

## Journeys Common Core Private Kindergarten Curriculum

**Week: 17 Lesson 15**

**Date: December 16-20, 2019**

**Your Skills  
for the  
Week**

**Phonemic Awareness**  
Blend Phonemes  
Middle Sound

**Phonics**  
Letter/Sound: Short *i*  
Blending Words

**Vocabulary**  
Oral Vocabulary  
High-Frequency Words  
Strategies: Figurative  
Language: Simile

**Fluency**  
Pause for Punctuation  
High-Frequency Words

**Comprehension**  
Skill: Sequence of Events  
Strategy: Analyze/Evaluate

**Language Arts**  
Grammar  
Writing

**Common  
Core State  
Standards**

L.K.1a, LK.1b, SL.K.4, RF.K.1b, RF.K.1d, RF.K.1a, SL, K2, SL.K.4, SL.K.6, L.K.2a, L.K.1a, L.K.6


**Essential Question: *Why are details helpful?***

**Whole  
Group**

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Daily Language</b> • <i>Opening Routines</i> • <i>Read Aloud Book</i> • <i>Oral Vocabulary</i> • <i>Phonemic Awareness</i>	<b>Opening Routines, T12-T13</b> Phonemic Awareness High -Frequency Words Vocabulary Boost <b>Read Aloud Book, <i>Dear Mr. Blueberry</i>, T14-T15</b> <b>Introduce Oral Vocabulary</b> Phonemic Awareness, T16	<b>Opening Routines, T22-T23</b>  Phonemic Awareness High -Frequency Words Vocabulary Boost Phonemic Awareness, T24	<b>Opening Routines, T38-T39</b> Phonemic Awareness High -Frequency Words Vocabulary Boost Phonemic Awareness, T40	<b>Opening Routines, T46-T47</b> Phonemic Awareness High -Frequency Words Vocabulary Boost Phonemic Awareness, T47	<b>Opening Routines, T54-T55</b>  Phonemic Awareness High -Frequency Words Vocabulary Boost Phonemic Awareness, T55
<b>Word Work</b> • <i>Phonics</i> • <i>High-Frequency Words</i>	<b>Phonics</b> Letter <i>li</i> , T16-T17 High-Frequency Words: <i>is, how</i> , T18-T19	<b>Phonics</b> Letter <i>li</i> , T24-T25 High-Frequency Words: T26	<b>Phonics</b> Words with <i>li</i> , T40-T41  High-Frequency Words, T48	<b>Phonics</b> Words with <i>li</i> , T48 TEKS K.3B High-Frequency Words, T48	<b>Phonics</b> Words with <i>li</i> , T56 TEKS K.3B Connect and Extend: Independent Reading, T56 TEKS K.3B High-Frequency Words, T56
<b>Skills and Strategies</b> • <i>Reading</i> • <i>Fluency</i> • <i>Comprehension</i>	<b>Fluency</b> Model Fluency, T15  <b>Listening Comprehension, T15</b>	<b>Introduce the Big Book T26-T27</b> <b>Develop Background, T26</b> <b>Comprehension</b> Details, T27 Summarize, T27 <b>Read the Big Book <i>What Is Science?</i>, T28-T33</b>  <b>Wrap Up the Big Book, T34-T35</b> <b>Your Turn, T34</b>  Retelling, T35	<b>Fluency</b> Pause for Punctuation, T41, T42 <b>Read "What Is It?," T42</b>  <b>Comprehension</b> Details, T43	<b>Read "It Is My Cab," T48 TEKS K.11B</b> <b>Vocabulary Strategies</b> Classify and Categorize: Science Words, T49 TEKS K.22 <b>Read "Benjamin Franklin, Inventor," T50-T51</b> Connect to Social Studies TEKS K.10C <b>Making Connections, T51 TEKS RC-K(F)</b>	<b>Fluency</b> Pause for Punctuation, T56  <b>Connect and Extend</b> Read to Connect, T56 TEKS RC-K(F) Extend Through Media Literacy, T57 TEKS K.12A Listening and Speaking, T57 TEKS K.116A(i)

