



Monday 03/06/2023	Tuesday 03/07/2023	Wednesday 03/08/2023	Thursday 03/09/2023	Friday 03/10/2023
<p>Important Reminders 7:45am - 8:00am</p>	<p>Important Reminders 7:45am - 8:00am</p>	<p>Important Reminders 7:45am - 8:00am</p>	<p>Important Reminders 7:45am - 8:00am</p>	<p>Important Reminders 7:45am - 8:00am</p>
<p>Word Study 8:25am - 9:10am</p>	<p>Word Study 8:25am - 9:10am</p>	<p>Word Study 8:25am - 9:10am</p>	<p>Word Study 8:25am - 9:10am</p>	<p>Word Study 8:25am - 9:10am</p>
<p>Day 1 -We will continue to study and review syllable type (VR) . We will learn to read and spell words with the vowel-r pattern (or,ar, ir, er,ur, w+ar, w+or,air/are, ear/ere, and oar/ore). We will study vowel-r which include:a series of letters that represents 1 or more sounds which affects the way the vowel sound is pronounced. We will also continue to review Open, Closed, VCe, and Vowel Team syllable pattern words. /ere/ as in here /or/ as in corn /ear/ as in hear /ar/ as in car /air/ as in hair, /w+ar/ as in warm /are/ as in hare /w+or/ as in word /oar/ as in boar /er/ as in fern /ore/ as in bore /ir/ as in bird /ur/ as in curl</p>	<p>Day 2 -We will continue to study and review syllable type (VR) . We will learn to read and spell words with the vowel-r pattern (or,ar, ir, er,ur, w+ar, w+or,air/are, ear/ere, and oar/ore). We will study vowel-r which include:a series of letters that represents 1 or more sounds which affects the way the vowel sound is pronounced. We will also continue to review Open, Closed, VCe, and Vowel Team syllable pattern words. /ere/ as in here /or/ as in corn /ear/ as in hear /ar/ as in car /air/ as in hair, /w+ar/ as in warm /are/ as in hare /w+or/ as in word /oar/ as in boar /er/ as in fern /ore/ as in bore /ir/ as in bird /ur/ as in curl</p>	<p>Day 3 -We will continue to study and review syllable type (VR) . We will learn to read and spell words with the vowel-r pattern (or,ar, ir, er,ur, w+ar, w+or,air/are, ear/ere, and oar/ore). We will study vowel-r which include:a series of letters that represents 1 or more sounds which affects the way the vowel sound is pronounced. We will also continue to review Open, Closed, VCe, and Vowel Team syllable pattern words. /ere/ as in here /or/ as in corn /ear/ as in hear /ar/ as in car /air/ as in hair, /w+ar/ as in warm /are/ as in hare /w+or/ as in word /oar/ as in boar /er/ as in fern /ore/ as in bore /ir/ as in bird /ur/ as in curl</p>	<p>Day 4 -We will continue to study and review syllable type (VR) . We will learn to read and spell words with the vowel-r pattern (or,ar, ir, er,ur, w+ar, w+or,air/are, ear/ere, and oar/ore). We will study vowel-r which include:a series of letters that represents 1 or more sounds which affects the way the vowel sound is pronounced. We will also continue to review Open, Closed, VCe, and Vowel Team syllable pattern words. /ere/ as in here /or/ as in corn /ear/ as in hear /ar/ as in car /air/ as in hair, /w+ar/ as in warm /are/ as in hare /w+or/ as in word /oar/ as in boar /er/ as in fern /ore/ as in bore /ir/ as in bird /ur/ as in curl</p>	<p>Day 5 -We will continue to study and review syllable type (VR) . We will learn to read and spell words with the vowel-r pattern (or,ar, ir, er,ur, w+ar, w+or,air/are, ear/ere, and oar/ore). We will study vowel-r which include:a series of letters that represents 1 or more sounds which affects the way the vowel sound is pronounced. We will also continue to review Open, Closed, VCe, and Vowel Team syllable pattern words. /ere/ as in here /or/ as in corn /ear/ as in hear /ar/ as in car /air/ as in hair, /w+ar/ as in warm /are/ as in hare /w+or/ as in word /oar/ as in boar /er/ as in fern /ore/ as in bore /ir/ as in bird /ur/ as in curl</p>
<p>CKLA Reading 9:45am - 10:40am</p>	<p>CKLA Reading 9:45am - 10:40am</p>	<p>CKLA Reading 9:45am - 10:40am</p>	<p>CKLA Reading 9:45am - 10:40am</p>	<p>Assessment</p>
<p>CKLA Lesson 6: The War Begins -Identify the reasons the author of the read-aloud gives for the Civil War being longer and bloodier</p>	<p>CKLA Lesson 7: Robert E. Lee -Compare and contrast the Union and the Confederacy at the Battle of Gettysburg</p>	<p>CKLA Lesson 8:Clara Barton -Explain why Clara Barton became known as “the Angel of the Battlefield”</p>	<p>CKLA Lesson 9: The Emancipation Proclamation -Explain why Abraham Lincoln is remembered as a courageous president</p>	<p>CKLA Reading 9:45am - 10:40am CKLA Lesson 10:Ulysses S.Grant -Compare and contrast the Union and Confederate armies</p>



than the North anticipated
 -Identify and describe key terms including, the Battle of Manassas and Stonewall Jackson
 -Using an illustration, identify and describe Fort Sumter and its importance in the Civil War
 Word Work: Civilians Syntactic Awareness
 Activities: Speech Registers Sayings and Phrases: "Easier Said Than Done"

CKLA Writing:
 Ask students to turn knee to knee and share the reason the author gives for the Civil War being longer than the North thought it would be. Give them the following sentence stems:

The Civil War lasted longer because....

