

<p>Week of: August 12th-16th , 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>PBIS</p>	<p>Standard(s):</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>Lesson/Activity:</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>Standard(s):</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>Lesson/Activity:</p> <p>Teachers will reference classroom matrices, model safe behavior in the classroom.</p> <p>Teachers may watch: no David goes to school : https://youtu.be/QzFes0wAVnQ discussing better choices throughout the video.</p> <p>Sw draw David following safety rules.</p>	<p>Standard(s):</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>Lesson/Activity:</p> <p>Teachers will watch: https://youtu.be/HQF0MwTwUl4 safety video on lining up.</p> <p>Then model with students how to best stand in line safely and walk safely.</p>	<p>Standard(s):</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>Lesson/Activity:</p> <p>Watch read aloud: Pinkalicious tries school lunch- https://youtu.be/24SwGWc_JQ0</p> <p>Then have them draw themselves being safe in the cafeteria.</p>	<p>Standard(s):</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>Lesson/Activity:</p> <p>Watch safety rules video- https://youtu.be/VSIVBtQisvk</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>WRITING Week 1 Immersion</p>	<p>Standard(s): 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</p>	<p>Standard(s): 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</p>	<p>Standard(s):</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>Standard(s): 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>Standard(s): 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>paper.</p> <p>I can write the letters that I hear.</p> <p>I can write words on paper.</p> <p>I can write labels.</p> <p>Lesson/Activity:</p> <p>Writing Launch Lesson 1</p> <p>Introduce types of writing/share/read/model</p> <p>Inspiration Board</p> <p>Students will write about anything that they want to use using words or pictures</p> <p>IRA: Teachers Choice</p>	<p>paper.</p> <p>I can write the letters that I hear.</p> <p>I can write words on paper.</p> <p>I can write labels.</p> <p>Lesson/Activity:</p> <p>Writing Launch Lesson 2</p> <p>Writing is Sketching</p> <p>Students will sketch a person using shapes</p> <p>Students will sketch a Library using shapes.</p> <p>IRA: Teachers Choice: something a student brought in.</p>	<p>I can write the letters that I hear.</p> <p>I can write words on paper.</p> <p>I can write labels.</p> <p>Lesson/Activity:</p> <p>Writing Launch Lesson 3</p> <p>Introduce Picture Books</p> <p>Use the Inspiration Board for Writing Ideas.</p> <p>Model using the Inspiration Board for Ideas</p> <p>Write a note to the class</p> <p>“Dear Class We learn to have fun in our room”</p> <p>IRA: Teachers Picture Book</p>	<p>I can add more details to my writing.</p> <p>Lesson/Activity:</p> <p>Writing Launch Lesson 4</p> <p>Recipe Book</p> <p>Write Lables for objects in the room using sounds. Tape labels to the objects.</p> <p>IRA: Teachers Choice Recipe Book</p>	<p>I can add more details to my writing.</p> <p>Lesson/Activity:</p> <p>Writing Launch Lesson 5</p> <p>Studentd will view a sign</p> <p>Students will help make a grocery list.</p> <p>Class will make a sign on how to wash hands.</p> <p>IRA: Teachers Choice or Student Choice from Class Library</p>
<p>READING</p>	<p>Standard(s): ELAGSEKRL3</p> <p>LT: I am learning to identify characters, setting, and major events in a story.</p> <p>SC: I can identify and describe the characters in a story.</p> <p>Lesson/Activity:</p> <p>Reading Launch Lesson 1</p> <p>Introduce/Model Routines 1-3</p> <p>RA: Little Koko Bear-Introduce and read the</p>	<p>Standard(s): ELAGSEKRL3</p> <p>LT: Learning Target: I am learning to identify characters, setting, and major events in a story.</p> <p>SC: I can identify and describe the setting in a story.</p> <p>Lesson/Activity:</p> <p>Reading Launch Lesson 2</p> <p>Introduce/Model Routines 1-4</p> <p>RA: Little Koko Bear-Introduce book again</p>	<p>Standard(s): ELAGSEKRL3</p> <p>LT: I am learning to identify characters, setting, and major events in a story.</p> <p>SC: I can identify and describe the problem and its resolution in a story.</p> <p>Lesson/Activity:</p> <p>Reading Launch Lesson 3</p> <p>Introduce/Model/review Routines 1-5</p> <p>RA: Whale of a Tale -Introduce book and read the</p>	<p>Standard(s): ELAGSEKSL9</p> <p>LT: 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>SC: I can share information and ideas about a text, speaking clearly.</p> <p>Lesson/Activity:</p> <p>Reading Launch Lesson 4</p> <p>Introduce/Model/review</p>	<p>Standard(s): ELAGSEKSL9</p> <p>LT: I am learning how to select my own books based on my interests.</p> <p>SC: I can self-select texts that interest me from the classroom library.</p> <p>Lesson/Activity:</p> <p>Reading Launch Lesson 5</p> <p>Introduce/Model/review Routines 1-6</p> <p>RA: Little Koko Bear-Introduce book again</p>

