



Monday 12/05/2022	Tuesday 12/06/2022	Wednesday 12/07/2022	Thursday 12/08/2022	Friday 12/09/2022
<p>Important Reminders 7:45am - 8:00am</p> <p>Word Study 8:25am - 9:10am Student Friendly Objectives Day 1 Unpredictable Vowel Team -ow</p> <p>We will study unpredictable vowel team ow. A vowel team has 2 or more letters side by side that are pronounced as 1 vowel sound. Some vowel teams can be pronounced 2 different ways such as ow (long o or /ou/). snow grow growl crowd</p>	<p>Important Reminders 7:45am - 8:00am</p> <p>Word Study 8:25am - 9:10am Student Friendly Objectives Day 2 Unpredictable Vowel Team -ow</p> <p>We will study unpredictable vowel team ow. A vowel team has 2 or more letters side by side that are pronounced as 1 vowel sound. Some vowel teams can be pronounced 2 different ways such as ow (long o or /ou/). snow grow growl crowd</p>	<p>Important Reminders 7:45am - 8:00am</p> <p>Word Study 8:25am - 9:10am Student Friendly Objectives Day 3 Unpredictable Vowel Team -ow</p> <p>We will study unpredictable vowel team ow. A vowel team has 2 or more letters side by side that are pronounced as 1 vowel sound. Some vowel teams can be pronounced 2 different ways such as ow (long o or /ou/). snow grow growl crowd</p>	<p>Important Reminders 7:45am - 8:00am</p> <p>Word Study 8:25am - 9:10am Student Friendly Objectives Day 4 Unpredictable Vowel Team -ow</p> <p>We will study unpredictable vowel team ow. A vowel team has 2 or more letters side by side that are pronounced as 1 vowel sound. Some vowel teams can be pronounced 2 different ways such as ow (long o or /ou/). snow grow growl crowd</p>	<p>Important Reminders 7:45am - 8:00am</p> <p>Word Study 8:25am - 9:10am Student Friendly Objectives Day 5 Unpredictable Vowel Team -ow</p> <p>We will study unpredictable vowel team ow. A vowel team has 2 or more letters side by side that are pronounced as 1 vowel sound. Some vowel teams can be pronounced 2 different ways such as ow (long o or /ou/). snow grow growl crowd</p>
<p>CKLA Reading 9:45am - 10:40am</p> <p>Pausing Point Model how to write an informational paragraph: Tell students today the class will work together to write a paragraph about the life cycle of a tree. Tell students that a paragraph is a group of sentences about the same topic. Tell students that a paragraph that tells about something that is true is called an informational paragraph. Create or display the informational writing graphic organizer.</p>	<p>CKLA Reading 9:45am - 10:40am</p> <p>CKLA Lesson 6 Which Came First, The Chicken or the Egg? -Explain the life cycle of a chicken -Prior to listening to "Which Came First, the Chicken or the Egg?", review information about the life cycle of trees and why they are important to life on Earth -Describe the parts of an egg and the functions of each -Build on the comments of others about the written summary of the life cycle of a chicken</p>	<p>CKLA Reading 9:45am - 10:40am</p> <p>CKLA Lesson 7 The Life Cycle of a Frog -Explain the process of metamorphosis in the life cycle of a frog -Explain the connection between tadpoles and the cycles of the seasons -Prior to listening to "The Life Cycle of a Frog," identify orally what they know and have learned about the life cycles of plants, trees, and chickens -Ask and answer what questions orally to gather information or deepen understanding of the</p>	<p>CKLA Reading 9:45am - 10:40am</p> <p>CKLA Lesson 8: The Life Cycle of a Butterfly -Compare and contrast the life cycle of a chicken to the life cycle of a frog -Sequence four to six pictures illustrating the life cycle of a butterfly -Prior to listening to "The Life Cycle of a Butterfly," identify orally what they know and have learned about cycles in nature -Sequence the life cycles of chickens and frogs -Describe the life cycle of a butterfly</p>	<p>CKLA Reading 9:45am - 10:40am</p> <p>CKLA Lesson 9: The Water Cycle -Describe the water cycle -Describe images of clouds and use them to clarify what is described in the text -Explain the importance of precipitation -Prior to listening to "The Water Cycle," orally identify information they know about water -Rehearse and perform "A Water Cycle Song" -Word Work: Precipitation</p>



