

Content/Day	Monday 6/14	Tuesday 6/15	Wednesday 6/16	Thursday 6/17	Friday 6/18
Class Meeting	<p><u>Morning Work</u> Jill has 12 cookies. She shares them with 3 friends including herself. How many cookies do they each get?</p> <p>Write an equation to match.</p> <p>riddle What has hands and a face, but can't hold anything or smile?</p> <p>It belongs to you, but your friends use it more. What is it?</p>	<p><u>Morning work</u> Draw a circle, divide it into 2 halves.</p> <p>Draw a square, divide it into 4 fourths.</p> <p>Draw a rectangle, divide it into 4 equal parts.</p> <p><u>Riddles:</u> Why do you never shower with a Pokémon? How do you throw a party in space?</p>	<p><u>Morning work</u> Draw an array or building with 4 rooms on the bottom floor, with 3 floors.</p> <p>How many rooms are there?</p> <p>What if you had 2 buildings like this, back to back?</p> <p>Draw what it would look like. Riddle: Why did the bananas go to the doctor.?</p>	<p><u>Morning work</u> Write in multiples of 6 up to 60 Do you notice a pattern?</p> <p>Write in multiples of 3 up to 30. What do you notice?</p> <p>Riddle What has a spine but no bones?</p> <p>Why did the music teacher need a ladder?</p>	<p><u>Morning work</u> End of the year sign book/activities</p> <p>Would you rather-summer edition</p>

			What is a banana's favorite shoe		
Math	<p><i>Rounding Numbers</i> <u>Lesson Objective:</u> *round numbers to the nearest ten and hundred <u>Engagement Activity:</u> https://www.youtube.com/watch?v=VPdE5aOH52g https://www.youtube.com/watch?v=pNfz-JU2cKE</p>	<p><i>Math Mysteries</i> <u>Lesson Objective:</u> Comparing data, reading for detail <u>Student Application of Learning (Submitted Work)</u> *Diving Into Mystery *Baby Yoda Math Facts Coloring Page</p>	<p><i>Math Mysteries</i> <u>Lesson Objective:</u> Making estimates, whole number multiplying and division, working with money, critical thinking <u>Student Application of Learning (Submitted Work)</u> *Estimation Celebration *Fractions Coloring Page</p>	<p><i>Math Mysteries</i> <u>Lesson Objective:</u> Reading a display, money +, - , guess and check, reading for detail <u>Student Application of Learning (Submitted Work)</u> *Good Buys for Spies *Dot to Dot</p>	<p><i>Last day of school celebration!</i></p>

	<u>Student Application of Learning (Submitted Work)</u> Rounding Practice pages				
Phonics	<p><i>Session 18</i></p> <p>Getting to Know the Word Part -ture to Help Read and Write Complex Words</p> <p><i>Today students will think alongside you to study the word adventure, noticing -TURE makes the sound /ch?r/ sound. Then, together you'll demolish two more BLC words, furniture and creature. Students might go on a -TURE scavenger hunt to collect words with -TURE in their books and/or in their homes or classroom. Students could be invited to share/read their -TURE words with classmates or people at home. (Runtime 03:49)</i></p> <p>http://vtuos.pub/Q218-2</p>	<p><i>Session 18</i></p> <p>Extension</p> <p>Extension 2: Spelling Big Words that End with the /er/ Sound: er, or, and ar</p> <p>(Runtime 02:13)</p> <p>http://vtuos.pub/Q219-2</p>	<p><i>Session 19</i></p> <p>Trying Schwa, "The Frustrated Sound," to Solve Tricky Words</p> <p><i>Today your students will learn how vowels other than U can sometimes make the UH sound by studying snap words and a loner word, company. Students will assist you in sorting words into two groups, words that make their usual vowel sounds and words where some vowels make the UH sound. As the session closes, students receive news of achieving Demolition Certification in an email from BLC Construction and Demolition! (Runtime 08:44)</i></p> <p>http://vtuos.pub/Q220-2</p>	<p>Extension 1: Guess My Word: Word Wall Review</p> <p>(Runtime 04:21)</p> <p>http://vtuos.pub/Q221-2</p>	<p><i>Session 20</i></p> <p>Let's Celebrate!</p> <p>Today your students will receive an urgent voicemail from BLC Construction inviting them to make short commercials which highlight their word building and demolition knowledge. Students will help you create a chart, "To Make a Commercial." They'll think alongside as you plan and rehearse a brief commercial using the word, rotate. After the minilesson, each student will choose a word, plan, rehearse, and then record a commercial. As the unit ends, you'll want to celebrate, perhaps with business cards and a congratulatory letter from BLC Construction and Demolition Company. (Runtime 07:06)</p> <p>http://vtuos.pub/Q222-2</p>

