



Chamberlin Elementary School@Home Lessons

School Name	Chamberlin Elementary
Grade Level	2nd
Week of	March 23-27
Virtual Office Hours	<p>Office hours vary by teacher. We are here to help. Click the link below to find your child's teacher's office hours.</p> <p>CHAMBERLIN Teaching Staff Office Hours</p> <p>Please contact your child's teacher if you have any questions or challenges with an assignment (including technology).</p>
School Office/Counselor Information	
	<p>Click the link below to access the counselor's web page.</p> <p>Mrs. Davenport's Web Page</p>
SISD Instruction @ Home	

Subject	Daily Learning				
	Monday	Tuesday	Wednesday	Thursday	Friday
Reading/ Social Studies Student Expectation: 2.2 The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell (B) demonstrate and apply phonetic knowledge by: decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est 2.8 The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. (A) discuss topics and determine theme using text evidence with adult assistance (B) describe the main character's (characters') internal and external traits (C) describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently	-Read <u>Salt in His Shoes</u> -Vocabulary page <u>Spellingcity.com</u> *review any list we have tested on and play one game.	-Listen to <u>Salt in His Shoes</u> -"Seek the Suffix" page <u>iStation.com</u> 20 min of istation practice	-Main Idea Passage -Tips for Finding the Lesson- Video record yourself answering the 3 questions! <u>Spellingcity.com</u> *review any list we have tested on and play one game.	Read Non-Fiction Reader about Michael Jordan -Complete Story Map -Watch MJ highlight video <u>iStation.com</u> 20 min of istation practice	-Comprehension Quiz -Complete Directed Drawing -Use the nonfiction reader and/or other resources to write about the life of Michael Jordan
Work to Turn In and Where	Turn in work on Seesaw and upload paper copies to Seesaw	Turn in work on Seesaw and upload paper copies to Seesaw	Turn in work on Seesaw and upload paper copies to Seesaw	Turn in work on Seesaw and upload paper copies to Seesaw	Turn in work on Seesaw and upload paper copies to Seesaw

<p>Lectura & Escritura/Los Estudios Sociales</p> <p>Student Expectation: 2.9 El estudiante reconoce y analiza las características, estructuras y propósitos específicos del género dentro y a través del contenido cada vez más complejo de textos tradicionales, contemporáneos, clásicos y diversos. E.(ii) distinguir entre hechos y opiniones; 2.7 (B) escriba comentarios breves sobre textos literarios o informativos que demuestren la comprensión del texto</p>	<p>-Lee el texto <u>Todo sobre marzo (Paso 1)</u></p> <p>-Completa Paso 2: Trabajo con palabras</p>	<p>-Completa Paso 3: Comprendo el Texto</p>	<p>-Completa Paso 4: Hago Conexiones- ¿Hecho o Opinión?</p>	<p>-Completa Paso 5: Escribo mi opinión</p>	<p>-Istation Español por 30 minutos o leer tu libro de AR y, si es posible, toma un examen en A.R.</p>
<p>Trabajar para entregar y dónde</p>	<p>Entregar actividades en Seesaw y subir los trabajos hechos por papel a Seesaw</p>	<p>Entregar actividades en Seesaw y subir los trabajos hechos por papel a Seesaw</p>	<p>Entregar actividades en Seesaw y subir los trabajos hechos por papel a Seesaw</p>	<p>Entregar actividades en Seesaw y subir los trabajos hechos por papel a Seesaw</p>	<p>Entregar actividades en Seesaw y subir los trabajos hechos por papel a Seesaw</p>

