Revision Date	April 13, 2020

Department of Curriculum & Instruction

Kindergarten Integrated

Unit	K-6 Our Community
Time Frame	2/9-3/5
Big Ideas	1. Plants and animals can be sorted based on physical characteristics. 2. Both the United States and Texas have important historical figures. 3. Important historical figures and buildings are on our money. 4. We can use text features to make predictions about important people in our past and present
Essential Questions	1. What characteristics can we use to sort plants and animals? 2. Who are important historical figures? 3. What historical information is on our money? 4. What text features can we use to make predictions?

Content Integration Guide

Science: • Plants and animals can be sorted based on physical characteristics. • Dinosaurs are animals from our past.	Important People in Our Community and Past Anchor Text: President's Day Anchor Text: Rainbow Stew	Social Studies: • We have important people in our history. • Being a good citizen is important to our community.
Math: • Important historical figures and buildings are on our money. • Our money can be sorted by physical characteristics.		ELAR: • We can read books about historical figures. • We can use text features to make predictions about important people in our past and present.

Tier I Instructional Strategies – Classroom Instruction for All Students					
Essential components of effective reading and Writing Instruction					
PA	Phonics	Fluency	Vocabulary	Comprehension	Writing/Response
* Engage in PA activities daily * Provide explicit and systematic instruction of skills * Link sounds to letters as soon as possible	* 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	* Provide substantial practice in decoding and encoding words accurately * Provide corrective feedback * Provide examples of fluent reading through read-alouds	* 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	* Actively engage students in thinking about text * Systematically explain and model comprehension strategies * Use graphic organizers to represent concepts	* Directly teach the writing process * Provide opportunities to write daily *Directly teach traits of writing

Beginning Reading and Spelling		
Phonological Awareness	**Instructional Strategies**	**Resources**
blend spoken phonemes to form one syllable words **(K.2Aviii**) **segmenting** spoken one-syllable words into individual phonemes **(K.2Ax)**	The phonological skills of blending and segmenting are crucial for reading success. It is critical that students learn to blend and segment fluidly without punctuated pauses between sounds. This will be our focus for the remainder of the year. HMH Module 6 T52, T62, T72 Blend Phonemes HMH Module 6 T100, T112, T122 Segment Phonemes Learning tip: Vowel sounds are open-mouthed, continuous sounds. Every syllable has a vowel.	Video of blending activity This can be done whole group either through the use of a pocket chart or a series of google slides. Students are instructed to point at the letters while making each sound and then running their finger quickly under the entire word when blending together.
Phonics-Spelling-Handwriting	**Instructional Strategies**	**Resources**
identify and match the common sounds that letters represent (**K.2Bi**) **use** letter-sound relationships to decode including VC, CVC, CCVC, and CVCC words **(K.2Bii)** **recognize** that new words are created when letters are changed, added, or deleted such as it, pit, tip, tap **(K.2Biii)** **spell** words with VC, CVC, and CCVC **(K.2Ci)** **spell** words using sound-spelling patterns **(K.2Cii)** **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**)	Weekly Tier 1 Phonics lessons *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. *Have students match picture cards with CVC words. **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	Link to unit 6 phonics words, phrases, and sentences Decodable text: Book 5: The Jet Book 6: Ben Bug Module 4 – (T202) Decodable Text The Wig Module 5 – T22 – Nuts, Not Rugs! Module 5 – T82 – Yams! Module 6 Did Liz Win Decodable Text T22 Module 5 Quiz Us, Liz Decodable Text T22

	word is irregular, point out the part that students have to learn by heart. **HMH Module 2** (115, go) **HMH Module 7** (T74, said)	**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 Online decodable text Literacy Lessons
High Frequency Words Go, for, they, up, said, was, it, had (add color words throughout the eight units)	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.	
Phonic Concepts Weekly Tier 1 Phonics lessons significant focus on blending and segmenting of all letters to read and spell any CVC word.	**Pool noodle spelling**: Cut up pool noodles into 1 inch sections. Using 2 different colors of noodles, write various lowercase letters on the pool noodles – consonants on one color, vowels on the other color. You can hang the cut up noodles on a paper towel dispenser, or a hanger. Write simple CVC words on index cards. Students choose a word and then make the word using the noodles. **Sight Word Go Fish**: Write words on cards and play the game “Go Fish” **Word Trash**: Write words on pieces of paper, number them and wad them up and throw them in a small trash can. Students pull out a word, read it and write it on a response paper. (The response paper has the numbers 1-10 (or however many words you have in the trash can.)	Poem for high frequency word (for)(they) High frequency word charts
Fluency		
Accuracy	**Instructional Strategies**	**Resources**

