Welcome to Kindergarten

**Lesson 1:** Friendly Faces

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<th><strong>Week 1</strong></th>
<th><strong>Lesson</strong></th>
<th><strong>Main Selections</strong></th>
<th><strong>Paired Selections</strong></th>
<th><strong>Phonemic Awareness</strong></th>
<th><strong>Letter Names</strong></th>
<th><strong>Vocabulary</strong></th>
<th><strong>Comprehension</strong></th>
<th><strong>Listening and Speaking</strong></th>
<th><strong>Grammar/Writing</strong></th>
<th><strong>Decodable Readers</strong></th>
</tr>
</thead>
</table>
| **Listen to Rhymes** | - Jack and Jill  
- One, Two, Three, Four, Five  
- “Pease Porridge Hot”  
- Colors  
- “To Market, To Market” | **Concepts of Print**  
- Recognize Names  
- Distinguish Letters, Numbers  
- Book Handling  
- Environmental Print | **Phonemic Awareness**  
- Rhyming Words  
- Blend Syllables | **Letter Names**  
- Letters: Aa, Bb, Cc, Dd, Ee | **Selection Vocabulary:**  
- celebrate (v), family (n), memories (n), include (v)  
- **Oral Vocabulary:**  
- cranes, crew, gleaming, mechanic, outlining, solid | **Comprehension Skill:**  
- Main Ideas  
- Comprehension Strategy: Summarize | **N/A** | **Grammar Skill:**  
- Nouns for People | **We Go to School** |
| **Big Book:** | - What Makes a Family?  
**Genre:** Informational Text (Social Studies) | **Read Aloud Book:**  
- Building with Dad  
**Genre:** Realistic Fiction | * | * | **Focus Trait:**  
- Ideas | | | |

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<th><strong>Week 2</strong></th>
<th><strong>Lesson</strong></th>
<th><strong>Main Selections</strong></th>
<th><strong>Paired Selections</strong></th>
<th><strong>Phonemic Awareness</strong></th>
<th><strong>Letter Names</strong></th>
<th><strong>Vocabulary</strong></th>
<th><strong>Comprehension</strong></th>
<th><strong>Listening and Speaking</strong></th>
<th><strong>Grammar/Writing</strong></th>
<th><strong>Decodable Readers</strong></th>
</tr>
</thead>
</table>
| **Listen to Rhymes** | - “I Went Upstairs”  
- “Mix a Pancake”  
- “Sing a Song of Sixpence”  
- “Little Arabella Stiller”  
Listen to Songs  
“Quack! Quack! Quack!” | **Concepts of Print**  
- Book Handling  
- Distinguish Letters, Numbers  
- Environmental Print  
- Recognize First and Last Names | **Phonemic Awareness**  
- Rhyming Words  
- Blend and Segment Syllables | **Letter Names**  
- Letters: Pt, Qq, Hh, Ll, Jj | **Selection Vocabulary:**  
- bully (v), tidies (v), fidget (v), interrupt (v)  
- **Oral Vocabulary:**  
- busy, company, container, job, scoop, tortoises | **Comprehension Skill:**  
- Understanding Characters  
- Comprehension Strategy: Infer/Predict | **N/A** | **Grammar Skill:**  
- Nouns for Places | **We Go to School** |
| **Big Book:** | - How Do Dinosaurs Go to School?  
**Genre:** Fantasy | **Read Aloud Book:**  
- Friends at School  
**Genre:** Informational Text (Social Studies) | * | * | **Focus Trait:**  
- Ideas | | | |
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<tr>
<th>Lesson</th>
<th>Main Selections</th>
<th>Paired Selections</th>
<th>Phonemic Awareness/Phonics</th>
<th>Vocabulary</th>
<th>Comprehension</th>
<th>Listening and Speaking</th>
<th>Grammar/Writing</th>
<th>Decodable Readers</th>
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<tr>
<td><strong>3</strong></td>
<td><strong>Big Book:</strong> Please, Puppy, Please</td>
<td><em>Different Kinds of Dogs</em></td>
<td>Phonemic Awareness: • Reading Rate, Retelling</td>
<td>Selection Vocabulary: Fetch, (i), inside (i), outside (i), please (v)</td>
<td>Comprehension Skill: Story Structure</td>
<td>N/A</td>
<td><strong>Grammar Skill:</strong> Words for Animals and Things</td>
<td><strong>Focus Trait:</strong> Ideas</td>
</tr>
<tr>
<td></td>
<td><strong>Genre:</strong> Realistic Fiction</td>
<td>(Science)</td>
<td>Letter Names: Letters: Uu, Vv, Ww, Xx, Yy, Zz</td>
<td>Oral Vocabulary: cooperate, curious, interesting, slimy, smooth, vet</td>
<td>Comprehension Strategy: Monitor/Clarify</td>
<td><strong>Sentence</strong></td>
<td><strong>Writing Mode:</strong> Writing About Us: Captions</td>
<td><strong>Focus Trait:</strong> Ideas</td>
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<tr>
<td></td>
<td><strong>Text Focus Skill</strong></td>
<td>Diagram</td>
<td>Words to Know (HFV):</td>
<td>Vocabulary Strategy: Synonyms</td>
<td>Concepts of Print: * Compound Words**</td>
<td><strong>Sentence</strong></td>
<td><strong>Concepts of Print:</strong> Capitalization: First Word in a Sentence</td>
<td><strong>Sentence</strong></td>
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<td></td>
<td><strong>Focus Trait:</strong></td>
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<td>the</td>
<td></td>
<td><strong>Concepts of Print:</strong> Capitalization: First Word in a Sentence</td>
<td><strong>Sentence</strong></td>
<td><strong>Focus Trait:</strong> Ideas</td>
<td><strong>Sentence</strong></td>
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<td>*Penmanship addressed with Phonics skill on Day 1 and/or Day 2.</td>
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<td><strong>Focus Trait:</strong> Ideas</td>
<td><strong>Sentence</strong></td>
