










DAYS AT A GLANCE

WEEKS 1 AND 2

	Daily Phonics	Literature	Shared Writing	Texas Correlations
DAY 1	Phonological Awareness: Oral Segmentation: Beginning Sounds Review /j/j, /k/k, /l/l	<i>Alphabatics</i> by Suse MacDonald 	Write Sentences in Sequence	TEKS: K.1:B,C; K.2:A; K.3:C; K.4:B; K.6:B; K.7:A,B; K.10:C; K.13:A; K.15:C TAAS: 4W Obj 1: K.15:C
DAY 2	Consonant /m/m Phonological Awareness: Rhyme	<i>Listen to the Desert/ Oye al desierto</i> by Pat Mora illustrated by Francisco X. Mora  	Innovate on the Story Pattern	TEKS: K.1:B,C,F; K.2:A; K.3:C; K.4:A; K.6:C; K.9:A,B,C; K.10:B,D; K.15:C TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C
DAY 3	Consonant /m/m Phonological Awareness: Alliteration Introduce Sound-Spelling	<i>Listen to the Desert/ Oye al desierto</i> by Pat Mora  <i>High Frequency Reader: We Can Go!</i>	Concepts of Print: Commas Write <i>Mm</i> Make a Class Book	TEKS: K.1:B,C,F; K.2:A; K.3:C; K.5:E,F; K.7:B; K.14:B,E; K.15:C TAAS: 4W Obj 1: K.15:C
DAY 4	Consonant /m/m Phonological Awareness: Oral Blending Review Sound-Spelling	<i>A-Hunting We Will Go!</i> by Steven Kellogg 	Focus on Action Words	TEKS: K.1:B,C,E,F; K.2:A; K.3:C; K.6:C,E; K.8:C; K.9:A,B,C; K.10:A,C; K.11:C; K.15:F TAAS: 3R Obj 2: K.9:C
DAY 5	Consonant /m/m Phonological Awareness: Alliteration Maintain Sound-Spelling	<i>"One Misty Moisty Morning"</i> a rhyme <i>Alphabatics</i> <i>My Book: "Meow," Said the Kitten</i> 	Concepts of Print: Word Boundaries High-Frequency Word: <i>go</i>	TEKS: K.1:B,C,F; K.2:A; K.3:C; K.7:B; K.9:A,B; K.15:C,F TAAS: 4W Obj 1: K.15:C

	Daily Phonics	Literature	Shared Writing	Texas Correlations
DAY 6	<p>Consonant /n/n Phonological Awareness: Auditory Discrimination</p>	<p><i>Let's Get the Rhythm</i> by Anna Miranda</p> 	<p>Write a Chant</p>	<p>TEKS: K.1:B,C,E,F; K.2:A; K.3:C; K.6:F; K.9:A,B,C; K.10:A,B,C; K.15:C,F TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C</p>
DAY 7	<p>Consonant /n/n Phonological Awareness: Oddity Task: Beginning Sound Introduce Sound- Spelling</p>	<p>SourceCard Pat Mora Is Telling a Story. "Eensy, Weensy Spider" High-Frequency Reader: <i>We Can Go!</i></p>	<p>Make a Sound Word Web Write <i>Nn</i></p>	<p>TEKS: K.1:B,C; K.2:A; K.3:C; K.7:A,B,C; K.9:C; K.11:E; K.15:C,F TAAS: 4W Obj 1: K.15:C</p>
DAY 8	<p>Consonant /n/n Phonological Awareness: Oral Blending Review Sound-Spelling Phonogram <i>-an</i></p>	<p><i>Mouse Mess</i> by Linnea Riley</p> 	<p>Animal Character Story Book</p>	<p>TEKS: K.1:B,C; K.2:A; K.3:C; K.4:B; K.6:E; K.9:A,B,C; K.10:C; K.11:B; K.15:C TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C</p>
DAY 9	<p>Consonant /n/n Phonological Awareness: Auditory Discrimination Maintain Sound-Spelling</p>	<p>"The Little Nut Tree" a nursery rhyme <i>Mouse Mess</i> My Book: <i>It's Playtime</i></p> 	<p>Concepts of Print: Word Boundaries</p>	<p>TEKS: K.1:B,C,E; K.2:A; K.3:C; K.7:A,B,C; K.10:A; K.13:A; K.15:C,F TAAS: 4W Obj 1: K.15:C</p>
DAY 10	<p>Oral Blending: Review Beginning Sounds: Review</p>	<p>Review Books from Weeks 1 and 2</p>	<p>Make a Compare and Contrast Chart</p>	<p>TEKS: K.1:B,C,F; K.2:A; K.3:C,D; K.6:E; K.10:A,C; 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 Review /l/l, /m/m, /n/n	<i>Alphabatics</i> by Suse MacDonald 	Draw and Label Letter Pictures	TEKS: K.1:B,C; K.2:A; K.3:C; K.5:E; K.7:A,C; K.9:A,B,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
DAY 2	Vowel /o/o Phonological Awareness: Oral Segmentation	<i>The Itsy Bitsy Spider</i> by Iza Trapani  <i>High-Frequency Reader: Can You See It?</i> 	Make a Tally of Favorite Songs	TEKS: K.1:B,C,E; K.2:A; K.3:C; K.4:B; K.6:F; K.8:A,B; K.9:A,B,C; K.10:A,C,D; K.15:C TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C
DAY 3	Vowel /o/o Phonological Awareness: Alliteration Introduce Sound- Spelling	<i>The Itsy Bitsy Spider</i> by Iza Trapani 	Concepts of Print: Tracking Print Write Oo Make a Bulletin Board	TEKS: K.1:B,C,E,F; K.2:A; K.3:B,C,D; K.3:B,D; K.5:B,C,E; K.6:B,E; K.7:B,C; K.10:A; K.14:B; K.15:A,C TAAS: W Obj 1: K.15:C
DAY 4	Vowel /o/o Phonological Awareness: Oral Blending Review Sound-Spelling	<i>The Three Little Pigs</i> by Gavin Bishop 	Focus on Repetitive Language	TEKS: K.1:B,C; K.2:A; K.3:C; K.5:F,H; K.6:E; K.7:B,C; K.15:A,C TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C
DAY 5	Vowel /o/o Phonological Awareness: Oral Segmentation Maintain Sound-Spelling	<i>"Polly, Put the Kettle On"</i> a rhyme  <i>Alphabatics</i> <i>My Book: I Run</i>	Concepts of Print: Commas High-Frequency Word: <i>it</i>	TEKS: K.1:B,C; K.2:A; K.3:B,C; K.5:E; K.6:D; K.7:B,C; K.8:A; K.9:A,B; K.10:D; K.14:B K.15:C TAAS: 4W Obj 1: K.15:C

