Unit Calendar for: Community
Week 1: aug. 25- 29
What is a Community (why do we have rules?)
Our Classroom Community
Guiding question: How can I help my classroom community?

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
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<tbody>
<tr>
<td><strong>M</strong> Learning Targets:</td>
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<tr>
<td><strong>Behavior:</strong> I can sit quietly on the rug.</td>
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<td>I can raise a quiet hand for a turn to speak.</td>
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<tr>
<td>I can listen attentively.</td>
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<tr>
<td>I can use materials appropriately.</td>
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<tr>
<td><strong>Reading:</strong> I can ask and answer questions about the story.</td>
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<tr>
<td>I can use pictures to help me understand a story.</td>
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<td>I can make connections between two stories.</td>
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<tr>
<td>I can read the focus sight words.</td>
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<tr>
<td><strong>Writing:</strong> I can write my first and last names correctly (capital letter).</td>
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<tr>
<td>I can identify capital letters and ending punctuation.</td>
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<tr>
<td><strong>Language:</strong> I can ask and answer questions.</td>
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<tr>
<td>Greet kids at door. They find name tags on desks and make rectangle on rug. (Teacher directing).</td>
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<tr>
<td>Kids in rectangle/circle: “My name is Ms. Hudson and I want to welcome you to our classroom community.”</td>
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<tr>
<td>Greeting: A: “What is your name?</td>
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<tr>
<td>B. My name is ________</td>
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<tr>
<td>A. Welcome to our community.”</td>
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<tr>
<td>Assign spots on rug.</td>
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<tr>
<td>Refer to criss-cross poster. Review how to sit on rug. (praise)</td>
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</table>
| Read *David Goes to School.* (Think, pair, share - remind how to do that.)
| “How did David do on his first day at school?” |
| “Why do we have rules at school?” |
| (Group A) Model making of hats. (explain homeroom) |
| Remind them of how to use materials. |

Present Student Poster
Rule: escuchar atentamente
Read “Las reglas”
Discuss why we have this rule.
Shared writing of rule
*instructions on how to make the animal group hats
| When kids are done, they may find their names and quietly go back to their seats. They write first and last names. Send kids to their tables and begin working (explain how to find tables)

(Group B) Same except instead of animal hats, use animal clip art to decorate writing journals. Write first and last name (camera to document desired behavior).

In the afternoon (groups A and B): Teach song “SEED Rules Rock.” (praise kids...introduce color-coded discipline chart)
Practice dismissal: Kids are on rug. I dismiss them. Parents wait outside.

| Greeting at door
*DOL:(in circle) “My name is _____. What do you like to do at recess?”**
**“My name is___I like to ______ (kids do gesture, and other students guess).
Review spots. Go to spots on rug.
*Review student poster (change clips of kids going good job.

Read *Ms. Nelson is Missing.*
Comprehension strategies: Check for understanding and text to text connections.
Discuss: “Is this a classroom community that you would like to be in? Why or why not?” “What connections can we make to the story yesterday *David Goes to School?*

*Articulated figure portrait. Day 1: Show final project.
1. on whiteboards practice drawing emotions on face; lips and noses.

p.m. Poem/song: “SEED Rules Rock.” Intro sight words with tape. *(optional) Write school rules #1, 2:*

| Student Poster
Rule: mantiene tus manos y piernas en ti mismo
Discussion
Shared writing of rule |
| **W** | Greet at door. Come make circle on rug (morning meeting)  
DOL: "What is your favorite food?"  
“My favorite food is ____.”  
Spots on rug.  
Review student poster  
Content Read Aloud: *Crow Boy*  
Comp. Strategies: Check for understanding, text-to-text connections.  
Discuss:  
“What connections can we make to Ms. Nelson... or David.”  
Self Portrait lesson:  
whiteboard face practice with their picture  
p.m.  
Poem: “SEED Rules Rock.”  
Look for capital letters.  
#check for straight line and give out sticker. |
| Student poster  
Rule: seguir las instrucciones la primera vez  
Discussion  
Shared writing of rule |
| **T** | Greeting: Enter and go to rug.  
DOL: “Who do you live with?”  
“I live with ______.”  
Move to rug.  
Read aloud: *When Sophie Gets Angry.*  
Comp. strategies: Check for understanding, text-to-self connections.  
Discussion  
“What did Sophie do to calm down after she got angry?”  
“What can you do to calm down when you are angry?”  
Self portrait:  
With pencil and paper draw your self portrait and then add color and details. |
| Student poster  
Rule: compartir con sus compañeros (ideas y materiales)  
Discussion  
Shared writing of rule |
### p.m.
- poem: “SEED Rules Rock”
- Look for punctuation.
- #check for straight line and give out sticker.

