



Revision Date	April 11, 2020
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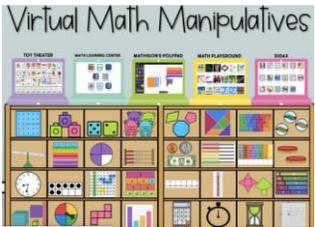
Department of Curriculum & Instruction

PreKindergarten4 Integrated

Unit	PreK4-3 Our Community
Time Frame	4 weeks
Big Ideas	<ol style="list-style-type: none"> 1. I visit many places in my community. 2. The workers in my community help everyone. 3. Transportation is for doing jobs and getting around my community. 4. I can make a difference.
Essential Questions	<ol style="list-style-type: none"> 1. What places are in my community? 2. Who are my community workers? 3. What forms of transportation do I find in my community? 4. How can I care for the earth?

Tier I Instructional Strategies – Classroom Instruction for All Students

Virtual Instruction Resources

<p>Screencastify tutorial How to make a drag and drop activity 1 How to make a drag and drop activity 2</p> <p>Canvas Cheat Sheet</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>The Reading Bear learning to read website GraphoGame</p> 
CHROME	DRIVE	SLIDES												
														
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TEKS / Student Expectations	Skills	Concepts
<p>Week 1: II.D.5/II.D.6 ELL Child increase listening vocabulary and begins to develop vocabulary of object names and common phrases. II.E.7 Child uses single words and simple phrases to communicate meaning in social situations III.B.3 Child deletes word from a compound word III.C.3 Child produces at least 20 distinct letter sound correspondences in the language of instruction III.E.2 Child demonstrates understanding of print directionality including left to right and top to bottom III.E3 Child can identify some conventional features of print that communicate meaning including end punctuation and case.</p> <p>VIII.A2 Child uses art as a form of creative expression and representation. VIII.A.3 Child demonstrates interest in and shows appreciation for the creative work of others.</p> <p>V.C.3 Child demonstrates use of location words V.A.4 Child demonstrates that the order of the counting sequence is always the same regardless of what is counted</p> <p>X.A.1 Child opens and navigates through digital learning applications and programs.</p> <p>VI.A.2 Child observes, investigates, describes, and discusses position and motion of objects. VI.B.3 Child recognizes, observes and discusses the relationship of organisms to their environments.</p> <p>VII.B.1 Child demonstrates that all people need food, clothing, and shelter. Vii.B.2 Child demonstrates understanding of what it means to be a consumer.</p> <p>I.A.1 Child is aware of where own body is in space, respects boundaries. I.B.2.c Child is able to increase or decrease intensity of emotions more consistently although adult guidance is sometimes necessary.</p>	<p>Increase</p> <p>Uses</p> <p>Deletes Produces</p> <p>Understanding</p> <p>Identify</p> <p>Uses Interest shows</p> <p>Use Demonstrates</p> <p>Opens and navigates</p> <p>Observes, investigates, describe, discuss Recognizes, observes, discusses</p> <p>Demonstrates Understanding</p> <p>Aware Increase or decrease</p>	<p>Listening vocabulary</p> <p>Words and phrases to communicate meaning</p> <p>Compound word Letter-sound correspondence</p> <p>Print directionality</p> <p>Features of print</p> <p>Creative expression and representation Creative work of others</p> <p>Location words Counting sequence</p> <p>Digital learning applications</p> <p>Position and motion of objects</p> <p>Organisms in the environment</p> <p>Food, clothing, shelter Consumer</p> <p>Body in space emotions</p>
<p>Week 2 (new): II.E.2 Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns and subject-verb agreement. II.D.1 Child uses a wide variety of words to label and describe people, places, things and actions. II.E.1 Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order. II.E.3 Child uses sentences with more than one phrase. III.B.4 Child blends syllables into words.</p>	<p>Uses</p> <p>Uses</p> <p>Uses</p> <p>Uses Blends</p>	<p>Plurals, past tense, pronouns, subject-verb agreement</p> <p>Label and describe</p> <p>Complete sentences</p> <p>Phrase Syllables</p>



