



Monday 10/10/2022	Tuesday 10/11/2022	Wednesday 10/12/2022	Thursday 10/13/2022	Friday 10/14/2022								
<p>Important Reminders 7:45am - 8:00am</p> <p>iReady Math 8:00am - 9:10am</p> <p>Making Bar Graphs and Picture Graphs</p> <p>Students solve a problem that requires organizing data and graphing it with a picture graph or a bar graph. Students model the data set either on paper or with manipulatives and then make a graph to summarize the data. The purpose of this problem is to have students develop a strategy for organizing and graphing data.</p> <p>Materials: Student set of counters, 10-Frames Activity Sheet</p> <p>Standards 2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph.</p>	<p>Important Reminders 7:45am - 8:00am</p> <p>iReady Math 8:00am - 9:10am</p> <p>Drawing and Using Graphs</p> <p>Students solve put-together, take-apart, and compare problems using data represented in picture graphs and bar graphs. They may first discuss their answers with a partner and then work independently or in small groups to consolidate their learning.</p> <p>Materials: none</p> <p>Standards 2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph. 2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and</p>	<p>Important Reminders 7:45am - 8:00am</p> <p>iReady Math 8:00am - 9:10am</p> <p>Drawing and Using Bar Graphs and Picture Graphs</p> <p>Students gain fluency with solving put-together, take-apart, and compare problems using data presented on picture graphs and bar graphs.</p> <p>Materials: none</p> <p>Standards 2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph. 2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a</p>	<p>Important Reminders 7:45am - 8:00am</p> <p>iReady Math 8:00am - 9:10am</p> <p>Assessments Lesson 4 Assessment</p> <p>Word Study 10:10am - 10:40am Day 4 Predictable Vowel Teams igh and oa</p> <p>We will study Predictable Vowel Teams igh and oa. We will learn a new syllable type. This syllable type is called vowel teams. A vowel team has 2 or more letters side by side that are pronounced as 1 vowel sound. We will continue to review Open, Closed and VCe Syllable Patterns.</p> <table border="0"> <tr> <td>night</td> <td>might</td> </tr> <tr> <td></td> <td>light</td> </tr> <tr> <td>boat</td> <td>coat</td> </tr> <tr> <td></td> <td>oat</td> </tr> </table> <p>CKLA Writing/ Grammar 11:20am - 11:50am Verbs</p> <p>CKLA Reading 1:25pm - 3:00pm CKLA Lesson 5: Theseus and the Minotaur -Determine the meaning of words such as defeated in connection with their use in "Theseus and the Minotaur"</p>	night	might		light	boat	coat		oat	<p>Important Reminders 7:45am - 8:00am</p> <p>PBIS Celebration Trip</p> <p>iReady Math 8:00am - 9:10am</p> <p>Solving Two-Step Word Problems</p> <p>Student draw on addition strategies for solving one-step word problems to solve a two-step word problem involving addition. They share models to explore various solution strategies. They will look ahead to using addition and subtraction equations to solve a two-step problem.</p> <p>Materials: 15 counters per student</p> <p>Standards 2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to</p>
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2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

Word Study 10:10am - 10:40am

CFA

Day 1 Predictable Vowel Teams igh and oa

We will study Predictable Vowel Teams igh and oa. We will learn a new syllable type. This syllable type is called vowel teams. A vowel team has 2 or more letters side by side that are pronounced as 1 vowel sound. We will continue to review Open, Closed and VCe Syllable Patterns.

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CKLA Writing/ Grammar 11:20am - 11:50am

Verbs

comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

Word Study 10:10am - 10:40am

Day 2 Predictable Vowel Teams igh and oa

We will study Predictable Vowel Teams igh and oa. We will learn a new syllable type. This syllable type is called vowel teams. A vowel team has 2 or more letters side by side that are pronounced as 1 vowel sound. We will continue to review Open, Closed and VCe Syllable Patterns.

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CKLA Writing/ Grammar 11:20am - 11:50am

Verbs

CKLA Reading 1:25pm - 3:00pm

CKLA Lesson 3: Demeter and Persephone

-Recount information from "Demeter and Persephone," a Greek myth, and determine the central message of the myth
-Describe how

symbol for the unknown number to represent the problem.

Word Study 10:10am - 10:40am

Day 3 Predictable Vowel Teams igh and oa

We will study Predictable Vowel Teams igh and oa. We will learn a new syllable type. This syllable type is called vowel teams. A vowel team has 2 or more letters side by side that are pronounced as 1 vowel sound. We will continue to review Open, Closed and VCe Syllable Patterns.

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CKLA Writing/ Grammar 11:20am - 11:50am

Verbs

CKLA Reading 1:25pm - 3:00pm

CKLA Lesson 4: Arachne the Weaver

-Recount information from "Arachne the Weaver," a Greek myth, and determine the central message of the myth
-Describe how Arachne and Athena respond to challenges in "Arachne the Weaver"
-Describe the characters and plot of

-Recount information from "Theseus and the Minotaur," a Greek myth, and determine the central message of the myth

-Describe how Theseus, King Minos, Princess Ariadne, and King Aegeus respond to challenges in "Theseus and the Minotaur"

-Prior to listening to "Theseus and the Minotaur," review information about Greek gods and goddesses and myths

-Sequence the events described in "Theseus and the Minotaur"

-Ask and answer who questions orally to gather information or deepen

understanding of the information contained in "Theseus and the Minotaur"

Word Work:

Unraveling

CKLA Writing:

-With assistance, categorize and organize facts and information from "Theseus and the Minotaur" in a Greek Myths Chart
Application: Complete the application as written, but do not complete the Sequencing Story Events.