Whole Group  
Language

SMALL GROUP  
Options

<p><b>Enrichment Class</b></p> <ul style="list-style-type: none"> <li>• Oral Vocabulary</li> <li>• Comprehension</li> </ul>	<p>Art, Technology, Physical Development, Music, STEAM, Spanish</p>	<p>Art, Technology, Physical Development, Music, STEAM, Spanish</p>	<p>Art, Technology, Physical Development, Music, STEAM, Spanish</p>	<p>Art, Technology, Physical Development, Music, STEAM, Spanish, Mandarin</p>	<p>Art, Technology, Physical Development, Music, STEAM, Spanish, Mandarin "Chef It Up"</p>
<p><b>Grammar Writing</b></p> <p><b>Writing Prompt</b> <i>Draw and write about something that makes you wonder.</i></p>	<p><b>Grammar TEKS K.17A</b> Proper Nouns for People and Pets, T20</p> <p>Write to Narrate (personal Narrative) TEKS K.10C Sentences: Parts of a Message, T21 Focus Trait: Organization T21</p>	<p><b>Grammar TEKS K.16A(ii)</b> Proper Nouns for People and Pets, T36</p> <p>Write to Narrate (personal Narrative) TEKS K.10C Sentences: Parts of a Message, T37 Focus Trait: Organization T37</p>	<p><b>Grammar TEKS K.17A</b> Proper Nouns for People and Pets, T44</p> <p>Write to Narrate (personal Narrative) TEKS K.18C Sentences: Parts of a Message, T45 Focus Trait: Organization T45</p>	<p><b>Grammar TEKS K.16B</b> Proper Nouns for People and Pets, T52</p> <p>Write to Narrate (personal Narrative) TEKS K.18C Sentences: Parts of a Message, T53 Focus Trait: Organization T53</p>	<p><b>Grammar TEKS K.17A</b> Proper Nouns for People and Pets, T58</p> <p>Write to Narrate (personal Narrative) TEKS K.18C Sentences: Parts of a Message, T59 Focus Trait: Organization T59</p>
<p>Suggestions for Small Groups (See pp T61-T79); Suggestions for Intervention (See pp S2-S11);  Suggestions for English Learners (See pp E2-E11)</p>					



# Crème de la Crème®

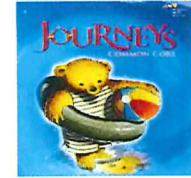
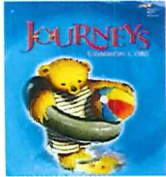
CHILD CARE • PRESCHOOL • AFTER SCHOOL

Early Learning Centers Of Excellence®



	<b>Monday 11/25</b> <b>Dazzling Delights</b>	<b>Tuesday 11/26</b> <b>Goodies to Go</b>	<b>Wednesday 11/27</b> <b>Scents of the Season</b>	<b>Thursday 11/28</b>	<b>Friday 11/29</b>
	Papier-Mache Bracelets  Delightful Frames	Make Gingerbread Cookies  Decorate a Cookie	Personalized Turkey Placemats  Thanksgiving Crafts	Crème Closed  Happy Holidays	Crème Closed  Happy Holidays
	<b>Monday 12/23</b> <b>Winter Wonderland</b>	<b>Tuesday 12/24</b>	<b>Wednesday 12/25</b>	<b>Thursday 12/27</b> <b>Just for You!</b>	<b>Friday 12/27</b> <b>Toy Maker's Workshop</b>
	Paper Snowflakes  The Northern Lights	Crème Closed  Happy Holidays	Crème Closed  Happy Holidays	Crème Closed  Happy Holidays	Gingerbread House  Snowman
	<b>Monday 12/30</b> <b>Discover the Wonders</b>	<b>Tuesday 12/31</b> <b>Winter Wonderland</b>	<b>Wednesday 1/1</b>	<b>Thursday 1/2</b> <b>Lollipop Shop</b>	<b>Friday 1/3</b> <b>Proud Performances</b>
	Winter Sport Collages  Ice Cube Painting	Egg Carton Penguins  Craft Stick Snowman	Crème Closed  Happy Holidays	Crème Closed  Happy Holidays	Create a Game  Edible Necklaces





