



Tutorial Guide: Day 3 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 third 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
- Big Book: *A Kid's Best Friend*
- Letter Tiles
- Graphic Organizer Flip Chart: Work an Ox Does on a Farm
- Vocabulary Transparencies
- Student Edition
- Background Building Audio CD
- *Sing with Me Big Book*
- Phonics Songs and Rhymes Chart: Animal Jobs
- Grammar Transparencies

Some of 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: *Why can't a real ox cook or shop?* Short *o* words may also be reviewed during Morning Warm-Up by having students identify those words in the message.

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

Begin by reading the Big Book *A Kid's Best Friend* again with students. Review the elements of nonfiction and build oral vocabulary as students discuss how dogs help people through friendship. The Amazing Words *serve* and *snuggle* will be taught through the discussion about *A Kid's Best Friend*. If students lack background knowledge about the concept of animals and how they help people, use the Oral Vocabulary Routine located behind the Differentiated Instruction tab at the back of the Teacher's Edition.

Phonemic Awareness

The target phonics skills of the week are short *o* words and plural words that end with the letter *s*. Have students practice blending and segmenting words like *dots*, *locks*, *mops*, *jobs*, and *rods*. Students will say the individual sounds in the words as they write each letter and then blend the sounds to say the word.

Word Work

Word work includes activities for phonemic awareness, phonics, and spelling.

Students practice reading short *o* words and plural words that end with the letter *s*. Use the Fluent Word Reading Routine to model what to do with new words.

Then, using the Phonics Songs and Rhymes Chart *Animal Jobs*, students can practice reading words while they sing about animal jobs. Begin by previewing the text and calling on students to read the short *o* and plural words that end with the letter *s* in the text.

For additional practice, students will also sort words into two categories: those that have the short *o* vowel sound and those that do not have the short *o* vowel sound.

Spelling

Short *o* words will also be reinforced in the spelling activity. Draw boxes to show the shapes of the letters in *hop* and *ox*, and then have the students copy the shapes. Students will practice saying the words and will write a letter in each of the boxes they drew.

Assign the related page in the Spelling Practice Book for homework.

Build Background

On Day 3, students will begin to read the main selection *The Big Blue Ox*. Prepare students to read by building background. They can listen to the *Background Building Audio CD* and then discuss what they learned about the work an ox does on a farm. Students can also build background by adding their ideas and responses to a web or to the Graphic Organizer Flip Chart.

Vocabulary

Introduce the selection vocabulary words and review high-frequency words before students read the selection. Use the related Vocabulary Transparency to teach and review these words. Monitor student progress by checking students' reading of high-frequency words. Point to these words on the Word Wall and have students read them individually.

Comprehension

Before reading the main selection, review the comprehension skills character and setting, and introduce the comprehension strategy visualizing. To help the students apply these skills and strategies as they read, have them do the following:

- Discover what the story is about and what the characters say, do, and feel
- Look for clues about where the story takes place
- Make pictures in their mind about the characters
- Picture where and when the story takes place
- Picture what is happening

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

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

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

On-Level

Review some prereading strategies with students in the On-Level group. Have them preview the story and make some predictions. Discuss the genre of animal fantasy with the students to help them understand that the story is make-believe. Set the purpose for reading by asking them what they would like to find out about the character Ox as they read.

Use the teacher notes in the Teacher's Edition to ask questions and guide their comprehension as they read.

Think and Share

Use the Think and Share feature in the related pages of the Student Edition to guide a conversation about the selection.

Ask students to use the retelling strip at the bottom of these pages to retell the story. Have students complete the Look Back and Write through a shared writing activity.

Strategic Intervention

The students in the Strategic Intervention group are also going to read *The Big Blue Ox*. Students will revisit the phonemic awareness and phonics skills. Reteach blending and segmenting phonemes as well as short *o* words and plural words ending with the letter *s*.

Then, students will read the Strategic Intervention Decodable Reader *On Top* to practice the target phonics skills.

Before reading the main selection, have students practice reading these words from the story: *mud, off, town, wigs, and sack*.

Have the students read *The Big Blue Ox* using the teacher notes, guiding questions, and Think Alouds in the Teacher's Edition.

If students have difficulty reading, they can listen to the AudioText, a few pages can be read to them before they read independently, or they can partner read.

Advanced

The instructional plan for Advanced students will allow them to read with more independence and apply their comprehension skills. The students read sections of the text silently followed by teacher guidance and discussion.

They'll also complete a graphic organizer to identify the character and setting and sequence the events in the story. Ask students to work on this individually, or use the Graphic Organizer Flip Chart to complete it as a group.

Students will also continue to work on their inquiry project of comparing selections about animal friends.

Fluency

After small group time, bring students back together as a whole group to work on fluency. Using the appropriate page from the *The Big Blue Ox*, model reading at an appropriate pace. Students should follow along, and then practice reading the page of the story aloud.

Another option is to use the Echo Reading Routine to practice rereading for fluency. Choose additional passages from *The Big Blue Ox* to read aloud to students. Then, have students practice reading the same passages aloud and provide them with feedback.

Vocabulary

Focus on expanding the selection vocabulary by discussing synonyms for the words *big* or *huge*. Students will learn that they mean almost the same thing. Then, they'll use these words to complete sentences on the board.

A great way to conclude the activity is to complete a web where students brainstorm words that mean almost the same thing as *large, huge, or big*.

Language Arts

Language arts instruction includes:

- Shared Writing
- Speaking and Listening

It will take about 20 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.

Writing Trait of the Week

On Day 3, introduce the Writing Trait of the Week: Sentences. First, model how a sentence tells a complete idea. For example, share the sentence *Mom and Pop have a big blue ox*. The first part of the sentence, or naming part, tells who the sentence is about: Mom and Pop. The second part of the sentence, or action part, tells what Mom and Pop do: have a big blue ox.

Grammar

Students will then practice developing parts of sentences into complete ideas. This practice continues through the grammar lesson, in which students make sentences come alive by adding action parts to sentences.

For additional practice or homework, assign the related Grammar and Writing Practice Book.

Wrap Up Your Day

Wrap up the day by reviewing what the students learned. First, review character and setting from *The Big Blue Ox*. Then, have children recall that they can visualize pictures from the story to help them understand as they read. Also discuss the Past/Present T-chart. Finally, preview what students will learn on Day 4.

Review

This tutorial looked at an example of the third day of instruction with Reading Street in the primary grades.

The third day of instruction includes the Morning Warm-Up; reading instruction with oral language, word work, group time, comprehension, vocabulary, and fluency; and language arts instruction with the Trait of the Week and grammar.

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