



# Teaching Primary

## Introduction

This guide reviews a week of instruction using Reading Street for California for the primary grades. It explains some of the learning to read features found in the program, such as decodable readers. This guide uses Grade 1 resources as examples, but Grade 2 can easily follow along.

## A Week on Reading Street

Open to the Planner pages of the Teacher's Edition. These pages are referred to often in this guide, so it may be helpful to mark them with a placeholder. Now, take a look at the activities for the week. Notice that All the Stuff You Need to teach the first week of Reading Street is shown here. The different parts of the lessons are color coded.

**Planner • Sam, Come Back!**  
All the Stuff You Need . . .

Day	Lesson	Activities	Time
Day 1	Get Ready to Read	Phonics Awareness: Blend Phonemes	15 min
Day 2	Get Ready to Read	Phonics Awareness: Blend Phonemes	15 min
Day 3	Get Ready to Read	Phonics Awareness: Blend Phonemes	15 min
Day 4	Get Ready to Read	Phonics Awareness: Blend Phonemes	15 min
Day 5	Get Ready to Read	Phonics Awareness: Blend Phonemes	15 min

**THIS WEEK'S RESOURCES**

Subject Area	Activity	Time
Reading and Comprehension	Read and Comprehend: Read the Story	15-20 min
Language Arts	Writing: Write a Story	15-20 min
Math	Math: Count and Write	15-20 min
Science	Science: Observe and Record	15-20 min
History	History: Read and Discuss	15-20 min
Art	Art: Draw and Color	15-20 min
Music	Music: Sing and Listen	15-20 min
Physical Education	Physical Education: Move and Play	15-20 min

## Get Ready to Read

**Get Ready to Read** **Phonics Awareness** **Blend Phonemes** **15 minutes**

**QUESTION OF THE WEEK**  
What do pets need? 16I

**Oral Vocabulary/Build Concepts**  
Sing with Me Big Book, Song 1 16m

Amazing Words: needs, responsibility, shelter

Look at the first purple column, *Get Ready to Read*. Notice that the lessons start with an oral language component.

Now, turn to the first page of the lesson. First, introduce the weekly question that supports the big unit question on Day 1. This week's question is "What do pets need?" The big question relates to the concept of animals, so students have the opportunity to talk, sing, read, and write about animals during the week.

**Concept Talk**

Here is food for my cat. My cat needs me to take care of her.

**Section of the Book** What do pets need?

To reinforce concepts and to focus children's attention, tell children that this week they will talk, sing, read, and write about **Animal Friends**. Write the sentences and track the print as you read. Point out the captions. Explain that children will learn key answers to the question throughout the week. When they read *Sam*, Come Back! later this week, they will find out how a pet cat needs to grow.

Tell children that letters make up words and that words make up sentences. Have them identify individual letters in the message. Then have them identify words and sentences, counting the number of words in each sentence and the number of total sentences.

**Connect concepts** Ask questions to connect the Unit concept of **Animals, Time and What to Observe** to concepts introduced about pets.

- What kinds of pets do people have? (Possible responses: dogs, cats, birds, hamsters, etc.)
- What do people do to take care of their pets? (Possible responses: give food and water, walk a dog, play with them, etc.)
- What do different kinds of pets need to live? (Possible responses: food, water, a place to sleep, love, etc.)

**Review high-frequency words**

- Circle the high-frequency words here. Say and read the sentences. Tell children that they learned these words last week.
- Have children read and then spell each word as they write it on their sheet back with a finger.

Initiate the discussion by asking questions such as “What kinds of pets do people keep?”

**Connect concepts** Ask questions to connect the Unit concept of **Animals, Tame and Wild** to previous knowledge about pets.

- What kinds of pets do people keep? (Possible responses: dogs, cats, birds, hamsters, fish)
- What do people do to take care of their pets? (Possible responses: give food and water, walk a dog, give a bath)

**Review high-frequency words**

- What do different kinds of pets need to live? (Possible responses: food, water, a place to sleep, love)
- Circle the high-frequency words *here*, *for*, and *me* in the sentences. Tell children that they learned these words last week.
- Have children read and then spell each word as they write it on their desk tops with a finger.



English Learners EL Poster 1

There are many resources to assist with the discussion, including the English learner, or EL, posters. This part of the lesson takes ten to fifteen minutes.

Now turn back to Planner pages. Notice that Days 2–4 have daily questions that support the weekly question, big idea, and literature students are reading.

Wrap up the weekly question on Day 5. The following is an example of how to wrap up Week 1. Take information that students learned during the week—for instance, a concept web about what pets need. Then, using this information, create a list of Amazing Facts or Ideas, which include key concepts. One example is that different pets need different kinds of shelter. Finally, give students the opportunity to use the Amazing Words from the week by asking probing questions.

