



Monday 08/31/2020

Important Reminders 8:00am - 8:30am

Heggerty/Word Study 8:30am - 9:10am

Student Friendly Objectives

I can recognize open, closed, and vce syllable words.

I can blend and segment open, closed, and vce syllable words.

Heggerty Week 7 Day 1**Decoding/Encoding:****-Introduce/Review New Phonics Skill:** Phonics Skill: Open, Closed, VCe

Review Open, Closed, VCe syllable patterns. Model the steps for reading one syllable words. For **open syllables**, identify the vowel and consonant. Explain that if the vowel is the last letter in the syllable, it is an open syllable and vowel sound is long. For **closed syllables**, identify the vowel and consonants. Explain that if the vowel is followed by a consonant, the syllable is closed and the vowel is short. For **VCe syllable** words, identify the vowels and consonants. Model locating the VCe; explain that the vowel sound is long.

-Practice Reading/Writing Words:

- **(I Do)** Teacher will say the rule (Open, Closed, VCe) and the words that follow it. (go, we, get, fan, cake, drive). Model identifying phonemes/graphemes in the words using Elkonin Boxes.
- **(We Do)** Teacher and students will repeat rule and the words that follow it. (she, slam, bust, rude, broke). Guide/practice identifying phonemes/graphemes in the words using Elkonin Boxes.
- **(You Do)** Students will decode the words independently. (hi, no, stump, split, think, here, shake). Students will independently identify phonemes/graphemes using Elkonin Boxes for the following words.

-Introduce High Frequency Words: (some, have, one)**-Practice Reading/Writing Phrases/Sentences:**

- **(I Do)** Model reading the following sentence to class: **Brad has a small white spot.** Model writing the sentence.
- **(We Do)** Practice reading the following sentence with students: **She can skip like a spring.** Have students practice writing sentence with you.
- **(You Do)** Students will read the following sentence independently: **I do not want to be late for the bus.** Students will write the sentence independently.

-Independent Practice

Students will complete activity that will allow them to blend, read, and write words/sentences with closed, vce syllable pattern (Short i/ long i).

Guided Practice

2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.

Mathematics 9:10am - 10:25am

Module 1, Lesson 1**Student Friendly Objectives**

I can make and add to ten.

Module: 1, Lesson: 1

Title: Make Number Bonds of Ten

Fluency Practice:

Materials: Students: One stick of 10 linking cubes with a color change after the 5th cube, sprint

Activities: Happy Counting 1-10, Break Ten in 2 parts, Sprint (Add tens and some ones)

Concept Development:

Materials: Ten frames (large set for teacher, small sets for students), Templates 1 and 2

Problem Set Worksheet



Application Problem and Debrief

Shared Reading Lessons 10:25am - 10:45am

Text: First Day Jitters

Warm-up-Read *Jitter Juice* at a steady pace, demonstrating fluency and expression.

Reading of text: Highlight words and have kids cross-check sources. Push children to use complex features- word parts/ vowel patterns as proof, or story plot and character feelings.

After the Reading: Retell and make a connection to independent reading. Find places to hold a note to stress importance and absurdity of a word or phrase. Play with this, and note how the tone/mood changes.

"I've highlighted a few words that you can check to make sure your reading is right. I won't read the word, but go ahead, read it, and take a moment to check and prove to your partner that the word makes sense, sounds right, and looks right!"

Words to highlight or mask: **sighed, p. 10; second, p. 10; clothes, p. 13; fumbled, p. 13**

"Readers, today we practiced 2 important skills: you checked your reading after tricky words, and you did a retell after you read. These are skills you'll want to practice when you read along, too!"

Grammar/Writing 11:25am - 12:30pm

Student Friendly Objectives

**Administer the Narrative Writing Pre-test this week

Guided Practice

2.W.3 Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Lucy Reading 1:35pm - 1:55pm

Student Friendly Objectives

I can choose what to read and how to read it.

Lucy Reading Unit 1 Lesson 1

Readers Choose How to Read

In this session... you'll teach children that as readers grow, they get to choose not only what they are going to read but also how they are going to read.

