



Revision Date	April 24, 2020
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Department of Curriculum & Instruction

Kindergarten Integrated

Unit	K-1 My Home and Classroom	
Time Frame	8/18-9/18	
Big Ideas	<ol style="list-style-type: none"> 1. Rules and authority figures are important in the home and the classroom. 2. 2D shapes can be identified and distinguished by their attributes. 3. Numbers have meaning. 	<ol style="list-style-type: none"> 4. Safety is the most important factor when conducting experiments. 5. We can read, write, and talk about safety.
Essential Questions	<ol style="list-style-type: none"> 1. How can I stay safe at home and school? 2. How are rules made and enforced? 3. Where can we find shapes at home and school? 	<ol style="list-style-type: none"> 4. How can numbers be useful in our daily lives? 5. Where can we find examples of rules around us?

Content Integration Guide			
<p>Science:</p> <ul style="list-style-type: none"> • Wearing safety goggles or chemical splash goggles, as appropriate • Washing hands • Using materials appropriately • Follow classroom and outdoor safety guidelines, as outlined in Texas Education Agency-approved safety standards • Handle organisms appropriately • Use tools appropriately when exploring 	<p>How can I stay safe at home and school?</p> <p>HMH Anchor Text: Keisha Can</p>		<p>Social Studies:</p> <ul style="list-style-type: none"> • We have rules at home and in the classroom • Some community jobs are to enforce the rules • We can think about rules when solving problems • We can find information about rules all around us
<p>Math:</p> <ul style="list-style-type: none"> • Some shapes around us have information about rules • Our centers stay safe when we know how many students can be in a center at a time 			<p>ELAR:</p> <ul style="list-style-type: none"> • We can read environmental print to find out how to stay safe (STOP, exit) • We can write our classroom rules • We can talk about ways to follow rules and stay safe and kind <p style="text-align: center;">(K.1A, K.1B, K.1C, K.1D, K.1E)</p>



Tier I Instructional Strategies – Classroom Instruction for All Students

Essential components of effective reading and Writing Instruction

PA	Phonics	Fluency	Vocabulary	Comprehension	Writing/Response
<ul style="list-style-type: none"> * Engage in PA activities daily * Provide explicit and systematic instruction of skills * Link sounds to letters as soon as possible 	<ul style="list-style-type: none"> * Provide explicit, systematic phonics instruction that teaches sound, symbol, and formation together * Provide explicit instruction in blending sounds to read words * Teach decoding and encoding within the same lesson 	<ul style="list-style-type: none"> * Provide substantial practice in decoding and encoding words accurately * Provide corrective feedback * Provide examples of fluent reading through read-alouds 	<ul style="list-style-type: none"> * Expose students to new vocabulary by sharing texts across genres and content * Ensure students are exposed to new words repeatedly * Directly instruct four to six tier 2 words before reading a text 	<ul style="list-style-type: none"> * Actively engage students in thinking about text * Systematically explain and model comprehension strategies * Use graphic organizers to represent concepts 	<ul style="list-style-type: none"> * Directly teach the writing process * Provide opportunities to write daily * Directly teach traits of writing

Beginning Reading and Spelling

Phonological Awareness	Instructional Strategies	Resources
<p>identify and produce rhyming words (K.2Ai) identify the individual words in a spoken sentence (K.2Aiii) identify syllables in spoken words (K.2Aiv)</p>	<ul style="list-style-type: none"> * Show two picture cards of words that rhyme and name both pictures. Explain that the words rhyme because the end chunk of the words sound the same. * Have students respond verbally or physically to indicate if word pairs rhyme. * Use manipulatives to represent words in a spoken sentence of between 3 and 5 words. * Teach students how to use “duck lips” to determine the number of syllables in a word. (Students pinch lips together and say a target word without opening their lips) <p><u>Learning tip:</u> Vowel sounds are open-mouthed, continuous sounds. Every syllable has a vowel.</p> <p>HMH Teacher Guide Resources: Prior to clicking HMH links, be sure to login to HMH. Click on the Discover tab and then on the teacher’s guide button. Click here for a how-to.</p> <p>Identify Words in a Sentence Book Module 1 (T30) Identify Words in a Sentence Book Module 1(T40) Identify Rhymes Book Module 1 (T52) Identify Words and Rhyme Module 1 (T72)</p>	<p>Information on phonological awareness</p> <p>PA-8 Rhyme concentration Phonological awareness rhyme FCRR Sentence Segmentation FCRR Nursery Rhymes (Teach one a week)</p> <p>Jack Be Nimble, Jack Be Quick Three Blind Mice Little Boy Blue</p> <p>This is the Way (Change the words to wash our hands, wash our face, etc – to tie in science and safety)</p> <p>Jack and Jill Humpty Dumpty One Two Buckle My Shoe Baa Baa Black Sheep</p> <p>Books for Rhyming:</p> <p>Frog on a Log by Kes Grey Room on the Broom by Julia Donaldson Once There Was A Bull...Frog by Rick Walton Duck in the Truck by Jez Alborough Down by the Bay by Raffi Sheep in a Jeep by Nancy Shaw</p>

