



Tutorial Guide: Day 4 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 fourth 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
- Alphabet Cards
- Student Edition
- Decodable Reader: *The Little Toys*
- Sing with Me/Background Building Audio CD
- Calendar
- Trade Book: *Fix It Duck*

**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 at home?*

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 *market* and *groceries*.

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 4 provides students with an opportunity to apply this week's target comprehension skill—sequencing. After rereading *Plaidypus Lost* to students, have them tell what happens first, second, third, 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 rhyming words on the first page of *Plaidypus Lost*. Also, have them practice clapping and counting the syllables in words.

Letter Recognition

Using the alphabet card for *Rr*, 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.

To monitor students' progress with naming letters, write the letters on the board and point to them while having individual students name them. If students have trouble naming letters, they can practice tracing each letter several times while saying the letter name aloud.

High-Frequency Words

To review and practice high-frequency words, have the students practice reading the sentence *I am a little girl*. Afterwards, have students repeat the words after they're spoken.

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 Decodable Reader *The Little Toys* to practice reading high-frequency and rebus 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 phonological awareness, identifying letters, high-frequency words, and rebus words should be given before reading the story.

Advanced

As the Advanced students read the Independent Leveled Reader *Nick the Fix-It Man*, have them practice and apply this week's target comprehension skill of sequencing. This story supports and extends the unit theme of cooperation by telling how Nick helps others by fixing things.

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.

Interactive Writing

On Day 4, language arts instruction begins with interactive writing. Students will continue to practice using words that tell what people look like. First, brainstorm a list of words that would tell what the children would look like if they were just given a special toy. Then, write the sentence *I look ___* on the board. Each student can choose a word to complete the sentence. They students can write the sentence on their own paper and draw a picture of themselves with their special toy.

For additional practice, have students complete the related page in the Practice Book.

Speaking and Listening

End the language arts portion of the day with a listening activity. Have students listen to different nursery rhymes and find the words with the same endings. For example, use *Jack and Jill Went Up the Hill* or *Twinkle Twinkle Little Star*.

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 fourth day of instruction with Reading Street for kindergarten.

The fourth 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 interactive writing and speaking and listening activities.

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