

Teaching Primary: Days 2–5

Introduction

This guide discusses a typical week and focuses on Days 2–5 of Reading Street Texas 2011 Texas primary instruction. It explains the materials, the Get Ready to Read, Read and Comprehend, and Language Arts lessons, and how to incorporate Small Group Time. It also talks about 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.

Concept Talk

Question of the Week
What do we learn as we grow and change?

Build concepts

To reinforce concepts and to focus children's attention, have children sing "On Our Own Time Line" from the *Sing with Me Big Book*. **What skills do the children in the song learn?** (reading, writing, riding a bike)

Sing with Me Big Book Audio

Introduce Amazing Words

Display the Big Book, *Mr. George Baker*. Read the title and identify the author. Explain that in the story, the author uses the words **famous** and **flatter**. Have children listen as you read the story to find out who is famous and what it means to flatter someone.

Use the Oral Vocabulary routine on the next page to teach for the words *famous* and *flatter*.



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.

Use explicit instruction to further develop the Amazing Words introduced on Day 1 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 to practice 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, Language Arts, 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 on to spelling.

Small Groups

Just as in the instruction for Day 1, transition to small groups after spelling. Follow the small group instructional plans for Day 2. 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.

Small Group Time

DAY 2 Break into small groups after spelling and before the comprehension lesson.

Strategic Intervention	On-Level	Advanced
Teacher-Led Page D1•23 • Phonemic Awareness and Phonics Read Decodable Practice Reader 14B	Teacher-Led Page D1•27 • Phonics and High-Frequency Words	Teacher-Led Page D1•30 • Phonics and Comprehension Read Advanced Selection 14

E L L Place English language learners in the groups that correspond to their reading abilities in English.

Practice Stations <ul style="list-style-type: none">• Listen Up• Word Work	Independent Activities <ul style="list-style-type: none">• Read independently/Reading Log on Reader's and Writer's Notebook p. RR 4• AudioText of Main Selection
--	--

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. Present 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.

Double Day

Main Selection—First Read

Ruby in Her Own Time

Practice the skill **Compare and Contrast** Review comparing and contrasting. Comparing is telling how two things are alike. Contrasting is telling how they are different. Children can use words such as *both* or *too* to compare. They can use words such as *but* or *though* to contrast.

Introduce the strategy **Inferring** Explain that good readers think about more than what is on the page. They think about what they already know. They use that knowledge to come up with new ideas about what they read. Have children turn to page EI+14 in their Student Edition.

Envision It! **Think Aloud** Look at this picture. What do you see? (The bag is torn, and the eggs are broken.) What do you think happened? (The bottom of the bag ripped and the eggs fell out.) As I read *Ruby in Her Own Time*, I will use what I already know to come up with new ideas about what I am reading.

Introduce genre **Let's Read** *Animal fantasy* is a made-up story with animals that do things real animals can't do. As they read *Ruby in Her Own Time*, children should look for things the ducks do that real ducks cannot.

Preview and predict Have children read the title of the story. Read the names of the author and illustrator, and have children describe the role of each. Have children activate prior knowledge by looking through the story and predicting what it will be about.

Set a purpose Good readers read for a purpose. Setting a purpose helps us to think and understand more as we read. Guide children to set a purpose for reading the story.

Tell children that today they will read *Ruby in Her Own Time* for the first time. Use the Day 2 Guide Comprehension notes to help children develop their comprehension of the story.

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.

Language Arts and Wrap Up Your Day

End instruction on Day 2 with Language Arts. Just like in Day 1, begin with Conventions, and then move on to writing. Present the Mini-Lesson and follow the Quick Write for Fluency routine. Then move on to Handwriting and Research and Inquiry. Finally, use Wrap Up Your Day to review the lessons and assign homework.

Preview Day 3 by letting students know they will reread the main selection.

Day 3

The following focuses on the Get Ready to Read, Small Groups, Read and Comprehend, Language Arts, and Wrap Up Your Day lessons specific to Day 3.

Get Ready to Read

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, the Spelling lesson is followed by Small Group Time.

Small Groups

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 further background building, while the Advanced group may benefit from reading the Independent Reader for 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.

Read and Comprehend

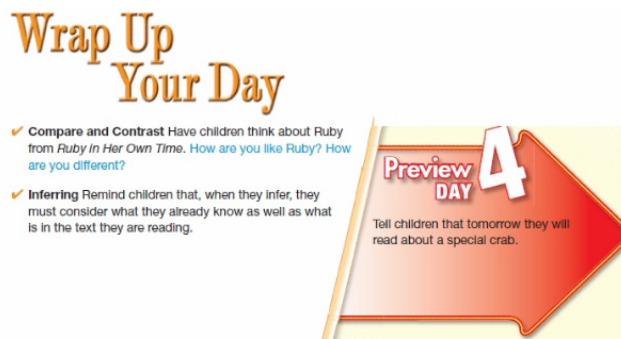
Whole-group instruction resumes with Read and Comprehend. As in Day 2, begin Read and Comprehend by covering High-Frequency and Story Words.

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.

After reading the Main Selection, do a Retelling activity. Use the information in the Don't Wait Until Friday box and in the side bar 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 is a writing prompt.

Read and Comprehend continues with a Model Fluency lesson. Use the Choral Reading routine during Reread for Fluency.



Language Arts 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.

Day 4

The following focuses on the Get Ready to Read, Small Groups, Read and Comprehend, Language Arts, and Wrap Up Your Day lessons specific to Day 4.

Get Ready to Read

Continue to 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 Groups

After preparing students to read, break 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.

Language Arts and Wrap Up Your Day

During Language Arts instruction on Day 4, 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 while assessing students. The necessarily reproducibles are built into the Day 5 lessons. 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 of 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, 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 and 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 more.

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! 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. Lessons are taught in whole- and small-group formats. It 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.