**Introduce Amazing Facts** Read the information on the concept web. Let's use this information to make a list of Amazing Facts. What Amazing Facts did we learn about the needs of pets?

**Model** how to synthesize information from the web to create an Amazing Fact.

**Task** On our web, we wrote that pets need love, and we included some examples. The hedgehog snuggles in its owner's hand. Sam the cat sits on a lap. I remember the dogs in "A Kid's Best Friend" cuddled and tickled. These examples show pets loving people, and the people loved them back. I'm going to write *People and pets love each other* to start our Amazing Facts list.

**Communicate Amazing Facts** Guide practice in writing Amazing Facts. Identify one of the main needs of a pet and its surrounding details. Help children combine these ideas into general statements of fact. Add their facts to the list. Also have children recall in which selection(s) they learned their Amazing Fact.

The Amazing Facts should include these key concepts:

- Different pets need different kinds of shelter.
- Pets need both exercise and rest.
- All animals need water, but they eat different kinds of food.
- Some pets like to play with people.
- Pets must be kept clean.

Amazing Words develop students' speaking and listening vocabulary development. Throughout the lesson, support students' vocabulary development through Amazing Words activities. Introduce the words on Day 1 using helpful resources such as the Sing with Me Big Book. On Days 2–4, continue to build meaning, and then review on Day 5. Teach these words using explicit instruction. The following is an example of a routine you would use to reinforce the words *tickle* and *cuddle*. In this routine, teachers introduce, demonstrate, apply, and display.

**ROUTINE Oral Vocabulary**

**1 Introduce the Word** Relate the word *cuddle* to the book. *A dog is a friend you can cuddle.* Supply a child-friendly definition: *When you cuddle something, you hold it close and love it.* Have children say the word.

**2 Demonstrate** With a small stuffed animal or other appropriate object, show children what it means to cuddle. *It's fun to cuddle a teddy bear.* *When you cuddle a puppy, you make it feel loved.*

**3 Apply** Pass around the stuffed animal. *Show me how you look when you cuddle something.*

**4 Display the Word** Write the word on a card. Display it. Run your hand under the chunks *cud-dle* as you read the word. See p. AW1 to teach *tickle*.

WORD WORK	43 minutes
Phonemic Awareness Distinguish the Sound /r/	15a
Phonics Short a Spelled a	15b-15d
Spelling Dictation	15e
Print	15f
Phonics Decodable Books 32 and 33	15g-15h
Review High-Frequency Words	
<b>WORD WORK</b>	
Phonemic Awareness Blend Onset/Fine	16c
Phonics Short a Spelled a	16d
Spelling Dictation	16e
Phonics /r/ Spelled r	16f-16g
Phonics Decodable Books 34 and 35	16h-16i
Review High-Frequency Words	
<b>WORD WORK</b>	
Phonemic Awareness Blend Phonemes	20c
Spelling High-Frequency Words	20d
Dictation	
Phonics Short a Spelled a Final ck	20e
<b>WORD WORK</b>	
Phonemic Awareness Phonemes	32c
Phonics CVCVC Consonant Sound Spellings	32d
Spelling Word Reading	32e
Spelling Partner Review	32f
High-Frequency Words	32g
Practice come, my way	32h
CVCVC High-Frequency Words	32i
<b>WORD WORK</b>	
Phonemic Awareness Blend Phonemes	34c
Phonics Short a Spelled a Final ck	34d
High-Frequency Words	34e
Spelling Test	34f

Again, turn back to the Planner pages. For the next thirty to thirty-five minutes of the lesson, focus on word work with the students. Teach, review, and assess topics such as phonemic awareness, phonics, and spelling.

Throughout the lessons, students use Sound Spelling charts, letter tiles, and Practice Book pages to learn, identify, and create words. Spelling is also addressed throughout the lessons. Students take a pretest on phonics pattern and high-frequency words. Daily practice activities provide them with opportunities to spell and write the words. Students also use decodable readers to build word knowledge. They are assessed on their spelling words at the end of the week.

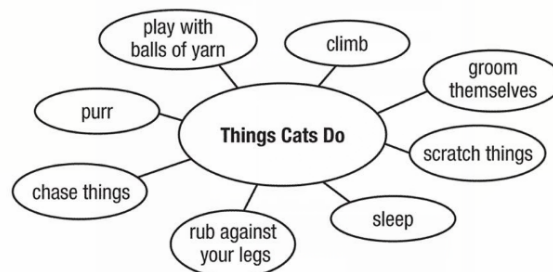
## Read and Comprehend

Next, teach the green *Read and Comprehend* section for about sixty minutes. In this section, help students develop their fluency and literary skills. The literary skills for the first week are character and setting. Also teach the strategies of monitoring and clarifying while reading. Browse through some lesson pages to get a glimpse of how to teach these skills.

