

## Vocabulary

<b>OBJECTIVE:</b>	Define and use the prefix re- (LA.2.L.4, LA.K-1.L.3)
<b>ACTIVITY:</b>	Introduce Anchor Text Vocabulary

### Anchor Text Vocabulary Words:

<ol style="list-style-type: none"> <li>1. (re)match</li> <li>2. (re)open</li> <li>3. (re)play</li> <li>4. (re)sign</li> </ol>	<ol style="list-style-type: none"> <li>1. to have the same appearance, color</li> <li>2. change or move from a shut or closed condition</li> <li>3. to engage in sport, activity, or recreation for amusement</li> <li>4. to write one's name</li> </ol>
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Teach according to the DLG, *Marisol McDonald Doesn't Match*, p. 8.

#### Differentiated Kindergarten Activity:

- Use the Kindergarten Week 1 *Vocabulary Words* printable (Appendix 1) for the Vocabulary Word Card Introduction Group Activity.
- Kindergarten students should cut out their cards, or the teacher can pre-cut them ahead of time.
- These cards should be stored for use throughout the week.

## 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

<b>OBJECTIVE:</b>	Participate in collaborative conversations (LA.K-2.SL.1, LA.2.SL.7, LA.K-1.SL.8)
<b>ACTIVITY:</b>	Model Conversation

Teach according to the DLG, *Marisol McDonald Doesn't Match*, p. 10.

### Differentiated Kindergarten and Activity:

- Use *Collaborative Conversations* (Appendix 2) to introduce Collaborative Conversation behavior. Model appropriate behavior with older students, allowing Kindergarteners to watch. Once several examples and non examples, allow them to participate in the modeling.

## Comprehension Mini-Lesson

<b>OBJECTIVE:</b>	Identify who is telling the story (LA.K-2.RL.7)
<b>ACTIVITY:</b>	Introduce <i>Marisol McDonald Doesn't Match</i>

## Teach/Model

Teach according to the DLG, *Marisol McDonald Doesn't Match*, p. 11.

## Guided Practice

Teach according to the DLG, *Marisol McDonald Doesn't Match*, p. 11.

## Independent Practice

Teach according to the DLG, *Marisol McDonald Doesn't Match*, p. 11.

### Differentiated Kindergarten Activity:

- Simplify the language when asking questions. For example, instead of saying “How did Marisol grow?” ask “What did Marisol learn?”

**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)
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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 1**

# Writing Workshop

## Writing Mini-Lesson

<b>OBJECTIVE:</b>	Determine a problem and solution (LA.K-2.W.2)
<b>ACTIVITY:</b>	Determining a Problem and Solution

## 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, Marisol McDonald Doesn't Match, pp. 12-13.

- With time remaining, have students begin an informal writing piece.

**Differentiated Kindergarten Activity:**

- Print *Problem Solving Task Cards* (Appendix 2).
- Cut them out and have students match the problem with the correct solution.
- The expectation for Kindergarten is that they will attempt writing. This may be scribble writing, strings of letters, a letter for the initial sound or emergent phonetic writing. Some students will need the help of a partner or teacher. Others will do this independently.

**DAY 2**

## Word Study

### Vocabulary

<b>OBJECTIVE:</b>	Define and use the prefix re- (LA.2.L.4, LA.K-1.L.3)
<b>ACTIVITY:</b>	Guess My Word

### Anchor Text Vocabulary Words:

1. (re)match 2. (re)open 3. (re)play 4. (re)sign	1. to have the same appearance, color 2. change or move from a shut or closed condition 3. to engage in sport, activity or recreation for amusement 4. to write one's name
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Teach according to the DLG, Marisol McDonald Doesn't Match, p. 14.

### 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)

*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 2**

# Writing Workshop

## Grammar Mini-Lesson

<b>OBJECTIVE:</b>	Identify and use reflexive pronouns (LA.2.L.1)
<b>ACTIVITY:</b>	Reflexive Pronouns

## Teach/Model Practice

**Read *If You Were a Pronoun* by Nancy Loewen.**

- Make a class chart of some of the pronouns you heard during the story. Send students back to their seats to work on a piece of writing. Let students know they will be asked to share one sentence from their story containing a pronoun at the end of class.

**Differentiated Kindergarten Activity:**

- Kindergarten students may draw or write and be ready to share one pronoun. Teacher might conference with students to help them write one pronoun they can share when called.
- The expectation for Kindergarten is that they will attempt writing. This may be scribble writing, strings of letters, a letter for the initial sound or emergent phonetic writing. Some students will need the help of a partner or teacher. Others will do this independently.

**DAY 3**

# Word Study

## Vocabulary

<b>OBJECTIVE:</b>	Introduce Academic Vocabulary Words (LA.2.L.4, LA.K-1.L.3)
<b>ACTIVITY:</b>	Introduce Academic Vocabulary/Review Anchor Text Vocabulary



## Academic Vocabulary Words:

1. <b>compare-contrast</b>	1. outline the similarities and differences between two or more things
2. <b>research</b>	2. the collecting of information about a subject
3. <b>subset</b>	3. a set that is a part of a larger set
4. <b>sequence</b>	4. the order in which things are or should be connected, related, or dated

Teach according to the DLG, *Marisol McDonald Doesn't Match*, p. 18.

### Differentiated Kindergarten Activity:

- Students get their vocabulary word cards. They write words 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

<b>OBJECTIVE:</b>	Participate in collaborative conversations, including prayer (LA.1.SL.1, LA.1.SL.7)
<b>ACTIVITY:</b>	Practice Conversation

Teach according to the DLG *Marisol McDonald Doesn't Match*, pp. 19-21.

### Differentiated Kindergarten Activity:

- Kindergarten students may have a difficult time with true collaborative conversations. Focus on taking turns and active listening.

