

## 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?

	English	Spanish
<b>M</b>	<p><u>Learning Targets:</u> <b>*Behavior:</b> I can sit quietly on the rug. I can raise a quiet hand for a turn to speak. I can listen attentively. I can use materials appropriately. <b>Reading:</b> I can ask and answer questions about the story. I can use pictures to help me understand a story. I can make connections between two stories. I can read the focus sight words. <b>Writing:</b> I can write my first and last names correctly (capital letter). I can identify capital letters and ending punctuation. <b>Language:</b> I can ask and answer questions.</p> <p>Greet kids at door. They find name tags on desks and make rectangle on rug. (Teacher directing). Kids in rectangle/circle: "My name is Ms. Hudson and I want to welcome you to our classroom community." Greeting: A: "What is your name?" B. My name is _____ A. Welcome to our community."</p> <p>Assign spots on rug. Refer to criss-cross poster. Review how to sit on rug. (praise)</p> <p>Read <i>David Goes to School</i>. (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?"</p> <p>(Group A) Model making of hats. (explain homeroom) Remind them of how to use materials.</p>	<p>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</p>

	<p>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)</p> <p>(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).</p> <p>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.</p>	
<p><b>T</b></p>	<p>Greeting at door *DOL:(in circle) "My name is _____. <i>What do you like to do at recess?"</i> *<i>"My name is _____. I like to _____ (kids do gesture, and other students guess).</i> Review spots. Go to spots on rug. *Review student poster (change clips of kids going good job).</p> <p>Read <i>Ms. Nelson is Missing</i>. 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 <i>David Goes to School</i>?"</p> <p>*Articulated figure portrait. Day 1: Show final project. 1. on whiteboards practice drawing emotions on face; lips and noses.</p> <p>p.m. Poem/song: "SEED Rules Rock." Intro sight words with tape. *(optional) Write school rules #1, 2:</p>	<p>Student Poster Rule: mantiene tus manos y piernas en ti mismo Discussion Shared writing of rule</p>

	<p>1. I keep my hands and feet to myself. 2. I listen attentively.</p> <p>#check for straight line and give out sticker.</p>	
<b>W</b>	<p>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</p> <p>Content Read Aloud: <i>Crow Boy</i> Comp. Strategies: Check for understanding, text-to-text connections. Discuss: "What connections can we make to <i>Ms. Nelson...</i> or <i>David</i>."</p> <p>Self Portrait lesson: whiteboard face practice with their picture</p> <p>p.m. Poem: "SEED Rules Rock." Look for capital letters. #check for straight line and give out sticker.</p>	<p>Student poster Rule: seguir las instrucciones la primera vez Discussion Shared writing of rule</p>
<b>T h</b>	<p>Greeting: Enter and go to rug. DOL: "Who do you live with?" "I live with _____." Move to rug. Read aloud: <i>When Sophie Gets Angry</i>. 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?"</p> <p>Self portrait: With pencil and paper draw your self portrait and then add color and details.</p>	<p>Student poster Rule: compartir con sus compañeros (ideas y materiales) Discussion Shared writing of rule</p>

	<p>p.m. poem: "SEED Rules Rock" Look for punctuation. #check for straight line and give out sticker.</p>	
<b>F</b>	<p>Enter and greet DOL: "Who do you like to play with at recess?" "I like to play with ____." Content Read Aloud: <i>Lily's Purple Plastic Purse</i>.</p> <p>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> <p>P.m. Read "SEED Rules Rock" Look for rhyming words. Dismissal.</p> <p>Next week</p> <p>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.</p>	<p>Student poster Rule: levanta una mano callada si necesitas ayuda o si quieres compartir tus ideas Discussion Shared writing of rule Sign Rules Agreement</p>

canciones: -Buenos Días- -Las mananitas

**Week 2: Sep. 1- 5**

**la escuela/ the school as a community**

	English (school today and in the past)	Spanish
<b>M</b>	no school	no school
<b>T</b>	Song/poem: SEED Rules Rock 2	tour of the school-

