Prekindergarten 3 Public Overview

Prekindergarten 3

1st 9 Weeks

Assessments

Beginning of the Year CIRCLE Progress Monitoring (August 26- September 23, 2026)

What are we learning?
How can I help at home?

Unit 1: Welcome to Pre-K - ¡Bienvenido a prekínder!

Weeks 1 and 2 of the curricula are designed to address the needs of children during the first two weeks of school as a new year begins. As children arrive in their new classroom, it is critical to take time to establish positive relationships, create a structured environment, and set the tone for a nurturing community. Welcome to Pre-K focuses on these goals. Attention is given to establishing rules, routines, and procedures that will support and foster social, emotional, and cognitive development throughout the school year. Such a focus is necessary for establishing a positive classroom environment that runs smoothly the rest of the year. Children will sing songs and chants using names, share book reading experiences, and participate in activities that teach and reinforce positive social behaviors, including following the rules and routines of the classroom. Through these playful experiences, children will understand that school is a fun, safe environment for learning and making new friends.

Timeline: August 11- Aug. 21, 2026

Link to Texas Prekindergarten Guidelines: https://tea.texas.gov/educators/early-childhood-education/2022-texas-pkg-comprehensive-guide.pdf

Vocabulary: Home, school, teacher, class, routine, listen, rules, directions, instructions, greetings, friend, share, kind, conversations, partner. Casa, escuela, maestra, clase, rutina, escuchar, reglas, instrucciones, saludos, amigo, compartir, amable, conversaciones, Compañero/a.

Content Weekly:

Week 1 Concept: Going to School

- School is safe.
- School is a wonderful place where we play and learn.
- I can follow rules and routines of the classroom.

Week 2 Concept: Making Friends

- In school, we meet new people and make new friends.
- I can follow rules and routines of the classroom.

At-Home Connection:

- Your child will listen, watch, and imitate words and actions as you perform each fingerplay. Fingerplays combine hand movements with a rhyming song or chant. Some titles are: “Two Little Blackbirds”, “Flitter, Flutter, Butterfly” and “Open Shut Them.”
- Invite your child to build or make something using playdough and dry pasta shapes. Give your child a mat, tray, or plate to work on. Pieces of the playdough can be used as “glue” to hold pieces of pasta together, or your child can flatten or squish the playdough and stick the pasta into it. Talk to your child about what she is doing and learning so that she learns words that go with her experiences. For example, you might say, “You are pushing all the pasta pieces into your playdough” or “I see how you’re using pieces of playdough to connect your pasta pieces together!”
- Create a home routine schedule with your child, like the one a teacher has in the classroom. The schedule may include time, task, and location.

- Select books about school from the Unit for Literacy Bookshelf at https://www.uniteforliteracy.com/ to read with your child at home.

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1st 9 Weeks

Assessments

Beginning of the Year CIRCLE Progress Monitoring (August 26- September 23, 2026)

What are we learning? How can I help at home?

Unit 2: I'm Me! ¡I'm Special! – ¡Soy yo! ¡Soy especial!

I'm Me! I'm Special! provides opportunities for young children to take an in-depth look at themselves and the people in their lives. Thoughtful experiences throughout the thematic topics in this unit will assist Pre-K3 children in discovering what makes each of them unique and special. Children will begin to notice similarities and differences between themselves and their classmates—comparing and contrasting homes, families, bodies, senses, and feelings.

Timeline: August 24-September 18, 2026

Link to Texas Prekindergarten Guidelines: https://tea.texas.gov/educators/early-childhood-education/2022-texas-pkg-comprehensive-guide.pdf

Vocabulary: family, apartment, yard, relative, house, unique, pet, shelter, culture, grow, hygiene, germs, bones, muscles, same, needs, brain, different, safe, clean, brother, sister, Grandmother/ Grandfather, Aunt/ Uncle, Cousins. Casa/vivienda, único, mascota, refugió, cultura, crecer, higiene, gérmenes, huesos, músculos, igual, necesidades, cerebro, diferente, seguro, limpio, hermano, hermana, abuela/ abuelo

Content Weekly:

Week 3 Concept: My Home and Family

- I am an important member of a family.
- My family and home are unique.
- My home is where I live with my family.

