BUILDING ON Patterns

Second Edition

Kindergarten

Scope and Sequence Charts
Units 1–10
Lessons 1–36

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Beginning Assessment, *Nice to Meet You*, Lessons 1–2

Scope and Sequence

The Scope and Sequence reflects the topics and skills newly introduced in each lesson. All lessons include activities to address tracking skills and reading continuous text. Tactile graphics are included in the *Color Time* book, Enrichment activities, student storybooks, workbooks, and worksheets.

Key to Listening and Reading Selections:
RA = Read-Aloud, SRA = Supplemental Read-Aloud, SS = Student Storybook, MR = My Reader

Lesson	Fluency and Comprehension: Listening and Reading Selections	Letter, Word, and Number Recognition
1. *Bus Friends*	RA: *Bus Friends*	Look It Up Book, Alphabet: Non-Capital Letters, Tracking, Swing Cell, Calendar
2. *Bus Friends* and More!	RA: *Bus Friends* MR: "Waiting Takes Forever"	Braille Contractions, Alphabet, My Reader Binder, Word Playhouse, Child's Name

Beginning Assessment, *Nice to Meet You*, Lessons 1–2

Scope and Sequence

Vocabulary	Knowledge and Concept Development	Writing
crisp, rumble, rubbery		Name, Guided Exploration, Loading Paper, Modeled/Interactive
	Color (*Color Time*)	Name; Letters, Numbers, Independent, Publishing, Sharing (*Nice to Meet You*)

Unit 1: All About Me, Lessons 3–5

Scope and Sequence

The Scope and Sequence reflects the topics and skills newly introduced in each lesson. All lessons include activities to address tracking skills and reading continuous text. Additional tactile graphics are included in the *Color Time* book, Enrichment activities, student storybooks, workbooks, and worksheets.

Key to Listening and Reading Selections:
RA = Read-Aloud, SRA = Supplemental Read-Aloud, SS = Student Storybook, MR = My Reader

Lesson	Fluency and Comprehension: Listening and Reading Selections	Phonological Awareness (PA) and Phonics (PH)	Letter, Word, and Number Recognition
3. *Ruby in Her Own Time*	RA: *Ruby in Her Own Time* SS: *Go Go Go* MR: "2 Little Ducks" (song)	PA and PH: Initial Hard Sound of g /g/	Letter g; Words go, green, and Name; Child-Selected Words; Numbers 1 and 2
4. *Ruby in Her Own Time* and More!	RA: *Ruby in Her Own Time* SRA: "All About Me" SS: *My Favorites* MR: "Cam and His Yam"	PA and PH: Initial Hard Sound of c /k/ and Sound of y /y/	Letters c and y; Words can, you, my, and yellow; Number 3
5. "No Hurry"	SRA: "No Hurry" SS: *I Like* MR: "I Like Sunshine"	PA: Vowels and Consonants PA and PH: Initial Sound of Short i /i/ and Sound of l /l/	Letters i and l; Words I, like, and blue; Number 4

Unit 1: All About Me, Lessons 3–5
Scope and Sequence

Vocabulary	Tactile Graphics	Knowledge and Concept Development	Writing
nest, feather, beak	My Letter Graph	Sorting blank or brailled cards, Color (green and others), Matching numerals 1 and 2 to corresponding quantities	Numbers 1 and 2, Letter g, Word go, Sentences, Independent (Child's Choice)
nervous, Brussels sprouts, off the hook, cantaloupe, litter box		Spatial Concepts (left and right), Color (yellow), Matching numeral 3 to corresponding quantities	Number 3; Letters c and y; Words can, you, and my
finally, welcome, decide, polite		Color (blue), Same and Different, Matching numeral 4 to corresponding quantities	Number 4, Letters i and l, Word I

Unit 2: Transportation, Lessons 6–8, and Lesson 9 Checkup Scope and Sequence

The Scope and Sequence reflects the topics and skills newly introduced in each lesson. All lessons include activities to address tracking skills and reading continuous text. Additional tactile graphics are included in the *Color Time* book, Enrichment activities, student storybooks, workbooks, and worksheets.

