

## Teaching Kindergarten: Day 1

### Introduction

This guide introduces ways for teachers to start their week of instruction using Scott Foresman Reading Street Texas 2011 for kindergarten. It focuses on lesson features, Day 1 instruction, and small group instruction.

First, examine what Day 1 typically looks like on Reading Street. Teachers can use the Every Week on Reading Street! roadmap as a guide. It tells teachers what students will read and write each day during whole group, small group, and independent activities.

In addition, teachers will use the lesson pages in the Teacher's Edition. In this guide, follow along with the Teacher's Edition for Unit 1, Volume 1, Week 5. Arrive at the lesson pages by flipping to the tab that says Smash! Crash! Follow along with the Teacher's Edition for a particular week of instruction.

### Get Ready to Read

Start by looking through the Get Ready to Read lesson pages. All the Get Ready to Read pages have red color-coding.

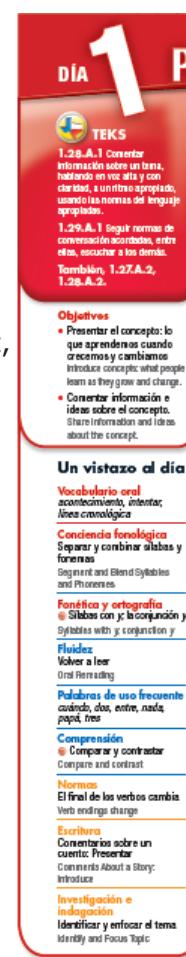
On the first page of Day 1, notice a dashboard at the top of the page. It appears on all the lesson pages.

In the dashboard, teachers will find useful information that gives them a sense of the day's instruction. They will also find the teaching focus, a time stamp, digital activities that enhance student learning and engagement, and grouping options.

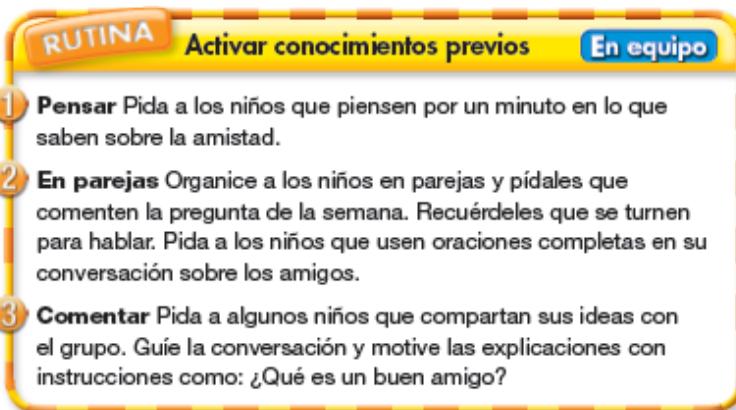
On the left page, find a drop-down menu that includes the Texas Essential Knowledge and Skills (TEKS), lesson objectives, Today at a Glance, Success Predictors, and a Skills Trace.

Note the sidebars on the right page to see built-in professional development. Here, teachers will find ways to support their diverse class, reminders of words and routines, and suggestions to enrich their instruction. There is even room for them to add their own professional notes.

Next, examine Day 1 instruction. Start each day by reading Jon Scieszka's *The Big Noisy Book of Truckery Rhymes*. The truckery rhymes are based on commonly used nursery rhymes. Teachers will use them to introduce and scaffold the weekly concept.



After reading the truckery rhyme, launch the Question of the Week and follow the Routine for Activate Prior Knowledge. To deepen student understanding of the concept, check out the Background Building audio CD or the Concept Talk video on the digital path.



Anchored Talk and Amazing Words help students further develop oral language. Amazing Words expand and enhance students' vocabulary and understanding of the world. Students practice and reinforce the words through literature and the Talk or Sing with Me charts. And the English Language Learners posters help all students build background knowledge, conceptual understanding, and vocabulary.

Next, move on to teach phonemic awareness. Teachers will introduce, model, and guide phonemic practice. Students repeat and identify specific sounds with the Picture Cards and the Let's Listen For page in the interactive handbook called My Skills Buddy.

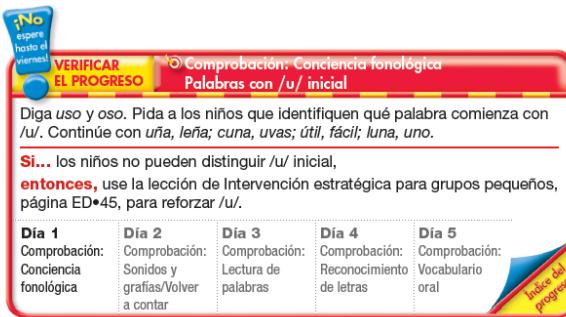
During the first four weeks of instruction, students learn the letters of the alphabet sequentially during letter recognition lessons. This allows students to build background and gives teachers the opportunity to figure out their range of knowledge. Students understand the idea that letters and letter patterns represent the sounds of spoken language.

In Week 5, lessons transition from letter recognition to phonics. Use the alphabet cards during instruction, as well as the Phonics Songs and Rhymes charts and audio CD. Conclude phonics instruction with the Sound-by-Sound Blending Routine.

To help students practice these words and sounds, read the Decodable Story in the Reader's and Writer's Notebook. All decodable texts have rebus support, which offers a way to enable students to read a story before they can decipher print. Follow the Reading Decodable Books Routine for all decodable texts.

If students have difficulty segmenting, blending, or naming words, there is built-in corrective feedback opportunities. Use the if-then statements and Don't Wait Until Friday boxes to monitor student progress.

