



Revision Date	April 13, 2020
----------------------	----------------

Department of Curriculum & Instruction

Kindergarten Integrated

Unit	K-5 Thinking Like a Scientist	
Time Frame	1/6-2/5	
Big Ideas	<ol style="list-style-type: none"> 1. Things in nature have physical properties. 2. Geographic location impacts the human characteristics of place. 3. Data can be gathered and represented in a graph. 	<ol style="list-style-type: none"> 4. We can ask questions and use sources to get information.
Essential Questions	<ol style="list-style-type: none"> 1. What are physical properties? 2. How does geographic location impact the human characteristics of place? 3. What are the different ways data can be represented? 	<ol style="list-style-type: none"> 4. What sources should we use to gather information?

Content Integration Guide		
<p>Science:</p> <ul style="list-style-type: none"> • Scientists observe and describe physical properties. • We can sort rocks a variety of ways. 	<p>Thinking Like a Scientist</p> <p>Anchor texts: Jane Goodall and the Chimpanzees Anchor texts: Me...Jane Module 7</p>	<p>Social Studies:</p> <ul style="list-style-type: none"> • We can identify the physical characteristics of things around us. • We can see how landforms are alike and different.
<p>Math:</p> <ul style="list-style-type: none"> • We can gather data and represent it in a graph. • When we make observations, we often count the number of things in the set we are observing. 		<p>ELAR:</p> <ul style="list-style-type: none"> • We can ask questions and use sources to get the answers. • We can develop a plan to gather information.



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>blend spoken phonemes to form one syllable words (K.2Aviii)</p> <p>segmenting spoken one-syllable words into individual phonemes (K.2Ax)</p>	<p>Module 5 (T30, T122, T172, T192) Blend Phonemes</p> <p>Module 7 (T52, T62, T112, T122) Segmenting phonemes</p> <p>Module 7 (T90, T100, T132) Blending phonemes</p> <p><u>Learning tip:</u> Vowel sounds are open-mouthed, continuous sounds. Every syllable has a vowel.</p>	<p>Review of Rhyme:</p> <p>There was a man who had a dream His name was Martin Luther King Mar – tin Lu – ther King Mar – tin Lu – ther King Mar – tin Lu – ther King His name was Martin Luther King Doctor King, He had A dream of peace And harmony P – E – A – C – E P – E – A – C – E P – E – A – C – E Of peace and harmony</p>
Phonics-Spelling-Handwriting	Instructional Strategies	Resources
<p>identify and match the common sounds that letters represent (K.2Bi)</p> <p>use letter-sound relationships to decode including VC, CVC, CCVC, and CVCC words (K.2Bii)</p> <p>identify all upper and lowercase letters (K.2Dv)</p> <p>develop handwriting by accurately forming all upper and lowercase letters using appropriate directionality (K.2E)</p> <p>identify and read at least 25 high frequency words from a research- based list (K.2Biv)</p> <p>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.</p> <p>Direct Instruction</p> <p>* 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.</p> <p>* 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</p>	<p>Link to unit 5 phonics words, phrases, and sentences</p> <p><u>Decodable Text:</u></p> <p>Book 3: Al</p> <p>Book 4: Tim</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>letter(s). If the word is irregular, point out the part that students have to learn by heart.</p> <p>High Frequency Resources HMH Module 4 (213) be HMH Module 4 (115) on HMH Module 6 (76) from</p>	<p>95% group online lessons UF virtual teaching resources The Reading Bear learning to read website Online decodable text</p> <p>Kk (to tune of Rockabye Baby) Kitten and kettle, kite and kazoo; key, kitchen, kingdom, and kangaroo; king, kid, and ketchup, koala bear How many K words Did you just hear?</p>
<p>High Frequency Words</p> <p>Is, so, on, from, this, will, be, that, in</p> <p>(add color words throughout the eight units)</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>LI (To tune of Ten Little Indians: One, luscious, two luscious, Three luscious lollipops; Strawberry, lemon, Lime-flavored lollipops. Let's all lick them Down to their sticks. We love lollipops!</p> <p>Uu (To tune of The Eensy Weensy Spider) My uncle's ukulele Goes unka, plunka, doo. Each night he strums it Underneath the moon. Unka, plunka, doo, Unka, plunka, plunka, doo.... I hear Uncle's happy tune Floating upstairs to my room!</p>
<p>Phonic Concepts Weekly Tier 1 Phonics lessons</p> <p>D, o, x, j, e, h, k,u,l,w,y, z, qu</p>	<p>HMH Resources Module 1 (54, 55, 73-75) D Module 2 (152, 161, 193) D Module 1 (63) E Module 1 (92) H Module 1 (123) O Module 4 (152, 161, 173, 193) H Module 4 (212, 221, 222, 233, 243, 253) J Module 4 (101, 113, 114, 133) O Module 5 (212) X HMH Module 1 (T102 – K, T113 – L, T162-U, T174 -W, T183-Y, T184-Z) HMH Module 4 (T32, T42, T53, T63, T73 -K) HMH Module 4 (T211, T221, T222, T233, T243, T253 – W) HMH Module 5 (T31, T32, T42, T53, T54, T63, T73 - U) HMH Module 5 (T101, T102, T113, T123, T133 – Y) HMH Module 6 (T31, T32, T41, T54, T63, T73 – Z) HMH Module 5 (T211, 222, 233, 243, 253 – qu)</p>	<p>Ww (To tune of Mary Had a Little Lamb) Willy would not wear a hat; Wear a hat, wear a hat; Willy would not wear a hat. It made his hair too flat. "I wish you would," Aunt Wanda said, Wanda say, Wanda said. "I wish you would," Aunt Wanda said, And plopped one on his head!</p> <p>Yy (to tune of If You're Happy and You Know it) If you think that yams are yummy,</p>



