



Tutorial Guide: Day 1 on Reading Street: Kindergarten

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 Unit 1 (*All Together Now*) Week 3 highlight the first day in a week of instruction for kindergarten.

Helpful Resources

The following are key items referred to in the tutorial:

- Teacher's Edition
- Student Edition
- Talk with Me, Sing with Me Chart
- AudioText CD
- Decodable Reader 2
- Big Book: *Plaidypus Lost*
- Trade Book: *Fix It Duck*
- Sing with Me/Background Building Audio CD
- Picture Cards and Alphabet Cards
- Daily Fix-It Transparency #3

Calendar/ Message Board

Begin the reading and language arts block with the Calendar Activity and Message Board. Use the Message Board to introduce and discuss the Question of the Week. In this example, the Question of the Week is *How do families cooperate?* The discussion helps students make connections between the selections they are reading and the unit concept.

Preview Your Week

Each unit provides a preview of the topics targeted during instruction. Students talk, sing, read, and write about families that cooperate to develop target skills like letter recognition and comprehension.

Weekly Plan

The Weekly Plan in the Teacher's Edition maps out the instruction and identifies specific resources needed to complete instruction for the entire week. It also includes skills that are targeted in the week's instruction, which are identified throughout the text with a red bull's-eye.

Reading

The reading instruction for kindergarten includes:

- Oral Language
- Vocabulary
- Comprehension
- Word Work

It takes about 60 to 90 minutes to complete.

**Oral Language/
Vocabulary**

The example for this week's main reading selection is *Plaidypus Lost*. This story is about a girl who loses her toy platypus. Get started by using the Talk with Me, Sing with Me chart to help students learn about a platypus and what it looks like. The Sing with Me/Background Building Audio CD can also be used as students sing the song that goes along with the story.

This week's Amazing Words, which students will use throughout the week, will also be introduced in this segment.

**Comprehension—
Shared Reading**

The Shared Reading Routine can be used to read and discuss the main selection with students. On Day 1, preview the story and make some predictions before reading the whole book.

At this point, the week's target comprehension skill, sequencing, is introduced. To teach sequencing, define the skill for the students. As students are shown the sequence of events from the Big Book, have them practice answering questions with the appropriate Think Aloud. Students can also practice sequencing with a previously read story, such as *Fix It Duck*.

Word Work

Every day of instruction includes word work. The daily lesson has activities for phonological awareness and letter recognition. Letter recognition includes instruction on introducing letter names, preparing students to read, and handwriting.

**Phonological/Phonemic
Awareness**

The first four weeks of word work instruction focus on phonological awareness and letter recognition. Sound discrimination and letter names will be introduced. High-frequency words will also be addressed. These skills are the prerequisites for phonemic awareness and phonics, which are taught at the beginning of Week 5.

**Introduce Sound
Discrimination**

Students will listen for words that begin with the same sounds. Display the picture cards for the lesson and say the words together as a class. After repeating the words together, students can identify the words that begin with the same sound. They can also practice with other sets of picture cards, such as *cap*, *man*, and *cat*.

High-Frequency Words

Introduce the high-frequency words before adding them to the Word Wall.

Letter Recognition

The next segment of word work is letter recognition. This lesson introduces students to letter names and prepares them to read and participate in small group reading activities.

Introduce Letter Name To introduce letter names, show one of the week’s target letters to students using the alphabet cards and see if they recognize it and can name it.

After naming the letter, have students look through the weekly story for uppercase and lowercase letters that are located at the beginning, middle, or end of words in the story. Letters that have been taught in previous lessons can also be reviewed.

Monitoring Student Progress To monitor students’ progress, check their letter naming by randomly writing several uppercase and lowercase letters. Write the letters on the board and ask students to name the letters as they are pointed out.

Students can also complete the related assignment in their Practice Book for homework or classwork.

Small Group Plan Break students 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, Advanced, and ELL 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.

On-Level In this example, the On-Level students will review the high-frequency words *I* and *am* as they practice reading the Decodable Reader *Am I?* Using the Small Group Reading Routine, model fluent reading of each page and then have students chorally read each page. Then, students will read aloud one page on their own. As students reread, listen and provide them feedback and support.

Strategic Intervention The students in the Strategic Intervention group are going to get more practice with phonological awareness and letter recognition skills. Then, they will read the Listen to Me Reader, which in this example is *Look Around*. Students can follow along in the story with their fingers as it is read out loud to them. Be sure to reread the book several times, giving each student the opportunity to take turns reading a page.

Advanced

Advanced students will be able to read with more independence during their small group time. After building background for the Independent Leveled Reader *Pam*, have students take turns reading pages from the story. Model reading with fluency and have students practice reading aloud with a partner.

Language Arts

Language arts 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.

Shared Writing

On Day 1, language arts begins with a shared writing experience. While looking at the cover of the weekly story (in this example, *Plaidypus Lost*), have students brainstorm words that describe what Plaidypus looks like. Write this sentence frame on the board and have students take turns completing it. Have the students dictate or write a word to complete their sentence on their own paper and draw a picture about their sentence.

Speaking and Listening

Students will also practice listening for rhyme and rhythm. Sing the song and have students share the rhyming words they hear.

Wrap Up Your Day

Wrap up the day's instruction by reviewing what students learned.

The review in this example includes oral language, comprehension, and grammar. Homework for the day will be identified and the Family Times Newsletter will be sent home. The next day's instruction can also be previewed.

Extend Your Day

If the school offers a full day of kindergarten, the reading and language arts instruction can be extended. These Extend Your Day activities are found at the end of each day of instruction in the Teacher's Edition.

Review

This tutorial looked at an example of the first day of instruction with Reading Street for kindergarten.

The first day of instruction includes the following:

- Calendar and the Message Board
- Reading instruction that focuses on oral language, vocabulary, comprehension, and word work
- Language arts instruction that includes shared writing and speaking and listening activities

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