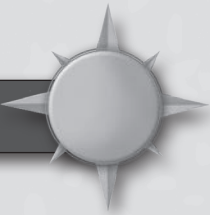




WEEK	SELECTIONS	CONCEPTS OF PRINT	PHONEMIC AWARENESS	LETTER NAMES
1	Listen to Rhymes <ul style="list-style-type: none">• “Jack and Jill”• “One, Two, Three, Four, Five”• “Pease Porridge Hot”• “Colors”• “To Market, To Market”	Concepts of Print <ul style="list-style-type: none">• Recognize Names• Distinguish Letters, Numbers• Book Handling• Environmental Print	Phonemic Awareness <ul style="list-style-type: none">• Rhyming Words• Blend Syllables	Letter Names Letters: Aa, Bb, Cc, Dd, Ee
2	Listen to Rhymes <ul style="list-style-type: none">• “I Went Upstairs”• “Mix a Pancake”• “Sing a Song of Sixpence”• “Little Arabella Stiller” Listen to Songs “Quack! Quack! Quack!”	Concepts of Print <ul style="list-style-type: none">• Book Handling• Distinguish Letters, Numbers• Environmental Print• Recognize First and Last Names	Phonemic Awareness <ul style="list-style-type: none">• Rhyming Words• Blend and Segment Syllables	Letter Names Letters: Ff, Gg, Hh, Ii, Jj



UNIT 1: FRIENDLY FACES

LESSON	MAIN SELECTIONS	PAIRED SELECTIONS	PHONEMIC AWARENESS/ PHONICS	VOCABULARY		COMPREHENSION	LISTENING AND SPEAKING	GRAMMAR/Writing	DECODABLE READERS
1	Big Book: <i>What Makes a Family?</i> Genre: Informational Text (Social Studies) Read Aloud Book: <i>Building with Dad</i> Genre: Realistic Fiction	Paired Selections: <ul style="list-style-type: none">• “Frère Jacques”• “Everybody Says”• “Tortillas for Mommy”• “My Little Sister” Genre for “Frère Jacques”: Poetry and Lullaby Genre for Remaining Paired Selections: Poetry Text Focus Skill <ul style="list-style-type: none">• Repeating Words, Rhyming Words, Rhythm• Characteristic of a lullaby	Phonemic Awareness: <ul style="list-style-type: none">• Rhyming Words• Single Sounds Letter Names: Letters: Kk, Ll, Mm, Nn, Oo Words to Know (High- Frequency Words): I Fluency: Read with Expression Retelling	Selection Vocabulary: celebrate (v), family (n), memories (n), include (v) Oral Vocabulary: cranes, crew, gleaming, mechanic, outlining, solid Vocabulary Strategy: Classify and Categorize: Family Words		Comprehension Skill: Main Ideas Comprehension Strategy: Summarize Concepts of Print <ul style="list-style-type: none">• Directionality: Left to Right• Punctuation: Period **	N/A	Grammar Skill: Nouns for People Writing Mode: Writing About Us: Labels (Names) Focus Trait: Ideas	<ul style="list-style-type: none">• <i>See What We Can Do</i>• <i>We Can Make It</i>
2	Big Book: <i>How Do Dinosaurs Go to School?</i> Genre: Fantasy Read Aloud Book: <i>Friends at School</i> Genre: Informational Text (Social Studies)	Paired Selection: “My School Bus” Genre: Informational Text (Social Studies) Text Focus Skill Photographs/Map	Phonemic Awareness: Beginning Sounds Letter Names: Letters: Pp, Qq, Rr, Ss, Tt Words to Know (High- Frequency Words): like Fluency: Pause for Punctuation Retelling	Selection Vocabulary: bullying (v), tidies (v), fidget (v), interrupt (v) Oral Vocabulary: busy, company, container, job, scoop, tortoises Vocabulary Strategy: Rhyme		Comprehension Skill: Understanding Characters Comprehension Strategy: Infer/Predict Concepts of Print <ul style="list-style-type: none">• Directionality: Locate Print, Left to Right, Top to Bottom **• Punctuation: Period	N/A	Grammar Skill: Nouns for Places Writing Mode: Writing About Us: Labels Focus Trait: Ideas	<ul style="list-style-type: none">• <i>We Go to School</i>• <i>I Like</i>

*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.



UNIT 1: FRIENDLY FACES (CONTINUED)

Lesson	Main Selections	Paired Selections	Phonemic Awareness/ Phonics	Vocabulary	Comprehension	Listening and Speaking	Grammar/Writing	Decodable Readers
3	<p>Big Book: <i>Please, Puppy, Please</i> Genre: Realistic Fiction</p> <p>Read Aloud Book: <i>I Have a Pet!</i> Genre: Realistic Fiction</p>	<p>Paired Selection: “Different Kinds of Dogs” Genre: Informational Text (Science)</p> <p>Text Focus Skill Diagram</p>	<p>Phonemic Awareness:</p> <ul style="list-style-type: none">• Beginning Sounds• Words in Oral Sentences <p>Letter Names: Letters: Uu, Vv, Ww, Xx, Yy, Zz</p> <p>Words to Know (HFW): the</p> <p>Fluency: Reading Rate, Retelling</p>	<p>Selection Vocabulary: fetch (v), inside (n), outside (n), please (v)</p> <p>Oral Vocabulary: cooperate, curious, interesting, slimy, smooth, vet</p> <p>Vocabulary Strategy: Synonyms</p>	<p>Comprehension Skill: Story Structure</p> <p>Comprehension Strategy: Monitor/Clarify</p> <p>Concepts of Print</p> <ul style="list-style-type: none">• Compound Words**• Directionality: Left to Right, Spoken Words to Print• Letters and Words: First, Last Letters, Distinguish Letters from Words **	N/A	<p>Grammar Skill: Nouns for Animals and Things</p> <p>Writing Mode: Writing About Us: Captions</p> <p>Focus Trait: Ideas</p>	<ul style="list-style-type: none">• <i>Baby Bear's Family</i>• <i>The Party</i>
4	<p>Big Book: <i>Everybody Works</i> Genre: Informational Text (Social Studies)</p> <p>Read Aloud Book: <i>Pizza at Sally's</i> Genre: Realistic Fiction</p>	<p>Paired Selection:</p> <ul style="list-style-type: none">• “The Elves and the Shoemaker”• “The Lion and the Mouse” <p>Genre for Elves: Fairy Tale (Traditional Tale) Genre for Lion: Fable (Traditional Tale)</p> <p>Text Focus Skill</p> <ul style="list-style-type: none">• Storytelling Phrases• Characteristics of a Fairy Tale and of a Fable	<p>Phonemic Awareness:</p> <ul style="list-style-type: none">• Beginning Sounds• Words in Oral Sentences <p>Phonics: Letter Mm *</p> <p>Words to Know (HFW): and</p> <p>Fluency: Pause for Punctuation Retelling</p>	<p>Selection Vocabulary: creating (v), delivering (v), hobby (n), protecting (v)</p> <p>Oral Vocabulary: customers, dough, famous, perfect, sprinkled, stretchy</p> <p>Vocabulary Strategy: Environmental Print</p>	<p>Comprehension Skill: Text and Graphic Features</p> <p>Comprehension Strategy: Analyze/Evaluate</p> <p>Concepts of Print</p> <ul style="list-style-type: none">• Capitalization: First Word in a Sentence **• Punctuation: Period, Question Mark	<p>Extend Through Research Ask Questions</p> <p>Listening and Speaking: Share Ideas</p>	<p>Grammar Skill: Action Verbs in Present Tense</p> <p>Writing Mode: Writing About Us: Class Story (Telling Details)</p> <p>Focus Trait: Ideas</p>	<ul style="list-style-type: none">• <i>Mm</i>• <i>I Like Mm</i>
5	<p>Big Book: <i>Kite Flying</i> Genre: Realistic Fiction</p> <p>Read Aloud Book: <i>The Little Red Hen</i> Genre: Folk Tale and Fable (Traditional Tale)</p>	<p>Paired Selection: “Kite Festival Today” Genre: Informational Text (Social Studies)</p> <p>Text Focus Skill Captions (left/right; back/front)</p>	<p>Phonemic Awareness:</p> <ul style="list-style-type: none">• Beginning Sounds• Words in Oral Sentences <p>Phonics:</p> <ul style="list-style-type: none">• Letter Ss *• Review: m, s <p>Words to Know (HFW): Review I, like, the, and</p> <p>Fluency: Read with Expression, Retelling</p>	<p>Selection Vocabulary: attach (v), blowing (v), noisemaker (n), whiskers (n)</p> <p>Oral Vocabulary: admired, delicious, delight, doubt, fable, sigh</p> <p>Vocabulary Strategy: Synonyms</p>	<p>Comprehension Skill: Sequence of Events</p> <p>Comprehension Strategy: Question</p> <p>Concepts of Print</p> <ul style="list-style-type: none">• Capitalization: First Word in a Sentence• Punctuation: Period, Question Mark, Exclamation Point **• Compound Words	<p>Extend Through Media Literacy Identify Media Forms</p> <p>Listening and Speaking: Share Ideas</p>	<p>Grammar Skill: Action Verbs in Present Tense</p> <p>Writing Mode: Writing About Us: Class Story (Telling Details)</p> <p>Focus Trait: Ideas</p>	<ul style="list-style-type: none">• <i>Ss</i>• <i>I Like Ss</i>
Main Selections					Comprehension			
Extending the Common Core	<p>Big Book: <i>How Do Dinosaurs Go to School?</i> Genre: Fantasy</p> <p>Big Book: <i>What Makes a Family?</i> Genre: Informational Text</p>				<p>Comprehension: Understand Unknown Words</p> <p>Comprehension: Describe Connections Between Individuals</p> <p>Concepts of Print: Spacing Between Words</p>			

