



Revision Date	April 14, 2020
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Department of Curriculum & Instruction

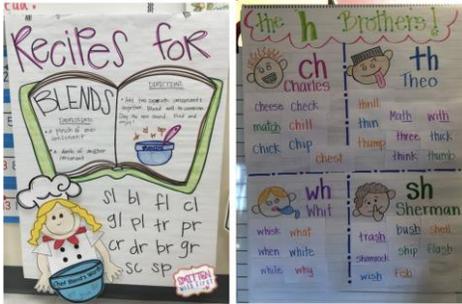
Kindergarten Integrated

Unit	K-7 Do You Really Need That?	
Time Frame	3/15-4/16	
Big Ideas	<ol style="list-style-type: none"> 1. There is a difference between a want and a need. 2. Some texts are written using structures for drama. 3. There is a difference between living and non-living organisms. 	<ol style="list-style-type: none"> 4. We can compare sets and numbers.
Essential Questions	<ol style="list-style-type: none"> 1. What is the difference between a want and need? 2. What structures are related to drama? 3. What is the difference between a living and non-living organism? 	<ol style="list-style-type: none"> 4. How can we compare sets and numbers?

Content Integration Guide		
<p>Science:</p> <ul style="list-style-type: none"> • Plants and animals have needs. • There is a difference between the needs of living and non-living things. 	<p>Do You Really Need That?</p> <p>Anchor Text: Why Living Things Need Homes Anchor Text: Little Red Hen's Reader Theater</p>	<p>Social Studies:</p> <ul style="list-style-type: none"> • There is a difference between wants and needs. • Sometimes we can address our own needs by self-producing.
<p>Math:</p> <ul style="list-style-type: none"> • We can brainstorm a list of wants and needs and compare which list has more. • What needs can math concepts help fill and how? 		<p>ELAR:</p> <ul style="list-style-type: none"> • Some dramas include information about wants and needs. • We can talk about things that are needs and things that are wants.



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>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.</p> <p>Phoneme blending and segmenting FCRR</p> <p><u>Learning tip:</u> Vowel sounds are open-mouthed, continuous sounds. Every syllable has a vowel.</p>		<p>Video of blending activity</p> <p>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.</p> <p>Segmentation lesson video</p> <p>Segmentation lesson link</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>recognize that new words are created when letters are changed, added, or deleted such as it, pit, tip, tap (K.2Biii)</p> <p>spell words with VC, CVC, and CCVC (K.2Ci)</p> <p>spell words using sound-spelling patterns (K.2Cii)</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>Initial Blend Memory Game</p> <p>Weekly Tier 1 Phonics lessons</p> <p>Direct Instruction</p> <ul style="list-style-type: none"> * 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>HMH Module 6 T151, T161, T173, T183, T193 (focus on initial blend)</p>		<p>Link to unit 7 phonics words, phrases, sentences</p> <p><u>Decodable text:</u></p> <p>Book 7: Ed</p> <p>Book 8: Meg</p> <p>Blends Learning Tip:</p> <p>Although we have a specific focus on blends, it is important to note that the process for blending and segmenting words with consonant blends is no different than words without. Each letter in a blend makes a distinct sound so we need to be careful that we do not teach consonant blends as a single unit of sound.</p> <p><u>Online Instructional Resources</u></p> <p>Fly Leaf online decodable books for students</p>	

