Monday 01/23/2023	Tuesday 01/24/2023	Wednesday 01/25/2023	Thursday 01/26/2023	Friday 01/27/2023
Important Reminders 7:45am - 8:00am	**Important Reminders 7:45am - 8:00am**	**Important Reminders 7:45am - 8:00am**	**Important Reminders 7:45am - 8:00am**	**Important Reminders 7:45am - 8:00am**

Word Study 8:25am - 9:10am

Day 1 Unpredictable Vowel Team -ew We will study unpredictable vowel team ew. 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 ou. few screw spew new	**Day 2 Unpredictable Vowel Team -ew** We will study unpredictable vowel team ew. 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 ou. few screw spew new	**Day 3 Unpredictable Vowel Team -ew** We will study unpredictable vowel team ew. 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 ou. few screw spew new	**Day 4 Unpredictable Vowel Team -ew** We will study unpredictable vowel team ew. 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 ou. few screw spew new	**Day 5 Unpredictable Vowel Team -ew** We will study unpredictable vowel team ew. 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 ou. few screw spew new

Friday additional: Assessments Unpredictable Vowel Team -ew Assessment

CKLA Reading 9:45am - 10:40am

Monday	Tuesday	Wednesday	Thursday	Friday
Culminating Activities	-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 in nature -Explain the definition of a cycle and what causes night and day -Identify and express whether they are able	-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 -Review adjectives before students begin. *Adjectives describe nouns.* *Adjectives often describe which one, how many, or what kind.* *Adjectives help readers picture what is happening better.* -Display or provide students with the following **Identifying Adjective Practice**. Allow students to work in pairs to identify the	-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, notebook, and bathroom -Word Work: Adapt -Instead of asking students to use a trade book	-Explain the connection between seasons and the life cycle of plants -Sequence four to six pictures 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"

iReady Math 1:25pm - 2:25pm (Monday)

Students solve a word problem that requires them to find the total value of a group of 2 pennies, 3 nickels, and 3 dimes. Students model the coins in the problem either on paper or with play coins. The purpose of this problem is to have students develop strategies for finding the total value of groups of mixed coins.

Standards

2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ?

symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

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.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s.

2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

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to feel the rotation of Earth
-Word Work: Stage
-Tell students in this domain they will learn all about insects, their bodies, where they live, what they eat, and things that they do. They will find out that some insects provide benefits to humans and some insects can cause problems. Tell students at the end of this domain they will write an opinion about which insect they would most like to have in their neighborhood. After the readaloud each day, ask students what insects they learned about and what they learned. Add information to an anchor chart with the following information. Students will use the information to write their opinion on what insect they would like to have in their neighborhood.
-Insects Journal: Complete the journal as guided practice. Read directions aloud to students. Model a sentence for each exercise. Once students have completed their sentences, choose some to share with class using document camera.

Students solve a word problem that involves money and

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adjectives in each sentence. Read sentences aloud to students.
-Insect Journal: Draw an animal that is not an insect. Write a sentence explaining why it is not an insect (e.g., "Cheetahs do not have exoskeletons and only have four legs, so they are not insects." Draw an animal that is an insect. Label the parts of your drawing that show it is an insect (e.g., three body parts, antennae, six legs, exoskeleton, etc.). Write a sentence explaining why it is an insect.

Students use different strategies to solve word problems involving money, first sharing their thinking with a partner and then working independently or in small groups.

Standards

2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ? symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding

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independently as a resource, review the insects discussed so far using the Flip Book images. List each insect as it is discussed and brainstorm a list of words that could be used to write about the insect. After each list is created, determine with students which words are adjectives. Allow students to use the lists created as a wordbank. You will want to narrow the list and not include all insects. For example, you may choose to discuss five and let students choose from those five.

Student further refine their skills for solving word problems involving money.

Standards

2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ? symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

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,

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-Word Work: Protective
-Insect Journal:
Complete this page together. This will be a review on how to combine subjects or predicates using the conjunction *and*. Decide whether you want to draw and write about paper wasps or honeybees. Draw a picture of honeybees or paper wasps showing how they work together as a colony (e.g., show the honeycomb or nest, and the various jobs of different bees or wasps). Encourage students to label their drawings (e.g., honeycomb, queen bee, nest, etc.). Then, write a description of your drawing using complete sentences below your drawing.

Assessments
Lesson 10 Quiz

requires two steps to solve. Students model adding two $20 bills and one $5 and then subtracting $45 from $100, either on paper or with play bills. The purpose of this problem is to have students develop strategies for solving word problems about money.

Standards

2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ? symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

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.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s.

2.NBT.B.5 Fluently add and subtract within 100 using strategies based on

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2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s.

2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

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