Monday 02/13/2023	Tuesday 02/14/2023	Wednesday 02/15/2023	Thursday 02/16/2023	Friday 02/17/2023
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**

Monday 02/13/2023

Word Study 8:25am - 9:10am

We will study new syllable type (VR) . The vowel-r phonogram is a series of letters that represent 1 or more sounds. Phonograms can affect the way we hear and say the vowel sounds. We will study vowel-r phonograms which include: 1 vowel followed by the consonant r, which affects the way the vowel sound is pronounced. We will also study w plus a-r and w plus o-r. The /w/ sound is considered a glide because it glides immediately into the vowel sound that follows it. We will also continue to review Open, Closed, VCe, and Vowel Team syllable pattern words.   **-/ar/ as in car, /or/ as in corn, /w + ar/ as in warn, /wor/ as in worm**

CKLA Reading 9:45am - 10:40am

CKLA Lesson 7: Armored Tanks of the Insect World -Describe the reasons or facts the author of "Armored Tanks of the Insect World" gives to explain why beetles are

Tuesday 02/14/2023

Valentine Party

Word Study 8:25am - 9:10am

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CKLA Reading 9:45am - 10:40am

CKLA Lesson 8: Friend or Foe? -Explain how humans and insects can be both helpful and harmful to each other -Describe the relationship between

Wednesday 02/15/2023

Word Study 8:25am - 9:10am

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CKLA Reading 9:45am - 10:40am

Assessments Domain 8: Insects Assessment

iReady Math 1:25pm - 2:25pm

-Students draw on their knowledge of hundreds, tens, and ones to write three-

Thursday 02/16/2023

Word Study 8:25am - 9:10am

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CKLA Reading 9:45am - 10:40am

Domain 8 Insects: Culminating Activity

iReady Math 1:25pm - 2:25pm

-Students solve a problem that requires them to write 284 using words and using expanded form.

Friday 02/17/2023

Word Study 8:25am - 9:10am

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CKLA Reading 9:45am - 10:40am

CKLA Lesson 1: Harriet Tubman, Part I -Describe and discuss Harriet Tubman's childhood -Describe what life was like for enslaved people -Use a T-Chart to

the largest group of insects on Earth
-Prior to listening to "Armored Tanks of the Insect World," identify what they know and have learned about the key characteristics of insects
-Describe the way beetles protect themselves
-Word Work: Mimicry

CKLA Writing:
Add: Review adverbs and adjectives.
Insect Journal: Complete the journal page together. Based on students' understanding, you may choose to complete the first two or three together and then provide an opportunity for the students to complete the remaining sentences independently. Review answers together.

iReady Math 1:25pm - 2:25pm

-Students explore the idea of one hundred through different models. They develop an understanding that 100 can be expressed as 100 ones, as 10 tens, or as 1 hundred.
-Students use counting strategies to name three-digit numbers as use models to organize three-digit numbers in different ways.

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humans and insects using evidence from "Friend or Foe?"
-Prior to listening to "Friend or Foe?" identify what they know and have learned about the harmful and helpful aspects of insects Identify a cicada as a bug
-Word Work: Foe

CKLA Writing:
Insect Journal: Read the directions to students. Based on students' needs, you may want to provide a sentence stem to get students started. Remind them to use evidence from the readaloud to support their answer.

I would describe insects as foes/ friends of humans because...

iReady Math 1:25pm - 2:25pm
Student Friendly Objectives
Students demonstrate understanding of three-digit numbers as they talk through three problems. Then they draw a picture to represent a problem and represent its solution in two different ways.
Assessments
Lesson 12 Assessment
Standards
2.NBT.A.1 Understand that the three

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digit numbers in different ways. They explore and share strategies involving composing numbers from hundreds, tens, and ones. They look ahead to determine how the value of a digit in a number is based upon its placement in that number and write numbers in standard and word form.
-Students solve a problem that requires them to find the total value of 2 hundreds, 1 ten, and 3 ones. Students model the quantities either on paper or with manipulatives. The purpose of this problem is to have students develop strategies for connecting digits to the values that they represent so that they can find the value of three-digit numbers.

Standards
2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
2.NBT.A.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: (a) 100 can be thought of as a bundle of ten tens - called a

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Students model the problem on paper or by using manipulatives. The purpose of this problem is to have students deepen understanding and develop flexibility in working with three-digit numbers.
-Students us different strategies to solve problems involving reading and writing three-digit numbers in different forms, sharing their thinking with a partner.

Standards
2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
2.NBT.A.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: (a) 100 can be thought of as a bundle of ten tens - called a "hundred.", (b). The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

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compare and contrast the slavery and freedom
-Recall key details about westward expansion in the United States
-Discuss the concepts of freedom and liberty
-Word Work: Value

CKLA Writing:
-Complete the Slavery and Freedom T-Chart whole group. Do not require students to copy information into their workbook.
-Add minilesson on conjunctions: so, but, because
-Civil War Journal: Have students use the information heard in the read-aloud about Minty, and the ideas shared in the Slavery and Freedom T-Chart, to write a sentence on Activity Page 1.2. Encourage students to write a sentence using either because, but, or so.

iReady Math 1:25pm - 2:25pm
Students further refine their skills for reading and writing three-digit numbers in different forms.
Assessments
Lesson 13 Assessment
Standards
2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

Standards

2.NBT.A.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: (a) 100 can be thought of as a bundle of ten tens - called a "hundred.", (b). The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

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