Name: Christi, Michelle, Laura

Week of: June 14, 2021

Grade Level/Content: 2

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	<p><u>READING</u> <u>Lesson Objective</u> Readers demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales;</p> <p>Engagement/Activity Listen to the <i>The True Story of the Three Little Pigs</i> https://www.youtube.com/watch?v=vBo7RfntTvw</p> <p><u>StudentApplication of Learning (Submitted Work)</u> Complete Reading Log Add notes to the Reading Journal. Discuss the differences between the traditional fairy tale and the fractured fairy tale.</p>	<p><u>READING</u> <u>Lesson Objective</u> Readers demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales;</p> <p>Engagement/Activity Listen to <i>Seriously, Cinderella is So Annoying</i> https://www.youtube.com/watch?v=kNRFKrQ6a-w</p> <p><u>StudentApplication of Learning (Submitted Work)</u> Complete Reading Log Add notes to the Reading Journal. Discuss the differences between the traditional fairy tale and the fractured fairy tale.</p>	<p><u>READING</u> <u>Lesson Objective</u> Readers demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales;</p> <p>Engagement/Activity Listen to <i>Believe Me, Goldilocks Rocks</i> https://www.youtube.com/watch?v=xbCxKyKqRF4</p> <p><u>StudentApplication of Learning (Submitted Work)</u> Complete Reading Log Add notes to the Reading Journal. Discuss the differences between the traditional fairy tale and the fractured fairy tale.</p>	<p><u>READING</u> <u>Lesson Objective</u> Readers demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales;</p> <p>Engagement/Activity Listen to <i>Truly, We Both Loved Beauty Dearly The True Story of Sleeping Beauty</i> https://www.youtube.com/watch?v=OWyyC1OTPpM</p> <p><u>StudentApplication of Learning (Submitted Work)</u> Complete Reading Log Add notes to the Reading Journal. Discuss the differences between the traditional fairy tale and the fractured fairy tale.</p>	<p><u>READING</u> <u>Lesson Objective</u> Readers demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales;</p> <p>Engagement/Activity Listen to <i>Honestly, Red Riding Hood was Rotten</i> https://www.youtube.com/watch?v=ATNsHTpCfaw</p> <p><u>StudentApplication of Learning (Submitted Work)</u> Complete Reading Log Add notes to the Reading Journal. Discuss the differences between the traditional fairy tale and the fractured fairy tale.</p>
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<p>Writing</p>	<p><u>WRITING</u> <u>Lesson Objective</u> The student uses genre characteristics and craft to compose multiple texts that are meaningful.</p> <p><u>Engagement/Activity</u> Read <i>How to Write a Fractured Fairy Tale</i> https://www.getepic.com/app/read/41830</p> <p>Watch video https://www.youtube.com/watch?v=nqJi8DZKwuc</p> <p><u>Student Application of Learning (Submitted Work)</u> Students will plan a fractured fairy tale. https://docs.google.com/document/d/1EqQ9R_kVKqI3seZdFsQomLHS4wutAHOJV2xCrxsmu7g/edit</p>	<p><u>WRITING</u> <u>Lesson Objective</u> The student uses genre characteristics and craft to compose multiple texts that are meaningful.</p> <p><u>Engagement/Activity</u> Watch videos https://www.youtube.com/watch?v=oFJWJJJ9uMA https://www.youtube.com/watch?v=7TmOoFXSfH4</p> <p><u>Student Application of Learning (Submitted Work)</u> Students will draft a fractured fairy tale.</p>	<p><u>WRITING</u> <u>Lesson Objective</u> The student uses genre characteristics and craft to compose multiple texts that are meaningful.</p> <p><u>Engagement/Activity</u> Listen to <i>Bubba the Prince Cowboy</i> https://www.youtube.com/watch?v=PBNDzcmYe5M</p> <p><u>Student Application of Learning (Submitted Work)</u> Students will write a fractured fairy tale.</p>	<p><u>WRITING</u> <u>Lesson Objective</u> The student uses genre characteristics and craft to compose multiple texts that are meaningful.</p> <p><u>Engagement/Activity</u> Listen to <i>Goldilocks and the Three Dinosaurs</i> https://www.youtube.com/watch?v=ylZaiHaESdc</p> <p><u>Student Application of Learning (Submitted Work)</u> Students will write a fractured fairy tale.</p>	<p><u>WRITING</u> <u>Lesson Objective</u> The student uses genre characteristics and craft to compose multiple texts that are meaningful.</p> <p><u>Engagement/Activity</u> https://www.youtube.com/watch?v=jXEKYSlhZY</p> <p><u>Student Application of Learning (Submitted Work)</u> Students will write a fractured fairy tale.</p>
<p><u>Science/Social Studies</u></p>	<p>End of day- Write portfolio letter</p>	<p>• Write letter to future self https://seedsurvivor.com/just-for-kids/games/ Seed games</p>	<p>Make cover of favorite books to recommend to future 2nd graders</p>	<p>Read -in</p>	

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