

Vocabulary

OBJECTIVE:	Use concept words that imply sets and subsets (LA.K-1.L.5, LA.2.L.5)
ACTIVITY:	Introduce Anchor Text Vocabulary

Anchor Text Vocabulary Words:

1. burrito	1. a flour tortilla rolled or folded around a filling
2. cursive	2. written or formed with the strokes of the letters joined together
3. polka dots	3. a series of dots that make a pattern especially on fabric
4. Spanish	4. the language of Spain and of the countries colonized by Spaniards

Teach according to DLG, *Marisol McDonald Doesn't Match*, p. 62.

Differentiated Kindergarten Activity:

- Use the Kindergarten Week 3 *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:	Recount or describe key ideas in a text read aloud (LA.K-2.SL.2)
ACTIVITY:	Describing Key Ideas - Part 1

Teach according to DLG, *Marisol McDonald Doesn't Match*, pp. 64-65.

Differentiated Kindergarten Activity:

- When leading the discussion, simplify language where possible to allow Kindergarteners to understand and answer.

Comprehension Mini-Lesson

OBJECTIVE:	Sequence events in a story (LA.K-2.RL.4)
ACTIVITY:	Sequencing

Teach/Model

Teach according to DLG, *Marisol McDonald Doesn't Match*, pp. 65-66.

Guided Practice

Teach according to DLG, *Marisol McDonald Doesn't Match*, pp. 66-67.

Independent Practice

Teach according to DLG, *Marisol McDonald Doesn't Match*, p. 67.

Differentiated Kindergarten Activity:

- Students can be dismissed to Literacy Centers to work with *Sequencing Cards* (Appendix 2).

Differentiated First Grade Activity:

- Pair with Second Graders to work in collaborative groups.

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:	Generating Ideas for Writing (LA.K-2.W.10)
ACTIVITY:	How to Generate Ideas

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.

Say: Sometimes it's difficult to think of something to write about. We are going to talk this week about how to come up with ideas.

Read *The Reflection in Me* by Marc Colagiovanni.

Say: When you write, you can be the main character in your story. Think about something exciting that has happened to you and write about it. Be sure to use description words to tell the reader about yourself.

Differentiated Kindergarten Activity:

- Students will go through the same process, but the product can be a picture of what the activity or the topic is with sounds, words, and sentences with the help of a partner or teacher.

DAY 2

Word Study

Vocabulary

OBJECTIVE:	Use concept words that imply sets and subsets (LA.K-1.L.4, LA.2.L.5)
ACTIVITY:	Sets and Subsets

Anchor Text Vocabulary Words:

1. burrito 2. cursive 3. polkadots 4. Spanish	1. a flour tortilla rolled or folded around a filling 2. written or formed with the strokes of the letters joined together 3. a series of dots that make a pattern especially on fabric 4. the language of Spain and of the countries colonized by Spaniards
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Teach according to DLG, Marisol McDonald Doesn't Match, p. 69.

Differentiated Kindergarten Activity:

- Add pictures to the chart so students can help generate words in sets and subsets.

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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Grammar Mini-Lesson

OBJECTIVE:	Identify and use possessive pronouns (LA.K-2.L.1)
ACTIVITY:	Whose Is It?

Teach/Model/Guided Practice

Teach according to DLG, Marisol McDonald Doesn't Match, pp. 71-72.

Independent Practice

Teach according to DLG, Marisol McDonald Doesn't Match, p. 72.

Differentiated Kindergarten and First Grade Activity:

- Use *Pronoun Matching Fun!* (Appendix 2) to lead the students in a collaborative activity.
- Students will cut out each pronoun card and wait for instructions.
- Read each sentence below.
 - She likes to play with dolls.
 - He likes to play with trucks.
 - They are going to the park.
 - It is soft and cuddly.
 - We are having fun together.
- Students will listen to the pronoun read in each sentence and then paste the correct pronoun from the sentence under the appropriate picture.

Vocabulary

OBJECTIVE:	Use concept words that imply sets and subsets (LA.K-1.L.4, LA.2.L.5)
ACTIVITY:	Introduce Academic Vocabulary/Review Anchor Text Vocabulary

Academic Vocabulary Words:

<ol style="list-style-type: none"> 1. evidence 2. feelings 3. imply 4. sequence 	<ol style="list-style-type: none"> 1. something that furnishes proof 2. a state of mind; general emotional condition 3. to express indirectly; suggest rather than say plainly 4. the order in which things are or should be connected, related, or dated
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Teach according to DLG, *Marisol McDonald Doesn't Match*, pp. 72-73.