Tell students the first part of the informational paragraph is an introductory sentence. It tells the reader what you're writing about. Ask students to help generate an introductory sentence. Ask students what would be a good introductory sentence for a paragraph about the life cycle of a tree. Have students turn knee to knee and discuss. Write an agreed upon sentence (for example, A tree goes through many stages before it is a tree.)

Tell students now you need to write facts (or details) about the life cycle of a tree. Tell students that although there is one box for each fact or detail, it may take more than one sentence to write about that fact or detail. *In this lesson, you are going to encourage students to elaborate on each detail.

Display this passage on the overhead. Ask students to follow along as you read and listen for important facts about the life cycle of a tree. Ask students to follow along as you read about a tree when it is young (first paragraph).

Word Work:
Replenished
CKLA Writing:
Write simple sentences about the life cycle of a chicken from egg to egg

iReady Math 1:25pm
- 2:25pm

Using Addition and Subtraction Strategies with Two-Digit Numbers

Students draw on strategies for adding two-digit numbers to solve an addition problem with two unknown addends. They explore and share solution strategies for finding pairs of addends with a sum of 35. They look ahead to using place-value understanding with strategies of drawing pictures and writing equations to solve two-digit addition problems.

Materials: 24 Connecting Cubes (per student)

Standards

2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of

information contained in "TheLife Cycle of a Frog"
-Use knowledge of the meaning of individual words to predict the meanings of compound words such as frogspawn
-Word Work: Burrow
CKLA Writing:
-Write an informational paragraph explaining the stages of the life cycle of a frog
Instead of students writing an informational paragraph in this lesson (they will do this in the domain assessment), students will write a sentence summarizing the life cycle of a frog. Complete the following activity in pairs or small groups. Give each pair/group the following phrases. You can either cut them out or have a student from each pair/group cut them out. (You can also write the phrases on sentence strips, if you prefer.) Ask students to arrange the phrases to create a summary sentence about the read aloud. You may choose to make it a contest and see which group can finish first. After students finish, ask students to write the sentence adding capitalization and punctuation. (You may choose to use the phrase worksheet instead.)

Word Work:
Transparent
CKLA Writing:
-Instead of students writing an informational paragraph in this lesson, students will write a sentence summarizing the life cycle of a butterfly. Complete the following activity in pairs or small groups. Give each pair/group the following phrases. You can either cut them out or have a student from each pair/group cut them out. (You can also write the phrases on sentence strips, if you prefer.) Ask students to arrange the phrases to create a summary sentence about the read aloud. You may choose to make it a contest and see which group can finish first. After students finish, ask students to write the sentence adding capitalization and punctuation. (You may choose to use the phrase worksheet instead.)

iReady Math 1:25pm
- 2:25pm

Using Subtraction Strategies with Two-Digit Numbers

Students solve a take-apart word problem that involves

-Participate in a shared research project to gather information about the water cycle
CKLA Writing:
Complete the Water Cycle Song. Instead of students writing a summary, complete the following activity. Complete the following activity in pairs or small groups. Give each pair/group the following phrases. You can either cut them out or have a student from each pair/group cut them out. (You can also write the phrases on sentence strips, if you prefer.) Ask students to arrange the phrases to create a summary sentence about the read aloud. You may choose to make it a contest and see which group can finish first. After students finish, ask students to write the sentence adding capitalization and punctuation. (You may choose to use the phrase worksheet instead.)

iReady Math 1:25pm
- 2:25pm

Using Addition and Subtraction Strategies with Two-Digit Numbers



Tell students: Use the information you just read to create a sentence about the first stage in the life cycle of a tree. This will be the first detail in our class paragraph. Tell students to refer to the anchor chart to start their sentences. Have students turn and talk in pairs. Ask a student to share their sentence. Example: First, a tree starts out as a seed. Write the sentence they provide under the introductory sentence. Ask students if there are any other details about that stage they should add to the class paragraph. Try to prompt students to add the following detail:
It needs water, warmth, and sunshine to grow.