## Comprehension Mini-Lesson

<b>OBJECTIVE:</b>	Differentiate characters' points of view (LA.2.RL.7)
<b>ACTIVITY:</b>	Who is Telling This Story? - Part 1

### Teach/Model

Teach according to the DLG, *Marisol McDonald Doesn't Match*, pp. 21-22.

#### Differentiated Kindergarten Activity:

- If Kindergarten students are having a difficult time identifying who is telling the story, ask concrete comprehension questions to check for understanding.

### Guided Practice

Teach according to the DLG, *Marisol McDonald Doesn't Match*, p. 22.

#### Differentiated Kindergarten Activity:

- Have students listen and participate when possible. Using highlighters, have them identify the pronouns *I*, *you*, and *we*.

### Independent Practice

Teach according to the DLG, *Marisol McDonald Doesn't Match*, p. 23.

#### Differentiated Kindergarten Activity:

- Students may listen to class discussion and join in when possible.

**DAY 3**

## 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 3**

## Writing Workshop

### Writing Mini-Lesson

<b>OBJECTIVE:</b>	Determining a problem and a solution (LA.K-2.W.2)
<b>ACTIVITY:</b>	Identifying a problem and solution

### Teach/Model/Practice

- As a class, discuss a problem you face together at school. Brainstorm solutions and write a class paragraph stating the problem followed by three possible solutions.

#### Differentiated Kindergarten Activity:

- Those that are able may write the problem and one solution.
- Those that need more support may fold a piece of paper in half. Draw the problem on one side and a solution on the other.

## Vocabulary

<b>OBJECTIVE:</b>	Define and use the Academic Vocabulary Words (LA.2.L.4, LA.K-1.L.3)
<b>ACTIVITY:</b>	Dictionary Author/Review Anchor Text Vocabulary

### Academic Vocabulary Words:

<b>1. compare-contrast</b>  <b>2. research</b> <b>3. subset</b> <b>4. sequence</b>	1. outline the similarities and differences between two or more people, places, or things 2. the collecting of information about a subject 3. a set that is a part of a larger set 4. the order in which things are or should be connected, related, or dated
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Teach according to the DLG, *Marisol McDonald Doesn't Match*, p. 24.

#### Differentiated Kindergarten Activity:

- Alternate words for Kindergarten:
  - (re)match- to have the same appearance, color
  - (re)open- change or move from a shut or closed condition
  - (re)play-to engage in sports, activity, or recreation especially for amusement
  - (re)sign-to write one's name

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)

*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 4**

# Writing Workshop

## Grammar Mini-Lesson

<b>OBJECTIVE:</b>	Identify and use reflexive pronouns (LA.1-2.L.1)
<b>ACTIVITY:</b>	Reflexive Pronouns

## Teach/Model/Practice

Introduce reflexive pronouns. Help students create a class anchor chart with the reflexive pronouns *myself*, *yourself*, *himself*, *herself*, and *themselves*. Send students back to their seats to work on writing. Encourage them to incorporate reflexive pronouns.

### Differentiated Kindergarten Activity:

- Kindergarten students may choose one reflexive pronoun, illustrate it, and use it in a sentence either orally or by writing it down with help from the teacher.
- The expectation for Kindergarten is that they will attempt writing. This may be scribble writing, strings of letters, a letter for the initial sound or emergent phonetic writing. Some students will need the help of a partner or teacher. Others will do this independently.

**DAY 5**

# Word Study

## Vocabulary

<b>OBJECTIVE:</b>	Define and use the prefix re- (LA.2.L.4, LA.K-1.L.3)
<b>ACTIVITY:</b>	Weekly Vocabulary Assessment

### Anchor Text Vocabulary Words:

1. (re)match 2. (re)open	1. to have the same appearance, color 2. change or move from a shut or closed condition
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3. (re)play 4. (re)sign	3. to engage in sport, activity or recreation for amusement 4. to write one's name
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Teach according to the DLG, *Marisol McDonald Doesn't Match*, p. 27.

**Differentiated Kindergarten Activity:**

- Use *Week 1 Vocabulary Assessment* (Appendix 1).

## Phonological Awareness/Phonics/Spelling

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



## Shared Read Aloud

<b>OBJECTIVE:</b>	Participate in collaborative conversation (LA.K-2.SL.1, LAK-2.SL.7)
<b>ACTIVITY:</b>	Hold a Collaborative Conversation

Share the *Collaborative Conversation Rubric* (Appendix 2).

Teach according to the DLG, *Marisol McDonald Doesn't Match*, p. 29.

**Differentiated Kindergarten Activity:**

- Kindergarten students may have a difficult time with true collaborative conversations. Focus on taking turns and active listening.

## Comprehension Mini-Lesson

<b>OBJECTIVE:</b>	Differentiate characters' points of view (LA.2.RL.7)
<b>ACTIVITY:</b>	Who is Telling This Story? - Part 2

Teach according to the DLG, *Marisol McDonald Doesn't Match*, p. 30.

## Teach/Model

Teach According to DLG, Marisol McDonald Doesn't Match, p. 30.

## Guided Practice

### Differentiated Kindergarten Activity:

- Call students to the teacher table and read a pre-selected page from the book. Discuss who is telling the story and have them recall events from the story that support this.

### Differentiated First Grade Activity:

- First grade may either join kindergarten or be paired with second graders depending on their skill level.

## Independent Practice

Guide students through a group discussion where you review point of view, perspective, and dialogue.

**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

<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 5**

## Writing Workshop

### Author's Chair and Wrap-up

<b>OBJECTIVE:</b>	
<b>ACTIVITY:</b>	Author's Chair

### Sharing Writing

Students will share their writing from the week with the class.