

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.

	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		<ul style="list-style-type: none"> Students will sing the Water Cycle Song Read <u>Rain</u> (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. 	<ul style="list-style-type: none"> Students will sing the Water Cycle Song Read <u>Rain</u> (Epic Book) (ELA centers/computers) Students will record their observations of the water in the bag in their journal each day. 	<ul style="list-style-type: none"> Students will sing the Water Cycle Song Read <u>Rain</u> (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. 	<ul style="list-style-type: none"> Students will sing the Water Cycle Song Read <u>Rain</u> (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	<ul style="list-style-type: none"> Read <u>Neighborhoods</u> (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 <u>Places in the Community</u> (PowerPoint 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. 	<p><i>Integrated in ELA centers:</i></p> <ul style="list-style-type: none"> Neighborhood Anchor Chart Pocket Chart Places in a Community Circle Map Tracing and writing names of places in a community 	<p><i>Integrated in ELA centers:</i></p> <ul style="list-style-type: none"> Neighborhood Anchor Chart Pocket Chart Places in a Community Circle Map Tracing and writing names of places in a community. 	<p><i>Integrated in ELA centers:</i></p> <ul style="list-style-type: none"> Neighborhood Anchor Chart Pocket Chart Places in a Community Circle Map Tracing and writing names of places in a community 	<p><i>Community 3D Craftivity: (Unit 4 Lesson 4)</i></p> <ul style="list-style-type: none"> 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: <i>WHAT is the name of the place?</i> <i>WHERE would you find this place?</i> (Urban/Rural location) <i>WHAT do people do here?</i> <i>WHO works/lives here?</i> (ASSESSMENT) <p><i>Integrated in ELA centers:</i></p> <ul style="list-style-type: none"> Neighborhood Anchor Chart Pocket Chart Places in a Community Circle Map Tracing and writing names of places in a community