



Revision Date	April 16, 2020
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Department of Curriculum & Instruction

PreKindergarten4 Integrated

Unit	PreK4-5 Imagine It, Make It!!
Time Frame	4 weeks
Big Ideas	<ol style="list-style-type: none"> 1. I can imagine all kinds of things 2. I can use tools to create and build. 3. I can use different materials to make new things. 4. I enjoy art that other people create.
Essential Questions	<ol style="list-style-type: none"> 1. What is imagination? 2. What are some tools you can use to build & create? 3. What materials can you use to make things? 4. Can you enjoy other people's artwork?

TEKS / Student Expectations	Skills	Concepts
<p>Week 1: II.D.5.\ II D.6 ELL Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases. II.B.6. Child matches language to social contexts. II.C.2. Child perceives differences between similar sounding words. III.A.3. Child recognizes that text has meaning. III.B.1. Child separates a normally spoken four-word sentence into individual words. III.D.3. Child asks and responds to questions relevant to the text read aloud. IV.B.2. Child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts.</p> <p>VIII.B.1. Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms. VIII.B.2. Child responds to different musical styles through movement and play.</p>	<p>Increase</p> <p>Matches Perceives Recognizes Separates</p> <p>Asks responds Interacts provides</p> <p>Participates</p> <p>Responds</p>	<p>Listening vocabulary</p> <p>Social context Differences between similar sounds Text has meaning Sentences</p> <p>Relevant questions Revision</p> <p>Music activities</p> <p>Music styles</p>



<p>V.A.1. Child knows that objects, or parts of an object, can be counted. V.A.8. Child verbally identifies, without counting, the number of objects from 1 to 5.</p> <p>X.A.4. Child uses technology to access appropriate information. VI.C.1. Child observes, investigates, describes and discusses earth materials, and their properties and uses.</p> <p>VII.C.1. Child identifies and creates common features in the natural environment.</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>Knows Identifies</p> <p>Uses</p> <p>Observes investigates describes discusses</p> <p>Identifies creates</p> <p>Sustains</p> <p>Remains</p>	<p>Counting Subitize</p> <p>Technology</p> <p>Properties of materials</p> <p>Natural environment features</p> <p>Attention</p> <p>Focused</p>
<p>Week 2 (new):</p> <p>II.C.1. Child's speech is understood by both the teacher and other adults in the school. III.B.2. Child combines words to make a compound word. II.D.2. Child demonstrates understanding of terms used in the instructional language. III.B.6. Child can recognize rhyming words. IV.B.2. Child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts. IV.B.3. Child shares and celebrates class-made and individual written products.</p> <p>V.B.1. Child uses concrete objects, creates pictorial models and shares a verbal word problem for adding up to 5 objects. V.E.3. Child recognizes and creates patterns</p> <p>VI.C.1. Child observes, investigates, describes and discusses earth materials, and their properties and uses.</p> <p>I.A.4. Child shows initiative in independent situations and persists in attempting to solve problems I.A.3. Child shows reasonable opinion of his own abilities and limitations.</p>	<p>Understood</p> <p>Combines Demonstrates</p> <p>Recognize Interacts provides</p> <p>Shares</p> <p>Uses</p> <p>Recognizes creates</p> <p>Observes, investigates, describes, discusses</p> <p>Shows</p> <p>shows</p>	<p>Speech</p> <p>Compound words Instructional language</p> <p>Rhyming words Revision</p> <p>Written products</p> <p>Word problem</p> <p>Patterns</p> <p>Properties of earth materials</p> <p>Initiative</p> <p>Reasonable opinion</p>



