

## Texas Journeys Private Kindergarten Curriculum

**Week 11**

**Date: October 28-November 1, 2019**



<b>Your Skills for the Week</b>	<input checked="" type="checkbox"/> <b>Phonemic Awareness</b> Blend Phonemes Final Sound	<input checked="" type="checkbox"/> <b>Phonics</b> Review: Short a Blending Words	<input checked="" type="checkbox"/> <b>Vocabulary</b> Oral Vocabulary High-Frequency Words Strategies: Figurative Language	<b>Fluency</b> Pause for Punctuation High-Frequency Words	<input checked="" type="checkbox"/> <b>Comprehension</b> Skill: Compare and Contrast Strategy: Question	<b>Language Arts</b> Grammar Writing
	<b>TEKS (Texas Essential Knowledge and Skills)</b>					

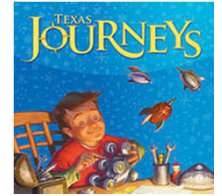
**K.4B Compare and contrast; RC-K(B) Question; RC-K(D) Figurative language; Pause for punctuation: K.3A Review: Short a; K.2G Review words; K.20B Record and publish; Research; K.16A(iii) Sentence parts: Subject; K.16A(ii) Sentences: Exact nouns**

**Essential Question: *How are the months of the year the same and different?***

**Whole Group**

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Daily Language</b> <ul style="list-style-type: none"> <li>• Opening Routines</li> <li>• Read Aloud Book</li> <li>• Oral Vocabulary</li> <li>• Phonemic Awareness</li> </ul>	Opening Routines, T12-T13 <b>TEKS K.7</b> Phonemic Awareness <b>TEKS K.2G</b> High -Frequency Words Vocabulary Boost Read Aloud, <i>Every Season</i> T14-T15 <b>TEKS K.4A</b> Introduce Oral Vocabulary <input checked="" type="checkbox"/> Phonemic Awareness, T16 <b>TEKS K.2H</b>	Opening Routines, T-22-T23 <b>TEKS K.21A</b> Phonemic Awareness <b>TEKS K.2G</b> High -Frequency Words Vocabulary Boost <b>TEKS K.4B</b> <input checked="" type="checkbox"/> Phonemic Awareness, T24 <b>TEKS K.2H</b>	Opening Routines, T38-T39 Phonemic Awareness <b>TEKS K.2G</b> High -Frequency Words Vocabulary Boost <input checked="" type="checkbox"/> Phonemic Awareness, T40 <b>TEKS K.2G</b>	Opening Routines, T46-T47 Phonemic Awareness <b>TEKS K.2G</b> High -Frequency Words Vocabulary Boost <input checked="" type="checkbox"/> Phonemic Awareness, T47 <b>TEKS K.2G</b>	Opening Routines, T54-T55 Phonemic Awareness <b>TEKS K.2G</b> High -Frequency Words Vocabulary Boost <input checked="" type="checkbox"/> Phonemic Awareness, T55 <b>TEKS K.2G</b>
<b>Word Work</b> <ul style="list-style-type: none"> <li>• Phonics</li> <li>• High-Frequency Words</li> </ul>	<input checked="" type="checkbox"/> Phonics Review Letter Aa, T16-T17 <b>TEKS K.3A</b> <input checked="" type="checkbox"/> High-Frequency Words: <i>come, me,</i> T18-T19 <b>TEKS K.5A</b>	<input checked="" type="checkbox"/> Phonics <b>TEKS K.3A</b> Review letter Aa, T24-T25 <b>TEKS K.3A</b> <input checked="" type="checkbox"/> High-Frequency Words: T26	<input checked="" type="checkbox"/> Phonics <b>TEKS K.3A</b> Words with short a, T40-T41 <b>TEKS K.3B</b> <input checked="" type="checkbox"/> High-Frequency Words, T42	<input checked="" type="checkbox"/> Phonics Words with short a, T48, <b>TEKS K.3A</b> <input checked="" type="checkbox"/> High-Frequency Words, T48	<input checked="" type="checkbox"/> Phonics Words with short a, T56 Connect and Extend: Independent Reading, T56 <b>TEKS RC-K(F)</b> <input checked="" type="checkbox"/> High-Frequency Words, T56

