



Revision Date	April 16, 2020
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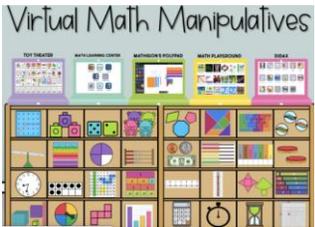
Department of Curriculum & Instruction

PreKindergarten4 Integrated

Unit	PreK4-4 Awesome Animals!
Time Frame	4 weeks
Big Ideas	<ol style="list-style-type: none"> 1. There are all kinds of animals. 2. Animals have homes. 3. Some animals are creepy, crawly insects. 4. Animals grow and change.
Essential Questions	<ol style="list-style-type: none"> 1. How can we sort animals by attributes? 2. Where do animals live? 3. How are insects different and the same as other animals? 4. How do animals grow and change?

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.B.4. Child demonstrates knowledge of verbal conversational rules. II.E.7. Child uses single words and simple phrases to communicate meaning in social situations. (ELL'S) III.B.8. Child blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with and without pictorial support. IV.B.1 Child discusses and contributes ideas for drafts composed in whole/small group writing activities.</p> <p>VIII.A.1. Child uses a variety of art materials and activities for sensory experience and exploration VIII.A.2. Child uses art as a form of creative self-expression and representation. VIII.A.3. Child demonstrates interest in and shows appreciation for the creative work of others.</p> <p>V.A.2. Child uses words to rote count from 1-30 V.D.1. Child recognizes and compares heights or lengths of people or objects.</p> <p>X.A.1 Child opens and navigates through digital learning applications and programs.</p> <p>VI.B.1. Child observes, investigates, describes and discusses the characteristics of organisms.</p> <p>VII.B.1. Child demonstrates that all people need food, clothing and shelter.</p> <p>I.B.3.a. Child sustains attention to personally chosen or routine (teacher directed) tasks until completed. I.B.3.b. Child remains focused on engaging group activities for about 20 minutes at a time.</p>	<p>Demonstrates Uses</p> <p>Blends</p> <p>Discusses contributes</p> <p>Uses</p> <p>Uses Demonstrates</p> <p>Uses Recognizes</p> <p>Opens navigates</p> <p>Observes investigates describes discusses</p> <p>Demonstrates</p> <p>Sustains focused</p>	<p>Conversational rules Communicate in social situations</p> <p>Onset and rime</p> <p>Draft composition</p> <p>Sensory experience</p> <p>Self-expression Creative work</p> <p>Rote count Height and length</p> <p>Digital applications</p> <p>Characteristics of organisms</p> <p>Needs attention 20 minute group activities</p>
<p>Week 2: III.B.8. Child blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with and without pictorial support. III.D.1. Child retells or re-enacts a story after it is read aloud III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting III.D.3. Child asks and responds to questions relevant to the text read aloud</p>	<p>Blends</p> <p>Retells re-enacts Uses</p> <p>Asks responds Uses</p>	<p>Onset rime</p> <p>Story Information from books</p> <p>Relevant questions Marks to share meaning</p>



TEKS / Student Expectations	Skills	Concepts
<p>IV.A.1. Child intentionally uses marks, letters or symbols to record language and verbally shares meaning</p> <p>II.E.2. Child uses regular, and irregular past tense, personal and possessive pronouns and subject-verb agreement.</p> <p>V.A.4. Child demonstrates that the order of the counting sequence is always the same regardless of what is counted.</p> <p>V.A.6. Child demonstrates understanding that when counting the items can be chosen in any order.</p> <p>VI.B.3. Child recognizes, observes and discusses the relationship of organisms to their environments.</p> <p>VII.C.1. Child identifies and creates common features in the natural environment</p> <p>I.A.4. Child shows initiative in independent situations and persists in attempting to solve problems</p> <p>I.A.3. Child shows reasonable opinion of his own abilities and limitations.</p>	<p>Uses</p> <p>Demonstrates</p> <p>Demonstrates</p> <p>Recognizes observes discusses</p> <p>Identifies creates</p> <p>Shows</p> <p>shows</p>	<p>Subject-verb agreement</p> <p>Counting sequence</p> <p>Counting</p> <p>Relationship of organisms to environment</p> <p>Features in Natural environment</p> <p>Problem solving</p> <p>Abilities and limitations</p>
<p>Week 3:</p> <p>II.C.3. Child investigates and demonstrates growing understanding of the sounds and intonation of language.</p> <p>II.D.1. Child uses a wide variety of words to label and describe people, places, things and actions.</p> <p>II.E.1 Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.</p> <p>III.B.8. Child blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with and without pictorial support.</p> <p>III.B.9 Child recognizes and blends spoken phonemes into one syllable words with pictorial support.</p> <p>IV.B.2 Child interacts and provides suggestions to revise (add, take out, change order) and edit class made drafts.</p> <p>V.E.2. Child collects data and organizes it in a graphic representation.</p> <p>V.A.7. Child uses the verbal ordinal terms.</p> <p>X.A.4. Child uses technology to access appropriate information.</p> <p>VI.B.1. Child observes, investigates, describes and discusses the characteristics of organisms.</p>	<p>Investigates demonstrates</p> <p>Uses</p> <p>Uses</p> <p>Blends</p> <p>Recognizes blends</p> <p>Interacts provides</p> <p>Collects organizes</p> <p>Uses</p> <p>Uses</p> <p>Observes investigates describes discusses</p> <p>Discusses</p>	<p>Intonation of language</p> <p>Labeling words</p> <p>Complete sentences</p> <p>Onset rime</p> <p>Spoken phonemes</p> <p>Revision</p> <p>Graphic representation</p> <p>Ordinal terms</p> <p>Technology</p> <p>Characteristics of organisms</p> <p>Roles and responsibilities</p>



