

Vocabulary

OBJECTIVE:	Identify and apply new meaning for familiar words with prefixes pre- and un- (LA.K-2.L.3); Meaning of words (LA.K-2.RI.4)
ACTIVITY:	Introduce Anchor Text Vocabulary Words

Anchor Text Vocabulary Words:

1. preform	to form or shape beforehand
2. preschool	a school for children too young for Kindergarten
3. unhappy	not cheerful or glad
4. unnamed	not named or not identified by name

Teach according to the DLG, Helen Keller, p. 34.

Differentiated Kindergarten Activity:

- Use the printable *Kindergarten Week 2 Day 1 Vocabulary Words* (Appendix 1).
- Read aloud the words preform, preschool, unhappy, and unnamed, and have Kindergarten students echo each word.
- Discuss the meaning of each word and identify what part of the word, pre- and un-, changes the meaning of the root word.
- Have students cut their words apart and save them for the week's activities.

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 the 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:	Add visual displays to descriptions when appropriate. (LA.K-1.SL.5) Create digital recordings. (LA.2.SL.5)
ACTIVITY:	Add an Illustration

Teach according to the DLG, Helen Keller, pp. 36-37.

Differentiated Kindergarten Activity:

- Kindergarten students should be grouped with first and second grade students for this activity. The teacher should circulate and encourage participation from all students.

Comprehension Mini-Lesson

OBJECTIVE:	Retell stories, including key details. (LA.K-1.RL.2) Retell stories from diverse cultures. (LA.2.RL.2)
ACTIVITY:	Retelling Diverse Stories - Part 1

Teach according to the DLG, Helen Keller, pp.37-38.

Teach/Model

Differentiated Kindergarten Activity:

- Choose to read *Mufaro's Beautiful Daughters* by John Steptoe. It has a simple plot with clear and relatable themes of kindness and fairness, so Kindergarten students can easily retell the story. Choose this book to read aloud to the whole group. Several free online read-aloud versions are available if a hard copy is unavailable.

Guided Practice

Differentiated Kindergarten Activity:

- Teach Kindergarten students to retell stories by using their fingers to mark key events.
- Encourage them to focus on the story's **beginning**, **middle**, and **end**.
- Beginning:** Identify the who, where, and the problem.
- Middle:** Identify what happens next or how the problem develops.
- End:** Identify how the problem is solved and how the story ends.
- Reinforce the importance of using key details to make the retelling clear and complete.

Independent Practice

Differentiated Kindergarten Activity:

- Kindergarten students will draw a scene from the book that reflects the lesson or the moral of the story.

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)

Writing Mini-Lesson

OBJECTIVE:	Write a story response essay. (LA.K-2.W.1)
ACTIVITY:	Planning a Response Essay

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 this lesson here, instead of the DLG:

- Use DLG, Helen Keller, pp. 39-40 as a guide to plan a response essay about a book.
- Use *Mufaro's Beautiful Daughters* by John Steptoe as a model to formulate your response about the book on chart paper or board to display in front of students.
- Say: Writers, today we will learn about planning a response essay. Many people write reviews of books after they read them; some for newspapers, some for magazines, but most for online bookstores like Amazon and Barnes & Noble. These are opinions or statements of feelings they have about a topic with which others may or may not agree.
- Use the graphic organizer *Response Essay Prewriting* (Appendix B). Remind students about their opinion writing last week on the book *Helen Keller: Courage in the Dark* by J. Hurwitz.
- Say: Writers, today we're going to make a plan so that our opinion writing will be stronger by adding **another reason** so that it can be more convincing. But first, we will plan our response. This is also called prewriting. When we do prewriting, it's like getting ready to draw a picture. Writers use graphic organizers to help jot down their ideas first. Before writing our story, we must think about what we want to say. Using this graphic organizer, I will model why I like the book (Appendix B). I will write:

Top Center Box: Opinion: I love the book *Mufaro's Beautiful Daughters* by John Steptoe.

Left Box: Reason #1: The princess is kind.

Left Bottom Box: - Nyasha, -old woman, -shares with her sister

Right Box: Reason #2: It has a happy ending.