		<p>Yell out, "Yes!" If you think that yams are yummy, Yell out, "Yes!" If you think that yams are yummy, Yell out "Yes!" and rub your tummy. If you think that yams are yummy, Yell out "Yes!"</p> <p>Zz (To tune of On Top of Old Smokey) Z is for Zelda, Who zoomed off to Mars. She zigged and zagged past A zillion bright stars. She zipped to the left And she zapped to the right. Then Zelda zoomed home by The moon's golden light.</p>
--	--	--

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

Comprehension

TEKS	Instructional Strategies	Resources
<p>establish purpose for reading assigned and self-selected texts with adult assistance (K.5A) evaluate details to determine what is most important with adult assistance (K.5G) interact with sources in meaningful ways such as illustrating and writing (K.6E) recognize characteristics or structures of informational text including the steps in a sequence with adult assistance (K.8Diii)</p>	<p>HMH Module 7 (T168-169) Me....Jane HMH Module 7 (T170) Jane Goodall and the Chimpanzee HMH Module 7 (T120) Author's Purpose HMH Module 7 (148) Teach about the genre of Biography (Use this to tie in Jane Goodall and Dr. King, Jr.) HMH Module 7 (149) Display and Engage Knowledge Map 7 HMH Module 6 (T144), T148 Martin Luther King Jr. HMH Module 6 (T168) Author's Purpose</p>	<p>Connect to science TEKS: explore that scientists investigate different things in the natural world and use tools to help in their investigations (K.3C) Discuss Jane Goodall and how she investigated the natural world. What tools did she use? What details about Jane Goodall are the most important to remember?</p> <p>Connect to social studies TEKS:</p>

