



Revision Date	April 9, 2018
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Department of Curriculum & Instruction

Kindergarten Integrated

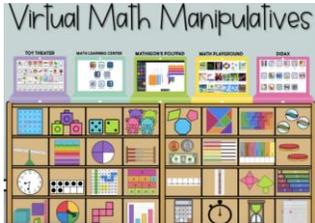
Unit	K-4 Celebrations, Customs, and Traditions	
Time Frame	11/16-12/18	
Big Ideas	<ol style="list-style-type: none"> 1. There are different kinds of weather. 2. We all have traditions and/or customs. 3. Numbers can be compared. 	<ol style="list-style-type: none"> 4. Some texts give us information.
Essential Questions	<ol style="list-style-type: none"> 1. Why is it important to know about the weather? 2. What are some traditions or customs from around the world? 3. How can we compare numbers? 	<ol style="list-style-type: none"> 4. How can we gain information about customs and traditions?

Content Integration Guide		
<p>Science:</p> <ul style="list-style-type: none"> • Certain kinds of weather are more likely during certain holidays or celebrations. 	<p>Celebrations, Customs, and Traditions</p> <p>Anchor Text: The Thanksgiving Door Anchor Text: Christmas Around the World (From SS) Anchor Text: Apple Pie and 4th of July</p>	<p>Social Studies:</p> <ul style="list-style-type: none"> • We all have traditions or customs. • Some traditions and customs are the same and some are different.
<p>Math:</p> <ul style="list-style-type: none"> • We can compare numbers just like we can compare traditions or customs. 		<p>ELAR:</p> <ul style="list-style-type: none"> • We can talk about and listen to information about customs and traditions. • We listen to books to get information about traditions and customs.



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>blend spoken onset and rimes to form simple words (K.2Avii) manipulate syllables within a multisyllabic word (K.2Aix)</p>	<p>Weekly Tier 1 Phonics lessons</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. <p>Prior to clicking on the HMH links, please make sure to open HMH online.</p>	<p>Rime resource:</p> <ul style="list-style-type: none"> -at, -it -ap, -ip -an, -in -ab -am

	<p>HMH Module 1 (T232) Blending syllables to create compound words HMH Module 2 (T122) Syllables through rhyme: Wee Willie Winkie Rhymes HMH Module 2 (T242) Onset-rime HMH Module 3 (T242) Onset-rime HMH Module 4 (T122) Produce Rhymes</p> <p><u>Learning tip:</u> Vowel sounds are open-mouthed, continuous sounds. Every syllable has a vowel.</p>	<p>-ig -ib Onset and Rime FCRR</p> <p>Bb (to tune of Ninety Nine Bottles) Bubba’s best buddy was Bingo the Bear. Bubba was Bingo’s best friend. They both lived together on Blueberry Lane, picking big berries in sun and in rain.</p>  <p>Ff (to tune of Alouette) Five fast fishes swimming down stream. Five fast fishes swimming down stream. Swimming past five floating logs. Swimming past five croaking frogs. Floating logs. Croaking frogs. Floating logs. Croaking frogs. Five fast fishes.</p>  <p>the the river.</p> <p>Nn (to tune of The Old Gray Mare) Nathaniel had a naughty little nanny goat, who never ate a single oat, just nibbled on his overcoat. Nathaniel had a naughty little nanny goat. Her name was Nannabelle.</p>
<p>Phonics-Spelling-Handwriting</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>Instructional Strategies</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>HMH Module 1 (T64) Letter F</p>	<p>Resources</p> <p>Unit 4 phonics word, phrase, and sentence resource link Decodable Text: Mac and Tab The Tin Man</p> <p>Letter-sound correspondence FCRR</p> <p>Sight Word Activities: Sight word tic-tac-toe: Two players, each player chooses a sight word (different word for each player). They “mark” their spot on the tic</p>