*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.



LESSON	MAIN SELECTIONS	PAIRED SELECTIONS	PHONEMIC AWARENESS/ PHONICS	VOCABULARY		COMPREHENSION	RESEARCH/LISTENING AND SPEAKING	GRAMMAR/Writing	DECODABLE READERS
6	<p>Big Book: <i>My Five Senses</i> Genre: Informational Text (Science)</p> <p>Read Aloud Book: <i>Listen, Listen</i> Genre: Concept Book</p>	<p>Paired Selections:</p> <ul style="list-style-type: none">• “Poems About Senses”• “Picnic Day”• “Here Are My Eyes”• “The Storm”• “Five Wonderful Senses” <p>Genre: Poetry</p> <p>Text Focus Skill Poetry: Rhyme</p>	<p>Phonemic Awareness: Blend Onset and Rime</p> <p>Phonics: Letter Aa* (Short a)</p> <p>Words to Know (HFW): see</p> <p>Fluency: Pause for Punctuation Retelling</p>	<p>Selection Vocabulary: aware (adj.), senses (n), sight (n), touch (n)</p> <p>Oral Vocabulary: drift, ripen, scurry, sizzle, whisper, whistle</p> <p>Vocabulary Strategy: Context Clues</p>		<p>Comprehension Skill: Compare and Contrast</p> <p>Comprehension Strategy: Monitor/Clarify</p> <p>Concepts of Print</p> <ul style="list-style-type: none">• Capitalization: First Word in a Sentence• Punctuation: Period, Exclamation Point• Role of Author, Illustrator **• Using a Chart	<p>Extend Through Research Identify Sources</p> <p>Listening and Speaking: Share Ideas</p>	<p>Grammar Skill: Sensory Words</p> <p>Writing Mode: Write to Describe: Descriptive Sentences (Sensory Words)</p> <p>Focus Trait: Word Choice</p>	<ul style="list-style-type: none">• Aa• I See
7	<p>Big Book: <i>Mice Squeak, We Speak</i> Genre: Realistic Fiction</p> <p>Read Aloud Book: <i>Amelia’s Show-and-Tell Fiesta</i> Genre: Realistic Fiction</p>	<p>Paired Selection: “The Fort Worth Zoo” Genre: Informational Text (Science)</p> <p>Text Focus Skill Headings and Labels</p>	<p>Phonemic Awareness:</p> <ul style="list-style-type: none">• Blend Onset and Rime• Segment Onset and Rime <p>Phonics: Letter Tt *</p> <p>Words to Know (HFW): we</p> <p>Fluency: Pause for Punctuation Retelling</p>	<p>Selection Vocabulary: chatter (v), coo (v), snore (v), squawk (v)</p> <p>Oral Vocabulary: foolish, frowns, ruffled, special, treasures, tropical</p> <p>Vocabulary Strategy: Classify and Categorize: Sensory Words</p>		<p>Comprehension Skill: Understanding Characters</p> <p>Comprehension Strategy: Analyze/Evaluate</p> <p>Concepts of Print</p> <ul style="list-style-type: none">• Capitalization: First Word in a Sentence **• Punctuation: Period, Exclamation Point	<p>Extend Through Research Ask Questions</p> <p>Listening and Speaking: Share Information and Ideas</p>	<p>Grammar Skill: Sensory Words</p> <p>Writing Mode: Write to Describe: Descriptive Sentences (Sensory Words)</p> <p>Focus Trait: Word Choice</p>	<ul style="list-style-type: none">• Tt• We Like Toys
8	<p>Big Book: <i>Move!</i> Genre: Informational Text (Science)</p> <p>Read Aloud Book: <i>Jonathan and His Mommy</i> Genre: Realistic Fiction</p>	<p>Paired Selection: “The Hare and the Tortoise” Genre: Folk Tale and Fable (Traditional Tale)</p> <p>Text Focus Skill Characteristic of a Folk Tale and a Fable (teaches a lesson)</p>	<p>Phonemic Awareness:</p> <ul style="list-style-type: none">• Blend Onset and Rime• Segment Onset and Rime <p>Phonics: Letter Cc * (/k/)</p> <p>Words to Know (HFW): a</p> <p>Fluency: Read with Expression Retelling</p>	<p>Selection Vocabulary: colony (n), rustling (v), slithers (v), startled (v)</p> <p>Oral Vocabulary: backward, beat, leap, strange, wiggle, zigzag</p> <p>Vocabulary Strategy: Classify and Categorize: Action Words</p>		<p>Comprehension Skill: Details</p> <p>Comprehension Strategy: Visualize</p> <p>Concepts of Print</p> <ul style="list-style-type: none">• Capitalization: First Word in a Sentence• Punctuation: Period, Question Mark, Exclamation Point, Ellipsis **	<p>Extend Through Research Identify Sources</p> <p>Listening and Speaking: Share Information and Ideas</p>	<p>Grammar Skill: Adjectives for Colors</p> <p>Writing Mode: Write to Describe: Captions (Descriptive Sentences; Colors, Sensory Words)</p> <p>Focus Trait: Word Choice</p>	<ul style="list-style-type: none">• Cc• I Can See

*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.



