



## Grade K, Unit 1: Phonics Scope and Sequence

Big Idea: Take a New Step What can we learn when we try new things?	High-Frequency Words	Phonics
<p><b>Week 1</b></p> <p><b>Weekly Concept:</b> Make New Friends</p> <p><b>Essential Question:</b> How can we get along with new friends?</p> <p><b>Connect to Social Studies:</b> Follow rules, such as sharing or taking turns</p>	<p><i>the</i></p>	<p><b>Phonological/Phonemic Awareness:</b> Sentence Segmentation, Phoneme Isolation, Phoneme Identity, Phoneme Blending Phonics /m/m (initial/ final)</p> <p><b>Decodable Readers:</b> “I Can” “Can I?”</p>
<p><b>Week 2</b></p> <p><b>Weekly Concept:</b> Get Up and Go!</p> <p><b>Essential Question:</b> How do baby animals move?</p> <p><b>Connect to Science:</b> Explore how we can get up and go</p>	<p><i>we</i></p> <p><b>Build Your Word Bank:</b> <i>down</i></p>	<p><b>Phonological/Phonemic Awareness:</b> Recognize Rhyme, Phoneme Isolation (initial/medial), Phoneme Identity, Phoneme Blending</p> <p><b>Phonics:</b> /a/a (initial/medial)</p> <p><b>Consonant Review:</b> /m/m <b>Decodable Readers:</b> “I Am” “We Can”</p>
<p><b>Week 3</b></p> <p><b>Weekly Concept:</b> Use Your Senses</p> <p><b>Essential Question:</b> How can your senses help you learn?</p> <p><b>Connect to Science:</b> Solve problems through engineering</p>	<p><i>see</i></p> <p><b>Build Your Word Bank:</b> <i>will</i></p>	<p><b>Phonological/ Phonemic Awareness:</b> Onset and Rime Blending, Phoneme Isolation (initial), Phoneme Blending, Phoneme Categorization</p> <p><b>Phonics:</b> /s/s (initial)</p> <p><b>Consonant/Vowel Review:</b> /a/a, /m/m</p> <p><b>Decodable Readers:</b> “Sam Can See” “Sam”</p>



## Grade K, Unit 2: Phonics Scope and Sequence

Big Idea: Let's Explore	High-Frequency Words	Phonics
What can you find out when you explore?		
<p><b>Week 1</b></p> <p><b>Weekly Concept:</b> Tools We Use</p> <p><b>Essential Question:</b> How do tools help us to explore?</p> <p><b>Connect to Science:</b> Solve problems through engineering</p>	<p><i>the</i></p> <p><b>Build Your Word Bank:</b> <i>there</i></p>	<p><b>Phonological/Phonemic Awareness:</b> Recognize Alliteration, Phoneme Isolation, Phoneme Categorization, Phoneme Blending</p> <p><b>Phonics:</b> /p/p (initial/ final)</p> <p><b>Consonant/Vowel Review:</b> /a/a, /m/m, /s/s</p> <p><b>Decodable Readers:</b> "A Sap Map" "Pam Can See"</p>
<p><b>Week 2</b></p> <p><b>Weekly Concept:</b> Shapes All Around Us</p> <p><b>Essential Question:</b> What shapes do you see around you?</p> <p><b>Connect to Science:</b> Find solutions to problems through observation</p>	<p><i>like</i></p> <p><b>Build Your Word Bank:</b> <i>two</i></p>	<p><b>Phonological/Phonemic Awareness:</b> Onset and Rime Blending, Phoneme Isolation (initial/ final), Phoneme Blending, Phoneme Categorization</p> <p><b>Phonics:</b> /t/t (initial/final)</p> <p><b>Consonant/Vowel Review:</b> /a/a, /m/m, /p/p, /s/s</p> <p><b>Decodable Readers:</b> "Tap the Mat" "I Am Pat"</p>
<p><b>Week 3</b></p> <p><b>Weekly Concept:</b> World of Bugs</p> <p><b>Essential Question:</b> What kind of bugs do you know about?</p> <p><b>Connect to Science:</b> Explore what animals need to live and grow</p>	<p><i>the</i> <i>a</i> <i>see</i> <i>we</i> <i>like</i></p> <p><b>Build Your Word Bank:</b> <i>out</i> <i>down</i> <i>will</i> <i>there</i> <i>two</i></p>	<p><b>Phonological/Phonemic Awareness:</b> Count and Pronounce Syllables, Phoneme Segmentation, Phoneme Blending</p> <p><b>Long Vowel Awareness:</b> Long a</p> <p><b>Phonics:</b> /m/m, /a/a, /s/s, /p/p, /t/t</p> <p><b>Decodable Reader:</b> "We See Tam"</p>