*Only activities involving new instruction are listed in the Scope and Sequence for the Lesson 9 Checkup.

Key to Listening and Reading Selections:
RA = Read-Aloud, SRA = Supplemental Read-Aloud, SS = Student Storybook, MR = My Reader

Lesson	Fluency and Comprehension: Listening and Reading Selections	Phonological Awareness (PA) and Phonics (PH)	Letter, Word, and Number Recognition
6. *We All Go Traveling By*	RA: *We All Go Traveling By* SS: *My Orange Car* MR: "The Wheels on the Bus" (song)	PA: Segmenting and Counting Syllables PA and PH: Initial Sound of Short a/a/ and Sound of h/h/, Discriminating /a/ and /i/	Letter g; Letters a and h; Words a, have, the, and orange; Number 5
7. *We All Go Traveling By* and More!	RA: *We All Go Traveling By* SRA: "The Big Trip" SS: *Go Boat Go* MR: "Row, Row, Row Your Boat" (song)	PA: Blending Syllables PH: Final Sounds PA and PH: Initial Sound of w /w, Sound of w/w/ and Sound of x/ks/	Letters w and x; Words will, brown, and it; Numbers 4 and 6
8. "Addie's Lake Adventure"	SRA: "Addie's Lake Adventure" SS: *I Like to Go* MR: "Row, Row, Row Your Boat" (song)	PA: Discriminating /a/ and /i/ PA and PH: Initial Sound of n/n/, Sound of n/n/	Letter n; Words not, white, and to; Number 7
*9. *Balloons* (Checkup)	SS: *Balloons*		

Unit 2: Transportation, Lessons 6–8, and Lesson 9 Checkup Scope and Sequence

Vocabulary	Tactile Graphics	Knowledge and Concept Development	Writing
vehicle, spy, train		Opposites, Color (orange), Matching numeral 5 to corresponding quantities	Number 5; Letters a and h; Words a, have, and the; Guided
taxi, engine, pilot, flight attendant, platform		Color (brown), Matching numeral 6 to corresponding quantities	Number 6, Letters w and x, Words will and it
adventure, motorboat, oars, dock, hitched		Color (white), Matching numeral 7 to corresponding quantities	Number 7, Letter n, Words to and not
	Counting Book: *1 2 3 Balloons*	Background Knowledge (Balloon Exploration)	

Unit 3: Weather and Seasons, Lessons 10–12

Scope and Sequence

The Scope and Sequence reflects the topics and skills newly introduced in each lesson. All lessons include activities to address tracking skills and reading continuous text. Additional tactile graphics are included in the *Color Time* book, Enrichment activities, student storybooks, workbooks, and worksheets.

Key to Listening and Reading Selections:
RA = Read-Aloud, SRA = Supplemental Read-Aloud, SS = Student Storybook, MR = My Reader

Lesson	Fluency and Comprehension: Listening and Reading Selections	Phonological Awareness (PA) and Phonics (PH)	Letter, Word, and Number Recognition
10. *Storm is Coming!*	RA: *Storm is Coming!* SS: *Feel the Weather* MR: "The Storm"	PA: Blending Onsets and Rimes PA and PH: Initial Sounds of d/d/ and t/t/	Letters d and t; Words do, that, we, and black; Create a Sentence; Capitals and Periods; Number 8
11. *Storm is Coming!* and More!	RA: *Storm is Coming!* SRA: "One Season After Another" SS: *I Like Fall* MR: "My Four Dear Seasons"	PA: Segmenting and Counting Syllables, Rhyming Words (Recognition) PH: Discriminating /a/, /i/, and /u/; Blending Onsets and Rimes to Create Word Families PA and PH: Initial Sound of Short u/u/, Initial Sound of p/p/	Letters u and p; Discriminating /a/, /i/, and /u/; Words for, us, people, and purple; Number 9
12. "An Awesome Day!"	SRA: "An Awesome Day!" SS: *What Is It?* MR: "One, Two, Three, Four, and More!"	PA: Segmenting Onsets and Rimes PA and PH: Initial Sound of s/s/	Letter s; Discriminating /a/, /i/, and /u/; Words so, and, and pink; Numbers 0 and 10