UNIT 2: SHOW AND TELL (CONTINUED)

LESSON	MAIN SELECTIONS	PAIRED SELECTIONS	PHONEMIC AWARENESS/ PHONICS	VOCABULARY	COMPREHENSION	RESEARCH/LISTENING AND SPEAKING	GRAMMAR/WRITING	DECODABLE READERS
9	<p>Big Book: <i>What Do Wheels Do All Day?</i> Genre: Informational Text (Science)</p> <p>Read Aloud Book: <i>Good Morning, Digger</i> Genre: Realistic Fiction</p>	<p>Paired Selection: “Wheels Long Ago and Today” Genre: Informational Text (Social Studies)</p> <p>Text Focus Skill Photos</p>	<p>Phonemic Awareness: Blend Phonemes</p> <p>Phonics: Letter Pp *</p> <p>Words to Know (HFW): to</p> <p>Fluency: Reading Rate Retelling</p>	<p>Selection Vocabulary: sputter (v), travelers (n), twirl (v), patrol (v)</p> <p>Oral Vocabulary: early, weeds, community, cement, vacant, welding</p> <p>Vocabulary Strategy: Rhyme</p>	<p>Comprehension Skill: Text and Graphic Features</p> <p>Comprehension Strategy: Question</p> <p>Concepts of Print</p> <ul style="list-style-type: none">• Using Pictures and Text **• Punctuation: Period, Exclamation Point	<p>Extend Through Research Gather and Record Information</p> <p>Listening and Speaking: Share Information and Ideas</p>	<p>Grammar Skill: Adjectives for Numbers</p> <p>Writing Mode: Write to Describe: Description (Descriptive Words, Numbers)</p> <p>Focus Trait: Word Choice</p>	<ul style="list-style-type: none">• <i>Pp</i>• <i>I Like Animals</i>
10	<p>Big Book: <i>Mouse Shapes</i> Genre: Concept Book</p> <p>Read Aloud Book: <i>David’s Drawings</i> Genre: Realistic Fiction</p>	<p>Paired Selection: “Signs and Shapes” Genre: Informational Text (Social Studies)</p> <p>Text Focus Skill Signs/Environmental Print</p>	<p>Phonemic Awareness: Blend Phonemes</p> <p>Phonics: Review Letters Aa* (Short a), Tt*, Cc* (/k/), Pp*</p> <p>Words to Know (HFW): Review see, we, a, to</p> <p>Fluency: Read with Expression</p>	<p>Selection Vocabulary: hurry (v), pounced (v), sneaky (adj.), tricky (adj.)</p> <p>Oral Vocabulary: add, fluffy, fresh, grinned, moment, shyly</p> <p>Vocabulary Strategy: Classify and Categorize: Shape Words</p>	<p>Comprehension Skill: Story Structure</p> <p>Comprehension Strategy: Summarize</p> <p>Concepts of Print</p> <ul style="list-style-type: none">• Capitalization: First Letter of a Sentence **• Punctuation: Quotation Marks	<p>Extend Through Research Gather and Record Information</p> <p>Listening and Speaking: Share Information and Ideas</p>	<p>Grammar Skill: Adjectives for Size and Shape</p> <p>Writing Mode: Write to Describe: Description (Descriptive Words, Size and Shape)</p> <p>Focus Trait: Word Choice</p>	<ul style="list-style-type: none">• <i>Mmmm, Good!</i>• <i>The Playground</i>
MAIN SELECTIONS			VOCABULARY		COMPREHENSION			
EXTENDING THE COMMON CORE	<p>Big Book: <i>What Do Wheels Do All Day?</i> Genre: Informational Text (Science)</p> <p>Big Book: <i>My Five Senses</i> Genre: Informational Text (Science)</p> <p>Big Book: <i>Move!</i> Genre: Informational Text (Science)</p>			<p>Vocabulary Strategy: Suffixes (-ly, -ful, -less)</p>		<p>Comprehension: Name the Author and Illustrator/ Photographer</p> <p>Comprehension: Identify Supporting Reasons</p>		

*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.



LESSON	MAIN SELECTIONS	PAIRED SELECTIONS	PHONEMIC AWARENESS/ PHONICS	VOCABULARY		COMPREHENSION	RESEARCH/LISTENING AND SPEAKING	GRAMMAR/Writing	DECODABLE READERS
11	<p>Big Book: <i>Jump into January</i> Genre: Concept Book</p> <p>Read Aloud Book: <i>Every Season</i> Genre: Informational Text (Social Studies)</p>	<p>Paired Selection: “Holidays All Year Long” Genre: Informational Text (Social Studies)</p> <p>Text Focus Skill Calendar</p>	<p>Phonemic Awareness:</p> <ul style="list-style-type: none">• Blend Phonemes• Final Sound <p>Phonics:</p> <ul style="list-style-type: none">• Review Letter Aa* (Short a)• Words with a (Short a)• Blending Words <p>Words to Know (HFW): come, me</p> <p>Fluency: Pause for Punctuation</p>	<p>Selection Vocabulary: glistens (v), jive (v), local (adj.), orchard (n)</p> <p>Oral Vocabulary: bloom, peck, scatter, speckled, store, tracks</p> <p>Vocabulary Strategy: Figurative Language</p>		<p>Comprehension Skill: Compare and Contrast</p> <p>Comprehension Strategy: Question</p> <p>Concepts of Print</p> <ul style="list-style-type: none">• Capitalization: First Letter of a Name **• Phrases, Punctuation: Match Spoken Phrases to Print, Question Mark, Exclamation Point	<p>Extend Through Research Record and Publish Research</p> <p>Listening and Speaking: Share Information</p>	<p>Grammar Skill: Sentence Parts: Subject</p> <p>Writing Mode: Write to Express (Fictional Narrative): Story Sentences (Exact Nouns)</p> <p>Focus Trait: Word Choice</p>	<ul style="list-style-type: none">• <i>Come and See Me</i>• <i>Pam and Me</i>
12	<p>Big Book: <i>Snow</i> Genre: Fantasy</p> <p>Read Aloud Book: <i>Storm Is Coming!</i> Genre: Fantasy</p>	<p>Paired Selection: “How Water Changes” Genre: Informational Text (Science)</p> <p>Text Focus Skill Photos and Captions</p>	<p>Phonemic Awareness:</p> <ul style="list-style-type: none">• Blend Phonemes• Final Sound <p>Phonics:</p> <ul style="list-style-type: none">• Letter: Nn *• Words with n• Blending Words <p>Words to Know (HFW): with, my</p> <p>Fluency: Read with Expression</p>	<p>Selection Vocabulary: drifted (v), gathering (v), swirled (v), wisely (adv.)</p> <p>Oral Vocabulary: guard, huddle, nodded, pasture, silent, stampede</p> <p>Vocabulary Strategy: Classify and Categorize: Sensory Words</p>		<p>Comprehension Skill: Conclusions</p> <p>Comprehension Strategy: Monitor/Clarify</p> <p>Concepts of Print</p> <ul style="list-style-type: none">• Letters and Words• Punctuation: Quotation Marks **	<p>Extend Through Media Literacy Identify Media Forms and Techniques</p> <p>Listening and Speaking: Share Ideas</p>	<p>Grammar Skill: Sentence Parts: Verb</p> <p>Writing Mode: Write to Express (Fictional Narrative): Story Sentences (Exact Verbs)</p> <p>Focus Trait: Word Choice</p>	<ul style="list-style-type: none">• <i>I Can Nap</i>• <i>Tap with Me</i>
13	<p>Big Book: <i>What Color Is Nature?</i> Genre: Informational Text (Science)</p> <p>Read Aloud Book: <i>A Zebra’s World</i> Genre: Informational Text (Science)</p>	<p>Paired Selections:</p> <ul style="list-style-type: none">• Poems About Colors• “I Love Colors”• “Zebra”• “Many Colors”• “Baa, Baa Black Sheep”• “What Do I Spy?” <p>Genre: Poetry</p> <p>Text Focus Skill Poetry: Rhythm</p>	<p>Phonemic Awareness:</p> <ul style="list-style-type: none">• Blend Phonemes• Final Sound <p>Phonics:</p> <ul style="list-style-type: none">• Letter: Ff *• Words with f• Blending Words <p>Words to Know (HFW): you, what</p> <p>Fluency: Reading Rate</p>	<p>Selection Vocabulary: everywhere (adj.), nature (n), salamander (n), surrounded (adj.)</p> <p>Oral Vocabulary: daily, herd, muscles, pattern, several, usually</p> <p>Vocabulary Strategy: Classify and Categorize: Color Words</p>		<p>Comprehension Skill: Author’s Purpose</p> <p>Comprehension Strategy: Visualize</p> <p>Concepts of Print</p> <ul style="list-style-type: none">• Words and Sentences **• Compound Words**	<p>Extend Through Research Ask Questions</p> <p>Listening and Speaking: Share Information and Ideas</p>	<p>Grammar Skill: Complete Sentences: Capitalization and Punctuation</p> <p>Writing Mode: Write to Express (Fictional Narrative): Story Sentences (Details)</p> <p>Focus Trait: Ideas</p>	<ul style="list-style-type: none">• <i>What Can You See?</i>• <i>Fat Cat</i>