	Daily Phonics	Literature	Shared Writing	Texas Correlations
DAY 6	<p>Consonant /p/p Phonological Awareness: Oral Segmentation</p>	<p><i>Clifford the Big Red Dog</i> by Norman Bridwell</p> 	<p>Add a Page</p>	<p>TEKS: K.1:B,C; K.2:A; K.3:C; K.4:B; K.6:F; K.7:C; K.9:C; K.10:A,C,D; K.15:A,C,F TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C</p>
DAY 7	<p>Consonant /p/p Phonological Awareness: Auditory Discrimination</p> <p>Introduce Sound-Spelling</p>	<p>SourceCard Do You Like To Dance? "If You're Happy"</p> <p>High-Frequency Reader: <i>Can You See It?</i></p>	<p>Create New Verses Write <i>Pp</i></p>	<p>TEKS: K.1:B,C,F; K.2:A; K.3:C; K.4:B; K.5:E,F; K.7:C; K.10:C,D; K.13:A,B; K.14:B; K.15:C,F TAAS: 4W Obj 1: K.15:C</p>
DAY 8	<p>Consonant /p/p Phonological Awareness: Oral Blending</p> <p>Review Sound-Spelling Phonogram <i>-op</i></p>	<p><i>Mama Zooms</i> by Jane Cowen-Fletcher</p> 	<p>Finish the Sentence</p>	<p>TEKS: K.1:B,C; K.2:A; K.3:C; K.5:H; K.6:E; K.9:A,B,C; K.10:C; K.11:E; K.14:E; K.15:C TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C</p>
DAY 9	<p>Consonant /p/p Phonological Awareness: Auditory Discrimination</p> <p>Maintain Sound-Spelling</p>	<p>"Pease Porridge" a nursery rhyme</p> <p><i>Mama Zooms</i></p> <p>My Book: <i>My Name Is Sam</i></p> 	<p>Concepts of Print: Connect Spoken and Written Words</p> <p>High-Frequency Words</p>	<p>TEKS: K.1:B,C; K.2:A; K.3:C; K.5:B; K.6:C; K.9:A,B; K.10:C; K.11:E; K.15:C,F TAAS: 4W Obj 1: K.15:C</p>
DAY 10	<p>Phonological Awareness: Oral Segmentation</p> <p>Phonics Maintenance</p>	<p>Review Books from Weeks 3 and 4</p>	<p>Make a Compare and Contrast Chart</p>	<p>TEKS: K.1:B,C; K.2:A; K.3:C; K.4:C; K.6:D,F; K.9:C; K.10:C; K.15:A,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: Auditory Discrimination Review /n/n, /o/o, /p/p	<i>Alphabatics</i> by Suse MacDonald	 Create Shape Stories	TEKS: K.1:B,C; K.2:A; K.3:C; K.4:A; K.5:E; K.9:A,B,C; K.7:C; K.10:C; K.11:E; K.15:C TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C
DAY 2	Consonant /kw/qu Phonological Awareness: Oral Segmentation: Beginning Sounds	<i>Good-Night, Owl!</i> by Pat Hutchins	  Extend the Story	TEKS: K.1:B,C,E; K.2:A; K.3:C; K.6:A,F; K.9:A,B,C; K.10:A,C,D; K.11:E; K.12:B; K.15:C TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C
DAY 3	Consonant /kw/qu Phonological Awareness: Alliteration Introduce Sound- Spelling	<i>Good-Night, Owl!</i> by Pat Hutchins High-Frequency Reader: <i>We Like Fruit</i>	 Concepts of Print: Match Speech to Written Word Write <i>Qq</i> Make a Class Book	TEKS: K.1:B,C,E,F; K.2:A,B; K.3:C; K.5:C,E,H; K.7:B; K.10:A; K.11:B; K.13:A; K.14:B,E; K.15:A,C TAAS: 4W Obj 1: K.15:C
DAY 4	Consonant /kw/qu Phonological Awareness: Oral Blending Review Sound-Spelling	<i>Minerva Louise at School</i> by Janet Morgan Stoeke	 Extend the Story	TEKS: K.1:B,C; K.2:A; K.3:C,D; K.4:A; K.5:H; K.6:E; K.9:A,B; K.10:C; K.11:B; K.15:C TAAS: 4W Obj 1: K.15:C
DAY 5	Consonant /kw/qu Phonological Awareness: Rhyme Maintain Sound-Spelling	<i>"Q Was a Quail"</i> a rhyme <i>Alphabatics</i> <i>My Book: I Can Draw</i>	 Concepts of Print: Uppercase and Lowercase Letters High-Frequency Word: <i>and</i>	TEKS: K.1:B,C,F; K.2:A; K.3:C; K.5:E; K.6:C,F; K.7:B,C; K.9:A,B; K.10:B,C,D; K.14:B; K.15:C,F TAAS: 4W Obj 1: K.15:C