### F
- Enter and greet
- DOL: “*Who do you like to play with at recess?*”
  “*I like to play with ____.*”
- Content Read Aloud: *Lily's Purple Plastic Purse.*
- Self portrait drawing:
- Writing prompt:
  “What do I do to help my school community?”
  “My name is _____. I am proud of myself when I _____.

### p.m.
- Read “SEED Rules Rock”
- Look for rhyming words.
- Dismissal.

### Next week
- phonics: phonemic awareness, consonant sound review (sound spelling cards), short a review
- Begin training for expectations for independent work/centers (see “Daily Five” for training lessons)
- handwriting: c, o, a, d
- #check for straight line and give out sticker.

### canciones: *-Buenos Días- -Las mananitas*

### Week 2: Sep. 1-5
### la escuela/ the school as a community

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
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<tbody>
<tr>
<td>(school today and in the past)</td>
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<tr>
<td>M</td>
<td>no school</td>
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<tr>
<td>T</td>
<td>Song/poem: SEED Rules Rock 2</td>
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<tr>
<td>Day</td>
<td>Activity</td>
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</tbody>
</table>
| W   | morning meeting question: What do you like to do outside?  
miming drama of each action/ guessing game  
“I was ______.”  
Song/poem: SEED Rules Rock 2  
read aloud: community  
Drawing:  
- on whiteboards practice drawing your figure  
- model different actions with basic shapes  
- students copy on boards  
read aloud: kid choice  
pm  
sight words  
phonics |
| T/H | Song/poem: SEED Rules Rock 2  
Question of the Day:  
- cut out the paper figure and glue to paper doing their activity. Use people colors to color body (don’t forget detailed face with your hair before you cut out your head).  
pm  
read aloud: kid choice  
phonics |
| F   | Song/poem: SEED Rules Rock 2  
- trace and make clothes.  
- draw the setting for your figure. (scooter, basketball and court).  
pm |

vocabulary for the school (dictionary of people and places at school)

map/ labeling of the school

intro character traits-school norms-- why do we have them?  
- be safe  
- be able to learn  
- to be helpful  
- to make friends  
- to respect others

Hay reglas en la escuela porque ________.

Hay reglas en la escuela porque ________.
### Week 3: Sep. 8-12

**Responsibility and Respect**

**English:** Police Officer  **Spanish:** Conductor de autobus

have a police officer come in as an expert

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This week:  
Song: *RESPECT* by Aretha Franklin  
poem: *something about police officers*  
Anchor posters: Respect and Responsibility  
Neighborhood as a community  
What is responsibility? How do we show it?  
What experience have you had with police officers?  
What does a police officer do?  
Read “Gloria.”  
Discuss: “How did officer Buckle show responsibility in this story?  
Read books about respect, responsibility and police officers.  

pm  
Handwriting practice:  
Phonics review centers |  
- Read a loud about a bus driver  
- On white boards and in an interactive write the sentence: “El conductor del autobús es responsable porque ___.”  
- each student will color a picture of a bus driver for their flip book after we read. “El conductor del autobús” |
| **T** |  
This week:  
Song: *RESPECT* by Aretha Franklin  
poem: *something about police officers*  
Read aloud: police officers |  
- Introduce the sentence frame:  
   *Yo soy ___ porqué ___.*  
- Practice it orally and write on white boards a few (3) of their ideas on a chart. “Yo soy responsable porqué ___.” |

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canciones: -las mananitas- -en mi barrio-
<table>
<thead>
<tr>
<th>Day</th>
<th>Activities</th>
</tr>
</thead>
</table>
| **W** | Song: *RESPECT* by Aretha Franklin<br>poem: something about police officers<br>Read aloud: police officers/ respect<br>• guided drawing of police officer | Go back to seats and on the back of their flip book picture of the police officer they will write a sentence. “Yo soy responsable porque ___.”

