

Vocabulary

OBJECTIVE:	Identify and define simple compound words (LA.K-1.L.3) (LA.2.L.4)
ACTIVITY:	Introduce Anchor Text Vocabulary

Anchor Text Vocabulary Words:

1. everything	all that exists or is important
2. everyone	every person, everybody
3. someone	some person, somebody
4. something	some unnamed or unspecified thing

Teach according to the DLG, Me...Jane, p. 62.

Differentiated Kindergarten Activity:

- Play the Picture Match Game using the *Vocabulary Words* (Appendix 1).
- Lay out 4 simple pictures:
- A group of people - everyone
- One person - someone
- A mystery box/toy - something
- A messy room full of toys -everything
- Ask students: Who is this? or What do you see?
- Have them choose and hold up the matching compound word card.

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:	Participate in readers' theater (LA.K-1.SL.7) (LA.2.SL.4)
ACTIVITY:	Readers' Theater–Part 1

Teach according to the DLG, Me...Jane, pp.63-64.

Differentiated Kindergarten Activity:

- Include students in the readers' theater to work with a partner, with two students saying the same line together. Keep the readers' theater short.
- If the students can do their own readers' theater, here are some suggestions:
- Create short plays where animals talk and solve simple problems:
- *A Day in the Jungle*
- *Farmyard Fun*
- *The Lost Duckling*
- Repetitive lines like "Let's help Duck!" or "Quack, quack, where are you?" help early readers to participate with confidence.

Comprehension Mini-Lesson

OBJECTIVE:	Distinguish between fact and opinion (LA.K-2.RI.11)
ACTIVITY:	Fact or Opinion?

Teach/Model

Teach according to the DLG, Me...Jane, pp.64-65.

Guided Practice

Teach according to the DLG, Me...Jane, pp. 65-66.

Independent Practice

Teach according to the DLG, Me...Jane, p. 66.

Differentiated Kindergarten Activity:

- Students will complete the printable, *Facts and Opinions* (Appendix 2).
- They will sort each statement to the correct box to show if it's a fact or opinion.

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)
-------------------	---

DAY 1

Writing Workshop

Writing Mini-Lesson

OBJECTIVE:	Write a fictional narrative (LA.K-2.W.3)
ACTIVITY:	Writing Dialogue

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.

- **Use DLG, Me...Jane, pp. 66-67 with the following suggestions:**
- Ask students: Have you ever told a story where you repeat what someone said?
- What does it sound like when people talk in a story?
- Explain: When characters in stories talk to each other, we call that *dialogue*. Dialogue is what someone says, and we use *quotation marks* to show it.
- Write these examples on the board:
 "Hi, I'm Max!" said the dog.
 "Let's play!" said the cat.

Teach/Model using the following mentor texts

- **Read: *Don't Let the Pigeon Drive the Bus* by Mo Willems or *Frog and Toad Are Friends* by Arnold Lobel.**
- As you read the story, point out, quotation marks, different characters talking, and how dialogue makes the story more fun.
On chart paper or a whiteboard:
- Write on chart paper or the board: One day, a puppy saw a squirrel.
 "Hey, do you want to play?" said the puppy.
 "Not now," said the squirrel. "I'm busy!"
- Ask students: Who's talking here? How do you know?

Guided Practice-Give students a simple prompt and write together:

- Prompt: A boy finds a talking robot in the park.
- Ask students: What might the boy say?
What might the robot say back?
Write a few lines together as a class, including their ideas in quotation marks.

Independent Writing- Give students writing paper with sentence starters:

One day, I saw _____.
 "Hello!" I said.
 "Hello!" said _____.
Then we _____.

- Students may work on a story starter or look at previous writing and add dialogue.

Differentiated Kindergarten Activity:

- Students may draw pictures and write or dictate at least two lines of dialogue or they can move on to their writing.

Note: Kindergarteners and first graders should not be held accountable or assessed for quotation marks.

DAY 2

Word Study

Vocabulary

OBJECTIVE:	Identify and define simple compound words (LA.K-1.L.3) (LA.2.L.4)
ACTIVITY:	Compound Words Hunt

Anchor Text Vocabulary Words:

1. everything	all that exists or is important
2. everyone	every person, everybody
3. someone	some person, somebody
4. something	some unnamed or unspecified thing

Teach according to the DLG, *Me...Jane*, p. 68.

Differentiated Kindergarten Activity:

- Teacher may pair younger students with older students to find compound words in the anchor text.

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)

DAY 2

Writing Workshop

Grammar Mini-Lesson

OBJECTIVE:	Identify and use prepositions and prepositional phrases correctly. (LA.K-2.L.1)
ACTIVITY:	When and Where?

Teach/Model Practice

- **Use DLG, Me...Jane, pp. 69-70 with the following suggestions:**
- Go through the activity under the Teach/Model.
- Go through the activity under the Guided Practice.
- Before sending students to write, remind them of prepositions.
- For Independent Writing, have the students choose a previous piece or start a new story and remember to use prepositions correctly.

Differentiated Kindergarten Activity:

- Students may be introduced to prepositions by having them move objects around using prepositional prompts, such as “Put the toy on the table,” “Place the ball under the chair,” or “Put the book behind the box.”
- This hands-on approach helps them visualize and understand the meaning of different prepositions.
- Ask students to say a sentence using one of the prepositions that you just discussed with them.

