



Revision Date	April 11, 2020
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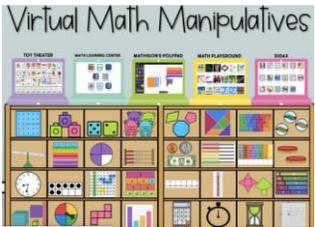
Department of Curriculum & Instruction

PreKindergarten4 Integrated

<b>Unit</b>	PreK4-2 My Family
<b>Time Frame</b>	4 weeks
<b>Big Ideas</b>	<ol style="list-style-type: none"> <li>1. I am an important part of my family.</li> <li>2. I love my family and they love me.</li> <li>3. I share special times with my family.</li> <li>4. Every family is unique.</li> </ol>
<b>Essential Questions</b>	<ol style="list-style-type: none"> <li>1. Who is my family?</li> <li>2. How can we take care of each other?</li> <li>3. What can we do with our family for fun?</li> <li>4. What is unique about my family?</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> 
CHROME	DRIVE	SLIDES												
														
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TEKS / Student Expectations	Skills	Concepts
<p><b>Week 1:</b>  <b>II.A.3.</b> Child shows understanding of the language being spoken by teachers and peers.  <b>ELL's:</b> Child shows understanding of the new language being spoken by English speaking teachers and peers.  <b>II.D.2</b> Child demonstrates understanding of terms used in the instructional language of the classroom.  <b>II.D.4</b> Child uses a large speaking vocabulary adding several new words daily.  <b>II.D.5/II.D.6 ELL</b> Child increase listening vocabulary and begins to develop vocabulary of object names and common phrases.  <b>III.B.4</b> Child blends syllables into words.  <b>III.D.1</b> Child retells or re-enacts a story after it is read aloud.  <b>IV.A.2</b> Child independently writes to communicate his/her ideas for a variety of purposes  <b>IV.C.1</b> Child writes own name (first name or frequent nickname) using legible letters in a proper sequence.</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.C.1</b> Child names common shapes.  <b>V.C.2</b> Child creates shapes.</p> <p><b>X.A.2</b> Child uses, operates, and names a variety of digital tools.  <b>X.A.5</b> Child practices safe behavior while using digital tools and resources.</p> <p><b>VI.B.2</b> Child describes the life cycle of organisms.</p> <p><b>VII.A.2</b> Child identifies similarities and differences in characteristics of families.</p> <p><b>I.C.1</b> Child uses effective verbal and non-verbal communication skills to build relationships with teachers/adults.  <b>I.C.2</b> Child assumes various roles and responsibilities as part of a classroom community.</p>	<p>understanding</p> <p>understanding</p> <p>demonstrates</p> <p>uses increases</p> <p>blends retells or re-enacts writes</p> <p>writes</p> <p>uses</p> <p>names creates</p> <p>uses, operates, names practices</p> <p>describes</p> <p>identifies</p> <p>uses</p> <p>assumes</p>	<p>language being spoken by teachers and peers</p> <p>of the new language being spoken by English speaking teachers and peers</p> <p>terms used in instructional language</p> <p>speaking vocabulary listening vocabulary</p> <p>syllables story communicate ideas</p> <p>first name</p> <p>art materials</p> <p>shapes shapes</p> <p>digital tools safe behavior</p> <p>life cycle</p> <p>similarities and differences of families</p> <p>communication skills</p> <p>roles and responsibilities</p>
<p><b>Week 2 (new):</b>  <b>II.E.2</b> Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns and subject-verb agreement.  <b>II.E.8</b> Child attempts to use new vocabulary and grammar in speech.  <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 or people or objects.</p> <p><b>VI.A.3</b> Child uses simple measuring devices to learn about objects.</p>	<p>Uses</p> <p>Use</p> <p>Uses</p> <p>Recognizes and compares</p> <p>Uses</p>	<p>Plurals, past tense, pronouns, and subject-verb agreement</p> <p>New vocabulary</p> <p>Describing, relating, categorizing, comparing, and contrasting information from books</p> <p>Heights or lengths</p> <p>Measuring devices</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.C.6</b> Child demonstrates empathy and caring for others.</p>	<p>Identifies</p> <p>demonstrates</p>	<p>Similarities and differences</p> <p>empathy</p>
<p><b>Week 3 (new):</b></p> <p><b>II.A.1</b> Child shows understanding by responding appropriately.</p> <p><b>ELL/II.E.6</b> Child engages in various forms of nonverbal communication with those who do not speak the native language.</p> <p><b>II.E.1</b> Child can distinguish between elements of print including letters, words, and pictures.</p> <p><b>IV.B.1</b> Child discusses and contributes ideas for drafts composed in whole/small group writing activities.</p> <p><b>V.A.9</b> Child recognizes one-digit numerals, 0-9.</p> <p><b>I.B.1b</b> Child takes care and manages classroom materials.</p>	<p>Shows</p> <p>Engages</p> <p>Distinguish</p> <p>Discusses and contributes</p> <p>Recognizes</p> <p>care</p>	<p>Understanding</p> <p>Nonverbal communication</p> <p>Elements of print</p> <p>Ideas for drafts</p> <p>Numerals 0-9</p> <p>Classroom materials</p>
<p><b>Week 4 (new):</b></p> <p><b>II.B.3</b> Child provides appropriate information for various situations.</p> <p><b>II.B.6</b> Child matches language to social contexts.</p> <p><b>II.B.2</b> Child combines words to make a compound word.</p> <p><b>III.B.6</b> Child can recognize rhyming words.</p> <p><b>III.D.3</b> Child asks and responds to questions relevant to the text read aloud.</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>IV.C.2</b> Child moves from scribbles to some letter-sound correspondence using beginning and ending sounds when writing.</p> <p><b>VI.A.4</b> Child observes, investigates, describes, and discusses sources of energy including, light, heat, and electricity.</p> <p><b>I.D.1</b> Child demonstrates an understanding that others have perspectives and feelings that are different from their own.</p> <p><b>I.B.2b</b> Child can communicate basic emotions/feelings.</p>	<p>Provides</p> <p>Matches</p> <p>Combines</p> <p>Recognize</p> <p>Ask and respond</p> <p>produce</p> <p>letter-sound</p> <p>correspondence</p> <p>observes, investigates,</p> <p>describes, and discusses</p> <p>demonstrates</p> <p>communicate</p>	<p>Information</p> <p>Language</p> <p>Words to make compounds</p> <p>Rhyming words</p> <p>Questions</p> <p>Initial sound</p> <p>Beginning and ending sounds</p> <p>Sources of energy</p> <p>Differing perspectives</p> <p>Basic emotions</p>

