Teaching Intermediate: Days 2–5

Introduction

This guide discusses a typical week and focuses on Days 2–5 of Reading Street Texas 2011 instruction. It explains the materials, which include Get Ready to Read, Read and Comprehend, and Language Arts lessons for teachers, and how to incorporate Small Group Time. It also discusses how to wrap up the week and assess on Day 5.

Teachers should view the Teaching Intermediate: Day 1 tutorial, if they have not already done so.

Days 2–4: Daily Routines

This is how much time teachers spend on each lesson in Days 2–5:

- Get Ready to Read for twenty to twenty-five minutes
- Small Group Time for fifteen to twenty minutes
- Read and Comprehend for forty to fifty minutes
- Language Arts and Wrap Up Your Day for thirty to thirty-five minutes

Each day of instruction includes some similarities. Every day starts with the Question of the Week. On Days 2, 3, and 4, develop oral vocabulary during Anchored Talk.

Concept Talk

Question of the Week

How can nature challenge us?

Expand the concept

Remind students of the weekly concept question. Tell students that today they will begin reading *Rosa Trueno*. As they read, encourage students to think about how nature challenges people and how people work to overcome those challenges.

Anchored Talk

Develop oral vocabulary

Use the photos on pp. 50–51 and the Read Aloud, "La noche de los tornados," to talk about the Amazing Words—apiñados (*huddled*), estacionó (*stationed*), estruendo (*roar*) and desmoronarse (*crumble*). Add these and other concept related words to the concept map to develop students' knowledge of the topic. Break into groups. Have students discuss the following questions, eliciting and considering suggestions from other group members.

- What types of natural disasters might make a roaring noise? (a twister, a hurricane, a tsunami, or a thunderstorm)
- What would you do if you saw your house crumbled by a natural disaster? (Find your family and take cover in the basement.)
- If a tornado is coming towards you, and the only way to protect yourself is to huddle with other people in a shelter, would you rather stay there or leave? Why? (Possible response: I would stay there because outside is very dangerous.)
- If a fire truck came to your school to fight a fire, where would it be stationed? (Next to the hydrant.)

Hablar del concepto

Pregunta de la semana

¿Qué retos nos presenta la naturaleza?

Ampliar el concepto

Recuerde a los estudiantes la pregunta conceptual de la semana. Diga a los estudiantes que hoy comenzarán a leer *Rosa Trueno*. Mientras leen, aliente a los estudiantes a pensar de qué manera la naturaleza desafía a las personas y qué hacen las personas para superar esos retos.

Anclar la conversación

Desarrollar el vocabulario oral

Utilice las fotografías de las pp. 50–51 y la Lectura en voz alta, "La noche de los tornados" para conversar sobre las Palabras asombrosas: apiñados, estacionó, estruendo y se desmoronaba. Agregue éstas y otras palabras relacionadas con el concepto al mapa conceptual para desarrollar los conocimientos de los estudiantes sobre el tema. Divida la clase en grupos. Indique que comenten las siguientes preguntas y que obtengan y consideren las sugerencias de los otros miembros del grupo.

- ¿Qué tipos de desastres naturales podrían hacer un estruendo? (Un tornado, un huracán, un tsunami o una tormenta eléctrica).
- ¿Qué harías si vieras que tu casa se desmoronaba después de una catástrofe natural? (Llamar al 9-1-1).
- Si ante un tornado tuvieran que resguardarse en un refugio y estar apiñados, ¿preferirían seguir ahí o salir antes de que termine el tornado? ¿Por qué? (Respuesta posible: Me quedaría porque afuera es peligroso).
- Si un carro de bomberos fuera a tu escuela para apagar un incendio, ¿dónde estaría estacionado? (A un lado del hidrante).

Next, introduce Amazing Words through explicit instruction using the Oral Vocabulary Routine. Connect the words to the literature students read. Use the English Language Learners (ELL) Posters and Concept Talk Videos from the digital path to enhance understanding of the concept and the Amazing Words.

This guide focuses only on the parts of the lesson that are unique to each day.

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.

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Get Ready to Read

On Day 2, after Oral Vocabulary, it is time for Word Analysis. Be sure to use the Strategy for Meaningful Word Parts routine. Then move on to Literary Terms and Text Features. Use the Think Alouds to model dialogue and strategies.

Read and Comprehend

Get ready to teach the Read and Comprehend Lesson. Begin with the Vocabulary Strategy. Refer students to the corresponding Envision It! pages in their Student Edition. For additional practice, students can complete activities in the Reader's and Writer's Notebook or online.

Move on to Reread for Fluency, where teachers should follow the Choral Reading routine.

Then it is time to Build Background for the Main Selection with Team Talk. Students discuss the Question of the Week in pairs, and make connections to the reading selection. Continue with Prereading Strategies before reading the selection.

