Pre Kindergarten Overview 2018-2019

This document is designed to provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. It includes pacing, TEKS, Unit Overview, Big Ideas and Essential Questions, Concepts and Instructional Model.

Definitions

Overview – The content in this document provides an overview of the pacing and concepts covered in a subject for the year.

TEKS – Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.

Process Standards – The process standards describe ways in which students are expected to engage in the content. The process standards weave the other knowledge and skills together so that students may be successful problem solvers and use knowledge learned efficiently and effectively in daily life.

Unit Overview – The unit overview provides a brief description of the concepts covered in each unit.

Big Ideas and Essential Questions - Big ideas create connections in learning. They anchor all the smaller isolated, facts together in a unit. Essential questions (questions that allow students to go deep in thinking) should answer the big ideas. Students should not be able to answer Essential Questions in one sentence or less. Big ideas should be the underlying concepts, themes, or issues that bring meaning to content.

Concept – A subtopic of the main topic of the unit

Instructional Model – The structures, guidelines or model in which students engage in a particular content that ensures understanding of that content.

Parent Supports

The following resources provide parents with ideas to support students’ understanding

- How to Act Out a Story
- Make the Most of Reading Aloud
- How to Help a Child Choose a Book
- How to Encourage Higher Order Thinking
- How to Help Expand Your Child’s Vocabulary

Instructional Model
Teachers in Prekindergarten will integrate content across all learning domains. Students will learn emergent reading, emergent writing, math, science, and social studies content through integrated and thematic authentic learning opportunities that incorporate literacy, language, fine arts, physical development, social/emotional development, and technology across all learning domains. Students will engage in authentic literacy and math activities to learn skills in context, rather than learning skills in isolation.

### Grading Period 1

**Unit 1: Welcome to Pre-K**  
Estimated Date Range: 8/15 – 9/14  
Estimated Time Frame: 22

**Unit Overview:**  
In this unit, students will learn and explore the idea of being in school and being a part of a classroom community. Students will learn that the classroom is a safe place where they will learn, play, and have fun. Students will also learn that they are a member of the classroom community and that their thoughts, ideas, needs, and abilities matter, as well as the other students and adults in the classroom. Students will know that the teachers and other adults in the school care for them and support their learning. Students will also learn that in the classroom, they will use materials carefully and make choices about where they work and play. Classroom rules and routines help students learn and stay safe.

**Big Ideas:**  
- School is a place to learn, make friends and play.

**Essential Questions**  
- What happens at school?  
- What happens in our classroom?  
- What makes a good friend?  
- How can we play and learn together?

#### Concepts within Unit #1

| Concept #1: What is Pre-K? | TEKS | VII.B.3, VII.C.1, VI.A.1 |
| Concept #2: People in My School | TEKS | VII.B.3, VII.C.1, VI.A.1 |
| Guidelines integrated into all concepts | TEKS | Domain I, II, III, IV, VIII, IX, X |

**Unit 2: All About Me**  
Estimated Date Range: 9/17 – 10/18  
Estimated Time Frame: 23

**Unit Overview:**  
In this unit, students continue to learn about themselves as a member of the classroom community. Students will learn that everyone is unique and special in their own way. Students will learn about one another’s families and how they may be both similar and different. Students will also learn about the different feelings they may experience at different times for different reasons. Last, but not least, students will explore the 5 senses and explore the different things that parts of the body can do. This unit will provide students with a foundation for learning about themselves, others, and how to successfully work together.

**Big Ideas:**  
- Everyone has things that make them unique.

**Essential Questions**
### Concepts within Unit # 2

<table>
<thead>
<tr>
<th>Concept #1: My Feelings</th>
<th>TEKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>VII.A.1, VII.A.2, VII.B.1, VII.D.1, VII.D.2, VI.A.1</td>
<td></td>
</tr>
<tr>
<td>Concept #2: My Body</td>
<td>VII.A.1, VII.A.2, VII.B.1, VII.D.1, VII.D.2, VI.A.1</td>
</tr>
<tr>
<td>Concept #3: My Family</td>
<td>VII.A.1, VII.A.2, VII.B.1, VII.D.1, VII.D.2, VI.A.1</td>
</tr>
<tr>
<td>Guidelines integrated into all concepts</td>
<td>Domain I, II, III, IV, VIII, IX, X</td>
</tr>
</tbody>
</table>

### Big Ideas:
- A community is made up of members. Everyone has a role in their community.

### Essential Questions
- What are the parts of a community?
- How does a community help me?
- Who helps the community?
- How can I help my community?