		<p>Fox in Socks by Dr. Seuss</p> <p style="text-align: center;">Name Song (To the tune of Old McDonald Had a Farm)</p> <p>I spy names, oh yes I do N – A – M – E – S</p> <p>Names of people, in our class N – A – M – E – S</p> <p>There is _____ over here, And _____ over there. Here is _____, there is _____. Everywhere are more names!</p> <p>I spy names, oh yes I do N – A – M – E – S</p> <p>Names of people, in our class N – A – M – E – S</p>
<p>Phonics-Spelling-Handwriting</p>	<p>Instructional Strategies</p>	<p>Resources</p>
<p>identify and match the common sounds that letters represent (K.2Bi) identify the front cover, back cover, and title page of a book (K.2Di) hold a book right side up, turn pages correctly, and know that reading moves from top to bottom and left to right (K.2Dii) recognize that sentences are comprised of words separated by spaces and recognizing word boundaries (K.2Diii) identify all upper and lowercase letters (K.2Dv) develop handwriting by accurately forming all upper and lowercase letters using appropriate directionality (K.2E) identify and read at least 25 high frequency words from a research- based list (K.2Biv) spell high frequency words from a research-based list (K.2Ciii)</p>	<p>Weekly Tier 1 Phonics lessons</p> <ul style="list-style-type: none"> *Have students match letters to the alphabet arc * Engage students in alphabet arc activities (link in resources) *Have students play matching games such as memory with lowercase letter cards, pictures focusing on initial sound and the letter that commonly records the sound, and uppercase and lowercase letter cards. * Start by making a letter sound, show the most common letter that represents the sound, name that letter, and then guide students through letter formation. * Directly teach a high frequency word by saying the word, segmenting the word into individual sounds, and then showing how to record each sound with the appropriate letter(s). If the word is irregular, point out the part that students have to learn by heart. 	 <p>Alphabet ARC activities</p> <p>Teaching the Letters of the Alphabet: First – Start with the sound of letters Next – Say the name of the letters Then – Teach formation of the letters</p> <p>Letter Recognition FCRR</p>
<p>High Frequency Words</p> <p>I, like, the</p> <p>Add color words throughout the units</p>	<ul style="list-style-type: none"> * Directly teach appropriate posture and grip before teaching letter formation <p>Although we will discuss sound symbol relationships during this unit, the focus is on developing fluency with letter names, letter order, and a general understanding that letters</p>	<p>Fountas & Pinnell suggest introducing letters in the following order:</p> <p>Week 2: B, m, r, a Week 3: S, t, g, e, n, p, c, l Week 4: H, f, d, o, l, k, j, u</p>



Phonic Concepts [Weekly Tier 1 Phonics lessons](#)
Letter naming and letter matching

Although we will discuss sound symbol relationships during this unit, the focus is on developing fluency with letter names, letter order, and a general understanding that letters have features such as a name, sound, and formation. We will directly teach each letter in an in-depth manner in later guides.

have features such as a name, sound, and formation. We will directly teach each letter in a more in-depth manner in later guides.

