



Monday 08/29/2022	Tuesday 08/30/2022	Wednesday 08/31/2022	Thursday 09/01/2022	Friday 09/02/2022
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
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
<p>Using Mental Math Strategies for Addition</p> <p>Students connect their previous knowledge of adding within 10 to adding within 20. They explore and share strategies for solving an addition problem and look ahead to using the mental math strategy of making a ten to add.</p> <p>Materials: (S) 10 red counters and 10 yellow counters</p> <p>Standards 2.OA.B.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. 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>Adding by Counting On and Making a Ten</p> <p>Students solve a problem that requires finding the sum of 9 and 3. Students model the numbers in the word problem either on paper or with manipulatives to represent the sum. The purpose of this problem is to have students use the strategies of making a ten and counting on.</p> <p>Materials: (S) Number path labeled from 6 to 15, 10 red and 10 yellow counters</p> <p>Standards 2.OA.B.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. 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>Using Doubles and Doubles Plus 1</p> <p>Students solve a problem that requires finding the sum of 8 and 9. Students model the problem either on paper or with manipulatives to represent the sum. The purpose of this problem is to have students use doubles and doubles plus one as strategies for adding one-digit numbers.</p> <p>Materials: (S) 18 connecting cubes (9 each of two different colors)</p> <p>Standards 2.OA.B.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. 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</p>	<p>Using Mental Math Strategies for Addition</p> <p>Students solve problems using mental math strategies to add, sharing their thinking with a partner.</p> <p>Standards 2.OA.B.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. 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>Using Mental Math Strategies for Addition</p> <p>Students gain fluency with mental math strategies for addition.</p> <p>Standards 2.OA.B.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. 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>



		unknown number to represent the problem.		
Word Study 10:10am - 10:40am	Word Study 10:10am - 10:40am	Word Study 10:10am - 10:40am	Word Study 10:10am - 10:40am	Word Study 10:10am - 10:40am
<p>Lesson 2: Initial 3 Letter Blends and Final Blends Day 1</p> <p>-We will learn to read and spell closed syllable words with initial 3-letter consonant blends and final consonant s-, l-, and t- blends. An initial 3-letter blend has 3 consonants side by side before the vowel. A final consonant blend has 2 consonants side by side after the vowel. Each consonant in a blend is pronounced.</p> <p>Examples:</p> <ul style="list-style-type: none"> • scrub strap strip • fact wept scrap 	<p>Lesson 2: Initial 3 Letter Blends and Final Blends Day 2</p> <p>-We will continue to learn to read and spell closed syllable words with initial 3-letter consonant blends and final consonant s-, l-, and t- blends. An initial 3-letter blend has 3 consonants side by side before the vowel. A final consonant blend has 2 consonants side by side after the vowel. Each consonant in a blend is pronounced.</p> <p>Examples:</p> <ul style="list-style-type: none"> • scrub strap strip • fact wept scrap 	<p>Lesson 2: Initial 3 Letter Blends and Final Blends Day 3</p> <p>-We will continue to learn to read and spell closed syllable words with initial 3-letter consonant blends and final consonant s-, l-, and t- blends. An initial 3-letter blend has 3 consonants side by side before the vowel. A final consonant blend has 2 consonants side by side after the vowel. Each consonant in a blend is pronounced.</p> <p>Examples:</p> <ul style="list-style-type: none"> • scrub strap strip • fact wept scrap 	<p>Lesson 2: Initial 3 Letter Blends and Final Blends Day 4</p> <p>-We will continue to learn to read and spell closed syllable words with initial 3-letter consonant blends and final consonant s-, l-, and t- blends. An initial 3-letter blend has 3 consonants side by side before the vowel. A final consonant blend has 2 consonants side by side after the vowel. Each consonant in a blend is pronounced.</p> <p>Examples:</p> <ul style="list-style-type: none"> • scrub strap strip • fact wept scrap 	<p>Lesson 2: Initial 3 Letter Blends and Final Blends Day 5</p> <p>-We will continue to learn to read and spell closed syllable words with initial 3-letter consonant blends and final consonant s-, l-, and t- blends. An initial 3-letter blend has 3 consonants side by side before the vowel. A final consonant blend has 2 consonants side by side after the vowel. Each consonant in a blend is pronounced.</p> <p>Examples:</p> <ul style="list-style-type: none"> • scrub strap strip • fact wept scrap <p>Assessment</p>
CKLA Writing/Grammar 11:20am - 11:50am	CKLA Writing/Grammar 11:20am - 11:50am	CKLA Writing/Grammar 11:20am - 11:50am	CKLA Writing/Grammar 11:20am - 11:50am	CKLA Writing/Grammar 11:20am - 11:50am