Teaching Point:

"Readers, today I want to teach you that reading, also, changes as you get older. Second-grade readers don't only get to read

harder and longer books; they also get to be in charge of their own reading. They get to choose not only what they are going to read but also how they are going to read."

Teaching:

- Explain that now, as second-graders, they can choose how they'll read a book. Show how to do this by reading a familiar song or story in a manner most children wouldn't have chosen for that text.

- Suggested text – *There Was an Old Lady Who Swallowed a Fly* – "How will I read this? Funny and singsongy? or slowly and thinking deeply before moving on? or excited like an adventure?" Try out one or two ways.

- Debrief, highlighting the transferability of what you just did. "You can TAKE CHARGE of your reading, not just WHAT you read but HOW you read."



Accuracy Checks/Assessments 2:25pm - 3:00pm



Tuesday 09/01/2020

Important Reminders 8:00am - 8:30am

Heggerty/Word Study 8:30am - 9:10am

Student Friendly Objectives

I can recognize open, closed, and vce syllable words.

I can blend and segment open, closed, and vce syllable words.

Heggerty Week 7 Day 2**Decoding/Encoding:****-Review New Phonics Skill:** Phonics Skill: Open, Closed, VCe

-Use sound wall or spells sounds (Teacher says sound, students echo sound, names and writes the spelling for the sound).

-Hold up frieze card (Build Up Kit 11) with the picture of the buffalo and me. Explain that when a vowel does not have another letter after it, it is an open vowel and it stands for a long vowel sound.

-Read "Come On, Jo" as a group to look for open syllable words (Build Up Kit 11).

-Practice Reading/Writing Words:

- **(I Do)** Teacher will say the rule (Open, Closed, VCe) and the words that follow it. (she, smash, jello, man, shake, late). Model identifying phonemes/graphemes in the words using Elkonin Boxes.
- **(We Do)** Teacher and students will repeat rule and the words that follow it. we, crust, chunk, bike, intake). Guide/practice identifying phonemes/graphemes in the words using Elkonin Boxes.
- **(You Do)** Students will decode the words independently. (me, go, drum, craft, froze, maze). Students will independently identify phonemes/graphemes using Elkonin Boxes for the following words.

Review High Frequency Words: (have, some, one)

-Teacher says the word; ask students to echo the word. Write the words on the board. Point to each word part and make sound. Have students echo sound. Ask students does each part make the sound you would expect? Circle the parts that don't make the expected sound. Use irregular word in a phrase or sentence.

-Practice Reading/Writing Phrases/Sentences:

- **(I Do)** Model reading the following sentence to class: **Frank hit a ball in the pond.** Model writing the sentence.
- **(We Do)** Practice reading the following sentence with students :**Jake came home late.** Have students practice writing sentence with you.
- **(You Do)** Students will read the following sentence independently: **Can you help me find my backpack?.** Students will write the sentence independently.

-Independent Practice

Students will read phrases/sentences with open syllable words and draw a picture to match. They will blend closed syllable words (Short u).

Guided Practice

2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.

Mathematics 9:10am - 10:25am

Student Friendly Objectives

I can practice making the next ten and adding to a multiple of ten.

Module: 1, Lesson: 2

Title: Make number bonds through ten with a subtraction focus and apply to one step word problems

Fluency Practice:

Materials: Hide Zero cards, Rekenrek

Activities: Happy counting 9-25, Say ten counting from 5-25, Ten plus number sentences, Make ten by identifying the missing part

Concept development:

Materials: Ten frames, templates 1 and 2 (from lesson 1), 10 two sided counters (Per student pairs), die, blank piece of



paper, personal white boards
 Problem set worksheet
 Application problem and debrief

Shared Reading Lessons 10:25am - 10:45am

Text: First Day Jitters

Warm-up: Reread, quickly noticing some expressions and discuss meanings. Look for and discuss literary lang.

Second Reading of Text: Draw attention to word study focus, covering or highlighting certain words or word parts.

After the Reading Emphasize different root words from the text, and describe how adding an inflectional ending changes how you read a word and what the word means. Might use a pocket chart.