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<tr>
<td><strong>4</strong></td>
<td><strong>Big Book:</strong> Everybody Works</td>
<td><em>The Elves and the Shoemaker</em></td>
<td>Phonemic Awareness: • Beginning Sounds</td>
<td>Selection Vocabulary: creating (v), delivering (v), hobby (v), protecting (v)</td>
<td>Comprehension Skill: Text and Graphic Features</td>
<td>Extend Through Research</td>
<td><strong>Grammar Skill:</strong> Action Verbs in Present Tense</td>
<td><strong>Focus Trait:</strong> Ideas</td>
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<td></td>
<td><strong>Genre:</strong> Informational Text (Social Studies)</td>
<td>Genre for Elves: Fairy Tale</td>
<td>Letter Mm *</td>
<td>Oral Vocabulary: customers, dough, famous, perfect, sprinkled, stretchy</td>
<td>Comprehension Strategy: Analyze/Evaluate</td>
<td>Listening and Speaking: Ask Questions</td>
<td><strong>Writing Mode:</strong> Writing About Us: Class Story (Telling Details)</td>
<td><strong>Focus Trait:</strong> Ideas</td>
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<td></td>
<td><strong>Read Aloud Book:</strong> Pizza at Sally’s</td>
<td>(Traditional Tale)</td>
<td>Words to Know (HFV):</td>
<td>Vocabulary Strategy: Environmental Print</td>
<td>Concepts of Print: * Capitalization: First Word in a Sentence</td>
<td>Share Ideas</td>
<td><strong>Sentence</strong></td>
<td><strong>Sentence</strong></td>
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<tr>
<td></td>
<td><strong>Genre:</strong> Realistic Fiction</td>
<td>and of a Fable</td>
<td>and</td>
<td></td>
<td><strong>Concepts of Print:</strong> Capitalization: First Word in a Sentence</td>
<td></td>
<td><strong>Concepts of Print:</strong> Compound Words</td>
<td><strong>Sentence</strong></td>
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<td><strong>Text Focus Skill</strong></td>
<td>Storytelling Phrases</td>
<td>Fluency: Pause for Punctuation Retelling</td>
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<td><strong>Sentence</strong></td>
<td><strong>Sentence</strong></td>
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<td></td>
<td><em>Focus Trait:</em> Class Story (Telling Details)</td>
<td>Characteristics of a Fairy Tale and of a Fable</td>
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<td><strong>Sentence</strong></td>
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<td><em>Phonics:</em> Letter Mm *</td>
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<td><strong>Sentence</strong></td>
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<td><strong>5</strong></td>
<td><strong>Big Book:</strong> Kite Flying</td>
<td><em>Taste Festival Today</em></td>
<td>Phonemic Awareness: • Beginning Sounds</td>
<td>Selection Vocabulary: attach (v), blowing (v), noisemaker (v), whistlers (v)</td>
<td>Comprehension Skill: Sequence of Events</td>
<td>Extend Through Media Literacy</td>
<td><strong>Grammar Skill:</strong> Action Verbs in Present Tense</td>
<td><strong>Focus Trait:</strong> Ideas</td>
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<td></td>
<td><strong>Genre:</strong> Realistic Fiction</td>
<td>(Business Studies)</td>
<td>Letter Ss *</td>
<td>Oral Vocabulary: admired, delicious, delight, doubt, table, sight</td>
<td>Comprehension Strategy: Question</td>
<td>Identifying Media Forms</td>
<td><strong>Writing Mode:</strong> Writing About Us: Class Story (Telling Details)</td>
<td><strong>Focus Trait:</strong> Ideas</td>
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<td></td>
<td><strong>Read Aloud Book:</strong> The Little Red Hen</td>
<td>Captions (left/right; back/front)</td>
<td>Phonics:</td>
<td>Vocabulary Strategy: Synonyms</td>
<td>Concepts of Print: * Capitalization: First Word in a Sentence</td>
<td>Share Ideas</td>
<td><strong>Sentence</strong></td>
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<td><strong>Genre:</strong> Folk Tale and Fable (Traditional Tale)</td>
<td>(Traditional Tale)</td>
<td>Letter Ss *</td>
<td></td>
<td><strong>Concepts of Print:</strong> Capitalization: First Word in a Sentence</td>
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<td><strong>Sentence</strong></td>
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<td></td>
<td><strong>Text Focus Skill</strong></td>
<td>Captions (left/right; back/front)</td>
<td>Review: m, s</td>
<td></td>
<td><strong>Concepts of Print:</strong> Compound Words</td>
<td></td>
<td><strong>Sentence</strong></td>
<td><strong>Sentence</strong></td>
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<td>Words to Know (HFV):</td>
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<td><strong>Sentence</strong></td>
<td><strong>Sentence</strong></td>
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<td>Review: l, like, the, and</td>
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<td><strong>Sentence</strong></td>
<td><strong>Sentence</strong></td>
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<td>Fluency: Read with Expression, Retelling</td>
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<td><strong>Sentence</strong></td>
<td><strong>Sentence</strong></td>
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**Extending the Common Core**

