



Revision Date	April 9, 2018
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Department of Curriculum & Instruction

Kindergarten Integrated

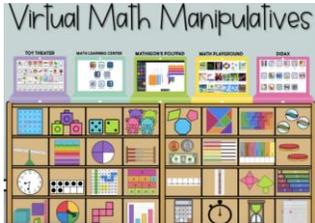
Unit	K-3 Let's Put it in Order	
Time Frame	10/19-11/13	
Big Ideas	<ol style="list-style-type: none"> 1. There are patterns or an order to nature. 2. We can get information about the order of events from pictures. 3. Numbers have an order. 	<ol style="list-style-type: none"> 4. We can discuss a sequence of events.
Essential Questions	<ol style="list-style-type: none"> 1. What are the patterns in nature? 2. How can I get information about the order of events? 3. What is number order? 	<ol style="list-style-type: none"> 4. What words should we use to discuss a sequence of events?

Content Integration Guide			
<p>Science:</p> <ul style="list-style-type: none"> • There is an order to the seasons. • There is an order or pattern to nature. 	<p>Let's Put it in Order</p> <p>Anchor Text: Tiny Rabbit's Big Wish</p>	<p>Social Studies:</p> <ul style="list-style-type: none"> • We can get information about the order of events from pictures. • Time has an order. 	
<p>Math:</p> <ul style="list-style-type: none"> • Numbers have an order. • We can say the number before and after any given number. • We can organize a graph so our information is in order. 		<p>ELAR:</p> <ul style="list-style-type: none"> • The alphabet has an order. • We can discuss the sequence of events. 	



Tier I Instructional Strategies – Classroom Instruction for All Students

Virtual Instruction Resources

<p>Screencastify tutorial How to make a drag and drop activity 1 How to make a drag and drop activity 2</p> <p>Canvas Cheat Sheet</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>The Reading Bear learning to read website GraphoGame</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"> * 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) segment multisyllabic words into syllables (K.2Avi)</p>	<ul style="list-style-type: none"> * Remind students that words rhyme because the end chunk of the words sound the same. * show or point to common classroom objects and have students segment the word into syllables. Prior to clicking on HMH links, please open HMH online. HMH Module 2 T62 Syllable Segmentation Syllable Salad HMH Module 2 T72 Syllable segmentation 	<p>Common classroom objects resource list: 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>Syllables FCRR Rhyming activity</p>

	<p>HMH Module 2 T112 Syllable segmentation HMH Module 2 T122 Syllable segmentation HMH Module 2 T160 Rhymes HMH Module 2 T172 Rhymes HMH Module 2 T182 Rhymes HMH Module 2 T192 Rhymes</p> <p><u>Learning tip:</u> Vowel sounds are open-mouthed, continuous sounds. Every syllable has a vowel.</p>	<p>Sing to the tune: I'm a Little Teapot</p> <p>I'm a little apple, short and round , I make a munchy, crunchy sound, If you bite into me you will see – I'm delicious as can be!</p> <p>Apple, Apple, on the Tree (Tune: Twinkle, Twinkle, Little Star) Apple, apple, on the tree I know you are good for me! You are fun to munch and crunch – For a snack or in my lunch! Apple, apple, on the tree I know you are good for me!</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 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> <p>*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. Direct Instruction * 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>	<p>Unit 3 phonics word, phrase, and sentence resource link</p> <p>Cc (to tune of Do Your ears Hang Low) Can you bake a cake? Can you cook a T-bone steak? Can you make a chocolate malted? Can you make an ice-cream shake? Can you boil a cup of water? Clean the dishes like you ought to? Can you bake a cake?</p>  <p>Pp (to tune of Do You Know the Muffin Man) P is for Penelope, Penelope, Penelope. P is for Penelope, a proud and pretty pig. Penelope is pink and plump, pink and plump, pink and plump. Penelope is pink and plump, a truly perfect pig.</p>
<p>High Frequency Words</p> <p>We, a, A, to, at</p> <p>(add color words throughout the eight units)</p>	<p>HMH Module 2 Letter T T32 HMH Module 2 Letter C and P T233 HMH Module 2 Word “to”– T 33</p>	