Week 4 Concept: My Amazing Body

- My body grows and changes.
- I have important parts on the inside and outside of my body.
- My body is the same as others' bodies, but it is also different.
- Germs can make my body sick.

Week 5 Concept: My Five Senses

- I have five senses.
- My senses help me investigate the world around me.
- My senses help me determine my likes and dislikes.

Week 6 Concept: My Important Feelings

- I have different feelings.
- My feelings change for different reasons.
- My body can show others how I feel.
- I can use my words to communicate how I feel.

At-Home Connection:

- Family Photo Sharing: Show a photo of your family or home to your child. Children can talk about who is in the photo and what makes their home special.
- Home Helper Chart: Create a simple "helper chart" at home where children can check off tasks like putting away toys, helping set the table, or feeding a pet.
- Story Time About Home: Read books about families and homes. Read together and talk about how the story is similar or different from their own home life.
- Room Hunt Game: Play a "room hunt" game where children walk through their home and name each room and what happens there (e.g., "We cook in the kitchen").
- My Daily Routine Drawing: Help your child draw or take pictures of their daily routine at home and then talk about them.
- Select books about family, homes, and traditions at the Unite for Literacy Bookshelf at https://www.uniteforliteracy.com/ read with your child at home.

Prekindergarten 3

1st 9 Weeks

Assessments

Beginning of the Year CIRCLE Progress Monitoring (August 26- September 23, 2026)

What are we learning?
How can I help at home?

Unit 3: I'm Healthy! I'm Safe!

Topics in this unit emphasize the importance of establishing health and safety habits as part of our everyday lives. Children will discover the importance of being active, of choosing food that is good for their bodies, and of caring for their teeth. They will also learn about ways to stay safe when they are outside and at home, including protecting themselves from germs. When planning this theme, keep the needs of your class in mind. For example, if your school has a physical education teacher who advises your children about the importance of exercise, Topic 1 may only require a few days of instruction.

Timeline: Sep 21 – Oct 9, 2026.

Link to Texas Prekindergarten Guidelines: https://tea.texas.gov/educators/early-childhood-education/2022-texas-pkg-comprehensive-guide.pdf

Vocabulary: sunscreen, energy, fruit, grains, vegetables, grow, stove, protein, dairy, sharp, wash, dentist, toothpaste, body, muscles, exercise, active, helmet, seatbelt healthy, safe, germs, permanent, brush, clean, sleep. Protector solar, energía, fruta, granos, vegetales, crecer, estufa, proteína, lácteos, afilado, lavar, dentista, pasta de dientes, cuerpo, músculos, ejercicios, activo, casco, cinturón, seguridad, saludable, seguro, gérmenes, permanente, encías, cepillo, limpio, dormir.

Content Weekly:

Week 7 Concept: My Safe and Active Body

- My body needs to be active every day to keep my heart healthy and my muscles strong.
- My heart pumps blood to every part of my body.
- Safety practices and special equipment keep me safe when I do certain activities.

Week 8 Concept: My Safe and Healthy Eating Habits

- My body needs water and healthy food every day.
- Healthy food gives my body energy and helps me grow.

- I need adult assistance when making food on the stove or when using something sharp to cut my food.

Week 9 Concept: My Healthy Body and Teeth

- My body needs a lot of sleep every night to help me grow and feel good.
- My hands need to be washed throughout the day to protect my body from germs.
- My teeth need to be brushed daily, and I need to visit a dentist, so my teeth stay healthy.
- My baby teeth will fall out when I am young, and permanent teeth will grow in their places.

