



## Tutorial Guide: Day 2 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 second day in a week of instruction for kindergarten.

### Helpful Resources

The tutorial refers to the following Unit 1 materials:

- Teacher's Edition
- Big Book: *Plaidypus Lost*
- Talk with Me, Sing with Me Chart
- AudioText CD
- Phonics Story in the Practice Book: *Little Me*
- Daily Fix-It Transparency #3
- Trade Book: *Fix It Duck*
- Sing with Me/Background Building Audio CD
- Alphabet Cards

### 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 Day: *How can I help my parents?* This question can also be used to review the high-frequency word *I*.

### 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

Reading begins with oral language. This segment helps to build students' background knowledge and develop their language so they can understand and talk about the reading selections and unit concepts.

This week's selection, *Plaidypus Lost*, is about a girl who loses her toy platypus. Use the Talk with Me, Sing with Me chart to develop oral vocabulary while focusing on the Amazing Words.

Use the Sing with Me/Background Building Audio CD as students listen for the Amazing Words or sing the song *Purple Platypus*.

Use the Oral Vocabulary Routine to teach students about the Amazing Words.

**Comprehension—  
Shared Reading**

The Shared Reading Routine can be used to read and discuss the main selection with students. On Day 2, reread the main selection using the shared reading notes to engage students in a conversation about the story.

Monitor student progress in retelling by using the Retelling Scoring Rubric. This week assess the Strategic Intervention students. Have students use pictures in *Plaidypus Lost* to retell the story.

**Word Work**

Every day of instruction includes Word Work. The daily lesson has activities for phonological awareness and letter recognition.

**Phonological  
Awareness**

Display the Phonics Songs and Rhymes Chart 3. Play the Phonics Songs and Rhymes Audio CD or sing the song *Oh My! Oh No!* to the tune of *Rock-a-Bye Baby*.

**Letter Recognition**

Using the alphabet card for *Pp*, introduce one of the week’s target letters to students. After naming the letter, students will look at the Phonics Songs and Rhymes Chart to find the word that has the letter in it.

**Monitor Student  
Progress**

To monitor students’ progress, check their letter naming by randomly writing words *Pat, pink, pen, Pam,* and *Cap* on the board. Have the students say a word and point to the letter *p* in a word. Write the letters on the board and ask students to name the letters as they are pointed out.

Review the names of previously taught letters with the alphabet cards.

**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

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, 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** On-Level students will review the high-frequency words as they practice reading the phonics story *Little Me*. The phonics stories can be found in the students' Practice Books. Use the Small Group Reading Routine to model fluent reading, followed by choral reading, individual reading, and rereading aloud with feedback.

**Strategic Intervention** The students in the Strategic Intervention group are also going to read the phonics story *Little Me*. Additional support and practice with phonological awareness and letter recognition skills should be given before reading the story.

**Advanced** Advanced students will build upon the whole group instruction and the instructional plan provides them with an opportunity to extend their understanding of the unit's target skills. Students will have more challenging practice with letter recognition and high-frequency words, as well as instruction with more difficult rebus words.

Students will also apply these target skills as they read *The Little Toys*. The Small Group Reading Routine can be used to model fluent reading, followed by choral reading, individual reading, and rereading aloud with feedback.

## Language Arts

Language arts includes:

- Shared Writing
- Speaking and Listening

It will take about 20 minutes to complete.

Use of the Daily Fix-It Transparencies can help to transition students from reading skills to writing and grammar skills. Each day, display two sentences and work together as a class to fix the mistakes.

**Modeled Writing** On Day 2, language arts begins with a modeled writing experience. Students respond to the literature by naming places where the character in the story was lost and found. Model writing simple sentences on the board using their ideas.

**Speaking and Listening** Students will also practice listening as two of last week's amazing words are reviewed. Use the Talk with Me Chart and the Oral Vocabulary Routine to review these words.

**Wrap Up Your Day** Wrap up the day's instruction by reviewing what students learned.

The review in this example includes oral language, grammar, and homework ideas. 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 second day of instruction with Reading Street for kindergarten.

The second day of instruction includes the following:

- Calendar and 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.