| **T h** | Song: *RESPECT* by Aretha Franklin<br>poem: something about police officers<br>Read aloud: police officers/ respect<br>• make labels for the drawing<br>• paste labels onto drawing | read aloud about the police officer<br>On white boards and in an interactive write the sentence: “El policia es respetuoso porque ___.”<br>each student will color a picture of a police officer for their flip book after we read. “El policia”

| **F**  | Song: *RESPECT* by Aretha Franklin<br>poem: something about police officers<br>Read aloud: police officers/ respect<br>• interactive writing: “Why are police officers important to our community?” (include honest and responsibility in our writing). | Practice sentence orally “Yo soy respetuoso/a porque ___.” and write on white boards a few (3) of their ideas on a chart. “Yo soy respetuoso/a porque ___.”<br>Go back to seats and on the back of their flip book picture of the police officer they will write a sentence. “Yo soy respetuoso/a porque ___.”

|       | Finish our 2 sentences about respect and responsibility using the practiced sentence frames and the ideas from the chart if needed.<br>• make police hat and bus driver hat | canción: *en mi barrio*
**Week 4: September 15-19**  
**Collaboration and Honesty/ courage**  
**English: Firefighter  Spanish: Constructor**

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<thead>
<tr>
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<th>English</th>
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<tbody>
<tr>
<td><strong>M</strong></td>
<td><strong>Question of the day:</strong> When are you brave?</td>
<td>• Read a loud about construction worker</td>
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<tr>
<td></td>
<td>poem/ song: Read books about collaboration, honesty and firefighters</td>
<td>• Write on white boards and interactive write: El constructor es miembro de un equipo porque</td>
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<td></td>
<td>Drawing: on whiteboard practice drawing the firefighter</td>
<td>____ .</td>
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<td></td>
<td>pm phonics centers</td>
<td>• they will each color a picture of constructor in their flip book.</td>
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<tr>
<td><strong>T</strong></td>
<td><strong>Question of the day:</strong> When are you brave?</td>
<td>• Practice sentence orally and write on white boards a few (3) of their ideas on a chart.</td>
</tr>
<tr>
<td></td>
<td>poem/ song: Read books about collaboration, honesty and firefighters</td>
<td>“Yo soy miembro de un equipo porque ___.”</td>
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<tr>
<td></td>
<td>Drawing: guided drawing of firefighter</td>
<td>• Go back to seats and on the back of their flip book picture of the constructor they will</td>
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<td></td>
<td>pm routine</td>
<td>write a sentence. “Yo soy miembro de un equipo porque ___.”</td>
</tr>
<tr>
<td><strong>W</strong></td>
<td><strong>Question of the day:</strong> When are you brave?</td>
<td>• Read aloud about firefighters</td>
</tr>
<tr>
<td></td>
<td>poem/ song: Read books about collaboration, honesty and firefighters</td>
<td>• write on white boards and interactive write: El bombero es honesto porque __.</td>
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<td></td>
<td>Drawing: color firefighters</td>
<td>• Students color un bombero in their flip book and write name underneath.</td>
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<td>pm routine</td>
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Th

Question of the day: When are you brave?

Poem/song:
Read books about collaboration, honesty and firefighters

Drawing:
- make labels
- paste them on

pm routine

- Practice sentence orally and write on white boards a few (3) of their ideas on a chart. “Yo soy honest@ porque ___.”
- Go back to seats and on the back of their flip book picture of the constructor they will write a sentence. “Yo soy honest@ porque ___.”

F

Question of the day: When are you brave?

Poem/song:
Read books about collaboration, honesty and firefighters

Writing:
- Interactive writing on “Why are firefighters important?” (brave, collaborative, honest).
- Finish up any pages
- Hard hat and firefighter hat

- Read aloud about a doctor
- On whiteboards and chart paper practice “El medico es bondadoso porque ___.”
- Color doctor for flip book and write name ‘medico’

Week 5: September 22-26

Perseverance and Compassion

English: Student at Manzanita SEED

Spanish: Doctor

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<tbody>
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</table>
| Song: “I know I can” Nas | • Read a loud about a doctor
• on whiteboards and chart paper practice “El medico es bondadoso porque ___.”
• color doctor for flip book and write name ‘medico’
| Read aloud: The Little Engine that Could | |