Writers, can you help me find evidence from the book supporting my reason?

(Pause for student response)

Yes!

Right Bottom Box: -Nyasha becomes a princess -father is happy -king is happy

- Ask students to share titles of their favorite books to write on the board. Tell students to choose a book different from last week's.
- Send students to complete the *Response Essay: Prewriting organizer* (Appendix B).
- Leave the chart paper on the board as a model.
- Over the week, encourage first and second grade students to finish their prewriting organizers.

Differentiated Kindergarten Activity:

- Each Kindergarten student can take their favorite book to their desk to start their piece. Tell students that they can use the book to copy the title. Make sure they choose a book different from last week's. If two students choose the same book, they can sit together to write the beginning of the piece and to copy the title. Students can start their work with I love (and copy the book's title). They might write simple sentences, or the teacher might help them to stretch their writing out during conferencing. This is only the pre-writing, so they do not need complete sentences.
- Circulate and conference with students.
- At the end of writing time, if time permits, have students share in small groups or call on students to share which books they're writing an opinion about. Clap and cheer for each student who shares.

DAY 2

Word Study

Vocabulary

OBJECTIVE:	Identify and apply new meaning for familiar words with prefixes pre- and un- (LA.K-1.L.3)
ACTIVITY:	Prefixes

Anchor Text Vocabulary Words:

1. preform	to form or shape beforehand
2. preschool	a school for children too young for Kindergarten
3. unhappy	not cheerful or glad
4. unnamed	not named or not identified by name

Teach according to DLG, Helen Keller, pp. 40-41.

Use this part here, instead of the last bullet in the DLG:

- Instead of creating clues for the anchor text Vocabulary Words, have students focus on the word preform.
- To support students in vocabulary development, explain the meaning of preform using manipulatives such as blocks, modeling dough, clay, or pipe cleaners.
Blocks: Before you build a house or a castle, you can preform the blocks by stacking them in a straight line for the walls
Modeling dough or clay: Before you make a heart shape, you can preform the dough/clay into a small ball first.
Pipe cleaners: Before you make a butterfly, you can preform the pipe cleaners into two circles for wings.
- Preform is to form or shape beforehand. It's a step where something is shaped or formed before it becomes the final thing.
- Allow some time for students to preform and share their plan for their final product.

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 and use contractions. (LA.K-2.L.1.2)
ACTIVITY:	Contractions - Part 1

Teach/Model Practice

Teach according to the DLG, Helen Keller, pp. 42-43.

Differentiated Kindergarten and First Grade Activity:

- Kindergarten and first grade students may participate in the lesson but are not required to be assessed on their use of contractions. Teachers may instruct students to return to their writing from the previous day and continue working on their piece.
- Kindergarten students may use this time to trace their vocabulary words on their word cards.

Vocabulary

OBJECTIVE:	Identify and apply new meaning for familiar words with prefixes pre- and un- (LA.K-1.L.3)
ACTIVITY:	Introduce Academic Vocabulary/Review Anchor Text Vocabulary

Academic Vocabulary Words:

1. analyze	to study carefully to understand how things work or how they are connected
2. apply	to put to use
3. recount	to tell about; to relate in detail
4. represent	to present a picture, image, or likeness of

Teach according to DLG, Helen Keller, pp. 43-44.

Differentiated Kindergarten Activity:

- Students will use 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.

Shared Read Aloud

OBJECTIVE:	Add visual displays to descriptions when appropriate. (LA.K-1.SL.5) Create digital recordings. (LA.2.SL.5)
ACTIVITY:	Find the Right Image

Teach according to DLG, Helen Keller, pp. 44-45.

Comprehension Mini-Lesson

OBJECTIVE:	Retell stories, including key details. (LA.K-1.RL.2) Retell stories from diverse cultures. (LA.2.RL.2)
ACTIVITY:	Retelling Diverse Stories - Part 2

Teach/Model

Teach according to DLG, Helen Keller, pp. 45-46.

Guided Practice

Teach according to DLG, Helen Keller, pp. 46.