TEKS / Student Expectations	Skills	Concepts
<p>VII.B.3. Child discusses the role and responsibility of family, school and community helpers</p> <p>I.C.5. Child initiates problem-solving strategies and seeks adult help when necessary.</p>	<p>initiates</p>	<p>Problem solving</p>
<p>Week 4:</p> <p>II.B.4. Child demonstrates knowledge of verbal conversational rules. II.B.5. Child demonstrates knowledge of nonverbal conversational rules. II.E.4. Child combines more than one idea using complex sentences. II.E.1. Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order. II.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting. IV.B.2. Child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts.</p> <p>V.D.4. Child uses language to describe concepts associated with the passing of time.</p> <p>VI.B.2. Child describes the life cycles of organisms.</p> <p>VII.A.3. Child connects their life to events, time and routines.</p> <p>I.B.1.c. Child regulates his own behavior with occasional reminders or assistance from teacher. I.B.2.b Child can communicate basic emotions/ feelings.</p>	<p>Demonstrates Demonstrates Combines Uses</p> <p>Uses</p> <p>Interacts provides</p> <p>uses</p> <p>describes</p> <p>connects</p> <p>regulates</p> <p>communicate</p>	<p>Verbal conversation Nonverbal conversation Complex sentences Complete sentences</p> <p>Information from books</p> <p>Revision</p> <p>Passing of time</p> <p>Life cycle</p> <p>Routines</p> <p>Behavior</p> <p>Basic emotions</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)

Biggest, Strongest, Fastest, Roar!, Bear Snores On, Bugs! Bugs! Bugs!, Butterflies, Dot the Fire Dog, Animal Homes, Click, Clack, Quackity, Quack, What Do Insects Do?, Dora's Eggs,

Over in the Meadow, Is Your Mama A Llama,

Additional Read Aloud Titles:

Brown Bear Brown Bear What Do You See?, Polar Bear Polar Bear What Do You Hear?, From Head to Toe, The Grouchy Ladybug, Owl Babies, Where Is My Teddy?, The Umbrella, The Mitten, Tree, Stellaluna, The Hungry Caterpillar, Swimmy, Big Al, Pout, Pout Fish, Big Bear, Small Mouse, Welcome Home Bear, Don't Let Them Disappear, I Wish I Were A Butterfly, Tanka, Tanka Skunk, Let's Play in the Forest

Big Books:

Animal Homes, Is Your Mama A Llama?, Over in the Meadow, The Very Hungry Caterpillar

Shared Reading:

Daily message

Animal poems/songs: **Itsy Bisty Spider, I Like Bugs (Margaret Wise Brown), Five Little Monkeys Jumping on the Bed, Monkey and Alligator Song, Five Green and Speckled Frogs, Old McDonald Had A Farm, Five Little Ducks,**

Nursery rhymes: **Oh Where, Oh Where Has My Little Dog Gone, Mary Had A Little Lamb, Little Bunny Foo Foo, Baa, Baa, Black Sheep, Hey Diddle, Diddle, Hickory, Dickory, Dock. Songs from World Sing Along-(CD Cozy Corner)**

Interactive Writing Ideas:

- Label the parts of insects
- Label animal habitats
- Compare and contrast different animals
- Compare and contrast different animal habitats
- Create a list of the different types of animals and their body covering, habitats, foods

Shared/Modeled Writing Ideas:

Daily Message

Literacy Center Ideas:

Library Center:

Read and Listen to books about animals (have an assortment of different animal books both fiction and non-fiction, these books can also be on tape/cd for students to listen too or online using tablet or computer)