	<b>Skills and Strategies</b> <ul style="list-style-type: none"> <li>• <i>Reading</i></li> <li>• <i>Fluency</i></li> <li>• <i>Comprehension</i></li> </ul>	<b>Fluency</b> Model Fluency, T15  <b>Listening Comprehension,</b> T15 <b>TEKS K.9</b>	<b>Introduce the Big Book</b> T26-T27 <b>Develop Background, T26 Comprehension</b> ✔ Compare and Contrast, T27 Question, T27 <b>Read the Big Book</b> <i>Jump into January,</i> T28-T33 <b>TEKS K.10A, RC-K(A)</b> <b>Wrap Up the Big Book,</b> T34-T35 <b>Your Turn,</b> T34 <b>TEKS RC-K(B)</b> Retelling, T35	<b>Fluency TEKS k&gt;3A, K.3B</b> Pause for Punctuation, T41, T42 <b>Read "Come and see Me,"</b> <b>Comprehension</b> ✔ Compare and Contrast, T43 <b>TEKS K.4B</b>	<b>Read "Pam and Me,"</b> T48 <b>TEKS K.3A</b> <b>Vocabulary Strategies</b> Figurative Language, T49  <b>Read "Holidays All Year Long,"</b> T50-T51 Connect to Social Studies <b>Making Connections,</b> T51 <b>TEKS RC-K(F)</b>	<b>Fluency</b> Pause for Punctuation, T56  <b>Connect and Extend</b> Read to Connect, T56 <b>TEKS RC-K(F)</b> Extend Through Research, T57 <b>TEKS K.20A, K.20B</b> Listening and Speaking, T57
	<b>Enrichment Class</b> <ul style="list-style-type: none"> <li>• <i>Oral Vocabulary</i></li> <li>• <i>Comprehension</i></li> </ul>	Art, Computer, Creative Movement, Music, STEM, Spanish "Chef It Up"	Art, Computer, Creative Movement, Music, STEM, Spanish	Art, Computer, Creative Movement, Music, STEM, Spanish	Art, Computer, Creative Movement, Music, STEM, Spanish	Art, Computer, Creative Movement, Music, STEM, Spanish "Chef It Up"
<div data-bbox="94 565 346 760" style="background-color: #008000; color: white; border-radius: 50%; padding: 10px; display: inline-block;"> <p style="text-align: center; margin: 0;"><u>Whole Group</u></p> <p style="font-size: 24px; margin: 0;">Language Arts</p> </div>	<b>Grammar Writing</b>  <b>Writing Prompt</b> <i>Draw and write about your favorite kind of weather.</i>	<b>Grammar TEKS K.16A(iii)</b> Sentence Parts: Subject, T20  <b>Write to Describe</b> Sentences: Exact Nouns, T21 Focus Trait: Word Choice, T21 <b>TEKS K.16A(iii)</b>	<b>Grammar TEKS K.16A(iii)</b> Sentence Parts: Subject, T36  <b>Write to Describe</b> Sentences: Exact Nouns, T37 Focus Trait: Word Choice, T37 <b>TEKS K.16A(iii)</b>	<b>Grammar TEKS K.16A(iii)</b> Sentence Parts: Subject, T44  <b>Write to Describe</b> Sentences: Exact Nouns, T45 Focus Trait: Word Choice, T45 <b>TEKS K.16A(iii)</b>	<b>Grammar TEKS K.16A(iii)</b> Sentence Parts: Subject, T52  <b>Write to Describe</b> Sentences: Exact Nouns, T53 Focus Trait: Word Choice, T54 <b>TEKS K.16A(iii)</b>	<b>Grammar TEKS K.16A(iii)</b> Sentence Parts: Subject, T58  <b>Write to Describe</b> Sentences: Exact Nouns, T59 Focus Trait: Word Choice, T59 <b>TEKS K.16A(iii)</b>
<div data-bbox="126 860 336 1079" style="background-color: #ffff00; border-radius: 50%; padding: 10px; display: inline-block;"> <p style="text-align: center; margin: 0;"><b>SMALL GROUP</b></p>  <p style="text-align: center; margin: 0;"><b>Options</b></p> </div> <p style="font-size: 18px; margin: 0;">Suggestions for Small Groups (See pp T61-T79); Suggestions for Intervention (See pp S2-S11);  Suggestions for English Learners (See pp E2-E11)</p>						