<p>High Frequency Words</p> <p>Can, come, with, my, you, what, are, an</p> <p>(add color words throughout the eight units)</p>	<p>HMH Module 1 (T152) Letter R</p> <p>HMH Module 2 (T63-64) Letter B</p> <p>HMH Module 3 (T63) Building words with short "l"</p> <p>HMH Module 3 (T64) Decodable Text Sid Bit l</p> <p>HMH Module 3 (T123) Phonics R and F</p> <p>HMH Module 3 (T124) Decodable Text Can It Fit</p>	<p>tac toe board with their sight word. Whoever gets three in a row with the sight words is the winner.</p> <p>Play "Hangman" with sight words</p> <p>Print sight words on SOLO cups. Two players get 5-6 cups with the sight words. First student hides an object "bear" under a cup while the other player closes his/her eyes. The second player has to guess which cup has the object under it and reads the sight word.</p>
<p>Phonic Concepts Weekly Tier 1 Phonics lessons</p> <p>N, f, b, short i, g, r</p>	<p>HMH Module 4 (T63) Building words with g</p> <p>HMH Module 4 Decodable Text: Big Bag</p> <p>HMH Module 5 (T33) Words to Know, High frequency</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>Splat: Have sight words written on index cards. Get a flyswatter from the Dollar store. You read a sight word and the students have to hit the word with the flyswatter. (It's best to have 2 students play at a time!)</p> <p>Go Fish Have sight words printed on cards and play like Go Fish.</p> <p>Kaboom: Put sight words on popsicle sticks inside a cup. Write "KABOOM" on a few of the sticks and YES on some other sticks. Students chooses one stick at a time and read the word. If they can read the word, they keep the stick; if not, they put the stick back in the cup. If a student chooses the KABOOM stick, all of the sticks go back inside the cup. If the student chooses YES, that person gets everyone else' sticks.</p> <p>Glitter Sight Words: Choose several sight words for the day and write them big on paper. Glitter the words. Put them in different places in the room and call on students to go find the words. The students trace over the glitter and reads the words.</p> <p>Online Instructional Resources</p> <p>Fly Leaf online decodable books for students</p> <p>Community Reading Project Link for online learning</p> <p>Center for Development and Learning YouTube channel</p> <p>Orton Gillingham blending videos YouTube</p> <p>95% group online lessons</p> <p>UF virtual teaching resources</p> <p>The Reading Bear learning to read website</p> <p>Online decodable text</p>
<p>Fluency</p>		
<p>Accuracy</p>	<p>Instructional Strategies</p>	<p>Resources</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>	 <p>Cover the letter alphabet</p> <p>Alphabet chart</p> <p>Alphabet activities</p> <p>Put a letter in a muffin tin and the students close their eyes and choose a magnetic letter. If they choose a letter that is on the muffin tin, they put that letter in the tin. If not, they put the letter back in the bucket with the magnetic letters.</p> <p>Have letters of the alphabet on a seasonal cutout and put them in a basket. Create a song for the game – Christmas Tree, Christmas Tree, nice and bright. Pick a tree and say the letter/sound right! Pass the basket around while singing the song. When the song ends, whoever has the basket, pulls a letter out and either says the letter or sound or both.</p>
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Comprehension

Accuracy	Instructional Strategies	Resources
<p>recognize characteristics and structures of informational text including the central idea and supporting evidence with adult assistance (K.8Di)</p> <p>recognize characteristics and structures of informational text including titles and simple graphics to gain information (K.Dii)</p> <p>discuss with adult assistance the author's purpose for writing a text (K.9A)</p> <p>listen to and experience first and third person texts (K.9E)</p>	<p>Share information from Christmas Around the World. Point out the Title headings and discuss how these title headings show that a new place is being discussed. Show the front graphic of the world and discuss the purpose of that graphic. Discuss the author's purpose for writing the text. (Social Studies connection)</p> <p>HMH Module 3 (T176) Anchor Chart: Central Idea and Key Details</p> <p>HMH Module 6 (T224) Printable Central Idea and Details</p> <p>HMH Vol. 6 (T 108-109, 240) Author's Purpose</p> <p>Questioning the author lesson link</p>	 <p>Christmas Around the World Prettige Kerstdagen! Feliz Navidad! Frohliche Weihnachten! Joyeux Noel! Merry Christmas! All over our world there are greetings of peace at Christmas time. While traditions may vary from continent to continent, the spirit of love, joy, and wonder is alive around the world. Because the United States is such a blend of cultures and people, our traditions here reflect the richness of customs from all around the world. This season has been, and continues to be one of the happiest times of the year.</p> <p>Books about Family: The Family Book by Todd Parr Who's in My Family? All About Our Families by Robie Harris Me and My Family Tree by Joan Sweeney</p>

