











DAYS AT A GLANCE









WEEKS 1 AND 2


	Daily Phonics	Literature		Shared Writing	Texas Correlations
DAY 1	Phonological Awareness: Auditory Discrimination Review /p/p, /kw/qu, /r/r	<i>Amazon Alphabet</i> by Martin and Tanis Jordan		Make an Animal ABC Book	TEKS: K.1:B,C; K.2:A,B; K.3:C; K.4:B; K.7:A,C; K.9:A,B,C; K.10:C,D; K.11:E; K.13:A; K.15:C,D TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C
DAY 2	Consonant /s/s Phonological Awareness: Oral Segmentation	<i>Nature Spy</i> by Shelley Rotner and Ken Kreisler	 	Make an I Spy Chart	TEKS: K.1:B,C,E; K.2:A; K.3:C; K.4:B; K.9:A,B,C; K.10:A; K.15:A,B,C,D TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C
DAY 3	Consonant /s/s Phonological Awareness: Alliteration Introduce Sound- Spelling	<i>Nature Spy</i> by Shelley Rotner and Ken Kreisler <i>High-Frequency Reader:</i> <i>My Cats</i>	 	Concepts of Print: Directionality Write Ss Make a Class Book	TEKS: K.1:B,C,E,F; K.2:A; K.3:C; K.5:B,C,E,H; K.7:C;K.10:A,D; K.14:B; K.15:B,C; K.16:B TAAS: 4W Obj 1: K.15:C
DAY 4	Consonant /s/s Phonological Awareness: Auditory Discrimination Review Sound-Spelling	<i>Mice Squeak,</i> <i>We Speak</i> by Tomie de Paola	 	Write Silly Sentences	TEKS: K.1:B,C,F; K.2:A,B; K.3:C; K.6:F; K.7:C; K.9:A,B,C; K.10:C; K.11:E; K.15:B,C,D,E TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15: C
DAY 5	Consonant /s/s Phonological Awareness: Rhyme Maintain Sound-Spelling	<i>"Sing a Song of Sixpence"</i> a nursery rhyme <i>Amazon Alphabet</i> <i>My Book: Banana Bread!</i>	 	Concepts of Print: Develop Print Awareness High-Frequency Word: <i>on</i>	TEKS: K.1:B,C,F; K.2:A; K.3:C; K.4:A; K.5:B,C; K.6:F; K.7:B; K.8:A,B; K.9:A,B; K.10:B,C; K.15:C,F TAAS: 4W Obj 1: K.15:C

