



## Tutorial Guide: Day 3 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 third day in a week of instruction for kindergarten.

**Helpful Resources** The tutorial refers to the following Unit 1 materials:

- Teacher's Edition
- Student Edition
- Big Book: *Plaidypus Lost*
- Kindergarten Student Reader: *Cat and Dog Play Together*
- Talk with Me, Sing with Me Chart
- Sing with Me/Background Building Audio CD
- AudioText CD
- Calendar
- Picture Cards
- 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 do you help family members?* Review the letters *o* and *p* by having students find them in the message.

### Preview Your Week

There is a preview of the topics targeted in the instruction at the beginning of each unit. The week's instruction will focus on developing target skills like genre, letter recognition, and comprehension skills.

### Reading

The reading instruction for kindergarten includes:

- Oral Language
- Vocabulary
- Comprehension
- Word Work

It takes about 60 to 90 minutes to complete.

**Oral Language**

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

The week's main 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, focusing on the Amazing Words *lost* and *found*.

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

If time permits, use the Oral Vocabulary Routine to teach students about these Amazing Words.

**Comprehension—  
Shared Reading**

The Shared Reading Routine for Day 3 will involve a reread of the book *Plaidypus Lost*. Students can listen to the AudioText CD while the teacher turns the pages of the Big Book.

Use the illustrations in the story to review setting, sequencing, and oral language. Students will use the pictures to name where the story takes place, identify objects and actions, and tell what happened first, next, and last.

For additional work with sequencing, have students complete the related page in their Practice Book.

**Word Work**

Every day of instruction includes word work. The daily lesson has activities for phonological awareness, letter recognition, and high-frequency words.

**Phonological  
Awareness**

Have students continue to develop their phonological awareness by listening for words that begin with the same sound. Also, have them practice clapping and counting the syllables in words.

**Letter Recognition**

Using the alphabet card for *Qq*, introduce one of the week's target letters to students. Review the names of previously taught letters using the alphabet cards and introduce rebus words to students.

**High-Frequency Words**

To review and practice high-frequency words, have the students practice reading the words on cards and in the Kindergarten Student Reader *Cat and Dog Play Together*. Afterwards, monitor their progress by having individual students read the words.

## 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 read the Kindergarten Student Reader *Cat and Dog Play Together*. This story includes previously taught rebus and high-frequency words.

Use the Small Group Reading Routine to help students read the story. This routine includes modeling reading, choral reading, and individual reading.

## Strategic Intervention

The Strategic Intervention group will use the same Small Group Reading Routine as the On-Level students. Additional review and practice with distinguishing initial sounds and identifying letters, high-frequency words, and rebus words should be given before reading the story.

## Advanced

As the Advanced students read *Cat and Dog Play Together*, have them look for the rebus words.

Advanced students can also read with more independence. Provide feedback as they read. Ask students to reread the story orally three or four times and practice passages until they read them with few or no mistakes.

## Language Arts

Language arts includes:

- Shared Writing
- Speaking and Listening

It will take about 20 minutes to complete.

Students can also 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.

**Modeled Writing**

On Day 3, language arts instruction begins with modeled writing.

Review writing names using the picture cards. After displaying each picture card, have the students brainstorm possible names for the man, dog, and pig. Model writing the names beginning with uppercase letters.

Have the students write in response to the story *Plaidypus Lost*. Make a chart with students to show how the girl felt when she lost and then found Plaidypus. Have the students complete sentences to tell how they would feel. They can draw a picture under the sentence.

**Speaking and Listening**

End the language arts portion of the day with a listening activity. Have students listen to this rhyme and find the words with endings that sound alike. Then, clap the rhythm of the words as the rhyme is repeated with the students.

**Wrap Up Your Day**

Wrap up the day by reviewing what students learned. In this example, the review includes literature and grammar. Homework for the day will also be identified.

**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 third day of instruction with Reading Street for kindergarten.

The third 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.