



Monday 10/03/2022	Tuesday 10/04/2022	Wednesday 10/05/2022	Thursday 10/06/2022	Friday 10/07/2022
<b>Important Reminders 7:45am - 8:00am</b>	<b>Important Reminders 7:45am - 8:00am</b>	<b>Important Reminders 7:45am - 8:00am</b>	<b>Important Reminders 7:45am - 8:00am</b>	<b>Important Reminders 7:45am - 8:00am</b>
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
<b>Mid-Unit Assessment Review</b>	<b>Mid-Unit Assessment</b>	<b>Drawing and Using Bar Graphs and Picture Graphs</b>	<b>Using Bar Graphs and Picture Graphs</b>	<b>Making Bar Graphs and Picture Graphs</b>
Word Study 10:10am - 10:40am	Word Study 10:10am - 10:40am			
<b>Day 1 Inflected Endings</b> We will study Inflected Endings (-s, -es, -ed, and -ing). Students will learn about the inflected endings and how they affect the meanings of words. We will continue to review Open, Closed and VCe Syllable Patterns. wishes wished wishing bakes baked baking	<b>Day 2 Inflected Endings</b> We will study Inflected Endings (-s, -es, -ed, and -ing). Students will learn about the inflected endings and how they affect the meanings of words. We will continue to review Open, Closed and VCe Syllable Patterns. wishes wished wishing bakes baked baking	Students draw on counting and comparing data and on addition and subtraction strategies to read and interpret a picture graph. They share solution strategies to explore how to use the graph to answer a put-together question. They will look ahead to think about how to draw and interpret a bar graph. <b>Materials: none</b>	Students solve a put-together problem that requires reading a picture graph or a bar graph to identify the addends. Students explore how the two graphs represent the same data. The purpose of this problem is to have students develop strategies for interpreting graphs. <b>Materials: none</b>	Students solve a problem that requires organizing data and graphing it with a picture graph or a bar graph. Students model the data set either on paper or with manipulatives and then make a graph to summarize the data. The purpose of this problem is to have students develop a strategy for organizing and graphing data. <b>Materials: Student set of counters, 10-Frames Activity Sheet</b>
CKLA Writing/ Grammar 11:20am - 11:50am	CKLA Writing/ Grammar 11:20am - 11:50am	<b>Standards</b> 2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph.	<b>Standards</b> 2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph. 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,	<b>Standards</b> 2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph.
<b>Nouns (Common and Proper)</b>	<b>Nouns (Common and Proper)</b>	<b>Standards</b> 2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word		
CKLA Reading 1:25pm - 3:00pm	CKLA Reading 1:25pm - 3:00pm			
<b>CKLA Lesson 11: Alexander the Great, Part I</b> -Determine the meaning of words such as conflicts and magnificent in connection with their use in "Alexander the	<b>CKLA Lesson 12: Alexander the Great, Part II</b> -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			



Great, Part I”  
 -Explain why Alexander is known as Alexander the Great  
 -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

they know and have learned about Alexander the Great’s early life  
 -Prior to listening to “Alexander the Great, 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

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.

Word Study 10:10am - 10:40am

**Day 3 Inflected Endings**

We will study Inflected Endings (-s, -es, -ed, and -ing). Students will learn about the inflected endings and how they affect the meanings of words. We will continue to review Open, Closed and VCe Syllable Patterns.  
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CKLA Writing/ Grammar 11:20am - 11:50am

**Nouns (Common and Proper)**

CKLA Reading 1:25pm - 3:00pm

**CKLA Domain Review**

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.

Word Study 10:10am - 10:40am

**Day 4 Inflected Endings**

We will study Inflected Endings (-s, -es, -ed, and -ing). Students will learn about the inflected endings and how they affect the meanings of words. We will continue to review Open, Closed and VCe Syllable Patterns.  
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CKLA Writing/ Grammar 11:20am - 11:50am

**Nouns (Common and Proper)**

CKLA Reading 1:25pm - 3:00pm

**CKLA Domain Assessment/ Culminating Activity**

**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.

Word Study 10:10am - 10:40am

**Day 5 Inflected Endings**

We will study Inflected Endings (-s, -es, -ed, and -ing). Students will learn about the inflected endings and how they affect the meanings of words. We will continue to review Open, Closed and VCe Syllable Patterns.  
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CKLA Writing/ Grammar 11:20am - 11:50am

**Nouns (Common and Proper)**

CKLA Reading 1:25pm - 3:00pm

**Student Friendly Objectives**



anchor chart ([examples](#)) to teach students about the role of the verb and 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.

are struggling, you may want to pull a small group. At the end of the lesson, choose some students' sentences 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.

### **CKLA Lesson 1: The Twelve Gods of Mount Olympus**

- Identify how Leonidas feels about going to Olympia to see the races held in honor of Zeus
- Summarize the main events in "The Twelve Gods of Mount Olympus"
- Explain why Greek myths are considered fiction
- Compare and contrast Greek gods and humans
- Prior to listening to "The Twelve Gods of Mount Olympus," review what they know about the ancient Greek civilization and about fiction and myths
- Summarize important facts about the Greek gods and goddesses described in "The Twelve Gods of Mount Olympus"
- Add drawings to descriptions of the Greek god Zeus to clarify ideas, thoughts, and feelings
- Use sentence-level context clues to determine the meaning of the word mortal
- Word Work: Spectators
- CKLA Writing:**
- Write a journal entry about Zeus
- Application: Complete application as written.
- Add mini-lesson on phrases. Remind students that a complete sentence must have a who and



a what. Ask students, "What have we learned so far about what makes a complete sentence?"  
-Tell students to stand up when they hear a complete sentence. Choose a few phrases and sentences to read from the readaloud. -  
Have students stand up when they hear a complete sentence. Choose a student and have them identify the who and what.

-[Greek Myths](#)

Journal: Tell students to turn to page 1 in their Greek Myths Journal. Tell them they will see phrases about Zeus. Ask students to turn each phrase into a complete sentence.