TEKS / Student Expectations	Skills	Concepts
<p>III.B.5 Child can segment a syllable from a word.</p> <p>III.B.9 Child recognizes and blends spoken phonemes into one syllable words with pictorial support.</p> <p>IV.C.3 Child independently uses letters to make words or parts of words.</p> <p>V.A.3 Child counts 1-10 items with one count per item.</p> <p>VI.A.4 Child observes, investigates, describes and discusses sources of energy including light, heat, and electricity.</p> <p>VII.B.3 Child discusses the roles and responsibilities of family, school, and community helpers.</p> <p>VII.D.3 The child engages in voting as a method of group decision-making.</p> <p>I.C.1 Child uses effective verbal and non-verbal communication skills to build relationships with teachers/adults.</p> <p>I.C.4 Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.</p>	<p>Segment Recognizes and blends</p> <p>Uses</p> <p>Counts</p> <p>Observes, investigates, describes, discusses</p> <p>Discusses</p> <p>Engages</p> <p>Uses</p> <p>Interacts and communicates</p>	<p>Syllable Spoken phonemes</p> <p>Letters and words</p> <p>One count per item</p> <p>Sources of energy</p> <p>Roles and responsibilities</p> <p>Voting</p> <p>Communication skills</p> <p>Initiate pretend play</p>
<p>Week 3 (new):</p> <p>IV.B.1 Child discusses and contributes ideas for drafts composed in whole/small group writing activities.</p> <p>II.E.5 Child combines sentences that give lots of detail, stick to a topic, and clearly communicates intended meaning.</p> <p>II.E.8 Child attempts to use new vocabulary and grammar in speech.</p> <p>III.A.3 Child recognizes that text has meaning.</p> <p>III.B.6 Child can recognize rhyming words.</p> <p>V.E.3 Child recognizes and creates patterns.</p> <p>I.C.2 Child assumes various roles and responsibilities as part of the classroom community.</p> <p>I.D.1 Child demonstrates an understanding that others have perspectives and feelings that are different from his/her own.</p>	<p>Discusses and contributes</p> <p>Combines</p> <p>Use Recognizes Recognize</p> <p>Recognize and create</p> <p>Assumes understanding</p>	<p>Ideas for drafts</p> <p>Sentences</p> <p>New vocabulary Text has meaning Rhyming words</p> <p>Patterns</p> <p>Roles and responsibilities</p> <p>Varying perspectives</p>
<p>Week 4 (new):</p> <p>II.B.1 Child is able to use language for different purposes.</p> <p>II.E.7 Child uses single words and simple phrases to communicate meaning in social situations.</p> <p>III.B.4 Child blends syllables into words.</p> <p>III.C.1 Child names at least 20 upper and at least 20 lowercase letters in the language of instruction.</p> <p>III.D.3 Child asks and responds to questions relevant to the text read aloud.</p> <p>IV.C.1 Child writes own name using legible letters in proper sequence.</p> <p>V.A.7 Child uses the verbal ordinal terms.</p> <p>V.A.8 Child verbally identifies, without counting, the number of objects from 1-5.</p>	<p>Use Use</p> <p>Blend Name</p> <p>Asks and responds Writes</p> <p>Uses Identifies</p>	<p>Language Communicate meaning</p> <p>Syllables Upper and lowercase letters</p> <p>Relevant questions Name</p> <p>Ordinal terms Objects</p>



TEKS / Student Expectations	Skills	Concepts
<p>VI.C.4 Child demonstrates the importance of caring for our environment and our planet.</p> <p>I.C.3 Child shows competence in initiating social interactions.</p> <p>I.C.7 Child interacts with a variety of playmates and may have preferred friends.</p>	<p>Demonstrates</p> <p>Shows interacts</p>	<p>Caring for environment</p> <p>Social interactions playmates</p>

Tier I Instructional Strategies – Classroom Instruction for All Students



Big Day Read Aloud Titles (As you read aloud ask questions using Big Day BookStix, which can be located on the Big Day Website)

Lola at the Library
Knuffle Bunny
Mama zooms
The Cleanup Surprise I'm Your Bus
Big Earth, Little Me
Dot the Fire Dog
Dig, Dig, Digging
ABC Drive! / Los niños alfabeticos

Big books:

A Good Night Walk
Carlos Likes Counting Jobs
Jobs Around My Neighborhood / Oficinas en mi vecindario

Additional Book Titles:

My Neighborhood: Places and Faces by Lisa Bullard
Let's Build a Clubhouse By Marilyn Singer
Reusing and Recycling by Charlotte Guilain
Our Earth: Making Less Trash by Peggy Hock
Only One Neighborhood by Marc Harsham
Little Trucks with Big Jobs by Robert Maass
Do Something in Your Community by Amanda Rondeau
On the Town: A Community Adventure by Judith Caseley

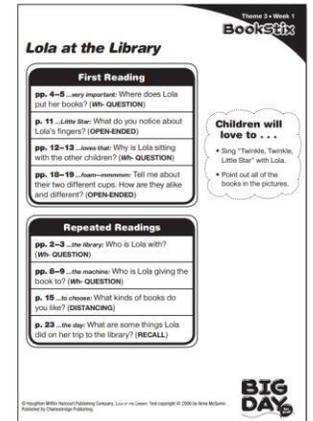
Suggested picture books to teach positional words:

- *Rosie's Walk* by Pat Hutchins
- *Inside, Outside, Upside Down* by Stan Berenstain
- *Up and Down on the Merry-Go-Round* by Bill Martin, Jr.
- *Muncha, Muncha, Muncha* by Candace Fleming
- *We're Going on a Bear Hunt* by Michael Rosen

Suggested picture books to teach ordinal numbers:

- Henry the Fourth* by Stuart J. Murphy
- *Pancakes for Breakfast* by Tomie DePaola
 - *First, Second* by Daniil Kharms
 - *Noel the First* by Kate McMullan
 - *Brown Bear, Brown Bear, What Do You See?* by Bill Martin, Jr.

Shared Reading:



Daily message
Color songs



Songs and poems about community helpers

Interactive Writing Ideas:

- *Make charts for letters you are working on in class together.
- Label signs in the community/community workers/ types of transportation/things we can recycle
- *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 Anchor charts

Literacy Center Ideas:

*Read and Listen to books about community helpers



*Write and mail letters

*Write about people, places, and transportation in the community.

*Reading Buddies- Students read in pairs. Also, student can use stuffed animals as reading partners. *Write a Letter- Students write a letter to a buddy or the teacher about the book they've read.

*Alphabet Tiles- create alphabet letters using tiles or foam. Using a permanent marker, write a letter on each tile and place in a small tub or plastic zip lock bag. Students use the tiles to spell out words of

your choice, thematic, names, etc. (provide them with words)

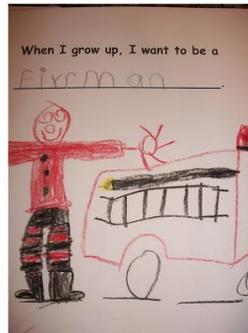


- *student writes word wall words
- *use desktop computers, laptops, or tablets to have students listen to books online or in apps
- *Use puppets or props to act out a familiar story
- *Engage in dramatic play (i.e. a doctor's office scenario, in which students read and write for various pretend purposes)



Fine Arts Center Idea:

Have students draw themselves as members of the community when they grow up
Create a what I want to be photo booth



Math Center Ideas:

Create patterns using sound, movement concrete objects, color, shape, size

*Manipulatives for making patterns: examples: colored bears, unifix cubes, toy vehicles

Make patterns with bingo dot makers, stickers, feathers, pom-poms, play-dough, etc.

Place a shallow bowl of water in the middle of the table. Give the kids one foam dice and have them take turns rolling it. Children will count the dots

and place the corresponding number of plastic boats in the lake. (Follow the link on the photo for a quick diy on how to make these boats out of pool noodles that float)



on the dice

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.

Science Center Ideas:

*Put out a tub with large nuts and bolts and let students explore/PVC parts



NUTS & BOLTS *fine motor work*

*Create sensory tubs with different items where students can sort land, air, and sea transportation



Provide a different collection of items for the children each day to check out items used by different helpers in the community.

*Baker: Provide bowls, whisks, egg beaters, tongs, play food for children to check out different items.

*Health (Doctor, Nurse, Hospital): Provide a doctor kit and some bandages, band aids, tongue depressors, and other items for the children to check out.

* Fire Fighters: Provide different sizes and types of fire trucks and ambulances for the children to check out this week

Social Studies Center Ideas:

Provide opportunities for voting

Provide opportunities to make purchases: Examples: grocery store in dramatic play, use play money to purchase activities/ items in the classroom Role play community helpers with dress up clothes



Critical Writing Prompts

Interactive Journal Entries: Free write with dictation Ideas:

When I grow up I want to be a..... I can help the planet by..... Draw a picture of your home. Reader response to a story read aloud.

Write about different places in the community, transportation and community helpers. Write and draw about different ways to get from one place to another



Strategies for Struggling Students (S3)

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

Vocabulary

<p>Week 1</p> <p>Apartments. Block. Neighborhood. Community. Firehouse Hospital. Library Building Park Energy Fire Heat light Above Location Near Next to route</p> <p>sidewalk through chore job money responsibility</p>	<p>Week 2</p> <p>Doctor Firefighter Librarian Mail carrier Police officer Work Worker Closer Farther distance electricity safety cooperate</p>	<p>Week 3</p> <p>Driver Passenger Safety Traffic Transportation Travel Vehicle Pattern Repeat Motion Position Speed Ferry subway taxi</p>	<p>Week 4</p> <p>Earth Environment Protect Recycle Reduce Reuse Trash First Second Third Fourth Fifth Environment Plastic Reuse save</p>
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