

<p>Week of: August 19th-23rd , 2024</p>	<p>MONDAY</p>	<p>TUESDAY</p>	<p>WEDNESDAY</p>	<p>THURSDAY</p>	<p>SCIENCE/S.S FRIDAY Science and Social Studies instruction alternates between weeks</p>
<p><b>PBIS</b></p>	<p><b>Standard(s):</b></p> <p>LT: I will be able to name ways to be safe throughout the school.</p> <p>SC: I can name ways to be safe during drills.</p> <p><b>Lesson/Activity:</b></p> <p>Teachers will reference TEAM and will discuss safe behavior during fire drills, tornado drills, and lockdowns.</p> <p>Teachers will guide discussions on why we have these procedures and how they keep you safe.</p>	<p><b>Standard(s):</b></p> <p>LT: I will be able to name ways to be safe throughout the school.</p> <p>SC: I can name ways to be safe in the classroom.</p> <p><b>Lesson/Activity:</b></p> <p>Teachers will reference classroom matrices, model safe behavior in the classroom.</p> <p>Teachers may watch: no David goes to school : <a href="https://youtu.be/QzFes0wAVnQ">https://youtu.be/QzFes0wAVnQ</a> discussing better choices throughout the video.</p> <p>Sw draw David following safety rules.</p>	<p><b>Standard(s):</b></p> <p>LT: I will be able to name ways to be safe throughout the school.</p> <p>SC: I can name ways to be safe in the hallway.</p> <p><b>Lesson/Activity:</b></p> <p>Teachers will watch: <a href="https://youtu.be/HQF0MwTwUI">https://youtu.be/HQF0MwTwUI</a> 4 safety video on lining up.</p> <p>Then model with students how to best stand in line safely and walk safely.</p>	<p><b>Standard(s):</b></p> <p>LT: I will be able to name ways to be safe throughout the school.</p> <p>SC: I can name ways to be safe in the cafeteria.</p> <p><b>Lesson/Activity:</b></p> <p>Watch read aloud: Pinkalicious tries school lunch- <a href="https://youtu.be/24SwGWc_JQO">https://youtu.be/24SwGWc_JQO</a></p> <p>Then have them draw themselves being safe in the cafeteria.</p>	<p><b>Standard(s):</b></p> <p>LT: I will be able to name ways to be safe throughout the school.</p> <p>SC: I can name ways to be safe on the playground.</p> <p><b>Lesson/Activity:</b></p> <p>Watch safety rules video- <a href="https://youtu.be/VSIVBtQisvk">https://youtu.be/VSIVBtQisvk</a></p> <p>Make a list of rules for our playground. Then have kids come up with their own songs or use the free "Aurap" app to record kids telling the rules and have it turned into a rap.</p>
<p><b>WRITING Week 2 Roles and Routines</b></p>	<p><b>Standard(s):</b> ELAGSEKW1, ELAGSEKW2, ELAGSEKL1, ELAGSEKL2</p> <p>LT: I am learning to draw, dictate, and write to tell about a topic.</p> <p>I am learning to write down the letters and sounds I hear.</p> <p>SC: I can draw pictures on paper.</p> <p>Informative, Explanatory, Writing,</p>	<p><b>Standard(s):</b> ELAGSEKW1, ELAGSEKW2, ELAGSEKL1, ELAGSEKL2</p> <p>LT: I am learning to draw, dictate, and write to tell about a topic.</p> <p>I am learning to write down the letters and sounds I hear.</p> <p>SC: I can draw pictures on paper.</p> <p>Informative, Explanatory, Writing,</p>	<p><b>Standard(s):</b></p> <p>LT: I am learning to draw, dictate, and write to tell about a topic.</p> <p>I am learning to write down the letters and sounds I hear.</p> <p>SC: I can draw pictures on paper.</p> <p>I can write the letters that I hear.</p> <p>Informative,</p>	<p><b>Standard(s):</b> ELAGSEKW1, ELAGSEKW2, ELAGSEKL1, ELAGSEKL2, ELAGSEKW5</p> <p>LT: I am learning to use suggestions to strengthen my writing.</p> <p>SC: I can share ideas.</p> <p>I can use suggestions to strengthen my writing.</p> <p>I can add more details to my writing.</p>	<p><b>Standard(s):</b> ELAGSEKW1, ELAGSEKW2, ELAGSEKL1, ELAGSEKL2, ELAGSEKW5</p> <p>LT: I am learning to use suggestions to strengthen my writing.</p> <p>SC: I can share ideas.</p> <p>I can use suggestions to strengthen my writing.</p> <p>I can add more details to my writing.</p>

Drawing, Dictating,  
Topic, Facts, Example  
I can write the letters that I  
hear.