	Daily Phonics	Literature	Shared Writing	Texas Correlations
DAY 6	<p>Consonant /r/r Phonological Awareness: Rhyme</p>	<p><i>The Spider Weaver</i> retold by Florence Sakade</p>	<p>Write Steps in a Process</p>	<p>TEKS: K.1:B,C,E,F; K.2:A; K.3:C; K.7:C; K.9:C; K.10:A,B; K.10:C; K.15:A TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C</p>
DAY 7	<p>Consonant /r/r Phonological Awareness: Alliteration Introduce Sound- Spelling</p>	<p>SourceCard Cats in Art Making Art High-Frequency Reader: <i>We Like Fruit</i></p>	<p>Write Stories About Pictures Write <i>Rr</i></p>	<p>TEKS: K.1:B,C,F; K.2:A; K.3:C; K.4:B; K.5; K.7:C; K.10:B; K.14:B; K.15:C TAAS: 4W Obj 1: K.15:C</p>
DAY 8	<p>Consonant /r/r Phonological Awareness: Oral Blending Review Sound-Spelling Phonogram -an</p>	<p><i>Whistle for Willie</i> by Ezra Jack Keats</p>	 <p>Write Shadow Sentences</p>	<p>TEKS: K.1:B,C; K.2:A; K.3:C,D; K.6:E; K.7:C; K.9:A,B,C; K.10:C; K.11:C,E; K.15:C TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C</p>
DAY 9	<p>Consonant /r/r Phonological Awareness: Rhyme Maintain Sound-Spelling</p>	<p><i>"Ride a Cock-Horse"</i> a nursery rhyme <i>Good-Night, Owl!</i> My Book: <i>We Like to Build</i></p>	 <p>Concepts of Print: Connect Spoken and Written Words High-Frequency Words</p>	<p>TEKS: K.1:B,C; K.2:A; K.3:C; K.4:B; K.5:C; K.6:E; K.7:B,C; K.9:A,B,C; K.10:B; K.14:B; K.15:C,F TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C</p>
DAY 10	<p>Phonological Awareness: Auditory Discrimination Phonics Maintenance</p>	<p>Review Books from Weeks 5 and 6</p>	<p>Make a Compare and Contrast Chart</p>	<p>TEKS: K.1:B; K.2:A; K.3:C; K.4:B; K.6:F; K.10:B,C; K.11:E; K.15:A; K.15:C,F TAAS: 4W Obj 1: K.15:C</p>