At-Home Connection:

- Body Exploration: Encourage your child to draw a picture of themselves and label different body parts. Discuss the functions of each part and how they help us every day.
- Healthy Habits Chart: Create a daily chart to track healthy habits such as brushing teeth, washing hands, and eating fruits and vegetables. Celebrate each completed task with a sticker or a small reward.
- Safety Scavenger Hunt: Organize a scavenger hunt around your home to find items related to safety (e.g., smoke detectors, first aid kit). Discuss the importance of each item and how it helps keep us safe.
- Select books about the body and health, and uniqueness from the Unit for Literacy Bookshelf at https://www.uniteforliteracy.com/ to read with your child at home

Prekindergarten 3

2nd 9 Weeks

Assessments

None

What are we learning?
How can I help at home?

Unit 4 It's Harvest Time! ¡Es tiempo de la cosecha!

Weekly concepts in Unit 4 prompt children to build their understanding of the changes that occur in the environment during harvest time (fall/autumn season), the types of crops that are harvested, and the way people buy and use these crops. Children will learn how crops are gathered and are made available at the market for families to bring home. Through meaningful lessons and activities, children will discover what it means for their food to go from farms to their own tables.

Timeline: Oct. 19 – Nov 6, 2026

Link to Texas Prekindergarten Guidelines: https://tea.texas.gov/educators/early-childhood-education/2022-texas-pkg-comprehensive-guide.pdf

Vocabulary: harvest, rake, pinecone, fall, autumn, weather, branches, temperature, squirrel, stalk, ripe, field, orchard, crop, scarecrow, vine, farmer, bushel, market, cost, pulp, producer, buy, seeds, consumer, sell, recipe. Cosecha, Rastrillo, piña, otoño, clima, ramas, temperatura, ardilla, tallo, maduro, campo, huerto, cultivo, espantapájaros, enredadera, granjero/a, canasta, mercado, costo, pulpa, productor/a, comprar, semillas, consumidor/a, vender, receta.

Content Weekly:

Week 10 Concept: Signs of Fall Harvest

- Weather begins to change from warm to cool.

- Leaves change colors and fall from trees.
- Animals begin to change how they look and act.
- People begin to dress in warmer clothes.

Week 11 Concept: Harvesting Crops

- Farmers harvest different types of crops in the fall.
- Farmers work throughout the year to plant, care for, and harvest crops.
- Different tools are used to harvest crops.

Week 12 Concept: Bringing the Harvest Home

- People can buy harvested crops at a farmer's market or grocery store.
- Pumpkins, apples, and nuts have important parts on the inside.
- People use harvested crops to make different recipes.

At-Home Connection:

- Visit a grocery store or farmers market and find 5 fruits or vegetables. Talk about their colors, sizes, and shapes.
- Count fruits or vegetables at home. Sort them by color or size.
- Cut vegetables such as celery, potatoes, or okra and use them to make prints with paint.
- Read a book about farms, fruits, vegetables, or harvest time. Ask: What grows on a farm? Which foods do you like? How do farmers help us?
- Select books about harvest time and changes that occur in the environment at the Unite for Literacy Bookshelf at https://www.uniteforliteracy.com/ to read with your child at home.

Prekindergarten 3

2nd 9 Weeks

Assessments

None

What are we learning? How can I help at home?

Unit 5: All Around My Community! ¡En mi comunidad!

The topics in this unit give children opportunities to understand the places and people that make up a community, the different ways people get around in a community, the important role construction plays for updating and maintaining a successful community. Children will begin to understand how needs are met by the community and how communities grow and change over time.

Timeline: Nov 9– Dec 11, 2026

Link to Texas Prekindergarten Guidelines: https://tea.texas.gov/educators/early-childhood-education/2022-texas-pkg-comprehensive-guide.pdf

Vocabulary: community, post office, map, town, house, business, resident, needs, neighborhood, job, police officer, paramedic, career, electrician, uniform, firefighter, baker, mail carrier, construction, electrician, concrete, build/construct, bridge, screwdriver, machines, bricklayer, blueprint. Comunidad, oficina de correo, mapa, pueblo/ ciudad, casa, negocio, residente/habitante, necesidades, vecindario, trabajo, oficial de policía, paramédico, carrera/profesión, electricista, uniforme, bombero, cocinero, cartero, construcción, electricista, concreto, armar/construir, puente, destornillador, maquinas, albañil, plano.