	<p>read aloud: community Question for rug: What do you want to learn in first grade?</p> <p>Writing prompt: In first grade I want to learn how to _____.</p> <p>pm read aloud: kid choice phonics/ literacy centers</p>	<p>vocabulary for the school (dictionary of people and places at school)</p>
<b>W</b>	<p>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:</p> <ul style="list-style-type: none"> <li>• on whiteboards practice drawing your figure</li> <li>• model different actions with basic shapes</li> <li>• students copy on boards</li> </ul> <p>read aloud: kid choice pm sight words phonics</p>	<p>map/ labeling of the school</p>
<b>T h</b>	<p>Song/poem: SEED Rules Rock 2 Question of the Day:</p> <ul style="list-style-type: none"> <li>• 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).</li> </ul> <p>pm read aloud: kid choice phonics</p>	<p>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</p>
<b>F</b>	<p>Song/poem: SEED Rules Rock 2</p> <ul style="list-style-type: none"> <li>• trace and make clothes.</li> <li>• draw the setting for your figure. (scooter, basketball and court).</li> </ul> <p>pm</p>	<p>Write about why there are rules at school: Hay reglas en la escuela porque _____.</p>

	read aloud: kid choice phonics	
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canciones: -las mananitas- -en mi barrio-

**Week 3: Sep. 8-12**

**Responsibility and Respect**

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

have a police officer come in as an expert

	English	Spanish
<b>M</b>	<p>This week: Song: <i>RESPECT</i> by Aretha Franklin poem: <i>something about police officers</i></p> <p>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?"</p> <p>Read books about respect, responsibility and police officers.</p> <p>pm Handwriting practice: Phonics review centers</p>	<ul style="list-style-type: none"> <li>• Read a loud about a bus driver</li> <li>• On white boards and in an interactive write the sentence: "El conductor del autobús es responsable porque ___."</li> <li>• each student will color a picture of a bus driver for their flip book after we read. "El conductor del autobus"</li> </ul>
<b>T</b>	<p>This week: Song: <i>RESPECT</i> by Aretha Franklin poem: <i>something about police officers</i></p> <p>Read aloud: police officers</p>	<ul style="list-style-type: none"> <li>• Introduce the sentence frame: Yo soy ___ porque ___.</li> <li>• Practice it orally and write on white boards a few (3) of their ideas on a chart. "Yo soy responsable porque ___."</li> </ul>

	<ul style="list-style-type: none"> <li>practice drawing police officers on the white board</li> </ul>	<ul style="list-style-type: none"> <li>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 ___."</li> </ul>
<b>W</b>	<p>Song: <i>RESPECT</i> by Aretha Franklin poem: <i>something about police officers</i></p> <p>Read aloud: police officers/ respect</p> <ul style="list-style-type: none"> <li>guided drawing of police officer</li> </ul>	<ul style="list-style-type: none"> <li>read aloud about the police officer</li> <li>On white boards and in an interactive write the sentence: "El policia es respetuoso porque ___."</li> <li>each student will color a picture of a police officer for their flip book after we read. "El policia"</li> </ul>
<b>T h</b>	<p>Song: <i>RESPECT</i> by Aretha Franklin poem: <i>something about police officers</i></p> <p>Read aloud: police officers/ respect</p> <ul style="list-style-type: none"> <li>make labels for the drawing</li> <li>paste labels onto drawing</li> </ul>	<ul style="list-style-type: none"> <li>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 ___."</li> <li>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 ___."</li> </ul>
<b>F</b>	<p>Song: <i>RESPECT</i> by Aretha Franklin poem: <i>something about police officers</i></p> <p>Read aloud: police officers/ respect</p> <ul style="list-style-type: none"> <li>interactive writing: "Why are police officers important to our community?" (include honest and responsibility in our writing).</li> </ul>	<ul style="list-style-type: none"> <li>Finish our 2 sentences about respect and responsibility using the practiced sentence frames and the ideas from the chart if needed.</li> <li>make police hat and bus driver hat</li> </ul>

