



Revision Date	April 14, 2020
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Department of Curriculum & Instruction

Kindergarten Integrated

Unit	K-8 Exploration	
Time Frame	4/19-6/3	
Big Ideas	<ol style="list-style-type: none"> 1. Our world includes multiple continents. 2. Sometimes authors are trying to persuade us to do or think something. 3. The concept of conservation is important to measurement. 	<ol style="list-style-type: none"> 4. Organisms are impacted by their environment.
Essential Questions	<ol style="list-style-type: none"> 1. What are the continents and where are they? 2. How do authors try to persuade us? 3. What is the concept of conservation? 	<ol style="list-style-type: none"> 4. How are organisms impacted by their environment?

Content Integration Guide		
<p>Science:</p> <ul style="list-style-type: none"> • We can explore how different environments impact organisms. 	<p>Exploration</p> <p>Anchor Text: Red Knit Cap Girl To The Rescue Anchor Text: Polar Animals</p>	<p>Social Studies:</p> <ul style="list-style-type: none"> • We live in a big world with different continents to explore.
<p>Math:</p> <ul style="list-style-type: none"> • We can explore the concept of conservation. 		<p>ELAR:</p> <ul style="list-style-type: none"> • We can explore what others are trying to make us think or do.



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>HMH Module 8 T30, T40 Blend Phonemes into Words HMH Module 8 T52, T62 Segment Phonemes</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>Unit 8 phonics word, phrase, and sentence resource link</p> <p><u>Decodable text:</u> Book 9: Ted Book 10: The Wig</p> <p>Blends Learning Tip: 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</p>



	<p>HMH Module 6 T91 S blends, T101, T113, T123, T133 HMH Module 9 (T92, T114, T123, T133) Consonant blends HMH Module 7 T151, T152, T161, T162, T173, T183, T193 HMH Module 7 T41, T53, T63, T73 focus on -ck HMH Module 9 (T152, T174, T183, T193) Diagraphs</p>	<p>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>Th Resource List:</p>
<p>High Frequency Words</p> <p>Have, one, of</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>Voiced th: that then them than this</p> <p>Unvoiced th: thin thick cloth moth path bath</p>
<p>Phonic Concepts Weekly Tier 1 Phonics lessons</p> <p>Ck, wh, th (both sounds) S blends: sl, st, sp, sm, sn, sw</p>		<p>Online Instructional Resources</p> <p>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</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>	
Comprehension		
Accuracy	Instructional Strategies	Resources
<p>generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance (K.5B) make inferences and use evidence to support understanding with adult assistance (K.5F)</p>	<p>After a read aloud of a fiction text that follows a basic story structure, guide students in completing an anchor chart:</p>	<p>Learning Tip for Theme: Theme is determined by identifying how the main character has changed over the course of the story. It is the idea that the author wants you to take away from the story after you read it. Theme should be expressed in a complete sentence. For example, kindness is not a theme. Rather, "Kindness matters so you should be kind" is an example of a theme.</p>

synthesize information to create new understanding with adult assistance (K.5H)

monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance (K.5I)

use text evidence to support appropriate response (K.6C)

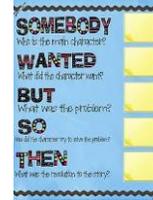
retell texts in ways that maintain meaning (K.6D)

discuss topics and determine the basic theme using text evidence with adult assistance (K.7A)

recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do (K.8E)

recognize characteristics of multimodal and digital texts (K.8F)

Somebody
Wanted
But
So
Then



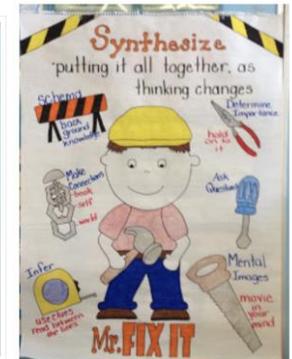
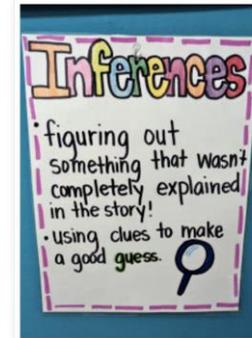
HMH Module 5 T219 [Make Inferences](#)

HMH Module 9 [T208](#) Red Knit Cap Girl
HMH Module 9 [T230](#) Polar Animals

[Monitoring comprehension lesson link](#)

[Prediction lesson link](#)

[Candy persuasion activity](#)



(non fiction science Books can also be used in reading for the reports.)

