



## Teaching Primary: Day 1

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### Introduction

This guide discusses starting the week of instruction by focusing on lesson features, what to teach on Day 1, and how to incorporate small groups. This guide also covers aspects of the program specific to Grades 1 and 2.

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### Get Ready to Read

Turn to the red color-coded Get Ready to Read lesson pages.

On the first page for Day 1, there is a dashboard. A dashboard appears at the top of all lesson pages. The dashboard provides useful information that gives teachers a sense of the day's instruction, including the teaching focus, a time stamp, digital activities that enhance student learning and engagement, and grouping options.

On the left-hand page of Day 1, there are lesson objectives including Today at a Glance, Success Predictors, or a Skills Trace.

On the right-hand page of Day 1, find built-in professional development with ways to support diverse classes, reminders of words and routines, suggestions to enrich instruction, and room to add professional notes.

Start each day with the Question of the Week and follow the Routine: Activate Prior Knowledge.

**ROUTINE** Activate Prior Knowledge **Team Talk**

- 1 Think** Have children think for a minute about what they have learned as they have grown and changed.
- 2 Pair** Have pairs of children discuss the question.
- 3 Share** Have children share information and their ideas with the group. Remind them to ask questions to clarify information. Guide discussion and encourage elaboration with prompts such as: *What can you do now that you could not do when you were younger?*

To deepen student understanding of the concept, watch the Concept Talk video on the digital path or refer to the Concept Launch and Let's Talk About pages in the Student Edition. The Student Edition can be a teaching tool on its own: The built-in instruction, images, questions, and samples make it easy to use.

Anchored Talk and Amazing Words help develop oral language. Use the Let's Talk About pages of the Student Edition during Anchored Talk to guide discussion and create a concept map. Amazing Words expand and enhance students' vocabulary and understanding of the world. Students practice and reinforce the words through literature, ELL Posters, and the Sing with Me Big Book and Audio CD.

To teach phonemic awareness, teachers introduce, model, and guide practice. Students repeat and identify specific sounds with the Let's Listen For pages in the Student Edition.

Use the Sound-Spelling Cards and the phonics pages in the Student Edition where students blend words using built-in letter tiles. Students practice blending using Team Talk when they collaborate to read text or share ideas. Finally, students complete the corresponding phonics Reader's and Writer's Notebook page.

To help students practice these words and sounds, teachers read the Decodable Practice Reader found in the Decodable Reader Little Book or on the digital path. Pair students for reading, and listen as they decode. Students alternate reading aloud with their partner after each page. Have students retell the story to include characters, setting, and events. Then, have students locate different sounds within the text. Students also reread the text for fluency.

If students have difficulty segmenting, blending, or decoding words, there are built-in corrective feedback opportunities. Use the if-then statements and Don't Wait Until Friday boxes to monitor student progress.

**MONITOR PROGRESS** Check Word Reading Compound Words

Write the following words and have the class read them. Notice which children miss words during the group reading. Call on those individuals to read some of the words.

pigpen    quicksand    outside    treetops    gumball  
 sunset    sunlight    into    inside    nowhere  
 basketball    paperback    everything    jellyfish    understand

**Special Review**  
 Row 2 reviews high-frequency and selection words.  
 Row 3 reviews two-syllable words as part of compounds.

**If... children cannot blend compound words,**  
**then...** use the Small Group Time Strategic Intervention lesson, p. Di\*23, to reteach compound words. Continue to monitor children's progress using other instructional opportunities during the week. See the Skills Trace on p. 50c.

Day 1 Check Word Reading	Day 2 Check Word Reading	Day 3 Check High-Frequency Words/Retelling	Day 4 Check Oral Fluency	Day 5 Check Oral Vocabulary
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Academic Vocabulary includes words that students transfer to different genres and situations, such as compare and contrast. A Spelling Pretest includes words relating to the phonics skill or main selection.

## Small Groups

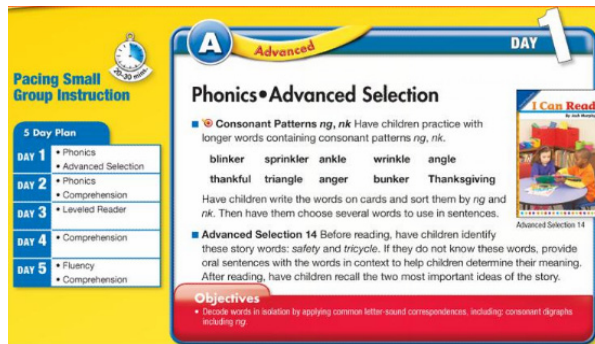
After the Spelling Pretest, break into small groups. To determine small groups, assign the Baseline Group tests or other forms of assessment, such as DIBELS. The levels of groups on Reading Street are Strategic Intervention, On-Level, and Advanced. Assess and regroup throughout the year to ensure that students receive instruction at their level.

Turn to the Assessment and Grouping pages in the unit front matter to learn more. To learn how to best meet the needs of all small groups, read the Differentiate Instruction on Reading Street section in First Stop.

