Monday 04/24/2023	Tuesday 04/25/2023	Wednesday 04/26/2023	Thursday 04/27/2023	Friday 04/28/2023

Important Reminders 7:45am - 8:00am (Monday)

Important Reminders 7:45am - 8:00am (Tuesday)

Important Reminders 7:45am - 8:00am (Wednesday)
JHS Senior Walk

Important Reminders 7:45am - 8:00am (Thursday)

Important Reminders 7:45am - 8:00am (Friday)
Plant Sale

Word Study 8:25am - 9:10am

Monday — Day 1
-We will review complex consonants, silent letters and hard and soft c and g this week.We will also continue to review Open, Closed, VCe, Vowel R and Vowel Team syllable pattern words.
 /s/ as in circus, cent, cycle
/j/ as in gym, germ, giant

 /k/ as in clock   (-ck)
/k/ as in beak   (-k)
/ch/ as in match (-tch)
/ch/ as in branch (-ch)
/j/ as in cage (-ge)

/g/ as in bridge (-dge)

 (gn) /n/ as in sign (gn)
(kn) n/ as in knock

(wr) r/ as in write

(mb) /m/ as in comb

Tuesday — Day 2
-We will review complex consonants, silent letters and hard and soft c and g this week.We will also continue to review Open, Closed, VCe, Vowel R and Vowel Team syllable pattern words.
 /s/ as in circus, cent, cycle
/j/ as in gym, germ, giant

 /k/ as in clock   (-ck)
/k/ as in beak   (-k)
/ch/ as in match (-tch)
/ch/ as in branch (-ch)
/j/ as in cage (-ge)

/g/ as in bridge (-dge)

 (gn) /n/ as in sign (gn)
(kn) n/ as in knock

(wr) r/ as in write

(mb) /m/ as in comb

Wednesday — Day 3
-We will review complex consonants, silent letters and hard and soft c and g this week.We will also continue to review Open, Closed, VCe, Vowel R and Vowel Team syllable pattern words.
 /s/ as in circus, cent, cycle
/j/ as in gym, germ, giant

 /k/ as in clock   (-ck)
/k/ as in beak   (-k)
/ch/ as in match (-tch)
/ch/ as in branch (-ch)
/j/ as in cage (-ge)

/g/ as in bridge (-dge)

 (gn) /n/ as in sign (gn)
(kn) n/ as in knock

(wr) r/ as in write

(mb) /m/ as in comb

Thursday — Day 4
-We will review complex consonants, silent letters and hard and soft c and g this week.We will also continue to review Open, Closed, VCe, Vowel R and Vowel Team syllable pattern words.
 /s/ as in circus, cent, cycle
/j/ as in gym, germ, giant

 /k/ as in clock   (-ck)
/k/ as in beak   (-k)
/ch/ as in match (-tch)
/ch/ as in branch (-ch)
/j/ as in cage (-ge)

/g/ as in bridge (-dge)

 (gn) /n/ as in sign (gn)
(kn) n/ as in knock

(wr) r/ as in write

(mb) /m/ as in comb

Friday — Day 5
-We will review complex consonants, silent letters and hard and soft c and g this week.We will also continue to review Open, Closed, VCe, Vowel R and Vowel Team syllable pattern words. **Assess**
 /s/ as in circus, cent, cycle
/j/ as in gym, germ, giant

 /k/ as in clock   (-ck)
/k/ as in beak   (-k)
/ch/ as in match (-tch)
/ch/ as in branch (-ch)
/j/ as in cage (-ge)

/g/ as in bridge (-dge)

 (gn) /n/ as in sign (gn)
(kn) n/ as in knock

(wr) r/ as in write

(mb) /m/ as in comb

CKLA Reading 9:45am - 10:40am

Monday — CKLA Lesson 1: E Pluribus Unum
-Explain the meaning of e pluribus unum and why people immigrateIdentify push and pull factors

Tuesday — CKLA Lesson 2: A Little Giant
-Explain why Charles Steinmetz immigrated to America and describe his impact
-Prior to listening to

Wednesday — CKLA Lesson 3: Life in the City
-Describe the lives of immigrants living in major U.S. cities

Thursday — CKLA Lesson 4: From Ireland to New York City
-Explain why the United States was known as "the land of opportunity"Identify

Friday — CKLA Lesson 5: Gold Mountain
-Explain the push and pull factors of Chinese immigration in the 1880s–1920s

that have encouraged people to come to the United States
-Prior to listening to "E Pluribus Unum," orally identify what they know and have learned about the United States prior to 1880
-Use word parts to determine the meaning of the unknown Latin phrase e pluribus unum
-Word Work: Factors
CKLA Writing:
Individually write and illustrate information about immigrationShare their writing with a partner

iReady Math 1:25pm - 2:25pm

Adding Using Arrays

Students connect their previous knowledge about arrays made up of squares to arrays of other objects. They explore and share solution strategies for finding the total number of hats shown as 4 hats on each of 3 shelves. They look ahead to identifying rows and columns in an arrays and writing an equation to find the total number of objects in an array.

Standards

"A Little Giant Comes to America," orally identify what they know and have learned about from where and why people immigrate
-Word Work: Opportunity
CKLA Writing:
-Individually write and illustrate information about immigration

iReady Math 1:25pm - 2:25pm

Adding Using Arrays

Students find the number of objects in an array given the number of objects in each row and column. They explore and share strategies such as drawing a picture, skip-counting, and writing an equation. The purpose of this problem is to have students develop a variety of strategies that can be used to find the total number of objects in arrays of other sizes.

Standards

2.OA.C.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

2.NBT.A.2 Count within 1000; skip-

-Compare and contrast immigrants lives in the UnitedStates with their lives in their home countries
-Explain the reasons the author gives to support his or her statement
-Prior to listening to "Life in theCity," orally identify what they know and have learned about from where and why people immigrate
-Word Work: Traditional
CKLA Writing:
-Individually write and illustrate information about the lives of immigrants in major U.S.cities

iReady Math 1:25pm - 2:25pm

Adding Using Arrays

Students use different strategies to solve problems about arrays.

Standards

2.OA.C.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

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

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push and pull factors that have encouraged people to come to the United States
-Prior to listening to "From Ireland to New York City,"orally identify what they know and have learned about from where and why people immigrate
-Word Work: Afford
-Identify and generate adjectives
CKLA Writing:
-Individually write and illustrate information about Irish immigration to the United States

iReady Math 1:25pm - 2:25pm

Student Friendly Objectives

Adding Using Arrays

Students gain fluency with solving problems about arrays.

Standards

2.OA.C.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

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

-Describe the lives of Chinese immigrants to the UnitedStatesCompare the immigrant lives in the United States
-Prior to listening to "GoldMountain," orally identify what they know and have learned about from where and why people immigrate, and their lives in 1880s–1920s
-Word Work: Exhausting andRefreshing
-Explain the meaning of the saying "turn over a new leaf"and use in appropriate contexts
CKLA Writing:
-Individually write and illustrate information about Chinese immigration to the UnitedStates

iReady Math 1:25pm - 2:25pm

Assessments
Lesson 31 Quiz

2.OA.C.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

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

count by 5s, 10s, and 100s.