**Weekly Concept Overview**

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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| **Language Acquisition** | CCGPS:  Ongoing:  RF3b: ELACCKRF3: Know and apply grade-level phonics and word analysis skills in decoding words.  b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.  KL1b: ELACCKSL1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and  larger groups.  b. Continue a conversation through multiple exchanges.  KL5b&d,  RF4 ELACCKRF1: Demonstrate understanding of the organization and basic features of print.  a. Follow words from left to right, top to bottom, and page-by-page.  b. Recognize that spoken words are represented in written language by specific sequences of letters.  c. Understand that words are separated by spaces in print.  d. Recognize and name all upper- and lowercase letters of the alphabet.  ELACCKL1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  b. Use frequently occurring nouns and verbs.  Focus Letters:  Review all letters A-Z  Consonant Diagraph:  Wh/Th/Ch/Sh Review  Rhyming, nouns, antonyms, and verbs  **Continue** Short vowels in CVC pattern. | CCGPS:  Ongoing:  RF3b: ELACCKRF3: Know and apply grade-level phonics and word analysis skills in decoding words.  b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.  KL1b: ELACCKSL1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and  larger groups.  b. Continue a conversation through multiple exchanges.  KL5b&d,  RF4 ELACCKRF1: Demonstrate understanding of the organization and basic features of print.  a. Follow words from left to right, top to bottom, and page-by-page.  b. Recognize that spoken words are represented in written language by specific sequences of letters.  c. Understand that words are separated by spaces in print.  d. 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| **Reading** | CCGPS:  ELACCKKL2b: Recognize and name end punctuation.  ELACCKKL2c: Write a letter or letters for most consonants and short vowel sounds.  ELACCKKL2d: Spell simple words phonetically.  ELACCKRL1: With prompting and support, ask and answer questions about key details in a text.  RL3: With prompting and support, retell familiar stories, including key details.  RF.K.4-Read Emergent texts with purpose and understanding.  SHARED READING:  Thanksgiving Theme ☺ | CCGPS:  ELACCKKL2b: Recognize and name end punctuation.  ELACCKKL2c: Write a letter or letters for most consonants and short vowel sounds.  ELACCKKL2d: Spell simple words phonetically.  ELACCKRL1: With prompting and support, ask and answer questions about key details in a text.  RL3: With prompting and support, retell familiar stories, including key details.  RF.K.4-Read Emergent texts with purpose and understanding.  SHARED READING:  Thanksgiving Theme ☺ | CCGPS:  ELACCKKL2b: Recognize and name end punctuation.  ELACCKKL2c: Write a letter or letters for most consonants and short vowel sounds.  ELACCKKL2d: Spell simple words phonetically.  ELACCKRL1: With prompting and support, ask and answer questions about key details in a text.  RL3: With prompting and support, retell familiar stories, including key details.  RF.K.4-Read Emergent texts with purpose and understanding.  SHARED READING:  Thanksgiving Theme ☺ | CCGPS:  ELACCKKL2b: Recognize and name end punctuation.  ELACCKKL2c: Write a letter or letters for most consonants and short vowel sounds.  ELACCKKL2d: Spell simple words phonetically.  ELACCKRL1: With prompting and support, ask and answer questions about key details in a text.  RL3: With prompting and support, retell familiar stories, including key details.  RF.K.4-Read Emergent texts with purpose and understanding.  SHARED READING:  Thanksgiving Theme ☺ | CCGPS:  ELACCKKL2b: Recognize and name end punctuation.  ELACCKKL2c: Write a letter or letters for most consonants and short vowel sounds.  ELACCKKL2d: Spell simple words phonetically.  ELACCKRL1: With prompting and support, ask and answer questions about key details in a text.  RL3: With prompting and support, retell familiar stories, including key details.  RF.K.4-Read Emergent texts with purpose and understanding.  SHARED READING:  Thanksgiving Theme ☺ |
| **Writing** | CCGPS:  ELACCKW2: Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts in which they name what they are  writing about and supply some information about the topic.  SL.K.5 Add drawings or visual displays to descriptions as desired to provide additional detail.  **Thanksgiving Theme:**  SW write in journals the B/M/E of story and add a meaningful connection (illustration included). | CCGPS:  ELACCKW2: Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts in which they name what they are  writing about and supply some information about the topic.  SL.K.5 Add drawings or visual displays to descriptions as desired to provide additional detail.  **Thanksgiving Theme:**  SW write in journals the B/M/E of story and add a meaningful connection (illustration included). | CCGPS:  ELACCKW2: Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts in which they name what they are  writing about and supply some information about the topic.  