| Week of:<br>August<br>26th-31st,<br>2024<br>Week 3 | MONDAY  | TUESDAY  | WEDNESDAY   | THURSDAY  | SCIENCE/S.S<br>FRIDAY<br>Science and Social Studies<br>instruction alternates between<br>weeks  |
|--|---|--|---|---|---|
| PBIS   | Standard(s):  LT: I will be able to name ways to be safe throughout the school.  SC: I can name ways to be safe during drills.  Lesson/Activity:  Teachers will reference TEAM and will discuss safe behavior during fire drills, tornado drills, and lockdowns.  Teachers will guide discussions on why we have these procedures and how they keep you safe. | Standard(s):  LT: I will be able to name ways to be safe throughout the school.  SC: I can name ways to be safe in the classroom.  Lesson/Activity:  Teachers will reference classroom matrices, model safe behavior in the classroom.  Teachers may watch: no David goes to school: https://youtu.be/OzFesOwAVnQ discussing better choices throughout the video.  Sw draw David following safety rules. | Standard(s):  LT: I will be able to name ways to be safe throughout the school.  SC: I can name ways to be safe in the hallway.  Lesson/Activity:  Teachers will watch: https://youtu.be/HOFOMwTwUl4 safety video on lining up.  Then model with students how to best stand in line safely and walk safely. | Standard(s):  LT: I will be able to name ways to be safe throughout the school.  SC: I can name ways to be safe in the cafeteria.  Lesson/Activity:  Watch read aloud: Pinkalicious tries school lunch-https://youtu.be/24SwGWc JQQQ  Then have them draw themselves being safe in the cafeteria. | Standard(s):  LT: I will be able to name ways to be safe throughout the school.  SC: I can name ways to be safe on the playground.  Lesson/Activity:  Watch safety rules video-https://youtu.be/VSIVBtOisvk  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. |

# WRITING

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.

LT: I am learning to write or draw to help me explain a topic.

#### SC:

- I can tell others what I am going to write about.
- I can draw to give information about a topic.
- I can share what I know about a topic with my teacher.
- I can write words that give information.

**Vocab:** Informative, Explanatory, Writing, Drawing, Dictating, Topic, Facts, Examples

#### Lesson/Activity:

Writing Launch Lesson 11

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.

LT: I am learning to write or draw to help me explain a topic.

#### SC:

- I can tell others what I am going to write about.
- I can draw to give information about a topic.
- I can share what I know about a topic with my teacher.
- I can write words that give information.

**Vocab:** Informative, Explanatory, Writing, Drawing, Dictating, Topic, Facts, Examples

#### Lesson/Activity:

Writing Launch Lesson 12

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.

LT: I am learning to write or draw to help me explain a topic.

## SC:

- I can tell others what I am going to write about.
- I can draw to give information about a topic.
- I can share what I know about a topic with my teacher.
- I can write words that give information.

**Vocab:** Informative, Explanatory, Writing, Drawing, Dictating, Topic, Facts, Examples

#### Lesson/Activity:

Writing Launch Lesson 13

**Standard(s):** ELAGSEKW5:

With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed

LT: I am learning to respond to questions and suggestions from my teacher and peers to strengthen my writing by adding details.

#### SC:

- I can share my writing (draft) with my teachers or peers.
- I can answer questions that my teacher or peers ask about my writing.
- I can revise my writing (draft) to add ideas (details).

**Vocab:** Questions, details, suggestions, adding details, draft

# Lesson/Activity:

Writing Launch Lesson 14

Standard(s): ELAGSEKW5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed

LT: I am learning to respond to questions and suggestions from my teacher and peers to strengthen my writing by adding details.

#### SC:

- I can share my writing (draft) with my teachers or peers.
- I can answer questions that my teacher or peers ask about my writing.
- I can revise my writing (draft) to add ideas (details).