## Grade K, Unit 3: Phonics Scope and Sequence

Big Idea: Going Places	High-Frequency Words	Phonics
What can you learn by going to different places?		
<p><b>Week 1</b> <b>Weekly Concept:</b> Rules to Go By</p> <p><b>Essential Question:</b> What rules do we follow in different places?</p> <p><b>Connect to Social Studies:</b> Explore why we follow rules around the world</p>	<p><i>to</i></p> <p><b>Build Your Word Bank:</b> <i>her</i> <i>one</i></p>	<p><b>Phonological</b> <b>Phonemic Awareness:</b> Recognize Rhyme, Phoneme Isolation (initial/ medial), Phoneme Blending, Phoneme Categorization <b>Phonics:</b> /i/i (medial) <b>Consonant/Vowel Review:</b> /a/a, /m/m, /p/p, /s/s, /t/t <b>Decodable Readers:</b> “Tim Can Sit” “We Like It”</p>
<p><b>Week 2</b> <b>Weekly Concept:</b> Sounds Around Us</p> <p><b>Essential Question:</b> What are the different sounds we hear?</p> <p><b>Connect to Science:</b> Ask questions and make observations</p>	<p><i>and</i></p> <p><b>Build Your Word Bank:</b> <i>then</i> <i>new</i></p>	<p><b>Phonological</b> <b>Phonemic Awareness:</b> Onset and Rime Blending, Phoneme Identity, Phoneme Blending, Phoneme Segmentation <b>Phonics:</b> /n/n (initial/ final) <b>Consonant/Vowel Review:</b> /a/a, /i/i, /m/m, /p/p, /s/s, /t/t <b>Extend:</b> final double letters, -ss, -tt <b>Decodable Readers:</b> “Nat and Nan” “Nat and Nan See”</p>
<p><b>Week 3</b> <b>Weekly Concept:</b> The Places We Go</p> <p><b>Essential Question:</b> What places do you go to during the week?</p> <p><b>Connect to Social Studies:</b> Explore maps and models of our world</p>	<p><i>go</i></p> <p><b>Build Your Word Bank:</b> <i>could</i> <i>place</i></p>	<p><b>Phonological/</b> <b>Phonemic Awareness:</b> Count and Pronounce Syllables, Phoneme Isolation, Phoneme Blending, Phoneme Identity, Phoneme Segmentation <b>Long Vowel Awareness:</b> Long <i>i</i>, Review long <i>a</i> <b>Phonics:</b> /k/c (initial) <b>Consonant/Vowel Review:</b> /a/a, /i/i, /m/m, /n/n, /s/s, /p/p, /t/t <b>Decodable Readers:</b> “Cam Cat” “See the Cat”</p>



