










# DAYS AT A GLANCE







## WEEKS 1 AND 2

	Daily Phonics	Literature		Shared Writing	Texas Correlations
DAY 1	Phonological Awareness: Oddity Task  Review /d/d, /e/e, /f/f	<i>Eating the Alphabet</i> by Lois Ehlert		Make a Fruit and Vegetable Chart	TEKS: K.1:B,C; K.2:A; K.3:C; K.7:A; K.9:A,B,C; K.15:A,C TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C
DAY 2	<b>Consonant /g/g</b> Phonological Awareness: Oral Segmentation	<i>The 100th Day of School</i> by Angela Shelf Medearis illustrated by Joan Holub	 	Make a Class Schedule	TEKS: K.1:B,C,E,F; K.2:A; K.3:C,D; K.6:B,C; K.9:C; K.10:A,C,D; K.13:A; K.15:A,C TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C
DAY 3	<b>Consonant /g/g</b> Phonological Awareness: Alliteration  Introduce Sound-Spelling	<i>The 100th Day of School</i> by Angela Shelf Medearis <b>High-Frequency Reader:</b> <i>Dogs</i>		Concepts of Print: Capital Letters  Write Gg  Make a Class Book	TEKS: K.1:B,C,E,F; K.2:A; K.3:C; K.5:E; K.6:C; K.7:A; K.10:A,D; K.15:A,C TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C
DAY 4	<b>Consonant /g/g</b> Phonological Awareness: Oral Blending  Review Sound-Spelling	<i>Herman the Helper</i> by Robert Kraus illustrated by José Aruego & Ariane Dewey		Write a New Episode	TEKS: K.1:A,B,C; K.2:A; K.3:C,D; K.6:E; K.7:B,C; K.9:C; K.10:C; K.15:C,F TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C
DAY 5	<b>Consonant /g/g</b> Phonological Awareness: Auditory Discrimination  Maintain Sound-Spelling	<b>"Old Mother Goose"</b> a rhyme  <i>Eating the Alphabet</i>  <b>My Book: In the Park</b>		Concepts of Print: Tracking Print  High-Frequency Word: <i>my</i>	TEKS: K.1:B,C,F; K.2:A; K.3:B,C; K.5:B; K.6:C; K.7:B; K.9:A; K.10:A; K.11E; K.15:C TAAS: 4W Obj 1: K.15:C

	Daily Phonics	Literature	Shared Writing	Texas Correlations
DAY 6	<p><b>Consonant /h/h</b> Phonological Awareness: Oral Segmentation</p>	<p><b>Tortillas</b> by Margarita Gonzalez-Jensen</p> 	<p>Innovate on the Text Pattern</p>	<p>TEKS: K.1:B,C,E; K.2:A,B; K.3:C,E; K.9:A,C; K.11:E; K.13:A; K.15:C,F TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C</p>
DAY 7	<p><b>Consonant /h/h</b> Phonological Awareness: Alliteration  Introduce Sound- Spelling</p>	<p><b>SourceCard</b> Where Does It Belong? "The Partner Dance"  <b>High-Frequency Reader:</b> <i>Dogs</i></p>	<p>Make a Classroom Helpers Chart  Write <i>Hh</i></p>	<p>TEKS: K.1:B,C,F; K.2:A; K.3:C; K.5:E; K.7:B; K.13:A; K.15:A,C,F; K.16:B TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C</p>
DAY 8	<p><b>Consonant /h/h</b> Phonological Awareness: Oral Blending  Review Sound-Spelling</p>	<p><b>The Cow That Went OINK</b> by Bernard Most</p> 	<p>Write Animal Sound Speech Balloons</p>	<p>TEKS: K.1:B,C; K.2:A; K.3:C; K.5:H; K.9:A,C; K.10:B,C; K.15:C TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C</p>
DAY 9	<p><b>Consonant /h/h</b> Phonological Awareness: Oral Segmentation  Maintain Sound-Spelling</p>	<p><b>"To Market"</b> a rhyme  <b>Eating the Alphabet</b>  <b>My Book: We Clean Up</b></p> 	<p>Concepts of Print: Develop Print Awareness</p>	<p>TEKS: K.1:B,C,F; K.2:A; K.3:C; K.5:E; K.6:C; K.7:B; K.9:A; K.15:C,F TAAS: 4W Obj 1: K.15:C</p>
DAY 10	<p>Phonological Awareness: Alliteration  Phonics Maintenance</p>	<p><b>Review Books from Weeks 1 and 2</b></p>	<p>Make a Compare and Contrast Chart</p>	<p>TEKS: K.1:B,C,F; K.2:A; K.3:B,C; K.5:E; K.6:F; K.7:B; K.15:A,B</p>

