**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-ZConsonant Diagraph:Wh/Th/Ch/Sh ReviewRhyming, 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 arewriting 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 arewriting 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 arewriting 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 arewriting 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 arewriting 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.ThanksgivingRead/Listen to Thanksgiving StoryActivity: Create a “Thankful Turkey” | **SSKH1**: The student will identify the purpose of national holidays and describe the people or events celebrated.ThanksgivingRead/Listen to Thanksgiving StoryActivity: Hide Your Turkey Activity | **SSKH1**: The student will identify the purpose of national holidays and describe the people or events celebrated.ThanksgivingRead/Listen to Thanksgiving StoryActivity: Rhyming Turkey (Nonsense Feathers) | **SSKH1**: The student will identify the purpose of national holidays and describe the people or events celebrated.ThanksgivingRead/Listen to Thanksgiving StoryActivity: Thanksgiving Now vs. Then Graphic Organizor | **SSKH1**: The student will identify the purpose of national holidays and describe the people or events celebrated.ThanksgivingRead/Listen to Thanksgiving StoryActivity: Ladybug Thanksgiving Challenge (Reading Relay) |
| **Other:** | CCGPS:Activity:**None** | CCGPS:Activity:**None** | CCGPS:Activity:**None** | CCGPS:Activity:**None** | CCGPS:Activity:**None** |