Greek Myths

Journal: Tell students to turn to page 6 in their journal. Read the

represent the problem.

Word Study 10:10am - 10:40am

Day 5 Predictable Vowel Teams igh and oa

We will study Predictable Vowel Teams igh and oa. We will learn a new syllable type. This syllable type is called vowel teams. A vowel team has 2 or more letters side by side that are pronounced as 1 vowel sound. We will continue to review Open, Closed and VCe Syllable Patterns.

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CKLA Writing/ Grammar 11:20am - 11:50am

Verbs

CKLA Reading 1:25pm - 3:00pm

CKLA Lesson 6: Daedalus and Icarus

-Recount information from "Daedalus and Icarus," a Greek myth, and determine the central message of the myth
-Describe how Daedalus and Icarus respond to challenges in "Daedalus and Icarus"
-Identify how King Minos feels when he discovers Theseus



CKLA Reading
1:25pm - 3:00pm

**CKLA Lesson 2:
Prometheus and
Pandora**

-Recount information from "Prometheus and Pandora," a Greek myth, and determine the central meaning of the myth
-Describe how Prometheus, Epimetheus, and Pandora respond to challenges in "Prometheus and Pandora"
-Identify how Pandora feels when all of the terrible things burst out of the box
-Prior to listening to "Prometheus and Pandora," review information about Greek gods and goddesses
-Sequence the events described in "Prometheus and Pandora"
-Add drawings to descriptions of the myth "Prometheus and Pandora" to clarify ideas, thoughts, and feelings
-Word Work: Amusing
-Use the adjective amusing appropriately in oral language
CKLA Writing:
-Write a journal entry about one of the characters described in "Prometheus and Pandora"
Ask students to turn to page 2 in their

Persephone, Demeter, Hades, and Zeus respond to challenges in "Demeter and Persephone"
-Describe the characters and plot of "Demeter and Persephone," including how the beginning introduces the story
-Identify how Demeter feels when she realizes Persephone is missing
-Prior to listening to "Demeter and Persephone," review information about Greek gods and goddesses and myths
-Add drawings to descriptions of the myth "Demeter and Persephone" to clarify ideas, thoughts, and feelings
Word Work: Retrieve Multiple Meaning Word
Activity: Pine
CKLA Writing:
-Write a journal entry about one of the characters described in "Demeter and Persephone"
Add a review of simple sentences using the anchor chart created yesterday.
[Greek Myths Journal:](#)
Tell students to turn to page 4 in their Greek Myths Journal. Refer to the table at the top. Tell

"Arachne the Weaver," including how the ending concludes the action
-Interpret information pertaining to Greece from a world map or globe and connect it to information learned in various Greek myths
-Prior to listening to "Arachne the Weaver," review information about Greek gods and goddesses and myths
-Add drawings to descriptions of the myth "Arachne the Weaver" to clarify ideas, thoughts, and feelings between the word features and its use
-Word Work: Flattered
-Identify real-life connections
CKLA Writing:
Application: Complete the vocabulary instruction, but we will complete the Spin the Story at a later time.

Add mini- lesson on [compound subjects and predicates](#).

[Greek Myths Journal](#)

Tell students to turn to page 5 in their journal. Read the two sentences. Ask students how to combine the two sentences. Have students write the combined sentences on the lines.

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escaped from the Labyrinth
-Prior to listening to "Daedalus and Icarus," review information about Greek gods and goddesses and myths
-Recount a personal experience involving "cold feet" with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences
-Add drawings to descriptions of the myth "Daedalus and Icarus" to clarify ideas, thoughts, and feelings
-Use adjectives correctly in oral language
Word Work: Proof Sayings and Phrases: Cold Feet
CKLA Writing:
-Write a journal entry about the events described in "Daedalus and Icarus"
The adjective lesson will be a review. Before students write their summary, remind them to use the [temporal words anchor chart](#) created in the first domain.



Greek Myths Journal. Have students place a number in each box to sequence the story. After students complete Sequencing the Read Aloud, use the pictures to model how to write a retelling of the story. Remind students of what should be included in a retelling (characters, setting, problem, events, conclusion). Use temporal words to show when each part of the story occurred. As you use temporal words, ask students to place the temporal words in the lines below the pictures. Think aloud as you write, modeling how you attempt spelling words by using known spelling patterns, use the knowledge wall to spell names and vocabulary words, and use correct capitalization and punctuation. Allow students to contribute to the story.

Add mini-lesson on [Subject/Predicate](#).

[Greek Myths Journal](#): Tell students to turn to page 3 in their Greek Myths Journal. Refer to the table at the top. Tell students there are subjects (the who) in the first column and predicates (the action) part in the second column. Tell

students there are subjects (the who) in the first column and predicates (the action) part in the second column. Tell students they are going to connect the subject to the correct predicate and write it on the line. (Just like they did yesterday.) Read the subjects and predicates in the order on the page. After the teacher reads each subject and options of predicates, the student will work independently to write complete sentences. Remind students to begin their sentences with capital letters and end with punctuation. This is a graded assignment, so other than reading the subjects and predicates aloud, encourage students to work independently.



students they are going to connect the subject to the correct predicate and write it on the line.

Complete the first one with students.

Read the first subject and then all the options of

predicates. Show students how to write the subject and then the predicate that tells what the subject does. Read the next subject and then all the predicates left.

Ask students to write the subject and matching predicate as a complete

sentence. Continue this same process with the rest of the subjects/predicates.

Remind students to start sentences with a capital letter and end with punctuation.