



## Tutorial Guide: Day 2 on Reading Street: Primary Grades

### Program Description

Reading Street is a Pre-K through Grade 6 reading program designed to help teachers build readers by using engaging literature, research-based instruction, and a wealth of teaching tools.

Examples from Grade 1, Unit 1 (*Animals, Tame and Wild*), Week 3 highlight the second day in a week of instruction in the primary grades.

### Helpful Resources

The following are key items referred to in the tutorial:

- Teacher's Edition
- Sound Spelling Cards
- Big Book: *A Kid's Best Friend*
- Decodable Reader: *Can Do*
- Student Edition
- Tested Word Cards
- *Sing with Me Big Book*
- Tested Word Cards

These resources are also listed under "Materials" in the Day at a Glance at the beginning of the day's instruction.

### Morning Warm-Up

Begin the reading and language arts block with the Morning Warm-Up. Read the message with students and discuss the Question of the Day: *Do you know a dog that is a helper?* Also review the previously taught Amazing Words *faithful* and *exercise* by having students tell about a faithful pet or discuss ways that dogs get exercise.

### Reading

The reading instruction for the primary grades includes:

- Oral Language
- Word Work
- Comprehension
- Vocabulary
- Fluency

It takes about 90 to 120 minutes to complete.

### Oral Language

The reading instruction begins with oral language development. First, students will be introduced to the Amazing Words for the day: *danger* and *serve*. If students lack background knowledge about the concept of animals and how they help people, use the Oral Vocabulary Routine to teach the Amazing Words. The Oral Vocabulary Routine is located behind the Differentiated Instruction tab at the back of the Teacher's Edition.

**Share Literature**

After teaching the Amazing Words, use the Big Book story for the week to engage students in a shared literature experience. In this example, read and discuss the various ways that dogs can help people.

**Phonemic Awareness**

On Day 2, teach and model the second target phonics skill of the week: in this example, plural words that have an –s ending. To help students make connections between letters and the sounds they make, first guide them through a phonemic awareness activity. Have them practice saying the sounds in the words *dog* and *dogs*, or *cat* and *cats*, so they hear how the sound of each word changes when an *s* is added to it.

**Word Work**

Word work is included in each day of instruction. Using the target skill of the day, teach, model, practice, and sort or build words. Spelling and group time activities will also be taught in this segment of instruction.

**Blending Strategy Routine**

The Blending Strategy Routine is used to teach and model skills. The routine includes four steps: Connect, Model, Group Practice, and Review. In the following example, look at the process to teach students how to blend plural words that have an –s ending.

**Connect**

First, write *cat* on the board. Explain that students can read the word *cat* and that it means one cat. Tell students that today they will learn about words that mean more than one.

**Model**

Then, add *s* to the end of *cat*. Explain that adding *s* to the end of a word changes its meaning to indicate more than one. The *s* stands for the /s/ sound.

**Group Practice**

Next, practice blending the word *cats* with students and continue with additional words like *hams*, *maps*, *tabs*, *sacks*, and *hills*.

**Review**

Finally, ask students what they know about reading the words and review the concepts.

## Sort Words

After students are taught how to blend plural words that have an -s ending, have them practice reading and sorting words that mean one or more than one.

Write the words shown below on the board or on an overhead transparency and call on students to read them. Have them tell if the word means one or more than one, and then add it to the chart.

| One | More Than One |
|-----|---------------|
| kid | kids          |
| mat | mats          |
| pot | pots          |
| hat | hats          |
| job | jobs          |
| fin | fins          |



For additional practice or homework, assign the related page in Practice Book 1.1.

To monitor students' progress, check their word reading by having them read the list of words found in the Teacher's Edition under Monitoring Progress.

## Spelling

Each week's target phonics skill is connected to the spelling instruction. For example, this week's spelling word list includes a short *o* word with a vowel-consonant, consonant-vowel-consonant, or consonant-vowel-consonant-consonant spelling pattern.

On Day 1, students will take a pretest and complete the page in their Spelling Practice Books for homework.

Remember that the weekly spelling word list is connected to one of the weekly target phonics skills, in this example, short *o* words.

On Day 2, students will practice spelling words with short *o* vowel sounds. Dictate the three sentences found in the Teacher's Edition under Write Dictation Sentences to students. Students can also use their Word Wall to help them spell high-frequency words.