<p>Types of Sentences Mini-Lesson on Sentence Expansion</p> <p>-We have learned that a complete sentence must have a “who” and a “what”. Today we will learn how to write better sentences by including where, when, why, or how. Display an anchor chart similar to this example. Tell students by answering these questions, we can write better sentences that contain more information. Make sure students know they will not answer every question when writing a sentence. Tell them if</p>	<p>Pause Point Day 1 Writing</p> <p>-Choose a tradebook fairytale to read aloud. Review the elements of a fairy tale. Tell students that they are going to work together to rewrite a retelling of this fairy tale. You will show them how to use the graphic organizer (Activity Page 1.1) to write a fairy tale.</p> <p>-Tell students today you will show them how to write the beginning of a fairy tale. Create an anchor chart similar to this example as a scaffold. Explain to students that in this part, the writer tells who the</p>	<p>Pause Point Day 2 Writing</p> <p>-Reread the beginning and middle of the class fairy tale. Tell students that today they will work independently to write the ending. Use the anchor chart, or one you create, to discuss what should be included in the ending. This part of the story tells how the problem was solved. It also tells if the main character learns a lesson and what that lesson is. How is the character different at the end of the story compared to the end of the story?</p> <p>-Tell students to think about how the fairy tale</p>	<p>Types of Sentences</p> <p>-Complete the Tall Tale Characteristics Chart whole group. Do not require students to record answers in their workbooks.</p>	<p>Types of Sentences</p> <p>Complete the Tall Tale Characteristics Chart whole group. Do not require students to record answers in their workbooks.</p>



<p>they try to answer every question, it will make their sentence difficult to understand.</p> <p>-Read the following sentences from the read aloud: The merchant lost two of his biggest ships full of cargo in a great storm at sea.</p> <p>-Use the sentence expansion anchor chart to identify the question words that were answered in the sentence above. Tell students the author could have written, "The merchant lost ships" but we wouldn't know they were full of cargo, or that he lost them in a great storm at sea. By answering question words, we can add more details to our sentences.</p> <p>-Write the following sentence.</p> <p>-The merchant plucked a rose.</p> <p>-Ask the students if your sentence has answered "who" and "what". (who=merchant, what=plucked a rose)</p> <p>-Model how to use the sentence expansion chart to add more details to your sentence. You can use this template or create your own.</p> <p>-Where? In the beast's beautiful garden</p> <p>-Why? To take back to his daughter</p> <p>-Final sentence: The merchant plucked a rose from the beast's beautiful garden to take back to his daughter.</p> <p>-Call attention to how you didn't answer every question. You chose the</p>	<p>characters are in the story and where the story takes place. Think aloud as you model how to write the beginning of the fairy tale. Ask yourself these questions aloud: What is the first event? Who are the characters in it? Where are they in this part of the story? Refer to the sentence expansion chart as you develop sentences. (Hopefully, the more you model the use of these charts, the more students will see them as a resource.)</p> <p>-Use the anchor chart again to discuss what should be included in the middle of the fairy tale. Tell students this part of the fairy tale should answer the following questions: This is the part of the story that describes what happens to the characters. What is the problem? What are the events? Ask students to write the middle of the fairy tale using the characters and problem. Remind them to use time order words to tell the sequence of events. Tell them you will choose three of the writings for the class to choose from to add to the middle of the class fairy tale. Circulate and provide feedback as they work. You may choose to set a timer for 10 minutes so that students use their time wisely. Choose three of the students' writings to read aloud. Decide as a class which student's version to add to the class fairy tale.</p>	<p>ended. Pair students and pose the following questions: How was the problem solved? What lesson does the character learn (could be the good or the evil character)? How is the character different at the end of the story?</p> <p>-After students share some ideas, have students return to their seats to write an ending to the class fairy tale. Tell students you will again choose three to read aloud and allow the class to choose which one to add the class fairy tale. OR you can choose which student's writing to add and keep it a secret. You could add it to the class fairy tale after the students leave, and let it be a surprise.</p>		
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<p>questions you felt were most important to the sentence. -Tell students to refer to the anchor chart as they write sentences. Tell them to try to answer when, where, how, or why as they write sentences.</p>	<p>-Tell students tomorrow, they will write the ending.</p>			
<p>CKLA Reading 1:25pm - 3:00pm</p>	<p>CKLA Reading 1:25pm - 3:00pm</p>	<p>CKLA Reading 1:25pm - 3:00pm</p>	<p>CKLA Reading 1:25pm - 3:00pm</p>	<p>CKLA Reading 1:25pm - 3:00pm</p>
