



Monday 03/27/2023	Tuesday 03/28/2023	Wednesday 03/29/2023	Thursday 03/30/2023	Friday 03/31/2023
<p><b>Important Reminders 7:45am - 8:00am</b></p>	<p><b>Important Reminders 7:45am - 8:00am</b></p>	<p><b>Important Reminders 7:45am - 8:00am</b></p>	<p><b>Important Reminders 7:45am - 8:00am</b></p>	<p><b>Important Reminders 7:45am - 8:00am</b></p>
<p><b>Word Study 8:25am - 9:10am</b></p> <p><b>Day 1</b> -We will continue to study silent letters. We will read and spell words with the silent letters gn, kn, mb, and wr. Silent letters patterns have 2 consonants side by side with 1consonant remaining silent. We will also continue to review Open, Closed, VCe, Vowel R and Vowel Team syllable pattern words. <b>/gn/ as in sign</b></p> <p><b>/kn/ as in knock</b> <b>/wr/ as in write</b> <b>/mb/ as in comb</b></p>	<p><b>Word Study 8:25am - 9:10am</b></p> <p><b>Day 2</b> -We will continue to study silent letters. We will read and spell words with the silent letters gn, kn, mb, and wr. Silent letters patterns have 2 consonants side by side with 1consonant remaining silent. We will also continue to review Open, Closed, VCe, Vowel R and Vowel Team syllable pattern words. <b>/gn/ as in sign</b></p> <p><b>/kn/ as in knock</b> <b>/wr/ as in write</b> <b>/mb/ as in comb</b></p>	<p><b>Word Study 8:25am - 9:10am</b></p> <p><b>Day 3</b> -We will continue to study silent letters. We will read and spell words with the silent letters gn, kn, mb, and wr. Silent letters patterns have 2 consonants side by side with 1consonant remaining silent. We will also continue to review Open, Closed, VCe, Vowel R and Vowel Team syllable pattern words. <b>/gn/ as in sign</b></p> <p><b>/kn/ as in knock</b> <b>/wr/ as in write</b> <b>/mb/ as in comb</b></p>	<p><b>Word Study 8:25am - 9:10am</b></p> <p><b>Day 4</b> -We will continue to study silent letters. We will read and spell words with the silent letters gn, kn, mb, and wr. Silent letters patterns have 2 consonants side by side with 1consonant remaining silent. We will also continue to review Open, Closed, VCe, Vowel R and Vowel Team syllable pattern words. <b>/gn/ as in sign</b></p> <p><b>/kn/ as in knock</b> <b>/wr/ as in write</b> <b>/mb/ as in comb</b></p>	<p><b>Word Study 8:25am - 9:10am</b></p> <p><b>Day 5</b> -We will continue to study silent letters. We will read and spell words with the silent letters gn, kn, mb, and wr. Silent letters patterns have 2 consonants side by side with 1consonant remaining silent. We will also continue to review Open, Closed, VCe, Vowel R and Vowel Team syllable pattern words. <b>/gn/ as in sign</b></p> <p><b>/kn/ as in knock</b> <b>/wr/ as in write</b> <b>/mb/ as in comb</b></p>
<p><b>CKLA Reading 9:45am - 10:40am</b></p> <p><b>CKLA Lesson 1: The Amazing Human Body</b> -Identify the function of various body parts -Explain why the author calls the human body “the human machine” -Prior to listening to “The Amazing Human Body,” orally identify what they know and have learned about the human body and nutrition -Word Work: Systems -Explain the meaning of the saying “keep your fingers crossed”</p>	<p><b>CKLA Reading 9:45am - 10:40am</b></p> <p><b>CKLA Lesson 2:Anton van Leeuwenhoek</b> -Describe Anton vanLeeuwenhoek’s important discovery -Prior to listening to “Anton van Leeuwenhoek,” orally identify what they know and have learned about the human body and the five senses -Word Work: Observations <b>CKLA Writing:</b> -Independently write a journal entry identifying Anton vanLeeuwenhoek and describing his important discovery</p>	<p><b>CKLA Reading 9:45am - 10:40am</b></p> <p><b>CKLA: Cells and Tissues</b> -Describe the cells, tissues, Describe the cells, tissues, and the connection between them -Prior to listening to “Cells andTissues,” orally identify what they know and have learned about the human body and Anton van LeeuwenhoekIn groups, identify types of tissue and what they do -Word Work: Functions <b>CKLA Writing:</b> Independently write a journal entry</p>	<p><b>CKLA Reading 9:45am - 10:40am</b></p> <p><b>CKLA Lesson 4:Organs</b> -Describe the cells, tissues, organs, and the connection between them -Prior to listening to “Organs,”orally identify what they know and have learned about cells and tissues -Word Work: Nourish -Multiple Meaning Word:Tissue <b>CKLA Writing:</b> -Independently categorize and organize information showing the connection between various body parts</p>	<p><b>Assessment</b></p> <p><b>CKLA Reading 9:45am - 10:40am</b> Pausing Point</p> <p><b>iReady Math 1:25pm - 2:25pm</b></p> <p><b>Estimating and Measuring Length</b></p> <p>Students connect their previous knowledge about measuring length in standard units to estimating length using those units. They explore and share solution strategies for estimating the length of a toy car in inches. They look ahead to</p>



