



Teaching Primary: Days 2–5

Introduction

This guide discusses the Reading Street and Calle de la Lectura for primary. It presents a typical week and focuses on Days 2–5 of instruction. It explains the materials, the Get Ready to Read, Read and Comprehend, and Language Arts, and how to incorporate Small Group Time.

The guide also discusses how to wrap up the week and assess on Day 5. Watch the tutorial Teaching Primary: Day 1 first on this Web site.

Days 2–4: Daily Routines

This is how much time is spent on each lesson in Days 2–5:

- Get Ready to Read for thirty to thirty-five minutes
- Small Group Time for twenty to thirty minutes
- Read and Comprehend for forty to forty-five minutes
- Language Arts and Wrap Up Your Day for twenty to twenty-five minutes

Each day of instruction includes some similarities. Every day starts with the Question of the Week. During Concept Talk, use the specified song from the Sing with Me Big Book to reinforce concepts.

Hablar del concepto



Pregunta de la semana

¿Qué aprendemos a medida que crecemos y cambiamos?

Establecer conceptos

Para reforzar los conceptos y enfocar la atención de los niños, dígalos canten "En mi línea cronológica" del superlibro Cantemos juntos. ¿Qué destreza aprenden los niños de la canción? (Montar en bicicleta).

 Cantemos juntos en audio CD

Presentar Palabras Asombrosas

Muestre el superlibro, *El Sr. George Baker*. Lea el título e identifique al autor. Explique que en el cuento, el autor usa las palabras **famoso** y **(me) halaga**. Pida a los niños que escuchen mientras lee el cuento para averiguar quién es famoso y lo que significa *halaga*.

Utilice la rutina de Vocabulario oral de la página siguiente para enseñar *famoso* y *(me) halaga*.



In addition, access the Concept Talk Video and Sing with Me Animation from the digital path. Continue to check the header on the lesson pages throughout the week for online activities that correspond to the instruction.

Further develop the Amazing Words introduced on Day 1 through explicit instruction using literature and the Oral Vocabulary Routine. Add ideas to the concept map created on Day 1 during Anchored Talk.

The decodable texts, routines, the Student Edition, or Reader’s and Writer’s Notebook are also available for practicing phonemic or phonological awareness and phonics skills throughout the week. Remember that the Don’t Wait Until Friday Monitor Progress boxes are available at point of use to check student understanding.

Day 2 The following focuses on the Get Ready to Read, Small Group Time, Read and Comprehend, and LA and Wrap Up Your Day lessons specific to Day 2.

Get Ready to Read On Day 2, review previously taught phonics skills. This lesson encourages Team Talk, where students work in pairs and take turns reading each of the sentences aloud.

After the phonics review, move onto spelling.

Small Group Time Just as in the instruction for Day 1, transition students into small groups after spelling. Follow the small group instructional plans for Day 2.

En grupos pequeños

DIA 2 Forme grupos pequeños después de la lección de ortografía y antes de la lección de comprensión.

<p>IE Intervención estratégica Con el maestro Página ED+13</p> <ul style="list-style-type: none"> • Conciencia fonológica y Fonética • Leer Libro de práctica de fonética 14B 	<p>AN Al nivel Con el maestro Páginas ED+17</p> <ul style="list-style-type: none"> • Fonética y Palabras de uso frecuente 	<p>A Avanzado Con el maestro Página ED+20</p> <ul style="list-style-type: none"> • Fonética y Comprensión • Leer Rubí, en su momento
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<p>Centros de práctica</p> <ul style="list-style-type: none"> • ¡Escuchemos! • Estructura de las palabras 	<p>Actividades independientes</p> <ul style="list-style-type: none"> • Lectura independiente/Registro de lecturas en Cuaderno de lecturas y escritores, p. D4 • Audiolibro de la selección principal
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In working with each small group, assign independent activities and practice station work to the other students. Students working independently can listen to the audio text of the Main Selection, play skills games on the digital path, work in their Reader’s and Writer’s Notebook, or read a self-selected text. The practice stations include Listen Up and Word Work.

Read and Comprehend When students return to whole group, teach the Read and Comprehend lesson. Begin with a High-Frequency Words lesson. Students practice reading new words aloud and complete Let’s Practice It! activities.

Next, introduce Story Words and the key vocabulary from the Main Selection. Then it is time for Vocabulary and modeling new words. Students practice this new vocabulary and complete an activity on their own.

After Vocabulary, build background for the Main Selection. Have students listen to the Background Building Audio CD and then lead them through activities that connect what they heard to what they will read in the Main Selection.

Day 2 is the first day of a Double Day Read. Practice the new comprehension skill and then introduce the target reading strategy. Students

use the Envision It! images in the Student Edition and online as a guide. Then introduce the genre, activate prior knowledge, and set a purpose for reading.



To make connections during the First Read, use the Guide Comprehension section across the top of the pages in the Teacher’s Edition. Complete a Comprehension Check before moving on to the Literary Text lesson.

