



Monday 08/22/2022	Tuesday 08/23/2022	Wednesday 08/24/2022	Thursday 08/25/2022	Friday 08/26/2022
<b>Important Reminders</b> 7:45am - 8:00am	<b>Important Reminders</b> 7:45am - 8:00am	<b>Important Reminders</b> 7:45am - 8:00am	<b>Important Reminders</b> 7:45am - 8:00am	<b>Important Reminders</b> 7:45am - 8:00am
iReady Math 8:00am - 9:10am	iReady Math 8:00am - 9:10am	iReady Math 8:00am - 9:10am	iReady Math 8:00am - 9:10am	iReady Math 8:00am - 9:10am
<p><b>Making a Ten to Add</b></p> <ul style="list-style-type: none"> <li>• Make sense of the problem.</li> <li>• Solve and support your thinking.</li> <li>• Share your thinking with a partner.</li> </ul>	<p><b>Making a Ten to Add</b></p> <ul style="list-style-type: none"> <li>• Compare class strategies.</li> <li>• Making connections and reflect on what you have learned.</li> <li>• Apply your thinking to a new problem.</li> </ul>	<p><b>Making a Ten to Subtract</b></p> <ul style="list-style-type: none"> <li>• Making sense of the problem.</li> <li>• Solve and support your thinking.</li> <li>• Share your thinking with a partner.</li> <li>• Compare class strategies.</li> <li>• Make connections on what you have learned.</li> <li>• Apply your thinking to a new problem.</li> </ul>	<p><b>Using Mental Math Strategies for Addition</b></p> <p>Students connect their previous knowledge of adding within 10 to adding within 20. They explore and share strategies for solving an addition problem and look ahead to using the mental math strategy of making a ten to add.</p> <p><b>Materials:</b> (S) 10 red counters and 10 yellow counters</p>	<p><b>Adding by Counting On and Making a Ten</b></p> <p>Students solve a problem that requires finding the sum of 9 and 3. Students model the numbers in the word problem either on paper or with manipulatives to represent the sum. The purpose of this problem is to have students use the strategies of making a ten and counting on.</p> <p><b>Materials:</b> (S) Number path labeled from 6 to 15, 10 red and 10 yellow counters</p>
<p><b>Standards</b></p> <p><b>1.OA.C.6</b> Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>); decomposing a number leading to a ten (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math>); using the relationship between addition and subtraction (e.g., knowing that <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>); and creating equivalent but easier or known sums (e.g., adding <math>6 + 7</math> by creating the known equivalent <math>6 + 6 + 1 = 12 + 1 = 13</math>).</p>	<p><b>Standards</b></p> <p><b>1.OA.C.6</b> Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>); decomposing a number leading to a ten (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math>); using the relationship between addition and subtraction (e.g., knowing that <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>); and creating equivalent but easier or known sums (e.g., adding <math>6 + 7</math> by creating the known equivalent <math>6 + 6 + 1 = 12 + 1 = 13</math>).</p>	<p><b>Standards</b></p> <p><b>1.OA.C.6</b> Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>); decomposing a number leading to a ten (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math>); using the relationship between addition and subtraction (e.g., knowing that <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>); and creating equivalent but easier or known sums (e.g., adding <math>6 + 7</math> by creating the known equivalent <math>6 + 6 + 1 = 12 + 1 = 13</math>).</p>	<p><b>Standards</b></p> <p><b>2.OA.B.2</b> 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> <p><b>2.OA.A.1</b> 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><b>Standards</b></p> <p><b>2.OA.B.2</b> 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> <p><b>2.OA.A.1</b> 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><b>Word Study 10:10am - 10:40am</b></p> <p><b>Lesson 1: Initial Blends, Consonant Digraphs, and Floss Rule</b>  <b>Day 1</b>                  -We will learn to read and spell closed syllable words with an initial consonant blend. The word initial means at the beginning, so an initial consonant blend has 2 consonants side by side before the vowel. Each consonant in a blend is pronounced.                   -Examples:                  • trap                      sled                                                   clip                  • grab                      gloss                                                   class</p>	<p><b>Word Study 10:10am - 10:40am</b></p> <p><b>Lesson 1: Initial Blends, Consonant Digraphs, and Floss Rule</b>  <b>Day 2</b>                  -We will continue to learn to read and spell closed syllable words with an initial consonant blend. The word initial means at the beginning, so an initial consonant blend has 2 consonants side by side before the vowel. Each consonant in a blend is pronounced.                  -Examples:                  • trap                      sled                                                   clip                  • grab                      gloss                                                   class</p>	<p><b>Word Study 10:10am - 10:40am</b></p> <p><b>Lesson 1: Initial Blends, Consonant Digraphs, and Floss Rule</b>  <b>Day 3</b>                  -We will continue to learn to read and spell closed syllable words with an initial consonant blend. The word initial means at the beginning, so an initial consonant blend has 2 consonants side by side before the vowel. Each consonant in a blend is pronounced.                  