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<thead>
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<th>Big Book: I Like Mm</th>
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<tbody>
<tr>
<td><strong>Genre:</strong> Informational Text</td>
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</table>

<table>
<thead>
<tr>
<th>Big Book: I Like Ss</th>
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<tbody>
<tr>
<td><strong>Genre:</strong> Informational Text</td>
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</table>

*La buena escritura/caligrafía se estudia con las destrezas de fonética en el Día 1.
*La lección de aprendizaje de la destreza: Conceptos de impresos se enseña en el Día 2.
## Kindergarten

### Unit 2: Show and Tell

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<th>Vocabulary</th>
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<th>Research/Listening and Speaking</th>
<th>Grammar/Writing</th>
<th>Decodable Readers</th>
</tr>
</thead>
</table>
| **6**  | **Big Book:** My Five Senses  
Genre: Informational Text (Science) | **Paired Selections:**  
• “Poems About Senses”  
• “Homic Day”  
• “Here Are My Eyes”  
• “The Storm”  
• “Five Wonderful Senses”  
**Genre:** Poetry  
**Text Focus Skill**  
Poetry: Rhyme | **Phonemic Awareness:**  
Blend Onset and Rime  
**Phonics:**  
Letter Aa* (Short a)  
**Words to Know (HFW):**  
see  
**Fluency:**  
Pause for Punctuation Retelling | **Selection Vocabulary:**  
aware (adj.), senses (n), sight (n), touch (n)  
**Oral Vocabulary:**  
drift, ripen, scurry, sizzle, whisper, whistle  
**Vocabulary Strategy:**  
Contact Clues | **Comprehension Skill:**  
Compare and Contrast  
**Comprehension Strategy:**  
Monitor/Clarify  
**Concepts of Print**  
• Capitalization: First Word in a Sentence  
• Punctuation: Period, Exclamation Point  
**Role of Author, Illustrator**  
• Using a Chart | **Extend Through Research**  
Identify Sources  
**Listening and Speaking**  
Share Ideas  
**Grammar Skill:**  
Stylistic Words  
**Writing Mode:**  
Write to Describe  
**Descriptive Sentences (Sensory Words)**  
**Focus Trait:**  
Word Choice |
| **6**  | **Read Aloud Book:** Listen, Listen  
**Genre:** Concept Book | | | | | | |
| **7**  | **Big Book:** Mice Squeak, We Speak  
**Genre:** Realistic Fiction | **Paired Selection:**  
“The Fort Worth Zoo”  
**Genre:** Informational Text (Science)  
**Text Focus Skill**  
Headings and Labels | **Phonemic Awareness:**  
Blend Onset and Rime  
**Phonics:**  
Letter Tt* | **Selection Vocabulary:**  
chatter (v), coo (v), snore (v), squawk (v)  
**Vocabulary Strategy:**  
Classify and Categorize: Sensory Words | **Comprehension Skill:**  
Understanding Characters  
**Comprehension Strategy:**  
Analyze/Evaluate  
**Concepts of Print**  
• Capitalization: First Word in a Sentence  
• Punctuation: Period, Exclamation Point | **Extend Through Research**  
Ask Questions  
**Listening and Speaking**  
Share Information and Ideas  
**Grammar Skill:**  
Stylistic Words  
**Writing Mode:**  
Write to Describe  
**Descriptive Sentences (Sensory Words)**  
**Focus Trait:**  
Word Choice |
| **7**  | **Read Aloud Book:** Ana’s Show-and-Tell Fiesta  
**Genre:** Realistic Fiction | | | | | | |
| **8**  | **Big Book:** Move!  
**Genre:** Informational Text (Science) | **Paired Selection:**  
“The Hare and the Tortoise”  
**Genre:** Folk Tale and Fable (Traditional Tale)  
**Text Focus Skill**  
Characteristic of a Folk Tale and a Fable (teaches a lesson) | **Phonemic Awareness:**  
Blend Onset and Rime  
**Phonics:**  
Letter Cc* (/k/)  
**Words to Know (HFW):**  
a  
**Fluency:**  
Read with Expression Retelling | **Selection Vocabulary:**  
colony (n), rustling (v), slithers (v), startled (v)  
**Oral Vocabulary:**  
backward, beat, leaping, strange, wriggle, zigzag  
**Vocabulary Strategy:**  
Classify and Categorize: Action Words | **Comprehension Skill:**  
Details  
**Comprehension Strategy:**  
Visualize  
**Concepts of Print**  
• Capitalization: First Word in a Sentence  
• Punctuation: Period, Question Mark, Exclamation Point, Ellipses | **Extend Through Research**  
Identify Sources  
**Listening and Speaking**  
Share Information and Ideas  
**Grammar Skill:**  
Adjectives for Colors  
**Writing Mode:**  
Write to Describe  
**Captions (Descriptive Sentences; Colors, Sensory Words)**  
**Focus Trait:**  
Word Choice |
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<th>Paired Selections</th>
<th>Phonemic Awareness/Phonics</th>
<th>Vocabulary</th>
<th>Comprehension</th>
<th>Research/Listening and Speaking</th>
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<tr>
<td><strong>9</strong></td>
<td><strong>Big Book:</strong> What Do Wheels Do All Day? <em>Genre: Informational Text (Science)</em>&lt;br&gt;<strong>Read Aloud Book:</strong> Good Morning, Digger <em>Genre: Realistic Fiction</em>&lt;br&gt;<strong>Text Focus Skill:</strong> Photos</td>
<td><strong>Paired Selection:</strong> &quot;Wheels Long Ago and Today&quot; <em>Genre: Informational Text (Social Studies)</em>&lt;br&gt;<strong>Phonemic Awareness:</strong> Blend Phonemes&lt;br&gt;<strong>Phonics:</strong> Letter Pp *&lt;br&gt;<strong>Words to Know (HW):</strong> to&lt;br&gt;<strong>Fluency:</strong> Reading Rate&lt;br&gt;<strong>Retelling:</strong></td>
<td><strong>Selection Vocabulary:</strong> spurt (v), travelers (n), twist (v), patrol (v)&lt;br&gt;<strong>Oral Vocabulary:</strong> early, woods, community, cement, vacant, welding&lt;br&gt;<strong>Vocabulary Strategy:</strong> Rhyme</td>
<td><strong>Comprehension Skill:</strong> Text and Graphic Features&lt;br&gt;<strong>Comprehension Strategy:</strong> Question&lt;br&gt;<strong>Concepts of Print:</strong> Using Pictures and Text **&lt;br&gt;<strong>Punctuation:</strong> Period, Exclamation Point</td>
<td><strong>Extend Through Research:</strong> Gather and Record Information&lt;br&gt;<strong>Listening and Speaking:</strong> Share Information and Ideas</td>
<td><strong>Grammar Skill:</strong> Adjectives for Numbers&lt;br&gt;<strong>Writing Mode:</strong> Write to Describe Description (Descriptive Words, Numbers)&lt;br&gt;<strong>Focus Trait:</strong> Word Choice</td>
<td><strong>Phonics:</strong> Pp</td>
<td><strong>I Like Animals</strong></td>
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<td><strong>10</strong></td>
<td><strong>Big Book:</strong> Mouse Shapes <em>Genre: Concept Book</em>&lt;br&gt;<strong>Read Aloud Book:</strong> David’s Drawings <em>Genre: Realistic Fiction</em>&lt;br&gt;<strong>Text Focus Skill:</strong> Signs/Environmental Print</td>
<td><strong>Paired Selection:</strong> “Signs and Shapes” <em>Genre: Informational Text (Social Studies)</em>&lt;br&gt;<strong>Phonemic Awareness:</strong> Blend Phonemes&lt;br&gt;<strong>Phonics:</strong> Review Letters Aa* (Short a), Tt*, Cc* (/k/), Pp*&lt;br&gt;<strong>Words to Know (HW):</strong> review, see, we, a, to&lt;br&gt;<strong>Fluency:</strong> Read with Expression</td>
<td><strong>Selection Vocabulary:</strong> hurry (v), pounced (v), sneaky (adj.), tricky (adj.)&lt;br&gt;<strong>Oral Vocabulary:</strong> add, fluffy, fresh, grinned, moment, shyly&lt;br&gt;<strong>Vocabulary Strategy:</strong> Classify and Categorize: Shape Words</td>
<td><strong>Comprehension Skill:</strong> Story Structure&lt;br&gt;<strong>Comprehension Strategy:</strong> Summarize&lt;br&gt;<strong>Concepts of Print:</strong> Capitalization: First Letter of a Sentence **&lt;br&gt;<strong>Punctuation:</strong> Quotation Marks</td>
<td><strong>Extend Through Research:</strong> Gather and Record Information&lt;br&gt;<strong>Listening and Speaking:</strong> Share Information and Ideas</td>
<td><strong>Grammar Skill:</strong> Adjectives for Size and Shape&lt;br&gt;<strong>Writing Mode:</strong> Write to Describe Description (Descriptive Words, Size and Shape)&lt;br&gt;<strong>Focus Trait:</strong> Word Choice</td>
<td><strong>Phonics:</strong> Mmmm, Good!*&lt;br&gt;<strong>Writing Mode:</strong> The Playground</td>
<td><strong>Focus Trait:</strong> Word Choice</td>
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**Main Selections**

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<thead>
<tr>
<th>Vocabulary</th>
<th>Comprehension</th>
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<tr>
<td><strong>Vocabulary Strategy:</strong> Suffixes (-ly, -ful, -less)</td>
<td><strong>Comprehension:</strong> Name the Author and Illustrator/Photographer&lt;br&gt;<strong>Comprehension:</strong> Identify Supporting Reasons</td>
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**Extending the Common Core**

| Big Book: What Do Wheels Do All Day? *Genre: Informational Text (Science)*<br>**Big Book:** My Five Senses *Genre: Informational Text (Science)*<br>**Big Book:** Momo! *Genre: Informational Text (Science)* | **Vocabulary Strategy:** Suffixes (-ly, -ful, -less) | **Comprehension:** Name the Author and Illustrator/Photographer<br>**Comprehension:** Identify Supporting Reasons |

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*Penmanship addressed with Phonics skill on Day 1 and/or Day 2.

**Formal lesson for Concepts of Print skill on Day 2.

*La buena escritura/caligrafía se estudia con las destrezas de fonética en el Día 1.*