Teachers will teach academic vocabulary, handwriting, and high-frequency words during Get Ready to Read lessons.



Academic Vocabulary includes words that students transfer to different genres and situations, such as character. Handwriting lessons occur twice a day—once in Get Ready to Read, and again during Language Arts. And, students will learn and practice high-frequency words throughout the week, such as when they read decodable texts.

## Small Groups

To determine small groups, teachers will 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. Identifying students who need Strategic Intervention in kindergarten is important since learning at this grade sets the stage for future academic success. Teachers will assess and regroup throughout the year to ensure students receive instruction at their level.

To learn more about assessment and grouping, turn to the Assessment and Grouping pages in the unit front matter.

**PÁGINA 1 Diagnóstico y diferenciación**

**Diagnóstico:** Para tomar decisiones prácticas sobre la formación de grupos, use el Diagnóstico y diferenciación para la enseñanza basada en datos. Dependiendo de las necesidades individuales de sus estudiantes, puede hacer más de uno de cada tipo de grupo.

**Diferenciar:**

- Si el desempeño del estudiante es **Avanzado**, use la enseñanza regular y las lecciones clásicas para los estudiantes avanzados y las lecciones clásicas para grupos pequeños.
- Si el desempeño del estudiante es **Intermedio**, use la enseñanza regular y las lecciones clásicas de **Avanzado** para grupos pequeños.
- Si el desempeño del estudiante es **Básico**, use la enseñanza regular y las lecciones clásicas de **Avanzado** para grupos pequeños.

**PÁGINA 2 Verificar el progreso**

Uso estas herramientas durante la enseñanza de las lecciones para verificar el progreso de los estudiantes y evaluar su rendimiento. Pueden ser útiles para la evaluación continua.

**Evaluación y reevaluación:** Mientras se trabaja con los estudiantes, use las evaluaciones y reevaluaciones para evaluar su rendimiento en reading, writing, and literacy.

**Evaluación sistemática:** Use las evaluaciones sistemáticas para evaluar el rendimiento de los estudiantes.

**Evaluación de lecturas y escrituras:** Presentación de páginas que aparecen en el momento indicado para uso en el Oficina. Reader's and Writer's Notebook para el uso en el Oficina.

**Evaluaciones adicionales:** Para evaluar las destrezas clave de la semana.

**Nuevas lecturas:** Para la comprensión y la fluency. Páginas para la comprensión y la fluency.

**PÁGINA 3 Evaluar y reevaluar**

Uso estas herramientas durante la enseñanza para evaluar y reevaluar.

**Evaluaciones sistemáticas:** Los resultados de las evaluaciones sistemáticas de volver a cortar, basadas en el rendimiento de los estudiantes, se presentan en la evaluación de vuelta a cortar.

**Evaluaciones continuas:** Mientras se trabaja con los estudiantes en reading, writing, and literacy.

**Evaluaciones sistemáticas de vuelta a cortar:** Asigne este examen para comprobar el conocimiento que tienen los estudiantes al final de la unidad. Los resultados de las evaluaciones de vuelta a cortar se presentan en la evaluación de vuelta a cortar.

**Respalgar:** Recomendamos que la primera respalgar se lleve a cabo al final de la Unidad 1. Una vez que los estudiantes han adquirido las habilidades de reading, writing, and literacy, se les asigna una evaluación de vuelta a cortar para evaluar su rendimiento en reading, writing, and literacy.

**Respalgar:** Respalgar y respalgar. Luego respalgar a los estudiantes al final de cada unidad de apoyo en adelante. Haga que los estudiantes lleven la respalgar de vuelta a cortar de la Unidad 1 a la Unidad 2, y así sucesivamente.

**Evaluaciones adicionales:** como EDL y EDG. Pueden sugerir respalgaras en momentos debilitos del año. Estas evaluaciones, junto con EDL y EDG, son recomendadas para evaluar a los estudiantes.

**PÁGINA 4 Evaluación sumativa**

Uso estas herramientas cuando se evalúa la enseñanza para evaluar a los estudiantes.

**Evaluación de referencia de la unidad:** Utilícela para evaluar el dominio de los estudiantes de las destrezas de reading, writing, and literacy que se enseñaron en la unidad.

**Evaluación de referencia de la unidad:** Utilícela para evaluar el dominio de las destrezas de reading, writing, and literacy que se enseñaron en la unidad.

To learn more how to best meet the needs of small groups, read the Differentiate Instruction on Reading Street section in First Stop.

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 Listen Up and Word Work.

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**Read and Comprehend**

Return to whole group instruction for the Read and Comprehend lesson. This should take ten to fifteen minutes. Use the EnVision It! images in My Skills Buddy to develop comprehension skills. Teachers can access an online version to project the pages they need from the digital path. EnVision It! animations that help skills come alive are also on the digital path.

Continue by modeling the comprehension strategy through a Think Aloud. Guide the students in understanding the target skill and relate it to the weekly concept and everyday life.

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**Language Arts**

Day 1 ends with twenty to twenty-five minutes of Language Arts. Teachers will talk about conventions, write with students, practice handwriting with students, and help students develop listening and speaking skills. 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. Please check the Writing on Reading Street guide for more details.

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**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. For those teachers who are teaching a full-day kindergarten program, use Extend Your Day! This page provides cross-curricular suggestions and additional instruction. It is available at the end of every day's plan.

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**Focused Review**

Unit 6 provides practice and review of all literacy kindergarten skills learned throughout the year. Use this focused review to reinforce ideas and build a strong foundation for Grade 1.

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**Review**

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