### Guidelines integrated into all concepts
- Domain I, II, III, IV, VIII, IX, X

---

### Grading Period 2

#### Unit 3: My Community (includes Transportation and Customs in My Community)

Estimated Date Range: 10/22 – 12/21
Estimated Time Frame: 40 days

**Unit Overview:**
In this unit, students will learn about neighborhoods and communities and understand their classroom is a community too. They will talk about community helpers, uncover shapes in everyday objects, and make their own postcards. After listening to stories, they will think of ways people can help each other. The students will also learn about how people in communities help each other. They will begin to understand location and learn about where they live and go to school and how these places can be celebrated. Students will then learn about community workers and the jobs that they do. Lastly, the students will learn about helping others and how to care for the environment by making recycling centers, help dog puppets work together, and act out real and make-believe stories. This unit will help students understand how important communities are and how important members of the community are.

**Big Ideas:**
- A community is made up of members. Everyone has a role in their community.

**Essential Questions**
- What are the parts of a community?
- How does a community help me?
- Who helps the community?
- How can I help my community?

### Concepts within Unit # 3

<table>
<thead>
<tr>
<th>Concept #1: What is a community?</th>
<th>TEKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>VII.B.1, VII.B.3, VII.C.1, VII.D.2, VII.D.3, VII.D.4, VII.B.3, VII.C.1, VII.D.3, VII.D.4</td>
<td></td>
</tr>
<tr>
<td>Concept #2: Transportation</td>
<td>VII.B.1, VII.B.3, VII.C.1, VII.D.2, VII.D.3, VII.D.4, VII.B.3, VII.C.1, VII.D.3, VII.D.4</td>
</tr>
<tr>
<td>Concept #3: Customs</td>
<td>VII.B.1, VII.B.3, VII.C.1, VII.D.2, VII.D.3, VII.D.4, VII.B.3, VII.C.1, VII.D.3, VII.D.4, VI.A.2, VI.C.4</td>
</tr>
<tr>
<td>Guidelines integrated into all concepts</td>
<td>Domain I, II, III, IV, VIII, IX, X</td>
</tr>
</tbody>
</table>

---

### Grading Period 3
Unit 4: Let’s Investigate
Estimated Date Range: 1/8 – 2/6
Estimated Time Frame: 21 days

Unit Overview:
In this unit, students will use their senses to sort common objects. They will explore their world as they pretend to be detectives, look at objects up close and draw pictures of a favorite food. They will listen to stories about an adventurous worm and a little girl who goes to visit her grandmother. Students will learn to use simple tools as they study common objects. They will role play asking for directions and hear a story about a little boy who cooks with his mother. They will also learn to make predictions about items that might be heavier, and use a balance scale to check their predictions. They will continue to measure by building towers from blocks and look at rocks through hand lens. Lastly, the students will think about how objects move, especially things with wheels. They will create a poster of things that move and sort things that move with wheels and no wheels. Investigating and learning new things helps us become smarter.

Big Ideas:
- I can learn about new things by using different tools.

Essential Questions
- How can I learn by observing?
- How can I use tools to investigate?
- How can I compare things?
- How do objects move?

<table>
<thead>
<tr>
<th>Concepts within Unit # 4</th>
<th>TEKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add link to TEKS</td>
<td></td>
</tr>
<tr>
<td>Concept #1: What is a scientist?</td>
<td>VII.A.1, VII.A.2, VII.B.1, VI.A.2, VI.B.3</td>
</tr>
<tr>
<td>Concept #2: Tools to Investigate</td>
<td>VII.A.1, VII.A.2, VII.B.1, VI.A.2, VI.B.3</td>
</tr>
<tr>
<td>Concept #3: Living and Non-living</td>
<td>VII.A.1, VII.A.2, VII.B.1, VI.A.2, VI.B.3</td>
</tr>
<tr>
<td>Guidelines integrated into all concepts</td>
<td>Domain I, II, III, IV, VIII, IX, X</td>
</tr>
</tbody>
</table>
### Unit 5: All About Animals

**Estimated Date Range:** 2/7 – 3/8  
**Estimated Time Frame:** 21 days

**Unit Overview:**
In this unit, students will identify traits, needs, and habitats of tame and wild animals by overserving local animals in their habitats, recording observations, mimicking animal sounds and movements, grouping animals by habitat, and pretend play taking care of animals. The students will also compare animals by interpreting an animal traits chart, drawing animal habitats, writing pet care books, retelling stories on a flannel board, making animal mobiles, and describing animal coverings and movements. The students will understand how animals use their body parts to move by discussing movement of land and water animals, making diagrams of animals, counting animal body parts, and compare the speeds of various animals. This unit prepares students for further learning because it teaches students about how animals grow, move and live in different places.