<p>High Frequency Words</p> <p>All, he, no, by, his, or</p> <p>(add color words throughout the eight units)</p>	<p>HMH Module 7 T91, T101, T113, T123, T133 Ch and Sh</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>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</p>
<p>Phonic Concepts Weekly Tier 1 Phonics lessons</p> <p>ch sh L blends: bl, cl, fl, gl, pl, sl</p>		<p>Blending and Segmenting Games Classroom Strategies Reading ... Phonics: In Practice Reading Rockets Phonological and Phonemic Awareness: In Practice Reading ... Phonological and Phonemic Awareness: In Practice</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. * Provide substantial practice with applying sound-symbol correspondences to read words.</p>	
<p>Comprehension</p>		
<p>Accuracy</p>	<p>Instructional Strategies</p>	<p>Resources</p>
<p>create mental images to deepen understanding with adult assistance (K.5D) make connections to personal experiences, ideas in other texts, and society with adult assistance (K.5E) describe personal connections to a variety of sources (K.6A) describe elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance (K.7C) describe the setting (K.7D) demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairytales, and nursery rhymes (K.9A)</p>	<p>Read and/or perform a play based on The Little Red Hen Little Red Hen Reader's Theater script</p> <p>Guide students to create mental images of the events in the script. Guide students to make connections with the story. Discuss the plot elements and the setting. Discuss the main character in the drama and the supporting characters.</p> <p>Module 8 T26 Build background on habitats Module 8 T28 Why Living Things Need Homes Module 8 T28 Engage and Respond</p>	<p>Read different fairy tale books that talk about different shelters: Three Little Pits Three Little Dassies Goldilocks and Just One Bear Goldilocks and the Three Bears Cinderella Sleeping Beauty Discuss the story elements in each of the books by creating an anchor chart to show the main character, setting and habitat. Discuss the drama that is happening in each of the stories.</p>

<p>discuss main characters in dramas (K.9C) use an appropriate mode of delivery, whether written, oral, or multimodal to present results (K.12E)</p>	<p>Module 8 T48 Connect and Teach, PUT it Together Chart</p> <p>Make connections between the text Why Living Things Need Homes and the texts from science.</p> <p>Module 9 (T25, T85, T145, T204, T205) Making connections Module 9 (T26, T144) Building background knowledge Module 9 (T84, T145) Story elements Module 9 (T205) Key Ideas</p>	 <p>After reading each variation the student will decide which shelter they would want to live in and then create the picture with items and tell why they would want to live in that shelter.</p> <p>"I want to live in a house made of _____ because _____."</p> <p>As an extension: Have students create their own shelter, describe it using adjectives.</p> <p>Another STEM extension: Retell the Three Little Pigs story by having the students make their "house" out of classroom items - legos, cotton balls, cups, blocks, wooden blocks, popsicle sticks, cards, etc. After the houses are built, students predict if the wolf can blow it down.</p> <p>After their house is created, students go around pretending to be the big bad wolf and blow their house down.</p>
Writing		
TEKS	Instructional Strategies	Resources
<p>edit drafts using adjectives including articles (K.10Div) edit drafts using prepositions (K.10Dv) edit drafts using punctuation marks at the end of declarative sentences (K.10Dviii)</p>	<p>Module 7 (T56) Sensory Words) Module 7 (T76) Prepositions Module 7 (T155) Describing words Module 7 (T45) Beginning, middle and end Module 7 (T57, T95, T105,) Plan and Organize a story Module 7 (T67) Drafting a story Module 7 (T127) Revising and Editing Module 7 (T137) Publishing Module 8 (T66, T76) Complete sentences Module 9 (T76) Question marks)</p>	 <p>Organization Mentor Text Lessons</p> <p>Frogs</p> <p>If You Give a Mouse a Cookie</p> <p>Today is Monday by Eric Carle</p> <p>The Very Hungry Caterpillar by Eric Carle</p> <p>Harriet, You'll Drive Me Wild! by Mem Fox</p> <p>15-personal-narrative-mini-lessons</p> <p>Mini lessons for now:</p>



