

Vocabulary

OBJECTIVE:	Acquire adjectives and adverbs conversationally (LA.2.L.6)
ACTIVITY:	Introduce Anchor Text Vocabulary

Anchor Text Vocabulary Words:

1. creative	1. able to create, especially new and original things
2. mushy	2. something soft and spongy or shapeless
3. regular	3. not special or unusual; normal or standard
4. unique	4. very special or unusual; distinctively characteristic

Teach according to DLG, Marisol McDonald Doesn't Match, pp. 36-37.

Differentiated Kindergarten Activity:

- Use the Kindergarten Week 2 *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://ufliliteracy.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:	Tell a story with key ideas (LA.K-2.SL.4)
ACTIVITY:	Tell Us a Story

Teach according to DLG, *Marisol McDonald Doesn't Match*, pp. 38-39.

Differentiated Kindergarten Activity:

- Rephrase group questions into simpler language if necessary for Kindergarteners to participate. Introduce the *Kindergarten Storytelling Rubric* (Appendix 2).

Comprehension Mini-Lesson

OBJECTIVE:	Predict story events and outcomes using pictures, clues, and text (LA.K-2.RL.10)
ACTIVITY:	Predict Content - Part 1

Teach/Model

Teach according to DLG, *Marisol McDonald Doesn't Match*, p. 39.

Guided Practice

Teach according to DLG, *Marisol McDonald Doesn't Match*, p. 40.

Independent Practice

Teach according to DLG, *Marisol McDonald Doesn't Match*, p. 40.

Differentiated Kindergarten Activity:

- Allow Kindergarteners to listen and participate in the discussion.

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:	Use linking words to compare (LA.K-2.W.2)
ACTIVITY:	Use Linking Words to Compare

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 DLG, Marisol McDonald Doesn't Match, p. 41.

Differentiated Kindergarten Activity:

On the board or chart paper, write _____ and _____
both have _____.
Allow each student to dictate a way to fill in the blank.

DAY 2

Word Study

Vocabulary

OBJECTIVE:	Acquire adjectives and adverbs conversationally (LA.2.L.6)
ACTIVITY:	Adjectives and Adverbs

Anchor Text Vocabulary Words:

<ol style="list-style-type: none">1. creative2. mushy3. regular4. unique	<ol style="list-style-type: none">1. able to create, especially new and original things2. something soft and spongy or shapeless3. not special or unusual; normal or standard4. very special or unusual; distinctively characteristic
---	--

Teach according to DLG, Marisol McDonald Doesn't Match, p. 42.

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 noun-pronoun agreement (LA.K-2.L1)
ACTIVITY:	Agree or Disagree? - Part 1

Teach/Model Practice

Teach according to DLG, Marisol McDonald Doesn't Match, p. 44.

Differentiated Kindergarten Activity:

- Place in groups with first and second graders who will read the words out loud, allowing Kindergarteners to take a turn placing the word in the right category.

DAY 3

Word Study

Vocabulary

OBJECTIVE:	Acquire adjectives and adverbs conversationally (LA.2.L.6)
ACTIVITY:	Introduce Academic Vocabulary/Review Anchor Text Vocabulary

Academic Vocabulary Words:

<ol style="list-style-type: none"> 1. differentiate 2. irregular 3. modify 4. paraphrase 	<ol style="list-style-type: none"> 1. to see or state the difference(s) between two or more things 2. not normal or usual 3. to make changes in 4. a way of stating something again by giving the meaning in different words
--	--

Teach according to DLG, Marisol McDonald Doesn't Match, pp. 45-46.

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.

DAY 3

Reading Workshop Whole-Group

Shared Read Aloud

OBJECTIVE:	Tell a story with key ideas (LA.K-2.SL.4)
ACTIVITY:	Sequence a Story

Teach according to DLG, *Marisol McDonald Doesn't Match*, pp. 47-48.

Differentiated Kindergarten Activity:

- Students may participate in whole group discussion. Discuss how Marisol's feelings changed throughout the story.
- Pass out the Kindergarten *Feelings Map* (Appendix 2). Students should cut out the pictures at the bottom and glue them in the beginning, middle, and ending boxes to show how Marisol's feelings changed. It should be noted that the beginning and ending pictures are interchangeable. The middle box should have the worried or unconfident Marisol.

