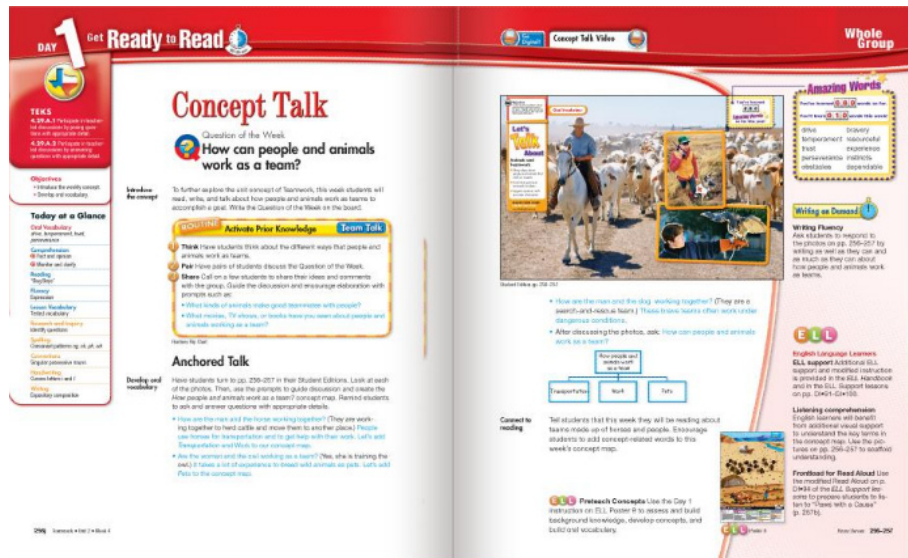




On the right page, find built-in professional development with ways to support a diverse class, reminders of words and routines, suggestions to enrich instruction, and room for teachers to add their own professional notes.



Next, examine Day 1 instruction. Start each day with the Question of the Week and follow the Routine for Activate Prior Knowledge.

Question of the Week

## How can people and animals work as a team?

To further explore the unit concept of Teamwork, this week students will read, write, and talk about how people and animals work as teams to accomplish a goal. Write the Question of the Week on the board.

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

- 1 **Think** Have students think about the different ways that people and animals work as teams.
- 2 **Pair** Have pairs of students discuss the Question of the Week.
- 3 **Share** Call on a few students to share their ideas and comments with the group. Guide the discussion and encourage elaboration with prompts such as:
  - What kinds of animals make good teammates with people?
  - What movies, TV shows, or books have you seen about people and animals working as a team?

Routines Flip Chart

To deepen student understanding of the concept, check out the Concept Talk video on the digital path or refer to 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 for students 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, concepts maps, and English language learners (ELL) posters.

If students have difficulty with Amazing Words, use the built-in corrective feedback opportunities. The if-then statements and Don't Wait Until Friday boxes help monitor student progress throughout the lesson.

---

## Read and Comprehend

Now, move on to the blue color-coded Read and Comprehend lesson. Start this thirty-minute segment by introducing the weekly skills and strategies. Use the EnVision It! images and animations, as well as the Think Alouds to model the skills and strategies.

Students follow along in their Student Editions and complete the corresponding activity in the Reader's and Writer's Notebook. Continue the lesson by modeling fluent reading and completing the Oral Rereading routine. Activate prior word knowledge for words from the main selection, also called Tested Vocabulary.

**Skill ↔ Strategy**  
Fact and Opinion  
Monitor and Clarify

**Introduce fact and opinion**  
Envision It!  
A statement of fact can be proved true or false. How can I verify that something is true? (look in a reference book, ask an expert, or use my own knowledge and experience) An opinion cannot be proved true or false. How can I identify a statement of opinion when reading? (look for clue words of a judgment or belief)  
Have students turn to p. EI•7 in the Student Edition to review fact and opinion. Then read "Bug Boys" with students.

**Model the skill**  
Think Aloud  
Today we're going to read about people who race horses. Have students follow along as you read the first paragraph of "Bug Boys." The first paragraph of "Bug Boys" has three statements of fact: jockeys ride horses, jockeys start out when they are young, and apprentice jockeys are called "bug boys." I can check in a reference book to verify that these statements are true. The last sentence says *Some people think*. When I see the word *think*, I know that this is a clue word of an opinion or judgment.

Fact and opinion  
Generalize  
Student Edition p. EI•7

Lastly, preteach Academic Vocabulary. These are words that students transfer to different genres and situations, such as fact and opinion. Students can enhance word knowledge by using the online vocabulary activities.


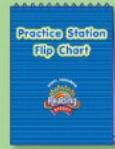
Before breaking into small groups to apply the skills, strategies, and vocabulary, complete the Research and Inquiry Language Arts activity. Discuss the Question of the Week and identify open-ended inquiry questions students can research online throughout the week.

---

## Small Groups

After formulating the inquiry questions, it is time for small groups. To determine each small group, 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. Teachers will assess and regroup throughout the year to ensure 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 small group needs, read the Differentiate Instruction on Reading Street section in First Stop.

<b>What do my other students do when I lead Small Groups?</b>	<b>Independent Activities</b>  <p>Assign these activities to practice this week's skills and strategies.</p>	Concept Talk Video <i>Reader's and Writer's Notebook</i> Online Games and Activities <b>Read Independently/Self-Selected Reading</b> Journal Writing
	<b>Leveled Practice Stations</b>  <ul style="list-style-type: none"> <li><span style="color: green;">●</span> Below</li> <li><span style="color: yellow;">▲</span> On-Level</li> <li><span style="color: blue;">■</span> Advanced</li> </ul>	Read for Meaning Station Get Fluent Station Word Work Station

As teachers work with students in small groups, they will assign independent activities and practice stations work to the other students. Students working independently can watch the Concept Talk video, 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 Get Fluent and Word Work.

In each small group, teachers will reinforce the concept and read a Leveled Reader. The instruction will vary for each group. For instance, students in the advanced group read an advanced selection, which uses higher-level vocabulary. Teachers can also find the small group instruction on the yellow pages in back of the weekly lessons, which teachers may want to bookmark. 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 the lessons.

## Language Arts

Day 1 ends with approximately thirty minutes of the orange color-coded Language Arts. Start with a Spelling Pretest. The spelling list includes word sounds, structure, and meaning. Next, talk about conventions, practice cursive, and write with students. Use the Mini-Lesson to introduce this week's writing topic and the Quick Write for Fluency Routine 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. Check the Writing on Reading Street guide for more details.

## 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.

## Grade 3

Grade 3 is different from the upper elementary grades.

In Grade 3, there is still emphasis on phonics. Lessons apply strategies such as blending and word parts so students further develop their blending and spelling abilities.

Students decode unknown multisyllabic words while reading Student Edition pages and Decodable Practice Readers. They continue applying their decoding ability throughout the week, while reading the Main Selection and Leveled Readers.

---

## **Review**

This guide discussed lesson features specific to Day 1, as well as some other features that teachers see throughout the week. It explained how to teach daily lessons in whole and small groups, and it explained how instruction is broken down into three main segments: Get Ready to Read, Read and Comprehend, and Language Arts. This guide also discussed the parts of the program specific to Grades 3. To learn about Days 2–5, view the Teaching Intermediate: Days 2–5 tutorial on [myPearsonTraining.com](http://myPearsonTraining.com).