



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

**PreKindergarten4 Integrated**

<b>Unit</b>	PreK4-7 Nature All Around Us
<b>Time Frame</b>	4 weeks
<b>Big Ideas</b>	<ol style="list-style-type: none"> <li>1. How Do Plants Grow?</li> <li>2. I can see how the sky is different during the day and night.</li> <li>3. Our Weather</li> <li>4. I know the Seasons.</li> </ol>
<b>Essential Questions</b>	<ol style="list-style-type: none"> <li>1. What do plants need to grow?</li> <li>2. What's in the sky?</li> <li>3. What types of weather do we have?</li> <li>4. What do I wear in each season?</li> </ol>

<b>TEKS / Student Expectations</b>	<b>Skills</b>	<b>Concepts</b>
<p><b>Week 1:</b>            III.B.7. Child can produce a word that begins with the same sound as a given pair of words.            IV.A.2. Child independently writes to communicate his/ her ideas for a variety of purposes.            IV.C.4. Child uses appropriate directionality when writing (top to bottom, left to right.)</p> <p>VIII.C.1. Child creates or recreates stories, moods, or experiences through dramatic representations</p> <p>V.A.5. Child counts up to 10 items and demonstrates that the last count indicates how many items were counted.            V.B.1 Child uses concrete objects, creates pictorial models and shares a verbal word problem for adding up to 5 objects.</p>	<p>Produce</p> <p>Write</p> <p>Uses</p> <p>Creates</p> <p>Counts</p> <p>Uses</p>	<p>Words with same initial sound</p> <p>Communicate ideas</p> <p>Directionality</p> <p>Dramatic representations</p> <p>Last count to 10</p> <p>Word problem</p>



<p>X.A.3. Child uses digital learning applications and programs to create digital products and express own ideas.</p> <p>VI.B.2 Child describes life cycles of organisms</p> <p>VI.B.3. Child observes, investigates, describes and discusses the relationship of organisms to their environment.</p> <p>VII.B.2. Child demonstrates understanding of what it means to be a consumer.</p> <p>I.B.3.b. Child remains focused on engaging group activities for about 20 minutes at a time</p>	<p>Uses</p> <p>Describes Observes investigates describes discusses</p> <p>Demonstrates</p> <p>focus</p>	<p>Digital learning applications</p> <p>Life cycles Organisms in environment</p> <p>Consumer</p> <p>Attention during group activities</p>
<p><b>Week 2 :</b></p> <p>III.B.9. Child recognizes and blends spoken phonemes into one syllable words with pictorial support.</p> <p>IV.A.2. Child independently writes to communicate his/ her ideas for a variety of purposes.</p> <p>IV.C.4. Child uses appropriate directionality when writing (top to bottom, left to right.)</p> <p>IV.C.5. Child begins to experiment with punctuation when writing.</p> <p>V.C.1. Child names the shapes.</p> <p>V.C.2. Child creates shapes.</p> <p>V.C.4. Child slides, flips and turns shapes to demonstrate that the shapes remain the same.</p> <p>VI.C.2 Child identifies, observes, and discusses objects in the sky.</p> <p>VI.C.3. Child observes and describes what happens during changes in the earth and sky.</p> <p>VII.D.1. Child identifies flags of the United States and Texas</p> <p>VII.D.2. Child recites the Pledge of Allegiance to the United States flag and the state flag and observes a moment of silence</p> <p>I.I.A.1. Child is aware of where own body is in space, respects personal boundaries.</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>Recognize blend</p> <p>Writes</p> <p>Uses</p> <p>Experiment</p> <p>Names Creates Slides, flips, turns</p> <p>Identifies observes discusses Observes describes</p> <p>Identifies Recites</p> <p>Aware</p> <p>Interacts communicates</p>	<p>Spoken phonemes</p> <p>Communicate ideas</p> <p>Directionality</p> <p>Punctuation</p> <p>Shapes Shapes Shape</p> <p>Objects in the sky Changes to earth and sky</p> <p>Flags Pledges</p> <p>Personal boundaries</p> <p>Initiates pretend play</p>



