

End-of-Year Vocabulary

Teach according to the DLG, Helen Keller, pp. 82-83.

Differentiated Kindergarten Activity:

- Students will take the printable *End-of-Year Vocabulary Acquisition Assessment Kindergarten* (Appendix 3). This is an oral assessment. Read the bold vocabulary word aloud to the student. The student will listen and circle the picture that matches the word.

Differentiated First Grade Activity:

- Use DLG, Helen Keller, p. 83, last Vocabulary's bullet as a guide.
- Focus only on *Grade 2 Vocabulary Assessment* (Appendix C).
- First grade students will take the same *Grade 2 Vocabulary Assessment* (Appendix C).

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.

End-of-Year Grammar

Teach according to the DLG, Helen Keller, pp. 84-86.

Differentiated Kindergarten Activity:

- Kindergarten students will take the printable *End-of-Year Grammar Assessment Kindergarten* (Appendix 3).

Differentiated First Grade Activity:

- First Grade students will take the printable *End-of-Year Grammar Assessment First Grade* (Appendix 3).

Comprehension Mini-Lesson

OBJECTIVE:	Choose literature that reflects the teachings of God's Word. (LA.K-1.RL.12, LA.2.RL.13)
ACTIVITY:	Close Reading Day 1

Teach according to the DLG, Helen Keller, pp. 84-86.

Differentiated Kindergarten Activity:

- Kindergarten students will listen to the story and their classmates' discussion. As they listen, they will draw any pictures that come to mind. Provide blank paper and crayons. Once they have finished drawing, they can color their pictures.

Differentiated First Grade Activity:

- First grade students can join second grade students during discussions about the book, *Ada's Violin: The Story of the Recycled Orchestra of Paraguay* by Susan Hood.

Guided Reading

Teach according to the DLG, Helen Keller, p. 87.

- Use this time to administer the final benchmark running record for all grades.

DAY 1

Reading Workshop Small-Group

Independent Reading/Literacy Centers

OBJECTIVE:	Choose literature that reflects the teachings of God's Word. (LA.K-1.RL.12, LA.2.RL.13)
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Independent Practice

Use this lesson here.

- Use *Ada's Violin: The Story of the Recycled Orchestra of Paraguay* as a model to reflect on the teaching of God's Word.
- Tell students that there were several parts of the story where God was present or made Himself known.
- Students should write about the connections in their reading journals and reflect on what His impact meant to one person, the community, or the world.
- Remind students to use evidence from the book to show examples on how God was present in the story.

Differentiated Kindergarten Activity:

- Tell Kindergarten students to look at their drawings.
- Allow more time to add more color to their drawings.
- They should choose one drawing that shows a moment when God was present or made Himself known in the story. The teacher may need to guide them at first to help them recognize where God shows up.
- Allow them to share that moment in their small groups.

DAY 1

Writing Workshop

Writing Mini-Lesson

OBJECTIVE:	Edit a response essay. (LA.K-2.W.1)
ACTIVITY:	Edit Your 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.

Teach according to the DLG, Helen Keller, pp. 87-88.

Differentiated Kindergarten Activity:

- Review the process and purpose of editing.
- Kindergarten students can use the *Response Essay Editing Checklist* (Appendix B).
- Adapt the *Response Essay Peer Editing Checklist* (Appendix B) before Kindergarten partners with a peer.
- Suggestion: Use only the first five editing lines for Kindergarten.

DAY 2

Word Study

Vocabulary

OBJECTIVE:	
ACTIVITY:	End-of-Year Assessment: Vocabulary Acquisition

Teach according to the DLG, Helen Keller, p. 89.

Differentiated Kindergarten Activity:

- Kindergarten students will take the printable Kindergarten *End-of-Year Vocabulary Acquisition Assessment* (Appendix 3).
- The teacher will read aloud each question along with the multiple-choice answers.

Differentiated First Grade Activity:

- First grade students will take the printable First Grade *End-of-Year Vocabulary Acquisition Assessment* (Appendix 3).
- The teacher may read each question aloud and its multiple-choice answers as needed.

