



## Tutorial Guide: Day 4 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 fourth 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
- Read Aloud Anthology
- Tested Word Cards
- Student Edition
- *Sing with Me Big Book*
- Decodable Reader

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: *How can animals help in present times?* Review short *o* words by having students identify those words in the Morning Warm-Up.

### 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 reading instruction with oral language development. To help students develop an understanding of the Amazing Words *enormous* and *powerful*, read *Paul Bunyan and Babe* in the Read Aloud Anthology. If students have trouble understanding these terms, use the Oral Vocabulary Routine located behind the Differentiated Instruction tab in the back of the Teacher's Edition.

**Phonemic Awareness**

Next, review the phonemic awareness skill of isolating initial and final sounds. This is only the third week of Reading Street instruction in first grade, so students will benefit from some extra practice with letter and sound relationships.

Begin with the word *ox* from the Read Aloud *Paul Bunyan and Babe*. Then, have students identify the initial and final sounds in other simple words.

**Word Work**

On Day 4, involve students in lots of practice and review with word work. To review high-frequency words, play a game called *Shake It*. Write the words *get*, *help*, and *use* on separate cards. Put them in a container, shake it, and spill out the cards. Have students take turns reading the cards that land print-side up.

Students will also practice reading and building short *i* and final *x* words.

For additional practice or homework, students can work on the related pages in Practice Book 1.1.

**Spelling**

Students will practice the target phonics skill of the week by writing words with short *o* vowels as part of their spelling lesson. Assign the related page in the students' Spelling Practice Books for homework.

**Small Group Plan**

After spelling, it's time to break into small groups for more focused instruction. Reading Street provides a daily Small Group Plan for On-Level, Strategic Intervention, and Advanced students.

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

**Group Time**

The Group Time chart indicates where to find 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**

On Day 4, students will read the paired selection *They Can Help*. Before reading, review prereading strategies with students. Have them preview the story and make some predictions and discuss the structure of nonfiction text.

Then, as students read, use the teacher notes to ask questions and guide their comprehension.

**Think and Share**

When students finish reading the selection, use the Think and Share feature in the related pages of the Student Edition to guide a conversation about the selection.

Students can 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 in which students suggest ideas and the teacher writes on the board or chart paper.

**Strategic Intervention**

The students in the Strategic Intervention group are also going to read *They Can Help*. Students will first revisit the phonemic awareness and phonics skills. Reteach isolating initial and final sounds in words as words with short *i* vowels and the final *x* sound are reviewed.

Students will read Strategic Intervention Decodable Reader 2 *Kim Did* to practice reading these decodable story words. These words have short *i* vowel sounds or the final *x* sound.

Have students read the Paired Selection *They Can Help*. Use the teacher notes from the Teacher's Edition to help with the instruction.

**Advanced**

Advanced students will read *They Can Help* silently. Use these questions to guide a discussion and extend their vocabulary after reading.

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 related pages of *The Big Blue Ox*, model reading with an appropriate pace.

Use the Choral Reading Routine to practice re-reading for fluency.

**Language Arts**

Language arts instruction includes:

- Shared Writing
- Speaking and Listening

It will take about 20–30 minutes to complete.

**Writing Across the Curriculum**

All week long, students have been working on writing sentences. On Day 4, have the entire class participate in Share the Pen by creating a caption for a drawing about a helping animal of past times.

**Grammar**

As part of their grammar lesson, students will continue to practice identifying action parts of sentences. For additional practice or homework, assign the related page in the Grammar and Writing Practice Book.

**Wrap Up Your Day**

Wrap up Day 4 by reviewing fluency. Then remind students what they read and preview what they will learn tomorrow.

**Review**

This tutorial provides an example of the fourth day of instruction with Reading Street in the primary grades.

The fourth 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 Writing Across the Curriculum and grammar.

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

As the end of the week with Reading Street nears, it is easy to see how the instruction in each area of reading and language arts builds upon the previous day's lesson. Notice that there are opportunities to review skills taught in previous weeks. This focus on weekly target skills combined with a spiral review of skills helps build successful readers.