	<p>book</p> <p>Skill is front Cover and active listening</p> <p>Students Turn and talk about what Koko Bear finds when he wakes up and then their favorite part of the book.</p>	<p>and read the book.</p> <p>Skill is front Cover and active listening</p> <p>Students Turn and talk about how the story shows that friends are important?</p>	<p>book.</p> <p>Skill is front Cover and active listening and rereading to build understanding.</p> <p>Students Turn and talk about one detail about whale songs and then what they think is the most interesting fact from the text.</p>	<p>Routines 1-6</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>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>PHONICS</p>	<p>Standard(s): ELAGSEKRF1, ELAGSEKRF2, ELAGSEKRF4</p> <p>LT: 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>I am learning to read common high frequency words by sight.</p> <p>SC: I can participate in shared reading.</p> <p>I can recognize words that</p>	<p>Standard(s): ELAGSEKRF1, ELAGSEKRF2, ELAGSEKRF4</p> <p>LT: 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 language activities.</p> <p>SC: I can recognize sound patterns in words.</p> <p>I can understand concepts of print.</p> <p>I can recognize and</p>	<p>Standard(s): ELAGSEKRF1, ELAGSEKRF2, ELAGSEKRF3</p> <p>LT: 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>SC: I can listen for, recognize, 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</p>	<p>Standard(s): ELAGSEKRF1, ELAGSEKRF2, ELAGSEKRF3</p> <p>LT: 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>SC: I can listen for and 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</p>	<p>Standard(s): ELAGSEKRF1, ELAGSEKRF2, ELAGSEKRF3</p> <p>LT: 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>SC: I can recognize syllables in words.</p> <p>I can understand concepts of print.</p> <p>I can begin to recognize and identify letters in environmental print.</p>

rhyme.
I can make a complete sentence.
I can recognize letters of the alphabet.
I can identify and build my name.

I can learn new high frequency words.

Lesson/Activity:

Phonics Launch Lesson 1

Letter Recognition:

Aa, Bb, Cc, Dd, Ee

Shared Reading: Bears Eat Honey

Turn and talk

Phonological Awareness: Recognize Rhyme

Syllable Blending

Letter Recognition

Letter Recognition in Words

Share and reflect

distinguish between upper and lower case letters.
I can practice high frequency words.
I can read a patterned text.

Lesson/Activity:

Phonics Launch Lesson 2

Letter Recognition:

Ff, Gg, Hh, Ii, Jj

Shared Reading: Bears Eat Honey

Phonological Awareness: Recognize Rhyme

Syllable Blending

Letter Recognition

Letter Recognition in Words

Share and reflect

my name.

Lesson/Activity:

Phonics Launch Lesson 3

Letter Recognition:

Kk, Ll, Mm, Nn, Oo

Phonological Awareness: Recognize and produce Rhyme

Syllable Blending

Letter Recognition

Letter Recognition in Words

Independent Reading "My ABCs"

Share and reflect

name.

