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| Social Studies/Science |
| September 24-28, 2018 |
| **Social Studies:** K.3.1- Demonstrate an understanding of the relative locations of objects through the use of appropriate vocabulary.  ***Focus Skill:***\* Use positional or directional words to describe the location of objects.  | **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 (9.24) | Tuesday (9.25) | Wednesday (9.26) | Thursday (9.27) | Friday (9.28) |
| 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. |
| Science Lesson | \* Students will sing the Water Cycle Song\* Read Rain (Epic Book) (ELA centers/computers)\* Students will conduct the weather 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 sing the Water Cycle Song\* Students will string beads onto pipe cleaners to represent each part of the water cycle and tell a partner (and teacher) what each color represents (Assessment).   |  | \* Students will sing the Water Cycle Song\*Students will act out the different parts of the water cycle in a tableau. \*Students will draw and label the parts of the water cycle. \*Assessment: Students will match the parts of the water cycle with pictures. |
| Social Studies LT |  | I can use positional or directional words to describe the location of objects |  | I can follow directions to place objects on specific locations or positions. |  |
| Social Studies Lesson |  | Little Thinkers SS Unit 5 Lesson 1:\* Students will listen to the Read Aloud: Follow That Critter as displayed on the ActivBoard\* Students will discuss the position of each critter with a partner. \* Students will complete the “Sam’s Hat” activity in centers, to follow the directions to put Sam’s hat in a variety of different positions on Sam’s body.  |  | Little Thinkers SS Unit 5 Lesson 1\* Re-read Follow That Critter and have students use positional/directional words to identify the location of each critter from the text. \* Students will follow directions to draw objects in specific locations or positions on the Lesson 1 worksheet.\* Students will answer the following questions: “What do positional words tell you?” and “Is the YES on the page on the left?”  |   |