<p>LA and Wrap Up Your Day</p>	<p>End instruction on Day 2 with Language Arts. Just like in Day 1, begin with Conventions, and then move on to writing. Next, present the Mini-Lesson and follow it with the Quick Write for Fluency Routine. Then, the lesson moves on to the Handwriting and Research and Inquiry. Finally, use Wrap Up Your Day to review the lessons and assign homework.</p> <p>Preview Day 3 by letting students know that they will reread the main selection.</p>
<p>Day 3</p>	<p>The following focuses on the Get Ready to Read, Small Group Time, Read and Comprehend, and LA and Wrap Up Your Day lessons specific to Day 3.</p>
<p>Get Ready to Read</p>	<p>Day 3 follows a routine similar to Days 1 and 2. After phonics, move on to Fluent Word Reading. Next, complete a Blend and Read activity. Finally, after the Spelling lesson is Small Group Time.</p>
<p>Small Group Time</p>	<p>On Day 3, read a leveled reader to students in their small groups. The Strategic Intervention group may benefit from reading the Concept Literacy Reader for to build further background, while the Advanced group may benefit from reading the Independent Reader for an additional challenge. While working with the small groups, the other students complete the usual independent activities. The practice stations on Day 3 include Read for Meaning and Let’s Write.</p>
<p>Read and Comprehend</p>	<p>Resume whole-group instruction with Read and Comprehend. As in Day 2, begin Read and Comprehend by covering High-Frequency and Story Words.</p> <p>Follow this instruction with the second part of the Double Day Read! For the Second Read, turn back to the Main Selection pages for Day 2. Use the Extend Thinking bar along across the bottom of the pages.</p>

After reading the Main Selection, do a Retelling activity. Use the information in the Don't Wait Until Friday box and in the sidebar to monitor student progress.

Then, students answer critical thinking questions. The first question relates to the student, the world, or another text; the next to the author's purpose; the third to the comprehension skill; the fourth to the target strategy; and the last one is a writing prompt. Read and Comprehend continues with a Model Fluency lesson. Use the Choral Reading Routine during Reread for Fluency.

LA and Wrap Up Your Day

Language Arts instruction follows the same pattern as the other days. Students practice grammar, write, and perhaps learn skills involving speaking and listening. Focus on developing Research and Inquiry skills. These activities are followed by Wrap Up Your Day.

Wrap Up Your Day

- ✓ **Phonics** List several words with syllables with *y* and *h*. Have children read each word and segment each word into syllables.
- ✓ **Fluency Write** ¿Esta pato es una de las más? ¿Alguna vez volver? Have the class reread the questions until they can do so with appropriate phrasing.

Vistazo al DÍA 5

Recuerdo a los niños que hoy escucharon sobre un cisne que pensaba que era un pato. Mariana volverán a escuchar sobre el mismo cisne.

Remind children that they heard about a swan that thought he was a duck. Tomorrow they will hear about the swan again.

Day 4

The following focuses on the Get Ready to Read, Small Group Time, Read and Comprehend, and LA and Wrap Up Your Day lessons specific to Day 4.

Get Ready to Read

Develop the question of the week, introduce Amazing Words, and add to the concept map during Anchored Talk. Next, teach Phonics, Fluent Word Reading, and Spelling before moving into Small Group Time.

Small Group Time

After preparing students to read, break students off into small groups. In addition to the usual independent activities, students working on their own may listen to the audio text of the Paired Selection. Day 4 practice station activities include Words to Know and Get Fluent.

Read and Comprehend

In Read and Comprehend, begin with a content area Reading activity. Use Let's Think About in the Student Edition to encourage reading strategies. Then, move on to Guide Comprehension, followed by a Fluency lesson. Use the Paired Reading Routine and the information in the Don't Wait Until Friday box to monitor fluency progress.

LA and Wrap Up Your Day

In Language Arts, students work on Conventions, Writing, and Research and Inquiry. The day ends with Wrap Up Your Day.

Day 5: Wrap Up Your Week

Day 5 is a special day, called Wrap Up Your Week. This day is for celebrating the concept, reviewing skills, and assessing student knowledge.

It requires some preparation work. Be sure to have the appropriate reproducible pages on hand to assess students.

The reproducibles are built into the Day 5 lessons. Also find additional forms, such as an observation checklist, in the Assessment Handbook.

At the start of the day, wrap up the concept. This is a brief, whole-class, oral-language experience. Then, review the Amazing Words. Continue to focus on oral language with the Oral Vocabulary activity. Use the suggestions in the It's Friday! box to monitor students' progress in acquiring oral vocabulary skills. Next, review phonics. During the Spelling Test, dictate the week's spelling words to the class.

Small Group Time

In Small Group Time, the students reread selections and readers from the week. The groups run about twenty to thirty minutes. Students working at practice stations complete the Read for Meaning and Words to Know stations. Digital independent activities include the Concept Talk Video.

Review & Assess

When students return to whole group, use a Listening and Speaking lesson to prepare them for the next grade. Then, teach vocabulary and fluency, followed by a review of comprehension, vocabulary, and other options.

Next, monitor students' progress for this week's skills and strategies. Use the individual assessment to get a clearer understanding of the student's progress. Then, return to review with Conventions and Writing.

Lead a lesson in Research and Inquiry before wrapping up the week by relating the Question of the Week to the skills and vocabulary learned. Be sure to celebrate the new Amazing Words and Ideas students learned up to this point. Review how the concept, skills, and vocabulary tied to the Double Day Read! and briefly preview next week's Question of the Week and Main Selection.

Review

This guide described the lesson features during a week of instruction. It explained that daily lessons are divided into Get Ready to Read, Read and Comprehend, and Language Arts. It showed how lessons are taught in whole- and small-group formats. The guide also reviewed the types of activities students complete independently or at a practice station while they are in small groups.

On Day 5, the Wrap Up Your Week day, teachers celebrate the concept, review skills, and assess student knowledge.