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.	* Provide substantial practice with letter names, sounds, and formation. * Provide substantial practice with applying sound-symbol correspondences to read words.	
Comprehension		
Accuracy	**Instructional Strategies**	**Resources**
make and confirm predictions using text features and structure with adult assistance **(K.5C)** **identify and describe** the main character **(K.7B)**	HMH Module 6 (T170) HMH Module 6 President's Day HMH Module 8 Rainbow Stew (T208) HMH Module 8 How Does Your Salad Grow (T230 **Fiction books about dinosaurs that could be used for story elements/character and setting**: If the Dinosaurs Came Back by Bernard Most Dinosaur A to Z by Dustin Growick Goldilocks and the Three Dinosuars by Mo Willems Edwina: The Dinosaur Who Didn't Know She Was Extinct by Mo Willems Saturday Night and the Dinosaur Stomp by Carol Shields	Main character lesson link Dinosaurs: Decide which dinosaurs you want to teach – carnivores, herbivores and omnivores Choose books for each of the categories. After reading the different types of books, complete and anchor chart that lists: **Name of Dinosaur What did the dinosaur eat Size of the dinosaur** After reading the books, the students will interactively complete the chart. They will write 1-2 facts about each of the dinosaurs. **Dinosaur Books**: Stegosaurus Allosaurus Brontosaurus T Rex Triceratops Dimetrodon Anklysaurus National Geographic Kids First Big Book of Dinosaurs by Catherine Hughes Digging for Dinosaurs by Jaye Garnett Dinosaurs by Bryon Barton Dinosaurs A-Z by Roger Priddy
Writing		
TEKS	**Instructional Strategies**	**Resources**
provide an oral, pictorial, or **written** response to text **(K.6B)**	Brainstorming/Planning Module 7 (34, 67, 95)	Word Choice:

edit drafts with assistance using complete sentences **(K.10Di)** **edit** drafts with assistance using verbs **(K.10Dii)** **edit** drafts with assistance using singular and plural nouns **(K.10Diii)** **correct** spelling of words with grade appropriate orthographic patterns and high frequency words **(K.10Dix)** **share** writing **(K.10E)**	Drafting: Module 7 (117) Revise/Edit Module 8 (T76) complete sentences Publish Module 5 (137, 197, 257) Module 7 (137) HMH Module 8 (T250) Response to Text	I Wanna Iguana I Stink Raindrop Shape Poem Potluck Hooray for Fish by Lucy Cousins How Things Work in the House by Lisa Campbell **Books to use for Ideas**: David's Drawings by Cathryn Falwell Good Dog, Carl by Alexandra Day Love the World by Todd Parr Wilfrid Gordon McDonald Partridge by Mem Fox 

Vocabulary

TEKS	Instructional Strategies	Resources
respond using newly acquired vocabulary as appropriate **(K.6F)**	HMH Module 8 (T207) Multiple Meaning Words HMH Module 8 (T218) Oral Language for Rainbow Stew	

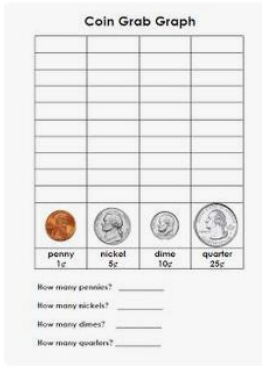
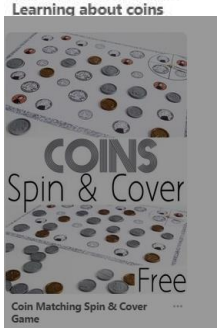
Core Content Vocabulary