		<p>Books About Thanksgiving:</p> <p>If You Sailed on the Mayflower by Ann McGovern If You Were at the First Thanksgiving by Anne Kamma The Pilgrims First Thanksgiving by Ann McGovern</p> <p>Books About Christmas and Christmas Customs:</p> <p>Legend of the Poinsettia by Tomie dePaola (Mexico) Too Many Tamales by Legend of Old Befana by Tomie dePaola (Italy) German traditions – Christmas tree, Christmas cards, Christmas lights United States traditions</p>
<p>Writing</p>		
<p>TEKS</p>	<p>Instructional Strategies</p>	<p>Resources</p>
<p>dictate or compose informational texts (K.11B) edit for capitalization of the first letter in a sentence and name (K.10Dvii)</p>	<p>Have students write about a family custom or tradition.</p> <p>HMH Module 3 (T34-35) What is Informational Writing? HMH Module 3 (T116-117; 236-237) Drafting Informational Text HMH Module 3 (T224-225) Organizing Informational Text HMH Module 3 (T126-127) Revising an Informational Text HMH Module 3 (T155; 177) Interactive Writing: Informational Text HMH Module 3 (T246-247; 187) Revising an Informational Text HMH Module 6 (T34-35) What is Informational Writing? HMH Module 6 (T214-215) Planning an Informational Text HMH Module 6 (T246-247) Modeling and Revising Editing Informational Writing</p>	<div data-bbox="1339 753 1738 980"> </div> <p>HMH Module 6 Read <i>The Thanksgiving Door</i> and respond in writing</p> <p>Interactive family chart – members in the family Family web – activities to do together</p> <p>Have the students create a book about their families – who are in the family, what they like to do together, favorite place to go to together, etc.</p> <p>Thanksgiving</p> <p>Interactive chart about Thanksgiving Students can do a thankful card, or retell facts about Thanksgiving</p> <p>Christmas Interactive chart about Christmas</p>



				Tie in 5 senses and create a list of what they see at Christmas, feel at Christmas, eat at Christmas, hear at Christmas, smell at Christmas. Lots of the ideas will be the same on the different senses.	
Vocabulary					
TEKS		Instructional Strategies		Resources	
use a resource such as a picture dictionary or digital resource to find words (K.3A) respond using newly acquired vocabulary as appropriate (K.6F)		HMH Module 6 (T218) Oral Language (American, crowd, customer)			
Core Content Vocabulary					
Informational text Graphics Author's purpose Apple Pie 4th of July: American Crowd customer	Counting Numbers. Subitizing. Objects Sets. Group Compose Decompose. Part. Addition. Equal to More than Less than Fewer than comparing	numbers 1-20 Teen numbers	Celebration Clothing Contributions Customs Freedom Holiday Kinship Parade Religion Tradition Christmas	Windy Breezy Clear Cloudy Wispy Cool warm	
ELPS			Linguistic Accommodations		
4C develop basic sight vocabulary			I have learned the words _____ by sight.		
Math					
TEKS		Instructional Strategies		Resources	
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)		Pearson Realize/envision (Topic 4) <ul style="list-style-type: none"> • Lesson: 04-01: Comparing Sets Through 10 • Lesson: 04-02: Comparing Numbers Through 10 • Lesson: 04-03: 1 and 2 More • Lesson: 04-04: 1 and 2 Fewer 			

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 set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20 **(K.2E)**
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)**

