

Teaching Kindergarten: Days 2–5

Introduction

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

Teachers might want to view the Teaching Kindergarten: Day 1 tutorial before moving on.

Days 2–4: Daily Routines

This list shows how much time is spent on each lesson in Days 2–5:

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

Every day of instruction starts with the truckery rhyme and the Question of the Week. Use the Talk or Sing with Me chart and the Sing with me Animations on the digital path to help students make connections to the Question of the Week.

Further develop the Amazing Words introduced on Day 1 through explicit instruction using the Oral Vocabulary Routine on Days 2, 3, and 4.

Palabras asombrosas Rutina de Vocabulario oral

- 1 **Presentar la palabra** Un *aguafiestas* es alguien que no quiere jugar. ¿Cuál es nuestra nueva Palabra asombrosa para alguien que no quiere divertirse con los demás? Diganla conmigo: *aguafiestas*.
- 2 **Dar ejemplos** Dé ejemplos para mostrar el significado. Jenny no quiere jugar al agárrame si puedes, entonces sus amigos la llaman *aguafiestas*.
Repita los pasos 1 y 2.
Presentar la palabra Cuando levantan sus manos, me hacen una *seña* para que yo los llame. *Seña* significa hacer una señal, una acción o un sonido que llame la atención. Cuando alguien hace una *seña*, por lo general sabemos qué quiere decir. ¿Cuál es nuestra nueva Palabra asombrosa para un movimiento o sonido que llama la atención de alguien? Diganla conmigo: *seña*.
- 3 **Dar ejemplos** Un niño hace una *seña* para decir adiós a su amigo. ¿Qué *señas* pueden hacer para mostrar que están soñolientos?
- 4 **Empleo** Diga a los niños que usen *seña* y *aguafiestas* en oraciones completas. Pida a los niños que hagan un dibujo para ilustrar una de sus oraciones.

Day 2

The following focuses on 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, use the Phonics Songs and Rhymes Chart for phonemic awareness instruction. For support, use the picture and alphabet cards and Let’s Listen For page. Using My Skills Buddy, review sounds and letters from prior lessons and continue to practice blending words, handwriting, and high-frequency words.

The high-frequency words lesson on Day 2 encourages Team Talk, where students work in pairs to share ideas or take turns reading aloud. After Team Talk, students complete a practice sheet in their Reader’s and Writer’s Notebook.

To practice the high-frequency words and sounds, students always read a decodable text in My Skills Buddy. Follow the Reading Decodable Books Routine for Day 2.

Small Groups

Just as in Day 1, transition to small groups after reading the decodable text. Reread the Decodable Reader and follow the small group instructional plans for Day 2. While working with each small group, the other students can listen to the Background Building Audio CD, work in their Reader’s and Writer’s Notebook, complete online games, write in a journal, or read independently. They may also complete the leveled activities in the Word Work or Words to Know practice stations.

Read and Comprehend

When students return to whole group, teach the Read and Comprehend lesson. Reintroduce the comprehension skill, discuss concepts of print, preview the selection, and make predictions.

Day 2 is the first day of a Triple Day Read and is purely for enjoyment.



After reading, students are asked to retell the selection. They can use the EnVision It! retelling images in My Skills Buddy as a guide. Use the retelling or summarizing rubrics to monitor students’ progress or assign a Story Sort from the digital path. A retelling plan located in the sidebar helps monitor students’ progress from week to week.

In the Think, Talk, and Write activity, students discuss the concept in relation to the story and respond to the questions found in My Skills Buddy. The first question relates to the student, the world, or another text; the next one relates to the comprehension skill; and the last one refers to the story. Record student responses to the last question on chart paper. As students think, talk, and write about literature, they become good readers.

Language Arts and Wrap Up Your Day

Day 2 instruction ends with Language Arts. The activities are similar to those on Day 1, but instead of speaking and listening, use the Let’s

Learn It! pages of My Skills Buddy to develop vocabulary. Then, use Wrap Up Your Day to review the lessons and assign homework.

Preview Day 3 by reviewing, discussing, and connecting concepts. If more instruction is needed for the class, Extend Your Day! is available for full-day classes or as enrichment.

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.

Small Groups

On Day 3, teachers read the decodable text called *Kindergarten Student Reader* to their students once while they are in small groups. The Strategic Intervention group may benefit from reading the Concept Literacy Reader to build further background knowledge. The Advanced group may benefit from reading the Independent Reader as an additional challenge. While working with the small groups, students complete the usual independent activities or practice stations. If students use the digital path during independent time, they can access the Main Selection online. The practice stations on Day 3 include Words to Know and Let's Write.

