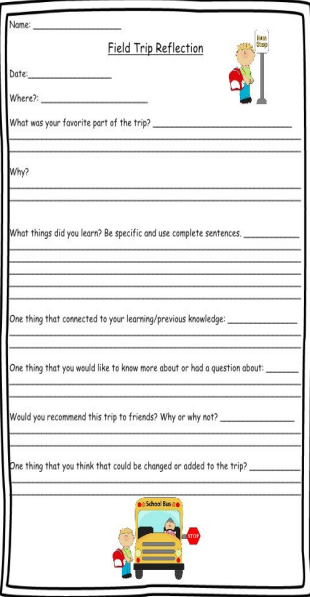


Greetings Parents! I hope this finds you safe and in good health. I have prepared this weekly schedule for our class to continue our weekly learning in an engaging and purposeful way. Please complete each activity, activity graphic organizer and share in one post by taking a photo of the complete graphic organizers with your personal phone. Don't have a printer? No problem! Simply just copy the text from the worksheets on a blank piece of paper or type it up on a word/ google doc and share that link with us! Please email me with any questions I will be responding to within 12 hours. Have a great week and please see this website for the latest on Abington School district's updates regarding the COVID-19 situation:

<https://www.abington.k12.pa.us/news/coronavirus-resource-center/>

- Mr.Gonzalez

<b>Communication Arts - Reading (30 minutes)</b>	<b>Writing (30 minutes)</b>	<b>Math (30 minutes)</b>	<b>Physical activity (30 minutes)</b>	<b>Virtual field trip</b>
<ul style="list-style-type: none"> <li>→ Interactive read aloud using the book “When the beat was born”</li> <li>→ Online read a loud: <a href="https://www.youtube.com/watch?v=-y2K-hKX1kQ">https://www.youtube.com/watch?v=-y2K-hKX1kQ</a></li> <li>→ Prompts parent can use found here: <a href="https://docs.google.com/document/d/1AXG0y0PZ2r293CElh6Kb-77Tzfg6FwRs vcdDEc2sFyM/edit?usp=sharing">https://docs.google.com/document/d/1AXG0y0PZ2r293CElh6Kb-77Tzfg6FwRs vcdDEc2sFyM/edit?usp=sharing</a></li> </ul>	<p>Topic: Persuasive Paragraph</p> <p>Objective:</p> <ul style="list-style-type: none"> <li>→ Identify the characteristics of persuasive writing</li> <li>→ Brainstorm ideas for a persuasive paragraph about service projects we could do as a school</li> </ul> <p>Materials:</p> <ul style="list-style-type: none"> <li>→ Notebook/paper</li> <li>→ pencil</li> </ul> <p>Activities/Procedures</p> <ul style="list-style-type: none"> <li>→ Have students share what they know about persuasive writing.</li> <li>→ Use Writer’s Checklist from TM327 to review part.</li> <li>→ Show students watch the first two</li> </ul>	<ul style="list-style-type: none"> <li>→ Math message independently provides five minutes for students to do this alone.</li> <li>→ Math talk about their responses in the math message as partners (with parent)</li> <li>→ Introducing Math Activity               <ol style="list-style-type: none"> <li>a. Read the directions to students on their math worksheet (<a href="https://www.education.com/download/worksheets/63653/addition-fact-word-problems.pdf">https://www.education.com/download/worksheets/63653/addition-fact-word-problems.pdf</a>)</li> </ol> </li> </ul>	<p><b>Video for reference:</b> <a href="https://www.youtube.com/watch?time_continue=1&amp;v=3F3601IHjr4&amp;feature=emb_title">https://www.youtube.com/watch?time_continue=1&amp;v=3F3601IHjr4&amp;feature=emb_title</a></p> <p><b>Equipment:</b> Cones, Hula Hoops, Random Objects or Toys (ex. from dollar store)</p> <p><b>Game Description:</b> This game is a super fun relay style collecting games, where players team up to try to collect treasures! The treasures (toys, equipment, objects) are dumped out onto the floor on one side of the gym. On the other side of the gym, relay teams set up each behind a cone. Each team also has a hula hoop as a collection area to put their treasures in. Before the game starts, the teacher</p>	<p><b>Link for reference:</b> <a href="https://kids.sandiegozoo.org/">https://kids.sandiegozoo.org/</a></p> <p>Take a virtual field trip at the San Diego Zoo! Take a look at three different animals available on the virtual field trip (Check out even more!)Print and Respond to the prompts on this graphic organizer about your experience on the virtual field trip! Once you are done take a picture and share it on clasdojo to share with the class!</p>