## Grade K, Unit 4: Phonics Scope and Sequence

Big Idea: Around the Neighborhood	High-Frequency Words	Phonics
What do you know about the people and the places in your neighborhood?		
<p><b>Week 1</b></p> <p><b>Weekly Concept:</b> Time for Work</p> <p><b>Essential Question:</b> What do people use to do their jobs?</p> <p><b>Connect to Social Studies:</b> Explore different jobs that people do</p>	<p><i>you</i></p> <p><b>Build Your Word Bank:</b> <i>all</i> <i>that</i></p>	<p><b>Phonological/Phonemic Awareness:</b> Onset and Rime Segmentation, Phoneme Isolation (initial), Phoneme Isolation (initial/medial), Phoneme Blending, Phoneme Categorization</p> <p><b>Phonics:</b> /o/o (initial/ medial)</p> <p><b>Consonant/Vowel Review:</b> /a/a, /k/c, /i/i, /m/m, /n/n, /p/p, /s/s, /t/t</p> <p><b>Decodable Readers:</b> “Tom Can” “Mom and Nan”</p>
<p><b>Week 2</b></p> <p><b>Weekly Concept:</b> Meet Your Neighbors</p> <p><b>Essential Question:</b> Who are your neighbors?</p> <p><b>Connect to Social Studies:</b> Explore differences in cultures around the world</p>	<p><i>do</i></p> <p><b>Build Your Word Bank:</b> <i>day</i> <i>long</i></p>	<p><b>Phonological/Phonemic Awareness:</b> Sentence Segmentation, Phoneme Isolation (initial), Phoneme Blending, Phoneme Segmentation</p> <p><b>Long Vowel Awareness:</b> Long o</p> <p><b>Review long a, i</b></p> <p><b>Phonics:</b> /d/d (initial/final)</p> <p><b>Consonant/Vowel Review:</b> /a/a, /k/c, /i/i, /m/m, /n/n, /o/o, /p/p, /s/s, /t/t</p> <p><b>Decodable Readers:</b> “Did Dan?” “Did Sid See Don?”</p>
<p><b>Week 3</b></p> <p><b>Weekly Concept:</b> Pitch In</p> <p><b>Essential Question:</b> How can people help to make your community better?</p> <p><b>Connect to Social Studies:</b> Explore different kinds of work</p>	<p><i>and</i> <i>do</i> <i>go</i> <i>to</i> <i>you</i></p> <p><b>Build Your Word Bank:</b> <i>her</i> <i>one</i> <i>then</i> <i>new</i> <i>could</i> <i>place</i> <i>all</i> <i>that</i> <i>day</i> <i>long</i></p>	<p><b>Phonological/Phonemic Awareness:</b> Recognize Rhyme, Phoneme Identity, Phoneme Blending, Phoneme Segmentation</p> <p><b>Phonics:</b> /i/i, /n/n, /k/c, /o/o, /d/d</p> <p><b>Consonant/Vowel Review:</b> /a/a, /k/c, /d/d, /i/i, /m/m, /n/n, /o/o, /p/p, /s/s, /t/t</p> <p><b>Decodable Reader:</b> “Tip It”</p> <p><b>Long Vowel Express (optional):</b> Long a (a_e)</p> <p><b>Decodable Readers (optional):</b> “Nate and Pam” “The Ape Ate It”</p>



## Grade K, Unit 5: Phonics Scope and Sequence

Big Idea: Wonders of Nature	High-Frequency Words	Phonics
What kinds of things can you find growing in nature?		
<p><b>Week 1</b></p> <p><b>Weekly Concept:</b> How Does Your Garden Grow?</p> <p><b>Essential Question:</b> What do living things need to grow?</p> <p><b>Connect to Science:</b> Explore how plants get what they need to grow</p>	<p><i>my</i></p> <p><b>Build Your Word Bank:</b> <i>than</i> <i>his</i></p>	<p><b>Phonological/Phonemic Awareness:</b> Count and Blend Syllables, Phoneme Isolation, Phoneme Blending, Phoneme Categorization  <b>Phonics:</b> /h/h (initial)  <b>Consonant/Vowel Review:</b> /a/a, /k/c, /d/d, /i/i, /m/m, /n/n, /o/o, /p/p, /s/s, /t/t  <b>Extend:</b> final /z/s  <b>Decodable Readers:</b>                      “Hip Hop”                      “Hap Hid the Ham”</p>
<p><b>Week 2</b></p> <p><b>Weekly Concept:</b> Trees</p> <p><b>Essential Question:</b> How do living things change as they grow?</p> <p><b>Connect to Science:</b> Observe what plants need to survive</p>	<p><i>are</i></p> <p><b>Build Your Word Bank:</b> <i>when</i> <i>which</i></p>	<p><b>Phonological/Phonemic Awareness:</b> Onset and Rime Blending, Phoneme Isolation (initial), Phoneme Blending (medial), Phoneme Segmentation  <b>Phonics:</b> /e/e (initial/ medial)  <b>Consonant/Vowel Review:</b> /a/a, /k/c, /d/d, /h/h, /i/i, /m/m, /n/n, /o/o, /p/p, /s/s, /t/t  <b>Decodable Readers:</b>                      “Not a Pet”                      “Ed and Ned Can Go”</p>
<p><b>Week 3</b></p> <p><b>Weekly Concept:</b> Fresh from the Farm</p> <p><b>Essential Question:</b> What kinds of things grow on a farm?</p> <p><b>Connect to Science:</b> Explore what people need to survive</p>	<p><i>with</i> <i>he</i></p> <p><b>Build Your Word Bank:</b> <i>when</i> <i>which</i></p>	<p><b>Phonological/Phonemic Awareness:</b> Recognize Rhyme  <b>Phonemic Awareness:</b> Phoneme Isolation (initial, both letters), Phoneme Blending, Phoneme Addition  <b>Long Vowel Awareness:</b> Long e  <b>Review long a, i, o</b>  <b>Phonics:</b> /f/f, /r/r (initial)  <b>Consonant/Vowel Review:</b> /a/a, /k/c, /d/d, /e/e, /h/h, /i/i, /o/o, /m/m, /n/n, /p/p, /s/s, /t/t  <b>Decodable Readers:</b>                      “Red and Ron” “Ron Ram”  <b>Long Vowel Express (optional):</b> Review long a )</p>