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

OBJECTIVE:	Recount or describe key ideas in a text read aloud (LA.K-2.SL.2)
ACTIVITY:	Describing Key Ideas

Teach according to DLG, Marisol McDonald Doesn't Match, pp. 74-75.

Comprehension Mini-Lesson

OBJECTIVE:	Sequence events in a story (LA.K-2.RL.4)
ACTIVITY:	Beginning, Middle, Ending

Teach/Model

Teach according to DLG, Marisol McDonald Doesn't Match, pp. 75-76.

Guided Practice

Teach according to DLG, Marisol McDonald Doesn't Match, pp. 76-77.

Independent Practice

Teach according to DLG, Marisol McDonald Doesn't Match, p. 77.

Differentiated Kindergarten Activity:

- Use the printable *Beginning, Middle, End Story Map* (Appendix 2). Students will draw and color something that happened in the beginning, middle, and end of *The Last Stop on Market Street*.

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:	Generating Ideas for Writing (LA.K-2.W.10)
ACTIVITY:	Generate Ideas for Writing

Teach/Model/Practice

Read *Chester's Masterpiece* by Melanie Watt.

Ask: How did Chester get ideas to start his book? How can this help you decide what to write about? Send students back to their seats to make a list of what they might want to write about or continue working on a previously started story.

Differentiated Kindergarten Activity:

- Students will go through the same process, but the product can be a picture of what the activity or the topic is with sounds, words, and sentences with the help of the partner and teacher.

DAY 4

Word Study

Vocabulary

OBJECTIVE:	Use concept words that imply sets and subsets (LA.K-1.L.4, LA.2.L.5)
ACTIVITY:	Dictionary Author/Review Anchor Text Vocabulary

Academic Vocabulary Words:

<ol style="list-style-type: none">1. evidence2. feelings3. imply4. sequence	<ol style="list-style-type: none">1. something that furnishes proof2. a state of mind; general emotional condition3. to express indirectly; suggest rather than say plainly4. the order in which things are or should be connected, related, or dated
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Teach according to DLG, Marisol McDonald Doesn't Match, p. 79.

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)
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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 and use possessive pronouns (LA.K-2.L.1)
ACTIVITY:	Identify and Use Possessive Pronouns

Teach/Model/Practice

Teach according to DLG, *Marisol McDonald Doesn't Match*, p. 79.

- Use remaining time to work on writing. Challenge students to use possessive pronouns in their writing.
- 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

OBJECTIVE:	Use concept words that imply sets and subsets (LA.K-1.L.4, LA.2.L.5)
ACTIVITY:	Weekly Vocabulary Assessments

Anchor Text Vocabulary Words:

<ol style="list-style-type: none"> 1. burrito 2. cursive 3. polkadots 4. Spanish 	<ol style="list-style-type: none"> 1. a flour tortilla rolled or folded around a filling 2. written or formed with the strokes of the letters joined together 3. a series of dots that make a pattern especially on fabric 4. the language of Spain and of the countries colonized by Spaniards
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Teach according to DLG, *Marisol McDonald Doesn't Match*, p. 82.

Differentiated Kindergarten Activity:

- Use Week 3 Kindergarten *Vocabulary Assessment* (Appendix 1).

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:	Recount or describe key ideas in a text read aloud (LA.K-2.SL.2)
ACTIVITY:	Ask and Answer Questions

Teach according to DLG, Marisol McDonald Doesn't Match, pp. 83-84.

Comprehension Mini-Lesson

OBJECTIVE:	Sequence story events (LA.K-2.RL.4)
ACTIVITY:	Sequence The Last Stop on Market Street

Teach/Model

Teach according to DLG, Marisol McDonald Doesn't Match, p. 84.

Guided Practice

Teach according to DLG, Marisol McDonald Doesn't Match, pp. 84-85.

Independent Practice

Teach according to DLG, Marisol McDonald Doesn't Match, p. 85.

Differentiated Kindergarten Activity:

- Students may choose to draw pictures in three to four squares if they're not able to remember six events in order.

Differentiated First Grade Activity:

- Students may choose to draw pictures in four to five squares if they're not able to remember six events in order.

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.