Assign the related page in the Spelling Practice Book for additional practice or homework.

## Small Group Plan

Students break into small groups for instruction that is more focused on meeting their individual needs. Reading Street provides a daily Small Group Plan for students who are identified in the following groups:

- On-Level
- Strategic Intervention
- Advanced

Place English Language Learners in one of these three reading groups based upon their ability to read in English.

## Group Time

The Group Time chart shows which pages to turn to for the small group lesson plan. It has a description for small group reading for On-Level, Strategic Intervention, and Advanced students.

The lesson plans for the Strategic Intervention and Advanced groups are found in the back of the Teacher's Edition behind the Differentiated Instruction tab.

While working with small groups, assign the Independent Activities to the rest of the class.

## On-Level

Take a closer look at what small group instruction looks like for the On-Level students. On Day 2, students will practice the week's target phonics skills using a Decodable Reader. For example, with the Decodable Reader *Can Do*, students practice reading plural words that have an *-s* ending as well as the high-frequency words *one, two, three, four, and we*. These high-frequency words can be displayed on a Word Wall.

Students will also use the Oral Rereading Routine to practice reading with fluency.

## Strategic Intervention

The students in the Strategic Intervention group are also going to read the same Decodable Reader as the On-Level group to practice the week's target phonics skills and high-frequency words. First, revisit the phonemic awareness and phonics skills to provide reteaching and support. Scaffold the instruction for *Can Do* before reading by reviewing the plural words that have an *-s* ending and other decodable story words. Students will also use the Oral Rereading Routine to practice reading for fluency.

## Advanced

The instructional plan for Advanced students will build upon the whole group instruction and provide them with an opportunity to extend their understanding of the unit's concepts and target skills.

Students practice reading more challenging plural words that have an *-s* ending, like *wishes*, *umbrellas*, and *tadpoles*.

The Advanced students will also self-select trade books or Leveled Readers to read independently.

To extend their understanding of the unit concepts through inquiry, students will begin to investigate their selected reading materials and compare their selections

## High-Frequency Words

After small group time, bring students back together as a whole group to work on high-frequency words. Have students turn to the appropriate page in their student editions. Use the Nondecodable Words Routine to help students read the high-frequency words.

Have students read aloud from the Read the Words section of their textbooks. Then, add the high-frequency words to the Word Wall.

For additional practice or homework, assign the related page in Practice Book 1.1.

## Language Arts

Language arts instruction includes:

- Shared Writing
- Speaking and Listening

It will take about 20 to 30 minutes to complete.

Students can be transitioned from reading skills to writing or grammar skills with the Daily Fix-It Transparencies. Each day, display two sentences and work together as a class to fix the mistakes.

**Interactive Writing**

On Day 2, students will have a chance to share the pen and apply their knowledge of sound-spelling relationships through Interactive Writing. Use the appropriate Big Book (in this example, *A Kid's Best Friend*). Discuss ways that dogs help people. Have students brainstorm sentences that tell what animals do to help people. Write the sentences on the board or chart paper. Say the words, draw out the sounds, and ask students to name the letters in those words. Students can also write the sentences on their own papers.

**Grammar**

As part of their grammar lesson, students will continue to work on identifying action parts of sentences.

Gather some pictures of animals helping people and write sentences that tell what the animal is doing. Students can practice identifying the action parts of these sentences.

Assign the related page in the Grammar and Writing Practice Book for additional practice or homework.

**Speaking and Listening**

The final part of the lesson plan for Day 2 is Speaking and Listening. Teach students what it looks like to be a good listener. As the chart of good listening behaviors is displayed, discuss and model these behaviors. Then, assign students to small groups and have them practice being good listeners as they talk about the day's topic: animal helpers.

**Wrap Up Your Day**

Wrap up the day by reviewing what the students have learned. Review high-frequency words and plural words that have an -s ending, and ask questions related to the day's Big Book story. Finally, preview what students will learn on Day 3.

**Review**

This tutorial looked at primary instruction in Day 2 with Reading Street.

The second day of instruction includes the Morning Warm-Up; reading instruction with oral language and word work, spelling, group time, and high-frequency words; and the language arts instruction with interactive writing, grammar, and speaking and listening.

There will be differences between the units as the year progresses.