

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 "Private I. Guana"</b></p> <p><b>Online read a loud:</b> <a href="https://www.youtube.com/watch?v=19bMQeCvgrk">https://www.youtube.com/watch?v=19bMQeCvgrk</a></p> <p><b>After reading the book, have the student complete related activities 1 through 4 and you may also read to them about the author and reader of this book who are decorated hispanic figures.</b> <a href="https://www.rif.org/sites/default/files/Support_Materials/privateist_oryline-iguana.pdf">https://www.rif.org/sites/default/files/Support_Materials/privateist_oryline-iguana.pdf</a></p>	<p><b>Writing (30 minutes)</b></p> <p><b>Topic: Persuasive Writing</b></p> <p><b>Objective:</b> Select a topic from their brainstorming list Complete an idea web with at least 2 strong reasons for their goal along with 2 supporting facts</p> <p><b>Materials:</b> anthology pages 500-501, idea webs for students</p> <p><b>Activities/Procedures:</b> Watch videos 3 and 4 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 3 reasons and 3 counter arguments on a</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/62333/dollars-cents-how-much.pdf">https://www.education.com/download/worksheets/62333/dollars-cents-how-much.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=BzF8LNJhnCQ&amp;feature=emb_title">https://www.youtube.com/watch?v=BzF8LNJhnCQ&amp;feature=emb_title</a></p> <p><b>Equipment:</b> None</p> <p><b>Game Description:</b> The Border is a similar type warm-up or tag game to that of British Bulldog:</p> <ol style="list-style-type: none"> <li>1) All players line up at one end of the gym (except tagger in the middle).</li> <li>2) Gym is split into 2 sides with a line straight down the middle.</li> <li>3) On side 1, you can never have your footsoles on the floor (must crawl, roll, seal walk, etc).</li> <li>4) On side 2, you can move however you like (example: running).</li> </ol>	<p><b>Virtual field trip (30 minutes)</b></p> <p><b>Link for reference:</b> <a href="https://www.montereybayaquarium.org/animals/live-cams">https://www.montereybayaquarium.org/animals/live-cams</a></p> <p><b>After the trip:</b></p> <div data-bbox="1650 870 1944 1406" data-label="Form"> <p>The form is titled "Field Trip Reflection" and includes fields for Name, Date, and Where. It contains several open-ended questions: "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?". A small illustration of a school bus is at the bottom right of the form.</p> </div>
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	<p>blank piece of paper. Safe this paper as their will continue and build on this next week!</p>	<p>→ Reflective talk prompts</p> <ul 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> </ul>	<p>5) If tagged, you join the taggers team. 6) You choose which side you move on when each round begins BUT you can switch ONE TIME EACH ROUND. This is also the case for the tagger. (Thanks to Daniel Norrman)</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>• Let's say some words and listen for the syllables. We'll stomp our feet as we say each syllable of the word. Listen to the word: stomping. Now stomp one</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: pinned. Clap the syllables. How many syllables do you hear? <b>one</b></li> </ul>
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foot as you say each syllable: stomp-ing. How many syllables do you hear? **two**

- Have children continue with the following words: played, playing, tasted, tasting, rubbed, rubbing.

## Daily High-Frequency Words

- Point to High-Frequency Word Card 159, river.

• Say the word. **river** Spell the word. **r-i-v-e-r** Write the word. Check the word.

- Repeat the routine with the words gone, something, and said. **ELA** RF.2.3f

## Guess the Word

- Tell children you are going to give them clues to a word on the Focus Wall.
- Give them these clues: **The word has five letters. It begins with the letter r. The first vowel is i.**
- Repeat the activity for the words horse and something.

- Say pinned with me: **pinned**. Now you clap the syllables. Then have children continue with the rest of the words.

## Corrective Feedback

- If a child does not recognize the word gone, say the correct word and have children repeat it. **Gone**. What is the word? **gone**
- Have children spell the word. **g-o-n-e** How do we say it? **gone**
- Have children reread all of the cards in random order.

# Daily Vocabulary Boost

- Guide children to interact with Target Vocabulary by asking the following questions. Remind them to speak clearly when participating in the discussion.

Why would it be a good idea to make a budget?

If you received some money, how might you use it?

Would you start a fund? If so, what kind of fund?

- Have children work together to explain budget, received, and fund in their own words. Make sure children follow appropriate rules for discussion, such as listening to speakers, taking turns, and staying on topic.

**ELA** SL.2.1a, L.2.6,