

Vocabulary

OBJECTIVE:	Identify words and phrases that supply rhythm and meaning (LA.2.RL.5)
ACTIVITY:	Introduce Anchor Text Vocabulary

Anchor Text Vocabulary Words:

1. bow	a bending of the head or body in respect
2. neither	not one or the other of two people or things
3. trembling	to shake involuntarily
4. through	from the beginning to the end

Teach according to the DLG, Galimoto, pp.62-63.

Differentiated Kindergarten Activity:

- Kindergarten students will complete the activities by focusing on the words bow and trembling. Students will use Week 3 *Vocabulary Words* (Appendix 1).

Differentiated First Grade Activity:

- First grade students will complete the activity using all Week 3 *Vocabulary Words* (Appendix 1).

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:	Recount and describe key ideas from information presented through other media (LA.2.SL.2)
ACTIVITY:	Recount or Describe

Teach according to the DLG, Galimoto, pp.64-65.

Comprehension Mini-Lesson

OBJECTIVE:	Describe how characters respond to major events and challenges (LA.2.RL.3)
ACTIVITY:	Meet our Main Character

Teach according to the DLG, Galimoto, pp.65-66.

Teach/Model

Differentiated Kindergarten/First Grade Activity

- Use anchor chart to provide students with a visual of how to identify physical and personality traits (Appendix E).
- Preview the book *Stellaluna* with students. Look for picture clues that tell you how Stellaluna is feeling.
- Encourage the use of words such as: happy, loved, protected, afraid, scared, worried, hungry, embarrassed, clumsy, confused, and excited.
- Then read the story.

Guided Practice

Differentiated Kindergarten/First Grade Activity

- Choose one character trait. Draw a picture and tell or write why Stellaluna felt that way.

Independent Practice

Teach according to the DLG, Galimoto, p. 66.

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 narrative paragraph (LA.2.W.3)
ACTIVITY:	Narrative Structure

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.

Read the book, *I am America* by Charles R. Smith.

- In this lesson students will explore the structure of *I Am America* and brainstorm ideas to write about themselves.
- Read-Aloud: Read *I Am America* by Charles R. Smith aloud. Pause to discuss the repetitive structure and descriptive phrases.
- Ask:
 - “What did you notice about how the author wrote the book?”
 - “How does the author describe himself and others?”
- Create a chart titled *I Am... Ideas*. Add examples from the book, such as:
 - *I am a brave boy.*
 - *I am strong and smart.*
- Model brainstorming personal ideas:
 - "I am a curious reader."
 - "I am a loving sister."

Differentiated Kindergarten Activity:

- Brainstorm aloud with teacher support. Use sentence starters like *I am...* and picture cards to generate ideas.

Differentiated First Grade Activity:

- Brainstorm 2-3 descriptive phrases about themselves. Use sentence frames like *I am...* and *I like to....*

Independent Practice:

- All students will draw a picture and write to their own ability. This may be in the format of labels or 1-2 phrases about themselves.

Vocabulary

OBJECTIVE:	Identify words and phrases that supply rhythm and meaning (LA.K-2.RL.5)
ACTIVITY:	Rhythm and Meaning

Anchor Text Vocabulary Words:

1. bow	a bending of the head or body in respect
2. neither	not one or the other of two people or things
3. trembling	to shake involuntarily
4. through	from the beginning to the end

Teach according to the DLG, Galimoto, p. 68.

Differentiated Kindergarten Activity:

- Students will focus on bow and trembling.
- Copies of the poem of your choice should be given to students, instead of having them copy the poem.
- Students will illustrate what they visualize when they hear the words bow and trembling.

Differentiated First Grade Activity:

- Students will focus on all four vocabulary words.
- Copies of the poem of your choice should be given to students, instead of having them copy the poem.
- Students will illustrate all four words, showing what they visualize when they hear the words.

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)

Grammar Mini-Lesson

OBJECTIVE:	Identify, write, and punctuate interrogative sentences (LA.K-2.L.2)
ACTIVITY:	What Is It?

Teach/ModelPractice

- Teach according to the DLG, Galimoto, pp. 70-71.
- After the activities of this lesson, if time permits, send students to continue on with their writing from Day or on any unfinished writing.

Differentiated Kindergarten Activity:

- Focus: Oral language and sentence starters.
- Provide questions like *What is it?* or *Who might use it?*
- Students dictate questions while the teacher or a helper writes them.
- Students draw a picture of their mystery box guess.

Differentiated First Grade Activity:

- **Focus:** Sentence structure and guided writing.
- Provide sentence frames:
 - *What does it look like?*
 - *Where can you find it?*
- Students write 1-2 questions independently, with teacher support as needed.
- Students can pair up to share their questions before class discussion.
- The worksheet from the Independent Practice may be used at Centers for students to do individually or in pairs/groups. Kindergarten students will focus on numbers 1-3 and will need their partner to read the sentences aloud. First grade students will work on numbers 1-5 and may need assistance with having the sentences read to them.

Vocabulary

OBJECTIVE:	Identify words and phrases that supply rhythm and meaning (LA.2.RL.5)
ACTIVITY:	Introduce Academic Vocabulary

Academic Text Vocabulary Words:

1. analogy	comparison of the similarity of two things
2. compound	created by combining parts
3. dialogue	written conversation
4. distinguish	to identify the difference

Teach according to the DLG, Galimoto, p. 71.

