



Monday 09/26/2022	Tuesday 09/27/2022	Wednesday 09/28/2022	Thursday 09/29/2022	Friday 09/30/2022
<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>Solving One-Step Word Problems</p>	<p>Solving Take-Apart Word Problems</p>	<p>Solving Comparison Word Problems</p>	<p>Solving Different Kinds of Word Problems</p>	<p>Solving Different Kinds of Word Problems</p>
<p>Students draw on addition and subtraction for facts to 20 to solve one-step word problems. They share models to represent problem situations. They will look ahead to think about solving for unknown numbers in all positions of addition or subtraction problems.</p> <p>Materials: 15 two-color counters</p>	<p>Students learn different ways to solve a take-apart word problem. Students model the addends and the total from the word problem either on paper or with manipulatives to find the unknown value. They represent the problem with both and addition equation and a subtraction equation. Then they apply these strategies to solve similar problems.</p> <p>Materials: 10 two-color counters</p>	<p>Students solve a comparison problem in which the larger quantity is unknown and the comparison word is fewer. Students model the problem to make sense of this relatively difficult problem type and he solve other comparison word problems of various types.</p> <p>Materials: 14 counters</p>	<p>Students solve one-step word problems involving addition and subtraction, first discussing their answers with a partner and then working independently or in small groups to consolidate their learning.</p> <p>Materials: 20 counters, ten-frame</p>	<p>Students gain fluency with solving different types of one-step addition and subtraction word problems.</p> <p>Materials: 20 counters, ten-frame</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 represent the problem. 2.OA.B.2 Fluently add and subtract</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</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 represent the problem.</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 represent the problem. 2.OA.B.2 Fluently add and subtract within 20 using mental strategies. By</p>	<p>Assessments Lesson 3 Assessment</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 represent the problem. 2.OA.B.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.</p>



within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

Word Study 10:10am - 10:40am

Lesson 4: Long Vowel Silent-e Day 3

-We will review VCe this week. Long vowel silent-e words have 1 vowel, 1 consonant, an e at the end, and the vowel is long. There is only 1 vowel sound in the word; however; it takes 2 vowel letters to spell it-a single vowel plus the silent e. The silent-e is not pronounced. Examples:

- ape
- ice
- grape
- hope
- cube

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

Nouns (Common and Proper)

CKLA Reading 1:25pm - 3:00pm

CKLA Lesson 8: Marathon

-Explain the significance of the Battle of Marathon
-Prior to listening to "Marathon," identify orally what they know and have learned about the contributions the ancient Greeks made to modern-day

symbol for the unknown number to represent the problem.

2.OA.B.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

Word Study 10:10am - 10:40am

Lesson 4: Long Vowel Silent-e Day 4

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

Nouns (Common and Proper)

CKLA Reading 1:25pm - 3:00pm

CKLA Lesson 9: Thermopylae: The Persians Strike Again

-Explain the significance of the

2.OA.B.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

Word Study 10:10am - 10:40am

Lesson 4: Long Vowel Silent-e Day

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

Nouns (Common and Proper)

CKLA Reading 1:25pm - 3:00pm

CKLA Lesson 10: The Great Thinkers of Greece

-Use an image of Aristotle to clarify information presented in "The Great Thinkers of Greece"
-Explain the importance of

end of Grade 2, know from memory all sums of two one-digit numbers.

Word Study 10:10am - 10:40am

Lesson 4: Long Vowel Silent-e Day

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

Nouns (Common and Proper)

CKLA Reading 1:25pm - 3:00pm

CKLA Lesson 11: Alexander the Great, Part I

-Determine the meaning of words such as conflicts and magnificent in connection with their use in "Alexander the Great, Part I"
-Explain why Alexander is known as Alexander the Great

Word Study 10:10am - 10:40am

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Assessment

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

Nouns (Common and Proper)

CKLA Reading 1:25pm - 3:00pm

CKLA Lesson 12: Alexander the Great, Part II

-Describe the origin of the name "Alexander the Great" and its connection to the empire built by Alexander the Great,
-Prior to listening to "Alexander Part II," identify orally what they know and have learned about Alexander the Great's early life
-Prior to listening to "Alexander the Great,



civilizations

-Summarize the main events associated with the Battle of Marathon

-Word Work: Tribute

CKLA Writing:

-Summarize the events described in "Marathon" in a Somebody Wanted But So Then Chart

Battle of

Thermopylae

-Prior to listening to "Thermopylae: The Persians Strike Again," identify orally what they know and have learned about the battle on the plains of Marathon

-Summarize the main events associated with the Battle of Thermopylae

-Clarify information about "Thermopylae: The Persians Strike Again" by asking questions that begin with where

-Word Work: Prefer

-Multiple Meaning

Word Activity:

Channel

-Distinguish shades of meaning among closely related verbs, such

CKLA Writing:

Complete application as written.