	<p>videos of this playlist that outlines the process of brainstorming for persuasive writing: <a href="https://www.youtube.com/watch?v=hD9arWXIddM">https://www.youtube.com/watch?v=hD9arWXIddM</a></p> <p>→ Have students identify some of the “exact words” that the author uses to make his/her point (smart, beautiful, largest)</p> <p>Closure: Students brainstorm ideas for their persuasive paragraphs</p>	<p>→ Reflective talk prompts</p> <ol style="list-style-type: none"> <li>What happened? What did we just do?</li> <li>Why did it happen?</li> <li>When you didn't automatically know something, what strategies did you use to find the sums?</li> <li>What did you find easy about this game?</li> <li>What did you find challenging?</li> </ol>	<p>chooses a few “secret treasures” from the pile and tells the teams that whoever finds the ‘secret treasures’ wins the round – and the losing teams perform an exercise like 10 jumping jacks. Or you could play where the team with the most wins. Or team that collects the most of a certain color. Lots of different ideas! Also, instead of running, players could try skipping, galloping, backwards, etc to work on different basic transport skills. Have fun with Treasure Chest today, hope you enjoy this physedgame!</p>	 <p>The worksheet is titled "Field Trip Reflection" and includes a small cartoon illustration of a child on a bus stop. It contains several lines for writing, with prompts such as "Name:", "Date:", "Where?:", "What was your favorite part of the trip?", "Why?", "What things did you learn? Be specific and use complete sentences.", "One thing that connected to your learning/previous knowledge:", "One thing that you would like to know more about or had a question about:", "Would you recommend this trip to friends? Why or why not?", and "One thing that you think that could be changed or added to the trip?". At the bottom, there is a cartoon illustration of a yellow school bus with a driver and passengers.</p>
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**Phonics/ Phonemic awareness (30 minutes if practiced twice):**

<p><b>Daily Phonemic Awareness</b></p> <p><b>Syllables in Spoken Words</b></p> <ul style="list-style-type: none"> <li>Listen to these action words that tell about something that happened in the past: <b>wanted, picked</b>. Explain that a word with an -ed ending means the action happened before what is happening now.</li> </ul>	<p><b>Corrective Feedback</b></p> <ul style="list-style-type: none"> <li>If a child struggles with counting syllables, say the word, give correction, and model the task. Example; Listen to this word: <b>tricked</b>. Try it with me. Clap the syllable as you say <b>tricked</b>. Now you try it on your own.</li> </ul>
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- I will say a word and clap to count the syllables. Listen to the word: wanted. Now clap and say each part of the word. **want-ed** How many syllables do you hear? **two**

- Continue with these words: picked, jumped, mixed, waited, clapped, parked, parted.

## Daily High-Frequency Words

- Say: This week, our new High-Frequency Words are horse, river, and something. Our review words are also, fly, gone, have, look, said, and saw.



- Use **Instructional Routine 11** and High-Frequency Word Card 153 to introduce the word something.

- Repeat the routine with High-Frequency Word Cards 158 and 159 for new words horse and river, and with High-Frequency Word Cards 151, 152, 154–157, and 160 for review words gone, said, fly, also, saw, look, and have. **ELA** RF.2.3f

- Tell children to put their hands under their chins and count how many times their chin touches their hand as they say the word.

## Corrective Feedback

- If a child does not recognize the word something, say the correct word and have children repeat it. **Something.** What is the word? **something**

- Have children spell the word. **s-o-m-e-t-h-i-n-g** How do we say this word? **something**

- Have children reread all of the cards in random order.

# Daily Vocabulary Boost

- Preview the Target Vocabulary by displaying the Vocabulary in Context Cards and discussing the words. For example, use sentences such as these to discuss the words account and budget.

Having an account at the bank gives you a place to put the money you save.

Many families are on a budget to help them keep track of money.

- Tell children that they will find these and other Vocabulary Words when they read Mr. Tannen's Tie Trouble.