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



**Suggested Read Aloud Titles:**

Herman the Helper  
Daddy Calls Me Man  
Bears Busy Family  
Too Many Tamales  
Mama Zooms  
Feast For 10  
You and Me Together  
Chato's Kitchen  
My Day From A-Z  
Big Books  
What Mommies Do Best/What Do Daddies Do Best Celebrations  
We Are All Different, We are All Alike

**Additional Book Titles:**

Everywhere Babies by Susan Meyers  
Families in Many Cultures by Heather Adamson  
How to Babysit a Grandpa by Jean Reagan  
How to Babysit a Grandma by Jean Reagan  
What Brothers Do Best/What Sisters Do Best by Laura Numeroff Baby Ruby Bawled by Malaika Rose Stanley  
Blackout by John Rocco  
Who's in My Family?: All About Our Families by Robie H. Harris The Daddy Book by Todd Parr  
The Family Book by Todd Parr  
Me and My Family Tree by Joan Sweeney

**Shared Reading:**

Daily message  
Color songs  
Family poems  
Environmental print pocket chart sentences Predictable pocket chart sentences

**Interactive Writing Ideas:**

\*Label the people in your family  
\*Make charts for letters you are working on in class together.  
\*Make name charts  
Feel free to use the charts throughout your room and display at centers so children can continue to interact with them.



**Shared/Modeled Writing Ideas:**

Daily Message Thematic/Letter/Color Anchor charts

**Literacy Center Ideas:**

Read and Listen to books about families

Family member name cards with magnetic letters

Notes to family: Examples: stapled mini-books, note cards, sticky notes

Have each child trace stencil a boy or girl on their paper. You can use paint or crayons for the stencil depending on your preference. At the bottom of each paper use your black marker to write the words "My name is \_\_\_\_\_". You can bind them and make a class book.