<p>discuss with adult assistance how the use of text structure contributes to the author's purpose (K.9B)</p> <p>discuss with adult assistance the author's use of print and graphic features to achieve specific purposes (K.9C)</p>		<p>identify the physical characteristics of places such as landforms, bodies of water, natural resources, and weather (K.5A)</p> <p>Guide students to discuss the pictures from the text and what they can tell about the people, animals, and environment.</p> <p>Books- Dr. Martin Luther King, Jr. The Story of Martin Luther King, Jr. by Johnnie Moore A Picture Book of Martin Luther King, Jr. by David Adler My First Biography: Martin Luther King, Jr. by Marion Dane Bauer Martin's Big Words: The Life of Dr. Martin Luther King, Jr. by Doreen Rappaport I am Martin Luther King, Jr. by Brad Meltzer</p> <p style="text-align: center;">A Dream Can Come True</p> <p>Martin Luther King had a dream For people everywhere. He wanted them to get along And show how much they care By helping one another And by always being fair. So remember Martin Luther King And help his dream come true By always treating others</p> <div style="text-align: right;">  </div> <p>As you'd want them to treat you.</p>
Writing		
TEKS	Instructional Strategies	Resources
<p>plan by generating ideas for writing through class discussions and drawings (K.10A)</p>	<p>HMH Module 7 (T190) Write about what was learned about Jane Goodall HMH Module 1 (66, 76) Nouns Anchor Chart</p>	<p>KWL lesson link reading Rockets blog on how to teach writing</p>



<p>develop drafts in oral, pictorial, or written form by organizing ideas (K.10B)</p> <p>revise drafts by adding details in pictures or words (K.10C)</p> <p>dictate or compose literary texts including personal narratives (K.11A)</p> <p>generate questions for formal and informal inquiry with adult assistance (K.12A)</p> <p>gather information from a variety of sources with adult assistance (K.12C)</p> <p>demonstrate understanding of information gathered with adult assistance (K.12D)</p>	<p>Module 3 (66, 76) Nouns</p> <p>Module 5 (T186) Singular and plural nouns</p> <p>Module 2 (164) Adjectives Anchor Chart 1</p> <p>Module 4 (186) Complete sentences</p> <p>Writing Process: (Model each step): Before writing, spend a couple of days on creating a writing rubric together. Think of an idea for your rubric (Ex: Going to the beach) #1 – Hardly anything in the picture – no colors or writing, mainly scribbles. Illustrate what this looks like. #2- A few more details – a sun, a person, water #3 – More details, more colors and some words/labels #4 – Full picture with lots of details and words/sentence. Refer to this as you are writing.</p> <p>Brainstorming: Create an idea map for writing that the students would be interested in writing about. Ex: birthdays, family, dinosaurs, etc. Each day teach one short minilesson – supplies, writing folders, beginning of a sentence, spaces, punctuation, etc.</p> <p>Brainstorming/Planning Module 5 (154, 215, 236)</p> <p>Drafting: Module 5 (67, 117, 177)</p> <p>Revise/Edit Module5 (77, 127, 187, 247)</p>	<p>Reading Rockets how to teach writing 2</p> <p>Reading Rockets writing sample 1</p> <p>Information on Writing Mentor Texts</p> <p>Mentor Text for Narrative Writing: Last Stop on Market Street Module 7 (35)</p> <p>Science connection: Have students look at one rock. Share with a friend everything they can tell about their rock. Create an adjective chart: Size/Texture/Color After you talk about each trait, have then turn and share and discuss their attribute with their friend. After you've discussed each one, have them go back and write about their rock. They should write at least 2-3 sentences about their rock. Have them trace their rock on the paper.</p> <p>Writing Anchor Charts</p>
---	--	--

Vocabulary

TEKS	Instructional Strategies	Resources
<p>respond using newly acquired vocabulary as appropriate (K.6F)</p>	<p>HMH Module 7 (T158) Oral language</p> <p>HMH Module 7 (T191) Academic vocabulary</p> <p>HMH Module 7 (T191) Explore Word Relationships, Shades of meaning anchor chart</p> <p>HMH Module 6 (T158) Oral Language</p>	 <p>From HMH</p>

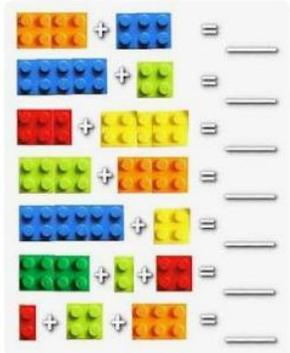
Core Content Vocabulary

Draft	Counting numbers 1-20	Climate	Texture
-------	-----------------------	---------	---------