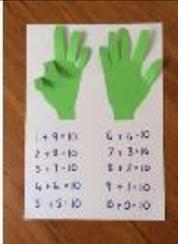
<p>Phonic Concepts Weekly Tier 1 Phonics lessons</p> <p>t, c, p</p>	<p>Learning Tip: You can teach appropriate grip by having students put a pencil on the table and point the tip of the pencil toward themselves. Then have students pinch the pencil where the wood meets the paint and flip the pencil (with the help of the other hand) to rest in the space between the thumb and pointer finger.</p>	<p>Tt (to tune of Reuben, Reuben) Tony takes tap-dancing lessons. Tap! Tap! Tap! He taps all day. He has no time for toys or games. He'd really rather tap than play.</p> <p>Sound-symbol correspondence FCRR 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> 
Fluency		
<p>Accuracy</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>self-select text and interact independently with text for increasing periods of time (K.4A)</p>	<p>Instructional Strategies</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. 	<p>Resources</p> 
Comprehension		
<p>Accuracy</p> <p>demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes (K.8A)</p> <p>discuss rhyme and rhythm in nursery rhymes and in a variety of poems (K.8B)</p> <p>listen to and experience first and third person texts (K.9E)</p>	<p>Instructional Strategies</p> <p>*have students listen for the words that rhyme in a nursery rhyme</p> <p>HMH Module 2 T204 Tiny Rabbit's Big Wish HMH Module 2 T208 Fables anchor chart The Story of Johnny Appleseed by Steven Kellog Little Red Hen by Paul Caldone Little Red Hen Makes Pizza HMH Module 5 T88 HMH Big Book – The Little Red Hen on Stage</p>	<p>Resources</p> <p>Nursery Rhyme link</p> <p>Other fairy tales to relate/compare: Three Little Pigs Goldilocks and the Three Bears</p>

	Folktales Anchor Chart Module 5 HMH T88		
Writing			
TEKS	Instructional Strategies		Resources
dictate or compose informational texts (K.11B) edit for capitalization of the first letter in a sentence and name (K.10Dvii)	HMH Module 2 T56 Order or Events HMH Module 2 T94 Planning a narrative HMH Module 2 T104 , Organizing a narrative HMH Module 2 T224 Organizing a narrative Dictate or write observations about weather in the morning and weather in the afternoon. Read a book about Veterans. Interactively create an informational text about Veterans.		Little Red Hen Craftivity Writing Activity Narrative writing template Reading Rockets story sequence Reading Rocket Personal Narrative Thank you Veterans After reading “The Seasons of Arnold’s Apple Tree”, interactively write about each season.
Vocabulary			
TEKS	Instructional Strategies		Resources
respond using newly acquired vocabulary as appropriate (K.6F)	HMH Module 2 T218 Vocabulary Cards (enormous, height, wish)		
Core Content Vocabulary			
Rhyme Rhythm Enormous Height wish	Counting Numbers. Subitizing. Objects. Sets. Group. Compose. Decompose. Part. Addition. Equal sign Difference Number sentence Separating	one two three four five six seven eight nine ten	Season Autumn Fall Winter Spring Summer Pattern weather
			Evidence sequence



	sum	
ELPS	Linguistic Accommodations	
4A learn relationships between sounds and letters of the English language	When I hear the sound _____, I can write the letter _____	