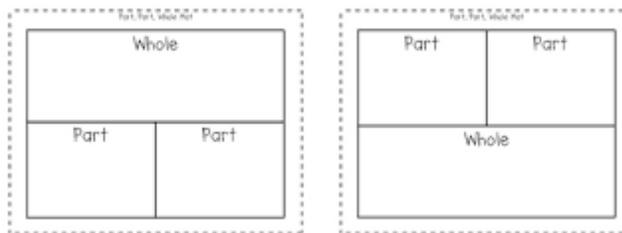
Process TEKS

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, 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: 04-05: Numbers Through 10
- Lesson: 04-06: Problem Solving: Use Tools Pearson Realize/envision (Topic 5)
- Lesson 05-01: Counting Reading and writing 11 and 12
- Lesson 05-02: Counting Reading and Writing 13, 14, and 15

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.



Review making 10 combinations by any of the previous taught units: Memory 10 – Put numbers 1-10 on the floor. Two students choose a card and if the pair makes 10, they keep it, if not, they put the cards back. Repeat until the cards are together for 10.

Draw 10 1's on a white board where all the students can see them. Ask how many did you make? Can we make 10 another way? How? Demonstrate putting snap cubes on each finger and ask if





that's a way. Ask "what will happen if I add another one to it?" Put one more snap cube on another student's finger. How many are there? Put your ten cubes in a tower and the other 1 beside it. Discuss how it looks and what happened. Teen numbers will always be 10 and some more.

Have students have ten frames and counting objects. Say put 10 on the ten frame (**making sure they know that 10 is all filled up and they do not have to count is VERY important**) Now add 1 more, Where will you add it? What happened, You need another ten frame!! 10 and 1 more make 11! Have different stations with counting objects on them. TSW take their ten frames and will build 11 with the objects. Call them back to the carpet and ask "Do I always have to count 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 if I use a ten frame and it's filled up? Why or why not? Explain that if a ten frame is all filled up, it's always 10! So 11 is 10 and 1. Have students show ways to represent 11 on a small anchor chart – tallies, writing numbers, addition facts, how could we use a ten frame? Hopefully someone will say that you need another one!!! Model how to show 11 on 2 ten frames. Ask: How can we show 11 as a math sentence? Discuss ways to do it and have them show their ideas. (Take 11 snap cubes and break it apart into 2 sections – how many are in 1 part, how many are in another part? TSW create their own representations of 11 in their journals.

DO NOT SHOW THE SYMBOLS FOR GREATER THAN OR LESS THAN

Discuss what fewer means and move on to comparing numbers that are fewer. Have 2 students come up and choose a card 1-10. They each create that number with snap cubes. Discuss and show which one is fewer or less than the other number. What does that mean?

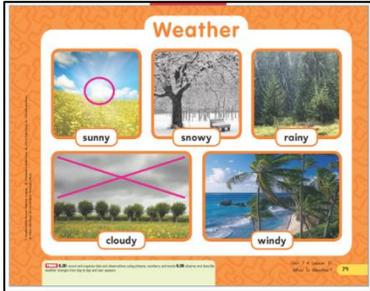
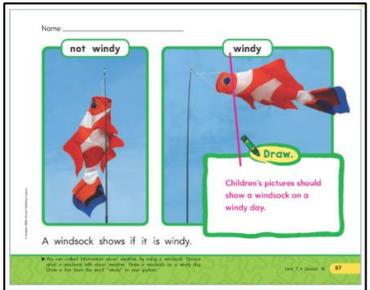
Use ten frames to show fewer or less than. Show a card and have students put that many objects on a ten frame. Ask the students to show a number is that fewer than the number you're holding up. **(This is a confusing skill for them, so do this several times to assure understanding).**

Same, Greater or Fewer: Introduce one game a day.

Have 3 cups decorated very cute and labeled "same, greater, fewer" Have a set of Uno cards. Two students come up and each choose a card. They place the cards in the correct cup and discuss if they are correct.