Tacky the Penguin (Use for inferecing and sythesizing)

The Emperor Lays an Egg

Polar Bear, Polar Bear What Do You Hear?

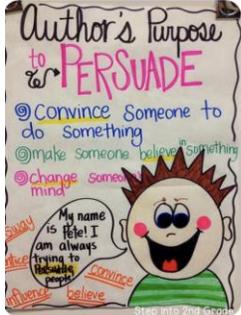
Penguin Books:

Little Penguin Gets the Hiccups by Tadgh Bentley

Penguins by Jill Esbaum

Polar Bears by Mark Newman

Magic Tree House: Dolphins at Daybreak

Writing			
TEKS		Instructional Strategies	
<p>edit drafts using pronouns including subjunctive, objective, and possessive cases (K.10Dvi)</p> <p>develop and follow a research plan with adult assistance (K.12B)</p> <p>recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do (K.8E)</p>		<p>Create a class K-W-L chart on a science or social studies topic</p> <p>HMH Module 8 T34 Research Writing</p> <p>HMH Module 8 T44 Research Model</p> <p>HMH Module 9 T214 Planning Research Writing</p> <p>HMH Module 9 T224 Organizing Research Writing</p> <p>HMH Module 9 T236 Drafting Research Writing</p> <p>HMH Module 9 T246 Revising Research Writing</p>	
Resources		 <p>After reading a variety of animal books and completing an anchor chart (previous unit), the class will decide which animal to research. Explain what it means to research and decide as a class which information to have in your research project. (Habitat, food, picture, etc). As a class, complete the project together – modeling the writing process. After the project, the students will complete their own research project – going through the writing process. After the project is complete, the students will share their project.</p> <p>After the project has been shared, the students will then write a persuasive letter to their parents asking them to allow them to get the animal as a pet. After the persuasive letter is written, they will share.</p>	
Vocabulary			
TEKS		Instructional Strategies	
<p>respond using newly acquired vocabulary as appropriate (K.6F)</p>		<p>HMH Module 9 T218 Academic Vocabulary</p>	
Core Content Vocabulary			
<p>Persuade</p> <p>Plan</p> <p>Digital</p> <p>Encounter</p> <p>Journey</p> <p>sturdy</p>	<p>Capacity</p> <p>Distance</p> <p>Length</p> <p>Containers</p> <p>Heft</p> <p>Bigger</p> <p>Longer</p> <p>Height</p> <p>Weight</p>	<p>Living organism</p> <p>Non-living object</p> <p>Offspring</p> <p>Part</p> <p>Physical Characteristics</p> <p>Plant</p> <p>Animals</p> <p>Basic Needs</p> <p>Body covering</p>	<p>Community Helpers</p> <p>Firefighter</p> <p>Police Officer</p> <p>Teacher</p>



	Smaller shorter	Botanist	
ELPS		Linguistic Accommodations	
3G express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions		I researched a _____ and discovered _____	
Math			
TEKS	Instructional Strategies	Resources	
<p>give an example of a measurable attribute of a given object, including length, capacity, and weight (K.7A)</p> <p>compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference (K.7B)</p> <p>count forward and backward to at least 20 with and without objects (K.2A)</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 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>model the action of joining to represent addition and the action of separating to represent subtraction (K.3A)</p> <p>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)</p> <p>recite numbers up to at least 100 by ones and tens beginning with any given number (K.5A)</p> <p>Process TEKS</p> <p>apply mathematics to problems arising in everyday life, society, and the workplace (K.1A)</p> <p>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)</p> <p>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)</p>	<p>Pearson Realize/envision:</p> <ul style="list-style-type: none"> • Lesson 14-01: Describe objects by more than one attribute • Lesson 14-02: Comparing by length • Lesson 14-03: Problem Solving: Use Tools • Lesson 14-04: Comparing by height • Lesson 14-05: Comparing Capacities • Lesson 14-06: Comparing by weight <p>During this unit, students focus on identifying measurable attributes of objects including length, capacity, and weight. Through repeated direct comparison opportunities, students develop an understanding of conservation (the length, capacity, or weight of an object does not change when the orientation of an object changes).</p> <p>Lessons: It's easier to discuss the main idea and then to have an assortment of centers for them to complete in the next three weeks. The lessons should be very brief so they may complete the activities:</p> <p>Each day as a review, have different students go around the room and find something _____ than their pinkie, have them find something longer than a crayon, have them find something the same length as a scissors, etc.</p> <p>Have students talk with a partner to discuss "measurement". Have them share and write their answers on a chart. Show a picture of a small animal and a large animal. Have them discuss the picture and ask what words would they use to describe the animals – big, bigger, larger- smaller, same size</p>	  <small>Teachers Pay Teachers Science - Using a Balance Scale... How Many Bears...</small>	



