

# Month at a Glance: August

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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Creating My Vision	Setting goals will help create a plan for success.	vision	45 minutes
Who Am I?	Doing what you love may lead to a success career.		Two 30–45-minute sessions
We Are Family	Identifying what is important to your family builds strong family ties.	family crest	Two 30–45-minute sessions
Family Time	Making time to spend with family (or close friends) is important even with busy schedules.	scribe, calendar keeper	30–45 minutes

# August



# Activity Plan

**Title: Creating My Vision**

**Suggested Time: 45 minutes**

**Suggested Grade Level(s): K- 5**

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will create a visual of their future goals.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>index cards</li> <li>poster board</li> <li>magazines</li> <li>glue/glue sticks</li> <li>markers</li> </ul>	<p><b>Activity Overview:</b> Scholars will work individually to create personal/career vision boards so they can visualize their future goals.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li>The facilitator will show a pair of glasses.</li> <li><i>Facilitator: What is the purpose of a glasses?</i></li> <li>The facilitator will accept all answers but will write the word "Vision" on the board.</li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Think about how you see yourself overall. What do you think will be your future career? Accept answers from scholars.</i></li> <li><b>Facilitator:</b> <i>Now write your vision for yourself on an index card. The first part of your vision statement should include what you want to do in the future.</i></li> <li><b>Allow scholars to share what they want to do when they grow up. As they share, have them write it on their card.</b></li> <li><b>Facilitator:</b> <i>The next part of your vision statement should include what steps you think it will take to meet those goals.</i></li> <li><b>The facilitator will share a variety of vision board examples and answer questions the scholars may have about the activity. The facilitator will then distribute the materials to make vision boards (posters, magazines, glue sticks, etc.). The facilitator will provide scholars with time to create their individual vision board.</b></li> </ul>

**Vocabulary:**

- vision

**Build (Rehearse  
& Build for  
Transfer/Close)**

- **Facilitator:** *Now, I'd like a few of you to read the vision you wrote on your index cards.*
- **Scholars will share the information on their vision board.**
- **Facilitator:** *Do you see any connections with what you wrote on the index cards and the images you placed on your vision board? The facilitator will accept a few responses from scholars.*
- **Facilitator:** *Now, I'd like a few of you to share what you learned about yourself by creating your vision board. **The facilitator will accept a few responses from scholars.***

# Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



The facilitator can make this a two-day activity. Day one - Focus on understanding the term "vision."  
Day two - Focus on creating vision boards.

Scholars can work with a buddy to create their vision board.

Scholars can research their future careers and write about them.

The facilitator can provide the scholars with sentence frames.

## Activity Reflection:

**Facilitator:** *Scholars, I encourage you to place your vision board in a place that encourages you to strive for your goals. Would any of you care to share where that space is and why you selected that space? The facilitator will accept a few scholar responses.*

## Supplemental Resources:



# Activity Plan

**Title: Who Am I?**

**Suggested Time: Two 30–45-minute sessions**

**Suggested Grade Level(s): K– 5**

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will explore job/career interests.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>nonfiction texts</li> <li>paper</li> <li>pencil</li> <li>laptop/computer (optional)</li> <li>poster board</li> <li>art supplies</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>job</li> <li>career</li> <li>qualifications</li> </ul>	<p><b>Activity Overview:</b> Scholars will interview an adult about their job/career to gain an understanding of why goal setting is important. They will then create a visual display (poster board, infographic, PowerPoint slide, etc.) to show what they learned about the job/career.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li>Scholars will choose a family member, church member, coach, etc. to interview about their job/career based on their interest.</li> <li>Scholars will read at least one book about the job/career</li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li>Scholars will generate at least five interview questions based on their understanding of the job/career of interest and what they learned from reading.</li> <li>Scholars will ask an adult to provide feedback about the interview questions and edit based on the feedback received.</li> <li>Possible interview questions:             <ul style="list-style-type: none"> <li>How old do you have to be to have this job/career?</li> <li>How much education/training do you need for this job/career?</li> <li>Why did you choose this job/career?</li> </ul> </li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li>Scholars will record the interviewee's responses to the interview questions.</li> <li>Scholars will use the information learned through reading and interviewing to create a visual representation (poster board, infographic, PowerPoint slide, etc.) about the job/career of interest.</li> </ul>

# Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



Scholars can use audiobooks to research the chosen job/career.

Scholars can conduct oral interviews with the support of a trusted adult to learn about their chosen job/career.

Facilitators can read books aloud.