Words/phrases to focus on: pulled, p. 3; walked, p. 3; snapped, p. 3 (-ed inflectional ending)

Name word study focus, words, and page numbers: closed syllables--Hartwell, p.1; bedroom, p. 1; kitchen, p. 15; lunchbox, p. 15

Grammar/Writing 11:25am - 12:30pm

Student Friendly Objectives

I can use correct capitalization, punctuation, and spelling when writing.

Types of Sentences

-(I Do)

-Watch Brainpop Video to introduce types of sentences.

-Explain that there are four different types of sentences (declarative, interrogative, imperative, and exclamatory). Today, we will focus on Declarative and Interrogative. Explain that **declarative sentences** tell something or make a statement. They use a period at the end of each sentence. Write a few examples on the board (I like pizza. The dog chased the car. My shirt is yellow.) Point out that each sentence starts with a capital letter and end with a period as you model each sentence.

-Explain that an **interrogative sentence** ask a question. It ends with a question mark. Write a few examples on the board (How old are you ? What is your favorite color? Do you like pizza?) Point out that each sentence starts with a capital letter and end with a period as you model each sentence.

-(We Do)

Use Google Powerpoint to sort declarative/interrogative sentences as a class. Model reading the sentence and determine if it is telling something or asking something. Determine the correct punctuation mark and sentence type.

-(You Do)

Students will independently sort declarative/interrogative sentences.

Guided Practice

2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Attachments

typesofsentencesposterspdf.pdf

Read Aloud Lessons 1:35pm - 1:55pm

Student Friendly Objectives

I can make predictions, or guess, what a book is about by giving it a "sneak peek."

**Text Selection: Trust Me, Jack's Beanstalk Stinks!**

Before you read--Invite students to discuss what is happening on the cover with a partner. Draw them back together to think about how the title wants to be read. Rehearse reading the title a few ways. Model how you take a "sneak peek" to preview a book. After previewing the book, ask a few volunteers to guess, or predict, what they think the story will be about.

As you read--Read aloud the text with expression, reacting to the text as you read. Encourage children to join you as you act out bits of the story to further engage students.

After you read--Invite students to collaboratively retell the book and call on a few children to discuss whether their predictions, or guesses, were correct.

Vocabulary: harp, snooze, wobbly

Science/Social Studies/Technology 2:25pm - 3:00pm

Student Friendly Objectives

Our American Flag: Read book to class and work on packet as a group.

C.2.2.2. I can demonstrate the procedures for reciting the Pledge of Allegiance and understand the basics of how a flag is to be cared for.



Wednesday 09/02/2020

Important Reminders 8:00am - 8:30am

Heggerty/Word Study 8:30am - 9:10am

Student Friendly Objectives

I can recognize open, closed, and vce syllable words.

I can blend and segment open, closed, and vce syllable words.

Heggerty Week 7 Day 3**Decoding/Encoding:****-Review New Phonics Skill:** Phonics Skill: Open, Closed, Vce

-Use sound wall or spells sounds (Teacher says sound, students echo sound, names and writes the spelling for the sound).

-Hold up frieze card (Build Up Kit 11) with the picture of the rope . Explain that often when a word has a vowel followed by a consonatn and a final e, the vowel sound in the word is long.

-Read "Mole's New Home" as a group to look for vce syllable words (Build Up Kit 9).

-Create a chart and model adding an e at the end, pointing out the vowel consonant e(cap-cape, mat-mate, slid-slide, cop-cope, hop-hope). Brainstorm as a group.

-Practice Reading/Writing Words:

- **(I Do)** Teacher will say the rule (Open, Closed, VCe) and the words that follow it. (jumbo, he, flat, crack, pancake, inflate). Model identifying phonemes/graphemes in the words using Elkonin Boxes.
- **(We Do)** Teacher and students will repeat rule and the words that follow it. (be, belt, risk, trade, blade). Guide/practice identifying phonemes/graphemes in the words using Elkonin Boxes.
- **(You Do)** Students will decode the words independently. (she, just, plant, facetime, plant). Students will independently identify phonemes/graphemes using Elkonin Boxes for the following words.

Review High Frequency Words: (some, have, one)

-Explicitly identify the irregular part in each word. Practice reading an irregular word in a sentence (make mistakes) and model as you correct the word. Allow students to practice with a partner before working independently.

