

180 DAYS™

Lessons and Activities

Reading for Kindergarten, 2nd Edition

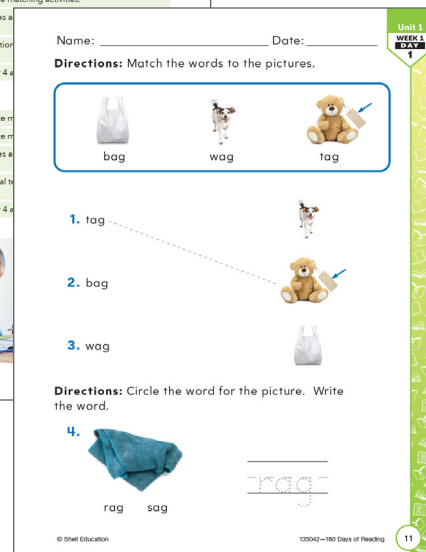
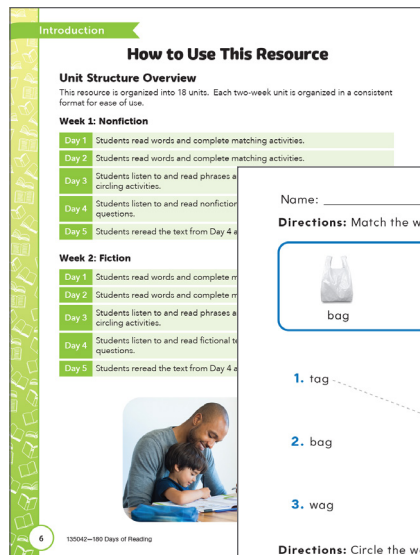
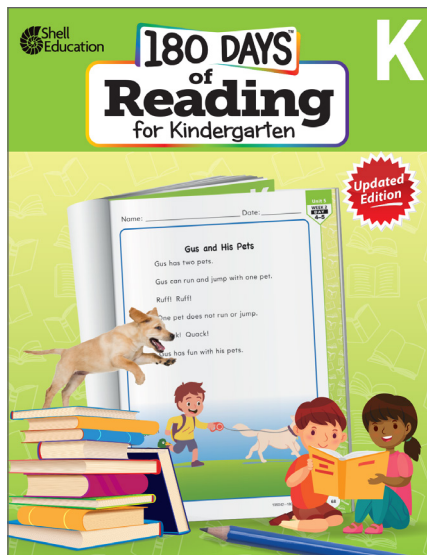
Table of Contents

Cover (1 page)

Table of Contents/Introduction (1 page)

How to Use This Resource (4 pages)

Lesson Pages (6 pages)



180 DAYSTM of Reading for Kindergarten

K

Updated
Edition



Table of Contents

Introduction

The Need for Practice	3	Unit 7	83
The Science of Reading	4	Unit 8	95
Text Selection	5	Unit 9	107
Activity Design	5	Unit 10	119
How to Use This Resource	6	Unit 11	131
Unit Structure Overview	6	Unit 12	143
Student Practice Pages	8	Unit 13	155
Instructional Options.	9	Unit 14	167
Diagnostic Assessment	10	Unit 15	179
Using the Results to Differentiate Instruction	10	Unit 16	191
Writing Rubric.	10	Unit 17	203
		Unit 18	215

180 Days of Practice

Unit 1	11
Unit 2	23
Unit 3	35
Unit 4	47
Unit 5	59
Unit 6	71

Appendix

Standards Correlations	227
Writing Rubric	229
References Cited	229
Answer Key	230
Digital Resources.	240

Introduction

The Need for Practice

To be successful in today's reading classroom, students must deeply understand both concepts and procedures so that they can discuss and demonstrate their understanding. Demonstrating understanding is a process that must be continually practiced for students to be successful. According to Robert Marzano, "Practice has always been, and always will be, a necessary ingredient to learning procedural knowledge at a level at which students execute it independently" (2010, 83). Practice is especially important to help students apply reading comprehension strategies and word-study skills. *180 Days of Reading* offers teachers and parents a full page of reading comprehension and word recognition practice activities for each day of the school year.

How to Use This Resource

Unit Structure Overview

This resource is organized into 18 units. Each two-week unit is organized in a consistent format for ease of use.

