

Week of: 8/15/22

ELA

Foundations

	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson/Truths Taught	<ol style="list-style-type: none">1. Letter-sound association for t, b, and f2. Letter formation for t, b, and f	<ol style="list-style-type: none">1. Letter-sound association for n and m2. Letter formation for m and n	<ol style="list-style-type: none">1. Letter-sound association for i and u2. Letter formation for i and u	<ol style="list-style-type: none">1. Letter-sound association for c and o2. Letter formation for c and o	<ol style="list-style-type: none">1. Letter-sound association for t, b, f, m, n, i, u, c, and o.
Questions Asked/ Method	<ol style="list-style-type: none">1. Letter-Keyword-Sound2. Sky Write/Letter Formation3. Echo/Letter Formation4. Student Notebook	<ol style="list-style-type: none">1. Letter-Keyword-Sound2. Sky Write/Letter Formation3. Echo/Letter Formation4. Student Notebook	<ol style="list-style-type: none">1. Letter-Keyword-Sound2. Sky Write/Letter Formation3. Echo/Letter Formation4. Student Notebook	<ol style="list-style-type: none">1. Letter-Keyword-Sound2. Sky Write/Letter Formation3. Echo/Letter Formation4. Student Notebook	<ol style="list-style-type: none">1. Drill Sounds/Warm-Up2. Make It Fun!3. Alphabetical Order4. Echo/Find Letters
Teacher Materials	<ol style="list-style-type: none">1. Echo2. Large Sound Cards3. Standard Sound Cards4. Letter Formation Guide5. Large Letter Formation Grid	<ol style="list-style-type: none">1. Echo2. Large Sound Cards3. Standard Sound Cards4. Letter Formation Guide5. Large Letter Formation Grid	<ol style="list-style-type: none">1. Echo2. Large Sound Cards3. Standard Sound Cards4. Vowel Extension Poster5. Letter Formation Guide	<ol style="list-style-type: none">1. Echo2. Large Sound Cards3. Standard Sound Cards4. Vowel Extension Poster5. Letter Formation Guide	<ol style="list-style-type: none">1. Echo2. Large Sound Cards3. Standard Sound Cards4. Vowel Extension Poster5. Letter Formation Guide

	6. Student Notebook	6. Student Notebook	6. Large Letter Formation Grid 7. Student Notebook	6. Large Letter Formation Grid 7. Student Notebook	6. Large Letter Formation Grid 7. Student Notebook
Student Materials	1. Student Notebook 2. Dry Erase Writing Tablet	1. Student Notebook 2. Dry Erase Writing Tablet	1. Student Notebook 2. Dry Erase Writing Tablet	1. Student Notebook 2. Dry Erase Writing Tablet	1. Student Notebook 2. Letter Board 3. Dry Erase Writing Tablet
Assessment	Observation	Observation	Observation	Observation	Observation
Homework/Notes	Practice letter formation for t, b, and f	Practice letter formation for m and n	Practice letter formation for i and u	Practice letter formation for c and o	No Homework

Math

	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson/Truths Taught	Review the importance of one-to-one correspondence when counting	1. Count groups of objects from 1-10 2. Read numerals and number words to 10 3. Represent numbers to 10 on a ten-frame	1. Understand the concept of 0 as a set with 0 objects in it 2. Count back from 10 to 0.	1. Understand the sequence of numbers from 0-10 2. Order numbers to 10 from least to greatest and greatest to least	1. Compare numbers to 10

Questions Asked/ Method	Start with read-aloud Count the Classroom activity	Is there any way to organize the counters so that they are easy to count? What do you notice about the patterns of filling the ten frame?	What number can we use to show there are no counters on the plate?	What do you notice about the way the numbers are organized?	Fewer and more
Teacher Materials	Dimensions Math Teacher's Guide 1A	Dimensions Math Teacher's Guide 1A	Dimensions Math Teacher's Guide 1A	Dimensions Math Teacher's Guide 1A	Dimensions Math Teacher's Guide 1A
Student Materials	Dimensions Math student book pencils paper	Dimensions Math student book 10 Counters per student 10 frame	Dimensions Math student book Counters	Dimensions Math student book Linking cubes Blank ten frame cards	Dimensions Math student book Two-color counters, 20 per student
Assessment		Magic Thumb	Knock number	Matching and What's Missing?	More face off and fewer face off
Homework/ Notes					