-Practice Reading/Writing Phrases/Sentences:

- **(I Do)** Model reading the following sentence to class: **My face has a red bump on it.** Model writing the sentence.
- **(We Do)** Practice reading the following sentence with students :**I fell into the pile of junk.** Have students practice writing sentence with you.
- **(You Do)** Students will read the following sentence independently: **Take a big jump into the pond.** Students will write the sentence independently.

-Independent Practice

Students will complete activity that will allow then to blend, read, and write words/sentences with closed, vce syllable pattern.

Guided Practice**2.RF.3** Know and apply grade-level phonics and word analysis skills in decoding words.

Mathematics 9:10am - 10:25am

Student Friendly Objectives

I can add and subtract line units.

Module: 1, Lesson: 3

Title: Make a ten to add within 20

Materials:

Fluency: personal white boards

Concept Development: (teacher) 2 sided counters; (student) personal white boards, blank paper, 10 frames for 8, 9, and 10, small bag of 2 sided counters

Application Problem/Student Debrief

Guided Practice



2.OA.B.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

Shared Reading Lessons 10:25am - 10:45am

Student Friendly Objectives

Text: First Day Jitters

Warm-up- Reread poem at a quick but steady pace.

Third Reading of Text: Invite kids to think about where they will take a breath. Try a page or two.

Comment on how each punctuation mark will affect your reading. Reread the text, and use your pointer to help children find a not-too-fast, not-too-slow pace for sections of the text.

Make sure students read with expression too, by paying attention to font characteristics and what's happening in the text.

After the Reading: Practice phrasing a different section w/ partners on their own copies of a page. Perhaps they use highlighters or Wikki Stix to parse, then try reading.

Fluency focus: "Now you are growing as readers, so you need to look for clues to help you know where to take a breath. Readers often look for middle-of-the-sentence punctuation to help them know when to take a breath. Let's notice some of that punctuation now."

Start at page 9

"Wow. That period is in the middle of the line, but we will need to make a full stop there." Or, "Oh, that is a comma, so we should pause a bit, like you would if reading a list."

"I know this next part is fun, but sometimes you read it so fast, I can't quite understand everything that is happening..." Or, "Let's try this part with the pointer to smooth out where we stumbled a bit."

"You know, the author put all of these clues in the text to help us figure out how the book wants to be read! But you also need to use what's happening to help you know how to read the words!"

Or show/give a longer sentences with the punctuation removed. Partners try to figure out what is missing. Which types of punctuation help it sound the best?

Although the pages aren't numbered, this would be p. 9.

Poem-Back to School- Reread the poem, focusing on word work today. Have students be word detectives as they help you search for examples of open syllable, closed syllable, and -vce words in the poem. **Activity page-Making words-challenge students to use the letter tiles to make their own open, closed, and -vce words.

Grammar/Writing 11:25am - 12:30pm

Student Friendly Objectives

I can write well-elaborated narratives, including details to describe actions.

>>> Session 1-pgs 2-11 Discovering Small Moments That Matter >>> Need: Charts(see p.10), 5 page writing booklets, Owl Moon, The Leaving Morning, Teacher's Tiny Topics notebook, Writing notebooks or folders for each student, writing center items >>> >>> *Teaching Point-Master Authors Tell MEANINGFUL stories. Paying attention to these stories can inspire you as a writer. >>> >>> -Discuss with students what they did as writers in first grade and what they will do as writers in second. >>> -Intro the term "Master Writer/Author." >>> -Read ONLY the beginning lines of Owl Moon & The Leaving Morning (see p. 6). >>> -Discuss that Master Authors have a special place where they keep their writing "ideas," such as a Tiny Topics notebook. >>> -Teacher models using a Tiny Topics notebook, jotting down a few words for each idea...no complete sentences. >>> -Students think of their own "small moment" & share it with a partner. >>> -Write >>> -Share-pgs10-11 Intro writing folders/notebooks, share a few of the students' writing. (The book says to discuss charts "Ways to bring stories to life" & "How to write a story" during this part. You could discuss these while on the carpet before sending students to write if you prefer)

**Guided Practice**

2.W.3 Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Lucy Reading 1:35pm - 1:55pm

Student Friendly Objectives

I can use a sneak peek to decide how to read a book.

