



| Monday<br>11/28/2022   | Tuesday<br>11/29/2022   | Wednesday<br>11/30/2022  | Thursday<br>12/01/2022  | Friday<br>12/02/2022  |
|--|---|--|---|---|
| <p><b>Important Reminders 7:45am - 8:00am</b></p>  | <p><b>Important Reminders 7:45am - 8:00am</b></p>   | <p><b>Important Reminders 7:45am - 8:00am</b></p>  | <p><b>Important Reminders 7:45am - 8:00am</b></p>   | <p><b>Important Reminders 7:45am - 8:00am</b></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><b>Subtracting Two-Digit Numbers</b></p> <p>Students connect their previous knowledge of subtracting one-digit numbers and adding two-digit number to subtract 9 from 34. They explore and share strategies for subtracting. They look ahead to applying the strategies of making a ten and adding up in order to solve subtraction problems.</p> <p><b>Materials:</b> Activity Sheet <i>Hundred Chart</i> (each student)</p> <p><b>Standards</b><br/> <b>2.NBT.B.5</b> Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.<br/> <b>2.NBT.B.9</b> Explain why addition and subtraction strategies work, using place value and the properties of operations.</p> | <p><b>Subtracting by Adding Up</b></p> <p>Students solve a word problem that requires them to find the difference of 54 and 27. Students model the numbers in the problem either on paper or with manipulatives to represent the difference. The purpose of this problem is to have students develop the strategy of subtracting by adding up.</p> <p><b>Materials:</b> Base-ten blocks</p> <p><b>Standards</b><br/> <b>2.NBT.B.5</b> Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.<br/> <b>2.NBT.B.9</b> Explain why addition and subtraction strategies work, using place value and the properties of operations.</p> | <p><b>Subtracting by Regrouping</b></p> <p>Students solve a word problem that requires them to subtract 15 from 42. Students model the numbers in the problem either on paper or with manipulatives to represent the difference. The purpose is to have students develop the strategies of regrouping a ten to subtract and subtracting tens first.</p> <p><b>Materials:</b> Base-ten blocks</p> <p><b>Standards</b><br/> <b>2.NBT.B.5</b> Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.<br/> <b>2.NBT.B.9</b> Explain why addition and subtraction strategies work, using place value and the properties of operations.</p> | <p><b>Subtracting Two-Digit Numbers</b></p> <p>Students solve problems involving subtraction with two-digit numbers, first discussing their thinking with a partner and then working independently or in small groups to consolidate their learning.</p> <p><b>Materials:</b> Open number lines</p> <p><b>Standards</b><br/> <b>2.NBT.B.5</b> Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.<br/> <b>2.NBT.B.9</b> Explain why addition and subtraction strategies work, using place value and the properties of operations.</p> <p><b>Word Study 10:10am - 10:40am</b></p> <p><b>Day 4 Unpredictable Vowel Team -ie</b></p> | <p><b>Subtracting Two-Digit Numbers</b></p> <p>Students gain fluency with strategies for subtracting two-digit numbers.</p> <p><b>Materials:</b> Base-ten blocks, open number line, Activity Sheet <i>Hundred Chart</i></p> <p><b>Assessments</b><br/> <b>Lesson 7 Quiz</b></p> <p><b>Standards</b><br/> <b>2.NBT.B.5</b> Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.<br/> <b>2.NBT.B.9</b> Explain why addition and subtraction strategies work, using place value and the properties of operations.</p> <p><b>Word Study 10:10am - 10:40am</b></p> <p><b>Day 5 Unpredictable Vowel Team -ie</b></p> <p>We will study unpredictable vowel team ie. A vowel team has 2 or more letters side by side that are pronounced</p> |



**Word Study 10:10am - 10:40am**

**Day 1 Unpredictable Vowel Team -ie**

We will study unpredictable vowel team ie. 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 ie (long e or long i).

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|-------|-----|
| chief | tie |
| brief | pie |

**Word Study 10:10am - 10:40am**

**Day 2 Unpredictable Vowel Team -ie**

We will study unpredictable vowel team ie. 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 ie (long e or long i).

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| chief | tie |
| brief | pie |

**Word Study 10:10am - 10:40am**

**Day 3 Unpredictable Vowel Team -ie**

We will study unpredictable vowel team ie. 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 ie (long e or long i).

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| chief | tie |
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We will study unpredictable vowel team ie. 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 ie (long e or long i).

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Assess

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

Irregular Verbs

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Irregular Verbs

**CKLA Reading 1:25pm - 3:00pm**

**CKLA Lesson 1: The Cycle of Daytime and Nighttime**

- Identify the main topic of "The Cycle of Daytime and Nighttime"
- Describe the connection between the earth's rotation and daytime and nighttime
- Interpret information from a diagram of the earth's rotation using the read-aloud "The Cycle of Daytime and Nighttime"
- Prior to listening to "The Cycle of Daytime and Nighttime," identify orally what they know about different cycles

**CKLA Reading 1:25pm - 3:00pm**

**CKLA Lesson 2: The Reasons for Seasons**

- Describe the connection between the tilt of the earth as it orbits the sun and the seasons
- Prior to listening to "The Reasons for Seasons," identify orally what they know and have learned about cycles and what causes night and day
- Summarize how Earth's movement creates the seasons
- Word Work: Tilt

**CKLA Reading 1:25pm - 3:00pm**

**CKLA Lesson 3: Four Seasons in One Year**

- Describe the connection between seasons in the Northern Hemisphere affect plants and animals
- Prior to listening to "Four Seasons in One Year," identify orally what they know and have learned about Earth's rotation and revolution
- Explain how people adapt to winter and summer
- Use knowledge of the meaning of individual words to predict the meanings of compound words such as bedtime,

**CKLA Reading 1:25pm - 3:00pm**

**CKLA Lesson 4: The Life Cycle of a Plant**

- Explain the connection between seasons and the life cycle of plants
- Sequence four to six picture illustrating the life cycle of a flowering plant
- Prior to listening to "The Life Cycle of a Plant," identify orally what they know and have learned about Earth's tilt and the seasons
- Ask and answer what questions orally to gather information or deepen understanding of the information contained in "The Life Cycle of a Plant"
- Word Work: Protective

**CKLA Reading 1:25pm - 3:00pm**

**CKLA Lesson 5: The Life Cycle of a Tree**

- Explain the connection between trees and life on Earth
- Prior to listening to "The Life Cycle of a Tree," identify orally what they know and have learned about the life cycle of a plant
- Explain the difference between deciduous and evergreen trees
- Describe the life cycle of a tree
- Word Work: Germination
- CKLA Writing
- Write a short piece on what it would be like to be a tree



in nature  
-Explain the definition of a cycle and what causes night and day  
-Identify and express whether they are able to feel the rotation of Earth  
-Word Work: Stage

notebook, and bathroom  
-Word Work: Adapt  
-With assistance, capture information from "Four Seasons in a Year" in a Northern Seasons Chart