## Journeys Common Core Private Kindergarten Curriculum

**Week: 20 Lesson 16**

**Date: January 6-10, 2020**

<b>Your Skills for the Week</b>	<b>Phonemic Awareness</b> Blend Phonemes Middle Sounds	<b>Phonics</b> Letter/Sound: <i>i</i> Blending Words	<b>Vocabulary</b> Classify and Categorize Science Words	<b>Fluency</b> Pause for Punctuation	<b>Comprehension</b> Skill: Details and Main Idea Strategy: Summarize	<b>Language Arts</b> Grammar Questions
<b>Common Core State Standards</b>	L.K.1a, L.K.1b, SL.K.4, RF.K.1b, RF.K.1d, RF.K.1a, SL, K2, SL.K.4, SL.K.6, L.K.2a, L.K.1a, L.K.6					

**Essential Question: *What kinds of things do scientists study?***


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>	Opening Routines, T12-T13 Phonemic Awareness High-Frequency Words Vocabulary Boost <b>Read Aloud Book, <i>Dear Mr. Blueberry</i>, T14-T21</b> <b>Oral Vocabulary, T22</b> Phonemic Awareness, T24	Opening Routines, T30-T31 Phonemic Awareness High-Frequency Words Vocabulary Boost <b>Phonemic Awareness, T32</b>	Opening Routines, T46-T47 Phonemic Awareness High-Frequency Words Vocabulary Boost <b>Phonemic Awareness, T48</b>	Opening Routines, T58-T59 Phonemic Awareness High-Frequency Words Vocabulary Boost	Opening Routines, T68-T69 Phonemic Awareness High-Frequency Words Vocabulary Boost
<b>Word Work</b> <ul style="list-style-type: none"> <li>• <i>Phonics</i></li> <li>• <i>High-Frequency Words</i></li> </ul>	<b>Phonics</b> Letter <i>ii</i> , T24-T25 <b>High-Frequency Words: <i>is, how, of, so, many, where</i>, T26-T27</b>	<b>Phonics</b> Letter <i>ii</i> , T32-T33 <b>High-Frequency Words: <i>is, how, of, so, many, where</i>, T35</b>	<b>Phonics</b> Words with <i>i</i> , T48-T49 <b>Phonics and Fluency: <i>Long i, Short i</i>, T50</b>	<b>Words to Know</b> Words with <i>i</i> , T60	<b>Extend the Topic</b> Independent Reading, T70
<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, T14 <b>Read Aloud Book, T15-T21</b> <b>Respond to the Read Aloud Book, T22-T23</b>	<b>Introduce the Big Book T34-T35</b> <b>Think Through the Text, T36-T41</b> <b>Read the Big Book <i>What is Science</i>, T36-T41</b> <b>Model Fluency, T36 Respond to the Big Book, T42-T43</b>	<b>Read the Student Book, <i>What is It?</i>, T51</b> <b>Dig Deeper: <i>How to Analyze the Text</i>, T52-T53</b> Details: Main Ideas & Reread " <i>What is Science?</i> " <b>Your Turn, T54</b> <b>Enrich Vocabulary, T55</b>	<b>Fluency, T60</b> <b>Vocabulary Strategies</b> Classify and Categorize Science Words, T61 <b>Read the Student Book, "<i>Fit in My Cab</i>," T61</b> <b>Making Connections, "Benjamin Franklin, Inventor," T62-T64</b>	<b>Extend the Topic, T70-T71</b> Domain-Specific Vocabulary Independent Reading Listening and Speaking