I can write words on paper.

I can write labels.

**Lesson/Activity:**

Writing Launch Lesson 6

Strategy: What kind of paper  
do al need?

Note: sticky note

List: long strip

Poem:Writing paper

Turn and talk: tell your  
partner what you want to  
write about and what kind of  
paper you will need.

Bridge to Transfer: now that  
you know what you want to  
write about, pick your paper  
and happy writing!

**IRA:**Little Koko Bear and His  
Socks

Drawing, Dictating,  
Topic, Facts, Example  
I can write the letters that I  
hear.

I can write words on paper.

I can write labels.

**Lesson/Activity:**

Writing Launch Lesson 7

Strategy: Write a note to a  
friend.

Model writing a note on a  
small notecard to go in a  
lunchbox

Turn and talk: tell your  
partner who you want to  
write a note to and what you  
would like to say to that  
person. Tell them what type  
of paper you need to use to  
write on.

Bridge to Transfer: now that  
you know what you want to  
write about, pick your paper  
and happy writing!

**IRA:**Little Koko Bear and His  
Socks

Explanatory, Writing,  
Drawing, Dictating,  
Topic, Facts, Example

I can write words on paper.

I can write labels.

**Lesson/Activity:**

Writing Launch Lesson 8

Strategy: Organizing your  
writing

Model the strategy and  
repeat the strategy and the  
reason for it.

Have students model the  
strategy. Students will then  
work on a writing.

Bridge to Transfer: Green side  
means I keep writing and  
yellow side of folder meand  
that I am done with my  
writing. Pick your paper and  
happy writing!

**IRA:**Little Koko Bear and His  
Socks

Informative,  
Explanatory, Writing,  
Drawing, Dictating,  
Topic, Facts, Example

**Lesson/Activity:**

Writing Launch Lesson 9

Strategy:How to share ideas  
with Partner

Model Knee to knee eye to  
eye turn and talk, talk one at  
a time. Practce

Turn and Talk:Look at the  
inspiration Board and turn to  
your partner and tell them  
what kind of writing you  
want to do today.

Bridge to Transfer: Practice  
three active listening rules  
with your partner. Pick your  
paper and happy writing!

**IRA:**My Whale of a Tale

Informative,  
Explanatory, Writing,  
Drawing, Dictating,  
Topic, Facts, Example

**Lesson/Activity:**

Writing Launch Lesson 10

Strategy:Keep on Writing

Model picking a piece of  
writing from the yellow side  
and adding something to it.

Turn and Talk:Pick a piece of  
writing from the yellow side  
and ask yourself what Do I  
want to add to this and then  
turn and tell your partner.

Bridge to Transfer:  
remember writing never  
stops and that you can  
always jump back into a  
writing piece and add more!  
Pick your paper and happy  
writing!