**La lección de aprendizaje de la destreza: Conceptos de impresos se enseña en el Día 2.*
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<th>Lesson</th>
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<th>Paired Selections</th>
<th>Phonemic Awareness/Phonics</th>
<th>Vocabulary</th>
<th>Comprehension</th>
<th>Research/Listening and Speaking</th>
<th>Grammar/Writing</th>
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<tr>
<td>11</td>
<td><strong>Big Book:</strong></td>
<td>Jump into January</td>
<td><strong>Big Book:</strong></td>
<td>Snow</td>
<td><strong>Paired Selection:</strong></td>
<td><em>Holiday All Year Long</em></td>
<td><strong>Read Aloud Book:</strong></td>
<td>Every Season</td>
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<td></td>
<td></td>
<td>Genre: Concept Book</td>
<td><strong>Paired Selection:</strong></td>
<td>Fantasy</td>
<td><strong>Text Focus Skill:</strong> Calendar</td>
<td><strong>Genre:</strong></td>
<td><strong>Read Aloud Book:</strong></td>
<td>Informational Text</td>
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<td></td>
<td></td>
<td>(Social Studies)</td>
<td><strong>Phonemic Awareness:</strong></td>
<td><strong>Phonics:</strong></td>
<td><strong>Selection Vocabulary:</strong> glinters (n), jive (v), local (adj.), orchard (n)</td>
<td><strong>Concepts of Print:</strong></td>
<td><strong>Extend Through Research:</strong></td>
<td>(Social Studies)</td>
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<td><em>Blend Phonemes</em></td>
<td><em>Review Letter A</em> (Short a)</td>
<td><em>Blending Words</em></td>
<td><strong>Question</strong></td>
<td><strong>Record and Publish Research:</strong></td>
<td><strong>Writing Mode:</strong></td>
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<td><em>Final Sound</em></td>
<td><em>Words with a (Short a)</em></td>
<td><em>Words to Know (HFW):</em> come, me</td>
<td><strong>Concept of Print:</strong></td>
<td><strong>Listening and Speaking:</strong></td>
<td><strong>Story Sentences (Exact Nouns)</strong></td>
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<td><em>Blending Words</em></td>
<td><strong>Fluency:</strong> Pause for Punctuation</td>
<td><strong>Capitalization:</strong> First Letter of a Name</td>
<td><strong>Share Information:</strong></td>
<td><strong>Focus Trait:</strong></td>
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<td><strong>Phrases, Punctuation:</strong> Match Spoken Phrases to Print, Question Mark, Exclamation Point</td>
<td><strong>Word Choice:</strong></td>
<td><strong>I Can Nap</strong></td>
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<td></td>
<td><strong>Selection Vocabulary:</strong> figurative language</td>
<td><strong>Identify Media Forms and Techniques:</strong></td>
<td><strong>Write to Express (Fictional Narrative):</strong></td>
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<td>12</td>
<td><strong>Big Book:</strong></td>
<td>Snow</td>
<td><strong>Big Book:</strong></td>
<td>Storm &amp; Coming</td>
<td><strong>Paired Selection:</strong></td>
<td><em>How Water Changes</em></td>
<td><strong>Read Aloud Book:</strong></td>
<td>Fantasy</td>
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<td>Genre: Fantasy</td>
<td><strong>Paired Selection:</strong></td>
<td>Fantasy</td>
<td><strong>Text Focus Skill:</strong> Photos and Captions</td>
<td><strong>Genre:</strong> Informational Text (Science)</td>
<td><strong>Paired Selection:</strong></td>
<td>Informational Text</td>
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<td><strong>Phonemic Awareness:</strong></td>
<td><strong>Phonics:</strong></td>
<td><strong>Selection Vocabulary:</strong> drifted (v), gathering (v), swirled (v), wisely (adv.)</td>
<td><strong>Concepts of Print:</strong></td>
<td><strong>Extend Through Media Literacy:</strong></td>
<td>Philosophy</td>
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<td><em>Blend Phonemes</em></td>
<td><em>Letter: N</em></td>
<td><em>Oral Vocabulary:</em> guard, huddle, rodded, pasture, silent, stampede</td>
<td><strong>Concepts of Print:</strong></td>
<td><strong>Identify Media Forms and Techniques:</strong></td>
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<td><em>Words with n</em></td>
<td><strong>Vocabulary Strategy:</strong> Classify and Categorize: Sensory Words</td>
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<td><strong>Letters and Words</strong></td>
<td><strong>Share Ideas:</strong></td>
<td><strong>Focus Trait:</strong></td>
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<td><em>Punctuation: Quotation Marks:</em>**</td>
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<td><strong>Word Choice:</strong></td>
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<td><strong>I Can Nap</strong></td>
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<td>13</td>
<td><strong>Big Book:</strong></td>
<td>What Color Is Nature?</td>
<td><strong>Big Book:</strong></td>
<td>A Zebra’s World</td>
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<td><em>Poems About Colors</em></td>
<td><strong>Read Aloud Book:</strong></td>
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<td>Genre: Informational Text (Science)</td>
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<td><strong>Genre:</strong> Informational Text (Science)</td>
<td><strong>Paired Selection:</strong></td>
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<td><strong>Phonemic Awareness:</strong></td>
<td><strong>Phonics:</strong></td>
<td><strong>Selection Vocabulary:</strong> everywhere (adj.), nature (n), salamander (n), surrounded (adj.)</td>
<td><strong>Concepts of Print:</strong></td>
<td><strong>Extend Through Research:</strong></td>
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<td><em>Blend Phonemes</em></td>
<td><em>Letter: F</em></td>
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<td><strong>Ideas</strong></td>
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<td>Turtle Splash!</td>
<td>&quot;Where Animals Live&quot;</td>
<td>Phonemic Awareness: • Blend Phonemes • Isolate Middle Sound</td>
<td>Selection Vocabulary: idle (adj.), lounging (v), scrampers (v), timid (adv.)</td>
<td>Comprehension Skill: Cause and Effect</td>
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<td>Grammar Skill: Writing in Past Tense</td>
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<td>Concept Book</td>
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<td>Oral Vocabulary: burrow, desert, beaver’s lodge, patient, shade, soaring</td>
<td>Comprehension Strategy: Infer/Predict</td>
<td>Writing Mode: Write to Express (Fictional Narrative)</td>
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<td>Text Focus Skill</td>
<td>&quot;What will the Weather Be Like?&quot;</td>
<td>Words to Know (HPW): are, now</td>
<td>Vocabulary Strategy: Classify and Categorize: Number Words</td>
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<td>15</td>
<td>What a Beautiful Sky!</td>
<td>&quot;What Will the Weather Be Like?&quot;</td>
<td>Phonemic Awareness: • Blend Phonemes • Isolate Middle Sound</td>
<td>Selection Vocabulary: snowball (n), thinner (adj.), beautiful (adj.), mizzly (adv.)</td>
<td>Comprehension Skill: Sequence of Events</td>
<td>Extend Through Research</td>
<td>Grammar Skill: Statements (Capitalization and Punctuation)</td>
<td>Pam Cat + Come with Me</td>
</tr>
<tr>
<td></td>
<td>Concept Book</td>
<td>Informational Text (Science)</td>
<td>Phonics: • Review Letters Aa* (Short a), Nn*, Ff*, Bb* • Words with a (Short a), n, f, b • Blending Review</td>
<td>Oral Vocabulary: dazzling, distance, gazing, leaned, planet, tunnel</td>
<td>Comprehension Strategy: Analyze/Evaluate</td>
<td>Writing Mode: Write to Express (Fictional Narrative)</td>
<td>Story (Sequence; Beginning, Middle, Ending)</td>
<td>Focus Trait: Organization</td>
</tr>
<tr>
<td></td>
<td>Text Focus Skill</td>
<td>&quot;What Will the Weather Be Like?&quot;</td>
<td>Words to Know (HPW): Review come, me, with, my, you, what, are, now</td>
<td>Vocabulary Strategy: Figurative Language: Simile</td>
<td>Concepts of Print</td>
<td>Letters, Words, and Sentences **</td>
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<td>Symbols</td>
<td>Informational Text (Science)</td>
<td>Fluency: Pause for Punctuation</td>
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</table>

Main Selections

| Big Book | Jump into January | Genre: Concept Book |
| Every Season | Informational Text (Social Studies) |