Unit 3: Weather and Seasons, Lessons 10–12
Scope and Sequence

Vocabulary	Tactile Graphics	Knowledge and Concept Development	Writing
round `em up, stampede, guard, cautiously, nodded, tracks	Tactile cards (sun with rays, rain, snow, and wind), How Many Animals? Pictograph	Background knowledge (weather alerts), Spatial concept (inside or outside), Color (black), Matching numeral 8 to corresponding quantities, Tactile marking	Number 8; Letters d and t, Words do, that, and we; Modeled/Interactive (Capital and Period)
weather conditions, celebrate, continue, autumn, cycle		Background knowledge (what's in a weather report), Color (purple), Quantitative concepts (heavy or light), Matching numeral 9 to corresponding quantities	Number 9; Letters u and p; Words us, people, and for
curb, apartment building, introduce, New York, Texas	Izzy and Luke's Neighborhood Map	Color (pink), Matching numeral 10 to corresponding quantities	Numbers 0 and 10, Letter s, Words and and so

Unit 4: School and Community Helpers, Lessons 13–15

Scope and Sequence

The Scope and Sequence reflects the topics and skills newly introduced in each lesson. All lessons include activities to address tracking skills and reading continuous text. Additional tactile graphics are included in the *Color Time* book, Enrichment activities, student storybooks, workbooks, and worksheets.

Key to Listening and Reading Selections:
RA = Read-Aloud, SRA = Supplemental Read-Aloud, SS = Student Storybook, MR = My Reader

Lesson	Fluency and Comprehension: Listening and Reading Selections	Phonological Awareness (PA) and Phonics (PH)	Letter, Word, and Number Recognition
13. *Last Stop on Market Street*	RA: *Last Stop on Market Street* SS: *Berto's Rolls* MR: "What Would You Rather Be?" (song)	PA: Blending Sounds in CVC Words PH: Strategies for Decoding Words in Continuous Text (using beginning sounds and context), Spelling CVC Words Using Onset and Rime Segmentation PA and PH: Initial Sound of m/m/ and r/r/	Letters m and r; Words more, rather, is, and red; Question Mark
14. *Last Stop on Market Street* and More!	RA: *Last Stop on Market Street* SRA: "Luna in the Sky" SS: *Ms. Brown Can Help* MR: "The Wheels on the Bus" (song)	PH: Discriminating /a/, /e/, /i/, and /u/ PA and PH: Initial Sound of Short e /e/ and Sound of f /f/	Letters e and f; Discriminating /a/, /e/, /i/, and /u/; Words every, from, and get; Number 11
15. "A Very Special Community Helper"	SRA: "A Very Special Community Helper" SS: *Hoping for Mail* MR: "Community Helpers" (song)	PA: Final Sounds PH: Blending Sounds to Make Words PA and PH: Initial Sound of b/b/	Letter b; Words but, play, and with; Number 12

Unit 4: School and Community Helpers, Lessons 13–15

Scope and Sequence

Vocabulary	Knowledge and Concept Development	Writing
lurched, knit/knitting, crumbling, graffiti-tagged, boarded-up, soup kitchen	Background knowledge (community and community helpers), Color (red)	Number; Letters m and r; Words more, rather, and is; Question Mark
wished, nervous, squinted	Matching numeral 11 to corresponding quantities	Date; Number 11; Letters e and f; Words every, from, and get
exclaimed, interrupted, eagerly, flurry, turnout gear, wailed, blaring, faint, aroma	Background knowledge (firefighters and paramedics, addressing an envelope), Matching numeral 12 to corresponding quantities	Number 12; Letter b, Words play, with, and but

Unit 5: Five Senses, Lessons 16–18, and Lesson 19 Checkup

Scope and Sequence

The Scope and Sequence reflects the topics and skills newly introduced in each lesson. All lessons include activities to address tracking skills and reading continuous text. Additional tactile graphics are included in the *Color Time* book, Enrichment activities, student storybooks, workbooks, and worksheets.