Week 1: Nonfiction

Day 1	Students read words and complete matching activities.
Day 2	Students read words and complete matching activities.
Day 3	Students listen to and read phrases and sentences and complete matching or circling activities.
Day 4	Students listen to and read nonfictional text and answer multiple-choice questions.
Day 5	Students reread the text from Day 4 and answer reading-response questions.

Week 2: Fiction

Day 1	Students read words and complete matching activities.
Day 2	Students read words and complete matching activities.
Day 3	Students listen to and read phrases and sentences and complete matching or circling activities.
Day 4	Students listen to and read fictional text and answer multiple-choice questions.
Day 5	Students reread the text from Day 4 and answer reading-response questions.



How to Use This Resource

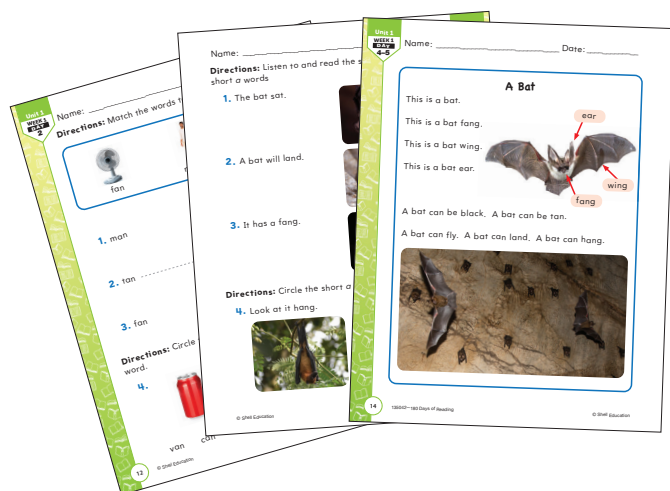
Unit Structure Overview

Paired Texts

State standards have brought into focus the importance of preparing students for college and career success by expanding their critical thinking and analytical skills. It is no longer enough for students to read and comprehend a single text on a topic. Rather, the integration of ideas across texts is crucial for a more comprehensive understanding of themes presented by authors.

Literacy specialist Jennifer Soalt has written that paired text are “uniquely suited to scaffolding and extending students’ comprehension” (2005, 680). She identifies three ways in which paired fictional and nonfictional texts are particularly effective in increasing comprehension: through the building of background knowledge, the development of vocabulary, and the increase in student motivation (Soalt, 2005).

Each two-week unit in *180 Days of Reading for Kindergarten* is connected by a common theme or topic. Packets of each week’s or each unit’s practice pages can be prepared for students.



During Week 2, students read fictional texts and answer questions.

During Week 1, students read nonfictional texts and answer questions.



How to Use This Resource

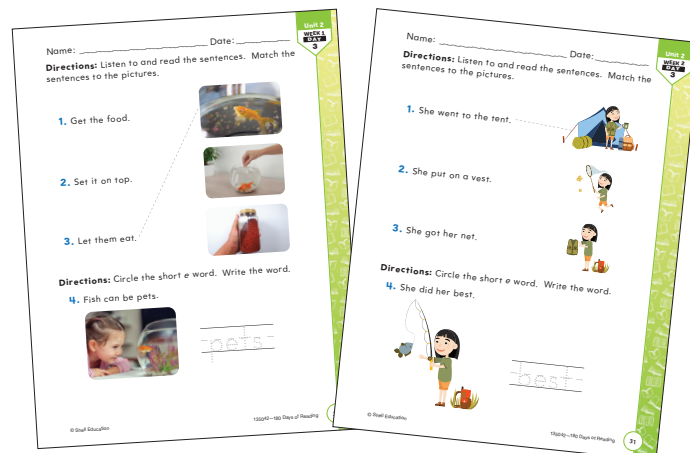
Student Practice Pages

Practice pages reinforce grade-level skills across a variety of foundational reading concepts for each day of year. The questions are provided as full practice pages, making them easy to prepare and implement as part of a morning routine, at the beginning of each reading lesson, or as homework.

Days 1–3

Days 1 and 2 of each week follow a consistent format, with matching activities for single words.

Tracing lines are provided in earlier units to support emergent readers.



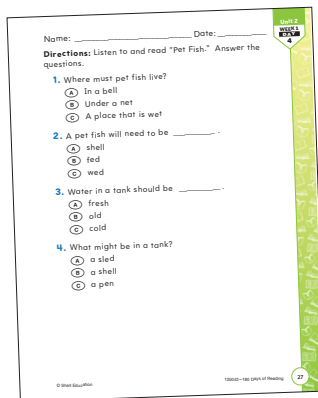
Day 3 of each week follows a consistent format, with matching and circling activities for phrases and sentences.