Scholars can create a personal timeline with steps needed to reach the goals associated with the job/career of interest.

Scholars can use audiobooks to research the chosen job/career.

Scholars can conduct oral interviews with the support of a trusted adult to learn about their chosen job/career.

Facilitators can read books aloud.

## Activity Reflection:

**Facilitator:** Scholars will respond to the following questions after completing the interview and the visual representation.

- *What did you find most interesting about the job/career that you researched?*
- *After completing your research, are you still interested in pursuing this job/career as an adult? Why or why not?*

## Supplemental Resources:



# Activity Plan

**Title: We Are Family**

**Suggested Time: Two 30–45-minute sessions**

**Suggested Grade Level(s): K– 5**

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will identify important activities/events related to their families.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>laptop or technology device for research</li> <li>art supplies</li> <li>cardboard</li> <li>posterboard</li> <li>notions (buttons, snaps, thread, ribbon, etc.)</li> <li>photos</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>family crest</li> </ul>	<p><b>Activity Overview:</b> Scholars will create a family crest to identify what their family values.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>What do you think is important to your family?</i></li> <li>Scholars will talk with family members (parents, siblings, grandparents, aunts/uncles, cousins, etc.) to determine what areas/topics family members consider important. This could include education, travel, creativity, etc.</li> <li><b>Facilitator:</b> <i>What is a family crest?</i></li> <li>The facilitator will share an example of what a family crest looks like or have scholars search the web for images of family crests.</li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li>Scholars will work with a trusted adult(s)/facilitator to identify four areas/topics that are important to their family.</li> <li>They will then plan the design of their family crest.</li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li>Scholars will use a variety of materials and objects to create a family crest to be presented.</li> <li><b>Facilitator:</b> <i>How did you decide what to include on the family crest?</i></li> </ul>

# Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



Scholars will choose two areas/topics to include on the family crest.

Scholars will research the history of family crests.

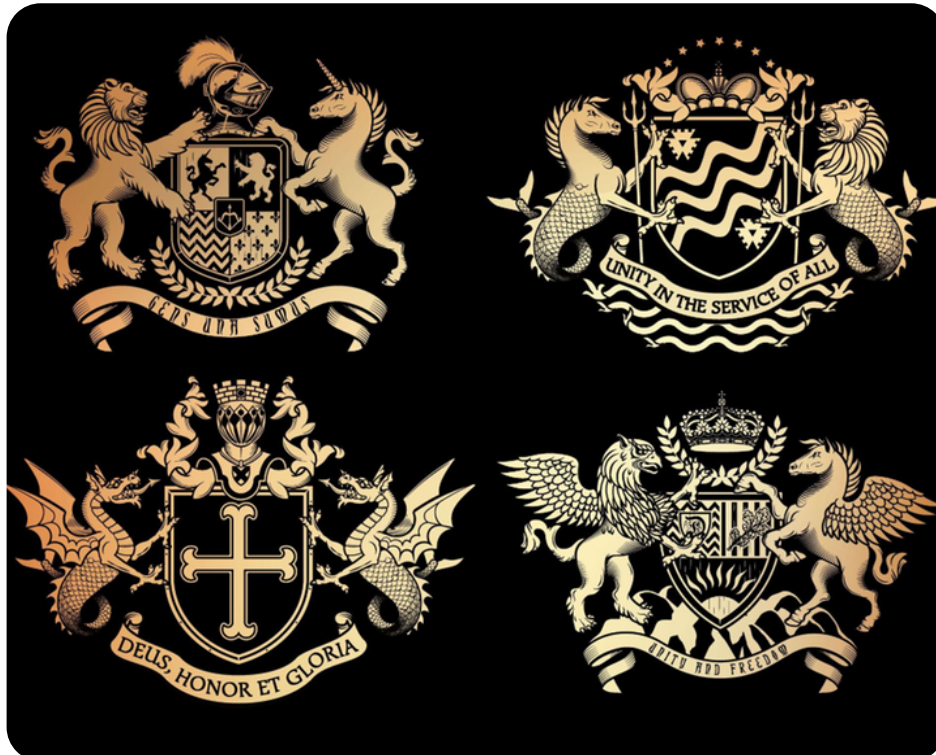
Scholars will choose two areas/topics to include on the family crest.

## Activity Reflection:

What did you learn from completing the family crest activity?