*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.



LESSON	MAIN SELECTIONS	PAIRED SELECTIONS	PHONEMIC AWARENESS/ PHONICS	VOCABULARY	COMPREHENSION	RESEARCH/LISTENING AND SPEAKING	GRAMMAR/WRITING	DECODABLE READERS
14	<p>Big Book: <i>Turtle Splash!</i> Genre: Concept Book</p> <p>Essential Question: What causes events in a story to happen?</p> <p>Read Aloud Book: <i>Home for a Tiger, Home for a Bear</i> Genre: Informational Text (Science)</p>	<p>Paired Selection: “Where Animals Live” Genre: Informational Text (Science)</p> <p>Text Focus Skill Labels</p>	<p>Phonemic Awareness:</p> <ul style="list-style-type: none">Blend PhonemesIsolate Middle Sound <p>Phonics:</p> <ul style="list-style-type: none">Letter Bb *Words with bBlending Words <p>Words to Know (HFW): are, now</p> <p>Fluency: Read with Expression</p>	<p>Selection Vocabulary: idle (adj.), lounging (v), scampers (v), timid (adv.)</p> <p>Oral Vocabulary: burrow, desert, (beaver’s) lodge, patient, shade, soaring</p> <p>Vocabulary Strategy: Classify and Categorize: Number Words</p>	<p>Comprehension Skill: Cause and Effect</p> <p>Comprehension Strategy: Infer/Predict</p> <p>Concepts of Print Letters and Words **</p>	<p>Extend Through Research Identify Sources</p> <p>Listening and Speaking: Share Ideas</p>	<p>Grammar Skill: Verbs in Past Tense</p> <p>Writing Mode: Write to Express (Fictional Narrative): Story (Sequence; Beginning, Middle, Ending)</p> <p>Focus Trait: Organization</p>	<ul style="list-style-type: none">What Now?At Bat
15	<p>Big Book: <i>What a Beautiful Sky!</i> Genre: Informational Text (Science)</p> <p>Essential Question: Why is it important to know what happens first, next, and last in a selection?</p> <p>Read Aloud Book: <i>How Many Stars in the Sky?</i> Genre: Realistic Fiction</p>	<p>Paired Selection: “What Will the Weather Be Like?” Genre: Informational Text (Science)</p> <p>Text Focus Skill Symbols</p>	<p>Phonemic Awareness:</p> <ul style="list-style-type: none">Blend PhonemesIsolate Middle Sound <p>Phonics:</p> <ul style="list-style-type: none">Review Letters Aa* (Short a), Nn*, Ff*, Bb*Words with a (Short a), n, f, bBlending Review <p>Words to Know (HFW): Review come, me, with, my, you, what, are, now</p> <p>Fluency: Pause for Punctuation</p>	<p>Selection Vocabulary: fireball (n), thinner (adj.), beautiful (adj.), misty (adj.)</p> <p>Oral Vocabulary: dazzling, distance, gazing, leaned, planet, tunnel</p> <p>Vocabulary Strategy: Figurative Language: Simile</p>	<p>Comprehension Skill: Sequence of Events</p> <p>Comprehension Strategy: Analyze/Evaluate</p> <p>Concepts of Print</p> <ul style="list-style-type: none">Letters, Words, and Sentences **Compound Words	<p>Extend Through Research Gather and Record Information</p> <p>Listening and Speaking: Share Information and Ideas</p>	<p>Grammar Skill: Statements (Capitalization and Punctuation)</p> <p>Writing Mode: Write to Express (Fictional Narrative): Story (Sequence; Beginning, Middle, Ending)</p> <p>Focus Trait: Organization</p>	<ul style="list-style-type: none">Pam CatCome with Me
MAIN SELECTIONS			VOCABULARY		COMPREHENSION	LISTENING AND SPEAKING		
EXTENDING THE COMMON CORE	<p>Big Book: <i>Jump into January</i> Genre: Concept Book</p> <p>Read Aloud Book: <i>Every Season</i> Genre: Informational Text (Social Studies)</p> <p>Big Book: <i>Snow</i> Genre: Fantasy</p>			<p>Vocabulary Strategy: Inflections –ing, -ed, -s</p> <p>Vocabulary Strategy: Synonyms</p>	<p>Comprehension: Compare and Contrast Illustrations and Descriptions</p>	<p>Listening and Speaking: Asking and Answering Questions</p>		