**Big Ideas:**
- Animals grow by eating food, and can live in different places.

**Essential Questions**
- What are animals like?
- Where do animals live and what do they eat?
- How are animals the same and different?
- How do animals move?

<table>
<thead>
<tr>
<th>Concepts within Unit # 5</th>
<th>TEKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept #1: What are animals like?</td>
<td>VII.A.1, VII.A.2, VII.B.1, VI.B.1, VI.B.2, VI.B.3</td>
</tr>
<tr>
<td>Concept #2: Where do animals live?</td>
<td>VII.A.1, VII.A.2, VII.B.1, VI.B.1, VI.B.2, VI.B.3</td>
</tr>
<tr>
<td>Guidelines integrated into all concepts</td>
<td>Domain I, II, III, IV, VIII, IX, X</td>
</tr>
</tbody>
</table>

### Grading Period 4

**Unit 6: All About Plants**  
**Estimated Date Range:** 3/18 – 4/11  
**Estimated Time Frame:** 19 days

**Unit Overview:**
In this unit, students will learn what plants are, essentials needed for plants to grow, and how plants are alike and different. The students will learn how plants are used in their daily lives and compare similarities and differences between plants and animals. While recording growth over time, students will identify structures of plants including seeds, roots, stems, leaves, flowers and fruit. In math, students will continue to build number sense and learn to sort by color and one other attribute. In reading, students will begin to make connections to the text and their own experiences. This unit prepares students for further learning because it teaches students about plants, their life cycle, and importance in the world.

**Big Ideas:**
- Growing and changing is important to plants and animals.

**Essential Questions**
- What are plants?
- What do plants need to grow?
<table>
<thead>
<tr>
<th>Concepts within Unit # 6</th>
<th>TEKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept #1: What are plants?</td>
<td>VII.B.2, VI.B.1, VI.B.2, VI.B.3</td>
</tr>
<tr>
<td>Concept #2: How are plants used?</td>
<td>VII.B.2, VI.B.1, VI.B.2, VI.B.3</td>
</tr>
<tr>
<td>Guidelines integrated into all concepts</td>
<td>Domain I, II, III, IV, VIII, IX, X</td>
</tr>
</tbody>
</table>

### Unit 7: All About Earth Science
**Estimated Date Range:** 4/12 – 5/10  
**Estimated Time Frame:** 19

**Unit Overview:**
This unit provides students with opportunities to describe characteristics, interrelatedness, and the importance of the Earth, sky, seasons, and weather. Students will discover that the changes in the Earth, sky, seasons and weather. Weather is recorded on a daily basis to help students recognize patterns. This unit is important because students are discovering their place in the world and how to impact their environment with positive actions.

**Big Ideas:**
- By observing and exploring, I discover changes in the Earth.

**Essential Questions**
- What kinds of energy are around us (sun, light, heat, wind)?
- How do we use different types of energy?
- How are day and night different?
- How do seasons and the changes in weather affect us?

<table>
<thead>
<tr>
<th>Concepts within Unit #</th>
<th>TEKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept #1: What is energy?</td>
<td>VII.B.1, VI.A.4, VI.C.1, VI.C.2, VI.C.3</td>
</tr>
<tr>
<td>Guidelines integrated into all concepts</td>
<td>Domain I, II, III, IV, VIII, IX, X</td>
</tr>
</tbody>
</table>

### Unit 8: Good Bye Pre-K
**Estimated Date Range:** 5/13 – 5/24  
**Estimated Time Frame:** 10

**Unit Overview:**
In this unit, students will learn about changes in animals, people, and the environment, as well as reflect on their own changes throughout their year in Pre K. In math, students began the year recognizing numbers 0-2 and by the end of the year they can recognize 0-9. In reading, students may have started the year not knowing any letter sounds and will end the year knowing 20 letter sounds. Students’ clothing has changed throughout the year based on the weather and season. The focus on learning and changing will help students apply what they have learned this year and use in the future.

**Big Ideas:**
- Growing and changing happens to animals, people, and the environment.

**Essential Questions**
- What changes around me?
- What changes have occurred in my classroom and how have I grown since my first day of school?
- How will I continue to grow and change?

<table>
<thead>
<tr>
<th>Concepts within Unit #</th>
<th>TEKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept #1: How have I grown?</td>
<td>VII.A.3, VII.C.1, VI.B.2, VI.C.3</td>
</tr>
<tr>
<td>Guidelines integrated into all concepts</td>
<td>Domain I, II, III, IV, VIII, IX, X</td>
</tr>
</tbody>
</table>

For more information, visit [https://tea.texas.gov/pkg.aspx](https://tea.texas.gov/pkg.aspx)