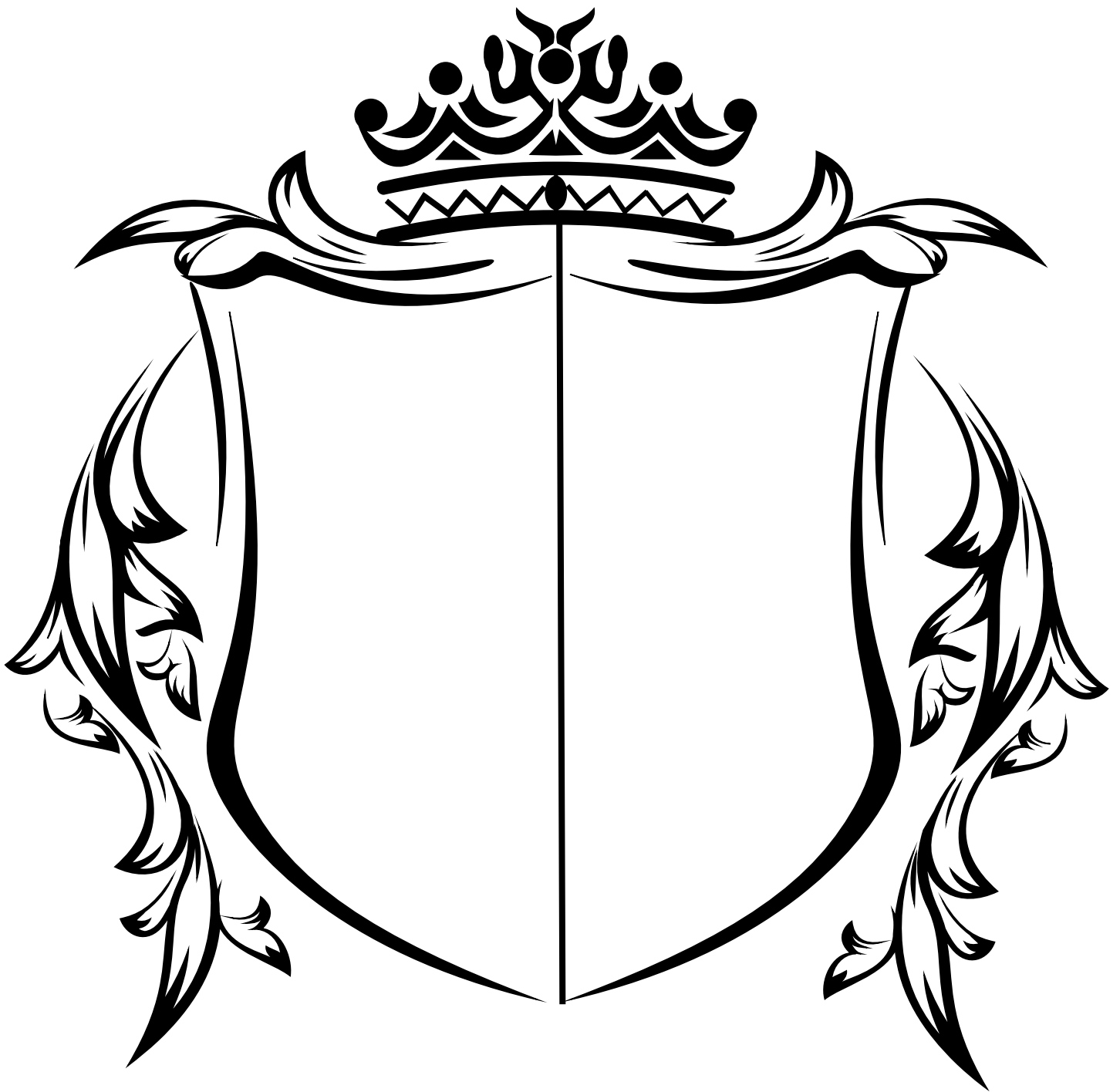
## Supplemental Resources:

