







DAYS AT A GLANCE






WEEKS 1 AND 2

	Daily Phonics	Literature	Shared Writing	Texas Correlations
DAY 1	Phonological Awareness: Alliteration Syllables	<i>Apples, Alligators and also Alphabets</i> by Odette and Bruce Johnson	 Make an ABC Picture Chart	TEKS: K.1:B,C,F; K.2:A; K.3:C; K.6:B,F; K.7:A; K.9:C; K.10:C,D; K.14:B; K.15:C TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C
DAY 2	Vowel /a/a Phonological Awareness: Oral Segmentation: Beginning Sounds	<i>What Am I?</i> by N.N. Charles illustrated by Leo and Diane Dillon	  Focus on Questions	TEKS: K.1:B,C,F; K.2:A; K.3:C; K.5:F; K.6:C,D; K.7:C; K.9:A,B,C; K.10:A; K.15:C TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C
DAY 3	Vowel /a/a Phonological Awareness: Alliteration Introduce Sound- Spelling	<i>What Am I?</i> by N.N. Charles <i>High-Frequency Reader:</i> <i>I Am</i>	 Concepts of Print: Words and Sentences Write <i>Aa</i> Write Class Book	TEKS: K.1:B,C,E,F; K.2:A; K.3:C; K.5:E; K.7:A,B,C; K.10:A,C; K.15:C TAAS: 4W Obj 1: K.15:C
DAY 4	Vowel /a/a Phonological Awareness: Syllables Review Sound-Spelling	<i>The Three Bears</i> by Paul Galdone	 Illustrate and Label Opposites	TEKS: K.1:B,C,E,F; K.2:A; K.3:C; K.4:C; K.6:B,F; K.7:C; K.9:A,B,C; K.10:A,B; K.11:B; K.15:B,C TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C
DAY 5	Vowel /a/a Phonological Awareness: Rhyme Maintain Sound-Spelling	<i>"You Shall Have an Apple"</i> a poem <i>Apples, Alligators and also Alphabets</i> <i>My Book: Who Is Ben?</i>	 Concepts of Print: Words that Begin with <i>Aa</i> High-Frequency Words: <i>am</i>	TEKS: K.1:B,C,F; K.2:A; K.3:C; K.6:A,C; K.7:B; K.9:A; K.10:A,B,D; K.15:C,F TAAS: 4W Obj 1: K.15:C 4W Obj 1: K.15:C

	Daily Phonics	Literature	Shared Writing	Texas Correlations
DAY 6	<p>Consonant /b/b Phonological Awareness: Oral Segmentation</p>	<p><i>Birds on Stage</i> by Saturnino Romay</p> 	<p>Make a Big Book of Riddles</p>	<p>TEKS: K.1:B,C,F; K.2:A; K.3:C; K.6:C; K.9:A,B,C; K.10:C; K.15:C,F TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C</p>
DAY 7	<p>Consonant /b/b Phonological Awareness: Oddity Task</p> <p>Introduce Sound- Spelling</p>	<p>SourceCard What Do the Signs Say? “The Wheels on the Bus”</p> <p>High-Frequency Reader: <i>I Am</i></p>	<p>Make Word Cards Write <i>Bb</i></p>	<p>TEKS: K.1:B,C; K.2:A; K.3:C; K.5:E; K.6:D,F; K.7:A,C; K.13:A; K.15:A,C,F TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C</p>
DAY 8	<p>Consonant /b/b Phonological Awareness: Oral Blending</p> <p>Review Sound-Spelling</p>	<p><i>Where’s My Teddy?</i> by Jez Alborough</p> 	<p>Make a Lost-and- Found Poster</p>	<p>TEKS: K.1:B,C; K.2:A; K.3:C; K.4:B; K.7:B,C; K.9:A,B,C; K.10:C; K.15:C TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C</p>
DAY 9	<p>Consonant /b/b Phonological Awareness: Oral Segmentation</p> <p>Maintain Sound-Spelling</p>	<p>“Baa, Baa, Black Sheep” a rhyme</p> <p><i>Apples, Alligators and also Alphabets</i></p> <p>My Book: <i>Hair</i></p> 	<p>Concepts of Print: Connect Speaking and Writing</p>	<p>TEKS: K.1:B,C,F; K.2:A; K.3:C; K.6:B,C; K.7:B,C; K.11:E; K.15:C,F; K.16:B TAAS: 4W Obj 1: K.15:C</p>
DAY 10	<p>Phonological Awareness: Alliteration</p> <p>Phonics Maintenance</p>	<p>Review Books from Weeks 1 and 2</p>	<p>Make a Compare and Contrast Language Chart</p>	<p>TEKS: K.1:B,C,F; K.2:A; K.3:C,D; K.4:C; K.5:E; K.9:C; K.10:C; K.11:B; K.13:A; K.15:A,C,F TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C</p>

