



Monday 02/27/2023	Tuesday 02/28/2023	Wednesday 03/01/2023	Thursday 03/02/2023	Friday 03/03/2023
<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>Day 1 -We will continue to study syllable type (VR) . We will learn to read and spell words with the vowel-r phonograms (air/are, ear/ere, and oar/ore). We will study vowel-r phonograms 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. <i>/ere/ as in here</i> <i>/ear/ as in hear</i> <i>/air/ as in hair,</i> <i>/are/ as in hare</i> <i>/oar/ as in boar</i> <i>/ore/ as in bore</i></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 phonograms (air/are, ear/ere, and oar/ore). We will study vowel-r phonograms 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. <i>/ere/ as in here</i> <i>/ear/ as in hear</i> <i>/air/ as in hair,</i> <i>/are/ as in hare</i> <i>/oar/ as in boar</i> <i>/ore/ as in bore</i></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 phonograms (air/are, ear/ere, and oar/ore). We will study vowel-r phonograms 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. <i>/ere/ as in here</i> <i>/ear/ as in hear</i> <i>/air/ as in hair,</i> <i>/are/ as in hare</i> <i>/oar/ as in boar</i> <i>/ore/ as in bore</i></p>	<p>Planning Day (iReady training/ Zipfel)</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>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 phonograms (air/are, ear/ere, and oar/ore). We will study vowel-r phonograms 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. <i>/ere/ as in here</i> <i>/ear/ as in hear</i> <i>/air/ as in hair,</i> <i>/are/ as in hare</i> <i>/oar/ as in boar</i> <i>/ore/ as in bore</i></p>
<p>CKLA Reading 9:45am - 10:40am</p> <p>CKLA Lesson 4::Abraham Lincoln</p> <p>-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</p>	<p>CKLA Reading 9:45am - 10:40am</p> <p>CKLA Lesson 5: The Division of the United States</p> <p>-Interpret information from a map and map key to understand which states belonged to the Union and which belonged to the Confederacy -Interpret information from a timeline to sequence some of the important events surrounding the U.S. Civil War</p>	<p>CKLA Reading 9:45am - 10:40am</p> <p>CKLA Pausing Point Review Informative Writing Lesson Day 1</p> <p>iReady Math 1:25pm - 2:25pm</p> <p>Students use different strategies to add three-digit numbers, sharing their thinking with a partner and then working idependently.</p> <p>Standards</p>	<p>CKLA Reading 9:45am - 10:40am</p> <p>CKLA Pausing Point Mid-Assessment Informative Writing Lesson Day 2</p> <p>iReady Math 1:25pm - 2:25pm</p> <p>Students gain fluency with strategies for adding three-digit numbers.</p> <p>Assessments Lesson 16 Quiz</p> <p>Standards</p>	<p>CKLA Reading 9:45am - 10:40am</p> <p>CKLA Pausing Point Mid-Assessment Informative Writing Lesson Day 2</p> <p>iReady Math 1:25pm - 2:25pm</p> <p>Students gain fluency with strategies for adding three-digit numbers.</p> <p>Assessments Lesson 16 Quiz</p> <p>Standards</p>



views changed the views of others in the read-aloud "Abraham Lincoln"

-Use the T-Chart to 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 .)

-Prior to listening to "The Division of the United States," orally identify what students know and have learned about Abraham Lincoln, the North and the South, and differing views regarding slavery

-Prior to listening to "The Division of the United States," orally predict whether the country is pulled apart by differing views on slavery, and then compare the actual outcome to the prediction

-Explain why the South seceded from the Union and how President Lincoln felt about the secession

-Word Work: Confederacy and Union

CKLA Writing:

-Using a combination of drawing and writing, write a journal entry about the differences between the Union and the Confederacy

Application: Map and Journal of the Confederacy, Civil War Timeline

Add: Ask students the following sentence stems. Review the meaning of the conjunction so. Allow them to share responses with a neighbor. Ask for some students to share their answers aloud. Seven southern states believed that the U.S. government

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.

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.

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.

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.



Lincoln had more knowledge than most people because (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 draw their knowledge of hundreds, tens, and ones to add three-digit numbers. They share models for solving a word problem that requires adding 214 and 131. They look ahead to use an open number line for adding three-digit numbers.

Students solve a problem that requires finding the sum of 254 and 328. Students model the number in the word problem either on paper or with

would force them to abolish slavery, so (possible answers: they declared they were no longer part of the United States, they broke away and declared that they were forming their own country)

Lincoln's name did not appear on the ballot in the election for the presidency in the Confederacy, so (possible answer: no one could vote for him in the South).

Fort Sumter was located in the Confederacy, so (possible answers: they wanted to claim it for themselves, they tried to convince the U.S. soldiers to surrender, they opened fire on the U.S. soldiers, they fought to take Fort Sumter away from the United States)

Ask students to write an entry in a Civil War journal about the differences between the Confederacy and the Union. Encourage them to use a sentence with the conjunction so.

iReady Math 1:25pm - 2:25pm

Students solve a problem that requires regrouping ones and tens. Students model 476 and 148 either on paper or with manipulatives to represent the sum. The purpose of this problem is to have



manipulatives to represent the sum. The purpose of this problem is to have students use their knowledge of place value to develop strategies for adding three-digit numbers including regrouping ones as a ten.

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.

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

students use their knowledge of place value to develop strategies for adding 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 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.

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.