



Revision Date	April 11, 2020
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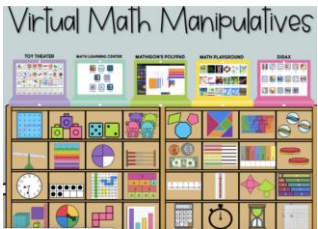
Department of Curriculum & Instruction

PreKindergarten4 Integrated

<b>Unit</b>	PreK4-1 Ready For School
<b>Time Frame</b>	5 weeks
<b>Big Ideas</b>	<ol style="list-style-type: none"> <li>1. I'm getting to know my school.</li> <li>2. I will make friends at school.</li> <li>3. I will work and play with my friends.</li> <li>4. I know how to share and care.</li> </ol>
<b>Essential Questions</b>	<ol style="list-style-type: none"> <li>1. What is a school?</li> <li>2. Who are the important people at school?</li> <li>3. How do I make friends?</li> <li>4. How do I share and take care of my school?</li> </ol>

**Tier I Instructional Strategies – Classroom Instruction for All Students**

**Virtual Instruction Resources**

<p><a href="#">Screencastify tutorial</a>  <a href="#">How to make a drag and drop activity 1</a>  <a href="#">How to make a drag and drop activity 2</a></p> <p><a href="#">Canvas Cheat Sheet</a></p> 	<table border="1"> <thead> <tr> <th>CHROME</th> <th>DRIVE</th> <th>SLIDES</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Copyright and Fair Use</td> <td>Create Folders</td> <td>Add a Timer</td> </tr> <tr> <td>How to add a Bookmark</td> <td>Different Drive Bookmarks</td> <td>Add a Video</td> </tr> </tbody> </table> 	CHROME	DRIVE	SLIDES				Copyright and Fair Use	Create Folders	Add a Timer	How to add a Bookmark	Different Drive Bookmarks	Add a Video	<p><a href="#">The Reading Bear learning to read website</a>  <a href="#">GraphoGame</a></p> 
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TEKS / Student Expectations	Skills	Concepts
<p><b>Week 1:</b>  <b>II.A.2</b> Child shows understanding by following two-step oral directions and usually follows three step directions.  <b>II.A.3.</b> Child shows understanding of the language being spoken by teachers and peers.</p>	<p>understanding</p> <p>understanding</p>	<p>by following two-step oral directions and usually follows three step directions</p> <p>language being spoken by teachers and peers</p>



TEKS / Student Expectations	Skills	Concepts
<p><b>ELL's:</b> Child shows understanding of the new language being spoken by English speaking teachers and peers.</p> <p><b>II.E.6:</b> Child engages in various forms of nonverbal communication with those who do not speak native language.</p> <p><b>II.B.3.</b> Child provides appropriate information for various situations.</p> <p><b>III.A.1</b> Child engages in pre-reading and reading-related activities.</p> <p><b>VIII.A.1</b> Child uses a variety of art materials and activities for sensory experience and exploration.</p> <p><b>V.A.3</b> Child counts 1-10 items, with one count per item</p> <p>X.A.2 Child uses, operates, and names a variety of digital tools. X.A.5 Child practices safe behavior while using digital tools and resources.</p> <p><b>VI.A.1</b> Child observes, investigates, describes, and discusses properties and characteristics of common objects.</p> <p><b>VII.A.3</b> Child connects their life to events, time, and routines.</p> <p><b>I.B.1a</b> Child follows classroom rules and routines with occasional reminders from the teacher.</p>	<p>understanding</p> <p>engages</p> <p>provides engages</p> <p>uses</p> <p>counts</p> <p>uses, operates, names practices</p> <p>observes, investigates, describes, discusses connects</p> <p>follows</p>	<p>of the new language being spoken by English speaking teachers and peers</p> <p>appropriate information for various situations various forms of nonverbal communication pre-reading and reading-related activities</p> <p>art materials</p> <p>items 1-10</p> <p>digital tools safe behavior</p> <p>properties and characteristics</p> <p>life to events, time, and routines</p> <p>classroom rules and routines</p>
<p><b>Week 2 (new):</b></p> <p><b>II.B.1</b> Child is able to use language for different purposes.</p> <p><b>IV.A.1</b> Child intentionally uses marks, letters, or symbols to record language and verbally share meaning.</p> <p><b>V.D.4</b> Child uses language to describe objects associates with the passing of time</p> <p><b>I.B.1.b</b> Child takes care of and manages classroom materials.</p>	<p>Uses</p> <p>Uses</p> <p>Uses</p> <p>manages</p>	<p>language for different purposes</p> <p>marks, letters, or symbols to record language and share meaning</p> <p>language</p> <p>materials</p>
<p><b>Week 3 (new):</b></p> <p><b>II.A.1</b> Child shows understanding by responding appropriately.</p> <p><b>II.B.5</b> Child demonstrates knowledge of nonverbal conversational rules.</p> <p><b>II.D.2</b> Child demonstrates understanding of terms used in the instructional language of the classroom.</p> <p><b>III.B.1</b> Child separates a normally spoken four-word sentences into individual words.</p> <p><b>III.D.1</b> Child retells or re-enacts a story after it is read aloud.</p> <p><b>V.A.1</b> Child knows that objects, or parts of an object, can be counted.</p> <p><b>V.C.3</b> Child demonstrates use of location words</p> <p>X.A.2 Child uses, operates, and names a variety of digital tools. X.A.5 Child practices safe behavior while using digital tools and resources.</p>	<p>Understanding</p> <p>Demonstrate</p> <p>Demonstrates</p> <p>Separates</p> <p>Retells or re-enacts</p> <p>Knows</p> <p>Demonstrates</p> <p>Uses, operates, names Practices</p>	<p>Responding appropriately</p> <p>Knowledge of conversational rules</p> <p>Terms used in instructional language</p> <p>4 word sentence into individual words</p> <p>Story</p> <p>Objects can be counted</p> <p>Location words</p> <p>Digital tools</p> <p>Safe behavior</p>