Examples:                  • trap                      sled                                                   clip                  • grab                      gloss                                                   class</p>	<p><b>Word Study 10:10am - 10:40am</b></p> <p><b>Lesson 1: Initial Blends, Consonant Digraphs, and Floss Rule</b>  <b>Day 4</b>                  -We will continue to learn to read and spell closed syllable words with an initial consonant blend. The word initial means at the beginning, so an initial consonant blend has 2 consonants side by side before the vowel. Each consonant in a blend is pronounced.                  Examples:                  • trap                      sled                                                   clip                  • grab                      gloss                                                   class</p>	<p><b>Word Study 10:10am - 10:40am</b></p> <p><b>Lesson 1: Initial Blends, Consonant Digraphs, and Floss Rule</b>  <b>Day 5</b>                  -We will continue to learn to read and spell closed syllable words with an initial consonant blend. The word initial means at the beginning, so an initial consonant blend has 2 consonants side by side before the vowel. Each consonant in a blend is pronounced.                  Examples:                  • trap                      sled                                                   clip                  • grab                      gloss                                                   class</p> <p><b>Assessment</b></p>
<p><b>CKLA Writing/Grammar 11:20am - 11:50am</b></p> <p><b>Types of Sentences Mini-Lesson on Complete Sentences</b>                  -Create an anchor chart on what makes a complete sentence, but <b>only</b> put the “complete thought” on the chart for now. <a href="#">Examples</a>.                  -Tell students today you will help them understand what a complete thought means. Explain that a complete thought includes a “who” and a “did what”. If a sentence does not have both, it is not a complete sentence and won’t make sense.                  Say the following sentence:  <b>The fisherman lived with his wife in a little, old, run-down hut by the sea. The who is this sentence is <u>the fisherman</u>. The what is <u>lived with his wife</u>.</b> (You can elaborate and say they’ve add a where in this</p>	<p><b>CKLA Writing/Grammar 11:20am - 11:50am</b></p> <p><b>Types of Sentences Mini Lesson on Complete Sentences</b>                  -Remind students that yesterday we learned sentences must have a “who” and a “did what” to be a complete sentence. Today you are going to practice determining if it is complete sentence or a phrase (a group of words that do not have a “who” and “what”)                  -Read the following sentence from the read aloud.  <i>Once there was an emperor who loved fine clothes.</i>                  -Ask student to identify the “who” (an emperor) and “what” (loved fine clothes).                  Read the following sentence:</p>	<p><b>CKLA Writing/Grammar 11:20am - 11:50am</b></p> <p><b>Types of Sentences Mini-Lesson on Sentence Expansion</b>                  -We have learned that a complete sentence must have a “who” and a “what”. Today we will learn how to write better sentences by including where, when, why, or how. Display an anchor chart similar to this <a href="#">example</a>. Tell students by answering these questions, we can write better sentences that contain more information. Make sure students know they will not answer every question when writing a sentence. Tell them if they try to answer every question, it will make their</p>	<p><b>CKLA Writing/Grammar 11:20am - 11:50am</b></p> <p><b>Types of Sentences</b></p>	<p><b>CKLA Writing/Grammar 11:20am - 11:50am</b></p> <p><b>Pause Point Day 1 Writing</b>                  -Choose a tradebook fairytale to read aloud. Review the elements of a fairy tale. Tell students that they are going to work together to rewrite a retelling of this fairy tale. You will show them how to use the <a href="#">graphic organizer</a> (Activity Page 1.1) to write a fairy tale.                   -Tell students today you will show them how to write the beginning of a fairy tale. Create an anchor chart similar to this <a href="#">example</a> as a scaffold. Explain to students that in this part, the writer tells who the characters are in the story and where the story takes place. Think aloud as you model how to write the</p>