## Grade K, Unit 6: Phonics Scope and Sequence

Big Idea: Weather for all Seasons	High-Frequency Words	Phonics
How do weather and seasons affect us?		
<p><b>Week 1</b></p> <p><b>Weekly Concept:</b> The Four Seasons</p> <p><b>Essential Question:</b> How are the seasons different?</p> <p><b>Connect to Science:</b> Explore the climate and weather</p>	<p><i>is</i> <i>little</i></p> <p><b>Build Your Word Bank:</b> <i>by</i> <i>some</i></p>	<p><b>Phonological/Phonemic Awareness:</b> Onset and Rime Segmentation, Phoneme Isolation, Phoneme Blending, Phoneme Segmentation</p> <p><b>Phonics:</b> /b/b (initial/final), /l/l (initial)</p> <p><b>Consonant/Vowel Review:</b> /a/a, /k/c, /d/d, /e/e, /f/f, /h/h, /i/i, /o/o, /m/m, /n/n, /p/p, /r/r, /s/s, /t/t</p> <p><b>Extend:</b> final double letters, -ll</p> <p><b>Decodable Readers:</b> “Bob and Ben” “Ben, Deb, Lin”</p>
<p><b>Week 2</b></p> <p><b>Weekly Concept:</b> What’s the Weather?</p> <p><b>Essential Question:</b> What happens in different kinds of weather?</p> <p><b>Connect to Science:</b> Explore weather around us</p>	<p><i>she</i> <i>was</i></p> <p><b>Build Your Word Bank:</b> <i>now</i> <i>way</i></p>	<p><b>Phonological/Phonemic Awareness:</b> Recognize Rhyme, Phoneme Isolation, Phoneme Blending, Phoneme Segmentation</p> <p><b>Phonics:</b> /k/k (initial), /k/ ck (final)</p> <p><b>Consonant/Vowel Review:</b> /a/a, /b/b, /k/c, /d/d, /e/e, /h/h, /i/i, /l/l, /o/o, /m/m, /n/n, /p/p, /s/s, /t/t</p> <p><b>Decodable Reader:</b> “Pack It Kim”</p>
<p><b>Week 3</b></p> <p><b>Weekly Concept:</b> Stormy Weather</p> <p><b>Essential Question:</b> How can you stay safe in bad weather?</p> <p><b>Connect to Science:</b> Explore severe weather</p>	<p><i>are</i> <i>he</i> <i>is</i> <i>little</i> <i>my</i> <i>she</i> <i>was</i> <i>with</i></p> <p><b>Build Your Word Bank:</b> <i>than, his, when, which,</i> <i>many, them, by, some,</i> <i>now, way</i></p>	<p><b>Phonological/Phonemic Awareness:</b> Recognize Alliteration, Phoneme Identity, Phoneme Blending, Phoneme Addition</p> <p><b>Phonics:</b> /h/h, /e/e, /f/f, /r/r, /b/b, /l/l, /k/k, /k/ck</p> <p><b>Decodable Reader:</b> “Kick It Nick!”</p> <p><b>Long Vowel Express (optional):</b> Long <i>i</i> (i_e) Review long <i>a</i> (a_e)</p> <p><b>Decodable Reader (optional):</b> “A Ripe Lime” “Ride, Hike, Hide”</p>