How to Use This Resource

Student Practice Pages (cont.)

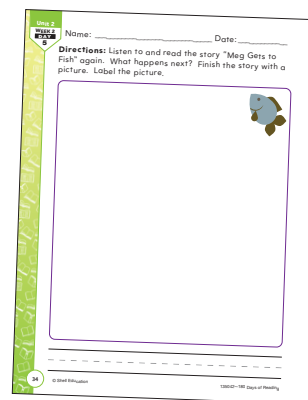
Days 4–5

Days 4 and 5 of each week follow a consistent format, with a longer text and full-color illustrations.



On day 4, students answer multiple-choice questions focused on reading comprehension.

On day 5, students use words and pictures to respond to reading-response prompts.



Instructional Options

180 Days of Reading is a flexible resource that can be used in various instructional settings for different purposes.

- Use these student pages as daily warm-up activities or as review.
- Work with students in small groups, allowing them to focus on specific skills. This setting also lends itself to partner and group discussions about the texts.
- Student pages in this resource can be completed during center times and as activities for early finishers.

Name: _____ Date: _____

Directions: Match the words to the pictures.

bag



wag



tag

1. tag



2. bag



3. wag

**Directions:** Circle the word for the picture. Write the word.

4.



rag

sag

— rag —

Name: _____ Date: _____

Directions: Match the words to the pictures.

fan



man



tan

1. man



2. tan



3. fan

**Directions:** Circle the word for the picture. Write the word.

4.



van

can

— can —

Name: _____ Date: _____

Directions: Listen to and read the sentences. Circle the short *a* words

1. The bat sat.



2. A bat can fly.

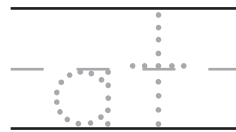


3. It has a fang.



Directions: Circle the short *a* word. Write the word.

4. Look at it hang.



Name: _____ Date: _____

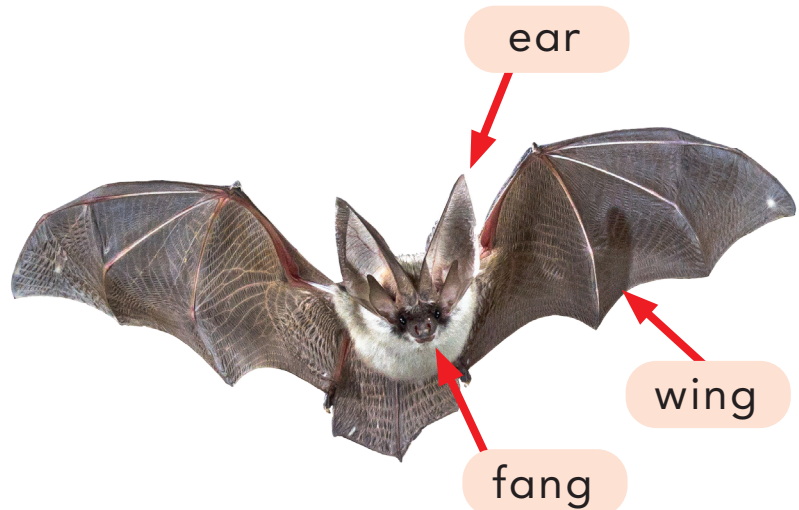
A Bat

This is a bat.

This is a bat fang.

This is a bat wing.

This is a bat ear.



A bat can be black. A bat can be tan.

A bat can fly. A bat can land. A bat can hang.



Name: _____ Date: _____

Directions: Listen to and read “A Bat.” Answer the questions.

1. What can a bat do?

- ☐ A drive a van
- ☐ B fly
- ☐ C wear pants

2. What is this?



- ☐ A a fang
- ☐ B a hat
- ☐ C a wing

3. A bat can be _____.

- ☐ A black
- ☐ B purple
- ☐ C pink

4. Which is another good title?

- ☐ A A Bat and a Dad
- ☐ B In the Trash
- ☐ C All about Bats

Name: _____ Date: _____

Directions: Listen to and read "A Bat" again. Draw a bat. Circle the parts of a bat in your drawing.

Parts of a Bat

fang

wing

ear