**Vocab:** Questions, details, suggestions, adding details, draft

## Lesson/Activity:

Writing Launch Lesson 15

#### Standard(s): ELAGSEKRL1 Standard(s): ELAGSEKRL1 Standard(s): ELAGSEKRL1 Standard(s): ELAGSEKRL1 Standard(s): ELAGSEKRL1 READING With prompting and support, auguste ask and answer questions group about key details in a text. LT: I am learning to ask and <u>Styn</u> answer questions to help me understand the story (key **Groups** details). details). details). details). details). SC: SC: SC: SC: SC: Martin's Groups ☐ I can ask (who, what, when, and where) questions to help me Miller understand a story. **Groups** ☐ I can show/tell that I know questions always end with a question Garcia mark. mark. mark. mark. mark. Groups ☐ I can answer questions by telling what I know about the story. ☐ I can tell what words ☐ I can tell what words ☐ I can tell what words □ I can tell what words ☐ I can tell what words help me know what is happening in a story. ☐ I can tell what pictures help me know what is happening in a story. ☐ I can tell what sentences help me know what is happening in a story. ☐ I can make sentences beginning with some question words (who, what, when, where). Vocabulary: Vocabulary: Vocabulary: Vocabulary: Vocabulary: Question Mark, Text, Key Details, Ask, Answer Lesson/Activity: Unit 1 Lesson/Activity: Unit 1 **Lesson/Activity:** Unit 1 **Lesson/Activity:** Unit 1 **Lesson/Activity:** Unit 1 week1 Day 1. week1 Day 2 week1 Day 3 week1 Day 4 week1 Day 5

# PHONICS

**Standard(s):** ELAGSEKRF1d: Demonstrate understanding of the organization and basic features of print

d. Recognize and name all upper- and lowercase letters of the alphabet.

LT: I am learning to name the upper and lowercase letters of the alphabet

#### SC:

- ☐ I can name all of the uppercase letters of the alphabet.
- ☐ I can name all of the lowercase letters of the alphabet.
- ☐ I can use uppercase and lowercase letters correctly when I write.

#### Vocabulary:

Recognize, Name, Letters, Uppercase, Alphabet, Lowercase

## Lesson/Activity:

Phonics Unit 1 Week 1 Day 1

**Standard(s):** ELAGSEKRF1d: Demonstrate understanding of the organization and basic features of print

d. Recognize and name all upper- and lowercase letters of the alphabet.

LT: I am learning to name the upper and lowercase letters of the alphabet

#### SC:

- ☐ I can name all of the uppercase letters of the alphabet.
- ☐ I can name all of the lowercase letters of the alphabet.
- ☐ I can use uppercase and lowercase letters correctly when I write.

## Vocabulary:

Recognize, Name, Letters, Uppercase, Alphabet, Lowercase

## Lesson/Activity:

Phonics Unit 1 Week 1 Day 2

**Standard(s):** ELAGSEKRF1d: Demonstrate understanding of the organization and basic features of print

d. Recognize and name all upper- and lowercase letters of the alphabet.

LT: I am learning to name the upper and lowercase letters of the alphabet

#### SC:

- ☐ I can name all of the uppercase letters of the alphabet.
- ☐ I can name all of the lowercase letters of the alphabet.
- ☐ I can use uppercase and lowercase letters correctly when I write.

## Vocabulary:

Recognize, Name, Letters, Uppercase, Alphabet, Lowercase

## Lesson/Activity:

Phonics Unit 1 Week 1 Day 3

**Standard(s):** ELAGSEKRF1d: Demonstrate understanding of the organization and basic features of print

d. Recognize and name all upper- and lowercase letters of the alphabet.

LT: I am learning to name the upper and lowercase letters of the alphabet

#### SC:

- ☐ I can name all of the uppercase letters of the alphabet.
- ☐ I can name all of the lowercase letters of the alphabet.
- ☐ I can use uppercase and lowercase letters correctly when I write.

## Vocabulary:

Recognize, Name, Letters, Uppercase, Alphabet, Lowercase

## **Lesson/Activity:**

Phonics Unit 1 Week 1 Day 4

**Standard(s):** ELAGSEKRF1d: Demonstrate understanding of the organization and basic features of print

d. Recognize and name all upper- and lowercase letters of the alphabet.

LT: I am learning to name the upper and lowercase letters of the alphabet

#### SC:

- ☐ I can name all of the uppercase letters of the alphabet.
- ☐ I can name all of the lowercase letters of the alphabet.
- ☐ I can use uppercase and lowercase letters correctly when I write.