## Grade K, Unit 7: Phonics Scope and Sequence

Big Idea: The Animal Kingdom	High-Frequency Words	Phonics
What are different kinds of animals?		
<p><b>Week 1</b></p> <p><b>Weekly Concept:</b> Baby Animals</p> <p><b>Essential Question:</b> How are some animals alike and how are they different?</p> <p><b>Connect to Science:</b> Explore what animals need to grow and live</p>	<p><i>for</i> <i>have</i></p> <p><b>Build Your Word Bank:</b> <i>from</i> <i>how</i></p>	<p><b>Phonological/Phonemic Awareness:</b> Onset and Rime Blending, Phoneme Isolation (initial), Phoneme Blending, Phoneme Deletion</p> <p><b>Phonics:</b> /u/u (initial/medial)</p> <p><b>Consonant/Vowel Review:</b> /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /h/h, /i/i, /k/k, /l/l, /m/m, /n/n, /o/o, /p/p, /r/r, /s/s, /t/t</p> <p><b>Decodable Readers:</b> “Sun Fun” “Pup and Cub”</p>
<p><b>Week 2</b></p> <p><b>Weekly Concept:</b> Pet Pals?</p> <p><b>Essential Question:</b> How do you take care of different kinds of pets?</p> <p><b>Connect to Social Studies:</b> Learn about taking care of pets</p>	<p><i>of</i> <i>they</i></p> <p><b>Build Your Word Bank:</b> <i>water</i> <i>these</i></p>	<p><b>Phonological/Phonemic Awareness:</b> Recognize and Generate Rhyme, Phoneme Isolation (initial/final g; initial w), Phoneme Blending, Phoneme Substitution</p> <p><b>Phonics:</b> /g/g (initial/final), /w/w (initial)</p> <p><b>Extend:</b> /-blends; /s/, /g/, /c/</p> <p><b>Consonant/Vowel Review:</b> /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /h/h, /i/i, /l/l, /m/m, /n/n, /o/o, /p/p, /r/r, /s/s, /t/t, /u/u</p> <p><b>Decodable Readers:</b> “Wet Pals” “See a Bug”</p>
<p><b>Week 3</b></p> <p><b>Weekly Concept:</b> Animal Habitats</p> <p><b>Essential Question:</b> Where do animals live?</p> <p><b>Connect to Science:</b> Explore what animals need to grow and live</p>	<p><i>said</i> <i>want</i></p> <p><b>Build Your Word Bank:</b> <i>people</i> <i>work</i></p>	<p><b>Phonological/Phonemic Awareness:</b> Onset and Rime Segmentation, Phoneme Isolation (initial v, final x), Phoneme Blending, Phoneme Substitution</p> <p><b>Long Vowel Awareness:</b> Long u</p> <p><b>Review long a, i, o, e</b></p> <p><b>Phonics:</b> /x/x (final), /v/v (initial)</p> <p><b>Consonant/Vowel Review:</b> /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /i/i, /l/l, /m/m, /n/n, /o/o, /p/p, /r/r, /s/s, /t/t</p> <p><b>Decodable Readers:</b> “Rex the Vet” “Fox Had a Big Box”</p> <p><b>Long Vowel Express (optional):</b> Review long i, (i_e)</p>