Math

TEKS	Instructional Strategies	Resources
<p>count forward and backward to at least 20 with and without objects (K.2A) read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures (K.2B) 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)</p> <p>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) collect, sort, and organize data into two or three categories (K.8A) use data to create real-object and picture graphs (K.8B) draw conclusions from real-object and picture graphs (K.8C)</p> <p>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,</p>	<p>Introduce the 10 frame. Compare it to the 5 frame and demonstrate how to count on from five using the 10 frame.</p> <p>Pearson Realize/envision Pearson Realize/envision (Topic 3)</p> <ul style="list-style-type: none"> • Lesson 03-01: Counting 6 and 7 • Lesson 03-02: Making 6 and 7 • Lesson 03-03: Reading and Writing 6 and 7 • Lesson 03-04: Counting 8 and 9 • Lesson 03-05: Making 8 and 9 • Lesson 03-06: Reading and writing 8 and 9 • Lesson 03-07: Counting 10 • Lesson 03-08: Making 10 • Lesson 03-09: Reading and writing 10 • Lesson 03-10: Problem Solving: Making a organize list • Lesson: 07-01: Stories about joining • Lesson: 07-02: Joining groups • Lesson: 07-03: More joining • Lesson: 07-04: Using the plus sign • Lesson: 07-05: Finding sums • Lesson: 07-06: Addition sentences • Lesson 07-07: Explain addition • Lesson 07-08: Problem Solving: Draw a picture • Lesson 08-01: Stories about separating • Lesson 08-02: Problem Solving: Act it out • Lesson 08-03: Stories about take away • Lesson 08-04: Using the Minus Sign • Lesson 08-05: Finding Difference • Lesson 08-06: Subtraction sentences 	 <p style="text-align: center;">10 Little Apples</p> <p style="text-align: center;"> One (1) little, Two (2) little Three (3) little apples Four (4) little, Five (5) little Six (6) little apples Seven (7), Eight (8) little Nine (9) little apples. Ten (10) apples in my pie! YUM!! </p>

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 08-07: Explain Subtraction
- Lesson 08-08: Problem Solving: Using Tools
- Lesson 15-01: As Many, More, Fewer
- Lesson 15-02: Collecting Data
- Lesson 15-03: Real Graphs
- Lesson 15-04: Picture Graphs
- Lesson 15-05: Problem Solving

Create an “All About Number” anchor chart for numbers 6-10.



Directly teach numeral formation for 6-10 as you introduce each number

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 ten frame and TSW write the number on a white board
- 3) Show 2 numbers, create them with snap cubes and ask which group is more/fewer
- 4) Sort the numbers between straight line numbers, curved numbers and numbers with both
- 5) Simple story problems for the group to act out
- 6) 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.
- 7) Flash them a ten frame from 0-10
- 8) Play the before and after game by holding up a card and having students share what number comes before and after.

Graphing

Create class graphs for a variety of topics including:

- 1) members in the immediate family (social studies connection)

	<p>2) objects in the night sky versus objects in the day sky (science connection)</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px dashed gray; padding: 5px;"> <p style="font-size: small; margin: 0;">Part Part, Whole</p> <table border="1" style="width: 100%; height: 100%; text-align: center;"> <tr><td colspan="2">Whole</td></tr> <tr><td>Part</td><td>Part</td></tr> </table> </div> <div style="border: 1px dashed gray; padding: 5px;"> <p style="font-size: small; margin: 0;">Part Part, Whole</p> <table border="1" style="width: 100%; height: 100%; text-align: center;"> <tr><td>Part</td><td>Part</td></tr> <tr><td colspan="2">Whole</td></tr> </table> </div> </div> <p>On the day that you introduce 10 – tell them they are going to learn something new – Part, Part, Whole. Prepare mats with part part whole.</p> <p>(You can use paper plates with 2 parts on top and one whole part by drawing lines on the plate or use plain paper with lines drawn on it as above. Each students will have 10 items. Have students put 1 on a part - and the rest on the other part. Ask “How many are in each part? Move them to the whole part. Then have the students say – “1 and 9 make 10”. Write that on the “Make 10” chart. Continue with other combinations of 10.</p>	Whole		Part	Part	Part	Part	Whole		
Whole										
Part	Part									
Part	Part									
Whole										