# DAYS AT A GLANCE




## WEEKS 3 AND 4


	Daily Phonics	Literature		Shared Writing	Texas Correlations
DAY 1	Phonological Awareness: Oral Segmentation  Review /f/f, /g/g, /h/h	<i>Eating the Alphabet</i> by Lois Ehlert		Describe Fruits and Vegetables	<b>TEKS:</b> K.1:A,B,C,E; K.2:A; K.3:C; K.4:B; K.5:E,H; K.6:B; K.7:A,C; K.9:A,B,C; K.10:C; K.15:C <b>TAAS:</b> 3R Obj 2: K.9:C 4W Obj 1: K.15:C
DAY 2	<b>Vowel /i/i</b> Phonological Awareness: Oral Segmentation	<i>Jamberry</i> by Bruce Degen	 	Create Compound Words	<b>TEKS:</b> K.1:B,C,E,F; K.2:A; K.3:C; K.6:B; K.8:A; K.9:A,B,C; K.10:C; K.15:C <b>TAAS:</b> 3R Obj 2: K.9:C 4W Obj 1: K.15:C
DAY 3	<b>Vowel /i/i</b> Phonological Awareness: Alliteration  Introduce Sound- Spelling	<i>Jamberry</i> by Bruce Degen  <b>High-Frequency Reader:</b> <i>The Band</i>		Concepts of Print: Environmental Print  Write <i>li</i>  Make a Class Book	<b>TEKS:</b> K.1:B,C,E,F; K.2:A; K.3:C,D; K.5:A,E; K.7:C; K.10:C,D; K.15:A,C <b>TAAS:</b> 4W Obj 1: K.15:C
DAY 4	<b>Vowel /i/i</b> Phonological Awareness: Oral Blending  Review Sound-Spelling	<i>Jamaica Tag-Along</i> by Juanita Havill illustrated by Anne Sibley O'Brien		Write Welcoming Messages	<b>TEKS:</b> K.1:B,C; K.2:A; K.3:B,C; K.4:B; K.6:D,E; K.9:A,B; K.11:B,E; K.9:C; K.11:B;K.15:A,C,F <b>TAAS:</b> 3R Obj 2: K.9:C 4W Obj 1: K.15:C
DAY 5	<b>Vowel /i/i</b> Phonological Awareness: Rhyme  Maintain Sound-Spelling	<b>"If All the World"</b> a rhyme  <i>Eating the Alphabet</i>  <b>My Book: An Empty Box</b>		Concepts of Print: Word Boundaries  High-Frequency Word: <i>the</i>	<b>TEKS:</b> K.1:B,C,F; K.2: A; K.3:C; K.5:B; K.6:C; K.7:A,B,C; K.9:A,B,C; K.11:E; K.15:C <b>TAAS:</b> 3R Obj 2: K.9:C 4W Obj 1: K.15:C