Differentiated Kindergarten Activity:

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

Differentiated First Grade Activity:

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

Phonological Awareness/ Phonics/Spelling

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

Shared Read Aloud

OBJECTIVE:	Recount or describe key ideas from information presented through other media (LA.2.SL.2)
ACTIVITY:	Taking Notes

Teach according to the DLG, Galimoto, pp. 72-73.

Differentiated Kindergarten Activity:

- Students will draw and label two note taking sketches.

Differentiated First Grade Activity:

- Students will use a combination of sketches and words for the note taking activity.

Comprehension Mini-Lesson

OBJECTIVE:	Describe how characters respond to major events and challenges (LA.2.RL.3)
ACTIVITY:	Main Character

Teach according to the DLG, Galimoto, pp. 73-74.

Teach/Model

Guided Practice

Independent Practice

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:	Writing a page for a narrative
ACTIVITY:	Writing the First Page of a Narrative

Teach/Model/Practice

- Students will write their first page inspired by the structure of *I Am America*.
- Model Writing:
 - Show an example page:
 - I am a curious and kind friend.
 - I am thoughtful and creative.
 - Think aloud while writing: "What words describe me best? What makes me unique?"
 - Review grammar: Capital letters for "I" and punctuation at the end of sentences.

Differentiated Kindergarten Activity:

- Students write about themselves and draw a picture to accompany the text.
- 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.

Differentiated First Grade Activity:

- Students write one sentence about themselves with/or without teacher support. They can draw a matching picture.

Independent Practice:

- Students create their first page following the structure of the book.

DAY 4

Word Study

Vocabulary

OBJECTIVE:	Identify words and phrases that supply rhythm and meaning (LA.2.RL.5)
ACTIVITY:	Dictionary Author

Academic Text Vocabulary Words:

1. analogy	comparison of the similarity of two things
2. compound	created by combining parts
3. dialogue	written conversation
4. distinguish	to identify the difference

Teach according to the DLG, Galimoto, p. 71.

Differentiated Kindergarten Activity:

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

Differentiated First Grade Activity:

- Students will complete a *Framer Model* for compound (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)
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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 4

Writing Workshop

Grammar Mini-Lesson

OBJECTIVE:	Identify, write, and punctuate interrogative sentences correctly (aligned with LA.K-2.L.2)
ACTIVITY:	What Could It Be?

Teach/Model/Practice

- Teach according to the DLG, Galimoto, pp. 77-78.
- Follow the Teach/Model and the Guided Practice only.

Differentiated Kindergarten Activity:

- Focus: Oral language and simple question stems.

- Provide question starters like:
 - *What is it?*
 - *Who uses it?*
 - *Where can you find it?*
- Support students in dictating questions. Write their responses on the board.
- Allow students to draw or color a picture of their guess for the Mystery Box item.

Differentiated First Grade Activity:

Focus: Writing simple questions independently.

- Provide question frames or starters such as:
 - *What does it look like?*
 - *Why do we use it?*
- Students write 2-3 questions independently or with a partner.
- Encourage students to read their questions aloud to the class.

DAY 5

Word Study

Vocabulary

OBJECTIVE:	Identify words and phrases that supply rhythm and meaning (LA.2.RL.5)
ACTIVITY:	Weekly Vocabulary Assessment

Anchor Text Vocabulary Words:

1. bow	a bending of the head or body in respect
2. neither	not one or the other of two people or things
3. trembling	to shake involuntarily
4. through	from the beginning to the end

Differentiated Kindergarten Activity:

- Students will circle the correct picture on the Week 3 *Vocabulary Assessment*. (Appendix 1).

Differentiated First Grade Activity:

- Students will complete the printable, Vocabulary Assessment Square (Appendix C) for bow and trembling. First grade students will complete the definition and picture.

Phonological Awareness/Phonics/Spelling

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



Shared Read Aloud

OBJECTIVE:	Recount and describe key ideas from information presented through other media (LA.K-2.SL.2)
ACTIVITY:	Taking Notes: Formative Assessment

Teach according to the DLG, Galimoto, pp. 79-80.

Differentiated Kindergarten Activity:

- Students will draw and label two note taking sketches.

Differentiated First Grade Activity:

- Students will use a combination of sketches and words for the note taking activity.

Comprehension Mini-Lesson

OBJECTIVE:	Describe how characters respond to major events and challenges (LA.2.RL.3)
ACTIVITY:	Character Analysis

Teach/Model

Teach according to the DLG, Galimoto, p. 80.

Guided Practice

Teach according to the DLG, Galimoto, p. 81.

Differentiated Kindergarten/First Grade Activity:

- The story on Character Analysis Assessment will be read aloud to students. Kindergarten and First Grade Students will not need a copy of the Character Analysis Assessment.

Independent Practice

Differentiated Kindergarten Activity:

- Students will draw a picture of the character's feelings at the beginning of the story and their feelings at the end on a plain sheet of paper.

Differentiated First Grade Activity:

- On the printable, *Character Analysis (Appendix 2)*, students will write or draw to answer three questions from the assessment:
 - Who is the main character?
 - What problem does the main character have?
 - What is the solution to the problem?

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)

DAY 5

Writing Workshop

Author's Chair and Wrap-up

OBJECTIVE:	Apply common conventions of handwriting. (LA.K-2.W.7)
ACTIVITY:	Complete writing activities as needed

- Teach according to the DLG, Galimoto, p. 81.