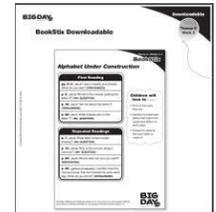
<p>Week 3 (new):</p> <p>III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting. II.E.1. Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb and object order. II.E.3. Child uses sentences with more than one phrase. II.E.5. Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning. III.D.1 Child retells or re-enacts a story after it is read aloud.</p> <p>V.D.1. Child recognizes and compares heights or lengths of people or objects. V.A.7. Child uses the verbal ordinal terms.</p> <p>X.A.4. Child uses technology to access appropriate information.</p> <p>VI.C.1. Child observes, investigates, describes and discusses earth materials, and their properties and uses.</p> <p>VII.D.3. The child engages in voting as a method for group decision-making.</p> <p>I.C.5. Child initiates problem-solving strategies and seeks adult help when necessary.</p>	<p>Uses</p> <p>Uses</p> <p>Uses</p> <p>Combines</p> <p>Retell re-enacts</p> <p>Recognize compare</p> <p>Uses</p> <p>Uses</p> <p>Observes investigates describes discusses</p> <p>Engages</p> <p>initiates</p>	<p>Information from books</p> <p>Complete sentences</p> <p>Sentences</p> <p>Combines sentences</p> <p>Story</p> <p>Height and length</p> <p>Ordinal terms</p> <p>Technology</p> <p>Properties of earth materials</p> <p>Voting</p> <p>Problem solving</p>
<p>Week 4 (new):</p> <p>II.B.1. Child is able to use language for different purposes. II.B.2. Child engages in conversations in appropriate ways. II.C.3. Child investigates and demonstrates growing understanding of the sounds and intonation of language. III.B.9. Child recognizes and blends spoken phonemes into one syllable words with pictorial support. III.C.2. Child recognizes at least 20 distinct letter sounds in the language of instruction. IV.B.3. Child shares and celebrates class-made and individual written products.</p> <p>V.B.1 Child uses concrete objects, creates pictorial models and shares a verbal word problem for adding up to 5 objects. V.C.2. Child creates shapes.</p> <p>VI.C.2. Child identifies, observes and discusses objects in the sky.</p> <p>VII.C.2. Child explores geography tools and resources.</p>	<p>Use</p> <p>Engages</p> <p>Investigates demonstrates</p> <p>Recognizes blends</p> <p>Recognizes</p> <p>Shares celebrates</p> <p>Uses</p> <p>Creates</p> <p>Identifies observes discusses</p> <p>Explores</p>	<p>Language</p> <p>Conversation</p> <p>Intonation of language</p> <p>Spoken phonemes</p> <p>Letter sounds</p> <p>Written products</p> <p>Word problem</p> <p>Shapes</p> <p>Objects in the sky</p> <p>Geography</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>Regulates communicate</p>	<p>Behavior Basic emotions</p>
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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 Not A Box, Ten Black Dots, The Three Little Pigs, Dots! Dots! Dots!, Harold and the Purple Crayon, Too Loud Lilly



Additional Suggested Read Aloud Titles: Maybe a Bear Ate It, The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear, Polar Bear Night, Feast for Ten, Science Tools, Alphabet Under Construction, Happy Dreamer, Willow, The Puddle Pail, How To, King Jack and the Dragon, It Looked Like Spilt Milk, Beautiful Oops, In Her Room, A Squiggly Story, Dog Loves Drawing, Where The Wild Things Are, When Charlie McButton Lost Power, Max's Castle, The Best Birthday Present Ever, What To Do With A Box, Little Wool, Oh The Things You Can Think, Dory Fantasmagory, Circus Girl, Today I'll Be A Unicorn, Adrian Simcox Does Not Have a Horse, Duncan The Story Dragon, Sleep Over with Beatrice and Bear, Two of Everything, All About Cats, If a T-Rex Crashes Your Party, The Gruffalo, The Bear on The Stair, Peter Pan, I Can Be Anything, A Couch For Llama, Zoe's Jungle, Wolf In The Snow, Dotty, We Forgot Brock, Poppy Pickle, What To Do With A Box, It Came in the Mail, The Dot, Ish, Sky Color Chalk, The Perfect Square, A Little Bit of Oomph, Not a Stick

Big Books: White Rabbit's Color Book, The Shape of Things

Shared Reading:

Daily message

Poems/songs: Wild Beast by Evaleen Stein, A Sailor Went to Sea

Videos: Imagination by The Singing Lizard - Munchkin Music (<https://www.youtube.com/watch?v=08epsWG7LkU>),

Nursery rhymes: Hey Diddle Diddle, Humpty Dumpty, London Bridge,

Songs from World Playground-(CD Cozy Corner)

Interactive Writing Ideas:

Change the ending to a favorite story as a class

Creating a class story

Creating story characters (writing description and then students draw individual pictures)

Shared/Modeled Writing Ideas:



Daily Message

Literacy Center Ideas:

Library

Read and Listen to books about imagination and creativity
Retell favorite story or nursery rhyme with props.

