



## Tutorial Guide: Day 5 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 fifth day in a week of instruction for kindergarten.

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

- Teacher's Edition
- Student Edition
- Student Reader: *Cat and Dog Play Together*
- Decodable Reader: *The Little Toys*
- Talk with Me, Sing with Me Chart
- Sing with Me/Background Building Audio CD
- Read Aloud Anthology
- Calendar
- Alphabet Cards
- Phonics story: *Little Me*

**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 families cooperate?*

**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.

Review this week's Amazing Words using the Talk with Me, Sing with Me Chart. Monitor students' progress by checking their understanding of the week's oral vocabulary. Write each Amazing Word on a card. After students draw a card, read it to them and have them use it in a sentence.

By building oral vocabulary each week, students will have the language they need to talk about the connections between what they read and the unit themes and concepts.

**Comprehension—  
Shared Reading**

The Day 5 Shared Reading experience gives students a chance to apply the week's target comprehension skill: sequencing. Read the poem *The Three Little Kittens*, located in the Read Aloud Anthology. Students can then say what happens first, next, and last in the poem. Use the blackline master in the Teacher's Edition to assess their sequencing skills. Have the students cut out the pictures and glue them on a piece of paper in the order that they happened.

**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**

First, have students discriminate initial sounds. Read the following sentence: *Many happy monkeys made money for millions of people*. Ask students to listen for words that begin with the same sound.

Next, write these sentences on the board:

- Barry built a beautiful big barn.
- Six sailors ate seaweed at the seashore.

Have students read the sentences aloud and practice identifying the words that begin with the same sound.

**Letter Recognition**

Using the alphabet card for *Ss*, 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 reread one of the following selections:

- *Cat and Dog Play Together*
- *The Little Toys*
- *Little Me*

**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

On Day 5, assess students for letter recognition. 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 assessment plan for each of the small groups. An alternative assessment for the Strategic Intervention students is found behind the Differentiated Instruction tab in the back of the Teacher's Edition.

**On-Level/Advanced**

The assessment plans for the On-Level and Advanced students are similar. First, check their letter recognition skills through a small group activity. As each of these alphabet cards is displayed, randomly hold one up and ask a child in the group to name it.

Then, assess individual students. Have the On-Level students name the letters using Sets A and B in the Teacher's Edition, and have Advanced students use Sets B and C.

**Strategic Intervention**

Check the Strategic Intervention students' letter recognition skills using the alphabet cards. Use the information provided in the Monitor Progress box to guide the assessment of individual students. If students cannot recognize the letters, use the reteaching lesson found behind the Differentiated Instruction tab located at the back of the Teacher's Edition. If they can name most of the letters, assess them using Sets A and B in the Teacher's Edition. If students can successfully name all of the letters, use Sets B and C to assess them individually.

**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.

## Shared Writing

On Day 5, students will continue to practice using words that describe the characters in the stories they read this week about animals.

First, have them think of words to describe the characters. Then, have them recall the stories. Next, ask them to tell about the events in the stories and ask them about the sequence of events.

Then, focus on the poem *The Three Little Kittens*. Have students describe the events.

Students can also draw three pictures to show something that happened in any of the week's stories. Help them by adding sentences to their papers.

## Speaking and Listening

End the language arts portion of the day with a listening activity. As the rhyme is read, have students identify the words in the rhyme. Repeat the verse and have students clap to the rhythm as well.

## Wrap Up Your Day

Wrap up the week by reviewing the entire week with the students. Review the letters by having students look around the room for words that have the letters they've learned. Ask children to choose their favorite part from *Plaidypus Lost* and talk about it. Then, review the high-frequency words. Another option is to preview what students will learn next week.

## 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 fifth day of instruction with Reading Street for kindergarten.

The fifth 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 interactive writing and speaking and listening activities

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