SL.K.5 Add drawings or visual displays to descriptions as desired to provide additional detail.  **Thanksgiving Theme:**  SW write in journals the B/M/E of story and add a meaningful connection (illustration included). | CCGPS:  ELACCKW2: Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts in which they name what they are  writing about and supply some information about the topic.  SL.K.5 Add drawings or visual displays to descriptions as desired to provide additional detail.  **Thanksgiving Theme:**  SW write in journals the B/M/E of story and add a meaningful connection (illustration included). | CCGPS:  ELACCKW2: Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts in which they name what they are  writing about and supply some information about the topic.  SL.K.5 Add drawings or visual displays to descriptions as desired to provide additional detail.  **Thanksgiving Theme:**  SW write in journals the B/M/E of story and add a meaningful connection (illustration included). |
| **Math** | **MCCK.CC.3:** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20.  **MCCK.CC.4:** Understand the relationship between numbers and quantities; connect counting to cardinality.  **MCCK.CC.5:**  Count to answer how many questions about as many as 20 things arranged in a line, a rectangle array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.  **Activity:**  Number Talks with days in School (integrate <,>, = with place value/decomposing numbers and ten frames).  Go beyond 20 for on and advanced (use dice to create numerals). Write number equations. | **MCCK.CC.3:** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20.  **MCCK.CC.4:** Understand the relationship between numbers and quantities; connect counting to cardinality.  **MCCK.CC.5:**  Count to answer how many questions about as many as 20 things arranged in a line, a rectangle array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.  **Activity:**  Number Talks with days in School (integrate <,>, = with place value/decomposing numbers and ten frames).  Go beyond 20 for on and advanced (superhero villians vs. heroes value sticks to calculate quantity). Write number equations. | **MCCK.CC.3:** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20.  **MCCK.CC.4:** Understand the relationship between numbers and quantities; connect counting to cardinality.  **MCCK.CC.5:**  Count to answer how many questions about as many as 20 things arranged in a line, a rectangle array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.  **Activity:**  Number Talks with days in School (integrate <,>, = with place value/decomposing numbers and ten frames).  **K.CC.6b Greater Than Less**  **Assessment** | **MCCK.CC.3:** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20.  **MCCK.CC.4:** Understand the relationship between numbers and quantities; connect counting to cardinality.  **MCCK.CC.5:**  Count to answer how many questions about as many as 20 things arranged in a line, a rectangle array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.  **Activity:**  Number Talks with days in School (integrate <,>, = with place value/decomposing numbers and ten frames).  **K.CC.6b Greater Than Less**  **Assessment** | **MCCK.CC.3:** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20.  **MCCK.CC.4:** Understand the relationship between numbers and quantities; connect counting to cardinality.  **MCCK.CC.5:**  Count to answer how many questions about as many as 20 things arranged in a line, a rectangle array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.  **Activity:**  Number Talks with days in School (integrate <,>, = with place value/decomposing numbers and ten frames).  **K.CC.6b Greater Than Less**  **Assessment** |
| **Social Studies** | **SSKH1**: The student will identify the purpose of national holidays and describe the people or events celebrated.  Thanksgiving  Read/Listen to Thanksgiving Story  Activity: Create a “Thankful Turkey” | **SSKH1**: The student will identify the purpose of national holidays and describe the people or events celebrated.  Thanksgiving  Read/Listen to Thanksgiving Story  Activity: Hide Your Turkey Activity | **SSKH1**: The student will identify the purpose of national holidays and describe the people or events celebrated.  Thanksgiving  Read/Listen to Thanksgiving Story  Activity: Rhyming Turkey  (Nonsense Feathers) | **SSKH1**: The student will identify the purpose of national holidays and describe the people or events celebrated.  Thanksgiving  Read/Listen to Thanksgiving Story  Activity: Thanksgiving Now vs. Then Graphic Organizor | **SSKH1**: The student will identify the purpose of national holidays and describe the people or events celebrated.  Thanksgiving  Read/Listen to Thanksgiving Story  Activity: Ladybug Thanksgiving Challenge (Reading Relay) |
| **Other:** | CCGPS:  Activity:  **None** | CCGPS:  Activity:  **None** | CCGPS:  Activity:  **None** | CCGPS:  Activity:  **None** | CCGPS:  Activity:  **None** |