Dramatic Play

Role play (act out) favorite story or nursery rhyme.
Puppets/felt characters with felt board to create stories or change familiar stories

Alphabet or ABC Station

Letter matching with beginning sound of objects (find the magnetic letter that matches the beginning sound of the objects (put out 5-10 items for students to sort and increase as dictated by student understanding)
Finding matching rhyming pairs (have picture pairs of rhyming words for students to group together)
Sorting pictures or objects by beginning sounds (have different objects or pictures of items that begin with the same sound (two or three groups of these objects for students to sort the items by beginning sound

Fine Arts Ideas:

Expose to various musical styles through multicultural songs Cozy Corner CD Unit 10 Make musical instruments
Draw to different types of music (rock, classical, hip hop, etc)

Math Center Ideas:

Make a picture with dots
Addition puzzles

Make pattern paper chain

Copy Patterns (create patterns for students to copy using manipulatives or crayons for color patterns)

Pulling numbers cards (write numbers on index cards) setting out the number of objects on each card and then putting together to create word problems ((example: I have 2 bears and I have 3 bears together we have five bears)

pattern blocks with holes and string to create pattern necklaces (have pictures of patterns for students to copy or have students create their own patterns)

counting boxes (numbered containers) for students to fill with correct number of items/manipulatives

Technology Center Ideas:

Model and practice use of computers/lpads Big Day for Pre-k: Bookflix, Starfall.com

Science Center Ideas:

Sort different objects or pictures of objects found in nature: rocks, acorns, leaves, etc. Weigh objects found in nature using a balance to determine which is heavier and lighter Observe through binoculars the outside world (playground, sky, etc.)

Investigate the properties of water (using a water tub)

Working with and investigating magnets



Dramatic Play Center Ideas:

Cardboard Boxes for imaginative play: students can create rocket ships, pirate ships, horse drawn wagon, cat, truck etc. Set up the White House and let students pretend to be President

Art Center:

Students can create a day sky and a night sky
Students can draw an object they have seen in the clouds

Games: Play the game force choice, where the teacher reads two options and the students move to opposite sides of the room depending on how they vote for the two options. **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

Draw and write about a dream
Draw and write about an imaginary animal, monster or place
Draw and write about a silly animal that combines two different animals to make up a new one. Draw and write about a creation they made.

Strategies for Struggling Students (S3)

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

Vocabulary

<p>Week 1 Theme Words</p> <p>create imagine visualize</p> <p>Story Words</p> <p>caboose lace peak squirting</p> <p>imagination pretend</p> <p>freight patient portholes</p> <p>Math Words</p> <p>numerals</p>	<p>Week 2 Theme Words</p> <p>bridge ramp tools</p> <p>Story Words</p> <p>dragon funnel scale tasty</p> <p>build structure</p> <p>eyedropper sail seagull wits</p>	<p>Week 3 Theme Words</p> <p>construct materials</p> <p>Story Words</p> <p>bricks dip logs sizzling tub</p> <p>invention plan</p> <p>churn fortune metal</p> <p>straw</p>	<p>Week 4 Theme Words</p> <p>appreciate artist dance music</p> <p>Story Words</p> <p>cheering giraffe museum screeching</p> <p>art artwork design sculpture</p> <p>fierce magnificent rehearsal</p> <p>stomping</p>
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Science Words incline magnifier	Math Words next pattern repeat	Math Words flip structure wider	Math Words area smaller
Social Studies Words cultures traditions	science Words experiment observation	Science Words rock wood soil	Science Words heavy light
	Social Studies Words computer technology	Social Studies Words landmarks	Social Studies Words native