



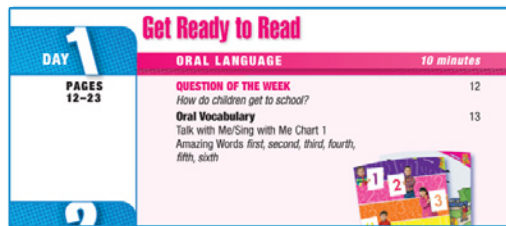
Teaching Kindergarten

Introduction This guide reviews a week of instruction using Reading Street for California in kindergarten. It will explore some helpful materials in the kit, such as the books by Jon Scieszka.

A Week on Reading Street Open to pages 4 and 5 of the Teacher’s Edition. Look at the activities for the week. These pages contain everything needed to teach the first week of Reading Street, such as the charts and books. Notice that different parts of the lessons are color-coded.



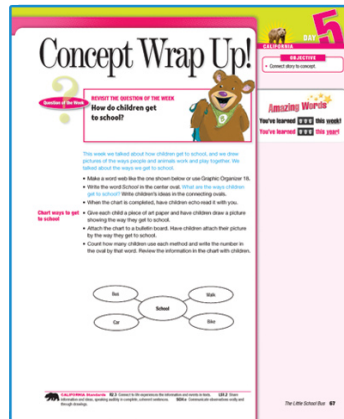
Get Ready to Read First, look at the first pink column, Get Ready to Read. Notice that the lessons start with an oral language component. Go over the day’s calendar with students. Then introduce the weekly question that supports the unit’s Big Question on Day 1. Turn to page 12 to view an example.



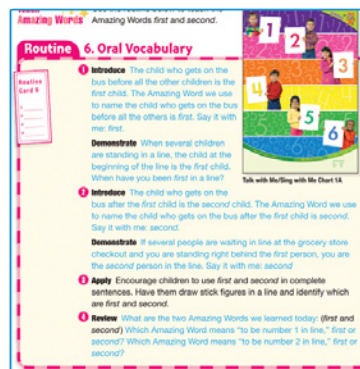
The week’s question is *How do children get to school?* The Big Question relates to the concept of cooperation, so students have the opportunity to talk, sing, read, and write about cooperation during the week. Initiate the discussion by asking questions such as *How did you get to school today?* Teachers have many resources to assist them with the discussion, such as the English Learner (EL) posters. This part of the lesson will take ten minutes.

Next, turn back to pages 4 and 5. Notice that Days 2–4 have daily questions that support the weekly question, Big Idea, and literature students are reading.

Wrap up the week with the weekly question on Day 5. Below is a sample from page 67. For this lesson, make a word web to illustrate the different ways children get to school.



Throughout the lesson, teachers will support students' vocabulary development through Amazing Words activities. Amazing Words are words that build speaking and listening vocabulary development. Introduce the words on Day 1. On Days 2–4, teachers continue to build meaning and on Day 5 teachers can review. Teach these words using explicit instruction. For an example of a routine to reinforce the words *first* and *second*, turn to page 25 of the Teacher's Edition. Notice how to instruct, model, apply, and review.



Read and Comprehend

Focus on teaching the green Read and Comprehend section for fifteen minutes. In this section, help students develop their literary skills. The skill for the first week is character. Teachers will instruct, practice, and monitor the skill throughout the week.

Start by looking at home to introduce character on Day 1 and turn to page 14. On this page are the Picture It! posters. These are excellent visuals to help students make connections to the instruction. Using this poster, ask guiding questions, connect the questions to literature, model thinking, and allow time for practice. On page 15, find the Read Aloud selection for Day 1, which will always be next to the listening comprehension page.

Language Arts

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 names. Have students practice writing their names. They can also use the Amazing Words in context, and practice following directions.

In the last column on page 5, notice the Success Predictors in red. This is where to pause instruction and check student understanding to determine if they need more support. The skills that teachers monitor are clearly identified.

There is also an opportunity for assessment on Day 5. Turn to page 65 for an example. Here during week one, students are naming and writing letters as a whole class and individually.

Assessment

WHOLE-CLASS ASSESSMENT

Display the following Alphabet Cards: Aa, Bb, Cc, Dd, Ee. Hold up a card and ask children to name the letters.

Letter Recognition

<p>CORRECTIVE FEEDBACK</p> <p>If... a child cannot complete the group assessment,</p>	<p>then... use the Reteach lesson in the Welcome Book on page 106.</p>	
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There are also opportunities for corrective feedback throughout the week. If a student cannot apply the skill after the week's lessons, teachers will have reteaching opportunities.

Reference the More Practice pages at the end of each day, similar to the one on page 23. These pages make connections to other subjects, literature, language art concepts, and more. And finally, teachers can find a preview of what is to come the next day at the bottom right corner of the page.

The image shows a 'More Practice' page for a 'Cooperating' activity. It includes instructions for students to work in pairs, make a book, and create a cooperative poster. The page also features a 'More Practice' section with a 'Cooperating' activity and a 'Remember Day 2' reminder.

Review

This guide explained how to teach kindergarten using Reading Street for California. It described what to expect during a typical week on Reading Street. It also explained how to teach a lesson and described the different features of the program, such as Amazing Words and Success Predictors. The guide also described some of the important materials in the kit, such as the Teacher's Edition and EL posters.

For more information, please watch the other Reading Street for California tutorials on myPearsonTraining.com.