LESSON	MAIN SELECTIONS	PAIRED SELECTIONS	PHONEMIC AWARENESS/ PHONICS	VOCABULARY		COMPREHENSION	RESEARCH/LISTENING AND SPEAKING/STUDY SKILLS	GRAMMAR/WRITING	DECODABLE READERS
16	<p>Big Book: <i>What Is Science?</i> Genre: Informational Text (Science)</p> <p>Read Aloud Book: <i>Dear Mr. Blueberry</i> Genre: Fantasy</p>	<p>Paired Selection: “Benjamin Franklin, Inventor” Genre: Informational Text (Social Studies)</p> <p>Text Focus Skill Timeline</p>	<p>Phonemic Awareness:</p> <ul style="list-style-type: none">• Blend Phonemes• Isolate Middle Sound <p>Phonics:</p> <ul style="list-style-type: none">• Letter li *• Words with: (Short i)• Blending Words <p>Words to Know (HFW): is, how</p> <p>Fluency: Pause for Punctuation</p>	<p>Selection Vocabulary: fossils (n), geodes (n), geysers (n), glaciers (n)</p> <p>Oral Vocabulary: information, perhaps, pleased, pond, spurt, travel</p> <p>Vocabulary Strategy: Classify and Categorize: Science Words</p>		<p>Comprehension Skill: Details</p> <ul style="list-style-type: none">• GO: Web Map <p>Comprehension Strategy: Summarize</p> <p>Concepts of Print</p> <ul style="list-style-type: none">• Parts of a Book **• Role of Author, Illustrator• Directionality: Left to Right• Punctuation: Question Mark, Period	<p>Extend Through Media Literacy Identify Media Forms</p> <p>Listening and Speaking: Share Ideas</p> <p>Study Skills:</p> <ul style="list-style-type: none">• 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	<p>Grammar Skill: Proper Nouns for People and Pets</p> <p>Writing Mode: Write to Narrate (Personal Narrative): Message (Different Parts)</p> <p>Focus Trait: Organization</p>	<ul style="list-style-type: none">• <i>What Is It?</i>• <i>It Is My Cab</i>
17	<p>Big Book: <i>I Love Bugs!</i> Genre: Realistic Fiction</p> <p>Read Aloud Book: <i>It Is the Wind</i> Genre: Realistic Fiction</p>	<p>Paired Selection: “Anansi and Grasshopper” Genre: Folk Tale and Trickster Tale (Traditional Tale)</p> <p>Text Focus Skill Characteristics of a Folk Tale and of a Trickster Tale</p>	<p>Phonemic Awareness:</p> <ul style="list-style-type: none">• Blend Phonemes• Segment Phonemes <p>Phonics:</p> <ul style="list-style-type: none">• Letter Gg *• Words with g• Blending Words <p>Words to Know (HFW): find, this</p> <p>Fluency: Read with Expression</p>	<p>Selection Vocabulary: swoop (v), creep (v), paddle (v), weaves (v)</p> <p>Oral Vocabulary: creaks, hare, hinge, howling (wind), path, sways</p> <p>Vocabulary Strategy: Multiple-Meaning Words</p>		<p>Comprehension Skill: Conclusions</p> <ul style="list-style-type: none">• GO: Inference Map <p>Comprehension Strategy: Infer/Predict</p> <p>Concepts of Print</p> <ul style="list-style-type: none">• Using Pictures and Text• Poetry **	<p>Extend Through Research Identify Sources</p> <p>Listening and Speaking: Share Information and Ideas</p> <p>Study Skills:</p> <ul style="list-style-type: none">• 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	<p>Grammar Skill: Proper Nouns for Places</p> <p>Writing Mode: Write to Narrate (Personal Narrative): Message (Different Parts)</p> <p>Focus Trait: Organization</p>	<ul style="list-style-type: none">• <i>Can You Find It?</i>• <i>Gig Pig</i>
18	<p>Big Book: <i>In the Big Blue Sea</i> Genre: Informational Text (Science)</p> <p>Read Aloud Book: <i>One-Dog Canoe</i> Genre: Fiction</p>	<p>Paired Selections:</p> <ul style="list-style-type: none">• Poems About the Sea• “If You Ever”• “A Sailor Went to Sea, Sea, Sea”• “Ten Little Fishes”• “Undersea” <p>Genre: Poetry</p> <p>Text Focus Skill</p> <ul style="list-style-type: none">• Poetry• Repeating and Rhyming Words	<p>Phonemic Awareness:</p> <ul style="list-style-type: none">• Blend Phonemes• Segment Phonemes <p>Phonics:</p> <ul style="list-style-type: none">• Letter R r *• Words with r• Blending Words <p>Words to Know (HFW): will, be</p> <p>Fluency: Read with Expression</p>	<p>Selection Vocabulary: dive (v), along (prep), glad (adj.), swim (v)</p> <p>Oral Vocabulary: canoe, dew, glided, paddle, peered, crew</p> <p>Vocabulary Strategy: Rhyme</p>		<p>Comprehension Skill: Author’s Purpose</p> <ul style="list-style-type: none">• GO: Inference Map <p>Comprehension Strategy: Analyze/Evaluate</p> <p>Concepts of Print</p> <ul style="list-style-type: none">• Letters and Words• Types, Functions of Print Materials: Inform **	<p>Extend Through Research Record and Publish Research</p> <p>Listening and Speaking: Share Information</p> <p>Study Skills:</p> <ul style="list-style-type: none">• 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	<p>Grammar Skill: Verbs in Future Tense</p> <p>Writing Mode: Write to Narrate (Personal Narrative): Letter (Different Parts)</p> <p>Focus Trait: Organization</p>	<ul style="list-style-type: none">• <i>What Will It Be?</i>• <i>Rac Is It</i>

*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.



UNIT 4: LET’S FIND OUT (CONTINUED)

LESSON	MAIN SELECTIONS	PAIRED SELECTIONS	PHONEMIC AWARENESS/ PHONICS	VOCABULARY	COMPREHENSION	RESEARCH/LISTENING AND SPEAKING/STUDY SKILLS	GRAMMAR/WRITING	DECODABLE READERS
19	Big Book: <i>Sheep Take a Hike</i> Genre: Fantasy Read Aloud Book: <i>Nicky and the Rainy Day</i> Genre: Fantasy	Paired Selections: <ul style="list-style-type: none">• “The Three Billy Goats Gruff”• “The Builder and the Oni” Genre: Fairy Tale (Traditional Tales) Text Focus Skill <ul style="list-style-type: none">• Storytelling Phrases• Characteristics of a Fairy Tale	Phonemic Awareness: <ul style="list-style-type: none">• Blend Phonemes• Segment Phonemes Phonics: <ul style="list-style-type: none">• Letter Dd *• Words with d• Blending Words Words to Know (HFW): go, for Fluency: Pause for Punctuation	Selection Vocabulary: bicker (v), compass (n), hiking (adj.), tramp (v) Oral Vocabulary: blizzards, boring, cliffs, impossible, jungle, meadow Vocabulary Strategy: Antonyms	Comprehension Skill: Cause and Effect <ul style="list-style-type: none">• GO: T- Map Comprehension Strategy: Question Concepts of Print <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• 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	Grammar Skill: Verbs in Past Tense Writing Mode: Write to Narrate (Personal Narrative): Story (Exact Nouns) Focus Trait: Word Choice	<ul style="list-style-type: none">• <i>Go for It!</i>• <i>D Is for Dad</i>
20	Big Book: <i>Curious George’s Dinosaur Discovery</i> Genre: Fantasy Read Aloud Book: <i>Duck & Goose</i> Genre: Fantasy	Paired Selection: “Exploring Land and Water” Genre: Informational Text (Science) Text Focus Skill Map and Map Key	Phonemic Awareness: <ul style="list-style-type: none">• Blend Phonemes• Segment Phonemes Phonics: <ul style="list-style-type: none">• Review Letters li* (Short i), Gg*, Dd*, Rr*• Review words with i (Short i), g, d, r• Blending Review 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 <ul style="list-style-type: none">• GO: Flow Chart Comprehension Strategy: Visualize Concepts of Print <ul style="list-style-type: none">• High-Frequency Words• Role of Author **	Extend Through Media Literacy Identify Media Forms and Techniques Listening and Speaking: Share Information and Ideas Study Skills: <ul style="list-style-type: none">• 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	Grammar Skill: Verbs: Past, Present, Future Writing Mode: Write to Narrate (Personal Narrative): Story (Exact Nouns) Focus Trait: Word Choice	<ul style="list-style-type: none">• <i>The Big Dig</i>• <i>We Fit</i>
MAIN SELECTIONS			PHONEMIC AWARENESS/ PHONICS	VOCABULARY	COMPREHENSION	WRITING		
EXTENDING THE COMMON CORE	Big Book: <i>What Is Science?</i> Genre: Informational Text (Science) Big Book: <i>Curious George’s Dinosaur Discovery</i> Genre: Fantasy		Phonemic Awareness/Phonics: Vowel Aa and the Long a Sound Phonemic Awareness/Phonics: Long i CV Words	Vocabulary Strategy: Prefixes (re-, un-, pre-)	Comprehension: Understand Unknown Words		Writing: Publish Using Digital Tools	

*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.