Texas Journeys Private Kindergarten Curriculum

**Week 12**

**Date: November 4-8, 2019**

<b>Your Skills for the Week</b>	<input checked="" type="checkbox"/> <b>Phonemic Awareness</b> Blend Phonemes Final Sound	<input checked="" type="checkbox"/> <b>Phonics</b> Letter/Sound: <i>n</i> Blending Words	<input checked="" type="checkbox"/> <b>Vocabulary</b> Oral Vocabulary High-Frequency Words Strategies: Classify and Categorize: Sensory Words	<b>Fluency</b> Read with Expression High-Frequency Words	<input checked="" type="checkbox"/> <b>Comprehension</b> Skill: Conclusions Strategy: Monitor/Clarify	<b>Language Arts</b> Grammar Writing
	<b>TEKS (Texas Essential Knowledge and Skills)</b> K.8B Conclusions; RC-K© Monitor/clarify; K.6C Classify and categorize: Sensory words; K.3A Letter/Sound: <i>n</i> K.2G Blending words; K.12A Identify media forms (and techniques); K.16A (iii) Sentence parts: Verb; L.5A Sentences: Exact verbs					

Essential Question: *What Clues help me figure out things the author does not tell me?*

Whole Group

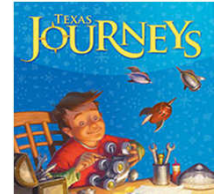
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Daily Language</b> <ul style="list-style-type: none"> <li>• <i>Opening Routines</i></li> <li>• <i>Read Aloud Book</i></li> <li>• <i>Oral Vocabulary</i></li> <li>• <i>Phonemic Awareness</i></li> </ul>	<b>Opening Routines</b> , T92-T93 <b>TEKS K.7</b> Phonemic Awareness <b>TEKS K.2G</b> High -Frequency Words Vocabulary Boost <b>Read Aloud Book, <i>Storm Is Coming!</i></b> T-94-T95 <b>TEKS K.4A</b> <b>Introduce Oral Vocabulary</b> <input checked="" type="checkbox"/> Phonemic Awareness, T96 <b>TEKS K.2H</b>	<b>Opening Routines</b> , T-102-T103 <b>TEKS K.16B</b> Phonemic Awareness <b>TEKS K.2G</b> High -Frequency Words Vocabulary Boost <input checked="" type="checkbox"/> Phonemic Awareness, T104 <b>TEKS K.2H</b>	<b>Opening Routines</b> , T118-T119 Phonemic Awareness <b>TEKS K.2G</b> High -Frequency Words Vocabulary Boost <input checked="" type="checkbox"/> Phonemic Awareness, T120 <b>TEKS K.2G</b>	<b>Opening Routines</b> , T126-T127 Phonemic Awareness <b>TEKS K.2G</b> High -Frequency Words Vocabulary Boost <input checked="" type="checkbox"/> Phonemic Awareness, T127 <b>TEKS K.2G</b>	<b>Opening Routines</b> , T134-T135 <b>TEKS K.22</b> Phonemic Awareness <b>TEKS K.2G</b> High -Frequency Words Vocabulary Boost <input checked="" type="checkbox"/> Phonemic Awareness, T135 <b>TEKS K.2G</b>
<b>Word Work</b> <ul style="list-style-type: none"> <li>• <i>Phonics</i></li> <li>• <i>High-Frequency Words</i></li> </ul>	<input checked="" type="checkbox"/> Phonics Letter <i>Nn</i> , T96-T97 <b>TEKS K.3A</b> <input checked="" type="checkbox"/> High-Frequency Words: <i>with, my</i> , T98-T99	<input checked="" type="checkbox"/> Phonics <b>TEKS K.3A</b> Letter <i>Nn</i> , T104-T105 <b>TEKS K.3A</b> <input checked="" type="checkbox"/> High-Frequency Words: T106	<input checked="" type="checkbox"/> Phonics <b>TEKS K.3A</b> Words with <i>n</i> , T120-T121 <b>TEKS K.3B</b> <input checked="" type="checkbox"/> High-Frequency Words, T122	<input checked="" type="checkbox"/> Phonics Words with <i>n</i> , T128 <b>TEKS K.3B</b> <input checked="" type="checkbox"/> High-Frequency Words, T128	<input checked="" type="checkbox"/> Phonics Words with <i>n</i> , T136 <b>TEKS K.3B</b> Connect and Extend: Independent Reading, T136 <b>TEKS K.3B</b> <input checked="" type="checkbox"/> High-Frequency Words, T136