Read the next section of the chart. Ask students to listen to what a tree is called when it is older than a seed, but not a mature tree yet. Ask them to listen for words that describe what it looks like. Read the passage (just the sapling part) as students follow along. When students answer, always ask them to refer back to the text and identify the sentences where this information is found. Have students turn to

operations, and/or the relationship between addition and subtraction.

2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.

the phrase worksheet instead.)

iReady Math 1:25pm - 2:25pm

Strategies to Find a Missing Addend

Students solve a put-together word problem that involves two-digit numbers. Students model a start of 39, an unknown change, and an ending quantity of 93, either on paper or with manipulatives. The purpose of this problem is to reinforce strategies, such as using an open number line or adding to the next ten, in order to gain fluency with adding two-digit numbers.

Materials: Open number lines

Standards

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.

2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.

two-digit numbers. They model a total of 85 students, a part of 26 students, and a part of unknown value either on paper or with manipulatives. The purpose of this problem is to reinforce subtraction strategies, such as regrouping a ten first or using an open number line, in order to gain fluency with subtracting two-digit numbers.

Materials: Base ten blocks

Standards

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.

2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.

Students use different strategies to add and subtract two-digit numbers, first sharing their thinking with a partner and then working independently or in small groups to consolidate their learning.

Materials: none

Standards

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.

2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.



their partner and discuss what the second detail could sound like. Ask a student to share and write their response. Example: Next, the tree is a sapling. It has smooth bark and is flexible.

Complete the same process with the next part of text.

Example: Then the sapling becomes a mature tree. It can produce fruits and seeds.

Read the final portion, using the same process.

Example: Last, the seeds are spread and the cycle starts over again.

Have students provide ideas about a concluding sentence and decide on one as a class.

***As you write, “think aloud” as you decide how to spell words, drawing upon the phonics skills students have learned thus far. Also, think aloud as you add punctuation and capitalization. For example, when you’ve written a sentence, remind students that a complete sentence is a complete thought and ends with a period. Tell students it is important to add punctuation as you write because it tells the reader where one



complete thought stops and another one begins. Model, model, model!

Writing Assessment:
Display the following passage. Read it aloud to students as students follow along. As you read each paragraph, ask students to turn to their neighbor and explain each stage of the life cycle, referring to the text.

**The goal is not for students to be able to read the text independently. The goal is for them to know their answers are supported by text evidence. This will be a large part of their work in third grade.

Example:

First, the flowering plant starts as a seed. It needs sunlight, good soil, and water to grow.

Next, the seed sprouts.

Then it grows into a young plant with roots, a stem, and leaves. This is called a seedling.

Soon the plant will become an adult plant and flower.

Lastly, the flower withers and creates new seeds.

Pass out Activity Page PP.1 and the graphic organizer (based on student need). Ask students to sequence the pictures and then write about each



picture. Tell students the introductory sentence and concluding sentence are already provided. Read the transition words with students. Remind students to end their writing with a concluding sentence. Remind students they can have more than one sentence in each box.

iReady Math 1:25pm
- 2:25pm

Subtracting Two-Digit Numbers

Students gain fluency with strategies for subtracting two-digit numbers.

Materials: Base-ten blocks, open number line, Activity Sheet *Hundred Chart*

Assessments

Lesson 7 Quiz

Standards

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.

2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.