Provide students with several different color markers and sentence strips with their name on them and have them draw and label their family members; they can share with class.

Cut up several pool noodles and use a permanent marker to write letters on each piece so students can build words or their name.

Prepare a big piece of butcher paper (if you don't have this giant butcher paper and write letters all over it with a marker and place it on the floor or tape it up somewhere, then give students bingo dabbers, paint, stamp pad, stickers or whatever you would like and have them go over the letters and name them or their sound.

You can change same activity to do numbers, words, etc.

Create a sensory bin using beans or rice and place several tangible objects in the bin as well. On a poster board write the first letter of the items in the bin so the student can take the item out and put it on top of the corresponding letter.



## Math Center Ideas:

Manipulatives for sorting such as: attribute blocks, unifix cubes.

Shape puzzles

Take a bag of mixed dry beans and set it out for students to sort; they can take a paper and glue beans to it for extra fine motor exercise (you can sort anything you have on hand like pasta, stickers, etc)



## Technology Center Ideas:

Model and practice use of computers/lpads

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

ABC Mouse (teachers can register for free subscription for their class and send home individual passwords)

Have children take pictures with ipad of something specific around the classroom (ex. Look for all the letter F you can find in our class)

Take video clips with IPADS of students reenacting a story or modeling positional words and use them in your lessons and make them available at computer center so they can watch them.

Point your ELMO at your mouth and project it for the students to see on the big screen so they are able to see how your mouth moves with each sound; you may record clips and put them on the computer for them to see

## Science Center Ideas:

\*provide scales and different objects for students to weigh (cotton, paperclips, blocks, etc); make sure there is paper and crayons for them to document their findings \*put out life cycle puzzles and invite students to draw them out in their journal when they finish completing it

\*shine light from overhead or flashlight on student; put a blank white paper at the back and have them trace each other's silhouette or hands

\*take item from the classroom outside on a sunny day (solid items like blocks, toy animals, toy cars) and have children explore with them to manipulate shadows

## Social Studies Integrated into Centers Ideas:

\*Integrate Social Studies into other centers such as different family member dolls in blocks and dramatic play.

\*In blocks ask children to build their family homes out of blocks, using stuffed animals to show who is part of the family.

theme book. Encourage children to tell each other what their families do together that is similar to what families do together in

\* Put Clifford in the Center and have children give him a family birthday party. Children can sing happy birthday, give gifts, play

\* Have children set the table, serve dinner, and practice manners while having dinnertime conversations. Add real-world print, food boxes.



\* Ask children to choose a favorite the books. games, and eat a birthday treat. such as take-out menus and empty

**Critical Writing Prompts**

Interactive Journal Entries:

Free write with dictation

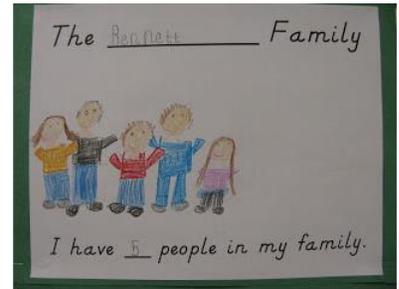
Ideas:

Name writing

Label the people in your family

Write about a special time in your family Something I like to do with my family is.... Somewhere my family and I go to have fun is.... When it is time for bed my family....

Write about what your family does on your birthday



**Strategies for Struggling Students (S3)**

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

**Vocabulary**

<p>Week 1          Brother          Family          Father          Grandfather          Grandmother          Kindness          Mother          Sister          Circle          Side          Corner          Square          Rectangle          Triangle          Adult          Child          Baby          Different          Same          live</p>	<p>Week 2          Caring          Cousins          Feelings          Love          Length          Longer          Longest          Shorter          Shortest          Healthy          Nutritious          Role          responsibility</p>	<p>Week 3          Celebrate          Holiday          Relatives          Thankful          together          fewer          greater          less          more          gas          liquid          solid          play          work</p>	<p>Week 4          Alike          Special          Different          Tradition          Respect          Similar          Group          Pile          Object          investigate          Observe          Smell          Taste          Individuals          unique</p>
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