Content Weekly:

Week 13 Concept: Places in My Community

- I live in a community.
- My community has places that provide for my needs.

Week 14 Concept: People and Jobs in My Community

- People have many jobs in my community that help me.
- I can have a job in my community when I get older.

Week 15 Concept: Getting Around in My Community

- I can travel around my community in many ways.
- There are helpful features around my community to keep me safe.

Week 16 Concept: Construction in My Community

- Construction is needed to help my community grow and stay safe.
- Construction requires many different tools and materials.

At-Home Connection:

- Construction is needed to help my community grow and stay safe.
- Construction requires Transportation Walk or Drive: Take a walk or drive around the neighborhood and point out different types of transportation (e.g., cars, buses, bikes, trains). Children can name what they see and talk about where each vehicle might be going.
- Create a Transportation Collage: Cut out pictures of vehicles from magazines or print them from the internet to create a collage at home and ask your child to describe the different ways people move around their community.
- Read Books About Getting Around: Read books together about transportation or community helpers (e.g., Don't Let the Pigeon Drive the Bus! Or Whose Vehicle Is This?). Ask children to retell the story or draw their favorite part.
- Talk About Your Daily Route: Talk with your child about how they get to school, the grocery store, or the park. Use simple directional and positional words like left, right, near, far, and next to.
- Make a Map of Your Neighborhood: Children can draw a simple map of their street or neighborhood, including their home, school, and places they visit.
- Select books about transportation modes and community helpers at the Unite for Literacy Bookshelf at https://www.uniteforliteracy.com/ to read with your child at home.

Prekindergarten 3

3rd 9 Weeks

Assessments

Middle of the Year CIRCLE Progress Monitoring (January 13- February 10, 2027)

What are we learning?
How can I help at home?

Unit 6: The Sky Above Me! – ¡El cielo sobre mi!

The Sky Above Me focuses on the importance of each object in the sky and how these objects impact our lives. Young children will investigate the different types of clouds and the weather they bring, the

important role of the sun in providing light and heat for the Earth, how the moon lights up the night sky, and seasonal changes that occur each year.

Timeline: Jan. 07– Feb 05.,2027

Link to Texas Prekindergarten Guidelines: https://tea.texas.gov/educators/early-childhood-education/2022-texas-pkg-comprehensive-guide.pdf

Vocabulary: Cloud, rain, wind, weather, droplet, float, meteorologist, storm, moon, dark, reflect, phases, rainbow, day, night, season, fall, mitten, spring, rainboots, summer, scarf, sunlight, shadows, sunrise, sight, sunset, heat ,earth. Viento, clima, gota, flotar, meteorólogo, tormenta, luna, oscuro, reflejar, fases, arcoíris, día, noche, luz solar, sombra, amanecer, luz, atardecer, calor, tierra, estación, otoño, guante, primavera, botas de lluvia, verano, bufanda.

Content Weekly:

Week 17 Concept: The Cloudy Sky

- Clouds are made of tiny droplets of water.
- Clouds can be seen during the day and during the night.
- The wind moves clouds and can change their shapes.

Different types of clouds bring different types of weather.

Week 18 Concept: The Sunny Sky

- The sun is a bright star that brings the Earth light and heat.
- The sun is seen in different parts of the sky in the morning, afternoon, and evening, but it is not seen at night.
- Shadows are created when the sun's light is blocked. Shadows change depending on where the sun is in the sky.
- Rainbows are created in the sky when sunlight shines through rain/water droplets in the air.

Week 19 Concept: The Night Sky

- The moon shines in the night sky because it reflects light from the sun.
- The moon appears to change shape as it moves around the Earth.
- Stars can be seen on dark nights when there are no clouds.
- People see and do different things during the day and night.