LESSON	MAIN SELECTIONS	PAIRED SELECTIONS	PHONEMIC AWARENESS/ PHONICS	VOCABULARY		COMPREHENSION	RESEARCH/LISTENING AND SPEAKING/STUDY SKILLS	GRAMMAR/WRITING	DECODABLE READERS
21	<p>Big Book: <i>The Best of Friends</i> Genre: Realistic Fiction</p> <p>Read Aloud Book: <i>Simon and Molly plus Hester</i> Genre: Realistic Fiction</p>	<p>Paired Selections:</p> <ul style="list-style-type: none">Poems About Friends“My Friend”“The More We Get Together”“Make New Friends” <p>Genre: Poetry</p> <p>Text Focus Skill Poetry: Rhyme</p>	<p>Phonemic Awareness:</p> <ul style="list-style-type: none">Blend PhonemesSegment Phonemes <p>Phonics:</p> <ul style="list-style-type: none">Letter: Oo * (Short o)Words with o (Short o)Adding –s (/s/, /z/) (no formal lesson)Blending Words <p>Words to Know (HFW): make, play</p> <p>Fluency: Read with Expression</p>	<p>Selection Vocabulary: especially (adv.), market (n), messy (adj.), sometimes (adv.)</p> <p>Oral Vocabulary: idea, just, plain, teach, together, until</p> <p>Vocabulary Strategy: Multiple-Meaning Words</p>		<p>Comprehension Skill: Understanding Characters</p> <ul style="list-style-type: none">GO: T-Map <p>Comprehension Strategy: Infer/Predict</p> <p>Concepts of Print</p> <ul style="list-style-type: none">Directionality: Top to Bottom, Left to Right **Compound Words	<p>Extend Through Media Literacy Identify Media Forms</p> <p>Listening and Speaking: Share Ideas</p> <p>Study Skills:</p> <ul style="list-style-type: none">Different Types of Print MaterialsParts of a LibraryAlphabetical OrderUse Newspapers	<p>Grammar Skill: Pronouns: he, she, we</p> <p>Writing Mode: Write to Inform: Lists (Structure of Numbered Lists)</p> <p>Focus Trait: Organization</p>	<ul style="list-style-type: none"><i>Make It Pop!</i><i>My Dog Tom</i>
22	<p>Big Book: <i>Leo the Late Bloomer</i> Genre: Fantasy</p> <p>Read Aloud Book: <i>A Tiger Grows Up</i> Genre: Informational Text (Science)</p>	<p>Paired Selection: “What Can a Baby Animal Do?” Genre: Informational Text (Science)</p> <p>Text Focus Skill Labels</p>	<p>Phonemic Awareness:</p> <ul style="list-style-type: none">Blend and Segment PhonemesSubstitute Phonemes <p>Phonics:</p> <ul style="list-style-type: none">Letters Xx *, Jj *Words with x, jBlending Words <p>Words to Know(HFW): said, good</p> <p>Fluency: Reading Rate</p>	<p>Selection Vocabulary: bloomer (n), patience (n), signs (n), sloppy (adj.)</p> <p>Oral Vocabulary: blend, (tiger) cub, den, pounces, prey, scraps</p> <p>Vocabulary Strategy: Antonyms</p>		<p>Comprehension Skill: Story Structure</p> <ul style="list-style-type: none">GO: Story Map <p>Comprehension Strategy: Analyze/Evaluate</p> <p>Concepts of Print</p> <ul style="list-style-type: none">Punctuation: Quotation Marks **Capitalization: First Letter in a Name	<p>Extend Through Research Ask Questions</p> <p>Listening and Speaking: Share Ideas</p> <p>Study Skills:</p> <ul style="list-style-type: none">Different Types of Print MaterialsParts of a LibraryAlphabetical OrderUse Newspapers	<p>Grammar Skill: Pronouns: they, it, I</p> <p>Writing Mode: Write to Inform: Lists (Structure of Numbered Lists)</p> <p>Focus Trait: Organization</p>	<ul style="list-style-type: none"><i>A Good Job</i><i>Fix It!</i>
23	<p>Big Book: <i>Zinnia’s Flower Garden</i> Genre: Informational Text (Social Studies)</p> <p>Read Aloud Book: <i>Oscar and the Frog</i> Genre: Informational Text (Science)</p>	<p>Paired Selection: “Growing Sunflowers” Genre: Informational Text (Science)</p> <p>Text Focus Skill Directions</p>	<p>Phonemic Awareness:</p> <ul style="list-style-type: none">Blend and Segment PhonemesSubstitute Phonemes <p>Phonics:</p> <ul style="list-style-type: none">Letter Ee * (Short e)Words with e (Short e)Blending Words <p>Words to Know (HFW): she, all</p> <p>Fluency: Pause for Punctuation</p>	<p>Selection Vocabulary: fragrant (adj.), inspects (v), pesky (adj.), sprinkles (v)</p> <p>Oral Vocabulary: tadpole, stared, gills, hatch, shrink, (river) bank</p> <p>Vocabulary Strategy: Context Clues</p>		<p>Comprehension Skill: Sequence of Events</p> <ul style="list-style-type: none">GO: Flow Chart <p>Comprehension Strategy: Visualize</p> <p>Concepts of Print Using Graphics **</p>	<p>Extend Through Media Literacy Identify Media Forms and Techniques</p> <p>Listening and Speaking: Share Information and Ideas</p> <p>Study Skills:</p> <ul style="list-style-type: none">Different Types of Print MaterialsParts of a LibraryAlphabetical OrderUse Newspapers	<p>Grammar Skill: Proper Nouns for Days and Months</p> <p>Writing Mode: Write to Inform: Invitations (Lists, Sentence Fluency)</p> <p>Focus Trait: Organization</p>	<ul style="list-style-type: none"><i>My Pet Dog</i><i>Ben and Jen</i>

*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.