## Grade K, Unit 8: Phonics Scope and Sequence

Big Idea: From Here to There	High-Frequency Words	Phonics
Where can you go that is near and far?		
<p><b>Week 1</b></p> <p><b>Weekly Concept:</b> On the Move</p> <p><b>Essential Question:</b> What can help you go from here to there?</p> <p><b>Connect to Social Studies:</b> Explore how people lived in different times</p>	<p><i>here</i> <i>me</i></p> <p><b>Build Your Word Bank:</b> <i>about</i> <i>may</i></p>	<p><b>Phonological/Phonemic Awareness:</b> Onset and Rime Blending, Phoneme Isolation (initial <i>j, qu</i>), Phoneme Blending, Phoneme Segmentation</p> <p><b>Phonics:</b> /j/j, /kw/qu (initial)</p> <p><b>Consonant/Vowel Review:</b> /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /l/l, /m/m, /n/n, /o/o, /p/p, /r/r, /s/s, /t/t, /u/u, /v/v, /w/w, /ks/x</p> <p><b>Decodable Readers:</b> “Get It Quick” “Jen is Quick”</p>
<p><b>Week 2</b></p> <p><b>Weekly Concept:</b> My U.S.A.</p> <p><b>Essential Question:</b> What do you know about our country?</p> <p><b>Connect to Social Studies:</b> Explore national and state symbols</p>	<p><i>this</i> <i>what</i></p> <p><b>Build Your Word Bank:</b> <i>or</i> <i>each</i></p>	<p><b>Phonological/Phonemic Awareness:</b> Generate Rhyme, Phoneme Identity, Phoneme Blending, Phoneme Substitution</p> <p><b>Phonics:</b> /y/y, /z/z (initial)</p> <p><b>Consonant/Vowel Review:</b> /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /g/g, /h/h, /i/i, /k/k, /m/m, /n/n, /o/o, /p/p, /kw/qu, /s/s, /t/t, /u/u, /v/v, /w/w, /ks/x</p> <p><b>Decodable Readers:</b> “Yes, Zack Can go!” “Rex, Zig, and Kim”</p>
<p><b>Week 3</b></p> <p><b>Weekly Concept:</b> Look to the Sky</p> <p><b>Essential Question:</b> What do you see in the sky?</p> <p><b>Connect to Science:</b> Make observations about night and day</p>	<p><i>for</i> <i>have</i> <i>they</i> <i>of</i> <i>said</i> <i>want</i> <i>here</i> <i>me</i> <i>this</i> <i>what</i></p> <p><b>Build Your Word Bank:</b> <i>from, how, water, these, people, work, about, may, or, each</i></p>	<p><b>Phonological/Phonemic Awareness:</b> Onset and Rime Segmentation, Phoneme Identity, Phoneme Categorization, Phoneme Addition</p> <p><b>Phonics:</b> /u/u, /g/g, /w/w, /x/x, /v/v, /j/j, /k/qu, /z/z</p> <p><b>Consonant/Vowel Review:</b> /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /g/g, /h/h, /i/i, /k/k, /m/m, /n/n, /o/o, /p/p, /kw/qu, /s/s, /t/t, /u/u, /v/v, /w/w, /ks/x, /y/y, /z/z</p> <p><b>Decodable Reader:</b> “Zig- Zag Jet Can Zip”</p> <p><b>Long Vowel Express (optional):</b> Long o (o_e, o)</p> <p><b>Decodable Readers (optional):</b> “Rode and Rose” “Hope Rode Home”</p>





## Grade K, Unit 9: Phonics Scope and Sequence

Big Idea: Things Change	High-Frequency Words	Phonics
How do things change?		
<p><b>Week 1</b></p> <p><b>Weekly Concept:</b> Growing Up</p> <p><b>Essential Question:</b> How can you help out at home?</p> <p><b>Connect to Social Studies:</b> Explore why we help each other</p>	<p><i>help</i> <i>too</i></p> <p><b>Build Your Word Bank:</b> <i>other into more</i></p>	<p><b>Phonological/Phonemic Awareness:</b> Syllable Segmentation, Phoneme Identity, Phoneme Blending, Phoneme Deletion <b>Phonics:</b> /ā/a_e <b>Extend:</b> digraphs; <i>sh</i> <b>Consonant/Vowel Review:</b> /a/a, /b/b, /k/c, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /k/k, /l/l, /m/m, /n/n, /o/o, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /w/w, /ks/x, /y/y <b>Decodable Readers:</b> “Jake Made Cake” “We Help Make It”</p>
<p><b>Week 2</b></p> <p><b>Weekly Concept:</b> Good Citizens</p> <p><b>Essential Question:</b> What do good citizens do?</p> <p><b>Connect to Social Studies:</b> Explore what it means to be a good citizen</p>	<p><i>has</i> <i>play</i></p> <p><b>Build Your Word Bank:</b> <i>find over were</i></p>	<p><b>Phonological/Phonemic Awareness:</b> Generate Rhyme, Phoneme Identity, Phoneme Blending, Phoneme Deletion <b>Phonics:</b> /ī/i_e <b>Extend:</b> digraphs; <i>ch</i> <b>Consonant/Vowel Review:</b> /a/a, /ā/a_e, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /k/k, /l/l, /m/m, /n/n, /o/o, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /y/y <b>Decodable Readers:</b> “Bike Hike” “Pike Lane”</p>
<p><b>Week 3</b></p> <p><b>Weekly Concept:</b> Our Natural Resources</p> <p><b>Essential Question:</b> How can things in nature be used to make new things?</p> <p><b>Connect to Science:</b> Explore the needs of living things</p>	<p><i>where</i> <i>look</i></p> <p><b>Build Your Word Bank:</b> <i>know would write</i></p>	<p><b>Phonological/Phonemic Awareness:</b> Count and Blend Syllables, Phoneme Identity, Phoneme Blending, Phoneme Substitution <b>Phonics:</b> /ō/o_e, o <b>Consonant/Vowel Review:</b> /a/a, /ā/a_e, /b/b, /k/c, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /ī/i_e, /j/j, /k/k, /l/l, /m/m, /n/n, /o/o, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /y/y <b>Decodable Readers:</b> “Jo Made It at Home” “Joke Note”</p>