Start by looking at how to build language on Day 1. Use the images from the student book to start a discussion that leads to using Amazing Words and developing the concept. Next, develop the literary concepts of character and setting. Use the Picture it! posters to help students make connections to the instruction. Using these posters, ask guiding questions, connect them to literature, model thinking, and allow time for practice. The Read Aloud selection for Day 1 is always next to the listening comprehension page.

Read and Comprehend	Character and Setting
	Strategy: Monitor and Clarify
	60 minutes
Read for Fluency Decodable Books 32 and 33	15a-15h
Build Language Animal Friends	16f-17
Listening Comprehension Character and Setting	17a-17b
<b>Read for Fluency</b>	
Decodable Books 34 and 35	18a-18h
High-Frequency Words Introduce come, my way	18-19
<b>Read Sam, Come Back!</b>	
Review High-Frequency Words come, my way	20-29
Character and Setting Monitor and Clarify	
Print	
Fluency Read with Accuracy	31a
Vocabulary Skill Descriptive Words for Location 31b	
<b>Read "Puppy Games"</b>	
Monitor and Clarify Reading Across Texts	32-33
Fluency Read with Accuracy	33b

In the days that follow, continue to build the skills through a similar format while making connections to daily life and building high-frequency word knowledge. Create graphic organizers and have discussions. Also, use the transparencies and practice books.



During Days 2–4, students read the main selection. Before reading, students build background knowledge and learn text-related high-frequency words. After the reading, students relate the main selection to literary skills, strategies, and vocabulary. Also, on Day 4, students sing a Sing-Along or read a related text so teachers can guide comprehension, check for understanding, and increase fluency. Students complete these tasks for at least one nonfiction reading per unit as well. For Unit 1 in Grade 1, the reading is about whales.

## Language Arts

Language Arts		Writing Genre: Realistic Story	Trill Voice	Conventions: Sentences
<b>DAILY WRITING + INQUIRY</b>				
Writing	Genre: Realistic Story	17a–17d	Complete sentence frames using words with short <i>a</i> .	
Conventions	Sentences	17e	Concept Web: What do Pigs Need?	16–17
<b>DAILY WRITING + INQUIRY</b>				
Writing	Realistic Story: Proverbs	18a–18b	Complete sentence frames using words with final <i>ck</i> .	
Conventions	Sentences	18c	Concept Web: What do Pigs Need?	18a
Speaking and Listening	Retell Stories	18d		
<b>DAILY WRITING + INQUIRY</b>				
Writing	Realistic Story: Draft	21c	Complete sentence frames to write complete sentences.	
Conventions	Trail of the Week	21d	Concept Web: What do Pigs Need?	21f
Conventions	Sentences	21e		
<b>DAILY WRITING + INQUIRY</b>				
Writing	Realistic Story: Revise	23a–23d	Complete sentence frames using Amazing Words.	
Conventions	Sentences	23e	Concept Web: What do Pigs Need?	23a
Speaking and Listening	Retell Stories	23f		
Research Skill		23a		

Turn back to the Planning pages. The remaining class time is dedicated to Language Arts. During this time, conventions, writing, handwriting, vocabulary, and speaking and listening skills are taught. This week's focus is on realistic stories. Have students use the writing process to create a story. Teach conventions such as sentence structure. Students can apply these learnings to their stories.

In the last column on the Planning pages, notice the Success Predictors in red. Pause instruction and check student understanding to determine if they need more support. The skills to monitor are clearly identified.

On Day 5, there is opportunity for assessment. For week one, students are working on short *a* and final *ck* sounds. They are also assessed on character and setting. There are also opportunities for corrective feedback throughout the week. If a student cannot apply the skill after the week's lessons, there are reteaching opportunities.

It is important to mention that in Grade 2, the last week of instruction is a cumulative review of the first five weeks. This provides additional practice and structured support so that students maintain understanding. Also, at the midpoint of Grade 2, the lessons switch to the intermediate model of reading to learn rather than learning to read. Please view the Teaching Intermediate tutorial on this Web site to learn more.

Success Predictors	
FOR ADEQUATE YEARLY PROGRESS	
<b>CHECK</b> Short <i>a</i>	16p
<b>SPINAL REVIEW</b> Phonics	
<b>CHECK</b> / <i>a</i> / Spelled <i>ck</i>	18f
<b>SPINAL REVIEW</b> Phonics	
<b>CHECK</b> High-Frequency Words	20f
<b>CHECK</b> Retelling	30a
<b>SPINAL REVIEW</b> High-Frequency Words	

## Review

This guide explained how to teach the primary grades using Reading Street for California. It discussed what to expect during a typical week on Reading Street as well as how to teach a lesson and the different features, such as Amazing Words and Success Predictors. Finally, it also mentioned some of the important materials that come with the program, such as the Student Editions and EL posters.

For more information, please watch the other Reading Street for California tutorials on this Web site.