



Monday 09/12/2022	Tuesday 09/13/2022	Wednesday 09/14/2022	Thursday 09/15/2022	Friday 09/16/2022
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
Student Friendly Objectives Cookie Dough Due				
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
Using Mental Math Strategies for Subtraction Students draw on their previous knowledge of subtracting within 20. They explore and share solution strategies for subtracting 6 from 14. They look ahead to using the mental math strategy of making a ten to subtract. Materials: 14 counters for each student 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.	Counting On and Making a Ten to Subtract Students learn different ways to find the difference of 11 and 8. Students model the numbers in the problem either on paper or with manipulatives, to find the difference. Students develop understanding of the counting on strategy and the make a ten strategy for solving subtraction problems. Materials: 20 counters for each student 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	Addition/ Subtraction Fluency and Strategy Test	Using Fact Families to Help Subtract Students find the difference of 15 and 9. Students model the numbers in the problem, either on paper or with manipulatives to find the difference. Students develop understanding of using fact families to help solve subtraction problems. Materials: none 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	Using Mental Math Strategies for Subtraction Students solve problems using mental math strategies to subtract and then discuss and confirm their answers with a partner. Materials: none 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.



	drawings and equations with a symbol for the unknown number to represent the problem.		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 3: Phonograms Day 1-5 -We will review phonograms this week. A phonogram is a series of letters that represents 1 or more sounds. The vowel sound changes in a phonogram. The phonograms in today's lesson contain 1 vowel followed by 2 consonants -either ng, nk, lt, st, ll, lk, ld or nd. Examples:</p> <p>wild grind mild sang song sung child bind wind ball bolt post</p>	<p>Lesson 3: Phonograms Day 1-5 -We will review phonograms this week. A phonogram is a series of letters that represents 1 or more sounds. The vowel sound changes in a phonogram. The phonograms in today's lesson contain 1 vowel followed by 2 consonants -either ng, nk, lt, st, ll, lk, ld or nd. Examples:</p> <p>wild grind mild sang song sung child bind wind ball bolt post</p>	<p>Lesson 3: Phonograms Day 1-5 -We will review phonograms this week. A phonogram is a series of letters that represents 1 or more sounds. The vowel sound changes in a phonogram. The phonograms in today's lesson contain 1 vowel followed by 2 consonants -either ng, nk, lt, st, ll, lk, ld or nd. Examples:</p> <p>wild grind mild sang song sung child bind wind ball bolt post</p>	<p>Lesson 3: Phonograms Day 1-5 -We will review phonograms this week. A phonogram is a series of letters that represents 1 or more sounds. The vowel sound changes in a phonogram. The phonograms in today's lesson contain 1 vowel followed by 2 consonants -either ng, nk, lt, st, ll, lk, ld or nd. Examples:</p> <p>wild grind mild sang song sung child bind wind ball bolt post</p>	<p>Lesson 3: Phonograms Day 1-5 -We will review phonograms this week. A phonogram is a series of letters that represents 1 or more sounds. The vowel sound changes in a phonogram. The phonograms in today's lesson contain 1 vowel followed by 2 consonants -either ng, nk, lt, st, ll, lk, ld or nd. Examples:</p> <p>wild grind mild sang song sung child bind wind ball bolt post</p> <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>Add: Mini-Lesson on Common/Proper Nouns Create an anchor chart that explains a noun, as well as a common noun and proper noun (examples). Then use the story to create a chart of common nouns/proper nouns (common: home, messenger, father, etc. proper: Earth, Mount Olympus, Apollo, Zeus, etc.) Ask students what they</p>	<p>Writing Task: Students will write about two gods or goddesses in their civilization notebooks. Examples: Poseidon makes earthquakes and storms in the sea with his Zeus makes thunder and lightning.</p>	<p>Writing Task: Students will write a sentence about the Olympics, Myron's statue, and Pindar's poems in their civilization notebooks. Remind students to capitalize the names of people and places. Examples: The Greeks held the Olympic Games to celebrate Zeus.</p>	<p>Writing Task: Students will write two sentences describing the city-state of Sparta in ancient Greece in their civilization notebook. Example: Spartan boys had to leave their home to train for the Spartan army. ADD Mini-Lesson on Types of Sentences: Complete the Syntactic Awareness activity, but complete an anchor</p>



