

<p>Week of: August 26th-31st , 2024 Week 3</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/HQF0MwT wUI4 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 J Q0</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 "Autorap" app to record kids telling the rules and have it turned into a rap.</p>

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

READINGauguste groupStyn GroupsMartin's GroupsMiller GroupsGarcia Groups**Standard(s):** ELAGSEKRL1

With prompting and support, ask and answer questions about key details in a text.

LT: I am learning to ask and answer questions to help me understand the story (key details).**SC:**

- I can ask (who, what, when, and where) questions to help me understand a story.
- I can show/tell that I know questions always end with a question mark.
- I can answer questions by telling what I know about the story.
- 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:

Question Mark, Text, Key Details, Ask, Answer

Lesson/Activity: Unit 1 week1 Day 1.**Standard(s):** ELAGSEKRL1**With prompting and support,** ask and answer questions about key details in a text.**LT:** I am learning to ask and answer questions to help me understand the story (key details).**SC:**

- I can ask (who, what, when, and where) questions to help me understand a story.
- I can show/tell that I know questions always end with a question mark.
- I can answer questions by telling what I know about the story.
- 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:

Question Mark, Text, Key Details, Ask, Answer

Lesson/Activity: Unit 1 week1 Day 2**Standard(s):** ELAGSEKRL1**With prompting and support,** ask and answer questions about key details in a text.**LT:** I am learning to ask and answer questions to help me understand the story (key details).**SC:**

- I can ask (who, what, when, and where) questions to help me understand a story.
- I can show/tell that I know questions always end with a question mark.
- I can answer questions by telling what I know about the story.
- 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:

Question Mark, Text, Key Details, Ask, Answer

Lesson/Activity: Unit 1 week1 Day 3**Standard(s):** ELAGSEKRL1**With prompting and support,** ask and answer questions about key details in a text.**LT:** I am learning to ask and answer questions to help me understand the story (key details).**SC:**

- I can ask (who, what, when, and where) questions to help me understand a story.
- I can show/tell that I know questions always end with a question mark.
- I can answer questions by telling what I know about the story.
- 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:

Question Mark, Text, Key Details, Ask, Answer

Lesson/Activity: Unit 1 week1 Day 4**Standard(s):** ELAGSEKRL1**With prompting and support,** ask and answer questions about key details in a text.**LT:** I am learning to ask and answer questions to help me understand the story (key details).**SC:**

- I can ask (who, what, when, and where) questions to help me understand a story.
- I can show/tell that I know questions always end with a question mark.
- I can answer questions by telling what I know about the story.
- 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:

Question Mark, Text, Key Details, Ask, Answer

Lesson/Activity: Unit 1 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

MATH

Styn Groups

Miller Groups

Standard(s): K.NR.1.2 When counting objects, explain that the last number counted represents the total quantity in a set (cardinality), regardless of the arrangement and order.

Learning Target: We are learning to engage with counting and use different representations of numbers

Success Criteria:

- I can explain that the last number I say tells how many are in the set.
- 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: count, number, tens, set, group, object

Lesson/Activity:
Module 1 Lesson 6

Standard(s): K.NR.1.1 Count up to 20 objects in a variety of structured arrangements and up to 10 objects in a scattered arrangement.

Learning Target: We are learning to engage with counting and use different representations of numbers

Success Criteria:

- 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: count, number, tens, set, group, object

Lesson/Activity:
Module 1 Lesson 7

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 engage with counting and use different representations of numbers

Success Criteria:

- 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: count, number, tens, set, group, object

Lesson/Activity:
Module 1 Lesson 8

Standard(s): K.NR.1.1 Count up to 20 objects in a variety of structured arrangements and up to 10 objects in a scattered arrangement.

Learning Target: We are learning to engage with counting and use different representations of numbers

Success Criteria:

- 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: count, number, tens, set, group, object

Lesson/Activity:
Module 1 Lesson 9

Standard(s): K.NR.1.2 When counting objects, explain that the last number counted represents the total quantity in a set (cardinality), regardless of the arrangement and order.

Learning Target: We are learning to engage with counting and use different representations of numbers

Success Criteria:

- I can explain that the last number I say tells how many are in the set.
- 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: count, number, tens, set, group, object

Lesson/Activity:
Module 1 Lesson 10

SCIENCE/

S.S.

Science and Social Studies instruction alternates between weeks

Standard(s): SSKE1 Describe the work that people do such as: police officer, firefighter, soldier, mail carrier, farmer, doctor, teacher, etc...

SSKE2 Explain that people earn income by working.

LT: I am learning about community helpers.

SC: I can describe the jobs done by people in my community.

I can describe the work of a police officer, firefighter, teacher, soldier, farmer, doctor, and others.

I can name, draw, and write about what type of job I would like to do in my community.

Vocab: community, helpers, job, people

Lesson/Activity:

We will talk about police officers, firefighters, soldiers, farmers, doctors, and how they help the community

Standard(s): SSKE1 Describe the work that people do such as: police officer, firefighter, soldier, mail carrier, farmer, doctor, teacher, etc...

SSKE2 Explain that people earn income by working.

LT: I am learning about community helpers.

SC: I can describe the jobs done by people in my community.

I can describe the work of a police officer, firefighter, teacher, soldier, farmer, doctor, and others.

I can name, draw, and write about what type of job I would like to do in my community.

Vocab: community, helpers, job, people

Lesson/Activity:

We will draw different community helpers and write about how they help us.

Standard(s): SSKE1 Describe the work that people do such as: police officer, firefighter, soldier, mail carrier, farmer, doctor, teacher, etc...

SSKE2 Explain that people earn income by working.

LT: I am learning about community helpers.

SC: I can describe the jobs done by people in my community.

I can describe the work of a police officer, firefighter, teacher, soldier, farmer, doctor, and others.

I can name, draw, and write about what type of job I would like to do in my community.

Vocab: community, helpers, job, people

Lesson/Activity:

We will talk about different jobs, and they draw a picture and write about what job they want to have when they're adults.

Standard(s): SSKE1 Describe the work that people do such as: police officer, firefighter, soldier, mail carrier, farmer, doctor, teacher, etc...

SSKE2 Explain that people earn income by working.

LT: I am learning that people earn money by working.

SC: I can tell you that income is another name for money earned by working.

I can name places adults work to earn money.

I can tell you about how adults provide for our family with the income they earned.

Vocab: income, money, places, adults, earn

Lesson/Activity:

We will talk about money, and how it is earned. We will talk about what we use money for.

Standard(s): SSKE1 Describe the work that people do such as: police officer, firefighter, soldier, mail carrier, farmer, doctor, teacher, etc...

SSKE2 Explain that people earn income by working.

LT: I am learning that people earn money by working.

SC: I can tell you that income is another name for money earned by working.

I can name places adults work to earn money.

I can tell you about how adults provide for our family with the income they earned.

Vocab: income, money, places, adults, earn

Lesson/Activity:

We will talk about what an income is and they will draw what we use our income to buy.