LESSON	MAIN SELECTIONS	PAIRED SELECTIONS	PHONEMIC AWARENESS/ PHONICS	VOCABULARY		COMPREHENSION	RESEARCH/LISTENING AND SPEAKING/STUDY SKILLS	GRAMMAR/WRITING	DECODABLE READERS
24	<p>Big Book: <i>Chameleon, Chameleon</i> Genre: Informational Text (Science)</p> <p>Read Aloud Book: <i>Red Eyes or Blue Feathers</i> Genre: Informational Text (Science)</p>	<p>Paired Selection: “Amazing Animal Bodies” Genre: Informational Text (Science)</p> <p>Text Focus Skill</p> <ul style="list-style-type: none">• Photos• Magazine Article	<p>Phonemic Awareness:</p> <ul style="list-style-type: none">• Blend and Segment Phonemes• Substitute Phonemes <p>Phonics:</p> <ul style="list-style-type: none">• Letters Hh*, Kk *• Words with h, k• Blending Words <p>Words to Know (HFW):</p> <p>he, no</p> <p>Fluency:</p> <p>Pause for Punctuation</p>	<p>Selection Vocabulary:</p> <p>danger (n), juicy (adj.), peaceful (adj.), poisonous (adj.)</p> <p>Oral Vocabulary:</p> <p>communicate, mood, scent, sly, survive, temperature</p> <p>Vocabulary Strategy:</p> <p>Classify and Categorize: Describing Words</p>		<p>Comprehension Skill:</p> <p>Conclusions</p> <ul style="list-style-type: none">• GO: Inference Map <p>Comprehension Strategy:</p> <p>Monitor/Clarify</p> <p>Concepts of Print</p> <ul style="list-style-type: none">• Sound Words• Types, Functions of Print Materials **	<p>Extend Through Media Literacy</p> <p>Identify Media Forms and Techniques</p> <p>Listening and Speaking:</p> <p>Share Information and Ideas</p> <p>Study Skills:</p> <ul style="list-style-type: none">• Different Types of Print Materials• Parts of a Library• Alphabetical Order• Use Newspapers	<p>Grammar Skill:</p> <p>Questions (Capitalization and Punctuation)</p> <p>Writing Mode:</p> <p>Write to Inform: Report (Dictate Facts)</p> <p>Focus Trait:</p> <p>Ideas</p>	<ul style="list-style-type: none">• <i>Hog in a Hat</i>• <i>Kid Hid</i>
25	<p>Big Book: <i>Pie in the Sky</i> Genre: Realistic Fiction</p> <p>Read Aloud Book: <i>Bread Comes to Life</i> Genre: Informational Text (Science)</p>	<p>Paired Selection: “From Apple Tree to Store” Genre: Informational Text (Social Studies)</p> <p>Text Focus Skill</p> <p>Chart</p>	<p>Phonemic Awareness:</p> <ul style="list-style-type: none">• Blend and Segment Phonemes• Substitute Phonemes <p>Phonics:</p> <ul style="list-style-type: none">• Review Letters Oo* (Short o), Xx*, Jj*, Ee* (short e), Hh*, Kk*• Words with o (Short o), x, j, e (Short e), h, k• Blending Review <p>Words to Know (HFW):</p> <p>Review make, play, said, good, she, all, he, no</p> <p>Fluency:</p> <p>Read with Expression</p>	<p>Selection Vocabulary:</p> <p>buds (n), damp (adj.), feast (n), finally (adv.)</p> <p>Oral Vocabulary:</p> <p>crop, golden, patch, sprout, sturdy, grind</p> <p>Vocabulary Strategy:</p> <p>Classify and Categorize: Seasons</p>		<p>Comprehension Skill:</p> <p>Text and Graphic Features</p> <ul style="list-style-type: none">• GO: T-Map <p>Comprehension Strategy:</p> <p>Summarize</p> <p>Concepts of Print</p> <ul style="list-style-type: none">• Using Pictures, Text• Types, Functions of Print Materials **	<p>Extend Through Research</p> <p>Identify Sources</p> <p>Listening and Speaking:</p> <p>Share Ideas</p> <p>Study Skills:</p> <ul style="list-style-type: none">• Different Types of Print Materials• Parts of a Library• Alphabetical Order• Use Newspapers	<p>Grammar Skill:</p> <p>Exclamations (Capitalization and Punctuation)</p> <p>Writing Mode:</p> <p>Write to Inform: Report (Dictate Facts)</p> <p>Focus Trait:</p> <p>Ideas</p>	<ul style="list-style-type: none">• <i>Six Pigs Hop</i>• <i>Play Kid, Play</i>
MAIN SELECTIONS			PHONEMIC AWARENESS/ PHONICS	VOCABULARY		COMPREHENSION	GRAMMAR		
EXTENDING THE COMMON CORE	<p>Big Book: <i>Zinnia’s Flower Garden</i> Genre: Informational Text (Social Studies)</p> <p>Paired Selection: <i>Growing Sunflowers</i> Genre: Informational Text (Science)</p> <p>Big Book: <i>Chameleon, Chameleon</i> Genre: Informational Text (Science)</p> <p>Big Book: <i>The Best of Friends</i> Genre: Realistic Fiction</p>		<p>Phonemic Awareness/Phonics:</p> <p>Long o CV Words</p> <p>Phonemic Awareness/Phonics:</p> <p>Long e CV Words</p> <p>Phonemic Awareness/Phonics:</p> <p>Building and Reading Words</p>	<p>Vocabulary Strategy:</p> <p>Antonyms</p>		<p>Comprehension:</p> <p>Compare and Contrast Procedures</p>		<p>Grammar:</p> <p>Interrogatives</p>	

*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.



LESSON	MAIN SELECTIONS	PAIRED SELECTIONS	PHONEMIC AWARENESS/ PHONICS	VOCABULARY		COMPREHENSION	RESEARCH/LISTENING AND SPEAKING/STUDY SKILLS	GRAMMAR/WRITING	DECODABLE READERS
26	<p>Big Book: <i>Something Special</i> Genre: Fantasy</p> <p>Read Aloud Book: <i>Curious George Makes Pancakes</i> Genre: Fantasy</p>	<p>Paired Selection: “Jobs People Do” Genre: Informational Text (Social Studies)</p> <p>Text Focus Skill Photos</p>	<p>Phonemic Awareness: Substitute Phonemes</p> <p>Phonics:</p> <ul style="list-style-type: none">• Letter Uu* (Short u)• Words with u (Short u)• Blending Words <p>Words to Know (HFW): do, down</p> <p>Fluency: Pause for Punctuation</p>	<p>Selection Vocabulary: butterfingers (n), magician (n), trophy (n), whiz (n)</p> <p>Oral Vocabulary: assistant, enormous, generous, mayor, shocked, volunteers</p> <p>Vocabulary Strategy: Antonyms</p>		<p>Comprehension Skill: Cause and Effect</p> <ul style="list-style-type: none">• GO: T-Map <p>Comprehension Strategy: Visualize</p> <p>Concepts of Print Types, Functions of Print Materials **</p>	<p>Extend Through Media Literacy Identify Media Forms</p> <p>Listening and Speaking: Share Ideas</p> <p>Study Skills:</p> <ul style="list-style-type: none">• Give an Oral Report• Use Visuals and Props• Use a Map• Use a Calendar	<p>Grammar Skill: Nouns: Singular and Plural</p> <p>Writing Mode: Write to Express: Response to Literature (Sentence Frames, Expressing an Opinion)</p> <p>Focus Trait: Voice</p>	<ul style="list-style-type: none">• <i>All In</i>• <i>Bug and Cat</i>
27	<p>Big Book: <i>One of Three</i> Genre: Realistic Fiction</p> <p>Read Aloud Book: <i>Someone Bigger</i> Genre: Humorous Fiction</p>	<p>Paired Selection: “Cross-Country Trip” Genre: Informational Text (Social Studies)</p> <p>Text Focus Skill Map</p>	<p>Phonemic Awareness: Substitute Phonemes</p> <p>Phonics:</p> <ul style="list-style-type: none">• Letters Ll *, Ww*• Words with l, w• Blending Words <p>Words to Know (HFW): have, help</p> <p>Fluency: Read with Expression</p>	<p>Selection Vocabulary: since (adv.), invited (v), remember (v), triplets (n)</p> <p>Oral Vocabulary: creatures, firmly, kite, launched (a kite), light, replied</p> <p>Vocabulary Strategy: Classify and Categorize: Places</p>		<p>Comprehension Skill: Compare and Contrast</p> <ul style="list-style-type: none">• GO: Venn Diagram <p>Comprehension Strategy: Monitor/Clarify</p> <p>Concepts of Print Parts of a Book: Front and Back Covers, Title Page, Dedication Page **</p>	<p>Extend Through Media Literacy Identify Media Forms and Techniques</p> <p>Listening and Speaking: Share Information and Ideas</p> <p>Study Skills:</p> <ul style="list-style-type: none">• Give an Oral Report• Use Visuals and Props• Use a Map• Use a Calendar	<p>Grammar Skill: Subject-Verb Agreement (Past, Present, Future)</p> <p>Writing Mode: Write to Express: Response to Literature (Sentence Frames, Giving Reasons)</p> <p>Focus Trait: Ideas</p>	<ul style="list-style-type: none">• <i>Win a Cup!</i>• <i>Wes Can Help</i>
28	<p>Big Book: <i>You Can Do It, Curious George!</i> Genre: Fantasy</p> <p>Read Aloud Book: <i>The Little Engine That Could</i> Genre: Fantasy</p>	<p>Paired Selections:</p> <ul style="list-style-type: none">• Poems About Things You Can Do• “Whistling”• “Time to Play”• “Look at the Way We Brush Our Teeth” <p>Genre: Poetry</p> <p>Text Focus Skill Poetry: Rhythm</p>	<p>Phonemic Awareness: Substitute Phonemes</p> <p>Phonics:</p> <ul style="list-style-type: none">• Letters Vv*, Zz*• Words with v, z• Blending Words <p>Words to Know (HFW): look, out</p> <p>Fluency: Pause for Punctuation</p>	<p>Selection Vocabulary: prize (n), different (adj.), chef (n), slope (n)</p> <p>Oral Vocabulary: bellowed, dingy, rumbled, valley, waiters, weary</p> <p>Vocabulary Strategy: Context Clues</p>		<p>Comprehension Skill: Story Structure</p> <ul style="list-style-type: none">• GO: Story Map <p>Comprehension Strategy: Infer/Predict</p> <p>Concepts of Print • Environmental Print **</p>	<p>Extend Through Media Literacy Identify Media Forms</p> <p>Listening and Speaking: Share Ideas</p> <p>Study Skills:</p> <ul style="list-style-type: none">• Give an Oral Report• Use Visuals and Props• Use a Map• Use a Calendar	<p>Grammar Skill: Subject-Verb Agreement (Past, Present, Future)</p> <p>Writing Mode: Write to Express: Response to Literature (Sentence Frames, Giving Reasons)</p> <p>Focus Trait: Ideas</p>	<ul style="list-style-type: none">• <i>Vet on a Job!</i>• <i>Roz the Vet</i>



