

Vocabulary

OBJECTIVE:	Context clues: sentence-level context (LA.K-2.L.4)
ACTIVITY:	Introduce Anchor Text Vocabulary

Anchor Text Vocabulary Words:

1. blustery	to be windy and boisterous
2. destruction	the state or fact of being destroyed
3. gloomy	partially or totally dark
4. pellets	small rounded, spherical items

Teach according to the DLG, Galimoto, p. 86.

Differentiated Kindergarten/First Grade Activity

- Read the printable, *Context Paragraph* (Appendix A) straight through and let students just listen without interruption.
- Then explain that you will read this paragraph again while clarifying the meaning of some words that make this text more interesting. Model the following dialogue while reading:
 - Do you know what gloomy means? Allow for student responses.
 - After students respond, say: Let's read that sentence again. *As the clouds began to gather, the sky grew dark and gloomy.*
 - Do you hear any words in that sentence that help you know what gloomy means? Yes: *clouds, sky grew dark.*
 - Do you think it's getting cloudy? Allow for student responses.
 - So other words in the sentence help us to know that gloomy means cloudy.
 - Repeat this same process for the rest of the words that are bolded in the *Context Paragraph*.
 - Blustery - *gusts of wind, widely* - means very windy.
 - Pellets - *hard, hail* - I know hail is usually small, so pellets must mean little hard pieces.

- Destruction - *flooded basements, damaged windows, dented cars, overturned trees* - lots of things were ruined, so destruction must be describing the ruining of things.

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:	Provide descriptions with key ideas. (LA.K-2.SL.2)
ACTIVITY:	Snapshot - Part 1

Teach according to the DLG, Galimoto, pp. 88-89.

Note: The DLG instructs teachers to have students write on plain paper or note cards. It is suggested to use the printable, *Snapshot* (Appendix B) to complete this activity.

Differentiated Kindergarten Activity:

- Kindergarten students will use the printable, *Snapshot* (Appendix 2). This printable has pictures prompts to support students in filling out their observations of the object. Kindergarten students can use pictures or words to fill in 2-3 sections on the printable.

Differentiated First Grade Activity:

- First grade students will use the printable, *Snapshot* (Appendix 2). This printable has pictures prompts to support students in filling out their observations of the object. First grade students will complete all sections of the printable.

Comprehension Mini-Lesson

OBJECTIVE:	Compare and Contrast two or more versions of the same story (LA.K-2.RL.9)
ACTIVITY:	Compare and Contrast Texts

Teach/Model

Teach according to the DLG, Galimoto, pp. 89-90.

Differentiated Kindergarten/First Grade Activity:

- Students will use the printable, *Compare and Contrast Venn Diagram* (Appendix B).

Guided Practice

Teach according to the DLG, Galimoto, pp. 90-91.

Differentiated Kindergarten Activity:

- Kindergarten students will focus on analyzing the characters and setting of the two stories.

Differentiated First Grade Activity:

- First Grade students will focus on analyzing the characters, setting, problem, and solution.

Independent Practice

Teach according to the DLG, Galimoto, p. 92.

Differentiated Kindergarten Activity:

- Kindergarten students will complete the printable, *Compare and Contrast Venn Diagram* (Appendix B). They will draw and label the characters and setting. If the setting of the two texts are the same, students are instructed to draw the picture in the “Both” box.

Differentiated First Grade Activity:

- First grade students will complete the printable, *Compare and Contrast Venn Diagram* (Appendix B). They will write the character, setting, and problem.

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:	Narrative paragraph: revising and publishing (LA.K-2.W.3)
ACTIVITY:	Partner Share & Checklist

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, p. 93.

Follow the Teach/Model portion.

Differentiated Kindergarten/First Grade Activity:

- Model how to give kind, helpful feedback using simple language: “I like...” and “Maybe you could add...”
- Provide students with *Peer Editing Checklist* (Appendix 2).
- One student reads their work to their partner.
- Students work with a partner to see if their partner completed the items on the checklist.
- Kindergarten students may need additional teacher support for this activity. Consider gathering Kindergartners and model peer editing with one student who is willing to have you edit their work.

DAY 2

Word Study

Vocabulary

OBJECTIVE:	Context clues: sentence-level context (LA.K-2.L.4)
ACTIVITY:	Sentence Level Context

Anchor Text Vocabulary Words:

1. blustery	to be windy and boisterous
2. destruction	the state or fact of being destroyed
3. gloomy	partially or totally dark
4. pellets	small rounded, spherical items

Teach according to the DLG, Galimoto, p. 94.

Differentiated Kindergarten/First Grade Activity:

- Incorporate simplified definitions taught on Day 1 Word Study:
 - Gloomy - dark and cloudy
 - Blustery - very windy
 - Pellets - small hard pieces
 - Destruction - ruin

Phonological Awareness/Phonics/Spelling

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

DAY 2

Reading Workshop Whole-Group

Shared Read Aloud/Comprehension Mini-Lesson

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

DAY 2

Reading Workshop Small-Group

Guided Reading - Differentiate According to Standards

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

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

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

Independent Reading/Literacy Centers

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

Writing Workshop

Grammar Mini-Lesson

OBJECTIVE:	Use verbs of being: <i>am, is, are, was, were</i> in writing and speaking. (LA.K-2.L.1)
ACTIVITY:	Who Are You?

Teach/ModelPractice

- Review examples from “I Am America” and list verbs of being on chart paper.
- Create a “Who Are You?” class chart:
 - I am strong.
 - She is helpful.
 - They are kind.
- Students complete a sentence strip:
 - I am...
 - He/She is...
 - We are...