DAY 3

Word Study

Vocabulary

OBJECTIVE:	Identify and define simple compound words (LA.K-1.L.3) (LA.2.L.4)
ACTIVITY:	Introduce Academic Vocabulary/Review Anchor Text Vocabulary

Academic Vocabulary Words:

1. jungle	a thick tangled mass of tropical vegetation
2. magical	a feeling of enchantment and delight
3. wonder	a feeling (of awe or astonishment) caused by something extraordinary
4. spinning	to form a thread by extruding a viscous, rapidly hardening fluid for the purpose of building a web

Teach according to the DLG, *Me...Jane*, pp. 70-71.

Differentiated Kindergarten Activity:

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

Phonological Awareness/ Phonics/Spelling

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



Shared Read Aloud

OBJECTIVE:	Participate in readers' theater (LA.K-1.SL.7) (LA.2.SL.4)
ACTIVITY:	Readers' Theater—Part 2

Teach according to the DLG, *Me...Jane*, p. 72.

Comprehension Mini-Lesson

OBJECTIVE:	Distinguish between fact and opinion (LA.K-2.RI.11)
ACTIVITY:	Fact of Opinion?

Teach/Model

Teach according to the DLG, *Me...Jane*, p. 72.

Guided Practice

Teach according to the DLG, Me...Jane, p. 72-73.

Independent Practice

Teach according to the DLG, Me...Jane, p. 73.

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)

DAY 3

Writing Workshop

Writing Mini-Lesson

OBJECTIVE:	Write a fictional narrative (LA.K-2.W.3)
ACTIVITY:	Drafting a Fictional Narrative

Teach/Model/Practice

- Teach according to the DLG, *Me...Jane*, pp. 73-74.

Differentiated Kindergarten Activity:

- Students may draw pictures, use sounds, letters, words, and inventive spelling. They can also dictate their story to the teacher if possible.

DAY 4

Word Study

Vocabulary

OBJECTIVE:	Identify and define simple compound words (LA.K-1.L.3) (LA.2.L.4)
ACTIVITY:	Dictionary Author

Academic Vocabulary Words:

1. jungle 2. magical 3. wonder 4. spinning	a thick tangled mass of tropical vegetation a feeling of enchantment and delight a feeling (of awe or astonishment) caused by something extraordinary to form a thread by extruding a viscous, rapidly hardening fluid for the purpose of building a web.
---	--

Teach according to the DLG, Me...Jane, p. 75.

Differentiated Kindergarten Activity:

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

Differentiated Kindergarten Activity:

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

Phonological Awareness/Phonics/Spelling

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

DAY 4

Reading Workshop Whole-Group

Shared Read Aloud/Comprehension Mini-Lesson

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

DAY 4

Reading Workshop Small-Group

Guided Reading - Differentiate According to Standards

OBJECTIVE:

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

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

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

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

Independent Reading/Literacy Centers

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

DAY 4

Writing Workshop

Grammar Mini-Lesson

OBJECTIVE:	Identify and use prepositions and prepositional phrases correctly. (LA.K-2.L.1)
ACTIVITY:	When or Where?

Teach/Model/Practice

- Use DLG, *Me...Jane*, pp. 76-77 with the following suggestions:
- Go through the activity under the Teach/Model.
- Go through the activity under the Guided Practice.
- Move to Independent practice. Distribute the printable, *Prepositions in Context* (Appendix B), for students to wait to complete at the Writing Center.
- Use the direction from the Independent Writing.
- Circulate and conference with students about their writing pieces.

DAY 5

Word Study

Vocabulary

OBJECTIVE:	Identify and define simple compound words (LA.K-1.L.3) (LA.2.L.4)
ACTIVITY:	Weekly Vocabulary Assessments

Anchor Text Vocabulary Words:

1. everything	all that exists or is important
2. everyone	every person, everybody
3. someone	some person, somebody
4. something	some unnamed or unspecified thing

Academic Vocabulary Words:

5. jungle	a thick tangled mass of tropical vegetation
6. magical	a feeling of enchantment and delight
7. wonder	a feeling (of awe or astonishment) caused by something extraordinary
8. spinning	to form a thread by extruding a viscous, rapidly hardening fluid for the purpose of building a web

Teach according to the DLG, Me...Jane, pp.77-78.

Differentiated Kindergarten Activity:

- Students will complete the printable *Vocabulary Assessment* (Appendix 1).

Phonological Awareness/Phonics/Spelling

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



Shared Read Aloud

OBJECTIVE:	Participate in readers' theater (LA.K-1.SL.7) (LA.2.SL.4)
ACTIVITY:	Readers' Theater Performance

Teach according to the DLG, Me...Jane, p.79.

Comprehension Mini-Lesson

OBJECTIVE:	Distinguish between fact and opinion (LA.K-2.RI.11)
ACTIVITY:	Fact or Opinion Formative Assessment

Teach/Model

Teach according to the DLG, Me...Jane, p. 79.

Guided Practice

Teach according to the DLG, Me...Jane, p. 79.

Independent Practice

Teach according to the DLG, Me...Jane, p. 79.

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:	Continue writing pieces
ACTIVITY:	Wrap Up, sharing, & publishing

Sharing Writing

Use this time to continue the fictional narrative draft, share, or publish according to the teacher's process for this piece.