UNIT 6: LOOK AT US (CONTINUED)

LESSON	MAIN SELECTIONS	PAIRED SELECTIONS	PHONEMIC AWARENESS/ PHONICS	VOCABULARY		COMPREHENSION	RESEARCH/LISTENING AND SPEAKING/STUDY SKILLS	GRAMMAR/WRITING	DECODABLE READERS
29	<p>Big Book: <i>Look at Us</i> Genre: Informational Text (Social Studies)</p> <p>Read Aloud Book: <i>Baby Brains</i> Genre: Fiction</p>	<p>Paired Selection: “The Three Little Pigs” Genre: Fairy Tale (Traditional Tale)</p> <p>Text Focus Skill Characteristics of a Fairy Tale</p>	<p>Phonemic Awareness: Track Syllables</p> <p>Phonics:</p> <ul style="list-style-type: none">• Letters Yy*, Qq* (qu)• Words with y, q (qu)• Blending Words <p>Words to Know (HFW): off, take</p> <p>Fluency: Reading Rate</p>	<p>Selection Vocabulary: projects (n), visitors (n), scared (adj.), proud (n)</p> <p>Oral Vocabulary: certainly, embarrassed, languages, mumbled, popular, study</p> <p>Vocabulary Strategy: Figurative Language</p>		<p>Comprehension Skill: Main Idea and Details</p> <ul style="list-style-type: none">• GO: Web Map <p>Comprehension Strategy: Question</p> <p>Concepts of Print Types, Functions of Print Materials **</p>	<p>Extend Through Research Gather and Record Information</p> <p>Listening and Speaking: Share Information and Ideas</p> <p>Study Skills:</p> <ul style="list-style-type: none">• Give an Oral Report• Use Visuals and Props• Use Maps• Use Calendars	<p>Grammar Skill: Prepositions: for, to, with</p> <p>Writing Mode: Write to Express Poems</p> <p>Focus Trait: Organization</p>	<ul style="list-style-type: none">• <i>Not Yet</i>• <i>Can Not Quit Yet</i>
30	<p>Big Book: <i>Miss Bindergarten Celebrates the Last Day of Kindergarten</i> Genre: Fantasy</p> <p>Read Aloud Book: <i>Pet Show!</i> Genre: Realistic Fiction</p>	<p>Paired Selection: “Schools Then and Now” Genre: Informational Text (Social Studies)</p> <p>Text Focus Skill Photos and Captions</p>	<p>Phonemic Awareness: Track Syllables</p> <p>Phonics:</p> <ul style="list-style-type: none">• Review Letters Aa* (short a), Ee* (Short e), Ii* (Short i), Oo* (Short o), Uu* (Short u)• Blending Review• Words with -s, -ing <p>Words to Know (HFW): Review do, down, have, help, look, out, off, take</p> <p>Fluency: Read with Expression</p>	<p>Selection Vocabulary: attendance (n), balance (v), perfume (n), success (n)</p> <p>Oral Vocabulary: announced, entrance, expect, favorite, independent, judge</p> <p>Vocabulary Strategy: Environmental Print</p>		<p>Comprehension Skill: Understanding Characters</p> <ul style="list-style-type: none">• GO: T-Map <p>Comprehension Strategy: Summarize</p> <p>Concepts of Print</p> <ul style="list-style-type: none">• Capitalization: First Letter in a Name• Environmental Print **	<p>Extend Through Research Record and Publish Research</p> <p>Listening and Speaking: Share Information</p> <p>Study Skills:</p> <ul style="list-style-type: none">• Give an Oral Report• Use Visuals and Props• Use Maps• Use Calendars	<p>Grammar Skill: Prepositions: in, on, up, out</p> <p>Writing Mode: Write to Express Poems</p> <p>Focus Trait: Organization</p>	<ul style="list-style-type: none">• <i>Max Is Down</i>• <i>A Fun Job</i>
MAIN SELECTIONS			PHONEMIC AWARENESS/ PHONICS			COMPREHENSION		GRAMMAR	WRITING
EXTENDING THE COMMON CORE	<p>Big Book: <i>One of Three</i> Genre: Realistic Fiction</p>		<p>Phonemic Awareness/Phonics: Vowel Uu and the Long u Sound</p>			<p>Comprehension: Name the Author and Illustrator</p>		<p>Grammar: Plural Nouns</p>	<p>Writing: Response to Literature</p>
	<p>Big Book: <i>Something Special</i> Genre: Fantasy</p>		<p>Phonemic Awareness/Phonics: Vowels and Consonants</p>					<p>Grammar: Prepositions (from, of, by)</p>	
	<p>Big Book: <i>Look at Us</i> Genre: Informational Text (Social Studies)</p>								
	<p>Big Book: <i>You Can Do It, Curious George!</i> Genre: Fantasy</p>								
	<p>Read Aloud Book: <i>Curious George Makes Pancakes</i> Genre: Fantasy</p>								

*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	PHONEMIC AWARENESS/PHONICS
<p><u>Reading Adventures Magazine</u> <u>Decodable Story</u> “How Can We Go?” (Long o, e CV Words) Genre: Realistic Fiction</p>	<p><u>Phonemic Awareness/Phonics:</u> Review Long <i>i</i>, <i>o</i>, <i>e</i> CV Words</p> <p><u>Decodable Story:</u> Read “How Can We Go?”</p>
<p><u>Decodable Story</u> “Can I Play?” (Long <i>i</i> CV Words) Genre: Realistic Fiction</p>	<p><u>Decodable Story:</u> Read “Can I Play?”</p> <p><u>Phonemic Awareness/Phonics:</u> Long <i>a</i> CVCe Words</p>
<p><u>Decodable Story</u> “Get Set! Dive!” (Long <i>a</i>, <i>i</i> CVCe Words) Genre: Fantasy</p>	<p><u>Phonemic Awareness/Phonics:</u> Long <i>i</i> CVCe Words</p> <p><u>Decodable Story:</u> Read “Get Set! Dive!”</p>
<p><u>Decodable Story</u> “Luke, June, and Rose” (Long <i>o</i>, <i>u</i> CVCe Words) Genre: Realistic Fiction</p>	<p><u>Phonemic Awareness/Phonics:</u> Independent Reading</p> <p><u>Phonemic Awareness/Phonics:</u> Long <i>o</i> CVCe Words</p> <p><u>Phonemic Awareness/Phonics:</u> Long <i>u</i> CVCe Words</p> <p><u>Decodable Story:</u> Read “Luke, June, and Rose”</p>

*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.