HMH Teacher Guide Resources:

- [Alphabet song Module 1 \(T-30\)](#)
- [Directly Teaching the word "the" Module 1 \(T-33\)](#)

Learning Tip:

You can teach appropriate grip by having students put a pencil on the table and point the tip of the pencil toward themselves. Then have students pinch the pencil where the wood meets the paint and flip the pencil (with the help of the other hand) to rest in the space between the thumb and pointer finger.

Learning Objectives

Students will be able to identify and draw images that correspond to letter sounds.

Materials and preparation

A copy of the book [Museum ABC](#) by the Metropolitan Museum of Art
Pre-written letter cards (write each of the 26 letters of the alphabet on index cards) Alphabet chart example to show the class

Introduction (5 minutes)

Gather your class together and sing the alphabet song, pointing to each letter as you sing (using a class alphabet chart or letters you have written on the whiteboard).
Ask your class to share what they know about the alphabet. Answers might include that there are 26 letters, that the letters make sounds, or that you can use the letters to make words.

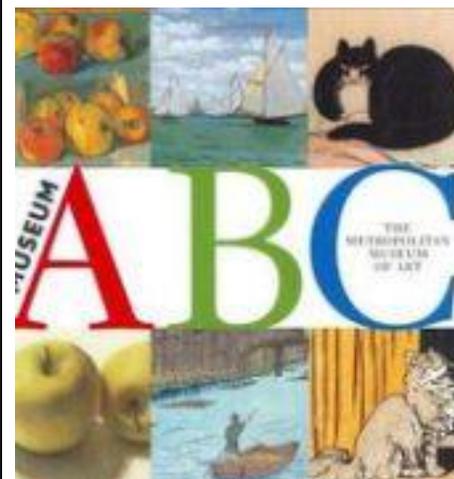
Explain that today you will be thinking about the sound each letter makes.

Explicit Instruction/Teacher modeling (5 minutes)

Week 5: W, y, z, v, x, q, qu

Books for Teaching the Alphabet:

- Chicka Chicka Boom Boom by Bill Martin, Jr.
- A My Name is Alice by Jane Bayer or Sesame Street or Alice Lyne
- Alpha Oops! The Day Z Went First by Alethea Kontis
- Eating the Alphabet by Lois Ehlert
- ABC by Dr. Seuss



Online Instructional Resources

- [Fly Leaf online decodable books for students](#)
- [Community Reading Project Link for online learning](#)
- [Center for Development and Learning YouTube channel](#)
- [Orton Gillingham blending videos YouTube](#)
- [95% group online lessons](#)
- [UF virtual teaching resources](#)
- [The Reading Bear learning to read website](#)



	<p>Read the book <i>Museum ABC</i> by the Metropolitan Museum of Art aloud to your students. Display or write each of the letters of the alphabet on the whiteboard or on chart paper. Model drawing a picture underneath a letter that shares the sound. For example, drawing a cat under the letter c. Introduce the alphabet chart and explain how it can help you remember the sound of the letter, by looking at the pictures and listening for the first sound in the word. Explain that today you will be making a class alphabet chart to display on the wall.</p> <p>Guided Practice (10 minutes)</p> <p>Place 26 letter cards (pre-written on index cards) in a stack or in a hat and pull them out one at a time. Ask students to identify words that start with that sound (e.g. C for cat), encourage them to use words from the book. Go over each letter with the class.</p> <p>https://www.education.com/lesson-plans</p>	
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Fluency

Accuracy	Instructional Strategies	Resources
<p>There is not a formal kindergarten level TEKS for fluency but the foundation for fluency later on is accuracy. It is important to focus on developing accuracy with letter names, letter sounds, and word reading.</p>	<ul style="list-style-type: none"> * Provide substantial practice with letter names, sounds, and formation. * Provide substantial practice with applying sound-symbol correspondences to read words. 	