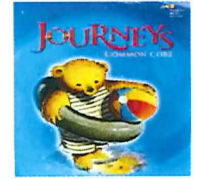
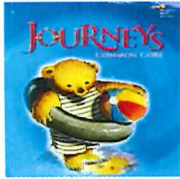
Whole Group  
Language

SMALL GROUP  
Options

<b>Enrichment Class</b> • <i>Oral Vocabulary</i> • <i>Comprehension</i>	Art, Technology, Physical Development, Music, STEAM, Spanish	Art, Technology, Physical Development, Music, STEAM, Spanish	Art, Technology, Physical Development, Music, STEAM, Spanish	Art, Technology, Physical Development, Music, STEAM, Spanish, Mandarin	Art, Technology, Physical Development, Music, STEAM, Spanish, Mandarin "Chef It Up"
<b>Grammar Writing</b>  <b>Writing Prompt</b> <i>Draw and write about a bug you like</i>	Grammar, T28 Questions Opinion Writing, T29 Message	Grammar Questions, T44 Opinion Writing, T45 Message	Grammar, T56 Questions Opinion Writing, T57 Message Focus Trait: Organization	Grammar, T66 Questions Opinion Writing, T67 Message Focus Trait: Organization	Grammar, T72 Questions Opinion Writing, T73 Message Focus Trait: Organization

Suggestions for Small Groups (See pp T75-T93); Suggestions for Intervention (See pp S2-S11);  Suggestions for English Learners (See pp E2-E11)





## Journeys Common Core Private Kindergarten Curriculum

**Week: 21 Lesson 17**

**Date: January 13-17, 2020**

**Your Skills for the Week**

**Common Core State Standards**

<b>Phonemic Awareness</b> Blend Phonemes Segment Phonemes	<b>Phonics</b> Letter/Sound: g Blending Words	<b>Vocabulary</b> Multiple-Meaning Words	<b>Fluency</b> Read with Expression	<b>Comprehension</b> Skill: Author's Word Choice & Sequence of Events Strategy: Infer/Predict	<b>Language Arts</b> Grammar: Proper Nouns for Places, People, and Pets Writing: Opinion
RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.8, RL.K.10, RF.K.1a, RF.K.1b, RF.K.1c, RF.K.1d, RF.K.2d, RF.K.3a, RF.K.3b, RF.K.3c, W.K.1, W.K.2, SL.K.1a, SL.K.1b, SL.K.2, SL.K.3, SL.K.6, L.K.1a, L.K.1b, L.K.1d, L.K.1f, L.K.5c					

**Essential Question: *How do living things change as they grow?***


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, T106-T107 Phonemic Awareness High-Frequency Words Vocabulary Boost <b>Read Aloud Book, <i>It Is the Wind</i>, T108-T115</b> <b>Oral Vocabulary, T116</b> Phonemic Awareness, T118	Opening Routines, T124-T125 Phonemic Awareness High-Frequency Words Vocabulary Boost <b>Phonemic Awareness, T126</b>	Opening Routines, T140-T141 Phonemic Awareness High-Frequency Words Vocabulary Boost <b>Phonemic Awareness, T142</b>	Opening Routines, T152-T153 Phonemic Awareness High-Frequency Words Vocabulary Boost	Opening Routines, T162-T163 Phonemic Awareness High-Frequency Words Vocabulary Boost
<b>Word Work</b> <ul style="list-style-type: none"> <li>Phonics</li> <li>High-Frequency Words</li> </ul>	Phonics Letter Gg, T118-T119 <b>High-Frequency Words, T116-T117</b>	<b>Phonics TEKS K.3C</b> Letter Gg, T126-T127 <b>High-Frequency Words: T129</b>	<b>Phonics TEKS K.3C</b> Words with g, T142-T143 <b>Phonics and Fluency: Word Building, T144</b>	<b>High-Frequency Words, T154</b>	<b>Extend the Topic, T164</b>
<b>Skills and Strategies</b> <ul style="list-style-type: none"> <li>Reading</li> <li>Fluency</li> <li>Comprehension</li> </ul>	Model Fluency, T108 <b>Read Aloud Book, <i>It Is the Wind</i>, T109-T115</b> <b>Respond to the Read Aloud Book, T116-T117</b>	<b>Introduce the Big Book T129-T129</b> <b>Introduce the Big Book <i>From Caterpillar to Butterfly</i>, T130-T135</b> <b>Fluency, T130</b> <b>Respond to the Big Book, T136-T137</b>	<b>Read "Can You Find It?," T145</b> <b>Dig Deeper: How to Analyze the Text, T146-T147</b> Author's Word Choice <b>Your Turn, T148</b> <b>Enrich Vocabulary, T149</b>	<b>Fluency, T154</b> <b>Read "Pam Pig," T154</b> <b>Vocabulary Strategies</b> Multiple-meaning, T155 <b>Read "Anansi and Grasshopper," T156-T158</b> <b>Compare Texts, T159</b>	<b>Extend the Topic, T164-T165</b> Domain-specific Vocabulary Independent Reading Research and Media Literacy