Religion

	Monday	Tuesday	Wednesday	Thursday (MASS)	Friday (Catch-up day)
TEKS					

Lesson/Truths Taught	<ol style="list-style-type: none"> 1. The mystery of the Holy Trinity is that God is three Persons in one God. 	<ol style="list-style-type: none"> 1. God has revealed to us that He is a Trinity. 2. The Sign of the Cross and the Glory Be are the Catholic prayers that invoke the Holy Trinity. 	<ol style="list-style-type: none"> 1. The three Persons of the Trinity are God the Father, God the Son, and God the Holy Spirit. 2. The Sign of the Cross and the Glory Be are the Catholic prayers that invoke the Holy Trinity. 		
Questions Asked/ Method	<ol style="list-style-type: none"> 1. Lead with prayer. 2. Project the image of <i>Holy Trinity</i> and give students time to view it quietly. 3. Ask: What do you notice first? What do you like about it? How does it make you feel? Who is shown in the painting? Who is who? Why do you think the artist chose to paint them the way they did? What are the Father and Son standing on? 	<ol style="list-style-type: none"> 1. Lead with prayer. 2. Walk students through the steps of the Sign of the Cross 3. God is a Trinity on page 10 of the student book and God is a Trinity word search on page 11. 	<ol style="list-style-type: none"> 1. Lead with prayer. 2. Explain the “Glory Be” prayer 3. Project words of the prayer on the board and teach them to the students. 4. Ask students: What does it mean that God is a Trinity? Who are the Persons of the Holy Trinity? Who are we giving glory to in the prayer? 5. Exploring the Trinity on page 13 of <i>Spirit of Truth</i> student books 		
Teacher Materials	<ol style="list-style-type: none"> 1. Elmo 2. <i>Holy Trinity</i> painting 	<ol style="list-style-type: none"> 1. <i>Spirit of Truth</i> teacher guide 	<ol style="list-style-type: none"> 1. Elmo 2. <i>Glory Be</i> prayer 		

	3. <i>Spirit of Truth</i> teacher guide 4. Bible		3. <i>Spirit of Truth</i> teacher guide		
Student Materials	1. The Shamrock on page 9 of <i>Spirit of Truth</i> student books 2. Markers 3. Crayons	1. God is a Trinity on page 10 and God is a Trinity word search on page 11 of <i>Spirit of Truth</i> student books 2. Crayons for circling words in different colors	1. Exploring the Trinity on page 13 of <i>Spirit of Truth</i> student books 2. Crayons 3. Pencils		
Assessment	1. Read aloud Mark 1:9-11 and John 16:12-15 and ask students what in each story referred to the Father, Son, and Holy Spirit.	1. Have students stand and make the Sign of the Cross. Pause at each motion and ask: What does God the Father do? Who is God the Son? What does the Holy Spirit do?	Have students color the diagram of the Trinity and write a brief response in their own words telling what they know about the Trinity. Have students pray the Glory Be.		
Homework/ Notes	No homework	No homework	No homework	No homework	No homework

History

Story of Civilization

	Monday (no class)	Tuesday	Wednesday (no class)	Thursday (no class)	Friday
Lesson/Truths Taught	The start of Greek civilization				
Questions Asked/ Method	What is history? How do you see time?				
Teacher Materials	Story of Civilization teacher guide				
Student Materials	Paper Crayons				
Assessment	Student life timelines				
Homework/ Notes					

Science

	Monday	Tuesday (no class)	Wednesday	Thursday (no class)	Friday
Lesson/Truths Taught	Habitats and Animal Behavior				
Questions Asked/ Method	Have students choose a habitat. Ask: What does the habitat look like? How much rain does it get? What is the average temperature in the habitat? What kinds of foods do carnivores eat? Herbivores? Omnivores?				
Teacher Materials	Kingfisher First Encyclopedia for Animals Biology for the Grammar Stage Teacher Guide				
Student Materials	Biology for the Grammar Stage student book Construction paper Glue Markers				
Assessment	Animals Unit Week 1 Quiz				
Homework/ Notes					