Comprehension Mini-Lesson

OBJECTIVE:	Predict story events and outcomes using picture clues and text (LA.K-2.RL.10)
ACTIVITY:	Predict Content - Part 2

Teach/Model

Teach according to DLG, Marisol McDonald Doesn't Match, p. 48-49.

Guided Practice

Teach according to DLG, Marisol McDonald Doesn't Match, pp. 48-49.

Independent Practice

Teach according to DLG, Marisol McDonald Doesn't Match, p. 49.

Share

Teach according to DLG, Marisol McDonald Doesn't Match, p. 49.

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:	Draft a compare-contrast paragraph (LA.K-2.W.2)
ACTIVITY:	Drafting a Compare-Contrast Paragraph

Teach/Model/Practice

Show the *Compare and Contrast Poster* (Appendix 2). Compare and contrast the pairs, highlighting the use of descriptive adjectives. Send students back to their seats to work on their writing.

Encourage them to use descriptive adjectives to compare or contrast nouns in their story.

DAY 4

Word Study

Vocabulary

OBJECTIVE:	Acquire adjectives and adverbs conversationally (LA.2.L6)
ACTIVITY:	Dictionary Author/Review Anchor Text Vocabulary

Academic Vocabulary Words:

<ol style="list-style-type: none">1. differentiate2. irregular3. modify4. paraphrase	<ol style="list-style-type: none">1. to see or state the difference(s) between two or more things2. not normal or usual3. to make changes in4. a way of stating something again by giving the meaning in different words
---	---

Teach according to DLG, *Marisol McDonald Doesn't Match*, p. 51.

Differentiated Kindergarten Activity:

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

Differentiated First Grade Activity:

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

Phonological Awareness/Phonics/Spelling

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

DAY 4

Reading Workshop Whole-Group

Shared Read Aloud/Comprehension Mini-Lesson

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

DAY 4

Reading Workshop Small-Group

Guided Reading - Differentiate According to Standards

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 proper noun-pronoun agreement (LA.K-2.L.1)
ACTIVITY:	Agree or Disagree? - Part 2

Teach/Model/Practice

Teach according to DLG, Marisol McDonald Doesn't Match, p. 53.

- Teach/Model and Guided Practice only.

Differentiated Kindergarten Activity:

- Pair with first or second graders and allow them to answer orally.

DAY 5

Word Study

Vocabulary

OBJECTIVE:	Acquire adjectives and adverbs conversationally (LA.2.L.6)
ACTIVITY:	Weekly Vocabulary Assessment

Anchor Text Vocabulary Words:

1. creative	1. able to create, especially new and original things
2. mushy	2. something soft and spongy or shapeless
3. regular	3. not special or unusual; normal or standard
4. unique	4. very special or unusual; distinctively characteristic

Teach according to DLG, *Marisol McDonald Doesn't Match*, p. 54.

Differentiated Kindergarten Activity:

- Use Week 2 Kindergarten *Vocabulary Assessment* (Appendix 1).

Phonological Awareness/Phonics/Spelling

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



Shared Read Aloud

OBJECTIVE:	Tell a story with key ideas (LA.K-2.SL.4)
ACTIVITY:	Tell a Story

Teach according to DLG, *Marisol McDonald Doesn't Match*, p. 55.

Differentiated Kindergarten Activity:

- Use the *Storytelling Rubric* (Appendix 2).

Comprehension Mini-Lesson

OBJECTIVE:	Predict story events and outcomes using picture clues and text (LA.K-2.RL.10)
ACTIVITY:	Predict Content - Part 3

Teach/Model

Teach according to DLG, Marisol McDonald Doesn't Match, p. 56.

Guided Practice

Teach according to DLG, Marisol McDonald Doesn't Match, p. 56.

Independent Practice

Teach according to DLG, Marisol McDonald Doesn't Match, pp. 56-57

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

Author's Chair and Wrap-up

OBJECTIVE:	
ACTIVITY:	Author's Chair

Sharing Writing

Allow students to share writing from the week.