While working with students in small groups, assign independent activities and assign work in practice stations to the other students. Students working independently can watch the Concept Talk Video and play skills games on the digital path, work in their Reader's and

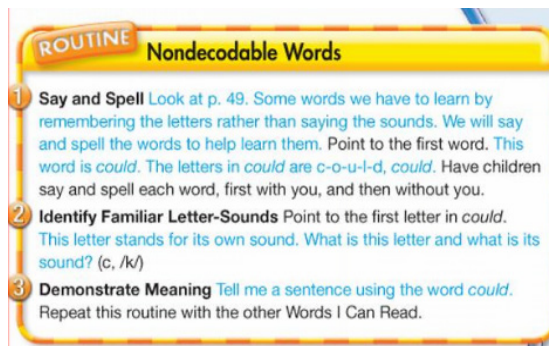
Writer’s Notebook, read a self-selected text, or write in a journal. The practice stations include Listen Up and Word Work.

In each small group, teachers reread the Decodable Practice Reader, which will vary for each group. For instance, students in the Advanced group can read the Advanced selection, which uses higher-level vocabulary. Find the small-group instruction on the yellow pages in back of the weekly lessons. Consider bookmarking these pages. Each small-group lesson takes approximately twenty to thirty minutes. If there is a shorter instructional week—for example, if there is a curriculum day—use the Pacing Small Group Plans to help modify lessons.



## Read and Comprehend

Return to whole-group instruction for the blue color-coded Read and Comprehend lesson. Start this thirty-minute segment by introducing high-frequency words using the Routine: Nondecodable Words.



Use the EnVision It! images in the Student Edition and animations on the digital path to develop comprehension skills. Practice listening comprehension with concept-related Read Alouds. Prepare students by using Think Alouds and graphic organizers.

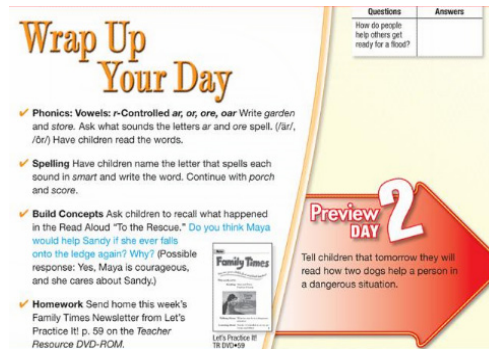
## Language Arts

Day 1 ends with twenty to twenty-five minutes of the orange color-coded Language Arts segment. Talk about conventions, write with students, and develop students’ research and inquiry skills. Use the mini-lesson to introduce this week’s writing topic and the Routine: Quick Write for Fluency for writing practice. In the sidebar, notice the Daily Fix-It for practicing conventions and editing. Also notice the built-in writing tips from Reading Street author Jeff Anderson, nicknamed the Write Guy.

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## Wrap Up Your Day

To end the day, use the Wrap Up Your Day section. This section reviews the day's objectives, suggests homework, and previews the next day.



The graphic for the 'Wrap Up Your Day' section features a yellow background with a red arrow pointing right. The title 'Wrap Up Your Day' is written in a large, stylized font. Below the title, there are four bullet points with checkmarks, each describing a different activity: Phonics, Spelling, Build Concepts, and Homework. To the right of the text is a small table with two columns: 'Questions' and 'Answers'. Below the table is a red arrow pointing right with the text 'Preview DAY 2' and a small illustration of a dog. At the bottom right, there is a small image of a newspaper titled 'The Family Times' and a small text box that says 'Let's Practice It! 18 DVD-9'.

Questions	Answers
How do people help others get ready for a flood?	

**Wrap Up Your Day**

- ✓ **Phonics: Vowels: r-Controlled ar, or, ore, oar** Write garden and store. Ask what sounds the letters ar and ore spell. (/ar/, /or/) Have children read the words.
- ✓ **Spelling** Have children name the letter that spells each sound in smart and write the word. Continue with porch and score.
- ✓ **Build Concepts** Ask children to recall what happened in the Read Aloud "To the Rescue." Do you think Maya would help Sandy if she ever falls onto the ledge again? Why? (Possible response: Yes, Maya is courageous, and she cares about Sandy.)
- ✓ **Homework** Send home this week's Family Times Newsletter from Let's Practice It! p. 99 on the Teacher Resource DVD-ROM.

**Preview DAY 2**

Tell children that tomorrow they will read how two dogs help a person in a dangerous situation.

**The Family Times**

Let's Practice It! 18 DVD-9

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## Grades 1 and 2 Specifics

The following are features specific to Grades 1 and 2.

Grade 1 starts with a kindergarten review unit. Use this to refresh students' understanding of letter recognition, handwriting, phonemic awareness, phonics, and high-frequency words. There are six Student Editions for Grade 1: one for each unit.

At the midpoint in Grade 2, lessons switch to the intermediate model of reading to learn rather than learning to read. Students transition from Get Ready to Read features like Let's Listen For to more Read and Comprehend features like Let's Think About.

There are two Student Editions for Grade 2: one for the first half of the year and another for the last half. The last week of instruction is a cumulative review of the first five weeks. Use this additional practice and structured support to maintain student understanding. Please view the Teaching Intermediate tutorials on this Web site to learn more.

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## Review

This guide discussed lesson features specific to Day 1 as well as other features seen throughout the week. It also explained how to teach daily lessons in whole and small groups as well as how instruction is broken down into three main segments: Get Ready to Read, Read and Comprehend, and Language Arts. Finally, this guide covered the areas of the program specific to Grades 1 and 2. To learn about Days 2–5, please watch the Teaching Primary: Days 2–5 tutorial on this Web site.