*Only activities involving new instruction are listed in the Scope and Sequence for the Lesson 19 Checkup.

Key to Listening and Reading Selections:
RA = Read-Aloud, SRA = Supplemental Read-Aloud, SS = Student Storybook, MR = My Reader

Lesson	Fluency and Comprehension: Listening and Reading Selections	Phonological Awareness (PA) and Phonics (PH)	Letter, Word, and Number Recognition
16. *Our Five Senses*	RA: *Our Five Senses* SS: *Look At That!* MR: "The Five Senses"	PA: Segmenting Sounds in CVC Words PH: Strategies for Decoding Words in Continuous Text (segmenting and blending CVC words) PA and PH: Initial Sound of k/k/ and v/v/	Letters k and v; Words With Short e /e/; Words knowledge, look, at, very, and Name; Exclamation Mark; Number 13
17. *Our Five Senses* and More!	RA: *Our Five Senses* SRA: "Luke Stands Out" SS: *Can You Name It?* MR: "Look at Me"	PH: Discriminating /a/, /e/, /i/, /o/, and /u/; Blending Sounds in CVC Words PA and PH: Initial Sound of Short o/o/ and Sound of j /j/	Letters o and j; Word Families Ending in ck; Words With Short o /o/; Words just and jump; Discriminating /a/, /e/, /i/, /o/, and /u/; Number 14
18. "The Science Fair"	SRA: "The Science Fair" SS: *Smell, Taste, Touch, Hear, See!* MR: "Mystery Items"	PA: Listening for /kw/ PH: Segmenting and Spelling CVC Words PA and PH: Initial Sound of z/z/ and qu/kw/	Letters z and q; Words as, quite, and see; Number 15
*19. *Playground Games* (Checkup)	SS: *Ms. Black, May I?* MR: "Hop Like Me"		

Unit 5: Five Senses, Lessons 16–18, and Lesson 19 Checkup Scope and Sequence

Vocabulary	Tactile Graphics	Knowledge and Concept Development	Writing
world, scent, cabin, alarm		Color, Matching numeral 13 to corresponding quantities	Number 13; Letters k and v; Words look, at, knowledge, and very
stand out, announcement, famous, confidence		Color, Opposites (sweet or sour), Matching numeral 14 to corresponding quantities	Number 14, Letters o and j, Words jump and just, Blending Onsets and Rimes to Create Word Families
gently, various		Science and Experiments, Color, Matching numeral 15 to corresponding quantities	Number 15; Letters z and q; Words as, quite, and see,
	Teacher, May I? Bar Graph	Background Knowledge (Movement Exploration; Teacher, May I? Game)	

Unit 6: Dwellings, Lessons 20–22

Scope and Sequence

The Scope and Sequence reflects the topics and skills newly introduced in each lesson. All lessons include activities to address tracking skills and reading continuous text. Additional tactile graphics are included in the *Color Time* book, Enrichment activities, student storybooks, workbooks, and worksheets.

Key to Listening and Reading Selections:
RA = Read-Aloud, SRA = Supplemental Read-Aloud, SS = Student Storybook, MR = My Reader

Lesson	Fluency and Comprehension: Listening and Reading Selections	Phonological Awareness (PA) and Phonics (PH)	Letter, Word, and Number Recognition
20. *From the City to the Country*	RA: *From the City to the Country* SS: *My New House* MR: "To Dwell"	PA: Segmenting CVC words, Rhyming Words (Matching) PH: Encoding and decoding words, Vowel-Consonant Cluster all, Double Ending Letters ll and ss	Focus on f/from and h/have, Words all and your, Number 16, Focus on 6 and 8, Word Wall
21. *From the City to the Country* and More!	RA: *From the City to the Country* SRA: "Animal Dwellings in the Woodlands" SS: *Where Do You Live?* MR: "Animal Homes"	PA: Segmenting CVC and CCVC words PH: Blends sk and sn, Double Ending Letters ff and zz	Focus on e/every and i, Words on and little, Number 17, Focus on 5 and 9
22. "Homes Up, Down, and All Around"	SRA: "Homes Up, Down, and All Around" SS: *At My House* MR: "So Many Homes"	PH: Blends sp and sm, Vowel-Consonant Cluster and	Focus on you and and, Words me and they, Number 18