	<p>notice about proper nouns. Tell students that when they use a name of a person or place, they must use a capital letter. You may want to create an anchor chart to remind students to use a capital letter at the beginning of the name of a person or place. Tell students they will be writing many proper nouns during this domain, so they always need to check their writing and make sure they've capitalized names of people or places.</p> <p>Writing Task: Students will write a sentence about the image added under religion (Mount Olympus) in their civilization notebooks. They will need to supply an answer to <i>where</i>. Example: Ancient Greeks believed fictional gods and goddesses lived on Mount Olympus.</p>		<p>Pinder wrote poems to encourage Greeks to do their best. Myron sculpted The Discus Thrower to honor the champions.</p>	<p>chart (examples) and explain the purpose of each type of sentence first.</p>
CKLA Reading 1:25pm - 3:00pm	CKLA Reading 1:25pm - 3:00pm	CKLA Reading 1:25pm - 3:00pm	CKLA Reading 1:25pm - 3:00pm	CKLA Reading 1:25pm - 3:00pm
<p>Domain 3: CKLA Lesson 1: The Ancient Greeks -Use an image of rugged Greek terrain to clarify the description of the land in the text -Describe the connection between the rugged Greek terrain and the development of an ancient civilization in this land -Prior to listening to "TheAncient Greeks"</p>	<p>Domain 3 Lesson 2:Mount Olympus, Part I -Describe how the gods and goddesses described in"Mount Olympus, Part I" respond to events and challenges -Describe an image of the twelve thrones on Mount Olympus to clarify information presented in "Mount Olympus,Part I"Recount the story of</p>	<p>Domain 3: CKLA Lesson 3: MountOlympus, Part II -Use an image of Hermes hovering over the Greek landscape to clarify information presented in"Mount Olympus, Part II" -Summarize the characteristics and powers of the gods and goddesses of the ancient Greeks</p>	<p>CKLA Lesson 4: The Olympic Games -Determine the meaning of words such as boundaries and compete in connection with their use in "The Olympic Games" -Explain the connection between the ancient Greeks and the modern Olympic games -Compare and contrast the ancient Olympic</p>	<p>CKLA Lesson 5: All for Sparta -Explain how the information presented in "All for Sparta" provides information about the Spartan way of life -Describe how Lysander reacted to turning seven years old and leaving his family to train as a soldier -Prior to listening to "All for Sparta," identify orally what they know</p>



<p>review what they know and have learned about the key components of a civilization</p> <ul style="list-style-type: none"> -Describe unique aspects of the ancient Greek government -Use adjectives to describe the Greek land shown in an image -Determine the meanings of words, such as independently, by using the prefix in- -Word Work: Independently <p>CKLA Writing: With assistance, categorize and organize facts and information from “The Ancient Greeks” in a Civilization Notebook. Students will write a sentence for each image added to the civilization chart in their Civilization Notebook. Remind students that every sentence must contain a <i>who</i> and a <i>what</i>, but that we can write better sentences by answering other question words. Refer to the sentence expansion anchor chart created in the previous domain. Ask students to look at page 1 in their Civilization Notebook. The <i>who</i>, <i>what</i>, and <i>where</i> are provided as an example for the first image. All students will need to do is write these parts as a complete sentence. In the other two pages, I’ve left one part empty for students to answer. If you think students still need support, you</p>	<p>the Olympian gods and goddesses from “Mount Olympus, Part I,” using transition words like first, next, then, and finally</p> <ul style="list-style-type: none"> -Build on comments from others when they are describing the gods and goddesses described in “Mount Olympus, Part I” -Prior to listening to “Mount Olympus, Part I,” identify orally what they know and have learned about the ancient Greek civilization -Use adjectives to describe the gods and goddesses described in “Mount Olympus, Part I” <p>Word Work: Summoned</p> <p>CKLA Writing: -With assistance, categorize and organize facts and information from “Mount Olympus, Part I” in a Civilization Notebook</p>	<ul style="list-style-type: none"> -Explain the connection between the powers possessed by the Greek gods and goddesses and things that occur in nature -Recount the story of the Olympian gods and goddesses from “Mount Olympus, Part II,” using transition words like first, next, then, and finally -Prior to listening to “Mount Olympus, Part II,” identify orally what they know and have learned about Mount Olympus <p>Word Work: Mission</p> <p>CKLA Writing: With assistance, categorize and organize facts and information from “Mount Olympus, Part II” in a Civilization Notebook</p>	<p>Games with the modern games</p> <ul style="list-style-type: none"> -Prior to listening to “The Olympic Games,” identify orally what they know and have learned about the beliefs of the ancient Greeks and about key components of a civilization -Identify orally significant contributions made by ancient Greeks such as Myron and Pindar -Recount a personal experience involving the saying “where there’s a will, there’s a way” with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences -Word Work: Grand -Use the adjective grand appropriately in oral language <p>Sayings and Phrases: Where There’s a Will, There’s a Way</p> <p>CKLA Writing: -With assistance, categorize and organize facts and information from “The Olympic Games” in a Civilization Notebook</p>	<p>and have learned about city-states and the ancient Greek civilization</p> <ul style="list-style-type: none"> -Summarize life in ancient Sparta -Use adjectives to describe life in Sparta -Word Work: Spartan -Create different types of sentences based on an image of Lysander leaving with Platon -Build on remarks made by others in a conversation about an image of Lysander leaving with Platon <p>CKLA Writing: -With assistance, categorize and organize facts and information from “All for Sparta” in a Civilization Notebook</p>
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<p>can answer these questions with students. I have provided some examples below. Some Greek farmers <u>grew strong trees</u> on the rugged land. Some Greeks took care of sheep <u>on the rugged land</u>. Some Greeks <u>sailed and fished</u> on the sea.</p>				
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