



<b>Revision Date</b>	April 18, 2020
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**Department of Curriculum & Instruction**

**PreKindergarten4 Integrated**

<b>Unit</b>	PreK4-8 Moving On
<b>Time Frame</b>	4 weeks
<b>Big Ideas</b>	<ol style="list-style-type: none"> <li>1. I am ready to go to new places.</li> <li>2. I feel comfortable trying new things.</li> <li>3. I always try my best.</li> <li>4. Look at what I can do now.</li> </ol>
<b>Essential Questions</b>	<ol style="list-style-type: none"> <li>1. What new places will you go to?</li> <li>2. What new things have you learned?</li> <li>3. How have you grown and changed?</li> <li>4. What can you do now that you couldn't do before?</li> </ol>

<b>TEKS / Student Expectations</b>	<b>Skills</b>	<b>Concepts</b>
<p><b>Week 1:</b>            II.B.4. Child demonstrates knowledge of verbal conversational rules.            III.B.3. Child deletes a word from a compound word.            III.C.3. Child produces at least 20 distinct letter sound correspondences in the language of instruction.</p> <p>VIII.C.1. Child creates or recreates stories, moods, or experiences through dramatic representations</p> <p>V.B.2. Child uses concrete models or makes a verbal word problem for subtracting one to five objects from a set.            V.C.3. Child demonstrates use of location words (such as "over," "under," "above," "on," "beside," "next to," "between," "in front of," "near," "far," etc.)</p> <p>X.A.3. Child uses digital learning applications and programs to create digital products and express own ideas.</p>	<p>Demonstrates            Deletes            Produces</p> <p>Creates re-enacts</p> <p>Uses makes</p> <p>Demonstrates</p> <p>Uses</p>	<p>Conversational rules            Compound word            Letter sound correspondence</p> <p>Dramatic representation</p> <p>Word problems</p> <p>Location words</p> <p>Digital learning applications</p>



<p>VI.A.2. Child observes, investigates, describes and discusses position and motion of objects.</p> <p>VII.B.3. Child discusses the roles and responsibilities of family, school, and community helpers.</p> <p>I.D.1. Child demonstrates an understanding that others have perspectives and feelings that are different from her own</p>	<p>Observes investigates describes discusses</p> <p>Discusses</p> <p>demonstrates</p>	<p>Position and motion of objects</p> <p>Roles and responsibilities</p> <p>Others feelings</p>
<p><b>Week 2 :</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. ELL's: Child learning English as a second language comprehends up to 1,000 words.</p> <p>II.E.8. Child attempts to use new vocabulary and grammar in speech. ELL's: Child attempts to use new vocabulary and grammar in speech.</p> <p>III.D.3. Child asks and responds to questions relevant to the text read aloud</p> <p>VIII.B.1. Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms.</p> <p>V.B.2. Child uses concrete models or makes a verbal word problem for subtracting one to five objects from a set.</p> <p>V.C.3. Child demonstrates use of location words (such as "over," "under," "above," "on," "beside," "next to," "between," "in front of," "near," "far," etc.)</p> <p>VI.B.1. Child observes, investigates, describes and discusses the characteristics of organisms.</p> <p>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.</p> <p>I.B.2.b. Child can communicate basic emotions/ feelings</p>	<p>Demonstrates</p> <p>Comprehends</p> <p>Attempts to use</p> <p>Attempts to use</p> <p>Asks responds</p> <p>Participates</p> <p>Uses</p> <p>Demonstrates</p> <p>Observe investigate describe discuss</p> <p>Recognize observe discuss</p> <p>Demonstrates</p> <p>communicate</p>	<p>Vocabulary</p> <p>Vocabulary</p> <p>Vocabulary and grammar</p> <p>Vocabulary and grammar</p> <p>Relevant questions</p> <p>Music activities</p> <p>Word problems</p> <p>Location words</p> <p>Organisms</p> <p>Organisms</p> <p>Needs</p> <p>emotions</p>
<p><b>Week 3 :</b></p> <p>II.E.5. Child combines sentences that give lots of details, sticks to the topic, and clearly communicates intended meaning.</p>	<p>Combines</p>	<p>Sentences</p>