Unit 6: Dwellings, Lessons 20–22
Scope and Sequence

Vocabulary	Tactile Graphics	Knowledge and Concept Development	Writing
stoop, block, laundromat, pastry, guava, traffic, exhaust, subway	My City Neighborhood Map	Background knowledge (dwellings), Matching numeral 16 to corresponding quantities	Calendar, Number 16, Focus on 6 and 8, Focus on f/from and h/have, Words all and your, Vowel-Consonant Cluster all, Double Ending Letters ll and ss, Guided/Independent
tunnel, cavity, stream, critters, cave, hibernate		Background knowledge (woodland habitat), Matching numeral 17 to corresponding quantities	Number 17, Focus on 5 and 9, Focus on e/every and i, Words on and little, Blends sk and sn, Double Ending Letters ff and zz, Modeled and Guided/Independent (Narrative Writing and the All Aboard! Writing Checklist)
stilts, flood, available, platform, recreation/recreational, unusual		Background knowledge (different people, different homes), Matching numeral 18 to corresponding quantities	Number 18, Focus on you and and, Words me and they, Blends sp and sm, Vowel-Consonant Cluster and, Modeled (Checking for Conventions Using the All Aboard! Writing Checklist)

Unit 7: Friends, Lessons 23–25

Scope and Sequence

The Scope and Sequence reflects the topics and skills newly introduced in each lesson. All lessons include activities to address tracking skills and reading continuous text. Additional tactile graphics are included in the *Color Time* book, Enrichment activities, student storybooks, workbooks, and worksheets.

Key to Listening and Reading Selections:
RA = Read-Aloud, SRA = Supplemental Read-Aloud, SS = Student Storybook, MR = My Reader

Lesson	Fluency and Comprehension: Listening and Reading Selections	Phonological Awareness (PA) and Phonics (PH)	Letter, Word, and Number Recognition
23. *The Invisible Boy*	RA: *The Invisible Boy* SS: *Fun at Izzy's House* MR: "The More We Get Together"	PH: Blends gl and sl, Vowel-Consonant Cluster ing	Alphabet: Capital Letters and Non-Capital Letters, Focus on d/do and f/from, Words are and friend, Number 19, Focus on 4 and 6
24. *The Invisible Boy* and More!	RA: *The Invisible Boy* SRA: "A Good Party After All" SS: *Flora Makes a Plan* MR: "Rain, Rain, Go Away"	PH: CVC words with plural s, Blends fl and pl	Focus on r/rather and w/will, Words he and she, Number 20
25. "A Mix-It-Up Lunch"	SRA: "A Mix-It-Up Lunch" SS: *Oliver's Walk*	PH: Blends bl and cl	Focus on h/have and j/just, Words good and said, Focus on 8 and 0, Quotation marks

Unit 7: Friends, Lessons 23–25
Scope and Sequence

Vocabulary	Tactile Graphics	Knowledge and Concept Development	Writing
invisible, glances, dragon, space aliens		Matches numeral 19 to corresponding quantities	Number 19, Focus on 4 and 6, Focus on d/do and f/from, Words are and friend, Blends gl and sl, Vowel-Consonant Cluster ing
soggy, opinion, host	The Visible Boy illustrations	Concept Extension (The Visible Boy Illustrations), Matching numeral 20 to corresponding quantities	Number 20, Focus on r/rather and w/will, Words he and she, Blends fl and pl, Opinion
sighed, buzzing, sheepishly			Focus on 8 and 0, Focus on h/have and j/just, Words good and said, Blends bl and cl, Independent (Child's Choice: Authentic Writing)

Unit 8: Animals, Lessons 26–28, and Lesson 29 Checkup Scope and Sequence

The Scope and Sequence reflects the topics and skills newly introduced in each lesson. All lessons include activities to address tracking skills and reading continuous text. Additional tactile graphics are included in the *Color Time* book, Enrichment activities, student storybooks, workbooks, and worksheets.