<p>sentence in a little, old, run-down hut by the sea, but we will talk about how to expand our sentences in later lessons.)</p> <p>-Ask students to listen for the “who” and “what” in the following sentences.</p> <p>Every day the fisherman went down to the sea to fish. All of a sudden, the fish spoke. The fish swam up to the surface.</p> <p>-Continue with other examples, if you feel students need more practice.</p> <p>-Ask students to stand up when you say a complete sentence. (Tell them to listen for a who and a what). If it is not a sentence, ask students how they could make it a complete sentence.</p> <p>standing in the doorway (The wife was standing in the doorway.)</p> <p>I am tired of this tiny little cottage.</p> <p>shook his head (The fisherman shook his head.)</p> <p>The water turned dark purple.</p> <p>a big stone castle (The wife wished for a big stone castle.)</p> <p>was black (The water was black.)</p> <p>The fisherman walked back to the sea.</p> <p>-Tell students to always make sure they have a who and what in their sentences. They can refer to the anchor chart to help them.</p> <p>-Add “Begin with a capital letter” and “End with a punctuation mark” on the complete sentence anchor chart.</p>	<p><i>The swindlers pretended to weave the cloth.</i></p> <p>-Ask students to identify the who and the what.</p> <p>-Say the following phrases and sentences aloud. Ask students to stand up when they hear a complete sentence. If it is not a complete sentence, ask for a student to turn it into a complete sentence.</p> <p>the prime minister wove more invisible cloth</p> <p>marched out of the dressing room</p> <p>a young child had been tricked</p>	<p>sentence difficult to understand.</p> <p>-Read the following sentences from the read aloud:</p> <p>The merchant lost two of his biggest ships full of cargo in a great storm at sea.</p> <p>-Use the sentence expansion anchor chart to identify the question words that were answered in the sentence above. Tell students the author could have written, “The merchant lost ships” but we wouldn’t know they were full of cargo, or that he lost them in a great storm at sea. By answering question words, we can add more details to our sentences.</p> <p><b>-Write the following sentence.</b></p> <p>-The merchant plucked a rose.</p> <p>-Ask the students if your sentence has answered “who” and “what”. (who=merchant, what=plucked a rose)</p> <p>-Model how to use the sentence expansion chart to add more details to your sentence. You can use this <a href="#">template</a> or create your own.</p> <p>-Where? In the beast’s beautiful garden</p> <p>-Why? To take back to his daughter</p> <p>-Final sentence: The merchant plucked a rose from the beast’s beautiful garden to take back to his daughter.</p> <p>-Call attention to how you didn’t answer every question. You chose the questions you felt were</p>		<p>beginning of the fairy tale. Ask yourself these questions aloud: What is the first event? Who are the characters in it? Where are they in this part of the story? Refer to the sentence expansion chart as you develop sentences. (Hopefully, the more you model the use of these charts, the more students will see them as a resource.)</p> <p>-Use the <a href="#">anchor chart</a> again to discuss what should be included in the middle of the fairy tale. Tell students this part of the fairy tale should answer the following questions: This is the part of the story that describes what happens to the characters. What is the problem? What are the events? Ask students to write the middle of the fairy tale using the characters and problem. Remind them to use time order words to tell the sequence of events. Tell them you will choose three of the writings for the class to choose from to add to the middle of the class fairy tale. Circulate and provide feedback as they work. You may choose to set a timer for 10 minutes so that students use their time wisely. Choose three of the students’ writings to read aloud. Decide as a class which student’s version to add to the class fairy tale.</p> <p>-Tell students tomorrow, they will write the ending.</p>
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		<p>most important to the sentence.</p> <ul style="list-style-type: none"> <li>-Tell students to refer to the anchor chart as they write sentences. Tell them to try to answer when, where, how, or why as they write sentences.</li> </ul>		
<p><b>CKLA Reading 1:25pm - 3:00pm</b></p> <p><b>CKLA Lesson 1 The Fisherman and His Wife</b></p> <ul style="list-style-type: none"> <li>-Describe illustrations of the sea in “The Fisherman and His Wife”</li> <li>-Demonstrate familiarity with “The Fisherman and His Wife”</li> <li>-Describe the characters, plot, and setting of “The Fisherman and His Wife”</li> <li>-Identify common characteristics of fairy tales and the fairy tale elements of “The Fisherman and His Wife”</li> <li>-Recount “The Fisherman and His Wife” and determine the central message, lesson, or moral</li> <li>-Describe how the fisherman feels about asking for more wishes and how the fish feels about granting each wish in “The Fisherman and His Wife”</li> <li>-Summarize content and/or oral information presented by others by using the main events in “The Fisherman and His Wife”</li> <li>-Build on others’ talk in conversations by linking comments to the remarks of a partner about the characteristics of fairy tales</li> <li>-Ask questions to clarify comprehension of the material presented in “The Fisherman and His Wife”</li> <li>-Identify the correct</li> </ul>	<p><b>CKLA Reading 1:25pm - 3:00pm</b></p> <p><b>CKLA Lesson 2: The Emperor’s New Clothes</b></p> <ul style="list-style-type: none"> <li>-Describe the illustration of the prime minister looking at the nonexistent cloth in “The Emperor’s New Clothes” and analyze his facial expression to determine what he was thinking</li> <li>-Recount “The Emperor’s New Clothes,” and analyze the actions of the characters</li> <li>-Describe how the people feel upon seeing the Emperor in his underwear in “The Emperor’s New Clothes”</li> <li>-Prior to listening to The Emperor’s New Clothes,” review the