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)**

Read the book "Measuring Penny" and discuss it as you go. Write more measurement words on the chart. Have them use their pointing finger to find something smaller than the finger. Then have them use their arm to find something bigger.

Teach length – longer/shorter. How is it different/same as bigger/smaller?
Have different items of length and put them in the middle of the carpet. Have students put them in order from shorter to longer. **Make sure that you teach them they have to have the same end point at**

the bottom for accuracy. Have them go around the room and find more items to put in the collection
Have them compare their shoe with another student's shoe
Have them find items in the room that are longer/shorter than their shoe. Have them draw 2 shoes – one for shorter items and one for longer

items

Give students a piece of string and have them walk around the room finding items that are the same length. Have different pieces of paper cut into different lengths. Each student should have about 5-6 pieces of paper. Have them glue them in their journals shortest to longest

Use the same items in the baggie from previous days and have them compare using "shorter and longer" Have them put all objects in both bags from shorter to longer

Teach height – have 2 students come up and compare their height – Teach shorter/taller. Have sorting cards of various heights and have them sort them taller/shorter. Then have them go outside and find something that is shorter than they are and something that is taller than they are and have them write it and illustrate the ideas in their journals

Teach weight – Introduce the balances or scales and discuss what they are and how they are used (should have been taught in science previously). Have an assortment of different items for them to see which weighs more – what will happen to the scale? Have them choose 2 items to weigh – which is heavier or lighter?



Books for measurement:

Measuring Penny by Loreen Leedy
Me and the Measure of Things by Joan Sweeney
Super Saturday Sand Castle by Stuart Murphy
Just a Little Bit by Ann Tompert
Ants Rule: The Long and Short of It by Bob Barner
How Tall, How Short and How Faraway by David A Adler
How Long is a Whale by Alison Limentani
IS the Blue Whale the Biggest Thing There Is by Robert Wells
Big, Bigger, Biggest by Nancy Coffet
Ten on the Sled by Kim Norman

Measurement videos:

<https://www.youtube.com/watch?v=fPEcTmySUls>

<https://www.youtube.com/watch?v=ftB5VU64yGA>

<https://www.youtube.com/watch?v=zsv7bYSrzMU>

<https://www.youtube.com/watch?v=ypVQDZL18SQ>

[Measurement vocabulary book](#)

[Non standard measurement](#)

Read Dr. Seuss' book, The Foot Book and compare the students' feet. Discuss if you measure different things with the student's foot, will the measurements all be the same. Measure different objects with the student's foot.

Measure different objects with straws, paper clips, legos, pennies, etc.

Using string, measure how tall each student is and put them on paper and compare the measurements.



	<p>Have different objects to weigh and see how many snap cubes or square tiles will it take to balance the object? Make sure they are using only one item to measure and only one kind of manipulative to measure with. Students will want to put a conglomeration of items in one side and just a bunch of other manipulatives in the other side. Discuss why this is not a good idea?</p> <p>Teach heft – Which item weighs more in your hand – Have an assortment of different items for them to hold in their hands to demonstrate which is heavier.</p> <p>Teach capacity - Have an assortment of different containers and see which holds more and which holds less. How many of the smaller container could be used to fill up with rice, beans, popcorn, small legos, etc into the larger container.</p> <p>Teach non-standard measurement - Have different items and ask how can we measure these items? Discuss good possibilities and not good possibilities. Have different students measure the same objects with unifix or snap cubes and paper clips. Are their measurements the same? Why or why not?</p>	<p>Measure different parts of the student’s body with unifix cubes and create a flower listing the different parts and the number of cubes it took to measure each part: nose, arm, thumb, foot, head, etc.</p> <p>To make the flower: The middle part is the face of the student. Each petal lists the different part of the body that is measured. The stem is a piece of paper that is the length of the yarn used previously to measure the person. The leaves are the measurement of the feet.</p> <p>To connect math and reading: If you are doing ocean animals or polar animals, measure how long the different animals are and have the students lie down feet-head and see how many students it would take to measure the animal. Compare different animals by sizes – smallest to largest. Have premade animals and fill each animal with different objects to see how many it would take to fill the areas. Using linking cubes, paper clips or other manipulatives, measure the different animals from head to toe. Have the students cut out a snowflake or an iceberg (your choice of size) and have them measure different things in the room and record their answers. Have a pre made polar bear (your choice of size) and measure the students. Each person will measure their partner. Post in the hallway from shortest to tallest (or vice versa). Sort and measure seashells</p>
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Science

