








DAYS AT A GLANCE






WEEKS 1 AND 2



	Daily Phonics	Literature		Shared Writing	Texas Correlations
DAY 1	Phonological Awareness: Oral Blending Review /v/v, /w/w, /ks/x	<i>ABCDrive!</i> by Naomi Howland		Dictate a Story	TEKS: K.1:B,C; K.2:A; K.3:C,D; K.5:E,F; K.6:E; K.9:A,B,C; K.10:C; K.13:A; K.15:A,C TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C
DAY 2	Consonant /y/y Phonological Awareness: Oral Segmentation	<i>My River</i> by Shari Halpern		List: How We Use Water	TEKS: K.1:B,C; K.2:A; K.3:C; K.4:A; K.5:B,C,D,H; K.6:F; K.9:A,B,C; K.10:A; K.11:E; K.12:A,B; K.15:C; K.16:A,B TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C
DAY 3	Consonant /y/y Phonological Awareness: Alliteration Introduce Sound- Spelling	<i>My River</i> by Shari Halpern <i>High-Frequency Reader: In the Forest</i>		Concepts of Print: Sentences Write Yy Make a Class Book	TEKS: K.1:B,C,F; K.2:A; K.3:C; K.4:A,B; K.5:B,C,D,E; K.7:B,C; K.10:D; K.14:B; K.15:A,C TAAS: 4W Obj 1: K.15:C
DAY 4	Consonant /y/y Phonological Awareness: Auditory Discrimination Phonogram -en	<i>Time to Sleep</i> by Denise Fleming		Write Dialogue	TEKS: K.1:B,C,E; K.2:A; K.3:C,D; K.5:H; K.6:E,F; K.7:C; K.9:C; K.10:D; K.11:B; K.12:C; K.15:C TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C
DAY 5	Consonant /y/y Phonological Awareness: Rhyme Maintain Sound-Spelling	"Stop! Look! Listen!" a rhyme <i>ABCDrive!</i> <i>My Book: Who Needs a Tree?</i>		Concepts of Print: Words and Sentences High-Frequency Words: <i>what, do</i>	TEKS: K.1:B,C; K.2:A; K.3:C; K.5:F; K.6:F; K.7:C; K.8:A,B; K.10:A; 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 /z/z Phonological Awareness: Oral Segmentation</p>	<p><i>The Rabbit and the Elephant</i> retold by Ruthilde Kronberg and Patricia C. McKissack</p>	<p>Character Webs</p>	<p>TEKS: K.1:B,C,E; K.2:A; K.3:C; K.6:D,F; K.9:C; K.10:A; K.11:D; K.15:A,E TAAS: 3R Obj 2: K.9:C</p>
DAY 7	<p>Consonant /z/z Phonological Awareness: Auditory Discrimination Introduce Sound- Spelling</p>	<p>SourceCard Helping Sick Pets. River Animals and Plants High-Frequency Reader: <i>In the Forest</i></p>	<p>Write a Community Chart Write Zz</p>	<p>TEKS: K.1:B,C; K.2:A; K.3:C; K.4:A,B; K.5:E,F; K.7:B; K.14:B; ; K.15:A,C; K.16:B TAAS: 4W Obj 1: K.15:C</p>
DAY 8	<p>Consonant /z/z Phonological Awareness: Oral Blending Phonogram -ot</p>	<p><i>Rosie's Walk</i> by Pat Hutchins</p>	 <p>Create a Story Map</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:B,C,D; 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 /z/z Phonological Awareness: Rhyme Maintain Sound-Spelling</p>	<p>"Z Was a Zebra" a rhyme ABC Drive My Book: <i>Listen!</i></p>	 <p>Explore Concepts of Print High-Frequency Words</p>	<p>TEKS: K.1:B,C,E,F; K.2:A; K.3:C; K.5:A,B,C,D; K.6:D,E,F; K.7:C; K.8:A; K.10:A; K.13:A; K.15:C TAAS: 4W Obj 1: K.15:C</p>
DAY 10	<p>Phonological Awareness: Consonant Deletion 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,E; K.2:A; K.3:C; K.4:B; K.7:C; K.10:A; K.15:A,B,C,E; K.16:B 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: Oral Blending Review: /ks/x, /y/y, /z/z	<i>ABCDrive!</i> by Naomi Howland	 Make Signs	TEKS: K.1:B,C; K.2:A; K.3:C; K.5:A; K.6:E; K.7:A,B,C; K.8:A; K.9:A,B,C; K.11:E; K.15:C TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C
DAY 2	Blending: /a/a, /m/m Phonological Awareness: Oral Segmentation	<i>What the Sun Sees, What the Moon Sees</i> by Nancy Tafuri	 Add to the Story Pattern	TEKS: K.1:B,C; K.2:A; K.3:C; K.4:B; K.5:H; K.9:A,B,C; K.10:C; K.11:E; K.15:A,C TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C
DAY 3	Blending: /a/a, /m/m Phonological Awareness: Oral Blending Introduce Phonic Blending	<i>What the Sun Sees, What the Moon Sees</i> by Nancy Tafuri High-Frequency Reader: <i>We Like to Play!</i>	 Concepts of Print: Book Concepts Write Decodable Words Write a Class Book	TEKS: K.1:B,C; K.2:A; K.3:C; K.5:G,H; K.6:E; K.7:B; K.8:A,B; K.10:A,D; K.15:C TAAS: 4W Obj 1: K.15:C
DAY 4	Blending: /a/a, /m/m Phonological Awareness: Oral Blending/Oral Segmentation Blend Words	<i>Abuela</i> by Arthur Dorros	 Write a Postcard	TEKS: K.1:B,C; K.2:A; K.3:A,C,D; K.6:E,F; K.9:A,B,C; K.10:B; K.13:A,B; K.15:C TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C
DAY 5	Blending: /a/a, /m/m Phonological Awareness: Oral Blending Maintain Sound-Spelling	<i>"Muffin Man"</i> a rhyme <i>ABCDrive!</i> My Book: <i>In the Nest</i>	 Concepts of Print: Question Marks High-Frequency Words	TEKS: K.1:B,C,E; K.2:A; K.3:C,D; K.5:B,C,D,H; K.6:F; K.10:A,B; K.15:C TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C

