



Monday 02/20/2023	Tuesday 02/21/2023	Wednesday 02/22/2023	Thursday 02/23/2023	Friday 02/24/2023
<p>Important Reminders 7:45am - 8:00am</p> <p>No school. President's Day holiday.</p> <p>Word Study 8:25am - 9:10am</p> <p>CKLA Reading 9:45am - 10:40am</p> <p>iReady Math 1:25pm - 2:25pm</p>	<p>Important Reminders 7:45am - 8:00am</p> <p>Word Study 8:25am - 9:10am</p> <p>Day 1 -We will continue to study syllable type (VR) . We will learn to read and spell words with the vowel-r patterns, e-r, u-r, i-r. We will study vowel-r pattern which include: 1 vowel followed by the consonant r, which affects the way the vowel sound is pronounced. We will also continue to review Open, Closed, VCe, and Vowel Team syllable pattern words. /er/ as in fern, /ur/ as in curl, /ir/ as in bird</p>	<p>Important Reminders 7:45am - 8:00am</p> <p>Word Study 8:25am - 9:10am</p> <p>Day 2 -We will continue to study syllable type (VR) . We will learn to read and spell words with the vowel-r patterns, e-r, u-r, i-r. We will study vowel-r pattern which include: 1 vowel followed by the consonant r, which affects the way the vowel sound is pronounced. We will also continue to review Open, Closed, VCe, and Vowel Team syllable pattern words. /er/ as in fern, /ur/ as in curl, /ir/ as in bird</p>	<p>Important Reminders 7:45am - 8:00am</p> <p>Word Study 8:25am - 9:10am</p> <p>Day 3 & 4 -We will continue to study syllable type (VR) . We will learn to read and spell words with the vowel-r patterns, e-r, u-r, i-r. We will study vowel-r pattern which include: 1 vowel followed by the consonant r, which affects the way the vowel sound is pronounced. We will also continue to review Open, Closed, VCe, and Vowel Team syllable pattern words. /er/ as in fern, /ur/ as in curl, /ir/ as in bird</p>	<p>Important Reminders 7:45am - 8:00am</p> <p>Word Study 8:25am - 9:10am</p> <p>Day 5 -We will continue to study syllable type (VR) . We will learn to read and spell words with the vowel-r patterns, e-r, u-r, i-r. We will study vowel-r pattern which include: 1 vowel followed by the consonant r, which affects the way the vowel sound is pronounced. We will also continue to review Open, Closed, VCe, and Vowel Team syllable pattern words. /er/ as in fern, /ur/ as in curl, /ir/ as in bird</p>
	<p>CKLA Reading 9:45am - 10:40am</p> <p>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 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</p>	<p>CKLA Reading 9:45am - 10:40am</p> <p>CKLA -Describe how Harriet Tubman helped enslaved people gain their freedom -Describe the Underground Railroad and why it was Railroad and why it was important -Summarize the meaning of "Follow the Drinking Gourd,"and explain its significance to enslaved Africans prior to the Civil War -Compare and contrast the meaning of "Follow the Drinking Gourd" with the information about</p>	<p>CKLA Reading 9:45am - 10:40am</p> <p>CKLA Lesson 3: The Controversy over Slavery -Compare and contrast the North and South in the years prior to the Civil War -Identify and describe abolitionists, including Frederick Douglass, Wendell Phillips, and Susan B. Anthony -Describe the events at Harpers Ferry -Use a T-Chart to organize information from the read-aloud -Describe the connection between "Follow the Drinking</p>	<p>CKLA Reading 9:45am - 10:40am</p> <p>CKLA Lesson 4::Abraham Lincoln -Explain Lincoln's views on slavery -Describe the Lincoln-Douglas debate and why it was important -Describe the connection between a series of historical events in Abraham Lincoln's life, the effect of these events on his views of slavery, and how his views changed the views of others in the read-aloud "Abraham Lincoln" -Use the T-Chart to</p>

**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

Student Friendly Objectives

Students draw on their knowledge of comparing two-digit numbers to compare to a two-digit number and a three-digit number. They explore and share strategies for comparing two numbers to find which has a greater value. They look ahead to comparing numbers by place value and showing comparisons using the symbols <, =, and >.