<p>III.A.2. Child self-selects books and other written materials to engage in pre-reading behaviors.</p> <p>III.D.1. Child retells or re-enacts a story after it is read aloud.</p> <p>III.E.3. Child can identify some conventional features of print that communicate meaning including end punctuation and case.</p> <p>IV.C.5. Child begins to experiment with punctuation when writing.</p> <p>V.B.2. Child uses concrete models or makes a verbal word problem for subtracting one to five objects from a set.</p> <p>V.C.4. Child slides, flips and turns shapes to demonstrate that the shapes remain the same.</p> <p><b>VI.B.2. Child describes life cycles of organisms.</b></p> <p>VII.B.2. Child demonstrates understanding of what it means to be a consumer</p> <p>I.A.2. Child shows self-awareness and can express pride in age appropriate abilities and skills.</p>	<p>Self-selects</p> <p>Retells re-enacts Identify</p> <p>Experiment</p> <p>Uses</p> <p>Slides flips turns</p> <p>Describes</p> <p>Demonstrates</p> <p>shows</p>	<p>Pre-reading</p> <p>Story Concepts of print</p> <p>Punctuation</p> <p>Subtraction word problem</p> <p>Shapes</p> <p>Life cycle</p> <p>Consumer</p> <p>Self-awareness</p>
<p><b>Week 4 :</b></p> <p>II.E.2. Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns and subject -verb agreement.</p> <p>ELL's: II. E.6 Child engages in various forms of nonverbal communication with those who do not speak her native language.</p> <p>III.B.1. Child separates a normally spoken four-word sentence into individual words.</p> <p>IV.A.2. Child independently writes to communicate his/ her ideas for a variety of purposes.</p> <p>V.A.5. Child counts up to 10 items and demonstrates that the last count indicates how many items were counted.</p> <p>V.A.2. Child uses words to rote count from 1-30.</p> <p><b>VI.A.3. Child uses simple measuring devices to learn about objects.</b></p> <p>VII.A.3. Child connects their life to events, time and routines.</p> <p>I.B.2.c. Child is able to increase or decrease intensity of emotions more consistently although adult guidance is sometimes necessary.</p>	<p>Uses</p> <p>Engages</p> <p>Separates</p> <p>Writes</p> <p>Counts</p> <p>rote</p> <p>Uses</p> <p>Connects</p> <p>Increase decrease</p>	<p>Grammatical rules</p> <p>Nonverbal communication</p> <p>Sentence into words</p> <p>Communicate ideas</p> <p>Last count of 10</p> <p>Count</p> <p>Measuring devices</p> <p>Routines</p> <p>Intensity of emotions</p>



## Tier I Instructional Strategies – Classroom Instruction for All Students

### **Suggested Read Aloud Titles:**

In Our Country  
Leo The Late Bloomer  
Can You Say Peace?  
Little Bat  
Giraffes Can't Dance  
Read and Rise  
If You Take A Mouse to School  
Chicka Chicka Boom Boom  
The Day Jimmy Ate the Wash

### **Big Books:**

Miss Bindergarten Gets Ready for Kindergarten  
We Are Going on A Lion Hunt  
The Little Engine That Could

### **Interactive Writing Ideas:**

Write "We're Big Now" Stories  
Write encouragement ribbons  
Write a Pledge about something they would like to do better

### **Shared/Modeled Writing Ideas:**

Daily Message

### **Literacy Center Ideas:**

Make a Travel Album and have the children draw new places they want to go. Have them write captions about what they would see and do there.

### **Fine Art Ideas:**

Play Superheroes  
Have a pretend Graduation

### **Math Center Ideas:**



Play "Say Where". Have children describe where things are on a page, scene etc.  
 Make take-away problems

**Technology Center ideas:**

Listen to books about new places  
 Book Flix: Leo the Late Bloomer and The Day Jimmy's Boa Ate the Wash

**Science Ideas:**

Try to make a sponge sink  
 Examine properties of objects  
 Share a big Science discovery that they made this year

**Social Studies Ideas:**

Find magazine pictures of food, clothing and shelter and make a graph  
 Make a list of things in our country

**Social Emotional Ideas:**

Talk about how you feel now that you're going to Kindergarten  
 Make end of the year awards for your class  
 Give out field day awards and clap for each friend

**Critical Writing Prompts**

**Journal entry ideas**

Where else could we go on a Lion Hunt?  
 What other animals could we hunt?

**Strategies for Struggling Students (S3)**

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

**Vocabulary**

Week 1 Travel Trip Visit Position Behind	Week 2 Challenge Try Encourage Pattern	Week 3 Finish Quit Goal Take away	Week 4 Kindergarten Practice Success Proud
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Left Right Environment Iceberg Communicate languages	repeat feathers fur scales skin rescue hero	All together Changes Experiment Chef Sailor Pilot zookeeper	Heavy light balance predict events time
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