Differentiated Kindergarten Activity:

- Use sentence starters with support and illustrations.

Differentiated First Grade Activity:

- Write 2 - 3 complete sentences using the verbs of being.

Vocabulary

OBJECTIVE:	Context clues: sentence level context (LA.K-2.L.4)
ACTIVITY:	Introduce Academic Vocabulary

Academic Text Vocabulary Words:

1. conclude	to form an evidence-based opinion
2. examine	to inspect closely
3. generate	to bring into existence
4. infer	to deduce; based on evidence

Teach according to the DLG, Galimoto, pp.97-98.

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.
- 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:

- 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. 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:	Provide descriptions with relevant details and key ideas (LA.K-2.SL.2)
ACTIVITY:	Snapshots - Part 2

Teach according to the DLG, Galimoto, pp. 98-99.

Differentiated Kindergarten Activity:

- Kindergarten students will use the printable, *Snapshot* (Appendix 2). This printable has pictures prompts to support students in filling out their observations of the object. Kindergarten students can use pictures or words to fill in 2-3 sections on the printable.

Differentiated First Grade Activity:

- First grade students will use the printable, *Snapshot* (Appendix 2). This printable has pictures prompts to support students in filling out their observations of the object. First grade students will complete all sections of the printable.

Comprehension Mini-Lesson

OBJECTIVE:	Compare and Contrast two or more versions of the same story (LA.K-2.RL.9)
ACTIVITY:	Comparing and Contrasting

Teach/Model

Teach according to the DLG, Galimoto, p. 99.

Differentiated Activity for all Grades:

- Use the printable, *Compare and Contrast: Venn Diagram* (Appendix B) instead of the Double-Bubble Thinking Map in the DLG lesson.

Guided Practice

Teach according to the DLG, Galimoto, pp. 99-100.

Differentiated Activity for all Grades:

- Complete the printable, *Compare and Contrast: Venn Diagram* (Appendix B) instead of Double-Bubble Thinking Map.

Independent Practice

Teach according to the DLG, Galimoto, pp. 99-100.

Differentiated Activity for all Grades:

- Complete the printable, *Compare and Contrast: Venn Diagram* (Appendix B) instead of the Double-Bubble Thinking Map.



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:	Revising and adding to draft for narrative writing (LA.K–2.W.3).
ACTIVITY:	First Draft for Booklet

Teach/Model/Practice

- Remind students that they have been writing their “I am” statements.
- Have students write a couple of more sentences. Let them know they will revise and edit them today in their journal in preparation for publishing.
- Check that students have adjectives that sparkle and powerful verbs.
- Older students are expected to write more complex sentences.
- Circulate and conference with students to be sure that their sentences are correct (edited) and better (revised).

DAY 4

Word Study

Vocabulary

OBJECTIVE:	Context clues: sentence level context (LA.K-2.L.4)
ACTIVITY:	Dictionary Author

Academic Text Vocabulary Words:

1. conclude	to form an evidence-based opinion
2. examine	to inspect closely
3. generate	to bring into existence
4. infer	to deduce; based on evidence

Teach according to the DLG, Galimoto, pp. 101-102.

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 Anchor Text words to use for the activity.
- Students will complete a *Frayer Model* for conclude and examine (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:	<i>Use descriptive adjectives to add detail (LA.K-2.L.1).</i>
ACTIVITY:	Checking for Adjectives Before Publishing

Teach/Model/Practice

- Review Adjectives (describing words).
- Direct students to look at their “I am” statements and locate an adjective they’d like to change for a more sparkly one.
- Ask students to draw a line on the old adjective and write the other one on top.
- Move to writing:
- Provide students with a blank printable, *I Am Book* (Appendix 2).
- Have students write their name on the front cover of the book and draw a picture of themselves.
- Students copy their “I am” statements from their journal onto the pages of the book.
- Students illustrate their pages.
- As students complete their books, bind and display them in the classroom or send them home as keepsakes.

Differentiated Kindergarten

- Work with students based on the work they have been doing. Kindergarten students should be able to write simple and short sentences with the teacher’s help.

DAY 5

Word Study

Vocabulary

ACTIVITY:	End-of-Unit Assessment
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Differentiated Kindergarten/First Grade Activity:

Kindergarten and First Grade students will not complete a formal end-of-unit vocabulary assessment. Instead, we will focus on a comprehensive review of the work they have done throughout Weeks 1–3.

During this time, students can complete one of these optional activities:

- Reflect on previously completed activities and illustrations to reinforce understanding.
- Participate in small group discussions and teacher-facilitated conversations about teacher-selected vocabulary words from the unit.

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:	Provide descriptions with relevant details and key ideas (LA.K-2.SL.2)
ACTIVITY:	Show and Tell Assessment

Teach according to the DLG, Galimoto, p. 108.

Differentiated Kindergarten/First Grade Activity:

- Use the Snapshot Show and Tell Scoring Guide to take notes on Kindergarten and First Grade student performance.

Differentiated Activity for all Grades:

- Provide gentle prompting as needed to support Kindergarten and First Grade students to complete the printable, *Snapshot Show and Tell Checklist* (Appendix B).

Comprehension Mini-Lesson

This time may be used for completing the end-of-unit assessments or for completing reading activities as needed.

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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Author's Chair and Wrap-up

OBJECTIVE:	Wrap Up, Publish, Share
ACTIVITY:	Complete "I am" Booklet

Sharing Writing

Differentiated Kindergarten/First Grade Activity

Use this time to complete the booklet and the illustrations. Allow students to share their booklets individually or in pairs. Remind them to clap and compliment their fellow writers.