Differentiated Kindergarten Activity:

- Have Kindergarten students retell the story using their fingers to mark key events.
- They should focus on the **beginning**, **middle**, and **end** of the story.
- **Beginning:** Identify the who, where, and the problem.
- **Middle:** Identify what happens next or how the problem develops.
- **End:** Identify how the problem is solved and how the story ends.
- Remind students that when they retell a story, they must share the key details in the order they happened. Using the correct order helps make their retelling clear and complete.

Independent Practice

Teach according to DLG, Helen Keller, pp. 46.

Differentiated Kindergarten Activity:

- Kindergarten students will draw a scene from the book that reflects the lesson or moral of the story in their journals.

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 story response essay. (LA.K-2.W.1)
ACTIVITY:	Include Examples from the Text

Teach/Model/Practice

Teach according to the DLG, Helen Keller, p. 47.

Differentiated Kindergarten Activity:

- Students will choose a book and write in their journals:
 - I love (book title)
 - Reason #1: Students should provide one reason why they love the book.
 - Draw a picture or copy a quote from the book to support why the student loves the book.

DAY 4

Word Study

Vocabulary

OBJECTIVE:	Identify and apply new meaning for familiar words with prefixes pre- and un- (LA.K-2.L.3)
ACTIVITY:	Assess Academic Vocabulary /Review Anchor Text Vocabulary

Academic Vocabulary Words:

1. analyze	to study carefully to understand how things work or how they are connected
2. apply	to put to use
3. recount	to tell about; to relate in detail
4. represent	to present a picture, image, or likeness of

Teach according to the DLG, Helen Keller, p. 48-49.

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 and use contractions. (LA.K-2.L.2)
ACTIVITY:	Contractions - Part 2

Teach/Model/Practice

Teach according to DLG, Helen Keller, p. 50.

Differentiated Kindergarten Activity:

- Send students to work in writing centers or continue with their writing journals instead of working with contractions.
- As you circulate and conference, work with Kindergarten students to check if students' examples from their text match their reasons.

DAY 5

Word Study

Vocabulary

OBJECTIVE:	Identify and apply new meaning for familiar words with prefixes pre- and un- (LA.K-1.L.3)
ACTIVITY:	Weekly Vocabulary Assessment

Anchor Text Vocabulary Words:

1. preform	to form or shape beforehand
2. preschool	a school for children too young for Kindergarten
3. unhappy	not cheerful or glad
4. unnamed	not named or not identified by name

Teach according to the DLG, Helen Keller, p. 51.

Differentiated Kindergarten Activity:

- Distribute the printable *Kindergarten Week 2 Vocabulary Assessment* (Appendix 3).
- Instruct students to match the vocabulary word with the correct picture.

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:	Add visual displays to descriptions when appropriate. (LA.K-1.SL.5) Create digital recordings. (LA.2.SL.5)
ACTIVITY:	Show and Tell Illustrations

Teach according to the DLG, Helen Keller, p. 52.

- Create small groups that include students from each grade level.

Differentiated Kindergarten Activity:

- Have Kindergarten students dictate descriptions of their illustrations to older students, who will write down their words.

Comprehension Mini-Lesson

OBJECTIVE:	Retell stories, including key details. (LA.K-1.RL.2) Retell stories from diverse cultures. (LA.2.RL.2)
ACTIVITY:	Retelling Diverse Stories - Part 3

Teach/Model

Teach according to the DLG, Helen Keller, p 53.

Guided Practice

Differentiated Kindergarten Activity:

- Kindergarten students should practice retelling the story using their fingers to sequence events from beginning to end. Encourage them to deepen their thinking by identifying whether the main character changes in the book.

Independent Practice

Differentiated Kindergarten Activity:

- They should engage in center time activities during this time.

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:	Wrap Up, Publish, Share
ACTIVITY:	Share Response Essay with evidence

Sharing Writing

- Have students take turns sharing their opinion pieces with the class. Before speaking, remind each student to look at their audience. Encourage them to speak clearly and convince the listeners why they love the book.
- Students in the audience will listen closely and respond using one of the following sentence starters:

"I like..."
"I remember..."
"I wonder..."
- After each student shares, lead the class in a round of applause and thank them for presenting.