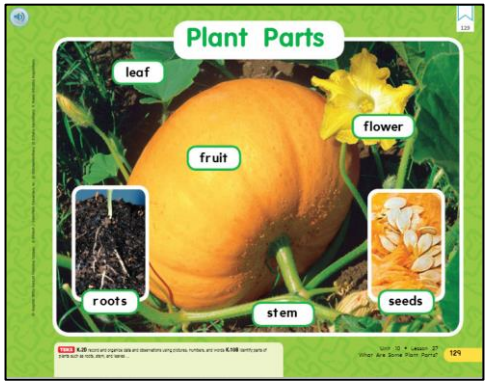
Main character Rainbow Stew Vocabulary: Peel Row serve	Curved Straight Shape Figure 2D 3D sphere. Vertices Circle Triangle Square Rectangle Corner Side Cylinder Save Expenses	rectangular prism edge face pyramid cube money penny nickel dime quarter heads tails need want spend income	Botanist Change Flower Fruit Growing Life cycle Offspring Parent plant Seed seedling	Freedom Colonies Constitution Declaration of Independence Independence Patriotic Pledge of Allegiance State symbols Statue of Liberty Republic Anthems Founding fathers

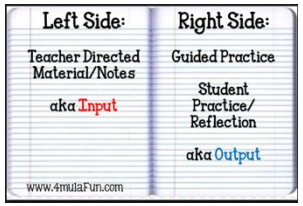
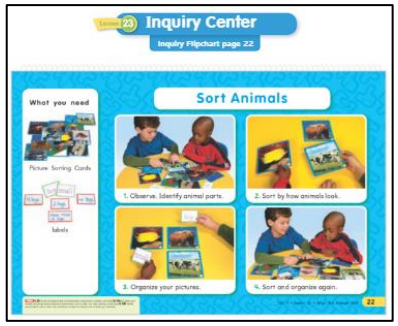
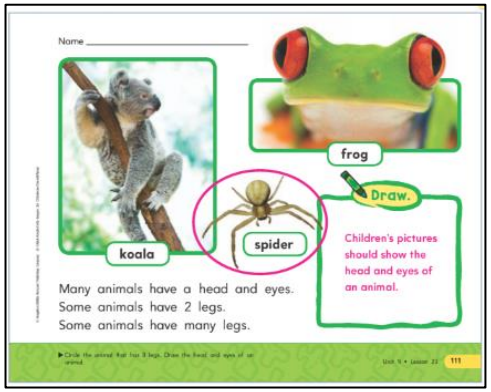
ELPS		**Linguistic Accommodations**	
4C develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary.		I can read the word _____.	

Math

TEKS	Instructional Strategies	Resources
recite numbers up to at least 100 by ones and tens beginning with any given number **(K.5A)** **identify** two-dimensional shapes including, circles, triangles, rectangles, and squares as special rectangles **(K.6A)** **identify** three-dimensional shapes including cylinders, cones, spheres, and cubes in the real world **(K.6B)** **identify** two-dimensional components of three-dimensional objects **(K.6C)** **identify** attributes of two-dimensional shapes using informal and formal geometric language **(K.6D)** **create** two-dimensional shapes using a variety of materials and drawings **(K.6F)** **give** an example of measurable attribute of a given object including length, capacity, and weight **(K.7A)** compare two objects with common measurable attributes to see which object has more of/less of the attribute and describe the difference **(K.7B)** **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, f**ormulating** 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)**	**Pearson Realize/envision** • Lesson 13-01: Sorting 3-D Figures • • Lesson 13-02: Solid Figures • • Lesson 13-03: Flat Surfaces of Solid Figures • • Lesson 13-04: Comparing Solid Figures • • Lesson 13-05: Problem Solving: Use Reasoning • • Lesson 9-01: Penny • • Lesson 9-02: Nickel • • Lesson 9-03: Dime • • Lesson 9-04: Quarter • • Lesson 9-05: Using Coins • • Lesson 9-06: Problem Solving: Act it out Show the students a circle and a sphere. Discuss the two and ask how they are alike and how they are different. Introduce sphere and make sure they are saying it and not spear! Have students 3 at a time go around and find spheres in the room**.** **Each day you will compare a 2D shape and a 3D shape and do the same activities. These activities might take 2 days for each shape.** As you discuss each shape, have the students act it out as if they are in that shape. What does it feel like – are you squished, is it round, is it long, etc. Prepare an anchor chart about the 3d shapes. Have students come up with 2-3 ideas for each shape and list the attributes (faces, vertices, edges). After the chart is made each day, TSW write in their journals A _____ is a _____. A (sphere) _____ has _____ and they will write 2-3 attributes about each 3D item.	 

