

Kindergarten  
StoryTown Pacing Guide  
School Year 2010-2011

<b>1st Quarter</b>							
Lesson / Week	Literature	Focus Skill & Strategy	Phonemic Awareness	Phonics	Writing	Leveled Readers	Popcorn Word Wall Words
<b>Weeks 1&amp;2 (8/19 -9/3)</b>	<b>Getting Started Kindergarten Activities</b>						
<i>Theme 1: All About Me</i>							
<b>Lesson 1 (9/6-9/10)</b>	<i>Big Book:</i> From Head to Toe <i>Library Book:</i> Something Special <i>Read Aloud:</i> How Tortoise Grew a Tail	<i>Skill:</i> Making Predictions <i>Strategy:</i> Summarize	Words in a sentence	Consonant /m/ m & /s/ s	<i>Form:</i> Names <i>Trait:</i> Conventions	<i>Below:</i> Letters and Sounds Mm, Ss <i>On:</i> Get Ready <i>Above:</i> I Sit <i>Pre-Decodable:</i> I Can (1)	I, a, is, yes, no
<b>Lesson 2 (9/13-9/17)</b>	<i>Big Book:</i> You and Me <i>Library Book:</i> Kelly in the Mirror <i>Read Aloud:</i> Elmer	<i>Skill:</i> Making Predictions <i>Strategy:</i> Monitor Comprehension: Reread	Syllable Blending	Consonant /r/r	<i>Form:</i> Labels <i>Trait:</i> Conventions	<i>Below:</i> Letters and Sounds Rr <i>On:</i> A Kitchen <i>Above:</i> Jen <i>Pre-Decodable:</i> A Farm (2)	can, it, boy, girl
<b>Lesson 3 (9/20-9/24)</b>	<i>Big Book:</i> From Head to Toe & You and Me <i>Library Book:</i> Something Special & Kelly in the Mirror <i>Read Aloud:</i> Elmer	<i>Skill:</i> Making Predictions <i>Strategy:</i> Monitor Comprehension: Make Inferences	Syllable Segmentation and Deletion	Consonant /t/t	<i>Form:</i> Signs <i>Trait:</i> Ideas	<i>Below:</i> Letters and Sounds Tt <i>On:</i> My Body <i>Above:</i> My Fan <i>Pre-Decodable:</i> My Room (3)	my, you, see, do

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<i>Theme 2: Families</i>							
<b>Lesson 4 (9/27-10/1)</b>	<i>Big Book: Bear's Busy Family Library Book: What Will Mommy Do When I'm at School? Read Aloud: Who Will Tuck Me In Tonight?</i>	<i>Skill: Characters Strategy: Generate Questions</i>	(Review) Word Segmentation, Syllable Blending & Syllable Segmentation	Consonant /n/n & /p/p	<i>Form: Captions Trait: Organization</i>	<i>Below: Letters and Sounds Nn, Pp On: The Party Above: I Help Pre-Decodable: The Park (4)</i>	the, at, did, in
<b>Lesson 5 (10/4-10/8)</b>	<i>Big Book: Bee-Bim Bop! Library Book: Up, Up, Up! It's Apple Picking Time Read Aloud: New Shoes for Silvia</i>	<i>Skill: Characters Strategy: Answer Questions</i>	Rhyming Words (recognition and prediction)	Consonant /c/c	<i>Form: Sentences Trait: Conventions</i>	<i>Below: Letters and Sounds Cc On: The City Above: Where Is Cam? Pre-Decodable: I Go (5)</i>	go, was, not, but
<b>Lesson 6 (10/12-10/20) (Review Week or Seasonal Activities)</b>	<i>Big Book: Bear's Busy Family &amp; Bee-bim Bop! Library Book: What Will Mommy Do When I'm at School? &amp; Up, Up, Up! It's Apple Picking Time Read Aloud: New Shoes for Silvia</i>	<i>Skill: Making Predictions Strategy: Using Story Structure</i>	Alliteration	Short Vowel /a/ a	<i>Form: News Trait: Ideas</i>	<i>Below: Letters and Sounds Aa, Ss On: I Can Nap Above: To The Top Pre-Decodable: My Dog (6)</i>	Review All Popcorn Words

**End of 1st Quarter October 15, 2010**

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<b>2nd Quarter</b>							
Lesson / Week	Literature	Focus Skill & Strategy	Phonemic Awareness	Phonics	Writing	Leveled Readers	Popcorn Word Wall Words
<i>Theme 3: Friends At School</i>							
<b>Lesson 7 (10/25-10/29)</b>	<u>Big Book:</u> The Little School Bus <u>Library Book:</u> Jessica <u>Read Aloud:</u> Tucker's Four Carrot School Day	<u>Skill:</u> Beginning, Middle, End <u>Strategy:</u> Use Graphic Organizers	Review Rhyme Recognition and Production	Word building Phonograms -am, -at	<u>Form:</u> Sentences About Me <u>Trait:</u> Voice	<u>Below:</u> Letters and Sounds -am, -at, -ap <u>On:</u> The Bus <u>Above:</u> The Mat <u>Pre-Decodable:</u> Can I Go? (7)	to, too, said, and
<b>Lesson 8 (11/1-11/5)</b>	<u>Big Book:</u> I Love School <u>Library Book:</u> Sparky and Eddie: First Day of School <u>Read Aloud:</u> Chicken Chickens Go to School	<u>Skill:</u> Beginning, Middle, End <u>Strategy:</u> Use Story Structure	Onset/Rime Blending	Consonant /d/d	<u>Form:</u> Sentences <u>Trait:</u> Ideas	<u>Below:</u> Letters and Sounds Dd <u>On:</u> I Like School <u>Above:</u> I Like to Go Out <u>Pre-Decodable:</u> My Dad (8)	like, we, up, down
<b>Lesson 9 (11/8-11/12) (Review Week or Seasonal Activities)</b>	<u>Big Book:</u> The Little School Bus & I Love School! <u>Library Book:</u> Jessica, Sparky & Eddie: First Day of School <u>Read Aloud:</u> Chickens Chickens Go to School	<u>Skill:</u> Characters <u>Strategy:</u> Summarize	Review: Onset/Rime Blending	Word Building Phonograms -ap, -an	<u>Form:</u> Caption Sentences <u>Trait:</u> Word Choice	<u>Below:</u> Letters and Sounds -an, -ap <u>On:</u> Sam Can <u>Above:</u> See What He Can Do <u>Pre-Decodable:</u> Dan Can Build (9)	he, she, have, are

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<i>Theme 4: On The Farm</i>							
<b>Lesson 10</b> (11/15-11/23)	<u>Big Book:</u> Down on the Farm <u>Library Book:</u> Farms Feed The World <u>Read Aloud:</u> Millie and the Mud Hole	<u>Skill:</u> Draw Conclusions <u>Strategy:</u> Make Inferences	Phoneme Isolation: Initial	Short Vowel /i/i	<u>Form:</u> List <u>Trait:</u> Organization	<u>Below:</u> Letters and Sounds li <u>On:</u> Come in the Barn <u>Above:</u> I Like What I See <u>Pre-Decodable:</u> Come In (10)	come
<b>Lesson 11</b> (11/29-12/3)	<u>Big Book:</u> Mrs. Wishy-Washy's Farm <u>Library Book:</u> The Little Red Hen and the Ear of Wheat <u>Read Aloud:</u> Johnny and the Three Goats	<u>Skill:</u> Draw Conclusions <u>Strategy:</u> Monitor Comprehension: Reread	Phoneme Isolation: Final	Consonant /g/g, /f/f	<u>Form:</u> Posters <u>Trait:</u> Ideas	<u>Below:</u> Letters and Sounds Gg, Ff <u>On:</u> This Pig <u>Above:</u> The Fox <u>Pre-Decodable:</u> This Rig (11)	here, this
<b>Lesson 12</b> (12/6-12/10)	<u>Big Book:</u> Down on the Farm, & Mrs. Wishy-Washy's Farm <u>Library Book:</u> Farms Feed the World & The Little Red Hen and the Ear of Wheat <u>Read Aloud:</u> Johnny and the Three Goats	<u>Skill:</u> Beginning, Middle, End <u>Strategy:</u> Use Graphic Organizers	Phoneme Isolation: Medial	Word Building Phonograms -it, - ip	<u>Form:</u> Poems <u>Trait:</u> Word Choice	<u>Below:</u> Letters and Sounds -it, -ip, -in <u>On:</u> The Pit <u>Above:</u> A Bit for Pip <u>Pre-Decodable:</u> Rip (12)	Review

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<b>Weeks 17&amp;18 (12/13-12/21)</b> (Review Week or Seasonal Activities)	<b>First Semester Review or Seasonal Activities</b>						

**End of 2nd Quarter December 21, 2010**

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<b>3rd Quarter</b>							
Lesson / Week	Literature	Focus Skill & Strategy	Phonemic Awareness	Phonics	Writing	Leveled Readers	StoryTown High Frequency Words
<i>Theme 5: Whatever The Weather</i>							
<b>Lesson 13 (1/4-1/7)</b>	<i>Big Book:</i> What Will The Weather Be Like Today? <i>Library Book:</i> When a Storm Comes Up <i>Read Aloud:</i> The Crow and the Pitcher	<i>Skill:</i> Details <i>Strategy:</i> Generate Questions	Phoneme Isolation	Consonant /b/b, /k/k	<i>Form:</i> Questions <i>Trait:</i> Conventions	<i>Below:</i> Letters and Sounds Bb, Kk <i>On:</i> It Is For Kip <i>Above:</i> Fun in the Snow <i>Pre-Decodable:</i> My Birthday (13)	me, for
<b>Lesson 14 (1/10-1/14)</b>	<i>Big Book:</i> Winter Lullaby <i>Library Book:</i> Bear Snores On <i>Read Aloud:</i> The Crow and the Pitcher	<i>Skill:</i> Details <i>Strategy:</i> Answer Questions	Phoneme Identity: Initial	Word Building, Phonograms -in, -ig	<i>Form:</i> Interview Questions <i>Trait:</i> Voice	<i>Below:</i> Letters and Sounds -in, -ig, -it <i>On:</i> Where Do I Go? <i>Above:</i> Where Can We Go? <i>Pre-Decodable:</i> Kim Can Do It (14)	where, do
<b>Lesson 15 (1/18-1/21)</b> (Review Week or Seasonal Activities)	<i>Big Book:</i> Winter Lullaby, What Will the Weather Be Like Today? <i>Library Book:</i> When a Storm Comes Up, Bear Snores On <i>Read Aloud:</i> Hello, Sun!	<i>Skill:</i> Draw Conclusions <i>Strategy:</i> Monitor Comprehension: Reread	Phoneme Categorization: Initial	Short Vowel /o/o	<i>Form:</i> Exclamations <i>Trait:</i> Conventions	<i>Below:</i> Letters and Sounds Oo <i>On:</i> You Can Go, Ron <i>Above:</i> The Fog <i>Pre-Decodable:</i> Look At Me (15)	you, look

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<i>Theme 6: Let's Play</i>							
<b>Lesson 16</b> (1/24-1/28)	<u>Big Book:</u> I Love School <u>Library Book:</u> Sparky and Eddie: First Day of School <u>Read Aloud:</u> Chicken Chickens Go to School	<u>Skill:</u> Setting <u>Strategy:</u> Use Story Structure	Phoneme Identity: Final	Consonant /l/, /h/h	<u>Form:</u> Commands <u>Trait:</u> Word Choice	<u>Below:</u> Letters and Sounds Ll, Hh <u>On:</u> Where Is My Hat? <u>Above:</u> Where Did They Go <u>Decodable:</u> Pal Has Ham (1) Bob Hid It (2)	one, see
<b>Lesson 17</b> (1/31-2/4)	<u>Big Book:</u> I'm a Jolly Farmer <u>Library Book:</u> David's Drawings <u>Read Aloud:</u> Anna's Secret Friend	<u>Skill:</u> Setting <u>Strategy:</u> Summarize	Phoneme Categorization: Final	Word Building Phonograms -ot, -op	<u>Form:</u> Directions <u>Trait:</u> Organization	<u>Below:</u> Letters and Sounds -ot, -op <u>On:</u> One, Two, Pop, Pop, Pop! <u>Above:</u> I Want to Win One <u>Decodable:</u> Pop Got a Hit (3) What Can Two Do? (4)	what, two
<b>Lesson 18</b> (2/7-2/11) (Review Week or Seasonal Activities)	<u>Big Book:</u> Chugga-Chugga Choo-Choo, I'm a Jolly Farmer <u>Library Book:</u> Snowmen at Night, David's Drawings <u>Read Aloud:</u> The Gingerbread Man	<u>Skill:</u> Beginning, Middle, Ending <u>Strategy:</u> Use Graphic Organizers	Phoneme Identity: Medial	Consonants /w/w, /ks/x	<u>Form:</u> Story Response <u>Trait:</u> Voice	<u>Below:</u> Letters and Sounds Ww, Xx <u>On:</u> Go, Max, Go! <u>Above:</u> Fun for Six <u>Decodable:</u> What Will Dad See? (5) Where Will Max Sit? (6)	Review: me, for, where, do, your, look, one, see, what, two

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<i>Theme 7: In The Neighborhood</i>							
<b>Lesson 19</b> (2/14-2/18)	<u>Big Book:</u> <i>Swing High, Swing Low</i> <u>Library Book:</u> <i>The Most Perfect Spot</i> <u>Read Aloud:</u> <i>The Town Mouse and the Country Mouse</i>	<u>Skill:</u> Reality/Fantasy <u>Strategy:</u> Summarize	Phoneme Categorization: Medial	Word Building, Phonograms -ox, -ix	<u>Form:</u> Description of a Person <u>Trait:</u> Word Choice	<u>Below:</u> Letters and Sounds -ox, -ix, ax <u>On:</u> This Box <u>Above:</u> Down the Hill <u>Decodable:</u> Fix It Up (7) Will Ron Fix His Rig? (8)	up, down
<b>Lesson 20</b> (2/22-2/25)	<u>Big Book:</u> <i>What a Treasure!</i> <u>Library Book:</u> <i>Pet Show!</i> <u>Read Aloud:</u> <i>The Snug Little House</i>	<u>Skill:</u> Reality/Fantasy <u>Strategy:</u> Use Story Structure	Review: Phoneme Isolation, Identity, Categorization	Short Vowel /e/e	<u>Form:</u> Description of a Thing <u>Trait:</u> Word Choice	<u>Below:</u> Letters and Sounds Ee <u>On:</u> We Want a Pet <u>Above:</u> The Pet For Us <u>Decodable:</u> If You Want a Pet (9) Get Wet (10)	we, want
<b>Lesson 21</b> (2/28-3/4) (Review Week or Seasonal Activities)	<u>Big Book:</u> <i>Swing High, Swing Low, What a Treasure</i> <u>Library Book:</u> <i>The Most Perfect Spot, Pet Show!</i> <u>Read Aloud:</u> <i>The Town Mouse and the Country Mouse</i>	<u>Skill:</u> Setting <u>Strategy:</u> Monitor Comprehension: Reread	Phoneme Blending	Word Building, Phonograms -ed, -en	<u>Form:</u> Description of a Place <u>Trait:</u> Word Choice	<u>Below:</u> Letters and Sounds -ed, -en, -et <u>On:</u> Get the Hen! <u>Above:</u> The Box <u>Decodable:</u> Who Is It? (11) Who Has a Pet? (12)	out, who

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<i>Theme 8: Jobs People Do</i>							
<b>Lesson 22 (3/8-3/11)</b>	<u>Big Book:</u> <i>Everybody Works</i> <u>Library Book:</u> <i>Zara's Hats</i> <u>Read Aloud:</u> <i>Caps For Sale</i>	<u>Skill:</u> Main Idea <u>Strategy:</u> Generate Questions	Phoneme Blending	Consonants /v/v, /j/j	<u>Form:</u> Dialogue <u>Trait:</u> Conventions	<u>Below:</u> Letters and Sounds Vv, Jj <u>On:</u> Where Will They Go? <u>Above:</u> A Big Job <u>Decodable:</u> A Big Mess (13) Van in a Jam (14)	are, they

**End of 3rd Quarter March 11, 2011**

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<b>4th Quarter</b>							
<b>Lesson / Week</b>	<b>Literature</b>	<b>Focus Skill &amp; Strategy</b>	<b>Phonemic Awareness</b>	<b>Phonics</b>	<b>Writing</b>	<b>Leveled Readers</b>	<b>StoryTown High Frequency Words</b>
<b>Lesson 23 (3/14-3/18)</b>	<i>Big Book: My Teacher Can Teach...Anyone!</i> <i>Library Book: Bravo, Maurice!</i> <i>Read Aloud: Pig Pig Gets a Job</i>	<i>Skill: Main Idea</i> <i>Strategy: Answer Questions</i>	Phoneme Segmentation	Word Building, Phonograms -et, -eg	<i>Form: Story</i> <i>Trait: Ideas</i>	<i>Below: Letters and Sounds -eg, -en, -et</i> <i>On: They Do A Good Job</i> <i>Above: What is the Job?</i> <i>Decodable: The Bad Les (15) Get The Bell (16)</i>	she, good
<b>Lesson 24 (3/21-3/25)</b> (Review Week or Seasonal Activities)	<i>Big Book: My Teacher Can Teach...Anyone!</i> <i>Library Book: Zara's Hats &amp; Bravo, Maurice!</i> <i>Read Aloud: Caps for Sale</i>	<i>Skill: Characters</i> <i>Strategy: Monitor Comprehension: Make Inferences</i>	Phoneme Segmentation	Consonants /y/y /z/z	<i>Form: Story</i> <i>Trait: Sentence Fluency</i>	<i>Below: Letters and Sounds Yy, Zz</i> <i>On: Will Zig Get Well?</i> <i>Above: Zim and Zan</i> <i>Decodable: Mom Can Go (17) Zip The Bag (18)</i>	Review: up, down, we, want, out, who, are, they, she, good, yes, no
<i>Theme 9: Animals All Around</i>							
<b>Lesson 25 (3/28-4/1)</b>	<i>Big Book: Whose House?</i> <i>Library Book: Red-Eyed Tree Frog</i> <i>Read Aloud: How Many Spots Does a Leopard Have?</i>	<i>Skill: Review: Details</i> <i>Strategy: Use Graphic Organizers</i>	Review Phoneme Isolation, Identity	Short Vowel /u/u	<i>Form: Friendly Letter</i> <i>Trait: Conventions</i>	<i>Below: Letters and Sounds Uu</i> <i>On: In The Tub</i> <i>Above: The Animal Quiz</i> <i>Decodable: Yum, Yum, Yum (19) Is It The Bus? (20)</i>	and, there

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<b>Lesson 26</b> (4/11-4/15)	<i>Big Book:</i> Good Morning, Little Polar Bear <i>Library Book:</i> Clever Tortoise <i>Read Aloud:</i> How Chipmunk Got His Stripes	<i>Skill:</i> Review: Details <i>Strategy:</i> Use Story Structure	Phoneme Deletion	Word Building Phonograms un, ut	<i>Form:</i> Friendly Letter <i>Trait:</i> Ideas	<i>Below:</i> Letters and Sounds un, ut, up <i>On:</i> The Big Bun <i>Above:</i> The Little Egg <i>Decodable:</i> Dog Fun (21) A Hat To Fit Bun (22)	give, little
<b>Lesson 27</b> (4/18-4/21) (Review Week or Seasonal Activities)	<i>Big Book:</i> Whose House? & Good Morning, Little Polar Bear <i>Library Book:</i> Red-Eyed Tree Frog & Clever Tortoise <i>Read Aloud:</i> How Chipmunk Got His Stripes	<i>Skill:</i> Review Main Idea <i>Strategy:</i> Monitor Comprehension: Reread	Phoneme Substitution	Consonant /kw/q	<i>Form:</i> Invitation <i>Trait:</i> Organization	<i>Below:</i> Letters and Sounds Qq <i>On:</i> What Do I Have? <i>Above:</i> What a Race! <i>Decodable:</i> Rev It Up Kim (23) They Will Not Quit (24)	that, have
<b>Theme 10: In The Go</b>							
<b>Lesson 28</b> (4/25-4/29)	<i>Big Book:</i> I Wish I Were A Pilot <i>Library Book:</i> The Kite Festival <i>Read Aloud:</i> The Three Billy Goats Gruff	<i>Skill:</i> Reality/Fantasy <i>Strategy:</i> Generate Questions	Review	Word Building Phonograms ug, up	<i>Form:</i> Thank-You Note <i>Trait:</i> Word Choice	<i>Below:</i> Letters and Sounds ug, up <i>On:</i> Pup on the Go <i>Above:</i> The Party <i>Decodable:</i> A Bug Can (25) Up On Top (26)	High Frequency Words Review

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<b>Lesson 29 (5/2-5/6)</b>	<i>Big Book: A Mouse Told His Mother</i> <i>Library Book: Igor, The Bird Who Couldn't Sing</i> <i>Read Aloud: The Three Little Pigs</i>	<u>Skill:</u> Reality/Fantasy <u>Strategy:</u> Answer Questions	Review	Review	<u>Form:</u> Personal Narrative <u>Trait:</u> Ideas	<u>Below:</u> Letters and Sounds Kids Like to Go <u>On:</u> Tim Will Go <u>Above:</u> The Map <u>Decodable:</u> Is It Like Us? (27) Cub And Fox (28)	High Frequency Words Review
<b>Lesson 30 (5/9-5/13)</b>	<i>Big Book: I Wish I Were A Pilot &amp; A Mouse Told His Mother</i> <i>Library Book: The Kite Festival &amp; Igor, The Bird Who Couldn't Sing</i> <i>Read Aloud: The Three Little Pigs</i>	<u>Skill:</u> Draw Conclusions <u>Strategy:</u> Monitor Comprehension: Make Inferences	Review	Review	<u>Form:</u> Personal Narrative <u>Trait:</u> Voice	<u>Below:</u> Letters and Sounds Review 2 <u>On:</u> To The Top <u>Above:</u> Ben Has To Go <u>Decodable:</u> Will Mel Go? (29) My Pup Jed (30)	High Frequency Words Review