

Social Studies/Science

October 29– November 2, 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.
- Identify characteristics of different animal groups.
- Compare and contrast different types of animal groups.

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.

k.2.2– Identify symbols of local, state, and national importance using various sources.

Focus Skill:

- Explain what maps and globes are and how to use them.
- Identify land and water on a globe.
- Explain that continents are the biggest areas of land found on Earth.
- Explain that oceans are the largest bodies of water found on Earth.

Essential Question: *Where do I live in the world?*

Monday (10.29) Science Lesson (Montero)	Tuesday (10.30) Social Studies Lesson	Wednesday (10.31) Social Studies Lesson	Thursday (11.1) Social Studies Lesson	Friday (11.2) Science Lesson
<p>Learning Target: I can describe invertebrates.</p> <p>Little Thinkers Science Unit 5 Lesson 8:</p> <ul style="list-style-type: none"> <li>Display Guiding Question: "What do we know about invertebrates?" on chart paper and ask students to share their ideas. Show students animal pictures and ask to identify which animals are invertebrates and why they think so</li> <li>Read <a href="#">Interesting Invertebrates</a> (display text on the Active Board)</li> <li>Revisit Guiding Question and record student responses on the chart paper.. Students will help to make an anchor chart with pictures to show what they know about invertebrates.</li> <li>Use the <a href="#">PowerPoint for Lesson 8</a> to have students observe each invertebrate to determine if they swim, crawl, or fly.</li> <li>Students will complete Lesson 5.8 activity page to complete the sentence: "Invertebrates are interesting because..." and draw a picture of their invertebrate.</li> </ul> <p><b>Social Studies Lesson (Morrissey)</b></p> <p>Learning Target: I can identify and explain that continents have countries within them.</p> <p>Little Thinkers Social Studies Unit 5 Lesson 9: My Country</p> <ul style="list-style-type: none"> <li>Read and discuss (display text on the Active Board)</li> <li>Students will look at maps of the continents and notice the different countries on a political map. .</li> <li>Students will identify that they live in the United States of America, and color in their country on a map.</li> </ul>	<p>Learning Target: I can show all that I know about my place in the world.</p> <p>Little Thinkers Social Studies Unit 5 Lesson 11 Unit Review, Assess, and Culminating Activity:</p> <ul style="list-style-type: none"> <li>Students will answer questions to review what they have learned about maps, map symbols, globes, continents and oceans, using the true/false cards to reveal their answers.</li> </ul> <p><b>CULMINATING ACTIVITY:</b></p> <p>Students will place the 7 continents on a blown up balloon to show their position and relation to each other. Students will draw a line around the middle of the balloon to show the equator.</p> <p>* ASSESSMENT:</p> <p>Students will answer questions to show what they have learned about maps and globes,</p>	<p>Learning Target: I can identify the American Flag as a symbol of the United States.</p> <p>*Students will listen to the teacher read <a href="#">I Pledge Allegiance to the Flag</a> and describe what the American flag looks like and what each color and symbol (stars and stripes) stands for.</p> <p>*Students will make their own flag to demonstrate their understanding of what our country's flag looks like.</p> <ul style="list-style-type: none"> <li>Students will sing: "You're a Grand Old Flag" and march around the classroom to the beat of the song.</li> </ul> <p><b>Epic Books:</b> <a href="#">You're A Grand Old Flag</a>, <a href="#">The United State Flag</a> by Kirsten Chang, <a href="#">Why Are There Stripes on the American Flag?</a> By Martha E.H. Rustad</p> <p><i>Additional informational texts to integrate into ELA centers: <a href="#">Why Are There Stripes in the American Flag?</a> <a href="#">A is for America</a>, <a href="#">What is the 4th of July?</a> , <a href="#">The Bald Eagle</a></i></p>	<p>Learning Target: I can identify the bald eagle and Statue of Liberty as symbols of the United States.</p> <p>*Students will listen to the teacher read <a href="#">Is the Bald Eagle Really Bald?</a> By Martha E. H. Rustad and discuss why the Bald Eagle is symbol of the United States.</p> <p>*Students will chose an animal that they have learned about in Science and draw a mascot for their favorite sport activity. Students can label their mascot and tell a partner why they chose that mascot and what qualities that animal might symbolize (ex: a dolphin is a strong swimmer and a good choice as a swim team mascot)</p> <p><b>Epic Book:</b> <a href="#">The Bald Eagle</a> by Mari Schuh, <a href="#">Is the Bald Eagle Really Bald?</a> By Martha E. H. RUstad</p> <p><i>Additional informational texts to integrate into ELA centers: <a href="#">Why Are There Stripes in the American Flag?</a> <a href="#">A is for America</a>, <a href="#">What is the 4th of July?</a> , <a href="#">The Bald Eagle</a></i></p>	<p>Learning Target: I can identify the stages in the life cycle of a frog and explain what happens in each stage.</p> <p>*Students will listen to the teacher read <a href="#">Frog</a> by Wendy Perkins (Epic B)</p> <ul style="list-style-type: none"> <li>Students will help to create an anchor chart showing the four parts of the frog lifecycle</li> <li>Students will make Frog Life Cycle booklet.</li> </ul> <p><i>Integrated ELA Center: Frog Lifecycle Sequencing cards</i></p>