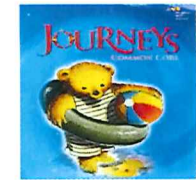
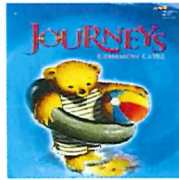
Whole Group  
Language

SMALL GROUP  
Options

<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, STEAM, Spanish	Art, Computer, Creative Movement, Music, STEAM, Spanish	Art, Computer, Creative Movement, Music, STEAM, Spanish	Art, Computer, Creative Movement, Music, STEAM, Spanish	Art, Computer, Creative Movement, Music, STEAM, Spanish, "Chef It Up"
<b>Grammar Writing</b>  <b>Writing Prompt</b> <i>Draw and write about an animal that lives in the sea.</i>	<b>Grammar</b> Proper Nouns for Places, People, and Pets, T122 <b>Opinion Writing</b> , T123 Thank-You Note	<b>Grammar</b> Proper Nouns for Places, People, and Pets, T138 <b>Opinion Writing</b> , T139 Thank-You Note	<b>Grammar</b> Proper Nouns for Places, People, and Pets, T150 <b>Opinion Writing</b> , T151 Thank-You Note Focus Trait: Voice, T151	<b>Grammar</b> Proper Nouns for Places, People, and Pets, T160 <b>Opinion Writing</b> , T161 Thank-You Note Focus Trait: Voice	<b>Grammar</b> Proper Nouns for Places, People, and Pets, T166 <b>Opinion Writing</b> , T167 Thank-You Note Focus Trait: Voice

Suggestions for Small Groups (See pp T169-T187); Suggestions for Intervention (See pp S12-S21);  Suggestions for English Learners (See pp 12-E21)





## Journeys Common Core Private Kindergarten Curriculum

**Week 22: Lesson 18**

**Date: January 20-24, 2020**

**Your Skills for the Week**

**Colorado Common Core Standards**

<b>Phonemic Awareness</b> Blend Phonemes Segment Phonemes	<b>Phonics</b> Letter/Sound: r Blending Words	<b>Vocabulary</b> Context Clues	<b>Fluency</b> Read with Expression	<b>Comprehension</b> Skill: Author's Purpose & Figurative Language Strategy: Analyze/Evaluate	<b>Language Arts</b> Grammar: Verbs in the Future Tense Writing: Conventions
---	---	------------------------------------	--	--	---

RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.8, RL.K.10, RF.K.1a, RF.K.1b, RF.K.1c, RF.K.1d, RF.K.2d, RF.K.3a, RF.K.3b, RF.K.3c, W.K.1, W.K.2, SL.K.1a, SL.K.1b, SL.K.2, SL.K.3, SL.K.6, L.K.1a, L.K.1b, L.K.1d, L.K.1f, L.K.5c

**Essential Question:** *In what ways is the Atlantic Ocean special?*

**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>	<b>Opening Routines, T200-T201</b> Phonemic Awareness High-Frequency Words Vocabulary Boost <b>Read Aloud Book, "One-Dog Canoe," T202-T206</b> <b>Oral Vocabulary, T210</b> <b>Phonemic Awareness, T212</b>	<b>Opening Routines, T262-T263</b> Phonemic Awareness High-Frequency Words Vocabulary Boost <b>Phonemic Awareness, T220</b>	<b>Opening Routines, T234-T235</b> Phonemic Awareness High-Frequency Words Vocabulary Boost <b>Phonemic Awareness, T236</b>	<b>Opening Routines, T286-T287</b> Phonemic Awareness High-Frequency Words Vocabulary Boost	<b>Opening Routines, T256-T257</b> Phonemic Awareness High-Frequency Words Vocabulary Boost
<b>Word Work</b> <ul style="list-style-type: none"> <li>• Phonics</li> <li>• High-Frequency Words</li> </ul>	<b>Phonics</b> Letter Rr, T212-T213 <b>High-Frequency Words, T214-T215</b>	<b>Phonics</b> Letter Rr, T220-T221 <b>High-Frequency Words, T223</b>	<b>Phonics</b> Letter Rr, T236-T238 <b>Phonics and Fluency, T236</b>	<b>High-Frequency Words, T248</b>	<b>Extend the Topic</b> Independent Reading, T258

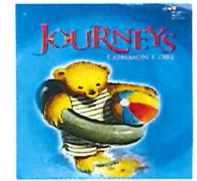
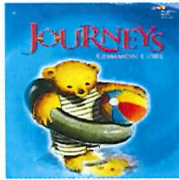


<b>Skills and Strategies</b> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Fluency</li> <li>• Comprehension</li> </ul>	<b>Fluency</b> Model Fluency, T202 <b>Read Aloud Book</b> , "One-Dog Canoe," T203-T209 <b>Respond to the Read Aloud</b> , T210-T211	<b>Introduce the Big Book</b> T222-T223 <b>Think Through the Text</b> , Read "Atlantic," T224-T229 <b>Fluency</b> , T224 <b>Respond to the Book</b> , T230-T231	<b>Read "Will It Be Big?,"</b> T239 <b>Dig Deeper: How to Analyze the Text</b> , T240-T242 <b>Comprehension</b> Cause and Effect, T283 <b>Your Turn</b> , T242 <b>Enrich Vocabulary</b> , T243	<b>Fluency</b> Read with Expression, T248 <b>Read "Rip Is It,"</b> T248 <b>Vocabulary Strategies</b> Context Clues, T249 <b>Making Connections</b> , Reread poems About the Sea, T250-T252 <b>Compare Texts</b> , T253	<b>Extend the Topic</b> , T258-T259 Domain-specific Vocabulary Independent Reading Research and Media Literacy
<b>Enrichment Class</b> <ul style="list-style-type: none"> <li>• Oral Vocabulary</li> <li>• Comprehension</li> </ul>	Art, Computer, Creative Movement, <b>Music, STEAM, Spanish</b>	Art, Computer, Creative Movement, <b>Music, STEAM, Spanish</b> <b>Good Manners and Etiquette Lesson 1</b>	Art, Computer, Creative Movement, <b>Music, STEAM, Spanish</b>	Art, Computer, Creative Movement, <b>Music, STEAM, Spanish,</b> <b>Good Manners and Etiquette Lesson 1</b>	Art, Computer, Creative Movement, <b>Music, STEAM, Spanish,</b> <b>"Chef It Up"</b>
<b>Grammar Writing</b>  <b>Writing Prompt</b> <i>Draw and write about a place you would like to hike to.</i>	<b>Grammar</b> Verbs in Future Tense, T216 <b>Opinion Writing</b> Friendly Letter, T217	<b>Grammar</b> Verbs in Future Tense, T232 <b>Opinion Writing</b> Friendly Letter, T233	<b>Grammar</b> Verbs in Future Tense, T244 <b>Opinion Writing</b> Friendly Letter, T245 Focus Trait: Conventions	<b>Grammar</b> Verbs in Past Tense, T254 <b>Opinion Writing</b> Friendly Letter, T255 Focus Trait: Conventions	<b>Grammar</b> Verbs in Past Tense, T260 <b>Opinion Writing</b> Friendly Letter, T261 Focus Trait: Conventions