cancion: -en mi barrio-

**Week 4: September 15-19**

**Collaboration and Honesty/ courage**

**English: Firefighter Spanish: Constructor**

	English	Spanish
<b>M</b>	<p>Question of the day: When are you brave? poem/ song: Read books about collaboration, honesty and firefighters</p> <p>Drawing:</p> <ul style="list-style-type: none"><li>on whiteboard practice drawing the firefighter</li></ul> <p>pm phonics centers</p>	<ul style="list-style-type: none"><li>Read aloud about construction worker</li><li>Write on white boards and interactive write: El constructor es miembro de un equipo porque ____.</li><li>they will each color a picture of constructor in their flip book.</li></ul>
<b>T</b>	<p>Question of the day: When are you brave? poem/ song: Read books about collaboration, honesty and firefighters</p> <p>Drawing:</p> <ul style="list-style-type: none"><li>guided drawing of firefighter</li></ul>	<ul style="list-style-type: none"><li>Practice sentence orally and write on white boards a few (3) of their ideas on a chart. "Yo soy miembro de un equipo porque ____."</li><li>Go back to seats and on the back of their flip book picture of the constructor they will write a sentence. "Yo soy miembro de un equipo porque ____."</li></ul>
<b>W</b>	<p>Question of the day: When are you brave? poem/ song: Read books about collaboration, honesty and firefighters</p> <p>Drawing:</p> <ul style="list-style-type: none"><li>color firefighters</li></ul> <p>pm routine</p>	<ul style="list-style-type: none"><li>Read aloud about firefighters</li><li>write on white boards and interactive write: El bombero es honesto porque ____.</li><li>Students color un bombero in their flip book and write name underneath.</li></ul>

<b>T h</b>	<p>Question of the day: When are you brave? poem/ song: Read books about collaboration, honesty and firefighters</p> <p>Drawing:</p> <ul style="list-style-type: none"> <li>• make labels</li> <li>• paste them on</li> </ul> <p>pm routine</p>	<ul style="list-style-type: none"> <li>• Practice sentence orally and write on white boards a few (3) of their ideas on a chart. "Yo soy honest@ porque ___."</li> <li>• 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 ___."</li> </ul>
<b>F</b>	<p>Question of the day: When are you brave? poem/ song: Read books about collaboration, honesty and firefighters</p> <p>Writing:</p> <ul style="list-style-type: none"> <li>• Interactive writing on "Why are firefighters important?" (brave, collaborative, honest).</li> </ul>	<ul style="list-style-type: none"> <li>• finish up any pages</li> <li>• Hard hat and firefighter hat</li> </ul>

cancion: introduce -tengo orgullo de ser (responsable y respetuoso)

### Week 5: September 22- 26

#### Perseverance and Compassion

**English: Student at Manzanita SEED    Spanish:doctor**

	English	Spanish
<b>M</b>	<p>Song: "I know I can" Nas</p> <p>Read aloud: The Little Engine that Could</p>	<ul style="list-style-type: none"> <li>• Read a loud about a doctor</li> <li>• on whiteboards and chart paper practice "El medico es bondadoso porque ___."</li> <li>• color doctor for flip book and write name 'medico'</li> </ul>

<b>T</b>	Song: "I know I can"  Read aloud: Leo the late bloomer	<ul style="list-style-type: none"> <li>• practice orally and then on whiteboards "Yo soy bondados@ porque ___." write a few examples in interactive write.</li> <li>• go to tables and write in flip book "Yo soy bondados@ porque ___."</li> </ul>
<b>W</b>	Song: "I know I can"  Read aloud: about language	<ul style="list-style-type: none"> <li>• Read aloud about students</li> <li>• on whiteboards and chart paper write sentence: "Los estudiantes son determinados porque ___."</li> <li>• color picture of student (themselves) in flip book.</li> <li>• write El/ La estudiante es determinad@</li> </ul>
<b>T h</b>	Song: "I know I can"  Read aloud: when school is hard	<ul style="list-style-type: none"> <li>• practice orally and then on whiteboards "Soy determinad@ porque ___." write example in interactive write.</li> <li>• go to tables and on flip book have each student write their sentence, "Yo soy determinad@ porque ___."</li> </ul>
<b>F</b>	Song: "I know I can"  Read aloud:	<ul style="list-style-type: none"> <li>• make doctor's headpiece</li> <li>• finish up flip books</li> <li>• read over sentences of the week and rules</li> </ul>

canción: tengo orgullo de ser (honesto y colaborativo)


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

incentive s	take pictures of kids following the traits and the put their pictures up on	
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	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