<p>Revise Sources Sequence Text structure Gather Noun Adjective</p> <p>Martin Luther Vocabulary: Believe Law refuse</p> <p>Jane Goodall vocabulary: Curious Observe study</p>	<p>Numbers. Subitizing. Objects Sets. Group Compose Decompose. Part. Addition. Equal to graph</p>	<p>Teen numbers</p> <p>Key (map) Lake Landform Landscape Mountain Ocean Region River Location Natural Resources Pond Stream Spring</p>	<p>Color Soil Smooth Rough Rock Heavy light</p>
---	---	--	---

ELPS	Linguistic Accommodations
<p>3F ask and give information ranging from using a limited bank of high-frequency, high need, concrete vocabulary to using abstract and content-based vocabulary during extended speaking assignments</p>	<p>What have you learned about Jane Goodall?</p> <p>I have learned that Jane Goodall _____</p> <p>I know that scientists _____</p>

Math

TEKS	Instructional Strategies	Resources
<p>count forward and backward to at least 20 with and without objects (K.2A)</p> <p>read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures (K.2B)</p> <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)</p> <p>recognize instantly the quantity of a small group of objects in organized and random (K.2D)</p> <p>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)</p> <p>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)</p>	<p>Pearson Realize/envision</p> <p>Lesson 05-01: Counting Reading and writing 11 and 12</p> <ul style="list-style-type: none"> Lesson 05-02: Counting Reading and Writing 13,14, and 15 Lesson 05-03: Counting Reading and Writing 16 and 17 Lesson 05-04: Counting Reading and Writing 18,19, and 20 Lesson 05-05: Problem Solving: Draw a Picture Lesson 05-06: Comparing Sets through 20 Lesson 05-07: Creating Sets to 20 Lesson 05-08: Comparing Numbers Through 20 Lesson 05-09: 1 More Than and 1 Less than Lesson 10-01: Related Facts for 4 and 5 Lesson 10-02: Related Facts for 6 and 7 Lesson 10-03: Related Facts for 8 and 9 Lesson 10-04: Related Facts for 10 Lesson 10-05: Solving Addition and Subtraction Problems Lesson 10-06: More Addition and Subtraction Problems 	  <p>Legos in the Classroom ...</p>

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)

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 10-07: Problem Solving: Use Representations

CLI Engage Resources

- [Bar Graph](#)
- [Compare to 20](#)
- [Join or separate story problems](#)
- [Our Favorite Cereal Graph](#)
- [Pond Splash-word problems](#)
- [Take away from a set](#)
- [Would you rather graphing](#)

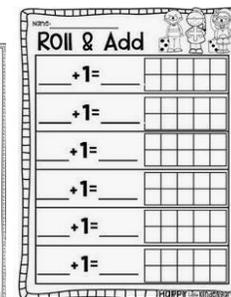
Review anchor chart when working with word problems.

Create a story problem without the numbers (put a blank where the numbers would go) EX:

There were _____ goldfish swimming in a fishbowl. Mom added _____ more. Discuss the problem and have the students decide what solution would be the best to use to answer. Then have students give you numbers to put in the blanks. How would they solve it. Have students draw pictures, etc. Discuss the outcome. Does the answer make sense?



Solving math problems anchor chart...fingers are...