**IRA:**Explore Classroom  
Library

<p><b>READING</b></p>	<p><b>Standard(s):</b> ELAGSEKRL3</p> <p><b>LT:</b> I am learning to identify characters, setting, and major events in a story.</p> <p><b>SC:</b> I can identify and describe the characters in a story.</p> <p><b>Lesson/Activity:6</b></p> <p>Reading Launch Lesson 6</p> <p>RA: Little Koko Bear-Introduce book again and reread the book.</p> <p>Skill is front Cover and asking questions while reading.</p> <p>Students Turn and talk about questions that they have about the animals and the story, have student practice asking questions to their partners.</p>	<p><b>Standard(s):</b> ELAGSEKRL3</p> <p><b>LT:</b> Learning Target: I am learning to identify characters, setting, and major events in a story.</p> <p><b>SC:</b> I can identify and describe the setting in a story.</p> <p><b>Lesson/Activity:7</b></p> <p>Reading Launch Lesson 7</p> <p>RA: Whale of a Tale -Introduce book and read the book.</p> <p>Skill is front Cover and using pictures to build understanding. Model how to look at an analyze pictures to give you clues.</p> <p>Students Turn and talk about which picture they liked best from the book and then how a picture helped them to better understand the text.</p>	<p><b>Standard(s):</b> ELAGSEKRL3</p> <p><b>LT:</b> I am learning to identify characters, setting, and major events in a story.</p> <p><b>SC:</b> I can identify and describe the problem and its resolution in a story.</p> <p><b>Lesson/Activity:8</b></p> <p>Reading Launch Lesson 8</p> <p>RA: Whale of a Tale -Introduce book and read the book.</p> <p>Skill is front Cover and using pictures to build understanding. Model how to look at an analyze pictures to give you clues.</p> <p>Students Turn and talk about which person they liked best from the book and then how a picture helped them to better understand the person.</p>	<p><b>Standard(s):</b> ELAGSEKSL9</p> <p><b>LT:</b> I am learning to participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and large groups.</p> <p><b>SC:</b> I can share information and ideas about a text, speaking clearly.</p> <p><b>Lesson/Activity:9</b></p> <p>Reading Launch Lesson 9</p> <p>RA: Little Koko Bear-Introduce book again and reread the book.</p> <p>Skill is front Cover and asking questions while reading.</p> <p>Students Turn and talk about how he did not like to wash his socks and now he does, Why is that?</p>	<p><b>Standard(s):</b> ELAGSEKSL9</p> <p><b>LT:</b> I am learning how to select my own books based on my interests.</p> <p><b>SC:</b> I can self-select texts that interest me from the classroom library.</p> <p><b>Lesson/Activity:10</b></p> <p>Reading Launch Lesson 10</p> <p>RA: Whale of a Tale -Introduce book and read the book.</p> <p>Skill is front Cover and using pictures to build understanding. Model how to look at an analyze pictures to give you clues.</p> <p>Students Turn and talk about a fact that you learned from the book.</p>
<p><b>PHONICS</b></p>	<p><b>Standard(s):</b> ELAGSEKRF1, ELAGSEKRF2, ELAGSEKRF4</p> <p><b>LT:</b> I am learning to demonstrate an understanding of the basic features of print.</p> <p>I am learning to demonstrate understanding of spoken words, syllables, and sounds. I am learning to produce complete sentences in shared language activities.</p>	<p><b>Standard(s):</b> ELAGSEKRF1, ELAGSEKRF2, ELAGSEKRF4</p> <p><b>LT:</b> I am learning to recognize letters of the alphabet.</p> <p>I am learning to demonstrate understanding of spoken words, syllables, and sounds. I am learning to read common high frequency words by sight.</p> <p>I am learning to produce complete sentences in shared</p>	<p><b>Standard(s):</b> ELAGSEKRF1, ELAGSEKRF2, ELAGSEKRF3</p> <p><b>LT:</b> I am learning to demonstrate an understanding of the basic features of print. I am learning to demonstrate understanding of spoken words, syllables, and sounds. I am learning to recognize letters of the alphabet.</p> <p><b>SC:</b> I can listen for, recognize,</p>	<p><b>Standard(s):</b> ELAGSEKRF1, ELAGSEKRF2, ELAGSEKRF3</p> <p><b>LT:</b> I am learning to demonstrate an understanding of the basic features of print.</p> <p>I am learning to demonstrate understanding of spoken words, syllables, and sounds. I am learning to recognize letters of the alphabet.</p> <p><b>SC:</b> I can listen for and</p>	<p><b>Standard(s):</b> ELAGSEKRF1, ELAGSEKRF2, ELAGSEKRF3</p> <p><b>LT:</b> I am learning to demonstrate an understanding of the basic features of print.</p> <p>I am learning to demonstrate understanding of spoken words, syllables, and sounds. I am learning to recognize letters of the alphabet.</p> <p><b>SC:</b> I can recognize syllables</p>