Comprehension

	Instructional Strategies	Resources
	<p>HMH Teacher Guide Resources:</p> <p>Keisha Can Book 1(T-24 through T-38) Introduce routines for read-alouds Module 1 (T-28) Choose activities associated with Keisha Can as outlined in teacher's guide</p>	



Writing				
Although there are no formal TEKS assigned to this unit, you are encouraged to teach the structures associated with writing in your classroom at this time.				
Vocabulary				
TEKS	Instructional Strategies			Resources
identify and use words that name actions, directions, positions, sequences, categories such as colors, shapes, textures, and locations (K.3C)	<ul style="list-style-type: none"> * Have students sort science/social studies realia and pictures into various categories and then name the category such as things that keep us safe. * Have students sort examples of 2D shapes * Have students sort examples of letters, words, and numbers. * Have students sort letters and numbers into letters and numbers with curves, letters with straights, tall letters, short letters, and letters that are long. <p>Keisha Can Action Words: Paint Swing Wave Discuss the multiple meanings of these words</p>			Pictures of 2D shapes Examples of letters, numbers, and words. HMH Text: Keisha Can (T-25)
Core Content Vocabulary				
Letter Word Rhyming Sentence Syllable Front cover Back cover Title page Uppercase Lowercase HMH Kesha Can Story: Discover Dream Partners Plan Polite share	2D (flat). Curved. Circle. Triangle Square. numbers subitizing objects Straight. Shape. Figure. Rectangle. Corners. Three. Compose. Counting words	sides vertices edges faces counting sets group zero one Two decompose part	Science Scientist Data Measure Investigation Non-standard units Personal protective equipment Procedure Precipitation Senses Temperature Thermometer Tools Change Property Ridged Texture weight	Authority figure Community Establish Order Routines Rules Safe environment security
ELPS			Linguistic Accommodations	



2H: Understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations

2H: I will demonstrate listening comprehension by...

Math

TEKS

Instructional Strategies

Resources

Readiness TEKS:

classify and **sort** a variety of regular and irregular two- and three- dimensional figures regardless of orientation or size **(K.6E)**

compare two objects with a common measurable attribute to see which object has more of/less of the attribute and **describe** the difference **(K.7B)**

read, write, and **represent** whole numbers from 0 to at least 20 with and without objects or pictures **(K.2B)**

use comparative language to describe two numbers up to 20 presented as written numerals **(K.2H)**

compose and **decompose** numbers up to 10 with objects and pictures **(K.2I)**

solve word problems using objects and drawings to find sums up to 10 and differences within 10 **(K.3B)**

(Supporting) TEKS

identify two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles **(K.6A)**

identify three-dimensional solids, including cylinders, cones, spheres, and cubes, in the real world **(K.6B)**

identify two-dimensional components of three- dimensional objects **(K.6C)**

identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably **(K.6D)**

create two-dimensional shapes using a variety of materials and drawings **(K.6F)**

give an example of a measurable attribute of a given object, including length, capacity, and weight **(K.7A)**

Each day TTW read a book about the certain shape. TSW go around the room and look for the shape. TTW have a "secret shape" in her mind and TSW try and find it.

TSW create an anchor chart of each shape, writing the characteristics of the shape. TSW then think of about 4 items that has that particular shape and will write it on the anchor chart. Compare the different shapes and ask how two shapes could be the same or different
Create the shapes out of different manipulatives – toothpicks, chenille strips, play dough, cotton balls, etc. Click picture for link.

Play "Guess My Shape" TTW give clues about the shape and TSW guess which shape it is. Click picture for link. TSW gather real life examples of each shape and put them on the shape that is drawn on to a big poster board

Have a tub of attribute blocks of 2D shapes, TSW create designs with them.

TSW sort the shapes according to the different number of sides.

TSW use pattern blocks to cover designs on pattern block cards.

TSW have bowls with numbers 0-4 written in them. TSW use tweezers or salad tongs to put the correct number of cotton balls into the bowls.

TSW use Lincoln Logs to create things – emphasizing the different shapes of the Lincoln Logs and connecting it to the shapes.

