correctly, sound out words close to correct spelling, etc.

**DAY 2**

# Word Study

## Vocabulary

<b>OBJECTIVE:</b>	Add suffixes to show comparison (LA.K-2.L.4)
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<b>ACTIVITY:</b>	Guess My Word
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## Anchor Text Vocabulary Words:

1. <b>hard</b>	not soft
2. <b>large</b>	great or big
3. <b>tight</b>	not slack or loose
4. <b>young</b>	being in the early stage of life, growth, or development

Teach according to the DLG, Galimoto, p. 42-43.

### Differentiated Kindergarten Activity:

- Kindergarten students will use printable, *Which One? - hard...* (Appendix 1)
- For the Group Activity, Kindergarten students can be exposed to the comparative adjective activity by placing them in a group with second grade students.

## Phonological Awareness/Phonics/Spelling

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

**DAY 2**

## Reading Workshop Whole-Group

## Shared Read Aloud/Comprehension Mini-Lesson

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

**DAY 2**

## Reading Workshop Small-Group

## Guided Reading - Differentiate According to Standards

<b>OBJECTIVE:</b>	Read on-level text with purpose and understanding (L.A.K-2.RF.4) Use silent reading strategies (LA.K-2.RF.4)
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*Begin small groups in Unit 2 and continue throughout the year. Differentiate for all ability levels.*

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

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

## Independent Reading/Literacy Centers

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

## Writing Workshop

### Grammar Mini-Lesson

<b>OBJECTIVE:</b>	Identify and use forms of the verbs be (LA. K- 2. L.1)
<b>ACTIVITY:</b>	To Be of Not to Be – Part 1

### Teach/Model/Practice

**Teach according to the DLG, Galimoto, pp. 44-45 with the following suggestions:**

- Follow the Teach/Model and the Guided Practice.
- In describing verbs, use “action words” or “verbs”, since all verbs are action words, it’s not necessary to use the term “action verbs”.
- Send students to continue their editing work. Students who are ready, should start writing their clean piece to publish.
- Circulate and conference with students.



## Vocabulary

<b>OBJECTIVE:</b>	Add suffixes to show comparison (LA.K-2.L.4)
<b>ACTIVITY:</b>	Introduce Academic Vocabulary

### Academic Text Vocabulary Words:

1. <b>differentiate</b>	to see or state the difference between things
2. <b>elaborate</b>	to give many details when writing or speaking
3. <b>justify</b>	to give proof for one's answer or opinion
4. <b>represent</b>	to serve as an example of

Teach according to the DLG, Galimoto, p.46.

#### Differentiated Kindergarten Activity:

- Students get their vocabulary word cards and write words in their *My Picture Journal* (Appendix 1).
- Students draw and color illustrations for each word.

#### Differentiated First Grade Activity:

- First grade students are being exposed to all academic vocabulary, but they will not be assessed on these words.

## Phonological Awareness/ Phonics/Spelling

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

## Shared Read Aloud

<b>OBJECTIVE:</b>	Recount a personal experience (LA.K-2.SL.4)
<b>ACTIVITY:</b>	Recounting Practice

Teach according to the DLG, Galimoto, pp.47-48.

### Differentiated Kindergarten/First Grade Activity:

- Introduce the Storyboard.  
Show students the printable *Recount the Story* (Appendix 2).  
Tell students: This storyboard helps us tell our story with pictures. We will draw what happened first, next, and last.  
Students will be accountable to draw what happened at the beginning, something that happened in the middle, and what happened at the end during the Recounting Practice for all students.
- First, Next and Last examples for the story of Daniel:
  - First (Daniel prays), Next (Daniel is in the lions' den), and Last (God keeps him safe).

## Comprehension Mini-Lesson

<b>OBJECTIVE:</b>	Explain story structure (LA.K-2.RL.6)
<b>ACTIVITY:</b>	Story Structure - Part 2

## Teach/Model

Teach according to the DLG, Galimoto, pp.48-49.

### Differentiated Kindergarten Activity:

- Kindergarten students should be released to work on the independent activity described below.

### Differentiated First Grade Activity:

- Before beginning the teaching in the DLG, explain the printable *Story Map* (Appendix 2).
- Instruct students that they will now be summarizing the story of Daniel. Remind them that Daniel is the main character in this story. They should write his name in the Character box of *Story Map* (Appendix 2).

- Ask students where this story happened (the lion's den). This is the setting.
- Explain that they will be using their completed *Recount the Story* (Appendix 2) pictures to help them write descriptions of the events in order.
- Release students to work independently during Teach/Model and Guided Practice time.

## Guided Practice

Teach according to the DLG, Galimoto, pp.48-49.

## Independent Practice

Teach according to the DLG, Galimoto, pp.48-49.

### Differentiated Kindergarten Activity:

- Release Kindergarten students to work in the literacy center.
- Provide books on the story of Daniel.
- Students will retell the story of Daniel while looking through the pictures.
- If time allows, they can draw a picture of their favorite part.

### Differentiated First Grade Activity:

- Complete the printable, *Story Map* (Appendix 2). (See differentiated activity above)



## Guided Reading - Differentiate According to Standards

<b>OBJECTIVE:</b>	Read on-level text with purpose and understanding (L.A.K-2.RF.4) Use silent reading strategies (LA.K-2.RF.4)
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***Begin small groups in Unit 2 and continue throughout the year. Differentiate for all ability levels.***

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

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

## Independent Reading/Literacy Centers

<b>OBJECTIVE:</b>	Demonstrate understanding of the basic features of print (LA.K.RF.1) Read informational texts on topics of interest (LA.1-2.RI.14)
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**DAY 3**

## Writing Workshop

### Writing Mini-Lesson

<b>OBJECTIVE:</b>	Edit and publish a persuasive essay (LA.K-2.W.1)
<b>ACTIVITY:</b>	Revising a Persuasive Essay

### Teach/Model/Practice

Teach according to the DLG, Galimoto, pp. 49-50.