<b>Skills and Strategies</b> <ul style="list-style-type: none"> <li>• <i>Reading</i></li> <li>• <i>Fluency</i></li> <li>• <i>Comprehension</i></li> </ul>	<b>Fluency</b> Model Fluency, T95  <b>Listening Comprehension</b> , T95 <b>TEKS K.6A, K.8B</b>	<b>Introduce the Big Book</b> T106-T107 <b>Develop Background</b> , T106 <b>Comprehension</b> <input checked="" type="checkbox"/> Conclusions, T107 <input checked="" type="checkbox"/> Monitor/Clarify, T107 <b>Read the Big Book <i>Snow</i></b> , T108-T113 <b>TEKS K.6A, RC-K(C)</b> <b>Wrap Up the Big Book</b> , T114-T115 <b>TEKS K.8B</b> <b>Your Turn</b> , T114  Retelling, T115	<b>Fluency</b> Read with Expression, T121, T122 <b>Read "I Can Nap,"</b> T122 <b>TEKS K.1F</b> <b>Comprehension</b> <input checked="" type="checkbox"/> Conclusions, T123 <b>TEKS K.8B</b>	<b>Read "Tap with Me,"</b> T129 <b>TEKS K.1G</b> <b>Vocabulary Strategies</b> Classify and Categorize: Sensory Words, T129 <b>TEKS K.6C</b>  <b>Read "How Water Changes,"</b> T130-T131 Connect to Science <b>TEKS K.9</b> <b>Making Connections</b> , T131 <b>TEKS RC-K(F)</b>	<b>Fluency</b> Read with Expression, T136  <b>Connect and Extend</b> Read to Connect, T136 <b>TEKS RC-K(F)</b> Extend Through Media Literacy T137  Listening and Speaking, T137 <b>TEKS K.10C</b>

Whole Group  
Language Arts

<p><b>Enrichment Class</b></p> <ul style="list-style-type: none"> <li>• Oral Vocabulary</li> <li>• Comprehension</li> </ul>	<p>Art, Computer, Creative Movement, Music, STEM, Spanish "Chef It Up"</p>	<p>Art, Computer, Creative Movement, Music, STEM, Spanish</p>	<p>Art, Computer, Creative Movement, Music, STEM, Spanish</p>	<p>Art, Computer, Creative Movement, Music, STEM, Spanish</p>	<p>Art, Computer, Creative Movement, Music, STEM, Spanish "Chef It Up"</p>
<p><b>Grammar Writing</b></p> <p><b>Writing Prompt</b> <i>Draw and write about a day it snowed.</i></p>	<p>Grammar TEKS K.5A Sentence Parts: Verb, T100</p> <p><b>Write to Describe</b> Sentences: Exact Verbs, T101 Focus Trait: Word Choice, T101 TEKS K.5A</p>	<p>Grammar TEKS K.5A Sentence Parts: Verb, T116</p> <p><b>Write to Describe</b> Sentences: Exact Verbs, T117 Focus Trait: Word Choice, T117 TEKS K.17A, K.17B</p>	<p>Grammar TEKS K.5A Sentence Parts: Verb, T124</p> <p><b>Write to Describe</b> Sentences: Exact Verbs, T125 Focus Trait: Word Choice, T125 TEKS K.5A</p>	<p>Grammar TEKS K.5A Sentence Parts: Verb, T132</p> <p><b>Write to Describe</b> Sentences: Exact Verbs, T133 Focus Trait: Word Choice, T133 TEKS K.5A</p>	<p>Grammar TEKS K.5A Sentence Parts: Verb, T138</p> <p><b>Write to Describe</b> Sentences: Exact Verbs, T139 Focus Trait: Word Choice, T139 TEKS K.5A</p>