Cancion: introduce - tengo orgullo de ser (responsable y respetuoso)
<table>
<thead>
<tr>
<th>Day</th>
<th>Song: “I know I can”</th>
<th>Activities</th>
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</thead>
</table>
| T   | Read aloud: Leo the late bloomer | • practice orally and then on whiteboards “Yo soy bondados@ porque ____.” write a few examples in interactive write.  
• go to tables and write in flip book “Yo soy bondados@ porque ____.” |
| W   | Read aloud: about language | • Read aloud about students  
• on whiteboards and chart paper write sentence: “Los estudiantes son determinados porque ____.”  
• color picture of student (themself) in flip book.  
• write El/ La estudiante es determinad@ |
| Th  | Read aloud: when school is hard | • practice orally and then on whiteboards “Soy determinad@ porque ____.” write example in interactive write.  
• go to tables and on flip book have each student write their setence, “Yo soy determinad@ porque ____.” |
| F   | Read aloud: | • make doctor’s headpiece  
• finish up flip books  
• read over sentences of the week and rules |

canción: tengo orgullo de ser (honesto y colaborativo)  

canción: yo tengo orgullo de ser (determinada y bondadoso)  

Incentives: take pictures of kids following the traits and the put their pictures up on
a “community helpers” board showing these traits

certificates to show their parents that they are demonstrating these character traits

having different jobs in the classroom (which will last throughout the year) There will be a “Classroom Community Service Day” once per week.

Jobs: pencil sharpener, sweepers, art supplies corner, math materials, desk cleaner, note runner, lunch carriers, lights, librarian

Songs:

**Tengo orgullo de ser parte de la comunidad:**
Yo tengo orgullo de ser responsable
Soy responsable como los conductores
Yo tengo orgullo de ser responsable
Soy responsable como los conductores

El conductor de autobús transporta a las personas
El conductor de autobús llega a tiempo
El conductor de autobús sigue las leyes
Soy responsable así

Yo tengo orgullo de ser respetuoso
Soy respetuoso como un bibliotecario
Yo tengo orgullo de ser respetuoso
Soy respetuoso como un bibliotecario

El bibliotecario organiza los libros
El bibliotecario nos encontra libros
El bibliotecario mantiene el silencio
Soy respetuoso así.

Yo tengo orgullo de ser honesto
Soy honesto como la policía
Yo tengo orgullo de ser honesto
Soy honesto como la policía

La policía sigue las reglas
La policía dice la verdad
La policía quiere justicia
Soy honesto así
Yo tengo orgullo de ser miembro de un equipo
Soy miembro de un equipo como los constructores
Yo tengo orgullo de ser miembro de un equipo
Soy miembro de un equipo como un obrero...

Los constructores trabajan juntos
Los constructores cuidan a sus compañeros
Los constructores comparten sus materiales
Soy miembro de un equipo así.
Yo tengo orgullo de ser bondadoso
Soy bondadoso como un médico
Yo tengo orgullo de ser bondadoso
Soy bondadoso como un médico

El médico sana a los enfermos
El médico nos enseña cómo ser saludables
El médico alivia nuestros dolores
Soy bondadoso así.

Yo tengo orgullo de ser determinado
Soy determinado como los bomberos
Yo tengo orgullo de ser determinado
Soy determinado como los bomberos

Los bomberos son muy valientes
Los bomberos nunca se rinden
Los bomberos siempre tienen esperanza
Soy determinado así.

**Mi Barrio**
En mi barrio, en mi barrio
Donde yo camino
Hay apartamentos
Con jardines lindos
Hay apartamentos,
Vamos caminando
En mi barrio, en mi barrio
Donde yo camino
Tenemos casas grandes
tenemos casas chicas
Tenemos casas chicas
Tenemos casas grandes
Hay apartamentos
Vamos caminando
En mi barrio, en mi barrio
Donde yo camino
Tenemos bibliotecas
Donde leemos libros
Tenemos bibliotecas
Tenemos casas chicas
Tenemos casas grandes
Hay apartamentos

Vamos caminando

En mi barrio, en mi barrio
Donde yo camino
Tenemos muchas tiendas
Que tienen mercancía

Tenemos muchas tiendas
Tenemos bibliotecas
Tenemos casas chicas
Tenemos casas grandes
Hay apartamentos
Vamos caminando

En mi barrio, en mi barrio
Donde yo camino
Tenemos muchos parques
Donde todos juegan
Tenemos muchos parques
Tenemos muchas tiendas
Tenemos bibliotecas
Tenemos casas chicas
Tenemos casas grandes
Hay apartamentos

Vamos caminando