		Complete sentences Punctuation Capital letters at the beginning of a sentence Capital I Spaces between words Beginning/middle/end Details Sight words spelled correctly "Wow" words added - create a chart for "Wow" words
Vocabulary		
TEKS	Instructional Strategies	Resources
respond using newly acquired vocabulary as appropriate (K.6F) discuss with adult assistance how the author uses words that help the reader visualize (K.9D)	Module 8 T27 Why Living Things Need Homes Vocab Module 8 T38 Why Living Things Need Homes Vocab	
Core Content Vocabulary		
Drama Why Living Things Need Homes Vocabulary Habitat Protect Provide Living Weather young	Numbers Compare Set Addition Subtraction One more One less	Living organism Non-living object Offspring Part Physical Characteristics Plant Animals Basic Needs Body covering Botanist
		Community Helpers Firefighter Police Officer Teacher
ELPS		Linguistic Accommodations
3G express opinions, ideas, and feelings ranging from communicating short phrases to participating in extended discussions on a variety of social and grade appropriate academic topics.		I connect with the main character because _____ I am like the main character because _____
Math		
TEKS	Instructional Strategies	Resources

count forward and backward to at least 20 with and without objects (**K.2A**)
count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order (**K.2C**)
recognize instantly the quantity of a small group of objects in organized and random (**K.2D**)
generate a number that is one more than or one less than another number up to at least 20 (**K.2F**)
compare sets of objects up to at least 20 in each set using comparative language (**K.2G**)
model the action of joining to represent addition and the action of separating to represent subtraction (**K.3A**)
explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models, and number sentences (**K.3C**)
recite numbers up to at least 100 by ones and tens beginning with any given number (**K.5A**)
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, **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**)

Pearson Realize/envision:

- Lesson 06-01: Counting 30
- Lesson 06-02: How Many
- Lesson 06-03: Reading and Writing Numbers through 30
- Lesson 06-04: Comparing Larger Sets
- Lesson 06-05: Numbers Through 30
- Lesson 06-06: Problem Solving: Look for Pattern
- Lesson 17-01: Making 8 and 9
- Lesson 17-02: Introducing Addition Expression and Number Sentences
- Lesson 17-03: Finding Missing Parts of 8 and 9
- Lesson 17-04: Introducing Subtraction Expression and Number Sentences
- Lesson 17-05: Tens and ones
- Lesson 17-06: Making 120 with Tens
- Lesson 17-07: Comparing Numbers
- Lesson 17-08: Sorting Shapes
- Lesson 17-09: Identifying Plane Shapes
- Lesson 17-10: Identifying Solid Figures

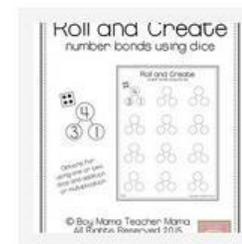
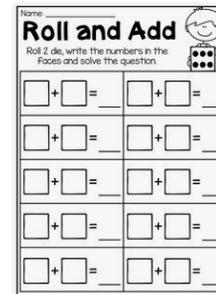
Have a life size ten frame chart prepared and have 16 students fill up the ten frame. Discuss what happens with the other 6 students? Where should they go? Give each student a number 1-16 so they can be identified and related to their space on the ten frame. Have another ten frame for the other 6 students. Now discuss what happens with the other 6 students. Discuss how the ten frames look now.

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.

Always incorporate 1 more and 1 less, greater than, less than in the lessons with the teen numbers.



Sunshine Addition Activity for Kids



display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication (**K.1G**)

Subtraction games:

“Smash It” - Students roll 2 dice, or choose 2 number cards. They make the higher number with pieces of play dough. They “smash” the second number and the remaining is the answer.

Bowling: Students use 1 dice or 1 number cards up to 10. The number tells how many “pins or cups” they set up. They roll a soft ball and subtracts how many “pins or “cups” were knocked down. The answer is how many are still standing.

Have 2 groups - Have manipulatives laying on the floor. Show the first 2 students a number sentence (8-5). They pick up 8 of the manipulatives and lay down 5. How many are still in their hand?



Bump games: Students will roll the dot cube(s) and count to identify the number they rolled. They will use a game piece to cover the number on the game board.

