

Vocabulary

OBJECTIVE:	Identify and use nouns that end in -er, -or, and -ar (LA.K-2.RF.1 , LA.K-1.L.3, LA.2.L.4)
ACTIVITY:	Introduce Anchor Text Vocabulary

Anchor Text Vocabulary Words:

1. driver	one who drives
2. messenger	one who bears a message or does an errand
3. preacher	one who preaches
4. rider	one who rides

Teach according to the DLG, *Charlie Horse*, p. 58.

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](#)) 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:	Provide descriptions with key ideas (LA.K-2.SL.2)
ACTIVITY:	Describe a Character: Model

Teach according to the DLG, Charlie Horse, pp. 59-60.

Comprehension Mini-Lesson

OBJECTIVE:	Describe rhythm and meaning in a song (LA.K-2.RL.5)
ACTIVITY:	Song Analysis—Part 1

Teach/Model

Teach according to DLG, Charlie Horse, p. 61.

Guided Practice

Teach according to DLG, Charlie Horse, p. 61.

Independent Practice

Teach according to DLG, Charlie Horse, p. 61

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:	Drafting a free verse poem(LA.K-2. W.1)
ACTIVITY:	Drafting a Free Verse Poem

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.

Read an assortment of children’s poetry such as: *Where the Sidewalk Ends* by Shel Silverstein or *Pizza, Pigs, and Poetry* by Jack Prelutsky.

Teach according to the DLG, Charlie Horse, pp. 62-63.

Differentiated Kindergarten and First Grade Activity:

- Work collaboratively as a class.

DAY 2

Word Study

Vocabulary

OBJECTIVE:	Identify and use nouns that end in -er, -or, and -ar LA.K-2.RF.1 , LA.K-1.L.3, LA.2.L.4
ACTIVITY:	Words in Context

Anchor Text Vocabulary Words:

1. driver	one who drives
2. messenger	one who bears a message or does an errand
3. preacher	one who preaches
4. rider	one who rides

Teach according to the DLG, Charlie Horse, p. 63.

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:	Identify formal and informal uses of English (LA.2.L.3)
ACTIVITY:	Formal or Informal—Part 1

Teach/Model Practice

Teach according to the DLG, Charlie Horse, pp. 65-66.

DAY 3

Word Study

Vocabulary

OBJECTIVE:	Identify and use nouns that end in -er, -or, and -ar (LA.K-2.RF.1 , LA.K-1.L.3, LA.2.L.4)
ACTIVITY:	Introduce Academic Vocabulary/Review Anchor Text Vocabulary

Academic Vocabulary Words:

1. conclusion	the last part of something
2. investigate	to study by close examination and systematic inquiry
3. modifier	a word (usually an adjective or adverb) or group of words used with another word to clarify, describe, or limit its meaning
4. significant	having much importance

Teach according to the DLG, Charlie Horse, p. 66.

Differentiated Kindergarten Activity:

- Students get their vocabulary word cards and 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:	Provide descriptions with key ideas (LA.K-2.SL.2)
ACTIVITY:	Describe a Character: Practice

Teach according to the DLG, *Charlie Horse*, pp. 67-68.

Differentiated Kindergarten Activity:

- Students will use *My Character is...* printable (Appendix 2).

Comprehension Mini-Lesson

OBJECTIVE:	Describe rhythm and meaning in a song (LA.K-2.RL.5)
ACTIVITY:	Song Analysis - Part 2

Teach/Model

Teach according to the DLG, *Charlie Horse*, p. 68.

Guided Practice

Teach according to the DLG, *Charlie Horse*, p. 68.

Independent Practice

Teach according to the DLG, *Charlie Horse*, p. 68.

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 response poem(LA.K-2.W.1)
ACTIVITY:	Drafting a Response Poem

Teach/Model/Practice

Teach according to the DLG, Charlie Horse, pp. 69-70.

Differentiated Kindergarten Activity:

- Work collaboratively to write a class poem.

DAY 4

Word Study

Vocabulary

OBJECTIVE:	Identify and use nouns that end in -er, -or, and -ar (LA.K-2.RF.1 , LA.K-1.L.3, LA.2.L.4)
ACTIVITY:	Dictionary Author/Review Anchor Text Vocabulary

Academic Vocabulary Words:

1. conclusion	the last part of something
2. investigate	to study by close examination and systematic inquiry
3. modifier	a word (usually an adjective or adverb) or group of words used with another word to clarify, describe, or limit its meaning
4. significant	having much importance

Teach according to the DLG, Charlie Horse, p. 70.

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)
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DAY 4

Writing Workshop

Grammar Mini-Lesson

OBJECTIVE:	Identify formal and informal uses of English (LA.2.L.3)
ACTIVITY:	Identify formal and informal uses of English

Teach/Model/Practice

Teach according to the DLG, Charlie Horse, p. 72.

Differentiated Kindergarten Activity:

- Kindergarten will participate in whole group class discussions. Students will then come to the teacher table and use the printable *Formal or Informal* (Appendix B) to discuss the difference between formal and informal language.

Differentiated First Grade Activity:

- First grade will work collaboratively in pairs or small groups to complete the printable *Formal or Informal* (Appendix B).

Vocabulary

OBJECTIVE:	Identify and use nouns that end in -er, -or, and -ar LA.K-2.RE.1 , LA.K-1.L.3, LA.2.L.4
ACTIVITY:	Weekly Vocabulary Assessment

Anchor Text Vocabulary Words:

1. driver	one who drives
2. messenger	one who bears a message or does an errand
3. preacher	one who preaches
4. rider	one who rides

Teach according to the DLG, Charlie Horse, p. 73.

Differentiated Kindergarten Activity:

- Use Week 3 Kindergarten Vocabulary Assessment (Appendix 1).
- Teacher will say vocabulary words aloud twice after instructing the students to circle the picture that best represents the word.

Phonological Awareness/Phonics/Spelling

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

Shared Read Aloud

OBJECTIVE:	Provide descriptions with key ideas (LA.K-2.SL.2)
ACTIVITY:	Describe a Character: Practice

Teach according to the DLG, Charlie Horse, p. 74.

Differentiated Kindergarten Activity:

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

Comprehension Mini-Lesson

OBJECTIVE:	Describe rhythm and meaning in a song (LA.K-2.RL.5)
ACTIVITY:	Song Analysis—Part 3

Teach/Model

Teach according to the DLG, Charlie Horse, pp. 74-75.

Guided Practice

Teach according to the DLG, Charlie Horse, pp. 74-75.

Independent Practice

Teach according to the DLG, Charlie Horse, pp. 74-75.

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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DAY 5

Writing Workshop

Author's Chair and Wrap-up

OBJECTIVE:	
ACTIVITY:	Author's Chair

Sharing Writing

Students may share writing from the week.