Week 20 Concept: The Seasonal Sky

- There are four seasons that occur every year: spring, summer, fall, and winter.
- The seasons are caused by part of the Earth tilting toward or away from the sun.
- Each season brings different types of weather and longer or shorter days.
- People dress differently each season because of the changing weather.

At-Home Connection:

- Sky Watch Together: Go outside during the day or evening and look up at the sky. Talk about what you see—clouds, the sun, stars, or the moon. Ask your child questions like, "What shape is that cloud?" or "Can you find the moon?"
- Weather Window: Each morning, have your child look out the window and describe the weather. Is it sunny, cloudy, rainy, or windy? Let them draw a picture of what they see and talk about what clothes are best for that weather.
- Story Time with Sky Books: Read books about the sky, weather, or space together. Some great options include "It Looked Like Spilt Milk" by Charles G. Shaw or "Goodnight Moon" by

Margaret Wise Brown. Talk about what happens in the sky during the story.
- Create a Cloud Craft: Use cotton balls, glue, and paper to make cloud pictures at home. Encourage your child to describe their clouds and where they might see them in the sky.
- Sing and Move: Sing sky-themed songs like “Twinkle, Twinkle, Little Star” or “Mr. Sun.” Add hand motions or dance along to make it fun and active.
- Select books about the sky and weather from the Unite for Literacy Bookshelf at https://www.uniteforliteracy.com/ to read with your child at home.

Prekindergarten 3

3rd 9 Weeks

Assessments

None

What are we learning? How can I help at home?

Unit 7: Animals All Around – ¡Animales en todas partes!

The concepts/topics of Animals All Around allow children to explore different types of animals, young and old, found all over the world. Children will discover the unique features, adaptations, habits, and habitats that help animals survive.

Timeline: Feb 08– Mar 4 ,2027

Link to Texas Prekindergarten Guidelines: https://tea.texas.gov/educators/early-childhood-education/2022-texas-pkg-comprehensive-guide.pdf

Vocabulary: animal, veterinarian, wins, feathers, scales, beak, gallop, wild, jungle, forest, desert, ocean, pond, nest, cave, fur, shell, claws, tail, roar, growl, fly, swim, run, crawl, hunt, sleep, eat, herd, camouflage, hibernate, migrate. Animal, veterinario, alas, plumas, escamas, pico, galopar, salvaje, selva, bosque, desierto, océano, estanque, nido, cueva, pelaje, concha, garras, cola, rugido, gruñido, volar, nadar, correr, gatear, cazar, comer, dormir, manada, camuflaje, migrar, hibernar.

Content Weekly:

Week 21 Concept: Animal Bodies and Movements
- Animals come in different shapes and sizes.
- Animals have different coverings to keep them warm and protect their bodies.
- Animals have different body parts that help them survive.
- Animals move in different ways.

Week 22 Concept: Animal Homes and Habitats
- Animals live in water, on land, or both.
- Some animals build homes using Earth materials.
- Some animals live in groups and some animals live alone.
- Some animals can be pets for people.

Week 23 Concept: Animal Babies and Diet
- Animals change as they grow into adults.
- Animals have special names when they are babies.
- Animals eat many different things, including plants, meat, or insects.

Week 24 Concept: Animal Adaptations and Habits

- Animals use camouflage to keep safe from predators.
- In winter, some animals hibernate or migrate to warmer areas.
- Animals communicate with sounds or body signals.
- Animals groom themselves to ensure they are bug free and their body coverings are in good condition.

At-Home Connection:

- Songs and Rhymes at Home: Sing simple animals-themed songs like "Walking on the Jungle" with your child.
- Wild Animal Art: Create simple wild animal crafts at home using paper plates, cotton balls, or recycled materials.
- Story Time with Animals Books: Read animals-themed books together, such as 1, 2, 3 to the Zoo Eric Carle. Ask children to retell the story or act it out with stuffed animals or toys.
- Animal Sound Game: Play a fun game where you take turns making animal sounds and guessing the animal (e.g., "Grrrrrr!" – "That's a tiger!").
- Select books about animals from the Unite for Literacy Bookshelf at https://www.uniteforliteracy.com/ to read with your child at home.