Lesson/Activity:

Phonics Launch Lesson 4

Letter Recognition:

Pp, Qq, Rr, Ss, Tt

Letter Recognition

Letter Recognition in Words

Write about the Text: Letters

Share and reflect

I can identify and write my name.

Lesson/Activity:

Phonics Launch Lesson 5

Letter Recognition:

Uu, Vv, Ww, Xx, Yy, Zz

Phonological Awareness: Recognize and produce Rhyme: Phoneme Isolation

Letter Recognition

Letter Recognition in Words

ReRead "My ABCs and Decodable Lap Book"

Share and reflect

<p>MATH</p>	<p>Standard(s): MGSEK.MD.3, MGSEK.CC.4A</p> <p>LT: I am learning to tell if 2 objects are exactly the same or not exactly the same.</p> <p>SC: 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>Lesson/Activity:</p> <p>Module 1 Lesson 1</p>	<p>Standard(s): MGSEK.MD.3, MGSEK.CC.4a</p> <p>LT: I will describe two objects as almost the same, but ...</p> <p>SC: 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>Lesson/Activity:</p> <p>Module 1 Lesson 2</p>	<p>Standard(s): MGSEK.MD.3, MGSEK.CC.4a</p> <p>LT: I will describe how objects are connected.</p> <p>SC: 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>Lesson/Activity:</p> <p>Module 1 Lesson 3</p>	<p>Standard(s):</p> <p>LT: I will sort objects into groups.</p> <p>SC: 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>Lesson/Activity:</p> <p>Module 1 Lesson 4</p>	<p>Standard(s): MGSEK.MD.3, MGSEK.CC.4b</p> <p>LT: I will sort objects by different attributes.</p> <p>SC: 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>Lesson/Activity:</p> <p>Module 1 Lesson 5</p>
<p>SCIENCE/ S.S.</p> <p>Science and Social Studies instruction alternates between weeks</p>	<p>Standard(s): SSKCG1a, SSKCG1b</p> <p>LT: I am learning why rules are important and how to be a good citizen.</p> <p>SC: 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>Lesson/Activity:</p> <p>Display pictures of children following rules in the home and not following the rules.</p> <p>Ask students what they</p>	<p>Standard(s): SSKCG1a, SSKCG1b</p> <p>LT: I will explain how and why we make and follow rules.</p> <p>SC: 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>Lesson/Activity:</p> <p>The Rainbow Fish Read Aloud and Activity</p> <p>Read the story The Rainbow Fish by Marcus Pfister to the</p>	<p>Standard(s): SSKCG1a, SSKCG1b</p> <p>LT: I will explain how and why we make and follow rules.</p> <p>SC: 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>Lesson/Activity:</p> <p>Read the book Officer Buckle and Gloria by Peggy Rathmann.</p> <p>After reading the story students will give examples</p>	<p>Standard(s): SSKCG1a, SSKCG1b</p> <p>LT: I will explain how and why we make and follow rules.</p> <p>SC: 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>Lesson/Activity:</p> <p>Read a story about feeling tension or being unhappy.</p> <p>Refer to each illustration and ask "Are the people in the story happy? Why do you</p>	<p>Standard(s): SSKCG1a, SSKCG1b</p> <p>LT: I will explain how and why we make and follow rules.</p> <p>SC: 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>Lesson/Activity:</p> <p>Have a class review on the topics discussed throughout the week.</p> <p>Lead the students in a discussion regarding the</p>

notice about these pictures and what the pictures have in common.
Lead students, or make suggestions, to encourage thinking about the children in the pictures who are not following the rules at their home.
Ask: 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?

students. Discuss with the students how the rainbow fish found happiness and became part of a group by sharing with others.
The teacher will cut a large fish shape out of paper. Each student will be given a paper scale to place on the fish.
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).
The students will dictate or write a statement about their illustration on the scale.

of what NOT following the rules looks like. They will state consequences that they may receive in school or at home for not following the rules.

think so? What could we do in our classroom to make everyone happy?"
Ask students to tell you how 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.

reason for rules. Explain that rules are in place for our protection, health, and safety. Have the students talk about how rules help to 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.
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.