DAYS AT A GLANCE




WEEKS 3 AND 4



	Daily Phonics	Literature	Shared Writing	Texas Correlations
DAY 1	Phonological Awareness: Oral Segmentation: Beginning Sounds Review /a/a, /b/b	<i>Apples, Alligators and also Alphabets</i> by Odette and Bruce Johnson	 Compose Alliterative Sentences	TEKS: K.1:B,C,F; K.2:A; K.3:C; K.5; K.6:B,F; K.7:A,C; K.9:C; K.10:B,C; K.15:B,C,E TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C
DAY 2	Consonant /k/c Phonological Awareness: Oral Segmentation: Beginning Sounds	<i>I Went Walking</i> by Sue Williams illustrated by Julie Vivas	 Label with Color Words	TEKS: K.1:B,C; K.2:A; K.3:C; K.6:B,F; K.7:C; K.8:A; K.9:C; K.10:B,C; K.11; K.15:B,C TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C
DAY 3	Consonant /k/c Phonological Awareness: Oral Blending Introduce Sound- Spelling	<i>I Went Walking</i> by Sue Williams High-Frequency Reader: <i>I Can See</i>	 Concepts of Print: Questions and Periods Write Cc Write Class Book	TEKS: K.1:B,C; K.2:A; K.3:C; K.5:E,F,H; K.6:E; K.7:A,B,C; K.10:C; K.11:B; K.15:C TAAS: 4W Obj 1: K.15:C
DAY 4	Consonant /k/c Phonological Awareness: Oddity Task: Beginning Sound Review Sound-Spelling	<i>Caps for Sale</i> by Esphyr Slobodkina	 Write Describing Words	TEKS: K.1:B,C; K.2:A; K.3:C,D; K.5:E; K.6:F; K.7:C; K.9:A,B,C; K.10:B,C; K.11; K.15:C TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C
DAY 5	Consonant /k/c Phonological Awareness: Auditory Discrimination Maintain Sound-Spelling	<i>"Little Boy Blue"</i> a poem <i>Apples, Alligators and also Alphabets</i> My Book: Getting Ready	 Concepts of Print: Words that Begin with Cc High-Frequency Words: <i>a, you, can</i>	TEKS: K.1:B,C,F; K.2:A; K.3:C,D; K.5:E; K.6:B,C; K.7:A,B,C; K.10:B; K.11; K.15:C,F TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C

	Daily Phonics	Literature	Shared Writing	Texas Correlations
DAY 6	<p>Consonant /d/d Phonological Awareness: Rhyme</p>	<p>Boots by Anne Schreiber and Arbo Doughty</p> 	<p>Write a Cumulative Story</p>	<p>TEKS: K.1:B,C,F; K.2:A; K.3:C; K.5:H; K.6:C; K.9:A,B,C; K.10:B,C,D; K.11:E; K.15:A,C,F TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C</p>
DAY 7	<p>Consonant /d/d Phonological Awareness: Alliteration Introduce Sound- Spelling</p>	<p>SourceCard Ways to Get There Shoes High-Frequency Reader: <i>I Can See</i></p>	<p>Write Place Names Write <i>Dd</i></p>	<p>TEKS: K.1:B,C; K.2:A; K.3:C; K.5:B; K.7:A,B,C; K.8:A; K.10:B,D; K.13:A; K.15:A,C,F; K.16:B TAAS: 4W Obj 1: K.15:C</p>
DAY 8	<p>Consonant /d/d Phonological Awareness: Oral Blending Review Sound-Spelling</p>	<p>Carlos and the Squash Plant by Jan Romero Stevens illustrated by Jeanne Arnold</p> 	<p>Write a Recipe</p>	<p>TEKS: K.1:B,C; K.2:A; K.3:C; K.5:G; K.6:E; K.7:B,C; K.9:A,B,C; K.10:C; K.11:B,E; K.13:A; K.15:C,E TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C</p>
DAY 9	<p>Consonant /d/d Phonological Awareness: Rhyme Maintain Sound-Spelling</p>	<p>"Hickory, Dickory, Dock" a song <i>I Went Walking</i> My Book: <i>Time to Get Up</i></p> 	<p>Concepts of Print: Connect Speaking and Writing</p>	<p>TEKS: K.1:B,C,E; K.2:A; K.3:C,D; K.5:G; K.6:D; K.7:B; K.9:A,B; K.10:A,D; K.15:C,F TAAS: 4W Obj 1: K.15:C</p>
DAY 10	<p>Phonological Awareness: Rhyme Phonics Maintenance</p>	<p>Review Books from Weeks 3 and 4</p>	<p>Make a Compare and Contrast Language Chart</p>	<p>TEKS: K.1:B,C,F; K.2:A; K.3:C,D; K.4:B; K.6:B,C; K.7:C; K.9:C; K.10:A,C; K.15:C,F TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C</p>

