



<b>Revision Date</b>	April 16, 2020
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**Department of Curriculum & Instruction**

**PreKindergarten4 Integrated**

<b>Unit</b>	PreK4-6 Growing Up Healthy
<b>Time Frame</b>	4 weeks
<b>Big Ideas</b>	<ol style="list-style-type: none"> <li>1. The five senses help me explore my world.</li> <li>2. I know how to be healthy.</li> <li>3. I eat healthy foods.</li> <li>4. I know what to do to be safe.</li> </ol>
<b>Essential Questions</b>	<ol style="list-style-type: none"> <li>1. How do I use my five senses?</li> <li>2. What are healthy habits?</li> <li>3. What are healthy foods?</li> <li>4. How can I be safe?</li> </ol>

<b>TEKS / Student Expectations</b>	<b>Skills</b>	<b>Concepts</b>
<p><b>Week 1:</b></p> <p>II.B.2. Child engages in conversations in appropriate ways.</p> <p>II.D.1. Child uses a wide variety of words to label and describe people, places, things and actions.</p> <p>III.B.6. Child can recognize rhyming words</p> <p>III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.</p> <p>IV.C.3. Child independently uses letters to make words or parts of words</p> <p>VIII.B.1. Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms.</p> <p>VIII.B.2. Child responds to different musical styles through movement and play.</p> <p>V.C.1. Child names common shapes.</p> <p>V.C.2. Child creates shapes.</p> <p>X.A.3. Child uses digital learning applications and programs to create digital products and express own ideas.</p>	<p>Engages Uses</p> <p>Recognize Uses</p> <p>Uses</p> <p>Participates</p> <p>Responds</p> <p>Names Creates</p>	<p>Conversations Labeling words</p> <p>Rhyming words Information from books</p> <p>Word parts</p> <p>Music activities</p> <p>Musical styles</p> <p>Common shapes Shapes</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>VI.C.3. Child observes and describes what happens during changes in the earth and sky.</p> <p>VII.C.2. Child explores geography tools and resources.</p> <p>I.B.1.c. Child regulates his own behavior with occasional reminders or assistance from teacher.</p>	<p>Uses</p> <p>Uses</p> <p>Observes investigates describes discusses</p> <p>Observes describes</p> <p>Explores</p> <p>regulates</p>	<p>Digital learning applications</p> <p>Technology</p> <p>Characteristics of organisms</p> <p>Earth and sky</p> <p>Geography</p> <p>behavior</p>
<p><b>Week 2 :</b></p> <p>II.C.2. Child perceives differences between similar sounding words.</p> <p>II.E.4. Child combines more than one idea using complex sentences</p> <p>III.A.3 Child recognizes that text has meaning</p> <p>IV.C.3. Child independently uses letters to make words or parts of words.</p> <p>VIII.C.1. Child creates or recreates stories, moods, or experiences through dramatic representations</p> <p>V.D.2. Child recognizes how much can be placed within an object.</p> <p>VI.C.4. Child demonstrates the importance of caring for our environment and our planet.</p> <p>VII.B.1. Child demonstrates that all people need food, clothing and shelter.</p> <p>I.B.2.a. Child begins to understand difference and connection between emotions/ feelings and behaviors</p>	<p>Perceives</p> <p>Combines</p> <p>Recognizes</p> <p>Uses</p> <p>Creates</p> <p>Recognizes</p> <p>Demonstrates</p> <p>Demonstrates</p> <p>understand</p>	<p>Similar sounding words</p> <p>Ideas</p> <p>Text has meaning</p> <p>Word parts</p> <p>Dramatic representation</p> <p>Capacity</p> <p>Caring for the environment</p> <p>Needs</p> <p>behavior</p>
<p><b>Week 3 :</b></p> <p>II.D.3. Child demonstrates understanding in a variety of ways or knowing the meaning of 3,000-4,000 words, many more than he or she uses.</p> <p>ELL's: Child learning English as a second language comprehends up to 1,000 words.</p>	<p>Demonstrates</p> <p>Comprehends</p>	<p>Vocabulary</p> <p>Vocabulary</p>