<p>CKLA Lesson 3 Beauty and the Beast, Part I -Compare and contrast orally characteristics of fairy tales in “The Fisherman and His Wife” and “The Emperor’s New Clothes” -Explain why the beast is described as “fearsome” in “Beauty and the Beast, Part I” -Prior to listening to “Beauty and the Beast, Part I,” identify orally what they know and have learned about fairy tales -Recount “Beauty and the Beast, Part I” through a sequence of events in the fairy tale -Determine the meanings of words, such as misfortune, by using the prefix mis- -Word Work: Fortune CKLA Writing: -Quickly review the parts of a narrative using the Narrative Graphic Organizer (or create an anchor chart) to discuss the narrative elements in the first part of Beauty and the Beast. You will only discuss and complete the beginning of the chart, since this is just Part 1 of the story. (Whole group, not independently) -Write simple sentences describing a favorite setting in “Beauty and the Beast, Part I” and then</p>	<p>CKLA Lesson 4 Beauty and the Beast, Part II -Use evidence from “Beauty and the Beast, Part II” to describe how Beauty’s feelings change during the fairy tale -Recount “The Beauty and the Beast, Part II” and determine the central message, lesson, or moral Identify common characteristics of fairy tales and the fairy tale elements of “Beauty and the Beast, Part II” -Prior to listening to “Beauty and the Beast, Part II,” orally predict from text heard thus far if the merchant will return to the castle or if one of the merchant’s daughters will go in his place. -Explain the meaning of the common saying “better late than never” and use inappropriate contexts -Word Work: Constant -Use the adjective constant appropriately in oral language -Multiple Meaning Word Activity: Tunes Sayings and Phrases: Better Late Than Never CKLA Writing: -Review the parts of a narrative using the Narrative Graphic Organizer (or create an anchor chart) to discuss the narrative elements in</p>	<p>Pausing Point</p>	<p>CKLA Lesson 5: Paul Bunyan -Distinguish this fantasy from realistic text by explaining that some of the things in the story could not happen in real life and are exaggerations -Identify tall tales as a type of fiction -Identify characteristics of tall tales that are evident in “Paul Bunyan” -Describe a situation that contains exaggeration -Word Work: Admiration -Form and use frequently occurring irregular plural nouns CKLA Writing: -Exit Pass: Write one sentence identifying a characteristic of a tall tale in Paul Bunyan and one sentence telling what type of characteristic it is. Focus on using the sentence expansion chart to write a complete sentence. (For example, who? Paul Bunyan what? Slept in a wagon. When? As a baby Paul Bunyan slept in a wagon as a baby. This is an example of an exaggeration.) -With assistance, categorize and organize characteristics about the tall tale “Paul Bunyan” into a chart</p>	<p>CKLA Lesson 6 Pecos Bill -Compare and contrast orally the characteristics of tall tales in “Paul Bunyan” with the characteristics of tall tales in “Pecos Bill” using evidence from both stories -Distinguish this fantasy from realistic text by explaining that some of the things in the story could not happen in real life -Describe the setting of “Pecos Bill” -Prior to listening to “Pecos Bill,” identify orally what they know and have learned about the characteristics of tall tales and examples of exaggeration in “Paul Bunyan” -Word Work: Tame CKLA Writing -Exit Pass: Write one sentence identifying a characteristic of a tall tale in Pecos Bill and one sentence naming the type of characteristic. Focus on writing complete sentences and using the sentence expansion chart to write better sentences. -With assistance, categorize and organize characteristics about the tall tale “Pecos Bill” into a chart</p>



<p>sequence those scenes to retell the story. Ask them to choose one of the settings and write about the event that happened in that setting. Who was the character/characters in the setting? What were their actions? Remind them to use the sentence expansion chart to try to add details to their sentences. Choose some student examples to share with class. Discuss what makes it a complete sentence and whether they added details by answering when, where, why, or how.</p>	<p>the first part of Beauty and the Beast. -Ask students to think about all the events in the story. Give students 5-7 minutes to sketch their favorite event. Ask students to write about that event. Remind them to use the sentence expansion chart to add details to their sentences. Guide their writing by asking the following questions: Who are the characters in this event? What are they doing? After students are finished, ask students if they believe their event happened in the beginning, middle, or end of the story. Designate areas of the room for the beginning, middle, or end and ask students to go to that location. Have students put their events in order within that group, then sequence all events (beginning, middle, and end). Tell students that to help readers know when the event takes place, authors use words like first, next, then, last, etc. Create an anchor chart of time order words. Remind students to use these words in their writing to tell what order events happen.</p>			
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