ABC or Alphabet Center

Animal name cards with magnetic letters (Pictures of animals with names written underneath, students can use the magnetic letters to spell the names of the animals)

Sort animal pictures or figurines by beginning sounds (Have alphabet cards and an assortment of animal figurines students sort the animals by their beginning sound)

Writing Center

Stamping animal scenes and write about the scene (Stamps of different animals, students can stamp the animals and either label the animals by sounding the animals name out or write a story about the animals they have stamped)

Art Center

Create animals using the first letter the animal begins with (<https://www.pinterest.com/pin/108790147224334865>)

Math Center Ideas:

Rolling Dice and counting on or counting out the number rolled using animal manipulatives

Animal Manipulatives (Small Animal figurines) Can be used for counting, sorting or making patterns

Line up animals and identify their position using ordinal terms

Line up animals according to size (smallest to largest or largest to smallest)

Gather different size objects items of non-standard measurement (string, Unifix cubes) to measure and compare the different objects and/or animals

Measure around the room, comparing different items (student choice or create sheet with pictures of item in the room for students to measure using Unifix Cubes. Students measure and write total number of cubes on teacher created worksheet).

Numbered Boxes and Animal Manipulatives-students identify number and place the correct number of animals in each numbered box

Provide Teacher Made Sequencing of time Pictures for Students to place in order of when events occur (Pictures of everyday events. Such as waking up, eating breakfast, getting dress, brushing teeth, going to school, etc. for student to place in order of how these events take place in their home/lives) Three to four squares for students to place these pictures using Velcro mounts

Technology Center Ideas:

Model and practice use of computers/Ipads/Smart Boards Bookflix (Big Day), Starfall.com,

Science Center Ideas:

Sort Pictures of living and nonliving things

Act out life cycles of various organisms: Examples: humans, frogs, butterflies, ladybugs

Sorting Animals by there covering (feather, scales, fur, etc.), Where the animals live (ocean, jungle, etc.), What animals eat? Setup a viewing station near classroom window for students to watch for birds, insects, squirrels, etc.

Sorting insects by species, flying/nonflying,

Ant Farm or Class pet observations

Discovering insects (catch a bug and watch it in a bug friendly container using a magnifying glass)



Grow Butterflies Web link to order caterpillars
https://www.carolina.com/catalog/detail.jsp?prodId=144005&s_cid=ppc_gl_products&utm_source=google&utm_medium=cpc&scid=scplp144005&sc_intid=144005&gclid=EAIaIQob ChMlyYXPwt6F4wIVDNbACh0t_wmKEAQYAiaBEglBOPD_BwE

Place the development of animals in sequential order (ex: duck= egg, duckling, duck, or butterfly= egg, caterpillar, chrysalis, butterfly)

Social Studies Ideas:

Picture sort for wants and needs anchor chart

Building Center Ideas:

Provide students with materials to build different animal habitats

Sand/Water Table Ideas:

Provide Materials and Animals for the different habitats/environments/landforms

Critical Writing Prompts

Journal entry ideas

Write about a favorite animal
 Write and draw about where the birds, fish, and mammals live
 Write a non-fiction fact about an animal you learned about in this unit Write about a pet or an animal you would like as a pet

Strategies for Struggling Students (S3)

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

Vocabulary

Theme Words	Week 2 Theme Words	Week 3 Theme Words	Week 4 Theme Words
animal climb feathers fly fur	burrow habitat hibernate hive	bug crawl insect pinch	adult
Story Words	Story Words	Story Words	baby change develop grow growth stage
flexible grazes herd hind	blustery replied swamp	carry creeping flutter fuzzy gnaw	



<p>scales shell slither</p> <p>swim</p> <p>plods poisonous puzzled quiver</p> <p>Science words</p> <p>characteristics habitat</p> <p>Social Studies</p> <p>Clothing shelter</p> <p>Math Words</p> <p>height</p> <p>length</p>	<p>nest tunnel web</p> <p>woods</p> <p>lair responses twitters</p> <p>Science words</p> <p>protect</p> <p>Social Studies Words</p> <p>desert ocean</p> <p>Math Words</p> <p>after</p> <p>before</p>	<p>stinger stings swarm</p> <p>wings</p> <p>hunt meadow mossy</p> <p>survive</p> <p>Science words</p> <p>collect need</p> <p>Social Studies Words</p> <p>market groceries helper</p> <p>Math Words</p> <p>column row</p>	<p>Story Words</p> <p>chrysalis cozy frolicking glum hatch sip snug wiggly</p> <p>Science words</p> <p>change grow</p> <p>Social Studies Words</p> <p>wool</p> <p>Math Words</p> <p>after during tomorrow before yesterday today</p>
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