	<p>I am learning to read common high frequency words by sight.</p> <p><b>SC:</b> I can participate in shared reading.</p> <p>I can recognize words that rhyme.</p> <p>I can make a complete sentence.</p> <p>I can recognize letters of the alphabet.</p> <p>I can identify and build my name.</p> <p>I can learn new high frequency words.</p> <p><b>Lesson/Activity:</b></p> <p>Phonics Launch Lesson 6</p> <p><b>Heggarty Lesson 1</b></p> <p><b>ABC SONG</b></p> <p><b>Matching upper and lowercase letters</b></p> <p><b>Turn and Talk: Find letters in their name with a partner</b></p>	<p>language activities.</p> <p><b>SC:</b> I can recognize sound patterns in words.</p> <p>I can understand concepts of print.</p> <p>I can recognize and distinguish between upper and lower case letters.</p> <p>I can practice high frequency words.</p> <p>I can read a patterned text.</p> <p><b>Lesson/Activity:</b></p> <p>Phonics Launch Lesson 7</p> <p><b>Heggarty Lesson 2</b></p> <p><b>ABC song</b></p> <p><b>Practice same and different words dog/door</b></p> <p><b>Model rhyming words fox/socks/box</b></p> <p><b>Syllables-clap out words into syllables</b></p> <p><b>Initial sounds</b></p> <p><b>Turn and talk: have partners make rhyming pairs</b></p>	<p>and repeat words.</p> <p>I can count words in sentences.</p> <p>I can begin to recognize and distinguish letters using environmental print.</p> <p>I can identify, trace, and write my name.</p> <p><b>Lesson/Activity:</b></p> <p>Phonics Launch Lesson 8</p> <p><b>Heggarty Lesson 3</b></p> <p><b>Share and reflect</b></p> <p><b>Partners practice different prompts using knee to knee, eye to eye, talk one at a time</b></p>	<p>segment words by syllables.</p> <p>I can understand concepts of print.</p> <p>I can begin to recognize letters in environmental print.</p> <p>I can practice writing my name.</p> <p><b>Lesson/Activity:</b></p> <p>Phonics Launch Lesson 9</p> <p><b>Heggarty Lesson 4</b></p> <p><b>Concepts of Print</b></p> <p><b>Count words in a sentence using fingers</b></p> <p><b>Count letters in a word</b></p> <p><b>Turn and talk: have students make sentences with a given word. Model if needed.</b></p>	<p>in words.</p> <p>I can understand concepts of print.</p> <p>I can begin to recognize and identify letters in environmental print.</p> <p>I can identify and write my name.</p> <p><b>Lesson/Activity:</b></p> <p>Phonics Launch Lesson 10</p> <p><b>Heggarty Lesson 5</b></p> <p><b>High Frequency Words</b></p> <p><b>Introduce Frequency words and have students repeat the word and spell it. Read it in a sentence.</b></p> <p><b>Write the word on White Board (WB)</b></p> <p><b>Turn and talk: Have students use word in a sentence.</b></p> <p><b>Practice with 3 different words. Why is important that we remember these words?</b></p>
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<p><b>MATH</b></p>	<p><b>Standard(s):</b> MGSEK.MD.3, MGSEK.CC.4A</p> <p><b>LT:</b> I am learning to tell if 2 objects are exactly the same or not exactly the same.</p> <p><b>SC:</b> I can match objects that are the same.</p> <p>I can tell how objects are exactly the same.</p> <p>I can identify why objects are not exactly the same.</p> <p><b>Lesson/Activity:</b></p> <p>Module 1 Lesson 1</p>	<p><b>Standard(s):</b> MGSEK.MD.3, MGSEK.CC.4a</p> <p><b>LT:</b> I will describe two objects as almost the same, but ...</p> <p><b>SC:</b> I can identify how objects are the same.</p> <p>I can identify how objects are different.</p> <p>I can identify how objects are almost the same.</p> <p><b>Lesson/Activity:</b></p> <p>Module 1 Lesson 2</p>	<p><b>Standard(s):</b> MGSEK.MD.3, MGSEK.CC.4a</p> <p><b>LT:</b> I will describe how objects are connected.</p> <p><b>SC:</b> I can identify objects as connected by what attributes they share.</p> <p>I can identify how objects are different.</p> <p>I can identify how objects are almost the same.</p> <p><b>Lesson/Activity:</b></p> <p>Module 1 Lesson 3</p>	<p><b>Standard(s):</b></p> <p><b>LT:</b> I will sort objects into groups.</p> <p><b>SC:</b> I can tell how objects are different by their attributes.</p> <p>I can count objects in a category.</p> <p>I can count to answer how many.</p> <p><b>Lesson/Activity:</b></p> <p>Module 1 Lesson 4</p>	<p><b>Standard(s):</b> MGSEK.MD.3, MGSEK.CC.4b</p> <p><b>LT:</b> I will sort objects by different attributes.</p> <p><b>SC:</b> I can sort objects in different ways.</p> <p>I can count objects in a category.</p> <p>I can count to answer how many.</p> <p><b>Lesson/Activity:</b></p> <p>Module 1 Lesson 5</p>