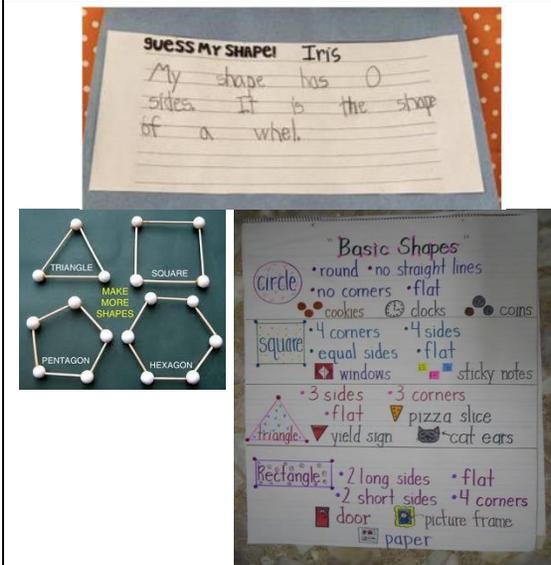
Pearson Realize/envision (Chapter 12)

Pearson Realize/envision (Topic 1)

Lesson 01-01: Counting 1, 2, and 3

Lesson 01-02: Recognizing 1, 2, and 3 in Different Arrangements

Lesson 01-03: Reading and Writing 1, 2, and 3



**Ricky rectangle is my name
My four sides are not the same
Two are short and two are long
Count my sides, come along
1-2-3-4**





Process TEKS

apply mathematics to problems arising in everyday life, society, and the workplace (K.1A)

use a problem-solving model that incorporates analyzing given information, **formulating** a plan or strategy, **determining** a solution, **justifying** the solution, and **evaluating** the problem-solving process and the reasonableness of the solution (K.1B)

select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to **solve** problems (K.1C)

communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate (K.1D)

create and use representations to organize, record, and communicate mathematical ideas (K.1E)

analyze mathematical relationships to connect and communicate mathematical ideas (K.1F)

display, explain, and **justify** mathematical ideas and arguments using precise mathematical language in written or oral communication (K.1G)

Lesson 01-08: The Number 0

Lesson 01-09: Reading and Writing 0

Different opening ideas for whole group –

clapping hands and TSW show how many claps with the number of fingers

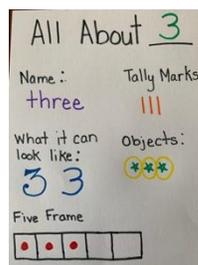
Show dots on a five frame and TSW write the number on a white board

Show 2 numbers, create them with snap cubes and ask which group is more/fewer

Simple story problems for the group to act out

Play "I Will Guess the Number". After reviewing the numbers as a whole group, the teacher chooses one card (without looking) and puts it behind her head. She asks questions about the number and the students say "yes" or "no" and then after doing this a couple of times, the teacher tries to guess the number. Ideas for questions – does it have only straight lines; is it less than 5, is it more than 8, does it have curved lines, does it rhyme with _____, etc.

Create an "All About Number" anchor chart for numbers 0-3.



Number Poems

Come straight down and that is
(Say the first line 3 times like a cadence) That's how we make number one. all
the

Curl around and slide to the right
That's how we make the number two.

Halfway around and around again
how we make the number three. That's



Introduce teddy bear counters and snap cubes



Math Meeting Notes

Every day during the math meeting incorporate the following: (This should only take about 10-15 minutes)

Subitizing video and Counting video

Do the day, write the date, very quickly discuss yesterday was, today is and tomorrow will be

The number day (1-20) could be your number of the day

Counting to 100 (First 9 weeks – count to 40) (Second 9 weeks – count to 80) (Third and fourth 9 weeks – count to 100) Count by 10's Then add counting by 10's by any given number (during middle of first 9 weeks or introduce in second 9 weeks)

A good way to introduce coins is to put in a penny every single day, (that we are in school – no holidays or weekends) discuss it and review it daily.

On the 10th day, Zero the Hero comes (huge deal!) and exchange the 10 pennies for a dime. Use ten frames to keep track of how many days are in school
Keep a weather graph – Weather song

What's the weather, What's the weather, What's the weather everyone? Is it windy, is it cloudy
Is there rain or is there sun?

