

Week of: September 9/2-9/6, 2024 Week 4	Monday LABOR DAY NO SCHOOL	TUESDAY	WEDNESDAY	THURSDAY	SCIENCE/S.S FRIDAY <small>Science and Social Studies instruction alternates between weeks</small>
PBIS	<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/HQF0MwTwUI4 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_IQ0</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/VsIVBtQisyk</p> <p>Make a list of rules for our playground. Then have kids come up with their own songs or use the free "Autorap" app to record kids telling the rules and have it turned into a rap.</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/VsIVBtQisyk</p> <p>Make a list of rules for our playground. Then have kids come up with their own songs or use the free "Autorap" app to record kids telling the rules and have it turned into a rap</p>
WRITING		<p>Standard(s): ELAGSEKW2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic</p> <p>LT: .I am learning to write or draw to help me explain a topic.</p> <p>SC: I can tell others what I am going to write about.</p> <p>Lesson/Activity: Writing Launch</p>	<p>Standard(s): ELAGSEKW2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic</p> <p>LT: .I am learning to write or draw to help me explain a topic.</p> <p>SC:I can draw to give</p>	<p>Standard(s): ELAGSEKW2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic</p> <p>LT: I am learning to write or draw to help me explain a topic.</p> <p>SC: I can share what I know</p>	<p>Standard(s): d(s): ELAGSEKW2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic</p> <p>LT: I am learning to write or draw to help me explain a topic.</p> <p>SC: I can tell others what I am</p>

		<p>Session 16</p>	<p>information about a topic.</p> <p>Lesson/Activity: Activity: Week 4 Session 17</p>	<p>about a topic with my teacher.</p> <p>Lesson/Activity: Activity: Week 4 Session 18</p>	<p>going to write about.</p> <p>Lesson/Activity: Activity: Week 4 Session 19</p>
<p>READING</p> <p><u>Martin's Groups</u></p>		<p>Standard(s): ELAGSEKRL1: With prompting and support, ask and answer questions about key details in a text.</p> <p>Vocabulary :Key Details, Questions, Who, What, When, Where, Why, How, Fact, Predictions, Key Events</p> <p>LT:I am learning to ask and answer questions to help me understand the text (key details).</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can ask questions (who, what, when, where, why, how) about a text. <input type="checkbox"/> I can tell what words help me know what is happening in a book. <input type="checkbox"/> I can tell what pictures help me know what is happening in a book. <input type="checkbox"/> I can tell which sentences help me know what is happening in a book. <input type="checkbox"/> I can tell how an informational book is different from a story. <p>Lesson/Activity: Unit 1 Week 2 Day 1</p>	<p>Standard(s): ELAGSEKRL1: With prompting and support, ask and answer questions about key details in a text.</p> <p>Vocabulary :Key Details, Questions, Who, What, When, Where, Why, How, Fact, Predictions, Key Events</p> <p>LT:I am learning to ask and answer questions to help me understand the text (key details).</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can ask questions (who, what, when, where, why, how) about a text. <input type="checkbox"/> I can tell what words help me know what is happening in a book. <input type="checkbox"/> I can tell what pictures help me know what is happening in a book. <input type="checkbox"/> I can tell which sentences help me know what is happening in a book. <input type="checkbox"/> I can tell how an informational book is different from a story. 	<p>Standard(s): ELAGSEKRI2: With prompting and support, identify the main topic (main idea) and retell key details of a text (supporting details).</p> <p>Vocabulary: Topic, Details, Key Details, Retell, Main Topic (Main Idea)</p> <p>LT: .I am learning to identify the main topic and retell key details of a text.</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can tell what the text is mostly about (main topic) (read or heard). <input type="checkbox"/> I can use pictures to help me tell what the text is mostly about (main topic). <input type="checkbox"/> I can retell the text orally, through pictures, or in writing using key details (supporting details). <p>Lesson/Activity: Unit 1 Week 2 Day 3</p>	<p>Standard(s): ELAGSEKRL1: With prompting and support, ask and answer questions about key details in a text.</p> <p>Vocabulary :Key Details, Questions, Who, What, When, Where, Why, How, Fact, Predictions, Key Events</p> <p>LT:I am learning to ask and answer questions to help me understand the text (key details).</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can ask questions (who, what, when, where, why, how) about a text. <input type="checkbox"/> I can tell what words help me know what is happening in a book. <input type="checkbox"/> I can tell what pictures help me know what is happening in a book. <input type="checkbox"/> I can tell which sentences help me know what is happening in a book. <input type="checkbox"/> I can tell how an informational book is different from a story.