SMALL GROUP  
Options

Suggestions for Small Groups (See pp T141-T159); Suggestions for Intervention (See pp S12-S21);  Suggestions for English Learners (See pp E12-E21)



Texas Journeys Private Kindergarten Curriculum

**Week 13**

**Date: November 11-15, 2019**

	<input checked="" type="checkbox"/> <b>Phonemic Awareness</b> Blend Phonemes Final Sound	<input checked="" type="checkbox"/> <b>Phonics</b> Letter/Sound: <i>f</i> Blending Words	<input checked="" type="checkbox"/> <b>Vocabulary</b> Oral Vocabulary High-Frequency Words Strategies: Classify and Categorize: Color Words	<b>Fluency</b> Reading Rate High-Frequency Words	<input checked="" type="checkbox"/> <b>Comprehension</b> Skill: Author's Purpose Strategy: Visualize	<b>Language Arts</b> Grammar Writing
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	<b>K.4B Author's purpose; RC-K© Visualize; K.16A(iii) Classify and categorize: color words; Reading rate; K.3A Letter/sound: <i>f</i>; K.2G Blending words; K.19A Ask questions; K.16C Complete sentences (capitalization and punctuation); K.16A(iii) Sentences: Details</b>
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Essential Question: *Why do authors write informational texts?*

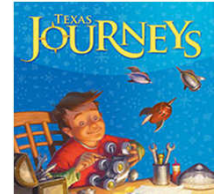
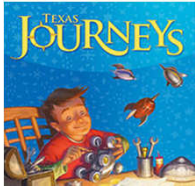
**Whole Group**

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Daily Language</b> <ul style="list-style-type: none"> <li>Opening Routines</li> <li>Read Aloud Book</li> <li>Oral Vocabulary</li> <li>Phonemic Awareness</li> </ul>	Opening Routines, T172-T173 Phonemic Awareness <b>TEKS K.2G</b> High -Frequency Words Vocabulary Boost Read Aloud Book, <i>A Zebra's World</i> T174-T175 <b>TEKS K.4A</b> Introduce Oral Vocabulary <input checked="" type="checkbox"/> Phonemic Awareness, T176 <b>TEKS K.2H</b>	Opening Routines, T182-T183 <b>TEKS K.16B</b> Phonemic Awareness <b>TEKS K.2G</b> High -Frequency Words Vocabulary Boost <input checked="" type="checkbox"/> Phonemic Awareness, T184 <b>TEKS K.2H</b>	Opening Routines, T198-T199 Phonemic Awareness <b>TEKS K.2G</b> High -Frequency Words Vocabulary Boost <input checked="" type="checkbox"/> Phonemic Awareness, T200 <b>TEKS K.2H</b>	Opening Routines, T206-T207 Phonemic Awareness <b>TEKS K.2G</b> High -Frequency Words Vocabulary Boost <input checked="" type="checkbox"/> Phonemic Awareness, T207 <b>TEKS K.2G</b>	Opening Routines, T214-T215 <b>TEKS K.17A</b> Phonemic Awareness <b>TEKS K.2G</b> High -Frequency Words Vocabulary Boost <input checked="" type="checkbox"/> Phonemic Awareness, T215 <b>TEKS K.2G</b>
<b>Word Work</b> <ul style="list-style-type: none"> <li>Phonics</li> <li>High-Frequency Words</li> </ul>	<input checked="" type="checkbox"/> Phonics Letter <i>Ff</i> , T176-T177 <b>TEKS K.3A</b> <input checked="" type="checkbox"/> High-Frequency Words: <i>you, what</i> , T178-T179	<input checked="" type="checkbox"/> Phonics Letter <i>Ff</i> , T184-T185 <b>TEKS K.3A</b> <input checked="" type="checkbox"/> High-Frequency Words: T186	<input checked="" type="checkbox"/> Phonics <b>TEKS K.3B</b> Words with <i>f</i> , T200-T-201 <input checked="" type="checkbox"/> High-Frequency Words, T202	<input checked="" type="checkbox"/> Phonics <b>TEKS K.3A</b> Words with <i>f</i> , T208 <input checked="" type="checkbox"/> High-Frequency Words, T208	<input checked="" type="checkbox"/> Phonics Words with <i>f</i> , T216 <b>TEKS K.3B</b> Connect and Extend: Independent Reading, T216 <b>TEKS K.3B</b> <input checked="" type="checkbox"/> High-Frequency Words, T216

