



Monday 02/06/2023	Tuesday 02/07/2023	Wednesday 02/08/2023	Thursday 02/09/2023	Friday 02/10/2023																																																												
<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><b>Word Study 8:25am - 9:10am</b></p>	<p><b>Word Study 8:25am - 9:10am</b></p>	<p><b>Word Study 8:25am - 9:10am</b></p>	<p><b>Word Study 8:25am - 9:10am</b></p>	<p><b>Word Study 8:25am - 9:10am</b></p>																																																												
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<p><b>CKLA Reading 9:45am - 10:40am</b></p>	<p><b>CKLA Reading 9:45am - 10:40am</b></p>	<p><b>CKLA Reading 9:45am - 10:40am</b></p>	<p><b>CKLA Reading 9:45am - 10:40am</b></p>	<p><b>CKLA Reading 9:45am - 10:40am</b></p>																																																												
<p><b>CKLA Lesson 4: Social Insects: Bees and Wasps</b></p> <p>-Use an image of the figure-eight dance pattern of a honeybee to clarify information presented in "Social Insects: Bees and Wasps" Describe the connections between honeybee workers, drones, and queen bees</p> <p>-Compare and contrast the nests of honeybees and wasps</p> <p>-Prior to listening to "Social Insects: Bees and Wasps," identify what they know and</p>	<p><b>CKLA Lesson 5: Social Insects: Ants and Termites</b></p> <p>-Describe the reasons or facts the author of "Social Insects: Ants and Termites" gives to support the statement that ants are social insects</p> <p>-Prior to listening to "Social Insects: Ants and Termites," present their Insects Journal entries on honeybees and paper wasps</p> <p>-Describe jobs that ants and/or termites do that contribute to the colony</p> <p>-Compare and</p>	<p><b>Pausing Point: Mid-Domain Assessment</b></p> <p><b>CKLA Writing:</b></p> <p>-Remind students that in the previous domain, they learned about writing opinions.</p> <p>-Review the parts of an opinion. <a href="#">How to Write an Opinion Paragraph.</a></p> <p>-Remind students that at the beginning of this domain, we learned insects live in many different habitats.</p> <p>-Ask students to name some of the insects we have read</p>	<p><b>Mid-Domain Culminating Activity</b></p> <p><b>CKLA Writing:</b></p> <p>-Tell students that today they will write an opinion about which insect body part they would most like to have, reasons why, and evidence from our read-alouds that support those reasons.</p> <p>-Ask students to name the insect body parts they have learned about during the read-alouds. Write their answers on the board. (head, thorax, abdomen,</p>	<p><b>CKLA Lesson 6: Insects that Glow and Sing</b></p> <p>-Use images of various insects to identify the narrator of the read-aloud at various points in "Insects that Glow and Sing"</p> <p>-Explain the different ways insects communicate with one another using light or sound</p> <p>-Prior to listening to "Insects That Glow and Sing," identify what they know and have learned about insects</p> <p>-Summarize the ways</p>																																																												



have learned about social and solitary insects  
 -Add drawings to descriptions of honeybees and wasps to clarify ideas, thoughts, and feelings  
 -Word Work: Cooperate  
 -Multiple Meaning Word Activity: Comb

**CKLA Writing:**  
 -Application: Multiple Meaning Word and Insect Journal  
 -Add [Expanding Sentences with Adjectives](#)  
**-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.

iReady Math 1:25pm - 2:25pm

contrast termites and ants  
 -Word Work: Destructive  
**CKLA Writing:**  
 -Application: Multiple Meaning Word and Insect Journal  
 -Add [Expanding Sentences with Adjectives](#)  
**-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.

iReady Math 1:25pm - 2:25pm

Students are asked to tell the time, 7:20 AM, from an analog clock. Students explore and share ideas for identifying the hour and minutes shown on the clock. The purpose of this problem is to have students develop

about thus far and their habitats.  
 -Ask students, "Which habitat would you most like to live in if you were an insect?"  
 -Pair students. Ask them to reference the OREO graphic organizer to orally share their opinion, reasons, and evidence.  
 -Display the following text on the SmartBoard. Choral read the text. Identify each part and ask student volunteers to complete each step below.  
 1. Circle the introduction.  
 2. Underline the opinion statement.  
 3. Highlight the reason.  
 4. Put a star next to each piece of evidence.  
 5. Circle the conclusion.  
 -Insects live in many different habitats. I would like to be a forest insect. The reason I would want to be a forest insect is because there would be lots of different places to live. For example, I learned that bark beetles live under the bark of trees. I also learned that army ants live in colonies on the forest floor. I would like to be a forest insect because I could live high in the trees or low on the ground.  
 \*\*\*If you students still need support with

antennae, exoskeletons, legs, and wings) which insect body part they would most like to have.  
 • Read the directions on the top of [Activity Page 2.1](#)  
 • Which insect body part would you most like to have?  
 • Write your opinion, the **Syntactic Awareness** on the **Activity on Adverbs** or graphic organizer.  
 • When students finish, they should draw the insect.  
 -As students begin, walk around to monitor their writing and provide feedback. Identify students who will need extra support and pull them in a small group.  
 Example:  
 "I think insects have three body parts, but some also have wings. I would like to be a forest insect. The reason I would like to be a forest insect is because there would be lots of different places to live. For example, I learned that bark beetles live under the bark of trees. I also learned that army ants live in colonies on the forest floor. I would like to be a forest insect because I could live high in the trees or low on the ground. I think it would be really helpful to have wings!"

iReady Math 1:25pm - 2:25pm

Student further refine their skills for solving

given insects communicate  
 -Word Work: Communicate  
 -Use adverbs correctly in oral language  
**CKLA Writing:**  
 -Application: Multiple Meaning Word and Insect Journal  
 -Add [Expanding Sentences with Adjectives](#)  
**-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.  
 ---**Adverbs** add detail about an action.  
 ---Writers use **adverbs** to describe verbs.  
 ---Many **adverbs** end in -ly.  
 \*Adverbs can describe when, where, and how, but the focus for the next few lessons will only be on adverbs that describe how.  
**-Insect Journal:**  
 Complete together.

iReady Math 1:25pm - 2:25pm

Lesson 11 Quiz



Students draw on their previous knowledge of telling time to read the time shown on an analog clock. They explore and share strategies for identifying the time shown as 4:30. They will look ahead to reading a clock using the position of the hour hand, and the number of 5-minute intervals between 12 and the number pointed to by the minute hand.

#### Standards

**2.MD.C.7** Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

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

strategies for telling and writing times to the nearest five minutes.

#### Standards

**2.MD.C.7** Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

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

forming complete sentences, using correct capitalization and punctuation, or using known spelling patterns to spell unknown words, you could use the text above as a modeled writing instead.  
\*\*If time allows, you may choose to start the lesson for PP2 on this day.

#### iReady Math 1:25pm - 2:25pm

Students use different strategies to solve problems involving time, first sharing their thinking with a partner and then working independently.

#### Standards

**2.MD.C.7** Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

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

problems involving time.

#### Standards

**2.MD.C.7** Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

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