<p><b>Week 3 :</b></p> <p>III.D.4. Child will make inferences and predictions about text.</p> <p>IV.C.4. Child uses appropriate directionality when writing (top to bottom, left to right.)</p> <p>IV.C.5. Child begins to experiment with punctuation when writing.</p> <p>V.A.6. Child demonstrates understanding that when counting the items can be chosen in any order.</p> <p>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.</p> <p>VI.C.2 Child identifies, observes, and discusses objects in the sky.</p> <p>VI.C.3. Child observes and describes what happens during changes in the earth and sky.</p> <p>VII.C.1. Child identifies and creates common features in the natural environment.</p> <p>I.C.3. Child shows competence in initiating social interactions.</p>	<p>Make</p> <p>Uses</p> <p>Experiment</p> <p>Demonstrates</p> <p>Sorts</p> <p>Identifies observes Observes describes</p> <p>Identifies creates</p> <p>shows</p>	<p>Inferences and predictions</p> <p>Directionality</p> <p>Punctuation</p> <p>Counting in any order</p> <p>Same and different</p> <p>Objects in the sky Changes to earth and sky</p> <p>Natural environment</p> <p>Social interaction</p>
<p><b>Week 4 :</b></p> <p>III.C.1. Child names at least 20 upper and at least 20 lower case letters in the language of instruction.</p> <p>III.C.2. Child recognizes at least 20 distinct letter sounds in the language of instruction.</p> <p>III.C.3. Child produces at least 20 distinct letter sound correspondences in the language of instruction.</p> <p>III.D.1. child retells or re-enacts a story after it is read aloud</p> <p>II.E.2. Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns and subject -verb agreement.</p> <p>V.B.3. Child uses informal strategies to separate up to 10 items into equal groups.</p> <p>V.D.4. Child uses language to describe concepts associated with the passing of time.</p> <p>VI.C.3. Child observes and describes what happens during changes in the earth and sky.</p> <p>VI.C.4. Child demonstrates the importance of caring for our environment and our planet.</p>	<p>Names</p> <p>Recognizes</p> <p>Produces</p> <p>Retells re-enacts</p> <p>Uses</p> <p>Uses</p> <p>Uses</p> <p>Observes</p> <p>Demonstrates</p>	<p>20 upper and lowercase letters</p> <p>20 letter sounds</p> <p>20 letter sounds</p> <p>Story</p> <p>Plurals, past tense, personal and possessive and subject verb agreement</p> <p>Equal groups</p> <p>Passing of time</p> <p>Changes to earth and sky</p> <p>Caring for environment</p>

<p>VII.C.1. Child identifies and creates common features in the natural environment</p> <p>I.B.2.a. Child begins to understand difference and connection between emotions/feelings and behaviors.</p>	<p>Identifies</p> <p>understand</p>	<p>Natural environment</p> <p>Emotions and behavior</p>
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**Tier I Instructional Strategies – Classroom Instruction for All Students**

**Suggested Read Aloud Titles (Big Day): \*\*As you read aloud use Big Day Book Stix that are found on the Big Day Web Site\*\***

Growing Vegetable Soup  
 Counting in the Garden  
 Little Cloud  
 What Will the Weather Be Like Today? The Apple Pie Tree

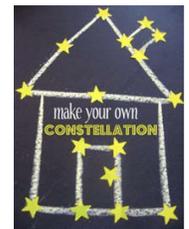
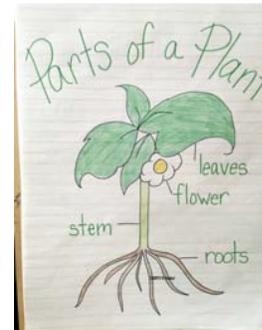
What Makes the Seasons? Happy Birthday Moon ABC I Like Me!  
 Mommy's Little Star

**Additional Read Aloud Titles (personal or school library)**

It Looked Like Spilt Milk Curious George Plants a Seed The Tiny Seed  
 When Spring Comes  
 The Shape of Things  
 Mouse Shapes  
 Bear in a Square  
 Mouse Count  
 The Doorbell Rang  
 Ten Black Dots  
 T is for Texas  
 L is for Lonestar

**Big Books (Big Day):**  
 What the Sun Sees/What the Moon Sees  
 The Snowy Day  
 Weather  
 Look. Listen and Learn  
**Book FLIX (on Big Day Teacher Space)**