## Grade K, Unit 10: Phonics Scope and Sequence

Big Idea: Thinking Outside the Box	High-Frequency Words	Phonics
How can new ideas help us?		
<p><b>Week 1</b></p> <p><b>Weekly Concept:</b> Problem Solvers</p> <p><b>Essential Question:</b> What can happen when we work together?</p> <p><b>Connect to Social Studies:</b> Explore working together</p>	<p><i>good</i> <i>who</i></p> <p><b>Build Your Word Bank:</b> <i>part</i> <i>only</i> <i>words</i></p>	<p><b>Phonological/Phonemic Awareness:</b> Sentence Segmentation, Phoneme Identity, Phoneme Blending, Phoneme Substitution</p> <p><b>Phonics:</b> /ū/u_e</p> <p><b>Consonant/Vowel Review:</b> /a/a, /ā/a_e, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /ī/i_e, /j/j, /k/k, /l/l, /m/m, /n/n, /o/o, /ō/o_e, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /ks/x, /y/y, /z/z</p> <p><b>Decodable Readers:</b> “Tube Race” “The Sad Duke”</p>
<p><b>Week 2</b></p> <p><b>Weekly Concept:</b> Sort It Out</p> <p><b>Essential Question:</b> In what ways are things alike? How are they different?</p> <p><b>Connect to Social Studies:</b> Explore how things are alike and different</p>	<p><i>come</i> <i>does</i></p> <p><b>Build Your Word Bank:</b> <i>first</i> <i>sound</i> <i>their</i></p>	<p><b>Phonological/Phonemic Awareness:</b> Onset and Rime Blending, Phoneme Identity, Phoneme Blending, Phoneme Substitution</p> <p><b>Phonics:</b> /ē/e, ee, e_e</p> <p><b>Extend:</b> digraphs; <i>th</i></p> <p><b>Consonant/Vowel Review:</b> /a/a, /ā/a_e, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /ī/i_e, /j/j, /k/k, /l/l, /m/m, /n/n, /o/o, /ō/o_e, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /ū/u_e, /v/v, /w/w, /z/z</p> <p><b>Decodable Readers:</b> “Pete and Eve” “Pete Can Fix It” “See It?” “Deb Bee”</p>
<p><b>Week 3</b></p> <p><b>Weekly Concept:</b> Protect Our Earth</p> <p><b>Essential Question:</b> What ideas can you suggest to protect the environment?</p> <p><b>Connect to Social Studies:</b> Explore how people can help save the environment</p>	<p><i>help, too, play, has, where, look, who, good, come, does</i></p> <p><b>Build Your Word Bank:</b> <i>other, into, more, find over, were, know, would, write, part, only, words, first, sound, their</i></p>	<p><b>Phonological/Phonemic Awareness:</b> Generate Alliteration, Phoneme Segmentation, Phoneme Blending, Phoneme Substitution</p> <p><b>Phonics:</b> ā, ī, ē, ō, ū</p> <p><b>Consonant/Vowel Review:</b> /a/a, /ā/a_e, /b/b, /k/c, /k/ck, /d/d, /e/e, /ē/ ee, e_e, e, /f/f, /g/g, /h/h, /i/i, /ī/i_e, /j/j, /k/k, /l/l, /m/m, /n/n, /o/o, /ō/o_e, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /ū/u_e, /v/v, /w/w, /ks/x, /y/y, /z/z</p> <p><b>Decodable Reader:</b> “We Can Save”</p>