Day 2 is the first day of a Double Day Read! Notice that there are two schedule options. If teachers select Option 1, they should read the selection using the Guide Comprehension questions along the top of the pages to monitor and clarify understanding. If teachers select Option 2, they should read the first half of the selection on Day 2. Use the Guide Comprehension instruction at the top of the pages and Extend Thinking instruction along the bottom.

Small Groups

Follow the small group instructional plans for Day 2. As teachers are working with each small group, they will assign independent activities and Practice Stations work to the other students, just as in Day 1.

Students working independently can listen to Background Building Audio, play skills games on the digital path, work in their Reader's and Writer's Notebook, or complete Research and Inquiry activities. The Practice Stations include Words to Know, Get Fluent, and Word Wise.

Language Arts and Wrap Up Your Day

End instruction on Day 2 with Language Arts. Just like in Day 1, begin with Research and Inquiry. Move on to Conventions, and then Spelling. Language Arts digital path features include vocabulary activities and Grammar Jammers.

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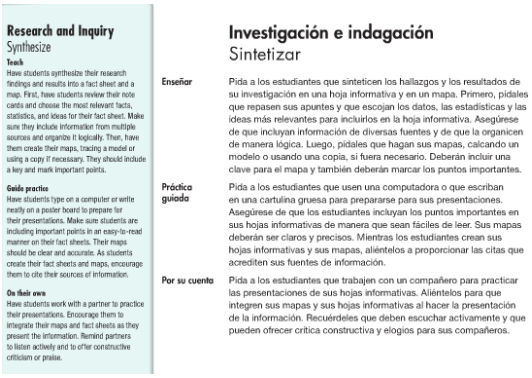
Then, continue on to Writing. Discuss the writing trait and present the mini-lesson. Finish by following the Quick Write for Fluency routine. Finally, use Wrap Up Your Day to review the lessons and assign homework.



Research and Inquiry
Synthesize

Teach
Have students synthesize their research findings and results into a fact sheet and a map. First, have students review their note cards and choose the most relevant facts, statistics, and ideas for their fact sheet. Make sure they include information from multiple sources and organize it logically. Then, have them create their maps, tracing a model or using a copy if necessary. They should include a key and mark important points.

Guide practice
Have students type on a computer or write neatly on a poster board to prepare for their presentations. Make sure students are including important points in an easy-to-read manner on their fact sheets. Their maps should be clear and accurate. As students create their fact sheets and maps, encourage them to cite their sources of information.

On their own
Have students work with a partner to practice their presentations. Encourage them to integrate their maps and fact sheets as they present the information. Remind partners to listen actively and to offer constructive criticism or praise.

Investigación e indagación
Sintetizar

Enseñar
Pida a los estudiantes que sinteticen los hallazgos y los resultados de su investigación en una hoja informativa y en un mapa. Primero, pídales que repasen sus apuntes y que escojan los datos, las estadísticas y las ideas más relevantes para incluirlos en la hoja informativa. Asegúrese de que incluyan información de diversas fuentes y de que la organicen de manera lógica. Luego, pídales que hagan sus mapas, calcando un modelo o usando una copia, si fuera necesario. Deberán incluir una clave para el mapa y también deberán marcar los puntos importantes.

Práctica guiada
Pida a los estudiantes que usen una computadora o que escriban en una cartulina gruesa para prepararse para sus presentaciones. Asegúrese de que los estudiantes incluyan los puntos importantes en sus hojas informativas de manera que sean fáciles de leer. Sus mapas deberán ser claros y precisos. Mientras los estudiantes crean sus hojas informativas y sus mapas, aliéntelos a proporcionar las citas que acrediten sus fuentes de información.

Por su cuenta
Pida a los estudiantes que trabajen con un compañero para practicar las presentaciones de sus hojas informativas. Aliéntelos para que integren sus mapas y sus hojas informativas al hacer la presentación de la información. Recuérdeles que deben escuchar activamente y que pueden ofrecer crítica constructiva y elogios para sus compañeros.

Preview the next day by letting students know what they will read on Day 3.

Day 3

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 3.

Get Ready to Read

Day 3 follows a routine similar to Days 1 and 2. After reviewing the Question of the Week, it is time for Anchored Talk and Oral Vocabulary.

The next step is to complete a Comprehension Check. Use comprehension check questions, as well as activities in the Reader's and Writer's Notebook, to reinforce comprehension and clarify areas of confusion. Students practice summarizing information during Check Retelling.

Small Groups

Follow the small group plan for Day 3. Students revisit the Main Selection and build vocabulary. As teachers work with small groups, other students complete the usual independent activities. Some students may benefit from using this time to listen to an AudioText of the Main Selection. Today's Practice Stations include Let's Write, Get Fluent, and Word Work.