	<b>Skills and Strategies</b> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Fluency</li> <li>• Comprehension</li> </ul>	<b>Fluency</b> Model Fluency, T175  <b>Listening Comprehension,</b> T175 <b>TEKS K.10A</b>	<b>Introduce the Big Book</b> T186-T187 <b>Develop Background,</b> T186 <b>Comprehension</b> ☑ Author's Purpose, T187 Visualize, T187 <b>Read the Big Book</b> <i>What Color Is Nature?</i> , T188-T193 <b>TEKS K.9, K.10A, RC-K(A), RC-K(C)</b> <b>Wrap Up the Big Book,</b> T194-T195 <b>TEKS K.5B</b> <b>Your Turn,</b> T194  Retelling, T195	<b>Fluency</b> Reading Rate, T201, T202 <b>Read "What Can You See?,"</b> T202 <b>TEKS K.1F</b> <b>Comprehension</b> ☑ Author's Purpose, T203 <b>TEKS K.4B</b>	<b>Read "Fat Cat,"</b> T208 <b>TEKS K.3B</b> <b>Vocabulary Strategies</b> <b>TEKS K.5C</b> Classify and Categorize: Color Words, T209 <b>Read Poems About Colors,</b> T210-T211 Connect to Poetry <b>TEKS K.7</b> <b>Making Connections,</b> T211 <b>TEKS RC-K(F)</b>	<b>Fluency</b> Reading Rate, T216  <b>Connect and Extend</b> Read to Connect, T216 <b>TEKS RC-K(F)</b> Extend Through Research, T217 <b>TEKS K.20A</b>  Listening and Speaking, T217 <b>TEKS K.22</b>
	<b>Enrichment Class</b> <ul style="list-style-type: none"> <li>• Oral Vocabulary</li> <li>• Comprehension</li> </ul>	Art, Computer, Creative Movement, Music, STEM, Spanish	Art, Computer, Creative Movement, Music, STEM, Spanish	Art, Computer, Creative Movement, Music, STEM, Spanish	Art, Computer, Creative Movement, Music, STEM, Spanish	Art, Computer, Creative Movement, Music, STEM, Spanish "Chef It Up"
<div data-bbox="94 565 346 760" style="border: 1px solid black; border-radius: 50%; background-color: #4CAF50; color: white; padding: 10px; text-align: center;"> <p><u>Whole Group</u></p> <p>Language Arts</p> </div>	<b>Grammar Writing</b>  <b>Writing Prompt</b> <i>Draw and write about your favorite colors.</i>	<b>Grammar</b> <b>TEKS K.16A(ii)</b> Complete Sentences (Capitalization and Punctuation), T180  <b>Write to Describe</b> <b>TEKS K.16A(ii)</b> Sentences: Details, T181 Focus Trait: Ideas, T181	<b>Grammar</b> <b>TEKS K.5A</b> Complete Sentences (Capitalization and Punctuation), T196  <b>Write to Describe</b> <b>TEKS K.16A(ii)</b> Sentences:Details, T197 Focus Trait: Ideas, T197	<b>Grammar</b> <b>TEKS K.5A</b> Complete Sentences (Capitalization and Punctuation), T204  <b>Write to Describe</b> Sentences:Details, T205 Focus Trait: Ideas, T205	<b>Grammar</b> <b>TEKS K.5A</b> Complete Sentences (Capitalization and Punctuation), T212  <b>Write to Describe</b> Sentences:Details, T213 Focus Trait: Ideas, T213	<b>Grammar</b> <b>TEKS K.5A</b> Complete Sentences (Capitalization and Punctuation), T218  <b>Write to Describe</b> Sentences:Details, T219 Focus Trait: Ideas, T219



