



Monday 10/24/2022	Tuesday 10/25/2022	Wednesday 10/26/2022	Thursday 10/27/2022	Friday 10/28/2022
<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>Picture Day</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>Ways to Solve Two-Step Problems</p> <p>Students solve a problem that requires adding 8 and 6, and then subtracting 5 from the sum. Students model both steps, either on paper or with manipulatives to find the solution. The purpose of this problem is to have students develop strategies for solving two-step word problems.</p>	<p>More Ways to Solve Two-Step Problems</p> <p>Students solve a twostep word problem involving subtraction of 6 from 16, and then addition of 10 and an unknown number to get 18. Students model the steps either on paper or with manipulatives to find the unknown values. The purpose of this problem is to have students develop strategies for solving two-step word problems.</p>	<p>Solving Two-Step Word Problems</p> <p>Students solve two-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>Solving Two-Step Word Problems</p> <p>Students further refine their skills for solving two-step word problems using a variety of strategies.</p>
<p>Materials: 15 counters per student</p>	<p>Materials: none</p>	<p>Materials: 25 counters per student</p>	<p>Materials: none</p>	<p>Materials: none</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.</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.</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>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 4 Predictable Vowel Teams ee and oe</p>	<p>Day 5 Predictable Vowel Teams ee and oe</p>
			<p>We will study Predictable Vowel Teams ee and oe. We will continue to</p>	<p>We will study Predictable Vowel Teams ee and oe. We will continue to</p>



Word Study 10:10am - 10:40am

Day 1 Predictable Vowel Teams ee and oe

We will study Predictable Vowel Teams ee and oe. 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.

need seem
eel
doe foe
toe

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.

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

Verbs

Standards

- 2.L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2.L.1d** Form and use the past tense of frequently occurring

Day 2 Predictable Vowel Teams ee and oe

We will study Predictable Vowel Teams ee and oe. 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.

need seem
eel
doe foe
toe

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.

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

Verbs

Standards

- 2.L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2.L.1d** Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

Word Study 10:10am - 10:40am

Day 3 Predictable Vowel Teams ee and oe

We will study Predictable Vowel Teams ee and oe. 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.

need seem
eel
doe foe
toe

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.

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

Verbs

Standards

- 2.L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2.L.1d** Form and use the past tense of frequently occurring

We will study Predictable Vowel Teams ee and oe. 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.

need seem
eel
doe foe
toe

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.

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

Verbs

Standards

- 2.L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2.L.1d** Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

CKLA Reading 1:25pm - 3:00pm

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.

need seem
eel
doe foe
toe

Assessment

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.

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

Verbs

Standards

- 2.L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2.L.1d** Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

CKLA Reading 1:25pm - 3:00pm

Culminating Activities

ELP Standards 1-10



irregular verbs (e.g., sat, hid, told).

CKLA Reading
1:25pm - 3:00pm

**CKLA Lesson 9:
Oedipus and the
Riddle of the Sphinx**

-Recount information from "Oedipus and the Riddle of the Sphinx," a Greek myth, and determine the central message of the myth
-Prior to listening to "Oedipus and the Riddle of the Sphinx," review information about Greek myths and riddles
-Summarize the riddle presented in "Oedipus and the Riddle of the Sphinx," and explain who solved the riddle
Word Work: Insisted
Use the known root word insist as a clue to the meaning of the words insistent and insistently

CKLA Writing:

-Edit a narrative Greek myth, including a title, setting, characters, and well-elaborated events of the story in proper sequence, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure
-With guidance and support from adults and peers, focus on information presented in the Greek Myths domain and strengthen writing as

CKLA Reading
1:25pm - 3:00pm

**CKLA Lesson 10:
Atalanta and the
Golden Apples**

-Recount information from "Atalanta and the Golden Apples," a Greek myth, and determine the central message of the myth
-Describe how Atalanta and Hippomenes respond to challenges in "Atalanta and the Golden Apples"
-Describe the characters and plot of "Atalanta and the Golden Apples," including how the ending concludes the story
-Create audio recordings of student-written Greek myths
-Add drawings to descriptions of a scene from the myth "Atalanta and the Golden Apples" to clarify ideas, thoughts, and feelings
Word Work: Resist

CKLA Writing:

-Publish a narrative Greek myth, including a title, setting, characters, and well-elaborated events of the story in proper sequence, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure
-With guidance and support from adults, explore a variety of digital tools to produce and publish

irregular verbs (e.g., sat, hid, told).

CKLA Reading
1:25pm - 3:00pm

Domain Review

ELP Standards 1-10

**Domain
Assessment**

ELP Standards 1-10



needed by revising and editing

ELP Standards 1-10

Standards

2.RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

2.L.5 Demonstrate understanding of word relationships and nuances in word meanings.

2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

2.W.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

a Greek myth
-Share writing with others

ELP Standards 1-10

Standards

2.RL.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

2.L.5 Demonstrate understanding of word relationships and nuances in word meanings.