and use inappropriate contexts

### CKLA Writing:

-Independently write a journal entry describing the five senses  
-Types of Sentences Mini-Lesson

iReady Math 1:25pm - 2:25pm

### Measurement with Different Units

Students explore the idea of comparing measurements in inches and feet. They find out more about the relationship between feet and inches and then examine the relationship between feet and yards.

**Materials:** inch ruler

### Standards

**2.MD.A.2** Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.

-Practice using a magnifying glass and draw what they see

Journal: Display the provided [excerpt](#) from the readaloud on your Smartboard or document camera (or you may provide a copy to students). Read aloud to students or ask them to chorally read it with you. Model how to create and write a question based on the excerpt. In small groups, ask students to write three interrogative sentences about the excerpt, using correct capitalization and punctuation. When students are finished, ask each group to share one question aloud for others to answer. \*\*I know the first line on this activity page begins with Anton van Leeuwenhoek. You can ask students to just start questions on the next line, or you can provide a sentence for the first line. Ex. Anton van Leeuwenhoek was the first person to describe bacteria.

iReady Math 1:25pm - 2:25pm

### Understanding of Different Units of Length

Students use rulers to compare measuring length in inches with measuring length in

describing cells and tissues

Journal: Display the following sentences. Ask students to turn each question into a declarative sentence. What is the smallest microscopic building block of all living things? (A cell is the .....)

What is a group of the same cells that perform the same job called? (Tissue is a .....)

iReady Math 1:25pm - 2:25pm

### Ideas About Measurement with Different Units

Students demonstrate their understanding of the relationship between the size and number of units used to measure length as they talk through three problems. Then they find the length of a model car to the nearest foot and the nearest yard, and identify which of several units they would use the fewest of to measure the model car.

**Materials:** (for each pair) meter stick

### Standards

**2.MD.A.2** Measure the length of an object twice, using length units of

Activity Page 4.1 Use the back of this activity page, or this [document](#) provided, to ask students to change statements into questions or questions into statements. If you want to just use the back of the page, you can project the document provided on your SmartBoard and ask students to rewrite answers on the back.

iReady Math 1:25pm - 2:25pm

### Assessments Lesson 22 Quiz

### Standards

**2.MD.A.2** Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.

using centimeters to estimate the length of other objects.

**Materials:** inch ruler

### Standards

**2.MD.A.3** Estimate lengths using units of inches, feet, centimeters, and meters.

**2.MD.A.1** Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.



centimeters. Then students describe the relationship between the size of a unit and the number of units needed to measure the length of an object. They apply this thinking to using nonstandard units to measure length.

**Materials:** centimeter ruler

**Standards**

**2.MD.A.2** Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.

different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.