Lucy Reading Unit 1 Lesson 2

Readers Take a Sneak Peek

Connection:

Celebrate the good start you saw yesterday, noting that children were not only choosing what to read but also how. (Suggested connection: growth chart on wall to mark changes in height)

Teaching Point:

"Today I want to teach you that when readers choose how they are going to read a book, it helps them to think, 'How does this book want to be read?' To answer that, readers give the book a sneak peek – a grown-up, second- grade sneak peek." Add "Give the book a sneak peek." anchor chart.

Teaching:

- Point out that the song you read aloud so somberly the day before was written as a silly song, and use that point to advocate for readers taking a sneak peek to decide how to read a book.
- Suggested text – Katie Woo Has the Flu – Model studying the cover, reading the back blurb aloud, and taking a sneak peek to read the chapter titles, stopping to discuss how the pieces of the book help you to decide HOW to read the book.
- Make sure to model read reading work involved in studying the table of contents, stopping to discuss what might happen in each chapter. This sets readers up to synthesize text later.
- Debrief, naming the things you did to orient yourself to a book that you hope others do as well.

Science/Social Studies/Technology 2:25pm - 3:00pm

Student Friendly Objectives

Read Symbols of Our Country. Discuss how symbols represent various things and ideas in our country. Complete Pledge packet as a group.



Thursday 09/03/2020

Important Reminders 8:00am - 8:30am

Heggerty/Word Study 8:30am - 9:10am

Student Friendly Objectives

I can recognize open, closed, and vce syllable words.

I can blend and segment open, closed, and vce syllable words.

Heggerty Week 7 Day 4**Decoding/Encoding:****-Review New Phonics Skill:** Phonics Skill: Open, Closed, VCe**-Use sound wall or spells sounds** (Teacher says sound, students echo sound, names and writes the spelling for the sound).**-Use the Open and Closed Google slide** (attached/shared drive) to view with students. Hand students the task card before starting. Go through each slide and read the word. Students will decide if the word is open or closed. They will write it on their task card. Model/discuss answers (How did you know it was open? closed?). Make mistakes as you read words to see if students will correct you.**-Practice Reading/Writing Words:**

- **(I Do)** Teacher will say the rule (Open, Closed, VCe) and the words that follow it. (no, me, lunch, bonnet, handshake, like). Model identifying phonemes/graphemes in the words using Elkonin Boxes.
- **(We Do)** Teacher and students will repeat rule and the words that follow it. (go, blink, splash, slide, stride). Guide/practice identifying phonemes/graphemes in the words using Elkonin Boxes.
- **(You Do)** Students will decode the words independently. (hi, jumbo, can, think, rope, same). Students will independently identify phonemes/graphemes using Elkonin Boxes for the following words.

Review High Frequency Words: (some, have, one)**-Practice Reading/Writing Phrases/Sentences:**

- **(I Do)** Model reading the following sentence to class: **We have to move the dog.** Model writing the sentence.
- **(We Do)** Practice reading the following sentence with students: **Go get a long pencil.** Have students practice writing sentence with you.
- **(You Do)** Students will read the following sentence independently: **Fred went to his home at six.** Students will write the sentence independently.

-Independent Practice

- Students will complete activity that will allow them to blend, read, and write words/sentences with closed, vce syllable pattern (Short a/long a).

Guided Practice**2.RF.3** Know and apply grade-level phonics and word analysis skills in decoding words.**Attachments**

Open and Closed Syllables

Mathematics 9:10am - 10:25am

Module:

1

Lesson:

4

Title:

Make a ten to add and subtract within 20

Materials:

Fluency: white boards, hide zero cards, rekenrek

Concept Development: (teacher) 2 sided counters, ten frame showing ten
(student) ten strip, 10 counters per student

Application Problem/Student Debrief

Shared Reading Lessons 10:25am - 10:45am



Student Friendly Objectives

Text: First Day Jitters

Warm-up Read one more time for fluency. Today's read should feel like a celebration. But, still hold them accountable for the learning. Share ideas whole class.

Final Reading Reread as a group, this last reading should feel like a celebration.