	<p>Same, More, Less:</p> <p>Have 3 cards with same, more or less on them and number cards and items to play with. One partner will choose a number card and put down that many objects. The other partner pulls a “same, more or less” card and has to put down objects to show that. If it’s a more card, he/she has to put down more items, if it’s less, less objects, etc.</p> <p>Show a subitizing card to the students and have them use counters to show you more, less or same</p> <p>Play “War” . Two students are partners. They each of a deck of cards 0-10. Each person pulls a card from their deck at the same time. They say which number is greater/less or same and write it on a paper to show understanding. You can also use dominoes to play this. Each student chooses a dominoe from a pile. They add up the dots and put it under the card that says “more, less, same”.</p>	
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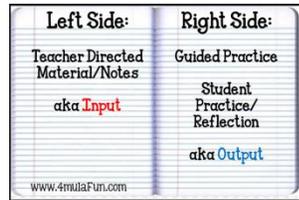
Science

TEKS	Instructional Strategies	Resources
<p>observe and describe weather changes from day to day and over seasons (K.8A)</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>plan and conduct simple descriptive investigations (K.2B)</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>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</p>	<p>Misconceptions:</p> <ul style="list-style-type: none"> • Students may think rain comes from holes in clouds, rather than rain falling from clouds that cannot hold any more water droplets. • Students may think clouds are made of cotton, wool, or smoke, rather than condensed water vapor. • Students may think all clouds foretell rain, rather than understanding only certain types of clouds are indicators of rain. • Students may think cold days are caused by the clouds covering the Sun, rather than a change in temperature due to a variety of factors. <p>Online textbook</p> <p>To access them simply follow the steps below:</p> <ol style="list-style-type: none"> 1.Click on your HMH ThinkCentral SAML icon on your teacher portal. 2.Under Resources, select TX Science Fusion 3.Go to Teacher Resources 	 

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)**

4. For this Unit select unit 7
Lesson 17 "What Is Weather"
Lesson 18 "How Do We Measure Weather?"

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 collect and record weather data over time.

Have students make a windssock, go outside, and make observations about the wind.

Pages from Science Textbook



Social Studies

TEKS

Readiness

explain the reasons for national patriotic holidays such as Presidents' Day, Veterans Day, and Independence Day **(K.1A)**
use vocabulary related to time and chronology, including before, after, next, first, last, yesterday, today, and tomorrow **(K.3B)**

Supporting

identify similarities and differences among people such as kinship, laws, and religion **(K.11A)**
compare family customs and traditions **(K.12B)**

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)**

Instructional Strategies

The Pilgrims

The Pilgrims took a very long trip
Across the big blue sea!
Riding on the Mayflower
America they did see.
The winter was so cold
Then spring time warmed them up.
They listened as Squanto told
Them how to plant corn, fish and hunt
And when the crops were gathered,



Resources

HMH Module 6 Read The Thanksgiving Door and respond in writing

HMH Module 6 (T204; 208-209) Read Apple Pie 4th of July. Discuss how apple pie is eaten at various times during the year including holiday celebrations.



Family

This is the father, kind and true
This is the mother, who cares for you,
This is the brother, so big and tall.
This is the sister who plays with her ball.
This is the baby, pet of them all.
See the whole family, big and small!

<p>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)</p>	<p>A Thanksgiving party did begin With Pilgrims and Indians Giving thanks for all brought in!</p>   <p>I Like to See Christmas</p> <p>I like to see the stockings </p> <p>I like to see the gifts </p> <p>I like to see the bells </p> <p>I like to see a tree </p> <p>And I like to see Santa looking at me </p> <p>Discuss the poems above and what they tell us family traditions and customs.</p>	<p>Families Families are big, And families are small. Families are different, And we love them all! Some have mothers, Some have fathers, Some have sisters and some have brothers I love my family!</p>
<p>Strategies for Struggling Students (S3)</p>		
<p>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.</p> <p>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.</p>		
<p>Assessment Items</p>		
<p>Assessment data will be drawn from TX-KEA and other formative classroom assessments</p>		