Happy Little Kindergarten: Guided Math Activities



	<p>For numbers 16 – 20, each day will be done in the similar manner, spending 2 days on one teen number. Always asking, “Why is this a teen number?” Always emphasizing the group of ten and “some more”. Start at 6 and count by 10’s. Each day you will start at the new number and count by tens down the hundred chart.</p> <p>Have a life size ten frame chart prepared and have 16 students fill up the ten frame. Discuss what happens with the other 6 students? Where should they go? Give each student a number 1-16 so they can be identified and related to their space on the ten frame. Have another ten frame for the other 6 students. Now discuss what happens with the other 6 students. Discuss how the ten frames look now.</p> <p>Other ideas for teen numbers:</p> <p>Teen Number Go Fish – create cards with teen numbers (11-15) on them. Each pair of partners will get 4 sets of cards. Each person will get 6 cards in their hands. They each make a match if they have a matching teen number. If not, they will ask their partner for a match. If the partner doesn’t have a match, he/she will say “Go Fish”. They each only choose 1 card at a time. The player with the most matches wins the games. After each day, add the other teen number with the cards. TSW still get 6 cards each. You can add another student to play, making it 3 students.</p> <p>Glyphs are also a great way to do surveys and create graphs. Students complete their own glyphs according to their own information. After everyone is finished, you prepare a large graph with the information asked. Always discuss the graphs – how many fewer ____ than ____; how many more ____ than ____; how many liked ____ and ____? Etc.</p>	<p>Name Glyph</p> <p>First Letter: If you are a boy, color the 1st letter red. If you are a girl, color the 1st letter purple.</p> <p>Second Letter: If you only have brothers, make blue dots on the 2nd letter. If you only have sisters, make green dots on the 2nd letter. If you have both brothers and sisters, make blue and green dots on the 2nd letter. If you are an only child, draw circles on the 2nd letter.</p> <p>Third Letter: Do you have a pet? Yes- draw lines across the 3rd letter and No- draw X's inside the 3rd letter.</p> <p>Fourth Letter: How do you get to school? Color the whole 4th letter brown if you walk, yellow if you ride the bus, and pink if you ride in a car.</p> <p>Fifth Letter: What is your favorite subject? Reading- red squares inside Math/science- purple lines Science- green wavy lines Social Studies- 10 pin spikes inside</p> <p>Sixth Letter: Do you like school? Yes- green check marks No- red X's</p> <p>If you have more than 6 letters, color the 7th like the 1st, the 8th like the 2nd and so on...</p> <p>Here's a name glyph where students decorate the...</p>
<p>Science</p>		
<p>TEKS</p>	<p>Instructional Strategies</p>	<p>Resources</p>

observe, describe, and sort rocks by size, shape, color, and texture (K.7A)
observe and describe physical properties of natural sources of water, including color and clarity (K.7B)
give examples of ways rocks, soil, and water are useful (K.7C)
ask questions about organisms, objects, and events observed in the natural world (K.2A)
plan and conduct simple descriptive investigations (K.2B)
collect data and make observations using simple tools (K.2C)
record and **organize** data and observations using pictures, numbers, and words. (K.2D)
communicate observations about simple descriptive investigations (K.2E)
make predictions based on observable patterns in nature (K.3B)
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)
use 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)

Misconceptions:

- Students may think that all rocks must be heavy.
- Students may think rocks, soil, and water are living organisms.
- Students may think rocks, soil, and water have little value.

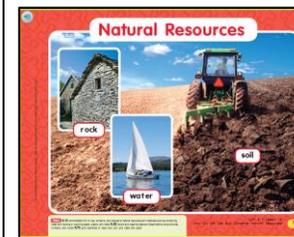
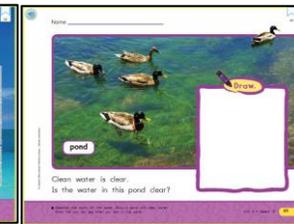
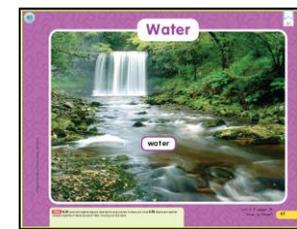
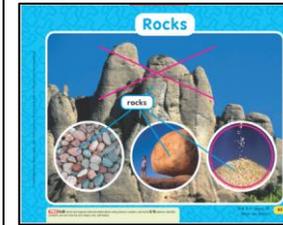
Online textbook

To access them simply follow the steps below:

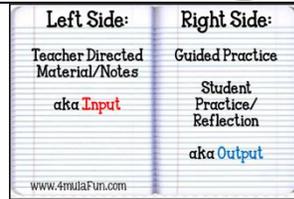
1. Click on your HMH ThinkCentral SAML icon on your teacher portal.
 2. Under Resources, select TX Science Fusion
 3. Go to Teacher Resources
 4. For this Unit select unit 6
- Lesson 14 “What Are Rocks?”
Lesson 15 “What Is Water?”
Lesson 16 “What Are Natural Resources?”