	Daily Phonics	Literature	Shared Writing	Texas Correlations
DAY 6	<p>Consonant /t/t Phonological Awareness: Oral Segmentation</p>	<p><i>The Coyote and the Turtle</i> retold by Barbara Ker Wilson</p>	<p>Make a Character Web</p>	<p>TEKS: K.1:B,C; K.2:A,B; K.3:C; K.6:F; K.7:B; K.10:A,B,C; K.9:C; K.11:D; K.15:B TAAS: 3R Obj 2: K.9:C</p>
DAY 7	<p>Consonant /t/t Phonological Awareness: Alliteration Introduce Sound- Spelling</p>	<p>SourceCard What Do You See? Sound Stick High-Frequency Reader: <i>My Cats</i></p>	<p>Write About the Senses Write <i>Tt</i></p>	<p>TEKS: K.1:B,C,F; K.2:A; K.3:C; K.5:E; K.6:E; K.10:B,D; K.14:B;K.15:C TAAS: 4W Obj 1: K.15:C</p>
DAY 8	<p>Consonant /t/t Phonological Awareness: Oral Blending Review Sound-Spelling Phonogram <i>-at</i></p>	<p><i>What Joe Saw</i> by Anna Grossnickle Hines</p>	 <p>Make a Lift-the-Flap Book</p>	<p>TEKS: K.1:B,C; K.2:A; K.3:C; K.5:H; K.6:E; K.7:B; K.9:C; K.10:B,C,D; K.15:C,F TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C</p>
DAY 9	<p>Consonant /t/t Phonological Awareness: Oral Segmentation Maintain Sound-Spelling</p>	<p>"Tom, Tom, the Piper's Son" a nursery rhyme <i>Amazon Alphabet</i> My Book: <i>Zoo Sense</i></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:C,D; K.6:E; K.7:B,C; K.11:E; K.14:B; K.15:C,F TAAS: 4W Obj 1: K.15:C</p>
DAY 10	<p>Phonological Awareness: Auditory Discrimination Phonics Maintenance Decodable Stories</p>	<p>Review Books from Weeks 1 and 2</p>	<p>Make a Compare and Contrast Chart</p>	<p>TEKS: K.1:B,C; K.2:A; K.3:C; K.4:B; K.7:C; K.8:A; K.10:B; K.15:A,C TAAS: 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: Oddity Task Review /r/r, /s/s, /t/t	<i>Amazon Alphabet</i> by Martin and Tanis Jordan		Write <i>-ing</i> Words	TEKS: K.1:B,C; K.2:A; K.3:C; K.4:B; K.5:H; K.6:F; K.7:A,C; K.8:C; K.9:A,B,C; K.10:D; K.15:A,C TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C
DAY 2	Vowel /u/u Phonological Awareness: Auditory Discrimination	<i>From Head to Toe</i> by Eric Carle	 	Ask and Answer a Question	TEKS: K.1:B,C; K.2:A,B; K.3:B,C,D; K.4:A; K.5:F; K.6:F; K.7:C; K.9:C; K.10:A,C; K.13:A; K.15:C TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C
DAY 3	Vowel /u/u Phonological Awareness: Auditory Discrimination Introduce Sound- Spelling	<i>From Head to Toe</i> by Eric Carle <i>High-Frequency Reader:</i> <i>Look!</i>	 	Concepts of Print: End Punctuation Make a Class Book Write <i>Uu</i>	TEKS: K.1:B,C; K.2:A; K.3:C; K.5:F; K.7:B,C; K.10:B; K.12:B; K.14:B; K.15:A,B,C,F; K.16:A TAAS: 4W Obj 1: K.15:C
DAY 4	Vowel /u/u Phonological Awareness: Oral Blending Review Sound-Spelling Phonogram <i>-un</i>	<i>Over on the Farm</i> by Christopher Gunson	 	Write Dialogue	TEKS: K.1:B,C,E; K.2:A; K.3:C; K.4:A; K.6:E; K.8:C; K.9:A,B,C; K.10:A; K.11:B; K.15:B,C TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C
DAY 5	Vowel /u/u Phonological Awareness: Rhyme Maintain Sound-Spelling	<i>"Twinkle, Twinkle, Little Star"</i> a poem <i>Over on the Farm</i> <i>My Book: I Spy!</i>		Concepts of Print: Matching Speech to Written Word High-Frequency Words: <i>look, in</i>	TEKS: K.1:B,C,F; K.2:A; K.3:B,C; K.5:H; K.6:E; K.7:B; K.8:A; K.9:A,B; 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 /v/v Phonological Awareness: Oral Segmentation</p>	<p><i>A Tree Can Be . . .</i> by Judy Nayer</p> 	<p>Create a Story Variation</p>	<p>TEKS: K.1:B,C,E; K.2:A; K.3:C; K.5:H; K.7:B,C; K.8:A,C; K.9:A,B,C; K.10:C,D; K.11:D,E; K.15:C TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C</p>
DAY 7	<p>Consonant /v/v Phonological Awareness: Alliteration Introduce Sound- Spelling</p>	<p>SourceCard How Are These Places Alike and Different? Diagram of a Rabbit High-Frequency Reader: <i>Look!</i></p>	<p>Write Labels Write <i>Vv</i></p>	<p>TEKS: K.1:B,C,F; K.2:A; K.3:C; K.4:B; K.5:E; K.6:D,F; K.7:C; K.9:C; K.10:D; K.12:B; K.13:A; K.15:C TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C</p>
DAY 8	<p>Consonant /v/v Phonological Awareness: Oral Blending Review Sound-Spelling</p>	<p><i>Foal</i> photographed by Gordon Clayton</p> 	<p>Make a Growth Chart</p>	<p>TEKS: K.1:B,C; K.2:A; K.3:C,D; K.6:E; K.7:B; K.8:A,B; K.9:A,B,C; K.10:C,D; K.12:B; K.15: A,B,C TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C</p>
DAY 9	<p>Consonant /v/v Phonological Awareness: Rhyme Maintain Sound-Spelling</p>	<p><i>“Roses Are Red”</i> a nursery rhyme <i>Foal</i> My Book: <i>Let's Walk</i></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.4:A; K.5:B,C; K.6:A,D,F; K.7:B,C; K.10:A,B; K.15:C TAAS: 4W Obj 1: K.15:C</p>
DAY 10	<p>Phonological Awareness: Oral Blending Phonics Maintenance Decodable Stories</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,D; K.6:E; K.15:A,B,C,E; K.16:B TAAS: 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 /t/t, /v/v, /u/u	<i>Amazon Alphabet</i> by Martin and Tanis Jordan		Research Animal Facts and Create a Chart	TEKS: K.1:B,C; K.2:A; K.3:B,C; K.5:E,H; K.7:A; K.8:A,B; K.9:A,B,C; K.12:A,B; K.15:A,B,C,E; K.16:A,B TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C
DAY 2	Consonant /w/w Phonological Awareness: Oral Segmentation	<i>Flower Garden</i> by Eve Bunting illustrated by Kathryn Hewitt	 	Write Color and Flower Names	TEKS: K.1:B,C,E; K.2:A,B; K.3:C; K.4:A,B; K.9:A,B,C; K.10:A,B; K.13:A; K.15:C; K.16:B TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C
DAY 3	Consonant /w/w Phonological Awareness: Alliteration Introduce Sound-Spelling	<i>Flower Garden</i> by Eve Bunting <i>High-Frequency Reader:</i> <i>Big</i>	 	Concepts of Print: Match Written to Spoken Words Write <i>Ww</i> Make a Class Book	TEKS: K.1:B,C,D,E; K.2:A; K.3:C; K.4:A; K.5:B,C,D,E,G; K.6:A; K.10:A,D; K.14:B; K.15:C TAAS: 4W Obj 1: K.15:C
DAY 4	Consonant /w/w Phonological Awareness: Oral Blending Review Sound-Spelling Phonogram <i>-ig</i>	<i>I Am the Peach</i> by Luisa de Noriega	 	Create a Story Time Line	TEKS: K.1:B,C; K.2:A; K.3:C; K.5:H; K.6:E; K.9: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
DAY 5	Consonant /w/w Phonological Awareness: Rhyme Maintain Sound-Spelling	<i>"Wee Willie Winkie"</i> a nursery rhyme <i>My Book: Little Plant</i>	 	Concepts of Print: Quotation Marks High-Frequency Words	TEKS: K.1:B,C; K.2:A; K.3:C; K.4:A; K.9:A,B; K.11:E; K.12:B; K.15:C; K.16:A,B TAAS: 4W Obj 1: K.15:C

