



Monday 11/07/2022	Tuesday 11/08/2022	Wednesday 11/09/2022	Thursday 11/10/2022	Friday 11/11/2022
<p>Important Reminders 7:45am - 8:00am</p>	<p>Important Reminders 7:45am - 8:00am</p>	<p>Important Reminders 7:45am - 8:00am</p>	<p>Important Reminders 7:45am - 8:00am</p>	<p>Important Reminders 7:45am - 8:00am</p>
<p>iReady Math 8:00am - 9:10am</p>	<p>iReady Math 8:00am - 9:10am</p>	<p>iReady Math 8:00am - 9:10am</p>	<p>iReady Math 8:00am - 9:10am</p>	<p>iReady Math 8:00am - 9:10am</p>
<p>Math Fluency and Addition Facts to 20 Review</p>	<p>Math Unit 1 Review</p>	<p>Assessments Math Unit 1 Assessment</p>	<p>Explore Adding Two-Digit Numbers</p>	<p>Different Ways to Show Addition</p>
<p>Word Study 10:10am - 10:40am</p>	<p>Word Study 10:10am - 10:40am</p>	<p>Word Study 10:10am - 10:40am</p>	<p>Word Study 10:10am - 10:40am</p>	<p>Word Study 10:10am - 10:40am</p>
<p>Day 1 Predictable Vowel Teams au and aw</p>	<p>Day 2 Predictable Vowel Teams au and aw</p>	<p>Day 3 Predictable Vowel Teams au and aw</p>	<p>Students draw on their knowledge of place value and adding one-digit numbers to add two-digit numbers. They examine a model of two-digit numbers and explore strategies to add those numbers. They look ahead to adding two-digit numbers using base-ten blocks, going to the next teen, and adding tens and then ones.</p>	<p>Students break apart addends to solve an addition problem involving regrouping. The purpose of this problem is to have students use their knowledge of place value to develop strategies for adding.</p>
<p>We will study Predictable Vowel Teams ai, ay, oi, and oy. We will continue to study vowel team syllable pattern words. 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> <p>sauce saw flaw jaw fraud launch</p>	<p>We will study Predictable Vowel Teams ai, ay, oi, and oy. We will continue to study vowel team syllable pattern words. A vowel team side by side that are pronounced as 1 vowel sound. We will continue to review Open, Closed and VCe Syllable Patterns.</p> <p>sauce saw flaw jaw fraud launch</p>	<p>We will study Predictable Vowel Teams ai, ay, oi, and oy. We will continue to study vowel team syllable pattern words. A vowel team side by side that are pronounced as 1 vowel sound. We will continue to review Open, Closed and VCe Syllable Patterns.</p> <p>sauce saw flaw jaw fraud launch</p>	<p>Materials: base-ten blocks (<i>per student:</i> 9 tens rods, 9 ones units)</p>	<p>Materials: none</p>
<p>Standards</p> <p>2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>2.RF.3b Know spelling-sound correspondences for additional common vowel teams.</p> <p>2.RF.3c Decode regularly spelled two-syllable words with long vowels.</p>	<p>Standards</p> <p>2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>2.RF.3b Know spelling-sound correspondences for additional common vowel teams.</p> <p>2.RF.3c Decode regularly spelled two-syllable words with long vowels.</p>	<p>Standards</p> <p>2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>2.RF.3b Know spelling-sound correspondences for additional common vowel teams.</p> <p>2.RF.3c Decode regularly spelled two-syllable words with long vowels.</p>	<p>Standards</p> <p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.</p>	<p>Standards</p> <p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.</p> <p>Word Study 10:10am - 10:40am</p> <p>Day 5 Predictable Vowel Teams au and aw</p> <p>We will study Predictable Vowel Teams ai, ay, oi, and</p>



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

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11:50am
Irregular Verbs

CKLA Reading
1:25pm - 3:00pm
**Domain 5 Pausing
Point**

CKLA Reading
1:25pm - 3:00pm
**Domain 5 Pausing
Point**

CKLA Reading
1:25pm - 3:00pm
**Lesson 5 The
Attack
on Washington, D.C.**
-Identify the main
topic of the read-
aloud “The Attack on
Washington, D.C.”
-Describe the
connection between
a series of historical
events such as the
attack on Washington,
D.C., and the War of
1812
-Sequence a series
of events about the
British attack
on Washington, D.C.
using the words first,
next, then, and last
-Prior to listening to
“The Attack on
Washington,
D.C.” identify what
they know and have
learned about the
War of 1812
-Interpret information
presented, and then
ask a question
beginning with the
word what to clarify
information in “The
Attack on
Washington, D.C.”
-Add drawings to an
informational piece
about Dolley Madison
to clarify ideas,
thoughts, and
feelings
Word Work: Quench
-Write simple
sentences about
Dolley Madison

value and the
properties of
operations.

**Word Study 10:10am
- 10:40am**

**Day 4 Predictable
Vowel Teams au
and aw**

We will study
Predictable Vowel
Teams ai, ay, oi, and
oy. We will continue
to study vowel team
syllable pattern
words. 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.
sauce saw
flaw
jaw fraud
launch

Standards
2.RF.3 Know and
apply grade-level
phonics and word
analysis skills in
decoding words.
2.RF.3b Know
spelling-sound
correspondences for
additional common
vowel teams.
2.RF.3c Decode
regularly spelled two-
syllable words with
long vowels.

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

CKLA Reading
1:25pm - 3:00pm
**CKLA Lesson
6: Broad Stripes**

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to study vowel team
syllable pattern
words. A vowel team
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side by side that are
pronounced as 1
vowel sound. We will
continue to review
Open, Closed and
VCe Syllable
Patterns.
sauce saw
flaw
jaw fraud
launch

Assessment
Standards
2.RF.3b Know
spelling-sound
correspondences for
additional common
vowel teams.
2.RF.3c Decode
regularly spelled two-
syllable words with
long vowels.
2.RF.3 Know and
apply grade-level
phonics and word
analysis skills in
decoding words.

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

CKLA Reading
1:25pm - 3:00pm
**CKLA Lesson 7:
The Battle After the
War**
-Describe the
connection between
a series of historical
events such as the
Battle of New Orleans
and the War of 1812.
-Compare and
contrast the
information about the
Battle of New Orleans



-Explain the origin of “The Star-Spangled Banner”

-Describe the connection Describe the connection between a series of historical events such as the Battle of Fort McHenry and “The Star-Spangled Banner”

-Prior to listening to “Broad Stripes and Bright Stars,” identify what they know and identify what they know and have learned about the attack on Washington, D.C.

-Add drawings to an informational piece about Francis Scott Key to clarify ideas, thoughts, and feelings

Sing or say “The Star-Spangled Banner”

-Word Work: Inspired

-Write simple sentences about Francis Scott Key

presented in “The Battle After the War” and “The Battle of New Orleans” song.

-Evaluate the appropriateness of the title “The Battle After the War” based on information presented in the read-aloud.

-Prior to listening to “The Battle After the War,” identify what they know and have learned about the Battle of Baltimore.

-Explain why the War of 1812 is sometimes referred to as “America’s second war for independence”.

-Recount a personal experience with appropriate facts and relevant, descriptive details about an example of “where there’s a will there’s away”.

-Word Work: Astonished

-Sayings and Phrases: Where There’s a Will There’s a Way