Exit Pass: Students will write a sentence describing "the last stand at Thermopylae in their civilization notebooks. Always read the text in the Civilization Notebook to students.

The Spartans held back the Persians so the Greek forces could prepare for battle.

Aristotle's studies to science today

-Identify and describe the connections between famous Greek philosophers as presented in "The Great Thinkers of Greece"

-Prior to listening to "The Great Thinkers of Greece," identify orally what they know and have learned about significant contributions made by the ancient Greeks

-Identify Siddhartha Guatama as one who had searched for and achieved enlightenment

-Word Work:

Marvelous

-Use the adjective marvelous appropriately in oral language

-Sayings and Phrases: Practice What You Preach

CKLA Writing:

CHANGE: Instead of completing the *Plan a Fictional Narrative* portion of the Application, complete the following lesson on adjectives.

Mini-Lesson on

Adjectives: Tell students they've learned about nouns in a previous lesson (review using anchor chart). Tell students today they are going to choose a character to write about from this domain. Ask students to name some of the characters they're read about. List on the board: a god/

-Prior to listening to "Alexander the Great, Part I," identify orally what they know and have learned about philosophy and Socrates, Plato, and Aristotle

-Summarize important events in the life of Alexander the Great

-Use adjectives to describe Alexander

-Word Work: Tame

CKLA Writing:

CHANGE: Instead of completing the *Draft a Fictional Narrative* portion of the Application, complete the following lesson on verbs.

Mini-lesson on

Verbs: Review the noun chart and adjective chart with students. Tell students yesterday they chose a character to write about and three adjectives that describe him. Today they will learn another type of word we must use in our writing. Tell students they've learned that every sentence must have a who and a (did) what. Tell students that the did what part of the sentence is called a verb. Tell students today they are going to learn about action verbs, but there are other types of verbs, too. Create an anchor chart ([examples](#)) to teach students about the role of the verb and

Part II," orally predict what Alexander's greatest adventure will be and then compare the actual outcome to the prediction

-Summarize significant events in Alexander's life

-Use adjectives to describe Alexander the Great

-Determine the meanings of words, such as invader, by using the root word as a clue

-Word Work: Invader

CKLA Writing:

CHANGE: Instead of completing the *Edit a Fictional Narrative* portion of the Application, complete the following:

Tell students today they will write sentences using the adjectives and verbs they have written for their character.

Remind students that the adjective describes the noun and comes before it (most of the time).

Choose a character from the list and model how to write a sentence with the adjective before the noun. As students write their sentences, walk around and provide feedback. If you see students who are struggling, you may want to pull a small group. At the end of the lesson, choose some students' sentences



goddess, a Spartan boy, an Olympic athlete, etc. Tell students today they are going to learn about another type of word to use in their writing called an adjective. Tell students adjectives describe nouns and make writing more detailed. Explain that when using an adjective in their writing, it usually comes before the noun (excited student, happy teacher, etc.) Create an anchor chart similar to one of the anchor charts in this [folder](#). Tell students to turn to page 10.1. Tell them to choose a character from the class list (generated earlier) and write it in the center. Tell students in the three circles above the center circle, they are to think of three adjectives that describe the character. Refer to the anchor chart and remind students that the word may describe the way the character looks or feels? Walk around the room and make sure students are writing adjectives in the top three circles.

provide some examples. Ask students to look back at page 10.1. Ask students what types of words they wrote yesterday. Tell students today they will write three action verbs in the bottom three sentences. Ask students to think about the character they have chosen and what actions they might do. Walk around and make sure students are writing verbs in the bottom three circles.

to read aloud. Ask the class to listen for the adjective and the verb in the sentence. **You will use Activity Page 11.1, but not as it is intended.