TEKS	Instructional Strategies	Resources
<p>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)</p>	<p>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.</p> <p>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.</p>	<p>This is a great time to delve more into science projects that you perhaps didn’t have time to finish. You can finish plants, animals, living and non living, as the TEKS are included in this unit.</p> <p>Ideas: Make fossils (dinosaur unit) Plant different plants and measure them. Conduct salt water/ocean water experiments: Explain how Artic Animals Stay Warm: Video about ocean animals</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 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)</p> <p>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)</p>	<p>Students may think that plants are not alive because they do not move, rather than plants having basic needs and the ability to reproduce.</p> <p>During this unit we are tying in the different things that have been covered in the previous units.</p> <p>One activity you can do is to have 6 pots or cups of sprouting plants. Review what the basic needs are of plants. Discuss with your students how different environments have different effects on organisms. For the first plant give it everything it needs to live (sun, water, space, air, nutrients from soil) With each plant take away 1 of its needs. Have the students make predictions on what they think will happen. Observe the effects that it has on the plants.</p> <p>A different variation of this would be to test the effect of different types of liquids on each plant. Here is a link to the investigation: Effecting Plant Growth</p>	<p>Books about ocean animals and polar animals:</p> <p>Over in the Ocean in a Coral Reef by Marianne Berkes A House for Hermit Crab by Eric Carle Ill Follow the Moon by Stephanie Lisa Tara I'm the Biggest Thing in the Ocean by Kevin Sherry National Geographic First Big Books of the Ocean Moonlight Ocean by Elizabeth Golding Secrets of the Seashore by arron Brown Mister Seahorse by Eric Carle Commotion in the Ocean by Giles Andreae Hooray for Fish by Lucy Cousins (A lot of art work can also be incorporated into these books!)</p> <p>Hark! A Shark! By Bonnie Worth Gentle Giant Octopus: Read and Wonder Star of the Sea: A Day in the Life of a Starfish by Janet Hoffman One Tine Turtle by Nicole Davice Hello Ocean by Munoz Ryan The Blue Whale by Jenni Desmond In the Sea by David Elliott</p> <p>Arctic Books:</p> <p>If It's Snowy and You Know It, Clap your Paws by Kim Norman Way Up in the Arctic by Who Lives Here by Deborah Hodge Polar Animals (Scholastic Reader) by Wade Cooper The Lonely Polar Bear by Khoa Le Polar Bear Island by Lindsay Bonilla Here is the Arctic Winter by Madeleine Dunphy Amazing Arctic Anials by Jackie Glassman</p>
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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
<small>www.4mulaFun.com</small>	

Include a description of the outcomes of the experiment above.

Social Studies

TEKS

Instructional Strategies

Resources

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)**

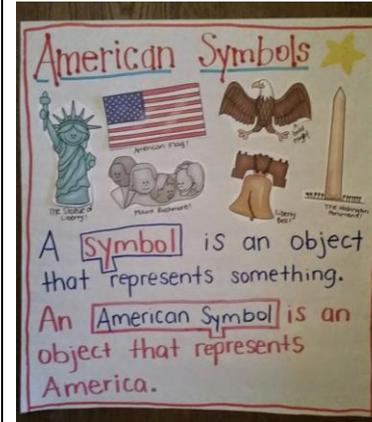
Process
obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music **(K.14A)**
obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, print material and artifacts **(K.14B)**
sequence 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)**

Students should be able to:

1. Look at a map and identify the physical features of the United States
2. Recall some facts about the United States
3. Name and locate the Continents

[Kids explore the United States with Eric and Bruce](#)

Explore continents on a globe



Create a booklet showing the Texas symbols
 Create a booklet showing the United States symbols

[Presidents](#)
[American symbols](#)

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