Ask students to bring in a couple of rocks from around their house or a park that their family may visit. For students that don’t bring any, offer them an opportunity to collect them outside on the playground or the grounds of the school. Provide groups of students (3-4 is ideal but would not do more than 4 in a group) with a bucket of water, small scrubbing brush, magnifying glass and rags. First have the students observe the rocks before washing them. Ask them to sort them based on any property. Go around and ask each group what they sorted them by. Next have students wash their rocks. Once they are all clean have the students sort them again in a different way. When all groups have sorted their rocks have them rotate to each of the other’s groups. Have the students see if they can guess how the other groups sorted the rocks. Was it by size, shape, color, weight etc?

The student notebook should be set up as follows:



Pages from
Science
Textbook



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 help create an anchor chart showing the different uses for each of the Natural Resources. Some examples that may be shared are:

- Rocks- buildings, houses, museums, monuments, jewelry, to build roads or bridges
- Soil- gardens, community, playgrounds, support for buildings.
- Water- swimming, boating, fishing, cooking, bathing, cleaning, pets, fountains, parks, garden.



Rock lesson plan

Press a rock into playdough or clay to see what kind of imprint they leave when you pull out the rock.

Using the sense of touch: Place 3-5 rocks with different sizes and textures in a sock. Have the students take turns reaching inside the sock to feel the rocks. NO PEEKING! Talk about how they feel – round, soft, pointy, etc.

Art activity:

Create a pet rock using different things to decorate their rock.

Books to read:

- Let's Go Rock Collecting by Roma Gans
- Roxaboxen by Alice McLerran
- A Rock is Lively by Dianna Hutts Aston
- Rocks: Hard Soft Smooth and Rough by Natalie Rosinsky
- Rocks by Abby Colich
- Everybody Needs a Rock by Bryd Baylor

YouTube videos:

- <https://www.youtube.com/watch?v=ty2Za-O9h6w>
- <https://www.youtube.com/watch?v=tNs1gqkYerg>
- <https://www.youtube.com/watch?v=OH5EY0FIJZk>
- <https://www.youtube.com/watch?v=if29mjcd5bc>
- <https://www.youtube.com/watch?v=CupEMB5NIDo>

Social Studies

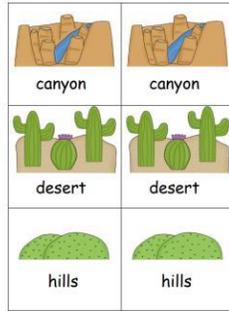
TEKS

Instructional Strategies

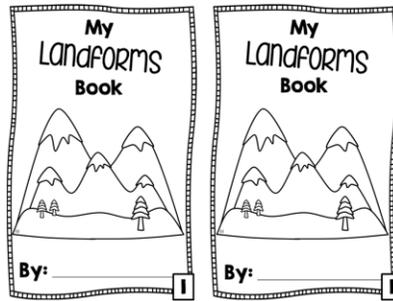
Resources

Readiness
Supporting
identify the physical characteristics of places such as landforms, bodies of water, natural resources, and weather (K.5A)
identify how the human characteristics of place such as ways of earning a living, shelter, clothing, food, and activities are based upon geographic location (K.5B)

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)



Play memory games with landforms and bodies of water.



book.

Create landforms

[Landform Task cards](#)

Books about landforms:
 What is a Landform by Louise Spilsbury
 What is a Landform by Rebecca Rissman

These books are in Destiny Library in our District
 Islands by Thomas Sheehan
 Mountains by Thomas Sheehan
 On Land by Nellie Wilder

YouTube video resources:
https://www.youtube.com/watch?v=BsqKTJtK_vw
<https://www.youtube.com/watch?v=mw9YIFoDzww>
<https://www.youtube.com/watch?v=7GxBE-3CG3E>
https://www.youtube.com/watch?v=KWTdmg8OI_Y

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, at the end of the first semester, students struggled to develop accuracy and automaticity with the directly instructed letters and sounds, provide the small group lessons found by [clicking here](#).

Assessment Items

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