	Daily Phonics	Literature	Shared Writing	Texas Correlations
DAY 6	<p>Consonant /ks/x Phonological Awareness: Oral Segmentation</p>	<p>My Garden by Jesse S. Ostrow illustrated by Charles Shaw</p> 	<p>Recreate the Story</p>	<p>TEKS: K.1:A,B,C,E; K.2:A, K.3:C; K.4:A; K.5:H; K.6:D; K.8:A; K.9:A,B,C;K.10:D; K.11:E; K.15:C TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C</p>
DAY 7	<p>Consonant /ks/x Phonological Awareness: Auditory Discrimination Introduce Sound- Spelling</p>	<p>SourceCard What Is Growing? What Do You Like to Plant? High-Frequency Reader: <i>Big</i></p>	<p>Observe and Write Write Xx</p>	<p>TEKS: K.1:B,C; K.2:A; K.3:C,D; K.4:C; K.5:E,F; K.6:D,E; K.7:B,C; K.12:A,B,C; K.14:B; K.15:C,F TAAS: 4W Obj 1: K.15:C</p>
DAY 8	<p>Consonant /ks/x Phonological Awareness: Oral Blending Review Sound-Spelling</p>	<p>The Tale of Peter Rabbit by Beatrix Potter illustrated by David McPhail</p> 	<p>Write About Feelings</p>	<p>TEKS: K.1:B,C,E; K.2:A; K.3:C,D; K.6:E; K.7:B,C; K.9:A,B,C; K.10:A; K.11:B,E; K.15:A,C TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C</p>
DAY 9	<p>Consonant /ks/x Phonological Awareness: Rhyme Maintain Sound-Spelling</p>	<p>"X Was King Xerxes" a nursery rhyme Flower Garden My Book: Too Small</p> 	<p>Concepts of Print: Develop Print Awareness High-Frequency Words</p>	<p>TEKS: K.1:A,B,C,E,F; K.2:A; K.3:C; K.5:B,C; K.6:A,B; K.7:A,B; K.9:A,B; K.10:B; K.15:C,F TAAS: 4W Obj 1: K.15C</p>
DAY 10	<p>Phonological Awareness: Consonant Substitution Phonics Maintenance Decodable Stories</p>	<p>Review Books from Weeks 5 and 6</p>	<p>Make a Compare and Contrast Chart</p>	<p>TEKS: K.1:B,C; K.2: A; K.3:C; K.4:B; K.6:F; K.7:C; K.11:D; K.15:A,C,F; K.16:B TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C</p>