



<b>Revision Date</b>	May 1, 2020
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**Department of Curriculum & Instruction**

**Kindergarten Integrated**

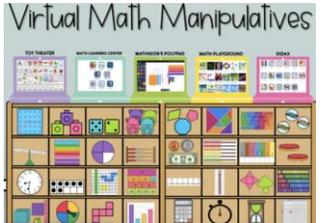
<b>Unit</b>	K-2 Our School	
<b>Time Frame</b>	9/21-10/16	
<b>Big Ideas</b>	<ol style="list-style-type: none"> <li>1. I can use tools including technology to find important places.</li> <li>2. I can use numbers to solve problems.</li> <li>3. Things move in a variety of ways.</li> </ol>	<ol style="list-style-type: none"> <li>4. There is light, sound, and thermal energy all around me.</li> <li>5. I can use words to explain how to find places in my classroom and school.</li> </ol>
<b>Essential Questions</b>	<ol style="list-style-type: none"> <li>1. I can use tools including technology to find places?</li> <li>2. How can I use numbers to solve problems?</li> <li>3. How do things move?</li> </ol>	<ol style="list-style-type: none"> <li>4. What are the different forms of energy?</li> <li>5. What words can I use to describe how to find places in my classroom and school ?</li> </ol>

<b>Content Integration Guide</b>			
<p>Science:</p> <ul style="list-style-type: none"> <li>• There is light, sound, and thermal energy all around me.</li> <li>• I can move to important places in a variety of ways.</li> <li>• Somethings in my classroom and school are magnetic but some are not.</li> </ul>	<p>Finding the important places in my classroom and school.</p> <p><b>Anchor Text:</b> One Happy Classroom</p>	<p>Social Studies:</p> <ul style="list-style-type: none"> <li>• I can use tools like maps to find important places in my classroom and school.</li> <li>• Technology can help me locate places.</li> </ul>	
<p>Math:</p> <ul style="list-style-type: none"> <li>• I can count the steps it takes to reach specific destinations around the classroom and school.</li> <li>• I can count objects in any center we visit.</li> </ul>		<p>ELAR:</p> <ul style="list-style-type: none"> <li>• I can read signs in my classroom to find important places.</li> <li>• I can use my words to explain how to find places in my classroom and school.</li> </ul>	



**Tier I Instructional Strategies – Classroom Instruction for All Students**

**Virtual Instruction Resources**

<p><a href="#">Screencastify tutorial</a>  <a href="#">How to make a drag and drop activity 1</a>  <a href="#">How to make a drag and drop activity 2</a></p> <p><a href="#">Canvas Cheat Sheet</a></p> 	<table border="1"> <tr> <th>CHROME</th> <th>DRIVE</th> <th>SLIDES</th> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Copyright and Fair Use How to add a Bookmark</td> <td>Create Folders Different Drive Bookmarks</td> <td>Add a Timer Add a Video</td> </tr> </table>	CHROME	DRIVE	SLIDES				Copyright and Fair Use How to add a Bookmark	Create Folders Different Drive Bookmarks	Add a Timer Add a Video	<p><a href="#">The Reading Bear learning to read website</a>  <a href="#">GraphoGame</a></p>  
CHROME	DRIVE	SLIDES									
											
Copyright and Fair Use How to add a Bookmark	Create Folders Different Drive Bookmarks	Add a Timer Add a Video									

