**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 Blend:BLNOUNS and VERBS**Continue** Long and 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. Recognize and name all upper- and lowercase letters of the alphabet.Focus Letters: Review all letters A-ZConsonant Blend:BLNOUNS and VERBS**Continue** Long and 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. Recognize and name all upper- and lowercase letters of the alphabet.Focus Letters: Review all letters A-ZConsonant Blend:BLNOUNS and VERBS**Continue** Long and 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. Recognize and name all upper- and lowercase letters of the alphabet.Focus Letters: Review all letters A-ZConsonant Blend:BLNOUNS and VERBS**Continue** Long and 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. Recognize and name all upper- and lowercase letters of the alphabet.Focus Letters: Review all letters A-ZConsonant Blend:BLNOUNS and VERBS**Continue** Long and Short vowels in CVC pattern. |
| **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:HOLIDAY 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:HOLIDAY 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:HOLIDAY 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:HOLIDAY 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:HOLIDAY 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. **SW complete response to literature to story read aloud.** **Introduce: B/M/E of story.**  | CCGPS: ELACCKW2Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.SL.K.5 Add drawings or visual displays to descriptions as desired to provide additional detail. **SW complete response to literature to story read aloud.** **Review: B/M/E of story.** | CCGPS: ELACCKW2Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.SL.K.5 Add drawings or visual displays to descriptions as desired to provide additional detail. **SW complete response to literature to story read aloud.** **Review: B/M/E of story.** | CCGPS: ELACCKW2Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.SL.K.5 Add drawings or visual displays to descriptions as desired to provide additional detail. **SW complete response to literature to story read aloud.** **Review: B/M/E of story.** | CCGPS: ELACCKW2Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.SL.K.5 Add drawings or visual displays to descriptions as desired to provide additional detail. **SW complete response to literature to story read aloud.** **Review: B/M/E of story.** |
| **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 (Show me the Numeral)  ACTIVITY:Nearby Numbers Materials: Nearby Numbers gameboard and cards 1. Shuffle the cards and place them face down in a stack.2. Work with a partner. Take turns to turn over a card and place  it on the gameboard in the correct counting sequence.3. Use a sentence frame to explain your thinking.4. Keep taking turns until all the spaces on the gameboard are filled | **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 (Show me the Numeral)ACTIVITY: ROLL BEFORE AND AFTER GAME1.Roll 2 dice.2. Write the number in the star. 3.Write the 5 numbers that come before.4.Write the 5 numbers that come after. | **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 (Show me the Numeral)ACTIVITYBEFORE and AFTER BUGS1.Read the numbers out loud2.Write the numbers that come before and after | **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 (Show me the Numeral)ACTIVITYBEFORE and AFTER OwlsMatch up the wings to the owls by finding the number before and after what follows on the owls belly. | **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 (Show me the Numeral)ACTIVITYMissing Number Grids Materials: laminated missing number grids, dry erase markers 1. Choose a missing number grid.2. Fill in the missing numbers.3. When you have filled in all the empty spaces point to each number and count from the beginning to the end of the number grid.4. Ask a partner to check your work |
| **Science** | SKE1. Students will describe time patterns (such as day to night and night to day) and objects (such as sun, moon, stars) in the day and night sky. a. Describe changes that occur in the sky during the day, as day turns into night, during the night, and as night turns into day. b. Classify objects according to those seen in the day sky and those seen in the night sky. c. Recognize that the Sun supplies heat and light to Earth. | SKE1. Students will describe time patterns (such as day to night and night to day) and objects (such as sun, moon, stars) in the day and night sky. a. Describe changes that occur in the sky during the day, as day turns into night, during the night, and as night turns into day. b. Classify objects according to those seen in the day sky and those seen in the night sky. c. Recognize that the Sun supplies heat and light to Earth. | SKE1. Students will describe time patterns (such as day to night and night to day) and objects (such as sun, moon, stars) in the day and night sky. a. Describe changes that occur in the sky during the day, as day turns into night, during the night, and as night turns into day. b. Classify objects according to those seen in the day sky and those seen in the night sky. c. Recognize that the Sun supplies heat and light to Earth. | SKE1. Students will describe time patterns (such as day to night and night to day) and objects (such as sun, moon, stars) in the day and night sky. a. Describe changes that occur in the sky during the day, as day turns into night, during the night, and as night turns into day. b. Classify objects according to those seen in the day sky and those seen in the night sky. c. Recognize that the Sun supplies heat and light to Earth. | SKE1. Students will describe time patterns (such as day to night and night to day) and objects (such as sun, moon, stars) in the day and night sky. a. Describe changes that occur in the sky during the day, as day turns into night, during the night, and as night turns into day. b. Classify objects according to those seen in the day sky and those seen in the night sky. c. Recognize that the Sun supplies heat and light to Earth. |
| **Other:** | CCGPS:Activity:**None** | CCGPS:Activity:**None** | CCGPS:Activity:**None** | CCGPS:Activity:**None** | CCGPS:Activity:**None** |