Science

TEKS	Instructional Strategies	Resources
<p>observe and describe weather changes from day to day and over seasons (K.8A)</p> <p>identify events that have repeating patterns, including seasons of the year and day and night (K.8B)</p> <p>observe, describe, and illustrate objects in the sky such as the clouds, Moon, and stars, including the Sun (K.8C)</p> <p>ask questions about organisms, objects, and events observed in the natural world (K.2A)</p> <p>collect data and make observations using simple tools (K.2C)</p> <p>record and organize data and observations using pictures, numbers, and words. (K.2D)</p> <p>communicate observations about simple descriptive investigations (K.2E)</p> <p>make predictions based on observable patterns in nature (K.3B)</p> <p>explore that scientists investigate different things in the natural world and use tools to help in their investigations (K.3C)</p>	<p>Misconceptions:</p> <ol style="list-style-type: none"> 1. Students may associate changing seasons with temperature, precipitation, or distance from the Sun, rather than understanding seasons are a result of the tilted Earth. 2. Students may think that the Sun is always directly overhead at 12:00 noon, rather than understanding that the student’s location on Earth and seasons determine how high the Sun is when it is at its highest at noon. In Texas, the Sun is never directly overhead. 3. Students may think that the Moon can only be seen during the night, rather than the Moon is sometimes visible during the day and at night. 4. Students may think that all of the stars in a constellation are near each other, rather than understanding stars in a constellation are 	

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

distributed in three dimensions and vary greatly in their distance from the Earth.

5. Students may think that all stars are the same size.

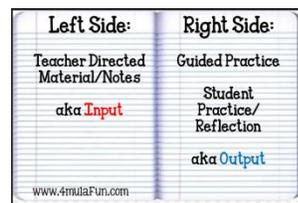
Have students sort pictures based on when things happen either during the day or night. Then have them sequence the pictures as a way to connect social studies and science skills.

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 7
- Lesson 19 "What are the Seasons?"
 Lesson 20 "What Is in the Day Sky?"
 Lesson 21 "What is in the Night Sky?"

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.

Have students draw and label examples of each season.

[Splat the Cat and the Pumpkin Picking Plan](#)

[Day and Night. Objects in the Sky Flip Book](#)



Pages from Science Textbook

The Leaves of the Trees

(to the tune of "The Wheels on the Bus")

The leaves of the trees turn orange and red
 orange and red, orange and red
 The leaves of the trees turn orange and red
 All through the town.

The leaves of the trees come tumbling down
 tumbling down, tumbling down
 The leaves of the trees come tumbling down
 All through the town.



		<p>The leaves on the ground go swish, swish, swish Swish, swish, swish, swish, swish, swish, The leaves on the ground go swish, swish, swish All through the town!</p> <p>Books: What Makes Day and Night by Franklin Branley The Reasons for Seasons by Gail Gibbons A Tree for All Seasons by Robin Bernard Papa, Please Get the Moon for Me by Eric Carle Arnold's Apple Tree by Gail Gibbons</p>
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Social Studies

TEKS	Instructional Strategies	Resources
<p>Readiness use vocabulary related to time and chronology, including before, after, next, first, last, yesterday, today, and tomorrow (K.3B)</p> <p>Supporting place events in chronological order (K.3A) identify the flags of the United States and Texas (K.10A) identify similarities and differences among people such as kinship, laws, and religion (K.11A)</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) use a decision-making process to identify a situation that requires a decision, gather information, generate</p>	<p>* Introduce the inquiry process to students by having them gathering information from visual sources. Use questions to guide students to examine visual sources. Use pictures from your science unit on seasons and the night sky. Guide students to discuss changes in the seasons using chronology vocabulary like before, after, next, and last.</p> <p>Discuss how we are the same and different as our friends in relationship to the number of people in each family. Create a class graph about the number of people in a family.</p> <p>Consider having students bring in a picture that shows the number of people in their family to add to the graph or to use as a source to gather information.</p>	 <p>Poem for order (chronology) Scarecrow, Scarecrow Scarecrow, scarecrow turn around Scarecrow, scarecrow touch the ground Stand up tall and blink your eyes Raise your hands up to the sky Clap your hands, then tap your knees Turn around and tap your feet Scarecrow, scarecrow touch your toes Scarecrow, scarecrow tap your nose Swing your arms so very slow Now real fast to scare the crows Touch your head, jump up and down Now sit down without a sound!</p>



options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of the decision (K.16B)		
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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