**Essential components of effective reading and Writing Instruction**

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

**Beginning Reading and Spelling**

Phonological Awareness	Instructional Strategies	Resources
<p><b>identify and produce</b> rhyming words (<b>K.2Ai</b>)  <b>recognize</b> spoken alliteration or groups of words that begin with the same spoken onset or initial sound (<b>K.2Aii</b>)  <b>identify</b> syllables in spoken words (<b>K.2Aiv</b>)  <b>blend</b> syllables to form multisyllabic words (<b>K.2Av</b>)</p>	<p><a href="#">Weekly Tier 1 Phonics lessons</a></p> <ul style="list-style-type: none"> <li>* Remind students that words rhyme because the end chunk of the words sound the same.</li> <li>* Have students respond verbally or physically to indicate if word pairs rhyme.</li> <li>* 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)</li> </ul>	<p><b>Common classroom objects resource list for blending syllables:</b>            Pen/cil, cray/on, ta/ble, car/pet, back/pack, win/dow, mar/ker, white/board, ea/sel, paint/brush, tab/let, cen/ter, sta/tion, bath/room, buck/et</p> <p><a href="#">Alliteration FCRR</a>  <a href="#">Syllables FCRR</a>  <a href="#">Tongue twister resource link</a></p>

\* segment multisyllabic common classroom object into syllables, have students blend the syllables, and then hold up or go touch that object (**see classroom object resource list**)  
 \* share tongue twisters and point out that the initial sound in many of the words is the same.

[Identify Rhymes: Finish My Rhyme Module 1 T122](#)

[Syllable Salad Activity: HMH Module 2 T62](#)

[HMH Module 3 TE 30 Identify Rhymes](#)

[HMH Module 3 – T112 Alliteration](#)



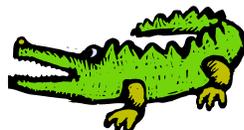
HMH

**Literacy Center Suggestions**

[HMH Module 1 T15](#), T16, T17, T 18, T19

Learning tip:

Vowel sounds are open-mouthed, continuous sounds. Every syllable has a vowel.



**Ss**

(to tune of Row, Row, Row Your Boat)

Sing, sing, sing a song,  
 sing a silly song.  
 Singily, jingily,  
 ringily, swingily,  
 won't you sing along?

**Mm**

(to tune of This Old Man)

Monkey see.  
 Monkey do.  
 Come meet monkey in the zoo.  
 If you make a face,  
 he might make one, too.  
 Monkeys love to mimic you

(to tune of Down By the Station)

A is for Alice,  
 who met an alligator,  
 swishing down the alleyway  
 on Apple Avenue.  
 "Shoo!" said Alice,

Dr. Seuss ABC book  
 Dr. Seuss Fox in Sox  
 Jamberry  
 Clara Caterpillar  
 Bootsie Barker Bites

Activity:

Have each student write their name on chart paper and have them think of something they like that starts with the first letter of their name" Ex: Mary likes muffins.

The Muffin Man



That lives on Drury Lane?

**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](#)



	<p>"I'm allergic to all gators: Ah-choo! Ah-choo!" Off she flew.</p>	<p><a href="#">The Reading Bear learning to read website</a></p>
<p><b>Phonics-Spelling-Handwriting</b></p>	<p><b>Instructional Strategies</b></p>	<p><b>Resources</b></p>
<p><b>identify and match</b> the common sounds that letters represent (<b>K.2Bi</b>) <b>recognize</b> the difference between a letter and printed word (<b>K.2Div</b>) <b>identify</b> all upper and lowercase letters (<b>K.2Dv</b>) <b>develop</b> handwriting by accurately forming all upper and lowercase letters using appropriate directionality (<b>K.2E</b>) <b>identify</b> and read at least 25 high frequency words from a research- based list (<b>K.2Biv</b>) <b>spell</b> high frequency words from a research-based list (<b>K.2Ciii</b>)</p>	<p>*Have students match letters to the alphabet arc * Engage students in alphabet arc activities *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. * Directly teach appropriate posture and grip before teaching letter formation</p>	<p><a href="#">Unit 2 phonics word, phrase, and sentence resource link</a> <a href="#">Letter-sound correspondence FCRR</a> <b>Games to play to practice the letters:</b> Sort pictures according to the beginning letter/sound Concentration – matching upper case to lower case "I Spy a Letter" Have students try and find the letter that you are looking at in the room Letter Bingo Say a letter/sound and the students make that letter out of play dough</p> <p style="text-align: center;"><u>Sight Word Poem:</u> <u>and</u> Oh, I can spell "and" A-N-D "and" "And" is the word that I write with my hand! A-N-D, A-N-D, Nicky, Nicky Noo!</p>
<p><b>High Frequency Words</b></p> <p>and, see, as</p> <p>(add color words throughout the units)</p>	<p><a href="#">Letter A: HMH Module 1 T41</a> <a href="#">Letter M: HMH Module 1 T114</a> <a href="#">Letter S: HMH Module 1 T153</a> <a href="#">Searching for letters (Foundational Skills) – HMH Module 1 T241</a> <a href="#">HMH Big Book – "I Like Me" Instructions to link letters to the book HMH Module 2 T121</a></p>	<p>YouTube Videos for practicing the letters of the alphabet:</p> <p>Any Jack Hartman videos Sesame Street Letter videos Story Bots letter videos Letter Factory Sound Song</p>
<p><b>Phonic Concepts</b> <a href="#">Weekly Tier 1 Phonics lessons</a></p> <p>m, s, a</p>	<p><b>Literacy Center Suggestions</b> <a href="#">HMH Module 1 T15, T16, T17, T 18, T19</a></p> <p><u>Learning Tip:</u> 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.</p>	<p></p>
<p><b>Fluency</b></p>		
<p><b>Accuracy</b></p>	<p><b>Instructional Strategies</b></p>	<p><b>Resources</b></p>

<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>	<p>* Provide substantial practice with letter names, sounds, and formation.</p> <p>* Provide substantial practice with applying sound-symbol correspondences to read words.</p>	
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**Comprehension**

<p>(math connection)</p>	<p><a href="#">HMH Module 1: T85</a>,  <a href="#">HMH Module 1 T110</a>,  <a href="#">HMH Module 1 T121</a></p> <p>Focus on Setting and Characters in the books</p> <p><a href="#">HMH Module 1: T99</a></p> <p><a href="#">HMH Module 2: Big Book Pete the Cat: Too Cool for School</a></p>	<p>Read a variety of Pete the Cat books</p> <p>Pete the Cat Walking in My School Shoes (SS connection)  Pete the Cat I Love My White Shoes</p>
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**Writing**

TEKS	Instructional Strategies	Resources
<p><b>plan</b> by generating ideas for writing through class discussions and drawings (<b>K.10A</b>)</p> <p><b>edit</b> for capitalization of the first letter in a <b>sentence</b> and name (<b>K.10Dvii</b>)</p>	<p>Discuss the writing process</p> <p><a href="#">Module 1 T56</a></p> <p><a href="#">Response to text lesson Module 1 T130</a></p> <p><a href="#">HMH Module 1 T 94/95</a></p> <p><a href="#">HMH Module 1 T 176 Choosing a Topic</a></p> <p>Have students edit their work by checking to make sure that they write their names on their responses and capitalize only the first letter in their name.</p>	<p><a href="#">Article on writing instruction 1</a></p> <p><a href="#">Article on writing instruction 2</a></p> <p>As the second article states, it's best to start writing by labeling different areas in the classroom. Model first, then have the students write the labels interactively. As a student is writing the word on the chart, the other students could be writing on a white board.</p> <p>Writing is just like talking by using pictures. After reading the stories, model what you would draw using pictures and modeling by talking out loud.</p> <p>Reference the sentences that were made with the alliterations that all names always start with a capital.</p> <p>Reference that we capitalize the word "I"</p>



Vocabulary					
TEKS		Instructional Strategies		Resources	
<p><b>use</b> illustrations and texts the student is able to read or hear to learn or clarify word meanings <b>(K.3B)</b></p> <p><b>respond</b> using newly acquired vocabulary as appropriate <b>(K.6F)</b></p>		<p>Vocabulary Cards: Idea, offer, stuck HMH Module 1 T131</p> <p>Guide students to speak in complete sentences using the sentence frames from the teacher's guide.</p>		<p>Sentence frames</p> <p>I have an idea about _____</p> <p>When I am stuck, I _____ (ex. can use a picture to help me understand what a word means)</p>	
Core Content Vocabulary					
<p>Illustrations</p> <p>Capitalization</p> <p>Sound</p> <p>One Happy Classroom Vocabulary: Leaning, tower, pair, partner HMH Module 1 T 110</p>	<p>Counting</p> <p>Numbers</p> <p>Subitizing</p> <p>Objects</p> <p>Sets</p> <p>Group</p> <p>Compose</p> <p>Decompose</p> <p>Part</p> <p>Addition</p> <p>Equal sign</p> <p>Difference</p> <p>Number sentence</p> <p>Separating</p> <p>sum</p>	<p>Above</p> <p>Below</p> <p>Behind</p> <p>Force</p> <p>In front of</p> <p>Magnet</p> <p>Motion</p> <p>Pull push</p> <p>Location</p> <p>Energy</p> <p>Light energy</p> <p>Sound energy</p> <p>Vibration</p> <p>Thermal energy</p>	<p>Modern</p> <p>Example</p> <p>Needs</p> <p>After</p> <p>Before</p> <p>First</p> <p>Last</p> <p>Left</p> <p>Right</p> <p>Over</p> <p>Under</p> <p>Security</p> <p>technology</p>		
ELPS		Linguistic Accommodations			
<p>3G Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade appropriate academic topics.</p>		<p>I have an idea about _____</p> <p>When I am stuck, I _____ (ex. can use a picture to help me understand what a word means)</p>			
Math					
TEKS		Instructional Strategies		Resources	
<p><b>count</b> forward and backward to at least 20 with and without objects <b>(K.2A)</b></p> <p><b>read, write, and represent</b> whole numbers from 0 to at least 20 with and without objects or pictures <b>(K.2B)</b></p>		<p><b>Pearson Realize/envision</b></p> <p>Lesson 01-04: Counting 4,5</p> <p>Lesson 01-05: Making 4,5</p> <p>Lesson 01-06: Recognizing 4,5</p> <p>Lesson 01-07: Reading and Writing 4.5</p> <p>Lesson 01-10: Problem solving</p> <p>Lesson 02-01: Comparing sets</p> <p>Lesson 02-02: 1 and 2 more</p> <p>Lesson 02-03: 1-2 fewer</p>			

**count** a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order **(K.2C)**

**recognize** instantly the quantity of a small group of objects in organized and random **(K.2D)**

**generate** a number that is one more than or one less than another number up to at least 20 **(K.2F)**

**compare** sets of objects up to at least 20 in each set using comparative language **(K.2G)**

**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)**

**model** the action of joining to represent addition and the action of separating to represent subtraction **(K.3A)**

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

**explain** the strategies used to solve problems involving adding and subtracting within 10 using **(K.3C)**

**recite** numbers up to at least 100 by ones and tens beginning with any given number **(K.5A)**

#### Process TEKS

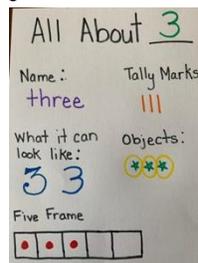
**apply** mathematics to problems arising in everyday life, society, and the workplace **(K.1A)**

**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,

Lesson 02-04: Number through 5  
Lesson 02-05: Problem solving using tools

Create an "All About Number" anchor chart for numbers 4-5.



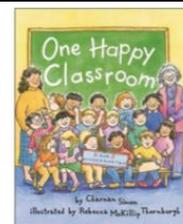
Number Poems

Down, slide right and cut it in two  
That's how we make the number four.

Down around and give it a hat. That's how we make the number five.

**Different opening ideas for whole group – (different ways to teach the concepts)**

- 1) clapping hands and TSW show how many claps with the number of fingers
- 2) Show dots on a five frame and TSW write the number on a white board
- 3) Review shapes and have students find a certain shape in the room
- 4) Show 2 numbers, create them with snap cubes and ask which group is more/fewer
- 5) Sort the numbers between straight line numbers, curved numbers and numbers with both
- 6) Simple story problems for the group to act out
- 7) 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

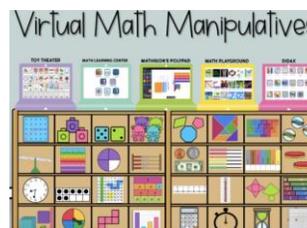


When engaging in a class read aloud, direct attention to the number words within the text and count the items in the corresponding illustrations.

[Count the number of letters in words.](#) HMH T 121  
[Count the number of words in a sentence.](#) HMH T 121

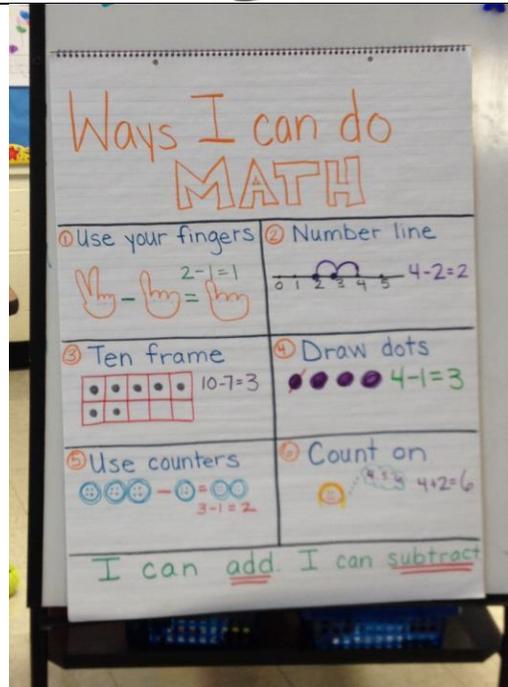
#### Number Poems

- 1: Come straight down and that is all  
(Say the first line 3 times like a cadence)  
That's how we make the number one.
- 2: Curl around and slide to the right  
That's how we make the number two.
- 3: Halfway around and around again  
That's how we make the number three.
- 4: Down, slide right and cut it in two  
That's how we make the number four.
- 5: Down around and give it a hat  
That's how we make the number five.





<p>including mental math, estimation, and number sense as appropriate, to <b>solve</b> problems <b>(K.1C)</b></p> <p><b>communicate</b> mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate <b>(K.1D)</b></p> <p><b>create</b> and use representations to organize, record, and communicate mathematical ideas <b>(K.1E)</b></p> <p><b>analyze</b> mathematical relationships to connect and communicate mathematical ideas <b>(K.1F)</b></p> <p><b>display, explain, and justify</b> mathematical ideas and arguments using precise mathematical language in written or oral communication <b>(K.1G)</b></p>	<p>only straight lines; is it less than 5, is it more than 8, does it have curved lines, does it rhyme with _____, etc.</p> <p>8) Choose a number and have them clap it, and complete the "All About the Number" Board</p> <p>9) Flash them a five frame from 0-5</p> <p>10) Give 6 students numbers 0-5; give 6 students 0-5 subitizing cards or picture cards; students will match up numbers/dots or pictures</p> <p>Teach more/bigger; less/smaller (basic introduction) – show a picture of something that has more or less animals or objects – Discuss the term less/smaller. What does it mean. Have 2 students come up and show a different number using dot cubes and snap cubes. They each build a tower and compare 2 numbers/towers. Which one is less/smaller? Why? Do this a variety of different ways.</p>	
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Each day, introduce a different way to solve addition problems:

manipulatives, act it out, draw pictures, use fingers, use number lines, use ten frames. Spend a day introducing each one. Have the students give examples.

Introduce subtraction, or take away without using the actual words (as addition was started). It's very important to stress that the larger number needs to come first in **subtraction**, however, have the students figure that out by giving different story problems.

Have students act out subtraction problems – There were 3 children at the playground and 2 went home. What do the 2 need to do? What happened? How many do I have at the playground?

	<p>Keep role playing different scenarios with subtraction and have the students say what is happening. Create an anchor chart about subtraction – take away. Give each student 5 manipulatives. Give them subtraction problems to solve with the manipulatives. Ask: “What is happening to our answer?” If I start with a bigger number and take away some, what happens with the answer?</p>	
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**Science**

TEKS	Instructional Strategies	Resources										
<p><b>plan</b> and conduct simple descriptive investigations <b>(K.2B)</b>  <b>Record</b> and <b>organize</b> data and observations using pictures, numbers, and words. <b>(K.2D)</b>            The student uses age-appropriate tools and models to <b>investigate</b> the natural world. The student is expected to <b>collect</b> 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. <b>(K.4A)</b>            The student uses age-appropriate tools and models to investigate the natural world. The student is expected to use the senses as a tool of observation to identify properties and patterns of organisms, objects, and events in the environment. <b>(K.4B)</b>  <b>Observe</b> and <b>record</b> properties of objects, including bigger or smaller, heavier or lighter, shape, color, and texture. <b>(K.5A)</b>  <b>Observe, record,</b> and <b>discuss</b> how materials can be changed by heating or cooling. <b>(K.5B)</b>            The student <b>knows</b> that energy, force, and motion are related and are a part of their everyday life. The student is expected to use the senses to explore different forms of energy such as light, thermal, and sound <b>(K.6A)</b>  <b>explore</b> interactions between magnets and various materials <b>(K.6B)</b>  <b>observe</b> and <b>describe</b> the location of an object in relation to another such as above, below, behind, in front of, and beside <b>(K.6C)</b>  <b>observe</b> and <b>describe</b> the ways that objects can move such as in a straight line, zigzag, up and down, back and forth, round and round, and fast and slow <b>(K.6D)</b></p>	<p><b>Misconceptions:</b></p> <p>Students may think that all metals are attracted to a magnet, rather than iron or nickel.</p> <p>Students may think that all larger magnets are stronger than all smaller magnets.</p> <p><b>Online textbook</b></p> <p>To access them simply follow the steps below:</p> <ol style="list-style-type: none"> <li>1. Click on your HMH ThinkCentral SAML icon on your teacher portal.</li> <li>2. Under Resources, select TX Science Fusion</li> <li>3. Go to Teacher Resources</li> <li>4. For this Unit select</li> </ol> <p>Lesson 11 “Which Objects Do Magnets Attract?” (K.2B, K.2D, K.4A, K.4B, K.6B, K.6D)            Lesson 12 “How Do We Describe Location?” (K.2D, K.6C)            Lesson 13 “How Do Things Move?” (K.2B, K.2D, K.6D)</p> <p>The student notebook should be set up as follows:</p> <table border="1" data-bbox="709 1263 1003 1464"> <tr> <td><b>Left Side:</b></td> <td><b>Right Side:</b></td> </tr> <tr> <td>Teacher Directed Material/Notes aka <b>Input</b></td> <td>Guided Practice Student Practice/ Reflection aka <b>Output</b></td> </tr> </table> <p>Keep in mind that this is their first time using a Science Journal. Be sure to</p>	<b>Left Side:</b>	<b>Right Side:</b>	Teacher Directed Material/Notes aka <b>Input</b>	Guided Practice Student Practice/ Reflection aka <b>Output</b>	 <table border="1" data-bbox="1325 899 2007 1422"> <tr> <td> <p>Too much light energy</p>  </td> <td> <p>How to protect</p> <p>Sunglasses</p> </td> </tr> <tr> <td> <p>Too much sound energy</p>  </td> <td> <p>How to protect</p> <p>Headphones or earplugs</p> </td> </tr> <tr> <td> <p>Too much thermal energy</p>  </td> <td> <p>How to protect</p> <p>Oven mitt or pot holder</p> </td> </tr> </table>	<p>Too much light energy</p> 	<p>How to protect</p> <p>Sunglasses</p>	<p>Too much sound energy</p> 	<p>How to protect</p> <p>Headphones or earplugs</p>	<p>Too much thermal energy</p> 	<p>How to protect</p> <p>Oven mitt or pot holder</p>
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	<p>explain setup and purpose of the journal.</p> <p>Have students explore the different ways things move and draw a picture for straight line, up and down, zigzag, back and forth, round and round, and fast and slow.</p> <p>Straight line: Walking in the hall or on a line outside.          Up and Down: Students can do this on a slide on the playground.          Zigzag: Add tape to the ground that goes in this movement. Have the students move that way by following the lines on the ground.          Back and Forth: Have students go to the swings outside on the playground.          Round and Round: A tire swing would be a great way to show this but a ball can also show the same movement.          Fast and Slow: Take the students outside and have them move fast and slow. Great book to read for this is: <i>Tortoise and the Hare</i></p> <p>Have students draw pictures of how to protect their sense from forms of energy.</p> <p>Have students go on an energy walk to find three different kinds of energy. (Sound, thermal, light)</p>	<div data-bbox="1318 277 1738 609"> <p>Name _____</p> <p>sun</p> <p>flashlight</p> <p>lamp</p> <p>Draw</p> <p>Children's pictures should show something that gives off light.</p> <p>The sun gives off light. Some things people make give off light. What other things give off light?</p> </div> <p>HMH Big Book – Let's Make Music</p> <p>An activity to show how heat changes things is to make applesauce.</p> <p>Another idea is to show how the sun heats/melts a chocolate kiss.</p> <div data-bbox="1333 730 1717 954"> <p>STEM Exploring the World</p> <p>Design It: Magnet Game</p> <p>What you need: posterboard marker watch or clock stopwatch magnet paper clip</p> <p>1. Talk about the problem. 2. Plan and build your game. 3. Test your design. Improve it. 4. Redesign. Talk about it.</p> </div>
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Social Studies		
TEKS	Instructional Strategies	Resources
<p><b>Readiness</b>  <b>use</b> terms, including over, under, near, far, left, and right, to describe relative location <b>(K.4A)</b>  <b>locate</b> places on the school campus and describe their relative locations <b>(K.4B)</b>  <b>identify</b> tools that aid in determining location, including maps and globes <b>(K.4C)</b>  <b>identify</b> jobs in the home, school, and community <b>(K.7A)</b>  <b>identify</b> examples of technology used in the home and school <b>(K.13A)</b>  <b>describe</b> how technology helps accomplish specific tasks and meet people's needs <b>(K.13B)</b>  <b>describe</b> how his or her life might be different without modern technology <b>(K.13C)</b></p>	<p>Create an illustrated timeline of the instructional day.          Create a classroom and school map and discuss relative location.</p>	<p>How I Use Modern Technology Everyday</p> <p>By: _____</p> <p>How I Use Modern Technology Everyday</p> <p>By: _____</p>

**Supporting**

**explain** why people have jobs (K.7B)  
**recite** the Pledge of Allegiance to the United States Flag and the pledge to the Texas flag. (K.10B)  
**identify** Constitution Day as a celebration of American freedom (K.10C)

**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)  
**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)

**Constitution Day**

This fun booklet is perfect to help teach your young learners about our Constitution. This day is celebrated on September 17 each year. Many of our younger students have a difficult time understanding what this document is or what it means. This booklet will hopefully put these much larger and difficult concepts into a simple version to help your students get a better understanding of such an important part of our history.

The Constitution is an important document that was created to help protect the citizens of the United States of America. It is the law of our country.

Directions: Choose parts of information that you need to make a table for the household items. The table will show the items who they are and how they are used. Then, choose a picture and write the name of the item in the table. Then, choose a picture and write the name of the item in the table. Then, choose a picture and write the name of the item in the table.

Item A	Item B	How many items	How many items
1.	2.		
3.	4.		
5.	6.		
7.	8.		
9.	10.		
11.	12.		
13.	14.		
15.	16.		

**Book suggestions for locations in school:**

Gingerbread Man Loose in School\_by Laura Murray and Mike Lowrey  
 Pete the Cat Walking in My School Shoes James Dean

**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