Prekindergarten 3

4th 9 Weeks

Assessments

None

What are we learning?
How can I help at home?

Unit 8 The Earth Around Me – La tierra a mi alrededor.

The Earth Around Me is filled with opportunities that allow young children to explore the types of landforms, plants, and water that cover the Earth's surface. Pre-K3 children will learn about the importance of each of these resources as well as how they can help care for the Earth and keep it clean.

Timeline: Mar 15- Apr 9, 2027

Link to Texas Prekindergarten Guidelines: https://tea.texas.gov/educators/early-childhood-education/2022-texas-pkg-comprehensive-guide.pdf

Vocabulary: Earth, land, mountain, hill, mud, surface, soil, camp, seed, root, stem ,sprout, trunk, plant,garden,bloom,river,frozen,conserve,flow,melt,fresh,ocean,pond,lake,litter,reuse,metal,recycle, donate,paper,pollution,trash,plastic.Tierra/planeta, tierra, montana, colina, lodo, superficie, suelo, tierra, campamento, semilla, raíz, tallo, brote, tronco, planta, jardín, florecer, rio, congelado, conservar, fluir, derretir, fresco, océano, estanque, lago, litro, reusar, metal, reciclar, donar, papel, contaminación, basura, plástico.

Content Weekly:

Week 25 Concept: Land All Around

- The Earth's surface has many types of landforms.
- Rocks, soil, and sand cover the Earth's surface.
- People use Earth materials to build things.

Week 26 Concept: Plants All Around

- Many kinds of plants grow on Earth's surface.
- Seeds need water, soil, and sunlight to grow into plants or trees.
- Plants have important parts that help them survive.
- People use plants for food and to build things.

Week 27 Concept: Water All Around

- The Earth has many different bodies of water.
- People use water for drinking, playing, and staying clean.
- Water can change forms.
- People need to conserve water.

Week 28 Concept: Caring All Around

- It is important to care for the Earth, so we can always have a clean place to live.
- Trash needs to be placed in trash cans to keep the Earth's land and water clean.
- People can reduce trash by recycling, reusing, or donating items.

At-Home Connection:

- Plant a Mini Garden Together: Plant seeds in a small pot or container using soil, water, and sunlight. Children can help care for the plant daily and observe how it changes over time. This supports science learning and responsibility.
- Go on a Nature Walk: Take a walk around your yard, neighborhood, or a local park to look for plants, flowers, bugs, and other garden-related items. Children can collect leaves or take photos to share with the class.
- Happy Earth: Provide small paper plates, blue and green tissue paper squares or paint, googly eyes, and markers for children to create clean, happy Earths with smiley faces.
- Create Landform Art: Use materials at home (paper, crayons, recycled items) to make a drawing or collage of a landform Children can label parts like "lake," "mountain," or "river" to reinforce vocabulary.
- Select books about the earth at the Unite for Literacy Bookshelf at https://www.uniteforliteracy.com/ to read with your child at home.

Prekindergarten 3

4th 9 Weeks

Assessments

End of the Year CIRCLE Progress Monitoring (April 7- May 5, 2027)

What are we learning?
How can I help at home?

Unit 9: Get Moving! – Estamos en movimiento.

Timeline: Apr 12 – Apr 30, 2027

Link to Texas Prekindergarten Guidelines: https://tea.texas.gov/educators/early-childhood-education/2022-texas-pkg-comprehensive-guide.pdf

Vocabulary: Transportation, motion, helicopter, push, motor, parachute, heavy, light, kite, pull, ramp, vehicle, magnetic, wheels, wagon, metal, straight, attract, submarine, sink, heavy, ship, float, light,

sailboat, row, oar/paddle. Transportación, movimiento, helicóptero, empujar, motor, paracaídas, pesado, liviano, cometa, jalar/tirar, rampa, vehículo, magnético, ruedas, vagón, metal, derecho, atraer, submarino, flotar, pesado, barco, flotar, liviano, velero, remar, remo.

