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| Social Studies/Science | |
| October 1-5, 2018 | |
| Science Standards and Focus Skills: | |
| **Science:**  K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive. | ***Focus Skill:***   * Explain ways that animals are different. * Identify the six main groups of animals.   Essential Question: *How can we compare and contrast animals?* |
| **Social Studies Standards and Focus Skills:** | |
| **Social Studies:**  K.3.1- Demonstrate an understanding of the relative locations of objects through the use of appropriate vocabulary.  K.3.3- Demonstrate geographic knowledge of places within school and community.  K.3.5- Construct maps of familiar locations. | ***Focus Skill:***   * Explain what a map is and how to use it. * Make a map of a familiar place, including the most important locations.   Essential Question*: Where do I live in the world?* |

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| Monday (10.1) | Tuesday (10.2) | Wednesday (10.3) | Thursday (10.4) | Friday (10.5) |
| **Science Lesson** | **Science Lesson** | **Social Studies Lesson** | **Social Studies Lesson** | NO SCHOOL- FALL BREAK |
| Learning Target: I will investigate and explain how animals are different. | Learning Target: I will identify different groups of animals. | Learning Target: I will explain what a map is and how to use it. | Learning Target: I will make a map of our classroom and include the most important locations. |
| Little Thinkers Science Unit 5 Lesson 1:  \* Display Guiding Question: “*How do we know if animals are living things?”* on chart paper and ask students to share their ideas.  \* Read Animals Alive (display text on the Active Board)  \*Revisit Guiding Question and record student responses on the chart paper  •Use the PowerPoint for Lesson 1 and print the pictures to have the students sort for differences in animal bodies, habitats, changes, and diets while working in collaborative groups:  -Animal Bodies: Students will sort animals by how they move.  -Animal Habitats: Students will sort animals by where they live.  -Animal Changes: Students will match animals with how they change.  -Animal Diets: Students will sort pictures of what animals eat.  \* Students will complete Lesson 5.1 activity page to write the name of each animal to complete the sentence. | Little Thinkers Science Unit 5 Lesson 2:  \* Display Guiding Question: *“ What are the six main groups of animals?”* on chart paper/dry erase board and ask students to share ideas.  \* Read and discuss Animal Groups.(display text on the Active Board)  \* Revisit Guiding Question and have students help to create an Animal Groups anchor chart using the pictures, with a brief description of each animal group written.  \* Students will sort pictures of animals into different groups: mammals, fish, retiles, amphibians, invertebrates, and birds.  \* Students will complete Lesson 5.2 activity page | Little Thinkers Social Studies Unit Lesson 2:  \* Read and discuss On a Map. (display text on the Active Board)  Sam on the Move Activity:  *Use the cutout of Sam (from Lesson 1)*  \* Students will choose a task card and find the location on the map where Sam starts,  \* Students will follow the roads to move Sam to his destination; using positional and directional words (“Sam goes straight then turns right. The ice cream shop is near the airport, etc.”).  \* Students will discuss how they can tell where the location is.  \* Students will complete Lesson 5.2 activity page | Little Thinkers Social Studies Unit Lesson 3:  \* Read and discuss Mapping Places. (display text on the Active Board)  Mapping Our Classroom Activity:  \* Students will work together to make a map of our classroom, using chart paper and precut shapes of construction paper to represent classroom furniture.  \* Students will look at the Map Key and the pre-cut shapes and point to each item on the key.  \* Students will find the matching shapes, put them in a brown paper bag, pull a shape out of the bag and name the shape on the map key.  \* Students will decide where the shape belongs on the map, glue the shape on the map and continue by pulling another shape out of the bag.  \* Students will complete Lesson 5.3 activity page |