<p><b>SCIENCE/ S.S.</b></p> <p>Science and Social Studies instruction alternates between weeks</p>	<p><b>Standard(s):</b> SSKCG1a, SSKCG1b</p> <p><b>LT:</b> I am learning why rules are important and how to be a good citizen.</p> <p><b>SC:</b> I can explain why rules are important.</p> <p>-I can explain why we follow rules.</p> <p>-I can describe and show how to be a good citizen.</p> <p><b>Lesson/Activity:</b></p> <p><b>Display pictures of children following rules in the home and not following the rules.</b></p> <p><b>Ask</b> students what they notice about these pictures and what the pictures have in common. <b>Lead</b> students, or make suggestions, to encourage</p>	<p><b>Standard(s):</b> SSKCG1a, SSKCG1b</p> <p><b>LT:</b> I will explain how and why we make and follow rules.</p> <p><b>SC:</b> I can explain why we make rules.</p> <p>I can explain why we follow rules.</p> <p>I can explain and show how we follow rules.</p> <p><b>Lesson/Activity:</b></p> <p><b>The Rainbow Fish Read Aloud and Activity</b></p> <p>Read the story The Rainbow Fish by Marcus Pfister to the students. Discuss with the students how the rainbow fish found happiness and became part of a group by sharing with others.</p>	<p><b>Standard(s):</b> SSKCG1a, SSKCG1b</p> <p><b>LT:</b> I will explain how and why we make and follow rules.</p> <p><b>SC:</b> I can explain why we make rules.</p> <p>I can explain why we follow rules.</p> <p>I can explain and show how we follow rules.</p> <p><b>Lesson/Activity:</b></p> <p><b>Read the book Officer Buckle and Gloria by Peggy Rathmann.</b></p> <p>After reading the story students will give examples of what NOT following the rules looks like. They will state consequences that they may receive in school or at</p>	<p><b>Standard(s):</b> SSKCG1a, SSKCG1b</p> <p><b>LT:</b> I will explain how and why we make and follow rules.</p> <p><b>SC:</b> I can explain why we make rules.</p> <p>I can explain why we follow rules.</p> <p>I can explain and show how we follow rules.</p> <p><b>Lesson/Activity:</b></p> <p><b>Read a story about feeling tension or being unhappy.</b></p> <p>Refer to each illustration and ask "Are the people in the story happy? Why do you think so? What could we do in our classroom to make everyone happy?"</p> <p>Ask students to tell you how</p>	<p><b>Standard(s):</b> SSKCG1a, SSKCG1b</p> <p><b>LT:</b> I will explain how and why we make and follow rules.</p> <p><b>SC:</b> I can explain why we make rules.</p> <p>I can explain why we follow rules.</p> <p>I can explain and show how we follow rules.</p> <p><b>Lesson/Activity:</b></p> <p><b>Have a class review on the topics discussed throughout the week.</b></p> <p>Lead the students in a discussion regarding the reason for rules. Explain that rules are in place for our protection, health, and safety. Have the students talk about how rules help to</p>

	<p>thinking about the children in the pictures who are not following the rules at their home.</p> <p><b>Ask:</b> What is happening in this picture? Who do you see? What do you notice that is the same about these pictures? In the pictures where students are following the rules, how do you think each person feels? In the pictures where students are not following the rules, what do you think will happen next?</p>	<p>The teacher will cut a large fish shape out of paper. Each student will be given a paper scale to place on the fish.</p> <p>Before placing the scale on the fish, each student will illustrate a responsibility that the student has at home or school that makes them a member of a home or school group (e.g., sharing toys, picking up their own or the toys of others).</p> <p>The students will dictate or write a statement about their illustration on the scale.</p>	<p>home for not following the rules.</p>	<p>friends should treat each other at school. Write their responses on a chart. Highlight appropriate behaviors such as “working together” and “sharing.” Include in the discussion strategies students can use to address when they feel unhappy or experience tension.</p>	<p>protect our health, keep us safe, and help us get along with other people at home or at school so that everyone can be happy.</p> <p>Ask the students to provide an example of the reasons why we have a specific rule and what the responsibility of a student is in relation to following the rule.</p>
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