Whole Group  
Language

SMALL GROUP Options

Suggestions for Small Groups (See pp T263-T281); Suggestions for Intervention (See pp S322-S328); Suggestions for English Learners (See pp E22-E31)



## Texas Journeys Private Kindergarten Curriculum

**Week 23 Lesson 19**

**Date: January 27-31, 2020**

<b>Your Skills for the Week</b>	<b>Phonemic Awareness</b> Blend Phonemes Segment Phonemes	<b>Phonics</b> Blending Review	<b>Vocabulary</b> Oral Vocabulary High-Frequency Words Strategies: Synonyms	<b>Fluency</b> Reading Rate High-Frequency Words	<b>Comprehension</b> Skill: Sequence of Events Strategy: Visualize	<b>Language Arts</b> Grammar Writing
<b>TEKS (Texas Essential Knowledge and Skills)</b>	<b>K.8A Sequence of Events; RC-K© Visualize; K.16A(iii) Synonyms; Reading rate; K.2G Blending Review; K.12A Identify media forms (and techniques); K.16A(i) Verbs: past, present, future; K.13A Story: Exact nouns</b>					

**Essential Question: *Why is it important to know when things happen in a story?***

Whole Group


	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Daily Language</b> • <i>Opening Routines</i> • <i>Read Aloud Book</i> • <i>Oral Vocabulary</i> • <i>Phonemic Awareness</i>	Opening Routines, T332-T333 Phonemic Awareness <b>TEKS K.21</b> High -Frequency Words Vocabulary Boost Read Aloud Book, <i>Duck &amp; Goose</i> , T334-T335 <b>TEKS K.4A</b> Introduce Oral Vocabulary <b>Phonemic Awareness, T336</b>	Opening Routines, T342-T343 Phonemic Awareness <b>TEKS K.2G</b> High -Frequency Words Vocabulary Boost <b>TEKS K.4B</b> <b>Phonemic Awareness, T344</b> <b>TEKS K.2H</b>	Opening Routines, T358-T359 Phonemic Awareness <b>TEKS K.2G</b> High -Frequency Words Vocabulary Boost <b>TEKS K.4B</b> <b>Phonemic Awareness, T360</b>	Opening Routines, T366-T367 Phonemic Awareness <b>TEKS K.21</b> High -Frequency Words Vocabulary Boost <b>Phonemic Awareness, T367</b> <b>TEKS K.2G</b>	Opening Routines, T374-T375  Phonemic Awareness <b>TEKS K.2G</b> High -Frequency Words Vocabulary Boost <b>TEKS K.4B</b> <b>Phonemic Awareness, T375</b> <b>TEKS K.21</b>
<b>Word Work</b> • <i>Phonics</i> • <i>High-Frequency Words</i>	<b>Phonics TEKS K.17A</b> Review Letters <i>Ii, Gg</i> , T336-T337 <b>TEKS K.3A</b> High-Frequency Words: <i>is, how, find, this, will, be, go, for</i> , T338-T339 <b>TEKS K.5A</b>	<b>Phonics TEKS K.3A, K.3C</b> Review Letters <i>Dd, Rr</i> , T344-T345 <b>TEKS K.3A, K.3C</b> High-Frequency Words: T346	<b>Phonics TEKS K.2G, K.3C</b> Review Words with <i>i, g, d, r</i> , T361-T362 <b>High-Frequency Words,</b>	<b>Phonics K.16A(i)</b> Review Words with <i>i, g, d, r</i> , T368 <b>High-Frequency Words,</b> T368	<b>Phonics</b> Review Words with <i>i, g, d, r</i> , T376  Connect and Extend: Independent Reading, T376 <b>TEKS K.3B</b> High-Frequency Words, T376