Students solve a problem that requires them to compare a 352 and 328. Students model the problem on paper or by using manipulatives. They

Harriet Tubman in the read-aloud

-Prior to listening to "Harriet Tubman, Part II," identify orally what students know and have learned from the previous read-aloud

"Harriet Tubman, Part I

-Prior to listening to "Harriet Tubman, Part II," predict orally whether Harriet Tubman fights for and wins her freedom, and then compare the actual outcome to the prediction. Identify the Underground Railroad as a network of people, not an actual train,

that helped get people from the South to the North

-Word Work: Value
-Multiple Meaning
Word Activity: Flies

-Describe how Harriet Tubman helped enslaved people gain their freedom

-Describe the Underground Railroad and why it was important

-Summarize the meaning of "Follow the Drinking Gourd," and explain its significance to enslaved Africans prior to the Civil War

-Compare and contrast the meaning of "Follow the Drinking Gourd" with the information about Harriet Tubman in the read-aloud

CKLA Writing:

Gourd" and the Underground Railroad
-Word Work: Economy
-Using a combination of writing and drawing, create a journal entry about the differences between the North and the South in the years prior to the Civil War.

CKLA Writing:

North and South T-Chart, Civil War Journal

**Do not have students copy the information from the T-Chart. Complete as a class.

Add: Using the information from the North and South T-Chart, ask students to orally complete the sentences below.

Review the meaning of the conjunction but (joins two different ideas). Ask students to share with a partner. Select pairs to share answers with the class.

The South had slavery, but
The North grew corn and wheat, but
The economy in the North was based on factories, but

Civil War Journal: Students will write an entry in a Civil War journal using information from the t-chart. Encourage

compare and contrast the North and the South. Identify Abraham Lincoln and Stephen Douglas as political rivals with different views on slavery

-Word Work: Expand

-Vocabulary
Instructional Activity: Issue

-Using a combination of drawing and writing, write a journal entry about Abraham Lincoln and his views on slavery

CKLA Writing:

Application: Civil War Journal, Vocabulary
Instructional Activity
Add: Ask students the following sentence stems.

Review the meaning of the conjunction because. Allow them to share responses with a neighbor. Ask for some students to share their answers aloud.

The people of the South did not like Lincoln because (possible answers: he thought the U.S. government had a right to prevent the spread of slavery to new parts of the country, he believed in the power of the U.S. government over the power of the states.)

Lincoln had more knowledge than most people because



purpose of this problem is to have students develop strategies for comparing three-digit numbers by place value.

Standards

2.NBT.A.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.

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

Application: Follow the Drinking Gourd, Multiple Meaning Word Activity, Summary

[Drinking Gourd Song and Lyrics](#)

Add: [Modeled and Guided Practice in Using Conjunctions](#)

Activity Page 2.2: Students will summarize the meaning of “Follow the Drinking Gourd” Instead of having students compare the song to the readaloud, have students just summarize the meaning of the song. If students need support in writing a summary sentence, display the [Summary Sentence](#) organizer and allow pairs to discuss each part.

Example:
The song secretly told enslaved people to follow the Big Dipper to head North to freedom.

Additional information in song:
There will be people along the way to help the enslaved people find a safe path and safe stations. Be careful to pass this information to enslaved people in a way that did not alert the plantation owners to what they were doing.

students to compare the North and the South using the conjunction but.

iReady Math 1:25pm - 2:25pm

Students use different strategies to solve problems involving the comparison of three-digit numbers, first sharing their thinking with a partner and then working independently.

Standards

2.NBT.A.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.

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

(possible answer: he read every book he could get his hands on, he read lots of books).

Lincoln did not want slavery to expand to new states because (possible answers: he felt it was dividing the nation, he didn't think the country would be as strong as long as there was a disagreement about slavery).

Ask students to write an entry in a Civil War journal about Abraham Lincoln and his views on slavery. Encourage them to write a sentence using the conjunction because.

iReady Math 1:25pm - 2:25pm

Students further refine their skills for comparing three-digit numbers in different forms.

Assessments

Lesson 14 Quiz

Standards

2.NBT.A.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.

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



**iReady Math 1:25pm
- 2:25pm**

Students solve a problem that requires them to compare 467 and 463. Students model the problem on paper or by using manipulatives. The purpose of this problem is to have students develop strategies for comparing digits by place value in order to determine which of 2 three-digit number is greater or less.

Standards

2.NBT.A.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.

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