TEKS / Student Expectations	Skills	Concepts
<p><b>VII.A.1</b> Child identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences</p> <p><b>I.B.3a</b> Child sustains attention to personally chosen or routine tasks until completed.</p>	<p>Identifies</p> <p>sustains</p>	<p>Similarities and differences</p> <p>attention</p>
<p><b>Week 4 (new):</b></p> <p><b>II.C.3</b> Child investigates and demonstrates growing understanding of the sounds and intonation of language.</p> <p><b>III.A.2</b> Child self-selects books and written materials to engage in pre-reading behaviors.</p> <p><b>III.A.3</b> Child recognizes that text has meaning</p> <p><b>III.D.2</b> Child uses information learned from books by describing, relating, categorizing, comparing, and contrasting.</p> <p><b>V.D.1</b> Child recognizes and compares heights or lengths of people or objects.</p> <p><b>V.E.3</b> Child recognizes and creates patterns</p> <p><b>VII.D.1</b> Child identifies flags of the United States and Texas.</p> <p><b>VII.D.2</b> Child recites the Pledge of Allegiance to the United States flag and the state flag and observes a moment of silence.</p> <p><b>I.A.2</b> Child shows self-awareness and can express pride in age appropriate abilities and skills.</p> <p><b>I.C.2</b> Child assumes various roles and responsibilities as part of a classroom community.</p>	<p>Investigates and demonstrates</p> <p>Self-selects</p> <p>Recognizes</p> <p>Uses</p> <p>Recognizes and compares</p> <p>Recognizes and creates</p> <p>Identifies</p> <p>Recites</p> <p>Shows</p> <p>assumes</p>	<p>Sounds and intonation of language</p> <p>Books and written materials</p> <p>Text has meaning</p> <p>Describing, relating, categorizing, comparing, and contrasting</p> <p>Height and length</p> <p>Patterns</p> <p>United States and Texas flag</p> <p>Pledge of Allegiance</p> <p>Self-awareness</p> <p>Roles and responsibilities</p>
<p><b>Week 5 (new):</b></p> <p><b>II.C.1</b> Child's speech is understood by both the teacher and other adults in the school.</p> <p><b>III.B.7</b> Child can produce a word that begins with the same sound as a given pair of words.</p> <p><b>III.E.1</b> Child can distinguish between elements of print, including letters, words, and pictures.</p> <p><b>III.E.2</b> Child demonstrates understanding of print directionality including left to right and top to bottom.</p> <p><b>IV.B1</b> Child discusses and contributes ideas for drafts composed in whole/small group writing activities.</p> <p><b>VII.D.3</b> The child engages in voting as a method of group decision-making.</p> <p><b>I.C.1</b> Child uses effective verbal and non-verbal communication skills to build relationships with teachers/adults.</p>	<p>Understood</p> <p>Produce</p> <p>Distinguish</p> <p>Demonstrates</p> <p>Discusses and contributes</p> <p>Engages</p> <p>uses</p>	<p>Speech</p> <p>Words that begin with the same sound as a given pair of words</p> <p>Elements of print</p> <p>Print directionality</p> <p>Drafts of writing activities</p> <p>Voting</p> <p>Effective communication skills</p>



Develop a class schedule that includes words and pictures, develop classroom rules and procedures with pictures and words, display a calendar, and say the pledges each day.

**Suggested Read Aloud Titles:**

The Kissing Hand

Activity-Create a Chester puppet. Reference Big Day pg.62

Mouse's First Day of School Friends at School

A Splendid Friend Indeed Little Red Hen

How many can play?

Curious George Rides a Bike

Pledge of Allegiance

\*Student Activity-create a Chester puppet. Reference Big Day pg.62

**Big Books**

My Friends

Owen

**Shared Reading:**

Color Songs Counting/ABC Charts

**Interactive Writing Ideas:**

What makes a good listener chart

What makes a good friend (I Can Chart) Name Chart

Name Chart

**Shared/Modeled Writing Ideas:**

Daily Message

**Literacy Center Ideas:**

Example: Writing, Library, Listening, Vocabulary, ABC

Introduce, model, practice, monitor and open centers as appropriate.

**Fine Art Center ideas:**

Sand/water table, playdough, explore sensory materials, music and movement activities

**Math Center Ideas:**

Various manipulatives for counting, exploring, stacking: Examples: unifix cubes, colored bears

**Technology Center ideas:**

Model and practice using computers/lpads

Big Day for Pre-K: Bookflix, Starfall.com

**Science Center ideas**

Explore objects like rocks and shells with magnifying glasses and magnets

**Critical Writing Prompts**

Interactive Journal Entries:

Free write with dictation Examples:

Coming to School

Making friends



School Staff

**Strategies for Struggling Students (S3)**

Small group lesson activities to be drawn from the CLI Engage data.

**Vocabulary**

Week 1-2 Class school name teacher next pattern repeat clean germs morning night today yesterday	Week 3 Friends play help beside on between under in body describe explore safe alike different	Week 4 learn partners together longer shorter taller magnet scientist citizen country flag Pledge of Allegiance	Week 5 cooperate share turns less more same float sink crops market
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