



Monday 04/10/2023	Tuesday 04/11/2023	Wednesday 04/12/2023	Thursday 04/13/2023	Friday 04/14/2023
<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 Soft C& G -We will learn to read and spell words with the hard and soft c and g. When the letters c or g are followed by the vowel letters e, i, or y, the sound of the letter c is the soft /s/ sound as in circus and the sound of the letter g is the soft /j/ as in giraffe. When c and g don't make the soft sound, they keep their typical, or hard, sounds: /k/ as in cat or /g/ as in goat. 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</p>	<p>Day 2 Soft C& G -We will learn to read and spell words with the hard and soft c and g. When the letters c or g are followed by the vowel letters e, i, or y, the sound of the letter c is the soft /s/ sound as in circus and the sound of the letter g is the soft /j/ as in giraffe. When c and g don't make the soft sound, they keep their typical, or hard, sounds: /k/ as in cat or /g/ as in goat. 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</p>	<p>Day 3 Soft C& G -We will learn to read and spell words with the hard and soft c and g. When the letters c or g are followed by the vowel letters e, i, or y, the sound of the letter c is the soft /s/ sound as in circus and the sound of the letter g is the soft /j/ as in giraffe. When c and g don't make the soft sound, they keep their typical, or hard, sounds: /k/ as in cat or /g/ as in goat. 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</p>	<p>Day 4 Soft C& G -We will learn to read and spell words with the hard and soft c and g. When the letters c or g are followed by the vowel letters e, i, or y, the sound of the letter c is the soft /s/ sound as in circus and the sound of the letter g is the soft /j/ as in giraffe. When c and g don't make the soft sound, they keep their typical, or hard, sounds: /k/ as in cat or /g/ as in goat. 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</p>	<p>Day 5 Soft C& G -We will learn to read and spell words with the hard and soft c and g. When the letters c or g are followed by the vowel letters e, i, or y, the sound of the letter c is the soft /s/ sound as in circus and the sound of the letter g is the soft /j/ as in giraffe. When c and g don't make the soft sound, they keep their typical, or hard, sounds: /k/ as in cat or /g/ as in goat. 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</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>Assess</p>
<p>CKLA Lesson 8: A Well-Balanced Diet -Explain why the author argues they should eat mostly produce -Analyze various meals to determine how healthy they are -Prior to listening to "Nutrients," orally identify what they know and have learned about</p>	<p>CKLA Lesson 9: A Healthy Human Body -Identify the main purpose of "A Healthy Human Body" -Identify ways to keep the body healthy -Prior to listening to "Nutrients," orally identify what they know and have learned about human body systems and how to keep them healthy</p>	<p>Domain Review CKLA Writing: Draft Opinion Writing Domain 10 Writing Task</p> <p>iReady Math 1:25pm - 2:25pm</p> <p>Partitioning Rectangles</p> <p>Students connect their previous knowledge about rectangles to creating a rectangle using</p>	<p>Domain Assessment</p> <p>CKLA Writing: Place students into pairs to read their drafts they've written thus far. Have each student read aloud his or her current draft and then orally rehearse the remaining sentences.</p>	<p>CKLA Reading 9:45am - 10:40am Culminating Activity</p> <p>iReady Math 1:25pm - 2:25pm</p> <p>Assessments</p> <p>Lesson 30 Quiz</p> <p>Standards 2.G.A.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</p>



nutrients and examples of each
-In small groups, present an example of a well-balanced diet to the class
Word Work: Variety
Multiple Meaning
Word: Skip

iReady Math 1:25pm
- 2:25pm

Partitioning Shapes into Halves, Thirds, and Fourths

Students explore the idea of partitioning shapes into halves, thirds, and fourths through different models. They develop an understanding that the fewer the number of equal shares, the larger each share will be.

Understanding of Partitioning Shapes Into Equal Parts

Students divide a rectangle into halves, thirds, and fourths and identify the shares by name. Then students divide circles into halves, thirds, and fourths and compare the circle models to the rectangle models.

Standards

2.G.A.3 Partition circles and rectangles into two, three, or four equal shares,

-Ask and answer what questions orally, requiring literal recall and understanding of the details or facts from the read-aloud
-Word Work: Recovery
-Explain the meaning of the saying “get up on the wrong side of the bed” and use inappropriate contexts

CKLA Writing:

-Independently write a paragraph in a journal describing a day in which they practice many healthy habits

iReady Math 1:25pm
- 2:25pm

Ideas About Partitioning Shapes into Halves, Thirds, and Fourths

Students demonstrate their understanding of halves, thirds, and fourths in shapes as they talk through three problems. Then they divide different-shaped pizzas into a specific number of pieces to show halves, thirds, and fourths.

Assessments

Lesson 29 Quiz

Standards

2.G.A.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of,

same-size squares. Students explore and share solution strategies for making a design in the shape of a rectangle with 12 square tiles. They look ahead to using square tiles to fill rectangles.

Partitioning a Rectangle into Squares

Students find how many squares are needed to completely fill a partially filled rectangle. Students solve the problem using different strategies to draw missing squares and then write an equation to represent the total number of squares used. The purpose of this problems is to have students develop strategies for determining how to partition different rectangles.

Standards

2.G.A.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

After this additional oral rehearsal, give students time to finish drafting their opinion paragraphs.

As students finish, distribute the [Opinion Writing Checklist](#). Pair students. Ask students to read their drafts to their partner once more. Instruct students to use the Opinion Writing Checklist to support them in making revisions to improve their paragraphs.

iReady Math 1:25pm
- 2:25pm

Partitioning Rectangles

Students use different strategies to solve problems about partitioning a rectangle.

Partitioning Rectangles

Student gain fluency with using squares to partition a rectangle.

Standards

2.G.A.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.



describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.