*Only activities involving new instruction are listed in the Scope and Sequence for the Lesson 29 Checkup.

Key to Listening and Reading Selections:
RA = Read-Aloud, SRA = Supplemental Read-Aloud, SS = Student Storybook, MR = My Reader

Lesson	Fluency and Comprehension: Listening and Reading Selections	Phonological Awareness (PA) and Phonics (PH)	Letter, Word, and Number Recognition
26. *Backyard Animals*	RA: *Backyard Animals* SS: *The Scary Thing!* MR: "Animals All Around"	Blends gr and dr	Focus on n/not and z/as, Words what and did
27. *Backyard Animals* and More!	RA: *Backyard Animals* SRA: "Sounds All Around" SS: *Animal Tracks* MR: "Five Little Speckled Frogs"	PA: Rhyme Words (Completion) PH: Blends br, cr, and tr	Focus on d/do, f/from, h/have, and j/just; Words this and in; Focus on 4, 6, 8, and 0
28. "S'more S'mores, Please!"	SRA: "S'more S'mores, Please!" SS: *Mr. Stan's Garden*	PH: Contraction s-t; Blends qu and st; Vowel-Consonant Cluster ump	Strong Wordsign still; Focus on w/r and will/rather, n/z and not/as, y and you/and; Focus on e/i, every, and 5/9; Focus on d/do, f/from, h/have, j/just, and 4/6/8/0; Words there and still; Contraction s-t
*29. At the Bakery (Checkup)	SS: *20 Candles* MR: "A Present for Grandma"		

Unit 8: Animals, Lessons 26–28, and Lesson 29 Checkup Scope and Sequence

Vocabulary	Tactile Graphics	Knowledge and Concept Development	Writing
mammal, North America		Backyard Knowledge (habitats)	Numbers, Focus on n/not and z/as, Words what and did, Blends gr and dr
soaring, scampering, daybreak, confidence		Backyard Knowledge (making tracks)	Focus on 4, 6, 8, and 0; Focus on d/do, f/from, h/have, and j/just; Words this and in; Blends br, cr, and tr; Publishing and Sharing
campsite, sleeping bag, owl		Background Knowledge (camping)	Calendar; Focus on e/i, every, and 5/9; Focus on d/do, f/from, h/have, j/just, and 4/6/8/0; Focus on w/r and will/rather, n/z and not/as, y and you/and; Word there; Sentences, Contraction s-t; Blends qu and st; Vowel-Consonant Cluster ump; Modeled and Guided/Independent (Fact vs. Opinion); Guided/Independent; Independent (Child's Choice: Authentic Writing)
	Let's Go to the Bakery! Map	Background Knowledge (What is a Bakery?, Cloud Dough)	

Unit 9: Bugs, Lessons 30–32

Scope and Sequence

The Scope and Sequence reflects the topics and skills newly introduced in each lesson. All lessons include activities to address tracking skills and reading continuous text. Additional tactile graphics are included in the *Color Time* book, Enrichment activities, student storybooks, workbooks, and worksheets.

Key to Listening and Reading Selections:
RA = Read-Aloud, SRA = Supplemental Read-Aloud, SS = Student Storybook, MR = My Reader

Lesson	Fluency and Comprehension: Listening and Reading Selections	Phonological Awareness (PA) and Phonics (PH)	Letter, Word, and Number Recognition
30. *Five Fabulous Insects*	RA: *Five Fabulous Insects* SS: *My Bug Friend* MR: "Bugs Rule!"	PA: Long Vowels, Rhyming Words (Completion) PH: Words Ending in the Long e Sound Spelled e or ee, Introduction to Digraphs, Digraph wh	Words be and who, Strong Wordsign which
31. *Five Fabulous Insects* and More!	RA: *Five Fabulous Insects* SRA: "Spectacular Spiders" SS: *Mosquitoes* MR: "An Insect Has Six Legs"	PA: Short and Long Sounds of a PH: Strategies for Decoding Words in Continuous Text (recognizing and decoding long vowel silent e words), Long a Words With CVCe, Digraph sh	Words of and no, Strong Wordsign shall
32. "Don't Bug Me!"	SRA: "Don't Bug Me!" SS: *Buzz and the Cricket*	PA: Short and Long Sounds of i, Rhyming Words (Production) PH: Long i Words With CVCe, Digraph th	Words one and two, Strong Wordsign th, Bold Word Sign

Unit 9: Bugs, Lessons 30–32
Scope and Sequence

Vocabulary	Tactile Graphics	Knowledge and Concept Development	Writing
fabulous, environment, migrate	Insect Body Parts Diagram	Backyard Knowledge (insects), Concept Extension (Buggy Bodies Diagram)	Numbers, Words be and who, Strong Wordsign which
spectacular, pesky, delicate	How Big Are Bugs? Illustration	Backyard Knowledge (making a spiderweb), Concept Extension (How Big Are Bugs? Illustration)	Numbers, Letters, Words of and no, Strong Wordsign shall, Long a Words With CVCe, Digraph sh
essentials, lakeshore, secure, nuisance	Match a Bug Picture Matching		Numbers, Letters, Words one and two, Bold Word Sign, Long i Words With CVCe; Digraph and Strong Wordsign th

Unit 10: At the Beach, Lessons 33–35, and Lesson 36 Checkup

Scope and Sequence

The Scope and Sequence reflects the topics and skills newly introduced in each lesson. All lessons include activities to address tracking skills and reading continuous text. Additional tactile graphics are included in the *Color Time* book, Enrichment activities, student storybooks, workbooks, and worksheets.

*Only activities involving new instruction are listed in the Scope and Sequence for the Lesson 29 Checkup.

Key to Listening and Reading Selections:
RA = Read-Aloud, SRA = Supplemental Read-Aloud, SS = Student Storybook, MR = My Reader

Lesson	Fluency and Comprehension: Listening and Reading Selections	Phonological Awareness (PA) and Phonics (PH)	Letter, Word, and Number Recognition
33. *Izzy's Beach Birthday Adventure*	RA: *Izzy's Beach Birthday Adventure* SS: *Chad and Chee at the Beach* MR: "The Boardwalk"	PA: Short and Long Sounds of o PH: Long o Words With CVCe, Digraph ch	Words out and now, Strong Wordsign child, Quotation Marks With Speaker Tag at the End
34. *Izzy's Beach Birthday Adventure* and More!	RA: *Izzy's Beach Birthday Adventure* SRA: "Dogs of the Sea" SS: *I Live in the Ocean* MR: "The Beach"	PA: Short and Long Sounds of u PH: Long u Words With CVCe	Strong Wordsigns which, shall, this, child; Words was and down
35. "Samir and the Sea Creatures"	SRA: "Samir and the Sea Creatures" SS: *Cool Shells*		Words here and its
*36. School's Out! (Checkup)	SS: *Luke's Summer Job* MR: "Rainbow Bird"		

Unit 10: At the Beach, Lessons 33–35, and Lesson 36 Checkup

Scope and Sequence

Vocabulary	Knowledge and Concept Development	Writing
Abuela, pleaded, charm, swim shirt, sandcastles, boardwalk, log ride	Background Knowledge (beaches and boardwalks)	Numbers, Words out and now, Strong Wordsign child, Long o Words With CVCe, Digraph ch, Guided/ Independent (Opinion)
peered, social, coarse	Background Knowledge (surfing)	Numbers, Words was and down, Long u Words With CVCe
pod, sleep on it, lobster, dimmed the lights, sprang to life, pondered, toss my tuna, flattered, anxiously		Numbers, Letters, Words here and its

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