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)**	On each day, you will have the students find a particular 3D shape that you have taught. Have one in mind as a "secret" 3D shape and see if someone can guess your shape. Also, give them riddles about a certain shape and they will tell you the shape you are thinking of. After you have taught each shape, roll a sphere to someone and ask them why it rolled, then, roll a cube and ask if it will roll and why or why not. Then discuss sliding and demonstrate sliding activities with each 3D shape. Only slide on one of the faces. Next, do stacking and have them predict which 3D shape will stack. After you have demonstrated this, they will get in pairs and each pair will have several of their own 3D shapes and will determine if it will slide, roll or stack or nothing. They will prepare a chart while doing this activity. Discuss after everyone is finished and create a class graph as to which 3D shape rolls, slides or stacks. Discuss the graph. Have students graph coins. Put a bunch of different coins in a bag. TSW grab a small cupful of coins and sort them into the same categories. TSW sort the coins on a sorting mat. Have students do coin rubbings with the different coins – both heads and tails Personal Literacy Ideas: Discuss how their families create (earn) and use money and create an anchor chart – listing different ways to earn and spend money – bills, things we want, things we use it to do things with, saving, etc. How do we get money? Discuss skills, jobs, careers. How can students make money? Spend a couple days on brainstorming jobs that they'd like to do when they get older and have them study it, learn about it , what tools do they need, and have them draw and illustrate it.	 Keen On Kindergarten: Learning about coins  3D shape songs 3D Shapes I know 3D shape song **Money Chant** A penny is worth one cent, A nickel is 5 A dime is ten cents, A quarter, 25! Money Poems The Math Maniac website The money song

		Coins song Show me the money song
Science		
TEKS	**Instructional Strategies**	**Resources**
sort plants and animals into groups based on physical characteristics such as color, size, body covering, or leaf shape **(K.10A)** **identify** basic parts of plants and animals **(K.10B)** **identify** ways that young plants resemble the parent plant **(K.10C)** **observe** changes that are part of a simple life cycle of a plant: seed, seedling, plant, flower, and fruit **(K.10D)** **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 plants are not living or do not reproduce, rather than having a life cycle that results in new plants being produced **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 9 Lesson 23 “What Are Animals Like?” 4.For this Unit select unit 10 Lesson 25 “What Are Plant Leaves Like?” Lesson 27 “What Are Some Plant Parts?” Lesson 28 “How Do Plants Grow and Change?” Prepare student headbands with picture cards that have a matching parent plant and a young (offspring) plant attached. Students will walk around the room to find their match. They will discuss their pictures by asking how they are alike. Which one is the young (offspring) Which one is the adult? Lead students to understanding with a Think-Pair-Share format using the following questions: How did you find your partner? What are some parts of the plant you used to help you find its match? Do you think the shape of a leaf could help you identify a plant offspring? Could the color of a flower help you find a plant offspring? Do you think all offspring look like their parents? A great book to read to the students is “Animals Should Definitely Not Wear Clothing” Ask students why animals don’t need to wear clothing? What do they use instead of clothes? How do their coverings help them in their environments? If you do not have	  Pages from Science Textbook Activities: Have different types of seeds and have the students sort them. Break apart a plant and have students identify the parts of the plant. Plant a bean and watch it grow Soak a lima bean and then take it apart and talk about the different parts of the bean.