Family Crests

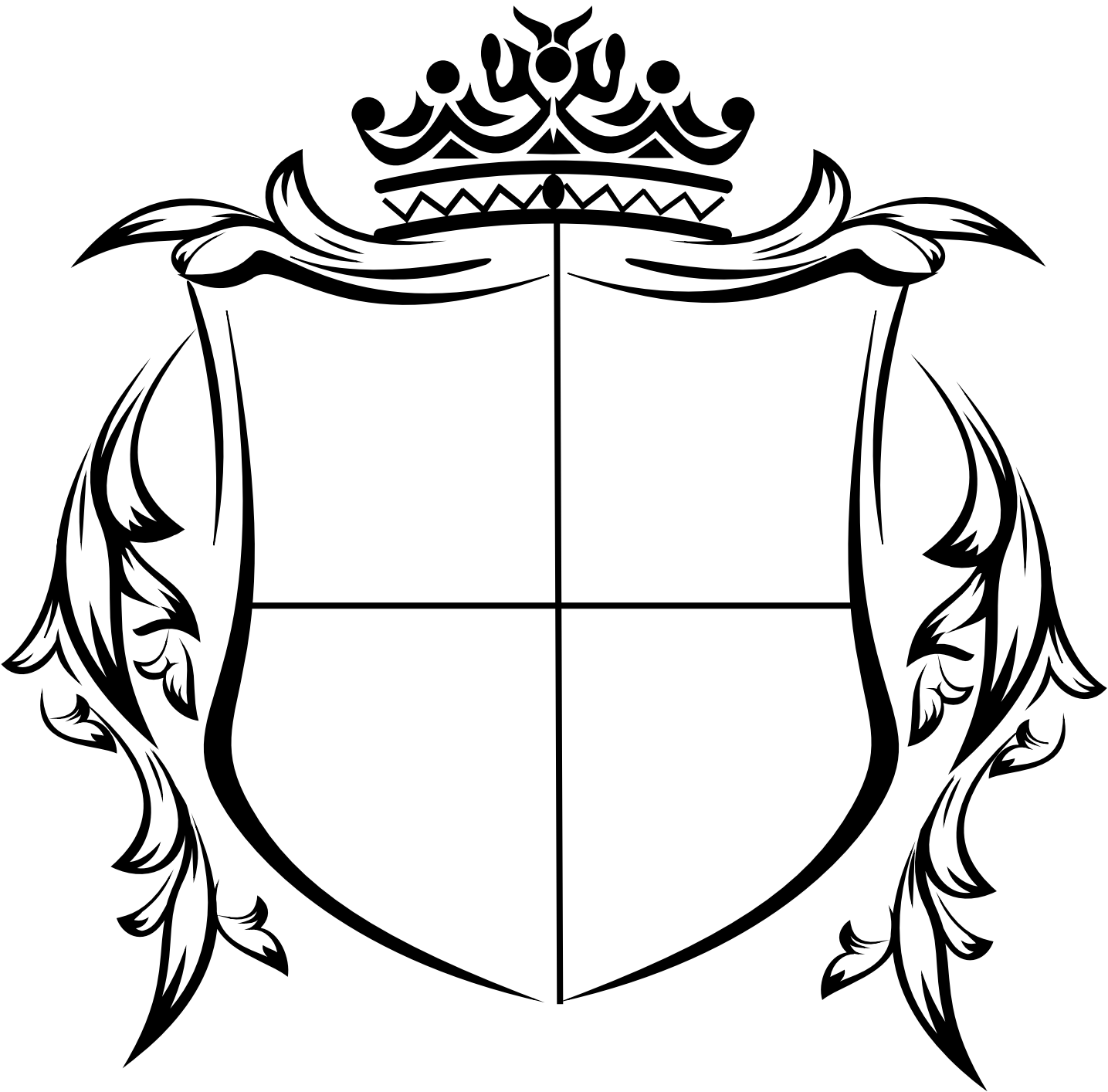




# Family Crest



# Family Crest



# Activity Plan

**Title: Family Time**  
**Suggested Time: 45 minutes**  
**Suggested Grade Level(s): K- 5**

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will create a visual of their future goals.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>poster board</li> <li>markers</li> <li>monthly calendar template</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>scribe</li> <li>calendar keeper</li> </ul>	<p><b>Activity Overview:</b> Scholars will create a monthly schedule that identifies all activities/appointments of the family. They will then find two dates for "Family Time."</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Today we are going to have a group meeting. This is a time for us to discuss many topics. Today's topic is "Family Time." The facilitator writes "Family Time" on the board.</i></li> <li><b>Facilitator:</b> <i>Scholars, when you hear "Family Time" tell me the first thing that comes to your minds? The facilitator accepts reasonable answers from the scholars and redirects as needed.</i></li> <li><b>Facilitator:</b> <i>Now it's time for us to talk a little more about "Family Time" with a buddy. Everyone turn to your elbow partner or the person sitting next to you and discuss what "Family Time" would look like to you in a perfect world.</i></li> <li><b>The scholars will discuss with a buddy what "Family Time" would look like to them in a perfect world. The facilitator will then show a picture of a calendar or point to the calendar on the board.</b></li> <li><b>Facilitator:</b> <i>I am holding up a calendar for the month of "September." The calendar shows me each day of the month. Now, I want you to think about how a calendar connects with "Family Time." The facilitator accepts all reasonable answers and redirects as needed.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>First, I want you to think about some of the activities you already do every day. For example, some of you may have football practice on Tuesdays and Thursdays, while others may have cheerleader practice on Wednesdays. Next, I will jot down some of the activities you already have scheduled on a poster board or construction paper.</i></li> </ul>