Paired Selection

| Big Book | Snow | Genre: Fantasy |

Phonemic Awareness/Phonics

| Vocabulary Strategy: Inferences —ing, —ed, —s |
| Synonyms |

Comprehension

| Comprehension Skill: Compare and Contrast Illustrations and Descriptions |

Listening and Speaking

| Listening and Speaking: Asking and Answering Questions |

Extending the Common Core

| Big Book | Jump into January | Genre: Concept Book |
| Every Season | Informational Text (Social Studies) |

Vocabulary Strategy: Inflections —ing, —ed, —s |

Comprehension Skill: Sequence of Events |

Listening and Speaking: Share Information and Ideas |

Grammar Skill: Statements (Capitalization and Punctuation) |

Writing Mode: Write to Express (Fictional Narrative) |

Story (Sequence; Beginning, Middle, Ending) |

Focus Trait: Organization |

*Penmanship addressed with Phonics skill on Day 1 and/or Day 2. |

**Formal lesson for Concepts of Print skill on Day 2. |

*La buena escritura/caligrafía se estudia con las destrezas de fonética en el Día 1. |

**La lección de aprendizaje de las destreza: Conceptos de impresos se enseña en el Día 2.
## Kindergarten

### Unit 4: Let's Find Out

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<th>Vocabulary</th>
<th>Comprehension</th>
<th>Research/Listening and Speaking/Study Skills</th>
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<th>Decodable Readers</th>
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<td><strong>Read Aloud Book:</strong> Dear Mr. Blueberry <strong>Genre:</strong> Fantasy</td>
<td>Phonic Awareness: <strong>Blending Phonemes</strong></td>
<td>Selection Vocabulary: fossils, geodes, glaciers (n)</td>
<td>Comprehension Skill: Details</td>
<td>Extend Through Media Literacy</td>
<td>Grammar Skill: Write to Narrate (Personal Narrative)</td>
<td>What Is It?</td>
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<td><strong>Text Focus Skill:</strong> TimeLine</td>
<td><strong>Phonic Skills:</strong></td>
<td><strong>Phonic Skills:</strong></td>
<td><strong>Oral Vocabulary:</strong> information, perhaps, pleased, pond, spurt, travel</td>
<td><strong>Comprehension Strategy:</strong> Summarize</td>
<td><strong>Listening and Speaking:</strong> Share Ideas</td>
<td>Writing Mode: Message (Different Parts)</td>
<td>It Is My Cab</td>
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<td><strong>Words to Know (HFW):</strong> Is, how</td>
<td><strong>Word Knowledge:</strong></td>
<td><strong>Vocabulary Strategy:</strong> Classify and Categorize: Science Words</td>
<td></td>
<td><strong>Concepts of Print:</strong> Parts of a Book **</td>
<td><strong>Study Skills:</strong> Distinguish Fantasy from Realism</td>
<td>Focus Trait: Organization</td>
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<td><strong>Fluency:</strong> Pause for Punctuation</td>
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<td><strong>Using Pictures and Text</strong></td>
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<td><strong>Big Book:</strong> I Love Bugs <strong>Genre:</strong> Realistic Fiction</td>
<td><strong>Read Aloud Book:</strong> It Is the Wind <strong>Genre:</strong> Realistic Fiction</td>
<td>Phonic Awareness: <strong>Blending Phonemes</strong></td>
<td>Selection Vocabulary: sweep (v), creep (v), paddle (v), weaves (n)</td>
<td>Comprehension Skill: Conclusions</td>
<td>Extend Through Research</td>
<td>Grammar Skill: Write to Narrate (Personal Narrative)</td>
<td>Can You Find It?</td>
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<td><strong>Text Focus Skill:</strong> Characteristics of a Folk Tale and of a Trickster Tale</td>
<td><strong>Phonic Skills:</strong></td>
<td><strong>Phonic Skills:</strong></td>
<td><strong>Oral Vocabulary:</strong> creaks, here, hinge, howling (vwind), path, sways</td>
<td><strong>Comprehension Strategy:</strong> Infer/Predict</td>
<td><strong>Listening and Speaking:</strong> Share Information and Ideas</td>
<td>Writing Mode: Message (Different Parts)</td>
<td>Gig Pig</td>
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<td><strong>Words to Know (HFW):</strong> Find, this</td>
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<td><strong>Concepts of Print:</strong> Using Pictures and Text</td>
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<td><strong>Fluency:</strong> Read with Expression</td>
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<td><strong>Poetry:</strong></td>
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<td>18</td>
<td><strong>Big Book:</strong> in the Big Blue Sea <strong>Genre:</strong> Informational Text (Science)</td>
<td><strong>Read Aloud Book:</strong> One-Dog Canoe <strong>Genre:</strong> Fiction</td>
<td>Phonic Awareness: <strong>Blending Phonemes</strong></td>
<td>Selection Vocabulary: dive (v), along (prep), glad (adj.), swim (v)</td>
<td>Comprehension Skill: Author's Purpose</td>
<td>Extend Through Research</td>
<td>Grammar Skill: Write in Future Tense</td>
<td>What Will It Be?</td>
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<td><strong>Text Focus Skill:</strong> Poetry: Repeating and Rhyming Words</td>
<td></td>
<td><strong>Phonic Skills:</strong></td>
<td><strong>Oral Vocabulary:</strong> canoe, drew, gilded, paddle, pearled, crew</td>
<td><strong>Comprehension Strategy:</strong> Analyze/Evaluate</td>
<td><strong>Listening and Speaking:</strong> Share Information</td>
<td>Writing Mode: Write to Narrate (Personal Narrative)</td>
<td>Rac Is It</td>
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<td><strong>Words to Know (HFW):</strong> will, be</td>
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<td><strong>Concepts of Print:</strong> Letters and Words</td>
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<td><strong>Fluency:</strong> Read with Expression</td>
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<td><strong>Types, Functions of Print Materials: Inform:</strong></td>
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</table>

*Permission addressed with Phonics skill on Day 1 and/or Day 2.

**Formal lesson for Concepts of Print skill on Day 2.

*La buena escritura/ortografía se estudia con las destrezas de fonética en el Día 1.

**La lección de aprendizaje de la destreza: Conceptos de impresos se enseña en el Día 2.
### Lesson

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| **19** | **Big Book:** Sheep Take a Hike  
**Genre:** Fantasy  
**Read Aloud Book:** Nicky and the Rainy Day  
**Genre:** Fantasy | **Paired Selections:**  
• "The Three Billy Goats Gruff"  
• "The Builder and the Oni"  
**Genre:** Fairy Tale (Traditional Tale)  
**Text Focus Skill:** Storytelling Phrases  
**Phonemic Awareness:** Blend Phonemes  
**Phonics:** Letter Dd  
**Words to Know (HFW):** go, for  
**Fluency:** Pause for Punctuation | **Selection Vocabulary:**  
- Bicker (v)  
- Compass (n)  
- Hiking (adj.), Tramp (v)  
**Oral Vocabulary:**  
- Blizzards, being, cliffs, impossible, jungle, meadow  
**Vocabulary Strategy:** Antonyms | **Comprehension Skill:**  
- Cause and Effect  
- GO: T- Map  
**Comprehension Strategy:**  
- Question  
**Concepts of Print:**  
- Punctuation: Period, Question Mark, Exclamation Point  
- Directionality: Top to Bottom, Left to Right  
- Parts of a Book: Page Numbers  
**Extend Through Research:**  
- Ask Questions  
**Listening and Speaking:**  
- Share Ideas  
**Study Skills:**  
- Distinguish Fantasy from Realism  
- Form Questions: Use and Respond to Question Words  
- Parts of a Book: Front and Back Covers, Title Page  
- Parts of a Book: Table of Contents, Page Numbers | **Extend Through Media Literacy:**  
- Identify Media Forms and Techniques  
**Writing Mode:**  
- Wills to Narrate (Personal Narrative)  
**Focus Trait:**  
- Word Choice  |

| **20** | **Big Book:** Curious George's Dinosaur Discovery  
**Genre:** Fantasy  
**Read Aloud Book:** Duck & Goose  
**Genre:** Fantasy | **Paired Selection:**  
"Exploring Land and Water"  
**Genre:** Informational Text (Science)  
**Text Focus Skill:** Map and Map Key | **Phonemic Awareness:** Blend Phonemes  
**Phonics:** Review Letters Ii*, Gg*, Dd*, Rr*  
**Words to Know (HFW):** Review is, how, find, this, will, be, go, for  
**Fluency:** Reading Rate | **Selection Vocabulary:**  
- Expected (v)  
- Display (n)  
- Museum (n), Quarry (n)  
**Oral Vocabulary:**  
- Apologized, attention, confusion, notice, snooze, webbed  
**Vocabulary Strategy:** Synonyms | **Comprehension Skill:**  
- Sequence of Events  
- GO: Flow Chart  
**Comprehension Strategy:**  
- Visualize  
**Concepts of Print:**  
- High-Frequency Words  
- Role of Author  
**Extend Through Research:**  
- Media Forms and Techniques  
**Listening and Speaking:**  
- Share Information and Ideas  
**Study Skills:**  
- Distinguish Fantasy from Realism  
- Form Questions: Use and Respond to Question Words  
- Parts of a Book: Front and Back Covers, Title Page  
- Parts of a Book: Table of Contents, Page Numbers | **Extend Through Media Literacy:**  
- Identify Media Forms and Techniques  
**Writing Mode:**  
- Wills to Narrate (Personal Narrative)  
**Focus Trait:**  
- Word Choice  
**Writing:**  
- Publish Using Digital Tools |

### Extending the Common Core

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</table>
| **Big Book:** What Is Science?  
**Genre:** Informational Text (Science)  
**Big Book:** Curious George's Dinosaur Discovery  
**Genre:** Fantasy | **Phonemic Awareness/Phonics:**  
- Vowel Aa and the Long a Sound  
- Long i CV Words | **Prefixes:** (re-, un-, pre-) | **Understand Unknown Words** | **Writing:**  
- Publish Using Digital Tools |

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*Penmanship addressed with Phonics skill on Day 1 and/or Day 2.  
**Formal lesson for Concepts of Print skill on Day 2.  
*La buena escritura/caligrafía se estudia con las destrezas de fonética en el Día 1.  
**La lección de aprendizaje de la destreza: Conceptos de impresos se enseña en el Día 2.
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<th>DECODABLE READERS</th>
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| 21     | Big Book: The Best of Friends  
Genre: Realistic Fiction  
Read Aloud Book: Simon and Molly plus Hester  
Genre: Realistic Fiction | Paired Selection: *Poems About Friends*  
"My Friend"  
"The More We Get Together"  
"Make New Friends"  
Genre: Poetry  
Text Focus Skill: Poetry: Rhyme | Phonemic Awareness:  
Blend Phonemes  
Segment Phonemes  
Phonics:  
Letter "o" (Short o)  
Words with a (short a)  
Adding -a (-i, -y)  
Blending Words  
Words to Know (HFW):  
make, play  
Fluency: Read with Expression | Selection Vocabulary:  
especially (adv.), market (n.), messy (adv.), sometimes (adv.)  
Oral Vocabulary:  
idea, just, plain, teach, together, until  
Vocabulary Strategy: Multiple Meaning Words | Comprehension Skill:  
Understanding Characters  
GO: T-Map  
Comprehension Strategy: Infer/Predict  
Concepts of Print:  
Directionality: Top to Bottom, Left to Right  
Compund Words  
Extend Through Media Literacy  
Identify Media Forms  
Listening and Speaking:  
Share Ideas  
Study Skills:  
Different Types of Print Materials  
Parts of a Library  
Alphabetical Order  
Use Newspapers  
Grammar Skill:  
Proper Nouns for Days and Months  
Writing Mode:  
Write to Inform: Lists (Structure of Numbered Lists)  
Focus Trait: Organization  
*Penmanship addressed with Phonics skill on Day 1 and/or Day 2.  
**Formal lesson for Concepts of Print skill on Day 2. |

| 22     | Big Book: Leo the Late Bloomer  
Genre: Fantasy  
Read Aloud Book: A Tiger Grows Up  
Genre: Informational Text (Science) | Paired Selection: "What Can a Baby Animal Do?"  
Genre: Informational Text (Science)  
Text Focus Skill: Labels | Phonemic Awareness:  
Blend and Segment Phonemes  
Substitute Phonemes  
Phonics:  
Letters Xx *, J J  
Words with x, j  
Blending Words  
Words to Know (HFW):  
said, good  
Fluency: Reading Rate | Selection Vocabulary:  
bloomer (n), patience (n), signs (n), sticky (adj.)  
Oral Vocabulary:  
blend, tiger, cub, den, pounces, prey, scraps  
Vocabulary Strategy: Antonyms  
Concepts of Print:  
Punctuation: Quotation Marks **  
Capitalization: First Letter in a Name  
Extend Through Research  
Ask Questions  
Listening and Speaking:  
Share Ideas  
Study Skills:  
Different Types of Print Materials  
Parts of a Library  
Alphabetical Order  
Use Newspapers  
Grammar Skill:  
Proper Nouns for Days and Months  
Writing Mode:  
Write to Inform: Lists (Structure of Numbered Lists)  
Focus Trait: Organization  
*A Good Job  
**Fix It! |

| 23     | Big Book: Zinnia’s Flower Garden  
Genre: Informational Text (Science)  
Read Aloud Book: Oscar and the Frog  
Genre: Informational Text (Science) | Paired Selection: "Growing Sunflowers"  
Genre: Informational Text (Science)  
Text Focus Skill: Directions | Phonemic Awareness:  
Blend and Segment Phonemes  
Substitute Phonemes  
Phonics:  
Letter Es * (Short e)  
Words with a (short a)  
Blending Words  
Words to Know (HFW):  
sha, all  
Fluency: Pause for Punctuation | Selection Vocabulary:  
fragrant (adj.), inspects (v), peaky (adj.), sprinkles (v)  
Oral Vocabulary:  
tadpole, stared, gills, hatch, shrink, (tiger) bank  
Vocabulary Strategy: Context Clues  
Concepts of Print: Using Graphics **  
Extend Through Media Literacy  
Identify Media Forms and Technologies  
Listening and Speaking:  
Share Information and Ideas  
Study Skills:  
Different Types of Print Materials  
Parts of a Library  
Alphabetical Order  
Use Newspapers  
Grammar Skill:  
Proper Nouns for Days and Months  
Writing Mode:  
Write to Inform: Invitations (Lists, Sentence Fluency)  
Focus Trait: Organization  
*My Pet Dog  
**Ben and Jen  
|
UNIT 5: GROWING AND CHANGING (CONTINUED)

Lesson 24

Big Book: Chameleon, Chameleon
Genre: Informational Text (Science)

Read Aloud Book: Red Eyes or Blue Feathers
Genre: Informational Text (Science)

Text Focus Skill
• Photos
• Magazine Article

Phonemic Awareness/Phonics

Selection Vocabulary:
• Words to Know (HFW):
  no

Vocabulary

Comprehension:
• Comprehension Skill:
  Conclusions

Research/Listening and Speaking/Study Skills

Materials

Extend Through Media Literacy

Listening and Speaking

Study Skills

Grammar/Writing

Vocabulary Strategy:
• Describing Words

Concepts of Print

• Sound Words

Selection Vocabulary:
• Buds (n), damp (adj.), feast (n), finally (adv.)

Oral Vocabulary:
• Words to Know (HFW):
  buds

Phonics:
• Phonemic Awareness:
  • Substitute Phonemes

Selection Vocabulary:
• Words to Know (HFW):
  buds

Big Book:

Text Focus Skill

Grammatical Awareness:

Selection Vocabulary:
• Buds (n), damp (adj.), feast (n), finally (adv.)

Oral Vocabulary:
• Words to Know (HFW):
  buds

Phonics:
• Phonemic Awareness:
  • Substitute Phonemes

Selection Vocabulary:
• Words to Know (HFW):
  buds

---

Lesson 25

Big Book: Pie in the Sky
Genre: Realistic Fiction

Read Aloud Book: Bread Comes to Life
Genre: Informational Text (Science)

Text Focus Skill

Phonemic Awareness/Phonics

Selection Vocabulary:
• Words to Know (HFW):
  finally (adv.)

Vocabulary

Comprehension:
• Comprehension Skill:
  Conclusions

Research/Listening and Speaking/Study Skills

Materials

Extend Through Media Literacy

Listening and Speaking

Study Skills

Grammar/Writing

Vocabulary Strategy:
• Classify and Categorize: Seasons

Concepts of Print

• Using Pictures, Text

Selection Vocabulary:
• Buds (n), damp (adj.), feast (n), finally (adv.)

Oral Vocabulary:
• Words to Know (HFW):
  buds

Phonics:
• Phonemic Awareness:
  • Substitute Phonemes

Selection Vocabulary:
• Words to Know (HFW):
  buds

Big Book:

Text Focus Skill

Grammatical Awareness:

Selection Vocabulary:
• Buds (n), damp (adj.), feast (n), finally (adv.)

Oral Vocabulary:
• Words to Know (HFW):
  buds

Phonics:
• Phonemic Awareness:
  • Substitute Phonemes

Selection Vocabulary:
• Words to Know (HFW):
  buds

---

Lesson 26

Big Book: Zinnia’s Flower Garden
Genre: Informational Text (Social Studies)

Paired Selection: Growing Sunflowers
Genre: Informational Text (Science)

Big Book: Chameleon, Chameleon
Genre: Informational Text (Science)

Big Book: The Best of Friends
Genre: Realistic Fiction

Text Focus Skill

Phonemic Awareness/Phonics

Selection Vocabulary:
• Words to Know (HFW):
  buds

Vocabulary

Comprehension:
• Comprehension Skill:
  Conclusions

Research/Listening and Speaking/Study Skills

Materials

Extend Through Media Literacy

Listening and Speaking

Study Skills

Grammar/Writing

Vocabulary Strategy:
• Antonyms

Concepts of Print

• Using Pictures, Text

Selection Vocabulary:
• Buds (n), damp (adj.), feast (n), finally (adv.)

Oral Vocabulary:
• Words to Know (HFW):
  buds

Phonics:
• Phonemic Awareness:
  • Substitute Phonemes

Selection Vocabulary:
• Words to Know (HFW):
  buds

---

Lesson 27

Big Book: Chameleon, Chameleon
Genre: Informational Text (Science)

Paired Selection: Growing Sunflowers
Genre: Informational Text (Science)

Big Book: Zinnia’s Flower Garden
Genre: Informational Text (Social Studies)

Big Book: The Best of Friends
Genre: Realistic Fiction

Text Focus Skill

Phonemic Awareness/Phonics

Selection Vocabulary:
• Words to Know (HFW):
  buds

Vocabulary

Comprehension:
• Comprehension Skill:
  Conclusions

Research/Listening and Speaking/Study Skills

Materials

Extend Through Media Literacy

Listening and Speaking

Study Skills

Grammar/Writing

Vocabulary Strategy:
• Compare and Contrast Procedures

Concepts of Print

• Using Pictures, Text

Selection Vocabulary:
• Buds (n), damp (adj.), feast (n), finally (adv.)

Oral Vocabulary:
• Words to Know (HFW):
  buds

Phonics:
• Phonemic Awareness:
  • Substitute Phonemes

Selection Vocabulary:
• Words to Know (HFW):
  buds

---

Lesson 28

Big Book: Chameleon, Chameleon
Genre: Informational Text (Science)

Paired Selection: Growing Sunflowers
Genre: Informational Text (Science)

Big Book: The Best of Friends
Genre: Realistic Fiction

Text Focus Skill

Phonemic Awareness/Phonics

Selection Vocabulary:
• Words to Know (HFW):
  buds

Vocabulary

Comprehension:
• Comprehension Skill:
  Conclusions

Research/Listening and Speaking/Study Skills

Materials

Extend Through Media Literacy

Listening and Speaking

Study Skills

Grammar/Writing

Vocabulary Strategy:
• Interrogatives

Concepts of Print

• Using Pictures, Text

Selection Vocabulary:
• Buds (n), damp (adj.), feast (n), finally (adv.)

Oral Vocabulary:
• Words to Know (HFW):
  buds

Phonics:
• Phonemic Awareness:
  • Substitute Phonemes

Selection Vocabulary:
• Words to Know (HFW):
  buds

---
Unit 6: Look at Us

**Penmanship** addressed with **Phonics** skill on Day 1 and/or Day 2.

**Formal lesson for Concepts of Print skill on Day 2.

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Main Selections</th>
<th>Paired Selections</th>
<th>Phonemic Awareness/ Phonics</th>
<th>Vocabulary</th>
<th>Comprehension</th>
<th>Research/Listening and Speaking/Study Skills</th>
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<tbody>
<tr>
<td>Big Book: Something Special</td>
<td>Grade K 22</td>
<td>Text Focus Skill Photos</td>
<td>Phonemic Awareness: Substitute Phonemes</td>
<td>Selection Vocabulary: butterflies (f), magician (m), trophy (t), who (h)</td>
<td>Comprehension Skill: Cause and Effect</td>
<td>Extend Through Media Literacy</td>
<td>Grammar Skill: Subject Verb Agreement (Past, Present, Future)</td>
<td><strong>All In</strong></td>
</tr>
<tr>
<td>Read Aloud Book: Curious George Makes Pancakes</td>
<td>Grade K 23</td>
<td>Phonics:</td>
<td>Phonics:</td>
<td>Oral Vocabulary: assistant, enormous, generous, mayor, shocked, volunteers</td>
<td>Comprehension Strategy: Visualize</td>
<td><strong>Win a Cup!</strong></td>
<td>Writing Mode: Write to Express: Response to Literature (Sentence Frames, Giving Reasons)</td>
<td><strong>Bug and Cat</strong></td>
</tr>
<tr>
<td>Genre: Fantasy</td>
<td></td>
<td>Phonics:</td>
<td>Phonics:</td>
<td>Oral Vocabulary: bellowed, dirty, tumbled, valley, waters, weary</td>
<td>Comprehension Strategy: Inter/Predict</td>
<td><strong>Yet on a Job!</strong></td>
<td>Writing Mode: Write to Express: Response to Literature (Sentence Frames, Giving Reasons)</td>
<td><strong>Yet on the Vet</strong></td>
</tr>
<tr>
<td>*Penmanship addressed with Phonics skill on Day 1 and/or Day 2.</td>
<td>Paired Selections: “Jobs People Do”</td>
<td>Text Focus Skill Poetry: Rhythm</td>
<td>Phonemic Awareness: Substitute Phonemes</td>
<td>Selection Vocabulary: prize (p), different (adj), chef (ch), slope (s)</td>
<td>Comprehension Skill: Story Structure</td>
<td>Extend Through Media Literacy</td>
<td>Grammar Skill: Subject Verb Agreement (Past, Present, Future)</td>
<td><strong>Yet on a Job!</strong></td>
</tr>
<tr>
<td>Biography</td>
<td></td>
<td>Read Aloud Book: You Can Do It, Curious George!</td>
<td>Grade K 26</td>
<td>Vocabulary Strategy: Context Clues</td>
<td>Concepts of Print: Environmental Print</td>
<td>Extend Through Media Literacy</td>
<td>Grammar Skill: Subject Verb Agreement (Past, Present, Future)</td>
<td><strong>Yet on a Job!</strong></td>
</tr>
<tr>
<td>Genre: Fantasy</td>
<td></td>
<td>Text Focus Skill Poetry: Rhythm</td>
<td>Phonemic Awareness: Substitute Phonemes</td>
<td>Phonemic Awareness:</td>
<td>Vocabulary Strategy:</td>
<td><strong>Win a Cup!</strong></td>
<td>Writing Mode: Write to Express: Response to Literature (Sentence Frames, Giving Reasons)</td>
<td><strong>Bug and Cat</strong></td>
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<tr>
<td></td>
<td>Poems About Things You Can Do</td>
<td>Phonics:</td>
<td>Phonics:</td>
<td>Phonemic Awareness:</td>
<td>Phonemic Awareness:</td>
<td><strong>Yet on a Job!</strong></td>
<td>Focus Trait: Ideas</td>
<td><strong>Yet on the Vet</strong></td>
</tr>
<tr>
<td></td>
<td>“Whistling”</td>
<td>Phonics:</td>
<td>Phonics:</td>
<td>Phonemic Awareness:</td>
<td>Phonemic Awareness:</td>
<td><strong>Yet on a Job!</strong></td>
<td><strong>Yet on the Vet</strong></td>
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<tr>
<td></td>
<td>“Time to Play”</td>
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<td>Phonics:</td>
<td>Phonemic Awareness:</td>
<td>Phonemic Awareness:</td>
<td><strong>Yet on a Job!</strong></td>
<td><strong>Yet on the Vet</strong></td>
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<tr>
<td></td>
<td>“Look at the Way We Brush Our Teeth”</td>
<td>Phonics:</td>
<td>Phonics:</td>
<td>Phonemic Awareness:</td>
<td>Phonemic Awareness:</td>
<td><strong>Yet on a Job!</strong></td>
<td><strong>Yet on the Vet</strong></td>
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</tr>
<tr>
<td><strong>Kindergarten</strong></td>
<td>Poetry</td>
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<td>Phonemic Awareness:</td>
<td>Phonemic Awareness:</td>
<td>Phonemic Awareness:</td>
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<tr>
<td>Unit 6: Look at Us</td>
<td>Phonemic Awareness:</td>
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<td><strong>Yet on a Job!</strong></td>
<td><strong>Yet on the Vet</strong></td>
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</tr>
</tbody>
</table>

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*La buena escritura/caligrafía se estudia con las destrezas de fonética en el Día 1.
**La lección de aprendizaje de la destreza: Conceptos de impresos se enseña en el Día 2.*
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<td><strong>29</strong></td>
<td><strong>Big Book:</strong> Look at Us (Social Studies)</td>
<td><strong>Paired Selection:</strong> “The Three Little Pigs” (Traditional Tale)</td>
<td><strong>Phonemic Awareness:</strong> Track Syllables</td>
<td><strong>Selection Vocabulary:</strong> projects (n), visitors (n), scared (adj.), proud (adj.)</td>
<td><strong>Comprehension Skill:</strong> Main Idea and Details</td>
<td><strong>Extend Through Research:</strong> Gather and Record Information</td>
<td><strong>Grammar Skill:</strong> Prepositions: for, to, with</td>
<td><strong>Max Is Down</strong></td>
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<tr>
<td><strong>30</strong></td>
<td><strong>Big Book:</strong> Miss Bindergarten Celebrates the Last Day of Kindergarten (Fantasy)</td>
<td><strong>Paired Selection:</strong> “Schools Then and Now” (Social Studies)</td>
<td><strong>Phonemic Awareness:</strong> Track Syllables</td>
<td><strong>Selection Vocabulary:</strong> attendance (n), balance (v), perfume (n), success (n)</td>
<td><strong>Comprehension Skill:</strong> Understanding Characters</td>
<td><strong>Extend Through Research:</strong> Record and Publish Research</td>
<td><strong>Grammar Skill:</strong> Prepositions: in, on, up, out</td>
<td><strong>A Fun Job</strong></td>
</tr>
</tbody>
</table>

**Extending the Common Core**

| Big Book: One of Three (Fantasy) | Phonemic Awareness/Phonics: Vowel Uu and the Long u Sound | Comprehension: Name the Author and Illustrator |
| Big Book: Something Special (Fantasy) | Phonemic Awareness/Phonics: Vowels and Consonants | |
| Big Book: You Can Do It, Curious George! (Fantasy) | |
| Big Book: Curious George Makes Pancakes (Fantasy) | |

*Penmanship addressed with Phonics skill on Day 1 and/or Day 2.
**Formal lesson for Concepts of Print skill on Day 2.
*La buena escritura/caligrafía se estudia con las destrezas de fonética en el Día 1.
**La lección de aprendizaje de la destreza: Conceptos de impresos se enseña en el Día 2.
### MAIN SELECTIONS

**Reading Adventures Magazine**

**Decodable Story**
- "How Can We Go?"
  - Long o, e CV Words
  - Genre: Realistic Fiction

**Phonemic Awareness/Phonics**
- Review Long i, o, e CV Words
- **Decodable Story**
  - Read "How Can We Go?"

**Decodable Story**
- "Can I Play?"
  - Long i CV Words
  - Genre: Realistic Fiction

**Phonemic Awareness/Phonics**
- Long i CV Words
- **Decodable Story**
  - Read "Can I Play?"

**Decodable Story**
- "Get Set! Dive!"
  - Long a CVCe Words
  - Genre: Fantasy

**Phonemic Awareness/Phonics**
- Long a CVCe Words
- **Decodable Story**
  - Read "Get Set! Dive!"

**Decodable Story**
- "Luke, June, and Rose"
  - Long o, u CVCe Words
  - Genre: Realistic Fiction

**Phonemic Awareness/Phonics**
- Long o CVCe Words
- **Decodable Story**
  - Read "Luke, June, and Rose"

**Phonemic Awareness/Phonics**
- Long u CVCe Words

---

*Penmanship addressed with Phonics skill on Day 1 and/or Day 2.
**Formal lesson for Concepts of Print skill on Day 2.

*La buena escritura/caligrafía se estudia con las destrezas de fonética en el Día 1.
**La lección de aprendizaje de la destreza: Conceptos de impresos se ensara en el Día 2.