	access to this book here is a link to it for an online read aloud. Animals Should Definitely Not Wear Clothing 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. Record findings from the following inquiry center.  **Animals:** Decide what kinds of animals you will study: mammals, birds, fish, reptiles, amphibians After deciding how you want to teach animals, and reading different books about the topic, interactively complete an anchor chart that lists: **Animal where it lives what it eats vertebrae/no vertebrae** After reading the chosen books, complete the chart and the students will complete their writing in their science journals writing 2-3 sentences about the animals.	Grow "hair" – Use a clear cup container and put soil and some grass seed in it. Have students make a face on the cup using permanent markers. Plant different seeds and watch them grow and take data from the plant – draw pictures of the growth of the plant. Create an anchor chart on what plants need to live. Create an anchor chart on the parts of the plant. Put three plants in different parts of the room – 1 dark (gets no light) 2 in a bag (gets no air) 3 in the room where It gets light and air. Chart the differences in the plants growth.  **Plant Books**: From Seed to Plant by Gail Gibbons (Great for text features) The Tiny Seed by Eric Carle Magic School Bus Plant Seeds: A Book about How Living Things Grow (Great for text features) National Geographic Seed to Plant Stems and Roots by David M. Schwartz Time for Kids: Plants Planting a Rainbow by Lois Ehlert
Social Studies		
TEKS	**Instructional Strategies**	**Resources**

Readiness
identify contributions of patriots and good citizens who shaped the community **(K.2B)**
Supporting
identify contributions of historical figures including Stephen F. Austin, George Washington, Christopher Columbus, and Jose Antonio Navarro who helped to shape the state and nation **(K.2A)**
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, g**ather** 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 i**dentify** a situation that requires a decision, **gather** information, **generate** options, p**redict** outcomes, take action to **implement** a decision, and **reflect** on the effectiveness of the decision **(K.16B)**

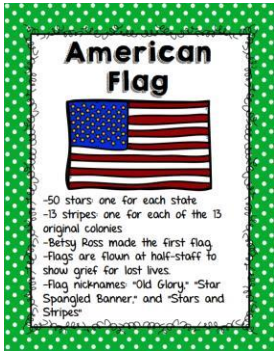
Quilt of Patriotism -- Independence Day Display: showing patriotism

Piece together a quilt of patriotism! On a nine-inch square of writing paper, a child describes a favorite patriotic pastime or responds to one of the writing prompts below. He illustrates his writing on a nine- inch square of white construction paper. Staple each child's work together as shown, then mount the projects on a bulletin board backed with blue paper. Embellish the display with white star cutouts and red crepe paper streamers. Hooray for the red, white, and blue!

- Describe your favorite way to show patriotism. Explain why it is your favorite.

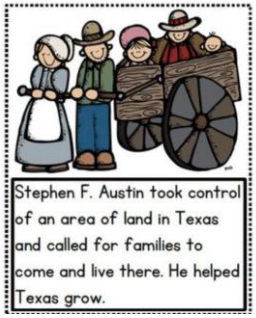
- If you could make a birthday wish for the United States, what would it be? Tell what you can do to help make your wish come true.

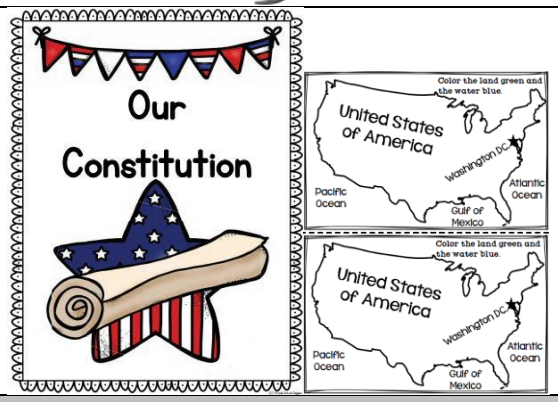
- What do you think are the three best things about living in the United States? Why?



Duck for President by Doreen Coenin
Grace for President by Kelly DiPucchio
This Little President
A is for America
National Geographic George Washington
National Geographic Abraham Lincoln
I am George Washington by Brad Meltzer
What does the President Do? By Amanda Miller
We the Kids by David Catrow – Great book to read and then design your classroom constitution.

Facts about Stephen F. Austin:
He was born in Virginia, moved to Texas and brought people with him. He showed them how to build houses. Austin, Texas Capital is named after him**.**



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