

# Parent & Tutor Guide

## Kindergarten English

### 52-Week Annual Guide

Weekly learning goals, pacing, and progress tracking  
for the complete student workbook collection.

Keep this guide separate from student materials.



[FreeTutorWorkbooks.com](https://www.freetutorworkbooks.com)

Print. Practice. Progress.

# How to use the weekly books

## Daily pacing

Each day contains 10 short practice pages. Use all 10 at once only when it remains productive. It is also reasonable to split them into two sessions.

## Suggested flow

Pages 1-2: warm-up. Pages 3-6: focused practice. Pages 7-9: independent practice. Page 10: review and confidence check.

## Checking work

Use the separate answer-key booklet. Mark items to revisit and keep the student's original attempt visible.

## When to adjust

Slow down after repeated errors, fatigue, or frustration. Repeat an earlier page or use objects, drawing, read-alouds, and conversation.

## Scope

These workbooks are supplemental practice. Pre-K learning should also include play, movement, conversation, read-alouds, and hands-on exploration.

# Weeks 1-2

## Week 1: Letters A-D

### Goal

Name, form, and connect A-D with common sounds.

### Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: \_\_\_\_\_

## Week 2: Letters A-D

### Goal

Name, form, and connect A-D with common sounds.

### Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: \_\_\_\_\_

# Weeks 3-4

## Week 3: Letters A-D

### Goal

Name, form, and connect A-D with common sounds.

### Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: \_\_\_\_\_

## Week 4: Letters A-D

### Goal

Name, form, and connect A-D with common sounds.

### Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: \_\_\_\_\_

# Weeks 5-6

## Week 5: Letters E-H

### Goal

Name, form, and connect E-H with common sounds.

### Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: \_\_\_\_\_

## Week 6: Letters E-H

### Goal

Name, form, and connect E-H with common sounds.

### Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: \_\_\_\_\_

# Weeks 7-8

## Week 7: Letters E-H

### Goal

Name, form, and connect E-H with common sounds.

### Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: \_\_\_\_\_

## Week 8: Letters E-H

### Goal

Name, form, and connect E-H with common sounds.

### Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: \_\_\_\_\_

# Weeks 9-10

## Week 9: Letters I-L

### Goal

Name, form, and connect I-L with common sounds.

### Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: \_\_\_\_\_

## Week 10: Letters I-L

### Goal

Name, form, and connect I-L with common sounds.

### Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: \_\_\_\_\_

# Weeks 11-12

## Week 11: Letters I-L

### Goal

Name, form, and connect I-L with common sounds.

### Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: \_\_\_\_\_

## Week 12: Letters I-L

### Goal

Name, form, and connect I-L with common sounds.

### Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: \_\_\_\_\_

# Weeks 13-14

## Week 13: Letters M-P

### Goal

Name, form, and connect M-P with common sounds.

### Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: \_\_\_\_\_

## Week 14: Letters M-P

### Goal

Name, form, and connect M-P with common sounds.

### Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: \_\_\_\_\_

# Weeks 15-16

## Week 15: Letters M-P

### Goal

Name, form, and connect M-P with common sounds.

### Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: \_\_\_\_\_

## Week 16: Letters M-P

### Goal

Name, form, and connect M-P with common sounds.

### Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: \_\_\_\_\_

# Weeks 17-18

## Week 17: Letters Q-T

### Goal

Name, form, and connect Q-T with common sounds.

### Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: \_\_\_\_\_

## Week 18: Letters Q-T

### Goal

Name, form, and connect Q-T with common sounds.

### Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: \_\_\_\_\_

# Weeks 19-20

## Week 19: Letters Q-T

### Goal

Name, form, and connect Q-T with common sounds.

### Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: \_\_\_\_\_

## Week 20: Letters Q-T

### Goal

Name, form, and connect Q-T with common sounds.

### Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: \_\_\_\_\_

# Weeks 21-22

## Week 21: Letters U-X

### Goal

Name, form, and connect U-X with common sounds.

### Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: \_\_\_\_\_

## Week 22: Letters U-X

### Goal

Name, form, and connect U-X with common sounds.

### Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: \_\_\_\_\_

# Weeks 23-24

## Week 23: Letters U-X

### Goal

Name, form, and connect U-X with common sounds.

### Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: \_\_\_\_\_

## Week 24: Letters U-X

### Goal

Name, form, and connect U-X with common sounds.

### Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: \_\_\_\_\_

# Weeks 25-26

## Week 25: Letters Y-Z and Review

### Goal

Review letter names, forms, and sounds.

### Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: \_\_\_\_\_

## Week 26: Letters Y-Z and Review

### Goal

Review letter names, forms, and sounds.

### Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: \_\_\_\_\_

# Weeks 27-28

## Week 27: Letters Y-Z and Review

### Goal

Review letter names, forms, and sounds.

### Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: \_\_\_\_\_

## Week 28: Letters Y-Z and Review

### Goal

Review letter names, forms, and sounds.

### Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: \_\_\_\_\_

# Weeks 29-30

## Week 29: Rhymes and Syllables

### Goal

Recognize rhyme and count syllables.

### Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: \_\_\_\_\_

## Week 30: Rhymes and Syllables

### Goal

Recognize rhyme and count syllables.

### Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: \_\_\_\_\_

# Weeks 31-32

## Week 31: Rhymes and Syllables

### Goal

Recognize rhyme and count syllables.

### Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: \_\_\_\_\_

## Week 32: Rhymes and Syllables

### Goal

Recognize rhyme and count syllables.

### Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: \_\_\_\_\_

# Weeks 33-34

## Week 33: Beginning and Ending Sounds

### Goal

Isolate first and last sounds in simple words.

### Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: \_\_\_\_\_

## Week 34: Beginning and Ending Sounds

### Goal

Isolate first and last sounds in simple words.

### Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: \_\_\_\_\_

# Weeks 35-36

## Week 35: Beginning and Ending Sounds

### Goal

Isolate first and last sounds in simple words.

### Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: \_\_\_\_\_

## Week 36: Beginning and Ending Sounds

### Goal

Isolate first and last sounds in simple words.

### Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: \_\_\_\_\_

# Weeks 37-38

## Week 37: Short-Vowel Words

### Goal

Blend and segment consonant-vowel-consonant words.

### Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: \_\_\_\_\_

## Week 38: Short-Vowel Words

### Goal

Blend and segment consonant-vowel-consonant words.

### Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: \_\_\_\_\_

# Weeks 39-40

## Week 39: Short-Vowel Words

### Goal

Blend and segment consonant-vowel-consonant words.

### Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: \_\_\_\_\_

## Week 40: Short-Vowel Words

### Goal

Blend and segment consonant-vowel-consonant words.

### Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: \_\_\_\_\_

# Weeks 41-42

## Week 41: High-Frequency Words

### Goal

Read and write common words in short sentences.

### Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: \_\_\_\_\_

## Week 42: High-Frequency Words

### Goal

Read and write common words in short sentences.

### Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: \_\_\_\_\_

# Weeks 43-44

## Week 43: High-Frequency Words

### Goal

Read and write common words in short sentences.

### Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: \_\_\_\_\_

## Week 44: High-Frequency Words

### Goal

Read and write common words in short sentences.

### Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: \_\_\_\_\_

# Weeks 45-46

## Week 45: Sentences and Stories

### Goal

Use capitals, spaces, punctuation, and story order.

### Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: \_\_\_\_\_

## Week 46: Sentences and Stories

### Goal

Use capitals, spaces, punctuation, and story order.

### Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: \_\_\_\_\_

# Weeks 47-48

## Week 47: Sentences and Stories

### Goal

Use capitals, spaces, punctuation, and story order.

### Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: \_\_\_\_\_

## Week 48: Sentences and Stories

### Goal

Use capitals, spaces, punctuation, and story order.

### Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: \_\_\_\_\_

# Weeks 49-50

## Week 49: Kindergarten Review

### Goal

Review phonics, words, sentences, and comprehension.

### Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: \_\_\_\_\_

## Week 50: Kindergarten Review

### Goal

Review phonics, words, sentences, and comprehension.

### Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: \_\_\_\_\_

# Weeks 51-52

## Week 51: Kindergarten Review

### Goal

Review phonics, words, sentences, and comprehension.

### Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: \_\_\_\_\_

## Week 52: Kindergarten Review

### Goal

Review phonics, words, sentences, and comprehension.

### Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: \_\_\_\_\_

# Annual tracker: Weeks 1-13

Week	Day 1	Day 2	Day 3	Day 4	Day 5
1: Letters A-D	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2: Letters A-D	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3: Letters A-D	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4: Letters A-D	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5: Letters E-H	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6: Letters E-H	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7: Letters E-H	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8: Letters E-H	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9: Letters I-L	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10: Letters I-L	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11: Letters I-L	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12: Letters I-L	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13: Letters M-P	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Annual tracker: Weeks 14-26

Week	Day 1	Day 2	Day 3	Day 4	Day 5
14: Letters M-P	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15: Letters M-P	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16: Letters M-P	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17: Letters Q-T	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18: Letters Q-T	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19: Letters Q-T	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20: Letters Q-T	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21: Letters U-X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22: Letters U-X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23: Letters U-X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24: Letters U-X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25: Letters Y-Z and Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26: Letters Y-Z and Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Annual tracker: Weeks 27-39

Week	Day 1	Day 2	Day 3	Day 4	Day 5
27: Letters Y-Z and Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28: Letters Y-Z and Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29: Rhymes and Syllables	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30: Rhymes and Syllables	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31: Rhymes and Syllables	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32: Rhymes and Syllables	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33: Beginning and Ending Sounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34: Beginning and Ending Sounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35: Beginning and Ending Sounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36: Beginning and Ending Sounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37: Short-Vowel Words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38: Short-Vowel Words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39: Short-Vowel Words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Annual tracker: Weeks 40-52

Week	Day 1	Day 2	Day 3	Day 4	Day 5
40: Short-Vowel Words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41: High-Frequency Words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42: High-Frequency Words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43: High-Frequency Words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44: High-Frequency Words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45: Sentences and Stories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46: Sentences and Stories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47: Sentences and Stories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48: Sentences and Stories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49: Kindergarten Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50: Kindergarten Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51: Kindergarten Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52: Kindergarten Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>