Phonological Awareness/Phonics/Spelling

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

DAY 2

Reading Workshop Whole-Group

End-of-Year Assessment

This time may be used for completing end-of-year assessments or reading activities as needed.

DAY 2

Reading Workshop Small-Group

End-of-Year Assessment

This time may be used for completing End-of-Year Benchmark Assessment: Running Reading Record.

Independent Reading/Literacy Centers

OBJECTIVE:	Choose literature that reflects the teachings of God's Word. (LA.K-1.RL.12, LA.2.RL.13)
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DAY 2

Writing Workshop

Writing Mini Lesson/Grammar Mini Lesson/ Independent Writing

OBJECTIVE:	
ACTIVITY:	End-of-Year Benchmark Writing Assessment

Teach according to the DLG, Helen Keller, pp. 90-91.

Differentiated Kindergarten Activity:

- Kindergarten students can take the same assessment. Kindergarten students will need lined paper that is developmentally appropriate for their writing level.

DAY 3

Word Study

Vocabulary

This time may be used for completing end-of-year assessment as needed.

Phonological Awareness/ Phonics/Spelling

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

DAY 3

Reading Workshop Whole-Group

Shared Read Aloud/Comprehension Mini Lesson

OBJECTIVE:	
ACTIVITY:	Close Reading Day 2

Teach according to the DLG, Helen Keller, pp. 92-93.

DAY 3

Reading Workshop Small-Group

Guided Reading

This time may be used for completing End-of-Year Benchmark Assessment: Running Reading Record.

Independent Reading/Literacy Centers

OBJECTIVE:	Choose literature that reflects the teachings of God's Word. (LA.K-1.RL.12, LA.2.RL.13)
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DAY 3

Writing Workshop

Writing Mini-Lesson

OBJECTIVE:	Publish a response essay. (LA.K-2.W.1)
ACTIVITY:	Get Published!

Teach/Model/Practice

Teach according to the DLG, Helen Keller, pp. 93-94.

DAY 4

Word Study

Vocabulary

This time may be used for completing end-of-year assessments as needed.

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

This time may be used for completing end-of-year assessments or reading activities as needed.

DAY 4

Reading Workshop Small-Group

Guided Reading

This time may be used for completing End-of-Year Benchmark Assessment: Running Reading Record.

Independent Reading/Literacy Centers

OBJECTIVE:

Choose literature that reflects the teachings of God's Word. (LA.K-1.RL.12, LA.2.RL.13)

DAY 4

Writing Workshop

Grammar Mini-Lesson/Independent Writing

This time may be used for completing end-of-year assessments or writing activities as needed.

DAY 5

Word Study

Vocabulary

This time may be used for completing end-of-year assessments as needed.

Phonological Awareness/Phonics/Spelling

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

DAY 5

Reading Workshop Whole-Group

Shared Read Aloud/Comprehension Mini-Lesson

OBJECTIVE:	
ACTIVITY:	Close Reading Day 3

Teach according to the DLG, *Helen Keller*, pp. 95-96

Differentiated Kindergarten and First Grade Activity:

- In small groups or in pairs, Kindergarten and first grade students will work together to discuss selected questions from the DLG, *Helen Keller*, pp. 95–96. The teacher will select developmentally appropriate questions for each grade level to ensure meaningful engagement and comprehension for all students.
- **Extension Activities:** If time permits, Kindergarten and first-grade students are encouraged to watch the suggested YouTube video (Appendix E). After viewing, students can write or draw their reflections in their journals. They should also make a text-to-text connection by considering: How does the video relate to the book?

DAY 5

Reading Workshop Small-Group

Guided Reading

This time may be used for completing End-of-Year Benchmark Assessment: Running Reading Record.

Independent Reading/Literacy Centers

OBJECTIVE:	Choose literature that reflects the teachings of God's Word. (LA.K-1.RL.12, LA.2.RL.13)
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DAY 5

Writing Workshop

Writing Mini-Lesson/Grammar Mini-Lesson/ Independent Writing

This time may be used for completing end-of-year assessment or writing activities as needed.