If the opponent has a game piece on the number, the player can bump off their opponent's game piece. If the player already has a game piece on that number they can add another game piece to “lock” their position (like a “king” in checkers). A locked game piece cannot be bumped off. First player to use all of their cubes is the winner.

[Investigating Dominoes](#)

Science

TEKS

Instructional Strategies

Resources

differentiate between living and nonliving things based upon whether they have basic needs and produce offspring (K.9A)
examine evidence that living organisms have basic needs such as food, water, and shelter for animals and air, water, nutrients, sunlight, and space for plants (K.9B)
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 any object that moves is living (machines, smoke, clouds, fire, or moving water), rather than understanding that living organisms are alive and have basic needs.

Students may think that grass, trees, and other plants die in the winter and are born in the spring, rather than understanding plants grow throughout the year.

Students may think that plants are not alive because they do not move, rather than plants having basic needs and the ability to reproduce.

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 22 "What Are Living Things?"
 Lesson 24 "What Do Animals Need?"
 Lesson 26 "What Do Plant Need?"

The student notebook should be set up as follows:

Left Side:	Right Side:
Teacher Directed Material/Notes	Guided Practice
aka Input	Student Practice/Reflection
	aka Output

www.4mulaFun.com

Include a chart for both animal and plant needs in the journal

Books:

- Living and Nonliving** by Carol K. Lindeen
Do you KNow Which ones will Grow by Tom Slaughter
 What's Alive? by Kathleen Weidner Zoenfed
 Are you Living? A Song about Living and Non Living Things by Laura Purdie Salas



Pages from Science Textbook

Have the children to think of one noun, whatever they say, write the word in one of two columns on chart paper. (living and non living, **but do not have the chart paper labeled!**)

After the words have been written, discuss the words and why they are divided in to two separate lists. Give them hints, but again, do not say why the words are divided. Some of the students will realize why or what the lists means.

Then start discussing living and non living.

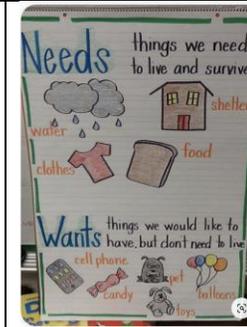


	<p><u>What is a Living Thing?</u> by Bobbie Kalman <u>Plants are Living Things</u> by Bobbie Kalman <u>What Kind of Living Thing is it?</u> by Bobbie Kalman</p>	<p>Create an anchor chart that lists what things need to live - give other examples. Have students sort pictures of items that are living/non living. Go outside and have students find things that are living and non living and write/illustrate them in their journals. As a final product, have each student choose a letter of the alphabet. They need to think of a living and a non living item for that letter, write and illustrate it.</p> <p>YouTube Videos: Living and Nonliving Things It's Alive! Biology for Kids Living and Nonliving Things Living Things Science Song for Kids Elementary Life Science Jack Hartmann Living and Non-living Things for Kids Living Things Non-living Things</p> <p>Poem: The Living Song Tune: Frere Jacques</p> <p>It is living! It is living! I know why! I know why! It eats and breathes and grows It eats and breathes and grows, It's alive! It's alive!</p>
Social Studies		
TEKS	Instructional Strategies	Resources

Readiness
identify basic human needs of food, clothing, and shelter (K.6A)
Supporting
explain the difference between needs and wants (K.6B)
explain how basic human needs can be met such as through self-producing, purchasing, and trading (K.6C)
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)

Discuss The Little Red Hen drama and talk about the needs versus wants from that text. Discuss how the Little Red Hen met her needs through self-producing.

Sort for wants versus needs.



Discuss what needs and wants are - create an anchor chart and then discuss what makes them a need and a want.
 Sorting activities for needs and wants.
 Discuss how parents have money for things they need - discuss savings and spending money. Discuss ways to make money and how to save money.

[needs-and-wants.html](https://www.ck12.org/needs-and-wants.html)

Read the Mo Willems to teach needs and wants. After reading the books, create an anchor chart listing things the pigeon needed and wanted.

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