



Monday 04/03/2023	Tuesday 04/04/2023	Wednesday 04/05/2023	Thursday 04/06/2023	Friday 04/07/2023
<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 -We will learn to read and spell words with complex consonants. Complex consonants have consonants or clusters of consonants that have different spellings but are pronounced with the same sound. We will also continue to review Open, Closed, VCe, Vowel R and Vowel Team syllable pattern words. /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)</p>	<p>Day 2 -We will learn to read and spell words with complex consonants. Complex consonants have consonants or clusters of consonants that have different spellings but are pronounced with the same sound. We will also continue to review Open, Closed, VCe, Vowel R and Vowel Team syllable pattern words. /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)</p>	<p>Day 3 -We will learn to read and spell words with complex consonants. Complex consonants have consonants or clusters of consonants that have different spellings but are pronounced with the same sound. We will also continue to review Open, Closed, VCe, Vowel R and Vowel Team syllable pattern words. /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)</p>	<p>Day 4 -We will learn to read and spell words with complex consonants. Complex consonants have consonants or clusters of consonants that have different spellings but are pronounced with the same sound. We will also continue to review Open, Closed, VCe, Vowel R and Vowel Team syllable pattern words. /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)</p>	<p>Day 5 -We will learn to read and spell words with complex consonants. Complex consonants have consonants or clusters of consonants that have different spellings but are pronounced with the same sound. We will also continue to review Open, Closed, VCe, Vowel R and Vowel Team syllable pattern words. /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)</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>CKLA Reading 9:45am - 10:40am</p>
<p>Pausing Point</p>	<p>CKLA:Lesson 5: The Digestive System</p>	<p>CKLA Lesson 6: The Excretory System</p>	<p>CKLA Lesson 7:Nutrients</p>	<p>CKLA Lesson 8: A Well-BalancedDiet</p>
<p>iReady Math 1:25pm - 2:25pm</p>	<p>-Identify the organs of the digestive system and explain their functions -Sequence the parts of the digestive process using Image Cards -Prior to listening to "The Digestive System," orally identify what they know and have learned about the</p>	<p>-Identify the organs of the excretory system and explain their functions -Compare and contrast the digestive and excretory systems -Explain the importance of drinking water, using evidence to support their statement -Prior to listening to</p>	<p>-Identify six nutrients that are essential for good health, what they help your body do, and foods that contain them -Prior to listening to "Nutrients," orally identify what they know and have learned about nutrients -Word Work: Essential</p>	<p>-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 nutrients and examples of each</p>
<p>Estimating and Measuring Length Students connect their previous knowledge about measuring length in standard units to estimating length using those units. They explore and share solution</p>				



strategies for estimating the length of a toy car in inches. They look ahead to 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.

connection between cells, tissues, organs, and systems

-Ask and answer what questions orally, requiring literal recall and understanding of the details or facts from the read-aloud
-Word Work: Absorb
CKLA Writing: Independently write a journal entry describing the digestive system

Application:
Sequencing the Digestive System, My Human Body Journal

Activity Page 5.2 After students complete Activity Page 5.1, complete the [Sentence Scramble](#) with students. Sentence scrambles are a simple way to help students develop syntactic awareness (sentence structure). As a scaffold, I've capitalized the first word of the sentence and provided punctuation after the last word. Model one or two examples based on student need. If more support is needed, students can complete the remaining sentences with a partner.

iReady Math 1:25pm - 2:25pm

"The Excretory System," orally identify what they know and have learned about the parts of the digestive system
-Word Work: Toxic
CKLA Writing: -Independently write a journal entry describing the excretory system
Application: Excretory System Matchup, Vocabulary Instructional Activity

Activity Page 6.3 After completing Activity Page 6.2, have students complete the [Excretory Sentence Scramble](#). This will be in place of the instructions for an introductory and two detail sentences.

iReady Math 1:25pm - 2:25pm

Estimating and Measuring Length

Students use different objects as benchmarks to estimate the length of different 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

-Identify and use adverbs to modify verbs in appropriate contexts
CKLA Writing:
-Independently draw foods they ate for breakfast and categorize according to the nutrients they contain
-Independently write a journal entry, providing examples of the four main nutrients and describing how to keep the body healthy

iReady Math 1:25pm - 2:25pm

Estimating and Measuring Length

Students gain fluency with strategies for estimating and measuring length.

Materials: none

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.

-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

Assessments

Lesson 23 Quiz

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.



Using Different Units to Estimate Length

Students solve a problem that requires them to estimate the length of a postage stamp. Students share strategies and model estimation of length using benchmark objects they choose. The purpose of this problem is to have students develop strategies for estimating length.

Materials: centimeter 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.

and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.