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| 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. |

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|  | 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. |