Science

TEKS

Identify, discuss, and demonstrate safe and healthy practices as outlined in Texas Education Agency-approved safety standards during classroom and outdoor investigations, including wearing safety goggles or chemical splash goggles, as appropriate, washing hands, and using materials appropriately **(K.1A)**

Collect data and make observations using simple tools. **(K.2C)**

Record and **organize** data and observations using pictures, numbers, and words. **(K.2D)**

Explore that scientists investigate different things in the natural world and use tools to help in their investigations. **(K.3C)**

The student uses age-appropriate tools and models to **investigate** the natural world. The student is expected to **collect** information using tools, including computing devices, hand lenses, primary balances, cups, bowls, magnets, collecting nets, and notebooks; timing devices; non-standard measuring items; weather instruments such as demonstration thermometers; and materials to support observations of habitats of organisms such as terrariums and aquariums. **(K.4A)**

The student uses age-appropriate tools and models to investigate the natural world. The student is expected to use the

Instructional Strategies

Misconceptions:

Students may think all scientists wear lab coats.

Students may think there is one linear, step-by-step “scientific method”, rather than a repetition of steps in different sequences as new information is learned.

Students may think science answers all questions.

Students may think everyday food substances and household chemicals do not pose safety hazards.

Online textbook

To access them simply follow the steps below:

Resources

Books for Teaching Germs

Wash your Hands by Margaret McNamara

Germs Make Me Sick by Melvin Berger and Marylin Hafner

Cutie Sue Fights the Germs by Kate Melton

What Are Germs? By Katie Daynes

HMH Book Titles:

Module 4 – Happy Healthy Me
Being Fit
Germs Are Not For Sharing

YouTube videos for Washing hands:

<https://www.youtube.com/watch?v=Ze8TtllTxqE>

<https://www.youtube.com/watch?v=OlpFX6jlsEI>

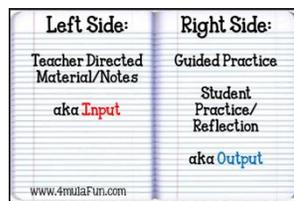
senses as a tool of observation to identify properties and patterns of organisms, objects, and events in the environment. **(K.4B)**

Observe and **record** properties of objects, including bigger or smaller, heavier or lighter, shape, color, and texture. **(K.5A)**

Observe, record, and **discuss** how materials can be changed by heating or cooling. **(K.5B)**

1. Click on your HMH ThinkCentral SAML icon on your teacher portal.
2. Under Resources, select TX Science Fusion
3. Go to Teacher Resources
4. For this Unit select Unit 1 Doing Science
 - Lesson 1 "How Do We Use Our Senses?" (K.2D, K.4B)
 - Lesson 2 "How Do We Use Science Skills?" (K.2A, K.2D, K.2E, K.4A, K.4B)
 - Lesson 3 "How Do We Use Science Tools?" (K.1A, K.2C, K.2D, K.2E, K.3C, K.4A)

The student notebook should be set up as follows:



Keep in mind that this is their first time using a Science Journal. Be sure to explain setup and purpose of the journal.

Left side notes about 5 senses.

Misconceptions:

Students may think the size of an object determines the weight.

Students may think cold is added rather than heat being removed.

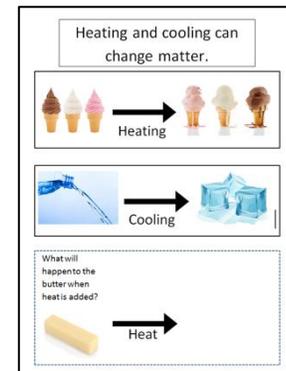
Students may think that all substances respond to the removal or addition of heat, rather than different substances having different freezing and melting points.

Online Textbook

To access them simply follow the steps below:

1. Click on your HMH ThinkCentral SAML icon on your teacher portal.
2. Under Resources, select TX Science Fusion
3. Go to Teacher Resources
4. For this Unit select Unit 3 Matter

- <https://www.youtube.com/watch?v=evXG5HuwIn0>
- https://www.youtube.com/watch?v=LaePayB_pC4
- <https://www.youtube.com/watch?v=dDHJW4r3eIE>





	<p>Lesson 6 “How Do We Describe and Sort Matter?” (K.2D, K.4B, K.5A)</p> <p>Lesson 7 “How Can Heating and Cooling Change Matter? (K.1A, K.1B, K.2D, K.3A, K.4B, K.5B, K.6A)</p> <p>K.5A</p> <p>For this standard have 5 stations set up in the room.</p> <p>Station 1: Students will arrange objects by size from smallest to largest.</p> <p>Station 2: Students will identify the shape of the object.</p> <p>Station 3: Students will identify the color of the object.</p> <p>Station 4: Students can describe the texture of the object.</p> <p>Station 5: Students can arrange the objects by weight from lightest to heaviest.</p> <p>All of their observations can be recorded in their student journal.</p>	
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Social Studies