The Civil War lasted longer because (the Confederate soldiers were more skilled at fighting).

The Civil War lasted longer because (the Confederacy had many more soldiers).

Exit Pass: Ask students to list two reasons the author gives for the Civil War being longer than the North thought it would be. Encourage them to use the conjunction because.

-Describe Robert E. Lee and why he was important during the Civil War
 -Explain the significance of the First Battle of Manassas in the Civil War
 -Word Work: Advisors
CKLA Writing:
 -Use a SWBST Chart to retell the story of Robert E. Lee
 -Using a combination of drawing and writing, write a journal entry about the Robert E. Lee and his role in the Civil War

iReady Math 1:25pm - 2:25pm

Students solve a problem that requires them to subtract 218 from 450. Students model the numbers either on paper or with manipulatives to represent the difference. The purpose of this problem is to have students use their knowledge of place value to develop strategies for subtracting three-digit numbers.

Standards

2.NBT.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand

-Describe Clara Barton's role in the Civil War
 -Describe the impact of Clara Barton's work in other countries and in the foundation of the Red Cross
 -Use a timeline to identify and describe important events during the Civil War
 -Describe the role of Robert E. Lee in the Civil War
 -Word Work: Wounded
CKLA Writing:
 -Using a combination of drawing and writing, write a journal entry about Clara Barton and her contributions both during and after the Civil War
Application: Civil War Timeline, Civil War Journal
Add: Display the following sentence stems:

Clara Barton wanted to provide better medical care for the soldiers because Clara Barton wanted to provide better medical care for the soldiers, but

Clara Barton wanted to provide better medical care for the soldiers, so Read a statement below and ask students which sentence it would best complete above. (Does it fit best in the sentence stem using the conjunction because, but, or so?) You

-Describe the Emancipation Proclamation and why it was important
 -Interpret information from the Timeline to understand when the Emancipation Proclamation was written relative to when the American Red Cross was established
 -Prior to listening to "The Emancipation Proclamation," identify orally what they know and have learned about Clara Barton
 -Word Work: Abolished
CKLA Writing:
 -Using a combination of drawing and writing, write a journal entry about the significance of the Emancipation Proclamation
Application: Civil War Timeline Activity, Civil War Journal

Add: Display the following sentence stems.

President Lincoln wrote the Emancipation Proclamation because President Lincoln wrote the Emancipation Proclamation, but President Lincoln wrote the Emancipation Proclamation, so

Read each sentence below. Ask students which sentence stem above it best completes. Don't

-Compare and contrast Ulysses S. Grant and Robert E. Lee
 -Prior to listening to "Ulysses S. Grant," orally identify what they know and have learned about Robert E. Lee
 -Word Work: Defeat
 -Multiple Meaning Word Activity: Post
CKLA Writing:
 -Using a combination of drawing and writing, write a journal entry comparing and contrasting Ulysses S. Grant and Robert E. Lee

Application: Civil War Timeline, Civil War Journal
Add: Display the following sentence stems. Pair students and ask them to answer each one (orally). Ask pairs to share.

Grant and Lee were alike because (possible answer: they were both strong strong leaders)

Grant and Lee were alike, but (possible answer: Grant's army had more soldiers, ammunition, food, and supplies)

Grant and Lee were alike, so (possible answer: they both put up a strong fight)
 Students will write a Civil War journal entry in which they compare and contrast



iReady Math 1:25pm - 2:25pm

Students connect their previous knowledge of subtracting two-digit numbers to subtracting three-digit numbers. They explore and share solution strategies for subtracting 243 from 348. They look ahead to regrouping a ten as ones in order to subtract.

Standards

2.NBT.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.

2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

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2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

2.NBT.B.8 Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.

don't have to read all of them. You can just choose one or two for each conjunction. I've placed the possible answer in parentheses beside each statement.
-she wanted to lessen their suffering and pain (because)
-nobody had given serious thought to taking care the wounded soldiers (because)
-soldiers were often left alone in overcrowded field hospitals with not enough doctors or supplies
-women were not allowed on the battlefields (but)
-there were not enough hospital beds or medical supplies to take care of the wounded (but)
-she had no formal schooling as a medical nurse (but)
-she worked hard to obtain medical supplies needed to treat the soldiers' serious wounds (so)
-started following the main Union Army wherever it went (so)
-she became known as the "Angel of the Battlefield" during the Civil War (so)
-she followed the army to many dangerous battles (so)

Ask students to write a Civil War journal entry about Clara Barton.

read them in the same order as above. After the provide the correct answer, have them repeat the sentence as a whole.

He wanted to change the focus of the war. (because)
It did not automatically free enslaved people. (but)
African American soldiers were able to fight in the Union Army. (so)

Ask students to write a Civil War journal entry about the Emancipation Proclamation. They may choose to use a stem above and an answer they shared with their partner

iReady Math 1:25pm - 2:25pm

Students use different strategies to subtract three-digit numbers, sharing their thinking with a partner and then working independently.

Standards

2.NBT.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three digit

Ulysses S. Grant and Robert E. Lee.

iReady Math 1:25pm - 2:25pm

Students gain fluency with strategies for adding three-digit numbers.

Assessments

Lesson 17 Quiz

Standards

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iReady Math 1:25pm - 2:25pm

Students solve a problem that requires them to subtract 276 from 327. Students model the number in the word problem either on paper or with manipulatives to represent the difference. The purpose of this problem is to have students use their knowledge of place value to develop strategies for subtracting three-digit numbers with regrouping of hundreds.

Standards

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