characteristics of fairy tales</li> <li>-Identify the setting and characters in “The Emperor’s New Clothes” and then reenact the story using appropriate facial expressions and actions</li> <li>-Use sentence-level context as a clue to the meaning of the words intelligent and invisible</li> <li>-Word Work: Curious</li> <li>-Use the adjective curious appropriately in oral language</li> <li><b>CKLA Writing:</b></li> <li>-Remind students that yesterday, they completed a narrative graphic organizer as a class. Quickly review the parts of a narrative using the <a href="#">Narrative Graphic</a></li> </ul>	<p><b>CKLA Reading 1:25pm - 3:00pm</b></p> <p><b>CKLA Lesson 3 Beauty and the Beast, Part I</b></p> <ul style="list-style-type: none"> <li>-Compare and contrast orally characteristics of fairy tales in “The Fisherman and His Wife” and “The Emperor’s New Clothes”</li> <li>-Explain why the beast is described as “fearsome” in “Beauty and the Beast, Part I”</li> <li>-Prior to listening to “Beauty and the Beast, Part I,” identify orally what they know and have learned about fairy tales</li> <li>-Recount “Beauty and the Beast, Part I” through a sequence of events in the fairy tale</li> <li>-Determine the meanings of words, such as misfortune, by using the prefix mis-</li> <li>-Word Work: Fortune</li> <li><b>CKLA Writing:</b></li> <li>-Quickly review the parts of a narrative using the <a href="#">Narrative Graphic Organizer</a> (or create an anchor chart) to discuss the narrative elements in the first part of Beauty and the Beast. You will only discuss and complete the beginning of the chart, since this is just Part 1 of the story. (Whole group, not independently)</li> <li>-Write simple sentences describing a favorite setting in “Beauty and the Beast, Part I” and then sequence those scenes to</li> </ul>	<p><b>CKLA Reading 1:25pm - 3:00pm</b></p> <p><b>CKLA Lesson 4 Beauty and the Beast, Part II</b></p> <ul style="list-style-type: none"> <li>-Use evidence from “Beauty and the Beast, Part II” to describe how Beauty’s feelings change during the fairy tale</li> <li>-Recount “The Beauty and the Beast, Part II” and determine the central message, lesson, or moral</li> <li>-Identify common characteristics of fairy tales and the fairy tale elements of “Beauty and the Beast, Part II”</li> <li>-Prior to listening to “Beauty and the Beast, Part II,” orally predict from text heard thus far if the merchant will return to the castle or if one of the merchant’s daughters will go in his place.</li> <li>-Explain the meaning of the common saying “better late than never” and use in appropriate contexts</li> <li>-Word Work: Constant</li> <li>-Use the adjective constant appropriately in oral language</li> <li>-Multiple Meaning Word Activity: Tunes Sayings and Phrases: Better Late Than Never</li> <li><b>CKLA Writing:</b></li> <li>-Review the parts of a narrative using the <a href="#">Narrative Graphic Organizer</a> (or create an anchor chart) to discuss the narrative elements in the first part of Beauty and the Beast.</li> </ul>	<p><b>CKLA Reading 1:25pm - 3:00pm</b></p> <p><b>Pausing Point</b></p>



<p>usages of antonyms pleases and displeases -Word Work: Displeases <b>CKLA Writing</b> -Rewrite “The Fisherman and His Wife” using new characters, a different setting, and different wishes and share writing with others</p>	<p><a href="#">Organizer</a> (or create an anchor chart) to discuss the narrative elements of the Emperor’s New Clothes. <a href="#">Mini Lesson on Phrases/Sentences</a> <b>Exit Pass:</b> Change the question to the following: What do the swindlers do to make the emperor believe he had new clothes? Review the complete sentence anchor chart before students begin to write. Look for some exemplar sentences as students work. Ask volunteers to share their sentences. Decide as a class what makes the sentence a complete sentence (determine the “who” and “what” in the sentence).</p>	<p>retell the story. Ask them to choose one of the settings and write about the event that happened in that setting. Who was the character/characters in the setting? What were their actions? Remind them to use the sentence expansion chart to try to add details to their sentences. Choose some student examples to share with class. Discuss what makes it a complete sentence and whether they added details by answering when, where, why, or how.</p>	<p>-Ask students to think about all the events in the story. Give students 5-7 minutes to sketch their favorite event. Ask students to write about that event. Remind them to use the sentence expansion chart to add details to their sentences. Guide their writing by asking the following questions: Who are the characters in this event? What are they doing? After students are finished, ask students if they believe their event happened in the beginning, middle, or end of the story. Designate areas of the room for the beginning, middle, or end and ask students to go to that location. Have students put their events in order within that group, then sequence all events (beginning, middle, and end). Tell students that to help readers know when the event takes place, authors use words like first, next, then, last, etc. Create an anchor chart of time order words. Remind students to use these words in their writing to tell what order events happen.</p>	
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