Content Weekly:

Week 29 Concept: Moving through Air

- People use different types of transportation to move through the sky.
- People can move objects through the air in many ways.
- Wind pushes objects through the air.

Week 30 Concept: Moving on Land

- People use different types of transportation to move on land.
- People can move objects by using push or pull motions.
- A ramp can impact the speed of a moving object.
- Magnets attract and move metal objects.

Week 31 Concept: Moving on Water

- People use different types of transportation to move on or through water.
- Wind can push objects on water.
- Some objects float in water, and some objects sink in water.

At-Home Connection:

- Neighborhood Vehicle Hunt: Take a walk or drive and look for different vehicles. Use words like car, bus, bike, fast, and slow. Count how many you see of each.
- Move & Freeze Game: Play a game where you move when someone says "go" and freeze when they say "stop." Try moving fast, slow, or like different vehicles.
- Build a Vehicle: Use boxes, bottle caps, or paper rolls to make a pretend car, bus, or train. Talk about how it moves and who might drive it.
- Storytime Moves: Read a book about transportation. Act out the movements—chug like a train, zoom like a car, or fly like a plane.
- Helper Chat: Call or video chat with someone who drives for work. Ask how they help the community. Draw a picture of them and their vehicle.
- Select books about air and water transportation at the Unite for Literacy Bookshelf at https://www.uniteforliteracy.com/ to read with your child at home.

Prekindergarten 3

4th 9 Weeks

Assessments

End of the Year CIRCLE Progress Monitoring (April 7- May 5, 2027)

What are we learning?
How can I help at home?

Unit 10: *Creepy Crawly Critters* – Bichitos a nuestro alrededor.

Timeline: May 3 – May 27 ,2027

Link to Texas Prekindergarten Guidelines: https://tea.texas.gov/educators/early-childhood-education/2022-texas-pkg-comprehensive-guide.pdf

Vocabulary: Insect, head, winds, spider, thorax, antennae, worm, abdomen, segment, web, nest, worker, hive, habitat, garden, colony, queen, anthill, egg, adult, plant, chrysalis, pupa, nectar, camouflage, environment, pest, predator, safe, mimicry, communicate, harmful, attract. Insecto, cabeza, alas, araña, tórax, antena, lombriz, abdomen, segmentos, tela de araña, nido, trabajador, panal, hábitat, jardín, reina, hormiguero, huevo, adulto, planta, crisálida, pupa, néctar, camuflaje, ambiente, plaga, depredador, seguro, mimetismo, comunicar, dañino/perjudicial, atrae.

Content Weekly:

Week 32 Concept: Critter Bodies and Movement

- Critters come in different shapes, sizes, and colors.
- Different types of critters have different body parts.
- Critters move in different ways depending on the features of their bodies.

Week 33 Concept: Critter Homes and Habitats

- Critters live on water, land, or both.
- Some critters build homes using Earth materials.
- Some critters live in groups and some live alone.

Week 34 Concept: Critter Life Cycles and Diets

- Critters change as they grow into adults.
- Critters eat plants, insects, or other tiny animals.

Week 35 Concept: Critter Adaptations and Habits

- Critters have various adaptations to keep safe from predators.
- Critters can be helpful or harmful for people.

At-Home Connection:

- Draw or create art projects using pictures of critters.
- Observe critters safely in the yard, garden, or park. Encourage children to ask questions and share observations about the critters they see.
- Songs and Rhymes at Home: Sing simple critters-themed songs like “Itsy Bitsy Spider” with your child.
- As a family, go on a nature walk around your neighborhood or at a nearby park. As you walk, help your child collect some items to use to form his name, such as sticks, leaves, grass, flowers, etc. Talk about each item when he finds it and why he chose it. When you get back home, help your child write his name in large letters on a piece of paper. Then allow him to glue the nature items on top of the lines and curves of the letters of his name.
- Select books about the critters at the Unite for Literacy Bookshelf at https://www.uniteforliteracy.com/ to read with your child at home.