	Daily Phonics	Literature	Shared Writing	Texas Correlations
DAY 6	<p><b>Consonant /j/j</b> Phonological Awareness: Auditory Discrimination</p>	<p><b>“The Great Big Enormous Turnip”</b> a Russian tale by Alexei Tolstoi</p>	<p>Record Story Sequence</p>	<p><b>TEKS:</b> K.1:B,C; K.2:A; K.3:C,D; K.4:B; K.9:C; K.10:B,C; K.11:B; K.15:A; <b>TAAS:</b> 3R Obj 2: K.9:C</p>
DAY 7	<p><b>Consonant /j/j</b> Phonological Awareness: Alliteration  Introduce Sound- Spelling</p>	<p><b>SourceCard</b> What Are These People Doing? Jam Sandwich  <b>High-Frequency Reader:</b> <i>The Band</i></p>	<p>Write Directions  Write <i>Jj</i></p>	<p><b>TEKS:</b> K.1:B,C,E,F; K.2:A; K.3:C; K.5:E; K.7:B; K.9:C; K.10:B; K.15:A,C,F <b>TAAS:</b> 3R Obj 2: K.9:C 4W Obj 1: K.15:C</p>
DAY 8	<p><b>Consonant /j/j</b> Phonological Awareness: Oral Blending  Review Sound-Spelling</p>	<p><b>The Story of Chicken Licken</b> by Jan Ormerod</p>	 <p>Create Rhyming Animal Names</p>	<p><b>TEKS:</b> K.1:B,C,E,F; K.2:A; K.3:C; K.4:C; K.5:H; K.9:A,B,C; K.10:A; K.11:D,E; K.15:A,C <b>TAAS:</b> 3R Obj 2: K.9:C 4W Obj 1: K.15:C</p>
DAY 9	<p><b>Consonant /j/j</b> Phonological Awareness: Oral Segmentation  Maintain Sound-Spelling</p>	<p><b>“Jack Be Nimble”</b> a nursery rhyme  <b>My Book:</b> <i>Our Snowman</i></p>	<p>Concepts of Print: Recognize Words  High-Frequency Words</p>	<p><b>TEKS:</b> K.1:B,C,E,F; K.2:A; K.3:C; K.6:B,F; K.7:B; K.9:A,B; K.10:B; K.15:C <b>TAAS:</b> 4W Obj 1: K.15:C</p>
DAY 10	<p>Phonological Awareness: Rhyme  Phonics Maintenance</p>	<p><b>Review Books from Weeks 3 and 4</b></p>	<p>Make a Compare and Contrast Chart</p>	<p><b>TEKS:</b> K.1:B,C; K.2:A; K.3:C; K.4:B; K.6:F; K.7:B,C; K.10:B,C; K.11:E; K.15:A,C,D <b>TAAS:</b> 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: Auditory Discrimination  Review /h/h, /i/i, /j/j	<i>Eating the Alphabet</i> by Lois Ehlert 	Make a Food ABC Book	TEKS: K.1:A,B,C; K.2:A; K.3:C; K.7:A,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
DAY 2	<b>Consonant /k/k</b> Phonological Awareness: Oral Segmentation	<i>Pizza Party!</i> by Grace Maccarone illustrated by Emily Arnold McCully 	Focus on Sentences	TEKS: K.1:B,C,E,F; K.2:A; K.3:C; K.5:C, K.6: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	<b>Consonant /k/k</b> Phonological Awareness: Alliteration  Introduce Sound- Spelling	<i>Pizza Party!</i> by Grace Maccarone  <i>High-Frequency Reader:</i> <i>We Are Painting</i>	Concepts of Print: Words  Write Kk  Make a Class Book	TEKS: K.1:B,C,F; K.2:A; K.3:C; K.5:E; K.8:C; K.9:C; K.10:A,B,D; K.15:A,C  TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C
DAY 4	<b>Consonant /k/k</b> Phonological Awareness: Oral Blending  Review Sound-Spelling	<i>Blueberries for Sal</i> by Robert McCloskey 	Writing Sentences	TEKS: K.1:B,C; K.2:A; K.3:C; K.7:B,C; K.9:A,B,C; K.10:C; K.11:E; K.15:C  TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C
DAY 5	<b>Consonant /k/k</b> Phonological Awareness: Rhyme  Maintain Sound-Spelling	<i>"Humpty Dumpty"</i> a rhyme  <i>Eating the Alphabet</i>  <i>My Book: We Dance</i>	Concepts of Print: Word Boundaries and Punctuation  High-Frequency Words: <i>we, are</i>	TEKS: K.1:B,C,E,F; K.2:A; K.3:C; K.5:B,C; K.6:C; K.7:B,C; K.11:E; 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><b>Consonant /l/</b> Phonological Awareness: Oral Segmentation</p>	<p><b>Pizza</b> by Saturnino Romay</p> 	<p>Create a Menu</p>	<p>TEKS: K.1:B,C; K.2:A; K.3:C; K.6:B; K.9:A,B,C; K.10:C; K.11:E; K.15:C,F TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C</p>
DAY 7	<p><b>Consonant /l/</b> Phonological Awareness: Alliteration  Introduce Sound- Spelling</p>	<p><b>SourceCard</b> What Do You See? "Jamboree"  <b>High-Frequency Reader:</b> <i>We Are Painting</i></p>	<p>Answer a Question  Write <i>ll</i></p>	<p>TEKS: K.1:B,C,F; K.2:A; K.3:C; K.5:E; K.6:E; K.7:C; K.10:B; K.15:C TAAS: 4W Obj 1: K.15:C</p>
DAY 8	<p><b>Consonant /l/</b> Phonological Awareness: Oral Blending  Review Sound-Spelling</p>	<p><b>Sione's Talo</b> by Lino Nelisi illustrated by Elspeth Williamson</p> 	<p>Write Repeated Phrases</p>	<p>TEKS: K.1:B,C; K.2:A; K.3:C; K.7:C; K.9:A,B,C; K.10:B,C; K.11:E; K.15:C TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C</p>
DAY 9	<p><b>Consonant /l/</b> Phonological Awareness: Rhyme  Maintain Sound-Spelling</p>	<p><b>"Mary Had a Little Lamb"</b> a nursery rhyme <b>Eating the Alphabet</b> <b>My Book: I Read, You Read</b></p> 	<p>Concepts of Print: Develop Print Awareness  High-Frequency Words</p>	<p>TEKS: K.1:B,C,E; K.2:A; K.3:C; K.5:E, K.9:A,B; K.10:A,B; K.15:C,F TAAS: 4W Obj 1: K.15:C</p>
DAY 10	<p>Mid-year Review</p>	<p><b>Review Books from Weeks 5 and 6</b></p>	<p>Make a Compare and Contrast Chart</p>	<p>TEKS: K.1:B,C; K.2:A,B; K.3:C; K.13:A; K.15:A,C,F TAAS: 4W Obj 1: K.15:C</p>