			<p>Lesson/Activity:</p> <p>Unit 1 Week 2 Day 2</p>		<p>Lesson/Activity:</p> <p>Unit 1 Week 2 Day 4</p>
<p>PHONICS</p>		<p>Standard(s): ELAGSEKRF1a</p> <p>Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page-by-page.</p> <p>Vocabulary:Left, Right, Top, Bottom, Words, Letters, Sequence, Recognize</p> <p>LT: . I am learning to read the words in a book in the right order.</p> <p>SC:</p> <p>I can track (words) text from left to right.</p> <p>I can track (words) text from top to bottom.</p> <p>I can track (words) text page by page.</p> <p>Lesson/Activity: Activity:</p> <p>Lesson/Activity: Unit 1 Week 2 Day 1</p>	<p>Standard(s): ELAGSEKRF1a</p> <p>Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page-by-page.</p> <p>Vocabulary: Left, Right, Top, Bottom, Words, Letters, Sequence, Recognize</p> <p>LT: . I am learning to read the words in a book in the right order.</p> <p>SC:</p> <p>I can track (words) text from left to right.</p> <p>I can track (words) text from top to bottom.</p> <p>I can track (words) text page by page.</p> <p>Lesson/Activity: Activity:</p> <p>Unit 1 Week 1 Day 2</p>	<p>Standard(s): ELAGSEKRF2d</p> <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes). d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>Vocabulary: Consonant-Vowel Consonant (CVC words), Phoneme, Initial Consonant Sound, Medial Vowel Sounds, Final Consonant</p> <p>LT: I am learning to find and say the beginning, middle and last sound in simple words.</p> <p>SC:</p> <p>I can say the first sound in a word.</p> <p>I can say the whole word.</p> <p>Lesson/Activity: Activity:</p> <p>Unit 1 Week 1 Day 3</p>	<p>Standard(s): ELAGSEKRF2e</p> <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words</p> <p>Vocabulary: Substitute, Add, Sounds (Phonemes), One Syllable Word</p> <p>LT: .I am learning to make new words by changing a consonant or a vowel sound in a word I already know.</p> <p>SC:</p> <p>I can add sounds to make new words.</p> <p>I can take out sounds to make new words.</p> <p>I can find and make rhyming words.</p> <p>Lesson/Activity: Activity:</p> <p>Unit 1 Week 1 Day 4</p>

MATH

Standard(s):K.NR.1.2, K.NR.2.1, K.NR.4.1

Identify written numerals 0-20 and represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

Learning Target:

We are learning to subitize numbers 0-5 and identify and write numerals 0-9

Success Criteria:

I can rote count forward 0-10.

I can rote count backward 10-0.

I can recognize numerals from 0 to 10.

I can count ten objects.

Vocab: Subitize, count, rote count, recognize, numerals

Lesson/Activity:

Module 1 Lesson 11

Standard(s):K.NR.4.1

Identify written numerals 0-20 and represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

Learning Target:

We are learning to subitize numbers 0-5 and identify and write numerals 0-9

Success Criteria:

I can rote count forward 0-10.

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I can recognize numerals from 0 to 10.

I can count ten objects

Vocab: Subitize, count, rote count, recognize, numerals

Lesson/Activity:

Module 1 Lesson 12

Standard(s):K.NR.4.1

Identify written numerals 0-20 and represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

Learning Target:

We are learning to different representations of numbers

Success Criteria:

I can count to 100 by ones and by tens.

I can recognize numbers from 0 to 10.

I can count the objects in a set or group.

I can count to find out how many objects are in a set or group.

Vocab: Subitize, count, rote count, recognize, numerals

Lesson/Activity:

Module 1 Lesson 13

Standard(s):K.NR.1.1, K.NR.1.2, K.NR.2.1, K.NR.4.1K.NR.4.1

Identify written numerals 0-20 and represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

Learning Target:We are learning to different representations of numbers

Success Criteria:

I can count to 100 by ones and by tens.

I can recognize numbers from 0 to 10.

I can count the objects in a set or group.

I can count to find out how many objects are in a set or group.

Vocab: Subitize, count, rote count, recognize, numerals

Lesson/Activity:

Module 1 Lesson 14

SCIENCE/S.S.

Science and Social Studies instruction alternates between weeks

Standard(s): SSKCG1
Demonstrate an understanding of good citizenship.
a. Explain how rules are made and why.
b. Explain why rules should be followed.

SSKCG2 Describe examples of positive character traits exhibited by good citizens such as honesty, patriotism, courtesy, respect, pride, and Self-control.2

LT: I am learning about how good citizens follow rules.

I am learning to describe examples of positive character traits of a good citizen.

SC:I can tell you about the rules and who makes them.

I can tell you the rules of our classroom.

I can tell you why we have rules and who must follow them.

I can explain why rules should be followed.

I can name ways to use courtesy, respect, and self-control at school.

I can name ways to show pride and patriotism for my country.

I can name ways to be honest at home and school.

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I can name ways to show pride and patriotism for my country.


I can name ways to be honest at home and school.

Standard(s): SSKH1:Identify the national holidays and describe the people and/or events celebrated. e. Labor Day

LT: I will learn about Labor day

SC: I can explain what labor day is and why we celebrate it.

Lesson/Activity:

Video:


We will watch this video, and ask why labor day is important.

		<p>Lesson/Activity:</p> <p>Video: ▶ The Impulsive Sarah May ...</p> <p>We will talk about the importance of having self-control.</p>	<p>I can name ways to be honest at home and school.</p> <p>Lesson/Activity:</p> <p>Video: ▶ Sesame Street: Respe...</p> <p>We will talk about why respect is important.</p>	<p>Lesson/Activity:</p> <p>Video: ▶ 🇺🇸 Labor Day for Kids 4 S...</p> <p>We will talk about what labor day is.</p>	
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