Read and Comprehend

Resume whole-group instruction with Read and Comprehend. Students revisit the selection from the previous day. Begin by retelling or summarizing the story and reviewing the target comprehension skill. Follow this instruction with a second day read of the story and a focus on vocabulary. Use the Develop Vocabulary notes at the top of the page in the Teacher's Edition. Students are encouraged to use Amazing Words during discussion.

This approach, called *dialogic reading*, is based on the theory that using scaffolded adult-child interactions when reading picture books helps children develop language and text comprehension. Use a prompting technique called *PEER* with students on Reading Street.

PEER

Prompt Sequence

Prompt the child to respond to something

Evaluate what the child says

Expand on the response

Repeat correct answers

Language Arts and Wrap Up Your Day

Language Arts instruction follows the same pattern as the other days, but on Day 3, students return to developing speaking and listening skills. This direct instruction prepares students to perform or to be an audience for brief oral presentations. Children demonstrate these skills during Team Talk activities. Follow these activities with Wrap Up Your Day and Extend Your Day!

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	On Day 4, continue to develop the Question of the Week, introduce Amazing Words, and teach phonemic awareness.
Small Groups	After preparing students to read, break off into small groups for the Day 4 decodable text, Get, Set, Roll! readers. In these books, the characters are based on the personalities of students that Jon Scieszka, the author of these readers, observed in early childhood settings. Students in the Advanced group may also reread the Kindergarten Student Reader to build fluency. Students complete the same independent activities as on the previous day or the Let's Write and Read for Meaning practice stations.
Read and Comprehend	In Read and Comprehend, review the weekly target skill, practice sequencing, and complete the Triple Day Read! The focus of the day is on comprehension so students can gain a more complete understanding of the story. Turn back to the story in Day 3 to use the Guide Comprehension notes for Day 4 at the bottom of the pages in the Teacher's Edition.
Language Arts and Wrap Up Your Day	In Language Arts, students work on conventions, writing, handwriting, and vocabulary. In Unit 3, spelling high-frequency words becomes part of the Language Arts routine as well. The day ends with Wrap Up Your Day and Extend 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 reproducible pages are built into the Day 5 lessons.

Also find additional forms, such as observation checklists, in the Assessment Handbook.

At the start of the day, wrap up the concept.

Conclusión del concepto



Pregunta de la semana

¿Qué hacen los amigos cuando están juntos?

Identificar Palabras asombrosas

Escriba la pregunta de la semana en el pizarrón. Siga con el dedo el texto a medida que lo lee a los niños. Pídale que respondan usando oraciones completas. Muestre el *Cartel Cantemos juntos 5B*. Cantemos "¡Juguemos a los piratas!". Quiero que presten atención a las Palabras asombrosas que aprendimos esta semana. Recuerde a los niños que las palabras *agualfestas*, *seña*, *verdadero*, *piratas*, *fabuloso* y *perfecto* están en la canción. Cante la canción varias veces con la melodía de "My darling Clementine". Pida a los niños que aplaudan cuando escuchen una Palabra asombrosa. Luego comente cuáles son sus juegos preferidos para jugar con sus amigos. Recuerde a los niños que hablen uno a la vez.



Cantemos juntos en audio CD

This is a brief, whole-class, oral-language experience. Then, review Amazing Words, phonemic awareness, and phonics. The instruction should take about twenty to thirty minutes.

Small Group Time

In Small Group Time, students reread one of the decodable readers or leveled readers from the week. The overall goal is for students to review and apply the phonics they learned in a familiar text. The groups run about twenty to thirty minutes. Students working at practice stations complete the Read for Meaning and Let's Make Art stations. The digital independent activities include the Concept Talk Video, Story Sort, and Grammar Jammer.

Review and Assess

When students return to whole group, monitor their progress in phonics and word reading. Use the individual assessment to get a clearer understanding of the student's progress with a phonics skill.

Then students practice listening skills in Let's Practice It! Follow this activity by giving a comprehension assessment. Remember to use the corrective feedback suggestions for struggling students. Next, review conventions and writing skills. Finally, wrap up the week by relating the Question of the Week to the skills and vocabulary learned. Be sure to celebrate the new Amazing Words students have learned up to this point. Make a graphic organizer with the students to review how the concept, skills, and vocabulary tied to the Triple Day Read!

End the day and week by previewing next week's concept and Question of the Week. Remember, Extend Your Day! is available for full-day kindergarten classes.

Review

This guide discussed the lesson features to use 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.

Finally, on Day 5, the Wrap Up Your Week day, this guide explained that teachers celebrate the concept, review skills, and assess student knowledge.