	Daily Phonics	Literature	Shared Writing	Texas Correlations
DAY 6	<p>Blending: /l/, /t/ Phonological Awareness: Rhyme Oral Blending</p>	<p><i>City Sounds</i> by Jean Marzollo</p> 	<p>Community Sounds Bulletin Board</p>	<p>TEKS: K.1:B,C; K.2:A; K.3:C; K.6:C,E; K.8:A,B; K.9:A,B,C; K.10:B,C,D; K.15:C,F; K.16:B TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C</p>
DAY 7	<p>Blending: /l/, /t/ Phonological Awareness: Oral Blending Introduce Phonic Blending</p>	<p>SourceCard What Are These People Doing? "This Land Is Your Land" High-Frequency Reader: <i>We Like to Play!</i></p>	<p>Write Decodable Words Add New Verses</p>	<p>TEKS: K.1:B,C; K.2:A; K.3:C; K.4:A; K.5:F; K.6:E; K.7:B; K.10:B; K.15:C TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C</p>
DAY 8	<p>Blending: /l/, /t/ Oral Blending/Oral Segmentation Blend Words</p>	<p><i>The Little House</i> by Virginia Lee Burton</p> 	<p>Write About Seasons</p>	<p>TEKS: K.1:B,C; K.2:A; K.3:C; K.6:E,F; K.7:A,B; K.9:A,B,C; K.10:C,D; K.11:B; K.15:C TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C</p>
DAY 9	<p>Blending: /l/, /t/ Phonological Awareness: Rhyme Maintain Sound-Spelling</p>	<p>"One, Two" a rhyme My Book: <i>Under Your Feet</i></p> 	<p>Concepts of Print: Commas High-Frequency Words</p>	<p>TEKS: K.1:B,C; K.2:A; K.3:C; K.4:A; K.6:E; K.9:A,B; K.11:E; K.15:B,C TAAS: 4W Obj 1: K.15:C</p>
DAY 10	<p>Write Dictated Sentences 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.4:C,D; K.6:E,F; K.7:B; K.9:C; K.15:A,C 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: Rhyme Review Phonic Blending: <i>/a/a, /m/m, /l/l, /t/t</i>	<i>ABCDrive!</i> by Naomi Howland	 Interview Community Workers	TEKS: K.1:B,C; K.2:A; K.3:C; K.4:B; K.5:H; K.6:C,E; K.7:A; K.9:A, B,C; K.10:C,D; K.12:B; K.15:B,C; K.16:B TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C
DAY 2	Blending: /o/o, /s/s Phonological Awareness: Oral Segmentation	<i>Hattie and the Fox</i> by Mem Fox	  Write Story Sentences	TEKS: K.1:A,B,C,E; K.2:A; K.3:C; K.4:B; K.5:H; K.6:F; K.9:A,B,C; K.10:A,C; K.11:B,E; K.15:C TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C
DAY 3	Blending: /o/o, /s/s Phonological Awareness: Oral Blending Introduce Phonic Blending	<i>Hattie and the Fox</i> by Mem Fox High-Frequency Reader: <i>What Is It?</i>	 Concepts of Print: Quotation Marks Write Decodable Words Class Book	TEKS: K.1:B,C,E; K.2:A; K.3:B,C; K.4:A,B,C; K.5:B,C,D,G,H; K.6:D,E; K.7:B; K.10:A; K.15:A,C TAAS: 4W Obj 1: K.15:C
DAY 4	Blending: /o/o, /s/s Phonological Awareness: Oral Blending/Oral Segmentation Blend Words	<i>Madeline's Rescue</i> by Ludwig Bemelmans	 Focus on Rhyme	TEKS: K.1:B,C,F; K.2:A; K.3:C; K.6:E,F; K.7:B; K.9:A,B,C; K.10:C,D; K.11:B; K.15:C,F TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C
DAY 5	Blending: /o/o, /s/s Phonological Awareness: Rhyme Maintain Sound-Spelling	"Sally Go Round the Sun" a rhyme My Book: <i>Our Town</i>	 Concepts of Print: Words and Sentences High-Frequency Words: <i>is</i>	TEKS: K.1:B,C; K.2:A,B; K.3:C; K.5:B,C,D,F; K.6:E,F; K.7:A,B,C; K.10:A; K.13:A; K.15:C TAAS: 4W Obj 1: K.15:C