## Vocabulary:

Recognize, Name, Letters, Uppercase, Alphabet, Lowercase

## Lesson/Activity:

Phonics Unit 1 Week 1 Day 5

#### Standard(s): K.NR.1.2When Standard(s): K.NR.1.1Count Standard(s):K.NR.4.1Identify Standard(s): K.NR.1.1Count Standard(s): K.NR.1.2When MATH written numerals 0-20 and up to 20 objects in a variety counting objects, explain that counting objects, explain that up to 20 objects in a variety the last number counted of structured arrangements represent a number of of structured arrangements the last number counted represents the total quantity and up to 10 objects in a objects with a written and up to 10 objects in a represents the total quantity in a set (cardinality), scattered arrangement. numeral 0-20 (with 0 scattered arrangement. in a set (cardinality), Styn regardless of the representing a count of no regardless of the <u>Groups</u> arrangement and order. Learning Target: We are objects). Learning Target: arrangement and order. learning to engage with We are learning to engage Learning Target: We are counting and use different Learning Target: We are with counting and use Learning Target: We are Miller learning to engage with different representations of representations of numbers learning to engage with learning to engage with Groups counting and use different counting and use different numbers counting and use different representations of numbers Success Criteria: representations of numbers representations of numbers Success Criteria: Success Criteria: Success Criteria: Success Criteria: ☐ I can recognize ☐ I can recognize numbers from 0 to ☐ I can recognize ☐ I can explain that 10. numbers from 0 to numbers from 0 to ☐ I can explain that the last number I 10. 10. the last number I say I can count the tells how many are say tells how many ☐ I can count the ☐ I can count the objects in a set or are in the set. in the set. group. objects in a set or objects in a set or I can recognize ☐ I can recognize group. group. I can count to find numbers from 0 to numbers from 0 to out how many ☐ I can count to find ☐ I can count to find 10. 10. objects are in a set out how many out how many ☐ I can count the I can count the or group. objects are in a set objects are in a set objects in a set or objects in a set or or group. or group. Vocab: count, number, tens, group. group. set, group, object Vocab: count, number, tens, Vocab: count, number, tens, ☐ I can count to find ☐ I can count to find set, group, object set, group, object out how many out how many Lesson/Activity: objects are in a set objects are in a set Lesson/Activity: Lesson/Activity: or group. or group. Module 1 Lesson 7 Module 1 Lesson 8 Module 1 Lesson 9 Vocab: count. number. tens. Vocab: count. number. tens. set, group, object set, group, object Lesson/Activity: Lesson/Activity: Module 1 Lesson 6

Module 1 Lesson 10

#### Standard(s): SSKE1 Describe SCIENCE/ the work that people do such **S.S.** as: police officer, firefighter, Science and Social soldier, mail carrier, farmer, Studies instruction doctor, teacher, etc... alternates between weeks **SSKE2** Explain that people earn income by working. LT: I am learning about LT: I am learning about LT: I am learning about LT: I am learning that people LT: I am learning that people community helpers. community helpers. community helpers. earn money by working. earn money by working. **SC:** □ I can describe the jobs **SC:** □ I can describe the jobs **SC:** □ I can describe the jobs done by people in my done by people in my done by people in my **SC:** □ I can tell you that **SC:** $\square$ I can tell you that income is another name for income is another name for community. community. community. money earned by working. money earned by working. ☐ I can describe the work of ☐ I can describe the work of ☐ I can describe the work of ☐ I can name places adults ☐ I can name places adults a police officer, firefighter, a police officer, firefighter, a police officer, firefighter, work to earn money. work to earn money. teacher, soldier, farmer, teacher, soldier, farmer, teacher, soldier, farmer, ☐ I can tell you about how ☐ I can tell you about how doctor, and others. doctor, and others. doctor, and others. adults provide for our family adults provide for our family ☐ I can name, draw, and ☐ I can name, draw, and ☐ I can name, draw, and with the income they earned. with the income they earned. write about what type of job write about what type of job I write about what type of job I would like to do in my would like to do in my I would like to do in my Vocab: income, money, Vocab: income, money, community. community. community. places, adults, earn places, adults, earn Vocab: community, helpers, Vocab: community, helpers, Vocab: community, helpers, Lesson/Activity: Lesson/Activity: job, people job, people job, people We will talk about money, We will talk about what an Lesson/Activity: Lesson/Activity: Lesson/Activity: and how it is earned. We will income is and they will draw talk about what we use what we use our income to We will talk about police We will draw different We will talk about different money for. buy. officers, firefighters, soldiers, community helpers and write jobs, and they draw a picture farmers, doctors, and how about how they help us. and write about what job they help the community they want to have when

they're adults.