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| Social Studies/Science | |
| September 17-21, 2018 | |
| **Social Studies:**    ***Focus Skill:***   * Identify and describe different kinds of neighborhoods, homes, and places in a community. | **Science:**  LE.ESS2D.a- Weather is a combination of sunlight, wind, snow, or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record weather and notice patterns over time.  ***Focus Skill:***   * Identify and describe the different parts of the water cycle. |

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|  | Monday (9.17) | Tuesday (9.18) | Wednesday (9.19) | Thursday (9.20) | Friday (9.21) |
| Science LT |  | .I will identify and describe the different parts of the water cycle. | I will identify and describe the different parts of the water cycle. | I will identify and describe the different parts of the water cycle. | I will identify and describe the different parts of the water cycle. |
| Science Lesson |  | \* Students will sing the Water Cycle Song  \* Read Rain (Epic Book)  \* Students will help to prepare an anchor chart for the water cycle.  \* Students will conduct water in bag experiment and check each day, and make predictions about what will happen in the bag.  \* Students will record their observations of the water in the bag in their journal each day. | \* Students will sing the Water Cycle Song  \* Read Rain (Epic Book) (ELA centers/computers)  \* Students will record their observations of the water in the bag in their journal each day. | \* Students will sing the Water Cycle Song  \* Read Rain (Epic Book) (ELA centers/computers)  \* Students will conduct the rain in a cup experiment with shaving cream and blue food coloring.  \* Students will draw a picture to show what the cup looks like in their journal and label what part of the water cycle is being represented.  \* Students will record their observations of the water in the bag in their journal each day. | \* Students will sing the Water Cycle Song  \* Read Rain (Epic Book) (ELA centers/computers)  \* Students will record their observations of the water in the bag in their journal each day. |
| Social Studies LT | I will identify and describe different kinds of neighborhoods, homes, and places in a community. | I will identify and describe different kinds of neighborhoods, homes, and places in a community. | I will identify and describe different kinds of neighborhoods, homes, and places in a community. | I will identify and describe different kinds of neighborhoods, homes, and places in a community. | I will identify and describe different kinds of neighborhoods, homes, and places in a community. |
| Social Studies Lesson | \* Read Neighborhoods (PowerPoint Read Aloud Unit 4 Lesson 1)  \* Students will prepare the Neighborhood Anchor Chart, to be used as an ELA pocket chart  center for the rest of the week.  \* Students will color the pictures that tell about their neighborhood.  \* Read Places in the Community (Power Point Read Aloud Unit 4 Lesson 3)  \* Students will prepare the Community Circle Map, to be used as an ELA center for the rest of the week.  \* Students will trace and write names of places in a community. | *Integrated in ELA centers:*  *\* Neighborhood Anchor Chart Pocket Chart*  *\* Places in a Community Circle Map*  *\* Tracing and writing names of places in a community* | *Integrated in ELA centers:*  *\* Neighborhood Anchor Chart Pocket Chart*  *\* Places in a Community Circle Map*  *\* Tracing and writing names of places in a community.* | *Integrated in ELA centers:*  *\* Neighborhood Anchor Chart Pocket Chart*  *\* Places in a Community Circle Map*  *\* Tracing and writing names of places in a community* | Community 3D Craftivity: *(Unit 4 Lesson 4)*  \* Students will choose a community location page and create that location by cutting out the pieces and gluing them onto a brown paper bag.  \* Students will draw a picture of their community place and write the name of their place.  \* Students will present their place to the class and identify the following:  *WHAT is the name of the place?*  *WHERE would you find this place? (Urban/Rural location)*  *WHAT do people do here?*  *WHO works/lives here?* (ASSESSMENT)  *Integrated in ELA centers:*  *\* Neighborhood Anchor Chart Pocket Chart*  *\* Places in a Community Circle Map*  *\* Tracing and writing names of places in a community* |