

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

<p><b>Communication Arts - Reading (30 minutes)</b></p> <p><b>Interactive read aloud using the book “Lemonade in winter”</b></p> <p><b>Online read a loud:</b> <a href="https://www.youtube.com/watch?v=5ODTiLvF-Zc">https://www.youtube.com/watch?v=5ODTiLvF-Zc</a></p> <p><b>Prompts parent can use while reading:</b> - Pauline and John-John have many customers. As new people buy drinks, keep track of how much money the siblings have made so far. If you need to, use a pencil and paper to write down how many customers they have had and how much each customer paid for his or her drink.</p>	<p><b>Writing (45 minutes)</b></p> <p><b>Topic: Persuasive Writing</b></p> <p><b>Objective:</b> Build on three ideas and counter aerugments from their last writing moment and come up with an introduction, body and conclusion for their writing.</p> <p><b>Materials:</b> Writing paper from last writing moment.</p> <p><b>Activities/Procedures:</b> Watch videos 5 and 6 from this playlist: <a href="https://www.youtube.com/playlist?list=PLTCzXKdxBpDD2Pap27TZUudIHGE5rgwSi">https://www.youtube.com/playlist?list=PLTCzXKdxBpDD2Pap27TZUudIHGE5rgwSi</a></p> <p><b>Closure:</b> students begin writing their introduction, body (3 ideas and counter</p>	<p><b>Math (30 minutes)</b></p> <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             <ul style="list-style-type: none"> <li>a. Read the directions to students on their math worksheet (<a href="https://www.education.com/download/worksheets/110000/double-addition-subtraction.pdf">https://www.education.com/download/worksheets/110000/double-addition-subtraction.pdf</a>)</li> </ul> </li> </ul>	<p><b>Physical activity (30 minutes)</b></p> <p><b>Video for reference:</b> <a href="https://www.youtube.com/watch?v=IURdg-cgLXc&amp;feature=emb_title">https://www.youtube.com/watch?v=IURdg-cgLXc&amp;feature=emb_title</a></p> <p><b>Equipment:</b> None</p> <p><b>Game Description:</b> This is a fast-moving tag game, where the tagger is constantly switching (every 10 seconds or sooner). The runners/flee'ers will start in a playing area (maybe within half of the gym) and the remaining players form a line waiting for their shift to tag. They don't wait long though, as the teacher blows the whistle every 10 seconds or sooner for the next person in line to jump in to tag. Anyone who is tagged simply goes to the back of the line, and the</p>	<p><b>Virtual field trip (45 minutes)</b></p> <p><b>Link for reference:</b> <a href="https://www.discoveryeducation.com/learn/tundra-connections/">https://www.discoveryeducation.com/learn/tundra-connections/</a></p> <p><b>After the trip:</b> Stories of the Sea Ice. Students create a storybook titled <i>Stories of the Sea Ice</i>, in which each student contributes a unique <b>Six Word Story (Canadian users)</b>. This instructional strategy encourages students to identify key words and main ideas to write a tiny story. Use these or other prompts to help students generate ideas:</p> <ul style="list-style-type: none"> <li>● What is a polar bear's day like?</li> </ul>
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<p>-Pick out Pauline’s ideas for how she and John-John can sell more drinks. What are they? Take a look at the illustrations and describe how they use these ideas to attract customers. Have you seen these strategies used in your community?</p> <p>-On the last page, Pauline explains all kinds of coins to John-John. Find the coins you brought out before you read. Look at each coin again as Pauline identifies them. How many of each coin does it take to make up that \$1 bill?</p>	<p>arguments) and come up with a conclusion. Next week we will begin the first round of corrections.</p>	<p>→ Reflective talk prompts</p> <ol style="list-style-type: none"> <li>b. What happened? What did we just do?</li> <li>c. Why did it happen?</li> <li>d. When you didn’t automatically know something, what strategies did you use to find the sums?</li> <li>e. What did you find easy about this game?</li> <li>f. What did you find challenging?</li> </ol>	<p>game continues on as such. This is a great game for learning the names of new students. As the players are standing in line, the teacher can talk to them and learn their names. Try it out! To speed it up even more, try having 2 players go in to tag at a time. (Thanks Joel Sweetland for this idea)</p>	<ul style="list-style-type: none"> <li>● What special <i>adaptations</i> do polar bears have that help them survive on the <i>tundra</i>?</li> <li>● What can I do to help polar bears and their <i>habitat</i>?</li> <li>● How do scientists study polar bears?</li> </ul> <p>Provide key words on cards or on the board for students who need support. Finally, encourage students to illustrate each other’s stories or use images from Discovery Education to set a magical storybook scene.</p>
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**Phonics/ Phonemic awareness (30 minutes):**

<p><b>Daily Phonemic Awareness</b></p> <p><b>Syllables in Spoken Words</b></p> <ul style="list-style-type: none"> <li>• Have children listen for syllables and clap them out with you. Listen to this word: helped. How many syllables do you hear in helped? Let’s clap it out: helped. <b>one</b></li> </ul>	<p><b>Corrective Feedback</b></p> <ul style="list-style-type: none"> <li>• If a child struggles with counting syllables, give correction and model the task. Example: Listen to this word: rowing. Clap the syllables. How many syllables do you hear? <b>two</b></li> </ul>
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- Let's do the same with this word: walking. How many syllables do you hear in walking? Let's clap it out: walking. two

- Continue with the following words: hopping, singing, slotted, boating, stranded, selling, ended, shopped, cutting, going.

## Daily High-Frequency Words

- Point to High-Frequency Word Card 158, horse.

- Say the word. horse Spell the word. h-o-r-s-e Write the word. Check the word.

- Repeat the routine with new words river and something, and with review words gone, said, fly, also, saw, look, and have. **ELA** RF.2.3f

## Snap and Clap

- Have children look at the words horse, something, and river. Tell them they will read each word and listen for syllables.

- Explain that children should clap their hands when they say the first syllable and snap their fingers when they say the second syllable, if there is a second syllable.

- Have children repeat once with you before doing it on their own. Continue with the list at left.

## Corrective Feedback

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

- Have children spell the word. s-a-i-d How do we say it? said

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

- Continue together, in the same manner, with fund, account, and budget. **ELA** L.2.6

# Daily Vocabulary Boost

- Review Target Vocabulary and definitions with children. (See p. T14.)  
Remind children that they heard these words in the Read Aloud, “A Better Way to Save.”

- Recall with children the story events they heard. Guide them to interact with each word’s meaning.

Timmy was staring at the mess in his bedroom. What is something you are staring at right now?

Bruno chewed up the dollars I received from Grandpa for my birthday. Can you name something you have received?

You look so disappointed. Why might a person look disappointed?

- Continue together, in the same manner, with fund, account, and budget. **ELA**  
L.2.6