- Read the Note, Teach/Model, Guided and Independent Practice to choose any parts of the lesson to lead students through the process of editing and publishing.
- If not done before, give students appropriate papers to publish their writing.
- Work with students to choose an appropriate title for the piece.
- Circulate and conference with students.

**DAY 4**

## Word Study

### Vocabulary

<b>OBJECTIVE:</b>	Add suffixes to show comparisons
<b>ACTIVITY:</b>	Dictionary Author

## Academic Text Vocabulary Words:

1. <b>differentiate</b>	to see or state the difference between things
2. <b>elaborate</b>	to give many details when writing or speaking
3. <b>justify</b>	to give proof for one's answer or opinion
4. <b>represent</b>	to serve as an example of

Teach according to the DLG, Galimoto, p. 50.

### Differentiated Kindergarten Activity:

Students play Memory Match with vocabulary word cards to increase word recognition and meanings.

### Differentiated First Grade Activity:

- Have students choose two words to use for the activity.
- Distribute copies of printable, First Grade *Academic Vocabulary Organizer* (Appendix 1).

## Phonological Awareness/Phonics/Spelling

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

**DAY 4**

## Reading Workshop Whole-Group

## Shared Read Aloud/Comprehension Mini-Lesson

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

**DAY 4**

# Reading Workshop Small-Group

## Guided Reading - Differentiate According to Standards

<b>OBJECTIVE:</b>	Read on-level text with purpose and understanding (L.A.K-2.RF.4) Use silent reading strategies (LA.K-2.RF.4)
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*Begin small groups in Unit 2 and continue throughout the year. Differentiate for all ability levels.*

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

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

## Independent Reading/Literacy Centers

<b>OBJECTIVE:</b>	Demonstrate understanding of the basic features of print (LA.K.RF.1) Read informational texts on topics of interest (LA.1-2.RI.14)
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**DAY 4**

# Writing Workshop

## Grammar Mini-Lesson

<b>OBJECTIVE:</b>	Identify and use verbs of being: am, is, are, was, were (LA. K- 2. L.1)
<b>ACTIVITY:</b>	To Be or Not To Be – Part 2

## Teach/Model/Practice

Teach according to the DLG, Galimoto, pp. 52-53.

- Follow the Teach/Model and the Guided Practice only.
- The following suggested sentences can be used for this lesson:
  - He is jumping.

- We are walking home.
- They were playing hopscotch.
- I am running.
- She was cleaning her room.
- Send students to wrap up their final published piece.
- Circulate and conference with students.
- Students should be ready to share their piece tomorrow.

## DAY 5

# Word Study

## Vocabulary

<b>OBJECTIVE:</b>	Add suffixes to show comparison
<b>ACTIVITY:</b>	Weekly Vocabulary Assessment

### Anchor Text Vocabulary Words:

1. <b>hard</b>	not soft
2. <b>large</b>	great or big
3. <b>tight</b>	not slack or loose
4. <b>young</b>	being in the early stage of life, growth, or development

#### Differentiated Kindergarten Activity:

- Students will circle the correct picture on the Week 2 Vocabulary Assessment (Appendix 1).

#### Differentiated First Grade Activity:

- Students will complete the printable, *Weekly Vocabulary Assessment Square* (Appendix C) to elaborate and differentiate. First grade students will complete the definition and picture only.

## Phonological Awareness/Phonics/Spelling

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

## Shared Read Aloud

<b>OBJECTIVE:</b>	Recount a personal experience (LA.K-2.SL.4)
<b>ACTIVITY:</b>	Recounting Performance

Teach according to the DLG, Galimoto, p. 55.

## Comprehension Mini-Lesson

<b>OBJECTIVE:</b>	Explain story structure (LA.2.RL.6) Differentiate between story and informational books (LA.1.RL.5)
<b>ACTIVITY:</b>	Story Mapping Assessment

## Teach/Model

Teach according to the DLG, Galimoto, p. 55.

## Guided Practice

Teach according to the DLG, Galimoto, p. 55.

## Independent Practice

Teach according to the DLG, Galimoto, p. 55.

### Differentiated Activity for all Grades:

- Reread the story, pausing at key points to ask:
  - Who's the main character?
  - What is the problem?
  - What happened first?
  - What happened in the middle? (K-1 students will choose one event, 2nd grade students can recall and write more than one event)
  - What happened at the end?
- Students fill in the story elements on the printable, *Story Map* (Appendix 2) for K-1 and the printable, *Story Map* (Appendix B) for 2nd grade as you pause at each question.
- Students in all grades who need to work on this collaboratively may do so.



- Students who are ready to do this independently should be allowed to work at their seats while you do this collaboratively with the rest of the class.

**DAY 5**

## Reading Workshop Small-Group

### Guided Reading - Differentiate According to Standards

<b>OBJECTIVE:</b>	Read on-level text with purpose and understanding (L.A.K-2.RF.4)
	Use silent reading strategies (LA.K-2.RF.4)

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

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

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

### Independent Reading/Literacy Centers

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

## Author's Chair and Wrap-up

<b>OBJECTIVE:</b>	Wrap Up, Publish, Share
<b>ACTIVITY:</b>	Share published piece

## Sharing Writing

Use this for students to share their persuasive piece. Remind student-sharers to look at their audience before starting, and to speak with a teacher or preacher voice.

Students in the audience will use “I like, I remember, or I wonder” to respond. Clap and thank the students after they share.