<p>III.B.3. Child deletes a word from a compound word.          III.C.1. Child names at least 20 upper and at least 20 lower case letters in the language of instruction.          III.C.3. Child produces at least 20 distinct letter sound correspondences in the language of instruction.          IV.B.3. Child shares and celebrates class-made and individual written products.</p> <p>V.B.3. Child uses informal strategies to separate up to 10 items into equal groups.          V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.          X.A.4. Child uses technology to access appropriate information.</p> <p>VII.B.3. Child discusses the roles and responsibilities of family, school, and community helpers.</p> <p>I.A.3. Child shows reasonable opinion of his own abilities and limitations.</p>	<p>Deletes Names</p> <p>Produces</p> <p>Shares celebrates</p> <p>Uses</p> <p>Sorts</p> <p>Uses</p> <p>Discusses</p> <p>shows</p>	<p>Compound Upper and lowercase letters</p> <p>Letter sounds</p> <p>Written products</p> <p>Equal groups</p> <p>Same and different</p> <p>Technology</p> <p>Roles and responsibilities</p> <p>reasonableness</p>
<p><b>Week 4 :</b></p> <p>II.E.4. Child combines more than one idea using complex sentences.          III.A.1. Child engages in pre-reading and reading-related activities.          III.A.2. Child self-selects books and other written materials to engage in pre-reading behaviors.          III.D.1. Child retells or re-enacts a story after it is read aloud.          IV.C.3. Child independently uses letters to make words or parts of words.</p> <p>V.B.3. Child uses informal strategies to separate up to 10 items into equal groups.          V.C.2. Child creates shapes.</p> <p>VII.C.1. Child identifies and creates common features in the natural environment</p> <p>I.B.1.a. Child follows classroom rules and routines with occasional reminders from teacher.          I.C.5. Child initiates problem-solving strategies and seeks adult help when necessary.</p>	<p>Combines Engages Self-selects</p> <p>Retells re-enacts Uses</p> <p>Uses</p> <p>Creates</p> <p>Identifies and creates</p> <p>Follows</p> <p>initiates</p>	<p>Complex sentences Reading Books</p> <p>Stories Words</p> <p>Equal groups</p> <p>Shapes</p> <p>Natural environment</p> <p>Classroom rules</p> <p>Problem solving</p>



**\*During your read aloud use Big Day Book Stix that are found on the Big Days Web Site. Suggested Read Aloud Titles:**

*How Does Your Salad Grow?*  
*My Five Senses*

*The Beastly Feast Please Play Safe*  
*I am Sick*

*Harry the Dirty Dog Always Be Safe Eating the Alphabet Clifford-Pals*

### **Big Books**

**OBJECTIVE:** Children will begin to develop an awareness of print concepts while participating in a big book read aloud. *Good Food Look, Listen, Learn*  
*How do Dinosaurs Get Well Soon?*

*First Aide*

### **Additional Read Aloud Books**

*Eat Your Colors* By: Amanda Miller  
*A Bad Case of Stripes* By: Davis Shannon *You Are Healthy* By: Todd Snow

*Gregory, The Terrible Eater* By: Mitchell Sharmat *Little Pea* By: Amy Krouse Rosenthal

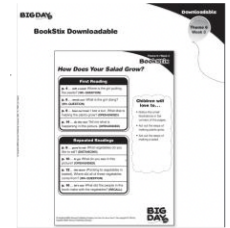
### **Additional Read Aloud Books for Sorting**

*A Pair of Socks* By: Stuart J Murphy  
*A House for Birdie* By: Stuart J Murphy *Sorting at the Market* By: Tracey Steffora *Sam Sorts* By: Jocelyn Marthe  
*Sorting* By: Stephen Oliver  
*Sort It Out!* By: Barbara Mariconda

