|  |
| --- |
| Social Studies/Science |
| September 3-7, 2018 |
| **Social Studies:** K.4.1 – Identify individuals in a position of authority within the community and their responsibilities. K.4.2 – Explain the importance of rules. ***Focus Skill:**** Identify rules to follow in the community (laws).
* Identify individuals with a position of authority within the community.
* Identify additional community helpers within the 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:**** Observe and record weather over time.
* Use weather vocabulary words to describe weather.
* Identify and describe the 4 seasons.
 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Monday (9.3) | Tuesday (9.4) | Wednesday (9.5 | Thursday (9.6) | Friday (9.7) |
| Science LT |  NO SCHOOL LABOR DAY | .I will observe changes in weather as the 4 seasons and describe the weather for each season using weather vocabulary. | I will observe and describe how sunlight effects the 4 seasons | I will use my 5 senses to describe the 4 seasons.  | I will observe and record weather using pictures and describe the weather using weather vocabulary. |
| Science Lesson | \* Students will trace and write the names of each of the seasons on picture vocabulary cards in centers/morning work. \* Students will draw a picture of their favorite season and give at least one reason why it is their favorite (dictated to the teacher or in writing*). (ELA integration*/assessment) | \* Students will listen to the story The Seasons of Arnold’s Apple Tree. \* Students will paint 4 seasons of a tree with Q-Tips to represent the changes for each season. (Assessment) |  \* Students will sort items for each season in centers. \* Students will chose a season and describe how they use their 5 senses during that season. \* Students will draw a picture of how they use each sense in the season that they chose in centers/morning work *(ELA intergration)* | Students will work with a partner to sequence the 4 seasons. * Each student will get 2 seasons and find a partner that has the other two seasons to sequence them in order.
* Students will glue the 4 seasons in the correct sequence, onto a sentence strip and tell the order of the seasons.
* Assessment: Students will cut and paste the seasons in the correct sequence (worksheet)
 |
| Social Studies LT | I will tell about people who work in my community. | I will tell about people who work in my community. | I will tell about people who work in my community. | I will tell about people who work in my community. |
| Social Studies Lesson | Unit 4 Lesson 5 Power Point on Community Helpers and PDF Community Helpers book to project on board about community helpers. Students will discuss the community helpers from the book/slide show and where they have seen these helpers in their community.  | \* Students will watch Labor Day Facts for Kids (YouTube video). \* Students will write about what they want to be when they grow up using the Labor Day writing template, after discussing why we celebrate Labor Day. (ELA Integration/**Assessment**) | \* Students will sort tools that different community helpers use for their jobs in centers. (Math integration) | \* Students will sort tools that different community helpers use for their jobs in centers. (Math integration)\* Students will identify what tools are used for each job, referring back to lesson 5 Power Point. **\* Assessment**: students will match the tools with the community helper that uses each tool.  |