	Daily Phonics	Literature	Shared Writing	Texas Correlations
DAY 6	<p>Blending: /i/i, /p/p Phonological Awareness: Auditory Discrimination</p>	<p><i>Music Is in the Air</i> by Ann Morris Photographs by Ken Heyman</p> 	<p>Extend a Story</p>	<p>TEKS: K.1:B,C,E; K.2:A; K.3:C,D; K.6:D,F; K.7:C; K.9:A,C; K.10:A,B,C; K.15:A,C TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C</p>
DAY 7	<p>Blending: /i/i, /p/p Phonological Awareness: Oral Blending Introduce Phonic Blending</p>	<p>SourceCard Building Together Map of Children's Playground High-Frequency Reader: <i>What Is It?</i></p>	<p>Write about Playgrounds Write Decodable Words</p>	<p>TEKS: K.1:B,C; K.2:A; K.3:C; K.4:B; K.5:G; K.6:E,F; K.7:B,C; K.10:B; K.12:A,B; K.15:A,C,F TAAS: 4W Obj 1: K.15:C</p>
DAY 8	<p>Blending: /i/i, /p/p Phonological Awareness: Oral Blending/Oral Segmentation Blend Words</p>	<p><i>Officer Buckle and Gloria</i> by Peggy Rathmann</p> 	<p>Write Safety Tips</p>	<p>TEKS: K.1:B,C,E; K.2:A; K.3:C; K.4:A; K.5:B,C,D; K.6:E,F; K.7:B,C; K.9:C; K.10:A; K.11:E; K.14:B; K.15:C TAAS: 3R Obj 2: K.9:C 4W Obj 1: K.15:C</p>
DAY 9	<p>Blending: /i/i, /p/p Phonological Awareness: Auditory Discrimination Maintain Sound-Spelling</p>	<p>"To Market" a rhyme My Book: <i>In the Garden</i></p> 	<p>Concepts of Print: Match Letters and Sounds High-Frequency Words</p>	<p>TEKS: K.1:B,C,E; K.2:A; K.3:C,D; K.6:E,F; K.7:A,B,C; K.8:A; K.9:A,B; K.10:A,B,D; K.15:C TAAS: 4W Obj 1: K.15:C</p>
DAY 10	<p>Write Dictated Sentences 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,D; K.4:B,C; K.6:E,F; K.7:C; K.10:C; K.15:A,C,E,F TAAS: 4W Obj 1: K.15:C</p>