After the Reading Have a Grand Conversation. Display the chart: Readers TALK about Books pg. 131. "Readers, let's make our last read of this text the best yet! To do this you'll need to remember all the ways we have practiced this week. Take a moment to think about our work, and when you think of something we should be sure to remember in our last read, put a thumb up." "Readers, you all have been working so hard to read and think about this chapter this week. Today I thought we could think about how this chapter fits with the rest of the story. I know you've noticed things in this chapter that set us up for what happens later in the books and there are some things that also connect with things that happened earlier, too. Today as we read, will you put up a thumb when you notice something that connects to another part of the book? Then we can talk about the WHOLE book!" You might need to model. Ex: After reading pg 12, "Oh this part really goes with what happened before when they were dreaming and didn't hear the floor moan. Now, in our chapter the floor is breaking. That fits together."

With you sitting outside the circle, offer a focus for the conversation: "Readers, you noticed so many parts that connect to other parts in the book. Let's talk about some of those. We'll start with one person's ideas and see if you can say lots and lots about how that one page goes with other parts in the story."

Grammar/Writing 11:25am - 12:30pm

Student Friendly Objectives

I can use correct capitalization, punctuation, and spelling when writing.

Types of Sentences

-(I Do)

-Review declarative/interrogative sentences.

-Remind students that there are four different types of sentences (declarative, interrogative, imperative, and exclamatory). Today, we will focus on imperative and exclamatory sentences. Explain that **imperative sentences** make a command or tell someone to do something. They also end with a period. Write a few examples on the board (Shut the door. Go to the store. Walk in the hallway.) Point out that each sentence starts with a capital letter and end with a period as you model each sentence. -Explain that an **exclamatory sentence** shows excitement and/or express emotions. It ends with a exclamatory mark. Write a few examples on the board (Wow! Congratulations! You won a brand new car! My hair is on fire!) Point out that each sentence starts with a capital letter and end with an exclamation mark as you model each sentence.

-(We Do)

Use Google Powerpoint to sort imperative/exclamatory sentences as a class. Model reading the sentence and determine if it is telling someone to do something or showing excitement/emotions. Determine the correct punctuation mark and sentence type.

-(You Do)

Students will independently sort exclamatory/imperative sentences on Google slides.

Guided Practice

2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Attachments

typesofsentencesposterspdf.pdf

Read Aloud Lessons 1:35pm - 1:55pm

Student Friendly Objectives

I can make predictions about what will happen next in a story.

Text Selection: Jack and the Beanstalk, by Steven Kellogg

Before you read--Model again how you take a sneak peek to preview a book. Invite students to discuss what is



happening on the cover with a partner. Draw them back together to think about how the title wants to be read and compare this to Tuesday's title, Trust Me, Jack's Beanstalk Stinks! Tell students that today, we are going to make predictions **as we read**.

As you read--Read aloud the text with expression, reacting to the text as you read. Pause at appropriate times and encourage children to predict what will happen next in the story.

After you read--Invite students to collaboratively retell the book and discuss how well they were able to predict the events in today's story.

Vocabulary: swap, crept, curious

Accuracy Checks/Assessments 2:25pm - 3:00pm



Friday 09/04/2020

Important Reminders 8:00am - 8:30am

Heggerty/Word Study 8:30am - 9:10am

Student Friendly Objectives

I can recognize open, closed, and vce syllable words.

I can blend and segment open, closed, and vce syllable words.

Heggerty Week 7 Day 5

Students will complete activity that will allow them to blend, read, and write words/sentences with closed, vce syllable pattern (Short/long o).

-Phonics Assessment

Guided Practice**2.RF.3** Know and apply grade-level phonics and word analysis skills in decoding words.

Mathematics 9:10am - 10:25am

Shared Reading Lessons 10:25am - 10:45am

Grammar/Writing 11:25am - 12:30pm

Students will review *Types of Sentences*.*All About Me-Name Activity*

Students will use adjectives to describe/write about themselves.

Guided Practice**2.L.1e** Use adjectives and adverbs, and choose between them depending on what is to be modified.

Lucy Reading 1:35pm - 1:55pm

"All About Me" back-to-school activity

Science/Social Studies/Technology 2:25pm - 3:00pm

Student Friendly Objectives

Watch U.S. Symbols on BrainPop Jr.