DAYS AT A GLANCE

WEEKS 5 AND 6

	Daily Phonics	Literature	Shared Writing	Texas Correlations
DAY 1	Phonological Awareness: Oddity Task Review /b/b, /k/c, /d/d	<i>Apples, Alligators and also Alphabets</i> by Odette and Bruce Johnson	 Write About Clay Objects	TEKS: K.1:B,C; K.2:A; K.3:C; K.5:E; K.6:F; K.7:A,C; K.8:A; K.9:C; K.10:B,C; K.15:C TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C
DAY 2	Vowel /e/e Phonological Awareness: Oral Segmentation: Syllables	<i>Is Your Mama a Llama?</i> by Deborah Guarino illustrated by Steven Kellogg	 Write Questions and Answers	TEKS: K.1:B,C,E; K.2:A; K.3:C; K.5:F,H; K.6:B,C,F; K.7:C; K.9:C; K.10:C,D; K.11:B; K.15:C TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C
DAY 3	Vowel /e/e Phonological Awareness: Alliteration Introduce Sound- Spelling	<i>Is Your Mama a Llama?</i> by Deborah Guarino <i>High-Frequency Reader: Kittens</i>	 Concepts of Print: Top-to-Bottom Write <i>Ee</i> Write Class Story	TEKS: K.1:B,C,E,F; K.2:A; K.3:C; K.5:B,E; K.7:A,C; K.9:A,C; K.10:A,B,D; K.14:E; K.15:C TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C
DAY 4	Vowel /e/e Phonological Awareness: Rhyme Review Sound-Spelling	<i>Corduroy</i> by Don Freeman	 Make Price Tags and Labels	TEKS: K.1:B,C,E,F; K.2:A; K.3:C; K.5:H; K.6:C; K.7:C; K.9:A,C; K.10:C; K.15:B,C,E TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C
DAY 5	Vowel /e/e Phonological Awareness: Rhyme Maintain Sound-Spelling	<i>"The Black Hen"</i> a rhyme <i>Apples, Alligators and also Alphabets</i> <i>My Book: Where Did They Go?</i>	 Concepts of Print: Relate Speech to Written Word High-Frequency Words: <i>can, see, you</i>	TEKS: K.1:B,C,F; K.2:A; K.3:C,D; K.6:C; K.7:B,C; K.8:A; K.9:A; K.10:A; K.11:E; K.15:C,F TAAS: 4W Obj 1: K.15:C

	Daily Phonics	Literature	Shared Writing	Texas Correlations
DAY 6	<p>Consonant /f/f Phonological Awareness: Alliteration</p>	<p><i>The Three Billy Goats Gruff</i> retold by Margaret H. Lippert</p>	<p>Focus on Environmental Print</p>	<p>TEKS: K.1:B,C,E; K.2:A; K.3:C,D; K.5:A; K.6:D; K.7:C; K.8:B; K.9:C; K.10:A,C; K.11:B; K.13:A; K.15:B TAAS: 3R Obj 2: K.9:C</p>
DAY 7	<p>Consonant /f/f Phonological Awareness: Oddity Task</p> <p>Introduce Sound- Spelling</p>	<p>SourceCard What Do You See? Riddles</p> <p>High-Frequency Reader: <i>Kittens</i></p>	<p>Make a Color Chart Write <i>Ff</i></p>	<p>TEKS: K.1:B,C; K.2:A; K.3:C; K.5:E,F; K.8:A; K.10:D; K.15:C TAAS: 4W Obj 1: K.15:C</p>
DAY 8	<p>Consonant /f/f Phonological Awareness: Oral Blending</p> <p>Review Sound-Spelling</p>	<p><i>Anansi the Spider: A Tale from the Ashanti</i> by Gerald McDermott</p> 	<p>Create a Special Name</p>	<p>TEKS: K.1:A,B,C; K.2:A; K.3:C,D; K.4:B; K.5:H; K.6:E; K.7:C; K.9:C; K.11:E; K.15:C TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C</p>
DAY 9	<p>Consonant /f/f Phonological Awareness: Rhyme</p> <p>Maintain Sound-Spelling</p>	<p><i>"Five Little Fishies"</i> a rhyme</p> <p><i>Anansi the Spider: A Tale from the Ashanti</i></p> <p>My Book: <i>Who Can Help?</i></p> 	<p>Concepts of Print: Capital and Small Letters</p>	<p>TEKS: K.1:B,C,E; K.2:A; K.3:C; K.5:E,F; K.7:A,C; K.9:C; K.10:A; K.11:E; K.15:C,F TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C</p>
DAY 10	<p>Consonant /f/f Phonological Awareness: Oral Segmentation: Beginning Sounds</p> <p>Phonics Maintenance</p>	<p>Review Books from Weeks 5 and 6</p>	<p>Make a Compare and Contrast Language Chart</p>	<p>TEKS: K.1:B,C; K.2:A; K.3:C,D; K.7:C; K.9:C; K.10:B,C; K.11:E; K.15:A,C,F TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C</p>