Happy Birthday, Moon



The Moon  
Snowy Weather Days The Snowy Day  
**Interactive Writing Ideas:**

List items you would wear during each season/weather type  
Write about a favorite season and activities they like to do  
Make a cloud and write what their cloud is. (cloud blots)  
Label plant growth/parts  
Create a constellation and name it

**Shared/Modeled Writing Ideas:**

Daily Message, Discuss/draw the previous days weather, make predictions/forecast the weather,

**Literacy Center Ideas:**

Make books about the seasons or weather (writing center)  
Match vocabulary words to pictures of various types of weather (pocket chart activity) Read or listen to stories about the natural world (listening center)

**Fine Art Ideas:**

Create art work with items from nature  
Role play what you would wear in each season Make rainy day pictures  
Create a night sky  
Design trees for the four seasons

**Math Center Ideas:**

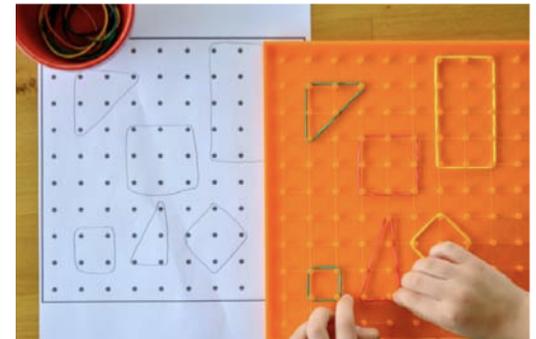
Geo Boards-make various shapes  
Shape puzzles  
Manipulatives for sorting and counting  
Pictures of different types of weather to make weather patterns Pattern blocks to practice flipping, turning, and sliding

**Technology Center Ideas:**

Have students access Book FLIX to navigate and listen to Unit 7 stories.  
Model and practice using drawing software to respond to stories

**Science Center Ideas:**

Sort plant parts  
Investigate wind with pinwheels Match animals to the environment Go on a nature hunt  
Examine a seasonal nature collection Label plant parts  
Hot and cold file folder sort





**Social Studies Ideas:**

- Make a Texas Flag
- Make an American Flag
- Go on a Flag Parade
- Create a Texas Bluebonnet
- Design a skyscraper that touches the sky

**Social and Emotional Ideas:**

- Use a hula hoop to show personal space
- Initiate conversations among students by placing in pairs or trios to discuss what was learned in a lesson
- Make emotion puppets

**Critical Writing Prompts**

**Journal entry ideas**

- The Seasons
- Different types of weather
- Food, Clothing and Shelter Functions of each part of a plant

**Strategies for Struggling Students (S3)**

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

**Vocabulary**

<p>Week 1</p> <ul style="list-style-type: none"> <li>flower</li> <li>petals</li> <li>plant</li> <li>roots</li> <li>seeds</li> <li>tree</li> <li>vine</li> <li>add</li> <li>count</li> <li>leaves</li> <li>seedling</li> <li>soil</li> <li>stem</li> <li>grocery store</li> <li>orchard</li> <li>factory</li> </ul>	<p>Week 2</p> <ul style="list-style-type: none"> <li>lightning</li> <li>moon</li> <li>sky</li> <li>stars</li> <li>sun</li> <li>thunderstorm</li> <li>flip</li> <li>turn</li> <li>slide</li> <li>sphere</li> <li>rhombus</li> <li>shadow</li> <li>daytime</li> <li>nighttime</li> </ul>	<p>Week 3</p> <ul style="list-style-type: none"> <li>clouds</li> <li>cloudy</li> <li>rainy</li> <li>sunny</li> <li>weather</li> <li>windy</li> <li>measure</li> <li>temperature</li> <li>thermometer</li> <li>desert</li> <li>hill</li> <li>mountain</li> <li>ocean</li> </ul>	<p>Week 4</p> <ul style="list-style-type: none"> <li>branches</li> <li>fall</li> <li>leaf</li> <li>season</li> <li>spring</li> <li>summer</li> <li>twigs</li> <li>winter</li> <li>pattern</li> <li>repeat</li> <li>energy</li> <li>hibernate</li> <li>countries</li> <li>traditions</li> </ul>
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