



Unit 1 Scope & Sequence: All About Me & My Body

Unit 1:	All About Me & My Body			
Texas Pre-K Science Guidelines:	VI.A.1. Child describes, observes, and investigates properties and characteristics of common objects. VI.B.2. Child describes life cycles of organisms. VI.D.2. Child practices good habits of personal health and hygiene. VI.D.3. Child identifies good habits of nutrition and exercise.			
Weekly Topics:	<ul style="list-style-type: none"> naming body parts (basic body parts associated with the five senses) how humans grow and develop (life cycle of humans from baby to child) staying healthy (exercise and how it helps basic organs like the heart) nutrition (basic needs of food and drink; healthy vs. non-healthy choices) 			
Day	Title of Text	Tier 1 and 2 Comprehension Targets	Tier 1 and 2 Vocabulary Targets	Tier 2 Explicit Activities Domain: Activity #—Topic/Target Word
1)	FIVE SENSES WEEK <i>My Five Senses</i> written by Alik	<i>Summarize:</i> What are the five senses?	aware sweet* salty*	<i>Comprehension:</i> COM-7 Using Your Five Senses—senses sort
2)		<i>Text-Self Connection:</i> What was a time you used your five senses?	pleasant* soft* loud*	<i>Vocabulary:</i> VOC-3 Asking Questions about Pictures—pleasant VOC-2 Act-it-Out with Examples—soft and loud
3)	<i>Grow Flower, Grow!</i> written by Lisa Bruce	<i>Inference:</i> In this book, how does Fran use her five senses?	hungry surprise tip	<i>Comprehension:</i> COM-6 Cause & Effect Pictures—plant growth
4)		<i>Cause/Effect:</i> How does Fran’s sense of sight help her figure out what plants really need to grow?	grow tiny blow	<i>Vocabulary:</i> VOC-5 Word Associations—grow VOC-1 Examples & Non-Examples—tiny VOC-2 Act-It-Out—blow
5)	Teacher Choice – Review Day Menu based on CBM data			
6)	HUMAN DEVELOPMENT WEEK <i>Daddy Calls Me Man</i> written by Angela Johnson	<i>Inference:</i> Who are the important people in this boy’s life?	fast spin infant*	<i>Comprehension:</i> COM-1 Describe Characters—family
7)		<i>Inference:</i> How can you tell who is the youngest and who is the oldest child?	proud* glow responsible*	<i>Vocabulary:</i> VOC-5 Semantic Web—proud VOC-3 Asking Questions about Pictures—glow VOC-6 Draw and Write Vocabulary Prompt—responsible
8)	<i>How Kids Grow</i> written by Jean Marzollo	<i>Sequence:</i> How do the children in this book change as they grow?	cuddle skill rule	<i>Comprehension:</i> COM-2 Event Sequence—child growth and development
9)		<i>Text-Self Connection:</i> How have you changed as you have grown?	safe pretend sentence	<i>Vocabulary:</i> VOC-1 Asking Questions about Pictures—safe VOC-2 Act-It-Out—pretend VOC-8 How Much Can You Tell Me?—sentence
10)	Teacher Choice – Review Day Menu based on CBM data			

*Note: These words do not appear in the printed text but are taught because they are related to the story or topic.



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Unit 1: <i>cont'd</i>		All About Me & My Body		
Day	Title of Text	Tier 1 and 2 Comprehension Targets	Tier 1 and 2 Vocabulary Targets	Tier 2 Explicit Activities
11)	EXERCISE WEEK <i>Being Active</i> written by Marci C. Schuh	<i>Explain:</i> How are the children in the book being active?	active weight pumping	<i>Comprehension:</i> COM-5 Concept Sort—Active vs. Not active
12)		<i>Text-Self Connection:</i> What are ways you are active?	exercise tool healthy	<i>Vocabulary:</i> VOC-2 Act-It-Out with Pictures—exercise VOC-4 Word Associations—tool VOC-5 Semantic Web—healthy
13)	<i>Clap Your Hands</i> written by Lorinda Bryan Cauley	<i>Explain:</i> How are the characters in the book being active?	reach frown secret	<i>Comprehension:</i> COM-3 Story Retell—ways to be active
14)		<i>Infer Emotions:</i> How are the characters in the book feeling?	excited* find upside-down	<i>Vocabulary:</i> VOC-1 Examples & Non-Examples—excited VOC-2 Act-It-Out—find VOC-1 Examples & Non-Examples—upside-down
15)	Teacher Choice – Review Day Menu based on CBM data			
16)	NUTRITION WEEK <i>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</i> written by Don and Audrey Wood	<i>Identify Reason for Major Event:</i> Why does the mouse try to hide the strawberry?	pick sniff guard	<i>Comprehension:</i> COM-1 Describe Setting—forest and mouse house
17)		<i>Summarize:</i> What all does the little mouse do to keep the strawberry away from the big, hungry bear?	hide ripe share	<i>Vocabulary:</i> VOC-2 Act-It-Out—hide VOC-1 Examples & Non-Examples—ripe VOC-2 Act-It-Out—share
18)	<i>Good Enough to Eat</i> written by Lizzy Rockwell (text shortened to read pp. 1-12, 27-32, 36)	<i>Explain:</i> How does food help our bodies?	energy poultry weak	<i>Comprehension:</i> COM-5 Concept Sort—Food groups
19)		<i>Generalize:</i> What kinds of healthy foods help our bodies?	cranky serving signal	<i>Vocabulary:</i> VOC-1 Examples & Non-Examples—cranky VOC-7 Talk about Pictures—serving VOC-2 Act-It-Out—signal
20)	Teacher Choice – Review Day Menu based on CBM data			

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