	Monday	Tuesday	Wednesday	Thursday	Friday
Math/ Science Student Expectation: 2.5 The student applies mathematical process standards to determine the value of coins in order to solve monetary transactions.(A) determine the value of a collection of coins up to one dollar; and (B) use the cent symbol, dollar sign, and the decimal point to name the value of a collection of coins. Student Expectation:	BrainpopJr: Dollars & Cents -Spot the Pennies -Spot the Nickles Money Daily Word Problem- Day 1 Symphony Math 20 min	Harry Money Video -Color the Coins -Counting nickels and pennies Money Daily Word Problems-Day 2 Prodigy, Xtra Math, Education Galaxy Math-15 Minutes	-Spot the Dimes -Spot the quarters Money Daily Word Problems-Day 3 Symphony math 20 Min Lonestar Math- #30	Counting Quarters -Counting Quarters and Pennies Money Daily Word Problem-Day 4 Prodigy, Xtra Math, Education Galaxy Math-15 Minutes	Brainpop Jr: Counting Coins Go Math Book -11.1 Find the total Value Pg-361-366 Monday Daily Word problem-Day 5 The Science of Shooting Hoops Video:
Work to Turn In and Where	Turn in work on Seesaw and upload paper copies to Seesaw	Turn in work on Seesaw and upload paper copies to Seesaw	Turn in work on Seesaw and upload paper copies to Seesaw	Turn in work on Seesaw and upload paper copies to Seesaw	Turn in work on Seesaw and upload paper copies to Seesaw

	PE	Music	Art	Library
<p>Turn in: Turn in work on Seesaw and upload paper copies to Seesaw</p>	<p>(D) demonstrate mature form in walking, hopping, and skipping; (E) demonstrate balance in symmetrical and non-symmetrical shapes from different basis of support; (G) demonstrate simple stunts that exhibit personal agility such as jumping-one and two foot takeoffs and landing with good control; (N) demonstrate on cue key elements of hand dribble, foot dribble, kick and strike such as striking balloon or ball with hand. (B) participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration; (A) identify goals to be accomplished during simple games such as not getting tagged;</p> <ul style="list-style-type: none"> ● Jog in place for 30 seconds, then 15 Jumping Jacks ● Skip around the room. ● Go to GONOODLE and dance to your favorite song. Gonoodle.com ● Balance on one foot for 10 seconds, then switch to the other foot. ● Bounce, toss, or dribble a ball 	<p>(1) (B) identify instruments visually and aurally (3) (A) sing tunelessly or play classroom instruments, including rhythmic and melodic patterns, independently or in groups; (B) sing songs or play classroom instruments from diverse cultures and styles, independently or in groups (4) (A) create rhythmic phrases using known rhythms;(C) explore new musical ideas in phrases using singing voice and classroom instruments (5) (A) sing songs and play musical games, including patriotic, folk, and seasonal music (6) (D) respond verbally or through movement to short musical examples.</p> <ul style="list-style-type: none"> ● Sing a song to a friend or family member ● Listen to a song and draw how it makes you feel. ● Draw your favorite instrument. ● Ask a friend or family member about their favorite instrument ● Take a listening walk (outside or inside) What sounds do you hear? ● Find something to use as a drum (with permission) 	<p>(1) (A) compare and contrast variations in objects and subjects from the environment using the senses; and (B) identify the elements of art, including line, shape, color, texture, form, and space, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, and balance. (2) (A) express ideas and feelings in personal artworks using a variety of lines, shapes, colors, textures, forms, and space; (B) create compositions using the elements of art and principles of design; and (C) identify and practice skills necessary for producing drawings, paintings, prints, constructions, and sculpture, including modeled forms, using a variety of materials. (3) (C) analyze how art affects everyday life and is connected to jobs in art and design; and (D) relate visual art concepts to other disciplines.</p> <ul style="list-style-type: none"> ● Draw a picture using only cool colors. (Green, blue, violet) ● Design and draw your dream house. ● Primary colors: find as many things as you can that are red, yellow, and blue. ● Create an imaginary creature using a circle in your design. 	<p>110.4(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:(A) use print or digital resources to determine meaning and pronunciation of unknown words; This week I shared instructions with parents, through SeeSaw, how to access ebooks from Stephenville's the Hive and First Booksy.</p>

	<ul style="list-style-type: none"> • Draw and Hop on a Hopscotch Pattern • Play a game of HIDE AND SEEK. • Hop in Place and sing the ABC's. 	<ul style="list-style-type: none"> • Teach a family member "Doggy, doggy, where's your bone?" • Listen to music and learn a new song. 	<ul style="list-style-type: none"> • Draw a picture with your eyes closed. • Fold a paper and make a card for someone. • Draw a picture of your favorite toy. • Line up objects in your home to make straight, wavy, and zigzag lines. 	
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