Suggestions for Small Groups (See pp T221-T239); Suggestions for Intervention (See pp S22-S31); Suggestions for English Learners  
See pp E22-E31



## Texas Journeys Private Kindergarten Curriculum

**Week 14**

**Date: November 18-22, 2019**


<b>Your Skills for the Week</b>	<input checked="" type="checkbox"/> <b>Phonemic Awareness</b> Blend Phonemes Middle Sound	<input checked="" type="checkbox"/> <b>Phonics</b> Letter/Sound: <i>b</i> Blending Words	<input checked="" type="checkbox"/> <b>Vocabulary</b> Oral Vocabulary High-Frequency Words Strategies: Classify and Categorize: Number Words	<b>Fluency</b> Reading Rate High-Frequency Words	<input checked="" type="checkbox"/> <b>Comprehension</b> Skill: Cause and Effect Strategy: Infer/Predict	<b>Language Arts</b> Grammar Writing
	<b>TEKS (Texas Essential Knowledge and Skills)</b>					

RC-K(D) Cause and effect; K.10D Infer/predict; K.16A(iii) Classify and categorize: number words; Read with expression; K.3A Letter/sound: *b*; K.2G Blending words; K.19B Identify sources; K.16A9i) Verbs in past tense; K.14A Story: Sequence (beginning, middle, ending)


Essential Question: *What causes events in a story to happen?*

**Whole Group**

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Daily Language</b> <ul style="list-style-type: none"> <li>Opening Routines</li> <li>Read Aloud Book</li> <li>Oral Vocabulary</li> <li>Phonemic Awareness</li> </ul>	Opening Routines, T252-T253 Phonemic Awareness High -Frequency Words Vocabulary Boost Read Aloud Book, <i>Home for a Tiger, Home for a Bear</i> , T254-T255 Introduce Oral Vocabulary <input checked="" type="checkbox"/> Phonemic Awareness, T256	Opening Routines, T262-T263 Phonemic Awareness High -Frequency Words Vocabulary Boost <input checked="" type="checkbox"/> Phonemic Awareness, T264	Opening Routines, T278-T279 Phonemic Awareness High -Frequency Words Vocabulary Boost <input checked="" type="checkbox"/> Phonemic Awareness, T280	Opening Routines, T286-T287 Phonemic Awareness High -Frequency Words Vocabulary Boost <input checked="" type="checkbox"/> Phonemic Awareness, T287	Opening Routines, T294-T295 Phonemic Awareness High -Frequency Words Vocabulary Boost <input checked="" type="checkbox"/> Phonemic Awareness, T295
<b>Word Work</b> <ul style="list-style-type: none"> <li>Phonics</li> <li>High-Frequency Words</li> </ul>	<input checked="" type="checkbox"/> Phonics Letter <i>Bb</i> , T256-T257 TEKS K.3A <input checked="" type="checkbox"/> High-Frequency Words: <i>are, now</i> , T258-T259	<input checked="" type="checkbox"/> Phonics Letter <i>Bb</i> , T264-T265 <input checked="" type="checkbox"/> High-Frequency Words: T266	<input checked="" type="checkbox"/> Phonics Words with <i>b</i> , T280-T281 <input checked="" type="checkbox"/> High-Frequency Words, T282	<input checked="" type="checkbox"/> Phonics Words with <i>b</i> , T288 <input checked="" type="checkbox"/> High-Frequency Words, T288	<input checked="" type="checkbox"/> Phonics Words with <i>b</i> , T296 Connect and Extend: Independent Reading, T296 <input checked="" type="checkbox"/> High-Frequency Words, T296

