



Kindergarten

CATCH Alignment Guide to
Texas Essential Knowledge
and Skills (TEKS)

CATCH Classroom Curriculum



THE UNIVERSITY of TEXAS

SCHOOL OF PUBLIC HEALTH AT HOUSTON

A part of The University of Texas Health Science Center at Houston

Michael & Susan Dell Center for Advancement of Healthy Living

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Explanation and Key of Alignment Table

Heading and Title Row. Titles each column explaining what will be in the cells below them.

Session/ Activity	Texas Essential Knowledge and Skill (TEKS)	Core Subject	Texas Assessment of Knowledge and Skills (TAKS) style of questions	Notes for Teachers
Session 1: Let's Get Go-ing				
Ses.1/Act.1 Introductory Play	<p>L.A. (5.2) Listening Speaking/Critical Listening. The student listens critically to analyze and evaluate a speaker's message.</p> <p>L.A. (5.10) Reading/Comprehension. The student comprehends selections using a variety of strategies.</p>	Language Arts/ Reading	Why did Tillie want to talk to the Earthling Students? *	(Reader's Theater Script) Can be done during guided reading.

The title of each session is placed in its own row and shaded to make it easier to find and read.

Labels the session and activity number found in the curriculum guide.

Lists the overall TEKS that can be linked to this health activity. They include Language Arts, Science, Math, and Health. Makes it easy to match it with the TEKS a teacher is teaching during the week.

Suggests to teachers, which subject areas they can integrate the health lesson into other subject areas.

Ideas of ways to deliver the information to students, or any needed information for that particular lesson or future lesson.

Gives examples of TAKS style questions that can be used word for word and/or help create ideas for other questioning strategies used during the lesson.
 *= These questions are found straight out of the curriculum guide in the lesson.
 **=Shows teacher generated questions.

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Session 3: Get Out There and Move!				
<p><i>Activity 1</i></p> <p>p.21-23</p>	<p>L.A. (K.3) Listening/Speaking/Audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions.</p> <p>L.A. (K.4) Listening/Speaking/Communication. The student communicates clearly by putting thoughts and feelings into spoken words.</p> <p>S.S (K.17) Social Studies Skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.</p>	<p>Reading, Circle, or Wellness Time</p>	<p>Which physical activities increase your heart rate?</p>	<p>List of GO activities p22</p> <p>**Suggest having picture cards of activities for students to reference</p> <p><u>EXTENSION:</u> Take pictures of students performing GO activities and make a class book using iPhoto or PhotoStory3.</p>
Session 4: Move and Play Every Day				
<p><i>Activity 1</i></p> <p>p.25-27</p>	<p>L.A. (K.3) Listening/Speaking/Audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions.</p> <p>S.S (K.17) Social Studies Skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.</p>	<p>Reading or Circle Time</p>	<p>Why is it important to be physically active frequently?</p>	<p>List of song phrases p27</p> <p>**Suggest making poster of song with picture clues to help develop print awareness</p> <p><u>EXTENSION:</u> Create other verses and sing at recess time or during different activities</p>
Session 5: Let's Dance				
<p><i>Activity 1</i></p> <p>p.29-31</p>	<p>L.A. (K.6) Reading/Phonological Awareness. The student inquires and conducts research using a variety of sources.</p> <p>P.E. (K.2) Movement. The student applies movement concepts and principles to the learning and development of motor skills.</p>	<p>Reading, Circle, or Wellness Time</p>	<p>Let's get moving</p>	<p>Music CD & CD player</p> <p>Physical activity rhyme p30</p>

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Session 6: All Kinds of Veggies				
Activity 1 p.33-37	L.A. (K.4) Listening/Speaking/Communication. The student communicates clearly by putting thoughts and feelings into spoken words. L.A. (K.8) Reading/Vocabulary Development. The student develops an extensive vocabulary. L.A. (K.14) Writing/Spelling/Penmanship. The student develops the foundations of writing.	Language Arts/ Writing	Name some veggies you might try. Why should we eat vegetables?	Handouts 1&2 p36-37 CATCH Home Letter 2 p. 57 Discussion can be done during circle time. Color activity can be done during centers.
Session 7: Vegetable Soup				
Activity 1 p.39-40	L.A. (K.2) Listening/Speaking/Culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures. L.A. (K.3) Listening/Speaking/Audiences/Oral grammar. The student speaks appropriately to different audiences for different purposes and occasions. HEALTH (K.1) Health Behaviors. The student recognizes that personal health decisions and behaviors affect health throughout life.	Language Arts/Health	Why are vegetables part of a healthy diet? Draw a picture of other vegetables that you can add to your own vegetable soup.	Reuse handouts from previous session Can be done during circle time. <u>EXTENSION:</u> Have students “re-read” the words in the picture cards and /or re-act out making vegetable soup during centers. <u>EXTENSION:</u> Read aloud “Stone Soup” or “Tumbleweed Stew” <u>EXTENSION:</u> Find rhyming words in poems
Session 8: Fruits, Fruits, and More Fruits				
Activity 1 p.41-44	L.A. (K.4) Listening/Speaking/Communication. The student communicates clearly by putting thoughts and feelings into spoken words. L.A. (K.8) Reading/Vocabulary Development. The student develops an extensive vocabulary. L.A. (K.14) Writing/Spelling/Penmanship. The student develops the foundations of writing.	Language Arts/Health	Name some fruits you might try. Why should we eat fruit?	Handout 1&2 p43-44 Discussion can be done during circle time. Color activity can be done during centers.

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Session 9: Fruit Salad				
<p><i>Activity 1</i></p> <p>p.45-47</p>	<p>L.A. (K.2) Listening/Speaking/Culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures.</p> <p>L.A. (K.3) Listening/Speaking/Audiences/Oral grammar. The student speaks appropriately to different audiences for different purposes and occasions.</p> <p>HEALTH (K.1) Health Behaviors. The student recognizes that personal health decisions and behaviors affect health throughout life.</p>	<p>Language Arts/Health</p>	<p>Why are fruits part of a healthy diet?</p> <p>Draw a picture of other fruits that you can add to your own fruit salad.</p>	<p>Reuse handouts from previous session</p> <p>Can be done during circle time.</p> <p><u>EXTENSION:</u> Have students “re-read” the words in the picture cards and /or re-act out making fruit salad during centers.</p>
Session 10: Let’s Eat a Snack				
<p><i>Activity 1</i></p> <p>p.49-52</p>	<p>L.A. (K.1) Listening/Speaking/Purposes. The student listens attentively and engages actively in a variety of oral language experiences.</p> <p>L.A. (K.4) Listening/Speaking/Communication. The student communicates clearly by putting thoughts and feelings into spoken words.</p> <p>L.A. (K.6) Reading/Phonological Awareness. The student inquires and conducts research using a variety of sources.</p>	<p>Language Arts</p>	<p>What activities can you do to stay physically active?</p> <p>What foods can you eat to help you stay healthy?</p> <p>What can you eat for a healthy snack?</p> <p>When can you eat a healthy snack?</p>	<p>Snack Preparation Recipe and Evaluation Sheet p. 52</p> <p>Snack Requisition form p.59</p> <p>Can be done during circle time or with reading buddies.</p> <p><u>EXTENSION:</u> Can be used in math for a quantitative reasoning lesson (Math K.3).</p>