<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, T335  <b>Listening Comprehension,</b> T335 <b>TEKS K.6A</b>	<b>Introduce the Big Book</b> T266-T267 <b>Develop Background,</b> T266  <b>Comprehension</b> Cause and Effect, T267 Question, T267  <b>Read the Big Book <i>Sheep Take a Hike,</i></b> T268-T273 <b>TEKS K.8B, RC-K(D)</b> <b>Wrap Up the Big Book,</b> T274-T275  <b>Your Turn,</b> T274 <b>TEKS K.1E</b>	<b>Fluency</b> Reading Rate, T361, T362 <b>Read "The Big Dig,"</b> T362 <b>TEKS K.3B</b> <b>Comprehension</b> Sequence of Events, T362 <b>TEKS K.5A</b>	<b>Read "We Fit,"</b> T368 <b>TEKS K.3B</b> <b>Vocabulary Strategies</b> Synonyms, T369 <b>Read "Exploring Land and Water,"</b> T370-T371 Connect to Science <b>TEKS K.10A</b> <b>Making Connections,</b> T371 <b>TEKS RC-K(F)</b>	<b>Fluency</b> Reading Rate, T376  <b>Connect and Extend</b> Read to Connect, T376 <b>TEKS RC-K(F)</b> Extend Through Media/Literacy, T377 <b>TEKS K.12A</b> Listening and Speaking, T377 <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, STEAM, Spanish	Art, Computer, Creative Movement, Music, STEAM, Spanish <b>Good Manners and Etiquette Lesson 2</b>	Art, Computer, Creative Movement, Music, STEAM, Spanish	Art, Computer, Creative Movement, Music, STEAM, Spanish, <b>Mandarin</b> <b>Good Manners and Etiquette Lesson 2</b>	Art, Computer, Creative Movement, Music, STEAM, Spanish, Mandarin <b>"Chef It Up"</b>
<b>Grammar Writing</b>  <b>Writing Prompt</b> <i>Draw and write about a place your favorite dinosaur.</i>	<b>Grammar TEKS K.5A</b> Verbs: Past, Present, Future, T340  <b>Write to Narrate (Personal Narrative) TEKS K.13A</b> Story: Exact Nouns, T341 Focus Trait: Word Choice, T341	<b>Grammar TEKS K.16A(ii)</b> Verbs: Past, Present, Future, T356  <b>Write to Narrate (Personal Narrative) TEKS K.13B, K.14A, K.18B</b> Story: Exact Nouns, T277 Focus Trait: Word Choice, T357	<b>Grammar TEKS K.</b> Verbs: Past, Present, Future, T362  <b>Write to Narrate (personal Narrative)</b> Story: Exact Nouns, T285 Focus Trait: Organization T285 <b>TEKS K.14A</b>	<b>Grammar TEKS K.16(i)</b> Verbs in Past Tense, T292  <b>Write to Narrate (personal Narrative)</b> Story: Exact Nouns, T293 Focus Trait: Organization T293 <b>TEKS K.16A(ii)</b>	<b>Grammar TEKS K.5A</b> Verbs in Past Tense, T298  <b>Write to Narrate (personal Narrative)</b> Story: Exact Nouns, T299 Focus Trait: Organization T299 <b>TEKS K.14A, K.17B, K.17C</b>

Whole Group  
Language

SMALL GROUP Options

Suggestions for Small Groups (See pp T381-T399); Suggestions for Intervention (See pp S42-S51);  Suggestions for English Learners (See pp E42-E51)