TEKS	Instructional Strategies	Resources
<p>Readiness identify jobs in the home, school, and community (K.7A)</p> <p>Supporting explain why people have jobs (K.7B) identify rules that provide order, security, and safety in the home and school. (K.8B) explain how authority figures make and enforce rules. (K.9B) recite the Pledge of Allegiance to the United States Flag and the pledge to the Texas flag. (K.10B)</p> <p>Process obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music (K.14A) obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, print material and artifacts (K.14B) sequence and categorize information. (K.14C) express ideas orally based on knowledge and experiences (K.15A) create and interpret visuals including pictures and maps (K.15B) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution (K.16A)</p>	<p>Create a classroom rules poster as a group. Have students brainstorm possible rules and then collectively decide on the 5 classroom rules the class will agree to follow.</p> <p>Discuss jobs in the classroom</p> <p>Discuss jobs in the school</p> <p>Sort examples of actions into safe and unsafe</p> <p>Show a map of the school and discuss where it is safe to play.</p>	<p>Books for Teaching Rules:</p> <p>Have you Filled a Bucket Today? By Carol McCloud</p> <p>Bucket Filling from A to Z by Carol McCloud</p> <p>My Mouth is a Volcano by Julia Cook</p> <p>What If Everybody Did That? By Ellen Javernick</p> <p>Know and Follow the Rules by Cheri J. Meiners</p> <p>No David Books by David Shannon</p> <p>Ten Rules of Being a Superhero by Deb Pilutti</p> <p>The Pigeon HAS to Go to School By Mo Willems</p> <p>The Duckling Gets a Cookie by Mo Willems</p> <p>Anxious Ninja by Mary Nihn</p> <p style="text-align: right;">Bucket Filler Pledge</p> <p>I'm a bucket filler Each and every day! Kind things I do, Kind things I say! And I do my best –</p> 

use a decision-making process to **identify** a situation that requires a decision, **gather** information, **generate** options, **predict** outcomes, take action to **implement** a decision, and **reflect** on the effectiveness of the decision (K.16B)



Not to ever dip,
And I say "I'm sorry"
If I ever slip!



Technology

adhere to acceptable use policies reflecting appropriate behavior in a digital environment (5.A)

comply with acceptable digital safety rules, fair use guidelines, and copyright laws (5.B)

perform basic software application functions, including opening an application, and creating, modifying, printing, and saving files (6.C)

[Canvas Cheat Sheet](#)



When discussing rules and ways to stay safe, discuss the rules associated with the use of technology.

Choose an application and/or digital program. Explain how to access it and allow students opportunities to practice within the application and/or digital program during the day during times like centers.

Ensure that all students have access to a digital learning platform.

[Screencastify tutorial](#)

[How to make a drag and drop activity 1](#)

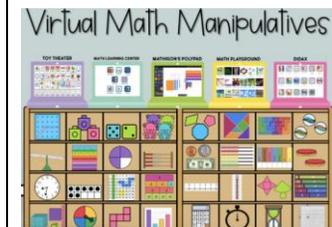
[How to make a drag and drop activity 2](#)

CHROME	DRIVE	SLIDES
Copyright and Fair Use How to add a Bookmark	Create Folders Different Drive Bookmarks	Add a Timer Add a Video



Possible apps for reading and spelling practice.

Website for reading practice:
[The Reading Bear learning to read website](#)



Strategies for Struggling Students (S3)



TX-KEA will provide suggestions related to student intervention groups and associated activities to support their learning. Students should be grouped according to the target skill and provided with the suggested lessons.

If you are concerned about student progress and are beginning to provide intervention services through RtI, [click here](#) for a step-by-step explanation of how to complete the form in Eduphoria.

Assessment Items

Assessment data will be drawn from TX-KEA and other formative classroom assessments