### **Additional Read Aloud Books for Shapes**

*Mouse Shapes* By: Ellen Walsh  
*Color Zoo* By: Louis Ehler  
*Shapes, Shapes, Shapes* By: Tana Hoban  
*Shapes are Everywhere* By: Charles Ghigna  
*So Many Circles, So Many Squares* By: Tana Hoban

### **Additional Read Aloud Books About Recycling**





*Recycling is Fun* By: Charles Ghigna  
*Why Should I Recycle* By: Jen Green  
*Don't Throw That Away* By: Lara Bergen  
*What Does It Mean to Be Green?* By: Rana DiOrio

**Interactive Writing Ideas:**

List ways to help stay safe  
Make a shopping list of healthy foods Make a need and wants chart

Label the 5 Senses on a big Mr. Potato Head <https://i.pinimg.com/originals/aa/bc/ca/aabcca79ce823227de92ee3cbf677e12.jpg>  
The Eating Song- Big Day page 166 (teacher writes the song on chart paper, children write a food on a sentence strip to be placed with in the song.)

**Shared/Modeled Writing Ideas:**

Daily Message

**Literacy Center Ideas:**

**Use Wall Chart #6**

Read and Listen to books about nutrition.

Create an exercise collage-Use magazines or pictures of people doing exercise. Have the children cut them out or tear them out and make a collage. Create a class banner to remind the children to take care of themselves.

Listen to the Book Flix- *You Are What You Eat* and *Keeping Clean*

**Small Group Activities**

Pre-k Trail Mix Recipe Writing-Big Day page 206 Boo Boo Bags-Big Day page 136

**Fine Arts Ideas:**

Use scarfs or streamers to dance with music

Retell stories and nursery rhymes using props and music. Painting with celery, bell peppers, apples etc.

**Math Center Ideas:**

**Use Math Mats 21-24**

Use Geo Boards to create shapes with rubber bands

Beans and rice for measuring how much is placed within an object using measuring tools. Add different smells to the water table

Use tongs with fruits and vegetables to sort

Add ice and scoops, measuring cups and bowls to the water table

**Small Group Activities**



Explore Comparing Capacities-Big Day page 116 Healthy Drink Graph-Big Day page 158  
Share a snack-Big Day page 248

**Technology Center Ideas:**

Model and practice using drawing software to respond to stories. Book Flix:

You Are What You Eat Keeping Clean

**Science Center Ideas:**

**Use Science Posters number 11 and 12**

Day and night chart for things we see in the sky.

Recycle sorting activity: Examples: sort various items into paper, plastic, glass Draw a picture of ways to care for the planet.

Create an object using recyclable materials.

Add different smells to the water table

Add ice and scoops, measuring cups and bowls to the water table

**Whole Group Activities**

Day or Night <https://circleonline.uth.edu/pre-k/en/activity/science/day-or-night/>

Me and My Amazing Body <https://circleonline.uth.edu/pre-k/en/activity/science/me-and-my-amazing-body/>

**Social Studies Ideas:**

Cafeteria Tour

Physical Challenges-Big Day page 48

What people need-Big Day page 126

Focus on Self-Awareness and safety using our senses-Big Day page 246

**Social and Emotional Ideas:**

Role play problem solving

Use teachable moments throughout the day to problem solve. Recognize children who demonstrate self-awareness.

Have children explore ways to care for themselves

**Critical Writing Prompts**

**Journal entry ideas**

Everyday foods and sometimes foods Healthy People always...

My favorite smell, sound, taste is...

When I am sick...

One important safety rule is...

**Strategies for Struggling Students (S3)**



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

**Vocabulary**

Week 1  
hear see senses sight smell sound taste touch  
oval rectangle rhombus  
feel sound  
blind braille deaf

Week 2  
exercise fitness healthy hurt medicine nutrition  
rest  
equal less most more  
germs healthy hygiene  
needs

Week 3  
fruit grains health nutritious protein vegetables  
compare fewer graph least most  
heart energy  
cultures diverse

Week 4  
accident caution danger emergency harm injury  
safety  
divide equal share  
emergency safety  
address street city