 <p>Whole Group</p> <p>Language Arts</p>	<p><b>Skills and Strategies</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Fluency</li> <li>• Comprehension</li> </ul>	<p><b>Fluency</b> Model Fluency, T255</p> <p><b>Listening Comprehension,</b> T255</p>	<p><b>Introduce the Big Book</b> T266-T267</p> <p><b>Develop Background, T266</b></p> <p><b>Comprehension</b> Cause and Effect, T266 Infer/Predict, T267</p> <p><b>Read the Big Book</b> <i>Turtle Splash!</i>, T268-T273</p> <p><b>Wrap Up the Big Book,</b> T274-T275</p> <p><b>Your Turn,</b> T274</p> <p>Retelling, T275</p>	<p><b>Fluency</b> Read with Expression, T281, T282</p> <p><b>Read "What Now?,"</b> T282</p> <p><b>Comprehension</b> Cause and Effect, T283</p>	<p><b>Read "At Bat,"</b> T288</p> <p><b>Vocabulary Strategies</b> Classify and Categorize: Number Words, T289</p> <p><b>Read "Where Animals Live,"</b> T290-T291</p> <p>Connect to Science</p> <p><b>Making Connections,</b> T291</p>	<p><b>Fluency</b> Read with Expression, T296</p> <p><b>Connect and Extend</b> Read to Connect, T296 Extend Through Research, T297</p> <p>Listening and Speaking, T297</p>
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 <p>Whole Group</p> <p>Language Arts</p>	<p><b>Enrichment Class</b></p> <ul style="list-style-type: none"> <li>• Oral Vocabulary</li> <li>• Comprehension</li> </ul>	<p>Art, Computer, Creative Movement, Music, STEM, Spanish "Chef It Up"</p>	<p>Art, Computer, Creative Movement, Music, STEM, Spanish</p>	<p>Art, Computer, Creative Movement, Music, STEM, Spanish</p>	<p>Art, Computer, Creative Movement, Music, STEM, Spanish "Chef It Up"</p>
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 <p>Whole Group</p> <p>Language Arts</p>	<p><b>Grammar Writing</b></p> <p><b>Writing Prompt</b> <i>Draw and write about animals that live in a pond.</i></p>	<p><b>Grammar</b> Verbs in Past Tense, T260</p> <p><b>Write to Express</b> Story: Sequence (Beginning, Middle, Ending), T261 Focus Trait: Organization, T261</p>	<p><b>Grammar</b> Verbs in Past Tense, T276</p> <p><b>Write to Express</b> Story: Sequence (Beginning, Middle, Ending), T277 Focus Trait: Organization, T277</p>	<p><b>Grammar</b> Verbs in Past Tense, T284</p> <p><b>Write to Express</b> Story: Sequence (Beginning, Middle, Ending), T285 Focus Trait: Organization, T285</p>	<p><b>Grammar</b> Verbs in Past Tense, T292</p> <p><b>Write to Express</b> Story: Sequence (Beginning, Middle, Ending), T293 Focus Trait: Organization, T293</p>	<p><b>Grammar</b> Verbs in Past Tense, T298</p> <p><b>Write to Express</b> Story: Sequence (Beginning, Middle, Ending), T299 Focus Trait: Organization, T299</p>
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Suggestions for Small Groups (See pp T301-T319); Suggestions for Intervention (See pp S32-S41);  Suggestions for English Learners (See pp E32-E41)