Read and Comprehend

In Read and Comprehend, Day 3 is the second day of The Double Day Read! The instruction portion of The Double Day Read! will vary depending on the schedule option teachers selected on Day 2. For Option 1, use Day 3 to reread the selection and use Extend Thinking to develop higher-order thinking skills. For Option 2, use Day 3 to read the second half of the selection, again using both Guide Comprehension and Extend Thinking.

Then it is time for Retelling. Students use the Envision It! Retelling Cards or the Story Sort on the digital path. The information in the Don't Wait Until Friday box and sidebars help teachers monitor student progress.

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	Students also 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 forth to the target strategy; and the last is a writing prompt. Next, model fluency. Have students reread text to practice the fluency skill and use the Choral Reading routine. End Read and Comprehend with Research and Study Skills. For additional practice, have students review and complete the appropriate pages in the Reader's and Writer's Notebook.
Language Arts and Wrap Up Your Day	As on Day 2, Language Arts instruction begins with Research and Inquiry, followed by Conventions and Spelling. Students complete a writing activity during Let's Write It! and make connections to this week's conventions. Instruction continues with writing instruction and the Quick Write for Fluency routine. These activities are followed by Wrap Up Your Day and a preview of Day 4.
Day 4	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 4.
Get Ready to Read	Continue to discuss the Question of the Week, develop oral vocabulary during Anchored Talk, and introduce Amazing Words. Next, prepare students to read the paired selection. This lesson may focus on a skill or strategy, such as genre or a 21st century skill, such as writing an e-mail. Then it is time for Small Groups.
Small Groups	Small Group Time involves reading or revisiting this week's Paired Selection as well as additional instruction that builds fluency. Students working independently may listen to an AudioText of the Paired Selection, work in their Reader's and Writer's Notebook, or complete Research and Inquiry activities. Day 4 Practice Station activities include Read for Meaning, Get Fluent, and Words to Know.
Read and Comprehend	In Read and Comprehend, guide comprehension and extend thinking. Make connections between the paired selection and the skills discussed in the Get Ready to Read lessons. Teachers should then work on Fluency with students. Use Let's Learn It! pages in the Student Edition and the information in the Don't Wait Until Friday box to monitor progress. Finish Read and Comprehend instruction with Vocabulary and Listening and Speaking practice. These activities prepare students for the next grade.

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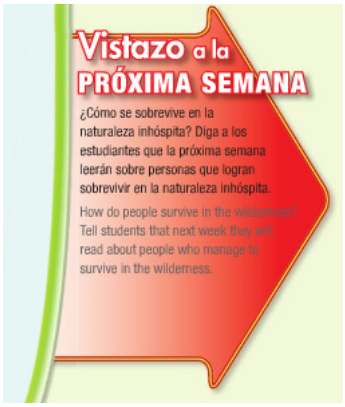
Language Arts and Wrap Up Your Day

As with the previous days, Language Arts begins with Research and Inquiry. Then practice Conventions and Spelling. Finish Language Arts with a mini-lesson and the Quick Write for Fluency routine.

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 necessary reproducibles are built into the Day 5 lessons. Teachers can also find additional forms, such as an observation checklist, in the Assessment Handbook.



Begin the day with a Concept Wrap Up. Review the Question of the Week, the concept, and Amazing Words.

Amazing Ideas is next. Here teachers will connect the Question of the Week to the Big Question. Use information in the It's Friday box to monitor oral vocabulary progress.

Teachers will review Comprehension, Vocabulary, Word Analysis, and Literary Terms.

Then, move on to Small Group Time.

Small Group Time

In Small Group Time, reread a leveled reader from the week to practice fluency. Students working at Practice Stations complete Words to Know, Get Fluent, and Read for Meaning activities. Independent activities include Grammar Jammer, the Concept Talk Video, and Vocabulary Activities.

Review and Assess

Assess students for fluency, this week's skills, and spelling. Be sure to use the if-then statements and notes in the side bar. Present the Research and Inquiry learnings.

For additional practice, us the Conventions and Let's Practice It! activities. During Writing, review what students learned in yesterday's activity before moving on to the mini-lesson and Quick Write for Fluency.

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End the day and week by briefly previewing information that will be covered next week.

Interactive Review

To help teachers and students connect all the ideas learned during a unit, there are interactive review weeks. These occur every sixth week in Grades 2–6. Choose the skills and strategies to review based on progress-monitoring results during the unit.

Continue to develop writing skills through daily quick writes. Reteach, review, and extend topics as needed. Use the Interactive Review pages in Let's Practice It! and the Unit Benchmark Test. Discuss the Question of the Week from each week of the unit and connect ideas back to the Big Question.

Review

This guide discussed lesson features that teachers will see 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.

This guide also discussed the interactive review week teachers can use to reteach and extend concepts, skills, and strategies.

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