	<p><b>Boost (Teach)</b></p> <ul style="list-style-type: none"> <li>• <b>Facilitator:</b> <i>Now I will choose someone to be the Calendar Scribe. Your job as the Calendar Scribe is to record all the known activities on the monthly calendar. We'll also need a Calendar Keeper. The Calendar Keeper's job is to keep up with the calendar and make sure the family adheres to the weekly and monthly calendar.</i></li> <li>• <b>The facilitator will select two scholars to be the "Calendar Scribe" and the "Calendar Keeper."</b> The facilitator will then ask the Calendar Scribe to share the information that was included on the calendar.</li> <li>• <b>The facilitator will then work with the scholars to identify two dates that are available for "Family Time."</b> Once the scholars have identified dates, they will brainstorm possible "Family Time" activities they will participate in on the scheduled days.</li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p> <ul style="list-style-type: none"> <li>• <b>The facilitator will put the "Calendar Keeper" in charge of reminding the family of scheduled dates.</b></li> <li>• <b>Facilitator:</b> <i>Now, scholars, it's time to record your activities on your own calendar, planner, phone, etc. Explain why it's important for your family to plan out your month. How was this activity helpful?</i></li> </ul>

# Differentiation Station

## Suggestions for Remediation

## Suggestions for Acceleration

## Special Education & English Learner Scaffolds



The facilitator can provide scholars with a larger copy (poster board size) of the calendar template. Sticky notes can be used for the activities.

Scholars can focus on one Family Time activity.

Younger scholars can use stickers to represent activities their families can participate in. They can also draw pictures.

Scholars can plan their Family Time activity by making concrete reservations and/or identifying games.

Scholars can plan activities for the next two months.

Scholars can use picture icons for activities (movie night, church, shopping, games, etc.).

### Activity Reflection:

Scholars will talk about why it's important to create a family schedule that includes time for the entire family to participate collaboratively in activities.

### Supplemental Resources:

Our Monthly Family Planner Template and Our Weekly Activities Planner



# Our Monthly Family Planner

## January

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
	7	8	9	10	11	12
	13	14	15	16	17	18
	19	20	21	22	23	24
	25	26	27	28	29	30
	31					

## February

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
				4	5	6
				7	8	9
				10	11	12
				13	14	15
				16	17	18
				19	20	21
				22	23	24
				25	26	27
				28	29	

## March

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
				3	4	5
				6	7	8
				9	10	11
				12	13	14
				15	16	17
				18	19	20
				21	22	23
				24	25	26
				27	28	29
				30	31	

## April

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
	7	8	9	10	11	12
	13	14	15	16	17	18
	19	20	21	22	23	24
	25	26	27	28	29	30

Note:

## May

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
			5	6	7	8
			9	10	11	12
			13	14	15	16
			17	18	19	20
			21	22	23	24
			25	26	27	28
			29	30	31	

## June

SUN	MON	TUE	WED	THU	FRI	SAT
						1
					2	3
					4	5
					6	7
					8	9
					10	11
					12	13
					14	15
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					18	19
					20	21
					22	23
					24	25
					26	27
					28	29
					30	

## July

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
					3	4
					5	6
					7	8
					9	10
					11	12
					13	14
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					17	18
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					21	22
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					25	26
					27	28
					29	30
					31	

## August

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
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					5	6
					7	8
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					11	12
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					21	22
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					25	26
					27	28
					29	30
					31	

## September

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
	7	8	9	10	11	12
	13	14	15	16	17	18
	19	20	21	22	23	24
	25	26	27	28	29	30

## October

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
					3	4
					5	6
					7	8
					9	10
					11	12
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					21	22
					23	24
					25	26
					27	28
					29	30
					31	

## November

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
					3	4
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					27	28
					29	30

## December

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
	7	8	9	10	11	12
	13	14	15	16	17	18
	19	20	21	22	23	24
	25	26	27	28	29	30
	31					

Important:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



# Our Monthly Family Planner

**Directions:** Reflect on all the activities you engage in each week. Record each activity under the day(s) you participate in it. For example, if you have football practice on Tuesday and Thursday, write 'football' under both Tuesday and Thursday.

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY